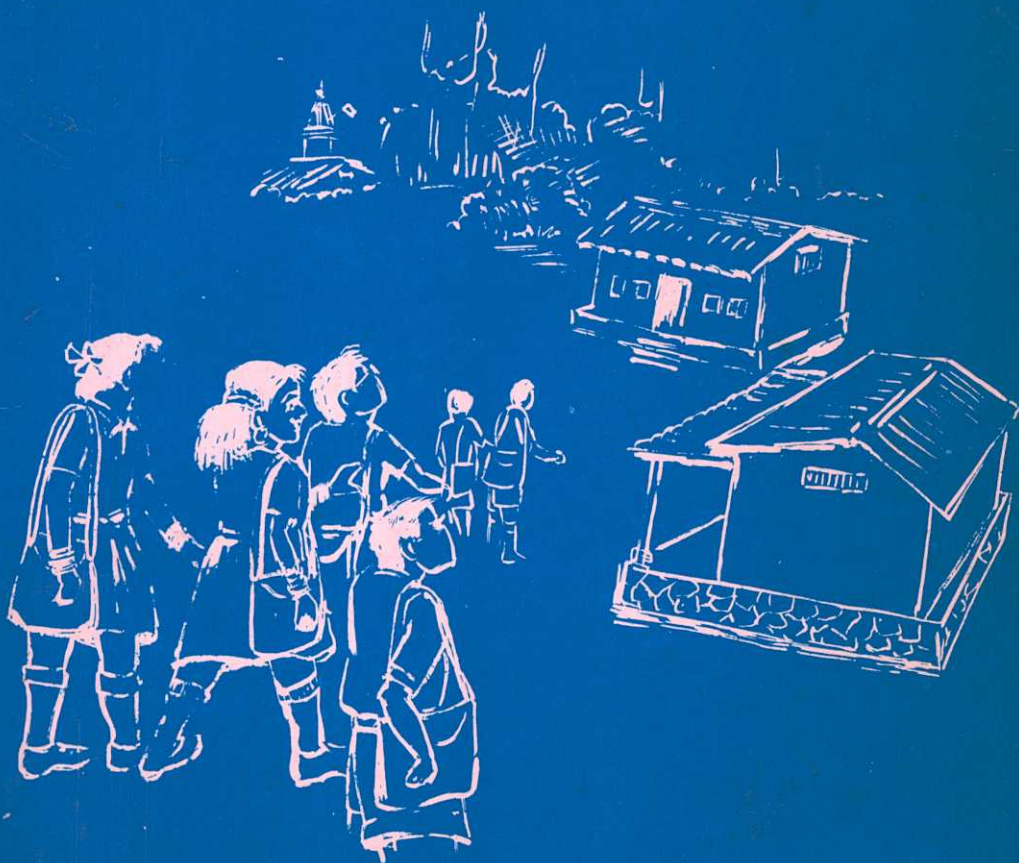


ABC OF NON-FORMAL EDUCATION

K.S. PILLAI



INDIAN ADULT EDUCATION ASSOCIATION

ABC OF NON-FORMAL EDUCATION covers need, significance scope, objectives of non-formal education. Non-formal education in India, psychology of non-formal learners and agencies involved in non-formal education have also been discussed in this book. It also covers curriculum strategies, models, methods, media in the teaching of adults.

It gives principles, tools and techniques of evaluation with special reference to non-formal education.

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A B C
OF
NON FORMAL EDUCATION

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Preface

Non formal Education has gained ground in our country. Many people equate it with programmes aimed at eradication of illiteracy and get misconceived. It is really much more. Starting from Pre-school level and going upto the Open University system, one could find many characteristic features. Non formal education is need based, life oriented and related to environment. Some consider it a parallel to and substitute for formal system of education which has many limitations. This is not so. Non formal education cannot be a panacea for the evils of the formal system. We need both formal and non formal systems, supplementing each other.

Upto the seventies of the 20th century, education was divided into formal and informal. Only in the seventies informal education again got divided into informal and nonformal streams. Any education carried on outside the formal system can be called nonformal. It is rather flexible and result oriented.

In India Non formal Education was first introduced in certain Districts on an experimental basis. While one stream referred to the age group 6-14, who dropped out of the formal system due to one reason or the other, the other stream was meant for making those above 15 years, literate, giving top priority to 15-35 age group.

Specialisation in nonformal education at Master's Degree level is available in many Indian Universities. The UGC has recommended establishing separate faculty of non formal education in Universities. Garhwal University (Srinagar) has taken the lead in this direction. Currently 95 Universities are involved in adult, continuing education and extension programmes.

Since the launching of NAEP in 1978, college students and teachers are also in the field. Without knowing that they are following non formal system of education as 'givers' and 'takers', they do it. Many voluntary agencies have been and are in the field. KANFED (Kerala Association for Non-Formal Education and Development) is trying to link non formal education with developmental activities. The functionaries and organisers need better orientation towards the conceptual and procedural aspects of non formal education for increasing their efficiency.

Having had the privilege of specialising in non formal education at London University Institute of Education in 1976, with a Government of

India fellowship (Imperial Relations trust) and having been in the field for more than 20 years as a functionary, teacher, researcher, research guide, trainer of trainers, evaluator etc. the need for an authentic book on non formal education was felt seriously. This has resulted in this volume. In one book all the aspects cannot be covered. Hence only the salient areas are incorporated in this. It is thus titled 'ABC of non formal education'. To reach its 'XYZ', many more years of active work will be necessary.

In this book the following areas are covered: Need and significance of non formal education; scope, objectives and coverage of non formal education; Non formal education in India, Types, Qualities and Training of non formal education personnel, Psychology of non formal learners; Agencies involved in non formal education, Meaning, principles and dimensions of non formal education curriculum, strategies and models to be considered while developing non formal education curriculum, principles, methods and media in the Teaching of Adults; Principles, nature, tools and techniques of evaluation with special reference to non formal education; financial support from central and state governments for non formal education; contribution from other agencies, local initiative and support as well as coordination.

These are expected to give the reader, functionary or beneficiary, the knowledge necessary for effectively involving oneself in the non formal education system. For students specialising at Masters or Post Masters level, for Diploma or M.Phil and for Doctoral researchers, the book is expected to give proper directions. It is also hoped that the voluntary agencies can derive benefit out of this book in their ongoing and future programmes under the wide spectrum of non formal education.

The Indian Adult Education Association, being the apex body of all voluntary agencies in India, especially in the field of adult, continuing education and literacy work, agreed to publish this volume. Though I am part and parcel of the Association, I thank the office bearers for agreeing to take up the publication of this book. Thousands of voluntary workers, beneficiaries and officials have motivated me to take up this task, to all of whom, I am thankful.

I am happy to present this 'treatise on non formal education' to the academicians, technologists, practitioners as well as learners and beneficiaries for their comments and suggestions.

K. Sivadasan Pillai

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Need and Significance of Non-formal Education

Formal Education - Meaning and Limitations

Formal Education is consciously and deliberately planned for the modification of behaviour, with a particular end in view. It is undertaken in schools or institutions, specially established and maintained for this purpose. It therefore takes the form of schooling, tuition and instruction.

Formal education is hierarchically structured, chronologically graded and institutionalised. It consists of a network of schools, colleges and universities and is often geared to provide book-oriented education with certificates, degrees and diplomas issued to ascertain the level of education attained.

The Central Advisory Board of Education (CABE) proposed in 1947 that 'the more reliance on formal education cannot cover all educational needs in India and is disproportionate both to the growing quantitative requirements and to the increasing demands for greater relevance of education'.

It was during the same period that J.P.Naik observed thus:

- the present educational scheme is unsuitable for the children of the masses.
- the present educational system stresses more on non-functional aspects of education and as such is not useful.
- 75% of the pupils drop out at the age of 14 and their educational needs should be met.
- Since the masses are out of the school, there should be means to educate them."

It does not mean that the formal system cannot be expected to achieve miracles nor can it subdue social inequalities, economic backwardness, socio-psychological obstacles, prejudices and various disparities in a country like ours.

Paulo Freire, in his book 'Pedagogy of the Oppressed', refers to the 'formal system' as the banking system. In this system the main transaction is the act of transferring information from the teacher's head and depositing it in the students' heads. The teacher is thus the depositor and the students are the depositories.

Characteristic features of the formal system

According to Freire, the **oppressive nature** is depicted in the education system in the following ways:-

01. The teacher teaches and the students are taught.
02. The teacher knows everything and the students know nothing.
03. The teacher thinks and the students are thought about.
04. The teacher talks and the students listen mostly.
05. The teacher disciplines and the students are disciplined.
06. The teacher chooses and enforces his choice, and the students comply.
07. The teacher acts and the students have the illusion of acting through the action of the teacher.
08. The teacher chooses the programme content and the students adopt it.
09. The teacher confuses the authority of knowledge with his own professional authority, which he sets in opposition to the freedom of the students.
10. The teacher is the subject of the learning process, while the pupils are mere objects.

Ivan Illich feels that the tendency is to 'confuse teaching with learning, grade advancement with education, a diploma with competence and fluency with the ability to say something new'. He is against the formal system of education which makes 'the rich the richer and the poor, the poorer.'

Drawbacks of the formal system of education

It offers a frozen curriculum which has validity only in a frozen timeframe. The curriculum is traditional, unscientific, theoretical, academic and not objective-based. It is narrow and one sided because it does little towards the development of the individuals. Even the activities like craft work and physical exercises included in the curriculum are divorced from the local environment of the pupils. It is rather general in

nature. The importance given to technical and vocational subjects is not in accordance with the needs and interests of pupils. So they are incapable of entering practical life after secondary education. The curriculum neglects moral and spiritual values.

The undue emphasis and importance on examination have tended to make secondary education, examination oriented. As a result of this educational programmes have dwindled into merely securing maximum marks in the examination. Thus the very purpose of education is defeated.

The expenditure on formal education is increasing day by day. The 'perhead expenditure' on education in the formal sector is rather high and is on the increase. So majority of the masses could not enjoy the fruits of the formal system of education.

There is a wide gap between the education imparted and the realities of life. It is curriculum oriented and not life oriented. The educational system is at variance with the environment in the sense that for the growing numbers, it does not provide employment or it does not create readiness for self employment. It does not provide courses and subjects in which educands are really interested. As essential pre-requisite for a successful educational programme is the promotion of confidence among learners and instructors. The existing system of education does not provide such a confidence.

The system produces young people whose incomplete and illconceived education alienates them from their own people since everybody becoming literate or educated rarely acquire an awareness on the problems of the society in which they live.

The system has limitations regarding its possibilities to reach all potential learners, all those who feel the necessity to learn and acquire skills. Formal education lacks the power to reach children, adolescents and adults coming from different social backgrounds. Mainly it is the privileged groups who avail themselves of educational facilities due to its rigidities and formalism. There is a gradual decline in this situation.

The formal system of education does not cater to the needs of rural Indian Societies. India, being a developing country requires rapid economic prosperity. Education has to be related to the environment of the masses and the problems of their living together.

Formal education leaves a large portion of the population without any education. There has been tremendous increase in the population of developing countries and especially in India (from 35 crores in

1951 to 83 crores in 1991). The formal system of education has failed to provide education for all. As per 1991 provisional figures, out of the 83.58 crores, only 52.11% are literate.

In India majority of the formal educational institutions are under the private sector, owned by different sections of the society, mainly by the upper castes. So it is rather difficult for the backward classes, especially Harijans and Girijans, to get educated through the formal system.

The formal system does not meet the life long educational needs of the individual because it ends either with school or University.

Formal system is rather rigid and time bound. It is not life oriented and life centred.

Because of all these, it is felt that formal education institutions cannot be omnipotent solution for all educational and learning needs of a complex society. Hence there is need for searching for alternatives to the formal system of education.

The revolutionary ideas of Paulo Freire and Ivan Illich attack the traditional style of education from different angles. Both reformers contend that the teacher-dominated system of education robs the learner of his self respect. Freire believes that "no one can teach any one else; no one learns alone; and people learn together acting in and on their world". He is of the opinion that learning is not a matter of memorising and repeating given words, syllables and phrases, but rather a critical reflection on the process of reading and writing itself.

Non Formal Education - Meaning and Characteristics

Non-Formal Education is the "organised provision of learning opportunities outside the formal school system, covering a person's life time and programmed to meet a specific need." It is relevant to the needs, requirements, environment, abilities and capacities of the individual. Non formal education does not mean an unorganised education. It is an organised provision of learning for specific purpose and need and its regard is fairly quick.

Non formal education "is flexible; is life, environment and learner oriented; is diversified in content and method; is non-authoritarian; is built on learner participation and it mobilises local resources and enriches human and environmental potential."

Without restriction on age, sex, occupation, etc. and without regular institutionalised learning, if one could be educated that can be

termed as non formal education. While formal education is imposed by the 'giver', on the receiver with little interaction between the two, the non formal programme is a process of sharing, exploring, analysing and judging together with full learner participation. However non formal education is not a substitute or a parallel to the formal system. Nor is non formal education panacea for all the evils of the formal system.

Coombs and Ahmed have opined that "education embraces much more than the conventional academic skills and subject matter. It includes the acquisition of occupational, household skills, development of aesthetic appreciation and analytical code of thinking; the information of attitudes, values and aspirations, the assimilation of pertinent knowledge and information of any sort."

According to *Dr. T.A. Koshy*, "non formal education focuses on the improvement of social and personal living and occupational capabilities. It is important because of the immediate practical utility of the learning it produces. It encompasses the full range of learning activities and it is of value only to the degree it can help an individual young or old, male or female make practical changes in himself, his daily life and his environment in accordance with his own goals and wishes."

Non formal education is more oriented towards helping an individual to solve problems than to absorb a particular curriculum content. It is strongly identified with specific locally felt needs, local culture and local ways of culture. It can take place on the job with families in a home, in discussion group under a tree, in community centres, churches, temples or clinics. It need **not necessarily be linked to the formal school system, but may be under the auspices of a wide range of governmental and non governmental, private and public agencies.**

Mrs. Kamalini Bhansali observes thus: Non formal education covers several aspects to meet different purposes and if considered as a complement to formal system, would be helpful in meeting the total need for education. Open Universities, Correspondence Courses, Adult Education, Continuing Education and Extra mural work are different forms of non formal education.

Programmes of non formal education

According to the Directorate of Non formal (Adult) Education, the following programmes of non formal education system can overcome at least some of the serious defects of the formal system of education.

01. Correspondence courses leading to Degree or Diploma etc. of the same kind as the formal programme.
02. Part-time courses through morning and/or evening classes or week end sessions.
03. Correspondence and special courses not leading to Diploma or Degrees.
04. Sequential courses through summer schools and sessions at convenient times of the year comparable to regular courses and leading to Degrees, Diploma etc.
05. Correspondence courses supplemented by short contact/campus course and field work.
06. Short courses limited in scope and ranging from 2 or 3 months or even longer leading to certification of value.
07. Short adhoc programmes like seminar, workshop, demonstration, laboratory work, field work etc.
08. Serialised programmes of lectures, seminars and conferences.
09. Serialised publications including books, periodicals, pamphlets, bulletin and other extension services.

In the opinion of *Asher Deleon*, UNESCO Advisor to Government of India, non formal education can be imparted in different ways such as:

01. By formal educational institutions for school going population.
02. By formal educational institutions for non-school going population.
03. By non formal ways to school going population.
04. By non formal modes to non-school going children.

Educational planners around the world are well aware that learning does not take place only in the confines of the class room (i.e. within the four walls of the institution). It is also well understood that a country's formal system only partially serve the varying needs for human resource development. Hence education has to become part of the ongoing development of a country.

Even those who had the most sophisticated education must continue to learn; the alternative is obsolescence. The Eighties are characterised by an accelerated rate of social change, breaking down many traditional norms and barriers, explosion of knowledge, new expectation and highly advanced technology. So one cannot but learn something or other at his will and pleasure. Herein comes the role of non formal education.

Scope, Objectives and Relevance of Non formal Education

Scope of Non formal Education

Non formal education covers a wide variety of human learning needs such as the acquisition of occupational and household skills, assimilation and successful utilization of information on nutrition, sanitation, child care, family planning, small farm management, housing improvement and the cultivation of vegetables and fruits on available plots of land. It also includes the formation of new attitudes, values and aspirations and the building up of an informal, active citizenry where each member is concerned with his own individual well-being, that of his neighbours and of his environment. This view of education and learning is focussed on human beings; its intention is to help an individual find ways of articulating his needs and those of his community; mobilising resources to meet these needs, and taking stock of own destiny for self realisation. It is a type of learning that is not imposed by outside forces, but is sought and developed by learners themselves.

Non formal education for children and Youth

Examples of non formal education applicable to children and youth would be:

Pre school day care centres and nurseries; school equivalency programmes to provide a second chance for those who missed schooling or dropped out early, adolescent and adult literacy classes; school based extra curricular activities such as beyond boys and girl guides, young farmers' clubs, sports and recreational groups and occupational training for adolescents in agriculture and construction work carried on outside the formal school structure.

Government of India programmes

The following programmes have been listed by the Government of India in their document published in 1975.

01. Non formal education programmes for the age group 6 to 14 years.

02. Non formal education programmes for young men and women in the age group 15 to 25 years.
03. Non formal education for the age group 25 years and above.
04. Non formal education programmes for the age group 15 years upwards linked with developmental schemes (functional literacy).
05. Non formal education programmes for urban workers.
06. Non formal education programmes by non-educational agencies.
07. Non-formal, Continuing education, through Universities.
08. Literacy services for reinforcing non formal education programmes.

Objectives of non formal education

It is rather difficult to express the objectives of non formal education in absolute terms. They are related to time and place and hence will accordingly vary. Non formal education will have to be related to the present and the immediate needs of the young people as against their long term intellectual needs.

Following are the major objectives of non formal education:-

01. To combat the three evils viz. illiteracy, poverty and unemployment.
02. To tutor how to read and write and attempt daily life transactions effectively.
03. To impart knowledge, understanding, attitudes and skills.
04. To provide training in skills which may enable a trainee to be self employed or obtain immediate employment.
05. Or at least provide reasonable opportunities for employment.
06. To meet the immediate and specific needs of the learners.
07. To create an outlook of equality irrespective of religion and caste.
08. To develop skills to adjust well to the changing learning needs.
09. To enable learners to use a diversity of methods.
10. To experiment new models of educational programmes so as to gain understanding for a wider application.

11. To help the learner in acquiring occupational skills.
12. To develop a scientific outlook among the learners.
13. To develop the capacity to acquire organisational and managerial skills.
14. To help in the development of initial faculties and developing personalities.
15. To impart knowledge about health & hygiene, family planning etc.
16. To make the citizens conscious of their rights and duties.
17. To help the learners in solving their problems.
18. To enable the individual to participate in the developmental activities.
19. To inculcate self confidence among the learners to overcome difficulties courageously and forge ahead with appropriate course of action.
20. To equip the individual physically and mentally to build up a better society.
21. To embolden the exploited masses to liberate themselves, conscientize properly and act accordingly for their well being and prosperity.
22. To help the masses break their culture of silence.

Relevance of Non formal education

Being problem oriented, non formal system of education helps in solving individual and community problems. It aims to promote betterment of community life. It can be linked with local, socio-economic and political needs. It is open to young and old, men, women and children. It can be imparted through discussions, puppet shows, demonstrations, exhibitions, films, radio, audio tapes, television, video cassettes, posters, flash cards, charts, graphs, slides, books, newspaper etc. It can be linked with the problem of family planning, health and hygiene, sanitation, child care, farm management, agricultural productivity etc. Instruction can be carried out with the help of a variety of people such as health workers, community development personnel, doctors, engineers, lawyers, teachers etc. This type of education stressed the development of learning opportunities of all types for the masses.

The Indian Context

In the Indian context, non formal education has great significance. But it is also important to realise that in modern times both formal and non formal approaches to education have their due place and relevance. In a country like India with enormous educational needs, formal education alone cannot be sufficient for the achievement of major educational objectives. Non formal education should adopt new feasibilities to cope with the increasing demands based on scientific and technological advances.

Non formal education is necessary for all and for all times to come. The spirit of non formal education is very necessary in our formal schools also so that education can be related to the socio-economic and educational development of the country.

Informal Education

The process of education can be classified into 3 categories, recognising that there is overlap and high degree of interaction between them. They are (i) informal education (ii) formal education and (iii) non formal education. All the three are relevant and needed for the fulfilment of human living.

The individual does not live in a vacuum. He is constantly under the influence of his surroundings. In a way, he 'learns' all the time, from every event, from every experiences and from moment to moment. There is hardly a place or happening. eg., a market, a hospital, a railway station, a cinema house, a journey, an entertainment party or a court case, from which something or other is not learnt. If one is observant, inquisitive and alert, one assimilates more and faster. Even those not so gifted receive something which offer their behavioural changes in life. The education received in this indirect manner may be called informal education. Some call it accidental or incidental education.

Informal education is thus a phenomenon which stands for the aggregate of incidental unplanned and unstructured educational influences that consciously and unconsciously impinge on the individual and affect his attitudes and understanding. It is said that as formal and non formal education gain in depth and dimension, they are bound to overflow into the informal educational environment as well.

Distinction between formal and non-formal education

Formal Education

- is finite, limited to a period of 'being taught' as against a period

of 'life and work'.

- has fixed points of entry and exit.
- is geared to impersonal goal grab of knowledge acquisition
- is motivated by employment and status orientation
- has fixed predetermined curricular concepts and content
- is imposed by the giver on the receiver with little interaction between the two
- fosters an uncritical command obedience syndrome
- works towards selecting success and weeding out failure
- nurtures the statusquo and discourages deviates.
- works within a contemporaneous social frame and hence get quickly out of step with social change
- prepares individual and society for a state of being in a static social and cultural framework
- requires qualified, trained personnel for imparting instruction.
- is examination and certificate oriented leading to credit system and malpractices
- is rather authoritarian and rigid.

Non formal Education

- is life long with learning integrated with life and work and life upgraded and enriched by learning.
- has flexible points of entry and exit, reentry and reexit, and so on, throughout the life span of the individual.
- helps in understanding the individuals own needs the environmental situation, the societal goals and mutual interrelationship.
- is motivated by individual growth, self renewal and maximising human potential.
- has diversified, flexible curriculum, responsive to learner and environmental needs.
- is a process of sharing, exploring, analysing and judging together with full learner participation.
- creates an open ended critical and self reliant awareness.
- works on the principle of universal success through universal learner satisfaction.

- provokes questioning, encourages healthy points of departure towards progress.
- anticipates and prepares for change, for the unknown future.
- pushes the individual and society to the path of perpetual becoming evolved, resurrected and transformed.
- permits any one willing and desirous of sharing knowledge, ideas, skills, etc. with others to do so at their convenience.
- is not giving emphasis on certification and consequently on examination system.
- is participatory, more realistic and rather flexible in all ways

Informal, Formal and Non-formal Education

By informal education we mean "the truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experiences and the educative influences and resources in his or her environment - from family and neighbours, from work and play, from the market place, the library and the mass media".

By formal education we refer to the "hierarchically structured chronologically graded educational system running from primary school through the University and including, in addition to general academic studies, a variety of specialised programme and institutions for full time technical and professional training."

Non formal education is defined as "any organised educational activity outside the established formal system - whether operating separately or as an important feature of some broader activity - that is intended to serve identifiable learning clienteles and learning objectives."

Any educational activity falls into the non formal category if

(a) it is consciously and purposively organised and systematically pursued (b) with a view to facilitating particular kinds of learning by a particular learning clientele and (c) it is not an integral part of the formal education system.

Some prefer the term out of school education. This fails to retain the important distinction between non-formal and informal education. Also some non formal education programmes take place in educational institutions - after regular hours. Use of unconventional pedagogic methods is a major characteristic of non formal education.

Planning Non formal Education Programmes

Non formal education in India

The CABE initiates

In November 1974 the Central Advisory Board of Education (CABE) advised that "the exclusive emphasis on the formal system of education should be given up and a large element of non formal education should be introduced within the system." It was suggested that all State plans should henceforth include programmes of non formal education as an integral part of educational provisions and suitable machinery be set up in each state to formulate, devise and implement programmes of non formal education including functional curricula, integrated and interlinked with the formal system. Addressing the CABE the then Prime Minister Smt. Indira Gandhi endorsed the view that "educational activity should not be confined to the formal system and the rigid methods of the educational system have to be removed and formal education should be supplemented by non formal education." She added that "education is a life long process and must make our society a learning one, which will nourish the highest aspirations of our young people." Thus the seventies marked the real beginning of non formal education in India.

CABE recommendations

The CABE put forth the following recommendations:

01. Detailed plans of non formal education, based on necessary surveys should be prepared by each state for different age groups and sections of the society. Special emphasis needs to be given to the economically deprived sections.
02. Every effort should be made to mobilise additional resources from the community. Suitable measures should be adopted to increase the involvement of local bodies.
03. Non formal education programmes for the youth and adults

should be correlated with the main developmental activities. In particular it should be an essential input of the programmes - the successful implementation of which depends on well informed participants.

04. Greatest care should be taken to make the content of non formal programmes related to the environment and needs of learners.
05. The programme of non formal education should be developed on a large scale to enrol children in the 6-14 age group who do not attend schools at present and also to reduce wastage.
06. Special programmes should be launched for Tribes at all places where literacy percentage is less than 5%.
07. In organising non formal education programmes for various age groups, there is need for a much greater involvement of students and non student youth organisations as well as Government and voluntary agencies. Suitable arrangements for consideration should be made at the national, state and implementation levels.
08. A cell may be set up in each state either in the State Directorate of Education or in the State Institute of Education to co-ordinate all programmes of non formal education.

While clarifying the concept of non formal education in the Indian context, Asher Deleon opined as follows:

“By non formal education we do not mean

- i. creating a system to substitute the formal system of education.
- ii. creating a second grade educational system through non formal education.”

He added that “non formal education is not only for the poor, it is not created for a particular category and it is not a set of heterogeneous or incongruous activities.”

Purpose of non formal education

In a publication of the Government of India, Directorate of Non formal education entitled '*Dear friends*', the purpose of developing non formal education was clarified as follows:

- (a) to correct a situation where some have all education and many have nothing, and thus to democratise education as part of the process leading to democratisation of society as a whole.
- (b) to open all facilities to those who wish to enter or re-enter the education process at any point.
- (c) to permit updating and reshaping of knowledge and skill.
- (d) to bring society to a stage when both formal and non formal educational facilities will be at the disposal of all its members."

Main features

The main features of the non formal system of education, according to J.L. Sachdeva, are:

01. Education and training according to felt needs.
02. Vocational training for employment or for upgradation of knowledge and skill.
03. Knowledge of civic rights and responsibilities and community living.
04. Knowledge that can improve the quality of family life such as nutrition, hygiene, family planning, population education etc.
05. An overall open educational system with the variety of choices for the learners and keeping mobility within it.

The Strategy in India

Satyen Maitra is of the opinion that non formal education can and does differ from country to country. Non formal education in a developed country differs both in educational objectives and content from those in a developing country. In our country non formal education will have to address itself to the poor and under privileged sections of the society. It should be directed towards reduction of inequality, economic self-reliance and social justice.

Non formal education has come to stay in India during these years and now the emerging trend is to integrate both formal and non formal system and to link both making them mutually dependent and collaborative. Linkage is already there but the question of complementarity has not yet been utilised properly. Acharya Ramamurthi has

indicated this need in his report based on a review of the New Education Policy of 1986.

Non formal education and rural development

Rural development - meaning and scope

The term 'rural' does not imply a mere non urban character in the spatial sense. It is a social and cultural concept. Rural society has its own social ethos and therefore requires full comprehension of its ingredients, while extending the process of development of this vast sector. Rural development is a positive concept of reconstructing the rural society to fully develop its potentialities and capabilities to be self reliant in basic needs. The word 'rural' thus stands for a socio cultural entity and is not merely a territorial or locational concept. The basic character of our rural society is even now predominantly agricultural.

Rural development in India has a long history and it continues to be a serious challenge to all of us. The crucial question is how to set up productivity and banish poverty among the rural poor. For the weaker sections of the society particularly marginal and small farmers, landless agricultural labourers and rural artisans, development was extended through the target group approach. A national programme of minimum needs was launched during the V plan and Area Development approach was evolved in the VI plan.

Development does not necessarily lead to social change, and much less to equitable change. It is destroying to discover that development promotes disparity. What we need is a change in the process of development that does not perpetuate the status quo but which accelerate the movement towards an equitable society. Our thrust should be towards 'development without disparities' and 'social justice' for growth.

Rural Development through Universities

Education for rural development would mean education for social change through rural communities. Community education is the most appropriate modality of continuing education and extension work. It can provide depth, integration and spontaneity to the programme. It is convinced as the most suitable typology of education for rural development. The Departments of Adult and Continuing Education should work as model agencies and act as a bridge between the Departments

of studies and the rural communities by promoting programmes of continuing and community education in every branch of learning. All Institutions of higher education should be converted into community education centres. The surrounding communities should have a whole day access to physical and intellectual resources of the institutions concerned. To begin with, every college in the rural areas should institute a 'Community Education Centre' in its premises. The educational programme should emerge from direct interaction between the people and educators. Education can play a very crucial role in generating social transformation in the rural society. For this formal institutions will have to non formalise their activities considerably and throw open its infrastructure for the community. The role of universities in rural development programmes should not be peripheral and of free nature, but of a catalyst and pivotal nature. Universities can undertake rural development programmes more effectively if they maintain a regular rapport with other administrative agencies — both governmental and non governmental — responsible for carrying out various activities pertaining to rural development. It is also accepted that Universities with its resources and substantial youth power at its command can design various activities which are socially relevant and useful to the population and the area where it functions. Each institution should adopt a visible area and concentrate its work there for ensuring all round development of the people.

In the ultimate analysis development has to be considered as that which is for the man, by the man and of the man as Nyrere has emphasised. The major implication of this statement is that the developmental programmes cannot be meaningfully implemented unless the man is prepared and developed for it. Herein comes the need for a dialogue which will result in liberation and conscientization.

Desirable steps

The following steps are recommended for a University or College desirous of making a meaningful involvement in rural developmental efforts:

- understanding area profile
- identifying disadvantaged groups
- preparing an inventory of physical resources

- identifying gaps between existing and desirable income levels among different segments of the poor
- estimating income and employment potential of different on-going projects.
- identifying supportive sources for main programmes or target groups
- implementing and monitoring the programme
- preparing a statement on the mechanism by which the local population could participate in the development efforts being undertaken.

Education, especially through non formal measures, can play a significant role by imparting necessary technical, managerial and social skills, creating readiness and motivation for acting towards organising themselves and effecting desirable changes. The linkages between non formal education and rural development has to be further strengthened. Integrated rural development programme has to be built into the college curriculum as an extension component.

Types, Qualities & Training of Non formal Education Personnel

Non formal education in India - Origin and growth

Non formal education was first introduced in India during the 6th Five Year Plan in 9 states designated as educationally backward. The age group covered was 6 to 14 years as drop outs were in this category. This was known as Non Formal Education for 6-14 age group. Later non formal education was introduced for the age group 15 to 35 years on a priority basis among women, SC and ST. Revenue districts were identified and non formal education projects were initiated. After the New Education Policy of 1986, the non formal education scheme was extended to urban slums and hilly, desert, tribal and remote areas in all states.

Achievements in non formal education as per 1990-91 Economic Survey

The basic features of the non formal education programmes are area approach, organisational flexibility and decentralised management, more relevant curriculum, diversity in learning activities, external evaluation on a random basis etc. As per Government of India document, Economic Survey of 1990-91, the following points emerge:

During the period 1988-89, 89-90, 90-91

- | | |
|----------|--|
| 2,70,000 | Non formal education centres were brought to function |
| 81,282 | Centres were exclusively sanctioned for girls, non formal education. |
| 410 | Voluntary agencies were approved for non formal education work. |
| 27,087 | Non formal education centres were sanctioned to Voluntary Agencies. |
| 68 lakhs | Was the enrolment in non formal education centres |
| 18 | District Resource Units were established and |

- 17 States or Union Territories were covered under non formal education.

Types of Non formal education

This shows clearly the types of non formal education. Mainly it is for the drop outs and adult illiterates. But it can very well be used for pre school education and continuing education or rather life long education. It can be academic or vocational in nature. It has to be institutionalised but can make use of available infrastructure and establish new ones. Adult education/Continuing education in the affluent countries make use of available institutions, facilities etc. Then why not the developing countries like India follow suit? The formal institutions are now used only for about one third of the possible time.

Unlike the formal system, non formal education cannot have stereotyped and preconceived personnel structured. Starting from National level and coming down to State, District, Block, Panchayat/Village, Project level personnel can be designated and deputed.

Non formal education for 06-14 age group

In the non formal education for 6-14 age group, officers and teachers of the formal system are usually entertained. The concerned Deputy Director, District Education Officer, Divisional Inspector, Assistant Education Officer etc. are in the formal schools outside school hours, the head of the institution concerned - Headmaster/Principal is put in charge. It is he/she who identifies teachers who volunteer or are selected for the task. Hardly outsiders are selected as functionaries in the system. Thus the timing, approach, beneficiaries etc. give it non formal nature.

Non formal education for adults

In the 15-35 age group sector, which is community oriented mainly Rural Development Department personnel, the Block Development Officer, Village Extension Officer, etc. are to take active part. They can locate suitable persons from the area concerned. Project Officers, Supervisors, Instructors etc. are the different types of persons needed. Depending on the project, number, qualification, experience, nature of job etc. may vary.

Grass root level workers - their significance

However the grass root level functionaries are the king pins in

non formal education programmes. They are not only linkages but they are supposed to be with the community through out. The success of non formal education programmes depends on the commitment, sincerity, hardwork, ability etc. of these workers. It is preferable to identify local workers instead of imparting social/community workers from other parts. As voluntary agencies are very much involved in the non formal education programmes, it is not difficult to identify appropriate personnel for various levels and type of work.

However qualified a person may be he/she has to be equipped properly for discharging duties as a non formal education worker. Here in comes the need for training or orientation. Pre service training and inservice training are needed. Competencies have to be developed and acquired. In addition to familiarising the functionaries to the programme in general and local adaptation, salient strategies of the programme, its functioning, content, method, monitoring, evaluation, feed back, follow-up etc. have to be discussed and planned at such training programmes. Training should not become a farse. It should serve the real purpose for which it is meant. This depends on the selection of personnel. We can look for certain qualities among non formal education workers.

Characteristics of grass root level work

Grass root level work may be defined as the work which deals with concrete problems of the people on the spot in their own concrete situations through direct personnel and informal contact. Certain characteristics are expected of the Grass Root Level Workers.

01. Nature of Contact: At the grass root level, especially in the rural context, person oriented contact is a requirement. Most people were illiterate (even now!) and remained isolated from modern influences. Face to face contact and proper dialogue thus becomes essential to convince prospective beneficiaries of the task at hand, win their confidence, establish rapport with them and then implement and evaluate the project. The role of change agent has to be properly played.
02. Value of the programme: There may not be adequate understanding of the value and significance of the development programme. So long as Community is seen as hierarchical and unequal, the discrepancy value system has to be managed smoothly.

03. **Conflict of interests to be overcome:** Often the interest of the programme are altruistic which seeks to benefit everyone, whereas the interests of the people are selfish. There is lack of community involvement in development programmes. Through appropriate communication, a grass root level strategy has to emerge to homogenize the particularistic and community interests.
04. **Short range benefits need priority:** The masses seek immediate, direct and concrete benefits. But most of the development programmes are long term benefits oriented resulting in poor response. Only imaginative workers can overcome this situation.

The work at the grass root level is more demanding than the work at any other level. Hence the competencies of the Grass Root Level Workers are also more demanding. The selection and training of Grass Root Level Workers remains weak and inadequate. Low remuneration is another causative factor. For continuous and sustained work, a regular cadre of workers is essential. Systematic recruitment policy and training is a prerequisite for the successful implementation of any project. Professionalism has to be injected into the Grass Root Level Workers.

Competencies expected from Grass Root Level Workers

Some of the essential competencies expected on the part of grass root level workers are listed below:

01 Sensitivity to the grass root level situation

The grass root level worker should first know the community in which he works. The community context has to be thoroughly understood by the worker. This should involve not only the knowledge of the structure and organisation of the community but should involve the understanding of the people, their needs, aspirations, beliefs, emotions, problems, perceptions, ways of solving of problem etc.

02. Articulation

The grass root level workers should have certain analytical abilities such as ability to identify and categorise what is relevant for a given task and should be able to derive causal analysis.

03. Expressional abilities

One of the major abilities expected of the grass root level workers is the ability to express freely in a manner that is not only understood by the people but also convincing to the people. This requires the ability to speak in the context of the ethos of the people. The principle 'from the people to the people' should be followed.

04 Credibility of the Workers

If the grass root level worker is to be effective in the community, he should be accepted by the community. This depends largely upon the credibility of the worker. This can be established only when the worker is believed by the people, ie. the worker has to demonstrate that he is sincere, trustworthy and stands for certain principles.

05. Diffused roles

The worker has to relate himself and his work with many other areas of the community activity. In the country economic, social, political and cultural activities fuse into each other. Hence a different role is expected of the worker. Otherwise there is the danger of being isolated.

06 Balanced Involvement

The people of the community will have definite unequivocal affiliation and involvements. In such a situation the grass root level workers will find it difficult to remain neutral. His involvement will be demanded on a partisan basis. This will be a delicate situation for the worker. He has to maintain a balance which can be called objective involvement.

07. Self Dependency

The worker has to be largely autonomous. He has to take his own decisions and adopt the methods required for the implementation of the programme for which he is responsible. He has to be innovative and imaginative to deal with any contingency that arises in the process of his work.

Training of Functionaries

Essential Features of Training

In order to make the training effective, several precautions have

to be taken and a systematic approach has to be planned and implemented. Some of the major requisites are listed below:

01. Timing of the programme

In the case of short term training for freshers it would be advisable to plan a programme such that the gap between the completion of the training programme and taking up of the assigned job should be between 6 to 10 days. The influence of the training should not be either too hot or too cold for optimum effect.

As far as possible avoid conducting training in extreme, hot and rainy seasons. Try to avoid conducting training towards the far end of the financial year.

02. Participants' profile

A schedule has to be prepared to collect details regarding age, qualifications, experience, expectations etc. of the participants to ascertain the level of comprehension, interest etc. It is preferable to have the data collected one week ahead of the training. Reading materials if sought for may be made available and based on the analysis of the profile necessary arrangements may be made.

03. Location of training programme

Congenial physical and social atmosphere and facilities will ensure efficiency of the training programme. Physical accommodation for general and group sessions, as well as moving space are required. The seating arrangement also has to be taken into consideration. There should be sufficient light and ventilation. The place must be easily accessible and noise free. Residential facilities may be provided at the camp site or in its proximity. Field work areas convenience is yet another factor of concern. Facilities for recreation also have to be provided.

04. Teaching learning materials

Depending on the nature of the training programme required teaching learning materials have to be listed and procured sufficiently in advance and in adequate quantity. Quality of the materials also should be ensured. Audio visual aids and necessary appliances have to be collected, tested and made ready for use.

05. Identification and orientation of resource persons

The selection of resource persons is of paramount importance as it is a critical input which determine the quality of the programme. The resource persons should be competent in their subject. They should be able to adopt to the general and specific objectives of the programme. They should have communication skills, adjustability and sense of co-operation leading to effective team work.

At least a few days before the start of the training programme, a meeting of all resource persons has to be convened to familiarise them with the objectives and structure of the programme. The modalities are to be explained and modified if found necessary. The background of the trainees, their level of expectations, content of the programme, methods of training etc. have to be discussed at this meeting. The teaching learning materials and special appliances needed are also to be decided upon.

To meet contingency situation there should be a full time trainer for the entire programme. He may himself fill in the gaps or find out suitable substitutes.

06. Schedule of day to day work

The duration of the training programme has to be fixed on the basis of objectives of the training programme, levels of trainability of the participants, available resources of the project personnel etc. A logical sequence of learning has to be worked out on a day to day basis. Allocation of time for lectures, group work and field exercises are to be made in a balanced manner as per training objectives.

Having planned every detail of the training programme, day to day monitoring also has to be built in.

07. Organisational responsibilities

Since the training programme involves several organisational aspects and tasks, it may not be possible for any one person to take care of all of them. So different persons have to be identified and deputed for different aspects/tasks/responsibilities.

08. Evaluation, follow up and revision

On the basis of day to day, participatory as well as product

evaluation internally and externally necessary changes may be effected in all the components for bettering the training programme piecemeal or in full.

Newer trends in training

In addition to pre service training, inservice and refresher training also have to be planned and organised. On the job training is very important. So also phased training in short spells will be of great use and significance.

Participatory training is the emerging concept and need of the hour. In rural development and non formal education this is all the more important.

Psychology of Non Formal Learners

Meaning and Scope of learning

Learning is an activity that can take place voluntarily. Coercion can lead one to the process of learning but for actual learning there should be adequate motivation, appropriate environment, relevant materials etc. It has been correctly said that 'one can take a horse to water but not make it drink'. This is true of adults who missed the bus or who opted out of the educative process. It is said that child's mind is like 'wax' or clean slate which one can use to give different shapes as he/she likes. But adults can only be helped in the process of learning. It is both an art and a science. Thus "the art and science of helping an adult to learn" is called adult education. In sophisticated terms it is called andragogy.

Andragogy defined

The term Andragogy (or Andragology) is derived from the Greek term agoge which means the activity of leading and the meaning adult. Andragogy is defined as the art and science of leading adult learning or helping adults to learn. The term was first used by Alexander Kapp in 1983, while desenting the educational philosophy of Plato. To him Andragogy is the normal and natural process of continuing education for adults. Several Universities in Germany, Poland, Hungary, Yugoslavia, France, England and USA are offering courses in Andragogy. In India too Andragogy is emerging as a new educational process for adults. It can also be viewed as a learning systems model that use a 'feedback loop'. In this sense Andragogy can be considered as continuous process of development for adult learning.

Learning system - classified

Learning System

Organisation	Input	Activity	Output
1. Setting a climate for	Assessing needs, interests and	1. Formulating objectives	Shared evaluation of results leading

learning	values of participants		
2. Establishing a structure for mutual planning		2. Designing learning activities.	to the assessment of needs, interests and values.
		3. Implementing learning activities.	

The primary function of the facilitator (not teacher!) is that of manning the andragogical process rather than managing the content of the learning in a traditional pedagogy. While the facilitator need not be an expert in the learning content, it is desirable for him to have some knowledge of content to guide the process effectively.

Basic assumptions in adult learning

In his book 'The Modern Practice of Adult Education', Malcolm Knowles has classified the difference between adult and child learning. In this attempt Knowles has put forth four basic assumptions. viz.

01. As a person grows and matures his self concept moves from one of total dependency to one of increasing self directedness.
02. As an individual matures he accumulates an expanding reservoir of experience that causes him to become an increasingly rich resource of learning.
03. As an individual matures, his readiness to learn is decreasingly the product of his biological development and academic pressure and is increasingly the product of the developmental tasks required for the performance of his evolving social roles.
04. Children have been conditioned to have a subject centred orientation to most learning whereas adults tend to have a problem centred orientation to learning.

It is alleged that there is a feeling that development and non formal education programmes are developed with the assumption that the learners need certain things and the instructors are there to meet the needs. From this point of view, 'needs' are not offering psychological motivation to the learners. The 'need' does not always correspond to 'wants' either. Andragogical approaches are expected to result in the development of organic relationship between community and the non formal education institutions.

Though non formal education can be for the 06-14 years age group also, mainly it is for the adults who are illiterate, drop outs, semi-literate, neo-literate, literate, educated and even the elite group. Main thrust, however, is on adults. Here again the cut off point is in question. Whether it is 21+ or 18+ as per constitutional provisions or 15-35 years as per literacy structure or all those of 15+ age level is yet to be confirmed. In general terms non formal education is equated with adult and continuing education of various types.

Adult Learning activities

Adult learning activities are deliberate, systematic and sustained. Adults experience psychological changes leading to sensory functions and reaction time decreases intelligence levels and several areas. Adults generally learn informally and adjust to role changes. When the adults start learning, it is related to a large extent, on experience and information that they already possess. As independent and self directed beings, most adults are capable of assisting in the planning, execution and evaluation of their own learning abilities.

Theories of learning

Watson (1925) has established 'behaviourism' as the predominant school of psychology in the early 20th century. Thorndike (1928) explained learning as a process of association. His findings became known as Connectionism or the S.R. Theory of learning. Tolman (1932) held the notion that learning occurs in relation to purpose or goals and that there are intervening variables between a stimulus and a response. According to Gestalt psychologists, insight and motivation are the key elements in learning. Piaget (1972) has identified at least tentatively significant change in cognitive capacities, processes and phenomena as a function of age, experiences and intellectual sophistication.

Anselm (1963) is of the opinion that "it is largely by strengthening relevant aspects of cognitive structure that new learning and retention can be facilitated". Discovery learning, according to Anselm is useful for communicating certain insights. Bruner (1961) feels that learning through discovery is necessary for retention of knowledge. According to Gagne (1965) learning is dependent upon environmental circumstances that can be scientifically studied, altered and controlled. Learning is not simply an event that happens naturally. It is also an event that happens under certain observable condition. Gagne, Bruner, Anselm and Piaget have contributed ideas that are relevant for the understanding of adults as learners.

Adult learners - Special features

Adult learning is a kind of universal declaration of adult rights to learn. An adult acquires particular drive due to fear, reward, recognition or approval. It is seen that much of the **social learning** is promoted by the secondary drive of anxiety. **Personality** psychologists have explained behaviour as a function associated with aspects of personality and character.

The discussions on adults at different levels presupposes the fact that remarkable diversity in culture and individual differences exist in India. The facilitator has to recognise the different categories and structure the instructional strategies accordingly. Instruction is not an end product in itself. It should be considered as one of the crucial and essential facilitating factors leading to better learning. Better learning environment has to be created to manage the learning process cleverly. **Mathetics** is a term used to denote the behaviour of the learner while learning.

The retention of learning material is influenced by the nature of the material and by the ways in which the initial learning has occurred. Retention can be influenced by the ways in which the facilitator manages the original learning situation. This is true of both illiterates and neoliterates/semi-literates/literates etc.

The Indian adult learners (illiterates who have never been to school and those who have dropped out of a school and have relapsed into illiteracy) may under estimate their ability initially and hence may lack confidence. This may prevent them from applying themselves wholly. Various psychological changes occur in the process of aging such as decline in vision, reduction in speed reaction, and lowering of energy levels, which operate as barriers to learning unless compensated for by such devices as louder sound, larger printing and lower speed. The main thrust in modern adult educational technology is in the direction of inventing techniques for involving adults in a participatory manner.

Adult learning environment

Adult learning environment is a unique concept reflecting the socio, economic, psychological and political sub system of the total environmental system. The learner is part of all these sub systems. Variables such as the teacher, learning resources, the setting, the family, the society, religious institutions, methods of teaching, instructional climate, peers etc. influence the learning process. Chris Duke has opined that

adult education should not be considered as an independent prime mover.

Degree of learning

Carsoll (1963) describes the degree of learning achieved by the learners from the points of view of personal and environmental factors. This model demonstrates the degree of learning that takes place in an individual as a function of the time an individual spends at learning and the time an individual actually needed for the learning task.

$$\text{i.e. Degree of learning} = f \frac{\text{time actually spent}}{\text{time actually needed}}$$

Learning as a communication process

There is a correlation between learning and a meaningful communication process. An insight into several aspects of communication such as its precise role in facilitating learning is essential. Gagne (1977) has provided a figure consisting of elements both external and internal which affect the process.

The events in learning and remembering

Stimuli
Attending
Perceiving and Comprehending
Coding
Short term acquisition
Performance — Short term storage Loss
Long term acquisition
Long term storage
Retrieval (recognition)
Retrieval (recall)
Performance

However Berlo's (1960) Communication model presented below is more popular.

Communication → Encoder → Message → Channel → Decoder → Communication
Source receiver

In the adult learning situation, at a literacy centre or in a non formal skill development centre, it is the facilitator or animator who generates learning behaviour through appropriate stimuli.

Agencies Involved in Non formal Education

Agency defined

Agencies are the carriers or the implementors of programmes. Government, Semi-Government departments/institutions and voluntary agencies are working in the field of adult, continuing, non formal education programmes.

Types of agencies

Honbe has identified five types of agencies viz.

01. Agencies developed primarily for the education of adults such as Universities, Agricultural Extension units, Correspondence institutions etc.
02. Agencies developed for the education of children and youth which opt for programmes of adult education as well. These include Parent-Teacher Associations (PTAs)
03. Agencies and Institutions developed for the whole community in specific ways which have expanded their original programmes to include adult education such as libraries, museums and social settlements.
04. Agencies and Institutions founded for non educational purposes that have undertaken adult education in order to strengthen their major programmes and to do their jobs better. Among these are labour unions, churches, co-operative business organisations and agencies of health welfare and recreation.
05. National, State, District, Block, Local level agencies are working for the benefit for the masses. Some are Government organised and some others sponsored by the Government fully or partially. Mostly voluntary agencies are in the forefront of non formal education agencies. They are recognised and supported by the Government for specific purposes and programmes.

National Agencies

The Ministry of Human Resource Development is in the forefront. Through its Department of Adult (Non formal Education) many

programmes are sponsored and launched. Whether it is NAEP, Pt.16 of the 20 Pt. Programme, RFLP, MPFL etc., the programmes are sanctioned, monitored and evaluated and followed up by the Ministry of Human Resource Development through its appropriate wings.

NCERT (National Council for Educational Research & Training) NIEPA (National Institute for Educational Planning and Administration) were there. A recent addition is the NIAE (National Institute of Adult Education). This is an autonomous body, an offshoot of the Directorate of Adult Education (DAE).

The University Grants Commission (UGC) is an apex body of Affiliating and Federal Universities and as such, has a major role. Ever since its acceptance of 'extension' as the third and equally important component along with teaching and research, non formal, adult continuing education has found a significant place in the UGC. It directs the Universities and influences the working of University Departments/Centres of Adult, Continuing Education and Extension.

The Indian Adult Education Association (IAEA) formed in 1939 as an apex body of all voluntary organisations engaged in adult education has played a leading role in this sector during the past five decades. Its leadership is valuable. Its organs Indian Journal of Adult Education (IJAE) and IAEA Newsletter have served much for the cause of adult and non formal education. Its annual conferences, Dr.Zakir Husain Memorial Lecture, presentation of Nehru Literacy Award, Tagore Award etc. and its various publications in English and Hindi have directly and indirectly helped the non formal, adult education movement.

The Indian University Association for Continuing Education (IUACE) is yet another agency working in the University/College sector for the spread of Continuing Education, support researches, publish periodicals, books, reports etc. and network the University Departments/Centres of Adult, Continuing Education and Extension services.

The Nehru Yuvak Kendra Sanghatan through its network of Nehru Yuvak kendras all over the country is working relentlessly in the field of out-of-school/college youths all-round development. The variety of programmes that this sanghatan has, really helped the rural masses in acquiring skills leading to self employment and update their knowledge through non formal education.

92 Universities in India are having Departments/Centres/Cells for adult, continuing education and through them most of the institutions of higher learning are involved in adult education, continuing education,

non formal education, **population education**, **environmental education**, science for the masses, **peace education**, **national integration**, women's education etc. This networking has resulted in better youth involvement.

The Indian Chapter of PRIA (Participatory Research in Asia), NIRD (National Institute for Rural Development) Viswa Yuvak Kendra (VYK) located in Delhi, are also organising relevant programmes at the national level.

The Akashavani and Doordarshan network all over the country (through the Ministry of Information and Broadcasting) is a boon to the millions of Indians, in many respects. The Regional Field Publicity Offices, Press Information Bureau, Song and Drama Division etc. are reaching out to the masses enriching their knowledge, skills, talents etc. The Ministry of Culture, Youth Affairs and Sports, especially through the preservation of folk art forms, museums etc. and exchange of youth teams is also involved in non formal education programmes. The Department of Tourism serves a lot in promoting real education which is not otherwise given through the formal system.

Regional or State level Institutions

There are hundreds of agencies/organisations working at the Regional/State/Local levels. A cross section of these are presented below:-

01. **Adim Jati Seva Mandal, Ranchi (Bihar)** : This was established in 1939 for the upliftment of Scheduled Caste and Tribes and other weaker sections of the society.
02. **Andhra Mahila Sabha, Hyderabad**: Established in 1937 by Smt.Durgabai Deshmukh to provide instruction and training to women for their welfare and education. A literacy house was established with the support and collaboration of World Education. It organised Farmer's Functional Literacy Programmes. A number of neoliterates books have been produced.
03. **Asha Kala Kendra, Mhow (M.P)**: Founded in 1951 to provide vocational training and family life education to women. Emphasis is given to women of Scheduled Caste. Adult education centres are regularly run by this agency.
04. **Bengal Social Service League, Calcutta**: Founded in 1915. Poet Tagore was the president of this premier organisation for a number of years. Its aims and objectives include study, preaching and pursuit of social services. The League promoted, planned, initiated and had undertaken various types of social

service and developmental activities. A movement for popular education was launched in Bengal and in 1926, a permanent school was started. In 1942 it started imparting education through modern methods, in health and hygiene, nutrition, nursing, mother craft and child care. Teaching and learning material production is one of its major contributions. In 1978 a State Resource centre was allotted to the League. Through its hard work, a Literacy House was established in Calcutta in the name of Iswar Chandra Vidya Sagar.

05. **Bombay City Social Education Committee, Bombay:** Started in July 1939 by the Government to organise and conduct a literacy campaign in the city. It also organised socio-cultural activities to make adults well informed, efficient and responsible citizens. It got the first Shramik Vidyapeeth established in Worli.
06. **Gram Shikshan Mohim (Maharashtra):** An early movement in Satara District which worked for the eradication of illiteracy and declaration of its attainment through colourful functions like Grameen Melas. It paved the way for the recent Area Development approaches and Declaration of Total Literacy.
07. **Gujarat Vidyapeeth, Ahmedabad:** Established in 1920 by Mahatma Gandhi to provide national education, this is now a deemed University recognised by the UGC. It has taken up the Total Literacy Campaign in Gandhinagar and Ahmedabad districts. The Vidyapeeth is running a State Resource Centre and non formal education and Population Education Resource Centre.
08. **Jamia Millia Islamia, New Delhi:** A deemed University now. Started in 1925 with Dr. Zakir Husain very closely associated to its activities including conduct of Adult Education classes. Here also an SRC is functioning.
09. **Kanjibhai Desai Samaj Shikshan Bhavan Trust, Surat:** Established in 1974 for promoting all round development of people through social education. A Shramik Vidyapeeth is attached to this.
10. **Karnataka State Adult Education Council, Mysore:** With Literacy as its core programme, this Council was established in 1940. Neoliterate literature production (in Kannada) is one of

its major activities. A net work of rural libraries has been established. The council has a State wide net work with District and Taluk level organisations.

11. **Kasturba Gandhi Trust, Indore:** Established in 1945, the Trust carried out activities in rural areas in the field of women's education and village uplift in many parts of India.
12. **Kerala Grandhasala Sanghom:** Since 1945, when it was established with 47 libraries, it was in the forefront of continuing education programmes with the slogan - 'read and grow'. Now there are about 5000 rural libraries affiliated to the Sanghom, which during the Seventies organised a series of Experimental Functional Literacy Programmes. The Sanghom prepared primers, guidebooks, hand books, neoliterate books, periodicals etc. as forerunners to organise literacy programmes. Its bell bicycle library scheme and distributing library scheme through mobile vans are taking books to the readers to create a learning society. The libraries have developed into community centres. Recently a new library bill has been approved to reinstate the democratic leadership, which was absent for about 14 years (1977-1991). Starting of Information Centres, Reference Libraries, Organising training courses, Librarians Certificate Course etc. are its significant contributions.
13. **Kerala Sastra Sahitya Parishad:** Mainly a scientific, cultural organisation trying to popularise science among ordinary people, this established as the leading agency in the Ernakulam Total Literacy Project. The Kerala Sastra Sahitya Parishad organises classes, seminars, science clubs, science corners, science fairs, quiz programmes etc. and publishes five monthly bulletins suited to students and public. The parishad workers did a lot in securing total literacy in Kerala during 1990-91.
14. **Kerala Association for Non formal Education and Development (KANFED) :** Registered in 1977, as a voluntary organisation with all Kerala jurisdiction to link non formal education with developmental activities, KANFED has established its leading role in the state. It is running the State Resource Centre in Kerala. Organises jathas, film shows, seminars etc. besides running model centres in jails, rescue homes, mental hospitals etc. It has published nearly 300 neoliterate books. It has regular publication of periodicals meant for learners as well as different levels of functionaries. Correspondence courses are

run by KANFED for equipping field workers better. Its annual conventions arranged in different parts of the state give ample scope for reviewing achievements and planning for future.

15. **Literacy House, Lucknow (Uttar Pradesh)** : Established in 1953 on the campus of the Allahabad Agricultural Institute by Mrs. Welthy Fisher was shifted to Lucknow in 1956. A leading institution for training adult education workers, training authors to write books for neoliterates, offering puppetry workshops etc. the Literacy House is the leading institution in the north. U.P. State Resource Centre is attached to this institution.
16. **Mitraniketan, Vellanad, Trivandrum** : A rural organisation with a Centre for Education Research, Innovation and Development (CERID) and Krishi Vigyan Kendra (KVK), Mitraniketan is dedicated to non formal education programmes. 'Earn while you learn' strategy is followed in the campus. It is a recognised research centre for rural, community based problems. Having established collaboration with many foreign Universities, regular visits by faculty and students to Mitraniketan is a common phenomenon. Association of Voluntary Agencies for Rural Development (AVARD) was located in Mitraniketan for a few years.
17. **Rajasthan Vidyapeeth, Udaipur (Rajasthan)** : One of the biggest and most active voluntary organisation, founded in 1937, Rajasthan Vidyapeeth is engaged in educational, community service and developmental programmes. The Institute for Adult and Social Education is the major institution of this deemed University. Eradication of illiteracy and reduction of socio economic backwardness are its motto. Its main thrust had been to motivate young men and women to play their roles in the national reconstruction process. Dr. Zakir Hussain Hall of Culture has been established for continuing education.
18. **Seva Mandir, Udaipur (Rajasthan)** : A voluntary organisation working in the field of adult education in Udaipur district. Founded in 1966. Experimental Literacy Projects, Farmers, Functional Literacy Projects, Rural Mobile Library Project, Comprehensive Village Development Project etc. are its major activities.
19. **Tamil Nadu Board of Continuing Education, Madras** : Established in 1973, for the promotion of non formal education in Tamil Nadu and to promote leadership to Voluntary Agencies

and Workers. It is running the State Resource Centre in Tamil Nadu.

20. **Utkal Navajeevan Mandal, Angul (Orissa)** : Established in 1916 to serve the tribal people of Orissa. Its activities include adult education classes, maternity and child care, khadi and village industries.
21. **Xavier Institute of Social Services, Ranchi (Bihar)**: In order to provide training facilities for different kinds of formal and non formal programmes, this Agency was established in 1955. Concentrates on running of adult literacy classes and other social service activities in addition to extension and research work.

Other Agencies

Shramik Vidyapeeth (SVP). other wise known as Polyvalent adult education centres are also in the field. Besides catering to the working classes in and around the cities where SVPs are located, they are offering adult education as well, with emphasis on vocational pursuits. The Central Board for Workers Education (CBWE) located in Nagpur, through its regional centres are also extending programmes for improving the knowledge and skill of workers—mainly organised. Trade union consciousness is also included in their syllabus.

YMCA, YWCA at National, State, District levels are at times offering non formal education courses. Youth clubs, Arts/Sports Clubs, Women's association etc. cater to the needs of respective clientele. Gandhi Smarak Nidhi, Hindi Prachar Sabha etc. are yet another set of agencies. The Open University/Open School system are really non formal education agencies catering to those who once missed the bus or are eager to pursue their learning when motivated. Political parties, through their youth, women, student, farmer, worker sections also extend non formal education, though of a different type.

When NAEP was launched, Voluntary Agencies were given a major role. But later this was taken away. After the launching of the NLM (National Literacy Mission) once again they have come to the forefront. State Governments are to recommend Voluntary Agencies for financial support from the Central Government. Their accountability is both to the Government and the Community. Normally only registered organisations with not less than 3 years standing are given recognition and financial support.

Curriculum - Meaning, Principles & Dimensions

Curriculum - meaning and definition

The emerging concept of the curriculum is that "it consists of all the planned conditions and events to which the learner is exposed for the purpose of promoting learning plus the framework of theory that gives these conditions and events a certain coherence". As contrasted with a definition of curriculum as the 'subjects taken by a learner', a functional conception defines it as "all the experiences which are utilised by the institution to attain the aims of education".

The curriculum is a design or plan of institutionalised education; it consists of the actual learning opportunities provided at a given place and time; it is an instrument for bringing about psychological changes in learners as a result of their activities in an educational institution".

The curriculum is commonly defined as all the experience that a learner has under the guidance of an institution. It is also conceived as a word taken to mean 'a course of study' pursued by a group of learners. In this way it is synonymous with another familiar term, the syllabus.

To some, the curriculum shows by what kind of educational activities the teacher will fulfil the requirements of the syllabus. The syllabus prescribes the content of the teaching to be given and the curriculum prescribes the method to be used.

Curriculum - Principles and Process

The terms curriculum, syllabus, course of study, standards etc. are more relevant in the formal system than in the non formal sector. In non formal education content, approach, extent, etc. are to "be determined to suit the individual learner". Non formal education is life-oriented and appropriate to the environment, local resources and conditions etc. Even in a small group, there can be multiple approaches and diverse content.

While preparing the non formal education for the out of school

youth (15-25 age group) it was suggested that the curriculum should contain -

- information and knowledge about the living environment and the development process in the country.
- basic knowledge for understanding various social, economic, scientific and technological changes in the midst of which the youth has to live and work and to which he has to adjust in terms of knowledge and skill and play a full contributory role.
- elementary principles of health and hygiene, child care and nutrition.
- basic skills in reading, writing and arithmetic, correlated with additional changes and aptitudinal promotion.
- introductory occupational/vocational skill programmes to prepare for employment and self-employment.

It was recommended that the learners should be brought up to the level where a habit of continuing education should start.

Non formal education is first and foremost an environment related activity. It has to be related as closely as possible to learners' needs and opportunities and the factors operating in the environment. It is also necessary to understand various related aspects such as community needs, resources and constraints in order to be able to plan the programmes realistically. Any adult education programme imposed from outside is likely to fail as it will not be relevant to the participants and their environmental condition and needs.

Need for an initial survey

To gain first hand information and understanding of the learners, their surroundings, resources available etc. a careful and systematic study is essential for all planners, executors and implementors. The initial survey is likely to provide basic data and information necessary for the successful implementation of any programme.

An initial survey should help in the following ways :

- in understanding the learners in educational terms.
- in fostering comprehensive understanding of the community and its processes.
- in taking stock of the learning possibilities of youth in the country.

- in formulating the programme and teaching learning materials.
- in adopting suitable methodologies to match the strength and weakness of the learners' group and their environment.
- in having in-built element of concurrent evaluation which will provide feedback for constant improvement and final assessment.

Dimensions of the Curriculum

Non formal education for out of school youth is generally based on the following premises:

- (a) programme which is based purely on and limited to literacy neither attracts and holds the attention of learners, nor helps them in solving their basic problems and achieving their fundamental needs.
- (b) a meaningful out of school education programme should not be developed in isolation from socio-economic features and environmental frame work.
- (c) it should be closely correlated with personal and community life as well as with various developmental programmes.

The educational component of non formal education programme should be related to :-

- the needs, interests and the environment of the learners.
- the socio economic and cultural milieu of the community.
- the developmental goals of the community.

It is also suggested that the educational component should be so oriented that it helps youth in improving the quality of their life and in contributing to the country's development and that it helps to bring about the desired social change and to remove obstacles in their life and working situation.

The curriculum should take into full consideration the learning needs of the particular group of learners for whom it is intended. In other words, in drawing up a curriculum for non formal education three major factors have to be taken into account.

1. the learner himself, his initial equipment in terms of general awareness, his vocabulary, his economic status, his occupation, his attitudes, values etc.

2. the environmental forces in the midst of which he lives and works.
3. the social, economic and development goals of the country.

Objectives of the non formal education curriculum

From the point of view of the learners the following are the major objectives aimed at:

- it should enable them to get a basic understanding of the social and environmental milieu around them, based on rational and critical thinking.
- it should encourage the development in the learners of a positive set of attitudes towards themselves and the society.
- it should develop attitudes of self reliance and initiative such as will help to enable them take action to overcome their immediate and pressing problems.
- it should equip them mentally and physically for raising a family and maintaining a household.
- it should enable them to realise their rights and responsibilities as citizens of a democratic country and to encourage them to participate effectively in civic affairs.

In non formal education, the curriculum can be broad-based and as a frame of reference only and not specific directions to be strictly followed, as in the case of formal education. Local adaptations are essential. Then only it will become clientele oriented. Curriculum development is hence a process to be attempted at different levels with possibilities of wide variation.

Guiding principles in the process of curriculum development

As per the Directorate of Adult, Non formal Education, the following are the guiding principles:

- the curriculum must be geared to the life situation and environment of the young adults if it is to have meaning for them.
- the approach to be adopted for planning and preparation should be interdisciplinary.
- the curriculum planning may be done on the basis of suggestions from several people including the potential learners themselves, rather than only one or two educators or administrators.
- the content may be derived from problem areas or expressed

needs found out directly from the field through observation or questioning and also from the suggestions given by the experts in the field of adult education.

- the curriculum to be realistic should take into account the background and requirements of young adults and the existing resources.
- in order to meet the various changing needs of participants, the curriculum should have scope for flexibility and should be able to provide diverse offerings.

The duration, timing etc. should be flexible enough to suit the local needs, conditions etc. and aspirations of the participants.

The curriculum for non formal education of youth should be so planned that its educational content is related to the needs, interests and environment, of the person for whom it is intended. It must also be functionally relevant to the problems, obstacles, coming in the way of solving their problems and alternative solutions. The emphasis on the special needs of different groups of learners would bring out what is of common concern and relevance to all. This approach of integrating the general and the particular is one of the important features in designing the content of the non formal education programme.

Curriculum-content areas

The following major areas have been suggested by the Directorate of Non formal (Adult) Education.

1. Inductional and Introductory.
2. Employment and Vocational development.
3. Increasing food production.
4. Better health and sanitation.
5. Better home and family living.
6. Stronger participation in civic and community activities.
7. Human resource development.

These are not in chronological or hierarchical order or classified appropriately - but are to be treated in an inter related way and simultaneously. Then only the non formality will be clearly made use of.

Non formal education programme is not a passive process of dumb listening. Its uniqueness and strength lie in the active participation

of learners in a critical understanding of themselves and of their environment and seeking rational solution to their problems.

Non formal education is learning to learn, is learning by oneself for one's own sake. In this connection non formal education curriculum has a different role to play. Spiral curriculum, concentric curriculum etc. which are in vogue in the formal system need not necessarily be followed in non formal education; but these can also be thought of in addition to the spontaneous, emerging curricular content, objectives and approaches.

The need to regard curriculum development as a dynamic and continuous process leads to the role of continuing for education vehicle. Participation in co-operative curriculum development activities can increase professionalism among the teachers.

Curriculum development can be attempted either by an individual functionary or by groups of people working together. An individual can undertake curriculum development for his own clientele. Teacher's Centres or Academic Councils are currently engaged in the process of curriculum development and these are considerable linkage between formal and non formal system. At the state and national levels curriculum development is attempted at regular intervals and when there is great demand and pressure.

Non formal Education for out of School Youth

This programme is based on the following premises:

- (a) that a programme which is based purely on and limited to literacy neither attracts and holds the attention of learners, nor helps them in solving their basic problems and achieving their fundamental needs.
- (b) that a meaningful out of school educational programme should not be developed in isolation from socio-economic features and environmental framework.
- (c) that it should be closely related to personnel and community life as well as with various developmental programmes.

The educational component of non formal education programme should be related to:

- the needs, interests and the environment of the learners.
- the social, economic and cultural milieu of the community.
- the developmental goals of the community.

This means that the educational component should be so oriented

- (a) that it helps youth in improving the quality of their life and in contributing to the country's development and
- (b) that it helps to bring about the desired social change and to remove obstacles in their life and working situations.

The emphasis of the teaching-learning process is not on accumulating knowledge and skills, but on aptitudes and attitudes for solving problems and for participating constructively in the living environment.

Curriculum Objectives

The following are the major objectives in relation to learners:

1. It should enable them to get a basic understanding of the social and environmental milieu around them, based on rational and critical thinking.
2. It should encourage the development in the learners of a positive set of attitudes towards themselves and towards the society.
3. It should aim at development of attitudes of self reliance and initiative such as will enable them to take action to overcome their immediate and pressing problems.
4. It should equip them mentally and physically for raising a family and operating a household.
5. It should enable them to realise their rights and responsibilities as citizens of a democratic country and to encourage them to participate effectively in civic affairs.

Content and Curriculum for Non formal Education of Youth

In 1976, the Directorate of Non formal Education suggested the following:

1. **Introductory part** (14 hrs)
 1. Introducing the programme: Why non formal education and for whom?
 2. Getting acquainted
 3. Sharpening observation of environment.
2. **General frame work** (24 hrs)
 1. The environment
 2. The major developmental objectives
 3. The impediments in achieving the development objectives.
 4. Achieving the developmental objectives.
3. **Employment and Vocational improvement** (21 hrs)
 1. The interrelations of production, employment and productivity.

2. Importance of increasing production.
3. Methods of improving the situation with respect to (1)
4. Finding solution for underemployment and unemployment.
4. **Increasing availability and utilisation of food** (86 hrs)
 1. The shortage of food production in the country and its consequences.
 2. Increasing food production.
 3. Role of co-operatives and co-operation for increasing production.
 4. As well as marketing commodities.
 5. Improving agriculture and its yield.
 6. Improving the livestock and its yield.
 7. Raising poultry.
 8. Growing vegetables.
 9. Proper utilisation of food.
5. **Maintenance and Promotion of health** (26 hrs)
 1. The relationship between health and environmental factors.
 2. Healthful living with emphasis on personal hygiene.
 3. Communicable diseases, their symptoms and control.
 4. Care of sick persons at home.
 5. Causes and prevention of accidents at home and outside, first aid and emergency care.
 6. Preparation for marriage and parenthood.
 7. Advantages of having a small family.
6. **Better home and family life** (41 hrs)
 1. The home and family life goals.
 2. Position of women in family and society.
 3. Learning about better home management.
 4. Providing food and adequate nutrition.
 5. Clothing and laundry for the family.

6. Taking care of children.
7. Achieving better human relationship.

7. Participation of civic and community activities (23 hrs)

1. Gaining knowledge about democratic form of government.
2. Learning the procedure for election and voting.
3. Discharging individual and civic responsibilities.
4. Using public facilities.
5. Learning reasons for the shortage of public amenities.
6. Discussion on the causes of scarcity of essential commodities.

8. Human Resource Development (21 hrs)

1. Feeling responsible for the welfare of others - seeing one's role beyond self maintenance.
2. sense of better discipline of integrity towards one's work.
3. Creating awareness of the need for a proper social behaviour.
4. Planning community effort for the utilisation of resources for the betterment of the community.
5. Role of individual and community in national developmental campaign.

Approach to Curriculum Development

Such a curriculum which is environment-based, is correlated to learner's requirements and is problem solution oriented. This has to be prepared on the basis of

- identification of objectives and requirements in each environment.
- identification of obstacles and problems which hamper the achievement of desired objectives.
- identification of various remedial measures needed for overcoming these obstacles and solving problems and
- identification of learners' needs.

Working groups have to be formed to identify the problems, objectives etc. and suggest content areas for inclusion in the curriculum for various strata of the beneficiaries. A clinical approach may be followed to diagnose problems, needs, aspirations, obstacles etc.

Structure of the curriculum

The following outline has been recommended for non formal education curriculum units.

1. Subject area.
2. Major problems.
3. Sub problems.
4. Analysis of sub problems.
5. Unit coverage.
6. Duration.
7. Knowledge and know - how related to
 - (a) awareness, values, attitudes, behaviour
 - (b) socio economic aspects
 - (c) scientific explanation
 - (d) working habits
8. Numeracy and arithmetic
9. Literacy
10. Methodology
 - (a) Style of presentation
 - (b) Lead questions
 - (c) Teaching and learning aids
 - (b) Learner's materials
11. Expected outcome.

Methods to be used

Dialogue, open and frank debates, discussions, observation, analysis of existing and real situations, pooling of experiences, relating experieces, field visits, demonstrations and self exploration should be utilised in the process of teaching and learning.

The curriculum should give considerable emphasis on practical aspects and has to motivate and lead the participants to take action for solving their problems. The process of non formal education should build up awareness, competence and confidence in the learners not only to solve their problems but also to develop critical thinking as part of dealing with life situation and problems.

Criteria to be verified in choosing curriculum content

1. Criteria of validity: Content is valid when it is authentic or true.

At a time of rapidly increasing knowledge, subject matter can quickly become obsolete. Not only facts but concepts, principles and theories can also become obsolete.

2. **Criteria of significance:** A number of carefully selected basic ideas, concepts and principles should form the content, with sufficient time for those to be fully understood, so that they might be related to each other and applied to new situations, might result in an appropriate balance between breadth of coverage and depth of understanding.
3. **Criterion of interest:** Training to give learner's interests priority when new learning is being introduced, in order to form an immediate link between the learners and the curriculum.
4. **Criterion of learnability:** What is included in the curriculum should be learnable by the learners. The main problem is that of adjustment to the abilities of the learners.

Content and methods come together with the learners and the teacher (instructor) in a learning opportunity, which might be described as planned and controlled relationship between learners, trainers, materials, equipment and the environment in which it is hoped that desired learning will take place.

Non formal education models

Mainly three species can be identified. (a) Indigeneous learning system, (b) Imported models and (c) Recent home grown innovations. These categories overlap to a considerable extent. Anthropologists and sociologists have given attention to the indigeneous learning systems but their findings have had little impact on educational policies. Imported models however, figure in the bulk of non formal education programmes that are included in the international lists and documentation. Rural youth clubs and centres for cultural improvement, rural occupational training centres, young farmers' club, youth organisations similar to Boys and Girls' Scouts and YMCA/YWCA movements, instructional programmes provided by health services supported by Red Cross etc. The home grown innovation represent native responses to local needs and problems and are the forerunners of a much needed broader movement of locally designed, pragmatic solution to educational needs.

With the launching of National Adult Education Programme in October 1978, State Resource Centres for non formal education were organised. One of the major tasks of these SRCs was to prepare

prototype materials for use among adults based on their needs, problems, aspirations etc. As a first step in this direction, needs were surveyed and curricula were formulated for agricultural workers, fishermen, labourers, tribes etc. These local models are available with each State Resource Centre. However to suit local condition, necessary adaptations have to be made. More and more researches are needed in this area to examine the existing curricular models and ensure their characteristics. Contemporaneity and Relavance are two major concerns of any curriculum. This can be the minimum essential ingredient for a good curriculum. Curricular improvement and revision should become an ongoing phenomenon of great significance.

Teaching Adults - Principles, Methods, Media

Meaning and Principles of Teaching

Teaching or Instructing is the art of giving specific direction to the students or learners. Children can be taught but adults can only be helped to learn. In the case of adults it is a sharing of experiences, a two way process. There is not much difference between the teacher and the taught. (rather the facilitator and the learner/participant). In the case of adult literacy work, the learners were more mature and older than the instructors. But the process of communication has to take place. The learning climate has to be created. The content should be according to the needs and aspirations of the learners. Usually the way in which the tutor helps the learner to establish a relationship between himself and the learning task is called a technique, what is called a 'method' in one learning situation will be a 'technique' in another. In order to make learning experience as realistic and useful as possible, the tutor/facilitator should apply methods, techniques and strategies which will encourage the participation of the learner in the learning process. Teaching techniques and methods can be explained as the predesigned ways of helping the adults to learn something, which will make desirable changes in attitude, skill and knowledge of the learner. It is a well organised, planned activity by the instructor/facilitator, aiming at the learner and learning situation.

The maxims used in formal education viz. from known to the unknown, from easy to the difficult, from concrete to abstract, etc. are equally applicable in the non formal sector as well. Learning readiness has to be created before starting actual teaching. The famous Herbartian steps, though not applicable among adults, may be learnt by adult education instructors also. Testing previous knowledge and then proceeding to the new lesson is the correct strategy even among adults. Local recapitulation and final recapitulation are also essential. Law of readiness as also the role of motivation are vital in Adult Learning. The learning curve, retention power, learning plateau etc. are not mere concepts; they are applicable among adults too.

Methods of teaching adults

The methods used by adult educators to provide learning experiences for the clientele can be classified as individual contact group and mass media methods.

Individual Contact Methods are those in which the educator and the individual learner interact in relation to a problem. *Group methods* are those in which the educators have direct verbal or visual contact with at least two or more persons. *Mass media* are those used by extension educators to communicate with large, unassembled sections of a population.

Puppetry is one of the ancient arts and strategy for mass communication in India. The messages are easily acceptable through puppetry. Delicate subjects can be tackled very effectively. Puppets are flexible and adaptable. These can help illiterate persons to overcome the difficulties experienced in perceiving and interpreting symbols, graphs, cartoons etc. It has been found that puppetry has unlimited possibilities in adult education and literacy work. Entertainment, education and action are combined in this method.

Discussion is an appropriate method to ensure participation of the learners instead of keeping them as passive listeners. Small group discussions are preferred. If the number exceeds 20, it becomes difficult to conduct fruitful discussions. Discussion can be leader dominated question answer type or leaderless, active exchange of ideas. Debates and panel discussions are modified versions of discussions useful in adult, continuing and non formal education.

The *traditional method* is a synthetic method and is one of the methods used in adult literacy classes. According to the *zero method*, all the numerals emanate from Zero and the tellers from 'Zero' or a numeral. Another is called *Alphabetic method*. This was used by Karnataka State Adult Education Council. The Alphabetic Picture Association method or *Laubach method* makes use of the theory that the learner is able to recall to memory the shape of a letter or it resembles the shape of an object whose name begins with the same letter. According to the *Awasthi method* the rate of learning is faster when the head and heart of the adult work together. The *Tornar method* which is analytic, starts with small sentences which develops to a short story. The *Ansari method* is based on the maxim 'from the known to the unknown'. *Pathik method*, otherwise known as the chorus key word method makes use of songs; with key words in the beginning of each line in a rhythm. The

Idea - sentence - word - Alphabet method emerged later in the literacy centres as a combination of the synthetic and analytical methods. Such methods are recommended by the Directorate of Adult Education.

The *Synthetic method* starts with the basic elements, namely the alphabet, and continues through building upwards the syllabus, the words and sentences to bring in a meaningful content: The *analytical method* begins with meaningful units in a language such as a sentence and comes down through analysis, to the basic elements of the language necessary to build the new words required for further use.

In the *Paulo Freire method*, the first step is a study of the context in which the illiterates are linked, in order to determine the common vocabulary and the problem around which the process of reflection could develop. The second phase is the selection of words from the vocabulary that has been discovered as 'those most charged with existential meaning and thus major emotional content, but also the typical expressions of the people'. The Third Phase is the development of teaching materials of two types. One is a set of slides or cards which break down the words into parts for more careful analysis. The second is a set of pictorial cards related to the words which would stimulate thinking about the situation that the word implies. The pictures become the basis for dialogue. Conscientization is the main aim of this method.

Films, Drama, Role play, Simulation games etc. are also useful approaches in adult learning. These bring home life situations from which the learners can understand many things. Field trips, study tours etc. also give the learner first hand experience. Tapes, photographs, posters, charts etc. are useful teaching aids in lectures and group discussions. The use of *audio visual aids* reinforce the spoken or written words and make learning less verbalistic.

The *ILO Chart* captioned under memory and learning methods gives the retention percentage as follows:

Ears only	20%	Eyes only	30%
Ears + Eyes	50%	Ears + Eyes + Discussion	70%
Ears + Eyes + Discussion + Reproduction + Use			90%

The *right use of the right material to the right group at the right time* makes learning very effective through appropriate techniques.

Peer group teaching is one of the effective methods of adult learning. The actual process of learning can also be facilitated through group interaction.

The expert teams which evaluated the Experimental World Literacy Projects recommended that teaching methods must be in harmony with curriculum content. In the *Policy Statement of the Government of India* (1977) it was observed that adult education, while emphasising acquisition of literacy skills should also be

- relevant to the environment and learners' needs.
- flexible regarding duration, time, location, instructional arrangements etc.
- diversified in regard to curriculum, teaching and learning materials and methods and
- systematic in all aspects of organisation.

Workshop method is yet another approach. In this, all the members of the group are engaged in the process of creative learning in an informal atmosphere. The procedural elements of an effective workshop are (1) A clear definition of the purposes and objectives (2) Proper selection of participants and resource personnel (3) Circulation of background material well in advance and (4) Planning and evaluation. The group has to be homogeneous and capable of developing necessary skills. This method encourages full participation whereby the ideas, experiences and knowledge of the participants are utilised for creative activity.

According to L.R. Shah (1977) the following methods of learning would be preferred by adults:

- attending regularly scheduled classes or lectures.
- learning by correspondence
- one or two day conference or workshop
- programmes accompanied by printed study guides.
- listening to specially produced radio, T.V. programmes.
- community groups, interest groups, action groups etc.
- on-the-job training.
- private lessons.
- learning on one's own.

According to Freire, 'no one can teach any one; no one learns alone; people learn together, acting in and on their world'. He advocates a liberating education which treats learners as subjects and not as objects.

Instructional Technology

Instructional Technology as commonly understood today, is the science of matching learners, learning media and learning environments to make teaching and learning more effective. Media of instruction both old and new, are used by good instructional technologists. They use not only computers and video tapes, but also posters and folk drama.

According to Bhola (1979) there are three important things that are happening in the use of instructional technology in education, especially to its use in non formal education.

01. There is a gap between the use of what is being described and used as appropriate technology of instruction.
02. Innovative methods are being employed to entire teaching learning situation that serve as excellent substitutes for direct, real life experiences.
03. There is a growing commitment to participatory uses of instructional technology in order to promote active learning and to give learners greater control of their own learning.

Instructional technology often meant the big media - TV, Radio and Film. But educators are now defining technology more comprehensively to include both big media and small media. The appropriate technology means - technology that is appropriate to culture, the economy and the real instructional needs of the communities of learners.

Effective adult learning

Thishen has put forth the following condition for effective adult learning.

1. There must be learner participation on what to learn and how to learn.
2. Utilise their unique experiences to enhance learning.
3. Setting up a learning climate is the first step towards achieving an educational objective.

Individual learning techniques are advocated where face to face learning takes place. It helps to employ the techniques which will give the learners the maximum opportunity for participation. Lecturing is a good approach useful for adults when hard facts are not to be presented. The *Socratic technique* engage the adult learners actively in discovering for themselves truth and principles. Simulation techniques help learners to experience a life situation and create interesting and memorable

learning situation. Brain storming, Buzz group sessions etc. are relevant methods.

Budget method has been found effective in developing the numerical abilities of adult learners. It starts from the learner, from his income, his expenses, his balance, if any, etc. Built-in motivation and life touching presentation are its specialities.

No one method will suit every group and every environment. It is upto planners, implementors, facilitators etc. to choose the best suited method. Appropriate teaching aids have to be developed and properly used. Electronic media can play a great role in any effective adult learning process. Merits overweigh demerits in the case of certain methods. Non formal education is not synonymous with methodless or material less approaches or system. This has to be borne in mind by all concerned.

Principles, Tools and Techniques of Evaluation

Evaluation—Meaning and Scope

The word evaluation refers to 'the act or process of determining the value of something'. It depends upon, but is not synonymous with measurement. The 'act or process of ascertaining the extent or quantity of something' is called measurement. Wrightstone is of the opinion that evaluation is a relatively new technical term introduced to designate a more comprehensive concept of measurement than is implied in conventional tests and examinations. The emphasis in evaluation is mainly on personality changes. It includes not only subject matter achievement, but also attitudinal and behavioural changes, interests, ideals, ways of thinking, work habits as well as personal and social adaptability.

Evaluation can be viewed in the following ways:

1. Evaluation includes all the means of collecting evidences on behaviour.
2. Evaluation is more concerned with the growth which one has made in comparison with the status in the group.
3. Evaluation is continuous an integral part of all teaching and training.
4. Evaluation is descriptive as well as quantitative.
5. Evaluation is concerned with the total personality of the learner and with gathering evidence on all aspects of personality development.
6. Evaluation is a co-operative process involving students, teachers and parents. (In the non formal sector the facilitator and the learner).

Our system of education recognises the fact that "no two individuals are alike" and so will play different roles in the society. The specific objectives of education are extended to tools and techniques of evaluation. For proper placement, either in ability grouping or in achievement grouping, evaluation is necessary. In guidance and counselling

whether it is educational, vocational or personal, systematic evaluation is essential.

Evaluation in technical terms, is the process of finding out the difference between *entering behaviour* (E.B.) and *terminal behaviour* (T.B.). The two have to be ascertained and recorded carefully to make the evaluation scientific. Entering behaviour in terms of ability, achievement, attitude, habits, values, interests, personality traits etc. have to be recorded in an initial inventory. There can be a diary for each learner used during the course of the programme. A final inventory may also be prepared. Quantitative and qualitative differences between the two records can reveal many things. This is called evaluation.

Types of Evaluation

Evaluation has been divided into different categories, such as Internal Vs. External; Process Vs. Product; Summative Vs. Normative; Oral, Written and Performance etc. Depending on the purpose of evaluation, the most appropriate one or a combination of the relevant ones has to be chosen.

In adult literacy, non formal education, continuing education, life long education etc. process and product are important. Self evaluation of a participant nature and external evaluation by organisers or outside competent agencies are necessary for specific purposes. When the finished product or the output or end result alone is evaluated, it becomes product evaluation. In other words it is an achievement test. It can be diagnostic or prognostic as well. But the process is equally or more important and has to be considered. How the alphabets are formed, how tools are used, how figures are drawn, how weights and measures are used, how something is done, are all to be evaluated, even if the finished product is satisfactory. The participants in any programme have certain objectives, presumptions and expectations. How far these are achieved has to be ascertained. This can be done by the participants themselves. This is internal or self or participant evaluation. External evaluation provides information regarding comparable aspects of programme, process, product etc. in relation to other, previous or concurrent projects. Summative evaluation is also a kind of product evaluation.

Process evaluation is called concurrent evaluation. In most projects this is needed to monitor the schemes and ensure the smooth running of projects. However, evaluation is a precondition for monitoring. When evaluation is attempted after a project or programme or

training is over, it is called post mortem evaluation. In literacy programmes, both concurrent and post mortem evaluation are needed. This is true of all non formal education programmes.

Tools of Evaluation

Prominent among the evaluation tools are check lists, rating scales, questionnaires, observation schedules, cumulative records, data sheets, profiles, inventories, tests etc.

Check lists can be used by the participants, organisers, resource persons, outside experts etc. Descriptive phrases or statements may be listed and the respondents may be asked to indicate their preference. Either '✓' or 'x' can be used. Sometimes enriching or underlining is attempted. The degree of preference or acceptability can also be indicated on a 3 pt. or 5 pt. scale. This is an easy means of securing data.

The *rating scale* is an instrument used by a facilitator, organiser or participants to evaluate people's personality, achievement, character, habits, interests etc. Generally these are marked on a 2, 3, 5, 7 or 11 pt. scale indicating the degree of favourableness or unfavourableness. Attitudes are also evaluated this way. The graphical representation emerging out of such rating scale enables comparative studies of strengths and weaknesses.

Questionnaires are frequently used. These can be administered directly. Then it is called schedules. If posted or data collected through field workers, these are called mailed questionnaires. There can be open end or closed questions. Each has its merits and demerits. The main hurdle in using questionnaire is of non returns. Even 40-60% return is considered rather satisfactory. Interests, habits, values, attitudes etc. can be ascertained through such tools.

Schedules are used in interviews and observation to record relevant information for detailed analysis. The investigators themselves can make entries or employ some one or record on tapes or VCR salient points. The use of CCTV is also on the increase. This will help to convince the participants of their mannerisms, mistakes etc. for correction.

It is advisable to keep a diary in adult literacy classes and non formal education centres to record relevant information for further reference. This when referred to at a later occasion can yield valuable information. This takes the form of a *Cumulative record* in the formal system. In the non formal sector also this is significant.

Adjustment inventory is an instrument used to determine how satisfactorily the individual has adapted himself to his environment. There are likely to be many such situations, which when recorded and interpreted can reveal valuable data on the participants. An interest inventory may be used to find out the interests of the learners in various fields such as reading, sports etc. An instrument which measures attitude, adjustment etc. is called personality inventory. A test used to measure the mastery of an individual prior to an educative process is said to be an inventory test.

Achievement, Diagnostic and Prognostic tests are frequently used in the formal system. So also are Intelligence tests and Personality tests. Basic skills test may also be used to determine the skills possessed by individuals.

Techniques of Evaluation

A variety of techniques are used in evaluating the impact a programme makes on its participants. Some are common for both formal and non formal sectors. Anecdotal record, Interview, Case study, Sociogram etc. are some of the major ones. Guess who technique, Projective technique etc. are also of significance in the non formal education programmes.

An *anecdotal record* consists of a simple factual account of an observed incident. Anecdotes are usually written to keep on record unusual incidents and to describe unusual individuals. Unusual incidents are to be recorded even if those involved are well adjusted individuals. Anecdotes should be restricted to actual incidents only, without recording any personal comment. These records are to be perused at convenient intervals to arrive at valuable conclusions or when need arises. The instructors or facilitators have to be orientated in the recording and maintenance of anecdotal records. It may also be noted that these are different from cumulative records in many ways.

Interview technique is an easy means of assessing individuals in knowing their opinions, needs, beliefs, customs, manners, behaviour patterns, frustrations, aspirations etc. Care should be taken to win the confidence of the interviewee to ensure better, reliable results. A record of the interview has to be made either on the spot individually or with the help of a supporter. Mechanical devices can also be used to record the responses. Symbols may be used if recorded in the presence of the interviewer. Interview can be structured or unstructured as the case may

be and necessary points have to be borne in mind while attempting each.

Case study is a rather elaborate process. It is a tedious process and involves lot of time. When in-depth studies of individuals or institutions are to be made, this method is good. The necessary procedures of case study are to be followed. Case studies are likely to reveal many hidden facts and hence may be attempted.

The graphical picture of social relationships in an adult education centre or class is called a *sociogram*. This is useful in identifying stars and isolates, groups and cliques etc.

In order to ascertain personality traits *projective techniques*, guess who technique etc. are used. Data can be obtained from the individuals or their peers on psychological, attitudinal, and behavioural problems or adjustments.

Adequate attention has to be paid in the selection and administration of appropriate tools and techniques of evaluation.

Characteristics of a good evaluation programme

As the educational programme — formal and non formal - is designed to bring about desired changes in the behaviour of the participants in the cognitive, affective and psychomotor domains, the realistic statement of objectives is a must. Evaluation should be comprehensive. It should be a continuous process. Local requirements and conditions may be taken into account while selecting, adapting and conducting tests or other tools of evaluation. He is a wise evaluator who "gathers information from whatever sources available, weighs it according to whatever standards (norms) he has established, and concludes accordingly".

The characteristics of a good evaluating instrument are reliability, validity, and usability.

Reliability of a tool is its trustworthiness or its consistency. It is defined as "the accuracy with which a test measures what ever it does measure". A test score is said to be reliable when we have reasons to believe that the scores are stable and trustworthy. Reliability is usually expressed as a coefficient. Test retest method, paralalled form method, split half method are attempted to establish the reliability of a test. Higher the reliability coefficient, higher the trustworthiness of the test.

Validity means purposiveness. It may be defined as "the accuracy with which a test measures whatever it is supposed to measure".

A test may be valid for one purpose but not necessarily so for another. Construct validity and statistical validity are the two major qualities expected of a good test. This again is expressed as a coefficient of correlation and has to be as high as possible.

Usability or practicability of the test is another major requisite. Ease of administration, scoring, interpretation etc. are involved in this. *Objectivity* is yet another condition. "A measuring instrument is said to be highly objective if the scores assigned by different, but equally competent scorers are not affected by the judgement, personal opinion or bias of the scorers.

A valid test (tool) is always reliable also but the reverse is not true always. A test can be reliable but the reverse is not true always. A test can be reliable but not valid. With both these characteristics, its usability has also to be checked for practical purposes. It is customary of test constructors to prepare norms and provide a manual along with the test and for the test users to ensure the availability of these.

Monitoring and Evaluating Non formal Education Programmes

Monitoring is a continuous, routinised collection and collation of information regarding any ongoing process and feeding back an appropriate and relevant portion of this for sustaining and improving the entire system. In brief Monitoring is said to be similar to 'steering clear of' by a captain of a ship or a pilot'.

Evaluation consists of ascertaining the magnitude and attribute of achievements, shortfalls in achievement and non-achievement of the objectives and finding out the reasons for these. The aim of evaluation is to provide dependable evidence for optimal decision making. It can be internal or external, summative or normative, process or product, participatory or otherwise.

A less rigorous evaluation necessitated by immediate needs of the evaluation is called *Quick Appraisal*. The main purpose of this is to provide dependable evidence about the achievements or shortcomings. It is less comprehensive and does not necessarily cover all the variables.

Evaluation and Monitoring

The purpose of evaluation is to make a detailed study of all the aspects of a project or a scheme. It needs a longer period and involves preparing and administering tools, designing appropriate samples, collecting data, interpreting and reporting. It is a continuous process and covers both qualitative and quantitative aspects.

Monitoring on the other hand intends to provide the planners with much less information at short intervals. The major objective is to keep the administrators and organisers acquainted continuously with the progress made by the project/scheme.

Some salient points regarding monitoring

Monitoring is a process by which those who are implementing the programme would be able to find out

- (a) Whether the prospective participants have been made aware of the programme and what they could expect from it.
- (b) Whether the physical arrangements for running the programme are satisfactory or not.
- (c) Whether the programme is being implemented according to the predetermined plan of operation.
- (d) Whether the operation of the programme is in accordance with the valid objectives of the programme.
- (e) Whether the targets are being achieved and if they are not, the reasons for non achievement and what could be done to remedy the situation.
- (f) Whether the learning materials are effective, particularly in conveying the messages intended to be conveyed.
- (g) Whether a linkage has been established between literacy and socio-economic development.
- (h) Whether adequate publicity is given on the programme, its implementation, achievements, impact etc. through appropriate media.

Data to be collected

- (a) on organisation including objectives, targets etc.
- (b) on programme administration.
- (c) on learners and learning situation.
- (d) on follow up activities.

Source of data

- (a) Diaries to be maintained by the project staff.
- (b) Weekly or Fortnightly reports from instructors and supervisors.
- (c) Observation by project staff and organisers.

- (d) Record of attendance, stock, visits etc.
- (e) Project implementation committee.

Tools

Questionnaire, Interview Schedule, Check lists, Observation, Report sheets, Diaries etc.

Trends in Evaluation

- (1) It is believed as a post mortem exercise; an exclusive domain of experts.
- (2) Nowadays it is accepted as a diagnostic tool leading to necessary correction; a participatory affair.

Stages in Evaluation

- (1) Specifying the aims, objectives and targets to be achieved.
- (2) Devising the materials, methods and approaches suited to achieving the aims and objectives.
- (3) Evaluating the extent to which these have been achieved.
- (4) Reporting on the evaluation data with necessary analysis and interpretation, graphical representation etc.

Monitoring and Evaluation are interspersed. One follows from the other and one is essential for the other. Monitoring and evaluation should be an inbuilt process in every project to be useful and effective within the time frame. Participatory evaluation during the project period may be supplemented with an external evaluation for comparative purposes and for avoiding possible biases. Continuous and timely monitoring is yet another salient aspect of any non formal education programme.

Cognitive, affective and psychomotor domains have been covered thereby evaluating improvements in knowledge and skills, as well as attitudinal and behavioural changes.

Financial Support for Non formal Education Programme

The beginning

The Central Advisory Board of Education (CABE) at its 14th meeting in 1948 expressed the view that the organisation of Adult Education in India had become 'imperative'. A Sub Committee under the chairmanship of Shri M.L. Saxena recommended that the Provincial Governments should provide funds for adult education. It laid down targets for the removal of 50% illiteracy in the next 5 years.

Social Education found a place in the First Five Year Plan consequent on the suggestion of Maulana Azad, then Education Minister, at the 15th meeting of CABE. A provision of Rs. 5 crores was made for organising literacy classes, community centres, libraries and janata colleges. This was just 1.4%. Hence an additional amount of Rs. 10 crores was provided under Community Development head. Every Community Development Block was given a provision of Rs. 70,000 for stage I and Rs. 50,000 for stage II. This provision was earmarked for various items under social education which include organisations of Community centres, Youth clubs, Mahila Mandals, Adult Literacy Centres, Farmers' groups, Recreation centres and training of Gram Sahayaks.

In the Five Year Plans

In the 2nd Five Year Plan Rs. 5 crores accounting for 1.4% of the educational budget and in the 3rd Five Year Plan, a sum of Rs. 25 crores accounting for 3.31% of the educational budget was spent on adult education. During the 4th plan period, the allotment was raised to Rs. 28.2 crores (3.3%) out of which a sum of Rs. 2 crores was allocated to functional literacy programme.

A sum of Rs. 64 crores was spent during the plan period on the following items:

01. Training of workers of literacy.
02. Establishment of adult night schools.
03. Establishment of National Adult Education Board.

04. Expansion of farmers educational and functional literacy to more districts to cover one million adult farmers.
05. Continuing adult education as an integral part of Community Development programme
06. To help University departments to take up pilot projects to conduct research and organise extension and extra mural lectures.
07. Starting adult education for Industrial Workers.

In the 5th five year plan (1974-79), a sum of Rs.18 crores amounting to 1.4% of the total education budget was spent on adult education. An additional sum of Rs. 35 crores was earmarked for social education scheme.

The Non formal (Adult) Education programme for the age group 15-25 years was considered a composite scheme for rural and urban areas and for men and women. It was therefore proposed (1) to pool together financial resources available for various schemes in the V plan both at the central level and at the state level and (2) to pool together resources available for adult/non formal/social education at the central and state levels.

Costing of District Programme

The financial costs of the typical district programme consisting of 100 centres was estimated as follows :

01.	Project Officer Honorarium	Rs. 6000/-
02.	Typist Honorarium	Rs. 3600/-
03.	Supervisors Honorarium	Rs. 6000/-
04.	Instructors or Group leaders	Rs. 50000/-
05.	Training and Orientation	Rs. 5000/-
06.	Learning and Teaching materials	Rs. 10000/-
07.	Lighting charges	Rs. 10000/-
08.	TA/DA for visiting centres	Rs. 4400/-
09.	Equipment and Contingencies	Rs. 5000/-
		Rs. 100,000/-

Cost per head : Rs. 100,000 ÷ 3000 = Rs. 33.33

National Adult Education Programme

On October 2, 1978, National Adult Education Programme (NAEP) was launched. The target of the programme was to cover by 1984 the entire illiterate population in the 15-35 age group by mobilising all possible resources at the central, state and local levels. The Central Government in its draft plan (1978-83) earmarked Rs. 200 crores accounting for 10% of the total education budget, for the programmes. The per learner cost was estimated at Rs. 70/-

Financial pattern of a project with 10 adult education centres was as follows: (In the case of College and University Students involved in NAEP).

1. Part time Supervisor @ Rs. 150/- per month for 10 months
Rs. 1500/-
 2. Out of pocket allowance to Instructors - Rs. 50/- per student if on single handed basis or 30/- out of pocket allowance + contribution of Rs. 20/- to students for 8 months Rs. 4000/-
 3. Basic learning materials to be supplied to each learner
 1. Primer - 1 2.00
 2. Work book - 1 1.00
 3. Slate - 1 1.00
 4. Exercise books - 2 1.00
 5. Slate/lead pencils 0.50
 6. Supplementary materials 2.00
 - Total 7.50
- Cost of learning materials for 30 learners
(7.50 x 30) x 10 Rs. 2250/-
4. Instructional materials (per centre)
 1. Teacher guide 1.00
 2. Teaching chart for primer 4.00
 3. Supplementary learning charts 15.00
 4. Other teaching aids 20.00
 5. Teaching materials to be prepared/
improvised by the teachers and learners
(20.00)/(60.00) x 10 Rs. 600/-

5.	Equipment		
1.	Roll up boards	25.00	
2.	Lighting equipments	60.00	
		85.00 x 10	Rs. 0850/-
6.	Kerosene oil/electricity	200.00 x 10	Rs. 2000/-
7.	Contingent expenses at the centre	50.00 x 10	Rs. 500/-
8.	Training expenditure		Rs. 300/-
9.	Contingencies to be provided to the college		Rs. 2000/-
	Total		Rs. 14,000/-

At the University level

The following pattern was suggested for Department/Centre for Adult Education and Extension in a University

- (a) *Core staff*
- (1) Co-ordinator - 1 Rs. 1100-1600
 - (2) Project Officer 1-3 Rs. 700-1300
(Depending on the size of the field programme)
 - (3) Accountant-Typist/Clerk - 1 to 2 in the grade of the University
- (b) *Recurring expenditure*
- (1) Books and Journals Rs. 5000/-
 - (2) Seminars and Conferences
TA/DA to Experts & Consultants Rs. 5000/-
 - (3) Contingencies Rs. 5000/-
- (c) *Non-recurring expenditure*
- Furniture for the staff, typewriter and equipments upto Rs. 10000/-

This was on par with the estimates for the Government Department and Voluntary Agencies. Universities came forward in large numbers to make use of this opportunity and engage their teacher/student community in adult, continuing and extension education. The UGC evolved separate guidelines and got the same revised in 1982.

Accordingly posts of Director, Assistant Director and Project Officer were created in Departments/Centres for Adult, Continuing Education and Extension. The staff support from the UGC was 100%, but the programme cost was fixed at 75% of the actuals.

Cost for a 10 centre unit.

The expenditure pattern for a 10 centre unit was revised by the UGC in 1983, to fall in line with the Government pattern.

A. Programme Cost

1.	Honorarium for the Instructors @ Rs. 50 p.m. (50 x 10 x 10)	5000.00
2.	Basic learning materials @ Rs. 7.50 x 30 x 10	2250.00
3.	Teaching materials @ Rs. 2.00 per head (2 x 30 x 10)	600.00
4.	Equipment @ Rs. 85 per centre (85 x 10)	850.00
5.	Kerosene/Electricity @ Rs. 200 per centre	2000.00
6.	Contingent expenses @ Rs. 50 per centre (50 x 10)	500.00
	Total	11200.00

B. Supervision

7.	Supervision (@ Rs. 150+ fixed TA/DA of Rs. 20/- p.m. for 12 months)	2040.00
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C. Administrative expenses

1.	Part time clerk @ Rs. 50/- for 12 months	600.00
2.	Office contingencies	400.00

D.	College Programme Officers @ Rs. 75/- p.m. for 12 months	900.00
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D.	Furniture and Equipments	400.00
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	Grand Total	15540.00
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Patterns have been prepared for 2, 5, 15, 30, 60 and 100 centres with slight permissible modifications. Universities/Colleges were assisted financially on 100% basis. These norms were in tune with those approved by the Government of India for Voluntary Agencies as well.

Recurring provision at the University level unit was fixed as follows:

1.	Books and periodicals	Rs. 5000/-
2.	Monitoring, Evaluation and Co-ordination	Rs. 2000/-
3.	Organisation of/participation in Seminar, Workshop/Conference & TA/DA of experts	Rs. 7500/-
4.	Other expenditure	Rs. 7500/-

Provision for non recurring purposes viz. furniture, typewriter and equipments was raised to Rs. 12500/-

Changes in financial input

After the introduction of the National Literacy Mission and consequent revision of UGC guidelines, the following changes were effected.

01. For Monitoring, Evaluation & Co-ordination - Rs. 2000/- was raised to Rs. 5000/-
02. Other expenditure was raised from Rs. 7500/- to Rs. 10,000/-
A new provision for Audio Visual materials was made at Rs. 5000/-

The programme support was also increased considerably under the area based programme.

01. Honorarium for Instructors @ Rs. 100/- p.m.
02. Basic learning materials Rs. 13.50 per learner.
03. Teaching materials Rs. 80/-
04. Equipment Rs. 165/- per centre.
05. Kerosene/Electricity Rs. 300/- per centre.
06. Contingencies Rs. 50/- per centre.
07. Supervision - part time Rs. 150+50 as fixed TA.

Patterns were separately worked out for 30,60,100 centre units, for 100% financial support.

The Government allowed slight increase in certain items during 1988-89, especially for Voluntary Agencies.

01.	Basic learning materials	Rs. 16/-per learner
02.	Equipment	Rs.230/-

03.	Lighting charges	Rs.450/-
04.	Contingencies	Rs.200/-

Support for training was worked out separately. This too was on par with Government rates. Separate norms were worked out for post literacy/continuing education programmes, population education, planning forum, jan shikshan nilayams etc.

Contributions from other agencies, local initiative and support, contributions from participants

For adult, non formal, continuing education programmes, the Central and State Governments give financial support liberally. This practice has been followed ever since democratic governments came to power in India. Anything ranging from 1 to 4% of the education budget is allocated to adult education, social education, literacy work etc. This is not sufficient. So in many cases, outside agencies come forward or are approached for financial support.

Some examples

It may be interesting to note that the Literacy House at Lucknow has been constructed and maintained with World Education Inc. and World Literacy, both based in Canada, at the initiative of Mrs. Welthy Fisher. She was rightly honoured with the first Nehru Literacy Award in 1968. The German Adult Education Association supported various agencies in India for producing and disseminating literature for neo literates and training of cadres. The UNESCO, UNICEF are in the forefront of grant giving bodies for adult education work.

International agencies could extend financial support only through Government of India and agencies in India have to obtain prior permission from the Government of India and furnish periodical statements. However philanthropic agencies come to the rescue of national, state and local voluntary agencies for such humanitarian and developmental programmes. Labauch Literacy Trust International is one such. The International Council for Adult Education (ICAE), International Task Force on Literacy (ITFL), Asian South Pacific Bureau of Adult Education (ASPBAE), Danish International Development Agency (DANIDA), OXFAM, Ford Foundation etc. are agencies which support adult education and allied areas of work.

During the post independence period many national, state and local agencies have launched adult education programmes with matching grants or funds of their own. Sporadic attempts could not show much

result. But these have paved the way for creating appropriate climate for eradication of illiteracy and creation of a learning society. Religious Institutions and Charitable societies also help individuals and agencies depending on their area of interest and personnel involved.

Voluntary Agencies in the forefront

Voluntary Agencies (NGO's) were given priority in 1978 when the National Adult Education Programme was launched. Agencies came up like mushrooms with the hope of procuring their share. When this was noticed and exposed, they had a bitter time and many disappeared from the scene. Only dependable and trustworthy agencies remained. However emphasis on Voluntary Agencies was given up and were suspiciously viewed. The social audit or accountability was the major question.

When 100% financial support is there, agencies shoot up but when matching funds or at least a share was to be raised by the Voluntary agencies, many could not be on the scene. But in every Indian State one could see Voluntary Agencies which are of great reputation. Many State Resource Centres (SRC) are run by Voluntary Agencies. So is the case with Sharamik Vidyapeeths and Jana Shikshan Nilayms.

The Indian Adult Education Association which was formed in 1939 is the apex body of almost all Voluntary Agencies working in India in the field of adult education. This too is raising its own funds, not depending on government grants only.

National Literacy Mission Vs. Total Literacy Campaign

The National Literacy Mission has made it obligatory to have local initiatives. When the SRC's were allotted to Universities/Voluntary Agencies it was decided that 80% of the expenditure will have to be met by the Central Government, 15% to be shared by the respective State Governments and the remaining 5% to be borne by the University/Voluntary Agency chosen for the purpose. Currently with a budget of 12.4 lakhs per year the Voluntary Agency is to raise approximately Rs.62,000/- for no benefit of their own. This is one instance of local/voluntary initiative.

When Total Literacy Campaigns were launched, local initiative was in the forefront. In the Kottayam experiment which was known as PELCK (People's Education and Literacy Campaign, Kottayam) which aimed at securing 100% literacy in 100 days, the task was to mobilise

local resources from the municipal area. Not only voluntary effort was there, but support in the form of finance/kind was showering.

Some models of people participation

In the Ernakulam project 'Lead Kindly Light, (where the district was liberated from illiteracy) voluntary effort was unique. Educated youth were in the forefront offering their services as Instructors, Motivators, Facilitators, Evaluators etc. Free service was volunteered by thousands. This resulted in minimising the per head expenditure on making people literate. Akshara Kala Jatha, Literacy Survey etc. were not incurring expenditure as it used to be. The political will combined with local initiative delivered the goods.

When the Kerala Saksharatha Samithi (KSS) launched its total literacy campaign in the remaining 13 districts, it was an uphill task. Again youth power, commitment etc. helped in achieving desired results. Lakhs of committed volunteers worked sincerely for about an year to raise the level of literacy in Kerala to 90.59 (as per 1991 census provisional figures) and 93.58 (as per April 18, 1991 Declaration of Total Literacy at Calicut). The amount granted by the Government of India and UNICEF were matched by voluntary effort. No amount of recognition or incentive could literally acknowledge the initiative and support received from the public.

Learner's Contributions

There was a time when the learners (illiterate adults) demanded black tea, tea with milk and then tea with something to bite as an incentive to attend literacy classes/people's education centres. At least a few demanded food-on par with the noon meal scheme for school going children introduced in many states to prevent dropping out of children and to ensure their continued attendance in schools. What do we get if we join your literacy classes was a frequent question harassing adult education workers who approach the illiterate adults. They used to say - leave us alone, if you are very particular, help our children in their studies. This attitude has disappeared. Now the adults and elderly people are eager to become literate. They want to help their wards in their studies. They want to read and write on their own, without waiting for any one. For this they are ready, to forego their leisure hours and pleasures. They are willing to work more to compensate the time spent on learning.

Those who are now able to read and write to some extent have expressed their readiness even to pay fees to continue their 'Yajna'.

Whether we call this post literacy or continuing education, these are inevitable to sustain literacy skills and improve upon them.

Non formal Education for drop outs

In the case of those working in the non formal education for drop out children, there is a temptation among the parents to put them back into the main stream. Those learners who have some special skills or aptitudes are willing to share the same with others. Thus non formal education has really become a two way process instead of a one way process. The sharing is cordial and wilful. In order to visit places the learners themselves are contributing their share. They are taking part in various cultural programmes. They take part in sports and games meet of learners drawn from specific areas. They share their experience and attainments with others in the locality and elsewhere. They are a liberated section of the community desirous of leading a better life as citizens, who have been hitherto exploited or kept under control. These are the contributions of adult illiterate learners in their centres.

Attempts worth emulating

Another exciting experience is the learners, contributing their might in constructing literacy huts for their study and get together, as a permanent establishment. They collect donations and contribute their labour. They unite to construct rural libraries and reading rooms for their benefit. They form co-operative societies and start saving a/c in banks or post offices. They exercise their franchise carefully without blindly following the leaders. These are the impact of literacy programmes wherein much sharing and exchange of experiences, needs, fears, aspirations etc. takes place. The abstention from bad habits like drinking, smoking etc. is an indirect contribution from the participants for the well being of the society. Building up an enlightened and humane society as visualised in the Acharya Rama Murthi Committee report is ensured of, after getting liberated from illiteracy and consequently from poverty, ill health, lack of housing, superstitions etc. they form better citizens and take active part in nation building activities to ensure the progress of the nation.

Gone are the days when people look up to the Government and officials for everything that they need. They are ready to contribute to their mite, once they are conscientized in the right direction. The joint ventures of Government and the public are being ensured as a result of such activities. Lifelong education is the need of the hour. Here again Governmental support has to be supplemented through local support and contributions.

Questions for Self Study

01. Enumerate the defects of the formal system of education as it exists at present.
02. See how far non formal education can help in overcoming the defects of the formal system.
03. Bring out arguments for organising an effective non formal education system in our country.
04. Explain in your own words the concept of non formal education as distinct from formal education.
05. List out available definitions of non formal education and account for the variations.
06. Distinguish between formal education and non-formal education bringing out clearly all salient points.
07. List examples of informal education as perceived by you.
08. List subjects that could be brought under the non-formal education system and identify the clientele group.
09. Enumerate the objectives of non-formal education and say what behavioural changes are to be expected of the participants.
10. Explain how you would integrate formal and non-formal education approaches in your area.
11. Discuss the parameters of effective rural development programme.
12. Explain the present position of non formal education in India.
13. List ongoing programmes that can be brought under the purview of Non Formal Education.
14. How far are Colleges/Universities students involved in rural reconstruction movement?
15. How could you integrate scholastic activities with developmental programmes?
16. Trace the provision for Rural Development Programmes in the Five Year Plans.

17. Review a training programme which you have undergone.
18. Plan a training programme for a group of newly selected Instructors.
19. List the qualities expected of non formal education functionaries.
20. How do you feel about the filtering effect in training of cadres?
21. Enumerate the merits and demerits of Residential training programmes.
22. How would you ensure an appropriate learning environment for adults?
23. Distinguish between child learning and adult learning.
24. Find out relevant communication models suited to adults.
25. Remembering and forgetting are problems of adults. Explain
26. Give an account of adult learning theories.
27. List all Voluntary Agencies involved in adult, continuing, non formal education in your State.
28. Prepare an annotated bibliography of all these in about a paragraph each.
29. Examine the grant-in-aid system for Voluntary Agencies for Social Service Activities.
30. Bring out the Salient Features of Government's implementation of Adult Continuing Education/Non formal Education Programmes.
31. Give an account of Indian Adult Education Association's contributions during post independence period in India.
32. Pool all the available definitions of 'Curriculum' and try to evolve a working definition.
33. Distinguish between curriculum and syllabus through appropriate illustrations.
34. Examine the content of non formal education as practised in your area.
35. Attempt a comparison of the primary school curriculum with the non formal education programme for 06-14 age groups.
36. Explain how you would develop a curriculum suited to the clientele in your locality.
37. Examine existing curricula for adults in non formal education programmes in your state/organised by an agency of your choice.

38. Prepare a curriculum for a set of rural youth to involve them in nation building activities.
39. 'Curriculum improvement should be an ongoing process' - Discuss.
40. 'Learner oriented and need based curriculum alone will suit non formal education' - Examine this statement in the light of your experience.
41. Compare the essentials of curriculum in the formal system with those of the non formal system.
42. Discuss the merits and demerits of different methods of teaching adults.
43. Discuss the role of mass media in adult, continuing education and extension.
44. Differentiate between instructional strategies applicable to formal and non formal education.
45. List the principles of teaching adults. How far are they different from teaching children?
46. Discuss Freire's contribution to adult education strategies.
47. Examine at least 2-3 evaluative studies and write a critical review of each.
48. Prepare a comprehensive evaluation tool to be used in adult literacy centres.
49. How would you evaluate the teaching learning materials and methods used in non formal education/adult literacy.
50. Suggest a plan of action to monitor a continuing education programme for neo literates.
51. Critically examine the different methods of establishing reliability of a test.
52. Suggest appropriate monitoring mechanisms in non formal education.
53. Work out programme cost for 10,30,60,100 centre units under various schemes and attempt a comparison.
54. Attempt a cost effectiveness study taking a compact area.
55. Comment on the financing of State Resource Centres on 80:15:5 basis.

56. Attempt a comparative study of cost in Centre Based Approach and Total Literacy Campaign approach, choosing a District.
57. Attempt a case study of Total Literacy Campaign in a specific area and find out the real contributions of the people and the returns they get.
58. List the funding agencies at International, National and State level in the field of adult education, continuing education, population education, community development, legal literacy, environmental education, peace education and prepare a glossary of these.
59. Suggest measures for mobilising resources for constructing a library and reading room/a community centre/a school/guidance bureau/public comfort station/gymnasium/auditorium/stadium/education complex.
60. Education for All in the Indian Context. Is it a myth or can it be made a reality?

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