

## **Modern Ambits of Education – Inclusive Education, Non - Formal Education and E-Learning**

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### **ABSTRACT**

*Inclusive education is an extension of scope of ordinary schools to include children from all backgrounds. Inclusive education is the way of dealing with differences and creating an equality based learning environment to promote the all round development of students - professional, vocational, technical, social, moral and cultural irrespective of differences in caste, creed, race, gender and economic efficiency. It is in fact a broader term for increased participation of students in the educational sector and thereby elimination of exclusion. It also includes within its arena the drawing of children who are physically disabled, street and working children, children from nomadic or remote populations, children belonging to ethnic, cultural or linguistic minorities and children from other disadvantaged or marginalised groups. Its underlying ideology is to treat every child as a special and needed member of the educational as well as social community. Educational institutions should treat all the students on the same footing irrespective of their personal background and any kind of social or economic parameter. It has a developmental approach. It specifically focuses on those sections of society which are vulnerable to marginalisation and exclusion based on traditional businesses.*

**KEYWORDS:** *Introduction, Non - formal education, Difference between formal, non - formal and informal modes, Planning of non - formal education, Adult education, Individualisation, E - learning*

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### **I. INTRODUCTION**

Non - formal and adult education are two most essential strategies for integrated and inclusive education for all. Various factors have worked as a catalyst to promote as well as accelerate the growth of this modern trend of education in all professions. It is the prerequisite for an increase in the rate of social, economic, technological, scientific and ecological changes which will in turn lead to the rise of professional and technological obsolescence. Most of the people are not satisfied and accomplished by their pre - service theoretical education. Non formal education enables skill development. It shows the path to gain professionalised knowledge in various fields of knowledge along with the provision of planned and self directed educational programmes. In the present context, non formal education helps to cater to the growing need of professionals by different organisations.

### **II. CONCEPT OF NON - FORMAL EDUCATION**

Since the mid 1980s concepts of socialisation, conditioning, communication and learning have begun to fuse into the integrated and broad aspect of non - formal education. It is a highly professional and task - oriented course. Its ability is determined by its competence to meet the basic needs of survival and organisational necessities rather than giving importance to certification and abstract achievements. The space and time factor in this system is open ended. Learning as well as transmission of knowledge is done flexibly and adjusted according to the changing needs of the environment. Peer learning holds a significant command over exchange and distribution of knowledge.

Development of human resources is one of its basic tenets. Emphasis is given on the proper transmission of knowledge , skills and attitude to the target population. It encompasses various sub components like content, material design and methodology. Delivery system requires the use of appropriate technology. The feedback channel can include pre - delivery, concurrent or post delivery elements or a mixture of these. The technology of the delivery system can be finely tuned in accordance with the feedback linkage.

It also has a blend of political and economic dimensions. Political and economic motivations blend together to use the learning network to link people's need to the system of production and consumption in an efficient and effective manner.

Apart from the above mentioned dimensions, traditional values are emphasised in the developmental process.

### **III. NARROW LINE OF DIFFERENCE BETWEEN FORMAL, NON - FORMAL AND INFORMAL EDUCATION**

Formal education means deliberate and systematic transmission of knowledge skill and attitude with stress on knowledge. It is done with an explicit, systematic, structured and well defined framework. It involves the conventional and traditional method of face-to-face teaching in a conservative classroom system.

Informal education is the incidental transmission of attitude, skill and knowledge with highly diverse and culturally relative patterns for the organisation of time, space, material as well as personal roles and relationships which are implicit in varying consignations of family, household and community.

In non formal education the principal focus area is skill. It avoids the concept of formal and conventional schooling or certification of degrees. It accepts a diverse and flexible deployment of space, time and material with flexibility in qualifications in response to the structure of the workplace.

The distinguished feature of three modes of educational transmissions are -

- a) The degree of deliberation
- b) The varied deployment of structural elements of space, time, material and attitude generation
- c) The relative emphasis on the functional principles of knowledge, skill and attitude generation
- d) The degree to which formal certification is given

#### **PLANNING OF NON FORMAL EDUCATION**

- 1) Diagnosis of ecological setting, human and natural resources
- 2) Identification of specific problems
- 3) Mapping of existing and alternative transmission modality
- 4) Matching and pilot testing of transmission modalities
- 5) Continuous monitoring
- 6) Diffusion monitoring

#### **ADULT EDUCATION**

Adult education is a modern system in which adults are imparted education on various courses but under an informal milieu. It helps the drop outs in continuing their education as a side activity after getting married or involved in some kind of activity. The needs of learners are given highest priority.

Following are its essential features -

- 1) Creation of awareness on need and importance and need of education
- 2) Developing a conducive ambience for the adults
- 3) Motivate learner and community people to cooperate
- 4) Organise orientation and training programmes
- 5) Monitor and evaluation
- 6) Prepare study material
- 7) Setting up rural libraries
- 8) Exchange idea and action between individual and groups

#### **INDIVIDUALISATION OF NON FORMAL AND ADULT EDUCATION**

There are two main approaches to individualisation - self instructional approach and group instructional approach.

Following are individualised -

- a) Pace of study materials and media
- b) Methods of study
- c) Content
- d) Objective of study
- e) Evaluation methods

Individualisation takes place at the following level -

- a) Course level
- b) Course unit level
- c) Lesson level
- d) Individual step or exercise level

Decisions are taken by -

- a) Student
- b) Teacher
- c) Automated system or their combination

## **E - LEARNING**

E - learning refers to the use of technology in teaching - learning process. It enables people to learn anytime and anywhere. Technology overcomes the limitation of time, distance and resources. The most essential advantage of it is instant and just-in-time information. Virtual classrooms, audiom- video modes, instant messaging, and content management have been designed and developed.

Following are its characteristics -

- 1) Delivering of self paced courses by internet, intranet, LAN, CD - ROM , DVD
- 2) Use of multimedia like graphics and animation along with text
- 3) Interactive environment
- 4) Book marking of important contents
- 5) Access to online experts
- 6) Multiple content and book availability
- 7) Diverse search engine
- 8) Flexibility

## **IV. CONCLUSION**

All the aspects discussed in this article, that is, inclusive education, non - formal education, adult education as well as informal education comes under the ambit of modern educational development. These are extremely needed for bringing about a drastic change in the educational participation rate. In fact, these modes of knowledge transmission have witnessed greater involvement of people in academics as well as the job sector over the years. It has indirectly also influenced the employment sector, thereby demarcating the path of development for India through academic progress. Greater impetus should be given to these teaching models by both private as well as public ventures.

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