

Contemporary Educational Goals: E-learning, Non-Formal Education, and Inclusive Education

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Abstract- The goal of inclusive education is to expand the reach of regular schools to accommodate students from diverse backgrounds. In order to support students' holistic development—professional, vocational, technical, social, moral, and cultural—in spite of differences in caste, creed, race, gender, and economic efficiency, inclusive education aims to address differences and establish an environment based on equality. In actuality, it is a more general word advocating more student involvement in the educational system and, thus, the eradication of exclusion. Children with physical disabilities, children from isolated or nomadic communities, children from linguistic, cultural, or ethnic minorities, children from the streets, children who labour, and children from other marginalized or disadvantaged groups are all included in its scope. Treating each kid as a unique and essential part of the social and educational community is its fundamental tenet. All students should be treated equally by educational institutions, regardless of their individual backgrounds or any other social or economic factors. It adopts a developmental perspective. It focuses especially on those segments of society who are susceptible to exclusion and marginalization due to traditional enterprises.

Keywords: Non - formal education, Non - formal and informal modes, Planning of non - formal education, Adult education, Individualization, E – learning

INTRODUCTION

The two most important tactics for inclusive and integrated education for everyone are adult and non-formal education. The expansion of this contemporary trend of education in all professions has been accelerated and promoted by a number of variables. Professional and technical obsolescence will increase as a result of it, since it is a necessary condition for accelerating social, economic, technological, scientific, and ecological developments. The majority of people are not happy with their pre-service theoretical education. The development of skills is

made possible by non-formal education. In addition to offering scheduled and self-directed training programs, it demonstrates the route to professionalized knowledge in a variety of subject areas. In the present context, non formal education helps to cater to the growing need of professionals by different organizations.

CONCEPT OF NON - FORMAL EDUCATION

Since the middle of the 1980s, the ideas of learning, communication, conditioning, and socialisation have started to blend into the comprehensive and integrated field of non-formal education. This training is very task-oriented and professional. Instead of placing value on certification and ethereal accomplishments, its ability is judged by its capacity to satisfy the fundamental requirements of survival and organisational necessity. This system has an open-ended space and temporal component. Knowledge is transmitted and learnt in a flexible manner that adapts to the shifting demands of the environment. Peer learning has considerable control on the sharing and exchange of knowledge. One of its fundamental principles is the development of human resources.

The target population's appropriate acquisition of information, skills, and attitude is emphasised. It includes a number of smaller elements, such as approach, content, and material design. The adoption of the right technology is necessary for the delivery system. Pre-delivery, contemporaneous, post-delivery, or a combination of these aspects may be included in the feedback channel. The feedback linkage can be used to fine-tune the delivery system's technology. It combines political and economic aspects as well. In order to effectively and efficiently connect people's needs to the system of production and consumption, political and economic incentives combine to form the learning network. Apart from the above mentioned

dimensions, traditional values are emphasised in the developmental process.

NARROW LINE OF DIFFERENCE BETWEEN FORMAL, NON - FORMAL AND INFORMAL EDUCATION

With an emphasis on knowledge, formal education entails the purposeful and methodical transfer of information, skills, and attitudes. It is carried out using a clear, methodical, organised, and well-defined framework. In a conservative classroom system, it uses the traditional and conventional approach of in-person instruction. Informal education is the unintentional transfer of knowledge, skills, and attitudes with a wide range of culturally specific patterns for the arrangement of time, space, and material resources as well as interpersonal roles and relationships that are implicit in various family, household, and community contexts. The main aim of non-formal education is skill. It stays away from the idea of traditional, formal education and degree certification. 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 features of three modes of educational transmissions are –

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

PLANNING OF NON FORMAL EDUCATION

- ❖ Diagnosis of ecological setting, human and natural resources
- ❖ Identification of specific problems
- ❖ Mapping of existing and alternative transmission modality
- ❖ Matching and pilot testing of transmission modalities
- ❖ Continuous monitoring
- ❖ Diffusion monitoring

ADULT EDUCATION

Adult education is a contemporary system that offers a variety of courses to adults in a casual setting. After

getting married or participating in some other activity, it assists dropouts in completing their studies as a side project. The requirements of the students are the first focus. These are its key characteristics:

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

INDIVIDUALISATION OF NON FORMAL AND ADULT EDUCATION

There are two main approaches to individualization - self instructional approach and group instructional approach. Following are individualized –

- Pace of study materials and media
- Methods of study
- Content
- Objective of study
- Evaluation methods

Individualisation takes place at the following level –

- Course level
- Course unit level
- Lesson level
- Individual step or exercise level

Decisions are taken by –

- Student
- Teacher
- Automated system or their combination

E – LEARNING

The term "e-learning" describes the process of teaching and learning via the use of technology. People may study anywhere and at any time thanks to it. Resources, time, and distance are all overcome by technology. Instant and just-in-time information is its most important benefit. Content management, instant messaging, audio-visual modes, and virtual

classrooms have all been created. These are some of its traits:

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

CONCLUSION

The scope of contemporary educational development encompasses all of the topics covered in this article, including inclusive education, non-formal education, adult education, and informal education. In order to significantly alter the rate of educational involvement, they are absolutely necessary. In actuality, throughout time, individuals have become more involved in both the academic and professional sectors thanks to these means of information transfer. Through academic advancement, it has also had an indirect impact on the job sector, defining India's growth trajectory. Both commercial and public initiatives should provide these educational styles with more vigour.

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