AGENCIES OF NON-FORMAL EDUCATION

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Assignment - 1
LEARNING OBJECTIVES

After going through this module, one should be able to:

☐ Describe various Central and State Government agencies for Non-formal Education.
☐ Explain the role of Non-Government and Voluntary Agencies in Non-Formal Education.

INTRODUCTION

Non-Formal Education (NFE) is flexible, learner oriented, non-authoritarian and is built on learner participation. The non-formal programme is a process of sharing, exploring analyzing and judging together with full learner participation. The clientele of non formal education is very different from the clientele of the formal schools. Most of the children belong to the poor class, SC/ST women and labor class. The history of our country shows that there has been denominational agencies i.e. ashramas, temples, mosques, jain centres of learning etc. which took active part in education but did not have a fixed curriculum. Despite all efforts by the governments at various, national and international levels, through the adoption of sound development policies, planning and programmes aiming at eradication of illiteracy, there has been little impact on the lives of people, at this point of time.

VARIOUS AGENCIES FOR NON-FORMAL EDUCATION

☐ Under the national constitution, education was a state matter until 1976. In 1976 the constitution was amended to include education on the concurrent list. The initial attempts of designing a National Education Policy were made in 1968 but in 1986 India as a whole had a uniform National Policy on Education.
☐ The National Policy on Education 1986, modified in 1992, defines the major goals for elementary education as universal access and enrolment, universal retention of children up to 14 years and substantial improvement in the quality of education.
☐ The National Policy on Education has been accompanied with several programmes such as the District Primary Education Program (DPEP) launched in 1994 and the National Campaign for Education for All (Sarva Shiksha Abhiyan) launched in 2001-2002.
☐ A proposed bill on the right to education (draft, November 2005) stresses the right of all children from age 6 until their 15th birthday to receive elementary education either in school or non-formal education (NFE).
☐ In 1979-80, the Government of India, Department of Education launched a programme of Non-Formal Education (NFE) for children of 6-14 years age group who cannot join regular schools - drop-outs, working children, children from areas without easy access to schools etc.
The initial focus of the scheme was on educationally backward states. Later, it was extended to urban slums, and hilly, tribal and desert areas in other states. The agencies offering professional support at various levels for carrying out various activities connected with the programmes of Non-Formal Education are as follows:

**CENTRAL LEVEL AGENCIES**

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

- **Central Institute of Educational Technology (CIET)**
  Central Institute of Educational Technology (CIET), a constituent unit of NCERT, came into existence in the year 1984. CIET is a premiere national institute of educational technology. Its major aim is to promote utilization of educational technologies viz. radio, TV, films, satellite communications and cyber media either separately or in combinations. The institute undertakes activities to widen educational opportunities, promote equity and improve quality of educational processes at school level.(http://www.ciet.nic.in/)

**STATE LEVEL AGENCIES:**

- **State Council for Educational Research and Training (SCERTs)**
  The main function of this Council is to bring qualitative improvement in the field of school education. The Haryana Education Department firmly believes that the educational standards of teachers must be improved for a qualitative improvement in school education (http://gurgaon.nic.in/scert.htm)

- **DIETs (District Institutions of Educational Technology)**
  The NCERT (established in 1960) and the SCERT (established in 1970) a need was felt for a third tier institute of training and resource support structure at the district which led to the establishment of DIETs. The objective was to improve the quality of basic education. As a
result DIETs were set up in almost all districts of all states in the country (http://www.diethatta.nic.in/about.htm)

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

ROLE OF NON-GOVERNMENT ORGANIZATIONS
NGOs can play an effective role in assisting the state to complement the public education system and to improve its effectiveness. Various surveys have revealed that the experimental approaches of the NGOs have successfully tackled many shortcomings in schooling. NGOs involvement in education increases the accountability of the schooling system to the beneficiaries. The NGOs can establish partnerships with the Government to share their models rather than create islands of excellence. The effectiveness of NGO action is best evident in the successful schooling of underprivileged children, communities in remote locations, scheduled castes, scheduled tribes and other children who face social barriers to education.

ROLE OF VOLUNTARY ORGANIZATIONS
The formal and non-formal streams of education were originally started voluntarily centuries ago. The government came into picture much later. Religious bodies have their own interested areas, through temples, mosques and churches which imparted knowledge to thousands of men and women. At the same time, their role is significantly large in formal and non-formal category of education.

CONCLUSION
The non-formal programme is a process of sharing, exploring, analyzing and judging together with learner participation. The clientele of non formal education is very different from that of formal schools. Despite all efforts by the governments at national and international levels, through adoption of sound development policies, planning and programmes aiming at
eradication of illiteracy, there has been little impact on the lives of people. There are Central and State Government agencies offering professional support at various levels for carrying out various activities connected with the programmes of Non-Formal Education.

REFERENCES
- http://www.nuepa.org/
- http://www.ciet.nic.in/
- http://gurgaon.nic.in/scert.htm
- http://www.diethatta.nic.in/about.htm
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