

8. NON-FORMAL EDUCATION

Report of the meeting of central Advisory Board of Education, 37th session, held in New Delhi, Nov. 1974. New Delhi; Manager, Government of India Press, 1974.

The Fifth Five Year Plan's education strategy was built on the assumption that formal and non-formal education should be correlated and integrated since mere reliance on formal education could not cover all educational needs in India. Hence it became inevitable to develop non-formal education programmes for all categories of learners. The Central Advisory Board of Education, at its meeting held in November 1974 and 1975 lent strong support to the non-formal education and made a number of recommendations which spelt out the objectives and scope of non-formal programmes for adults.

EXCERPTS

The exclusive emphasis on formal system of education should be given up and a large element of non-formal education should be introduced within the system. Multiple-entry and programmes of part time reduction have to be adopted in a big way. At the secondary and university stages, part-time and correspondence education should be developed and all encouragement given for programmes of self-study. All States 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 curriculum integrated and inter-linked with the formal system.

Programmes of adult education are of great significance for the success of the programme of universalisation of elementary education as well as for securing intelligent participation of the people in all programmes of national development. They should, therefore be developed on a priority basis. In particular, the Board recommends that the functional literacy programmes which represent the single largest on going effort of intensive non-formal education linked to a developmental activity, should be strengthened and expanded; and that similar functional literacy programmes should appropriate to rural and urban situations. The Board further recommends that adult education programmes should form an in-built part of every developmental activity whether in the rural or urban, public or private sector make appropriate provision in the respective schemes.

Adequate financial allocations be made in the State plans for non-formal education for the age-group 15-25 on the basis of well-defined norms set up by the State Governments (broad guidelines on the subject may be given by the Government of India);

- The programme should be flexible, diversified and functionally related to the needs and interests of youth and should equip them for participation in developmental activities;
- During the certain year 1974-75, all efforts be made to begin the programme in (a) one district in each State with Central assistance and (b) at least one additional district with State funds.