Designing a Programme Curriculum

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Abstract

Teaching is not passing on information. It is enabling the students to understand, to develop analytical skills, to derive their own conclusions and to contribute to social change. Quite often courses are taught without any particular thrust. Organizing seminars and group discussions on relevant issues would enlighten students. Bringing in guest speakers, women activists and civil servants to present papers would challenge them effectively. Allowing students to attend and get involved in the programmes and meetings organized for women by Women’s Movements, Human Rights Organizations, NGOs or government agencies will provide practical experience to complement their theoretical study. Such participation in local or national programmes for women, of course, has to be planned carefully. The objectives of the meetings, nature of the struggle and credibility of the organizations must be scrutinized and analysed.

In the modern educational set-up, formal, informal and non-formal types of education have their due place and importance. They are not opposed to each other. Each of these types of education has its merits and demerits. The demerits of formal education can be overcome by informal and non-formal types of education. There is a lot of importance attached to non-formal education to bring about universalization of education and to check wastage and stagnation in education. It is also necessary to give an appropriate place to non-formal education for the development of physical, intellectual, social, economic, religious, cultural and political aspects of the life of an individual.

Keywords: Non-Formal Education, Extension Programmes, On-Campus, Off-campus, Special Camp Programmes, CLP.

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