

SPECIALISATION: THEMATIC COURSE

SEMESTER – II

STC2 – ADULT EDUCATION

Credits: 4

Internal: 40

Hours/Week: 4 Hrs

External: 60

Objectives

At the end of the course, the prospective teacher educators will be able to:

- comprehend the working of Non-formal Education in India;
- acquire knowledge on Adult Education Programmes in India;
- understand the methods and techniques involved in imparting Adult Education;
- gain knowledge on life-long Education;
- analyse the Research and Evaluation Techniques in Non-formal Education;
- expound the Principles of Effective Practice on Adult Education.

Unit I: Non-Formal Education

Types of Education Systems - Meaning and Definition of Non-formal Education - Objectives of Non-formal Education - Nature and scope of Non-formal Education - A brief history of Non-formal Education in India and abroad

Unit II: Adult Education and Development

Literacy and Development - Social Education: Gramshiksha Mohim - Functional Literacy Programmes: Functional Literacy Programmes for Farmers - National Adult Education Programme (NAEP) - Total Literacy Campaigns - Sarva Shiksha Abhiyan (SSA)

Unit III: Methods and Techniques in Adult Education

Psychology of Adults: their characteristics, needs and problems - Individual Methods - Lecture, Role-play - Group Methods - Discussion, Demonstration, Dramatization - Methods of teaching literacy - Analytic, Synthetic and Analytico-synthetic - Role of Mass Media in Adult Education

Unit IV: Lifelong / Continuing Education

Introduction to Continuing Education - Meaning, Definition and growth of the concept - Nature and Scope of Continuing Education - Importance of Continuing Education - Continuing Education in India - Problems encountered in Continuing Education.

Unit V: Research and Evaluation in Non-formal Education

Concept of evaluation in Non-formal Education - Need and importance of Evaluation - Scope of Evaluation - Types of Evaluation - Research priorities in Non-formal Education.

Unit VI: Principles of Effective Practice on Adult Education

Voluntary Participation, Mutual Respect, Collaborative Spirit, Action and Reflection, Self - direction – Role of Adult Education – Competency based Education, Upward Social Mobility - Functional Literacy: Significance of Functional Literacy.

Suggested References:

- ❖ Agarwal J.C., (2001) . *Basic Ideas of Education*, New Delhi: Shipra Publications.
- ❖ Daswani C.J., & Shah S.Y., (2000). *Adult Education in India, Selected papers*, New Delhi : UNESCO.
- ❖ Directorate of Adult Education, (1986). *The Long March to Literacy, Government of India*, New Delhi
- ❖ Fransis Brown J., (1979) . *Educational Sociology*, New York : Prentice Hall.
- ❖ Kundu C.L., (1984). *Adult Education – Academic Perspectives*, New Delhi: Sterling Publishers (P) Ltd.
- ❖ Kuppuswamy, B., (1975). *Social Change in India*, New Delhi : Vikas Publishers.
- ❖ Malcolm S., Knowles, (1970). *The Modern Practice of Adult Education*, New York: Association Press.
- ❖ Shah S.Y., (1999). *An Encyclopaedia of Indian Adult Education, National Literacy Mission, MHRD*. New Delhi: Government of India.