

**SPECIALISATION: THEMATIC COURSE**

**SEMESTER – II**

**STC2 – ADULT EDUCATION**

**Credits: 4**

**Internal: 40 Marks**

**Hours/Week: 4 Hrs**

**External: 60 Marks**

**Course Learning Outcomes:**

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

- explain the working of Non-formal Education in India;
- identify Adult Education Programmes in India;
- explore the methods and techniques involved in imparting Adult Education;
- point out the significance of life-long Education;
- analyze the Research and Evaluation Techniques in Non-Formal Education; and
- expound the principles of effective practices in 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: Significance of Functional Literacy Functional Literacy Programmes: Functional Literacy Programmes for Farmers - National Adult Education Programme (NAEP) - Total Literacy Campaigns.

**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 Encyclopedia of Indian Adult Education, National Literacy Mission, MHRD*. New Delhi: Government of India.

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