

PhD. Entrance Examination (PET)

Non-formal Education and Development

Unit I

Initiative and Skills in Non-Formal & Adult Education

- Formal education in Indian: Structure and function of school education in India Non-enrollment, failure and drop-outs, Development of Indian Education System
- Concept of Non-Formal education: Non-Formal Education Meaning, need, scope, nature & function. Difference between formal & non formal education: Difference between androgogy & pedagogy
- Early interventions in NFE & AE: Contributions of Malcom Knowles, Carl R. Roges, Tagore and Gandhi, J.P Naik.
- Government efforts NFE & AE: Non-Formal education through five year plans, Efforts taken by the Govt. to eradicate illiteracy Gram Shikshan Mohim NAEP, Area Development, JSN, TLC, PLP and CEP
- Extensions as Third dimension of University system: Meaning & concept of extension, Role of University and colleges in extension and community out reach
- Review of NGO initiatives in non-formal and adult education: Pratham, Lok Jumbish Shiksha Karmi, Mahila Samkhya and other.
- Adult learning: Characteristics of adult learners, motivation of adult learners, factors affecting adult motivation, factor influencing adult learning.
- Methods of Adult Learning: Synthetic method: Alphabetical technique, sound technique Analytic method: Story technique, sentence technique, phrase technique, word technique Eclectic method: Labauch's technique, Nava Savera technique, IPCL.

Unit II

Curriculum and Material Development for Non-Formal Education

- Curriculum Design & Development: Meaning of Curriculum, Procedures in curriculum construction, Principle of curriculum construction, Problems of curriculum planning in NFE adult, Education. Role of bridge materials in the adult education curriculum-Environmental approach in curriculum construction-situational approach in instructional product development.

- **Material Development:** Scope and significance of learning materials, preparation for learning material in different groups at different levels Objectives approaches to material production, participatory form cum & curriculum and writes workshop.
- **Experiments:** Experiments in development of need based learning materials
- **Functions types of learning material:** Structure and functions of primers, text books, reference books, monographs, lab manuals, journals, distance learning materials, programmed learning materials.
- **Production and Publications:** production and publication of neo-literate material, self-learning material-advocacy, information, reference and training. Preparation of prototype and testing.

Unit III

Management of Continuing Education

- **Concept of Continuing Education and Lifelong Learning:** Need and concept of Continuing Education and Lifelong Learning, Aims and objectives of Continuing Education Trends and issues in Continuing Education.
- **Continuing Education Programme:** Continuing Education for professional upgradation, enrichment and employment, change of technology and need for further learning Target specific Continuing Education Programmes, Government & Non-Government Institutional
- **Approach to Continuing Education:** Organisation Admission Policies, Teaching learning process, Material Support, Assessment, certification.
- **Professional participation in Continuing Education and providers of Professional Continuing Education:** Higher educational institutions, Open Universities, Distance Education Institutions, Professional bodies, computer institutions, Jan Sikshan Sansthas, Continuing Education Centres, Adult Education and Extension for those not eligible for University based courses evaluation, accreditation, licensure (affiliation) and certification, in continuing professional education
- **Management Process:** Planning, organizing, learning and controlling, decision making, strategic management and strategic implementation, Organisational structure, power and distribution of authority, Organisational change, leadership teach work and communication/negotiation.
- **Management of Continuing Education;** Planning, identification of target group needs assessment, developing the programmes according to the interests of the target groups

Organisation, prioritization of programme activity-assessment and mobilization of the local resource staff, recruitment and training, Motivation, Budgeting and Management of finance with reference to loss and profit organisation of continuing education programmes for specific groups-Urban/Rural Youth/Working groups, Housewives/Professionals etc. management of F.E. programmes.

- Supervision and Monitoring: Concept and purpose of supervision and monitoring – how and when to monitor, Monitoring forms, progress reports, Certification and transfer of credits.

Unit IV

Participatory & Interactive Training Methods

- Training: Meaning, concept, need, importance of participatory training methods.
- Principles of training- identifying training needs, operationalisation of training needs into a programme, Difference between training and education- pre-service and in-service training, on sport training as a strategy
- Trainers: Trainers as Communicators-Communication process, Media of communication, Inter personal communication, Qualities of trainers, trainer-trainee relationship.
- Training Methods: Lectures, discussion, demonstration, role play
- Simulation buzz session, games, brain storming, fish bowl, field trips, case studies, role-play, fish-bone, story telling, in-basket, flow chart, study circle, station technique
- Preparation of training programmes: training design, training needs, training objectives, contents, methodology, feed back and follow up activities, Organization and management of training for different target groups (illiterates to professionals)
- Web-based Resources for Training: Use of web-based material as teaching-training resources, Internet as a Resources authenticity of web-sites, Online Learning, Communication Technologies in Education, Virtual Classroom.

Unit V

Research Methods and Evaluation strategies

- Scientific Enquiry: Science-Meaning and assumptions; scientific approach to inquiry in comparison to the native of common sense

approach; science and the study of social phenomena; Attitudes consonant with the scientific approach

- Concepts, hypotheses and theories: Concepts-meaning; formal and operational definitions; variables and indicators, Hypothesis-meaning; attributes of a sound hypothesis; role in explanatory research testing-null hypothesis; the sampling distribution; level of significance; critical region; Type-I and Type-II errors Theory-meaning; inductive and deductive theory construction
- Research Design: Basic Research Questions-meaning and importance, problem-formulation in research, some strategies used for research Surveys, Case Studies, Unobtrusive research strategies (including content analysis, existing data analysis, historical analysis) Experiments including pre-experimental Quasi-experimental strategies; Use of qualitative methods in inquiry. The scope and importance of social work research
- Sampling: Rationale, characteristics sampling-meaning, types and utility; General considerations in the determination of sample size
- Data and its measurement: Sources of data; Primary and Secondary. Methods and instruments of data collection, Qualitative and quantitative, observation; participant observation life histories, group interview, (including telephone interviews) Participatory and Rapid Appraisal Techniques; Triangulation, Levels of measurement Scales-Needs for Scales, Some prominent scaling procedures (Thurston-types, Likert-types, Bogardus-types, semantic Differentials)
- Data processing and presentation: Graphical, tabular, Analysis and Interpretation Use of computers, participatory and monitory research, Research Report Writing
Research Abstract, Research Proposals
- Ethics Tools and their use: Ethics in Research use of statistical tools and techniques-Statistics Descriptive and inferential; uses and limitation of Statistics Proportions, Percentages, Ratios
- Measures of Central tendency; Mean, Mode, Median measures of Dispersion: Range, Quartile deviation, standard Deviation. The Index of Qualitative Variation Measures of Association: The Coefficient of Contingency (C), The Coefficient of Predictability-Lambda. The Kruskal's Gamma. The Spearman's Rho, and the Pearson's 'r' using the chi-square and the 'r' tests.

Unit VI

Corporate Social Responsibility

- Concept and Development of CSR: Evolution of CSR, History of CSR, Concept of CSR
- Meaning of CSR, Dispersion of Capital Transaction Cost Economics and structure of Corporate Governance
- Approaches: European Anglo-Saxon Giving Aid to NGOs
- Models of CSR: Case study of CSR in Indian context.
- Auditing and Reporting: Social Accountability Assessment the Business Case of CSR
- Critical Analysis: Evolving Social Demands on Corporation Rise of Ethics Stake Holder theory Beyond Maximising Shareholder value, Globalisation and Concentration of Capital
- CSR from a Business Perspective: Business Regulation: Rise of Transactional Corporations and its Regulation of Global Codes of Conduct and International Human Rights Perspectives on Corporate Codes Disputed Business Motives Critics who Believe that CSR is Self Interested Hindrance of Free trade.
- Drivers of Corporate Social Responsibility: Multinationals, International Institutions, Stake Holders Vision, Ethical Consumerism Globalisation and market Forces.

Unit VII

Social Policies

- Social policy and constitution: Concept of social policy, sectoral policies and social services
Relationship between social policy and social development Values underlying social policy and planning based on the Constitutional provisions (i.e. the Directive) Principle of State Policy and Fundamental Rights and the Human Rights.
- Policy Formulation: Approaches to social policy-unified, integrated and sectoral Different models of social policy and their applicability to the Indian situation The process of social policy formulation, the contribution of research, the role of interest groups, the problem of conflict of interests and its solution Role of professional social workers.
- Policies: Evolution of social policy in India in a historical perspective, Different sectoral policies and their implementation, e.g. Policies concerning education, health, social welfare women, children welfare of backward classes, social security, housing youth, population and family welfare, environment and ecology,

urban and rural development, tribal development and poverty alleviation

- Policy and planning: Concepts of social and developmental planning: Scope of social planning-the popular restricted view as planning for social services and the wider view as inclusive of all sectoral planning to achieve the goals of social development, Linkage between social policy and planning-planning as an instrument and source of policy Role of ideology
- Planning process: Indian planning in a historical perspective Federal political system and the planning process The constitutional position of planning in India. The legal status of the Planning Commission Coordination between centre and state need for decentralization Panchayatraj, people participation Role of political, judiciary social movement and voluntary action Legal and public interest litigation.