SSW 5201: Education for Social Transformation

Course Objectives

- To develop understanding of the concept and types of education as a means to social change and social transformation
- To develop understanding of the philosophies, goals, principles, programmes as well as methods of education in relation to social transformation.
- To acquire skills in designing and conducting educational programmes for various stakeholders to address various forms of social discontent.
- To develop an understanding of social worker's role as a trainer and facilitator of transforming society through pedagogic practices in various settings.

Course Outline

Unit I   **Concept and Critique of Education**
Concept of education, Types of Education: Formal, Non Formal and Informal, and distinctions between types. Concept of Socialization and Literacy and their distinction from education. Concept of social change and social transformation. Education in India after Independence. Policies and programmes on education in India. Historical background of adult education in India and its significance.

Unit II   **Theoretical Perspectives on Education for Social Transformation**
Historical development of educational thought. M.K. Gandhi, Gramsci's, Freire's, Ivan Illich's and Marx's Perspectives on education for liberation among the subalterns/oppressed. Indian perspectives: Savithribhai Phule, Tagore, Aurabindo, Vivekanada, Gandhi and Ambedkar's perspectives on education. Education and culture: Role of education in the construction and reinforcement of culture.

Unit III   **Communication in Education Process**
Communication: Meaning, Characteristics and Elements. Process of Communication: Encoding, Sending of Message, Receiving of Message, Decoding of Message and Feedback. Types of Communication: Vertical and Horizontal Communication; verbal and non-verbal communication; interpersonal, group and mass communication. Barriers in Communication: Physical, Psychological and Language Barriers. Principles of Communication. Understanding Communication for designing educating programs. Communication and culture and its influence on Education

Unit IV   **Designing and Evaluation of Educational Programmes**
Designing participatory alternative education programmes for different settings; Understanding the learners and their contexts; identifying and analyzing learning needs; Formulating objectives and contents; Determining appropriate pedagogical methodology (Inclusive of space and time of educating interactions); Selection of appropriate educative materials; and budgeting.

Unit V   **Resource mobilization and Implementing Educational Programmes**
Resource mobilization: developing proposal for an educational project for competency enhancement of a marginalized group. Development of

monitoring and evaluation tools for an educative programme. Conducting, monitoring and evaluating educational programmes. Role of social worker as an organizer/facilitator/trainer

Course outcome	● Learners will be able to understand basic concepts and theoretical perspectives on education for social transformation and will sensitize the role of communication and culture in education.
	● The basic understanding on Designing and Evaluation of Educational Programmes will equip the learners to understand the learners and their context.
	● Learners will be enabled the skills for resource mobilization and Implementing Educational Programmes.
	● Learners will get chance to enrich learner friendly teaching methodologies

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