

**S.V.U COLLEGE OF ARTS  
SRI VENKATESWARA UNIVERSITY: TIRUPATI**



**Course  
M.A. ADULT EDUCATION**

**Choice Based Credit System (CBCS)**

**2016 on Words**

**Sri Venkateswara University: Tirupati**  
**S.V.U.College of Arts**  
**Department of Adult & Continuing Education**

**M.A. Course in Adult Education**  
**Choice Based Credit System (w.e.f. 2016-17)**

**The Course of Study and Scheme of Examination**

**SEMESTER- I**

S. No	Course Code	Components of study	Title of the Course	Contact hours	No. of Credits	I.E	SEM	Total Marks
1	MAAE - 1.1	Core	ALTERNATIVE LEARNING SYSTEMS	6	4	20	80	100
2	MAAE- 1.2	Core	POLICY STUDIES IN ADULT/CONTINUING EDUCATION	6	4	20	80	100
3	MAAE- 1.3	Core	ADULT PSYCHOLOGY AND LEARNING	6	4	20	80	100
4	MAAE- 1.4	Core	SOCIO-PHILOSOPHICAL FOUNDATIONS OF ADULT EDUCATION	6	4	20	80	100
5	MAAE- 1.5	CF	COMMUNICATION METHODS IN ADULT EDUCATION	6	4	20	80	100
6	MAAE- 1.6	EF	HUMAN VALUES AND PROFESSIONAL ETHICS-I	3	2	10	40	50
7			Total	33	22	-	-	550

**SEMESTER- II**

S. No	Course Code	Components of study	Title of the Course	Contact hours	No. of Credits	I.E	SEM	Total Marks
1	MAAE -2.1	Core	RECENT TRENDS IN ADULT AND CONTINUING EDUCATION	6	4	20	80	100
2	MAAE -2.2	Core	CURRICULUM AND METHODS OF LITERACY TEACHING	6	4	20	80	100
3	MAAE -2.3	Core	RESEARCH METHODS IN ADULT EDUCATION	6	4	20	80	100
4	MAAE -2.4	Core	FIELD WORK & PRACTICAL ASSIGNMENTS	6	4	20	80	100
5	MAAE -2.5	CF	MANAGEMENT OF ADULT/CONTINUING EDUCATION	6	4	20	80	100
6	MAAE -2.6	EF	HUMAN VALUES AND PROFESSIONAL ETHICS-II	3	2	10	40	50
			Total	33	22	-	-	550

**SEMESTER- III**

S. No	Course Code	Components of study	Title of the Course	Cont act hour s	No. of Credi ts	I.E	SEM	Total Marks
1	MAAE-3.1	Core	TRAINING IN ADULT AND CONTINUING EDUCATION	6	4	20	80	100
2	MAAE-3.2	Core	COMPARATIVE STUDIES IN ADULT EDUCATION	6	4	20	80	100
3	MAAE-3.3	Core	MATERIAL DEVELOPMENT FOR ADULT& CONTINUING EDUCATION	6	4	20	80	100
4	MAAE-3.4a	GE*	PEOPLES' PARTICIPATION AND DEVELOPMENT	6	4	20	80	100
	MAAE-3.4b		VOCATIONAL EDUCATION & TRAINING					
	MAAE-3.4c		GUIDANCE AND COUNSELLING IN ADULT/CONTINUING EDUCATION					
	MAAE-3.4d		INCLUSIVE EDUCATION					
Total				24	16	-	-	400
5	MAAE-4.5a	OE#	INFORMATION TECHNOLOGY FOR CONTINUING EDUCATION	6	4	20	80	100
	MAAE-4.5b		ENTREPRENEURSHIP DEVELOPMENT	6	4	20	80	100
	MAAE-4.5c		WOMEN'S EDUCATION & DEVELOPMENT	6	4	20	80	100

**Note: \*Among the Generic Electives the student shall choose three; # Among the Open Electives the student shall choose one.**

**SEMESTER- IV**

S. No	Course Code	Components of study	Title of the Course	Cont act hour s	No. of Credi ts	I.E	SEM	Total Marks
1	MAAE-4.1	Core	MONITORING & EVALUATION	6	4	20	80	100
2	MAAE-4.2	Core	HUMAN RESOURCES MANAGEMENT& DEVELOPMENT	6	4	20	80	100
3	MAAE-4.3	Core	DISSERTATION / PROJECT WORK	6	4	20	80	100
4	MAAE-4.4	GE	a ENVIRONMENTAL EDUCATION	6	4	20	80	100
			b STATISTICAL METHODS FOR SOCIAL RESEARCH					
			c DEVELOPMENT STRATEGIES & VOLUNTARISM					
			d POPULATION EDUCATION					
Total				24	16	-	-	400
	MAAE-4.5	OE	a ADULT EDUCATION AND EXTENSION	6	4	20	80	100
			b SKILL DEVELOPMENT INITIATIVES					
			c CAREER GUIDANCE AND COUNSELING					

**Note: \*Among the Generic Electives the student shall choose three; # Among the Open Electives the student shall choose one.**

## Semester - I

### MAAE: PAPER-1.1 ADE 101: ALTERNATIVE LEARNING SYSTEMS

#### Objectives:

1. To make the students to understand alternative learning systems.
2. To enable them to understand the recent trends in learning systems and technology support services for effective learning.

**UNIT I-** Education - Meaning & Concept - Definition - Objectives . Functions- Status of Formal Education System - Modifications needed in the educational system - De-schooling movement, Forms of Education - Formal. Non-Formal and Informal Emergence of the Non-Formal Education.

**UNIT- II:** Non-Formal Education - Meaning & Concept - Definition -Objectives- Scope - Significance and varying functions of non-formal education - Typologies of – Non - formal education - Adult education - Life-long Continuing Education - Distance Education – out - of-school Education.

**UNIT- III:** Technology support services: Computer Aided Learning (CAL) - Computer Assisted Instruction (CAI) - Internet - World wide web - Accessing NET for learning Cable Television telecommunications, Application in Indian Context .

**UNIT IV :** Organization , Administration , Monitoring and Evaluation of NFE Systems in India.

#### REFERENCE BOOKS

1. Allemano, E Non-Formal Education , RAMS Project (Rural Assessment Manpower Surveys), Washington. D.C. Agency for International Development,1981, 237 p.
2. Ansari, N .A. Adult Edu.-iation in India; S. Chand & Company Ltd, New Delhi, 1984.
3. Camillo Bonanni. Education for Human Needs: NFE Field experiences and Designs, Indian Adult Education Asso-ciation, 1982.
4. Coombs, P.H. & Ahmed, M. Attacking Rural Poverty: How Non-Formal Education Can Help. Baltimore, M.D., The Johns Hopkins University Press. 1974,292 p.
5. Coombs, P.H , et al. New Paths to Learning for Rural Children and Youth, New York International Council for Educational Development, 1973, 133 p.
6. Dahama, O.P. and Bhatnagar O.P. (1980) : Education and Communication for Development. Oxford & IBH Publishing Co, New Delhi.
7. Faure. Edgar et al : Learning To Be The World of Education-Today and Tomorrow. UNESCO. Paris, 1972, 313 p.
8. Lengrand, Paul An Introduction to Life-long Education.
9. Mohanty, Jagannath. Adult and Non-Formal Education, Deep and Deep Publications , New Delhi. 1991.
10. Naik, J.P. Some Perspectives on Non-Formal Education. Allied Publishers Pvt. Ltd New Delhi. 1977.

## **Out comes**

- Ability to remember different forms of learning.
- Ability to understand and apply different technology support services for effective learning.

**MAAE: PAPER-1.2**  
**ADE 102: POLICY STUDIES IN ADULT/CONTINUING EDUCATION**

**Objectives:**

1. To enable the students to understand the different socio-political movements during pre-independence period and the major policy trends/efforts of institutions/organisations in Adult Education during Post-independence period;
2. To make the students to acquaint with Adult Education policies of selected states and the recommendations of International Agencies for the development of adult educators and achieving Education for All.

**UNIT- I:** Socio-political movements during pre-independence period for promotion of Adult Education: Library Movement (1911-1919), Co-operative movement (1918-1936) and Political movement (1937-1942); Individual efforts for Adult Education - M. Viseswaraiah, padicherla Hari Sarvothama Rao. Sanivarapu Subbarao, Prof. N.G. Ranga, Durgabai Deshmukh.

**UNIT- II:** Major policy trends in Adult Education during Post- Independence period: Social Education (1949). Farmers Functional Literacy Programme (1967), Non-Formal Education programme for women and youth (1975), National Adult Education programme (1978), National Literacy Mission (1988), Sakshar bharat mission. (2009)

**UNIT- III:** International and National organizations of Adult Education. Indian Adult Education Association; Literacy House (Lucknow); Andhra Mahila Sabha (Hyderabad); Seva Mandir (Udaipur); Bengal Social Service League; Rayalaseema Development Trust (Ananthapur), UNESCO, ASPBAE, ICAE, IAEA,

**UNIT- IV:** Government policy on Adult Education with particular preference to Literacy, Post literacy and Continuing Education; UGC policy on Adult/Continuing Education and Extension and Field outreach.

**REFERENCE BOOKS**

1. Allen Brent, Philosophical foundations for the Curriculum. George Allen & Unwin Publishers Ltd., London, 1973.
2. Bordia, A. and others (Ed.) Adult Education in India. Indian Adult Education Association, New Delhi .
3. Daswani, C.J., and S.Y. Shah (Eds) Adult Education in India, Selected papers, UNESCO, New Delhi, 2000.
4. Directorate of Adult Education. The Long March to Literacy, Government of India, New Delhi - 17.
5. Dutta, S.C. History of Adult Education in India, IAEA, New Delhi, 1986.
6. Lowe, John: The Education of Adults: A world perspective, Paris, UNESCO Press, 1975.
7. Ministry of Human Resource Development. New Policy on Education, Government of India, New Delhi, 1986.
8. Ministry of Human Resource Development. Guidelines for Project Formulation,
9. Government of India, New Delhi, 1987

### **Outcomes**

- Ability to understand socio-political movements and policies for the promotion of adult education.
- Ability to analyze the role of National and International agencies involved in adult education.

**MAAE: PAPER-1.3**  
**ADE 103: ADULT PSYCHOLOGY AND LEARNING**

**Objectives:**

- To enable the students to understand the concept, scope and relevance of Psychology, motivation and learning in adult education; and
- To make the students to acquaint with the nature, characteristics and process of teaching/learning and enable them to understand different learning strategies

**UNIT- I:** Psychology : Meaning, nature, scope and relevance of Psychology to Adult Education.

**UNIT-II:** Motivation : Definition, functions, classification of motives, methods of measuring human motivation, Maslow's theory of hierarchy of needs, Achievement motivation, theory and techniques of motivating adults for learning.

**UNIT- III:** Adult personality: Meaning, types, factors affecting personality and aspects of personality- cognitive and affective domains.

**UNIT- IV:** Learning : Nature, types, characteristics of learning-ways of learning-basic concepts of learning and their significance, Laws of learning and their implications to adult learning- Theories and principles of adult learning strategies : Guided learning, Inter-learning and self- directed learning. - factors influencing adult learning/ instruction

**REFERENCE BOOKS**

1. Asher E.J., Tiffin, J, and Knight F.B. (1953). An Introduction to General Psychology. D.C. Health & Co., Hoston, USA.
2. Adult Learning : A Design for Action, Pergamen Press, 1978.
3. Borger, R. Seaborne, A.E.M., The Psychology of Learning, 1964.
4. Dave, R.H., Perera, D.A. and Quane, A. (Ed). Learning strategies for post-literacy and Continuing education : A cross-national perspective, Hamburg, Robert Seeman, 1985.
6. Dharm Vir. Adult Psychology & Educational Methods, International Cooperatie alliance, New Delhi, 1981.
7. Gagne, R. The Conditions of Learning, New York, 1966.
8. Gohrpade, M.B. Essenstials of Psychology, Himalaya Publishing House, Bombay.

**Outcomes**

- Ability to understand the relevance of psychology to adult learning.
- Ability to apply the theories, principles and Laws of Learning to motivate adults for learning.

## MAAE: PAPER-1.4

### Socio- Philosophical Foundations of Adult Education

- To enable the students to understand the relevance of socio-philosophical foundations of adult education.
- To make the students to know the views and philosophical approaches of great leaders on education

**Unit – I : Philosophical Foundations:** Principles governing the Philosophy of Education, Major Educational theories – Liberal, Behaviorist, Progressive, Humanistic, Radical and Analytical; Values of Education vis-à-vis challenges of contemporary society.

**Unit - I: Philosophical Approaches:** Rabindranath Tagore and Mahatma Gandhi, Conscientization approach (Ideas of Paulo Friere), Frank Leuback, Julius Narene, Socialist Pedagogy; Eminent Thinkers and their Ideas –Swami Vivekanand, B.R. Ambedkar, Dr. Zakir Hussain, M.S. Mehta.

**Unit – III :** Sociological foundations: Definition of Sociology, Nature of Human Society, Concept of Society, Relevance of Sociology for adult education; Social Mobility and Education – Concept of Socio-economic Inequalities, Manifestation of Inequality in the Social System, Socio-economic dimension of poverty as an aspect of Social Inequality, Social Stratification (class, caste and gender).

**Unit – IV:** Social Change and Movements: Social Change & Social Resistance; Dalit Movement, Women’s Movement , Cooperative movement, Peasants’ Movement, Literacy movements.

### Reference Books

Hoyes, Nicky (1994), Foundation of Psychology: An Introduction, London: Routledge.

Hurlock, E.A.(1984), Development Psychology: Life Span Approach, New Delhi : Tata MacGrow Hill.

Noddings, Nel( 2007), Philosophy of Education ,Colorado : Westview Press.

Palmer, Joy A (2001) Fifty Modern thinker on Education: Piaget to the present day. London, Routledge flamer.

Preece, Julia (2009), Lifelong Learning and Development : A Southern Perspective, London : Continuum International Publishing Group.

Srinivas, M.N. (1956), A Note on Sanskritization and Westernization, New Delhi: University of Delhi.

### Outcomes

- Ability to understand the relevance of socio-philosophical foundations of adult education.

- Ability to analyse the views and philosophical approaches of great leaders on education.

**MAAE: PAPER-1.5**

**ADE 105: COMMUNICATION METHODS IN ADULT EDUCATION**

**Objectives:**

- To make the students acquaint with different methods and types of communication and their application in Continuing education.
- To enable the students to appreciate the media of communication and their utility in Continuing education.

**UNIT- I:** Communication: Definition, process, functions, principles and their application to Adult Education, Teaching and Communication, Methods of teaching adults: Individual, group and mass methods.

**UNIT- II:** Communication interaction - Models of Communication, Inter- personal communication; Inter-cultural communication; Feedback and control; effects of feedback in communication, Factors influencing communication: Fidelity of communication (determinants of effect); Communication barriers and overcoming them.

**UNIT-III:** Communication media: Definition, Classification, nature and selection of communication media - Role of mass media in Adult Education;

**UNIT-IV:** Audio-visual aids: Types, selection and use of the selected aids: Chalk boards, flash cards, flannel graphs. bulletin boards, posters, pictures, maps, charts, diagrams, puppets, exhibits, folders, flip charts, photographs, banners, wall news papers, audio cassettes, video cassettes, slides, traditional media like harikathas and burrakathas, models, specimens.-Utilization in Adult Education

**REFERENCE BOOKS**

1. Adivi Reddy. A.. Extension Education. Bapatla, Sreelakshmi Press, 1971.
2. Bose, J. Educational Techniques in Community Development. Orient Longmans, Bombay, Madras & New Delhi.
3. Chakravarthy, S.R., Audio-Visual Aids.in Education, New Delhi.Sagar Publications, 1977.
4. Dahama, O.P. & Bhatnagar, O.P. Education and Communications for Development, Oxford & IBH Publishing Co., New Delhi, 1989.
5. Daman Prakash A., Handbook of Communication and the Cooperative teacher, International Cooperative Alliance, New Delhi, 1975.
6. Dale Edgar, Audio-visual methods in teaching, Helt, Rinehart and Winston Inc., 1969.
7. Homes & Helen Kember, Selected Problems in Social Education, Indian Adult Education Association, New Delhi.
8. Kuppaswamy, Communication and Social Development. Delhi, Sterling Publishers, 1976.
9. Peterson, A.D.O (Ed.) Techniques of Teaching, Vol3, Oxford, Pergamen Press, 1965.

10. Reddy V.L.N. & Reddy M.C.R., Training Techniques for Functionaries in Adult Education, Project Officer's Training Report Banaras Hindu University. Varanasi, 1984.
11. Sohan Singh, Social Education. Concept and Method. Orient Longmans Publications: Bombay.

### **Outcomes**

- Ability to remember the principles, models and barriers of communication and types of media and Audio visual aids for effective communication.
- Ability to develop / prepare different audio-visual aids and to use in the field for effective communication

**MAAE: PAPER-1.6**  
**HUMAN VALUES AND PROFESSIONAL ETHICS – I**

- To make the students to understand the ethics and values those are to be imbibed by each and every individual.
  - To enable the students to understand the ethics, values and their importance in different spheres of life.

**Unit –I:** Ethics : Definition, Nature, Its relation to Religion, Politics, Business, Legal, Medical and Environment. Need and Importance of Professional Ethics –Ethical Values in various professions.

**Unit – II:** Values: Nature - Good and Bad, Ends and Means, Actual and potential values, Objective and Subjective Values; Analysis of basic moral concepts – right, ought, duty obligation, justice, responsibility and freedom, good behavior and respect for elders. Characters and conduct.

**Unit –III:** Individual and Society Ahimsa (Non-Violence), Satya (Truth) Brahmacharya (Celibacy) Asteya (Non possession) and Aparigraha (Non-Stealing) Purusharthas (Cardinal Virtues) Dharma (Righteousness ), Artha (Wealth), Kama ( fulfillment Bodily Desires ) MOKsha (Liberation)

**Unit-IV:** Crime and Theories of punishment – (a) Reformative, retributive and Deterrent (b) Views on Manu and Yajnavalkya.

**Books for study**

1. Johan S Mackenjie: Amanual of ethics
2. “the Ethics of Management “by Larue Tone Hosmer, Richard D.Irwin Inc.
3. “Management Ethics – integrity at work by josph A. Petrick and John F Quinn response Books: New Delhi.
4. “Ethics in Management” by S.A. S herlekar, Him

**Out comes**

- Ability to understand the ethics and values that are to be imbibed by each and every individual.
- Ability to analyse the ethics, values and their importance in different spheres of life.

## Semester - II

### MAAE: PAPER-2.1

## ADE 201: RECENT TRENDS IN ADULT AND CONTINUING EDUCATION

### Objectives:

- To enable the students to understand the magnitude of illiteracy in India and analysing literacy data.
- To make the students to understand the recent developments took place in the field of adult and continuing education.

**UNIT- I:** Magnitude of illiteracy in India with special reference to Andhra Pradesh: Spatio - Temporal variations of literacy - Male, female, rural, urban disparities in literacy; Need for analysing literacy data.

**UNIT- II:** Sakshar Bharath Mission-Objectives, strategies, Goals, Programmes, Strengths, Weakness, Opportunities and Threats (SWOT Analysis)

**UNIT- III:** Extension as the Third Dimension - Adult, Continuing Education, Community colleges, Inclusive and Exclusive centres and Centre for women studies.

**UNIT- IV:** Scheme of Jana Sikshana Sansthan: Concept, objectives, functions, target group, organization and management, staffing and finance, monitoring, evaluation and follow-up.

### REFERENCE BOOKS

1. Vashist. S. R. (Ed.) Adult Education: Issues, Problems and Prospects, Pointer Publishers, Jaipur, 1997.
2. Ministry of Human Resource Development. National Literacy Mission, Government of India, New Delhi, 1987.
3. Ministry of Human Resource Development. National Literacy Mission, Government of India, New Delhi, 1988.
4. Ministry of Human Resource Development. Scheme of 'Continuing Education for Neo-literates, NLMA, Government of India, New Delhi, 1996.

5. M.H.R.D (2000). Scheme of Jan Shikshan Sansthan (Institute of People's Education) : Guidelines for Management, Planning and Programming, Directorate of Adult Education, Dept. of Elementary Education & Literacy, Govt. of India, New Delhi.
6. National Literacy Mission. Continuing Education For Development: Appeal Approach (ATLP-CE in brief), MHRD,. Government of India, New Delhi, 1996.

### **Outcomes**

- Ability to remember the importance and variations of literacy in India.
- Ability to understand the trends in the implementation strategies of Government and other agencies to promote adult education.

## ADE 202: CURRICULUM AND METHODS OF LITERACY TEACHING

### Objectives:

- To make the students to understand the concept, scope and foundations of Curriculum development with particular reference to adult learners;
- To enable the students acquaint with different approaches methods of functional literacy and appreciate the need for games for literacy.

**UNIT- I:** Curriculum: Concept, Scope. Foundations of Curriculum Development- Socio - cultural and Psychological, Traditional Vs Functional literacy - Different approaches to functional literacy - Freirera's approach, Reflect approach. Laubach approach, Integrated approach.

**UNIT- II:** IPCL Curriculum: Concept, approach Issues relating to Selection of concept and topic; their organization and presentation - Principles relating to the development of reading and numeracy lessons - Teaching literacy through IPCL primers.

**UNIT- III:** Teaching of Reading, writing and numeracy to adults -Principles, approaches. Games for literacy and numeracy to adults - activity based instruction. Methods Of Teaching literacy: Analytic, synthetic, eclectic methods.

**UNIT- IV:** curriculum evaluation-evaluation of literacy and post-literacy materials-designing new curriculum for different target groups.

### REFERENCE BOOKS

1. Allen Brent, Philosophical Foundations for the Curriculum, George Allen & Unwin Publishers Ltd., London, 1973.
2. Daniel Tanner & Laurel N. Tanner, Curriculum Development, Theory into practice (Second Edition), Macmillan Publishing Co. Inc., 866, Third Avenue, New York, 1980.
3. David, R. Evans. Games & Simulations in Literacy Training, Literacy in Development - A series of training monographs, Hutton Educational Publications Limited in Cooperation with the IALM, Tehran, 1979.
4. Directorate of Adult Education, Hand book for developing IPCL Materials, Ministry of Human Resource Development, Govt. of India, New Delhi.
5. Gupta, N.R. Manual for Adult Literacy Teachers. Indian Adult Education Association, New Delhi.
6. Minor Gwynn, J., & John, R. Chage Jr., Curriculum Principles and Social trends, The Mac millan Co., Collier Macmillan Canada Ltd., Toranto, Ontario, 1970.
7. Mustaq Ahmed. How to write Primers for Adults, Directorate of Adult Education, New Delhi, 1979.
8. Paulo Freire. Education: The Practice of Freedom. Writers & Readers Publishers, London, 1974.

9. Pratt David. Curriculum Design and Development, Harcourt Brace Jovanovich Inc., New York, 1980.

### **Outcomes**

- Ability to understand the concepts and foundations of curriculum development for adult learners.
- Ability to analyse principles and approaches of teaching adults and evaluation of learning materials.

### **MAAE: PAPER-2.3**

### **ADE 203: RESEARCH METHODS IN ADULT EDUCATION**

#### **Objectives:**

- To enable the students to recognize the importance of research in Adult/Continuing Education;
- To make the students to appreciate the application of computers in carryout research.

**UNIT - I:** Research - Concept, Nature and significance of research in adult education, priorities of research and adult & continuing education types of research - basic, applied, action research participatory approach in research.

**UNIT- II:** Research methods - Historical, experimental descriptive .and survey. Source of data primary and secondary

**UNIT- III:** Hypotheses - Definition, objectives & types; Sampling -Meaning, advantages and methods- random. systematic, stratified, multi-stage, cluster, purposive, quota.

**UNIT- IV:** Tools of Research, tools of data collection: Questionnaire – Schedule – Interview - Observation, Rating scale – steps in Report writing.

#### **REFERENCE BOOKS**

1. Babbie Earl, The Practice of Social Research, (London: Wadsworth Publishing Company, 1983)
2. Goode W.J. & Hatt P.K., Methods of Social Research, London. Me. Grand Hill Book Company. 1952.
3. Harald, S. Stone et al., Introduction to. Computer Architecture, Galgatia Publications Private Ltd., New Delhi, 1988.
4. James A. Black, Dean J. Champian, Methods and Issues in Social Research, John Willey & Sans Inc. London,1976.
5. James Martin, Computer data base organisation, Prentice hall of India Private Ltd., New Delhi. 1988.
6. Krishnaswamy. O.R. Methodology of Research in Social Sciences, Himalaya Publishing House. Delhi, 1999.
7. Kotari C.R., Research Methodology, Methods and Techniques, Wiley Eastern Ltd. New Delhi. 1985.

8. Owen Hansan, Essentials of Computer data files, Affiliated East West Press Ltd.. New Delhi, 1985.
9. William Gear. C. Introduction to Computers, Structured Programming and Applications. Galgotia Publications Private Limited, New Delhi.
10. Yaung P.V.; Scientific social surveys and research, New York, Prentice Hall. 1966.
11. D.H. Sanders. "Computer Today. Mc Graw Hill, 3rd Edition

### **Outcomes**

- Ability to understand the concepts, and Methods of research.
- Ability to analyse the sampling methods and tools of research with reference to adult education.

**MAAE: PAPER-2.4**

**FIELD WORK & PRACTICAL ASSIGNMENTS**

- To enable the students to get an idea on the functioning of NFE Institutions.
- To prepare the students to design curriculum and organising programmes for adult learners.

**(Each component carries 15 marks)**

1. Prepare curriculum for a specific group, keeping their level, background, status and conducting a skill development training class for the neo-literates at the Continuing Education Centre (Curriculum. Record).
2. Prepare two lesson plans based on the educational needs of basic literacy/ continuing education learners and teaching two units by using suitable aids & methods in the literacy/ continuing education centre (Lesson Plan Record).
3. Visits to Non-Formal education institutes/ Agencies - Correspondence Institutions / Distance Education Institutions/ Study centres of IGNOU/Dr.B.R. Ambedkar Open University for understanding those agencies (NFE Report).
4. Visits to Continuing Education Centres for observing the functioning of those centres and preparing a consolidated report (CEG Report).
5. Visits to Mandel level, Divisional level, District level/State level/MSSIDSS/ZSS/ SDAE/University Departments/State Resource Centres for Adult Education for Understanding the organization and administration of these agencies and preparing a consolidated report (Management Record).
6. Viva-voce on the above reports

(Marks for Viva 25)

( Total : 100)

**Outcomes**

- Ability to analyse the functioning of NFE Institutions.
- Ability to design curriculum and organising programmes for adult learners.

## MAAE: PAPER-2.5

### ADE 105: MANAGEMENT OF ADULT/CONTINUING EDUCATION

#### Objectives:

- To make the students to understand the concept, process and principles of management and its application to adult education;
- To enable the students to understand the management information systems in the context of adult/continuing education.

**UNIT- I:** Management: Concept, process and importance, Basic principles of Management - Planning, Organisation, Staffing, Directing, Co – Ordinating, Reporting and Budgeting - their application to adult education.

**UNIT- II:** Planning and Management of Sakshar Bharath; Administrative structure of Sakshar Bharath at Central, State, District, Mandal and Village levels.

**UNIT- III:** Project Planning and formulation: Concept, Categories. phases of project life cycle and essentials of project planning -project formulation techniques-goal -oriented project planning, systems approach to sustainable programme.

**UNIT- IV:** Management Information System (MIS): Definition, Need, Structure, Reports. Meetings, Data base. Application of MIS in Monitoring the Sakshar Bharath.

#### REFERENCE BOOKS

1. Chowdari S., Project Management, Tata Mc Graw Hill Publishing Company. New Delhi, 1988.
2. Computer Adult Learning Information System (CALIS)- User Manual, DAE, MHRD, Govt. of India. New Delhi, 1990.
3. Indian Institute of Management : Management of Education in India, A silver jubilee publication: IIM, Calcutta, 1987.
4. Mercy Anselm . Organizational Behavior: Himalaya Publishing house, Delhi, 1985.
5. Mridula Krishna, Project planning in India, IIP A; New Delhi, 1983.
6. National Institute of Information Technology. Management information system (MIS): Guidelines for Literacy personal, DAE, MHRD, Govt. of India. New Delhi, 1990.
7. National Institute. of Information Technology. Management Information system (MIS): Instructions for usage of MIS, DAE, MHRD, Govt. of India, New Delhi, 1990.
8. Prasanna Chandra. Projects - Preparation, Appraisal & Implementation.
9. Pradeep Kumar Principles of Management, Kedarnath Ramnath and Co., Merut.

10. Rajkumari Chandra Sekhar. Aspects of Adult Education. New era publications. Madras.

### **Outcomes**

- Ability to understand the concepts, principles of management and planning the adult education programmes.
- Ability to apply Management Information system in monitoring adult education programmes.

### **MAAE: PAPER-2.6**

### **HUMN VALUES AND PROFESSIONAL ETHICS –II**

- To enable the students to remember ethics and values with reference to personal, social and different professions.
- To prepare the students to follow the ethics and values in performing their personal and professional roles and responsibilities.

**Unit – I:** Value Education: Definition- relevance to present day concept of human values; Self introspection-Self esteem. Family values-Components, structure and responsibilities of family; Neutralization of anger – adjustability – threats of family life – status of women in family and society – caring for needy and elderly – time allotment for sharing ideas and concerns.

**Unit –II:** Medical ethics: Views of Charka, Sushruta and Hippocrates on moral responsibility of medical practitioners. Code of ethics for medical and healthcare professionals. Euthanasia, Ethical obligation to justice in health care, human cloning problems of abortion. Ethical issues in genetic engineering and Ethical issues raised by new biological technology or knowledge.

**Unit –III:** Environmental ethics: Ethical theory, Man and nature- Ecological crisis, Pest control, Pollution and waste Climate change; Energy and population, justice and environmental health.

**Unit- IV:** Social ethics: Organ trade, human trafficking, Human rights violation and social disparities; Feminist ethics, surrogacy/pregnancy; Ethics of media - Impact of Newspapers, Television, Movies and Internet.

### **Books for study**

1. John S Mackenzie: A manual of ethics
2. “the Ethics of Management” by Larue Tone Hosmer, Richard D.Irwin Inc.
3. “Management Ethics – integrity at work\ by Joseph A.Petick and John F. Quinn Response Books:New delhi

4. ‘Ethics in management’ By S.A.Sherlkar, Himalaya Publishing House,
5. Harold H. Titus: Ethics for Today
6. Maitra.S.K. Hindu Ethics
7. William Lilly: Introduction to Ethics
8. Sinha.A Manual of Ethics
9. Manu: Manava Dharma Sastra or the Institute of Manu: Comprising the Indian system of Duties: Religious and Civil (ed)G.C.Haughton
10. Susruta Samhita: Tr.Kaviraj Kunjanlal, Kunjalal Brishagratha. Chowkamba Sankrit series, VolI,II and III, Varnasi, Vol I OO, 16-20,21-22 and 74-77 only.
11. Caraka Samhita :Tr.Dr.Ram Karan Sarna and Vaidya Bhagavan Dash, Chowkambha.

### **Outcomes**

- Ability to remember ethics and values with reference to personal, social and different professions.
- Ability to apply the ethics and values in performing their personal and professional roles and responsibilities.

## Semester-III

### MAAE: PAPER-3.1

## ADE 301: TRAINING IN ADULT AND CONTINUING EDUCATION

### Objectives:

- To enable the students to acquaint with the concept, phases, need and importance of training with particular reference to adult/continuing education.
- To make the students to understand the process of designing training programme and preparation of training materials.

**UNIT- I:** Training: Concept, definition, objectives, types, phases of training, principles, scope, need and importance; Difference between training and education.

**UNIT- II:** Training Design: Steps in designing training, needs assessment, training objectives, learning unit/content, training methods, training materials and assessment.

**UNIT- III:** Training materials and methods: Training manuals, Training notes/folders; Supporting aids and materials, Lecture, discussion, demonstration, role play, games and simulation, brain storming, field trip, case studies, problem – solving.

**UNIT- IV:** Planning, organisation, monitoring and evaluation of training programmes for literacy functionaries at different levels; Training facilities available at various levels - National, State, District, Local, Innovations in training.

### REFERENCE BOOKS

1. Button. J.R. Training for Community Development, Oxford University Press, London, 1962.
2. DAE, Training of Adult Education Functionaries :. A Hand-book, Ministry of Education & Social Welfare, New Delhi, 1977.
3. Department of Adult Education, Learning for Participation: An approach to training in adult education, Govt. of India, New Delhi, 1978.
4. Gartner, A., Riessman, R. The Transforming of Training: UNESCO Adult Education Abstracting Service, Series 2, No.1975.
5. John Pettit. Participatory Training, Reports Magazine, No.16, March, 1978, World Education, New York.
6. Khamborkar, K.R. Training, Teaching, Techniques, Saoji Bungalow, Akola, 1980.
7. Lynton P. Rolf and Udai Pareek. Training for Development Richard D. Irwin Inc. and Dersey Press, Homwood, Illinois.
8. PRIA. A manual for participatory training methodology in development, New Delhi.
9. National Literacy Mission Handbook on Training Methods, MHRD. Government of India, New Delhi, 2001.
10. National Literacy Mission. Continuing Education: Manual for Training of Preraks, MHRD, Government of India, New Delhi, 2001.
11. National Literacy Mission. Continuing Education: Manual for Training of Key Resource Persons MHRD, Government of India. New Delhi. 2001.

## **Outcomes**

- Ability to understand the training methods, planning and organising of training programmes in the field of adult education.
- Ability to evaluate the training programmes of adult education at different levels.

## ADE 302: COMPARATIV STUDIES IN ADULT EDUCATION

### Objectives:

- To make the students to understand the need for comparative study in adult education with particular reference to China, Cuba, Tanzania and Vietnam;
- To make the students to appreciate the role of UNESCO, UNICEF, IACE, ILO, ASPBAE in promoting the adult education programmes in developing countries.

**UNIT- I:** Definition, aims, methodology, scope and significance of comparative study in adult education.

**UNIT- II:** Adult education movement in the selected countries - U.K., USA, Denmark and Vietnam with emphasis on the history of Indian Adult Education.

**UNIT- III:** A comparative study of current adult education programmes in the selected countries: China; Cuba, with special reference to : (a) Motivation and mobilisation (b) Training of field functionaries (c) Monitoring and Evaluation (d) Post literacy and continuing education and their relevance to Indian context.

**UNIT- IV:** Problems of Adult Education in developing countries with special reference to India.

### REFERENCE BOOKS

1. Back Volumes of Convergence.
2. Back Volumes of Indian Journal of Adult Education.
3. Back Volumes of Adult Education and Development. German Adult Education Association.
4. D.V.V. Bereday. The Contribution of Comparative Education to Comparative Studies of Adult Education - Anthology.
5. Bhola, H.S. Campaigning for Literacy, International Council for Development. 1981.
6. Cochrane, Nancy & J.R. Kidd. An International Legacy of Learning, Vancouver, Centre for Continuing Education, University of British Columbia. 1986.
7. Freire, Paulo. Pedagogy of the Oppressed, Middlesex. England, Penguin Books, 1972.
8. Havighurst, Robert, J. : Comparative perspective on Adult Education, Boston, Little Brown & Co., 1968.
9. Hunter, Carman, Keirn, Martha Mckee. Adult Education in China, London, Croom Helm, 1965, (Croom Helm in International Adult Education).

## **Outcomes**

- Ability to analyse the strategies adopted for the promotion of adult education in different countries.
- Ability to apply the best strategies of other countries to strengthen the adult education programmes in India.

## ADE 303: MATERIAL DEVELOPMENT FOR CONTINUING EDUCATION

### (a) Objectives:

- To enable the students to distinguish between the materials of basic literacy and post literacy/continuing education.
- To make the students to acquire the skills in selection and procuring of learning materials for the neo-literates of continuing education.

**UNIT- I:** Meaning, Scope and Significance of Teaching/learning materials for continuing education programme, Development of competence based learning materials - between teaching methods and materials, approaches to material production.

**UNIT- II:** Identification of knowledge, skills, desired behaviours and /identifying learning objectives, analysis of objectives - performance / objectives - media selection models - instructional system design.

**UNIT- III:** Selection of language - spoken forms - use of technical terms, sentence structures, lesson and paragraph development, -use of photographs, illustrations.

**UNIT- IV:** Production of Text books, booklets, materials for learning, CD-ROM, Interactive web based materials, materials for self learning - programmed learning materials, Principles in preparation of Audio-visual materials, Evaluation of basic literacy and follow-up materials.

### REFERENCE BOOKS

1. ACCU. New Guide Book for development and production of Literacy Materials, Asian Cultural Centre for UNESCO, Tokyo, 1992.
2. APPEAL. Training Materials for literacy personal (Series of volumes. 1 to 12), UNESCO, 1988.
3. Barry Lumsden, D., Teaching Effectiveness of Programmed Instructional Materials for Adult basic Education, Indian Journal of Adult Education, Vol .35, No.1, 1974.
4. DAE. Production, Selection and Purchase of Neo-literates Material for Continuing Education Centres, MHRD, Govt. of India, New Delhi.

### Outcomes

- Ability to understand the methods and principles of developing learning material and audio-visual aids.
- Ability to apply the knowledge and skills to develop competence based learning materials for learners.

## ADE 304 (a): PEOPLE'S PARTICIPATION AND DEVELOPMENT

### (a) Objectives:

- To make the students to understand the roles, functions and need of different committees for people's involvement;
- To enable the students to understand the roles and functions of co-operative/Panchayat Raj Institutions in education and rural development.

**UNIT- I:** People's organisations: Roles, functions and need: Formation of different committees for people's involvement- education committees, health committees, water users committees, vana samrakshana samithis and other self-help groups and their role in literacy and development.

**UNIT- II:** Village Education Committee - nature, composition, constitution, functions and their role in Education for All and Adult Education.

**UNIT- III:** Panchayat Raj System: Salient features of 73rd Amendment: 11<sup>th</sup> Schedule -scope, functions and importance. Philosophy, structure, composition and functioning of Panchayat Raj institutions in India with special reference to A.P ; Role of panchayaths in education and rural development.

**UNIT- IV:** Co-operative system- Concept, Principles, philosophy, purpose: main provisions, advantages and limitations; Mutually Aided co-operative Act(1995). Thrift and Credit co-operatives.

### REFERENCE BOOKS

1. Bhargava B.S., PRI An Analysis of Issues problems and Recommendations. Ashoka Metha Committee, Asish Publishing House.
2. Department of Co-operation. Guidelines for Framing Bylaws of a co -operative under. the AP. Mutually Co-operative Societies Act,. 1995 (A Hand book for promoters of Co-operation), Government of A.P. & Co-operative Development Foundation, Hyderabad, 1998.
3. Haldifur, RN., Local Self-Government Institutions in India.
4. Jain, S.C.. Community Development and Panchayat Raj in India
5. Jayanth Kumar Ray, Organising Villagers for self-reliance, A study of Gomoshasthya Kendra in Bangladesh, Orient
6. Longman, 1986. Mehta, S. R, Rural Development Policies and Programmes. Sociological perspective, SAGE Publications, New Delhi, 1984.
7. Ministry of Agriculture. Integrated Rural Development and Allied Programmes A Manual. Dept. of Rural Development, Govt of India, New Delhi .
8. Phillip H. Coombs (Ed.), Meeting the basic needs of the rural poor: The Integrated Community Based approach (A report of the International Council for Educational development) Pergamon Press, New York, 1980.
9. PRIA, Strengthening Civil Society, Contributions of support organisations in South Asia. PRIA. New Delhi, 1995.

## **Outcomes**

- Ability to analyse the roles and functions of peoples committees, PRI and co-operatives in the process of development.
- Ability to evaluate the performance of peoples committees, PRIs and co-operatives.

## ADE 304 (b): VOCATIONAL EDUCATION AND TRAINING

### Objectives:

- To make the students to understand the concepts of Vocational Education, apprenticeship, training and educational programmes and their role in adult/continuing education;
- To enable the students to acquire skills of vocational guidance and life guidance.

**UNIT- I:** Vocational Education: Concept, Meaning, need, importance; Theory and principles of vocational education; Relationship of vocational education with adult education and development.

**UNIT- II:** Apprenticeship: Nature of apprenticeship, Distinction, between Apprenticeable and Non-apprenticeable occupations, Apprenticeship and institutional training, Areas of Apprenticeship, training practices.

**UNIT- III:** Training and Educational Programmes: Training by Objective, Development of a training curriculum, training methods and resources; Issues in Rural vocational training in India, Bangladesh, Indonesia, Korea and Malesia. Training opportunities for women in Asia and the Pacific with special reference to India.

**UNIT- IV:** Vocational guidance and life guidance: Nature, aspects and methods of life guidance; Planning, Programming and Evaluating Vocational Education Programmes.

### REFERENCE BOOKS

1. International Labour Organisation, Theory and Practice of Vocational Training in Japan. 2nd Revised Edition, APSDP, Islamabad, 1982. .
2. International labour Organisation, Planning, Programming and Evaluating Vocational Training, Report of APSDEP/ ILO/Japan Regional workshop, 11-18 August 1986, Chiba, Japan, APSDEP/Islamabad, 1986, Vi 109pp.
3. International Labour Organisation. Appropriate Technology and Training for Women in South Asia, Report of a Sub Regional Workshop, 26, Oct. - 1 Nov. 1986, Islamabad, Pakistan, APSDEP, Islamabad, 1987, Vi+57p.
4. International Labour Organisation, Apprenticeship in Asia ,and the Pacific, Report of a Regional Seminar, 13-20 July. -981, Colombo, Sri Lanka, APSDP, Islamabad, Pakistan, 1981, 156 p.
5. Hosomi. G. Nakata, S et al. New Approach to Vocational Training Vol.1 (1985) and Vo1 11 (1986), ILO/APSDEP Islamabad, Pakisthan.
6. Lucita Lazo. Work and Training opportunities for women in Asia and the pacific, nternational Labour Office, APSDP, Islamabad, 1984 VIII + 256 p

## **Outcomes**

- Ability to understand the concepts of vocational education, apprenticeship and vocational & life guidance.
- Ability to apply the knowledge and skills in planning and organising vocational training programmes and vocational guidance.

**MAAE: PAPER-3.4c**  
**GUIDANCE AND COUNSELLING**

**ADE 304: GUIDANCE AND CONSELLING IN CONTINUING EDUCATION**

**Objectives:**

- To make the students to understand the concept, functions need and importance of guidance and counseling
- To enable the students to develop the acquire the skills of guidance and counselling in the context of adult/continuing education;

**UNIT- I:** Meaning, Concept and functions of Guidance and Counselling; Theories and perspectives in counselling; Need and importance of Guidance and Counselling in educational process.

**UNIT- II:** Identification, Understanding and Analysis of Personal / Social / Educational problems of a clientele group; Major elements of a Counselling programme; Techniques in guidance and counselling.

**UNIT- III:** Roles and functions of guidance counsellor; Inputs required for the guidance counsellor.

**UNIT- IV:** Professional counselling in Continuing Education: Training in counselling and guidance; Personal guidance and counselling; Use of computers and internet in guidance and counselling; Counselling by telephone.

**REFERENCE BOOKS**

1. Huston, P. W. : The Guidance function in education, Appleton - Gentry Crafts, New York.
2. Lewis, E.D., The psychology of counselling, Holt, Rinehart and Winston Inc., New York.
3. Myrick Robert. Developmental guidance and counselling - A practical approach, Minneapolis' Educational Media corporation, 1993.
4. Shertzer, B. and Stone, S.C. Fundamentals of guidance, Houghton Mifflin Company, New York, 1971.
5. Traler, A.R. and North, R.D. Techniques of guidance, Harper and Row Publishers, New York, 1966.
6. UGC (1997), Guidelines for Department/Centre for Adult, Continuing Education, Extension and Field Outreach, University Grants Commission, New Delhi, 1997.
7. University of Southern California, Ways and means of strengthening information and counselling services for Adult learners, Report of the International Symposium, 1977

**Outcomes**

- Ability to remember and understand the importance and techniques of guidance and counselling in the context of adult education.
- Ability to apply the skills in providing guidance and counselling to the learners and functionaries in adult education programmes.

## Inclusive Education

- To enable the students to understand the concepts programmes and approaches to inclusive education.
- To make the students to know the problems of especially abled and challenges in organising the inclusive education programmes.

**Unit - I:** Inclusion Education: Concept, Types, Status of inclusive education in India; Inclusive pedagogy: Concept, Nature and its importance in the inclusive education environment, Pre-requisites for the success of inclusive pedagogy.

**Unit - II:** Integrated education and inclusive education: Concept, Challenges of education for the Disabled; Specific problems and experiences of disabled population in mainstream schools and out of school youth; Major national programmes on education of disabled children - Early childhood care and education (ECCE), Project for Integrated Education Development (PIED), District Primary Education Project (DPEP), National Programme for Rehabilitation for Persons with Disability (NPRPD), Community School Programme and Sarva Shiksha Abhiyan (SSA).

**Unit - III:** Designing of inclusive education programmes: Approaches in designing of inclusive education programmes - broader approach, universal design, inclusive design, integrated design; Conditions necessary for their success; Implications of inclusive educational programmes.

**Unit - IV:** Pedagogical approaches to inclusive education: Behaviouristic, Constructivist, Positivist; Instructional strategies for inclusive learners: mastery learning, learning centres, peer tutoring, independent study, cooperative learning, experiential learning, laboratory exercises, discussions, hands-on materials, instructional games, field trips, and guest speakers.

### Reference Books

Ainscow, M., Dyson, A., Goldrick, S. & West, M. (2012). Making schools effective for all:

Rethinking the task. *School Leadership & Management*, 32(3):197–213.

Alur, M. (2001). Inclusion in the Indian Context. *Humanscape*, 8(6), 1-8.

- Centre for Education in the Built Environment (2003). *An introduction to inclusive design*. Retrieved January 30, 2004 from <http://cebe.cf.ac.uk/learning/sig/inclusive/whatisinc.pdf>.
- Corbett, J. (2001). Teaching approaches which support inclusive education: A connective pedagogy. *British Journal of Special Education*, 28(2):55–59.
- Florian, L. & Kershner, R. (2009). Inclusive pedagogy, in Daniels, H., Lauder, H. & Porter, J. in *Knowledge, Values and Educational Policy: A Critical Perspective*. New York: Routledge, 173–183.
- Makoelle TM (2013). *Inclusive Pedagogy in Context: A South African Perspective*. Germany: Lambert Academic Publishing.
- Moore, A. (2012). *Teaching and learning: Pedagogy, curriculum and culture*. New York: Routledge.
- Nilholm, C. & Alm, B. (2010). An inclusive classroom: A case study of inclusiveness, teacher strategies and children experiences. *European Journal of Special Needs education*, 25(3):239–252.
- Myreddi, V., & Narayan, J. (2000). Preparation of special education teachers: Present status and future trends. *Asia Pacific Disability Rehabilitation Journal*, 10(1), 1-8.
- Sale, P., & Carey, D. (1995). The Socio-metric status of students with disabilities in a full-inclusion school. *Exceptional Children*, 62.
- Sharma, U., & Desai, I. (2002). Measuring concerns about integrated education in India. *Asia and Pacific Journal on Disability*, 5(1), 2-14.
- UNICEF (2003). *Examples of Inclusive Education, India*, United Nations Children's Fund, UNICEF Regional Office for South Asia, Kathmandu, Nepal.
- UNESCO (1994). *The UNESCO Salamanca Statement*, UNESCO: Paris.
- UNESCO (2009). *Policy Guidelines on Inclusion in Education*. UNESCO: Paris.  
<http://unesdoc.unesco.org/images/0017/001778/177849e.pdf>

## **Outcomes**

- Ability to understand the concepts programmes and approaches to inclusive education.
- Ability to analyse the problems of especially abled and challenges in organising the inclusive education programmes.

**ADE 305a: INFORMATION TECHNOLOGY FOR CONTINUING EDUCATION**  
**Objectives:**

- To enable the students to acquire knowledge and skills in data processing systems, operating and information systems;
- To make the students to understand the Computers, Tele Communications and Multi-media technologies in handling information.

**UNIT- I:** Information: Definition- need-sources- qualities-values-categories-levels of information; difference between data and information-logical and physical concepts of data, attributes and relationships-storage and retrieval of data; data based sources for education and especially for continuing education; Data entry in MS-Excel.

**UNIT-II:** Introduction to Database: Definition-use –organization-techniques/methods of data selection process-transaction processing, batch processing, online processing, word and text processing, graphics and office automation, facsimile transmission, message passing, public data services, database management for continuing education

**UNIT-III:** Computer-based Information Systems: Use of computers for program efficiency-hardware and software, data processing systems, operating systems, information systems for continuing education at various levels, information providers.

**UNIT-IV:** Use of computers and telecommunication technologies in handling information -storage, retrieval and dissemination of information, Telemedicine, Tele-banking, Tele Counselling, e-Library.

**REFERENCE BOOKS**

1. Flichy. Dynamics of Modern Communication: The Shaping and Impact of new communication technologies.
2. Seshagiri. Globalisation of Computer and communication Perspective for Developing Economics.
3. Dennis P. Curtin, Kim Foley, Kunal Sen, and Cathleen Morin, Information Technology, Tata Mc Graw Hill.
4. Multimedia on P.C. (WID) by Sinclair publications, BPB Publications.
5. NGLS, Information and Communication Technologies, Issue No.9 (Voices from Africa), United nations Non-Governmental Liaison Service, Geneva, 2000.
6. B.K. Gairola, Role of Information Technology and Continuing Education in Human Resource Development, ISCEE News Letter Vol.6, No.1, May, 1999, University of Roorke.
7. Feather, John, Information Society : A study of Continuity and Change, Rondon, Library Association Publishing, 1994.
8. Technology Vision, 2020: Services, TIFAC, New Delhi, 1996.

**Outcomes**

- Ability to understand the concepts of Database, Technology based information systems.
- Ability to apply the skills of data processing, storage and retrieval of information with reference to adult Continuing Education.

**MAAE: PAPER-3.5b**  
**ADE 305b: ENTREPRENEURSHIPS DEVELOPMENT**

**Objectives:**

- To make the students to understand the concept, nature, characteristics and role of entrepreneurship in development;
- To enable the students to acquire the entrepreneur skills.

**UNIT- I:** Entrepreneurship - Concept, Definition, Characteristics of an entrepreneur. Functions, Types of entrepreneurs. Role of adult education in development of entrepreneurship.

**UNIT- II:** Women entrepreneurship - Concept of women entrepreneur, functions of women entrepreneur, problems of women entrepreneurs.

**UNIT- III:** Rural entrepreneurship. Meaning and need for rural entrepreneurship, Factors affecting entrepreneurial growth. Problems of rural entrepreneurship, NGOs and rural entrepreneurship.

**UNIT- IV:** Entrepreneurship Development Programme - Need, objectives and course contents Entrepreneurial motivation, Entrepreneurial competencies, entrepreneurial mobility

**REFERENCE BOOKS**

1. Manzoor Ahmed and Coombs Philip H. Education for Rural Development: Case studies for Planners.
2. John C. de wilde, India: Non-Formal Education in the development of small enterprise in Manzoor Ahmed.
3. Vasanta Desai, Organisation and Management of small scale industries.
4. Nalinaksha Mutsuddi, You Too Can Become An Entrepreneur. Wheeler Publishing , 1996.

**Outcomes**

- Ability to remember the functions, types and importance of entrepreneurship.
- Ability to apply the skills in designing Entrepreneurship Development programmes and to analyse the problems of Rural Entrepreneurship

**WOMEN'S EDUCATION & DEVELOPMENT**

**ADE 305c: WOMEN'S EDUCATION & DEVELOPMENT**

**Objectives:**

1. To make the students to understand the historical perspective of women's education in India and its role in development;
2. To enable the students to appreciate the various programmes for the benefit of women.

**UNIT- I:** Historical perspective of women's education in India: Vedic period, Post vedic period, Colonial period and Contemporary Indian Society; Role of women's education in Development.

**UNIT- II:** Obstacles to women's education: Social, economic, cultural, geographical and other factors; Special strategies for women's education; Women's education programmes in India under Five year plans.

**UNIT- III:** National policy on Education with particular reference to Women's education - Educational status of women; A statistical overview; education for women's equality; expansion of educational facilities for girls and women.

**UNIT- IV:** Programmes for Women's Development : MNP, SGSY, ICDS, IAY, NCW, SCW, EDP, Kishore Balika, Girl child protection scheme, Gramina Mahila Kosh and Mahila Samakhyas.

**REFERENCE BOOKS**

1. Marcela Ballara. Women and Literacy. Women and world development series. Zed Books Limited, London 1991.
2. Vimala Ramachandran (Ed.). Bridging the Gap between Intention and Action (Girls and Women's education in South-Asia) ASPBAEIUNESCO-PROAP, New Delhi, 1998.
3. Agrawal S.P. & Agrawal J.C., Women's Education in India -Historical Review- Present status, perspective plan with statistical indicators, Gyan Publishing House, New Delhi, 1992.
4. Sharma B.N., Women and Education - Global Education Series, Common- Wealth Publishers, New Delhi, 1994.
5. Usha Sharma & Sharma B.M., Women's Education in Ancient and Medeival India, Common Wealth Publishers, New Delhi, 1995.
6. Paul Choudary, D, Women Welfare and Development, Inter India Publications, New Delhi, 1991.
7. Sonali Kumar (Ed.). Literacy Empowers the Indian Women. National Institute of Adult Education, New Delhi, 2001.

## **Outcomes**

- Ability to analyse the importance, programmes, problems and need of expansion of facilities to Women's' education.
- Ability to create opportunities to promote women's education especially among rural community.

## **SEMESTER -IV**

### **MAAE: PAPER-4.1**

#### **ADE 401: MONITORING & EVALUATION**

##### **Objectives:**

1. To enable the students to recognise the importance of measurement and evaluation in adult/continuing education programmes;
2. To develop skills in working statistics and their application to Adult educational research.

**UNIT – I:** Monitoring – concept, nature, tools, elements, Monitoring system.

**UNIT- II:** Aims and objectives need for evaluation: Evaluation Models, types and approaches - CIPP model, advocacy model, participatory approach.

**UNIT- III:** Tools and techniques of evaluation - projective method, case study, self appraisal methods, observation, rating scales, check lists, questionnaire, interview schedules.

**UNIT- IV:** Evaluation of Instructional materials and learning outcomes: Scheme of learner evaluation - measurement of literacy, functionality and awareness.

##### **REFERENCE BOOKS:**

1. Alathur, R.S. Evaluation of Learning 'outcomes, New Delhi: Directorate of Adult Education, 1985.
2. Alford HJ. Assessment and Evaluation in Continuing Education.
3. Blalock M. Hubert, Conceptualization and Measurement in the Social Sciences, Sage Publication, New Delhi, 1982.
4. Clarence, H. Nelson. Measurement and Evaluation in the Classroom, The Macmillan Co., Collier-Macmillan Ltd., London, 1970.
5. Garrett H.E., Statistics in Psychology and Education, Vallkils, Bombay.
6. Government of India, Modalities of Total Literacy Declaration and Evaluation of Learning Outcomes, New Delhi : Directorate of Adult Education, 1992.
7. Gronlund, Nonnan, E. and Linn, Robert, L., Measurement and Evaluation in Teaching, . Macmillan Publishing Co., 1990.
8. Guilford, J.P., .Fundamental Statistics on Psychology and Education, McGraw Hill Book Co., New York, 1965.
9. Lonis J. Kamal, Testing in our schools. The Mac Millan Co., New York, 1966.
10. Lenis, J.. Kamal, Measurement and Evaluation in the schools, The Mac Milian Co., Collier. Mac Milian Ltd., London, 1970.
11. Mathus, R.S. Concurrent External Evaluation and Impact Studies, New Delhi, Directorate of Adult Education, 1989.
12. Mehrens William A. and Lehmann. Irvin, J. (1986). Measurement and Evaluation in Education and Psychology, Holt, Rinehart and Winston, Inc., New York.
13. Nimbalkar. M.R. Adult Education and its Evaluation System, Delhi: Mittal Publications. 1981.

## **Outcomes**

- Ability to understand the models, tools and techniques of evaluation.
- Ability to evaluate the performance of adult education programmes.

## MAAE: PAPER-4.2

### AED4.2: HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT

#### Objectives:

1. To make students to understand the importance of Human Resources and HRD Programmes.
2. To make the students familiar with the management of Human Resources, Planning and Development.

**UNIT – I:** Human Resource Development: Meaning, objectives, importance and historical perspective of human resource development.

**UNIT – II:** Human capital and it's measurement: Views of Schultz and Weisbrod on human capital function; Adult education and human capital formulation.

**UNIT – III:** Cost – benefit analysis : concept, meaning, measurement and problems in measurements.

**UNIT – IV:** Human Resources Planning and Development: Objectives, strategies, demographical aspects, processes and policies: manpower and institutional planning and its relation to adult education.

#### REFERENCE BOOKS

- Mehta M R : Human Resource Development Planning with Special Reference to Asia
- Alexander V Alex : Human Capital Approach in Economic Development
- Batra V P : The Economic and Human Resources
- ILO : Employment Promotion with Special Reference to Rural Areas
- George Toblas : Human Resource in india
- Gerold M Mcier : Leading Issues in Economic Development
- Gyan Cand : Population in Perspective
- World Bank : World Development Report, 1001
- Govindappa K : Adult Education Impact of National Literacy Mission
- UNDP : Human Development Reports (s) 1998, 2000.
- Dwivedi. R.S. : Management of Human Resource
- Jayagopal. R. : Human Resource Development –Conceptual analysis and strategies
- Kohli, Uddesh&Gautam, Vinayahil : Human Resource Development and Planning
- Struss P. & Sayers.L. : Management Human Resources
- Wykstra. R.A. : Human Capital Formation and Manpower Development.

#### Outcomes

- Ability to understand and analyse the importance of Human Resource development, planning and Human capital.
- Ability to apply the skills of Human Resource Planning in general and with reference to adult education.

### **MAAE: PAPER - 4.3**

#### **DISSERTATION / PROJECT WORK**

- To enable the students to gain the knowledge and skills in project designing, doing research and preparing the report.
- To enable the students to find solutions to the problems identified in his research work.

Dissertation - choosing an issue / a problem of adult continuing education or a related issue: conducting a research study, analysing the data and preparing a report.(25 marks for report & 25 for viva-voce).

#### Outcomes

- Ability to apply the knowledge and skills in project designing, doing research and preparing the report.
- Ability to create solutions to the problems identified in his research work.

**MAAE: PAPER– 4.4a**  
**ENVIRONMENTAL EDUCATION**

**UNIT – I:** Environmental Education: concept, Objectives, Scope and Significance; An overview of environmental education in India; Role of literacy & Continuing Education Programmes in environmental protection and education.

**UNIT – II:** Environmental pollution: Air, Water, Soil, Sound, Solid Wastes; Peoples movement for environmental conservation.

**UNIT – III:** Environmental Laws, Ethics, Salient features of National Environment Bill (1992), Pollution Control Board.

**UNIT – IV:** Ecology- Definition, scope, history, kinds and types of ecology, components of environment, environment and eco factors, bio-diversity, ecological balance.

### **REFERENCE BOOKS**

1. Bhatia.S.C.,The Environmental Concern, Centre for Adult, Continuing Education and Extensionb, University of Delhi, 1983.
2. Bhatia.S.C., Papers on Environmental Education,IUCAE, New Delhi,1984.
3. Trivedi and Raj, Management of Environmental Education and Research, Akashdeep Publishing House, New Delhi,1992.
4. Kaur. H. Environmental Chemistry Pragathi Prakasan Publishers , 240, W.K.Road , Meerut-250001- 2008.
5. Kudesia. V.P.Environment Chemistry, Pragathi Prakasan Publishers , 240, W.K.Road , Meerut-250001- 2000.

### **Outcomes**

- Ability to understand importance of Environment conservation, causes of pollution and Environmental laws and ethics.
- Apply to apply the knowledge and skills in environmental protection and to follow the environment ethics.

**STATISTICAL METHODS FOR SOCIAL RESEARCH**

**UNIT- I:** Statistics- Definition, functions, importance, advantages and limitations and use of statistics in social research.

**UNIT- II:** Classification & Tabulation of data- data, classification, purpose, advantages, types, tabulation, objectives and rules of tabulation.

**UNIT- III:** Measures of central tendency- Mean, Median, Mode Definition- calculation, use merits and demerits. t test, Chi-square test- calculation, use merits and demerits.,

**UNIT- IV:** Diagrammatic and graphical representation of data- line diagram, bar diagram, pie diagram. Graphs- types, line graph, range graph and histogram.

**Reference Books**

1. Gupta B.N. Statistics (Agra Sahitya Bhavan. 1994).
2. Harald, S. Stone et al. Introduction to. Computer Architecture, Galgatia Publications Private Ltd., New Delhi, 1988.
3. Sarma, K.V.S. Statistics made simple. New Delhi: Prentice hall of India Pvt. Limited. 2001.
4. Gupta C.B. : An Introduction to Statistical Methods
5. Simson and Kelkn : Basic Statistics
6. Mason and Lind : Statistical Techniques in Business and Economics

**Outcomes**

- Ability to understand & apply the statistical techniques relevant to their Research work to interpret the data.
- Ability to apply the diagrammatic and graphical representation to the research interpretations and findings.

## ADE 404c: DEVELOPMENT STRATEGIES & VOLUNTARISM

### Objectives:

- To enable the students to understand the concept of voluntarism and to acquire the skills in formulation of voluntary organisations and executing various development programmes.
- To enable the students to appreciate the methods of planning and designing of programmes/projects.

**UNIT – I:** Voluntarism- Concept, importance, objectives and historical perspectives, Voluntary organisations – Roles and functions forms and classification, role of voluntary organisations in adult education and development.

**UNIT – II:** Planning and formation of voluntary organisations: For- mation of groups, Registration, forms of affiliation, preparation of Bye-laws, rules and regulations, office bearers & members of the organisation, preparation of Bye-laws.

**UNIT – III:** Financial Resources for NGOs : Self, State, Central Governments, Foreign Government and Missionaries; Identification of funding agencies: Principles and methods of fund rising.

**UNIT – IV:** Planning and Programming of Development projects: Methods of planning and designing of programmes and projects: Project Proposal writing – purpose, format, guidelines and steps involved in writing proposal.

### References Books

1. Commen, J.K., Social Transformation in rural India, Mobilisation and State intervention, Vikas Publications, New Delhi, 1984.
2. Jain, S.C. Community Development and Panchayat Raj in India.
3. Lubett, R. Non-Governmental Organisation as agents of empowerment, University of Reading, U.K., 1987.
4. Sankaran, R. Handbook of management of voluntary organisatons, International Co-operative Alliance, New Delhi.
5. Vimala Ramachandran, et al, Bridging the gap between Intention and Action, Asian South Pacific Bureau of Adult Education, UNESCO, New Delhi, 1998.

### Outcomes

- Ability to understand and analyse the functions and importance of voluntary organisations.
- Ability to apply the knowledge and skills to start, run the NGO and to design development projects.

**MAAE: PAPER-4.4d**  
**POPULATION EDUCATION**

**Objectives:**

1. To enable the students to understand the concepts, objectives, scope and significance of population education and integration of those components in adult education;
2. To enable the students to appreciate the various programmes implemented to population control.

**UNIT- I:** Population Education- Concept, Objectives, scope, need and importance; Population and related terminologies – population dynamics, demography; Adolescence education and Reproductive health; Integration of population education in adult education.

**UNIT-II:** Population growth and consequences - Problems of Health and Nutrition, Hygiene and Sanitation; Determinants of population growth; Measures to check rapid population growth – individual level, national level and international level.

**UNIT-III:** Role of women, NGOs, Universities, UNFPA, UNDP and WHO in promotion of population education and control.

**UNIT-IV:** National Population Policy- Policies influencing fertility, mortality, migration; Acts relating to Medical Termination of Pregnancy.

**References**

1. Ahmed, A. (1990): *Mounting Population Pressures*, Vikas Publishing House, New Delhi.
2. Bhende, A. Asha and Tara Kanitkar (2002): *Principles of Population Studies*. Himalaya Publishing House, Mumbai.
3. Bhushan, A. (2005): *Encyclopaedia of Adult Education and Literacy*, Vol. 2, Anmol Publications Pvt Ltd., New Delhi.
4. Cox, Peter R. (1970): *Demography*, Cambridge University Press, Cambridge.
5. Ghosh, B.N. (1985): *Fundamentals of Population Geography*, Sterling Publishers, New Delhi.
6. Kathuria, R.P. (1997): *Methods of Teaching Population Education*, Commonwealth Publishers, New Delhi.
7. Reddy, M.V. Lakshmi (1994): *Population Education*, Ashish Publishing House, New Delhi.
8. Pandey, J.L. & C. Seshadri (1991): *Population Education*, NCERT, New Delhi.
9. Rao, V.E. (2001): *Population Education*, APH Publishing Corporation, New Delhi.
10. Sharma, R.C. (1988): *Population, Resources, Environment and Quality of Life*, Dhanpat Rai & Sons, New Delhi.

**Outcomes**

- Ability to understand population dynamics and need of population control.
- Ability to analyse the role of different agencies in promoting population education and apply the knowledge and skills to motivate the community to adopt population control.

#### **MAAE: PAPER-4.5a**

### **ADULT EDUCATION AND EXTENSION**

- To enable the students to understand the importance, programmes and role of different organisations in promoting adult education.
- To make the students to know the principles and approaches in organising extension and out-reach programmes

**UNIT- I:** Adult education - Meaning and concept - definition – significance, need and scope, Historical Perspective of Adult Education, National literacy Mission – Sakshar Bharath Mission

**UNIT- II:** Methods of teaching literacy – analytic, synthetic, eclectic method and IPCL approach.

**UNIT- III:** Institutions - Organizations of adult education - state resource Centre, directorate of adult education, JSS, Indian Adult Education Association - UGC - Administrative Structure of Adult Education at State and Central level.

**UNIT- IV:** Extension - Definition, objectives, philosophy principles, scope and importance - extension education - Approaches to extension and field outreach. Role of Universities in extension.

### **REFERENCE BOOKS**

1. Ansari, W.A. Adult education in India S. Chand & Company Ltd. New Delhi, 1984.
2. Adivi Reddy. A. Extension education, Sri Lakshmi Press, Bapatla. 1971.
3. Bordia, A. and others, Adult Education in India, Indian Adult education Association, New Delhi.
4. Dutta, S.C. History of Adult Education in India, IAEA, New Delhi, 1986.
5. Gupta, N.R. Manual of Adult Literacy Teachers, IAEA, New Delhi.
6. Ministry of Human Resource development, National literacy mission, Govt. of India.
7. Ministry of Human Resource development, Scheme of Continuing Education fro Neo-literates, NLMA, Govt. of India, New Delhi, 1996.
8. Mustaq Ahmed, How to write primers for Adults, Directorate of Adult Education, New Delhi, 1979.
9. Shah, S.T. An encyclopedia of Indian Adult education, National literacy mission. M.H.R.D, New Delhi, 1999
10. Sivadasan Pillai, K. Non-formal education in India, Criterion publications, New Delhi, 1990.

11. University Grants commission, University system and extension as the third dimension, New Delhi, 1999

### **Out comes**

- Ability to understand the importance, programmes and role of different organisations in promoting adult education.
- Ability to apply the principles and approaches in organising extension and out- reach programmes.

### **MAAE: PAPER-4.5b**

- To make the students to acquaint with the skill development policies, programmes and need of skill promotion in India.
- To enable the students to apply the skills in competency and resources mapping.

**UNIT- I:** Skills: Definition and types, Multi-skills, Competencies and competency mapping; Skill development: Concept, scope, components and status of skill development in India.

**UNIT-II:** Skill deficiency in India: Status and steps needed for skilling India - Skill sectors needed for the youth; Role of the Government, Industry bodies and Networks, Educational Institutions in the skilling of Indian youth .

**UNIT-III:** Skill development Policies in India: National Skill Development Policy (2009), National Policy for Skill Development and Entrepreneurship (2015) and their features; Institutional Frame work for skill development- Skill development initiatives in various ministries of the Government.

**UNIT-IV:** Organisational structure for Skill development: National Skill development Corporation, National Skills Development Agency, National Skills Qualification Framework, Sector Skills Councils (SSCs), State skill development missions.

### **REFERENCE BOOKS**

Acumen, 2014. Why India's Economic Growth Depends on Vocational Training, October 30, 2014 by Acumen in Acumen Blog, On the Ground, Our World.

Allais, Stephanie (2011 a): What are skills? Rethinking the relationships between labour markets, social policy, and skills development. Paper presented at the Global Labour, University Conference held on 28-30 September 2011.

Asian Development Bank (ADB) (2004). Improving Technical Education and Vocational Training: Strategies for Asia. Manila: Asian Development Bank.

Barry Sesnan, Graham Wood, Marina L., Anselme & Ann Avery. Skills Training for youth, FMR20 pp.33-35. National Skill Development Corporation (2012). Transforming the skill landscape, Annual Report, 2012, Govt. of India, New Delh.

Okada, Aya, (2004). Skills Development and Inter firm Learning Linkages under Globalization: Lessons from the Indian Automobile Industry, World Development. 32 (7), 1265-1288.

- Okada, Aya. (2006). Skills Formation for Economic Development in India: Fostering Institutional Linkages between Vocational Education and Industry, *Manpower Journal*, 41(4). 71-95.
- Reddy, MCR (2014). Employability of Students - Problems and Perspectives, in Institute of Information Technology & Management (NIITM) Employability Strategic Issues and Challenges (Conference Proceedings of Nehru International Conference on Employability held on 06-07 March 2015) published by Shanlax Publications, Madurai, TN., pp.56-67.
- UNESCO(2012). Youth and skills. Putting education to work. Education for All, Global Monitoring Report 2012. Paris.
- UNESCO( 2012). Education at a Glance Report, OECD 2014, NSDC, Economic times July 5 2014, Eleventh Five Year Plan 2007-2012.
- World Bank Report: *Skill Development in India: The Vocational Education and Training System* (Report no.-22).The World Bank: Human Development Unit South Asia Region.
- World Bank (2012): World Development Report 2013: Jobs. Washington D.C.

### **Outcomes**

- Ability to understand the skill development policies, programmes and need of skill promotion in India.
- Ability to apply the skills in competency and resources mapping.

### **MAAE: PAPER-4.5c**

### **CAREER GUIDANCE AND COUNSELLING**

- To make the students to know the difference in personal, educational and professional guidance.
- To enable the students to gain the skills in assessing the problems, providing guidance and counselling the needy.

**UNIT- I:** Meaning, Concept and functions of Guidance and Counselling, theories and perspectives in counselling, Need and importance of Guidance and Counselling in educational process.

**UNIT- II:** Identification, Understanding and analysis of Personal / Social / Educational problems of a clientele group; Major elements of a counselling programme, techniques in guidance and counselling.

**UNIT- III:** Roles and functions of guidance counsellor; inputs required for the guidance counsellor.

**UNIT- IV:** Professional counselling; Training in counselling and guidance; Personal guidance and counselling, Use of computers and internet in guidance and counselling; counselling by telephone.

### **REFERENCE BOOKS**

1. Huston, P. W.: *The Guidance functions in education*, Appleton - Gentry Crafts, New York.

2. Lewis, E.D., The psychology of counselling, Holt, Rinehart and Winston Inc., New York.
3. Myrick Robert. Developmental guidance and counselling - A practical approach, Minneapolis' Educational Media corporation, 1993.
4. Shertzer, B. and Stone, S.C. Fundamentals of guidance, Houghton Mifflin Company, New York, 1971.
5. Traler, A.R. and North, R.D. Techniques of guidance, Harper and Row Publishers, New York, 1966.
6. UGC (1997), Guidelines for Department/Centre for Adult, Continuing Education, Extension and Field Outreach, University Grants Commission, New Delhi, 1997.
7. University of Southern California, Ways and means of strengthening information and counselling services for Adult learners, Report of the International Symposium, 1977

### **Outcomes**

- Ability to analyse the difference in personal, educational and professional guidance.
- Ability to apply the skills in assessing the problems, providing guidance and counselling the needy.