

SRI VENKATESWARA UNIVERSITY: TIRUPATI
S.V.U COLLEGE OF ARTS
DEPARTMENT OF ADULT & CONTINUING EDUCATION



Course
ADULT EDUCATION

Choice Based Credit System (CBCS)
Academic Year 2017 – 18

Department – Vision:

The Department notion is to be acted as nodal center to disseminate the knowledge, conduct research at Local and higher level i.e. National bodies and organizing extension activities for needy people. As a whole the department wish to build the community with an adequate skills and sound human resources. And also, to play a vital role in the preparation of Planning in terms of Literacy and Rural Community Development Programmes, which have been introduced by State and Central Governments.

Department – Mission:

The Department of Adult Education has confined to three domains, i.e., Teaching, Research and Extension. The teaching learning activity is to enhance the aptitude and Personality development of students. It is preparing the students towards Self-Reliance, Self-Development and Self-Employment. Eventually the students have been trained as dynamic citizens.

As far as research is concerned the department has been conducting the qualitative and quantitative research on thrust areas. The enhancement of the literacy at the grassroot level and evaluating the National Bodies at the higher level are the main targets of the Department. The Department is also disseminating the research findings through Publications.

In the case of extension activities, the department is preparing materials for field functionaries and conducting surveys on Welfare Schemes of State and Central Governments. The department has been conducting Health camps, Literacy camps, Vocational training programmes, awareness programmes and also conducting the celebrations on National/International important days in Rural areas to bring cognitive changes among rural people. One of the aims of the Department is adopting backward hamlets to change their environment and mind for respectable life. To strengthen the departmental Extension activities as well as the students all round development, the department wishes to exchange the MOU with RASS, NGO, Tirupati.

The staff members are permitted to participate in Induction and Capacity Building Programmes to meet the academic demands.

Department Objectives:

1. To train the students to mastery over the subjects in terms of Literacy Programmes and Rural Development aspects.
2. To provide an adequate skill on research methods viz, Qualitative and Quantitative.
3. To enhance the sense of Integrity on Adult Learners Problems and Rural People Issues.
4. To know and prepare the students to conduct extension and outreach activities.

The Department has been following University and UGC guidelines to enhance, revision and implement the course curriculum for two Post Graduate Programmes. i.e. M.A. Adult Education and M.A. Rural Development and Management. The courses are providing theoretical and practical knowledge to the students. The traits of the course curriculum are development of Cognitive and Effective domain of students and train them as socially responsible citizens. Visit the Institutions, NGO's & Rural areas to draw factual information and do research on thrust areas. In turn the students can get employment in GO's NGO's or start their own social institution. Apart from that the course Inculcates Personal, family, Social values, Human values, Gender equality and Professional values to lead the respectable life. The course emphasis on Employability, Entrepreneurship and Skill Development. The programmes principles and outcomes are meant for students and community development.

Programme Objectives:

To enable the students:

1. To understand the basic principles and aspects of Life Long Learning and motivational techniques of Adult Learner.
2. To know the importance of different teaching methods, Curriculum and Teaching Learning materials to organize the Literacy classes.
3. To acquire training skills, Soft skills and Guidance & Counselling to conduct Literacy classes.
4. To recognize the significance of monitoring, Evaluation in Lifelong learning(LLL) and Inclusive Policies for Human Resource Development.
5. To conduct action research, Project work and field studies on Literacy aspects and Adult Learners Problems.

Programme Educational Objectives (PEO):

To enable the students to:

1. Recognize the relationships between Philosophical, Sociological and Psychological traits and Literacy status of India.
2. Apply multiple skills to organize the Literacy Programmes and its POSDCORB.
3. Imbibe the Human values and professional ethics for personal and social harmony.
4. Elicit information on literacy & illiteracy aspects and interpret research outcomes for Community and Nation Development.

Programme Outcomes: POs

After completion of M.A. Adult Education programme the student is able to

1. Acquire knowledge in relation to types of education, policies of Adult Education aspects, Adult Psychology & Learning and Evaluation of Adult Education Programmes and progress.
2. Identify and Analyse the significance of Teaching Learning materials, Unique Curriculum and Vocational training for Adults to attend the Literacy classes.
3. Trace and Investigate the Problems of Adult Learners in terms of Socio, Economic and Cultural aspects and provide guidance & Counselling for Adult learners.
4. Design and develop materials and strategies for people participation in Community/ Mass Literacy programmes.
5. Conduct Social Research by using and adopting appropriate tools to identify the problems of learners, Teacher educators and ministerial staff in connection with literacy classes.
6. Recognise the Literacy importance skills and apply to social reforms and community development.
7. Inculcate enthusiasm towards literacy and Lifelong Learning among learners and its knowledge to clean the surroundings and protect the environment.
8. Identify the Literacy and continuing education role to enhance the individual perception towards ethics and values.
9. Find out the importance of teamwork to complete the task and literacy works and sustainable development.
10. Develop Communication skills which are essential to conduct and organise Adult Education programme by interact with the Adult Learners.
11. Describe the Project Planning and management by following POSDCORB Principle for effective implementation of Literacy classes and LLL.
12. Recognise the core principles of Life Long Learning with reference to Socio, Economic and Psychological development.

Choice Based Credit System

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 - 101	Core	ALTERNATIVE LEARNING SYSTEMS	6	4	20	80	100
2	MAAE-102	Core	POLICY STUDIES IN ADULT/CONTINUING EDUCATION	6	4	20	80	100
3	MAAE-103	Core	ADULT PSYCHOLOGY AND LEARNING	6	4	20	80	100
4	MAAE-104	Core	SOCIO-PHILOSOPHICAL FOUNDATIONS OF ADULT EDUCATION	6	4	20	80	100
5	MAAE-105	CF	COMMUNICATION METHODS IN ADULT EDUCATION	6	4	20	80	100
6	MAAE-106	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 -201	Core	RECENT TRENDS IN ADULT AND CONTINUING EDUCATION	6	4	20	80	100
2	MAAE -202	Core	CURRICULUM AND METHODS OF LITERACY TEACHING	6	4	20	80	100
3	MAAE -203	Core	RESEARCH METHODS IN ADULT EDUCATION	6	4	20	80	100
4	MAAE -204	Core	FIELD WORK & PRACTICAL ASSIGNMENTS	6	4	20	80	100
5	MAAE -205	CF	MANAGEMENT OF ADULT/CONTINUING EDUCATION	6	4	20	80	100
6	MAAE -206	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	Contact hours	No. of Credits	I.E	SEM	Total Marks
1	MAAE-301	Core	TRAINING IN ADULT AND CONTINUING EDUCATION	6	4	20	80	100
2	MAAE-302	Core	COMPARATIVE STUDIES IN ADULT EDUCATION	6	4	20	80	100
3	MAAE-303	Core	MATERIAL DEVELOPMENT FOR ADULT & CONTINUING EDUCATION	6	4	20	80	100
4	MAAE-304a	GE*	PEOPLES' PARTICIPATION AND DEVELOPMENT	6	4	20	80	100
	MAAE-304b		VOCATIONAL EDUCATION & TRAINING					
	MAAE-304c		GUIDANCE AND COUNSELLING IN ADULT/CONTINUING EDUCATION					
	MAAE-304d		INCLUSIVE EDUCATION					
Total				24	16	-	-	400
5	MAAE-405a	OE#	INFORMATION TECHNOLOGY FOR CONTINUING EDUCATION	6	4	20	80	100
	MAAE-405b		ENTREPRENEURSHIP DEVELOPMENT	6	4	20	80	100
	MAAE-405c		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	Contact hours	No. of Credits	I.E	SEM	Total Marks
1	MAAE-401	Core	MONITORING & EVALUATION	6	4	20	80	100
2	MAAE-402	Core	HUMAN RESOURCES MANAGEMENT & DEVELOPMENT	6	4	20	80	100
3	MAAE-403	Core	DISSERTATION / PROJECT WORK	6	4	20	80	100
4	MAAE-404	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-405	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.

Course:101: ALTERNATIVE LEARNING SYSTEMS

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.

Course Out comes

CO1: Remembrance of different forms of learning.

CO2: Application of different technology support services for effective learning.

CO3: Organization and administration of nonformal education programmes.

CO4: Evaluation of nonformal education programmes.

CO-PO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	1	2	1	2	2	2	1	3
CO2	2	2	3	1	3	2	1	2	3	2	2	3
CO3	3	2	2	3	2	2	1	1	3	2	3	3
CO4	3	2	2	2	1	1	-	2	2	3	2	3

3: High; 2: Medium; 1: Low

Course 102: POLICY STUDIES IN ADULT/CONTINUING EDUCATION

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. Visweswaraiyah, 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, Government of India, New Delhi, 1987

Course Outcomes:

1. Identify the socio-political movements during pre-independence period for the promotion of literacy.
2. Analyze the trends of adult education programmes during post-independence period from social education to saakshar Bharat Mission.
3. Describe the National and International organizations efforts for the promotion of literacy at various levels.
4. Explain the State & Central Govt policies on adult education and special reference to literacy, post-literacy and continuing education.

CO – PO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	1	3	1	2	2	1	1	3
CO2	3	1	1	3	1	3	-	1	1	2	1	3
CO3	3	1	2	1	3	3	1	2	1	2	2	3
CO4	3	3	2	3	1	2	-	1	3	3	2	3

3: High; 2: Medium; 1: Low

Course:103: ADULT PSYCHOLOGY AND LEARNING

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.

Course Out Comes (Cos):

1: Acquire knowledge on psychological foundations and its relevance to Adult Education and Learners.

2: Learn classification of motives and motivation techniques to motivate the Adult Learner.

3: Compare the Adult Personality & Child personality based on three Domain principles.

4: Examine the Adult Learning characteristics and theories of learning, eventually he/she will apply all aspects in adult class room activity.

CO – PO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	2	2	2	-	2	2	3	2	3
CO2	3	3	2	3	1	2	-	2	2	3	2	3
CO3	3	3	1	3	1	3	-	3	2	3	2	3
CO4	3	3	1	2	3	2	-	2	2	2	2	3

3: High; 2: Medium; 1: Low

Course:104: SOCIO-PHILOSOPHICAL FOUNDATIONS OF ADULT 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 Narens, 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.

Course Out Comes:

1. Create thinking capacity to survival in the present society with philosophical approach.
2. Know great eminent leaders biography, sacrifices their lives for society.
3. Aware Dalit movement, women movement, co-operative movement in society especially rural areas.
4. Examine the problems of society with reference to bonded labor, child labour, untouchability, transgender and provide awareness on human rights.

CO – PO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	2	1	2	1	-	1	2	2	1	3
CO2	3	1	2	2	1	3	1	2	1	2	1	3
CO3	3	2	1	3	2	3	2	2	3	2	1	3
CO4	3	2	1	3	2	3	2	1	2	3	1	3

3: High; 2: Medium; 1: Low

Course105: COMMUNICATION METHODS IN ADULT 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 & H.elen Kember, Selected Problems in Social Education, Indian Adult Education Association, New Delhi.
8. Kuppuswamy, Communication and Social Development. Delhi, Sterling Publishers, 1976.
9. Peterson, A.D.0 (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.

COURSE OUTCOMES

1. Remembering the concept and methods of communication and their application to adult Education
2. Identifying different models of communication.
3. Describing the media of communication and their utility in continuing education.
4. Realising the use of different Audio-visual aids in teaching learning process.

CO – PO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	2	3	1	2	1	2	1	2	1	3
CO2	3	3	2	1	2	1	2	2	2	3	1	3
CO3	3	3	2	2	1	2	2	1	2	3	2	3
CO4	3	2	2	2	1	2	1	2	3	3	2	3

3: High; 2: Medium; 1: Low

Course106: HUMAN VALUES AND PROFESSIONAL ETHICS-I

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

Course Out comes:

1. know the importance of professional ethics and to implement the ethical values in various professions.
2. understand about the Good and bad values and to analyze the basic moral concepts.
3. inculcate the students in the aspects of pursharthas .
4. Know different crimes and its impact on personal and social life and theories of punishment

CO – PO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	3	3	2	3	--	3	1	2	2	3
CO2	3	3	2	1	2	2	--	3	1	2	2	3
CO3	3	3	1	2	1	2	--	3	1	3	1	3
CO4	3	3	2	1	1	2	--	3	1	2	1	3

3: High; 2: Medium; 1: Low

Course201: RECENT TRENDS IN 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 Sansthans: 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.

Course outcomes:

1. Identify the variations of literacy growth among States and Nation with reference to gender, rural and urban.
2. Recognize the functions, activities of JSS and Saakshar Bharat Mission, to promote Life Long learning.
3. Understand the five-year plan period programmes in terms of literacy, non-formal and functional literacy.
4. Examine the significance of the extension activities as third dimension of literacy programmes at field level.

CO – PO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	2	3	1	3	-	3	2	1	1	3
CO2	3	2	3	3	1	3	-	2	2	2	2	3
CO3	3	2	2	3	2	3	-	2	1	2	2	3
CO4	3	2	3	3	3	3	-	2	2	2	2	3

Course 202: CURRICULUM AND METHODS OF LITERACY TEACHING

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 IIALM, 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.

Course Out comes:

1. Remembering the meaning, foundations and theories of curriculum development with reference to adult learners.
2. Distinguishing different principles and approaches of curriculum development.
3. Interpreting the needs and interests of lifelong learners.
4. Executing to evaluate Adult Education programmes

CO – PO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	2	1	2	2	--	2	3	3	2	3
CO2	3	2	3	2	1	2	--	2	1	2	1	3
CO3	3	2	1	2	1	1	--	2	2	3	2	3

CO4	3	2	2	1	1	1	--	2	2	3	1	3
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3: High; 2: Medium; 1: Low

Course 203: RESEARCH METHODS IN ADULT EDUCATION

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, Galgotia 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

Course Outcomes

1. Understanding the concepts and methods of research.
2. Adopting the suitable sampling methods for research studies.
3. Developing tools for research studies.
4. Ability of research report writing.

CO – PO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	1	2	2	2	-	2	2	2	1	3
CO2	2	2	3	2	3	1	-	2	2	2	3	3
CO3	3	2	2	2	3	2	-	2	2	2	2	3
CO4	2	2	3	2	3	2	-	2	2	2	1	3

* 3: High; 2: Medium; 1: Low

Course:204: FIELD WORK & PRACTICAL ASSIGNMENTS

(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)

Course outcomes

- 1.Application of knowledge and skills in project designing
- 2.Ability to do research work.
- 3.Finding solutions to the problems identified in his research work.
- 4.Preparing the research report.

CO – PO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	2	2	2	2	1	2	1	1	3
CO2	3	3	2	1	2	1	2	2	2	1	1	3
CO3	3	3	3	2	2	1	1	1	2	2	2	3
CO4	3	2	2	1	2	2	2	2	2	2	1	3

3: High; 2: Medium; 1: Low

Course205 : MANAGEMENT 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.

Course Out Comes:

1. Know the principles of Management, Planning and Organizing capacity to conduct Adult Education Programmes.
2. Develop Social and Communication Skills to organize village, Mandal, District, State and Central level programmes.
3. Acquire project techniques for sustainable programmes.
4. Learn and enhance research skills to write project report, monitoring and evaluation of data of Adult Education Programme.

CO – PO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	1	2	3	2	2	2	1	2	1	3
CO2	3	2	1	2	3	1	3	2	2	1	2	3
CO3	3	2	3	2	2	3	3	2	3	3	2	3
CO4	3	3	2	1	2	2	3	2	3	3	2	3

3: High; 2: Medium; 1: Low

Course:206: HUMAN VALUES AND PROFESSIONAL ETHICS-II

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 Charaka, 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 Institutes 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, Varanasi, Vol I OO, 16-20,21-22 and 74-77 only.
11. Caraka Samhita :Tr.Dr.Ram Karan Sarna and Vaidya Bhagavan Dash, Chowkambha.

Course Outcomes:

1. Understand and recognize the importance of Value Education & Human Values and also try to follow the traditional values of family, women and elders in the society.
- 2: Examine code of ethics for medical and health care professionals. They Can sensitize the rural people on Health Issues & Problems.
- 3: Explain the Environmental Protection and relationship between Man and Nature, causes of pollution and impact on environmental health.
- 4: Recognize the need of Social ethics and fight against the anti-social activities, Organ trade, Human trafficking etc.

CO – PO mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	2	1	3	-	3	2	3	2	3
CO2	3	3	2	2	1	3	-	3	2	3	2	3
CO3	3	3	1	2	1	3	-	3	2	3	2	3
CO4	3	3	3	2	2	3	-	3	3	3	2	3

3: High; 2: Medium; 1: Low

Course 301: TRAINING IN ADULT AND CONTINUING EDUCATION

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.

Course Out Comes:

1. Identify the importance of training in Adult and Continuing Education programmes and differences between training and education.
2. Know the training methods, training materials to organize the Adult and Continuing Education programmes.
3. Follow the teaching methods like Lecture, discussion, demonstration and Role Play methods.
4. Recognize training facilities at different levels like National, State, District and Local.

CO – PO mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	2	2	1	1	--	1	2	2	1	3
CO2	3	2	1	2	2	1	--	1	2	1	1	3
CO3	3	2	2	2	2	1	-	1	2	1	2	3
CO4	3	1	1	1	1	2	--	1	2	1	2	3

3: High; 2: Medium; 1: Low

Course 302: COMPARATIVE STUDIES IN ADULT EDUCATION

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. D.V.V. 4.Bereday. The Contribution of Comparative Education to Comparative Studies of Adult Education - Anthology.
5. Bholra, 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).

Course Out Comes:

- 1: Compare the Adult Education Programmes of different countries based on its aims and significance.
- 2: Compare and contrast of Adult Education movement and progress in different countries like UK, USA, Denmark etc with reference to India.
- 3: Find out the similarities and dissimilarities of Adult Education Programs in selected countries.
- 4: Identify the problems of Adult Education in terms of Planning, Organization and Budget activities in developing countries and India.

CO – PO mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	1	2	1	2	-	2	2	3	2	3
CO2	3	3	1	2	1	2	-	2	2	3	2	3
CO3	3	2	1	2	-	2	-	2	2	3	2	3
CO4	3	3	1	2	-	2	-	2	2	3	2	3

3: High; 2: Medium; 1: Low

Course 303: MATERIAL DEVELOPMENT FOR ADULT & 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.

Course Out Comes:

1. Identify the significance of learning materials in Adult Education classes.
2. Design the teaching learning activity objectives for better performance of Teacher educator in Adult Education Programmes.
3. Enhance language forms and competence and tune with the needs of the learner.
4. Develop teaching learning materials for self-learning

CO – PO mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	2	2	2	--	1	1	2	2	3
CO2	3	2	2	2	1	2	--	1	2	1	1	3
CO3	3	3	2	1	1	1	--	1	1	2	1	3
CO4	3	2	2	3	3	2	--	1	2	1	1	3

3: High; 2: Medium; 1: Low

GENERIC ELECTIVES ;3

**NOTE: Due to covid-19 pandemic situation the open elective choice was cancelled. The three core and three general elective course/papers were introduced.*

Course 304a: PEOPLES' PARTICIPATION AND 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: 11th 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 .

Course Out Comes:

1. Analysing the role and functions of people committees,
2. Understanding the functions of Panchayat Raj institutions.
3. Knowledge on the role of co-operatives in rural development.
4. Ability to catalyse the performance of PRIs and co-operatives.

CO – PO mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	2	3	1	2	1	1	2	3	2	3
CO2	3	3	3	2	1	3	-	2	2	3	3	3
CO3	3	2	3	2	2	3	1	2	2	2	3	3
CO4	3	2	3	3	2	2	-	3	3	2	3	3

3: High; 2: Medium; 1: Low

304b: VOCATIONAL EDUCATION AND TRAINING

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, International Labour Office, APSDP, Islamabad, 1984 VIII + 256 p

Course Out Comes:

1. Identify the relationships of Vocational Education and Adults development.
2. Understand the institution training importance and its practices in vocational training.
3. Identify the issues of Rural Vocational training in India and Asian Countries.
4. Provide Vocational Guidance and Counselling for Adult trainees.

CO – PO mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	2	2	1	1	--	1	2	1	1	3
CO2	3	2	1	1	1	2	--	2	1	1	1	3
CO3	3	2	2	1	1	1	--	1	2	1	2	3
CO4	3	2	1	2	1	1	--	1	2	2	1	3

3: High; 2: Medium; 1: Low

Course:304c: GUIDANCE AND COUNCELLING IN ADULT AND 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

Course Out Comes:

1. Remembering the concept and theories and perspectives of guidance and counselling in educational process.
2. Recollecting understanding and analysis of educational problems of a clientele group.
3. Knowing the roles and functions of guidance counsellor.
4. Analysing the use of computers and internet in guidance and counselling.

CO – PO mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	2	2	1	2	--	1	1	3	1	3
CO2	3	2	2	1	2	3	--	1	2	2	2	3
CO3	3	2	2	2	2	2	--	--	2	2	2	3
CO4	3	3	2	2	1	2	--	--	2	2	1	3

3: High; 2: Medium; 1: Low

Course 401: MONITORING & EVALUATION

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., Callier-Macmillan Ltd., London, 1970.
5. Garrett H.E., Statistics in Psychology and Education, Valkils, Bombay.

6. Government of India, Modalities of Total Literacy Declaration and Evaluation of Learning Outcomes, New Delhi : Directorate of Adult Education, 1992.
7. Gron Lund, 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 Milian 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.

Course Outcomes:

1. Identify the concept of monitoring and monitoring systems in adult education
2. Describe the different evaluation models.
3. Demonstrate the tools and techniques of evaluation.
4. Understand the importance of learner evaluation.

CO – PO mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	3	2	3	-	2	3	2	3	3
CO2	3	3	3	3	3	2	-	2	2	3	3	3
CO3	3	3	3	3	3	1	-	3	3	2	3	3
CO4	3	3	3	2	2	2	-	-	3	2	3	3

3: High; 2: Medium; 1: Low

Course 402: HUMAN RESOURCES MANAGEMENT& 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.

Course Out Comes:

1. Understand the importance of human resource development and its historical background.
2. Analyze the human capital and its functions in Adult Education.
3. Explain the cost benefit process and problems of measurements.
4. Identify the need of planning in human resource development and relation to Adult Education.

CO – PO mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	2	2	2	2	-	1	2	2	1	3
CO2	3	2	1	3	2	1	-	1	2	2	2	3
CO3	3	2	1	3	2	2	-	1	2	2	2	3
CO4	3	2	1	2	1	2	-	1	2	3	1	3

3: High; 2: Medium; 1: Low

Course 403: DISSERTATION / PROJECT 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)

Course Out Comes:

- 1.Application of knowledge and skills in project designing
- 2.Ability to do research work.
- 3.Finding solutions to the problems identified in his research work.
- 4.Preparing the research report.

CO – PO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
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CO1	3	3	3	2	3	2	--	2	3	2	2	3
CO2	3	3	3	2	3	2	--	2	3	2	2	3
CO3	3	3	3	2	3	2	--	2	3	1	1	3
CO4	3	3	3	2	3	2	--	2	3	2	1	3

3: High; 2: Medium; 1: Low

Course 404a: 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.

Course Out Comes:

- 1.Understand the fundamental aspects of environment and need of environmental protection.
- 2: Interpret the environmental crisis with reference to pollutions and its impact of human life need of Environmental Conservation.
- 3: Know the environmental laws and role of individual and community to Control environmental pollution.
- 4: Explain Ecology and eco factors for Ecological Balance.

CO – PO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	2	2	2	3	3	3	2	2	3	3
CO2	3	3	3	2	1	3	3	3	3	2	2	3
CO3	3	3	1	2	1	3	3	3	2	2	2	3
CO4	3	3	1	1	1	3	3	3	2	2	2	3

Course 404d: POPULATION EDUCATION

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.

COURSE OUTCOMES

1. Recollecting the concepts, needs and importance of population related terminologies.
2. Analysing the causes and consequences of population growth.
3. Distinguishing the roles of different agencies in promotion of population education and control.
4. Identifying the different National population policies and influences fertility, mortality and migration.

CO – PO mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	3	3	2	3	2	-	1	1	1	2	3
CO2	3	2	2	2	3	2	-	1	2	2	2	3
CO3	3	3	2	2	2	2	-	2	2	2	2	3
CO4	3	3	3	2	2	3	-	2	3	2	2	3

3: High; 2: Medium; 1: Low

OPEN ELECTIVES :1

Course 501a: HUMAN RESOURCES DEVELOPMENT IN RURAL SECTORS

UNIT – I: Human Resource Development: Meaning, objectives, importance and historical perspective of human resource development; Dimensions of H.R.D. in Rural Development- Health, Education, Energy, Agriculture and Allied Activities; improving productivity.

UNIT – II: Human Resources Planning and Development: Objectives, Strategies, Demographic aspects, Processes and policies; Steps in HRP, Man power demand; Human capital and it's measurement - Views of Schultz and Weisbrod on human capital function; Human capital formation.

UNIT – III: Training and Development: Need for Manpower training, Classification of Training, Designing Training programmes and methods; Performance appraisal and standards, H R Competencies, Performance counseling, Effectiveness of training.

UNIT – IV: Training of developmental functionaries: Achievement motivation training, Training courses for different sectors – agriculture, cooperation, animal husbandry, health, Panchayat Raj; Training facilities available from Mandal level to state level.

Reference Books

Dipak Kumar Bhattacharyya (2006). Human Resource Management, Excel Books, New Delhi -28 (Second Edition).

Arcalion (2006). Human Resource Management, Pearson Prentice Hall, New Delhi -28 (X Edition).

APSDP (1984). Rural Vocational Training in Bangladesh, Indonesia, Korea, Malaysia, The Philippines and Thailand. Report of a Sub-regional Seminar, Dhaka, Bangladesh 5-11 May, 1984.

Reddy, M C.Reddeppa (2006). Emerging Rural Occupations, Dept. of Adult & Continuing Education, S.V.University, Tirupati.

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 Tobias : Human Resources in India

Gyan Chand : Population in Perspective

World Bank : World Development Report, 1001

Govindappa K : Adult Education Impact of National Literacy Mission

Course Out comes:

1. Analysing the importance of human resource development.
2. Knowledge on need of human resources in different dimensions of human development.
3. Application of the skills of human resource planning for rural development
4. Develop training module for different sectors like agriculture, animal husbandry and panchayat raj.

CO – PO mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	1	2	1	-	-	2	2	2	2	3
CO2	3	2	1	1	1	-	-	2	3	2	2	3

CO3	3	2	2	2	1	-	-	2	2	2	1	3
CO4	3	3	2	2	2	-	-	2	2	2	2	3

3: High; 2: Medium; 1: Low