

**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**SVU COLLEGE OF ARTS**  
**DEPARTMENT OF ADULT AND CONTINUING EDUCATION**

(Revised Scheme of Instruction and Examination, Syllabus etc., under CBCS Regulations -2016  
is Amended as per NEP-2020)  
(With effect from the batch admitted in the academic year 2021-22)

**M.A. ADULT EDUCATION**

**SEMESTER-I**

S. No	Code	Title of the Course	Credit Hrs / Week	No. of Credits	Core / Elective	IA	SEE	Total Marks	
1	MAAE 1.1	Alternative Learning Systems	6	4	Core-Theory	20	80	100	
2	MAAE 1.2	Adult and Continuing Education: India and Global Contexts	6	4		20	80	100	
3	MAAE 1.3	Adult Psychology and Learning	6	4		20	80	100	
4	MAAE 1.4	Philosophical and Sociological Foundations	6	4		20	80	100	
5	MAAE 1.5	A	Communication Methods in Adult Education	6	4	CF	20	80	100
		B	Entrepreneurship Development						
		C	Trends in Lifelong Learning						
6	MAAE 1.6	A	Women Education and Development	6	4	EF	20	80	100
		B	Sustainable Development and Life Long Learning						
<b>Total</b>			<b>36</b>	<b>24</b>		<b>120</b>	<b>480</b>	<b>600</b>	
7	MAAE 1.7	Human Values and Professional Ethics - I	0	0	Audit Course	100	0	0	

- All core papers are Mandatory
- Compulsory foundation – Choose any one
- Elective Foundation - Choose any one Paper
- Audit course – 100 Marks (Internal) – Zero Credit under self study
- \*\* Interested student may register for MOOCS with the approval of DDC

**SEMESTER - II**

S. No	Code	Title of the Course	Credit Hrs / Week	No. of Credits	Core / Elective	IA	SEE	Total Marks	
1	MAAE 2.1	Schemes in Adult and Continuing Education	6	4	Core-Theory	20	80	100	
2	MAAE 2.2	Curriculum Planning and Teaching Learning Methods	6	4		20	80	100	
3	MAAE 2.3	Research Methods and Methodology in Adult Education	6	4		20	80	100	
4	MAAE 2.4	Field Work & Practical Assignments	6	4		20	80	100	
5	MAAE 2.5	A	Management of Adult and Continuing Education	6	4	CF	20	80	100
		B	Capacity Building - Initiatives of Higher Education Institutions						
		C	Lifelong Learning for Professional Development						
6	MAAE 2.6	A	Adult Education and Extension	6	4	EF	20	80	100
		B	Human Rights and Community Development						
<b>Total</b>			<b>Total</b>	<b>24</b>		<b>120</b>	<b>480</b>	<b>600</b>	
7	MAAE 2.7	Human Values and Professional Ethics - II	0	0	Audit Course	100	0	0	

- All core papers are Mandatory
- Compulsory foundation – Choose any one
- Elective Foundation - Choose any one Paper
- Audit course – 100 Marks (Internal) – Zero Credit under self study
- \*\* Interested student may register for MOOCS with the approval of DDC

### SEMESTER-III

S. No	Code	Title of the Course	Credit Hrs / Week	No. of Credits	Core / Elective	IA	SEE	Total Marks		
1	MAAE 3.1	Training in Adult and Continuing Education	6	4	Core-Theory	20	80	100		
2	MAAE 3.2	Comparative Studies in Adult Education	6	4		20	80	100		
3	MAAE 3.3	A	Material Development for Adult and Continuing Education	6	4	Generic Elective	20	80	100	
		B								Peoples' participation and Development
		C								Vocational Education and Skill Development
		D								Guidance and Counselling in Adult and Continuing Education
4	MAAE 3.4	Soft Skill Development	6	4	Skill Oriented	20	80	100		
6	MAAE 3.5	A	Career Guidance and Counselling	6	4	Open Elective	20	80	100	
		B								Information Technology for Continuing Education
<b>Total</b>			<b>36</b>	<b>24</b>		<b>120</b>	<b>480</b>	<b>600</b>		

- All core papers are Mandatory
- Generic Elective – Student has to choose any Two Paper
- Skill oriented Course is mandatory
- Open Elective are for the students of other Departments, Minimum one paper should be opted, extra credits may be earned by opting for more number of open electives depending on the interest of the student through self study
- \*\* Interested student may register for MOOCS with the approval of DDC

### SEMESTER-IV

S. No	Code	Title of the Course	Credit Hrs / Week	No. of Credits	Core / Elective	IA	SEE	Total Marks		
1	MAAE 4.1	Monitoring and Evaluation	6	4	Core-Theory	20	80	100		
2	MAAE 4.2	Human Resource Development and Management in Lifelong Learning	6	4		20	80	100		
3	MAAE 4.3	A	Environment and Education	6	4	Generic Elective	20	80	100	
		B								Statistical Methods for Social Research
		C								Development Strategies and Voluntarism
		D								Population Education
4	MAAE 4.4	Dissertation / Project Work	6	4	*PW	20	80	100		
6	MAAE 4.5	A	Skill Development Initiatives	6	4	Open Elective	20	80	100	
		B								Inclusive Education
<b>Total</b>			<b>36</b>	<b>24</b>		<b>120</b>	<b>480</b>	<b>600</b>		

- All core papers are Mandatory
- Generic Elective – Student has to choose any Two Paper
- \*Multidisciplinary Course/ Project work is Mandatory
- Open Elective are for the students of other Departments, Minimum one paper should be opted, extra credits may be earned by opting for more number of open electives depending on the interest of the student through self study
- \*\* Interested student may register for MOOCS with the approval of DDC

## **Semester - I**

### **MAAE: PAPER-1.1**

#### **ALTERNATIVE LEARNING SYSTEMS**

**UNIT I-** Education - Meaning & Concept - Definition - Objectives. Functions- Status of Formal Education System -Forms of Education - Formal. Non-Formal and Informal Education, Education: Status, Challenges and alternatives

**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. Emergence of Distance Learning, autonomous learning and online learning.

**UNIT-III:** Transformational learning: Use of different media in education, ICT, World wide Web, Mobile technologies, multimedia packages, Computer Aided Learning (CAL), Audio-Visual aids – Digital India, Swayam, MOOC courses, UDAAN, e-library – Virtual learners and virtual learning centres, Online teaching, challenges and benefits of online learning.

**UNIT IV:** Organization, Administration, Monitoring and Evaluation of Non-formal Education Systems in India, Personalised and Customised Educational Opportunities of Adult Learner.

#### **REFERENCE BOOKS**

1. Allemanno, 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.

**ADULT AND CONTINUING EDUCATION:  
INDIA AND GLOBAL CONTEXTS**

**UNIT- I:** Adult & Continuing Education: Pre and Post Independent India. Adult Education movements: Library Movement (1911-1919), Co-operative movement (1918-1936) and Political movement (1937-1942).

**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), New India Literacy Programme.

**UNIT- III:** International and National organizations of Adult Education. Adult Education Perspectives: Asian, Latin American, European and American, India: Phases and Movements, National Open school, Field organization practices – Need, concept, types and characteristics of Lifelong Learning programs in India – Opportunities for Lifelong Learning.

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

**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

**ADULT PSYCHOLOGY AND LEARNING**

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

Difference between the Adult and the Child as Learners.

**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 – Andragogy and Pedagogy – distinctive features of adult learning and development – Motivational aspects of adult learning, values in Adult Education, Individual Vs. Group learning approaches in Adult Education. Learning needs of diverse group of adult learners – Theories of adult learning.

**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. - factors influencing adult learning/ instruction – Characteristics of adult male and female learners and differences in their learning need – Building learning communities – Learning needs of Adults in Urban, rural and tribal settings, Learning needs of Adults of different Socio-Economic strata.

**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.

**PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS**

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

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

**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. Socio-economic dimension of poverty as an aspect of Social Inequality, Social Stratification (class, caste and gender) – Impact on Literacy status in India: Social distributive Justice.

**Unit – IV:** Social Change and Movements, Social Resistance; Dalit Movement, Women's Issues Movement, Cooperative movement, Peasants' Movement, Literacy movements – Social– street children, bonded labour, child labour, Tribal, Minorities, transgender, aged, persons with disability, migrated, refugees children. Programmes for awareness of human rights & Adult Education ; learning society; social and professional ethics.

**Reference Books**

1. Hoyes, Nicky (1994), Foundation of Psychology: An Introduction, London: Routledge.
2. Hurlock, E.A.(1984), Development Psychology: Life Span Approach, New Delhi : Tata MacGrow Hill.
3. Noddings, Nel( 2007), Philosophy of Education ,Colorado : Westview Press.
4. Palmer, Joy A (2001) Fifty Modern thinker on Education: Piaget to the present day. London, Routledge flamer.
5. Preece, Julia (2009), Lifelong Learning and Development: A Southern Perspective, London : Continuum International Publishing Group.
6. Srinivas, M.N. (1956), A Note on Sanskritization and Westernization, New Delhi: University of Delhi.

## COMMUNICATION METHODS IN ADULT EDUCATION

**UNIT- I:** Communication: Definition, process, functions, principles, concept and their application to Adult Education, Teaching and Communication, Methods of teaching adults: Individual, group and mass methods – participatory communication methods – Communication in Extension: Govt, Semi govt, non-govt, corporate agencies.

**UNIT- II:** Communication interaction - Models of Communication, Inter- personal communication; Inter-cultural communication; Factors influencing communication: Fidelity of communication (determinants of effect); Communication barriers and overcoming them – Communication programmes: Individual centric and group centric.

**UNIT-III:** Communication media: Definition, Classification, nature and selection of communication media - Role of mass media in Adult Education – Modes of Communication – Conventional and ICT driven, Emerging technologies in communication.

**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 newspapers, 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. Chakravathy, 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.

## ENTREPRENEURSHIP DEVELOPMENT

**UNIT- I:** Entrepreneurship - Concept, Definition, Characteristics of an entrepreneur. Functions, Types of entrepreneurs. Role of adult education in development of entrepreneurship. EDP-Entrepreneurship Development Programme – Meaning, Importance, Need, Objectives and course contents, Entrepreneurial motivation, Entrepreneurial competencies, entrepreneurial mobility, Phases of EDP.

**UNIT- II:** WEDP-Women entrepreneurship Development Programmes – Objectives: Women, Poverty, Gender and Development, Small Business Creation, Project Selection, Project Report formulation, Evaluating New venture Opportunities, Small Business Management, Growth and Expansion. - Concept of women entrepreneur, functions of women entrepreneur, problems of women entrepreneurs.

**UNIT- III:** REDP-Rural entrepreneurship Development Programme – Objectives, Phases of REDP, Types of REDP; Meaning and need for rural entrepreneurship, Factors affecting entrepreneurial growth. Problems of rural entrepreneurship, GOs, NGOs and rural entrepreneurship.

**UNIT- IV:** MSME – Micro, Small & Medium enterprises; ESDP – Entrepreneurship Skill Development Programme – Activities; IMC – Industrial motivation campaign; EAP – Entrepreneurship Awareness Programme; ESDP – Entrepreneurship -cum – Skill development programme; Role of Adult Education Institutions in Entrepreneurship.

### 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.



## MAAE: 1.5C

### TRENDS IN LIFELONG LEARNING

**UNIT 1:** Continuing Education: Definition, Meaning, Scope, Principles, Need. Continuing Education and Adult Education Movement, Relation. University Continuing Education – (UCE) – Need and Significance. Paradigm shift in CE aspects – Open School, Distance Education global economy, Society for Human Resource Management (SRHM), Professional Human Resource Management (PHRM). Future of Continuing Education.

**UNIT II:** Life Long Learning: Definition, Meaning, Characteristics, Importance in 21<sup>st</sup> century. LLL Trends – Learner Centered Perspective, multilevel and multisubject learning, Online courses and MOOC courses. Knowledge hub – Commission, training & development, Human Resource Development, Leadership, Adult Learning theories, Blended learning, New knowledge, Skill Upgradation and career development.

**UNIT III:** National Literacy Mission (NLM): Structure, role and function, operational network and supporting agencies and bodies such as SRC, DIET, NIAE, Directorate of Adult Education, etc. Role of NGOs and other Government agencies in support of the NLM. UNESCO's efforts; Education for all Declarations, Hamburg Declaration.

**UNIT IV:** World Declaration on Continuing Education and Life Long Learning. Policies, projects Current Trends in Asia and India. Field skills, teaching methods for adults, training methods for training of functionaries. Total Literacy Campaigns (TLC), Post – Literacy Campaigns (PLC), Off shoots of TLC and PLC. Monitoring and evaluation of TLC, PLC and other programs of the NLM.

#### REFERENCE BOOKS:

1. Livingstone, D.W., & Raykov, M. (2013). Adult Learning Trends in Canada. Basic Findings of the WALL, 1998, 2004, 2010 Surveys. Retrieved August 5, 2016 from <http://www.wallnetwork.ca/Adult-Learning-Trends-in-Canada-2013.pdf>
2. Gaymer, D.M. (2006). Continuing Education and Lifelong Learning Trends. In M.M., Helms (Ed.) Encyclopedia of management (5th ed.), (pp.128-131). Farmington Hills, Michigan, USA: Thomson Gale Publishing.
3. Collins, J. (2009). Lifelong Learning in the 21st Century and Beyond. Journal of Radiographic, 29 (2), 613-622.
4. Courtney, S. (1989). Defining adult and continuing education. In S.B. Merriam & P.M. Cunningham (Eds.), Handbook of Adult and Continuing Education, San Francisco, USA: Jossey-Bass publishing.
5. Shah, S.Y. (1993) Indian Adult Education: A historical Perspective, New Delhi: Indian adult education.

**WOMEN EDUCATION AND DEVELOPMENT**

**UNIT- I:** Women Education: concept, need, importance; Social, Economic and Familial point of view. Historical perspective of women's education in India: Pre and Post-Independence, Role of women's education in Nation Development.

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

**UNIT- III:** NEP 2020 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:** Women's Development Programmes: MNP, ICDS, IAY, NCW, SCW, EDP, Kishore Balika, Girl child protection scheme, Gramina Mahila Kosh and Mahila Samakhya.

**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 Medieval 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.

## **MAAE: 1.6b**

### **SUSTAINABLE DEVELOPMENT AND LIFE LONG LEARNING**

**UNIT I:** Social Development – Meaning, Nature, Scope, Importance; Recent Developments and Sociological theories; Indian Sociological and development thinkers.

**UNIT II:** Contextualizing development value-based development – ethics for equity and justice; Alternative model of Development, Ecology, Environment: concept philosophy and Linkages; Sustainable and Inclusive Development: concept, meaning and theories of sustainable and inclusive development.

**UNIT III:** Community life, religious spheres, development discourse; Movements for development (i.e. agrarian movements, labor movements, women’s movement, ecological movements etc.); Social movements and development.

**UNIT IV:** Collective action and cooperation; Approaches and Strategies for Holistic social development; Reducing vulnerabilities: Evolving institutions for sustainable livelihoods.

#### **REFERENCE BOOKS**

1. UNDP (1997), Governance for Sustainable human development, New York, A UNDP policy document.
2. Anand. S. & Sen, A.K. (1996), Sustainable Human Development: Concepts and priorities, Office off development studies, Discussion paper, no. 1. New York: UNDP.
3. Macionis, J.J & Plummer, K (2005), Sociology: A Global Introduction (3<sup>rd</sup> ed.). Harlow: Pearson Education.
4. Ranode, Eknath (2001), Sustainable Development, India: Vivekanand Kendra Prakashan.
5. Alexgender, K. C. (1994), The process of Development of Society, New Delhi: Sage Publication.

## MAAE: PAPER-1.7

### 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 behaviour 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 (fulfilment 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

## **Semester – II**

### **MAAE: PAPER-2.1**

#### **SCHEMES IN ADULT & 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:** Scheme of Jana Sikshana Sansthans: Concept, objectives, functions, target group, organization and management, staffing and finance, monitoring, evaluation and follow-up. Sakshar Bharath Mission-Objectives, strategies, Goals, Programmes, Strengths, Weakness, Opportunities and Threats (SWOT Analysis)

**UNIT- III:** New India Literacy Programme – 2022 – 2027 – VI th five-year plan – MNP – non-formal education, Functional Literacy Programme 1968-77, Involvement of students and youth in Adult Education Programme, (20 point programme); Nehru Yuvak Kendra (1982-83), Shramik Vidyapeeth 1982, , post – literacy and follow-up programme 1982-83; National Adult Education Programme – 1978-87; National Literacy Mission – 1988-2007; TLC – Total Literacy Campaign.

**UNIT- IV:** Extension as the Third Dimension – Role of Adult and Continuing Education. Degree colleges, Universities, Community colleges, Inclusive and Exclusive centres and Centre for women studies.

#### **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.

**CURRICULUM PLANNING AND TEACHING LEARNING METHODS**

**UNIT- I:** Curriculum: Meaning, Definition, Need, Objectives, 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 – Curriculum Theory and Practice – Curriculum planning: need based curriculum.

**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 – Principles of Curriculum Development and its approaches - Teaching literacy through IPCL primers.

**UNIT- III:** Identification of needs and interests of lifelong learners - Teaching of Reading, writing and numeracy to adults - Games for literacy and numeracy to adults - activity based instruction. Methods of Teaching literacy: Analytic, synthetic, eclectic methods – Curriculum Development-Supporting systems.

**UNIT- IV:** Evaluation: process-product-feedback mechanism - curriculum evaluation-evaluation of literacy and post-literacy materials-designing new curriculum for different target groups, programme based learning outcomes.

**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., Toronto, 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.

## MAAE: PAPER-2.3

### RESEARCH METHODS AND METHODOLOGY IN ADULT EDUCATION

**UNIT - I:** Research - Concept, Nature and significance of research and research in adult education, priorities of research and adult & continuing education types of research – Philosophical roots, history, elements and significance of social science research.

**UNIT- II:** Research methods - Historical, experimental descriptive. survey – Qualitative and Quantitative, Case study research. Types of Research; action research, Analytical, Exploratory, Basic, Applied,

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

**UNIT- IV:** Tools of Research: Questionnaire – Schedule – Interview - Observation, Rating scale – Sources of data: primary and secondary – Data Collection and its tools, organisation of research, analysis, generalization and report writing – Documentation and dissemination of the research work, Current trends of research in adult and continuing education, Ethical concerns in social sciences research.

#### 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

## MAAE: PAPER-2.4

### FIELD WORK & PRACTICAL ASSIGNMENTS

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 center (Lesson Plan Record).
3. Visits to Non-Formal education institutes/ Agencies - Correspondence Institutions / Distance Education Institutions/ Study centers of IGNOU/Dr.B.R. Ambedkar Open University for understanding those agencies (NFE Report).
4. Visits to Continuing Education Centers for observing the functioning of those centers 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 Centers 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

Field Report 80  
Marks for Viva 20

Total: 100



**MANAGEMENT OF ADULT AND CONTINUING EDUCATION**

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

**UNIT- II:** Programme, Planning, Organisation and control 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.

**CAPACITY BUILDING - INITIATIVES OF HIGHER EDUCATION INSTITUTIONS**

**UNIT I:** Training: Definition, need, scope; Capacity Building: meaning, importance; Institution – based skills acquisition processes; Participatory and Community-based skills acquisition processes.

**UNIT II:** Identification of job competencies and Skill requirement; Designing and implementing a Training/Skilling programme; Use of Technology in Training-Multimedia e-learning, on-line and distance learning and other Learning-teaching Aids.

**UNIT III:** Social & Economic implication of Skill Training and Capacity Building; On the Job and off the job training and Capacity building; Evaluation of Skill Training; Role of degree colleges, Universities and Research Institutions.

**UNIT IV:** Capacity building and skilling program; Principles underlying Training and Capacity Building; Training Techniques and Mapping. Role of state and central governments and UGC.

**REFERENCE BOOKS**

1. Wilson, J.P. (2005), Human Resource Development Training of Individual and Organizations, UK: Kogan page Publisher.
2. Armstrong, M. (2007), A Hand Book of Human Resource Management Practice, UK: Kogan Page Limited.
3. Robert L.C. (1996), Training and Development Hand Book, New York: McGraw – Hills
4. Richard A Swanson E. H. (2001), Foundation of Human Resource Development, San Francisco: Berrett Koehler.
5. Singh, P.N. (1989) Training for Management Development, New Delhi: ISTD.
6. Tony, P. (2003), Developing Effective Training Skills (from personal insight to organizational performance): London, CIPD House, camp road.

## LIFELONG LEARNING FOR PROFESSIONAL DEVELOPMENT

**UNIT I:** Skill – Definition, Meaning, Principles, Skill mobility, Skill Strategies and Labour market, Skills for Social Inclusion. Skill modules – Policies, Governance, funding, Skills anticipation and Planning, Delivery, Recognition and Certification of skills, skills for all, Skills – Employability and decent work.

**UNIT II:** ILO View and Skill Development, UN Sustainable Development goals (SDGS) 2030. Technical and Vocational education training (TVET) - Building capacity. Role of Govt, NGO, ZSS, JSS, Colleges, Universities and their POSDCORB.

**UNIT III:** Professionalization, concept, meaning, Scope, development, patterns of professionalization of life long; Theoretical and developmental prerequisites of professionalization. Reflective practices; Future professional needs & training mechanism; Curricular and social requirement of professionalization.

**UNIT IV:** Adult Educators Training needs; Network, Organization and relationship role and performance; Programme linked teaching & training of Adult Education; Training students. Professional growth and well-being.

### REFERENCE BOOKS

1. Singh, Madhu, (Ed.2002) Lifelong Learning, Humburg: UNESCO Institute of Lifelong Learning.
2. Duyff, R.L. (1999). The value of lifelong learning: key element in professional career development. *Journal of Am Diet Assoc.* 99 (5), 538-543.
3. Borges, B., & Roger, K. (2014). Lifelong learning as a source of well-being and successful aging. *Revista Série-Estudos*, 38, 35.
4. Pierce, W.L., et al. (1993). Professionalization of adult basic education. CE 064 991-994. University of Southern Mississippi, Hattiesburg, USA. (ERIC document, ED. 363751), Retrieved Jan. 12, 2013, from: <http://www.eric.ed.gov/PDFS/ED363751.pdf>.
5. Cohn, E., & Addison, J. T. (1998). The economic returns to lifelong learning in OECD countries. *Education Economics*, 6 (3), 253-307.
6. Blackman, A. (1989). Issues in professional development: the continuing agenda. In Mary Louise Holly & CavenS. Mcloughlin (eds.), *Perspectives on Professional growth*. London: The Falmer Press.
7. Jogi., L.& Gross., M. (2009) The Professionalization of Adult Educators in the Balti States, *European Journal of Education*, 44(2), 221-242. doi: <https://doi.org/10.1111/j.1465-3435.2009.01380.x>.
8. Tsigarida, E. (2014). The Professional Identity and Self-Advocacy of Adult Trainers in Greece HOU, Patras.
9. Foster, S.E. (1988). Professionalization of the adult literacy workforce, Background paper prepared for project on adult literacy. Southport institute for policy analysis, Connecticut, USA: ERIC Document, No. ED: 302 680.
10. Duyff, R.L. (1999). The value of lifelong learning: key element in professional career development. *Journal of Am Diet Assoc.* 99 (5), 538-543.

**ADULT EDUCATION AND EXTENSION**

**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 – Beyond literacy and numeracy – Resolving the dilemmas of Institutional and Non-Institutional Learning.

**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 from Neo-literates, NLMA, Govt. of India, New Delhi, 1996.
8. Mushtaq Ahmed, how to write primers for Adults, Directorate of Adult Education, New Delhi, 1979.
9. Shah, S.T. An encyclopaedia 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

**HUMAN RIGHTS AND COMMUNITY DEVELOPMENT**

**UNIT I:** Human Rights – Meaning, Definition, Origin, Importance. Philosophical View – Concept, Buddhism, Naturalism, Natural Rights and Human Rights. Social View – Social Stratification, Caste, Religion, Tribes, Social Security, Social realism, Social Education and Social Democracy. Indian Constitution – Fundamental Rights and Duties. Need of Human Rights Protection and Community Development.

**UNIT II:** Human Rights in Indian: Human Rights in Indian Society and evolution; Human Rights and vulnerable communities - Children, Women, Minorities, Indigenous population, Refugees, Dalits, Persons with disability; Human right issues – Labour, Development, Hunger, Poverty, Migrant workers.

**UNIT III:** Human Rights and Protection Agencies – National Human Rights Commission and its role, State Human Rights Commission, Women Commission, BC Commission and SC, ST Commission and its role. International human rights agencies: Amnesty International, Human Rights Watch. Role of Supreme Court and Human Rights Protection – Monitoring, Reporting, Safe guard and Custodian.

**UNIT IV:** Human Rights and UNO Declaration – The Universal Declaration of Human Rights, 1948, International Covenant on Civil and Political Right, International Covenant on Economic, Social and Cultural Right, Declaration on the Rights of the Child and Women. Indian Constitution - Elimination of all forms of discrimination based on religion or belief and caste. Role of Literacy and Education.

**REFERENCE BOOKS**

1. Centre for Development of Human Rights, 2004, The Right to Development: A Primer, Centre for Development of Human Rights, New Delhi: Sage Publications.
2. Baxi, U. 2002, The Future of Human Rights, New Delhi: Oxford University press.
3. United Nations, 1992, Human Rights: Teaching and Learning about Human Rights, New York; United Nations.
4. Waghmare, B.S. 2001, Human Rights – Problems and Prospects, Delhi; Kalinga Publications.
5. Janusz, S. 2001, A Guide to Human Rights: Institutions, Standards, Procedures, Paris: UNESCO Publishing.
6. Subramanian, S 1997, Human Rights: International Challenges, New Delhi: Manas Publications.
7. Amnesty International, 1993 Human Rights in India, New Delhi: Vistaar Publications.

**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 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.Sherkar, 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, Vol I, 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.

## **Semester-III**

### **MAAE: PAPER-3.1**

#### **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 – Training and Development: family-based, off the job & on the job, Management of training programme.

**UNIT- II:** Training Design: Steps in designing training, needs assessment, training objectives, learning unit/content, training methods, training materials and assessment – Training functionaries in Adult & Continuing Education, Lifelong Education through participatory approach.

**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 – Skill Development Initiatives: State-promoted, NGO promoted, public private partnership (PPP).

**UNIT- IV:** Field Skills, teaching methods of Adults, Training methods & training for functionaries - 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 – Evaluation of social development programmes.

#### **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.

**COMPARATIVE STUDIES IN ADULT EDUCATION**

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

**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 – Inclusive in Plan period, permanent structure, (gross root to higher) financial, Ministerial level, University level, community-based programmes, Action research.

**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. 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, Beston, Little Brown & Co., 1968.
9. Hunter, Carman, Keirn, Martha Mckee. Adult Education in China, London, Croom Helm, 1965, (Croom Helm in International Adult Education).



**MATERIAL DEVELOPMENT FOR ADULT AND 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. – Types of Teaching Learning materials: print, online and offline.

**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:** Aids for Lifelong Learning – Preparation of Text books, booklets, materials for learning, CD-ROM, Interactive web-based materials, materials for self-learning - programmed learning materials – Field testing materials – Agencies engaged in preparation 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.

**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: 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.

## VOCATIONAL EDUCATION AND SKILL DEVELOPMENT

**UNIT- I:** Vocational Education: Concept, Scope, Meaning, need, importance; Theory and principles of vocational education; Relationship of vocational education with adult education and development – Policy and programmes of vocational education and skill 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:** Market requirements and skilling status –vocational education in adult & continuing education. Jan Shikshan Sansthan (JSS). –Micro-enterprises like Self Help groups and Mega-enterprises like SEWA – Skilling India: Skill sectors, National Skill Development policy. Structure of skilling programmes, certification and equivalence – Make-in India, Start-up, Stand-up, Mudra Banks, Entrepreneurship.

**UNIT- IV:** Vocational guidance and life guidance: Nature, aspects and methods of life guidance; Planning, Programming and Evaluating Vocational Education Programmes – Harmonizing the Skill of Individual with potential Employers.

### 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, Pakistan.

**GUIDANCE AND COUNSELLING IN ADULT AND CONTINUING EDUCATION**

**UNIT I:** Introduction to Guidance and Counselling; Nature, Scope and Rationale; Approaches and theories of counselling – Psycho analysis, Client centred, Existential, Rational – emotional-emotive, cognitive and behavioural, multi-model approach in Counselling.

**UNIT II:** Counselling process and strategies for Adult Learners, VCOs, MCOs and district level functionaries; Functions; Counselling for Learning, Educational Counselling, Financial Guidance Counselling; Counselling process: current status of learner, exchange of Information action strategies.

**UNIT III:** Guidance Need – Surveys, Data Collection, Mass mobilization and Training in Saakshar Bharat Programme and New India Literacy Programme: 2022-2027, NEP 2020. Encouragement, Cooperation and Coordination among stakeholders of Adult Education Programme: Guidance – Personal, Career Development,

**UNIT IV:** Application of technology in guidance and counselling; ICT-based Counselling; Counselling for vulnerable and differently able persons; Experiences of Counsellor; Counselling method, Communication method, Psycho hygiene supervision, Internal Communication process, Ethics in Counselling.

**REFERENCE BOOKS**

1. Cullex, S. (1991), Integrating Counselling Skill in Action, Sage Publication, New Delhi.
2. UNESCO, (2001) A Handbook of Counselling Services, UNESCO, New Delhi.
3. Archer and McCarthy C.J. (2008) Theories of Counselling & Psychotherapy, Merrill Prentice Hall, New Jersey.
4. Joneja, JK, (1997), Occupational Information and Guidance, NCERT, N. Delhi.
5. Gibson, R and Mitchell (2002) Introduction to Counselling and Guidance, Harrell prentice hall, (6<sup>th</sup> edition), New Jersey.
6. Rajesh and Subramanian, TKV (2005), Telephonic Counselling in University System, Bista International, New Delhi.

## **MARDM: PAPER – 3.4**

### **SOFT SKILL DEVELOPMENT**

**UNIT I:** Soft skills – Introduction, Teamwork skills, Emotional Intelligence skills; Assertive skills, Adaptability Skills, Problem Solving Skills.

**UNIT II:** Communication Skill; Definition, Nature, Process, Types, Barriers, Introduction, Listening Skills, Oral Communication, Functional Grammar and Vocabulary; Presentation Skill, Time Management Skill.

**UNIT III:** Personality Development: Body Language and Etiquettes, Groups Discussion and Interview Skill, Preparation of C.V./Resume.

**UNIT IV:** Introduction to Computer parts, Functions, Data Storage: Primary and Secondary storage: Operating Systems (MS-Windows), MS-Office – MS Word, MS Excel and PowerPoint, Role of Soft Skill and ICT in Adult and Continuing Education.

### **REFERENCE BOOKS**

1. Soft Skills: An Integrated Approach to Maximise Personality, Gajendra S. Chauhan, Sangeeta Sharma,
2. Personality Development and Soft Skills, Barun K. Mitra, Oxford Press
3. Business Communication, Shalini Kalia, Shailja Agrawal, Wiley India
4. Soft Skills- Enhancing Employability, M. S. Rao, I. K. International
5. Cornerstone: Developing Soft Skills, Sherfield, Pearson
6. Chandra, Ashoka, “Emerging Challenges in TVET in Manpower and skill Development National Seminar on Business and Soft Skills Development owner, NITTTR, Chandigarh (India), 2006.
7. Flynn, Rosalie, “Graduate Employability Skills: discussion paper, Precision Consultancy, Melbourne, Australia, 2006.
8. Anju, A. (2009), A Holistic Approach to Soft Skills Training, IUP Journal of Soft Skills; Vol. 3 Issue 3/4, p7-11

## CAREER GUIDANCE AND COUNSELLING

**UNIT- I:** Guidance and Counselling - Meaning, Concept and functions, theories of counselling – Psycho analysis, client centred, existential, rational-emotional-emotive, cognitive and behavioural; Perspectives of Education and Careers: education for labour market or empowering citizens, Human Capital theory Vs. Emancipation,

**UNIT- II:** Guidance and Counselling - Scope, types; Difference between Guidance and Counselling; Models of counselling- Helping model, Stage model; Stages in counselling – Action, Attention giving, Listening, Eye contact, Verbal and Non-verbal prompts; Career counselling stages – Information sharing, Testing, Remedial Coaching and Placement.

**UNIT- III:** Career Counselling: Evolution of career counselling in India- Recent development in career guidance/counselling in developed countries and in India; Application of technology in Guidance and Counselling.

**UNIT- IV:** Skill set requirements for different careers: Health services, Career development tasks – Self-awareness, personal values and goals, personal cognition, understanding world of work, career alternatives and multiple job offers; Life skills building for youth

### 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. Arulman, G. (2004). Career Counseling, Tata McGraw – Hill Pub.Ltd., New Delhi.
6. Sister Mary Vshala, SND (2006). Counseling and Guidance, Rajendra Ravindra Printers Pvt. Ltd., New Delhi.
7. UGC (1997), Guidelines for Department/Centre for Adult, Continuing Education, Extension and Field Outreach, University Grants Commission, New Delhi, 1997.
8. University of Southern California, Ways and means of strengthening information and counselling services for Adult learners, Report of the International Symposium, 1977

**INFORMATION TECHNOLOGY FOR CONTINUING EDUCATION**

**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.

## **SEMESTER -IV**

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

#### **MONITORING AND 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., 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. 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.



**MAAE: PAPER-4.2**  
**HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT**  
**IN LIFELONG LEARNING**

**UNIT – I:** Human Resource Development: Meaning, objectives, importance, concept, principles and functions of and human resource development – Adult Education Programmes and HRD – Planning, Organization and Control.

**UNIT – II:** Human capital and it's measurement: Views of Schultz and Weisbrod on human capital function; Adult education and human capital formulation - Development and its indicators, Millennium Development goals (MDGs), Sustainable Development Goals.

**UNIT – III:** Cost – benefit analysis: concept, meaning, measurement and problems in measurements – Job Specification of personnel engaged in University – Community engagement, Skill Development, Continuing Education & other extension.

**UNIT – IV:** Human Resources Planning and Development: Objectives, strategies, demographical aspects, processes and policies: manpower and institutional planning and its relation to adult education – Role of Adult Education Programmes in Human Resource Development, Sustainable Development of HR and 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.

## MAAE: PAPER– 4.3a

### ENVIRONMENT AND EDUCATION

**UNIT – I:** Environment 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.

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

### **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

**DEVELOPMENT STRATEGIES AND VOLUNTARISM**

**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: Formation 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 raising.

**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.

## 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. Population education; paradigm shift

**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.

**MAAE: PAPER - 4.4**

**DISSERTATION / PROJECT WORK**

Dissertation - choosing any aspect / a problem of adult continuing education or a related issue: conducting a research study, analysing the data and preparing a report.

80 marks for report

20 for viva voce

Total 100marks.

## SKILL DEVELOPMENT INITIATIVES

**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

1. Acumen, 2014. Why India's Economic Growth Depends on Vocational Training, October 30, 2014 by Acumen in Acumen Blog, On the Ground, Our World.
2. Allais, Stephanie (2011a): 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.
3. Asian Development Bank (ADB) (2004). Improving Technical Education and Vocational Training: Strategies for Asia. Manila: Asian Development Bank.
4. Barry Sesnan, Graham Wood, Marina L., Anselme&Ann Avery.Skills Training for youth, FMR20 pp.33-35.
5. National Skill Development Corporation (2012). Transforming the skill landscape, Annual Report, 2012, Govt. of India, New Delh.
6. Okada, Aya, (2004). Skills Development and Inter firm Learning Linkages under Globalization: Lessons from the Indian Automobile Industry, World Development. 32 (7), 1265-1288.
7. Okada, Aya. (2006). Skills Formation for Economic Development in India: Fostering Institutional Linkages between Vocational Education and Industry, Manpower Journal, 41(4). 71-95.
8. 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.
9. UNESCO(2012).Youth and skills. Putting education to work. Education for All, Global Monitoring Report 2012. Paris.
10. UNESCO( 2012). Education at a Glance Report, OECD 2014, NSDC, Economic times July 5 2014, Eleventh Five Year Plan 2007-2012.
11. 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.
12. World Bank (2012): World Development Report 2013: Jobs. Washington D.C.

**INCLUSIVE EDUCATION**

**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; 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, , discussions, hands-on materials, field trips,

**REFERENCE BOOKS**

1. Ainscow, M., Dyson, A., Goldrick, S. & West, M. (2012). Making schools effective for all: Rethinking the task. *School Leadership & Management*, 32(3):197–213.
2. Artiles, A.J. & Dyson, A. (2005). Inclusive education in the globalization age. *Contextualizing Inclusive Education*: 37–62.
3. Alur, M. (2001). Inclusion in the Indian Context. *Humanscape*, 8(6), 1-8.
4. Das, A. K., & Pillay, A. N. (1999). *Inclusive education for disabled students: Challenges for teacher education*. Paper presented at the 5th UNESCO-ACEID Conference, Bangkok, Thailand.
5. 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>.

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