Department of Adult and Continuing Education
S.V.U COLLEGE OF ARTS
SRI VENKATESWARA UNIVERSITY: TIRUPATI

Course
M.A. ADULT EDUCATION

SYLLABUS/CURRICULUM FRAME WORK

Choice Based Credit System (CBCS)
Academic year 2024-25 onward

MASTER OF ARTS
Re-Structured P.G. Programme (CBCS) as per NEP 2020,
National Higher Education Qualification Frame Work (NHEQF) and
Guidelines of APSCHE
(With effect from the academic year 2024-25)

DEPARTMENT OF ADULT AND CONTINUING EDUCATION
Re-Structured P.G. Programme (CBCS) as per NEP 2020,
National Higher Education Qualification Frame Work (NHEQF) and
Guidelines of APSCHE
(With effect from the batch of Students admitted from the academic year 2024-25)

M.A. ADULT EDUCATION

S. No	Course	Code	Title of the Course	H/W	C	SEE	IA	Total Marks
			SEMESTER - I					
1	*CC	MAAE 101	Alternative Learning Systems	6	4	70	30	100
2		MAAE 102	Adult and Continuing Education: India and Global Contexts	6	4	70	30	100
		MAAE 103	Adult Psychology and Learning					
3		MAAE 104	Philosophical and Sociological Foundations	6	4	70	30	100
		MAAE 105	Trends in Life Long Learning					
4	*SOC	MAAE 106	Communication Methods in Adult Education (A) **OR** Skill Development of the Youth and Livelihood (B)	6	4	70	30	100
5		MAAE 107	Skill Development Initiatives (A) **OR** Life Skills and Career (B)	6	4	70	30	100
			Total	**36**	**20**	**350**	**150**	**500**
6	Audit Course	MAAE 108	Human Values and Professional Ethics	6	0	0	100	0

- ***CC (Core Courses) - Student can choose any Three out of Five Core Courses**
- ***SOC (Skill Oriented Courses) – Student can choose one from each code**
- **Audit Course – Zero Credits but mandatary with only a Pass**

S. No	Course	Code	Title of the Course	H/W	C	SEE	IA	Total Marks
			SEMESTER - II					
1	*CC	MAAE 201	Schemes in Adult and Continuing Education	6	4	70	30	100
2		MAAE 202	Curriculum Planning and Teaching Learning Methods	6	4	70	30	100
		MAAE 203	Research Methods and Methodology in Adult Education					
3		MAAE 204	Monitoring of Evaluation	6	4	70	30	100
		MAAE 205	Women's Education Development					
4	*SOC	MAAE 206	Management of Adult and Continuing Education (A) **OR** Capacity Building - Initiatives of Higher Education Institutions	6	4	70	30	100
5		MAAE 207	Lifelong Learning for Professional Development **OR** Communication & Extension Strategies	6	4	70	30	100
6	*OOTC	MAAE 208	Open Online Transdisciplinary Course.	-	2	-	100	100
			Total	**36**	**22**	**350**	**250**	**600**
7	Audit Course	MAAE 209	Values for Human Development	6	0	0	100	0

- ***CC (Core Courses) - Student can choose any Three out of Five core courses**
- ***SOC (Skill Oriented Courses) – Student can choose one from each code**
- ***OOTC (Open Online Transdisciplinary Course) - Students can choose any relevant course of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc.,**
- **Audit Course – Zero Credits but mandatary with only a Pass**

			SEMESTER - III					
S. No	Course	Code	Title of the Course	H/W	C	SEE	IA	Total Marks
1	*CC	MAAE 301	Training in Adult and Continuing Education	6	4	70	30	100
2		MAAE 302	Comparative Studies in Adult Education	6	4	70	30	100
		MAAE 303	Material Development for Adult and Continuing Education					
3		MAAE 304	People's participation and Development	6	4	70	30	100
		MAAE 305	Statistical Methods for Social Research					
4	*SOC	MAAE 306	Vocational Education and Skill Development (A) **OR** Guidance and Counselling in Adult and Continuing Education (B)	6	4	70	30	100
5		MAAE 307	Developing Life Skills (A) **OR** Information Technology for Continuing Education (B)	6	4	70	30	100
6	*OOTC	MAAE 308	Open Online Transdisciplinary Course - 2	-	2	-	100	100
*			Seminar / Tutorials / Remedial Classes and Quiz as part of Internal Assessment	6	-	-	-	-
			Total	36	22	350	250	600

- ***CC (Core Courses) - Student can choose any Three out of Five core courses**
- ***SOC (Skill Oriented Courses) – Student can choose one from each code**
- ***OOTC (Open Online Transdisciplinary Course) - Students can choose any relevant course of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc.,**

			SEMESTER - IV					
S. No	Course	Code	Title of the Course	H/W	C	SEE	IA	Total Marks
1	OOSDC	MAAE 401	Open Online Skill Development Courses	-	8	-	200	200
2	PW	MAAE 402	Project Work Orientation Classes	24	12	300	0	300
*			Conducting classes for competitive exams, communication skills, UGC / CSIR and NET / SLET examinations	12	-	-	-	-
			Total	36	20	300	200	500
			Total Semesters	144	84	1350	850	2200

- Open Online Skill Development Course (OOSDC) - Students can choose any **Two** relevant courses of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc., to get **8 credits** (with **4 credits** from each course)

Semester - I
Core Course
MAAE 101
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 and Continuing Education.

UNIT-III: - Distance Education – out - of- school Education. Emergence of Distance Learning, autonomous learning and online learning. Transformational learning: Use of different media in education, ICT, World wide Web, Mobile technologies, multimedia packages,

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

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.

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Core Course
MAAE 102

ADULT AND CONTINUING EDUCATION: INDIA AND GLOBAL CONTEXTS

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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),

UNIT-III: National Literacy Mission (1988), Sakshar bharat mission. (2009), New India Literacy Programme. International and National organizations of Adult Education. Adult Education Perspectives: Asian, Latin American, European and American, India: Phases and Movements,

UNIT-IV: National Open school, Field organization practices – Need, concept, types and characteristics of Lifelong Learning programs in India – Opportunities for Lifelong Learning.

UNIT- V: 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.

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Core Course
MAAE 103
ADULT PSYCHOLOGY AND LEARNING

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UNIT- I: Psychology: Meaning, nature, scope and relevance of Psychology to Adult Education. Difference between the Adult and Child as Leaners. Adult Learning Theories-Andragogy, Experiential Learning, Self-Directed Learning.

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,

UNIT-IV: Individual Vs. Group learning approaches in Adult Education. Learning needs of diverse group of adult learners – Theories of adult learning. Learning: Nature, types, characteristics of learning-ways of learning-basic concepts of learning and their significance,

UNIT-V: 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.

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Core Course
MAAE 104
PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS

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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 -II: 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 Freire, 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).

UNIT-IV: Impact on Literacy status in India: Social distributive Justice.**:** Social Change and Movements, Social Resistance; Dalit Movement, Women's Movement, Cooperative movement, Peasants' Movement, Literacy movements.

UNIT-V: Indigenous Knowledge Systems of Adult Education; Understanding Indigenous Knowledge and its significance in adult learning. Integration of indigenous practices in modern adult education frame works, case studies of traditional knowledge systems in different Indian communities.

Reference Books

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

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.

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Core Course
MAAE 105
TRENDS IN LIFE LONG LEARNING

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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).

UNIT-II: Future of Continuing Education. Life Long Learning: Definition, Meaning, Characteristics, Importance in 21st century. LLL Trends – Learner Centered Perspective, multilevel and multisubject learning, Online courses and MOOC courses. Knowledge hub – Commission, training & development.

UNIT-III: Human Resource Development, Leadership, Adult Learning theories, Blended learning, New knowledge, Skill Upgradation and career development. 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.

UNIT-IV: Role of NGOs and other Government agencies in support of the NLM. UNESCO's efforts; Education for all Declarations, Hamburg Declaration. World Declaration on Continuing Education and Life Long Learning.

UNIT-V: 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.

Skill Oriented Course - 1
MAAE 106 (A)
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.

UNIT-II: Communication in Extension: Govt, Semi govt, non-govt, corporate agencies. Communication interaction - Models of Communication, Inter- personal communication; Inter-cultural communication; Factors influencing communication: Fidelity of communication (determinants of effect); Communication barriers and overcoming.

UNIT-III: Communication programmes: Individual centric and group centric. Communication media: Definition, Classification, nature and selection of communication media - Role of mass media in Adult Education.

UNIT-IV: Modes of Communication –AI (Artificial Intelligence), Conventional and ICT driven, Emerging technologies in communication: Audio-visual aids: Types, selection and use of the selected aids: Chalk boards, flash cards, flannel graphs. bulletin boards, posters, pictures, maps, charts, diagrams, exhibits, folders, flip charts, photographs, banners, wall newspapers, audio cassettes, video cassettes, slides.

UNIT-V: Communication-Traditional media like Harikathas and Burrakathas, Tholubommalu, Puppets, Folk Songs Models, Specimens. Discussions, Demonstrations, Group Work, -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., Aduio-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.

Skill Oriented Course - 1
MAAE 106 (B)
SKILL DEVELOPMENT OF THE YOUTH AND LIVELIHOOD

UNIT- I: Skill-origin, meaning and definition - Skill Development of the youth, Present status of livelihood opportunities in India, Youths and livelihood opportunities. Skill development and employability

UNIT-II: Recognition of prior Learning and skill development, Understanding NSQF (National Skill s Qualifications Frame work). Government's initiatives for skill development courses and training SDGs (Sustainable Development Goals) and Lifelong learning. motivate the youths for capacity building. Strategies for capacity building for entrepreneurship of the youths.

UNIT-III: Approaches of Skill development. Micro-finance for skill development of the youths Life Skills for sustainable livelihood. Communication Skill. Education in the digital age Computer Literacy-Training and capacity-I (Adobe Photoshop)

UNIT-IV: Governmental Schemes and programmes for skill development of the youths.Role of financial Institutions in providing credits and other facilities. Packaging and Marketing Issues. Legal issues and Productions. Challenges and opportunities of skill development in India

UNIT-V: Role of the universities and NGOs for mobilising the skills of the youths. Basic training on making Ornaments. making jute. making bamboo production. training on repairing mobile. training on Electrical appliances. training on animal husbandry (pig). training on animal husbandry (goat). training on dairy farming. training on poultry farming.

Books and references

1. Baker, E. L., & O'Neil, H. F., Jr. (2003). Technological fluency: Needed skills for the future. In H. F. O'Neil, Jr. & R. Perez (Eds.), *Technology applications in education: A learning view*. Mahwah, NJ: Erlbaum.

2. Berson, M. J. (1996). Effectiveness of computer technology in social studies: A Review of the literature. *Journal of Research on Computing in Education*, 28(4), 486-98.

3. Jeff, Craig. (2012). *Six Steps for Implementing 21st Century Skills.* Onondaga-Cortland-Madison BOCES

4. Mohan B. Menon. (2014). *Strategy for Skill Development through Open Schooling India,* National Institute of Open Schooling, A-24-25, Institutional Area, Sector-62, Noida, U.P.

5. Mohd., Shoeb. (2020). *Skill Development, Innovations and Entrepreneurship*, Om Publications

6. Nair V.R.(2010). Life Skills Personality and Leadership. RGNIYD, Tamilnadu

7. Rameshwari, Pandya . (2016). *Skill Development and Entrepreneurship in India*, New Century Publications

8. Samuel Kai Wah Chu etal. (2017*). 21st Century Skills Development through Inquiry- Based Learning, From Theory to Practice*, Springer

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Skill Oriented Course - 2
MAAE 107 (A)
SKILL DEVELOPMENT INITIATIVES

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UNIT- I: Skill: Definition, Attitude and Aptitude, Need, Importance and types, Multi-skills, Competencies and competency mapping; Skill development: Concept, scope, components and status of skill development in India. Identifying Skill Gaps.

UNIT-II: Skill deficiency in India: Status and steps 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. Skill Development Modules: Soft Skills Training, Leadership and Communication in Rural Communities, Vocational Training for Specific Sectors like agriculture, handicrafts, etc.

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.

UNIT-V: Skill Development for Sustainable Livelihood. Monitoring Progress. Innovations, Incubators. Sustaining Skill Development. Role of Higher Education Institutions in Skill Development. Leadership Development Programmmes. Digital Literacy for Rural Youth and Development.

REFERENCE BOOKS

1. 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.

2. Barry Sesnan, Graham Wood, Marina L., Anselme&Ann Avery.Skills Training for youth, FMR20 pp.33-35.

3. National Skill Development Corporation (2012). Transforming the skill landscape, Annual Report, 2012, Govt. of India, New Delh.

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

5. Okada, Aya. (2006). Skills Formation for Economic Development in India: Fostering Institutional Linkages between Vocational Education and Industry, Manpower Journal, 41(4). 71-95.

6. UNESCO(2012).Youth and skills. Putting education to work. Education for All, Global Monitoring Report 2012. Paris.

7. UNESCO(2012). Education at a Glance Report, OECD 2014, NSDC, Economic times July 5 2014, Eleventh Five Year Plan 2007-2012.

8. 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.

9. World Bank (2012): World Development Report 2013: Jobs. Washington D.C.

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Skill Oriented Course - 2
MAAE 107 (B)
LIFE SKILLS AND CAREER

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UNIT-I: Skill- Definition, Importance, Nature, Scope. Life Skills-Definition and Importance of Life Skills, Difference Between Life and Soft Skills, Relevance of Life Skills in Rural Development. Communication Skills- Listening, Speaking, Reading, Writing and Different Modes of Writing. Digital Literacy and Social Media. Digital Ethics and Cyber Security. Nonverbal Communication.

UNIT-II: Skill Development-NEP's Approach- Focus on Skill Development and Employability. Skill Training in Rural School Curricula. Rural Skill Development Initiatives. Schemes: Professional Skills- Career Skills. Résumé Skills. Interview Skills. Group Discussion Skills. Exploring Career Opportunities.

UNIT-III: Team Skills -Cognitive and Non-cognitive Skills. Presentation Skills. Trust and Collaboration. Listening as a Team Skill. Brainstorming. Social and Cultural Etiquettes Internal Communication.

UNIT-IV: Leadership and Management Skills. Emotional Management. Leadership Skills. Managerial Skills. Entrepreneurial Skills. Innovative Leadership and Design Thinking. Ethics and Integrity. Managing Personal Finance.

UNIT-V: Career Development theories-SWOT, Personality Assessment. Universal Human Values. Love and Compassion. Truth. Non-violence. Righteousness. Peace. Service. Renunciation (Sacrifice). Constitutional Values, Justice, and Human Rights.

Reference Books

1. Ashokan, M. S. 2015. *Karmayogi: A Biography of E. Sreedharan*. London, UK: Penguin

2. Brown, T. 2012. *Change by Design*. New York: Harper Business.

3. Chandra, P. 2017. *Financial Management: Theory & Practice*. 9th edition. New York: McGraw Hill, Education.

4. Dawkins, E.R. 2016. *52 Weeks of Self Reflection — Your Guided Journal of Self Reflection*. Chicago: A B Johnson Publishing.

5. Elkington, J., and Hartigan, P. 2008. *The Power of Unreasonable People: How Social Entrepreneurs*

6. *Create Markets that Change the World*. Boston, MA: Harvard Business Press. Curriculum for Life Skills (Jeevan Kaushal) 2.0 15

7. Goleman, D. 1995. *Emotional Intelligence*. New Delhi: Bloomsbury Publishing India Private Limited.

8. Kalam, A.P.J. 2003. *Ignited Minds: Unleashing the Power within India*. New Delhi: Penguin Books India.

9. Kelly, T., and Kelly, D. 2014. *Creative Confidence: Unleashing the Creative Potential Within Us All*. New Delhi: Harper Collins Publishers India.

10. Kurien, V., and Salve, G. 2012. *I Too Had a Dream*. New Delhi: Roli Books Private Limited.

11. Livermore, D.A. 2010. *Leading with Cultural Intelligence: The New Secret to Success*. New York: American Management Association.

12. McCormack, M.H. 1986. *What They Don't Teach You at Harvard Business School: Notes from A Street-Smart Executive.* New York: Bantham.

HUMAN VALUES AND PROFESSIONAL ETHICS

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,

UNIT-III: Good behaviour and respect for elders. Characters and conduct.: Individual and Society Ahimsa (Non-Violence), Satya (Truth) Brahmacharya (Celibacy) Asteya (Non-possession) and Aparigraha (Non-Stealing).

UNIT-IV: Purusharthas (Cardinal Virtues) Dharma (Righteousness), Artha (Wealth), Kama (fulfilment Bodily Desires) MOksha (Liberation)

UNIT-V: 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 1nc.

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
Core Course
MAAE 201
SCHEMES 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: 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.

UNIT-IV: 20 point programmes- 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- V: 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.

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Core Course
MAAE 202
CURRICULUM PLANNING AND TEACHING LEARNING METHODS

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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,

UNIT-II: Curriculum Theory and Practice – Curriculum planning: need based curriculum.: IPCL (Improved Pace and Content of Learning) Curriculum: Concept, approach Issues relating to Selection of concept and topic; their organization and presentation – Teaching literacy through IPCL primers.

UNIT-III: Principles relating to the development of reading and numeracy lessons – Principles of Curriculum Development and its approaches -Learner Cantered, Clear Goals and Objectives, Cultural Sensitivity.

UNIT- IV: 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-V: 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., 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 Jovanovigh Inc., New York, 1980.

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.

UNIT-V: 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: Wadswarth 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 Hil1, 3rd Edition

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Core Course
MAAE 204
MONITORING AND EVALUATION

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UNIT – I: Adult Education Schemes- Monitoring – concept, nature, tools, elements, Conceptual Understanding of Monitoring. Identifying Stakeholder, Mapping Stakeholders Needs and Interest, Monitoring system.

UNIT-II: Monitoring- POSDCORB: Planning, Organising, Staffing, Direction, Coordination, Cooperation, Budgeting. Elements of Monitoring, Challenges in Monitoring. Utilising Monitoring. Mainstreaming Monitoring.

UNIT- III: Evaluation: Aims and objectives. Evaluation Models, approaches - CIPP model, advocacy model, participatory approach. SWOT Analysis, Formal versus Informal assessment.

UNIT- IV: Evaluation in Adult Education- Define, meaning, purpose, principles of evaluation. techniques of evaluation in Adult Education. steps of evaluation in Adult education. Tools and techniques of evaluation - projective method, case study, self-appraisal methods, observation, rating scales, check lists, questionnaire, interview schedules.

UNIT- V: Evaluation of TLA-(Teaching Learning Activity) Instructional materials and learning outcomes: Scheme of learner evaluation, Formative and Summative Evaluations - measurement of literacy, functionality and awareness. Managing Evaluations. Reporting and Findings.

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.

Core Course
MAAE: PAPER-205
WOMEN'S EDUCATION 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. Casus of Backwardness.

UNIT-II: Educational Status of Women in India: Factors Affecting Girl's Education. Policies for Women's Education. Women's Formal and Non-Formal Education. Role of Social Workers in Women's Education.

UNIT-III: 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- IV: 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- V: Women's Development Programmes: Minimum Needs Programme (MNP), Integrated Child Development Services (ICDS), Indira Awaas Yojana (now renamed as Pradhan Mantri Awaas Yojana) (IAY), National Commission for Women (NCW), State Commission for Women (SCW), Entrepreneurship Development Programme (EDP), Kishore Balika (Adolescent Girls) Scheme, Girl child protection scheme, Gramina Mahila Kosh , Mahila Samakhya (Education for Women's Equality).

REFERENCE BOOKS

1. Marcela Ballara. Women and Literacy. Women and world development series. Zed   Books Limited, London 1991.

2. Vimala Ramachandran (Ed.). Bridging the Gap between Intention and Action (Girls and Women's education in South-Asia) ASPBAEIUNESCO-PROAP, New Delhi, 1998.

3. Agrawal S.P. & Agrawal J.C., Women's Education in India -Historical Review- Present status, perspective plan with statistical indicators, Gyan Publishing House, New Delhi, 1992.

4. Sharma B.N., Women and Education - Global Education Series, Common- Wealth Publishers, New Delhi, 1994.

5. Usha Sharma & Sharma B.M., Women's Education in Ancient and Medeival India, Common Wealth Publishers, New Delhi, 1995.

6. Paul Choudary, D, Women Welfare and Development, Inter India Publications, New Delhi, 199'1.

7. Sonali Kumar (Ed.). Literacy Empowers the Indian Women. National Institute of Adult Education, New Delhi, 2001.

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Skill Oriented Course - 3
MAAE 206 (A)
MANAGEMENT OF ADULT AND CONTINUING EDUCATION

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UNIT- I: Management of Adult Education Programs**.** Program planning and administration, funding, and resource management. Leadership in adult education. 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: Teaching Strategies for Adult Learners-Instructional techniques for adult learners, Use of technology in adult education, Facilitating group learning and discussions. Adult Literacy and Lifelong Learning**,** Literacy programs and policies, E-learning and distance education, Emerging technologies in adult education, Blended learning approaches.

UNIT- III: Curriculum Design and Development in Adult Education-Principles of curriculum design, developing curriculum for adult learners, Evaluating and revising curricula. Community education and lifelong learning, Global perspectives on adult literacy

UNIT-IV: Adult Education Project Planning: 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-V: Assessment and Evaluation in Adult Education-Techniques for assessing learning outcomes, Program evaluation methods, Continuous improvement in adult education programs. Management Information System (MIS): Definition, Need, Structure, Reports. Meetings, Data base. Application n 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: Introduction to Capacity Building **-** Definition and concepts. Training: Definition, need, scope; Capacity Building: meaning, importance; Institution – based skills acquisition processes; Participatory and Community-based skills acquisition processes.

UNIT -II: The role of capacity building in adult education. Curriculum development and training programs for educators. Identification of job competencies and Skill requirement; Designing and implementing a Training/Skilling programme;

UNIT-III: Learner-Centred Capacity Building - Enhancing the learning environment for adult learners. Use of Technology in Training-Multimedia e-learning, on-line and distance learning and other Learning-teaching Aids. Strategies for building learner autonomy and self-directed learning.

UNIT- IV: 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-V: Institutional Strategies for Capacity Building. 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. 1.Wilson, J.P. (2005), Human Resource Development Training of Individual and Organizations, UK: Kogan page Publisher.

2. 2.Armstrong, M. (2007), A Hand Book of Human Resource Management Practice, UK: Kogan Page Limited.

3. 3.Robert L.C. (1996), Training and Development Hand Book, New York: McGraw – Hills

4. 4.Richard A Swanson E. H. (2001), Foundation of Human Resource Development, San Francisco: Berrett Koehler.

5. 5.Singh, P.N. (1989) Training for Management Development, New Delhi: ISTD.

6. 6.Tony, P. (2003), Developing Effective Training Skills (from personal insight to organizational performance): London, CIPD House, camp road.

Skill Oriented Course - 4
MAAE: 207 (A)
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.

UNIT-II: Skills for all, Skills – Employability and decent work. New Approach to Learning-Planning, Goal Setting. Human Perception, Understanding People. Conflict Resolution Skills.

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

UNIT-V: 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. **1.**Singh, Madhu, (Ed.2002) Lifelong Learning, Humberg: 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. 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. 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.

COMMUNICATION & EXTENSION STRATEGIES

UNIT-I: Extension- Meaning, changing concept of extension, philosophy, objectives, principles, functions, components of extension. Extension systems, Outline of National Extension Systems in India: ICAR Extension System; State Agricultural Universities; KVK; Role of State Governments in Extension Programmes; Role of NGO's in dissemination of knowledge

UNIT-II: Extension Teaching- Methods and Process; Steps in extension teaching methods; Teaching Aids:types, characteristics and functions; Role of Media in the Process of Learning.

UNIT-III: Development Communication. Definition, Nature, Role and Significance of Development Communication; Interrelation between Development and Development Communication; Models of Development Communication.

UNIT-IV: Programme Planning. Meaning and importance of programme plan in extension; Principles of programme planning: programme development cycle and its components; Identifying felt needs of people, collection of base line data; SWOT Analysis.

UNIT-V: Documentation: Meaning and purpose of evaluation, types of evaluation: self-evaluation and external evaluation, criteria for evaluation, Phases of evaluation, Follow-up: Documentation: Need for reporting and recording, Procedures for recording - Records and registers maintained.

Reference Books

1. Charle S. Dickenson (1972) Agricultural Extension System, principles, management and Approaches, Weily Publications.

2. Kothari and Mishra Ashok Gulati (1999) Management of Agricultural Extension, Himalaya Publications.

3. Dr. R.G. Sudhir () Agricultural Extensions Educational Theories and Strategies.

4. S.K. Malhitra and R.G. Chaturvedi () External Education and Training for Rural Development.

OOTC – 1
MAAE 208
OPEN ONLINE TRANSDISCIPLINARY COURSE

Open Online Transdisciplinary Course (OOTC)- Students can choose any relevant course of his/ her choice from the online courses offered by Governmental agencies like SWAYAM, NPTEL., etc.,

VALUES FOR HUMAN DEVELOPMENT

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, Sushurta and Hippocratus on moral responsibility of medical practitioners. Code of ethics for medical and healthcare professionals. Euthanasia.

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

UNIT-V: 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 Mackenjie: 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 managemen'By S.A.Sherlkar, Himalaya Publishing House,

5. Harold H. Titus: Ethics for Today

6. Maitra.S.K. Hindu Ethics

7. William Lilly: Introduction to Ethics

8. Sinha.A Manual of Ethics

9. Manu: Manava Dharma Sastra or the Institute of Manu: Comprising the Indian system of Duties: Religious and Civil (ed)G.C.Haughton

10. Susruta Samhita: Tr.Kaviraj Kunjanlal, Kunjalal Brishagratha. Chowkamba Sankrit series, VolI,II and III, Varnasi, Vol I OO, 16-20,21-22 and 74-77 only.

11. Caraka Samhita: Tr.Dr.Ram Karan Sarna and Vaidya Bhagavan Dash, Chowkambha.

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.

UNIT-IV: Skill Development Initiatives: State-promoted, NGO promoted, public private partnership (PPP).**:** Field Skills, teaching methods of Adults, Training methods & training for functionaries.

UNIT-V: 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. 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. 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.

COMPARATIVE STUDIES IN ADULT EDUCATION

UNIT- I: Comparative Study- Definition, aims, methodology, scope and significance. 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 India – Plan period, permanent structure, (gross root to higher) financial, Ministerial level, University level, community-based programmes,

UNIT-V: Comparative Research. Need, Importance. Salient Features-Planning, Budgeting, dissemination, Monitoring, Controlling. Research Outcomes- Case Studies, 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.

4. Bhola, H.S.Campaigning for Literacy, International Council for Development. 1981.

5. Cochrane, Nancy & .J.R. Kidd. An International Legacy of Learning, Vancouver, Centre for Continuing Education, University of British Columbia. 1986.

6. Freire, Paulo. Pedagogy of the Oppressed, Middlesex. England, Penguin Books, 1972.

7. Havighurst, Robert, J.: Comparative perspective on Adult Education, Beston, Little Brown & Co., 1968.

8. Hunter, Carman, Keirn, Martha Mckee. Adult Education in China, London, Croom Helm, 1965, (Croom Helm in International Adult Education).

Core Course
MAAE 303
MATERIAL DEVELOPMENT FOR ADULT AND CONTINUING EDUCATION

UNIT- I: TLM-Meaning, Scope and Significance, need of Teaching Learning Materials for continuing education programme, Development learning materials, teaching methods. 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 - 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.

UNIT-V: Role of Agencies in preparation (TLM) Materials- District Adult Education Office, DAE (Directorate of Adult Education (State), NLMA (National Literacy Mission Authority) Adult Education Bureau, Universities, NGOs. Principles in preparation of 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.

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Core Course
MAAE 304
PEOPLES' PARTICIPATION AND DEVELOPMENT

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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 Samrak Shana samithis and other self-help groups and committee's role in literacy and development.

UNIT- II: Village Education Committee - nature, composition, constitution, functions and their role in Education and Adult Education, Literacy Programmes.

UNIT- III: Panchayat Raj System: Salient features of 73rd Amendment: 11'" Schedule -scope, functions and importance. Philosophy, structure, composition and functioning of Panchayat Raj institutions in India with special reference to A.P;

UNIT-IV: Role of panchayaths in education, Adult Education Programmes, Literacy Activities, Health Programmes, Development Programmes and rural development.

UNIT- V: 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.

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Core Course
MAAE 305

STATISTICAL METHODS FOR SOCAL RESEARCH

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

UNIT- II: Data-Classification of data- purpose, advantages, types. tabulation of Data, objectives and rules of tabulation.

UNIT- III: Measures of central tendency- Mean, Median, Mode, 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.

UNIT-V: Frequency Distribution, Percentiles, Hypothesis Testing, Regression**,** Sampling, Types of sampling.

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

Skill Oriented Course - 5
MAAE 306 (A)
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.

UNIT-IV: 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-V: 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/APSDP Islamabad, Pakisthan.

Skill Oriented Course - 5
MAAE: PAPER-306 (B)
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.

UNIT-V: Role of Agencies in Guidance and Counselling- District Directorate of Adult Education, DAE (Directorate of Adult Education (State), NLMA (National Literacy Mission Authority) Adult Education Bureau, Universities, NGOs.

REFERENCE BOOKS

1. 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, (6th edition), New Jersey.

6. Rajesh and Subramanian, TKV (2005), Telephonic Counselling in University System, Bista International, New Delhi.

<p style="text-align: center;">**Skill Oriented Course - 6**
MAAE 307 (A)
DEVELOPING LIFE SKILLS</p>

UNIT-I: Introduction to Life Skills and life Skills Education. Conceptual Basis of Life Skills: Definition, Need and significance. Concept of Life Skill Education. Classification of Life Skills - Generic, Problem Specific and Area Specific Skills. Life Skills Approach in Education and Training.

UNIT-II: Social Learning Theory: Albert Bandura, Problem- Behaviour Theory: Social Influence Theory: Core Life Skills: Social & Negotiation Skills. Self-Awareness - Definition, Importance, Dimensions, Components. Methods and Strategies for nurturing Self-Awareness. Exploration: SWOT Analysis. Empathy: Sympathy, social skills, and coping skills.

UNIT-III: Effective Communication: Assertiveness, Effective Listening, Negotiation Techniques & Process, Barriers of Communication, Presentation Skills. Interpersonal Relationship: Definition, Factors Affecting Relationships. Life Skills for Personal Effectiveness- Values: Punctuality, Honesty, Loyalty, Dependability, Reliability.

UNIT-IV: Life skills - Thinking Skills: Critical Thinking: Analytical Thinking, Strategies to enhance Critical Thinking. Creative Thinking: Stages, Factors, Characteristics. Problem Solving: Definition, Steps in Problem Solving. Decision Making: Definition, Informed Decision Making, Consequences of Decision Making and Models of Decision Making.

UNIT-V: Emotions: Basic Emotions, Coping with Stress: Definition, Types, Sources of Stress, Strategies to Manage Stress. Self-confidence and Self-Motivation. Skill of goal Setting: Skill of time management, Study Skills and Memory Techniques. Concept and strategies to promote Healthy Life Style Skills. Skills for Adolescents and Youth. Life skill Education for Teachers.

Books and references.

1. Adolescence and Life Skills (2003) Commonwealth Youth Programme Asia Centre, Tata Mc Graw- Hill.

1. 2.. Hilgard, E, Atkinson R C & Atkinson R L (1976), Introduction to Psychology (6th Ed), IBH Publishing Co.,Pvt Ltd. New Delhi.

2. Life Skills Resource Manual, Schools Total Health Program, (2006), Health Education and Promotion International Inc., Chennai.

3. Global Evaluation of Life Skills Education Programmes Final Report, United Nations

4. Children's Fund, New York, 2012

5. Mangal S.K. (2008), An Introduction to Psychology, Sterling Publishers Pvt. Ltd., New Delhi.

6. Nair VR(2010). Life Skills Personality and Leadership. RGNIYD, Tamilnadu

7. RGNIYD. (2008).Facilitators Manual on Enhancing Life Skills. Tamil Nadu

8. Singh Madhu, (2003), Understanding Life Skills, Background paper prepared for Education for All: The Leap to Equality

9. Stella Cottrell, (2008), The Study Skills Handbook, Palgrave Macmillan Ltd. (3rd Ed), New York

10. UNESCO and Indian National Commission for Co-operation with UNESCO(2001): Life Skills in Non-formal Education: A Review

Skill Oriented Course - 6
MAAE 307 (B)
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 continuing education.

UNIT-II: Data entry in MS-Excel. MS Word, Google Sheet, Mobile Apps-Data Entry App and Scan 2 Data. Public data services, database management for continuing education

UNIT-III: 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,

UNIT-IV: 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-V: 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, Is-sue No.9 (Voices from Africa), United nations Non-Governmental Liovison Service, Geneva, 2000.

6. B.K. Gairola, Role of Information Technology and Con-tinuing 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.

OPEN ONLINE TRANSDISCIPLINARY COURSE

Open Online Transdisciplinary Course (OOTC)- Students can choose any relevant course of his/ her choice from the online courses offered by Governmental agencies like SWAYAM, NPTEL., etc.,

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SEMESTER -IV

OOSDC
MAAE 401

OPEN ONLINE SKILL DEVELOPMENT COURSES

Open Online Skill Development Course (OOSDC) - Students can choose any Two relevant courses of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc., to get 8 credits (with 4 credits from each course)

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MAAE 402
PROJECT WORK   -   MARKS:300

(PROJECT WORK DISSERTATION-200 MARKS; SEMINAR-50 MARKS;

VIVA VOICE-50 MARKS.)

MAIN FEATURES OF PROJECT WORK

1. **THRUST AREAS - PROJECT WORK.**
2. **MAIN FOCUS ON THREE SEMESTERS SYLLABUS AREAS ONLY.**
3. **IT HAS FIELD BASED AND EMPIRICAL.**
4. **IT SHOULD BE FOLLOWED BY RESEARCH METHODOLOGY.**
5. **THE TOPIC AND FEATURES OF WORK SHOULD BE PERMITTED AND FINALISED BY   DEPARTMENTAL RESEARCH COMMITTEE.**
6. **PERIODICAL ASSESMENT SHALL BE DONE AS PER SCHEDULE.**
7. **IT IS PREPARION FOR FUTURE RESEARCH WORK.**

END