



Appendix – ‘A’ to Item No. ‘B-1’
SRI VENKATESWARA UNIVERSITY, TIRUPATI
SVU COLLEGE OF ARTS
P.G. Degree Programme (CBCS) Regulations-2016
(With effect from the batch admitted in the academic year 2016-17)
CHOICE-BASED CREDIT SYSTEM (CBCS)

1. Preamble:

P.G Degree Programme is of two academic years with each academic year being divided into two consecutive (one odd + one even) semesters.

Choice-Based Credit System (CBCS) is a flexible system of learning and provides choice for students to select from the prescribed elective courses. A course defines learning objectives and learning outcomes and comprises of lectures/tutorials/laboratory work/field work/project work/viva/seminars/ assignments/ presentations/ self-study etc. or a combination of some of these.

Under the CBCS, the requirement for awarding a degree is prescribed in terms of number of credits to be completed by the students.

The CBCS permits students to:

- i. Choose electives from a wide range of courses offered by the Departments of the College/University.
- ii. Opt for additional courses of interest
- iii. adopt an inter-disciplinary approach in learning
- iv. make the best use of expertise of the available faculty

2. Minimum Qualification:

Minimum qualification for seeking admission into a specialization of P.G Degree Programme is U.G Degree, with at least 40% marks for general and pass marks for SC/ST in aggregate, awarded by Sri Venkateswara University (SVU) in the appropriate Branch of learning or any other equivalent examination recognized by other Higher Education Institution and Universities.

3. Branches of Study:

The Branches of study in PG Degree Programme are:

S. No.	Name of the Department
1	Adult & Continuing Education
2	Ancient Indian History Culture & Archaeology
3	Econometrics
4	Economics
5	English
6	Hindi
7	History
8	Human Rights & Social Development
9	Foreign Languages & Linguistics
10	Library & Information Science
11	Performing Arts
12	Philosophy
13	Political Science & Public Administration
14	Population Studies & Social Work
15	Rural Development & Management

16	Sanskrit
17	Sociology
18	Area Studies (South East Asian Pacific Studies)
19	Tamil
20	Telugu Studies
21	Tourism
22	Arabic, Persian & Urdu
23	Centre for Extension Studies & Centre for Women's Studies

4. Programme Duration:

4.1 Minimum duration of the full-time P.G Programme is two consecutive academic years i.e. four semesters and maximum period is four academic years.

4.2 Semester:

Generally, each semester shall consist of 90 actual instruction days including the sessional test days. However, instructional days may be reduced up to 72, when necessary, with increased instructional hours per course per week.

5. Credits:

Credit defines the quantum of contents/syllabus prescribed for a course and determines the number of instruction hours per week. The norms for assigning credits to a course for a duration of one semester shall be as follows:

- i One credit for every one hour of lecture/tutorial per week
- ii One credit for every two hours of practical work/seminar per week
- iii 4 credits in a semester for project work.

6. Classification of Courses:

The courses of each specialization of study are classified into Core Courses and Elective Courses and Foundation courses. It is mandatory for a student to complete successfully all the Core and Elective courses pertaining to his/her of specialization of study.

Semester-I

Sl.no	Components of Study	Title of the Course		Credit Hrs / Week	No. of Credit	IA Marks	Sem End Exam Marks	Total
1.	Core	1	Mandatory	6	4	20	80	100
2.		2		6	4	20	80	100
3.		3		6	4	20	80	100
4.		4		6	4	20	80	100
5.	Compulsory Foundation	5a	Opt- 1	6	4	20	80	100
		5b						
		5c						
6.	Elective Foundation	6a	Opt- 1	6	4	20	80	100
		6b						
Total				36	24	120	480	600

*All CORE Papers are Mandatory

- Compulsory Foundation - Choose one paper
- Elective Foundation - Choose one paper.
- Interested students may register for MOOC with the approval of the concerned DDC but it will be considered for the award of the grade as open elective only giving extra credits.

Semester-II

Sl.no	Components of Study	Title of the Course		Credit Hrs / Week	No. of Credit	IA Marks	Sem End Exam Marks	Total
1.	Core	1	Mandatory	6	4	20	80	100
2.		2		6	4	20	80	100
3.		3		6	4	20	80	100
4.		4		6	4	20	80	100
5.	Compulsory Foundation	5a	Opt-1	6	4	20	80	100
		5b						
		5c						
6.	Elective Foundation	6a	Opt-1	6	4	20	80	100
		6b						
Total				36	24	120	480	600

*All CORE Papers are Mandatory

- Compulsory Foundation - Choose one paper
- Elective Foundation - Choose one paper.
- Interested students may register for MOOC with the approval of the concerned DDC but it will be considered for the award of the grade as open elective only giving extra credits.

Semester-III

Sl.no	Components of Study	Title of the Course		Credit Hrs / Week	No. of Credit	IA Marks	Sem End Exam Marks	Total					
1.	Core	1	Mandatory	6	4	20	80	100					
2.		2		6	4	20	80	100					
3.		3		6	4	20	80	100					
4.	Generic Elective	4a	Opt-2	6	4	20	80	100					
		4b											
		4c							6	4	20	80	100
		4d											
5.	Open Elective	5a	Opt- 1	6	4	20	80	100					
		5b											
		5c											
Total				36	24	120	480	600					

* All CORE Papers are Mandatory

- Generic Elective - Choose two
- Open Electives 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 students may register for MOOC with the approval of the concerned DDC.

Semester-IV

Sl.no	Components of Study	Title of the Course	Credit Hrs / Week	No. of Credit	IA Marks	Sem End Exam Marks	Total	
1.	Core	1	Mandatory	6	4	20	80	100
2.		2		6	4	20	80	100
3.		3		6	4	20	80	100
4.	Generic Elective	4a	Opt-2	6	4	20	80	100
		4b		6	4	20	80	100
		4c		6	4	20	80	100
		4d		6	4	20	80	100
5.	Open Elective	5a	Opt- 1	6	4	20	80	100
		5b						
		5c						
Total				36	24	120	480	600

* All CORE Papers are Mandatory

- Generic Elective - Choose two
- Open Electives 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 students may register for MOOC with the approval of the concerned DDC.

6.1 Core Course:-

There may be a core course in every semester. This is the course which is to be compulsorily studied by a student as a core requirement to complete the requirement of a programme in a said discipline of study.

6.2 Elective Course:-

Elective course is a course which can be chosen from a pool of papers. It may be :

- Supportive to the discipline of study
- Provide a expanded scope
- Enable an exposure to some other discipline/domain
- Nurture student's proficiency/skill.

6.2.1. An elective may be "Generic Elective" focusing on those courses which add generic proficiency to the students. These electives shall be "Discipline centric". Three or Four papers may be offered, of which Two may be chosen.

6.2.2 An elective may be "Open Elective" and shall be offered for other Disciplines only. Atleast one paper must be chosen for study as mandatory. More than one paper may be studied through self study.

6.3 Foundation Course:-

The Foundation Courses may be of two kinds: Compulsory Foundation and Elective foundation, "Compulsory Foundation" courses are the courses based upon the content that leads to Knowledge enhancement. They are mandatory for all discipline. Elective Foundation courses are value-based and are aimed at man-making education.

6.4 MOOCS and e-Learning:

Discipline centric elective course through MOOCS (Massive Open Online Course) platform. Students of I, II and/or III semesters can register for the courses/offered by authorized Institutions/Agencies through online with the approval of the DDC concerned. The certificate issued by the Institutions/Agencies after successful completion of the course will be considered for the award of the Grade to that course in open electives category only. Further, 30-40% of the syllabus of any one course in I, II and III semesters may be taught through e-Learning.

7 **Course Registration:**

Every student has to register for the set of Courses offered by the Department in that Semester including those of Open Elective course of the other Departments and MOOCS courses with the total number of their Credits being limited by considering the permissible weekly contact hours (typically: 36/Week).

8 **Credits Required for Award of Degree:**

A student shall become eligible for the award of P.G degree, if he/she earns a minimum of 96 credits by passing all the core and electives along with practicals, seminars, comprehensive viva-voce prescribed for the programme.

- 8.1 It is mandatory for a student to complete successfully all the core courses pertaining to his/her specialization of study.
- 8.2 A student may choose Generic Electives from the list of elective courses offered from his/her specialization of study.
- 8.3 Further, a student may select from a list of Elective courses from other Departments as Open Electives to “suit the required” number of credits, such that the total credits is atleast 96.
- 8.4 There should be a register maintained by the Head of the Department indicating for each student, the course (s) registered by the student within the department, so that “Generic Electives” opted by the student are indicated.
- 8.5 In the case of Open Elective, the Head of the Department should prepare a statement /register indicating the courses choosen/ opted by the students of the department in other departments.
- 8.6 The Head of the Department should send the list of registered papers (opted by the students) to the principal with a copy to the controller of examinations immediately with in a week of commencement of each semester.
- 8.7 A copy of the courses registered by the students in each semester approved by the Principal shall be sent to the Academic Branch as well as Examination Branch.
- 8.8 The list of students registered for Mooc’s shall be furnished giving details of the programme with a copy to the Principle and Controller of Examinations.
- 8.9 A model of Registers to be maintained by the Head of the Department is given in the Annexure. It is mandatory on the part of the Head of the Department to maintain Register for each UG/PG Course separately.

9. **Scheme of Instruction :**

The Board of Studies (BOS) of each specialization shall formulate the scheme of instruction and detailed syllabi. For every course learning objectives and learning outcomes should be defined. While formulating the scheme of instruction, the BOS shall facilitate to offer the minimum number of credits for the entire Programme. The syllabi of theory courses shall be organized into four / five units of equal weight. The question paper for the Semester end University Examination in theory course shall consist of four / five units, two questions from each unit of syllabus carrying a total of 60 marks. There shall be short answer questions for a total of 20 marks.

- 9.1 Part A contains of 20 marks with two short question from each unit out of which the student has to answer five questions with each question carrying 4 marks with a total of 20marks.

Examination in theory shall consist of five units in each paper, two questions from each unit of syllabus out of which a student shall answer one question carrying 12 marks for each question with a total of 60 marks.

In case of any course / programme having practicals out of the total 80 marks, the theory shall consist of 50 marks and practicals 30 marks. Out of the total theory marks of 50, section A carries 10 marks and Section B 40 marks. Section A contains 8 short questions out of which 5 should be answered, each question carrying 2 marks.

In Section B, out of 10 questions 5 are to be answered with internal choice each question carrying 8 marks.

10. **Course Numbering Scheme:**

Each course is denoted by an alphanumeric code as detailed below:

S. No	Name of the Course	Course Code
ARTS		
1	Adult & Continuing Education	MAAE
2	Ancient Indian History Culture & Archaeology	AIHC&A
3	Econometrics	EMT
4	Economics	ECO
5	English	ENG
6	Hindi	HIN
7	History	HST
8	Human Rights & Social Development	HR
9	Foreign Languages & Linguistics	LING
10	Library & Information Science	LIS
11	Performing Arts (Music)	PA-M
12	Performing Arts (Dance)	PA-D
13	Philosophy	PHI
14	Political Science & Public Administration	PSPA
15	Population Studies	PSC
16	Rural Development & Management	MARDM
17	Sanskrit	SNSKT
18	Social Work	MSW
19	Sociology	MASO
20	Area Studies (South East Asian Pacific Studies)	SEAP
21	Tamil	TML
22	Telugu Studies	TEL
23	Tourism	T
24	Urdu	URD
25	Women Studies & Management	SVUWS

11. **Evaluation :**

- 11.1 Evaluation shall be done on a continuous basis i.e. through Continuous Internal Evaluation (CIE) in the Semester and Semester End Examination (SEE). For each theory course, there shall be two internal tests of two hours duration carrying 20 marks each and one Semester end Examination of 3 hours duration carrying 80 marks. Internal marks for a maximum of 20 shall be awarded based on the average performance of the two internal tests.
- 11.2 The first internal test shall be held immediately after the completion of 50% of the instruction days covering 50% of the syllabus. The second internal test shall be held immediately after the completion of 90 instruction days covering the remaining 50% of the syllabus.
- 11.3 It is mandatory for a student to attend both the internal tests in each theory course. The weighted average of the marks secured in two tests is awarded as sessional marks. However, 0.8 shall be assigned as weight for the best performance of the two tests whereas for the other test it shall be 0.2. If a student is absent for any of the internal test for whatsoever reason, the marks for that test shall be zero.
- 11.4 The students shall verify the valuation of answer scripts of sessional tests and sign on the same after verification.

11.5 The valuation and verification of answer scripts of Sessional Tests shall be completed within a week after the conduct of the internal tests. The answer scripts shall be maintained in the dept until the semester end results are announced.

11.6 The valuation of Semester end Examination answer scripts shall be arranged by the Controller of Examinations as per the University procedures in vogue.

11.7 Evaluation of Practicals:

For each practical course, the sessional marks for a maximum of 100 shall be awarded by the teacher based on continuous assessment of practical work. The Semester end University practical Examinations carrying 100 marks shall be conducted by i) Internal examiners and ii) external examiner permitted by the BoS of the Department a panel submitted to the Controller of Examinations.

12. Project Work :

12.1 The work shall be carried out in the concerned department of the student or in any recognized Educational Institutions of Higher learning / Universities / Industry / Organization as approved by the DDC. The student shall submit the outcome of the project work in the form of a report.

12.2 The project work shall be evaluated at the end of the IV semester with 70 marks for the report and 30 marks for the Viva Voice with a maximum of a 100 marks.

13. Grading and Grade Points:

Grade Point: It is a numerical weight allotted to each letter grade on a 10-point scale

Letter Grade: It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F.

Semester Grade Point Average (SGPA): It is a measure of performance of work done in a semester. It is the ratio of total credit points secured by a student in the courses registered in a semester and a total course credits taken during that semester. It shall be given up to two decimal places.

$$\text{SGPA (Si)} = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

Where C_i is the number of credits of the i th course and G_i is the grade point scored by the student in the i th course.

The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

Cumulative Grade Point Average (CGPA): It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in the courses in all semesters and the sum of the total credits of all courses in all the semesters. It is given up to two decimal places.

$$\text{CGPA} = \frac{\sum(C_i \times S_i)}{\sum C_i}$$

Where S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester.

The SGPA and CGPA shall be rounded off to two decimal points and reported in the transcripts.

Letter Grades and Grade Points:

A 10-point grading system with the following letter grades is to be followed.

Grades and Grade Points

Marks	Grade Point	Letter Grade
75-100	7.5-10	O (Outstanding)
65-74	6.5-7.4	A+ (First)
60-64	6.0-6.4	A (First)
55-59	5.5-5.9	B+ (Second)
50-54	5.0-5.4	B (Second)
40-49	4.0-4.9	C (Third)
00-39	0.0-3.9	F (Fail)

A student obtaining Grade F shall be considered failed and will be required to reappear in the examination.

- 13.1 In each Semester, every student who satisfies the attendance requirements should register for examination, failing which he/she shall not be promoted to the next semester. Any such student who has not registered for examination in a semester shall repeat that semester in the next academic year after obtaining the proceedings of the Principal.
- 13.2 To pass a course in PG Programme, a student has to secure the minimum grade of (P) in the PG Semester end Examination. A student obtaining Grade F shall be considered failed and will be required to reappear in the examination as supplementary candidate.
- 13.3 A student is eligible to improve the marks in a paper in which he has already passed, in with 4 years from the year of admission as and when it is conducted for the subsequent batches. This provision shall not be provided once the candidate is awarded Degree.
- 13.4 A student who has failed in a course can reappear for the Semester end Examination as and when it is held in the normal course. The Sessional Marks obtained by the student will be carried over for declaring the result.
- 13.5 Whenever the syllabus is revised for a course, the semester Examination shall be held in old syllabus three times. Thereafter, the students who failed in that course shall take the semester end Examination in the revised syllabus.

14. Award of Degree :

A student who has earned a minimum of 96 credits by passing in all the core courses and the minimum number of electives prescribed shall be declared to have passed the course work and shall become eligible for the award of degree.

- 14.1 A student who has earned extra credits shall be issued a separate certificate to that effect mentioning the subject and grade.

15. Ranking and Award of Prizes / Medals :

- 15.1 Ranks shall be awarded in each branch of study on the basis of Cumulative Grade Point Average (CGPA) for top ten percent of the students or top three students whichever is higher.
- 15.2 The students who have become eligible for the award of PG degree by passing all the four semester regularly without break, shall only be considered for the award of ranks.
- 15.3 Award of prizes, scholarships and other honours shall be according to the rank secured by the student as said above and in conformity with the desire of the Donor.

16. Attendance Requirements:

- 16.1 A student is required to complete the Programme of Study satisfying the attendance requirements in all the semesters within twice the prescribed period of study i.e. 4 academic years from the year of admission failing which he/she forfeits his/her seat.
- 16.2 A student shall repeat the semester if he/she fails to satisfy the attendance requirements given below:
 - i A student shall attend at least 60 percent of the maximum hours of instruction taken by the teacher for each course.
 - ii A student shall attend at least 75 percent of the maximum hours of instruction taken for all the courses put together in that semester.
- 16.3 The Principal shall condone the shortage of attendance of a student provided; the student satisfies the clause 16.2 and obtain atleast 60% of overall attendance in a semester on medical grounds only.
- 16.4 A student who fails to satisfy the attendance requirements specified in clause 16.2 shall repeat that semester in the subsequent academic years with the written permission of the Principal.
- 16.5 A student shall not be permitted to study any semester more than two times during the Programme of his/her study.
- 16.6 A student who satisfies the attendance requirements specified in clause 16.2 in any semester may be permitted to repeat that semester after canceling the previous attendance and sessional marks of that semester with the written permission of the Principal. However, this facility shall be extended to any student not exceeding twice during the entire Programme of study provided the stipulation in clause 16.1 is met.

17. Conditions of Promotion:

A student shall be eligible for promotion to the next semester provided, if he/she satisfies the attendance requirements in the immediately preceding semester as specified in clause 16. The Principle of the concerned college will furnish the promotion list to the HOD at the beginning of II, III & IV Semesters.

18. Transitory Regulations:

- 18.1 A student who has been repeated in the previous regulations for not satisfying the attendance requirements shall be permitted to join in these regulations provided the clauses 16.1 and 16.4 hold good.
- 18.2 Semester end University Examinations under the regulations that immediately precede these regulations shall be conducted two times after the conduct of last regular examination under those regulations.

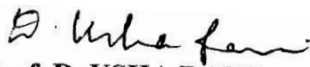
18.3 The students who satisfy the attendance requirements under the regulations that immediately precede these regulations, but do not pass the courses shall appear for the Semester end University Examinations in equivalent courses under these regulations as specified by the BOS concerned.

19 **Grievance Redressal Committee**

The Principal of the concerned college shall constitute a Grievance Redressal Committee by nominating three Professors from among the faculty of the college with the Vice – Principal of the college as Convener and Chairperson for a period of two years. The Convener of the committee, one among the three, shall receive the complaints from the students regarding the valuation of sessional tests and place the same before the Committee for its consideration. The committee shall submit its recommendations to the Principal for consideration.

20. **Amendment to the Regulations:**

Sri Venkateswara University reserves the right to amend these regulations at any time in future without any notice. Further, the interpretation any of the clauses of these regulations entirely rest with the University.


Prof. D. USHA RANI
Dean Faculty of Arts

Appendix No: 'B' Item No: 'B-2'
SRI VENKATESWARA UNIVERSITY: TIRUPATI
SVU COLLEGE OF ARTS
DEPARTMENT OF ADULT & CONTINUING EDUCATION
(Syllabus Common for S V University College and affiliated by SVU Area)
(Revised Scheme of Instruction and Examination, Syllabus etc., with effect from the Academic
Year's 2016-17 for I and II Semesters and 2017-18 for III and IV Semesters)
Revised CBCS Pattern with effect from 2016-17
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	20	80	100
2	MAAE-1.2	Policy studies in adult/continuing education	6	4	Core	20	80	100
3	MAAE-1.3	Adult psychology and learning	6	4	Core	20	80	100
4	MAAE-1.4	Socio-philosophical foundations of adult education	6	4	Core	20	80	100
5	MAAE-1.5	Communication methods in adult education	6	4	CF	20	80	100
6	MAAE-1.6	Human values and professional ethics-i	6	4	EF	20	80	100
		Total	36	24	-	120	480	600

*All CORE Papers are Mandatory

- Compulsory Foundation - Choose one paper
- Elective Foundation - Choose one paper.
- Interested students may register for MOOC with the approval of the concerned DDC but it will be considered for the award of the grade as open elective only giving extra credits.

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	Recent trends in adult and continuing education	6	4	Core	20	80	100
2	MAAE-2.2	Curriculum and methods of literacy teaching	6	4	Core	20	80	100
3	MAAE-2.3	Research methods in adult education	6	4	Core	20	80	100
4	MAAE-2.4	Field work & practical assignments	6	4	Core	20	80	100
5	MAAE-2.5	Management of adult/continuing education	6	4	CF	20	80	100
6	MAAE-2.6	Human values and professional ethics-ii	6	4	EF	20	80	100
		Total	36	24	-	120	480	600

*All CORE Papers are Mandatory

- Compulsory Foundation - Choose one paper
- Elective Foundation - Choose one paper.
- Interested students may register for MOOC with the approval of the concerned DDC but it will be considered for the award of the grade as open elective only giving extra credits.

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	20	80	100
2	MAAE-3.2	Comparative studies in adult education	6	4	Core	20	80	100
3	MAAE-3.3	Material development for adult& continuing education	6	4	Core	20	80	100
4	MAAE-3.4a	Peoples' participation and development	6	4	GE*	20	80	100
	MAAE-3.4b	Vocational education & training						
	MAAE-3.4c	Guidance and counselling in adult/continuing education						
	MAAE-3.4d	Inclusive education						
5	MAAE-4.5a	Information technology for continuing education	6	4	OE#	20	80	100
	MAAE-4.5b	Entrepreneurship development						
	MAAE-4.5c	Women's education & development						
		Total	36	24		120	480	600

* All CORE Papers are Mandatory

- Generic Elective - Choose two
- Open Electives 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 students may register for MOOC with the approval of the concerned 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 & Evaluation	6	4	Core	20	80	100	
2	MAAE-4.2	Human resources management& development	6	4	Core	20	80	100	
3	MAAE-4.3	Dissertation / project work	6	4	Core	20	80	100	
4	MAAE-4.4	a	Environmental Education	6	4	GE*	20	80	100
		b	Statistical Methods for Social Research						
		c	Development Strategies & Voluntarism						
		d	Population Education						
5	MAAE-4.5	a	Adult Education and Extension	6	4	OE#	20	80	100
		b	Skill Development Initiatives						
		c	Career Guidance and Counselling						
		Total	36	24		120	480	600	

* All CORE Papers are Mandatory

- Generic Elective - Choose two
- Open Electives 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 students may register for MOOC with the approval of the concerned DDC.

Semester - I

MAAE: PAPER-1.1 ALTERNATIVE LEARNING SYSTEMS

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

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

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

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

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7. Faure. Edgar et al: Learning To Be The World of Education-Today and Tomorrow. UNESCO. Paris, 1972, 313 p.
8. Lengrand, Paul An Introduction to Life-long Education.
9. Mohanty, Jagannath. Adult and Non-Formal Education, Deep and Deep Publications , New Delhi. 1991.
10. Naik, J.P. Some Perspectives on Non-Formal Education. Allied Publishers Pvt. Ltd New Delhi. 1977.

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

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

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

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

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

REFERENCE BOOKS

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

MAAE: PAPER-1.3
ADULT PSYCHOLOGY AND LEARNING

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

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

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

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

REFERENCE BOOKS

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

MAAE: PAPER-1.4

SOCIO- PHILOSOPHICAL FOUNDATIONS OF ADULT EDUCATION

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

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

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

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

Reference Books

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

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

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

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

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

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

MAAE: PAPER-1.5

COMMUNICATION METHODS IN ADULT EDUCATION

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

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

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

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

REFERENCE BOOKS

1. Adivi Reddy. A.. Extension Education. Bapatla, Sreelakshmi Press, 1971.
2. Bose, J. Educational Techniques in Community Development. Orient Longmans, Bombay, Madras & New Delhi.
3. Chakravarthy, S.R., Audio-Visual Aids.in Education, New Delhi.Sagar Publications, 1977.
4. Dahama, O.P. & Bhatnagar, O.P. Education and Communications for Development, Oxford & IBH Publishing Co., New Delhi, 1989.
5. Daman Prakash A., Handbook of Communication and the Cooperative teacher, International Cooperative Alliance, New Delhi, 1975.
6. Dale Edgar, Audio-visual methods in teaching, Helt, Rinehart and Winston Inc., 1969.
7. Homes & H.elen Kember, Selected Problems in Social Education, Indian Adult Education Association, New Delhi.
8. Kuppuswamy, Communication and Social Development. Delhi, Sterling Publishers, 1976.
9. Peterson, A.D.0 (Ed.) Techniques of Teaching, VoL3, Oxford, Pergamen Press, 1965.
10. Reddy V.L.N. & Reddy M.C.R., Training Techniques for Functionaries in Adult Education, Project Officer's Training Report Banaras Hindu University. Varanasi, 1984.
11. Sohan Singh, Social Education. Concept and Method. Orient Longmans Publications: Bombay.

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

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

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

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

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

Books for study

1. Johan S Mackenjie: Amanual of ethics
2. “the Ethics of Management “by Larue Tone Hosmer, Richard D.Irwin 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

MAAE: PAPER-2.1

RECENT TRENDS IN ADULT AND CONTINUING EDUCATION

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

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

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

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

REFERENCE BOOKS

1. Vashist. S. R. (Ed.) Adult Education: Issues, Problems and Prospects, Pointer Publishers, Jaipur, 1997.
2. Ministry of Human Resource Development. National Literacy Mission, Government of India, New Delhi, 1987.
3. Ministry of Human Resource Development. National Literacy Mission, Government of India, New Delhi, 1988.
4. Ministry of Human Resource Development. Scheme of 'Continuing Education for Neo-literates, NLMA, Government of India, New Delhi, 1996.
5. M.H.R.D (2000). Scheme of Jan Shikshan Sansthan (Institute of People's Education) : Guidelines for Management, Planning and Programming, Directorate of Adult Education, Dept. of Elementary Education & Literacy, Govt. of India, New Delhi.
6. National Literacy Mission. Continuing Education For Development: Appeal Approach (ATLP-CE in brief), MHRD, Government of India, New Delhi, 1996.

MAAE: PAPER-2.2

CURRICULUM AND METHODS OF LITERACY TEACHING

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

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

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

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

REFERENCE BOOKS

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

MAAE: PAPER-2.3
RESEARCH METHODS IN ADULT EDUCATION

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

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

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

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

REFERENCE BOOKS

1. Babbie Earl, The Practice of Social Research, (London: Wadsworth Publishing Company, 1983)
2. Goode W.J. & Hatt P.K., Methods of Social Research, London. Me. Grand Hill Book Company. 1952.
3. Harald, S. Stone et al., Introduction to. Computer Architecture, Galgotia Publications Private Ltd., New Delhi, 1988.
4. James A. Black, Dean J. Champian, Methods and Issues in Social Research, John Willey & Sons 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

(Each component carries 15 marks)

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

(Marks for Viva 25)

(Total : 100)

MAAE: PAPER-2.5

MANAGEMENT OF ADULT/CONTINUING EDUCATION

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

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

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

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

REFERENCE BOOKS

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

MAAE: PAPER-2.6
HUMN 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.

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

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

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

REFERENCE BOOKS

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

MAAE: PAPER-3.2

COMPARATIVE STUDIES IN ADULT EDUCATION

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

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

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

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

REFERENCE BOOKS

1. Back Volumes of Convergence.
2. Back Volumes of Indian Journal of Adult Education.
3. Back Volumes of Adult Education and Development. German Adult Education Association. D.V.V. 4.Bereday. The Contribution of Comparative Education to Comparative Studies of Adult Education - Anthology.
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).

MAAE: PAPER-3.3

MATERIAL DEVELOPMENT FOR ADULT & CONTINUING EDUCATION

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

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

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

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

REFERENCE BOOKS

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

MAAE: PAPER-3.4a

PEOPLES' PARTICIPATION AND DEVELOPMENT

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

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

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

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

REFERENCE BOOKS

1. Bhargava B.S., PRI An Analysis of Issues problems and Recommendations. Ashoka Metha Committee, Asish Publishing House.
2. Department of Co-operation. Guidelines for Framing Bylaws of a co -operative under. the AP. Mutually Co-operative Societies Act,. 1995 (A Hand book for promoters of Cooperation), 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 Training

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

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

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

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

REFERENCE BOOKS

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

MAAE: PAPER-3.4c
GUIDANCE AND COUNSELLING IN ADULT / CONTINUING
EDUCATION

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

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

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

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

REFERENCE BOOKS

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

MAAE: PAPER-3.4d
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; Major national programmes on education of disabled children - Early childhood care and education (ECCE), Project for Integrated Education Development (PIED), District Primary Education Project (DPEP), National Programme for Rehabilitation for Persons with Disability (NPRPD), Community School Programme and Sarva Shiksha Abhiyan (SSA).

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

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

Reference Books

- Ainscow, M., Dyson, A., Goldrick, S. & West, M. (2012). Making schools effective for all: Rethinking the task. *School Leadership & Management*, 32(3):197–213.
- Alur, M. (2001). Inclusion in the Indian Context. *Humanscape*, 8(6), 1-8.
- Centre for Education in the Built Environment (2003). *An introduction to inclusive design*. Retrieved January 30, 2004 from <http://cebe.cf.ac.uk/learning/sig/inclusive/whatisinc.pdf>.
- Corbett, J. (2001). Teaching approaches which support inclusive education: A connective pedagogy. *British Journal of Special Education*, 28(2):55–59.
- Florian, L. & Kershner, R. (2009). Inclusive pedagogy, in Daniels, H., Lauder, H. & Porter, J. in *Knowledge, Values and Educational Policy: A Critical Perspective*. New York: Routledge, 173–183.
- Makoelle TM (2013). *Inclusive Pedagogy in Context: A South African Perspective*. Germany: Lambert Academic Publishing.
- Moore, A. (2012). *Teaching and learning: Pedagogy, curriculum and culture*. New York: Routledge.
- Nilholom, C. & Alm, B. (2010). An inclusive classroom: A case study of inclusiveness, teacher strategies and children experiences. *European Journal of Special Needs education*, 25(3):239–252.
- Myreddi, V., & Narayan, J. (2000). Preparation of special education teachers: Present status and future trends. *Asia Pacific Disability Rehabilitation Journal*, 10(1), 1-8.
- Sale, P., & Carey, D. (1995). The Socio-metric status of students with disabilities in a full-inclusion school. *Exceptional Children*, 62.
- Sharma, U., & Desai, I. (2002). Measuring concerns about integrated education in India. *Asia and Pacific Journal on Disability*, 5(1), 2-14.
- UNICEF (2003). *Examples of Inclusive Education, India*, United Nations Children's Fund, UNICEF Regional Office for South Asia, Kathmandu, Nepal.
- UNESCO (1994). *The UNESCO Salamanca Statement*, UNESCO: Paris.
- UNESCO (2009). *Policy Guidelines on Inclusion in Education*. UNESCO: Paris. <http://unesdoc.unesco.org/images/0017/001778/177849e.pdf>

MAAE: PAPER-3.5a
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, Is-sue No.9 (Voices from Africa), United nations Non-Gov-ernmental 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.
8. Technology Vision, 2020: Services, TIFAC, New Delhi, 1996.

MAAE: PAPER-3.5b

ENTREPRENEURSHIP DEVELOPMENT

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

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

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

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

REFERENCE BOOKS

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

MAAE: PAPER-3.5c

WOMEN'S EDUCATION & DEVELOPMENT

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

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

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

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

REFERENCE BOOKS

1. Marcela Ballara. Women and Literacy. Women and world development series. Zed Books Limited, London 1991.
2. Vimala Ramachandran (Ed.). Bridging the Gap between Intention and Action (Girls and Women's education in South-Asia) ASPBAEIUNESCO-PROAP, New Delhi, 1998.
3. Agrawal S.P. & Agrawal J.C., Women's Education in India -Historical Review- Present status, perspective plan with statistical indicators, Gyan Publishing House, New Delhi, 1992.
4. Sharma B.N., Women and Education - Global Education Series, Common- Wealth Publishers, New Delhi, 1994.
5. Usha Sharma & Sharma B.M., Women's Education in Ancient and Medeival India, Common Wealth Publishers, New Delhi, 1995.
6. Paul Choudary, D, Women Welfare and Development, Inter India Publications, New Delhi, 199'1.
7. Sonali Kumar (Ed.). Literacy Empowers the Indian Women. National Institute of Adult Education, New Delhi, 2001.

SEMESTER -IV

MAAE: PAPER-4.1

MONITORING & EVALUATION

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

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

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

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

REFERENCE BOOKS:

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

MAAE: PAPER-4.2

HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT

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

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

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

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

REFERENCE BOOKS

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

MAAE: PAPER - 4.3

DISSERTATION / PROJECT WORK

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

MAAE: PAPER– 4.4a

ENVIRONMENTAL EDUCATION

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

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

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

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

REFERENCE BOOKS

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

MAAE: PAPER-4.4b

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

MAAE: PAPER-4.4c

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 rising.

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

References Books

1. Commen, J.K., Social Transformation in rural India, Mobilisation and State intervention, Vikas Publications, New Delhi, 1984.
2. Jain, S.C. Community Development and Panchayat Raj in India.
3. Lubett, R. Non-Governmental Organisation as agents of empowerment, University of Reading, U.K., 1987.
4. Sankaran, R. Handbook of management of voluntary organisations, 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.

MAAE: PAPER-4.4d

POPULATION EDUCATION

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

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

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

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

References

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

MAAE: PAPER-4.5a

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.

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

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

REFERENCE BOOKS

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

MAAE: PAPER-4.5b

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

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

Allais, Stephanie (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.

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

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

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

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

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

Reddy, MCR (2014). Employability of Students - Problems and Perspectives, in Institute of Information Technology & Management (NIITM) Employability Strategic Issues and Challenges (Conference Proceedings of Nehru International Conference on Employability held on 06-07 March 2015) published by Shanlax Publications, Madurai, TN., pp.56-67.

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

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

World Bank Report: *Skill Development in India: The Vocational Education and Training System* (Report no.-22).The World Bank: Human Development Unit South Asia Region.

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

CAREER GUIDANCE AND COUNSELLING

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

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

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

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

REFERENCE BOOKS

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