

# Department of Adult, Continuing Education & Extension University of Kalpani

## M.A. IN ADULT EDUCATION AND EXTENSION

### Structure of the Curriculum

Semester	Code	Course	Nature of Course	Full Marks	Credit
<b>I</b>	MAAEE 101	Principles of Adult Education	Theory	100	4
	MAAEE 102	Comparative History of Adult Education	Theory	100	4
	MAAEE 103	Emerging concepts of Lifelong Learning (LLL)	Theory	100	2
	MAAEE 104	Organizing support and training	Practical	100	6

Semester	Code	Course	Nature of Course	Full Marks	Credit
<b>II</b>	MAAEE 201	Educational Technology	Theory	100	3
	MAAEE 202	Psychology of Adults, Learning and Development	Theory	100	3
	MAAEE 203	Material development in Adult Education	Practical	100	4
	MAAEE 204	Project Work	Practical	100	6

Semester	Code	Course	Nature of Course	Full Marks	Credit
<b>III</b>	MAAEE 301	Implementation of Adult Education	Theory	100	4
	MAAEE 302	Vocational Components of Adult Education and follow-up programmes	Theory	100	4
	MAAEE 303	Human Rights	Theory	100	3
	MAAEE 304	E-Learning	Practical	100	5

Semester	Code	Course	Nature of Course	Full Marks	Credit
<b>IV</b>	MAAEE 401	Educational Research	Theory	100	4
	MAAEE 402	Extension Education and Development	Theory	100	3
	MAAEE 403	Inclusive Education (Optional)	Theory	100	2
	MAAEE 404	Population Education (Optional)	Theory	100	2
	MAAEE 405	Dissertation and viva-voce	Practical	100	7

<b>Total =</b>				<b>1600</b>	<b>64</b>
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# Department of Adult, Continuing Education & Extension University of Kalpani

## M.A. IN ADULT EDUCATION AND EXTENSION

### Syllabus

*First Semester ::*

#### Theoretical

Course code MAAEE 101 : Principles of Adult Education

Full marks - 100  
(Credit : 4)

Objectives :

- i) To create understanding of concepts of Adult Education.
- ii) To provide knowledge about the thinkers of Adult education and their contributions.
- iii) To aware students the different approaches of Adult Education.

Content :

a) ***Domain of Adult Education***

Concept of Adult Education in Europe and America, developing countries; Adult Education as defined by UNESCO;

Development of the concept of functional literacy.

Changing Concepts and Meanings of Adult Education: From eradication of illiteracy to life-long learning.

Concept of literacy and Post-literacy and Continuing Education; Community Education; Education for Outreach; Income Generation for Adults.

b) ***Adult Education and Human Development***

Human Development – a conceptual overview; Human behavior and learning; Human resource development; Empowerment; Entrepreneurial Development.

c) ***Different Approaches***

Selective intensive functional approach; Mass campaign approach; One-off campaign approach; Series of campaign approach. Reflect Method.

d) ***Great Thinkers of Adult Education***

Indian Adult Educators : Sashipada Gangopadhyay; Rabindra Nath Tagore; Mahatma Gandhi; Vigyan Vikshu; Satyen Moitra and H.S. Bhola.

Thinkers of Abroad : W. Grey; F. Laubach; Paulo Friere and Ivan Illich.

*First Semester***Theoretical****MAAEE 102 : Comparative History of Adult Education****Full marks - 100  
(Credit : 4)****Objectives :**

- i) To provide knowledge of historical development of Adult Education in India
- ii) To make the students aware of Adult and Non-formal Education activities in SAARC and other countries.
- iii) To enable the students to learn international efforts for the development of Adult and Non-formal education.

**Content :****a) *History of Adult Education in India***

Adult Education in India -- old and pre-independence eras and post-independence period; Social Education; Gram Shiksha Mahim; Farmers Functional Literacy Programme; National Adult Education Programme (NAEP); NPE 1986; National Literacy Mission; Shaskshar Bharat 2009

**b) *Adult Education programmes in developed countries***

England; Denmark; USA; Russia (erstwhile USSR), Japan

**c) *Adult Education programmes in developing countries***

SAARC Countries (Bangladesh; Nepal, Pakistan, Bhutan); Cuba; Indonesia; Brazil; China.

**d) *Collective efforts of International organizations***

Initiatives of UNESCO; Teheran Conference 1965; Persopolis Declaration 1975; EWLP; Fundamental approach of Adult Education; Jomtein Declaration 1997; Humburg Declaration 1997; Dakar Declaration – Education for All

*First Semester***Theoretical****MAAEE 103 : Emerging concepts of Lifelong Learning (LLL)****Full marks - 100****(Credit : 2)****Objectives :**

- i) To provide knowledge on the concept of Life-long learning.
- ii) To understand meaning and scope of Life-skills education
- iii) To understand the emerging concepts of Lifelong Learning.

**Content :**

- a) Basic Literacy – the first step towards LLL
- b) Life Skills
- c) Language policy for literacy
- d) Adolescent groups and their learning options
- e) Learning policies for Endangered groups

**Practical****MAAEE 104 : Organizing support and training****Full marks - 100****(Credit : 6)****Objectives :**

- i) To develop advocacy and motivational skills of students through cultural practice such as song, drama, puppet etc.
- ii) To develop skills to prepare income generating books for adults.
- iii) To develop skills of designing training programmes for the adults.
- iv) To help students to learn how to present Seminar Lecture.

**Content :**

- a) Production of Cultural activities for motivation; Advocacy and Participation.
- b) To prepare one 25 pages book on one Income Generating Programme for a targeted group of learners.
- c) Designing participatory training programme for (1) Instructors, (2) Supervisors and (3) Programme Managers.
- d) Seminar Lecture (from a given list of Topics) on Adult Education and Development.

*Second Semester***Theoretical****MAAEE 201 : Educational Technology****Full marks - 100****(Credit : 3)****Objectives :**

- i) To develop understanding on concepts of teaching for different age groups.
- ii) Learning Evaluation and its application.
- iii) To learn about different learning materials for teaching and learning aids.
- iv) To acquaint students with different techniques, methodologies of effective teaching.

**Content :****a. *Introduction to Educational Technology***

- i) Concept and scope of Educational Technology
- ii) Pedagogy
- iii) Andragogy.
- iv) Group teaching
- v) Teaching individuals
- vi) Motivation – Maslow's need Hierarchy Theory.
- vii) Difference of Training and Teaching

**b. *Evaluation***

- i) Concept and meaning
- ii) Types
- iii) Linking Monitoring with Evaluation

**c. *Techniques of Development of Teaching-learning materials***

- i) Self-learning printing materials.
- ii) Group Learning printing materials
- iii) Audio and video materials
- iv) Interactive multimedia materials
- v) EDUSAT

**d. *Methods of Teaching Adults and Methods of Teaching Literacy***

**Methods of Teaching Adults, Groups Process Techniques** – Case Study, Role Play, Games and Simulation, Brain-storming, Motivation training, Human Relations training, Groups Dynamics, Discussion.

**Methods of Teaching Literacy** – Analytical Method, Eclectic Method, Summative Method, Letter-Picture Association Method (Laubach Method).

*Second Semester***Theoretical****MAAEE 202 : Psychology of Adults, Learning and Development****Full marks - 100****(Credit : 3)****Objectives :**

- i) To understand adult psychology.
- ii) To understand the characteristics of different stages of adulthoods and influences of culture on Adults life.
- iii) To provide knowledge on the learning process of the Adults.

**Content :****a) *Psychology of Adulthood***

- i) Meaning, Nature, Scope and Characteristics; Physical development; Cognitive Development; Allport's Seven Dimension of Adult Maturity; Occupational development in Early Adulthood.
- ii) Physical Changes; Health Problems; Occupational Patterns and Self Actualization in Middle Adulthood.
- iii) Physical Changes; Intellectual Changes and Personality Development in Late Adulthood.

**b) *Learning and Human Development***

- i) Introduction to the developmental constructs and principle derived from psychological theories and socio-political contexts that influence human growth and development;
- ii) Neuroscience perspective of learning and development.
- iii) Holistic approach to promote learning and development – importance of linking different aspects of development (physical, intellectual, social and emotional) – cognitive, affective and psychomotor.

**c) *Influence of culture and diversity on Learning***

- i) Significance of contextualizing education – linking adult's existing knowledge and skills with the learning process.
- ii) Importance of situation learning in the context of adult's socio-cultural environment.
- iii) Implications of cultural diversity for learning and development.
- iv) Implications of culture and development for designing learning materials.

*Second Semester***Practical****MAAEE 203 : Material Development in Adult Education****Full marks - 100****(Credit : 4)****Objectives :**

- i) To equip the students to make primers for different stages of literacy.
- ii) To develop skills on identification and preparation of teaching - learning aids for adult and non-formal groups
- iii) To enable students to prepare tools for learners as well as programmes for evaluations.

**Content :**

- a) Preparing PRIMER for a particular community in their own dialect which will help the learners to reach up to the Functional Literacy Level.
- b) Preparing Maps; Charts, Games and other Audio-visual aids for rapid learning including preparation of different teaching materials which will have a link with the afore mentioned PRIMER.
- c) Games, songs and pictorial materials for ECCE groups.
- d) Preparation of Monitoring & Evaluation tools. (For different stages of programmes and for the functionaries and learners).

**Practical****MAEE 204 : Project Work****Full marks - 100****(Credit : 6)****Objectives :**

- i) To make the students understand about community, community education, participation.
- ii) To enable them for literacy work with community participation.
- iii) To give students an exposure of group teaching and learning.
- iv) To gain first hand knowledge on motivation of adults learners.

**Content :**

A student should organize either one Literacy Centre or a Post Literacy Centre in a community for 60 hours and use his/her own materials and make a comprehensive and analytical report about his/her programme. In addition each student will be required to submit a small diary on their working in the community.

*Third Semester***Theoretical****MAAEE 301 : Implementation of Adult Education****Full marks - 100****(Credit : 4)****Objectives :**

- i) To learn implementation of Adult Education and Extension programmes.
- ii) To impart knowledge about policies, agencies and administration of adult and non-formal education.
- iii) To acquaint students with developmental schemes.
- iv) To familiarize students to various implementing agencies.

**Content :****a. *Implementation at the field level***

- i) Identification of learning needs of the learner and the community.
- ii) Data collection, analysis and programme designing at the field level.
- iii) Process of achieving local support through grass root NGO/Elected local bodies for programme sustenance.
- iv) Review of existing development schemes including SGSY; MGNREAP etc.

**b. *Implementation : Country level***

- i) Current Adult Education Policy and Programmes : An Overview
- ii) Adult Education Administration
- iii) Resource Support and emerging Challenges

**c. *Implementing Agencies***

- i) Role of Government Departments
- ii) Role of Universities, Colleges and Students
- iii) Role of Non-Governmental Organizations
- iv) Role of Local Bodies, Community and Individuals
- v) SRC; DRU; Jana Siksha Sanasthan ; ZSS
- vi) Role of International organizations under UN



*Third Semester***Theoretical****MAAEE 302 : Vocational Components of Adult Education and follow-up programmes****Full marks - 100****(Credit : 4)****Objectives :**

- i) To impart knowledge on marketable vocational skills.
- ii) To understand the significance of vocational education for development.
- iii) To provide knowledge on policies on vocational education of India and other countries.
- iv) To learn about vocational education in changing society.
- v) To acquaint with vocational education system of abroad.

**Content :*****a. Vocational Education***

- i) Historical Perspective of Vocational education.
- ii) Vocational Education and Empowerment.
- iii) Entrepreneurship development

***b. National Scenario***

- i) Context and Coverage
- ii) Policies, Prioritization and preferences

***c. Global Context***

- i) Vocational Education system in USA
- ii) Vocational Education in SAARC countries.

***d. Vocational Education in Changing Society***

- i) Work oriented Education as Foundation of Vocational Education
- ii) Traditional Vocational Education and required reforms.
- iii) Lifelong Learning: Vocational Education and Training.
- iv) Market reforms for entrepreneurship development.

*Third Semester***Theoretical****MAAEE 303 : Human Rights****Full marks - 100****(Credit : 3)****Objectives :**

- i) To understand Human Rights with its Historical perspectives.
- ii) Human Rights Indian Scenario with Right to Education and enforcements of Child and Women's Rights.

**Content :**

- a) Concept of Human Rights
- b) A Historical Perspective
- c) Universal Declaration of Human Rights 1948
- d) Setting Human Rights standards through covenants and conventions.
- f) Human Rights : Indian scenario.
  - i) Right to Education 2009
  - ii) Right to work
  - iii) Constitutional mechanisms for enforcement of Human Rights of child and women and related Legislations.

**Practical****MAAEE 304 : E-Learning****Full marks - 100****(Credit : 5)****Objectives :**

- i) To understand the effectiveness of technology (electronic) for the implementation of adult and non-formal education.
- ii) To learn the process, methods and techniques use of technology (electronic)
- iii) To develop hands-on practical skills in e-learning, strategies and tools.

**Content :**

- a) Materials for Literacy/Continuing Education/Income Generating Programmes
- b) Designing Programmes for evaluation and monitoring
- c) Preparation of a data bank for Community Education programme.
- d) Preparation and production of one cultural intervention in a CD for motivation or advocacy of 10 minutes duration.

*Fourth Semester***Theoretical****MAAEE 401 : Educational Research****Full marks - 100****(Credit : 4)****Objectives :**

- i) To understand research work.
- ii) To impart knowledge on techniques of research design.
- iii) To learn the skills of collection and computation of data for research.
- iv) To enable students to prepare research proposal and report writing.

**Content :****a) *Perspective of Educational Research***

- i) Research as a scientific process of knowledge development.
- ii) Types of research –
  - I. Objective based (descriptive, co- relational, exploratory & explanatory)
  - II. Inquiry based (quantitative and qualitative)
  - III. Application based (fundamental, applied and Action)
- iii) Ethical issues in Social Science Research.

**b) *Steps involved in Educational Research***

- i) Emergence of the problem – Identification, Formulation of research question, statement of the problem, Delimitation, operational definition of the constructs
- ii) Review of related studies – need and significance, Framing objectives and Hypothesis.
- iii) Methodology – Research Design, Population and Sampling, Factors of Variables, Tests, Tools and Techniques for procedure of collecting Data.
- iv) Writing a Research Proposal and Final Report Writing.

**c) *Quantitative Research :***

- i) Descriptive and Inferential statistics: Descriptive Data Analysis – Meaning, Concept and Statistical measures – Central Tendency, Dispersion, Normal Distribution and Variation, Relationship (Product moments, Rank difference, bi-serial and post bi-serial coefficient)
- ii) Inferential Data Analysis –
  - I. Parametric – Meaning and statistical measures (t-test ANOVA)
  - II. Non-parametric – Meaning & statistical measures (Chi-square mean-Whitney Tests)

**d) *Qualitative Research:* Historical, Longitudinal, Content Analysis, Ethnographic and case--studies.**

- i) Historical & Philosophical Researches
- ii) Techniques – Content Analysis, Observation, Focus group discussion, Ethnographic study & Case study.

*Fourth Semester***Theoretical****MAAEE 402 : Extension Education and Development****Full marks - 100****(Credit : 3)****Objectives :**

- i) To understand the concept and importance of Extension.
- ii) To understand the role of adult educator in promoting extension activities.
- iii) To familiarize the students with various extension programmes.
- iv) To gain insight about role of adult education department in extension and field outreach work.

**Content :****a) *Introduction to Extension Education and Development***

- i) Extension, concept, Principle, Philosophy
- ii) Extension in India
- iii) Development of Extension Education in England and USA : Concept, Dimensions and Factors.
- iv) Current trends and policies in adult and extension education in India.

**b) *Rural Development***

- i) *Rural Development* – Indian concept
- ii) Rural Development Administration
- iii) Field appraisal techniques – RRA and PRA
- iv) Role of NGOs in Rural Development
- v) Sustainable Development.

**c) *Limitations of Extension***

- i) Swami Vivekananda and Tagore's views on development
- ii) Extension Vs participatory Empowerment.

*Fourth Semester***Theoretical****MAAEE 403 : Inclusive Education (Optional)****Full marks - 100****(Credit : 2)****Objectives :**

- i) To know about perspectives of Inclusive Education.
- ii) Understand the areas and principles of Inclusive Education with its practices.
- iii) To learn about challenges of Inclusive Education.

**Content :*****Inclusive Education***

- i) Inclusive Education – Concept, Scope and significance in Adult Education.
- ii) Marginalized people in Indian Society and Govt. Policy.
- iii) Segregation, Integration, Inclusion and Main streaming - the role of Adult Education.
- iv) Principles of Inclusive Education – Access, Equity, Relevance, Participation and Empowerment.
- v) Barriers to Inclusive Education – Attitudinal, Physical and Instructional.

***Practicing Inclusion Education***

- i) Parameters of Inclusive Education;
- ii) Challenges of Inclusive Education – Attitude, Awareness and Rehabilitation;
- iii) Adult Education for special need people;
- iv) Role of relatives; Peers, Community; Resource Persons; Govt. and Non - Govt. Organizations and Civil Society.

*Fourth Semester***Theoretical****MAAEE 404 : Population Education (Optional)****Full marks - 100****(Credit : 2)****Objectives :**

- i) To acquaint students about relationship between population and development.
- ii) To provide knowledge on theories of population education
- iii) To familiarize the students with population policies.
- iv) To make the students aware of basic indicators of demography.

**Content :****a. Population Education**

- i) Definition, Objectives, Content and Scope
- ii) Demographic concepts and relevant terms.
- iii) Determinants of population change.
- iv) Consequence of Population change.

**b. Population theories and policies**

Malthusian theory, Marxist theory, Biological, National population policy.

- c. Concept of quality of life, Adolescence Educations; Sex Education; Family Welfare; Population control measures: Individual, National and International.

**Practical****MAAEE 405 : Dissertation and viva-voce****Full marks - 100****(Credit : 7)****Objectives :**

The students are required to write a project report on any of the following under the guidance of a faculty member. Field work is compulsory for this report. The students should have to submit their report within a fixed period of time.

- Education programme for Adolescent rural girls.
- Marketing of SHGs household products.
- Second language literacy.
- Income promoting literacy.
- Door-step Libraries for rural learners.
- Games for contextual learning of ECCE learners.
- Family Education Programme.
- Linking sustainable Agriculture with Lifelong Learning.
- Environmental Literacy for urban and rural areas.