SYLLABUS

POST GRADUATE DEGREE IN ADULT & CONTINUING EDUCATION
M.A. (ADULT & CONTINUING EDUCATION)
Norms, Regulations & Course Content

DEPARTMENT OF EDUCATION
COLLEGES OF ARTS & COMMERCE
ANDHRA UNIVERSITY, VISAKHAPATNAM
2010-2011
POST GRADUATE DEGREE IN ADULT & CONTINUING EDUCATION
M.A. (ADULT & CONTINUING EDUCATION)
SEMESTER SYSTEM (WITH EFFECT FROM 2003-2004)

1. The course for the M.A. (Adult & Continuing Education) Degree Examination shall be two years consisting of four semesters with field work and practical work.

2. Candidates seeking admission into the course shall be required:
   a. To have passed Bachelor Degree of this University (other than BFA) and any other University recognized by the Academic Council equivalent there to with 40% marks (Part II) in the University examination.
   b. To have passed the entrance test conducted by Andhra University subsequently to become eligible for the purpose of admission. The question paper shall include the following:
      i) Current Affairs and General Knowledge
      ii) Human Development Activities/Welfare Programmes

3. Admission Procedure: Admission into the course shall be made according to the rules as prescribed by the university from time to time.

4. Academic Activity:
   a) The two year study consists of four (4) semesters, covering theory papers, Practicals Rural or Tribal Outreach activity, Field Work and Dissertation (See Annexure)
   b) Every student shall be required to attend a minimum of 75% of theory classes and field work in all the four semesters.
      i) Ten days rural/tribal camp in the Ii semester
      ii) One month field work in any development organization and submit dissertation.
   c) The candidate should organize a literacy centre during the course period in the afternoons of I & II semester by imparting literacy to illiterates and during III & IV semesters the students should organize health camps and also involve in the activities of developmental agencies and help neo-literates to self-sufficiency to encourage them in income-generating activities.
   d) No student shall be allowed to appeal for the examination unless he/she completes today rural/tribal camp in II semester and 1 month fieldwork during IV semester.

5. Scheme of Examinations:
   a) All the theory papers in the four semesters shall be valued by the eternal and internal examiners.
   b) Camp Report shall be valued by internal and dissertation shall be Valuated by both the internal and one external examiner.
   c) Assignment, Seminar papers, Reports on Adult Education activities be valued by the concerned internal examiners.
d) Viva-Voce examination be conducted at the end of II semester by the Board of Internal Examiners, Chaired by the Head of the Department and at the end of IV semester by both the internal and external examiners.

e) The medium of instruction and the examination shall be in English medium However, the students can be given option to write either in English or in Telugu.

f) A Candidate shall be declared to have passed the examination if he/she obtained not less than 40% of the total marks in all the semesters put together. A candidate shall be declared to have passed the examination if he obtains as paper minimum of 40% in theory, in dissertation and in viva – voce.

g) Candidates who have completed the course in each semester with required attendance as per the University norms after fulfilling other academic requirements shall be permitted to proceed to the next semester course irrespective of whether they have appeared or not at the previous semester examinations(s). Such candidates may be permitted to appear for the examination of earlier semesters with the examination of later semesters simultaneously.

h) If a candidate is unable to appear or fails or wants to improve he/she shall be allowed to have three more consecutive chances in the years following the fourth semester examination.

i) If he/she fails in theory papers he/she may be allowed to appear for theory examination which includes all theory papers in the respective semesters. Similarly if he/she fails viva-voce or dissertation works he may be allowed viva-voce or dissertation only.

6. Classification:

   The Classification for pass division are:
   a) 60% and above First Class
   b) 50% and above but below 60 % - Second Class
   c) 40% and above but below 50% - Third Class

7. Students appearing for improvement and also pass the examination in subsequent years shall not be awarded ranks.
### ANNEXURE

**M.A. ADULT & CONTINUING EDUCATION**  
**SEMESTER WISE PAPERS**

<table>
<thead>
<tr>
<th>I semester</th>
<th>Marks</th>
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<tbody>
<tr>
<td>University Exam</td>
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<tr>
<td>1. Principles of Adult Education</td>
<td>100</td>
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<tr>
<td>2. Policy Studies in Adult &amp; Continuing Education</td>
<td>100</td>
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<tr>
<td>3. Alternative Learning system</td>
<td>100</td>
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<tr>
<td>4. Curriculum and Methods of Literacy Teaching</td>
<td>100</td>
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<tr>
<td>5. Adult Psychology and Learning</td>
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<table>
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<tr>
<th>II semester</th>
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<tbody>
<tr>
<td>University Exam</td>
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<tr>
<td>1. Recent Trends in Adult &amp; Continuing Education</td>
<td>100</td>
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<tr>
<td>2. Training Methods in Adult &amp; Continuing Education</td>
<td>100</td>
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<tr>
<td>3. Research Methodology and Computer Application</td>
<td>100</td>
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<tr>
<td>4. Management of Adult &amp; Continuing Education Programmes</td>
<td>100</td>
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<td>5. Strategies of Voluntary Action</td>
<td>100</td>
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<tr>
<td>6. a) Field work &amp; Practical Assignment</td>
<td>50</td>
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<tr>
<td>b) Viva-Voce</td>
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**Note:**
1. In each paper university examination for 3 hours duration
2. Ten days camp either in rural and tribal areas is compulsory at the end of II semester
3. One month stay in reputed NGO’s or any development agency and submit the dissertation is compulsory at the end of the course.

<table>
<thead>
<tr>
<th>III semester</th>
<th>Marks</th>
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<tbody>
<tr>
<td>University Exam</td>
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</tr>
<tr>
<td>1. Community and Social Development</td>
<td>100</td>
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<tr>
<td>2. Child, Women and Youth Development</td>
<td>100</td>
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<tr>
<td>3. Material Development</td>
<td>100</td>
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<tr>
<td>4. Extension Education and field-outreach</td>
<td>100</td>
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<tr>
<td>5. Measurement and Evaluation</td>
<td>100</td>
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<tr>
<th>IV semester</th>
<th>Marks</th>
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<tbody>
<tr>
<td>University Exam</td>
<td></td>
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<tr>
<td>1. Comparative Studies in Adult Education</td>
<td>100</td>
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<tr>
<td>2. Human Rights Education</td>
<td>100</td>
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<tr>
<td>3. Mass Media and Communication Development</td>
<td>100</td>
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<td>4. People’s Organization and Development</td>
<td>100</td>
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<tr>
<td>5. a) Environmental Education (OR)</td>
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<tr>
<td>b) Population Education</td>
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<tr>
<td>6. a) Field work &amp; Dissertation</td>
<td>100</td>
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<tr>
<td>b) Comprehensive Viva-Voce</td>
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DEPARTMENT OF ADULT & CONTINUING EDUCATION  
ANDHRA UNIVERSITY  

SYLLABUS FOR POST – GRADUATE DEGREE IN ADULT AND CONTINUING EDUCATION  
(Proposed Syllabus 2003-2004)  

SEMESTER - 1  

Paper 1.1 – Principles of Adult Education  
(Paper – I )  

A. Philosophical Aspects:  

2. Concept of Adult Education – Different types of Adult education.  
3. Paulo Freire principles of Education – Conscientizaion concept and its implications to Adult Education.  
4. The essential philosophic traditions of India through the ages and their bearing on Adult Education _ Ancient Indian Values and their impact on Adult Education – Sri Raja Ram Mohan Roy – Mahatma Mohan Das Karam Chand Gandhi – Sri Rabindranath Tagore – Sri Vivekananda – Sri Aurobindo – Dr. Radhakrishnan..  

B. Sociological perspectives:  

1. Institutions – Family, Polity, Economy and religion – Role of Adult Education.  
5. Concept of culture – Culture and personality – Culture and Social change in modern India Concept of Tribal, Rural and Urban Society and its differences.  
6. Migration and Adult Education.  

Reference Books:  

7. Freire Paul, The pedagogue of the Oppressed.  
Paper 1.2 – Policy studies in Adult and Continuing Education (Paper- 2)

1. Socio-political movements during pre-independence period of promotion of Adult Education: Library Movement (1911-1919), Co-operative Movement (1918-1936) and political movement (1937-1942); Individual Efforts to Adult Education- M. Viseswaraiah, Gadicherla Hari Sarvothama Rao, Sanivarpu Subba Rao, Prof. N.G. Ranga, Ayyanki Venkatramanaiah, Durgabai Deshmukh.


3. Institutions/organizations of Adult Education: Indian Adult Education Association; Literacy House (Lucknow); Andhra Mahila Sabha (Hyderabad); Seva Mandir (Udipur); Bengal Social Service League;

4. Case studies of Adult Education policies in selected states; Alternative Adult Education policy; Evaluating constraints and opportunities for change of individual, social, instructional levels.

5. Government policy on Adult Education with particular preference to state plan for Literacy, post literacy and Continuing Education; UGC policy on Adult/Continuing Education and Extension and filed outreach; Budget Allocation for Adult Education during Five year plans with reference to current plan.

6. Recommendations for the development of Adult Education and achieving education for All: UNESCO, UNDP, UNICEF and International Council for Adult Education (ICAE), Asian South Pacific Bureau of Adult Education (ASPBAE); World Declaration on Education for all the Adult Education.

Reference Books:

Paper 1.3 –Alternative Learning Systems (Paper- 3)

2. Forms of Education – Formal – Non-formal and Informal Relationship between Formal and Non – formal Education.
6. Organization, Administration, Monitoring and Evaluation of NFE systems in India.

Reference Books:

6. Lengrand paul, An Introduction to Life long Education.
12. Madam Singh, Adult Education In India, the Associated publishers, Ambala Cantt.
Paper 1.4 –Curriculum and methods of Literacy Teaching (Paper- 4)

1. **Curriculum**: Concept, Scope, foundations of curriculum development – socio-cultural and psychological.
2. Pattern of curriculum organization – their significance in developing curriculum for adults.
3. **IPCL Curriculum**: Concept, approach – Issues relating to selection of concept and topic; their organizations and presentation – principles relating to the Development of reading and numeracy lessons – teaching literacy through IPCL.
4. Traditional Vs Functional Literacy – Different approaches to functional literacy – Friereas approach, Reflect approach, Laubach approach and integrated approach.
5. Teaching Literacy: Analytic, Synthetic, eclectic methods.
6. Teaching of Reading, writing and numeracy to adults – principles, approaches.

**Reference Books:**

5. Gupta N.R., Manual for Adult Literacy Teachers, Indian Adult Education Association, New Delhi.
Paper 1.5 –Adult Psychology and Learning (Paper- 5)

1. **Psychology**: Meaning, nature, scope and relevance of psychology to Adult Education.
2. **Motivation**: Definition, function, classification of motives, methods of measuring human motivation, Maslows theory of hierarchy of needs, Achievement motivation, theory and techniques of motivating adults for learning.
3. **Adult personality**: Meaning, types, factors affecting personality and aspects of personality cognitive, cognitive and affective.
5. **Teaching/Learning process**: Nature of teaching, characteristics of learning: variations in styles of learning; Learning opportunities; Institution based learning and work – Oriented Learning.
6. **Learning Strategies**: Guided learning, Inter-learning and self directed learning.

**Reference Books:**

4. Dharm Vir, Adult psychology & Education Methods, International Cooperative Alliance, New Delhi, 1981.
SEMESTER – II

Paper 2.1 – Recent Trends in Adult and Continuing Education (Paper-1)

1. Magnitude of illiteracy in India with special reference to Andhra Pradesh; Spatio-Temporal Variations of literacy – Male, Female, rural, urban, caste disparities in literacy; Need for analyzing literacy data; Education of the under-privileged – SC/ST and women; The legacy of female illiteracy; Literacy programmes for women Literacy for Women’s equality and empowerment.
2. National Literacy Mission – Objectives, strategies, achievement and areas or concern; Total Literacy and post – Literacy Campaigns in India – Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis; some Case studies of Literacy Campaigns
3. Continuing Education Scheme for neo-literates – Concept, objective, types, facilities, operationalization of Continuing Education Centers; Target specific programmes for neo-literates.
4. Universities and Colleges in Adult, Continuing Education: Extension as the Third Dimension, Structure and Admission, Approach of UGC in the Current plan, Role and Functions of Departments/Centers of Adult, Continuing Education and Extension.
5. Scheme of Jana Sikshana Sansthans: Concept, objective, functions, target group, organization and management, staffing and finance, monitoring, evaluation and follow-up.

Reference Books:

7. Gover & Chopra, Adult Education – The Associated publishers, Ambala Cantt
1. Training: Concept, definition, objectives, types, phases of training, principles, features and need and importance; Difference between training and education.
2. Training Design: Steps in designing training, needs assessment, training objectives, learning unit/content, training methods, training materials and assessment.
3. Training Methods: Lecture, discussion, demonstration, role play, games and simulation, brain storming, field trip, case studies, questions and answer, problem solving projects.
5. Planning, organization, monitoring and evaluation of training programmes for literacy functionaries at different levels; Training facilities available at various levels – National, State, District, Local.

Reference Books:

8. PAIA. A manual for participatory training methodology in development, New Delhi.
Paper 2.3–Research Methodology and Computer Applications (Paper-3)

1. Research: Concept, Nature and significance of research, current status and priorities of research in adult & Continuing education; identification and formulation of the research problems in adult/continuing education.

2. Types of Research – basic, applied, action research; participatory approach in research; Research methods – Historical, experimental, descriptive and survey.

3. Hypotheses – Definition, objectives, characteristics, types and functions; Sampling Meaning, advantages and methods – random, systematic, stratified, multi stage, cluster, purposive, quota.

4. Sources of data (a) Primary use of schedules, questionnaires, tests and inventories, projective techniques and case studies (b) Secondary use of documents, records and census reports.


Reference Books:

Paper 2.4—Management of Adult & Continuing Education programmes (Paper-4)

1. Management – Concept, process and Importance, Basic principles of Management – planning, organization, staffing, Directing, Coordinating, Reporting and Budgeting – their application to adult education.
2. Planning and Management of Total Literacy Campaigns: post literacy and Continuing Education; Administrative structure of literacy campaigns at Central, State, District, Mandal and Village levels; Human Relations and its applicability to Adult Education.
4. Project planning and formulation: Concept, Categories, phases of project life cycle and essentials of project planning – project formulation techniques goal oriented project planning, management cycle, system approach to formulation and execution of adult continuing education projects sustainable programme, withdrawal and peoples takeover.
5. Meaning, elements and steps in the process of decision making; principles and different types of decisions and their use in adult education.

Reference Books

5. Mridula Krishna, project planning in India, IIPA, New Delhi, 1983.
8. Prasanna Chandra, Projects – preparation, Appraisal & Implementation
Paper 2.5-Strategies of Voluntary Action  Paper-5

1. **Community participation**: Meaning and Importance, Approaches to Enlist Community participation, organizational base for community participation.
2. **Voluntarism**: Concept, importance, objectives & historical perspectives, voluntary organizations – Roles and Functions, forms and classifications, Role of Voluntary Organizations in Adult Education and Development.
3. **Planning and Formation of Voluntary Organizations**: Formation of group, Registration, forms of affiliation, preparation and Bye laws, rules and regulations, office bearers & members of the organization, preparation of Bye laws.
5. **Planning and programming of Development projects**: Methods of planning and design and designing of programming and projects: Project proposal Writing – purpose, format, guidelines and steps involved in writing proposal.
6. **Capacity Building of Non-governmental organizations for sustainable development methods and procedures.**

**Reference Books:**

2. Jain S.C, Community Development and Panchayat Raj in India.
SEMESTER – III

Paper 3.1 – Community and Social Development (Paper – 1)

1. Concept of Urban Society, Rural and Tribal, it nature, socio-economic, cultural background.
2. Concept of Historical, Specific and General Development.
3. Concept of Development, Objectives, Scope and Importance of Rural, Urban and Tribal Development – Need for Integration of Literacy with Development.
4. a) Integrated Rural Development Programmes b) Tribal Development programmes c) Urban Community Development Programmes
5. Integrated Development – A New Approach
7. Aim, Observations and Functions of Development Agencies/organizations
8. Development strategies for social target groups.
   a) Handicapped b) Women c) Children
d) Backward Classes e) Scheduled Castes f) Scheduled Tribes
g) Youth h) Old aged i) Fisherman
9. Role of Adult, Non-formal and Continuing Education Programmes in Human Development.
10. a) Objectives and goals of sustainable development and how to utilize in the field level.
   b) Capacity Building of Targets Groups for Sustainable Development - Methods and Procedures.
11. Panchayat Raj System.

Reference Books:

Paper 3.2– Child, Women and Youth Development (Paper – 2)

1. Status of Child, Women, and Youth in Indian Context – Demographic profile and social – Economic Profile; with emphasis on Health and Education situation.
3. Role of Education in the Development of out of school youth, women and children a critical review of existing programmes and for future perception.

Reference Books

2. Oak A.W., Status Women in Education.
3. Prakash M. Singh * N.P. Singh: Rural Youth Education, Occupation and Social Work
Paper 3.3. – Material Development  Paper – 3

1. Meaning, Scope and Significance of Teaching/learning Materials for adult & continuing education at various levels for various groups of learners. The need for competence based learning materials - The relationship between teaching methods and materials – learning oriented and design oriented materials.


4. Material development for Adults & Continuing Education – Selection, gradation, approaches to material production, presentation and evaluation; preparation of prototype and testing.


Reference Books:


2. APPEAL, Training Materials for Literacy personal ( Series of Volumes, 1 to 12), UNESCO, 1988.


4. DAE, Production, Selection and purchase of New-literates Material for Continuing Education Centers, MHRD, Government of India, New Delhi.
1. Extension – Definition, Objectives, philosophy, principles, cope and importance –
   extension education – Historical perspectives; Comparative studies in Extension.
2. Extension Education programmes – Extension education and rural development –
   Extension of Rural Technology.
3. Rural Technology – appropriate technologies for rural development – status and priority for
   improvement in rural technology Application of Science and technology for rural
   development.
4. Need for development of indigenous labour oriented technologies – National Technology
   Missions – Drinking Water, Immunization, Literacy, Telecommunications, Oil seeds and
   Dairy.
5. Role of Universities and Colleges in Extension and Field outreach activities- Departments
   of Adult Education, population studies, Home Science , Sociology, Social work, Rural
   Development; Other Sources and Contributions form various disciplines.
6. Approaches to extension and field outreach – Experiments of different Institutions /
   Organizations/Universities.

Reference Books:

2. CSIR Science and Technology for rural Development Basic Issued, CSIR, 1984.
   IBH publishing Co., New Delhi, 1989 (4.1)
   IBH publishing Co., New Delhi, 1989.
5. Floris P., Appropriate Technologies for Rural Development In India, Concept Publishing
   Co., new Delhi, 1992.
6. GOI, Extension Education in Community Development, New Delhi, GOI, Publication,
   1961.
8. Sachdeva J.L. and Asha V. 9ed) Non-formal Education for Women, Indian Adult Education
   Association, New Delhi, 1985 (4.1)
9. Singh Ranjeet, Text Book of Extension Education, Sahitya Kala parakrashan, Ludhiana,
   1983.
10. Supe S.V., An Introduction to Extension Education, Oxford & IBH publishing co., New
    Delhi, 1988.
Paper 3.5– Measurement & Evaluation Paper – 5

1. Aims and Objectives, need for evaluation; Evaluation models and approaches – CIPP model, types and advocacy model, participatory approach – evaluation to the context of adult education.
2. Tools and techniques of evaluation – projective methods, case study, self appraisal methods, observation, rating scales, check list, questionnaires, interview schedules.
3. Evaluation: Tasks of functional literacy workers – base line survey, need assessment, achievement testing, measurement of change and attitude; programme efficiency; community survey for the study of the impact of the programme.
4. Evaluation of Instructional Materials and Learning Outcomes: Scheme of learners evaluation – measurement of literacy, functionality and awareness.
5. Statistics – Meaning, functions, importance, and limitations in research.

Reference Books
SEMESTER – IV

Paper 4.1 – Comparative Studies in Adult Education  (Paper -1)

1. Definition, aim, scope, methodology, scope and significance of comparative adult education.
2. Adult Education movement in Andhra Pradesh & Post and Pre-Independence Era.
3. A Comparative study of adult education movement in the 20th century in selected countries – U.K., U.S.A., Denmark and Brazil with emphasis on the history of Indian Adult Education Movement.
4. A comparative study of current adult education programmes in the selected countries: China, Cuba, Tanzania Teheran, Cuba, Victoria and Vietnam with special reference to:
   a) Motivation and Mobilization
   b) Planning and Organization
   c) Training of field functionaries
   d) Material preparation
   e) Monitoring and evaluation
   f) Post Literacy and continuing Education and their relevance to Indian Context.
5. The role of UNESCO, UNICEF, IACE, ILO, ASPBAE in promoting adult education programmes in developing countries.
6. Problems of Education (illiteracy) 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.
1. The Concept of Human Rights – Origin and Historical Development, United Nation and Human Rights; Third World perspectives; Human Values and Rights; Violation of Human Rights by the state military, police, terrorists, landlords, parents.

2. Social and philosophical conception of individual property, freedom of justice and rights in ancient medieval and modern world and in India. Slavery, federalism, rise of capitalism, socialism and globalization.

3. Civil and political rights during pre and post independence India, state or emergency and the Indian Constitution; enforcement of civil and political rights, Kashmir and Punjab and North Eastern provinces.


5. National Human Rights Organizations; The Governmental Agencies; National Minorities Commission, the role of executive; Legislation and Judiciary in promotion and protection of human rights. The Role of NGO’s in promotion and protection of human rights in India. International Human Rights NGO’s and India.


Reference Books

1. Cranston M., What are Human Rights
3. Agrawal H.D., Implementation of Human Rights with Special Reference to India.
5. swaroop Jagadish, Human Rights and Fundamental Freedom
8. Ramachandran S.G., Thirty Years after the Universal Declaration.
1. Communication: Definition, Processes, Functions and its application to Adult Education.

2. Communication: Theories and principles, Development Communication – Concept, Importance and Models.

3. Factors influencing communication – The Fidelity of communication (determinants of effects) – Communication barriers and overcoming them improving the communication process.


5. Audio – Visual aids: Types of Classifications and the principles underlying their uses.

6. Selection and use of the following aids: Chalk Boards, Flash Cards, Flanneigaphs, Bulletin Boards, posters, Pictures, Maps Charts, Diagrams, puppets, Exhibits, Folders, Flip Charts, Photographs, banners, Wall newspapers, Audio Cassette, Video Cassettes, Slides, Traditional media Harikathas and Burrakathas, Models, Specimens, Hardware and Software.

7. Operating and marinating different types of projectors

8. Techniques of learning with modern audio – visual aids.


Reference Books


5. Alfred G. Smith, Communication and Culture.


10. Shirly a. White et al., participaatroy Communication, SAGA Publication India (P)Ltd New Delhi.
1. People’s Organizations: Roles, Functions, and need; formation of different committees for people’s involvement – education committees, health committees, water users committees, vana smarakshana samithis and other self help groups and their role in literacy and development.

2. Village Education Committees: Types, nature, composition, constitution, function and their role in Education for All and Adult Education.


5. Salient features of 73rd Amendment; 11th Schedule scope functions and importance.

Reference Books


3. Haldifur R.N. Local Self government Institutions in India.

4. Jain S.C., Community Development and Panchayat Raj in India.


Paper 4.5 (A) – Environmental Education (Paper – 5 A)

1. Environmental Education: Concept, Objectives, Scope and Significance; An Overview of Environmental Education in India; Role of Literacy & Continuing Education programmes in Environmental protection and Awareness.
2. Population Growth and impact on Ecosystem – Agricultural Green Revolution, HYV and pesticides – Mans Impact on LAN, Mining, Coastal areas, transport and literacy.
5. Formal and Non-formal approaches to environmental protection – Role of Students: Teachers and Women in Environmental protection and promotion.

Reference Books:

Paper 4.5 (B) – Population Education  (Paper – 5 B)

1. Population Education: Concept, Objectives, Importance and Components, Integration of population Education Components in Adult Education.
4. Measures to check rapid population growth – Individual, National and International Measures: India’s population policies and programmes.
5. Women, population and Development – Inter Linkages; Role of women in population and Development.
6. Role of NGO’s Universities/Colleges in promotion of population Education, population Education Resources Centers (PERCs), UNFPA, UNDP, WHO
7. Adolescence Education – Objectives, Components, Needs, problems of adolescents – Reproductive health issues; Factors influencing women’s health; Action to improve women’s Health and Education.

Reference Books:

3. Grover and Bharadwaj, population Education in India, the Association publishers, Ambala Cantt.