

SRI KRISHNADEVARAYA UNIVERSITY: ANANTAPUR
DEPARTMENT OF ADULT, CONTINUING EDUCATION & EXTENSION

SECOND SEMESTER SYLLABUS
PAPER – I: PSYCHOLOGICAL ASPECTS OF ADULT EDUCATION

UNIT – I

1. Nature and scope of Psychology – as a science of behavior. Psychology – its relevance to Adult Education.

UNIT – II

1. Motivation – Definition, Functions, Classification of motives, methods of measuring human motivation, Maslow theory of hierarchy of needs, achievement motivation theory and techniques of motivating adults for learning.
2. Attitudes – Nature of attitudes, Formation and Development of Attitudes, Attitudinal change.

UNIT – III

1. Learning – Meaning, Laws of learning – their implications to Adult Learning, Significance of conditioning, Reinforcement: Learning by insight and its relevance to Adult learning.

UNIT – IV

1. Methods of Adult instruction – Explanation, Demonstration, Questioning, Drill, Inquiry, Small group discussions including Alphabet methods, Sentence method, Layback method, Analytical and Synthetic method.
2. Guidance – Meaning, Purpose, Types and Benefits of Guidance Programme.

BOOKS:

1. Vermin, Miller, Greer: Adult Teaching, Adult Learning Concepts, Austin Texas, 1978.
2. Alam Rogers: Teaching Adults, Delhi, Sterling, 1989.
3. R. Jayagopal: Adult Learning, University of Madras, 1985.
4. Jagannath Mohanty: Adult and Non-Formal Education, New Delhi. Deep and Deep Publication, 1991.

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SECOND SEMESTER SYLLABUS

PAPER – II: COMMUNITY AND SOCIAL DEVELOPMENT PROGRAMMES

UNIT – I

1. Status of Youth, Women and Children in Indian context, Demographic profile and social-economic profile: with emphasis on Health and Education Situation.

UNIT – II

1. Role of Youth & Women in Nation Building – Causes and Consequences of Youth unrest – Channelization of Youth energy; Women's movements – Changing position of women in India, Empowerment of women – Women for National Development.

UNIT – III

1. Role of Education in the development of out-of-school youth, women and children – a critical review of existing programmes and for future perception.

UNIT – IV

1. Nature, Scope and Impact of Special Development Programmes launched for the development of Youth, Women and Children – especially TRYSEM, NYK, ICDS, and DWACRA.

BOOKS:

1. K.C. Panda : Elements of Child Development.
2. Oak. A. : Status of Women in Education.
3. Prakash M. Singh & N.P. Singh : Rural Youth Education, Occupation and Social Work.

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SECOND SEMESTER SYLLABUS
PAPER – III: ENVIRONMENTAL EDUCATION

UNIT – I

1. Environmental Education: Concept, Objectives, Scope and Significance.
2. An overview of Environmental Education in India.
3. Environmental Pollution – Air, Water, Soil, Sound, Solid, Wastes.

UNIT – II Human Population and the Environment

1. Population Growth.
2. Environment and Human Health.
3. Impact of Environmental Education on Women and Child Welfare.

UNIT – III Environment and Quality of life

1. Environmental Pollution – Causes, Policies and Programmes.
2. Conservation of Natural Resources.
3. Environmental Management in India.

UNIT – IV Social Issues and the Environment

1. People and Environment.
2. Social Consequences of Development and Environmental Changes.
3. Environmental Law and Regulations.

BOOKS:

1. Bhatia, S.C. (1980) Environmental Consciousness and Adult Education, Centre for Adult, Continuing Education and Extension, University of Delhi.
2. Bhatia, S.C. (1983) The Environmental Concern, Centre for Adult, Continuing Education and Extension, University of Delhi.
3. Bhatia, S.C. (1984) Papers in Environmental Education, IUCAE, and New Delhi.
4. Bhatia, S.C. (1984) Operational sing Environmental Education, Centre for Adult, Continuing Education and Extension, University of Delhi, New Delhi.
5. Desh Bandu (1981) Environmental Management, Indian Environmental Society.
6. The Hindu (1991, 1992, and 1993) Survey of the Environment, The Hindu, Madras.
7. NIEPA: Environmental Education, Hand Book of Education planners, NIEPA, New Delhi.
8. Promodh Singh (1987) Ecology of Rural India, Asish Publishing House, New Delhi.
9. Sharma R.C (1975) Population Trends, Resources and Environment: Hand Book on Population Education, Dhanapatraj and Sons, Delhi.
10. Trivedi & Raj (1992) Management of Environmental Education & Research, Akshdeep Publishing House, New Delhi.
11. UNESCO (1978) Inter-governmental on Environmental Education, Tbulini, USSR, A Final Report, Paris.
12. UNESCO (1980) Environmental Education in light of Tbilise Conference, Paris.
13. Rajagopalan, R (2005) Environmental Studies, Oxford University, New Delhi.

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SECOND SEMESTER SYLLABUS

PAPER-IV: HUMAN RESOURCE DEVELOPMENT (CBCS)

UNIT-I: Human Resource Development: Meaning, Objectives, Importance and historical perspective of human resource development – dimensions of Human Resource Development.

UNIT-II: Human Resource Planning and Development: Objectives, strategies, demographic aspects, processes and policies; manpower and Institutional planning and its relation to adult education.

UNIT-III: Role of Adult Education in Human Resource Development. Human capital formation and it's measurement, views of Schultz and Weisbrod.

UNIT-IV

1. Cost-benefit analysis of investment in adult education: concept, meaning, measurement and problems in measurement.
2. Approaches for measuring the contribution of adult education to economic growth: (a). The production function approach, (b) Social benefits approach (c) Rate of returns approach.

BOOKS:

1. Dwivedi, R.S., Management of Human Resource, New Delhi, Oxford & IBH, 1982.
2. Jayagopal, R., Human Resource Development – Conceptual analysis and strategies, Sterling Publishers Pvt. Ltd., New Delhi.
3. Kohli, Uddesh & Gautam, Vinayahil, Human Resource Development and Planning Process in India, New Delhi. Vikavikas Pub. House, 1986.
4. Mathis, Robert. L. & Jackson, John H. Personnel Human Resource Management, New Delhi, McGraw-Hill, 1988.
5. Rao, N.P.HRD in Management and Administration, Delhi: B.P. Publication Corporation, 1986.
6. Struss P. & Sayers, L. Management Human Resource, New Delhi, Sterling Publication, 1985.
7. Werther, William B. & Davis, Keith. Personnel Management and Human Resources, New York, MC Graw Hill, 1985.
8. Malcolm S. Adisheshaiah Capital Formation and Manpower Development.
9. Wykstra, R.A. Human Capital Formation and Manpower Development.
10. Ahmed, Manzoor, The Economic of Non-Formal Education Resources, Costs and Benefits, 1975.
11. Educational Testing Service (ETS), A Manual for the Analysis of Costs and Outcomes in Non-Formal Education.

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SECOND SEMESTER SYLLABUS (before 2013 batch)

PAPER- II : SOCIAL EXCLUSION AND INCLUSIVE POLICY (For Supplementary)

UNIT-I: Social Exclusion – Concept, Meaning, Definitions, and Relationship with Adult Education.

UNIT-II: Literacy scenario in India, Andhra Pradesh – literacy scenario in India and Andhra Pradesh among socially exclusives – SC, ST, Minorities and Women. Literacy Promotion Programmes initiated by the Governments (both Central and State) for the promotion of literacy among the socially exclusives and marginalized.

UNIT-III: Inclusive Policies – I: Constitutional Provisions related to weaker sections: Articles, Policies, National Policy for Women, National Policy for Minorities Physically.

Inclusive Policies – II: Various Literacy Developmental Programmes initiated by Central Government and State Governments (with special reference to Andhra Pradesh).

UNIT-IV: Agencies involved in the upliftment of the socially exclusives in India and in Andhra Pradesh (both Government and Non-Government): Ministry of Human Resource Development, Ministry of Social Justice and Empowerment, Ministry of Tribal Affairs and Role of Non-Governmental Agencies.

BOOKS:

1. Sen, Amartya 2000 Social Exclusion: Concept, Application and Scrutiny, Social Development Papers No.1, Asian Development Bank.
2. Nevile, Ann 2007 Amartya K. Sen and Social Exclusion, Development in Practice.
3. Kothari, Rajni 2003 Social Exclusion: Historical, Institutional and Ideological Dimensions. In Social Exclusion: (A.K. La led.) New Delhi: Concept Publishing Company.
4. Prasad. R. R. 2003 Social Exclusion: Concept, Meaning and Scope, Ideological Dimensions. In Social Exclusion: (A.K. La led.) New Delhi: Concept Publishing Company.

MODEL QUESTION PAPER
M.A. DEGREE EXAMINATION

ADULT, CONTINUING EDUCATION & EXTENSION
SECOND SEMESTER

PAPER – I: PSYCHOLOGICAL ASPECTS OF ADULT EDUCATION

Time: 3 Hours

Max. Marks: 75

SECTION – A

Answer any FIVE questions
Each question carries 5 marks

5X5=25

1. Describe the nature and scope of the psychology.
2. Bring out the relevance of psychology to adult education.
3. Define attitudes and explain its nature.
4. How important is motivation in the process of learning?
5. What are laws of learning and their implications to adult learning?
6. Explain types of guidance.
7. Drill as a method of adult instruction. Explain?
8. Explain the theory of achievement motivation.

SECTION – B

Answer all FOUR questions
Each question carries 12 1/2 marks

4X12 1/2=50

9. (a) Define the concept of Educational Psychology. How does the knowledge of psychology helps in educating adults?
OR
(b) Explain psychology as a science of behaviour.
10. (a) What is a motive? Describe classification of motives.
OR
(b) Explain about formation and development of attitudes.
11. (a) Describe about insightful learning and its relevance to adult learning.
OR
(b) What is learning? Describe various laws of learning.
12. (a) What is Layback method? How do you use it for promoting awareness?
OR
(b) Explain meaning, purpose and benefits of guidance programme.

MODEL QUESTION PAPER
M.A. DEGREE EXAMINATION

ADULT, CONTINUING EDUCATION & EXTENSION
SECOND SEMESTER

PAPER – II: COMMUNITY AND SOCIAL DEVELOPMENT PROGRAMMES

Time: 3 Hours

Max. Marks: 75

SECTION – A

Answer any FIVE questions. Each question carries 5 marks

5X5=25

1. Describe socio-economic and educational profile of the women.
2. Explain the health status of children in Andhra Pradesh?
3. Enumerate the role of education in the development of out-of-school youth.
4. Critically examine the current programmes for the development of women.
5. Role of Nehru Yuvak Kendras in around development of the youth.
6. Empowering women through education is a good strategy for sustainable rural development. Elucidate.
7. What are the causes for unrest among youth at community level? Suggest remedial measures.
8. What are your suggestions to strengthen public health in rural areas?

SECTION – B

Answer all FOUR questions. Each question carries 12 1/2 marks

4X12 1/2=50

9. (a) Explain the socio-economic and demographic skills of Indian youth and suggest suitable strategies for their employability.
OR
(b) Explain the status of women's education. What steps do you suggest to promote women's education?
10. (a) Describe various women's movements and their role in changing the position of women in India.
OR
(b) Explain the role of youth in National Development.
11. (a) Educational programmes for out-of-school youth should be attractive and innovative. Explain.
OR
(b) Describe the objectives and scope of the Sakshar Bharath Programme with special emphasis on women.
12. (a) Present the organizational structure and functioning of NYKs in our country.
OR
(b) Describe the objectives of DWCRA? Examine its role in empowerment of women.

MODEL QUESTION PAPER
M.A. DEGREE EXAMINATION

ADULT, CONTINUING EDUCATION & EXTENSION
SECOND SEMESTER

PAPER – III: ENVIRONMENTAL EDUCATION

Time: 3 Hours

Max. Marks: 75

SECTION – A

Answer any FIVE questions. Each question carries 5 marks

5X5=25

1. Explain the concept and objectives of environmental education.
2. Explain the relationship between education and environment.
3. Explain green house effect and global warming.
4. Write a note on Joint Forest Management System.
5. Explain the role of universities and colleges in environmental education.
6. Describe the causes and consequences of air pollution.
7. Enumerate the need for environmental education for child welfare.
8. Describe the role of environment in the development.

SECTION – B

Answer all FOUR questions. Each question carries 12 1/2 marks

4X12 1/2=50

9. (a) What is environmental education? Describe its need and significance.
OR
(b) How do you incorporate the messages of environment in adult education programmes?
10. (a) Describe the impact of environment on population with special reference to the area of health.
OR
(b) Bring out the relevance of environmental education to the women development.
11. (a) What is conservation of natural resources? Describe various measures initiated by the Government for conservation of natural resources.
OR
(b) Explain the role of individuals and NGOs in environmental education.
12. (a) What are the various environmental laws and regulations?
OR
(b) Describe the role of adult education in creating the environment conscious society.

MODEL QUESTION PAPER
M.A. DEGREE EXAMINATION

ADULT, CONTINUING EDUCATION & EXTENSION
SECOND SEMESTER

PAPER – IV: HUMAN RESOURCE DEVELOPMENT (CBCS)

Time: 3 Hours

Max. Marks: 75

SECTION – A

Answer any FIVE questions. Each question carries 5 marks

5X5=25

1. Explain the meaning of Human Resource Planning.
2. List out the dimensions of Human Resource Development.
3. State the objectives of manpower planning.
4. Describe the strategies of Human Resource Planning.
5. Describe the concept of Human Capital Formation.
6. What are the parameters to measure the Human capital?
7. What do you mean by Cost-benefit analysis?
8. Explain social dimensions of adult education.

SECTION – B

Answer all FOUR questions. Each question carries 12 1/2 marks

4X12 1/2=50

9. (a) What is Human Resource Development? Explain its scope and applicability to adult education.

OR

- (b) Enumerate the different functions of Human Resource Development.

10. (a) What is Human Resource Planning? What factors do you consider while forecasting manpower needs of an organization?

OR

- (b) Explain the importance of manpower planning for education.

11. (a) Bring out the efforts and achievements in human capital formation in India.

OR

- (b) What are different policies promulgated by the Govt. of India for ensuring capital formation among the target groups in Rural India.

12. (a) Explain the problems involved in application of cost-benefit analysis to adult education programme in Rural India.

OR

- (b) Do you agree that Adult Education Programme will contribute to the economic growth of India?

MODEL QUESTION PAPER
M.A. DEGREE EXAMINATION

ADULT, CONTINUING EDUCATION & EXTENSION
SECOND SEMESTER

PAPER – II: SOCIAL EXCLUSION AND INCLUSIVE POLICY (**for supplementary**)

Time: 3 Hours

Max. Marks: 80

SECTION – A

Answer any FIVE questions. Each question carries 4 marks

5X4=20

1. Define and elaborate the concept of social exclusion.
2. Bring out the relationship between social exclusion and adult education.
3. Describe literacy status of Scheduled Castes in Andhra Pradesh.
4. Explain the causes of low literacy among women.
5. Enumerate the objectives and implementing mechanism of the Sakshar Bharath Programme.
6. What are the salient features of National Policy for Women?
7. Explain the role of NGOs in mainstreaming the disadvantaged groups.
8. Enlist the programmes conceived and implemented for inclusion of the minorities.

SECTION – B

Answer all FOUR questions. Each question carries 15 marks

4X15=60

9. (a) What is Social Exclusion? Describe the programmes implemented by the Government of India to mainstream excludes.
OR
(b) Describe the role of adult education in inclusion of excludes in education.
10. (a) Describe the literacy scenario among the disadvantaged in India.
OR
(b) Explain the causes for low literacy rate among Scheduled Tribes.
11. (a) What are the constitutional provisions created for the welfare of the Tribals?
OR
(b) Describe the programmes implemented for inclusion of the differently abled persons.
12. (a) Enlist the various agencies involved in the upliftment of the socially exclusions in India.
OR
(b) What are the measures taken by the Ministry of Human Resource Development for inclusion of the women excludes in education?

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FOURTH SEMESTER SYLLABUS

PAPER-I: COMPARATIVE ADULT EDUCATION

UNIT – I

1. Historical development of Adult Education in India.

UNIT – II

1. Comparative Study of Adult Education in selected countries representing developed and developing countries – U.K., Denmark, Latin American countries, Kenya, Indonesia.

UNIT – III

1. Adult Education Programme: Objectives, Planning and Implementation, Training Material preparation, Monitoring, Evaluation and follow-up programmes in U.K., Denmark, Latin American countries, Kenya, Indonesia.

UNIT – IV

1. Role of international organizations in promoting Adult Education programmes in developing countries.

BOOKS:

1. Lawson, C.H. Philosophical concepts and values in Adult Education, Milton Keynes, The Open University Press, 1975.
2. Tanzania, Adult Education (Institute of Adult Learning) “Adult Education Handbook” Dares Salem, Tanzania Publishing House, 1975.
3. Adult Learning: A Design for Action, Pergamon Press, 1978.

4. Havighurst, Robert J: Comparative perspectives on Adult Education, Boston, Little Brown & Co., 1968.
5. Back Volumes of Indian Journal of Adult Education.
6. Back Volumes of Convergence.
7. Bereday, George, Comparative Methods in Education, New York, Holt, Rinehart and Winston, 1964.

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FOURTH SEMESTER SYLLABUS

PAPER-II: MASS MEDIA & COMMUNICATION DEVELOPMENT

UNIT – I

1. Communication: Definition, Processes, Functions and its application to Adult Education.
2. Communication: Theories and principles, Development Communication Concept, Importance and Models.

UNIT – II

1. Factors influencing communication – The fidelity of Communication (determinants of effects) – Communication barriers and overcoming them – Improving the communication process.
2. Communication Media: Definition, Classification of media: The nature of media, Selection of Communication Media.

UNIT – III

1. a). Audio-Visual aids: Types of classifications and the principles underlying their use.
- b). Selection and use of the following aids: Chalk Boards, Flash Cards, Flannel graphs, Bulletin board, Poster, Pictures, Maps, Charts, Diagrams, Puppets, Exhibits, Folders, Flip Charts, Photographs, Banners, Wall newspapers, Audio Cassettes, Video cassettes, Slides, Traditional media like Harikathas and Burrakathas, Models, Specimens, Hardware and Software.
- c). Operating and maintaining different types of projectors.
- d). Techniques of teaching with modern audio –visual aids.

UNIT-IV

1. Mass media communication – Radio, Film, Press & Television and their role in Adult Education.

BOOKS:

1. Adivi Reddy : Extension Education, Bapatla, Sreelakshmi Press, 1971.
2. Alfred G. Smith – Communication and Culture.
3. Bose, J. Educational Techniques in Community Development, Orient Longmans, Bombay, Madras & New Delhi.
4. Chakravarthy, S.R. Audio-Visual Aids in Education, New Delhi, Sagar Publications.
5. Dharma Vir: Adult Psychology & Educational Methods.

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FOURTH SEMESTER SYLLABUS

PAPER-III: CURRICULUM AND MATERIAL DEVELOPMENT IN ADULT EDUCATION

UNIT – I

1. Curriculum: Concept, Need and Scope: Foundations of Curriculum Development – philosophical, sociological, psychological and historical.

2. Significance of objectives of education, behavioural objectives viz., knowledge, values and attitudes, emotions and skills in curriculum development.

UNIT – II

1. Patterns of Curriculum organization in formal system with reference to core curriculum and activity or experience curriculum. Their significance in developing curriculum for adults.
2. IPCL Curriculum: Concept, Approaches, Issues relating to selection of content and topic – their organization and presentation in IPCL Curriculum development, principles relating to the development of reading and numeric lessons based on IPCL method.

UNIT – III

1. Learning materials: Learning materials for neo-literates – objectives and approaches to material production, steps in preparation of printed booklet and printed non-book materials with special reference to posters; Principles in preparation of Audio-Visual Materials – Radio Programme, Slides and Tapes, Video Programme and Folk Media. Distribution, Utilization and Evaluation of basic literacy and follow-up materials.
2. Preparation of problem oriented/environment based curriculum of specific groups.

UNIT – IV

1. Evaluation: Definition, Goals and role of curriculum evaluation; methods and tools of Evaluation; Characteristics of a good measuring instrument; Models of Evaluation – CIPP Model, Advocacy model and participative evaluation model.

BOOKS:

1. Allen Brent (1973) Philosophical foundation for the curriculum, George Allen & Unwin publishers Ltd., London.
2. Daniel Tanner & Laurel N. Tanner (1980). Curriculum development, Theory in to practice, (II Edition) Macmillon Publishing Co, Inc. 866 third Avenue, New York – 10022.
3. Gronlund, Norman, E. and Linn, Robert, L.(1990) Measurement and evaluation in Teaching, Macmillan Publishing Co.,
4. Mehress William A. and Lehamann, Irvin, J. (1986) Measurement and evaluation in education and psychology, Holt, Rinehart and Winston, Inc., New York.
5. Minor Gwynn, J. & John, R. Change Jr. (1970), Curriculum Principles and social trends, The Macmillan Co., Collier Macmillan Canada Ltd.,

PAPER IV: PROJECT REPORT

MODEL QUESTION PAPER

M.A. DEGREE EXAMINATION

ADULT, CONTINUING EDUCATION & EXTENSION

FOURTH SEMESTER

PAPER – I: COMPARATIVE ADULT EDUCATION

Time: 3 Hours

Max. Marks: 75

SECTION – A

Answer any FIVE questions. Each question carries 5 marks

$5 \times 5 = 25$

1. Goals of National Literacy Mission.
2. Objectives of Total Literacy Campaign.
3. Adult education in Kenya.
4. How the experiences of Indonesia are useful to India in eradication of illiteracy?
5. Explain the nature and structure of folk schools in Denmark.
6. Describe the monitoring system of Adult Education in Indonesia.
7. Functions of UNESCO in adult literacy promotion programmes.
8. Training in Adult education.

SECTION – B

Answer all FOUR questions. Each question carries 12 1/2 marks

$4 \times 12 \frac{1}{2} = 50$

9. (a) Briefly explain the historical movements of Adult Education in India.

OR

(b) Discuss the development of Adult Education in India, since Independence.

10. (a) Enumerate the steps and areas in comparative adult education.

OR

(b) Describe the need and importance of adult education in U.K.

11. (a) Discuss the differences in monitoring and evaluation of training programmes in India and Kenya.

OR

(b) Explain the distance learning approaches in U.K.

12. (a) Describes the role and relevance of international organizations in promoting adult education.

OR

(b) Explain the planning and management of total literacy campaign in India.

MODEL QUESTION PAPER

M.A. DEGREE EXAMINATION

ADULT, CONTINUING EDUCATION & EXTENSION

FOURTH SEMESTER

PAPER – II: MASS MEDIA AND COMMUNICATION DEVELOPMENT

Time: 3 Hours

Max. Marks: 75

SECTION – A

Answer any FIVE questions. Each question carries 5 marks

$$5 \times 5 = 25$$

1. Define communication and its importance to adult education.
2. Describe any one model of communication.
3. How do you classify communication media? Explain briefly about the need for communication media.
4. Explain the differences between traditional media and modern media of communication.
5. Explain the various types of Audio-Visual Aids and its classification.
6. What is the role of traditional media in Adult Education?
7. Role of Radio in promotion of literacy among the rural people.
8. Functions of films in communication.

SECTION – B

Answer all FOUR questions. Each question carries 12 1/2 marks

$$4 \times 12 \frac{1}{2} = 50$$

9. (a) Explain theories of communications.

OR

- (b) Factors influencing communication and improving the communication process.

10. (a) What are the barriers to communication? How to overcome those barriers?

OR

(b) Define functions of communication and its application to adult education.

11. (a) Select any four audio-visual aids of your choice and explain their use in teaching adults.

OR

(b) Define mass media communication and discuss the role of films, pen and television in adult education.

12. (a) Explain the nature of communication media. What is the criteria to be followed in selection of media?

OR

(b) What are the various factors of communication? How those factors influence the effective communication?

MODEL QUESTION PAPER

M.A. DEGREE EXAMINATION

ADULT, CONTINUING EDUCATION & EXTENSION

FOURTH SEMESTER

PAPER – III: CURRICULUM AND MATERIAL DEVELOPMENT IN ADULT EDUCATION

Time: 3 Hours

Max. Marks: 75

SECTION – A

Answer any FIVE questions. Each question carries 5 marks

5X5=25

1. Explain the need of curriculum in adult education.
2. Explain the psychological foundation in curriculum development.

3. What is IPCL? Describe its salient features.
4. Explain the significance of behavioural objectives in curriculum development.
5. Explain the relevance of folk media to adult education.
6. Explain the role of learning material for neo-literates.
7. Discuss the CIPP Model and Participative Evaluation Model.
8. Describe the various tools of evaluation.

SECTION – B

Answer all FOUR questions. Each question carries 12 1/2 marks

4X12 1/2 =50

9. (a) Define the concept of curriculum and explain its scope in adult education.

OR

- (b) Enumerate the behavioural objectives of curriculum development with example.

10. (a) Explain the concept of IPCL curriculum and its approaches in relation to content and topic.

OR

- (b) Discuss the patterns of curriculum organization in formal system with reference to activity or experience curriculum.

11. (a) Explain the objectives of material production and discuss the different approaches in material production.

OR

- (b) Describe the steps involved in preparation of problem oriented curriculum for tribal women.

12. (a) Define the concept of curriculum evaluation and discuss the various methods and tools to evaluate the curriculum in adult education.

OR

(b) What is CIPP model? Bring out its advantages and disadvantages.