UNIVERSITY OF DELHI

MASTER OF ARTS LIFELONG LEARNING & EXTENSION

(Acronym for the Course)

(Academic Council from Academic 2019-20)

PROGRAMME BROCHURE

DEPARTMENT OF ADULT, CONTINUING EDUCATION & EXTENSION
UNIVERSITY OF DELHI

1.   ABOUT THE DEPARTMENT

Historical Background of the Department

The Department is a part of the Faculty of Social Sciences since 1985. It has its beginning in 1978 as a Cell with activities connected to the mission programmes of Government of India and grew into a 'Center for Adult Continuing Education and Extension' with introduction and conduct of non-credit, non-evaluative short-term courses   in areas of personal interest promotion and skill development on issues of Science and Sports Journalism, Legal Literacy, Public Interest Litigation, Sports Medicine and Physiotherapy, Human Rights, Life Sills – Health and Hygiene, Volunteer Management, Guidance and Counseling at different points of time. The Department has been offering Ph.D.programme in Adult and Continuing Education since 1991. The Department introduced two academic programmes: M.A. in Lifelong Learning & Extension and M.Phil. Programme in Adult   and   Continuing   Education.   It   organizes   National/   Regional/International Workshops/Seminars/Conferences.

Rationale and objectives:

University-Grants-Commission (UGC) accorded extension as third dimension along with teaching and research, the widely acclaimed objectives of higher education system. The academic activities of the Department have been expanding over a period of time since its establishment. This Department rightly claims to be the pioneer in conducting several need based short-term courses, some of them are being run by several colleges of Delhi University as add-on courses. The Department established Ph.D. Program as one of the main academic program. Several scholars have completed their Ph.D. in the past and currently some of them have already submitted their thesis under the existing faculty.

The Department has undertaken various extension activities from time to time in different communities and colleges in collaboration with various organizations and University departments.

Being largest and premier central university having nearly five lakh students intake, cannot afford to lag behind as far as M.A. Program is concerned. The global educational horizon is expanding very fast. The new areas of knowledge is being explored and incorporated in vast body of knowledge. The concept of discipline is diminishing and interdisciplinary and trans disciplinarily are the order of day. Moreover, the experiences gained over a period of a quarter century working in this area is enough to build justification and demand the initiation of this academic endeavour. Keeping in view the above mentioned facts the Department launched M.A. in Lifelong Learning and Extension in 2014.

The Programme

The department's master's programme- "**Master of Arts in Lifelong Learning & Extension"**, is *two-year program*, spread over four semesters, and comprising 17 courses of 80 (Core 4+1 Credit, Open Elective 3+1 and Discipline Specific Elective 4 credit).

The 17 courses are grouped into three categories – core (12 courses of 60 credits, all of which are compulsory), andDiscipline Specific Electives 3 courses of12credits and 2 Open Elective of 8 credits. Out of 8 discipline Specific Electives, a student can select any 3.

The promotion of student from one semester to next will be take place as per University norms.

Process of Course Development (Involving various Stakeholders at different stages)

In the initial phase, the department commenced the process of updating its Master's curriculum that was decided in the meeting of the Departmental Council held on 19th May 2016.

Following the instruction of the University of Revise the post-graduate courses on CBCS pattern, an intensive and rigorous process was started in the subsequent phase, whose milestone stages are mentioned below:

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Approval of Credit Structure	**Approval of Semester Wise Course Titles**	**Approval of Course Details**	**Stakeholder inputs**	**Experts' Review ; and Feedback from Students' and Alumni**	**Approval by Committee of Courses**
Approved in Departmental Council and Committee of Courses Meeting held on 04.04.2018	Approved in Departmental Council and Committee of Courses Meeting held on 12.04.2018	Approved in Departmental Council and Committee of Courses Meeting held on 16.04.2018	Approved in Departmental Council and Committee of Courses Meeting held on 16.04.2018	Approved in Departmental Council and Committee of Courses Meeting held on 16.04.2018	Approved in Departmental Council and Committee of Courses Meeting held on 4.07.2018

Course Structure

[M.A. Life Long Learning & Extension]

Semester wise Details of M.A. Lifelong Learning & Extension Course

		Semester	*Semester*
Part – I	**First**	**Semester I**	**Semester II**
		1. Lifelong Learning and Adult Education in India= 4+1 credit (Core) 2. Art and Science of Adult Learning = 4+1 credit (Core) 3. Sustainable Social Development = 4+1 credit (Core) 4. Global System of Lifelong Learning and Extension 4+1(credit Core)	1. Curriculum Development 4+1 credit (Core) 2. Research and Evaluation 4+1 credit (Core) 3. Technology Mediated Communication and Learning 4+1 credit (Core) 4. Environment, Energy and Health (Open Elective) 3+1 credit
Part – II	**Second**	**Semester III**	**Semester IV**
		1. Gender & Development 3+1 credit (O.E.) 2. Extension and Development 4+1 Credit (Core) 3. Field techniques & Interventions 5 credit (Core) 4. Discipline Specific Elective -I credit 4 (Elective) 5. Internship and its project Report 5 credit (Core)	1. Training and capacity building 4+1 credit (Core) 2. Discipline Specific Elective II credit 4 (Elective) 3. Discipline Specific Elective III credit 4 (Elective) 4. Dissertation 5 credit (Core)

Total Credit for a Master Degree in Lifelong Learning and Extension = Semester I+II+III+IV = 80

Semester	Core Courses			Elective Course			Open Elective Course			Total Credits
	No. of papers	Credits (L+T/P)	**Total Credits**	No. of papers	Credits (L+T/)	**Total Credits**	No. of papers	Credits (L+T/P)	**Total Credits**	
I	4	(4+1)	**20**							**20**
II	3	4+1	**15**				1	3+1	**4**	**19**
III	3	4+1	**15**	1	3+1	**4**	1	3+1	**4**	**23**
IV	2	4+1	**10**	2	3+1	**8**				**18**
Total Credits for the Course	12	16+4	**60**	3	6+2	**12**	2	6+2	**8**	**80**

List of Discipline Specific Elective Course (wherever applicable to be mentioned area wise)

S. N.	Course	Code	Semester
1	Professionalization in Lifelong Learning and Extension	LLLEDS01	III
2	Counseling & Guidance 4 Credit (DS Elective)	LLLEDS02	
3	Human Rights	LLLEDS03	
5	Asian System of Lifelong Learning 4 Credit (DS Elective)	LLLEDS04	IV
6	African System of Adult and Life Long Learning 4 Credit (DS Elective)	LLLEDS05	
7	Lifelong Learning and International Organization 4 Credit (DS Elective)	LLLEDS06	
8	Population and Development Education 4 Credit (DS Elective)	LLLEDS07	
9	Innovations in Life Long Leaning 4 Credit (DS Elective)	LLLEDS08	

Selection of Elective Courses

Discipline Specific Elective Courses in semester III & IV will be offered to a minimum of six students based on merit (and other additional academic ability) to be decided by the Department at the beginning of each semester. Open Elective Courses to students of Semester II & III will be offered to both students from the Department as well as from the other Departments subject to a maximum of 40 Students.

Teaching:

The faculty of the Department is primarily responsible of organizing lecture work of the Master's program. There shall be 90 instructional days per semester excluding examinations (mid-semester or end-semester examinations).

The students selected for project report (dissertation) are expected to utilize a minimum of 4 hours per week on tasks associated with the project report (dissertation) – review of literature, collection and analysis of data, preparation of report writing, etc. in consultation with the supervisor.

The students offering project report (dissertation) will have to attend the classes of other courses as per the time

Semester I/II/III/IV (individually for each semester)				
Number of core courses	Credits in each core course			
Course	Theory	Practical	Tutorial	Credits
Core course 1	40	10	Nil	50
Core course 2		10	Nil	10
Core course 'n' (total number)	12			
Total credits in core course	60			
Number of elective courses	Credits in each Elective course			
Credits in each elective course	Theory	Practical	Tutorial	Credits
Elective course 1	9	3	Nil	12
Elective course 'n'				
Total credits in elective courses				
Number of Open Electives	Credits in each open elective			
	Theory			Credits
Open Elective 1	6	2	Nil	8
Total credits in open elective				
Total credits in Semester I/II/III/IV		80		

table. They will have to appear in mid-semester examinations, and submit assignments of other core and elective courses as per schedule.

Eligibility for Admissions:

Seat Distribution				
Total	**General**	**SC**	**ST**	**OBC**
34	17	05	03	09
Eligibility in Entrance Examination Category				
Entrance-85 Marks	B.A. / B.Sc. /B.Com examination of Delhi University	50% marks and above in the aggregate or its equivalent grade points		
	An equivalent examination from a recognized University of India or foreign University with 55% marks	55% Marks and above in the aggregate or its equivalent grade points		
Interview – 15 Marks				

Kindly note that additional reservations (including supernumerary categories), and concessions apply as per the university rules.

Assessment of Students' Performance and Scheme of Examinations
1. English and Hindi shall be the medium of instruction and examination
2. Assessment of students' performance shall consist of following components: internal Assessment – 30 [Attendance -5, Assignments-15, Mid-Semester Examinations-10] and End-Semester Examinations 70

The Scheme of examination for field-work and internship and the course on project report (dissertation) has been explained in the individual course details.

Pass Percentage & promotion Criteria:

A Student has to score a minimum of 40% in each course, separately in the end-semester examination (28 of 70 marks), and in the total (40 of 100 Marks) to pass the course. No separate pass is required in the internal assessment component. Students failing in an individual course are allowed to repeat only the end-semester examinations in the next appropriate session, but within the span period (see below). No repetition will be allowed in practical and field-based courses, and no re-submission of dissertation is permissible in the course on project report (dissertation). Also there is no provision for repeating or re-submitting any of the components of internal assessments (assignments and mid-semester examinations).

Students of the department selecting open elective courses from other departments will be governed by their rules; while students of other departments selecting open elective course from this department will be governed by this department's rules.

Part-I to Part – II progression
The student should be separately pass in 50 % of the core paper in semester – I to be promoted in semester II for getting promotion from II to III (Semester III) the50% of the Combined courses of semester I and Semester II (including) open elective is essential.

Conversion of Marks into grades
Conversion of Marks into Grade as per standard University rule

Grade Points

Grade point table as per University Examination rule

CGPA Calculation

As per University Examination rule

SGPA Calculation

As per University Examination rule

FGPA calculation

As per University Examination rule

Conversion of FGPA into Marks

As notified by competent authority the formula for conversion of FGPA into marks is: Final % age of Marks= CGPA based on all four semesters x 9.5

Division of Degree into Classes

Post Graduate degree to be classified based on FGPA obtained into various classes as notified into Examination policy.

Attendance Requirement

As per University Examination rule

Span Period

No student shall be admitted as a candidate for the examination for any of the Parts/Semesters after the lapse of four years from the date of admission to the Part-I /Semester I of the Master's prgramme.

Guidelines for the Award of Internal Assessment Marks in Master's Programme

The internal Assessment of 30 Marks will comprise following three components:

- Attendance – 5
- Assignments – 10 (2 assignment of 5 marks each)
- Mid-Semester Examinations -15

Conversion of attendance into marks will be as per the following standard formula:

- 0 mark of Attendance below 67%
- 1 Marks for Attendance equal and above 67% but below 70 %
- 2 Marks for Attendance equal and above 70% but below 75%
- 3 marks for attendance equal and above 75% but below 80%
- 4 Marks for attendance equal and above 80% but below 85%
- 5 marks for attendance equal and above 85%

Assignments can be individual or group work based term-papers (with or without presentations), book reviews, field diary/journal, research papers, etc. The assignments, being a component of internal assessment, can never be repeated or re-submitted.

Mid-semester examination will be conducted for all courses in which an end-semester examination is also to be held. They are to be held preferably in the week before the mid-semester examinations. Mid-semester examination will be of 1hours duration and carry 15 marks in each paper. The mid-semester examinations, being a component of internal assessment, can never be repeated.

In the course on project-report (dissertation), the internal assessment will be based on the supervisor's evaluation of the student's performance in performing various tasks associated with preparation of the project report (dissertation), over the span of one-year (Part II).

In the event of a student failing to obtain 40% marks (separately in end-semester examination and total) the internal assessment will not be repeated, and the marks obtained in the first instance will carry forward.

Hence, students are advised to take the internal assessments seriously as there is no provision for internal assessments to be repeated.

Note:

The Department reserves the right to offer limited Discipline Specific Electives in the given academic year based on the availability of resources and on the prior notice before the admission of the students in the given year.

Open Elective options to the external students will be available to the maximum of 30% of the total strength of the Department in the given year.

The Department proposes to recommend for the award of degree of Master in Lifelong Learning and Extension to students having acquired at least 80 credits in the specified durations under the rules and regulation of the University of Delhi.

There will be an Internship programme of 160 hours during the summer vacation at a dedicated and identified place of work. The proposed work will be monitored through a comprehensive system of documentation and internal and external monitoring.
This will be part of the credit system of Semester III paper three. This will also include field techniques, interventions and project writing.

M.A. Lifelong Learning Semester I – Core Course

LLLECC01: Lifelong Learning and Adult Education in India

Credits: Total- (4+1)

Marks: Total – 100   Attendances – 5
                                      Assignments-10
                                      Mid-Semester Examinations – 15
                                      End Semester Examinations - 70

Objectives:

1. Understand the Conceptual framework of Adult and Lifelong Learning.
2. Gain insight into the relationship between Literacy, Adult Education and Lifelong Learning.
3. Understand the Role of Lifelong Learning in the context of Globalization.
4. Understand International practices across the world.

Course Outcome:

By the end of the course the students will be able to

1. Have knowledge about different concepts of Lifelong Learning, opinion of imminent thinkers to Adult Education in the National & International perspectives.
2. Develop comparative perspectives on environment, Dalit & women's movement in Indian.
3. Developed understanding of state, Legislation and Social Development.

Unit: - I

1. Concepts and terms of Lifelong Learning and Extension
2. Adult and Lifelong Learning –Pre-Independence
3. Adult and Lifelong Learning Post independence

Unit: - II

1. Imminent Indian thinkers of Adult Education – Vivekanand, M.K. Gandhi, Tagore,ZakirHussin.
2. Imminent International Thinkers Frank Charles Lanbach, JulinsNyerere, Ivan Illich, Paulo Friere.
3. Indian Values and Education

Unit: - III

1. Environment movements
2. Dalit Movement
3. Women's movement including movement in Telangana

Unit: - IV

1. State intervention in Social & Economic development
2. Legislation linked Social development
3. Non-State engagement in Social development

Reading List:

1. Bhatia, Sugan (2014) Literacy & Adult Education in Independent India, Sonali Publication, Delhi
2. Aggarwal, J.C. and Gupta (2010) Great Philosophers and Thinkers on Education,ISBN: 978-81-7541-2903,Shipra publications, Delhi.
3. Aggarwal, S.P., Gupta, Mithilesh,Sherwani, M.W.K. and MeenaUsmani (2002). Development of Adult, Continuing and Non-Formal Education in India. Published by Concept publishing, New Delhi, ISBN:81-7022-936-7.
4. Thakur, A.S. (2016). Doctrines of Great Educations, Published by Shipra Publications, Delhi, ISBN: 978-81-7541-866-4.
5. Palmer, J. A (2001) *Fifty Modern thinkers on Education: Piaget to the present day.* London, Routledge flamer.
6. Shah, S. Y. (1993) *Indian Adult Education: A Historical Perspective*, New Delhi: Indian adult education association.
7. Noddings, N (2007), *Philosophy of Education*,Colorado: Westview Press.

8. Patzold, Henning (2011), Learning and Teaching in Adult Education Contemporary Theories, Barbara Budrich Publishers Opladen& Farmington Hills, ISBN 978-3-86649-443-5.
9. Hardtmann, Maria (2011), The Dalit Movement in India: Local Practices, Global Connections, Publication Oxford, ISBN:9780198065487, 019865485
10. Padam Nepal (2009) Environmental Movements in India, Publications Authors Press, ISBN:8172734905.
11. Ramaswamy, B. (2013) Women movement in India, Publisher: Isha Books, ISBN:9788182055339, 8182055334.
12. www.india.gov.in/socialsecurityschemes
13. Central Government schemes in India, www.india.gov.in/topics/social-development
14. Ministry of Social Justice and empowerment, GOI, www.socialjustic.nic.in
15. Narayan, Badari (2011). The Making of the Dalit Public in North India: Uttar Pradesh, 1950-Present, Published July 10th 2011 by Oxford University Press, USA.
16. Gail Omvedt (1995), Dalit Visions: The Anti-Caste Movement and the Construction of an Indian Identity, Rev. Edition, Pa, Published by Orient Blackswan, ISBN: 8125028951.
17. UrmilaPawar, meenakshi Moon, WandanaSonalkar (2006), We also made history: Women in the ambedkariteMovement, Published by Zubaan, ISBN: 8189013122.

LLLECCO2: Art and Science of Adult Learning

Credits: Total- (4+1)

Marks: Total – 100   Attendances – 5
                                     Assignments-10
                                     Mid-Semester Examinations – 15
                                     End Semester Examinations - 70

Objectives:

1. To understand concept and various terminologies of Adult Learning.
2. To educate on emerging issues and trends of Adult Learning.
3. To learn Adult Learning theories
4. To be aware on Andragogy and Pedagogy.

Course Outcome:

By the end of the course the students will be able to

1. Apply Adult learning in theoretical Context.
2. To Contextualize Adult Learning.
3. To differentiate between Adult and lifelong Learning.
4. Will be able to apply Andragogy.

Unit- I

5. Concept, Terminologies, features of Adult Education
6. Categories of Adult Learner's
7. Effectiveness and Barriers of Learning of Marginalized section

Unit-II
1. Introducing the Adult Learner
2. Sociological and Philosophical Aspects
3. Psychological and Behavioural Aspects

Unit-III
1. Theories of Learning
2. Anagogical Principles
3. Adult Learning Models
Unit-IV
1. Learning Environment
2. Learning Practices
3. Learning Communities and cities

Reading List

1. Hoyes, N (1994), *Foundation of Psychology: An Introduction*, London: Routhledge.
2. Hurlock, E.A.(1984), *Development Psychology: Life Span Approach*, New Delhi : Tata MacGrow Hill.
3. Daswani, C.J & Shah, S.Y (Ed. 2000) *Adult Education in India: Selected Papers*, New Delhi: UNESCO.
4. Freire, Paulo (1970) *Pedagogy of the Oppressed,* New York : Continuum.
5. Kundu, C.L. :Educational Psychology, Delhi Sterling Publishers, 1984 14. Kundu, C.L. &Tutoo, D.N.:
6. Educational Psychology, new Delhi Sterling publishers Private Ltd., 1988
7. Saxena, S.((2001) Philosophical and Sociological Foundations of Education. Meerut: Surya publications.
8. Hilgard , E.R.: Theories of learning , New York: Appleton Century Crafts
9. Rajesh & Dixit, V.K. (2011) *Lifelong Learning: Issues and Challenges*, New Delhi: Global Book Organization.
10. Roger, Harrison (Ed.2002) *Supporting Lifelong Education*, London: Rotledge.
11. Singh, Madhu. (Ed.2002) *Lifelong Learning, Humberg*:UNESCO Institute of Lifelong Learning.

LLLECC03: Sustainable Social Development

Credits: Total- (4+1)

Marks: Total – 100   Attendances – 5
                                          Assignments-10
                                          Mid-Semester Examinations – 15
                                          End Semester Examinations - 70

Objectives:

1. To enable student understand different concepts of development,
2. Gain insight in different sociological theories (classical and modern),
3. To provide knowledge about strategies and approaches of social development,
4. To acquaint students on environmental and ecological issues.

Course Outcome:

After the course, the students will be able to

- Understand various concepts of development and sustainable development
- Gain insight in various movement for social & sustainable Development.
- Learn skill, new strategies, seek approaches towards overall social & sustainable development
- Have an understanding of various burning ecological issues.

Unit – I

1. Theories of Social Development
2. Recent Developments and its interpretation in sociological theories
3. Indian Sociological and development thinkers.

Unit - II

1. Community life, religious spheres, development discourse.
2. Movements for development (i.e. agrarian movements, labor movements, women's movement, ecological movements etc.)
3. Social movements and development

Unit – III

1. Collective action and cooperation.
2. Approaches and Strategies for Holistic social development
3. Reducing vulnerabilities : Evolving institutions for sustainable livelihoods

Unit – IV

1. Contextualizing development value based development-ethics for equity and justice
2. Alternative model of Development, Ecology, Environment: concept philosophy and Linkages.
3. Sustainable and inclusive Development: concept, meaning and theories of sustainable and inclusive development.

Reading List

1. Alexgender, K.C. (1994), *The Process of Development of Society*. New Delhi: Sage Publication.
2. Anand, S. &Sen, A.K (1996), *Sustainable Human Development: Concepts and priorities, Office of development studies*, Discussion paper, no. 1. New York: UNDP
3. Ranode. Eknath (2001), *Sustainable Development*. India: Vivekanand Kendra Prakashan.
4. Redeliff, Michelle (1995) *Sustainable Development*. Canada: Routledge Publication.
5. Macionis, J. J & Plummer, K (2005), *Sociology. A Global Introduction* (3rd ed.). Harlow: Pearson Education.
6. UNDP (1997), *Governance for Sustainable human development*, New York, A UNDP policy document.

Credits: Total- (4+1)

Marks:	Total – 100	Attendances – 5
		Assignments-10
		Mid-Semester Examinations – 15
		End Semester Examinations - 70

Objectives

1. To Provide analytical framework of innovations through an educational
2. To understand the impact of international innovations in our society and economy
3. To understand selected case studies of various regions.

Course outcome:

After the course, the students are expected to:

1. have an understanding of innovation, selected innovative programmes of adult and lifelong learning in different countries;
2. Develop comparative perspectives on adult education in Europe, Africa, Arabia, Asia, Latin America and North America.
3. draw insights to evolve new strategies towards tackling the problem of illiteracy in Germany

Unit- I

1. Overview of Adult Education
2. Concept of Innovation
3. Empirical models in innovation

Unit - II

1. Understanding innovation theory
2. Understanding innovation policy
3. Diffusion of innovation

Unit –III

1. Discourse in innovation
2. Role of Technology in innovations
3. Challenges of adaptation of Innovations

Unit – IV

1. Case studies of innovations in Europe & North America
2. Case studies of Innovations in Asia pacific
3. Case studies of innovations Africa

Reading List

1. Rubenson, K. (2010): "Adult Education Overview" in Penelope Peterson, Eva Baker and Barry McGwa eds. *International Encyclopedia of Education.*3rd Edition. Oxford: Elsevier.Vol.1, pp. 1-11.

2. UNESCO Institute for Lifelong Learning (2010): *Global Report on Adult Education and Learning. Hamburg: UIL.Pp. 17-24; 43-56.* **www.uil.unesco**.org/fileadmin/keydocuments/**AdultEducation**/en/GRALE_en.pdf**.**

3. Jarvis, P. (2008): Rediscovering adult education in a world of lifelong learning. *The International*

4. *Journal of Critical Pedagogy*. Vol.1. (1). pp. 1-6.http://www.freireproject.org/ojs/index.php/home/article/view/276/12.

5. Wegener, Charlotte &Tanaggard, Lene (2013): The concept of innovation as perceived by public sector frontline staff-outline of a tripartite empirical model of innovation. *Studies in Continuing Education* 35:1, pp. 82-101.

6. Fullan, M (2001): *The new meaning of educational change*. New York: Teachers College Press.

7. Rich, J. M. (1992): *Innovations in education*. Boston:Allyn and Bacon.

8. Mytelka, Lynn K. and Smith, Keith (2001): *Innovation Theory and Innovation Policy: Bridging the gap.* A paper presented to DRUID Conference, Aalborg, and June 12-15.

9. Moldaschi, Mansfred (2010): *Why Innovation Theories make no sense*. Papers and Reprints of the Department of innovation research and Sustainable Resource Management (BWL IX), Chemnitz University of Technology.

10. White, M.A. and Bruton, Garry D. (2007): *The management of technology and innovation: A strategic approach*. Mason: South Western Learning Group. Pp. 6-31.

11. Utterback, J. M. (1994): *Mastering the dynamics of innovation.* Harvard: Harward Business School Press.

12. Werner,M Utah Papen (1997): *Making a difference: Innovations in Adult Education*. New York: PeterLang.

13. Rogers, E. M. (2003): *Diffusion of innovations* (5th Ed.). New York, NY: Free Press. pp. 1-35.

14. Wejnert, Barbara (2002): "Integrating Models of Diffusion of Innovations: A Conceptual Framework". *Annual Review of Sociology* (Annual Reviews) 28: pp. 297–306.

15. Berry, Frances Stokes and Berry, William D. (1990): State Lottery Adoptions as Policy Innovations: An Event History Analysis. *The American Political Science Review*, Vol. 84, No. 2, pp. 395-415.

16. Aitchison, J.andAlidou, Hassana (2009): *The state and development of adult learning and education in Sub-Saharan Africa: Regional synthesis Report*. Pp. 19-39 http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UIL/confintea/pdf/GRALE/confinteavi_grale_africa_synthesis_en.pdf.

17. Ahmed, M. (2009): *The State and Development of Adult Learning and Education in Asia and the Pacific*: Regional Synthesis Report. Hamburg: UNESCO Institute for Lifelong Learning. http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UIL/confintea/pdf/GRALE/confinteavi_grale_asia_synthesis_en.pdf.

18. Yousif, AbdelwahidAbdalla (2009): *The state and development of adult learning and education in Arab Region: Regional synthesis Report.*www.unesco.org/.../**GRALE**/confinteavi_**grale**_arab_**synthesis**_en.pdf.

19. Keogh, H (2009): *The state and development of adult learning and education in Europe, North America and Israel:Regional synthesis Report.*http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UIL/confintea/pdf/GRALE/confinteavi_grale_paneurope_synthesis_en.pdf.

20. Torres, Rosa Maria (2009): *From Literacy to lifelong learning, trends, issues and challenges in youth and adult education in Latin America and Caribbean: Regional synthesis Report.*http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UIL/confintea/pdf/GRALE/confinteavi_grale_lac_synthesis_en.pdf.

Credits: Total- (4+1)

Marks: Total – 100   Attendances – 5
                                   Assignments-10
                                   Mid-Semester Examinations – 15
                                   End Semester Examinations - 70

Objectives:

1. To develop understanding of curriculum theories and practices of curriculum development.
2. To acquaint students about the planning and various approaches to planning of curriculum development.
3. Learning the process and techniques of teaching Adult and Lifelong Learning and the institutions involved in material development for them.

Course outcome:

By the end of the course the student will be able to

1. Describe the evolution of curriculum theories and practices especially in Adult and Lifelong Learning and global level.
2. Identify the key elements in planning curriculum along with various models.
3. Describe common social-political and ethical issues related to planning of curriculum for adult and lifelong Learners

Unit – I

1. Meaning and Definition of curriculum
2. Objectives of curriculum Development.
3. Curriculum Theory and practice (Tyler, Knowles, freive, Houle, Caffarella)

Unit - II

1. Purpose and Nature of Planning
2. Control and power of Planning
3. Technical, Social Political and ethical domain of planning.

Unit – III

1. Conventional Approach to planning
2. Unconventional approach to planning
3. Challenges to conventional planning and evaluation of curriculum

Unit - IV

1. Different teaching methods
2. Preparation of Books and Audio-visual materials for Neo-Literates: Processes, Contents and Field Testing of Materials.
3. Role of State Resource Centers, National Book Trust and University Departments to produce materials for Lifelong Learners through Formal and Informal system of education.

Reading List:

1. Caffarella, R.S. &Daffron, S.R. (2013). Planning programs for adult learners: A practical guide (3rd Education). San franciso: Jossey-bass/wiley.
2. Belfiore, M.E. (1996) *Understanding Curriculum Development in the workplace. Canada*: ABC Publication.
3. Bruce, J. & Marsha, W. (1988), *Models of Teaching*. New Jersey: Prentice hall
4. International Labor Organization (1996) *Teaching and Training Methods*. Geneva.
5. Reddy, M.M &Ravishankar, S. (ed.1984), *Curriculum Development and Educational Technology*. India: Sterling Publication Pvt. Ltd.
6. UNESCO (1998) *Developing Curriculum for Neo-Literate*. UNESCO, Bangkok and State Resource Centre, Jaipur
7. Owens, J.C (1973) *Management of Curriculum Development*. London: Cambridge University Press.

LLLECC06: Research and Evaluation

Credits: Total- (4+1)

Marks: Total – 100   Attendances – 5
                                 Assignments-10
                                 Mid-Semester Examinations – 15
                                 End Semester Examinations - 70

Objectives:
1. Understand various Research Methodologies in Social Sciences,
2. To develop skills related to various techniques of evaluation,
3. Learn to apply necessary skills to take up research projects,
4. To help students develop assessment tools.

Course Outcome:
By the end of this paper, students should be able to

1. Understand various types of research, research problem Identification & develop research temperament.
2. Assess critically the methods of data collection, sampling design its technique & different tools of research
3. Understand various research designs, Develop assessment tools.
4. Able to analyse data through various statistical techniques
5. Critically assess various evaluation methods.
6. Able to write research report.

Unit: - I
1. Problem identification
2. Types of Research: Pure and applied Research, Quantitative and Qualitative Research, Mixed Research
3. Historical, Experimental & Descriptive Research

Unit: -II

1. Formulating Hypothesis and testing
2. Methods of Data Collection.
3. Sampling methods, Sampling Design and techniques.
4. Methods and tools of Research (qualitative & quantitative)

Unit: - III

1. Research Design & measurement
2. Development of Assessment tools
3. Analysis of Data: Analytical, Co-relational, Analysis of variance and Co-variance, partial & multiple co-variances.

Unit: IV

1. Evaluation – concept, Meaning, typologies & Tools
2. Formative, Summative and concernment Evaluation, Participating evaluation
3. Research Report writing
4. Ethics in Research

Reading List

Best, J. W. (1983), *Research in Education*, New Delhi : Prentice Hall.
Bickman, L. (Ed.2000), *Research Design*, New Delhi: Sage Publication.
Chadha, N.K. (1991), *Statistics of Behavioral and Social Science*, New Delhi: Reliance Publishing House.
Gliner, J.A & Morgan G.A (2000), *Research Methods in Applied Settings: An Integrated Approach to Design and Analysis,* Lawrence Erlbaum : Mahwah
Goode, W. J. & Halt, P.K. (1952) *Methods in Social Research*, New York:

McGraw-Hill, Book Company.
Patton. M. Q, (2002) *Qualitative Research & Evaluation Method*, New Delhi: Sage Publication.

LLLECC07: Technology Mediated Communication and Learning

Credits: Total- (4+1)

Marks: Total – 100   Attendances – 5
                                     Assignments-10
                                     Mid-Semester Examinations – 15
                                     End Semester Examinations - 70

Objectives:

1. To enhance the understanding of communication process, its diffusion and adoption,
2. Understand the role of media in bringing attitudinal changes in individual and social change in general.
3. Develop hands-on practical skills in e-learning strategies and tools.

Course outcome:

After completion of this course, the students will be able to

1. Understand various communication methods & practices
2. Describe & identify the role of media towards social change.
3. Develop communication material generation & E-lessons
4. Understand E-learning techniques and its significance

Unit – I

1. Communication: Methods and Practice.
2. Participatory, persuasive and effective aspects of communication methods.
3. Folk communication media and Community Radio.

Unit – II

1. Social Marketing and Advertising.
2. Communication material generation in print & Audio-Visual formats
3. Impact of ICT in society.

Unit – III

1. Open Distance Learning Approach
2. Virtual Classroom
3. Creating your online learning environment

Unit – IV

1. E-learning- Tools & techniques of developing E-content,
2. Content creation, Trends in E-learning & teaching.
3. Ethics & principles in ICT and E-learning

Reading List

1. Gandhi, V. (1995), *Media and Communication Today*. New Delhi: Kanishka Publishers.
2. Haftor, D.M., Mirijamdotter, A. (2011) *Information and Communication Technologies, Society and Human Beings: Theory and Framework*. Hershey. New York: Information Science Reference.
3. Harlow, E. & Webb, S.A. (2003), *Information and Communication Technology in the Welfare Services*. London: Jessica Kingsley Publishers.
4. Malkote, S.R. (1991), *Communication for Development*, New Delhi: Sage Publication.
5. Rosengreen, K.E. (2000), *Communication: An Introduction*. New Delhi: Sage Publication.
6. Inove, Y (2009) *Adult Education and Adult Learning Processes with ICT*. Guam: University of Guam.
7. Sharma, S.C. (1987), *Media Communication and Development*, Jaipur: Rawat Publication.
8. Steve, I&Vicky, D (2013), *Enhancing Learning through Technology in Lifelong Learning: Fresh Ideas: Innovative Strategies*, University of Cumbria, Edge Hill University, McGraw – Hill

9. Singh & Sharma, E-learning New Trends and Innovations, Deep & Deep Publications Private Ltd., New Delhi, 2005
10. Paily, M.U. (2010). "Instructional Design in E-learning". Unit in the course on Education Communication Technologies for IGNOU's MA in Distance Education. IGNOU: New Delhi

LLLEOE01: Environment, Energy and Health

Credits: Total- (3+1)

Marks: Total – 100   Attendances – 5
                                      Assignments-10
                                      Mid-Semester Examinations – 15
                                      End Semester Examinations - 70

Objective:

1. To enable students to understand about environment, energy and health linkages.
2. To enable students regarding critical issues related to environment, energy and health.
3. To promote awareness regarding national policies and programmes in context of environment, energy and health.

Course Outcome:

- Understand environment, its various issues, conservation methods & ways of addressing them.
- Appreciate concepts of environmental and impact assessment.
- Understand Energy Scenario its policies in India & availability of different energy sources.
- Reflect about Health issues & national polices related to health & effects of pollution on human health.

Unit – I

1. Conservation of natural resources – soil, air, energy and biodiversity
2. Ecological role of forests – agro forestry and multipurpose trees, sources of pollution, abetment of pollution, greenhouse effect and climate change.
3. Conservation of endangered plants and animals, national parks and wild life sanctuaries, food security and eco-tourism

Unit – II

1. Environmental legislation and education.
2. Environmental movements and selected case studies: mountain, Deserts and Coastal Regions.
3. Environmental impact assessment

Unit – III

1. Energy Scenario in India.
2. Renewable and non-renewable energy sources: energy plantation
3. National energy policy.

Unit – IV

1. National health policy
2. Environment and health: effect of pollution on health and diseases, sanitation and hygiene, medicinal plants
3. Primary health Care, first aid, yoga and meditation, promotion of healthy environment in India.

Reading List

1. Balakrishnan, M.(1998.) *Environmental Problems and Prospects in India*, Oxford & IBH Pub., New Delhi
2. Singh, R.B. (ed.) (1996) *Global Environmental Change*, Oxford & IBH Pub., New Delhi,.
3. Singh, R.B. (ed.) (2001) *Urban Sustainability in the context of Global Change*, Science Pub, Inc., Enfield (NH). USA,

4. Detwyler, Thomas R (1971) *Man's Impact on Environment*, McGraw Book Company, New York,.
5. World Resources Institute, world Resources, (1999*) Environmental Change and Human Health*, Oxford University Press, Oxford, UK.
6. Dixit, V.K. (2006) *"Energy consumption and quality of life, Academic Excellence",* Delhi,.

LLLEOE02: Gender and Development

Credits: Total- (3+1)

Marks: Total – 100   Attendances – 5
                                        Assignments-10
                                        Mid-Semester Examinations – 15
                                        End Semester Examinations - 70

Objectives:

1. Enable students to understand the historical perspective of gender and development in the global and Indian context.

2. Acquaint the students with some of the major development programmes for women and their impact on society.

3. Make students aware of addressing the issue of gender equality for overall societal development.

Course Outcome:

On the successful completion of the course, students will be able to

1. Understand Historical perspective of women empowerment.
2. Obtain awareness about Constitutional provisions, legal supports & Human Right
3. Explain different causal factors of Gender empowerment.
4. Develop skills & hands on experience for women empowerment through field exposure & community visits.
5. Demonstrate an understanding on gender issues and development.
6. Gender in developmental context and deep understanding of sex and gender. Role of various Institutions in context of Gender and Patriarchy in society.

Unit I   Historical Perspective of 'Gender and Development'

1. Understanding Gender and Development
2. Towards Women Empowerment in Contemporary India
3. Government Policies and Programmes on Women Empowerment
4. Panchayati Raj Institutions and women

Unit II   Women in Organized and Unorganized Sectors

1. Impact of liberalization and (post liberalization) on Indian society, Rural/ Urban dichotomy.
2. The Demographic of Working Women in India- Employability Trends.
3. Women in Organized and Unorganized Sectors in India.
4. Women and microfinance .Transition of women towards new millennium.

Unit III   Legal Rights of Women in India

1. Legal literacy for women, legal services,
2. Women and Indian Constitutional provisions, Criminal procedures codes (Bailable and Non-Bailable offences)
3. Human Rights and Women Empowerment. Hindu marriage act

Unit IVDeterminants of Gender Empowerment

1. Women's Education, Employability and Health issues

2. Socio-economic determinants of 'Empowerment'
3. Gender and Intersectionality
4. Gender and Sustainable Development

Reading List

1. Arunachalam. J (2005), *Women's Equality – A Struggle for Survival:*Gyan Publishing House, New Delhi
2. *HUMANDEVELOPMENTREPORT* (1995). Published for the United Nations DevelopmentProgramme. (*UNDP*). New York. Oxford. Oxford University Press.
3. John, Mary E (1996) Gender and Development in India, 1970s-1990s Some Reflections on the Constitutive Role of Contexts, EPW, Vol. 31, Issue No. 47, 23 Nov.

4. Kamala, S. & Singh, U. K. (2008), Towards Legal Literacy :Oxford University Press, New Delhi.

5. Karl, M (1995), Women and Empowerment – Participation and Decision Making: Zed Books Ltd., London.
6. Parvin, R.M. (2005), Empowerment of Women – Strategies and Systems for Gender Justice: Dominant Publishers and Distributors, New Delhi,

7. *Razavi, Shahrashoub; Miller, Carol (1995).* "From WID to GAD: Conceptual shifts in the Women and Development discourse". *United Nations Research Institute Occasional Paper series. United Nations Research Institute for Social Development.*
8. Selvam, S. (2005), Empowerment and Social Development – Issues in Community Participation: Kanishka Publishers, Distributors, New Delhi
9. Sinha, A. K (2008), New Dimensions of Women Empowerment: Deep & Deep Publications Pvt. Ltd., New Delhi
10. Towards equality : report of the Committee on the Status of Women in India (1974), Govt. of India, Ministry of Education & Social Welfare, Dept. of Social Welfare,& New Delhi. Parts 1 &2.Suggested Readings
11. Bhadauria, M (1997), Women in India – Some Issues: APH Publishing Corporation, New Delhi
12. Rao, D.B and Rao, D.P, (2004), Women Education and Empowerment: Discovery Publishing House, New Delhi

LLLECC08: Extension and Development

Credits: Total- (4+1)

Marks:　　　　Total – 100　　　　Attendances – 5
　　　　　　　　　　　　　　　　　Assignments-10
　　　　　　　　　　　　　　　　　Mid-Semester Examinations – 15
　　　　　　　　　　　　　　　　　End Semester Examinations - 70

Objectives:

1. Understand the theories and principles of extension,
2. Gain insights into the historical perspectives of extension,
3. Understand the role of universities in extension in particular and various systems of extension in general.

Course outcome:

At the of the course the student will be able to
1. Examine Extension Dimension in the University system.
2. To apply community extension and outreach for the various target population.
3. Able to understand and explore Extension as the dimension of higher education.

Unit – I

1. Extension – concept, meaning, philosophy and importance
2. Principles of extension.
3. Understanding extension in relation to development

Unit – II

1. Historical perspective of extension.
2. Extension Programmes in pre-independent India
3. Extension programme in post-independent India

Unit – III

1. Behavioral sciences for extension and development
2. Extension communication and diffusion of innovation for development
3. Planning and management of extension and development.

Unit- IV

1. Emerging issues in Extension- Economics of Extension, ethics and extension.
2. Extension role of Universities.
3. Comparative analysis of various approaches and systems

Reading List

Axinn, G.H (1988), *Guide on Alternative Extension Approach*, Rome: FAO
Dhama, O.P &Bhatnagar O.P (1987), *Education and Communication for Development*, New Delhi: Oxford and IBH Publishing co. Ltd,
Dubey, J.P., University Extension (2009): A Historical perspective Associated, Publisher Ambala India.
Dubey, J.P., University Extension (2010): Structural & Functional Perspective LAP Lambast Academic Publication, Germany.
James, G.E (1986), *Investing in Rural Extension, Strategies and Goal*, New York: Applied Science Publisher.
Logan, J.P. (1961), *Extension Teaching Methods in Extension Education in Community Development*, New Delhi: Directorate of Extension,
Rolling, N (1988), *Extension Science*, Cambridge University Press.

Credits: Total- (4+1)

Marks: Total – 100   Attendances – 5
                                     Assignments-10
                                     Mid-Semester Examinations – 15
                                     End Semester Examinations - 70

Objective:

1. To know the concept
2. To know the basic objectives of field technique
3. To know the need & significance of field technique
4. To know the constitution of field technique

Course outcome:

1. Students will be able to understand field Technique& its need in lifelong   learning & Extension
2. Students will be introduced to field requirement & its partners (NGOs & other Partners)
3. Students will be equipped about their role towards field work.

Responsibilities of field technique Coordinator:

1. To ensure the conduction of fieldwork in professional manner
2. Students orientation about field placement, So students could placed in relevant field settings as per their case interest (organizations)
3. Support in learning plans for their better interventions.
4. Preparation of guidelines for students & Agencies too.
5. Fix departmental meeting with organizations to ensure that organizations group the idea of field technique& their accountability towards students.
6. Networking, support students & organization for smooth conduction in working.
7. An Agreement of MOU between Department organization

Selection of field Technique organization:

Concurrent filed work:

Field Technique in 1st year of M.A. (LLL) is in under parallel setting to coursework. For practicum, different NGOs, Government organizations & other institutes are providing their support in students learning under Community settings. During the field work, students are expected to be engaged in assigned work, given by onsite supervisors. Students will learn there about various marginalized communities such as; women, an organized labors, Senior Citizens, street Children, Sex Workers, transgender, disables etc. The overall activity & learning objectives will be guided by field Technique coordinator, with association of onsite coordinator from various agencies.

Orientation or Briefing for field technique visits:

1. Visits of organizations
2. Introduction of various communities, current issues, resources, concurrent program conducted by agencies.
3. Field report writing in given formation

4. Conference & Discussion: Under the same, it is required to students to discuss their entire visits in group facilitated by faculty member. Further they are requires to write individual reports on weekly basis, as per their field visits in Performa given by the Department.
5. At the end of four (4) weekly visits, students would have to prepare group wise presentation for sharing with teachers & peers.

Placement for field work: -

Identification of agencies is an ongoing procedure & the agency placement required to be one where in students will get an appropriate exposure to field facts & availability to engage with community on grass root level for field Technique skills.

1. Identification of subject matters under agencies
2. Identification of placement
3. No of group of students/ agency
4. Availability of field supervisors
5. 4-5 students will be placed per agency
6. Declaration of Placement for field work will be done at least 10 day before to the commencement of field visits
7. Students are needed to contact timely & meet their respective on site supervisors, before starting of field work.

Briefing meeting for onsite Supervisors: Meeting will held in the beginning of field Technique semester for all onsite supervisors. For the same supervisors are invited. It is very much needed for whom. Who is supervision first time.

Aims: - to support and help on site supervisors in context of field instruction, learning, syllabus of the M.A. (LLL & Ext.) & expectations for field learning.

1. To introduced onsite supervisors "criteria of evaluation of filed learning &students regular performance.
2. To make possible teaching learning exchange understanding (mutual) knowledge, skills, etc.

Responsibility of field coordinator:

1. The coordinator is responsible for coordination the overall functioning of field technique visits
2. He/She will organize the field technique visits through orientation, field placement, communication with various field agencies.
3. He/She will also involve in identification of field work agency.
4. Responsible for keeping Secord of student of student attendance, report evaluations, monitoring or any other issues during fieldwork & facilitating smooth conduction of practicum.
5. Feedback meetings with students.
6. Student attendance record &field Technique work is maintained in the Department. Student have to submit their attendance book, counter signed by onsite supervisors on weekly basis to the Department.

Weekly Field TechniqueReport:

1. Student is expected to maintain a weekly field Technique record of field work. The attendance- book & weekly report should be submitted to the Department coordinator. The report should be filled in provided format. The date & time for submission of weekly reports will be specified by the Department coordinator.
2. The attendance book and weekly field Technique report are to be signed by the students before submitting to the Department. At the last, coordinator will sign all the attendance book & weekly report.
3. Misbehave, inequalities in attendance, late & Non submission of report & absence from orientation, weekly bricking are kept by the Department Head, on the recommendation of the supervisor may take necessary action, if needed.

Attendance in practicum:

- During the practicum, a student is required to spend at least 8-9 hours per week in the community allocated to him/her. There 8-9 hours have to be spent by working for a day assigned time table for practicum.
- The time spent by students in writing field Technique sports and in attending supervisory meetings at the Department is not counted. Neither the time spent on travelling between students home & the community is counted as field Technique hours.
- Should be regular and punctual in practicum. The Department can take serious action for unauthorized absence from practicum, irregular attendance & any dishonest practices.
- Attendance in field Techniques compulsory Absence from field technique visits cannot be compensated
- Leave from field Techniquework should general be applied for in advance. All leave application in context of field Techniqueshould be addressed to the Department field Technique coordinator.

On the basis of following points field work could provide to relevant agencies:-

- Description of agencies & its ongoing programs
- Opportunities for students (learning)
- Desirable qualification of would be onsite supervisions
- Accepted list of field Technique agencies.

Note: Department will be the single body to arrange field Technique opportunity& placement of students. No student will be encouraged to seek their own field Technique agency.

3rd Semester field Technique students will be placed in particular agencies based on the interest of students

Role & Responsibilities of onsite supervisor.

- Explain the structure of & functioning of the agency
- Providing day to day supervision for students
- Collaborating with Departmental field Technique coordinator in the development of current field Techniquevisits, provide best opportunity for learning, field exposure, application of theory in to the field practices.
- Developing a student's manual including orientation to the facility and objectives decided.
- Assessing the knowledge, skill, capacity & professional development of students by completing a midterm & end semester evaluation at agency's pact.
- Identification of learning opportunities will in the agency, provide practical skills & knowledge to understand & work between communities.
- Provide appropriate office space & resources so that students can perform their assigned work successfully.
- Provide any training for the skills required to fulfill the role.
- Monitor & discuss the students response to the assigned work they an doing
- Keep in touch with the faculty coordinator, if needed
- Communicate with faculty coordinator periodically to share information about the students' progress.
-

Evaluation

Evaluation as per University Norms.

LLLECC10: Training and Capacity Building

Credits: Total- (4+1)

Marks: Total – 100   Attendances – 5
Assignments-10
Mid-Semester Examinations – 15
End Semester Examinations - 70

Objectives:

1. Understand the importance of Human Resource Development.
2. Learn the process, methods, techniques, strategies and significance of training as a tool for Human Resource Development.
3. To equip students with necessary skills to evaluate the training programme.

Course outcome:
1. Learn training & its various techniques.
2. Different Job commences, its related training develop & quality strategies to manage better human resource.
3. It will equip students with required competing skill & evaluate training programme.

Unit – I

1. Traditional Family-based skills acquisition processes.
2. Institution-based skills acquisition processes.
3. Participatory and Community-based skills acquisition processes

Unit – II

1. Capacity building and skilling program
2. Principles underlying Training and Capacity Building
3. Training Techniques & Mapping

Unit – III

1. Identification of job competencies and Skill requirement
2. Designing and implementing a Training/Skilling programme.
3. Use of Technology in Training–Multimedia e-learning, on-line and distance learning and other Learning – teaching Aids.

Unit – IV

1. On the job and off the Job training & Capacity building.
2. Social & Economic implication of Skill Training Capacity Building.
3. Evaluation of Skill Training.

Reading List

1. Wilson, J.P. (2005), *Human Resource Development Training of Individual and Organizations*, UK.: kogan page Publisher,
2. Armstrong, M. (2007), *A Hand Book of Human Resource Management Practice*, UK :Kogan Page Limited.
3. Robert L.C. (1996) ,*Training and Development Hand Book,* New York: McGraw - Hills,
4. Richard A & Swanson E. H. (2001), *Foundation of Human Resource Development,* San Francisco: Berrett Koehler.
5. Singh, P.N. (1989) *Training for Management Development,* New Delhi: ISTD.
6. Tony, P. (2003), *Developing Effective Training Skills (from personal insight to organizational performance*) : London, CIPD House, camp road.

Credits: Total- (3+1)

Marks: Total – 100   Attendances – 5
                                      Assignments-10
                                      Mid-Semester Examinations – 15
                                      End Semester Examinations - 70

Objectives

1. To understand various factors influencing professional Growth of Discipline.
2. To be aware on individual and Group Training/Capacity Building on Lifelong Learning.
3. To understand role of professional networking in Lifelong Learning

Course Outcome:

At the end of the course the student will be
1. Able to demonstrate understanding of professional Development in Lifelong Learning.
2. To have built capacities on professional networking in Lifelong Learning.
   Able to develop models of professional development in lifelong Learning.

Unit:- I

1. Professionalization concept meaning & scope
2. Growth, development and patterns of professionalization of lifelong King & Extension
3. Theoretical and developmental prerequisites of professionalization

Unit:- II

1. Adult Educators Training needs, role and performance
2. Programme linked teaching & training of Adult Education
3. Training students

Unit: - III

1. Network, organizations and relationships
2. Professional com competence
3. International practices

Unit: - IV

1. Reflective practices
2. Future professional needs & training mechanism
3. Curricular and social requirement of professionalization

Reading List

1. Jarvis, Peter, (2012)The Sociology of Adult & Continuing Education, Routledge, London
2. Jarvis, Peter, (2014) Adult Education and Lifelong Learning: Theory and Practice, 3rd Edition Routledge, London
3. Andy Hargreaves (2010) four ages of Professionalism and professional Learning London
4. Egetenmeyer, R (2010) Teachers and trainers in Adult and Lifelong Learning: Asian and European perspectives
5. Shah, S.Y. (2013) Challenges of Professionalization of Adult Education in India International Institute of Adult and Lifelong Learning New Delhi.
6. S.B. Merriam and Bierema, LL (2013) Adult Learning: Linking Theory and Practice.
7. J. Preece (2009) Lifelong Learning and Development A Southern Perspective, New African Books, Claremont
8. Shah, S.Y. (2009) Teachers and Trainers in Adult Education and Lifelong Learning: Professional Development in Asia and Europe, URL, New Delhi.

LLLEDS02:Counselling and Guidance

Credits: Total- (3+1)

Marks: Total – 100   Attendances – 5
                                     Assignments-10
                                     Mid-Semester Examinations – 15
                                     End Semester Examinations - 70

Objective:

1. To provide information, education and communication on counseling and guidance to take informed decision
2. To develop Skills in Counselling and Guidance,
3. To understand Counselling and Guidance in various settings.

Course Outcome:

Students will be able to:

1. Understand educational & communication practices on Counseling & Guidance, concepts nature types & scope of counseling & guidance
2. Understand various theories of counseling & its approaches in practices.
3. Develop counseling skills, strategies, this & its application for vulnerable & special target
4. Provide life skill learning for youth, course building & Assessment of Guidance & Counseling.
5. Be familiar with technology aided counseling practices for effective counseling practices for effective Counselling.

Unit –I

1. An introduction to Guidance and Counselling
2. Nature, Scope and Rationale
3. Approaches and theories of counseling- psycho analysis, client centered, existential, rational-emotional-emotive, cognitive and behavioral, multi-model approach in Counselling

Unit-II

1. Types of guidance and counselling- telephone, personnel, postal, referral
2. Counselling process and strategies
3. Assessment and appraisal in guidance and counselling

Unit-III

1. Counselling in various settings- family, clinical, career, professional
2. Counselling for vulnerable and differently able persons
3. Ethics in Counselling

Unit-IV

1. Counselling to special target groups- Peer, Parents, Students, Teachers
2. Application of technology in guidance and counselling
3. Life- skill building for youths
4. Human Rights and Legal perspective in Counselling

Reading List

1. Gibson, R and Mitchell (2002) *Introduction to Counselling and Guidance*, Harrell prentice hall, (6th edition) , New Jersey.
2. Archer and McCarthy C.J (2008) *Theories of Counselling& Psychotherapy*, Merrill Prentice Hall, New Jersey.
3. Cullex, S. (1991) *Integrating Counselling Skill in Action*, Sage Publication, New Delhi,.
4. UNESCO, (2001) *A Handbook of Counselling Services*, UNESCO, New Delhi.
5. Joneja, JK, (1997), *Occupational Information and Guidance*, NCERT, N. Delhi
6. Rajesh and Subramanian, TKV (2005),*TelephonicCounselling in University System*, Bista International, New Delhi.
7. Jones, R. N. (2011) Theory and practice of Counseling and therapy (5[th]edition) Sage Publication.

Credits: Total- (3+1)

Marks: Total – 100   Attendances – 5
                                     Assignments-10
                                     Mid-Semester Examinations – 15
                                     End Semester Examinations - 70

Objectives

1. To acquaint students about the significance of population and Development education,
2. To make students understand the implications of theories and policies,
3. To examine population and development education in formal, non-formal and informal education.

Course outcome

By the end of the course the students will be able to

1. Understand population dynamics and Development

2. Develop understanding of adolescent phase of growth

3. Able to relate population issues with quality of life

UNIT- I
1. Population education and development : definition, objective and scope
2. Population theories and policies: Malthus- optimum, biological, national population policies of India
3. Sources of population data: census, vital registration system

UNIT- II
1. Population education in formal, non-formal and informal education
2. Population, environment and sustainable development
3. Reproductive child health

UNIT- III
1. Population and development issues – HIV/AIDS and substance abuse, reproductive health
2. Adolescent growth and development education
3. Population and gender issues

UNIT IV
1. Population and health linkages
2. Managing elderly population
3. Population and quality of life

Reading List

1. Bhende, A Asha and Tara Kanitkar (2002) *Principles of Population Studies*, Himalaya Publishing House, Mumbai
2. Rao, VE (2001)*, Population Education, APH publishing Corporation*, New Delhi
3. Institute of Economic Growth, (1986), *Demography in India*, Delhi University, Delhi
4. Ghosh, B.N (1987), *Studies in Population and Economic Development*, Vol. I & II, Deep and Deep Publication, New Delhi
5. United Nation (2003) *Population Education and Development*: *The Concisereport, New York*
6. Sikes, O J (1993) *Reconceptualization of Population Education*: UN Population Division & UNFPA, New York ,USA.

LLLEDS04: Asian System of Lifelong Learning

Credits: Total- (3+1)

Marks: Total – 100   Attendances – 5
                                      Assignments-10
                                      Mid-Semester Examinations – 15
                                      End Semester Examinations - 70

Objective

1. To study policy and programmes of Lifelong Learning in Asia
2. To help Asian Lifelong Learning student to understand the dynamics of social transformation
3. To understand theories of social change

Course outcome:

After the course the students are expected to:

1. Have better understanding of the magnitude and problem of illiteracy in developing countries specially India;
2. Acquire knowledge and understanding of the policies and innovative programmes of adult and lifelong learning in Asia with special focus on India;
3. Develop comparative perspectives on adult education in Europe and Asia
4. Draw insights to evolve new strategies towards tackling the problem of illiteracy among migrant community in Europe.

Unit – I

1. Adult and Lifelong Learning in Asia
2. Development Discourse in Lifelong Learning
3. Socio-Educational context of Lifelong Learning

Unit – II

1. Theories of Social change
2. Literacy challenges
3. Society, Literacy and Development

Unit-III

1. Participatory Research in Adult Education
2. Development of Adult Education in Asia
3. Develop comparative perspectives on Adult Education and Asia

Unit – IV

1. Role of ICT in Promoting Adult Education
2. Role of UNECSO in Lifelong in Asia
3. Case studies of Indian Sri-Lanka

Reading List

1. UNESCO (2004), Lifelong Learning in Asia and the pacific (Asia-pacific regional forum for LLL) UNESCO Asian politic regional bureau for Education, Bangkok, Thailand research article.
2. Han, Soonghee (2007), Asian Lifelong Learning in the context of Global knowledge Economy: A task Asia politic Education review, South Korea.
3. ILO (2003), Lifelong Learning in Asia and the pacific, Bangkok, Thailand.
4. Zhoo. Yong (2015), lessons that matter: what should we learn from Asia's School systems. Mitchell institute, Melbourne, Australia.
5. UNESCO (2016), Community –Based Lifelong Learning as Adult Education.
   (Situations of Community Learning Centers in 7 Asian Countries), Paris, France .
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Credits: Total- (3+1)

Marks: Total – 100   Attendances – 5
                                     Assignments-10
                                     Mid-Semester Examinations – 15
                                     End Semester Examinations - 70

Objectives

1. To locate the discourse on lifelong learning in African context
2. To understand pre-colonial and colonial traces of lifelong learning in Africa
3. To comprehend the lifelong learning experiences in Africa through local, regional and global prisms
4. To decipher the common and differentiated trends in lifelong learning experiences of Africa

Course Outcome

After the course the students are expected to:

After the competition of course, the students will be able to comprehend lifelong learning practices in Africa in historical as well as contemporary contexts. It will help them to understand the linkages of lifelong learning experience with development process and strategy. Further, they will be also able to locate the role of different stake holders in lifelong learning exercise in Africa.

Course Description

Unit I – Lifelong Learning in Africa: Historical Perspective

1. Pre-Colonial Tradition and Practices
2. Colonial Experiences: Anglophone Africa
3. Colonial Experiences: Francophone Africa
4. Colonial Experiences: Lusophone Africa

Unit II – Lifelong Learning in Africa: Contemporary Trends

1. Lifelong Learning and Development
2. Policy and Strategy of African States
3. Role and Participation of CSOs

Unit III- Lifelong Learning in Africa: Current Initiatives (Sub-Regional, Pan-African & Global)

1. Role of UNESCO, WB and OECD
2. MDGs and SDGs
3. AU Continental Education Strategy for Africa
4. Sub-Regional Initiatives

Unit IV- Lifelong Learning in Africa: Sub-Regional Case Studies (Eastern, Southern & West Africa)

1. Eastern Africa: Tanzania, Kenya
2. Southern Africa: Swaziland, Angola
3. West Africa: Ghana, Senegal

Reading List

Books
1. Julia Preece, (2009), *Lifelong Learning and Development: A Southern Perspective*, London and New York: Continuum
2. Sabo Indabawa, Stanley Mpofu (2005), *The Social Context of Adult Learning in Africa*, Hamburg: UNESCO Institute for Education
3. Fredrick Nafukho, Maurice Amutabi and Ruth Otunga (2005), *Foundations of Adult Education in Africa*, Hamburg: UNESCO Institute for Education
4. Mathew Gboku and Rebecca NthogoLekoko (2007), *Developing Programmes for Adult Learners in Africa*, Hamburg: UNESCO Institute for Education
5. BageleChilisa and Julia Preece, (2005), *Research Methods for Adult Educators in Africa*, Hamburg: UNESCO Institute for Education; Cape Town: Pearson Education

Articles

1. Simplice A. Asongu and Vanessa S. Tchamyou, (2017), "Foreign Aid, Education and Lifelong Learning in Africa", J Knowl Econ, https://link.springer.com/content/pdf/10.1007%2Fs13132-017-0449-1.pdf.
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5. Michael Tagoe, (2011) "Lifelong Learning and the Attainment of the Education-Related Millennium Development Goals 2 and 3 in Ghana. Is there a critical nexus?," *International Journal of Lifelong Education*, 30:1, 19-35
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7. George L. Openjuru, (2011) "Lifelong Learning, Lifelong Education and Adult Education in Higher Institutions of Learning in Eastern Africa: The Case of Makerere University Institute of Adult and Continuing Education, *International Journal of Lifelong Education*, 30:1, 55-69
8. PelesBiswalo, (2011) "The Role of Adult Education in the Integration of Inmates into Society after a Jail Term: Practical Experiences from Swaziland," *International Journal of Lifelong Education*, 30:1, 71-81
9. Setoi M. Setoi , Mantina V. Mohasi and H. ManthotoLephoto, (2011) "The Lesotho Elderly Pension Scheme: Does it have implications for lifelong learning?," *International Journal of Lifelong Education*, 30:1, 83-97
10. Julia Preece, (2011) "Research in Adult Education and Lifelong Learning in the Era of CONFINTEA VI," *International Journal of Lifelong Education*, 30:1, 99-117.

Credits: Total- (3+1)

Marks: Total – 100   Attendances – 5
                                          Assignments-10
                                          Mid-Semester Examinations – 15
                                          End Semester Examinations - 70

Objectives:

1. To understand overview of International organization
2. To study innovation projects through international organization
3. To study UNESCO institute of Lifelong Learning

Course outcomes:

It is expected that at the end of the course, the students will be able to:

- acquire knowledge and understanding about the programs of different international organizations and networks;
- Analyses selected activities of international networks in the light of globalization theories;
- identify areas of further study and research;
- explore the possibilities of future association with some of the institutions and develop a global perspective on adult and lifelong learning;
- Analyses the role of German adult education within the framework of international networks in adult education.

Unit- I

1. Understanding theatrical perspectives of international organization
2. Global Networks in Lifelong Learning
3. Overview of Adult and Lifelong Learning

Unit-II

1. Cultural theory of Globalization
2. UNESCO institute of Lifelong Learning
3. European society for Research Education for Adults (ESREA)

Unit-III

1. World Literacy of Canada
2. The ASEM Education and Research Hub for lifelong Learning
3. The International council for Adult Education (IAEA)

Unit-IV

1. The Asia South pacific Bureau of Adult Education (ASPBAE)
2. Role of UNESCO in promoting Adult and Lifelong Learning
3. Commonwealth of Learning

Reading List

1. Rubenson, K. (2010): "Adult Education Overview" in Penelope Peterson, Eva Baker and Barry McGwaeds.International   Encyclopedia of Education.3rd Edition.Oxford: Elsevier.Vol.1,pp.1-11.
2. UNESCO Institute for Lifelong Learning (2010): Global Report on Adult Education and Learning. Hamburg : UIL. www.uil.unesco.org/fileadmin/keydocuments/AdultEducation/en/GRALE_en.pdf. pp-17-24; 43-56.

3. Jarvis, P. (2008): Rediscovering adult education in a world of lifelong learning. The International Journal of Critical Pedagogy. Vol.1.(1).pp.1-6 http://www.freireproject.org/ojs/index.php/home/article/view/276/12.
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17. History of World Literacy of Canada. http://www.worldlit.ca/about-history.
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21. Khan, Maria Lourdes Almazan (2012): Daring to Persist: ASPBAE @50 Adult Education and
22. Development.Vol 79. http://www.iiz-dvv.de/index.php?article_id=1368
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36. Boucouvalas, M. (2011): Our Global Reach: UNESCO and ICAE as Catalysts. Adult Learning
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Credits: Total- (3+1)

Marks: Total – 100 Attendances – 5
  Assignments-10
  Mid-Semester Examinations – 15
  End Semester Examinations - 70

Objects:

1. To understand Human Rights and its applications.
2. To develop awareness on various aspects of Human Right issues and concerns.
3. To educate on various paradigms of Human Rights.

Course Outcome:

By the end of the course, students will be able to:

1. Will be able to understand basic and some advanced concepts and philosophy of Human Rights.
2. Able to analyze Human Rights perspectives in Indian Context.
3. Synthesize Human Rights and its Applications.

Unit I: Human Rights -Theoretical Orientation

1. Concept and historical context of Human Rights
2. Theories and philosophy of human rights: Political systems and Paradigms
3. Indian Constitution: Fundamental rights and duties

Unit II: Human Rights Declarations, Treaties and Conventions
1. The Universal Declaration of Human Rights, 1948
2. International Covenant on Civil and Political Right
3. International Covenant on Economic, Social and Cultural Right
4. Declaration on the Rights of the Child and Convention on the Rights of the Child
5. Declaration on the Elimination of all forms of intolerance and of discrimination based on religion or belief

Unit III: Human Rights in the Indian context
1. Human Rights - concern and evolution in India
2. Human rights and vulnerable constituencies (Children, Women, Minorities, Indigenous population, Refugees, Dalits, Persons with disability, Slum dwellers)
3. Human right issues under globalization - Trade and Labour; Development, Hunger, Poverty, Migrant workers and Labour rights.
4. Mapping conflict zones and human right violations in contemporary India

Unit IV: Human Rights and Protection Systems
1. Global systems: the United Nations, International Human Rights Instruments Covenants and Protocols

2. UNCHR 1948 and subsequent developments

3. National Human Rights Commission and its role

4. International human rights agencies: Amnesty International, Human Rights Watch

5. Non-judicial enforcement of Human Rights (Human Rights Monitoring and Reporting, Humanitarian intervention), Case laws

Reading List

1.	Naseema, C.	2002	Human Rights Education: Conceptual and Pedagogical aspects, New Delhi: Kanishka Publishing House.
2.	Mathew, P.D.	1996	Fundamental Rights in Action. New Delhi: Indian Social Institute
3.	Centre for Development of Human Rights	2004	The Right to Development: A primer, Centre for Development of Human Rights, New Delhi: Sage Publications.
4.	Pereira, W.	1997	Inhuman Rights: The Western System and Global Human Rights Abuse, Goa: The Other India Press.
5.	Amnesty International	1993	Human Rights in India. New Delhi: Vistaar Publications
6.	Nirmal, C.J.	1999	Human Rights in India – Historical, Social and Political Perspectives, Delhi: Oxford University Press.
7.	Baxi, U.	2002	The Future of Human Rights, New Delhi: Oxford University press.
8.	Chandra, A.	2000	Human Rights Activism and Role of NGO's, Delhi: Rajat Publications.

Supplementary Readings

1.	United Nations	1992	Human Rights: Teaching and Learning about Human Rights, New York: United Nations.
2.	Waghmare, B.S.	2001	Human Rights – Problems and Prospects, Delhi: Kalinga Publications.
3.	Kothari, S. & Sethi, H (ed.)	1991	Rethinking Human Rights – Challenges for Theory and Action, New Delhi: Lokayan Publications.
4.	Borgohain, B.	1999	Human Rights – Social Justice and Political Challenges. New Delhi: Kanishka Publishers
5.	Mohapatra, A.R.	2001	Public Interest Litigation and Human Rights in India, New Delhi: Radha publications.
6.	Rehman, K	2002	Human Rights and the Deprived, New Delhi: Commonwealth publishers.
7.	Subramanian, S	1997	Human Rights: International Challenges, New Delhi: Manas Publications.
8.	Janusz, S. & Volodin, V. (ed.)	2001	A Guide to Human Rights: Institutions, Standards, Procedures. Paris: UNESCO Publishing.
9.	Iyer, V.R.	1995	Human Rights – A Judge's Miscellany, New Delhi: D.K. Publishers.

LLLEDS08: Innovations in Lifelong Learning

Credits: Total- (3+1)

Marks: Total – 100   Attendances – 5
                                     Assignments-10
                                     Mid-Semester Examinations – 15
                                     End Semester Examinations - 70

Objectives

1. To understand innovations in Lifelong Learning
2. To study diffusionof innovations
3. To explore discourse on innovations

Course outcome:

After the course, the students are expected to:
1. Have an understanding of innovation, selected innovative programmes of adult and lifelong learning in different countries;
2. Develop comparative perspectives on adult education In Europe, Africa, Arabia, Asia, Latin America and North America.
3. Draw insights to evolve new strategies towards tackling the problem of illiteracy in Germany

Unit – I

1. Brief overview of Adult and Lifelong Learning
2. Concept of innovation
3. Innovation theory

Unit- II

1. Practice in innovation
2. Role of technology in innovation
3. Diffusion of innovation

Unit-III

1. Case studies of innovation in Asia and specific
2. Case studies of innovation in Africa
3. Case studies of innovation in Latin America

Unit-IV

1. Case studies of Innovation in Caribbean Region
2. Case Studies of Innovation in Europe
3. Case Studies of Innovation in North-America

Reading List

1. Rubenson, K. (2010):"Adult Education Overview" in Penelope Peterson, Eva Baker and Barry McGwa eds. *International Encyclopedia of Education.*3rd Edition. Oxford: Elsevier.Vol.1, pp. 1-11.

2. UNESCO Institute for Lifelong Learning (2010): *Global Report on Adult Education and Learning. Hamburg: UIL.Pp. 17-24; 43-56.* **www.uil.unesco**.org/fileadmin/keydocuments/**AdultEducation**/en/GRALE_en.pdf.

3. Jarvis, P. (2008): Rediscovering adult education in a world of lifelong learning. *The International*
4. *Journal of Critical Pedagogy*. Vol.1. (1). pp. 1-6.http://www.freireproject.org/ojs/index.php/home/article/view/276/12.

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