REVISED FRAMEWORK

M.A. in Lifelong Learning and Extension

1. Rationale ______________

2. Objectives______________

3. **Minimum Eligibility:** - The Student should have passed B.A. / B.Sc. /B.Com examination of Delhi University with at least 50% marks or an equivalent examination from a recognized University of India or foreign University with 55% marks. The admission for SC/ST and Physically Handicapped category as per University norms.

Semester: I

<table>
<thead>
<tr>
<th>Paper</th>
<th>Subject</th>
<th>Theory</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1.1</td>
<td>Foundational Areas</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>Paper 1.2</td>
<td>Adult and Lifelong Learning</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>Paper 1.3</td>
<td>Research, Assessment &amp;</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper 1.4</td>
<td>Practicum</td>
<td>75</td>
<td>25</td>
</tr>
</tbody>
</table>

Semester: II

<table>
<thead>
<tr>
<th>Paper</th>
<th>Subject</th>
<th>Theory</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 2.1</td>
<td>Sustainable Social Development</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>Paper 2.2</td>
<td>Curriculum, Material Development and Teaching Techniques</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>Paper 2.3</td>
<td>Information Communication Technology (ICT)</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>Paper 2.4</td>
<td>Practicum</td>
<td>75</td>
<td>25</td>
</tr>
</tbody>
</table>

Semester: III

<table>
<thead>
<tr>
<th>Paper</th>
<th>Subject</th>
<th>Theory</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 3.1</td>
<td>Human Resource Development and Training</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>Paper 3.2</td>
<td>Research Methodology</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>Paper 3.3</td>
<td>Optional Paper</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>Paper 3.4</td>
<td>Internship</td>
<td>75</td>
<td>25</td>
</tr>
</tbody>
</table>

Semester: IV

<table>
<thead>
<tr>
<th>Paper</th>
<th>Subject</th>
<th>Theory</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 4.1</td>
<td>Management of E-Learning and Innovations</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>Paper 4.2</td>
<td>Extension and Development</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>Paper 4.3</td>
<td>Optional paper/ Interdisciplinary</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>Paper 4.4</td>
<td>Dissertation / Project Work</td>
<td>Written = 140</td>
<td>Viva-Voce=60</td>
</tr>
</tbody>
</table>
Semester – I

Paper – 1.1
Foundational Areas

Objectives

1. Understand the Psychological, Philosophical and Sociological perspectives of Adult and Lifelong Learning,
2. Familiarize students to various Learning Theories in the context of Adult and Lifelong Learning,
3. Develop appropriate Skills for Motivation and Environment Building
4. Learn various Philosophies of Learning.

Unit – I

1. Principles governing the Philosophy of Education, Lifelong Learning and Extension.
3. Values of Education vis-à-vis challenges of contemporary Society.

Unit – II

1. Definition of Sociology – Nature of Human Society, Concept of Society, Relevance of Sociology for Lifelong Learning.
2. Social Mobility and Education – Concept of Socio-economic Inequalities, Manifestation of Inequality in the Social System, Socio-economic dimension of poverty as an aspect of Social Inequality, Social Stratification (class, caste and gender).
   a. Dalit Movement in India
   b. Women’s Movement in India
   c. Peasants’ Movement in India
Unit – III

1. Introduction to Adult Psychology, Basis of Human Behavior, Attachment and Dependency, Aggression and Moral Judgment, Structural Determinants of Alienation.
2. Theories of Learning, Learning Environment

Unit - IV

1. Introduction to Adult Learning, Learning Span, Factors Facilitating Adult Learning and experiential Learning.
References:


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

Unit – I

1. Historical Perspective of Adult and Lifelong Learning in India – Pre and Post Independence period.


Unit – II

1. Lifelong Learning and Development - Social, Economic, Political and Cultural.

2. Extension Education, Field Outreach and Community engagement in Lifelong Learning.

3. Approaches to Continuing Education / Lifelong Learning in different Five-Year Plans.

Unit – III

1. Emerging needs and future perspectives of Lifelong Learning.

2. Lifelong Learning needs of Industries
3. Role of NGOs, Zilla Saksharta Samitis, UNESCO declaration of Adult and Lifelong Learning, Hamburg Declaration (1997) and Mumbai Declaration on Role of Higher Education, Bharat GyanVigyan Jatha and Literacy House.

Unit - IV

1. Trends of Adult & Lifelong Learning in Asia with focus on SAARC Countries.
2. Adult & Lifelong learning in developing and developed countries: Tanzania, Brazil, China, USA and Canada.
References:


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.

Unit – I

1. Problem Identification.
2. Types of Research: Pure and Applied Research, Quantitative and Qualitative Research, Mixed Research.
3. Historical, Experimental and Descriptive Research.

Unit – II

1. Formulating Hypothesis and Testing.
3. Case Study Method.

Unit – III

1. Development of Assessment tools
2. Standardization of Research tools
3. Interview Techniques

Unit – IV

1. Evaluation – Concept, Meaning, Typologies and Tools.
2. Formative, Summative and Concurrent Evaluation.
References:


Semester- II

Paper – 2.1
Sustainable Social Development

Objectives:
1. To enable students 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.

Unit – I
1. Classical Sociological Theories
2. Modern Sociological Theories
3. Recent Development in sociological theories (Late Development, Micro-Macro Integration, Agency-Structure Integration)

Unit - II
1. Social movements and development
2. Community life, religious spheres, conflict and fundamentalism in development discourse.
3. Movements for development (i.e. agrarian movements, labor movements, women’s movement, ecological movements etc.)

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. Value based development-ethics for equity and justice
2. Sustainable and inclusive Development: concept, meaning and theories of sustainable and inclusive development.
References:


Paper – 2.2

Curriculum, Material Development and Teaching Techniques

Objectives:
1. To develop understanding of the process, principles, objective and approaches of curriculum development,
2. To acquaint students about teaching techniques and teaching aids for effective teaching and learning,
3. Learn the process and techniques of material development for lifelong learners including Neo-literates.

Unit – I
2. Objectives of curriculum development.

Unit - II
1. Curriculum planning: Need and implementation
3. Curriculum development – supporting systems.

Unit – III
1. Different teaching methods.
2. Teaching and learning materials for Lifelong Learning.

Unit - IV
1. Identification of Needs and Interests of Lifelong Learners.
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.
References:


Paper – 2.3
Information Communication Technology (ICT)

Objectives:
1. To enhance the understanding of communication process, its diffusion and adoption,
2. To impart knowledge about communication technologies,
3. Understand the role of media in bringing attitudinal changes in individual and social change in general.

Unit – I
1. Communication: Methods and Practice.
2. Use of Hardware & Software technologies in Education.
3. Participatory, persuasive and effective aspects of communication methods.

Unit – II
1. Application of Multi Media.
2. Social Marketing and Advertising.
3. Folk Communication Media and Community Radio.

Unit – III
2. Impact of ICT
3. Implication of ICT in Society

Unit - IV
1. Information retrieval Management
2. Open Distance Learning Approach.
3. Virtual Classroom.
References:


Semester – III

Paper – 3.1

Human Resource Development and Training

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.

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. Principles underlying Training
2. Training and Learning Aids.
3. Training Techniques –
   - Case study, individual and group assignment, role play, syndicate, parallel discussion methods, games and simulations, seminar, Conference, symposium, buzz, brain-storming, workshop, T-group sensitivity, participatory training, teleconferencing.

Unit – III

1. Identification of job competencies
2. Designing and implementing a Training programme.
Unit – I

1. Training Skills & Training System.
2. Methods used in Training: on the job and off the job method.
3. Evaluation of Training.
References:

Wilson, J.P. (2005), *Human Resource Development Training of Individual and Organizations*, UK.: kogan page Publisher,


Paper 3.2
Research Methodology

Objectives:
1. To make students understand the basic principles of Research Methodology,
2. To comprehend about different techniques of Research design,
3. To develop capacity to design and evaluate the development projects,
4. Understand the Ethics of Research.

Unit – I
1. Methods of Data Collection
2. Sampling methods, sampling design and techniques.
3. Methods and tools of research (Qualitative and quantitative), Reliability and validity

Unit – II
1. Preparation and Development of Research Proposed in relation to Adult and Lifelong Learning
2. Research design and measurement
3. Hypothesis testing

Unit – III
1. Analysis of Data: Analytical, Co-relational, Analysis of Variance and co-variance, partial and Multiple co-relation
2. Regression Analysis, Factor Analysis and Discriminate Analysis.
3. Analysis of Data using software.

Unit – IV
1. Research Administration and Budgeting
2. Research Report Writing
3. Ethics in Research
References:


Semester IV

Paper 4.1

Management of E-learning and Innovations

Objectives:

1. Understand the basic information about online teaching and learning process,
2. Learn the application of learning theories applied in online learning environment,
3. Develop hands-on practical skills in e-learning strategies and tools.

Unit – I

1. Engaged learning in an online environment: Advantages of online education,
2. Current research, myths and constraints of online teaching and learning,
3. Learning theory in the online classroom, trends in e-learning, introduction to asynchronous, hands on social bookmaking, critical reflection.

Unit – II

1. Building Learning Communities:Adapting Classroom Based Activities to Cyberspace,
2. Choosing and Effective communication Tool, Introduction to Model (Open Source CMS), Exploration Blogs and Blogging, Critical Reflection.

Unit - III

1. Activities to engage online learning: icebreakers, creating and facilitating a discussion Forum, questioning strategies, cooperative learning, sharing web 2.0.
2. Information fluency: evaluation of websites, power searching techniques, critical reflection.
3. Creating your online learning environment, publishing your portfolio, peer review, accessibility awareness, final reflections.

Unit -VI

1. Measuring online learning: student performance, course evaluation, program.
2. Evaluation, survey and quiz technology, designing, assignments and assessments.

3. Ethical use of digital resources, understanding copyright and fair use, exploration of forecasting.
References


Paper – 4.2

Extension and Development

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.

Unit – I
1. Extension – concept, meaning, philosophy and importance
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
References


Optional Paper

Environment, Energy and Health

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.

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

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.
References:


Dixit, V.K. (2006) “*Energy consumption and quality of life, Academic Excellence*”, Delhi,
Objective:

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

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
References:


Joneja, JK, (1997), Occupational Information and Guidance, NCERT, N. Delhi

Optional Paper

Population and Development Education

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.

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
References


Institute of Economic Growth, (1986), *Demography in India*, Delhi University, Delhi


Optional Paper
Ageing and Lifelong Learning

Objectives

1. To improve understanding regarding gerontology and its various dimensions,
2. To educate students regarding critical issues of ageing workforce, its prospects, opportunities and challenges,
3. To promote awareness regarding national policies and programs in context of ageing and adult continuing education.

Unit –I

1. An introduction to gerontology
2. Nature, scope and rationale
3. National policies and programs

Unit-II

1. Health issues and management
2. Adjustment issues and mental health after retirement.
3. Stress of caregivers, geriatric counseling.

Unit-III

Approach of gerontology, third age education, social cohesion.
Ageing workforce as a resource, adult continuing education and lifelong learning strategies, skills enhancement
Participatory and qualitative ageing, employment opportunities

Unit-IV

1. Some success stories and practical exposure
2. Visit to old age homes and communities
3. Hands-on experience of students
References:


Optional Paper
Management and Service Delivery of Civil Society Organization.

Objective:
1. To improve understanding of CSO functioning and its role in development,
2. To educate students regarding program management and service delivery components, issues and challenges,
3. To develop the skills of students on effectively program management and service delivery of CSO at community level.

Unit – I
1. Scenario of CSOs and its contribution in development sectors – global, regional and local level
2. Legal framework for CSOs in India (Related acts and legislation, policies etc related to CSOs
3. The process of development of CSOs – (Development of MoU, aims and objectives, mission and vision etc)

Unit – II
1. Concept of Organizational Development (OD), significance and process of OD
2. Governance and administration system of CSOs, accountability
3. Human resource management (HRM) system and financial management in CSOs

Unit – III
1. Concept of program management system in CSO- components of management and its process
2. Strategic planning, project cycle management, planning, budgeting, monitoring and evaluation
3. Networking and linkages, stakeholder management
Unit –IV

1. Concept of service delivery by CSO
2. Implementation of program and schemes – (understanding Project Implementation Plan (PIP) Proposal development and funds raising)
3. The process of strengthening service delivery in CSO (Field supervision, oversight management, quality control)
References:

Bart Muusse (2010) *Accountability Practice In Northern Development NGOs* Master Thesis Policy, Communication & Organization, Free University of Amsterdam

Commonwealth foundation (2009), *Civil Society Accountability: Principles and Practice, A toolkit for civil society organizations in India* Commonwealth Foundation, Marlborough House, Pall Mall, London SW1Y 5HY United Kingdom page No. 8, Box-3

