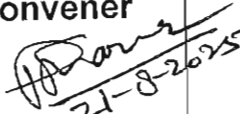
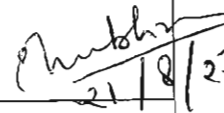
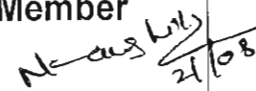
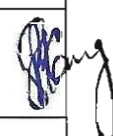





माँ शाकुम्भरी विश्वविद्यालय, सहारनपुर
Maa Shakumbhari University, Saharanpur

M.A. in Lifelong Learning and Extension W.e.f. Session 2025-27
Detailed Syllabus
As Per NEP 2020

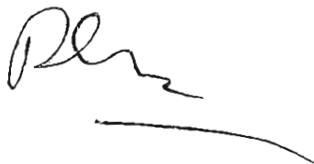
Syllabus Developed by:

S.N.	Name	Subject	College/Univ.	Convener/Member/ External Member
1	Prof. Poonam Sharma	Dean, Education	J.V.Jain College, Saharanpur	Convener  21-8-2025
2	Prof. Shubhra Chaturvedi	Education	J.V.Jain College, Saharanpur	Member  21/8/25
3	Prof. Neeta Kaushik	Education	J.V.Jain College, Saharanpur	Member  21/08/25
4	Prof. Paramjeet Singh	Lifelong Learning	Punjab Univ. Chandigarh	External Expert 
5	Prof. Pankaj Kaushik	Lifelong Learning	G.K.V. Haridwar	External Expert Not Attended  21-8-25

Programme Outcomes(POs) :

The M.A. Lifelong Learning programme aims at producing the well trained individuals knowledgeable in lifelong learning and its various dimensions; more specifically, the **M.A. Lifelong Learning and Extension** programme intends to:

- provide essential skills training which will be enable students to develop the setup for lifelong learning centre as the learning services for community.
- to develop an understanding of Knowledge structure and functions of lifelong learning
- to equip students with the pedagogy of lifelong learning
- to develop professionals for effective participation in community of practices such as Practices of Old Age Home, Practices of Parenting and practices of House Keeping, Practices in Entrepreneurships, Practices of NGOs Management, etc. as of lifelong learning.
- to design and develop e-learning course content.
- to exploit ICT facilities for co-operative and constructivist learning environments.
- to undertake Research in the field of Lifelong Learning.



Class/ Sem	Course Code	Core/ Elective	Title of the Paper	Theory/ Practical/ Project	Credit	Total Marks (Ext+Int)	Pass Marks Minimum	Teaching hours
M A 1 st year (Sem. I)		Core-1	Policy and Programs of Lifelong Learning	Theory	4	100 (75+25)	40	60
		Core-2	Historical Development of Lifelong Learning	Theory	4	100 (75+25)	40	60
		Core-3	Contemporary Theories and Practices of Human Learning	Theory	4	100 (75+25)	40	60
		Core-4	Research Methodology	Theory	4	100 (75+25)	40	60
		Elective-1(Select any One)	A. Global System of Lifelong Learning B. Lifelong Learning Skills C. Value Education and Lifelong Learning	Theory	4	100 (75+25)	40	60
		Project I *	Project I	Project	4	100 (75+25)	40	60
M A 1 st (Sem. II)		Core-5	Extension Education and Development	Theory	4	100 (75+25)	40	60
		Core-6	Methods of Extension Education	Theory	4	100 (75+25)	40	60
		Core-7	Professionalization in Lifelong Learning and Extension	Theory	4	100 (75+25)	40	60
		Core-8	Material Development for Adult and Continuing Education	Theory	4	100 (75+25)	40	60
		Elective-2(Select any One)	A. Use of ICT in Extension Education B. Disaster Management C. Social Entrepreneurship	Theory	4	100 (75+25)	40	60
		Project I *	Project I	Project	4	100 (75+25)	40	60
M A 2 nd (Sem. III)		Core-9	Alternative Learning Systems	Theory	4	100 (75+25)	40	60
		Core-10	Sustainable Social Development	Theory	4	100 (75+25)	40	60

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		Core-11	internship	Theory	4	100 (75+25)	40	60
		Elective-3 (Select any one)	A. Human Rights and Community Development B. Schemes in Adult and Continuing Education C. Gerontology: An Interdisciplinary approach	Theory	4	100 (75+25)	40	60
		Project II	Research Project (Background of the Problem, Review of Related Literature and Research Methodology)	Project	4	100 (75+25)	40	60
M A 2 nd year (Sem. IV)		Core-12	Recognition of Prior Learning	Theory	4	100 (75+25)	40	60
		Core-13	Women and Gender Development	Theory	4	100 (75+25)	40	60
		Core-14	Training and Capacity Building	Theory	4	100 (75+25)	40	60
		Elective =4 (Select any one)	A. Management of NGOs B. Counselling and Guidance	Theory	4	100 (75+25)	40	60
		Project II	Research Project (Collection , analysis and Interpretation of Data ; Findings, Educational Implications and Suggestion for further Research)	Project	4	100 (75+25)	40	60

*Note: Student will be able to opt the Project I in place of Elective Paper in First Year, only if He /She has secured 75% marks in UG course.

External Exam Pattern:

Section A : Attempt all five questions. Each question carries 3 marks.

Section B : Attempt any two out of three. Each question carries 7.5 marks each.

Section C: Attempt any three out of five. Each question carries 15 marks each.

Minimum Pass Marks: 40 out of 100

In each individual paper, 40 Marks out of 100 i.e. 40%, And in aggregate 48% marks in all courses are required to pass the examination.

Division:

First Division – CGPA 6.5 and Less than 10

Second Division – CGPA 5.0 and Less than 6.5

(There is no provision of Third Division)

Equivalent Percentage – $\text{CGPA} \times 9.5$

Note: Percentage and Grading system applicable as per NEP 2020 GO

1827/Sattar-2022-85(55)/2020, Higher Education Division-3, Lucknow Dated 20.04.2022



Course Syllabus

SEMESTER I

Core-1 Policy and Programmes of Lifelong Learning MM 100 (Credits-4)

Course code-

Course Outcomes:

After going through the course, learners will be able to

1. understand the concept and characteristics of lifelong learning.
2. learn about the global discourse on lifelong learning and its impact on India
3. analyze lifelong learning programmes offered by Indian and international organizations
4. provide a comparative perspective of lifelong learning in three countries of Europe and Asia

Unit-I Concept, Definition and Scope of Lifelong Learning

- Definition and characteristics of lifelong learning –Four pillars of Learning.
- Significance of lifelong learning
- Scope of lifelong learning
- Difference between lifelong education & learning
- Role of lifelong learning in achieving Sustainable Development

Unit-II Global discourse on Lifelong Learning

- Two perspectives on lifelong learning: 1. Humanistic perspective of UNESCO – importance of active citizenship & social cohesion 2. Economic perspective of EU/WORLD BANK/OECD-Importance of Skill development
- Impact of global thinking on Indian policy on lifelong learning. Indian policy perspective on lifelong learning
- Recommendations of different Commissions & Committees. Viz; Indian Education Commission (1964-66) Indian Education policy (1986), UGC Guidelines on Lifelong Learning & Extension during Ninth Plan period (2007). National Skill Development Mission (2015) New Education Policy (2021).





- 7
- Lifelong learning & Skill development, Need for lifelong learning for skill development, Importance of Recognition, Validation & Accreditation of prior learning and National Vocational qualification framework

Unit-III Stages of Lifelong Learning and Lifelong learning Strategies

- Providers of lifelong learning programmes in India Government organizations, non-governmental organizations,
- Academic institutions Especially Open universities & NIOS. Media-
- Role of selective international Organizations in lifelong learning, UNESCO Institute for Lifelong Learning; Asian South Pacific, Association for Basic and Adult Education; The ASEM Education and Research Hub for Lifelong Learning; The International Council for Adult Education (ICAE).

Unit-IV Planning, Execution and evaluation of Lifelong learning

- Brief overview of Lifelong Learning in three Asian & three European Countries
- South Korea, Thailand, Japan, Sweden, France & Denmark

Suggested Readings:

Recognition, validation and accreditation of youth and basic education as a foundation for lifelong learning, Hamburg: UNESCO Institute for Lifelong Learning, 2018

Paul Bélanger, Self-construction and Social Transformation: Lifelong, Lifewide and Life-deep Learning. 'Université de Montréal, 2016

Fumiko Noguchi; Jose Roberto Guevara; Rika Yorozu, ed; Communities in Action. Lifelong Learning for Sustainable Development, UIL, 2015 8

Jin Yang; Chripa Schneller; Stephen Roch; The Role of Higher Education in Promoting Lifelong Learning, UIL, 2015 • INTERNATIONAL REVIEW OF EDUCATION ; 2013, volume 59, issue 3

Mishra, Lakshmidhar. How to Integrate Lifelong Learning, Skill Development, Empowerment and True Development of an Individual. Vol. 77, No 1, 2016: pp. 5-36.

Bhola, Harbans Singh. Lifelong Learning and Skill Development: Dialectic Between Past and Future. Vol. 77, No 1, 2016: pp. 37-53.

Patil, Asha. Recognition of Prior Learning: Current Status, Issues and Challenges. Vol. 78, No. 2, 2017: pp. 30-39.

Mohankumar, V. Lifelong learning and skill development, Indian Journal of Adult Education Vol 79, No. 1, 2018; pp. 34-40.





Shah, S.Y. Lifelong learning in India – opportunities and challenges. Indian Journal of Adult Education, 2009 Vol.70 No.1), pp. 15–39.

Shah, S.Y. Lifelong learning in India: A policy perspective. ASEM Education and Research Hub for Lifelong Learning. 2018. Online. <https://tinyurl.com/y3u4dngw> and

UNESCO Institute of Lifelong Learning (n.d.). Collection of Lifelong Learning Policies Strategies. Available learning/lifelong-learning-policies. at: <https://uil.unesco.org/lifelong>

Delors, J. et al. . Learning – the Treasure within. Paris: UNESCO. 1996 Available at: <http://unesdoc.unesco.org/images/0010/001095/109590eo.pdf>.

Faure, E. et al. . Learning to be. The World of Education today and tomorrow. Paris: UNESCO. 1972

Government of India (2020). National Education Policy 2020. Available at: https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English.pdf.

Wilson, J. D., Lifelong Learning in Japan-a Lifeline for a "Maturing" Society? International Journal of Lifelong Education 2001. 20: 297-313.

Tuijnman, A., Boström, AK. Changing Notions of Lifelong Education and Lifelong Learning. International Review of Education 48, 93–110 (2002).

<https://uil.unesco.org/i/doc/lifelong-learning/policies/denmark-denmarks-strategy-for-lifelong-learning-education-and-lifelong-skills-upgrading-for-all.pdf>

https://eaea.org/wp-content/uploads/2018/01/france_country-report-on-adult-education-in-france.pdf

https://www.researchgate.net/publication/261579559_Lifelong_learning_in_Japan_-_a_lifeline_for_a_'maturing'_society > https://asemlllhub.org/wp-content/uploads/attachments/resources_2593.pdf (Thailand)

https://uil.unesco.org/system/files/2018_lifelong_learning_in_korea_vol.1.pdf




Core-2 Historical Development of Lifelong Learning MM 100 (Credits-4)
Course code-

Course Outcomes:

After going through the course, learners will be able to

1. describe how lifelong learning existed in Ancient India;
2. identify the nature and type of lifelong learning activities in Medieval India;
3. analyse the diversity of lifelong learning in Colonial India;
4. discuss the developments in lifelong learning in independent India;
5. recognise the significance of some social movements that triggered lifelong learning movements in some parts of the country; and
6. distinguish the praxis and profane side of lifelong learning in India.

Unit-I Lifelong Learning in Ancient India

- Pre-historic and Indus Valley Civilisation (400000 BCE to 1500 BCE)
- Vedic, Epic Age and Hinduism (1500 BCE to 324 BCE)
- Mauryan and Gupta Dynasty (324 BCE to 600 CE)

Unit-II Lifelong Learning in Medieval and colonial India

- Lifelong Learning Components in Medieval India (600 CE to 1757 CE)
- Lifelong Learning in Colonial India
- East India Company Regime (1757 CE to 1858 CE)
- India under British Crown (1858 CE to 1947 CE)
- Lifelong Learning in Independent India: A Glance

Unit-III Lifelong Learning in Independent India: A Glance

- Social Education in India (1949 - 1961)
- Gram Shikshan Mohim (1959 - 1963)
- National Programmes and Missions of Adult Education and Literacy (1978 onwards)
- Government Departments and Lifelong Learning
- University Departments and Lifelong Learning
- Current Scenario of Lifelong Learning

Unit-IV Social Movements, Praxis and Profane side of Lifelong Learning




- Social Movements and Lifelong Learning
- Praxis of Lifelong Learning
- Profane Side of Lifelong Learning

Suggested Readings:

Bordia, Anil. (2002). The Perspective of Lifelong Learning in South Asia. In Carolyn Medel-Anonuevo (Ed), Integrating Lifelong Learning Perspective, Hamburg: UNESCO Institute For Education.

Dagar, Preeti. (2019). Adult Education in India from a Subaltern Perspective, Postcolonial Directions in Education, 8(1), pp. 61-77.

Dubey, K. A., and Nimje, A. A. (2015). A study of critical comparative analysis of ancient Indian education and present education systems, IJARSE, 4(1), pp. 814-819.

Dutta, S. C. (1986). History of Adult Education in India. New Delhi: Indian Adult Education Association.

European Commission. (2001). Making a European area of lifelong learning a reality. Brussels: European Commission.

Freire, Paulo. (1970). Pedagogy of the oppressed, Harmondsworth: Penguin Books.

Government of India. (1986). National Policy on Education. New Delhi: Ministry of Human Resource Development, pp.5-9.

Government of India. (1988). National Literacy Mission. New Delhi: Ministry of Human Resource Development, p.5.

Government of India. (1992). National Education Policy 1986: Programme of Action. New Delhi: Ministry of Human Resource Development.

Jarvis, P., and Parker, S. (Eds). (2005). Human learning: An holistic perspective. London: Routledge.

Karlekar, Malavika. (2000). Reading the Word: Understanding Literacy Campaigns in India. Mumbai: Asian South Pacific Bureau of Adult Education.

Lokhande, Sachin. (2018). History of education in India, Retrieved from blog.royalcollegedombivli.com/index.php/2018/10/30/history-of-education-in-the-india/

Narang, Renuka & Werner. Mauch. (Ed.). (1998). Lifelong Learning and Institutions of Higher Education in 21st Century. Mumbai: University of Mumbai. pp. 7-14.

National Literacy Mission. (2000). Hand Book For Preraks. New Delhi: Ministry of Human Resource Development.

National Literacy Mission. (2007). Guidelines on Jan Shikshan Sansthan. New Delhi: Ministry of Human Resource Development.

NEP. (2020). www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English.pdf -- Accessed on August 2, 2020.

Nuissl and Przybylska. (2016). Lifelong Learning: History and the Present State of the Politically-Educational Concept, Spl. Vol. 19, 2016/4, DOI: 10.12775/SPI.2016.4.002

Planning Commission. (2007). Eleventh Five Year Plan: Report of the Sub Group on Adult Education. Retrieved from www.planningcommission.nic.in

Shah, S. Y. (2009). The Policy and Programmes of Lifelong Learning in India, Retrieved from www.academia.edu/5670098/THE_POLICY_AND_PROGRAMMES_OF_LIFELONG_LEARNING_IN_INDIA.

Singh, Madhu. (Ed). (2002). Institutionalizing Learning Lifelong. Hamburg: UNESCO Institute for Education, pp.337.

University Grants Commission. (2005). Tenth Five Year Plan Guidelines on Adult, Continuing Education and Extension. New Delhi: University Grants Commission.

Walker, Ann. (2013). Lifelong Learning matters, Retrieved from annwalkerwea.wordpress.com/2013/08/04/praxis/

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Core-3 Contemporary Theories and Practices of Human Learning MM100
(Credits-4)

Course Code-

Course Outcomes: After going through the course, learners will be able to

1. gain an understanding of the Comprehensive human learning Theories.
2. apply the learning theory in the practical setups of Lifelong learning for community.
3. know how to make the connections between community of practices and learning process.

Unit-I Meaning, Scope And Nature Of Human Learning

- Definitions of learning
- Types of learning
- Multiple approaches to Understanding of learning
- The process & dimensions of Learning
- Comprehensive Theories of Learning -Behavioural Theory of Learning , Cognitive
- Theories of Learning ,Experiential learning, A social Theory of Learning

Unit-II The Learning System In Human Being

- Learning & Brain Functions
- Learning, dispositions and preconditions
- Barriers to learning
- The Transformation of Experiences in learning
- Learning and Life courses
- Learning and Curriculum

Unit-III Learning And A Communities-Of-Practice

- Early Traditions of Social Learning Systems
- Social Learning Systems: Boundaries, Identity, Trajectories and Participation
- Learning in the Workplace Community
- Future Roles for Social Learning Systems and Communities of Practice

Unit-IV A Constructive Developmental Approach

- Pragmatism and learning
- Informative and transformative learning






- Biographical learning
- Culture, mind and learning
- Activity Based Learning
- The zone of proximal development

Suggested Readings:

Bowden, J. and Marton, F. (1998). The University of Learning: Beyond Quality and Competence. London: Routledge, Taylor & Francis Group.

Chomsky, N. (2000). Language and Mind . New York : Cambridge University Press. David, K. (1984). Experiential Learning: Experience as a source of Learning and Development. Englewood Cliffs, NJ: Prentice-Hall.

Illeris, K. (2006). How We Learn: Learning and Non-Learning in School and Beyond, New York : Routledge, Taylor & Francis Group .

Illeris, K. (Ed) (2009). Contemporary Theories of Learning. London: Routledge, Taylor & Francis Group

Jarvis, P. (2006). Towards A Comprehensive Theory of Human Learning. Lifelong Learning And The Learning Society . New York : Routledge,

Taylor & Francis Group . Spectrum of Lifelong Learning Ronneshowri, Concept Publication, New Delhi..... International Associations For Continuing Ed & Training. (2004). Connotative Learning: The

Trainer's Guide to Learning Theories and Their Practical Application to Training Design: Kendal Hunt Publishing Company, Dubuque Iowa.

Wadsworth, B. J. (1971). Piaget's Theory of Cognitive Development . New York : Longman .

Wenger, E. (2010). Communities of Practice and Social Learning Systems: the Career of a Concept. In C. Blackmore, Social Learning Systems and Communities of Practice (pp. 179-197). London : Springer.





Core-4

Research Methodology

MM 100 (Credits-4)

Course Code-

Course Outcomes:

After going through the course, learners will be able to

1. introduce the students to the basics of scientific social research .
2. acquaint the students with different methods of research, techniques of sampling, data collection, analysis, interpretation and presentation of data.
3. motivate the students to undertake research on their own.

Unit-I Scientific enquiry, Research designs

- Positivist conception of science.
- Meaning and nature of social research.
- Science and scientific method: Their characteristics.
- Steps in social research.
- Ethical issues in social research: Debate on subjectivity and objectivity.
- Value neutrality in research.
- Selection and formulation of a research problem.
- Hypotheses: Types, Sources and Characteristics.
- Research designs: Merits, Demerits and limitations Exploratory Descriptive Diagnostic Experimental, Ex. Post –Facto

Unit-II Research Designs

- Methods of Research and Evaluation - Social survey method, Case study method. Content analysis method, Historical method, Experimental method: Types, Planning of experiment and social experiment, Anthropological method: Participant observation and the fieldwork, Comparative method, Action research
- Evaluation research - Meaning Scope and Concept of Evaluation in Adult Education, Types of Evaluation in Adult Education-Internal Concurrent, final evaluation, Test etc
- Sampling - Sampling frames and samples , Probability samples - simple random, systematic, stratified, multistage, cluster., Non-Probability samples –convenience, purposive, quota And snowball.

Unit-III Techniques of data collection

- Primary/conventional techniques: observation, interview, questionnaire, schedule.
- Secondary techniques: Public documents, Private papers, Office records, Census NSS, newspapers,
- Literacy sources, Archival material.






- Projective techniques.

Unit-IV Analysis and Interpretation of Data

- Quantitative and qualitative
- Classification.
- Coding.
- Tabulation.
- Inferences.
- Interpretation.
- Computer Application in Social Research And data analysis
- Elementary Statistics for Social Research
- Measures of central tendency (Mean, Median, Mode)
- Measures of variations(Standard Deviation, Range)
- Measures of association (Lambda, YullsQ, Goodman and
- Krukal'sGammaY, Pears on'sR, Chi square test X2)
- Report Writing Scientific report. Short report for planners. Articles from the study.
- Graphic presentations and other Techniques.

Suggested Readings :

Practice of Social Babble. E. The Research, Wadsworth publishing Company: California, 1983.

Bailey, K.D. Methods of Social Research, Collier Macanillian Publishers: London,1987.

Bhandarkar and Wilkison, Methodology and Technique of Social Research, Himalaya Publishing House: Mumbai, 1982

Goode and Hatt. Methods in Social Research, Mc Graw – Hill Book Co: Singapore,1986

Levin, J. Elementary Statistics in Social Research, Harper and Row Publishers: New York,1977.

Mukherjee, P.N (eds.) 2000. Methodology in Social Research: Dilemmas and Perspectives, New Delhi: Sage

Bose and Pradeep Kumar,1995: Research Methodology, New Delhi: ICSSR.

Elective-1 Select any one**(A) Global System of Lifelong Learning and Extension****MM 100 (Credits-4)****Course Code-****Course outcomes:**

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 Innovation in Adult Education

- Overview of Adult Education
- Concept of Innovation
- Empirical models in innovation

Unit - II Innovation Theory and Policy

- Understanding innovation theory
- Understanding innovation policy
- Diffusion of innovation

Unit –III Technology and Innovation

- Discourse in innovation
- Role of Technology in innovations
- Challenges of adaptation of Innovations

Unit – IV Case Studies

- Case studies of innovations in Europe & North America
- Case studies of Innovations in Asia pacific
- Case studies of innovations Africa

Suggested Readings:

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/filcadmin/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: Harvard 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. and Alidou, 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/UII/confintea/pdf/GRALE/confintea_v_i_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/UII/confintea/pdf/GRALE/confintea_v_i_grale_asia_synthesis_en.pdf.
18. Yousif, Abdelwahid Abdalla (2009): The state and development of adult learning and education in Arab Region: Regional synthesis Report.
www.unesco.org/.../GRALE/confintea_v_i_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.






(B)

Lifelong Learning Skills**MM 100 (Credits-4)****Course Code-****Course Outcomes:**

After going through the course, learners will be able to

1. develop skills to interact with various types of people in a responsive and stimulating environment
2. use skills on communication and methods of knowledge transfer
3. understand the importance of using skills in teaching-learning process
4. possess essential skills to provide lifelong learning services to the community
5. conceptualize and design programmes for providing learning opportunities to people to create a learning society
- 6.

Unit-I Skill Gaps

- Skills and gaps in skills
- "Global demographic shock –a skill gap,"
- Skill gaps: One of the pressing concerns in both developed and developing countries
- Skills gaps constraint
- skills mismatch

Unit-II Skills Required for Successful Employment

- Skills given in education system of India
- Skills mentioned in National Curriculum Framework 2005-NCERT, National Education Policy
- Skills -Pre-primary to higher education psychomotor skills through observation, classification, 3Rs (reading, writing & arithmetic) academic skills of critical thinking, etc. arguing, responding, presenting,
- Non-violent conflict-resolution skills Inquiry skills Analytical skills inference, computational skills, documenting (audio/ visual), and researching, higher-order reasoning


Unit-III 21st Century Skills

- 21st Century skills by Organization for Economic Co-operation and Development (OECD)




- Global Awareness • Financial, Economic, Business and Entrepreneurial literacy • Civic Literacy • Health Literacy
- OECD list of 21st century skills Learning & Innovation Skills: Critical Thinking & Problem Solving • Creativity & Innovation • Communication & Collaboration
- Technology & media skills Life & Career Skills • Flexibility & Adaptability • Initiative & Self
- Direction • Social & Cross-Cultural Skills • Productivity & Accountability • Self discipline
- Self-Initiative/ direction
- Leadership & Responsibility

Unit-IV Learning through Games and sports

- Skills required for successful employment Interpersonal Skills, Intra-personal Skills, Technical or Job specific Skills
- Skill development programmes of Government of India for all specifically for marginalized sections of people, Role of Government, NGOs in offering skill development, Five year plans emphasizing on skill development,
- Skill development of challenged persons, marginalized sections of people
- Learning through Games and sports
- Sports for personality development
- Energisers, indoor-outdoor games

Suggested Readings:

- Aring Monika. Youth and skills: Putting education to work Report on Skills Gaps.UNESCO. 2012 Boston Consulting Group By Facts on File, Inc. Staff, Ferguson Publishing Teamwork Skills2009
- Time to bring down the school bag. 2005. National Curriculum Framework 2005, New Delhi.
- OECD.. Lifelong Learning For All Policy Directions1998
- UNESCO. Global Monitoring Report
- National Education PolicyNew Delhi. Ministry of HRD.. 2020.
- National Skill Development Corporations' (NSDC), <https://nsdcindia.org/learningresources>
- World Economic Forum on Talent Mobility <https://www.bcg.com/en-us/publications/2020/alleviating-the-heavy-toll-of-the-global-skills-mismatch>

(C) Value Education and Life Long Learning**MM 100 (Credits-4)****Course Code-****Course Outcomes:**

After going through the course, learners will be able to

1. know the need for values and peace.
2. understand the constitutional value in Lifelong Learning.
3. apply the organizational efforts for values and peace.
4. acquire the methods for inculcation of constitutional values.

Unit-I Understanding Values and Value in Lifelong Learning

- Concept and meaning of Values and Value Education.
- Aims and principles of Value Education and Importance of education for peace.
- Constitutional values; justice, equality, freedom, secularism, tolerance, fraternity, sustainable development.
- Values for Democratic Citizenship and Human Rights.

Unit-II Need for Values and Peace

- Various types of conflicts in the world; Racial, Religious, Cultural, Linguistic.
- Problems of Terrorism and Imperialism
- Conflicts in India: multiculturalism, multilingualism, casteism, gender disparity, rural urban, disparity, power politics, corruption.
- Nature and reasons of violence.
- Need for peace education

Unit-III Organizational Efforts for Values and Peace

- Role of WHO, UNESCO, UNO, UNICEF
- Non aligned movements, campaign for nuclear disarmament
- Role of family, community, school, media in inculcating values and love for peace.
- Role and qualities of teacher as a value educator and peace educator.
- Humanistic approach in values

Unit-IV Incultation of Values

- Efforts through curriculum, connectivity subject content with values.
- Using text book contents for highlighting core elements
- Use of techniques like discussion, dramatization, cooperative learning, role play, games, cultural programmes.

- Importance of co-curricular activities in promotion of values
- Involvement of community and media.

Suggested Readings:

Agarwal J.C. (2005) 'Education for Environment and Human Rights' Shipra Publications.

Rao Usha (2012) 'Education for Peace' Himalaya Publishing House, Mumbai.

Selvi V.A. & Charles K (2012) 'Peace and Value Education', Neel Kamal Publications, New Delhi.

Nayak, Goswami, Chatarjee (2007) Economic reforms, Human Welfare and Sustainable Development in India, New Delhi, New Catering Publications.

Shrivastav, Singh (2002) 'Environmental Education', Anmol Publications, New Delhi.

Singh P (2011) 'Human Rights Education in 21st Century', Discovery publishing House, New Delhi.

Agarwal J.C. (2007) 'Basic Ideas of Education'. Shipra Publications, New Delhi.

SEMESTER II**Core- 5
(Credits-4)****Extension Education And Development****MM 100****Course Code-****Course Outcomes:**

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

- examine Extension Dimension in the University system.
- apply community extension and outreach for the various target population.
- understand and explore Extension as the dimension of higher education.
- develop competencies in planning, organization, monitoring and evaluating extension activities.

UNIT-I Training

- Concept, definition, objective,
- Types and phases of training, principles, features, need and importance
- Difference between training and Education.

UNIT-II Training Design

- Steps in designing training,
- Needs assessment,
- Training objective,
- learning unit/content,
- Training methods, training materials and assessment.

**UNIT-III Preparation of Training Materials**

- Training manuals, Training notes/folders;
- Supporting aids and materials, low-cost no-cost materials;
- Print media and electronic media;
- Computer training – Auto instructional materials.

UNIT-IV Planning, organization, monitoring and evaluation of training programmes

- Planning, organization, Monitoring and evaluation of training programmes for literacy functionaries at different levels;
- Training facilities available at various levels – National, State, District, Local. Innovations in training.



Suggested Readings :

1. Button. J.R. Training for Community Development, Oxford University Press, London, 1962.
2. DAE, Training of Adult Education Functionaries :. A Hand-book, Ministry of Education & Social Welfare, New Delhi, 1977.
3. Department of Adult Education, Learning for Participation: An approach to training in adult education. Govt. of India, New Delhi, 1978.
4. Gartner, A., Riessman, R. The Transforming of Training: UNESCO Adult Education Abstracting Service, Series 2, No.1975.
5. John Pettit. Participatory Training, Reports Magazine, No.16, March, 1978, World Education, New York.
6. Khamborkar, K.R. Training, Teaching, Techniques, Saoji Bungalow, Akola, 1980.
7. Lynton P. Rolf and Uday Pareek. Training for Development Richard D. Irwin Inc. and Dersey Press, Homewood, Illinois.
8. PRIA. A manual for participatory training methodology in development, New Delhi.
9. National Literacy Mission Handbook on Training Methods, MHRD. Government of India, New Delhi, 2001.
10. National Literacy Mission. Continuing Education: Manual for Training of Preraks, MHRD, Government of India, New Delhi, 2001.
11. National Literacy Mission. Continuing Education: Manual for Training of Key Resource Persons MHRD, Government of India. New Delhi. 2001.
12. Jyothi A. Christan, Managing Class Rooms – An Institutional perspectives – The
13. Associated publishers, Ambala Cantt
14. Eswara Reddy V., Package of Training – N-face, Osmania University, Hyderabad.






Core-6

Methods Of Extension Education

MM 100 (Credits-4)

Course Code-**Course outcomes ;**

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

1. understand principles and methods of communication in extension.
2. analyse various extension teaching methods (individual. Group & mass communication) & apply them appropriately in diverse learning settings.
3. apply inclusive practices in delivery of extension education programmes.

UNIT-I Learning Principles And Communication In Extension

- Introduction to learning & communication in extension
- Learning principles in extension education
- Barriers to effective learning & communication
- Evaluation of learning & communication outcomes

UNIT-II Individual Methods

- Case studies,
- Farm & home visits
- Personal letters
- Telephone calls & text messages

UNIT-III Group Methods

- Lecture,
- Discussion,
- Demonstration,
- Role play,
- Games and simulation,
- Brain storming,
- Field trip,
- Problem – solving projects

UNIT-IV Mass Methods

- News papers, leaflets ,posters
- Radio & Television
- Campaigns & exhibitions
- Social media & ICT based extension

Suggested Readings:

Bains, H S. 1987. Teaching and Communication in Extension Education. Ludhiana: Sahitya Kala Prakashan.

Dahania, O. P., Bhatnagar, O. P, 1987. Education and Communication for Development. New Delhi: Oxford & IBH Publishing Company.





- Dale, Edgar. 1965. Audio-visual Methods in Teaching. New York: Holt, Rinehart.
- Kelsey, L. D., and Hearne, G. C. 1963. Cooperative Extension Work. New York: Comstock Publishing Associates.
- Mathialagan, P. 2007. Textbook of Animal Husbandry and Livestock Extension. Lucknow, India: International Book Distributing Co.
- Ray, G L. 2008. Extension Communication and Management. New Delhi: Kalyani Publishers.
- Reddy, A. A. 2006. Extension Education. Bapatla: Sree lakshmi Press.
- Roy, D. M. 1967. "Comparative Effectiveness of three extension teaching methods", Proceedings of Research Foundation, Vols.8 and 9, pp. 11 2-1 17.
- Sandhu, A. S. 1993. Textbook on Agricultural Communication: Process and Method. New Delhi: Oxford and IBH Publishing Co Pvt. Ltd.
- Sharma, K. R. G 2008. Veterinary Extension Education. Hyderabad: BSPBS Extension Methods and Media Publications.
- Singh, Ranjit. 1987. A Text Book of Extension Education. Ludhiana: Sahitya Kala Prakashan.
- Singh, S.N. et al. 1971. Relative Effectiveness of Audio Visual Aids, Indian Journal of Extension education, Vol.VII, No.3-4, pp. 12-19.
- Supe, S. V. 1994. An Introduction to Extension Education. New Delhi. Oxford and IBH Publishing Co. Ltd
- Van den Ban, A.W., Hawkins, H. S. 1996. Agricultural Extension. (2nd Ed). New Delhi: CBS Publisher and Distributors.
- Wilson, M. C., and Gallup, Gladys. 1955. Extension Teaching Methods. Washington D.C.: USDA.






Core-7 Professionalisation In Life Long Learning & Extension MM 100 (Credits-4)**Course Code-****Course Outcome:**

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

1. demonstrate understanding of professional Development in Lifelong Learning.
2. acquire capacities on professional networking in Lifelong Learning.
3. develop models of professional development in lifelong Learning

UNIT-I Professional Participation in Lifelong Learning and Extension

- Education of Professional Lifelong Learning and Extension Education
- Providers of Professional Lifelong Learning and Extension Education

UNIT-II Institutions of Life Long Learning

- Higher educational institutions, Open Universities, Distance
- Education Institutions, Professional bodies, computer institutions, Jan
- Shikshan Sansthans, Lifelong Learning and Extension Education Centres .

UNIT-III Learning for All; Evaluation and Certification

- Adult Education and Extension for those not eligible for University based courses .
- Evaluation, accreditation, licensure (affiliation) and certification, in Lifelong Learning and Extension professional Education

UNIT-IV Management Process

- Planning, organizing, learning and controlling, decision making, strategic management and strategic implementation .
- Organizational structure, power and distribution of authority
- Organizational change, leadership teach work and communication /negotiation .

Suggested Readings:

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.



Core -8 Material Development For Adult And Continuing Education**MM 100****Course Code-****(Credits-4)****Course Outcomes:**

After going through the course, learners will be able to

1. understand the theoretical foundation & significance of developing educational material for adults & continuing education.
2. acquire skill to develop diverse educational material suitable for adult education.
3. integrate technology in material development and dissemination of educational material for diverse adult learning settings.

UNIT-I Introduction To Teaching/Learning Materials For Continuing Education

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

UNIT-II Developing Learning Modules In Extension : Objectives, Skills & Media

- Identification of knowledge, skills and identifying learning objectives, analysis of objectives
- performance objectives – media selection, model instructional system designs.

UNIT-III Development Of Material For Adult & Continuing Education

- Material development for adult basic education;
- Continuing Education: selection, gradation, approaches to material production, presentation and evaluation;
- Preparation of prototype and testing.

UNIT-IV Creating Effective Learning Resources For Adult Literacy

- Production of Text books, booklets, materials for learning, CD-ROM,
- Interactive web based materials, materials for self learning – programmed learning materials,
- Principle in preparation of Audio-Visual materials, Evaluation of basic literacy and follow-up materials.
- Desktop publishing; material for Adult literacy.

Suggested Readings:

1. ACCU. New Guide Book for development and production of Literacy Materials, Asian Cultural

Centre for UNESCO, Tokyo, 1992.





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

3. Barry Lumsden, D., Teaching Effectiveness of Programmed Instructional Materials for Adult basic

Education. Indian Journal of Adult Education, Vol .35, No.1, 1974.

4. DAE. Production, Selection and Purchase of Neo-literates Material for Continuing Education Centres. MHRD, Govt. of India, New Delhi.



ELECTIVE-2 Select Any One**(A) Use of ICT In Extension Education****MM 100 (Credits-4)****Course Code-****Course Outcomes:**

After going through the course, learners will be able to

1. use document application software to write reports (e.g. Libre Document, MS Word, etc.)
2. use application software to process data (functions such as average, formulae insertion, graph development, etc.)
3. use presentation software to design presentations (e.g. Libre presentation, MS Power point, etc.)
4. use free graphic software for designing posters, charts, illustrations, Explore POSS software for photo-editing
5. design info graph, concept-maps, etc. as learning material for lifelong learning
6. use free tools for collaboration (e.g. Google Doc, Google slides, Google Drawing, etc.)
7. use free tools for designing quizzes (e.g Google Form, Kahoot)

UNIT-I Application Packages

- Open Source Software
- Word Processing: editing and formatting
- Inserting formulae in spreadsheet
- Graph plotting and editing
- Presentation software
- Background design in slides
- Smart-Art design
- Animations effects in presentation

Unit-II Basic Graphic Design and Photo Editing

- Poster and chart design
- Brochure design by using tools such as Canva
- Basic Photo editing by free tools such as GIMP
- Adjusting brightness contrast, hue saturation
- Crop and, resize photo

UNIT-III Learner Collaboration

- Google Doc
- Google Sheets
- Google Presentation






- Google Drawing
- Jam board
- Concept Board

UNIT-IV Quiz Making

- Features of Google Forms as Quiz such as scoring,
- Section formation Designing Rating scale in G Form
- Making quizzes in Kahoot .

Suggested Readings:

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.I. (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




(B)

Disaster Management**MM 100 (Credits-4)****Course Code-****Course Outcomes :**

After going through the course, learners will be able to

1. acquire an understanding of various types of disasters, their causes and impacts on populations
2. understand stages of disaster and appropriate interventions including risk assessment, management and community preparedness
3. understand international and national policies for disaster intervention mitigation and response
4. appreciate the human stories of tragedy and resilience in disasters and the humanitarian response essential

UNIT-I Introduction to Disaster Management

- Concept of Disaster Management
- The Disaster Management Cycle
- Components and Stages of disaster management
- Types- Geological (Land, Forests), Atmospheric (Air, Wind, Water, Climate),
- Technological (Nuclear, toxic wastes, transportation accidents, factory explosions, chemical spills, etc)
- Hazards- meaning and types
- Communities at risk and vulnerable to disasters

UNIT-II Disasters & Development

- Disaster Response
- Disaster Management
- Disasters and Development

UNIT-III Major Requirements for Coping with Disasters

- Organization
- Planning
- Training needs and specialized skills
- Utilization of resources, graduated response
- Logistics
- Leadership
- Public awareness

**UNIT-IV Role of National & International Agencies**

- Disaster Management Policy in India and related authorities;
- International Assistance Agencies & their contribution
- Humanitarian Charter, Code of Conduct & Minimum Standards in Disaster Response families .



Suggested Readings :

1. Anu Kapur (2005) Disasters in India: Studies in Grim Reality Rawat Publications, New Delhi- 2
2. Bose. B. C. (2007) Introduction to Disaster Management Rajat Publications, New Delhi
3. Carter, W. Nick (1991) Disaster Management: A Disaster Manager's hand book. Asian Development Bank, Manila, Philippines.
4. D.B.N. Murthy (2008) Disaster Management: Text & case Studies Deep and Deep Publications Pvt. Ltd., New Delhi
5. Gandhi Jegadish P. (2007) Disaster Mitigation and Management, Deep & Deep Publications, New Delhi.
6. Goel S.L... (2006), Encyclopedia of Disaster Management, Vol. I, II, & III. Deep & Deep Publications, Pvt. Ltd.; New Delhi.
7. Husain Ahmad (2006) National Disasters, Sumit Enterprises, New Delhi – 2.
8. Marathe P. P. (2007) Concepts & Practices in Disaster Management Diamond Publications, Pune
9. Naseem Ahmed, (2003), Managing Disasters, Kilsa Book, New Delhi – 2.
10. Parasuraman S. and India Disaster Report, Oxford University Press, Delhi.
- Unnikrishnan P.V. (2000)
11. PrakashIndu (1994) Disaster Management, Rashtra Prahari Prakashan, Ghaziabad.
12. Singh R.B., (ed); (2006), Natural Hazards and Disaster Management, Rawat Publications, New Delhi – 2.
13. Singh Tej. (2006) Disaster Management – Approaches and Strategies, Akansha Publishing House, New Delhi – 2.
14. Taori Kamal (2005) Disaster Management through Panchayati Raj, Concept Publishing Company, New Delhi.

(C)

Social Entrepreneurship**MM 100 (Credits-4)****Course Code-****Course Outcomes :**

After going through the course, learners will be able to

1. know how to start social entrepreneurship in Indian setting .
2. acquire required skills relating to managing own/ group social entrepreneurship .
3. enable women to become sound entrepreneurs .

UNIT-I Concept And Models Of Social Entrepreneurship

- Concept of entrepreneurship in the Indian Context
- Importance of social entrepreneurship
- Difference between entrepreneurship and social entrepreneurship
- Special issues about women. Family support. Availability of free time. Barriers in undertaking an enterprise. Financial schemes for women Entrepreneur .
- Models of Social entrepreneurship : Grameen Bank ,Jaipur foot , Basix Bank , Sri Grameen Mahila Udyog (Lijjat), SEWA Ahmedabad , Dabbewala

UNIT-II Management of Social Entrepreneurship

- Planning
- Management
- Resource Mobilization
- Training
- Business plan preparation

UNIT -III Finance Management

- Income & Expenditure, budgeting and accounting
- Risk and returns
- Record keeping
- Account writing
- Inventory management
- Banking and other financial institutions in the context of microfinance

UNIT-IV Marketing Strategies

- Social marketing, its strategies
- Casual marketing
- Commercial marketing
- Target audience

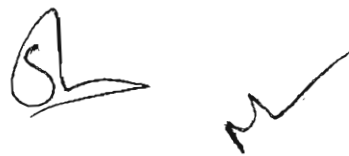
Suggested Readings:

1. Bhargava. Development Aspects of Entrepreneurship, Sage Publication India Pvt. Ltd ,2007

2. Burra. Micro-credit, poverty and Empowerment: Linking the Triad, Sage Publication India Pvt. Ltd., 2005

3. Carr ,Speaking Out :Women's Economic Empowerment in South Asia(V),Sage Publication India Pvt. Ltd., 2008
4. Crowell: The SEWA Movement and Rural Development: Sage Publication India Pvt. Ltd.,2003
5. Fisher: Beyond Micro-credit: Putting Development Back into Micro finance(V), Sage Publication India Pvt. Ltd, 2002
6. Karmarkar, Micro finance in India, Sage Publication India Pvt. Ltd.,2008
7. The first social entrepreneur, The Economist(Feb2006)
8. Marathe P. P. (2007) Concepts & Practices in Disaster Management Diamond Publications, Pune
9. Nassem Ahmed, (2003), Managing Disasters, Kilaso Book, New Delhi – 2.
10. Parasuraman S. and India Disaster Report, Oxford University Press, Delhi. Unnikrishnan P.V. (2000)
- 11.PrakashIndu (1994) Disaster Management, Rashtra Prahari Prakashan, Ghaziabad.
12. Singh R.B., (ed); (2006), Natural Hazards and Disaster Management, Rawat Publications, New Delhi – 2.
- 13.Singh Tej. (2006) Disaster Management – Approaches and Strategies, Akansha Publishing House, New Delhi – 2.
- 14.Taori Kamal (2005) Disaster Management through Panchayati Raj, Concept Publishing Company, New Delhi.





SEMESTER III

Core- 9

Alternative Learning Systems

MM 100 (Credits-4)

Course Code-

Course outcomes:

After going through the course, learners will be able to

1. understand the different forms of education
2. understand the typologies of non-formal education
3. gain insight into different technology support services
4. acquaint students with different platforms of non-formal education

Unit-I Education

- Meaning, Concept, Definition, Objectives and Functions
- Status of Formal Education System
- Modifications needed in the educational system
- De-schooling movement, emergence of the Non-Formal Education,
- Forms of Education – Formal, Non-Formal and Informal – Relationship between Formal and Non Formal Education.

Unit-II Non-Formal Education

- Meaning , Concept ,Definition and Objectives
- Scope – Significance and varying functions of non-formal education
- Typologies of Non-formal education – Adult Education – Lifelong Continuing Education – Distance Education – out of School Education.

Unit-III Technology Support Services

- Computer Aided Learning (CAL) – Computer Assisted Instruction (CAI) – Internet – World Wide Web – Accessing NET for learning,
- Cable Television telecommunications, information Super-Highway, Application in Indian Context.

Unit-IV Innovations in Adult Education: Administration, Space and Media

- Organization, Administration, Monitoring and Evaluation of NFE Systems in India, Open learning platform, Virtual learning for adults, MOOCs,
- How to transform public space (Library, Museum, etc.) into adult learning centres; low cost, no cost, high cost materials;
- Publications in Adult Education; Multimedia in Adult Education.

Suggested Readings:

1. Allemanno, E Non-Formal Education, RAMS Project (Rural Assessment Manpower Surveys), Washington. D.C. Agency for International Development, 1981, 237 p.






2. Ansari, N .A. Adult Edu.-iation in India; S. Chand & Company Ltd, New Delhi, 1984.
3. Camillo Bonanni. Education for Human Needs: NFE Field experiences and Designs, Indian Adult Education Asso-ciation, 1982.
4. Coombs. P.H. & Ahmed, M. Attacking Rural Poverty: How Non-Formal Education Can Help. Baltimore, M.D., The Johns Hopkins University Press. 1974,292 p.
5. Coombs, P.H , et al. New Paths to Learning for Rural Children and Youth, New York International Council for Educational Development, 1973, 133 p.
6. Dahama, O.P. and Bhatnagar O.P. (1980) : Education and Communication for Development. Oxford & IBH Publishing Co, New Delhi.
7. Faure. Edgar et al : Learning To Be The World of Education-Today and Tomorrow. UNESCO. Paris, 1972, 313 p.
8. Lengrand, Paul. An Introduction to Life-long Education.
9. Mohanty, Jagannath. Adult and Non-Formal Education, Deep and Deep Publications, New Delhi. 1991.
10. Naik, J.P. Some Perspectives on Non-Formal Education. Allied Publishers Pvt. Ltd New Delhi. 1977.
11. Rami Reddy G., An Open Learning System – Innovative Model of Learning.
12. Sandeep P and Madhumathi E., Non-formal Adult & Continuing Education: Insights for 21st Century, Veera Education Services Consultancy (PVT) Ltd., Secunderabad, 2000.
13. Shah S.Y., Indian Adult Education – Historical Perspectives, J.N.U. New Delhi, 1993.
14. Madan Singh, Adult Education In India, the Associated publishers. Ambala Cantt.
15. Subba Rao d. & Vasudeva Rao B.S., Adult & Continuing Education & Some perspectives, R.D. Publishers, Andhra Pradesh
16. Shah A.D., & Susheela Bhan (Ed.), Non-formal Education and the NAEP, Oxford University Press, Delhi, 1980.
17. Sivadasan Pillai K., Non-formal Education in India, Criterion Publications, New Delhi, 1990.





Core-10

Sustainable Social Development

Marks 100 (Credits-4)

Course Code-

Course Outcomes:

After going through the course, learners will be able to

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

Unit -I Evolution of Sociological Theories

- Classical Sociological Theories
- Modern Sociological Theories
- Recent Development in sociological theories (Late Development, Micro Macro Integration, Agency-Structure Integration)

Unit -II Social Movements and Development

- Social movements and development
- Community life, religious spheres, conflict and fundamentalism in development discourse.
- Movements for development (i.e. agrarian movements, labour movements, women's movement, ecological movements etc.)

Unit -III Holistic Development Through Collective Action & Risk Reduction

- Collective action and cooperation.
- Approaches and strategies for holistic social development
- Reducing vulnerabilities : Evolving institutions for sustainable livelihoods

Unit -IV Approaches to Development: Ethical, Inclusive and Sustainable

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

Suggested Readings:

Alexander, K.C. (1994), The Process of Development of Society. New Delhi: Sage Publication.

Anand, S. & Sen, A.K (1996), Sustainable Human Development: Concepts and priorities, Office of development studies, Discussion paper, no. 1. New York: UNDP





Ranode. Eknath (2001), Sustainable Development. India: Vivekanand Kendra Prakashan.

Redeliff, Michelle (1995) Sustainable Development. Canada: Routledge Publication.

Macdonis, J. J & Plummer, K (2005), Sociology. A Global Introduction (3rd ed.). Harlow: Pearson Education.

UNDP (1997), Governance for Sustainable human development, New York, A UNDP policy document.



Core- II Internship And Its Project Report**Marks 100 (Credits-4)****Course Code-****Course Outcomes:**

After Internship, learners will be able to

1. understand professional skills through practical learning
2. apply the acquired knowledge for the study of relevant facts, analysis of the problem and selection of appropriate means of solutions towards the problem
3. enhance the skills for solving the problems and work at micro level and at macro levels
4. enhance ability to integration of class room learning and field practice and vice-versa.
5. enhance the skills required for professional practice at the particular level of training.

Content Outlines:

There will be an Internship programme of 120 hours during the summer vacations 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. This will also include field techniques, interventions and project writing.

Evaluation will be done on the basis of the Internship Report, Presentation and Internship Viva Voce



Elective-3 Select any one**(A) Human Rights And Community Development MM 100 (Credits-4)****Course Code-****Course Outcomes:**

After going through the course, learners will be able to

1. develop understanding about various forms of violation of Human Rights and the marginalized groups affected by the same
2. make familiarity with the prevailing National and International conventions and procedures for protection of Human Rights.
3. understand the concept of Human Rights and their evolution

UNIT-I Understanding Human Rights: Philosophical and Social Outlook

- Human Rights –Meaning, Definition, Origin, Importance.
- Philosophical View – Concept, Buddhism, Naturalism, Natural Rights and Human Rights.
- Social View – Social Stratification, Caste, Religion, Tribes, Social Security, Social realism, Social Education and Social Democracy.
- Indian Constitution – Fundamental Rights and Duties. Need of Human Rights Protection and Community Development.

UNIT-II Human Rights in Practice: Indian perspectives and Community Challenges

- Human Rights in India- Human Rights in Indian Society and evolution;
- Human Rights and vulnerable communities - Children, Women, Minorities, Indigenous population, Refugees, Dalits, Persons with disability;
- Human right issues –Labour, Development, Hunger, Poverty, Migrant workers.

UNIT-III Protecting Human Rights

- Human Rights and Protection Agencies – National Human Rights Commission and its role, State Human Rights Commission, Women Commission, BC Commission and SC, ST Commission and its role.
- International human rights agencies- Amnesty International, Human Rights Watch.
- Role of Supreme Court in Human Rights Protection – Monitoring, Reporting, Safe guard and Custodian.

UNIT-IV Human Rights: Role of UNO, Indian Constitution and Education


- Human Rights and UNO Declaration-- The Universal Declaration of Human Rights, 1948, International Covenant on Civil and Political Right, International Covenant on Economic, Social and Cultural Right, Declaration on the Rights of the Child and Women.
- Indian Constitution - Elimination of all forms of discrimination based on religion or belief and caste.
- Role of Literacy and Education.





Suggested Readings:

1. Centre for Development of Human Rights, 2004, The Right to Development: A Primer, Centre for Development of Human Rights, New Delhi: Sage Publications.
2. Baxi, U. 2002, The Future of Human Rights, New Delhi: Oxford University press.
3. United Nations, 1992, Human Rights: Teaching and Learning about Human Rights, New York; United Nations.
4. Waghmare, B.S. 2001, Human Rights – Problems and Prospects, Delhi; Kalinga Publications.
5. Janusz, S. 2001, A Guide to Human Rights: Institutions, Standards, Procedures, Paris: UNESCO Publishing.
6. Subramanian, S 1997, Human Rights: International Challenges, New Delhi: Maus Publications.
7. Amnesty International, 1993 Human Rights in India, New Delhi: Vistaar Publications.



(B) Schemes In Adult & Continuing Education**MM 100 (Credits-4)****Course Code-****Course Outcomes:**

After going through the course, learners will be able to

1. describe various policies and programmes related to adult and continuing education.
2. identify the disparity in literacy in India.
3. critically analyse various policies and programmes.
4. identify the role of different institutions in adult and continuing education.

UNIT-I Literacy Trends and Regional Disparities in India

- Magnitude of illiteracy in India ;
- Spatio temporal variations of literacy - Male, female, rural, urban disparities in literacy;
- Need for analysing literacy data.

UNIT-II Schemes for Literacy

- Scheme of Jana Sikshana Sansthan: Concept, objectives, functions, target group, organization and management, staffing and finance, monitoring, evaluation and follow-up.
- Sakshar Bharath Mission-Objectives, strategies, Goals, Programmes, Strengths, Weakness, Opportunities and Threats (SWOT Analysis)
- VI th five-year plan – Minimum Needs Programme (MNP) – nonformal education;
- Functional Literacy Programme 1968-77;

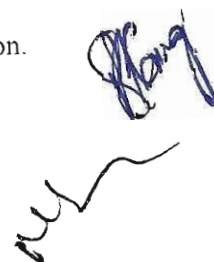
UNIT-III Programs and Policies for Adult Education

- Involvement of students and youth in Adult Education Programme, (20 point programme);
- Nehru Yuvak Kendra (1982-83),
- Shramik Vidyapeeth 1982, Post – literacy and follow-up programme 1982-83;
- National Adult Education Programme – 1978-87;
- National Literacy Mission – 1988-2007;
- NPE 1986;
- Adult and Continuing Education in NEP 2020;

UNIT-IV Extension and Women Education

- Extension as the Third Dimension –Role of Adult and Continuing Education.





- Degree colleges, Universities, Community colleges, Inclusive and Exclusive centres and Centre for women studies.

Suggested Readings:

1. Vashist. S. R. (Ed.) Adult Education: Issues, Problems and Prospects, Pointer Publishers, Jaipur, 1997.
2. Ministry of Human Resource Development. National Literacy Mission, Government of India, New Delhi, 1987.
3. Ministry of Human Resource Development. National Literacy Mission, Government of India, New Delhi, 1988.
4. Ministry of Human Resource Development. Scheme of 'Continuing Education for Neoliterates, NLMA, Government of India, New Delhi, 1996.
5. M.H.R.D (2000). Scheme of Jan ShikshanSansthan (Institute of People's Education) : Guidelines for Management, Planning and Programming, Directorate of Adult Education, Dept. of Elementary Education & Literacy, Govt. of India, New Delhi.
6. National Literacy Mission. Continuing Education For Development: Appeal Approach (ATLP-CE in brief), MHRD,. Government of India, New Delhi, 1996.
7. NEP 2020, MHRD, Govt. of India.






(C) Gerontology: An Interdisciplinary Perspective**MM 100 (Credits-4)****Course Code-****Course Outcomes:**

After going through the course, learners will be able to

1. understand inter- disciplinary nature of gerontology as a study of elderly.
2. understand and build empathy towards elderly and develop skills to attend needs of elderly.
3. understand the role of social worker
4. attend to healthcare, violence and deal with grief and palliative care.
5. examine the policies, programmes and services available for the elderly

Unit-I Introduction to Gerontology

- Gerontology- Meaning, Concept, Definition, Demographics of elderly
- Issues of the elderly- Family, Health, Adjustment, Social, Economic, Psychological.

Unit-II Policies and Programmes for elderly people

- Policies, Programmes & Services for elderly
- Critical exploration of policies for elderly.
- Institutions for elderly -Welfare programmes for elderly such as day camp centers, half way home, old age homes etc.

Unit-III Caring of elderly

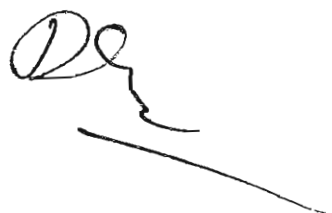
- Health care needs.
- care givers (family, Paid) and their issues
- violence against elderly (neglect, abuse, crime), dealing with grief & Palliative care
- safety for elderly

Unit-IV Research & Development with elderly

- Social work with elderly- Recreation & constructive use of time Legal help(will)
-Building positive relationship with family & youngsters
- Research & Development -Role of Research in welfare of the old age, Role of universities and national institutions in promoting Gerontological research, Need of Interventional and Policy Research in gerontology

Suggested Readings:

1. Susan Kraus Whitbourne., Gerontology: An Interdisciplinary Perspective, Oxford University Press 2007
2. S. Siva Raju,(), Studies on Ageing in India: A Review, Cambridge University Press 2014





3. Lena A, Ashok K, Padma M, Kamath V, Kamath A.(2009), Health and social problems of the elderly: a cross-sectional study in udupi taluk, karnataka, Indian J community Med. 2009Apr;34(2):131-4. Doi: 10.4103/0970 0218.51236.

4. Bookman, Ann and Delia Kimbrel. (). Families and elder care in the twenty-first century. The Future of Children,21:117-140.2011 5. Rothbaum, F.() .Aging and age stereotypes. Social Cognition, 2:171-842005



SEMESTER IV

Core-12

Recognition of Prior Learning

MM 100 (Credits-4)

Course Code-

Course Outcomes:

After going through the course, learners will be able to

1. understand the Concept, procedures and methods of prior learning
2. expose the students to the methods of assessment, certification and accreditation institutions of prior learning .

Unit-I Prior Learning; Concepts of Prior Learning

- Concepts of Prior Learning – importance of prior learning - principles of prior learning
- Assessment of prior learning – Standards for assessing prior learning – common prior learning assessment practices

Unit-II Assessment, Policies and Procedures of Prior Learning

- Assessment of Prior Learning; Role of Stakeholders of prior learning
- Making connections to prior learning – role of parents in prior learning – role of peer group in prior learning – role of family in prior learning – institutional prior learning
- Policies and procedures of Prior Learning- thinking beyond – Kolb's model – knowledge mapping

Unit-III Accreditation and Recognition of Prior Learning

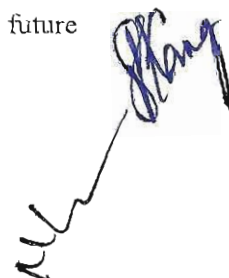
- Recognizing the Prior Learning(RPL)
concepts, Importance, benefits, systems, Frame work , stakeholders and challengers.
- Assessment for Recognition the Prior Learning

Importance, Relevance, Components, Areas, Processes- Agencies, Methods- PLAR-Benefits, Standards, Examinations, Review of training, Portfolio Assessment

Unit-IV Skill recognition; Recognition the Prior Learning(RPL) Policies and procedures of Prior Learning

- Skill Recognition-Need, Importance, relevance, Methods , Models, agencies, future





strategies

- Certification of Prior learning-Need for certification, Methods, Processes, Procedures, Agencies
- Accreditation of Prior Learning=Current Practice-Scope-Approaches-Principles-Roles and

responsibilities

Suggested Readings:

- Recognition of Prior Learning(RPL) Manual, Adult Learning and Literacy 350 – 800Portage Avenue Winnipeg, Manitoba R3G 0N4 2012
- Nan L. Travers, Prior Learning Assessment (PLA) Handbook For The Northeast Resiliency Consortium, Achieving the Dream, Inc. 8403 Colesville Road, Suite 450 Silver Spring, Maryland 20910-6331
- Guidelines on the accreditation of prior learning, Quality Assurance Agency for Higher Education September 2004
- WCET.WICHE.EDU OCTOBER 2013
- <https://brooksandkirk.co.uk/assessor/recognition-of-prior-learning/>
- <https://wcet.wiche.edu/documents/talking-points/prior-learning-assessme>
- <https://www.sciencedirect.com/science/article/pii/S1877042810000807/>
- https://nck.au.dk/fileadmin/nck/Publikationer/Assessment_of_prior_learning
- Bjarne Wahlgren, Vibe Aarkrog, Denmark Validity in Assessment of Prior LearningUS-China Education Review A, October 2015, Vol. 5, No. 10, 672-681
doi:10.17265/2161-623X/2015.10.003
- <https://www.sciencedirect.com/science/article/pii/S1877042810000807/p>
- Carolyn N. Stevenson Enhancing Education Through Open Degree Programs and Prior Learning Assessment (Purdue University Global, USA) IGI Global,2018
- Baker Lawley,Prior Learning Portfolio Development:A Guide to Presenting Experiential Learning for Academic Credit, Produced in partnership with Boise State University's eCampus Center 2020
- Nan L. Travers, Prior Learning Assessment (PLA) Handbook for The Northeast Resiliency Consortium
- Kenneth William Blinkhorn, Prior Learning Assessment: An Investigation of Non sponsored Learning for College Credits: A Thesis Submitted in Conformity With The Requirements For The Degree of Doctor of Philosophy Department of Curriculum, Teaching and Learning Ontario Institute for Studies in Education of The University of Toronto,1999.
- PatilAsha (2017) 'Recognition of Prior Learning: Current Status, Issues and challenges'. ISSN 0019-5006. Indian Journal of Adult Education. Vol. 78, No. 2pg 30-39 April-June

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- Per Andersson, Andreas Fejes and Fredrik Sandberg, Recognition of Prior Learning: Research from around the globe, Routledge, 2017
- Vocational Education and Training Authority (Veta) Guidelines for Recognition of Prior Learning Assessment (RPLA) in Tanzania, ILO



Core-13

Women and Gender Development

MM 100 (Credits-4)

Course Code-

Course Outcomes:

After going through the course, learners will be able to

1. appreciate the reasons for the growth of the women's movement in India
2. understand the complex intersections of gender/ class/ caste and race ideologies .
3. understand the socio-economic and political barriers to women's equality and empowerment .
4. understand strategies for women's empowerment .

Unit -I Women's Movement in India**(a) Women's Movement in India**

- The historical roots of the feminist consciousness in the 19th century social reform movement
- Growth of the contemporary women's movement in India
- Impact of NGO and donor driven development on Feminist action.

(b) Construction of Gender Class/Caste/Religious Identities

- The normative construction of sex, and gender in society
- The normative construction of heterosexuality and notions of sexual deviance
- Gender at the intersections of caste/kinship and family ideology
- Feminism at the grassroots-dalit/ and minority women speak

Unit-II Construction of Gender Class/Caste/Religious Identities**(a)Violence against Women**

- Meaning /Concept, Types & its effects
- Media portrayal of violence against women and its function
- Feminist debates on Pornography and commercial sex work State response to violence against women

(b) Legal Position of Women in India

- Constitutional provisions






- Labour laws
- Personal laws
- Family courts

Unit-III Violence against Women

(a) Women's Work and Participation in the Economic

A historical analysis of women's work force participation Women's work in the home/ the ideology of the housewife

(b) Women's Access to education and Health Services-Critique of Policies

- Current indicators of women's demographic ,health and
- education status .
- Barriers to women's access to these resources of the community .

Unit-IV Policies and Programmes for Women/Strategies for Change ; Legal Position of Women in India.

(a) Impact of Current Trends in Development on Women

Impact on women's work force participation

(b) Policies and Programmes for Women/Strategies for Change

- A critical exploration of landmark policies for women (such as the Towards Equality Report, Sharamskati Report, National Policy for Women & Women's Component Plan
- A critical exploration of the various institutions established for
- women (such as Women and Child Development Department, Central Social Welfare Board, National Commission for Women ,Welfare programmes for women (such as SHGs,& ICDS etc.)

Suggested Readings:

Agnes, Flavia. State, Gender and Rhetoric of Legal Reform. Mumbai: Research Centre for Women's Studies, SNDT Women's University (Gender and law, book 2)1995

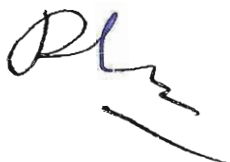
Bina, Agarwal. A field of One's Own: Gender and Land Rights in South Cambridge: Cambridge University Press. 1984.

Bosarwa Esther. Women's Role in Economic Development. New York: St. Martin's Press. 1970.

Chakravarti, Uma, Gendering Caste Through a Feminist Lens. New Delhi: Stree (Theorizing Feminism, series editor Maithreyi Krishnaraj. 2003)

Desai, Neera and Thakkar Usha. Women in Indian Society (India – The Land and the People). New Delhi: National Book trust. 2001

Gectha, V Gender. New Delhi: Stree (Theorizing Feminism, Series Editor Maithreyi Krishnaraj) 2002.






Gandhi, Nandita and Shah, Nandita. The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India. New Delhi for Women. 1992

Kapur, Ratna, Cossman, Brenda. Subversive sites: Feminists Engagement with Law in India. New Delhi: Sage. 1992.

Krishnaraj, Maithreyi. Women and Violence: A Country Report. Research Centre for Women's studies, SNDT Women's University. 1995

Kumar, Radha. The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990. Delhi: Kali for Women. 1993 (Reprint 1997)

Poonacha, Veena. Understanding Women's Studies. Mumbai: Research Centre for Women's Studies, SNDT Women's University. (Contribution to Women's Studies Series 11) 1998.

Poonacha, Veena and Pandey, Divya. Responses to Domestic Violence in Karnataka and Gujarat. Mumbai: Research Centre for Women's Studies, SNDT Women's University. 1999.

Sarkar, Tanika and B. Utalia, Urvashi (Ed.) Women and the Hindu Right: New Delhi, Kali for Women. 1996.

Sathe, S.P. Towards Gender Justice. Mumbai: Research Centre for Women's Studies, SNDT Women's University (Gender and Law, book 1) 1992.

Sen, Gita and Grown, Caren. Development, Crisis and Alternative Visions: Third World Women Perspectives. New Delhi, DAWN 1985

Core-14

Training and Capacity Building

MM100 (Credits-4)

Course Code-

Course Outcomes:

After going through the course, learners will be able to

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. equip students with necessary skills to evaluate the training programme.

Unit - I Skill Acquisition Processes

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

Unit – II Capacity Building

- Capacity building and skilling program
- Principles underlying Training and Capacity Building
- Training Techniques & Mapping

Unit – III Training/Skilling Programme

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

Unit – IV Implications and Evaluation of Skill Training & Capacity Building

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

Suggested Readings:

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.






Elective-4 Select any one

(A)

Management of NGOs

MM 100 (Credits 4)

Course Code-

Course Outcomes :

After going through the course, learners will be able to

1. understand the meaning, objectives and types of NGOs
2. get knowledge about grass root level dimensions of NGOs
3. develop knowledge about registration process of NGOs
4. understand the planning process of NGOs
5. equip the learners with specific skills relate to the management of NGOs.

Unit-I NGOs: Evolution, Role and Contemporary Challenges

- NGOs: meanings, definition, characteristics, Objectives and Types.
- Genesis, present status of NGOs and their role in social upliftment.
- History, origin and development of NGOs
- Purpose , Aspects, issues of NGOs.
- Challenges of NGOs: poverty reduction, child welfare and women empowerment.

Unit-II NGOS: Facets, Dimensions and Role in Social Upliftment and Welfare

- Facets of NGOs: NGOs and grassroots level dimensions: tribal welfare, providing card to the needy, upliftment of illiterates, identifying the personality development,
- Channelization the poor to reach the destination, social welfare aspects: target groups, social change.

Unit-III NGOS And Voluntary Initiatives: Registration, Trust and Action

- Registration of NGO: kind of NGOs, nature of registration, modalities of registration, purpose of registration,
- Non Governmental Organizations, Trust, and Community Based Organization: the relevance, the differences, and relationships
- Volunteerism and NGOs: volunteerism: nature, origin and scope. Type of volunteerism, relevance of volunteerism, voluntary action, imparting education, environmental awareness, human resource development, labor force participation and elimination of ignorance.

Unit-IV NGOs: Planning, Participation and Team Building

- Planning process: goal setting – identifying the strength and weakness of NGOs.
- Team building: identifying the gap areas, initiating the process, curbing the differences and channelizing the skills.






- Participation activities. Action plan, group involvement, organizational commitment, selection process, training and development.

Suggested Readings :

1. Ian Smillie, John Hailey (2000). Managing For Change: Leadership, Strategy and Management in Asian NGOs. Earthscan Publications.
2. Deb Prasanna Choudhury (2011). Strategic Planning and Management of Nonprofit Organizations and NGOs Theory, Practice, Research and Cases. Asian Books
3. United Nations (2005). UN System Engagement with NGOs, Civil Society the Private Sector and Other Actors: A Compendium. United Nations, New York.
4. Ian Smillie, John Hailey (2000). Managing For Change: Leadership, Strategy and Management in Asian NGOs. Earthscan Publications.
5. Deb Prasanna Choudhury (2011). Strategic Planning and Management of Nonprofit Organizations and NGOs Theory, Practice, Research and Cases. Asian Books
6. United Nations (2005). UN System Engagement with NGOs, Civil Society the Private Sector and Other Actors: A Compendium. United Nations, New York.
7. Brinkerhoff Smith (2007). NGOs and the Millennium Development Goals. Palgrave Scholarly US
8. Rugendyke Barb Rugendyke (2007). NGOs as Advocates for Development in a Globalising World. Taylor and Francis Ltd






(B)

Counseling and Guidance

MM 100 (Credits-4)

Course Code-

Course Outcomes: +

After going through the course, learners will be able to

1. equip the learners with specific counseling skills.
2. enable learners to gain advance information about mental health
3. introduce learner to the various counseling techniques
4. help learner understand and apply counseling skills

Unit-I Introduction to Counseling

- Counseling meaning, concepts and history
- Types of counseling, facilitative preventive crisis, development.
- Understanding the counseling relationship (boundary issues)
- Ethical issues in counseling. Confidentially, shared confidentially, personal disclosure, personal sharing referrals, emotional involvement, remuneration etc

Unit-II Approaches to Counseling**(a) Approaches-**

- Psychoanalytic approach,
- Gestalt Therapy
- Family therapy
- Behavior modification
- Person centered Therapy
- Rational Emotive Behavior Therapy

(b) Basic helping skills-

- Listening,
- paraphrasing,
- personalizing,
- summarizing
- empathetic response, effective questioning etc

Unit-III Stages of Counseling

- Assessment,
- Information gathering
- Identifying goals for intervention. Contracting Action.





Unit-IV Self Awareness in Counseling

(a) Strategies for different client groups-

- Feminist counseling
- Crisis counseling & grief counseling
- Child guidance
- Sexuality counseling
- Family counseling
- Substance abuse Counseling
- HIV / AIDS counseling
- Adoption and infertility counseling

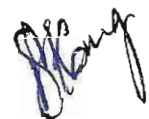
(b) Self awareness in counseling-

- Understanding self as a helper.

Suggested Readings:

- Brown, D. & Srebalus, D.J. (1998). An introduction to the counseling profession. Englewood Cliff: Prentice Hall.
- Dave, J. (1984). Basic Essentials of Counseling, New Delhi: Sterling publications.
- Clarkson, P. (1989). Gestalt counseling in action. London: Sage Publication.
- Jacobs, M. (1988). Psychodynamic counseling in Action. London: Sage publications.
- Mearns, D. & Thorne, B. (1988). Person-centred counseling in action. London: Sage publications.
- Dryden, W. (1989). Key issues for counseling in action. London: Sage publications.
- Dryden, W. (1990). Rationale-emotive counseling in action. London: Sage publications.
- D'Ardenne, P. & Mahtani R. (1989). Transcultural counseling in Action. London: Sage Publications.
- Watson, M. (ED) (1991). Cancer patient care: Psychological treatment methods. New York: Cambridge University Press.
- Robertson, S.E. and Brown, R. L (Eds.) (1992). Rehabilitation counseling: Approaches in the field of disability. London: hapman and Hall.
- Nelson-Jones, R. (1982). The theory and practice of counseling psychology. London: Case II Education Ltd.
- Pietrofesa, J & others (1984). Counseling: theory, research and practice. Chicago: Rand McIlly College.
- Lendrum, S. & Syme, G. (1993). Gift of Tears: A Practical approach to loss and bereavement counseling. London: Routledge.
- Stehen, M. (1994). Counseling and Helping. London: Methen Publication.
- Besseli, R. (1971). Interviewing and counseling. London: B.T. Bateford Ltd.



- Noonan, E. (Eds.) & Spurling, L. (1992). The making of a counsellor. London: Routledge.
- Krumboltz, J.D and Thoresen, C.E. (1976). Counseling Methods. New York: Holt Rinehart & Winston.
- Carroll, M. (1996). Workplace counseling: a systematic approach to employee care. London: Sage Publications Inc

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