UNIVERSITY OF DELHI
MASTER OF ARTS LIFELONG LEARNING & EXTENSION
(Acronym for the Course)
(Effective council from Academic 2019-20)

PROGRAMME BROCHURE

DEPARTMENT OF ADULT, CONTINUING EDUCATION & EXTENSION
UNIVERSITY OF DELHI
1. ABOUT THE DEPARTMENT

Historical Background of the Department

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

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

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

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

The Programme

The department’s master’s programme- “Master of Arts in Lifelong Learning & Extension”, is two-year program, spread over four semesters, and comprising 17 courses of 80 (Core 4+1 Credit, Open Elective 3+1 and Discipline Specific Elective 4 credit).
The 17 courses are grouped into three categories – core (12 courses of 60 credits, all of which are compulsory), and Discipline Specific Electives 3 courses of 12 credits and 2 Open Elective of 8 credits. Out of 8 discipline Specific Electives, a student can select any 3.

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

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

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

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

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
<th>Stage 4</th>
<th>Stage 5</th>
<th>Stage 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval of Credit Structure</td>
<td>Approval of Semester Wise Course Titles</td>
<td>Approval of Course Details</td>
<td>Stakeholder inputs</td>
<td>Experts’ Review ; and Feedback from Students’ and Alumni</td>
<td>Approval by Committee of Courses</td>
</tr>
<tr>
<td>Approved in Departmental Council and Committee of Courses Meeting held on 04.04.2018</td>
<td>Approved in Departmental Council and Committee of Courses Meeting held on 12.04.2018</td>
<td>Approved in Departmental Council and Committee of Courses Meeting held on 16.04.2018</td>
<td>Approved in Departmental Council and Committee of Courses Meeting held on 16.04.2018</td>
<td>Approved in Departmental Council and Committee of Courses Meeting held on 16.04.2018</td>
<td>Approved in Departmental Council and Committee of Courses Meeting held on 4.07.2018</td>
</tr>
</tbody>
</table>
## Course Structure

### [M.A. Life Long Learning & Extension]

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

<table>
<thead>
<tr>
<th>Part – I</th>
<th>First Semester I</th>
<th>Semester II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Lifelong Learning and Adult Education in India 4+1 credit (Core)</td>
<td>1. Curriculum Development 4+1 credit (Core)</td>
</tr>
<tr>
<td></td>
<td>2. Art and Science of Adult Learning = 4+1 credit (Core)</td>
<td>2. Research and Evaluation 4+1 credit (Core)</td>
</tr>
<tr>
<td></td>
<td>3. Sustainable Social Development = 4+1 credit (Core)</td>
<td>3. Technology Mediated Communication and Learning 4+1 credit (Core)</td>
</tr>
<tr>
<td></td>
<td>4. Global System of Lifelong Learning and Extension 4+1(credit Core)</td>
<td>4. Environment, Energy and Health (Open Elective) 3+1 credit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part – II</th>
<th>Second Semester III</th>
<th>Semester IV</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Gender &amp; Development 3+1 credit (O.E.)</td>
<td>1. Training and capacity building 4+1 credit (Core)</td>
</tr>
<tr>
<td></td>
<td>2. Extension and Development 4+1 Credit (Core)</td>
<td>2. Discipline Specific Elective II credit 4 (Elective)</td>
</tr>
<tr>
<td></td>
<td>3. Field techniques &amp; Interventions 5 credit (Core)</td>
<td>3. Discipline Specific Elective III credit 4 (Elective)</td>
</tr>
<tr>
<td></td>
<td>4. Discipline Specific Elective -I credit 4 (Elective)</td>
<td>4. Dissertation 5 credit (Core)</td>
</tr>
<tr>
<td></td>
<td>5. Internship and its project Report 5 credit (Core)</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Core Courses</th>
<th>Elective Course</th>
<th>Open Elective Course</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of papers</td>
<td>Credits (L+T/P)</td>
<td>No. of papers</td>
<td>Credits (L+T)</td>
</tr>
<tr>
<td>I</td>
<td>4</td>
<td>(4+1)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>3</td>
<td>4+1</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>III</td>
<td>3</td>
<td>4+1</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>IV</td>
<td>2</td>
<td>4+1</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>16+4</td>
<td>60</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>S. N.</th>
<th>Course</th>
<th>Code</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professionalization in Lifelong Learning and Extension</td>
<td>LLLEDS01</td>
<td>III</td>
</tr>
<tr>
<td></td>
<td>Counseling &amp; Guidance 4 Credit (DS Elective)</td>
<td>LLLEDS02</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Rights</td>
<td>LLLEDS03</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asian System of Lifelong Learning 4 Credit (DS Elective)</td>
<td>LLLEDS04</td>
<td></td>
</tr>
<tr>
<td></td>
<td>African System of Adult and Life Long Learning 4 Credit (DS Elective)</td>
<td>LLLEDS05</td>
<td>IV</td>
</tr>
<tr>
<td></td>
<td>Lifelong Learning and International Organization 4 Credit (DS Elective)</td>
<td>LLLEDS06</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Population and Development Education 4 Credit (DS Elective)</td>
<td>LLLEDS07</td>
<td></td>
</tr>
</tbody>
</table>
Selection of Elective Courses

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

Teaching:

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

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

<table>
<thead>
<tr>
<th>Semester I/II/III/IV (individually for each semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of core courses</td>
</tr>
<tr>
<td>Course</td>
</tr>
<tr>
<td>Core course 1</td>
</tr>
<tr>
<td>Core course 2</td>
</tr>
<tr>
<td>Core course ‘n’ (total number)</td>
</tr>
<tr>
<td>Total credits in core course</td>
</tr>
<tr>
<td>Number of elective courses</td>
</tr>
<tr>
<td>Credits in each elective course</td>
</tr>
<tr>
<td>Elective course 1</td>
</tr>
<tr>
<td>Elective course ‘n’</td>
</tr>
<tr>
<td>Total credits in elective courses</td>
</tr>
<tr>
<td>Number of Open Electives</td>
</tr>
<tr>
<td>Credits in each open elective</td>
</tr>
<tr>
<td>Open Elective 1</td>
</tr>
<tr>
<td>Total credits in open elective</td>
</tr>
<tr>
<td>Total credits in Semester I/II/III/IV</td>
</tr>
</tbody>
</table>

The students offering project report (dissertation) will have to attend the classes of other courses as per the time table. They will have to appear in mid-semester examinations, and submit assignments of other core and elective courses as per schedule.
Eligibility for Admissions:

Seat Distribution

<table>
<thead>
<tr>
<th>Total</th>
<th>General</th>
<th>SC</th>
<th>ST</th>
<th>OBC</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>17</td>
<td>05</td>
<td>03</td>
<td>09</td>
</tr>
</tbody>
</table>

Eligibility in Entrance Examination Category

<table>
<thead>
<tr>
<th>Entrance-85 Marks</th>
<th>B.A. / B.Sc. /B.Com examination of Delhi University</th>
<th>B.A. / B.Sc. /B.Com examination of Delhi University with 50% marks and above in the aggregate or its equivalent grade points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview – 15 Marks</td>
<td>An equivalent examination from a recognized University of India or foreign University with 55% marks</td>
<td>55% Marks and above in the aggregate or its equivalent grade points</td>
</tr>
</tbody>
</table>

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

Assessment of Students’ Performance and Scheme of Examinations

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

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

Pass Percentage & promotion Criteria:

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

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

Part-I to Part – II progression

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

Conversion of Marks into grades

Conversion of Marks into Grade as per standard University rule
Grade Points
Grade point table as per University Examination rule

CGPA Calculation
As per University Examination rule

SGPA Calculation
As per University Examination rule

FGPA calculation
As per University Examination rule

Conversion of FGPA into Marks

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

Division of Degree into Classes

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

Attendance Requirement

As per University Examination rule

Span Period

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

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

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

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

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

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

Assignments can be individual or group work based term-papers (with or without presentations), book reviews, field diary/journal, research papers, etc. The assignments, being a component of internal assessment, can never be repeated or re-submitted.
Mid-semester examination will be conducted for all courses in which an end-semester examination is also to be held. They are to be held preferably in the week before the mid-semester examinations. Mid-semester examination will be of 1 hour's duration and carry 15 marks in each paper. The mid-semester examinations, being a component of internal assessment, can never be repeated.

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

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

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

**Note:**

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

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

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

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

LLLECC01: Lifelong Learning and Adult Education in India

Credits: Total- (4+1)

Marks: Total – 100

Attendances – 5
Assignments-15
Mid-Semester Examinations – 10
End Semester Examinations - 70

Objectives:

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

Course Outcome:

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

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

Unit: - I

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

Unit: - II

3. Indian Values and Education

Unit: - III

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

Unit: - IV

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

1. Bhatia, Sugan (2014) Literacy & Adult Education in Independent India, Sonali Publication, Delhi
12. www.india.gov.in/socialsecurityschemes
LLLECCO2: Art and Science of Adult Learning

Credits: Total- (4+1)

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

Objectives:

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

Course Outcome:

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

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

Unit- I

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

Unit-II

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

Unit-III

1. Theories of Learning
2. Anagogical Principles
3. Adult Learning Models

Unit-IV

1. Learning Environment
2. Learning Practices
3. Learning Communities and cities

Reading List

6. Educational Psychology, new Delhi Sterling publishers Private Ltd., 1988
LLLECC03: Sustainable Social Development

Credits: Total- (4+1)

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

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.

Course Outcome:

After the course, the students will be able to

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

Unit – I

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

Unit - II

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

Unit – III

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

Unit – IV

1. Contextualizing development value based development-ethics for equity and justice

Reading List

Objectives

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

Course outcome:

After the course, the students are expected to:

1. have an understanding of innovation, selected innovative programmes of adult and lifelong learning in different countries;
3. draw insights to evolve new strategies towards tackling the problem of illiteracy in Germany

Unit- I

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

Unit - II

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

Unit –III

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

Unit – IV

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


M.A. Lifelong Learning & Extension, Semester II – Core
LLLECC05: Curriculum Development

Credits: Total- (4+1)
Marks: Total – 100
Assignments-10
Mid-Semester Examinations – 15
End Semester Examinations - 70

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

Course outcome:
By the end of the course the student will be able to

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

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

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

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

Unit - IV
1. Different teaching methods
3. Role of State Resource Centers, National Book Trust and University Departments to produce materials for Lifelong Learners through Formal and Informal system of education.

Reading List:
LLLECC06: Research and Evaluation

Credits: Total- (4+1)
Marks: Total – 100  Attendances – 5
Assignment-10
Mid-Semester Examinations – 15
End Semester Examinations - 70

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

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

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

Unit: -II
1. Formulating Hypothesis and testing
4. Methods and tools of Research (qualitative & quantitative)

Unit: - III
1. Research Design & measurement
2. Development of Assessment tools

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

Reading List
LLECC07: Technology Mediated Communication and Learning

Credits: Total- (4+1)

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

Objectives:

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

Course outcome:

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

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

Unit – I

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

Unit – II

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

Unit – III

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

Unit – IV

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

Reading List

10. Paily, M.U. (2010). “Instructional Design in E-learning”. Unit in the course on Education Communication Technologies for IGNOU’s MA in Distance Education. IGNOU: New Delhi
LLLEOE01: Environment, Energy and Health

Credits: Total- (3+1)

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

Objective:

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

Course Outcome:

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

Unit – I

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

Unit – II

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

Unit – III

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

Unit – IV

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

Reading List

LLLEOE02: Gender and Development

Credits: Total- (3+1)
Marks: Total – 100
Attendances – 5
Assignments-10
Mid-Semester Examinations – 15
End Semester Examinations - 70

Objectives:

1. Enable students to understand the historical perspective of gender and development in the global and Indian context.
2. Acquaint the students with some of the major development programmes for women and their impact on society.
3. Make students aware of addressing the issue of gender equality for overall societal development.

Course Outcome:

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

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

Unit I   Historical Perspective of ‘Gender and Development’

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

Unit II   Women in Organized and Unorganized Sectors

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

Unit III Legal Rights of Women in India

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

Unit IV Determinants of Gender Empowerment

1. Women’s Education, Employability and Health issues
2. Socio-economic determinants of ‘Empowerment’
3. Gender and Intersectionality
4. Gender and Sustainable Development
Reading List

LLLECC08: Extension and Development

Credits: Total- (4+1)
Marks: Total – 100
Attendances – 5
Assignments-10
Mid-Semester Examinations – 15
End Semester Examinations - 70

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

Course outcome:

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

Unit – I
1. Extension – concept, meaning, philosophy and importance
3. Understanding extension in relation to development

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

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

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

Reading List
Dubey, J.P., University Extension (2009): A Historical perspective Associated, Publisher Ambala India.
Objective:

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

Course outcome:

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

Responsibilities of field technique Coordinator:

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

Selection of field Technique organization:

Concurrent filed work:

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

Orientation or Briefing for field technique visits:

1. Visits of organizations
2. Introduction of various communities, current issues, resources, concurrent program conducted by agencies.
3. Field report writing in given formation
4. Conference & Discussion: Under the same, it is required to students to discuss their entire visits in group facilitated by faculty member. Further they are requires to write individual reports on weekly basis, as per their field visits in Performa given by the Department.
5. At the end of four (4) weekly visits, students would have to prepare group wise presentation for sharing with teachers & peers.
Placement for field work: -

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

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

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

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

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

Responsibility of field coordinator:

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

Weekly Field Technique Report:

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

Attendance in practicum:

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

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

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

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

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

**Role & Responsibilities of onsite supervisor.**

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

**Evaluation**

Evaluation as per University Norms.
M.A. Lifelong Learning & Extension Semester IV (Core)

LLLECC10: Training and Capacity Building

Credits: Total- (4+1)
Marks: Total – 100
Assignments-10
Mid-Semester Examinations – 15
End Semester Examinations - 70

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

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

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

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

Unit – III
1. Identification of job competencies and Skill requirement
2. Designing and implementing a Training/Skilling programme.

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

Reading List
1. Wilson, J.P. (2005), Human Resource Development Training of Individual and Organizations, UK.: kogan page Publisher,
LLLEDS01: Professionalization of Lifelong Learning and Extension

Credits: Total- (3+1)  
Marks: Total – 100  
Attendances – 5  
Assignments-10  
Mid-Semester Examinations – 15  
End Semester Examinations - 70

Objectives

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

Course Outcome:

At the end of the course the student will be

1. Able to demonstrate understanding of professional Development in Lifelong Learning.  
2. To have built capacities on professional networking in Lifelong Learning.  
   Able to develop models of professional development in lifelong Learning.

Unit:- I

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

Unit:- II

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

Unit: - III

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

Unit: - IV

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

Reading List

Objective:

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

Course Outcome:
Students will be able to:

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

Unit –I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Reading List

LLLEDS03: Population and Development Education

Credits: Total- (3+1)
Marks: Total – 100

Attendances – 5
Assignments-10
Mid-Semester Examinations – 15
End Semester Examinations - 70

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

Course outcome
By the end of the course the students will be able to
1. Understand population dynamics and Development
2. Develop understanding of adolescent phase of growth
3. Able to relate population issues with quality of life

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

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

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

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

Reading List
3. Institute of Economic Growth, (1986), Demography in India, Delhi University, Delhi
LLLEDS04: Asian System of Lifelong Learning

Credits: Total- (3+1)
Marks: Total – 100
Attendances – 5
Assignments-10
Mid-Semester Examinations – 15
End Semester Examinations - 70

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

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

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

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

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

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

Reading List
1. UNESCO (2004), Lifelong Learning in Asia and the pacific (Asia-pacific regional forum for LLL) UNESCO Asian politic regional bureau for Education, Bangkok, Thailand research article.
2. Han, Soonghee (2007), Asian Lifelong Learning in the context of Global knowledge Economy: A task Asia politic Education review, South Korea.
3. ILO (2003), Lifelong Learning in Asia and the pacific, Bangkok, Thailand.
5. UNESCO (2016), Community –Based Lifelong Learning as Adult Education. (Situations of Community Learning Centers in 7 Asian Countries), Paris, France .
LLLEDS05: Lifelong Learning in Africa

Credits: Total- (3+1)

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

Objectives

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

Course Outcome

After the course the students are expected to:

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

Course Description

Unit I – Lifelong Learning in Africa: Historical Perspective

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

Unit II – Lifelong Learning in Africa: Contemporary Trends

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

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

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

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

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

Books

Articles
**LLLED06: Lifelong Learning and International Organization**

Credits: Total- (3+1)

Marks: Total – 100

**Objectives:**

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

**Course outcomes:**

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

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

**Unit- I**

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

**Unit-II**

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

**Unit-III**

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

**Unit-IV**

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

**Reading List**

LLLED07: Human Rights and Development

Credits: Total- (3+1)  
Marks: Total – 100  
Attendances – 5  
Assignments-10  
Mid-Semester Examinations – 15  
End Semester Examinations - 70

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

Course Outcome:
By the end of the course, students will be able to:
1. Will be able to understand basic and some advanced concepts and philosophy of Human Rights.  
2. Able to analyze Human Rights perspectives in Indian Context.  

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

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

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

Unit IV: Human Rights and Protection Systems
2. UNCHR 1948 and subsequent developments  
3. National Human Rights Commission and its role  
5. Non-judicial enforcement of Human Rights (Human Rights Monitoring and Reporting, Humanitarian intervention), Case laws
## Reading List


8. **Chandra, A.** 2000 Human Rights Activism and Role of NGO’s, Delhi: Rajat Publications.

## Supplementary Readings


5. **Mohapatra, A.R.** 2001 Public Interest Litigation and Human Rights in India, New Delhi: Radha publications.


LLLED508: Innovations in Lifelong Learning

Credits: Total- (3+1)
Marks: Total – 100
Assignments-10
Mid-Semester Examinations – 15
End Semester Examinations - 70

Objectives

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

Course outcome:

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

Unit – I

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

Unit- II

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

Unit-III

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

Unit-IV

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

Reading List


