M.A. Lifelong Learning and Extension

Total number of papers to be completed -16

Number of Core Papers -12

Number of Core theory paper -10

Number of papers of practicum and dissertation - 2

Distribution of Courses semester wise

Semester- I (All Core Papers)

1. Lifelong Learning and Adult Education in India= 4+1 credit (Core)
2. Art and Science of Adult Learning = 4+1 credit (Core)
3. Sustainable Social Development = 4+1 credit (Core)
4. Global System of Lifelong Learning and Extension 4+1(credit Core)

Semester- II

1. Curriculum Development 4+1 credit (Core)
2. Research and Evaluation 4+1 credit (Core)
3. Technology Mediated Communication and Learning 4+1 credit (Core)
4. Environment, Energy and Health (Open Elective) 3+1 credit

Semester- III

1. Gender & Development 3+1 credit (O.E.)
2. Extension and Development 4+1 Credit (Core)
3. Field techniques & Interventions 5 credit (Core)
4. Human Rights and Development 4 Credit (DSA I)
5. Project report 5 credit (Core)

Semester – IV

1. Training and capacity building 4+1 credit (Core)
2. Discipline Specific Elective II credit 4 (Elective)
3. Discipline Specific Elective III credit 4 (Elective)
4. Dissertation 5 credit (Core)

Total Credit s 80
# Course Structure

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

<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>Total Credits</td>
<td>No. of papers</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>
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<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>
</tbody>
</table>

**Total Credits for the Course**

| I        | 16+4         | 60               |               |               |                |               |               |                |               |
| II       |              |                  |               |               |                |               |               |                |               |
| III      |              |                  |               |               |                |               |               |                |               |
| IV       |              |                  |               |               |                |               |               |                |               |

**Semester- wise Course Details**

- **Semester I/II/III/IV (individually for each semester)**
  - **Number of core courses**
    - Course: Core course 1
      - Theory: 40
      - Practical: 10
      - Tutorial: Nil
      - Credits: 50
    - Course: Core course 2
      - Theory: 10
      - Practical: Nil
      - Tutorial: 10
      - Credits: 10
  - Core course ‘n’ (total number): 12
  - Total credits in core course: 60

- **Number of elective courses**
  - Elective course 1
    - Theory: 9
    - Practical: 3
    - Tutorial: Nil
    - Credits: 12
  - Elective course ‘n’
  - Total credits in elective courses

- **Number of Open Electives**
  - Open Elective 1
    - Theory: 6
    - Practical: 2
    - Tutorial: Nil
    - Credits: 8
  - Total credits in open elective

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

List of Elective Courses:

1. Professionalization in Lifelong Learning and Extension
2. Counseling & Guidance 4 Credit (DS Elective)
3. Population and Development Education 4 Credit (DS Elective)
4. Asian System of Lifelong Learning 4 Credit (DS Elective)
5. European System of Adult and Life Long Learning 4 Credit (DS Elective)
6. African System of Adult and Life Long Learning 4 Credit (DS Elective)
7. Latin American System of Adult education 4 Credit (DS Elective)
8. Lifelong Learning and International Organization 4 Credit (DS Elective)
9. Innovations in Life Long Leaning 4 Credit (DS Elective)

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.
Art and Science of Adult Learning

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.

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. Andragical Principles
3. Adult Learning Models

Unit-IV

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

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.

References:

Global System of Lifelong Learning and Extension (4+1 Credit Core)

An innovation is an idea, behavior, or object that is perceived as new by its audience. This course aims at providing an analytical framework for the study of innovations in adult education. Promoting creativity and incentivizing innovations through our educational institutions is a first step towards broadening and deepening the impact of innovations in our society and economy. Diffusion of Innovations offers valuable insights into the process of social change: What qualities make an innovation spread successfully? Why do certain innovations spread more quickly than others? And why do others fail? The course will not only help the students understand the discourse on innovation and change but also develop an analytical insights into various dimensions with reference to selected case studies from the regions of Asia, Arabia, Africa, Latin America, Europe and North America.

Main Topics:
A. Innovation theory & diffusion of innovations.
B. Discourse on innovations.
C. Role of technology in innovations.
D. Challenges of adoption of innovations.
E. Selected case studies of innovations in adult education from different regions of Asia, Arabia, Africa, Latin America, Europe and North America.

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

<table>
<thead>
<tr>
<th>Topic</th>
<th>Literature</th>
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</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Rubenson (2010), P. 1-11</td>
</tr>
<tr>
<td>Brief overview of adult education</td>
<td>Optional Readings: UNESCO Institute for Lifelong Learning (2010), P. 17-24; 43-56</td>
</tr>
<tr>
<td></td>
<td>Jarvis (2008), P. 1-6</td>
</tr>
<tr>
<td>Concept of Innovation</td>
<td>Wegener/Tanaggarg (2013), P. 82-101</td>
</tr>
<tr>
<td>Innovation Theory and policy</td>
<td>Mytelka/Smith (2001)</td>
</tr>
<tr>
<td>Role of Technology in Innovation</td>
<td>White/Bruton (2007), P. 6-31</td>
</tr>
</tbody>
</table>
Case studies of Innovations
Visit the following website for details of country programmes: http://www.unesco.org/litbase.

- **Case studies of Innovations in adult education in Africa**
  - Aitschison/Alidou (2009), P. 19-39

- **Case studies of Innovations in adult education in Asia Pacific**
  - Ahmed (2009)

- **Case studies of Innovations in adult education in Arab region**
  - Yousif (2009)

- **Case studies of Innovations in adult education in Europe & North America**
  - Keogh (2009)

- **Case studies of Innovations in adult education in Latin America & Caribbean region.**
  - Torres (2009)

Conclusion and comparison
Comparative analysis of innovative practices in adult education in

Material
A moodle-course has been created on Wue-Campus for this course. There students can find information, material related to the course and the opportunity to further discuss the course. By applying for this course in SB@Home you are automatically registered. You will find the course below https://wuecampus2.uni-wuerzburg.de/moodle/ → Sommersemester 2013 → Philosophische Fakultät II → Pädagogik → Professur für Erwachsenenbildung/Weiterbildung → SS13_Bildungs- und Lernberatung_Gruppe07-Egetenmeyer

Questions related to the course can be asked in the question-forum on Wue-Campus. There we can answer your questions. Other questions can be provided to Kathrin Kaleja, M.A., and E-Mail: kathrin.kaleja@uni-wuerzburg.de.

Student tasks
Examination will be based on the submission of a portfolio (20 pages). Students will select a case study of an innovation for an in depth study and discuss its unique features in the light of innovative trends across the globe.

Bibliography


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.


Lifelong Learning and Adult Education in India

Objectives:

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

Unit: - I

1. 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

Course Outcome:

Students are expected to:

- Have knowledge about different concepts of Lifelong Learning, opinion of imminent thinkers to Adult Education in the National & International perspectives.
- Develop comparative perspectives on environment, Dalit & women’s movement in Indian.
- Understanding towards state, Legislation linked and non-linked various social development

References:

Sustainable Social Development

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

Unit – I
1. 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

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.

References:
Curriculum, Material Development and Teaching Techniques

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.

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.

Course outcome:
By the end of the course the student will be able to
- Describe the evolution of curriculum theories and practices especially in Adult and Lifelong Learning and global level.
- Identify the key elements in planning curriculum along with various models.
- Describe common social-political and ethical issues related to planning of curriculum for adult and lifelong Learners.

References:

Environment, Energy and Health

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

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

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

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

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

Course Outcome:
- Understand environment, its various issues, conservation trust & 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.

References:
Research & Evaluation

Objectives:

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

Unit: - I

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

Course Outcome:

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

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


Technology Mediated Communication and Learning

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.

Unit – I

1. Communication: Methods and Practice.
2. Participatory, persuasive and effective aspects of communication methods.
3. Folk communication media
4. 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

Course outcome:
After completion of this course, the students will be able to
- Understand various communication methods & practices
- Describe & identify the role of media towards social change.
- Develop communication material generation & E-lessons
- Understand E-learning techniques and its significance

References:


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
Gender and Development

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.

Unit I       Historical Perspective of ‘Gender and Development’
1. Situating ‘Gender’ and ‘Development’ in the global context (UN Status of Women Reports, Gender Action Plan and World Development Report, Millenium Development Goalss, Sustainable Development Goals, Gender Mainstreaming)
2. Towards Women Empowerment in Contemporary India: Women as ‘Targets’ to Women as ‘active agents’
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 Demographics 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 offence)
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 determinates of ‘Empowerment’
3. Gender and Intersectionality
4. Gender and Sustainable Development
Practicum and exposure

1. Field visit to Gender Resource Centers in Delhi
2. Exposure to training and livelihood program for women including self-employment program (e.g. SEWA etc.)
3. Working for Self Help Groups to women in the communities
4. Visits to Woman’s Panchayat
5. Exposure to skill building program for women
6. Decent Employment Opportunities for Women (ILO experiences and CSO integration program)

Course Outcome:

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

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

Essential Readings


Parvin, R.M. (2005), Empowerment of Women – Strategies and Systems for Gender Justice: Dominant Publishers and Distributors, New Delhi,


**Suggested Readings**


Practicum: Tentative Manual

Objective:

- To know the concept
- To know the basic objectives of Practicum
- To know the need & significance of practicum
- To know the constitution of practicum

Course outcome:

- Students will be able to understand practicum & its need in lifelong learning & Extension
- Students will be introduced to field requirement & its partners (NGOs & other Partners)
- Students will become well known about their role towards field work.

Responsibilities of practicum Coordinator:

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

Selection of practicum organization:

Concurrent filed work:

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

Orientation or Bricking for practicum visits:

- Visits of organizations
- Introduction of various communities, current issues, resources, concurrent program conducted by agencies.
- Field report writing in given formation
- 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.
- 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 practicum skills.

- Identification of subject matters under agencies
- Identification of placement
- No of group of students/ agency
- Availability of field supervisors
- 4-5 students will be placed per agency
- Declaration of Placement for field work will be done at least 10 day before to the commencement of field visits
- 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 practicum 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.

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

Responsibility of field coordinator:

- The coordinator is responsible for coordination the overall functioning of practicum visits
- He/She will organize the practicum visits through orientation, field placement, communication with various field agencies.
- He/She will also involve in identification of field work agency.
- Responsible for keeping Secord of student of student attendance, report evaluations, monitoring or any other issues during fieldwork & facilitating smooth conduction of practicum.
- Feedback meetings with students.
- Student attendance record & practicum 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 Practicum Report:

- Student is expected to maintain a weekly practicum 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.
- The attendance book and weekly practicum 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.
- 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 practicum 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 practicum 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 practicum is compulsory Absence from practicum visits cannot be compensated
- Provisions of Authorized leave ________?
- Leave from practicum work should general be applied for in advance. All leave application in context of practicum should be addressed to the Department practicum coordinator.
- Leave on medical ground__________?

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

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

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

3rd Semester practicum 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 practicum coordinator in the development of current practicum 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 part could be taken from the Jamia’s Manual
Human Rights and Development

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.

Unit I: Human Rights - Theoretical Orientation

- Concept and historical context of Human Rights
- Theories and philosophy of human rights: Political systems and Paradigms
- Indian Constitution: Fundamental rights and duties

Unit II: Human Rights Declarations, Treaties and Conventions

- 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 Convention on the Rights of the Child
- 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

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

Unit IV: Human Rights and Protection Systems

- UNCHR 1948 and subsequent developments
- National Human Rights Commission and its role
- International human rights agencies: Amnesty International, Human Rights Watch
- Non-judicial enforcement of Human Rights (Human Rights Monitoring and Reporting, Humanitarian intervention), Case laws

Core Readings


Supplementary Readings


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.
Extension and Development

Objectives:

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

Unit – I

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

Unit – II

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

Unit – III

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

Unit- IV

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

Course outcome:

At the of the course the student will be able to

- Examine Extension Dimension in the University system.
- To apply community extension and outreach for the various target population.
- Able to understand and explore Extension as the their dimension of higher education.

References


Logan, J.P. (1961), Extension Teaching Methods in Extension Education in Community Development, New Delhi: Directorate of Extension,

Training and Capacity Building

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

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

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

References:

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

Course outcome:

- Learn training & its various techniques.
- Different Job commences, its related training develop & quality strategies to manage better human resource.
- It will equip students with required competing skill & evaluate training programme.
Asian System of Lifelong Learning (4 Credit DS Elective)

This course aims at providing an introduction to those students who are interested in having a non-European perspective on adult and lifelong learning policies and programmes with a special focus on a developing country in Asia—India. As a prelude to discussing different themes, the course will cover brief discussion on theories of social change and development discourse. This may help students understand the dynamics of social transformation through educational interventions.

Main topics:

A. Theories of social change
B. Development discourse
C. Global context and challenge of illiteracy
D. Society, literacy and development in Asia
E. A case Study of development of adult education in India
F. Role of Information & Communication Technologies in promoting adult education in India
G. Participatory research method

Learning outcome:

After the course the students are expected to:

- have better understanding of the magnitude and problem of illiteracy in developing countries specially India;
- acquire knowledge and understanding of the policies and innovative programmes of adult and lifelong learning in Asia with special focus on India;
- develop comparative perspectives on adult education in Europe and Asia
- draw insights to evolve new strategies towards tackling the problem of illiteracy among migrant community in Europe.
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Literature</th>
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<tr>
<td></td>
<td><strong>Introduction to the course.</strong></td>
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<tr>
<td>24. October 2013</td>
<td><strong>Global context and challenge of literacy</strong></td>
<td>UNESCO (2008), P. 17-38</td>
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<td>31. October 2013</td>
<td><strong>Theories of social change &amp; development discourse &amp; impact of literacy on development</strong></td>
<td>Naz (2006), P. 64-84 Hejazi (2012)</td>
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<td>7. November 2013</td>
<td><strong>Society, literacy and development in Asia</strong></td>
<td>Ahmed (2009), P. 1-37</td>
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<td><strong>Case-study of Adult Education</strong></td>
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<td>Shah (2008a)</td>
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<td>14. November 2013</td>
<td><strong>Case study of Adult Education In India- 1. Historical perspective</strong></td>
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<td>Optional Reading: Shah (2007)</td>
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<td>5. December 2013</td>
<td><strong>Case study of Adult Education in India-4.</strong> Womens Empowerment through literacy</td>
<td>Saldanha (1993), P. 981-989&lt;br&gt;Optional Reading: Karlekar (2004)</td>
</tr>
</tbody>
</table>

**Material**

A moodle-course has been created on Wue-Campus for this course. There students can find information, material related to the course and the opportunity to further discuss the course. By applying for this course in SB@Home you are automatically registered. You will find the course below [https://wuecampus2.uni-wuerzburg.de/moodle/](https://wuecampus2.uni-wuerzburg.de/moodle/) → Sommersemester 2013 → Philosophische Fakultät II → Pädagogik → Professur für Erwachsenenbildung/Weiterbildung → SS13_Bildungs- und Lernberatung_Gruppe07-Egetenmeyer

Questions related to the course can be asked in the question-forum on Wue-Campus. There we can answer your questions. Other questions can be provided to Kathrin Kaleja, M.A., E-Mail: kathrin.kaleja@uni-wuerzburg.de.

**Student tasks**. Examination will be oral.
Bibliography


Counselling and Guidance

Objective:

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

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

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

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

Unit-IV
1. Counselling to special target groups- Peer, Parents, Students, Teachers
2. Application of technology in guidance and counselling
3. Life- skill building for youths

Course Outcome:
Students will be able to:
- Understand educational & communication practices on Counseling & Guidance, concepts nature types & scope of counseling & guidance
- Understand various theories of counseling & its approaches in practices.
- Develop counseling skills, strategies, this & its application for vulnerable & special target
- Provide life skill learning for youth, course building & Assessment of Guidance & Counseling.
- Be familiar with technology aided counseling practices for effective counseling practices for effective counseling.

References:


M.A. in Lifelong Learning and Extension

Optional Paper

Lifelong Learning in Africa

Objectives

To locate the discourse on lifelong learning in African context

To understand pre-colonial and colonial traces of lifelong learning in Africa

To comprehend the lifelong learning experiences in Africa through local, regional and global prisms

To decipher the common and differentiated trends in lifelong learning experiences of Africa

Course Outcome

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

Course Description

Unit I – Lifelong Learning in Africa: Historical Perspective

- Pre-Colonial Tradition and Practices
- Colonial Experiences: Anglophone Africa
- Colonial Experiences: Francophone Africa
- Colonial Experiences: Lusophone Africa

Unit II – Lifelong Learning in Africa: Contemporary Trends

- Lifelong Learning and Development
- Policy and Strategy of African States
- Role and Participation of CSOs

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

- Role of UNESCO, WB and OECD
- MDGs and SDGs
- AU Continental Education Strategy for Africa
- Sub-Regional Initiatives
Unit IV- Lifelong Learning in Africa: Sub-Regional Case Studies (Eastern, Southern & West Africa)

- Eastern Africa: Tanzania, Kenya
- Southern Africa: Swaziland, Angola
- West Africa: Ghana, Senegal

Reading List

Books


Mathew Gboku and Rebecca Nthogo Lekoko (2007), *Developing Programmes for Adult Learners in Africa*, Hamburg: UNESCO Institute for Education


Articles


Innovations in Lifelong Learning

An innovation is an idea, behavior, or object that is perceived as new by its audience. This course aims at providing an analytical framework for the study of innovations in adult education. Promoting creativity and incentivizing innovations through our educational institutions is a first step towards broadening and deepening the impact of innovations in our society and economy. Diffusion of Innovations offers valuable insights into the process of social change: What qualities make an innovation spread successfully? Why do certain innovations spread more quickly than others? And why do others fail? The course will not only help the students understand the discourse on innovation and change but also develop an analytical insights into various dimensions with reference to selected case studies from the regions of Asia, Arabia, Africa, Latin America, Europe and North America.

Main Topics:

A. Innovation theory & diffusion of innovations.
B. Discourse on innovations.
C. Role of technology in innovations.
D. Challenges of adoption of innovations.
E. Selected case studies of innovations in adult education from different regions of Asia, Arabia, Africa, Latin America, Europe and North America.

Course outcome:

After the course, the students are expected to:

- have an understanding of innovation, selected innovative programmes of adult and lifelong learning in different countries;
- develop comparative perspectives on adult education in Europe, Africa, Arabia, Asia, Latin America and North America.
- draw insights to evolve new strategies towards tackling the problem of illiteracy in Germany...
<table>
<thead>
<tr>
<th>Schedule</th>
<th>Topic</th>
<th>Literature</th>
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<tr>
<td><strong>Introduction</strong></td>
<td><strong>Brief overview of adult education</strong></td>
<td>Rubenson (2010), P. 1-11</td>
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<td><strong>Concept of Innovation</strong></td>
<td><strong>Concept of Innovation and an empirical model</strong></td>
<td>Wegener/Tanaggarg (2013), P. 82-101</td>
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<td>Optional Reading: Moldaschi (2010)</td>
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<td>12. November 2013</td>
<td><strong>Role of Technology in Innovation</strong></td>
<td>White/Bruton (2007), P. 6-31</td>
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<td><strong>Case studies of Innovations</strong></td>
<td><strong>Case studies of Innovations in adult education in Africa</strong></td>
<td>Aitschison/Alidou (2009), P. 19-39</td>
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<td>3. December 2013</td>
<td><strong>Case studies of Innovations in adult education in Asia Pacific</strong></td>
<td>Yousif (2009)</td>
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<td>10. December 2013</td>
<td><strong>Case studies of Innovations in adult education in Arab region</strong></td>
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<td>17. December 2013</td>
<td><strong>Case studies of Innovations in adult education in Europe &amp; North America</strong></td>
<td>Torres (2009)</td>
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<tr>
<td>7. January 2014</td>
<td><strong>Case studies of Innovations in adult education in Latin America &amp; Caribbean region.</strong></td>
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<tr>
<td><strong>Conclusion and comparison</strong></td>
<td><strong>Comparative analysis of innovative practices in adult education in different continents-Group work,presentations and discussions.</strong></td>
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<td>Friday, 10. January 2014, 10-16 h</td>
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Material
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https://wuecampus2.uni-wuerzburg.de/moodle/ Sommersemester 2013 Philosophische Fakultät II Pädagogik Professur für Erwachsenenbildung/Weiterbildung SS13_Bildungs- und Lernberatung_Gruppe07-Egetenmeyer
Questions related to the course can be asked in the question-forum on Wue-Campus. There we can answer your questions. Other questions can be provided to Kathrin Kaleja, M.A., and E-Mail: kathrin.kaleja@uni-wuerzburg.de.

Student tasks
Examination will be based on the submission of a portfolio (20 pages). Students will select a case study of an innovation for an in depth study and discuss its unique features in the light of innovative trends across the globe.

Bibliography
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.


Masters course: 4 credits

Lifelong Learning and International organization
(with a field visit to the UNESCO Institute for Lifelong Learning, Hamburg)
16-19.30Uhr, Bibl. U. Seminarzentrum Raum 00.212

M.A. Bildungswissenschaft, Modul 06-BW-EW-S3

The course aims at providing an overview of important international organizations and networks in the field of adult and lifelong learning in different countries focusing on their programs, researches and publications. A brief discussion on theoretical perspectives covering different theories of globalization and the emergence of knowledge society will help the students analyse the functioning of different global networks and develop a comparative perspective. The course would also discuss selected innovative projects designed by these organizations with a view to motivating the students to undertake comparative studies and learning from other countries and cultures. It is expected that the course would not only help the students to acquire a broader global perspective on the developments in the field of adult and lifelong learning but also motivate some of them to carry on further studies related to these organizations. An important part of this course will be a field visit to the UNESCO Institute for Lifelong Learning (UIL) in Hamburg with a view to familiarizing the students with actual functioning and programs of the Institute and providing them an opportunity to personally meet and discuss with specialist working on different country projects and explore the possibilities of internship at the UIL. During field visit, students will get an opportunity to listen to the presentations by the UIL staff on (1) Adult Learning Documentation and Information Network, (2) Data bases on innovative practices and (3) Recognition, validation and accreditation of prior learning. Besides they may have an opportunity to meet and listen to Prof. Arne Carlsen, Director of the Institute. The students will be able to spend sometime in the specialized library of the UIL and familiarize with the recent literature.
### Seminarplan

<table>
<thead>
<tr>
<th>Datum</th>
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|       | Theoretical Perspective on the Study of Global Organizations & Networks - discourse on cultural theories of globalization | Rubenson (2010)  
Optional Reading:  
UNESCO Institute for Lifelong Learning (2010)  
Jarvis (2008)  
Knoll (2002)  
Milana (2012)  
Holliday (2012)  
Optional Reading:  
Kaul (2009)  
Jain (2008a) |
|       | Brief overview of adult and life long learning |  
Optional Reading:  
UNESCO Institute for Lifelong Learning (2010)  
Jarvis (2008)  
Knoll (2002)  
Milana (2012)  
Holliday (2012)  
Optional Reading:  
Kaul (2009)  
Jain (2008a) |
|       | Theoretical perspective on the study of global organizations & networks - discourse on cultural theories of globalization & theoretical framework on networking |  
Optional Reading:  
Kaul (2009)  
Jain (2008a) |

### Networks & Organizations having primary interest in Adult & Lifelong Learning

- Adult Learning Documentation and Information Network (ALADIN) of the UNESCO Institute for Lifelong Learning
- European Society for Research in Education of Adults (ESREA)
- World Literacy of Canada (WLC).
  
- The ASEM Education and Research Hub for Lifelong Learning
- The International Council for Adult Education (ICAE)
- The Asian South Pacific Bureau of Adult Education (ASPBAE).
  
- OECD
- World bank
- Action Aid
- Commonwealth Foundation
- Commonwealth of Learning

ASEM Lifelong Learning Hub: Vision and History of ASEM Lifelong Learning Hub.  
Entenza; Bidegain; Fernandez (2012)  
Khan (2012)  
Optional Readings:  
Lexow; Fergus (2005)  
Visit the following web-site for further information.  
www.dpu.dk/asem  
http://www.asemllhub.org/about

OECD (2011), P. 8-29  
Worldbank (2011), P. 45-73  
Optional Reading:  
Easton; Sidikou et al. (2003)  
Visit the following web-sites:  
Field Visit and Conclusion

Field Visit of the UNESCO Institute of Lifelong Learning, Hamburg

Reflection on the Field Visit

Learning 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;
- analyse 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;
- analyse the role of German adult education within the framework of international networks in adult education.

Student tasks:

Examination will be based on the submission of a portfolio (20 pages). Students will select a network for an in depth study in the light of global developments and appropriate theoretical framework and reflections of field visit.

Literaturhinweise


ASEM: Vision and History of ASEM Lifelong Learning Hub.


Lifelong Learning and International Organization

The course aims at providing an overview of important international organizations and networks in the field of adult and lifelong learning in different countries focusing on their programs, researches and publications. A brief discussion on theoretical perspectives covering different theories of globalization and the emergence of knowledge society will help the students analyse the functioning of different global networks and develop a comparative perspective. The course would also discuss selected innovative projects designed by these organizations with a view to motivating the students to undertake comparative studies and learning from other countries and cultures. It is expected that the course would not only help the students to acquire a broader global perspective on the developments in the field of adult and lifelong learning but also motivate some of them to carry on further studies related to these organizations. An important part of this course will be a field visit to the UNESCO Institute for Lifelong Learning (UIL) in Hamburg with a view to familiarizing the students with actual functioning and programs of the Institute and providing them an opportunity to personally meet and discuss with specialist working on different country projects and explore the possibilities of internship at the UIL. During field visit, students will get an opportunity to listen to the presentations by the UIL staff on (1) Adult Learning Documentation and Information Network, (2) Data bases on innovative practices and (3) Recognition, validation and accreditation of prior learning. Besides they may have an opportunity to meet and listen to Prof. Arne Carlsen, Director of the Institute. The students will be able to spend sometime in the specialized library of the UIL and familiarize with the recent literature.

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<td><a href="http://www.esrea.org">www.esrea.org</a>.</td>
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<td><a href="http://www.unesco.org/education/aladin/">http://www.unesco.org/education/aladin/</a></td>
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Canada (WLC).

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- OECD
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- Commonwealth Foundation
- Commonwealth of Learning

OECD (2011), P. 8-29
Worldbank (2011), P. 45-73
Optional Reading:
Easton; Sidikou et al. (2003)
Visit the following web-sites:

Role of UNESCO in the promotion of Adult and Lifelong Learning
Belanger (1995), P. 3-21
UNESCO (2011), P. 6-25
UNESCO (2008)

Role of UNESCO Institute for Lifelong Learning in the policy formulation, research and advocacy of adult and lifelong learning.
UNESCO (2013)
Boucvalas (2011), P.4-8
Visit following website:
wwwUIL.unesco.org.

Field Visit and Conclusion

Field Visit of the UNESCO Institute of Lifelong Learning, Hamburg

Reflection on the Field Visit

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;
- analyse 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;
• analyse the role of German adult education within the framework of international networks in adult education.

**Student tasks:**

Examination will be based on the submission of a portfolio (20 pages). Students will select a network for an in depth study in the light of global developments and appropriate theoretical framework and reflections of field visit.

**Literaturhinweise**


http://www.iiz-dvv.de/index.php?article_id=1362


Population and Development Education

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

UNIT- I

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

UNIT- II

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

UNIT- III

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

UNIT IV

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

References


Rao, VE (2001), Population Education, APH publishing Corporation, New Delhi

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


Professionalization of Lifelong Learning

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

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

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.
3. Able to develop models of professional development in lifelong Learning.