UNIVERSITY OF DELHI

DEPARTMENT OF CONTINUING EDUCATION AND EXTENSION

FACULTY OF SOCIAL SCIENCES

MASTER OF ARTS LIFELONG LEARNING AND EXTENSION
Academic Year 2025-2026

SYLLABUS

Semester1		
Paper Code	**Title**	**Nature**
DSC 1.1	Lifelong Learning and Adult Education in India	Discipline-Specific Core
DSC1.2	Sustainable Social Development	Discipline-Specific Core
DSC1.3	Extension and Development	Discipline-Specific Core
DSE 1.1	Environment and Energy	Discipline-Specific Elective
DSE 1.2	Understanding Organisational Behaviour	Discipline-Specific Elective
OR		
GE 1.1	Vocational Education and Lifelong learning	Generic Elective
GE 1.2	Dynamics of Urban Systems	Generic Elective
SBC 1.1	Digital Marketing in Tourism for social good	Skill Based Course
Semester 2		
DSC 2.1	Curriculum Development	Discipline-Specific Core
DSC 2.2	Research and Evaluation	Discipline-Specific Core
DSC 2.3	Gender and Development	Discipline-Specific Core
DSE 2.1	Fieldwork and Practices	Discipline-Specific Elective
DSE 2.2	Sustainable Agriculture and Organic Farming	Discipline-Specific Elective
OR		
GE 2.1	Population and Development Education	Generic Elective
GE 2.2	Indian Knowledge System in Lifelong Learning & Community Development	Generic Elective
SBC 2.1	Technology-Mediated Communication and Learning	Skill Based Course

Paper: DSC 1.1: Lifelong Learning and Adult Education in India

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/ Field work	Eligibility	Prerequisite of the course
Lifelong Learning and Adult Education in India DSC 1.1	**4**	**3**	**1**	**0**	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- Understand the Conceptual Framework of Adult and Lifelong Learning.
- Gain insight into the relationship between Literacy, Adult Education and Lifelong Learning.
- Understand the Role of Lifelong Learning in the context of globalization.

Learning Outcome:
- Understand different concepts of Lifelong Learning and the opinions of eminent thinkers on Adult Education from National and international perspectives.
- Understanding Role of various governmental, non-governmental, and community-based organizations in promoting adult education and lifelong learning.
- Design or evaluate a model program or intervention for adult education that reflects the principles of lifelong learning, equity, and inclusion.

Unit: - I   **(12 Hours)**
1. Concepts and terms of Lifelong Learning and Extension, Introduction to Adult Learning, Learning Span, Factors Facilitating Adult Learning and experiential Learning
2. Adult and Lifelong Learning in India –Pre and Post Independence
3. Principles governing the Philosophy of Education, Lifelong Learning and Extension.

Unit: II   **(11 Hours)**
1. Imminent Indian thinkers of Adult Education – Swami Vivekananda, Mahatma Gandhi, Rabindranath Tagore
2. Imminent International Thinkers- Frank Charles Laubach, Julius Nyerere, Ivan Illich, Paulo Friere
3. Indian Values and Education, Emerging needs and future perspectives of Lifelong Learning

Unit: III   **(11 Hours)**
1. Lifelong Learning and Development - Social, Economic, Political and Cultural.
2. Extension Education, Field Outreach and Community Engagement in Adult Education and Lifelong Learning.
3. Approaches to Continuing Education / Lifelong Learning in the Five-Year Plans

Unit: IV   **(11 Hours)**
1. State intervention in Social & Economic development, Legislation linked to social development
2. Major Educational Theories – Liberal, Behaviourist, Progressive, Humanistic, Radical and Analytical.
3. Lifelong Learning and Adult Education Needs of Industries

Reading List

- Shah, S. Y. (1993). Indian adult education: A historical perspective (pp. 10–38). New Delhi: Indian Adult Education Association.
- Bhatia, S. (2014). Literacy and adult education in independent India (pp. 23–52). Delhi: Sonali Publications.

- Aggarwal, J. C., & Gupta, S. (2010). Great philosophers and thinkers on education (pp. 60–91). Delhi: Shipra Publications.
- Palmer, J. A. (2001). Fifty modern thinkers on education: From Piaget to the present (pp. 105–130). London: RoutledgeFalmer.
- Freire, P. (1970). Pedagogy of the oppressed (pp. 48–77). New York: Continuum.
- Patzold, H. (2011). Learning and teaching in adult education: Contemporary theories (pp. 95–122). Opladen: Barbara Budrich Publishers.
- Roger, H. (Ed.). (2002). Supporting lifelong education (pp. 113–140). London: Routledge.
- Dhar, S. K., & Singh, P. (2021). Digital literacy as a tool for social inclusion in rural India. Indian Journal of Social Work, 82(3), pp 85-104.
- सिंह, बी. (2018). *भारत में वयस्क शिक्षा: स्थिति और संभावनाएँ* (पृ. 29–56). नई दिल्ली: शिक्षा भारती प्रकाशन।
- मिश्र, आर**.** (2020). *दीर्घकालिक अधिगम और सामाजिक विकास* (पृ. 33–67). वाराणसी: भारतीय शिक्षण प्रकाशन।

Paper: DSC 1.2: Sustainable Social Development

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/ Field work	Eligibility	Prerequisite of the course
Sustainable Social Development DSC 1.2	4	3	1	0	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- To introduce key theories and thinkers of social development.
- To analyse social movements, intersectionality, and civil society's role.
- To explore strategies, ethics, and alternative models for sustainable development.

Learning Outcome:
- Define key concepts of sustainable and social development.
- Identify challenges and strategies for achieving equity and sustainability.
- Interpret relevant policies, programs, and development indicators.
- Propose inclusive and sustainable development solutions.

Unit: - I   (12 Hours)
1. Concept, Meaning, and Evolution of Sustainable Development
2. Principles and Features of Sustainability
3. Sustainable Development Goals (SDGs) - Overview and Relevance, Challenges to Sustainable Development

Unit: II   (11 Hours)
1. Understanding Social Development: Definition, evolution
2. Social Inclusion and Equity
3. Human Development and Well-being, Gender, Culture, and Identity

Unit: III   (11 Hours)
1. Interlinkages between environmental sustainability and social justice
2. Community-based Development and Participation: Collective action and cooperation
3. Natural resource management with social equity, Environmental education and value-based learning

Unit: IV   (11 Hours)
1. Key development schemes: MGNREGA, PMAY, Ayushman Bharat, Jal Jeevan Mission, NRLM, Digital India
2. Role of CSR in social and environmental sustainability
3. Various Strategies for Sustainable Development: -Community Knowledge, Harness Technology, Innovative Practices, Co-Operation and Partnership

Reading List

- Alexgender, K.C. (1994), The Process of Development of Society, pp153-187. New Delhi: Sage Publications.
- Anand, S. & Sen, A.K. (1994), Sustainable Human Development: Concepts and priorities, Office of Development Studies, Discussion paper, no. 1. New York: UNDP
- Dempsey, N., Bramley, G., Power, S., & Brown, C. (2009). The social dimension of sustainable

development: Defining urban social sustainability. Sustainable Development, 19(5), 289–300. https://doi.org/10.1002/sd.417

- Hasselt, V. B., &Hersen, M. (1992). Handbook of Social Development, pp 3-28. In Springer eBooks. https://doi.org/10.1007/978-1-4899-0694-6
- Jennifer A. Elliot 2013. "An Introduction to Sustainable Development", 4th edition.
- Jennifer Elliott, 2013. An introduction to Sustainable Development". Routledge.
- Macionis, J. J., & Plummer, K. (1966). Sociology: A Global Introduction, pp 87-95. http://ci.nii.ac.jp/ncid/BA81759504
- Margaret Robertson, 2021. Sustainability Principles and Practice.
- Pamela Matson, William C. Clark, Krister Anderson, 2016. Pursuing Sustainability. A Guide to the Science and Practice.
- Raj Kumar Sen Kartik C. Roy.(2021), Sustainable Economic Development & Environment,pp-85-96, Atlatic Publishers & Distributors Pvt Ltd
- Snigdha Tripathi.(2019), Sustainable Development & Environment, pp-56-87,Ankit Publication
- Redclift, M. (1987). Sustainable Development: Exploring the Contradictions, pp 135-147. https://agris.fao.org/agris-search/search.do?recordID=GB8905482
- Transforming Our World: The 2030 Agenda for Sustainable Development. (2018). In Springer eBooks. https://doi.org/10.1891/9780826190123.ap02
- UNDP (1997), Governance for Sustainable Human Development, New York, A UNDP policy document.
- सिंह, बी. (2020). *समाजिक विकास के सिद्धांत और व्यवहार.* नई दिल्ली: शैक्षिक प्रकाशन संस्थान।
- जोशी, र. के. (2018). *पर्यावरणीय न्याय और सतत विकास: भारतीय परिप्रेक्ष्य.* वाराणसी: भारती प्रकाशन।
- मिश्र, ए. पी. (2019). *मानव और विकास: एक वैकल्पिक दृष्टिकोण.* लखनऊ: नवभारत प्रकाशन।
- पाण्डेय, तेजस्कर, & पाण्डेय, बालेश्वर. (2021). सामाजिक विकास एवं समाज कार्य (Social Development and Social Work). रावत पब्लिकेशन्स, जयपुर। ISBN:9788131612101
- अवस्थी, निवेदिता, & चन्द्रा, योगेश. (2023). *सतत विकास की अवधारणा: स्वास्थ्य एवं पर्यावरण के सन्दर्भ में.* ISBN: 9789391018689 / 9391018688

Paper: DSC 1.3: Extension and Development

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/ Field work	Eligibility	Prerequisite of the course
Extension and Development DSC 1.3	4	3	0	1	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- Understand the theories and principles of extension
- Gain insights into the historical perspectives of extension
- Understand the role of universities in extension in particular and various systems of extension in general.

Learning Outcome:
- Examine Extension Dimension in the University system.
- To apply community extension and outreach for the various target populations.
- Able to understand and explore Extension as a dimension of higher education.

Unit: - I (12 Hours)
1. Extension – concept, meaning, philosophy and importance
2. Principles of extension
3. Understanding Extension in Relation to Development

Unit: II (11 Hours)
1. Historical perspectives of extension
2. Extension programmes in Pre-Independent India
3. Extension programmes in Post-Independent India

Unit: III (11 Hours)
1. Behavioural sciences for extension and development
2. Extension communication and diffusion of innovation for development
3. Planning and management of extension and development

Unit: IV (11 Hours)
1. Emerging issues in Extension- Economics of Extension, ethics and extension.
2. Extension rules of Universities
3. Comparative analysis of various approaches and systems

Reading list

- Axinn, G.H. (1988), Guide on Alternative Extension Approach, Rome: FAO
- K.A. Jalihal, V. Veerbhadraiah (2007), Fundamentals of extension education and management in extension
- Dhama, O.P., & Bhatnagar, O.P. (1987). Education and Communication for Development. New Delhi: Oxford and IBH Publishing Co. Ltd,
- Chauhan J. 2006. Communication and Extension Management. Kanpur: Anjali Prakashan.
- Choubay, B. K. 1979. A Handbook of Extension Education. Allahabad: Jyoti Prakashan.
- Singh A.K., Singh Lakhan, Burman R. Roy (2019)"Frontline Extension in India: Innovations and Reforms"

- Dubey, J.P., University Extension (2010): Structural & Functional Perspective LAP Lambast Academic Publishing, Germany.
- James, G.E. (1986), Investing in Rural Extension, Strategies and Goals, New York: Applied Science Publishers.
- Logan, J.P. (1961), Extension Teaching Methods in Extension Education in Community Development, New Delhi: Directorate of Extension
- Rolling, N (1988). Extension Science. Cambridge University Press.
- सिंह, जे. पी. (वर्ष अनुपलब्ध). *प्रौढ़ शिक्षा एवं ग्रामीण सेवा.* [लेखक द्वारा प्रकाशित]।
- सिंह, बृंदा. (2020, 1 जनवरी). *प्रौढ़ शिक्षा (एक्सटेंशन एजुकेशन): पुस्तक दार्शनिका* [लेखिका द्वारा प्रकाशित]।

Paper: DSE 1.1: Environment and Energy

Course Title & Code	Total Credits	Lectures	Tutorial	Practical / Field work	Eligibility	Prerequisite of the course
Environment and Energy DSE 1.1	4	3	1	0	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- To enable students to understand the environment and energy.
- To enable students to understand critical environmental and energy issues.
- To promote awareness regarding national policies and programmes in the context of the environment and energy.

Learning Outcome:
- Define key concepts related to ecology, the environment, and energy.
- Identify major environmental and social issues and their implications.
- Analyse India's energy resources, policies, and initiatives.
- Apply knowledge of conservation, EIA, green audit, and energy efficiency tools

Unit: - I (12 Hours)
1. Concept and Fundamentals of Ecology and Environment
2. Environmental pollution; climate Change.
3. Natural Resources and their Conservation

Unit: II (11 Hours)
1. Environmental Impact Assessment and Green Audit – Concept, Process, and Institutional Role.
2. Social Issues: Inequalities, Migration, conflicts, food insecurity, health issues
3. Environment Education in India; Recent Environmental Initiatives- Global and National

Unit: III (11 Hours)
1. Introduction to Energy and Its Types
2. Energy Resources and Utilisation in India
3. Energy plantation; Energy Conservation and Efficiency

Unit: IV (11 Hours)
1. Energy Conservation and Management: Role of BEE (Bureau of Energy Efficiency); Smart grids, energy audits, green rating systems
2. Energy Legislation in India: Energy Conservation Act (2001); Electricity Act (2003)
3. Energy Policies and Missions: National Energy Policy, National Renewable Energy Policy; National Solar Mission, National Green Hydrogen Mission; UJALA Scheme, Surya Ghar; PM-KUSUM, Solar Rooftop Scheme

Reading List

- Balakrishnan, M. (1998). Environmental problems and prospects in India (pp. 23–48). New Delhi: Oxford & IBH Publishing Co.

- Sahasranaman, P. B. (2012). The green book: Indian environmental laws (pp. 65–102). New Delhi: LexisNexis Butterworths.
- Singh, R. B. (Ed.). (1996). Global environmental change: Perspectives from the south (pp. 111–135). New Delhi: Oxford & IBH Publishing Co.
- World Resources Institute. (1999). World resources: Environmental change and human health (pp. 75–110). Oxford University Press.
- Dixit, V. K. (2006). Energy consumption and quality of life (pp. 50–83). New Delhi: Academic Excellence.
- Ahluwalia, V. K. (2019). Energy and environment (pp. 30–70). New Delhi: Ane Books Pvt. Ltd.
- ओझा, एस. के. (2017). परिस्थितिकी एवं पर्यावरण. बौद्धिक प्रकाशन, परीक्षा वाणी। (pp 253–267)
- गर्ग, एच. एस. (2020). *पर्यावरण अध्ययन.* एस.बी.पी.डी. पब्लिकेशन्स। pp 1-179; 189-234
- गुप्ता, सुमन (2025). पर्यावरण अध्ययन (Paryavaran Adhyayan): एक विश्लेषण. सुल्तान चंद एंड सन्स। pp 1-182; 223-246
- गर्ग, आर. के. . ऊर्जा संरक्षण तथा प्रबन्धन (Energy Conservation and Management). दीपक प्रकाशन। ISBN: 9788194160441

Paper DSE 1.2: Understanding Organisational Behaviour

Course Title & Code	Total Credits	Lectures	Tutorial	Practical / Field work	Eligibility	Prerequisite of the course
Understanding Organisational Behaviour DSE 1.2	**4**	**3**	**1**	**0**	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- This course is designed to give students a better understanding and grasp of the basic concepts
- Theories underlying individual behaviour, besides developing better insights into oneself. Individual behaviour in groups, dynamics of groups and team building, besides
- Developing a better awareness of how they can be better facilitators for building effective teams as leaders themselves

Learning Outcome:
- Demonstrate the understanding of basic concepts of organization behaviour and their application in contemporary organizations.
- Interpret the complex nature of human behaviour and group dynamics.
- Critically evaluate leadership styles and strategies
- Summarize the ways to build supportive culture.

Unit I: **(11 Hours)**
1. Understanding Organisational Behaviour and Foundations of Individual Behaviour
2. Nature, Scope, Limitations, and Importance of Organisational Behaviour Models
3. Emerging Challenges in Global Context, Relationship between management and OB

Unit II: **(11 Hours)**
1. Foundations of Individual Behaviour
2. Personality Types & Theories; Attitude-Concept, Components, Job-related Attitudes
3. Learning -Concept, Theories & Reinforcement; Perception-concept, perceptual process, perceptual errors, Transactional Analysis: Values & Ethics

Unit III: **(12 Hours)**
1. Communication: Types, Transaction Analysis, Johari Window
2. Motivation, Concept, Process, Theories of Motivation (Maslow, Herzberg's Two factor theory, ERG theory, Victor Vroom's Theory, equity theory
3. Leadership -Types, styles & theories of leadership (Trait theories, behavioural theories, situational leadership)

Unit IV :   **(11 Hours)**
1. Personality assessment
2. Role plays, Group discussions
3. Case study analysis

Reading List

- Robbins, S. P., & Judge, T. A. (2008). *Organizational behavior* (13th ed.). Pearson Education. Page Nos.550- 752. ISBN: 9780136007173.
- Luthans, F., Luthans, B. C., & Luthans, K. W. (2015).*Organizational behavior: An evidence-based approach* (13th ed.). Information Age Publishing.pp.300-544 . ISBN: 9781681231204
- Griffin, R. W., Phillips, J. M., & Gully, S. M. (2020). *Organizational behavior: Managing people and*

organizations (13th ed.). Cengage Learning. pp.770- 816. ISBN: 9781337680691

- Singh, K. (2012). *Organizational behavior: Text and cases*. Pearson Education India. ,pp.445-508. ISBN: 9788131739365
- राव, टी. वी. (2016). *संगठनात्मक व्यवहार और संगठनात्मक विकास* (2nd ed.). Sage Publications India. pp.220- 320 .ISBN: 9789351504910.
- पारेक, उ. (2011). *संगठनात्मक व्यवहार: सिद्धांत और अभ्यास* (1st ed.). Oxford & IBH Publishing Co. Pvt. Ltd. pp.110- 280.ISBN: 9788120418035
- Pareek, U. (2010). *Understanding organizational behaviour* (3rd ed.). Oxford University Press. Pages: 1–432**.**
- Chatterjee, N. (2017). *Organizational behavior*. PHI Learning Pvt. Ltd. Pages: 226–404.
- Singh, K. (2012). *Organizational behavior: Text and cases*. Pearson Education India.Pages: 350–508
- Wood, J. M., Wiesner, R., Morrison, R. R., Factor, A., & McKeown, T. (2024). *Organisational behaviour: Core concepts and applications*. John Wiley & Sons.pp.110-215.
- Borde, P. S., Arora, R., & Kakoty, S. (2024). Linkages of organizational commitment and leadership styles: a systematic review. *European Journal of Training and Development*, *48*(1/2), 41-66.

Paper GE 1.1: Vocational Education and Lifelong Learning

Course Title & Code	Total Credits	Lectures	Tutorial	Practical / Field work	Eligibility	Prerequisite of the course
Vocational Education and Lifelong Learning GE 1.1	4	3	1	0	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- Analyze concepts, principles, and theoretical frameworks underpinning vocational education and lifelong learning
- Evaluate the effectiveness of various vocational training methodologies across different organizational contexts
- Design competency-based learning programs tailored to workforce development needs
- Implement and assess work-based learning initiatives with measurable outcomes

Learning Outcome:
- Design comprehensive vocational training programs aligned with industry needs and organizational objectives
- Implement effective assessment strategies to evaluate learner competencies in practical settings
- Create digital and blended learning resources for vocational education delivery
- Facilitate work-based learning experiences that bridge the gap between theory and practical.

Unit I: **(11 Hours)**
1. Core concepts, terminologies, and principles of vocational education
2. Theoretical frameworks and pedagogical approaches in vocational training
3. Historical evolution and current landscape of vocational education systems

Unit II: **(11 Hours)**
1. Needs assessment and training gap analysis methodologies
2. Competency-based curriculum development for vocational programs
3. Work-based learning strategies and apprenticeship models

Unit III: **(11 Hours)**
1. Principles of assessment in vocational training
2. Recognition of Prior Learning (RPL) frameworks and implementation
3. National Skills Qualifications Framework (NSQF)

Unit IV: **(12 Hours)**
1. Emerging technologies and industry 4.0 implications for vocational education
2. Inclusive vocational education practices
3. Entrepreneurship and innovation in vocational education

Reading List

- Akkerman, S. F and., & Bakker, A. (2012). "Crossing boundaries between school and work during apprenticeships." Vocations Learning, 5(2), 153-173.
- Tynjälä, P. (2013). "Toward a 3-P model of workplace learning: A literature review." Vocations and Learning, 6(1), 11–36.
- Singh, B. (2019). *Long-Term Learning and Employment-Oriented Education* (pp. 28–60). Varanasi: Bharati Prakashan.
- Pandey, A. L., & Mishra, A. K. (2022). *Importance and Challenges of Vocational Education* (pp. 43–71). New Delhi: Rashtriya Shaikshik Prakashan.
- Gupta, A. (2019). *Community Practices and Leadership in Social Work* (pp. 50–92). Varanasi: Bharati Pustak Bhavan.
- Singh, B. (2018). *Adult Education in India: Status and Possibilities* (pp. 29–56). New Delhi: Shiksha Bharati Prakashan
- Raza, M., & Singh, P. (2023). Trends and challenges in skill-based education in South Asia. International Journal of Vocational Studies, 12(1), 45–61.
- World Economic Forum. (2023). "New report calls for reforms to improve technical and vocational training in developing countries." https://www.weforum.org/stories/2023/09/technical-vocational-training-systems-sustainable-development-goals/
- OECD. (2024). "Building Future-Ready Vocational Education and Training Systems." https://www.oecd.org/en/publications/building-future-ready-vocational-education-and-training-systems_28551a79-en.html
- European Commission. (2025). "Vocational education and training initiatives." European Education Area.
- CollegeNP. (2025). "The Future of Vocational Education: Emerging Trends and Tech." https://www.collegenp.com/article/the-future-of-vocational-education-emerging-trends-and-technologies
- SkyQuest. (2025). "Vocational Education and Training Market Growth, Size, Share & Trends | 2032." https://www.skyquestt.com/report/vocational-education-and-training-market
- Lingio. (2025). "The ultimate guide to vocational learning." https://www.lingio.com/blog/vocational-learning
- Grand View Research. (2025). "Technical And Vocational Education Market Size Report 2030."https://www.grandviewresearch.com/industry-analysis/technical-vocational-education-market-report
- Market Research Future. (2025). "Technical and Vocational Education Market Size | Growth - 2034." https://www.marketresearchfuture.com/reports/technical-and-vocational-education-market-33123
- REN Network. (2023). "Unpacking the Key Trends in Vocational Education." Retrieved from https://ren-network.com/unpacking-the-key-trends-in-vocational-education/
- UNESCO Institute for Lifelong Learning. (2023). "Embracing a Culture of Lifelong Learning." https://unesdoc.unesco.org/ark:/48223/pf0000374112
- पांडेय, ए. एल., एवं मिश्रा, अ. के. (2022). *व्यावसायिक शिक्षा का महत्व और चुनौतियाँ.* नई दिल्ली: राष्ट्रीय शैक्षिक प्रकाशन।
- सिंह, बी. (2019). *दीर्घकालिक अधिगम और रोजगार उन्मुख शिक्षा.* वाराणसी: भारती प्रकाशन।

Paper GE 1.2: Dynamics of Urban System

Course Title & Code	Total Credits	Lectures	Tutorial	Practical / Field work	Eligibility	Prerequisite of the course
Dynamics of Urban System GE 1.2	4	3	1	0	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- To introduce the concepts and processes of urbanisation and urban growth.
- To analyse trends, governance, and challenges in urban systems.
- To examine contemporary urban development policies and sustainable urban planning.

Learning Outcome:
- Explain the fundamental concepts of urbanisation and urban growth with a specific focus on the Indian context.
- Understanding and analysis of types of urban settlements and trends of Urbanization
- Understand the role of urban governance in planning and development
- Assess significant urban challenges and effective planning and policy interventions

Unit 1:   **(12 Hours)**
1. Concepts of Urbanisation and Urban Growth;
2. Evolution of Urban Settlements in India;
3. Rural-Urban Migration and Its Implications

Unit 2:   **(11 Hours)**
1. Classification of Urban Settlements in India;
2. Trends and Patterns of Urbanisation
3. Urban Governance- Institutions and structure

Unit 3   **(11 Hours)**
1. Urban Poverty and Inequality; Slums and Informal Settlements;
2. Solid Waste Management; Water &Air Pollution;
3. Urban Heat Islands; Micro Climate Change

Unit 4:   **(11 Hours)**
1. Emerging Trends in Urban Planning & Development;
2. Urban Development Policies: JNNURAM, AMRUT, Smart Cities Mission;
3. Sustainable and Inclusive Urban Growth

Reading List

- Ramachandran, R. (1989). Urbanisation and urban systems in India. Oxford University Press.
- Sivaramakrishnan, K. C., Kundu, A., & Singh, B. N. (2005). Handbook of urbanisation in India. Oxford University Press
- Gillion, A. B., & Eisner, S. (1993). The urban pattern. CBS Publishers & Distributors.
- Ward, S. (2002). Planning the 20th-century city: The advanced capitalist world. John Wiley & Sons.
- Cooper, R., Evans, G., & Boyko, C. (2009). Designing sustainable cities.Wiley

Blackwell
- United Nations. (2015). World urbanization prospects: The 2014 revision. UN Department of Economic and Social Affairs.
- Roy, A. (2009). Poverty capital: Microfinance and the making of development. Rou
- मिश्र, डी. ए. (2018). *भारतीय शहरों की समस्याएँ और समाधान.* दिल्ली: शिल्पी प्रकाशन।
- वर्मा, ए. (2020). *शहरीकरण और पर्यावरणीय संकट.* लखनऊ: लोकभारती प्रकाशन।
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Paper: SEC 1.1: Digital Marketing in Tourism for Social good

Course Title & Code	Total Credits	Lectures	Tutorial	Practical / Field work	Eligibility	Prerequisite of the course
Digital Marketing SEC 1.1	2	1	0	1	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- Understand the key principles and strategies of digital marketing in the context of tourism.
- Develop skills in using digital marketing tools and platforms to design and implement marketing campaigns.
- Learn how to create engaging digital content that aligns with tourism industry trends and customer needs.

Learning Outcome: Upon successful completion of this course, students will be able to:
- Create and execute digital marketing strategies for the tourism industry, enhancing brand presence and engagement.
- Analysed digital marketing data using web analytics tools to assess performance and optimise strategies.
- After studying this course, students will be able to understand email, content and social media marketing and apply the learnings to create digital media campaigns

Unit 1:   **(08 Hours)**
1. The evolution of digital marketing and its role in the tourism industry, Key digital marketing channels: Websites, SEO, social media, content marketing, email, PPC
2. The customer journey in tourism and digital touchpoints, The role of branding and storytelling in digital marketing for tourism
3. Overview of digital marketing tools and technologies used in tourism

Unit 2:   **(07 Hours)**
1. Content creation and strategy for the tourism industry: blogs, videos, photos, and user-generated content. Compelling storytelling and emotional appeal in tourism marketing
2. Social media marketing: platforms, strategies, and engagement tactics, Influencer marketing and its impact on tourism branding,
3. Social media advertising for tourism: Facebook Ads, Instagram Ads, Twitter Promotions, Measurement and analytics for content and social media campaigns.

Unit 3:   **(07 Hours)**
1. Content marketing, Social media marketing,
2. SEM, Display advertising
3. Email marketing & Affiliate marketing, Measuring digital marketing success

Unit 4:   **(08 Hours)**
1. Digital learning and strategies to create social impact
2. Display Advertising: Working of Display Advertising; Benefits and challenges; Overview of Display ad Process
3. Community empowerment through digital platforms

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Reading List

- Strauss, J., & Frost, R. (2014). E-Marketing (7th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Hudson, S., & Hudson, L. (2017). *Digital marketing for tourism, hospitality and events*. SAGE Publications, pp. 80-114.
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- Bisht, N. S., Belwal, R., & Pandey, S. (2004.). *Internet marketing of tourism*. Himalaya Publishing House, 190-218
- Kotler, P., Bowen, J. T., Makens, J. C., & Baloglu, S. (2017). *Marketing for hospitality and tourism* (7th ed., Global ed.). Pearson, 468-688
- Chura, K. K. (2021). *डिजिटल मार्केटिंग गाइड – हिंदी* [Digital marketing guide – Hindi]. Notion Press,pp.90-112.
- बिष्ट, एन. एस., बेलवाल, र., & पांडे, श. (वर्ष अनुपलब्ध). *इंटरनेट मार्केटिंग ऑफ टूरिज्म* [Internet marketing of tourism]. हिमालय पब्लिशिंग हाउस, pp.55-75
- Raji, M. A., Olodo, H. B., Oke, T. T., Addy, W. A., Ofodile, O. C., & Oyewole, A. T. (2024). Digital marketing in tourism: a review of practices in the USA and Africa. *International Journal of Applied Research in Social Sciences*, *6*(3), 393-408.
- Deb, S. K., Nafi, S. M., & Valeri, M. (2024). Promoting tourism business through digital marketing in the new normal era: a sustainable approach. *European Journal of Innovation Management*, *27*(3), 775-799.
- Chaffey, D., & Ellis-Chadwick, F. (2019). Digital marketing: Strategy, implementation, and practice. Pearson.
- Iswanto, D., Handriana, T., Rony, A. H. N., & Sangadji, S. S. (2024). Influencers in tourism digital marketing: A comprehensive literature review. *International Journal of Sustainable Development and Planning*, *19*(2), 739-749.
- Bisht, N. S. et al. (2004). *Internet Marketing of Tourism*, Chapter 5: "Search Engines and Directories".
- Hays, S., Page, S. J., & Buhalis, D. (2013). "Social media as a destination marketing tool: its use by national tourism organisations." *Current Issues in Tourism*, 16(3), 211–239.
- Leung, D., Law, R., van Hoof, H., & Buhalis, D. (2013). "Social media in tourism and hospitality: A literature review." *Journal of Travel & Tourism Marketing*, 30(1-2), 3–22.
- Hudson & Hudson (2017), Chapter 7: "Measuring Digital Marketing Effectiveness".
  – Tools like Google Analytics, KPI tracking, ROI in tourism
- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. Business Horizons, 53(1), 59–68.
- Kaushik, A. (2010). Web analytics 2.0: The art of online accountability & science of customer centricity. Wiley.
- Pulizzi, J. (2014). Epic content marketing: How to tell a different story, break through the clutter, and win more customers by marketing less. McGraw-Hill Education.
- Ryan, D. (2016). Understanding digital marketing: Marketing strategies for engaging the digital generation. Kogan Page.

Paper: DSC 2.1: Curriculum Development

Course Title & Code	Total Credits	Lectures	Tutorial	Practical / Field work	Eligibility	Prerequisite of the course
Curriculum Development **DSC 2.1**	4	3	1	0	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- To develop understanding of curriculum theories and practices of curriculum development.
- To acquaint students with the planning and various approaches to curriculum development planning.
- Learning the process and techniques of teaching Adult and Lifelong Learning and the institutions involved in material development.

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

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

Unit: - I   **(11 Hours)**
1. Meaning and Definition of curriculum
2. Objectives of curriculum Development.
3. Curriculum Theory and practice (Tyler, Knowles, Freive, Houle, Caffarella)

Unit: - II   **(11 Hours)**
1. Purpose and Nature of Planning
2. Control and power of Planning
3. Technical, Social, Political, and Ethical domain of planning.

Unit: - III   **(11 Hours)**
1. Traditional Methods of Curriculum Planning
2. Contemporary Methods of Curriculum Planning
3. Blended Approach to Curriculum Planning

Unit: - IV   **(12 Hours)**
1. Different teaching methods
2. Preparation of Books and Audio-visual materials for Neo-Literates: Processes, Contents and Field Testing of Materials.
3. Role of State Resource Centers, National Book Trust and University Departments to produce materials for Lifelong Learners through Formal and Informal system of education

Reading List

- Caffarella, R.S. & Daffron, S.R. (2013). Planning programs for adult learners: A practical guide (3rd Education). San franciso: Jossey-bass/wiley.
- Belfiore, M.E. (1996) Understanding Curriculum Development in the workplace. Canada: ABC Publication.
- Shukla, A. (2017). *Curriculum Development: Theory and Practice* (pp. 10–85). New Delhi: Vinod Pustak Mandir.

- Saxena, N. R., Mishra, B. D., & Mohan, R. K. (2018). *Curriculum Integration in Education* (pp. 45–90). Agra: Radhakrishnan Prakashan.
- Verma, A. L. P. (2019). *Curriculum and Teaching Methods in Education* (pp. 25–78). Meerut: Lalit Prakashan.
- Dubey, A. P. (2016). *Indian Education and Curriculum Reform* (pp. 35–70). Varanasi: Gyan Bharati Prakashan.
- Mishra, P. K. (2020). *Modern Education and Curriculum Development* (pp. 40–82). Patna: Vidya Prakashan.
- Bruce, J. & Marsha, W. (1988), Models of Teaching. New Jersey: Prentice hall
- International Labor Organization (1996) Teaching and Training Methods. Geneva.
- Reddy, M.M & Ravishankar, S. (ed.1984), Curriculum Development and Educational Technology. India: Sterling Publication Pvt. Ltd.
- UNESCO (1998) Developing Curriculum for Neo-Literate. UNESCO, Bangkok and State Resource Centre, Jaipur
- Owens, J.C (1973) Management of Curriculum Development. London: Cambridge University Press.
- शुक्ला, ए. (2017). *पाठ्यक्रम विकास: सिद्धांत एवं व्यवहार.* नई दिल्ली: विनोद पुस्तक मंदिर।
- सक्सेना, एन. आर., मिश्र, बी. डी., एवं मोहन, आर. के**.** (2018). *शिक्षा में पाठ्यचर्या समन्वयन.* आगरा: राधाकृष्णन प्रकाशन।
- वर्मा, ए. एल. पी. (2019). *शिक्षा की पाठ्यचर्या एवं शिक्षण विधियाँ.* मेरठ: ललित प्रकाशन।
- दुबे, ए. पी. (2016). *भारतीय शिक्षा और पाठ्यचर्या सुधार.* वाराणसी: ज्ञान भारती प्रकाशन।
- मिश्र, पी. के. (2020). *आधुनिक शिक्षा एवं पाठ्यचर्या विकास.* पटना: विद्या प्रकाशन।

Paper: DSC 2.2: Research and Evaluation

Course Title & Code	Total Credits	Lectures	Tutorial	Practical / Field work	Eligibility	Prerequisite of the course
Research and Evaluation DSC 2.2	4	3	0	1	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- Understand various Research methodologies in Social Sciences.
- To develop skills related to various techniques of evaluation.
- Learn to apply necessary skills to take up research projects.
- To help students develop assessment tools

Learning Outcome:
- Assess critically the methods of data collection, sampling design, their techniques & different tools of research.
- Develop a sense of inquiry & capability of asking relevant questions, synthesising and articulating, and the ability to recognise cause and effect relationships.
- Understand various research designs and develop assessment tools.
- Able to analyse data through various Statistical techniques & critically assess various evaluation methods.

Unit: - I   **(11 Hours)**
1. Problem Identification.
2. Types of Research: Pure and applied Research, Quantitative and Qualitative Research, Mixed Research.
3. Historical, Experimental and Descriptive Research, Analytical and Exploratory Research

Unit: - II   **(11 Hours)**
1. Formulating Hypothesis and Testing.
2. Tools of Data Collection.
3. Sampling Methods, Sampling Design and Techniques.

Unit: - III   **(11 Hours)**
1. Research Design
2. Development of Research Tools.
3. Statistical Applications in Social Sciences (SPSS,ANOVA)

Unit: - IV   **(12 Hours)**
1. Evaluation- Concept, Meaning, Typologies and Tools.
2. Formative, Summative and Concernment Evaluation, Participating Evaluation.
3. Research Report writing and Ethics in Research.

Reading List

- Best, J. W. (1983). Research in education (4th ed., pp. 45–78). Prentice Hall.
- Creswell, J. W. (2017). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed., pp. 23–56). SAGE Publications.
- Kothari, C. R., & Garg, G. (2019). Research methodology: Methods and techniques (4th ed., pp. 101–125). New Age International Publishers.
- Patton, M. Q. (2002). Qualitative research and evaluation methods (3rd ed., pp. 92–138).

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- Goode, W. J., & Hatt, P. K. (1952). Methods in social research (pp. 211–235). McGraw-Hill Book Company
- Goode, W.J & Halt, P.K (1952) Methods in Social Research, New York: McGraw-Hill, Book Company.
- W. Lawrence Neuman (1994), Social Research Methods: Qualitative and Quantitative Approaches
- श्रीवास्तव, ओ., राठौर, अ., एवं सिंह, प्रियांशु प्रताप. (2023). *शैक्षिक मूल्यांकन, गुणात्मक शोध एवं नवाचार* (पृ. 55–82). लखनऊ: ठाकुर पब्लिकेशन।
- चतुर्वेदी, आर. के. (2020). *शैक्षिक अनुसंधान के सिद्धांत* (पृ. 31–60). नई दिल्ली: शिक्षा पब्लिशिंग हाउस।
- सक्सेना, एन. आर., एवं मिश्र, बी. डी. (2018). *शिक्षा में शोध प्रविधियाँ* (पृ. 101–135). आगरा: विनोद पुस्तक मंदिर।

Paper: DSC 2.3: Gender and Development

Course Title & Code	Total Credits	Lectures	Tutorial	Practical / Field work	Eligibility	Prerequisite of the course
Gender and Development DSC 2.3	4	3	1	0	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- Enable students to understand the historical perspective of gender and development in the global and Indian context.
- Acquaint the students with some of the major development programs for women and their impact on society.
- Make students aware of addressing the issue of gender equality for overall societal development.

Learning Outcome: On the successful completion of the course, students will be able to
- Understand the Historical perspective of women's empowerment.
- Obtain awareness about Constitutional provisions, legal supports, and Human Rights
- Explain different causal factors of gender empowerment.
- Develop skills and hands-on experience for women's empowerment through field exposure and community visits.
- Demonstrate an understanding of gender issues and development
.

Unit I (11 Hours)
1. Understanding Gender and Development
2. Towards Women's Empowerment in Contemporary India
3. Panchayati Raj Institutions and women

Unit II (11 Hours)
1. The Demographics of Working Women in India- Employability Trends.
2. Women in Organised and Unorganised Sectors in India.
3. Women and Microfinance. Transition of women towards the new millennium.

Unit III (12 Hours)
1. Women's Education, Employability, and Health Issues
2. Socio-economic determinants of Empowerment: Gender and Intersectionality
3. Human Rights and Women's Empowerment; Hindu Marriage Act

Unit IV
1. Transgender: Meaning and definition, Historical Background
2. Transgender Persons Protection of Rights Act (2019) & Rules 2020: Provisions & chapters
3. Marginalization and Exclusion in mainstreams section; Transphobia and discrimination

(11 Hours)

Reading List

- Goel, P. A., &Barua, R. (2021). Female education, marital assortative mating, and dowry: Theory and evidence from districts of India. Journal of Demographic Economics, 1-27.
- Moser, C. (2012). Ch 3: Gender roles, the family and the household. In Gender Planning and Development (pp. 63-87). Routledge
- Agarwal, B. (1997). "Bargaining' 'and gender relations: Within and beyond the household. Feminist

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economics, 3(1), 1-51.

- Doss, C. (2013). Intrahousehold bargaining and resource allocation in developing countries. The World Bank Research Observer, 28(1), 52-78.
- Kabeer, N. (2005). Gender equality and women's empowerment: A critical analysis of the third millennium development goal. Gender & Development, 13(1), 13-24.
- Duraisamy, M., &Duraisamy, P. (2016). Gender wage gap across the wage distribution in different segments of the Indian labour market, 1983–2012: exploring the glass ceiling or sticky floor phenomenon. Applied Economics, 48(43), 4098-4111.
- Nilsson, P. (2013). Gender and development: The challenge of mainstream. Consilience, (10), 125-135.
- Jafarey, S., & Maiti, D. (2015). Glass slippers and glass ceilings: An analysis of marital anticipation and female education. Journal of Development Economics, 115, 45-61.
- Momsen, J. H. (2020). *Gender and development* (3rd ed.). Routledge. 220-323, ISBN: 9780367332163
- Saraswati, A. P. L. A., Shaw, B., & Rellihan, H. (2017). *Introduction to women's, gender, and sexuality studies*. Oxford University Press, pp.250-410, ISBN: 9780190266066
- Moser, C. O. N. (1993). *Gender planning and development: Theory, practice, and training*. Routledge, pp.90-120, ISBN: 9780415073762
- जोहरी, ओ. **(**2022). *महिला सशक्तिकरण*(2nd वर्ष**,** फाउंडेशन कोर्स). नई दिल्ली: किटाब महल.25- 50 पृष्ठ। ISBN: 9789388481232.
- शर्मा**,** डी. (2019). *लिंग, विद्यालय और समाज.* नई दिल्ली: शिप्रा पब्लिकेशंस**.** 110-200 पृष्ठ। ISBN: 978938619682

Paper: DSE 2.1 : Field work and Practices

Course Title & Code	Total Credits	Lectures	Tutorial	Practical / Field work	Eligibility	Prerequisite of the course
Field work and Practices DSE 2.1	4	3	0	1	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- To develop an understanding of community-related issues and their impact on the lives of people.
- To learn to practice individualised interventions in the identified areas.
- To enhance the ability as a researcher and professional.

Learning Outcome:
- Demonstrate an understanding of the concept, purpose, and scope of field work in professional and academic contexts.
- Apply relevant theoretical frameworks to real-life situations during field engagements in communities, institutions, or organizations.
- Reflect critically on field experiences to identify personal growth, ethical considerations, and professional challenges in practice.

Unit-1   **(12 Hours)**
1. Practicum-Research Methodology, Foundational visits, Community Outreach
2. Research Design - Exploratory, Descriptive, and Experimental, Component of field work practices
3. Methods of data collection- Observation, Interview, Questionnaire, Case Study, Content Analysis, Focus group discussion

Unit 2   **(11 Hours)**
1. Field Observations and Recording in Natural or Real World setting
2. Simulation based learning – Using simulation or mock scenarios to practice Field work skills
3. Social outreach Club and Samajik Chetan Kendra under ULLAS

Unit 3   **(11 Hours)**
1. Practice theories, Community Development case work, Study tour, Field placement, Urban and Rural study camp
2. Leadership and Communication, Types of leaders and their role in community organisation,
3. Report writing, field visit and Non-Governmental Organisation

Unit 4   **(11 Hours)**
1. Budgeting, Administration and Management, Planning, Organising and Welfare Administration
2. Role play, Evaluation of field work, Assessment, Project writing
3. Community organisation: Concept, principles and the process, Role of community worker, voluntary agencies

Reading List

- Gliner, J.A & Morgan G.A (2000), Research Methods in Applied Settings: An Integrated Approach to Design and Analysis
- Das Gupta, S., & Chakraborty, A. (2021). Women and digital literacy: Access, barriers, and solutions in India. Indian Journal of Gender Studies, 28(1), pp29-49
- World Bank. (2021). Ajira Digital Program: ICT training for youth employment in Kenya. World Bank Group. https://www.worldbank.org/en/programs/ajiradigital
- Singh, D. R., & Kaur, S. (2021). Overcoming the barriers to digital inclusion: The role of policy in India. Journal of Public Policy, 16(2), 215-230.
- Khan, R., & Alam, M. (2021). Empowering marginalized communities through digital literacy: A case study of India. Journal of Global Education and Development, 4(1), 15-32.
- Raj, A. K., & Verma, P. (2020). ICT in education and its role in lifelong learning: A review of national and international initiatives. Journal of Educational Innovation, 10(1), 45-57
- Patton. M. Q, (2002) Qualitative Research & Evaluation Method, New Delhi: Sage Publication.
- Chadha, N.K. (1991), Statistics of Behavioral and Social Science, New Delhi: Reliance Publishing House.
- सिंह, के. पी. (2021). *मैदान में कार्य: अवधारणा और व्यवहार* (पृ. 43–71). लखनऊ: नवभारत प्रकाशन।
- मिश्र, डी. एन. (2020). *सामुदायिक विकास और क्षेत्र कार्य का प्रशिक्षण* (पृ. 28–60). नई दिल्ली: शैक्षिक प्रकाशन संस्थान।
- गुप्ता, ए. (2019). *सामाजिक कार्य में क्षेत्रीय अभ्यास और नेतृत्व* (पृ. 50–92). वाराणसी: भारती पुस्तक भवन।

Paper: DSE 2.2: Sustainable Agriculture through Lifelong Learning

Course Title & Code	Total Credits	Lectures	Tutorial	Practical / Field work	Eligibility	Prerequisite of the course
Sustainable Agriculture and Organic Farming DSE 2.2	4	3	0	1	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- Understand the principles and practices of sustainable agriculture and organic farming.
- Analyse the environmental, economic, and social impacts of conventional and organic farming systems.
- Learn about soil conservation, integrated pest management, crop rotation, and composting techniques.
- Develop strategies for water conservation and climate-resilient farming.

Learning Outcome:
- Apply sustainable and organic farming techniques to enhance soil fertility and crop yield.
- Assess and implement environmentally friendly pest and disease management strategies.
- Demonstrate knowledge of organic certification requirements and market opportunities.
- Design and manage an organic farm system considering sustainability principles.
- Advocate for policies and best practices in sustainable agriculture.

Unit: -1   **(11 Hours)**
1. Definition, Need and Scope of Organic Farming**.**
2. Principles of Sustainability: Economic, Environmental and Social.
3. The Global Significance of Sustainable Agriculture.

Unit: - 2   **(12 Hours)**
1. Sustainable Soil Management Practices: No Till Farming, Mulching and Crop Rotation.
2. Techniques for Sustainable Water Uses- Drip Irrigation, Rain Water Harvesting, Watershed Management.
3. Insect, Disease and Weed Management under Organic Mode of Production

Unit: - 3   **(11 Hours)**
1. The Role of Sustainability in Addressing Global Food Security Challenges.
2. The Potential of Regenerative Agriculture to Restore Ecosystems and Improve Productivity.
3. Impact of Consumer Choices on Sustainability and Food Security.

Unit: - 4   **(11 Hours)**
1. Inspection and Certification- Labelling and Accreditation for Organic Products.
2. Marketing and Export Potential of Organic Products in the National Economy.
3. Initiative taken by Central and State Governments, NGOs for promotion of Organic Agriculture in India.

Reading List

- Shiva, V., & Bedi, G. (2002). Sustainable agriculture and food security: The impact of globalization (pp. 45–78). SAGE Publications.

- Harvie, A. (2010). Food security: Challenges, role of biotechnologies, and implications for developing countries (pp. 92–115). FAO.
- Van der Meer, S. (2016). Farming for the long haul: Resilience and the lost art of agricultural inventiveness (pp. 60–87). Chelsea Green Publishing.
- IGI Global. (2024). Achieving food security through sustainable agriculture (pp. 103–129). IGI Global
- Singh, R. B., & Grover, D. K. (2015). Organic farming in India: Status, issues, and policy recommendations. Agricultural Economics Research Review, 28(1), 57–74
- Achieving Food Security through Sustainable Agriculture, IGI Global, Scopus, Aug,2024
- शुक्ला, ए. एन. (2020). *जैविक कृषि और प्राकृतिक खेती के सिद्धांत* (पृ. 36–65). लखनऊ: अवधेश प्रकाशन
- वर्मा, आर. पी. (2021). *पर्यावरण अनुकूल कृषि: भारतीय परिप्रेक्ष्य* (पृ. 41–70). नई दिल्ली: ग्रीन इंडिया पब्लिशर्स।
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Paper: GE 2.1: Population and Development Education

Course Title & Code	Total Credits	Lectures	Tutorial	Practical / Field work	Eligibility	Prerequisite of the course
Population and Development Education GE 2.1	4	3	1	0	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- To acquaint students with the significance of population and Development education,
- To make students understand the implications of theories and policies,
- To examine population and development education in formal, non-formal and informal education

Learning Outcome:
- Understand population dynamics and Development
- Develop understanding of the adolescent phase of growth
- Able to relate population issues to quality of life

Unit 1: (11 Hours)
1. Population education and development: definition, objective and scope, Demography and Population
2. Population theories and policies: Malthus' optimum, biological, and national population policies of India
3. Sources of population data: census, vital registration system

Unit 2: (12 Hours)
1. Population education in formal, non-formal and informal education, Population Structure and Composition
2. Population, environment and sustainable development, Current Environmental Issues
3. Reproductive and child health, Population growth and Health Services in India

Unit 3: (11 Hours)
1. Population and development issues – HIV/AIDS and substance abuse, reproductive health
2. Adolescent growth and development education, Skill Employment and Youth
3. Population and gender issues, Component of population education

Unit 4: (11 Hours)
- Population and health linkages, Governmental and Non-Governmental Health Services
- Managing the elderly population, Old age homes in India
- Population and quality of life, Sustainable Development Goals (SDGs)

Reading List

- Bhende, A. A., & Kanitkar, T. (2002). Principles of population studies (17th ed., pp. 45–89). Mumbai: Himalaya Publishing House.
- Rao, V. E. (2001). Population education (pp. 60–95). New Delhi: APH Publishing Corporation.
- United Nations. (2003). Population education and development: The concise report (pp. 23–48). New York: UN Publications
- Ghosh, B. N. (1987). Studies in population and economic development (Vol. I, pp. 101–132). New Delhi: Deep and Deep Publications.

- Sikes, O. J. (1993). Reconceptualisation of population education. United Nations Population Division & UNFPA (pp. 33–59)
- वमाघ, ए. एल. (2019). *नवोन्मेष शिक्षा: सिद्धांत और व्यवहार* (पृ. 41–75). नई दिल्ली: शैक्षिक प्रकाशन संस्थान।
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Paper: GE 2.2: Indian Knowledge System in Lifelong Learning & Community Development

Course Title & Code	Total Credits	Lectures	Tutorial	Practical / Field work	Eligibility	Prerequisite of the course
Indian Knowledge System in Lifelong Learning & Community Development GE 2.2	4	3	1	0	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- To introduce the fundamental concepts and scope of the Indian Knowledge System.
- To explore key contributions in arts, literature, mathematics, science, and technology.
- To examine ancient health systems, ecology, and their relevance to sustainable living.

Learning Outcome:
- Explain the scope and significance of Indian Knowledge Systems across disciplines.
- Identify significant arts, sciences, and technology contributions from ancient India.
- Analyse the relevance of IKS for contemporary sustainable development.

Unit 1: (12 Hours)
1. Overview of IKS
2. Historical & Philosophical Domain.
3. Vedic Cosmology.

Unit 2 (11 Hours)
1. IKS & Lifelong learning
2. Integration of IKS in ULLAS
3. IKS & Community outreach

Unit 3 (11 Hours)
1. Role of IKS in community development
2. Sustainable living
3. Environmental consideration

Unit 4 (11 Hours)
1. IKS -Challenges and Opportunities in contemporary society
2. Role of the family & community in IKS
3. IKS for Rural Extension services

Reading List

- Amit Jha, 2009, Traditional Knowledge System in India, Atlantic Publishers and Distributors (P) Ltd., ISBN-13: 978-8126912230,

- सेनगुप्ता, अ. (2018). *आर्यावर्त का प्राच्य वैमानिक विज्ञान – Ancient Indian Aeronautical Science* (संस्कृत अनुवादों सहित हिंदी पाठ). दिल्ली: रेवा प्रकाशन. ISBN-13: 978-8193757505
- Bhag Chand Chauhan, 2023. The Knowledge System of Bhārata,Textbook, pp 37-53.
- B Mahadevan, Vinayak Rajat Bhat, Nagendra Pavana R N, 2022, Introduction to Indian Knowledge System- concepts and applications, pp86-112, PHI Learning Private Ltd
- Kapil Kapoor & Avadesh Kumar Singh, 2005. Knowledge Traditions and Practices of India, , Vol. 1, 2005, DK Print World (P) Ltd., ISBN 81-246-0334,
- P. Sethuraman, 2008. Ancient Indian Wisdom: Spiritual Heritage, pp 36-42, Publisher-Createspace Independent Pub.
- Sibaji Raha, et al. 2014, Histrory of Science in India Volume-1, Part-I, Part-II, Volume VIII, by National Academy of Sciences, The Ramkrishan Mission Institute of Culture, Kolkata, India,
- अग्रवाल, ओ. प. (2014). *प्राचीन भारतः अध्यात्म और विज्ञान – Ancient Indian Spirituality and Science*. दिल्ली: सुरुचि प्रकाशन. पृष्ठ: 88.
- द्विवेदी, मीरा. (2021). *भारतीय ज्ञान-परम्परा में पर्यावरण एवं पारिस्थितिकी*. दिल्ली: विद्यानीधि प्रकाशन. ISBN: 9789385539572

Paper: SEC 2.1: Technology-Mediated Communication and Learning

Course Title & Code	Total Credits	Lectures	Tutorial	Practical / Field work	Eligibility	Prerequisite of the course
Technology-Mediated Communication and Learning **SBC 2.1**	2	1	0	1	Graduation in any discipline with minimum 50 percent marks.	Nil

Learning Objectives:
- To introduce the fundamental communication, ICT, etc.
- To explore key contributions in design, ICT and E-learning, and technology.
- To examine E-learning Online Advertisement, Audio-Visual Formats, Online Platforms

Learning Outcome:
- Explain the scope and significance of Technology, Communication and Learning
- Identify significant ICT, E-learning and Online Platforms
- Analyse the impact of ICT in Society, Teaching and the classroom.

Unit-I (15 Hours)
1. Communication: Methods and Practice
2. Participatory, Persuasive, and Effective Communication Techniques
3. Folk Communication Media and Community Radio

Unit-II (15 Hours)
1. Impact of ICT in Society
2. Ethics and Principles in ICT and E-learning
3. Trends in E-learning and Teaching.

Practicals:-
1. Design a Model Virtual Classroom
2. Develop E-learning Content (text, audio, video, or multimedia)
3. Prepare a Social Marketing Campaign or Online Advertisement
4. Communication Material Generation – Print & Audio-Visual Formats
5. Content Creation for Online Platforms

Reading List

- Gandhi, V. (1995), Media and Communication Today. New Delhi: Kanishka Publishers.
- Haftor, D.M., Mirijamdotter, A. (2011) Information and Communication Technologies, Society and
- Human Beings: Theory and Framework. Hershey. New York: Information Science Reference.
- Harlow, E. & Webb, S.A. (2003), Information and Communication Technology in the Welfare Services.
- London: Jessica Kingsley Publishers.
- Sharma, S.C. (1987), Media Communication and Development, Jaipur: Rawat Publication.
- Steve, I & Vicky, D (2013), Enhancing Learning through Technology in Lifelong

Learning: Fresh

- Ideas: Innovative Strategies, University of Cumbria, Edge Hill University, McGraw – Hill
- Singh & Sharma, E-learning New Trends and Innovations, Deep & Deep Publications Private Ltd., New
- Delhi, 2005
- 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
- कुमार, केशव (2012). शिक्षा में संचार एवं सूचना तकनीकी (ICT in Education). नई दिल्ली: विद्यालोक प्रकाशन।
- सक्सेना, अनिल कुमार (2015). शैक्षिक तकनीकी और शिक्षण प्रेरणा. मेरठ: सवनीत पब्लिकेशन।
- शुक्ल, रमेशचंद्र (2011). जन संचार माध्यम और ग्रामीण सेवा. भोपाल: नवभारत प्रकाशन।