

## **MASTER OF ARTS LIFELONG LEARNING AND EXTENSION**

**(From the Academic year 2025-2026)**



**Department of Continuing Education and Extension,  
Faculty of Social Science, University of Delhi, Delhi-  
110007**

**Structure 1 (Level 6.5): PG Curricular Structure with only coursework**

Semester	DSC	DSE	2 Credit course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
<b>Semester- III</b>	<p><b>DSC- 7:</b> Professionalization of Lifelong Learning and Extension</p> <p><b>DSC -8:</b> International Organizations and Lifelong Learning</p> <p><b>(8 credits)</b></p>	<p><b>DSE- 5:</b> Rural Development in India</p> <p><b>DSE – 6:</b> Human Resource Management and Development</p> <p><b>DSE – 7:</b> Counselling and Guidance</p> <p>OR</p> <p><b>DSE-3:</b> Recognition of Prior Learning</p> <p><b>DSE-4:</b> Urban Farming Practices</p> <p><b>GE-3:</b> Tourism Entrepreneurship <b>(12 credits)</b></p>	<p><b>Skill Based Course:</b> Business Communication and Development</p> <p><b>(2 credits)</b></p>	Nil	<b>22</b>
<b>Semester- IV</b>	<p><b>DSC – 9:</b> Management and Service Delivery of Civil Society Organization</p> <p><b>DSC -10:</b> Management of E- learning and Innovations</p> <p><b>(8 credits)</b></p>	<p><b>DSE- 7:</b> Training and Capacity Building</p> <p><b>DSE – 8:</b> Environment and Society</p> <p><b>DSE - 9:</b> Food and Nutrition Security</p> <p>OR</p>	<p><b>Skill Based Course:</b> Innovations in Lifelong Learning</p> <p><b>(2 credits)</b></p>	Nil	<b>22</b>

		<b>DSE-5: Ageing and Lifelong Learning</b> <b>DSE - 6: Asian System of Lifelong Learning</b> <b>&amp;</b> <b>GE-4: Tourism Marketing</b> <b>(12 credits)</b>			
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## Paper: DSC 7: Professionalization of Lifelong Learning and Extension

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/ Field work	Eligibility	Prerequisite of the course
Professionalization of Lifelong Learning and Extension DSC 7	4	3	1	0	Graduation in any discipline.	Nil

**Course Description:** This course explores the concept, scope, and processes of professionalization within the field of Lifelong Learning and Extension. It examines the evolution of the discipline, the competencies required of adult educators, and the training mechanisms that support professional growth. The course also highlights the role of networks, organisations, reflective practice, and international trends in strengthening professional standards.

#### Course Objectives

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

**Course Outcome:** At the end of the course, the student will be

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

#### Unit: I (12 Hours)

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

#### Unit: II (11 Hours)

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

#### Unit: III (11 Hours)

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

#### Unit: IV (11 Hours)

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

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

#### Reading List

##### Essential Readings:

- Egetenmeyer, R. (Ed.). (2021). *Teachers and trainers in adult and lifelong learning: Asian and European perspectives*. StudienVerlag.
- Hargreaves, A. (2000). *Four ages of professionalism and professional learning*. Teachers College Record, 102(2), 151–181.
- Jarvis, P. (2014). *Adult education and lifelong learning: Theory and practice* (4th ed.). Routledge.
- Jarvis, P. (2010). *The sociology of adult and continuing education* (2nd ed.). Routledge.
- Preece, J. (2009). *Lifelong learning and development: A southern perspective*. Continuum International Publishing Group.
- Shah, S. Y. (2013). *Challenges of professionalization of adult education in India*. International Institute of Adult & Lifelong Learning.

### **Suggested Readings:**

- Merriam, S. B., & Bierema, L. L. (2014). *Adult learning: Linking theory and practice*. Jossey-Bass.
- Shah, S. Y. (2009). *Teachers and trainers in adult education and lifelong learning: Professional development in Asia and Europe*. UNESCO Institute for Lifelong Learning / DVV International

## Paper: DSC 8: International Organizations and Lifelong Learning

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/ Field work	Eligibility	Prerequisite of the course
<b>International Organizations and Lifelong Learning</b> <b>DSC 8</b>	4	3	1	0	Graduation in any discipline	Nil

**Course Description:** This course provides an understanding of the roles, functions, and contributions of major international organisations in promoting lifelong learning worldwide. It examines global education frameworks, policies, and initiatives implemented by UNESCO, UNICEF, the World Bank, the OECD, the EU, and other agencies to enhance adult education, digital learning, skill development, and inclusive learning systems.

#### **Course Objectives**

- To introduce students to the mandates, policies, and global contributions of international organisations in lifelong learning.
- To analyse international frameworks, programmes, and comparative regional approaches in adult and continuing education.
- To develop an understanding of global cooperation, funding mechanisms, and innovations influencing lifelong learning.

**Course Outcomes: After Completion of this Course,** Students will be able to

- Identify major international organisations and explain their role in lifelong learning.
- Analyse international policies, frameworks, and global initiatives related to adult and continuing education.
- Develop perspectives on comparative models and global best practices helpful in strengthening lifelong learning systems.

#### **Unit I: (12 Hours)**

1. Meaning, scope, and evolution of international cooperation in adult and lifelong learning.
2. Overview of global education and lifelong learning agendas (SDGs, Education for All, Education 2030).
3. Role of international organisations in policymaking, capacity development, and global monitoring.

#### **Unit II: (11 Hours)**

1. UNESCO: UIL (Institute for Lifelong Learning), CONFINTEA, Global Report on Adult Learning & Education (GRALE).
2. UNICEF, World Bank, OECD, ILO: roles in literacy, skills development, lifelong learning financing, and workforce upskilling.
3. European Union (EU) & Commonwealth of Learning (COL): open learning, mobility frameworks, digital learning initiatives.

#### **Unit III: (11 Hours)**

1. Major global initiatives: Lifelong Learning Cities, Open Education Resources (OER), digital literacy missions
2. Lifelong learning models across regions
3. Innovations in lifelong learning: community learning centres, mobile learning, skill development missions, inclusive education.

## Unit IV:

(11 Hours)

1. Challenges in adult learning: equity, funding, digital divide, gender & vulnerable groups.
2. Future trends: AI-based learning, ed-tech collaborations, global certifications, micro-credentials, recognition of prior learning (RPL).
3. International cooperation, partnerships, and strengthening national lifelong learning systems.

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

## Reading List

### Essential Readings

- Aspin, D., Chapman, J., Evans, K., & Bagnall, R. (Eds.). (2012). *Second international handbook of lifelong learning*. Springer.
- Delors, J., Al Mufti, I., Amagi, I., Carneiro, R., Chung, F., Geremek, B., Gorham, W., Kornhauser, A., Manley, M., Quero, M. P., Savané, M.-A., Singh, K., Stavenhagen, R., Won Suhr, M., & Nanzhao, Z. (1996). *Learning: The treasure within*. UNESCO.
- Faure, E., Herrera, F., Kaddoura, A. R., Lopes, H., Petrovsky, A. V., Rahnama, M., & Ward, F. C. (1972). *Learning to be: The world of education today and tomorrow*. UNESCO.
- Jarvis, P. (2007). *Globalization, lifelong learning and the learning society*. Routledge.
- OECD. (2007–2020). *OECD reviews of lifelong learning*. OECD Publishing.
- UNESCO. (2015). *Education 2030: Incheon Declaration and Framework for Action*. UNESCO Publishing.
- UNESCO Institute for Lifelong Learning. *Global report on adult learning and education (GRALE I–V)*. UNESCO Institute for Lifelong Learning.

### Suggested Readings

- Bélanger, P. (2011). *Theories in adult learning and education*. Barbara Budrich Publishers.
- International Labour Organisation. (2019). *Skills and Lifelong Learning for Inclusive Growth*.
- OECD. (2020). *Skills for success: Lifelong learning and adult education policies*. OECD Publishing.
- Schuetze, H. G., & Casey, C. (2006). *Models of lifelong learning: An international perspective*. Routledge.
- UNESCO Institute for Lifelong Learning. (2019). *Guide to the recognition, validation and accreditation (RVA) of non-formal and informal learning*.
- UNESCO. (2020). *Futures of education: Learning to become*. UNESCO Publishing.
- UNICEF. (2021). *Digital learning strategy and skills development reports*.
- World Bank. (2018). *World development report: Learning to realize education's promise*. World Bank.

## Paper DSE 5: Rural Development in India

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/Field work	Eligibility	Prerequisite of the course
Rural Development in India DSE 5	4	3	1	0	Graduation in any discipline	Nil

**Course Description:** This course provides a comprehensive understanding of rural development processes, administrative structures, extension strategies, and major welfare programmes in India. It equips students with the conceptual foundations of rural development, the historical evolution of policies, and the dynamic linkages between rural and urban areas.

#### Objective:

- To provide an understanding of rural development concepts, theories, and socio-economic structures in India.
- To analyse the institutional and administrative frameworks for rural governance
- To evaluate the impact of rural development programs and extension strategies.

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

- Explain key rural development concepts and assess their relevance in the Indian context.
- Analyse the role of government institutions, policies, and financial organisations in rural transformation.
- Apply extension strategies and innovative technologies to promote sustainable rural development.

#### Unit 1: (12 hours)

1. Concepts and Theories of Rural Development;
2. Evolution of Rural Development in India
3. Rural-Urban Linkages and Their Impact on Development;

#### Unit 2: (11 hours)

1. Administrative structure and organisations: Panchayat Raj Institution
2. Role of Cooperatives and Farmer-Producer Organisations (FPOs);
3. Land Reforms and Tenancy Laws

#### Unit 3: (11 hours)

1. Role and importance of Extension in Rural Development;
2. Extension Strategies for Rural Empowerment: Self-Help Groups, Farmer Field Schools, etc
3. Financial Institutions in Rural India, Role of Technology in Rural Transformation.

#### Unit 4: (11 hours)

1. Rural Development/Welfare Programmes – MGNREGA, Swarna Jayanthi Gram Swarojgar Yojana (SGSY), Pradhan Mantri Gram Sadak Yojana (PMGSY)
2. National Social Assistant Programmes (NSAP), National Rural Livelihood Mission (NLRM), RURBAN Mission.
3. Model Village Concept-Sanasad Aadarsh Gram Yojana (SAGY).

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

## **Reading List**

### **Essential Readings**

- Krishnamurthy, J. (2000). *Rural development: Problems and prospects*. Rawat Publications.
- Lalitha, N. (2004). *Rural development: Trends and issues* (Vols. 1–2). Dominant Publishers.
- Sau, S. (1998). *Rural development: Theories and experiences*. Allied Publishers.
- Singh, K. (2000). *Rural development: Principles, policies and management*. Sage Publications.
- Sreedhar, A., & Rajasekhar, D. (2014). *Rural development in India: Strategies and processes*. Concept Publishing Company.

### **Suggested Readings:**

- Agarwal, A. N., & Lal, K. (1990). *Rural economy of India*. Vikas Publishing House.
- Ramachandran, H., & Guimaraes, J. P. C. (1991). *Integrated rural development in Asia: Learning from recent experience*. Concept Publishing Company.

## Paper: DSE 6: Human Resource Management & Development

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/ Field work	Eligibility	Prerequisite of the course
<b>Human Resource Management &amp; Development</b> <b>DSE 6</b>	4	3	1	0	Graduation in any discipline	Nil

**Course Description:** This course provides a comprehensive understanding of Human Resource Management (HRM) and Human Resource Development (HRD). It introduces students to essential concepts, functions, and contemporary practices in managing people at work, including human resource planning, recruitment, selection, training, performance appraisal, and technology-driven HR systems.

**Course Objectives:**

- To apply a data-driven approach to managing people at work
- To make decisions about people based on deep analysis of data rather than the traditional methods of personal relationships, decision-making based on experience, and risk avoidance.
- Understanding of the different analytical approaches used by HR Professionals to solve real business problems

**Course Outcomes:** By the end of this course, the student will be able:

- Define the basic concepts of HRM & HRD
- Explain the various objectives, scope, and functions of HRM and understand its relevance in tourism & hospitality
- Assess the strategies required to select and develop manpower resources with special reference to the tourism & hospitality industry

**Unit I** **(12 Hours)**

1. Introduction, Concept and Functions, Scope and Significance of Human Resource Management and Human Resource Development: Concept, importance, functions of HRM,
2. Distinction between HRD & HRM; HRD Structure, Role and Responsibilities of the HRD manager; Essentials of Sound HR Policies
3. Workforce diversity, Work-life balance, Contemporary issues in HRIS, Introduction to Multigenerational Workforce

**Unit II** **(11 Hours)**

1. Concept and Process of Human Resource Planning
2. Job Analysis, Recruitment (process, methods), Selection process, Induction
3. Training and Development: training objectives and importance of training, Training Methods- job training and off-the-job training, Evaluation of training effectiveness

**Unit III** **(11 Hours)**

1. Performance Appraisal-concept, significance, process, methods- traditional and modern methods
2. Potential Appraisal: Concept, objectives, and methods.
3. Role of Technology in HRM

## Unit IV

(11 Hours)

1. Flexible Workforce, Stress Management: Sources & consequences of stress, stress management techniques
2. Role Plays
3. Case Studies, Webinars, Group Discussions

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

### Reading List

#### Essential Readings:

- Bauer, T. N., Erdogan, B., Caughlin, D. E., & Truxillo, D. M. (2023). *Human resource management: People, data, and analytics* (2nd ed.). SAGE Publications.
- Boella, M. J., & Goss-Turner, S. (2019). *Human resource management in the hospitality industry* (11th ed.). Routledge.
- Swanson, R. A. (1995). Human resource development: Performance is the key. *Human Resource Development Quarterly*, 6(2), 207–213.
- Swanson, R. A. (2022). *Foundations of human resource development* (3rd ed.). Berrett-Koehler Publishers.
- Tripathi, P. C. (2010). *Human resource development*. Sultan Chand & Sons.
- Werner, J. M., & DeSimone, R. L. (2006). *Human resource development* (5th ed.). South-Western/Thomson.

#### Suggested Readings:

- Garavan, T. N. (2007). A strategic perspective on human resource development. *Advances in Developing Human Resources*, 9(1), 11–30.
- Suri, N., & Lakhanpal, P. (2024). People analytics enabling HR strategic partnership: A review. *South Asian Journal of Human Resources Management*, 11(1), 130–164.
- Tasleem, N. (2025). HR technology transformation and the impact of people analytics on workforce management. *International Journal of Human Resource Studies*, 15(1), 55–65. (Replaced with a complete and journal-appropriate citation format.)
- Yoon, S. W., Han, S. H., & Chae, C. (2024). People analytics and human resource development: Research landscape and future needs based on bibliometrics and scoping review. *Human Resource Development Review*, 23(1), 30–57.

## Paper: DSE 7: Counselling and Guidance

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/ Field work	Eligibility	Prerequisite of the course
Counseling and Guidance  DSE 7	4	3	1	0	Graduation in any discipline	Nil

**Course Description:** This course introduces students to the foundational concepts, purpose, and principles of guidance and counselling across educational, personal, and professional contexts. It examines major counselling theories, types of counselling services, the counselling process, and strategies for assessment and appraisal.

**Objective:**

- To provide information, education, and communication on counseling and guidance to make informed decisions
- To develop Skills in Counselling and Guidance,
- To understand Counselling and Guidance in various settings.

**Course Outcome:** After Completion of this course, Students will be able to:

- Understand educational & communication practices on Counseling & Guidance, concepts nature types & scope of counseling & guidance
- Develop counseling skills, strategies, this & its application for vulnerable & special target
- Provide life skill learning for youth, course building, & Assessment of Guidance & Counseling.

**Unit –I**

**(12 Hours)**

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

**Unit-II**

**(11 Hours)**

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

**Unit-III**

**(11 Hours)**

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

**Unit-IV**

**(11 Hours)**

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

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

## Reading List

### Essential Readings:

- Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.
- Egan, G. (2019). *The skilled helper: A problem-management and opportunity-development approach to helping* (11th ed.). Cengage Learning.
- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counseling and guidance* (7th ed.). Pearson.
- Jones, R. N. (2011). *Theory and practice of counseling and therapy*. Sage Publications.
- Rogers, C. R. (2004). *Client-centered therapy: Its current practice, implications, and theory*. Constable & Robinson.
- UNESCO. (2009). *A handbook on counselling services*. UNESCO Publishing.

### Suggested Readings:

- Corey, M. S., & Corey, G. (2015). *Becoming a helper* (7th ed.). Cengage Learning.
- Gladding, S. T. (2020). *Counseling: A comprehensive profession* (9th ed.). Pearson.
- McLeod, J. (2013). *An introduction to counselling* (5th ed.). Open University Press.
- Neukrug, E. (2017). *The world of the counselor: An introduction to the counseling profession* (5th ed.). Cengage Learning.
- Seligman, L., & Reichenberg, L. W. (2013). *Theories of counseling and psychotherapy: Systems, strategies, and skills* (4th ed.). Pearson.
- Sharf, R. S. (2016). *Theories of psychotherapy and counseling: Concepts and cases* (6th ed.). Cengage Learning.
- Singh, A. K. (2015). *Career counseling and guidance in India: Towards a framework*. Prentice Hall of India.

## Paper: DSE 3: Recognition of Prior Learning

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/ Field work	Eligibility	Prerequisite of the course
Recognition of Prior Learning  DSE 3	4	3	1	0	Graduation in any discipline	Nil

**Course Description:** This course provides an in-depth understanding of Recognition of Prior Learning (RPL) as a key strategy for expanding lifelong learning, employability, and upskilling opportunities. It explores national and international frameworks for recognising experiential, informal, and non-formal learning, as well as workplace-acquired competencies.

#### Objective:

- To introduce the concepts, principles, and global relevance of Recognition of Prior Learning.
- To familiarize students with RPL frameworks, processes, assessment tools, and quality standards in different contexts.
- To develop an understanding of how RPL supports lifelong learning, workforce development, and educational mobility..

**Course Outcome:** After Completion of this course, Students will be able to:

- Understand key concepts, models, and policy frameworks related to RPL.
- Identify, analyse, and apply RPL processes in education, training, and workplace settings.
- Gain the ability to evaluate RPL systems and propose improvements for inclusive and effective implementation.

#### Unit –I (12 Hours)

1. Concept, meaning, and scope of RPL; types of prior learning (formal, non-formal, informal).
2. Rationale and significance of RPL for lifelong learning, employability, and social inclusion.
3. Global evolution of RPL: international conventions, lifelong learning agendas

#### Unit-II (11 Hours)

1. National and international RPL frameworks: UNESCO, EU, OECD, Australia, South Africa.
2. RPL in India: National Skills Qualification Framework (NSQF), NAPS, NCVET guidelines, Sector Skill Councils.
3. Institutional roles and responsibilities: training providers, assessors, industry partners, and government agencies.

#### Unit-III (11 Hours)

1. Key stages of RPL: candidate profiling, evidence collection, validation, assessment, certification.
2. Tools and techniques: portfolios, skill demonstrations, competency-based assessments, interviews.
3. Quality assurance, standards, transparency, documentation, monitoring, and evaluation in RPL.

#### Unit-IV (11 Hours)

1. RPL in vocational education, workforce development, migrant workers, adult learning and community education.
2. Barriers and challenges: equity issues, cost, awareness, assessor capacity, and standardisation.
3. Innovations and future trends: digital RPL, e-portfolios, AI-enabled assessments, micro-credentials.

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

## **Reading List**

### **Essential Readings:**

- Andersson, P., & Harris, J. (2006). Re-theorising the recognition of prior learning. NIACE.
- Colardyn, D., & Bjornavold, J. (2004). Validation of formal, non-formal and informal learning: Policy and practices. *European Journal of Education*, 39(1), 69–89.
- European Commission. (2015). *European guidelines for validating non-formal and informal learning*. Publications Office of the European Union.
- Harris, J. (1999). Ways of seeing the recognition of prior learning (RPL). SAQA/UNESCO.
- International Labour Organization. (2018). *Recognition of skills and qualifications for lifelong learning and employability*. ILO Publications.
- National Council for Vocational Education and Training. (n.d.). *Guidelines for recognition of prior learning (RPL) under NSQF*.
- OECD. (2010). *Recognition of non-formal and informal learning: Country practices*. OECD Publishing.

### **Suggested Readings**

- Breier, M. (2005). *A discipline of the mind: The recognition of prior learning (RPL) and adult education*. HSRC Press.
- Singh, M., & Duvekot, R. (Eds.). (2013). *Linking recognition practices and national qualifications frameworks*. UNESCO Institute for Lifelong Learning.
- Wihak, C., & Michelson, E. (2011). *Global perspectives on recognising non-formal and informal learning*. Routledge

## Paper: DSE 4: Urban Farming Practices

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/Field work	Eligibility	Prerequisite of the course
Urban Farming Practices <b>DSE 4</b>	4	3	1	0	Graduation in any discipline.	Nil

**Course Description:** This course introduces students to the principles, techniques, and socio-environmental significance of urban farming. It explores traditional and modern approaches to growing food in urban spaces, including kitchen gardens, rooftop farming, hydroponics, aquaponics, and community agriculture initiatives.

#### Objective:

- To develop an understanding of the concepts, methods, and ecological relevance of urban farming.
- To examine technological, social, and community-based approaches to food production in urban areas.
- To equip learners with knowledge of planning, managing, and sustaining urban farming initiatives.

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

- Identify, evaluate, and implement various methods of urban farming in diverse city environments.
- Understand the link between urban agriculture, sustainability, food security, and community health.
- Assess policy frameworks, innovations, and entrepreneurial opportunities in urban farming.

#### Unit 1: (12 hours)

1. Concept, scope, and evolution of urban agriculture; role in sustainable cities.
2. Types of urban farming: kitchen gardens, terrace farming, backyard gardens, community gardens.
3. Importance of urban farming in food security, nutrition, waste management, and ecological balance.

#### Unit 2: (11 hours)

1. Soil-based techniques: raised beds, container gardening, vertical gardening.
2. Soilless techniques: hydroponics, aeroponics, aquaponics—basic principles and applications.
3. Use of composting, rainwater harvesting, organic manure, and low-cost innovations in urban farming.

#### Unit 3: (11 hours)

1. Designing and maintaining urban farms: layout planning, crop selection, and irrigation systems.
2. Community-based farming models: urban cooperatives, citizen-led initiatives, school gardens.
3. Waste recycling, circular economy practices, and integrating urban farming into urban planning policies.

#### Unit 4: (11 hours)

1. Urban agriculture policies in India and international best practices (USA, Japan, Singapore).
2. Entrepreneurial opportunities: rooftop agribusiness, farm-to-table startups, local markets.
3. Smart farming trends: IoT-based monitoring, climate-resilient crops, digital platforms, and urban agro-innovation hubs.

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

## Reading List

### Essential Readings

- Cohen, N., & Reynolds, K. (2015). *Urban agriculture policy making*. Springer.
- de Zeeuw, H., & Drechsel, P. (2015). *Cities and agriculture: Developing resilient urban food systems*. Routledge.
- Mougeot, L. J. A. (2005). *Agropolis: The social, political, and environmental dimensions of urban agriculture*. Earthscan.
- Orsini, F., Dubbeling, M., de Zeeuw, H., & Gianquinto, G. (2017). *Urban agriculture for sustainable development*. Springer.
- Smit, J., Ratta, A., & Nasr, J. (2001). *Urban agriculture: Food, jobs, and sustainable cities*. United Nations Development Programme.

### Suggested Readings:

- Dubbeling, M., et al. (2010). *RUAF Foundation reports on urban agriculture*. RUAF Foundation.
- Food and Agriculture Organization. (2019). *Urban agriculture: Guidelines and case studies*. FAO.
- United Nations Human Settlements Programme. (n.d.). *Urban–rural linkages and food systems reports*.
- Viljoen, A., & Bohn, K. (2014). *Second-nature urban agriculture*. Routledge.

## Paper: GE 3: Tourism Entrepreneurship

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/Field work	Eligibility	Prerequisite of the course
Tourism Entrepreneurship GE 3	4	3	1	0	Graduation in any discipline	Nil

**Course Description:** This course introduces students to the principles and practices of entrepreneurship within the tourism and hospitality industry. It explores the role of entrepreneurs in economic and regional development, the process of identifying and evaluating tourism business opportunities, and the skills required to develop and manage successful tourism enterprises.

#### Course Objectives

- To understand the concept and importance of entrepreneurship in tourism and hospitality.
- To identify and analyze business opportunities in various segments of the tourism sector.
- To develop entrepreneurial skills for creating and managing tourism enterprises.

**Course Outcomes:** After successful completion of the course, learners will be able to:

- Demonstrate an understanding of entrepreneurial concepts and their relevance to tourism.
- Identify, evaluate, and develop tourism business opportunities.
- Analyze challenges and opportunities for startups in tourism and hospitality.

#### Unit I: (12 Hours)

1. Concept, meaning, evolution, and importance of entrepreneurship and intrapreneurship in tourism.
2. Entrepreneurial characteristics, skills, types of entrepreneurs, and role of entrepreneurship in regional development
3. Tourism entrepreneurial ecosystem: institutions, policies, support systems, and Indian case studies.

#### Unit II: (11 Hours)

1. Opportunity identification, idea generation techniques, and market potential assessment in tourism.
2. Feasibility analysis: economic, technical, financial, environmental; risk assessment and mitigation.
3. Innovation, creativity, and use of ICT/digital platforms in developing new tourism ventures.

#### Unit III: (11 Hours)

1. Elements of a tourism business plan: financial planning, budgeting, cost estimation, and funding sources.
2. Marketing strategies for tourism enterprises; legal and regulatory framework for small tourism businesses.
3. Human resource management, networking, and partnership development for tourism startups.

#### Unit IV: (11 Hours)

1. Sustainable and social entrepreneurship, community-based tourism, ecotourism, and rural tourism initiatives.
2. Innovation and technology-driven tourism startups; government incentives and policies for entrepreneurs.
3. Challenges, opportunities, success stories, and prospects in tourism entrepreneurship.

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

### **Reading List:**

#### **Essential Reading:**

- Bhatia, A. K. (2012). *Tourism development: Principles and practices* (5th ed.). Sterling Publishers.
- Buhalis, D., & Costa, C. (Eds.). (2006). *Tourism management dynamics: Trends, management and tools*. Routledge.
- Dandekar, M. (2019). *Entrepreneurship development and small business enterprises*. Himalaya Publishing House.
- Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2020). *Entrepreneurship* (11th ed.). McGraw-Hill Education.
- Tourism & Hospitality Skill Council. (2020). *Entrepreneurship guidelines*. Ministry of Skill Development & Entrepreneurship, Government of India.

#### **Suggested Readings**

- Hjalager, A. M., & Richards, G. (Eds.). (2002). *Tourism and entrepreneurship: International perspectives*. Routledge.
- Morrison, A. (2008). *Entrepreneurship in the hospitality, tourism and leisure industries*. Butterworth-Heinemann.
- OECD. (2020). *Entrepreneurship policies through a tourism lens*. OECD Publishing.
- Thomas, R., Shaw, G., & Page, S. J. (2011). Understanding small firms in tourism: A perspective on research trends and challenges. *Tourism Management*, 32(5), 963–976.
- Zehrer, A., & Hallmann, K. (2015). *Tourism and entrepreneurship*. Channel View Publications.

## Paper: Skill-Based Course: Business Communication and Development

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/Field work	Eligibility	Prerequisite of the course
<b>Business Communication and Development</b> <b>SEC</b>	2	1	0	1	Graduation in any discipline.	Nil

**Course Description:** This course develops essential communication skills required for professional, business, and workplace environments. It introduces students to the fundamentals of verbal and non-verbal communication, business correspondence, report writing, and workplace etiquette. Emphasis is placed on clarity, effectiveness, and confidence in written, oral, and digital communication.

**Objective:**

- Develop clear and practical communication skills for professional and business settings.
- Enhance written, verbal, and non-verbal communication abilities for workplace use.
- Build public speaking, presentations, and interpersonal communication skills in the workplace

**Outcome:** After completing this course, students will be able to:

- Communicate effectively in oral, written, and digital formats appropriate to business contexts.
- Demonstrate confidence in public speaking and presentation skills using structured content.
- Exhibit professional etiquette, ethical communication, and workplace behaviour

**Unit I** **(7.5 Hours)**

1. Nature and process of communication; types of communication (verbal, non-verbal) and basic barriers.
2. Fundamentals of workplace communication: clarity, tone, listening, body language, and confidence building.
3. Introduction to business communication: simple letters, emails, notices, memos, and job applications.

**Unit-II** **(7.5 Hours)**

1. Basics of report writing and presentation skills: structure, flow, simple vocabulary, and common errors.
2. Professional etiquette: body language, phone etiquette, meeting behaviour, and interpersonal communication.
3. Short presentations, role plays, resume writing, and basic business correspondence practice.

**List of Practical Activities**

- Preparation of Emails, Short Notice, and Resume
- Role-Plays and Public Speaking

**Reading List:**

**Essential Readings**

- Bărbulescu, M. (2015). A study on business communication on corporate social responsibility. *Procedia – Social and Behavioral Sciences*, 191, 375–378.
- Kalogiannidis, S., Syndoukas, D., Papaevangelou, O., & Chatzitheodoridis, F. (2023). Relationship between business communication and business sustainability in times of uncertainty: A case study of Greece. *International Journal of Professional Business Review*, 8(5), e01477.

- Musheke, M., & Phiri, J. (2021). The effects of effective communication on organizational performance based on systems theory. *Open Journal of Business and Management*, 9(2), 659–671.

### **Suggested Readings**

- Eunson, B. (2012). *Communicating in the 21st century* (3rd ed.). Wiley.
- Krizan, A. C., Merrier, P., Logan, J., & Williams, K. (2010). *Business communication* (8th ed.). Cengage Learning.
- Locker, K. O., & Kaczmarek, S. K. (2014). *Business communication: Building critical skills* (6th ed.). McGraw-Hill Education

## Semester 4<sup>th</sup>

### **Paper: DSC 9: Management and Service Delivery of Civil Society Organization**

#### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/ Field work	Eligibility	Prerequisite of the course
<b>Management and Service Delivery of Civil Society Organizations</b> <b>DSC 9</b>	4	3	1	0	Graduation in any discipline.	Nil

**Course Description:** This course provides a comprehensive understanding of the functioning, management, and service delivery mechanisms of Civil Society Organisations (CSOs). It examines the legal framework, governance structures, and organisational development processes that shape the role of CSOs in development at global, national, and community levels

#### **Objective:**

- To improve understanding of CSO functioning and its role in development,
- To educate students regarding program management and service delivery components, issues
- To develop the skills of students in effective program management and service delivery of CSO at the community level.

#### **Course outcome-**

- Further, they will be able to know the legal framework of CSOs in India.
- They will understand the governance and administration system of CSOs and their accountability.
- Will help to know the process of strengthening service delivery in CSOs.

#### **Unit – I**

**(12 Hours)**

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

#### **Unit – II**

**(11 Hours)**

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

#### **Unit – III**

**(11 Hours)**

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

#### **Unit –IV**

**(11 Hours)**

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

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

### **Reading List:**

#### **Essential Readings:**

- Coskun, A. (2006). A new approach in strategic performance management in NGOs: The balanced scorecard. *Journal of Civil Society*, 4(15), 103–117.
- Ferreira, A. N., & Otley, D. (2009). The design and use of performance management systems: An extended framework for analysis. *Management Accounting Research*, 20(4), 263–282.
- Muusse, B. (2010). *Accountability practice in northern development NGOs* (Master's thesis). Vrije Universiteit Amsterdam.
- Commonwealth Foundation. (2009). *Civil society accountability: Principles and practice—A toolkit for civil society organizations in India*. Commonwealth Foundation.

#### **Suggested Readings**

- Lewis, L. K. (2005). The civil society sector: A review of critical issues and research agenda for organizational communication scholars. *Management Communication Quarterly*, 19(2), 238–267.
- Sooryamoorthy, R., & Gangrade, K. D. (2006). *NGOs in India: A cross-sectional study*. Rawat Publications.

## Paper: DSC 10: Management of E-learning and Innovations

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/ Field work	Eligibility	Prerequisite of the course
Management of E-learning and Innovations  DSC 10	4	3	1	0	Graduation in any discipline.	Nil

**Course Description:** This course introduces students to the principles, practices, and tools used in managing e-learning environments and educational innovations. It explores online teaching and learning processes, digital learning theories, and strategies for creating engaging virtual classrooms. Students learn how to build online learning communities, use communication tools effectively, and design interactive activities tailored to digital platforms.

#### Objectives:

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

**Course outcome-** After completion of the course, the students will be able to

- Apply practical communication tools during the Learning process.
- Understand various compulsory activities during the E-Learning process.
- Know ethical issues and the evaluation process.

#### Unit – I

**(12 Hours)**

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

#### Unit – II

**(11 Hours)**

1. Building Learning Communities: Adapting Classroom-Based Activities to Cyberspace,
2. Choosing an Effective Communication Tool, Introduction to Model (Open-Source CMS), Exploration Blogs and Blogging, Critical Reflection.
3. Directed learning, Creating a personal Search Engine, Web-based knowledge management planning, Peer Feedback Exercise, Critical Reflection

#### Unit - III

**(11 Hours)**

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

#### Unit -VI

**(11 Hours)**

1. Measuring online learning: student performance, course evaluation, and program.
2. Evaluation, survey, and quiz technology, designing, assignments, and assessments.
3. Ethical use of digital resources, understanding copyright and fair use, and exploration of forecasting.

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

## Reading List

### Essential Readings:

- Anderson, T. (Ed.). (2008). *The theory and practice of online learning* (2nd ed.). Athabasca University Press.
- Garrison, D. R. (2017). *E-learning in the 21st century: A community of inquiry framework* (3rd ed.). Routledge.
- Hammond, M., & Collins, R. (1991). *Self-directed learning: Critical practice*. Kogan Page.
- Ingle, S., & Duckworth, V. (2013). *Enhancing learning through technology in lifelong learning: Fresh ideas and innovative strategies*. McGraw-Hill Education.
- Mody, B. (1991). *Designing messages for development communication: An audience participation-based approach*. Sage Publications.
- Sharma, S. C. (1987). *Media communication and development*. Rawat Publications.

### Suggested Readings:

- Bates, A. W. (2015). *Teaching in a digital age: Guidelines for designing teaching and learning*. BCcampus.
- Laurillard, D. (2013). *Teaching as a design science: Building pedagogical patterns for learning and technology*. Routledge.
- Moore, M. G., & Anderson, W. (Eds.). (2012). *Handbook of distance education* (3rd ed.). Routledge.
- Palloff, R., & Pratt, K. (2011). *The excellent online instructor*. Jossey-Bass.
- Salmon, G. (2011). *E-moderating: The key to teaching and learning online* (3rd ed.). Routledge.
- Siemens, G. (2005). Connectivism: A learning theory for the digital age. *International Journal of Instructional Technology & Distance Learning*, 2(1).

## Paper: DSE 7: Training and Capacity Building

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/ Field work	Eligibility	Prerequisite of the course
<b>Training and Capacity Building</b> <b>DSE 7</b>	4	3	1	0	Graduation in any discipline	Nil

**Course Description:** This course provides an in-depth understanding of training and capacity-building processes essential for Human Resource Development (HRD). It examines traditional and institutional skill-acquisition methods, competency identification, training design, instructional techniques, and the integration of technology in learning environments. Students learn to evaluate training programs and understand the social and economic implications of capacity-building initiatives within lifelong learning and extension settings.

#### **Objective:**

- To understand the fundamental concepts, processes, and significance of training and capacity building in Human Resource Development.
- To learn various methods, techniques, and strategies used in skill development and competency building.
- To equip students with the abilities to design, implement, and evaluate effective training programmes in diverse institutional and community settings.

**Course Outcome:** After Completion of this course, Students will be able to:

- Describe and apply different training methods, skill acquisition processes, and capacity-building frameworks.
- Identify job competencies and skill requirements and design appropriate training or skilling programmes.
- Use technology-based tools and strategies for effective training delivery in formal, non-formal, and community-based contexts..

#### **Unit –I**

**(12 Hours)**

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

#### **Unit-II**

**(11 Hours)**

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

#### **Unit-III**

**(11 Hours)**

1. Identification of job competencies and Skill requirements
2. Designing and implementing a Training/Skilling programme.
3. Use of Technology in Training–Multimedia e-learning, online and distance learning, and other Learning – teaching Aids

## Unit-IV

(11 Hours)

1. On-the-job and off-the-job training & Capacity building.
2. Social & Economic Implications of Skill Training Capacity Building.
3. Evaluation of Skill Training.

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

### Reading List

#### Essential Readings:

- Armstrong, M. (2007). *A handbook of human resource management practice*. Kogan Page.
- Craig, R. L. (1996). *The training and development handbook*. McGraw-Hill.
- Richard, A., & Swanson, E. H. (2001). *Foundations of human resource development*. Berrett-Koehler.
- Singh, P. N. (1989). *Training for management development*. ISTD.
- Wilson, J. P. (2005). *Human resource development: Training and developing people and organizations*. Kogan Page.

#### Suggested Readings:

- Pareek, U., & Rao, T. V. (2012). *Designing and managing human resource systems*. Oxford University Press.
- Phillips, J. J., & Phillips, P. P. (2016). *Handbook of training evaluation and measurement methods*. Routledge.
- Rae, L. (2002). *Assessing the value of your training*. Gower Publishing.
- Sahu, R. K. (2010). *Training for development: All you need to know about training and development*. Excel Books.
- Werner, J. M., & DeSimone, R. L. (2012). *Human resource development*. Cengage Learning.

## Paper: DSE 8: Environment and Society

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/Field work	Eligibility	Prerequisite of the course
Environment and Society <b>DSE 8</b>	4	3	1	0	Graduation in any discipline	Nil

**Course Description:** This course explores the complex interrelationship between environment and society from social, philosophical, political, and ecological perspectives. It examines environmental thought through the work of Indian and global thinkers, the evolution of environmental movements, and contemporary issues such as climate change, resource depletion, social justice, and sustainability.

#### Objective:

- To understand social perspectives on the environment and the philosophical contributions of key environmental thinkers.
- To examine major environmental issues, sustainability challenges, and the socio-economic dimensions of resource use.
- To analyse environmental policies, regulations, and the role of institutions in promoting ecological justice and community-based environmental action.

**Course Outcome:** After Completion of this course, Students will be able to:

- Critically evaluate the social, philosophical, and political dimensions of environmental issues.
- Explain key environmental challenges and their linkages with population, urbanisation, and social justice.
- Demonstrate an understanding of environmental governance, community participation, and the role of national and global environmental institutions.

#### Unit –I

**(12 Hours)**

1. Social perspectives of the Environment and its understanding
2. Indian and global thinkers of environment and their philosophy (Gandhi, Bookchin, Marxism & Eco pedagogy of Paulo Freire)
3. Indian environmentalism and movement.

#### Unit-II

**(11 Hours)**

1. Sustainability and Sustainable Development concept, its components, and strategies.
2. Population and Urbanization: Link between population and resource consumption (food security, hunger, poverty)..
3. Ecological and Social justice.

#### Unit-III

**(11 Hours)**

1. Environmental issues: Climate change, Acid Rain, and Global Warming.
2. Resource depletion: social and economic issues related to land, forest, and water.
3. Rehabilitation, women, and environment

#### Unit-IV

**(11 Hours)**

1. Environmental Regulation: Environmental policy, environmental law.
2. Environmental Education and public awareness, Community participation.
3. National and international Agencies UNEP, GEF, PCC, WEO, MOEF, NGT, CPCB

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

## Reading List

### Essential Readings:

- Bookchin, M. (2005). *The ecology of freedom*. AK Press.
- Carson, R. (1962). *Silent spring*. Houghton Mifflin.
- Freire, P. (2004). *Pedagogy of hope: Reliving pedagogy of the oppressed*. Continuum.
- Gadgil, M., & Guha, R. (1995). *Ecology and equity: The use and abuse of nature in contemporary India*. Penguin.
- Guha, R. (2006). *How much should a person consume?* University of California Press.
- Martinez-Alier, J. (2002). *The environmentalism of the poor*. Edward Elgar Publishing.
- Naik, K., & Tiwari, T. N. (2006). *Society and environment*. Oxford & IBH Publishing.
- Redclift, M. (1984). *Development and the environmental crisis*. Methuen & Co. Ltd.
- Santra, S. C. (2011). *Environmental science*. New Central Book Agency.
- Schnaiberg, A. (1980). *The environment*. Oxford University Press.

### Suggested Readings

- Dobson, A. (2007). *Environmental politics*. Oxford University Press.
- Guha, R., & Martinez-Alier, J. (1997). *Varieties of environmentalism: Essays North and South*. Earthscan.
- Peet, R., & Watts, M. (1996). *Liberation ecologies: Environment, development, social movements*. Routledge.
- Shiva, V. (1988). *Staying alive: Women, ecology, and development*. Zed Books.
- United Nations Environment Programme. (n.d.). *State of the environment reports*.
- World Bank, & United Nations Development Programme. (n.d.). *Global environmental sustainability and development reports*.
- World Commission on Environment and Development. (1987). *Our common future*. Oxford University Press.

## Paper: DSE 9: Food and Nutrition Security

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/Field work	Eligibility	Prerequisite of the course
Food and Nutrition Security <b>DSE 9</b>	4	3	1	0	Graduation in any discipline	Nil

**Course Description:** This course provides an interdisciplinary understanding of food security, nutrition, agricultural systems, and livelihood concerns within the Indian and global context. It examines the conceptual foundations of food security, the determinants of food availability and access, and the socio-economic and environmental dimensions that affect food systems.

#### Objective:

- To introduce foundational concepts, components, and determinants of food and nutrition security.
- To analyse the socio-economic, environmental, and technological challenges affecting food systems.
- To understand national and international policies, frameworks, and programmes promoting food security.

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

- Explain key concepts and trends related to food and nutrition security.
- Critically evaluate challenges and vulnerabilities in food systems.
- Interpret food security policies, frameworks, and community-based interventions.

**Unit 1:** **(12 hours)**

1. Concepts, Dimensions, and Determinants of Food Security
2. Evolution of Food Security and Nutrition Security (Global & Indian Context)
3. Trends in Food Production, Consumption, and Dietary Transitions;

**Unit 2:** **(11 hours)**

1. Agricultural Systems, Productivity, and Food Supply Chains
2. Malnutrition: Under-nutrition, Micro-Nutrient Deficiencies, Obesity
3. Livelihoods, Poverty, and Social Inequality in Access to Food

**Unit 3:** **(11 hours)**

1. Environmental and Climate Change Challenges for Food Security;
2. Socio-Economic and Political Issues: Hunger, Poverty, Migration, Conflict
3. Sustainable Agriculture, Digital Agriculture, Food Safety

**Unit 4:** **(11 hours)**

1. National Food Security Act (NFSA), PDS, ICDS, Mid-Day Meal Scheme
2. Government Initiatives: POSHAN Abhiyaan, National Nutrition Mission, PM-Kisan.
3. Global Frameworks: FAO, WFP, SDGs, International Food Agreements

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

## Reading List

### Essential Readings

- Barrett, C. B. (2010). Measuring food insecurity. *Science*, 327(5967), 825–828.
- Food and Agriculture Organization. (n.d.). *The state of food security and nutrition in the world*. FAO.
- Godfray, H. C. J., Beddington, J. R., Crute, I. R., Haddad, L., Lawrence, D., Muir, J. F., Pretty, J., Robinson, S., Thomas, S. M., & Toulmin, C. (2010). Food security: The challenge of feeding 9 billion people. *Science*, 327(5967), 812–818.
- Hoddinott, J. (1999). *Food security: Concepts and measurement*. International Food Policy Research Institute.
- Kumar, P., Joshi, P. K., & BIRTHAL, P. S. (2006). *Agricultural diversification and food security in India*. International Food Policy Research Institute.
- Maxwell, S., & Slater, R. (2003). Food policy old and new. *Development Policy Review*, 21(5–6), 531–553.
- Pingali, P. L., & Rosegrant, M. W. (1995). Agricultural commercialization and diversification: Processes and policies. *Food Policy*, 20(3), 171–185.
- Pretty, J. (2011). *Sustainable agriculture and food systems*. Earthscan.
- Swaminathan, M. S. (2018). *Science and sustainable food security*. World Scientific.

### Suggested Readings:

- Government of India, Ministry of Consumer Affairs. *National Food Security Act (NFSA) documents*. Government of India.
- Ministry of Women and Child Development. (n.d.). *ICDS and POSHAN Abhiyaan reports*. Government of India.
- NITI Aayog. (n.d.). *Reports on agriculture, digital agriculture, and food systems*. Government of India.
- World Food Programme. *Global hunger index*. WFP.

## Paper: DSE 5: Ageing and Lifelong Learning

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical / Field work	Eligibility	Prerequisite of the course
<b>Ageing and Lifelong Learning</b> <b>DSE 5</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	Graduation in any discipline	Nil

**Course Description:** Ageing and Lifelong Learning examines the multidimensional aspects of ageing in contemporary society and explores how lifelong learning can enhance the well-being, participation, and empowerment of older adults. The course provides an understanding of gerontological concepts, ageing policies, health and psychosocial issues, post-retirement adjustments, and the role of adult education in supporting active and productive ageing.

#### **Objectives**

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

**Course Outcome:** After Completion of this Course, Students will be able to:

- Understand Gerontology and its rationale.
- Develop counseling skills, approach of Gerontology from an Indian perspective.
- Provide hands-on experience on Ageing issues, policies, and implementation.

#### **Unit –I (12 Hours)**

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

#### **Unit-II (11 Hours)**

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

#### **Unit-III (11 Hours)**

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

#### **Unit-IV (11 Hours)**

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

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

## Reading List

### Essential Readings

- Agewell Foundation. (2020). *Changing trends of old age*. Agewell Research and Advocacy Centre.
- Chadha, N. K., & Bhatia, H. (2024). *Physical performance and daily activities of elderly in an urban setting: A study*. Department of Adult, Continuing Education and Extension, University of Delhi.
- Kam, P. K. (2023). Empowering elderly: A community work approach. *Community Development Journal*.
- Lloyd, P. (2021). *The empowerment of elderly people*. School of Social Sciences, University of Sussex.
- Ministry of Law and Justice, Government of India. (2017). *The Maintenance and Welfare of Parents and Senior Citizens Act*. Government of India.
- Shah, S. Y. (2023). Lessons from adult education programs in East and South East Asian countries: A case study of Thailand. *International Journal of Adult and Lifelong Learning*.

### Suggested Readings

- Beard, J., Biggs, S., Bloom, D., Fried, L., Hogan, P., Kalache, A., & Olshansky, S. J. (2012). *Global population ageing: Peril or promise*. World Economic Forum.
- Gorman, M. (2000). Development and the rights of older people. In R. Randel, T. German & S. Ewing (Eds.), *The ageing and development report: Poverty, independence and the world's people*. Earthscan.
- Liebig, P. S., & Rajan, S. I. (Eds.). (2003). *An ageing India: Perspectives, prospects and policies*. Rawat Publications.
- World Health Organization. (2020). *Decade of healthy ageing: Baseline data and global strategy*. WHO.
- Zaidi, A. (2015). *Active ageing index: Policy lessons*. European Centre for Social Welfare Policy and Research.

## Paper: DSE 6: Asian System of Lifelong Learning

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/Field work	Eligibility	Prerequisite of the course
Asian System of Lifelong Learning DSE 6	4	3	1	0	Graduation in any discipline	Nil

**Course Description:** This course examines the evolution, policies, and practices of lifelong learning across Asian countries. It explores literacy challenges, theories of social change, participatory research, and socio-educational developments shaping adult learning in the region. Students gain comparative perspectives between Asian and global contexts, while analysing ICT-enabled initiatives, UNESCO frameworks, and community-based models supporting adult education.

#### Objective

- To study policy and programmes of Lifelong Learning in Asia
- To help Asian Lifelong Learning students understand the dynamics of social transformation
- To understand theories of social change

#### Course outcome:

After the course, the students are expected to:

- Have a better understanding of the magnitude and problem of illiteracy in developing countries
- Develop comparative perspectives on adult education in Europe and Asia
- Draw insights to evolve new strategies towards tackling the problem of illiteracy among the migrant community.

#### Unit I (12 Hours)

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

#### Unit II (11 Hours)

1. Theories of social change
2. Literacy challenges
3. Society, literacy, and development

#### Unit III (11 Hours)

1. Participatory research in adult education
2. Development of adult education in Asia
3. Develop Comparative perspectives on adult education across Asian countries

#### Unit IV (11 Hours)

1. Role of ICT in Promoting Adult Education
2. Role of UNESCO and regional bodies in advancing Lifelong Learning in Asia
3. Case studies: India and Sri Lanka

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

### **Reading List**

#### **Essential Readings:**

- Han, S. (2007). *Asian lifelong learning in the context of the global knowledge economy: A task revisited*. Asia Pacific Education Review, 8(1), 70–84.
- ILO. (2003). *Lifelong learning in Asia and the Pacific*. International Labour Organization.
- UNESCO. (2004). *Lifelong learning in Asia and the Pacific: Regional frameworks and strategies*. UNESCO Asia-Pacific Regional Bureau for Education.
- UNESCO. (2016). *Community-based lifelong learning and adult education: Situations of community learning centres in seven Asian countries*. UNESCO Institute for Lifelong Learning.
- Yorozu, R. (2017). *Lifelong learning in transformation: Promising practices in Southeast Asia*. UNESCO Institute for Lifelong Learning.
- Zhao, Y. (2015). *Lessons that matter: What should we learn from Asia's school systems?* Mitchell Institute.

#### **Suggested Readings:**

- Aspin, D., Chapman, J., Evans, K., & Bagnall, R. (Eds.). (2012). *Second international handbook of lifelong learning*. Springer.
- Delors, J., et al. (1996). *Learning: The treasure within*. UNESCO Publishing.
- Faure, E., et al. (1972). *Learning to be: The world of education today and tomorrow*. UNESCO Publishing.
- Ho, E., & Yuen, A. H. K. (Eds.). (2011). *Lifelong learning for all: Early adulthood and beyond in Asia*. Routledge.
- OECD. (2019). *Education at a glance: Asia–Pacific edition*. OECD Publishing.
- UIL. (2019). *Tailor-made learning for older adults: The Asia-Pacific report*. UNESCO Institute for Lifelong Learning.
- UNESCO Institute for Lifelong Learning. (2015–2022). *Global Report on Adult Learning and Education (GRALE)*. UNESCO.

## Paper: GE 4: Tourism Marketing

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/ Field work	Eligibility	Prerequisite of the course
Tourism Marketing GE 4	4	3	1	0	Graduation in any discipline	Nil

**Course Description:** This course provides an in-depth understanding of the principles, strategies, and applications of marketing in the tourism and hospitality industries. It examines the unique nature of tourism products, consumer behaviour, destination branding, market segmentation, and promotional tools used in tourism marketing. The course integrates modern trends such as digital marketing, social media strategies, sustainable marketing approaches, and experience-based branding.

#### Objective:

- To introduce students to the fundamental concepts and strategies of marketing in tourism.
- To analyse tourism consumer behaviour, product design, destination image, and branding strategies.
- To familiarize students with digital, experiential, and sustainable marketing approaches in tourism.

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

- Apply core marketing concepts to tourism products, destinations, and service experiences.
- Develop marketing strategies using segmentation, targeting, positioning, and promotion frameworks.
- Evaluate and implement digital and sustainable marketing practices in tourism organisations.

#### Unit 1: (12 hours)

1. Concepts, nature, scope, and significance of tourism marketing; services marketing vs. goods marketing.
2. Tourism consumer behaviour: travel motivations, decision-making, destination choice.
3. Tourism product: characteristics, components, design of tourism experiences and services.

#### Unit 2: (11 hours)

1. Market segmentation, targeting, and positioning (STP) in tourism markets.
2. Destination branding: image formation, brand identity, brand equity, and repositioning.
3. Marketing research in tourism: demand analysis, visitor profiling, tourism statistics.

#### Unit 3: (11 hours)

1. 7Ps of tourism marketing.
2. Promotion tools in tourism: advertising, sales promotion, PR, travel trade fairs, influencer marketing.
3. Customer relationship management (CRM), service quality, and experience-based marketing.

#### Unit 4: (11 hours)

1. Digital marketing in tourism: social media marketing, SEO, content marketing, e-WOM, online travel platforms.
2. Sustainable tourism marketing: responsible marketing, green communication, ethical practices
3. Emerging trends: experiential marketing, smart tourism, co-creation, personalization, and data-driven marketing.

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

## Reading List

### Essential Readings

- Hudson, S. (2008). *Marketing for tourism and hospitality*. Goodfellow Publishers.
- Kotler, P., Bowen, J. T., & Makens, J. C. (2017). *Marketing for hospitality and tourism* (7th ed.). Pearson.
- Middleton, V. T. C., Fyall, A., Morgan, M., & Ranchhod, A. (2009). *Marketing in travel and tourism* (4th ed.). Routledge.
- Morrison, A. M. (2019). *Marketing and managing tourism destinations* (2nd ed.). Routledge.
- Pike, S. (2016). *Destination marketing: Theory and practice* (2nd ed.). Routledge.

### Suggested Readings:

- Chaffey, D., & Ellis-Chadwick, F. (2019). *Digital marketing* (7th ed.). Pearson.
- Cooper, C., Fletcher, J., Gilbert, D., & Fyall, A. (2019). *Tourism: Principles and practice* (6th ed.). Pearson.
- Holloway, J. C., & Taylor, N. (2006). *The business of tourism* (8th ed.). Pearson.
- Khan, M. A. (2011). *Consumer behaviour in tourism and hospitality*. CRC Press.
- World Tourism Organization. *Tourism marketing guidelines, tourism trends, and branding reports*. UNWTO.

## Paper: Skill-Based Course: Innovations in Lifelong Learning

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/ Field work	Eligibility	Prerequisite of the course
Innovations in Lifelong Learning SEC	2	1	0	1	Graduation in any discipline	Nil

**Course Description:** This course introduces students to key innovations in adult and lifelong learning, highlighting how new ideas, approaches, and technologies are transforming learning practices across countries. It examines foundational innovation theories, the diffusion of innovations, and their application in community, digital, and continuing education settings. Through comparative examples from different global regions, students gain insights into how innovative programmes address literacy, inclusion, and lifelong learning needs.

#### Course Objectives

- To understand innovations in Lifelong Learning
- To study diffusion of innovations
- To explore discourse on innovations

**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

#### Unit – I (7.5 Hours)

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

#### Unit- II (7.5 Hours)

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

#### List of Practical Activities:

1. Case Analysis of an Innovative Lifelong Learning Programme in Real Life
2. Diffusion of Innovation Mapping Exercise

## Reading List :

### Essential Readings:

- Fullan, M. (2016). *The new meaning of educational change* (5th ed.). Teachers College Press.
- Moldaschi, M. (2023). *Why innovation theories make no sense* (Papers and Reprints of the Department of Innovation Research and Sustainable Resource Management). Chemnitz University of Technology.
- Mytelka, L. K., & Smith, K. (2002). Innovation theory and innovation policy: Bridging the gap. In *DRUID Conference Proceedings* (Aalborg, Denmark).
- Rich, J. M. (1971). *Innovation in education* (3rd ed.). Allyn & Bacon.
- Rubenson, K. (2010). Adult education overview. In P. Peterson, E. Baker, & B. McGaw (Eds.), *International encyclopedia of education* (3rd ed., Vol. 1, pp. 1–11). Elsevier.
- UNESCO Institute for Lifelong Learning. (2022). *Global report on adult learning and education (GRALE V)*. UNESCO Institute for Lifelong Learning.

### Suggested Readings:

- Jarvis, P. (2010). Rediscovering adult education in a world of lifelong learning. *International Journal of Lifelong Education*, 29(1), 1–6.
- Wegener, C., & Tanggaard, L. (2013). The concept of innovation as perceived by public sector frontline staff: Outline of a tripartite empirical model of innovation. *Studies in Continuing Education*, 35(1), 82–101.
- White, M. A., & Bruton, G. D. (2010). *The management of technology and innovation: A strategic approach*. Cengage Learning.

**Structure 2 (Level 6.5): PG Curricular Structure with Course work + Research**

Semester	DSC	DSE	2 Credit course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
<b>Semester-III</b>	<p><b>DSC- 7:</b> Professionalization of Lifelong Learning and Extension</p> <p><b>DSC -8:</b> International Organizations and Lifelong Learning</p> <p><b>(8 credits)</b></p>	<p><b>DSE- 5:</b> Rural Development in India</p> <p><b>DSE – 6:</b> Human Resource Management and Development</p> <p><b>OR</b></p> <p><b>DSE-3:</b> Recognition of Prior Learning</p> <p><b>GE-3:</b> Tourism Entrepreneurship</p> <p><b>(8 credits)</b></p>	Nil	<p>See detailed outcomes below.</p> <p><b>(6 credits)</b></p>	22
<b>Semester-IV</b>	<p><b>DSC – 9:</b> Management and Service Delivery of Civil Society Organization</p> <p><b>DSC -10:</b> Management of E-learning and Innovations</p> <p><b>(8 credits)</b></p>	<p><b>DSE- 7:</b> Training and Capacity Building</p> <p><b>DSE – 8:</b> Environment and Society</p> <p><b>OR</b></p> <p><b>DSE-4:</b> Urban Farming Practices</p> <p><b>GE-4:</b> Tourism Marketing</p> <p><b>(8 credits)</b></p>	Nil	<p>See detailed outcomes below</p> <p><b>(6 credits)</b></p>	22

## Paper: DSC 7: Professionalization of Lifelong Learning and Extension

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/ Field work	Eligibility	Prerequisite of the course
Professionalization of Lifelong Learning and Extension DSC 7	4	3	1	0	Graduation in any discipline	Nil

**Course Description:** This course explores the concept, scope, and processes of professionalization within the field of Lifelong Learning and Extension. It examines the evolution of the discipline, the competencies required of adult educators, and the training mechanisms that support professional growth. The course also highlights the role of networks, organisations, reflective practice, and international trends in strengthening professional standards.

#### Course Objectives

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

**Course Outcome:** At the end of the course, the student will be

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

#### Unit: I (12 Hours)

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 (11 Hours)

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

#### Unit: III (11 Hours)

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

#### Unit: IV (11 Hours)

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

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

#### Reading List

##### Essential Readings:

- Egetenmeyer, R. (Ed.). (2021). *Teachers and trainers in adult and lifelong learning: Asian and European perspectives*. StudienVerlag.

- Hargreaves, A. (2000). *Four ages of professionalism and professional learning*. Teachers College Record, 102(2), 151–181.
- Jarvis, P. (2014). *Adult education and lifelong learning: Theory and practice* (4th ed.). Routledge.
- Jarvis, P. (2010). *The sociology of adult and continuing education* (2nd ed.). Routledge.
- Preece, J. (2009). *Lifelong learning and development: A southern perspective*. Continuum International Publishing Group.
- Shah, S. Y. (2013). *Challenges of professionalization of adult education in India*. International Institute of Adult & Lifelong Learning.

**Suggested Readings:**

- Merriam, S. B., & Bierema, L. L. (2014). *Adult learning: Linking theory and practice*. Jossey-Bass.
- Shah, S. Y. (2009). *Teachers and trainers in adult education and lifelong learning: Professional development in Asia and Europe*. UNESCO Institute for Lifelong Learning / DVV International

## Paper: DSC 8: International Organizations and Lifelong Learning

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/ Field work	Eligibility	Prerequisite of the course
<b>International Organizations and Lifelong Learning</b> <b>DSC 8</b>	4	3	1	0	Graduation in any discipline	Nil

**Course Description:** This course provides an understanding of the roles, functions, and contributions of major international organizations in promoting lifelong learning worldwide. It explores global education frameworks, policies, and initiatives undertaken by UNESCO, UNICEF, the World Bank, the OECD, the EU, and other agencies to strengthen adult education, digital learning, skill development, and inclusive learning systems.

#### Course Objectives

- To introduce students to the mandates, policies, and global contributions of international organizations in lifelong learning.
- To analyze international frameworks, programmes, and comparative regional approaches in adult and continuing education.
- To develop an understanding of global cooperation, funding mechanisms, and innovations influencing lifelong learning.

**Course Outcomes: After Completion of this Course,** Students will be able to

- Identify major international organizations and explain their role in lifelong learning.
- Analyze international policies, frameworks, and global initiatives related to adult and continuing education.
- Develop perspectives on comparative models and global best practices helpful in strengthening lifelong learning systems.

#### Unit I: (12 Hours)

1. Meaning, scope, and evolution of international cooperation in adult and lifelong learning.
2. Overview of global education and lifelong learning agendas (SDGs, Education for All, Education 2030).
3. Role of international organizations in policymaking, advocacy, capacity development, and global monitoring.

#### Unit II: (11 Hours)

1. UNESCO: UIL (Institute for Lifelong Learning), CONFINTEA, Global Report on Adult Learning & Education (GRALE).
2. UNICEF, World Bank, OECD, ILO: roles in literacy, skills development, lifelong learning financing, and workforce upskilling.
3. European Union (EU) & Commonwealth of Learning (COL): open learning, mobility frameworks, digital learning initiatives.

#### Unit III: (11 Hours)

1. Major global initiatives: Lifelong Learning Cities, Open Education Resources (OER), digital literacy missions
2. Lifelong learning models across regions: Europe, East Asia, Africa, Latin America.
3. Innovations in lifelong learning: community learning centres, mobile learning, skill development missions, inclusive education.

**Unit IV:****(11 Hours)**

1. Challenges in adult learning: equity, funding, digital divide, gender & vulnerable groups.
2. Future trends: AI-based learning, ed-tech collaborations, global certifications, micro-credentials, recognition of prior learning (RPL).
3. International cooperation, partnerships, and strengthening national lifelong learning systems.

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

**Reading List****Essential Readings**

- Aspin, D., Chapman, J., Evans, K., & Bagnall, R. (Eds.). (2012). *Second international handbook of lifelong learning*. Springer.
- Delors, J., Al Mufti, I., Amagi, I., Carneiro, R., Chung, F., Geremek, B., Gorham, W., Kornhauser, A., Manley, M., Quero, M. P., Savané, M.-A., Singh, K., Stavenhagen, R., Won Suhr, M., & Nanzhao, Z. (1996). *Learning: The treasure within*. UNESCO.
- Faure, E., Herrera, F., Kaddoura, A. R., Lopes, H., Petrovsky, A. V., Rahnema, M., & Ward, F. C. (1972). *Learning to be: The world of education today and tomorrow*. UNESCO.
- Jarvis, P. (2007). *Globalization, lifelong learning and the learning society*. Routledge.
- OECD. (2007–2020). *OECD reviews of lifelong learning*. OECD Publishing.
- UNESCO. (2015). *Education 2030: Incheon Declaration and Framework for Action*. UNESCO Publishing.
- UNESCO Institute for Lifelong Learning. *Global report on adult learning and education (GRALE I–V)*. UNESCO Institute for Lifelong Learning.

**Suggested Readings**

- Bélanger, P. (2011). *Theories in adult learning and education*. Barbara Budrich Publishers.
- International Labour Organization. (2019). *Skills and lifelong learning for inclusive growth*.
- OECD. (2020). *Skills for success: Lifelong learning and adult education policies*. OECD Publishing.
- Schuetze, H. G., & Casey, C. (2006). *Models of lifelong learning: An international perspective*. Routledge.
- UNESCO Institute for Lifelong Learning. (2019). *Guide to the recognition, validation and accreditation (RVA) of non-formal and informal learning*.
- UNESCO. (2020). *Futures of education: Learning to become*. UNESCO Publishing.
- UNICEF. (2021). *Digital learning strategy and skills development reports*.
- World Bank. (2018). *World development report: Learning to realize education's promise*. World Bank.

## Paper DSE 5: Rural Development in India

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/Field work	Eligibility	Prerequisite of the course
Rural Development in India DSE 5	4	3	1	0	Graduation in any discipline	Nil

**Course Description:** This course provides a comprehensive understanding of rural development processes, administrative structures, extension strategies, and major welfare programmes in India. It equips students with the conceptual foundations of rural development, the historical evolution of policies, and the dynamic linkages between rural and urban areas.

#### Objective:

- To provide an understanding of rural development concepts, theories, and socio-economic structures in India.
- To analyze the institutional and administrative frameworks for rural governance
- To evaluate the impact of rural development programs and extension strategies.

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

- Explain key rural development concepts and assess their relevance in the Indian context.
- Analyze the role of government institutions, policies, and financial organizations in rural transformation.
- Apply extension strategies and innovative technologies to promote sustainable rural development.

#### Unit 1: (12 hours)

1. Concepts and Theories of Rural Development;
2. Evolution of Rural Development in India
3. Rural-Urban Linkages and Their Impact on Development;

#### Unit 2: (11 hours)

1. Administrative structure and organizations: Panchayat Raj Institution
2. Role of Cooperatives and Farmer-Producer Organizations (FPOs);
3. Land Reforms and Tenancy Laws

#### Unit 3: (11 hours)

1. Role and importance of Extension in Rural Development;
2. Extension Strategies for Rural Empowerment: Self-Help Groups, Farmer Field Schools, etc
3. Financial Institutions in Rural India, Role of Technology in Rural Transformation.

#### Unit 4: (11 hours)

1. Rural Development/Welfare Programmes – MGNREGA, Swarna Jayanthi Gram Swarojgar Yojana (SGSY), Pradhan Mantri Gram Sadak Yojana (PMGSY)
2. National Social Assistant Programmes (NSAP), National Rural Livelihood Mission (NLRM), RURBAN Mission.
3. Model Village Concept-Sanasad Aadarsh Gram Yojana (SAGY).

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

## **Reading List**

### **Essential Readings**

- Krishnamurthy, J. (2000). *Rural development: Problems and prospects*. Rawat Publications.
- Lalitha, N. (2004). *Rural development: Trends and issues* (Vols. 1–2). Dominant Publishers.
- Sau, S. (1998). *Rural development: Theories and experiences*. Allied Publishers.
- Singh, K. (2000). *Rural development: Principles, policies and management*. Sage Publications.
- Sreedhar, A., & Rajasekhar, D. (2014). *Rural development in India: Strategies and processes*. Concept Publishing Company.

### **Suggested Readings:**

- Agarwal, A. N., & Lal, K. (1990). *Rural economy of India*. Vikas Publishing House.
- Ramachandran, H., & Guimaraes, J. P. C. (1991). *Integrated rural development in Asia: Learning from recent experience*. Concept Publishing Company.

## Paper: DSE 6: Human Resource Management & Development

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/ Field work	Eligibility	Prerequisite of the course
<b>Human Resource Management &amp; Development DSE 6</b>	4	3	1	0	Graduation in any discipline	Nil

**Course Description:** This course provides a comprehensive understanding of Human Resource Management (HRM) and Human Resource Development (HRD). It introduces students to essential concepts, functions, and contemporary practices in managing people at work, including human resource planning, recruitment, selection, training, performance appraisal, and technology-driven HR systems.

**Course Objectives:**

- To apply a data-driven approach to managing people at work
- To make decisions about people based on deep analysis of data rather than the traditional methods of personal relationships, decision-making based on experience, and risk avoidance.
- Understanding of the different analytical approaches used by HR Professionals to solve real business problems

**Course Outcomes:** By the end of this course, the student will be able:

- Define the basic concepts of HRM & HRD
- Explain the various objectives, scope, and functions of HRM and understand its relevance in tourism & hospitality
- Assess the strategies required to select and develop manpower resources with special reference to the tourism & hospitality industry

**Unit I** **(12 Hours)**

1. Introduction, Concept and Functions, Scope and Significance of Human Resource Management and Human Resource Development: Concept, importance, functions of HRM,
2. Distinction between HRD & HRM; HRD Structure, Role and Responsibilities of the HRD manager; Essentials of Sound HR Policies
3. Workforce diversity, Work-life balance, Contemporary issues in HRIS, Introduction to Multigenerational Workforce

**Unit II** **(11 Hours)**

1. Concept and Process of Human Resource Planning
2. Job Analysis, Recruitment (process, methods), Selection process, Induction
3. Training and Development: training objectives and importance of training, Training Methods- job training and off-the-job training, Evaluation of training effectiveness

**Unit III** **(11 Hours)**

1. Performance Appraisal-concept, significance, process, methods- traditional and modern methods
2. Potential Appraisal: Concept, objectives, and methods.
3. Role of Technology in HRM

**Unit IV** **(11 Hours)**

1. Flexible Workforce, Stress Management: Sources & consequences of stress, stress management techniques
2. Role Plays
3. Case Studies, Webinars, Group Discussions

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

## Reading List

### Essential Readings:

- Bauer, T. N., Erdogan, B., Caughlin, D. E., & Truxillo, D. M. (2023). *Human resource management: People, data, and analytics* (2nd ed.). SAGE Publications.
- Boella, M. J., & Goss-Turner, S. (2019). *Human resource management in the hospitality industry* (11th ed.). Routledge.
- Swanson, R. A. (1995). Human resource development: Performance is the key. *Human Resource Development Quarterly*, 6(2), 207–213.
- Swanson, R. A. (2022). *Foundations of human resource development* (3rd ed.). Berrett-Koehler Publishers.
- Tripathi, P. C. (2010). *Human resource development*. Sultan Chand & Sons.
- Werner, J. M., & DeSimone, R. L. (2006). *Human resource development* (5th ed.). South-Western/Thomson.

### Suggested Readings:

- Garavan, T. N. (2007). A strategic perspective on human resource development. *Advances in Developing Human Resources*, 9(1), 11–30.
- Suri, N., & Lakhanpal, P. (2024). People analytics enabling HR strategic partnership: A review. *South Asian Journal of Human Resources Management*, 11(1), 130–164.
- Tasleem, N. (2025). HR technology transformation and the impact of people analytics on workforce management. *International Journal of Human Resource Studies*, 15(1), 55–65. *(Replaced with a complete and journal-appropriate citation format.)*
- Yoon, S. W., Han, S. H., & Chae, C. (2024). People analytics and human resource development: Research landscape and future needs based on bibliometrics and scoping review. *Human Resource Development Review*, 23(1), 30–57.

## Paper: DSE 3: Recognition of Prior Learning

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/ Field work	Eligibility	Prerequisite of the course
Recognition of Prior Learning  DSE 3	4	3	1	0	Graduation in any discipline	Nil

**Course Description:** This course provides an in-depth understanding of Recognition of Prior Learning (RPL) as a key strategy for expanding lifelong learning, employability, and upskilling opportunities. It explores national and international frameworks for recognising experiential, informal, and non-formal learning, as well as workplace-acquired competencies.

**Objective:**

- To introduce the concepts, principles, and global relevance of Recognition of Prior Learning.
- To familiarize students with RPL frameworks, processes, assessment tools, and quality standards in different contexts.
- To develop an understanding of how RPL supports lifelong learning, workforce development, and educational mobility..

**Course Outcome:** After Completion of this course, Students will be able to:

- Understand key concepts, models, and policy frameworks related to RPL.
- Identify, analyse, and apply RPL processes in education, training, and workplace settings.
- Gain the ability to evaluate RPL systems and propose improvements for inclusive and effective implementation.

**Unit –I** **(12 Hours)**

1. Concept, meaning, and scope of RPL; types of prior learning (formal, non-formal, informal).
2. Rationale and significance of RPL for lifelong learning, employability, and social inclusion.
3. Global evolution of RPL: international conventions, lifelong learning agendas

**Unit-II** **(11 Hours)**

1. National and international RPL frameworks: UNESCO, EU, OECD, Australia, South Africa.
2. RPL in India: National Skills Qualification Framework (NSQF), NAPS, NCVET guidelines, Sector Skill Councils.
3. Institutional roles and responsibilities: training providers, assessors, industry partners, and government agencies.

**Unit-III** **(11 Hours)**

1. Key stages of RPL: candidate profiling, evidence collection, validation, assessment, certification.
2. Tools and techniques: portfolios, skill demonstrations, competency-based assessments, interviews.
3. Quality assurance, standards, transparency, documentation, monitoring, and evaluation in RPL.

**Unit-IV** **(11 Hours)**

1. RPL in vocational education, workforce development, migrant workers, adult learning and community education.
2. Barriers and challenges: equity issues, cost, awareness, assessor capacity, and standardisation.
3. Innovations and future trends: digital RPL, e-portfolios, AI-enabled assessments, micro-credentials.

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

## **Reading List**

### **Essential Readings:**

- Andersson, P., & Harris, J. (2006). Re-theorising the recognition of prior learning. NIACE.
- Colardyn, D., & Bjornavold, J. (2004). Validation of formal, non-formal and informal learning: Policy and practices. *European Journal of Education*, 39(1), 69–89.
- European Commission. (2015). *European guidelines for validating non-formal and informal learning*. Publications Office of the European Union.
- Harris, J. (1999). Ways of seeing the recognition of prior learning (RPL). SAQA/UNESCO.
- International Labour Organization. (2018). *Recognition of skills and qualifications for lifelong learning and employability*. ILO Publications.
- National Council for Vocational Education and Training. (n.d.). *Guidelines for recognition of prior learning (RPL) under NSQF*.
- OECD. (2010). *Recognition of non-formal and informal learning: Country practices*. OECD Publishing.

### **Suggested Readings**

- Breier, M. (2005). *A discipline of the mind: The recognition of prior learning (RPL) and adult education*. HSRC Press.
- Singh, M., & Duvekot, R. (Eds.). (2013). *Linking recognition practices and national qualifications frameworks*. UNESCO Institute for Lifelong Learning.
- Wihak, C., & Michelson, E. (2011). *Global perspectives on recognising non-formal and informal learning*. Routledge

## Paper: GE 3: Tourism Entrepreneurship

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/Field work	Eligibility	Prerequisite of the course
<b>Tourism Entrepreneurship GE 3</b>	4	3	1	0	Graduation in any discipline	Nil

**Course Description:** This course introduces students to the principles and practices of entrepreneurship within the tourism and hospitality industry. It explores the role of entrepreneurs in economic and regional development, the process of identifying and evaluating tourism business opportunities, and the skills required to develop and manage successful tourism enterprises.

#### Course Objectives

- To understand the concept and importance of entrepreneurship in tourism and hospitality.
- To identify and analyze business opportunities in various segments of the tourism sector.
- To develop entrepreneurial skills for creating and managing tourism enterprises.

**Course Outcomes:** After successful completion of the course, learners will be able to:

- Demonstrate an understanding of entrepreneurial concepts and their relevance to tourism.
- Identify, evaluate, and develop tourism business opportunities.
- Analyze challenges and opportunities for startups in tourism and hospitality.

#### Unit I: (12 Hours)

1. Concept, meaning, evolution, and importance of entrepreneurship and intrapreneurship in tourism.
2. Entrepreneurial characteristics, skills, types of entrepreneurs, and role of entrepreneurship in regional development
3. Tourism entrepreneurial ecosystem: institutions, policies, support systems, and Indian case studies.

#### Unit II: (11 Hours)

1. Opportunity identification, idea generation techniques, and market potential assessment in tourism.
2. Feasibility analysis: economic, technical, financial, environmental; risk assessment and mitigation.
3. Innovation, creativity, and use of ICT/digital platforms in developing new tourism ventures.

#### Unit III: (11 Hours)

1. Elements of a tourism business plan: financial planning, budgeting, cost estimation, and funding sources.
2. Marketing strategies for tourism enterprises; legal and regulatory framework for small tourism businesses.
3. Human resource management, networking, and partnership development for tourism startups.

#### Unit IV: (11 Hours)

1. Sustainable and social entrepreneurship, community-based tourism, ecotourism, and rural tourism initiatives.
2. Innovation and technology-driven tourism startups; government incentives and policies for entrepreneurs.
3. Challenges, opportunities, success stories, and prospects in tourism entrepreneurship.

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

## Reading List:

### Essential Reading:

- Bhatia, A. K. (2012). *Tourism development: Principles and practices* (5th ed.). Sterling Publishers.
- Buhalis, D., & Costa, C. (Eds.). (2006). *Tourism management dynamics: Trends, management and tools*. Routledge.
- Dandekar, M. (2019). *Entrepreneurship development and small business enterprises*. Himalaya Publishing House.
- Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2020). *Entrepreneurship* (11th ed.). McGraw-Hill Education.
- Tourism & Hospitality Skill Council. (2020). *Entrepreneurship guidelines*. Ministry of Skill Development & Entrepreneurship, Government of India.

### Suggested Readings

- Hjalager, A. M., & Richards, G. (Eds.). (2002). *Tourism and entrepreneurship: International perspectives*. Routledge.
- Morrison, A. (2008). *Entrepreneurship in the hospitality, tourism and leisure industries*. Butterworth-Heinemann.
- OECD. (2020). *Entrepreneurship policies through a tourism lens*. OECD Publishing.
- Thomas, R., Shaw, G., & Page, S. J. (2011). Understanding small firms in tourism: A perspective on research trends and challenges. *Tourism Management*, 32(5), 963–976.
- Zehrer, A., & Hallmann, K. (2015). *Tourism and entrepreneurship*. Channel View Publications.

## Semester 4<sup>th</sup>

### **Paper: DSC 9: Management and Service Delivery of Civil Society Organization**

#### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/ Field work	Eligibility	Prerequisite of the course
Management and Service Delivery of Civil Society Organizations DSC 9	4	3	1	0	Graduation in any discipline	Nil

**Course Description:** This course provides a comprehensive understanding of the functioning, management, and service delivery mechanisms of Civil Society Organizations (CSOs). It examines the legal framework, governance structures, and organizational development processes that shape the role of CSOs in development at global, national, and community levels

**Objective:**

- To improve understanding of CSO functioning and its role in development,
- To educate students regarding program management and service delivery components, issues
- To develop the skills of students in effective program management and service delivery of CSO at the community level.

**Course outcome-**

- Further, they will be able to know the legal framework of CSOs in India.
- They will understand the governance and administration system of CSOs and their accountability.
- Will help to know the process of strengthening service delivery in CSOs.

**Unit – I (12 Hours)**

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

**Unit – II (11 Hours)**

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

**Unit – III (11 Hours)**

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

**Unit –IV (11 Hours)**

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

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

### **Reading List:**

#### **Essential Readings:**

- Coskun, A. (2006). A new approach in strategic performance management in NGOs: The balanced scorecard. *Journal of Civil Society*, 4(15), 103–117.
- Ferreira, A. N., & Otley, D. (2009). The design and use of performance management systems: An extended framework for analysis. *Management Accounting Research*, 20(4), 263–282.
- Muusse, B. (2010). *Accountability practice in northern development NGOs* (Master's thesis). Vrije Universiteit Amsterdam.
- Commonwealth Foundation. (2009). *Civil society accountability: Principles and practice—A toolkit for civil society organizations in India*. Commonwealth Foundation.

#### **Suggested Readings**

- Lewis, L. K. (2005). The civil society sector: A review of critical issues and research agenda for organizational communication scholars. *Management Communication Quarterly*, 19(2), 238–267.
- Sooryamoorthy, R., & Gangrade, K. D. (2006). *NGOs in India: A cross-sectional study*. Rawat Publications.

## Paper: DSC 10: Management of E-learning and Innovations

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/ Field work	Eligibility	Prerequisite of the course
<b>Management of E-learning and Innovations</b>  <b>DSC 10</b>	4	3	1	0	Graduation in any discipline	Nil

**Course Description:** This course introduces students to the principles, practices, and tools used in managing e-learning environments and educational innovations. It explores online teaching and learning processes, digital learning theories, and strategies for creating engaging virtual classrooms. Students learn how to build online learning communities, use communication tools effectively, and design interactive activities tailored to digital platforms.

**Objectives:**

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

**Course outcome-** After completion of the course, the students will be able to

- Apply practical communication tools during the Learning process.
- Understand various compulsory activities during the E-Learning process.
- Know ethical issues and the evaluation process.

**Unit – I** **(12 Hours)**

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

**Unit – II** **(11 Hours)**

1. Building Learning Communities: Adapting Classroom-Based Activities to Cyberspace,
2. Choosing an Effective Communication Tool, Introduction to Model (Open-Source CMS), Exploration Blogs and Blogging, Critical Reflection.
3. Directed learning, Creating a personal Search Engine, Web-based knowledge management planning, Peer Feedback Exercise, Critical Reflection

**Unit - III** **(11 Hours)**

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

**Unit -VI** **(11 Hours)**

1. Measuring online learning: student performance, course evaluation, and program.
2. Evaluation, survey, and quiz technology, designing, assignments, and assessments.
3. Ethical use of digital resources, understanding copyright and fair use, and exploration of forecasting.

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

## **Reading List**

### **Essential Readings:**

- Anderson, T. (Ed.). (2008). *The theory and practice of online learning* (2nd ed.). Athabasca University Press.
- Garrison, D. R. (2017). *E-learning in the 21st century: A community of inquiry framework* (3rd ed.). Routledge.
- Hammond, M., & Collins, R. (1991). *Self-directed learning: Critical practice*. Kogan Page.
- Ingle, S., & Duckworth, V. (2013). *Enhancing learning through technology in lifelong learning: Fresh ideas and innovative strategies*. McGraw-Hill Education.
- Mody, B. (1991). *Designing messages for development communication: An audience participation-based approach*. Sage Publications.
- Sharma, S. C. (1987). *Media communication and development*. Rawat Publications.

### **Suggested Readings:**

- Bates, A. W. (2015). *Teaching in a digital age: Guidelines for designing teaching and learning*. BCcampus.
- Laurillard, D. (2013). *Teaching as a design science: Building pedagogical patterns for learning and technology*. Routledge.
- Moore, M. G., & Anderson, W. (Eds.). (2012). *Handbook of distance education* (3rd ed.). Routledge.
- Palloff, R., & Pratt, K. (2011). *The excellent online instructor*. Jossey-Bass.
- Salmon, G. (2011). *E-moderating: The key to teaching and learning online* (3rd ed.). Routledge.
- Siemens, G. (2005). Connectivism: A learning theory for the digital age. *International Journal of Instructional Technology & Distance Learning*, 2(1).

## Paper: DSE 7: Training and Capacity Building

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/ Field work	Eligibility	Prerequisite of the course
<b>Training and Capacity Building</b> <b>DSE 7</b>	4	3	1	0	Graduation in any discipline	Nil

**Course Description:** This course provides an in-depth understanding of training and capacity-building processes essential for Human Resource Development (HRD). It examines traditional and institutional skill-acquisition methods, competency identification, training design, instructional techniques, and the integration of technology in learning environments. Students learn to evaluate training programs and understand the social and economic implications of capacity-building initiatives within lifelong learning and extension settings.

#### **Objective:**

- To understand the fundamental concepts, processes, and significance of training and capacity building in Human Resource Development.
- To learn various methods, techniques, and strategies used in skill development and competency building.
- To equip students with the abilities to design, implement, and evaluate effective training programmes in diverse institutional and community settings.

**Course Outcome:** After Completion of this course, Students will be able to:

- Describe and apply different training methods, skill acquisition processes, and capacity-building frameworks.
- Identify job competencies and skill requirements and design appropriate training or skilling programmes.
- Use technology-based tools and strategies for effective training delivery in formal, non-formal, and community-based contexts..

#### **Unit –I**

**(12 Hours)**

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

#### **Unit-II**

**(11 Hours)**

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

#### **Unit-III**

**(11 Hours)**

1. Identification of job competencies and Skill requirements
2. Designing and implementing a Training/Skilling programme.
3. Use of Technology in Training–Multimedia e-learning, online and distance learning, and other Learning – teaching Aids

## Unit-IV

(11 Hours)

1. On-the-job and off-the-job training & Capacity building.
2. Social & Economic Implications of Skill Training Capacity Building.
3. Evaluation of Skill Training.

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

### Reading List

#### Essential Readings:

- Armstrong, M. (2007). *A handbook of human resource management practice*. Kogan Page.
- Craig, R. L. (1996). *The training and development handbook*. McGraw-Hill.
- Richard, A., & Swanson, E. H. (2001). *Foundations of human resource development*. Berrett-Koehler.
- Singh, P. N. (1989). *Training for management development*. ISTD.
- Wilson, J. P. (2005). *Human resource development: Training and developing people and organizations*. Kogan Page.

#### Suggested Readings:

- Pareek, U., & Rao, T. V. (2012). *Designing and managing human resource systems*. Oxford University Press.
- Phillips, J. J., & Phillips, P. P. (2016). *Handbook of training evaluation and measurement methods*. Routledge.
- Rae, L. (2002). *Assessing the value of your training*. Gower Publishing.
- Sahu, R. K. (2010). *Training for development: All you need to know about training and development*. Excel Books.
- Werner, J. M., & DeSimone, R. L. (2012). *Human resource development*. Cengage Learning.

## Paper: DSE 8: Environment and Society

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/Field work	Eligibility	Prerequisite of the course
Environment and Society <b>DSE 8</b>	4	3	1	0	Graduation in any discipline	Nil

**Course Description:** This course explores the complex interrelationship between environment and society from social, philosophical, political, and ecological perspectives. It examines environmental thought through the work of Indian and global thinkers, the evolution of environmental movements, and contemporary issues such as climate change, resource depletion, social justice, and sustainability.

**Objective:**

- To understand social perspectives on the environment and the philosophical contributions of key environmental thinkers.
- To examine major environmental issues, sustainability challenges, and the socio-economic dimensions of resource use.
- To analyse environmental policies, regulations, and the role of institutions in promoting ecological justice and community-based environmental action.

**Course Outcome:** After Completion of this course, Students will be able to:

- Critically evaluate the social, philosophical, and political dimensions of environmental issues.
- Explain key environmental challenges and their linkages with population, urbanisation, and social justice.
- Demonstrate an understanding of environmental governance, community participation, and the role of national and global environmental institutions.

**Unit –I** **(12 Hours)**

1. Social perspectives of the Environment and its understanding
2. Indian and global thinkers of environment and their philosophy (Gandhi, Bookchin, Marxism & Eco pedagogy of Paulo Freire)
3. Indian environmentalism and movement.

**Unit-II** **(11 Hours)**

1. Sustainability and Sustainable Development concept, its components, and strategies.
2. Population and Urbanization: Link between population and resource consumption(food security, hunger, poverty)..
3. Ecological and Social justice.

**Unit-III** **(11 Hours)**

1. Environmental issues: Climate change, Acid Rain, and Global Warming.
2. Resource depletion: social and economic issues related to land, forest, and water.
3. Rehabilitation, women, and environment

## Unit-IV

(11 Hours)

1. Environmental Regulation: Environmental policy, environmental law.
2. Environmental Education and public awareness, Community participation.
3. National and international Agencies UNEP, GEF, PCC, WEO, MOEF, NGT, CPCB

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

### Reading List

#### Essential Readings:

- Bookchin, M. (2005). *The ecology of freedom*. AK Press.
- Carson, R. (1962). *Silent spring*. Houghton Mifflin.
- Freire, P. (2004). *Pedagogy of hope: Reliving pedagogy of the oppressed*. Continuum.
- Gadgil, M., & Guha, R. (1995). *Ecology and equity: The use and abuse of nature in contemporary India*. Penguin.
- Guha, R. (2006). *How much should a person consume?* University of California Press.
- Martinez-Alier, J. (2002). *The environmentalism of the poor*. Edward Elgar Publishing.
- Naik, K., & Tiwari, T. N. (2006). *Society and environment*. Oxford & IBH Publishing.
- Redclift, M. (1984). *Development and the environmental crisis*. Methuen & Co. Ltd.
- Santra, S. C. (2011). *Environmental science*. New Central Book Agency.
- Schnaiberg, A. (1980). *The environment*. Oxford University Press.

#### Suggested Readings

- Dobson, A. (2007). *Environmental politics*. Oxford University Press.
- Guha, R., & Martinez-Alier, J. (1997). *Varieties of environmentalism: Essays North and South*. Earthscan.
- Peet, R., & Watts, M. (1996). *Liberation ecologies: Environment, development, social movements*. Routledge.
- Shiva, V. (1988). *Staying alive: Women, ecology, and development*. Zed Books.
- United Nations Environment Programme. (n.d.). *State of the environment reports*.
- World Bank, & United Nations Development Programme. (n.d.). *Global environmental sustainability and development reports*.
- World Commission on Environment and Development. (1987). *Our common future*. Oxford University Press.

## Paper: DSE 4: Urban Farming Practices

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/Field work	Eligibility	Prerequisite of the course
Urban Farming Practices <b>DSE 4</b>	4	3	1	0	Graduation in any discipline	Nil

**Course Description:** This course introduces students to the principles, techniques, and socio-environmental significance of urban farming. It explores traditional and modern approaches to growing food in urban spaces, including kitchen gardens, rooftop farming, hydroponics, aquaponics, and community agriculture initiatives.

#### Objective:

- To develop an understanding of the concepts, methods, and ecological relevance of urban farming.
- To examine technological, social, and community-based approaches to food production in urban areas.
- To equip learners with knowledge of planning, managing, and sustaining urban farming initiatives.

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

- Identify, evaluate, and implement various methods of urban farming in diverse city environments.
- Understand the link between urban agriculture, sustainability, food security, and community health.
- Assess policy frameworks, innovations, and entrepreneurial opportunities in urban farming.

#### Unit 1: (12 hours)

1. Concept, scope, and evolution of urban agriculture; role in sustainable cities.
2. Types of urban farming: kitchen gardens, terrace farming, backyard gardens, community gardens.
3. Importance of urban farming in food security, nutrition, waste management, and ecological balance.

#### Unit 2: (11 hours)

1. Soil-based techniques: raised beds, container gardening, vertical gardening.
2. Soilless techniques: hydroponics, aeroponics, aquaponics—basic principles and applications.
3. Use of composting, rainwater harvesting, organic manure, and low-cost innovations in urban farming.

#### Unit 3: (11 hours)

1. Designing and maintaining urban farms: layout planning, crop selection, and irrigation systems.
2. Community-based farming models: urban cooperatives, citizen-led initiatives, school gardens.
3. Waste recycling, circular economy practices, and integrating urban farming into urban planning policies.

#### Unit 4: (11 hours)

1. Urban agriculture policies in India and international best practices (USA, Japan, Singapore).
2. Entrepreneurial opportunities: rooftop agribusiness, farm-to-table startups, local markets.

3. Smart farming trends: IoT-based monitoring, climate-resilient crops, digital platforms, and urban agro-innovation hubs.

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

## Reading List

### Essential Readings

- Cohen, N., & Reynolds, K. (2015). *Urban agriculture policy making*. Springer.
- de Zeeuw, H., & Drechsel, P. (2015). *Cities and agriculture: Developing resilient urban food systems*. Routledge.
- Mougeot, L. J. A. (2005). *Agropolis: The social, political, and environmental dimensions of urban agriculture*. Earthscan.
- Orsini, F., Dubbeling, M., de Zeeuw, H., & Gianquinto, G. (2017). *Urban agriculture for sustainable development*. Springer.
- Smit, J., Ratta, A., & Nasr, J. (2001). *Urban agriculture: Food, jobs, and sustainable cities*. United Nations Development Programme.

### Suggested Readings:

- Dubbeling, M., et al. (2010). *RUAF Foundation reports on urban agriculture*. RUAF Foundation.
- Food and Agriculture Organization. (2019). *Urban agriculture: Guidelines and case studies*. FAO.
- United Nations Human Settlements Programme. (n.d.). *Urban–rural linkages and food systems reports*.
- Viljoen, A., & Bohn, K. (2014). *Second-nature urban agriculture*. Routledge.

## Paper: GE 4: Tourism Marketing

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/Field work	Eligibility	Prerequisite of the course
Tourism Marketing GE 4	4	3	1	0	Graduation in any discipline	Nil

**Course Description:** This course provides an in-depth understanding of the principles, strategies, and applications of marketing in the tourism and hospitality industries. It examines the unique nature of tourism products, consumer behaviour, destination branding, market segmentation, and promotional tools used in tourism marketing. The course integrates modern trends such as digital marketing, social media strategies, sustainable marketing approaches, and experience-based branding.

#### Objective:

- To introduce students to the fundamental concepts and strategies of marketing in tourism.
- To analyse tourism consumer behaviour, product design, destination image, and branding strategies.
- To familiarize students with digital, experiential, and sustainable marketing approaches in tourism.

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

- Apply core marketing concepts to tourism products, destinations, and service experiences.
- Develop marketing strategies using segmentation, targeting, positioning, and promotion frameworks.
- Evaluate and implement digital and sustainable marketing practices in tourism organisations.

#### Unit 1: (12 hours)

1. Concepts, nature, scope, and significance of tourism marketing; services marketing vs. goods marketing.
2. Tourism consumer behaviour: travel motivations, decision-making, destination choice.
3. Tourism product: characteristics, components, design of tourism experiences and services.

#### Unit 2: (11 hours)

1. Market segmentation, targeting, and positioning (STP) in tourism markets.
2. Destination branding: image formation, brand identity, brand equity, and repositioning.
3. Marketing research in tourism: demand analysis, visitor profiling, tourism statistics.

#### Unit 3: (11 hours)

1. 7Ps of tourism marketing.
2. Promotion tools in tourism: advertising, sales promotion, PR, travel trade fairs, influencer marketing.
3. Customer relationship management (CRM), service quality, and experience-based marketing.

#### Unit 4: (11 hours)

1. Digital marketing in tourism: social media marketing, SEO, content marketing, e-WOM, online travel platforms.
2. Sustainable tourism marketing: responsible marketing, green communication, ethical practices
3. Emerging trends: experiential marketing, smart tourism, co-creation, personalization, and data-driven marketing.

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

## **Reading List**

### **Essential Readings**

- Hudson, S. (2008). *Marketing for tourism and hospitality*. Goodfellow Publishers.
- Kotler, P., Bowen, J. T., & Makens, J. C. (2017). *Marketing for hospitality and tourism* (7th ed.). Pearson.
- Middleton, V. T. C., Fyall, A., Morgan, M., & Ranchhod, A. (2009). *Marketing in travel and tourism* (4th ed.). Routledge.
- Morrison, A. M. (2019). *Marketing and managing tourism destinations* (2nd ed.). Routledge.
- Pike, S. (2016). *Destination marketing: Theory and practice* (2nd ed.). Routledge.

### **Suggested Readings:**

- Chaffey, D., & Ellis-Chadwick, F. (2019). *Digital marketing* (7th ed.). Pearson.
- Cooper, C., Fletcher, J., Gilbert, D., & Fyall, A. (2019). *Tourism: Principles and practice* (6th ed.). Pearson.
- Holloway, J. C., & Taylor, N. (2006). *The business of tourism* (8th ed.). Pearson.
- Khan, M. A. (2011). *Consumer behaviour in tourism and hospitality*. CRC Press.
- World Tourism Organization. *Tourism marketing guidelines, tourism trends, and branding reports*. UNWTO.

### **Learning outcomes of semester III of the PG Course Structure 3 focussed on “Research”**

The following **four** outcomes must be achieved by the end of III Semester

- 1) Research Problem identification
- 2) Review of literature
- 3) Research design formulation
- 4) **Phase I** of research (for e.g. Initial phase of research experimentation, completion of pilot project etc.)

### **Learning outcomes of Semester IV of the PG Course Structure 3 focussed on “Research”**

The following **three** outcomes must be achieved by the end of IV Semester

- 1) **Phase II** of research - Final phase of experimentation/ fieldwork
- 2) Dissertation/ project report submission
- 3) Attain **at least one** of the following outcomes:
  - a. Developed a prototype or product which meets the **Technology Readiness Level 3/4** (TRL-3 or TRL-4) as defined by CSIR
  - b. Publication in Scopus indexed journals #
  - c. Patent
  - d. Any other scholastic work as recommended by the BRS and approved by the Research Council
  - e. Publication of a book by a reputed publisher (National/International) as recommended by the BRS and approved by the Research Council.

# Publication must be in Scopus indexed journals and the authors have to be the student concerned and his/her supervisor(s). Addition of any author [other than the student and supervisor(s)] in the publication has to be with the permission of the Chairperson, Research Council. This permission must be mandatorily taken prior to commencement of Phase-II of the research.

### Structure 3 (Level 6.5): Research

Semester	DSC	DSE (related to the identified research field)	Research Methods/ Tools/ Writing  (2 courses)	One intensive problem- based research	Total Credits
<b>Semester - III</b>	<b>DSC:</b> Professional ization of Lifelong Learning and Extension)  <b>(4 Credits)</b>	<b>DSE:</b> Human Resource Management and Development  <b>(4 Credits)</b>	(a) <b>Advanced                      Research                      Methodology</b> of the core discipline  +  (b) <b>Tools for                      Research</b>  <b>(2x2 = 4 credits)</b>	Outcomes are listed below the table  <b>(10 credits)</b>	<b>22</b>
<b>Semester IV</b>	-	<b>DSE:</b> Environment and Society  <b>(4 Credits)</b>	<b>Techniques of                      research writing</b>  <b>(2 credits)</b>	<b>(16 credits)</b>	<b>22</b>

## Paper: DSC : Professionalization of Lifelong Learning and Extension

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/ Field work	Eligibility	Prerequisite of the course
Professionalization of Lifelong Learning and Extension DSC 7	4	3	1	0	Graduation in any discipline	Nil

**Course Description:** This course explores the concept, scope, and processes of professionalization within the field of Lifelong Learning and Extension. It examines the evolution of the discipline, the competencies required of adult educators, and the training mechanisms that support professional growth. The course also highlights the role of networks, organisations, reflective practice, and international trends in strengthening professional standards.

#### Course Objectives

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

**Course Outcome:** At the end of the course, the student will be

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

#### Unit: I (12 Hours)

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

#### Unit: II (11 Hours)

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

#### Unit: III (11 Hours)

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

#### Unit: IV (11 Hours)

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

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

## Reading List

### Essential Readings:

- Egetenmeyer, R. (Ed.). (2021). *Teachers and trainers in adult and lifelong learning: Asian and European perspectives*. StudienVerlag.
- Hargreaves, A. (2000). *Four ages of professionalism and professional learning*. Teachers College Record, 102(2), 151–181.
- Jarvis, P. (2014). *Adult education and lifelong learning: Theory and practice* (4th ed.). Routledge.
- Jarvis, P. (2010). *The sociology of adult and continuing education* (2nd ed.). Routledge.
- Preece, J. (2009). *Lifelong learning and development: A southern perspective*. Continuum International Publishing Group.
- Shah, S. Y. (2013). *Challenges of professionalization of adult education in India*. International Institute of Adult & Lifelong Learning.

### Suggested Readings:

- Merriam, S. B., & Bierema, L. L. (2014). *Adult learning: Linking theory and practice*. Jossey-Bass.
- Shah, S. Y. (2009). *Teachers and trainers in adult education and lifelong learning: Professional development in Asia and Europe*. UNESCO Institute for Lifelong Learning / DVV International

## Paper: DSE : Human Resource Management & Development

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/ Field work	Eligibility	Prerequisite of the course
<b>Human Resource Management &amp; Development</b> <b>DSE 6</b>	4	3	1	0	Graduation in any discipline	Nil

**Course Description:** This course provides a comprehensive understanding of Human Resource Management (HRM) and Human Resource Development (HRD). It introduces students to essential concepts, functions, and contemporary practices in managing people at work, including human resource planning, recruitment, selection, training, performance appraisal, and technology-driven HR systems.

#### **Course Objectives:**

- To apply a data-driven approach to managing people at work
- To make decisions about people based on deep analysis of data rather than the traditional methods of personal relationships, decision-making based on experience, and risk avoidance.
- Understanding of the different analytical approaches used by HR Professionals to solve real business problems

**Course Outcomes:** By the end of this course, the student will be able:

- Define the basic concepts of HRM & HRD
- Explain the various objectives, scope, and functions of HRM and understand its relevance in tourism & hospitality
- Assess the strategies required to select and develop manpower resources with special reference to the tourism & hospitality industry

#### **Unit I (12 Hours)**

1. Introduction, Concept and Functions, Scope and Significance of Human Resource Management and Human Resource Development: Concept, importance, functions of HRM,
2. Distinction between HRD & HRM; HRD Structure, Role and Responsibilities of the HRD manager; Essentials of Sound HR Policies
3. Workforce diversity, Work-life balance, Contemporary issues in HRIS, Introduction to Multigenerational Workforce

#### **Unit II (11 Hours)**

1. Concept and Process of Human Resource Planning
2. Job Analysis, Recruitment (process, methods), Selection process, Induction
3. Training and Development: training objectives and importance of training, Training Methods- job training and off-the-job training, Evaluation of training effectiveness

#### **Unit III (11 Hours)**

1. Performance Appraisal-concept, significance, process, methods- traditional and modern methods
2. Potential Appraisal: Concept, objectives, and methods.
3. Role of Technology in HRM

#### **Unit IV (11 Hours)**

1. Flexible Workforce, Stress Management: Sources & consequences of stress, stress management techniques
2. Role Plays
3. Case Studies, Webinars, Group Discussions

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

## Reading List

### Essential Readings:

- Bauer, T. N., Erdogan, B., Caughlin, D. E., & Truxillo, D. M. (2023). *Human resource management: People, data, and analytics* (2nd ed.). SAGE Publications.
- Boella, M. J., & Goss-Turner, S. (2019). *Human resource management in the hospitality industry* (11th ed.). Routledge.
- Swanson, R. A. (1995). Human resource development: Performance is the key. *Human Resource Development Quarterly*, 6(2), 207–213.
- Swanson, R. A. (2022). *Foundations of human resource development* (3rd ed.). Berrett-Koehler Publishers.
- Tripathi, P. C. (2010). *Human resource development*. Sultan Chand & Sons.
- Werner, J. M., & DeSimone, R. L. (2006). *Human resource development* (5th ed.). South-Western/Thomson.

### Suggested Readings:

- Garavan, T. N. (2007). A strategic perspective on human resource development. *Advances in Developing Human Resources*, 9(1), 11–30.
- Suri, N., & Lakhanpal, P. (2024). People analytics enabling HR strategic partnership: A review. *South Asian Journal of Human Resources Management*, 11(1), 130–164.
- Tasleem, N. (2025). HR technology transformation and the impact of people analytics on workforce management. *International Journal of Human Resource Studies*, 15(1), 55–65. (Replaced with a complete and journal-appropriate citation format.)
- Yoon, S. W., Han, S. H., & Chae, C. (2024). People analytics and human resource development: Research landscape and future needs based on bibliometrics and scoping review. *Human Resource Development Review*, 23(1), 30–57.

## Paper: Advanced Research Methodology

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/Field work	Eligibility	Prerequisite of the course
Advanced Research Methodology	2	2	0	0	Graduation in any discipline	Nil

**Course Description:** This course provides an advanced understanding of research processes as applied to lifelong learning, adult education, community development, and extension activities. It equips learners to formulate research problems, set objectives, frame hypotheses, and select appropriate research designs for field- and community-based studies. The course blends qualitative, quantitative, and mixed-method approaches relevant to adult learning environments.

**Course Objectives:**

- To provide an advanced understanding of research designs, concepts, and problem formulation.
- To develop the ability to construct research objectives, hypotheses, and frameworks.
- To familiarise learners with qualitative and quantitative approaches relevant to Lifelong learning and Extension

**Course Outcomes:** By the end of this course, students will be able to:

- Understand advanced research terminology, logic, and design in lifelong learning
- Define problems, develop objectives, and construct hypotheses.
- Apply qualitative and quantitative approaches appropriately in lifelong learning.

**Unit 1: (7.5 Hours)**

1. Nature of Quantitative Research – Characteristic features of quantitative research; Steps in conducting quantitative research;
2. Elements of quantitative research – concepts, variables and hypotheses;
3. Quantitative research designs – longitudinal and cross-sectional; survey and experimental designs.

**Unit 2: (7.5 Hours)**

1. Nature of Qualitative Research, assumptions; Characteristic features of qualitative research;
2. Approaches of qualitative research – Ethnography, Participatory Action Research, Grounded theory, and Case study
3. Research Ethics in social sciences: Informed consent, Voluntary participation, Confidentiality, Anonymity, Privacy, Autonomy, Fair Selection, No Deception, Trustworthiness, No Plagiarism, and No Fabrication; Respect for persons

**Reading List**

**Essential Readings**

- Bailey, K. (1994). *Methods of Social Research*. Free Press.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage.
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. New Age International.
- Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners*. Sage Publications.
- Neuman, W. L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. Pearson.

### **Suggested Readings**

- Berg, B. L. & Lune, H. (2012). *Qualitative Research Methods for the Social Sciences*. Pearson.
- Sekaran, U. & Bougie, R. (2016). *Research Methods for Business*. Wiley.
- Punch, K. (2005). *Introduction to Social Research*. Sage.
- Silverman, D. (2016). *Qualitative Research*. Sage.
- Bryman, A. (2012). *Social Research Methods*. Oxford University Press.

## Paper: Tools for Research

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/Field work	Eligibility	Prerequisite of the course
Tools for Research	2	2	0	0	Graduation in any discipline	Nil

**Course Description:** This course introduces the fundamental and applied tools required for conducting effective lifelong learning research. It covers data collection tools, digital platforms, basic statistical techniques, and software applications commonly used in lifelong learning and Extension analytics. Students gain hands-on experience with simple yet essential research tools for survey analysis, mapping, documentation, and report writing.

**Course Objectives:**

- To introduce practical tools used in lifelong learning and extension research
- To familiarise learners with basic quantitative and qualitative analysis tools.
- To develop skills in using digital and software-based research tools.

**Course Outcomes:** By the end of this course, students will be able to:

- Use appropriate tools for data collection, documentation, and fundamental analysis.
- Understand simple statistical tools and qualitative analysis techniques.
- Use digital platforms and basic software for research in adult education and extension.

**Unit 1: (7.5 Hours)**

1. Methods of data collection in Qualitative Research – participant observation, unstructured interviews, focus group discussion, life histories, participatory and rapid assessment procedures;
2. Data Analysis in Qualitative research – Organizing the data- recording, storing, and retrieving the data – summarizing, thematic analysis;
3. Software tools for data analysis, data interpretation, and understanding

**Unit 2: (7.5 Hours)**

1. Sampling and data collection in Quantitative Research; Sources of data – primary and secondary; Methods and tools of data collection– Interview, questionnaire, scaling and rating techniques.
2. Data analysis in Quantitative Research – Introducing SPSS; Levels of measurement; Graphical, diagrammatic and tabular presentation of data; Descriptive statistics – mean, median, mode; standard deviation and coefficient of variance;
3. Hypotheses testing – Chi-square test, t-test, analysis of variance (ANOVA); statistical software: MS Excel and SPSS

**Reading List**

**Essential Readings**

- Bailey, K. (1994). *Methods of social research*. Free Press.
- Field, A. (2018). *Discovering statistics using SPSS* (5th ed.). Sage.
- Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners* (5th ed.). Sage Publications.
- Pallant, J. (2020). *SPSS survival manual* (7th ed.). McGraw-Hill.
- Sharma, K. L. (2008). *Social research methods*. Rawat Publications.

**Suggested Readings**

- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage.
- Sekaran, U., & Bougie, R. (2016). *Research methods for business* (7th ed.). Wiley.

## Paper: DSE: Environment and Society

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/Field work	Eligibility	Prerequisite of the course
Environment and Society <b>DSE 8</b>	4	3	1	0	Graduation in any discipline	Nil

**Course Description:** This course explores the complex interrelationship between environment and society from social, philosophical, political, and ecological perspectives. It examines environmental thought through the work of Indian and global thinkers, the evolution of environmental movements, and contemporary issues such as climate change, resource depletion, social justice, and sustainability.

**Objective:**

- To understand social perspectives on the environment and the philosophical contributions of key environmental thinkers.
- To examine major environmental issues, sustainability challenges, and the socio-economic dimensions of resource use.
- To analyse environmental policies, regulations, and the role of institutions in promoting ecological justice and community-based environmental action.

**Course Outcome:** After Completion of this course, Students will be able to:

- Critically evaluate the social, philosophical, and political dimensions of environmental issues.
- Explain key environmental challenges and their linkages with population, urbanisation, and social justice.
- Demonstrate an understanding of environmental governance, community participation, and the role of national and global environmental institutions.

**Unit –I** **(12 Hours)**

1. Social perspectives of the Environment and its understanding
2. Indian and global thinkers of environment and their philosophy (Gandhi, Bookchin, Marxism & Eco pedagogy of Paulo Freire)
3. Indian environmentalism and movement.

**Unit-II** **(11 Hours)**

1. Sustainability and Sustainable Development concept, its components, and strategies.
2. Population and Urbanization: Link between population and resource consumption (food security, hunger, poverty)..
3. Ecological and Social justice.

**Unit-III** **(11 Hours)**

1. Environmental issues: Climate change, Acid Rain, and Global Warming.
2. Resource depletion: social and economic issues related to land, forest, and water.
3. Rehabilitation, women, and environment

**Unit-IV** **(11 Hours)**

1. Environmental Regulation: Environmental policy, environmental law.

2. Environmental Education and public awareness, Community participation.
3. National and international Agencies UNEP, GEF, PCC, WEO, MOEF, NGT, CPCB

**Tutorials:** Tutorial activities for the course will be decided by the course teacher each year and may include Literature/Book/Movie reviews, group-based project activities, research-cum-presentation tasks, creative writing/paper writing, group discussions, problem-solving exercises, and any creative production/ innovative project.

## Reading List

### Essential Readings:

- Bookchin, M. (2005). *The ecology of freedom*. AK Press.
- Carson, R. (1962). *Silent spring*. Houghton Mifflin.
- Freire, P. (2004). *Pedagogy of hope: Reliving pedagogy of the oppressed*. Continuum.
- Gadgil, M., & Guha, R. (1995). *Ecology and equity: The use and abuse of nature in contemporary India*. Penguin.
- Guha, R. (2006). *How much should a person consume?* University of California Press.
- Martinez-Alier, J. (2002). *The environmentalism of the poor*. Edward Elgar Publishing.
- Naik, K., & Tiwari, T. N. (2006). *Society and environment*. Oxford & IBH Publishing.
- Redclift, M. (1984). *Development and the environmental crisis*. Methuen & Co. Ltd.
- Santra, S. C. (2011). *Environmental science*. New Central Book Agency.
- Schnaiberg, A. (1980). *The environment*. Oxford University Press.

### Suggested Readings

- Dobson, A. (2007). *Environmental politics*. Oxford University Press.
- Guha, R., & Martinez-Alier, J. (1997). *Varieties of environmentalism: Essays North and South*. Earthscan.
- Peet, R., & Watts, M. (1996). *Liberation ecologies: Environment, development, social movements*. Routledge.
- Shiva, V. (1988). *Staying alive: Women, ecology, and development*. Zed Books.
- United Nations Environment Programme. (n.d.). *State of the environment reports*.
- World Bank, & United Nations Development Programme. (n.d.). *Global environmental sustainability and development reports*.
- World Commission on Environment and Development. (1987). *Our common future*. Oxford University Press.

## Paper: Techniques of Research Writing

### CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Total Credits	Lectures	Tutorial	Practical/Field work	Eligibility	Prerequisite of the course
Techniques of research writing	2	2	0	0	Graduation in any discipline	Nil

**Course Description:** This course introduces students to the essential techniques of academic and research writing, with a focus on clarity, structure, and coherence. It covers the fundamentals of writing research papers, reviews, reports, and dissertations in the tourism and social science disciplines.

**Course Objectives:**

- To familiarise students with the principles, structure, and style of academic research writing.
- To develop skills in paraphrasing, summarising, referencing, and academic integrity.
- To train students in preparing literature reviews, abstracts, and research reports.

**Course Outcomes:** By the end of this course, students will be able to:

- Write clear, structured academic texts such as reviews, reports, and research chapters.
- Use proper citation, referencing styles, and plagiarism-free writing methods.
- Apply research-writing techniques in dissertations, seminar papers, and publications.

**Unit 1: (7.5 Hours)**

1. Academic writing basics: structure, tone, clarity, coherence; types of academic writing.
2. Literature review techniques: summarising, paraphrasing, synthesising, and argument building.
3. Avoiding plagiarism; referencing styles (APA/MLA/Chicago); using citation managers (Zotero/Mendeley).

**Unit 2: (7.5 Hours)**

1. Writing components of a research paper: abstract, introduction, methodology, results, discussion, and conclusion.
2. Writing reviews, reports, proposals, and dissertations; editing & proofreading techniques.
3. Digital tools for research writing: plagiarism checkers, writing aids, formatting tools, and templates.

**Reading List**

**Essential Readings**

- Sword, H. (2012). *Stylish Academic Writing*. Harvard University Press.
- Turabian, K. L. (2018). *A Manual for Writers of Research Papers, Theses, and Dissertations*. University of Chicago Press.
- Becker, H. S. (2007). *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article*. University of Chicago Press.
- Graff, G. & Birkenstein, C. (2018). *They Say / I Say: The Moves That Matter in Academic Writing*. W.W. Norton.
- Murray, R. (2017). *Writing for Academic Journals*. Open University Press.

**Suggested Readings**

- Bailey, S. (2018). *Academic Writing: A Handbook for International Students*. Routledge.
- Cameron, D. (2012). *The Good Academic Writer*. Oxford University Press.

- Gilbert, N. (2006). *From Postgraduate to Social Scientist: A Guide to Key Skills*. Sage.
- Hartley, J. (2008). *Academic Writing and Publishing: A Practical Guide*. Routledge.
- Swales, J. & Feak, C. (2012). *Academic Writing for Graduate Students*. University of Michigan Press.

### **Learning outcomes of semester III of the PG Course Structure 3 focussed on “Research”**

The following **four** outcomes must be achieved by the end of III Semester

- 5) Research Problem identification
- 6) Review of literature
- 7) Research design formulation
- 8) **Phase I** of research (for e.g. Initial phase of research experimentation, completion of pilot project etc.)

### **Learning outcomes of Semester IV of the PG Course Structure 3 focussed on “Research”**

The following **three** outcomes must be achieved by the end of IV Semester

- 4) **Phase II** of research - Final phase of experimentation/ fieldwork
- 5) Dissertation/ project report submission
- 6) Attain **at least one** of the following outcomes:
  - a. Developed a prototype or product which meets the **Technology Readiness Level 3/4** (TRL-3 or TRL-4) as defined by CSIR
  - b. Publication in Scopus indexed journals #
  - c. Patent
  - d. Any other scholastic work as recommended by the BRS and approved by the Research Council
  - e. Publication of a book by a reputed publisher (National/International) as recommended by the BRS and approved by the Research Council.

# Publication must be in Scopus indexed journals and the authors have to be the student concerned and his/her supervisor(s). Addition of any author [other than the student and supervisor(s)] in the publication has to be with the permission of the Chairperson, Research Council. This permission must be mandatorily taken prior to commencement of Phase-II of the research.