New four papers of 2021

दिल्ली विश्वविद्यालय
University of Delhi
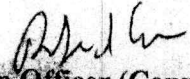
Ref. No. CNC-I/ A.C.(1)Res/2021/

Dated : 23.09.2021

Enclosed please find herewith the following Academic Council/ Executive Council Resolution/s for information and necessary action at your end.

A.C. Res. No. – 12(12-2) dated 24.08.2021
E.C. Res. No. – 8[8-1(8-1-2)] dated 31.08.2021

Yours faithfully,

Section Officer (Council-I)

The Head
Department of Adult Continuing Education & Extension,
University of Delhi,
Delhi-110007.

CNC-I/TR-29
23/09/2021

①

Resolution No. – 12(12-2)

12. The Council resolved and accepted the following recommendations of the Standing Committee on Academic Matters made at its meeting held on 23.08.2021 and recommended to the Executive Council for approval. The Council also recommended that the consequential amendments to the relevant Ordinance of the University be made accordingly.

12 (12-1)　　　　　　*xxx*　　　　　*xxx*　　　　　*xxx*

12-2 Resolved that the following recommendations of the Faculty of Social Sciences made at its meeting held on 20th July 2021 be accepted and recommended to the Academic Council for consideration:

(a). Proposed Papers based on LOCF for General Elective Course in Undergraduate Level under the Department of Adult Continuing Education & Extension. (Appendix-11)

(b). Revised Syllabus of M.A. Japanese under the department of East Asian Studies. (Appendix-12)

(c). Introduction of M.A. in International Relations and African Studies under the department of African Studies be referred back to the Faculty.

(d). Introduction of one year PG Diploma in International Trade (Africa) under the department of African Studies from the Academic Session 2022-2023 (Appendix-13)

UNIVERSITY OF DELHI

8/. The Executive Council approved the following recommendations made by the Academic Council at its meeting held on 24.08.2021. The Executive Council has also recommended that the consequential amendments to the relevant Ordinance of the University be made accordingly:

8-1/ The Council resolved and accepted the following recommendations of the Standing Committee on Academic Matters made at its meeting held on 23.08.2021.

    8-1-1 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

    8-1-2/ Resolved that the following recommendations of the Faculty of Social Sciences made at its meeting held on 20th July 2021 be accepted:

        (a) Proposed Papers based on LOCF for General Elective Course in Undergraduate Level under the Department of Adult Continuing Education & Extension. **(Appendix-VII)**

        (b) Revised Syllabus of M.A. Japanese under the department of East Asian Studies. **(Appendix-VIII)**

        (c) Introduction of M.A. in International Relations and African Studies under the department of African Studies be referred back to the Faculty.

        (d) Introduction of one year PG Diploma in International Trade (Africa) under the department of African Studies from the Academic Session 2022-2023 **(Appendix-IX)**

3

UNIVERSITY OF DELHI

Proposed Papers based on LOCF for General Elective Course in Undergraduate Level

Discipline: Lifelong Learning & Extension

Department of Adult, Continuing Education & Extension
(Faculty of Social Sciences)
University of Delhi

Proposed Papers based on LOCF for General Elective Course in Undergraduate Level Discipline: Lifelong Learning & Extension

The Department of Adult, Continuing Education & Extension, Faculty of Social Sciences, and University of Delhi has been a full-fledged Department since 1984-85. It has introduced M.A in Lifelong Learning & Extension with internship and Memorandum of understanding with several universities and research partner on the basis of it along with the discussion with the faculties, Alumni and International/National Partner, the Department has planned three Elective papers for undergraduate programme in Lifelong Learning and Extension. The Department Council discussed on 30-03-2021 and the committee of Courses on 6-04-2021 approved the same at 2:30 pm. and discussion and consultation and for it's approved. The detailed paper along with the objectives, Outcome and reference are attached for kind perusal. Minutes of the Committee of Course is also attached.

Various Meetings under LOCF

The Department after the initial draft formulation of three papers by Ph.D. scholar Nitish Anand under the guidance of Prof. Rajesh later put for its inputs under it, the deliberation with the scholars, faculties National and International reviewers were taken to finalize the three papers as per LOCF .

Department Profile

University of Delhi an Internationally acclaimed University , which has been recognized for research , teaching and outreach and provide the quality education , promote , nurture talent and shape their personal development with the motto of Nishtha Driti Satyam . Under committed efforts it is bearing the responsibility to develop global citizen the mission of the University of Delhi foster all round development of students through multi-faceted education and sustained engagement with local, national and global communities and nurture lifelong inspired learners from across the globe in the line of our cultural ideal of Vasudhava Kutumbakam.

To making India as a bigger and more important part of the global economy. Department is working with the policies of Atmanirbhar Bharat (self-sufficient India) and pushing policies that are efficient competitive and resilient and being self-sufficient India. The Department of Adult, Continuing Education and Extension have been the important contributor in the development of knowledge culture.

The Department is a part of the Faculty of Social Sciences since 1985. It has its beginning in 1978 as a Cell with activities connected to the mission programmes of Government of India and grew into a 'Center for Adult Continuing Education and Extension' with introduction and conduct of non-credit, non-evaluative short-term courses in areas of personal interest promotion, income generation and skill development. In order to establish a University-community interface the Department has been consistently designing and developing programmes of education and service in the field of Literacy, Science and Sports Journalism, Legal Literacy, Public Interest Litigation, Sports Medicine and Physiotherapy, Human Rights, Life Skills – Health and Hygiene, Volunteer Management, Guidance and Counseling, Travel and Tourism, Rapid Reading, Radio-Broadcasting and English Language Proficiency Course from time to time. The Department has replaced its One Year Post M.A. Diploma in Adult and Continuing Education (introduced in 1984) with a two year Master Degree course titled Lifelong Learning and Extension in 2014 and contributed as a pioneer of the discipline in the field of Lifelong Learning. Though Ph.D. programme in Adult and Continuing Education is being offered since 1991. The Department has also introduced M.Phil. Programme in Lifelong Learning & Extension since 2014. It has facilitated several interdisciplinary researches. Under the parts of several initiatives department also successfully introduced research mobility program with several national and International Universities. Recently department has successfully developed MOUs with several likewise rural universities under Vidya Vistar 2. The Department signed a Memorandum of Association with University of Wurzburg, Germany in July 2015 under which students and faculty are undertaking mobility and exchange programme.

Under extension programme and services the Department continues with its interaction with Community for offering need based services and gaining insight into the real life issues of the people in and around the university. Seminars/Workshops/Schools are organized regularly for enrichment of the faculty and sharing the knowledge gained with the community and peer groups.

The faculty of the Department works on the specific projects and publishes its findings on different academic area. One of the newest initiatives has been the organization of International

Autumn School for students and faculty from different countries on European and Asian Perspectives of Adult and Continuing Education.

Department under the faculty of social sciences offer the following courses in teaching, research and outreach activities-

1. MA (Four Semester) Lifelong Learning & Extension with Internationalization, multidisciplinary and Internship.
2. M.Phil. (Multidisciplinary one and half years in semester mode).
3. Ph.D.(Multidisciplinary), Continuing Education (add on courses)
4. Certificate in Counselling & Guidance
5. Certificate in Travel and Tourism
6. English Language Proficiency Course (ELPC).

It has also successfully piloted the several courses for the University, those are BA. Journalism, Certificate courses in Cyber Security.

Transgender Resource Centre (TRC)

Department is committed to its social services to the community, it has serious interventions with Injecting Drug Users, Migrant Workers, Women and Transgender Persons. Under its commitment Department has established Transgender Resource Centre (TRC).TRC is working for the empowerment of Transgender persons through education ,it is also on working national and international networking for advancement of Transgender persons. It is working for Transgender through coordination with National Institute of Social Defence (NISD), under Ministry of Social Justice Empowerment, and Govt. of India.

Institute of Eminence

The Department is funded with several prestigious research projects from UGC, ICSSR to Research and Development Grant from University of Delhi. Recently Institute of Eminence provided Research grant under faculty Development Program (FDP).

Currently under the CBCS the department has also several papers to offer the students.

Three Elective Papers on Lifelong Learning for Undergraduate Programme by the Department of Adult, Continuing Education and Extension (DACEE)

India is on its path to ensure sustainable and inclusive development and stand out in the global competition as a powerful economic, yet virtuous giant. This demands drastic changes at the policy level and a strong support base for their implementation through young and passionate individuals who can think out-of-the-box to not only offer problem-based solutions but also develop creative initiatives to bring change. With its ambitious NEP (New Education Policy) 2020, India has set out to achieve these goals. With Artificial Intelligence and a fast pace of economic development fueled by knowledge as capital, education preparing individuals for repetitive tasks and limited critical thinking has become obsolete. The shift from permanent employment to permanent employability has to be endured too in order to deal with the unintended socio-economic and environmental consequences of structural changes in the economy with new ways of production, consumption and capital formation.

Education system is the key to address these challenges and facilitate positive changes. The opportunities provided by a huge demographic dividend, a diverse and enormous market and abundant resources in India can be harnessed through an innovative education system with effective learning outcomes. Learners have to be equipped with critical thinking, problem-solving and self-directed learning capabilities. They need to be prepared to come out of the abstract ivory towers of education and connect with the society around them, offer concrete solutions for real-life problems and take positive, innovative initiatives to compete and lead the world. Rather than reproducing what they have read in the books, learners should to be able to navigate through the uncertain environment and changes around them on their own and be creative in keeping pace with such changes independently. Further, the young minds should be able to foresee and plan to not merely follow and facilitate but to lead changes too. How can the Indian education system prepare the individual for all this? How can the education system be used for the individual as well as collective benefit of the whole country rather than merely for the advancement of those who can directly access it? What kind of curriculum can bridge the gap between labs and life, open the doors of the educational ivory towers and share its benefits with those who have limited or no access to it?

In response to these questions, the Department of Adult, Continuing Education and Extension (DACEE) offers three innovative and interdisciplinary courses for the Undergraduate Program at Delhi University which can be taken up as Elective Courses by learners from all disciplines. The relevance of lifelong learning programs is evident from the learning outcomes provided by the UGC in which lifelong learning is included as one of the outcomes. All three courses are opening the doors for learners to come out of the abstract environment and experience the real-life situation around them. Learners will not be taught a fixed content but rather be equipped as self-directed learners capable of exploring new learning opportunities, identifying and choosing what is relevant for them, taking responsibility and acting with authority in changing learning environment and learning by themselves. Thus, these courses are aimed at inducing a never ending learning process among individual learners. In other words, these courses aim at facilitating the individuals to become self-directed lifelong learners.

Facilitating individual learners to become lifelong learners however, is not enough in a country like India where education is not accessible or is partially accessible to a large section of the society. The doors of educational benefits need to open up for such people who are marginalized and often lag behind in the process of development. All three courses address this challenge. The first course titled 'Lifelong Learning for Social Transformation' aims at orienting the individual learner about what is relevant and needed in the context around them. The learners are forced to reflect upon the relevance of their knowledge, skills and competencies in an interdisciplinary manner to solve real-life problems for individual and collective well-being. This course also prepares the learners under the NEP, 2020 as *Adult Education Volunteers*.

The second course titled 'Lifelong Learning for Sustainable Development' aims at providing a global overview to the learners about alternative ways in which sustainable development can be secured and its negative consequences like marginalization be mitigated. This course is grounded in quality research and equips the learner with the most advanced knowledge base from all over the world so that the learners become aware about the most innovative solutions, possibilities and prospects for positive changes and initiatives for individual and collective well-being. The learners are provided the opportunity to compare and reflect upon the possibilities for bringing positive change in India using the most advanced knowledge-base from all over the world and integrating it with their knowledge from different disciplines.

The third course titled 'Lifelong Learning, Employability and Social Entrepreneurship' aims at equipping the learners with the knowledge, skills and competencies required not only being employable in a changing context but also being able to generate employment opportunities for others through social entrepreneurship. The course orients learners to prepare themselves for innovative, productive and long-term employability and not fixed static, limited productivity jobs. All three courses equip the learners with relevant tools and techniques for upgrading their knowledge, skills and competencies constantly throughout life and across disciplines, expose them to real-life situations and advanced knowledge-base, policies and programmes used by the government to address these challenges and to develop innovative and effective ways to facilitate and induce positive changes for individual and collective well-being. In other words, the courses facilitate the learners to become lifelong-learners. The courses further aim at transforming these lifelong learners into multipliers who can disseminate the fruits of their knowledge to those who have limited or partial access to education and for the individual and collective well-being.

The courses are developed with a view to avoid curriculum overload and limited but relevant methodological interdisciplinary elements are included along with a balanced component of learning through action. They aim to facilitate interdisciplinary, problem-based learning and make education more relevant as a system (rather than an aggregation of fragmented conservative silos) which can contribute to the individual and collective well-being.

Since the three courses can be taken up by learners from all undergraduate disciplines, the learning outcomes are aligned with the overall undergraduate programme. *This also highlights how the three courses are designed to meet the highest standard expected by the NEP, 2020 for undergraduate courses.* The explanation for how this is achieved is provided in the description of each course respectively.

Graduate Attributes according to UGC LoCF	Course: Lifelong Learning for Social Transformation	Course: Lifelong Learning for Sustainable Development	Course: Lifelong Learning Employability And Social Entrepreneurship
Disciplinary Knowledge	X	X	X
Communication Skills	X	X	X
Critical thinking	X	X	X
Problem solving	X	X	X
Analytical reasoning	X	X	X
Research-related skills	X	X	X
Cooperation/Team Work	X	X	X
Scientific reasoning	X	X	X
Reflective thinking	X	X	X
Information/digital Literacy	X	X	X
Self-directed learning	X	X	X
Multicultural Competence	X	X	X
Moral and ethical awareness/reasoning	X	X	X
Leadership readiness/qualities	X	X	X
Lifelong learning	X	X	X

Course 1: Lifelong Learning for Social Transformation

This course introduces lifelong learning, highlights the relevance of being a lifelong learner and highlights the need and possibilities for social change through lifelong learning. Since real-life situations are not bound in disciplines or sectors, this course promotes an integrated approach towards the innovative use of the knowledge, skills and competencies of the learners. The course aims at facilitating the learners to become self-directed lifelong learners and navigate through uncertain, changing situations independently. The course is divided into two parts: the first part amounting to sixty percent of the total weightage comprises of conceptual understanding and acquaintance with the relevant tools and techniques; the second part of the course amounting to forty percent of the total weightage facilitates the learners to design their own intervention for contributing to social transformation through lifelong learning. The course also emphasizes the fact that not all interventions might be relevant or effective for bringing social transformation and some might even be disruptive rather than supportive, despite appearing to be ideally good in an abstract sense. The learners thus are equipped with the understanding to differentiate between the abstract purpose of knowledge and skills and their positive and constructive use in real-life situations for social transformation though lifelong learning.

This is achieved by embedding the practical work in the second part of the course in government polici and programmes and thus, supporting real policy implementation on ground while learners g experience. Thus, this course also enables the learners to develop as multipliers for social transformati in support of the state policies and prepares them as adult education volunteers under the NEP, 20 framework.

The learning outcomes for the course are as follows:

1. Develop an understanding about Lifelong Learning, Social Transformation, the linkages betwe the two, and relevant tools and techniques for real-life interventions based on this understanding

2. Learn to use the acquired knowledge, skills and competencies till date in an interdisciplinary a integrated manner for contributing to social transformation as an active citizen.

3. Become a self-directed lifelong learner to

   a. navigate independently through various learning environments and uncertain, changing real-l situations;

   b. identify and avail the relevant learning opportunities; and

4. Develop scientific, analytical and problem-solving skills for contributing to social transformati in the given context by using abstract knowledge for analyzing real-life situations to

   a. identify real-life problems,

   b. use all knowledge, skills and competencies acquired throughout life in an integrated (interdisciplinary) manner for developing innovative solutions to solve the problem,

   c. design real-life interventions to execute the solution in real-life situations,
   d. assess the impact of the intervention,

   e. reflect about alternative ways, other possibilities and scope for improvement,

   f. Explore existing research to identify and solve real-life problems and draw generalizations from the experiences.

5. Develop communication skills, team-work and cooperation skills, social and emotional skills, and intercultural competencies for working with people outside the University environment, reaching out to them, building up trust with them, taking responsibility and sharing the acquired knowledge and skills acquired for contributing to social transformation in the given context.

6. Taking responsibility, ownership and developing leadership and management skills for planning, executing and assessing innovative actions in real-life situations for contributing to social transformation in the given context.

7. Use technological solutions wherever possible to save resources by avoiding manual inputs in repetitive work and preparing for the technologically advanced global competition.

8. Develop research and scientific skills by experimenting with new ideas, observations, field work, and drawing generalizations from the practical initiatives to contribute to the existing pool of knowledge about social transformation though lifelong learning.

9. Learn to explore, become aware and make use of ethical and moral considerations for social engagement in general and community engagement in particular.

10. Become aware of and develop competencies to differentiate between constructive and disruptive social engagement and transformative action and learn to engage positively with the state machinery as active citizens by linking initiatives with the political-legal framework laid down by the state.

Unit-wise Course Description: Lifelong Learning for Social Transformation

Unit	Title of the Unit	Details	Teaching/learning Mode	Weightage
I	Lifelong Learning: An Introduction	Understanding The relevance of Lifelong Learning in India and across the Globe	Lecture, Discussion	10%
II	Key Concepts, Approaches and Analytical Frameworks	II.1 Key Concepts: Lifelong Learning as an Interdisciplinary Concept, Lifelong Learning as an Integrated Policy, Linkages between Adult Education, Adult Learning and Lifelong Learning, Recurrent Education, Permanent Education, Employability, Social Change, Social Transformation, Community Engagement And Extension, Inclusion, Sustainable Education, Blended Learning, Education as a public good, commodity and right, social partners, Stakeholders, Interest Groups, Corporate Social Responsibility, Community Engagement, Extension, Recognition of Prior Learning.	Lecture, Discussion/ Living Interaction (Dialogue), Participant Presentations	30%

		II.2 Approaches: Sector-specific and Systems Approach in Education Top-down And Bottom-up Approach, Problem-based Approach towards Learning, Teacher-centric and Learner-centric Models for Education. II.3 Analytical Frameworks: Formal, Non-formal and Informal Learning, Ehlers' Box Model, Stakeholder's Analysis, SWOT/SWOC Analysis		
III	Lifelong Learning: The Education Policy for Social Transformation	III.1 Education as a Public Good, a Right and a Commodity III.2 An Introduction to the Policy of Lifelong Learning III.3 Relationship between Lifelong Learning and Social Change III.4 Recognition of Prior Learning	Lecture, Discussion	10%
IV	Practical Aspects of Designing A Lifelong Learning intervention	Project Planning, Management and Evaluation: Need Analysis, Resource Assessment, Project design, responsibility and accountability, ethics, legal and policy framework.	Lecture, Participant Presentations, Discussion	10%
V	Identifying the Needs, Resources and Possibilities for Social Transformation through Lifelong Learning	Project Work: Lifelong Learning for Social Transformation as per the Project Guide for Lifelong Learning – I: Social Transformation through Lifelong Learning	Project field work, supervision and maintenance of Journal	10%
VI	Planning A Lifelong Learning Intervention for Social Transformation			10%
VII	Executing the Lifelong Learning Intervention for Social Transformation			10%
VIII	Impact Assessment: Social Transformation through Lifelong Learning			10%

Suggested Readings

1. Fisher-Yoshida, B., Lopez, J. (2020). Redefining Theory and Practice to Guide Social Transformation: Emerging Research and Opportunities, Volume 1, Hershey: IGI Global.

2. Ehlers S. (2019). The rise of a learning regime in Europe. Transnational policy terms mapped and discussed, in T. Fristrup (ed.), socially engaged practices in museums and archives, Fornv.rdaren 38, Jamtli F.rlag, .stresund, 17-68.

3. Shah, S.Y. (2018). Lifelong learning in India: A policy perspective. ASEM Education and Research Hub for Lifelong Learning. Available at: https://tinyurl.com/y3u4dngw

4. University Grants Commission (2010). *XI Plan Guidelines on Lifelong Learning and Extension*. New Delhi: UGC.

5. S Y Shah (1999).An Encyclopedia of Indian Adult Education, National Literacy Mission, Directorate of Adult Education.

6. Aggarwal, V. (2012). Lifelong Learning: The Challenges in Context of India. Research Journal of Social Science & Management (1), 10, 1-9, Available at:

   https://www.researchgate.net/publication/307863053_Lifelong_Learning_The_Challen g es_in_Context_of_India.

   Online sources:
   e-PGPathshala (inflibnet.ac.in).

Assessment methods:
The assessment will include:

	Mode	Weightage
1	Open-book test	30 percent
2	Assessment of the Journal maintained during the Project Work	40 percent
3	Written Assignment about the Paper as per the topic selected by the learner	30 percent

Course 2: Lifelong Learning for Sustainable Development

Sustainable Development is crucial for individual and collective well-being and the same is reflected the all-encompassing Sustainable Development Goals (SDGs). The course builds upon the alread acquired knowledge, skills and competencies of the individual learners and facilitates them to use the in an interdisciplinary way for solving real-life problems related within the framework for sustainab development. It facilitates the learners to become self-directed lifelong learners and navigate throug uncertain, changing situations independently. The course thereby aims at providing a global overvie about achieving sustainable development through lifelong learning and uses the acquired insights reflect upon the Indian context. The course is divided into two parts: the first part comprising of : percent of the total weightage exposes the learner to the challenges in various aspects of life (under tl SDG framework) all over the globe and introduces them to the various ways and means adopted global to resolve them; the second part comprising of fifty percent of the weightage requires the learner explore, plan, execute, assess, reflect upon, and generalize about real-life problems based on the exposure and learning about the existing research in the area and thereby contribute to sustainab development in a given context in an interdisciplinary manner.

The learning outcomes for the course are as follows:

1. Develop an advanced, research-based understanding about Lifelong Learning, Sustainab Development, the linkages between the two in the Indian as well as the global context, ai relevant tools and techniques for real-life interventions based on this understanding.

2. Learn to use the acquired knowledge, skills and competencies till date in an interdisciplinary ai integrated manner for contributing to social transformation as an active citizen within the SD framework.

3. Become a self-directed lifelong learner to

    a. navigate independently through various learning environments and uncertain, changing real-life situations;

    b. identify and avail the relevant learning opportunities; and

4. Develop scientific, analytical and problem-solving skills for contributing to sustainat development in the given context by using abstract knowledge for analyzing real-life situatio to:

a. identify real-life problems,

b. use all knowledge, skills and competencies acquired throughout life in an integrated (interdisciplinary) manner for developing innovative solutions to solve the problem,

c. design real-life interventions to execute the solution in real-life situations,

d. assess the impact of the intervention,

e. reflect about alternative ways, other possibilities and scope for improvement,

f. Explore existing research to identify and solve real-life problems and draw generalizations from the experiences.

5. Develop communication skills, team-work and cooperation skills, social and emotional skills, and intercultural competencies for working with people outside the University environment, reaching out to them, building up trust with them, taking responsibility and sharing the acquired knowledge and skills acquired for contributing to sustainable development in the given context.

6. Taking responsibility, ownership and developing leadership and management skills for planning, executing and assessing innovative actions in real-life situations for contributing to sustainable development in the given context.

7. Use technological solutions wherever possible to save resources by avoiding manual inputs in repetitive work and preparing for the technologically advanced global competition.

8. Develop research and scientific skills by experimenting with new ideas, observations, field work, and drawing generalizations from the practical initiatives to contribute to the existing pool of knowledge about sustainable development though lifelong learning.

9. Learn to explore, become aware and make use of ethical and moral considerations for social engagement in general and community engagement in particular.

10. Become aware of and develop competencies to differentiate between constructive and disruptive practices aimed at sustainable development and learn to engage positively with the state machinery as active citizens by linking initiatives with the political-legal Framework laid down by the state.

Unit-wise Course Description: Lifelong Learning for Sustainable Development

Unit	Title of the Unit	Details	Teaching/learning Mode	Weightage
I	The Fundamentals of Lifelong Learning	I.1 Key Concepts I.2 A Typology for Lifelong Learning Systems and Policies around the globe I.3. Legal-political framework for Lifelong Learning in India	Lectures, Discussions	20%
II	Education for Sustainable Development: Key Concepts and Transnational Policy Frameworks	II.1 Key Concepts: Sustainability, Sustainable Economic Growth, Sustainable Development, Inclusion, Social Change. II.2 Understanding the Transnational Policy Frameworks for Lifelong Learning	Lectures, Discussions	15%
III	Lifelong Learning Policies Of Key International Organizations	1. OECD's Lifelong Learning Policy 2. World Bank's Lifelong Learning Policy 3. UNESCO's Lifelong Learning Policy 4. ILO' Lifelong Learning Policy	Lecture, Discussion, Participant Presentations, Virtual/field Tours, interaction with social partners	15%
IV	Project Planning, Management and Evaluation	Project: Sustainable Development through Lifelong Learning in India as per the Project Guide for Lifelong Learning II: Sustainable Development through Lifelong Learning in India	Project field work, supervision and	10%
V	Need Analysis			10%

VI	Resource Assessment and Management		maintenanc E of Journal	10%
VII	Project Execution			10%
VIII	Project Evaluation And Impact Assessment			10%

Suggested Readings:

1. Ehlers S. (2019). The rise of a learning regime in Europe. Transnational policy terms mapped and discussed. In T. Fristrup (Ed.), *Socially Engaged Practices in Museums and Archives*. Fornvårdaren 38. Jamtli Förlag, 17-68.

2. ILO (2016). ILO Implementation Plan – 2030 Agenda for Sustainable Development. ILO. Available at: https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---webdev/documents/publication/wcms_510122.pdf

3. Jakobi A.P. 2012, International organisations and policy diffusion. The global norm of lifelong learning, *Journal of International Relations and Development*, XV (1), 31-64.

4. Leal Filho, W. , Mifsud, M. and Pace, P. (Eds.) (2018). *Handbook of Lifelong Learning for Sustainable Development*, New York: Springer International Publishing AG.

5. Schmelzer, M. (2016). *The Hegemony of Growth. The OECD and the making of the economic growth paradigm*. Cambridge University Press.

6. Singh, S. (2020). From Global North-South Divide to Sustainability: Shifting Policy Frameworks for International Development and Education. *International and Multidisciplinary Journal of Social Sciences*, 9(1), 76-102. http://doi.org/10.17583/rimcis.2020.4923

7. UN (2015a). *Transforming Our World: The 2030 Agenda for Sustainable Development*, A/RES/70/1. United Nations. Available at: https://sdgs.un.org/2030agenda

8. UNESCO, UNICEF, World Bank Group, UNPF, UNDP, UN Women, & UNHCR (2015). *Education 2030. Incheon Declaration. Towards inclusive and equitable quality education and lifelong learning for all*. 19-22.05.15, Incheon, Republic of Korea. UNESCO.

9. World Bank Group (2011). *Learning for all: Investing in people's knowledge and skills to promote development*. The World Bank. Available at:

https://openknowledge.worldbank.org/bitstream/handle/10986/27790/649590WP0REPL
A00WB0EdStrategy0final.pdf?sequence=1&isAllowed=y

Online sources:
e-PGPathshala (inflibnet.ac.in).

Assessment methods:
The assessment will include:

	Mode	Weightage
1	Open-book test	30 percent
2	Assessment of the Journal maintained during the Project Work	40 percent
3	Written Assignment about the Paper as per the topic selected by the learner	30 percent

Course 3: Lifelong Learning, Employability and Social Entrepreneurship

This paper aims at facilitating the learners to not only become self-directed lifelong learners but also become employable, and ensure that they create employment opportunities for others while making us of their knowledge, skills and competencies acquired across disciplines and throughout their life. Wit the fast pace of economic growth, structural changes in the economy and global competition, tl education systems need to prepare the learners for the shift from permanent employment to permane employability. Apart from that, the fruits of education provided to individual learners should l disseminated to ensure that economic growth is inclusive. Therefore, this course focuses on econom aspects for exploring, executing and creating jobs for others in an uncertain and changing econom scenario. The course is divided into two parts: the first part comprising of forty percent of the tot weightage equips the learners with the core concepts and methodological aspects relevant f understanding the relationship amid lifelong learning, employability and social entrepreneurship. facilitates the learners to become self-directed lifelong learners who are able to navigate throu; uncertain and changing learning environments for exploring and creating livelihood on the basis of the knowledge, skills and competencies acquired across disciplines and throughout life. The second pa comprising of sixty percent of the total weightage provides opportunities for internship and soci entrepreneurship. During this, the individuals are supervised and closely observed to ensure that they n only get an exposure to work-based learning environments but rather develop an understanding ar attitude in favor of learning by doing, get inspired to keep updating their knowledge, skills ar competencies at the workplace, keep reflecting about it and generalizing their learning throu; documentation. This aims at ensuring that the learners are able to identify the relevant aspects of wor life that would lead to enhanced productivity, better income and thus individual and collective we being through lifelong learning and prepare themselves for becoming permanently employable.

The course prepares individuals for the labour market and ensures that they act as active citizens who not only contribute through their own economic activities in the society but also generate the same for others. This would open the doors of knowledge sharing by those who have a direct access to the education system and quality education with those who have limited or negligible access. The demographic dividend, abundant resources and enormous and diversified market in India have created the need for such courses so that India's ambitions to become a global leader could be fueled while challenges of marginalization and exclusion could be addressed. The learning outcomes for the course are as follows:

1. Develop an advanced, research-based understanding about Lifelong Learning, Employability, Social Entrepreneurship, the linkages amid the three in the Indian as well as the global context, and relevant tools and techniques for addressing real-life challenges based on this understanding.

2. Learn to use the acquired knowledge, skills and competencies till date in an interdisciplinary and integrated manner for becoming employable and for social entrepreneurship.

3. Become a self-directed lifelong learner to

    a. navigate independently through various learning environments and uncertain, changing real-life situations; exploring, availing and creating livelihood options;

    b. identify and avail the relevant learning and employment and social entrepreneurship opportunities;

4. Develop scientific, analytical and problem-solving skills for contributing to sustainable development in the given context by using abstract knowledge for analyzing real-life situations to:

    a. identify real-life problems in relation to employability and social entrepreneurship,

    g. use all knowledge, skills and competencies acquired throughout life in an integrated (interdisciplinary) manner for developing innovative solutions to solve the problem,

    h. design real-life interventions to execute the solution in real-life situations,
    i. assess the impact of the intervention,

    j. reflect about alternative ways, other possibilities and scope for improvement,

    k. explore existing research to identify and solve real-life problems and draw generalizations from the experiences.

5. Develop communication skills, team-work and cooperation skills, social and emotional skills, and intercultural competencies for working with people outside the University environment, reaching out to them, building up trust with them, taking responsibility and sharing the acquired knowledge and skills acquired for enhancing individual employability and generating livelihood options through social entrepreneurship.

6. Taking responsibility, ownership and developing leadership and management skills for planning, executing and assessing innovative actions for becoming employable and generating livelihood options through social entrepreneurship.

7. Use technological solutions wherever possible to save resources by avoiding manual inputs in repetitive work and preparing for the technologically advanced global competition.

8. Develop research and scientific skills by experimenting with new ideas, observations, field work, and drawing generalizations from the practical initiatives to contribute to the existing pool of knowledge about enhancing employability and social entrepreneurship.

9. Learn to explore, become aware and make use of ethical and moral considerations for working in professional environments.

10. Become aware of and develop competencies to differentiate between constructive and disruptive tendencies in achieving and creating livelihood (for instance abiding by the tax norms) and learn to engage positively with the state machinery as active citizens by linking initiatives with the political-legal framework laid down by the state.

Unit-wise Course Description: Lifelong Learning, Employability and Social Entrepreneurship

Unit	Title of the Unit	Details	Teaching/learning Mode	Weightage
I	Methodological al Considerations: Key Concepts, Approaches, Policy Frameworks	I.1 Key concepts: Skills, Competencies, Employability, Vocational Education and Training, Productivity, Learning Outcomes, Sustainable Economic Growth, Social Entrepreneurship, Business Ecosystem I.2 Approaches I.3 Policy Frameworks	Lecture, Discussion	10%

	for Lifelong Learning			
II	Ensuring Employability Through Lifelong Learning	II.1 From Employment to Employability: Understanding the shift in approach towards Labour-market engagement. II.2 Enhancing Employability through Lifelong Learning III. 3 Employability as a Global Norm for Sustainable Education and Development	Lecture, Discussion, Participant Presentations, Virtual/field Tours, interaction with social partners	10%
III	Lifelong Learning: The Core for Social Entrepreneurship	III.1 Identifying a Social Problem III.2 Developing a Business Plan III.3. Resource Mobilization and Management III.4 Business Management III.5 Quality Control III.6 Ethics for Social Entrepreneurship III.7 Marketing III.8 Impact Assessment	Lecture, Discussion, Participant Presentations, Virtual/field Tours, interaction with social partners	20%
IV	Planning and Managing Internship with a Social Entrepreneurship Initiative	Project: Employability and Social Entrepreneurship as per the Internship Guide for Enhancing Employability through Lifelong Learning/ Lifelong Learner's Social Entrepreneurship Guide.	Internship, Supervision, Journal Maintenance	10%
V	Internship			
VI				40%
VII				
VIII	Impact Assessment			10%

Suggested Readings:

1. Gupta, P., Chauhan, S., Paul, J., Jaiswal, M.P., (2020). Social entrepreneurship research: A review and future research agenda. *Journal of Business Research*, 113, 209-229.

2. OECD (2018). *Good jobs for all in a changing world of work: The OECD jobs strategy*, OECD Publishing, Paris.

3. OECD ILO, The World Bank 2016, *Enhancing employability*. Report prepared for the G20 employment working group with inputs from the international

monetary fund, <https://www.oecd.org/employment/emp/Enhancing-Employability-G20-Report-2016.pdf> (07/2020).

4. Palmer, R. (2020). *Lifelong Learning in the Informal Economy. A Literature Review.*
   https://moodle.adaptland.it/pluginfile.php/20139/mod_page/content/39/wcms_741169. pdf

5. Singh S., & Ehlers, S. (2020). Employability as a global norm: Comparing transnational employability policies of OECD, ILO, World Bank Group, and UNESCO. In R. Egetenmeyer, V. Boffo & S. Kröner (Eds.), *International and comparative studies in adult and continuing*

   education. (pp. 131–147). Florence: Firenze University Press.
   D.o.I. 5518-155-6.09
   Online sources:
   e-PGPathshala (inflibnet.ac.in).

Assessment methods:
The assessment will include:

	Mode	Weightage
1	Open-book test	30 percent
2	Assessment of the Journal maintained during the Project Work	40 percent
3	Written Assignment about the Paper as per the topic selected by the learner	30 percent

Paper: IV
Research, Project Planning and Evaluation

This course introduces Research, Project Planning and Evaluation, highlights the relevance of skills related to research, planning and writing a good proposal along with evaluation in contemporary socio-economic scenario. Today learner is shaped in the manner to develop critical understanding about the phenomenon to address the need for social change. Multidisciplinary in the field of higher education has evolved the new way of learning where each learner is needed to enrich the learning activity and contribute in unique way. This course promotes an integrated approach towards the innovative use of the research and project formulation and management skills and competencies of the learners. The course aims at facilitating the learners to understand the basic conceptions of Research, Project Planning, Management and Evaluation to contribute in knowledge economy. It also enables the learner to understand the value of research in shaping of any discipline. The course is divided into two parts: the first part amounting to 70 percent of the total weightage comprises of conceptual understanding and acquaintance with the relevant tools and techniques; the second part of the course amounting to thirty percent of the total weightage facilitates the learners to design their own intervention and engage in research project planning and evaluation. The course also emphasizes the fact that all learners get relevant or effective competencies for bringing social transformation and develop the employability in future.

This could be achieved by embedding the practical work in the second part of the course where learner will have opportunities to conduct independent researches, provide their expertise in government policies and programmes and thus, supporting real policy formulation and evaluation on ground learners will gain experience as well. Thus, this course also enables the learners to develop the relevant skills in support of any organizational need.

The learning outcomes for the course are as follows:

5. Develop an understanding about Research and Methods underling it.
6. Develop the Understanding about the project planning and Management.

7. Learn to use the acquired knowledge, skills and competencies till date in an interdisciplinary and integrated manner for contributing to understanding of knowledge domain in different sectors.

8. Become a self-equipped researcher in multidiscipline

   a) Contribute in research.
   b) Action research
   c) Planning and Evaluation.

9. Develop scientific, analytical and problem-solving research skills

   a. Use all knowledge, skills and competencies acquired throughout life in an integrated (interdisciplinary) manner for developing innovative solutions to solve the problem.

   b. design real-life interventions to execute the solution in real-life situations,
   c. Assess the impact of the intervention.

   d. reflect about alternative ways, other possibilities and scope for improvement,

   e. Explore existing research to identify and solve real-life problems and draw generalizations from the experiences.

11. Develop report writing skills, team-work and cooperation skills, social and emotional skills, and intercultural competencies for working with people outside the University environment, reaching out to them, building up trust with them, taking responsibility and sharing the acquired knowledge and skills acquired for contributing to social transformation in the given context.

12. Taking responsibility, ownership and developing leadership and management skills for planning, executing and assessing innovative actions in real-life situations for contributing to social transformation in the given context.

13. Understand the uses of research and related technologies for future uses.

14. Develop research and scientific skills by experimenting with new ideas, observations, field work, and drawing generalizations from the practical initiatives to contribute to the existing pool of knowledge about social transformation though lifelong learning.

15. Learn to explore, become aware and make use of ethical and moral considerations for research and evaluation.

16. Contribute in evaluation of any program, policies of organisations

Unit	Title of the Unit	Details	Teaching /learning Mode	Weightage
1.	Research : An Introduction Purpose, Approaches and types of research	Introduction of Research, Motivation and objectives of research. Problem formulation. Pure and applied Research, Quantitative and Qualitative Research, Mixed Research: Introduction, Study Designs and Methods. Descriptive vs. Analytical, Fundamental vs. Applied ,Quantitative vs. Qualitative, Conceptual vs. Empirical. Exploratory, Fundamental, Experimental, Historical research. Action Research.	Lecture, Discussion	10%
2.	Project Planning, Proposal Development and Management	Designing of Project, Types of proposal, Need Assessment, Project Rational, Development of work plan, Budget Planning. Basic traits of project management. Proposal writing.		10%
3.	Research Project Formulation	Defining and formulating the research problem - Selecting the problem - Necessity of defining the problem - Importance of literature review in defining a problem – Literature review – Primary and	Lecture, Discussion	20%

		secondary sources – reviews, treatise, monographs-patents – web as a source – searching the web - Critical literature review(Identification of Theoretical Framework) – Identifying gap areas from literature review - Development of working hypothesis, Null hypothesis, , Alternative hypothesis, Level of significance.		
4.	Sampling	Probability Sampling: Simple Random Sampling, systematic Sampling ,Stratified Sampling, Cluster Sampling Non Probability Sampling: Convenience Sampling, Purposive Sampling, Snowball Sampling, Quota Sampling. Population.	Lecture, Discussion	10%
5.	Introduction of tools and technique of Data collection.	Types of Data , Tools for Data collection; Questionnaire, Schedules, Interview, Focus group Discussion. Observation Method, Ethnographic method of research	Lecture, Discussion, Demonstration	10%
6.	Analysis , Research Report writing	Introduction to SPSS, N-VIVO, and Steps required for research report writing. References and Foot Notes, Research Ethics, Intellectual Property Rights.	Lecture, Discussion, Demonstration	10%
7.	Evaluation of Research	Evaluation of Various projects and steps involve under it. Formative, Summative and concernment Evaluation, Participating evaluation.	Lecture, Discussion, Demonstration	10%
8.	Project work	Short term Internship	Demonstration	20%

Suggested Readings:

Best, J. W. (1983), *Research in Education*, New Delhi: Prentice Hall.

Bickman, L. (Ed.2000), *Research Design*, New Delhi: Sage Publication

Chadha, N.K. (1991), *Statistics of Behavioral and Social Science*, New Delhi: Reliance Publishing House.

Creswell, J. (2007). Qualitative inquiry and research design: choosing among five approaches. Thousand Oaks, CA: Sage. H61.C73 2007

Denzin, N.K. and Lincoln, Y.S. (eds.). (2011). The Sage handbook of qualitative research. Thousand Oaks: Sage. H62.H2455 2011

Goode, W. J. & Halt, P.K. (1952) *Methods in Social Research*, New York: McGraw-Hill, Book Company.

Johnson, A.P. (2005). A short guide to action research. Boston: Pearson Education. LB1028.24.J65

Herr, K. and Anderson, G.L. (2005). The action research dissertation. Thousand Oaks, CA: Sage. H62.H447 2005

Kindon, S., Pain, R., and Kesby, M. (eds). (2007). Participatory action research approaches and methods. NY: Routledge. HM711.P37 2007

Patton. M. Q, (2002) *Qualitative Research & Evaluation Method*, New Delhi: Sage Publication.

Reason, P. and Bradbury, H. (eds.). (2006). Handbook of action research. Thousand Oaks, CA: Sage. HM571.H36 2006

Assessment methods:

The assessment will include:

	Mode	Weightage
1	Open-book test	50 percent
2	Assessment of the Journal maintained during the Research Project Work	20 percent
3	Assignment about the small research intervention as per the Problem selected by the learner.	40 percent

Reviews:

The Developed three elective papers has also sent to several National and International Academicians and Researchers to peer review the details of the reviewers are:

National Reviewers

he input of faculties of the department along with Director Institute of Lifelong Learning University of Delhi, Prof. Pankaj Arora, Director International Institute of Adult and Lifelong Learning Prof. S Y Shah, Prof. Vandana Chakrabarti, former Pro-vice-chancellor and Converor UGC e-pathshala on Adult and Lifelong Learning, Prof. N K Ambusht former chairman, National Institute Open Schooling and Professor NCERT, Prof. Gipson Varghese, Mahatma Gandhi University, Kottayam, Kerala provided have been integrated while formulating the draft.

International Reviewers

The department also conducted the peer review from International Faculties/Researcher and integrated the suggestions as per the recommendations. Prof. Arne Carlsen, Former Director, UNESCO Institute of Lifelong Learning and Prof. at many universities; Prof. Søren Ehlers, former professor at Aarhus University, Denmark and other universities, currently at Helmut Schmidt University, Germany; Prof. Henrik Zipsane, Director of European Museum Association and former professor at various universities in Denmark, Sweden and Norway, Right now in Sweden,Prof. Lasse Sønne, USN Business School, Norway and formerly at many other universities in Norway, Sweden and Denmark; Prof. Regina Egetenmeyer-Neher, University of Würzburg, Germany; Prof. Sabine Schmidt-Lauff, Helmut-Schmidt University, Hamburg; Prof. Thomas Sork, University of British Columbia, Canada. Dr. Shalini Singh, Visiting Faculty, J M University of Wurzburg, Hamburg University provided their inputs and helped to design the course.

All reviewers have given the reviews that have been incorporated in the draft.