



MASTER OF ARTS IN LIFELONG LEARNING

REGULATIONS, SCHEME AND SYLLABUS UNDER CREDIT AND SEMESTER SYSTEM

OFFERED BY

Department of Lifelong Learning and Extension (DLL&E)

Mahatma Gandhi University

Kottayam, Kerala

With effect from 2021 Admission Onwards

MASTER OF ARTS IN LIFELONG LEARNING

DEPARTMENT OF LIFELONG LEARNING AND EXTENSION: AN OVERVIEW

The Department of Lifelong Learning and Extension (DLLE), formerly Department of Adult Continuing Education, Extension and Field Outreach, was established at Mahatma Gandhi University in 1991 as a Statutory Academic Department. As is suggested by the former name of the department, ie, Department of Adult Continuing Education, Extension and Field Outreach, the Department Co-ordinated various activities pertaining to adult education and extension services and surveys from the very beginning itself. Recently the Department was renamed as Department of Lifelong Learning and Extension vide U O No 403/P&D-1/2010/ Admn dated 13/08/2010, as per the UGC Guidelines. The Department has paved a way for the extension activities and has joined hands with many organizations and is creating a positive impact among the general public. The recent project sanctioned by the government of Kerala for propagating organic farming among the 100 affiliated colleges is an example for the department's positive intervention among the society. Likewise the department is implementing many programmes and is well appreciated by the general public.

All the academic and extension programmes of the Department are carried out strictly in accordance with the University regulations and the UGC Guidelines for the Departments of Lifelong Learning and Extension.

FACULTY

Since the Post Graduate degree is Master of Arts in Lifelong Learning, it comes under the Humanities hence this discipline will under both Faculty of Social Sciences and Faculty of Education.

PROGRAMME'S MISSION AND OBJECTIVES

Master of Arts in Lifelong Learning is an innovative programme which provides the set up for bringing the real world of work in to classroom and gives the opportunities to learner directly involved in development process in community. It would learners a wider and more comprehensive understanding of lifelong learning as a field of knowledge and would accommodate a wide variety of learners' needs. It is emphasized on knowledge generation process and provide the suitable learning culture to the capabilities enhancement for lifetime and generating social capital. The M.A. Lifelong Learning programme aims at producing the well-trained individuals knowledgeable in Lifelong Learning and its various dimensions; more specifically, the M.A. Lifelong Learning programme intends to:

- Provide essential skills training which will be enable students to develop the setup for Lifelong Learning center as the learning services for community.
- To develop an understanding of Knowledge structure and functions of Lifelong Learning
- To equip students with the pedagogy of Lifelong Learning

- To develop professionals for effective participation in community of practices such as Practices of Old Age Home, Practices of Parenting and practices of House Keeping, Practices in Entrepreneurships, Practices of NGOs Management, etc. as of Lifelong Learning.
- To undertake Research in the field of Lifelong Learning.

ELIGIBILITY

A bachelor's degree in any discipline from a recognized University. The intake capacity being limited for 30 seats only.

DURATION

The M.A. (Lifelong Learning) Programme of full time Two years (Four Semesters) duration.

MEDIUM:

The medium of instruction of course in English however students are allowed to write their examination answer books in Malayalam.

RESERVATION OF SEATS:

There will be reservation of seats as per rules of Mahatma Gandhi University and Government of Kerala.

COURSE FEES

As per Mahatma Gandhi University rules.

COURSE DESCRIPTION

This two-year degree course (80 credits) is spread over in four semesters including five papers of 100 marks each (04 credits) in each semester. For each paper, there will be internal evaluation for 40 marks and the external evaluation for 60 marks. Special workshops and field visits will be organized as part of the course. Use of audio visual aids and films, documentaries screening etc. will also be supportive learning aids. Each student is required to complete supervised dissertation (with viva voce) as part of this course. Lifelong Learning Practicum will be conducted, and each student is required to complete it as a part of the course. Credit transfer facility is available for the students. They can opt 04 credits outside the Department in third semester. Master of Arts Lifelong Learning (M.A.) programme is the Full Time two-year' (04 Semesters) Programme of 80 Credits. It is a Credit-based Modular programme. A course is of 04 credits which is further divided into 04 modules of 01 Credit each. Semester IV has Lifelong Learning Practicum and the block placement is in the summer vacations between the final year of the M.A. Lifelong Learning programme. Semester IV has Research Dissertation and each student is expected to cover 40 credits in each a year. Each core module will have an internal (continuous) assessment of 40 % of marks and a teacher may select the procedures for internal assessment.

MODEL OF LEARNING ACTIVITIES

Analytical Activities: Compare between Behavioral and Cognitive Learning Theory.

Synthetic Activity: Create the learning activity for Farmers based on experiential learning.

Practical Activity: Application of The Zone of Proximal Development for the students of kindergarten. As per this model, respective subject teacher has to develop the Learning Activities for each subject paper.

Learning environment and methods of instructions: Content has been made available in the DLLE in the forms of text, video, audio, web. The learning scenarios have been provided to the students for application of learning theory. Teacher will motivate to students for testing the effect of learning theory among community of practices. Interactive sessions will be organized on learning theories. Discussion forum will be created to discuss the issues of learning theories. Experts' lectures will be organized. Learning activities will be given to students. Students will engage in learning activities. The teaching and training methodology adopted will revolve around participatory training methodology and principles of adult learning. The course will be taught in a modular form and by conducting number of workshops. Thus, the teaching methods involve classroom teaching, field exposure, group discussions, role play and self-learning assignments and Blended Mode of Learning. Some where the Case Study of learner will be employed as a method of teaching. Demonstration is also used as the instructions. Power-Point presentations will be prepared. Learning Activities, Cooperative and collaborative learning approaches also applied. Some where the Case Study of learner will be employed as a method of teaching of human learning theories. Demonstration is also used as the instructions. Power-Point presentations will be prepared. Learning Activities, Cooperative and collaborative learning approaches also applied as teaching learning methods.

Guidelines for design the Internal Evaluation pattern respective.

Internal Evaluation pattern must be design based on defined community of practices in the respective course. Community of Practices means community of practitioners like Community of Teachers, Community of Entrepreneurs, Community of Farmers, Community of Extension Officers etc. Teacher will suggest to Student to define Community of Practice and discuss its issues of learning in group. Learning issues of community of Practices will be the discussion point as per the concern subject. [Group Discussions]. Interactions with the defined community of practices through Interview. It will be design as per the concern subject and students will prepare the note or journal or lecture based on information collected through interview. (Note/Lecture/Journal) Assignments will be developed as per the subject content and student can communicate with the community of practices intervention plant based on assignment which will be treated as an extension work. Special Lectures/ Sessions for Bridging Gaps The Centre organizes special lectures and workshops by available qualified experienced faculty of the department of Lifelong Learning and renowned scholars, activist, field practitioners for introducing students to the new debates in Lifelong Learning and Development. Special sessions are organized for addressing gaps in

UG training and in monolingual education by enabling students to work with diversity and to develop academic skills of critical thinking, reading, writing, arguing, responding, presenting, documenting (audio/ visual), and researching. Along with this, co-curricular activities learning material also made available such as discussion forum, film festival, wiki workshop etc. are also organized for the enrichment of the students through blended learning mode of delivery.

Internship: This programme aims to prepare students to work in a variety of sectors like research, media, development & corporate social responsibility, Schools, Lifelong Learning Centers, Training Centers, Old Age Home, Nursery and Schools, Day Care Centers, NGOs, Development Organizations etc. It allows students to interact with their 'potential employers' in a nonrecruiting scenario to practice the skills they possess, identify gaps in skills and work on those. The internship programme places students for a period of 4 to 5 weeks with various organizations working in diverse fields, with a view of matching the requirements of the organizations and the interests of the students. The internship is in the summer vacations between the first and second year of the MA programme.

Assignments for Developing Skills and Practice: The Department conducts innovative and critical assignments to enhance academic skills of students, recognizing them not just as knowledge seekers but enables them to be knowledge makers. Some of the assignments towards these goals include mock panel discussion, mock UN conference, group research, photo- essay, film/ radio clippings, web- based research, glossary making, class discussion, family history, response note, research essay, seminar presentation etc. The course also involves the field work component including study tours and campaign building to work for community. Along with this, the course also focuses on students' feedback through end- semester forms and open meetings for revising curriculum and pedagogies, and academic advising for engaging with the reflexive field of lifelong learning.

Approaches of learning activities: Activity based collaborative learning strategy will be adopted and Non-assessable and assessable activities will be developed. The analytical, Synthetic and Practical learning activity approach will be applied while developing learning activities. Model Learning Activities are given as below. Sharing , discussing on their own ideas and interactions often used along sides with task-based approach through blended learning mode of delivery.

EVALAUATION

The evaluation of a course means the evaluation of total number of credits of that course. As such, all the credits taken together of a course will be evaluated in two parts CA and ESE. A course will be evaluated in the form of 40 marks for CA and 60 marks for ESE. A student will gain all the credits of a course after having obtained minimum 40 marks from CA and ESE taken together and will get the respective grade and grade points in the respective course. Otherwise, a student will get grade F (Fail) in that respective course and will not gain any credits or grade points towards that course.

REVALUATION

In any case, there is no provision of revaluation or moderation of Lifelong Learning practicum, Project work, Dissertation, Work in Block Placement Assessment (CA) marks at the University Level.

Grade Point: Marks/Grade/Grade Point (As per UGC, Government & MGU Standards).

PROGRAMME SPECIFIC OUTCOMES


MA in Lifelong Learning Programme is designed in an outcome based approach based the outcome based curriculum framework of Mahatma Gandhi University. Following are the programme specific outcomes of the programme.

1. Develop thorough understanding of the conceptual and theoretical backing of Lifelong Learning.
2. Apply the methods of teaching learning for adult learner
3. Perform professionally in scenario of lifelong learning.
4. Analyse various mental health and allied hazards of different developmental stages
5. Develop skills in constructing and utilising different data gathering and diagnostic techniques as assessment tools for Community Learning Programme.
6. Conduct case studies, experiments, surveys and action researches on various problems associated with Lifelong Learning
7. Evaluate the usefulness of Lifelong Learning and to try out them in scenario of lifelong learning.


CAREER PROSPECTS:

- Jobs in Old Age Home
- Social Entrepreneurship
- Jobs in Entrepreneurship
- Preparation of Startups
- Working in NGOs or Jobs in Department of Women-Entrepreneurship
- Creating Self-Employment.
- Career Improvement
- Lifelong Learning for sustainable and enriching employment or jobs.
- Extension Officer in Panchayati Raj Institutions
- Project Officers in development sector
- Development Practitioners
- Project Officers in Tribal development sectors
- Tutoring and coaching class
- Other Government and non-government jobs

| SEMESTER I | | | | | |
|-------------------------|-----------------------|--|-------------------------|----------------|--------------|
| Sl.No | Course Code | Title of the Paper | Core/Elective | Credits | Marks |
| 1 | LL MA 21 I C 01 | Foundations of Lifelong Learning | Core | 4 | 100 |
| 2 | LL MA 21 I C 02 | History of Lifelong Learning in India | Core | 4 | 100 |
| 3 | LL MA 21 I C 03 | Extension and Development | Core | 4 | 100 |
| 4 | LL MA 21 I C 04 | Lifelong Learning Policy, Planning and Programmes | Core | 4 | 100 |
| 5 | Elective | | | 4 | 100 |
| Total | | | | 20 | 500 |
| SEMESTER II | | | | | |
| 1 | LL MA 21 II C 05 | NGOs for Lifelong Learning | Core | 4 | 100 |
| 2 | LL MA 21 II C 06 | Professionalization of Lifelong Learning and Extension | Core | 4 | 100 |
| 3 | LL MA 21 II C 07 | Research Methodology | Core | 4 | 100 |
| 4 | LL MA 21 II C 08 | Value Education in Lifelong Learning | Core | 4 | 100 |
| 5 | Elective | | | 4 | 100 |
| Total | | | | 20 | 500 |
| SEMESTER III | | | | | |
| 1 | LL MA 21 III C 09 | Inclusive Development | Core | 4 | 100 |
| 2 | LL MA 21 III C 10 | Information and Communication Technology | Core | 4 | 100 |
| 3 | LL MA 21 III C 11 | Life Span Psychology | Core | 4 | 100 |
| 4 | LL MA 21 III C 12 | Social Gerontology | Core | 4 | 100 |
| 5 | Elective /MOOC Course | | | 4 | 100 |
| Total | | | | 20 | 500 |
| SEMESTER IV | | | | | |
| 1 | LL MA 21 IV C 13 | Training and Capacity Building | Core | 4 | 100 |
| 2 | LL MA 21 IV C 14 | Field Work | Core | 4 | 100 |
| 3 | LL MA 21 IV C 15 | Dissertation | Core | 4 | 100 |
| 4 | LL MA 21 IV C 16 | Internship and Viva Voce | Core | 4 | 100 |
| 5 | Elective | | | 4 | 100 |
| Total | | | | 20 | 500 |
| Total Credit: 80 | | | Total Marks:2000 | | |
| ELECTIVE COURSES | | | | | |
| 01 | LL MA 21 I E 01 | Counselling | Elective | 4 | 100 |
| 02 | LL MA 21 I E 02 | Healthy Aging | Elective | 4 | 100 |
| 03 | LL MA 21 I E 03 | Introduction to E-Learning | Elective | 4 | 100 |
| 04 | LL MA 21 I E 04 | Disaster Management | | | |
| 05 | LL MA 21 II E 05 | Environment, Energy and Health | Elective | 4 | 100 |
| 06 | LL MA 21 II E 06 | Human Rights | Elective | 4 | 100 |
| 07 | LL MA 21 II E 07 | Sustainable Social Development | Elective | 4 | 100 |
| 08 | LL MA 21 III E 08 | Tribal Development | Elective | 4 | 100 |
| 09 | LL MA 21 IV E 09 | Gender and Development | Elective | 4 | 100 |
| 10 | LL MA 21 IV E 10 | Management of Rural Community | Elective | 4 | 100 |
| 11 | LL MA 21 IV E 11 | Vocational Education | Elective | 4 | 100 |
| 12 | LL MA 21 IV E 12 | Academic Communication and Writing | Elective | 4 | 100 |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Foundations of Lifelong Learning |

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| School Name | Department of Lifelong Learning and Extension | | |
| Programme | MA Lifelong Learning | | |
| Course Name | Foundations of Lifelong Learning | | |
| Type of Course | Core Course | | |
| Course Code | LL M A 21 I C 01 | | |
| Course Summary & Justification | <p>This course is designed as a Core course for the first Semester PG Programme. This course helps the learner to understand the conceptual framework of Lifelong Learning. This course will help the learner to gain insight into the relationship between Literacy, Adult Education and Lifelong Learning. This course will also help them to evaluate the Role of Lifelong Learning in the context of Globalization. Additionally, this course will enable the learners to create an understanding of International practices on Lifelong Learning across the world.</p> | | |
| Semester | I | Credit | 4 |
| Total Student Learning Time/Instructional hours for theory, practical and assessment | 72 Instructional hours and 18 hours for assessment and tutorials | | |
| Pre-requisite | A basic understanding of the Lifelong Learning. | | |


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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Foundations of Lifelong Learning |

COURSE OUTCOMES (CO)


| CO No. | Expected Course Outcome | Learning Domains | PSO No. |
|--------|--|------------------|---------|
| | <i>Upon completion of this course, students will be able to:</i> | | |
| 1 | Explain the concepts of Lifelong Learning | Understand | 3 |
| 2 | List the various terminologies related to Lifelong Learning | Remember | 1 |
| 3 | Categorize the historical perspective of Adult and Lifelong Learning in India | Analyse | 7 |
| 4 | Critically assess the emerging needs and future perspective of Lifelong Learning in India | Evaluate | 7 |
| 5 | Appraise the recent trends in Adult and Lifelong Learning in a global perspective | Evaluate | 7 |
| 6 | Formulate initiatives in favour of State Intervention in the field of Lifelong Learning | Apply | 3 |

COURSE CONTENT

| Module 1 – Meaning and Concepts of Lifelong Learning | 15 Hrs |
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| <ul style="list-style-type: none"> • Historical Perspective of Adult and Lifelong Learning in India • Concepts and terminologies related to Lifelong Learning: Andragogy & Pedagogy, Lifelong Learning, Continuing Education, Formal-Education, Non-Formal Education, Incidental Learning, Illiteracy and its forms • Indian Adult / Lifelong Learning Programmes: Social Education, Gram Shiksha Mohim, Farmer’s Functional Literacy Programme, National Adult Education Programme and National Literacy Mission. | |


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| | Name of course - Foundations of Lifelong Learning |

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| Module 2 - Non Formal Education | 16 Hrs |
| <ul style="list-style-type: none"> • Meaning, Definition, Scope, Importance, and Objectives of Non-Formal Education, Difference between • Formal Education, Informal Education, and Non-Formal Education; Role of Non-Formal Education in Universalisation of Education, Non - Formal Education as an alternative to Formal Education, • Concepts and definition of the following - Continuing Education, Distance Education, Correspondence Courses, Open Schooling, Open University, Lifelong Learning –Alternatives in Education • Philosophical, Sociological and Spiritual basis of Non-Formal Education | |
| Module 3 – Development, Extension and Approaches | 17 Hrs |
| <ul style="list-style-type: none"> • Lifelong Learning and Development • Social, Economic, Political and Cultural - Extension Education, Field Outreach and Community engagement in Lifelong Learning • Approaches to Continuing Education / Lifelong Learning in different Five-year Plans. | |
| Module 4 – Need and Future Perspectives | 12 Hrs |
| <ul style="list-style-type: none"> • Emerging needs and future perspectives of Lifelong Learning • Role of NGOs and District Saksharta Samitis • UNESCO declaration of Adult and Lifelong Learning • Hamburg Declaration (1997) • Mumbai Declaration on Role of Higher Education • Bharat GyanVigyan Jatha and Literacy House. | |
| Module 5 – Global Trends and Interventions | 12Hrs |
| <ul style="list-style-type: none"> • Thinkers on Non formal education - Rousseau, John Dewey, Paulo Freire, Welthy Fisher, N.F.S.Grund Wig, Ivan Illich, Everet Reimer, John Holt, Paul Goodman, Ivan Lister, Charls Silverman • Trends of Adult & Lifelong Learning in Asia with focus on SAARC Countries • Adult & Lifelong learning in developing and developed countries: Tanzania, | |

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| | Name of course - Foundations of Lifelong Learning |


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| <p>Brazil, China, USA and Canada</p> <ul style="list-style-type: none"> • Current Initiatives at National Level Saakshar Bharat and International Level UNLD-2003-2012 • Literacy Initiatives for Empowerment 2005- 2020, E-9 countries • State interventions. |
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| Mode of Transaction | <p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the Lifelong Learning in India</p> <p>Focused Reading and Reflection: Learners would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life experiences would be arranged for the learners to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Learners will undertake thematic/topical study from various topics on Lifelong Learning, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Book Reviews: An eminent personality/ institution/Area which contributed Lifelong Learning in India could be identified and conduct of book reviews to make a detailed report on Lifelong Learning.</p> |
| Mode of Assessment | <p>Internal Assessment</p> <ol style="list-style-type: none"> 1. Internal Test – Two MCQ based and on extended answer type (20 Marks each) 2. Book review – every students to review a seminal work on Foundations of Lifelong Learning and submit a report (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p> |


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| Name of course - Foundations of Lifelong Learning | |

References:

- Daswani, C.J & Shah, S.Y (Ed. 2000) Adult Education in India: Selected Papers, New Delhi: UNESCO.
- Freire, Paulo (1970) Pedagogy of the Oppressed, New York : Continuum.
- Rajesh & Dixit, V.K. (2011) Lifelong Learning: Issues and Challenges, New Delhi:Global Book Organization.
- Roger, Harrison (Ed.2002) Supporting Lifelong Education , London: Rotledge.
- Shah, S. Y. (1993) Indian Adult Education: A Historical Perspective, New Delhi:Indian adult education association .
- Singh, Madhu. (Ed.2002) Lifelong Learning, Humberg: UNESCO Institute of Lifelong Learning.

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - History of Lifelong Learning in India |

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| School Name | Department of Lifelong Learning and Extension | | |
| Programme | MA Lifelong Learning | | |
| Course Name | History of Lifelong Learning in India | | |
| Type of Course | Core Course | | |
| Course Code | LL M A 21 I C 02 | | |
| Course Summary & Justification | This course is designed as a Core course for the first Semester PG Programme. This course helps the learner to understand the Indian Traditional Perspectives of Lifelong Learning. This course will help the learner to Students understand the concept of Lifelong Learning. This course will enable the students will know the Historical Development of Lifelong Learning. Through this course, the learners will be enabled to analyse the processes of the Lifelong Learning Recognition, Validation and Accreditation process. | | |
| Semester | I | Credit | 4 |
| Total Student Learning Time/Instructional hours for theory, practical and assessment | 72 Instructional hours and 18 hours for assessment and tutorials | | |
| Pre-requisite | A basic understanding of the concept of Lifelong Learning. | | |


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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - History of Lifelong Learning in India |

COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains | PSO No. |
|--------|---|------------------|---------|
| | <i>Upon completion of this course, students will be able to:</i> | | |
| 1 | List the four pillars of Lifelong Learning | Remember | 1 |
| 2 | Explain the various terminologies related to Lifelong Learning | Understand | 3 |
| 3 | Categorize the traditional approaches to Adult and Lifelong Learning in India | Analyze | 7 |
| 4 | Assess the historical development of Lifelong Learning in India | Evaluate | 7 |
| 5 | Apply the recognition, accreditation and validation tools and processes in Lifelong Learning | Analyze | 7 |


COURSE CONTENT

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| Module 1 – Meaning, Scope and Nature of Lifelong Learning | 10 Hrs |
| <ul style="list-style-type: none"> • Concept of Lifelong Learning • Need & Importance of lifelong Learning • Four pillars of Lifelong Learning • Learning Throughout life • From Education and Training to Lifelong Learning. | |
| Module 2 – Indian Traditional Perspectives of Lifelong Learning | 20 Hrs |
| <ul style="list-style-type: none"> • Vedic Approaches of Lifelong Learning • Patanjali’s form of Intuition for Lifelong Learning • Budha’s Model of Lifelong Learning • Bhakti Movement and Lifelong Learning • Gandhiji’s Nai Talim • Thoughts on LLL- Swami Vivekanand, Arvind Ghosh, Rabindranath Tagore, Mahatma Jyotirao Phule, Dr. B.R. Ambedkar, J.P. Naik, Jiddu Krishnamoorthy | |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - History of Lifelong Learning in India |

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| Module 3 – Historical Development of Lifelong Learning | 17 Hrs |
| <ul style="list-style-type: none"> • Origins of the Idea of Lifelong Learning • Modern Period of Lifelong Learning (1919 Year to Age) • Implementation-Modern Maturity (1960 Year to Century Era) • From Lifelong Education to Lifelong Learning • Recurrent Education to Lifelong Learning • Indian Adult Education Association, • Lucknow Literacy House, • Kerala Gradhasala Sangham, • Kerala Association For Non-Formal Education and Development, • Kerala Sastra Sahithya Parishad , • NCERT | |
| Module 4 – Lifelong Learning-Recognition, Validation and Accreditation | 25 Hrs |
| <ul style="list-style-type: none"> • Formal, non-formal, and informal learning • Qualifications frameworks • The RVA process and phases • Engagement and guidance • Recognition and documentation • Assessment and validation • Accreditation and certification • Progression and partnership • Quality and learner-centeredness | |


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| Mode of Transaction | <p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the emergence and transition process of Lifelong Learning in India</p> <p>Focused Reading and Reflection: Learners would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life</p> |
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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - History of Lifelong Learning in India |


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| | <p>experiences would be arranged for the learners to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Learners will undertake thematic/topical study from various topics on the history of Lifelong Learning, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Book Reviews: An eminent personality/ institution/Area which contributed Lifelong Learning in India could be identified and conduct of book reviews to make a detailed report on Lifelong Learning.</p> |
| Mode of Assessment | <p>Internal Assessment</p> <ol style="list-style-type: none"> 1. Internal Test – Two MCQ based and on extended answer type (20 Marks each) 2. Book review – every students to review a seminal work on History of Lifelong Learning in India and submit a report (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p> |

References:


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- Agarwal, S.P., Gupta, Mithilesh, Sherwani, M.W.K. and Meena Usmani (2002). Development of Adult, Continuing and Non-Formal Education in India. Published by Concept publishing, New Delhi, ISBN:81- 7022-936-7.
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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - History of Lifelong Learning in India |

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- Prabhat S.V. 2010). Perspectives on Nai Talim, Serials Publications; 2010 edition
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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Extension and Development |

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| School Name | Department of Lifelong Learning and Extension | | |
| Programme | MA Lifelong Learning | | |
| Course Name | Extension and Development | | |
| Type of Course | Core Course | | |
| Course Code | LL M A 21 I C 03 | | |
| Course Summary & Justification | This course is designed as a Core course for the first Semester PG Programme. This course helps the learner to understand the theories and principles of extension. This course will enable the learner to gain insights into the historical perspectives of extension. This course will help the learner to understand the role of universities in extension in particular and various systems of extension in general. | | |
| Semester | I | Credit | 4 |
| Total Student Learning Time/Instructional hours for theory, practical and assessment | 72 Instructional hours and 18 hours for assessment and tutorials | | |
| Pre-requisite | A basic understanding of the concept of Extension. | | |


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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Extension and Development |

COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains | PSO No. |
|--------|---|------------------|---------|
| | <i>Upon completion of this course, students will be able to:</i> | | |
| 1 | Explain the meaning, philosophy and significance of extension in relation to development | Understand | 3 |
| 2 | List the various phases of extension programmes in the pre and post independent periods in India | Remember | 1 |
| 3 | Categorize the multidisciplinary perspective of Extension education in India | Analyze | 7 |
| 4 | Critically assess the emerging issues of Extension programmes in India | Evaluate | 7 |
| 5 | Appraise the role of Universities in Extension activities and learning. | Evaluate | 7 |
| 6 | Formulate a comparative analysis of various approaches and systems in Extension education | Apply | 3 |


COURSE CONTENT

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| Module 1 – Meaning , philosophy and significance of Extension | 15 hours |
| <ul style="list-style-type: none"> ● Extension – concept, meaning, philosophy and importance – ● Principles of extension ● Understanding extension in relation to development | |
| Module 2 – Historical Perspective of Extension | 17 hours |
| <ul style="list-style-type: none"> ● Historical perspective of extension ● Extension Programmes in pre-independent India ● Extension programme in post-independent India | |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Extension and Development |

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| Module 3 – Planning and Management of Extension and Development | 20 Hrs |
| <ul style="list-style-type: none"> • Behavioral sciences for extension and development • Extension communication and diffusion of innovation for development • Planning and management of extension and development. | |
| Module 4 – Issues and Alternate Approaches | 20 Hrs |
| <ul style="list-style-type: none"> • Emerging issues in Extension • Economics of Extension, ethics and extension • Extension role of Universities • Comparative analysis of various approaches and systems | |


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| Mode of Transaction | <p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the Extension Education in India</p> <p>Focused Reading and Reflection: Learners would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life experiences would be arranged for the learners to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Learners will undertake thematic/topical study from various topics on Extension and Development, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Book Reviews: An eminent personality/ institution/Area which contributed towards Extension Education in India could be identified and conduct of book reviews to make a detailed report on Lifelong</p> |
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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Extension and Development |


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| | <p>Learning.</p> <p>Field visits: An institution/Area could be identified and conduct of Field visit to make a detailed report.</p> |
| Mode of Assessment | <p>Internal Assessment</p> <ol style="list-style-type: none"> 1. Internal Test – Two MCQ based and on extended answer type (20 Marks each) 2. Book review – every students to review a seminal work on Extension and Development and submit a report (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p> |

References:

- Axinn, G.H (1988), Guide on Alternative Extension Approach, Rome: FAO
- Dhama, O.P & Bhatnagar O.P (1987), Education and Communication for Development, New Delhi: Oxford and IBH Publishing co. Ltd
- Dubey, J.P., University Extension (2009): A Historical perspective Associated, Publisher Ambala India.
- Dubey, J.P., University Extension (2010): Structural & Functional Perspective LAP Lambast Academic Publication, Germany.
- James, G.E (1986), Investing in Rural Extension, Strategies and Goal, New York: Applied Science Publisher.
- Logan, J.P. (1961), Extension Teaching Methods in Extension Education in Community Development, New Delhi: Directorate of Extension
- Rolling, N (1988), Extension Science, Cambridge University Press.

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Lifelong Learning: Policy, Planning and Programmes |

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| School Name | Department of Lifelong Learning and Extension | | |
| Programme | MA Lifelong Learning | | |
| Course Name | Lifelong Learning : Policy, Planning and Programmes | | |
| Type of Course | Core Course | | |
| Course Code | LL M A 21 I C 04 | | |
| Course Summary & Justification | <p>This course is designed as a Core course for the first Semester PG Programme. This course helps the learners to understand the international Lifelong Learning policies.</p> <p>This course will also enable the learners to understand the various Lifelong Learning planning and programmes in India. This course also helps the learners to understand the Lifelong Learning Policy in India. The learners will understand the Emerging Trends and Future Perspectives of Lifelong Learning in India.</p> | | |
| Semester | I | Credit | 4 |
| Total Student Learning Time/Instructional hours for theory, practical and assessment | 72 Instructional hours and 18 hours for assessment and tutorials | | |
| Pre-requisite | A basic understanding of the Lifelong Learning. | | |


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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Lifelong Learning: Policy, Planning and Programmes |

COURSE OUTCOMES (CO)


| CO No. | Expected Course Outcome | Learning Domains | PSO No. |
|--------|---|------------------|---------|
| | <i>Upon completion of this course, students will be able to:</i> | | |
| 1 | Explain the various International Policies on Lifelong Learning | Understand | 3 |
| 2 | List the various policies related to Lifelong Learning in India | Remember | 1 |
| 3 | Categorize the various Lifelong Learning planning and programmes in India | Analyze | 7 |
| 4 | Critically assess the emerging needs and future perspective of Lifelong Learning in India | Evaluate | 7 |
| 5 | Appraise the contributions of lifelong learning through various colleges and universities in India | Evaluate | 7 |
| 6 | Formulate initiatives in favour of State Intervention in the field of Lifelong Learning issues and solutions in India. | Apply | 3 |

COURSE CONTENT


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| Module 1 - International Policies of Lifelong Learning | 12 hours |
| <ul style="list-style-type: none"> • The European Union and Lifelong Learning Policy • The World Bank's view of Lifelong Learning Policy • The OECD's Lifelong Learning Policy • UNESCO's Drive for Lifelong Learning. | |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Lifelong Learning: Policy, Planning and Programmes |

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| Module 2 – Lifelong Learning Policy in India | 12 hours |
| <ul style="list-style-type: none"> • Lifelong Learning on the Indian Subcontinent • UNESCO’s Delhi Declarations, December 1993 • Adult Education and Lifelong Learning Policy in India | |
| Module 3 – Lifelong Learning Planning and Programmes in India | 25 Hrs |
| <ul style="list-style-type: none"> • Night Schools, Social Reform Movements • Social Education • Farmers Education and Functional Literacy Programme • Shramik Vidyapeeths • National Adult Education Programme • Mass Programme of Functional Literacy • Total Literacy Campaigns • Continuing Education • Jan Shikshan Santhans (JSS) • Training of Rural Youth for Self-Employment(TRYSEM) • Support to Training and Employment Programmes for women(STEP) • Condensed courses of education and vocational training programmed for women • Lifelong Learning Through Colleges and Universities | |
| Module 4 – Emerging Trends and Future Prospects of Lifelong Learning in India | 23 Hrs |
| <ul style="list-style-type: none"> • Lifelong Learning issues of women • Lifelong Learning and Old Age Home • Lifelong Learning and House Keeping • Lifelong Learning and Parental Education • Lifelong Learning and Community of Practitioners • Lifelong Learning and Entrepreneurship • Lifelong Learning and Employment Generation • Lifelong Learning Issues and Solutions in India | |


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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Lifelong Learning: Policy, Planning and Programmes |

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| Mode of Transaction | <p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the Lifelong Learning policies in an International level.</p> <p>Focused Reading and Reflection: Learners would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life experiences would be arranged for the learners to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings on the Lifelong Learning policies or develop new insights.</p> <p>Seminar: Learners will undertake thematic/topical study from various topics on Lifelong Learning, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Book Reviews: An eminent personality/ institution/Area which contributed towards Lifelong Learning in India and also at International levels could be identified and conduct of book reviews to make a detailed report on Lifelong Learning.</p> |
| Mode of Assessment | <p>Internal Assessment</p> <ol style="list-style-type: none"> 1. Internal Test – Two MCQ based and on extended answer type (20 Marks each) 2. Book review – every students to review a seminal work on Lifelong Learning : Policy, Planning and Programmes and submit a report (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p> |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Lifelong Learning: Policy, Planning and Programmes |

References:

- Jarvis, Peter (ED) (2009), The Routledge International Handbook of Lifelong Learning, Part-5, Taylor and Francis Group, London and New York
- Delhi Declarations and Framework for Action, Education for All Summit, 16 December 1993
- Shah, S.Y (2007) The Policy and Programmes of Lifelong Learning in India: A Brief Overview, the paper presented at the international conference organized by the Asian Society of Lifelong Learning held in Seoul during November14-16 ,2007.
- Norman Longworth, (2010). Lifelong Learning in Action; Transforming Education in the 21st Century, Routledge, Taylor and Francis Group, London and New York
- Pandya, Rameshwari (2011) Spectrum of Lifelong Education, Concept Publishing Company PVT.LTD. New Delhi
- Tupe, Navnath (2014) Triangular Attitude of Patriarchy: A Major Issue of Lifelong Learning among Women in India : Business and Management Research, Volume 3, issues 4, Sciedu Press, Canada


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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - NGOs for Lifelong Learning |

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| School Name | Department of Lifelong Learning and Extension | | |
| Programme | MA Lifelong Learning | | |
| Course Name | NGOs for Lifelong Learning | | |
| Type of Course | Core Course | | |
| Course Code | LL MA 21 II C 05 | | |
| Course Summary & Justification | This course is designed as a Core course for the Second Semester PG Programme. This course helps the learner to understand the role of NGOs in the developmental process of Lifelong Learning. This course orients the learners on the various concepts related to NGOs for Lifelong Learning. This course helps them to understand how an organization can be formed and managed, and the issues involved in the process of Lifelong Learning. | | |
| Semester | II | Credit | 4 |
| Total Student Learning Time/Instructional hours for theory, practical and assessment | 72 Instructional hours and 18 hours for assessment and tutorials | | |
| Pre-requisite | A basic understanding of the Non-Governmental Organizations. | | |

COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains | PSO No. |
|--------|---|------------------|---------|
| | <i>Upon completion of this course, students will be able to:</i> | | |
| 1 | Explain the concepts, need and significance of NGOs in Lifelong Learning | Understand | 3 |


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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - NGOs for Lifelong Learning |

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| 2 | List the various types of NGOs and their registration processes. | Remember | 1 |
| 3 | Categorize the various processes starting from proposal writing to implementation of the projects. | Analyze | 7 |
| 4 | Critically assess the various aspects of good governance. | Evaluate | 7 |
| 5 | Appraise the Finance Management strategies in NGOs | Evaluate | 7 |
| 6 | Formulate initiatives in favour of State/National/International Intervention through the raising of funds | Apply | 3 |


COURSE CONTENT

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| Module 1 – Basic Concept and Structure of NGO | 15 hours |
| <ul style="list-style-type: none"> • Definition, Concept, Need and Importance of NGO for Lifelong Learning • History and Philosophy of NGOs in India and Kerala • Types of NGOs • Establishment of Lifelong Learning Center • Structure of Lifelong Learning Centers • NGO formation and its Registration • NGO Formation: Procedures • NGO Registration under Society Registration Act 1860 • Bombay Public Trust Act 1950 • Company Act • Comparative Study of these Acts | |
| Module 2 – Project Management | 15 hours |
| <ul style="list-style-type: none"> • Project Proposal – various aspects of proposal - Proposal from the donor’s view - How to write a proposal? • Planning- meaning, scope, need and importance - Types of planning - Implementation strategies • Monitoring, supervision - Monitoring and Evaluation - meaning, need and its importance • Methods of documentation - Merits of documentation • Presentation as a skill | |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - NGOs for Lifelong Learning |

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| Module 3 – Good Governance | 15 Hrs |
| <ul style="list-style-type: none"> • Aspects of good governance • Voluntary Sector Policy laid by Govt. • Preparing a Constitution for NGO :Rules and Regulation - Mission and Vision Building - Goal information - Area of Work and Issue Identification • Right to Information Act-2005 - RTI perspective - Provisions of RTI - Proactive Disclosure - Dissemination of RTIs through NGOs. | |
| Module 4 – Finance Management | 27 Hrs |
| <ul style="list-style-type: none"> • Account Keeping and Auditing • Basic rules of accounting, Cash book, ledger book, bank reconciliation, Vouchers and receipts, Balance Sheet • Auditing: Meaning, need and its importance • Types of Audit (Internal & External), Audit Queries and its rectification, Audit Report • Budgeting: what is Budget? Why NGO required Budget (Definition, Objective, Need & Importance of Budget) Pre-budget ground work, Actual Budgeting, Budget Modifications Income Tax Act related to NGOs • Tax Deduction at Source (TDS), 35 AC and 80 G • Fund Raising - Fund raising purpose and methods | |


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| Mode of Transaction | <p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the development and functioning of NGOs in India</p> <p>Focused Reading and Reflection: Learners would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life experiences would be arranged for the learners to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> |
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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - NGOs for Lifelong Learning |


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| | <p>Seminar: Learners will undertake thematic/topical study from various topics on NGOs, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Book Reviews: An eminent personality/ institution/Area which contributed towards the NGO sector in India could be identified and conduct of book review to make a detailed report on that NGO.</p> <p>Field visits: An institution/Area could be identified and conduct of Field visit to make a detailed report.</p> |
| Mode of Assessment | <p>Internal Assessment</p> <ol style="list-style-type: none"> 1. Internal Test – Two MCQ based and on extended answer type (20 Marks each) 2. Book review – every students to review a seminal work on NGOs for Lifelong Learning and submit a report (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p> |

References:

- Anita Abraham, formation and management of NGOs nongovernment organization, fourth edition, Universal law publishing co. New Delhi, 2015
- Virendra k Pamecha, how to start promoting and manage an NGO NonGovernment Organization)
- Etakula Vayunandan, Dolly Mathew (2003)Good Governance: Initiatives In India, PHI Learning Pvt. Ltd., New Delhi

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Professionalization of Lifelong Learning and Extension |

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| School Name | Department of Lifelong Learning and Extension | | |
| Programme | MA Lifelong Learning | | |
| Course Name | Professionalization of Lifelong Learning and Extension | | |
| Type of Course | Core Course | | |
| Course Code | LL MA 21 II C 06 | | |
| Course Summary & Justification | <p>This course is designed as a Core course for the Second Semester PG Programme. This course helps the learner to appreciate qualities of using ethical practices and maintaining control at the workplace. The learner will understand the importance of being resourceful and preserving. This course helps the learners to acquire the skill of raising financial and social capital. Through this course, the learners will develop the sense of responsibility and learners will be able to acquire the Dynamic Leadership skills. Through this course, the learners will be able to relate the synergic approach employed at workplace and Team work. This course helps the learners to be acquainted with the Problem-solving technique and they will be able to correlate the importance for problem realization and generating potential solutions. The learners will be able to identify the importance of setting goals and they will be able to prospects the importance of executing the solution of the problem and testing its effectiveness.</p> | | |
| Semester | II | Credit | 4 |
| Total Student Learning Time/Instructional hours for theory, practical and assessment | 72 Instructional hours and 18 hours for assessment and tutorials | | |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Professionalization of Lifelong Learning and Extension |


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| Pre-requisite | A basic understanding of the Lifelong Learning and Extension activities. |
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COURSE OUTCOMES (CO)


| CO No. | Expected Course Outcome | Learning Domains | PSO No. |
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| | <i>Upon completion of this course, students will be able to:</i> | | |
| 1 | Explain the concepts and nature of Institutional Organization | Understand | 3 |
| 2 | List the various principles of Team Work | Remember | 1 |
| 3 | Categorize the division of labour for team work | Analyze | 7 |
| 4 | Critically assess the effectiveness of problem solving skills | Evaluate | 7 |
| 5 | Appraise the market evaluating skills | Evaluate | 7 |
| 6 | Formulate initiatives for problem solving through social networking | Apply | 3 |

COURSE CONTENT


| | |
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| Module 1 – Institutional Organization | 15 hours |
| <ul style="list-style-type: none"> • Concept and Nature of Institutional organization • Ethical Practices in Organization • Maintaining Control in Organization • Resourcefulness Persevering in Organization • High Expectation for progress • Social Capital for progress of organization • Fund Raising policy in organization | |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Professionalization of Lifelong Learning and Extension |

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| Module 2 – Principles of Team Work | 15 hours |
| <ul style="list-style-type: none"> • Concept and Nature of Dynamic Leadership • Sense of Responsibility in Teamwork • Emotional Stability of Team • Work ownership policy in Teamwork • Synergic Approach work progress • Division of Labour for teamwork | |
| Module 3 – Problem Solving Approach in Work Place | 15 Hrs |
| <ul style="list-style-type: none"> • Problem Realization • Generating Potential Solutions • People Concern • Setting goal and interests in solving problem • Ignition for Execution of solution • Testing of effectiveness of remedies | |
| Module 4 – Market Evaluating Skills | 27 Hrs |
| <ul style="list-style-type: none"> • Concept and Nature of Market Trends • Types of Market Trends • Skills of Market Analysis • Influential Ability in Market • Customer Satisfaction • Reflective Thinking for Marketing • Branding of Product • Diligent Friendship in Marketing • Concept of Self Help Groups • Skills of Connectivity in Marketing • Social Sensitivity in progressive marketing • Moral Values in marketing • Problem solving through social networking • Diligent friendship in Group | |


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|  | MAHATMA GANDHI UNIVERSITY |
| Name of course - Professionalization of Lifelong Learning and Extension | |

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| Mode of Transaction | <p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the professionalization of lifelong learning and extension in India</p> <p>Focused Reading and Reflection: Learners would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life experiences would be arranged for the learners to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Learners will undertake thematic/topical study from various topics on lifelong learning and extension, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Book Reviews: An eminent personality/ institution/Area which contributed towards the Lifelong learning and extension in India could be identified and conduct of book review to make a detailed report on that.</p> <p>Field visits: An institution/Area could be identified and conduct of Field visit to make a detailed report.</p> |
| Mode of Assessment | <p>Internal Assessment</p> <ol style="list-style-type: none"> 1. Internal Test – Two MCQ based and on extended answer type (20 Marks each) 2. Book review – every students to review a seminal work on Professionalization of Lifelong Learning and Extension and submit a report (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p> |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Professionalization of Lifelong Learning and Extension |

References:

- Bruner, J. S. , Goodnow J.J, (1962), A Study of Thinking, John Wiley & Sons, New York, US.
- Yunus, M. (2007) Creating a World Without Poverty: PublicAffairs.
- Cynthia L. Greene (21st Century Business Series: Entrepreneurship, South Western Cengage Learning,
- DayalIshwar, Organizing Innovation: A Management Study, Concept Publication
- By Facts on File, Inc. Staff, Ferguson Publishing (2009) Teamwork Skills
- Tupe, Navnath (2018)Blended learning model for enhancing entrepreneurial skills among women: Journal of Pedagogical Research, Vol.-2, Issue -1, Turkey


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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Research Methodology |

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| School Name | Department of Lifelong Learning and Extension | | |
| Programme | MA Lifelong Learning | | |
| Course Name | Research Methodology | | |
| Type of Course | Core Course | | |
| Course Code | LL MA 21 II C 07 | | |
| Course Summary & Justification | This course is designed as a Core course for the Second Semester PG Programme. This course helps the learner to understand various Research Methodologies in Social Sciences. The learner will develop skills related to various techniques of evaluation. This course helps the Learner to apply necessary skills to take up research projects and also help learners to develop assessment tools. | | |
| Semester | II | Credit | 4 |
| Total Student Learning Time/Instructional hours for theory, practical and assessment | 72 Instructional hours and 18 hours for assessment and tutorials | | |
| Pre-requisite | A basic understanding of the Social Science Research | | |

COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains | PSO No. |
|--------|--|------------------|---------|
| | <i>Upon completion of this course, students will be able to:</i> | | |
| 1 | Explain the various types of research | Understand | 3 |
| 2 | List the various methods of data collection | Remember | 1 |


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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Research Methodology |

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| 3 | Categorize the methods and tools of social science research | Analyze | 7 |
| 4 | Critically assess the effectiveness of research design and measurements | Evaluate | 7 |
| 5 | Appraise the various methods in data analysis | Evaluate | 7 |
| 6 | Solve various research problems through evaluation. | Apply | 3 |
| 7 | Formulate various skills in research reporting. | Apply | 3 |


COURSE CONTENT

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| Module 1 – Introduction to Research | 15 hours |
| <ul style="list-style-type: none"> ● Problem identification ● Types of Research: Pure and applied Research, Quantitative and Qualitative Research, Mixed Research ● Historical, Experimental & Descriptive Research | |
| Module 2 – Methods and tools of Research | 15 hours |
| <ul style="list-style-type: none"> ● Formulating Hypothesis and testing ● Methods of Data Collection ● Sampling methods, Sampling Design and techniques ● Methods and tools of Research (qualitative & quantitative) | |
| Module 3 – Research Design and Data Analysis | 15 Hrs |
| <ul style="list-style-type: none"> ● Research Design & measurement ● Development of Assessment tools ● Analysis of Data: Analytical, Co-relational ● Analysis of variance and Co-variance ● Partial & multiple co-variances. | |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Research Methodology |

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| Module 4 – Evaluation, Report writing and Ethics in Research | 27 Hrs |
| <ul style="list-style-type: none"> ● Evaluation – concept, Meaning, typologies & Tools ● Formative, Summative and concernment Evaluation ● Participating evaluation ● Research Report writing ● Ethics in Research | |


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| Mode of Transaction | <p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the Research Methodology in Social Sciences</p> <p>Focused Reading and Reflection: Learners would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life experiences would be arranged for the learners to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Learners will undertake thematic/topical study from various topics on lifelong learning and extension, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Short term Projects: An eminent personality/ institution/Area which contributed towards the Lifelong learning and extension in India could be identified and conduct of short term projects to make a detailed report on that.</p> <p>Field visits: An institution/Area could be identified and conduct of Field visit to make a detailed report.</p> |
| Mode of Assessment | <p>Internal Assessment</p> <p>1. Internal Test – Two MCQ based and on extended answer type (20 Marks each)</p> |

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| | Name of course - Research Methodology |

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| | <p>2. Book review – every students to review a seminal work on Research Methodology and submit a report (10 Marks)</p> <p>3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)</p> <p>Semester End examination (60 Marks)</p> |
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References:

- 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.
- Gliner, J.A & Morgan G.A (2000), Research Methods in Applied Settings: An Integrated Approach to Design and Analysis
- Lawrence Erlbaum : Mahwah Goode, W. J. & Halt, P.K. (1952) Methods in Social Research, New York: McGraw-Hill, Book Company
- Patton. M. Q, (2002) Qualitative Research & Evaluation Method, New Delhi: Sage Publication.


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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Value Education in Lifelong Learning |

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| School Name | Department of Lifelong Learning and Extension | | |
| Programme | MA Lifelong Learning | | |
| Course Name | Value Education in Lifelong Learning | | |
| Type of Course | Core Course | | |
| Course Code | LL MA 21 II C 08 | | |
| Course Summary & Justification | This course is designed as a Core course for the Second Semester PG Programme. This course helps the learner to understand the need for values and peace. The learner will understand the constitutional value in Lifelong Learning. This course helps the learner to apply the organizational efforts for values and peace. This course enables the learners to acquire the methods for inculcation of constitutional values. | | |
| Semester | II | Credit | 4 |
| Total Student Learning Time/Instructional hours for theory, practical and assessment | 72 Instructional hours and 18 hours for assessment and tutorials | | |
| Pre-requisite | A basic understanding of the Social Science Research | | |

COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains | PSO No. |
|---------------|--|-------------------------|----------------|
| | <i>Upon completion of this course, students will be able to:</i> | | |
| 1 | Explain the values in Lifelong Learning | Understand | 3 |
| 2 | List the aims and principles of value education. | Remember | 1 |


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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Value Education in Lifelong Learning |

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| 3 | Categorize various types of conflicts in the world | Analyze | 7 |
| 4 | Critically assess the effectiveness of organizational efforts for value and peace. | Evaluate | 7 |
| 5 | Appraise the various co-curricular activities in promoting values and peace. | Evaluate | 7 |
| 6 | Solve various social issues through value education | Apply | 3 |
| 7 | Formulate various skills in value education | Apply | 3 |


COURSE CONTENT

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| Module 1 – Understanding Values | 15 hours |
| <ul style="list-style-type: none"> • Concept and meaning of Values and Value Education. • Aims and principles of Value Education and Importance of education for peace. • Constitutional values; justice, equality, freedom, secularism, tolerance, fraternity, • Sustainable development. • Values for Democratic Citizenship and Human Rights. | |
| Module 2 – Types and Causes for Conflicts | 17 hours |
| <ul style="list-style-type: none"> • Various types of conflicts in the world; Racial, Religious, Cultural, Linguistic. • Problems of Terrorism and Imperialism • Conflicts in India; multiculturalism, multilingualism, casteism, gender disparity, ruralurban, disparity, power politics, corruption. • Nature and reasons of violence. • Need for peace education | |
| Module 3 – Organizational efforts for Values and Peace | 15 Hrs |
| <ul style="list-style-type: none"> • Role of WHO, UNESCO, UNO, UNICEF • Nonaligned movements, campaign for nuclear disarmament • Role of family, community, school, media in inculcating values and love for peace. • Role and qualities of teacher as a value educator and peace educator. • Humanistic approach in values | |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Value Education in Lifelong Learning |

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| Module 4 – Inculcation of Values | 25 Hrs |
| <ul style="list-style-type: none"> ● Efforts through curriculum, connectivity subject content with values. ● Using text book contents for highlighting core elements ● Use of techniques like discussion, dramatization, cooperative learning, role play, games, cultural programmes. ● Importance of co-curricular activities in promotion of values ● Involvement of community and media. | |


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| Mode of Transaction | <p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the Value Education in Lifelong Learning.</p> <p>Focused Reading and Reflection: Learners would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life experiences would be arranged for the learners to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Learners will undertake thematic/topical study from various topics on value education in lifelong learning, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Short term Projects: An eminent personality/ institution/Area which contributed towards the Value Education, Peace and Conflict Resolution in India could be identified and conduct of short term projects to make a detailed report on that.</p> <p>Field visits: An institution/Area could be identified and conduct of Field visit to make a detailed report.</p> |
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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Value Education in Lifelong Learning |


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| Mode of Assessment | <p>Internal Assessment</p> <ol style="list-style-type: none"> 1. Internal Test – Two MCQ based and on extended answer type (20 Marks each) 2. Book review – every students to review a seminal work on Value Education in Lifelong Learning and submit a report (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p> |
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References:

- Agarwal J.C. (2005) 'Education for Environment and Human Rights' Shipra Publications.
- Agarwal J.C. (2007) 'Basic Ideas of Education'. Shipra Publications, New Delhi.
- Nayak, Goswami, Chatarjee (2007) Economic reforms, Human Welfare and Sustainable Development in India, New Delhi, New Catering Publications.
- Rao Usha (2012) 'Education for Peace' Himalaya Publishing House, Mumbai.
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- Shrivastav, Singh (2002) 'Environmental Education', Anmol Publications, New Delhi.
- Singh P (2011) 'Human Rights Education in 21st Century', Discovery publishing House, New Delhi.

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Inclusive Development |

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| School Name | Department of Lifelong Learning and Extension | | |
| Programme | MA Lifelong Learning | | |
| Course Name | Inclusive Development | | |
| Type of Course | Core Course | | |
| Course Code | LL MA 21 III C 09 | | |
| Course Summary & Justification | This course is designed as a Core course for the Third Semester PG Programme. This course helps the learner to understand the need for Inclusive Development. The learner will understand the inclusive development measures for the Dalits, Tribes and Minority Communities. This course helps the learner to apply the inclusive development programmes towards other marginal sectors like, women, differently abled, queers, elderly, farmers, fishing communities, unorganized workers etc. This course enables the learners to acquire the methods for inclusion of various communities in development processes. | | |
| Semester | III | Credit | 4 |
| Total Student Learning Time/Instructional hours for theory, practical and assessment | 72 Instructional hours and 18 hours for assessment and tutorials | | |
| Pre-requisite | A basic understanding of the Indian Society. | | |


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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Inclusive Development |

COURSE OUTCOMES (CO)


| CO No. | Expected Course Outcome | Learning Domains | PSO No. |
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| | <i>Upon completion of this course, students will be able to:</i> | | |
| 1 | Explain the origin and meaning of Inclusive Development. | Understand | 3 |
| 2 | List differences between inclusive growth and development. | Remember | 1 |
| 3 | Categorize the problems of the marginalized and excluded communities in India | Analyze | 7 |
| 4 | Critically assess the effectiveness of the governmental and non governmental organizations in Inclusive Development. | Evaluate | 7 |
| 5 | Appraise the constitutional provisions, national and state policies for the protection and preservation of the marginalized and excluded communities. | Evaluate | 7 |
| 6 | Solve various social issues through the help of laws and legislations. | Apply | 3 |
| 7 | Formulate various skills in policy making | Apply | 3 |

COURSE CONTENT


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| Module 1 – Introduction to Inclusive Development | 12 hours |
| <ul style="list-style-type: none"> • Origin, meaning and definition • Inclusive growth vs Inclusive development • Problems of marginalized and excluded communities in India • Need for Inclusive Development. | |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Inclusive Development |

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| Module 2 – Inclusive Development of the Dalits | 17 hours |
| <ul style="list-style-type: none"> • Caste as a barrier to the inclusive development of Dalits • Constitutional provisions • Reservation • National policies, programmes, Laws and Legislations for promotion and protection of scheduled castes. • Major issues and challenges in the inclusive development of Dalits. | |
| Module 3 – Inclusive Development and Tribes | 15 Hrs |
| <ul style="list-style-type: none"> • Ethnicity as a barrier to the inclusive development of Scheduled Tribes • Constitutional provisions • Reservation • National policies, programmes, Laws and Legislations for Scheduled Tribes • Issues and challenges in the inclusive development of Scheduled Tribes • Tribal sub plan | |
| Module 4 – Inclusive Development of Minorities and other excluded communities | 25 Hrs |
| <ul style="list-style-type: none"> • Religion as sources of deprivation for minorities • Constitutional safe guards • National policies and programmes for the welfare of minorities • Inclusive Development of other Marginal Groups Women • Differently abled • Transgender • Elderly • People Living with HIV/AIDS(PLWHA) • Small and Marginal Farmers • Agricultural labourers • Fishing Communities • Unorganized workers. | |


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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Inclusive Development |

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| Mode of Transaction | <p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the Inclusive Development</p> <p>Focused Reading and Reflection: Learners would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life experiences would be arranged for the learners to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Learners will undertake thematic/topical study from various topics on Inclusive Development, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Book Reviews: An eminent personality/ institution/Area which contributed towards the Inclusive Development could be identified and conduct of book reviews to make a detailed report on that.</p> <p>Field visits: An institution/Area could be identified and conduct of Field visit to make a detailed report.</p> |
| Mode of Assessment | <p>Internal Assessment</p> <ol style="list-style-type: none"> 1. Internal Test – Two MCQ based and on extended answer type (20 Marks each) 2. Book review – every students to review a seminal work on Inclusive Development and submit a report (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p> |


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|  | MAHATMA GANDHI UNIVERSITY |
| Name of course - Inclusive Development | |

References:


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- Borooah, Vani K., Dubey, Amaresh, and Iyer, Sriya. (2007). The Effectiveness of Jobs Reservation: Caste, Religion, and Economic Status in India. *Development & Change*, vol. 38, pp. 423-455, 2007.
- Chibba, Michael (2008): Perspectives on Inclusive Development: Concepts, Approaches and Current issues, *World Economics*, Vol. 9, No. 4, Pp 145-156.
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- Dubochet, Lucy (2013): Making Post-2015 Matter for Socially Excluded Groups in India, Oxfam India Working Papers Series, Published by Oxfam India
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- Jodhka, Surinder, S. (2011): Interaction between Religion and Development in India: Values, Organizations and Social Movements, *Religion and Development: Working Papers*. 63, UK International Development Department, University of Birmingham with DFID of United Kingdom Government.
- Justice RanganathMisra Report of the National Commission for Religious and Linguistic Minorities (2007), Ministry of Minority Affairs, Government of India.
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- Shariff, Abusalah (2012): Inclusive Development Paradigm: A Post - Sachar Report, US-India Policy Institute, Washington.
- SinghaRoy, Debal, K (2010): Surviving Against Odds: The Marginalized in a Globalized World, Chapter-III: Marginalization of Dalits, Tribe, Minorities and Children in a Changing World, Manohar Publishers, New Delhi

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|  | MAHATMA GANDHI UNIVERSITY |
| Name of course - Inclusive Development | |

- T.Sujita, Yuko (2014): Inclusive Growth and Development in India: Challenges for Underdeveloped Regions and the Underclass, Palgrave Macmillan, Hampshire.
- The Constitution of India (As modified up to the 1st December, 2007), Ministry of Law and Justice, Government of India.
- The Growth Report: Strategies for Sustained Growth and Inclusive Development (2008): Commission on Growth and Development, Published by World Bank, Washington, DC.
- Thorat, Sukhadeo (2007): Economic Exclusion and Poverty in Asia: The Example of Castes in India, 2020 Focus Brief on The World's Poor and Hungry People
- Thorat, Sukhadeo (2006): Affirmative Action: India Policy Brief 14, published by The Inter-Regional Inequality Facility at the Overseas Development Institute (ODI), London.
- Thorat, Sukhadeo and Dubey, Amaresh: Has Growth Been Socially Inclusive during 1993-94 – 2009-10? Economic and Political Weekly, March 10, 2012, Vol. XLVII, No. 10 43
- Thorat, Sukhadeo and Newman, Katherine. S: Caste and Economic Discrimination: Causes, Consequences and Remedies, Economic and Political Weekly, October 13, 2007, Pp 4121- 4124
- Zacharias, Ajit and Vakulabharanam, Vamsi (2009): Caste and Wealth Inequality in India, Working Paper No. 566, The Levy Economic Institute, Annandale, New York.

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Information and Communication Technology |

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| School Name | Department of Lifelong Learning and Extension | | |
| Programme | MA Lifelong Learning | | |
| Course Name | Information and Communication Technology | | |
| Type of Course | Core Course | | |
| Course Code | LL MA 21 III C 10 | | |
| Course Summary & Justification | This course is designed as a Core course for the Third Semester PG Programme. This course will help the learner to enhance the understanding of communication process, its diffusion and adoption. This course will help the learner to impart knowledge about communication technologies. This course will enable the learner to understand the role of media in bringing attitudinal changes in individual and social change in general. | | |
| Semester | III | Credit | 4 |
| Total Student Learning Time/Instructional hours for theory, practical and assessment | 72 Instructional hours and 18 hours for assessment and tutorials | | |
| Pre-requisite | A basic understanding of the Information and Communication Technology. | | |


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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Information and Communication Technology |

COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains | PSO No. |
|--------|---|------------------|---------|
| | <i>Upon completion of this course, students will be able to:</i> | | |
| 1 | Explain the methods and practices of Communication. | Understand | 3 |
| 2 | List the use of hardware and software technologies in education. | Remember | 1 |
| 3 | Categorize the Communication Materials generation in Print, Audio-Visual and Visual Formats. | Analyze | 7 |
| 4 | Critically assess the impact of ICT | Evaluate | 7 |
| 5 | Appraise the implication of ICT in Society. | Evaluate | 7 |
| 6 | Solve various issues in information retrieval management. | Apply | 3 |
| 7 | Make use of ICT for open distance learning approach. | Apply | 3 |


COURSE CONTENT

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| Module 1 - Introduction to ICT | 15 hours |
| <ul style="list-style-type: none"> • Communication: Methods and Practice. • Use of Hardware & Software technologies in Education. • Participatory, persuasive and effective aspects of communication methods | |
| Module 2 - Application of ICT | 20 hours |
| <ul style="list-style-type: none"> • Application of Multi Media. • Social Marketing and Advertising. • Folk Communication Media and Community Radio. | |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Information and Communication Technology |

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| Module 3 – Impact of ICT | 17 Hrs |
| <ul style="list-style-type: none"> • Communication Materials generation in Print, Audio-Visual and Visual Formats. • Impact of ICT • Implication of ICT in Society | |
| Module 4 – ICT in education | 20 Hrs |
| <ul style="list-style-type: none"> • Information retrieval Management • Open Distance Learning Approach. • Virtual Classroom. | |


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| Mode of Transaction | <p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the Information and Communication Technology.</p> <p>Focused Reading and Reflection: Learners would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life experiences would be arranged for the learners to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Learners will undertake thematic/topical study from various topics on ICT, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Book Reviews: An eminent personality/ institution/Area which contributed towards the ICT could be identified and conduct of book reviews to make a detailed report on that.</p> |
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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Information and Communication Technology |

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| Mode of Assessment | <p>Internal Assessment</p> <ol style="list-style-type: none"> 1. Internal Test – Two MCQ based and on extended answer type (20 Marks each) 2. Book review – every students to review a seminal work on Information and Communication Technology and submit a report (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p> |
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References:


- Gandhi, V. (1995), Media and Communication Today. New Delhi: Kanishka Publishers.
- Haftor, D.M., Mirijamdotter, A. (2011) Information and Communication Technologies, Society and Human Beings: Theory and Framework. Hershey. New York: Information Science Reference.
- Harlow, E. & Webb, S.A. (2003), Information and Communication Technology in the Welfare Services. London: Jessica Kingsley Publishers.
- Malkote, S.R. (1991), Communication for Development, New Delhi: Sage Publication.
- Rosengreen, K.E. (2000), Communication: An Introduction. New Delhi: Sage Publication.
- Inove, Y (2009) Adult Education and Adult Learning Processes with ICT. Guam:University of Guam.

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Life Span Psychology |

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| School Name | Department of Lifelong Learning and Extension | | |
| Programme | MA Lifelong Learning | | |
| Course Name | Life Span Psychology | | |
| Type of Course | Core Course | | |
| Course Code | LL M A 21 III C 11 | | |
| Course Summary & Justification | This course is designed as an Core course for the Third Semester PG Programme. This course helps the learner to understand various issues and theories on Life Span Development. This course will enable the learner to gain insight in various stages of development and their characteristics. This course will provide the learner with knowledge about hazards of development at various stages of development. This course will help the learner to acquaint on theories to assess problems of each stage of development. | | |
| Semester | III | Credit | 4 |
| Total Student Learning Time/Instructional hours for theory, practical and assessment | 72 Instructional hours and 18 hours for assessment and tutorials | | |
| Pre-requisite | A basic understanding of the Life Span Development. | | |

COURSE OUTCOMES (CO)


| CO No. | Expected Course Outcome | Learning Domains | PSO No. |
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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Life Span Psychology |


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| | <i>Upon completion of this course, students will be able to:</i> | | |
| 1 | Explain the theories on Life Span Development | Understand | 1 |
| 2 | List the various stages of life span development. | Understand | 3 |
| 3 | Categorize the various stages of development and their characteristics. | Understand | 6 |
| 4 | Identify hazards of development at various stages of development. | Apply | 3 |
| 5 | Make use of theories to assess problems of each stage of development | Apply | 7 |

COURSE CONTENT


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| Module 1 – Lifespan Development : Issues and Theories | 12 hours |
| <ul style="list-style-type: none"> • The Lifespan Approach : Lifespan Developmental Psychology • The Context of Development • The Impact of Culture on Development. • The Study of Human Development. • The Continuity of Development • Determinants of Development • The role of theory • Major Contemporary theories : Psychoanalytic theories • Cognitive theories - Behavioural theories. • The Beginning Years : Genetics, Pregnancy and Birth • Genetic Foundations • The Process of Conception • Prenatal Development Stages of Pre-natal Development • Effects of the prenatal Environment • Birth: The Birth Process • Child birth Methods • Complications. | |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Life Span Psychology |

| Module 2 – Infancy and Early Childhood: Social and Personality Development | 20 hours |
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| <ul style="list-style-type: none"> • Infancy • Physical, Perceptual and Cognitive Development • The Neonate : Physical appearance • Physiological functioning • Sensory and Perceptual Systems • Behavioural responses; the reflexes • The premature infant • The Infant : Physical Growth - Motor Development - Perceptual Development - Cognitive Development. • A Social and Personality Development: • Early social interaction Issues in foster care Development of Self: Freud's and stage • Erikson's stage of Autonomy Vs Shame and Doubt • Mahler's theory of separation and individuation • Research' on Self-awareness • Parent-child Communication. • Early Childhood • Physical, Cognitive and Development: • Physical Development - Development - Language Development: Structure of language - Language acquisition Theories of language acquisition - A Bilingualism - Preschool and Day care programmes. • A Personality and Social Development: • The Development of Self: Self-Concept defined - Erikson's stage of Initiative Vs. Guilt - Identification - Gender role typing. The child in the family : Parenting role parenting styles - Encouraging. Compliance - The Changing family - Child Abuse The Child's-'social world : Aggression - Pro-social behaviour - Social Play. | |


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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Life Span Psychology |

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| Module 3 – | 20 Hrs |
| <ul style="list-style-type: none"> • Middle Childhood • Physical Growth. • Physical Growth: Size and Proportion • Motor Development Physical fitness • Obesity in Childhood • Cognitive growth: Concrete operational thought • Moral reasoning Information Processing : Attention • Memory - Cognitive styles • Learning Disabilities Characteristics - Effects on Children - Causes - Treatment. • Personality and Social Development : • Personality - Freud's Latency Stage - Eriksons' stage of Industry Vs Inferiority - Development of Self-Socialisation : The impact of siblings - Peer Interactions. The impact of Television. Problems in adjustment : Sources of Stress - Resilient Children Adjustment reactions of Children - Fear of AIDS in School. • Adolescence • Physical, Cognitive and Moral Development: • Physical and Sexual Development: Physical growth - Puberty - Varying rates of development Secular growth trends - Sexual attributes and behaviour - Cognitive development : Formal operations - Adolescent egocentrism - Moral reasoning - Value Systems - Political awareness. • Personality and Social Development: • Adolescent turmoil - Adolescent - identity : Origins - Adolescents and their parents, : peers; the society of Adolescents - Vocational Choice Behaviour. ' | |
| Module 4 – | 20 Hrs |
| <ul style="list-style-type: none"> • Early Adulthood • Physical, Cognitive and Personality Development : • 'Influences on Adult Development- Perceived age - Youth - Physical Development - Cognitive Development- Moral Development - Personality and adjustment. Family and Occupational Development : | |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Life Span Psychology |

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| <ul style="list-style-type: none"> ● Life Cycle : - Nature of the family - Marriage - Marital adjustment : Divorce - Non-marital life Styles : Parenting - Occupational Development : Stage theories - Super's theory - Levin sons Stage theory - Career choice, Self-Concept and gender role identity - Occupational stress - Two provider families. ● Middle Adulthood ● Physical, Cognitive and Development : ● Physical Development - Factors related to health and aging - Health stress - Type - A behaviour - Menopause and the Climacteric- Midlife Sexuality - Cognitive Development; Intelligence - Creativity - Personality development. ● Family and Occupational Development : ● Family Life : Inter-generational relations - Marriage - Disruptions in marriage- Singlehood- Occupational Development- Occupational advancement - Job Satisfaction - Retraining and second careers - Integrating work and Leisure. ● Physical, Cognitive and Development : ● The Impact of growing older : An aging population - factors - Mental-Health and aging Cognitive Development cognitive decline - Personality Development. ● Family Life, Social relations and Adjustment ● Family Life : Marriage in late adulthood - Sexuality in Late adulthood - Relations with adult Children - Relations with grandchildren - Singlehood - Windowhood Institutionalisation - Social relations – Retirement. ● The final Stage of life ● Death, Dying and Bereavement: ● Death : The Final stage of life - The Dying process : Kulber - Royss's stages of Dying. Dying trajectories. An Alternative view of dying-Near Death experiences. Issues in the care of Dying - Hospital Care - Euthanasia - Bereavement. |
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| Mode of Transaction | <ul style="list-style-type: none"> ● Lecture and Lecture cum discussion session ● Seminar presentation ● Analysis of Case studies ● Research reviews ● Small group learning |
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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Life Span Psychology |


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| Mode of Assessment | <p>Internal Assessment (40 Marks)</p> <p>Two internal tests – one in MCQ mode and one in Extended answer type – for 10 Marks Each (Average of two tests will be taken)(10 Marks)</p> <p>An assignment on a relevant topic (10 Marks)</p> <p>A seminar presentation (10 Marks)</p> <p>Presentation of case study report (10 Marks)</p> <p>Semester end Examination (60 Marks)</p> |
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Text Books


- Hurlock, E.B (2008). Developmental psychology. New Delhi
- Gormly, A.V. and Brodzinsky; D.M. Lifespan Human Development. NY: Harcourt Brace College publishers 1993.
- Vendar Zanden, J.W. Human Development. New Delhi : McGraw Hill, Inc. 1993-

References

- Shiamberg, Human Development. NY Macmillan Publishing Co, 1985.
- Halen Bee. The Developing Child. NY : Harper Collins Publishers, 1989.
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- Vasta. R, Haith, M.M. at Miller, S.A. Child Psychology, NY 5 John Wiley at Sons, Inc, 1992.
- 7 5. Kimmel, D.C. Adulthood and Aging. NY: John Wiley and Sons, 1980.

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Social Gerontology |

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| School Name | Department of Lifelong Learning and Extension | | |
| Programme | MA Lifelong Learning | | |
| Course Name | Social Gerontology | | |
| Type of Course | Core Course | | |
| Course Code | LL M A 21 III C 12 | | |
| Course Summary & Justification | <p>This course is designed as a Core course for the third Semester PG Programme. This course helps the learner to understand the sociological aspects of aging – how do the elderly affect society and how does society affect the elderly. This course will discuss social, economic, legal problems including role of family, abuse, legal provisions etc. This course will also provide learners awareness about the issues like social security measures, various schemes of the government for poor elderly, special concession, facilities, etc. This course will help the learner to examine the historical, cultural, biological, physiological, psychological, and social aspects of ageing.</p> | | |
| Semester | III | Credit | 4 |
| Total Student Learning Time/Instructional hours for theory, practical and assessment | 72 Instructional hours and 18 hours for assessment and tutorials | | |
| Pre-requisite | A basic understanding of the Ageing. | | |


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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Social Gerontology |

COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains | PSO No. |
|--------|--|------------------|---------|
| | <i>Upon completion of this course, students will be able to:</i> | | |
| 1 | Explain the Social Gerontology by using a bio-psycho-social framework to examine the historical, cultural, biological, physiological, psychological, and social aspects of aging. | Understand | 3 |
| 2 | List various theories on Gerontology | Remember | 1 |
| 3 | Categorize the functional and conflict perspective | Analyze | 7 |
| 4 | Make use of the skills to geriatric care | Evaluate | 7 |
| 5 | Appraise the role of civil society in the wellbeing of the elderly. | Evaluate | 7 |
| 6 | Formulate policies and programmes for the aged. | Apply | 3 |


COURSE CONTENT

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| Module 1 – Introduction to Gerontology | 15 hours |
| <ul style="list-style-type: none"> • Demography of Ageing • Profile of older people in the world and India • Demographic transition • Characteristics of older population in India • Feminization of ageing | |
| Module 2 – Theories of Gerontology | 17 hours |
| <ul style="list-style-type: none"> • sociological theories of gerontology • Theoretical approaches to ageing: Structural- Functional and Conflict Perspective • Symbolic Interaction, Phenomenology, Ethno-methodology • Transition and life events: how old age is shaped in every society, concept of successful ageing, ageism, retirement, grand parenting, widowhood | |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Social Gerontology |

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| Module 3 - Ageing, elderly and family | 20 Hrs |
| <ul style="list-style-type: none"> • Family structure and changes • Functional unit of family and role of elderly • Consequences of changing family system • Family and care of elderly • Abuse and maltreatment • Definition, recognition, legal provision • Barriers to reporting and facilitators | |
| Module 4 - Neighborhood, community and elderly | 20 Hrs |
| <ul style="list-style-type: none"> • Role of larger society in wellbeing of elderly • International and national - Policies and Programmers for the Aged in India • Role of NGOS • National Policy on Aged | |


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| Mode of Transaction | <p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the Social Gerontology.</p> <p>Focused Reading and Reflection: Learners would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life experiences would be arranged for the learners to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Learners will undertake thematic/topical study from various topics on Social Gerontology, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Book Reviews: An eminent personality/ institution/Area which contributed Social Gerontology in India could be identified and conduct of book reviews to make a detailed report on Lifelong Learning.</p> |
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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Social Gerontology |

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| Mode of Assessment | <p>Internal Assessment</p> <ol style="list-style-type: none"> 1. Internal Test – Two MCQ based and on extended answer type (20 Marks each) 2. Book review – every students to review a seminal work on Social Gerontology and submit a report (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p> |
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References:


- Moody, Harry R (2010). Ageing: Concepts and Controversies. (6th Edition). California: Pine Forge Press
- Loe, M. (2011). Ageing our way: Lessons for living from 85 and beyond. New York, NY: Oxford University Press.
- Suhita Chopra, Chatterjee Priyadarshi ED.(2008) Discourses on Ageing and Dying, SAGE , New Delhi

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Training and Capacity Building |

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|---|---|---------------|---|
| School Name | Department of Lifelong Learning and Extension | | |
| Programme | MA Lifelong Learning | | |
| Course Name | Training and Capacity Building | | |
| Type of Course | Core Course | | |
| Course Code | LL M A 21 IV C 13 | | |
| Course Summary & Justification | This course is designed as an Elective course for the first Semester PG Programme. This course helps the learner to understand the importance of Human Resource Development. This course will enable learner to understand the process, methods, techniques, strategies and significance of training as a tool for Human Resource Development. The course will equip learners with necessary skills to evaluate the training programme. | | |
| Semester | I | Credit | 4 |
| Total Student Learning Time/Instructional hours for theory, practical and assessment | 72 Instructional hours and 18 hours for assessment and tutorials | | |
| Pre-requisite | A basic understanding of the Human Resource Management. | | |

COURSE OUTCOMES (CO)


| CO No. | Expected Course Outcome | Learning Domains | PSO No. |
|---------------|--|-------------------------|----------------|
| | <i>Upon completion of this course, students will be able to:</i> | | |
| 1 | Explain the different skill acquisition processes | Understand | 3 |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Training and Capacity Building |

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| 2 | List the various principles underlying the training and Capacity Building programmes | Remember | 1 |
| 3 | Categorize the training techniques and mapping | Analyze | 7 |
| 4 | Critically assess the effectiveness of the on- the job and off the job training and capacity building programmes | Evaluate | 7 |
| 5 | Appraise the Social & Economic implication of Skill Training Capacity Building | Evaluate | 7 |
| 6 | Formulate the evaluation techniques on skill training. | Apply | 3 |


COURSE CONTENT

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|---|----------|
| Module 1 – Skills Acquisition Processes | 15 hours |
| <ul style="list-style-type: none"> • Traditional Family-based skills acquisition processes. • Institution-based skills acquisition processes. • Participatory and Community-based skills acquisition processes | |
| Module 2 – Capacity Building | 17 hours |
| <ul style="list-style-type: none"> • Capacity building and skilling program • Principles underlying Training and Capacity Building • Training Techniques & Mapping | |
| Module 3 – Training | 20 Hrs |
| <ul style="list-style-type: none"> • Identification of job competencies and Skill requirement • Designing and implementing a Training/Skilling programme. • Use of Technology in Training • Multimedia e-learning • On-line and distance learning and other Learning • Teaching Aids. | |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Training and Capacity Building |


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| Module 4 – Evaluation | 20 Hrs |
| <ul style="list-style-type: none"> ● On the job and off the Job training & Capacity building. ● Social & Economic implication of Skill Training Capacity Building. ● Evaluation of Skill Training. | |

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| Mode of Transaction | <p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the Training and Capacity Building.</p> <p>Focused Reading and Reflection: Learners would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life experiences would be arranged for the learners to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Learners will undertake thematic/topical study from various topics on training and capacity building, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Book Reviews: An eminent personality/ institution/Area which contributed training and capacity building could be identified and conduct of book reviews to make a detailed report on Lifelong Learning.</p> |
| Mode of Assessment | <p>Internal Assessment</p> <ol style="list-style-type: none"> 1. Internal Test – Two MCQ based and on extended answer type (20 Marks each) 2. Book review – every students to review a seminal work on Training and Capacity Building and submit a report (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p> |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Training and Capacity Building |

References:


- Armstrong, M. (2007), A Hand Book of Human Resource Management Practice, UK : Kogan Page Limited.
- Richard A & Swanson E. H. (2001), Foundation of Human Resource Development, San Francisco: Berrett Koehler.
- Robert L.C. (1996) ,Training and Development Hand Book, New York: McGraw - Hills,
- Singh, P.N. (1989) Training for Management Development, New Delhi: ISTD.
- Tony, P. (2003), Developing Effective Training Skills (from personal insight to organizational performance) : London, CIPD House, camp road.
- Wilson, J.P. (2005), Human Resource Development Training of Individual and Organizations, UK.: kogan page Publisher,

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Field Work |

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| School Name | Department of Lifelong Learning and Extension | | |
| Programme | MA Lifelong Learning | | |
| Course Name | Field Work | | |
| Type of Course | Core Course | | |
| Course Code | LL MA 21 IV C 14 | | |
| Course Summary & Justification | This course is designed as a Core course for the fourth Semester PG Programme. This course helps the learner to understand the field Techniques & its need in lifelong learning & Extension. The learners will be introduced to field requirement & its partners (NGOs & other Partners). This course will enable the learners to be equipped about their role towards field work | | |
| Semester | IV | Credit | 4 |

COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains | PSO No. |
|--------|--|------------------|---------|
| | <i>Upon completion of this course, students will be able to:</i> | | |
| 1 | Explain the concepts of Field Work | Understand | 3 |
| 2 | Make use of the various theoretical knowledge into practice through a Field Report. | Apply | 1 |
| 3 | Design field work proposals | Create | 4 |
| 4 | Utilize various tools and techniques of data collection | Apply | 4 |
| 5 | Develop Skills in writing of Field Reports | Create | 3 |
| 6 | Formulate initiatives in favour of State Intervention in the field of Lifelong Learning | Apply | 3 |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Field Work |

COURSE CONTENT

Concurrent filed work:

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


Orientation or Briefing for field technique visits:

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

Placement for field work

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

1. Identification of subject matters under agencies
2. Identification of placement
3. No of group of students/ agency
4. Availability of field supervisors

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Field Work |

5. 4-5 students will be placed per agency
6. Declaration of Placement for field work will be done at least 10 day before to the commencement of field visits
7. Students are needed to contact timely & meet their respective on site supervisors, before starting of field work.

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

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


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

Weekly Field Technique Report:

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

Attendance in practicum:

During the practicum, a student is required to spend at least 8-9 hours per week in the community allocated to him/her. There 8-9 hours have to be spent by working for a day assigned time table for practicum. The time spent by students in writing field Technique sports and in attending supervisory meetings at the Department is not

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| | Name of course - Field Work |

counted. Neither the time spent on travelling between students home & the community is counted as field Technique hours. Should be regular and punctual in practicum. The Department can take serious action for unauthorized absence from practicum, irregular attendance & any dishonest practices. Attendance in field Techniques compulsory. Absence from field technique visits cannot be compensated. Leave from field Technique work should general be applied for in advance. All leave application in context of field Technique should be addressed to the Department field Technique coordinator.

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

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


Note: Department will be the single body to arrange field Technique opportunity & placement of students. No student will be encouraged to seek their own field Technique agency. IVth Semester field Technique students will be placed in particular agencies based on the interest of students.

Responsibilities of field technique Coordinator:

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


Role & Responsibilities of Onsite Supervisor.

- Explain the structure of & functioning of the agency
- Providing day to day supervision for students

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Field Work |

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


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| Mode of Transaction | Close mentorship and guidance under a supervisor allotted by the Faculty Council. |
| Mode of Assessment | <p>Internal Assessment</p> <ol style="list-style-type: none"> 1. Field work Report Presentation – the theme is to be discussed and identified to prepare a paper and present in the seminar (15 Marks) 2. Field Report Writing – 25 Marks <p>External Evaluation by a panel of examiners consisting of faculty members of the school and at least one external examiner appointed by faculty council and the evaluation will be done through assessment of the report and Conduct Viva Voce (60 Marks).</p> <p><i>The Evaluation of Field Work Report must be based on a specific criteria set for the purpose by the faculty council.</i></p> |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Dissertation |

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| School Name | Department of Lifelong Learning and Extension | | |
| Programme | MA Lifelong Learning | | |
| Course Name | Dissertation | | |
| Type of Course | Core Course | | |
| Course Code | LL MA 21 IV C 15 | | |
| Course Summary & Justification | <p>This course is designed as a Core course for the fourth Semester PG Programme. This course is conceived as the culmination of understandings developed in Courses learned in the programmes on Research Methodology. It is visualized as a curricular space where students (with close mentorship/guidance of a faculty member) learn to plan and conduct a research, and write a thesis. It is also a space where students come to see and draw linkages between Theories in Lifelong Learning (transacted through taught courses) and research.</p> | | |
| Semester | IV | Credit | 4 |

COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains | PSO No. |
|--------|--|------------------|---------|
| | <i>Upon completion of this course, students will be able to:</i> | | |
| 1 | Explain the concepts of Research | Understand | 3 |
| 2 | Make use of the various theoretical knowledge into practice through a miniature piece of research | Apply | 1 |
| 3 | Design Research proposals | Create | 4 |
| 4 | Utilize various tools and techniques of data collection | Apply | 4 |


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| | Name of course - Dissertation |

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| 5 | Develop Skills in writing of Research thesis | Create | 3 |
| 6 | Infer from data collected from primary and secondary sources. | Apply | 5 |
| 7 | Select appropriate research methods to carry out the research. | Apply | 5 |
| 8 | Formulate initiatives for policy making in favour of State Intervention in the field of Lifelong Learning | Apply | 3 |

COURSE CONTENT

The M A students under the guidance of the guide allotted Head of the Department, carry out research on Problem preferably based on the candidate's field of specialization or in the areas introduced in the Courses of the programmes. This has the following phases: preparation of the research proposal, Formulation Research Questions and Hypotheses, Designing techniques for collecting data, data collection, data analysis and writing of the research report. The report may be prepared with a maximum of 20,000 words (of about 100 pages) depending on the nature of the topic. Three copies of the dissertation will have to be submitted along with a soft copy. Students shall submit the Dissertation on or before the last working day of 4th semester. Candidates shall not be permitted to submit a dissertation on which a degree or diploma has already been conferred on him by the university or any other institution.

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| Mode of Transaction | Close mentorship and guidance under a supervisor allotted by the Faculty Council. |
| Mode of Assessment | <ul style="list-style-type: none"> •The Dissertation will be internally evaluated by the supervisor concerned (40 Marks) •External Evaluation by a panel of examiners consisting of faculty members of the school and at least one external examiner appointed by faculty council and the evaluation will be done through assessment of the report and conduct of Viva Voce (60 Marks). <p><i>The Evaluation of Field Work Report must be based on a specific criteria set for the purpose by the faculty council.</i></p> |


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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Internship and Viva Voce |

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|---|--|---------------|---|
| School Name | Department of Lifelong Learning and Extension | | |
| Programme | MA Lifelong Learning | | |
| Course Name | Internship and Viva Voce | | |
| Type of Course | Core Course | | |
| Course Code | LL MA 21 IV C 16 | | |
| Course Summary & Justification | <p>This course is designed as a Core course for the fourth Semester PG Programme. Internship is arranged at the end of fourth semester. This is of two months duration including travelling. The Internship gives an opportunity for the students to develop professional preparedness for job situations. It is also an opportunity for them to build their career. Professional behavior and skills are developed during the Internship. Industries, hospitals, agencies and movement settings have to be given priority in Internship. The purpose of the Internship is to give the students professional internship cum pre-employment experience.</p> | | |
| Semester | IV | Credit | 4 |

COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains | PSO No. |
|--------|--|------------------|---------|
| | <i>Upon completion of this course, students will be able to:</i> | | |
| 1 | Explain the the role of the agency in addressing current social realities | Understand | 3 |
| 2 | Make use of an experience of working as a trained | Apply | 1 |

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| | Name of course - Internship and Viva Voce |

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| | social worker in an agency for a continuous period of time. | | |
| 3 | Design skills relevant to the profession | Create | 4 |
| 4 | Utilize the learning's over the semesters through the process of continuous engagement in the field of specialization. | Apply | 4 |
| 5 | Develop Skills in professional development | Create | 3 |
| 6 | Formulate an appropriate attitude and professional development at work | Apply | 3 |


Rules and Regulations:

On joining the placement agency, the students are expected to work out details of assignments in consultation with the agency supervisor and should forward the same to the Department within seven days of reporting to the agency. During the Internship, the students are required to submit fortnightly reports date-wise and also in detail of the work done. The first fortnightly report should be sent to the faculty supervisor and second fortnightly report should be brought by the students at the time of joining date, and submit it on the same date to the college. The reports should be signed by the student and countersigned by the agency supervisor. A student has to join the Internship agency on the specified date and time decided by the Department. All the expenses in connection with Internship shall be entirely borne by the student. On the conclusion of the Internship, the agency supervisor will send an evaluation report about the learning and performance of the student to the Department in the prescribed form which is sent to the agency by the Department.


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| Mode of Transaction | Plan of action shall be presented by the Internship student on completion of five visits to the Intership agency. It may be done as a classroom presentation or to the faculty supervisor in the individual |
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|  | MAHATMA GANDHI UNIVERSITY |
| Name of course - Internship and Viva Voce | |


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| | <p>conferences. Each student shall take up a mini project or organize a programme or prepare a concept paper based on his Internship and interest</p> <p>Fieldwork records: Students should document their fieldwork recording in fieldwork diary and fieldwork journal separately. Time, tasks and work hours should be maintained in the diary. Detailed work record should be given in journal. Separate special reports based on fieldwork experiences and activities of students may be generated.</p> <p>Fieldwork conference: Fieldwork conference should be the part of time-table. Faculty needs to conduct fieldwork conference every week for all the students (Individual conferences – half an hour per week, group conferences once a month). Faculty needs to maintain fieldwork conference report and concurrent fieldwork attendance report of each trainee student separately.</p> |
| Mode of Assessment | <p>External examiners (both from the academia as well as practitioners from the field) should be the members of the viva-voce board along with the internal examiners. Agency supervisor's suggestions need to be used for fieldwork evaluation process. Self-evaluation is compulsory before final fieldwork evaluation. Students are expected to make their own assessment and their expected percentage of marks. In the second step of evaluation supervisor shall make detail assessment and award marks/grades. Field work vivavoce should be conducted at the end of semester in presence of external expert academician / practitioner of the respective specialization. Given below are the criteria for Block Placement evaluation:</p> |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Internship and Viva Voce |

| CRITERIAS FOR FIELD WORK EVALUATION | | |
|---|--------------------------------------|------------|
| Sl.No. | Criteria | Marks |
| Internal | | |
| 1. | Plan of action | 10 |
| 2. | Report writing | 10 |
| 3. | Mini project/programme/concept paper | 10 |
| 4. | Agency feedback | 10 |
| Total | | 40 |
| External | | |
| | Viva – voce | 60 |
| Total | | 100 |
| <ul style="list-style-type: none"> <i>The Evaluation of Internship Report must be based on a specific criteria set for the purpose by the faculty council.</i> | | |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Counselling |

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| School Name | Department of Lifelong Learning and Extension | | |
| Programme | MA Lifelong Learning | | |
| Course Name | Counselling | | |
| Type of Course | Elective Course | | |
| Course Code | LL M A 21 I E 01 | | |
| Course Summary & Justification | <p>This course is designed as an Elective course for the first Semester PG Programme. This course helps the learner to understand the principles and methods of counselling approaches. This course will enable the learner to impart knowledge about change of beliefs and attitudes in helping profession. This course helps the learner to acquire basic knowledge of mental health and management of mental disorders. This course enables the learner to work out a plan for solving his difficulties. This course will help the learner to know himself better-his interests, abilities, aptitudes, and opportunities. This course will also help the learner to encourage and develop special abilities and right attitudes. To inspire successful endeavour towards attainment of goals is a uniqueness of this course.</p> | | |
| Semester | I | Credit | 4 |
| Total Student Learning Time/Instructional hours for theory, practical and assessment | 72 Instructional hours and 18 hours for assessment and tutorials | | |
| Pre-requisite | A basic understanding of the Counselling. | | |


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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Counselling |

COURSE OUTCOMES (CO)


| CO No. | Expected Course Outcome | Learning Domains | PSO No. |
|--------|---|------------------|---------|
| | <i>Upon completion of this course, students will be able to:</i> | | |
| 1 | Explain the meaning, definition and significance of Counselling. | Understand | 3 |
| 2 | List the various stages in Counselling. | Remember | 1 |
| 3 | Categorize the various types of Counselling | Analyze | 7 |
| 4 | Critically assess the ethics and challenges in Counselling. | Evaluate | 7 |
| 5 | Appraise the Psychopathology and various psychiatric disorders. | Evaluate | 7 |
| 6 | Formulate initiatives in favour of family counselling and School Counselling | Apply | 3 |
| 7 | Make use of various approaches in Counselling | Apply | 3 |
| 8 | Solve various psychological issues affecting students and families | Evaluate | 3 |

COURSE CONTENT


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|---|----------|
| Module 1 - Introduction to Counselling | 15 hours |
| <ul style="list-style-type: none"> • Meaning & Definition • Need & Development • The terms: Guidance, Counselling, Psychiatry, Psychology and Psychotherapy • Stages in Counselling • Counselling skills & Techniques • Characteristics of effective counselling • Types of counselling • Ethics & Challenges in Counselling. | |

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| | Name of course - Counselling |

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| Module 2 – Introduction to Psychopathology | 17 hours |
| <ul style="list-style-type: none"> • Introduction to Psychiatry • Definition and Types of Psychiatry (ICD&DSM) • Major psychiatric disorders • Adult Psychiatric Disorders: (Schizophrenia, Affective Disorders, Anxiety Disorders and Alcohol Dependent Syndrome). • Childhood Disorders: (Conduct Disorders, Autism, Mentally/ Differently Abled) | |
| Module 3 – Counselling in Family and Schools | 20 Hrs |
| <ul style="list-style-type: none"> • Areas of Counselling: School Counselling and Behavior Modification • Pre-Marital & Marital Counselling • Crisis Counselling • Career Counselling • Parental Counselling • Introduction to Mental Health: definition of Mental Health • Mental Health Problems in children & adolescents: Adolescent sexuality & Learning Disability. • Theories of Personality (Sigmund Freud, Alfred Adler, Abraham Maslow). | |
| Module 4 – Counselling Approaches | 20 Hrs |
| <ul style="list-style-type: none"> • Reality Therapy • Rogerian Psychotherapy • Rational Emotive Therapy • Group Psychotherapy • Transactional Analysis • Family Therapy • T.C.I.Approach to Counselling • Geriatric Counselling & Reminiscence Therapy • Person Centered Approaches (PCA) • Assessments • Psychological test • IQ-Case History Taking (Mental Status Examination) • Visit to different institutions and preparation of reports | |


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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Counselling |

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| Mode of Transaction | <p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the Counselling in India</p> <p>Focused Reading and Reflection: Learners would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life experiences would be arranged for the learners to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Learners will undertake thematic/topical study from various topics on Counselling, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Book Reviews: An eminent personality/ institution/Area which contributed towards Counselling in India could be identified and conduct of book reviews to make a detailed report on Lifelong Learning.</p> <p>Field visits: An institution/Area could be identified and conduct of Field visit to make a detailed report.</p> |
| Mode of Assessment | <p>Internal Assessment</p> <ol style="list-style-type: none"> 1. Internal Test – Two MCQ based and on extended answer type (20 Marks each) 2. Book review – every students to review a seminal work on Counselling and submit a report (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p> |


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|  | MAHATMA GANDHI UNIVERSITY |
| Name of course - Counselling | |

References:

- Carroll, Michael., (1996). Workplace Counseling: A systematic Approach to Employee Care. London : Sage Publications.
- Fuster, J. M., (2002). Personal Counselling. Mumbai : Better Yourself Books
- Nelson-Jones, R., (2000). Practical Counselling and Helping Skills. Mumbai : Better Yourself Books.
- Patri, V.R., (2005). Counselling Psychology. New Delhi : Authors Press
- Rao, S.N., (2002). Counselling and Guidance. New Delhi : Tata Mc Graw Hill Publishing Company Ltd
- Yeo, Anthony, (1993). Counselling a Problem Solving Approach. Boa Vista : APECA publications in India
- Guidance and counselling, Narayana Rao,
- Career Counseling ,Srivastava, Sushil Kumar, 2007, SAUJANYA BOOKS : 165-E, Kamla Nagar, Delhi - 110007 (INDIA)
- Counseling Modalities ,Sharma, M.K.,2011, SAUJANYA BOOKS : 165-E, Kamla Nagar, Delhi - 110007 (INDIA)
- Counselling Psychology, Sharma, A.S., 2008SAUJANYA BOOKS : 165-E, Kamla Nagar, Delhi - 110007 (INDIA)
- Counselling and Therapy Techniques, Theory & Practice, Augustine Meier Micheline Boivin © 2011 SAGE Publications Ltd
- The SAGE Handbook of Counselling and Psychotherapy, THIRD EDITION, Colin Feltham ,Ian Horton ,2012 | 736 pages | SAGE Publications Ltd
- An Introduction to Counselling and Psychotherapy, From Theory to Practice Andrew Reeves - December 2012 SAGE Publications Ltd.

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Healthy Ageing |

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| School Name | Department of Lifelong Learning and Extension | | |
| Programme | MA Lifelong Learning | | |
| Course Name | Healthy Ageing | | |
| Type of Course | Elective Course | | |
| Course Code | LL M A 21 I E 02 | | |
| Course Summary & Justification | This course is designed as a Core course for the fourth Semester PG Programme. This course helps the learner to understand the main health issues/concerns associated with population ageing. The learner will be introduced to the biological/medical and psychological, aspects of healthy ageing. This course will enable the learner to transfer knowledge on the biology of ageing, health, nutrition and ageing, mental health and issues in retirement planning. | | |
| Semester | IV | Credit | 4 |
| Total Student Learning Time/Instructional hours for theory, practical and assessment | 72 Instructional hours and 18 hours for assessment and tutorials | | |
| Pre-requisite | A basic understanding of the Ageing. | | |


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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Healthy Ageing |

COURSE OUTCOMES (CO)


| CO No. | Expected Course Outcome | Learning Domains | PSO No. |
|--------|---|------------------|---------|
| | <i>Upon completion of this course, students will be able to:</i> | | |
| 1 | Explain the major aspects on the philosophy of empowered ageing. | Understand | 3 |
| 2 | List various diseases affecting ageing | Remember | 1 |
| 3 | Categorize the mental health issues of the aged. | Analyze | 7 |
| 4 | Make use of the skills to working with the elderly. | Evaluate | 7 |
| 5 | Appraise the major social issues of ageing | Evaluate | 7 |
| 6 | Formulate policies and programmes for the protection of the elderly. | Apply | 3 |

COURSE CONTENT


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| Module 1 - Empowered Ageing | 15 hours |
| <ul style="list-style-type: none"> • Discourse on philosophical aspects of empowered ageing • Physical health: prevention, promotion and management • Commonly seen illnesses, causes and symptoms, when to seek medical advice, home inputs, preventive measures. • Bone diseases, Cardio-vascular diseases, Cancer and Palliative Care • Digestive and respiratory system related diseases • Nutrition during old age: Basic principles of nutrition, sources of nutritious foods required during old age, healthy cooking methods • Diet during various disease conditions. | |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Healthy Ageing |

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| Module 2 – Mental Health and Ageing | 17 hours |
| <ul style="list-style-type: none"> • Mental Health Issues of the elderly and their management • Depression, feeling of loneliness, Sleep disorders, Dementia, Alzheimer, stress management etc. • Personal hygiene and Caring for elderly • Hygiene and self-care during healthy and diseased condition • Caring for old, disabled frail elderly • Role of Exercise, Yoga, Meditation: How yoga and exercise can be used to maintain physical and mental health | |
| Module 3 – Social Issues of Ageing | 20 Hrs |
| <ul style="list-style-type: none"> • Issues related to elderly • staying alone, elderly in joint, nuclear families, parents of NRI, poor elderly, elderly women, elder abuse. • Disability during old age: functional decline, measurement, burden, sarcopenia, frailty in elderly • Fall assessment and fall prevention | |
| Module 4 – Legal issues related to elderly | 20 Hrs |
| <ul style="list-style-type: none"> • Legal provisions to protect rights of the elderly, maintenance and welfare provisions etc. • Support and Services for elderly: Government schemes, services, policy, and Voluntary Sector Support • Elder friendly living environment: availability of elder friendly devices to accommodate the physical changes of ageing. • Use of assistive devices. | |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Healthy Ageing |


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| Mode of Transaction | <p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the Healthy Ageing</p> <p>Focused Reading and Reflection: Learners would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life experiences would be arranged for the learners to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Learners will undertake thematic/topical study from various topics on Healthy Ageing, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Book Reviews: An eminent personality/ institution/Area which contributed towards Healthy Ageing in India could be identified and conduct of book reviews to make a detailed report on Tribal Development.</p> <p>Field visits: An institution/ area/community for the elderly can be identified and make a detailed report on the basis of field visits.</p> |
| Mode of Assessment | <p>Internal Assessment</p> <ol style="list-style-type: none"> 1. Internal Test – Two MCQ based and on extended answer type (20 Marks each) 2. Book review – every students to review a seminal work on |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Healthy Ageing |


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| | <p>Healthy Ageing and submit a report (10 Marks)</p> <p>3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)</p> <p>Semester End examination (60 Marks)</p> |
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References:

- Sharma K.L. (2007) Studies in Gerontology: International Perspectives, Rawat Publication New Delhi
- Francis A. McGuire and Others ED. (2004) Leisure and Aging, Sagamore Publishing

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Introduction to E-Learning |

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| School Name | Department of Lifelong Learning and Extension | | |
| Programme | MA Lifelong Learning | | |
| Course Name | Introduction to E-Learning | | |
| Type of Course | Elective Course | | |
| Course Code | LL M A 21 I E 03 | | |
| Course Summary & Justification | This course is designed as an Elective course for the first Semester PG Programme. This course helps the learner to understand the basic concepts of E-Learning. Learners will understand the technology mediated communication in e-learning. This course will enable the learners to understand the services that manage e-learning environment. The learners will know the teaching and learning processes in e-learning environment. | | |
| Semester | I | Credit | 4 |
| Total Student Learning Time/Instructional hours for theory, practical and assessment | 72 Instructional hours and 18 hours for assessment and tutorials | | |
| Pre-requisite | A basic understanding of the E-Learning. | | |


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| | Name of course - Introduction to E-Learning |

COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains | PSO No. |
|--------|--|------------------|---------|
| | <i>Upon completion of this course, students will be able to:</i> | | |
| 1 | Explain the role of E-learning. | Understand | 3 |
| 2 | List the various components of E-Learning | Remember | 1 |
| 3 | Categorize the barriers to E-Learning | Analyze | 7 |
| 4 | Critically assess the role of subject matter experts | Evaluate | 7 |
| 5 | Appraise the process of E-Learning | Evaluate | 7 |
| 6 | Formulate the future prospects of E-Learning | Apply | 3 |


COURSE CONTENT

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| Module 1 – Introduction to Evaluation of Education | 15 hours |
| <ul style="list-style-type: none"> • Generations of Distance Educational Technology • Role of E-Learning – Components of e-learning: CBT, WBT, Virtual Classroom • Barriers to e-Learning • Roles and Responsibilities: Subject Matter Expert – Instructional Designer – Graphic Designer – Multimedia Author – Programmer – System Administrator – Web Master | |
| Module 2 – Technologies Satellite Broadcasting | 17 hours |
| <ul style="list-style-type: none"> • Interactive Television – Call Centers – Whiteboard Environment • Teleconferencing: Audio Conferencing – Video Conferencing – Computer Conferencing • Internet: E-mail, Instant Messaging, Chat, Discussion Forums, Bulletin Boards, Voice Mail, File Sharing, Streaming Audio and Video | |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Introduction to E-Learning |

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| Module 3 – Management of Content | 20 Hrs |
| <ul style="list-style-type: none"> • E-Content, Dynamic Content, Trends – Technology: Authoring, Delivery, Collaboration Services: Expert Service, Information Search Service, Knowledge Creation Service. Learning Objects and E-Learning Standards • Process of E-Learning: Knowledge acquisition and creation, Sharing of knowledge, Utilization of knowledge – Knowledge Management in E-Learning | |
| Module 4 – Teaching Learning Process Interactions | 20 Hrs |
| <ul style="list-style-type: none"> • Teacher-Student – Student-Student – Student-Content – Teacher-Content – Teacher-Teacher – Content-Content • Role of Teachers in E-Learning – Blended Learning – Cooperative Learning – Collaborative Learning – Multi Channel learning – Virtual University – Virtual Library • Development Issues Assessment in E-Learning – Quality in E-Learning – Tools for Development – Costs for Developing and Using E-Learning Environments – Challenges and Careers – Future of e-Learning | |


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| Mode of Transaction | <p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the E-Learning.</p> <p>Focused Reading and Reflection: Learners would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life experiences would be arranged for the learners to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Learners will undertake thematic/topical study from various topics on E-Learning, prepare write-up and make seminar presentation followed by open-house discussion with a view to</p> |
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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Introduction to E-Learning |

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| | <p>enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Book Reviews: An eminent personality/ institution/Area which contributed E-Learning could be identified and conduct of book reviews to make a detailed report on Lifelong Learning.</p> |
| Mode of Assessment | <p>Internal Assessment</p> <ol style="list-style-type: none"> 1. Internal Test – Two MCQ based and on extended answer type (20 Marks each) 2. Book review – every students to review a seminal work on Introduction to E-Learning and submit a report (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p> |

References:


- E-Learning: An Expression of the Knowledge Economy, Gaurav Chadha, S.M. Nafay Kumail, Tata McGraw-Hill Publication, 2002
- E-Learning: New Trends and Innovations, P.P. Singh, Sandhir Sharma, Deep & Deep Publications, 2005
- Michael Allen's Guide to E-Learning, Michael W. Allen, Michael Allen, Wiley Publication, 2002

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Disaster Management |

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| School Name | Department of Lifelong Learning and Extension | | |
| Programme | MA Lifelong Learning | | |
| Course Name | Disaster Management | | |
| Type of Course | Elective Course | | |
| Course Code | LL MA 21 I E 04 | | |
| Course Summary & Justification | This course is designed as a Core course for the first Semester PG Programme. This course helps the learner to understand the conceptual framework of Disaster Management. This course will help the learner to gain insight into the various types of disasters and disaster management policies. This course will also help them to apply the rehabilitation and reconstruction strategies in times of need. | | |
| Semester | I | Credit | 4 |
| Total Student Learning Time/Instructional hours for theory, practical and assessment | 72 Instructional hours and 18 hours for assessment and tutorials | | |
| Pre-requisite | A basic understanding of the Life skills. | | |

COURSE OUTCOMES (CO)


| CO No. | Expected Course Outcome | Learning Domains | PSO No. |
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| | <i>Upon completion of this course, students will be able to:</i> | | |
| 1 | Explain the concepts of Disaster Management | Understand | 3 |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Disaster Management |

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| 2 | List the various types of Disaster Management | Remember | 1 |
| 3 | Categorize the role of government agencies in Disaster Management | Analyze | 7 |
| 4 | Assess the disaster management policies in global, national and state levels. | Evaluate | 7 |
| 5 | Appraise the rehabilitation and reconstruction strategies in disaster management. | Evaluate | 7 |


COURSE CONTENT

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| Module 1 - Introduction to Disasters | 17 hours |
| <ul style="list-style-type: none"> • Disasters and Hazards • Natural Disasters • Geological Disasters • Hydro Meteorological Disasters • Biological Disasters • Technological Disasters • Man-made Disasters • Global Disaster Trends • Emerging Risks of Disasters • Climate Change and Urban Disasters • Global warming | |
| Module 2 - Disaster Management | 20 hours |
| <ul style="list-style-type: none"> • The disaster cycle, disaster impacts, disasters, development and sustainability. • Vulnerability and Risks - Understanding vulnerability, hazard, risk and vulnerability analysis; risk perception; social vulnerability. Global scenario on the risk. Planning and Management risk assessment, • Role of Governmental agencies: Defence, civil administration, transportation, medical, communication, press.- • Disaster Preparedness • Disaster Response and Recovery • Disaster Risk Reduction (DRR) • The Emergency Operation Plan (EOP) | |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Disaster Management |

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| <ul style="list-style-type: none"> • Modern methods of disaster response • The Recovery Plan | |
| Module 3 – Disaster Management Policies | 15 Hrs |
| <ul style="list-style-type: none"> • National Policies, Global frame work Role of Early Warning Systems (EWS) in disaster management • An assessment of EWS for cyclone, Tsunami, Storm surge, Earth quake, Coastal Erosion Global best practices and India’s Experience. • Disaster Management in Kerala | |
| Module 4 – Rehabilitation and Reconstruction | 20 Hrs |
| <ul style="list-style-type: none"> • Damage Assessment • Information Management • Short term and Long term planning • Development of Physical and economic infrastructure • Disaster resilient reconstruction • Counselling to Victims • participative rehabilitation and reconstruction • Monitoring of Rehabilitation • NGOs and Disaster management • Role of Non Governmental agencies, civil administration, transportation, medical, communication, press, protection. | |


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| Mode of Transaction | <p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the Disaster Management.</p> <p>Focused Reading and Reflection: Learners would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life experiences would be arranged for the learners to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> |
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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Disaster Management |

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| | <p>Seminar: Learners will undertake thematic/topical study from various topics on Disaster Management, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Book Reviews: An eminent personality/ institution/Area which contributed towards Disaster Management in India could be identified and conduct of book reviews to make a detailed report on Disaster Management.</p> |
| Mode of Assessment | <p>Internal Assessment</p> <ol style="list-style-type: none"> 1. Internal Test – Two MCQ based and on extended answer type (20 Marks each) 2. Book review – every students to review a seminal work on Disaster Management and submit a report (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p> |

References:

- Disaster Management Guidelines. GOI -UNDP Disaster Risk Reduction Programme (2009 -2012).
- Prewitt Diaz, J.O (2004). The cycle of disasters: from Disaster Mental Health to Psychosocial Care. Disaster Mental Health in India, Eds: Prewitt Diaz, Murthy, Lakshmi Narayanan, Indian Red Cross Society Publication
- Manual on natural disaster management in India, M C Gupta, NIDM, New Delhi
- H.N. Srivastava & G.D. Gupta (2006) Management of Natural Disasters in developing countries, Daya Publishers, Delhi
- Disaster Management Act 2005, Publisher by Govt. of India
- Disaster Mitigation in Asia & the Pacific, Asian Development Bank
- Post-disaster needs assessment guidelines (2013), World Bank
- Gupta Anil K and Sreeja S Nair (2011), Environmental Knowledge for Disaster Risk Management, NIDM, New Delhi.


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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Environment, Energy and Health |

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| School Name | Department of Lifelong Learning and Extension | | |
| Programme | MA Lifelong Learning | | |
| Course Name | Environment, Energy and Health | | |
| Type of Course | Elective Course | | |
| Course Code | LL MA 21 II E 05 | | |
| Course Summary & Justification | This course is designed as an Elective course for the Second Semester PG Programme. This course helps the learner to understand the environment, energy and health linkages. This course will enable students to create an awareness regarding critical issues related to environment, energy and health. This course helps the learner to promote awareness regarding national policies and programmes in context of environment, energy and health. | | |
| Semester | II | Credit | 4 |
| Total Student Learning Time/Instructional hours for theory, practical and assessment | 72 Instructional hours and 18 hours for assessment and tutorials | | |
| Pre-requisite | A basic understanding of the Environment. | | |

COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains | PSO No. |
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| | <i>Upon completion of this course, students will be able to:</i> | | |
| 1 | Explain the conservation of natural resources. | Understand | 3 |


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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Environment, Energy and Health |

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| 2 | List the natural resources and biodiversity hotspots. | Remember | 1 |
| 3 | Categorize the ecological role of forests. | Analyze | 7 |
| 4 | Critically assess the conservation of the endangered plants and animals. | Evaluate | 7 |
| 5 | Appraise the various Environmental Impact Assessment | Evaluate | 7 |
| 6 | Assess various renewable and non-renewable energy sources. | Apply | 3 |
| 7 | Formulate various skills in healthcare management. | Apply | 3 |


COURSE CONTENT

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| Module 1 – Conservation of Environment | 25 hours |
| <ul style="list-style-type: none"> • Conservation of natural resources – soil, air, energy and biodiversity • Ecological role of forests – agro forestry and multipurpose trees, • Sources of pollution, abatement of pollution, greenhouse effect and climate change. • Conservation of endangered plants and animals, national parks and wild life sanctuaries • Food security and eco-tourism | |
| Module 2 – Legislations for protection | 20 hours |
| <ul style="list-style-type: none"> • Environmental legislation and education. • Environmental movements and selected case studies: High Ranges, Midlands and Coastal Regions. • Environmental impact assessment | |
| Module 3 – Energy | 15 Hrs |
| <ul style="list-style-type: none"> • Energy Scenario in India. • Renewable and non-renewable energy sources: energy plantation • National energy policy. | |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Environment, Energy and Health |

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| Module 4 - Health Care | 25 Hrs |
| <ul style="list-style-type: none"> ● National health policy ● Environment and health: effect of pollution on health and diseases, sanitation and hygiene, medicinal plants ● Primary health Care, first aid, yoga and meditation ● promotion of healthy environment in India. | |


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| Mode of Transaction | <p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the Environment, Energy and Health.</p> <p>Focused Reading and Reflection: Learners would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life experiences would be arranged for the learners to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Learners will undertake thematic/topical study from various topics on Environment, Energy and Health Care, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Book Reviews: An eminent personality/ institution/Area which contributed towards the Environment, Energy and Health in India could be identified and conduct of book reviews to make a detailed report on that.</p> <p>Field visits: An institution/Area could be identified and conduct of Field visit to make a detailed report.</p> |
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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Environment, Energy and Health |

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| Mode of Assessment | <p>Internal Assessment</p> <ol style="list-style-type: none"> 1. Internal Test – Two MCQ based and on extended answer type (20 Marks each) 2. Book review – every students to review a seminal work on Environment, Energy and Health and submit a report (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p> |
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References:


- Balakrishnan, M.(1998.) Environmental Problems and Prospects in India, Oxford & IBH Pub., New Delhi
- Detwyler, Thomas R (1971) Man’s Impact on Environment, McGraw Book Company, New York,.
- Dixit, V.K. (2006) “Energy consumption and quality of life, Academic Excellence”, Delhi.
- Singh, R.B. (ed.) (1996) Global Environmental Change, Oxford & IBH Pub., New Delhi,.
- Singh, R.B. (ed.) (2001) Urban Sustainability in the context of Global Change, Science Pub, Inc., Enfield (NH). USA,
- World Resources Institute, world Resources, (1999) Environmental Change and Human Health, Oxford University Press, Oxford, UK.

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Human Rights |

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| School Name | Department of Lifelong Learning and Extension | | |
| Programme | MA Lifelong Learning | | |
| Course Name | Human Rights | | |
| Type of Course | Elective Course | | |
| Course Code | LL MA 21 II E 06 | | |
| Course Summary & Justification | This course is designed as an Elective course for the Second Semester PG Programme. This course helps the learner to understand basic and some advanced concepts and philosophy of Human Rights. This course will enable the learner to analyze Human Rights perspectives in Indian Context. This course helps the learner to educate on various paradigms of Human Rights. | | |
| Semester | II | Credit | 4 |
| Total Student Learning Time/Instructional hours for theory, practical and assessment | 72 Instructional hours and 18 hours for assessment and tutorials | | |
| Pre-requisite | A basic understanding of the Human Rights in India | | |

COURSE OUTCOMES (CO)


| CO No. | Expected Course Outcome | Learning Domains | PSO No. |
|---------------|---|-------------------------|----------------|
| | <i>Upon completion of this course, students will be able to:</i> | | |
| 1 | Explain the various concepts and philosophies on Human Rights. | Understand | 3 |
| 2 | List the various aspects of Human Right issues and concerns. | Remember | 1 |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Human Rights |

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| 3 | Categorize the different paradigms of Human Rights. | Analyze | 7 |
| 4 | Critically assess the Human Right perspectives on Indian context | Evaluate | 7 |
| 5 | Appraise the various Human Right policies and their applications | Evaluate | 7 |
| 6 | Solve various Human Right Issues | Apply | 3 |


COURSE CONTENT

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| Module 1 – Human Rights -Theoretical Orientation | 12 hours |
| <ul style="list-style-type: none"> • Concept and historical context of Human Rights • Theories and philosophy of human rights: Political systems and Paradigms • Indian Constitution: Fundamental rights and duties | |
| Module 2 – Human Rights Declarations, Treaties and Conventions | 15 hours |
| <ul style="list-style-type: none"> • The Universal Declaration of Human Rights, 1948 • International Covenant on Civil and Political Right • International Covenant on Economic, Social and Cultural Right • Declaration on the Rights of the Child and Convention on the Rights of the Child • Declaration on the Elimination of all forms of intolerance and of discrimination based on religion or belief | |
| Module 3 – Human Rights in the Indian Context | 25 Hrs |
| <ul style="list-style-type: none"> • Human Rights • concern and evolution in India • Human rights and vulnerable constituencies (Children, Women, Minorities, Indigenous population, Refugees, Dalits, Persons with disability, Slum dwellers) • Human right issues under globalization • Trade and Labour; Development, Hunger, Poverty, Migrant workers and Labour rights • Mapping conflict zones and human right violations in contemporary India | |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Human Rights |

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| Module 4 - Human Rights and Protection Systems | 20 Hrs |
| <ul style="list-style-type: none"> ● Global systems: the United Nations, International Human Rights Instruments Covenants and Protocols ● UNCHR 1948 and subsequent developments ● National Human Rights Commission and its role ● International human rights agencies: Amnesty International, Human Rights Watch ● Non-judicial enforcement of Human Rights (Human Rights Monitoring and Reporting, Humanitarian intervention), Case laws. | |


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| Mode of Transaction | <p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the Human Rights.</p> <p>Focused Reading and Reflection: Learners would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life experiences would be arranged for the learners to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Learners will undertake thematic/topical study from various topics on disaster management, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Book Reviews: An eminent personality/ institution/Area which contributed towards the Human Rights in India could be identified and conduct of book reviews to make a detailed report on that.</p> <p>Field visits: An institution/Area could be identified and conduct of Field visit to make a detailed report.</p> |
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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Human Rights |


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| Mode of Assessment | <p>Internal Assessment</p> <ol style="list-style-type: none"> 1. Internal Test – Two MCQ based and on extended answer type (20 Marks each) 2. Book review – every students to review a seminal work on Human Rights and submit a report (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p> |
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References:


- Naseema, C. 2002 Human Rights Education: Conceptual and Pedagogical aspects, New Delhi: Kanishka Publishing House.
- Mathew, P.D. 1996 Fundamental Rights in Action. New Delhi: Indian Social Institute
- Centre for Development of Human Rights 2004 The Right to Development: A primer, Centre for Development of Human Rights, New Delhi: Sage Publications.
- Pereira, W. 1997 Inhuman Rights: The Western System and Global Human Rights Abuse, Goa: The Other India Press.
- Amnesty International 1993 Human Rights in India. New Delhi: Vistaar Publications
- Nirmal, C.J. 1999 Human Rights in India – Historical, Social and Political Perspectives, Delhi: Oxford University Press.
- Baxi, U. 2002 The Future of Human Rights, New Delhi: Oxford University press. 8.
- Chandra, A. 2000 Human Rights Activism and Role of NGO's, Delhi: Rajat Publications.
- United Nations 1992 Human Rights: Teaching and Learning about Human Rights, New York: United Nations.
- Waghmare, B.S. 2001 Human Rights – Problems and Prospects, Delhi: Kalinga Publications.
- Kothari, S. & Sethi, H (ed.) 1991 Rethinking Human Rights – Challenges for Theory and Action, New Delhi: Lokayan Publications.
- Borgohain, B. 1999 Human Rights – Social Justice and Political Challenges. New Delhi: Kanishka Publishers

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|  <p>The logo of Mahatma Gandhi University features a circular emblem with a central wheel (Ashoka Chakra) and the text 'MAHATMA GANDHI UNIVERSITY' around the top and 'KOTAYAM' at the bottom. Below the emblem is a banner with the motto 'विद्यया अमृतमश्नुते'.</p> | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Human Rights |

- Mohapatra, A.R. 2001 Public Interest Litigation and Human Rights in India, New Delhi: Radha publications.
- Rehman, K 2002 Human Rights and the Deprived, New Delhi: Commonwealth publishers.
- Subramanian, S 1997 Human Rights: International Challenges, New Delhi: Manas Publications.
- Janusz, S. & Volodin, V. (ed.) 2001 A Guide to Human Rights: Institutions, Standards, Procedures. Paris: UNESCO Publishing.
- Iyer, V.R. 1995 Human Rights – A Judge’s Miscellany, New Delhi: D.K. Publishers.

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Sustainable Social Development |

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| School Name | Department of Lifelong Learning and Extension | | |
| Programme | MA Lifelong Learning | | |
| Course Name | Sustainable Social Development | | |
| Type of Course | Elective Course | | |
| Course Code | LL M A 21 II E 07 | | |
| Course Summary & Justification | <p>This course is designed as an Elective course for the Second Semester PG Programme. This course helps the learner to understand the different concepts of development. This course will enable the learner to gain insight in different sociological theories (classical and modern). This course will provide the learner with knowledge about strategies and approaches of social development. This course will help the learner to acquaint on various environmental and ecological issues.</p> | | |
| Semester | II | Credit | 4 |
| Total Student Learning Time/Instructional hours for theory, practical and assessment | 72 Instructional hours and 18 hours for assessment and tutorials | | |
| Pre-requisite | A basic understanding of the Sustainable Development. | | |


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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Sustainable Social Development |

COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains | PSO No. |
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| | <i>Upon completion of this course, students will be able to:</i> | | |
| 1 | Explain the theories of Social Development | Understand | 3 |
| 2 | List the various Indian Sociologists and Development thinkers. | Remember | 1 |
| 3 | Categorize the movements for development. | Analyze | 7 |
| 4 | Critically assess the impact of Social Movements and Development. | Evaluate | 7 |
| 5 | Appraise the approaches and strategies for holistic social development | Evaluate | 7 |
| 6 | Formulate a sustainable and inclusive development. | Apply | 3 |

COURSE CONTENT


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| Module 1 - Introduction to Social Development | 15 hours |
| <ul style="list-style-type: none"> • Theories of Social Development • Recent Developments and its interpretation in sociological theories • Indian Sociological and development thinkers. | |
| Module 2 - Movements for Development | 17 hours |
| <ul style="list-style-type: none"> • Community life, religious spheres, development discourse. • Movements for development (i.e. agrarian movements, labor movements, women's movement, ecological movements etc.) • Social movements and development | |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Sustainable Social Development |

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| Module 3 – Approaches and Strategies | 20 Hrs |
| <ul style="list-style-type: none"> • Collective action and cooperation. • Approaches and Strategies for Holistic social development • Reducing vulnerabilities : Evolving institutions for sustainable livelihoods | |
| Module 4 – Alternate Models | 20 Hrs |
| <ul style="list-style-type: none"> • Contextualizing development value based development-ethics for equity and justice • Alternative model of Development, Ecology, Environment: concept philosophy and Linkages. • Sustainable and inclusive Development: concept, meaning and theories of sustainable and inclusive development. | |

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| Mode of Transaction | <p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the Sustainable Social Development.</p> <p>Focused Reading and Reflection: Learners would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life experiences would be arranged for the learners to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Learners will undertake thematic/topical study from various topics on Sustainable Social Development, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Book Reviews: An eminent personality/ institution/Area which contributed Sustainable Social Development in India could be</p> |
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| | Name of course - Sustainable Social Development |

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| | identified and conduct of book reviews to make a detailed report on Sustainable Social Development. |
| Mode of Assessment | <p>Internal Assessment</p> <ol style="list-style-type: none"> 1. Internal Test – Two MCQ based and on extended answer type (20 Marks each) 2. Book review – every students to review a seminal work on Sustainable Social Development and submit a report (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p> |

References:


- Alexgender, K.C. (1994), The Process of Development of Society. New Delhi: Sage Publication.
- Anand, S. & Sen, A.K (1996), Sustainable Human Development: Concepts and priorities, Office of development studies, Discussion paper, no. 1. New York: UNDP
- Ranode. Eknath (2001), Sustainable Development. India: Vivekanand Kendra Prakashan.
- Redeliff, Michelle (1995) Sustainable Development. Canada: Routledge Publication.
- Macionis, J. J & Plummer, K (2005), Sociology. A Global Introduction (3rd ed.). Harlow: Pearson Education.
- UNDP (1997), Governance for Sustainable human development, New York, A UNDP policy document.

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Tribal Development |

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| School Name | Department of Lifelong Learning and Extension | | |
| Programme | MA Lifelong Learning | | |
| Course Name | Tribal Development | | |
| Type of Course | Elective Course | | |
| Course Code | LL M A 21 III E 08 | | |
| Course Summary & Justification | This course is designed as an Open Elective course for the third Semester PG Programme. This course helps the learner to understand the concepts, definition and classification of tribe. This course helps the learners to understand the tribal development administration in India. This course will enable the learner to identify major constitutional provisions and institutional frameworks for tribal development. This course will help the learner to understand various tribal development initiatives. | | |
| Semester | III | Credit | 4 |
| Total Student Learning Time/Instructional hours for theory, practical and assessment | 72 Instructional hours and 18 hours for assessment and tutorials | | |
| Pre-requisite | A basic understanding of the Tribal Communities. | | |

COURSE OUTCOMES (CO)


| CO No. | Expected Course Outcome | Learning Domains | PSO No. |
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| | <i>Upon completion of this course, students will be able to:</i> | | |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Tribal Development |

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| 1 | Explain the major concepts and classification of tribes. | Understand | 3 |
| 2 | List various approaches to tribal development | Remember | 1 |
| 3 | Categorize the administrative frameworks for tribal development | Analyze | 7 |
| 4 | Make use of the skills to working with the tribes | Evaluate | 7 |
| 5 | Appraise the role of constitutional bodies and other institutional frameworks for tribal development. | Evaluate | 7 |
| 6 | Formulate policies and programmes for the tribal development. | Apply | 3 |


COURSE CONTENT

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| Module 1 – Introduction to tribal studies | 15 hours |
| <ul style="list-style-type: none"> • Concept , Definition and classification of Tribe • Approaches towards Tribal development during pre and post independent period • Constitutional Safeguards for Schedule Tribes; Fifth & Sixth Schedules • Tribes in Kerala | |
| Module 2 – Tribal Development Administration | 17 hours |
| <ul style="list-style-type: none"> • Tribal Sub-Plan • Integrated Tribal Development Agency (ITDA) • Modified Area Development Agency (MADA) • Cluster, Disperse Tribal Development Plan (DTDP) and • Micro project. | |
| Module 3 – Protection of tribes | 20 Hrs |
| <ul style="list-style-type: none"> • Constitutional bodies and institutional arrangement for Tribal Development • National Commission for STs • Tribal Advisory Council • Tribal Welfare Department • Tribal Research Institute. | |

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| | Name of course - Tribal Development |

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| Module 4 - Future Prospects | 20 Hrs |
| <ul style="list-style-type: none"> ● Development Initiative ● Implementation and Impact of R&R Act ● PESA and FRA. | |


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| Mode of Transaction | <p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the Tribal Development.</p> <p>Focused Reading and Reflection: Learners would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life experiences would be arranged for the learners to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Learners will undertake thematic/topical study from various topics on Tribal Development, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Book Reviews: An eminent personality/ institution/Area which contributed towards Tribal Development in India could be identified and conduct of book reviews to make a detailed report on Tribal Development.</p> <p>Field visits and Indigenous Awareness Camps: An institution/ area/community can be identified and make a detailed report on the socio-economic conditions of the tribal communities.</p> |
| Mode of Assessment | <p>Internal Assessment</p> <ol style="list-style-type: none"> 1. Internal Test – Two MCQ based and on extended answer type (20 Marks each) 2. Book review – every students to review a seminal work on Tribal Development and submit a report (10 Marks) |

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| | Name of course - Tribal Development |


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| | <p>3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks)</p> <p>Semester End examination (60 Marks)</p> |
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References:

- Aron, Raymond & Levi Strauss. Cultural Dynamics' in Approaches to the Science of Socio-economic development (ed) by Peter Lengyel.
- Vidyarthi, L. P. (ed). Applied Anthropology in India.
- Vidyarthi. L. P. & B. N. Shay (ed). Applied Anthropology and Development in India.
- Behura, N.K. and Panigrahi, N. Indian Constitution and the Tribals: Functioning of Fifth Schedule in the State of Orissa.
- Cassen Robert & Associate (ed). Does Aid Work?
- Cernea, Michael M. Putting People First: Sociological Variables in Rural Development.
- Chambers, Robert. Rural Development; Putting the Last First.
- Commission for UNESCO Neatherlands. Cultural Dimension of Development.
- Mathur, Hari Mohan (ed.). Anthropology in the Development Process.
- Meier, Gerald, M. Leading Issues in Economic Development.
- Dube, S.C. Modernization & Development: The Search for Alternative Paradigms.
- Dube, S. C. Cultural Dimensions of Development in International Science Journal.
- Foster, G. M. Traditional Culture and Impact of Technological Change.
- Harris, J. (ed.) Rural Development.
- Mathur, Hari Mohan. The Human Dimension of Development: Perspectives from Anthropology.
- Nieuwinhuijze C. A. O., Van. Culture and Development: False dilemmas and real issues' in ISSJ, Vol. 18. 17. Schumacher, E. F. Small is Beautiful.
- Skar, Harold (ed). Anthropological Contributions to Planned Change and Development.
- Sharma, B. D. Planning for Tribal Development.

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Gender and Development |

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| School Name | Department of Lifelong Learning and Extension | | |
| Programme | MA Lifelong Learning | | |
| Course Name | Gender and Development | | |
| Type of Course | Elective Course | | |
| Course Code | LL MA 21 IV E 09 | | |
| Course Summary & Justification | This course is designed as an Elective course for the fourth Semester PG Programme. This course helps the learner to understand the historical perspective of gender and development in the global and Indian context. This course will acquaint the learners with some of the major development programmes for women and their impact on society. This course will also help the learner aware of addressing the issue of gender equality for overall societal development. | | |
| Semester | IV | Credit | 4 |
| Total Student Learning Time/Instructional hours for theory, practical and assessment | 72 Instructional hours and 18 hours for assessment and tutorials | | |
| Pre-requisite | A basic understanding of the Gender. | | |


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| | Name of course - Gender and Development |

COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains | PSO No. |
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| | <i>Upon completion of this course, students will be able to:</i> | | |
| 1 | Explain the historical perspective of gender and development. | Understand | 3 |
| 2 | List various programmes and policies for women empowerment. | Remember | 1 |
| 3 | Categorize the role of women in organized and unorganized sectors. | Analyze | 7 |
| 4 | Assess the legal rights of women in India. | Evaluate | 7 |
| 5 | List the socio economic determinants of women empowerment. | Evaluate | 7 |
| 6 | Formulate policies and programmes for the protection of women. | Apply | 3 |


COURSE CONTENT

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| Module 1 - Introduction to Gender and Development | 15 hours |
| <ul style="list-style-type: none"> • Understanding Gender and Development • Towards Women Empowerment in Contemporary India • Government Policies and Programmes on Women Empowerment • Panchayati Raj Institutions and women | |
| Module 2 - Women in Organized and Unorganized sectors | 17 hours |
| <ul style="list-style-type: none"> • Impact of liberalization and (post liberalization) on Indian society, Rural/ Urban dichotomy • The Demographic of Working Women in India • Employability Trends • Women in Organized and Unorganized Sectors in India • Women and microfinance • Transition of women towards new millennium. | |

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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Gender and Development |

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| Module 3 – Legal Rights of Women in India | 20 Hrs |
| <ul style="list-style-type: none"> • Legal literacy for women, legal services • Women and Indian Constitutional provisions, Criminal procedures codes (Bailable and NonBailable offences) • Human Rights and Women Empowerment • Hindu Marriage Act | |
| Module 4 – Determinants of Women Empowerment | 20 Hrs |
| <ul style="list-style-type: none"> • Women’s Education, Employability and Health issues • Socio-economic determinants of ‘Empowerment’ • Gender and Intersectionality • Gender and Sustainable Development | |


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| Mode of Transaction | <p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the Gender and Development.</p> <p>Focused Reading and Reflection: Learners would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life experiences would be arranged for the learners to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Learners will undertake thematic/topical study from various topics on Gender and Development, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Book Reviews: An eminent personality/ institution/Area which contributed towards Gender and Development in India could be identified and conduct of book reviews to make a detailed report on Gender and Development.</p> |
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| | Name of course - Gender and Development |


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| | Field visits: An institution/ area/community for the women empowerment can be identified and make a detailed report on the basis of field visits. |
| Mode of Assessment | Internal Assessment 1. Internal Test – Two MCQ based and on extended answer type (20 Marks each) 2. Book review – every students to review a seminal work on Gender and Development and submit a report (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) Semester End examination (60 Marks) |

References:

- Arunachalam. J (2005), Women's Equality – A Struggle for Survival: Gyan Publishing House, New Delhi
- HUMAN DEVELOPMENT REPORT (1995). Published for the United Nations Development Programme. (UNDP). New York. Oxford. Oxford University Press.
- John, Mary E (1996) Gender and Development in India, 1970s-1990s Some Reflections on the Constitutive Role of Contexts, EPW, Vol. 31, Issue No. 47, 23 Nov.
- Kamala, S. & Singh, U. K. (2008), Towards Legal Literacy : Oxford University Press, New Delhi.
- Karl, M (1995), Women and Empowerment – Participation and Decision Making: Zed Books Ltd., London.
- Parvin, R.M. (2005), Empowerment of Women – Strategies and Systems for Gender Justice: Dominant Publishers and Distributors, New Delhi
- Razavi, Shahrashoub; Miller, Carol (1995). "From WID to GAD: Conceptual shifts in the Women and Development discourse". United Nations Research Institute Occasional Paper series. United Nations Research Institute for Social Development.
- Selvam, S. (2005), Empowerment and Social Development – Issues in Community Participation: Kanishka Publishers, Distributors, New Delhi
- Sinha, A. K (2008), New Dimensions of Women Empowerment: Deep & Deep Publications Pvt. Ltd., New Delhi

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| Name of course - Gender and Development | |

- Towards equality : report of the Committee on the Status of Women in India (1974), Govt. of India, Ministry of Education & Social Welfare, Dept. of Social Welfare, & New Delhi. Parts 1 & 2. Suggested Readings
- Bhaduria, M (1997), Women in India – Some Issues: APH Publishing Corporation, New Delhi
- Rao, D.B and Rao, D.P, (2004), Women Education and Empowerment: Discovery Publishing House, New Delhi.


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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Management of Rural Community |

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| School Name | Department of Lifelong Learning and Extension | | |
| Programme | MA Lifelong Learning | | |
| Course Name | Management of Rural Community | | |
| Type of Course | Elective Course | | |
| Course Code | LL MA 21 IV E 10 | | |
| Course Summary & Justification | This course is designed as an Elective course for the Fourth Semester PG Programme. This course will help the learner to understand the process of contextualization and the theoretical framework of community development. This course helps the learner to understand the methods of community participation and community management. This course will enable the learner to familiarize the tools and methods of Participatory Rural Appraisal. | | |
| Semester | IV | Credit | 4 |
| Total Student Learning Time/Instructional hours for theory, practical and assessment | 72 Instructional hours and 18 hours for assessment and tutorials | | |
| Pre-requisite | A basic understanding of the Indian Society. | | |

COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains | PSO No. |
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| | <i>Upon completion of this course, students will be able to:</i> | | |
| 1 | Explain the concepts and processes of Community Work. | Understand | 3 |


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| | Name of course - Management of Rural Community |

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| 2 | List different principles and approaches to community development | Remember | 1 |
| 3 | Categorize the various types of Community Development Programmes | Analyze | 7 |
| 4 | Critically assess the effectiveness of the capacity building of the rural community. | Evaluate | 7 |
| 5 | Appraise the government programmes and interventions for rural communities. | Evaluate | 7 |
| 6 | Solve various drawbacks of participatory methods | Apply | 3 |
| 7 | Formulate various skills and models in Participatory Rural Appraisal. | Apply | 3 |


COURSE CONTENT

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| Module 1 – Meaning, concepts, nature and scope of Community Development | 12 hours |
| <ul style="list-style-type: none"> • Major concepts and divisions of community work - Community Development, Community Relation, Community Organization, Community Empowerment, Extension Education • Philosophy, Principles and Approaches to Community Development • History of community development and extension work in India | |
| Module 2 – Capacity Building of Rural Communities | 15 hours |
| <ul style="list-style-type: none"> • Types of community development programmes – Adaptive type, Integrative type, Project type. • Objective oriented project planning and logical framework analysis • Phases in community development • Importance of Community participation in community development • Community participation for sustainability • Forms of community participation • Preconditions for effective community participation • Role of Corporate social responsibility (CSR), in community development. | |

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| | Name of course - Management of Rural Community |

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| Module 3 – Participatory Rural Appraisal | 25 Hrs |
| <ul style="list-style-type: none"> • Participatory Action Research • Principles, Dangers and Drawbacks of Participatory Approaches. • Application of PRA in Rural Setting • Tools of PRA: Wealth Ranking - Time line- Transact-Seasonality –Social Mapping- Resource Mapping- Venn Diagram- Focus group Discussion • Working with Individuals • Case work- Definition, Principles, Process and components- • Tools of case work • Counseling in case work • Group Dynamics • Evaluation of Groups • Application of Group Work. | |
| Module 4 – Working with Communities | 20 Hrs |
| <ul style="list-style-type: none"> • Models and Strategies of Community Organization: Locality Development model- Social Planning Model- Social Action Model • Methods of Community organization. • Institutions in Community • Panchayat Raj Institution, Voluntary Organization for Extension • Role of Local Self-Government in Community Development & Extension • Monitoring and Evaluation Skills for CD. | |


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| Mode of Transaction | <p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the Management of Rural Community Development.</p> <p>Focused Reading and Reflection: Learners would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> |
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|  | MAHATMA GANDHI UNIVERSITY |
| Name of course - Management of Rural Community | |

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| | <p>Observation-Documentation-Analysis: Simulated and real life experiences would be arranged for the learners to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Learners will undertake thematic/topical study from various topics on Management of Rural Communities, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Book Reviews: An eminent personality/ institution/Area which contributed towards the Management of Rural Communities could be identified and conduct of book reviews to make a detailed report on that.</p> <p>Field visits: An institution/Area could be identified and conduct of Field visit to make a detailed report.</p> |
| Mode of Assessment | <p>Internal Assessment</p> <ol style="list-style-type: none"> 1. Internal Test – Two MCQ based and on extended answer type (20 Marks each) 2. Book review – every students to review a seminal work on Management of Rural Community and submit a report (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p> |

References:


- Deporah Eade (1997), Capacity-building: An Approach to People-centred Development, Oxam , UK.
- Donna Horina (2013), Interpersonal Social work Skills for community Practice, Springer Publishing Company, New York
- L.M.Prasad (2002) Principles and Practice of Management, Sulthan Chand & Sons, New Delhi

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- Somesh Kumar (2003), Methods for Community Participation- A Complete Guide for Practitioners, Vistaar Publications, New Delhi.

Preferable Readings:

1. Dahama O.P. (1973) Community Development
2. Community Development Process: The rediscovery of Local Initiatives by Biddle and Biddle
3. Training for Community Development by Batten T.R.
4. Handbook of community Service Project by Trecker and Trecker


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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Vocational Education |

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| School Name | Department of Lifelong Learning and Extension | | |
| Programme | MA Lifelong Learning | | |
| Course Name | Vocational Education | | |
| Type of Course | Elective Course | | |
| Course Code | LL MA 21 IV E 11 | | |
| Course Summary & Justification | This course is designed as a Core course for the fourth Semester PG Programme. This course will enable the learner to understand the significance of vocational education for sustainable national development, historical and national perspective, policy dimensions, strategies, approaches, models, issues, concerns, current trends, consequences and prospects of vocational education. | | |
| Semester | IV | Credit | 4 |
| Total Student Learning Time/Instructional hours for theory, practical and assessment | 72 Instructional hours and 18 hours for assessment and tutorials | | |
| Pre-requisite | A basic understanding of the Vocational Education. | | |

COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains | PSO No. |
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| | <i>Upon completion of this course, students will be able to:</i> | | |
| 1 | Explain the concepts of Vocational Education | Understand | 3 |


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| | Name of course - Vocational Education |

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| 2 | List the policy dimensions and perspectives on Vocational Education. | Remember | 1 |
| 3 | Categorize the issues and concerns of Vocational Education. | Analyze | 7 |
| 4 | Assess the innovations, case studies and success stories on Vocational Education | Evaluate | 7 |
| 5 | Appraise the recent trends in Vocational Education | Evaluate | 7 |
| 6 | Formulate initiatives in favour of State Intervention in the field of Vocational Education. | Apply | 3 |


COURSE CONTENT

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| Module 1 – Introduction to Vocational Education | 15 hours |
| <ul style="list-style-type: none"> ● Emergence of Vocational Education: A Historical Perspective ● Policy Dimensions and Perspectives ● Vocational Education and National Development ● Support Systems | |
| Module 2 – Vocational Education in India | 16 hours |
| <ul style="list-style-type: none"> ● Context and Coverage ● Issues and Concerns ● Curricular Design and Implementation Strategies ● Innovations and Case Studies/Success Stories | |

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| Module 3 – Recent Trends in Vocational Education | 20 Hrs |
| <ul style="list-style-type: none"> • Work-Centred Education as Foundation of Vocational Education • The Changing Society and the Consequence of Vocational Education and Training • Vocational Education and Training: Partnership Model • Entrepreneurship and Vocational Education • The Dual Model: Germany • Vocational Education System of China • Vocational Education System of Australia | |
| Module 4 – Futuristic Approaches | 20 Hrs |
| <ul style="list-style-type: none"> • Vocational Education for All • Traditional Vocational Education and Reforms in the Current Context • Vocational Education and Human Development • Life-long Learning: Vocational Education and Training | |


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| Mode of Transaction | <p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the Vocational Education in India</p> <p>Focused Reading and Reflection: Learners would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life experiences would be arranged for the learners to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Learners will undertake thematic/topical study from various topics on Vocational Education, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> |
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| | Name of course - Vocational Education |


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| | Book Reviews: An eminent personality/ institution/Area which contributed towards Vocational Education in India could be identified and conduct of book reviews to make a detailed report on Lifelong Learning. |
| Mode of Assessment | Internal Assessment <ol style="list-style-type: none"> 1. Internal Test – Two MCQ based and on extended answer type (20 Marks each) 2. Book review – every students to review a seminal work on Vocational Education and submit a report (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) Semester End examination (60 Marks) |

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| Name of course - Vocational Education | |


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| | Name of course - Vocational Education |

- Singh M (2012), India's National Skill Development Policy and Implications for TVET and Lifelong Learning, in Matthias Pilz (ed.) The Future of Vocational Education and Training in a Changing World, Springer VS.
- Venkatram R (2012), Vocational Education and Training System (VET) in India, in Matthias Pilz (ed.) The Future of Vocational Education and Training in a Changing World, Springer VS.
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|  | MAHATMA GANDHI UNIVERSITY |
| | Name of course - Academic Communication and Writing |

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| School Name | Department of Lifelong Learning and Extension | | |
| Programme | MA Lifelong Learning | | |
| Course Name | Academic Communication and Writing | | |
| Type of Course | Elective Course | | |
| Course Code | LL M A 21 IV E 12 | | |
| Course Summary & Justification | <p>This course is designed as a Core course for the third Semester PG Programme. This course helps the learner to equip with skills to trace information from libraries and the web efficiently. This course enables the learner to equip with skills to write dissertations, research papers, etc. This course help the learner to equip the skills to communicate and articulate in English (verbal as well as writing). This course will equip the learners with knowledge of intellectual property rights (IPR) related protection systems, their significance and use of IPR as a tool for wealth and value creation in a knowledge-based economy. This course will provide an overview of statistical tools used for research data analysis.</p> | | |
| Semester | IV | Credit | 4 |
| Total Student Learning Time/Instructional hours for theory, practical and assessment | 72 Instructional hours and 18 hours for assessment and tutorials | | |
| Pre-requisite | A basic understanding of the Academic writing. | | |


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| | Name of course - Academic Communication and Writing |

COURSE OUTCOMES (CO)


| CO No. | Expected Course Outcome | Learning Domains | PSO No. |
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| | <i>Upon completion of this course, students will be able to:</i> | | |
| 1 | Explain the academic communication and writing skills. | Understand | 3 |
| 2 | List information search strategies, and to use modern tools (Internet, OPAC, search engines etc.) for effective information Search and retrieval. | Remember | 1 |
| 3 | Categorize styles manuals and their importance in Academic Communication | Analyze | 7 |
| 4 | Make use of the skills to write dissertations, research papers, etc. | Evaluate | 7 |
| 5 | Appraise the basic concepts of Academic Communication and Academic Publishing trends | Evaluate | 7 |
| 6 | Formulate an overview of statistical tools used for research data analysis | Apply | 3 |

COURSE CONTENT


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| Module 1 - Introduction to Library and its services | 15 hours |
| <ul style="list-style-type: none"> • Types of library • Role of libraries in education, research and technology transfer • Classification systems and organization of library • Sources of information with examples- Primary Sources, Secondary Sources and Tertiary Sources • Abstracting and indexing services (Science Citation Index, Social Sciences | |

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| <p>Name of course - Academic Communication and Writing</p> | |


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| <p>Citation Index, Biological Abstracts, Chemical Abstracts, CABI Abstracts, etc.)</p> <ul style="list-style-type: none"> ● Tracing information from reference sources ● Literature survey ● Use of CD-ROM Databases ● Online Public Access Catalogue and other computerized library services ● Use of Internet including search engines and its resources ● e-resources access methods ● Internet search strategy ● Boolean operators, Deep web searching, , etc. | |
| <p>Module 2 – Technical Writing and Communication Skills</p> | <p>17 hours</p> |
| <ul style="list-style-type: none"> ● Various forms of scientific writings ● Writing of abstracts, summaries, précis, citations etc. ● commonly used abbreviations in the theses and research communications; illustrations, photographs and drawings with suitable captions; pagination, numbering of tables and illustrations; Writing of numbers and dates in scientific write-ups; Editing and proofreading; Writing of a review article. ● Communication Skills - Grammar (Tenses, parts of speech, clauses, punctuation marks) ● Error analysis (Common errors) ● Concord; Collocation; Phonetic symbols and transcription ● Weak forms in connected speech ● Participation in group discussion ● Facing an interview ● Presentation of scientific papers. | |

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| | Name of course - Academic Communication and Writing |

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| Module 3 - Publication | 20 Hrs |
| <ul style="list-style-type: none"> • Peer reviewing process • Plagiarism, Plagiarism detection - manual and electronic, detection software. How to avoid plagiarism, consequences of plagiarism • Committee on Publication Ethics (COPE) • Indexing - H Index, Impact factor, Google Scholar Citation metrics, ORCID ID, ISBN-ISSN, DOI etc • Style manuals (APA, MLA, Chicago) bibliographic reference management software tools (Mendeley, Endnote web) etc • Predatory journals • MOOC • Open access Initiatives and open archives, databases, online academic information sources, concept of FOSS, Computer networks, Internet of things ,Collaboration tools, Research Indicators, Scholar Networks | |
| Module 4 - | 20 Hrs |
| <ul style="list-style-type: none"> • Historical perspectives and need for the introduction of Intellectual Property Right regime • TRIPs and various provisions in TRIPS Agreement; Intellectual Property and Intellectual Property Rights (IPR), benefits of securing IPRs; Indian Legislations for the protection of various types of Intellectual Properties • Fundamentals of patents, copyrights, geographical indicators, designs and layout, trade secrets and traditional knowledge, trademarks, Licensing of technologies • Material transfer agreements, Research collaboration Agreement, License Agreement, BIS, WIPO, ISO etc- Statistical Packages used for Data Analysis. | |

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| | Name of course - Academic Communication and Writing |

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| Mode of Transaction | <p>Lecture-Discussion Session: Teacher provides a platform for review of experiences; develop insights into the Academic communication and writing.</p> <p>Focused Reading and Reflection: Learners would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.</p> <p>Observation-Documentation-Analysis: Simulated and real life experiences would be arranged for the learners to observe, document in the form of record/journal/diary and analyse with an intention to revisit their own understandings or develop new insights.</p> <p>Seminar: Learners will undertake thematic/topical study from various topics on Academic Communication and Writing, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.</p> <p>Book Reviews: An eminent personality/ institution/Area which contributed Academic communication and writing in India could be identified and conduct of book reviews to make a detailed report on Lifelong Learning.</p> |
| Mode of Assessment | <p>Internal Assessment</p> <ol style="list-style-type: none"> 1. Internal Test – Two MCQ based and on extended answer type (20 Marks each) 2. Book review – every students to review a seminal work on Academic Communication and Writing and submit a report (10 Marks) 3. Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar (10 Marks) <p>Semester End examination (60 Marks)</p> |

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Supplementary texts and references

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3. The Elements of Style. Fourth Edition. William Strunk Jr. and E.B. White. 2000. Longman.
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