SNDT Women's University, Mumbai

Masters in Lifelong Learning and Extension

As per NEP-2020

Syllabus

(2023-24)

Programme Degree		**MA in Lifelong Learning & Extension**
Parenthesis if any (Specialization)		**PG**
Preamble		The Department of Lifelong Learning and Extension of S.N.D.T. Women's University has been working in this field since its inception (1971). It intends to apply the wealth of knowledge accumulated over the years by introducing programme in Lifelong Learning and Extension. The Department aims to apply the wealth of knowledge it accumulated over the years by introducing MA in LLE programme. All over the world the concept of lifelong learning has been accepted. It has been proved that human beings learn throughout their life and means formal education is not enough. Knowledge explosion is taking place in twenty first century and all of us need to keep updated all the time. In other words, formal Education alone cannot reach out to the ever-increasing educational need of knowledge seekers. With the increasing number of lifelong learning programmes introduced by Government and Non-Government organizations there is an urgent need for developing the academic base of Lifelong Learning
Programme Specific Outcomes (POs)		After completing the programme, Learner will be able to:
	1.	To Develop perspective on recognition of prior Learning, women and gender, management of lifelong learning programmes, curriculum development lifelong learning programmes, learning theories, urban and rural development, disaster management, and climate change.
	2.	To Participate to capacity building of women from all sections of society to become change agents for constructive development at the community level.
	3.	To Create a cadre of professionally qualified community workers to work at all levels of the society.
	4.	To Provide educational opportunities leading to self-development of women as well as gaining professional expertise in lifelong learning such that they contribute to constructive social change and development
Eligibility Criteria for Programme		Any graduate from any recognized University
Intake		25

RM: Research Methodology
OJT: On-Job Training
RP: Research Project

Structure with Course Titles

Post Graduate Programme of Two Years: Year I

	Courses	Type of Course	Credits	Marks	Int	Ext
	Semester I					
111811	Policy and Programmes of Lifelong Learning	Major (Core)	4	100	50	50
111812	Theories of Learning	Major (Core)	4	100	50	50
111823	Fieldwork -I	Major (Core)	4	100	50	50
111804	Basics in Sociology	Major (Core)	2	50	50	0
121811/ 121812	Experiments & Development in Adult Education OR Value and Peace Education	Major (Elective)	4	100	50	50
131811	Research Methods and Evaluation Strategies	Minor Stream (RM)	4	100	50	50
			22	**550**	**300**	**250**
	Semester II					
211811	Lifelong Learning Programme Management	Major (Core)	4	100	50	50
211812	Lifelong Learning Skills	Major (Core)	4	100	50	50
211813	Use of Technology in Lifelong Learning and Extension	Major (Core)	4	100	50	50
211814	Basics in Psychology	Major (Core)	2	50	0	50
221811/ 221812	Social Entrepreneurship OR Disaster Management	Major (Elective)	4	100	50	50
241841	Fieldwork(Practical) II and Study Tour	OJT	4	100	50	50
	TOTAL		**22**	**550**	**250**	**300**

Year II

	Courses	Type of Course	Credits	Marks	Int	Ext
	Semester III					
311811	Social Development Policy & Planning	Major (Core)	4	100	50	50
311812	Curriculum & Material Development for Lifelong Learning & Extension	Major (Core)	4	100	50	50
311823	Fieldwork(Practical) III and Rural Camp	Major (Core)	4	100	50	50
311814	Basics in Economics	Major (Core)	2	50	0	50
321811/ 321812	Gerontology: An Interdisciplinary Perspective OR Human Rights: Inequality and Poverty	Major (Elective)	4	100	50	50
351831	Research Component (Writing Research Proposal & Review of Literature)	RP	4	100	50	50
			22	**550**	**250**	**300**
	Semester IV					
411811	Recognition of Prior Learning	Major (Core)	4	100	50	50
411812	Women and Gender Development	Major (Core)	4	100	50	50
411833	Internship	Major (Core)	4	100	50	50
421811/ 421812	Management & Administration of NGOs OR Counseling and Guidance	Major (Elective)	4	50	50	50
451831	Research Project (Dissertation and Viva Voce)	RP	6	150	100	50
			22	**550**	**300**	**250**

Employment Opportunities:

After completion of two years of MA-LLE Programme students may get the following opportunities for employment:

1. **Education** : For teaching relevant subjects and additional qualification for the teachers to enhance their employability

2. **Government organizations**: Professional bodies, Organizing livelihood projects, training of various level personnel, Proposal writing for various funding agencies and implementation of it

3. **NGOs**: Organizing Lifelong Learning and extension Programmes

4. **Corporate Sector**: For undertaking/implementation of projects under corporate social responsibility, livelihood projects of government organizations

5. **Industries**: Training in the field of Human Resource Development

6. **Government Departments**: Trainers for implementation of Nation Building Programmes in rural as well as urban areas

7. **Extension Work** : For conducting activities organized by college and community

8. **Institutions responsible for Recognition of Prior Learning**: Students can be involved in assessing the prior skills of the learners

Course Syllabus
Semester I

1.1   Major (Core)

Course Title	Policy and Programmes of Lifelong Learning
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	- Understand the concept and characteristics of lifelong learning. - learn about the global discourse on lifelong learning and its impact on India - Analyze lifelong learning programmes offered by Indian and international organizations - Provide a comparative perspective of lifelong learning in three countries of Europe and Asia
Module 1(Credit 1) Concept, Definition and Scope of Lifelong Learning	
Learning Outcomes	After learning the module, learners will be able to
	Understand policy, planning and its implementation
	Acquire required skills relating to planning, implementation and evaluation of lifelong learning
	Organize lifelong learning programmes in the community.
	Develop deep understanding of functioning of National Vocational Qualification framework.
Content Outline	An Introduction to Lifelong Learning 1.Definition and characteristics of lifelong learning –Four pillars of Learning. 2.Significanceof lifelong learning 3.Scope of lifelong learning 4.Difference between lifelong education & learning 5.Role of lifelong learning in achieving Sustainable Development Goals
Module 2(Credit 1) Global discourse on Lifelong Learning	
Learning Outcomes	After learning the module, learners will be able to - Understand Lifelong learning programmes in India - Understand the Lifelong learning approaches taken by other countries - Know how Lifelong learning concept has emerged in the world and in India - Understand significance of skill development. - Acquire knowledge of different associations working in the field of lifelong learning

Content Outline	Global discourse on lifelong learning Two perspectives on lifelong learning: 1.Humanistic perspective of UNESCO – importance of active citizenship & social cohesion 2. Economic perspective of EU/WORLD BANK/OECD-Importance of Skill development Impact of global thinking on Indian policy on lifelong learning. • Indian policy perspective on lifelong learning Mumbai &Hyderabad statements on lifelong learning Recommendations of different Commissions & Committees. Viz; Indian Education Commission (1964-66) Indian Education policy (1986), UGC Guidelines on Lifelong Learning & Extension during Ninth Plan period (2007).National Skill Development Mission (2015) New Education Policy (2021). Lifelong learning & Skill development Need for lifelong learning for skill development Importance of Recognition, Validation & Accreditation of prior learning and National Vocational qualification framework
Module 3(Credit 1) Stages of Lifelong Learning and Lifelong learning Strategies	

Learning Outcome	After learning the module, learners will be able to
	
	   • Understand role of Government organizations, non-governmental organization and other institutions in lifelong learning.
	   • Understand need for lifelong learning for skill development
	   • Develop deep understanding of functioning of National Vocational Qualification framework.

Content Outline	Providers of lifelong learning programmes in India Government organizations, non-governmental organizations, Academic institutions Especially Open universities & NIOS. Media- Role of selective international Organizations in lifelong learning UNESCO Institute for Lifelong Learning; Asian South Pacific Association for Basic and Adult Education; The ASEM Education and Research Hub for Lifelong Learning; The International Council for Adult Education (ICAE).
Module 4(Credit 1)Planning, Execution and evaluation of Lifelong learning	

Learning Outcomes	After learning the module, learners will be able to
	
	   • Acquire required skills relating to planning, implementation and evaluation of lifelong learning.
	   • Organize lifelong learning programmes in the community.
	   • Understand need for lifelong learning for skill development
	   • Understand how associations contribute to lifelong learning across globe.

	• Know how Lifelong learning concept has emerged in the world and in India
Content Outline	**Brief overview of Lifelong Learning in three Asian & three European Countries** South Korea, Thailand, Japan ,Sweden, France & Denmark

Evaluation:

Assignments in the form of term paper, group work and seminar presentation will carry a weightage of 50%

Assignments:

1. Define lifelong learning and discuss its significance and scope.

2. What are the salient features of Global discourse on lifelong learning?

3. Trace the development of policy of lifelong learning in India.

4. Identify different providers of lifelong learning programmes in India and discuss the programmes of any two providers.

5. Briefly discuss the importance of recognition, validation and accreditation of prior learning and its current status in India

6. Compare the lifelong learning programmes in Denmark and South Korea

7. Group assignment: Students of the class may be divided into three groups of five students each. Each group should undertake a virtual visit to the one of the following organizations and write a brief note on their programmes and make a presentation in the class.
   (a) UNESCO Institute of Lifelong learning
   (b) Asian South Pacific Association of Basic and Adult Education.
   (c) International Council of Adult Education

References / Reading List:

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• Fumiko Noguchi; Jose Roberto Guevara; Rika Yorozu,ed; Communities in Action. Lifelong Learning for Sustainable Development, UIL, 2015

- Jin Yang; ChripaSchneller; Stephen Roch; The Role of Higher Education in Promoting Lifelong Learning, UIL, 2015

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- Mishra, Lakshmidhar. How to Integrate Lifelong Learning, Skill Development, Empowerment and True Development of an Individual. Vol. 77, No 1, 2016: pp. 5-36.

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- Patil, Asha. Recognition of Prior Learning: Current Status, Issues and Challenges. Vol. 78, No. 2, 2017: pp. 30-39.

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- MadhuSingh .ed. *Institutionalizing Lifelong Education* Hamburg: UNESCO Institute for Education,2002

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- https://uil.unesco.org/i/doc/lifelong-learning/policies/sweden-the-swedish-strategy-for-lifelong-learning.pd

- https://uil.unesco.org/i/doc/lifelong-learning/policies/denmark-denmarks-strategy-for-lifelong-learning-education-and-lifelong-skills-upgrading-for-all.pdf

- https://eaea.org/wp-content/uploads/2018/01/france_country-report-on-adult-education-in-france.pdf

- https://www.researchgate.net/publication/261579559_Lifelong_learning_in_Japan_-_a_lifeline_for_a_'maturing'_society

- https://asemlllhub.org/wp-content/uploads/attachments/resources_2593.pdf(Thailand)

- https://uil.unesco.org/system/files/2018_lifelong_learning_in_korea_vol.1.pdf

1.2   Major (Core)

Course Title	Theories of Learning
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. Understand the Concepts relating to the learning 2. Understand the Proponents of different theories of learning and their contribution to the learning

Module 1(Credit 1)Factors Affecting Learning

Learning Outcomes	After learning the module, learners will be able to
	1. Define and explain characteristics of learning.
	2. Understand nature and process of learning.
	3. Understand use of Graph in psychology (learning curve).
Content Outline	Learning Concept of learning (Meaning, Definition, Characteristics, Types), Nature and Process of learning and Learning curve

Module 2(Credit 1)Memory, Theories of Learning, and Behaviorism

Learning Outcomes	After learning the module, learners will be able to
	1. Understand factors affecting learning.
	2. Comprehend difference between classical and operant conditioning theories.
Content Outline	Factors Affecting Learning Introduction, Maturation , Attention and Perception, Motivation and Fatigue as factors of Learning Mental Processes Related to Learning Concept, Tools, types of Thinking, Concept formation, reasoning, problem solving and theories of thought process: Association, Gestalt and information process memory: Memory, Forgetting, Imagination and reasoning. Educational Implications **Theories of Learning** Classical and Operant Conditioning Reinforcement and reinforcement schedules

Module 3(Credit 1)Cognitive approaches, Constructivism and experiential learning	
Learning Outcomes	After learning the module, learners will be able to
	1. Understand different approaches taken by psychologists.
	2. Understand works of John Dewey, David Kolb, Kurt Lewin
Content Outline	Behaviorism: Contributions of Behaviorist views Ivan Pavlov, John Watson, Edward Thorndike, B.F. Skinner Educational implications Cognitive approaches: Contributions of the proponents of Cognitive approach, Lev Vygotsky, Jean Piaget, John Dewey, Jerome Bruner, Gagne's theory of learning Educational implications Constructivism: Psychological Constructivism: John Dewey, Jean Piaget Sociological Constructivism: Jerome Bruner and Lev Vygotsky Educational Implications
Module 4(Credit 1)Taxonomy of learning outcomes	
Learning Outcomes	After learning the module, learners will be able to • Understand the concept of experiential learning • Understand the taxonomy of learning outcomes
	Experiential Learning: Proponents of Experiential Learning John Dewey, David Kolb, Kurt Levin Educational implications
	The Taxonomy of Learning Outcomes Cognitive domain Affective domain Psychomotor domain

Methods of Assessment:

The progress of the learning can be accessed through regular formal examinations in terms of internal unit tests and term end examination. In addition, the students may be asked to full fill the norm of presenting 5 assignments Viz two assignments of writing two theoretical papers, two field visit reports and one community study report. Each assignment carries 10 marks.

Assignments:

1. What is learning? Distinguish between the child and adult learning with examples.
2. Bring out the contribution of John Dewey in the areas of Constructivism and Experiential Learning and its relevance to the promotion of pace of learning.
3. Visit an adult education centre to study the learning strategies adopted by the adult learners in acquiring literacy
4. Visit an institution involved in continuing education and study the Learning Theories and principles adopted by the teachers in teaching
5. Identify the motivational levels among the adult learners (formal or non-formal set up) by developing a tool or by using a standardized tool

Reference Books:

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- Morris L. Bigge, Learning Theories for Teachers, Pearson, Delhi1998
- William O Donohue and Richard Kitchener Hand book on Behaviourism, Academic Press1999
- Adrian Ashman and Robert Conway, An Introduction to Cognitive Education: Theory and Applications,Routledge,1997
- Kay Peterson and David A. Kolb, How you is learn and how you live, Institute for Experiential learning
- David A Kolb Experiential Learning: Experience As The Source Of Learning And Development, Prentice-Hall1984
- Catherine Twomey, Constructivism: Theory, Perspectives, and Practice, Teachers College Press; 2nd edition , 2005

- David Scott, Theories of Learning, Sage Publishers,UK,2012
- Julio Antonio González-Pienda,Factors Affecting Academic Performance, Nova Science 2017
- Michael Eysenck, Fundamentals of Psychology, Psychology Press 2009
- Benjamin S Bloom, Taxonomy of Educational Objectives, Longmans,1956
- David A. Kolb, Experiential Learning: Experience as the Source of Learning and Development, Kindle Edition 2014
- J.K. Mohaptra and M. Mahaptra, Constructivism: The New Paradigm: From Theory to Practice, Atlantic Publishers and Distributors Pvt Ltd, 2015
- Maria Nikolajeva, Reading for Learning: Cognitive approaches to children's literature, John Benjamins Publishing Company, 2014

1.3   Practical (Core)

	Fieldwork/Practical - I OJT	4
Course Credits/Marks	**Credit 4**	
Course Outcomes	After learning the module, learners will be able to	
	- Develop knowledge of the socio – economic and cultural realities and their impact on the client system with specific focus on marginalized groups. - Develop beginning skills to analyze the impact of the wider social system on individual, families, groups, communities and organizations. - Understand the agency as a system – its philosophy, thrust, objectives, structure and management of services / programs. - Develop the ability to involve the client system in the problem solving process. Utilizing skills of social work interventions, including research - Develop skills in documenting practice. - Develop skills in identifying and utilizing community resources both government and non – governmental / voluntary. - Develop ability to work as a member of a team. - Reinforce belief in the inherent strength of the people to meet their needs and resolve problems. - Make conscious use of professional values and ethics.	

Students will work in urban and rural areas in different settings like NGOs working for communities, education, children, youth, women, institutional settings, health, community, school settings, schools for physically challenged, etc.

Field work Assignments:

- Prepare community map in which Write a proposal for planning and implementing health and nutrition programmes in the field of community health.

- Write its vision, mission, objectives, organizational structure, clients it serves.

- Raise funds for organizing any need based lifelong learning programme.

- Plan, organize and implement lifelong learning programme.

- Evaluate the lifelong learning programme and write its report.

- Plan and prepare a low cost food diet for vulnerable populations in

communities.

- Useappropriateteachinglearningmaterialtoaddresstheissueofhealtha ndmalnutrition.
- Visit radio/ TV centre and write a report on the same
- Planning for observations visit within various NGOs in Mumbai
- Prepare a report on observation visit and presentation
- Review of any five NGO's working within NFE and Adult Education
- Survey the trends in lifelong learning and submit a report

1.4   Major (Core)

Course Title	Basics in Sociology
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	1. Understand meaning, scope and significance of sociology.
	2. Comprehend the interdisciplinary nature of sociology.
	3. Understand social structures and role of the culture.
	4. Understand abstract concepts like society, communalism, social stratification, etc.

Module 1(Credit 1) Society and Culture

Learning Outcomes	After learning the module, learners will be able to
	• Understand Meaning, scope and significance of sociology.
	• Understand the interdisciplinary nature of sociology and its relationship with other social sciences.
Content Outline	**Sociology and its relationship to other disciplines** •Meaning scope and significance •Its relationship with other social sciences such as history, economics, politics, psychology, anthropology and Social work **Society and Culture** • Society as a system or relationship • Social structure: meaning, status and roles • Culture: meaning and contents-Tradition,customs, values ,norms, folk and mores • Socialization: Meaning processes and Agents

Module 2(Credit 1) Indian Society

Learning Outcomes	After learning the module, learners will be able to
	• Understand abstract concepts like society and culture and how they impact an individual. • Understand social structures and process of socialization
Content Outline	**Indian Society** • Social classification in India: Tribal, rural and urban divisions • Social stratification in India: Meaning, caste, class divisions

	• Contestation over religion in India:Fundamentalism, Communalism, secularism (and proselytism) • Region as a cultural construct in historical and Content **Social Groups, Social Institution and Social control** Meaning and types: Primary and secondary groups, in groups and out-groups reference groups Types of social institution: Marriage, family, religion, state And law **Meaning and function,** Social control exercised through the Social institutions **Theories of Society** • Significance of a theoretical understanding of society • Evolutionary, cyclical, conflict and systems theories. **Social Change** • Meaning characteristics and factors inducing change with reference To India **Social Movements in India**: Meaning, factors essential for a movement • Dominant social movements in India • Social reform movement and contributions of social reformers • Peasant movement • Trade union movement • Social movement and social change in India

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o Kuppuswamy.B. Social Change in India

o Maudelbaum, David M. Society in India, Vol.1andII, Universityof California Press

1.5. Major (Elective)

Course Title	Experiments and Development in Adult Education
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. To understand the concept of literacy and development
	2. To acquaint with the various literacy programme implemented in India.
	3. To make students aware about the role of literacy in development process.
Module 1(Credit 1) Literacy and Development	
Learning Outcomes	After learning the module, learners will be able to
	1. Understand scope and meaning of literacy
	2. Elaborate on methods of literacy teaching
	3. Apply the knowledge in the fieldwork
	4. Make an assessment to find gaps in adult education programme
Content Outline	**Literacy and Development** 1. Scope and Meaning of Literacy 2. Nature and definitions of development 3. Methods of Literacy Teaching 4. Development through Literacy. (Socio-economic, Psychological, development and Personal wellbeing). **Adult Education: A Historical Perspective** 1. Adult Education in British India 2. Mahatma Jyotirao Phule on Adult Education. 3. Gandhi an Approach of adult Education 4. Maharshi Karve's Contribution in Women Education
Module 2(Credit 1)National Adult Education programmes	
Learning Outcomes	After learning the module, learners will be able to
	• Define adult education. • Understand different perspectives about adult education

Content Outline	**Social Education to National Adult Education Programme** 1. Social Education and Farmers Programme on Functional Literacy 2. Point No. 16 of the 20 –Point Programme 3. Mass Programme of Functional Literacy 4. Area Development Approach for Literacy

Module 3(Credit 1)National Literacy Mission Authority; Non-Formal Education in University System

Learning Outcomes	After learning the module, learners will be able to
	• Get historical perspective about adult education • Understand National Literacy Mission

Content Outline	**National Adult Education programmes** 1. Social Education in India - 1963 2. Gram Shikshan Mohim in Maharashtra 3. National Adult Education Programme 1978 4. Review of National Adult Education Programmes+ **National Literacy Mission Authority** 1. Total Literacy Campaign 2. Jan Shikshan Nilayam 3. Continuing Education 4. Sakshar Bharat **Non-Formal Education in University System** 1. Extension in Higher Education 2. Implementation of National Adult Education Programmes 3. Population Education Clubs 4. Planning Forum and Ligule Literacy

Module 4(Credit 1)Continuing education SNDT Experiments in Extensions

Learning Outcomes	After learning the module, learners will be able to
	1. Understand SNDT's contribution in the field of adult education
	2. Understand the implementation of different projects.

Content Outline	**Continuing Education** • Scope, Nature and Meaning of Continuing Education • Jan Shikshan Nilayam • Skill Development Programme (Jan Shikshan Sanstha) • Continuing Education in University System

	SNDT Experiments in extension Kagaj, Kacha, Patra 2. Kalyani – Udwada Project 3. Jana Shikshan Nilayam	

Methods of Assessment:
Theory Examination 50%
Maximum marks 50
Assignment 50%
Maximum Marks 50
Total marks 100

Assignments:
> **Note:**
> 1. Assignment at the No.7 will be compulsory for all students.
> 2. Student can choose any assignment from No. 1 to 6 which in total carries 30 marks.
> 3. Teacher will evaluate the performance of the students of the selected assignments.
> 4. The teacher is free to do modification, wherever necessary in his/her opinion, without disturbing the spirit of the assignment.

Assignments 1 and 2:
The teacher will ask student to prepare write up on any topic covered in the syllabi of
    The paper (Each home assignment will carry 10 marks) -   (20 marks)

Assignment 3:
Student will literate two adult non-literate and submit a detailed report accordingly.
                                                                                              (10 marks)

Assignment 4:
Teacher will organize quiz competition and evaluate student performance.   (05 marks)

Assignment 5:
Student's performance in group discussion conducted in class on various issues.
                                                                                                        (05 marks)

Assignment 6:
Writing a book review on any book related to the study of the paper.   (10 marks)

Assignment 7:

A student will carry out a service learning project in which student will carry out the Survey of at least 15-20 families to understand their outlook regarding the importance Of education in development process and accordingly submit a detailed report of the Project (20 marks)

References

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    1) Mass Programme of Functional Literacy.
    2) Total Literacy Campaign.
    3) Jan ShikshanNilyam.
    4) Sakshar Bharat.
    5) Review of National Adult Education Programme.
    6) Scheme of Jan ShikshanSansthan.

29. UGC Guidelines –
- Policy on Higher Education, 1977.
- Guidelines on Continuing Education, 1982.
- Point NO. 16 of Do Point Programme.
- Area Development Guidelines, 1988.
- Planning Form Guidelines.
- Population Education Club Guidelines.
- Legal Lite

- **OR**

1.5 Major (Elective)

Course Title	Value and Peace Education
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. To understand the concept of values and peace
	2. To acquaint with the various value education programmes implemented in India.
	3. To make students aware about the role of values and peace in development process

Module 1(Credit 1)Global Issues and interventions for Peace

Learning Outcomes	After learning the module, learners will be able to
	1. Understand global issues and interventions for peace
	2. Make assessment of real world conflict scenarios
Content Outline	**Origin, meaning of peace** Meaning and concept of peace – Need for peace education – Origins of Peace education –UN: Education for Peace -UNESCO charter Aims and objectives of Peace Education – -Status of Peace Education in the curriculum – Difference between positive and negative peace Organizations working at global, national, state and local level for peace **Peace and conflicts** Role of violence in our lives and the lives of others – Exposure to violence through media – Consequences of violence – Crises and their management – Role of the teacher – How peace Education can help deal with violence – Meaning of Communalism. Causes of communalism in India and remedies Communal Conflicts and Violence. Role played by the State, media and Police machinery during communal tension Communalism and its impact on the Minorities, Gender and Caste. Strategies to control violence **Global Issues and interventions for Peace**

	Human Rights – Role of the UN and its agencies in Peace building: UN ,UNESCO, Amnesty, The peace building commission Contribution of leaders like Mahatma Gandhi, Martin Luther King and Nelson Mandela in peace building. Bhakti movement and Sufi movement traditions of India in India and peace Peace and government: Constitution provisions Communal Violence (Prevention, Control and Rehabilitation of Victims) Bill, 2005, National Integration Council, India's role in UN Peace keeping operation Mohalla Committee, Salokha, The Global Peace Foundation (GPF), Citizen for Justice and Peace, Centre for Study of Society and Secularism, Citizen for Peace. Conflict resolution strategies Conflict Resolution and Mediation

Module 2 (Credit 1) Concept of secularism

Learning Outcomes	After learning the module, learners will be able to
	1. Understand concept of secularism 2. Analyze and inculcate the list of values 3. Understand concepts in peace education.
Content Outline	**Values Concept of secularism List of values** Meaning of the concept 'value' – Common human (core) values preached by different religion Concept of secularism according to the Indian Constitution. Family, Cleanness, Freedom, Security, Loyalty, Creativity, Humanity, Success, Respect, Caring, Diversity, Generosity, Integrity, Finesse, Love, Openness, Religion, Order, Honesty, Faith, Teamwork

Module 3 (Credit 1) Duties and responsibilities of citizens

Learning Outcomes	After learning the module, learners will be able to
	• Understand duties and responsibilities of citizens of India • Inculcate the values among themselves.

Content Outline	**Duties and responsibilities citizens in India** Duties of Citizen of India : To abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem; b) To cherish and follow the noble ideals which inspired our national struggle for freedom; c) To uphold and protect the sovereignty, unity and integrity of India; d) To defend the country and render national service when called upon to do so; e) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women; f) To value and preserve the rich heritage of our composite culture; g) To protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures; h) To develop the scientific temper, humanism and the spirit of inquiry and reform; i) To safeguard public property and to abjure violence; j) To strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavor and achievement; k) Who is a parent or guardian, to provide opportunities for education to his child, or as the case may be, ward between the age of six to fourteen years. The duty was included in the list of fundamental duties by 86th Amendment to the constitution of India in the year 2002.

Module 4 (Credit 1) Inculcate values among students Social cohesion

Learning Outcomes	After learning the module, learners will be able to
	• Understand origin of peace education • Develop social cohesion among themselves • Differentiate between positive and negative peace

Content Outline	**Inculcate values among students**
	
	Social cohesion
	Human values/ instructional methodologies – integrating values with curriculum and co – curricular in promoting value education – Evaluation of human values.
	Definition of social cohesion , meaning and concept of social cohesion
	
	Peace and Value Education *
	1. Content analysis of NCERT and state Board text books from primary to higher education to understand the values inculcated through the books
	2. Reading of the books giving values like *panchtantra,* mythological stories, etc
	3. View following sites
	   1. Films by seeds of peace
	      4. .youtubehttps://youtu.be/6eAxiQy8phc. Watch video and discuses in the classroom
	   5..https://youtu.be/J-2ODoJUnXw

Theory Examination 50%

Maximum marks 50
Assignment 50%
Maximum marks 50
Total marks 100

* Assignment:
- Street Play for demonstrating the importance of peaceful life
- Field Visit to have real experience of peaceful existence of the society
- Conflict resolution Management in the affected in the tribal areas.
- Case study on peace education
- Students field visit on peace education institute
- View films of Seeds of Peace, an international non-profit peace building and leadership development organization on peace. And write report on the lessons learnt from films.

References:

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- Aggarwal J.C. (2005). Teacher and Education in the Emerging Indian Society. New⍵ Delhi : Neelkamal Publications

- BabuMuthuja. (2009). Peace and Value Education. New Delhi : Centrum Press.

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- Webel Charles and Galtung John (2007) Handbook on Peace and Conflict Studies. USA: Routedge

1. http://data.conferenceworld.in/ESHM7/P469-474.pdf

2.https://www.tandfonline.com/action/journalInformation?show=aimsScope&journalCode=cjpe20

3. https://ejournal.upi.edu/index.php/JSDER/article/view/12354/7340

4. https://openpsychologyjournal.com/VOLUME/10/PAGE/182/FULLTEXT/

5. http://www.ipu.ac.in/public/ICPVE060217.pdf

6. http://indianresearchjournals.com/pdf/IJSSIR/2012/December/19.pdf

7. http://ijrar.com/upload_issue/ijrar_issue_1555.pdf

8. https://www.journalijar.com/article/25434/value-based-education:-a-need-of-present-society/

1.6.   Minor Stream(Core)

Course Title	Research Methods and Evaluation Strategies
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. To introduce the students to the basics of scientific social research
	2. To acquaint the students with different methods of research, techniques of sampling, data collection, analysis, interpretation and presentation of data.
	3. To motivate the students to undertake research on their own.

Module 1(Credit 1)Scientific enquiry, Research designs

Learning Outcomes	After learning the module, learners will be able to
	1. Understand Research methodology
	2. Apply the knowledge in empirical research.
Content Outline	**Scientific Enquiry** • Positivist conception of science. • Meaning and nature of social research. • Science and scientific method: Their characteristics. • Steps in social research. • Ethical issues in social research: Debate on subjectivity and objectivity. • Value neutrality in research. • Selection and formulation of a research problem. • Hypotheses: Types, Sources and Characteristics. **Research designs: Merits, Demerits and limitations** • Exploratory • Descriptive • Diagnostic • Experimental Ex. Post –Facto

Module 2(Credit 1)Research Designs

Learning Outcomes	After learning the module, learners will be able to
	1. Understand research designs and understand the merits and demerits.
Content Outline	**Methods of Research and Evaluation** • Social survey method • Case study method • Content analysis method

	Historical method • Experimental method: Types, Planning of experiment and social experiment. • Anthropological method: Participant observation and the fieldwork. • Comparative method • Action research • Evaluation research • Meaning Scope and Concept of Evaluation in Adult Education • Types of Evaluation in Adult Education-Internal Concurrent, final evaluation, Test etc **Sampling** • Sampling frames and samples • Probability samples - simple random, systematic, stratified, multistage, cluster. • Non-Probability samples –convenience, purposive, quota And snowball.

Module 3(Credit 1) Techniques of data collection

Learning Outcomes	After learning the module, learners will be able to
	• Apply the knowledge to prepare research proposal. • Analyze and interpret the collected data.
Content Outline	**Techniques of data collection** • Primary/conventional techniques: observation, interview, questionnaire, schedule. • Secondary techniques: Public documents, Private papers, Office records, Census, NSS, newspapers, • Literacy sources, Archival material. Projective techniques. **Analysis and Interpretation of Data** • Quantitative and qualitative • Classification. • Coding. • Tabulation. • Inferences. • Interpretation. • Computer Application in Social Research And data analysis

Module 4 (Credit 1) Techniques of data collection

Learning Outcomes	After learning the module, learners will be able to
	• Decide sampling frames and tools of data collection.

	• Do the analysis of the collected data using statistics
Content Outline	**Elementary Statistics for Social Research** • Measures of central tendency (Mean, Median, Mode) • Measures of variations(Standard Deviation, Range) • Measures of association (Lambda, YullsQ, Goodman and Krukal'sGammaY, Pears on'sR, Chi square test X2) **Report Writing** • Scientific report. Short report for planners. Articles from the study. • Graphic presentations and other Techniques. Reference citation, footnotes, bibliography

Methods of Assessment:

TheoryExamination50%
Maximum marks 50
Assignment50%
Maximum Marks 50
Totalmarks100
Assignment:

- To prepare are search proposal(15 marks)
- Presentation of research proposal along with budget.(10marks)
- Towriteareportonanytopicofstudentschoicebasedoninformationdrawnfromsecondarysources(15 marks)
- Tovisitresearchbasedprojectsandmakeapresentationinclassontheirlearning(10marks)

References:

o Practice of Social Babble. E. The Research, Wadsworth publishing Company: California, 1983.
o Bailey, K.D. Methods of Social Research, Collier Macanillian Publishers: London,1987.
o Bhandarkar and Wilkison, Methodology and Technique of Social Research, Himalaya Publishing House: Mumbai, 1982
o Goode and Hatt. Methods in Social Research, Mc Graw – Hill Book Co: Singapore,1986
o Levin, J. Elementary Statistics in Social Research, Harper and Row Publishers: New York,1977.
o Mukherjee, P.N (eds.) 2000, Methodology in Social Research: Dilemmas and Perspectives, New Delhi: Sage

(Introduction).

o Bose and Pradeeep Kumar,1995: Research Methodology, New Delhi: ICSSR.

Semester II

2.1. **Major (Core)**

Course Title	Lifelong Learning Programme Management
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. Understand the concept of Lifelong Learning and Extension Education
	2. Get acquainted with various types of Lifelong Learning and Extension education courses
	3. Get equipped with the skills of organization and management of Lifelong Learning and Extension education courses
Module 1(Credit 1) Concept of Lifelong Learning and Extension Education	
Learning Outcomes	After learning the module, learners will be able to
	• Understand need and concept of lifelong learning and extension.
	• Make need assessment study.
	• Prepare and study about specific learning objectives.
Content Outline	**Concept of Lifelong Learning and Extension Education** • Need and concept of Lifelong Learning and Extension Education and Lifelong Learning • Aims and objectives of Lifelong Learning and Extension Education • Trends and issues in Lifelong Learning and Extension Education **Lifelong Learning and Extension Education Programmes** • Lifelong Learning and Extension Education for professional up gradation, enrichment and employment, change of technology and need for further learning • Target specific Lifelong Learning and Extension Education Programmes, Government & Non-Government **Institutional Approach to Lifelong Learning and Extension Education** • Organization • Admission Policies • Teaching learning process • Material Support

	• Assessment, certification

Module 2(Credit 1)Lifelong Learning and Extension Education Programme

Learning Outcomes	After learning the module, learners will be able to
	• Differentiate between lifelong and extension programmers
	• Understand the relationship between lifelong learning and employment.
Content Outline	**Professional participation in Lifelong Learning and Extension** Education and providers of Professional Lifelong Learning and Extension Education Higher educational institutions, Open Universities, Distance Education Institutions, Professional bodies, computer institutions, Jan Shikshan Santa's, Lifelong Learning and Extension Education Centers • Adult Education and Extension for those not eligible for University based courses • Evaluation, accreditation, licensure (affiliation)and certification, in Lifelong Learning and Extension professional Education **Management Process** • Planning, organizing, learning and controlling, decision making, strategic management and strategic implementation • Organizational structure, power and distribution of authority • Organizational change, leadership teach work and communication /negotiation

Module 3(Credit 1)Institutional Approach to Lifelong Learning and Extension

Learning Outcomes	After learning the module, learners will be able to
	1. Plan and execute lifelong learning plan.
	2. Manage lifelong learning activities.
	3. Understand institutional approach to Lifelong learning and Extension
Content Outline	**Management of Lifelong Learning and Extension Education** • Planning, identification of target group and needs assessment, developing the programmes according to the interests of the target groups • Organization, prioritization of programme activity – assessment and mobilization of the local resource staff • Recruitment and training

	• Motivation
	• Budgeting and Management of finance with reference to loss and profit
	• Management of C.E. Programmes
	Implementation of Lifelong Learning and Extension Education Programmes
	• Venue of the programme. Scheduling the programme; day to day arrangement etc.
	• Organization of Lifelong Learning and Extension education programmes for specific groups – Urban / Rural Youth / Working groups, Housewives / Professionals etc

Module 4(Credit 1)Professional participation in Lifelong Learning and Extension	
Learning Outcomes	After learning the module, learners will be able to
	1. Understand Institutions working for Adult education. E.g., open universities, distance education.
	2. Deign lifelong learning programmes to be executed by open and distance Universities.
Content Outline	**Supervision and Monitoring** • Concept and purpose of supervision and monitoring – how and when to monitor, Monitoring forms, progress reports, Certification and transfer of credits **Sustainability and Convergence** • Meaning and Need for sustainability, Steps for sustainability • Convergence : meaning need and how to converge • Co-ordination with various Government and non-Government departments, University departments, Jan Shikshan Sansthas

Methods of Assessment:

Theory Examination 50%
Maximum marks 50
Assignment 50%
Maximum Marks 50
Total marks 100

Assignment:

o Conducting need assessment survey for skill development programme (10marks).

o Organizing skill development programme (10marks).
o To prepare an advertisement for recruitment of faculty in NGO (10 marks).
o Write down the steps for preparing a budget for community level courses (10 marks).
o During the supervision monitoring which steps do you follows and write are port on it (10marks).

References:

- Singh Madan, Companion to Adult Education, National Literacy Mission, New Delhi,1999
- Reddy Adinarayan & Uma Devi, Current Trends in Adult Education, Sarup & sons, NewDelhi, 2006
- Rao SubbaD, Lifelong Learning and Extension Education inIndia, The associated Publication, Ambala Cantt, India, 1999
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- Pillai Shivdasan K, Non-Formal Education in India, Criterion Publication, New Delhi,1990
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- Agrawal S.P., Development of Adult Lifelong Learning and Extension and Non-Formal Education in India, Concept Publishing Co, New Delhi, 2007
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- PerterJohnM&Associates,BuildingonEffectiveAdultEducation,Jossey-Bass,SanFrancisco, 1980
- HandBookfordevelopmentandproductionofLiteracyMaterial,DirectorateofAdultEducation

2.2 Major (Core)

Course Title	Lifelong Learning Skills
Course Credits	4
	After going through the course, learners will be able to
	• develop skills to interact with various types of people in a responsive and stimulating environment
	• Use skills on communication and methods of knowledge transfer
	• Understand the importance of using skills in teaching-learning process
	• possess essential skills to provide lifelong learning services to the community
	• ability to conceptualize and design programmes for providing learning opportunities to people to create a learning society
Module 1(Credit 1) Skill gaps	
Learning Outcomes	After learning the module, learners will be able to
	1. Understand skill gaps and promote vocational education
	2. Apply lifelong learning skills in the fieldwork
Content Outline	**Skills and gaps in skills** "Global demographic shock –a skill gap," Skill gaps: One of the pressing concerns in both developed and developing countries Skills gaps constraint skills mismatch
Module 2(Credit 1) Skills required for successful employment	
Learning Outcomes	After learning the module, learners will be able to
	1. Understand skills required for successful employment
	2. Apply the knowledge in the field.
Content Outline	**Skills given in education system of India** Skills mentioned in National Curriculum Framework 2005-NCERT, National Education Policy Skills -Pre-primary to higher education psychomotor skills through observation, classification, 3Rs (reading, writing & arithmetic) academic skills of critical thinking, etc. arguing, responding, presenting,

	Non-violent conflict-resolution skills Inquiry skills Analytical skills inference, computational skills, documenting (audio/ visual), and researching, higher-order reasoning
Module 3(Credit 1) 21st Century skills	
Learning Outcomes	After learning the module, learners will be able to • Understand global initiatives in the field of lifelong learning.
Content Outline	**21st Century skills by Organization for Economic Co-operation and Development (OECD)** Global Awareness • Financial, Economic, Business and Entrepreneurial literacy • Civic Literacy • Health Literacy OECD list of 21st century skills Learning & Innovation Skills: Critical Thinking & Problem Solving • Creativity & Innovation • Communication & Collaboration Technology & media skills Life & Career Skills • Flexibility & Adaptability • Initiative & Self-Direction • Social & Cross-Cultural Skills • Productivity & Accountability • Self discipline Self-Initiative/ direction Leadership & Responsibility
Module 4(Credit 1) Learning through Games and sports	
Learning Outcomes	After learning the module, learners will be able to • Engage in learning through sports • Carry out different activities and promote learning
Content Outline	**Skills required for successful employment** Interpersonal Skills: Intra-personal Skills: Technical or Job specific Skills: Basic literacy and numeracy as well as technical, interpersonal, self-management, and cultural skills needed for employment, as well as skills required for successful self-employment. Coping and self-management skill, Decision making **Skill development programmes of Government of India for all specifically for marginalized sections of people** Role of Government, NGOs in offering skill development

	• Five year plans emphasizing on skill development • Skill development of challenged persons, marginalized sections of people • National Skill Development Corporations' (NSDC) • NSDC presents e-skills India Portal • JSS • Innovative programmes offering skills **Learning through Games and sports** • Sports for personality development • Energisers, indoor-outdoor games, • sports competitions Indoor- outdoor games **To practice the skills** : • World Economic Forum on Talent Mobility • Boston Consulting Group Identify gaps in skills and learning opportunities, Mock panel discussion/ conference

Assignments

- Review UNESCO Global Monitoring Report for noting skill gaps
- Documentation of Oral skills of local people's songs, dramas, etc.
- Mapping local skill gaps and available learning opportunities
- Listen to English news and debates (TV, Radio) as input for discussion and debating skills
- Interact with people (persons working in the field of education, health, security, research personnel, etc.) and share experiences about their work, their skills and tools used by them Visit places where skill development is offered like *Jana Shikshan Sansthan, Khadi Gramodyaga,* etc and write report of the same

References:

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- World Economic Forum on Talent Mobility https://www.bcg.com/en-us/publications/2020/alleviating-the-heavy-toll-of-the-global-skills-mismatch

2.3. Major (Core)

Course Title	**Use of technology in Lifelong Learning and Extension**
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	➢ Use document application software to write reports (e.g. Libre Document, MS Word, etc.) ➢ Use application software to process data (functions such as average, formulae insertion, graph development, etc.) ➢ Use presentation software to design presentations (e.g. Libre presentation, MS Power point, etc.) ➢ Use free graphic software for designing posters, charts, illustrations, etc. ➢ Explore FOSS software for photo-editing ➢ Design infograph, concept-maps, etc. as learning material for lifelong learning ➢ Use free tools for collaboration (e.g. Google Doc, Google slides, Google Drawing, etc.) ➢ Use free tools for designing quizzes (e.g Google Form, Kahoot, etc.) ♦
Module No. 1: Graphics and Photo editing	
Learning Outcomes	After learning the module, learners will be able to
	1. Understand which technologies can be used in Lifelong learning 2. Use presentation software to design presentations (e.g. Libre presentation, MS Power point, etc.)
Content Outline	**Content:** • Application Packages • Open Source Software • Word Processing: editing and formatting • Inserting formulae in spreadsheet • Graph plotting and editing • Presentation software • Background design in slides • Smart-Art design

	• Animations effects in presentations

Module No. 2: Basic Graphic design and Photo editing

Learning Outcomes	
	: Learners will be able to 1. Use free graphic software for designing posters, charts, illustrations 2. Edit photos by using free tools

Content Outline	**Content:**
	    • Graphic design software
	    • Poster and chart design
	    • Brochure design
	    • by using tools such as Canva
	
	    • Basic Photo editing by free tools such as GIMP
	    • Adjusting brightness contrast, hue saturation
	    • Crop and, resize photo

Module No. 3: Learner Collaboration

Learning Outcomes	
	Learners will be able to ♦ Use free tools for collaboration (e.g. Google Doc, Google slides, Google drawing, etc.)

Content Outline	**Content:**
	    Google Doc
	    Google Sheets
	    Google Presentation
	    Google Drawing
	    Jamboard
	    ConceptBoard

Module No. : 4 Quiz making	

Learning Outcomes	
	Learners will be able to ◆ Use free tools for collaboration (e.g. Google Doc, Google slides, Google Drawing, etc.) ◆ Use free tools for designing quizzes (e.g Google Form, Kahoot, etc.)
Content Outline	**Content:** Features of Google Forms as Quiz such as scoring, Section formation Designing Rating scale in GForm Making quizzes in Kahoot

Assignments:

Write and format a report of at least 5-6 pages as per given instructions.

Prepare a datasheet with basic formulae and graph plotting

Prepare a presentation with an aesthetic background, effective smart-arts and soothing animation effects

Prepare a chart or poster and a simple illustration useful for teaching-learning

Edit a given photo as per given instructions so as to match the given output sample

Preparer a collaborative document

Prepare a collaborative slide presentation

Prepare a collaborative concept map/ mind map

Prepare at least 2 different types of quizzes in G Form

Prepare a rating scale using G Form

Prepare at least 2 different types of quizzes in free tool such as Kahoot

Note:

1 credit hour is equal to 30 hours including practice sessions

- All assignments are mandatory, but the choices may be given about topic. (e.g. topic for poster, quiz, etc.)

- 50 marks will be for assignments and 50 marks will be for semester-end practical exam of about 4-5 hours practical with breaks. Practical exams will be of specific tasks which can be only on 4-5 applications (e.g. Spreadsheet, Graphic editors)

No theory exam is suggested for any of the modules.

2.4. Major (Core)

Course Title	Basics in Psychology
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	1. Understand important concepts of psychology
	2. Understand the application of psychology
	3.Get acquainted with the basic theories and tools in psychology

Module 1(Credit 1)Introduction to psychology

Learning Outcomes	After learning the module, learners will be able to
	1. Understand basic concepts in psychology
	2. Understand scope of psychology
Content Outline	Introduction to psychology Scope of Psychology, Basic approaches in Psychology Learning Learning theories and application Memory Models of memory Emotions Frustration and conflict Defense and coping mechanisms Personality Concept and theories Attitude Concept, Development, change Psychological Assessment

	Concept, Introduction to various tools for several purpose
Module 2(Credit 1) Learning, learning theories and application	
Learning Outcomes	After learning the module, learners will be able to
	1. State different learning theories
	2. Acquire deep knowledge about theories
Content Outline	Intelligence Theories of intelligence and application Motivation Concept, theories Emotions Concepts and theories Emotional Intelligence

Methods of Assessment:

Theory Examination50%
Maximum marks 50
Assignment 50%
Maximum Marks 50
Total marks 50

References:

- o Lahey, BenjaminB: Introduction to Psychology, TataMcGrawHill,NewDelhi,1998
- o Atkinson et al: Introduction to Psychology, Harcourt Brace Jovanovich, New York, 1971.
- o Morgan and King: Introduction to Psychology, Tata McGrawHill, New Delhi, 1975.
- o Feldman, Robert S.: Understanding   Psychology Tata Mc Graw Hill, New Delhi, 2004

2.5. Major (Elective)

Course Title	Social Entrepreneurship
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1.To know how to start social entrepreneurship in Indian setting
	2.Toacquire required skills relating to managing own/ group social entrepreneurship
	3.To enable women to become sound entrepreneurs
Module 1(Credit 1)concept and models of social entrepreneurship	
Learning Outcomes	After learning the module, learners will be able to
	• Define social entrepreneurship
	• Understand importance of social entrepreneurship
	• Differentiate between entrepreneurship and social entrepreneurship
	• Understand structure and functioning of social entrepreneurship models
Content Outline	**Concept of entrepreneurship** a) Concept of entrepreneurship in the Indian Context b) Importance of social entrepreneurship c)Difference between entrepreneurship and social entrepreneurship d) Special issues about women. Family support. Availability of free Time. Barriers in undertaking an enterprise. Financial schemes for women Entrepreneur **Models of Social entrepreneurship** a) Grameen Bank b) Jaipur foot c) Basix Bank d) Sri GrameenMahilaUdyog (Lijjat) e) SEWA,Ahmedabad f) SHG's g) Dabbewala
Module 2(Credit 1)management and legalities and social entrepreneurship	
Learning Outcomes	After learning the module, learners will be able to

	Apply the concept of social entrepreneurship
	Elaborate on management and/or legalities of social entrepreneurship
Content Outline	**Management of** **Social Entrepreneurship** a)Planning b)Management c)Resource Mobilization d) Training e) Business plan preparation

Module 3(Credit 1); Finance Management

Learning Outcomes	After learning the module, learners will be able to
	1. Differentiate between individual and collective entrepreneurship
	2. Learn and apply financial management
Content Outline	**Legalities in Social entrepreneurship** a)Laws required for setting up an enterprise Taxation **Finance Management** 1. Income & Expenditure, budgeting and accounting 2. Riskandreturns3.Recordkeeping 4. Account writing5.Inventorymanagement 6.Bankingandotherfinancial institutions in the context of microfinance Finance Management 1. Income & Expenditure, budgeting and accounting 2. Risk and returns 3.Record keeping 4. Account writing 5.Inventory management 6.Banking and other financial institutions in the context of microfinance

Module 4(Credit 1)Marketing Strategies

Learning Outcomes	After learning the module, learners will be able to
	Understand principles of marketing
	Understand types of marketing
Content Outline	**Individual and Collective entrepreneurship** a) Ethics, values, Communication skills b) Development of leadership in Social enterprise c) Roles and responsibility of office bearers, cooperation and conflict

	d) Process of group entrepreneurship
	e) Role of NGO's government and corporate sector in promoting group enterprise
	Marketing
	a)Social marketing, its strategies
	b)Casual marketing
	c) Commercial marketing
	d) Target audience

Methods of Assessment:

Theory Examination 50%

Maximum marks 50
Assignment 50%
Maximum Marks 50
Total marks100

Assignment:

o Visit social enterprises and prepare a report on a organizational structure and function.(10 marks)
o Write a case study of one women entrepreneur.(10marks)
o Study financial support source of any social entrepreneur.(10 marks)
o Write a report of visit to two social enterprises.(10 marks)
o Study marketing strategies used by social enterprises in detail. (10 marks)

Practical:

1. To visit an institution catering to the entrepreneurship of weaker section with reference to their needs and write report of the same
2. To write summary of Books written by Mohammad Yunus, David Borrstienetc
3. To visit following organizations to study what were the characteristics of social entrepreneurs' leadership which helped the entrepreneur to succeed in creating value:
    a. Grameen Bank
    b. Narayan Hrudayalaya
    c. Jaipur foot
    d. Arvind Eye Healthcare
    e. Basix Bank
    f. Sri GrameenMahilaUdyog (Lijjat)
    g. SEWA, Ahmedabad
    h. EklavyaVidyalaya

   i. Dabbewala
4. To take session/s in the field agency based on the contribution of any of the entrepreneur
5. To prepare programme proposal to provide entrepreneurship education to the un-reached

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OR

2.5 Major (Elective)

Course Title	Disaster Management
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	• Acquire an understanding of various types of disasters, their causes and impacts on populations • Understand stages of disaster and appropriate interventions including risk assessment, management and community preparedness • Understand international and national policies for disaster intervention-mitigation and response • Appreciate the human stories of tragedy and resilience in disasters and the humanitarian response essential
Module 1(Credit 1) Disasters, Hazards, Risks, Vulnerability and Introduction to Disaster Management	
Learning Outcomes	After learning the module, learners will be able to
	Learners will be able to • Define concepts iin disaster management • Understand basic concepts in disaster management • Understand disaster management cycle
Content Outline	**Disasters, Hazards, Risks, Vulnerability** i)Types- Geological (Land, Forests), Atmospheric (Air, Wind, Water, Climate), Technological (Nuclear, toxic wastes, transportation accidents, factory explosions, chemical spills, etc) ii)Hazards- meaning and types iii) Communities at risk and vulnerable to disasters **Introduction to Disaster Management** i)Concept of Disaster Management ii)The Disaster Management Cycle iii)Components and Stages of disaster management
Module 2(Credit 1) Disasters and Development	
Learning Outcomes	After learning the module, learners will be able to

	Identify and summarize the concepts like disaster response, Disaster management, disaster and development.
Content Outline	**Disaster Response** i)Emergency Response & Recovery, ii) Relief, Rehabilitation, Reconstruction iii) Human factors in Response iv)Ethics in Relief & Rehabilitation iv)Resources relevant to various aspects of response v) Disaster as an opportunity for social transformation
	Disaster Management i)Mitigation and Preparedness ii) Risk assessment & Capacity-Building iii) Prediction, Early Warning iv) Community-based Disaster Management v) Development & Preparedness **Disasters and Development** Understand the dynamics of disasters and development in the context of globalization, development goals, governance, climate change, and social, economic and environmental justice

Module 3(Credit 1)Major Requirements for Coping with Disasters

Learning Outcomes	After learning the module, learners will be able to
	Learners will be able to • Understand disaster response coping strategies. • Do risk assessments, prediction • Encourage community based response management • Encourage preparedness in communities
Content Outline	**Major Requirements for Coping with Disasters** i)Organization ii)Planning iii)Training needs and specialized skills iv)Utilization of resources, graduated response v)Logistics vi)Leadership vii)Public awareness

Module 4(Credit 1)Role of national & international Agencies	
Learning Outcomes	After learning the module, learners will be able to

	Learners will be able to • Understand the role of international and national agencies in disaster Management. • Understand disaster management policies in India
Content Outline	**Role of national & international Agencies** Disaster Management Policy in India and related authorities; International Assistance Agencies & their contribution Humanitarian Charter, Code of Conduct & Minimum Standards in Disaster Response

Assignments

1. With reference to any one disaster, prepare a compilation of newspaper articles to describe the impact on women and children

2. Prepare a photo collage of the impact of the recent pandemic on the unorganized sector in urban areas

3. Through two case stories, analyze the vulnerabilities of the poor in the face of any disaster
    Situation

4. Prepare an exhibition to depict the various stages of disaster from the impact to the rehabilitation and capacity-building stage

5. Prepare a disaster management plan for a housing society/slum/village community keeping in mind the vulnerable populations residing therein

6. Prepare a relief kit for families who have been displaced due to massive floods

7. Write a letter to potential donors appealing for funds for rehabilitation of 500 families who
have been devastated due to a cyclone giving details of the devastation and the needs of the
families

8. Describe how you will prepare coastal communities to face the constant threat of tidal waves and cyclones that affect the coast

9. In view of the recent pandemic list out some key suggestions you will advocate for with the Government so that future pandemics are better handled. Give reasons for the suggestions.

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2.6. Field Work II OJT

	Semester II	
Course Title	**Fieldwork/Practical II**	**4**
Course Credits/Marks	**Credit 4**	
Course Outcomes	**A. Field Work in Government or Private Agency**	
	After doing the field work practicum the learners will be able to	
	• Develop practice and enhance the skills • Develop greater understanding of reality situation through involvement in day-to-day work. • Develop appreciation of other's efforts and develop sensitively to gaps in the program. • Enhance awareness about the role of educator	
	B. Study Tour	
	The Study Tour is the essential part of the Master Degree Programme in Lifelong Learning and Extension. Students get an opportunity to visit the various organizations may be from other districts or states. Study tour help students to personally observe the organizational activities, structure, set up, and management.	
	After visiting the organizations from other districts or states, learners will be able to	
	• To make available an opportunity to the students of Lifelong Learning and Extension to experience group dynamics and comprehend the importance of learning. • To make aware of students about different socio-cultural patterns, value systems and social practices. • To visit various selected non-government or government organizations related to field of lifelong learning and understand policy and functioning of such successful organizations. • To enhance the competencies related to planning, implementation and execution of tasks related to the shaping group travel etc. • To convey training in social work education through purposeful recreation, sightseeing and discussion in different places and atmosphere.	

Assignments/ Activities towards CCE	
	A. FIELDWORK Fieldwork agency field coordinator 30 Marks Viva 25 Marks and Report 25 Marks **B. STUDY TOUR** Report 10 Marks and Presentation 10 Marks

SEMESTER III

3.1. Major (Core)

Course Title	Social Development Policy & Planning
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1.Gain knowledge of policy analysis and the policy formulation process
	2. Acquire skills in critical analysis of social policies and development plans.
	3. Study social policies, plans and programmes so as to be able to interpret, enforce and challenge them.
	4. Develop an understanding of social policy in the perspective of national goals as stated in the Constitution particularly, with reference to Fundamental Rights and the Directive Principles of State Polity.
	5.Examine application and litigation machinery
Module 1(Credit 1)Social policy and constitution	
Learning Outcomes	After learning the module, learners will be able to
	1. Understand structure of a plan 2. Understand functioning of a policy 3. Acquire skills for critical analysis of social policies and development plans 4. Identify and summarize the plans
Content Outline	**Social policy and constitution** • Concept of social policy, sectoral policies and social services • Relationship between social policy and social development • Values underlying social policy and planning based on the Constitutional provisions(i.e. the Directive) • Principles of State Policy and Fundamental Rights and the Human Rights **Policy Formulation** • Approaches to social policy-unified, integrated and sectoral • Different models of social policy and their applicability to The Indian situation

	• The process of social policy formulation, the contribution of research, the role of interest groups, the problem of conflict of interests and its solution • Role of professional Lifelong learning workers

Module 2(Credit 1) Policy and Planning

Learning Outcomes	After learning the module, learners will be able to
	• Understand the historical perspective. • Understand implementation of policies
Content Outline	**Policies** • Evolution of social policy in India in a historical perspective • Different sectoral policies and their implementation, e.g. Policies concerning education (Education Policy 1964-66, National Education Policy 1986, Programme of Action, 1992, National Education Policy 2020), health, social welfare women, children welfare of backward classes, social security, housing, youth, population and family welfare, environment and ecology, urban and rural development, tribal development and poverty **Policies and Planning** • Concepts of social and developmental planning • Scope of social planning- the popular restricted view as planning for social services and the wider view as inclusive of all sectoral planning to achieve the goals of social development • Linkage between social policy and planning-planning as an instrument and source of policy Role of ideology

Module 3(Credit 1)Planning and Execution processes

Learning Outcomes	After learning the module, learners will be able to
	• Understand importance of planning processes • Equip with skills for critical analysis of social policy and development plan.
Content Outline	**Planning Process** • Indian planning in a Historical perspective • Federal political system and the planning process • The constitutional position of planning in India. The legal status of the Planning Commission • Niti Aayog • Coordination between centre and state need for decentralization • Panchayat raj, people participation • Role of political, judiciary social movement and voluntary action

	Legal and public interest litigation
Module 4(Credit 1) Planning and programmes	
Learning Outcomes	After learning the module, learners will be able to
	• Understand implementation of plans • Identify and Recognize underlying assumptions while planning.
Content Outline	**The planning, machinery and monitoring** • The machinery and process of social planning in India and the implementation of social planning at various levels. Monitoring and evaluation of planning. The problems of coordination and centralization **Plan and programmes** A broad review of the five year plans with emphasis on the objectives of growth and social justice and with special reference to the areas of health and family welfare, education, social welfare and anti-poverty programmes, and advocacy

Methods of Assessment:

Theory Examination 50%
Maximum marks 50
Assignment50%
Maximum Marks 50
Totalmarks100

Assignment:

- Critically examine any social policy and give suggestions. (10 marks)

- Analyzeanddiscussfiveyearsplanwithreferencetoanygroup(likewom en,children,tribal development and rural development etc) (20marks)
- Write a proposal and budget to avail any government scheme from government department.(20 marks)
- Discuss about any legislative policy and its linkages to current scenario.(10marks)

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3.2. Major (Core)

Course Title	Curriculum and Material Development for Lifelong learning
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. Understanding the concept of curriculum development.
	2. Understanding the significance of development of learning materials
	3. Acquainting the students with the techniques of material preparation

Module 1(Credit 1) Curriculum Design & Material Development

Learning Outcomes	After learning the module, learners will be able to
	• Understand curriculum development process • Understand the Scope and significance of learning materials • To study the extension education for identifying the issues around our living area
Content Outline	**Curriculum Design &Development** Meaning of Curriculum, Procedures in Curriculum construction, Principle of curriculum construction, Problems of curriculum planning in NFE adult, Education. Role of bridge materials in the adult education curriculum-Environmental approaches Curriculum construction

Module 2(Credit 1)material developments and experiments

Learning Outcomes	After learning the module, learners will be able to
	• Understand the material development and printing process • Understand the experiments like Production and publication of neo-literate material, self learning material-advocacy, information, reference and training. •
Content Outline	**Material Development** Scope and significance of learning materials, preparation of learning material in different groups at different levels. Approaches to material production, Participatory form.

	Experiments
	Experiments in development of need based learning material prepared by various government(SRC, Universities, etc.)and NGO's

Module 3(Credit 1)Functions types of learning material

Learning Outcomes	After learning the module, learners will be able to
	• Understand functions and types of learning material.
	• Develop different types of learning materials like textbooks, reference books, monographs, lab manuals, journals, distance learning materials, etc.
Content Outline	**Functions types of learning material** Structure and functions of primers, textbooks, reference books, monographs, lab manuals, journals, distance learning materials, programmed learning Materials,.

Module 4(Credit 1) Material production and publication

Learning Outcomes	After learning the module, learners will be able to
	• Develop learning materials for lifelong learning programmes • Understand the process of publication. • Understand role of Information technology in Lifelong Learning and education.
Content Outline	**Production and Publications** Production and publication of neo-literate material, self learning material-advocacy, information, reference and training Preparation of prototype and testing **Selection of Language** Selection of language-spoken forms, use of technical terms, sentence structure, lessons and paragraph development, different narration styles, use of photographs and illustrations **ICT in NFE** Review of existing material Web based interactive learning material

3.3. Major (Core)

Course Title	Fieldwork(Practical) III
Course Credits	4
Course Outcomes	After learning the module, learners will be able to
	Organized awareness programme in the community
	To raise the fund and implement need based skill development programme
	To develop scientific temper by applying their theoretical knowledge
	To gain knowledge and develop related skill work
	To plan intervention activity within the community
Content Outline	• Learners to write their understanding about the social structure, culture, and institutions operating in the community in which their field work agency is functioning. • The learner will be able to understand the basic concepts and their application in field work practice. • Demonstrate basic interpersonal practice skills including active listening, empathic responding, and critical/creative thinking, fieldwork recording. • Learners to do analysis of contemporary social policies on Health, Education, Livelihood etc. • Organize awareness programmes and skill based programmes • Evaluate continuing education course curriculum of any five NGO • Develop a booklet/primer/promotional material to be used for Adult Education/ Continuing Education programme
	RURAL CAMP
	Rural Camp is essential Activity of Social Work Education where students get the exposure of the rural area because largest population in rural area. Department of Social Work, SNDT Women's conducting Rural Camp by considering objectives of giving space to the students about rural part and the dynamics in social work process.
	• To get the exposure to rural areas. • To understand about rural lifestyle and rural realities. • To experience group living and share the various experiences and learn to adjust oneself with fellow students. • To helps the students to inculcate intellectual capacities and different skill such as mobilizing, organising, rapport building, motivating as well as performing • To become more accountable and dedicated towards social realities.

	• To conduct deferentawareness activities in the villages and schools • To enhance the team spirit among the students • To apply Participatory Rural Appraisal at village to understand village locality and resources.
	Assignments/ Activities towards CCE

	A. FIELDWORK
	    • Fieldwork agency field coordinator 30 Marks
	    • Viva 25 Marks
	    • Report 25 Marks
	B. RURAL CAMP
	    • Report 10 Marks
	    • Presentation 10 Marks

3.4 Major (Core)

Course Title	Basics in Economics
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	• . Understand the nature of Indian Economy
	• Understand the problems of Indian Economy
	• Understand the process of Development
Module 1(Credit 1) Approaches to Development	
Learning Outcomes	After learning the module, learners will be able to
	1. Understand different perspectives towards Indian economy.
	2. Elaborate theoretical and analytical aspects of Indian Economy
	3. Make assessment ofEconomic Development
Content Outline	**Approaches to Development** Capitalist Socialist Gandhian **Indian Economy** 1. Significance of the study of Indian economy 2. Basic Concepts: Development ▪ Underdevelopment ▪ Economy ▪ GDP ▪ NNP-NI **Theory** Dependency theory, Matropolis versus periphery, developmentalist approach, Neo-liberal thinking, Globalisation with Human Face **Strategies** "Just in Case" to"Just in time" Globalization Triangles-Three tips- financial hub, manufacturing hub and cheapest labour, Flexibalisation, multi tasking, Use of ICT, Media Policy to promote consumer culture, labour reforms, SEZs & EPZs, the millennium Development Goals (MDGs)

Module 2(Credit 1) Issues related to economic development	
Learning Outcomes	After learning the module, learners will be able to
	Understand basic concepts in economics
	Understand significance of economics
	Critically analyze different concept of welfare economics.

Content Outline	**Nature of Indian Economy**
	• Social Composition
	   a. Agricultural sector
	▪ Contribution of agriculture to national economy
	▪ Trades
	  Pattern of landownership
	▪ Productivity of
	   agriculture
	▪ Measures
	▪ WDP
	B .Industrial Sector
	▪ Classification of industries
	▪ Size-ownership-origin based
	   Trends in industrial production
	▪ Competiveness of Indian Industry
	   b. Service Sector
	▪ Features-Contribution of national economy
	Trends
	
	Issues related to economic development
	    Poverty Unemployment Housing
	Food security Displacement SEZ
	Nature of Indian Economy
	
	Globalization
	 Meaning, concept, history of Globalization
	Social, economic, political and cultural implications of globalization
	New World Order
	 Washington Consensus, World Trade, General Agreement on
	 Trade and Tariff, General Agreement on Trade and services,
	 World Trade Organization, G7versus
	G77, Agrarian and Industrial Scenario

Methods of Assessment:

Theory Examination 50%
Maximum marks 50
Assignment 50%
Maximum Marks 50
Totalmarks50

References:

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3.5 Major (Elective)

Course Title	Gerontology: An Interdisciplinary Perspective
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. Learners will understand inter- disciplinary nature of gerontology as a study of elderly.
	2. Learner will examine the policies, programmes and services available for the elderly

Module 1(Credit 1) Introduction to Gerontology

Learning Outcomes	After learning the module, learners will be able to
	• Understand interdisciplinary nature of gerontology • Develop skills to care for old age
Content Outline	**Introduction to Gerontology** Meaning, Concept, Definition, Demographics of elderly **Issues of the elderly** Family, Health, Adjustment, Social, Economic, Psychological.

Module 2(Credit 1) Policies and Programmes for elderly people

Learning Outcomes	After learning the module, learners will be able to
	• Understand the issues of the elderly
	• Define concepts in gerontology
Content Outline	**Policies, Programmes& Services for elderly** -Critical exploration of policies for elderly. -Institutions for elderly -Welfare programmes for elderly such as day camp centers, half –way, home, old age homes etc. Research &Development -Friends of research on gerontology -Need for interventional & policy research

Module 3(Credit 1) Caring of elderly	
Learning Outcomes	After learning the module, learners will be able to
	• Understand and build empathy towards elderly. • Develop skills to attend needs of elderly.
Content Outline	**Caring of elderly** -Health care needs. -care givers (family, Paid) and their issues -violence against elderly (neglect, abuse, crime), dealing with grief & Palliative care -safety for elderly

Module 4(Credit 1) Research &Development with elderly	
Learning Outcomes	After learning the module, learners will be able to
	• Understanding the role of social worker • Equip them to attend to healthcare, violence and deal with grief and palliative care.
Content Outline	**Social work with elderly.** Recreation & constructive use of time Legal help(will) -Building positive relationship with family & youngsters **Research &Development** -Friends of research on gerontology

Methods of Assessment:

Theory Examination 50%
Maximum marks 50
Assignment 50%
Maximum Marks 50
Total marks 100
Assignments:

- Case study of two elderly persons (one from old age home and one from day care centre) (15marks)
- Organizing five recreational activities for elderly persons. (10marks)
- Assisting in organizing health check-up camps for elderly (10marks)
- Organize awareness programmes on schemes for elderly people. (15marks)

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OR

3.5 Major (Elective)

Course Title	**HUMAN RIGHTS: INEQUALITY AND POVERTY**
Course Credits	4
Course Outcomes	After going through the course, learners will be able to • Develop understanding about various forms of violation of Human Rights and the marginalized groups affected by the same • Make familiarity with the prevailing National and International conventions and procedures for protection of Human Rights. • Understand the concept of Human Rights and their evolution

Module 1(Credit 1) Concept of Human Rights; International Convention.

Learning Outcomes	After learning the module, learners will be able to • Understand Concept, definition and evolution of notion of human rights • Apply the knowledge in advocating for vulnerable communities.
Content Outline	Concept, Definition, Origin and Evolution of the Notion of Rights .Concept of Natural Rights. The American Declaration of Independence and the Bill of Rights. The French Declaration of Human Rights of Man.
Learning Outcomes	After learning the module, learners will be able to • Make assessment of violation of human rights • Understand rights of refugees and political asylum seekers
Content Outline	Rights of Victims of Genocide and terrorism, Rights of Women, Children, Aged Mentally, Physically Disabled and Rights of PLHA

Module 3(Credit 1) Human rights and marginal groups; Instrument of Accession to the Human Rights.

Learning Outcomes	After learning the module, learners will be able to

	• Understand need, importance , relevance, methods, models and agencies working for Human rights. • Understand accreditation processes
Content Outline	State Human Rights Commission -Human Rights Commission for minority -Human Rights Commission for Schedule Caste -Human Rights of Commission for Schedule Tribes -Human Rights Commission for Nomadic and De-notified Tribes -Human Rights Commission for Women and Children

Module 4(Credit 1) The Role of Regional, National and InternationalNon-overnmentalOrganisationsinFurtheringHumanRights

Learning Outcomes	After learning the module, learners will be able to • Understand structure of NGO's in furthering human rights • Understand functioning of NGO's in furthering human rights
Content Outline	Social Work Profession and Mechanism to Protect Human Rights Contribution of Social Movements to the Protection and Promotion of Human Rights.

Assignments:
- Write a concept of Human Rights and marginal Groups (10Marks)
- Write details about any two social moments (10Marks)
- Explain the bill of international human rights (10Marks)
- Review of Universal Declaration of Human Rights. Scope of Human Rights (10marks)
- Role of community educator in Mechanism to Protect Human Rights Contribution(10marks)

Reference:
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3.6

Course Title	RESEARCH COMPONENT (WRITING RESEARCH PROPOSAL & REVIEW OF RELATED LITERATURE) Major Core (RP)	4
Course Credits/Marks	Credit 4 Marks 100	
Content Outline	The student may opt to prepare and submit a dissertation, under the guidance of a faculty member. The student need not be expected to make a major / outstanding contribution to knowledge. The student is to engage meaningfully in the process of problem – formulation; reviewing literature related to the study; preparing the research proposal; choosing an appropriate research strategy and developing instruments of data collection; collecting the data; processing, analyzing and interpreting the data; and preparing the research report. The length of the research report may be between 75-100 pages and not exceed 100 pages. Teaching input in terms of workload: One and half hours per week per student. This is the recommended average input which may not be uniformly spread over all the weeks. Some weeks may require more time of the teacher and some weeks less, depending upon the phase of work	

	Research Project (Dissertation)	Marks Alloted
1	Proposal Writing	
2	Review of Literature	100 Marks
3	Preparation of Tools	

4.1. Major (Core)

Course Title	**Recognition of Prior Learning**
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1.To enable the students to understand the Concept, procedures and methods of prior learning
	2. To expose the students to the methods of assessment, certification and accreditation institutions of prior learning

Module 1(Credit 1) Prior Learning; Concepts of Prior Learning

Learning Outcomes	After learning the module, learners will be able to
	• Develop analytical skills to understand the concept of prior learning.
	• Understand procedures ad methods of prior learning.
Content Outline	**Prior Learning** Concepts of Prior Learning – importance of prior learning - principles of prior learning **Assessment of Prior Learning** Assessment of prior learning – Standards for assessing prior learning – common prior learning assessment practices

Module 2(Credit 1) Assessment of Prior Learning; Role of Stakeholders of prior learning

Learning Outcomes	After learning the module, learners will be able to
	Understand role of stakeholders of prior learning
	Carryout assessment of prior learning.
Content Outline	**Role of Stake holders of prior learning** Making connections to prior learning – role of parents in prior learning – role of peer group in prior learning – role of family in prior learning – institutional prior learning **Policies and procedures of Prior Learning** Prior learning policies and procedures – thinking beyond – Kolb's model – knowledge mapping

Module 3(Credit 1) Accreditation of Prior Learning; Need, Importance, relevance, Methods , Models, agencies, future strategies	
Learning Outcomes	After learning the module, learners will be able to
	• Understand need , importance, relevance, methods, models, agencies and future strategies
	• Understand accreditation processes
Content Outline	. **Recognition the Prior Learning(RPL)** Recognition the Prior Learning: concepts, Importance, benefits, systems, Frame work , stakeholders and challengers **Assessment for Recognition the Prior Learning** Importance, Relevance, Components, Areas, Processes- Agencies, Methods- PLAR-Benefits, Standards, Examinations, Review of training, Portfolio Assessment
Module 4(Credit 1)Skill recognition; Recognition the Prior Learning(RPL) Policies and procedures of Prior Learning	
Learning Outcomes	After learning the module, learners will be able to
	Understand Prior learning policies and procedures
	Understand the framework and challenges in recognition of prior learning.
Content Outline	**Skill Recognition** Need, Importance, relevance, Methods , Models, agencies, future strategies **Certification of Prior learning** Need for certification, Methods, Processes, Procedures, Agencies **Accreditation of Prior Learning** Current Practice-Scope-Approaches- Principles-Roles and responsibilities

Methods of Assessment:

The progress of the learning can be accessed through regular formal examinations in terms of internal unit tests and term end examination. In addition, the students may be asked to full fill the norm of presenting 5 assignments Viz two assignments

of writing two theoretical papers, two field visit reports and one community study report. Each assignment carries 10 marks.

Assignments:
1. Enumerate the different methods of assessing the prior learning with examples.
2. How do you recognize the prior learning? What are the different methods adopted for it?
3. Identify the agencies involved in recognizing the prior learning? Visit one of the institution, study the methods adopted by it for assessment of the prior learning
4. Prepare a report on procedures evolved and criteria adopted for certification of the prior learning by an institution involved in certification of prior learning.
5. Conduct a study to develop criteriaand measure the prior learning among the industrial workers for certification of skill set up.

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4.2. Major (Core)

Course Title	**Women and Gender Development**
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. To enable students to appreciate the reasons for the growth of the women's movement in India
	2.To enable students to understand the complex intersections of gender/ class/ caste and race ideologies
	3.To enable students to understand the socio-economic and political barriers to women's equality and empowerment
	4.To enable students to understand strategies for women's empowerment

Module 1(Credit 1) Women's Movement in India

Learning Outcomes	After learning module, learners will be able to
	• Contribute to women's movement in India.
	• Understand intersections of gender, class, caste, and race ideology.
Content Outline	**Women's Movement in India** • The historical roots of the feminist consciousness in the 19th century social reform movement • Growth of the contemporary women's movement in India • Impact of NGO and donor driven development on Feminist action. **Construction of Gender Class/Caste/Religious Identities** • The normative construction of sex, and gender in society • The normative construction of heterosexuality and notions of sexual deviance • Gender at the intersections of caste/kinship And family ideology • Feminism at the grassroots-dalit/ and minority women speak

Module 2(Credit 1) Construction of Gender Class/Caste/Religious Identities

Learning Outcomes	After learning the module, learners will be able to
	• Understand construction of Gender, class, caste and religious identity.

Content Outline	**Violence against Women**
	  ▪ Meaning /Concept, Types& its effects
	  ▪ Media portrayal of violence against women and its function
	  ▪ Feminist debates on Pornography and commercial sex work
	State response to violence against women
	Legal Position of Women in India
	  ▪ Constitutional provisions
	  ▪ Labour laws
	  ▪ Personal laws
	  ▪ Family courts

Module 3(Credit 1) Violence against Women

Learning Outcomes	After learning the module, learners will be able to
	
	  • Understand normative construction of different concepts like sex, gender,
	  • participate in social action women's movements

Content Outline	**Women's Work and Participation in the Economic** A historical analysis of women's work force participation Women's work in the home/ the ideology of the housewife **Women's Access to education and Health Services-Critique of Policies** ▪ Current indicators of women's demographic ,health and education status Barriers to women's access to these resources of the community

Module 4(Credit 1) Policies and Programmes for Women/Strategies for Change ; Legal Position of Women in India.

Learning Outcomes	After learning the module, learners will be able to
	
	  • Understand strategies for change
	  • Review current trends in development in women.
	  • Analyze policies and programmes for women.

Content Outline	**Impact of Current Trends in Development on Women**
	Impact on women's work force participation
	
	Policies and Programmes for Women/Strategies for Change
	  ▪ A critical exploration of landmark policies for women (such as the Towards Equality Report, Sharamskati Report, National Policy for Women &Women's Component Plan
	  ▪ A critical exploration of the various institutions established for women (such as Women and Child Development Department, Central Social Welfare Board, National Commission for Women

	Welfare programmes for women (such as SHGs,& ICDS etc.)

Methods of Assessment:

Theory Examination 50%
Maximum marks 50
Assignment 50%
Maximum Marks 50
Total marks100

Assignment:

- Preparing a case study of domestic violence victim (10 marks).
- Conducting a survey of slum girls to understand their health and related problems (10marks).
- Films how related to gender and discussion (10marks).
- Write a note on women's movements in India (15 marks)
- Comparative study of gender discrimination in Textbooks (5 marks)

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4.3. Major (Core)

	Semester IV	
Course Title	**INTERNSHIP** **OJT**	**4**
Course Credits/Marks	**Credit 4 100 Marks**	
	Introduction: Internship is learning through doing. It blends theory and practical. It combines philosophy with action. It helps the student to apply theoretical knowledge taught in class rooms in different practical situations. Student tests his/her theoretical knowledge in practical situations and develop skills in that particular field.	
Learning Outcomes	After learning the module, learners will be able to	
	• Understand professional skills through practical learning • Application of acquired knowledge for the study of relevant facts, analysis of the problem and selection of appropriate means of solutions towards the problem • Enhances the skills for solving the problems and work at micro level and at macro levels • Enhancing ability to integration of class room learning and field practice and vice-versa. • Enhancing the skills required for professional practice at the particular level of training.	
Content Outline	• Develop professional skills through practical learning • Application of acquired knowledge for the study of relevant facts, analysis of the problem and selection of appropriate means of solutions towards the problem • Develop the skills for solving the problems and work at micro level and at macro levels • Ability to integration of class room learning and field practice and vice-versa. • Develop the skills required for professional practice at the particular level of training.	
Assignments/ Activities towards CCE		
	• Placement in CSR of industries, NGO and government agencies to understand their functioning. • Planning, organizing and carrying out activities in the area of NFE, CE and CD. • **For details please refer to Internship Manual**	

Evaluation will be done on the basis of the Internship Report, Presentation and

Internship Viva Voce

Internal Assessment- 50 Marks

External Assessment- 50 Marks

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Total - 100 Marks

4.4. Major (Elective)

Course Title	Management & Administration of NGOs
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. To equip the learners with specific skills relate to the administration.
	2.to enable learners to gain advance information relating to registration processes of NGO
	3.to introduce learner to the various management techniques such as POSDCORB
	4.to help learner understand the technique of project management
	5. Learners will gain an understanding on the Different Conflict management styles and the steps involved in managing a conflict.
Module 1(Credit 1) Services, organizations and environment Evolution	
Learning Outcomes	After learning the module, learners will be able to
	- Understand need for welfare organizations - Understand registration process of NGO's - Prepare a manual for the organization. - Prepare a project proposal
Content Outline	**Services, organizations and environment Evolution of NFE in Indian it's management** - Need for welfare and services organizations - Registration for organization constitutions and policy - Organizational design and structure and its environmental context - Government Schemes for NGOs Voluntary agencies workin LLE **Human Relations approach to administration and management** - Elton Mayo: Hawthorne Studies - Chester Barnard: The Human Relations Perspective - Basic features of voluntary agencies Responsibility and accountability **Services of NGOs and their delivery Professional is among voluntary agencies** - Types of services - Program delivery: eligibility criteria - Role of missionaries in NFE - Role of NGOs in NFE/LL

Module 2(Credit 1) Human Relations approach to administration and management	
Learning Outcomes	After learning the module, learners will be able to
	• Understand different theories in management • Understand organizational design

Content Outline	**Organizational climate and management processes**
	    • Creating a work oriented climate.
	    • Leadership: Types and Theories
	Working with boards, communities and other staff
	
	NFE/Lifelong learning policies and schemes
	    • LL policies of developed countries
	Schemes for lifelong learning
	Voluntary social action and ethos of voluntarism
	    • Altruism from scientific and religious view points;
	    • History of volunteerism
	      Voluntary action in India;
	
	    • Government-voluntary sector relations and interface;
	      Changing nature of voluntary organizations
	Ethos of voluntarism

Module 3(Credit 1) Services of NGOs and their delivery Professional is
among voluntary agencies

Learning Outcomes	After learning the module, learners will be able to
	• Differentiate between various types of services • Understand role of missionaries in Non formal education • Understand role of NGO's in Non formal education/ lifelong learning

Content Outline	**Work process tasks**
	    • Unit of work, time allotment, workload, LOG frame, responsibility,
	    • coordination
	    • Staff- client relation
	    • Teamwork, supervision, directing, monitoring, evaluation
	
	    • Conflict
	Management ;Functional and Dysfunctional Conflict; Steps in the Resolution of Conflicts; Different Styles of Conflict Management

Module 4(Credit 1) Organizational climate and management processes

Learning Outcomes	After learning the module, learners will be able to
	• Understand registration process of NGO's • Prepare a manual for the organization
Content Outline	**Key skills in social welfare administration** Skills in planning; budgeting; proposal writing; fundraising organization; staffing; program implementation; coordination; documentation; reporting; monitoring and evaluation **Preparing Manual** Prepare Proposal on resource generation for the project learner wishes to undertake during fieldwork •

Methods of Assessment:

Theory Examination 50%
Maximum marks 50
Assignment 50%
Maximum Marks 50
Total marks100
Assignment:

1. Develop vision, mission statement and objectives for the agency you wish to start(10Marks)
2. Develop Human resource policy / conflict management policy/ volunteermanagement/staffdevelopment/boarddevelopmentforagency.(05marks)
3. Stake holder's analysis for existed or field work agency.(10Marks)
4. Draw Training Needs Analysis cycle for existed or field work agency.(10Marks)
5. Study balance sheet and income and expenditure statement of an agency(10marks)
6. Write on how to manage and sustain volunteers(05marks)

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3

4.4   Major elective

Course Title	Counseling and Guidance
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. To equip the learners with specific counseling skills.
	2.to enable learners to gain advance information about mental health
	3.to introduce learner to the various counseling techniques
	4.to help learner understand and apply counseling skills
Module 1(Credit 1) Introduction to counseling	
Learning Outcomes	After learning the module, learners will be able to
	- Understand basic concepts of counseling - Understand counseling relationship - Understand ethical issues in counseling
Content Outline	**Introduction to counseling** - Counseling meaning, concepts and history - Types of counseling, facilitative preventive crisis, development. **Counseling Relationship** - Understanding the counseling relationship (boundary issues) Ethical issues in counseling. Confidentially, shared confidentially, personal disclosure, personal sharing referrals, emotional involvement, remuneration etc
Module 2(Credit 1)	Approaches to counseling
Learning Outcomes	After learning the module, learners will be able to
	- Learn specific counseling skills - Understand different approaches to counseling - Understand basic helping skills like listening, paraphrasing, personalizing
Content Outline	- Understanding the counseling - relationship (boundary issues) Ethical issues in counseling. Confidentially, shared confidentially, personal disclosure, personal sharing referrals, emotional involvement, remuneration etc.

	Approaches to counseling • Psychoanalytic approach, • Gestalt Therapy • Family therapy • Behavior modification • Person cantered Therapy • Rational Emotive Behavior Therapy Transactional analysis **Basic helping skills-** • Listening, • paraphrasing, • personalizing, • summarizing • empathetic response, effective questioning etc

Module 3(Credit 1) Stages of counseling; strategies for different client groups

Learning Outcomes	After learning the module, learners will be able to
	• Understand counseling process • Understand different stages of counseling • Comprehend counseling techniques.
Content Outline	**Stages of counseling** • Assessment, • Information gathering • Identifying goals for intervention, Contracting Action.

Module 4(Credit 1)self awareness in counseling

Learning Outcomes	After learning the module, learners will be able to
	• Understand strategies for different client group • Understand use of self-awareness in counseling
Content Outline	**Strategies for different client groups** • Feminist counseling • Crisis counseling & grief counseling • Child guidance • Sexuality counseling • Family counseling • Substance abuse ○ Counseling • HIV / AIDS counseling Adoption and infertility counseling

	Self awareness in counseling • Understanding self as a helper.

Methods of Assessment

Examination   50%

Assignment   50%

- Students to interview practicing counselors and prepare a report on techniques use by them (20 marks)
- Cases for counseling to be provided to students and their helping skills and strategies employed by them to be assessed (20 marks)
- Group assignment on various techniques of counseling (10 marks)

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4.5. Major (RP)

	Semester IV
Course Title	**RESEARCH PROJECT** **Major core RP**
Course Credits/Marks	**Credit 4**
Learning Outcomes	**After learning the module, learners will be able to**
	• The learner expected to engage meaningfully in the process of problem – formulation; reviewing some literature related to the study; preparing the research proposal; choosing an appropriate research strategy and developing instruments of data collection; collecting the data; processing, analyzing and interpreting the data; and Preparing the research report. • Learner will aware that, the length of the research report may be between 60-75 pages and not exceed 100 pages, the graphic presentations and the labour presentations together may not exceed 20.
Content Outline	1. The learner engages meaningfully in the process of problem – formulation; reviewing some literature related to the study; preparing the research proposal; Choosing an appropriate research strategy and developing instruments of data collection; collecting the data; processing, analyzing and interpreting the data; and preparing the research report. 2. Fulfill the criteria of the length of the research report may be between 60-75 ages and not exceed 100 pages, the graphic presentations 60-76 And the labor presentations together may not exceed 20.

Assignments/ Activities towards CCE	
	Types of assessment • Supervisors assessment • Viva voice by two or three examiners (including the supervisor) based on the dissertation.

	Research Project (Dissertation)	Marks Alloted
1	Proposal Writing	100Marks
2	Review of Literature	
3	Preparation of Tools	