REVISED FRAMEWORK

M.A. in Lifelong Learning and Extension

1. Rationale _____

2. Objectives_____

3. **Minimum Eligibility: -** The Student should have passed B.A. / B.Sc. /B.Com examination of Delhi University with at least 50% marks or an equivalent examination from a recognized University of India or foreign University with 55% marks. The admission for SC/ST and Physically Handicapped category as per University norms.

Semester: I

Paper	Subject	Theory	Internal Assessment
Paper 1.1	Foundational Areas	75	25
Paper 1.2	Adult and Lifelong Learning	75	25
Paper 1.3	Research, Assessment & Evaluation	75	25
Paper 1.4	Practicum	75	25

Semester: II

Paper	Subject	Theory	Internal Assessment
Paper 2.1	Sustainable Social Development	75	25
Paper 2.2	Curriculum, Material Development and Teaching Techniques	75	25
Paper 2.3	Information Communication Technology (ICT)	75	25
Paper 2.4	Practicum	75	25

Semester: III

Paper	Subject	Theory	Internal Assessment
Paper 3.1	Human Resource Development and Training	75	25
Paper 3.2	Research Methodology	75	25
Paper 3.3	Optional Paper	75	25
Paper 3.4	Internship	75	25

Semester: IV

Paper	Subject	Theory	Internal Assessment
paper 4.1	Management of E-Learning and Innovations	75	25
Paper 4.2	Extension and Development	75	25
Paper 4.3	Optional paper/ Interdisciplinary	75	25
Paper 4.4	Dissertation / Project Work	Written = 140	Viva-Voce=60

Semester – I

Paper – 1.1
Foundational Areas

Objectives

1. Understand the Psychological, Philosophical and Sociological perspectives of Adult and Lifelong Learning,
2. Familiarize students to various Learning Theories in the context of Adult and Lifelong Learning,
3. Develop appropriate Skills for Motivation and Environment Building
4. Learn various Philosophies of Learning.

Unit – I

1. Principles governing the Philosophy of Education, Lifelong Learning and Extension.
2. Major Educational Theories – Liberal, Behaviorist, Progressive, Humanistic, Radical and Analytical.
3. Values of Education vis-à-vis challenges of contemporary Society.

Unit – II

1. Definition of Sociology – Nature of Human Society, Concept of Society, Relevance of Sociology for Lifelong Learning.
2. Social Mobility and Education – Concept of Socio-economic Inequalities, Manifestation of Inequality in the Social System, Socio-economic dimension of poverty as an aspect of Social Inequality, Social Stratification (class, caste and gender).
3. Social Change: Social Change & Social Resistance
   a. Dalit Movement in India
   b. Women's Movement in India
   c. Peasants' Movement in India

Unit – III

1. Introduction to Adult Psychology, Basis of Human Behavior, Attachment and Dependency, Aggression and Moral Judgment, Structural Determinants of Alienation.
2. Theories of Learning, Learning Environment
3. Motivation and Learning in Social context.

Unit - IV

1. Introduction to Adult Learning, Learning Span, Factors Facilitating Adult Learning and experiential Learning.
2. Application of Learning Principles in Practice of Lifelong Learning.
3. Eminent Thinkers and their Ideas – Bertrand Russell, Swami Vivekanand, Rabindra Nath Tagore, B.R. Ambedkar, M. K. Gandhi, Dr. Zakir Hussain, Frank Charles Laubach, Julius Nyerere, M.S. Mehta.

References:

Hoyes, N (1994), *Foundation of Psychology: An Introduction*, London: Routhledge.

Hurlock, E.A.(1984), *Development Psychology: Life Span Approach*, New Delhi : Tata MacGrow Hill.

Noddings, N (2007), *Philosophy of Education* ,Colorado : Westview Press.

Palmer, J. A (2001) *Fifty Modern thinkes on Education: Piaget to the present day.* London, Routledge flamer.

Preece, J (2009), *Lifelong Learning and Development : A Southern Perspective*, London : Continuum International Publishing Group.

Srinivas, M.N. (1956), *A Note on Sanskritization and Westernization,* New Delhi: University of Delhi

Paper – 1.2

Adult and Lifelong Learning

Objectives:

1. Understand the Conceptual framework of Adult and Lifelong Learning.
2. Gain insight into the relationship between Literacy, Adult Education and Lifelong Learning.
3. Understand the Role of Lifelong Learning in the context of Globalization.
4. Understand International practices across the world.

Unit - I

1. Historical Perspective of Adult and Lifelong Learning in India – Pre and Post Independence period.

2. Concepts and terminologies related to Lifelong Learning: Andragogy & Pedagogy, Lifelong Learning, Continuing Education, Formal-Education, Non-Formal Education, Incidental Learning, Illiteracy and its forms.

3. Indian Adult / Lifelong Learning Programmes: Social Education, Gram Shiksha Mohim, Farmer's Functional Literacy Programme, National Adult Education Programme and National Literacy Mission.

Unit – II

1. Lifelong Learning and Development - Social, Economic, Political and Cultural.
2. Extension Education, Field Outreach and Community engagement in Lifelong Learning.
3. Approaches to Continuing Education / Lifelong Learning in different Five-Year Plans.

Unit – III

1. Emerging needs and future perspectives of Lifelong Learning.
2. Lifelong Learning needs of Industries

3. Role of NGOs, Zilla Saksharta Samitis, UNESCO declaration of Adult and Lifelong Learning, Hamburg Declaration (1997) and Mumbai Declaration on Role of Higher Education, Bharat GyanVigyan Jatha and Literacy House.

Unit -IV

1. Trends of Adult & Lifelong Learning in Asia with focus on SAARC Countries.
2. Adult & Lifelong learning in developing and developed countries: Tanzania, Brazil, China, USA and Canada.
3. Current Initiatives at National Level Saakshar Bharat and International Level UNLD-2003-2012, Literacy Initiatives for Empowerment 2005-2015, E-9 countries.

References:

Daswani, C.J & Shah, S.Y (Ed. 2000) *Adult Education in India: Selected Papers*, New Delhi: UNESCO.

Freire, Paulo (1970) *Pedagogy of the Oppressed,* New York : Continuum.

Rajesh & Dixit, V.K. (2011) *Lifelong Learning: Issues and Challenges*, New Delhi: Global Book Organization.

Roger, Harrison (Ed.2002) *Supporting Lifelong Education* , London: Rotledge.

Shah, S. Y. (1993) *Indian Adult Education: A Historical Perspective*, New Delhi: Indian adult education association .

Singh, Madhu. (Ed.2002) *Lifelong Learning, Humberg*: UNESCO Institute of Lifelong Learning.

Paper – 1.3

Research, Assessment & Evaluation

Objectives:

1. Understand various Research Methodologies in Social Sciences,
2. To develop skills related to various techniques of evaluation,
3. Learn to apply necessary skills to take up research projects,
4. To help students develop assessment tools.

Unit – I

1. Problem Identification.
2. Types of Research: Pure and Applied Research, Quantitative and Qualitative Research, Mixed Research.
3. Historical, Experimental and Descriptive Research.

Unit – II

1. Formulating Hypothesis and Testing.
2. Participatory Research: Participatory Rural Appraisal (PRA) Techniques.
3. Case Study Method.

Unit – III

1. Development of Assessment tools
2. Standardization of Research tools
3. Interview Techniques

Unit – IV

1. Evaluation – Concept, Meaning, Typologies and Tools.
2. Formative, Summative and Concurrent Evaluation.
3. Participatory Evaluation.

References:

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

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

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

Gliner, J.A & Morgan G.A (2000), *Research Methods in Applied Settings: An Integrated Approach to Design and Analysis,* Lawrence Erlbaum : Mahwah

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

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

Semester- II

Paper – 2.1
Sustainable Social Development

Objectives:

1. To enable students understand different concepts of development,
2. Gain insight in different sociological theories (classical and modern),
3. To provide knowledge about strategies and approaches of social development,
4. To acquaint students on environmental and ecological issues.

Unit – I

1. Classical Sociological Theories
2. Modern Sociological Theories
3. Recent Development in sociological theories (Late Development, Micro-Macro Integration, Agency-Structure Integration)

Unit - II

1. Social movements and development
2. Community life, religious spheres, conflict and fundamentalism in development discourse.
3. Movements for development (i.e. agrarian movements, labor movements, women's movement, ecological movements etc.)

Unit – III

1. Collective action and cooperation.
2. Approaches and strategies for holistic social development
3. Reducing vulnerabilities : Evolving institutions for sustainable livelihoods

Unit – IV

1. Value based development-ethics for equity and justice
2. Sustainable and inclusive Development: concept, meaning and theories of sustainable and inclusive development.
3. Alternative model of Development, Ecology, Environment: concept philosophy and Linkages.

References:

Alexgender, K.C. (1994), *The Process of Development of Society*. New Delhi: Sage Publication.

Anand, S. & Sen, A.K (1996), *Sustainable Human Development: Concepts and priorities, Office of development studies*, Discussion paper, no. 1. New York: UNDP

Ranode. Eknath (2001), *Sustainable   Development*. India: Vivekanand Kendra Prakashan.

Redeliff, Michelle (1995) *Sustainable Development*. Canada: Routledge Publication.

Macionis, J. J & Plummer, K (2005), *Sociology. A Global Introduction* (3rd ed.). Harlow: Pearson Education.

UNDP (1997), *Governance for Sustainable human development*, New York, A UNDP policy document.

Paper – 2.2

Curriculum, Material Development and Teaching Techniques

Objectives:

1. To develop understanding of the process, principles, objective and approaches of curriculum development,

2. To acquaint students about teaching techniques and teaching aids for effective teaching and learning,

3. Learn the process and techniques of material development for lifelong learners including Neo-literates.

Unit – I

1. Meaning and Definition of Curriculum – need for curriculum – curriculum theory and practice.

2. Objectives of curriculum development.

3. Principles of curriculum development: approaches.

Unit - II

1. Curriculum planning: Need and implementation

2. Evaluation – process product- feedback mechanism.

3. Curriculum development – supporting systems.

Unit – III

1. Different teaching methods.

2. Teaching and learning materials for Lifelong Learning.

3. Teaching Aids: Conventional, Non-conventional and Modern.

Unit - IV

1. Identification of Needs and Interests of Lifelong Learners.

2. Preparation of Books and Audio-visual materials for Neo-Literates: Processes, Contents and Field Testing of Materials.

3. Role of State Resource Centers, National Book Trust and University Departments to produce materials for Lifelong Learners through Formal and Informal system of education.

References:

Belfiore, M.E. (1996) *Understanding Curriculum Development in the workplace. Canada*: ABC Publication.

Bruce, J. & Marsha, W. (1988), *Models of Teaching*. New Jersey: Prentice hall

International Labor Organization (1996) *Teaching and Training Methods*. Geneva.

Reddy, M.M & Ravishankar, S. (ed.1984), *Curriculum Development and Educational Technology*. India: Sterling Publication Pvt. Ltd.

UNESCO (1998) *Developing Curriculum for Neo-Literate*. UNESCO, Bangkok and State Resource Centre, Jaipur

Owens, J.C (1973) *Management of Curriculum Development*. London: Cambridge University Press.

Paper – 2.3

Information Communication Technology (ICT)

Objectives:

1. To enhance the understanding of communication process, its diffusion and adoption,
2. To impart knowledge about communication technologies,
3. Understand the role of media in bringing attitudinal changes in individual and social change in general.

Unit – I

1. Communication: Methods and Practice.
2. Use of Hardware & Software technologies in Education.
3. Participatory, persuasive and effective aspects of communication methods.

Unit – II

1. Application of Multi Media.
2. Social Marketing and Advertising.
3. Folk Communication Media and Community Radio.

Unit – III

1. Communication Materials generation in Print, Audio-Visual and Visual Formats.
2. Impact of ICT
3. Implication of ICT in Society

Unit - IV

1. Information retrieval Management
2. Open Distance Learning Approach.
3. Virtual Classroom.

References:

Gandhi, V. (1995), *Media and Communication Today*. New Delhi: Kanishka Publishers.

Haftor, D.M., Mirijamdotter, A. (2011) *Information and Communication Technologies, Society and Human Beings: Theory and Framework*. Hershey. New York: Information Science Reference.

Harlow, E. & Webb, S.A. (2003), *Information and Communication Technology in the Welfare Services*. London: Jessica Kingsley Publishers.

Malkote, S.R. (1991), *Communication for Development*, New Delhi: Sage Publication.

Rosengreen, K.E. (2000), *Communication: An Introduction*. New Delhi: Sage Publication.

Inove, Y (2009) *Adult Education and Adult Learning Processes with ICT*. Guam: University of Guam.

Semester – III

Paper – 3.1

Human Resource Development and Training

Objectives:

1. Understand the importance of Human Resource Development.

2. Learn the process, methods, techniques, strategies and significance of training as a tool for Human Resource Development.

3. To equip students with necessary skills to evaluate the training programme.

Unit – I

1. Traditional Family-based skills acquisition processes.

2. Institution-based skills acquisition processes.

3. Participatory and Community-based skills acquisition processes

Unit – II

1. Principles underlying Training

2. Training and Learning Aids.

3. Training Techniques –

   - T. System, T. Skill Requirement, Mapping.

   - Case study, individual and group assignment, role play, syndicate, parallel discussion methods, games and simulations, seminar, Conference, symposium, buzz, brain-storming, workshop, T-group sensitivity, participatory training, teleconferencing.

Unit – III

1. Identification of job competencies

2. Designing and implementing a Training programme.

3. Use of Technology in Training – Multimedia e-learning, on-line and distance learning.

Unit – I

1. Training Skills & Training System.
2. Methods used in Training: on the job and off the job method.
3. Evaluation of Training.

References:

Wilson, J.P. (2005), *Human Resource Development Training of Individual and Organizations*, UK.: kogan page Publisher,

Armstrong, M. (2007), *A Hand Book of Human Resource Management Practice*, UK : Kogan Page Limited.

Robert L.C. (1996) ,*Training and Development Hand Book,* New York: McGraw - Hills,

Richard A & Swanson E. H. (2001), *Foundation of Human Resource Development,* San Francisco: Berrett Koehler.

Singh, P.N. (1989) *Training for Management Development,* New Delhi: ISTD.

Tony, P. (2003), *Developing Effective Training Skills (from personal insight to organizational performance*) : London, CIPD House, camp road.

Paper 3.2

Research Methodology

Objectives:

1. To make students understand the basic principles of Research Methodology,

2. To comprehend about different techniques of Research design,

3. To develop capacity to design and evaluate the development projects,

4. Understand the Ethics of Research.

Unit – I

1. Methods of Data Collection

2. Sampling methods, sampling design and techniques.

3. Methods and tools of research (Qualitative and quantitative), Reliability and validity

Unit – II

1. Preparation and Development of Research Proposed in relation to Adult and Lifelong Leaning

2. Research design and measurement

3. Hypothesis testing

Unit – III

1. Analysis of Data: Analytical, Co-relational, Analysis of Variance and co-variance, partial and Multiple co-relation

2. Regression Analysis, Factor Analysis and Discriminate Analysis.

3. Analysis of Data using software.

Unit – IV

1. Research Administration and Budgeting

2. Research Report Writing

3. Ethics in Research

References:

Kothari, C.R (2009) *Research Methodology and Techniques* ,Delhi: New Age international Publisher.

Kerlinger,F.N & Howard, B.L (2000) (4th Ed) *Foundation of Behavior Research Qualitative Methods in Psychology,*USA: Harcourt college

Lutz, G.M (1983*), Understanding Social Statistics,* London: Macmillan

Nicola, B.R.K. & Rose M.S (2003) *SPSS for Psychologists: A Guide to data analysis using SPSS for Windows*, Palgrave Macmillan

Nachmeas, C & David, N. (1982) *Research Methods in Social Sciences,* London: Edward Arnold Ltd ,

Mohsin, S.M (1984), *Research Methods in Behavioral Science,* Hyderabad: Oriental Longman

Semester IV

<p align="center">**Paper 4.1**</p>

<p align="center">**Management of E-learning and Innovations**</p>

Objectives:

1. Understand the basic information about online teaching and learning process,

2. Learn the application of learning theories applied in online learning environment,

3. Develop hands-on practical skills in e-learning strategies and tools.

Unit – I

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

Unit – II

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

Unit - III

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

Unit -VI

1. Measuring online learning: student performance, course evaluation, program .

2. Evaluation, survey and quiz technology, designing, assignments and assessments.
3. Ethical use of digital resources, understanding copyright and fair use, exploration of forecasting.

References

Hammond, M & Collins, R (1991), *Self-directed Learning: Critical practice*, London: Kogan Page

Malhan, P.N. (1985), *Communication Media: Yesterday, Today and Tomorrow*, Ministry of Information and Broadcasting, New Delhi: Government of India.

Mody, B. (1991), *Designing Massages for Development Communication*: *An Audience Participation based Approach,* New Delhi: Sage Publication,

Swenson, P & Taylor, N.A (2001), *Online Teaching in the Digital Age*, Delhi: Sage Publication.

Sharma, S.C. (1987), *Media Communication and Development*, Jaipur: Rawat Publication.

Steve, I & Vicky, D (2013), *Enhancing Learning through Technology in Lifelong Learning: Fresh Ideas: Innovative Strategies*, University of Cumbria, Edge Hill University, McGraw - Hill

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Paper – 4.2

Extension and Development

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Objectives:

1. Understand the theories and principles of extension,
2. Gain insights into the historical perspectives of extension,
3. Understand the role of universities in extension in particular and various systems of extension in general.

Unit – I

1. Extension – concept, meaning, philosophy and importance
2. Principles of extension.
3. Understanding extension in relation to development

Unit – II

1. Historical perspective of extension.
2. Extension Programmes in pre-independent India
3. Extension programme in post-independent India

Unit – III

1. Behavioral sciences for extension and development
2. Extension communication and diffusion of innovation for development
3. Planning and management of extension and development.

Unit- IV

1. Emerging issues in Extension- Economics of Extension, ethics and extension.
2. Extension role of Universities.
3. Comparative analysis of various approaches and systems

References

Dhama, O.P & Bhatnagar O.P (1987), *Education and Communication for Development*, New Delhi: Oxford and IBH Publishing co. Ltd,

Dhiman, O.P (1987), *Foundation of Education, Philosophy and Sociology of Education, Delhi:* Atma Ram Publication.

Axinn, G.H (1988), *Guide on Alternative Extension Approach*, Rome: FAO

James, G.E (1986), *Investing in Rural Extension, Strategies and Goal*, New York: Applied Science Publisher.

Logan, J.P. (1961), *Extension Teaching Methods in Extension Education in Community Development*, New Delhi: Directorate of Extension,

Rolling, N (1988), *Extension Science*, Cambridge University Press.

Optional Paper

Environment, Energy and Health

Objective:

1. To enable students to understand about environment, energy and health linkages.
2. To enable students regarding critical issues related to environment, energy and health.
3. To promote awareness regarding national policies and programmes in context of environment, energy and health.

Unit – I

1. Conservation of natural resources – soil, air, energy and biodiversity
2. Ecological role of forests – agro forestry and multipurpose trees, sources of pollution, abetment of pollution, greenhouse effect and climate change.
3. Conservation of endangered plants and animals, national parks and wild life sanctuaries, food security and eco-tourism

Unit – II

1. Environmental legislation and education.
2. Environmental movements and selected case studies: mountain, Deserts and Coastal Regions.
3. Environmental impact assessment

Unit – III

1. Energy Scenario in India.
2. Renewable and non-renewable energy sources: energy plantation
3. National energy policy.

Unit – IV

1. National health policy
2. Environment and health: effect of pollution on health and diseases, sanitation and hygiene, medicinal plants
3. Primary health Care, first aid, yoga and meditation, promotion of healthy environment in India.

References:

Balakrishnan, M.(1998.) *Environmental Problems and Prospects in India*, Oxford & IBH Pub., New Delhi

Singh, R.B. (ed.) (1996) *Global Environmental Change*, Oxford & IBH Pub., New Delhi,.

Singh, R.B. (ed.) (2001) *Urban Sustainability in the context of Global Change*, Science Pub, Inc., Enfield (NH). USA,

Detwyler, Thomas R (1971) *Man's Impact on Environment*, McGraw Book Company, New York,.

World Resources Institute, world Resources, (1999*) Environmental Change and Human Health*, Oxford University Press, Oxford, UK.

Dixit, V.K. (2006) *"Energy consumption and quality of life, Academic Excellence",* Delhi,.

<center>**Optional Paper**</center>

<center>**Guidance and Counselling**</center>

Objective:

1. To provide information, education and communication on counselling and guidance to take informed decision

2. To develop Skills in Counselling and Guidance,

3. To understand Counselling and Guidance in various settings.

Unit –I

1. An introduction to Guidance and Counselling

2. Nature, Scope and Rationale

3. Approaches and theories of counseling- psycho analysis, client centered, existential, rational-emotional-emotive, cognitive and behavioral, multi-model approach in Counselling

Unit-II

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

Unit-III

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

Unit-IV

1. Counselling to special target groups- Peer, Parents, Students, Teachers
2. Application of technology in guidance and counselling
3. Life- skill building for youths

References:

Gibson, R and Mitchell (2002) *Introduction to Counselling and Guidance*, Harrell prentice hall, (6th edition) , New Jersey.

Archer and McCarthy C.J (2008) *Theories of Counselling & Psychotherapy*, Merrill Prentice Hall, New Jersey.

Cullex, S. (1991) *Integrating Counselling Skill in Action*, Sage Publication, New Delhi,.

UNESCO, (2001) *A Handbook of Counselling Services*, UNESCO, New Delhi.

Joneja, JK, (1997), *Occupational Information and Guidance*, NCERT, N. Delhi

Rajesh and Subramanian, TKV (2005),*Telephonic Counselling in University System*, Bista International, New Delhi.

<p style="text-align:center">**Optional Paper**</p>

<p style="text-align:center">**Population and Development Education**</p>

1. To acquaint students about the significance of population and Development education,

2. To make students understand the implications of theories and policies,

3. To examine population and development education in formal, non formal and informal education.

UNIT- I

1. Population education and development : definition, objective and scope

2. Population theories and policies: Malthus- optimum, biological, national population policies of India

3. Sources of population data: census, vital registration system

UNIT- II

1. Population education in formal, non-formal and informal education

2. Population, environment and sustainable development

3. Reproductive child health

UNIT- III

1. Population and development issues – HIV/AIDS and substance abuse, reproductive health

2. Adolescent growth and development education

3. Population and gender issues

UNIT IV

1. Population and health linkages

2. Managing elderly population

3. Population and quality of life

References

Bhende, A Asha and Tara Kanitkar (2002) *Principles of Population Studies*, Himalaya Publishing House, Mumbai

Rao, VE (2001)*, Population Education, APH publishing Corporation*, New Delhi

Institute of Economic Growth, (1986), *Demography in India*, Delhi University, Delhi

Ghosh, B.N (1987), *Studies in Population and Economic Development*, Vol. I & II, Deep and Deep Publication, New Delhi

United Nation (2003) *Population Education and Development*: *The Concise report, New York*

Sikes, O J (1993) *Reconceptualization of Population Education*: UN Population Division & UNFPA, New York ,USA.

Optional Paper

Ageing and Lifelong Learning

Objectives

1. To improve understanding regarding gerontology and its various dimensions,

2. To educate students regarding critical issues of ageing workforce, its prospects, opportunities and challenges,

3. To promote awareness regarding national policies and programs in context of ageing and adult continuing education.

Unit –I

1. An introduction to gerontology

2. Nature, scope and rationale

3. National policies and programs

Unit-II

1. Health issues and management

2. Adjustment issues and mental health after retirement.

3. Stress of caregivers, geriatric counseling.

Unit-III

Approach of gerontology, third age education, social cohesion.

Ageing workforce as a resource, adult continuing education and lifelong learning strategies, skills enhancement

Participatory and qualitative ageing, employment opportunities

Unit-IV

1. Some success stories and practical exposure

2. Visit to old age homes and communities

3. Hands-on experience of students

References:

Agewell Foundation (2010). *Changing Trends of Old Age*. New Delhi: Agewell Research and Advocacy Centre.

Chadha, N.K., & Bhatia, H. (2009).*Physical performance and daily activities of elderly in an urban setting*: A study, Department of Adult, Continuing Education and Extension, University of Delhi.

Kam, Ping kwong (2003).*Empowering Elderly: A Community work approach* Community development journal, Oxford: Oxford Journal.

Lloyd, peter (2002).*The Empowerment of the elderly people* .London: School of Social Sciences, University of Sussex.

Ministry of Law and Justice, Government of India (2007).*The Maintenance and Welfare of Parents and Senior Citizens Act,* New Delhi: Government of India.

Shah, S.Y. (2003).*Lessons from Adult Education programs in the East and South East Asian Countries*: *A case study of Thailand*, International Journal of Adult and Lifelong Learning, New Delhi: IAEA.

Optional Paper

Management and Service Delivery of Civil Society Organization.

Objective:

1. To improve understanding of CSO functioning and its role in development,
2. To educate students regarding program management and service delivery components, issues and challenges,
3. To develop the skills of students on effectively program management and service delivery of CSO at community level.

Unit – I

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

Unit – II

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

Unit – III

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

Unit –IV

1. Concept of service delivery by CSO

2. Implementation of program and schemes – (understanding Project Implementation Plan (PIP) Proposal development and funds raising

3. The process of strengthening service delivery in CSO (Field supervision, oversight management ,quality control)

References:

Ali Coskun (2006) *A New Approach in Strategic Performance Management in NGOs: The Balanced Scorecard* , Fatih University, Journal of Civil Society, Vol. 4, No. 15, pp. 103-117,

Bart Muusse (2010) *Accountability Practice In Northern Development NGOs* Master Thesis Policy, Communication & Organization, Free University of Amsterdam

Commonwealth foundation (2009), *Civil Society Accountability: Principles and Practice, A toolkit for civil society organizations in India* Commonwealth Foundation, Marlborough House, Pall Mall, London SW1Y 5HYUnited Kingdom page No. 8, Box-3

Ferreira, A.N., & Otley, D. (2009) *The design and use of performance management systems: An extended framework for analysis. Management Accounting Research,* 20, 263-282.

Lewis, L. (2005), *"The Civil society sector; a review of critical issues and research agenda for organizational communication scholars",* Management Communication Quarterly, Vol. 19, No. 2, pp. 238-267

R. Sooryamoorthy and K.D. Gangrade (2006) *NGO IN INDIA Cross sectional study,* Rawat Publications, Jaipur.