

SYLLABUS

**Post Graduate Degree in Lifelong Learning & Extension
M.A. in Lifelong Learning & Extension
Choice Based Credit System**

Norms, Regulations & Course Content



**Department of Lifelong Learning & Extension
Faculty of Education
University of Kalyani
2017-18**

Post Graduate Degree in Lifelong Learning & Extension M.A. (Lifelong Learning & Extension)

Semester System (with effect from 2015 -2016)

1. The course for the M.A. in Lifelong Learning & Extension Degree Examination shall be two years consisting of four semesters with field work and practical work
2. Candidates seeking admission into the course shall be required:
 - a. To have passed Bachelor Degree with Honours (other than BFA) from any University recognized with 40% marks in the University examination.
 - b. To have passed the entrance test conducted by Kalyani University subsequently to become eligible for the purpose of admission. The question paper shall include the following:
 - i) General Studies
 - ii) Human Development Activities/Welfare Programmes
 - iii) Concepts of Education, Lifelong Learning, Adult Education, Non-formal Education, Continuing Education.
3. **Admission Procedure:** Admission into the course shall be made according to the rules as prescribed by the University of Kalyani from time to time.
4. **Academic Activity:**
 - a) The two year study consists of four (4) semesters, covering theory papers, Practical, Rural or Outreach activity, Field Work and Dissertation (See Annexure)
 - b) Every student shall be required to attend a minimum of 75% of theory classes and filed work in all the four semesters.
 - i) Ten days rural/tribal camp
 - ii) One month filed work in any development organization and submit dissertation.
 - c) The candidate should organize/associate a/with literacy centre during the course period in the afternoons by imparting literacy to illiterates and the students should organize health camps and also involve in the activities of developmental agencies and help neo-literates to self-sufficiency to encourage them in income-generating activities.
 - d) No student shall be allowed to appeal for the examination unless he/she completes rural camp and fieldwork.
 - e) Students are allowed to take one subject at Semester II out of Choice Based Credit System (CBCS) from other departments.
5. **Scheme of Examinations:**
 - a) All the theory papers in the four semesters shall be evaluated by the internal / external examiners.

- b) One theoretical paper consisting of 100 marks is divided into two parts: 80 marks for term-end examination and 20 marks for Seminar/Unit Test/Group Discussion. Practical paper and Dissertation paper would be divided into two parts: 60% weightage for external examination and 40% weightage for internal examination.
- c) Camp Report shall be valued by internal and dissertation shall be evaluated by both the internal and one external examiner.
- d) Assignment, Seminar papers, Reports on Lifelong Learning activities be valued by the concerned internal examiner(s).
- e) Viva-Voce examination be conducted at the end of IV semester both the internal and external examiners.
- f) The medium of instruction and the examination shall be in English medium However, the students can be given option to write either in English or in Bengali.
- g) A Candidate shall be declared to have passed the examination if he/she obtained not less than 40% of the total marks in all the semesters put together. A candidate shall be declared to have passed the examination if s/he obtains as paper minimum of 40% in theory, in dissertation and in viva – voce.
- h) Candidates who have completed the course in each semester with required attendance as per the University norms after fulfilling other academic requirements shall be permitted to proceed to the next semester course irrespective of whether they have appeared or not at the previous semester examinations(s). Such candidates may be permitted to appear for the examination of earlier semesters with the examination of later semesters simultaneously.
- i) If a candidate is unable to appear or fails or wants to improve he/she shall be allowed to have three more consecutive chances in the years following the fourth semester examination.
- j) If he/she fails in theory papers he/she may be allowed to appear for theory examination which includes all theory papers in the respective semesters. Similarly if he/she fails viva-voce or dissertation works he may be allowed viva-voce or dissertation only.

6. Classification:

The Classification for pass division is:

- a) 60% and above First Class
- b) 40% and above but below 60 % - Second Class

7. Students appearing for improvement and also pass the examination in subsequent years shall not be awarded ranks.

Department of Lifelong Learning & Extension
University of Kalyani
M.A. IN LIFELONG LEARNING AND EXTENSION
Structure of the Curriculum

Semester	Code	Course	Nature of Course	Full Marks	Credit
I	MALLE 101	Philosophy of Lifelong Learning	Theory	100	4+0
	MALLE 102	Principles of Adult Education	Theory	100	4+0
	MALLE 103	Adult Psychology and Learning	Theory	100	4+0
	MALLE 104	Alternative Learning Systems	Theory & Practical	100	2+2

First Semester

Course Code MALLE 101: Philosophy of Lifelong Learning

Full marks - 100
(Credit : 4)

Content

- A) Definition and Scope of Lifelong Learning. The learning society in the post modern world.
- B) Alternative approach of Lifelong Learning
- C) The knowledge Society and Lifelong Learning. Status of Lifelong Learning in India and abroad (U.K., USA, Denmark and Brazil).
- D) A comparative study of current Lifelong Learning programmes in the selected countries: China, Japan, Cuba, Tanzania, Teheran, Cuba, Victoria and Vietnam, with special reference to: a) Motivation and Mobilization; b) Planning and Organization; c) Training of field functionaries; d) Material preparation; e) Monitoring and evaluation; f) Post Literacy and continuing Education and their relevance to Indian Context.

- E) The role of UNESCO, IACE, ASPBAE, IAEA, Lucknow Literacy House, DANIDA, in promoting Lifelong Learning programmes in developing countries.
- F) Lifelong Learning Tradition in the European and especially in the Nordic Countries.
- G) Debate over lifelong education and lifelong learning.
- H) Skills, Competences and Qualifications within the context of Lifelong Learning.
- I) Lifelong Learning and Democratic Citizenship.
- J) Lifelong Learning and Indian Cultural Tradition and also Latin American tradition.
- K) Lifelong learning in Africa with special reference to Tanzanian indigenous tradition.
- L) Skills, Competences and Qualifications within the context of Lifelong Learning.

Reading List

1. Global Perspectives on Adult Education by A. Abdi & Dip Kapoor, PALGRAVE MACMILLAN, New York, USA.
2. Learning to be - http://www.unesco.org/education/pdf/15_60.pdf
3. Esping-Andersen (1990). The Three Worlds of Welfare Capitalism. Cambridge, UK: Polity Press. (pp. 9-34)
4. Rubenson, K. (2006). "The Nordic model of Lifelong Learning". Compare 36(3). 327-341.
5. Madsen, P. K. (2006). "How can it possibly fly? The paradox of a dynamic labour market in a Scandinavian Welfare State", in J.L. Campbell, J.A. Hall & O.K. Pedersen (Eds.), National Identity and the Varieties of Capitalism. The Danish Experience. Copenhagen: DJØF Publishing. pp. 323-355.
6. Tjeldvoll, A. (1998). "Quality of Equality? Scandinavian Education Towards the Year 2000", in A. Tjeldvoll (ed.), Education and the Scandinavian Welfare State in the Year 2000. Equality, Policy and Reform. New York: Garland Publishing. pp. 3-23.
7. Tuijnman, A. & Hellström, Z. (eds.) (2001). Curious Minds. Nordic Adult Education Compared. Copenhagen: Nordic Council of Ministers.
8. Values and Visions – the Role of Education in the New Millennium Report of the Theme Conference 2000 held by the Ministers for Education and Research. Copenhagen. Nordic Council of Ministers
9. Castells, M. & Carnoy, M (1999) Globalisation, the Knowledge Society, and the Network State. Paper presented at the University of Athens's International Conference on Nicos Poulantzas, September 30 – October 2, 1999.
10. Growther, J. (2004) 'In and against' Lifelong Learning: flexibility and the corrosion of character. International Journal of Lifelong Education. 23(2): 125-136.
11. Preston, R. (1999) 'Critical Approaches to Lifelong Learning'. International Review of Education, 45(5/6): 561-574.
12. Aspin, D. N. (2000) 'Lifelong learning: concepts and conceptions'. International Journal of Lifelong Education, Vol. 19 Issue 1, p2-18.
13. Gibbons, M., Limoges, C. Nowotny, H., Schwartzman, S., Scott, P. Trow, M. (1994) The New Production of Knowledge: The Dynamics of Science and Research in Contemporary Societies. London: SAGE Publications.
14. European Commission (2000) Memorandum on Lifelong Learning. Brussels, 30.10.2000, SEC(2000) 1832.
15. Gustavsson, B. (2002) 'What do we mean by lifelong learning and knowledge' International Journal of Lifelong Education. 21(1): 13-23.
16. Reich, R. (1991) The Work of Nations: A Blueprint for the Future. New York: Vintage
17. Stehr, N. (1994) Knowledge Societies: The Transformation of Labour, Property and Knowledge in Contemporary Society. London, Sage.
18. Tuijnman, A. & Boström, A-K. (2002) 'Changing Notions of Lifelong Education and Lifelong Learning' International Review of Education 48(1/2): 93-110.
19. UNESCO (2005) Towards Knowledge Societies. UNESCO: Paris. [Visit UNESCO'S website]

Content

A) Philosophical Aspects :

1. Relationship of philosophy with Education – Definition of Education and Adult Education – Philosophy base for education and Adult Education.
2. Concept of Adult Education – Different types of Adult education.
3. N.F.S. Grundtvig and his concept of Folk High School.
4. Paulo Freire's Principles of Education – Conscientization: Concept and its Implications to Adult Education.
5. The essential Philosophy traditions of India through the ages and their bearing on Adult Education – Ancient Indian Values and their impact on Adult Education – Raja Ram Mohan Roy – Mahatma Gandhi – Rabindranath Tagore – Vivekananda – Margaret Elizabeth Noble – Sarojini Naidu - Sri Aurobindo – Dr. Radhakrishnan.
6. Adult Educators in abroad: John Dewey, Jean Adams, Jean Veller, Julius Nyere, Lorenzo Milani.
7. Learning from Social Movements (e.g. Chipco Movement).

B) Sociological Perspectives :

1. Institutions – Family, Media, Polity, Economy and religion – Role of Adult & Continuing Education.
2. Groups – Types of Groups – Group norms – Leadership – Types of Leadership – Role of Leadership in Adult Education – Social stratification – Relationship between education, occupation and class.
3. Social Change – Sociological, Technological and Cultural factors – process of innovation and diffusion – Role of Adult Education in bringing social change.
4. Adult Education and National Development – Adult literacy – Different forms of adult literacy: Basic Functional Literacy, Digital Literacy, Cultural Literacy, Critical Literacy ; Relationship between literacy and development.
5. Concept of culture – Culture and Personality – Culture and Social change in modern India, Concept of Tribal, Rural and Urban Society and its differences.
6. Migration and Adult Education.
7. Adult education and the State/Country, Input of Globalization.
8. Interpretative paradigm: Dialogue.

Reading List

1. Development Process And Social Movements In Contemporary India, Author: Abhay Prasad Singh, Publisher: Pinnacle Learning
2. Social Movements in India: Chipko Movement, Dalit Buddhist Movement, Social Reformers of India, Narmada Bachao Andolan, Publisher: Books LLC, Wiki Series.
3. Lorenzo Milani, The School of Barbiana and the Struggle for Social Justice, Series: Education and Struggle, Edited by Federico Batini, Peter Mayo and Alessio Surian.
4. Adult Education in New York City - http://study.com/adult_education_new_york_city.html
5. Learning, Curriculum and Life Politics: the selected works of Ivor F. Goodson, Routledge.
6. Aggarwal J.C., Philosophical and Sociological perspectives and Education – Shipra Publications, New Delhi, 2002.
7. Agarwal J.C., Basic Ideas of Education, Shipra publications, New Delhi, 2001
8. Fransis Brown J., Eduational Sociology, prentice Hall, New York, 1979.
9. Malcolm S. Knowles, The Modern Practice of Adult Education, Association Press, 291, Broadway, New York, 1970.
10. Kuppuswamy, B., Social Change in India, Vikas Publishers, New Delhi, 1975.
11. Jackson J.A., MIGRAION, University press of Cambridge
12. Freire Paulo, The pedagogy of the Oppressed.
13. Sohan Singh, Social Education: Concept and Methods, Orient Longman Publications, Bombay.
14. Griff Foley (Ed.) (2004) Dimensions of Adult Learning, McGraw Hill-Open University Press.

MALLE 103 : Adult Psychology and Learning

**Full marks - 100
(Credit : 4)**

Content

- A) Psychology: Meaning, nature, scope and relevance of Psychology of Adult Education.
- B) Motivation : Definition, functions, classification of motives, methods of measuring human motivation, Maslow's theory of hierarchy of needs, Achievement motivation, theory and techniques of motivating adult for learning.
- C) Adult Personality: Meaning, types, factors affecting personality and aspects of personality – cognitive, co native and affective.
- D) Learning : Nature, types : characteristics of learning – ways of learning – basic concepts of learning and their significance – laws of learning and their implications to adult learning – Theories and principles of adult learning – factors influencing adult learning/instruction.
- E) Teaching/learning process: Nature of teaching, characteristics of learning; variations in styles of learning, Learning opportunities; Institution based learning and work – Oriented learning.
- F) Learning strategies : Guided learning, Inter-learning and self-directed learning (Auto instruction)
- G) Language and Consciousness; Vigortsky; Neuroscience and adult learning. Issues regarding gender and personality.

Reading List

1. Asher E.J., Tiffin, J, and Knight F.B. (1953). An Introduction to General Psychology. D.C. Health & Co., Hoston, USA.
2. Adult Learning : A Design for Action, Pergamen Press, 1978.
3. Borger, R. Seaborne, A.E.M., The Psychology of Learning, 1964.
4. Dave, R.H., Perera, D.A. and Quane, A. (Ed). Learning strategies for post-literacy and continuing education: A cross-national perspective, Hamburg, Robert Seeman, 1985.
5. Dharm Vir. Adult Psychology & Educational Methods, International Cooperatie alliance, New Delhi, 1981.
6. Gagne, R. The Conditions of Learning, New York, 1966.
7. Gohrpade, M.B. Essenentials of Psychology, Himalaya Publishing House, Bombay.
8. Jayagopa R., Adult Learning: Psycho Social Analysis, University of Madras Publication, Madras, 1984.
9. Jennifer Rogers, Adult Learning (2nd Ed)., The open University Press, Miltion, Keynes, London, 1979.
10. Kidd., J.R., How Adult Learn, Associate Press, New York, 1976.
11. Mark Tennant, Psychology of Adult Learning, Routledge, London, 1988
12. Michael J.a. Howe, Adult Learning: Psychological Research & Application, John wiley & Sons, New York, 1978.
13. Miller Harry, Teaching and Learning in Adult Education, The Macmillan Co., Collier Macmillan Ltd., London, 1964.
14. Nimbalkar R., Adult Education and its Learning system, Mittal, Delhi, 1987.
15. Pillai, K.S., Educational psychology (revised edition), Kalanikatan, Trivendrum, 1989.
16. Rajani, R. Shirur, Adult Learning, Sterling, Sterling publishers Pvt. Ltd., New Delhi, 1997.
17. Seldenberg B. and shadowsky A., Social psychology: An Introduction, Macmillan publishing co., 1976.
18. Back Volumes of International Journal of Lifelong Education.

MALLE 104 : Alternative Learning Systems

**Full marks - 100
(Credit : 4)**

Theory

- A) Education – Meaning & Concept – Definition – Objects. Functions – Status of Formal Education System – Modifications needed in the educational system – De-schooling movement, emergence of the Non-Formal Education.
- B) Forms of Education – Formal, Non-Formal and Informal – Relationship between Formal and Non-Formal Education.
- C) Non-Formal Education – Meaning & Concept – Definition – Objectives – Scope – Significance and varying functions of non-formal education – Typologies of – Non-formal education – Adult Education – Lifelong Continuing Education – Distance Education – out of School Education.
- D) Technology support services: Computer Aided Learning (CAL) – Computer Assisted Instruction (CAI) – Internet – World Wide Web – Accessing NET for learning, Cable Television telecommunications, information Super-Highway, Application in Indian Context.
- E) Organization, Administration, Monitoring and Evaluation of NFE Systems in India.
- F) Open learning platform, Virtual learning for adults, MOOCs,
- G) How to transform public space (Library, Museum, etc.) into adult learning centres; low cost, no cost, high cost materials; Publications in Adult Education; Multimedia in Adult Education; European platform in Adult Education (EPAE).

Practical

- a. Identification of Out-of School Children;
- b. Design of Computer Aided Learning (CAL);
- c. Using of Internet;
- d. Monitoring of any one Welfare Programme at Gram Panchayat Level;
- e. Virtual learning for adults;
- f. MOOCs; and
- g. Practical Application of transforming public space into adult learning centres.

Reading List

1. Allemano, E Non-Formal Education, RAMS Project (Rural Assessment Manpower Surveys), Washington. D.C. Agency for International Development, 1981, 237 p.
2. Ansari, N .A. Adult Edu.-iation in India; S. Chand & Company Ltd, New Delhi, 1984.
3. Camillo Bonanni. Education for Human Needs: NFE Field experiences and Designs, Indian Adult Education Asso-ciation, 1982.
4. Coombs, P.H. & Ahmed, M. Attacking Rural Poverty: How Non-Formal Education Can Help. Baltimore, M.D., The Johns Hopkins University Press. 1974,292 p.
5. Coombs, P.H , et al. New Paths to Learning for Rural Children and Youth, New York International Council for Educational Development, 1973, 133 p.

6. Dahama, O.P. and Bhatnagar O.P. (1980) : Education and Communication for Development. Oxford & IBH Publishing Co, New Delhi.
7. Faure. Edgar et al : Learning To Be The World of Education-Today and Tomorrow. UNESCO. Paris, 1972, 313 p.
8. Lengrand, Paul, An Introduction to Life-long Education.
9. Mohanty, Jagannath. Adult and Non-Formal Education, Deep and Deep Publications, New Delhi. 1991.
10. Naik, J.P. Some Perspectives on Non-Formal Education. Allied Publishers Pvt. Ltd New Delhi. 1977.
11. Rami Reddy G., An Open Learning System – Innovative Model of Learning.
12. Sandeep P and Madhumathi E., Non-formal Adult & Continuing Education: Insights for 21st Century, Veera Education Services Consultancy (PVT) Ltd., Secunderabad, 2000.
13. Shah S.Y., Indian Adult Education – Historical Perspectives, J.N.U. New Delhi, 1993.
14. Madan Singh, Adult Education In India, the Associated publishers, Ambala Cantt.
15. Subba Rao d. & Vasudeva Rao B.S., Adult & Continuing Education & Some perspectives, R.D. Publishers, Andhra Pradesh
16. Shah A.D., & Susheela Bhan (Ed)., Non-formal Education and the NAEP, Oxford University Press, Delhi, 1980.
17. Sivadasan Pillai K., Non-formal Education in India, Criterion Publications, New Delhi, 1990.