

# SYLLABUS

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

**Semester-based Curriculum Structure under CBCS**

**Norms, Regulations & Course Content**



**Approved in the PGBoS Meeting held on 30.12.2021**

**Department of Lifelong Learning & Extension  
*Faculty of Education*  
University of Kalyani**

**2021 – 2022 Session onwards**

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

### Semester-based Curriculum Structure under CBCS (with effect from 2021 -2022)

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 50 marks is divided into two parts: 40 marks for term-end examination and 10 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. 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 I

Paper code	Paper	Theory/ Practical	Credit	Marks
COR 101	Philosophy of Lifelong Learning	Theory	4	50
COR 102	Principles of Adult Education	Theory	4	50
COR 103	Adult Psychology and Learning	Theory	4	50
COR 104	Alternative Learning Systems	Th & Pra	2+2=4	50
AECC	Agri-Horticulture	Practical	2	25
<b>Total</b>			<b>18</b>	<b>225</b>

## SEMESTER II

Paper code	Paper	Theory/ Practical	Credit	Marks
COR 205	Training in Adult and Continuing Education	Th & Pra	2+2=4	50
COR 206	Creative Initiation for Self and Collective Empowerment	Th & Pra	2+2=4	50
COR 207	Material Development for Adult & Continuing Education	Practical	4	50
COR 208	Computer Applications	Practical	4	50
GEC (CBCS)	Lifelong Learning & Extension (CBCS: For 2 <sup>nd</sup> Semester PG Students of other Departments)	Th & Pra	3+1=4	50
<b>Total</b>			<b>20</b>	<b>250</b>

## SEMESTER III

Paper code	Paper	Theory/ Practical	Credit	Marks
COR 309	Management of Adult & Continuing Education programmes	Th & Pra	3+1=4	50
COR 310	Research Methodology	Theory	4	50
COR 311	Human Rights	Theory	4	50
COR 312	Andragogical Approach	Th & Pra	1+3=4	50
DSE 301	Inclusive Education or Environmental Education	Theory	4	50
SEC	Food Processing	Practical	2	25
<b>Total</b>			<b>22</b>	<b>275</b>

## SEMESTER IV

Paper code	Paper	Theory/ Practical	Credit	Marks
DSE 402	Extension Education, Development and community outreach	Th & Pra	2+2=4	50
DSE 403	Vocational Components of Adult Education and follow-up programmes or Evaluation & Remedial Measurement	Theory	4	50
DSE 404	Population Education	Theory	4	50
DSE 405	Mass-Media and Communication for Development	Theory	4	50
Project/Dissertation	Project Work, Dissertation and viva-voce	Practical	8	100
<b>Total</b>			<b>24</b>	<b>300</b>
<b>Grand Total</b>			<b>84</b>	<b>1050</b>

COR: Core Courses, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, GEC: Generic Elective Courses, DSE: Discipline Specific Elective.

**Theoretical Paper: 40 marks (Term End Examination) + 10 marks (Internal Examination)**  
**Practical / Dissertation: 60% weightage (External) Exam + 40% weightage (Internal) Exam.**

*First Semester***Paper Code - COR 101 : Philosophy of Lifelong Learning****Full marks - 50  
(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](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]

**Paper Code - COR 102 : Principles of Adult Education****Full marks - 50  
(Credit : 4)****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](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.

**Paper Code - COR 103 : Adult Psychology and Learning****Full marks - 50  
(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. Essenstials 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.

**Paper Code - COR 104 : Alternative Learning Systems****Full marks - 50  
(Credit : 2+2=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.



**Paper Code - AECC : Agri-Horticulture****Full marks - 25  
(Credit : 2)****A. Agriculture**

1. Different types of soil in West Bengal.
2. Different types of organic fertilizer and liquid manure.
3. Different types of inorganic fertilizer and their role and method of application and calculation.
4. Seed production and storage of Agricultural crops.
5. Mushroom production.

**B. Horticulture**

1. Definition of Horticulture. Different branches of horticulture.
2. Classification of fruits & vegetables as per climate, plants, parts used, season etc.
3. Propagation and nursery management of fruits, vegetables and flowers. Propagation by – seeds, vegetative propagation- cutting, budding, grafting etc. preparation of seed bed, raising of seedlings of fruits, vegetables and flowers
4. Training and pruning of different horticultural crops
5. Details studies on climate, soil, variety, seed rate, seedling raising cultural practice required for– Brinjal, Leafy Vegetables, Tomato, Chili, Potato, Cabbage, Cauliflower, Knalkhol, Broccoli, Brussels Sprout, Chinese Cabbage, Red Cabbage etc. all Root Crops, Onion, Garlic, Ginger, Turmeric, Black Pepper etc.
6. Landscape gardening – formal, informal
7. Details studies on Rose, Dahlia, Chrysanthemum, Marigold, Jasmines, Winter annuals, Summer season flower and Rainy season flowers, Hibiscus, Tuber rose, Gladiolus etc.
8. Preservation of fruits and vegetables.
9. Organic farming of horticultural crops and their management

**Practical****C. Agriculture**

1. Identification of different fruits, vegetables and flower seeds and plants
2. Preparation seed bed for fruits, vegetables and flower seeds and plants
3. Training and pruning of plants
4. Transplants of fruits, vegetables, flower seedlings
5. Calculation of fertilizers and manures as per crop requirement
6. Preparation of Vermicompost
7. Propagation – cutting, layering, budding and grafting
8. Identification of different pests and disease of horticultural crops
9. Potting and re-potting
10. Seed storage.

**D. Horticulture**

- Different kinds of seasonal flowers – planning of an ideal garden – soil preparation– compost making – planting, mulching, pruning and training
- Disease and pest control of agriculture and Horticultural crops and their Management :
  - a. Principles of pest control. Definition of fungal, Bacterial and viral disease and their syndrome as well as control measures.
  - b. Preparation of organic pesticides and their applications :
    - i. Method of seed treatment.
    - ii. Azolla pit and Vermicompost preparation.
    - iii. Preparation of Liquid manure.
    - iv. Preparation of Bio-pesticides.

**Reading List**

Reading List will be provided and / or supplied later on.

*Second Semester***Paper Code - COR 205 : Training in Adult and Continuing Education****Full marks - 50  
(Credit : 2+2=4)****Theory**

- A) Training: Concept, definition, objective, types and phases of training, principles, features, need and importance; Difference between training and Education.
- B) Training Design: Steps in designing training, needs assessment, training objective, learning unit/content, training methods, training materials and assessment.
- C) Training methods: Lecture, discussion, demonstration, role play, games and simulation, brain storming, field trip, case studies, problem – solving projects.
- D) Preparation of Training Materials: Training manuals, Training notes/folders; Supporting aids and materials, low-cost no-cost materials; Print media and electronic media; Computer training – Auto instructional materials.
- E) Planning, organization, monitoring and evaluation of training programmes for literacy functionaries at different levels; Training facilities available at various levels – National, State, District, Local. Innovations in training.

**Practicum**

- a. Planning, organization, monitoring and evaluation of training programmes for Adult Educators;
- b. Visit at State Resource Centre, Kolkata; and
- c. Field Visit

**Reading List**

1. Button. J.R. Training for Community Development, Oxford University Press, London, 1962.
2. DAE, Training of Adult Education Functionaries :. A Hand-book, Ministry of Education & Social Welfare, New Delhi, 1977.
3. Department of Adult Education, Learning for Participation: An approach to training in adult education, Govt. of India, New Delhi, 1978.
4. Gartner, A., Riessman, R. The Transforming of Training: UNESCO Adult Education Abstracting Service, Series 2, No.1975.
5. John Pettit. Participatory Training, Reports Magazine, No.16, March, 1978, World Education, New York.
6. Khamborkar, K.R. Training, Teaching, Techniques, Saoji Bungalow, Akola, 1980.
7. Lynton P. Rolf and Udai Pareek. Training for Development Richard D. Irwin Inc. and Dersey Press, Homwood, Illinois.
8. PRIA. A manual for participatory training methodology in development, New Delhi.
9. National Literacy Mission Handbook on Training Methods, MHRD. Government of India, New Delhi, 2001.
10. National Literacy Mission. Continuing Education: Manual for Training of Preraks, MHRD, Government of India, New Delhi, 2001.
11. National Literacy Mission. Continuing Education: Manual for Training of Key Resource Persons MHRD, Government of India. New Delhi. 2001.
12. Jyothi A. Christan, Managing Class Rooms – An Institutional perspectives – The
13. Associated publishers, Ambala Cantt
14. Eswara Reddy V., Package of Training – N-face, Osmania University, Hyderabad.
15. Rolf Lynton & Udai Pareek. Training for Development, SAGE publishers, New Delhi, 1990.

**Paper Code - COR 206 : Creative Initiation for Self & Collective Empowerment****Full marks - 50  
(Credit : 2+2=4)****Theory**

- A) Entrepreneurship – Concept, Definition, Characteristics of an entrepreneur, Functions, Types of entrepreneurs. Role of adult education in the development of entrepreneurship.
- B) Women entrepreneurship – concept of women entrepreneurs. Functions of women entrepreneurs. Problems of women entrepreneurs.
- C) Self Help Group and Micro Finance: Facilitating Women's Economic & Social Empowerment through Growth of Micro Enterprises.
- D) Rural entrepreneurship – Meaning and need for rural entrepreneurship, Factors affecting entrepreneurial growth; Problems of rural entrepreneurship, NGOs and rural entrepreneurship.
- E) Entrepreneurship Development Programme – Need, objects and course contents Entrepreneurship motivation, Entrepreneurial competencies, entrepreneurial mobility.
- F) Government policy for small scale enterprises; Need for total quality management of small enterprises; Financing of enterprises – Need and sources of finance, Institutional support to entrepreneurs.
- G) Creative initiative for self and collective empowerment.

**Practical**

- a. Visit at least three enterprises of which one shall be run by women; and
- b. Prepare a Detailed Project Report for an innovative enterprise.
- c. Visit to a Micro Finance Institution.

**Reading List**

1. Manzoor Ahmed and Coombs Philip H. Education for Rural Development: Case studies for Planners. (Visit: <http://www.cf-hst.net/UNICEF-TEMP/Doc-Repository/doc/doc480193.PDF>)
2. John C. de wilde, Manzoor Ahmed. Non-Formal Education in the development of small enterprise in India
3. Vasanta Desai, Organisation and Management of small scale industries.
4. Nalinaksha Mutsuddi, You Too Can Become An Entrepreneur. Wheeler Publishing , 1996.
5. Attacking rural poverty - World bank documents [documents.worldbank.org/curated/en/656871468326130937/pdf/multi-page.pdf](http://documents.worldbank.org/curated/en/656871468326130937/pdf/multi-page.pdf)
6. Rural People & Rural Economic Development (Visit: <http://unesdoc.unesco.org/images/0007/000705/070581eo.pdf>)
7. Micro-Finance: Perspectives and Operations, published jointly by Macmillan Education and Indian Institute of Banking & Finance.

**Paper Code - COR 207 : Material Development for Adult & Continuing Education**

**Full marks - 50  
(Credit: 4)**

**Practical**

- A) Meaning, Scope and Significance of Teaching/learning materials for continuing education at various levels for various groups of learners. The need for competence based learning materials – The relationship between teaching methods and materials.
- B) Identification of knowledge, skills and identifying learning objectives, analysis of objectives – performance objectives – media selection, model instructional system designs.
- C) Selection of language – spoken forms – use of technical terms, sentence structures, lesson and paragraph development, – use of photographs, illustrations.
- D) Material development for adult basic education; critical approach.
- E) Material development for Continuing Education: selection, gradation, approaches to material production, presentation and evaluation; preparation of prototype and testing.
- F) Production of Text books, booklets, materials for learning, CD-ROM, Interactive web based materials, materials for self learning – programmed learning materials, Principle in preparation of Audio-Visual materials, Evaluation of basic literacy and follow-up materials.
- G) Desktop publishing; material for Adult literacy

**Reading List**

- 1. ACCU. New Guide Book for development and production of Literacy Materials, Asian Cultural Centre for UNESCO, Tokyo, 1992.
- 2. APPEAL. Training Materials for literacy personal (Series of volumes. 1 to 12), UNESCO, 1988.
- 3. Barry Lumsden, D., Teaching Effectiveness of Programmed Instructional Materials for Adult basic Education, Indian Journal of Adult Education, Vol .35, No.1, 1974.
- 4. DAE. Production, Selection and Purchase of Neo-literates Material for Continuing Education Centres, MHRD, Govt. of India, New Delhi.

**Paper Code - COR 208 : Computer Applications****Full marks - 50  
(Credit: 4)****Practical**

- A. Ms Office & Internet : a) Microsoft Word; b) Microsoft Excel; c) Microsoft Power Point; d) Microsoft Access; e) Internet
- B. Desk Top Publishing (D.T.P.) : a) Windows; b) Adobe Page Maker; c) Photo Shop; d) Corel Draw; e) Bangla Word
- C. Programming : a) C Language; b) C++ ; c) Visual Fox Pro; d) Visual Basic; e) HTML
- D. Windows and MS-Office for Research Studies: Windows 2003/2007; MS Office 2007/ 2010.
- E. With the help of Statistical Package like SPSS and /or Spar 2.0 version, calculate (i) Measures of central tendency (Mean, Median and Mode), Measures of variability (range, quartile deviation and standard deviation); (ii) Correlation simple, rank methods, and Coefficient of correlation ('r' value); (iii) 't' & 'f' tests, chi-square ( $\chi^2$ ) test, and critical ratio (iv) Normal distribution and its application (v) regression, and path analysis.

**Reading Materials**

1. Harald, S. Stone et al', Introduction to. Computer Architecture, Galgotia Publications Private Ltd.. New Delhi, 1988.
2. James Martin, Computer data base organization, Prentice Hall of India Pvt. Ltd. New Delhi. 1988.
3. Owen Hansan, Essentials of Computer data files, Affiliated East West Press Ltd. New Delhi, 1985.
4. Sarma, K.V.S. Statistics made simple. New Delhi: Prentice hall of India Pvt. Limited. 2001.
5. William Gear. C.. Introduction to Computers, Structured Programming and Applications. Galgotia Publications Private Limited, New Delhi.
6. Sanders D.H., Computer Today, McGraw Hill, 3rd Edition.

**Paper Code – GEC (CBCS) : Lifelong Learning & Extension****Full marks - 50  
(Credit : 3+1=4)****Objectives**

1. To create understanding of concepts of Lifelong Learning.
2. To aware PG students of other Departments about the different approaches of Lifelong Learning.
3. To provide the Knowledge and experience of Extension activities.

**Content****Theory (75 per cent of the total weightage)**

- A. Definition and Scope of Lifelong Learning; Development of the concept of Lifelong Learning; Changing Concepts and Meanings of Adult Education: From eradication of illiteracy to lifelong learning.
- B. Lifelong Learning in Colonial India
- C. Lifelong Learning in Independent India: An Overview
- D. Social Movements, Praxis and Profane side of Lifelong Learning
- E. Radical Approach to Literacy and Adult Education
- F. Growing Emphasis on Lifelong Learning
- G. Lifelong learning and the Sustainable Development Goals
- H. Professionalization of Lifelong Learning
- I. Four Pillars of Lifelong Learning
- J. Learning contexts and their Implications for Lifelong Learning
- K. Integration of Learning and Education
- L. UNESCO and National Qualifications Frameworks (NQFs) at Global Level

**Practical (25 per cent of the total weightage)**

- I. Hands on experiment : Two Income Generating Programme.
- II. Field Visit / practical for any one
  - i. Linking sustainable Agriculture with Lifelong Learning
  - ii. Enterprise and Entrepreneurial Development

**Reading Materials**

1. Aspin, D. N. (2000) 'Lifelong learning: concepts and conceptions'. International Journal of Lifelong Education, Vol. 19 Issue 1, p2-18.
2. European Commission (2000) Memorandum on Lifelong Learning. Brussels, 30.10.2000, SEC(2000) 1832.
3. UNESCO (2005) Towards Knowledge Societies. UNESCO: Paris. [available on Unesco's website]
4. Carnoy, M. (1999) Globalization and Educational Reform. UNESCO-IIEP: Paris. [chapters III and V] The entire text can be downloaded from <http://unesdoc.unesco.org/images/0012/001202/120274e.pdf>
5. European Commission, (2000), Memorandum on lifelong learning. Luxembourg: Office of Official Publications of the European Communities.
6. Maastricht Conference on "Research Training as a Key to a Europe of Knowledge": [www.eua.be/eua/en/eua\\_conferences\\_past.aspx](http://www.eua.be/eua/en/eua_conferences_past.aspx)
7. Naidoo, R. (2003). Repositioning higher education as a global commodity: Opportunities and challenges for future sociology of education work. British Journal of Sociology of Education, 24(2), 249-259.
8. Keynote address of Professor Peter Mayo, University of Malta in the International Conference on Lifelong Learning: Issues and Perspectives held in University of Kalyani during 17-18 February, 2017.
9. RUSA document of MHRD, Gol.
10. Daswani C.J., and Shah S.Y., (eds), Adult Education in India, Selected papers, UNESCO, New Delhi, 2000.

*Third Semester*

**Paper Code – COR 309 : Management of Adult & Continuing Education programmes** **FM-50**  
**(Credit:3+1=4)**

**Theory**

- A) Management – Concept, process and Importance, Basic principles of Management – planning, organizing, staffing, Directing, Coordinating, Monitoring and Evaluation, Reporting and Budgeting – their application to adult education.
- B) Planning and Management of Total Literacy Campaigns: Post literacy and Continuing Education; Administrative structure of literacy campaigns at Central, State, District, Panchayat and Village levels; Human Relations and its applicability of Adult Education.
- C) Management Information System (MIS): Definition, Need, Structure, Reports, Meetings, Database, Application of MIS in monitoring the Literacy campaigns.
- D) Project planning and formulation : Concept, Categories, Phases of project life cycle and essentials of project planning – project formulation techniques, goal oriented project planning, management cycle, system approach to formulation and execution of adult continuing education projects, sustainable programme, withdrawal and peoples takeover.
- E) Meaning, elements and steps in the process of decision making; principles and different types of decisions and their use in adult education.
- F) Leadership in Adult Education
- G) Organizational development in Adult Education

**Practicum**

- a. Financial Planning and Management – procedures of book keeping, principles and maintenance of accounting – Financial transparency.

**Reading List**

1. Chowdari S., Project Management, Tata Mc Graw Hill Publishing Company. New Delhi, 1988.
2. Computer Adult Learning Information System (CALIS)- User Manual, DAE, MHRD, Govt. of India. New Delhi, 1990.
3. Indian Institute of Management: Management of Education in India, A silver jubilee publication: IIM, Calcutta, 1987.
4. Mercy Anselm. Organizational Behavior: Himalaya Publishing house, Delhi, 1985.
5. Mridula Krishna, Project planning in India, IIP A; New Delhi, 1983.
6. National Institute of Information Technology. Management information system (MIS): Guidelines for Literacy personal, DAE, MHRD, Govt. of India. New Delhi, 1990.
7. National Institute. of Information Technology. Management Information system (MIS): Instructions for usage of MIS, DAE, MHRD, Govt. of India, New Delhi, 1990.
8. Prasanna Chandra. Projects - Preparation, Appraisal & Implementation.
9. Pradeep Kumar Principles of Management, Kedarnath Ramnath and Co., Merut.
10. Rajkumari Chandra Sekhar. Aspects of Adult Education. New Era Publications. Madras.

**Paper Code – COR 310 : Research Methodology****Full marks - 50  
(Credit: 4)****Theory**

- A) Research: Concept, Nature and significance of research, current status and priorities of research in Adult & Continuing Education; identification and formulation of the research problems in Lifelong Learning/adult/continuing education.
- B) Types of Research: Basic, applied, action research; participatory approach in research; Research methods – Historical, experimental, Interpretative, Qualitative, Quantitative, descriptive and survey.
- C) Hypotheses: Definition, objectives, characteristics, types and functions; Sampling: Meaning, advantages and methods – random, systematic, stratified, multi stage, cluster, purposive, quota.
- D) Sources of data (a) Primary use of schedules, questionnaires, tests and inventories, projective techniques and case studies (b) Secondary use of documents, records and census reports.
- E) Participatory Research Applications : Workshop Based Methods – Community Based Methods – Methods for stakeholders consultation – Methods of Social Analysis – Basic Methods – Tools and Techniques.
- F) Life history approach, Negative enquiry, Ethics of Research, participatory action research
- G) Research Report Writing: Format, styles of writing, styles of quoting, Interpretation of tables, appendices and bibliography: Guidelines in preparation of Research project proposals for submitting to funding agencies.
- H) Statistics – Meaning, nature, functions, importance, use, and limitations in research.

**Reading List**

7. Babbie Earl, The Practice of Social Research, (London: Wadsworth Publishing Company, 1983)
8. Goode W.J. & Hatt P.K., Methods of Social Research, London. Me. Grand Hill Book Co., 1952.
9. Gupta B.N., Statistics, Agra Sahitya Bhavan. 1994.
10. James A. Black, Dean J. Champian, Methods and Issues in Social Research, John Willey & Sons Inc. London, 1976.
11. Krishnaswamy. O.R.. Methodology of Research in Social Sciences, Himalaya Publishing House. Delhi, 1999.
12. Kotari C.R., Research Methodology, Methods and Techniques, Wiley Eastern Ltd. New Delhi, New Edition.
13. Young P.V.; Scientific social surveys and research, New York, Prentice Hall. 1966.
14. Vasudeva Rao & Sekhar (ed.), Evaluation studies - The Associated publishers Ambala Cantt.
15. Benerje N.P., Strategies of Educational Research, The Associated Publishers, Ambala Cantt
16. Vasudeva Rao B.S., National Adult Education Programmes – An Evaluation study, Himalaya publishers House Bombay.
17. Rao & Vijaya, A. Text Book of Evaluation, The Associated publishers, Ambala Cantt
18. Neela Murkherjee, Participatory Rural Appraisal: Methodology and Application – Concept publishers Company, New Delhi.
19. Amitya Murkherjee, (Ed.) Participatory Rural Appraisal – Methods and Application in Rural planning, Vikas Publishing House (P) Ltd., New Delhi, 1995.



**Paper Code – COR 311 : Human Rights****Full marks - 50  
(Credit: 4)****Content**

- A) The Concept of Human Rights – Origin and Historical Development, United Nations and Human Rights violation by the state military, police, terrorists, landlords, parents.
- B) Social and philosophical conception of individual property, freedom of justice and rights in ancient, medieval and modern World and in India. Slavery, federalism, rises of capitalism, socialism and globalization with mentioning names of Myles Horton and Martin Luther King.
- C) Civil and political rights during pre and post independence India, state of emergency and the Indian Constitution; enforcement of civil and political rights, Kashmir and Punjab and North Eastern provinces.
- D) Mechanism for Human Rights promotion and protection, the national human rights commission. The national Commission for Women, Minorities, Scheduled Caste and Scheduled tribes. National policy for children. National policy on Child Labour. Indian Council for Child welfare – National policy on Education – Juvenile Justice Act – Role of NGO's.
- E) National Human Rights Organizations; The Governmental Agencies; National Minorities Commission, the role of executive; Legislation and Judiciary in promotion and protection of human rights. The Role of NGOs in promotion and protection of human rights in India. International Human Rights NGOs and India.
- F) Human Rights and population welfare programmes in perspective – Expansion of Education, population policy and Human Rights – Population Education and rights of women – Human Rights, Women and Environment – NGOs and Human Rights – Liberation of Bonded Labour – Efforts of protecting Child Workers, Sex Workers.
- G) Human Rights and Sustainable Development Goals.

**Reading List**

1. Cranston M., What are Human Rights
2. Wardron J.J. (ed.), Theories of Rights.
3. Agrawal H.D., Implementation of Human Rights with Special Reference to India.
4. Garling M., The Human Rights Handbook
5. swaroop Jagadish, Human Rights and Fundamental Freedom
6. Gamgarada K.D., Social Legislation in India.
7. Thamilnaram V.T., Human Rights in Third World perspective.
8. Ramachandran S.G., Thirty Years after the Universal Declaration.
9. Human Rights in International Law: Basic Tents, Strafourg: Council of Europe 1985.
10. Basic Documents of Human Rughts – Ian Brounile, Oxford, 1981.

**Paper Code – COR 312 : Andragogical Approach****Full marks - 50  
(Credit: 1+3=4)****Theory**

- A) Introduction to teaching – learning techniques.
  - 1) Concept and scope of Educational techniques 2) Pedagogy 3) Andragogy 4) Group teaching 5) Teaching individuals 6) Motivation – Maslow's Need Hierarchy Theory 7) Difference of Training and Teaching.
- B) Techniques of Development of Teaching-learning materials
  - 1) Self-learning printing materials 2) Group Learning printing materials 3) Audio and video materials 4) Interactive multimedia materials 5) EDUSAT

**Practicum**

- a. Methods of Teaching Adults and Methods of Teaching Literacy
  - 1) Methods of Teaching Adults, Group Process Techniques – Case Study, Role Play, Games and Simulation, Brain-storming, Motivation training, Human Relations training, Groups Dynamics,
- b. Methods of Teaching Literacy – Analytical Methods, Eclectic Method, Summative Method, Letter-Picture Association Method (Laubach Method).
- c. Praxis in Adult Education -- Yes, I can.

**Reading List**

1. Allen Brent, Philosophical Foundations for the Curriculum, George Allen & Unwin publishers Ltd., London, 1973.
2. Daniel tanner & Laurel N. Tanner, Curriculum Development, Theory into practice ( Second Edition), Macmillan publishing Co. Inc., 866, Third Avenue, New York, 1980.
3. David R. Evans, Games & Simulations in Literacy Training, Literacy in Development – A Series of training monographs, Hulton Educational Publications Limited in Cooperation with the IIALM, Tehran, 1979.
4. Directorate of Adult Education, Handbook for Developing IPCL Materials, Ministry of Human Resource Development, Government of India, New Delhi.
5. Gupta N.R., Manual for Adult Literacy Teachers, Indian Adult Education Association, New Delhi.
6. Minor Gwynn J. & John R. Chage Jr., Curriculum principles and Social trends, The Macmillan Co., Collier Macmillan Canada Ltd., Toronto, Ontario, 1970.
7. Mustaq Ahmed, How to write Primers for Adults, Directorate of Adult Education, New Delhi, 1979.
8. Paulo Freire, Education: The Practice of Freedom, Writers & Readers publishers, London, 1974.
9. Pratt David, Curriculum Design and Development, Harcourt Brace Jovanovich Inc., New York, 1980.
10. Smith O.B., Stanley W.O., and shores J.H., Fundamentals of Curriculum Development, Harcourt, Brace & World Inc., New York, 1957.

**Paper Code – DSE 301 : Inclusive Education****Full marks - 50  
(Credit: 4)**

- A) Inclusive Education  
 1) Inclusive Education – Concept, Scope and significance in Adult Education 2) Marginalized people in Indian Society and Govt. Policy 3) Segregation, Integration, Inclusion and main streaming – the role of Adult Education 4) Principle of Inclusive Education – Access, Equity, Relevance, Participation and Empowerment 5) Barriers to Inclusive Education – Attitudinal, Physical and Instructional.
- B) Practicing Inclusion Education  
 1) Parameters of Inclusive Education 2) Challenges of Inclusive Education – Attitude, Awareness and Rehabilitation 3) Adult Education for special need people 4) Role of relatives; Peers; Community; Resource Persons; Govt. and Non-Govt. Organizations and Civil Society.
- C) Disparities in Education: Women and Gender Studies.

**Reading List**

1. Principles of the Inclusive Education and the Role of Teachers and In-School Professional Staff by Ognen Spasovski, The Journal of Special Education and Rehabilitation, Vol. 11, No. 1/2, January 1, 2010.
2. Seven Pillars of Support for Inclusive Education: Moving from "Why?" to "How?" by Tim Loreman, International Journal of Whole Schooling, Vol. 3, No. 2, September 2007.
3. Diversity Matters Understanding... by Lynn Spradlin, Richard D Parsons.
4. Harry Daniels, Philip Garner
5. Inclusive Education, Psychology Press, 1999.
6. Reform, Inclusion, and Teacher Education: Towards a New Era of Special ... by Chris Forlin, Ming-Gon John Lian, 2008.
7. Inclusive Education, Sanat K. Ghosh, Progressive Publishers, 2003.
8. <http://ncert.nic.in/ncert/collection/pdf/InclEducFinal.pdf>
9. Inclusive Education for Children with Special Needs, by Neena Dash, 2006.
10. <http://intldept.uoregon.edu/wp-content/uploads/2012/12/INTL-UG-Thesis-Kohama.pdf>

**OR**

**Paper Code – DSE 301 : Environmental Education****Full marks - 50  
(Credit: 4)**

1. Environmental Education: Concept, Objectives, Scope and Significance; An Overview of Environmental Education in India; Role of Literacy & Continuing Education programmes in Environmental protection and Awareness.
2. Population Growth and impact on Ecosystem – Agricultural Green Revolution, HYV and pesticides – Mans Impact on LAN, Mining, Coastal areas, transport and literacy.
3. Environmental pollution – Air, Water, Soil, Sound, Solid Wastes: People's movement for environment conservation.
4. Environmental Laws, Ethics, Salient Features of National Environmental Bill (1993), Pollution Control Board.
5. Formal and Non-formal approaches to environmental protection – Role of Students: Teachers and Women in Environmental protection and promotion.

**Reading List**

1. Bhatia S.C., Environmental Consciousness and Adult Education, Centre for Adult, Continuing Education and Extension, University of Delhi, 1980.
2. Bhatia S.C., The Environmental Concern, Centre for Adult, Continuing Education and Extension, University of Delhi, 1983.
3. Bhatia S.C., papers in Environmental Education, IUCAE, New Delhi, 1984.
4. Bhatia S.C., Operational zing Environmental Education, Centre for Adult, Continuing Education and Extension, University of Delhi, 1984.
5. Desh Bandu, Environmental Management, Indian Environmental Society, 1981.
6. NIEPA: Environmental Education: Hand book for Educational planners, NIEPA, New Delhi.
7. Smith R.L., Man and His environment: An Ecosystem Approach, Harper & Row, London, 1992.
8. Promodh Sing, Ecology of Rural India, Asish publishing House, New Delhi, 1987.
9. Sharma R.C., Population Trends, Resources and Environment: Handbook on population Education, Dhanapat Raj and Sons, Delhi, 1975.
10. Trivedi and Raj, Management of Environmental Education and Research, Akashdeep Publishing House, new Delhi, 1992.
11. UNESCO, Inter Governmental Conference on Environmental Education, Tbulisi, USSR, A Final Report, Paris, 1978.
12. Heino Apel & Anne Camozzi, Adult Environmental education: A Handbook on context and Methods, 11/DDV Supplement to Adult Education & Development, No .47, German Adult Education Association, 1996.
13. Agarwal D.P., Man and Environment through Ages, Books & Books, New Delhi, 1992.

**Paper Code – SEC : Food Processing****Full marks - 25  
(Credit: 2)****Theory**

- Selection of Fruits, Vegetables
- Definition and Food Processing
- Selection of Fruits, Vegetables
- Seasonal Fruits and Vegetables for processing
- Preservation, Storage, Sealing and Packaging method of various foods
- Types of preservatives. List of Food preservative in our country.
- Definition of Organic, Natural and Chemical preservative and their percentage of uses.
- Principles of food hygiene, personal hygiene, kitchen hygiene and sanitation.
- Control of food quality
- Food safety, hazards and risks – meaning, definition, types of hazards : Biological, Chemical and physical hazards.
- Food borne disease.

**Practical**

1. Preparation of Orange Squash
2. Preparation of Guava Jelly
3. Apple Jam
4. Tomato Sauce/Ketchup
5. Mango Pickle (sweet)
6. Chalta Pickle (sweet)
7. Cauliflower pickle
8. Brinjal Pickle
9. Potato Drying (potato chips)

Note : Theory and Practical would continue simultaneously.

**Reading List**

Reading List will be provided and / or supplied later on.

*Fourth Semester*

**Paper Code – DSE 402 : Extension Education, Development & Community Outreach** **FM - 50**  
**(Credit: 2+2=4)**

**Theory**

1. Extension Education: Definition, Philosophy, Scope, Importance, Objectives and Principles. Historical perspectives; Comparative studies in Extension. Community Development. Communication process.
2. Teaching-learning process, steps of teaching. Extension Teaching Methods. Adoption and diffusion of innovations.
3. Different Rural Development Programmes including early efforts of Rural Reconstruction.
4. Elementary knowledge of Marketing. Personnel and Resource Management.
5. Entrepreneurship: Concepts, Theories and Criteria for Development of entrepreneurship. Preparing projects for bank appraisal. Procurement Management. Bank support for entrepreneurship.
6. Training: Definition, Needs, Classification, Models, Programme Planning and Evaluation.
7. Role of Universities and Colleges in Extension and Field outreach activities- Departments of Lifelong Learning/Adult Education, population studies, Home Science, Sociology, Social work, Rural Development; Other Sources and Contributions from various disciplines.
8. Approaches to extension and Community outreach – Experiments of different Institutions/Organizations/Universities.

**Practicum**

1. Preparation and use of different Extension Teaching Methods.
2. Identification of Key communication.
3. Preparation of Interview schedule/Questionnaire and data collection.
4. Group discussions on different topics related to Rural Development.
5. Participatory Rural Appraisal.

**Reading List**

1. Advi Reddy A., Extension Education, Srilakshmi Press, Baptna, 1971
2. CSIR Science and Technology for rural Development Basic Issued, CSIR, 1984.
3. Dahama O.P. & Bhatnagar O.P., Education and Communications for Development, Oxford & IBH publishing Co., New Delhi, 1989 (4.1)
4. Dalima D.P. & Bhatnagar O.P., Education and Communications for Development, Oxford & IBH publishing Co., New Delhi, 1989.
5. Floris P., Appropriate Technologies for Rural Development In India, Concept Publishing Co., new Delhi, 1992.
6. GOI, Extension Education in Community Development, New Delhi, GOI, Publication, 1961.
7. Jayagopal. R. (Ed) Studies in Extension Activities, IUACE, New Delhi, 1984.
8. Sachdeva J.L. and Asha V. 9ed) Non-formal Education for Women, Indian Adult Education Association, New Delhi, 1985 (4.1)
9. Shah, S.Y. An encyclopedia of Indian Adult education, National literacy mission. M.H.R.D, New Delhi, 1999.
10. Singh Ranjeet, Text Book of Extension Education, Sahitya Kala parakrashaan, Ludhiana, 1983.
11. Supe S.V., An Introduction to Extension Education, Oxford & IBH publishing co., New Delhi, 1988.
12. University Grants commission, University system and extension as the third dimension, New Delhi, 1999.

**Paper Code – DSE 403 : Vocational Components of Adult Education and follow-up programmes****Full marks - 50  
(Credit: 4)**

- A) Vocational Education
  - 1) Historical Perspective of Vocational education 2) Vocational Education and Empowerment 3) Entrepreneurship development.
- B) National Scenario
  - 1) Context and Coverage 2) Policies, Prioritization and preferences
- C) Global Context
  - 1) Vocational Education system in USA 2) Vocational Education in SAARC countries.
- D) Vocational Education in Changing Society
  - 1) Work oriented Education as Foundation of Vocational Education 2) Traditional Vocational Education and required reforms 3) Lifelong Learning : Vocational Education and Training 4) Market reforms for entrepreneurship development.
- E) Continuing Professional Development: Critic of the whole Ideology of professions.

**Reading List**

1. International Labour Organisation, Theory and Practice of Vocational Training in Japan. 2nd Revised Edition, APSDP, Islamabad, 1982. .
2. International labour Organisation, Planning, Programming and Evaluating Vocational Training, Report of APSDEP/ ILO/Japan Regional workshop, 11-18 August 1986, Chiba, Japan, APSDEP/Islamabad, 1986, Vi 109pp.
3. International Labour Organisation. Appropriate Technology and Training for Women in South Asia, Report of a Sub Regional Workshop, 26, Oct. - 1 Nov. 1986, Islamabad, Pakistan, APSDEP, Islamabad, 1987, Vi+57p.
4. International Labour Organisation, Apprenticeship in Asia ,and the Pacific, Report of a Regional Seminar, 13-20 July. -981, Colombo, Sri Lanka, APSDP, Islamabad, Pakistan, 1981, 156 p.
5. Hosomi. G. Nakata, S et al. New Approach to Vocational Training Vol.1 (1985) and Vo1 11 (1986), ILO/APSDEP Islamabad, Pakistan.
6. Lucita Lazo. Work and Training opportunities for women in Asia and the pacific, International Labour Office, APSDP, Islamabad, 1984 VIII + 256 p

**OR**

**Paper Code – DSE 403 : Evaluation & Remedial Measurement****Full marks - 50  
(Credit: 4)**

- A) Aims and Objectives, need for evaluation; Evaluation models and approaches – CIPP model, types and advocacy, model, participatory approach – evaluation to the context of adult education.
- B) Tools and techniques of evaluation – projective methods, case study, self appraisal methods, observation, rating scales, check list, questionnaires, interview schedules.
- C) Evaluation: Tasks of functional literacy workers – base line survey, need assessment, achievement testing, measurement of change and attitude; programme efficiency; community survey for the study of the impact of the programme.
- D) Evaluation of Instructional Materials and Learning Outcomes: Scheme of learner's evaluation – measurement of literacy, functionality and awareness.

**Reading List**

1. Alathur, R.S. Evaluation of Learning 'outcomes, New Delhi: Directorate of Adult Education, 1985.
2. Alford HJ. Assessment and Evaluation in Continuing Education.
3. Blalock M. Hubert, Conceptualization and Measurement in the Social Sciences, Sage Publication, New Delhi, 1982.
4. Clarence, H. Nelson. Measurement and Evaluation in the Classroom, The Macmillan Co., Callier-Macmillan Ltd., London, 1970.
5. Garrett H.E., Statistics in Psychology and Education, Valkils, Bombay.
6. Government of India, Modalities of Total Literacy Declaration and Evaluation of Learning Outcomes, New Delhi : Directorate of Adult Education, 1992.
7. Gron Lund, Nonnan, E. and Linn, Robert, L., Measurement and Evaluation in Teaching, .Macmillan Publishing Co., 1990.
8. Guilford, J.P., .Fundamental Statistics on Psychology and Education, McGraw Hill Book Co., New York, 1965.
9. Lonis J. Kamal, Testing in our schools. The Mac Milian Co., New York, 1966.
10. Lenis, J.. Kamal, Measurement and Evaluation in the schools, The Mac Milian Co., Collier. Mac Milian Ltd., London, 1970.
11. Mathus, R.S. Concurrent External Evaluation and Impact Studies, New Delhi, Directorate of Adult Education, 1989.
12. Mehrens William A. and Lehmann. Irvin, J. (1986). Measurement and Evaluation in Education and Psychology, Holt, Rinehart and Winston, Inc., New York.
13. Nimbalkar. M.R. Adult Education and its Evaluation System, Delhi: Mittal Publications. 1981.
14. Phillips Ray C., Evaluation in Education, Charies E. Merril Publishing Company Columbus, 1968.



**Paper Code – DSE 403 : Population Education****Full marks - 100  
(Credit: 4)****Special Paper**

- A) Population Education
  - 1) Definition, Objective, Content and Scope
  - 2) Demographic concepts and relevant terms
  - 3) Determinants of population change
  - 4) Consequence of Population change.
- B) Population Theories and Policies
  - Malthusian theory, Marxist theory, Biological; National population policy.
- C) Concept of quality of life; Adolescence Educations; Sex Education; Family Welfare; Population control measures- Individual, National and International.
- D) Women Development Index, Youth Development Index, Human Development Index.
- E) HDI/YDI

**Reading List**

1. Asha A. Bhandra & Tara K. Kanitkar, Principles of population Studies Himalaya publishing House, Bombay, 1996.
2. Agarwala S.N., India's population problems Revised 1st ed. Tata McGraw Hill publishing co., PVT Ltd., New Delhi, 1973.
3. Grover and Bharadwaj, population Education in India, the Association publishers, Ambala Cantt.
4. David Marment (Eds): Issues in population Education, Lexington Books, London, 1976.
5. Jayasurya S.E.: Curriculum Innovation through population Education, 1978.
6. Mamoria C.B/. India population problems, Kitab Mahal, New Delhi, 1981.
7. Mascarenhas, O.M: Population Education for Usuality of Life, 1982.
8. Mehta J.S. \* & Ramesh Chandra: Population Education: Selected Readings, NCERT, 1972.
9. Srinivasa Rao R., Handbook on population Education, S.V. Univeristy, Tirupathi, 1975.
10. Thomson Raiph, population Dynamics, Random House, New York, 1965.
11. Agrawal J.C., Population Education – Shipra publications, Shakarpur, 2002.
12. UNFP: World population policies, praeger publishers, 383, Maidson Avenue, New York N.Y., 100, 017, USA. Pp. 203-221, 1979.
13. UNESCO: Curriculum Development in population Education, UNESCO Regional Office for Education in Asia and the pacific, Bangkok, 1985.
14. UNESCO: Population Education in Asia and pacific, Bulletin of the UNESCO Regional Office for Education in Asia and the pacific, Bangkok, 1985.
15. Vatsala Naraian, C.P. Prakasam and K. Srinivasan: Population Policy: perspectives in Developing Countries, Himalaya publishing House, Bombay, 1983.
16. Seshadri and pandey, population Education, A National Source Book, NCERT, New Delhi, 1991.

**Paper Code – DSE 404 : Mass-Media & Communication for Development****Full marks - 50  
(Credit: 4)****Special Paper**

- A) Communication: Definition, Processes, Functions and its application to Adult Education.
- B) Communication: Theories and principles, Development Communication – Concept, Importance and Models.
- C) Factors influencing communication – The Fidelity of communication (determinants of effects) – Communication barriers and overcoming them improving the communication process.
- D) Communication Media – Definition, Classification of Media, The nature of Media, Selection of Communication Media, Critical Approach. Social Media, Cyber Crimes, Social Media and prevention of Crimes, Do's and Don'ts.
- E) Audio – Visual aids: Types of Classifications and the principles underlying their uses.
- F) Selection and use of the following aids : Chalk Boards, Flash Cards, Flannel graphs, Bulletin Boards, Posters, Pictures, Maps, Charts, Diagrams, Puppets, Exhibits, Folders, Flip Charts, Photographs, Banners, Wall Newspapers, Audio Cassette, Video Cassettes, Slides, Traditional Media , Models, Specimens, Hardware and Software.
- G) Operating and Marinating different types of projects.
- H) Techniques of learning with modern audio – visual aids.
- I) Mass Media Communication – Radio, Video, Film, Press & Television and their role in Adult Education.
- J) Press Laws; how to use journalism for educational purposes.
- K) CSR.
- L) 3-Week Internship.

**Reading List**

1. Malkote S.R., Communication for Development in the Third World: Theory and Practice, SAGE Publication, New Delhi, 1991.
2. Ruhela S.P., Education Technology, The Associated publishers, Ambala Cantt.
3. Joshi P.C., Culture, Communication and Social change, Vikas publishing House, New Delhi, 1989.
4. Adivi Reddy, Extension Education, Bapatla, Sreelakshmi, 1971.
5. Alfred G. Smith, Communication and Culture.
6. Bosc. J. Educational Techniques in Community Development, Orient Longmans, Bombay, Madras & New Delhi.
7. Chakravarthy, S.R., Audio-Visual Aids in Education, New Delhi, Sagar Publication, 1977.
8. Srinivas R. & Sandhya Rao, Critical Issues in Communication, SAAGE Publication India 9p) Ltd., New Delhi, 2001.
9. Jam Servaes, et al., participatory Communication for social change, SAGE publication India (P) Ltd., New Delhi.
10. Shirly a. White et al., Participatory Communication, SAGA Publication India (P) Ltd New Delhi.

## Project / Dissertation

### Project Work

**Full marks - 50  
(Credit: 4)**

A student should organize either one Literacy Centre or a Post Literacy Centre in a community for 60 hours and use his/her own materials and make a comprehensive and analytical report about his/her programme. In addition each student will be required to submit a small diary on their working in the community. Exposure to students & Field visit to NIRD, ICSSR & Annual Skill Enhancement Programme.

### Dissertation and Viva-voce

**Full marks - 50  
(Credit: 4)**

The students are required to write a project report on any of the following under the guidance of a faculty member. Field work is compulsory for this report. The students should have to submit their report within a fixed period of time.

- 1) Education programme for Adolescent rural girls
- 2) Marketing of SHGs household products
- 3) Second language literacy
- 4) Income promoting literacy
- 5) Door-step Libraries for rural learners
- 6) Games for contextual learning of ECCE learners
- 7) Family Education Programme
- 8) Linking sustainable Agriculture with Lifelong Learning
- 9) Environment Literacy for urban and rural areas or any other topic in consultation with the teacher. (**Within 25000 words**)