Additional Information required from the Heads

Program Specific Outcomes (PSO)

M.Phil.

PSO1: To provide in depth knowledge and understanding of Lifelong Learning and extension to those who belongs to other disciplines.

PSO2: To equip students with adequate knowledge and skill in research methods, techniques and tools.

PSO3: To encourage and motivate them to take up quality researches in relevant areas of social importance.

PSO4: Understand the conceptual framework of Adult and Lifelong Learning.

PSO5: Gain insight into the relationship between Literacy, Adult Education and Lifelong Learning.

PSO6: Understand the Role of Lifelong Learning in the context of globalization.

PSO7: Understand the Psychological, Philosophical and Sociological perspectives of Adult and Lifelong Learning.

PSO8: Familiarize students to various learning theories in the context of Adult and Lifelong Learning.

PSO9: Acquaint the students about the Principles and types of researches.

PSO10: Examine the various methods of data collection, research tools and techniques of research

PSO11 Make the students aware about the theory construction impart knowledge about programme evaluation and use of computer in research and evaluation.

PSO 12:. To acquire understanding of Adult & Lifelong Learning in global perspective

PSO 13: To develop comparative perspectives on Adult Education in Asia, Africa, Europe, Latin & North America.

PSO 14: To develop insights and undertake innovations in Adult & Lifelong Learning

PSO15: To develop understanding of the process, principles, objective and approaches of curriculum development,

PSO15: Learn the process and techniques of material development for lifelong learners including Neo-literates.

PSO16: Learn the process, methods, techniques, strategies and significance of training a tool for Human Resource Development.

PSO17: To equip students with necessary skills to evaluate the training programme.

PSO18: To enable the students to understand policy and practices of knowledge and technology based extension education & services in the context of social and economic development of the country.

PSO19: To equip them with the necessary skills of establishing relationship of need and provisions of extension services to people at different stage of their life

PSO20: To enable them to develop an insight from the extension programmes organized at various level.

M.A. Lifelong Learning & Extension

PSO1: Understand the Psychological, Philosophical and Sociological perspectives of Adult and Lifelong Learning,

PSO2: Familiarize students to various Learning Theories in the context of Adult and Lifelong Learning,

PSO3: Develop appropriate Skills for Motivation and Environment Building Learn various Philosophies of Learning.

PSO4: Understand the Conceptual framework of Adult and Lifelong Learning.

PSO5: Gain insight into the relationship between Literacy, Adult Education and Lifelong Learning.

PSO6. Understand the Role of Lifelong Learning in the context of Globalization.

PSO7: Understand International practices across the world.

PSO8: Understand various Research Methodologies in Social Sciences,

PSO9: To develop skills related to various techniques of evaluation,

PSO10: Learn to apply necessary skills to take up research projects,

PSO11: To help students develop assessment tools.

PSO12: To enable students understand different concepts of development,
PSO13: Gain insight in different sociological theories (classical and modern),
PSO14:To provide knowledge about strategies and approaches of social development,
PSO15: To acquaint students on environmental and ecological issues.
PSO16: To develop understanding of the process, principles, objective and approaches of curriculum development,
PSO17: To acquaint students about teaching techniques and teaching aids for effective teaching and learning,
PSO18: Learn the process and techniques of material development for lifelong learners including Neo-literates.
PSO19: To enhance the understanding of communication process, its diffusion and adoption,
PSO20: To impart knowledge about communication technologies,
PSO21: Understand the role of media in bringing attitudinal changes in individual and social change in general.
PSO22: Communication: Methods and Practice.
PSO23: Use of Hardware & Software technologies in Education.
PSO24: Participatory, persuasive and effective aspects of communication methods.
PSO25: Understand the importance of Human Resource Development.
PSO26: Learn the process, methods, techniques, strategies and significance of training as a tool for Human Resource Development.
PSO27: To equip students with necessary skills to evaluate the training programme.
PSO28: To make students understand the basic principles of Research Methodology,
PSO29: To comprehend about different techniques of Research design,
PSO30: To develop capacity to design and evaluate the development projects,
PSO31: Understand the Ethics of Research.
PSO32: Understand the basic information about online teaching and learning process,
PSO33: Learn the application of learning theories applied in online learning environment,
PSO34: Develop hands-on practical skills in e-learning strategies and tools.
PSO35:To enable students to understand about environment, energy and health linkages.
PSO36: To enable students regarding critical issues related to environment, energy and health.
PSO37: To promote awareness regarding national policies and programmes in context of environment, energy and health.
PSO38: Understand the theories and principles of extension,
PSO39: Gain insights into the historical perspectives of extension,
PSO40: Understand the role of universities in extension in particular and various systems of extension in general.
PSO41: To provide information, education and communication on counseling and guidance to take informed decision
PSO42: To develop Skills in Counseling and Guidance,
PSO43: To understand Counseling and Guidance in various settings.
PSO44: To improve understanding regarding gerontology and its various dimensions,
PSO45: To educate students regarding critical issues of ageing workforce, its prospects, opportunities and challenges,
PSO46: To promote awareness regarding national policies and programs in context of ageing and adult continuing education.
PSO47: To acquaint students about the significance of population and Development education,
PSO48: To make students understand the implications of theories and policies,
PSO49: To examine population and development education in formal, non-formal and informal education.
PSO50: To improve understanding of CSO functioning and its role in development,
PSO51: To educate students regarding program management and service delivery components,

issues and challenges,
PSO52: To develop the skills of students on effectively program management and service delivery of
     CSO at community level.

M.Phil.

Course Outcomes (CO)
Research Methodology
Unit – I:

CO 1: Fundamentals of Social Science Research
CO 2: Framing of Research questions and Hypothesis
CO 3: Types of Researches and Research Design

Unit – II:

CO 1: Qualitative & Quantitative Research Methods
CO 2:   Selection and Development of research tools, use of sources
CO 3: Use of latest techniques & practices in research
Unit – III:

CO 1: Content writing and Analysis, case studies
CO 2: Evaluation Research
CO 3: Action Research & Participatory Research
Unit – IV:

CO 1: Comparative studies across system, society and theories.
CO 2:   Professionalization & disciplinary growth of Adult & Lifelong Learning
CO 3:   Concept of Notions and theory building.

Paper – II

Advance Study on Lifelong Learning & Extension

Unit - 1

CO1: Historical Perspective of Adult and Lifelong Learning in India – Pre and Post-Independence period.

CO2: Concepts and terminologies related to Lifelong Learning: Andragogy & Pedagogy, Lifelong Learning, Continuing Education, Formal-Education, Non-Formal Education, Incidental Learning, Illiteracy and its forms.

CO3: Indian Adult / Lifelong Learning Programmes: Social Education, Farmer's Functional Literacy Programme (*Gram Shikshan Mohim*), National Adult Education Programme and National Literacy Mission.

CO2: Approaches to Continuing Education / Lifelong Learning in different Five-Year Plans. *Sakshara Bharat*

Unit – 2

CO1: Lifelong Learning and Development - Social, Economic, Political and Cultural.

CO2: Extension education, Field outreach and Community engagement in Lifelong Learning.

CO3: PSO3. Emerging needs and future perspectives of Lifelong Learning.

CO4: Lifelong Learning needs of industries.

Unit – 3

CO1: Principles governing the Philosophy of education, Lifelong Learning and Extension.

CO2: Major educational theories – Liberal, Behaviorist, Progressive, Humanistic, Radical and Analytical.

CO3: Values of education vis-à-vis challenges of contemporary society.

CO4: Application of learning principles in practice of Lifelong Learning

Unit – 4

CO1: Introduction to adult psychology, Basis of human behavior, attachment and dependency, aggression and moral judgment, structural determinants of alienation.

CO2: Theories of learning, learning environment

CO3: Motivation and learning in social context.

CO4: Lifelong Learning in South East Asia – Selected case studies of Thailand and South Korea.

Global Perspectives on Adult & Lifelong Learning

Unit I

CO1: Definitions of literacy, adult education, comparative education and   comparative adult & Lifelong Learning.

CO2: Global context & challenges of literacy; adult education & Lifelong Learning

CO3: Theories of adult education & impact on the society globally.

CO4: Trends of adult & Lifelong Learning

Unit II

CO1: Adult & Lifelong Learning in Asia.

CO2:   Society, adult education & development in Asia.

CO3:   Policy, planning and impact of technology on Adult & Lifelong Learning

CO4:   Adult & Lifelong learning of vulnerable population in Asia
Selected Case Studies

Unit III

CO1: Innovation & diffusion of innovations in adult education
CO2: Role of ICT in innovations from Asia & Europe -Selected Case Studies
CO3: Role of ICT in innovations in North & South America: Selected Case Studies.
CO4: Role of ICT in innovation in Africa: Selected case studies

Unit IV

CO1: Theoretical perspectives of global organizations & network – discourse on   cultural theories of globalization
CO2:   Network and organizations having primary interest in adult & lifelong learning
CO3: Network & organizations having limited interests in adult & lifelong learning.
CO4: Role of civil society organizations in adult & lifelong learning at global level

Curriculum, Material Development and Training Techniques

Course Content

Unit – 1.
CO1: Curriculum development – meaning, need, theories and practices.
CO2: Objectives of curriculum development, principles, planning and implementation
CO3: Philosophical, Sociological and Psychological basis of curriculum development.
CO4: Evaluation of curriculum – different models of evaluation and feed back

Unit – 2

CO1:   Identification of need and interest of lifelong learners and emerging trends of curriculum reform
CO2:   Teaching and Learning materials for lifelong learners – conventional, non-conventional, and modern.
CO3:   Application of anthological principles in preparation of learning material for lifelong learners.
CO4:   Preparation of Books and Learning materials for Neo-literates; process, content and field testing

Unit – 3

CO1: Concept of training: definition, need and objectives
CO2:   Principles and practices of training.
CO3: Process of training and its methods and techniques
CO4: Designing a training programme and its implementation

Unit – 4
CO1: Training and Learning Aids.
CO2:   Identification of Job competencies
CO3:   Budgeting and cost-benefit analysis of training programme
CO4: Evaluation of training

Extension and Social Development

Unit I

CO1: Concept, objective, and philosophy of development and extension programme
CO2:   History of extension and development.
CO3: Extension policies and programmes in the context of development needs.
CO4: Universities based extension policies and programmes.

Unit II

CO1: Agencies involved in extension
CO2: Social, political and economic context of extension education and services.
CO3:   Major extension initiatives in the country especially in agriculture, rural development, health,
        environment, employment and technology transfer.
CO4:   NGO's and extension

Unit III

CO1: NGOs in extension, case studies and their analysis in agriculture, health, rural development, KVIC,
energy and sustainable development.
CO2: Emerging frontiers of extension.
CO3: Extension planning and organizing
CO4: Motivation in extension

Unit IV

CO1: Limitations of extension, conflict of theory and practice
CO2: Power relation and extension function
CO3: Globalization & extension
CO4: Engagement of universities with society: reflections

M.A. in Lifelong Learning & Extension

Foundational Areas

Unit – I

CO1: Principles governing the Philosophy of Education, Lifelong Learning and Extension.
CO2: Major Educational Theories – Liberal, Behaviorist, Progressive, Humanistic, Radical and
Analytical.
CO3: Values of Education vis-à-vis challenges of contemporary Society.

Unit – II

CO1: Definition of Sociology – Nature of Human Society, Concept of Society, Relevance of Sociology
for Lifelong Learning.

CO2: 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).

CO3: Social Change: Social Change & Social Resistance

  a. Dalit Movement in India

  b. Women's Movement in India

  c. Peasants' Movement in India

Unit – III

CO1: Introduction to Adult Psychology, Basis of Human Behavior, Attachment and Dependency, Aggression and Moral Judgment, Structural Determinants of Alienation.
CO2: Theories of Learning, Learning Environment
CO3: Motivation and Learning in Social context.

Unit - IV

CO1: Introduction to Adult Learning, Learning Span, Factors Facilitating Adult Learning and experiential Learning.
CO2: Application of Learning Principles in Practice of Lifelong Learning.
CO3: 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.

Adult and Lifelong Learning

Unit - I

CO1: Historical Perspective of Adult and Lifelong Learning in India – Pre and Post Independence period.
CO2: Concepts and terminologies related to Lifelong Learning: Andragogy & Pedagogy, Lifelong Learning, Continuing Education, Formal-Education, Non-Formal Education, Incidental Learning, Illiteracy and its forms.
CO3: 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

CO1: Lifelong Learning and Development - Social, Economic, Political and Cultural.
CO2: Extension Education, Field Outreach and Community engagement in Lifelong Learning.
CO3: Approaches to Continuing Education / Lifelong Learning in different Five-Year Plans.

Unit – III

CO1: Emerging needs and future perspectives of Lifelong Learning.

CO2: Lifelong Learning needs of Industries
CO3: 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

CO1: Trends of Adult & Lifelong Learning in Asia with focus on SAARC Countries.
CO2: Adult & Lifelong learning in developing and developed countries: Tanzania, Brazil, China, USA and Canada.
CO3: Current Initiatives at National Level Saakshar Bharat and International Level UNLD-2003-2012, Literacy Initiatives for Empowerment 2005-2015, E-9 countries.

Research, Assessment & Evaluation

Unit – I

CO1: Problem Identification.
CO2: Types of Research: Pure and Applied Research, Quantitative and Qualitative Research, Mixed Research.
CO3: Historical, Experimental and Descriptive Research.
Unit – II

CO1: Formulating Hypothesis and Testing.
CO2: Participatory Research: Participatory Rural Appraisal (PRA) Techniques.
CO3: Case Study Method.
Unit – III

CO1: Development of Assessment tools
CO2: Standardization of Research tools
CO3: Interview Techniques
Unit – IV

CO1: Evaluation – Concept, Meaning, Typologies and Tools.
CO2: Formative, Summative and Concurrent Evaluation.
CO3: Participatory Evaluation.

Sustainable Social Development

Unit – I

CO1: Classical Sociological Theories
CO2: Modern Sociological Theories
CO3: Recent Development in sociological theories (Late Development, Micro-Macro Integration, Agency-Structure Integration).

Unit - II

CO1: Social movements and development
CO2: Community life, religious spheres, conflict and fundamentalism in development discourse.
CO3: Movements for development (i.e. agrarian movements, labor movements, women's movement, ecological movements etc.)

Unit – III

CO1: Collective action and cooperation.
CO2: Approaches and strategies for holistic social development
CO3: Reducing vulnerabilities: Evolving institutions for sustainable livelihoods

Unit – IV
CO1. Value based development-ethics for equity and justice
CO2. Sustainable and inclusive Development: concept, meaning and theories of sustainable and inclusive development.
CO3. Alternative model of Development, Ecology, Environment: concept philosophy and Linkages.

Curriculum, Material Development and Teaching Techniques

Unit – I

CO1. Meaning and Definition of Curriculum – need for curriculum – curriculum theory and practice.
CO2. Objectives of curriculum development.
CO3. Principles of curriculum development: approaches.
Unit - II

CO1. Curriculum planning: Need and implementation
CO2. Evaluation – process product- feedback mechanism.
CO3. Curriculum development – supporting systems.
Unit – III

CO1. Different teaching methods.
CO2. Teaching and learning materials for Lifelong Learning.
CO3. Teaching Aids: Conventional, Non-conventional and Modern.
Unit - IV

CO1. Identification of Needs and Interests of Lifelong Learners.
CO2. Preparation of Books and Audio-visual materials for Neo-Literates: Processes, Contents and Field Testing of Materials.
CO3. Role of State Resource Centers, National Book Trust and University Departments to produce materials for Lifelong Learners through Formal and Informal system of education.
Information Communication Technology (ICT)

Unit – II

CO1. Application of Multi Media.
CO2. Social Marketing and Advertising.
CO3. Folk Communication Media and Community Radio.
Unit – III
CO1. Communication Materials generation in Print, Audio-Visual and Visual Formats.
CO2. Impact of ICT
CO3. Implication of ICT in Society
Unit – IV

CO1. Information retrieval Management
CO2. Open Distance Learning Approach.
CO3. Virtual Classroom.

Human Resource Development and Training

Unit – I
CO1. Traditional Family-based skills acquisition processes.
CO2. Institution-based skills acquisition processes.
CO3. Participatory and Community-based skills acquisition processes
Unit – II

CO1. Principles underlying Training
CO2. Training and Learning Aids.
CO3. Training Techniques –
1. T. System, T. Skill Requirement, Mapping.
2. 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

CO1. Identification of job competencies
CO2. Designing and implementing a Training programme.
CO3. Use of Technology in Training – Multimedia e-learning, on-line and distance learning.

Unit – IV

CO1. Training Skills & Training System.
CO2. Methods used in Training: on the job and off the job method.
CO3. Evaluation of Training.

Research Methodology

Unit – I

CO1. Methods of Data Collection
CO2. Sampling methods, sampling design and techniques.
CO3. Methods and tools of research (Qualitative and quantitative), Reliability and validity
Unit – II

CO1. Preparation and Development of Research Proposed in relation to Adult and Lifelong Leaning
CO2. Research design and measurement
CO3. Hypothesis testing

Unit – III

CO1. Analysis of Data: Analytical, Co-relational, Analysis of Variance and co-variance, partial and multiple co-relations

CSO2. Regression Analysis, Factor Analysis and Discriminate Analysis.
CO3. Analysis of Data using software.

Unit – IV

CO1. Research Administration and Budgeting
CO2. Research Report Writing
CO3. Ethics in Research

Management of E-learning and Innovations

Unit – I

CO1. Engaged learning in a online environment: Advantages of online education,
CO2. Current research, myths and constraints of online teaching and learning
CO3. Learning theory in the online classroom, trends in e-learning, introduction to asynchronous, hands on social bookmaking, critical reflection.

Unit – II

CO1. Building Learning Communities: Adapting Classroom Based Activities to Cyberspace,
CO2. Choosing and Effective communication Tool, Introduction to Model (Open Source CMS), Exploration Blogs and Blogging, Critical Reflection.
CO3. Directed learning, Creating a personal Search Engine, Web-based knowledge management planning, Peer Feedback Exercise, Critical Reflection

Unit - III

CO1. Activities to engage online learning: icebreakers, creating and facilitating a discussion Forum, questioning strategies, cooperative learning, sharing web 2.0.
CO2. Information fluency: evaluation of websites, power searching techniques, critical reflection
CO3. Creating your online learning environment, publishing your portfolio, peer review, accessibility awareness, final reflections.

Unit -VI

CO1. Measuring online learning: student performance, course evaluation, program.
CO2. Evaluation, survey and quiz technology, designing, assignments and assessments.
CO3. Ethical use of digital resources, understanding copyright and fair use, exploration of forecasting.

Extension and Development

Unit – I

CO1. Extension – concept, meaning, philosophy and importance
CO2. Principles of extension.
CO3. Understanding extension in relation to development

Unit – II

CO1. Historical perspective of extension.
CO2. Extension Programmes in pre-independent India
CO3. Extension programme in post-independent India

Unit – III

CO1. Behavioral sciences for extension and development
CO2. Extension communication and diffusion of innovation for development
CO3. Planning and management of extension and development.

Unit- IV

CO1. Emerging issues in Extension- Economics of Extension, ethics and extension.
CO2. Extension role of Universities.
CO3. Comparative analysis of various approaches and systems

Environment, Energy and Health

Unit – I

CO1. Conservation of natural resources – soil, air, energy and biodiversity
CO2. Ecological role of forests – agro forestry and multipurpose trees, sources of pollution, abetment of pollution, greenhouse effect and climate change.
CO3. Conservation of endangered plants and animals, national parks and wild life sanctuaries, food security and eco-tourism

Unit – II

CO1. Environmental legislation and education.
CO2. Environmental movements and selected case studies: mountain, Deserts and Coastal Regions.
CO3. Environmental impact assessment

Unit – III

CO1. Energy Scenario in India.
CO2. Renewable and non-renewable energy sources: energy plantation
CO3. National energy policy.

Unit – IV

CO1. National health policy
CO2. Environment and health: effect of pollution on health and diseases, sanitation and hygiene, medicinal plants
CO3. Primary health Care, first aid, yoga and meditation, promotion of healthy environment in India.

Guidance and Counseling

Unit –I

CO1. An introduction to Guidance and Counseling
CO2. Nature, Scope and Rationale
CO3. Approaches and theories of counseling- psycho analysis, client centered, existential, rational-emotional-emotive, cognitive and behavioral, multi-model approach in Counseling
Unit-II

CO1. Types of guidance and counseling- telephone, personnel, postal, referral
CO2. Counseling process and strategies
CO3. Assessment and appraisal in guidance and counseling

Unit-III

CO1 Counseling in various settings- family, clinical, career, professional
CO2. Counseling for vulnerable and differently able persons
CO3. Ethics in Counseling
Unit-IV

CO1. Counseling to special target groups- Peer, Parents, Students, Teachers
CO2. Application of technology in guidance and counseling
CO3. Life- skill building for youths

Population and Development Education

CO1. To acquaint students about the significance of population and Development education,
CO2. To make students understand the implications of theories and policies,
PSO2. To examine population and development education in formal, non-formal and informal education.

UNIT- I
CO1. Population education and development: definition, objective and scope
CO2. Population theories and policies: Malthus- optimum, biological, national population policies of India
CO3. Sources of population data: census, vital registration system

UNIT- II
CO1. Population education in formal, non-formal and informal education
CO2. Population, environment and sustainable development
CO3. Reproductive child health

UNIT- III

CO1. Population and development issues – HIV/AIDS and substance abuse, reproductive health
CO2. Adolescent growth and development education
CO3. Population and gender issues

UNIT IV
CO1. Population and health linkages
CO2. Managing elderly population
CO3. Population and quality of life

Ageing and Lifelong Learning

Unit –I

CO1. An introduction to gerontology
CO2. Nature, scope and rationale
CO3. National policies and programs
Unit-II

CO1. .Health issues and management
CO2   Adjustment issues and mental health after retirement.
CO3. Stress of caregivers, geriatric counseling.
Unit-III

CO1. Approach of gerontology, third age education, social cohesion.
CO1. Ageing workforce as a resource, adult continuing education and lifelong learning   strategies, skills enhancement
CO1. Participatory and qualitative ageing, employment opportunities

Unit-IV

CO1. Some success stories and practical exposure
CO2. Visit to old age homes and communities
CO3. Hands-on experience of students

Management and Service Delivery of Civil Society Organization.

Unit – I

CO1. Scenario of CSOs and its contribution in development sectors – global, regional and local level
CO1 Legal framework for CSOs in India (Related acts and legislation, policies etc. related to CSOs
CO1. The process of development of CSOs – (Development of MoU, aims and objectives, mission and vision etc.)
Unit – II

CO1. Concept of Organizational Development (OD), significance and process of OD

CO2. Governance and administration system of CSOs, accountability
CO3. Human resource management (HRM) system and financial management in CSOs
Unit – III

CO1. Concept of program management system in CSO- components of management and its process
CO2. Strategic planning, project cycle management, planning, budgeting, monitoring and evaluation

CO3. Networking and linkages, stakeholder management

Unit –IV

CO1. Concept of service delivery by CSO

CO2. Implementation of program and schemes – (understanding Project Implementation Plan (PIP) Proposal development and funds rising

CO3. The process of strengthening service delivery in CSO (Field supervision, oversight management, quality control).