UNIVERSITY OF DELHI

DEPARTMENT OF ADULT CONTINUTING EDUCATION & EXTENSION

UNDERGRADUATE PROGRAMME
(Courses effective from Academic Year 2015-16)

SYLLABUS OF COURSES TO BE OFFERED
Elective Course

Elective Papers on Adult Education under Choice based Credit system for Undergraduate students

Elective papers

Code No. of Paper	Title of Paper	Theory	Internal Assessment	Credit
AE-CBCS-601	Adult & Lifelong Learning	75	25	6 (5+1)
AE-CBCS-602	Extension and Community Development	75	25	6 (5+1)
AE-CBCS-603	Guidance and Counseling	75	25	6 (5+1)
AE-CBCS-604	Productive Aging and Care	75	25	6 (5+1)
AE-CBCS-605	Women Empowerment	75	25	6 (5+1)
AE-CBCS-606	Entrepreneurial and Leadership Development	75	25	6 (5+1)

AE-CBCS-601

ADULT & LIFELONG LEARNING

Objectives:-

1. Understand conceptual framework of Adult & Lifelong Learning.

2. Gain insight into the relationship among Literacy, Adult Education and Lifelong learning

3. To equip students with emerging needs of life-skills for academic development

Unit I   Conceptual framework and Historical Development.

1. Basic Concepts: Literacy, Adult Education, Continuing Education and Extension Education, Lifelong Learning

2. From Adult Education to Lifelong Learning. Historical Development of Adult Education in India: pre and post independence period

3. UGC Approach, Adult education in Indian university and colleges

Unit II   Emerging Trends and Partnership in Lifelong Learning.

1. Emerging needs and future perspective of Lifelong Learning. Lifelong Learning needs of Industries.

2. Role of non-governmental organizations - national and international organization.

3. Skill enhancement through Lifelong Learning

Unit III Lifelong Learning & Development

1. Lifelong Learning and Socio-Economic , Cultural Development
2. Lifelong Learning and Professional Development
3. Lifelong Learning and Skill (Hard & Soft) Development

Unit IV Lifelong Learning in selected Countries

1. Lifelong Learning in SAARC countries with special focus on India

2. Lifelong Learning in selected African countries- Tanzania, South Africa
3. Lifelong Learning in E-9 countries

Practicum and exposure

1. Sharing some issues - Nai Talim of Mahatama Gandhi, Night schools of Zakir Hussin, Lok Jumbis, SEWA model etc,
2. Exposure visit to Shakshar Bharat districts, JSS, SRC, LSK
3. Visit to community innovation centre of the department
4. Hands-on experience to the students in community.

<u>**Additional Readings**</u>

Bhatia, S. (2014), Literacy and Adult Education in Pre & Post Independent India: Sonali Publications, New Delhi.

Jarvis, P. (2010), Adult Education and Lifelong Learning: Theory and Practice, Routledge
Preece, J (2009), Lifelong Learning and Development: A Southern Perspective,
London : Continuum International Publishing Group.
Gerhard, F. (2000). "Lifelong Learning - More than Training", *Journal of Interactive Learning Research*, Volume 11 issue 3/4 pp 265-294
Singh, M. (2004), Institutionalizing Lifelong Leaning, UNESCO, Paris
Rajesh & Dixit,V.K.(2011), Lifelong Learning: Issues and Challenges, Global Book Organization, New Delhi.
DACEE (2009). Ed., Readings in Lifelong Learning, DACEE, DU
Rajesh (2009), From Campus to Community, University Press, University of Delhi, Delhi
UNESCO (2001), Draft proposal and plan for United Nations Literacy Decade, UNESCO, Paris
World Education forum (2000), Education for All, The Dakar Framework for Action, Paris

AE-CBCS-602

EXTENSION AND COMMUNITY DEVELOPMENT.

Objectives:

1. To enable the students to understand policy and practices of extension education & services in the context of social and economic development of the country.

2. To equip them with the necessary skills of provisioning development opportunities to adult illiterates and aged through need based extension programmes and

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

Unit I   Historical Perspective:

1. Concept, objective and philosophy of extension programme
2. History of Extension: Indian and International
3. Extension Policies and Programmes in the context of developmental needs and

    Agencies involved in Extension

Unit II   Emerging Extension Issues

1. Social, political and economic context of extension education and services.
2. Major extension initiatives in the country especially in agriculture, rural development health, environment, employment and technology transfer.
3. Development policy and extension, emerging frontiers and limitations of extension, women,

Unit III   Extension Planning

1   Planning and organizing extension.
2   Principles, features, need and importance of training.

3 Training design methods & material development. Monitoring and evaluation of training programme .

Unit IV   Extension and Development

1. Reflective practices in extension, power relation and extension function, participatory democracy, Globalization and extension.
2. NGOs and extension, engagement of universities with society: reflections.
3. Case studies and their analysis in agriculture, environment, health and rural development. (minimum 5 cases)

Practicum and Exposure

1. Visit to place(s) of significance to extension movement
2. Field visit to gain knowledge to agricultural centres/dairy/health, extension centers
3. Engaging in extension service delivery structure and preparing a case study of institutions/agencies engaged in delivery of extension services/ education

Additional Readings

Bhatia, S.C (ed.) (1984), *Continuing Education Status and Directions*, IUACE, New Delhi,

Daniel, O. R & Nancy. T (2001), *The Making of Literate Societies*, Blackwell, USA,

Dubey, J.P (2008), *University Extension: A Historical Perspective*, AP India.

Dubey J.P (2010), *University Extension: A Structural and Functional Perspective*, LAP Lambert Germany.

Kundu C.L (1994), *Adult Education Programme in the University System*, Nirmal Book Agency, Kurukshetra..

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

Daivadeenam ,P (2002), Research Methodology in Extension Education, Agro Tech Publisher ,Udaipur.

Rajesh (1996), Extension Education in Colleges and Universities in India, Student Aid Publications, Delhi.

AE-CBCS-603

GUIDANCE AND COUNSELING

Objective:

1. To help students in taking informed decision through Guidance and Counseling

2. Develop skills in Guidance & Counseling

3. Make them understand Counseling and Guidance in various settings.

Unit –I Conceptual Framework of Guidance & Counseling

1. An introduction to Guidance and Counseling- Concept and definition

2. Nature, Scope and Rationale

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

Unit-II Counseling Process

1. Types of guidance and counseling- telephone, personnel, postal on line and referral

2. Counseling process and strategies

3. Assessment and appraisal in Guidance and Counseling

Unit-III Approaches to Counseling

1. Counseling in various settings- family, clinical, career, professional and Environmental Counseling

2. Counseling for vulnerable and differently able persons

3. Ethics in Counseling

Unit-IV Guidance & Counseling: Some Issues

1. Counseling to special target groups- Peer, Parents, Students, Teachers

2. Application of technology in guidance and counseling

3. Guidance and Life- skills building

Practicum and exposure

1. Visit to University information centre

2. Field visit to counseling centers (Drug de-addiction centers, Integrated Counseling and Testing Centers (Educational Institutions , Hospitals, Legal Courts - counseling units)

3. Case study and working with NGO/ organizations on guidance and counseling

4. Role- play and group presentations on various counseling techniques.

Additional Readings

Gibson, R & Mitchell (2002), *Introduction to Counseling and Guidance*, Harrell prentice hall, (6th edition), New Jersey.
Archer & McCarthy C.J (2008), *Theories of Counseling& Psychotherapy*, Merrill Prentice Hall, New Jersey.
Cullex, S. (1991), *Integrating Counseling Skill in Action*, Sage Publication, New Delhi,
UNESCO, (2001), *A Handbook of Counseling Services*, UNESCO, New Delhi.
Joneja, J.K, (1997), *Occupational Information and Guidance*, NCERT, N. Delhi
Rajesh and Subramanian, T.K.V., (2005), *Telephonic Counseling in University System*, N. Delhi, Bista International.
Oberai , S.C (2001), Educational ,Vocational Guidance and Counseling, Loyal Books , Delhi
Singh , K (2007), Counseling Skills for Managers , Prentice Hall of India, N. Delhi
Aggrawal, R (2007), Elementary Guidance and Counseling, Sipra, Delhi

AE-CBCS-604

PRODUCTIVE AGEING AND CARE

Objectives

1. To improve understanding regarding Gerontology and educate students regarding national policies and programs related to Ageing in context of Lifelong Learning and Adult Continuing Education

2. To educate basic issues of senior citizens, care-giving, counseling etc.

3. Enable student about critical issues of Ageing workforce, its prospects, opportunities and challenges.

Unit –I: An Overview

1. Demographics-birth and death rates, sex ratio, dependency ratio, life expectancy.

2. Demographic transition, changes in age structure, disability and morbidity patterns.

3. Population aging in the developed and developing world and its impact on the individual and society. New trends for ageing care

Unit-II: Care-Giving

1. Problems of care in elderly . Skill of care for different categories of elderly

2. Adjustment Skill, issues and Mental Health after retirement.

3. Stress of caregivers, Geriatric Counseling. Skill requirement for caregivers

Unit-III: Policies and Programmes

1. Intervention programmes of Social justice. Government laws and policies for senior citizens

2. Indian National policy on Aging (1999).

3. Maintenance and Welfare of Parents and Senior Citizen Bill-2007.

Unit-IV: Empowerment in the Third Age

1. Productive ageing, Adult learning re-training of retired or retiring employees and Lifelong Learning

2. Ageing workforce as a resource, Adult Continuing and Lifelong Learning Strategies, Skills Enhancement.

3. Participatory and Qualitative Ageing, Employment opportunities. Ageing empowerment through training

Practicum and Exposure

1. Field visits to Old Age Homes.

2. Interaction /Field visits to communities.

3. Case Studies.

Additional Readings

Agewell Foundation (2010), Changing Trends of Old Age, Age Well Research and Advocacy Centre.

Kam, P.K (2003), Empowering Elderly: A Community Work Approach Community development journal, Oxford Journal, Vol.-31, issue 3, PP 230-245.

Lloyd, P,(2002), The Empowerment of the Elderly People, School of Social Sciences, University of Sussex UK, London.

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

Cohen, L. (1998), No Ageing in India, University of California Press, Berkeley.

Rajan, S.I. (2005), An Aging in India, Rawat Publication, New Delhi

Irudaya Rajan, Misra and Sarma (1999), India's Elderly: Burden or Challenges, Sage Publications, New Delhi.

<u>**AE-CBCS-605**</u>

Women Empowerment

Objectives:

1. Enable students to understand the historical perspective of women empowerment

2.Acquaint the students with some of the major development programmes f or women and their impact on society.

3. Make students aware of existing programmes and strategies for Empowerment of women

<u>**Unit I**</u>   **Historical Perspective of Empowerment**

1. Historical Perspective of Women Empowerment in Pre and Post Independent India

2-. Government Policies and Programmes on Women Empowerment.

3-Panchayati Raj Institution and women

<u>**Unit II**</u>   **Women in Organized and Unorganized Sectors**

1. Characteristics of Working Women in India- Employability Trends.

2. Women in Organized and Unorganized Sectors in India.

3. Women and microfinance .Transition of women towards new millennium.

<u>**Unit III**</u>   **Legal Rights of Women in India**

1. Legal literacy for women, legal services,

2. Women and Indian Constitutional provisions, Criminal procedures codes (Bailable and Non-Bailable offence)

3. Human Rights and Women Empowerment. Hindu marriage act

<u>**Unit IV**</u>   **Determinants of Gender Empowerment**

1. Women's Education, Employability and Health issues

2. Socio-economic determinates of Empowerment

3. Culture and Empowerment of Women, Gender and Indian Political System

Practicum and exposure

1. Field visit to Gender Resource Centers in Delhi
2. Exposure to training and livelihood program for women including self-employment program.
3. Working for Self Help Groups to women in the communities
4. Visits to Woman's Panchayat
5. Exposure to skill building program for women
6. Decent Employment Opportunities for Women (ILO experiences and CSO integration program)

Additional Readings

Arunachalam. J (2005), *Women's Equality – A Struggle for Survival:* Gyan Publishing House, New Delhi

Kamala, S. & Singh, U. K. (2008), *Towards Legal Literacy :* Oxford University Press,New Delhi

Karl, M (1995), *Women and Empowerment – Participation and Decision Making*: Zed Books Ltd., London.

Parvin, R.M. (2005), *Empowerment of Women – Strategies and Systems for Gender Justice*: Dominant Publishers and Distributors, New Delhi,

Selvam, S. (2005), *Empowerment and Social Development – Issues in Community Participation*: Kanishka Publishers, Distributors, New Delhi

Sinha, A. K (2008), *New Dimensions of Women Empowerment*: Deep & Deep Publications Pvt. Ltd., New Delhi

Bhadauria, M (1997), *Women in India – Some Issues:* APH Publishing Corporation, New Delhi

Rao, D.B and Rao, D.P, (2004), *Women Education and Empowerment:* Discovery Publishing House, New Delhi

AE-CBCS-606

ENTREPRENEURIAL AND LEADERSHIP DEVELOPMENT

Objective:

1. To improve understanding of Leadership and Entrepreneurship.
2. To educate students regarding Skill, Training and important of Leadership
3. To develop the skills of students on cope with the entrepreneurial challenges

Unit – I   Entrepreneurship development

1. Entrepreneur meaning, importance, types, qualities and culture, Evolution of entrepreneurship
2. Role of consultancy organizations in promoting entrepreneurs, small business: concept and their roles in Indian Economy
3. Setting, locations of enterprise, financing, steps in setting, problems. Sickness in small industries, reasons and remedies

Unit – 2 Entrepreneurial Challenges & Training

1. Marketing Environment for entrepreneurs, concepts, research, segmentation and strategies.
2. Problems of & Challenges of small scale units, promotion & Advertising
3. Training for self-employment, Non-formal training including training by civil Society organizations.

Unit – Skill Development Identification of types of Skills

1. E-learning, Web-Based learning: Concepts, Design & Management, content Design
2. Team building / Coordination Skill : Practices, Task, role play mixing ability, group building
3. Selling Skills: product knowledge – selling techniques & product presentation, demonstration, order processing & in store selling etc.

Unit – 4 Leadership

1. Leadership: Theories, Concepts & overview (ideas, components)

2. Context of leadership: roles of the leader follower and organization: leadership development through local self government

3. Leadership influence, Development, strengths & weaknesses. Leadership for Entrepreneurship

Practicum and Exposure

1. Visit to different industries/small Scale industries
2. Exposure visit to the agencies, associated with entrepreneurship
3. Exposure to skill building and leadership programme
4. Training programme for entrepreneur
5. Visit to funding agencies and civil Societies.

Additional Readings

1. Desai,Vasanth (2009), *Dynamics of Entrepreneurial Development and Management"* Himalaya Publishing House, New Delhi.
2. Srinivasan, N.P. & G.P, Gupta (2004), *Entrepreneurial Development,* Sultan Chand & Sons, New Delhi.
3. Saravanavelu, P. (1997*), Entrepreneurship Developmen*t, Ess Pee Kay publications, Chennai.
4. Skill Development and training in SMES, Local economic and employment Development (LEED), OECD Publishing, OECD (2013).
5. Skills development for inclusive and sustainable growth in developing Asia-Pacific, 2013, edited by Maclean Ruput, Jagannathan shakti & Sarvi Jouko-Springer Publication.
6. Skill development in India the Vocational Education and Training System, Human Development Unit South Asia Region. The World Bank, Jan.2006.
7. National Skill Development Corporation. "Need Assessment Report on Building Trainers' Skills in Vocational Employability" by MART, Noida, UP, NSDC, New Delhi
8. Ernst & Young-FICCI's (2011), Knowledge Paper on Strategic and Implementation Framework for Skill Development in India,