SAVITRIBAI PHULE PUNE UNIVERSITY
DEPARTMENT OF LIFELONG LEARNING AND EXTENSION

M.A. LIFELONG LEARNING

(2023-24)

Revised

Syllabus as Per NEP 2020

Credit Based, Choice Based, Continuous Assessment Pattern

(Regulations, Scheme of Examination and Course Content)

(w.e.f. Academic Year 2023-24)

DEPARTMENT OF LIFELONG LEARNING & EXTENSION

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INTRODUCTION:

*A*s per the provisions in the Maharashtra Public Universities Act, 2016 (Mah. Act No. VI of 2017) Clause 45(1), Lifelong Learning and Extension is to create skilled and learned human resources through its various teaching–learning and skills development programmes in higher education. As a part of this initiative Savitribai Phule Pune University propose to launch Two years M.A. Lifelong Learning programme from the academic year 2019-20 through **Department of Lifelong Learning & Extension under the Faculty of Inter-Disciplinary Studies.**

Master of Arts in Lifelong Learning is an innovative programme which has been revised as per the principles, norms and regulation of **NEP2020.** It provides the set up for bringing the real world of work in to classroom and gives the opportunities to learner directly involved in development process in community of learning. It would learners a wider and more comprehensive understanding of lifelong learning as a field of knowledge and would accommodate a wide variety of learners' needs. It is emphasized on knowledge generation process and provide the suitable learning culture to the capabilities enhancement for lifetime and generating social capital.

OBJECTIVE OF THE PROGRAMME:

The M.A. Lifelong Learning programme aims at producing the well-trained individuals knowledgeable in lifelong learning and its various dimensions; More specifically, the M.A. Lifelong Learning programme intends to:

◉ Provide essential skills training which will be enable students to develop the setup for lifelong learning center as the learning services for community.

◉ To develop an understanding of Knowledge structure and functions of lifelong learning

◉ To equip students with the pedagogy of lifelong learning

◉ To develop professionals for effective participation in community of practices such as Practices of Old Age Home, Practices of Parenting and practices of House Keeping, Practices in Entrepreneurships, Practices of NGOs Management, etc. as of lifelong learning.

◉ To design and develop e-learning course content.

◉ To exploit ICT facilities for co-operative and constructivist learning environments.

◉ To undertake Research in the field of Lifelong Learning.

ELIGIBILITY:

A bachelor's degree in any discipline from a recognized University. The intake capacity being limited for 40 seats only.

DURATION: The M.A. (Lifelong Learning) Programme of full time Two years (Four Semesters) duration.

MEDIUM: The medium of instruction of course in English however students are allowed to write their examination answer books in Marathi.

RESERVATION OF SEATS: There will be reservation of seats as per rules of SPPU and Government.

COURSE FEES: As per Savitribai Phule Pune University rules.

CAREER PROSPECT:

- Establishing and Running Lifelong Learning Centers
- Jobs in Old Age Home
- Social Entrepreneurship
- Educational Entrepreneurship
- Jobs in Entrepreneurship
- Becoming Creative Social-Entrepreneurs
- Preparation of Startups
- Working in NGOs or Jobs in Department of Women-Entrepreneurship
- Creating Self-Employment.
- Career Improvement
- Lifelong Learning for sustainable and enriching employment or jobs.
- Extension Officer in Panchayati Raj Institutions
- Project Officers in development sectors
- Development Practitioner
- Project Officers in Tribal development sectors
- Tutoring and coaching class.
- Running KG school.
- Other Government and non-government jobs
- Start Ups in Educational Toys

COURSE DESCRIPTION:

This two-year degree course (88credits) is spread over in four semesters including 38 credits on theory papers and 16 credits on practicum as the major core in over all four semesters. For each paper, there will be internal evaluation for 50 marks and the external evaluation for 50 marks.

Special workshops and field visits will be organized as part of the course. Use of audio visual aids and films, documentaries screening etc. will also be supportive learning aids. Each student is required to complete supervised dissertation (with viva voce) or a research essay as part of this course. Lifelong Learning Practicum will be conducted, and each student is required to complete it as a part of the course. Credit transfer facility is available for the students. They can opt 4 credits outside the department in each semester. Master of Arts Lifelong Learning (M.A.) programme is the Full Time two-year' (4 Semesters) Programme of 88 Credits. It is a Credit-based Modular programme. some courses are of 4 credits each one is further divided into 4 modules of 1 Credit each. And some theory courses are of 2 credits which is divided into 2 modules of 1 credit each. Each Semester has Lifelong Learning Practicum and the ON JOB TRAINING placement is in the II semester of the M.A for 4 credits. Lifelong Learning programme. Semester III and IV has Research Dissertation for 10 credits. In third semester 4 credits devoted for the review of literature and Research design presentation and 6 credits for research dissertation for IV semester. One Credit requires 15 hours of Classroom interaction apart from practical work and assignments and 15 hours of self-study.

- ⊙ Each student is expected to cover 22 credits in each semester and 44 credits in each year.
- ⊙ Each core module will have an internal (continuous) assessment of 50 % of marks and a teacher may select the procedures for internal assessment.
- ⊙ If a student qualifies degree of honors or four years' degree course he/she can directly have enrolled in second year and complete MA Lifelong Learning course in a year.

EVALUATION WILL BE BASED ON-
- Participation in class discussion.
- Performance in Learning Activities and assignments given by respective teacher.
- Performance in semester end comprehensive tests and examinations.
- Performance in practicum.
- Performance in On Job Training Placement programme.
- Each regular student will normally appear for all the 25% credits in a semester out of the minimum number of credits required to obtain a degree.
- A student who wishes to register to the third/fourth semester should have gained at least 50% credits out of the total number of credits offered at the first and second semester of the first year.
- The evaluation of a course means the evaluation of total number of credits of that course. As such, all the credits taken together of a course will be evaluated in two parts CA and ESE (ETE).

- A course will be evaluated in the form of 50 marks for CA and 50 marks for ESE (ETE).
- A student will gain all the credits of a course after having obtained minimum 40 marks from CA (minimum 15 out of 50) and ESE (ETE) (minimum 15 out of 50) taken together and will get the respective grade and grade points in the respective course. Otherwise, a student will get grade F (Fail) in that respective course and will not gain any credits or grade points towards that course.
- **Revaluation:** In any case, there is no provision of revaluation or moderation of Lifelong Learning practicum, Project work, Dissertation, Work in Block Placement Assessment (CA) marks at the University Level.
- **Grade Point:** Marks/Grade/Grade Point (As per UGC, Government & SPPU Standards)

SPECIAL CHARACTERISTICS OF THIS PROGRAMME:

commitments for learner:

1. Student commits that he/she will attend the classes regularly.
2. Student commits that he/she will go thoroughly comprehensive learning activities and try out them in scenario of lifelong learning.
3. Student commits that he/she will find more information about Lifelong Learning theories on own basis.
4. Student commits that he/she will involve Community Learning Programme.
5. Student commits that he/she will go thoroughly the methods of teaching learning for adult learner
6. Student commits that he/she will find more tools and techniques to teach adult learner.

approaches of learning activities:

Activity based collaborative learning strategy will be adopted and Non-assessable and assessable activities will be developed. The analytical, Synthetic and Practical learning activity approach will be applied while developing learning activities. Model Learning Activities are given as below. Sharing, discussing on their own ideas and interactions often used along sides with task-based approach through blended learning mode of delivery.

Model of Learning Activities

Analytical Activities: Compare between Behavioral and Cognitive Learning Theory.

Synthetic Activity: Create the learning activity for Farmers based on experiential learning.

Practical Activity: As per this model, respective subject teacher has to develop the Learning Activities for each subject paper.

learning environment and methods of instructions:

Content has been made available in the DLLE in the forms of text, video, audio, web. The learning scenarios have been provided to the students for application of learning theory. Teacher will motivate to students for testing the effect of learning theory among community of practices. Interactive sessions will be organized on learning theories. Discussion forum will be created to discuss the issues of learning theories. Experts' lectures will be organized. Learning activities will be given to students. Students will engage in learning activities.

The teaching and training methodology adopted will revolve around participatory training methodology and principles of adult learning. The course will be taught in a modular form and by conducting number of workshops. Thus, the teaching methods involve classroom teaching, field exposure, group discussions, role play and self-learning assignments and Blended Mode of Learning. Some where the Case Study of learner will be employed as a method of teaching. Demonstration is also used as the instructions. Power-Point presentations will be prepared. Learning Activities, Cooperative and collaborative learning approaches also applied. Some where the Case Study of learner will be employed as a method of teaching of human learning theories. Demonstration is also used as the instructions. Power-Point presentations will be prepared. Learning Activities, Cooperative and collaborative learning approaches also applied as teaching learning methods. This course has designed to comprise lectures/ tutorials/laboratory work/ field work/ outreach activities/ project work/ vocational on job training/viva/ seminars/ term papers/assignments/ presentations/ self-study etc.

Internal Evaluation Pattern (Formative Assessment)

- Seminars & Discussions - (10 Marks)
- Assignment- (10Marks)
- Open Book Test -(5+5=10Marks)
- written Test -(10Marks)
- Extension Work-Outreach Activity-(10 marks)

Guideline for design the Internal Evaluation pattern respective.

4 Pattern of Continuous Assessment

Written Test	Assignment	Seminar presentation & Discussions	Extension work/ outreach	Open Book Test	Total	Practicum Total Marks 400	On Job Training 100	Dissertation Total Marks 250
10	10	10	10	5+5=10	50	200	50	125

Internal Evaluation pattern must be design based on defined community of practices in the respective course. Community of Practices means community of practitioners like Community

of Teachers, Community of Entrepreneurs, Community of Farmers, Community of Extension Officers etc.

- Teacher will suggest to Student to define Community of Practice and discuss its issues of learning in group. Learning issues of community of Practices will be the discussion point as per the concern subject. [Group Discussions].

- Interactions with the defined community of practices through Interview. It will be design as per the concern subject and students will prepare the note or journal or lecture based on information collected through interview. (Note/Lecture/Journal)

- Assignments will be developed as per the subject content and student can communicate with the community of practices intervention plant based on assignment which will be treated as an extension work.

Special Lectures/ Sessions for Bridging Gaps

The Centre organizes special lectures and workshops by available qualified experienced faculty of the department of Lifelong Learning and renowned scholars, activist, field practitioners for introducing students to the new debates in Lifelong Learning and Development. Special sessions are organized for addressing gaps in UG training and in monolingual education by enabling students to work with diversity and to develop academic skills of critical thinking, reading, writing, arguing, responding, presenting, documenting (audio/ visual), and researching. Along with this, co-curricular activities learning material also made available such as discussion forum, film festival, wiki workshop etc. are also organized for the enrichment of the students through blended learning mode of delivery.

On Job Training Placement:

This programme aims to prepare students to work in a variety of sectors like research, media, development & corporate social responsibility, Schools, Lifelong Learning Centers, Training Centers, Old Age Home, Nursery and Schools, Day Care Centers, NGOs, Development Organizations etc. It allows students to interact with their 'potential employers' in a non-recruiting scenario to practice the skills they possess, identify gaps in skills and work on those. The block placement programme places students for a period of 60 hours in a semester with various organizations working in diverse fields, with a view of matching the requirements of the organizations and the interests of the students. The On Job training placement is in the second semester between the first and second year of the MA programme.

Assignments for Developing Skills and Practice:

The Department conducts innovative and critical assignments to enhance academic skills of students, recognizing them not just as knowledge seekers but enables them to be knowledge

makers. Some of the assignments towards these goals include mock panel discussion, mock UN conference, group research, photo- essay, film/ radio clippings, web- based research, glossary making, class discussion, family history, response note, research essay, seminar presentation etc. The course also involves the field work component including study tours and campaign building to work for community.

Along with this, the course also focuses on students' feedback through end- semester forms and open meetings for revising curriculum and pedagogies, and academic advising for engaging with the reflexive field of lifelong learning.

CREDIT-BASED MODULAR STRUCTURE

The courses are organized into Three groups with differential weightage. Each one focuses on some specific aspects of the overall theme of Lifelong Learning. They are-

Group A: Major Core Courses	15	(credits 54)
Group B: Major Elective Courses	4+4	(credits 16)
Group C: Courses on Research Methodology in LLL	1	(credits 4)
Dissertation	1+1	(credits 10)
On Job Training	1	(credits 4)
Courses	24	credits 88
•Total Credits		88

CREDIT-BASED MODULAR STRUCTURE

Level	Semester	Course	Credits	Marks
6.0		**Major Core Courses**	**10(T)+4 (P)**	
	I	MALLL111: Methodology and Techniques of Adult learning	**4 (T)**	**100**
	I	MALLL112: Contemporary Theories and Practices of Human Learning	**4 (T)**	**100**
	I	MALLL113: Instructional Design	**2 (T)**	**50**
	I	MALLL114: Lifelong Learning Practicum	**4 (P)**	**100**
		Major Elective Courses	**4 (T)**	
	I	MALLL 115: Critical Reading	**4 (T)**	**100**
	I	MALLL 116: Tribal Livelihood Intervention Skills	**4 (T)**	**-/-**
		Research Methodology		
	I	MALLL 117: Lifelong Learning Research Methodology	**4 (T)**	**100**
		Semester Total	**22**	**550**
	II	**Major Core Courses**	**10(T)+4 (P)**	
	II	MALLL118:Lifelong Learning Policy, Planning and Programmes	**4 (T)**	**100**
	II	MALLL119: Educational Technology and Communication	**4 (T)**	**100**
	II	MALLL 120: Introduction to E-Learning	**2 (T)**	**50**

	II	MALLL 121: Practicum on Instructional Design & Development	4 (P)	100
	II	**Major Elective Courses**	**4 (T)**	
	II	MALLL122: NGOs for Lifelong Learning	4 (T)	100
	II	MALLL123: Community Development And Extension	4 (T)	-/-
		ON JOB TRAINING		
	II	MALLL124: On Job Training	4	100
		Semester Total	22	550
		Major Core Courses	**10(T)+4 (P)**	
	III	MALLL125 Parental Education for Early Child Development	4	100
	III	MALLL126 Care, Early Child Interaction and Pedagogy	4	100
	III	MALLL127 Technology for Distance and open Learning	2	50
	III	MALLL128 Educational Toy Making Practicum	4	
		Major Elective	**4 (T)**	
	III	MALLL129 Healthy Aging	4	100
	III	MALLL130 Social Gerontology	4	-/-
		Research Dissertation		
	III	MALLL131: Literature Review & Research Design Presentation	4	100
		Semester Total	22	550
IV		**Major Core Courses**	**10(T)+4 (P)**	
IV		MALLL132: Growth & Development of Lifelong Learning	4	100
IV		MALLL133 Value Education in Lifelong Learning	4	100
IV		MALLL134 Multimedia Instruction Design and Applications/ Practicum	4	100
		Major Elective	**4 (T)**	
IV		MALLL135 Tribal Society & Lifelong Learning	4	100
IV		MALLL136 Introduction to Work Progress and Employability Skills	4	-/-
		Dissertation		
IV		MALLL137: Research Dissertation	6	150
		Semester Total	22	550
		TOTAL	88	2200

Pattern of Continuous Assessments

Written Test	Assignment	Seminar presentation & Discussions	Extension work/ outreach	Open Book Test	Total	On Job Training	Field Work & Practicum Total Marks 400	Dissertation Total Marks 250
10	10	10	10	5+5=10	50	50	200	125

*The Major Elective courses are open for the students. This can be done considering the interest and preference of students, subject to the decision of the department committee.

COURSE SYLLABUS:

Syllabus for the proposed Post Graduate course on "Lifelong Learning" M.A. Lifelong Learning 88 Credits and one module for one credits and in each course of 15 hours for one Module.

PAPER MALLL111: METHODOLOGY AND TECHNIQUES OF ADULT LEARNING

(4 Credits: 60 Hours Teaching)

Learning Objectives:

Students will be able-

- to gain an understanding of the meaning nature and scope of adult learning.
- to acquire the skills of teaching for adult learners.
- to gain an understanding of the teaching methods of adult learner
- to know the process of adult learning material development.
- to acquire the skills of using the Teaching Aids for Adult Learning
- to know the curriculum development approaches.
- To apply the tools techniques and methods in adult learning sectors.

Module 1: Meaning, Nature and Scope of Adult Learning

- Concept of Adult Learning
- Characteristics of Adults Learners
- Communication with Adult learners
- Motivating and Mobilizing Stakeholders in the Context of Adult Literacy
- Pedagogy and Andragogy

Module 2: Adult Learning Material Development

- Improved Pace and Content of Learning
- Structure and Functions of Primer
- Strategies of material preparation
- Audio Visual Materials: Different Types
- Types of Material used for teaching Adults
- Preparation of Books for Neo-literates
- Computer Based Primers in Adult Functional Literacy

Module 3: Tools and Methods of Teaching-Learning for Adult Learner

- Analytic Method and storytelling Method
- Synthetic Method
- Laubauch Methods of Teaching Adults
- Naya Savera Technique of Teaching
- Paulo Freire Technique of Teaching Adults

- Use of Teaching Aids for Adult Learning –
- Use of Teaching Aids-Conventional
- Use of Modern Teaching Aids
- Literacy through Television

Module 4: Curriculum Development Approaches

- Identification of needs and interests of adults
- Curriculum Development and Supporting Systems
- Approaches to Curriculum Development

Readings:

Freire, Paulo (1970), Pedagogy of The Oppressed Translated by Myra Bergman Romos, London, Penguin Books.

Patil, Asha (2017) Concept of Adult Education in India, e-Pathashala, MHRD, Govt. of India http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000573AE/P001822/M028462 /ET/1522061514ConceptofAdultEducationinIndia_Part3.pdf

https://epgp.inflibnet.ac.in/view_f.php?category=1815

A Hand book on effective teaching learning technologies in Sakshar Bharat (2010). Directorate of Adult Education National Literacy Mission Authority Department of School Education and Literacy, Government of India, New Delh.

Alexandria Marshall. (2015) Motivation of adult learners

Chao Jr Roger,Yap.(2009).Understanding the Adult learners motivation and barrier to learning, ESREA (European Society for Research on the Education of Adult,

Mohanty, Jagannath.2002. Adult and Non-formal Education. New Delhi: Deep & Deep Publications Pvt. Ltd

Shah, A.B. & Bhan, Susheela (ed).1980. Non-formal Education and the NAEP. Delhi: Oxford University Press

Rogers, Alan. 1987. Teaching Adults in Extension. U.K.: Education for Development

Thakur, Devendra (ed). 1988.Adult Education and Mass Literacy. New Delhi: Deep & Deep Publications

Each One Teach One, Laubauch's Materials and Methods by S Y Shah, 1991, Indian Adult Education Association, New Delhi.

See-How to teach 'Each One Teach One' primers, Each One Teach One, Laubauch's Materials and Methods by S Y Shah, 1991, Indian Adult Education Association, New Delhi, Box No. 299, p. 21-28.

Each One Teach One, Laubauch's Materials and Methods by S Y Shah, 1991, Indian Adult Education Association, New Delhi,p. 22.

On this point see Meyer, V. And Keele, D. The Laubach way to reading: Review, Lifelong Learning 1988, Vol. 12, No. 1, 8-10: Also see Ahmed, M. Methods of teaching reading, New Delhi : State Resource Centre, 1989, 5-6, (Mimeograph).

S Y Shah, 1991, Each One Teach One, Laubauch's Materials and Methods. Indian Adult Education Association, New Delhi.

Knowles, M.S. (1984). Andragogy in Action. San Francisco: Jossey-Bass.

Taba, H. (1962). Curriculum development: theory and practice. New York: Harcourt Brace, Jovanovich.

Tyler, RW. (1971). Basic principle of curriculum and instruction. Chicago: The University of Chicago Press.

Fulton, R. D. (1991). A conceptual model for understanding the physical attributes of learning environments. In R. Hiemstra (Ed.), Creating environments for effective adult learning (pp. 13-22). San Francisco: Jossey-Bass

PAPER MALLL 112: CONTEMPORARY THEORIES AND PRACTICES OF HUMAN LEARNING

(4 Credits: 60 Hours Teaching)

Learning Outcomes:

Students will be able t

1. To gain an understanding of the Comprehensive human learning Theories.
2. To apply the learning theory in the practical setups of Lifelong learning for community of Practice.
3. To know how to make the connections between community of practices and learning process.
4. To operate learning theories for creating situation of better learning.

Module 1: MEANING, SCOPE AND NATURE OF HUMAN LEARNING

- Definitions of learning
- Types of learning
- Multiple approaches to Understanding of learning
- The process & dimensions of Learning
- Comprehensive Theories of Learning -Behavioral Theory of Learning , Cognitive Theories of Learning ,Experiential learning, A social Theory of Learning

Module 2: THE LEARNING SYSTEM IN HUMAN BEING

- Learning & Brain Functions
- Learning, dispositions and preconditions
- Barriers to learning
- The Transformation of Experiences in learning
- Learning and Life courses
- Learning and Curriculum

Module 3: LEARNING AND A COMMUNITIES-OF-PRACTICE

- Early Traditions of Social Learning Systems
- Social Learning Systems: Boundaries, Identity, Trajectories and Participation
- Learning in the Workplace Community
- Future Roles for Social Learning Systems and Communities of Practice

Module 4: A CONSTRUCTIVE DEVELOPMENTAL APPROACH

- Pragmatism and learning
- Informative and transformative learning
- Biographical learning
- Culture, mind and learning
- Activity Based Learning
- The zone of proximal development

Readings:

Bowden, J. and Marton, F. (1998). The University of Learning: Beyond Quality and Competence. London: Routledge, Taylor & Francis Group.

Chomsky, N. (2000). *Language and Mind* . New York : Cambridge University Press.

David, K. (1984). *Experiential Learning: Experience as a source of Learning and Development.* Englewood Cliffs, NJ: Prentice-Hall.

Illeris, K. (2006). *How We Learn: Learning and Non-Learning in School and Beyond,* New York : Routledge, Taylor & Francis roup .

Illeris, K.(Ed) (2009). Contemporary Theories of Learning. London: Routledge, Taylor & Francis Group .

Jarvis, P. (2006). *Towards A Comprehensive Theory of Human Larning, Lifelong Learning And The Learning Society* . New York : Routledge, Taylor & Francis Group .

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International Associations For Continuing Ed & Training. (2004). Connotative Learning: The Trainer's Guide to Learning Theories and Their Practical Application to Training Design: Kendal Hunt Publishing Company, Dubuque Lowa.

Wadsworth, B. J. (1971). *Piaget's Theory of Cognitive Development* . New York : Longman .

Wenger, E. (2010). Communities of Practice and Social Learning Systems: the Career of a Concept. In C. Blackmore, *Social Learning Systems and Communities of Practice* (pp. 179-197). London : Springer.

PAPER MALLL 113: INSTRUCTIONAL DESIGN
(2 Credits: 30 Hours Teaching)

Objective:

Students will be able

1. To gain an understanding of the instruction design.

2. To apply the Scenario-Based e-Learning for development of Lifelong learning Programme.

3. To know how to make the connections between online and face to face learning.

Module 1: Introduction to Instructional Design

- Meaning, Nature and Scope of Instruction
- Basic Assumptions about Instructional Design
- Learning Principles and Designing Instructional Systems
- Learner as Participants in Instruction
- Analysis of Learning Tasks
- Designing instructional Sequences
- The Outcomes of Instructions
- The Events of Instructions

Module 2: Learning Environment

- Characteristics of Group Instruction
- Large Group Instruction Using Digital Technology
- Instructional Design Strategies
- Online Learning Management Systems
- Planning online Learning
- Pedagogical designs for e-learning

Readings:

1. Gagne, Robert M., Wager Walter W., Golas Katharine C., Keller John M. (2005) Principles of Instruction Design: Wadsworth Cengage Learning, USA
2. Dececco, Psychology of learning and instruction, New Delhi: Prentice Hall.
3. Gredles, R. Margaret, Learning and Instruction: Theory into Practice, Merrill, Prentice Hall.
4. Tupe, Navnath (2013) Scenario Based Learning, Lambert Academic Publishing, Germany
5. तुपे, नवनाथ, एन एच जगताप (२०१६) अभ्यासक्रम, अध्ययन-अध्यापनशास्त्र आणि मूल्यमापन, सुविचार प्रकाशन, पुणे

PAPER MALLL 114: Lifelong Learning Practicum Based on Community of Practice

4 Credits – (120 hours work with self-study)

Learning Outcomes:

Student will be able-

1. To design community of practice.
2. To work with community of practice for sharing domain of Interest.
3. To increase share the value of collective competence through learning together.
4. To improve knowledge base of community of practice.
5. To enhance the practice skills among the members of community of practice.

Refer the Lifelong learning Hand Book for doing the practicum of Lifelong Learning.

In this LLL Practicum students will independently work on issues of Lifelong Learning in community, ward, village. Students will do the lifelong learning practicum with his/her selected community of Learning under the supervision of his/her teacher.

Following steps are required to do lifelong learning practicum.

Module 1: Lifelong Learning Need Assessment of selected Community of Learning – 1 Credits

Module 2: Design and Development of Lifelong Learning Programme- 1 Credits

Module 3: Execution of LLL in Community of Learning-1Credits

Module 4: Evaluation of LLL programme-1 Credits

Reading:

1. Tupe Navnath (2020) A Handbook of Lifelong Learning Practicum, Savitribai Phule Pune University Press, SPPU, Pune.

Major Elective Courses

PAPER MALLL 115: CRITICAL READING

(4 Credits: 60 Hours Teaching)

Learning Outcomes:

Student will be able-

1. To understand the history of Reading.

2. To know the science of Reading.

3. To understand the reading functioning in brain.

4. To understand dyslexia.

5. To apply the Critical Literacy Model in reading.

Module 1: History of Reading

First Writing Systems.

Trajectory of Reading History from Sumerian to Akkadian.

Reading Acquisition Through Enhanced awareness of Speech.

History of Indian Script.

Module 2: Meaning, Scope and Nature of Science of Reading

From Neurons to Education.

Visual system in Reading.

Brain Structure and Rewiring.

The Brain's Letterbox.

Module 3: Digital Reading

Attention and Memory in the Age of Distraction.

From Laps to Laptop in the First Five Year.

Deep Reading Issues and Challenges

Teaching Digital Wisdom.

Limitations and Hurdles in Digital Reading

Module 3: Critical Reading

Review of the Critical Reading Model

Difference Between Biblical and Critical Reading

Critical Literacy Model-

1. Disrupting the Commonplace

2. Interrogating Multiple Viewpoints

3. Focusing on Sociopolitical Issues

4. Taking Action and Promoting Social Justice

References

1. Dehaene S. (2009) Reading in The Brain Penguin Books, USA

2. Wolf, M. (2007) Poust and the Squid, The story and Science of the Reading Brain Harper Perennial New York

3. Wolf, M. (2018) Reader Come Home, The Reading Brain in a Digital World, Harper Collins USA.

4. Quigly Alex(2020) Close The Reading Gap, Routledge Taylor & Francis Group, London

5. HUE UNIVERSITY (2015) Critical Reading, A Guide Book for Post Graduate Students, PUBLISHING HOUSE, Hue.

6. CHEU-JEY LEE, (Spring 2016) Biblical Reading and Critical Reading: How Do They Inform Each Other in Interpreting the Text? The Journal of Educational Thought (JET) / Revue de la Pensée Éducative , Vol. 49, No. 2 (Spring 2016), pp. 144-159 Published by: Werklund School of Education, University of Calgary Stable URL: https://www.jstor.org/stable/10.2307/26372368

PAPER MALLL 116: TRIBAL LIVELIHOOD INTERVENTION SKILLS
(4 Credits: 60 Hours Teaching) Optional Paper

Learning Outcomes:

Student will be able-

1. To know the issues of tribal livelihood.
2. To understand the concept, meaning and forms of tribal Livelihood.
3. to facilitate the intervention process in tribal livelihood and entrepreneurship.

Module 1: Livelihood

- Concept meaning and nature of livelihood.
- Agrarian structure-working of livelihood structure.
- Factors that affect livelihood, migration, displacement & dispossession, Land & forest.
- Transformation in Livelihood.
- **Forms of Tribal Livelihood-** Land & Water based-traditional land cultivation, shifting cultivation, Dali land.
- Forest based – food gathering, gum, timber, honey, seasonal food collection.
- Livestock based-consumption based livestock production, milk, cattle bartering.

Module 2: Livelihood Intervention

- Land & water-based Intervention:
- Agriculture improved agricultural practices, improved crop productivity increasing cropping intensity, fisheries, watershed management, soil & water conservation activities and horticultural plantation.

- Forest based intervention: Forest conservation, gum, honey and timber collection & marketing through self-help groups and co-operative societies, fuelwood& fodder social forestry, medicinal plants, collection of making of tendu leaves.
- How to regenerate livelihood using local resources?
- Livestock based Intervention: Cattle rearing-cows & buffaloes, goat rearing, sheep rearing, poultry.

Module 3: Tribal Entrepreneurship:
- Timber processing
- Food processing, forest and Argo food processing.
- Maharashtra livelihood Mission.

Module 4: Issues in Livelihood
- Traditional issues of tribal livelihood.
- Changing nature of tribal livelihood issues.
- State policies of tribal livelihood.

Readings:
1. BAIF (1998) Integrated Rural Development for Sustainable Livelihood, Pune : BAIF Development Research Foundation.
2. Briscoe, John & Malik, R. P. S.(Ed.) (2007) Handbook of Water Resources in India-Development, Management and Strategies, New York, New Delhi: OUP & World Bank
3. Menon, Ajit, Singh, Praveen, Shah Esha, Lele, Sharachchandra, ParanjapeSuhas, Joy, K. J.(2007) Community Based Natural Resource Management- Issues and Cases from South Asia, New Delhi : Sage.
4. Paranjape Suhas, Joy, K. J., Machado, Terry, Varma, Ajaykumar, Swaminathan, S. (1998) Watershed Development- A Source Book, New Delhi: Bharat Gyan Vigyan Samithi.
5. Dr. Banerjee, Maharashtra Livelihood mission.
6. देशमुख बी ए. (२००६) कोकणा कोकणी: इतिहास आणि जीवन, सुगावा प्रकाशन, पुणे.

RESEARCH METHODOLOGY

MALLL117: LIFELONG LEARNING RESEARCH METHODOLOGY
(4 Credits: 60 Hours Teaching)

Learning Outcomes:

Students will be able -

1. to know the meaning of Lifelong Learning research
2. to understand the Historical research design
3. to understand the exploratory research design
4. to understand the experimental research design
5. to understand the action research design
6. to know the methods and tools of research
7. to use of statistical techniques in research
8. to adopt the ethics in research
9. to draw out research proposal.

Module 1: The Meaning of Lifelong Learning Research:

- The search for knowledge
- What is research?
- Definition of research
- Characteristics of research
- Purposes of research
- Module 2: Research Method
- Concept of Historical research
- The historical hypothesis
- Sources of Data
- External & Internal criticism
- Example of Topics
- Steps in historical research

Exploratory Design

- Survey of literature
- Experience survey
- Analysis of insight - stimulating

Experimental Research Design

- Pre-experimental design
- True experimental design
- Quasi experimental design
- Factorial design
- Manipulating variables

- Hypothesis and assumptions
- Internal & External validity

Descriptive & Diagnostic Design

- Formulation of the Problem
- Hypothesis Formulation
- Selecting the Sample
- Collecting the data
- Processing and analyzing the data

Action Research Design

- Concept of action research
- Characteristics of action research
- Action planning
- Criteria for judging action research
- Reflection

Module 3: Methods & Tools of Data Collection:

- Observation
- Interview
- Questionnaire
- The project techniques
- The scaling techniques
- Sociometry

Use of Statistical Techniques

- Types of quantitative data -
- Parametric
- Non-parametric
- Analysis of quantitative data
- Graphical representation
- Measure of central tendency
- Measures of variability
- Parametric tests
- T-test
- F-test
- Chi Square Test

Module 4: Ethics in Research:

- Ethical statement
- Ethics in Human Experimentation
- Plagiarism
- References (APA)
- **Library use**
- **Use of Computer**

Readings:

Howard Lume, Enrique S. Pumar, Ross Koppel (Ed.) (2010). Perspectives in Social Research methods & Analysis, Sagl, New Delhi.

Paul G. Nester, Russell K. Schurt (2012) Research Methods in Psychology : Investigating Human Behavior, Sage, New Delhi.

Dahila K. Kemler, Gregg G. Vam Ryzin (2011) Research Methods in Practice : Strategies for descriptions and caussation, Sage, New Delhi.

Best John W and Kahn James Tenth Editions, Research in Education

Semester II

PAPER MALLL118: LIFELONG LEARNING POLICY, PLANNING AND PROGRAMMES

(4 Credits: 60 Hours Teaching)

Learning Outcomes:

Students will be able-

1. To know the international Lifelong Learning policies.
2. To know the Lifelog Learning planning and programmes in India
3. To understand the Lifelong Learning Policy in India.
4. To understand the Emerging Trends and Future Perspectives of Lifelong Learning in India.
5. To apply the policy documents in planning and implementation of Lifelong Learning.

Module 1: International Policies of Lifelong Learning

- The European Union and Lifelong Learning Policy
- The World Bank's view of Lifelong Learning Policy
- The OECD's Lifelong Learning Policy
- UNESCO's Drive for Lifelong Learning

Module 2: Lifelong Learning Policy in India

- Lifelong Learning on the Indian Subcontinent
- UNESCO's Delhi Declarations, December 1993
- Adult Education and Lifelong Learning Policy in India

Module 3: Lifelong Learning Planning and Programmes in India

- Night Schools, Social Reform Movements
- Social Education
- Farmers Education and
- Functional Literacy Programme,
- Shramik Vidyapeeths
- National Adult Education Programme,
- Mass Programme of Functional Literacy,
- Total Literacy Campaigns,
- Continuing Education
- Jan Shikshan Santhans (JSS)
- Training of Rural Youth for Self-Employment(TRYSEM)
- Support to Training and Employment Programmes for women(STEP)
- Condensed courses of education and vocational training programmed for women
- Lifelong Learning Through Colleges and Universities

Module 4: Emerging Trends and Future Perspectives of Lifelong Learning in India

- Lifelong Learning issues of women
- Lifelong Learning and Old Age Home
- Lifelong Learning and House Keeping
- Lifelong Learning and Parental Education
- Lifelong Learning and Community of Practitioners
- Lifelong Learning and Entrepreneurship
- Lifelong Learning and Employment Generation
- Lifelong Learning Issues and Solutions in India

Readings:

1. Jarvis, Peter (ED) (2009), The Routledge International Handbook of Lifelong Learning, Part-5, Taylor and Francis Group, London and New York

2. Delhi Declarations and Framework for Action, Education for All Summit, 16 December 1993

3. Shah, S.Y (2007) The Policy and Programmes of Lifelong Learning in India: A Brief Overview, the paper presented at the international conference organized by the Asian Society of Lifelong Learning held in Seoul during November14-16 ,2007.

4. Norman Longworth, (2010). Lifelong Learning in Action; Transforming Education in the 21st Century, Routledge, Taylor and Francis Group, London and New York

5. Pandya, Rameshwari (2011) Spectrum of Lifelong Education, Concept Publishing Company PVT.LTD. New Delhi

6. Tupe, Navnath (2014) Triangular Attitude of Patriarchy: A Major Issue of Lifelong Learning among Women in India : Business and Management Research, Volume 3, issues 4, Sciedu Press, Canada

PAPER MALLL119: EDUCATIONAL TECHNOLOGY AND COMMUNICATION

(4 Credits: 60 Hours Teaching)

Learning Outcomes:

Students will be able-

1. To understand the meaning, scope and concept of Educational Technology and Communication.

2. To compare the software approach with the hardware approach to educational technology.

3. To develop necessary skills in the use of media utilization and applications in the teaching-learning process.

4. To apply the educational technology in Educational process.

Module 1: Concept & Principles of Educational Technology

- Educational Technology: Definition, Meaning, Scope and Relevance to Modern Education – Technology of Education & Technology in Education

- Foundations of Educational Technology: Psychology, Sociology,

- Communication and Management – Systems Approach as applied to Educational Technology

Module 2: Communication & Educational Technology

- Communication: Definition, Meaning and Importance – Communication Process Theories and Models of Communication: Shanon's Model, Westley and MacLean's Model, Leagan's Model and Berlo's Model

- Education through Print, Radio, TV, Multimedia and Internet – Role of Audio-Visual Aids in Education: Projected & Non-projected Aids – Experiments and Projects in Utilization of Media in Education

- New Information Technology in Education -Concept and development of telecommunication, Types of telecommunications: Optical fiber and Satellite communication

- Edusat – Low-tech and High-tech Telecommunications: Multimedia, Interactive TV, LAN, Videotext, Teletext, Telebridge, WWW and Internet – Virtual teaching and learning.

Module 3: Mass Communication

- Meaning, Principles and Process of Communication – Types of Communication:
- Interpersonal and Mass communication, Verbal and Non-verbal communication –
- Communication and Language – Communication and Culture – Creative
- Communication – Noise Factor and Communication – Media & Society –
- Concept, Meaning and Characteristics of Mass communication – Types of Mass
- Communication Media: Traditional, Print, Electronic Media

Module 4: Audio & Visual Communication

- Sound as Mode of communication – Development and Importance – Types of Sound and Audio communication - Uses of Audio Communication
- Meaning, Forms, Development and Uses of Visual Communication – Visual Communication through Print, Slides, Films & Filmstrips, TV, Video and Computers – Role of Audio in Visual Communication

Readings:

1. The Process of Education, Bruner J.S, Vintage Books, 1963
2. Educational Technology, Dececo, John, Holt Rinebert Winston, 1964
3. The Technology of Teaching, Skinner B.T, Applenton Century Crofts, 1968
4. Handbook of Educational Technology, Freed P and Hency E, Kogam Page, 1984
5. Educational Technology in Curriculum Development, Rowntree D, Harper & Row, 1982
6. Introduction to Educational Technology, Kulkarni S.S, Oxford & IBH, 1986
7. Educational Technology, Kumar, K.L, New Age International (P) Ltd, 1997
8. Teaching Technology for College Teachers, Vedanayagam E.G, Sterling Publishers (P) Ltd, 1989
9. Essential of Educational Technology: Teaching Learning Innovations in Education, Aggarwal, J.C, Vikas Publishing
10. Kevel J Kumar (2000) Mass Communication in India, Jaico Publishing House, Mumbai
11. Dhama O.P. Bhatnagar O.P. Education and Communication for Development, Oxford and IBH Publishing Co. Pvt. Ltd New Delhi

12. धारूरकर वी. ल. (१९९९) विकास संवादाची नवी क्षितिजे, चैतन्य प्रकाशन औरंगाबाद

MALLL 120: INTRODUCTION TO E-LEARNING

(2 Credits for 30 Hours Teaching)

Learning Outcomes:

Student will be able-

1. To understand the e-learning principles, procedures and practices.
2. To apply blended learning approaches in learning setups.

Module 1: e-Learning Principles, Procedures and Practices

- E-Learning definition, scope, trends, attributes & opportunities
- Online learning course development models
- Assessment, feedback, and e-moderation
- Design of Learning Scenario
- Defining Scenario Outcomes
- Designing the Trigger Event and Case Data
- The Role of Learner in Scenario-Based-e Learning
- Learning Support in Scenario Based e-learning
- Designing Feedback and Reflection
- Management and implementation of e-learning

Module 2: Blended Learning Approaches

- Meaning, Nature and Scope of Blended Learning
- Concepts of Blended Course Design
- Engaging Learners in a Blended Course
- Blended Content-Driven Learning Activities
- Blended Assessment and Feedback for Learner

Reading

1. Clark Ruth Colvin, (2013), Scenario-Based e-Learning: Evidence-Based Guideline for Online Workforce Learning Pfeiffer, A Wiley Imprint
2. Stein, Jared, Graham, Charles R. (2014) Essentials for Blended Learning: A standards-Based Guide : New York, Taylor and Francis Group, Routledge
3. Naidu, Som (2006), E-Learning: A Guide of Principles, Procedures and Practices, Common Wealth of Learning, Commonwealth Educational Media Centers for Asia, New Delhi

4. Gredles, R. Margaret, Learning and Instruction: Theory into Practice, Merrill, Prentice Hall.

5. Tupe, Navnath (2013) Scenario Based Learning, Lambert Academic Publishing, Germany

MALLL 121: PRACTICUM ON INSTRUCTIONAL DESIGN & DEVELOPMENT

(4 Credits: 120 Hours Work with self-study)

Learning Outcomes:

Student will be able-

1. **To design instructions for different educational level of students.**

2. **To create conditions of leaning to fulfill outcomes.**

Students will work out on the conditions of learning with respective group of students. Students will design the Conditions of Learning with the help of their mentors and try it out in the group of selective students. Following pattern will be considered to design the Conditions of Learning.

- **Design of Instructions for concrete Concepts.**
  - o **Conditions of Learning for Discriminations**
  - o **Conditions of Learning for Concrete Concepts**
  - o **Conditions of Learning for Defined Concepts**
  - o **Conditions of Learning for Rules**
  - o **Conditions of Learning for Problems solving**
- **Design of Instructions for Cognitive Strategies**
  - o **Conditions of Learning for Cognitive Strategies**
- **Design of Instructions for Verbal Knowledge**
  - o **Conditions of Learning for Verbal Information**
  - o **Conditions of Learning for Organized Knowledge**
  - o **Conditions of Learning for Attitudes**
  - o **Conditions of Learning for Motor Skills**
- **Instructional Design for Different Learner Characteristics**

Reading

1. Gagne Robert M. and Other Walter W. Wager, Katharine C. Golas, John M. Keller (2005) Principles of Instructional Design WADSWORTH CENGAGE Learning, UK, USA.

Major Elective

PAPER MALLL 122: NGOS FOR LIFELONG LEARNING

(4 Credits: 60 Hours Teaching) Optional Paper

Leaning Outcomes:

1. Student will be able

2. To understand the role of NGOs in the developmental process of Lifelong Learning.

3. To orient them on the various concepts related to NGOs for Lifelong Learning.

4. To help them understand how an organization can be formed and managed, and the issues involved in the process of Lifelong Learning.

Module 1: Basic Concept and Structure of NGO

- NGO Definition, Concept
- Need and Importance of NGO for Lifelong Learning.
- History and Philosophy of NGOs in India and Maharashtra
- Types of NGOs
- Establishment of Lifelong Learning Center
- Structure of Lifelong Learning Centers

Unit 2. NGO formation and its Registration

- NGO Formation- procedure
- NGO Registration under
- Society Registration Act 1860
- Bombay Public Trust Act 1950
- Company Act
- Comparative Study of these Acts

Module 2: Project Management and Good Governances

- Project Proposal – various aspects of proposal
- Proposal from the donor's view
- How to write a proposal?
- Planning- meaning, scope, need and importance.
- Types of planning
- Implementation strategies
- **Monitoring, supervision**
- Monitoring and Evaluation - meaning, need and its importance
- Methods of documentation
- Merits of documentation

- Presentation as a skill
- aspects of good governance
- Voluntary Sector Policy laid by Govt.
- Preparing a Constitution for NGO
- Rules and Regulation
- Mission and Vision Bldg.,
- Goal information
- Area of Work and Issue Identification
- Right to Information Act-2005
- RTI perspective
- Provisions of RTI
- Proactive Disclosure
- Dissemination of RTIs through NGOs

Module 4: Finance Management

- Account Keeping and Auditing
- Basic rules of accounting, Cash book, ledger book, bank reconciliation, Vouchers and receipts,
- Balance Sheet
- Auditing Meaning, need and its importance, Types of Audit (Internal & External), Audit Queries and its rectification, Audit Report
- Budgeting, what is Budget? Why NGO required Budget (Definition, Objective, Need &Importance of Budget) Pre-budget ground work, Actual Budgeting, Budget Modifications Income Tax Act related to NGOs
- Tax Deduction at Source (TDS), 35 AC and 80 G
- Fund Raising
- Fund raising purpose and methods

Readings:

1. Anita Abraham, formation and management of NGOs nongovernment organization, fourth edition, Universal law publishing co. New Delhi, 2015
2. Virendra k Pamecha, how to start promoting and manage an NGO Non-Government Organization)
3. Etakula Vayunandan, Dolly Mathew (2003)Good Governance: Initiatives In India, PHI Learning Pvt. Ltd., New Delhi

4. लोखंडे, धनंजय (२०१०) स्वयंसेवी संस्था, सावित्रीबाई फुले पुणे विद्यापीठ, पुणे

MALLL123: COMMUNITY DEVELOPMENT AND EXTENSION

(4 Credits: 60 Hours Teaching)

Learning Outcomes:

Students will be able-

1. To understand the process of contextualization and the theoretical framework of community development.
2. To understand extension education as a discipline and its relationship with other social sciences and field of practices.
3. To develop attitudes conducive to participatory development for civil society.
4. To develop ability to become a development worker.

Module 1: Meaning, concept, nature and scope of community development

- Major concepts and divisions of community work - Community Development, Community Relation, Community Organization, Community Empowerment, Extension Education
- Philosophy, Principles and Approaches to Community Development
- History of community development and extension work in India

Module 2: Community Development and Participation

- Types of community development programmes –

    Adaptive type, Integrative type, Project type.
- Objective oriented project planning and logical framework analysis
- Phases in community development
- Importance of Community participation in community development
- Community participation for sustainability
- Forms of community participation
- Preconditions for effective community participation
- Role of Corporate social responsibility (CSR), in community development.

Module 3: Extension education

- Meaning of Extension
- Concept of Extension
- Extension Education: A developed discipline
- Extension education and its integration with other social disciplines and practices
- Participatory Extension

- Methods of Participatory Extension

Module 4: Democratic Decentralization and Management Skills for CD.

- Institutions in Community
- Panchayat Raj Institution, Voluntary Organization for Extension
- Role of Local Self-Government in Community Development & Extension
- Monitoring and Evaluation Skills for CD.

Readings:

1. Dahama O.P. (1973) Community Development
2. Community Development Process: The rediscovery of Local Initiatives by Biddle and Biddle
3. Training for Community Development by Batten T.R.
4. Handbook of community Service Project by Trecker and Trecker

ON JOB TRAINING

MALLL 124: On Job Training

Students will join any work set-up or E-Learning Company for getting hands on work experience in the respective field like research, media, development & corporate social responsibility, Schools, Lifelong Learning Centers, Training Centers, Old Age Home, Nursery and Schools, Day Care Centers, NGOs, Development Organizations etc.

SEMESTER III

Major Core

PAPER MALLL125: PARENTAL EDUCATION FOR EARLY CHILD DEVELOPMENT (4 Credits: 60 Hours Teaching)

Learning Outcomes

Student will be able -

1. To understand developmental norms, milestones and range in individual development
2. To develop skills to interact with children and provide a responsive and stimulating environment
3. To recognize the significance of the early years and implications for optimizing the human potential and be sensitive to developmental delays and early intervention

4. To be aware of variation in contexts of development and the socio-cultural and economic influences in young children's lives.

5. To support as a parent in child development.

Module 1: **Understanding aspects of Child Development-**Meaning and principles of development

- Domains and stages of development as basic concepts in growth and development.

- Importance of "whole child" view of development e.g. interrelatedness and interdependence of development.

- Contexts and influences on development and child's need to care and stimulation.

- Norms and variations in developmental and behavioral processes and importance of early identification of developmental delay

Module 2: Prenatal development and the neonate (new born)

- Brief understanding of the prenatal growth in the womb, birth process, care, precautions and cultural regulations for the pregnant woman

- Importance of maternal health and entitlements as basic to infant's health, breast feeding, developing trust, attachment and well-being during infancy

- Understanding the significance of safety and cleanliness during feeding practices, appropriate care and preventive health such as immunization and hygiene.

- Importance of understanding milestones and early intervention Recognizing cultural and familial infant and childcare practices

Module 3: Development during the first three years

- Physical and motor development, milestones, developing competencies and role
- of adults in promoting gross and fine motor skills
- Language and concept development patterns, variations and features of a language rich child-oriented environment.
- Understanding social and emotional status and the significance of socialization to learn about self and others; ways to instill among children confidence, security and labeling emotions
- Importance of providing watchful exploration with adequate and attentive supervision to initiate love for learning

Module 4: Development during three to six years

- Physical and bodily changes, acquiring balance in eye hand coordination, control over movements and skills for physical manipulation

- Developing skills and concepts to be able to classify and display problem solving ability and simple measures for building memory, encouraging use of mnemonic devices
- Growing competence in listening, using words, follow directions, increased receptive and expressive language, familiarity with print media.
- Increased sense of self in adjusting and demanding with reason, emergence of responsible behavior and empathy
- Developmental variations, learning and behavior concerns and ways for meeting the special needs

Readings:

1. Child Care and Child Development: Results from the NICHD Study of Early ...edited by NICHD Early Child Care and Youth Development. Research Network, The Guilford Press, New York, 2005.
2. Mary Sheridan, Justine Howard, Dawn Alderson (2011) Play in Early Childhood: From Birth to Six Years, Routledge, New York,
3. E. Jayne White, Carmen Dalli (Ed.) (2017). Under-Three-Year Old's in Policy and Practice, Springer

PAPER MALLL126: CARE, EARLY CHILD INTERACTION AND PEDAGOGY
(4 Credits: 60 Hours Teaching)
Learning Outcomes:

Student will be able-

1. To understand the value of structure and format for working effectively with children
2. To know that children are active learners and are influenced by their social contexts
3. To design the classroom transactions in a socially meaningful way to adapt to local needs
4. To organize child-oriented activity based participatory learning experiences
5. To play an effective role as a parent in terms Caring and Early Child Education.

Module 1: Principles of curricular content and programmes

- Components of ECCE in relation to age, skill development and social situation.
- Understanding/ Comprehending the significance of terms such as holistic approach, active participation, child centeredness, constructivism, peer tutoring, and capacity building

- Understanding goals and objectives of ECCE within an integrated and whole child approach keeping long term goals and short-term objectives and daily classroom practices.
- Building a personalized approach with recognition and celebration of social–cultural context to address classroom diversity in culture, language, festivals, food, dress, needs of children in different regions and situations.

Modular 2: Approaches and processes in teaching and learning

- Understanding different approaches to learning with emphasis on "child as an active learner"
- Planning in relation to developmental domains with balance in activities to enhance physical growth, fostering language, stoking intellectual curiosity and promoting social relationships.
- Build in areas of learning such as-
- vocabulary and sound discrimination
- basic words to independent use of language
- care of the community, clean environment
- develop mathematical vocabulary
- arts and crafts for creativity and imagination
- child's capacity for memory, familiarity with songs, stories, sing along activities and mnemonic devices
- Importance of promoting children to participate, ask questions, develop skill to observe and develop attitude of task persistence and problem solving.

Modular 3: Children's orientation to play

- Play, its significance and the natural appeal as spontaneous activity
- Functions of play and its potential for development in children
- Toys, objects and playfulness as sources of learning
- Cultural and local social forms as tools in the classroom such as rhymes, folk drawings and festivals

Module 4: Methods of engaging with children

- Music and movement and the appeal of rhythm
- Free conversations, free hand drawing, role play, drama as sources of learning in multiple domains

- Storytelling and its functions in imagination and cultural literacy, importance of children as story tellers
- Indoor and outdoor play in structured and free situations
- Introducing print media like books, pictures with words and use of audio-visual aids.
- Infancy and understanding of local and cultural practices of care and status of infants
- Schedules and patterns of care of infants in institutions and need for visual and auditory inputs experiences
- Role of interaction and importance of touch and movement in development during infancy
- Significance of Stable and supportive environments with opportunity, limits and structure

Readings:

1. National Research Council (2001) Eager to Learn: Educating Our Preschoolers, Committee on Early Childhood Pedagogy, Board on Behavioral, Cognitive, and Sensory Sciences, Division of Behavioral and Social Sciences and Education, Barbara T, Bowman M. and others Washington DC,
2. M. Sen Gupta (2009. Early Childhood Care and Education, PHI Learning Private Ltd. New Delhi
3. Vrinda Datta, Rajani M. Konantambigi Day(ED) (2007) Care for Young Children in India: Issues and Prospects Concept Publication Company (LTD)
4. Jane Murray (2017) Early Childhood Pedagogies: Creating Spaces for Young Children to Flourish, Taylor & Francis Group, 25-Jul-2017

PAPER MALLL127: Technology for Open Learning
(2 Credits: 30 Hours Teaching)
Learning Outcomes"
Students will be able -
1. to understand the basic concepts of distance learning.
2. to understand the technology mediated communication in open learning.
3. to learn the services that manage distance learning environment.
4. to know the teaching and learning processes in e-learning environment.

Module 1: Technologies Satellite Broadcasting
- Generations of Distance Educational Technology
- Interactive Television – Call Centers – Whiteboard Environment
- Teleconferencing: Audio Conferencing – Video Conferencing – Computer Conferencing

- Internet: E-mail, Instant Messaging, Chat, Discussion Forums, Bulletin Boards, Voice Mail, File Sharing, Streaming Audio and Video

Module 2: Management Content:

- E-Content, Dynamic Content, Trends – Technology: Authoring, Delivery, Collaboration Services: Expert Service, Information Search Service, Knowledge Creation Service. Learning Objects and E-Learning Standards

- Process of E-Learning: Knowledge acquisition and creation, Sharing of knowledge, Utilization of knowledge – Knowledge Management in E-Learning

- Teacher-Student – Student-Student – Student-Content – Teacher Content – Teacher-Teacher – Content-Content

- Role of Teachers in E-Learning – Blended Learning – Cooperative Learning – Collaborative Learning – Multi Channel learning – Virtual University – Virtual Library

- Development Issues Assessment in E-Learning – Quality in E-Learning – Tools for Development – Costs for Developing and Using E-Learning Environments – Challenges and Careers – Future of e-Learning

Readings:

1. E-Learning: An Expression of the Knowledge Economy, Gaurav Chadha, S.M. Nafay Kumail, Tata McGraw-Hill Publication, 2002

2. E-Learning: New Trends and Innovations, P.P. Singh, Sandhir Sharma, Deep & Deep Publications, 2005

3. Michael Allen's Guide to E-Learning, Michael W. Allen, Michael Allen, Wiley Publication, 2002

4. Olaf Zawacki-Richter, Insung Jung, Handbook of Open, Distance and Digital Education **DOI**https://doi.org/10.1007/978-981-19-0351-9

5. Madhulika Sharma, (1 January 2016)Distance Education And Open Learning (Planning And Management), **Kanishka Publishers**

MALLL128 Educational Toy Making Practicum

(4 Credits for 120 hours work with self-study)

Student will be able-

1. To design & develop Educational Toys based on mathematical principles.

2. To design & develop Educational Toys based on principles of Science.

3. To design & develop Educational Toys based on Reading Principles.

4. To design & develop Educational Toys based on writing principles.

5. To design & develop Educational Toys based on geographical principles.

6. To design & develop Educational Toys based on historical principles.

7. To design & develop Educational Toys based on environmental principles.

8. To design & develop Educational Toys based on social principles.

Week 1: Introduction to Adult Learning and Toys

Understanding the principles of adult learning

Exploring the role of play and toys in adult education

Discussing the benefits of using toys for adult learners

Week 2: Toy Selection and Design for Adult Learners

Identifying appropriate toys for different learning objectives

Analyzing the design features that enhance learning for adults

Group activity: Designing a toy-based learning activity

Week 3: Incorporating Toys into Instructional Strategies

Integrating toys into lectures, discussions, and presentations

Adapting traditional teaching methods to include toys

Case studies: Successful examples of toy-based adult learning

Week 4: Creating Engaging Toy-Based Learning Environments

Setting up the physical space for effective toy-based learning

Fostering collaboration and interaction among adult learners

Virtual learning environments: Using technology to enhance toy-based learning

Week 5: Assessing Learning with Toy-Based Activities

Developing assessment methods for toy-centered learning

Aligning assessments with learning outcomes

Peer assessment and self-assessment in toy-based learning

Week 6: Addressing Challenges and Ethical Considerations

Identifying potential challenges in implementing toy-based learning with adults

Discussing ethical considerations related to toy selection and use

Strategies for overcoming resistance and skepticism among adult learners

Week 7: Guest Speakers and Expert Perspectives

Inviting guest speakers from relevant fields (education, psychology, design)

Q&A sessions with experts on adult learning and toy integration

Learning from real-world experiences and insights

Week 8: Project Presentations and Reflections

Student presentations of their toy-based learning projects

Reflecting on the effectiveness of toys in facilitating adult learning

Sharing personal insights and lessons learned from the practicum

Week 9: Future Directions and Continued Learning

Exploring emerging trends in adult education and learning tools

Developing a personal action plan for integrating toys in future teaching

Resources for further research and professional development

Reading:

Books by Arvind Gupta

1. Khel-Khel Mein (Hindi)
2. Little Science / Kabad Se Jugad (Hindi/English)
3. The Toy Bag / Khilonon Ka Basta (Hindi/English)
4. Toy Treasures / Khilonon Ka Khazana (Hindi/English)
5. Aha! Activities (English)
6. Apne Haath Vigyan VSO SCIENCE (Hindi)
7. Roshan Sitare (Hindi) Life Stories of Indian Scientists
8. Kuch-Kuch Banana – Ann Sayre Wiseman (Hindi A. Gupta)
9. Asafal School – John Holt (Hindi A. Gupta)
10. Ganit Ki Gatividhiyan VSO MATHS – Portman (Hindi A. Gupta)

The Following Books Have Been Published By Scholastic India Pvt. Ltd.
A-27, Ground Floor, Bharti Sigma Center Info-city – 1, Sector 34, Gurgaon 122002

1. The Story of Solar Energy (English)
2. Science from Scrap (English)
3. Amazing Activities (English)
4. Thumbprints
5. Toys from Trash
6. SciFun
7. Vigyan Ke Kamaal (Hindi)

The following books have been published by **National Book Trust** Plot No 5, Institutional Area, Vasant Kunj, New Delhi

1. Ten Little Fingers (English)
2. String Games (English)
3. Little Toys (English)
4. *The Blackboard Book - Eleanor Watts* (Orient Longman)
5. *Little Toys - Arvind Gupta* (NBT)
6. *Low-cost, No-cost Teaching Aids - Mary Ann Dasgupta* (NBT)
7. *Quick Science - Herman & Nina Schnieder* (Scholastic, India)
8. *Science Surprises - Melvin Berge*r (Scholastic, India)
9. *Wonders of Science - Sandra Markel* (Scholastic, India)
10. *Children & Water - Jos Elstgeest* (Bharat Gyan Vigyan Samiti BGVS)
11. *Children & the Environment - Jos Elstgeest* (BGVS)

12. *Children, Mirrors & Reflection - Jos Elstgeest* (BGVS)
13. *Children & Balances - Jos Elstgeest* (BGVS)
14. *Rats - J.B.S.Haldan*e (BGVS)
15. *The Last Leaf - O. Henry* (BGVS)
16. *The Selfish Giant - Oscar Wilde* (BGVS)
17. *The Giving Tree - Shel Silverstien* (BGVS)
18. *A Private Secret - Quentin Reynold (*BGVS)
19. *How You Began - Andrew Andrie & Steven Shepp* (BGVS)
20. *The Day of the Bubble - James A. Smith* (BGVS)
21. *My Magical School - Dr. Abhay Bang* (BGVS)
22. *Bobak Goat - Munro Leaf* (BGVS)
23. *Jolly Family - Nikolai Nosov* (BGVS)
24. *The Bee & the Rose - Peter de Rosa* (BGVS)
25. *Johnathan Livingston Seagull - Richard Bach* (BGVS)

The following books have been published by Vigyan Prasar   A – 50 Institutional Area, Sector 62, Noida (U.P) 210307

1. Hands-On (English)
2. Pumps from the Dump
3. Leaf Zoo
4. Toy-Joy

Major Elective:

PAPER MALLL129: HEALTHY AGEING

(4 Credits: 60 Hours teaching)

This course is to provide overview of some of the main health issues/concerns associated with population ageing. The candidates will be introduced to the biological/medical and psychological, aspects of healthy ageing.

Learning Outcomes

Student will be able-

1. To transfer knowledge on the biology of ageing, health, nutrition and ageing, mental health and issues in retirement planning.
2. To impart skills on communication and methods of knowledge transfer

Module 1: Physical Health

▪ Empowered ageing, empowering the aged: Discourse on philosophical aspects of empowered ageing
▪ Physical health: prevention, promotion and management: Commonly seen illnesses, causes and symptoms, when to seek medical advice, home inputs, preventive measures.

- Bone diseases, Cardio-vascular diseases, Cancer and Palliative Care, Digestive and respiratory system related diseases.
- Nutrition during old age: Basic principles of nutrition, sources of nutritious foods required during old age, healthy cooking methods, diet during various disease condition.

Module 2: Mental Health

- **Mental Health Issues of the elderly and their management:** Depression, feeling of loneliness, Sleep disorders, Dementia, Alzheimer, stress management etc.
- **Personal hygiene and Caring for elderly:** Hygiene and self-care during healthy and diseased condition. Caring for old, disabled frail elderly.
- **Role of Exercise, Yoga, Meditation:** How yoga and exercise can be used to maintain physical and mental health

Module 3: Social Issues of Ageing

- **Social issues of ageing:** Issues related to elderly staying alone, elderly in joint, nuclear families, parents of NRI, poor elderly, elderly women, elder abuse.
- **Disability during old age:** functional decline, measurement, burden, sarcopenia, frailty in elderly, fall assessment and fall prevention

Module 4: Legal Issues:

- **Legal Issues related to elderly :** Legal provisions to protect rights of the elderly, maintenance and welfare provisions etc.
- **Support and Services for elderly:** Government schemes, services, policy, Voluntary Sector Support
- **Elder friendly living environment:** availability of elder friendly devices to accommodate the physical changes of ageing. Use of assistive devices.

Readings:

1. Sharma K.L. (2007) Studies in Gerontology: International Perspectives, Rawat Publication New Delhi
2. Francis A. Mcguire and Others ED. (2004) Leisure and Aging, Sagamore Publishing, USA
3. तुपे, नवनाथ (२००९) ज्येष्ठ नागरिक: वास्तव आणि समस्या, पुणे विद्यापीठ, पुणे.
4. खैरनार दिलीप (२००७) वृद्धांच्या समस्या– चिंता आणि चिंतन, चिन्मय प्रकाशन, औरंगाबाद.
5. तुपे, नवनाथ (२०१०) ज्येष्ठ नागरिकांचा शरीर संवर्धन व सामाजिक –आर्थिक अभ्यास, पुणे विद्यापीठ, पुणे.

PAPER MALLL130: SOCIAL GERONTOLOGY

(4 Credits: 60 Hours teaching)

This course explores the sociological aspects of aging – how do the elderly affect society and how does society affect the elderly. This course will discuss social, economic, legal problems including role of family, abuse, legal provisions etc. This course will also provide students' knowledge about the issues like social security measures, various schemes of the government for poor elderly, special concession, facilities, etc.

Learning Outcome:

Student will be able-

1. To gain an understanding of Social Gerontology by using a bio-psycho-social framework
2. to examine the historical, cultural, biological, physiological, psychological, and social aspects of aging

Module 1: Demography of Ageing

- Profile of older people in the world and India, demographic transition , characteristics of older population in India, feminization of ageing

Module 2: Theories of gerontology: sociological theories of gerontology

- Theoretical approaches to ageing: Structural- Functional and Conflict Perspective Symbolic Interaction, Phenomenology, Ethno-methodology
- Transition and life events: how old age is shaped in every society, concept of successful ageing, ageism, retirement, grandparenting, widowhood

Module 3: Ageing, elderly and family

- family structure and changes therein International Relationships, functional unit of family and role of elderly, consequences of changing family system, family and care of elderly
- Abuse and maltreatment – definition, recognition, legal provision, barriers to reporting and facilitators

Module 4: Neighborhood, community and elderly International Relationships

- Role of larger society in wellbeing of elderly
- International and national - Policies and Programmers for the Aged in India, Role of NGOS, National Policy on Aged

Reading

Moody, Harry R (2010). Aging: Concepts and Controversies. (6th Edition). California: Pine Forge Press

Loe, M. (2011). Aging our way: Lessons for living from 85 and beyond. New York, NY: Oxford University Press.

Suhita Chopra, Chatterjee Priyadarshi ED.(2008) Discourses on Aging and Dying, SAGE , New Delhi

तुपे, नवनाथ (२००९) ज्येष्ठ नागरिक: वास्तव आणि समस्या, पुणे विद्यापीठ, पुणे.

खैरनार दिलीप (२००७) वृद्धांच्या समस्या– चिंता आणि चिंतन, चिन्मय प्रकाशन, औरंगाबाद.

तुपे, नवनाथ (२०१०) ज्येष्ठ नागरिकांचा शरीर संवर्धन व सामाजिक –आर्थिक अभ्यास, पुणे विद्यापीठ, पुणे.

RESEARCH DISSERTATION:

PAPER MALLL131: Literature Review & Research Design Presentation

(4 Credits for 120 hours of Literature Review with self-study)

Learning Outcomes:

Student will be able-

1. To find the appropriate resources for defining, formulating research problem on area of concern.
2. To review related literature on define research problem.
3. To Design research proposal.
4. To present research proposal before experts.

o Find resources on area of research interest.

o Review of minimum 50 research papers as a related literature.

o Preparing research design

o Publication of thematic research paper

Reading:

1. Stephen Hayley, Literature Review: How to do it quickly and effectively at crunch time: For Undergraduate and Postgraduate Students, Kindle Edition

SEMESTER IV

Major Core:

PAPER MALLL132: GROWTH & DEVELOPMENT OF LIFELONG LEARNING

(4 Credits: 60 Hours Teaching)

Learning Outcomes:

Students will be able-

1. To know the Indian Traditional Perspectives of Lifelong Learning**.**
2. To understand the concept of Lifelong Learning.
3. To know the Historical Development of Lifelog Learning.
4. To understand the Lifelong Learning Recognition, Validation and Accreditation process.

Module 1: Meaning, Scope and Nature of Lifelong Learning

- Concept of Lifelong Learning
- Need & Importance of lifelong Learning
- Four pillars of Lifelong Learning
- Learning Throughout life
- From Education and Training to Lifelong Learning

Module 2: Indian Traditional Perspectives of Lifelong Learning

- Vedic Approaches of Lifelong Learning
- Patanjali's form of Intuition for Lifelong Learning
- Budha's Model of Lifelong Learning
- Bhakti Movement and Lifelong Learning
- Gandhiji's Nai Talim
- thoughts on LLL- Swami Vivekanand, Arvind Ghosh, Rabindranath Tagore, Mhatma Jyotirao Phule, Dr. B.R. Ambedkar, J.P. Naik.
- **Module 3: Historical Development of Lifelong Learning**
- Origins of the Idea of Lifelong Learning
- Modern Period of Lifelong Learning (1919 Year to Age)
- Implementation-Modern Maturity (1960 Year to Century Era)
- From Lifelong Education to Lifelong Learning
- Recurrent Education to Lifelong Learning

Module 4: Lifelong Learning-Recognition, Validation and Accreditation

- Formal, non-formal, and informal learning
- Qualifications frameworks
- The RVA process and phases
- Engagement and guidance
- Recognition and documentation
- Assessment and validation

- Accreditation and certification
- Progression and partnership
- Quality and learner-centeredness

Readings:

1. Norman Longworth, (2010). Lifelong Learning in Action; Transforming Education in the 21st Century, Routledge, Taylor and Francis Group, London and New York

2. Edger, Faure (1972) Learning to Be: The World of Education Today and Tomorrow, UNESCO, Paris.

3. Jacques Delors (1996) Learning: The Treasure Within-A Report to UNESCO of International Commission on Education for Twenty-First Century, UNESCO Publishing

4. Prabhat S.V. 2010). Perspectives on Nai Talim, Serials Publications; 2010 edition

5. Rachita Chaudhari (2008) Buddhist Education in Ancient India , Punthi Pustak, Kolkata

6. Mazumder, N. N. (1916). *A History of Education in Ancient India* . London : Forgotten Books.

7. Devy, G. (2017). *The Crisis Within on Knowledge and Education in India.* New Delhi: Alpha Book Company.

8. Pandya, Rameshwari (2011) Spectrum of Lifelong Education, Concept Publishing Company PVT.LTD. New Delhi

9. Tupe, Navnath (2015) Lifelong Learning of Women, Universal Prakashan, Pune

10. कुंडले, म.बा. शैक्षणिक तत्त्वज्ञान, विद्यापीठ ग्रंथनिर्मिती मंडळ

11. फडके, य. दि. (१९९१) महात्मा फुले समग्र वाड.मय, हंटर शिक्षण आयोगापुढे सादर केलेले निवेदन १९ ऑक्टोबर १८८४ , साहित्य आणि संस्कृती मंडळ

12. तुपे, नवनाथ (२०१४) आजीवन अध्ययनासाठी उच्च शिक्षणाची पुनर्रचना: नव्या दिशा नवीन आव्हाने, शिक्षण आणि समाज, इंडियन इन्स्टिट्यूट ऑफ एजुकेशन, पुणे वर्ष ३७ अंक ३ एप्रिल –जून

PAPER MALLL 133: VALUE EDUCATION IN LIFELONG LEARNING
(4 Credits: 60 Hours Teaching)

Objectives:

1. Students will know the need for values and peace.
2. Students will understand the constitutional value in Lifelong Learning.
3. Students will apply the organizational efforts for values and peace.

4. Students will acquire the methods for inculcation of constitutional values.

Module 1: Understanding Values and Value in Lifelong Learning

- Concept and meaning of Values and Value Education.
- Aims and principles of Value Education and Importance of education for peace.
- Constitutional values; justice, equality, freedom, secularism, tolerance, fraternity, sustainable development.
- Values for Democratic Citizenship and Human Rights.

Module 2 Need for Values and Peace

- Various types of conflicts in the world; Racial, Religious, Cultural, Linguistic.
- Problems of Terrorism and Imperialism
- Conflicts in India; multiculturalism, multilingualism, casteism, gender disparity, rural-urban, disparity, power politics, corruption.
- Nature and reasons of violence.
- Need for peace education

Module 3: Organizational Efforts for values and peace

- Role of WHO, UNESCO, UNO, UNICEF
- Nonaligned movements, campaign for nuclear disarmament
- Role of family, community, school, media in inculcating values and love for peace.
- Role and qualities of teacher as a value educator and peace educator.
- Humanistic approach in values

Module 4: Inculcation of values

- Efforts through curriculum, connectivity subject content with values.
- Using text book contents for highlighting core elements
- Use of techniques like discussion, dramatization, cooperative learning, role play, games, cultural programmes.
- Importance of co-curricular activities in promotion of values
- Involvement of community and media.

Readings:

Agarwal J.C. (2005) 'Education for Environment and Human Rights' Shipra Publications.

Rao Usha (2012) 'Education for Peace' Himalaya Publishing House, Mumbai.

Selvi V.A. & Charles K (2012) 'Peace and Value Education', Neel Kamal Publications, New Delhi.

Nayak, Goswami, Chatarjee (2007) Economic reforms, Human Welfare and Sustainable Development in India, New Delhi, New Catering Publications.

Shrivastav, Singh (2002) 'Environmental Education', Anmol Publications, New Delhi.

Singh P (2011) 'Human Rights Education in 21st Century', Discovery publishing House, New Delhi.

Agarwal J.C. (2007) 'Basic Ideas of Education'. Shipra Publications, New Delhi.

PAPER MALLL134: PRACTICUM ON MULTIMEDIA INSTRUCTION DESIGN AND APPLICATIONS

(4 Credits: 120 Hours work with self-study)

Learning Outcomes:

Student will be able-

1. To know the basics of multimedia.
2. To learn the proper use of multimedia tools in learning.
3. To understand the project management and responsibilities of team members.
4. To apply the phases of instructional designing and interactivity of multimedia in Lifelong learning Programme.
5. To know the process involved in delivering multimedia products

Introduction to Multimedia

- Benefits of Multimedia in Instruction – Media and Motivation – Issues Surrounding Multimedia
- Multimedia Hardware: Platforms – Peripherals
- Creation Tools: Painting and Drawing Tools – Image Editing Tools – 3-D Modeling and Animation Tools – Audio and Video Editing Tools
- Authoring Tools: Card and Page Based Tools – Icon Based
- Tools – Time Based
- Tools – Cross-Platform Authoring – Evaluating Authoring Tools

Project Design & Management

- Project Management Issues – Roles of Project Managers, Instructional Designers,
- Subject-Matter Experts, Content Writers, Programmers, Media Producers
- Instructional Development Phases: Analysis & Planning – Design – Development – Implementation – Evaluation & Revision

Multimedia Tools and Techniques

- Text: Guidelines for Creating Text – Spacing – Justification – Fonts – Variable Spacing – Scrolling – Scrolling – Display Speed – Screen Focus Points – Hypertext and Hypermedia
- Images: Images and Learning – Displaying Images – Appearance – Costs –Digitization

- Animation: Animations and Learning – Displaying Animations – Costs
- Audio: Audio and Learning – Scriptwriting Guidelines
  - Speech – Sounds – Music – Audio Quality – MIDI – Digitization
- Video: Video and Learning – Strengths of Video – Difficulties with Professional Quality Video

Designing Multimedia Interactions

- Interactivity: Definition – Purpose – Process of Interactive Design
- Information Design: Product Definition – Audience and Environment –
- Development Choices – Organizing Information – Information Flowchart
- Interaction Design: Orientation – Image Maps and Metaphors – Navigation –
- Usability – Functionality – Storyboard
- Presentation Design: Tasks of Presentation Design – Resolution – Anti-aliasing –
- Color and Palettes – Interface Style – Layout – Interface Elements (Background, Panels, Buttons & Controls, Images, Text, Video, Sound, Animation) – Feedback and Error Messages, Delivery -Testing: Alpha Testing – Beta Testing
- Delivery: freezing the Product – Archiving – Project Debrief – Licensing, Copyright and Support Agreements – Copyright Issues – Legal and Ethical Issues – Packaging

Readings:

1. Multimedia: Making it Work, Seventh Edition, Tay Vaughan, McGraw Hill Osborne Media, 2006.
2. Creating Instructional Multimedia Solutions: Practical Guidelines for the Real World, Peter Fenrich, Informing Science Publication, 2005
3. Managing Multimedia: Project Management for Interactive Media, Second Edition by Elaine England, Andy Finney, Addison-Wesley Professional, 1998
4. Interactivity by Design: Creating & Communicating with New Media, Ray Kristof, Amy Satran, Pearson Education Publication, 1995
5. Multimedia in Action, James E. Shuman, Course Technology Publication, 1997
6. Designing Interactive Digital Media, Nicholas V. Iuppa, Nick Iuppa, Butterworth-Heinemann Publication, 1998
7. Principles of Interactive Multimedia, Mark Elsom-Cook, McGraw-Hill Publishing Co, 2000
8. Developer's Handbook to Interactive Multimedia, Rob Phillips, Kogan Page Publication, 1997

9. Tupe, Navnath (2015) Multimedia Scenario Based Learning Programme for Enhancing the English Language Efficiency among Primary School Students. International Journal of Instruction, volume 8, issue 2, Turkey

Major Elective

PAPER MALLL135: TRIBAL SOCIETY & LIFELONG LEARNING
(4 Credits: 60 Hours Teaching) Optional Paper
Learning Outcomes:
Student will be able-

2. to understand tribal society and its distinct cultural characteristics.
3. to enhance the knowledge about current scenario of tribal society and its changing culture.
4. to identify & understand the major issues in tribal development such as socio-political, economic, cultural & infrastructural and Educational.

Module 1: Tribal Concept, Meaning & Identity

- Meaning, definition and characteristics of tribe.
- Concept of tribe from various perspective – British perspective, Indian perspective, tribal own perspective.
- Constitutional Meaning of tribe.

Module 2: Tribal Organisations-

- Social organisations: Tribal family, marriage, kinship, Yuvagruh, Religion and customary practices.
- Economic organsations: Concept, forms, functions and changing nature.
- Political Organisations: Tribal council, customary laws and practices.
- Indigenous Knowledge System

Module 3: Tribal Culture

- Component of tribal culture: Dance, Drama, Folklore, dialect, Instruments.
- Religion, customs & Rituals
- Literature and Art, Life philosophy in cultural practices.
- Tribe-caste Continuum
- Detribalisation, 'Sanskritization' and Religions Conversations 're-tribalization'
- Assertion of tribal identity, revitalisation.
- Cultural invasion and culture of silence
- Cultural synthesis, Cultural action for tribal freedom, Cultural hegemony

Module 4: Tribal Issues

- Social Issues, Political issues such as political participation, Tribal self-rule
- Educational issues-accessibility, marginalisation, migration, drop-out.
- Health issues-accessibility, malnutrition, mortality & morbidity, reproductive health, anemia and sickle cell anemia.
- Superstitions, addiction, isolation.
- **Economic Issues-**Land alienation & Agriculture
    - Poverty & indebtedness
    - Unemployment
    - Lacking Professional Skills
- **Infrastructural Issues**
    - Habitat and settlement
    - Basic civic Amenities
    - Transportation & communication.
    - Access to Forest.
- **Cultural Issues**
    - Cultural conflicts
    - Customary laws, rituals & customs
    - Public space & Journalism in Tribal areas.
    - Cultural invasion and domination.
    - Culture of silence.

Readings:

1. Dynamics of Tribal migration, Sonali Publication New Delhi.
2. Frontiers of Social Anthropology, Amitabha Sankar ,Dasgupta Samira - Gyan Books PVT LTD Delhi 1990.
3. Gare G M, Social Change, Among the tribal of western Maharashtra, 1974.
4. Mishra R N, Tribal cultural and Economy - Ritu Publication.
5. Mohanty P K, Encyclopaedia of scheduled Tribes -2006 Gyan PVT LYD.
6. Sharma B.D, People of India Series, New Delhi.
7. Singh k S, (1972.) Tribal situation in India, Indian Institute of Advanced Study,Simla,
8. Vidarthi L P, Tribal culture of India, Concept publishers New Delhi 1976.
9. Freire Paulo, (1972) Pedagogy of the Oppressed;30thAnniversary Edition

10. Gramsci Antonio; Prison Notebooks,Vol.2,Colombia University Press

11. Sachindra Narayan, The Dynamics of Tribal Development Issues and Challenges -2002, Gyan Books PVT LTD Delhi

12. Deshmukh B.A. (2004) Tribal Education, Sonali Publication, New Delhi.

PAPER MALL136: INTRODUCTION TO WORK PROGRESS AND EMPLOYABILITY SKILLS

(4 Credits: 60 Hours Teaching) Optional Paper

Objectives:

1. Student will inspect themselves to appreciate qualities of using ethical practices and maintaining control at the workplace.
2. Student will understand the importance of being resourceful and preserving.
3. Student will acquire the skill of raising financial and social capital.
4. Student will develop the sense of responsibility.
5. Students will be able to acquire the Dynamic Leadership skills.
6. Students will realize the importance of being emotionally stable.
7. Students will be equipped with the work ownership skills.
8. The student will be able to correlate the importance of interaction for solving the problems.
9. Students will be able to identify the importance of risk-taking.
10. Students will be able to enumerate the ways of exploiting opportunities.
11. Students will be able to prospects the importance of optimum utilization of available resources.

Module 1: The Progress Principle in Work Setups

- The Dynamics of Work Life
- The Inner Work Life Effect
- The Progress Principles
- The Catalyst Factors
- The Nourishment Factor

Module 2: Principles of Team Work:

- Concept and Nature of Dynamic Leadership
- Sense of Responsibility in Teamwork
- Emotional Stability of Team
- Work ownership policy in Teamwork
- Synergic Approach work progress

- Division of Laour for teamwork

Module 3: Problem Solving Approach in Work Place

- Problem Realization
- Generating Potential Solutions
- People Concern
- Setting goal and interests in solving problem
- Ignition for Execution of solution
- Testing of effectiveness of remedies

Module 1: Institutional Organization:

- Concept and Nature of Institutional organization
- Ethical Practices in Organization
- Maintaining Control in Organization
- Resourceful & Persevering in Organization
- High Expectation for progress
- Social Capital for progress of organization
- Fund Raising policy in organization

Readings:

1. Teresa Amabile, Steven Kramer (2011), The Progress Principle, Harvard Business Review Press, Boston, Massachusetts.
2. A H. Maslow, (2013) A Theory of Human Motivation,
3. Stenberg Robert, A Handbook of Creativity, Cambridge University 1999
4. Owen Hargie, (2006), the Hand Book of Communication Skills, Routledge.
5. David E. Bell, Howard Raiffa, Amos Tversky, (edited) (1988), Decision Making: Descriptive, Normative, and Prescriptive Interactions, Cambridge University Press.
6. Rather A. R. (1989) Creativity Its Recognition & Development, Sarup & Sons, New Delhi
7. Bruner, J. S. , Goodnow J.J, (1962, A Study of Thinking, John Wiley & Sons, New York, US.
8. Yunus, M. (2007) Creating a World Without Poverty: Public Affairs.
9. Cynthia L. Greene (21st Century Business Series: Entrepreneurship, South Western Cengage Learning,
10. Dayal Ishwar, Organizing Innovation: A Management Study, Concept Publication
11. By Facts on File, Inc. Staff, Ferguson Publishing (2009) Teamwork Skills

12. Tupe, Navnath (2018)Blended learning model for enhancing entrepreneurial skills among women: Journal of Pedagogical Research, Vol.-2, Issue -1, Turkey

DISSERTATION

PAPER MALLL137: DISSERTATION

    6 Credits – (180 hours' research with self-study)

Learning Outcomes:

Student will be able-

1. To carry research project.
2. To develop research project proposal.
3. To select the authentic resources.
4. To prepare research tool.
5. To test reliability and validity of the tool.
6. To select appropriate sample size.
7. To collect data systematically.
8. To analyze data scientifically.
9. To write a report systematically.

Module 1: Research Proposal-1credit

- Statement of problem
- Significance of the problem
- Definitions, assumptions, limitations and delimitations
- Hypothesis
- Methods
- Time schedule

Module 2: Tool Preparation, Reliability and validity testing, Pilot Study- 2 credit

 Module 3: Data Collection and Tabulation -1 credit

Module 4: Data Analysis, Interpretation -1 credit

Module 5: Completion research report and presentation and submission of the M.A. research dissertation- 1 credit