

M. Phil Programme of the Department



Faculty:

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Department of Adult, Continuing Education & Extension

(Faculty of Social Sciences)

University of Delhi

2014

Department at a Glance

- ❖ **M.A. in Lifelong Learning & Extension (2014-2015)**
- ❖ **Ph.D. (Interdisciplinary)**
- ❖ **M. Phil (Proposed)**

Short Duration Courses (Self Financing) as per the UGC Guidelines

- ❖ **Counseling & Guidance**
- ❖ **Science & Sport Journalism**
- ❖ **Travel & Tourism**
- ❖ **Research Methodology**
- ❖ **Human Rights**

Extension & Community Outreach

- ❖ **College Extension Programme on Youth Initiative for Voluntary Action**
- ❖ **Community Learning Centres under XII Plan**

International Workshops

- ❖ **International Workshop on Human Rights**
- ❖ **International Workshop on Professional Development in Lifelong Learning & Extension.**

Capacity & Life Skills Building

- ❖ **For SC, ST, OBC and the Minority Population under XII Plan.**

Rationale of M. Phil Programme

The department has been offering Post M. A. Diploma in Adult and Continuing Education since 1985. The purpose of this course was to train the manpower by providing adequate knowledge and skill for working effectively in this critical area of national importance. The concept of Lifelong Learning and Extension the world over necessitated the department to introduce M.A. Programme which has been launched from 2014. The Post M.A. Diploma in Adult and Continuing Education is proposed to be replaced by M. Phil Programme with the approval of the competent bodies of the University.

To strengthen the research activity and attract the genuinely interested scholars, it became imperative to start M. Phil programme along with M.A. in Lifelong Learning and Extension. The course content will provide familiarity and insight in this particular area of study along with grounding in research methodology. There are two Compulsory Papers, one each in research methodology and advance course in Lifelong Learning and Extension. Apart from that, one optional paper will be opted by the students according to their interest and orientation. The course is interdisciplinary in nature. Therefore, the students of any discipline can join M. Phil Programme.

Objectives:

1. To provide in-depth knowledge and understanding of Lifelong Learning and Extension to those who belongs to other disciplines.
2. To equip students with adequate knowledge and skill in research methods, techniques and tools.
3. To encourage and motivate them to take up researches in relevant areas of social importance.



DEPARTMENT OF Adult, Continuing Education & Extension
(Faculty of Social Sciences)
UNIVERSITY OF DELHI
DELHI – 110007

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M. Phil (Full-time) Programme in Adult, Continuing Education & Extension

1. Eligibility Conditions:

Admission is open to those who have obtained a Master's degree in any discipline from a recognized Indian University, and have a good academic record with a first or high second class Master's degree, or have an equivalent degree of a Foreign University in the subject concerned. (Note: High second class would mean at least 55% in the subject or equivalent grade).

For admission to the M. Phil, the Scheduled Caste/ Scheduled Tribe candidates shall be given 5% relaxation in the minimum eligibility marks.

2. Admission Procedure:

Admission to the M.Phil Programme will be done on the basis of written test of 75 Marks and interview of 25 marks.

The M. Phil Committee shall assign a supervisor to each candidate and constitute an Advisory Committee of 3 members including the supervisor of the candidate.

The Department will follow University Norms and Guidelines for the implementation of reservation policy, including the relaxation in basic eligibility criteria allowed for different categories of candidates.

Reservations of Physically Challenged will be as per the university norms

3. PROGRAMME DESCRIPTION: The M. Phil. Programme shall consist of two parts:

Part-I (Course Work): The Two Papers will be compulsory namely:

- (a) Research Methodology
- (b) Advance study on Lifelong Learning & Extension

The students will opt one depth paper out of three depth papers available so far. However, the faculty might add more depth papers in future.

Part II (Dissertation)

- (i) A candidate shall be required to write a dissertation under the guidance of a supervisor appointed by the M. Phil Committee. The dissertation will consist of a critical survey of some topic of interest in the areas concerned, and /or involving research component.
- (ii) Title of the dissertation should be approved by the M. Phil Committee before the submission of the dissertation. The application for approval of the title must include a synopsis together with a list of selected main references.
- (iii) The candidate will be evaluated in Part-II examination out of 300 marks.
- (iv) The structure will be as follows:

| | S. No. | Subject | Marks | |
|-----------|---------------|--|--------------|-------------------------------|
| Part – I | (a) | Research Methodology | 100 Marks | |
| | (b) | Advance study on Lifelong Learning & Extension | 100 Marks | |
| | (c) | Depth paper (only one) | 100 Marks | |
| Part – II | | Dissertation (200 Marks) | | |
| | (a) | Written | 100 Marks | |
| | (b) | Viva-Voce | 100 Marks | (50 internal and 50 external) |
| | | Total | 500 | |

4. DURATION: The duration of the Programme will be one and half year. The dissertation can only be submitted after one year from the date of admission to the M. Phil programme subject to qualifying Part-I examination by a candidate. However, a student must clear Part-I

of M. Phil examination and submit a dissertation within three years of the initial registration for M. Phil Programme.

5. No. of Seats:

Each faculty will supervise 2 students as per ordinance VI of the University

6. Reservation:

Of the number of students admitted in M. Phil programme as indicated above, 15% of the seats would be reserved for SC, 7.5% for ST and 27% for OBC students. There will be supernumerary seats reserved for disabled candidates as per the University Guidelines.

UGC Non-NET Fellowships:

The UGC vide letter No. D.O. No. F. 19.33 (CU) dated 31.01.2007 had come out with a scheme to provide fellowships to those research scholars who have not cleared JRF/NET for the fellowship and hence are not in receipt of any fellowship from any source. Accordingly, admission to M. Phil programme under this UGC Non-NET Fellowships Category (also for those who are not in receipt of fellowship from any source), shall be in strict accordance with the university norms.

7. ATTENDANCE

The minimum percentage of lectures to be attended and seminars to be participated in by the students shall be determined by the M. Phil. Committee of the department. But in no case minimum requirement to be prescribed in any department, shall be less than 2/3 of the lectures delivered and seminars held separately.

8. SCHEME OF EXAMINATION

- (a) The Evaluation in each course will be based on the student's performance in written examination and internal assessment. The written examination of three hours duration will comprise of 75 marks.
- (b) Supplementary examination will be conducted for those who failed in the Part-I examination and it will be conducted within three months of the declaration of the result of Part-I examination. Students can appear in the supplementary examination only in the papers in which they fail. No student shall be allowed to appear in any course of the Part-I examination more than twice.

- (c) No student shall be allowed to reappear in any course of Part-I examination just to improve upon the score.
- (d) The dissertation shall be evaluated by the supervisor and the M. Phil Committee for 150 marks.
- (e) The total marks for Part – II examination is 200. The weightage of written dissertation will be 100 marks. The remaining 100 marks for the viva-voce shall be awarded jointly by internal and external both.
- (f) Dissertation can be resubmitted after revision if it is recommended so by the Committee. It cannot be submitted more than twice.

9. Result:

The evaluation of candidates in Part I and II of the M. Phil. Programme will conform to the following scheme:

Pass: At least 50% marks in each of the written paper (Part I) and 50% marks in the dissertation (Part II) separately.

First division: 60% marks in the aggregate of Part I and II. First Division with distinction: 75% marks in the aggregate of Part I and II.

Syllabus

Research Methodology (Compulsory Paper)

Paper – I

Learning Objectives:

1. Acquaint the students about the Principles and types of researches.
2. Examine the various methods of data collection, research tools and techniques of research
3. Make the students aware about the theory construction
4. Impart knowledge about programme evaluation and use of computer in research and evaluation.

Unit – 1

- 1.1 Basic Principles of research
- 1.2 Problem identification
- 1.3 Types of researches: Pure and Applied, Quantitative and Qualitative, Mixed Research
- 1.4 Historical, Experimental and Descriptive research, Participatory research, Case Study Method and Scientific research.

Unit – 2

- 2.1 Research design
- 2.2 Sampling methods, design and techniques
- 2.3 Methods and tools of research: Qualitative and Quantitative, Reliability and Validity
- 2.4 Theory building, facts, concepts, construct and definitions,

Unit- 3

- 3.1 Methods of data collection
- 3.2 Analysis of data: Analytical, co-relational, partial and multiple correlations
- 3.3 Generalizations and interpretation

3.4 Computer application in research -data processing,
Graphical presentation, Statistical methods

Unit – 4

4.1 Type of evaluation & their purpose, Level of measurement (Population based vs Programme based).

4.2 Sources of data, Study design, including randomized control trial.

4.3 Design of conceptual framework, develop objective & indicators

4.4 Conduct of focus group and pretest of communication

Essential Readings:

Best, J. W. (1983), *Research in Education*, New Delhi: Prentice Hall.

Chadha, N.K. (1991), *Statistics of Behavioral and Social Science*, New Delhi: Reliance Publishing House.

Gliner, J.A & Morgan G.A (2000), *Research Methods in Applied Settings: An Integrated Approach to Design and Analysis*, Lawrence Erlbaum : Mahwah

Patton. M. Q, (2002) *Qualitative Research & Evaluation Method*, New Delhi: Sage Publication.

Kothari, C.R (2009) *Research Methodology and Techniques* ,Delhi: New Age international Publisher.

Desirable Readings and Web Links

Kerlinger,F.N & Howard, B.L (2000) (4th Ed) *Foundation of Behavior Research Qualitative Methods in Psychology*,USA: Harcourt college

Nachmeas, C & David, N. (1982) *Research Methods in Social Sciences*, London: Edward Arnold Ltd,

Compulsory Paper- II
Advance Study on Lifelong Learning & Extension

Learning Objectives:

1. Understand the conceptual framework of Adult and Lifelong Learning.
2. Gain insight into the relationship between Literacy, Adult Education and Lifelong Learning.
3. Understand the Role of Lifelong Learning in the context of globalization.
4. Understand the Psychological, Philosophical and Sociological perspectives of Adult and Lifelong Learning.
5. Familiarize students to various learning theories in the context of Adult and Lifelong Learning.

Unit - 1

- 1.1 Historical Perspective of Adult and Lifelong Learning in India – Pre and Post Independence period.
- 1.2 Concepts and terminologies related to Lifelong Learning: Andragogy & Pedagogy, Lifelong Learning, Continuing Education, Formal-Education, Non-Formal Education, Incidental Learning, Illiteracy and its forms.
- 1.3 Indian Adult / Lifelong Learning Programmes: Social Education, Farmer's Functional Literacy Programme (*Gram Shikshan Mohim*), National Adult Education Programme and National Literacy Mission.
- 1.4 Approaches to Continuing Education / Lifelong Learning in different Five-Year Plans. *Sakshara Bharat*

Unit – 2

- 2.1 Lifelong Learning and Development - Social, Economic, Political and Cultural.
- 2.2 Extension education, Field outreach and Community engagement in Lifelong Learning.
- 2.3 Emerging needs and future perspectives of Lifelong Learning.
- 2.4 Lifelong Learning needs of industries.

Unit – 3

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

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

3.3 Values of education vis-à-vis challenges of contemporary society.

3.4 Application of learning principles in practice of Lifelong Learning

Unit – 4

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

4.2 Theories of learning, learning environment

4.3 Motivation and learning in social context.

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

Essential Reading

Department of Adult, Continuing Education & Extension (2009) *Reading in Lifelong Learning*, DACEE, University of Delhi

Daswani, C.J & Shah, S.Y (Ed. 2000) *Adult Education in India: Selected Papers*, New Delhi: UNESCO.

Freire, Paulo (1970) *Pedagogy of the Oppressed*, New York: Continuum.

Shah, S. Y. (1993) *Indian Adult Education: A Historical Perspective*, New Delhi: Indian adult education association.

Singh, Madhu. (Ed.2002) *Lifelong Learning, Humberg*: UNESCO Institute of Lifelong Learning.

Desirable Readings and Web Links

Hoyes, N (1994), *Foundation of Psychology: An Introduction*, London: Routhledge.

Noddings, N (2007), *Philosophy of Education* ,Colorado : West view Press.

Preece, J (2009), *Lifelong Learning and Development : A Southern Perspective*, London : Continuum International Publishing Group.

Optional – I

Depth Paper

Global Perspectives on Adult & Lifelong Learning

Learning Objectives:

1. To acquire understanding of Adult & Lifelong Learning in global perspective
2. To develop comparative perspectives on Adult Education in Asia, Africa, Europe, Latin & North America.
3. To develop insights and undertake innovations in Adult & Lifelong Learning

Course Content

Unit I

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

1.2 Global context & challenges of literacy; adult education & Lifelong Learning

1.3 Theories of adult education & impact on the society globally.

1.4 Trends of adult & Lifelong Learning

Unit II

2.1 Adult & Lifelong Learning in Asia.

2.2 Society, adult education & development in Asia.

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

2.4 Adult & Lifelong learning of vulnerable population in Asia

Selected Case Studies

Unit III

3.1 Innovation & diffusion of innovations in adult education

3.2 Role of ICT in innovations from Asia & Europe -Selected Case Studies

3.3 Role of ICT in innovations in North & South America: Selected Case Studies.

3.4 Role of ICT in innovation in Africa: Selected case studies

Unit IV

- 4.1 Theoretical perspectives of global organizations & network – discourse on cultural theories of globalization
- 4.2 Network and organizations having primary interest in adult & lifelong learning
- 4.3 Network & organizations having limited interests in adult & lifelong learning.
- 4.4 Role of civil society organizations in adult & lifelong learning at global level

Essential Reading

1. Rajesh & Dixit, V.K. (2011) Lifelong Learning: Issues and challenges, Global book organization, New Delhi.
2. Singh, Madhu (2002) Institutionalizing Lifelong Learning: creating conducive environment for Adult Learning in the Asian context, UNESCO institute of education, Hamburg.
3. Jarvis, Peter (2008) Rediscovering Adult Education in a world of Lifelong Learning, the International Journal of critical pedagogy, Vol. 1(1)) 1-6.
4. Torres, Rosa Maria (2009) from Literacy to Lifelong Learning, trends, issues and challenges in youth and adult education in Latin America and Caribbean, Regional Synthesis Report.
5. Keogh, H (2009) The State and Development of Adult learning education in Europe, North America and Israel, Regional Synthesis Report.
6. Bhola, H.S and Valdivielso, Gomez, Sofia (2008) Sign posts to Literacy for sustainable development, UNESCO Institute of Lifelong Learning, Hamburg.

Desirable Readings and Web Links

1. Ahmed, M (2009) The State and Development of Adult Learning & Education in Asia and the pacific, regional synthesis report, Hamburg: UNESCO Institute of Lifelong Learning, URC PPI-37.
2. UNESCO Institute of Lifelong Learning (2010) Global report on Adult Education and Learning, Hamburg, UIL, PP-Q 17-24, 43-66.

Optional – II
Depth Paper
Curriculum, Material Development and Training Techniques

Objectives:

1. To develop understanding of the process, principles, objective and approaches of curriculum development,
2. Learn the process and techniques of material development for lifelong learners including Neo-literates.
3. Learn the process, methods, techniques, strategies and significance of training a tool for Human Resource Development.
4. To equip students with necessary skills to evaluate the training programme.

Course Content

Unit – 1.

- 1.1 Curriculum development – meaning, need, theories and practices.
- 1.2 Objectives of curriculum development, principles, planning and implementation
- 1.3 Philosophical, Sociological and Psychological basis of curriculum development.
- 1.4 Evaluation of curriculum – different models of evaluation and feed back

Unit – 2

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

Unit – 3

- 3.1 Concept of training: definition, need and objectives
- 3.2 Principles and practices of training.
- 3.3 Process of training and its methods and techniques
- 3.4 Designing a training programme and its implementation

Unit – 4

- 4.1 Training and Learning Aids.
- 4.2 Identification of Job competencies
- 4.3 Budgeting and cost-benefit analysis of training programme
- 4.4 Evaluation of training

Essential Readings

Belfiore, M.E. (1996) *Understanding Curriculum Development in the workplace. Canada: ABC Publication.*

Bruce, J. & Marsha, W. (1988), *Models of Teaching*. New Jersey: Prentice hall
International Labor Organization (1996), *Teaching and Training Methods*. Geneva.

Reddy, M.M & Ravi Shankar, S. (ed.1984), *Curriculum Development and Educational Technology*. India: Sterling Publication Pvt. Ltd.

UNESCO (1998) *Developing Curriculum for Neo-Literate*. UNESCO, Bangkok and State Resource Centre, Jaipur

Desirable Readings and Web Links

Owens, J.C (1973) *Management of Curriculum Development*. London: Cambridge University Press.

www-personal.umich.edu/~krajcik/becky.pap.pdf

www3.helvetas.ch/.../Participatory_Curriculum_Development.pdf

unesdoc.unesco.org/images/0013/001365/136583e.pdf

www.uoguelph.ca/tss/resources/pdfs/HbonCurriculumAssmt.pdf

www.cc.gatech.edu/projects/lbd/pdfs/aerateacherscaffolding.pdf

Optional – III

Depth Paper

Extension and Social Development

Objectives:

1. To enable the students to understand policy and practices of knowledge and technology based extension education & services in the context of social and economic development of the country.
2. To equip them with the necessary skills of establishing relationship of need and provisions of extension services to people at different stage of their life
3. To enable them to develop an insight from the extension programmes organized at various level.

Course Content

Unit I

- 1.1 Concept, objective, and philosophy of development and extension programme
- 1.2 History of extension and development.
- 1.3 Extension policies and programmes in the context of development needs.
- 1.4 Universities based extension policies and programmes.

Unit II

- 2.1 Agencies involved in extension
- 2.2 Social, political and economic context of extension education and services.
- 2.3 Major extension initiatives in the country especially in agriculture, rural development, health, environment, employment and technology transfer.
- 2.4 NGO's and extension

Unit III

- 3.1 NGOs in extension, case studies and their analysis in agriculture, health, rural development, KVIC, energy and sustainable development.
- 3.2 Emerging frontiers of extension.
- 3.3 Extension planning and organizing
- 3.4 Motivation in extension

Unit IV

- 4.1 Limitations of extension, conflict of theory and practice
- 4.2 Power relation and extension function
- 4.3 Globalization & extension
- 4.4 Engagement of universities with society: reflections

Essential Readings

1. Ambasht C K (1986) Communication Pattern: In Innovative Development in Extension and Client system BR Publishing Corporation New Delhi.
2. UGC Guideline (1987) University System and Extension as the Third Dimension UGC Guidelines, New Delhi,
3. Bhatia SC (ed) (1987) Some Critical consideration in Adult Education, University of Delhi.
4. Bhatia SC (ed) (1984) Continuing Education Status and Directions, IUACE New Delhi,.
5. Kundu CL (1994) Adult Education Programme in the University System Nirmal Book Agency, Kurukshetra.
6. Dubey JP (2010) University Extension Services: Structural and Functional Perspectives, LAP Lambert Germany.
7. Rolling, Niels (1988) Extension Science, Cambridge University Press,.

Desirable Readings and Web Links

1. Nagrajan B.S. Dhandapani, R, Narayan Swamy, N, (ed) (1984) Linking Extension with curriculum, Gandhi Gram Rural Institute, Gandhi Gram, Tamil Nadu.
2. Walters. S (ed) (1997) Globalisation, Adult Education & Training: Impact and issues, London & New York, Zed Books in associate with IIZ, DVV, UIE, UNESCO, ICAE,.
3. Supe SV (1988) An introduction to extension education, New Delhi, Oxford & IBH Publishing Company Pvt. Ltd.
4. Thomas, M. Hatfield (1989), Four year colleges & Universities in Hand book of Adult and Continuing Education. UT Austin Continuing Education & Extension.
5. Mukerjee. B. (1961) Community Development in India, Orient Longman, New Delhi
6. University Grants commission (1987) Report of the Review Committee appointed by the University Grants Commission, New Delhi,
7. Green. A (1997) Education, Globalization and the Nation State: London McMillan.