

FACULTY OF EDUCATION

HIMACHAL PRADESH UNIVERSITY

(A State Government University Accredited with 'A' Grade by NAAC)



Scheme of Studies & Syllabus

For

POST GRADUATE DIPLOMA IN ADULT EDUCATION PROGRAMME

**(Through Department of Education, PG
Centre)**

(Under Semester System)

**Choice Based Credit System with effect from Academic Session
2022-23**

(Subject to Change from time to time)

Note: Himachal Pradesh University reserves the right to amend Regulations, Scheme of Examinations, Pass Criteria, Scheme of Studies and courses of study as and when it deems necessary.

Regulations and Scheme of Examinations

(General Objectives, Scheme of Examinations and Courses of Study for Post Graduate Diploma in Adult Education Programme)

General Objectives

The curriculum is designed to achieve the following general objectives of the Post Graduate Diploma in Adult Education Programme:

1. To acquire the core competence and knowledge related to adult education.
2. To have a coherent perspective i.e. Socio-historical, political, economical, philosophical and technological.
3. To develop skills related to independent study of literature, research, academic writing, professional communication and team work.
4. To develop deep and critical awareness of professional ethics.
5. To deepen their knowledge and understanding of Adult Education, specialize in selected areas and develop research capacities.

Duration and Working Days

Duration

The P.G. Diploma in Adult education programme shall be of one year duration (spread over two semesters) including field attachment and research dissertation. Candidates shall be permitted to complete the programme requirements of the one-year programme within a maximum period of **three years** from the date of admission to the programme. The summer / winter vacations should be used for field attachment/other activities.

Working Days

There shall be at least one hundred eighty (180) working days in the year, inclusive of the period of admission, classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty six hours in a week (five or six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students. The minimum attendance of candidates shall be 75% for theory Courses.

Eligibility and Procedure of Admission:

- a) Post Graduation in any Discipline with at least 40% marks.
- b) Reservation and relaxation for SC/ST/PWD and other applicable categories shall be as per the rules of the Central Government/ State Government whichever is applicable.

Admission Procedure:

Admission shall be made on the basis of merit of the qualifying Examination or any other selection process as per the policy of the State Government / Central Government/ Himachal Pradesh University. **120 reservation point roster of H. P. University, Shimla** will be followed.

Age limit

There is no upper age limit for the candidates applying to the (PGDAE) course of one year.

No. of Seats: 10 (Ten)

(H.P. University reserves the rights to change seats when it deems necessary.)

Course of Study: There shall be following types of courses:

Core Courses: There shall be four core courses with three core courses in first semester and one core course in second semester. Each core course shall be compulsory involving 4 credits. The core courses will be coded as; PGDAE 101, PGDAE 102, PGDAE 103 and PGDAE 104.

Elective Courses: The elective courses shall be optional in nature. A student will have the choice to opt any one elective course from the given two elective courses in second semester. Each elective course shall also be 4 credits and a student has to earn 4 credits in second semester from prescribed elective courses. These courses will be coded as: PGDAE 105 and PGDAE 106. A student has to acquire a total of 20 credits from five courses throughout the programme.

Research Course (Dissertation Work / Research in Adult and Continuing Education):

The research course shall comprise of a research dissertation carrying 100 marks (4 credits)

Research in Adult and Continuing Education carrying 4 credits are elective in nature. The dissertation will be submitted to the office, department of education immediately at the end of the second semester. This dissertation shall be evaluated by an external examiner (out of the panel of examiners to be approved by the Vice- Chancellor of the University) and the internal supervisor jointly. The credits / marks will be awarded on the basis of evaluation of dissertation including its structure, nature and quality. The dissertation will be evaluated out of four credits / 100 marks (70 marks for dissertation and 30 marks for viva - voce examination. The viva - voce examination will be conducted in due course of time. The total marks obtained by a student shall be converted into appropriate grade as per the procedure prescribed by the university. The code for dissertation course shall be PGDAE 105 and code for Research in Adult and Continuing Education course shall be PGDAE 106.

Credit and Credit Hours in One Semester:

A candidate has to earn a total of 20 credits of courses with passing grades for the successful completion of this diploma. The distribution of credits for different categories of course is given in the following table.

Year / Semester	Courses	Credits	Marks	
One Year Post Graduate Diploma in Adult Education Programme (PGDAE)				
First Semester	3 Courses of 4 Credits Each	$3 \times 4 = 12$	90 (3×30)	210
Second Semester	1 Course of 4 Credits	$1 \times 4 = 04$	30 (1×30)	70
	Dissertation Work / Researchin Adult and Continuing Education	$1 \times 4 = 04$	100 (70 Dissertation + 30 Viva- Voce)	
Grand Total Marks			500	

A semester shall comprise of 20 weeks duration which include 16 weeks of regular classes including minor tests, home assignments and sessional work/ activities. Remaining 4 weeks shall be for end semester examination (ESE).

Evaluation

The performance of a candidate in each course will be evaluated in terms of percentage of marks. Evaluation for each course shall be done by continuous comprehensive assessment (CCA) by the concerned course teacher and end session examination (ESE) and will be consolidated at the end of the course. The evaluation system of the students has the following two components: -

Continuous Comprehensive Assessment (CCA) accounting for 30% of the total marks assigned to a particular course; and

End-Semester Examination (ESE) accounting for the remaining 70% of the total marks assigned to a particular course.

Continuous Comprehensive Assessment (CCA) in Post Graduate Diploma in Adult Education Programme (PGDAE):

Continuous Comprehensive Assessment (CCA) shall account for 30% of the final grade that a student will get in a particular course. The evaluation of students under CCA will be done on the basis of following parameters.

Minor Tests: There will be Minor Test in each course and carry 10 Marks. Question paper for this test will be set by the concerned teacher and be evaluated by him.

Theory Assignments / PPT Presentation: A total of 10 marks shall be earmarked for five theory assignments per course. The assignments are to be submitted to the concerned course teacher and be evaluated by the concerned course teacher.

Sessional Work / Activity: It will carry 10 marks in each course. Marks will be awarded on the basis of one activity (sessional work / activity) given in each course to be performed by the students after attending the regular classes. The students will prepare a report on the activity performed in each course and submit the same to the

concerned course teacher.

The continuous comprehensive assessment (CCA) will have the following components:

Sr. No.	Component of CCA	Description	Marks
A	Minor Test	During the regular classes	10
B	Theory Assignments	Five theory assignments	10
C	Sessional Work / Activity	One activity in each course	10
GRAND TOTAL (A+B + C)			30

Classroom Attendance:

Each candidate will have to attend a minimum of 75% Lectures/Tutorials/ Practical. A candidate having less than 75% attendance will not be allowed to appear in the End Semester Examination (ESE).

End-Semester Examination:

The End Semester Examinations for (PGDAE) shall account for remaining 70% of the final grade. The end-semester examination (ESE) that will be of three hours duration carrying 70 marks and cover the whole syllabus of the particular course. The (ESE) will be held in accordance with the examination scheduled issued by the University from time to time.

Medium of Instruction/Examination for Post Graduate Diploma in Adult Education Programme:

The medium of Instruction/ Examination for the Post Graduate Diploma in Adult Education (PGDAE) shall be English or Hindi.

Guidelines for Paper Setters:

The question paper for the end-semester examination (ESE) (having 70 marks) consisting five sections **A, B, C, D** and **E**. The structure of question papers in ESE will be as follows:

Part – 1

This part **Section A** shall be compulsory and will carry 14 marks. There shall be six objective type questions i.e., MCQ, True/ False, Completion Type etc. carrying one mark each. In addition, there shall be four short answer type questions (80 to 100 words each) of 2 marks each. These questions will cover the entire syllabus of the particular course.

Part – 2

The second part of the question paper will have four sections B, C, D and E based on syllabi of respective four units of each course. There will be two questions in each section from the concerned unit. One question carrying 14 marks is to be answered by the student in at least 800 words. The questions may contain sub- parts of different marks. The marks for each part and the required word limit will be shown against it.

Setting of Question Papers for the ESE:

- (a) Questions in all parts will be set in a manner so as to cover the whole syllabus.
- (b) The question papers for the end- semester examination (ESE) will be got set by the office of the Controller of Examinations, H. P. University, Shimla-5.
- (c) Candidates reappearing in a subsequent examination shall be examined in accordance with the scheme and syllabus in force.

Grievances and Redressal Mechanism:

The students will have the right to make an appeal against any component of evaluation. Such appeal has to be made to the Chairperson, Department of Education, PG Centre, Himachal Pradesh University on a prescribed format and should clearly state in writing the reasons for the complaint / appeal. The appeal will be placed before the Grievance Redressal Committee (GRC), chaired by the chairperson, Department of Education comprising of the teachers of Education from Department of Education. The committee may give a personal hearing to the appellant before deciding the case and the decision of the committee shall be final in this regard.

Grading:

The grade of a student in a course will be decided by combining the marks obtained by him / her in CCA and ESE. For each student, the Grade Point Average (GPA) and the Cumulated Grade Point Average (CGPA) will be determined by the COE wing of the University.

Conferment of the Diploma:

The result would be declared by the COE of the University and the diploma will be conferred. A candidate shall be eligible for the conferment of the diploma only if he / she have earned the minimum required credits with passing grades for this programme.

Curriculum and Courses of Study in Post Graduate Diploma in Adult Education Programme (PGDAE):

The curriculum for the programme is designed for semester system. The semester wise, course title wise of different core and elective courses along with research course i.e., dissertation work / Research in Adult and Continuing Education of the Post Graduate Diploma in Adult Education (PGDAE) programme is as under:

Course Structure for Post Graduate Diploma in Adult Education (PGDAE) Programme, 2022 – 23 onward							
Course Code	Course Type	Course Title	Credit Hours / Week		Cr	Marks Scheme	
			L	T		Theory ESE	Internal Assessment CCA
Semester – I							
PGDAE 101	Core	Psychology of Adult Learners	3	1	4	70	30
PGDAE 102	Core	Fundamentals of Adult Education	3	1	4	70	30
PGDAE 103	Core	Management of Adult and Continuing Education Programmes	3	1	4	70	30
		Total Credits			12	Total Marks = 300	
Semester – II							
PGDAE 104	Core	Life Skills Education	3	1	4	70	30
PGDAE 105	Elective	Dissertation Work	3	1	4	70	30
PGDAE 106	Elective	Research in Adult and Continuing Education	3	1	4	70	30
Elective Course: Students can opt any one of the elective courses.							
		Total Credits			08	Total Marks = 200	
Grand Total			L	T	Cr	Total Marks = 500	
			15	5	20		

**SEMESTER- WISE SYLLABUS FOR VARIOUS COURSES OF
STUDY OF POST GRADUATE DIPLOMA IN ADULT
EDUCATION (PGDAE)**

“FIRST SEMESTER”

Course Type Nature: Core

Course Code: PGDAE 101

Course Title: PSYCHOLOGY OF ADULT LEARNERS

Credits: 4 {Marks =100 (70 +30)}

Course Objectives

The contents of this course will enable the students:

-) Develop understanding of the concept, meaning, features, objectives and importance of psychology of adult education.
-) Develop understanding of psychology of adult learners.
-) Understand them the concept of psychology of adult learners.
-) Understand teaching learning environment.
-) Understand forms, components and content of adult education.
-) Understand the developmental perspectives of adult education.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for the end-semester examination (ESE) a total of 70 marks and consisting five sections: **A, B, C, D &E**. Section A will consist 6 objective type questions (MCQ, True/ False, Completion Type) carrying one mark and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective units 1, 2, 3, & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub – part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates

are required to attempt one question (and / or its sub parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question be completed in around 800 words.

- Unit -1 Fundamentals of Adult Learners 1 Credit**
-) Psychology of Adult Learners and Motivational Strategies.
 -) Total Literacy Campaign: Concept and Strategies.
- Unit -2 Learning Resources for Adult Learners 1 Credit**
-) Suitability of Teaching-Learning Materials and Audio Visuals; Material for Neo literates.
 -) Suitability of Training Material for Perak's and Nodal Perak's.
- Unit -3 Agencies of Adult Learning 1 Credit**
-) Agencies of Adult Education: Government and Non-Government
 -) Monitoring of Adult Education Program: The Paradigm Context: General Considerations, Need for Monitoring, And Components in Monitoring Methods, Procedures and Levels of Monitoring.
- Unit -4 Evaluation of Adult Education Programmes 1 Credit**
-) Evaluation of Adult Education Program: Meaning and Scope, its Purpose, Preparation of Programs for Evaluation.
 -) Adult Education and its Linkage with Development.

Sessional Work / Activities

Marks = 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks.

1. Prepare a report on the literacy campaign in your own district.
2. Visit to any Government/Non-Government agency of adult education and prepare a report on its working structure.

Suggested Readings:

-) Asher E.J., Tiffin J. and Knight F.B. (1953). An Introduction to General

- Psychology. USA: D.C. Health & Co., Hoston,.
- J Dave R.H., Perera D.A. and Quane A. (Ed.) Learning strategies for post literacy and continuing education: A cross national perspective, Hamburg, RobortSeeman, 1985.
 - J DharmVir, Adult psychology & Education Methods, International Cooperative Alliance, New Delhi, 1981.
 - J Gagne R., The Conditions of learning, New York, 1966.
 - J Gohrpade, M.B., Essentials of psychology, Himalaya Publishers House, Bombay, 1980.
 - J Jayagopa R., Adult Learning: Psycho Social Analysis, University of Madras Publication, Madras, 1984.
 - J Jennifer Rogers, Adult Learning (2nd Ed), The open University Press, Miltion, Keynes, London, 1979.
 - J Kidd., J.R., How Adult Learn, Associate Press, New York, 1976.
 - J Mark Tennant, Psychology of Adult Learning, Routledge, London, 1988
 - J Michael J.a. Howe, Adult Learning: Psychological Research & Application, John wiley& Sons, New York, 1978.
 - J Miller Harry, Teaching and Learning in Adult Education,(1964) The Macmillan Co., Collier Macmillan Ltd., London, 1964.
 - J Nimbalkar R., Adult Education and its Learning system, Mittal, Delhi, 1987.
 - J Pillai, K.S., Educational psychology (revised edition), Kalanikatan, Trivendrum, 1989.
 - J Rajani, R. Shirur, Adult Learning, Sterling, Sterling publishers Pvt. Ltd., New Delhi, 1997.
 - J Seldenberg B. and shadowsky A., Social psychology: An Introduction, Macmillan publishing co., 1976.

Course Type Nature: Core

Course Code: PGDAE 102

Course Title: FUNDAMENTALS OF ADULT EDUCATION

Credits: 4 {Marks =100 (70 +30)}

Course Objectives

The contents of this course will enable the students:

-) Develop understanding of the concept, meaning, features, objectives and importance of adult education.
-) Organize and conduct literacy center/continuing education center in a village.
-) Develop understanding with historical perspective of adult education.
-) Understand them the concept of adult education in national development.
-) Understand teaching learning environment.
-) Understand forms, components and content of adult education.
-) Understand the development perspective of adult education

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for the end-semester examination (ESE) a total of 70 marks and consisting five sections: **A, B, C, D &E**. Section A will consist 6 objective type questions (MCQ, True/ False, Completion Type) carrying one mark and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective units 1, 2, 3, & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub – part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and / or its sub parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question be completed in around 800 words.

- Unit -1 Adult Education 1 Credit**
-) Adult Education: concept, meaning, features, objectives and importance.
 -) Historical perspective of adult education: Pre-independence and Post-independence era with special reference to NAEP and NLM.
 -) Modern concept of adult education: meaning, scope and importance of adult literacy, functional literacy and continuing education.
- Unit - 2 Structuring Teaching-Learning Environment for Adult Learners 1 Credit**
-) Identifications of area, survey of the community and identification of learners.
 -) Campaign for enrolment, enrolment of the learners and day to day functioning of Adult Education Centre.
 -) Involvement of community and developmental agencies.
- Unit - 3 Forms, Components and Content of Adult Education 1 Credit**
-) Forms of adult Education: social education, community education, basic education and lifelong education.
 -) Components of Adult Education: literacy, numeracy, awareness and functionality.
 -) Content of adult education: general, cultural, citizenship, health, home and family, population and development education.
- Unit -4 Developmental Perspectives of Adult Education 1 Credit**
-) Developmental perspectives of adult education in five year plans, National Policy on Education (1986) and National Literacy Mission (1988).
 -) Role of National Literacy Mission (NLM), State Resource Centre (SRC), Centre for Adult, Continuing Education and Extension (CACEE), District Institutions of *Education* and Training (*DIETs*) in adult literacy movement.
 -) Current status of literacy in India with special reference to Himachal Pradesh.

Sessional Work / Activities

Marks = 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks.

1. Survey your locality to identify adult learners and make a report.
2. To study the current status of literacy in Himachal Pradesh with special reference to your own district.

Suggested Readings:

-) Bordia, Anil, Kidd, J.R. & Draper, J. (1971) Adult Education in India-A Book of Reading, New Delhi: IAEA.
-) Centre for Research in Rural and Industrial Development (1989) Adult Education Programme in Punjab, Chandigarh.
-) Chandra, Arvinda and Shah, Anupama (1987). Non-Formal Education for All, New Delhi: Sterling Publishers Pvt. Ltd.
-) Daswani, C.J & Shah, S.Y (2000). Adult Education in India: Selected Papers, New Delhi: UNESCO.
-) Grewal, Jagit Kaur (1991). A Study of Adult and Non Formal Education in Punjab, Unpublished Ph.D. thesis. Patiala: Punjabi University.
-) Gupta, N. R. (1971). Manual for Adult Literacy Teachers. New Delhi: Indian Adult Education Association.
-) Indian Adult Education Association (1980). New Delhi: Hand book for Adult Education Instructors.
-) Kundu, C.L. (1984). Adult Education: Principles, Practices & Prospectus. New Delhi: Sterling Publisher Pvt. Ltd.
-) Mohanty, B.B. (1989). Adult Education: Some Reflections. New Delhi: Indian Adult Education Association.
-) Rahi, A.L. (1996). Adult Education: Policies and Programmes. Ambala Cantt: The Indian Publications.
-) Shah, S. Y. (1993). Indian Adult Education: A Historical Perspective. New Delhi: Indian adult education association.
-) Singh, Madan (1999). Companion to Adult Educators. New Delhi: National Literacy Mission Publications.

- J Sodhi T.S. (1987). *Adult Education: A Multi-disciplinary Approach*. Ludhiana: Katson Publishing House.
- J Yadav, Rejender Singh (2002). *Adult Education-Concept Theory and Praticce*. Ambala Cantt.: The Associated Publishers.

Course Type Nature: Core

Course Code: PGDAE 103

Course Title: MANAGEMENT OF ADULT AND CONTINUING EDUCATION PROGRAMMES

Credits: 4 {Marks =100 (70 +30)}

Course Objectives

The contents of this course will enable the students:

-) Develop understanding of the concept, process, importance and principles of management in adult education programmes.
-) Organize and conduct literacy centre/continuing education programmes in a village.
-) Develop understanding with historical perspective of adult education programmes.
-) Understand the modern concept of adult education programmes in the development of nation.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for the end-semester examination (ESE) a total of 70 marks and consisting five sections: **A, B, C, D & E**. Section A will consist 6 objective type questions (MCQ, True/ False, Completion Type) carrying one mark and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B,C,D & E will have two long answer type questions from the respective units 1, 2, 3, & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub – part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and / or its sub parts) each from the sections B,C,D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question be completed in around 800 words.

Unit1 Concept and Principles of Management 1 Credit

-) Management–Concept, Process and Importance
-) Basic principles of Management–planning, organizing, staffing, directing,

coordinating and their application to adult education.

Unit - 2 Planning and Management of Total Literacy Campaigns 1 Credit

-) Post literacy and Continuing Education; Administrative structure of literacy campaigns at Central, State and District level,
-) Human Relations and its applicability to Adult Education.

Unit - 3 Management Information System (MIS), Financial Planning and Management 1 Credit

-) Need, Nature, Scope and Structure of MIS.
-) Application of MIS in monitoring the Literacy campaigns. Procedures of book keeping.

Unit4 Decision Making and Project Planning 1 Credit

-) Meaning, elements and steps in the process of decision making, principles and different types of decisions and their use in adult education.
-) Concept, phases of project life cycle and essential so for project planning, project formulation techniques.

Sessional Work / Activities

Marks = 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks.

1. Interview any five adult learners in your locality and prepare a report on their gain after attending the classes under literacy campaign.
2. Develop a questionnaire to find the attitude of adults towards life.
3. Organise a literacy /continuing education programme in your own village and prepare a report on it.

Suggested Readings:

-) Chowdar S. (1988). Project Management. New Delhi: Tata Mcgraw Hill

Publishing Company

-) Computer Adult Learning Information System (CALIS) – User Manual, DAE, MHRD, Government of India, New Delhi, 1990.
-) Indian Institute of Management, Management of Education in India, A Silver Jubilee publication, HM. Calcutta, 1987.
-) Mercy Anselm, organization Behaviour, Himalaya publishing House, Delhi, 1985.
-) Mridula Krishna, project planning in India, IIPA, New Delhi, 1983.
-) National Institute of Information Technology, Management Information System (MIS): Guidelines for Literacy personal, DAE, MHRDF, Government of India, New Delhi, 1990.
-) National Institute of Information, Technology, Management Information System (MIS): Instructions for usage of MIS, DAE, MHRD, Government of India, New Delhi, 1990.

“SECOND SEMESTER”

Course Type Nature: Core

Course Code: PGDAE 104

Course Title: LIFE SKILLS EDUCATION

Credits: 4 {Marks =100 (70 +30)}

Course Objectives

The contents of this course will enable the students:

-) Understand the meaning, concept and various forms of life skills education.
-) Understand four pillars of education and life skills.
-) Understand components and importance of life skills.
-) Describe lifelong learning and extension.
-) Understand the concept, importance, scope and objectives of continuing education.
-) Understand approaches to Continuing Education.
-) Describe the types of continuing education programs.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for the end-semester examination (ESE) a total of 70 marks and consisting five sections: **A, B, C, D &E**. Section A will consist 6 objective type questions (MCQ, True/ False, Completion Type) carrying one mark and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B,C,D & E will have two long answer type questions from the respective units 1, 2, 3, & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub – part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and / or its sub parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question are completed in around 800 words.

Sessional Work / Activities

Marks = 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks.

1. Choose a group of adolescents and train the various life skills related with cognitive, psycho-social and coping skills. Prepare a report on it.
2. Prepare a report on the application of life skills in various spheres by an adult group of your own community.

Suggested Readings:

-) Alford, H.J. (1968). *Continuing Education - In Action: Residential Centres for Lifelong Learning*. New York: Wiley.
-) Cropley, A.J. (1977). *Life Long Education: A Psychological Analysis*. New York: Pergamon Press.
-) Fraure, Edgar et al. (1972). *Learning To Be: The World of Education Today and Tomorrow*. Paris: UNESCO
-) Jarvis, P. (1990). *International Dictionary of Adult and Continuing Education*. London: Routledge.
-) Preece, J (2009). *Lifelong Learning and Development: A Southern Perspective*. London: Continuum International Publishing Group.
-) Shah, S. Y. (1993). *Indian Adult Education: A Historical Perspective*. New Delhi: Indian adult education association.
-) Singh, Madhu. (2002). *Lifelong Learning, Humburg: UNESCO Institute of Lifelong Learning*.
-) Rajesh & Dixit, V.K. (2011). *Lifelong Learning: Issues and Challenges*. New Delhi: Global Book Organization.
-) Roger, Harrison (2002). *Supporting Lifelong Education*. London: Rotledge.
-) Zhu, Muju. (2005). *A Case Study on Chinese Experiences in Integrating „Learning To Live Together“ across Curriculum Areas*.

Course Type Nature: Elective

Course Code: PGDAE 105

Course Title: DISSERTATION

Credits: 4 {Marks =100 (70 +30)}

The research course shall comprise of a research dissertation carrying 100 marks (4 credits) and be elective course. The dissertation will be submitted to the office, department of education immediately at the end of the second semester. This dissertation shall be evaluated by an external examiner (out of the panel of examiners to be approved by the Vice- Chancellor of the University) and the internal supervisor jointly. The credits / marks will be awarded on the basis of evaluation of dissertation including its structure, nature and quality. The dissertation will be evaluated out of four credits / 100 marks (70 dissertation and 30 viva - voce examination. The viva - voce examination will be conducted in due course of time. The total marks obtained by a student shall be converted into appropriate grade as per the procedure prescribed by the university.

Course Type Nature: Elective

Course Code: PGDAE 106

Course Title: RESEARCH IN ADULT AND CONTINUING EDUCATION

Credits: 4 {Marks =100 (70 +30)}

Course Objectives

The contents of this course will enable the students:

-) Understand the concept, types and importance of research.
-) Identify the major research issues in adult and continuing education.
-) Understand the importance of literature review in research.
-) Formulate research objectives and hypotheses.
-) Understand different methods and approaches of research.
-) Understand concept of population and sample.
-) Understand the different methods of sampling.
-) Understand different tools and techniques of collection of data.
-) Understand different techniques of analyzing qualitative data.
-) Understand the ethical issues in conducting research on adult population.
-) Prepare research proposal and research report.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for the end-semester examination (ESE) a total of 70 marks and consisting five sections: **A, B, C, D &E**. Section A will consist 6 objective type questions (MCQ, True/ False, Completion Type) carrying one mark and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective units 1, 2, 3, & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub – part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates

Unit -4 Approaches to Data Analysis

1 Credit

-) Organizing, Tabulating and Analyzing Qualitative Data and Percentage Analysis.
-) Analyzing Quantitative Data: Mean Median, Mode and S.D.
-) Ethical Issues in Conducting Research with Adult Population.
-) Style, Format and Steps of Writing Research Report.

Sessional Work / Activities

Marks = 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks.

1. Prepare a questionnaire by considering any social problem of your own area and collect a sample of 50 individuals for analysis.
2. Select a topic on your own choice and prepare a research report on it.

Suggested Readings:

-) Agarwal. L. P. (2007). Modern Educational Research, New Delhi: Dominant Publishers and Distributors.
-) Best, John, W., & Kahn James V. (2005). Research in Education. New Delhi: Prentice Hall of India Pvt. Limited, 9th Edition.
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