



**SANT GADGE BABA AMRAVATI UNIVERSITY,
AMRAVATI**

संत गाडगे बाबा अमरावती विद्यापीठ, अमरावती

(FACULTY OF HUMANITIES)

मानवविज्ञान विद्याशाखा

**M.A. Part I & II (Lifelong Learning and Extension)
Semester – I & IV**

Syllabus

(NEP -v24)

Session – 2024-25

Sant Gadge Baba Amravati University, Amravati
Faculty: Humanities
Two Years – Four Semester Master’s Degree Programme – NEPv24
Programme: M.A. In Lifelong Learning and Extension

Part A

As 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 Sant Gadge Baba Amravati 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 Humanities. Master of Arts in Lifelong Learning is an innovative programme which 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. 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 (POs) :

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 and Extension** programme intends to:

- Provide essential skills training which will be enable students to develop the setup for lifelong learning centre 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 construactivist learning environments.
- To undertake Research in the field of Lifelong Learning.

ADMISSION ELIGIBILITY:

A) For first year (level 6) of two years of Post Graduate Degree Programme.

- Any three years Bachelor Degree holder in any faculty of this university or any other statutory university is eligible to get admitted in this programme.
- However any student who had not opted for Social Work / Sociology or relevant subjects as subject of studies or Major or Minor in Three years of his / her undergraduate programme but has taken admission in this programme will have to earn minimum 24 credits from Additional course work / Pre - requisite course prescribed in the curriculum. Unless the additional Course work is not successfully completed the result of first year of this programme will not be declared for such students.

B) For direct second year (3rd Semester) of level 6.5 of two years post graduate programme

- Passed Four Years U.G. Degree with Social Work / Sociology or relevant subjects as Major or Minor
- Completed One Year P.G. Diploma (Level 6) in Social Work/ Sociology or relevant subjects.

INTAKE CAPACITY :

- The intake capacity is limited for 40 seats only for First Year Admission (Level 6)
- Provision for the entry of Four Years U.G. or P.G. Diploma students into Direct second year.
- Additionally the intake capacity of 20 seats for Four Years U.G. / One Year P.G. Diploma for Direct Admission to Second Year (Total 60 seats capacity of second year) (Level 6.5)
-

DURATION:

The M.A. (Lifelong Learning) Programme of full time Two years (Four Semester).

SPECIAL CHARACTERISTICS OF THIS PROGRAMME (PS0):**Commitments for learner:**

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

Employability:

- Project officer in Panchayat Raj
- Field officers in Rural areas
- Work with NGOs
- Project Co-ordinator
- Education department
- Work in Old Age Home
- Lecturer in Department of Lifelong Learning And Extension

Learning outcomes descriptors for a higher education qualification at level 6 on the NHEQF

The Bachelor's degree (Honours/ Honours with Research) or the Post-Graduate Diploma is awarded to students who have demonstrated the achievement of the outcomes located at level 6 on the NHEQF.

Descriptors for qualifications at levels 6 on the NHEQF

| Element of the descriptor | NHEQF level descriptors |
|---|---|
| Knowledge and understanding | <p>The graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> • advanced knowledge about a specialized field of enquiry, with depth in one or more fields of learning within a broad multidisciplinary/ interdisciplinary context. • a coherent understanding of the established methods and techniques of research and enquiry applicable to the chosen fields of learning. • an awareness and knowledge of the emerging developments and issues in the chosen fields of learning, • procedural knowledge required for performing and accomplishing professional tasks associated with the chosen fields of learning. |
| General, technical and professional skills required to perform and accomplish tasks | <p>The graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> • a range of cognitive and technical skills required for performing and accomplishing complex tasks relating to the chosen fields of learning, • cognitive and technical skills relating to the established research methods and techniques, • cognitive and technical skills required to evaluate complex ideas and undertake research and investigations to generate solutions to real-life problems, • generate solutions to complex problems independently, requiring the exercise of full personal judgement, responsibility, and accountability for the output of the initiatives taken as a practitioner |
| Application of knowledge and skills | <p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • apply the acquired advanced technical and/or theoretical knowledge and a range of cognitive and practical skills to analyze the quantitative and qualitative data gathered drawing on a wide range of sources for identifying problems and issues relating to the chosen fields of learning, • apply advanced knowledge relating to research methods to carry out research and investigations to formulate evidence-based solutions to complex and unpredictable problems. |
| Generic learning outcomes | <p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • listen carefully, read texts and research papers analytically, and present complex information in a clear and concise manner to different groups/ audiences, • communicate technical information and explanations, and the findings/ results of the research studies relating to specialized fields of learning, • present in a concise manner one's views on the relevance and applications of the findings of research and evaluation studies in the context of emerging developments and issues. • meet own learning needs relating to the chosen fields of learning, • pursue self-paced and self-directed learning to upgrade knowledge and skills that will help accomplish complex tasks and pursue a higher level of education and research. <p>The graduates should be able to demonstrate:</p> <ul style="list-style-type: none"> • a keen sense of observation, enquiry, and capability for asking relevant/ appropriate questions, the ability to problematize, synthesize and articulate issues and design research proposals, • the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships, • the capacity to develop appropriate tools for data collection, • the ability to plan, execute and report the results of an experiment or investigation, • the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in own research |

| | |
|---|---|
| | <p>work, regardless of the funding authority or field of study,</p> <ul style="list-style-type: none"> • examine and assess the implications and consequences of emerging developments and issues relating to the chosen fields of study based on empirical evidence. • make judgement in a range of situations by critically reviewing and consolidating evidence, • exercise judgement based on evaluation of evidence from a range of sources to generate solutions to complex problems, including real-life problems, associated with the chosen field(s) of learning requiring the exercise of full personal responsibility and accountability for the initiatives undertaken and the outputs/outcomes of own work as well as of the group as a team member. |
| <p>Constitutional, humanistic, ethical, and moral values</p> | <p>The graduates should be able to demonstrate the willingness and ability to:</p> <ul style="list-style-type: none"> • Embrace and practice constitutional, humanistic, ethical, and moral values in life. • adopt objective, unbiased, and truthful actions in all aspects of work related to the chosen field(s) of learning and professional practice. • present coherent arguments in support of relevant ethical and moral issues. • participate in actions to address environmental and sustainable development issues. • follow ethical practices in all aspects of research and development, including avoiding unethical practices such as fabrication, falsification, or misrepresentation of data or committing plagiarism. |
| <p>Employability and job-ready skills, and entrepreneurship skills and capabilities/qualities and mindset</p> | <p>The graduates should be able to demonstrate the acquisition of knowledge and skills required for:</p> <ul style="list-style-type: none"> • adapting to the future of work and to the demands of the fast pace of technological developments and innovations that drive a shift in employers' demands for skills, particularly with respect to the transition towards more technology-assisted work involving the creation of new forms of work and rapidly changing work and production processes. • managing complex technical or professional activities or projects, requiring the exercise of full personal responsibility for the output of own work as well as for the outputs of the group as a member of the group/team. • exercising supervision in the context of work having unpredictable changes. |

Additional Course Work / Pre -Requisite Course of Minimum 24 Credits for those Students who have not opted 'Social Work / Sociology' as Major or Minor in 3 Years U. G. Degree programme but had taken admission in this M.A. In Lifelong Learning and Extension Post Graduate Degree Programme.

| Sr. No. | Code Of the Subject/Course | Type of Course | Title of the Course / Subject | Total Learning Hours | Credit |
|---------|----------------------------|---|-------------------------------|----------------------|--------|
| I | PRREQLLE001 | Additional Course Work / Pre - Requisite Course | Working with Communities | 60 | 4 |

COs

- Students will be able to understand the history and development of community organization
- Students will develop their skills to identify the factors that contribute to community development.
- Students will understand the importance of community engagement.
- Student will be able to employ strategies for building and sustaining community coalitions.
- Student will be familiar with project plan for a community development project.
- Students will sharpen their skills to resolve conflicts that arise in community settings.

| Unit | Content | Hours |
|----------|--|-------|
| Unit I | <ul style="list-style-type: none"> • Concept of community: - Sociological, cultural and Structure and functions of community, social work perspective of community. • Caste, Class, Gender and Vulnerability in understanding communities | 10 |
| Unit II | <p>Community Organization as a Method of Social Work:</p> <ul style="list-style-type: none"> • Values, Ethics, Principals and approaches of community organization • Outcome goals and process goals of community work. • The problem-solving process / steps - Planning, Mobilization and Utilization of community resources, Action Plan, Implementation and Evaluation processes. | 10 |
| Unit III | <p>Strategies & Practice of Community organization</p> <ul style="list-style-type: none"> • Strategies and skills in community organization- Community Mobilization, Institutional Building, Capacity Building & Training, • In Community work- Advocacy, Networking, Empowerment, Power Structure & Leadership development, Problem Analysis, Resource Mobilization, Conflict Resolution, Documentation. | 10 |
| Unit IV | <p>Models of Community Organization and practice with different communities</p> <ul style="list-style-type: none"> • Overview of Models of Community Organization- Locality development, Social Planning. • Role of government and non-government agencies in community organization | 10 |
| Unit V | <ul style="list-style-type: none"> • Role and functions of community leaders- Guide, enabler, researcher, project manager, organizer and activist. | 10 |
| Unit VI | <ul style="list-style-type: none"> • Community organization practice with Displaced, Farmers, Landless & unorganized labour, Rural & Tribal communities | 10 |

Books Recommended:

1. Ross Murry, G. Community Organization Theory and Practice
2. Dunham, Arthur E; Community welfare Organization Principles and Practice.
3. Harpet E.B. and Dunham A; Community organization in action
4. MacMillan Wayne: Community Organization for social welfare.
5. Sanderson and Polson : Rural community Organization
6. Gangrale K.D.: Community Organization in India, Popular Prakashan, 1971.
7. Batten, T. R. 1962 The Non-Directive Approach in Group and Community Work, London: Oxford University Press.
8. Brager, G. and Specht, H. 1969 Community Organization, New York: Columbia University Press.
9. Batten, T. R. 1965 The Human Factor in Community Work, London: Oxford University Press.
10. Dandavate, M. 1977 Marx and Gandhi, Bombay: Popular Prakashan Pvt. Ltd.
11. Dayal, R. 1960 Community Development Programme in India, Allahabad: KitabMahal Publishers.

| Sr. No. | Code of the Subject/Course | Type of Course | Title of the Course/Subject | Total Learning Hours | Credit |
|---------|----------------------------|--|-----------------------------|----------------------|--------|
| II | PRREQLLE002 | Additional Course Work / Pre-Requisite | Rural Society in India | 60 | 4 |

COs

- It provides advanced knowledge on various rural society structures and it helps to resolve various problems in rural society

| Unit | Content | Hours |
|----------|--|-------|
| Unit I | Introduction of Rural Society: <ul style="list-style-type: none"> Meaning and Nature of Rural Society Basic Characteristics of Peasant and Agrarian Society Rural Social Life Rural-urbanization | 10 |
| Unit II | Rural Social Structure and Social Change: <ul style="list-style-type: none"> Jajmani System Rural Social Institution: Family, Caste and Religion Changing modes of Production in Indian Agriculture Co-operative movements in Maharashtra and its role in the Social Development. | 10 |
| Unit III | Rural Social Problem and Issue : <ul style="list-style-type: none"> Landless Labourer and Bonded Labourer Unorganized Labourer Rural poverty Farmers Suicide Problems of irrigation and low production | 10 |
| Unit IV | Rural development and challenges: <ul style="list-style-type: none"> Panchayat Raj System: After 73rd Amendment Process of change: Migration and mobility Empowerment of women in rural society SHGS, NGOS and Government Policies | 10 |
| Unit V | Rural - Urban Development and Challenges: <ul style="list-style-type: none"> Community Development Programme Impact of Globalization on Rural Society | 10 |
| Unit VI | <ul style="list-style-type: none"> Rural Development Strategies: Management of Water & Irrigation in Agriculture | 10 |

Books Recommended:

- A.R. Desai 1977: Rural Sociology in India, Popular Prakashan, Bombay
- P.Radhakrishnan 1989: Peasant struggles: Land reforms and social change in Malabar 1836-1982, Sage Publications: New Delhi.
- Daniel Thorner and Alic Thorner, 1962: Land and Labour in India, .Asia, Publications, Bombay. 4
- Andre Beteille 1974: Six Essays in Comparative sociology, Oxford University Press, New Delhi.
- D.N.Dhanagare 1988: Peasant Movements in India, Oxford University Press New Delhi.
- Ashish Nandy 1999: Ambiguous Journey to the city, New Delhi Oxford University, Press.
- Berberogue Berch (ed) 1992: Class, state and Development in India New Delhi, Sage.
- D.N. Majumdar- Caste and Communication in Indian Village, Asia Publication House, Bombay.
- Nayak, K.B., 2008 - Rural Development and Underdevelopment, Sarup & Sons Publication, New Delhi.
- A.E.Punit- Social Systems in Rural India, Starling Publishing Pvt. Ltd. New Delhi.

Credit Distribution Of Additional Course Work / Pre -Requisite Course

| Sr. No. | Course /Subject Code | Course /Subject Name | Credit |
|---------|----------------------|--|-----------|
| 1 | PRREQLLE001 | Working with Communities | 4 |
| 2 | PRREQLLE002 | Rural Society in India | 4 |
| 3 | PRREQLLE003 | Seminar on above Papers | 4 |
| 4 | PRREQLLE004 | Skill Development Activities | 4 |
| 5 | PRREQLLE005 | Assignment | 4 |
| 6 | PRREQLLE006 | Self Learning / Assessment / Life Skills Including Employment Skills / Social / Community Work | 4 |
| | | Total | 24 |

THE EVALUATION MECHANISM IS AS UNDER

(Internal Assessment /Evaluation /Examination)

1) Evaluation system for working with community

- The student will visit the rural community and submitted the report.
- Awareness program will be organised by the student and its impact analysis will be submitted (group or individual activity)

2) Evaluation system for Rural society in India

- According to the above Subject, a multiple choice test of 50 marks of 25 questions will be conducted.
- Each question will carry 2 marks.

3) Evaluation System for Seminar on above paper

- A seminar presentation on social issue will be given by student. (either online / offline mode)

4) Evaluation system for Skill development activities

- Organizing any one Training Program /Workshop for marginalized group by the students the report about training programme and its outcomes will be submitted by the student (group or individual activity)

5) Evaluation system for Assignment

- Assignment will be taken in written form from the student on various subjects
- Assignment will be prepared from the students by giving any two questions as per the syllabus.

6) Evaluation system for Self Learning / Assessment / Life Skills Including Employment Skills / Social / Community Work

- Students will visit to the Social Welfare Office and understand their working system.
- Students will visit and discuss the problems of Tribal & Backward Communities
- A report will be submitted by the students.

Note :- All seminars / reports / test will be evaluated at the Department / Institute / College level

Special Note :

- It is self learning / online / through SWAYAM or may be recognized MOOC platform course. the Teachers / Faculty of the Department /Institute / College will facilitate the learning and assessment of the course.
- All those students who have not studied or earn 24 Credits from the course of social work / sociology during their U.G. programme will have to go undergoes this course.
- Social work / Sociology graduates are exempted from this course.
- Assessment / Examination and Evaluation of this Additional course work / Pre-requisite course will be done through Internal Assessment Process at level of Department / Institute.
- The course completion certificate will be submitted by Head of the Department / Institute to the Examination Section of the University, before completion of second semester university examination of that academic year.
- The undertaking along with the list of those student who do not required the Additional Course Work / Pre-requisite Course will be simultaneously submitted by the Head of University Department / Principal / Head of the Institute to the Examination Center.
- It is compulsory to the such admitted student (Non sociology / Non social work graduates) to Complete Additional course work / Pre-Requisite Course in the first year (Semester I & II) of the same academic year.
- The evaluation of the said Additional course work / Pre-requisite course will be done under the concerned Department / Institute. The subject expert of the regarding programme or course, Institute will have authority to conduct the evaluation.
- The complete outline of the Additional course work / Pre-requisite course is given at the beginning of the syllabus of the said course.

Pattern of Question Papers

M.A. In Lifelong Learning And Extension (NEP) (For Semester I to IV)

Pattern of Question Papers Shall be as follows :

- 1) Theory Paper of each semester shall be of 60 Marks.
- 2) Number of question to be set in each paper will be Six (6).
- 3) All question should be solved compulsory.
- 4) All question carry 10 Marks.
- 5) There will be two long answer type question with alternative carry 10 marks each.
- 6) In Questions 3 there will be 4 short answer questions out of it solved any 2 for 5 Marks each.
- 7) In Questions 4 there will be 4 short answer questions out of it solved any 2 for 5 Marks each.
- 8) In Questions 5 there will be 4 short answer questions out of it solved any 2 for 5 Marks each.
- 9) In Questions 6 there will be 4 short answer questions out of it solved any 2 for 5 Marks each.
- 10) The question papers in two language i.e. Marathi & English

Part – B

Sant Gadge Baba Amravati University, Amravati.

Faculty: Humanities

Two Years - Four Semester Master's Degree Programme -NEP v24

M.A. In Lifelong Learning and Extension (Part I)

Semester I

| Sr. No | Code of the Course/Subject | Subject Code | Title of the Course/Subject | (Total Learning Hours) | Credit |
|--------|--|---|---|-----------------------------------|----------------|
| 1 | RM and IPR | LLAE-101 | Research Methodology- I | 60 | 4 |
| 2 | Discipline Specific Core I.1 | LLAE-102 | History of Adult Education - I | 60 | 4 |
| 3 | Discipline Specific Core II.1 | LLAE-103 | Continuing Education - I | 60 | 4 |
| 4 | Discipline Specific Core III.1 | LLAE-104 | Lifelong Learning And Historical Perspective -I | 60 | 4 |
| 5 | Discipline Specific Elective I.A OR Discipline Specific Elective I.B | LLAE-105 Or LLAE-106 | (a) NGOs for Lifelong Learning OR (b) Tribal society, Culture & issues in Development | 60 | 4 |
| 6 | DSC-III.1 (Pre-Major) | LLAE-107 | Personality Development and Soft Skills Components | 30 | 2 |
| 7 | | Experiential learning / Life skills / Self study / Field visits / Digital learning /Assessment / Evaluation /Examination etc. | | 270 | Included above |
| | | | Total | Minimum 600 Learning Hours | 22 |

M.A. In Lifelong Learning and Extension (Part I)

Semester II

| Sr. No | Code of the Course/Subject | Subject Code | Title of the Course/Subject | (Total Learning Hours) | Credit |
|--------|--|--------------------------------|---|------------------------|--------|
| 1 | Discipline Specific Core I.2 | LLAE-201 | History Of Adult Education - II | 60 | 4 |
| 2 | Discipline Specific Core II.2 | LLAE-202 | Continuing Education - II | 60 | 4 |
| 3 | Discipline Specific Core III.2 | LLAE-203 | Lifelong Learning And Historical Perspective | 60 | 4 |
| 4 | Discipline Specific Elective II.A Or Discipline Specific Elective II.B | LLAE-204 Or LLAE-205 | Social Reformers in Maharashtra Or Social Problems In India | 60 | 4 |
| 5 | DSC-III.2 (Pre-Major) | LLAE-206 | Jivan Kaushalya Shikshan | 30 | 2 |

| | | | | |
|---|--|---|---|----------------|
| 6 | | Experiential learning / Life skills / Self study / Field visits / Digital learning /Assessment / Evaluation /Examination etc. | 330 | Included above |
| | | Total | Minimum 600 Learning Hours | 22 |

Sant Gadge Baba Amravati University, Amravati.
Faculty: Humanities
Two Years - Four Semester Master's Degree Programme-NEPv24
M. A. In Lifelong Learning and Extension (Part I)
Semester I

| Sr. No. | Subject | Code of the Subject/Course | Type of Course | Title of the Course/ Subject | (Total Learning Hours) | Credit |
|---------|------------|----------------------------|----------------|--|------------------------|--------|
| 1 | RM and IPR | LLAE-101 | Th-Major | Research Methodology and Intellectual Property Right | 60 | 4 |

COs

1. Through this paper, students know about fundamental and advance methodology in research.
2. The main objective of the IPR is to make the students aware of their rights for the protection of their invention done in their project work.
3. To get registration in our country and foreign countries of their invention, designs and thesis or
4. Theory written by the students during their project work and for this they must have knowledge of
5. Patents, copy right, trademarks, designs and information Technology Act.
6. Different types of IPR's.

| Unit | Content | Hours |
|----------|--|-------|
| Unit I | Social Research: A) Meaning & Objective B) Scientific method: Meaning of Characteristics C) Importance & utility of Social Research | 10 |
| Unit II | Major steps in Scientific Research: A) Formulation of Research Problems: Selection of the Problems B) Hypothesis: Sources of Hypothesis, Characteristics of usable Hypothesis C) Research Design: Exploratory Research Design, Descriptive Research Design Diagnostic Research Design. Experimental Research Design. D) Sampling Design: Types of Sampling | 10 |
| Unit III | Data Collection : A) Primary and Secondary sources of data B) Tools of Data Collection i) Observation: Meaning and types ii) Questionnaire: Meaning, Nature and features of good Questionnaire iii) Interview: Main Steps of Interview Techniques, Types, Qualities of good interviewer. iv) Schedule: Meaning and Types of Schedule, Process of Preparing Schedule | 10 |
| Unit IV | A) Scaling Techniques : i) The Bogardus social distance scale, Socio-metric Scale. ii) Validity & reliability in Social Research B)Problems of Study in Social Research : i) Nature of social phenomena ii) Objectivity: meaning, importance & difficulties in objectivity iii) Subjectivity iv) Issues of Measurement in Social Science Research | 10 |
| Unit V | Intellectual Property Rights: i) Introduction to IPR :- Meaning of Property, Origin, Nature, Meaning of Intellectual Rights. | 10 |
| Unit VI | i) Patent Rights and Copy Rights. ii) Trade Marks: - Origin, Meaning and Nature of Trade Marks. iii) Designs:- Meaning, Definition, Object, Registration of Design | 10 |

Books Recommended:

1. Merton, Robert: Social Theory and Social Structure
2. Goode, W and Hatt P. Methods in Social Research
3. Jahoda, M. Deuteck and cook : Research Methods in Social Relation.
4. Festinger, L.D. and Katz, D (ed): Research Methods in behavioral Sciences.
5. Modge, J. Hie tools of Social Sciences
6. Young, P.V. Scientific Social Survey and Research.
7. Lazaras, Field P. (Ed): Language of social Research.
8. Wilkinson, T.S. and .P.L. Bhandarkar: Methodology and Techniques of social Research,
9. Himalaya Publishing House, Bombay.
10. P. Qarrett: Statistics in Education and Psychology.

M.A. In Lifelong Learning and Extension (Part I)
Semester I

| Sr. No. | Subject | Code Of the Subject/Course | Type of Course | Title of the Course/Subject | (Total Learning Hours) | Credit |
|---------|---------|----------------------------|----------------|------------------------------|------------------------|--------|
| 2 | DSC-I.1 | LLAE-102 | Th-Major | History Of Adult Education-I | 60 | 4 |

COs

- Define concept and scope of adult education.
- Explain the objectives and nature pre independence post Independence of adult education.
- Interpret role of government and private institute of adult education.

| Unit | Content | Hours |
|----------|--|-------|
| Unit I | <ul style="list-style-type: none"> • Adult education- meaning -concept -scope of adult education. • History of adult education Re Independence post-independence | 10 |
| Unit II | <ul style="list-style-type: none"> • Types of Adult Education • Importance and needs of adult education. | 10 |
| Unit III | <ul style="list-style-type: none"> • Government structure for implementation of adult education programme. • Contribution of non -government organization in National adult education programme. | 10 |
| Unit IV | <ul style="list-style-type: none"> • Role of the universities in National adult education programme. • Post literacy programme Jana Shikshan Nilayam continuing Education Centre. | 10 |
| Unit V | <ul style="list-style-type: none"> • Total Literacy programme – mass functional literacy programm | 10 |
| Unit VI | <ul style="list-style-type: none"> • National Literacy Mission | 10 |

Books Recommended:

1. Dumare jaymala :साक्षरता : जाणीव, जागृती, जयश्री प्रकाशन नागपूर -2005
2. Dumare Jaymala :प्रौढशिक्षणाची वाटचाल, पिंपळापुरे बुक डिस्ट्रिबुटर्स,नागपूर - 2007
3. वाघआनंद :- प्रौढ शिक्षणातील बदलते प्रवाह,लोकयज्ञ प्रकाशन, लक्ष्मीनिवास,आदित्यनगरीबीड,जि. बीड431122
4. Directorate of adult education: modalities of total literacy decreation and education of learning outcomes.
5. डांगे ,चंद्रकुमार :- राष्ट्रीय प्रौढ शिक्षण, नूतन प्रकाशन, पुणे
6. कुंभार,नागोराव :- प्रौढ शिक्षण : एक राष्ट्रीय समस्या, प्रबोधन प्रकाशन, लातूर
7. Kundal C.L. :- adult education, principles, practise and prospects, sterling published (P) ltd. New Delhi.
8. Mohsini,S.R. :- adult and community education, India adult education Association New Delhi 1973.
9. Patil S.R. :- adult education , Ashish Publication House New Delhi 1981.
10. Sharma A. :- adult education in India, Anmol Publication New Delhi 1989.
11. Sharma S.R. :- development of adult education in Akashdeep publishing house New Delhi.

M.A. In Lifelong Learning and Extension (Part I)
Semester I

| Sr. No. | Subject | Code Of the Subject/Course | Type of Course | Title of the Course/Subject | (Total Learning Hours) | Credit |
|---------|----------|----------------------------|----------------|-----------------------------|------------------------|--------|
| 3 | DSC-II.1 | LLAE-103 | Th-Major | Continuing Education -I | 60 | 4 |

COs

- Define the concept of continuing education.
- Identify the role of government in implement the continuing education programme.
- Analysis relation between continuing education and skill development.

| Unit | Content | Hours |
|----------|---|-------|
| Unit I | <ul style="list-style-type: none"> • Continuing education- meaning -concept- scope. • Objective of continuing education programme - activities of continuing education program | 12 |
| Unit II | <ul style="list-style-type: none"> • Continuing education - nature of programme- history of continuing education. • The prospect of developing outcomes indicator in continuing education. | 10 |
| Unit III | <ul style="list-style-type: none"> • Role of government in implementation containing education programme - skill development programme. • Methods of continuing education and community development. | 10 |
| Unit IV | <ul style="list-style-type: none"> • Role of the universities in implementation continuing education programme | 10 |
| Unit V | <ul style="list-style-type: none"> • Thoughts On continuing Education- Mahatma Gandhi ,Maulana Azad. | 10 |
| Unit VI | <ul style="list-style-type: none"> • Type of continuing education programme - post literacy - equivalency programmes - income generation programme - quality of life improvement programme - individual interest promotion programme - future oriented programmes. | 10 |

Books Recommended :

1. Dixit, A.P. :- non formal and continuing education, Vista International publishing house, New Delhi, 2005.
2. कुलकर्णी, हरिहर :- निरंतर शिक्षण केंद्रकसेचालवावे ? महाराष्ट्रराज्यप्रौढशिक्षणसंस्था, राज्यसाधनकेंद्र, औरंगाबाद.
3. वाघ,आनंद : निरंतरशिक्षण, लोकयज्ञप्रकाशन, बीड.
4. Suryakanthi A. :- perspective on continuing Education ,Department of adult and continuing education and extension, Gandhigram rural University Gandhigram 2007.
5. Government of India (1998)production, selection and purchase of Neolitrare materials for continuing education centres, policy ,guidelines, New Delhi National literacy mission.
6. कुलकर्णी ,हरिहर :- निरंतर शिक्षण उपक्रम : महाराष्ट्रराज्य प्रौढ शिक्षण संस्था, औरंगाबाद,1999.

M.A. In Lifelong Learning And Extension (Part I)
Semester I

| Sr. No. | Subject | Code Of the Subject/Course | Type of Course | Title of the Course/Subject | Total Learning Hours | Credit |
|---------|------------------|----------------------------|-----------------|---|----------------------|----------|
| 4 | DSC-III.1 | LLAE-104 | Th-Major | Lifelong Learning And Historical Perspective-I | 60 | 4 |

COs

- Define concepts and theories of lifelong learning.
- Improve performance and continuous growth.
- Demonstrate verbal and written communication skills through presentation debate etc.

| Unit | Content | Hours |
|-----------------|--|-----------|
| Unit I | <ul style="list-style-type: none"> • Lifelong learning -concepts- theories and value -Scope. • Need and importance of lifelong learning. | 10 |
| Unit II | <ul style="list-style-type: none"> • Historical background of lifelong learning Vedic approaches of lifelong learning - Buddha's model of lifelong learning -Bhakti movement and lifelong learning. | 10 |
| Unit III | <ul style="list-style-type: none"> • Role of of government in implementation of lifelong learning. • Role of universities in implementation lifelong learning. | 10 |
| Unit IV | <ul style="list-style-type: none"> • Lifelong learning through skill development- characteristic of lifelong learning. • Formal -non formal -informal type of education and training. | 10 |
| Unit V | <ul style="list-style-type: none"> • The World Bank Views of Lifelong Learning Policy | 10 |
| Unit VI | <ul style="list-style-type: none"> • UNISCOs Delhi declaration December 1993 | 10 |

Books Recommended:

1. Shah S.Y.(2007) - the policy and program of lifelong learning in India : a brief overview, the paper presented at the international conference organised by the Asian Society of lifelong learning held in Seoul during November 14 -16, 2007.
2. Delhi declaration and Framework for action, education for all Summit 16 December 1993.
3. Pandey, Rameshwari (2011) - spectrum of lifelong education concept publishing Company pvt.Ltd. New Delhi.
4. Dumare , Jaymala (2012) - lifelong learning through skill development selected papers from the National seminar on 'lifelong learning through skill development programme' organised by department of containing ,adult education and extension, rashtrasanttukadoji Maharaj Nagpur University February 27 ,28 2012.
5. Towards lifelong learning published by State resource centre Jamia MilliaIslamia New Delhi on behalf of National literacy mission and United National education, scientific and cultural organisation (UNESCO).
6. Dumare, Jaymala (2015)- साक्षरता ते आजीवन selected paper form state level seminar organised by department of containing, adult education and extension, Rashtrasant Tukadoji Maharaj Nagpur University, February 27,28, 2012.

M. A. In Lifelong Learning And Extension (Part I)
Semester I

| Sr. No. | Subject | Code Of the Subject/Course | Type of Course | Title of the Course/Subject | Total Learning Hours | Credit |
|---------|---------|----------------------------|-------------------|-----------------------------|----------------------|--------|
| 5 | DSE-I.A | LLAE-105 | Th-Major Elective | NGOs for Lifelong Learning | 60 | 4 |

COs

1. To enable the students, understand the role of NGOs in the developmental process of Lifelong Learning.
2. To orient them on the various concepts related to NGOs for Lifelong Learning.
3. To help them understand how an organization can be formed and managed, and the issues involved in the process of Lifelong Learning.

| Unit | Content | Hours |
|-----------------|---|-----------|
| Unit I | <ul style="list-style-type: none"> • NGO Definition, Concept , Need and Importance • History of NGOs in India and Maharashtra | 10 |
| Unit II | <ul style="list-style-type: none"> • Types of NGOs • Establishment of Lifelong Learning Centre | 10 |
| Unit III | <ul style="list-style-type: none"> • NGO Formation- procedure , NGO Registration under 27 • Society Registration Act 1860, Bombay Public Trust Act 1950 | 10 |
| Unit IV | <ul style="list-style-type: none"> • Company Act • Role of NGOs In youth development | 10 |
| Unit V | <ul style="list-style-type: none"> • Role of NGO in Backward Community • NGOs and Job opportunities | 10 |
| Unit VI | <ul style="list-style-type: none"> • Role of NGO in rural development, For stopping poverty and improvement for rural education. | 10 |

Books Recommended:

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 Nongovernment Organization)
3. Etakula Vayunandan, Dolly Mathew (2003) Good Governance: Initiatives In India, PHI Learning Pvt. Ltd., New Delhi

M.A. In Lifelong Learning and Extension (Part I)
Semester I

| Sr. No. | Subject | Code Of the Subject/Course | Type of Course | Title of the Course/Subject | Total Learning Hours | Credit |
|---------|---------|----------------------------|-------------------|--|----------------------|--------|
| 5 | DSE-I.B | LLAE-106 | Th-Major Elective | Tribal Society, Culture & Issue In Development | 60 | 4 |

COs

- This course aims to help students to understand tribal society and its distinct cultural characteristics.
- It also intends to enhance the knowledge about current scenario of tribal society and its changing culture.

| Unit | Content | Hours |
|----------|--|-------|
| Unit I | <ul style="list-style-type: none"> • Meaning, definition and characteristics of tribe. • Constitutional Meaning of tribe. | 10 |
| Unit II | <ul style="list-style-type: none"> • Social organisations: Tribal family, marriage, kinship, Yuvagruh, Religion and customary practices. | 10 |
| Unit III | <ul style="list-style-type: none"> • Component of tribal culture: Dance, Drama, Folklore, dialect, Instruments • ‘Sanskritization’: Definition, Characteristics | 10 |
| Unit IV | <ul style="list-style-type: none"> • Social Issues, Political issues such as political participation • Educational issues-accessibility, marginalisation, migration, drop-out. | 10 |
| Unit V | <ul style="list-style-type: none"> • Economic Issues-Land alienation & Agriculture Poverty & indebtedness , Unemployment • Superstitions, addiction, isolation. | 10 |
| Unit VI | <ul style="list-style-type: none"> • Economic organisations: Concept, forms, function and changing nature. | 10 |

Readings:

1. Dynamics of Tribal migration, Sonali Publication New Delhi. 44
2. Frontiers of Social Anthropology, AmitabhaSankar ,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.

M. A. In Lifelong Learning and Extension (Part I)
Semester I

| Sr. No. | Subject | Code of the Subject/Course | Type of Course | Title of the Course/Subject | Total Learning Hours | Credit |
|---------|----------------------------------|----------------------------|------------------|---|----------------------|----------|
| 6 | DSC-III.1 (Pre-Major) | LLAE-107 | Pre-Major | Personality Development and Soft Skills Components | 30 | 2 |

COs

1. Communicate effectively with confidence to the surroundings.
2. Enhance team work & leadership.
3. Develop problem solving approach.
4. Develop decision making ability.

| Unit | Content | Hours |
|-----------------|--|-----------|
| Unit I | <ul style="list-style-type: none"> • Soft Skills: An Introduction – Definition and Significance of Soft Skills; Process and Assessment of Soft Skill Development. • Self-Discovery: Discovering the Self, Setting Goals, Beliefs, Values, Attitude. • Positivity and Motivation: Developing Positive Thinking and Attitude; Meaning and Theories of Motivation; Enhancing Motivation Levels. | 10 |
| Unit II | <ul style="list-style-type: none"> • Interpersonal Communication & Public Speaking: Interpersonal relations; Interpersonal communication methods. Skills, Methods, Strategies and Essential tips for effective public speaking. • Group Discussion: Selection of Topics, Dos & Don'ts of Group Dissuasion . • Verbal & Non-Verbal Communication, Team work and Leadership Skills: Types, Advantages, Disadvantages & Significance. Concept of Teams; Building effective teams; Concept of Leadership and honing Leadership skills. | 10 |
| Unit III | <ul style="list-style-type: none"> • Interview Skills: Interview script, Dos & Don'ts of interview skills. Pre and Post preparation. • Presentation Skills & Etiquette and Manners: Stages, Process & Techniques. Social and Business etiquette. • Personality Development & Time Management – Meaning, Nature, Features, Stages, Models; Learning Skills; Adaptability Skills. Concept, Matrix, Effective tools of time management. | 10 |

Books Recommended:

1. Dale Carnegie, How to win Friends And Influence people, 1936
2. Dale Carnegie, Personality Development to transform your Life,1936.
3. James Allen, as a man thinkith ,1903.

Sant Gadge Baba Amravati University, Amravati.
Faculty: Humanities
Two Years - Four Semester Master's Degree Programme-NEP v24
M. A. In Lifelong Learning and Extension (Part I)

Semester II (Level 6.0)

| Sr. No. | Subject | Code Of the Subject/Course | Type of Course | Title of the Course/Subject | Total Learning Hours | Credit |
|---------|---------|----------------------------|----------------|-------------------------------|----------------------|--------|
| 1 | DSC-I.2 | LLAE-201 | Th-Major | History of Adult Education-II | 60 | 4 |

COs

- Understand the programme of adult education in different countries.
- Analyse and compare programme of adult education in different countries.
- Acquire knowledge of role and contribution of adult education to increase literacy in our country.

| Unit | Content | Hours |
|----------|---|-------|
| Unit I | <ul style="list-style-type: none"> • 1813 Education Act, 1835 Act about british education, formation of Universities in 1857 | 10 |
| Unit II | <ul style="list-style-type: none"> • Adult education and development -Women development - Rural development - Farmer development. • National integrity and Adult education - Social Organization and Adult education - Mass media of publicity and adult education communicative. | 10 |
| Unit III | <ul style="list-style-type: none"> • National adult education - mass functional literacy program - each one teach one programme. • Various teaching methods -Discussion - Group discussion - Reading-Writing - Numeracy. | 10 |
| Unit IV | <ul style="list-style-type: none"> • Methodology of evolution of learning outcomes test design British cut off point test results • National adult education policy 1978 | 10 |
| Unit V | <ul style="list-style-type: none"> • Recent trends in Adult Education • Socio –philosophical aspects of adult education | 10 |
| Unit VI | <ul style="list-style-type: none"> • Adult education in other countries -China-U.S.S.R.- Vietnam - Brahmadesh - Cuba - U.S.A.- Australia - Canada - France - Bangladesh. | 10 |

Books Recommended:

1. Dumare jaymala: साक्षरता: जाणीव, जागृती, जयश्रीप्रकाशननागपूर -2005
2. Dumare Jaymala: प्रौढशिक्षणाचीवाटचाल, पिंपळापुरेबुकडिस्ट्रिबुटर्स,नागपूर - 2007
3. वाघआनंद:- प्रौढशिक्षणातीलबदलतेप्रवाह,लोकयज्ञप्रकाशन,लक्ष्मीनिवास,आदित्यनगरीबीड,जि. बीड 431122
4. Directorate of adult education: modalities of total literacy decreation and education of learning outcomes.
5. डांगे,चंद्रकुमार :- राष्ट्रीयप्रौढशिक्षण, नूतनप्रकाशन, पुणे
6. कुंभार,नागोराव :- प्रौढशिक्षण : एकराष्ट्रीयसमस्या, प्रबोधनप्रकाशन, लातूर
7. Kundal C.L.:- adult education, principles, practise and prospects, sterling published (P) ltd. New Delhi.

M.A. In Lifelong Learning and Extension (Part I)
Semester II

| Sr. No. | Subject | Code Of the Subject/Course | Type of Course | Title of the Course/Subject | Total Learning Hours | Credit |
|---------|----------|----------------------------|----------------|-----------------------------|----------------------|--------|
| 2 | DSC-II.2 | LLAE-202 | Th-Major | Continuing Education-II | 60 | 4 |

COs

- Identify the methods of continuing education.
- Describe different methods of community development.
- Explain content in project report.

| Unit | Content | Hours |
|----------|---|-------|
| Unit I | <ul style="list-style-type: none"> • Continuing education programs on various stages- primary educational stage- middle educational stage - higher educational stage. | 10 |
| Unit II | <ul style="list-style-type: none"> • Continuing education and mass media - radio -movies - newspaper. | 10 |
| Unit III | <ul style="list-style-type: none"> • Field work approach in continuing education - Rural development -Community development - Health awareness - Women development -Contribution of Senior Citizens. | 10 |
| Unit IV | <ul style="list-style-type: none"> • Support and Service for elderly-government schemes services policy, family structure and changes. • Continuing programme for elderly. | 10 |
| Unit V | <ul style="list-style-type: none"> • Resent trends in continuing education • Programme in continuing education | 10 |
| Unit VI | <ul style="list-style-type: none"> • Contribution of voluntary organisations in continuing education. • Continuing education and development -personality development -psychological health - community development -rural development. | 10 |

Books Recommended:

1. Dixit, A.P. :- non formal and continuing education, Vista International publishing house, New Delhi, 2005.
2. कुलकर्णी, हरिहर:- निरंतर शिक्षण केंद्र कसे चालवावे? महाराष्ट्र राज्य प्रौढ शिक्षण संस्था, राज्य साधनकेंद्र, औरंगाबाद.
3. वाघ,आनंद: निरंतरशिक्षण, लोकयज्ञप्रकाशन, बीड.
4. Suryakanthi A.:- perspective on continuing Education, Department of adult and continuing education and extension, Gandhigram rural University Gandhigram 2007.
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6. कुलकर्णी, हरिहर :- निरंतर शिक्षण उपक्रम: महाराष्ट्र राज्य प्रौढ शिक्षण संस्था, औरंगाबाद, 1999.

**M. A. In Lifelong Learning and Extension (Part I)
Semester II**

| Sr. No. | Subject | Code Of the Subject/Course | Type of Course | Title of the Course/Subject | Total Learning Hours | Credit |
|---------|-----------|----------------------------|----------------|--|----------------------|----------|
| 3 | DSC-III.2 | LLAE-203 | Th-Major | Lifelong Learning And Historical Perspective-II | 60 | 4 |

Cos

- Improve soft skill and hard skill.
- Compare difference between formal, no formal, and in formal education.
- Analyse importance of lifelong learning in India.

| Unit | Content | Hours |
|-----------------|---|-----------|
| Unit I | <ul style="list-style-type: none"> • Thoughts on lifelong learning - Swami Vivekanand - Sant Gadge Baba-Mahatma Gandhi - Dr. Babasaheb Ambedkar - Mahatma Jyotiba Phule. | 10 |
| Unit II | <ul style="list-style-type: none"> • Lifelong learning policy in India • Lifelong learning on the Indian subcontinent- UNESCO'S Delhi declaration December 1993 - Adult education and lifelong learning policy in India. | 10 |
| Unit III | <ul style="list-style-type: none"> • International policies of lifelong learning • The European Union and lifelong learning policy-The World Bank's view of lifelong learning policy - UNESCO's drive for lifelong learning. | 10 |
| Unit IV | <ul style="list-style-type: none"> • Lifelong learning planning and programmes in India -social education - lifelong learning and housekeeping-farmer education - training of rural youth for self-employment (TRYSEM) - vocational teaching for women. • Lifelong Learning and Old Age Home. | 10 |
| Unit V | Emerging trends and future perspective of lifelong learning in India <ul style="list-style-type: none"> • Lifelong learning and issues of women • Lifelong learning and Entrepreneurship | 10 |
| Unit VI | <ul style="list-style-type: none"> • Role of lifelong learning education for Nation Building | 10 |

Books Recommended:

1. Shah S.Y.(2007) - the policy and program of lifelong learning in India : a brief overview, the paper presented at the international conference organised by the Asian Society of lifelong learning held in Seoul during November 14 -16, 2007.
2. Delhi declaration and Framework for action, education for all Summit 16 December 1993.
3. Pandey, Rameshwari (2011) - spectrum of lifelong education concept publishing Company pvt. Ltd. New Delhi.
4. Dumare , Jaymala (2012) - lifelong learning through skill development selected papers from the National seminar on 'lifelong learning through skill development programme' organised by department of containing ,adult education and extension, rashtrasant tukadoji Maharaj Nagpur University February 27 ,28 2012.
5. Towards lifelong learning published by State resource centre Jamia Millia Islamia New Delhi on behalf of National literacy mission and United National education, scientific and cultural organisation (UNESCO).
6. Dumare, Jaymala (2015)- साक्षरता ते आजीवन selected paper form state level seminar organised by department of containing, adult education and extension, Rashtrasant Tukadoji Maharaj Nagpur University, February 27,28, 2012.

**M. A. In Lifelong Learning and Extension (Part I)
Semester II**

| Sr. No. | Subject | Code Of the Subject/ Course | Type of Course | Title of the Course/Subject | Total Learning Hours | Credit |
|---------|----------|-----------------------------|-------------------|--------------------------------|----------------------|--------|
| 4 | DSE-II.A | LLAE-204 | Th-Major Elective | Social Reformer in Maharashtra | 60 | 4 |

COs

It's provides students to know about social reformers work for society.

| Unit | Content | Hours |
|----------|---|-------|
| Unit I | <ul style="list-style-type: none"> • Mahatma Fule • Rajshri Shahu Maharaj | 10 |
| Unit II | <ul style="list-style-type: none"> • Dr.B.R.Ambedkar • Dr.Panjabrao Deshmukh | 10 |
| Unit III | <ul style="list-style-type: none"> • Karmvir Bhaurao Patil • Gopal Ganesh Agarkar | 10 |
| Unit IV | <ul style="list-style-type: none"> • Dhondu Keshav Karve • Savitribai Fule | 10 |
| Unit V | <ul style="list-style-type: none"> • Rajmata Jijabai • Sindhutai Sapkal | 10 |
| Unit VI | <ul style="list-style-type: none"> • Pandita Ramabai • Tarabai Shinde | 10 |

Books Recommended:

- १) डॉ. सदानंद मोरे ,महात्मा फुले यांचे वैचारिक चरित्र , सकाळ प्रकाशन २०१९ .
- २) डॉ. बी.आर.आंबेडकर ,माझी आत्मकथा , साकेत प्रकाशन २०२१ .
- ३) डॉ. बी.आर.आंबेडकर ,आंबेडकर इंडिया , स्पृष्टी पब्लिषण २०२०
- ४) तू.बा.नाईक ,छत्रपती राजर्षी शाहू महाराज, मेहता पब्लिशिंग हाऊस १९०५
- ५) धनंजयकीर ,राजर्षी शाहू छत्रपती , पॉप्युलर पब्लिकेशन्स २०१२
- ६) डॉ. जयसिंगराव पवार, समाजक्रांतिकारक राजर्षी शाहू छत्रपती ,मेहता पब्लिशिंग हाऊस २०२१
- ७) प्रा. सौ. कल्पना देशमुख, भाऊ :डॉ. पंजाबराव देशमुख यांचे जीवन चरित्र. मेहता पब्लिशिंग २०१५
- ८) प्रा.डॉ. रमेशजाधव ,कर्मवीर भाऊराव पाटील , साकेत प्रकाशन २०१७
- ९) वी. स. खांडेकर, गोपाळ गणेश आगरकर :व्यक्ती आणि विचार, मेहता पब्लिशिंग हाऊस १९९३
- १०) सुमती पाटील ,सावित्रीबाई फुले , शब्दालया पब्लिकेशन्स हाऊस, २०१९
- ११) सौ. सिंधुताई सपकाळ ,मी वनवासी (आत्मचरित्र) , रियापब्लिकेशन २०१७

M. A. In Lifelong Learning and Extension (Part I)
Semester II

| Sr. No. | Subject | Code Of the Subject/Course | Type of Course | Title of the Course/Subject | Total Learning Hours | Credit |
|---------|-----------------|----------------------------|--------------------------|---------------------------------|----------------------|----------|
| 4 | DSE-II.B | LLAE-205 | Th-Major Elective | Social Problems in India | 60 | 4 |

COs

Student will able to understand the social problems in India.

| Unit | Content | Hours |
|-----------------|---|-----------|
| Unit I | <ul style="list-style-type: none"> • Nature of Social Problems - Meaning & definition of social problems, Characteristics of social problems., • Origin of social problems, Theoretical perceptives in social problems. | 10 |
| Unit II | <ul style="list-style-type: none"> • National Social Problems – Population, Unemployment, • Gender inequality, Farmer suicide | 10 |
| Unit III | <ul style="list-style-type: none"> • Terrorism – Meaning & Nature • Causes & Effects | 10 |
| Unit IV | <ul style="list-style-type: none"> • Corruption - Meaning , Nature, • Causes, Effect | 10 |
| Unit V | <ul style="list-style-type: none"> • Migration – Meaning , Nature, • Types of Migration , Causes & Effect | 10 |
| Unit VI | <ul style="list-style-type: none"> • Human Trafficking • Refugee Problems in India | 10 |

Books Recommended:

1. Ian Robertson, 1963, Social Problems, Random House, New York.
2. S.K Ghosh, 1996, The World of Prostitution, APH Publishing Corporation, New Delhi.
3. Leelamma Devasia, 1991, Girl Child in India, Ashish Publishing House New Delhi.
4. S. Mishra, 1989, Street Children, Welfare Department, Government of Maharashtra.
5. Norman S>Elberstien(Ed), 1945, Child Abuse and Neglect : A medical reference, John Wiley and sons, New York.
6. Judith Ennew, 1986, The Sexual Exploitation of Children, Polity Press, Oxford.
7. Curt A. Barthol, Ann M. Barthol, 1989, Juvenile Delinquency- A Systems Approach, Prentice Hall, New Jersey.
8. Man Singh Das and Vijaykumar Gupta(Eds), 1995, Social Values among Young adults, M.D Publishing Private Ltd. New Delhi.
9. Shanker Sen, 2005, Trafficking in Women and Children in India, Chaman Enterprises, New Delhi.

**M.A. In Lifelong Learning and Extension (Part I)
Semester II**

| Sr. No. | Subject | Code of the Subject/Course | Type of Course | Title of the Course/Subject | Total Learning Hours | Credit |
|---------|--------------------------|----------------------------|----------------|-----------------------------|----------------------|--------|
| 6 | DSC-III.2 (Pre-Major) | LLAE-206 | Pre-Major | Jivan Kaushalya Shikshan | 30 | 2 |

COs

1. To cultivate and develop valuable life skills to deal effectively with life's problems.
2. Respecting the interconnectedness of human life with understanding.
3. To foster social and cultural values while fostering interpersonal relationships.

| Unit | Content | Hours |
|----------|---|-------|
| Unit I | <ul style="list-style-type: none"> • Self Awareness : Definition, perspective • Factors affecting the self • Necessary factors for the Development of Self • Concepts and Esteem of self | 10 |
| Unit II | <ul style="list-style-type: none"> • Empathy: Definition and perspective • Types of Empathy • Difference between Empathy and Sympathy • Empathy Facts and Views | 10 |
| Unit III | <ul style="list-style-type: none"> • Problem: Definition and Nature • Causes of Problem • Gravity of Problem • Problem solving Methods & skills | 10 |

Books Recommended:

1. Dr. K. RavikantRao ,Life skill Education , Neel Kamal Publications , 2016
2. Dr. Rajesh Mokol , Guidance & Counselling , Neel Kamal Publications , 2023
3. Nitin Bhatnagar, Mamata Bhatnagar, Effective Communication And Soft Skills, Pear Sons Publication Delhi, 2012

Learning outcomes descriptors for a higher education qualification at level 6.5 on the NHEQF
The Master's degree (e.g. M.A., M. Com., M.Sc., etc.) is awarded to students who have demonstrated the achievement of the outcomes located at level 6.5 on the NHEQF.

Descriptors for qualifications at levels 6.5 on the NHEQF

| Element of the descriptor | NHEQF level descriptors |
|-----------------------------|--|
| Knowledge and understanding | <p>The graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> • advanced knowledge about a specialized field of enquiry with a critical understanding of the emerging developments and issues relating to one or more fields of learning, • advanced knowledge and understanding of the research principles, methods, and techniques applicable to the chosen field(s) of learning or professional practice, • procedural knowledge required for performing and accomplishing |

| | |
|---|---|
| | complex and specialized and professional tasks relating to teaching, and research and development. |
| General, technical and professional skills required to perform and accomplish tasks | <p>The graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> • advanced cognitive and technical skills required for performing and accomplishing complex tasks related to the chosen fields of learning. • advanced cognitive and technical skills required for evaluating research findings and designing and conducting relevant research that contributes to the generation of new knowledge. • specialized cognitive and technical skills relating to a body of knowledge and practice to analyze and synthesize complex information and problems. |
| Application of knowledge and skills | <p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • apply the acquired advanced theoretical and/or technical knowledge about a specialized field of enquiry or professional practice and a range of cognitive and practical skills to identify and analyze problems and issues, including real-life problems, associated with the chosen fields of learning. • apply advanced knowledge relating to research methods to carry out research and investigations to formulate evidence-based solutions to complex and unpredictable problems. |
| Generic learning outcomes | <p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences, • communicate, in a well-structured manner, technical information and explanations, and the findings/results of the research studies undertaken in the chosen field of study, • present in a concise manner view on the relevance and applications of the findings of recent research and evaluation studies in the context of emerging developments and issues. • evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints. • meet one's own learning needs relating to the chosen fields of learning, work/vocation, and an area of professional practice, • pursue self-paced and self-directed learning to upgrade knowledge and skills, including research-related skills, required to pursue a higher level of education and research. • problematize, synthesize, and articulate issues and design research proposals, • define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships, • develop appropriate tools for data collection for research, • the ability to use appropriate statistical and other analytical tools and techniques for the analysis of data collected for research and evaluation studies, • plan, execute, and report the results of an investigation, • follow basic research ethics and skills in practicing/doing ethics in the field/ in one's own research work. • make judgements and take decisions regarding the adoption of approaches to solving problems, including real-life problems, based on the analysis and evaluation of information and empirical evidence collected. make judgement across a range of functions requiring the exercise of full responsibility and accountability for personal and/or group actions to generate solutions to specific problems associated with the chosen fields/subfields of study, work, or professional practice. |
| Constitutional, humanistic, ethical, and moral values | <p>The graduates should be able to demonstrate the willingness and ability to: embrace and practice constitutional, humanistic, ethical, and moral values in one's life,</p> <ul style="list-style-type: none"> • adopt objective and unbiased actions in all aspects of work related to the chosen fields/subfields of study and professional practice, • participate in actions to address environmental protection and sustainable development issues, • support relevant ethical and moral issues by formulating and presenting coherent arguments, • follow ethical principles and practices in all aspects of research and development, including inducements for enrolling participants, avoiding unethical practices such as fabrication, falsification or misrepresentation |

| | |
|--|---|
| Employability and job-ready skills, and entrepreneurship skills and capabilities/qualities and mindset | of data or committing plagiarism. The graduates should be able to demonstrate the acquisition of knowledge and skill sets required for: <ul style="list-style-type: none"> • adapting to the future of work and responding to the demands of the fast pace of technological developments and innovations that drive the shift in employers' demands for skills, particularly with respect to the transition towards more technology-assisted work involving the creation of new forms of work and rapidly changing work and production processes. • exercising full personal responsibility for the output of own work as well as for group/team outputs and for managing work that is complex and unpredictable requiring new strategic approaches. |
|--|---|

Sant Gadge Baba Amravati University, Amravati.

Faculty: Humanities

Two Years - Four Semester Master's Degree Programme -NEP v24

M. A. In Lifelong Learning & Extension (Part - II)

Semester III

| Sr. No | Code of the Course/Subject | Subject Code | Title of the Course/Subject | Total Learning Hours | Credit |
|--------------|---|--------------------------------|---|-----------------------------------|----------------|
| 1 | Discipline Specific Core I.3 | LLAE-301 | Extension and Development-I | 60 | 4 |
| 2 | Discipline Specific Core II.3 | LLAE-302 | Information and Communication Technology (ICT)-I | 60 | 4 |
| 3 | Discipline Specific Core III.3 | LLAE-303 | Population Education-I | 60 | 4 |
| 4 | Discipline Specific Elective I.A OR Discipline Specific Elective I.B | LLAE-304 OR LLAE-305 | (A) Social Reformer's : Sant Gadge Baba OR (B) Youth Development | 60 | 4 |
| 5 | DSC-III.3 (Pre-Major) | LLAE-306 | Indian Constitution - I | 30 | 2 |
| 6 | Research Project Phase -I | LLAE-307 | Major | 60 | 4 |
| 7 | Experiential learning / Life skills / Self study / Field visits / Digital learning /Assessment / Evaluation /Examination etc. | | | 270 | Included above |
| Total | | | | Minimum 600 Learning Hours | 22 |

M. A. In Lifelong Learning & Extension Part - II

Semester IV

| Sr. No | Code of the Course/Subject | Subject Code | Title of the Course/Subject | Total Learning Hours | Credit |
|--------------|---|----------------------------|---|-----------------------------------|----------------|
| 1 | Discipline Specific Core I.4 | LLAE-401 | Extension and Development-II | 60 | 4 |
| 2 | Discipline Specific Core II.4 | LLAE-402 | Information and Communication Technology (ICT)-II | 60 | 4 |
| 3 | Discipline Specific Core III.4 | LLAE-403 | Population Education-II | 60 | 4 |
| 4 | Discipline Specific Elective II.A Or Discipline Specific Elective II.B | LLAE-404 Or LLAE-405 | (A) Healthy Aging: Elderly Persons Or (B) Human Rights & Social Justice | 60 | 4 |
| 5 | DSC-III.4 (Pre-Major) | LLAE-406 | Indian Constitution-II | 30 | 2 |
| 6 | Research Project Phase -II | LLAE-407 | Major | 90 | 6 |
| 7 | Experiential learning / Life skills / Self study / Field visits / Digital learning /Assessment / Evaluation /Examination etc. | | | 240 | Included above |
| Total | | | | Minimum 600 Learning Hours | 22 |

Sant Gadge Baba Amravati University, Amravati.
Faculty: Humanities
Two Years - Four Semester Master's Degree Programme-NEPv24
M. A. In Lifelong Learning and Extension Part - II
Semester III

| Sr. No. | Subject | Code of the Subject/Course | Type of Course | Title of the Course/Subject | Total Number of Hours | Credit |
|---------|---------|----------------------------|----------------|-----------------------------|-----------------------|--------|
| 1 | DSC-I.3 | LLAE-301 | Th-Major | Extension and Development-I | 60 | 4 |

Cos

- Examine extension dimension in the university system.
- Understand and explore extension as their dimension of higher education .
- Gain insights in to historical perspectives of extension.
- Apply community extension and outreach for the various target group.

| Unit | Content | Hours |
|----------|---|-------|
| Unit I | <ul style="list-style-type: none"> • Extension-meaning -concept -scope -importance- characteristic, co-ordination between other Social Sciences and extension. • Extension education: a develop discipline, extension programme in pre- Independant and post independant India. | 10 |
| Unit II | <ul style="list-style-type: none"> • Historical perspective of extension -implementation strategy of extension programme. • U.G.C.policy on extension education/ services.Role of government in implementation of extension programme. | 10 |
| Unit III | <ul style="list-style-type: none"> • Methods of extension education -approach method- lecture method- participary method,- recreation method- group discussion. | 10 |
| Unit IV | <ul style="list-style-type: none"> • Community Development – Meaning -Types • Importance of community participation in community development | 10 |
| Unit V | <ul style="list-style-type: none"> • NGO-Meaning – Scope - Objective • Role of NGOs in implementation of extension programmes, | 10 |
| Unit VI | <ul style="list-style-type: none"> • Development- meaning -conceptt-scope • Extension -education -development. | 10 |

Books Recommended:

1. Bhatnagar O.P., Dahama O.P.,- **Education and communication for development**-Oxford and IBH publishing co. Pvt. Ltd. New Delhi -1999.
2. De ; Dipak Jirlibasava prabhu ., **A handbook of extension Education**, Jodhpur, Arobios,2010.
3. Intodia S.L.& Others., **Dictionary of extension education**, Agrotech publishing academy,Udaipur, 2002.
4. Ray G.L., **Extension communication and management**, Kalyani publishers,New Delhi 1991.
5. Rolling N.,-**Extension science**, Cambridge University Press.
6. Logan J.P.,-**Extension teaching methods in extension education in community development**, New Delhi ,;director of extension.

M. A. In Lifelong Learning & Extension (Part - II)

Semester III

| Sr. No. | Subject | Code Of the Subject/Course | Type of Course | Title of the Course/Subject | Total Learning Hours | Credit |
|---------|-----------------|----------------------------|-----------------|---|----------------------|----------|
| 2 | DSC-II.3 | LLAE-302 | Th-Major | Information and Communication Technology (ICT)-I | 60 | 4 |

COs

Student should be able to:

- Use ICT in extension.
- Use ICT in development.
- Understand e-learning techniques and its significance.
Understand various low about information and communication technology.

| Unit | Content | Hours |
|-----------------|---|-----------|
| Unit I | <ul style="list-style-type: none"> • ICT- concept-definition-scope and applications, fundamentals of computer -software -hardware - operating system. • Importance and need of ICT in education- lifelong learning -continuing education and extension. | 10 |
| Unit II | <ul style="list-style-type: none"> • Application software -word processing– spreadsheet- PowerPoint. • networking concept LAN-WAN- world wide web- Search Engines- Web Browser. | 10 |
| Unit III | <ul style="list-style-type: none"> • Use of ICT in extension- social media- blog -wikis -online groups –Facebook | 10 |
| Unit IV | <ul style="list-style-type: none"> • Use of ICT for development -concept -scope and application. | 10 |
| Unit V | <ul style="list-style-type: none"> • Information technology act 2005 • Cyber security and cyber laws. | 10 |
| Unit VI | <ul style="list-style-type: none"> • Intellectual property right (IPR) copyright • Plagiarism -anti-plagiarism tools. | 10 |

Books Recommended:

1. Chaudhari B.K.,**Distance education**, Axis books Pvt.Ltd. Daryaganj,New Delhi.
2. Gaurav Chadha. S.M. Nafay Kumail,**E-learning: An expression of the knowledge economy**,Tata McGraw Hill Publication.2002.
3. P.P. Singh SandhirSharma,**E-Learning : New Trends and innovations**, Deep and deep Publications,2005.
4. **Michael Allen's guide to E-learning**, Michael W.Allen,Wiley publications 2002.
5. B.Ram : **Computer fundamentals**,New Age International, New Delhi 2016

M.A. In Lifelong Learning & Extension (Part - II)

Semester III

| Sr. No. | Subject | Code Of the Subject/Course | Type of Course | Title of the Course/Subject | Total Learning Hours | Credit |
|---------|------------------|----------------------------|-----------------|-------------------------------|----------------------|----------|
| 3 | DSC-III.3 | LLAE-303 | Th-Major | Population Education-I | 60 | 4 |

COs

Student should be able to:

- Gain the knowledge about different concept of population education.
- Understand scenario of population education and youth development.
- Understand qualitative and quantitative aspects of human population.

| Unit | Content | Hours |
|-----------------|---|-----------|
| Unit I | <ul style="list-style-type: none"> • Population education- meaning -concept-nature & scope- objective of population education. characteristics of population education. • Population education and it's relation between family planning- sex education - family life education - population studies. | 10 |
| Unit II | <ul style="list-style-type: none"> • Population studies- definition- importance -objectives- population studies focus on demographic information and Trends within human population (demography). • National education policy and population education- population education and impact on national development- strategies of education and communication in population education. | 10 |
| Unit III | <ul style="list-style-type: none"> • Scenario of population education and Youth Development- population education and women development • population education and rural development. | 10 |
| Unit IV | <ul style="list-style-type: none"> • Programmes of population education- health education- pre-marriage counselling- adulences education- women empowerment- productive health- childcare etc. | 10 |
| Unit V | <ul style="list-style-type: none"> • Qualitative and quantitative aspects of human population- qualitative composition- density- distribution growth- movement size- structure of the population. quantitative education -quality- crime- development -nutrition- race- social class-wealth- well- being. | 10 |
| Unit VI | <ul style="list-style-type: none"> • Need of population education- new aspects of population education • Media of population education- causes of population growth. | 10 |

Books Recommended :

1. Parthasarathy,K. : **Population education and Youth Development-** School of Education Centre for adult, continuing education and extension, Bharthidasan university, Tiruchirapalli 2007.
2. Ram Ahuja :**social problems in India**, Rawat Publication, New Delhi,1997.
3. Dixit A.P., : **Non- formal and continuing education**, Vista International publishing house, New Delhi,2005.
4. WalsaM.C. :**Family Life Education; aspects of human sexuality :population education: A National source book, vol.1:** NCERT, New Delhi.

M.A. In Lifelong Learning and Extension (Part - II)

Semester III

| Sr. No. | Subject | Code Of the Subject/Course | Type of Course | Title of the Course/Subject | Total Learning Hours | Credit |
|---------|----------|----------------------------|----------------|--|----------------------|--------|
| 4 | DSE-I.3A | LLAE-304 | Th-Major | Social Reformer's : Sant Gadge Baba | 60 | 4 |

COs

Student should be able to:

- Understand Sant Gadge Baba's and his view on human being.
- Understand Sant Gadge Baba's work for society and its effects on society.
- Understand scientific approach of Sant Gadge Baba.
- Understand the santgadge baba's methods of awareness.

| Unit | Content | Hours |
|-----------------|--|-----------|
| Unit I | <ul style="list-style-type: none"> • Biography and thought's- educational- drug addiction-Dowry-Cast system. • Sant Gadge Baba and work for society and it's effect on society. | 10 |
| Unit II | <ul style="list-style-type: none"> • Sant Gadge Baba and his views on human being- contribution in social development. • relation between Sant Gadge Baba and other social reformers - Dr.B.R. Ambedkar-Karmaveer Bhaurao Patil -Dr.panjabrao Deshmukh -Balasaheb kher-Pabodhankar Keshav Sitaram Thakare. | 10 |
| Unit III | <ul style="list-style-type: none"> • Sant Gadge Baba's' Ten commands' programme- impact on society -government agency -National level. • scientific approach of Sant Gadge Baba- gram swachata Abhiyan - superstition. Sant Gadge Baba and lifelong learning | 10 |
| Unit IV | <ul style="list-style-type: none"> • Sant Gadge Baba and awareness on ' Dharmshala' and' Gaushala' (cow)- women empowerment -Swavlamban-health education for women -prevention of animal cruelty. | 10 |
| Unit V | <ul style="list-style-type: none"> • Methods of social awareness- Kirtan-group work -group discussion- orientation family budget. | 10 |
| Unit VI | <ul style="list-style-type: none"> • important letters of Sant Gadge Baba-Avachitrao Deshmukh-Kisanrao Ubale-ह.भ.प.महानंदस्वामी- ह.भ.प.भीष्माचार्यबाबा-सौ.अलोकबाई -श्रीमंत नारायणराव पांडुरंगजी भिलकर. | 10 |

Books Recommended:

1. Shirwadkar ,Vasant; **Wandering Saint**,1976.
2. प्रबोधनकार के.सी.ठाकरे-**संत गाडगे बाबा**
3. भगत रा.तू.- **संत गाडगे बाबा**, चैतन्य प्रकाशन, कोल्हापूर
4. तायडे, मनोज- **कर्मयोगी गाडगे बाबा**, लोकवाङ्मय गृह, मुंबई
5. पाटील, इरगोंड- **श्री संत गाडगे महाराज**
6. वेरुळकर, उषा -**संतगाडगे बाबा व्यक्ती आणि कार्य**,मेघ पब्लिसिंग हाऊस
7. लोखंडे, धनंजय, **संत गाडगे बाबा**, यशोदिप पुणे, 2018.

.M.A. In Lifelong Learning & Extension (Part - II)

Semester III

| Sr. No. | Subject | Code Of the Subject/Course | Type of Course | Title of the Course/Subject | Total Learning Hours | Credit |
|---------|-----------------|----------------------------|--------------------------|-----------------------------|----------------------|----------|
| 5 | DSE-I.3B | LLAE-305 | Th-Major Elective | Youth Development | 60 | 4 |

COs

- 1) Student will be able to understand issues of Youth.
- 2) Student will be able to analyze Youth Development schemes and programmes.
- 3) Student will be able to intervene for Youth Development.
- 4) Student will be able to understand the role of Youth in National Development.

| Unit | Content | Hours |
|-----------------|--|-----------|
| Unit I | <p>Concept of Youth :</p> <ul style="list-style-type: none"> • Youth: Definition; Demographic profile of youth in India; Characteristics, needs, and aspirations of youth; • The Values and Life Styles of Youth: Youth and Modernization; the period of youth in the life cycle; Emotional problems of the Youth; Parent youth conflicts and issues; Intergeneration conflicts and issues. | 10 |
| Unit II | <p>Issues& Challenges of Youth :</p> <ul style="list-style-type: none"> • Issues related to youth in India: Student youth, non-student youth, educated youth, uneducated youth, urban youth, and rural youth. • Youth and Poverty: Challenges of poverty and unemployment; Challenges before youth with disabilities • Absence of facilities for healthy recreation; Alcoholism and drug dependency among youth; Youth and pornography; Youth and migration. Youth involvement in crime • Exploitation of Youth: Exploitation of youth for communalism, terrorism and fatalism. • Young Girls-Issues and Challenges • Youth unrest in India. Youth and Social media, such as Whats App, Facebook, YouTube, etc. | 10 |
| Unit III | <p>Development Policies for Youth :</p> <ul style="list-style-type: none"> • Concept of youth Development: Factors influencing youth development; Constraints in youth development; Importance of Youth Development. • Policies: National Policy for Youth; National Commission for Youth; Youth Welfare Programmes; Policies for mitigating alcohol and substance abuse. Organizations for Youth Development - National, International, Government and Voluntary. | 10 |
| Unit IV | <ul style="list-style-type: none"> • Role of NSS, Nehru Yuva Kendra, NCC, etc in Youth Development. • Role of Indian constitution in Youth Development. • Role of Higher Education in Youth Development | 10 |
| Unit V | <p>Developmental Programmes :</p> <ul style="list-style-type: none"> • Schemes and programmes for youth development, Five year plans & youth Development; • Schemes for Non Student youth-Non-formal Education; Schemes and Programmes by various Ministries, • Training and Capacity Building programme for Youth development. • Social Work Intervention– concept and definitions; Need and importance of social work intervention for the youth development; • Role of Social worker as Mentor, Coach, Counselor, Guide, Trainer etc | 10 |

| | | |
|----------------|--|-----------|
| Unit VI | <ul style="list-style-type: none"> • Visit any one Nehru Yuva Kendra and write experience. • Visit any one NSS camp and write Report. • Write an article on youth icon. • To write report on changing youth generation. • To take the seminar of student on ethics for nation. • Visit any one an organization that works for youth. | 10 |
|----------------|--|-----------|

Books Recommended:

1. Bajpai, P. (1992): Youth, Education and Unemployment. New Delhi: Ashish Publishing.
2. Gore, M. S. (1977): Indian Youth. New Delhi: VishwaYuvak Kendra.
3. Jayaswal, R. (1992) : Modernization and Youth in India. Jaipur: Rawat Publications.
4. Hassan, M. K. (1981): Prejudice in Indian Youth. New Delhi: Classical Publishing.
5. Naidu, U. &Parasuraman, S. (1982) : Health Situation of Youth in India. Bombay: Tata Institute of Social Sciences.
6. Nair, P. S., et al (1989): Indian Youth: A Profile. New Delhi: Mittal Publications.
7. Unesco (1981) Youth in the 1980s. Paris: The Unesco Press.
8. Ahuja ram, Youth and Crime Indian Youth in Perspective, Rawat Publications; New Delhi, 1996.
9. GolpelwarManohar, Project Work: A Method of Training Youth Workers, VishwaYuvak Kendra, 1974
10. Gore M.S., Indian Youth Processes of Socialization, VishwaYuvak Kendra, 1977.
11. Indian Council of Youth in India Social Welfare, Indian Council of Social Welfare,1985
12. Kuriakose P.T., Approach to Youth Work in India, Young Asia Pub., New Delhi,1972
13. Reddy N.Y., Values and Attitudes of Indian Youth: a psychological study of rural and urban students, Light and life Publishers, New Delhi, 1980.
14. Saraswathi S., Youth in India, ICSSR, 1988.
15. SimhadriYedla, youth in the Contemporary World, Mittal Pub., Delhi, 1989.
16. Simhadri Yedla, Campling Programme for youth, Training, Orientation and Research Centres NSS, New Delhi, 1994.
17. SimhadriYedla, International Youth Year 1985, Gandhiji University, Kottayam,1985

M.A. In Lifelong Learning and Extension (Part II)

Semester III

| Sr. No. | Subject | Code Of the Subject/Course | Type of Course | Title of the Course/Subject | Total Learning Hours | Credit |
|---------|----------------------------------|----------------------------|------------------|--------------------------------|----------------------|----------|
| 6 | DSC-III.3 (Pre-Major) | LLAE-306 | Pre-Major | Indian Constitution - I | 30 | 2 |

COs

1. Understand the Constitution of India.
2. Understand the Fundamental Rights.
3. Understand the Fundamental Duties.
4. Understand the Indian Executives and legislature

| Unit | Content | Hours |
|-----------------|---|-----------|
| Unit I | Introduction to Constitutions <ul style="list-style-type: none"> • Meaning & Definition of Constitution • Historical Background • Salient Features of the constitutions | 10 |
| Unit II | Legislature and Executive <ul style="list-style-type: none"> • Indian Parliament • Union Executive • State Legislature & State Executive | 10 |
| Unit III | <ul style="list-style-type: none"> • Supreme Court of India (Structure, Objective, Function, Role) • High Court(Structure, Objective, Function, Role) • Amendments in Constitution | 10 |

Books Recommended:

1. G. Austin, The Indian Constitution : Corner Stone of a Nation, Oxford University Press, 1966.
2. J.P. Bansal, Supreme Court : Judicial Restraint Versus Judicial Activism, Jaipur, Unique, 1985.
3. D.D. Basu, An Introduction to the Constitution of India, New Delhi, Prentice Hall, 1994.
4. K.L. Bhatia, Judicial Review and Judicial Activism : A Comparative Study of Inida and Germany from an Indian Perspective, New Delhi, Deep And Deep, 1997.
5. C.P. Bhambri, The Inidan State : Fifty Years, New Delhi, Shipra, 1999, Westview Press, 1992

M. A. In Lifelong Learning and Extension (Part II)

Semester-III

| Sr. No. | Subject | Code Of the Subject/Course | Type of Course | Title of the Course/Subject | Total Learning Hours | Credit |
|----------------|---------------------------------|-----------------------------------|-----------------------|------------------------------------|-----------------------------|---------------|
| 7 | Research Project Phase-I | LLAE-307 | Major | Research Project Phase-I | 60 | 4 |

Research Project Phase-I,

Minor Research project outline (Synopsis) and oral examination -Total Mark: 50

1) Minor Research project Outline - 30 Marks

-A candidates shall be choose Minor Research project topics as below areas by the guidance of teacher.

(a) Rural community (b) Urban community (c) Tribal community (d) Industrial community

.-The Minor Research project outline (Synopsis) should cover the following points

- Title of the Minor Research project Subject
- Introduction
- Research Area
- Significance of Research under consideration
- Originality/New Knowledge in Research
- Review of Literature
- Research Objectives
- Research hypothesis (Hypothesis)
- Research Methodology
- Scope of research
- .Scheme of cases/case outline
- Reference bibliography

Appendices

- Questionnaire
- Interview schedule
- Bibliography

2) Oral Examination - 20 Marks

The oral examination will be conducted on Minor Research project format.

Sant Gadge Baba Amravati University, Amravati.

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M.A. In Lifelong Learning & Extension (Part II)

Semester IV (Level 6.5)

| Sr. No. | Subject | Code Of the Subject/Course | Type of Course | Title of the Course/Subject | Total Learning Hours | Credit |
|---------|---------|----------------------------|----------------|------------------------------|----------------------|--------|
| 1 | DSC-I.4 | LLAE-401 | Th-Major | Extension and Development-II | 60 | 4 |

Cos

- Understand role of local set government in community development and extension.
- Understand principles and approaches of community development.
- Acknowledge abut different type of community development programme.
- Explain the role of corporate social responsibility (CSR) in community development.

| Unit | Content | Hours |
|----------|--|-------|
| Unit I | <ul style="list-style-type: none"> • Role of universities- community leaders in implementation of extension activities / programmes. • Role of local self government in community development and extension. | 10 |
| Unit II | <ul style="list-style-type: none"> • Major concepts and division of community work- community development -community relation- community organization-community empowerment - extension education. • Philosophy, principles and approaches to community development. | 10 |
| Unit III | <ul style="list-style-type: none"> • History of community development and extension work in India. • Types of community development programmes- adaptive type -integrative type -project types.rural development and extension- women development and extension- Youth Development and extension | 10 |
| Unit IV | <ul style="list-style-type: none"> • Role of Corporate Social Responsibility(CSR) in community development. | 10 |
| Unit V | <ul style="list-style-type: none"> • Role of International Organization in community development. (UNICEF, UNESCO,WHO) | 10 |
| Unit VI | <ul style="list-style-type: none"> • Institution in community- Panchayati Raj Institution, voluntary organization for extensionmonitering and evaluation skills for community development. | 10 |

Books Recommended:

1. तुपे नवनाथ, लोखंडे धनंजय- **ज्ञान विस्ताराची क्षितिजे**-युनिव्हर्सल प्रकाशन पुणे, 2013.
2. Bhatnagar O.P.,Dahama O.P.,- **Education and communication for development**-Oxford and IBH publishing co. Pvt. Ltd. New Delhi -1999.
3. De ; Dipak Jirlibasava prabhu ., **A handbook of extension Education**, Jodhpur,Arobios ,2010.
4. Intodia S.L.& Others., **Dictionary of extension education**, Agrotech publishing academy,Udaipur, 2002.
5. Ray G.L., **Extension communication and management**, Kalyani publishers ,New Delhi 1991.

M.A. In Lifelong Learning and Extension (Part II)

Semester IV

| Sr. No. | Subject | Code of the Subject/Course | Type of Course | Title of the Course/Subject | Total Learning Hours | Credit |
|---------|----------|----------------------------|----------------|---|----------------------|--------|
| 2 | DSC-II.4 | LLAE-402 | Th-Major | Information and Communication Technology (ICT)-II | 60 | 4 |

COs

Student should be able to:

- Understand the national mission on education through ICT.
- Gain the knowledge about open education resources.
- Gain the knowledge about website development.

| Unit | Content | Hours |
|-----------------|--|-----------|
| Unit I | <ul style="list-style-type: none"> • National Mission on education through Information and Communication Technology - NME-NCT-National Knowledge network--PG Pathshala-inflibnet-National digital library. • Role of e-Learning - components of e-Learning -virtual classroom -barriers to e- learning. | 10 |
| Unit II | <ul style="list-style-type: none"> • Open course ware-Mooc-SWAYAM- • NPTEL-Edx-open educational resources. | 10 |
| Unit III | <ul style="list-style-type: none"> • Role of teachers of e-Learning -blended learning- co-operative learning -collaborative learning- multichannel learning -Virtual University- virtual library. • Teaching learning process interaction teachers-students,students-students, student-content, teacher -content, teacher -teacher,content -content. | 10 |
| Unit IV | <ul style="list-style-type: none"> • Website development- importance- need -online marketing -use of Google form | 10 |
| Unit V | <ul style="list-style-type: none"> • Open access-Digital repository-Digital library. | 10 |
| Unit VI | <ul style="list-style-type: none"> • Information literacy programme-computer literacy -ICT awareness. | 10 |

Books Recommended:

1. Chaudhari B.K.,**Distance education**, Axis books Pvt.Ltd. Daryaganj,New Delhi.
2. Gaurav Chadha. S.M. Nafay Kumail,**E-learning: An expression of the knowledge economy**,Tata McGraw Hill Publication.2002.
3. P.P. Singh SandhirSharma,**E-Learning : New Trends and innovations**, Deep and deep Publications,2005.
4. **Michael Allen's guide to E-learning**, Michael W.Allen,Wiley publications 2002.
5. B.Ram : **Computer fundamentals**,New Age International, New Delhi 2016
6. कोलते एस.एम.-**इंटरनेट व वर्ल्ड वाईड वेब**,पिंपळापुरे ,नागपूर.

M.A. In Lifelong Learning and Extension (Part II)

Semester IV

| Sr. No. | Subject | Code of the Subject/Course | Type of Course | Title of the Course/Subject | Total Learning Hours | Credit |
|---------|-----------|----------------------------|----------------|-----------------------------|----------------------|--------|
| 3 | DSC-III.4 | LLAE-403 | Th-Major | Population Education-II | 60 | 4 |

Cos

Student should be able to:

- Gain the knowledge about qualities of population in India.
- Gain the knowledge about various aspects of environmental education.
- Understand various law about environmental protection.
- Understand various problems by growth of population.

| Unit | Content | Hours |
|----------|--|-------|
| Unit I | <ul style="list-style-type: none"> • Population control planning and remedies, human resource development (HRD) and qualities of population in Indian - population growth and urbanization- population growth and environment. • Population education and educational development, | 10 |
| Unit II | <ul style="list-style-type: none"> • Environmental management- objective of environment education- importance of environment education- relation between environment and human life. • Environmental education and social aspects -economic aspects- technological aspects. | 10 |
| Unit III | <ul style="list-style-type: none"> • Law of Environmental Protection Act -water prevention and control of population act -air pollution and prevention act- forest conservation act. • Institution of environmental management in the world and India. | 10 |
| Unit IV | <ul style="list-style-type: none"> • Non - formal education- meaning -scope -objective and awareness programme- population education and non formal education, population education and formal education, population education and informal education. | 10 |
| Unit V | <ul style="list-style-type: none"> • Environmental education- need -scope • relation between population education and Environment | 10 |
| Unit VI | <ul style="list-style-type: none"> • Growth of population – problems- social problems -economic problems and educational problems -effect on natural resources. | 10 |

Books Recommended:

1. Parthasarathy, K. : **Population education and Youth Development-** School of Education Centre for adult, continuing education and extension, Bharthidasan university, Tiruchirapalli 2007.
2. Ram Ahuja : **social problems in India**, Rawat Publication, New Delhi, 1997.
3. Dixit A.P., : **Non- formal and continuing education**, Vista International publishing house, New Delhi, 2005.
4. Walsam.C. : **Family Life Education; aspects of human sexuality :population education: A National source book, vol.1:** NCERT, New Delhi.
5. गायकवाड, जॉन ; **लोकसंख्या शिक्षण**, लोकसंख्या शिक्षण साधन केंद्र, प्रौढ, निरंतर आणि ज्ञान विस्तार विभाग पुणे, विद्यापीठ हिरक महोत्सवी प्रकाशन : 2009.

M.A. In Lifelong Learning And Extension (Part II)

Semester IV

| Sr. No. | Subject | Code Of the Subject/ Course | Type of Course | Title of the Course/Subject | Total Learning Hours | Credit |
|---------|-----------|-----------------------------|-------------------|-----------------------------------|----------------------|--------|
| 4 | DSE-II.4A | LLAE-404 | Th-Major Elective | Healthy Aging : Elderly Person's. | 60 | 4 |

COs

Student should be able to:

- Student will understand Various Problems of Aged People.
- Student have knowledge about mental health issue of elderly & their management.
- Have a knowledge about skill development programme for senior citizen.

| Unit | Content | Hours |
|-----------------|---|-----------|
| Unit I | <ul style="list-style-type: none"> • Physical health- empowering age- philosophical aspects of empowered ageing -prevention- Physical health, prevention- promotion and Management. | 10 |
| Unit II | <ul style="list-style-type: none"> • Basic principles of Nutrition- sources of nutritious foods- healthy cooking methods- diet during various disease conditions. • Mental health issue of elderly and their management- depression -feeling of loneliness- sleep disorders- dementia - Alzheimer - stress management- role of social worker -family members and department of lifelong learning. | 10 |
| Unit III | <ul style="list-style-type: none"> • Personal hygiene and caring for elderly- hygiene and self care- during healthy and disease conditions role of exercise- yoga- meditation. • Social issue of aging- nuclear family -parents of NRI- joint families- poor families -elderly women -elder abuse. | 10 |
| Unit IV | <ul style="list-style-type: none"> • Legal issues related to elderly- legal provisions to protect rights of the elderly maintenance and welfare provisions etc. | 10 |
| Unit V | <ul style="list-style-type: none"> • Skill development programmes for senior citizen- life skills- adjustment skills- Self defence skills- skill for stress release - development of hobbies. | 10 |
| Unit VI | <ul style="list-style-type: none"> • Awareness and prevention on disease- bone disease- cardio disease and palliative care- commonly seen illness- causes and symptoms- medical advice and home inputs preventive measures. | 10 |

Books Recommended:

1. Federation of senior citizen organisations of Maharashtra and Indian University association for continuing education- June 2, 2011.
2. Human rights for older persons in India- A national study.
3. Moody, Harry R : **Aging : Concept and Controversies (6th edition)** California ; pine forge press, 2010.
4. Loe , M. : **Aging our way : lesson for living from 85 and beyond**, New York, NY ; Oxford University Press 2011.
5. तुपे नवनाथ : **जेष्ठ नागरिक : वास्तव आणि समस्या** ,पुणे विद्यापीठ पुणे, 2009.
6. खैरनार, दिलीप : **वृद्धांच्या समस्या – चिंता आणि चिंतन** ,चिन्मय प्रकाशन, औरंगाबाद, 2007.

M. A. In Lifelong Learning And Extension (Part II)

Semester IV

| Sr. No. | Subject | Code Of the Subject/Course | Type of Course | Title of the Course/Subject | Total Learning Hours | Credit |
|---------|-----------|----------------------------|-------------------|---------------------------------|----------------------|--------|
| 4 | DSE-II.4B | LLAE-405 | Th-Major Elective | Human Rights And Social Justice | 60 | 4 |

COs

- Develop a conceptual understanding about Human Rights and Social Justice and their relevance in the current context.
- Apply the international and national mechanisms and instruments to protect human rights and deliver justice.
- Describe the work of social movements and other civil society initiatives in advocating Human rights and social justice
- Develop perspectives for intervention in the area of human rights using justice and rights framework
- Apply various skills, techniques and tools for intervention in the area of human Rights

| Unit | Content | Hours |
|-----------------|--|-----------|
| Unit I | <p>Understanding Concepts</p> <ul style="list-style-type: none"> • Meaning of Human Rights and social justice • Types of Human Rights Violations- Forms of violation- Casteism, Untouchability , Social Exclusion, Denial of Basic Facilities and Unequal Distribution of Natural Resources, Land Alienation, Displacement, Bonded Labour • Human Rights violation of Marginalised groups-Scheduled Castes, Scheduled Tribes, Nomadic and Denotified Tribes and Minorities (Regional, Religious, Linguistic) | 10 |
| Unit II | <p>International Mechanisms for the protection of human rights- Major Provisions</p> <ul style="list-style-type: none"> • Universal Declaration of Human Rights- 1948. • International Convention on Civil & Political Rights- 1966. • International Convention on Economic, Social and Cultural Rights -1966. | 10 |
| Unit III | <p>Enforcement of Human Rights for social justice in India</p> <ul style="list-style-type: none"> • The Protection of Human Rights Act, 1993. • Structure and Functions of Human Rights Commission – National and State level. | 10 |
| Unit IV | <ul style="list-style-type: none"> • Human Rights Commissions/Committees and other bodies (for women, children, SCs,STs, PwDs, etc.). • Current situation of human rights in India. | 10 |
| Unit V | <p>Response of social work, civil society groups/movements, NGOs and media to Human Rights and Social Justice in India</p> <ul style="list-style-type: none"> • The role of civil society groups/movements in Human Rights protection and promotion. • Non-Governmental Organizations in Protecting and Promoting Human Rights | 10 |
| Unit VI | <ul style="list-style-type: none"> • Role of Media in Protection and Promotion of Human Rights. • Social Work response to Protect Human Rights & social justice, role of social worker therein. | 10 |

Books Recommended:

- 1) Bakshi, P.M. (2001) Constitution of India Delhi: Universal Law Publishing CoPvt. Ltd.
- 2) Samuel, John (ed), (2000) Social Action: An Indian panorama New Delhi: VANI.
- 3) Pandit, Vivek (2000) Fearless Minds Pune: NCAS.
- 4) Ray, Raka (1999) Fields of protests: Women’s movements in India New Delhi: Kali for omen.
- 5) Mohanty, M., P.N. Mukherji and O. Tornquist (eds) 1998. People’s Rights: Social movements and the state in the Third World. New Delhi: Sage Publications.

M.A. In Lifelong Learning and Extension (Part II)

Semester IV

| Sr. No. | Subject | Code Of the Subject/Course | Type of Course | Title of the Course/Subject | Total Learning Hours | Credit |
|---------|----------------------------------|----------------------------|------------------|--------------------------------|----------------------|----------|
| 6 | DSC-III.4 (Pre-Major) | LLAE-406 | Pre-Major | Indian Constitution -II | 30 | 2 |

Cos

- understand the constitution of India.
- Understand the Fundamental Rights.
- Understand the Fundamental Duties.
- Understand the Indian Executives and legislature

| Unit | Content | Hours |
|-----------------|--|-----------|
| Unit I | <ul style="list-style-type: none"> • Fundamental Rights • Right to Equity, • Right of Freedom • Rights of personal Liberty • Rights against Exploitation • Right to freedom of Religion & Secularism | 10 |
| Unit II | <ul style="list-style-type: none"> • Rights to Constitutional Remedies • Directive principal of state policy • Fundamental Duties • Need Of Fundamental Duties • Source of Fundamental Duties | 10 |
| Unit III | <p align="center">Different Kinds of Emergency</p> <ul style="list-style-type: none"> • National Emergency • State Emergency • Financial Emergency | 10 |

Books Recommended:

1. G. Austin, The Indian Constitution : Corner Stone of a Nation, Oxford University Press, 1966.
2. J.P. Bansal, Supreme Court : Judicial Restraint Versus Judicial Activism, Jaipur, Unique, 1985.
3. D.D. Basu, An Introduction to the Constitution of India, New Delhi, Prentice Hall, 1994.
4. K.L. Bhatia, Judicial Review and Judicial Activism : A Comparative Study of Inida and Germany from an Indian Perspective, New Delhi, Deep And Deep, 1997.
5. C.P. Bhambri, The Inidan State : Fifty Years, New Delhi, Shipra, 1999, Westview Press, 1992

M.A. In Lifelong Learning and Extension (Part II)

Semester-IV

| Sr. No. | Subject | Code Of the Subject/Course | Type of Course | Title of the Course/Subject | Total Learning Hours | Credit |
|----------------|----------------------------------|-----------------------------------|-----------------------|------------------------------------|-----------------------------|---------------|
| 7 | Research Project Phase-II | LLAE-407 | Major | Research Project Phase-I | 90 | 6 |

Research Project Phase-II

Minor Research project and Oral Examination -Total Marks :150

Minor Research project (Writing work) - 75 marks

- Minor Research project should be based on the research plan presented in session •
While submitting the Minor Research project it should be as follows.
- M. S. word 10 should be used.
- Times New Roman, Font size - 12, spacing should be 1.5 for English language.
- Unicode, Font size 14, spacing 1.5 for Marathi/Hindi language.
- Minor Research project should be of 75-100 pages.
- Pages should be printed on both sides.
- Minor Research project should be bound on both sides
- Reference bibliography should be given at the end of thesis.
- Prevailing scientific research method should be used for research.

2. Oral exam - 75 marks

Oral examination will be conducted on the submitted Minor Research project.

Sant Gadge Baba Amravati University, Amravati

FACULTY: Humanities

Scheme of Teaching, Learning, Examination & Evaluation leading to Two Years PG Degree Master of Lifelong Learning & Extension following
Two Years P.G. Programme wef 2024-25 (Two Years- Four Semesters Master's Degree Programme- NEPv24 with Exit and Entry Option
M.A. Lifelong Learning & Extension First Year Semester-I

| S. N. | Subject | Name of Subject | Type of Course | Subject Code | Teaching & Learning Scheme | | | | | | | Duration Of Exam Hours | Examination & Evaluation Scheme | | | | | | | | | | |
|-------|--|---|-------------------|--------------|--|---|---|-------|---------|-----------|-------|------------------------|---------------------------------|-----------|-------|-----------------|----------|----------|-----------------------|-------|-------|--|--|
| | | | | | Learning Hours Per Week | | | | Credits | | | | Maximum Marks | | | Minimum Passing | | | | | | | |
| | | | | | L | T | P | Total | L/T | Practical | Total | | Theory | Practical | Total | Internal | External | Internal | External | Grade | | | |
| | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Research Methodology and IPR | Research Methodology and IPR | Th-Major | LLAE-101 | 4 | | | 4 | 4 | | 4 | 3 | 40 | 60 | | | 100 | 16 | 24 | P | | | |
| 2 | DSC-I.1 | History of Adult Education-I | Th-Major | LLAE-102 | 4 | | | 4 | 4 | | 4 | 3 | 40 | 60 | | | 100 | 16 | 24 | P | | | |
| 3 | DSC-II.1 | Continuing Education-I | Th-Major | LLAE-103 | 4 | | | 4 | 4 | | 4 | 3 | 40 | 60 | | | 100 | 16 | 24 | P | | | |
| 4 | DSC-III.1 | Lifelong Learning & Historical Perspective -I | Th-Major | LLAE-104 | 4 | | | 4 | 4 | | 4 | 3 | 40 | 60 | | | 100 | 16 | 24 | P | | | |
| 5 | DSE-I.A | (A) NGO For Lifelong Learning | Th-Major Elective | LLAE-105 | 4 | | | 4 | 4 | | 4 | 3 | 40 | 60 | | | 100 | 16 | 24 | P | | | |
| | Or DSE-I.B /MOOC | OR (B) Tribal Society, Culture & Issues in Development | | LLAE-106 | 4 | | | 4 | | | | Assignment | | | | | | | Minimum Passing Marks | | Grade | | |
| 6 | DSC-III.1 (Pre-Major) | Personality Development & Soft Skill Components | Pre-Major | LLAE-107 | 2 | | | 2 | 2 | | 2 | 2 | 50 | | | | 50 | 25 | | P | | | |
| 7 | #On Job Training, Internship /Apprenticeship ;Field projects Related to Major @ during vacations cumulatively | | Related to DSC | | 120 Hours cumulatively during vacations of Semester I and Semester II | | | | | | | 4* | | | | | | | | | P* | | |
| 8 | Co-curricular Courses: Health and wellness, Yoga Education, Sports and Fitness, Cultural Activities, NSS/NCC, Fine/Applied/Visual/Performing Arts During Semester I,II, III and IV | | Generic Optional | | 90 Hours Cumulatively From Sem I to Sem IV | | | | | | | | | | | | | | | | | | |
| | | | | | Exit option with a P.G. Diploma with 4 Credits on-the-job training/Internship in the respective major subject | | | | | | | | | | | | | | | | | | |
| | | | | | • Students has to earn total minimum 4 Credits cumulatively during vacations of semester I and Semester II from internship in order to exit after first Year with P.G. Diploma (42-44 Credits) after Three Years UG Degree | | | | | | | | | | | | | | | | | | |
| | TOTAL | | | | 22+ (13 Self Learning / Assessment / Evaluation / Examination Hours= Minimum 35 Learning Hours) | | | | | | 22 | | | | | | | 550+50* | | | | | |

L: Lecture, T: Tutorial, P: Practical/Practicum

Pre-requisite Course mandatory if applicable: **Prq**, Theory :**Th**, Practical/Practicum: **Pr**, Faculty Specific Core: **FSC**, Discipline Specific Core: **DSC**, Discipline Specific Elective: **DSE**, Laboratory: **Lab**, **OJT**: On Job Training: Internship/ Apprenticeship; Field projects: **FP**; **RM**: ResearchMethodology; Research Project: **RP**, **Co-curricular Courses: CC**

Note : # On Job Training, Internship/ Apprenticeship; Field projects Related to Major (During vacations of Semester I and Semester II) for duration of 120 hours mandatory to all the students, to be completed during vacations of Semester I and/or II. This will carry 4 Credits for learning of 120 hours. Its credits and grades will be reflected in Semester II credit grade report.

Note: **Co-curricular Courses:** In addition to the above, CC also include but not limited to Academic activities like paper presentations in conferences, Aavishkar, start-ups, Hackathon, Quiz competitions, Article published, Participation in Summer school/ Winter School / Short term course, Scientific Surveys, Societal Surveys, Field Visits, Study tours, Industrial Visits, online/offline Courses on Yoga (Yoga for IQ development, Yoga for Ego development, Yoga for Anger Management, Yoga for Eyesight Improvement, Yoga for Physical Stamina, Yoga for Stress Management, etc.). These can be completed cumulatively during **Semester I, II, III and IV. Its credits and grades will be reflected in semester IV credit grade report.**

Special Note : Any Student who had not opted for Social Work / Sociology as subject of Degree or as Major or Minor in three years of his/her undergraduate programme but has taken admission in this course will have to earn minimum 24 credits from ' Additional Course Work / Pre-Requisite Course prescribed in the curriculum. in the first year of two year P.G programme such students will not be eligible to enter in third semester (second year unless these 24 credits are earned.

Sant Gadge Baba Amravati University, Amravati

FACULTY: Humanities

Scheme of Teaching, Learning, Examination & Evaluation leading to Two Years PG Degree Master of Lifelong Learning & Extension following

Two Years P.G. Programme wef 2024-25 (Two Years- Four Semesters Master's Degree Programme- NEPv24 with Exit and Entry Option

M.A. Lifelong Learning & Extension First Year Semester-II [Level 6.0]

| S. N. | Subject | Name of Subject | Type of Course | Subject Code | Teaching & Learning Scheme | | | | | | | Duration Of Exam Hours | Examination & Evaluation Scheme | | | | | | | | |
|-------|---|--|-------------------|--------------|---|---|---|-------|---------|-----------|-------|------------------------|---------------------------------|------------|----------|-----------------|-------------|----------------|-----------------------|-------|-------|
| | | | | | Learning Hours Per Week | | | | Credits | | | | Maximum Marks | | | Minimum Passing | | | | | |
| | | | | | L | T | P | Total | L/T | Practical | Total | | Theory Internal | Theory | Internal | External | Total Marks | Marks Internal | Marks External | Grade | |
| | | | | | | | | | | | | | | | | | | | | | |
| 1 | DSC-I.2 | History of Adult Education-II | Th-Major | LLAE-201 | 4 | | | 4 | 4 | | 4 | 3 | 40 | 60 | | | 100 | 16 | 24 | P | |
| 2 | DSC-II.2 | Continuing Education-II | Th-Major | LLAE-202 | 4 | | | 4 | 4 | | 4 | 3 | 40 | 60 | | | 100 | 16 | 24 | P | |
| 3 | DSC-III.2 | Lifelong Learning & Historical Perspective -II | Th-Major | LLAE-203 | 4 | | | 4 | 4 | | 4 | 3 | 40 | 60 | | | 100 | 16 | 24 | P | |
| 4 | DSE-II. A | Social Reformers in Maharashtra | Th-Major Elective | LLAE-204 | 4 | | | 4 | 4 | | 4 | 3 | 40 | 60 | | | 100 | 16 | 24 | P | |
| | Or DSE-II.B | Or Social Problems in India | | LLAE-205 | | 4 | | | 4 | | | | | Assignment | | | | | Minimum Passing Marks | | Grade |
| 5 | DSC-III.2 (Pre-Major) | Jivan Kaushalya Shikshan | Pre-Major | LLAE-206 | 2 | | | 2 | 2 | | 2 | 2 | 50 | | | | 50 | 25 | | P | |
| 6 | #On Job Training, Internship/Apprenticeship ;Field projects Related to Major @ during vacations cumulatively | | Related to DSC | | 120 Hours cumulatively during vacations of Semester I and Semester II | | | | | | | | | | | | | | | | P* |
| 7 | Co-curricular Courses: Health and wellness, Yoga Education, Sports and Fitness, Cultural Activities, NSS/NCC ,Fine/ Applied/ Visual /Performing Arts During Semester I,II, III and IV | | Generic Optional | | 90 Hours Cumulatively From Sem I to Sem IV | | | | | | | | | | | | | | | | |
| | TOTAL | | | | 18+(17 Self Learning / Assessment / Evaluation / Examination Hours = Minimum 35 Learning Hours) | | | | | | | | | | | | | 450 | | | |

L: Lecture, T: Tutorial, P: Practical/Practicum

Pre-requisite Course mandatory if applicable: **Prq**, Theory :**Th**, Practical/Practicum: **Pr**, Faculty Specific Core: **FSC**, Discipline Specific Core: **DSC**, Discipline Specific Elective: **DSE**, Laboratory: **Lab**, **OJT**: On Job Training: Internship/ Apprenticeship; Field projects: **FP**; **RM**: Research Methodology; Research Project: **RP**, **Co-curricular Courses: CC**

Note : # On Job Training, Internship/ Apprenticeship; Field projects Related to Major (During vacations of Semester I and Semester II) for duration of 120 hours mandatory to all the students, to be completed during vacations of Semester I and/or II. This will carry 4 Credits for learning of 120 hours. Its credits and grades will be reflected in Semester II credit grade report.

Note: **Co-curricular Courses:** In addition to the above, CC also include but not limited to Academic activities like paper presentations in conferences, Aavishkar, start-ups, Hackathon, Quiz competitions, Article published, Participation in Summer school/ Winter School / Short term course, Scientific Surveys, Societal Surveys, Field Visits, Study tours, Industrial Visits, online/offline Courses on Yoga (Yoga for IQ development, Yoga for Ego development, Yoga for Anger Management, Yoga for Eyesight Improvement, Yoga for Physical Stamina, Yoga for Stress Management, etc.). These can be completed cumulatively during **Semester I, II, III and IV. Its credits and grades will be reflected in semester IV credit grade report**

Special Note : Any Student who had not opted for Social Work / Sociology as subject of Degree or as Major or Minor in three years of his/her undergraduate programme but has taken admission in this course will have to earn minimum 24 credits from ' Additional Course Work / Pre-Requisite Course prescribed in the curriculum. in the first year of two year P.G programme such students will not be eligible to enter in third semester (second year unless these 24 credits are earned.

Sant Gadge Baba Amravati University, Amravati

FACULTY: Humanities

Scheme of Teaching, Learning, Examination & Evaluation leading to Two Years PG Degree Master of Lifelong Learning & Extension following
Two Years P.G. Programme wef 2024-25 (Two Years-Four Semesters Master's Degree Programme-NEPv24 with Exit and Entry Option
M.A. Lifelong Learning & Extension Second Year Semester-III

| S. N. | Subject | Name of Subject | Type of Course | Subject Code | Teaching & Learning Scheme | | | | | | | Duration Of Exam Hours | Examination & Evaluation Scheme | | | | | | | | |
|-------|--|---|----------------------|--------------|---|---|---|-------|---------|-----------|-------|------------------------|---------------------------------|--------|----------|-----------------|-------------|----------------|----------------|-------|----|
| | | | | | Learning Hours Per Week | | | | Credits | | | | Maximum Marks | | | Minimum Passing | | | | | |
| | | | | | L | T | P | Total | L/T | Practical | Total | | Theory Internal | Theory | Internal | External | Total Marks | Marks Internal | Marks External | Grade | |
| | | | | | | | | | | | | | | | | | | | | | |
| 1 | Contemporary Applied Technological Advancements in Research relevant/supportive to Major DSC-I.3 | Extension and Development-I | Th-Major | LLAE-301 | 4 | | | 4 | 4 | | 4 | 3 | 40 | 60 | | | 100 | 16 | 24 | P | |
| 2 | DSC-II.3 | Information and Communication Technology (ICT)-I | Th-Major | LLAE-302 | 4 | | | 4 | 4 | | 4 | 3 | 40 | 60 | | | 100 | 16 | 24 | P | |
| 3 | DSC-III.3 | Population Education-I | Th-Major | LLAE-303 | 4 | | | 4 | 4 | | 4 | 3 | 40 | 60 | | | 100 | 16 | 24 | P | |
| 4 | DSE-I.3 A Or DSE-I.3 B / MOOC | A) Social Reformer's : Sant Gadge Baba OR B) Youth Development | Th-Major Elective | LLAE-304 | 4 | | | 4 | 4 | | 4 | 3 | 40 | 60 | | | 100 | 16 | 24 | P | |
| | | | | LLAE-305 | 4 | | | 4 | | | | Assignment | | | | | | | | | |
| 5 | DSC-III.3(Pre-Major) | Indian Constitution - I | Pre-Major | LLAE-306 | 2 | | | 2 | 2 | | 2 | 2 | 50 | | | | 50 | 25 | | P | |
| 6 | Research Project Phase -I | | Major | LLAE-307 | | 4 | | 4 | 4 | | 4 | | Research Report 50 | | | -- | 50 | 25 | | P | |
| 7 | #On Job Training, Internship /Apprenticeship ;Field projects Related to Major @during vacations cumulatively | | Related to DSC | | 120 Hours cumulatively during vacations of Semester I and Semester II | | | | | | | 4* | | | | | | | | | P* |
| 8 | Co-curricular Courses: Health andwellness, Yoga Education, Sports and Fitness, Cultural Activities,NSS/NCC, Fine/Applied/Visual/Performing ArtsDuring Semester I,II,III and IV | | Generic Optional | | 90 Hours Cumulatively From Sem I to Sem IV | | | | | | | | | | | | | | | | |
| | TOTAL | | | | 22+(13 Self Learning / Assessment / Evaluation / Examination Hours = Minimum 35 Learning Hours) | | | | | | | 22 | | | | | | 500 | | | |

L: Lecture, T: Tutorial, P: Practical/Practicum

Pre-requisite Course mandatory if applicable: **Prq**, Theory :**Th**, Practical/Practicum: **Pr**, Faculty Specific Core: **FSC**, Discipline Specific Core: **DSC**, Discipline Specific Elective: **DSE**, Laboratory: **Lab**, **OJT**: On Job Training: Internship/ Apprenticeship; Field projects: **FP**; **RM**: Research Methodology; Research Project: **RP**, **Co-curricular Courses**: **CC**

Note : # On Job Training, Internship/ Apprenticeship; Field projects **Related to Major (During vacations of Semester I and Semester II) for duration of 120 hours mandatory to all the students, to be completed during vacations of Semester I and/or II. This will carry 4 Credits for learning of 120 hours. Its credits and grades will be reflected in Semester II credit grade report.**

Note:Co-curricular Courses: In addition to the above, CC also include but not limited to Academic activities like paper presentations in conferences, Aavishkar, start-ups, Hackathon, Quiz competitions, Article published, Participation in Summer school/ Winter School / Short term course, Scientific Surveys, Societal Surveys, Field Visits, Study tours, Industrial Visits, online/offline Courses on Yoga (Yoga for IQ development, Yoga for Ego development, Yoga for Anger Management, Yoga for Eyesight Improvement, Yoga for Physical Stamina, Yoga for Stress Management, etc.). These can be completed cumulatively during **Semester I, II, III and IV. Its credits and grades will be reflected in semester IV credit grade report.**

Sant Gadge Baba Amravati University, Amravati

FACULTY: Humanities

Scheme of Teaching, Learning, Examination & Evaluation leading to Two Years PG Degree Master of Lifelong Learning & Extension following
Two Years P.G. Programme wef 2024-25 (Two Years-Four Semesters Master's Degree Programme-NEPv24 with Exit and Entry Option
M.A. Lifelong Learning & Extension Second Year Semester-IV [Level 6.5]

| S. N. | Subject | Name of Subject | Type of Course | Subject Code | Teaching & Learning Scheme | | | | | | | Duration of Exam Hours | Examination & Evaluation Scheme | | | | | | | | | |
|-------|--|---|-------------------|--------------|--|---|---|-------|---------|-----------|-------|------------------------|---------------------------------|------------|-----------|----------|-------------|-----------------------|----------------|-------|--|--|
| | | | | | Learning hours Per Week | | | | Credits | | | | Maximum Marks | | | | | Minimum Passing | | | | |
| | | | | | L | T | P | Total | L/T | Practical | Total | | Theory | | Practical | | Total Marks | Minimum Passing | | | | |
| | | | | | | | | | | | | | Theory Internal | Theory | Internal | External | | Marks Internal | Marks External | Grade | | |
| 1 | DSC-I.4 | Extension and Development-II | Th-Major | LLAE-401 | .4 | | | 4 | 4 | | 4 | 3 | 40 | 60 | | | 100 | 16 | 24 | P | | |
| 2 | DSC-II.4 | Information and Communication Technology (ICT)-II | Th-Major | LLAE-402 | 4 | | | 4 | 4 | | 4 | 3 | 40 | 60 | | | 100 | 16 | 24 | P | | |
| 3 | DSC-III.4 | Population Education-II | Th-Major | LLAE-403 | 4 | | | 4 | 4 | | 4 | 3 | 40 | 60 | | | 100 | 16 | 24 | P | | |
| 4 | DSE-II. 4 A Or DSE-II.4 B / MOOC | A)Healthy Aging : Elderly Persons | Th-Major Elective | LLAE-404 | 4 | | | 4 | 4 | | 4 | 3 | 40 | 60 | | | 100 | 16 | 24 | P | | |
| | | OR B) Human Rights & Social justice | | LLAE-405 | 4 | | | 4 | | | | | | Assignment | | | | Minimum Passing Marks | | Grade | | |
| 5 | DSC-III.4(Pre-Major) | Indian Constitution-II | Pre-Major | LLAE-406 | 2 | | | 2 | 2 | | 2 | 2 | 50 | | | | 50 | 25 | | P | | |
| 6 | Research Project Phase-I I | | Major | LLAE-407 | | 2 | 8 | 10 | 6 | | 6 | | Research Project 75 | --- | | Vivo 75 | 150 | 75 | | P | | |
| 7 | Co-curricular Courses: Health and wellness ,Yoga Education , Sports and Fitness ,Cultural Activities, NSS/ NCC,Fine/Applied/Visual/Performing Arts During Semester I,II,III and IV | | Generic Optional | | 90 Hours Cumulatively From Sem I to Sem IV | | | | | | | | | | | | | | | | | |
| | TOTAL | | | | 28 +(07 Self Learning / Assessment / Evaluation / Examination Hours = Minimum 35 Learning Hours) | | | | | | | | | 24 | | | | | 600 | | | |

L: Lecture, T: Tutorial, P: Practical/Practicum

Pre-requisite Course mandatory if applicable: **Prq**, Theory :**Th**, Practical/Practicum: **Pr**, Faculty Specific Core: **FSC**, Discipline Specific Core: **DSC**, Discipline Specific Elective: **DSE**, Laboratory: **Lab**, **OJT**: On Job Training: Internship/ Apprenticeship; Field projects: **FP**; **RM**: Research Methodology; Research Project: **RP**, **Co-curricular Courses: CC**

Note : # On Job Training, Internship/ Apprenticeship; Field projects Related to Major (During vacations of Semester I and Semester II) for duration of 120 hours mandatory to all the students, to be completed during vacations of Semester I and/or II. This will carry 4 Credits for learning of 120 hours. Its credits and grades will be reflected in Semester II credit grade report.

Note: **Co-curricular Courses:** In addition to the above, CC also include but not limited to Academic activities like paper presentations in conferences, Aavishkar, start-ups, Hackathon, Quiz competitions, Article published, Participation in Summer school/ Winter School / Short term course, Scientific Surveys, Societal Surveys, Field Visits, Study tours, Industrial Visits, online/offline Courses on Yoga (Yoga for IQ development, Yoga for Ego development, Yoga for Anger Management, Yoga for Eyesight Improvement, Yoga for Physical Stamina, Yoga for Stress Management, etc.). These can be completed cumulatively during **Semester I, II, III and IV. Its credits and grades will be reflected in semester IV credit grade report.**

Table: Comprehensive Credits distribution amongst the type of Courses over Two Years(Four Semesters) PG Programme and Minimum Credits to be earned for PG Degree[Masterin Faculty-----Major]

| Sr. No . | Type of Course | Total Credits Offered | Minimum Credits Required |
|-----------|---|-----------------------|--|
| 1. | MAJOR | | |
| | i. DSC | 56 | 56 |
| | ii. DSE | 16 | 16 |
| | TOTAL | 72 | 72 |
| 2. | Research Methodology and IPR (FSC/DSC:Major) | 04 | 04 |
| | On Job training, Internship / Apprenticeship., Field Projects Related To Major | 04 | 04 for 120 HoursOJT/F Pcum |
| | | | 02 (Minimum60 HoursOJT/FP is mandatory) |
| 3. | ResearchProject | 10 | 10 |
| | OPTIONAL | | |
| 4. | Co-Curricular Courses (offline and/or onlineas applicable): Co-curricular Courses: Health andwellness, Yoga Education, Sports and Fitness, CulturalActivities, NSS/NCC, Fine/Applied/Visual/PerformingArts, CC also include but not limited to Academic activities like paper presentations in conferences, Aavishkar, start-ups, Hackathon, Quiz competitions, Article published, Participation in Summer school/Winter School/ Short-term course, Scientific Surveys, Societal Surveys, Field Visits, Study tours, Industrial Visits, online/offline Courses on Yoga(Yoga for IQ development, Yoga for Egodevelopment, Yoga for Anger Management, Yoga for Eyesight Improvement, Yoga for Physical Stamina, Yoga for Stress Management, etc.). | | Limited toMaximum0 3only (For 90 Hours ofCC cumulatively) |
| | TOTAL | | 00 |
| | TOTAL | 93 | 88 |

Table A : Comprehensive Credit Distribution for C C

| S. N. | Activities(offline/online as applicable) | Creditsat Levels | | | | | | Letter Grade |
|-------|--|--|------------|-------|--------------|----------|------------------------|---|
| | | College | University | State | Zone ifexist | National | Intern ational ifexist | |
| 1 | Health and wellness, Yoga*Competitions *If a Course(online/offline) on Yoga is completed for 60Hours,2creditswillbeawardedtothestudent (1Credit=30Hours) | 1 | 2 | 3 | 4 | 5 | 6 | P (Pass) |
| 2. | Unnat Bharat Abhiyan [UBA] | 1 | 2 | 3 | 4 | 5 | 6 | P (Pass) |
| 3. | Sports and fitness activities(see separate Table B) | 1 | 1/2 | 2/3 | 3/4 | 4/5 | 5/6 | P (Pass) |
| 4. | Cultural activities, Fine / Applied/Visual/PerformingArts | 1 | 2 | 3 | 4 | 5 | 6 | P (Pass) |
| 5. | N.S.S. activities Camps | 1 | 2 | 3 | 4 | 5 | 6 | P (Pass) |
| 6. | Academic activities like Research Paper / Article / Posterpresentations, Aavishkar, start-up, Hackathon, Quiz competitions, other curricular, co-curricular activities, students exchange programme Research Paper/Article published | 1 | 2 | 3 | 4 | 5 | 6 | P (Pass) |
| | | - | 1 | 2 | - | 4 | 6 | |
| 7. | Participation in Summer school/Winter School/Short-term course (not less than 30 hours1or 2 weeks duration)(notlessthan60hours2or3 weeks duration) Scientific Surveys, Societal Surveys Field Visits, Study tours, Industrial Visits, | 2Credits 4Credits 2 Credits 1Credit | | | | | | P P (Pass) P (Pass) P (Pass) |
| 8. | NCC Activities | As given in Table C | | | | | | |

Table B : Credit Distribution for Sports and Fitness

| Sr. No. | Particulars of Sports Status (Individual/Team) | Credits | Letter Grade |
|----------------|---|----------------|---------------------|
| 1. | College Level Participation | 1 | P(Pass) |
| 2. | University Level Participation | 1 | P(Pass) |
| 3. | University Level Rank 1,2,3 | 2 | P(Pass) |
| 4. | State Level Participation | 2 | P(Pass) |
| 5. | State Level Rank 1,2,3 | 3 | P(Pass) |
| 6. | Zonal Level Participation | 3 | P(Pass) |
| 7. | Zonal Level Rank 1,2,3 | 4 | P(Pass) |
| 8. | National Level Participation | 4 | P(Pass) |
| 9. | National Level Rank 1,2,3 | 5 | P(Pass) |
| 10. | International Level Participation | 5 | P(Pass) |
| 11. | International Level 1,2,3 | 6 | P(Pass) |

Table C : Credit Distribution for NCC activities

| Sr. No | Particulars of NCC Activities | Credits | Letter Grade |
|---------------|--------------------------------------|----------------|---------------------|
| 1 | Participation in NCC activities | 1 | P(Pass) |
| 2 | B' Certificate obtained | 2 | P(Pass) |
| 3 | C' Certificate obtained | 3 | P(Pass) |
| 4 | State Level Participation | 4 | P(Pass) |
| 5 | National Level Participation | 5 | P(Pass) |
| 6 | International Level Participation | 6 | P(Pass) |