



**SANT GADGE BABA AMRAVATI UNIVERSITY,
AMRAVATI**

संत गाडगे बाबा अमरावती विद्यापीठ, अमरावती

(FACULTY OF HUMANITIES)

मानव विज्ञान विद्याशाखा

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

Syllabus

(NEP -v23)

Session – 2023-24

Sant Gadge Baba Amravati University, Amravati
Faculty: Humanities
Two Years – Four Semester Master’s Degree Programme – NEPv23
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 constructivist learning environments. □
To undertake Research in the field of Lifelong Learning.

ELIGIBILITY:

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

DURATION:

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

SPECIAL CHARACTERISTICS OF THIS PROGRAMME (PSo):

Commitments for learner:

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

Part – B**Sant Gadge Baba Amravati University, Amravati.****Faculty: Humanities****Two Years - Four Semester Master's Degree Programme-NEP v23****M.A. In Lifelong Learning and Extension****Semester I**

Sr. No	Code of the Course/Subject	Title of the Course/Subject	(Total Number of Period)	Credit
1	RM and IPR	Research Methodology- I	60	4
2	Discipline Specific Core I.1	History Of Adult Education - I	60	4
3	Discipline Specific Core II.1	Continuing Education - I	60	4
4	Discipline Specific Core III.1	Lifelong Learning And Historical Perspective -I	60	4
5	Discipline Specific Elective I.A Or Discipline Specific Elective I.B	NGOs for Lifelong Learning Or Tribal society, Culture & issues in Development	60	4
6	DSC-III.1 (Short Term Course)	Personality Development and Soft Skills Components	30	2
Total Credit				22

M.A. In Lifelong Learning and Extension**Semester II**

Sr. No	Code of the Course/Subject	Title of the Course/Subject	(Total Number of Period)	Credit
1	Discipline Specific Core I.2	History Of Adult Education - II	60	4
2	Discipline Specific Core II.2	Continuing Education - II	60	4
3	Discipline Specific Core III.2	Lifelong Learning And Historical Perspective	60	4
4	Discipline Specific Elective II.A Or Discipline Specific Elective II.B	Social Reformers in Maharashtra Or Social Problems In India	60	4
5	DSC-III.2 (Short Term Course)	Jivan Kaushalya Shikshan	30	2
Total Credit				18

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M.A. In Lifelong Learning and Extension
Semester I

Sr.No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Number of Periods	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	Period
Unit I	Social Research: A) Meaning & Objective B) Scientific method: Meaning of Characteristics C) Importance & utility of Social Research	12
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	12
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	12
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	12
Unit V	Intellectual Property Rights: i) Introduction to IPR :- Meaning of Property, Origin, Nature, Meaning of Intellectual Rights. ii) Patent Rights and Copy Rights. iii) Trade Marks: - Origin, Meaning and Nature of Trade Marks. iv) Designs:- Meaning, Definition, Object, Registration of Design	12

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. Mudge, J. Hie tools of Social Sciences
6. Young, P.V. Scientific Social Survey and Research.
7. Lazarus, Field P. (Ed): Language of social Research.
8. Wilkinson, T.S. and .P.L. Bhandarkar: Methodology and Techniques of social Research, Himalaya Publishing House, Bombay.

9. P. Qarrett: Statistics in Education and Psychology.
10. Mueller and Schuessler: Statistical Reasoning in Sociology.
11. P. Saravanavel: Research Methodology.
12. Bose, Pradip Kumar : Research Methodology, New Delhi, ICCSR
13. D.A. Devaus, 1986: Surveys in Social Research London
14. Punch, Keith 1986: Introduction to Social Research.
15. Mukharjee P.N. 2000 Methodology in social Research.
१६. पु. ल. भांडारकर : सामाजिक संशोधन पद्धती, महाराष्ट्र राज्य ग्रंथनिर्मिती मंडळ, नागपूर.
१७. वाजपेयी एस. आर. : सामाजिक अनुसंधान और सर्वेक्षण
१८. सतपालरूहेला : सामाजिक सर्वेक्षण और अनुसंधान के मुलतत्वे
१९. खैरनार दिलीप, राऊतप्रा. किशोर : सामाजिक संशोधन पद्धती.
20. आगलावे डॉ. प्रदिप, सामाजिक संशोधन पद्धती शास्त्र व तत्रे, साईनाथ प्रकाशन नागपूर.
21. कहाडे डॉ. बी. एम. शास्त्रीय संशोधन पद्धती, पिंपळापुरे अॅण्ड कं. पब्लिशर्स नागपूर.
22. घाटोळे रा. ना. समाजशास्त्रीय संशोधन पद्धती व तत्वे, श्री. मंगेश प्रकाशन नागपूर.
23. बौद्धिक संपदा हक्क: डॉ. वि. म. गोविलकर, डायमंड पब्लिकेशन
24. बौद्धिक संपदा हक्क: स्वरूप आणि समस्या, डॉ. जयश्री नेमाडे, प्रशांत पब्लिकेशन
25. Intellectual Property Rights in India, V. K. Ahuja, Volume 1 & Volume 2.
26. Encyclopaedia of Social Sciences.

**M.A. In Lifelong Learning and Extension
Semester I**

Sr.No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Number of Periods	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	Period
Unit I	<ul style="list-style-type: none"> • Adult education- meaning -concept -scope of adult education. • History of adult education Re Independence post-independence 	12
Unit II	<ul style="list-style-type: none"> • Types of Adult Education • Importance and needs of adult education. 	12
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. 	12
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. 	12
Unit V	<ul style="list-style-type: none"> • Total Literacy programme – mass functional literacy programme • National literacy mission 	12

Books Recommended:

1. Dumare Jaymala : साक्षरता : जाणीव, जागृती, जयश्री प्रकाशन नागपूर -2005
2. Dumare Jaymala : प्रौढ शिक्षणाची वाटचाल, पिंपळापुरे बुक डिस्ट्रिबुटर्स, नागपूर - 2007
3. वाघ आनंद :- प्रौढ शिक्षणातील बदलते प्रवाह, लोकयज्ञ प्रकाशन, लक्ष्मी निवास, आदित्य नगरी बीड, जि. बीड 431122
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.
12. Thakur, D. :- adult education and mass literacy, Deep and deep publications New Delhi, 1990.
- 13. विभूते, भालबा :- प्रौढ शिक्षण योजना यंत्रणा आणि कार्यवाही, प्रिय दर्शनी प्रकाशन, कोल्हापूर 1990.**
14. Singh S. :- history of adult education during British period, Indian adult education Association, New Delhi.
15. Shah, A.B. & Bhan Susheela :- non formal education and the NAEP, Delhi Oxford University Press, 1980.
16. Mohanty, Jagannath :- adult and non formal education, New Delhi, Deep and deep publications, Pvt.ltd.

**M.A. In Lifelong Learning and Extension
Semester I**

Sr.No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Number of Periods	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	Period
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. 	12
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. 	12
Unit IV	<ul style="list-style-type: none"> • Roleoftheuniversitiesinimplementationcontinuingeducationprogram s • Type of continuing education programme - post literacy - equivalency programmes - income generation programme - quality of life improvement programme - individual interest promotion programme - future oriented programmes. 	12
Unit V	<ul style="list-style-type: none"> • Thoughts On continuing Education- Mahatma Gandhi ,Maulana Azad. 	12

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 शिक्षणसंस्था, राज्य साधन केंद्र, औरंगाबाद.
3. वाघ,आनंद : निरंतर शिक्षण, लोक यज्ञ प्रकाशन, बीड.
4. Suryakanthi A. :- perspective on continuing Education ,Department of adult and continuing education and extension, Gandhigram rural University Gandhigram 2007.
6. Government of India (1998)production, selection and purchase of Neolitrare materials for continuing education centres, policy ,guidelines, New Delhi National literacy mission.
7. कुलकर्णी ,हरिहर :- निरंतर शिक्षण उपक्रम : महाराष्ट्र राज्य प्रौढ शिक्षण संस्था, औरंगाबाद,1999.

**M.A. In Lifelong Learning And Extension
Semester I**

Sr.No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Number of Periods	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	Period
Unit I	<ul style="list-style-type: none"> • Lifelong learning -concepts- theories and value -Scope. • Need and importance of lifelong learning. 	12
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. 	12
Unit III	<ul style="list-style-type: none"> • Role of of government in implementation of lifelong learning. • Role of universities in implementation lifelong learning. 	12
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. 	12
Unit V	<ul style="list-style-type: none"> • The World Bank Views of Lifelong Learning Policy • UNISCOs Delhi declaration December 1993 	12

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
Semester I**

Sr.No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Number of Periods	Credit
5	DSE-IA	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	Period
Unit I	<ul style="list-style-type: none"> • NGO Definition, Concept , Need and Importance • History of NGOs in India and Maharashtra 	12
Unit II	<ul style="list-style-type: none"> • Types of NGOs • Establishment of Lifelong Learning Centre 	12
Unit III	<ul style="list-style-type: none"> • NGO Formation- procedure , NGO Registration under 27 • Society Registration Act 1860, Bombay Public Trust Act 1950 	12
Unit IV	<ul style="list-style-type: none"> • Company Act • Role of NGOs In youth development 	12
Unit V	<ul style="list-style-type: none"> • Role of NGO in Backward Community • NGOs and Job opportunities 	12

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. EtakulaVayunandan, Dolly Mathew (2003)Good Governance: Initiatives In India, PHI Learning Pvt. Ltd., New Delhi

**M.A. In Lifelong Learning and Extension
Semester I**

Sr.No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Number of Periods	Credit
5	DSE-IB	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	Period
Unit I	<ul style="list-style-type: none"> • Meaning, definition and characteristics of tribe. • Constitutional Meaning of tribe. 	12
Unit II	<ul style="list-style-type: none"> • Social organisations: Tribal family, marriage, kinship, Yuvagruh, Religion and customary practices. • Economic organisations: Concept, forms, functions and changing nature. 	12
Unit III	<ul style="list-style-type: none"> • Component of tribal culture: Dance, Drama, Folklore, dialect, Instruments • ‘Sanskritization’: Definition ,Charactestics 	12
Unit IV	<ul style="list-style-type: none"> • Social Issues, Political issues such as political participation • Educational issues-accessibility, marginalisation, migration, drop-out. 	12
Unit V	<ul style="list-style-type: none"> • Economic Issues-Land alienation & Agriculture Poverty & indebtedness , Unemployment • Superstitions, addiction, isolation. 	12

Readings:

1. Dynamics of Tribal migration, Sonali Publication New Delhi. 44
2. Frontiers of Social Anthropology, Amitabha Sankar ,Dasgupta Samira - Gyan Books PVT LTD Delhi 1990.
3. Gare G M, Social Change, Among the tribal of western Maharashtra, 1974.
4. Mishra R N, Tribal cultural and Economy - Ritu Publication.
5. Mohanty P K, Encyclopaedia of scheduled Tribes -2006 Gyan PVT LYD.
6. Sharma B.D, People of India Series, New Delhi.
7. Singh k S, (1972.) Tribal situation in India, Indian Institute of Advanced Study, Simla,
8. Vidarthi L P, Tribal culture of India, Concept publishers New Delhi 1976.
9. Freire Paulo, (1972) Pedagogy of the Oppressed;30thAnniversary Edition
10. Gramsci Antonio; Prison Notebooks, Vol.2, Colombia University Press
11. Sachindra Narayan, The Dynamics of Tribal Development Issues and Challenges - 2002, Gyan Books PVT LTD Delhi
12. Deshmukh B.A. (2004) Tribal Education, Sonali Publication, New Delhi.

**M.A. In Lifelong Learning and Extension
Semester I**

Sr.No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Number of Periods	Credit
6	DSC-III.1 (STC)	LLAE-107	Short Term Course	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	Period
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. 	6
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. 	6
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. 	6
Unit IV	<ul style="list-style-type: none"> • Decision-Making: Meaning, Types and Models, Group and Ethical Decision-Making. • Problem-Solving Skills: Problems and Dilemmas in application of these skills. • Stress Management: Types, Symptoms and Causes of Stress Management. 	6
Unit V	<ul style="list-style-type: none"> • Psychological techniques to measure personality status. Developing EQ, IQ, SQ & MQ • Tests related to personality. • Improvement techniques. 	6

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.

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Semester II

Sr.No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Number of Periods	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	Period
Unit I	<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. 	12
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. 	12
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. 	12
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 	12
Unit V	<ul style="list-style-type: none"> • Recent trends in Adult Education • Socio –philosophical aspects of adult education 	12

Books Recommended:

1. Dumare jaymala: साक्षरता: जाणीव, जागृती, जयश्री प्रकाशन नागपूर -2005
2. Dumare Jaymala: प्रौढ शिक्षणाची वाटचाल, पिंपळापुरे बुक डिस्ट्रिबुटर्स, नागपूर - 2007
3. वाघ आनंद:- प्रौढ शिक्षणातील बदलते प्रवाह, लोकयज्ञ प्रकाशन, लक्ष्मीनिवास, आदित्यनगरी बीड, जि. बीड 431122
4. Directorate of adult education: modalities of total literacydecreation and education of learning outcomes.
5. डांगे, चंद्रकुमार :- राष्ट्रीय प्रौढ शिक्षण, नूतन प्रकाशन, पुणे

6. कुंभार,नागोराव :- प्रौढशिक्षण : 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. Pati 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.
12. Thakur, D.:- adult education and mass literacy, Deep and deep publications New Delhi, 1990.
13. विभूते,भालबा :- प्रौढशिक्षण योजना यंत्रणा आणि कार्यवाही, प्रियदर्शनी प्रकाशन, कोल्हापूर 1990.
14. Singh S. :- history of adult education during British period, Indian adult education Association, New Delhi.
15. Shah, A.B.&Bhan Susheela :- non formal education and the NAEP, Delhi Oxford University Press, 1980.
16. Mohonty, Jagannath:- adult and non-formal education, New Delhi, Deep and deep publications, Pvt.ltd.
17. Thakur, Devendra: - adult education and mass literacy, New Delhi,Deep and Deep publications, 1988.

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Semester II**

Sr.No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Number of Periods	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	Period
Unit I	<ul style="list-style-type: none"> • Continuing education programs on various stages- primary educational stage- middle educational stage - higher educational stage. • Continuing education and mass media - radio -movies - newspaper. 	12
Unit II	<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. 	12
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. 	12
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. 	12
Unit V	<ul style="list-style-type: none"> • Resent trends in continuing education • Programme in continuing education 	12

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 प्रौढशिक्षण संस्था, राज्य साधन केंद्र, औरंगाबाद.
3. वाघ,आनंद: निरंतर शिक्षण, लोकयज्ञ प्रकाशन, 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 Neoliterate materials for continuing education centres, policy, guidelines, New Delhi National literacy mission.
6. कुलकर्णी, हरिहर:- निरंतर शिक्षण उपक्रम: महाराष्ट्र राज्य प्रौढशिक्षण संस्था, औरंगाबाद,1999.

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Semester II**

Sr.No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Number of Periods	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	Period
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. 	12
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. 	12
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. 	12
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. 	12
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 	12

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 developmentslected 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.

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Semester II**

Sr.No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Number of Periods	Credit
4	DSE-IIA	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	Period
Unit I	<ul style="list-style-type: none"> • Mahatma Fule • RajshriShahuMaharaj 	12
Unit II	<ul style="list-style-type: none"> • Dr.B.R.Ambedkar • Dr. PanjabraoDeshmukh 	12
Unit III	<ul style="list-style-type: none"> • KarmvirBhauraoPatil • Gopal Ganesh Agarkar 	12
Unit IV	<ul style="list-style-type: none"> • DhondukeshavKarve • SavitribaiFule 	12
Unit V	<ul style="list-style-type: none"> • RajmataJijabai • SindhutaiSapkal 	12

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 हाऊस१९०५
- ५) धनंजय कीर ,राजर्षी शाहू छत्रपती , पॉप्युलर पब्लिकेशन्स२०१२
- ६) डॉ. जयसिंगराव पवार, समाज क्रांतिकारक राजर्षी शाहू छत्रपती ,मेहता पब्लिशिंग हाऊस२०२१
- ७) प्रा. सौ. कल्पना देशमुख, भाऊ :डॉ. पंजाबराव देशमुख यांचे जीवन चरित्र. मेहता पब्लिशिंग२०१५
- ८) प्रा.डॉ. रमेश जाधव ,कर्मवीर भाऊराव पाटील , साकेत प्रकाशन२०१७
- ९) वी. स. खांडेकर, गोपाळ गणेश आगरकर :व्यक्ती आणि विचार, मेहता पब्लिशिंग हाऊस१९९३
- १०) सुमती पाटील ,सावित्रीबाई फुले , शब्दालया पब्लिकेशन्स हाऊस, २०१९
- ११) सौ. सिंधुताई सपकाळ ,मीवनवासी (आत्मचरित्र) , रिया पब्लिकेशन२०१७

OR

**M.A. In Lifelong Learning And Extension
Semester II**

Sr.No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Number of Periods	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	Period
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 perceptive in social problems.	12
Unit II	<ul style="list-style-type: none">National Social Problems – Population, Unemployment,Gender inequality, Farmer suicide	12
Unit III	<ul style="list-style-type: none">Terrorism – Meaning & NatureCauses & Effects	12
Unit IV	<ul style="list-style-type: none">Corruption - Meaning , Nature,Causes, Effect	12
Unit V	<ul style="list-style-type: none">Migration – Meaning , Nature,Types of Migration , Causes & Effect	12

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. LeelammaDevasia, 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 Wiely and sons, New York.
6. Judith Ennew, 1986, The Sexual Exploitation of Children, Polity Press, Oxford.
7. Curt A. Barthol, Ann M. Barthol, 1989, JuvenileDelinquency- A Systems Approach, Prentice Hall, New Jersey.
8. Man Singh Das and VijaykumarGupta(Eds), 1995, Social Values among Young adults, M.D Publishing Private Ltd. New Delhi.
9. ShankerSen, 2005, Trafficking in Women and Children in India, Chaman Enterprises, New Delhi.

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Semester II**

Sr.No.	Subject	Code Of the Subject/Course	Type of Course	Title of the Course/Subject	Total Number of Periods	Credit
6	DSC-III.2 (STC)	LLAE-206	Short Term Course	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	Period
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 	6
Unit II	<ul style="list-style-type: none"> • Empathy: Definition and perspective • Types of Empathy • Difference between Empathy and Sympathy • Empathy Facts and Views 	6
Unit III	<ul style="list-style-type: none"> • Problem: Definition and Nature • Causes of Problem • Gravity of Problem • Problem solving Methods & skills 	6
Unit IV	<p>Effective Communication</p> <ul style="list-style-type: none"> • Communication: Definition & Nature • Effective Communication Skill • Body and Sign language • Effective communication and personality impact 	6
Unit V	<ul style="list-style-type: none"> • Emotions: Definition and perspective • Types of Emotions • Management of Emotions • Impact of Emotions on behaviour 	6

Books Recommended:

- 1) Dr. K. Ravikant Rao ,Life skill Education , Neel Kamal Publications , 2016
- 2) Dr. Rajesh Mokol , Guidance & Counselling , Neel Kamal Publications , 2023
- 3) NitinBhatnagar, MamataBhatnagar, Effective Communication And Soft Skills, PearSons Publication Delhi, 2012