**Notification**

No. 19/2022 Date : 10/02/2022

**Subject : Syllabi and scheme of teaching and examination for Two years degree course under semester for the Master of Arts in Lifelong Learning and Extension.**

Whereas the Direction No. 08/2022 Dated 20/01/2022 has been issued on conduct of above mentioned course by the university in which, it is provided that the syllabi and scheme of teaching and examination shall be as notified by notification in Gazette Part-Two.

It is notified for general information of all concerned that above syllabi and scheme of teaching and examination are hereby published which shall be as per Appendix-A appended to this Notification and made applicable to the student as prescribed in the Direction – vide its Para 7 i.e. 2021-22 studdents admitted for semester III and IV.

Sd/-
Registrar
Sant Gadge Baba Amravati University

**Appendix-"A"**

# Master of Arts (Lifelong Learning & Extension)
## Scheme of teaching & Examinations
**(Semester & Credit pattern)**

## Semester I

| Sr.No. | Title of paper | No.of credit | Total marks | | | Passing percentage each |
|---|---|---|---|---|---|---|
| | | | Theory | Internal | Total | |
| 1 | Paper -I | 4 | 80 | 20 | 100 | 40% |
| 2 | Paper -II | 4 | 80 | 20 | 100 | 40% |
| 3 | Paper -III | 4 | 80 | 20 | 100 | 40% |
| 4 | Paper -IV | 4 | 80 | 20 | 100 | 40% |
| | **Total** | 16 | 320 | 80 | 400 | |

## Semester II

| Sr.No. | Title of paper | No.of credit | Total marks | | | Passing percentage each |
|---|---|---|---|---|---|---|
| | | | Theory | Internal | Total | |
| 1 | Paper -I | 4 | 80 | 20 | 100 | 40% |
| 2 | Paper -II | 4 | 80 | 20 | 100 | 40% |
| 3 | Paper -III | 4 | 80 | 20 | 100 | 40% |
| 4 | Paper -IV | 4 | 80 | 20 | 100 | 40% |
| | **Total** | 16 | 320 | 80 | 400 | |

## Semester III

| Title of paper | | | Examination Scheme | | | | | Total Marks |
|---|---|---|---|---|---|---|---|---|
| | Theory Credits | Total Credits | Theory | | | Internal Assessment | | Theory + Internal Assessment |
| | | | Dur. | Max. marks | Min. Marks | Max. Marks | Min. Marks | |
| Paper -I | 4 | 04 | 3 Hr | 80 | 32 | 20 | 8 | 100 |
| Paper -II | 4 | 04 | 3 Hr | 80 | 32 | 20 | 8 | 100 |
| Paper -III | 4 | 04 | 3 Hr | 80 | 32 | 20 | 8 | 100 |
| Paper -IV | 4 | 04 | 3Hr | 80 | 32 | 20 | 8 | 100 |
| **Total** | **16** | **16** | | **320** | **128** | **80** | **32** | **400** |

## Semester IV

| Title of Paper | Examination Scheme | | | | | | | Total Marks |
|---|---|---|---|---|---|---|---|---|
| | Theory Credits | Total Credits | Theory | | | Internal Assessment | | (Theory + Internal Assessment |
| | | | Dur. | Max. marks | Min. Marks | Max. Marks | Min. Marks | |
| **Paper - I** | 4 | 04 | 3 Hr | 80 | 32 | 20 | 8 | 100 |
| **Paper - II** | 4 | 04 | 3 Hr | 80 | 32 | 20 | 8 | 100 |
| **Paper - III** | 4 | 04 | 3 Hr | 80 | 32 | 20 | 8 | 100 |
| **(Elective-I)* Paper - IV** | 4 | 04 | 3Hr | 80 | 32 | 20 | 8 | 100 |
| **(Elective-II)* Project Report & Viva –Voce ( Elective Paper)** | 4 | 04 | - | 60 | 24 | 40 | 16 | 100 |
| **Total** | **16** | **16** | | **320/ **300** | **128/ **120** | **80/ **100** | **32/ **40** | **400** |

*Student can opt any one elective paper from above Elective I & II for paper IV.

**Credit and marks shall be applicable to the student who offered 'Project Report Viva-Voce' as an Elective paper.

**Distribution of internal Marks for each Theory Papers of Semester - I to IV**

- Group Discussion – 05 Marks
- Assignment (Two assignments each 05 marks) – 10 Marks
- Seminar – 05 Marks

**Total - 20 Marks**

# Pattern of Question Papers

## M.A. in Lifelong Learning & Extension
## (For Semester- I to IV)

## Pattern of Question Papers shall be as follows :

1. Theory Papers of each Semester shall be of 80 Marks.
2. Number of questions to be set in each paper will be Five.
3. All questions will be compulsory.
4. All questions carry 16 Marks
5. There will be two long answer type questions and three short answer type questions to be set on all Units.
6. For every question there will be an alternative choice. However, there will be no internal choice in the question.
7. In each short answer type question there will be four sub questions of 4 Marks each with no internal choice.
8. All theory papers to be set in three languages i.e. English, Marathi & Hindi.

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**Appendix-A**

# Syllabus Framework

**Course Title – M.A.in Lifelong Learning & Extension**

| Course code | No. of credits or<br>No. of Marks | 64<br>1600 | Learning<br>240-hours |
|---|---|---|---|

Course Co-ordinator :-

Course Type :- Discipline / Compulsory course

Course offered in :- Semester

**1) Introduction:-**

The total education system either it is Formal, Non-formal, Informal, distance, virtual, extension or any kind comes under the umbrella of lifelong learning process. Delor's report says, "Learning throughout life is a continuous Process for each human being adding to and adapting his or her knowledge and skills and his or her judgment and capacities for action. It must enable people to become aware of themselves and their environment, and to play a social role at work and in the community at large. Learning throughout life is a day to day experience. It is also a very special way of learning and achieving something personal and creative. Lifelong learning is a continuous process.

Education is our fundamental right. It is the key to sustainable development. Education is not to be seen as restricted to a Particular Period of life. Lifelong Learning Programme was established by decision no 1720/2006/EC of European parliament and of the Council of 15th November 2006.

In Harper Dictionary's Lifelong is the provision or use of both formal and informal learning opportunities throughout People's lives in order to foster the Continuous development and improvement of the knowledge and skill needed for employment and personal fulfillment.

Extension as a Third Dimension is an umbrella term which includes Adult Education, Continuing education Population education, community education through field outreach activities which aims to promote a meaningful and sustained rapport between the universities and communities. Information and Communication Technology (ICT) is important Programme in lifelong learning. This course is to be created awareness in lifelong learning & Extension. Students develop and understanding of the nature about skills, ICT and Extension and its use in their life.

## Course Content : I,II,III & IV Semester

## First Semester

## History of Adult Education

**Max.Marks -80** **Time- 3 Hours**

i) Adult Education-Meaning-Concept- Scope.
History of Adult Education, Pre- independents, Post-Independence

ii) Government structure for implementation for Adult Education Programme-Contribution of Non Government organizations in National Adult Education Programme.

**Reference Books :**

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**,**लोकयज्ञप्रकाशन**,** 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, Practies 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.

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## Paper –II
## Continuing Education

**Max.Marks -80** **Time- 3 Hours**

i) Continuing Education-Meaning- Concept – Scope – objectives- Activities.
ii) Continuing Education – Nature of programme- Role of Government in implementation-Continuing Education & Skill Development.

**Reference Books :**

1. Dixit, A.P. :- non formal and continuing education, Vista International publishing house, New Delhi, 2005.
2. कुळकर्णी, हरिहर :- निरंतर शिक्षण केंद्र कसे चालवावे ? महाराष्ट्र राज्य प्रौढ शिक्षण संस्था, राज्य साधन केंद्र, औरंगाबाद.
3. वाघ,आनंद : निरंतर शिक्षण, 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 Neolitrate materials for continuing education centres, policy ,guidelines, New Delhi National literacy mission.
6. कुलकर्णी , हरिहर :- निरंतर शिक्षण उपक्रम : महाराष्ट्र राज्य प्रौढ शिक्षण संस्था, औरंगाबाद,1999.

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## Paper –III
## Lifelong Learning & Historical Perspective

**Max.Marks -80** **Time- 3 Hours**

**i) Lifelong Learning-Concepts- Theories and values-Scope-LifelongLearning & Skill Development.**

**ii) Historical background of Lifelong learning-Field work component-LifeSkills-Soft Skills-Role of Govt. Universities in implementation**

**Reference book**

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.

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## Paper –IV
## Research Methodology

**Max.Marks -80** **Time- 3 Hours**

**i) Meaning & significance of social Research-Importance of Scientific approach, Major steps in Scientific Research problem-Research design – review of literature-Objectives-Hypothesis-Sampling.**

**ii) Type and sources of data collection processing-Analysis and Interpretation on Data-Introduction to SPSS- Graphical presentation-Hypothesis Testing-Basic statistic in social research-Report writing-Presentation-**

**Bibliography-References.**

### Reference book :

1. भांडारकर पु. ल. - सामाजिक संशोधन पद्धती, महाराष्ट्र विद्यापीठ ग्रंथनिर्मिती मंडळ, नागपूर **1987**
2. नाडगोंडे,गुरुनाथ - सामाजिक संशोधन पद्धती, फडके प्रकाशन, कोल्हापूर **1999**
3. कऱ्हाडे बी.एम. - शास्त्रीय संशोधन पद्धती, पिंपळापुरे अँड कं. पब्लिकेशन, नागपूर **2007**
4. आगलावे, प्रदीप -संशोधन पद्धतीशास्त्र व तंत्रे, विद्या प्रकाशन, नागपुर **2000**
5. Sharma R.D. - Research Methods In Social Science ,National Book organisation ,New Delhi 1990.
6. Kumar A. - Social Research Method, Anmol Publication private limited New Delhi 1981
7. Kothari,C.R. - Research Methodology Methods And Techniqueswiley Eastern, New Delhi 1985.
8. Paul G.Nester, Russel K.Schurt - Methods In Psychology : Investigating Human Behaviour ,Sage Publication ,New Delhi 2012.

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**Second Semester**
**Paper - I**
**History of Adult Education**

**Max.Marks -80** **Time : 3 Hour**

**i) Adult education in other countries -China-U.S.S.R.- Vietnam Brahmadesh - Cuba - U.S.A.- Australia - Canada.**

**ii) Post Literacy Programme – Janshikshan Nilayam-Continuing Education Centre.**

**Reference Books :**

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,लोकयज्ञप्रकाशन, 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, Practies 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.

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**Paper - II**

**Continuing Education**

**Max.Marks -80** **Time : 3 Hour**

**i) Methods of continuing education and community development.**

**ii) Field Work Approach in Continuing Education – Project Report.**

**Reference Books:**

1. Dixit, A.P. :- non formal and continuing education, Vista International publishing house, New Delhi, 2005.
2. कुळकर्णी, हरिहर :- निरंतर शिक्षण केंद्र कसे चालवावे ? महाराष्ट्र राज्य प्रौढ शिक्षण संस्था, राज्य साधन केंद्र, औरंगाबाद.
3. वाघ,आनंद : निरंतर शिक्षण, 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 Neolitrate materials for continuing education centres, policy ,guidelines, New Delhi National literacy mission.

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**Paper - III**

**Lifelong Learning & Historical Perspective**

**Max.Marks -80** **Time : 3 Hour**

**i) lifelong learning through skill development- characteristic of lifelong learning- formal -non formal -informal type of education and training.**
**ii) Implementation of Lifelong Learning – Importance Of Lifelong Learning In India.**

**Reference Books :**

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.
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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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**Paper - IV**

**Research Methodology**

**Max.Marks -80** **Time : 3 Hour**

**i) Extension Services and Research – Importance Of Research in Adult, Continuing Education , Lifelong Learning & Extension .Methods Of Approaching The People – Communication-Winning Their Confidence & Establishing Report.**

**ii) Project Work As Above Subject With Research Based.**

**Reference Book :**

1. भांडारकर पु. ल. - सामाजिक संशोधन पद्धती, महाराष्ट्र विद्यापीठ ग्रंथनिर्मिती मंडळ, नागपूर 1987
2. नाडगोंडे,गुरुनाथ - सामाजिक संशोधन पद्धती, फडके प्रकाशन, कोल्हापूर 1999
3. कऱ्हाडे बी.एम. - शास्त्रीय संशोधन पद्धती, पिंपळापुरे अँड कं. पब्लिकेशन, नागपूर 2007
4. आगलावे, प्रदीप -संशोधन पद्धतीशास्त्र व तंत्रे, विद्या प्रकाशन, नागपुर 2000
5. Sharma R.D. - Research Methods In Social Science ,National Book organisation ,New Delhi 1990.
6. Kumar A. - Social Research Method, Anmol Publication private limited New Delhi 1981
7. Kothari,C.R. - Research Methodology Methods And Techniqueswiley Eastern, New Delhi 1985.
8. Paul G.Nester, Russel K.Schurt - Methods In Psychology : Investigating Human Behaviour ,Sage Publication ,New Delhi 2012.

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## Semester - III

### Paper-I

**Extension and Development-I**

**Max.Marks -80** **Time- 3 Hours**

**Unit -I**

- 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.

**Unit- II**

- 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.

**Unit- III**

- Methods of extension education -approach method- lecture method- participary method,- recreation method- group discussion.
- Development- meaning -concept-scope- extension -education -development.

**Unit-IV**

- Importance of community participation in community development.
- Role of NGOs in implementation of extension programes,
  importance of community leaders for community development.

## Reference Books:


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 Jirli basava 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.
6. Rolling N.,- **Extension science**, Cambridge University Press.
7. Logan J.P.,- **Extension teaching methods in extension education in community development** , New Delhi ,;director of extension.


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## Paper-II

### Information and Communication Technology (ICT)-I

**Max.Marks -80** **Time- 3 Hours**

**Unit -I**

- ICT- concept- defination -scope and applications, fundamentals of computer - software - hardware -operating system.
- Importance and need of ICT in education - lifelong learning - continuing education and extension.

**Unit- II**

- Application software - word processing – spreadsheet - PowerPoint.
- networking concept LAN-WAN- world wide web- Search Engines- Web Browser.

**Unit- III**

- Use of ICT in extension- social media- blog -wikis -online groups -Facebook.
- Use of ICT for development -concept -scope and application.

**Unit-IV**

- Information technology act 2005 -Cyber security and cyber laws.
- Intellectual property right (IPR) copyright -Plagiarism -anti-plagiarism tools.

## Reference Books:


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 Sandhir Sharma ,**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.


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## Paper-III

## Population Education-I

**Max.Marks -80** **Time- 3 Hours**

**Unit -I**

- 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.

**Unit- II**

- 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.

**Unit- III**

- Scenario of population education and Youth Development- population education and women development- population education and rural development.
- Need of population education- new aspects of population education- media of population education- causes of population growth.

**Unit-IV**

- Programmes of population education- health education- pre-marriage counselling- adulences education- women empowerment- productive health- childcare etc.
- 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.

### Reference Books:


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. Walsa M.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 हिरकमहोत्सवी प्रकाशन : 2009.
6. आय.सी. पी.डी. : **रिपोर्ट ऑफ द इंटरनॅशनल कॉन्फरन्स ऑन पॉप्युलेशन अँड डेव्हलपमेंट,**यु.एन.एफ.पी.ए.:कैरो.


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**Paper-IV**
**Social Reformer's : Sant Gadge Baba**

**Max.Marks -80** **Time- 3 Hours**

## Unit -I

- Biography and thought's- educational- drug addiction-Dowry-Cast system.
- Sant Gadge Baba and work for society and it's effect on society.

## Unit- II

- 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.

## Unit- III

- 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.

## Unit-IV

- Sant Gadge Baba and awareness on ' Dharmshala' and' Gaushala'( cow)- women empowerment -Swavlamban-health education for women -preventation of animal cruelty.
- Methods of social awareness- Kirtan-group work -group discussion- orientation family budget. important letters of Sant Gadge Baba-Avachitrao Deshmukh-Kisanrao Ubale-ह.भ.प.महानंदस्वामी-ह.भ.प.भीष्माचार्यबाबा-सौ.अलोकबाई –श्रीमंत नारायणराव पांडुरंगजी भिलकर.
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**Reference Books:**


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 –**संत गाडगे बाबा व्यक्ती आणि कार्य**,मेघ पब्लिसिंग हाऊस
7. लोखंडे, धनंजय, **संत गाडगे बाबा**, यशोदिप पुणे,2018.


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## Semester - IV
### Paper-I
### Extension and Development-II

**Max.Marks -80** **Time- 3 Hours**

**Unit -I**

- Role of universities- community leaders in implementation of extension activities /programmes.
- Role of local self government in community development and extension.

**Unit- II**

- Major concepts and division of community work- community development -community relation- community organisation -community empowerment -extension education.
- Philosophy, principles and approaches to community development.

**Unit- III**

- 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 -role of International Organisation in community development. ( UNICEF, UNESCO,WHO)

**Unit-IV**

- Role of Corporate Social Responsibility( CSR) in community development.
- Institution in community- Panchayati Raj Institution, voluntary organisation for extension. monitering and evaluation skills for community development.

## Reference Books:


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 Jirli basava 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.
6. Rolling N.,- **Extension science**, Cambridge University Press.
7. Logan J.P.,- **Extension teaching methods in extension education in community development** , New Delhi ,;director of extension.


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**Paper-II**

**Information and Communication Technology (ICT)-II**

**Max.Marks -80** **Time- 3 Hours**

**Unit -I**

- 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.

**Unit- II**

- Open course ware-Mooc-SWAYAM-NPTEL-Edx-open educational resources.
- Open access-Digital repository-Digital library.

**Unit- III**

- 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.

**Unit-IV**

- Website development- importance- need -online marketing -use of Google form
- Information literacy programme -computer literacy -ICT awareness.

## Reference Books:

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 Sandhir Sharma ,**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.

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## Paper-III

## Population Education-II

**Max. Marks -80** **Time- 3 Hours**

**Unit -I**

- 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, Environmental education- need -scope and relation between population education.

**Unit- II**

- 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.

**Unit- III**

**Legal Aspects -**

- 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.

**Unit-IV**

- 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.
- Growth of population – problems - social problems - economic problems and educational problems - effect on natural resources.

## Reference Books:


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. Walsa M.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 हिरकमहोत्सवी प्रकाशन : 2009.
6. आय.सी. पी.डी. : **रिपोर्ट ऑफ द इंटरनॅशनल कॉन्फरन्स ऑन पॉप्युलेशन अँड डेव्हलपमेंट**,यु.एन.एफ.पी.ए.:कैरो.


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## Paper-IV (Elective-I)
## Healthy Aging : Elderly Person's.

**Max.Marks -80** **Time- 3Hours**

### Unit –I

- Physical health- empowering age- philosophical aspects of empowerd ageing -prevention- Physical health, prevention- promotion and Management.
- 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.

### Unit- II

- 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.

### Unit- III

- 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.

### Unit IV

- Legal issues related to elderly- legal provisions to protect rights of the elderly maintenance and welfare provisions etc.
- Skill development programmes for senior citizen- life skills- adjustment skills- Self defence skills- skill for stress release - development of hobbies.

### Reference Books :


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 : lession 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.
7. तुपे नवनाथ : **जेष्ठ नागरिकांचा शरीरसंवर्धन व सामाजिक, आर्थिक अभ्यास** ,पुणे विद्यापीठ पुणे,2010.
8. Sharma K.L. : **studies in Gerontology ; International perspective**, Rawat Publication New Delhi 2007.
9. Francis A. Mcguir and others : **Leisure and Maging,** Sangmore publishing,USA,ED.2004.


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**Paper-IV (Elective-II)**
**Project Report & Viva-voce**

**Objective -**

1) The objective of this course is to provide an understanding to the field work and practical proficiency the students should acquire.

2) The candidate for semester IV examination shall submit a project report at the end of 4th semester and shall go through the viva-voce along with paper for semester IV.

3) The project report will carry 60 marks and viva- voice will carry 40 marks.

4) Three copies of project report( printed or typewritten) shall be submitted to the university through the supervisor of the candidates and the head of department / principal /director at least forthnight prior to the date of commencement of the written examination.

A candidate shall submit with his project report a certificate from the supervisor and the principal to the effect :-

I) That the Candidate has satisfactorily conducted research for not less than one academic session (4th semester)

II) That the project report is the result of the candidates own work and is of sufficiently good standard to warrant its presentation for examination.Project report shall be prepared by the candidate individually under the supervision of a teacher.

III ) A candidates shall be choose project topics as below areas by the guidance of teacher.

a) Rural community

b) Urban community

c) Tribal community

d) Industrial community

IV) Project report shall be submitted by the candidate at the end of the semester IV in the department.
V) The project report shall be assessed by internal supervisor and external examiners in the department along with Viva voice on the project.
VI) A candidate must obtain 24 Marks in the project report and 16 Marks in Viva voce for the passing in the project report paper.
VII) Project title will be finalized during 3rd semester in the guidance of teacher.

## Expected contents of Project writting

1)Title page
2) Letter of Transmission (if applicable)
3) Certificate of director /HOD /principal
4) Candidate declaration
5) Acknowledgement / preface
6) Index of contents
7) List of tables/ graphs
8) Chapter I - Introduction
9) Chapter II - Methodology adopted for project
10) Chapter III - Data analysis and interpretation concern to the subject of project
11) Chapter IV - Major findings
12) Chapter V - Conclusion and Recommendation

## Appendices

- Questionnaire
- Interview schedule
- Bibliography

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