

## INTRODUCTION

**The Department of Lifelong Learning and Extension (DLLE)** was established on October 12, 1978 and has been recognized as a Statutory Department and one of the authority of the University of Mumbai since 1994 to promote a meaningful and sustained rapport between the Universities and the community. It is functioning under the Board for Lifelong Learning and Extension to create skilled and learned human power through its various degree level programmes and skills development programmes. The Board of Lifelong Learning and Extension has the responsibility to create synergy at policy and operative level between various teaching, research and development institutions and various regional and national bodies and governmental agencies in the domain of lifelong learning, value education and life skills for senior citizens apart from other duties given under the Act.

The Department is now progressing as University Teaching Department as per UGC guidelines and Maharashtra Public Universities Act, 2016. It is succeeding with its scheduled academic activities such as Extension Work, Masters Degree Programs, Online Courses, National Institute of Open Schooling and also the activities of e-Learning Centre as a part of its academic responsibilities. It is headed by the Director, to carry out the objectives of the Board of Lifelong Learning and Extension.

Extension Education, the third dimension of the University system, is a two-way process which visualized mutual sharing of resources between the Community and the University for the Development of both the common man and the students. This dimension also aims at sensitizing the students to the socio-cultural realities. It is visualized that the contact between the University and community would lead to social welfare making it more relevant to daily life situations.

The DLLE with the diverse academic and technical resources supports the communities based extension work activities in collaboration with its specific mandate to work for the less privileged sections of the society and our efforts are to extend educational programs that will enhance and improve the quality of life of such groups with the central objective of **“reach to unreached”**. At present our DLLE extension activities are being conducted on regular basis in annual program for more than 330 colleges with 600 degree college Extension Work teachers and 32,000 Extension Work Students **from Mumbai, Thane, Palghar, Raigad, Ratnagiri and Sindhudurg districts** involved in various Extension Work Projects of Skill Development, Industry Orientation, Career Guidance, Information Technology, Entrepreneurship Development, Status of Women in Society, Environmental Protection, Population Education & National Institute of Schooling. From this year the department has initiated a process to introduce new activities as per the demands of larger teaching fraternity, students and community.

As per the schedule of the Department, the Extension and Field Outreach activities undertaken through the Post Graduate Departments, Affiliated Colleges, and its Teachers and Students forms a major part in promoting a meaningful and sustained rapport between universities and the community by introducing Adult Education (Lifelong Learning), Extension and Field Outreach activities which have been considered for academic credit. The students of Degree colleges from the faculty of Arts, Commerce, Science, Pharmacy, Law, Engineering, Education and Management are awarded ***Ten Additional Marks at the final exam on completion of 120 hours of work on the Extension Work Project*** undertaken and submission of the Project Report under **University Ordinance 229.A** in an academic year.

### **Aim**

The Third Dimension of Extension is aimed at promoting a meaningful and sustained rapport between the Universities and the Community i.e., to have educational programs for a Social Change.

### **Objectives**

The objectives of Lifelong Learning and Extension are outlined below for making education relevant to real life situations:

- To act as a focal agency in the University system for all Lifelong Learning programs and to provide academic and technical resource support for community-based activities in collaboration with universities departments and colleges.
- To serve as an intellectual intervention in the community's living problems which need to be overcome through an educational process.
- To develop among students a sense of responsibility towards society.
- To design programs that will help students to face life and its challenges and thus create an ambience for a learning society.
- To deepen the teachers' and students' knowledge through a wider exposure to real life situations through a variety of programs.
- To prepare students for a greater social commitment.
- To enhance student employability skills.
- To cater to the needs of the unreached for promoting knowledge-based society.
- To maintain network with Governmental and Non-governmental agencies, international organizations as well as industries.

## **THE EXTENSION DIMENSION (Reach to Unreached)**

The college students are enrolled for extension work projects and perform various activities for the **social awareness based on various issues / problems in the society such as Save Girl Child, Pollution, Aids, Global Warming, Environment, Tree Plantation, Importance of Education, Illiteracy, Child Labour, Dowry Deaths, Malnutrition, Watershed Management and so many.** The students are creating awareness about these social problems / issues through various activities such as Street Play, Exhibition, Poster Making, Songs, Speech, Survey, Elocution, Seminar & Conferences. For this purpose, students are actually going to society and involve the community and make them aware of our role in eradicating social problems faced by the society and trying to convince the people human duties as an ideal citizen.

To facilitate the sensitization of the student to the socio-cultural realities, the Department offers extension work projects encompassing social issues for the student. There are many Extension Work Projects being offered by the department under the two different units for enhancing the employability and IT skills of the student. The projects are as given below:

### **I) Vocational Career Oriented Projects**

1. Career Project [CP]
2. Industry Orientation Project [IOP]
3. Anna Poorna Yojana [APY]
4. Skill Development (SD)

### **II) Community Oriented Projects**

1. Population Education Club (PEC)
2. Survey Research
3. Education for All (EFA- NIOS, IDOL)
4. Environment Education
5. Civic Sense (CS)
6. Consumer Guidance

## **Training**

The Department systematizes intensive training programs for the Teachers from the associated participating colleges both Degree and B. Ed colleges. More than 600 Degree and B.

Ed. Teachers and nearly 850 Student Managers are trained and motivated to carry out the extension work projects in the colleges and to benefit the community.

Every year the Department organizes an Annual Extension Work Festival titled UDAAN: *the flight of Extension*. Students of Extension Work from various colleges come together and give Performances and Best Displays are also awarded prizes based on the recommendations of the panel of Expert Judges. In the last year around 10,000 college students & teachers participated in this Festival at various locations in Mumbai, Thane, Palghar, Raigad, Ratnagiri & Sindhudurg districts.

### Monitoring

The Extension Work activities and the field projects are monitored through a network of Field Coordinators who are experienced Extension work Teachers and also trained Students as Student Managers from affiliated colleges of University of Mumbai.

#### Summary of participation in Extension Work since last twelve years

Year	UG	B. Ed. / M.Ed.	Pharm .	Mgmt.	Engi	Law	Total (Colleges)	Total (Students)
2005-06	8	14	-	-	-	--	22	1,888
2006-07	17	15	-	-	-	--	32	2,490
2007-08	32	20	-	-	-	--	52	3,918
2008-09	28	51	-	-	-	--	79	6,132
2009-10	72	41	04	01	-	--	118	9,890
2010-11	94	63	01	03	01	--	162	12,548
2011-12	119	64	02	04	01	--	190	15,568
2012-13	125	52	02	06	02	04	191	17,065
2013-14	145	36	02	06	03	06	198	17,749
2014-15	150	30	05	07	02	08	202	19,286
2015-16	161	26	03	11	04	08	213	19,390
2016-17	175	30	05	12	01	10	235	23,532
2017-18	201	26	04	12	04	10	257	24,896
2018-19	208	40	07	09	08	11	283	29,112
2019-20	230	30	15	08	06	16	305	32,980
2020-21	161	15	09	06	05	10	206	17,163
2021-22	203	21	12	09	06	15	266	21,335
2022-23	245	31	14	09	09	16	324	33,629

#### Responsibilities of the Department for smooth conduct of Extension Work:

1. To send circulars for activities to the colleges & Field Coordinators (FC).
2. To set up the theme for activities.

3. To prepare resource material and distribute to the colleges.
4. To provide the format of annexure to be submitted by the colleges.
5. To guide about how to maintain accounts of the activities and accept the enrolment fees of the students as per university approvals.
6. To organize training programs for teachers and send a circular for information to the colleges / teachers.
7. To conduct Teachers Training at the Department and district places.
8. To appoint honorary Field Coordinator to the cluster of 5 to 6 colleges to guide participant colleges in extension work.
9. To inquire reports of students training and activities conducted by the college.
10. To provide guidelines for payment of honorarium to the Teachers taking responsibilities of Extension work activities.
11. To guide teachers and FC for motivating students to prepare their annual project reports.
12. To issue guidelines for Annual Festival and competitions to the colleges.
13. To organize Annual Festival and competitions to the colleges.
14. To deliver participation certificates for students, teachers and FC.
15. To Monitor & Evaluate the extension work activities of the participant colleges and certify students for the benefit of 10 grace marks as per University Ordinance 229.A.

### **Responsibilities of the College / Teachers**

1. To display the circular on college notice board and respond to the circular and prepare the list of students enrolled for activities.
2. To follow the guideline to function as per theme and prepare plan of action for the year.
3. To function as guided in the resource material.
4. To prepare and fill up annexure with details and submit it as per format under the signature of teacher, FC and Principal of the College.
5. To collect enrolment fees from the students and remit it to the Department as per guidelines.
6. To prepare & submit annual accounts (statement of income & expenditure) of the Extension Work to the Department at the end of the accounting year under the signature of FC.
7. To attend First Term & Second Term Training programs organized by DLLE.
8. To organize Students Training at the Colleges and ensure participation of all the students enrolled for the activities and invite FC for the same.
9. To visit and supervise students activities at college and community level and to invite FC for the same.

10. To follow guidelines and pay honorarium to the appointed & responsible teachers for extension work as per the norms provided by DLLE.
11. To guide students to prepare their project report and evaluate it with grade and invite FC for final evaluation and moderation.
12. To guide students to participate in Annual Festival and guide them about the competitions.
13. To participate in the festival and be in charge of students activities during festival.
14. To submit final documents certified by the Department for the benefit of 10 grace marks to college students to the Director, Examination & Evaluation, University of Mumbai, Kalina Campus, Vidyanagari, Santacruz as per scheduled dates.

### **Responsibilities of the Field Coordinator (FC)**

1. To provide Department circulars to the colleges if not received by them.
2. To guide colleges to function as per theme and discuss plan of action for Extension Work.
3. To monitor the functioning of colleges as per guidelines.
4. To verify the filled up annexure before sending it to the Department and submit FC's remarks under signature wherever necessary.
5. To verify annual accounts (statement of income & expenditure with original bills) of the Extension Work and monitor the same and submit FC's remarks under signature at the end of the accounting year.
6. To attend First & Second Term Training programs organized by DLLE and conduct a session on Extension Work project.
7. To conduct Students Training at the Colleges and monitor students' presence as per the enrolment list of students.
8. To visit one of the activities of colleges under their control at college and community level.
9. To monitor account statements and discuss the balance amount and motivate to organize DLLE programs.
10. To evaluate and moderate project reports prepared by the extension work students of the colleges functioning under their control.
11. To motivate students for participation in festivals and supervise their festival preparations.
12. To participate as one of the Judge for festival competitions.

### **The Student Manager (SM)**

Extension work in a college involves at least ten students working with a teacher. Its successful execution also requires intensive execution of field programs in close co-ordination with the

Department. To ensure efficiency in the execution of the extension work and to assist the teacher in the work, the term 'Student Manager' has been introduced. For every fifty students, two students are to work as Student Managers.

### **Selection of the Student Manager**

Students as Student Manager to be selected on the basis of the following criteria:

1. Previous experience in extension work
2. Outstanding organizational ability
3. Capacity to do work and take a task to completion with efficiency.
4. Dynamism, sincerity and honesty
5. Gender Sensitivity, devotion and commitment of the student

Appointment as a Student Manager (SM) is an up-gradation of that student among his/her peers. While selecting, it is recommended that the students be from the second-year class so that they continue to work as Managers at the third year class too, thus bringing about some continuity in the assistance for the teacher. Further it is suggested that a student from first year class be also selected to be as 'Under Training Student Manager'. This will help the teacher to make an easy transition from one Manager to another.

### **Preparation by the SM**

Each SM is to have the following with him / her for the execution of tasks during all the programs.

1. White badge with black letters bearing his /her name, designation with college name.
2. Folder containing the following:
  - a. Time management diary
  - b. Notebook /Paper pad
  - c. Ruler, eraser, pen pencil, marker etc.
  - d. University Guidelines for Extension Work

### **Training of Student Managers**

The Department conducts the training of the Student Manager. 100% attendance is essential for the student managers at all the programs.

### **Activities to be carried out by a Student Manager**

1. Learning to maintain a Project and Time Management diary.
2. Setting a target for enrollment of students.
3. Registration of students with the Department.
4. Finalizing enrollment of students.
5. Distributing guidelines of the concerned activity to the students.
6. Arranging delivery of resource material required by the Department.
7. Assisting in the organization of the training programs at the college.
8. Preparing first term and annual report of the concerned activity.
9. Carrying out field visits.
10. Guiding students about maintenance of field work records.
11. Organization and participation in the annual competitions of the Department.
12. Collecting the completed project reports having them graded and submit in the before the due date to the department as per schedule.
13. Assisting the teacher in the preparation of grace marks lists and the completion of formalities for the award of ten marks.
14. Submission of the Approved Accounts by 30th April of the year.
15. Writing the Project Report.

### **Criteria for the Award of Ten Marks to a Student Manager**

1. Completion of 120 hours of work according to the role and responsibilities given to the Student Manager.
2. 90% attendance at each contact training program meetings, other programs, etc conducted by the Department.
3. Writing and submission of a Project Report.
4. Maximum students under the Students Manager successfully completing the Extension Project and receiving the benefit of ten marks.
5. Participation in the Annual Extension Education Meet of the Department.
6. Wearing the badge and always having the Students Manager's folder.
7. Being present during the Co-ordinator's Field Visit to the college and the community.



8. Submission of an assignment if any to the Department.
9. Submission of the college reports to the Department on time.

## **EXTENSION WORK PROJECTS**

There are Ten Extension Work Projects being offered by the Department under two different heads.

### **I. VOCATIONAL CAREER ORIENTED PROJECTS**

### **II. COMMUNITY ORIENTED PROJECTS**

## **Vocational Career Oriented Projects**

Through this unit a range of Extension Work Projects are offered to enhance the employability and IT skills of the student. The projects are as given below:

### **I. CAREER PROJECT (CP)**

#### **1. Rationale of the project**

It is seen that students who do not gain admission to degree program of their choice which are more popular, feel directionless when they enter the undergraduate degree program. The Career Project aims at students gaining information about the alternative careers that can be pursued during their study years. It is expected that the information about various career options will be presented in the form of charts, brochures and short talk and become the resource material of a CAREER GUIDANCE CLUB.

#### **2. Purpose**

1. To help a student to find out information about a career before undertaking it.
2. To enable a student to learn the interview technique and method of collecting information.
3. To aware the students how to prepare materials for the dissemination of information collected.
4. To help a student to know about the job prospects of the career being explored.

### **3. Activities to be carried out by student.**

1. Attend training programs at the college and at the Department.
2. Select a career one likes.
3. Interview two people who made their career in the chosen field. Use the questionnaire.
4. Find out complete information about the career from Vocational Guidance Centres, libraries, internet search etc.
5. Organize data and prepare four charts showing different aspects related to career.
6. Prepare a booklet / pamphlet / brochure on the career covering the points given below :
  - A. Qualifications necessary for entry.
  - B. Nature of work in that career
  - C. Working Conditions
  - D. Preparation needed: Education and training essential for entry.
    - a) Graduation, Professional. (School subjects of value in preparing for this occupation. Role of Hobbies.)
    - b) Advertisement
    - c) Estimated Earnings At the start .... After five years ..... ....
    - d) Outlook for this occupation
    - e) Related occupations
    - f) Advantages and Disadvantages
7. Prepare a five-minute talk on the career.
8. Display two to four charts made on the career at a school, one's own college and at the university by organizing a Career Exhibition.
9. Attend and participate in the Annual Festival of the Department.
10. Write the Project Report.

### **4. Records / Material to be submitted.**

- a) 2 - 4 charts
- b) Pamphlet / brochure / booklet

- c) Talk (in written format)
- d) Interview schedule of two people interviewed.
- e) Annual Project Report

## II. ANNA POORNA YOJANA (APY)

### 1. Rationale of the project

Cooking and catering are skills needed today for every individual. With an era of fast-food shops and catering on a small scale becoming a source of large income returns, it is felt that an individual should be encouraged to enter these professions. Working women who spend a lot of time in commuting are looking for support to lessen the time and energy spent in the kitchen. There is also a need to learn regular business transactions to earn a profit by selling regularly used items such as stationery in a college.

Hence it is seen the following items are being sold.

- |                          |                              |
|--------------------------|------------------------------|
| 1. Indian snacks etc.    | 4. Party food preparations   |
| 2. Fresh cooked eatables | 5. Cakes and pastries        |
| 3. Daily lunch tiffin    | 6. Other healthy food items. |

The students can also **sell non-food items** such as Pen, Pencil & stationery items, paper folders, files, books etc.

This activity has been designed to encourage the students to try their hand at small scale business. Hence this activity is designed to make students skills for starting a small-scale start up to become self-reliant.

### 2. Activities to be conducted by a student:

- 1) Attend training programs at the college and at the Department.
- 2) Identify the items that students need but are not easily available in the vicinity.
- 3) Select an item that can be prepared by the student himself / herself or have it prepared by others.
- 4) Fix the sale price for the item.
- 5) Arrange for its sale in the college or any other campus nearby or at the functions, melas in the vicinity.
- 6) Organize twenty-five such sales (either weekly or on alternate days)

- 7) Keep an account of the cost incurred, sale proceeds & calculate the profit made.
- 8) Attend and participate in the Annual Festival of the Dept.
- 9) Write the Project Report.

**3. Some precautions to be taken:**

- a. To be hygienic when preparing and selling food.
- b. To maintain good interpersonal relations with the teachers and students.
- c. Avoid sale on credit.

**4. Data / Records to be maintained:**

The following data is required to be maintained in the Project Report

1. Sale Record

Sr. No.	Date	Item	Qty. Prepared/ purchased	Unit Cost	Total Cost	Qty. Sold	Unit Sale Price	Total Sale Proceeds	Profit /Loss
1 to 25									

2. Details of expenditure incurred on each type of item and reason for fixing the sale price.

**5. Qualities and talents that can be developed by the student.**

- Time Management
- Decision-making
- Interpersonal Relations
- Planning & organization of a Project
- Leadership
- Understanding production and marketing on a small scale.
- Self-Confidence
- Communication
- Negotiating skills

### **III INDUSTRY ORIENTATION PROJECT (IOP) (Work Experience project)**

#### **1 Rationale of the Project**

The Industry Orientation Project is a Vocational / Career-Oriented Program for empowering students with marketable work-skills so as to increase his/her employability. Under the Industry Orientation Project, a business/ industrial firm has to be involved in real time and real-world experiential training to the students. The Industry Orientation Project is therefore offered as a vocational experience project for students of the University.

#### **2. What is to be done?**

##### By the student

1. Submit the **Registration Form-cum undertaking**.
2. Identify the employer for whom you will work (Placement) for academic purposes.
3. Attend Orientation Program at college.
4. Obtain a Letter of Assignment (LOA) from the Employer.
5. Work for minimum one hundred and fifty hours.
6. Maintain daily work experience record.
7. Maintain a weekly report.
8. Obtain a Letter of Completion (LOC) and Confidential Report (CR) from the Employer.
9. Participate in the Annual Extension Education Meet (Festival) of the Department.
10. Write a Project Report.

##### By the teacher

1. Obtain an enrollment form from the students.
2. Interview the students for selection.
3. Obtain the Registration Form-Cum-Undertaking form the student.
  - a) Organize an orientation course for the student about behavior, work ethos, punctuality, etc.

Obtain undertaking stating:

- a) He / she is participating on a voluntary basis.
  - b) He/she will not hold the college responsible for any losses to him/her or on account of him/her to the employer during the project.
  - c) He/she will not demand a salary or any monetary benefit from the employer
  - d) He/she will follow all the rules and regulations of the project.
4. Identify the employers who are willing to accept students on a work-placement for academic purpose.
  5. Assign the students to the employer for the work placement and the students to work in pairs or in groups.
  6. Submit the student registration list to the Department.
  7. Monitor the Project periodically and maintain a field visit record in the given format.
  8. Ensure a field visit by the Department's Field Coordinator.
  9. Guide the students to write a Project Report.
  10. Ensure the Participation of the students in the Annual Festival of the Department
  11. Submit the Initial, Field Visit and Final Reports to the Department.

### **3. Where can it be done?**

- At any work setting except at family business or office etc.
- Tuitions, coaching class work are not permitted for work- placement.
- Hence work in the college office / educational research centres, library, with a C.A, Hospital, vocational training schools / centres, film / recording studios, Radio Jockey, TV channels, newsrooms, media /press, computer / video lab, chef services, factories in villages i.e. almost anywhere in any authentic set up, where one can learn skills for communication, employability & personality development through academic task.

### **4. What will the student gain?**

- An entry into the world of work.
- Practical experience
- Opportunity to try out a career.
- Benefit of ten additional marks
- A certified Project Report that can be shown at the time of a job interview
- Work-experience certificate.

## PROFORMA

### **REGISTRATION FORM-CUM-UNDERTAKING**

(To be retained in the colleges - please fill in block letters)

1. Name of College \_\_\_\_\_
2. Name of the Student \_\_\_\_\_  
(First Name) (Middle Name) (Surname)
3. a) Class: \_\_\_\_\_ b) Division: \_\_\_\_\_ Roll No: \_\_\_\_\_
4. Address of Student: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Tel No. (Resi) \_\_\_\_\_
5. a) Name of the Employer/ Firm: \_\_\_\_\_  
b) Address of the Employer/Firm: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ Tel No. \_\_\_\_\_  
c) Name & designation of the contact person at the place of employment  
\_\_\_\_\_
6. a) Letter of Appt.: Date \_\_\_\_\_ Letter No. \_\_\_\_\_  
b) Type of work to be undertaken \_\_\_\_\_  
\_\_\_\_\_  
c) Period-From \_\_\_\_\_ To \_\_\_\_\_  
d) Timings Form \_\_\_\_\_ To \_\_\_\_\_
7. Name of Supervising Teacher: \_\_\_\_\_

This is to state that I am participating on a voluntary basis in the Industry Orientation Project. I shall not hold the college or employer responsible for any losses to me of any kind during the period of the project. I shall not demand a salary or any kind of monetary benefit in cash or kind form the employer or college. I have accepted that no re-evaluation of the project will be permitted. I shall abide by all the rules and regulations of the project.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Signature of the Principal  
and College Stamp

### **LETTER OF ASSIGNMENT**

(To be issued by the employer on the employer's letterhead clearly stating the period of appointment nature of work and that no salary or any other monetary benefit is being given. The Letter of Appointment is to be pasted in the Project Report.)

## **DAILY WORK EXPERIENCE RECORD**

(To be incorporated in the Project Report)

Sr. No.	Date	Time		Work done and Experience gained	Sign of Employer	Sign of Teacher
		In	Out			

## **LETTER OF COMPLETION**

(To be issued by the Employer stating the type of work completed with details about the project period including days and total hours of work)

## **CONFIDENTIAL REPORT (On the Employer's Letterhead)**

(To be pasted in the Project Report)

1. Name of the student

\_\_\_\_\_

2. Name of the College

\_\_\_\_\_

3. Class: \_\_\_\_\_ Roll No. \_\_\_\_\_

4. On a five-point scale how would you rate the student in an ascending order of competency. Please circle the appropriate number.

1. Punctuality	1	2	3	4	5
2. Office Etiquette	1	2	3	4	5
3. Relationship with others	1	2	3	4	5
4. Work organization	1	2	3	4	5
5. Ability to learn	1	2	3	4	5
6. Ability to work	1	2	3	4	5

5. Two skills which the student should try to acquire or enhance.

i) \_\_\_\_\_

ii) \_\_\_\_\_

6. Two skills the student acquired for gainful employment.



---

---

7. General Remarks about the student

---

---

Signature of Employer with seal

**TEACHERS'S FIELD VISIT REPORT**

Sr. No.	Date of Visit	Time of Visit	Name of the student	Organization	Type of Work	Records Maintained by		Remarks about each Student
						Student	Employer	

---

Date

---

Signature of Teacher

## COMMUNITY ORIENTED PROJECTS

### I. POPULATION EDUCATION CLUB (PEC)

#### 1. Relevance of the activity

- a. It helps the students to learn how to organize knowledge.
- b. It widens the student's mental horizon when exposed to socio-cultural realities and helps to overcome beliefs and prejudices.
- c. It develops accuracy in data/ information, collection, assimilation, and dissemination.
- d. It teaches goal setting, planning and time management.

#### 2. Topics /issues to be covered under PEC

1. Maharashtra Policy for women.
2. Status of women in India. / Women achievers of modern India
3. Banking procedures.
4. Legal procedures.
5. Violence against women / Laws protecting women/ Inheritance laws.
6. Child Labour.
7. Environment- pollution and its effect / Save Trees and Natural Resources
8. Water Harvesting.
9. Pollution (Noise pollution / industrial pollution etc.)
10. Issues related to LGBT.
11. HIV –AIDS / Covid 19 etc.
12. Consumer Awareness (Act 2019), Need and Importance
13. E-waste management
14. Sexual harassment in college & at the workplace.
15. Global warming
16. Importance of Ethics and values
17. Old Age Homes / Status of Senior Citizens
18. Distance Education Opportunities
19. First Aid Awareness
20. Voting rights / Human Rights

### 3. Types of activities

The following types of activities may be utilized for conducting a program.

- 1 Street play
- 2 Seminar –Papers prepared by students in groups & then presented.
- 3 Debate.
- 4 Poster competition.
- 5 Essay writing / Creative Writing competition.
- 6 Talk or lecture / Elocution
- 7 Discussion.
- 8 One act play / Composing songs / Powada
- 9 Rally
10. Exhibition / Video / Short film presentation

### 4. Methodology: How to carry out the activity (College level)

- Enroll minimum 20 students.
- Divide this into group of 5 to 7 students.
- Each group will have to organize a minimum of three programs at college and two programs at community.
- All the students need to remain present at all the programs.
- A prize may be awarded to the group of students that arranges the most interesting program.
- Plan 3 lessons on population education and deliver it to 7 different classes on any of the topic related to social issues as approved by the teacher.(for B. Ed. students only – (Optional)
- Attend and participate in the Annual Festival.
- Write a project report.

### 5. Records to be maintained at college and community level separately (Proforma)

Sr. No.	Date	Topic	Methodology / activity	Co-ord. agency	AV Aids used	Outcome	Hrs
1-3							<b>Total</b> <b>30</b>

**6. For B.Ed. students (Proforma for lesson taken in school)**

Sr. No.	Date	Topic	Class	Method used	Medium of instruction	AV Aids	Hrs	Sign of EWT	Sign of supervising Teacher

Sign of the principal with stamp of the college

## **II. SURVEY RESEARCH**

### **1. Relevance of the activity**

- Work in an adopted area.
- To facilitate the college to obtain basic data about problems / issues in the area of work.
- After obtaining the information, the college can plan to work for the population education program.

### **2. Activities to be conducted by a student.**

1. Learn the basic methodology of research.
2. Understand Need of Research in the local area.
3. Review related literature.
4. Define problem statement.
5. Build rapport with the community.
6. Follow Research Design
7. Survey respondents as per the need.
8. Collect and tabulate the data with the help of a computer.
9. Follow Research Methodology throughout the process.
10. Do analysis and interpretation of data.
11. Submit Research to the College
12. Write the Project Report.

### **3. Some of the basic areas for Research**

1. Status of women
2. Literacy / Drop outs
3. Environment Degradation
4. Save Water
5. Educational Needs / Problems
6. Technological Resources / Social Media
7. Campus Facilities
8. Sports Achievements

### **III. EDUCATION FOR ALL (EFA)**

National Institute of Open Schooling (NIOS) or  
Institute of Distance and Open Learning (ODOL)

#### **1. OBJECTIVES**

1. To reach the unreached through the distance education mode
2. To create awareness about the concept of Open Schooling / Distance Learning
3. To give information about the various courses offered by the NIOS / IDOL
4. To understand the working pattern of NIOS / IDOL
5. To provide opportunities for continuing education, life enrichment and vocational education to the public at large
6. To spread the message of NIOS / IDOL

#### **2. ACTIVITIES BY STUDENTS**

##### **A. College Level Activities**

The following topics are to be covered through lectures, posters, seminars, presentations, library work, group discussions etc. in the college :

1. Need of Open Schooling / Distance Learning
2. Different courses
3. Organization of NIOS / IDOL Centres
4. Administrative aspect of NIOS /IDOL
5. Eligibility criteria, syllabus, duration, study material
6. Methodology
7. Evaluation and Examination System

##### **B. Community Level Activities**

A group of 8-12 students can choose to carry out any one of the following activities.

###### **(i) Dissemination of Information**

The following types of activities may be utilized for conducting a program.

- 1 Street play.
- 2 Seminar –Papers prepared by students in groups & then presented.
- 3 Debate.
- 4 Poster competition.

- 5 Essay writing competition.
- 6 Talk or lecture.
- 7 Discussion.
- 8 One act play / Composing songs
- 9 Rally
- 10 Exhibition.
- 11 Giving information to five different families in a slum or chawl or low-income housing colony

**OR** Resource person

B. Ed. Student trainee can take classes and assist at a close by NIOS Centre

**OR** Survey

A student can survey a slum, housing colony or chawl, covering 50- 75 families and identify the school / college dropouts (adults and children) and provide them with information about the NIOS / IDOL. On the completion of the College and Community level activities the student should write a Project Report.

### 3. RECORDS TO BE MAINTAINED

The following records are to be maintained in the Project Report

a) College Level activities

No.	Date	Activity	Topic covered	Method (In case of lesson taken)	Hours

b) Community Level Activities

(i) Dissemination of information

No.	Date	Activity	Location	Hours
		Exhibition		
		Street Play		
		Exhibition		
		Meeting families (Survey)		

## **NEW PROJECTS**

### **1. ENVIRONMENT EDUCATION PROJECT (EEP)**

**(THEME: SAVE THE ENVIRONMENT)**

#### **1. Rationale of the project:**

Environment refers to the natural surroundings and conditions in which we live. Unfortunately, this Environment has come under serious threat. This threat is almost entirely due to human activities. These human activities have certainly caused serious damage to the Environment. Most noteworthy, this damage risks the survival of living things on Earth. Therefore, there is an urgent need to save the Environment. Protecting our environment is the foundation for sustaining our planet, community, and economy. Our environment supports and houses our ecosystems, allowing them to grow and thrive. If we fail to protect our environment, we will put the lives of humans, animals, plants, and more at risk.

#### **2. Purpose**

- To help a student to find out information about the Environmental awareness and sensitivity towards the environment.
- To make the students work in collaboration with the community to repair some of the damage done by humans and maintain the environment for future generations.
- To enable a student to prepare resource materials for arousing environmental sensitivity in the community.
- To provide opportunities for various action plans in saving the environment of the environment.

#### **3. Relevance of the activity**

1. Work in an adopted area.
2. To facilitate the college to obtain basic data about 'Saving the Environment' among students of the college and in the area of work.
3. After obtaining the information, the college can plan to conduct community level awareness program by distributing pamphlets, conducting street plays, participating in various drives like Tree plantation, Beach clean drive, Swachhata Rally and initiate further sustainable development programs of the community to save the environment.



**4. Activities to be conducted by the student.**

1. Learn the basic methodology of research.
2. Determine the local area, which will be covered by the survey.
3. Build rapport with the community.
4. Survey 40-50 individuals in the age group 20 to 65 years
5. Collect and tabulate the data with the help of a computer.
6. Follow the Research Methodology.
7. Do analysis and interpretation of data.
8. Write the Project Report.

**5. Records / Material to be submitted:**

- a) Questionnaire filled by respondents.
- b) Analysis Sheet
- c) Photographs for community level work done.
- d) Script of street plays conducted.
- e) Pamphlets, Posters and resource materials prepared for the Save the Environment campaign.

**Part A: Personal Details**

- a) Name: \_\_\_\_\_(optional)
- b) Age-Years: < 15 < 30 < 45 / <45 or more
- c) Educational level: Never studied / Studying in \_\_\_\_\_/ Studied up to \_\_\_\_\_
- d) Gender: Male/ Female/ others
- e) Place of Residence: Chawl / Building / Bungalow
- f) Family income (per month): < 5, 000 / <7,000 / <15,000 / >15,000 or more
- g) Total Number of Members of your family: \_
- h) Have the basic knowledge about Environment: Yes / No / Undecided
- i) Do you agree to save the environment: Yes / No / Undecided
- j) If you get an opportunity, would you participate in an environmental action? Yes / No / Undecided.

**Part B: Please select correct alternative for the following questions (tick your choice)**

**Sr.No. Items related to saving the environment.**

**1. World environment day is celebrated on:**

- a) 5th June
- b) 14th February
- c) 5th April
- d) 18<sup>th</sup> September

  
  
  

**2. Due to occurrence of water on earth it is also known as:**

- a) White planet
- b) Green planet
- c) Red Planet
- d) Blue planet

  
  
  

**3. Use of polythene bags should be discouraged because:**

- a) It pollutes soil.
- b) It is easily available and cheap
- c) It is non-biodegradable
- d) It is reusable

  
  
  

**4. How interested are you in environmental problems?**

- a) Excessively
- b) Sometimes
- c) Rarely
- d) Never

  
  
  

**5. Water harvesting that has emerged as a sensible method of meeting the water storage means**

- a) Collection of water from rivers
- b) Collection of rain water in storage tanks
- c) Harvesting of water from tube wells
- d) Not aware

  
  
  

**6. In an average home which of the following uses the most water?**

- a) Flushing the toilet
- b) Filling the bath tub
- c) Taking a 10 min. shower
- d) Washing one load of clothes

  
  
  

**7. When I go for shopping, I will use:**

- a) Cloth bag
- b) Plastic bag

- c) Paper bag
- d) Bag given by shop

8. I switch off the power from the main supply point as it saves 5% power\_\_\_:

- a) Always
- b) Sometimes
- c) Rarely
- d) Never

9. Which of the following is good for making composting?

- (a) Plastic bags, aluminum foil, dry leaves
- (b) Vegetable and fruit peels, tea leaves, egg shells
- (c) Polythene bags, pieces of clothes, paper
- (d) Plastic paper, tin foil, egg shell, leather

10. Which one of the following is used for making vermi-composts?

- (a) House flies
- (b) Cockroaches
- (c) Butterfly
- (d) Red worms

11. A garbage collector separate items mentioned below in the garbage into red, green and blue containers for their transfer to landfill, composting pit, and recycling unit respectively.

- (i) plastic bag (ii) newspaper and journals (iii) screw and nuts (iv) vegetable peels
- (v) metal chips (vi) egg shells

Which item were transferred to which bin?

- |    | RED               | GREEN          | BLUE          |                          |
|----|-------------------|----------------|---------------|--------------------------|
| a) | (i) and (iv)      | (ii) and (iii) | (v) and (vi)  | <input type="checkbox"/> |
| b) | (i) and (iii)     | (ii) and (v)   | (iv) and (vi) | <input type="checkbox"/> |
| c) | (i),(iii) and (v) | (iv) and (vi)  | (ii) only     | <input type="checkbox"/> |
| d) | (i) and (v)       | (ii) and (iv)  | (iii) only    | <input type="checkbox"/> |

12. Garbage from cities are dumped at :

- (a) riversides
- (b) inside ponds and lakes
- (c) landfill areas
- (d) sewage pit

13. Which one of the following will add to garbage?

- (a) Syringe used by a doctor
- (b) Tin of a soft drink
- (c) Wrapper of food stuff
- (d) All of these

- 14. Which of the following statements is true about global warming?**
- a) Global warming has led to large scale deforestation
  - b) Global warming has led to a rise in the sea levels
  - c) Global warming has led to a rapid increase in the population across several countries
  - d) Global warming has led to a huge amount of waste generation
- 15. Which of the following statements is true?**
- a) Economic growth is the modern concept for development
  - b) Political growth is the modern concept for development
  - c) Sustainable growth is the modern concept for development
  - d) Social growth is the modern concept for development
- 16. What is the correct order of the 3R principle?**
- a) Recycle, Reuse, Reduce
  - b) Reuse, Reduce, Recycle
  - c) Reduce, Reuse, Recycle
  - d) None of the above
- 17. Which environment-specific principle provides that the environmental impacts of any and every human activity must be evaluated and accounted for?**
- a) Precautionary Principle
  - b) Polluter Pays Principle
  - c) Sustainable development Principle
  - d) The doctrine of public trust
- 18. The best way to create awareness among people about environmental sensitization is through spread the message through:**
- a) use the mass media to spread the message
  - b) word of mouth
  - c) forcefully insisting people
  - d) making treaties with other countries
- 19. We can achieve the prevention of environmental degradation by:**
- a) relying on the government to do all the jobs
  - b) simply talking about environment
  - c) Creating public awareness among people about the importance of environment
  - d) Killing organisms and cutting trees
- 20. How willing are you to change your lifestyle to reduce the damage you cause to the environment?**
- a) Extremely willing

- b) Very willing
- c) Somewhat willing
- d) Not so willing
- 21. Whenever possible, we must choose to cycle or walk while going somewhere, instead of travelling by motor vehicle**
- a) Strongly Agree
- b) Agree
- c) Undecided
- d) Not Agree
- 22. Which of the following statements about climate change is true?**
- a) Plantation can be a preventive measure to tackle climate change
- b) The usage of cycles instead of bikes or cars for transportation can be a preventive measure to tackle climate change
- c) The usage of organic products can be a preventive measure to tackle climate change
- d) All of the above
- 23. I do things to reduce waste (e.g., throwing away less food and not wasting paper)**
- a) Always
- b) Frequently
- c) Sometimes
- d) Never
- 24. Which of the following is not a measure of sustainable water management?**
- a) Preventing leakage from dams and canals
- b) Reducing the rate of surface run-off water
- c) Preventing loss of water from the municipal pipes
- d) Building small reservoirs in place of a few mega projects
- 25. What is the objective of the National Environment Policy, 2006?**
- a) To mainstream environmental concerns in all development activities
- b) To maintain the national commitment to a clean environment
- c) To share responsibility and forge a partnership between state and the people in realizing it
- d) To be a guide to action

**Part C: Evaluation of Personal Details (SAMPLE)**

- a) Age-Years:  
 < 30 -**Youth**  
 < 30 -50 -**Middle Aged**  
 <50 or more-**Elderly Aged**
- b) *Socio-Economic Status:*       $\frac{\text{Family Income}}{\text{Number of Members}} = \underline{\hspace{2cm}}$

**lower income** (less than 8,000) /  
**middle** (8,000-14,000) /  
**higher** (greater than 14,000)

- c) *Number of members in the family:*  
**Small** (3-4)/  
**Medium** (5-6)/  
**Large** (more than 6)
- d) *Educational level:*  
 Never studied- **illiterate** /  
 Studying till Graduation-**Graduates**/  
 Studied above Graduation-**Professionals**

*On the basis of study of profile of the respondent with reference to: Age, Educational level, Gender, Place of Residence, Socioeconomic status, we can say there is a **Negative/ Neutral / Positive** impact of previous environmental knowledge, environmental attitude and willingness to take part in environmental action and will take a **Negative/ Neutral / Positive** towards ‘Saving the Environment’.*

**Part D: Instructions for Scoring Key related to ‘Save the Environment Project (STEP)’ Questionnaire:**

Sr.No.	Score	Sr.No.	Score	Sr.No.	Score	Sr.No.	Score	Sr.No.	Score
1.	<b>a</b>	6.	<b>c</b>	11.	<b>c</b>	16.	<b>c</b>	21.	<b>a</b>
2.	<b>d</b>	7.	<b>a</b>	12.	<b>c</b>	17.	<b>b</b>	22.	<b>d</b>
3.	<b>c</b>	8.	<b>a</b>	13.	<b>d</b>	18.	<b>a</b>	23.	<b>a</b>
4.	<b>a</b>	9.	<b>b</b>	14.	<b>b</b>	19.	<b>c</b>	24.	<b>b</b>
5.	<b>b</b>	10.	<b>d</b>	15.	<b>c</b>	20.	<b>a</b>	25.	<b>a</b>

### Part E: Evaluation Key

Total Score (Part B)	Percentage	Inference
0/20 to 8/20	less than 40%	Individual who is ' <b>Not concerned</b> ' about the Environment'
9/20 to 12/20	40 to 60%	Individual who is ' <b>Slightly concerned</b> ' about the Environment
13/20 to 16/20	60 to 80%	Individual who is ' <b>Moderately concerned</b> ' about the Environment
17/20 to 20/20	80 to 100%	Individual who is ' <b>Truly concerned</b> ' about the Environment

### Part F: Interpretation and Conclusion:

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an \_\_\_\_\_ impact on 'Saving the Environment'. The individual belongs to \_\_\_\_\_ Age group. The Educational level of the individual is \_\_\_\_\_. The gender of the individual is \_\_\_\_\_. The Place of Residence of the individual is \_\_\_\_\_. The individual belongs to \_\_\_\_\_ Socioeconomic status.

The study of profile reveals that the individual is \_\_\_\_\_ about the environment and will take a \_\_\_\_\_ initiative towards 'Saving the Environment'.

## 2. CIVIC SENSE (CITIZENSHIP EDUCATION PROJECT)

### New Project No. 2 Citizenship Education Project (CEP)

#### RELEVANCE OF THE ACTIVITY:

India is the cradle of civic virtue in the world as Indus and Mohenjo-Daro civilizations had irrefutable evidence of good sanitation and code of conduct. India was seen as a country where the old are respected and values are nurtured. India is looked upon as a nation to be reckoned with, it is poised to become a major economic force in the coming years. Indians on the other hand are becoming increasingly uncivil.

Civic sense is nothing but social ethics. It is consideration by the people for the unspoken norms of society. A lot of people assume that civic sense is just about keeping the roads, streets and public property clean. But civic sense is more than that; it has to do with law-abiding, respect for fellow men and maintaining decorum in public places. A lot of foreign countries function in a smooth manner because of the strong civic sense amongst its people.

In India the status quo of civic sense is grim, although there is a civic sense awareness drive through many platforms; still a lot is to be done to put it on international map. Catastrophe was such that, during our commonwealth games people had to be specially oriented for civic sense by many social activists. Many books are written to bring about civic awareness. Many schools, NGO's, Public organizations and government organizations are taking initiatives to bring about a change in developing stronger civic identity among the people of different sections of society. With the exception of a couple of lessons in school, not a lot of attention is given to civic behaviour. Schools and homes do not teach their children about the importance of civic sense and how it could make a difference to the country as well as the quality of their lives. Although much more needs to be done in this front to reach to international standard and break the perception of other countries as they consider Indians to be very low on civic sense. Hence there is an urgent need to take up this issue. Every citizen of the nation, from all walks of life, needs to have a disciplined life. How do we imbibe the civic sense in the minds of the people is the need of the hour, so that it becomes part of their life, rather being imposed by rules and regulations. Certainly, this project will contribute in creating awareness among all in setting their own standards in disciplining their lives leading to good life, good society and thereby a good nation and a good world.



### **PURPOSE OF THE ACTIVITY:**

- To imbibe among the students the concept of civic sense.
- To sensitize the students on the need for effective civic sense.
- To encourage the students to discharge their responsibilities as a good citizen.
- To become a good global citizen at local, national, and global level.
- To develop modules for creating civic sense among the various sections of society.
- To spread awareness about civic sense.
- To develop the pride of being a good citizen.
- To develop the right attitude to follow civic sense.
- To promote good citizenship by practicing effective civic sense.
- To develop responsible citizens with civic sense.

### **ACTIVITIES TO BE CARRIED OUT BY THE STUDENTS:**

Attend training programs at the department and the college.

#### **College Level Activities (Any 5)**

1. Two Case studies of lack of civic sense of particular localities in your neighbourhood – Discussion and finding solutions and report writing and dissemination of information through display on notice boards/slogans /street plays (compulsory)
2. How will you contribute to bring a positive change in society through Civic sense drive?  
Essay (350-400 words) (compulsory)  
At individual level (e.g. practice good social etiquette)  
At Community level (e.g. Clean drive-Clean Mumbai-Green Mumbai)  
At national level (e.g. Responsible citizen in all endeavours)  
At global level. (e.g. Responsible Global citizen )
3. Debate
4. Exhibition
5. Seminar
6. Poster competition
7. Slogan competition
8. Talk / Lecture by experts (Municipal Corporation, RTO, NGO's)

### **Community level Activities (Any 5)**

#### **Adopt Area (e.g. Western suburbs)**

1. Two Street Plays (compulsory)
2. Prepare placards, charts of rules and regulations to maintain decorum in public places. (e.g. Railways – avoid spitting, littering , switching off fans when not in use in compartments)
3. Poster / Slogan display in public places
4. Oath taking / Pledge (DLLE civic sense drive pledge) from students, public to maintain decorum in public places by maintaining self-discipline in practicing civic sense. (compulsory)
5. Cartoon / short informative films display on civic sense in schools.
6. Organize civic sense awareness rally(compulsory)
7. Organize workshops on solid waste disposal, water management, groundwater conservation, rainwater harvesting, greening houses, greening institutions etc.
8. Identify eco-friendly citizen in your locality (through interview) and appreciate him/her with DLLE Good Citizenship Badge.

### **Community level Activities (B. Ed students)**

1. Prepare 7 lesson plans on civic sense and deliver lectures in schools.
2. Attend and participate in the Annual festival.
3. Write a project report.

### **Topics /issues to be covered under CEP.**

- Civic sense at home
- Civic sense in school
- Civic sense in public places
- Greeting Appropriately
- Handling Hierarchy
- Effective conversations
- Minding your speech
- Social Interaction Etiquette
- Being a Good Host-Good House Guest
- Dining Decorum
- Elevator Etiquette
- Mobile/Internet Must –Do’s

- Restaurant / Banquet Manners
- Visiting the sick
- Rules for Queues
- Auditoria or Airplanes Must –Do’s
- Parking Etiquette
- Road Manners
- Gymnasium and Sports Field Behaviour
- Being a good student-Good Teacher
- Day to Day Decency
- Civic sense in offices and public places
- Bathroom Hygiene
- Keeping your kitchen clean

**RECORDS TO BE MAINTAINED:**

Proforma of the record maintained.

**College Level Activity**

Sr. No.	Date	Topic	Methodology / activity	Co-ord. agency	AV Aids used	Outcome	Hrs
<b>1-8</b>							<b>Total 40</b>

**Community level Activity**

Sr. No.	Date	Topic	Methodology / activity	Co-ord. agency	AV Aids used	Outcome	Hrs
<b>1-8</b>							<b>Total 40</b>

**QUALITIES OF THE STUDENTS TO BE DEVELOPED:**

1. Civic sense awareness
2. Contribution to society

3. Responsible citizenship
4. Sensitivity to the environment
5. Appreciation of the environment
6. Conscientiousness towards generation of waste
7. Leadership qualities
8. Creativity
9. Global citizenship
10. Self confidence in presentation
11. Social interaction skills

**ALLOCATION OF THE HOURS FOR EXTENSION WORK:**

1. College level activities	40 hours
2. Community level activities	50 hours
3. Training	10 hours
4. Festival	20 hours

### **NEW PROJECT No. 3**

#### **CONSUMER GUIDANCE PROJECT-CGP**

##### **PURPOSE OF THE ACTIVITY-**

Each person in society is a consumer. Our economic system is dependent on the consumer. The backbone of development is the consumer. Hence the 'Grahak Devo Bhav', 'Grahak Raja' are synonyms to the consumer. But the rights of the consumers are ignored in today's competitive world. The consumers are cheated easily by the sellers and producers. Hence, for the protection of the consumer, 'Consumer Protection Act in 1986 & 2019' is passed by the government. Most of the consumers are unaware about this Act. Especially the consumers who live in rural area, are unfamiliar from this act. If the consumers are made aware about such act, they will be protected. So there is a need to create such awareness and spread information about the act.

**AIM-** To create awareness about consumer rights and act for consumer protection.

##### **OBJECTIVES-**

- a) To understand the concept of consumer.
- b) To understand the history of consumer movement.
- c) To become alert first, then to make aware to the society.
- d) To provide education and training to consumers.
- e) To provide the benefits and welfare of the consumer.
- f) To create awareness about consumer duties and rights.
- g) To provide information about legal ways to the consumer if he is cheated.
- h) To Protest the illegal trade customs.

##### **ACTIVITIES TO BE CARRIED OUT BY THE STUDENTS-**

###### **(COLLEGE AND COMMUNITY LEVEL ACTIVITIES.)**

###### **★ Methodology for college programs.**

Students need to work in group at five to eight. Each group needs to organize the programs in the form of an activity by inviting resource persons, arranging field visits etc. thereby ensuring at least four hours of each student members are utilized for attending each programs. All the students should remain present during all the college programs. A prize may be awarded to the group of students that will arrange the most interesting program on consumer guidance.

- a) Lecture or Guidance.
- b) Street play.
- c) Debate.
- d) Rangoli / Poster competition.
- e) Essay writing competition.
- f) Discussion.
- g) Rally.
- h) Exhibition
- i) Experience narration
- j) Seminar- paper prepared by students in group and then presented.
- k) Attend and participate in the Annual Festival.
- l) Write a project report.

Each extension work student should actively participate in at least three college and community level activities. As well as each student should provide information to at least ten families about consumer awareness. (Consumer movement, consumer's duties and rights, the need of awareness, the kinds of deceiving, consumer courts, the persons and organizations who make awareness and consumer protection Act 1986 & 2019)

The NGO's who create consumer awareness-

- 1) The Akhil Bhartiya Grahak Panchayat- Pune. (ABGP)
- 2) Grahak Panchayat Maharashtra (GPM)
- 3) Maharashtra Pradesh Pravashi Mahasangha, (MPPM)
- 4) Consumer Guidance Society of India (CGSI)
- 5) Mumai Grahak Panchayat (MGP)
- 6) The Consumer Couse, New Delhi, etc.

Consumer Courts-

- 7) Consumer protection redressal agencies or District forum
- 8) The state Consumer Protection Council
- 9) The Central Consumer Protection Council

## RECORDS TO BE MAINTAINED (FORMAT)

### (College Level Activities)

Sr. No.	Date	Topic	Methodology/ activity	Co-ord. agency	A V Aids used	Out come	Hours
01							
02							
03							

### (Community Level Activities)

Sr. No.	Date	Topic	Methodology/ activity	Co-ord. agency	A V Aids used	Place	Hours
01							
02							
03							

### For B.Ed. Students (Proforma for lesson taken in school)

Sr. No.	Date	Topic	Class	Method used	Medium of instruction	A V Aids used	Hours	Sign of EWT	Sign of Supervising Teacher
01									
02									
03									

Sign of the Headmaster/Principal  
with stamp

## QUALITIES OF THE STUDENTS TO BE DEVELOPED.

- a) Self-awareness about consumers
- b) Contact and communication skill
- c) The realization of social commitment
- d) Will be connected to consumer movement.
- e) Positive citizenship

## ALLOCATION OF HOURS FOR PARTICIPATION IN EXTENSION WORK

Sr. No.	Program	Hours
1	Training	10
2	College level activities	30
3	Community level activities	50
4	Festival / Essay	20
5	Project Report	10
	Total: -	120

### NEW PROJECT NO. 4 - SKILL DEVELOPMENT PROJECT (SDP)

Soft skill are very important-

To handle interpersonal relations

To take appropriate decisions

To communicate effectively

To have a good impression and impact to gain professional development.

Every human being has to communicate with others essentially & effectively. Effective communication is the hallmark of one's education. The ability to speak fluently using the right word in the right order is considered as good communication.

#### a. Body language- Non-verbal communication

- Face is the index of the mind, and it clearly displays the person's interest.
- Body language presents to the audience what we feel & think about a particular matter.  
Ex: Nodding one's head
- Body language (e.g, arms crossed, standing, sitting, relaxed)
- Emotion of the sender & receiver (e.g, speaking clearly, enthusiastic)

#### b. Written Communication Skill

- ❖ Writing evaluates a person's proficiency indications, spelling grammar etc.
- ❖ Errors committed while writing circulars, reports & agenda considerably spoil the image of the writer
- ❖ Good visual presentation using graphics, color, balanced design layout- adds so much to written communication.
- ❖ Keep handouts and other written materials for your presentation.



### **c. Presentation Skills:**

- Presentation skills include planning, preparation & delivery of the message.
- Making a formal speech is one form of presentation.
- Presentation skills can be broadly categorized into **physical, oral, & electronic**.
- Success in life depends on presenting ideas in an appropriate manner.
- Look at the eyes of the audience & speak in a natural, conversational voice.
- Appropriate voice will make the presentation effective and interesting.
- Ask for feedback from your audience about your presentation & change accordingly.

### **d. Interpersonal Skills**

Man is a social animal & his success in life largely depends on his relationship & interaction with others. We must respect the views & sentiments of others. When we want to differ their views, we must very politely give hints to them without wondering their feelings.

#### *1. Time & Stress Management*

- a. Prioritize the work & schedule your time accordingly.
- b. Impotent work should be allotted more time & taken up first.
- c. Listening to classical music & practicing yoga will considerably reduce the physical, emotional & mental stress of an individual

#### *2. Leadership communication skills*

- Leaders, executives & managers need to be very clear about what they expect from others.
- Trust yourself
- Keep smiling.
- Always learn new things
- Accept responsibility for yourself & your actions.
- Look at problems & challenges.
- Be grateful always.
- Love yourself.

### 3. *Interpersonal Communications*

#### a. How to Write Better

- Use clear, simple, direct language.
- Minimize use of acronyms.
- Read more, to see good writing and improve vocabulary.
- Ask peers to review your writing.
- Mentally pretend you're talking to someone and write that!

#### b. Essentials of Public Speaking

- You can do it!
- Know your subject.
- Know your audience – expectations.
- Practice, Practice, Practice
- Never just read.
- Speak slowly, clearly and loud enough.
- Be sincere and enthusiastic.

### **PURPOSE OF THE ACTIVITY**

1. To help a student to find out his skills.
2. To enable a student to take initiative for skill development.
3. To aware the students how to prepare materials for the dissemination of information collected.
4. To help a student to know about the job prospects related to his / her skills being explored.

### **ACTIVITIES TO BE CARRIED OUT BY STUDENT.**

1. Attend training programs at the college and at the Department.
2. Select skills of your choice.
3. Read Two books related to your skills and start preparing notes for skill improvement.
4. Search for success stories in skill. Prepare Note Making and Story Telling.

5. Find out complete information about Guidance / Training Centres, place of performance, internet search etc. History of skill, weakness and strength, scope for improvement etc.
6. Participate in skill related competitions / programs. Prepare reports (500 words) of such participation.
7. Organize data and prepare two charts showing different aspects related to skill.
8. Prepare a booklet / pamphlet / brochure on the Skill.
9. Prepare a five-minute talk on the skill.
10. Publish your articles if any in news papers related to your skill.
11. Attend and participate in the Annual Festival of the Department. Show your skill.
12. Write the Project Report.

**Records / Material to be submitted.**

- a) 2 charts- strength, weakness, scope for improvement. Success stories.
- b) Note book of notes of Books read.
- c) Pamphlet / brochure / booklet
- d) Talk, presentation, competition report (in written format)
- e) Annual Project Report

**QUALITIES AND TALENTS THAT CAN BE DEVELOPED BY THE STUDENT.**

- Time Management
- Decision-making
- Interpersonal Relations
- Leadership
- Understanding production and marketing on a small scale.
- Self-Confidence
- Communication

## ALLOCATION OF HOURS FOR PARTICIPATION IN EXTENSION WORK

Sr. No.	Program	Hours
1	Training	10
2	College level activities	30
3	Community level activities	50
4	Festival / Essay	20
5	Project Report	10
	Total: -	120

### FOR REGISTRATION

#### Financial Aspects of Extension Work Projects

**Participation Charge for Students: A participation Charge of Rs. 200/- (Rupees Two Hundred only)** as approved by the Management Council is to be collected from each student at the time of Registration. Out of this an amount of Rs. 100/- is to be retained by the college for the college level expenditure including traveling and incidental expenses of Extension **Work Teacher / Student Manager** required to attend meeting, programs etc. at the University or **and** other extension work activities/ programs of the Department arranged by the college. The balance of Rs. 100/- of each student is to be sent to the Department along with the list of students registered (Annexure 3) for the Extension Work by a single Demand Draft of the Total amount drawn in favor of **The Finance and Accounts Officer, University of Mumbai.**

This participation charge alone ensures funding for the Extension Program at the college level and the University level. It is therefore advisable that a college should register as many students as possible for the program, subject to a maximum of 50 students per teacher in these projects. For every additional 50 students, a college may assign an additional teacher.