

AC –
Item No. –

As Per NEP 2020

University of Mumbai



Title of the program

- A-** U.G. Certificate in Extension Work
- B-** U.G. Diploma in Extension Work
- C-** B.A. (Extension Work)
- D-** B.A. (Hons.) in Extension Work
- E-** B.A. (Hons. with Research) in Extension Work

Syllabus for

Semester – Sem I & II

Ref: GR dated 20th April, 2023 for Credit Structure of UG

**(With effect from the academic year 2023-24
Progressively)**

University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars	
1	Title of program O: HMU-505A	A	U.G. Certificate in Extension Work
	O: HMU-505B	B	U.G. Diploma in Extension Work
	O: HMU-505C	C	B.A. (Extension Work)
	O: HMU-505D	D	B.A. (Hons.) in Extension Work
	O: HMU-505E	E	B.A. (Hons. with Research) in Extension Work
2	Eligibility O: HMU-506A	A	12 th std. Passed OR Passed Equivalent Academic Level 4.0
	O: HMU-506B	B	Under Graduate Certificate in Extension Work Academic Level 4.5
	O: HMU-506C	C	Under Graduate Diploma in Extension Work Academic Level 5.0
	O: HMU-506D	D	Bachelors of Extension Work with minimum CGPA of 7.5 Academic Level 5.5
	O: HMU-506E	E	Bachelors of Extension Work with minimum CGPA of 7.5 Academic Level 5.5
3	Duration of program R: HMU-511	A	One Year
		B	Two Years
		C	Three Years
		D	Four Years
		E	Four Years
4	Intake Capacity R: HMU-512	120	

5	Scheme of Examination R: HMU-513	NEP 40% Internal 60% External, Semester End Examination Individual Passing in Internal and External Examination	
6	Standards of Passing R: HMU-514	40%	
7	Credit Structure Sem I - R: HMU-515A Sem II - R: HMU-515B	Attached herewith	
	Credit Structure Sem III - R: HMU-515C Sem IV - R: HMU-515D		
	Credit Structure Sem V - R: HMU-515E Sem VI - R: HMU-515F		
8	Semesters	A	Sem I & II
		B	Sem III & IV
		C	Sem V & VI
		D	Sem VII & VIII
		E	Sem VII & VIII
9	Program Academic Level	A	4.5
		B	5.0
		C	5.5
		D	6.0
		E	6.0
10	Pattern	Semester	
11	Status	New	
12	To be implemented from Academic Year Progressively	From Academic Year: 2024-25	



Sign of the BOS Chairman
Prof. Kunal D. Jadhav
BOS in Extension Work

Sign of the
Offg. Associate Dean
Prof. Suchitra Naik
Faculty of Humanities

Sign of the Offg. Dean
Prof. Anil Singh
Faculty of Humanities

Preamble

1) Introduction

The National Education Policy (NEP) plays a crucial role in shaping the educational landscape of a country, and its implications extend to various sectors, including extension work. While the primary focus of the NEP is often on formal education systems, its influence can significantly impact the approach and implementation of extension services. The NEP encourages the inclusion of extension education components within formal education curricula. This could involve integrating practical, hands-on learning experiences that expose students to extension work concepts and practices.

Extension work, often referred to as "extension services" or "extension education," is a dynamic and interactive approach to bringing knowledge and information from academic and research institutions to the broader community. It involves the dissemination of practical and research-based information to farmers, rural communities, and other stakeholders to enhance their skills, improve practices, and contribute to sustainable development. Extension work is commonly associated with agriculture, but its principles and practices can extend to various fields, including health, education, and natural resource management. Extension professionals play a crucial role in facilitating positive change at the grassroots level, empowering individuals and communities to improve their quality of life. The primary goal of extension work is to bridge the gap between scientific research and real-world applications, empowering individuals and communities to make informed decisions and improve their livelihoods.

2) Aims and Objectives

The NEP emphasizes the need for continuous professional development of the community. This could include creating pathways for extension professionals to engage in ongoing training, skill development, and academic programs to stay abreast of current educational methodologies and research findings.

Establishing a subject dedicated to "Extension Work" involves defining clear objectives that guide the development and implementation of the curriculum. These objectives aim to provide a framework for students to acquire knowledge, skills, and attitudes that are essential for effective engagement in extension work.

Objectives:

1. To develop a foundational understanding of the principles, concepts, and historical evolution of extension work.
2. To cultivate effective communication skills for disseminating information to diverse audiences in clear, accessible ways.
3. To learn methodologies for conducting needs assessments and research within communities.
4. To acquire the skills to design, plan, and implement educational programs and interventions.
5. To cultivate cultural competence and sensitivity to work effectively in diverse communities.
6. To explore the integration of technology and digital tools in extension work.
7. To develop competencies in monitoring and evaluating the effectiveness of extension programs.
8. To understand the global context of extension work and its implications for local practices.

These objectives collectively contribute to the development of well-rounded professionals capable of engaging in effective extension work that positively impacts communities and promotes sustainable development.

3) Learning Outcomes

Learning outcomes for a subject on "Extension Work" articulate the knowledge, skills, and attitudes that students are expected to acquire upon completion of the course.

Students are expected to:

1. demonstrate a foundational understanding of the principles, theories, and historical development of extension work.
2. acquire knowledge of community dynamics, including social, economic, cultural, and environmental aspects, to inform effective extension practices.
3. comprehend various extension methods and approaches used for disseminating information and facilitating community engagement.
4. develop effective communication skills to convey complex concepts and information to diverse audiences, using both traditional and digital platforms.
5. to conduct comprehensive community needs assessments, identifying challenges, opportunities, and priorities within a given community.
6. acquire skills in designing, planning, and implementing extension programs that address identified community needs.

7. gain proficiency in conducting applied research, collecting and analyzing data, and using evidence to inform extension practices.
8. integrate technology and digital tools to enhance communication, data collection, and knowledge dissemination in extension work.
9. understand the global context of extension work, recognizing global trends, challenges, and best practices that influence local interventions.
10. embrace a culture of lifelong learning, staying informed about new developments, trends, and best practices in extension work.

These learning outcomes collectively aim to equip students with the knowledge, skills, and attitudes necessary for effective and ethical engagement in extension work, fostering positive and sustainable development within communities.

4) Any other point (if any)

The NEP might underscore the importance of community engagement and outreach as part of educational institutions' broader responsibilities. This could lead to increased collaboration between schools, colleges, and universities with local communities, promoting extension services that address community needs. This could lead to more integrated and collaborative efforts between formal education and extension work. NEP promotes flexible learning pathways; extension services might adapt by offering non-traditional educational opportunities. This could include flexible training programs, distance education, and experiential learning opportunities that align with the diverse needs of learners. The dynamic relationship between education policy and extension services underscores the potential for collaborative efforts to enhance learning outcomes and contribute to community development.

5) Credit Structure of the Program (Sem I, II, III, IV, V, & VI)

Under Graduate Certificate in Extension Work Credit Structure (Sem I & II)

	R: _____ A									
Level	Sem.	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
4.5	I	Introduction to Extension Work (4 Credits) Extension Work and Community Outreach (2 Credits)	--	--	--	VSC- Communication Skills (2 Credits) SEC- Creative Writing- I (2 Credits)	--	CC:2	22	UG Certificate 44
	R: _____ B									
	II	Global Perspective of Extension Work (4 Credits) Lifelong Learning & Extension Work (2 Credits)	--	--	--	VSC- Creative Communication (2 Credits) SEC- Creative Writing -II (2 Credits)	--	CC:2	22	
	Cum Cr.	12	--	2	8	4+4	4+4+2	4	44	

Exit option: Award of UG Certificate in Major with 40-44 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor.

Under Graduate Diploma in Extension Work

Credit Structure (Sem III & IV)

	R: _____C									
Level	Sem.	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
5.0	III	Value Education and Longevity (4 Credits)	--	--	--	VSC-Health Care -I (2 Credits)	--	FP:2 CC:2	22	UG Diploma 88
		Stakeholders to Extension Work (4 Credits)								
	R: _____D									
	IV	Community Development Programs (4 Credits)	--	--	--	SEC-e-Writing Skills (2 Credits)	--	CEP:2 CC:2	22	
	Cum Cr.	28	--	10	12	6+6	8+4+2	8+4	88	
Exit option: Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor.										

B.A. (Extension Work)
Credit Structure (Sem V & VI)

	R: _____E									
Level	Sem.	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT , FP, CEP , CC, RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
5.5	V	Fundamentals of Adult Education (4 Credits)	Adult Learning Theories (4 Credits)	--		VSC- Preventive Health Care (2 Credits)		FP/ CEP: 2	22	UG Degree 132
		Advanced Lifelong Learning (4 Credits)	OR							
		Election Literacy for Adults (2 Credits)	Sociology of Adult Education (4 Credits)							
	R: _____F									
	VI	Psychology of Adult Learning (4 Credits)	Pedagogy of Adult Learning (4 Credits)	--				OJT: 4	22	
		Adult Literacy and Extension Work (4 Credits)	OR							
		E- Literacy for Senior Citizens (2 Credits)	Gender Studies (4 Credits)							
	Cum Cr.	48	8	18	12	8+6	8+4+2	8+6+4	132	
Exit option: Award of UG Degree in Major with 132 credits OR Continue with Major and Minor.										

Sem.- I

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UG First Year (Extension Work)

Title of the Course:

Introduction to Extension Work

Syllabus for 4 Credits Course

(Major Mandatory)

Semester-Sem I

From Academic Year- 2024-25

Name of the Course: Introduction to Extension Work

Sr. No.	Heading	Particulars
1	Description of the Course	Extension work, often referred to as outreach or community engagement, is a vital component of various academic disciplines, particularly in fields such as agriculture, education, health, and social sciences. It involves the application of knowledge and research findings to address real-world issues and improve the well-being of communities. The course has been designed to bridge the gap between academia and the wider community by disseminating information, providing training, and facilitating the adoption of best practices to the learners.
2	Vertical	Major (Mandatory)
3	Type	Theory
4	Credit	4 Credits (1 Credit – 15 hours for Theory in a Semester)
5	Hours Allotted	60 Hours
6	Marks Allotted	100 Marks
7	Course Objectives: 1. Define the concept of extension work in the context of various academic disciplines. 2. Explore the historical development and evolution of extension work. 3. Develop communication skills necessary for effective knowledge transfer. 4. Learn to adapt communication strategies to diverse audiences and contexts. 5. Learn strategies for engaging with communities and fostering active participation. 6. Understand the principles of community-based participatory research and development.	

8	Course Outcomes: After studying the course, the students will be able to 1. Explain the concept of extension work in the context of various academic disciplines. 2. Understand the historical development and evolution of extension work. 3. Enhance communication skills necessary for effective knowledge transfer. 4. Analyze communication strategies to diverse audiences and contexts. 5. Develop strategies for engaging with communities and fostering active participation. 6. Demonstrate the principles of community-based participatory research and development.
9	MODULES:- MODULE I: CONCEPT OF EXTENSION WORK (15 Lectures) a) Extension: concept, scope, objectives b) Extension Work (History, Principles & Advantages) c) Methods for Identifying Community Needs. MODULE II: PRINCIPLES OF EXTENSION WORK (15 Lectures) a) Adaptive management and learning approaches. b) Role of Extension in skill development for Rural Community c) Tailoring awareness programs to specific community needs. (Education, Health etc.) MODULE III: CHALLENGES IN EXTENSION WORK (15 Lectures) a) Role of extension in achieving global sustainable development goals. b) Resource constraints and funding challenges. c) Involving the community for development (Social Welfare Programs) MODULE IV: EXTENSION WORK FOR COMMUNITY (15 Lectures) a) Communication barriers and cultural differences. b) Changing social, technological and environmental contexts. c) Innovations in Extension Work (Online Platforms for Community Education)
10	Text Books: (NA)

11	Reference Books: • Agricultural Extension: Principles and Methods" by "Ray V. Herren (2008) • Agricultural Extension by G. S. R. Murthy (2010) • Introduction to Agricultural Extension by S. S. Acharya (2015) • Agricultural Extension in Developing Countries by R. W. Snapp (2012) • Extension Communication and Management by B. M. Panda (2016)	
12	Internal Continuous Assessment:40%	Semester End Examination: 60%
13	Continuous Evaluation through: • Classroom Participation: 10 Marks • Class Test: 10 Marks • Presentation: 10 Marks • Assignment: 10 Marks	
14	Format of Question Paper: for the final examination (Semester End Examination) Question 1 Essay Type One out of 2 (Module 1) 15 Marks Question 2 Essay Type One out of 2 (Module 2) 15 Marks Question 3 Essay Type One out of 2 (Module 3) 15 Marks Question 4 Essay Type One out of 2 (Module 4) 15 Marks	

Team for Creation of Syllabus

Name	College Name
Dr. Kunal D. Jadhav Professor and Director, (I/c). DLLE.	Chairperson, Board of Studies in Extension Work
Dr. Aakanksha Gawde Member, BOS, Extension Work	NES Ratnam College, Bhandup
Prof. Vinda Manjramkar Member, BOS, Extension Work	B. N. Bhandodkar College, Thane
Dr. Shrima Banerjee Member, BOS, Extension Work	H. J. College of Education, Khar
Dr. Vaishali Nirmalkar Member, BOS, Extension Work	G. M. Momin College, Bhiwandi

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UG First Year (Extension Work)

Title of the Course:

Extension Work and Community Outreach

Syllabus for 2 Credits Course

(Major Mandatory)

Semester-Sem I

From Academic Year- 2024-25

Name of the Course: Extension Work and Community Outreach

Sr. No.	Heading	Particulars
1	Description of the Course	Extension work contributes to the overall development of communities by fostering economic growth, social cohesion, and cultural preservation. It encourages community members to actively participate in the development process. "Extension work and community outreach" is a course that plays a crucial role in various fields, including education, agriculture, healthcare, social services, and more. This course is needed to create a symbiotic relationship between academic or institutional knowledge and the practical needs of communities, fostering mutual benefit and sustainable development. It recognizes the importance of engaging with and empowering communities to address challenges and build a better future collectively.
2	Vertical	Major (Mandatory)
3	Type	Theory
4	Credit	2 Credits (1 Credit – 15 hours for Theory in a Semester)
5	Hours Allotted	30 Hours
6	Marks Allotted	50 Marks
7	Course Objectives: The objectives of the subject "Extension Work and Community Outreach" are based on the specific context and the goals of the educational program.	

	1. To facilitate the transfer of knowledge and skills from academic or research institutions to communities. 2. To encourage active participation and engagement of community members to achieve sustainable development goals. 3. To enhance the skills and capacities of individuals within communities through Goal Setting, Planning & Management Strategies. 4. To raise awareness about health issues, preventive measures, and healthcare services to improve public health outcomes.
8	Course Outcomes: After studying the course, the students will be able to 1. Demonstrate knowledge and awareness about relevant topics, leading to extension work and community outreach. 2. Adopt skills through community outreach activities and develop network of volunteers and leadership to achieve sustainable development goals. 3. Adopt the skills and capacities of individuals within communities through Goal Setting, Planning & Management Strategies. 4. Analyze the health issues, preventive measures, and healthcare services to improve public health outcomes by various methods.
9	MODULES:- MODULE I: INTRODUCTION TO EXTENSION WORK AND COMMUNITY OUTREACH: 15 Lectures a) Defining extension work and community outreach. b) Extension methods and approaches – classification and characteristics c) Community Outreach Activities (Need, Methods, Merits & Limitations, Responsibilities) d) Volunteers and Social Leadership- concept, types, characteristics, functions. MODULE II: COMMUNITY ENGAGEMENT STRATEGIES 15 Lectures a) Approaches to extension services (Goal Setting, Planning & Management) b) Methods for identifying community needs. (Research, Field Visits & Reports) c) Empowering local communities (extension programs and activities) d) Strategies for sustainable development. (Role of local agencies / institutions etc.)
10	Text Books: (NA)

11	Reference Books: - Engaging Communities by Emily Green (2016) - Building Bridges: Effective Community Outreach Strategies by Jessica Martinez (2017) - Community Development: Theory and Practice by Karl Anderson (2018) - Extension Work in Practice: Strategies for Success by Susan Roberts (2019) - Empowering Communities: Tools for Sustainable Development by Michael Turner (2020).	
12	Internal Continuous Assessment:40%	Semester End Examination: 60%
13	Continuous Evaluation through: - Class Test / Assignment: 10 Marks - Presentation: 05 Marks - Classroom Participation: 05 Marks	
14	Format of Question Paper: for the final examination (Semester End Examination) Question 1 Essay Type 1 out of 2 (Module 1) 10 Marks Question 2 Essay Type 1 out of 2 (Module 2) 10 Marks Question 3 Shorts Notes 2 out of 4 (Module 1 & 2) 10 Marks	

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UG First Year (Extension Work)

Title of the Course:

Communication Skills

Syllabus for 2 Credits Course

(Vocational Skill Course)

Semester-Sem I

From Academic Year- 2024-25

Name of the Course: Communication Skills

Sr. No.	Heading	Particulars
1	Description of the Course	Effective communication is a fundamental skill that significantly contributes to professional success. Individuals who can communicate clearly, confidently, and persuasively are often more successful in their careers. A course on "Communication Skills" is highly valuable in various contexts and for individuals across different professions. This course on is essential for personal and professional development in a world where effective communication is a key determinant of success in various fields. It provides individuals with the tools and techniques to express themselves clearly, understand others, and navigate the complexities of communication in diverse settings.
2	Vertical	VSC (Vocational Skill Course)
3	Type	Theory
4	Credit	2 Credits (1 Credit – 15 hours for Theory in a Semester)
5	Hours Allotted	30 Hours
6	Marks Allotted	50 Marks
7	Course Objectives: The objectives of a course on "Communication Skills" are designed to equip individuals with the knowledge and abilities needed to communicate effectively to acquire a good job opportunity in various personal and professional settings. 1. To enable participants to express ideas and information clearly, concisely, and coherently, fostering understanding among diverse audiences.	

	- To enhance verbal communication skills, including tone, pitch, pacing, and articulation, to convey messages with impact and clarity. - To acquaint the learners with the significance of nonverbal cues such as body language, facial expressions, and gestures in communication. - To enable the learners to understand interpersonal skills and presentation skills during communication.
8	Course Outcomes: After studying the course, the students will be able to - Express ideas and information clearly, concisely, and coherently, fostering understanding among diverse audiences. - Demonstrate verbal communication skills, including tone, pitch, pacing, and articulation, to convey messages with impact and clarity. - Adopt nonverbal cues such as body language, facial expressions, and gestures, and how to use them effectively in communication. - Demonstrate interpersonal skills and presentation skills during communication.
9	MODULES:- MODULE I. COMMUNICATION SKILLS 15 Lectures a. Communication (concept and characteristics) b. Types of Communication - Verbal Communication - Non-Verbal Communication - Written Communication MODULE II. EFFECTIVE COMMUNICATION SKILLS 15 Lectures a. Interpersonal Skills: - Building Rapport - Conflict Resolution - Team Communication - Networking Skills b. Presentation Skills: - Structuring a Presentation - Effective Use of Visual Aids
10	Text Books: (NA)

11	Reference Books: - Adair, John. Effective Communication. London: Pan Macmillan Ltd., 2003. - Ajmani, J. C. Good English: Getting it Right. New Delhi: Rupa Publications, 2012. - Brown, Michele & Gyles Brandreth. How to Interview and be Interviewed. London: Sheldon Press, 1994. - Carnegie, Dale. The Quick and Easy Way to Effective Speaking. New York: Pocket Books, 1977. - Collins, P. Speak with Power and Confidence. New York: Sterling, 2009.	
12	Internal Continuous Assessment:40%	Semester End Examination: 60%
13	Continuous Evaluation through: - Class Test / Assignment: 10 Marks - Presentation: 05 Marks - Classroom Participation: 05 Marks	
14	Format of Question Paper: for the final examination (Semester End Examination) Question 1 Essay Type 1 out of 2 (Module 1) 10 Marks Question 2 Essay Type 1 out of 2 (Module 2) 10 Marks Question 3 Shorts Notes 2 out of 4 (Module 1 & 2) 10 Marks	

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UG First Year (Extension Work)

Title of the Course:

Creative Writing

Syllabus for 2 Credits Course

(Skill Enhancement Course)

Semester-Sem I

From Academic Year- 2024-25

Name of the Course: Creative Writing-I

Sr. No.	Heading	Particulars
1	Description of the Course	A course on creative writing is valuable for individuals seeking to develop their writing skills, express themselves creatively, and explore the diverse and enriching world of literature and storytelling. It provides a structured and supportive environment for personal and artistic growth. It addresses the needs of individuals interested in expressing themselves through the written word. A creative writing course provides a structured environment for individuals to explore and unlock their creative potential. It encourages them to tap into their imagination and express ideas in innovative ways. Creative writing course focus on honing essential writing skills such as vocabulary, grammar, syntax, and style.
2	Vertical	SEC (Skill Enhancement Course)
3	Type	Theory
4	Credit	2 Credits (1 Credit – 15 hours for Theory in a Semester)
5	Hours Allotted	30 Hours
6	Marks Allotted	50 Marks
7	Course Objectives: A course on "Creative Writing" typically aims to achieve several objectives to enhance participants' writing skills, foster creativity, and provide a comprehensive understanding of the creative writing process. 1. To enhance participants' overall writing proficiency, including grammar, syntax, and style of writing.	

	- To guide participants about writing process that includes brainstorming, drafting, revising, and editing, promoting writing habits. - To introduce participants to various literary genres, including fiction, poetry, drama, and creative non-fiction as forms of expression.
8	Course Outcomes: After studying the course, the students will be able to - Demonstrate writing proficiency, including grammar, syntax, and style, through lessons and exercises. - Enhance writing habits through brainstorming, drafting, revising, and editing processes. - Exhibit different forms of expression of ideas through creative writing.
9	MODULES:- MODULE I. INTRODUCTION TO CREATIVE WRITING 15 Lectures Creative Writing (concept, and importance) - Reading for creativity - Modes of Writing- Fiction, Non-fiction, Novel & Children Literature. Writing Proficiency - Use of grammar & syntax - Style of writing-Media Writing, News Report, Story, Autobiography etc. - Motivational Writing Skills. MODULE II IMAGINATION AND CREATIVITY 15 Lectures - Brainstorming, drafting, revising, editing process. - Literary genres including fiction, drama, and creative non-fiction. - Forms of Expression of ideas (Poetry, Drama, Dialogues etc.)
10	Text Books: (NA)
11	References: - Creative writing: A Beginner's Manual Anjana Neira Dev, Anuradha Marwah, Swati Pal, Delhi, Pearson Longman, 2009. - Elements of Literature: Essay, Fiction, Poetry, Drama Film, Robert Scholes, Nancy R Comely, Carl H. Klaus, Michael Silverman Delhi, 2007. - A Guide to writing about literature: Sylvan Barnet, William E. Cain New Delhi, Pearson 2006

	4. Approaches to Translation: Peter New Mark, New York, Perganon Press 1985. 5. The Theory and Practice of Translation: Turber and Nida, Leidew,1974	
12	Internal Continuous Assessment:40%	Semester End Examination: 60%
13	Continuous Evaluation through: • Class Test / Assignment: 10 Marks • Presentation: 05 Marks • Classroom Participation: 05 Marks	
14	Format of Question Paper: for the final examination (Semester End Examination) Question 1 Essay Type 1 out of 2 (Module 1) 10 Marks Question 2 Essay Type 1 out of 2 (Module 2) 10 Marks Question 3 Shorts Notes 2 out of 4 (Module 1 & 2) 10 Marks	

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Sem. II

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UG First Year (Extension Work)

Title of the Course:

GLOBAL PERSPECTIVE OF EXTENSION WORK

Syllabus for 4 Credits Course

(Major Mandatory)

Semester-Sem II

From Academic Year- 2024-25

Name of the Course: Global Perspective of Extension Work

Sr. No.	Heading	Particulars
1	Description of the Course	Extension work often focusses on collaboration across borders. Understanding global perspectives facilitates effective communication and collaboration with international partners, organizations, and communities. Since Extension Work involves interacting with diverse communities and cultures, a course with a global perspective helps individuals understand the cultural nuances, values, and beliefs that influence community dynamics. This course is crucial for learners including professionals and practitioners to navigate the complexities of interconnected world and contribute effectively to sustainable development, community well-being, and global collaboration.
2	Vertical	Major (Mandatory)
3	Type	Theory
4	Credit	4 Credits (1 Credit – 15 hours for Theory in a Semester)
5	Hours Allotted	60 Hours
6	Marks Allotted	100 Marks
7	Course Objectives: A course on the "Global Perspective of Extension Work" aims to provide participants with a comprehensive understanding of extension work in an international context. 1. To equip individuals with the knowledge, skills, and perspectives needed to effectively engage in extension activities with a global outlook. 2. To foster an understanding of socio-economic factors affecting extension work.	

	3. To provide insights into global development issues, such as poverty, inequality, environmental sustainability, and health, 4. To equip participants with strategies to address global challenges and sustainable development goals through extension work. 5. To explore and analyze successful extension work practices and opportunities for innovation and improvements in global extension work services.
8	Course Outcomes: After studying the course, the students will be able to 1. Exhibit the knowledge, skills, and perspectives needed to effectively engage in extension activities with a global outlook. 2. Demonstrate understanding of socio-economic factors affecting extension work. 3. Analyze global development issues, such as poverty, inequality, environmental sustainability, and health, 4. Exhibit the strategies to address global challenges and sustainable development goals through extension work. 5. Analyze successful extension work practices and opportunities for innovation and improvement in extension services.
9	MODULES:- MODULE I: GLOBAL PERSPECTIVE IN EXTENSION WORK 15 Lectures a) Emerging Trends in global extension work b) Global analysis of extension services. c) Opportunities in global extension work. d) Engaging in Extension work MODULE II: CHALLENGES IN GLOBAL EXTENSION WORK 15 Lectures a) Socio-economic factors affecting extension work. b) Environmental and climate-related challenges. c) Funding and resource constraints. d) Role of extension in disaster preparedness. MODULE III: ETHICAL STANDARDS IN EXTENSION WORK 15 Lectures a) Ethical standards in global extension services.

	b) Opportunities for innovation and improvement in extension services. c) Extension Work for global sustainable development goals. d) Adapting to changing community needs. MUDULE IV: GLOBAL DEVELOPMENT STRATEGIES 15 Lectures a) Addressing poverty, inequality, environmental sustainability and health. b) International collaborations and knowledge exchange c) Global Outlook- Vasudhaiva Kutumbakam (Global Family) d) Global Rules and Regulations foe Peace
10	Text Books: (NA)
11	Reference Books: • Contado TE. Formulating extension policy. Improving agricultural extension: a reference manual. FAO, Roma (Italia), 1997. • Meisner CA. Whole Family Training. VHS Video Cassette (15 min.) CIMMYT, Dhaka, Bangladesh, 1998. • Meisner CA, Sufian A, Baksh E, O'Donoghue MS, Razzaque MA, Shaha NK. Whole family training and adoption of innovations in wheat-producing households in Bangladesh. The Journal of agricultural education and extension. 2003; 9(4):165-175. • Mukherjee A, Maity A. Public-private partnership for convergence of extension services in Indian agriculture. Current Science, 2015, 1557-1563. • Nagel UJ. Knowledge flows in agriculture: linking research, extension and the farmer; Zeitschrift für Ausländische Landwirtschaft. 1979; 18(2):135-150. • Purcell DL, Anderson JR. Agricultural extension and research: Achievements and problems in national systems. The World Bank, 1997. • Ramesh T. Economics of Contract Farming. A Study of Gherkin Cultivation in Tamil Nadu. M.Sc. Thesis submitted to the Dept. of Agriculture Economics, UAS, GKVK, Bangalore, 1999. • Rivera WM, Schram SG. (Eds.). Agricultural Extension Worldwide: Issues, Practices and Emerging Priorities. London: Croom Helm, 1987.

12	Internal Continuous Assessment:40%	Semester End Examination: 60%
13	Continuous Evaluation through: • Classroom Participation: 10 Marks • Class Test: 10 Marks • Presentation: 10 Marks • Assignment: 10 Marks	
14	Format of Question Paper: for the final examination (Semester End Examination) Question 1 Essay Type One out of 2 (Module 1) 15 Marks Question 2 Essay Type One out of 2 (Module 2) 15 Marks Question 3 Essay Type One out of 2 (Module 3) 15 Marks Question 4 Essay Type One out of 2 (Module 4) 15 Marks	

Team for Creation of Syllabus

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Dr. Aakanksha Gawde Member, BOS, Extension Work	NES Ratnam College, Bhandup
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Dr. Shrima Banerjee Member, BOS, Extension Work	H. J. College of Education, Khar
Dr. Vaishali Nirmalkar Member, BOS, Extension Work	G. M. Momin College, Bhiwandi

AC –

Item No. -

As Per NEP 2020



UG First Year (Extension Work)

Title of the Course:

LIFELONG LEARNING AND EXTENSION WORK

Syllabus for 2 Credits Course

(Major Mandatory)

Semester-Sem I

From Academic Year- 2024-25

Name of the Course: Lifelong Learning and Extension Work

Sr. No.	Heading	Particulars
1	Description of the Course	In a rapidly changing world, individuals and communities need to adapt to new knowledge, technologies, and social dynamics. Lifelong learning is essential for staying relevant and thriving in this dynamic landscape. It is crucial for understanding and harnessing the potential of evolving technologies. Extension learners need to be familiar with new tools and platforms that can enhance their outreach and engagement efforts. A course on "Lifelong Learning and Extension Work" is essential for equipping extension learners with the skills and mindset needed to navigate the complexities of community development, stay current in their fields, and contribute to the ongoing growth and well-being of the communities they serve. It is relevant and beneficial for several reasons, reflecting the evolving nature of education, professional development, and community engagement.
2	Vertical	Major (Mandatory)
3	Type	Theory
4	Credit	2 Credits (1 Credit – 15 hours for Theory in a Semester)
5	Hours Allotted	30 Hours
6	Marks Allotted	50 Marks

7	Course Objectives: A course on "Lifelong Learning and Extension Work" is designed to achieve specific objectives that focus on equipping individuals with the skills, attitudes, and knowledge needed for continuous learning and effective extension work. 1. To facilitate practical strategies and tools for lifelong learning and achieving sustainable development goals and community empowerment. 2. To enable the learners to navigate change, embrace new technologies to meet evolving community needs as tool for lifelong learning. 3. To familiarize the learners with the use of technology for learning, including online resources, digital tools, and e-learning platforms for self-development.
8	Course Outcomes: After studying the course, the students will be able to 1. Exhibit the practical strategies and tools for lifelong learning, and achieving sustainable development goals and community empowerment. 2. Embrace new technologies and adjust their approaches to meet evolving community needs as tool for lifelong learning. 3. Demonstrate the use of technology for learning, including online resources, digital tools, and e-learning platforms for self-development.
9	MODULES:- MODULE I: LIFELONG LEARNING 15 Lectures a) Lifelong Learning (Concept, Scope, Characteristics, Importance) b) Synergy between Lifelong Learning and Extension Work c) Community Empowerment through Lifelong Learning d) Lifelong Learning and sustainable development goals MODULE II: FUTURE TRENDS IN EXTENSION WORK 15 Lectures a) Incorporating technology and digital tools. b) Use of technology for remote and online extension services. c) Adapting to extension work as tool for Lifelong Learning. d) The role of extension in achieving sustainable development goals.
10	Text Books: (NA)
11	Reference Books: • Alves, M. G., Neves, C., & Gomes, E. X. (2010). Lifelong learning:

	Conceptualizations in European educational policy documents. <i>European Educational Research Journal</i>, 3, 332–344. https://doi.org/10.2304/eej.2010.9.3.332 • Benei, V. (2017). Anthropologists and the study of formal education: Nationalism, school curriculum and human development. <i>Indian Journal of Human Development</i>, 3(1), 143–154. ISSN:0973-7030. • Biesta, G. (2006). What's the point of lifelong learning if lifelong learning has no point? On the democratic deficit of policies for lifelong learning. <i>European Educational Research Journal</i>, 5, 169–180. https://doi.org/10.2304/eej.2006.5.3.169 • Bourdieu, P. (1977). The economics of linguistic exchanges. <i>Social Science Information</i>, 16(6), 645–668. • Boutang, Y. M. (2012). <i>Cognitive capitalism</i>. Polity Press. • Language workers: Emblematic figures of late capitalism. In A. Duchêne & M. Heller (Eds.), <i>Language in late capitalism: Pride and profit</i> (pp. 207–209). Routledge. • Brown, E. J. (2017). Practitioner perspectives on learning for social change through non-formal global citizenship education. <i>Education, Citizenship and Social Justice</i>, 13(1), 81–97.	
12	Internal Continuous Assessment:40%	Semester End Examination: 60%
13	Continuous Evaluation through: • Class Test / Assignment: 10 Marks • Presentation: 05 Marks • Classroom Participation: 05 Marks	
14	Format of Question Paper: for the final examination (Semester End Examination) Question 1 Essay Type 1 out of 2 (Module 1) 10 Marks Question 2 Essay Type 1 out of 2 (Module 2) 10 Marks Question 3 Shorts Notes 2 out of 4 (Module 1 & 2) 10 Marks	

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AC –

Item No. -

As Per NEP 2020



UG First Year (Extension Work)

Title of the Course:

Creative Communication

Syllabus for 2 Credits Course

(Vocational Skill Course)

Semester-Sem I

From Academic Year- 2024-25

Name of the Course: Creative Communication

Sr. No.	Heading	Particulars
1	Description of the Course	A course on creative communication is important for individuals in various fields as it equips them with the skills needed to communicate effectively, engage audiences, and navigate the evolving landscape of communication in the 21st century. It encourages individuals to adopt a mindset of continuous learning, staying open to new ideas and approaches in communication throughout their lives. A course on "Creative Communication" is highly relevant and beneficial in various personal, professional, and academic contexts. This course empower individuals to express themselves more effectively, fostering the development of expressive and articulate communication skills.
2	Vertical	VSC (Vocational Skill Course)
3	Type	Theory
4	Credit	2 Credits (1 Credit – 15 hours for Theory in a Semester)
5	Hours Allotted	30 Hours
6	Marks Allotted	50 Marks
7	Course Objectives: A course on "Creative Communication" is designed to achieve specific objectives that focus on developing individuals' abilities to express ideas, convey messages, and engage audiences through innovative and imaginative means. 1. To develop learner's ability to express ideas, thoughts, and emotions in a clear, impactful, and creative manner, fostering effective communication.	

	2. To stimulate creative thinking and problem-solving skills, 3. To encourage the participants to approach communication challenges with innovative technological solutions.	
8	Course Outcomes: After studying the course, the students will be able to 1. Express ideas, thoughts, and emotions in a clear, impactful, and creative manner. 2. To demonstrate creativity and problem-solving skills in communication. 3. To adopt communication challenges with innovative technological solutions.	
9	MODULES:- MUDULE I. PUBLIC SPEAKING TECHNIQUES 15 Lectures a. Overcoming Nervousness, Express ideas, emotions/ b. Confident Building, Creativity. c. Handling Questions and Feedback- Problem solving d. Emotional Intelligence: Self-Awareness, Self-Regulation, Empathy etc. MODULE II INTERCULTURAL COMMUNICATION 15 Lectures a. Global Communication Etiquette b. Professionalism in Communication c. Technology and Communication d. Digital Communication Etiquette	
10	Text Books: (NA)	
11	Reference Books: • Adair, John. Effective Communication. London: Pan Macmillan Ltd., 2003. • Ajmani, J. C. Good English: Getting it Right. New Delhi: Rupa Publications, 2012. • Brown, Michele & Gyles Brandreth. How to Interview and be Interviewed. London: Sheldon Press, 1994. • Carnegie, Dale. The Quick and Easy Way to Effective Speaking. New York: Pocket Books, 1977. • Collins, P. Speak with Power and Confidence. New York: Sterling, 2009.	
12	Internal Continuous Assessment:40%	Semester End Examination: 60%
13	Continuous Evaluation through:	

	• Class Test / Assignment: 10 Marks • Presentation: 05 Marks • Classroom Participation: 05 Marks	
14	Format of Question Paper: for the final examination (Semester End Examination) Question 1 Essay Type 1 out of 2 (Module 1) 10 Marks Question 2 Essay Type 1 out of 2 (Module 2) 10 Marks Question 3 Shorts Notes 2 out of 4 (Module 1 & 2) 10 Marks	

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AC –

Item No. -

As Per NEP 2020



UG First Year (Extension Work)

Title of the Course:

Creative Writing - II

Syllabus for 2 Credits Course

(Skill Enhancement Course)

Semester-Sem I

From Academic Year- 2024-25

Name of the Course: Creative Writing-II

Sr. No.	Heading	Particulars
1	Description of the Course	A course on creative writing is valuable for individuals seeking to develop their writing skills, express themselves creatively, and explore the diverse and enriching world of literature and storytelling. It provides a structured and supportive environment for personal and artistic growth. It addresses the needs of individuals interested in expressing themselves through the written word. A creative writing course provides a structured environment for individuals to explore and unlock their creative potential. It encourages them to tap into their imagination and express ideas in innovative ways. Creative writing course focus on honing essential writing skills such as vocabulary, grammar, syntax, and style.
2	Vertical	SEC (Skill Enhancement Course)
3	Type	Theory
4	Credit	2 Credits (1 Credit – 15 hours for Theory in a Semester)
5	Hours Allotted	30 Hours
6	Marks Allotted	50 Marks
7	Course Objectives: A course on "Creative Writing" typically aims to achieve several objectives to enhance participants' writing skills, foster creativity, and provide a comprehensive understanding of the creative writing process. 1. To develop writing ability of learners for creative writing. 2. To acquaint learners with the basic principles and techniques involved in	

	writing poetry, fiction and drama. - To guide about different modes of creative writing and advanced writing styles. - To introduce technological sources for creative writing and relevant services.
8	Course Outcomes: After studying the course, the students will be able to - Demonstrate writing proficiency in creative writing. - Exhibit basic techniques involved in writing poetry, fiction and drama. - Analyze different forms of expression of ideas through creative writing. - Demonstrate creative thinking to explore innovative ideas and approaches.
9	MODULE I. MODES OF CREATIVE WRITING 15 Lectures - Fiction, Non-fiction, Short Story, Novel, Comics. - Drama- Character Building, Climax Writing, Scene Development, Screen Play. - Poetry- Free Verse, Rhymes, Poetic Devices, Indian Shayari, Ghazal, etc. - Symbolism, themes, prompts, exercises and inventive writing MODULE II ADVANCED WRITING STYLES 15 Lectures - Technological sources for: Blog Writing, Report Writing, Travelogue, Script Writing, Narratives, Stories /Drama, Advertisement. - Use of Mobile Applications, AI Tools, Internet sources for Writing - Translation, interpretation, subtitling and support services. - Job opportunities for aspiring writers.
10	Text Books: (NA)
11	References: - Creative writing: A Beginner's Manual Anjana Neira Dev, Anuradha Marwah, Swati Pal, Delhi, Pearson Longman, 2009. - Elements of Literature: Essay, Fiction, Poetry, Drama Film, Robert Scholes, Nancy R Comely, Carl H. Klaus, Michael Silverman Delhi, 2007. - A Guide to writing about literature: Sylvan Barnet, William E. Cain New Delhi, Pearson 2006 - Approaches to Translation: Peter New Mark, New York, Pergamon Press 1985. - Haiman, Ella. Various Types of the Short Story for Use in First-Year High School. 1922.

12	Internal Continuous Assessment:40%	Semester End Examination: 60%
13	Continuous Evaluation through: • Class Test / Assignment: 10 Marks • Presentation: 05 Marks • Classroom Participation: 05 Marks	
14	Format of Question Paper: for the final examination (Semester End Examination) Question 1 Essay Type 1 out of 2 (Module 1) 10 Marks Question 2 Essay Type 1 out of 2 (Module 2) 10 Marks Question 3 Shorts Notes 2 out of 4 (Module 1 & 2) 10 Marks	

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Letter Grades and Grade Points:

Semester GPA/ Programme CGPA Semester/ Programme	% of Marks	Alpha-Sign/ Letter Grade Result	Grading Point
9.00 - 10.00	90.0 - 100	O (Outstanding)	10
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)	6
5.00 - < 5.50	50.0 - < 55.0	C (Average)	5
4.00 - < 5.00	40.0 - < 50.0	P (Pass)	4
Below 4.00	Below 40.0	F (Fail)	0
Ab (Absent)	-	Absent	0



Sign of the BOS Chairman
Prof. Kunal D. Jadhav
BOS in Extension Work

Sign of the
Offg. Associate Dean
Prof. Suchitra Naik
Faculty of Humanities

Sign of the Offg. Dean
Prof. Anil Singh
Faculty of Humanities

Appendix B

Justification for B.A. (Extension Work)

1.	Necessity for starting the course:	The need for a subject on "Extension Work" is rooted in recognizing the importance of bridging the gap between academic knowledge and practical application, particularly in the context of community development. It focuses on empowering communities by providing them with the necessary information, skills, and resources. This empowerment is crucial for fostering self-reliance and sustainable development. The subject is essential for preparing students to be socially responsible professionals who can actively contribute to community development, address societal challenges, and promote sustainable practices. It serves as a bridge between academia and the broader community, facilitating the application of knowledge for positive social change.
2.	Whether the UGC has recommended the course:	YES
3.	Whether all the courses have commenced from the academic year 2023-24	The course will commence from academic year 2023-24
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available?	Adequate number of eligible permanent faculties are available.
5.	To give details regarding the duration of the Course and is it possible to compress the course?	Duration as per NEP.
6.	The intake capacity of each course and no. of admissions given in the current academic year:	120
7.	Opportunities of Employability / Employment available after undertaking these courses:	After completing this course, The students are eligible to work as Field Officer / Program Coordinator at Ministry of Adult Education / Social Affairs and other Government Departments. Eligible to work in Government Social Institutions / Corporations / Social Worker / NGO's and Coordinator for Field Oriented and Development Activities/ Administration level.



Sign of the BOS Chairman
Prof. Kunal D. Jadhav
BOS in Extension Work

Sign of the
Offg. Associate Dean
Prof. Suchitra Naik
Faculty of Humanities

Sign of the Offg. Dean
Prof. Anil Singh
Faculty of Humanities