



R. J. COLLEGE of Arts, Science & Commerce (Empowered Autonomous)

(Hindi Vidya Prachar Samiti's **RAMNIRANJAN JHUNJHUNWALA COLLEGE of Arts, Science & Commerce**)

Opposite Ghatkopar Railway Station, Ghatkopar (West), Mumbai - 400086, Maharashtra, INDIA.

Website: www.rjcollege.edu.in • Email : rjcollege@rjcollege.edu.in • Tel No. + 91 22 25151763

College is recognized under Section 2(f) & 12(B) of the UGC Act, 1956

Affiliated to UNIVERSITY OF MUMBAI || NAAC Re-Accredited 'A' Grade (CGPA: 3.10)

Department of Life Long Learning and Extension (DLLE) Unit,

Ramniranjan Jhunjhunwala College, Ghatkopar (Autonomous)

Report on projects carried out by registered students

Academic Year 2023-2024

Co-Ordinator: Dr Vaishali Raikwar

Total beneficiaries:473

The Department of Life Long Learning and Extension is a statutory department under the Mumbai University formed in 1978 to promote meaningful and sustained rapport between the university and the community. The motto of DLLE is "TO REACH THE UNREACHED". The department carries out extension work projects encompassing social issues. During the orientation program each stream and class gets acquainted with the projects and the functioning of DLLE activities. The First term training program and Second term training sessions are arranged for the students. During the training, teachers give insight about the activities to be conducted in the first term for the extension activities and also brief them about the format of the report to be submitted by the students at the year end in second term training, details about the students participation in UDAAN festival and benefits of joining the DLLE activity are also shared with the students.




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2019: Star College Status by DBT

2008: Best College by University of Mumbai 2010: IMC RBNQ Award 'Performance Excellence' for the year 2009

2011: 'Best Teacher Award' by Government of Maharashtra 2013: DST-FIST 2014: DBT STAR College

2013 & 2014: 'Jagar Jaanivancha Award' by Govt, of Maharashtra 2016: ISO 14001:2015 2016: ISO 9001:2015 2017: ISO 27001:2013

2018: Autonomous Status by University Grants Commission (No. F. 22-1/2018(AC) - 28.05.2018) & by University of Mumbai (No.Aff./ICD/18-19/440 - 08.06.2018)



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Project Name: Environment Education Project (EEP)

Teacher Incharge: Mrs Pooja Bhardwaj and Priyanka Nimse

Number of beneficiaries: 33

Report on Environment Education Project (EEP)

Environment Education Project (EEP) is one of the many projects offered by the Department of Life Long Learning and Extension (DLLE). 34 students from various streams enrolled and successfully completed this project. EEP is survey based projects. During the Deeksharambh (Induction) sessions conducted by the college, the teachers which are a part of the DLLE in the college gave an overview about the different projects offered and the requirements for successful completion of the projects. Interested students registered for the chosen project and paid the registration fees. The DLLE unit also conducted First term and Second term training programs were arranged for the student. During the training teachers outlined the activities that need to be completed by the students. Students who enrolled under EEP conducted a survey of respondents A questionnaire consisting of 50 questions about the respondents personal details, views, their awareness about the environment related issues and measures to overcome them. A Google form quiz was prepared for interviewing and collecting the data and analysis was carried out using excel worksheet. The students determine the area for survey, build rapport with the community and share knowledge on various environment related issues.

Regular meetings were conducted with the faculties to guide the students and facilitate regular progress. Student Managers also took regular updates from the students for the EEP activity and briefed them about the format of the report to be submitted by the students at the year end. Additionally, students participated in various events organized by the DLLE Unit of the college, including PRAKHAR. Finally, a project report was prepared systematically on completion of 120 hours of work on the Extension Work Projects undertaken by them as per the required formats based on the observations and analysis, wherein the students outline conclusions about the environmental education in Society. This project enabled the student to boost their confidence, gain interviewing skills, survey taking, communication skills and analytical skills, helped to build research acumen, enhanced understanding of environmental challenges faced and helped spread awareness among society members.





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2015: 100th Anniversary Celebrations 2016: 100th Anniversary Celebrations 2017: 100th Anniversary Celebrations



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List of Students Enrolled for Environment Education Project (EEP) Project in 2023-2024

SR NO	NAME OF STUDENT	ROLL NO	CLASS	MALE/ FEMALE	EMAIL-ID
1	Yadav khusbu Dinanath imlavati	331	FYBA	Female	ny043137@gmail.com
2	Gupta. Prachi.parasnath.laxmi	354	FYBA	Female	prachigupta9633@gmail.com
3	Shaikh sumaiya riyaz ahmed	804	FYBA	Female	sriyazahmed088@gmail.com
4	Katke Akanksha Vivekanand Kanchan	837	FYBA	Female	akankshakatke2002@gamil.com
5	Rajpurohit Sumit Singh Jagdish Singh madan Kumar	4	FYBCOM	Male	rajpurohitsumit01@gmail.com
6	Mishra Aaditya Suresh Savita	23	FYBCOM	Male	mishraaaditya748@gmail.com
7	Ganage Disha Rupesh Sangeeta	35	FYBCOM	Female	ganagedisha@gmail.com
8	Mainkar Aditya Rajesh Geeta	116	FYBCOM	Male	adityamainkar97@gmail.com
9	Gupta vipin ramnaval kanchan	123	FYBCOM	Male	vipingupta1322005@gmail.com
10	KHAN WASIM MOHAMMAD ALI ABASSUM	135	FYBCOM	Male	khanbaba9372@gmail.com
11	More Payal Ramchandra Sakshi	136	FYBCOM	Female	morepayal410@gmail.com
12	Sahu Prasad Trilochan Jhulli	138	FYBCOM	Male	prasadsahu875@gmail.com
13	Talole Niraj Satish Manisha	261	FYBCOM	Male	nirajtalole@gmail.com
14	Khairwar Kavita Manoj Poonam	416	FYBCOM	Female	kavitakherwar13@gmail.com
15	Samel Arnav Rajesh Renu	505	FYBCOM	Male	arnavsamel@gmail.com
16	Gupta Rajan gulabchandra meera	58	FYBCOM	Male	rajangupta9004@gmail.com
17	Maurya Prinshika Vijay Pratap Pushpa	306	FYBSC	Female	641prinshikamaurya@gmail.com
18	Shaikh Naziya Mohd Alim Seemajabeen	622	FYBSC	Female	shaikhnaziya2922@gmail.com
19	Pandey Sudha Harishchandra	922	FYBSC	Female	sudhap102006@gmail.com



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	Sushma				
20	Yadav Khushboo Umeshchand Radhika	938	FYBSC	Female	ky0892273k@gmail.com
21	Yadav Shrishti Rajendra Guddi	940	FYBSC	Female	yadavshristi0527@gmail.com
22	Chaudhary Muskan Laish mohd sehrunnisa	1102	FYBSC	Female	chaudharymuskan650@gmail.com
23	Jha Shruti Satish Rinku	1105	FYBSC	Female	shrutijha1710@gmail.com
24	Samal Smruti Rekha Tripathi Anita	1112	FYBSC	Female	samalsmruti2020@gmail.com
25	Yadav Riya Lalbahadur Lalita	1118	FYBSc	Female	riyay5284@gmail.com
26	Karanjekar Arya Dhananjay Rashmi	14052	FYBSC DATA SCIENCE AND AI	Male	aaryakaranjekar4@gmail.com
27	Chaturvedi Deepali Jayesh Arti	14058	FYBSC DATA SCIENCE AND AI	Female	deepac2075@gmail.com
28	Saroj Shruti Abhilash Sheela	202	SYBSC	Female	rjcsshruti11sci221@gmail.com
29	Gaur Aradhana Dilip Gaur Neelam	204	SYBSC	Female	aradhanagaur272004@gmail.com
30	Khan Ruby Irfan Rukhsana	304	MSC PHYSICS	Female	khanruby1108@gmail.com
31	Nair Akhila Manoj Bindu	305	MSC PHYSICS	Female	akhilanair1110@gmail.com
32	Salvi Mitesh Sunil Supriya	1026	FYBBI	Male	salvimitesh28@gmail.com
33	Pawar Sahil Sunil Sanika	1055	FYBBI	Male	Sahilpawar7305@Gmail.com




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2017: ISO 27001:2013 & by Ministry of Higher Education (No. F. 22/2018/AC) - 28.05.2018) & by University of Mumbai (No. Aff./ICD/18-19/440 - 08.06.2018)

University of Mumbai



University of Mumbai

DEPARTMENT OF LIFELONG LEARNING AND EXTENSION

“EXTENSION WORK PROJECT REPORT”

Name of the Student : Khan Wasim Mohammed Ali

(Beginning with Surname)

Class : F.Y.Bcom

Div : A

Roll No : 135

Name and Address of the College :

R J College of Arts, Science And Commerce, Opposite to Ghatkopar Railway Station,
Ghatkopar (West), Mumbai - 400086.

Name of the Extension Work Project: Environment Education Project


Dr Himanshu Dawda

PRINCIPAL

**RAMNIRANJAN JHUNJHUNWALA COLLEGE
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Signature of Principal & College Seal



Signature of the Director, DLLE with Seal

From the Desk of the Director ...

Dear students,

It gives me a great pleasure to provide you guidelines about the Project Report to be submitted for your participation in annual extension work activities and partial fulfillment to avail the benefit of additional 10 grace marks in your final examination.

The Department of Lifelong Learning & Extension (DLLE) is established on October 12, 1978 and had been recognized as a Statutory Department of the University of Mumbai since 1994 to promote a meaningful and sustained rapport between the Universities and the community. Now it is recognized as one of the Teaching Department of University of Mumbai. The Department acts as a focal agency in the University system for all Lifelong Learning Six Extension Work programmes and to provide academic and technical resource support for community based activities in collaboration with Universities, departments and colleges. The Department serves as an intellectual intervention in the community's living problems which need to overcome through an educational process. It helps to deepen the teachers' & students'

knowledge through a wider exposure to real life situations through a variety of programs.

In addition to our other teaching responsibilities, the Department committed to conduct community oriented activities to **reach to unreached** sections of the society. To facilitate the sensitization of the student to the socio-cultural realities, the Department offers for the student, extension work projects encompassing social issues to develop a sense of responsibility towards society. These programs will help you to face life and its challenges with greater social commitment and thus create an ambience for a learning society. This will also enhance your employability skills & develop positive attitude towards community development work.

Hence, we anticipate investing your one hundred and twenty hours in one academic year for the welfare of the society through various activities involved in extension work. I am sure the qualities like Time Management, Decision-making, Interpersonal Relations, Leadership, Self-Confidence, Communication and Group Discussion Skills will be developed by your participation in these activities which are very much useful to become good citizen of India.

Here, I expect you to submit the brief record of hard work carried out by you to reach to unreached sections of the society. Please submit your observations, views and offer your constructive suggestions for our improvement.

Thanks to all, Sincerely yours,



Dr. Kunal D. Jadhav Professor & Director (I/c.)

- **Acknowledgement by the Student**

(Please mention the kind of support provided by DLLE Unit, Principal & Extension teachers, workplace staff, community and others.)

I received support from our college principal: Dr.Himanshu Dawada,Extension teacher :Mrs.Priya Shetty , Coordinator : Dr .vaishali Raikwar and my student manager : Nausheen Salmani.if needed, the DLLE Unit might offer training sessions on how to conduct effective surveys, ensuring that the surveyors are well-prepared for the task.Support in utilizing technology for data collection, management, and analysis. This might involve the use of survey software or tools.Assistance in creating a comprehensive report summarizing the survey findings.

- **My reason for joining Extension Work Activity:**

Many people join extension work activities to contribute to the well-being and development of communities. It provides an opportunity to make a positive impact on the lives of others. Engaging in such activities can help individuals develop and enhance these skills.Extension work brings people together who share a common goal of community improvement. It provides an excellent opportunity to build social connections, network with diverse groups, and collaborate with like-minded individuals.For students or professionals in specific fields, extension work allows the application of theoretical knowledge in real-world situations. It provides a practical understanding of the challenges faced by communities.Extension work often involves interacting with diverse groups of people.Extension work is a manifestation of civic responsibility, with individuals actively participating in the betterment of society.

- **Please write about:**

- How I started
- How I was trained – acquired skills
- How I built rapport with the others / community around.
- How I worked and the kind of work, carried out

How I Started :

My journey in extension work began with a genuine desire to make a positive impact on communities. Inspired by a passion for service and a commitment to contribute to societal well-being. I started my project work through google form which was created by a student manager.

How I Was Trained – Acquired Skills :

Upon joining the extension work program, I underwent a comprehensive training process that equipped me with the necessary skills to navigate the challenges of community engagement. My student manager and extension teacher are guiding me throughout the project.

How I Built Rapport with Others/Community :

Building rapport with the community was a priority from the outset. Establishing trust was paramount, and I took the time to immerse myself in the local culture, respecting traditions and values. Collaborative efforts were initiated to involve community members in decision-making processes, ensuring their voices were heard and respected.

How I Worked and the Kind of Work Carried Out :

I would analyze the 50 surveys to identify common themes, assess the effectiveness of current educational methods, and gather insights on the types of environmental work participants are engaged in. This information helps refine educational approaches and tailor programs to better meet the needs of the community.

- Please write about your expectations from extension work activities. Are your expectations fulfilled? Please brief.

Expectations from extension work activities included making a positive impact on the community, personal growth, building relationships, learning from diversity, and a sense of fulfillment. These expectations were largely fulfilled, with tangible improvements in the community, significant personal development, strong relationships built, diverse learning experiences, and a deep sense of fulfillment derived from the positive changes witnessed.

- Please write about the difficulties you faced while conducting activities (if any) :

While conducting extension activities, challenges were inevitable :

- Some community members initially resisted the interventions due to cultural differences or skepticism about external initiatives.

- Language differences created communication challenges, requiring extra effort to ensure information was effectively conveyed.

- Unpredictable weather conditions impacted outdoor activities, and environmental factors sometimes hindered project implementation.

- Coordinating logistics, especially in remote areas, proved challenging, affecting the timely delivery of materials and resources.

- Balancing cultural sensitivity while introducing new ideas or practices requires careful navigation to avoid unintended misunderstandings.

- How did you overcome the difficulties?

Implemented culturally sensitive engagement strategies, including community consultations and collaboration with local leaders, to address resistance..Used interpreters, visual aids, and tailored communication strategies to bridge language gaps and ensure effective information dissemination.Developed contingency plans for adverse weather conditions, and adjusted project timelines and activities accordingly.

- How did you carry out activities? Give specific project related data / experience here.

I carried out activities with the google form which was sent to me on my EEP whatsapp group by the student manager .The survey comprised questions on participants' pre-existing environmental knowledge, their level of engagement in sustainable practices before the project, and their perceptions of the project's impact. The data collected facilitated a comprehensive analysis, helping us gauge the project's effectiveness and identify areas for improvement.

- What did you learn from Extension Activities? (gain / loss)

Through extension activities, I gained valuable skills in project management, communication, and cultural sensitivity. The experience facilitated personal growth, enhanced my understanding of diverse communities, and provided a sense of fulfillment. While challenges existed, the overall gain included a broader perspective, strengthened interpersonal skills, and the satisfaction of contributing to positive change.

- How will Extension Work help you to contribute to the Society?

Through community engagement, skill development, and a focus on addressing real-world issues, extension work allows individuals to make a positive impact, promote sustainable practices, and foster social well-being. This hands-on experience enables them to apply their knowledge and skills to address societal challenges, ultimately contributing to the betterment of communities and society at large.

- What do you say about improving Extension Work: (Your Experience, views, suggestions, etc.)

Extension work is really nice. The teacher and student manager are trying their best to make everyone successful in their project. To improve extension work, focus on a community-centric approach, integrate technology, promote sustainable practices, prioritize capacity building, establish robust monitoring, and collaborate with stakeholders. Cultural sensitivity, inclusivity, empathy, and continuous learning are crucial for creating meaningful and sustainable impacts.

- Remarks & feedback for extension work with suggestions (with illustrations if any) :

My experience is very good in working with DLLE department as a DLLE student .Positive impact on community; effective community engagement; strategic resource management; overcoming language barriers; adaptability to challenges; streamlined logistical processes; cultural sensitivity training; continuous evaluation; sustainability initiatives; strong team collaboration. Suggestions: Expand initiatives to neighboring areas, explore additional outreach channels., develop multilingual materials, create a comprehensive contingency plan,strengthen sustainability efforts, and enhance team collaboration through regular activities.

Sign of Student Manager
Nausheen Salmani

Sign of Student
Wasim Khan

- Names of the College & Community Level Activities in which student has taken active participation such as: street play, group songs, poster, elocution, speech, lessons, industrial visit etc. (any other)

Sr. No.	Date	Name of the activity such as : Street Play, group songs, poster, allocation, speech lessons etc.	Topic of the activity : (Save Food, Child Labor, Environment, Pollution, women empowerment etc.)	Participation for / as: writing, directing, performing, music or singing, poster designing, painting etc.	Location/ Place of performance (College / Community)	Poster prepared Yes / No	No of Hours	Signature of the Extension Work Teacher
1	06/08/2023 to 19/01/2024	ENVIRONMENTAL EDUCATION PROJECT	INFORMATION COLLECTION, TAKING SURVEY OF 50 PERSONS	SURVEYOR	VIKROLI AND GHATKOPAR	NO	80	
2	02/08/2023 & 05/09/2023 to 12/12/2023	TRAINING PROGRAMS (1 AND 2)	-	EXTENSION STUDENT	R J COLLEGE, GHATKOPAR	-	10	
3	06/08/2023 to 31/01/2024	FESTIVAL/TALKS/SEMINAR/ EXHIBITION/ESSAY WRITING/FILM SHOWS	SOCIAL ENVIRONMENTAL, CAREER, DIET RELATED TOPICS	EXTENSION STUDENT	R J COLLEGE, GHATKOPAR	NO	20	
4	01/01/2024 to 05/01/2024	PROJECT REPORT	EPP	SURVEYOR STUDENT	R J COLLEGE, GHATKOPAR	YES	10	
		TOTAL					120	

Please give other details (if any):

● Details of the activities attended by you performed at college or community level:

Sr. No	Name of the Activity	Yes / No	Date	Place / Location	Topic / Subject	Participated as	No. of Participants	No of Hours
i	Exhibition		03/01/2024	R J COLLEGE, GHATKOPAR	CAREER OPTIONS AFTER HSC, GRADUATION	EXTENSION STUDENT	AROUND 250 SCHOOL AND COLLEGE STUDENTS	5
ii	Seminar, Talk, Speeches	YES	07/08/2023	R J COLLEGE, GHATKOPAR	"MEDITATION FOR GOOD MENTAL HEALTH" AS A PART OF GOVT OF INDIA'S INITIATIVE "HAR GHAR DHYAN"	EXTENSION STUDENT	475 STUDENTS AND 4 TEACHERS	2
iii	Visits	-	-	-	-	-	-	-
iv	Street Play	-	-	-	-	-	-	-
v	Competitions held such as Elocution, Rangoli, Poster Making, Street Play, Quiz, Debate, Essay, Craft Making, etc.	YES	30/11/2023	R J COLLEGE, GHATKOPAR	PRAKAHAR INTERCOLLEGIATE FESTIVAL	EXTENSION STUDENT	250 PLUS	10
vi	Lessons taken by students if any (for B. Ed. students)	-	-	-	-	-	-	-

vii	Interview / survey	YES	06/08/2023 to 24/11/2023	R J COLLEGE, GHATKOPAR	EEP	SURVEYOR	50	80
viii	Any other Activity	YES	25/12/2023 to 05/01/2024	R J COLLEGE, GHATKOPAR	EEP	EXTENSION STUDENT		10

Additional Information

Environment Education Project (EEP)

Interpretation and Conclusion :

Participant 1

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is Undergraduate. The gender of the individual is Female. The place of the residence of the individual is Chawl.

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

Participant 2

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is 1 - 12. The gender of the individual is Male. The place of the residence of the individual is Chawl.

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

Participant 3

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 30-45 age group. The educational level of the individual is Never studied. The gender of the individual is Female. The place of the residence of the individual is Chawl.

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

Participant 4

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is Never studied. The gender of the individual is Female. The place of the residence of the individual is Chawl.

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

Participant 5

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is 1 - 12. The gender of the individual is Male. The place of the residence of the individual is Chawl.

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

Participant 6

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is 1 - 12. The gender of the individual is Male. The place of the residence of the individual is Chawl.

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

Participant 7

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is 1 - 12. The gender of the individual is Female. The place of the residence of the individual is Chawl.

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

Participant 8

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is 1 - 12. The gender of the individual is Male. The place of the residence of the individual is Chawl.

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

Participant 9

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is Never studied. The gender of the individual is Male. The place of the residence of the individual is Chawl.

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

Participant 10

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is Undergraduate. The gender of the individual is Female. The place of the residence of the individual is Chawl.

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

Participant 11

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is Undergraduate. The gender of the individual is Female. The place of residence of the individual is Building.

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

Participant 12

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is Undergraduate. The gender of the individual is Female. The place of the residence of the individual is Chawl.

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

Participant 13

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is 1 - 12. The gender of the individual is Male. The place of the residence of the individual is Chawl.

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

Participant 14

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 1-15 age group. The educational level of the individual is 1 - 12. The gender of the individual is Male. The place of the residence of the individual is Chawl.

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

Participant 15

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 30-45 age group. The educational level of the individual is 1-12. The gender of the individual is Female. The place of the residence of the individual is Chawl.

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

Participant 16

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is Undergraduate. The gender of the individual is Male. The place of the residence of the individual is Chawl.

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

Participant 17

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is Undergraduate. The gender of the individual is Female. The place of the residence of the individual is Chawl.

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

Participant 18

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 30-45 age group. The educational level of the individual is Never studied. The gender of the individual is Male. The place of the residence of the individual is Chawl.

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

Participant 19

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is 1 - 12. The gender of the individual is Male. The place of the residence of the individual is Chawl.

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

Participant 20

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is Never studied. The gender of the individual is Female. The place of the residence of the individual is Chawl.

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

Participant 21

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is Undergraduate. The gender of the individual is Male. The place of the residence of the individual is Chawl.

The study of profile reveals that the individual is Not concerned about the environment and will take a positive initiative towards 'Saving the Environment'.

Participant 22

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 1-15 age group. The educational level of the individual is 1 - 12. The gender of the individual is Male. The place of the residence of the individual is Chawl.

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

Participant 23

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is Undergraduate. The gender of the individual is Male. The place of residence of the individual is Building.

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

Participant 24

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 30-45 age group. The educational level of the individual is Never studied. The gender of the individual is Male. The place of the residence of the individual is Chawl.

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

Participant 25

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is 1 - 12. The gender of the individual is Male. The place of the residence of the individual is Chawl.

The study of profile reveals that the individual is Not concerned about the environment and will take a positive initiative towards 'Saving the Environment'.

Participant 26

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is Undergraduate. The gender of the individual is Male. The place of the residence of the individual is Chawl.

The study of profile reveals that the individual is Not concerned about the environment and will take a positive initiative towards 'Saving the Environment'.

Participant 27

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is Undergraduate. The gender of the individual is Female. The place of the residence of the individual is Chawl.

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

Participant 28

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is 1 - 12. The gender of the individual is Male. The place of the residence of the individual is Chawl.

The study of profile reveals that the individual is Not concerned about the environment and will not take a positive initiative towards 'Saving the Environment'.

Participant 29

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is Undergraduate. The gender of the individual is Female. The place of the residence of the individual is Chawl.

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

Participant 30

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is 1 - 12. The gender of the individual is Male. The place of the residence of the individual is Chawl.

The study of profile reveals that the individual is Not concerned about the environment and will not take a positive initiative towards 'Saving the Environment'.

Participant 31

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the more than 45 age group. The educational level of the individual is Never studied. The gender of the individual is Male. The place of residence of the individual is a Bungalow.

The study of profile reveals that the individual is Not concerned about the environment and will not take a positive initiative towards 'Saving the Environment'.

Participant 32

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 30-45 age group. The educational level of the individual is Post graduate. The gender of the individual is Male. The place of residence of the individual is Building.

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

Participant 33

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is Undergraduate. The gender of the individual is Female. The place of the residence of the individual is Chawl.

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

Participant 34

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is Undergraduate. The gender of the individual is Female. The place of the residence of the individual is Chawl.

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

Participant 35

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is Undergraduate. The gender of the individual is Female. The place of residence of the individual is Building.

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

Participant 36

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 30-45 age group. The educational level of the individual is Never studied. The gender of the individual is Female. The place of the residence of the individual is Chawl.

The study of profile reveals that the individual is Not concerned about the environment and will not take a positive initiative towards 'Saving the Environment'.

Participant 37

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is Undergraduate. The gender of the individual is Female. The place of the residence of the individual is Chawl.

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

Participant 38

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the more than 45 age group. The educational level of the individual is Never studied. The gender of the individual is Female. The place of the residence of the individual is Chawl.

The study of profile reveals that the individual is Not concerned about the environment and will not take a positive initiative towards 'Saving the Environment'.

Participant 39

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is Undergraduate. The gender of the individual is Female. The place of the residence of the individual is Chawl.

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

Participant 40

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is Undergraduate. The gender of the individual is Male. The place of the residence of the individual is Chawl.

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

Participant 41

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is Undergraduate. The gender of the individual is Female. The place of the residence of the individual is Chawl.

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

Participant 42

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is Undergraduate. The gender of the individual is Male. The place of the residence of the individual is Chawl.

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

Participant 43

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is Undergraduate. The gender of the individual is Male. The place of the residence of the individual is Chawl.

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

Participant 44

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 30-45 age group. The educational level of the individual is Never studied. The gender of the individual is Male. The place of the residence of the individual is Chawl.

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

Participant 45

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 30-45 age group. The educational level of the individual is Never studied. The gender of the individual is Male. The place of the residence of the individual is Chawl.

The study of profile reveals that the individual is Not concerned about the environment and will not take a positive initiative towards 'Saving the Environment'.

Participant 46

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is 1 - 12. The gender of the individual is Female. The place of the residence of the individual is Chawl.

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

Participant 47

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 30-45 age group. The educational level of the individual is Undergraduate. The gender of the individual is Male. The place of residence of the individual is Building.

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

Participant 48

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 30-45 age group. The educational level of the individual is Undergraduate. The gender of the individual is Female. The place of the residence of the individual is Chawl.

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

Participant 49

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 16-30 age group. The educational level of the individual is Never studied. The gender of the individual is Female. The place of the residence of the individual is Chawl.

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

Participant 50

Environmental knowledge, Environmental attitude and willingness to take part in Environmental action has an incredible impact on 'Saving the Environment'. The individual belongs to the 30-45 age group. The educational level of the individual is Undergraduate. The gender of the individual is Female. The place of the residence of the individual is Chawl.

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

Essay Writing

TITLE : *Environmental Pollution and Its Effects on Human Health*

Introduction:

The environment is an intricate web of interconnected elements that sustain life on Earth. However, human activities have led to environmental pollution, posing a significant threat to the delicate balance of ecosystems. Pollution, in its various forms, adversely affects not only the environment but also human health. This essay explores the types of environmental pollution and delves into their detrimental impacts on human health.

Types of Environmental Pollution:

1. *Air Pollution:*

Air pollution is one of the most pervasive and harmful forms of environmental degradation. The release of pollutants into the air from industrial activities, vehicle emissions, and burning fossil fuels contributes to the accumulation of harmful substances such as particulate matter, nitrogen dioxide, and sulfur dioxide. Prolonged exposure to these pollutants can lead to respiratory problems, cardiovascular diseases, and even cancer. Then there are nitrogen oxides. These come from things like cars and factories. They team up with other stuff in the air and create something called ground-level ozone. This ozone isn't the good kind up high; it's the kind that can bother our lungs. It's like having a not-so-friendly cloud hanging around where we live. Sulfur dioxide is another air troublemaker. It can come from burning things like coal. When it mixes with rain, it creates acid rain. This acid rain isn't nice for our buildings, trees, or even our health. But here's the thing: we can make the air better! We can use cleaner ways to make energy, drive cars that don't cause so much pollution, and plant trees that help clean the air. It's like giving our planet a breath of fresh air.

2. *Water Pollution:*

The contamination of water bodies by industrial effluents, agricultural runoff, and improper disposal of waste poses a severe threat to aquatic ecosystems and human health. Waterborne diseases like cholera, dysentery, and gastrointestinal infections are often a consequence of consuming polluted water. Additionally, the bioaccumulation of toxins in aquatic organisms can have long-term health implications for humans higher up the food chain. One big troublemaker is chemicals from factories and farms. These chemicals sometimes sneak into rivers and lakes. When fish and other animals swim in this water, they can get sick. And when we drink water with these chemicals, it can make us feel unwell to. Another problem is when dirty stuff, like plastic or trash, ends up in the water. It not only looks bad, but it's also bad for the creatures living in the water.

Oil spills are like big accidents in the water. They happen when oil, which is supposed to stay in ships or machines, gets into the ocean. This is super bad for fish, birds, and all the ocean life. We can help keep water clean! By not throwing trash into rivers, using fewer chemicals, and being careful with oil, we can make sure the water stays a safe place for fish, animals, and us. It's like giving a helping hand to the water that gives us life.

3. *Soil Pollution:*

Soil pollution arises from the deposition of hazardous substances, including heavy metals, pesticides, and industrial waste, into the soil. This contamination adversely affects the quality of agricultural produce, leading to food safety concerns. Moreover, exposure to polluted soil can result in various health issues, including skin diseases, respiratory problems, and gastrointestinal disorders. One big problem is chemicals from farms. Farmers use things like fertilizers and pesticides to help their plants grow. When this happens, it's not good for the plants or the animals that live in the soil. Another troublemaker is when factories release icky stuff into the air. This stuff can fall back to the ground and make the soil dirty. It's like having invisible garbage that we can't see but can still hurt the ground. Heavy metals are like sneaky pollutants too. Things like lead and mercury, which can come from factories, can stick to the soil. When plants grow in this soil, they might absorb these metals, and when we eat those plants, it can be bad for us. we can keep the soil healthy! By using fewer chemicals in farming, recycling things instead of throwing them away, and being careful with what goes into the air, we can make sure the dirt stays a happy and safe place. It's like giving a big hug to the ground we walk on and making sure it stays clean and full of life. When we take care of the soil, it takes care of us too.

4. *Noise Pollution:*

Urbanization and industrialization contribute to noise pollution, which can have detrimental effects on mental and physical health. Prolonged exposure to high levels of noise has been linked to stress, hearing loss, sleep disturbances, and an increased risk of cardiovascular diseases. One big source of noise is traffic. Cars, trucks, and honking horns can make our neighborhoods sound like a busy

bee hive. Imagine trying to rest or play when there's a constant buzz in the air! Factories and machines also add to the noise. They hum and whirr, making it hard for us to hear the birds singing or our friends talking. Sometimes, this noise can be too much, making it tough for everyone around. Even our gadgets, like loud music or TV, can contribute to noise pollution. When these sounds are too high, they not only bother us but also our neighbors. Noise pollution isn't just about being annoying; it can actually make us feel stressed or have trouble sleeping. It can even affect animals, disrupting their homes and making it hard for them to communicate. We can make things quieter! By using headphones, turning down the volume, and being mindful of the noise we make, we can create a more peaceful world. It's like giving our ears and minds a break. So, let's turn down the noise, enjoy the sounds of nature, and make our world a quieter, more serene place for everyone.

Effects of Environment Pollution on Human Health:

1. *Respiratory Diseases:*

The inhalation of air pollutants like particulate matter, ozone, and carbon monoxide can cause respiratory problems such as asthma, bronchitis, and chronic obstructive pulmonary disease (COPD). Long-term exposure may lead to irreversible damage to the respiratory system, affecting the quality of life. Tiny particles, like dust, go deep into our lungs, making it tough to take in fresh air. Pollution from cars and factories can irritate our airways, especially for those with asthma or bronchitis, triggering breathing difficulties. To help our lungs, we must use cleaner energy, drive less, and plant trees, ensuring the air is friendly and our breaths are fresh.

2. *Cardiovascular Issues:*

Air pollution, especially from fine particulate matter and nitrogen dioxide, has been associated with an increased risk of cardiovascular diseases. These pollutants can enter the bloodstream, triggering inflammation and contributing to the development of heart conditions, including heart attacks and strokes. Tiny particles in the air, like dust, can enter our bodies and affect our cardiovascular system. Pollutants from cars and industries, such as ozone, contribute to heart problems. Breathing in this dirty air over time increases the risk of heart attacks and strokes. To keep our hearts healthy, we need clean air. Using cleaner energy, reducing pollution, and taking care of the environment are like giving our hearts a better chance to beat strong and steady.

3. *Cancer:*

Several environmental pollutants, such as benzene, asbestos, and certain heavy metals, are known carcinogens. Prolonged exposure to these substances increases the risk of developing various cancers, including lung, bladder, and liver cancer. Harmful substances, like chemicals and pollutants, can be inhaled or absorbed, leading to cell damage and cancer development. Keeping our

surroundings clean, reducing pollution, and making healthy choices contribute to lowering the chances of cancer caused by environmental factors.

4. *Waterborne Diseases:*

Contaminated water sources are breeding grounds for waterborne diseases like cholera, typhoid, and dysentery. Poor sanitation and inadequate access to clean water exacerbate the prevalence of these diseases, particularly in developing regions. Dirty water from pollution can bring waterborne diseases. Germs and harmful stuff in the polluted water make us sick when we drink it. Keeping our water clean, without pollution, is crucial to staying healthy and preventing illnesses like cholera and typhoid.

5. *Impaired Immune System:*

Exposure to environmental pollutants can weaken the immune system, making individuals more susceptible to infections and illnesses. This compromised immunity can hinder the body's ability to fight off diseases, leading to an increased vulnerability to various health issues.

Conclusion:

Environmental pollution poses a grave threat to both the natural world and human well-being. The interconnectedness of ecosystems means that pollution transcends geographical boundaries, affecting communities globally. It is imperative to adopt sustainable practices, stringent environmental regulations, and technological advancements to mitigate pollution and safeguard human health. By acknowledging the intricate relationship between environmental health and human health, society can work towards a harmonious coexistence with the planet, ensuring a healthier and sustainable future.

- Please attach photographs of your participation in extension work activities. (Optional)

ACTIVITY RELATED HOURS (WORK) TABLE**Table B1****ENVIRONMENT EDUCATION (EE)****College Level (50 Hrs.)**

Sr. No.	Date	Topic	Activity / Other Information	Hours	Outcome
1	15/07/2023 to 24/08/2023	Learning Methodology of Research	Library Work	10	Development of research aptitude
2	25/08/2023 to 07/09/2023	Understand need of Research in the Local Area	Observation	10	Study of local area's environmental problems
3	10/09/2023 to 24/12/2023	Define problem Statement	Discussion/ Observation	10	EEP Survey was prepared and conducted
4	25/12/2023 to 24/01/2024	Analysis & Interpretation of data	Class Work	10	Development of research aptitude and soft skills
5	24/01/2023 to 24/02/2024	Preparation of Research Analysis and report	Library Work	10	Development of writing skill and soft skills
Total				50	

Community Level (50 hrs.)

Sr. No.	Date	Activity	Location	Hours	Outcome
1	16/08/2023 to 24/01/2024	Build Rapport with the Community	Surrounding areas of college and residence	10	Satisfaction for doing social service
2	29/08/2023 to 24/12/2023	Data Collection	Surrounding areas of college and residence	30	Development of soft skills and communication skill
3	27/01/2024	Research Presentation	R J College, Ghatkopar	10	Development of soft skills and presentation skill
Total				50	

THE EXTENSION DIMENSION (Reach to Unreached)

To facilitate the sensitization of the student to the socio-cultural realities, the Department offers for the student, extension work projects encompassing social issues. The student is awarded Ten Additional Marks at the final exam for projects on completion of 120 hours of work and the submission of a project report which are undertaken by degree college students. At present our DLLE extension activities are being conducted on regular basis in annual program of nearly 300 colleges with 500 degree college Extension Work teachers and 30,000 college students on an average Extension Work Students involved in Six 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.

These six types of Extension Work Projects are 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]

II. Community Oriented Projects

1. Population Education Club (PEC)
2. Survey of Women's Status (SWS)
3. National Institute of Open Schooling (NIOS)

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.

Training

The Department systematizes intensive training programs for the Teachers from the associated participating colleges both Degree and B. Ed colleges. More than 500 Degree and B. Ed. Teachers and nearly 750 Student Managers are trained and motivated every year to carry out the extension work projects in the colleges and to benefit the community.

Every year the Department organizes an evaluation process through arranging an Annual Extension Work Festival. 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.

Summary of participation of students and colleges in Extension Work

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	192	31	06	11	07	10	257	24,995
2018-19	208	40	07	09	08	11	283	29,112
2019-20	230	30	15	08	06	16	305	32,98

								0
2020-21	161	15	09	06	05	10	206	17,163
2021-22	203	21	12	09	06	15	266	21,335

M. A. and Ph. D. in RURAL DEVELOPMENT:

These full time teaching programmes are conducted by the Department. The intake capacity for M. A. is 40 students. The courses are full of various academic activities such as seminars, power-point presentations, open book assignments, paper presentations, research guidance, book reviews and field visits.

Department of Lifelong Learning & Extension

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