

University of Mumbai

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विद्याविषयक प्राधिकरणे
सभा आणि सेवा विभाग (ए.ए.एम.एस)
रूम नं. १२८ एम.जी.रोड, फोर्ट,
मुंबई - ४०० ०३२
टेलिफोन नं. - ०२२ - ६८३२००३३

(नॅक पुनर्मूल्यांकनाद्वारे ३.६५ (सी.जी.पी.ए.) सह अ++ श्रेणी
विद्यापीठ अनुदान आयोगाद्वारे श्रेणी १ विद्यापीठ दर्जा)


क्र.वि.प्रा.स.से./आयसीडी/२०२५-२६/३७

दिनांक : २७ मे, २०२५

परिपत्रक:-

सर्व प्राचार्य/संचालक, संलग्नित महाविद्यालये/संस्था, विद्यापीठ शैक्षणिक विभागांचे संचालक/ विभाग प्रमुख यांना कळविण्यात येते की, राष्ट्रीय शैक्षणिक धोरण २०२० च्या अमंलबजावणीच्या अनुषंगाने शैक्षणिक वर्ष २०२५-२६ पासून पदवी व पदव्युत्तर अभ्यासक्रम विद्यापरिषदेच्या दिनांक २८ मार्च २०२५ व २० मे, २०२५ च्या बैठकीमध्ये मंजूर झालेले सर्व अभ्यासक्रम मुंबई विद्यापीठाच्या www.mu.ac.in या संकेत स्थळावर NEP २०२० या टॅब वर उपलब्ध करण्यात आलेले आहेत.

मुंबई - ४०० ०३२
२७ मे, २०२५


(डॉ. प्रसाद कारंडे)
कुलसचिव

Copy forwarded for information and necessary action to :-	
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7	The Deputy Registrar, PRO, Fort, (Publication Section), Pro@mu.ac.in
8	The Deputy Registrar, Executive Authorities Section (EA) eau120@fort.mu.ac.in He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular.
9	The Deputy Registrar, Research Administration & Promotion Cell (RAPC), rapc@mu.ac.in
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5	P.A to Finance & Account Officers, (F & A.O), camu@accounts.mu.ac.in

To,

1	The Chairman, Board of Deans pvc@fort.mu.ac.in
2	<p>Faculty of Humanities,</p> <p>Offg. Dean</p> <p>1. Prof.Anil Singh Dranilsingh129@gmail.com</p> <p>Offg. Associate Dean</p> <p>2. Prof.Manisha Karne mkarne@economics.mu.ac.in</p> <p>3. Dr.Suchitra Naik Naiksuchitra27@gmail.com</p> <p>Faculty of Commerce & Management,</p> <p>Offg. Dean,</p> <p>1 Prin.Ravindra Bambardekar principal@model-college.edu.in</p> <p>Offg. Associate Dean</p> <p>2. Dr.Kavita Laghate kavitalaghate@jbims.mu.ac.in</p> <p>3. Dr.Ravikant Balkrishna Sangurde Ravikant.s.@somaiya.edu</p> <p>4. Prin.Kishori Bhagat kishoribhagat@rediffmail.com</p>

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As Per NEP 2020

University of Mumbai



Syllabus for Major Vertical – 1 & 4

Name of the Programme – B.A. (Extension Work)		
Faculty of Humanities		
Board of Studies in Extension Work		
U.G. Second Year Programme	Exit Degree	U.G. Diploma in Extension Work
Semester		III & IV
From the Academic Year		2025-26

University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars
1	Title of program O: _____	B.A. (Extension Work)
2	Exit Degree	U.G. Diploma in Extension Work
3	Scheme of Examination R: _____	NEP 40% Internal 60% External, Semester End Examination Individual Passing in Internal and External Examination
4	Standards of Passing R: _____	40%
5	Credit Structure Sem III – R. HMU-515C Sem IV – R. HMU-515D	Attached herewith
6	Semesters	Sem. III & IV
7	Program Academic Level	5.00
8	Pattern	Semester
9	Status	New
10	To be implemented from Academic Year	2025-26

Sd/-

Sign of the BOS
Coordinator,
Dr. Kunal Jadhav,
Board of Studies in
Extension work

Sd/-

Sign of the Offg.
Associate Dean,
Dr. Suchitra Naik
Faculty of
Humanities

Sd/-

Sign of the Offg.
Associate Dean,
Dr. Manisha Karne
Faculty of
Humanities

Sd/-

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

Under Graduate Diploma in Extension Work

Credit Structure (Sem. III & IV)

R. HMU-515C											
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC,RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.	
		Mandatory	Electives								
5.0	lii	8		4	2	VSC:2, Health Care I (2 Credits)	AEC:2	FP: 2 CC:2	22	UG Diploma 88	
	R. HMU-515D										
	IV	8		4	2	SEC:2 E-Writing Skills (2 Credits)	AEC:2	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											

[Abbreviation - OE – Open Electives, VSC – Vocation Skill Course, SEC – Skill Enhancement Course, (VSEC), AEC – Ability Enhancement Course, VEC – Value Education Course, IKS – Indian Knowledge System, OJT – on Job Training, FP – Field Project, CEP – Community Engagement Project, CC – Co-Curricular, RP – Research Project]

Sem. - III

Vertical – 1 Major

Syllabus
B.A. (Extension Work)
(Sem.- III)

Title of Paper 1: Value Education and Longevity

Sr. No.	Heading	Particulars
1	Description the Course:	<p>The course "Value Education and Longevity" typically focuses on the integration of moral, ethical, and philosophical concepts with principles and practices aimed at enhancing health, well-being, and lifespan.</p> <p>The course is essential as it integrates moral and ethical values with principles of healthy living, promoting a holistic approach to life. It helps individuals develop a meaningful existence while enhancing their physical, mental, and social well-being for a longer, healthier life.</p> <p>By integrating value-based education with principles of longevity, individuals can lead a healthier, more fulfilling, and socially responsible life. This course not only benefits personal well-being but also contributes to the welfare of society. The course provides guidance on handling stress and social pressures. It encourages stress management through meditation, mindfulness, and positive habits.</p>
2	Vertical:	Major
3	Type:	Theory / Practical
4	Credit:	4 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted:	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To foster a strong foundation in universal human values such as honesty, compassion, and responsibility. 2. To promote respect for diversity, inclusivity, and social harmony. 3. To educate individuals on the importance of a balanced diet, exercise, and healthy lifestyle choices. 4. To encourage continuous self-improvement and skill development. 5. To encourage self-discipline, simplicity, and contentment for long-term well-being.
8	Course Outcomes:	<p>Students are expected to:</p> <ol style="list-style-type: none"> 1. respect universal human values and understand the responsibility as ideal citizen. 2. acknowledge the wellbeing in diversity and respect social harmony. 3. follow balanced diet, exercise and perform healthy lifestyle. 4. demonstrate self-improvement and skill development. 5. Integrate self-discipline, simplicity, and contentment for long-term well-being.

9	Modules:-	
	Module 1: Introduction to Value Education (15 Lectures)	
	<ul style="list-style-type: none"> a) Definition and Importance: Understanding values and its significance in present world. b) Objectives of Value Education: Harmony, happiness, and holistic development. c) Personal Development: Self-awareness, emotional intelligence, and continuous growth d) Types & Sources of Values: Moral, ethical, spiritual, cultural, and universal values e) Application of Values: Real-life scenarios (tackling corruption, crime, etc.) f) Social Media Ethics and Digital Values in Modern Life 	
	Module 2: Philosophical Foundations of Longevity (15 Lectures)	
	<ul style="list-style-type: none"> a) Concept of Longevity: Understanding lifespan and factors influencing it. b) Historical Perspectives on Longevity: Insights from ancient practices to modern science. c) Physical, Emotional, and Social Well-being: Practices for emotional and spiritual health. d) Eastern & Western Philosophies: Practices from Yoga, Ayurveda, Meditation, mindfulness, and relaxation techniques for longevity. 	
	Module 3. Lifestyle and Longevity (15 Lectures)	
<ul style="list-style-type: none"> a) Diet and Nutrition: Role of ethical eating and natural diets. b) Sleep and Recovery: Value of rest and rejuvenation. Stress Management & Spirituality c) Sustainability as a Value: Relationship between ecological balance and long-term health. d) Longevity and Values: Communication, trust, and mutual respect. Social connectedness for long and meaningful life. 		
Module 4: The Science of Longevity (15 Lectures)		
<ul style="list-style-type: none"> a) Biological Factors: Genetics, aging, and health maintenance. b) Workshops and Activities: Group discussions, meditation sessions, and fitness routines. c) Modern Challenges: Consumerism, stress, and technology overload. d) Future Trends in Longevity: Advances in science, Role of modern medicine and biotechnology and their ethical implications. 		
10	Text Books: NA	
11	Reference Books:	
	<ul style="list-style-type: none"> a) Values Education and Lifelong Learning, by David N. Aspin and Judith D. Chapman b) Outlive: The Science and Art of Longevity, by Dr. Peter Attia c) Living Values Education Activities for Young Adults, by Diane G. Tillman d) A Course in Morals, Values and Life Skills, by Stalin Malhotra e) The Well-Lived Life by Dr. Gladys Mc Garey 	
12	Internal Continuous Assessment: 40%	External, Semester End Examination 60%
		Individual Passing in Internal and External Examination
13	Continuous Evaluation through:	
	<ul style="list-style-type: none"> • Classroom Participation: 10 Marks • Class Test: 10 Marks • Presentation: 10 Marks • Assignment: 10 Marks 	

Syllabus
B.A. (Extension Work)
(Sem.- III)

Title of Paper 2: Stakeholders to Extension Work

Sr. No.	Heading	Particulars
1	Description the Course:	<p>Extension work plays a crucial role in transferring knowledge, skills, and innovations to communities, especially in areas such as agriculture, health, education, and rural development. The success of extension programs depends on the involvement and collaboration of multiple stakeholders, including government agencies, NGOs, research institutions, private organizations, and local communities.</p> <p>The course "Stakeholders to Extension Work" explores the various actors involved in extension activities, their roles, responsibilities, and the dynamics of their interaction. It provides insights into stakeholder engagement strategies, partnership building, and participatory approaches to enhance the effectiveness of extension programs.</p> <p>This course is essential for extension professionals, policymakers, researchers, and community leaders aiming to improve the efficiency and impact of extension initiatives through strategic stakeholder engagement.</p>
2	Vertical:	Major
3	Type:	Theory / Practical
4	Credit:	4 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted:	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives:	<ul style="list-style-type: none"> a) To guide participants about identification of stakeholders in Extension Work b) To guide about the roles and responsibilities of stakeholders c) To practice the skills of Stakeholder Engagement and Management d) To equip Learners with Stakeholder Mapping and Analysis Techniques e) To promote Community Participation in Extension Work f) To encourage sustainable and inclusive extension practices
8	Course Outcomes:	<p>Students are expected to:</p> <ul style="list-style-type: none"> a) identify and classify Stakeholders in Extension Work b) understand the roles and responsibilities of Stakeholders. c) develop skills in Stakeholder Engagement and Management d) enhance Multi-Stakeholder Collaboration and Partnerships e) improve Monitoring and Evaluation of Stakeholder Contributions f) improve community participation in extension work. g) Perform sustainable and inclusive extension practices.

9	Modules: -	
	Module 1: Stakeholder Identification and Classification (15 Lectures)	
	a) Definition of Extension Work & Stakeholders and their importance. b) Types of Stakeholders: <ul style="list-style-type: none"> ○ Primary Stakeholders: Farmers, suppliers, rural communities, teachers, trainers, health workers and beneficiaries. ○ Secondary Stakeholders: Extension agents, NGOs, and government agencies. ○ Tertiary Stakeholders: Policymakers, academic institutions, and financial bodies. 	
	Module 2: Roles and Responsibilities of Stakeholders (15 Lectures)	
	a) Farmers and Community Members: Active participants and co-creators of knowledge. b) Government Bodies: Policy-making, funding, and institutional support. c) NGOs: Grassroots advocacy and technical assistance. d) Academic Institutions: Scientific expertise, knowledge transfer, and innovation. e) Private Sector: Role in technology dissemination, funding, and market linkages.	
	Module 3. Stakeholder Engagement Strategies (15 Lectures)	
	a) Communication Methods: Participatory approaches, mass media, and digital tools. b) Capacity Building: Training programs, workshops, and field demonstrations. c) Conflict Resolution: Managing disputes and fostering cooperation. d) Stakeholder Management: Steps and Benefits.	
	Module 4: Challenges and Future Trends in Stakeholder Engagement (15 Lectures)	
	a) Barriers to Participation: Social, economic, commitment and cultural challenges. b) Resource Constraints: Financial, human, and technological limitations c) Digital Extension Services: Role of ICT in connecting stakeholders. d) Public-Private Partnerships (PPPs): Expanding collaboration opportunities.	
10	Text Books: NA	
11	Reference Books: <ol style="list-style-type: none"> 1. Strategic Management: A Stakeholder Approach- <i>by</i> R. Edward Freeman. 2. Stakeholder Theory: Essential Readings in Ethical Leadership & Management: Bidhan L. 3. Stakeholder Theory and Organizational Ethics, <i>by</i> Robert Phillips. 4. The Cambridge Handbook of Stakeholder Theory <i>by</i> Jeffrey S. Harrison. 	
12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
13	Continuous Evaluation through: <ul style="list-style-type: none"> • Classroom Participation: 10 Marks • Class Test: 10 Marks • Presentation: 10 Marks • Assignment: 10 Marks 	

Sem. - IV

Vertical – 1 Major

Syllabus
B.A. (Extension Work)
(Sem.- IV)

Title of Paper 1: Community Development Programs

Sr. No.	Heading	Particulars
1	Description the Course:	<p>Community Development Programs (CDPs) are structured initiatives designed to enhance the well-being and livelihoods of people in a community. These programs focus on empowering individuals, strengthening local institutions, and fostering sustainable social and economic growth.</p> <p>They play a vital role in fostering sustainable social, economic, and environmental development at the grassroots level. These programs aim to empower communities by improving their access to resources, strengthening local institutions, and promoting active participation in decision-making processes.</p> <p>This course provides an in-depth understanding of the theories, principles, and practices of community development. It explores various models, strategies, and real-world applications to equip participants with the necessary skills to initiate, implement, and manage effective community programs.</p>
2	Vertical:	Major
3	Type:	Theory / Practical
4	Credit:	4 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted:	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives:	<ul style="list-style-type: none"> a) To guide participants about core principles and significance of community development. b) To guide about the stakeholders and their roles in development programs c) To practice the practical approaches to community engagement and participation. d) To equip Learners with initiatives for community development programs. e) To explore case studies of successful development programs worldwide.
8	Course Outcomes:	<p>Students are expected to:</p> <ul style="list-style-type: none"> a) understand the core principles and significance of community development. b) identify key stakeholders and their roles in development programs. c) learn practical approaches to community engagement and participation. d) design, implement, and evaluate community-based initiatives. e) identify case studies of successful development programs worldwide.

9	Modules: -	
	Module 1: Introduction to Community Development (15 Lectures)	
	a) Understanding Communities: Types, structures, and dynamics b) Principles and Approaches: Participatory development, empowerment, and sustainability. c) Community Assessment: Tools and techniques for needs analysis d) Social Capital and Network Building: Strengthening community bonds. e) Ethics in Community Development: Rights-based approaches.	
	Module 2: Designing and implementing Community Development Programs (15 Lectures)	
	a) Program Planning and Frameworks: Steps for creating effective programs aligning with community needs and goals. b) Resource Mobilization: Identifying and securing funding, materials, and human resources. Identifying challenges and mitigating risks. Leadership Development. c) Stakeholder Engagement: Building partnerships and collaborations. d) Capacity Building and Training: Skills development for community members and leaders. Role of ICT tools for communication, training, and program execution.	
	Module 3. Key Areas of Focus in Community Development Programs (15 Lectures)	
a) Sustainable Development Goals (SDGs): Local implementation b) Health and Sanitation: Health awareness campaigns and disease prevention. c) Livelihood and Economic Development: Micro-enterprises and skill development d) Gender Equality and Social Inclusion: Promoting equity and reducing discrimination. e) Environment Conservation: Renewable energy, waste management, and climate resilience.		
Module 4: Challenges, Impact Assessment and Future Directions in Community Development (15 Lectures)		
a) Common Barriers: Resistance to change, resource constraints, and cultural differences. b) Role of Government: Policies, funding, and oversight for community programs. c) Case Studies: Successful community development initiatives d) Innovation in Community Development: Social entrepreneurship e) Policy Framework: Government schemes and implementation f) Future Trends: online tools for community engagement, climate change, and community resilience		
10	Text Books: NA	
11	Reference Books:	
	1. An Introduction to Community Development by Rhonda Phillips and Robert H. Pittman 2. The Abundant Community by John McKnight and Peter Block 3. Strategies of Community Intervention by Jack Rothman 4. A Guide to Careers in Community Development by Paul C. Brophy and Alice S.	
12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
13	Continuous Evaluation through:	
	<ul style="list-style-type: none"> • Classroom Participation: 10 Marks • Class Test: 10 Marks • Presentation: 10 Marks • Assignment: 10 Marks 	

Syllabus
B.A. (Extension Work)
(Sem.- IV)

Title of Paper 2: Assessment of Extension Work

Sr. No.	Heading	Particulars
1	Description the Course:	<p>Extension work plays a crucial role in disseminating knowledge, improving livelihoods, and fostering sustainable development in various sectors, including agriculture, health, and education. Assessing extension work ensures that programs are effective, relevant, and impactful for the target communities. This course provides a systematic approach to evaluating extension efforts, helping professionals enhance program outcomes and stakeholder engagement.</p> <p>This course introduces the principles, methods, and tools for assessing extension programs. Participants will explore key assessment techniques, learn how to measure program effectiveness, and develop strategies for continuous improvement in extension work.</p> <p>This course is ideal for extension workers, development practitioners, government officials, NGO professionals, researchers, and students interested in designing and evaluating extension programs effectively.</p>
2	Vertical:	Major
3	Type:	Theory / Practical
4	Credit:	4 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted:	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives:	<ul style="list-style-type: none"> a) To guide participants about importance of assessment in extension work. b) To guide about the key performance indicators (KPIs) for evaluating extension programs. c) To study qualitative and quantitative methods to assess program impact. d) To equip learners with approaches to engage stakeholders in the assessment process. e) To inform the strategies for improving extension services based on evaluation results.
8	Course Outcomes:	<p>Students are expected to:</p> <ul style="list-style-type: none"> a) understand the importance of assessment in extension work. b) identify key performance indicators (KPIs) for evaluating extension programs. c) apply qualitative and quantitative methods to assess program impact. d) utilize participatory approaches to engage stakeholders in the assessment process. e) explore strategies for improving extension services based on evaluation results.

<p>9</p>	<p>Modules: -</p> <p>Module 1: Introduction to Extension Work Assessment (15 Lectures)</p> <p>a) Definition and Importance of Assessment: Understanding the purpose of evaluating extension programs.</p> <p>b) Objectives of Assessment: Accountability, improvement, and decision-making.</p> <p>c) Scope of Assessment: Inputs, processes, outputs, outcomes, and impact.</p> <p>d) Planning an Assessment: Objectives, participants, limitations, budget and boundaries</p> <p>Module 2: Indicators of Extension Work Effectiveness (15 Lectures)</p> <p>a) Input Indicators: Resource availability, funding, and staffing.</p> <p>b) Process Indicators: Quality of implementation, adherence to plans, participation levels.</p> <p>c) Output Indicators: Training sessions conducted, resources, and outreach achieved.</p> <p>d) Outcome Indicators: Changes in knowledge, attitudes, skills, and practices (KASP).</p> <p>e) Impact Indicators: Long-term improvements in livelihoods and productivity.</p> <p>Module 3. Methods and Tools for Assessment (15 Lectures)</p> <p>a) Quantitative Methods: Surveys and Questionnaires, Statistical Analysis and Metrics, Cost-Benefit Analysis</p> <p>b) Qualitative Methods: Focus Group Discussions, Key Informant Interviews, Case Studies and Narratives.</p> <p>Module 4: Challenges and Future trends in Assessing Extension Work (15 Lectures)</p> <p>a) Common Barriers: Limited resources, access to data, and stakeholder resistance.</p> <p>b) Dynamic Environments: Evaluating programs in changing socio- economic conditions.</p> <p>c) Real-Time Monitoring: Leveraging digital tools for continuous evaluation.</p> <p>d) Big Data and AI in Assessment: Using advanced analytics for deeper insights.</p> <p>e) Global Standards: Aligning assessments with international frameworks (e.g., SDGs).</p>	
<p>10</p>	<p>Text Books: NA</p>	
<p>11</p>	<p>Reference Books:</p> <ol style="list-style-type: none"> 1. Improving Agricultural Extension: A Reference Manual by Burton E. Swanson. 2. Evaluation and Impact Assessment of Extension Programs by Arushi Shekhawat. 3. Agricultural Extension: A Reference Manual by Addison H. Maunder 4. What Every Extension Worker Should Know by Meena K. Suvedi 	
<p>12</p>	<p>Internal Continuous Assessment: 40%</p>	<p>External, Semester End Examination 60% Individual Passing in Internal and External Examination</p>
<p>13</p>	<p>Continuous Evaluation through:</p> <ul style="list-style-type: none"> • Classroom Participation: 10 Marks • Class Test: 10 Marks • Presentation: 10 Marks • Assignment: 10 Marks 	

QUESTION PAPER PATTERN

(External)

Format of Question Paper: for the final examination (Semester End Examination): 60 Marks

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

Vertical - 4

VSC

Syllabus
B. A. (Extension Work)
(Sem.- III)

Title of Paper: Health Care I

Sr. No.	Heading	Particulars
1	Description the Course:	Health Care is a critical skill that empowers individuals to understand personal and community health, preventive measures, and basic medical awareness. This course aims to provide students with essential knowledge about health maintenance, first aid, common diseases, and holistic approaches to well-being. By understanding fundamental health principles, students can make informed decisions about their personal health and contribute to community health awareness. By the end of this course, students will have a strong understanding of the healthcare landscape and be equipped with the knowledge necessary to make informed decisions about health, whether for personal well-being or professional pursuits in the medical field.
2	Vertical:	VSC (Vocational Skill Course)
3	Type:	Theory / Practical
4	Credit:	2 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	<p>The objectives of the "Health Care" course are designed to equip students with essential health knowledge and practical skills:</p> <ol style="list-style-type: none"> 1. To provide comprehensive understanding of basic health principles and preventive healthcare. 2. To develop awareness about common diseases, their symptoms, and basic management strategies. 3. To introduce students to first aid techniques and emergency response skills. 4. To explore holistic health approaches including yoga and traditional medical systems like Ayurveda. 5. To encourage proactive health management and community health awareness.
8	Course Outcomes:	<p>After studying the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of basic health principles and preventive healthcare strategies. 2. Recognize and respond to common health conditions and emergencies. 3. Apply basic first aid techniques in various scenarios. 4. Understand the significance of holistic health approaches like yoga and Ayurveda. 5. Develop skills for personal and community health management.

9	<p>Modules:-</p> <p>Module 1: FOUNDATIONS OF HEALTH CARE (15 Lectures)</p> <p>1. Introduction to Health Care</p> <ul style="list-style-type: none"> • Definition of health • Importance of personal and community health • Preventive healthcare strategies <p>2. First Aid and Emergency Management</p> <ul style="list-style-type: none"> • Basic first aid techniques • Emergency response skills • Handling common injuries and medical emergencies <p>Module 2: HOLISTIC HEALTH AND DISEASE AWARENESS (15 Lectures)</p> <p>1. Common Diseases and Health Conditions</p> <ul style="list-style-type: none"> • Overview of prevalent diseases (any 5 common diseases) • Symptoms and basic management • Importance of early detection <p>2. Holistic Health Approaches</p> <ul style="list-style-type: none"> • Introduction to Yoga and its health benefits • Fundamentals of Ayurveda • Integrative health approaches 	
10	<p>Reference Books:</p> <ul style="list-style-type: none"> • Hewett Brumberg, E. K., Douma, M. J., Alibertis, K., Charlton, N. P., Goldman, M. P., Harper-Kirksey, K., ... & American Heart Association and American Red Cross. (2024). 2024 American Heart Association and American Red Cross Guidelines for First Aid. <i>Circulation</i>, 150(24), e519-e579. • Kasper, D., Fauci, A., Hauser, S., Longo, D., Jameson, J., & Loscalzo, J. (2015). <i>Harrison's principles of internal medicine</i>, 19e (Vol. 1, No. 2). New York, NY, USA:: Mcgraw-hill. • Khalsa, S. B., Cohen, L., McCall, T., Telles, S., & Cramer, H. (2024). <i>The principles and practice of yoga in health care</i>. Jessica Kingsley Publishers. • Lad, V. (1984). <i>Ayurveda: The science of self-healing: A practical guide</i>. Lotus press. • Mercier, P. (2000). <i>Chakras: Balance Your Body's Energy for Health and Harmony</i>. Sterling Publishing Company, Inc.. • Ralston, S. H., Penman, I. D., Strachan, M. W., & Hobson, R. (Eds.). (2018). <i>Davidson's Principles and Practice of Medicine E-Book: Davidson's Principles and Practice of Medicine E-Book</i>. Elsevier Health Sciences. • Walker, B. R., & Colledge, N. R. (2013). <i>Davidson's principles and practice of medicine e-book</i>. Elsevier Health Sciences. 	
11	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
12	<p>Continuous Evaluation through: (Internal)</p> <ul style="list-style-type: none"> • Class Test / Assignment: 10 Marks • Presentation: 05 Marks • Classroom Participation: 05 Marks 	

QUESTION PAPER PATTERN

(External)

Format of Question Paper: for the final examination (Semester End Examination): 30 Marks

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

SEC

Syllabus
B. A. (Extension Work)
(Sem.- IV)

Title of Paper: E-Writing Skills

Sr. No.	Heading	Particulars
1	Description the Course:	E-writing skills are crucial in the digital age, enabling effective communication across various online platforms. This course provides a comprehensive understanding of digital writing, emphasizing the nuances of online communication, language use, and digital content creation. Students will learn to craft compelling content across different digital mediums, understanding the unique requirements of e-writing in various contexts. This course on 'E-Writing Skills' is designed to help individuals develop the necessary skills to craft engaging, professional, and impactful digital content. Additionally, the course will address common pitfalls in online writing and strategies to enhance readability and persuasiveness. By this course, participants will be equipped with the knowledge and confidence to communicate effectively in the digital world, whether for professional, academic, or personal purposes.
2	Vertical :	SEC (Skill Enhancement Course)
3	Type :	Theory / Practical
4	Credit:	2 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	The objectives of the "E-writing Skills" course are designed to enhance digital writing capabilities: <ol style="list-style-type: none"> 1. To develop comprehensive understanding of e-writing and its significance in digital communication. 2. To enhance writing skills specific to digital platforms and various online content formats. 3. To explore the importance of language, including vernacular languages, in digital writing. 4. To introduce techniques for effective digital content creation and communication. 5. To develop critical skills in adapting writing styles for different digital platforms.
8	Course Outcomes:	After studying the course, students will be able to: <ol style="list-style-type: none"> 1. demonstrate proficiency in e-writing across various digital platforms. 2. understand the significance of language in digital communication. 3. create effective content for different online mediums. 4. utilize vernacular languages in digital writing effectively. 5. apply digital writing techniques and best practices.

9	<p>Modules:-</p> <p>Module 1: Foundations of E-Writing (15 Lectures)</p> <p>1. Introduction to E-writing</p> <ul style="list-style-type: none"> • Definition and concept of e-writing • Importance of digital writing skills • Evolution of writing in the digital age <p>2. Language and Writing Skills</p> <ul style="list-style-type: none"> • Importance of language in digital communication • Writing for different digital platforms • Vernacular language in digital writing <p>Module 2: Digital Content Creation (15 Lectures)</p> <p>1. E-writing Techniques</p> <ul style="list-style-type: none"> • Content creation for websites • Blog writing • Social media content writing • Email and professional communication <p>2. Advanced E-writing Skills</p> <ul style="list-style-type: none"> • Adapting writing for different digital platforms • SEO writing techniques (Search Engine Optimization) • Multimedia content integration 	
10	<p>Reference Books:</p> <ol style="list-style-type: none"> 1. Rife, M. C. (2013). <i>Invention, copyright, and digital writing</i>. SIU Press. 2. Skains, R. L. (2019). Teaching digital fiction: integrating experimental writing and current technologies. <i>Palgrave Communications</i>, 5(1). 3. Park, S., & Baron, N. S. (2017). Experiences of writing on smartphones, laptops and paper in the digital age. In <i>Smartphone cultures</i> (pp. 150-162). Routledge. 4. Halvorson, K., & Rach, M. (2012). <i>Content strategy for the web</i>. New Riders. 5. Felder, L. (2011). <i>Writing for the web: Creating compelling web content using words, pictures, and sound</i>. Que Publishing. 6. Garrand, T. (2020). <i>Writing for multimedia and the Web: a practical guide to content development for interactive media</i>. Routledge. 7. Mill, D. (2005). <i>Content is king: writing and editing online</i>. Routledge. 8. Warschauer, M. (2007). Technology and writing. <i>International handbook of English language teaching</i>, 907-917. 9. Campbell, K. (2004). <i>Effective writing for e-learning environments</i>. IGI Global. 10. Sharma, P. (2021). Online Writer and the New Age Popular. In <i>Indian Popular Fiction</i> (pp. 222-236). Routledge. 	
11	<p>Internal Continuous Assessment: 40%</p>	<p>External, Semester End Examination 60%</p> <p>Individual Passing in Internal and External Examination</p>
12	<p>Continuous Evaluation through: (Internal)</p> <ul style="list-style-type: none"> • Class Test / Assignment: 10 Marks • Presentation: 05 Marks • Classroom Participation: 05 Marks 	

QUESTION PAPER PATTERN (External)

Format of Question Paper: for the final examination (Semester End Examination): 30 Marks

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

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)	-	Ab (Absent)	0

Sd/-

**Sign of the BOS
Coordinator,
Dr. Kunal Jadhav,
Board of Studies in
Extension work**

Sd/-

**Sign of the Offg.
Associate Dean,
Dr. Suchitra Naik
Faculty of Humanities**

Sd/-

**Sign of the Offg.
Associate Dean,
Dr. Manisha Karne
Faculty of Humanities**

Sd/-

**Sign of the Offg.
Dean,
Prof. Dr. Anil Singh
Faculty of Humaniti**