

MAHVIR MAHAVIDYALAYA, KOLHAPUR

(Autonomous)

New Syllabus For

Bachelor of Arts B. A. in MARATHI

UNDER

Faculty of Humanities

B. A. Part - II (Semester III and IV)

STRUCTURE AND SYLLABUS IN ACCORDANCE WITH

NATIONAL EDUCATION POLICY - 2020

HAVING CHOICE BASED CREDIT SYSTEM

WITH MULTIPLE ENTRY AND MULTIPLE EXIT OPTIONS

(TO BE IMPLEMENTED FROM ACADEMIC YEAR 2025-26 ONWARDS)

INDEX

Sr. No.	CONTENT	Page No
1	PREAMBLE	03
2	PROGRAMME LEARNING OUTCOMES (PO)	03
3	DURATION	03
4	ELIGIBILITY FOR ADMISSION	03
5	MEDIUM OF INSTRUCTION	03
6	EXAMINATION PATTERN (Annexur-I)	03
7	SCHEME OF TEACHING AND EXAMINATION	04
8	STRUCTURE OF PROGRAMME (Annexur-II)	04
9	COURSE CODE TABLE	05
10	EQUIVALENCE OF THE PAPERS	07
11	DETERMINATION OF CGPA, GRADING AND DECLARATION OF RESULTS	07
12	NATURE OF QUESTION PAPER AND SCHEME OF MARKING	09
13	SYLLABUS	10

1. PREAMBLE: (□□□□□□□□□□)

भाषा-साहित्याचे अध्ययन हे पायाभूत घटक आहे. पदवी पातळीवरील विद्यार्थ्यांना वाङ्मयविद्येचे ज्ञान देणे तसेच भाषिक कौशल्यांमध्ये पारंगत करणे हे भाषा-साहित्य अध्ययन अध्यापनाचा महत्त्वाचा उद्देश आहे. मराठी भाषा ही जगातील एक महत्त्वाची भाषा आहे. आठ शतकाहून अधिक काळची समृद्ध वाङ्मयीन परंपरा मराठीस लाभली आहे. त्यामुळे मराठी भाषा व वाङ्मयीन परंपरेचे ज्ञान देणे तसेच आधुनिक काळात उपयोजित भाषिक कौशल्यांचा झालेला विस्तार लक्षात घेता रोजगाराभिमुख अभ्यासक्रमांची अंमलबजावणी करून विद्यार्थ्यांमधील भाषिक क्षमतांचा विकास करणे हे भाषासाहित्य अभ्यासाचे उद्दिष्ट आहे. स्वरूपाचे ज्ञान देणे स्थानिक इतिहास, संस्कृती, वाङ्मयाचे मराठी भाषेतून जतन संवर्धन करणे व त्याची व्यावहारिक उपयोगिता लक्षात आणून देणे हाही या अभ्यासाचा उद्देश आहे. या अभ्यासक्रमाच्या अध्ययनातून जागतिकीकरणाच्या व आधुनिक ज्ञानविस्ताराच्या काळात भाषिक कौशल्यांचा समर्थ आविष्कार व उपयोजन करणारा आणि सर्जनशील साहित्यनिर्मिती करणार सजग विद्यार्थी घडविण्याचा प्रयत्न आहे.

2. PROGRAMME LEARNING OUTCOMES (PO)

PROGRAMME

1. The Bachelor of Arts in Marathi programme shall be a full-time course of 3/4 years – 6/8 semesters duration with 22 credits per semester. (Total Credits = 132/176).
2. The candidate who has qualified Senior Secondary School Examination (10 + 2) or equivalent from a recognized board/institute is eligible for admission for this course. The criteria for admission is as per the rules and regulations set from time to time by concerned departments, HEIs, university, government and other relevant statutory authorities.
3. The medium of instruction shall be Marathi.
4. The pattern of examination will be Semester End Examination with Internal Assessment/Evaluation.
5. Separate passing is mandatory for both, Semester End Examination and Internal Evaluation/Assessment. (Annexur-I)
6. The structure of the programme shall be as follows:
7. The credit distribution structure for B.A. II in Marathi with Multiple Entry and Exit Options shall be as follows:

3. कालावधी (DURATION)

The Bachelor of Arts in Marathi programme shall be A FULL TIME COURSE OF 3/4 YEARS – 6/8 SEMESTERS DURATION with 22 Credits per Semester. (Total Credits = 132/176)

4. प्रवेश पात्रता (ELIGIBILITY FOR ADMISSION)

The candidate who has qualified SENIOR SECONDARY SCHOOL EXAMINATION (10 + 2) OR EQUIVALENT from a recognized board/institute is eligible for admission for this course. The criteria for admission is as per the rules and regulations set from time to time by concerned departments, HEIs, university, government and other relevant statutory authorities.

5. माध्यम (MEDIUM OF INSTRUCTION)

अध्ययन, अध्यापन व माध्यम मराठी आहे. The medium of Programme shall be MARATHI.

6. परीक्षा पद्धती (EXAMINATION PATTERN)

The pattern of examination will be Semester End Examination with Internal Assessment/Evaluation. **NOTE: Separate passing is mandatory for both, Semester End Examination and Internal Evaluation/Assessment. (Annexur-I)**

3. STRUCTURE OF PROGRAMME:

Credit Distribution Structure for B.A. II in Marathi with Multiple Entry and Exit Options.

COURSE CATEGORY	ABBREVIATION (Only 2 Letters)	DESCRIPTION
-----------------	----------------------------------	-------------

MAJOR	Mandatory (MM)	Major – Mandatory Course
	Elective (ME)	Major – Elective Course
MINOR	Minor (MN)	Minor - Course
IDC/MDC/ GEC/OE	IDC (ID)	Interdisciplinary Course
	MDC (MD)	Multi Disciplinary Course
	GEC (GE)	General Elective Course
	OE (OE)	Open Elective Course (Generic Course not from Major or Minor Category)
VSC/SEC	VSC (VS)	Vocational Skill Course
	SEC (SE)	Skill Enhancement Course
AEC/VEC/IKS	AEC (AE)	Ability Enhancement Course
	VEC (VA)	Value Education Course
	IKS (IK)	Indian Knowledge System
OJT/FP/CEP/CC/RP	OJT (OJ)	On Job Training
	FP (FP)	Field Project
	CEP (CE)	Community Engagement Project
	CC (CC)	Co-curricular Course
	RP (RP)	Research Project

Note:(Annexur-II)

B) Second Year Bachelor of Arts (B.A. – II) (UG DIPLOMA):

YEAR:	B.A. - II
SEMESTER:	III and IV
LEVEL:	5.0
TOTAL CREDITS	22 + 22 = 44
DEGREE AWARDED:	UG DIPLOMA (AFTER 88 CREDITS IN TOTAL)

B - I) B.A. - II : SEMESTER - III (TOTAL CREDITS - 22): (Note: Put ‘—’ wherever ‘Not Applicable’)

COURSE CATEGORY	COURSE NAME	COURSE CODE	CREDITS
-----------------	-------------	-------------	---------

MAJOR (Choose Only One Course)	MAJOR - III	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		4
	MAJOR - IV	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		4
MINOR	MINOR - III	-----		4
OE/IDC/MDC/ GEC	OE- III (Logic/Cooperation/ HSRM/Tourism etc.)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -१		2
VSC/SEC	VSC - I (MAJOR)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		2
	SEC - III	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> दन <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		2
AEC/VEC/ IKS	AEC (ENG – III)	-----		2
	IKS (MAJOR)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		2
CREDITS FOR B. A. – II, SEM - III:				22

B- 2) B.A. - II : SEMESTER - IV (TOTAL CREDITS - 22): (Note: Put ‘—’ wherever ‘Not Applicable’)

COURSE CATEGORY	COURSE NAME	COURSE CODE	CREDI TS	
MAJOR (Choose Only One Course)	MAJOR - V	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> — <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		4
	MAJOR - VI	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		4
MINOR	MINOR - IV	-----	4	
OE/IDC/MD C/ GEC	OE- IV (Logic/Cooperati on/ HSRM/Tourism etc.)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -१	BAU0325OEL201F0 9	2
VSC/SEC	VSC - II (MAJOR)	<input type="checkbox"/> - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	BAU0325VSCL201F	2

		□□□□ □□□				□□□□□	
III		□□□ □□□□□ □□□□□ □ □□□□□ □□□□	02	III		□□□□□□□ □□□□□□□ □□□ □□□□□ □□□ -१	02
III				III		□□□□□□□□ □□□ □□□ □□□□□ □□□□□□□□	02
III				III		□□□□□□□ □ □□□□□□□□□ □□□ □□□□□□□□	02
III				III		□□□□□□□ □□□□□□□□□ □□□	02
IV		□□□□□ □□□□ □□□□□□ □□ □□□□□□ □□□ □□□, □□□□□ न	02	IV		□□□□□□□□□ □□□□□□□□ □□□□□□□□ □□□□ □□□□ - □□□□□□□	04
IV		□□□□□□ □□□	02	IV		□□□□□□□□□□ □□□□□□□ □□□□□□□ : □□□□□□□□ - □□□□□□□□□□	04
IV		□□□□□□ □□ □□□□□□	02	IV		□- □□□□□□□□□□ □□ □□□□	02

						□ □ □ □ □ □ □ □ □ □ □ □	
IV				IV		□ -२	02
IV				IV		□ □	02

10. Determination of CGPA, Grading and declaration of results:

Shivaji University has adopted 10 point Grading System as follows:

- **In each semester, marks obtained in each course (Paper) are converted to grade points:**
 - If the total marks of course are 100 and passing criteria is 35%, then use the following Table for the conversion.
 - If total marks of any of the course are different than 100 (e.g. 50) and passing criterion is 35%, then marks obtained are converted to marks out of 100 as below:

1. Gradation Chart:

Table

Marks Obtained	Numerical Grade (Grade Point)	CGPA	Letter Grade
Absent	0 (zero)	-	Ab : Absent
0 - 34	0 to 4	0.0 – 4.99	F : Fail
35 - 44	5	5.00 – 5.49	C : Average
45 - 54	6	5.50 – 6.49	B : Above Average
55 - 64	7	6.50 – 7.49	B+ : Good
65 - 74	8	7.50 – 8.49	A : Very Good
75 - 84	9	8.50 – 9.49	A+ : Excellent
85 - 100	10	9.50 – 10.0	O : Outstanding

Note:

1. Marks obtained ≥ 0.5 shall be rounded off to next higher digit.
2. The SGPA & CGPA shall be rounded off to 2 decimal points.
3. Marks obtained in 50 marks or 200 marks paper shall be

converted to 100 marks.

Calculation of SGPA & CGPA

1. Semester Grade Point Average (SGPA)

$$SGPA = \frac{\sum(\text{Course credits} \times \text{Grade points obtained}) \text{ of a semester}}{\sum(\text{Course credits}) \text{ of respective semester}}$$

2. Cumulative Grade Point Average (CGPA)

$$CGPA = \frac{\sum(\text{Total credits of a semester} \times \text{SGPA of respective semester}) \text{ of all semesters}}{\sum(\text{Total course credits}) \text{ of all semesters}}$$

10. प्रश्नपत्रिकेचे स्वरूप व गुणविभागणी (NATURE OF QUESTION PAPER AND SCHEME OF MARKING)

अ) एकूण गुण ८० - श्रेयांक ४ (FOR FOUR CREDITS: Total Marks: 80 (Written))

प्रश्न क्र १. बहुपर्यायी वस्तुनिष्ठ प्रश्न (दहा प्रश्न) (प्रत्येकी २ गुण)

गुण -२०

प्रश्न क्र २. लघुत्तरी प्रश्न/ □□□□ (चार पैकी दोन)

गुण -२०

प्रश्न क्र ३. लघुत्तरी प्रश्न (□□□ □□□□ दोन)

गुण -२०

प्रश्न क्र ४. अंतर्गत विकल्पासह दीर्घोत्तरी प्रश्न

गुण

-२०

अंतर्गत मूल्यमापन (INTERNAL ASSESSMENT)

गुण -२०

ब) एकूण गुण ४० - श्रेयांक २ (FOR TWO CREDITS: Total Marks: 40 (Written))

प्रश्न क्र १. बहुपर्यायी वस्तुनिष्ठ प्रश्न (□□□ प्रश्न) (प्रत्येकी १ गुण)

गुण -१०

प्रश्न क्र २. लघुत्तरी प्रश्न (दोन पैकी एक)

गुण -१०

३. □□□□□ □□□□□□□ □□□□□□
 ४. □□□□□□□ □□□□□□ □□□ □□□□□□

विभाग २. □□□□□ □□□□□□ : □□□ - १

□□□□ □□□□□ १. आभाळाला खडा मारता...

२. माझ्या झाडांची थोरवी...
३. ह्या हिरव्या वस्तीमध्ये
४. सावलीच्या शाईत बुडाली...

संदीप खरे

१. नामंजूर
२. नास्तिक
३. दोन 'मी'
४. मेघ नसता... वीज नसता....

वीरधवल परब १. गिरोबा

२. अवतीभवती किती प्रश्न असतात
३. आठवडी बाजाराच्या दिवशी हल्ली
४. हे ग्रामपंचायतीच्या रोजगार हमीचे कामगार

विभाग ३. □□□□□ □□□□□□ : □□□ - २

१. प्रफुल्ल शिलेदार १. तुटत जाण्याचा काळ असला तरी

२. मुंगी
३. एवढ्या कडवटपणाचं तू काय करणार आहेस
४. खूप माणूस होऊन

२. एकनाथ पाटील १. माझा बाप शेतकरी

२. तिला खोलवर गलबलून येते आतून
३. मातीत मूळ घट्ट रोवून
४. संतान जॅकोबा डिसूझा

३. र□□क सूरज

१. इसेंट्रीक
२. पाटीचा काळा चौकोन
३. दुर्बीण
४. नखं

विभाग ४. □□□डक □□□□□ □□□ - ३

१. मीनाक्षी पाटील १. मुलीने सांगितलेली नवीन गोष्ट

२. देवालय
३. शून्य गोळा बेरीज
४. बायकांवरील पुस्तकांच्या जाहिराती वाचताना

२. प्रज्ञा दया पवार १. □□. □□□□□□□□□□ □□□□□□□□
 २. □□□ □□□, □□□, □□□ !
 □. □□□□□□□□□□□□
 □. □□ □□□□□□ □□□□□□□□

३. विनोद कुमरे १. पाहांदी पारी कुपार लिंगोची गोस्ट...
 २. माझ्या
 ३. झेल
 ४. फेसबुक

पूरक वाचन

१. कुमरे, विनोद : आगाजा, लोकवाङ्मय गृह, मुंबई, २०१४
 २. खरे, संदीप : मौनाची भाषांतरे, कॉन्टिनेन्टल प्रकाशन, पुणे, २००५
 □. □□□□, □□□□□□□□ : □□□□□□□□, □□□□□□□□□□
 □□□□□□□□, □□□□, १९९३
 ४. परब, वीरधवल, दर साल दर शेकडा, अभिधानंतर प्रकाशन, मुंबई, २००६
 ५. परब, वीरधवल, मम म्हणा फक्त, लोकवाङ्मय गृह, मुंबई, २०१५
 ६. पाटील, एकनाथ : खुंट्यांवर टांगलेली दुःखं, पॉप्युलर प्रकाशन, मुंबई, २००९
 ७. पाटील, एकनाथ : अरिष्टकाळाचे भयसूचन, ललित पब्लिकेशन, मुंबई, २०२३
 ८. पाटील, नलेश : हिरवं भान, पॉप्युलर प्रकाशन, मुंबई, २०१८
 ९. पाटील, मीनाक्षी : इज इट इन युवर डीएनए, अभिधानंतर प्रकाशन, मुंबई, २००९
 १०. पाटील, मीनाक्षी : ललद्यदस् ललबाय, पोएट्रीवाला पेपरवॉल पब्लिशिंग, मुंबई, २०२२
 ११. सूरज, र□□क : सोंग घेऊन हा पोर, लोकवाङ्मय गृह, मुंबई, २०११
 १२. सूरज, र□□क : चिडीचूप्प, शब्द पब्लिकेशन, मुंबई, २०२२
 १३. शिलेदार, प्रफुल्ल : पायी चालणार, पॉप्युलर प्रकाशन, मुंबई, २०१७

संदर्भग्रंथ :

१. कदम, महेंद्र : कवितेची शैली, अक्षरवाङ्मय प्रकाशन, पुणे, २०००
 २. कदम, महेंद्र : कवितेचे वर्तमान, दर्या प्रकाशन, पुणे, २०००
 ३. काळे, दा. गो : कवितावकाश, बीज प्रकाशन, शेगाव, २०२३
 ४. कुलकर्णी, गो. म : रसग्रहण : कला आणि स्वरूप, कॉन्टिनेन्टल प्रकाशन, पुणे, २०२०

□□. □□□□□, □□□□□□□□□□ : □□□□□□□□□□, □□□□□□□□□□, □□□□□□□□□□

□□. □□□□ □□□□□□□□ : □□□□□ □□□□□□□□□□ □□□□□□□□□□, □□□□□□□□□□ □□□□, □□□□□□□□□□ □□□□, □□□□□□

B. A. II SEMESTER - III

Course Category: Vocational Skill Course

Course Name: समाजमाध्यमे आणि भाषिक कौशल्ये

Course Code: BAU0325VSCL201C06

Course Credits : 02

Teaching Hours - 30

Marks: Semester End Exam : 40

Internal Assessment : 10

Total Marks : 50

Course Learning Outcomes:

या □□□□□□ □□□□□□□□च्या अध्ययनानंतर विद्यार्थ्यांना,

- १ . समाज माध्यमे व व्यावसायिक भाषिक कौशल्यांचा परिचय होईल.
- २ . भाषिक उपयोजनाची तंत्राधारित कौशल्ये विकसित होतील.
- ३ . ई- भाषिक कौशल्ये विकासातून अर्थार्जनाच्या नव्या संधी प्राप्त होतील.
- ४ . विविध समाज माध्यमांसाठीची भाषिक कौशल्ये विकसित होऊन करिअरची नवी क्षेत्रे उपलब्ध होतील.

विभाग घटक/ Unit

Module

विभाग १. समाज माध्यमे आणि भाषिक कौशल्ये □□□□□□□□ □□□□□□□□

(Teaching Hours - 15 , Credit - 01)

- १ .भाषा आणि समाजमाध्यमे
- २ .समाज माध्यमे आणि अर्थार्जन
- ३ .समाज माध्यमे आणि विधिनिषेध

विभाग २. समाज माध्यमांमधील भाषिक कौशल्यांचे उपयोजन

- १ .समाज माध्यमांवरील ग्रंथ व चित्रपट□□□□ □□□□□□□□
- २ . समाज माध्यमांवरील जाहिराती, शॉर्ट व्हिडिओ
- ३ .समाज माध्यमांवरील मजकूर लेखन (Content Writing)

संदर्भग्रंथ व साधने

१. अल राइस व लॉरा राइस : ब्रँडिंगचे कधीही न बदलणारे नियम, मौज प्रकाशन, मुंबई
२. कप्तान, संजय : जाहिरात विश्व, डायमंड पब्लिकेशन, पुणे
३. कहाते, अतुल : इंटरनेट वापरातील धोके टाळण्यासाठी, रोहन प्रकाशन, पुणे
४. □□□□, □□□□□□□□ □ □□□ : □□□□ □□□□□□□□□□□□
□□□□ □□□□□□□□, □□□□□ □□□□□□□□, □□□□□□□□
□□□□□□□□□□
५. जोशी, नीलांबरी : माध्यमकल्लोळ, मनोविकास प्रकाशन, पुणे, २०२२
६. □□□□, □□□□□ □□□□□ : □□□ □□□□□□ □□ □□□□, □□□□
□□□□□□□□, □□□□□□□□
७. शिविम संशोधन पत्रिका, मराठी भाषा आणि तंत्रज्ञान विशेषांक, ऑक्टो-डिसें. –
२०२०, शिवाजी विद्यापीठ मराठी शिक्षक संघ, कोल्हापूर
८. भागवत, यशोदा : ग्राफिक डिझाई नचं गारूड, मौज प्रकाशन, मुंबई
९. वरखेडे, रमेश : सायबर संस्कृती, इन्स्टिट्यूट ऑफ नॉलेज इंजिनिअरिंग, नाशिक

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT

- सातत्यपूर्ण अंतर्गत मूल्यमापनाच्या विविध पद्धतींचा वापर करून शिक्षकांनी विद्यार्थ्यांचे अंतर्गत मूल्यमापन करणे आवश्यक आहे.

B. A. II SEMESTER - III

Course Category : Skill Enancement Course

Course Name : निवेदन व सूत्रसंचालन कौशल्य

Course Code : BAU0325SECL201C07

Course Credits : 02

Teaching Hours - 30

Marks : Semester End Exam : 40 **Internal Assessment :** 10 **Total**

Marks : 50

Course Learning Outcomes

या □□□□□□ □□□□□□□□च्या अध्ययनानंतर विद्यार्थ्यांमध्ये,

१. भाषिक कौशल्यांचा विकास होईल.
२. निवेदन व सूत्रसंचालन कौशल्ये विकसित होतील.
३. रोजगार व व्यावसायिक संधी उपलब्ध होतील.
४. व्यक्तिमत्त्व विकास घडून येईल.

विभाग घटक/ Unit

Module

विभाग १ : निवेदन □□□□□□

(Teaching Hours

- 15 , Credit - 01)

१. निवेदन : संकल्पना व स्वरूप.
२. निवेदनाचे विविध प्रकार (अ) उद्□□□□□ (ब) बातमी वाचन (क) वार्तापत्र सादरीकरण (क) समालोचन (ड) जाहीर प्रकटीकरण
३. निवेदनासाठी उपलब्ध विविध मंच (आकाशवाणी, दूरचित्रवाणी इ.) व त्यानुसार निवेदनात होणारे बदल.
४. विविध प्रसार माध्यमे, निवेदनासाठी संहिता लेखन व सादरीकरण पद्धती.
५. निवेदन व सूत्रसंचालन यामधील साम्यभेद

विभाग २ : सूत्रसंचालन

१. सूत्रसंचालन : संकल्पना व स्वरूप
२. कार्यक्रमाचे विविध प्रकार व त्यांचे सूत्रसंचालन (शैक्षणिक, सामाजिक, सांस्कृतिक, साहित्यिक, राजकीय, क्रीडा स्पर्धा, ऑनलाइन कार्यक्रम, इत्यादी)
३. कार्यक्रमाची रूपरेषा व सूत्रसंचालनाची संहितालेखन
४. सूत्रसंचालनाचा गृहपाठ, वक्तृत्व शैली व आवाजाचा पोत, ध्वनिक्षेपण साधने वापरण्याचे ज्ञान व सराव
५. सूत्रसंचालनासाठी उपलब्ध विविध मंच (प्रत्यक्ष कार्यक्रम, ऑनलाईन कार्यक्रम, आकाशवाणी, दूरचित्रवाणी इ.) व त्यानुसार सूत्रसंचालनात होणारे बदल.
६. प्रात्यक्षिक कार्य (अ) कार्यक्रमाच्या स्वरूपानुसार निवेदन व सूत्रसंचालनाचे संहिता लेखन करणे. (ब) निवेदन व सूत्रसंचालनाचे प्रत्यक्ष सादरीकरण

संदर्भग्रंथ

१. आवटी, विजय : वक्तृत्वाची साधना, स्वरूप प्रकाशन, जयसिंगपूर, २०१४

२. काळे, कल्याण, पुंडे द. दि. : व्यावहारिक मराठी, निराली प्रकाशन, पुणे, २००७
३. कुलकर्णी, य. प्र. व इतर : व्यावहारिक मराठी पाठ्यपुस्तक, पुणे विद्यापीठ प्रकाशन, पुणे, १९८४
४. [REDACTED], [REDACTED] : [REDACTED] [REDACTED], [REDACTED] [REDACTED], [REDACTED]
५. गवस, राजन, शिंदे अरुण, पाटील गोमटेश : भाषिक सर्जन आणि उपयोजन, दर्या प्रकाशन, पुणे, २०१२
६. [REDACTED], [REDACTED] : [REDACTED] [REDACTED]-[REDACTED] [REDACTED], [REDACTED] [REDACTED], [REDACTED]
७. गोविलकर, लीला, पाटणकर जयश्री : व्यावहारिक मराठी, स्नेहवर्धन [REDACTED], पुणे, २००४
८. तावरे, स्नेहल : (संपा.) व्यावहारिक मराठी, स्नेहवर्धन प्रकाशन, पुणे
९. थोरात, संजय : वक्तृत्व, प्रतिभा बुक, इस्लामपूर
१०. नसिराबादकर, ल. रा. : व्यावहारिक मराठी, भाषाविकास संशोधन संस्था, कोल्हापूर, २०२२
११. [REDACTED], [REDACTED] : [REDACTED]: [REDACTED] : [REDACTED], [REDACTED] [REDACTED], [REDACTED]
११. मिरजकर, श्यामसुंदर : सूत्रसंचालन : एक प्रयत्नसाध्य कला, नाग-नालंदा प्रकाशन, इस्लामपूर, २०१३
१२. मोकाशी, मधुकर : व्यक्तिम[REDACTED] विकास आणि भाषा, स्नेहवर्धन प्रकाशन, पुणे, २००९
१३. मोकाशी, सयाजीराजे, नेमाडे रंजना : व्यावहारिक मराठी, नाग-नालंदा प्रकाशन, इस्लामपूर, २०१५
१४. [REDACTED], [REDACTED] : [REDACTED] [REDACTED], [REDACTED] [REDACTED], [REDACTED]
१५. [REDACTED], [REDACTED] : [REDACTED] [REDACTED] [REDACTED], [REDACTED] [REDACTED] [REDACTED], [REDACTED]
१६. [REDACTED]दिले, सुरेश, मराठी भाषा : संधी आहे सर्वत्र, शिवाजी विद्यापीठ मराठी शिक्षक संघ, कोल्हापूर, २०२२

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT

- सातत्यपूर्ण अंतर्गत मूल्यमापनाच्या विविध पद्धतींचा वापर करून शिक्षकांनी विद्यार्थ्यांचे अंतर्गत मूल्यमापन करणे आवश्यक आहे.

B.A. II Semester - III
Course Category- Indian Knowledge System (IKS)
Course Name- भारतीय लेखनविद्या
Course Code - BAU0325IKSL201C08

Course Credit – 2 **Teaching Hours : 30**
Marks : Semester End Exam : 40 Internal Assessment : 10 Total
Marks : 50

Course Learning Outcomes

या □□□□□□ □□□□□□□□□□ अध्ययनानंतर विद्यार्थ्यांना,

- १ .भारतीय ज्ञानप्रण□□□□□ परिचय होईल.
- २ .भारतीय लेखनविद्येची माहिती होईल.
- ३ .भारतीय लि□□ व त्यामधील स्थित्यंतरे यांचे आकलन होईल.
- ४ .भारतीय लेखनविद्येचे अध्ययन, संशोधन व संवर्धन करण्यासाठी प्रवृत्त होतील.

विभाग घटक/ Unit
(Module)

विभाग १ : प्राचीन भारतातील लेखनविद्या
15 , Credit - 01)

(Hours -

१. □□□□□□ □□□□□□ □□□□□□
- २ .लिपी, लेखनसाहित्य, लेखनविद्या – संकल्पना
- ३ .प्राचीन भारतातील लि□□ - चित्रलिपी, ब्राह्मी लिपी, खरो□□□□ लिपी
- ५ .प्राचीन लेखन साहित्य : प्रस्तर, ताडपत्र, □□र्जपत्र, कातडी, फलक, कापड, लाकूड, सुवर्णपत्र, ताम्र, रूपे, लोखंड, मातीच्या विटा, कागद, लेखणी, शाई, रेषापट्टी इ.
- ६ .भारतीय संख्याज्ञान

विभाग २ : लेखनविद्येचा विकास व स्थित्यंतरे

- १ .मध्ययुगीन भारतातील लि□□

- २ .दक्षिण भारतातील □□□□
- ३ .देवनागरी लिपी
- ४ .मोडी लिपी
- ५ .महानुभावांच्या सांकेतिक लि□□

संदर्भग्रंथ

- १ .इंगळे, रवींद्र चावरेकर : सिंधुकालीन लिपी आणि भारतीय भाषांचा इतिहास, हस्ताक्षर प्रकाशन, नांदेड, २०२१
- २ .ओझा, गौरीशंकर : भारतीय प्राचीन लिपिमाला, शब्द महिमा प्रकाशन, जयपूर, १९९६
- ३ .कुलकर्णी, श्री. रं. : प्राचीन मराठी गद्य-प्रेरणा आणि परंपरा, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, १९८२
- ४ .कोसंबी, डी. डी : प्राचीन भारतीय संस्कृती व सभ्यता, डायमंड, पब्लिकेशन्स, पुणे
- ५ .गोखले, शोभना : पुराभिलेखविद्या, कॉन्टिनेन्टल प्रकाशन, पुणे, १९७५
- ६ .घारे, दीपक : मुद्रणपर्व, परममित्र प्रकाशन, मुंबई
- ७ . तगारे, ग. □□. : पाली साहित्याचा इतिहास, □□□□□□ पब्लिकेशन □□□□, पुणे, २०२३
- ८ .तुळपुळे, शं. गो : महानुभाव पंथ आणि त्यांचे वाङ्मय, व्हीनस प्रकाशन, पुणे, १९७०
- ९ .नाईक, बापूराव : देवनागरी मुद्राक्षरलेखनकला, खंड पहिला, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, १९८२
- १० . पठाण, यु. म : "महानुभावांच्या सांकेतिक लिप्या-निर्मितीमीमांसा," महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, १९८२
- ११ . बिनीवाले, अविनाश : भाषा आपली सर्वांचीच, राज्य मराठी विकास संस्था, मुंबई, २०००
- १२ . मांडे, प्रभाकर : सांकेतिक आणि गुप्तभाषा : परंपरा व स्वरूप, गोदावरी प्रकाशन, अहमदनगर,
- १३ . मेहेंदळे, उज्वला : मराठी माध्यमे : लेखन, भाषा आणि साहित्य, ग्रंथाली प्रकाशन, मुंबई, २०२३
- १४ . सरकार, दिनेशचंद्र, : भारतीय लेखनविद्या, गोखले, शोभना, (अनु.) कॉन्टिनेन्टल प्रकाशन, पुणे, २०१०

२. □□□□ □□□□ म्हणजे काय

३. □□□□ □□□□□□□□ □□□□□□ आणि प्रकार

विभाग २.

१. □□□□□□□□ □□□□ □. □□□□□□
 □. □□□□ □□□□□□□□ □□□□□□□□ ४. ऋण
 □. □□□□□□□□ □□□□□□ □. □□□□□
 □. □□□□□□□□ □□□□□

विभाग ३.

१. □□□□ □□□□□□□□ मरण □. □□□□□□□□□□ □□□□□
 ३. धग □. □□□□□□ □□□□□
 □. □□□□□□ □□□□□□□□□□□□ □□□□ □. □□□□□
 □. □□□□□□

विभाग ४.

- . □□□□□□ □□□□□□ □. □□□□□□□□
 □. □□□□□ □. □□□□□□□
 □. □□□□□□□□ □□□- □□□□□□□□ □. □□□□□□□□□
 □□□□□□
 □. □□□□ □□□□□□□ □□□?

(□□□□□□ □□ □□□□□□□□□□□□□□ □□□□□ □□□ □□□□□ □□□□□. □□□□□□□, □□□□□□□ □□□□□□□, □□□□□□□□□□, □□□, □□□□□□□□□, □□□□□□□□□, □□□□□, □□□□□□□, □□□□□□□□□□ □□□□□□□, □□□□□□□□□□□□, □□□□□□ □□□□□□, □□□□□, □□□ □□□□□□□, □□□□□□□ □□□□□□□, □□□□□□□□□□□□)

□□□□□ □□□□□□

□□□□□□□□□, □□□□□ - □□□□□□□□□, □□□□ □□□□□□□□□□, □□□□□□□,

२०२४

□□□□□□□□□□□□□□

१. □□□□□, □□□□□ : □□□□□□□□ □□□□□□□□□□ □□□□□□□□□□, □□□□□□□□□□ □□□□□□□□□□, □□□□□□
 २. □□□□□□□□□□□ □. □□ : □□□□□ □□□□□, □□□□ □□□□□, □□□□□□□□□□□ □□□□□□□□□□, □□□□□
 ३. □□□□□□□□□□, □□□□□ : □□□□□□□, □□□□□ □□□□□□□□□□, □□□□□

Course Code : BAU0325VSCL201F010

Course Credits : 02

Teaching Hours - 30

Marks: Semester End Exam : 40

Internal Assessment : 10

Total Marks : 50

Course Learning Outcomes:

या □□□□□□ □□□□□□□□□□ अध्ययनानंतर विद्यार्थ्यांना,

- १ . नवतंत्रज्ञान व व्यावसायिक भाषा कौशल्यांवर प्रभुत्व संपादन होईल.
- २ .विविध इ-कौशल्ये विकसित होतील.
- ३ .इ-माध्यमांवरील अर्थार्जनाच्या संधीची माहिती होईल.
- ४ .इ- संहितानिर्मिती कौशल्ये विकसित होतील.
- ५ .नवतंत्रज्ञानाच्या आधारे इ-नवनिर्मितीची कौशल्ये विकसित होतील.

विभाग घटक/ Unit

(Module)

**विभाग १. इ-संहिता निर्मिती कौशल्ये
Credit - 01)****(Hours - 15 ,**

- १ .इ- प्रोफाईल, इ- परिचयपत्र, (Resume) निर्मिती
- २ .इ- फॉर्म निर्मिती, इ- सर्टिफिकेट
- ३ .इ- बैठक (Online Meetings) □□□□□□□□□□ □□□□□□
- ४ .इ- तंत्रज्ञान कौशल्ये आणि रोजगाराच्या संधी

विभाग २. समाजमाध्यमे : तंत्रज्ञान आणि भाषिक कौशल्ये

- १ .फेसबुक व भाषिक कौशल्ये
- २ .व्हॉटसअप व भाषिक कौशल्ये
- ३ .इन्स्टाग्राम व भाषिक कौशल्ये
- ४ .यु ट्यूब चॅनेल व भाषिक कौशल्ये

संदर्भग्रंथ

- १ .अहिरे, गजेन्द्र : स्टोरी टेलर, रोहन प्रकाशन, पुणे, २०१७
- २ .कहाते, अतुल : तंत्रज्ञानाचा ओव्हरलोड, मनोविकास प्रकाशन, पुणे
- ३ .कहाते, अतुल : आयटी गाथा, मेहता पब्लिकेशन, पुणे
- ४ .कहाते, अतुल : फेसबुक, मेहता पब्लिकेशन, पुणे
- ५ .कोण्णूर, सुजाता, अनुप कोण्णूर, मेखला कोण्णूर : माहिती तंत्रज्ञान : संपूर्ण ओळख, डायमंड पब्लिकेशन, पुणे
- ६ .रानडे संजय : माध्यम अभ्यास व माध्यम समीक्षा, डायमंड पब्लिकेशन, पुणे
- ७ .गोडबो□□, अच्युत : इन्फोटेक, मधुश्री पब्लिकेशन, पुणे, २०२१
- ८ .विद्यासागर, पंडित : विज्ञान आणि तंत्रज्ञान विश्वक□□□□, प्रकाशन, पुणे, २०२३

२. प्रमुख पाहुणे, वक्ते, मान्यवर यांची निवड, पत्रव्यवहार, शासकीय/पोलीस परवानगी अर्ज इ.
३. कार्यक्रमाची जाहिरात, प्रसिद्धी, कार्यक्रम पत्रिका, पत्रकार परिषद, प्रेस नोट इ.
४. मनुष्यबळ नियोजन, कार्य नियोजन, वेळेचे नियोजन, आर्थिक नियोजन (प्रायोजक) इ.
५. मंच सजावट, मंडप व्यवस्था, प्रकाश व ध्वनी व्यवस्था, बैठक व्यवस्था, वाहनतळ इ.
६. कार्यक्रमाची रूपरेषा (Table Program), सूत्रसंचालन, वार्ताकन, थेट प्रसारण, उद्दिष्टपूर्ती
७. प्रात्यक्षिक कार्य
 - अ) एका कार्यक्रमाचा नियोजन आराखडा तयार करणे
 - ब) निमंत्रण पत्रे, कार्यक्रम पत्रिका, आभार पत्रे इत्यादी लेखन करणे
 - क) प्रेस नोट, बातमी, अहवाल लेखन करणे
 - ड) प्रास्ताविक, आभार, सूत्रसंचालन यांची लिखित प्रत तयार करणे.

संदर्भग्रंथ

१. आवटी, विजय : वक्तृत्वाची साधना, स्वरूप प्रकाशन, जयसिंगपूर, २०१४
२. काळे, कल्याण, पुंडे द. दि. : व्यावहारिक मराठी, निराली प्रकाशन, पुणे, २००७
३. गवस, राजन, शिंदे अरुण, पाटील गोमटे□□□□ (□□□□.) : भाषिक सर्जन आणि उपयोजन, दर्या प्रकाशन, पुणे, २०१२
४. नसिराबादकर, ल. रा. : व्यावहारिक मराठी, फडके प्रकाशन, कोल्हापूर, २००८
५. पेंडसे, अंजली : देहबोली, नीलकंठ प्रकाशन, पुणे, २०२४
६. भटकळ, रामदास, जोशी मृदला : रीतिपुस्तक, पॉप्युलर प्रकाशन, मुंबई, २०१५
७. भुकेले, शिवाजीराव : बिनधास्त बोला, मुक्ता पब्लिशिंग हाऊस, कोल्हापूर
८. भोसले, शिवाजीराव : वैखरी, अक्षरब्रह्म प्रकाशन, पुणे
९. भोसले, शिवाजीराव : कथा वक्तृत्वाची, अक्षरब्रह्म, पुणे, २००३
१०. मिरजकर, श्यामसुंदर : सूत्रसंचालन : एक प्रयत्नसाध्य कला, नाग-नालंदा प्रकाशन, इस्लामपूर, २०१३
११. मोकाशी, मधुकर : व्यक्तिमत्त्व विकास आणि भाषा, स्नेहवर्धन प्रकाशन, पुणे, २००९
१२. लागू, श्रीराम : वाचिक अभिनय, राजहंस प्रकाशन, पुणे

१३. हवालदार, मोहन : ओरावेब (वक्तृत्व ते वेबीनार), □क्युरेट फिचर्स, कोल्हापूर, २०२१

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT

(सातत्यपूर्ण अंतर्गत मूल्यमापनाच्या विविध पद्धतींचा वापर करून शिक्षकांनी विद्यार्थ्यांचे अंतर्गत मूल्यमापन करणे आवश्यक आहे.)

(स्वयम पोर्टलवरील (Swayam.gov.in) खालील पैकी कोणताही एक ऑनलाईन कोर्स विद्यार्थी SEC अंतर्गत करू शकतात.)

1. Feature Writing Course -
https://onlinecourses.swayam2.ac.in/nou24_lg26/preview
2. Writing For Media : Radio and Television Course –
https://onlinecourses.swayam2.ac.in/nou24_lg28/preview
3. Soft Skill Development Course -
https://onlinecourses.nptel.ac.in/noc24_hs15/preview

LIST FOR READING: (Use international standard format/style applicable for your program) **LIST FOR REFERENCES:** (Use international standard format/style applicable for your program)

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

-
-
-
-
- Any other exercise/activity approved by concerned teacher.

B) TEMPLATE FOR FIELD PROJECT:

Type: Field Project

Course Name: (Example: Field Project)

Course Number: (Example: FP ...)

Course Code:

Course Credits: (Example: 4)

Marks: Field Project Report duly signed by Internal Supervisor :

External Assessment (Viva Voce) by University appointed Internal and External Examiners	40
Total Marks:	100

If Course Credits: (Example: 2)

Marks: Field Project Report duly signed by Internal Supervisor :	30
External Assessment (Viva Voce) by University appointed Internal and External Examiners	20
Total Marks:	50

Course Learning Outcomes: (Write at least 4 outcomes. You may add more. Use Bloom's Taxonomy)

-
-
-
-

Instructions for teachers and students while doing Field Project:

1. Selection of Field project should be related to the mandatory or elective courses in the concerned subject.
2. Field project should be FORMALLY ASSIGNED (In Written Form) by concerned teacher.
3. Field Project should be based on field work to be carried out by the student.
4. Submission of Field Project Report duly signed and certified by concerned teacher/guide is A PRE-REQUISITE FOR APPEARING TO VIVA-VOCE EXAMINATION.
5. TWO COPIES of Field Project Report in BOUND FORMAT should be submitted before Viva-Voce. One copy will be kept by department and the other will be returned to student.

Important Notes for Teachers:

1. Prepare an Appropriate Format of PERMISSION LETTER to be given to student to do the Field Project under the guidance of a concerned teacher.
2. Prepare an Appropriate Format for Writing the Field Report. **Kindly see that the First Page and Certificate Page is common for all students. In the remaining part, try to maintain uniformity.**

• ऑनलाईन कोर्सस स्वयम पोर्टलवरील (Swayam.gov.in) खालील पैकी कोणताही एक ऑनलाईन कोर्स विद्यार्थी **SEC** अंतर्गत करू शकतात.

C) TEMPLATE FOR INTERNSHIP (ON JOB TRAINING) AND RESEARCH

INTERNSHIP:

INTERNSHIP COURSE GUIDELINES IN
UGC FRAMED “CURRICULUM AND CREDIT FRAMEWORK FOR
UNDERGRADUATE PROGRAMMES” (CCFUP) AS PER NEW NEP 2020

HIGHLIGHTS FROM THE INDIA SKILL REPORT (ISR), 2022

- Youth employability has improved to 46.2 % in 2021 from 45.97% till 2020.
- Female employability is higher (51.44%) than males (45.97%) for 2021-22.
- Highest employability rating at about 60.62% in commerce domain.
- 88.6% of graduates are looking for internship opportunities.
- India employers like to hire employees having at least a year of working experience.
- In India, there are many platforms which offer internships e.g. Internshala, Lets Intern, Killer Launch, Hello Intern etc. (Note: Internshala launched an initiative called the “Grand Summer Internship Fair”, which offers more than 23000 internship opportunities to people from all educational backgrounds)

OBJECTIVES OF INTERNSHIP:

1. Integration of workshop with workplace:

- To align and integrate Academic Workshop Training / Classroom Learning – Activity lab initiatives – Research lab finding/learnings with outcomes of the workplace (Organisation / Enterprise / Start-ups / Corporate / Farmlands / Artists in any domain / Artisans / Gig workers / Non-government organisations (NGOs) / Research & Development Organisations / Higher education institutions (HEIs) etc.

2. Understanding of the world of work:

- To provide students with an opportunity to improve their understanding of the experiences, challenges, and opportunities of the real world of work
- To help students to set their expectations and behaviour in accordance with the demands, culture, and values of current and emerging jobs.

3. Physical and Hybrid Model Learning:

- To broaden learning opportunities blended with a Mentor or Research Expert by combining physical and digital modes of learning.

4. Developing research aptitude:

- To create and facilitate conditions that allow students in their quest for knowledge, its discovery, learn-understand-sharpen research acumen
- To get familiarise with analytical tools/techniques with appropriate usage, research methodologies and data analysis
- To prepare manuscripts, identify appropriate journals
- To become aware of patent and intellectual property rights and their application in solving research/complex/real-life problems.
- To cultivate researcher’s integrity and ethical behaviour

5. Exposure in emerging technologies:

- To provide exposure to emerging technologies/ automation and how it can support, facilitate, improve and reinforce work processes/culture/ job roles/art and craft, including the traditional areas of art-craft/ heritage skills, agriculture, etc.

6. Enhance entrepreneurial capabilities:

- To understand how organisations / enterprises are formed for sustainable progress

- To strengthen start-ups culture and entrepreneurial capabilities among students and encourage them to become job creators.
7. Development of decision-making and teamwork skills:
- To facilitate the development of problem-solving and decision-making skills
 - To enable teamwork & collaboration culture
 - To promote research for academic and professional developments.
8. Cultivate a sense of Social Imagery and Citizenship Responsibility:
- To develop a sense of social imagery (issues) and philanthropic versatility among students
 - To facilitate an attitude towards citizenship responsibility.
9. Stimulate collaborative influence:
- To promote HEIs collaboration, industryacademia partnership will be developed to provide collaborative internships, apprenticeships, and research opportunities to the students in the predefined areas of importance which will lead institutions, universities, organisations, academicians, and students to collaborate on how to learn with one another.
10. Enhancing professional competency:
- The internship should not only focus on employability or research capabilities; there is also a need for professional principles, ethics, values, and integrity which will enable them to gain perspective, practice, develop as competency and perform professional tasks in the way that the employment market demands.

INTERNSHIP CATEGORIES:

The undergraduate internships would be classified into two types:

1. Internship for enhancing the Employability:

Recent graduates are lacking knowledge, practical skills, and experience which are mandatory requirements demanded by employers for recruitment. Graduates face many difficulties after graduation to enrol in the workforce due to lack in knowledge, practical skills, and experience which are mandatory requirements demanded by employers.

Employability refers to the certain attributes of an individual that enable him/her to perform any job opportunity in line with the set standards of performance to meet expectations for the expected job. Students need to develop such competencies which reduce the obstacles as job seekers and also increase their potential as job providers.

The internship programs should be well conceptualized and interactive for building following crucial competencies:

- Development of project and its execution
- Decision-making
- Confidence development
- Working/coordinating in a team
- Creative and critical thinking and problem-solving
- Ethical values
- Professional development
- Understand government/local bodies world of work
- Reference of resource persons in the field
- Development of online/ simulation-based module for a virtual research internship
- Understanding the nuances of building a deep-technology start-up
- Study certain entrepreneurs,
- Study of the enterprises, farmers, artisans, artists, performers, expert individuals etc.

2. Internship for developing the Research Aptitude:

Research aptitude refers to the attribute of inquiry/investigation, analysis and interpretations in a scientific and objective method that facilitates to uncover facts and present an individual viewpoint in an organised manner.

Research internship aims at providing hands-on training to work on research tools, techniques, methodologies, equipment, policy framework and various other aspects in pursuing quality research.

The research internship programs should be well conceptualized and interactive for building following crucial competencies:

- Ideation and conceptualization of a research question/problem
- Learning about new tools and handling of equipment
- Experimentation and collection of data
- Simulations and development of models
- Preparation and presentation of reports

INTERNSHIP STRUCTURE FOR HEI

An internship provides learning experiences and an opportunity to acquiring new skills. The HEIs should provide a structured robust mechanism for internship programmes.

The important components incorporated in the mechanism are as follows:

1. Each HEI should create Apex Research and Development (R&D) Cell under which Discipline-specific Research and Development (R&D) Cells are created across diverse discipline for smooth coordination and functioning of internships. The Co-ordinators for all units should be appointed.
2. Each R & D unit should have a Nodal Officer who is responsible for developing need and demand-led internship path with well-defined objectives and outcomes. These Nodal Officers have to explore, reach out to, and sign a Memorandum of Understanding (MOU) with local businesses, research organisations, HEIs, Expert Professional, Renowned persons etc. as this will aid in training, research, employment, and start-ups.
3. To define verticals, HEIs must undertake a survey in the local market to understand the needs of companies/organizations/consultancy and the expectations of students.

HEI should provide many options to students while choosing a sector, making registration and undergoing an internship/research internship.

Following is an indicative list. You may add as per your insights about surroundings.

- Trade and Agriculture Area (For Instance, Internships in agriculture, and related domains like farm internships, agriculture research internships, agri-business internships can be considered as an opportunity by undergraduate students enrolled in HEIs. The agriculture sector needs to be considered by HEIs for the internship in rural regions. The HEIs/Universities at their level can explore National Qualification Register and check the possible job roles across sectors for exploring the internship areas (<https://nqr.gov.in/>). However, the
- Economy & Banking Financial Services and Insurance Area
- Logistics, Automotive & Capital Goods Area
- Fast Moving Consumer Goods & Retail Area
- Information Technology/Information Technology enabled Services & Electronics Area
- Handcraft, Art, Design & Music Area
- Healthcare & Life Science Area
- Sports, Wellness and Physical Education Area
- Tourism & Hospitality Area
- Digitisation & Emerging Technologies (Internet of Things/Artificial Intelligence/Machine Learning/Deep Learning/Augmented Reality/Virtual Reality, etc.) Area
- Humanitarian, Public Policy and Legal Service Area
- Communication Area
- Art (aa types) , Literature, Entertainment
- Mass Media
- Language

- Education Area
- Sustainable development Area
- Environment Area
- Commerce, Medium and Small-Scale Industries Area

4. During internship, student would be attached to an internship supervisor (IS), and Mentor preferably from the same HEI for a specified duration and conduct a time-bound internship project. The HEI (parent Institute) and the Internship Providing Organization (IPO) would play important roles in facilitating the smooth conduct of the internship.

Projects in the form of case study assignment (at individual, group, institute, organization, social level) can also be assigned to the students or group of students (Few examples: law, management, social works, counselling, sports, literature, performing art and many more).

A provision of group internship/joint research project may also be considered for handling the chunk of students in a particular domain by HEIs. The group can be identified for a particular theme assigned to a particular industry or HEI supervised by an internship supervisor and mentor.

The internship can be linked to the outcomes of value-added/skill development/ability enhancement courses. HEIs may have both backward and forward integrations.

Backward integrations: It indicates courses designed as prerequisites for internship.

Forward integrations: Developing a list of projects along with a list of mentors from which student can pick projects

5. HEI should design a Digital Portal where experts, agencies, industries, organisations, mentors, faculty members will register themselves. The information of all these resource persons will be open and visible to students. HEI should give application facility to students and also provide the application programming interface (API) integration, so that when a central portal is available, integration can be made.

6. HEIs can also look upon cluster models where institutions (2-3) can club or make a memorandum of understanding (MoU) for internships, the information of same need to be mentioned on the portal of HEIs and student may be willing to opt any and choose the mentor physically or digitally or any mentor outside also at national or international level.

7. There must be a mechanism for the orientation of teachers/ training of trainers'/faculty development programs and it should serve as a prerequisite for the HEIs offering the internships in the programme. In the case of the 4-year program, the policy needs to be framed for students who have an interest in research right from the beginning at the undergraduate level.

8. Students can choose industry mentor from HEIs/ research organizations/industrial R&D labs/Universities/ other national reputed institutions / organizations / industries / emergency professional / NGOs / local government officials/ outside India experts working at the international level/social networking sites (e.g., LinkedIn). The same portal can be developed at HEI/University level. A centrally managed Internship Portal would help in arranging the internship by the HEIs for the students. The portal will provide information regarding various internship opportunities like Internshala, etc

9. Certain experienced people superannuated as research scientists, academics, industry professionals, farmers, entrepreneurs, local artisans and other experts, etc. can get registered on a portal as mentors from various disciplines. HEIs may network with local administration and identify areas where students can work on assignments or projects that will give them exposure to social issues in the form of projects.

10. The students can make use of summer & winter breaks for internship so that their academic credits do not get affected in terms of attendance and other assignments.

INTERNSHIP MECHANISM IN HEI

Figure 1: Operational Structure of Internship



HEIs should develop a roadmap for the smooth functioning of the internship programme through

- (i) Research and Development Cell at the HEIs
- (ii) Office of the nodal officer
- (iii) Internship portals and about roles and responsibilities of interns, supervisors and mentors
- (iv) A list of projects
- (v) HEI and internship providing organisation may decide about Internship on mutually agreed terms and conditions. Internship outcomes should have been incorporated in developing a perspective among the candidates or students towards a profession and their ability to deconstruct a job role and to become job-ready as soon as they enter into a job or a profession.

a) Students will apply for research internships on their own or through the mentor of their parent HEI by registering at the internship portal. The HEI should ensure that such a student has an appropriate orientation for research through research ability enhancement courses as a part of the curriculum.

- b) Interns will be selected by host organizations based on their selection criteria. The host organization will arrange to inform the potential intern through the portal itself or through the mail and will ask for confirmation or for acceptance.
- c) If a student fails to get an internship in physical mode, then the host institute should have a provision for digital or group internship.
- d) On receipt of an offer of internship, the student will arrange to consult the internship supervisor, obtain due permission from the parent institution and join the concerned host organization for an internship as per the suggested schedule.
- e) The student may undergo an internship in the supervisor's lab/ working space at the host organization. During the period of internship, the parent HEI through the internship supervisor and mentor, will arrange to keep track of the activities and performance of students as interns at the host organization, based on periodic reports submitted by students.
- f) On completion of Internship, intern will prepare internship report and get it endorsed by mentor.

ROLES OF IMPORTANT AUTHORITIES WORKING FOR INTERNSHIP:

A) Role of Internship Providing Organisation (Outside HEI)

- Internship Providing Organisation (IPO) is any organisation, HEI, philanthropy, farmer, government organisation, R&D institutions, research labs, artisans, enterprises, institution/person of eminence/cooperatives/corporates providing an opportunity to the student for Internship during the programme
- Internship providing organisation will connect with a nodal officer to look into the matter of facilitating the interns on arrival with registration, identity cards/ library cards/ internet subscription/ any other specific requirements, accommodation, etc.
- The mentor from internship providing organisation needs to provide time-to-time guidance to the candidate to have exposure to the research environment and employability market.

B) Role of Mentor (Inside/Outside HEI)

- A Mentor is an empanelled individual professional identified by the HEI or by students himself/herself through their network. The mentor should be identified and his/her concurrence should be conveyed to the internship supervisor.
- He/she will be providing expertise/professional/research guidance to the student during the internship. The mentors will also facilitate networking with other subject matter experts/professionals, which will enhance the internship experience and learning of the intern.
- They shall be making the timely evaluation of a student and provide him completion certification/report for submission in HEI.
- The mentor needs to provide guidance to the students digitally or physically throughout the internship duration.
- The mentor needs to check and validate the performance of students fortnightly and after the completion of the internship, issue the certificate/report for submission in HEI.
- The mentor must ensure the learning of competencies with research orientation among the students during the internship duration.
- HEIs may integrate the job assigned to faculty with workload assessment.

C) Role of Nodal Officer (Inside HEI)

- Nodal Officer will be appointed by the Vice Chancellor/Director/Principal/Head of the Department of HEI.
- Internship Programme will be fully organised, executed and monitored by the R&D cell of HEI through a Nodal Officer
- Nodal officer will reach out to other HEIs, Creative and Expert individuals in any field related to different subjects, research organisations, research labs, corporates, industry, local administrative offices, heads of certain government offices like labour, municipal, hospital, tourism, public relations, finance, agriculture, social welfare, etc. to seek the opportunity of an internship for the institution.
- (Example: the students can participate with local government in processes of census, surveys and elections and other schemes with proper mentoring mechanisms).
- The nodal officer must connect with the organisation/individuals and make MOUs so as to facilitate the students for an internship during the course.
- The nodal officer must ensure the registration of students, internship supervisors, mentors and internship providing organisation in the portal
- The nodal officer may take care of the interns during their stay and address their problems, if any.

D) Role of Internship Supervisor (Inside HEI)

- Internship Supervisor will be appointed by the Vice Chancellor/Director/Principal/Head of the Department of HEI
- Internship Supervisor will be nominated at the start of the academic year for each batch.
- Internship Supervisor will monitor, supervise, and evaluate the student during the internship duration.
- Internship Supervisor from the host institute should monitor the regularity of the intern at his/her workplace. Students should preferably inform the Internship Supervisor at least one day prior to availing leave during the internship except for emergency.
- At the end of the internship, the Internship Supervisor will ensure issuing of completion certificates to the intern.
- Internship offered by the organisation should be followed by one project report and the assessment on the evaluation can be judged based on the innovativeness of that particular project, presentation and attendance by HEIs.

DURATION AND SLOTS FOR INTERNSHIP IN CURRICULUM

Each undergraduate student may complete an internship of 2-4 credits during after the 4th semester of the UG degree programme focussing on Hands-on Training/Short

Research Project. However, the student who has to go for a 4-year UG degree (Honours with Research) programme will be required to choose courses as given Table 1 during the 8th semester.

Table 1: Activities, Suggested Duration along with a corresponding number of credits of Internship Programme:

Sr. No.	Courses	Suggested Schedule	Duration	Suggested Activities	Credits
----------------	----------------	---------------------------	-----------------	-----------------------------	----------------

1	<ul style="list-style-type: none"> • 3-year UG degree • 4-year UG degree (Honours) • 4-year UG Degree (Honours with Research) 	After (4 th) Semester	60 -120 hours	<ul style="list-style-type: none"> • Hands-on Training/Short Research Project • Seminar attendance • Read assigned journals to prepare for seminars • Study certain entrepreneurs • Social projects • Study of the enterprises/ farmers/Creative or Expert individual in any field related to your subjects 	02-04
2	4-year UG Degree (Honours with Research)	8 th Semester	One Semester	<ul style="list-style-type: none"> • HEI may adopt courses related to Research Methodology, Research Tools and Techniques, Research Ability Enhancement and Policy Framework • Dissertation/Thesis/Project Work/ Research project 	08 12

Note: In a 4-year UG degree (Honours) students not undertaking research may do 3 courses for 12 credits in lieu of a research project/dissertation as specified in CCFUP Document.

INSTITUTIONS OR INDIVIDUALS TO BE CHOSEN FOR INTERNSHIPS:

- Government or private organizations
- Higher education institutions
- Universities
- Research and development labs/Research organisations/Centres involved in research/Individual Researcher
- Non-government organisations
- Enterprises
- Centres involved in research-innovativeness-entrepreneurship
- Business organizations
- Local industry
- Artists/Writers/Dramatist/Poet/Actors and any expert related to the subject area.
- Crafts people
- Any competent individual in domain of life where student will get an opportunity to actively seek experiential learning for his/her professional growth in liking areas.

ACADEMIC CREDENTIALS & MONITORING OF INTERNSHIP

A. Internship (On field/On job Training or Experiential Learning):

A minimum of 2-4 credits, out of the required minimum 132/176 credits, of a 3-year UG degree/4-year UG degree (Honours)/4-year UG degree (Honours with Research) can be assigned for Internship as per the National Higher Education Qualifications Framework (NHEQF) and Curriculum and Credit Framework for Undergraduate Programme (CCFUP).

An internship of 60 to 120 hours duration after the 4th semester will be mandatory for the students enrolled in UG degree programmes. For an internship, 1 credit of Internship means 2 hour engagement per week. Accordingly, in a semester of 15 weeks' duration, 1 credit in this course is equivalent to 30 hours of engagement in a semester.

B. Research Project/Dissertations/Thesis/Project work

For the 4-year UG degree programme (Honours with Research), engagement of students in the dissertations/research project during the entire 7th & 8th semester of (4+8=12) credits will be considered as a mandatory component for the award of the degree.

The dissertation/research project/thesis work should involve 360 hours' duration during the semesters and it will be mandatory for the students enrolled in UG degree programmes (Honours with Research)

The students need to essentially submit the research project/dissertations/thesis/project work to the allotted mentor. The submission of the report with the conduction of viva will also be a component for the successful evaluation of the dissertation/research project/thesis/Project work.

C. Competencies to be developed during Research Internships:

3-year UG degree, 4-year UG degree (Honours) and 4-year degree (Honours with Research) programme will be operating strictly adhering to NEP-2020, NHEQF and CCFUP provisions.

Based on the higher education qualification level descriptors for Level-5.5 and Level-6 some of the competencies with research orientation should be attained by the students by studying the courses under the Research Ability Enhancement Courses (RAEC) and by undertaking the research internship project.

Following competencies will be expected to be acquired by student:

- The students should be well-versed with the techniques and methods of research that would support knowledge creation.
- The students should have an understanding of complex problem statements and the ability to develop solutions for real-life problems.
- The students will possess a good comprehension ability to interpret the oral and written communications in research papers, and present own interpretations.
- The students will be able to communicate technical information, research findings to the peers.
- The students will be made aware of the research ethics, professional accountability, conduct and will be able to practice the research ethics and appropriate skills in his/her own research work.
- The student will be able to enhance academic productivity by developing writing and reading skills and can make contributions towards social and economic issues from their research in future.
- The research intern can possess an attitude and skill of adaptability and flexibility for new challenges at organisational and individual level with a mindset of teamwork and c

EVALUATION OF INTERNSHIP:

On the Job Internship (OJT)	Research Internship
<p>1. The evaluation of the internship will be carried out at the following stages:</p> <p>Stage 1: The interns will be evaluated by research internship supervisor based on their efforts and research output.</p> <p>Stage 2: At HEI, the intern will be evaluated through a seminar presentation or viva voce on his work, by a duly constituted expert committee (One Internal (Internship Supervisor) and One external), on the following suggestive aspects.</p> <p>a. Activity logbook (<i>Prepare it before starting of the internship with Day and Date, Time period, Nature of activity/work done/ experiential learning/responsibility carried</i>)</p>	<p>1. Activity logbook (<i>Prepare it before starting of the internship with Day and Date, Time period, Nature of work done and Signature of Student, Mentor & Internship Supervisor. It should be like progress report and must be submitted by student periodically. The span of period should be decided at the start of the internship by Internship Supervisor</i>)</p> <p>2. The research project report shall have an undertaking from the student and a certificate from the research supervisor/mentor/advisor for originality of the work, stating that there is no plagiarism</p>

<p><i>out etc and Signature of Student, Mentor & Internship Supervisor. It will be carried out by student throughout the period of internship and be filled regularly) and evaluation report of Internship Supervisor</i></p> <p>b. Format of presentation and the quality of the intern's report</p> <p>c. Acquisition of skill sets by the intern</p> <p>d. Originality and any innovative contribution</p> <p>e. Significance of research outcomes</p> <p>f. Attendance</p>	<p>and that the work has not been submitted for the award of any other degree/diploma in the same Institution or any other Institution.</p> <p>3. Internship offered by the organisation should be followed by one project report and the assessment on evaluation can be judged based on</p> <p>a. Innovativeness of Research</p> <p>b. Presentation and</p> <p>c. Viva-Voce</p> <p>4. The viva-voce examination shall include both internal and external examiner. The HEIs need to follow their examination structure for the conduction of the examination.</p>
--	---

**** On the basis of the above guidelines develop the syllabus for On The Job Internship (Training) and Research Internship**

I) Syllabus format for On the Job Training/ Internship (OJ)

Type: On Job Internship (Training) (OJ)

Course Name:

Course Number:

Course Code:

Course Credits: 4

Marks: On Job Training Report/ Research Internship duly signed by Internal Supervisor :	60
External Assessment (Viva Voce) by University appointed Internal and External Examiners	40
Total Marks:	100

If Course Credits: 2

Marks: On Job Training Report/ Research Internship duly signed by Internal Supervisor :	30
External Assessment (Viva Voce) by University appointed Internal and External Examiners	20
Total Marks:	50

Course Learning Outcomes: (Write at least 4 outcomes. You may add more. Use Bloom's Taxonomy)

-
-
-
-

Instructions for teachers and students while doing On-the-Job Training:

1. Selection of Institute/Organization/Consultant/Professional etc. should be based on the areas in the mandatory or elective courses in the concerned subject.
2. The Institute/Organization/Consultant/Professional etc. under whom the Training/Internship/Apprenticeship is expected, should be FORMALLY ASSIGNED (In Written Form) by concerned teacher to every student.
3. Submission of On-the-Job-Training Report duly signed and certified by concerned teacher/guide is A PRE-REQUISITE FOR APPEARING TO VIVA-VOCE EXAMINATION.
4. TWO COPIES of On-the-Job-Training Report in BOUND FORMAT should be submitted before Viva-Voce. One copy will be kept by department and the remaining will be returned to student.

Important Notes for Teachers:

1. Prepare a Draft Letter for getting permission from the appropriate authority within the Institute/Organization or from Consultant/Professional etc. for the On-the-Job-Training/Internship/Apprenticeship
2. Prepare an Appropriate Format for Writing the On-the-Job Training Report. **Kindly see that the First Page and Certificate Page is common for all students. In the remaining part, try to maintain uniformity.**

For Example:

MARATHI:

The On-the-Job Training Report format may be as follows:

Student's Name: -----

Name Of the College: -----

Class: -----Semester: -----

Subject: -----Seat Number: -----

Year -----Duration of Internship: -----

Internship Site/ Name of the Institution: -----

Institute Supervisor's Name: -----

College Teacher who supervised: -----

Introduction:

This section should provide the area of interest, its' importance in contemporary world, the reasons for choosing this area as well as the institution/organization/consultant/professional etc. .

Description of the organization:

This section should provide a brief overview of the organization where the internship will take place, including its mission, goals, and services and experience.

Duties and responsibilities:

This section should describe the specific tasks and responsibilities the student had during the internship, as well as any notable projects or activities they were involved in.

Reflection on learning outcomes and accomplishments:

This section should highlight the key learning and accomplishments the student achieved during the internship (skills, knowledge, attitude etc.). The student is expected to provide an in-depth reflection on the overall growth and impact of training.

Areas for improvement:

This section should address areas for improvement the student seen by himself/herself during the internship. He/she should reflect on how to overcome these challenges or plan strategies for improvement.

Conclusion:

This section should summarize the key takeaways from the internship experience.

Appendices:

This section should include following documents:

- Formal permission letter by Concerned Teacher/Guide sent to concerned Institution/Organization/Professional/Consultant etc.
- Formal Acceptance Letter by Institution/Organization/Professional/Consultant etc. for Training.
- Activity Log Book (which may contain Attendance sheet with Day, Date, Time, Number of Hours, Brief description of Training/ Learning activities, Responsibilities taken, Signature of Institutional Authority, Signature of Concerned Teacher).
- Google Tagged photos of showing Attendance as well as Doing Work
- Compliance Certificate with remarks duly signed by Institutional Authority
- Other supporting material

II) Syllabus format for Research Internship/Dissertation (RP)

Type: Research Internship/Dissertation (RP)

Course Name:

Course Number:

Course Code:

Course Credits: 8

Marks: Research Internship report duly signed by Internal Supervisor:	120
External Assessment (Viva Voce) by University appointed Internal and External Examiners	80
Total Marks: (8 Credits are there because it is Research Degree)	200

If Course Credits: 4

Marks: Research Internship report duly signed by Internal Supervisor:	60
External Assessment (Viva Voce) by University appointed Internal and External Examiners	40
Total Marks: (4 Credits are there because it is Research Degree)	100

Course Learning Outcomes: (Write at least 4 outcomes. You may add more. Use Bloom's Taxonomy)

-
-
-

•

Instructions for teachers and students while doing Research Internship:

1. Selection of Institute/Organization/Consultant/Professional etc. should be based on the areas in the mandatory or elective courses in the concerned subject.
2. The Institute/Organization/Consultant/Professional etc. under whom the Internship is expected, should be FORMALLY ASSIGNED (In Written Form) by concerned teacher to every student.
3. Submission of Research Report/Dissertation duly signed and certified by concerned teacher/guide is A PRE-REQUISITE FOR APPEARING TO VIVA-VOCE EXAMINATION.
4. TWO COPIES of Research Report/Dissertation in BOUND FORMAT should be submitted before Viva-Voce. One copy will be kept by department and the remaining will be returned to student.

Important Notes for Teachers:

1. Prepare a Draft Letter for getting permission from the appropriate authority within the Institute/Organization or from Consultant/Professional etc. for the Research Report/Dissertation
2. Prepare an Appropriate Format for Writing Research Report/Dissertation. Kindly see that the First Page and Certificate Page is common for all students. In the remaining part, try to maintain uniformity.
3. Kindly prepare the format which is similar to the format used by Ph. D. students during thesis writing.
4. Kindly note that looking for plagiarism, international standard/style of presentation, certificate for originality etc. are essentially the responsibility of concerned teacher or supervisor.

B. A. Programme Structure for Level 5.0 of B. A. - II - Semester - III											
Teaching Scheme					Examination Scheme						
Sr. No.	Theory (TH)				Practical (PR)	Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures	Hours	Credits		---	Paper Hours	Max	Min	Internal	Max
1.	MM –III	4	4	4	If applicable	3	80	28	Assignment	20	7
2.	MM – IV	4	4	4		3	80	28		20	7
3.	MN	4	4	4		3	80	28		20	7
4.	OE	2	2	2		2	40	14		10	04
5.	SEC – III	2	2	2		2	40	14		10	04
6.	VSC – I	2	2	2		2	40	14		10	04
7.	AEC	2	2	2		2	40	14		10	04
8.	IKS (Specific)	2	2	2		2	40	14		10	04
Total			22	22	---	440	---	110	---		

	22											SEE + IA = 440+110= 550
B. A. Programme Structure for Level 5.0 of B. A. - II - Semester - IV												
Teaching Scheme						Examination Scheme						
Sr. No.	Theory (TH)				Practical	Semester-end Examination (SEE)			Internal Assessment (IA)			
	Course Type	No. of Lectures	Hours	Credits		---	Paper Hours	Max	Min	Internal	Max	Min
1.	MM -V	4	4	4	If applicable	3	80	28	Assignment	20	7	
2.	MM - VI	4	4	4		3	80	28		20	7	
3.	MN	4	4	4		3	80	28		20	7	
4.	OE	2	2	2		2	40	14		10	04	
5.	SEC -IV	2	2	2		2	40	14		10	04	
6.	VSC - II	2	2	2		2	40	14		10	04	
7.	AEC	2	2	2		2	40	14		10	04	
8.	IKS (Specific)	2	2	2		2	40	14		10	04	
Total		22	22	22		---	440	---		110	---	
											SEE + IA = 440+110= 550	

SEM VII (6.0)	MAJOR -XIII (4) MAJOR -XIV (4) MAJOR -XV (4) MAJOR -XVI (2)	MAJOR -EI-3 (4)	RM-I (4)	-	-	-	-	22	Four Year UG Honours Degree 176
SEM VIII (6.0)	MAJOR -XVII (4) MAJOR -XVIII (4) MAJOR -XIX (4) MAJOR -XX (2)	MAJOR -EI-4 (4)	-	-	-	-	OJT (04)	22	
Credits	14+14=28	4+4=08	4+0=4	-	-	-	0+4=4	44	
Total Credits	60+28+8								
	96	28	10	12	16	14	176		
SEM VII (6.0)	MAJOR -XXI (4) MAJOR -XXII (4) MAJOR -XXIII (2)	MAJOR -EI-3 (4)	RM-I (4)	-	-	-	RP- (4)	22	Four Year UG Honours With Research Degree 176
SEM VIII (6.0)	MAJOR -XXIV (4) MAJOR -XVX (4) MAJOR -XXVI (2)	MAJOR -EI-4 (4)	-	-	-	-	RP- (8)	22	
Credits	10+10=20	4+4=08	4+0=04	-	-	-	4+8=12	44	
	60+20+8								
Total Credits	88	28	10	12	16	22	176		

Note:

- University may decide to offer maximum of three subjects (Courses) in the first year. The student may select one subject out of combination of three subjects (Courses), (which a student has chosen in the first year) as a **MAJOR** subject (Course) and one subject (Course) as **MINOR** Subject in the second year. Thereby it is inferred that the remaining third subject (Course) shall stand discontinued.
- **DSC: Discipline Specific Course**
- **MAJOR:** Mandatory /Elective
- **MINOR:** Course may be from different disciplines of same faculty of DSC Major
- **OE (Open Elective):** Elective courses/**Open Elective to be chosen compulsorily from faculty other than that of the Major.**
- **VSC/ SEC: Vocational Skill Courses (MAJOR related)/ Skill Enhancement Courses**
- **AEC/ VEC / IKS:** Ability Enhancement Courses (English, Modern Indian Language)/Value Education Courses (Sem. II - Democracy, Elections & Indian Constitution, (DEC) Sem. IV – Environmental Studies (EVS)/ Indian Knowledge System (Generic & Specific))
- **OJT/FP/RP/CEP/CC:** On-Job Training (Internship/Apprenticeship) / Field Project (Major related)/ Research Projects (Major related) Community Engagement (**Major related**)/ **Co-Curricular courses(CC)** such as Health & Wellness, Yoga Education, Sport, and Fitness, Cultural activities, NSS/NCC and Fine /applied/visual/performing Arts / Vivek Vahini etc.