




2024-25

 Estd. 1962 "A" Accredited by NAAC (2021) With CGPA 3.52	SHIVAJI UNIVERSITY, KOLHAPUR 416 004, MAHARASHTRA PHONE : EPABX - 2609000, BOS Section - 0231-2609094, 2609487 Web : www.unishivaji.ac.in Email: bos@unishivaji.ac.in शिवाजी विद्यापीठ, कोल्हापूर, ४१६ ००४, महाराष्ट्र दूरध्वनी - इपीबीएक्स - २०६०९०००, अभ्यासमंडळे विभाग : ०२३१-२६०९०९४, २६०९४८७ वेबसाईट : www.unishivaji.ac.in ईमेल : bos@unishivaji.ac.in		
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Ref. No./SU/BOS/Humanities/ 878

Date :27/12/2023

To,

The Principal,
All Concerned Affiliated Colleges/Institutions,
Shivaji University, Kolhapur

Subject : Regarding syllabi of B. A. Part I (sem. I & II) degree programme under the
Faculty of Humanities as per National Education Policy, 2020 (NEP 2.0)

Sir/Madam,

With reference to the subject mentioned above I am directed to inform you that the University authorities have accepted and granted approval to the revised syllabi, equivalence and nature of question paper of B. A. Part I (Sem. I & II) under the Faculty of Humanities as per National Education Policy, 2020. (NEP 2.0)

English	Marathi	Hindi	Sanskrit	Kannada
Urdu	Ardhamagadhi	Sociology	Psychology	Economics
History	Political Science	Philosophy	Geography	Scientific Method
Indian Knowledge System (IKS) (Generic)				

This syllabi shall be implemented from the academic year 2024-25 onwards . A soft copy containing the syllabus is attached herewith and it is also available on university website www.unishivaji.ac.in (Online Syllabus).

The question paper on the pre-revised syllabi of above mentioned course will be set for the examinations to be held in October/November 2024 & March/ April, 2025. These chances are available for repeater students, if any.

You are therefore, requested to bring this to the notice of all students and teachers concerned.

Thanking you,

Yours faithfully

(Dr. S. M. Kubal)
Dy. Registrar

Encl : As above

Copy to,

For Information and necessary action.

Dean, Faculty of Humanities.	Distance Education Section.
Chairman, B.O.S./Ad-hoc Board under faculty of Humanities.	Eligibility Section.
Director, Board of Examinations & Evaluation	P. G. Seminar Section.
Appointment Section A & B	P. G. Admission Section.
B. A. Exam. Section.	Affiliation Section (T. 1 & T 2)
Internal Quality Assurance Cell	Computer Center/I. T. Cell.

SHIVAJI UNIVERSITY, KOLHAPUR



Established: 1962

A⁺⁺ Accredited by NAAC (2021) With CGPA 3.52

**New Syllabus For
Bachelor of Arts-B. A. in History**

UNDER

Faculty of Humanities

B. A. Part - I (Semester - I and II)

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 2024-25 ONWARDS)



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1. PREAMBLE:

History aims to stride towards maximum understanding of the present and prepare for the future with the help of knowledge from past personalities, events and processes. It not only enriches our wisdom but also widens our vision; but also develop pride for our national heritage and encourage inclusive approach while looking at a variety of sub-cultures of our nation.

2. PROGRAMME LEARNING OUTCOMES (PO)

- In the initial stage of the program, the student would understand the importance of Chhatrapati Shivaji Maharaj's life and vision of Swarajya; not only for the people of Maharashtra but also for the people all over our nation who were in need of self-rule and self-respect. They would understand the legacy that Chhatrapati Shivaji Maharaj have left behind and how his legacy helped Maharashtra cherish the values like respect for faith, respect for language, respect for our culture.
- The program also included various kinds of innovative approach of learnings like VSC, SEC, and CEP. With the course of VSC, students would acquire vocational training in Museum management which would help them to receive opportunity in growing Museum sector.
- Through SEC, students would acquire skills in historical tourism which would open doors for a career in Tourism Industry.
- With IKS, students would know, understand and feel pride in the legacy of our art forms. It would help them in further study or research in our folk arts which are community rooted, glorious and rapidly getting extinct.
- The gap between academics and society would be bridged by the CEP program where students implement their learning and; through engagement with the society, both community and students would understand and preserve their own cultural heritage.

3. DURATION:

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

4. 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 of admission is as per the rules and regulations set from time to time by concerned departments, H university, government and other relevant statutory authorities.

5. MEDIUM OF INSTRUCTION:

The medium of instruction shall be ENGLISH or MARATHI. The students will have AN OPTION TO WRITE ANSWER-SCRIPTS IN ENGLISH OR MARATHI. (EXCEPT LANGUAGES)

6. 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. (Annexure-I)**

7. STRUCTURE OF PROGRAMME:

(Credit Distribution Structure for with Multiple Entry and Exit Options B.A.- I in History)

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/VAC/IKS	AEC (AE)	Ability Enhancement Course
	VAC (VA)	Value Added 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: Annexure-II

A) First Year Bachelor of Arts (B.A. - I) (UG CERTIFICATE):

YEAR:	B.A. - I
SEMESTER:	I and II
LEVEL:	4.5
TOTAL CREDITS	22 + 22 = 44
DEGREE AWARDED:	UG CERTIFICATE (AFTER 44 CREDITS IN TOTAL)

VSC/SEC	VSC - II (Major)	Museum Management-II	BAU0325VSCL213B	2
	SEC - II	Historical Tourism II	BAU0325SECL213B	2
AEC/VAC/ IKS	AEC	'.'		2
OJT/FP/ CEP/CC/CP	CEP (Major)	Preservation of Local History	BAU0325CEPL213B	2
	CC			2
CREDITS FOR B.A. - I, SEM - II:				22
CREDITS FOR B.A. - I, SEM - I AND II:				22 + 22 = 44

8) Course Code Table :

A - I) B.A. - I : SEMESTER - I (TOTAL CREDITS - 22): (Note: Put '-' wherever 'Not Applicable')

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
MAJOR	MANDATORY	History - P - 01 Rise and Growth of Maratha Swarajya (1600-1680)	BAU0325MML213A01	4
MINOR	-			4
IDC/MDC/ GEC/OE-I	Marathi/ Hindi / STD/EDU/MUSIC etc.	Maratha Forts	BAU0325OEL213A	2
IDC/MDC/ GEC/OE- II	Marathi/ Hindi / STD/EDU/MUSIC etc.	Incredible India	BAU0325OEL213B	2
VSC/SEC	VSC-I (Major)	Museum Management-I	BAU0325VSCL213A	2
	SEC - I	Historical Tourism-I	BAU0325SECL213A	2
AEC/VAC/ IKS	AEC	'.'		2
	VAC	Democracy		2
	IKS (Generic)	'.'		2
CREDITS FOR B.A. - I, SEM - I:				22

FOR EXIT OPTION AT B.A. - I:

If student wants to 'EXIT' after completion of B.A. I (SEM I and II), he/she must acquire 04 credits through SUMMER INTERNSHIP of 4 weeks (120 hours) and submit the report. After verification by concerned authority he/she will be awarded the UG CERTIFICATE. This Certificate is a pre-requisite for admission or 'ENTRY' in Second Year B. A. degree course.

The Nature of SUMMER INTERNSHIP:

A-2) B.A. - I : SEMESTER - II (TOTAL CREDITS - 22): (Note: Put '-' wherever 'Not Applicable')

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDIT
MAJOR	MANDATORY	History-P-02 Legacy of Chhatrapati Shivaji Maharaj 1630-1707	BAU0325MML213B02	4
MINOR	-			4
IDC/MDC/ GEC/OE -I	Marathi/ Hindi / STD/EDU/MUSIC etc.	Study of Select Forts	BAU0325OEL213C	2
IDC/MDC/ GEC/OE -II	Marathi/ Hindi / STD/EDU/MUSIC etc.	Magnificent Maharashtra	BAU0325OEL213D	2

Course Code List

Course Code	Name of the Course	Course Code	Name of the Course
01	Marathi	17	Philosophy
02	Hindi	18	Psychology
03	English	19	Social Work
04	Sanskrit (Lower)	20	AHIC
05	Sanskrit (Higher)	21	Linguistics
06	Ardhmagadhi	22	Geography
07	Persian	23	Home Science
08	Urdu	24	Statistics
09	Kannada	25	Education
10	Military Science	26	Physical Education
11	NSS	27	Journalism
12	Music	28	Russian
13	History	29	P.G. Diploma in I.R.S.S.
14	Sociology	30	Bhasha Proudvyogiki
15	Economics	31	Defence Study (Entire)
16	Political Science	32	Master of Rural Studies

Example:

BA I SEM I Marathi: (Course Code: 01)

Table Rows: 1 2 3 4 5 6 7 8
Major Mandatory: BA U0325 MM L 2 01 A 01

Thus,

Course Code for Major Mandatory Course 1 is: BAU0325MML201A01
Course Code for IKS Course is: BAU0325IKL201A (No Course Number)

BA II SEM III Economics: (Course Code: 15)

Table Rows: 1 2 3 4 5 6 7 8
Major Mandatory: BA U0325 MM L 3 15 C 04

Thus,

Course Code for Major Mandatory Course 4 is: BAU0325MML315C04 Course Code
for Skill Enhancement Course 3 is: BAU0325SEL315C03

BA III SEM VI Sociology: (Course Code: 14)

Table Rows: 1 2 3 4 5 6 7 8
Major Mandatory: BA U0325 MM L 4 14 F 12

Thus,

Course Code for Major Mandatory Course 21 is: BAU0325MML414F12
Course Code for On Job Training Course is: BAU0325OJP414F (No Course Number and instead
we use P (Practical))

9. EQUIVALENCE OF THE PAPERS AND COURSES:

Important Note: Under NEP, Equivalence will be given on the basis of Credits acquired at each Year and Not on the basis of Course/Subject. For Example, if student acquires 44 credits or Minimum required Credits prescribed in First Year of B.A., he or she will be eligible for B.A. II and can take admission for any course irrespective of his/her courses (Major or Minor) at B.A. I.

Equivalence: B. A. I Sem-I and II

(Note: Add 'rows' as per course requirement and kindly apply proper course codes. The 'Papers' are considered as 'Course' in New Scheme.)

Sem No.	Paper Code	Title of Old Paper	Credit	Sem No.	Course Code	Title of New Course	Credit
I		Rise of the Maratha Power (1600-1707)	I	I	BAU0325MML213A01	Rise and Growth of Maratha Swarajya (1600-1680)	04
I				I	BAU0325OEL213A	OE-I Maratha Forts	02
I				I	BAU0325OEL213B	OE-II Incredible India	02
I				I	BAU0325VSCL213A	VSC-I Museum Management-I	02
I				I	BAU0325SECL213A	SEC-I Historical Tourism-I	02
II		Polity, Society and Economy under the Marathas (1600-1707)	II	II	BAU0325MML213B02	Legacy of Chhatrapati Shivaji Maharaj (1630-1707)	04
II				II	BAU0325OEL213C	OE-I Study of select forts	02
II				II	BAU0325OEL213D	OE-II Magnificent Maharashtra	02
II				II	BAU0325VSCL313B	VSC-II Museum Management-II	02
II				II	BAU0325SECL213B	SEC-II Historical Tourism-II	02
II				II	BAU0325CEPL213B	CEP Preservation of Local History	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; total marks of course are 100 and passing criteria is 40%, then use the following Table 1 conversion.
- If total marks of any of the course are different than 100 (e.g. 50) and passing criterion is 40, marks obtained are converted to marks out of 100 as below:

$$\text{Marks out of 100} = \frac{\text{Marks obtained by student in that course}}{\text{Total marks of that course}} \times 100$$

and then grade points are computed using Marks out of 100 as per Table 1.

Table 1: Conversion of Marks out of 100 to grade point

Sr. No.	Marks Range out of 100	Grade point	Letter grade
1	80-100	10	O: Outstanding
2	70-79	9	A+: Excellent
3	60-69	8	A: Very Good
4	55-59	7	B+: Good
5	50-54	6	B: Above Average
6	45-49	5	C: Average
7	40-44	4	P: Pass
8	0-39	0	F: Fail
9	Absent	0	Ab: Absent

Table 2 : Conversion of Marks out of 50 to grade point (Passing: 20)

Sr. No.	Marks Range out of 50	Grade point	Letter grade
1	40-50	10	O: Outstanding
2	35-39	9	A+: Excellent
3	30-34	8	A: Very Good
4	28-29	7	B+: Good
5	25-27	6	B: Above Average

6	23-24	5	C: Average
7	20-22	4	P: Pass
8	0-19	0	F: Fail
9	Absent	0	Ab: Absent

○ Computation of Semester Grade Point Average (SGPA) :

Based on the grade points earned in each course in each semester, *Semester Grade Point Average (SGPA)* is computed as follows:

The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student in that semester and the sum of the number of credits of all the courses undergone by a student in that semester. The SGPA of the i^{th} semester is denoted by S_i . The formula is given by

$$\text{SGPA of semester } i = S_i = \frac{\sum_{j=1}^k c_j \times G_j}{\sum_{j=1}^k c_j}$$

where c_j is the number of credit of j^{th} course, G_j is the grade points earned in the j^{th} course and k be the number of courses in i^{th} semester.

○ Computation of Semester Grade Point Average (SGPA) :

Based on the SGPA of each semester, Cumulative Grade Point Average (CGPA) is computed as follows:

The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programmed,

$$\text{CGPA} = \frac{\sum_{m=1}^m S_i \times C_i}{C_i}$$

Where C_i is the total number of credits in i^{th} semester, S_i is the SGPA of i^{th} semester and m is the number of semesters in the programme.

○ Based on CGPA, final letter grade is assigned as below :

Table 3: Final Cumulative Grade Point Average (CGPA) and Final Grade for course

Sr. No.	CGPA Range	Grade	Grade Descriptions
1	9.50-10.00	O	Outstanding
2	8.86-9.49	A+	Excellent
3	7.86-8.85	A	Very Good
4	6.86-7.85	B+	Good
5	5.86-6.85	B	Above Average
6	4.86-5.85	C	Average
7	4.00-4.85	P	Pass
8	0.00-3.99	F	Fail
9	Nil	AB	Absent

Remarks :

1. B+ is equivalent to 55% marks and B is equivalent to 50 % marks. The final later grade on the grade points in each course of entire programme and not on marks obtained each entire programme.
2. The SGPA and CGPA shall be round off to two decimal points.

II. NATURE OF QUESTION PAPER AND SCHEME OF MARKING:

FOR SOCIAL SCIENCES:

A) FOR FOUR CREDITS: Total Marks: 80 (Written)

*** Important Note: The Questions of Minimum 15 Marks should be asked on each Module. Maximum marks per Module should not exceed 26 Marks.*

Question No. 1: Multiple choice questions (10 MCQs) (02 marks each) 20 Marks

Pattern 1: Plain question with 4 alternatives.

1. a. b. c. d.
2. a. b. c. d.
3. a. b. c. d.
4. a. b. c. d.
5. a. b. c. d.
6. a. b. c. d.
7. a. b. c. d.
8. a. b. c. d.

Pattern 2: Match the following with four alternatives

- | Group 1 | Group 2 |
|---------|---------|
| 1. | a) |
| 2. | b) |
| 3. | c) |
| 4. | d) |

Pattern 3: Give Two Statements

10. 1) 2)
Which is the correct option? (or Which is the incorrect option)
- A) Statement 1 is True/Correct and Statement 2 is False/Incorrect
- B) Statement 2 is True/Correct and Statement 1 is False/Incorrect
- C) Both Statements are True/Correct D) Both Statements are False/Incorrect

Question No. 2: Short Notes (Any Four out of Six) (Answer Limit: 150-200 Words) 20 Marks

Question No. 3: Short Questions (Any Two out of Four) (Answer Limit: 300-400 Words) 20 Marks

Question No. 4: Long Question (Any One out of Two) (Answer Limit: 600-800 Words) 20 Marks

B) FOR TWO CREDITS: Total Marks: 40 (Written)

*** Important Note: The Questions of Minimum 10 Marks should be asked on each Module. The Maximum marks per Module should not exceed 16 Marks.*

Question No. 1: Multiple choice questions (05 MCQs) (02 marks each) 10 Marks
Pattern 1: Plain question with 4 alternatives.

1. a. b. c. d.
2. a. b. c. d.
3. a. b. c. d.

Pattern 2: Match the following with four alternatives
Group 1 Group 2

- | | |
|-----------------------------------------------------------------------------------------|----|
| 1. | a) |
| 2. | b) |
| 3. | c) |
| 4. | d) |
| A) 1-a, 2-b, 3-c, 4-d B) 1-b, 2-a, 3-c, 4-d C) 1-c, 2-b, 3-a, 4-d D) 1-d, 2-b, 3-c, 4-a | |

Pattern 3: Give Two Statements

5. 1) 2.)
Which is the correct option? (or Which is the incorrect option)
- A) Statement 1 is True/Correct and Statement 2 is False/Incorrect
- B) Statement 2 is True/Correct and Statement 1 is False/Incorrect
- C) Both Statements are True/Correct D) Both Statements are False/Incorrect

Question No. 2: Short Notes (Any Four out of Six) (Answer Limit: 150-200 Words)
 Question No. 3: Short Question (Any One out of Two) (Answer Limit: 300-400 Words)

20 Marks

10 Marks

B. A. I-History, Semester-I

Faculty	Humanities
Program	BA-History
Course	BA-I
Semester	I
Course Category	Major
Course Name	Rise and Growth of Maratha Swarajya (1600-1680)
Course Number	MM 01
Course Code	BAU0325MML213A01
Course Credits	04
Marks	80

Semester End: 80 + Internal Assessment: 20=Total Marks: 100

Rise and Growth of Maratha Swarajya (1600-1680)

During Medieval times, most of the rulers in India were at the mercy, either of Mughals or of Sultans. But, Chhatrapati Shivaji Maharaj's vision of *Swarajya* (*lit.* self-rule) and his efforts to achieve it: was only one voice at that time which asserted the need to protect and preserve of our own language, culture, religion; and mostly the people and land. It was only one rule which was free at the same time sovereign. Historians say that History is the wisdom told through examples. The events in the life of Chhatrapati Shivaji Maharaj are the examples to sow and cherish moral values, like: urge for independence, self-rule, self-decision, self-respect, respect for women-down-trodden-unsung, disregarded common people

The course for starters in the BA program is dedicated to the life and achievement of Chhatrapati Shivaji Maharaj and his great legacy.

Course Learning Outcomes : Students would able to.....

- CO 1 Learn and understand the life and work of Chhatrapati Shivaji Maharaj in the light of fresh evidences that came forth since last two decades.
- CO 2 Learn the importance of Chhatrapati Shivaji Maharaj's vision of *Swarajya*: not only for the people of Maharashtra but also for the people all over our nation who were in need of self-rule and self-respect.
- CO 3 Understand how the magnificent coronation ceremony was necessary to assert our independence openly; at the same time inspire other people in the nation which were also seeking to free themselves from the clutches of Mughal or Sultanates.
- CO 4 Understand how protecting and preserving our language and culture is necessary to the existence of our own identity.
- CO 5 Understand how the goal based on higher moral values can be achieved through consistent efforts and belief in our goals and our own people.

Semester I

Note: The word 'Maratha' and its use in various forms like Maratha Power, Maratha Art, Maratha etc. denotes those people who used to follow *Marathi* (lit. Maharashtrian) culture.

MODULE 1: Background of Swarajya

(Teaching hours: 15, Credit: 1)

- Causes for the rise of Maratha Swarajya
- Inspiration: Shahaji Raje and Rajmata Jijau
- Chhatrapati Shivaji Maharaj's childhood and early efforts of Swarajya (1630-1655)

MODULE 2: Conflict with Adilshahi

(Teaching hours: 15, Credit: 1)

- Attack on Javali (1656)
- Afzalkhan Episode (1659)
- Siege of Panhala (1660)

MODULE 3: Conflict with Mughal

(Teaching hours: 15, Credit: 1)

- Shahistekhan Episode (1660-63)
- Attack on Surat (1664)
- Mirza Raja Jaisingh and Treaty of Purandar (1665)
- Visit to Agra and Escape (1666)

MODULE 4: Coronation and Southern Campaign

(Teaching hours: 15, Credit: 1)

- First and Second Coronation (1674)
- Southern Campaign (1677-78)
- Death of Chhatrapati Shivaji Maharaj (1680)

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ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

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

B. A. I-History, Semester-I

Faculty	Humanities
Program	BA-History
Course	BA-I
Semester	I
Course Category	Open Elective (OE)
Course Name	Maratha Forts
Course Number	OE-1
Course Code	BAU0325OEL213A
Course Credits	02
Marks	40

Semester End: 40 + Internal Assessment: 10=Total Marks: 50

Maratha Forts

Forts were administrative and defensive structures created during the entire history of India. They worked as headquarters of the surrounding region, at the same time, useful as a shelter for neighbouring people in the time of distress. With the foreign invasion during Medieval periods, the constructing stone-forts introduced to India. Hence, forts created during Medieval period are standing, comparing to the Ancient ones. During the glorious period of Chhatrapati Shivaji Maharaj, Maharashtra witnessed brisk fort-building activities, both on hills and in the sea. The study of Medieval forts is the study of physical reflections of the concepts and thoughts of their creators.

In this semester, basic nature, components and importance of the forts will be introduced to the students.

Course Outcomes: Students would able to learn.....

- CO 1 Various types and basic architectural components of the Maratha forts would be understood.
CO 2 The role of forts in the Maratha administration and history would be understood.

MODULE 1. Introduction

(Teaching Hours -15, Credit-01)

- a) Forts: Definition and Major types
b) Need to construct Forts
c) Importance of Forts in the Maratha History

MODULE 2. Nature and Architecture of Maratha forts

(Teaching Hours -15, Credit-01)

- a) Selection of Sites to construct Forts
b) Major components of Fort Architecture
c) Maratha administration in the Forts

References

- Baig, Amita. Forts and Palaces of India, Om Books, 2010

- Chakravarty, K. K. Gwalior Fort: Art, Culture and History, Arnold-Heinesmann, 1984
- Das, Debasish, Ref Fort: Remembering the Magnificent Mughals, 2019
- Husain, M.A., An Historical Guide to The Agra Fort, Manager of Publications, Delhi, 1937.
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- Jain, Shikha, Rima Hooja, Strongholds of Western India: The Forts of Maharashtra, Aryan Books International, New Delhi, 2021
- Kamalkar, J. N. The Deccan Forts: A Study in the art of Fortification in Medieval India, Popular Book Depot., Bombay, 1961
- Mishra, B. D., Forts and Fortresses of Gwalior and Its Hinterland, Manohar Publishers, 1993
- Naravane, M.S., The Maritime and Coastal Forts of India, APH Publishing, 1998
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ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Visit to nearby fort and report of the visit
- Any other exercise/activity approved by concerned teacher

B. A. I-History, Semester-I

Faculty	Humanities
Program	BA-History
Course	BA-I
Semester	I
Course Category	Vocational Skill Course (VSC)
Course Name	Museum Management-I
Course Number	VSC-I
Course Code	BAU0325VSCCL213A
Course Credits	02
Marks	40

Semester End: 40 + Internal Assessment: 10=Total Marks: 50

Museum Management-I

This course aims to introduce the learners to the roles and responsibilities of administrators, concepts and methods of collection and documentation of museum objects.

Course Outcomes: Students would able to....

- CO 1 Get familiarized with Museums and Museology i.e., definition, nature, scope, types etc.
- CO 2 Learn about various posts dedicated to various functions in Museums.
- CO 3 Understand the role and responsibilities of various persons in Museums.

MODULE 1: Introduction to Museum (Teaching Hours- 15, Credit- 01)

- Definition
- Importance of Museum
- Types and classification of Museums

MODULE 2: Administration

(Teaching Hours- 15, Credit- 01)

- Director: Role and Responsibilities
- Curator: Role and Responsibilities
- Conservator: Role and Responsibilities
- Guide: Role and Responsibilities

References:

- Agrawal, U. Museums of India: A Brief Directory, Museums Association of India, Sundeepr Prakashan, New Delhi, 2000
- Ambrose, T. and Paine, C. Museum Basics, Routledge, New York, 2018
- Bennett, Tony. The Birth of the Museum, Routledge, New York, 1995
- Boylan, Patrick J (ed.), Museums, Routledge, New York, 1992
- Edson, Gary and Dean, David. The Handbook for Museums, Routledge, New York, 2005
- Foundation de France & ICOM. Museums Without Barriers: A New Deal for Disabled People, Routledge, London, 2002
- Markham S. F. and Hargreaves, H. The Museums of India, The Museum Association, Michigan, 1936
- Moore, Kevin (ed.). Museum Management, Routledge, London, 1994
- Nigam, M. L. Fundamentals of Museology, Navahind Prakashan, 2007

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Home Assignment
- Visit to Museum and report of visit
- Any other exercise/activity approved by concerned teacher.

B. A. I-History, Semester-I

Faculty	Humanities
Program	BA-History
Course	BA-1
Semester	1
Course Category	Skill Enhancement Course (SEC)
Course Name	Historical Tourism-I
Course Number	SEC-1
Course Code	BAU0325SECL213A
Course Credits	02
Marks	40

Semester End: 40 + Internal Assessment: 10=Total Marks: 50

Historical Tourism-I

The course aims to encourage students to understand various elements involved in Tourism the especially that of Historical Tourism Industry. It also wishes to train them in various skills regarding Management.

Course Outcomes: Students would able to.....

- CO 1 Receive knowledge about historical tourism.
- CO 2 Learn various types of historical sites or places; important for historical tourism.
- CO 3 Develop the skills of tour management.
- CO 4 Learn and acknowledge the importance of hospitality in Tourism industry.
- CO 5 Receive information regarding Government as well as private tour agencies and their function.

MODULE 1. Historical Tourism

- a) Definition of Tourism and Types of Tourists.
- b) Historical Tourism: Meaning, Nature and Scope
- c) Classification of Historical Places, Sites, Monuments and Museums.

(Teaching Hours -15, Credit-01)

MODULE 2. Tour Management

- a) Tour Planning: Pre-Tour planning, mode of transportation, security measures and check list
- b) Hospitality
- c) MTDC and other travel agencies

(Teaching Hours -15, Credit-01)

References:

- Bob Brotherton and Roy c Wood (ed), Hospitality Management, Sage publication, New Delhi, 2008
- Gupta K. R., Concise Encyclopedia of India-Places of Historical and tourist Interest, Atlantic

Publication, New Delhi, 2010

Eric Zuelow, James Kevin (ed), History of Tourism and Travel, Oxford University Press, New Delhi, 2022

Sing S. P., Travel and Tourism Management, ABD Publisher, Delhi, 2006

Neel Jagmohan, Travel Agency and Tour Operations, Kansika Publishers, New Delhi, 2006

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ACTVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Home Assignment
- Visit to any historical tourist place and report of the visit
- Any other exercise/activity approved by concerned teacher.

12: SYLLABUS

B. A. I-History, Semester-II

Faculty	Humanities
Program	BA-I-History
Course	BA-I
Semester	II
Course Category	Major
Course Name	Legacy of Chhatrapati Shivaji Maharaj (1630-1707)
Course Number	MM 02
Course Code	BAU0325MML213B02
Course Credits	04
Marks	80
Semester End: 80 + Internal Assessment: 20=Total Marks: 100	

Legacy of Chhatrapati Shivaji Maharaj (1630-1707)

After the untimely demise of Chhatrapati Shivaji Maharaja, Maharashtra faced with a powerful attack from Mughals from all the directions. But Chhatrapati Shivaji Maharaj had successfully sowed the seeds of Swarajya in the minds of the people. Hence, with his legacy, all the Marathas united under one flag and fought bravely with the Mughals for almost 27 years which resulted in the victory in their war of independence. His legacy inspired many Maratha warriors. His legacy also can be witnessed in his administrative structures and physical structures he created. He was known as '*Rajyatecha Raja'* (lit. King of the people). His policy of public welfare also continued up to the arrival of British in India.

Course Outcome: Students would able to....

- CO 1 Understand the powerful legacy of Chhatrapati Shivaji Maharaj reflected through various events after his untimely demise.
- CO 2 Learn and understand how the vision of Chhatrapati Shivaji Maharaj percolated in the minds and hearts of common people. Hence, after his death, the people were united to fight Mughals almost for 27 years to protect the Swarajya and became successful in their war of independence.
- CO 2 Learn the work of Maratha warriors and understand how Chhatrapati Shivaji Maharaj inspired common people with the values of independence and self-less valor.
- CO 3 Understand the structure, glory and magnificence of Maratha fort which protected Swarajya during the times of Chhatrapati Shivaji Maharaj as well as afterwards.
- CO 4 Learn the inception of Maratha Navy and construction of Sea-fort which aptly gave the recognition to Chhatrapati Shivaji Maharaj as the founder of Indian Navy.

Semester II

CO 5 Understand Chhatrapati Shivaji Maharaj's various policies of welfare which reflected his far-sighted vision. His innovative policies, directly only to the public welfare has become state of Public Welfare.

MODULE 1: Maratha's War of Independence

(Teaching hours: 15, Credit: 1)

- Chhatrapati Sambhaji Maharaj (1681-1689)
- Chhatrapati Rajaram Maharaj (1689-1700)
- Maharani Tarabai (1700-1707)

MODULE 2: Brave Maratha Warriors

(Teaching hours: 15, Credit: 1)

- Tamaji Mahasure
- Bahirji Naik
- Prataprao Gujar
- Hambirrao Mohite

MODULE 3: Administration of Chhatrapati Shivaji Maharaj (Teaching hours: 15, Credit: 1)

- Ashtrapradhan Mandal
- Fort and Weapons
- Navy

MODULE 4: Chhatrapati Shivaji Maharaj's Policies of Welfare (Teaching hours: 15, Credit: 1)

- Agrarian Policy
- Religious Policy
- Management

References:

- Apte, B. K. A History of the Maratha Navy and Merchant ships. State Board of Literature and Culture, Mumbai, 1973
- Phalake, K. M., Administrative System of Chhatrapati Shivaji: Relevance to Modern Management, Shri Shivaji Rangad Sinarak Mandal, Pune, 2017
- Phalake, K. M., The Legacy of Chhatrapati Shivaji: Kingdom to Empire: 1600-1818, Sree Shri Memorial Committee, Srisulthan, 2022.
- Ramade, M. G. Rise of the Maratha Power, and other essays, University of Bombay, Mumbai, 1961.
- अफसलकॉटे, सतीश गुपी, सहायी दुर्गप्रण मंडळ, सांगली, २००५.
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- डेंरे, रा. वि. (सप्त.) सप्तदशत अमरा प्रणीत स्वराज्यवादी: आजाप, पद्मनाथ प्रकाशन, पुणे, २०१४
- खोलेकर वि. गो. माठा आमनाचे स्वरूप, शिवाजी विद्यापीठ प्रकाशन, कोल्हापूर, १९८८
- कुलकर्णी अ. रा. शिवकालीन महाराष्ट्र, राजेंद्र प्रकाशन, पुणे, १९९९

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- मेहता, ग. भा. आणि सतीश गिणे. शिवछत्रपतींचे आराम, परामित्र पब्लिकेशन, पुणे, २०११.
- पवार, जयसिंगराव (सप्त.) छत्रपती सभाजी: स्मरण ग्रंथ, मधुशी प्रकाशन, कोल्हापूर, १९९०.
- पवार, जयसिंगराव (सप्त.) शिवपुत्र छत्रपती राजाराम, महाराष्ट्र इतिहास प्रामाणिक, कोल्हापूर, २०१९.
- पवार जयसिंगराव (सप्त.) छत्रपती शिवाजी महाराज स्मृतीग्रंथ, महाराष्ट्र राज्य पाठ्यपुस्तक निदेशी व अभ्यासक्रम संशोधन मंडळ, पुणे, २०११
- पवार, जयसिंगराव. मंगलमंदिरी महाराणी ताताबाई.
- फाडी, सेतुप्रभाकर. माठ्यांचे स्मरणपुस्तक, पुणे, १९९२.
- फिरे का. ग. माठ्यांचा दुर्दैवित्त्व १६०० - १८१८, कालिंद्यंत प्रकाशन, पुणे, २००४
- त्रिवाडे, सदाशिव. सेनाती इतिहास मंदिरी, जयमंड पब्लिकेशन, पुणे, २०२०.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Home Assignment
- Visit to nearby fort and submitting his report.
- Any other exercise/activity approved by concerned teacher.

B. A. I-History, Semester-II

Faculty	Humanities
Program	BA-History
Course	BA-I
Semester	II
Course Category	Open Elective (OE)
Course Name	Study of Select Forts
Course Number	OE-1
Course Code	BAU0325OEL213C
Course Credits	02
Marks	40
Semester End: 40 + Internal Assessment: 10=Total Marks: 50	

Study of Select Forts

Fortes were administrative and defensive structures created during the entire history of India. They worked as headquarters of the surrounding region, at the same time, useful as a shelter for neighbouring people in the time of distress. With the foreign invasion during Medieval periods, the construction of stone-forts introduced to India. Hence, forts created during Medieval period are standing, comparing to the Ancient ones. During the glorious period of Chhatrapati Shivaji Maharaj, Maharashtra witnessed brisk fort-building activities, both on hills and in the sea. The study of Medieval forts is the study of physical reflections of the concepts and thoughts of their creators.

In this semester, by studying some select forts; students would apply the knowledge they received in first semester regarding the basic nature and components of forts.

Course Outcomes: Students would able to learn....

- CO 1 Location, major components, nature of some select forts in Maharashtra and their role in the historical development.
- CO 2 Architecture and administrative system of the select forts.

Note: Visit to any nearby fort and its report are mandatory for this semester.

MODULE 1. Forts in Maharashtra

- a) Hill Fort: Raigad
b) Sea Fort: Sindhudurg
c) Ground Fort: Naldurg

(Teaching Hours -15, Credit-01)

MODULE 2. Forts in India

- a) Red Fort, Agra

(Teaching Hours -15, Credit-01)

- b) Fort at Gwalior
c) Fort at Gingie

References

- Baig, Amita. Forts and Palaces of India, Om Books, 2010
- Chakravarty, K. K. Gwalior Fort: Art, Culture and History, Arnold-Heinesmann, 1984
- Das, Debasish, Ref Fort: Remembering the Magnificent Mughals, 2019
- Husain, M.A., An Historical Guide to The Agra Fort, Manager of Publications, Delhi, 1937.
- Intach Architectural Heritage Division, Understanding Forts of India, 2022
- Jain, Shikha, Rima Hooja, Strongholds of Western India: The Forts of Maharashtra, Aryan Books International, New Delhi, 2021
- Kamalkar, J. N. The Deccan Forts: A Study in the art of Fortification in Medieval India, Popular Book Depot., Bombay, 1961
- Mishra, B. D., Forts and Fortresses of Gwalior and Its Hinterland, Manohar Publishers, 1993
- Naravane, M.S., The Maritime and Coastal Forts of India, APH Publishing, 1998
- अक्कलकोट, सतीश. दुर्ग. सह्याद्री प्रकाशन.
- अभ्यंकर, शंकर, किल्ले रायगड, १९८०
- आवळसरकर, शा. वि. रायगडची जीवनगाथा, म. रा. सा. सं. मंडळ., मुंबई, १९६२
- दांडेकर, गो. नी. दुर्ग भ्रमणगाथा, मॅजेस्टिक, मुंबई, १९८३
- घाणेकर, प्र. के., साद सह्याद्रीची-भटकंती किल्ल्यांची, स्नेहल प्रकाशन, पुणे, १९८५
- कुलकर्णी, अ. रा. (संपा.) आज्ञापत्र, डायमंड पब्लिकेशन, पुणे, २००७

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Visit to nearby fort and report of the visit
- Any other exercise/activity approved by concerned teacher

B. A. I-History, Semester-II

Faculty	Humanities
Program	BA-History
Course	BA-1
Semester	II
Course Category	Open Elective (OE)-2
Course Name	Magnificent Maharashtra
Course Number	OE-2
Course Code	BAU0325OEL213D
Course Credits	02
Marks	40
Semester End: 40 + Internal Assessment: 10=Total Marks: 50	

Magnificent Maharashtra

Maharashtra is a land of brave people and strong faith. The work and sacrifices of the brave are always a point of great inspiration. It should be understood, remembered and cherished.

Course Outcomes: Students would able to learn....

- CO 1 The work, sacrifice and inspiration of some representative rulers.
CO 2 The living cultural tradition of pilgrimages and pilgrimage centres.

MAGNIFICENT MAHARASHTRA

Module 1: Memory and Memorials

- Rajmata Jijau and Sindkhed Raja
- Chhatrapati Shivaji Maharaj and Raigad
- Rajarshi Shahu Maharaj and Kolhapur

Module 2: Living Cultural Tradition

- Vitthal of Pandharpur
- Mahalakshmi of Kolhapur
- Khandoba of Jejuri

References

- Bendre, V. S. (Ed.) Coronation of Shivji the Great (Gagabhattakrita Shrishivrajyaabhishekrprayog). University of California, 1960.
- Feldhaus, Anne *et al* (Ed.) Essay on Khandoba by Gunther-Dietz Sontheimer, IGNC, New Delhi 1997
- Prabhudesai, Yogesh, The Rise of Mahalakshmi Cult in the Deccan: A Goddess of Power, Kingdom and Salvation, Agam Kala Prakashan, Delhi, 2023
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- बेंद्रे, वा. सी. शिवराज्याभिषेक प्रयोग, पार्थ पब्लिकेशन्स, कोल्हापूर, २०१३
- बोडस, उमा आणि वसंत नुलकर, श्री खंडोबा दर्शन,
- दांडेकर १९८३, मुंबई, मॅजेस्टिक, णगाथादुर्ग भ्रम. नी. गो.,
- देंद्रे, रा. चि. श्री विठ्ठल: एक महासमन्वय, पद्मगंधा, पुणे.
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- सरदेसाई, गो. स. राज्याभिषेक शक-कर्ते शिवाजी महाराज, वरदा बुक्स, पुणे, 2022

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Visit to nearby fort and report of the visit
- Any other exercise/activity approved by concerned teacher

B. A. I-History, Semester-II

Faculty	Humanities
Program	BA-History
Course	BA-I
Semester	II
Course Category	Vocational Skill Course (VSC)
Course Name	Museum Management-II
Course Number	VSC-II
Course Code	BAU0325VSC1213B
Course Credits	02
Marks	40
Semester End: 40 + Internal Assessment: 10=Total Marks: 50	

Museum Management-II

This course aims to introduce the learners to the roles and responsibilities of administrators, concepts and methods of collection and documentation of museum objects.

Course Outcomes: Students would able to

- CO 1 learn and understand basic tasks of Museums
- CO 2 Learn various modes of acquisition of museum objects.
- CO 3 Learn the ways to classify museum objects.
- CO 4 Learn the manual and digital aspects of documentation.
- CO 5 Understood how the theoretical knowledge came into existence and causes of any variation differences in them by visiting museum.

Note: Students are expected to visit Museum and submit a report of their visit.

MODULE. 1 Basic Tasks before Museums (Teaching Hours- 15, Credit- 01)

- a. Acquisition
- b. Classification
- c. Documentation

MODULE. 2. Museums in India (Teaching Hours- 15, Credit- 01)

- a. National Museum, New Delhi
- b. Chhatrapati Shivaji Maharaj Vastu Sangrahalaya, Mumbai
- c. Town Hall Museum, Kolhapur

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ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Home Assignment
- Visit to museum and report of the visit
- Any other exercise/activity approved by concerned teacher.

B. A. I-History, Semester-II

Faculty	Humanities
Program	BA-History
Course	BA-I
Semester	II
Course Category	Skill Enhancement Course (SEC)
Course Name	Historical Tourism-II
Course Number	SEC-II
Course Code	BAU0325SECL213B
Course Credits	02
Marks	40
	Semester End: 40 + Internal Assessment: 10=Total Marks: 50

Historical Tourism-II

The course aims to help students to understand the concept and importance of Guide. It would also understand the ethics and responsibility of any tourist guide. They are also expected to visit any historical place and; they are encouraged to observe, understand and implement their skills in the field.

Course Outcomes : Students would able to...

- CO 1 Learn the need and importance of Tour Guide in Historical Tourism
- CO 2 Understand the ethics of Tour-Guide.
- CO 3 Understand the responsibilities of Tour-Guide.
- CO 4 Learn various circuits of historical importance in their neighborhood.
- CO 5 Apply their learning by visiting historical places.

Note: Students are expected to visit any historical monuments/place and write a report of the tour.

MODULE 1 Tour Guiding

(Teaching Hours -15, Credit-01)

- a) Principles and Ethics of tour Guide
- b) Role and Responsibilities of a tour Guide
- c) Importance of tour Guide

MODULE 2: Places important for Historical Tourism

(Teaching Hours -15, Credit-01)

- a) Satara Circuit: Satara, Aundh, Shikhar Shinganapur
- b) Kolhapur Circuit: Kolhapur, Panhala, Jotiba
- c) Pune Circuit: Pune, Karle Caves, Jejuri

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ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Home Assignment
- Visit to any historical place/monuments and report the visit
- Any other exercise/activity approved by concerned teacher.

B. A. I-History, Semester-II

Faculty	Humanities
Program	BA-II History
Course	BA-I
Semester	II
Course Category	Community Engagement Program (CEP)
Course Name	Preservation of Local History
Course Number	CEP
Course Code	BAU0325CEPL213B
Course Credits	02
Marks	40
Semester End: 40 + Internal Assessment: 10 = Total Marks: 50	

Preservation of Local History

Local history is an important branch of historical knowledge. Students learn regional to global through out their conventional curriculum. But they are always unaware of their own rich heritage. At the same time, the people at the villages, are also unaware of the same. Students, people/community must know their own history and feel accountable for its preservation & transmission to next generation. It needs community involvement in its entire process and, on the other hand, community engagement of the students. This program bridges the gap between learning & application. It is designed to direct students to their own cultural heritage at the time, through community engagement; they will disseminate an academical knowledge to the people.

Course Outcomes : Students would able to...

- CO 1 Receive knowledge of their own surrounding and heritage
- CO 2 Learn the nature of historical sources and way to classify them
- CO 3 Understand the ways to preserve their own history
- CO 4 Learn and understand the ways to engage people in the preservation of local history
- CO 5 Understand the values like respect of our own heritage, preservation of heritage and responsibility towards our own history.

MODULE 1: Local History: History of Our Own Village (Teaching Hours -15, Credit-01)

- a. Meaning, Nature and Scope of Local History
- b. Nature and Classification of Sources
- c. Importance

MODULE 2: Community Engagement for the Preservation of Local History (Teaching Hours -15, Credit-01)

a. Awareness Campaign

Survey/Projects/Rally/Exhibition/Lectures/Film Screening/Interview/Questionnaire/ Celebration of Birth and Death Anniversaries of National Leaders and any other.

b. Heritage Walk

c. Report Writing and Presentation

References:

- Howe, Barbara J., A Century of Local History Writings, in, OAH Magazine of History, Vol. IV, 1989, JSTOR.
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ACTIVITIES AND EXERCISES SUGGESTED FOR ASSESSMENT OF CEP:

Community Engagement Program (CEP):

Sr. No.	Details	Marks		Means of Evaluation
			80	
A. Internal Evaluation				
1	Conduct Community Engagement activities in the field on an issue and report submission	20		Relevance and Sustainable Outcome
2	Conduct awareness programmes on any social issue in the field issue	10		Participation in villagers reports, photographs
3	Case study on any successful community development project	20		Visit report and learning
4	Participation in the survey, rallies, and observation of important days for the social cause	15		Active participation, innovative ideas and leadership
5	Presentation on Field Learning	15		Answer Paper presentation Content
B. External Evaluation			20	Viva Voce
C. TOTAL			100	

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, industry academia 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 to develop professional principles, ethics, values, and integrity which will enable them to gain perspective, professional competence, 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 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 (all 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 same HEI for a specified duration and conduct a time-bound internship project. The HEI (parent Institution) and Internship Providing Organization (IPO) would play important roles in facilitating the smooth conduct of internship.

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

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

The internship can be linked to the outcomes of value-added/skill development/ability enhancement courses. It 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 etc. 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. student may be willing to opt any and choose the mentor physically or digitally or any mentor outside also, national or international level.

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

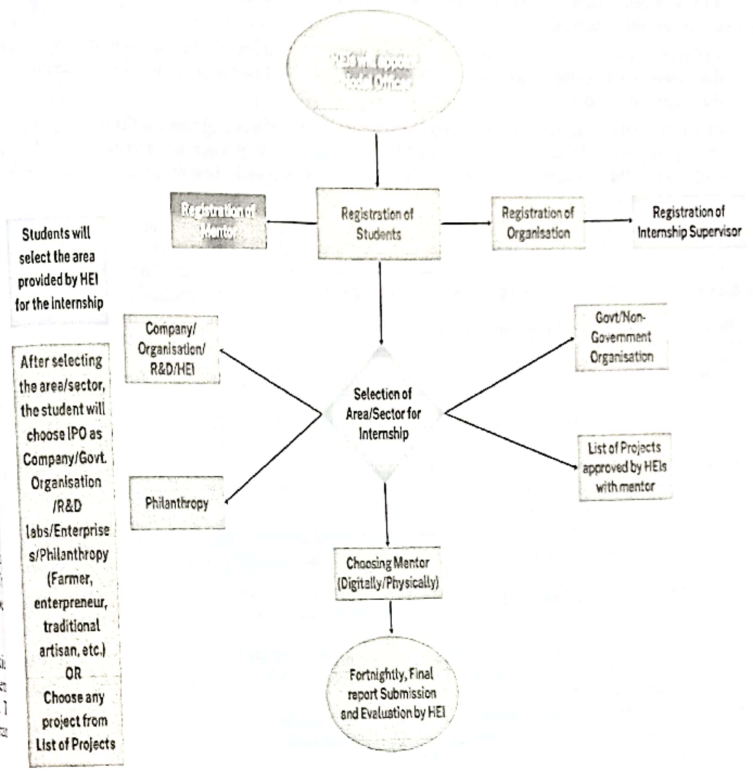
8. Students can choose industry mentor from HEIs/ research organizations/industrial R&D labs/University level national reputed institutions / organizations / industries / emergency professional / NGOs / local government officials/ outside India experts working at the international level/social networking sites (e.g., LinkedIn). A portal can be developed at HEI/University level. A centrally managed Internship Portal would help in arranging 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, farm 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
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Note: In 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 activity 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 (Prepare it before starting of the internship with Day and Date, Time period, Nature of activity/work done/ experiential learning/responsibility carried 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</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>1. Activity logbook (Prepare it before starting of the internship with Day and Date, Time of 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)</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 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**

1) 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 :
 External Assessment (Viva Voce) by University appointed Internal
 and External Examiners
Total Marks:
If Course Credits: 2
Marks: On Job Training Report: Research Internship duly signed by Internal Supervisor :
 External Assessment (Viva Voce) by University appointed Internal
 and External Examiners
Total Marks:

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:

Psychology:

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.

60
40
100
30
20
50

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:

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: 40
 External Assessment (Viva Voce) by university appointed Internal
 and External Examiners 100
Total Marks: (4 Credits are there because it is Research Degree)

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.

Annexure-I

B. A. Programme Structure for Level 4.5 of B.A. - I - Semester I											
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-I	4	4	4	If applicable	3	80	28	Assignment	20	7
2.	MN-I	4	4	4		3	80	28		20	7
3.	IDC/MDC/ GEC/OE	4 (2+2)	4 (2+2)	4 (2+2)		2	40	14		10	04
4.	YSC-I (Major)	2	2	2		2	40	14		10	04
5.	SIC-I	2	2	2		2	40	14		10	04
6.	AEC	2	2	2		2	40	14		10	04
7.	VAC	2	2	2		2	40	14		10	04
8.	IKS (Generic)	2	2	2		2	40	14		10	04
Total					—	440	—	110	—	SEE + IA = 440+110= 550	

B. A. Programme Structure for Level 4.5 of B.A. - I - Semester - II											
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-II	4	4	4	If applicable	3	80	28	Assignment	20	7
2.	MN-II	4	4	4		3	80	28		20	7
3.	IDC/MDC/ GEC/OE	4 (2+2)	4 (2+2)	4 (2+2)		2	40	14		10	04
4.	YSC-II (Major)	2	2	2		2	40	14		10	04
5.	SFC-II	2	2	2		2	40	14		10	04
6.	AEC	2	2	2		2	40	14		10	04
7.	CEP (Major)	2	2	2		2	40	14		10	04
8.	CC	2	2	2		2	10	4		40	14
Total					—	410	—	140	—	SEE + IA = 410+140= 550	

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	Min
1.	MM-III	4	4	4	If applicable	3	80	28	Assignment	20	7
2.	MN-III	4	4	4		3	80	28		20	7
3.	IDC/MDC/ GEC/OE	2	2	2		2	40	14		10	04
4.	SEC-III	2	2	2		2	40	14		10	04
5.	SEC-IV	2	2	2		2	40	14		10	04
6.	AEC	2	2	2		2	40	14		10	04
7.	IKS (Specific)	2	2	2		2	40	14		10	04
8.	VAC	2	2	2		2	40	14		10	04
Total					—	440	—	110	—	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.	MN-VI	4	4	4		3	80	28		20	7
3.	IDC/MDC/ GEC/OE	2	2	2		2	40	14		10	04
4.	SEC-V	2	2	2		2	40	14		10	04
5.	SEC-VI (Major)	2	2	2		2	40	14		10	04
6.	AEC	2	2	2		2	40	14		10	04
7.	VAC	2	2	2		2	40	14		10	04
8.	VAC	2	2	2		2	40	14		10	04
Total					—	440	—	110	—	SEE + IA = 440+110= 550	

B. A. Programme Structure for Level 5.5 of B.A. - III - Semester - V											
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	Min
1.	MM-VII	4	4	4	If applicable	3	80	28	Assignment	20	7
2.	MN-VIII	4	4	4		3	80	28		20	7
3.	MM-IX	4	4	4		3	80	28		20	7
4.	ME-I	4	4	4		3	80	28		20	7
5.	MN-V	4	4	4		3	80	28		20	7
6.	OJT	—	2	2		Report	30	11		20	7
Total					—	430	—	110	—	SEE + IA = 430+120= 550	

B. A. Programme Structure for Level 5.5 of B. A. - III - Semester - VI

Sr. No.	Teaching Scheme				Practical (PR)	Semester-end Examination (SEE)			Internal Assessment (IA)		
	Theory (TH)					Paper Hours	Max	Min	Internal	Max	Min
	Course Type	No. of Lectures	Hours	Credits							
1.	MM - X	4	4	4	If applicable	3	80	28	Assignment	20	7
2.	MM - XI	4	4	4		3	80	28		20	7
3.	MM - XII	4	4	4		3	80	28		20	7
4.	ME - II	4	4	4		3	80	28		20	7
5.	MN - VI	4	4	4		3	80	28		20	7
6.	IP	—	2	2		Report	20	7	VIVA	30	7
Total		22	22	22	—	—	420	—	—	130	11
SEE + IA = 420+130= 550											

B. A. Programme Structure for Level 6.0 of B. A. - IV - Semester - VII (WITH HONOURS)

Sr. No.	Teaching Scheme				Practical (PR)	Semester-end Examination (SEE)			Internal Assessment (IA)		
	Theory (TH)					Paper Hours	Max	Min	Internal	Max	Min
	Course Type	No. of Lectures	Hours	Credits							
1.	MM - XIII	4	4	4	If applicable	3	80	28	Assignment	20	7
2.	MM - XIV	4	4	4		3	80	28		20	7
3.	MM - XV	4	4	4		3	80	28		20	7
4.	MM - XVI	2	2	2		2	40	14		10	4
5.	ME - III	4	4	4		3	80	28		20	7
6.	RM	4	4	4		3	80	28	20	7	
Total		22	22	22	—	—	440	—	—	110	—
SEE + IA = 440+110= 550											

B. A. Programme Structure for Level 6.0 of B. A. - IV - Semester - VIII (WITH HONOURS)

Sr. No.	Teaching Scheme				Practical (PR)	Semester-end Examination (SEE)			Internal Assessment (IA)		
	Theory (TH)					Paper Hours	Max	Min	Internal	Max	Min
	Course Type	No. of Lectures	Hours	Credits							
1.	MM - XVII	4	4	4	If applicable	3	80	28	Assignment	20	7
2.	MM - XVIII	4	4	4		3	80	28		20	7
3.	MM - XIX	4	4	4		3	80	28		20	7
4.	MM - XX	2	2	2		2	40	14		10	4
5.	ME - IV	4	4	4		3	80	28		20	7
6.	OJT	—	4	4		4	Report	60	14	VIVA	40
Total		18	22	22	04	—	420	—	—	150	—
SEE + IA = 420+150= 570											

OR

B. A. Programme Structure for Level 6.0 of B. A. - IV - Semester - VII (WITH RESEARCH)

Sr. No.	Teaching Scheme				Practical (PR)	Semester-end Examination (SEE)			Internal Assessment (IA)		
	Theory (TH)					Paper Hours	Max	Min	Internal	Max	Min
	Course Type	No. of Lectures	Hours	Credits							
1.	MM - XIII	4	4	4	If applicable	3	80	28	Assignment	20	7
2.	MM - XIV	4	4	4		3	80	28		20	7
3.	MM - XV	2	2	2		2	40	14		10	4
4.	ME - III	4	4	4		3	80	28		20	7
5.	RM	4	4	4		3	80	28		20	7
6.	RP	—	4	4		4	Report	60	21	VIVA	40
Total		18	22	22	4	—	420	—	—	130	—
SEE + IA = 420+130= 550											

B. A. Programme Structure for Level 6.0 of B. A. - IV - Semester - VIII (WITH RESEARCH)

Sr. No.	Teaching Scheme				Practical (PR)	Semester-end Examination (SEE)			Internal Assessment (IA)			
	Theory (TH)					Paper Hours	Max	Min	Internal	Max	Min	
	Course Type	No. of Lectures	Hours	Credits								
1.	MM - XVI	4	4	4	If applicable	3	80	28	Assignment	20	7	
2.	MM - XVII	4	4	4		3	80	28		20	7	
3.	MM - XVIII	2	2	2		2	40	14		10	4	
4.	ME - IV	4	4	4		3	80	28		20	7	
5.	RP	—	8	8		8	Report	120		28	VIVA	80
Total		14	22	22		8	—	400	—	—	150	—
SEE + IA = 400+150= 550												

SEM I 4.5	Mandatory History P-I (4)	Electives P1 (4)	Marathi/ Hindi/ Eng/ STD/ EDU/ MUSIC etc (2+2+4)	VSC- I (2) SEC- I (2)	AEC- ENG P-I (2) VAC Democracy (2) IKS (2) Generic	UG Certificates 40-44
	W-L/W=4	W-L/W=4	W-L/W=4	W-L/W=4	W-L/W=6	22
SEM II 4.5	History P-II (4)	P-II (4)	Marathi/ Hindi/ Eng/ STD/ EDU/ MUSIC etc (2+2+4)	VSC- I (2) SEC- II (2)	AEC- ENG P-II (2)	22
	W-L/W=4	W-L/W=4	W-L/W=4	W-L/W=4	W-L/W=2	CC-(2) CEP (2)
Credits	4+4=8	4+4=8	4+4=8	4+4=8	6+2=8	W-L/W=22 22+22=44
Exit Option: 4 credit NSSG/Internship						
SEM III 5.0	History P-III (4) History P-IV (4)	P-III (4)	IDS /Logic/ Cop/ HSRM/ Tour	SEC-III (2) SEC IV (02)	ENG P-III (2) IKS (2) Specific	UG Diploma 80-84
	W-L/W=8	W-L/W=4	W-L/W=2	W-L/W=4	W-L/W=4	22
SEM IV 5.0	History P-V (4) History P-VI (4)	P-IV (4)	IDS Logic/ Cop/ HSRM/ Tour (2)	SEC-V (2) SEC-VI (02)	ENG P-IV (2) VAC Env (2)	22
	W-L/W=8	W-L/W=4	W-L/W=2	W-L/W=4	W-L/W=4	W-L/W=22
Credits	8+8=16	4+4=8	2+2=4	4+4=8	4+4=8	44
Exit Option: 4 credit NSSG/Internship						
SEM V 5.5	History P-VII (4) History P-VIII (4) History P-IX (4)	P-V (4)				UG Degree 120-132
	W-L/W=12	W-L/W=4				22
SEM VI 5.5	History P-X (4) History P-XI (4) History P-XII (4)	P-VI (4)				02
	W-L/W=12	W-L/W=4				FP. (02)
Credits	12+12=24	W-L/W=4				W-L/W=22
Exit Option						132
						2+2=04

SEM VII 6.0	History P-XIII (4) History P-XIV (4) History P-XV (2)	History P- XIV (4) (ELEC)	History P- XIV (4) (ELEC)	History P- XIV (4) (ELEC)	History P- XIV (4) (ELEC)	History P- XIV (4) (ELEC)
	W-L/W=12	W-L/W=4	W-L/W=4	W-L/W=4	W-L/W=4	W-L/W=4
Credits	12+12=24	4+4=8	4+4=8	4+4=8	4+4=8	4+4=8
SEM VIII 6.0	History P-XVI (4) History P-XVII (4) History P-XVIII (2)	History P- XIV (4) (ELEC)	History P- XIV (4) (ELEC)	History P- XIV (4) (ELEC)	History P- XIV (4) (ELEC)	History P- XIV (4) (ELEC)
	W-L/W=12	W-L/W=4	W-L/W=4	W-L/W=4	W-L/W=4	W-L/W=4
Credits	12+12=24	4+4=8	4+4=8	4+4=8	4+4=8	4+4=8
SEM IX 6.0	History P-XIX (4) History P-XX (4) History P-XXI (2)	History P- XIV (4) (ELEC)	History P- XIV (4) (ELEC)	History P- XIV (4) (ELEC)	History P- XIV (4) (ELEC)	History P- XIV (4) (ELEC)
	W-L/W=12	W-L/W=4	W-L/W=4	W-L/W=4	W-L/W=4	W-L/W=4
Credits	12+12=24	4+4=8	4+4=8	4+4=8	4+4=8	4+4=8
SEM X 6.0	History P-XXII (4) History P-XXIII (4) History P-XXIV (2)	History P- XIV (4) (ELEC)	History P- XIV (4) (ELEC)	History P- XIV (4) (ELEC)	History P- XIV (4) (ELEC)	History P- XIV (4) (ELEC)
	W-L/W=12	W-L/W=4	W-L/W=4	W-L/W=4	W-L/W=4	W-L/W=4
Credits	12+12=24	4+4=8	4+4=8	4+4=8	4+4=8	4+4=8

Notes:

- Major: Mandatory / Elective
- Minor: Course may be from different disciplines of same faculty of DSC Major or different faculty altogether.
- IDC/MDC/GEC/ OE: Inter-disciplinary courses/multi-disciplinary courses/General 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 (English, Modern Indian Language)/ Value Added Courses/ Indian Knowledge Skill (Major related)
- AEC/ VAC / IKS: Ability Enhancement Courses (English, Modern Indian Language)/ Field Project (Major related)/ Research Projects (Major related)/ Community Engagement
- OIT/FP/RP/CEP/CG: On-job Training (Internship/Apprenticeship) / Field Project (Major related)/ Sport, and Fitness, Cultural activities, NSS/NGC and Fine /Applied/visual/ performing Arts

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