

# SHIVAJI UNIVERSITY, KOLHAPUR



Established: 1962

A<sup>++</sup> 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 and 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 to 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, IKS 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 their 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 can 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 – 6/8 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 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. 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 B.A. I in History with Multiple Entry and Exit Options.**

<b>COURSE CATEGORY</b>	<b>ABBREVIATION (Only 2 Letters)</b>	<b>DESCRIPTION</b>	<b>Sem. I Credit</b>	<b>Sem. II Credit</b>
DSC	DSC (DS)	Discipline Specific Course	4x3=12	4x3=12
OE	OE (OE)	Open Elective Course	2x1=02	2x1=02
SEC	SEC (SE)	Skill Enhancement Course	2x1=02	2x1=02
AEC/IKS/VEC	AEC (AE)	Ability Enhancement Course	2x1=02	2x1=02
	IKS (IK)	Indian Knowledge System (Generic)	2x1=02	-----
	VEC (VE)	Value Education Course	-----	2x1=02
CC/CEP	CC (CC)	Co-curricular Course	2x1=02	-----
	CEP (CE)	Community Engagement Project	-----	2x1=02
			22	22
			Total 44	

**Annexur-II**

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

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

**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
<b>DSC</b>	<b>DS-I</b>	<b>Rise and Growth of Maratha Swarajya (1600-1680)</b>	<b>BAU0325DSL213A01</b>	<b>4</b>
<b>DSC</b>	<b>DS-I</b>	'_'	'_'	<b>4</b>
<b>DSC</b>	<b>DS-I</b>	'_'	'_'	<b>4</b>
<b>OE</b>	<b>OE-I</b>	<b>Maratha Forts</b>	<b>BAU0325OEL213A</b>	<b>2</b>
<b>SEC</b>	<b>SE - I</b>	<b>Historical Tourism</b>	<b>BAU0325SEL213A</b>	<b>2</b>
<b>AEC</b>	<b>AE-I</b>	'_'	'_'	<b>2</b>
<b>IKS (Generic)</b>	<b>IK</b>	'_'	'_'	<b>2</b>
<b>CC</b>	<b>CC</b>	'_'	'_'	<b>2</b>
<b>CREDITS FOR B.A. - I, SEM - I:</b>				<b>22</b>

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

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
<b>DSC</b>	<b>DS-II</b>	<b>Legacy of Chhatrapati Shivaji Maharaj (1630-1707)</b>	<b>BAU0325DSL213B02</b>	<b>4</b>
<b>DSC</b>	<b>DS-II</b>	'_'	'_'	<b>4</b>
<b>DSC</b>	<b>DS-II</b>	'_'	'_'	<b>4</b>
<b>OE</b>	<b>OE-II</b>	<b>Study of Select Forts</b>	<b>BAU0325OEL213C</b>	<b>2</b>
<b>SEC</b>	<b>SE - II</b>	<b>Management of Historical Tours</b>	<b>BAU0325SEL213B</b>	<b>2</b>
<b>AEC</b>	<b>AE-II</b>	'_'	'_'	<b>2</b>
<b>VEC</b>	<b>VE</b>	'_'	'_'	<b>2</b>
<b>CEP</b>	<b>CE</b>	<b>Preservation of Local History</b>	<b>BAU0325CEL213B</b>	<b>2</b>

**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:

## Course Code List

Course Code	Name of the Course
01	Marathi
02	Hindi
03	English
04	Sanskrit (Lower)
05	Sanskrit (Higher)
06	Ardhmagadhi
07	Persian
08	Urdu
09	Kannada
10	Military Science
11	NSS
12	Music
13	History
14	Sociology
15	Economics
16	Political Science

Course Code	Name of the Course
17	Philosophy
18	Psychology
19	Social Work
20	AHIC
21	Linguistics
22	Geography
23	Home Science
24	Statistics
25	Education
26	Physical Education
27	Journalism
28	Russian
29	P.G. Diploma in I.R.S.S.
30	Bhasha Pradyogiki
31	Defence Study (Entire)
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 of L 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	BAU0325DSL213A01	<b>DS-I</b> Rise and Growth of Maratha Swarajya (1600-1680)	04
I				I	BAU0325OEL213A	<b>OE-I</b> Maratha Forts	02
I				I	BAU0325SEL213A	<b>SE-I</b> Historical Tourism	02
II		Polity, Society and Economy under the Marathas (1600-1707)		II	BAU0325DSL213B02	<b>DS-II</b> Legacy of Chhatrapati Shivaji Maharaj (1630-1707)	04
II				II	BAU0325OEL213C	<b>OE-II</b> Study of select forts	02
II				II	BAU0325SEL213B	<b>SE-II</b> Management of Historical Tours	02
II				II	BAU0325CEL213B	<b>CEP</b> 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: ○ If the total marks of course are 100 and passing criteria is 35%, then use the following Table for the conversion.

### 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  $\geq 0.5$  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)

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

**11. NATURE OF QUESTION PAPER AND SCHEME OF MARKING:****FOR SOCIAL SCIENCES:****A) FOR FOUR CREDITS: Total Marks: 80 (Written)****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 alternatives9. Group 2

Group 1

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) 20 Marks****Question No. 3: Short Questions (Any Two out of Four) 20 Marks****Question No. 4: Long Question (Any One out of Two) 20 Marks**



**12. SYLLABUS**

# Semester I

## B. A. I-History, Semester-I

<b>Faculty</b>	Humanities
<b>Program</b>	BA-History
<b>Course</b>	BA-I
<b>Semester</b>	I
<b>Course Category</b>	Discipline Specific Course
<b>Course Name</b>	<b>Rise and Growth of Maratha Swarajya (1600-1680)</b>
<b>Course Number</b>	DS-I
<b>Course Code</b>	BAU0325DSL213A01
<b>Course Credits</b>	04
<b>Marks</b>	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.

**Note:** The word 'Maratha' and its use in various forms like Maratha Power, Maratha Art, Maratha Forts 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.**

Faculty		Humanities	
Program	BA-History		
Course	BA-I		
Semester	I		
Course Category	Open Elective		
Course Name	Maratha Forts		
Course Number	OE-I		
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. Those worked as headquarters of the surrounding region, at the same time, useful as a shelter for the neighbouring people in the time of distress. With the foreign invasion during Medieval periods, the art of constructing stone-forts introduced to India. Hence, forts created during Medieval period are still 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 these 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)

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

### MODULE 2. Nature and Architecture of Maratha forts

(Teaching Hours -15, Credit-01)

- Selection of Sites to construct Forts
- Major components of Fort Architecture
- Maratha administration in the Forts

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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>Faculty</b>	Humanities
<b>Program</b>	BA-History
<b>Course</b>	BA-I
<b>Semester</b>	I
<b>Course Category</b>	Skill Enhancement Course
<b>Course Name</b>	<b>Historical Tourism</b>
<b>Course Number</b>	SE-I
<b>Course Code</b>	BAU0325SEL213A
<b>Course Credits</b>	02
<b>Marks</b>	40
	Semester End: 40 + Internal Assessment: 10=Total Marks: 50

## **Historical Tourism**

The course aims to encourage students to understand various elements involved in Tourism Industry, especially that of Historical Tourism Industry. It also wishes to train them in various skills regarding Tour 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 various circuits of historical importance in their neighborhood
- CO 5 Apply their learning by visiting historical places.

### **MODULE 1. Historical Tourism**

**(Teaching Hours -15, Credit-01)**

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

### **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 tourist place and report of the visit**
- **Any other exercise/activity approved by concerned teacher.**

**12: SYLLABUS**

**Semester  
II**

### B. A. I-History, Semester-II

<b>Faculty</b>	Humanities
<b>Program</b>	BA-History
<b>Course</b>	BA-I
<b>Semester</b>	II
<b>Course Category</b>	Discipline Specific Course
<b>Course Name</b>	<b>Legacy of Chhatrapati Shivaji Maharaj (1630-1707)</b>
<b>Course Number</b>	<b>DS-II</b>
<b>Course Code</b>	BAU0325DSL213B02
<b>Course Credits</b>	04
<b>Marks</b>	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 '*Rayatecha 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 afterwords.
- 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.
- CO 5 Understand Chhatrapati Shivaji Maharaj's various policies of welfare which reflects his farsighted vision. His innovative policies, directly only to the public welfare has become a model state of Public Welfare.

### **MODULE 1: Maratha's War of Independence**

**(Teaching hours: 15, Credit: 1)**

- a. Chhatrapati Sambhaji Maharaj (1681-1689)
- b. Chhatrapati Rajaram Maharaj (1689-1700)
- c. Maharani Tarabai (1700-1707)

### **MODULE 2: Brave Maratha Warriors**

**(Teaching hours: 15, Credit: 1)**

- a. Tanaji Malusare
- b. Bahirji Naik
- c. Prataprao Gujar
- d. Hambirrao Mohite

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

- a. Ashtapradhan Mandal
- b. Forts and Weapons
- c. Navy

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

- a. Agrarian Policy
- b. Religious Policy
- c. 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 Raigad Smarak Mandal, Pune, 2017
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- खोबरेकर वि. गो. मराठा अंमलाचे स्वरूप, शिवाजी विद्यापीठ प्रकाशन, कोल्हापूर, १९८८
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#### ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

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

## B. A. I-History, Semester-II

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

### Study of Select Forts

Forts were administrative and defensive structures created during the entire history of India. Those worked as headquarters of the surrounding region, at the same time, useful as a shelter for the neighbouring people in the time of distress. With the foreign invasion during Medieval periods, the art of constructing stone-forts introduced to India. Hence, forts created during Medieval period are still 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 these 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 the 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**

**(Teaching Hours -15, Credit-01)**

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

**MODULE 2. Forts in India**

**(Teaching Hours -15, Credit-01)**

- a) Red Fort, Agra
- b) Fort at Gwalior
- c) Fort at Gingie

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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-II

<b>Faculty</b>	Humanities
<b>Program</b>	BA-History
<b>Course</b>	BA-I
<b>Semester</b>	II
<b>Course Category</b>	Skill Enhancement Course (SEC)
<b>Course Name</b>	<b>Management of Historical Tours</b>
<b>Course Number</b>	SE-II
<b>Course Code</b>	BAU0325SEL213B
<b>Course Credits</b>	02
<b>Marks</b>	40
	Semester End: 40 + Internal Assessment: 10=Total Marks: 50

### Management of Historical Tours

The course aims to help students to understand the concept and importance of Guide. It would also help to understand the ethics and responsibility of any tourist guide. They are also expected to visit any tourist 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 and acknowledge the importance of hospitality in Tourism industry
- CO 5 Receive information regarding Government as well as private tour agencies and their function.

**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: Tour Management**

**(Teaching Hours -15, Credit-01)**

a) Tour planning: Pre-Tour Planning, mode of transportation, security measures and check list

b) Hospitality

c) MTDC and other travel agencies

### **References:**

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- माटे म. श्री. प्राचीन कलाभारती, कॉन्टिनेन्टल प्रकाशन, पुणे, १९९८

### **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**

<b>Faculty</b>	Humanities
<b>Program</b>	BA-History
<b>Course</b>	BA-I
<b>Semester</b>	II
<b>Course Category</b>	Community Engagement Program (CEP)
<b>Course Name</b>	<b>Preservation of Local History</b>
<b>Course Number</b>	CE
<b>Course Code</b>	BAU0325CEL213B
<b>Course Credits</b>	02
<b>Marks</b>	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 history through out their conventional curriculum. But they are always unaware of their own rich cultural heritage. At the same time, the people at the villages, are also unaware of the same. Students and people/community must know their own history and feel accountable for its preservation and its 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 and its 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)**

- Meaning, Nature and Scope of Local History
- Nature and Classification of Sources
- Importance

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

- Awareness Campaign

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

- Heritage Walk

- Report Writing and Presentation

#### **References:**

- Howe, Barbara J., A Century of Local History Writings, in, OAH Magazine of History, Vol. IV, 1989, JSTOR.
- Cultural and Heritage Tourism: A Handbook for Community Campaign (Online)
- Sarkar H., Museums and Protection of Monument and Antiquities in India, New Delhi, 1980.
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## ACTIVITIES AND EXERCISES SUGGESTED FOR ASSESSMENT OF CEP:

### Community Engagement Program (CEP):

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

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

**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 7<sup>th</sup> & 8<sup>th</sup> 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 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><b>Stage 1:</b> The interns will be evaluated by research internship supervisor based on their efforts and research output.</p> <p><b>Stage 2:</b> 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> <ol style="list-style-type: none"> <li>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 out etc and Signature of Student, Mentor &amp; Internship Supervisor. It will be carried out by student throughout the period of internship and be filled regularly</i>) and evaluation report of Internship Supervisor</li> <li>b. Format of presentation and the quality of the intern's report</li> <li>c. Acquisition of skill sets by the intern</li> <li>d. Originality and any innovative contribution</li> </ol>	<ol style="list-style-type: none"> <li>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 &amp; 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>)</li> <li>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.</li> <li>3. Internship offered by the organisation should be followed by one project report and the assessment on evaluation can be judged based on <ol style="list-style-type: none"> <li>a. Innovativeness of Research</li> <li>b. Presentation and</li> <li>c. Viva-Voce</li> </ol> </li> <li>4. The viva-voce examination shall include both</li> </ol>

e. Significance of research outcomes	internal and external examiner. The HEIs need to follow their examination structure for the conduction of the examination.
f. Attendance	

**\*\* 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**

**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.

**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**

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

**If Course Credits: 4**

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

**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-II**

<b>B. A. Programme Structure for Level 4.5 of B.A. - I - Semester I</b>											
<b>Teaching Scheme</b>					<b>Examination Scheme</b>						
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
1.	DSC -I	4	4	4	If applicable	3	80	28	Assignment	20	07
2.	DSC -I	4	4	4		3	80	28		20	07
3.	DSC -I	4	4	4		2	40	14		10	04
4.	OE -I	2	2	2		2	40	14		10	04
5.	SEC -I	2	2	2		2	40	14		10	04
6.	AEC -I	2	2	2		2	40	14		10	04
7.	IKS (Generic)	2	2	2		2	40	14	10	04	
8.	CC	2	2	2		2 Viva	10	04	Field activities	40	14
<b>Total</b>		<b>22</b>	<b>22</b>	<b>22</b>	---	<b>440</b>	<b>---</b>		<b>110</b>	<b>---</b>	
										<b>SEE + IA = 440+110= 550</b>	

<b>B. A. Programme Structure for Level 4.5 of B. A. - I – Semester - II</b>											
<b>Teaching Scheme</b>					<b>Examination Scheme</b>						
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
1.	DSC -II	4	4	4	If applicable	3	80	28	Assignment	20	7
2.	DSC -II	4	4	4		3	80	28		20	7
3.	DSC -II	4	4	4		2	40	14		10	04
4.	OE - II	2	2	2		2	40	14		10	04
5.	SEC - II	2	2	2		2	40	14		10	04
6.	AEC -II	2	2	2		2	40	14		10	04
7.	VEC	2	2	2		2	40	14	10	04	
8.	CEP	2	2	2		2 Viva	10	4	Concurrent Fieldwork	40	14
<b>Total</b>		<b>22</b>	<b>22</b>	<b>22</b>	---	<b>410</b>	<b>---</b>		<b>140</b>	<b>---</b>	
										<b>SEE + IA = 410+140= 550</b>	

<b>B. A. Programme Structure for Level 5.0 of B. A. - II - Semester - III</b>											
<b>Teaching Scheme</b>					<b>Examination Scheme</b>						
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 –III	4	4	4		3	80	28		20	7
4.	IDC/MDC/ GEC/OE	2	2	2		2	40	14		10	04
5.	SEC - III	2	2	2		2	40	14		10	04
6.	SEC - IV	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
<b>Total</b>		<b>22</b>	<b>22</b>	<b>22</b>	---	<b>440</b>	---	---	110	---	SEE + IA = 440+110= 550

<b>B. A. Programme Structure for Level 5.0 of B. A. - II - Semester - IV</b>											
<b>Teaching Scheme</b>					<b>Examination Scheme</b>						
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
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 –IV	4	4	4		3	80	28		20	7
4.	IDC/MDC/ GEC/OE	2	2	2		2	40	14		10	04
5.	SEC – V	2	2	2		2	40	14		10	04
6.	SEC – VI (Major)	2	2	2		2	40	14		10	04
7.	AEC	2	2	2		2	40	14		10	04
8.	VAC	2	2	2		2	40	14		10	04
<b>Total</b>		<b>22</b>	<b>22</b>	<b>22</b>	---	<b>440</b>	---	---	110	---	SEE + IA = 440+110= 550

<b>B. A. Programme Structure for Level 5.5 of B. A. - III - Semester - V</b>											
<b>Teaching Scheme</b>					<b>Examination Scheme</b>						
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 –VII	4	4	4	If	3	80	28	Assignment	20	7

2.	MM - VIII	4	4	4	applicable	3	80	28	VIVA	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
<b>Total</b>		22	22	22		---	430	---		110	---
										SEE + IA = 430+120= 550	

<b>B. A. Programme Structure for Level 5.5 of B. A. - III - Semester - VI</b>											
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
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.	FP	--	2	2		Report	20	7	VIVA	30	11
<b>Total</b>		22	22	22		---	420	---		130	---
										SEE + IA = 420+130= 550	

<b>B. A. Programme Structure for Level 6.0 of B. A. - IV - Semester - VII (WITH HONOURS)</b>											
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 -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
<b>Total</b>		22	22	22		---	440	---		110	---
										SEE + IA = 440+110= 550	

<b>B. A. Programme Structure for Level 6.0 of B. A. - IV – Semester - VIII (WITH HONOURS)</b>											
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 -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	21
<b>Total</b>		18	22	22	04	---	420	---		130	---
										SEE + IA = 420+130= 550	

OR

<b>B. A. Programme Structure for Level 6.0 of B. A. - IV - Semester - VII (WITH RESEARCH)</b>											
<b>Teaching Scheme</b>						<b>Examination Scheme</b>					
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 -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	14
<b>Total</b>		<b>18</b>	<b>22</b>	<b>22</b>	<b>4</b>	<b>---</b>	<b>420</b>	<b>---</b>		<b>130</b>	<b>---</b>
										<b>SEE + IA = 420+130= 550</b>	

<b>B. A. Programme Structure for Level 6.0 of B. A. - IV - Semester - VIII (WITH RESEARCH)</b>											
<b>Teaching Scheme</b>						<b>Examination Scheme</b>					
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 -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	42
<b>Total</b>		<b>14</b>	<b>22</b>	<b>22</b>	<b>8</b>	<b>---</b>	<b>400</b>	<b>---</b>		<b>150</b>	<b>---</b>
										<b>SEE + IA = 400+150= 550</b>	





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