



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](http://www.unishivaji.ac.in) Email: [bos@unishivaji.ac.in](mailto:bos@unishivaji.ac.in)

शिवाजी विद्यापीठ, कोल्हापूर, ४१६ ००४, महाराष्ट्र

दूरध्वनी - इपीबीएक्स - २०६०९०००, अभ्यासमंडळे विभाग : ०२३१-२६०९०९४, २६०९४८७

वेबसाईट : [www.unishivaji.ac.in](http://www.unishivaji.ac.in) ईमेल : [bos@unishivaji.ac.in](mailto:bos@unishivaji.ac.in)



संदर्भ : जा.क्र./शिवाजी वि./अ.मं./३६४

दि.२९/०६/२०२४

प्रति,

मा. प्राचार्य/संचालक,  
सर्व संलग्नित महाविद्यालये/मान्यताप्राप्त संस्था,  
शिवाजी विद्यापीठ, कोल्हापूर

विषय : बी. ए. भाग १ च्या अभ्यासक्रमाबाबत...

संदर्भ : १. या कार्यालयाचे पत्र क्र.८७८ दि.२७/१२/२०२३

२. उच्च व तंत्र शिक्षण विभाग, मंत्रालय, मुंबई यांचे संदर्भ क्र.एनइपी-  
२०२२/विशि-३ शिकाना दि.१३ मार्च २०२४ चे पत्र.

३. या कार्यालयाचे पत्र क्र.२८५ दि.१८/०५/२०२४

महोदय,

उपरोक्त संदर्भित विषयास अनुसरून आपणास आदेशान्वये कळविण्यात येते की, राष्ट्रीय शैक्षणिक धोरण २०२० (NEP 2.0) नुसार शैक्षणिक वर्ष २०२४-२५ पासून लागू करण्यात आलेल्या बी. ए. भाग १ च्या खालील विषयांच्या अभ्यासक्रमामध्ये किरकोळ दुरुस्ती करण्यात आलेल्या आहेत.

English	Marathi	Hindi	Sanskrit	Kannada
Urdu	Ardhamagadhi	Sociology	Psychology	Economics
History	Political Science	Philosophy	Geography	Scientific Method
(AEC) English	N.C.C.	N.S.S.	Defence Study (Entire)	
(IKS) Indian Knowledge System (Generic)				

सदर सर्व विषयांच्या अभ्यासक्रमांच्या प्रती जोडल्या आहेत. तसेच विद्यापीठाच्या [www.unishivaji.ac.in](http://www.unishivaji.ac.in), NEP-2020@suk (Online Syllabus) या संकेतस्थळावर ठेवण्यात आल्या आहेत.

सदर अभ्यासक्रम सर्व संबंधित विद्यार्थी व शिक्षकांच्या निदर्शनास आणून द्यावेत ही विनंती.

कळावे,

आपला विश्वासू,

(डॉ. एस. एम. कुबल)

उपकुलसचिव

सोबत : अभ्यासक्रमाची प्रत.

प्रत : माहितीसाठी व पुढील योग्यत्या कार्यवाहीसाठी.

अधिष्ठाता, मानवविज्ञान विद्याशाखा	पात्रता विभाग
अध्यक्ष, सर्व अभ्यास व अस्थायी मंडळे	पी.जी. सेमिनार विभाग
संचालक, परीक्षा व मुल्यमापन मंडळ कार्यालयास	पी.जी. प्रवेश विभाग
परिक्षक नियुक्ती ए व बी विभागास	संलग्नता टी. १ व टी २ विभाग
दूरस्थ व ऑनलाईन शिक्षण विभाग	नॅक विभाग
संगणक केंद्र/आय. टी. सेल विभागाम	बी. ए. परीक्षा विभागाम

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

Date :27/12/2023

To,

The Principal,

All Concerenced 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](http://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<sup>++</sup> Accredited by NAAC (2021) With CGPA 3.52

**New Syllabus For**  
**Bachelor of Arts [B. A. in URDU]**  
**(BA-U0325-8)**

**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:**

The Government of India has implemented a new education policy from 2020. The main objective of this policy is to develop vocational skills among students and make students self-reliant. Their abilities are to be brought out. Keeping this objective in mind, B.A.I Urdu syllabus has been framed. In this curriculum, apart from poetry and prose genres of Urdu, the essential and basic skills for learning Urdu software and Urdu language have also been kept in mind.

2.

**3. PROGRAMME LEARNING OUTCOMES (POS)**

- 1 The student will become familiar with the poetic genres of Urdu.
- 2 The student will become familiar with Urdu fiction.
- 3 The student will be familiar with non-fiction literature.
- 4 Student will become familiar with Urdu software.
- 5 Non-Urdu student will learn Urdu language easily.

**4. DURATION:**

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

**5. 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.

**6. 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)

**7. 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)**

## 1. SCHEME OF TEACHING AND EXAMINATION

### B. A. Programme Structure for Semester I and II

**(Annexur-II)**

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
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
Total		22	22	22		---	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
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
Total		22	22	22		---	410	---		140	---
										SEE + IA = 410+140= 550	

## 8. STRUCTURE OF PROGRAMME:

### Credit Distribution Structure for B.A. I in SANSKRIT with Multiple Entry and Exit Options.

COURSE CATEGORY	ABBREVIATION (Only 2 Letters)	DESCRIPTION	Sem. I Credit	Sem. II Credit
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	

## 2. STRUCTURE OF PROGRAMME:

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

<b>COURSE CATEGORY</b>	<b>ABBREVIATION (Only 2 Letters)</b>	<b>DESCRIPTION</b>
<b>MAJOR</b>	Mandatory (MM)	Major – Mandatory Course
	Elective (ME)	Major – Elective Course
<b>MINOR</b>	Minor (MN)	Minor - Course
<b>IDC/MDC/ GEC/OE</b>	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)
<b>VSC/SEC</b>	VSC (VS)	Vocational Skill Course
	SEC (SE)	Skill Enhancement Course
<b>AEC/VAC/IKS</b>	AEC (AE)	Ability Enhancement Course
	VAC (VA)	Value Added Course
	IKS (IK)	Indian Knowledge System
<b>OJT/FP/CEP/CC/RP</b>	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)**

**Note:(Aannexure-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>

**A - I) B.A. – I: SEMESTER - I (TOTAL CREDITS - 20):** (Note: Put ‘—’ wherever ‘Not Applicable’)

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
DSC	Urdu	Urdu Ki Nasri Asnaf ) – 01	BAU0325DSL208A01	04
MINOR	-	-	-	-
OE	Urdu	Urdu Ki Sheri asnaf)	BAU0325OEL208A01	02
VSC/SEC	VSC– I (Major)	-	-	-
	SEC - I	(INPAGE URDU) - 01	BAU0325SEL208A01	02
AEC/VAC/ IKS	AEC	(Write Name) English - 01	-	02
	VAC	Democracy	-	02
	IKS (Generic)	-	-	2
CREDITS FOR B.A. - I, SEM - I:				22

**A -2) B.A. I, SEMESTER II (TOTAL CREDITS - 20):** (Note: Put ‘—’ wherever ‘Not Applicable’)

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
DSC	Urdu	Urdu Ki Sheri Asnaf - 02	BAU0325DSL208B02	04
MINOR	-	-	-	-
OE	Urdu.	Urdu Drama	BAU0325OEL208B02	02
VSC/SEC	VSC - II (Major)			
	SEC - II	Urdu Communication Skill) - 02	BAU0325SEL208B02	02
AEC/VAC/ IKS	AEC			02
OJT/FP/ CEP/CC/RP	CEP (Major)	Tarbiyate Atfal	BAU0325CEL208B	02
	CC	(Write Name)		02
CREDITS FOR B.A. - I, SEM - II:				22
CREDITS FOR B. A. - I, SEM – I AND II:				22 + 22= 44

**SPECIAL NOTE:**

If student wants to ‘EXIT’ after completion of B.A. I (SEM I and II), he/she must acquire --- credits through SUMMER INTERNSHIP of ----- hours and submit the report. After verification by concerned authority he/she will be awarded the UG CERTIFICATE degree. This Certificate is a pre-requisite for admission or ‘ENTRY’ in B.A. II courses i. e. DIPLOMA.

The Nature of SUMMER INTERNSHIP:

### 3. COURSE CODE TABLE

Semester No.	Course Code	Title of Course
I	<b>BAU0325DSL208A01</b>	<b>Urdu Ki Nasri Asnaf ) – 01</b>
I	<b>BAU0325OEL208A01</b>	<b>Urdu Ki Sheri asnaf)</b>
I	<b>BAU0325SEL208A01</b>	<b>(INPAGE URDU) - 01</b>
II	<b>BAU0325DSL208B02</b>	<b>Urdu Ki Sheri Asnaf - 02</b>
II	<b>BAU0325OEL208B02</b>	<b>Urdu Drama</b>
II	<b>BAU0325SEL208B02</b>	<b>(Urdu Communication Skill) - 02</b>
II	<b>BAU0325CEL208B</b>	<b>Tarbiyate Atfal</b>

#### 4. 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	71217	Ramoze-Adab	04	I	BAU0325DSL208A01	Urdu Ki Nasri Asnaf ) – 01	04
I				I	BAU0325OEL208A01	Urdu Ki Sheri asnaf)	02
I				I	BAU0325SEL208A01	(INPAGE URDU) - 01	02
II	88369	Intiqab-E-Urdu Nasr	04	II	BAU0325DSL208B02	Urdu Ki Sheri Asnaf - 02	04
II				II	BAU0325OEL208B02	Urdu Drama	02
II				II	BAU0325SEL308B02	(Urdu Communication Skill) - 02	02
II				II	BAU0325SEL2080B	Tarbiyate Atfal	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)

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

**12. NATURE OF QUESTION PAPER AND SCHEME OF MARKING:****A) FOR FOUR CREDITS: Total Marks: 80 (Written)**

<b>Q. 1: Multiple choice questions (10 MCQs) (02 marks each)</b>	<b>20 Marks</b>
<b>Q. 2: Short Answer (Any Two out of Four)</b>	<b>20 Marks</b>
<b>Q. 3: Long Answer Question (Any One out of Two)</b>	<b>20 Marks</b>
<b>Q. 4: Long Answer question (Any One out of Two)</b>	<b>20 Marks</b>

**Note: Question Paper should cover all the units in the syllabus.**

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

<b>Q. 1: Multiple choice questions (05 MCQs) (02 marks each)</b>	<b>10 Marks</b>
<b>Q. 2: Short Answer Question (Any One out of Two)</b>	<b>10 Marks</b>
<b>Q. 3: Long Answer Questions (Any One out of Two)</b>	<b>20 Marks</b>

**Note: Question Paper should cover all the units in the syllabus.**

## : SYLLABUS

## A) TEMPLATE FOR THEORY PAPERS:

## B. A. I, SEMESTER – I

Course Category: Urdu

Course Name: Urdu Ki Nasri Asnaf

Course Number: DS01

Course Code: BAU0325DSL208A01

Course Credits: 04

Marks: For 4 Credits: Semester End: 80 Internal Assessment: 20 Total Marks: 100

**Objectives:**

The Objectives of this paper is to enhance the knowledge and understanding Urdu Afsana

And Afsana Nigar and their contribution to Urdu language and literature

**Course Learning Outcomes/**

Studying the art of the Afsana.

: To Studying Afsana Genres.

: To examine the evolution of the Urdu Afsana.

: To study the life and personality of Afsanawriters.

: To study the literary works of Afsana writers.

**1. : Syllabus**

Module No./ घटक क्र.	Module Name/ घटक नाव	Teaching Hours/	Credit/
१	Afsane ki Tarif	15	01
२	Afsane ke Ajyatarkibi	15	01
३	Aghaz-o-Irteqa	15	01
४	Historical, Political & Social background of Afsana	15	01
एकूण		60	04

**LIST FOR READING:****Recommended Books.**

1. Dastan-se-Afsanetak by Dr.ViqarAzim, Educational Book House,Aligarh(UP)
2. Afsaneka fan – by Dr.ViqarAzim,Educational Book House,Aligarh(UP)
3. Fan-e-Afsana nigari by Dr.ViqarAzim,Educational Book House,Aligarh(UP)
4. Urdu Afsana Riwayataurmasayal by Gopi Chand Narang,EducationalPub.House,Delhi

**NATURE OF QUESTION PAPER AND SCHEME OF MARKING:****A) FOR FOUR CREDITS: Total Marks: 80 (Written)**

<b>Q. 1: Multiple choice questions (10 MCQs) (01 marks each)</b>	<b>10 Marks</b>
<b>Q. 2: Write short notes (Any Two out of Four)</b>	<b>20 Marks</b>
<b>Q. 3: Long Answer Questions (Any One out of Two)</b>	<b>20 Marks</b>
<b>Q. 4: Long Answer question (Any One out of Two)</b>	<b>20 Marks</b>
<b>Q. 5: Write short notes (Any two out of three)</b>	<b>10 Marks</b>

**ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT: (Any Two)**  
**Marks: 20**

**TEST /Assingment**

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

**B. A. I, SEMESTER – I****Course Category:** Urdu**Course Name:** Urdu Ki Sheri asnaf)**Course Number:** OE01**Course Code:** BAU0325OEL208A01**Course Credits:** 02**Marks:** For 2 Credits: Semester End: 40 Internal Assessment: 10 Total Marks: 50**Course Objectives/:**

To improve the knowledge and understanding of historical, political, cultural, literary trends and social conditions of various periods of India.

: Developing communication skills.

: To develop critical and analytical ability in students.

: To gain knowledge about the entire text of Urdu literature, language and techniques of their authors.

: To know about new and old Urdu poets and their poetry.

- : **Course Learning Outcomes-**

- To study the literary works of poets.

- : To study the beauty and theme of Urdu poetry.

- : To study the thoughts and creations of thoughtful poets.

- : To study the origin and rise of Urdu poetry.

- : To study the difference between New and Old Urdu poetry.

- : Write ghazal & poem in your own words.

**Syllabus**

Sr. No.	Module Name	Teaching Hours	Credit
۱	Nazam ki Tarif Agaz wo Irteqa	15	01
۲	Nazam ki Qismein	15	01
<b>Total</b>		<b>60</b>	<b>02</b>

**LIST FOR REFERENCES Books:**

- (1) Urdu Mein Nazm e moarraaur Azad Nazm – By HaneefKaifi
- (2) Azadi se Qabl Urdu Nazm ka Samajiyati Mutala By M.J.Siddiqui
- (3) Mani e mazmoon By Dr.SaleemMuhiuddin

**NATURE OF QUESTION PAPER AND SCHEME OF MARKING:****A) FOR Two CREDITS: Total Marks: 40 (Written)****Q. 1: Multiple choice questions (10 MCQs) (01 marks each) 10 Marks****Q. 3: Long Answer Questions (Any One out of Two) 20 Marks****Q. 5: Write short notes (Any two out of three) 10 Marks****ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT: (Any One)  
Marks: 10****TEST /Assingment**

- Any other exercise/activity approved by concerned teacher.

**B. A. I, SEMESTER – I****Course Category:** URDU**Course Name:** Inpage Urdu**Course Number:** SE01**Course Code:** BAU0325SEL208A01**Course Credits:** 02**Marks:** For 2 Credits: Semester End: 40 Internal Assessment: 10 Total Marks: 50**Course Objectives.****Tulba ko inpage urdu software se mutarif karana.****. Dulba ko urdu typing sikhana.****Course Learning Outcomes/:****Dulba urdu m typing karpayngy.****Dulba Unicode ke zarye tamam takniki software seikhngy****Syllabus**

अनु. क्र. Sr. No.	Module Name	Teaching Hours	Credit
१	Inpage urdu ka taruf	15	01
२	Urdu inpage ke bunadi usool	15	01
		30	02

**LIST FOR REFERENCES:**

- 1) Urdu Software - Jahangir warsi NCPUL Publication Delhi.
- 2) Computer Guide - Naeem-ul- Hasan Al-Ula Publication Delh

**B) FOR TWO CREDITS: Total Marks: 40 (Written)****Q. 1: Multiple choice questions (Ten) (01 marks each) 10 Marks****Q. 2: Short Answer Question (Any One out of Two) (Answer Limit: 300-400 Words) 10 Marks****Q. 3: Long Answer Questions (Any One out of Two) (Answer Limit: 600-800 Words) 20 Marks****ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT: (Any One) Marks:10**

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

## 2: SYLLABUS

### A) TEMPLATE FOR THEORY PAPERS:

#### B. A. I, SEMESTER – II

**Course Category:** Urdu

**Course Name:** Drama

**Course Number:** DS 02

**Course Code:** BAU0325DSL208B02

**Course Credits:** 04

**Marks:** For 4 Credits: Semester End: 80 Internal Assessment: 20 Total Marks: 100

#### Objectives/

The Objectives of this paper is to enhance the knowledge and understanding Urdu  
And Drama Nigar and their contribution to Urdu language and literature

### Course Learning Outcomes:

Studying the art of the Drama.

- : To Studying Drama Genres.
- : To examine the evolution of the Urdu Drama.
- : To study the life and personality of Drama.writers

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#### Syllabus

Sr. No.	Module Name	Teaching Hours	Credit
1	Drama ki Introduction	15	01
2	Dram ki tarif agaz irteqa, Qisme	15	01
3	Darwaze khol do Kirshn chander	15	01
4	Kirshn chander Ka Taruf Drama nigari	15	01
total		60	04

#### LIST FOR READING:

Urdu Drama ; **Agra Bazar**. 1983 ; Anarkali. 1997 ; Aseer-e-Hirs. 1966 ; Fasadi. 1992 ; Girdab. 198

#### NATURE OF QUESTION PAPER AND SCHEME OF MARKING:

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

- Q. 1. Multiple choice questions (10 MCQs) (01 marks each)** **10 Marks**
- Q. 2: Write short notes (Any Two out of Four)** **20 Marks**
- Q. 3: Long Answer Questions (Any One out of Two)** **20 Marks**
- Q. 4: Long Answer question (Any One out of Two)** **20 Marks**
- Q. 5: Write short notes (Any two out of three)** **10 Marks**

**ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT: (Any Two) Marks :20**

**B. A. I, SEMESTER – II****Course Category:** URDU**Course Name:** Urdu Ki Sheri asnaf**Course Number:** OE02**Course Code:** BAU0325OEL208B02**Course Credits:** 02**Marks:** For 2 Credits: Semester End: 40 Internal Assessment: 10 Total Marks: 50

**Course Objectives/ :** To improve the knowledge and understanding of historical, political, cultural, literary trends and social conditions of various periods of India.

: Developing communication skills.

: To develop critical and analytical ability in students.

: To gain knowledge about the entire text of Urdu literature, language and techniques of their authors.

: To know about new and old Urdu poets and their poetry.

- **: Course Learning Outcomes -**

- To study the literary works of poets.

- : To study the beauty and theme of Urdu poetry.

- : To study the thoughts and creations of thoughtful poets.

- : To study the origin and rise of Urdu poetry.

- : To study the difference between New and Old Urdu poetry.

**Syllabus**

Sr. No.	Module Name	Teaching Hours	Credit
1	Tasveere Dard Allama Iqbal	15	01
2	Ek Aarzoo Allama Iqbal	15	01
Total		30	02

**LIST FOR READING:**

1 )Bang-e-Dira:Dr.Allama Iqbal, Educational Publishing House ,Delhi

2) Ruh – e – Iqbal :Dr. Yusuf Husain Khan, EPH Delhi

3) Ruh – e – IslamIqbalkinazermein: Dr.GulamUmer Khan, EPH Delhi

**NATURE OF QUESTION PAPER AND SCHEME OF MARKING:****A) FOR FOUR CREDITS: Total Marks: 40 (Written)**

**Q. 1: Multiple choice questions (10 MCQs) (01 marks each) 10 Marks**

**Q. 2: Write short notes (Any Two out of Four) 10 Marks**

**Q. 3: Long Answer Questions (Any One out of Two) 20 Marks**

**ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT: (Any One) Marks: 10**

- Any other exercise/activity approved by concerned teacher.

**B. A. I, SEMESTER – II****Course Category:** URDU**Course Name:** URDU Communication skill-2**Course Number:** SE02**Course Code:** BAU0325SEL208B02**Course Credits:** 02**Marks:** For 2 Credits: Semester End: 40 Internal Assessment: 10 Total Marks: 50**Course Objectives.****Tulba m Urdu Zaban ke Istemal ka Rujhan paida karna****. Guftagu m rawani aur Maharat paida karna .****Course Learning Outcomes/:****Guftagu m rawani aur Maharat paida karni hogi.****Syllabus**

अनु. क्र. Sr. No.	Module Name	Teaching Hours	Credit
१	Musilat taruf	15	01
२	Adabe guftagu	15	01
Total		30	02

**LIST FOR REFERENCES:****1)Imal Nama by Gopi chand Narang .****2)Urdu imla .Rasheed Hasan khan****B) FOR TWO CREDITS: Total Marks: 40 (Written)****Q. 1: Multiple choice questions (Ten) (01 marks each) 10 Marks****Q. 2: Short Answer Question (Any One out of Two) (Answer Limit: 300-400 Words) 10 Marks****Q. 3: Long Answer Questions (Any One out of Two) (Answer Limit: 600-800 Words) 20 Marks****ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT: (Any One)  
Marks:10**

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

## B.A.I, SEMESTER –II

**Course Category : Urdu**

**Course Name : Tarbiyate Atfal**

**Course Number : CEP**

**Course Code : BAU0325CEL208B**

**Course Credits : 02**

**Marks : Semester End: 40 Internal Assessment : 10 Total Marks : 50**

**Course Objectives / उद्दिष्टे:**

- उर्दू मूलाक्षरांचा पररचय करून देणे.
- उर्दू भाषेचे अध्ययन करणे.
- उर्दू पठन कौशल्य विकसित करणे.
- बाल संस्कार वर्गाचे महत्व स्पष्ट करणे.

**Course Learning Outcomes/फलिते:**

- उर्दू मूलाक्षरांचा पररचय करून देईल.
- उर्दू भाषा अवगत करेल.
- उर्दू पठन कौशल्य विकसित होईल.
- बाल संस्कार वर्गाचे महत्व स्पष्ट करेल

## पाठ्यक्रम

अनुक्र Sr.No.	घटकनाव Module Name	अध्यापन ताससका Teaching Hours	श्रेयांक Credit
१	उर्दू मूळाक्षरे, उर्दू शब्द परिचय : पशू, पक्षी, प्राणी, दैनंदिन वापरातील वस्तू	१५	०१
२	उर्दू बालगीते : (बांगे दिरा ची खालील कविता)  १. लब पे आती है दुवा बन के तमन्ना मेरी.  २. एक मकड़ा एक मछली.  ३. सारे जहाँ से अच्छा हिंदूस्ता हमारा.	१५	०१
एकूण		३०	०२

• LIST FOR REFERENCES:

- 01) Urdu Qawaed by Maulvi Abdul Haque.
- 02) Urdu Grammar and Composition by Sibte Hasan
- 03) Bange Dira by Allama Iqbal.

B) FOR TWO CREDITS :

Total Marks:50

- Oral / Viva Voce

10 Marks

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT :

Marks:40

- शाळेतील किंवा पररसरातील बालकांना मूळाक्षरे शिकवणे.
- शाळेतील किंवा पररसरातील बालकांना दैनंदिन वापरातील वस्तूंची नवे सांगणे.
- शाळेतील किंवा पररसरातील बालकांना उर्दू बालगीते शिकविणे.
- अहवाल सादर करणे.
- Any other exercise/activity approved by concerned teacher.

## **B) TEMPLATE FOR FIELD PROJECT:**

### **B. A. -I SEMESTER-II**

**Type:** Field Project

**Course Name:** Field Project

**Course Number:** (Example: FP ...)

**Course Code:**

**Course Credits:** (Example: 4)

<b>Marks:</b> Field Project Report duly signed by Internal Supervisor:	60
External Assessment (Viva Voce) by university appointed Internal and External Examiners	40
<b>Total Marks:</b>	<b>100</b>

**If Course Credits:** (Example: 2)

<b>Marks:</b> Field Project Report duly signed by Internal Supervisor:	30
External Assessment (Viva Voce) by university appointed Internal and External Examiners	20
<b>Total Marks:</b>	<b>50</b>

**Course Learning Outcomes:**

- To make students prepared with hands on training in the different field of Urdu.
- To make students acquired basic skills in the language.
- To make them experienced and self-confident with experiential learning
- To make them aware of scope and opportunities available in the Urdu subject.

**Instructions for teachers and students while doing Field Project:**

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

**Important Notes for Teachers:**

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

## **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., intern Shala, Lets Intern, Killer Launch, Hello Intern etc. (Note: Intern Shala launched an initiative called the “Grand Summer Internship Fair”, which offers more than 23000 internship opportunities to people from all educational backgrounds)

#### ***OBJECTIVES OF INTERNSHIP:***

##### **1. Integration of workshop with workplace:**

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

##### **2. Understanding of the world of work:**

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

##### **3. Physical and Hybrid Model Learning:**

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

##### **4. Developing research aptitude:**

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

##### **5. Exposure in emerging technologies:**

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

6. Enhance entrepreneurial capabilities:

- To understand how organisations / enterprises are formed for sustainable progress
- To strengthen start-ups culture and entrepreneurial capabilities among students and encourage them to become job creators.

7. Development of decision-making and teamwork skills:

- To facilitate the development of problem-solving and decision-making skills
- To enable teamwork & collaboration culture
- To promote research for academic and professional developments.

8. Cultivate a sense of Social Imagery and Citizenship Responsibility:

- To develop a sense of social imagery (issues) and philanthropic versatility among students
- To facilitate an attitude towards citizenship responsibility.

9. Stimulate collaborative influence:

- To promote HEIs collaboration, industryacademia partnership will be developed to provide collaborative internships, apprenticeships, and research opportunities to the students in the predefined areas of importance which will lead institutions, universities, organisations, academicians, and students to collaborate on how to learn with one another.

10. Enhancing professional competency:

- The internship should not only focus on employability or research capabilities; there is also a need for professional principles, ethics, values, and integrity which will enable them to gain perspective, practice, develop as competency and perform professional tasks in the way that the employment market demands.

## ***INTERNSHIP CATEGORIES:***

The undergraduate internships would be classified into two types:

### **1. Internship for enhancing the Employability:**

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

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

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

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

## 2. Internship for developing the Research Aptitude:

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

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

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

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

### ***INTERNSHIP STRUCTURE FOR HEI***

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

The important components incorporated in the mechanism are as follows:

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

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

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

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

- Art (aa types) , Literature, Entertainment
- Mass Media
- Language
- Education Area
- Sustainable development Area
- Environment Area
- Commerce, Medium and Small-Scale Industries Area

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

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

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

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

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

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

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

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

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

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

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

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

## INTERNSHIP MECHANISM IN HEI

Figure 1: Operational Structure of Internship



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

- (i) Research and Development Cell at the HEIs
- (ii) Office of the nodal officer
- (iii) Internship portals and about roles and responsibilities of interns, supervisors and mentors
- (iv) A list of projects
- (v) HEI and internship providing organisation may decide about Internship on mutually agreed terms and conditions. Internship outcomes should have been incorporated in developing a perspective among the candidates or students towards a profession and their ability to deconstruct a job role and to become job-ready as soon as they enter into a job or a profession.
  - a) Students will apply for research internships on their own or through the mentor of their parent HEI by registering at the internship portal. The HEI should ensure that such a student has an

appropriate orientation for research through research ability enhancement courses as a part of the curriculum.

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

### ***ROLES OF IMPORTANT AUTHORITIES WORKING FOR INTERNSHIP:***

#### **A) Role of Internship Providing Organisation (Outside HEI)**

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

#### **B) Role of Mentor (Inside/Outside HEI)**

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

### **C) Role of Nodal Officer (Inside HEI)**

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

### **D) Role of Internship Supervisor (Inside HEI)**

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

### ***DURATION AND SLOTS FOR INTERNSHIP IN CURRICULUM***

***Each undergraduate student may complete an internship of 2-4 credits during after the 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
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 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:**

<b>On the Job Internship (OJT)</b>	<b>Research Internship</b>
<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>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>Format of presentation and the quality of the intern's report</li> <li>Acquisition of skill sets by the intern</li> <li>Originality and any innovative contribution</li> <li>Significance of research outcomes</li> <li>Attendance</li> </ol>	<ol style="list-style-type: none"> <li>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>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>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>Innovativeness of Research</li> <li>Presentation and</li> <li>Viva-Voce</li> </ol> </li> <li>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.</li> </ol>

**\*\* 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 Training (OJ)

**Course Name:** On Job

**Course Number:** OJ

**Course Code:**

**Course Credits:** 4

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

**If Course Credits: 2**

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

**Course Learning Outcomes:**

- To make students prepared with hands on training in the different field of Sanskrit.
- To make students acquired basic skills in the language.
- To make them experienced and self-confident with experiential learning
- To make them aware of scope and opportunities available in the Sanskrit subject.

**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.**

**URDU:**

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>

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

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### **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 uniform**

(Annexure-I)									
SHIVAJI UNIVERSITY, KOLHAPUR									
NEP-2020 (2.0): Credit Framework for UG (BA) Programmes under Faculty of HUMANITIES									
SEM (Level)	COURSES			OE	VSC/ SEC	AEC/ VEC / IKS	OJT/FP/CEP / CC/RP	Total Credits	Degree/Cum. Cr. MEME
	Course-1	Course-2	Course-3						
SEM I (4.5)	DSC-I (4)	DSC-I (4)	DSC-I (4)	OE-1 (2)	SEC-I (2)	AEC - ENG - I (2) IKS Generic (2)	CC (2)	22	UG Certificates 44
SEM II (4.5)	DSC-II (4)	DSC-II (4)	DSC-II (4)	OE-2 (2)	SEC-II (2)	AEC - ENG - II (2) VEC - DEC (2)	CEP (2)	22	
Credits	4+4=8	4+4=8	4+4=8	2+2=4	2+2=4	4+4=8	2+2=4	44	Exit Option: 4 credit Skill/NSQF/Internship
	MAJOR		MINOR						
	MAJOR	ELECTIVE							
SEM III (5.0)	MAJOR -III (4) MAJOR -IV (4)	-	MINOR- (4)	OE-3 (2)	VSC- I (2) SEC III (02)	AEC - ENG - III (2) IKS Specific (2)	-	22	UG Diploma 88
SEM IV (5.0)	MAJOR -V (4) MAJOR -VI (4)	-	MINOR- (4)	OE-4 (2)	VSC- II (2) SEC IV (02)	AEC - ENG - IV (2) VEC - EVS (2)	-	22	
Credits	8+8=16		4+4=8	2+2=4	4+4=8	4+4=8	-	44	Exit Option: 4 credit Skill/NSQF/Internship
SEM V (5.5)	MAJOR -VII (4) MAJOR -VIII (4) MAJOR -IX (2)	MAJOR-EL-1 (4)	MINOR- (4)	OE-5 (2)	-	-	FP - (02)	22	UG Degree 132
SEM VI (5.5)	MAJOR -X (4) MAJOR -XI (4) MAJOR -XII (2)	MAJOR-EL-11 (4)	MINOR- (4)	-	-	-	OJT - (04)	22	
Credits	10+10=20	4+4=08	4+4=08	2+0=2	-	-	2+4=6	44	
Total Credits	8+16+20+8+8		8+8+8	4+4+2	4+8	8+8	4+6		
	60		24	10	12	16	10	132	
SEM VII (6.0)	MAJOR -XIII (4) MAJOR -XIV (4) MAJOR -XV (4) MAJOR -XVI (2)	MAJOR -El-3 (4)	RM-I (4)	-	-	-	-	22	Four Year UG Honours Degree 176
SEM VIII (6.0)	MAJOR -XVII (4) MAJOR -XVIII (4) MAJOR -XIX (4) MAJOR -XX (2)	MAJOR-El-4 (4)	-	-	-	-	OJT (04)	22	
Credits	14+14=28	4+4=08	4+0=4	-	-	-	0+4=4	44	
Total Credits	60+28+8								
	96		28	10	12	16	14	176	
SEM VII (6.0)	MAJOR -XXI (4) MAJOR -XXII (4) MAJOR -XXIII	MAJOR -El-3 (4)	RM-I (4)	-	-	-	RP- (4)	22	Four Year UG Honours With Research Degree

	(2)								176
SEM VIII (6.0)	MAJOR -XXIV (4) MAJOR -XVX (4) MAJOR -XXVI (2)	MAJOR-EI-4 (4)	-	-	-	-	RP- (8)	22	
Credits	10+10=20	4+4=08	4+0=04	-	-	-	4+8=12	44	
	60+20+8								
Total Credits	88		28	10	12	16	22	176	

