| | SHIVAJI UNIVERSITY, KOLHAPUR |
| | **416 004, MAHARASHTRA** |

SHIVAJI UNIVERSITY, KOLHAPUR
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शिवाजी विद्यापीठ, कोल्हापूर, ४१६ ००४, महाराष्ट्र
दूरध्वनी - इपीबीएक्स - २०६०९०००, अभ्यासमंडळे विभाग : ०२३१- २६०९०९४. २६०९४८७
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Estd. 1962
"A⁺⁺" Accredited by
NAAC (2021)
With CGPA 3.52

संदर्भ/जा.क्र./शिवाजी वि./अ.मं./४३२   दि. २५/०७/२०२५

प्रति,

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

विषय : – बी. ए. भाग 2 च्या अभ्यासक्रमाबाबत.
संदर्भ : – या कार्यालयाचे पत्र क्र. २८३ दि. ०८/०५/२०२५ रोजीचे पत्र.

महोदय,

उपरोक्त संदर्भिय विषयास अनुसरून आपणास आदेशान्वये कळविण्यात येते की, राष्ट्रीय शैक्षणिक धोरण–2020 (NEP 2.0) नुसार शैक्षणिक वर्ष **2025–2026** पासून लागू करण्यात आलेल्या बी. ए. भाग 2 च्या खालील विषयाच्या अभ्यासक्रमामध्ये **किरकोळ दुरूस्ती** करण्यात आलेली आहे.

शारिरीक शिक्षण	गृहशास्त्र	संगीत	शिक्षणशास्त्र

सोबत सदर अभ्यासक्रमाची प्रत जोडली आहे. तसेच विद्यापीठाच्या www.unishivaji.ac.in.(NEP 2020@suk/Online Syllabus) या संकेतस्थळावर ठेवण्यात आला आहे.

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

कळावे,

आपला विश्वासू

(डॉ. एस. एम. कुबल)
उपकुलसचिव
अभ्यास मंडळे विभाग

सोबत : अभ्यासक्रमाची प्रत.

प्रत. माहितीसाठी व पुढील योग्यत्या कार्यवाहीसाठी.

1	प्र. अधिष्ठाता, आंतर विद्याशाखीय अभ्यास विद्याशाखा	7	संलग्नता टी. 1 व टी. 2 विभागास
2	अध्यक्ष, सर्व संबंधीत अभ्यास व अस्थायी मंडळ	8	पी. जी. प्रवेश विभागास
3	संचालक, परीक्षा व मुल्यमापन मंडळ कार्यालयास	9	परिक्षक नियुक्ती ए व बी विभागास
4	बी. ए. परीक्षा विभागास	10	पी. जी. सेमिनार विभागास
5	पात्रता विभागास	11	अंतगत गुणवत्ता हमी कक्ष (नॅक विभागास)
6	आय. टी. सेल विभागास		

SHIVAJI UNIVERSITY, KOLHAPUR

Established: 1962

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

New Syllabus For

Bachelor of Arts [B. A. in Home Science]

UNDER

Faculty of Interdisciplinary Studies

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

STRUCTURE AND SYLLABUS IN ACCORDANCE WITH

NATIONAL EDUCATION POLICY - 2020

HAVING CHOICE BASED CREDIT SYSTEM

WITH MULTIPLE ENTRY AND MULTIPLE EXIT OPTIONS

(TO BE IMPLEMENTED FROM ACADEMIC YEAR 2025-26

ONWARDS)

INDEX

1. **PREAMBLE:**

As a discipline Home Science integrates the ingredients of the Home Science, also known as Home Economics, is an interdisciplinary field of study that focuses on the scientific and systematic approach to home management. It encompasses a range of subjects such as resource management, food and nutrition, human development, textiles and clothing. Home Science provides individuals with the knowledge and skills necessary to maintain a healthy and harmonious home environment.

2. **PROGRAMME LEARNING OUTCOMES (PO)**

On the completion of the program student able to:

- Understanding of core knowledge of various specializations of Home Science.

- Apply the knowledge of the subject in day-to-day life.

- Identify their area of interest for further specialization.

- Develop skills; relate their knowledge to develop entrepreneurship.

- Develop skills in experimentation and research to understand the theoretical and experimental dimensions of Home Science

3. **DURATION:**

The Bachelor of Arts in Home Science 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. (Annexur-I)**

7. STRUCTURE OF PROGRAMME:

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

COURSE CATEGORY	ABBREVIATION (Only 2 Letters)	DESCRIPTION
MAJOR	Mandatory (MM)	Major – Mandatory Course
	Elective (ME)	Major – Elective Course
MINOR	Minor (MN)	Minor - Course
IDC/MDC/ GEC/OE	IDC (ID)	Interdisciplinary Course
	MDC (MD)	Multi Disciplinary Course
	GEC (GE)	General Elective Course
	OE (OE)	Open Elective Course (Generic Course not from Major or Minor Category)
VSC/SEC	VSC (VS)	Vocational Skill Course
	SEC (SE)	Skill Enhancement Course
AEC/VEC/IKS	AEC (AE)	Ability Enhancement Course
	VEC (VA)	Value Education Course
	IKS (IK)	Indian Knowledge System
OJT/FP/CEP/CC/RP	OJT (OJ)	On Job Training
	FP (FP)	Field Project

CEP (CE)	Community Engagement Project
CC (CC)	Co-curricular Course
RP (RP)	Research Project

Note:(Annexur-II)

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

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

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

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
MAJOR	MANDATORY	Basics of Interior Design p - 03	BAU0325MMLP323C03	**4**
	MANDATORY	Introduction to Food Preservation and Safety – p - 04	BAU0325MMLP323C04	**4**
MINOR	--	Applied Arts and Housing p - I	BAU0325MNLP323C01	**4**
OE/IDC/MDC/ GEC	**OE- III**	Fundamentals of Food Preservation	BAU0325OEL323C03	**2**
VSC/SEC	**VSC - I (MAJOR)**	Textile Printing	BAU0325VSL323C03	**2**
	SEC - III	(Early Childhood Education)	BAU0325SEL323C03	**2**
AEC/VEC/ IKS	**AEC (ENG – III)**	**(Write Name) (English – III)**		**2**
	IKS (MAJOR)	(Indian Costumes) **(Specific/Major)**	BAU0325IKL323C02	**2**
			CREDITS FOR B. A. - II, SEM - III:	**22**

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

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
MAJOR	MANDATORY	Textile Science and Apparel Construction-1 **p - 5**	BAU0325MMLP323D05	**4**
	MANDATORY	Introduction to Human Development **-p -6**	BAU0325MMLP323D06	**4**
MINOR	--	Fundamentals of Clothing Construction–P-II	BAU0325MNLP323D0 2	**4**
OE/IDC/MDC/ GEC	**OE- IV**	**(Textile Science)**	BAU0325OEL323D04	**2**
VSC/SEC	**VSC - II (MAJOR)**	Kitchen Gardening	BAU0325VSL323D04	**2**
	SEC – IV (MAJOR)	Time Management	BAU0325SEL323D04	**2**
AEC/VEC/ IKS	**AEC (ENG – IV)**	**(Write Name) (English – III)**		**2**
	VEC (EVS)	**(Write Name) (EVS-Environmental Science)**		**2**
			CREDITS FOR B. A. - I, SEM - IV:	**22**
			CREDITS FOR B. A. II, SEM III AND IV:	**22 + 22 = 44**
			CREDITS FOR B.A. – I (SEM I AND II) + B. A. II (SEM III AND IV):	**44 + 44 = 88**

FOR EXIT OPTION AT B.A. - II:

If student wants to 'EXIT' after completion of B.A. II (SEM III and IV), 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 DIPLOMA. This Certificate is a prerequisite for admission or 'ENTRY' in Third Year B. A. degree course.

8. COURSE CODE TABLE:

Note 1: Add 'rows' wherever necessary and kindly apply proper course codes. The 'Paper

Numbers' are considered as 'Course Numbers' in New Scheme.

Note 2: See the instructions below to prepare the Course Codes in NEP

*** Important instructions for preparation of Course Codes:**

1. Read the following Two Tables carefully.

*2. **Every course code is generated by using all 8 columns in sequential order**.*

3. See the example given below the following table.

BA Course Code Template							
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Program Code	**Institute Code**	**Course Category**	**Nature Of Course Code**	**Level of Course Code**	**Sr. No. of Course Code**	**Semester**	**Courses Number**
BA	U0325	Mandatory (MM) Elective (ME) Minor (MN) IDC/MDC/GEC/OE VSC/SEC AEC/VEC/IKS OJT/FP/CEP/CC/RP	L/P/T	B.A. I: 2 B.A. II: 3 B.A. III: 4 B.A. IV: 5	Example: Marathi: 01	A/B/C/D/ E/F/G/H	01/02/03/…
Description with Example is given below							
It is UG Program. Therefore, written as BA	Shivaji University, Kolhapur Code **(Common for all)**	Pl. see **Abbreviations at the beginning of the Point 8:** Category should be given in **2 Letters** For Example: IKS is IK SEC is SE OJT is OJ	Lecture/ Practical/ Tutorial	**Common For** B.A. I (Sem I & II) : **2** B.A. II (Sem III & IV) : **3** B.A. III (SEM V & VI) : **4** B.A. IV (SEM VII & VIII) :	**Code should be given in 2 digits** (Pl. See the **Course Code List below**)	SEM I – A SEM II- B SEM III – C SEM IV- D SEM V – E SEM VI- F SEM VII- G SEM VIII- H	Course means Paper Number **All course numbers are to be given in DOUBLE digits).** **Don't assign number for courses where NOT mentioned. (See Structure in**

Course Code List

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

Example:

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

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

Thus,

Course Code for Major Mandatory Course 1 is: BAU0325MML201A01

Course Code for IKS Course is: BAU0325IKL201A (No Course Number)

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

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

Thus,

Course Code for Major Mandatory Course 4 is: BAU0325MML315C04

Course Code for Skill Enhancement Course 3 is: BAU0325SEL315C03

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

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

Thus,

Course Code for Major Mandatory Course 21 is: BAU0325MML414F12

Course Code for On Job Training Course is: BAU0325OJP414F (No Course Number and instead 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. II Sem- III and IV

(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
III		Basics of Interior Design	4	III	BAU0325MMLP323C03	Basics of Interior Design	4
III		Introduction to Food Safety and Preservation	4	III	BAU0325MMLP323C04	Introduction to Food Preservation and Safety	4
III				III	BAU0325MNLP323C03	Applied Arts and Housing	4
III				III	BAU0325OEL323C03	Fundamentals of Food Preservation	2
III				III	BAU0325VSL323C03	Textile Printing	2
III				III	BAU0325SEL323C03	Early Childhood Education	2
III				III	BAU0325IKL323C02	Indian Costumes	2
IV		Fundamentals of Textile Science and Apparel Construction-1	4	IV	BAU0325MMLP323D05	Textile Science and Apparel Construction-1	4

IV		Introduction to Human Development	4	IV	BAU0325MMLP323D06	Introduction to Human Development	4
IV				IV	BAU0325MNLP323D04	Fundamentals of Clothing Construction	4
IV				IV	BAU0325OEL323D04	Textile Science	2
IV				IV	BAU0325SEL323D04	Time Management	2
IV				IV	BAU0325VSL323D04	Kitchen Gardening	2
IV				IV			
IV				IV			
IV				IV			

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:** o If the total marks of course are 100 and passing criteria is 35%, then use the following Table for the conversion.

o If total marks of any of the course are different than 100 (e.g. 50) and passing criterion is 35%, then marks obtained are converted to marks out of 100 as below:

1. Gradation Chart:

Table

Marks Obtained	Numerical Grade (Grade Point)		CGPA	Letter Grade
Absent	0 (zero)		-	Ab : Absent
0 - 34	0 to 4		0.0 – 4.99	F : Fail
35 - 44	5		5.00 – 5.49	C : Average
45 - 54	6		5.50 – 6.49	B : Above Average
55 - 64	7		6.50 – 7.49	B+ : Good

65 - 74	8	7.50 – 8.49	A : Very Good
75 - 84	9	8.50 – 9.49	A+ : Excellent
85 - 100	10	9.50 – 10.0	O : Outstanding

Note:

1. Marks obtained $> = 0.5$ shall be rounded off to next higher digit.
2. The SGPA & CGPA shall be rounded off to 2 decimal points.
3. Marks obtained in 50 marks or 200 marks paper shall be converted to 100 marks.

Calculation of SGPA & CGPA

1. Semester Grade Point Average **(SGPA)**

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

2. Cumulative Grade Point Average **(CGPA)**

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

11. NATURE OF QUESTION PAPER AND SCHEME OF MARKING:

I) For all **Undergraduate Programme (B.A.)** and programme under the faculty of

Humanities Written Examination (80) + Internal Assessment (20) = Total (100 Marks)

1) FOR SOCIAL SCIENCES:

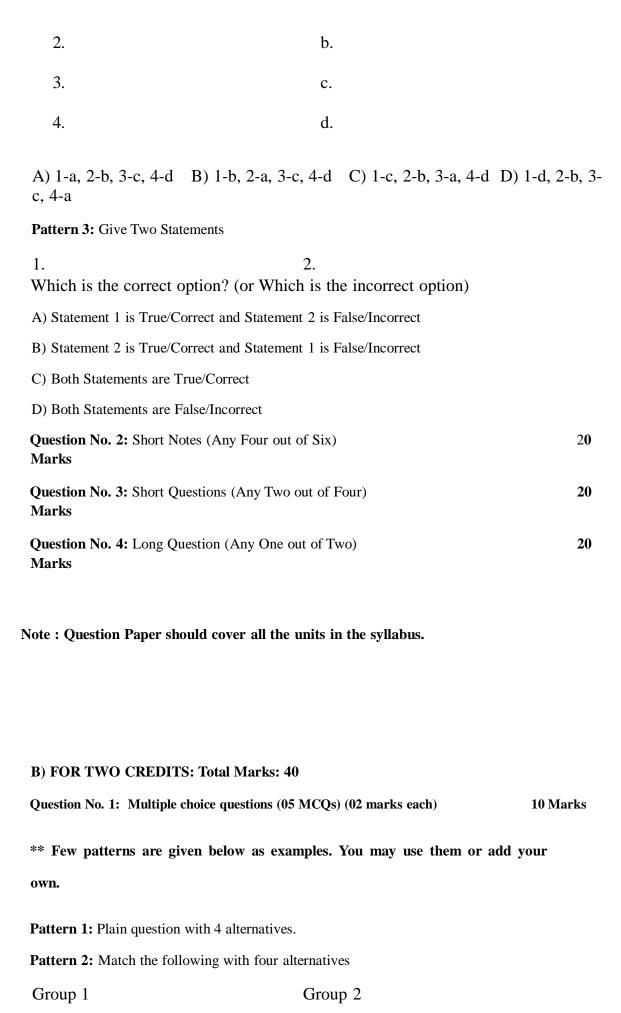**A) FOR FOUR CREDITS: Total Marks: 80 (Written)**

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

** Few patterns are given below as examples. You may use them or add your own.

  Pattern 1: Plain question with 4 alternatives.

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

2.   b.

3.   c.

4.   d.

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

Pattern 3: Give Two Statements

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**

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

B) FOR TWO CREDITS: Total Marks: 40

Question No. 1: Multiple choice questions (05 MCQs) (02 marks each)   10 Marks

** Few patterns are given below as examples. You may use them or add your own.

Pattern 1: Plain question with 4 alternatives.

Pattern 2: Match the following with four alternatives

 Group 1   Group 2

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

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

Pattern 3: Give Two Statements

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 Two out of Four)   **10 Marks**

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

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

2) FOR LANGUAGES:

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

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

** Few patterns are given below as examples. You may use them or add your own.

Pattern 1: Plain question with 4 alternatives.

Pattern 2: Match the following with four alternatives

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

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

Pattern 3: Give Two Statements

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 or Questions with Brief Answers (Any Four out of Six)   **20 Marks**

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

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

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

B) FOR TWO CREDITS: Total Marks: 40

Question No. 1: Multiple choice questions (05 MCQs) (02 marks each)   **10 Marks**

** Few patterns are given below as examples. You may use them or add your own.

Pattern 1: Plain question with 4 alternatives.

Pattern 2: Match the following with four alternatives

 Group 1   Group 2
  1.   a.

  2.   b.

  3.   c.

  4.   d.

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

Pattern 3: Give Two Statements

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 or Questions with Brief Answers (Any Two out of Four)   **10 Marks**

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

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

12: SYLLABUS

A) TEMPLATE FOR THEORY PAPERS:

B. A. II, SEMESTER – III

Course Category: Major

Course Name: Basics of Interior Design

Course Number: MM III

Course Code: BAU0325MMLP323C03

Course Credits: 4(3+1)

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

Preamble:

Interior design is the art and science of understanding people's behaviour to create functional spaces within a building. Decoration is the furnishing or adorning of a space with fashionable or beautiful things. It is definitely a good career option for those who are good at creativity and ideas. It has good scope and opportunities. You may pursue your career as an interior designer.

Course Outcomes: The students will enable

- To understand elements of art and principles of design.
- To learn about furniture and flower arrangement.
- To develop skills in relation with application of elements and principles of design.

MODULE 1: Fundamentals of design   (Hours -15, Credit -1)

1.1 Elements of Arts: Line, Form, Texture, Pattern, Space, Colour, Light, Idea

1.2 Principles of Design: Harmony, Balance, Rhythm, Emphasis, Proportion

1.3 Application of elements and principles of design in Interior Decoration

MODULE 2: Colour   **(Hours -15 , Credit -1)**

2.1 Colour- Definition and Importance

2.2 Dimensions of colour

2.3 Classification of colour

2.4 Colour schemes and Effects of colour

2.5 Factors affecting use of colour in interior

MODULE 3: Furniture Arrangement   **(Hours - 15, Credit -1)**

3.1 Importance and Types of Furniture

3.2 Selection of Furniture

3.3 Care of furniture

3.4 Furniture arrangement in different rooms

MODULE 4: Flower arrangement and Flower Decoration   **(Hours - 15, Credit -1)**

4.1 Importance of Flower Arrangement and Flower Decoration

4.2 Material used for Flower Arrangement and Flower Decoration

4.3 Types of Flower Arrangement and Flower Decoration

4.4 Landscaping- Meaning and Importance

Practical

1.Preparation of Primary, Secondary and Tertiary colour and Colour wheel

2.Preparation of colour scheme

3.Preparation of Colour Hue

4.Demonstration and Preparation of Types of Flower arrangement

5.Demonstration and Preparation of Types of Flower decoration

6.Visit to Furniture shop/Mall/Manufacturing unit

Method of Evaluation: Internal Evaluation of Practical

Q. 1 Submission of Journal - 10 Marks

Q. 2 Viva – 10 Marks

RECOMMENDED READINGS:

1.Interior Decoration, Lawrence M., Chartwell Books, New Jersey (1987)

2. The Elements of Design, Riley and Bayen, Mitchell Beazley (2003)

3. Home Management for Indian Families by Mann, M.K.(1984):Kalyani Pub. N.Delhi.

4. Home Management by Vagrhese, M.A.Ogale, N.N and Srinivasan, K (1989): Wiley Eastern Ltd.

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7. गृह सजावट व गृहकला, डॉ. अनुजा नुजहत सुलताना, ज्ञान प्रकाशन , औरंगाबाद

8.

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

पन व गृहकला, डॉ. क्षमा लिमये, विकास प्रकाशन, कुरळीकर मार्ग, नागपूर

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

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

Course Category: Major

Course Name: Introduction to Food Preservation and Safety

Course Number: ME IV

Course Code: BAU0325MMLP323C04

Course Credits: 4(3+1)

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

Preamble:

This course aims to create interest in food preservation. It aims to develop better

understanding of concept, principles and methods of food preservation as well as food safety.This course helps to develop skills in students for food preservation, thereby opening avenues for entrepreneurship development and improving the employability of the students in the field of food preservation and food safety.

Course Outcomes: The students will enable

*To gain the basic knowledge relating to food safety and food preservation

*To understand the concept of food preservation, safety and hygiene.

Module 1: Introduction to Food Preservation   **(Hours -15, Credit -01)**

1.1 Definition and concept of food preservation

1.2 Objectives of Food Preservation

1.3 Principles of Food Preservation industry in India

Module 2: Factors affecting growth of microorganisms   **(Hours -15, Credit -01)**

2.1 Common terms used in Food Preservation

2.2 Factors affecting growth of microorganisms

2.3 Food spoilage – Types, causes and prevention (Physical, chemical and microbial Changes in spoilage)

2.4 Contamination and microorganisms in the spoilage of different kinds of foods and Such as cereal and cereal products, vegetable and fruits, fish and other sea foods, meat and meat products, eggs and poultry, milk and products, canned foods.

Module 3: Food Safety   **(Hours -15, Credit -01)**

3.1 Key terms, Factors affecting food safety

3.2 Food laws, Standards and Regulations

Food Standards: ISI, Agmark, FPO, MPO, PFA, FSSAI, HACCAP

3.3 Food Additives and Contaminants

3.4 Hygiene and sanitation

Module 4: Methods of Food Preservation   **(Hours -15, Credit -01)**

 4.1 Preservation by High Temperature

 4.2 Preservation by Low Temperature

 4.3 Preservation by Drying

4.4 Preservation by Preservatives

4.5 Preservation by Irradiation

 4.6 New Methods of Preservation

Practical Credit: 1

1.Introduction to Equipment's used for Food Preservation

2.Preparation of Jam

3.Preparation of Jelly

4.Preparation of Fruit Squash

5.Preparation of Sauce/Ketchup

6.Preparation of Pickle and Chutney (Any One)

7.Blanching of Vegetables (Any One)

8. Preparation of Frozen peas

9. Visit to Food Preservation Unit/Institute to observe technique and Food Safety measures.

Method of Evaluation: Internal Evaluation of Practical

Q. 1 Submission of Journal - 10 Marks

Q. 2 Viva - 10 Marks

RECOMMENDED READINGS :

1. Food Microbiology by Frazier W C and Westhoff DC, Tata McGraw-Hill Publishing   Company Limited, 1995.

2. Preservation of Fruits and Vegetables, Siddhapa GS, lal G and Tondon, Indian Council

3. of Agriculture Research, New Delhi, 1998.

4. Phal Sanrankshan, Srivastava S S, Kitab mahal, Lucknow 2006.

5. Food Processing and Preservation, Subbalakshmi G, Udipi S A, NewAge International Publishers, Delhi 2007.

6. Food Science, Nutrition and safety, Suri S and Malhotra A., Pearson India Limited, 2014.

7. Food Safety and Standards Act along with Rules and Regulations, Delhi Commercial

8. Law Publishers (India) Pvt. Ltd. 2011.

9. Modern cooking for Teaching and Trade by Philip, T.E. (1984) Orient Longman,

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Web Resources
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Food Safety and Standards Authority of India. www.fssai.gov.in
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National Center for Home Food Preservation http:/nchfp.uga.edu/

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

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

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

Course Category: MINOR

Course Name: Applied Arts and Housing

Course Number: MN I

Course Code: BAU0325MNLP323C01

Course Credits: 4(3+1)

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

Course Outcomes: The students will enable

1.To enable students regarding elements of art and principles of designing.

2. To aware students about house planning.

3. To develop skill of students in relation with arts application in home science.

Module 1: Introduction to Arts   **(Hours -15, Credit -01)**

1.1 Elements of Arts

1.2 Principles of Design

1.3 Application of elements and principles of design in Interior Decoration

Module 2: House Planning   **(Hours -15 , Credit -01)**

2.1 Importance and function of House

2.2 Selection of site

2.3 Materials used for house construction

3: Principles of Housing   **(Hours -15 , Credit -01)**

3.1 Principles of Housing

3.2 Features of Housing – Room by room planning, Symbols used in house plan

3.3 Plumbing and electrification in house and drainage facility

Module 4: Home Decoration   **(Hours -15 , Credit -01)**

4.1 Furniture – Selection, Types, Arrangement for different rooms, care of furniture

4.2 Land Scaping – Concept, Importance, Guidelines and Benefits

Practical Credit: 1

- Preparation of Colour Wheel and Colour hue
- Designing of ideal house plan.
- Survey regarding Building construction materials available in market.
- Visit to Furniture shop.

Method of Evaluation: Internal Evaluation of Practical

Q. 1 Submission of Journal - 10 Marks

Q. 2 Viva – 10 Marks

RECOMMENDED READINGS:

1.Interior Decoration, Lawrence M., Chartwell Books, New Jersey (1987)

2. The Elements of Design, Riley and Bayen, Mitchell Beazley (2003)

3. Home Management for Indian Families by Mann, M.K.(1984):Kalyani Pub. N.Delhi.

4. Home Management by Vagrhese,M.A.Ogale, N.N and Srinivasan, K (1989): Wiley Eastern Ltd.

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7. गृहसजावट व गृहकला, डॉ. नुजहत सुलताना, ज्ञान प्रकाशन , औरंगाबाद

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9. गृहव्यवस्थापन आणि आंतरिक सजावट, डॉ. सुनंदा वसू, डॉ. रजनी मेहरे, श्री साईनाथ प्रकाशन, नागपूर .

12. संसाधनाचे व्यवस्थापन आणि गृहसजावट, प्रा. त्रिवेणी शा. फरकाडे, सुलभा सुहास गोंगे, पिंपळपुरे अंड कं. पब्लिशर्स, नागपूर.

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

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

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

Course Category: Open Elective Course

Course Name: Fundamentals of Food Peservation

Course Number: OE III

Course Code: BAU0325OEL323C03

Course Credits: 2

Marks: (For 2 Credits: Semester End: 50)

COURSE OUTCOMES: The students will enable

- To gain the basic knowledge relating to food preservation

- To understand the concept of food preservation and preservation techniques

Module 1: Introduction to Food Preservation   (Hours -15 , Credit -01)

1.1 Definition and concept of food preservation

1.2 Objectives of Food Preservation

1.3 Principles of Food Preservation industry in India

Module 2: Methods of Food Preservation   (Hours -15 , Credit -01)

2.1 Preservation by High Temperature

2.2 Preservation by Low Temperature

2.3 Preservation by Drying

2.4 Preservation by Preservatives

RECOMMENDED READINGS:

1.Food Microbiology by Frazier W C and Westhoff DC, Tata McGraw-Hill Publishing Company Limited, 1995.

2. Preservation of Fruits and Vegetables, Siddhapa GS, lal G and Tondon, Indian Council

3.of Agriculture Research, New Delhi, 1998.

4.Phal Sanrankshan, Srivastava S S, Kitab mahal, Lucknow 2006.

5.Food Processing and Preservation, Subbalakshmi G, Udipi S A, NewAge International Publishers, Delhi 2007.

6.Food Science, Nutrition and safety, Suri S and Malhotra A., Pearson India Limited, 2014.

7.Food Safety and Standards Act along with Rules and Regulations, Delhi Commercial

8.Law Publishers (India) Pvt. Ltd. 2011.

9.Modern cooking for Teaching and Trade by Philip, T.E. (1984) Orient Longman,

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ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

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

Web Resources

Food Safety and Standards Authority of India. www.fssai.gov.in National Center for Home Food Preservation http:/nchfp.uga.edu/

Course Category: Vocational Skill Course

Course Name: Textile Printing

Course Number: VSC I

Course Code: BAU0325VSL323C03

Course Credits: 2

Marks: (For 2 Credits: Semester End:50)

Course Outcomes: The students will enable

- know the importance of creation of accessories, textile apparels through printing.
- understand various methods of Printing.
- develop the skills of printing textiles.
- start own enterprise.

- identify various materials used in Textile printing.

Theory

Module 1: Introduction to Textile Printing   **(Hours -15 , Credit -01)**

1.1   Concept, Objectives and importance of Textile Printing

1.2   Methods /Styles of Textile Printing

         a)   Direct printing - Block, Stencil, Roller, Screen printing

         b)   Resist printing- Tie and Dye and Batik printing

         c)   Discharge Printing

1.3   Materials used in Textile printing

Module 2:   **Preparation of samples using following printing methods**   **(Hours -15 , Credit -01)**

2.1   Direct printing - Block, Stencil

2.2   Resist Printing- Tie and Dye and Batik printing

Reference Books:

1. Technology of Printing- Prayag R. S.
2. Tie and Dyed Textiles of India-Murphy V. Grill R.
3. Tie and Dye as a present Dry craft- Anne mail

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

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

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

Course Category: Skill Enhancement Course

Course Name: Early Childhood Education

Course Number: SEC III

Course Code: BAU0325SEL323C03

Course Credits: 2

Marks: (For 2 Credits: Semester End: 50)

Course Outcomes: The students will enable

- To understand need and importance of Early childhood Education.

- To learn various skills for conducting developmentally appropriate programme for children.

Module 1: Early childhood Education   **(Hours -15 , Credit -01)**

1.1 Nature, Meaning and objectives of Early childhood Education

1.2 Need and importance of Early childhood Education

Module 2 : Organizational Setup   **(Hours-15 , Credit -01)**

2.1 Different types of preschool centre – Structure, functions and objectives

    of Play centre, Creche,

2.2 Contributions of Great Educators-   Froebel, Maria Montessori, Tarabai Modak

RECOMMENDED READINGS :

Reference:

1) Bhagirathi Sahu: Preschool Education and An Integrated

Preschool Curriculum, Dominant Publishers and Distribution.

2) Jayannath Mohanty and Bhapyadhav Mohanty: Early Childhood

Care and Education, Deep and Deep publication, New Delhi

(1994).

3) Brewer, J.A. Introduction to Early Childhood Education, 3rd edition

Boston : Ahyn and Bacon (1998).

4) Pankajam, G,: Guide to Nursery School Teacher, NCERT, New

Delhi (1996).

5) Murlidharan, R. : Guide to Nursery School Teacher NCERT, New

Delhi (1977).

6) Kohn Ruth: The Exploring Child, orient Longman

7) Rao, V.K. and S.Khurshid-u-Islam : Early Chi;dhood Care and

Education, commonwealth publication, New Delhi (1977).

8) Kaul V. Early Childhood Education Programme, NCERT, New

Delhi (1977).

9) NIPPCCD: Play and Child Development, NIPCCD Publication

New Delhi.

10) Lawton J.T.: Introduction to Child Care and Early Childhood

Education, scott, Foreman and co, London, (1998).

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ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

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

Course Category: Indian Knowledge system

Course Name: Indian Costumes

Course Number: IKS 02

Course Code: BAU0325IKL323C02

Course Credits: 2

Marks: (For 2 Credits: Semester End: 50)

Course Outcomes: The students will enable

- To gain the knowledge about Costumes in India
- To develop skills regarding costumes in India

Module I: (Hours -15 , Credit -01)

1.1 Origin and history of Costumes in India

1.2 Selection and role of Costumes

Module II: (Hours -15 , Credit -01)

2.1 Recent and traditional costumes in male and female with accessories

   among Maharashtra and Karnataka States

 2.2 Recent and traditional costumes in male and female with accessories

    among Gujrat and Rajasthan State

Examination Pattern: **Total 50 Marks**

There will be 25 Multiple Choice Questions each carry two marks.

References:

1. Indian Costumes ,by A.Biswar

2. Costumes, Textiles and Jewelery of India (Tradition in Rajsthan) by Vandana Bhandri

3. Indian Saris – Traditions, Perspectives, Design By Vijai Singh Katiyar

4. Traditional Embroideries of India By Shailja D . Naik

5. वस्त्रकला, डॉ वैरागडे, विकास प्रकाशन , नागपूर

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

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

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

B.A.II, SEMESTER- IV

Course Category: MAJOR

Course Name: Textile Science and Apparel Construction-1

Course Number: MM V

Course Code: BAU0325MMLP323D05

Course Credits: 4(3+1)

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

Preamble:

Course with Textile Science and Apparel Construction aims at preparing students for a wide

variety of jobs in the garment industry and also focuses on enabling students to develop and apply their creative mind in the design of apparel and home linen. The course introduces students to properties of fibres, production and finishing processes of a variety of textile fibres, yarns, fabrics and garments. There is equal focus on imparting practical knowledge and understanding. Students are given first hand practical knowledge of elements of clothing construction besides drafting, layout and stitching patterns.

Course Outcomes: The students will enable

- To acquire the knowledge about textile fibres, yarns and fabric construction and finishes
- To familiarise with tools and equipment for sewing
- To know the methods of taking correct measurements and concept of drafting and paper patterns

Module 1 : Textile Fibres and Yarns   (Hours -15 , Credit -01)

1.1 Definition and Classification of Textile Fibres based on their origin and length

1.2 Manufacturing process, Properties and uses of Cotton, Linen,Silk, Wool, Viscose Rayon and Polyester

1.3 Classification of yarn - Simple and Novelty yarns, Yarn Twist, Yarn Count

Module 2: Fabric Constructtion   (Hours -15, Credit -01)

2.1 Basic Parts of Loom

2.2 Weaves - Basic Weaves: Plain, Twil

    Novelty Weaves: Lino, Jacquard, Pile, Lappet, Spot Weave

2.3 Finishes- Definition, Objectives and Classification

2.4 Finishing Processes- Singeing, Scouring, Bleaching, Sanforising,

    Mercerising, Sizing, Water proof, Fire proof finishes

Module 3: Introduction to Apparel Construction   (Hours -15, Credit -01)

3.1 Terms used in Apparel Construction-Seam Allowance, Pattern, Grading,

    Notch, Stay Stitching

3.2 Tools and equipment used for measuring, drafting, pinning, marking,

   Cutting, Sewing, Pressing

3.3 Preparation of fabrics for clothing construction-Shrinking, Strengthening,

   Layout, Marking and Cutting of Patterns

Module 4: Pattern Drafting and Elements of Clothing Construction (Hours -15, Credit - 01)

4.1 Body Measurement-Types and Guidelines for taking body measurements

4.2 Drafting, Types of Paper Pattern

4.3 Layout and Cutting

4.4 Basic Elements of Clothing Construction

i) Seams-Plain, French, Flatfell

ii) Darts-Open, Close, Double

iii) Pleats-Simple, Box, Side Pleat

iv) Frills

Practical Credit: 1

1. Preparation of samples of the following.

i) Seams-Plain, French, Flatfell (Any Two)

ii) Darts-Open, Close, Double (Any Two)

iii) Pleats-Simple, Box, Side Pleat (Any Two)

2. Drafting, Cutting, Stitching and Finishing of Apron

3. Drafting, Cutting, Stitching and Finishing of Baby Frock of girl up to 2 years

4. Visit to Textile Mill/Institute/Garment Industry and Report writing.

Practical Examination- External Pattern   (Total Marks-20) Nature of Question Paper

Q.1: Preparation of following sample. (Any one)   6 Marks

i) Seams-Plain, French, Flatfell

ii) Darts-Open, Close, Double

iii) Pleats-Simple, Box, Side Pleat

Q.2: Preparation of Full Scale Paper pattern of any one of the following.   6 marks

i)   Apron

ii)   Baby Frock

Q.3: Garment submission   4 Marks

Q.4: Journal   submission   4 marks

RECOMMENDED READINGS:

1. Textbook of clothing and textile and laundry. Shushma Gupta, Neeru Gara, Renu Saini

2. Textile: fibre to fabrics,Corbman B P 5th Edition, New York McGraw- Hill Book

   Company,1975

3. Fundamentals of Textile and Their care Dantyagi S. orient longman Ltd. New Delhi 1975

4. Housing Textile and Laundry Works. Deulkar Durga. Atmaram sons Delhi, 1980.

5. Standard Hand Book of Textile, Hall A J New butter worths, London.

6. Dress designing, Manmeet Sodhia. kalyani publication new Delhi.

7. Techniques of Drafting and Pattern Making, Padmavati B. Atlanta publications and Distributors

   Pvt. Ltd

8. Encyclopedia of Dress Making, A.P.H. Publishing house, New Delhi, 2010.

9. Draping and Pattern Making for Fashion Designing, Kamal Khurana, Sonali Publication New Delhi 2012

10.वस्त्राशास्त्राची संकल्पना आणि फ्यशन डिझाईन, डॉ उज्वला वैरागडे, विद्या बुक्स प्रकाशन, औरंगाबाद

11.वस्त्राशास्त्राची रूपरेषा, डॉ क्षमा लिमये, standard प्रकाशन, नागपूर

12.वस्त्रशास्त्र, डॉ सुनिता काळे, पवन प्रकाशन, परभणी

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

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

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

Course Category: MAJOR

Course Name: Introduction to Human Development

Course Number: ME VI

Course Code: BAU0325MMLP323D06

Course Credits: 4(3+1)

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

Preamble:

Human Development is a field of study that deals with the changes that occur in human beings during the entire course of life span. The study of human development focus on developmental trends, principles and processes that influence development. The study enables students to demonstrate a better understanding of human development that includes the period from pre-natal development to postnatal development to adulthood and till death.

Course Outcomes: The students will enable

- To understand the field of Human Development and significance of Human Development
- To learn various stages of child development beginning with prenatal, neonate, Infant and child development

Module 1: Importance of Human Development   (Hours -15 , Credit -01)

1.1Meaning, Definition and Scope of Human Development

1.2 Definition of Growth and Development, Stages of development

1.3 Principles of development

1.4 Factors affecting growth and development

Module 2: Prenatal Development   **(Hours -15 , Credit -01)**

2.1 Male and Female reproductive system

2.2 Menstrual cycle, Conception, Stages of prenatal development

2.3 Signs of pregnancy

2.4 Care during pregnancy

Module 3: Neonate and Infant Development   **(Hours -15 , Credit -01)**

3.1 Characteristics of New Born and Reflexes

3.2 Adjustment of Neonate and Care of neonate

3.3 Infant development milestones

Module 4: Early Childhood Development   **(Hours -15 , Credit -01)**

4.1 Physical Development-Height, Weight, Body proportions, teeth and Bone Development

4.2 Motor Development- Sequence of motor development, Gross and Finer Motor Skills,

    Handedness

4.3 Cognitive Development- Mental processes: Perception, Thinking, Reasoning, Memory,

    Imagination, Curiosity, Concept Formation; Functions of language and steps in language

    development

4.4 Emotions in Childhood-Definition and characteristics of emotions, Love and Affection,

     Fear, Anger, Temper tantrums

Practical

1. Creative activity- Preparation of samples of the following

        a) Painting- Brush, Finger / Blow/Thread /Blot/Splatter painting (Any three)
        b) Printing- Finger/Thunb/Block/Vegetable printing (Any Three)

  c) Paper activity-Tearing/ Scrumbling/Twisting/Pasting/Mosaic/Cutting/Folding (Any Three)

  d) Clay Moulding

2.Preparation of Educational Aids- Puppets, Flash card

3.Preparation of Resource file by collecting songs, stories, Riddles, Pictures, Information related to Child development.

4.Visit to Nursery school/Anganwadi/Balwadi/ Play centre and report writing

5.Visit to Maternity Clinic/baby Clinic and report writing.

Practical Examination- External Pattern (Total 20 Marks)

- Q. 1 Submission of Journal - 10 Marks

- Q. 2 Viva - 10 Marks

RECOMMENDED READINGS

1. Child Development, Elizabeth Hurlock, New York Mc Graw Hill Book company

2. Child Growth and Development, Elizabeth Hurlock, New York Mc Graw Hill Book company

2. Child Development, Laura E Berk, prentice hall of India Pvt.Ltd, New Delhi (2007) .

3. Child Development, Sushama Date and Panna Akhani, Sheth publishers Pvt.Ltd Bombay, 1995.

4. Child Development, Sarojini Sararirayan Neelkanth Publication, Bombay, 1986.

5. Child Development and Family Relationship, Sharma Veena, research publication Jaipur.

7. Life Span Development, John W. Santrock, Thirteenth Edition,2011

8. Developmental Psychology and Life Span Approach, Elizabeth Hurlock, New York Mc Graw Hill Book company.

9. Know Your Child, Pankajam G Concept publication company, New Delhi 2005

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

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

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

Course Category: MINOR

Course Name: Fundamentals of Clothing Construction

Course Number: MN II

Course Code: BAU0325MNLP323D04

Course Credits: 4 (3+1)

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

Course Outcomes: The students will enable

- To acquire the knowledge about importance and management of clothing

- To familiarize with tools and equipment for sewing

- To know the methods of taking correct measurements and concept of drafting and paper patterns

Module 1: Clothing   **(Hours -15 , Credit -01)**

1.1 Importance of clothing

1.2 Tools and equipment used for measuring, drafting, pinning, marking,

Cutting, Sewing, Pressing

Module 2: Fabric Construction (Hours -15, Credit -01)

2.1 Weaving Parts and functions of the loom

2.2 Weaves: Classification, construction, characteristics and usage

2.3 Knitting: Classification, construction, characteristics and usage

2.4 Non-woven and felts-construction, properties and usage

Module 3: Elements of Clothing Construction (Hours -15, Credit -01)

3.1 Body Measurement-Types and Guidelines for taking body measurements

3.2 Drafting, Types of Paper Pattern, Layout and Cutting

3.3 Types of Fold

3.4 Basic Elements of Clothing Construction

i) Seams-Plain, French, Flat fell

ii) Darts-Open, Close, Double

iii) Pleats-Simple, Box, Side Pleat

Module 4: Management of Clothing (Hours 15, Credit-01)

4.1 Factors influencing selection of Clothing, selection of clothes for various age groups.

4.2 Wardrobe planning.

4.3 Storage of clothes (Clothes made of cotton, silk, wool and synthetic fibers.)

Practical Credit: 1

1. Preparation of samples of the following (sample size 10cm × 10cm)

i) Seams-Plain, French, Flatfell (Any Two)

ii) Darts-Open, Close, Double (Any Two)

iii) Pleats-Simple, Box, Side Pleat (Any Two)

2. Drafting, Cutting, Stitching and Finishing of Diaper (8 shape nappy)

- Measurements – Length - 30cm (12 inches)

        Width – 30cm (12 inches)

3. Drafting, Cutting, Stitching and Finishing of Baby Frock of girl up to 2 years

4. Visit to Textile Mill/Institute/Garment Industry and Report writing.

Practical Examination- External Pattern   (Total Marks-20) Nature of Question Paper

Q.1: Preparation of following sample. (Any one)   6 Marks

i) Seams-Plain, French, Flat fell

ii) Darts-Open, Close, Double

iii) Pleats-Simple, Box, Side Pleat

Q.2: Preparation of Full-Scale Paper pattern of any one of the following.   6 marks

i)   Diaper

ii)   Baby Frock

Q.3: Garment submission   4 Marks

Q.4: Journal   submission   4 marks

RECOMMENDED READINGS:

1. Textbook of clothing and textile and laundry. Shushma Gupta, Neeru Gara, Renu Saini

2. Textile: fibre to fabrics,Corbman B P 5th Edition, New York McGraw- Hill Book

   Company,1975

3. Fundamentals of Textile and Their care Dantyagi S. orient longman Ltd. New Delhi 1975

4. Housing Textile and Laundry Works. Deulkar Durga. Atmaram sons Delhi, 1980.

5. Standard Hand Book of Textile, Hall A J New butter worths, London.

6. Dress designing, Manmeet Sodhia. kalyani publication new Delhi.

7. Techniques of Drafting and Pattern Making, Padmavati B. Atlanta publications and Distributors

   Pvt. Ltd

8. Encyclopedia of Dress Making, A.P.H. Publishing house, New Delhi, 2010.

9. Draping and Pattern Making for Fashion Designing, Kamal Khurana, Sonali Publication New Delhi 2012

10.वस्त्राशास्त्राची संकल्पना आणि फ्यशन डिझाईन, डॉ उज्वला वैरागडे, विद्या बुक्स प्रकाशन, औरंगाबाद

11.वस्त्राशास्त्राची रूपरेषा, डॉ क्षमा लिमये, standard प्रकाशन, नागपूर

12.वस्त्रशास्त्र, डॉ सुनिता काळे, पवन प्रकाशन, परभणी

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

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

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

Course Category: Open Elective Course

Course Name: Textile Science

Course Number: OE IV

Course Code: BAU0325OEL323D04

Course Credits: 2

Marks: (For 2 Credits: Semester End: 50)

Course Outcomes: The students will enable

- To acquire the knowledge about textile fibres

- To acquire the knowledge about yarns and fabric construction

- To acquire the knowledge about finishes

Module 1: Textile Fibres and Yarns   **(Hours 15,Credit-01)**

1.1 Definition and Classification of Textile Fibres based on their origin and length

1.2 Manufacturing process, Properties and uses of Cotton, Viscose Rayon and Polyester

1.3 Yarn- Definition and Types

Module 2: Fabric Construction   **(Hours 15,Credit-01)**

2.1 Basic Parts of Loom

2.2 Weaves - Basic Weaves: Plain, Twill, Satin

     Novelty Weaves: Lino, Jacquard, Pile, Lappet, Spot Weave

2.3 Finishes- Definition, Objectives and Classification

2.4 Finishes Processes- Singeing, Scouring, Bleaching, Sanforising, Mercerising, Sizing, Water proof, Fire Proof finishes

RECOMMENDED READINGS:

1. Textbook of clothing and textile and laundry. Shushma Gupta, Neeru Gara, Renu Saini

2. Textile: fibre to fabrics,Corbman B P 5th Edition, New York McGraw- Hill Book

   Company,1975

3. Fundamentals of Textile and Their care Dantyagi S. orient longman Ltd. New Delhi 1975

4. Housing Textile and Laundry Works. Deulkar Durga. Atmaram sons Delhi, 1980.

5. Standard Hand Book of Textile, Hall A J New butter worths, London.

6. https://www.sciencedirect.com/topics/engineering/textile-science

7. https://www.jdinstitute.edu.in/what-is-textile-science-in-fashion-designing/

8.वस्त्राशास्त्राची संकल्पना आणि फ्यशन डिझाईन, डॉ उज्वला वैरागडे, विद्या बुक्स प्रकाशन, औरंगाबाद

9.वस्त्राशास्त्राची रूपरेषा, डॉ क्षमा लिमये, standard प्रकाशन, नागपूर

10.वस्त्रशास्त्र, डॉ सुनिता काळे, पवन प्रकाशन, परभणी

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

 ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

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

Course Category: Skill Enhancement Course

Course Name: Time Management

Course Number: SEC IV

Course Code: BAU0325SEL323D04

Course Credits: 2

Marks: (For 2 Credits: Semester End: 50)

Course Outcomes: The students will enable

●Equip with knowledge regarding concept and importance of Time management.

- Understand the importance of goal setting in Time management.

- Practice the knowledge of steps in Time management in day to day life.

- Develop skills in analyzing priorities in Time management.

Theory:

Module 1: Introduction to Time Management   **(Hours 15,Credit-01)**

1.1 Definition, importance, characteristics and classification of time and tools in Time management

1.2 Process of Time management: Planning, Controlling and Evaluation

1.3 Steps-Planning, Setting goals and objectives, setting deadlines, delegation of responsibilities, prioritizing tasks

Module 2: Time Management Skills   **(Hours 15,Credit-01)**

2.1 Skills of time management- Stay organized, learn to prioritise, be punctual and disciplined and more focused

2.2 Factors affecting Time management, advantages of Time management

Reference Books:

1. Home Management by Warghese, M.A.Ogale,N.N and Srinivasan, K (1989): Wiley Eastern Ltd.

2. Modern Ideal Homes for India, by Deshpande, R.S. (1978): United Book corporation, Prons.

3.गृहव्यवस्थापन आणि गृहकला Dr. Kshama Limaye, Vikas prakashan, Ruikar marg, Nagpur

4. आधुनिक गृहव्यवस्थापन, Dr. Vairagade, prof. Latkar, Prof. Mule, Vidya Prakashan, Aurangabad

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

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

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

Course Category: Vocational Skill Course

Course Name: Kitchen Gardening

Course Number: VSC II

Course Code: BAU0325VSL323D04

Course Credits: 2

Marks: (For 2 Credits: Semester End: 50)

Course Outcomes: The students will enable

●To know the concept and importance of kitchen gardening

●To know about techniques of kitchen gardening and its nutritional importance

Module 1: Introduction to Kitchen Gardening **(Hours 15,Credit-01)**

1.1 Importance of kitchen gardening

1.2 Benefits – Health, Sustainability and cost -effectiveness

1.3 Overview of gardening types – Container, raised beds and traditional plots

Module 2: Planting Techniques **(Hours 15,Credit-01)**

1.1 Seed selection – heirloom vs hybrid

1.2 Direct sowing vs transplanting seedings

1.3 Proper planting depths and spacing

Recommended Readings:

1.The Culture of Vegetables and Flowers, from Seeds and Roots by Martin Sutton, Ambey Publications Delhi (India)

2.https://www.gardenary.com/blog/what-is-a-kitchen-garden

3.https://agritech.tnau.ac.in/horticulture/horti_Landscaping_kitchengarden.html

4.https://www.allthatgrows.in/blogs/posts/kitchen-garden-india?srsltid=AfmBOorxZ7HPjoKfb4Tkz6iHVVwZ207VQEfxlz29P9RONazhHjx64TzN

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

 ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

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

B) TEMPLATE FOR FIELD PROJECT:

Type: Field Project

Course Name: (Example: Field Project)

Course Number: (Example: FP …)

Course Code:

Course Credits: (Example: 4)

Marks: Field Project Report duly signed by Internal Supervisor :   60

        External Assessment (Viva Voce) by University appointed Internal

        and External Examiners   40

        Total Marks: **100**

If Course Credits: (Example: 2)

Marks: Field Project Report duly signed by Internal Supervisor :   30

        External Assessment (Viva Voce) by University appointed Internal

        and External Examiners   20

        Total Marks: **50**

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

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

OBJECTIVES OF INTERNSHIP:

1. Integration of workshop with workplace:

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

2. Understanding of the world of work:

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

3. Physical and Hybrid Model Learning:

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

4. Developing research aptitude:

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

5. Exposure in emerging technologies:

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

6. Enhance entrepreneurial capabilities:

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

7. Development of decision-making and teamwork skills:

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

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

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

9. Stimulate collaborative influence:

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

10. Enhancing professional competency:

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

INTERNSHIP CATEGORIES:

The undergraduate internships would be classified into two types:

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

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

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

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

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

2. Internship for developing the Research Aptitude:

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

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

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

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

INTERNSHIP STRUCTURE FOR HEI

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

The important components incorporated in the mechanism are as follows:

1. Each HEI should create Apex Research and Development (R&D) Cell under which Discipline-specific Research and Development (R&D) Cells are created across diverse discipline for smooth coordination and functioning of internships. The Co-ordinators for all units should be appointed.

2. Each R & D unit should have a Nodal Officer who is responsible for developing need and demand-led internship path with well-defined objectives and outcomes. These Nodal Officers have to explore, reach out to, and sign a Memorandum of Understanding (MOU) with local businesses, research organisations, HEIs, Expert Professional, Renowned persons etc. as this will aid in training, research, employment, and start-ups.

3. To define verticals, HEIs must undertake a survey in the local market to understand the needs of companies/organizations/consultancy and the expectations of students.

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

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

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

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

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

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

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

The internship can be linked to the outcomes of value-added/skill development/ability enhancement courses. HEIs may have both backward and forward integrations.
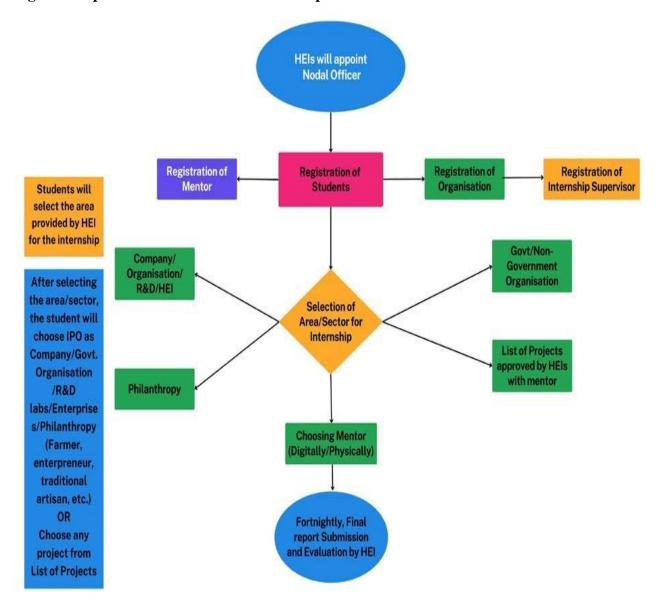
Backward integrations: It indicates courses designed as prerequisites for internship.

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

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

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

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

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

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

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

INTERNSHIP MECHANISM IN HEI

Figure 1: Operational Structure of Internship

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

(i) Research and Development Cell at the HEIs

(ii) Office of the nodal officer

(iii) Internship portals and about roles and responsibilities of interns, supervisors and mentors
(iv) A list of projects

(v) HEI and internship providing organisation may decide about Internship on mutually agreed terms and conditions. Internship outcomes should have been incorporated in developing a perspective among the candidates or students towards a profession and their ability to deconstruct a job role and to become job-ready as soon as they enter into a job or a profession.

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

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

b) Interns will be selected by host organizations based on their selection criteria. The host organization will arrange to inform the potential intern through the portal itself or through the mail and will ask for confirmation or for acceptance.

c) If a student fails to get an internship in physical mode, then the host institute should have a provision for digital or group internship.

d) On receipt of an offer of internship, the student will arrange to consult the internship supervisor, obtain due permission from the parent institution and join the concerned host organization for an internship as per the suggested schedule.

e) The student may undergo an internship in the supervisor's lab/ working space at the host organization. During the period of internship, the parent HEI through the internship supervisor and mentor, will arrange to keep track of the activities and performance of students as interns at the host organization, based on periodic reports submitted by students.

f) On completion of Internship, intern will prepare internship report and get it endorsed by mentor.

ROLES OF IMPORTANT AUTHORITIES WORKING FOR INTERNSHIP:

A) Role of Internship Providing Organisation (Outside HEI)

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

B) Role of Mentor (Inside/Outside HEI)

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

C) Role of Nodal Officer (Inside HEI)

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

D) Role of Internship Supervisor (Inside HEI)

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

DURATION AND SLOTS FOR INTERNSHIP IN CURRICULUM

Each undergraduate student may complete an internship of 2-4 credits during after the 4th semester of the UG degree programme focussing on Hands-on Training/Short
Research Project. However, the student who has to go for a 4-year UG degree (Honours with Research) programme will be required to choose courses as given Table 1 during the 8th semester.

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

Sr. No.	Courses	Suggested Schedule	Duration	Suggested Activities	Credits
1	• 3-year UG degree • 4-year UG degree (Honours) • 4-year UG Degree (Honours with Research)	After (4th) Semester	60 -120 hours	• Hands-on Training/Short Research Project • Seminar attendance • Read assigned journals to prepare for seminars • Study certain entrepreneurs • Social projects • Study of the enterprises/ farmers/Creative or Expert individual in any field related to your subjects	02-04
2	4-year UG Degree (Honours with Research)	8th Semester	One Semester	• HEI may adopt courses related to Research Methodology, Research Tools and Techniques, Research Ability Enhancement and Policy Framework • Dissertation/Thesis/Project Work/ Research project	08 12

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

INSTITUTIONS OR INDIVIDUALS TO BE CHOSEN FOR INTERNSHIPS:

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

ACADEMIC CREDENTIALS & MONITORING OF INTERNSHIP

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

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

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

B. Research Project/Dissertations/Thesis/Project work

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

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

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

C. Competencies to be developed during Research Internships:

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

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

Following competencies will be expected to be acquired by student:

- The students should be well-versed with the techniques and methods of research that would support knowledge creation.
- The students should have an understanding of complex problem statements and the ability to develop solutions for real-life problems.
- The students will possess a good comprehension ability to interpret the oral and written communications in research papers, and present own interpretations.
- The students will be able to communicate technical information, research findings to the peers.
- The students will be made aware of the research ethics, professional accountability, conduct and will be able to practice the research ethics and appropriate skills in 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
1. The evaluation of the internship will be carried out at the following stages: **Stage 1:** The interns will be evaluated by research	1. Activity logbook (***Prepare it before starting of the internship with Day and Date, Time period, Nature of work done***

internship supervisor based on their efforts and research output.

Stage 2: At HEI, the intern will be evaluated through a seminar presentation or viva voce on his work, by a duly constituted expert committee (One Internal (Internship Supervisor) and One external), on the following suggestive aspects.

a. Activity logbook (***Prepare it before starting of the internship with Day and Date, Time period, Nature of activity/work done/ experiential learning/responsibility carried out etc and Signature of Student, Mentor & Internship Supervisor. It will be carried out by student throughout the period of internship and be filled regularly***) and evaluation report of Internship Supervisor

b. Format of presentation and the quality of the intern's report

c. Acquisition of skill sets by the intern

d. Originality and any innovative contribution

e. Significance of research outcomes

f. Attendance

and Signature of Student, Mentor & Internship Supervisor. It should be like progress report and must be submitted by student periodically. The span of period should be decided at the start of the internship by Internship Supervisor)

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.

3. Internship offered by the organisation should be followed by one project report and the assessment on evaluation can be judged based on
a. Innovativeness of Research
b. Presentation and
c. Viva-Voce

4. The viva-voce examination shall include both internal and external examiner. The HEIs need to follow their examination structure for the conduction of the examination.

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

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

Type: On Job Internship (Training) (OJ)

Course Name:

Course Number:

Course Code:

Course Credits: 4

Marks: On Job Training Report/ Research Internship duly signed by Internal Supervisor :   60

External Assessment (Viva Voce) by University appointed Internal

and External Examiners   40

Total Marks: **100**

If Course Credits: 2

Marks: On Job Training Report/ Research Internship duly signed by Internal Supervisor :   30

External Assessment (Viva Voce) by University appointed Internal

and External Examiners   20

Total Marks: **50**

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

-
-
-
-

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

1. Selection of Institute/Organization/Consultant/Professional etc. should be based on the areas in the mandatory or elective courses in the concerned subject.

2. The Institute/Organization/Consultant/Professional etc. under whom the Training/Internship/ Apprenticeship is expected, should be FORMALLY ASSIGNED (In Written Form) by concerned teacher to every student.

3. Submission of On-the-Job-Training Report duly signed and certified by concerned teacher/guide is A PRE-REQUISITE FOR APPEARING TO VIVA-VOCE EXAMINATION.

4. TWO COPIES of On-the-Job-Training Report in BOUND FORMAT should be submitted before Viva-Voce. One copy will be kept by department and the remaining will be returned to student.

Important Notes for Teachers:

1. Prepare a Draft Letter for getting permission from the appropriate authority within the

Institute/Organization or from Consultant/Professional etc. for the On-the-Job-Training/Internship/ Apprenticeship

2. Prepare an Appropriate Format for Writing the On-the-Job Training Report. **Kindly see that the First Page and Certificate Page is common for all students. In the remaining part, try to maintain uniformity.**

For Example:

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, Responsibilites taken, Signature of Institutional Authority, Signature of Concerned Teacher).
- Google Tagged photos of showing Attendance as well as Doing Work
- Compliance Certificate with remarks duly signed by Institutional Authority
- Other supporting material

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

Type: Research Internship/Dissertation (RP)

Course Name:

Course Number:

Course Code:

Course Credits: 8

Marks: Research Internship report duly signed by Internal Supervisor: 120

External Assessment (Viva Voce) by University appointed Internal

and External Examiners 80

Total Marks: (8 Credits are there because it is Research Degree) 200

If Course Credits: 4

Marks: Research Internship report duly signed by Internal Supervisor: 60

External Assessment (Viva Voce) by University appointed Internal

and External Examiners 40

Total Marks: (4 Credits are there because it is Research Degree) 100

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

Instructions for teachers and students while doing Research Internship:

1. Selection of Institute/Organization/Consultant/Professional etc. should be based on the areas in the mandatory or elective courses in the concerned subject.

2. The Institute/Organization/Consultant/Professional etc. under whom the Internship is expected, should be FORMALLY ASSIGNED (In Written Form) by concerned teacher to every student.

3. Submission of Research Report/Dissertation duly signed and certified by concerned teacher/guide is A PRE-REQUISITE FOR APPEARING TO VIVA-VOCE EXAMINATION.

4. TWO COPIES of Research Report/Dissertation in BOUND FORMAT should be submitted before Viva-Voce. One copy will be kept by department and the remaining will be returned to student.

Important Notes for Teachers:

1. Prepare a Draft Letter for getting permission from the appropriate authority within the Institute/Organization or from Consultant/Professional etc. for the Research Report/Dissertation

2. Prepare an Appropriate Format for Writing Research Report/Dissertation. Kindly see that the First Page and Certificate Page is common for all students. In the remaining part, try to maintain uniformity.

3. Kindly prepare the format which is similar to the format used by Ph. D. students during thesis writing.

4. Kindly note that looking for plagiarism, international standard/style of presentation, certificate for originality etc. are essentially the responsibility of concerned teacher or supervisor.

(Annexur-II)

B. A. Programme Structure for Level 4.5 of B.A. - I - Semester I				
Teaching Scheme			Examination Scheme	
Sr.	Theory (TH)	Practical	Semester-end	Internal Assessment (IA)

No.	Course Type	No. of Lectures	Hours	Credits	---	Paper Hours	Max	Min	Internal	Max	Min
							Examination (SEE)					
1.	DSC –I	4	4	4		3	80	28		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	Assignment	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	If applicable	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

Sr. No.	Teaching Scheme				Practical	Examination Scheme					
	Theory (TH)					Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures	Hours	Credits	---	Paper Hours	Max	Min	Internal	Max	Min
1.	DSC –II	4	4	4		3	80	28		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	Assignment	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	If applicable	2	40	14		10	04
8.	CEP	2	2	2		2 Viva	10	4	Concurrent Fieldwork	40	14
	Total	22	22	22		---	410	---		140	---
										SEE + IA = 410+140= 550	

B. A. Programme Structure for Level 5.0 of B. A. - II - Semester - III

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

B. A. Programme Structure for Level 5.0 of B. A. - II - Semester - IV

Sr. No.	Teaching Scheme				Practical	Examination Scheme					
	Theory (TH)					Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course	No. of	Hours	Credits	---	Paper	Max	Min	Internal	Max	Min

Sr. No.	Type	Lectures				Hours	Max	Min	Internal	Max	Min
1.	MM –V	4	4	4	If applicable	3	80	28	Assignment	20	7
2.	MM - VI	4	4	4		3	80	28		20	7
3.	MN	4	4	4		3	80	28		20	7
4.	OE	2	2	2		2	40	14		10	04
5.	SEC – IV	2	2	2		2	40	14		10	04
6.	VSC – II	2	2	2		2	40	14		10	04
7.	AEC	2	2	2		2	40	14		10	04
8.	IKS (Specific)	2	2	2		2	40	14		10	04
	Total	**22**	**22**	**22**		---	440	---		**110**	---
										SEE + IA = 440+110= 550	

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

Sr. No.	Teaching Scheme				Practical (PR)	Examination Scheme					
	Theory (TH)					Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures	Hours	Credits	---	Paper Hours	Max	Min	Internal	Max	Min
1.	MM –VII	4	4	4	If applicable	3	80	28	Assignment	20	7
2.	MM - VIII	4	4	4		3	80	28		20	7
3.	MM –IX	4	4	2		3	80	28		20	7
4.	ME-I	4	4	4		3	80	28		20	7
5.	MN	4	4	4		3	80	28		20	7
6.	OE	--	2	2		Report	30	11	VIVA	20	7
7.	FP			2							
	Total	**22**	**22**	**22**		---	430	---		**110**	---
										SEE + IA = 430+120= 550	

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

Sr. No.	Teaching Scheme				Practical	Examination Scheme					
	Theory (TH)					Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures	Hours	Credits	---	Paper Hours	Max	Min	Internal	Max	Min
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	2		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.	OJT	--	2	4		Report	20	7	VIVA	30	11
	Total	**22**	**22**	**22**		---	420	---		**130**	---
										SEE + IA = 420+130= 550	

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

Sr. No.	Teaching Scheme				Practical (PR)	Examination Scheme					
	Theory (TH)					Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course	No. of	Hours	Credits	---	Paper	Max	Min	Internal	Max	Min

Sr. No.	Type	Lectures				Hours					
1.	MM –XIII	4	4	4		3	80	28		20	7
2.	MM - XIV	4	4	4		3	80	28		20	7
3.	MM –XV	4	4	4	If applicable	3	80	28	Assignment	20	7
4.	MM –XVI	2	2	2		2	40	14		10	4
5.	ME - III	4	4	4		3	80	28		20	7
6.	RM	4	4	4		3	80	28		20	7
	Total	22	22	22		---	440	---		110	---
									SEE + IA = 440+110= 550		

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

Sr. No.	Teaching Scheme					Examination Scheme					
	Theory (TH)				Practical (PR)	Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures	Hours	Credits	---	Paper Hours	Max	Min	Internal	Max	Min
1.	MM –XVII	4	4	4		3	80	28	Assignment	20	7
2.	MM - XVIII	4	4	4		3	80	28		20	7
3.	MM –XIX	4	4	4	If applicable	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
	Total	18	22	22	04	---	420	---		130	---
									SEE + IA = 420+130= 550		

OR

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

Sr. No.	Teaching Scheme					Examination Scheme					
	Theory (TH)				Practical (PR)	Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures	Hours	Credits	---	Paper Hours	Max	Min	Internal	Max	Min
1.	MM –XXI	4	4	4		3	80	28		20	7
2.	MM- XXII	4	4	4		3	80	28		20	7
3.	MM-XXIII	2	2	2	If applicable	2	40	14	Assignment	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
	Total	18	22	22	4	---	420	---		130	---
									SEE + IA = 420+130= 550		

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

Sr. No.	Teaching Scheme					Examination Scheme					
	Theory (TH)				Practical (PR)	Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures	Hours	Credits	---	Paper Hours	Max	Min	Internal	Max	Min
1.	MM –XXIV	4	4	4		3	80	28		20	7
2.	MM - XVX	4	4	4		3	80	28		20	7
3.	MM –XXVI	2	2	2	If applicable	2	40	14	Assignment	10	4
4.	ME - IV	4	4	4		3	80	28		20	7
5.	RP	--	8	8	8	Report	120	28	VIVA	80	42
	Total	14	22	22	8	---	400	---		150	---
									SEE + IA = 400+150= 550		

<table>
<tr><td colspan="10" align="center">(Annexure-I)</td></tr>
<tr><td colspan="10" align="center">SHIVAJI UNIVERSITY, KOLHAPUR
NEP-2020 (2.0): Credit Framework for UG (BA) Programmes under Faculty of HUMANITIES</td></tr>
</table>

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-1I (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	4+4=08	8+8+8	4+4+2	4+8	8+8	4+6		
Total Credits	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 (2)	MAJOR -El-3 (4)	RM-I (4)	-	-	-	RP- (4)	22	**Four Year UG Honours With Research Degree 176**
SEM VIII (6.0)	MAJOR -XXIV (4) MAJOR –XVX (4) MAJOR -XXVI (2)	MAJOR-El-4 (4)	-	-	-	-	RP- (8)	22	
Credits	10+10=20	4+4=08	4+0=04	-	-	-	4+8=12	44	
	60+20+8								
Total Credits	88	28	10	12	16	22	176		

Note:

■ University may decide to offer maximum of three subjects (Courses) in the first year. The student may select one subject out of combination of three subjects (Courses), (which a student has chosen in the first year) as a **MAJOR** subject (Course) and one subject (Course) as **MINOR** Subject in the second year. Thereby it is inferred that the remaining third subject (Course) shall stand discontinued.

■ **DSC: Discipline Specific Course**

■ **MAJOR:** Mandatory /Elective

■ **MINOR:** Course may be from different disciplines of same faculty of DSC Major

■ **OE (Open Elective):** Elective courses/**Open Elective to be chosen compulsorily from faculty other than that of the Major.**

■ **VSC/ SEC: Vocational Skill Courses (MAJOR related)/ Skill Enhancement Courses**

■ **AEC/ VEC / IKS:** Ability Enhancement Courses (English, Modern Indian Language)/Value Education Courses (Sem. II - Democracy, Elections & Indian Constitution, (DEC) Sem. IV – Environmental Studies (EVS)/ Indian Knowledge System (Generic & Specific))

■ **OJT/FP/RP/CEP/CC:** On-Job Training (Internship/Apprenticeship) / Field Project (Major related)/ Research Projects (Major related) Community Engagement **(Major related)/ Co-Curricular courses(CC)** such as Health & Wellness, Yoga Education, Sport, and Fitness, Cultural activities, NSS/NCC and Fine /applied/visual/performing Arts / Vivek Vahini etc.