



Estd. 1962
"A++" Accredited by
NAAC (2021)
With CGPA 3.52

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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संदर्भ : जा.क्र./शिवाजी वि./अ.मं./३६४

दि.२९/०६/२०२४

प्रति,

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

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

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

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

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

महोदय,

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

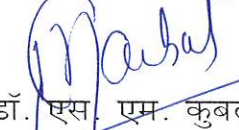
English	Marathi	Hindi	Sanskrit	Kannada
Urdu	Ardhamagadhi	Sociology	Psychology	Economics
History	Political Science	Philosophy	Geography	Scientific Method
(AEC) English	N.C.C.	N.S.S.	Defence Study (Entire)	
(IKS) Indian Knowledge System (Generic)				

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

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

कळावे,

आपला विश्वासू,


(डॉ. एस. एम. कुबल)

उपकुलसचिव

सोबत : अभ्यासक्रमाची प्रत.

प्रत : माहितीसाठी व पुढील योग्यत्या कार्यवाहीसाठी.

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



Ref. No./SU/BOS/Humanities/ 878

Date :27/12/2023

To,

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

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

Sir/Madam,

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

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

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

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

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

Thanking you,

Yours faithfully

(Dr. S. M. Kubal)

Dy. Registrar

Encl : As above

Copy to,

For Information and necessary action.

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

SHIVAJI UNIVERSITY, KOLHAPUR



Established: 1962

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

New Syllabus For Bachelor of Arts [B. A. in Psychology]

UNDER

Faculty of Humanities

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

STRUCTURE AND SYLLABUS IN ACCORDANCE WITH

NATIONAL EDUCATION POLICY - 2020

HAVING CHOICE BASED CREDIT SYSTEM

WITH MULTIPLE ENTRY AND MULTIPLE EXIT OPTIONS

(TO BE IMPLEMENTED FROM ACADEMIC YEAR 2024-25 ONWARDS)

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1. PREAMBLE:

Psychology is the scientific study of human behavior and the mental processes underlying it. It also investigates how people think, feel, and interact with each other. Psychology also applies its knowledge and research methods to various domains such as education, organization, health care, sports, and social issues. The syllabus for the first-year undergraduate course in psychology aims to introduce students to the basic concepts, theories, and applications of psychology in relation to friendship, love, personality, health, and community. The course is divided into seven papers, each covering a different aspect of psychology and its relevance to human life.

Furthermore, the curriculum emphasizes the practical application of psychological theories through internships, where students can gain hands-on experience in real-world settings, fostering a deeper understanding of how psychology contributes to societal well-being. The course is prepared according to the National Education Policy (NEP) 2020, which emphasizes interdisciplinary, experiential, and holistic learning. It will use various pedagogical methods, such as lectures, discussions, case studies, assignments, projects, and field visits, to engage students and enhance their learning outcomes. The course also aims to encourage students to reflect on their own experiences, attitudes, and values and to develop critical thinking, communication, and interpersonal skills.

2. PROGRAMME LEARNING OUTCOMES (PO)

- Participants will apply psychological principles to address real-world problems and challenges in areas such as relationship development, friendship, love, love in the digital era, marriage, and family domains within applied psychology.
- Participants will demonstrate a comprehensive understanding of the theories, concepts, and research methods relevant to health psychology
- Participants will demonstrate an increased understanding of their own strengths, weaknesses, values, and personal preferences and develop effective interpersonal skills.
- Participants will understand the process of job interview and develop emotional intelligence skills.
- Participants will understand the community mental health issues and apply the required skills

3. DURATION:

The Bachelor of Arts in **Psychology** 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 are 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 DSC for both, Semester End Examination, and Internal Evaluation/Assessment. (Annexure-I)

7. SCHEME OF TEACHING AND EXAMINATION

The scheme of teaching and examination for a program of study as approved by the Academic Council / Board of Studies. Scheme of Teaching and Examination means the scheme of teaching and examination for a program as approved by the Academic Council.

8. STRUCTURE OF PROGRAMME:

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

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

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

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

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

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
DSC I (Course I)	DSC	(Psychology for Friendship and Love) – P – 01	BAU0325DSL218A01	4
DSC I (Course II)	—	—	—	4
DSC I (Course III)	—	—	—	4
OE*	OE	(Psychological First Aid)	BAU0325OEL218A	2
SEC	SEC – I	(Interpersonal Skills) - 01	BAU0325SEL218A	2
AEC/VEC/ IKS	AEC	English - P- 01		2
	IKS (Generic)			2
OJT/FP/ CEP/CC/RP	CC			2
CREDITS FOR B.A. - I, SEM - I:				22

*Open elective course are made available to the students other than humanities.

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

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
DSC I (Course I)	DSC	(Health Psychology) – P - 02	BAU0325DSL218B02	4
DSC I (Course II)	—	—	—	4
DSC I (Course III)	—	—	—	4
OE	OE	(Build Good and Break Bad Habits)	BAU0325OEL218B	2
SEC	SEC - II	(Emotional Intelligence Skills) - 02	BAU0325SEL218B	2
AEC/VEC/IKS	AEC	English- P- 02		2
	VEC	Democracy, Elections and Indian Construction (DEC)		2
OJT/FP/ CEP/CC/RP	CEP (DSC)	(Community Mental Health)	BAU0325CEL218B	2
CREDITS FOR B.A. - I, SEM - II:				22
CREDITS FOR B. A. - I, SEM – I AND II:				22 + 22 = 44

*Open elective course are made available to the students other than humanities.

FOR EXIT OPTION AT B.A. - I:

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

The Nature of SUMMER INTERNSHIP:

9. 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	DSC (DS) IDC/MDC/GEC/OE SEC AEC/VAC/IKS OJT/FP/CEP/CC/RP	L/P/T	B.A. I: 2	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): 5	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 Point 8 for All Semesters)
--	--	--	------------------------------------	--	---	---	--

Course Code List

Course Code	Name of the Course	Course Code	Name of the Course
01	Marathi	17	Philosophy
02	Hindi	18	Psychology
03	English	19	Social Work
04	Sanskrit (Lower)	20	AHIC
05	Sanskrit (Higher)	21	Linguistics
06	Ardhmagadhi	22	Geography
07	Persian	23	Home Science
08	Urdu	24	Statistics
09	Kannada	25	Education
10	Military Science	26	Physical Education
11	NSS	27	Journalism
12	Music	28	Russian
13	History	29	P.G. Diploma in I.R.S.S.
14	Sociology	30	Bhasha Proudhyogiki
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 DSC: BA U0325 MM L 2 01 A 01

Thus,

Course Code for Major DSC 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 DSC: BA U0325 MM L 3 15 C 04

Thus,

Course Code for Major DSC 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 DSC: BA U0325 MM L 4 14 F 12

Thus,

Course Code for Major DSC Course 21 is: BAU0325MML414F12

Course Code for On Job Training Course is: BAU0325OJP414F (No Course Number and instead of L we use P (Practical))

10. EQUIVALENCE OF THE PAPERS AND COURSES:

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

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

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

Sem No.	Paper Code	Title of Old Paper	Credit	Sem No.	Course Code	Title of New Course	Credit
I		Understanding Psychology		I		Psychology for Friendship and Love	4
I		--		I		Psychological First Aid	2
I		--		I		Interpersonal Skills	2
II		Basic Principles of Psychology		II		Health Psychology	4
II		--		II		Build Good and Break Bad Habits	2
II		--		II		Emotional Intelligence Skills	2
II		--		II		Community Mental Health	2
II				II			
II				II			
II				II			

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

Shivaji University has adopted 10 point Grading System as follows:

- In each semester, marks obtained in each course (Paper) are converted to grade points: ○ If the total marks of course are 100 and passing criteria is 35%, then use the following Table for the conversion.

1. Gradation Chart:

Table

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

Note:

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

Calculation of SGPA & CGPA

1. Semester Grade Point Average (SGPA)

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

2. Cumulative Grade Point Average (CGPA)

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

12. NATURE OF QUESTION PAPER AND SCHEME OF MARKING:

FOR SOCIAL SCIENCES:

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

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

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) D) Both Statements are False/Incorrect

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

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

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

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

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

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

**** 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) (Answer Limit: 150-200 Words) **20 Marks**

Question No. 3: Long Question (Any One out of Two) (Answer Limit: 300-400 Words) **10 Marks**

13: SYLLABUS

B. A. I, SEMESTER – I

Course Category: **DSC 01**

Course Name: **Psychology for Friendship and Love**

Course Number: DS18

Course Code: BAU0325DSL218A01

Course Credits: 4

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

Course Learning Outcomes: After completion of this course learners will be able to:

- CO 1 Understand Relationship Development
- CO 2 Explore Friendship
- CO 3 Study Theories of Romantic Love
- CO 4 Examine the Course of Romantic Love
- CO 5 Explore Marriage and Family Dynamics
- CO 6 Address Vulnerable Areas in Marital Adjustment
- CO 7 Study Gender Behaviour and Sexual Expression

Module 1. Friendship

(Hours -15, Credit -01)

1.1. Relationship Development

- A. Initial Encounters
- B. Established Relationship

1.2. Friendship

- A. What Makes a Good Friend?
- B. Gender and Sexual Orientation
- C. Conflict in Friendship

1.3. Barriers and Facilitators of Friendship

A. Barriers of Friendship

- I. Segregation
- II. Prejudice
- III. Expectation of Assimilation
- IV. Trust
- V. Peer Influences

B. Facilitators of Friendship

- I. Contact
- II. Transformative Experiences
- III. Becoming an Ally

Module 2. Romantic Love

(Hours -15, Credit -01)

2.1. Theories of Love

- A. Triangular Theory of Love
- B. Romantic Love as Attachment

2.2. The Course of Romantic Love

- A. Why Relationship End
- B. How Relationship End
- C. Helping Relationship Last

2.3. The Internet and Close Relationship

- A. Developing Close Relationship Online
- B. Building Online Intimacy
- C. Moving beyond Online Relationships

- 2.4. Overcoming Loneliness**
 - A. The Nature and Prevalence of Loneliness
 - B. The Roots of Loneliness
 - C. The Correlates of Loneliness
 - D. Conquering Loneliness

Module 3. Marriage and the Family (Hours -15, Credit -01)

- 3.1. Challenges to the Traditional Model of Marriage**
 - A. Definition of marriage and the current status of same-sex marriage
 - B. Social trends affecting the institution of marriage
- 3.2. Deciding to Marry**
 - A. Cultural Influences on Marriage
 - B. Selecting a Mate
 - C. Predictors of Marital Success
- 3.3. Marital Adjustment across the Family Life Cycle**
 - A. Between Families: The Unattached Young Adult
 - B. Joining Together: The Newly Married Couple
 - C. The Family with Young Children
 - D. The Family with Adolescent Children
 - E. Launching Children into the Adult World
 - F. The Family in Later Life
- 3.4. Vulnerable Areas in Marital Adjustment**
 - A. Gaps in Role Expectations
 - B. Work and Career Issues
 - C. Financial Difficulties
 - D. Inadequate Communication

Module 4. Gender Behaviour and Sexual Expression (Hours -15, Credit -01)

- 4.1 Gender Similarities and Differences**
 - A. Cognitive Abilities
 - B. Personality Traits and Social Behaviour
- 4.2 Origins of Gender Differences and Gender Roles**
 - A. Biological Origins**
 - I. Brain Organizations
 - II. Hormonal Influences
 - B. Environmental Origins**
 - I. Processes in Gender Role Socialization
 - C. Gender Role Expectations and Problems**
 - I. With Males
 - II. With Females
 - D. Alternatives to Traditional Gender Roles**
- 4.3. Development and Expression of Sexuality**
 - A. Becoming a sexual person**
 - I. Key Aspects of Sexual Identity
 - II. Physiological Influences
 - II. Psychosocial Influences
 - B. Practical issues in sexual activity**
 - I. Contraception and methods
 - II. Sexually Transmitted Diseases and Prevention

Activities and Exercises (for Internal Assessment):

1. Explore Friendship Case Studies:
2. Assign Love Letters Writing Exercise to the students to explore their emotions and attachment.
3. Collect the Marriage Decision-Making Opinions of the Students.
4. Find Marital Adjustment Responses of the Parents.
5. Conduct Gender Role Debates.
6. Organize Sex Education Workshops and write Report.

LIST FOR READING:

Weiten, W., Dunn, D. S. and Hammer, E. Y. (2018). *Psychology Applied to Modern Life: Adjustment in the 21st Century*. CENGAGE Learning, 12 edition US.

Mahazad, H. and Anny, M. (2016). *The Psychology of Friendship*. *Oxford University, Press*. 1st Edition. (For sub unit 1.3).

Klein, M. (2012) *Sexual Intelligence*. HarperCollins Publishers Inc., New York, NY 10022 (For Module No.2 – 2.4)

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Discuss with 5 students on friendship, love, close relationship and prepare one page report.
- Take an interview of 5 students on online relationship and prepare one page report.
- Arrange group discussion on friendship, romantic love, loneliness etc.
- Observe students' discussion on online intimacy, relationship etc. Submit one page report.
- Any other exercise/activity approved by concerned teacher.

B. A. I, SEMESTER – I

Course Category: OE-I

Course Name: Psychological First Aid

Course Number: OE18

Course Code: BAU0325OEL218A

Course Credits: 2

Marks: 2 Credits: Semester End: 40 Internal Assessment: 10 Total Marks: 50

Course Learning Outcomes: After completion of this course, learners are able to:

1. Understand the physical, mental, emotional and social crises.
2. Identify those in crises who need care (The needy).
3. Help the needy to handle their crises through PFA.
4. Handle their own stress and burnout while providing PFA.

Syllabus of Psychological First Aid

Module I: Understanding Psychological First Aid (PFA)	Lectures	Credit
<p>1.1 Meaning of PFA 1.1.1 What is PFA? 1.1.2 Objectives of PFA 1.1.3 PFA: Who, When and Where?</p> <p>1.2 Different Kinds of Crises 1.2.1 Personal Crises 1.2.2 Social Crises 1.2.3 Health Challenges 1.2.4 Violence 1.2.5 Natural Disasters 1.2.6 Man-Made Disasters</p> <p>1.3 Mental Trauma 1.3.1 Definition 1.3.2 Reactions to Trauma: Common Reactions and Complex Reactions</p> <p>1.4 Elements of Psychosocial Support 1.4.1 Ensuring Safety 1.4.2 Promoting Calm 1.4.3 Promoting Connectedness 1.4.4 Promoting Self-efficacy 1.4.5 Instilling Hope</p>	10	1
Module II: Providing Psychological First Aid (PFA)		
<p>2.1 Action Principles of PFA – 3Ls 2.1.1 Look 2.1.2 Listen 2.1.3 Link</p> <p>2.2 Models of PFA 2.2.1 ALGGI Model 2.2.2 RAPID Model 2.2.3 Golden Six Steps 2.2.4 Patanjali’s Eight Ways</p> <p>2.3 Self-Care : Look, Listen and Link 2.3.1 Recognize your own limits and limitations 2.3.2 Recognize signs and Symptoms of Stress and Burnout 2.3.3 Applying Look, Listen and Link to Self-Care</p>	10	1

Activities and exercises suggested for internal assessment (Any Two out of five) (10 Hours)

- Conduct any suitable psychological test for identify the problem
- Study Visit (e.g., Old age home, Orphanage)
- Case Study
- Home Assignment
- Poster Preparation on PFA

Basic Readings

1. IFRC Reference Centre for Psychosocial Support (2018). *A Guide to Psychological First Aid for Red Cross and Red Crescent Societies* <https://pscentre.org/?resource=a-guide-to-psychological-first-aid-for-red-cross-red-crescent-societies&selected=single-resource>
2. Australian Red Cross (2020). *Psychological First Aid: Supporting People Affected by Disasters in Australia*. <https://www.redcross.org.au/globalassets/cms-assets/documents/stories/psychological-first-aid-an-australian-guide.pdf>
3. World Federation for Mental Health (2016). *Psychological & Mental Health First Aid for All* <https://wfmh.global/img/what-we-do/publications/2016-wmhd-report-english.pdf>
4. George, S. & Lating, M. (2022). *The John Hopkins Guide to Psychological First Aid*. Baltimore: Johns Hopkins University Press.

Books for Reading:

1. World Health Organization (2013). *Psychological First Aid: Facilitators Manual for Orienting Field Workers* https://iris.who.int/bitstream/handle/10665/102380/9789241548618_eng.pdf?sequence=1
2. Ohio Mental Health and Addiction Services (N.A.). *A Psychological First Aid Guide for Ohio Colleges and Universities* <https://psychiatry.uw.edu/wp-content/uploads/2020/04/3.-Psychological-First-Aid-OhioColleges.pdf>
5. UNICEF (2016). *Trainers' guide: Psychological First Aid (PFA) and Mental Health and Psychosocial Support (MHPSS) Training Module* https://www.unicef.org/laos/media/5641/file/UNICEF%20and%20MOLSW_PFA%20and%20MHPSS%20Training%20Manual_Eng.pdf
6. देशपांडे, पी. (2022). मानसिक प्रथमोपचार, सकाळ प्रकाशन.
7. दाभोलकर, एच. (2023). भावनिक प्रथमोपचार घरच्या घरी, राजहंस प्रकाशन.

Videos for References:

Language	Title	URL Link
English	Psychological First Aid	Psychological First Aid (PFA) Psychosocial support - Look, Listen & Link in Psychological First Aid - YouTube
	Mental Health First Aid Training	Mental Health First Aid Training (broll) HD - YouTube
	Psychological First Aid - Support during mental trauma, natural disasters, wars, mass crime	Psychological First Aid - Support during mental trauma, natural disasters, wars, mass crime - YouTube

Hindi	Psychological First Aid (Hindi)	Mental First Aid or Psychological first Aid Kay Hai, Kaise Kare - YouTube
Marathi	मानसिक प्रथमोपचार	'मानसिक प्रथमोपचार सर्वासाठी' - YouTube

Examination Pattern and Nature of Examination:

End Semester Theory Exam: 40 Marks

Internal Assessment: 10 Marks (Based on Activities and exercises)

B. A. I, SEMESTER – I

Course Category: SEC-I

Course Name: Interpersonal Skills

Course Number: SE18

Course Code: BAU0325SEL218A

Course Credits: 2

Marks: 2 Credits: Semester End: 40 Internal Assessment: 10 Total Marks: 50

Course Learning Outcomes: After completion of this course, learners are able to:

1. demonstrate active listening skills and respond appropriately to others' messages.
2. express their ideas clearly and concisely, both verbally and in writing.
3. exhibit empathy in their interactions, considering others' feelings and experiences.
4. practice negotiation and mediation skills to resolve conflicts in various contexts.
5. apply interpersonal skills in professional contexts such as interviews, and presentations.

Syllabus of Interpersonal Skills

Module I: Foundations of Interpersonal Skills	Lectures	Credit
<p>1.1. Active Listening: Techniques to improve active listening skills, understand non-verbal cues, and respond empathetically.</p> <p>1.2. Verbal and Non-Verbal Communication: Enhancing both verbal and non-verbal communication skills for clarity and understanding.</p> <p>1.3. Empathy and Emotional Intelligence: Developing empathy, understanding emotions, and managing emotions in social interactions.</p> <p>1.4. Conflict Resolution: Strategies for resolving conflicts peacefully and finding mutually beneficial solutions.</p> <p>1.5. Building Rapport: Techniques to establish trust and build rapport with various individuals.</p>	10	1
Module II: Advanced Interpersonal Skills		

<p>2.1. Negotiation Skills: Strategies for effective negotiation, understanding interests, and finding win-win solutions.</p> <p>2.2. Leadership and Influencing Others: Developing leadership skills and techniques for positively influencing others.</p> <p>2.3. Cultural Competence: Understanding cultural differences, promoting inclusivity, and fostering diversity awareness.</p> <p>2.4 Assertiveness: Building assertiveness skills to express thoughts, feelings, and needs confidently and respectfully.</p> <p>2.5 Networking and Relationship Building: Techniques for networking, building professional relationships, and maintaining connections.</p>	10	1
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Activities and exercises suggested for internal assessment (Any Two out of Six) (10 Hours)

1. Conduct an interpersonal skills test
2. SWOC Analysis
3. Group Discussion Technique for better understand the concepts
4. Visit to a various Institute regarding Interpersonal skills
5. Watching documentaries and films related to the subject.

Basic Readings

Patterson, K.; Grenny, J.; McMillan, R.; Switzler, Al and Roppe, Laura (2013). Crucial Conversations: Tools for Talking When Stakes Are High, New Delhi: McGraw Hill Education

Carnegie, D. (2013). How to Win Friends and Influence People, Bookbuggs; Arushi book enterprises edition

Books for Reading:

1. Alex, K. (2016). Soft skills: Know yourself and know the world, New Delhi: Vikas publication
- Wadkar, Alka (2016). Life skills for success, New Delhi: Sage Publication
2. Goleman, D. (2006). Social intelligence: The new science of human relationships, New Delhi: Arrow books ltd
3. Pease, A. and Pease, Barbara (2011). Body Language in the workplace, London: Orion Publishing group
4. Sharma, P. (2021). Soft Skills 3rd Edition: Personality Development for Life Success (English Edition). BPB Publications.
5. वाडकर, अलका (2018). यशस्वी जीवनासाठीची कौशल्ये, नवी दिल्ली: सेज भाषा

Videos for References:

Language	Title	URL Link
English	Interpersonal Skills Peoples Skills	(235) The Ultimate Guide to Expert Interpersonal Skills - YouTube

	Interpersonal communication skills	(235) What Is Interpersonal Skills - Interpersonal Communication Skills - Communication Skills - YouTube
	Simple Steps to Improve Your Interpersonal Skills	(235) Simple Steps to Improve Your Interpersonal Skills IT Careers - YouTube
Hindi	Interpersonal Relationships (Hindi)	(235) Interpersonal Relationships (Hindi) - YouTube
Marathi	चांगला लीडर बनण्यासाठी आवश्यक कौशल्ये	(235) चांगला लीडर बनण्यासाठी आवश्यक असणारी १० कौशल्ये, Leadership skills, Marathi motivational video. - YouTube

Examination Pattern and Nature of Examination:

End Semester Theory Exam: 40 Marks

Internal Assessment: 10 Marks (Based on Activities and exercises)

B. A. I, SEMESTER – II

Course Category: DSC 02

Course Name: Health Psychology

Course Number: DS18

Course Code: BAU0325DSL218B02

Course Credits: 04

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

Course Learning Outcomes:

- Students will understand the concept and state of health.
- Student would be able to regulate physical and mental process.
- Student will understand the need and challenges before health psychology.
- Course would be helpful in developing health habits and promote health behavior among students.
- To identify the concept of stress, sources of stress and stressful events.

Module 1 Introduction to Health Psychology

(Hours 15, Credit - 01)

1.1 What is Health Psychology?

- a) Definition of Health Psychology
- b) Mind-Body Relationship

1.2 The Need for Health Psychology

- a) Changing Patterns of Illness

- b) Advances in Technology and Research
- c) Expanded Health Care Services
- d) Increased Medical acceptance

1.3 Health Psychology- Challenges for the Future

- a) Health Promotion
- b) Trends in Health and Health Psychology
- c) Becoming a Health Psychologist

Module: 2. Health Behaviour

(Hours 15 , Credit - 01)

2.1 Health Promotion: An Overview

- a) Health Behaviours and Health Habits
- b) Practicing and Changing Health Behaviours
- c) Barriers to Modifying

2.2 Changing Health Habits

- a) Attitude change and Health Behaviour
- b) Various Models of Health Belief

2.3 Cognitive-behavioural approaches to Health Behaviour Change

Module: 3 Health Promotion Behaviours

(Hours 15 , Credit - 01)

3.1 Exercise

- a) Benefits of Exercise
- b) Effects of Exercise
- c) Determinants of Exercise
- d) Characteristics of Exercise
- e) Exercise Interventions

3.2 Developing Healthy Diet

- a) Changing Diet
- b) Resistance to Modifying Diet
- c) Stress and Diet
- d) Who Controls their Diet?

e) Interventions to Modify Diet.

3.3 Sleep

a) What is Sleep?

b) Sleep and Health

c) Rest, Renewal, Savoring

Module 4. Stress

(Hours 15, Credit - 01)

4.1 What is Stress?

a) What is Stressor?

b) Appraisal of Stressors

4.2 Origins of the Study of Stress

a) Fight or Flight

b) Selye's General Adaptation Syndrome

c) Criticisms of the General Adaptation Syndrome

d) Tend-and-Befriend

e) How does Stress Contributes to Illness?

4.3 What Makes Events Stressful?

a) Dimensions of Stressful Events

b) Must Stress be Perceived as such as be Stressful?

c) Can People Adapt to Stress?

d) Must a Stressor be Ongoing to be Stressful?

4.4 Sources of Chronic Stress

a) Effects of Early Stressful Life Experiences

b) Chronic Stressful Conditions

c) Stress in the Workplace

d) Some Solutions to Workplace Stressors

e) Combining Work and Family Roles

LIST FOR READING:

Taylor S. E. (2018). Health Psychology, 10 (Indian Ed.) McGraw Hill Education (India) Pvt. Ltd.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Prevention and treatment of illness
- Health Policy
- Disability
- Importance of Exercise, Diet and Sleep
- Need of Health Habits
- Any other exercise/activity approved by concerned teacher.

B. A. I, SEMESTER – II

Course Category: OE-II

Course Name: Build Good and Break Bad Habits (Psychology)

Course Number: OE18

Course Code: BAU0325OEL218B

Course Credits: 2

Marks: 2 Credits: Semester End: 40 Internal Assessment: 10 Total Marks: 50

Course Learning Outcomes: After completion of this course, learners are able to:

1. Identify and analyse keystone habits in personal and professional contexts.
2. Understand the personalized habit-stacking plans for specific behavioural changes.
3. Develop SMART goals aligned with desired habits.
4. Execute the four laws of behavior change as atomic habits.
5. Engage in reflective practices to assess personal growth and development.

Syllabus of Build Good and Break Bad Habits (Psychology)

1.1. Module I: Foundation of Atomic Habits	Lectures	Credit
1.1 Introduction to Atomic Habits: Overview of the key concepts and principles. 1.2 Habit Loop: Understanding the habit loop (cue, craving, response, reward) and how it influences behavior. 1.3 Keystone Habits: Exploring the concept of keystone habits and their impact on overall behavior.	10	1

1.4 Habit Stacking: Learning how to build new habits by incorporating them into existing routines.		
1.5 Identity-Based Habits: Discussing the role of identity in habit formation and how to align habits with personal values.		
Module II: Implementing Atomic habits		
2.1 Goal Setting: Setting effective and realistic goals that align with desired habits.		
2.2 Habit Tracking: Exploring various methods for tracking habits and monitoring progress.		
2.3 Overcoming Obstacles: Strategies for overcoming common obstacles and setbacks in habit formation.	10	1
2.4 Social Influences: Understanding the impact of social circles on habits and leveraging social support.		
2.5 Habit Reinforcement: Examining positive reinforcement techniques to solidify new habits.		

Activities and exercises suggested for internal assessment (Any Two out of five) (10 Hours)

1. Conduct Attitude and habit test
2. Develop the Mental health habit Checklist
3. Group Discussion Technique for better understand the concepts
4. Visit to a various Institute regarding Mental health skill
5. Watching documentaries and films related to the subject.

Basic Readings

Clear, J. (2020). Atomic Habits: An Easy & Proven Way to Build Good Habits and Break Bad Ones, Avery

आठवले, एस. (2020). अॅटॉमिक हैबिट्स: सवयी लहान, परिणाम महान, मंजुळ पब्लिशिंग हाउस

Books for Reading:

1. Wood, W. (2019). Good Habits, Bad Habits: The Science of Making Positive Changes That Stick, Farrar, Straus and Giroux
2. Fogg, BJ (2021). Tiny Habits, Why starting small makes lasting change easy, Virgin Books
3. ढापरे, पी . (201 6). सवयी घडवतात बिघडवतात, माय मिरर पब्लीसिंग हाउस
4. गुज, एस (202 3). इलॅस्टिक हैबिट्स: आपल्याला अनुकूल अशा स्मार्ट सवयी कशा निर्माण कराव्यात, माय मिरर पब्लीसिंग हाउस

Videos for References:

Language	Title	URL Link
English	Atomic Habits	How to become 37.78 times better at anything Atomic Habits summary (by James Clear) - YouTube
Hindi	Atomic Habits 01 (Hindi)	Atomic Habits Book Review in Hindi Ankur Warikoo - YouTube
	Atomic Habits 02 (Hindi)	Atomic Habits by James Clear Audiobook Book Summary in Hindi - YouTube
	Atomic Habits 03 (Hindi)	https://www.youtube.com/watch?v=INLCWsl9vQc
Marathi	अॅटोमिक हॅबिटस	https://www.youtube.com/watch?v=t3qyuUdakT8

Examination Pattern and Nature of Examination:

End Semester Theory Exam: 40 Marks

Internal Assessment: 10 Marks (Based on Activities and exercises)

B. A. I, SEMESTER – II

Course Category: SEC-II

Course Name: Emotional Intelligence Skills

Course Number: SE18

Course Code: BAU0325SEL218B

Course Credits: 2

Marks: 2 Credits: Semester End: 40 Internal Assessment: 10 Total Marks: 50

Course Learning Outcomes: After completion of this course, learners are able to:

1. comprehend the psychological and physiological aspects of emotions.
2. analyse the evolutionary purposes of emotions in human survival and social interactions.
3. identify their own emotions accurately and learn techniques to manage and regulate their own emotions.
4. apply emotional intelligence skills in personal relationships, workplace scenarios, leadership roles, and community interactions.
5. develop personalized strategies to enhance their emotional intelligence skills, setting goals for continuous growth.

Syllabus of Emotional Intelligence Skills

Module I: Basics of Emotions	Lectures	Credit
1.1 Concept and Nature of Emotion 1.2 Biological bases of Emotions 1.3 Functions of Emotional Expressions 1.4 Emotional Expression 1.5 Emotional Development	10	1
Module II: Emotional Intelligence skills		
2.1 Nature and importance of Emotional Intelligence 2.2 Scope and Types of Emotional Intelligence 2.3 Emotional Intelligence related factors 2.4 Techniques and strategies for development of Emotional Intelligence	10	1

Activities and exercises suggested for internal assessment (Any Two out of five) (10 Hours)

1. Conduct an Emotional Intelligence test
2. Develop the emotional expression
3. Group Discussion Technique for better understand the concepts
4. Visit to a various Institute regarding Interpersonal skills
5. Watching documentaries and films related to the subject.

Basic Readings

Wadkar, Alka (2016). Life Skills for Success, Sage Publications India Private Limited

Books for Reading:

1. Alex, K. (2016). Soft skills: Know yourself and know the world, New Delhi: Vikas publication
- Wadkar, Alka (2016). Life skills for success, New Delhi: Sage Publication
2. Goleman, D. (2006). Social intelligence: The new science of human relationships, New Delhi: Arrow books ltd
3. Pease, A. and Pease, Barbara (2011). Body Language in the workplace, London: Orion Publishing group
4. Sharma, P. (2021). Soft Skills 3rd Edition: Personality Development for Life Success (English Edition). BPB Publications.
5. वाडकर, अलका (2018). यशस्वी जीवनासाठीची कौशल्ये, नवी दिल्ली: सेज भाषा

Videos for References:

Language	Title	URL Link
English	Basic Emotions	https://www.youtube.com/watch?v=ReP9CjQW3P4
	Micro Expression Test	https://www.youtube.com/watch?v=T0wNxLaOykw
	How to master your emotions	https://www.youtube.com/watch?v=QGQQ7pJQqHk
Hindi	Emotional Intelligence (Hindi)	https://www.youtube.com/watch?v=Y7m9eNoB3NU
Marathi	भावनिक बुद्धिमत्ता	https://www.youtube.com/watch?v=DyPCauhE8ZU

Examination Pattern and Nature of Examination:

End Semester Theory Exam: 40 Marks

Internal Assessment: 10 Marks (Based on Activities and exercises)

B. A. I, SEMESTER – II

Course Category: CEP

Course Name: Community Mental Health

Course Number: CE18

Course Code: BAU0325CEL218B

Course Credits: 2

Marks: 2 Credits: Semester End: 40 Internal Assessment: 10 Total Marks: 50

Course Learning Outcomes: After completion of this course, learners are able to:

1. define mental health and mental illness, understanding the continuum from mental well-being to mental disorders.
2. identify and describe common mental disorders such as anxiety disorders, mood disorders, psychotic disorders, and substance-related disorders.
3. understand the symptoms, causes, and prevalence of various mental disorders.
4. learn how to conduct a mental health assessment, including gathering relevant information, conducting interviews, and using standardized assessment tools.
5. practice active listening and communication skills to establish rapport and trust with individuals experiencing mental health issues.

Syllabus of Community Mental Health

1.2. Module I: An introduction to mental illness	Lectures	Credit
1.1 Mental health and mental illness 1.2 Why should you be concerned about mental illness? 1.3 The types of mental illness 1.3.1 Common mental disorders (depression and anxiety) 1.3.2 'Bad habits' 1.3.3 Severe mental disorders (psychoses) 1.3.4 Mental retardation 1.3.5 Mental health problems in the elderly 1.3.6 Mental health problems in children 1.4 The causes of mental illness 1.5 Culture and mental illness	10	1
Module II: Assessing someone with a mental illness		
2.1 Can you examine a mentally ill person? 2.1.1 Will you have the time to talk to someone who may have a mental illness? 2.2 Who will have a mental illness? 2.3 What to ask a person with a probable mental illness 2.4 Symptom checklists to diagnose mental disorders 2.4.1 To diagnose a common mental disorder (depression or anxiety) 2.4.2 To diagnose a severe mental disorder 2.4.3 To diagnose alcohol (or drug) dependence 2.5 What to look for during the interview 2.5.1 How to conduct interviews	10	1

Activities and exercises suggested for internal assessment (Any Two out of five) (10 Hours)

1. Conduct Mental Health test
2. Develop the Mental health Checklist
3. Group Discussion Technique for better understand the concepts
4. Visit to a various Institute regarding Mental health skill
5. Watching documentaries and films related to the subject.

Basic Readings

- Patel, V. and Hanlon, Charlotte (2018). Where There Is No Psychiatrist: A Mental Health Care Manual, RCPsych Publications
- Patel, V. (2003). Where There Is No Psychiatrist: A mental health care manual (Books Beyond Words), Gaskell Publication

Books for Reading:

1. Tripathi, Amrita and Haran Alva, Meera (2020). Young Mental Health, Simon & Schuster India
2. Rathod, Riju (2021). Mental Health: Tales And Conundrum, Notion Press

3. Professional Book Publishers (2023). Mental Healthcare Act, 2017 along with Rules & Regulations, Delhi: Professional Book Publishers.
4. पटेल, व्ही (2021). मानसोपचार तज्ज्ञ नसेल तिथे, मुंबई: सुमंगल प्रेस

Videos for References:

Language	Title	URL Link
English	What is Mental Health	https://www.youtube.com/watch?v=G0M41N1Lyw4
	Mental Illness Causes, Symptoms, Diagnosis, and Treatment	https://www.youtube.com/watch?v=-sqqqwaTuxo
	5 Tips to Improve your Mental Health	https://www.youtube.com/watch?v=wOGqIVqyvCM
Hindi	Mental Health (Hindi)	https://www.youtube.com/watch?v=Nlz8yKG0ySU
Marathi	मानसिक आरोग्य	https://www.youtube.com/watch?v=InFiQ6AdLV4&t=91s

Examination Pattern and Nature of Examination:

End Semester Theory Exam: 40 Marks

Internal Assessment: 10 Marks (Based on Activities and exercises)

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

1. Selection of Field project should be related to the DSC 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 DSC 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 DSC requirements demanded by employers.

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

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

- Development of project and its execution
- Decision-making
- Confidence development
- Working/coordinating in a team
- Creative and critical thinking and problem-solving
- Ethical values
- Professional development
- Understand government/local bodies world of work
- Reference of resource persons in the field
- Development of online/ simulation-based module for a virtual research internship

- Understanding the nuances of building a deep-technology start-up
- Study certain entrepreneurs,
- Study of the enterprises, farmers, artisans, artists, performers, expert individuals etc.

2. Internship for developing the Research Aptitude:

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

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

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

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

INTERNSHIP STRUCTURE FOR HEI

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

The important components incorporated in the mechanism are as follows:

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

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

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

- Trade and Agriculture Area (For Instance, Internships in agriculture, and related domains like farm internships, agriculture research internships, agri-business internships can be considered as an opportunity by undergraduate students enrolled in HEIs. The agriculture sector needs to be considered by HEIs for the internship in rural regions. The HEIs/Universities at their level can explore National Qualification Register and check the possible job roles across sectors for exploring the internship areas (<https://nqr.gov.in/>). However, the
- Economy & Banking Financial Services and Insurance Area
- Logistics, Automotive & Capital Goods Area
- Fast Moving Consumer Goods & Retail Area
- Information Technology/Information Technology enabled Services & Electronics Area
- Handcraft, Art, Design & Music Area

- Healthcare & Life Science Area
- Sports, Wellness and Physical Education Area
- Tourism & Hospitality Area
- Digitisation & Emerging Technologies (Internet of Things/Artificial Intelligence/Machine Learning/Deep Learning/Augmented Reality/Virtual Reality, etc.) Area
- Humanitarian, Public Policy and Legal Service Area
- Communication Area
- Art (aa types) , Literature, Entertainment
- Mass Media
- Language
- Education Area
- Sustainable development Area
- Environment Area
- Commerce, Medium and Small-Scale Industries Area

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

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

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

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

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

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

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

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

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

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

internship by the HEIs for the students. The portal will provide information regarding various internship opportunities like Internshala, etc

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

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

INTERNSHIP MECHANISM IN HEI

Figure 1: Operational Structure of Internship



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

- (i) Research and Development Cell at the HEIs
- (ii) Office of the nodal officer

- (iii) Internship portals and about roles and responsibilities of interns, supervisors and mentors
- (iv) A list of projects
- (v) HEI and internship providing organisation may decide about Internship on mutually agreed terms and conditions. Internship outcomes should have been incorporated in developing a perspective among the candidates or students towards a profession and their ability to deconstruct a job role and to become job-ready as soon as they enter into a job or a profession.
 - a) Students will apply for research internships on their own or through the mentor of their parent HEI by registering at the internship portal. The HEI should ensure that such a student has an appropriate orientation for research through research ability enhancement courses as a part of the curriculum.
 - b) Interns will be selected by host organizations based on their selection criteria. The host organization will arrange to inform the potential intern through the portal itself or through the mail and will ask for confirmation or for acceptance.
 - c) If a student fails to get an internship in physical mode, then the host institute should have a provision for digital or group internship.
 - d) On receipt of an offer of internship, the student will arrange to consult the internship supervisor, obtain due permission from the parent institution and join the concerned host organization for an internship as per the suggested schedule.
 - e) The student may undergo an internship in the supervisor's lab/ working space at the host organization. During the period of internship, the parent HEI through the internship supervisor and mentor, will arrange to keep track of the activities and performance of students as interns at the host organization, based on periodic reports submitted by students.
 - f) On completion of Internship, intern will prepare internship report and get it endorsed by mentor.

ROLES OF IMPORTANT AUTHORITIES WORKING FOR INTERNSHIP:

A) Role of Internship Providing Organisation (Outside HEI)

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

B) Role of Mentor (Inside/Outside HEI)

- A Mentor is an empanelled individual professional identified by the HEI or by students himself/herself through their network. The mentor should be identified and his/her concurrence should be conveyed to the internship supervisor.

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

C) Role of Nodal Officer (Inside HEI)

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

D) Role of Internship Supervisor (Inside HEI)

- Internship Supervisor will be appointed by the Vice Chancellor/Director/Principal/Head of the Department of HEI
- Internship Supervisor will be nominated at the start of the academic year for each batch.
- Internship Supervisor will monitor, supervise, and evaluate the student during the internship duration.
- Internship Supervisor from the host institute should monitor the regularity of the intern at his/her workplace. Students should preferably inform the Internship Supervisor at least one day prior to availing leave during the internship except for emergency.
- At the end of the internship, the Internship Supervisor will ensure issuing of completion certificates to the intern.

- Internship offered by the organisation should be followed by one project report and the assessment on the evaluation can be judged based on the innovativeness of that particular project, presentation and attendance by HEIs.

DURATION AND SLOTS FOR INTERNSHIP IN CURRICULUM

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

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

Sr. No.	Courses	Suggested Schedule	Duration	Suggested Activities	Credits
1	<ul style="list-style-type: none"> • 3-year UG degree • 4-year UG degree (Honours) • 4-year UG Degree (Honours with Research) 	After (4 th) Semester	60 -120 hours	<ul style="list-style-type: none"> • Hands-on Training/Short Research Project • Seminar attendance • Read assigned journals to prepare for seminars • Study certain entrepreneurs • Social projects • Study of the enterprises/ farmers/Creative or Expert individual in any field related to your subjects 	02-04
2	4-year UG Degree (Honours with Research)	8 th Semester	One Semester	<ul style="list-style-type: none"> • HEI may adopt courses related to Research Methodology, Research Tools and Techniques, Research Ability Enhancement and Policy Framework • Dissertation/Thesis/Project Work/ Research project 	08 12

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

INSTITUTIONS OR INDIVIDUALS TO BE CHOSEN FOR INTERNSHIPS:

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

ACADEMIC CREDENTIALS & MONITORING OF INTERNSHIP

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

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

An internship of 60 to 120 hours duration after the 4th semester will be DSC 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 DSC 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 DSC for the students enrolled in UG degree programmes (Honours with Research)

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

C. Competencies to be developed during Research Internships:

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

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

Following competencies will be expected to be acquired by student:

- The students should be well-versed with the techniques and methods of research that would support knowledge creation.
- The students should have an understanding of complex problem statements and the ability to develop solutions for real-life problems.

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

EVALUATION OF INTERNSHIP:

On the Job Internship (OJT)	Research Internship
<p>1. The evaluation of the internship will be carried out at the following stages:</p> <p>Stage 1: The interns will be evaluated by research internship supervisor based on their efforts and research output.</p> <p>Stage 2: At HEI, the intern will be evaluated through a seminar presentation or viva voce on his work, by a duly constituted expert committee (One Internal (Internship Supervisor) and One external), on the following suggestive aspects.</p> <ol style="list-style-type: none"> Activity logbook (<i>Prepare it before starting of the internship with Day and Date, Time period, Nature of activity/work done/ experiential learning/responsibility carried out etc and Signature of Student, Mentor & Internship Supervisor. It will be carried out by student throughout the period of internship and be filled regularly</i>) and evaluation report of Internship Supervisor Format of presentation and the quality of the intern’s report Acquisition of skill sets by the intern Originality and any innovative contribution Significance of research outcomes Attendance 	<ol style="list-style-type: none"> Activity logbook (<i>Prepare it before starting of the internship with Day and Date, Time period, Nature of work done and Signature of Student, Mentor & Internship Supervisor. It should be like progress report and must be submitted by student periodically. The span of period should be decided at the start of the internship by Internship Supervisor</i>) 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. Internship offered by the organisation should be followed by one project report and the assessment on evaluation can be judged based on <ol style="list-style-type: none"> Innovativeness of Research Presentation and Viva-Voce 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)

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

Important Notes for Teachers:

1. Prepare a Draft Letter for getting permission from the appropriate authority within the Institute/Organization or from Consultant/Professional etc. for the On-the-Job-Training/Internship/

Apprenticeship

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

For Example:

Psychology:

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

Student's Name: -----

Name Of the College: -----

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

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

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

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

Institute Supervisor's Name: -----

College Teacher who supervised: -----

Introduction:

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

Description of the organization:

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

Duties and responsibilities:

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

Reflection on learning outcomes and accomplishments:

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

Areas for improvement:

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

Conclusion:

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

Appendices:

This section should include following documents:

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

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

Type: Research Internship/Dissertation (RP)

Course Name:

Course Number:

Course Code:

Course Credits: 8

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)

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Instructions for teachers and students while doing Research Internship:

1. Selection of Institute/Organization/Consultant/Professional etc. should be based on the areas in the DSC 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. No.	Theory (TH)				Practical	Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures	Hours	Credits		---	Paper Hours	Max	Min	Internal	Max
1.	DSC -I	4	4	4	If applicable	3	80	28	Assignment	20	07
2.	DSC -I	4	4	4		3	80	28		20	07
3.	DSC -I	4	4	4		2	40	14		10	04
4.	OE -I	2	2	2		2	40	14		10	04
5.	SEC -I	2	2	2		2	40	14		10	04
6.	AEC -I	2	2	2		2	40	14		10	04
7.	IKS (Generic)	2	2	2		2	40	14	10	04	
8.	CC	2	2	2		2	Viva	10	04	Field activities	40
Total		22	22	22		---	440	---		110	---
										SEE + IA = 440+110= 550	

B. A. Programme Structure for Level 4.5 of B. A. - I – Semester - II											
Teaching Scheme						Examination Scheme					
Sr. No.	Theory (TH)				Practical	Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures	Hours	Credits		---	Paper Hours	Max	Min	Internal	Max
1.	DSC -II	4	4	4	If applicable	3	80	28	Assignment	20	7
2.	DSC -II	4	4	4		3	80	28		20	7
3.	DSC -II	4	4	4		2	40	14		10	04
4.	OE - II	2	2	2		2	40	14		10	04
5.	SEC - II	2	2	2		2	40	14		10	04
6.	AEC -II	2	2	2		2	40	14		10	04
7.	VEC	2	2	2		2	40	14	10	04	
8.	CEP	2	2	2		2	Viva	10	4	Concurrent Fieldwork	40
Total		22	22	22		---	410	---		140	---
										SEE + IA = 410+140= 550	

(Annexure-I)

SHIVAJI UNIVERSITY, KOLHAPUR

NEP-2020 (2.0): Credit Framework for UG (BA) Programmes under Faculty of HUMANITIES

SEM (Level)	COURSES			OE	VSC/ SEC	AEC/ VEC / IKS	OJT/FP/CEP/ CC/RP	Total Credits	Degree/Cum. Cr. MEME
	Course-1	Course-2	Course-3						
SEM I (4.5)	DSC-I (4)	DSC-I (4)	DSC-I (4)	OE-1 (2)	SEC-I (2)	AEC - ENG - I (2) IKS Generic (2)	CC (2)	22	UG Certificates 44
SEM II (4.5)	DSC-II (4)	DSC-II (4)	DSC-II (4)	OE-2 (2)	SEC-II (2)	AEC - ENG - II (2) VEC - DEC (2)	CEP (2)	22	
Credits	4+4=8	4+4=8	4+4=8	2+2=4	2+2=4	4+4=8	2+2=4	44	Exit Option: 4 credit Skill/NSQF/Internship
	MAJOR		MINOR						
	MAJOR	ELECTIVE							
SEM III (5.0)	MAJOR -III (4) MAJOR -IV (4)	-	MINOR- (4)	OE-3 (2)	VSC- I (2) SEC III (02)	AEC - ENG - III (2) IKS Specific (2)	-	22	UG Diploma 88
SEM IV (5.0)	MAJOR -V (4) MAJOR -VI (4)	-	MINOR- (4)	OE-4 (2)	VSC- II (2) SEC IV (02)	AEC - ENG - IV (2) VEC - EVS (2)	-	22	
Credits	8+8=16		4+4=8	2+2=4	4+4=8	4+4=8	-	44	Exit Option: 4 credit Skill/NSQF/Internship
SEM V (5.5)	MAJOR -VII (4) MAJOR -VIII (4) MAJOR -IX (2)	MAJOR-EL-1 (4)	MINOR- (4)	OE-5 (2)	-	-	FP - (02)	22	UG Degree 132
SEM VI (5.5)	MAJOR -X (4) MAJOR -XI (4) MAJOR -XII (2)	MAJOR-EL-11 (4)	MINOR- (4)	-	-	-	OJT - (04)	22	
Credits	10+10=20	4+4=08	4+4=08	2+0=2	-	-	2+4=6	44	
Total Credits	8+16+20+8+8		8+8+8	4+4+2	4+8	8+8	4+6		
	60		24	10	12	16	10	132	

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

