

SHIVAJI UNIVERSITY, KOLHAPUR



Established: 1962

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

New Syllabus For
Bachelor of Arts [B. A. in Marathi]
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: (प्रस्तावना)

भाषा-साहित्याचे अध्ययन हे पायाभूत घटक आहे. पदवी पातळीवरील विद्यार्थ्यांना वाङ्मयविद्येचे ज्ञान देणे तसेच भाषिक कौशल्यांमध्ये पारंगत करणे हे भाषा-साहित्य अध्ययन अध्यापनाचा महत्त्वाचा उद्देश आहे. मराठी भाषा ही जगातील एक महत्त्वाची भाषा आहे. आठ शतकाहून अधिक काळाची समृद्ध वाङ्मयीन परंपरा मराठीस लाभली आहे. त्यामुळे मराठी भाषा व वाङ्मयीन परंपरेचे ज्ञान देणे तसेच आधुनिक काळात उपयोजित भाषिक कौशल्यांचा झालेला विस्तार लक्षात घेता रोजगाराभिमुख अभ्यासक्रमांची अमंलबजावणी करून विद्यार्थ्यांमधील भाषिक क्षमतांचा विकास करणे हे भाषासाहित्य अभ्यासाचे उद्दिष्ट आहे. स्वरूपाचे ज्ञान देणे स्थानिक इतिहास, संस्कृती, वाङ्मयाचे मराठी भाषेतून जतन संवर्धन करणे व त्याची व्यावहारिक उपयोगिता लक्षात आणून देणे हाही या अभ्यासाचा उद्देश आहे. या अभ्यासक्रमाच्या अध्ययनातून जागतिकीकरणाच्या व आधुनिक ज्ञानविस्ताराच्या काळात भाषिक कौशल्यांचा समर्थ आविष्कार व उपयोजन करणारा आणि सर्जनशील साहित्यनिर्मिती करणार सजग विद्यार्थी घडविण्याचा प्रयत्न आहे.

2. PROGRAMME LEARNING OUTCOMES (PO)

या PROGRAMME च्या अध्ययनानंतर विद्यार्थ्यांना

१. राष्ट्रीय शैक्षणिक धोरणानुसार पदवी पातळीवरील भाषा व साहित्याचा अभ्यास होईल.
२. भाषा व साहित्याचे सैद्धांतिक व उपयोजित ज्ञान होईल.
३. मराठी भाषा व वाङ्मय परंपरेचे आकलन होईल.
४. आंतरविद्याशास्त्रीय अभ्यासदृष्टी व विश्लेषण क्षमता प्राप्त होईल.
५. भाषा व वाङ्मय अभ्यासातून भारतीय ज्ञानपरंपरा व मूल्यांचे अकलन होईल.
६. भाषिक कौशल्ये व त्यांचे उपयोजन करण्याची क्षमता प्राप्त होईल.
७. वाङ्मयीन अभिरूचीचे संवर्धन होईल

3. कालावधी (DURATION)

The Bachelor of Arts in Marathi 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. प्रवेश पात्रता (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. माध्यम (MEDIUM OF INSTRUCTION)

अध्ययन, अध्यापन व मूल्यमापनाचे माध्यम मराठी आहे. The medium of Programme shall be MARATHI.

6. परीक्षा पद्धती (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.

7. अध्यापन व मूल्यमापन पद्धति (SCHEME OF TEACHING AND EXAMINATION)

B. A. Programme Structure for Level 4.5 of B.A. - I - Semester I											
Teaching Scheme						Examination Scheme					
Sr. No.	Theory (TH)				Practical	Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures	Hours	Credits		Paper Hours	Max	Min	Internal	Max	Min
1.	DSC –I	4	4	4	If applicable	3	80	28	Assignment	20	07
2.	DSC –I	4	4	4		3	80	28		20	07
3.	DSC –I	4	4	4		2	40	14		10	04
4.	OE -I	2	2	2		2	40	14		10	04
5.	SEC - I	2	2	2		2	40	14		10	04
6.	AEC -I	2	2	2		2	40	14		10	04
7.	IKS (Generic)	2	2	2		2	40	14		10	04
8.	CC	2	2	2		2 Viva	10	04	Field activities	40	14
Total		22	22	22		---	440	---		110	---
										SEE + IA = 440+110= 550	

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

8. STRUCTURE OF PROGRAMME:

Credit Distribution Structure for B.A. I in MARATHI 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	

Note: Pl. See Annexur-II

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

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

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

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
DSC		रुजुवात : भाग १	BAU0325DSL201A01	4
IDC/MDC/ GEC/OE	Marathi	मराठी भाषेचे अंतरंग	BAU0325OEL201A01	2
	SEC - I	व्यक्तिमत्त्व विकास आणि भाषिक कौशल्ये (भाग १)	BAU0325SEL201A01	2
AEC/VAC/ IKS	AEC	-----	-----	2
	VAC	-----	-----	2
	IKS (Major) (Choose anyone)			2
				2
				2

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

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
DSC		रुजुवात : भाग १	BAU0325DSL201B02	4
IDC/MDC/ GEC/OE	Marathi/ Hindi / STD/EDU/MUSIC etc.	साहित्याची रूपे	BAU0325OEL201B03	2
	SEC - II	व्यक्तिमत्त्व विकास आणि भाषिक कौशल्ये :भाग २	BAU0325SEL201B02	2
AEC/VAC/ IKS	AEC	-----		2
OJT/FP/ CEP/CC/RP	CEP (Major)	समाजभान	BAU0325CEPPLP201	2
	CC	(Write Name)		2

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 List

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

Course Code	Name of the Course
17	Philosophy
18	Psychology
19	Social Work
20	AHIC
21	Linguistics
22	Geography
23	Home Science
24	Statistics
25	Education
26	Physical Education
27	Journalism
28	Russion
29	P.G. Diploma in I.R.S.S.
30	Bhasha Proudhyogiki
31	Defence Study (Entire)
32	Master of Rural Studies

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	GEC- I	शब्दसंहिता	04	I	BAU0325DSL201A01	रुजुवात : भाग १	04
I	DSC A1	अक्षरबंध	04	I	BAU0325OEL201A01	मराठी भाषेचे अंतरंग	02
I				I	BAU0325SEL201A01	व्यक्तिमत्त्व विकास आणि भाषिक कौशल्ये : भाग १	02

II	GEC- 2	शब्दसंहिता		II	BAU0325DSL201B02	रुजुवात : भाग २	04
II	DSC A13	अक्षरबंध		II	BAU0325OEL201B03	साहित्याची रूपे	02
II				II	BAU0325SEL201B02	व्यक्तिमत्त्व विकास आणि भाषिक कौशल्ये : भाग २	02
II				II	BAU0325CEPPLP201B	समाजभान	02

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**)

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

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

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

12. प्रश्नपत्रिकेचे स्वरूप व गुणविभागणी (NATURE OF QUESTION PAPER AND SCHEME OF MARKING)

अ) एकूण गुण ८० - श्रेयांक ४ (FOR FOUR CREDITS: Total Marks: 80 (Written))

प्रश्न क्र १. बहुपर्यायी वस्तुनिष्ठ प्रश्न (दहा प्रश्न) (प्रत्येकी २ गुण)	गुण -२०
प्रश्न क्र २. लघुत्तरी प्रश्न/ टीपा (चार पैकी दोन)	गुण -२०
प्रश्न क्र ३. लघुत्तरी प्रश्न (चार पैकी दोन)	गुण -२०
प्रश्न क्र ४. अंतर्गत विकल्पासह दीर्घोत्तरी प्रश्न	गुण -२०

ब) एकूण गुण ४० - श्रेयांक २ (FOR TWO CREDITS: Total Marks: 40 (Written))

प्रश्न क्र १. बहुपर्यायी वस्तुनिष्ठ प्रश्न (दहा प्रश्न) (प्रत्येकी १ गुण)	गुण -१०
प्रश्न क्र २. लघुत्तरी प्रश्न (दोन पैकी एक)	गुण -१०
प्रश्न क्र ३. अंतर्गत विकल्पासह दीर्घोत्तरी प्रश्न	गुण -२०

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

क) अंतर्गत मूल्यमापन (INTERNAL ASSESSMENT) गुण -२०

- सातत्यपूर्ण अंतर्गत मूल्यमापनाच्या विविध पद्धतींचा वापर करून शिक्षकांनी विद्यार्थ्यांचे अंतर्गत मूल्यमापन करणे आवश्यक आहे.

13: SYLLABUS

B.A.I, Semester I

Course Category- MAJOR MANDATORY

Course Name- रुजुवात : भाग १

Course Number- DSC-01

Course Code- BAU0325DSL201A01

Marks- Semester End Exam : - 80, Internal Assessment- 20, Total Marks- 100

Total Credits 4, Teaching Hours 60, (Per Credit-15 Teaching Hours)

- **Course Learning Outcomes**

या कोर्सच्या अध्ययनानंतर विद्यार्थ्यांना,

१. मराठी वाङ्मयीन परंपरा, साहित्यप्रवाह आणि साहित्यकृतींचा परिचय होईल.
२. मराठी साहित्यातील विविध रचनाबंधांचा परिचय होईल.
३. साहित्याचे आकलन, विश्लेषण आणि अभिरूचीची दृष्टी विकसित होईल.
४. साहित्याच्या अध्ययनातून जीवनाच्या प्रेरणा कळतील आणि जीवनाचे आकलन समृद्ध होईल.
५. स्थळवर्णने, व्यक्तिचित्रणे यामधून माणूस आणि भवताल यांच्या परस्परसंबंधाचे आकलन होईल.
६. इतिहास, समाज, संस्कृती आणि पर्यावरण संवर्धनाचे डोळस भान येईल.
७. मराठीतील समृद्ध काव्यपरंपरेचा परिचय होईल.
८. लेखनाचे विविध आकृतिबंध अभ्यासून लेखन कौशल्ये विकसित होतील.

विभाग

घटक/ Unit

(Module)

विभाग १ : गद्य : १

१. चिपळूणच्या छावणीला पत्र : छत्रपती शिवाजी महाराज
२. जुन्या महाराष्ट्रातील गावरहाटी : पां. चि. पाटील
३. हुजूरपागा : जनाक्का शिंदे
४. जिवंत मराठी : वि.द. घाटे

विभाग २ गद्य : २

१. मिटिंग - शंकर पाटील
२. सांज - सखा कलाल
३. जंगलाचं देणं - मारुती चितमपल्ली
४. नांदेड ते हार्वर्ड - सूरज एंगडे

विभाग ३ गद्य : ३

१. भारतात लोकशाही नांदो : डॉ. बाबासाहेब आंबेडकर
२. देवराष्ट्र : यशवंतराव चव्हाण
३. तपस्वी आबालाल रहिमान- माधवराव बागल
४. बाभूळबनातील सोनचाफा : प्रा. एन.डी. पाटील

विभाग ४ पद्य : ४

१. संत ज्ञानेश्वर – १. पैल तो गे काऊ कोकताहे २. रुणुझुणु रुणुझुणु रे भ्रमरा
२. सावित्रीबाई फुले - १. तयास मानव म्हणावे का? २. राणी छत्रपती ताराबाई
३. बहिणाबाई चौधरी - १. मन २. अरे संसार संसार
४. भालचंद्र नेमाडे - १. रांगोळ्या २. आजी

साधनग्रंथ

१. एंगडे, सुरज : साप्ताहिक साधना, १४ नोव्हें, २०२०. https://weeklysadhana.in/view_article/suraj-yengade-interview-by-vinod-shirsath
२. कलाल, सखा : सांज, मौज प्रकाशन, मुंबई, २०००
३. घाटे, वि. द. : विचारविलसिते, मौज प्रकाशन, मुंबई, १९७३
४. चव्हाण, यशवंतराव : कृष्णाकाठ, रोहन प्रकाशन, पुणे, २०१२
५. चितमपल्ली, मारुती : जंगलाचं देणं, साहित्य प्रसार केंद्र, नागपूर, १९८५
६. चौधरी, बहिणाबाई : बहिणाईची गाणी, सुचित्रा प्रकाशन, मुंबई, २००४
७. नेमाडे, भालचंद्र : देखणी, पॉप्युलर प्रकाशन, मुंबई, २०२३ (सातवे पुनर्मुद्रण)
८. पवार, सुधाकर : मराठेशाहीतील पत्ररूप गद्य (१६५०-१७५०), शिवाजी विद्यापीठ, कोल्हापूर, १९७८
९. पाटील, एन.डी. : बाभूळबनातील सोनचाफा, कालनिर्णय, सांस्कृतिक दिवाळी अंक, २०१२
१०. पाटील, पां. चि. : माझ्या आठवणी, मौज प्रकाशन, मुंबई, १९६४
११. पाटील, शंकर, : गारवेल, मेहता पाब्लिशिंग हाऊस, पुणे
१२. माळी, मा. गो. व इतर (संपा) : भाई माधवरावजी बागल (निवडक लेखसंग्रह), महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, १९९८
१३. माळी, मा. गो. व इतर (संपा) : सावित्रीबाई फुले समग्र वाङ्मय, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, २०११
१४. मून, वसंत व इतर (संपा) : डॉ. बाबासाहेब आंबेडकर लेखन आणि भाषणे, खंड १८, भाग ३, डॉ. बाबासाहेब आंबेडकर चरित्र साधने प्रकाशन समिती, उच्च आणि तंत्रशिक्षण विभाग, मुंबई, २००२
१५. शिंदे, जनाक्का : स्मृतिचित्रे (लेखमाला), साप्ताहिक, तरुण महाराष्ट्र, पुणे, १९४८-१९४९
१६. श्रीज्ञानेश्वरी, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई

संदर्भ ग्रंथ

१. इंगोले, कृष्णा : राजकारणातील आदर्श व्यक्तिमत्त्व : भाई गणपतराव देशमुख, शब्दशिवार प्रकाशन, मंगळवेढा, २०२३
२. एंगडे, सुरज, कास्ट मॅटर्स, (अनु), तुपे प्रियांका, एंगडे प्रणाली, मेहता पब्लिशिंग हाऊस, पुणे, २०२३
३. कदम, निळकंठ (संपा) : देखणीसंबंधी, शब्दालय प्रकाशन, श्रीरामपूर
४. कोत्तापल्ले, नागनाथ : नवकथाकर शंकर पाटील, सुविद्या प्रकाशन, पुणे.
५. घाटे, वि. द : दिवस असे होते, मौज प्रकाशन, मुंबई, १९६१
६. जोशी, सुधा : कथा : संकल्पना आणि समीक्षा, मौज प्रकाशन, मुंबई, २०००
७. दुकळे, प्रकाश (संपा) : यशवंतराव चव्हाण : माणूस आणि लेखक, ग्रंथाली प्रकाशन, मुंबई, २०१२
८. पगडी, सेतू माधवराव : शिवचरित्र, एक अभ्यास, शिवाजी विद्यापीठ, कोल्हापूर, २०२१
९. पवार, प्रकाश : महाराष्ट्राचे शिल्पकार डॉ. बाबासाहेब आंबेडकर, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, २०२३
१०. पवार, गो. मा : महर्षी विठ्ठल रामजी शिंदे : जीवन आणि कार्य, लोकवाङ्मय गृह, मुंबई, २००८
११. पवार, प्रकाश : राजमाता जिजाऊ, सकाळ पब्लिकेशन, पुणे, २०२३
१२. पाटील, एकनाथ : आरपार झुंजार, लोकवाङ्मय गृह, मुंबई, २०२२
१३. पाटील, एन. डी : माझी संघर्षयात्रा, विजीगिषा प्रकाशन, कोल्हापूर, २०२०
१४. पुजारी, सुहास : रानावनातला माणूस, पद्मगंधा प्रकाशन, पुणे, २००६
१५. पुजारी, सुहास : मारुती चित्तमपल्ली : व्यक्ती आणि सृष्टी, साहित्य प्रसार केंद्र, नागपूर
१६. माळी, मा. गो व इतर : सावित्रीबाई फुले : काल आणि कर्तृत्व, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई १९९८
१७. लिगाडे, नानासाहेब (संपा) : आठवणीतील भाई गणपतराव देशमुख, शब्दशिवार प्रकाशन, मंगळवेढा, २०२३
१८. सुराणा, पन्नालाल, लिगाडे, नानासाहेब (संपा) : झेपावणारा ग्रामीण महाराष्ट्र, भाई जगन्नाथराव लिगाडे चॅरिटेबल ट्रस्ट, सांगोला, २००८
१९. शिंदे, रणधीर (संपा.) : आठवणी व संस्मरणे - जनाक्का शिंदे, माध्यम पब्लिकेशन, ठाणे, २०२३
२०. हातकणंगलेकर, म. द : मराठी कथा : रूप आणि परिसर, श्रीविद्या प्रकाशन, पुणे, १९८६

B. A. I, SEMESTER – I

Course Category: Open Elective

Course Name: मराठी भाषेचे अंतरंग

Course Number: OE01

Course Code: BAU0325OEL201A01

Course Credits: 02 Teaching Hours - 30

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

Course Learning Outcomes

या कोर्सच्या अध्ययनानंतर विद्यार्थ्यांना

१. भाषाविषयक अभिरुची निर्माण होईल.
२. भाषेचा इतिहास भूगोल आणि परंपरांचा परिचय होईल.
३. मराठी भाषेतील विविध लेखन प्रकारांचा परिचय होईल.
४. भाषा वापराच्या आधुनिक तंत्रज्ञानाच्या व तंत्रज्ञान आधारित साहित्यलेखनाचे कौशल्य अवगत होईल.

विभाग घटक/ Unit

Module

विभाग १. भाषा, समाज आणि संस्कृती

(Teaching Hours - 15 , Credit - 01)

१. भाषा म्हणजे काय ? - गणेश देवी
२. भाषा आणि संस्कृती – ना.गो. कालेलकर
३. भाषा अभिवृद्धीची सामाजिक दृष्टी – श्री. म. माटे
४. भाषेतून दिसणारी स्त्री - आशा मुंडले

विभाग २. भाषानुभव

(Teaching Hours - 15 , Credit - 01)

१. सोनियाचा दिवस - दिनेश माहुलकर
२. राजकारणी लोकांची भाषा – ग. प्र. प्रधान
३. भाषा आणि तंत्रज्ञान - विवेक सावंत
४. देह बोली – अंजली पेंडसे

साधन ग्रंथ

१. कालेलकर, ना. गो : भाषा इतिहास आणि भूगोल , मौज प्रकाशन गृह, मुंबई २०००
२. देवी, गणेश : साधना, बालकुमार विशेषांक, सप्टें-ऑक्टो, २०२३
३. माहुलकर, दिनेश : भाषेचे आणि भाषाभ्यासाचे विकसन- वृद्धि, राज्य मराठी विकास संस्था, मुंबई, २०००
४. मुंडले, आशा : भाषेतून दिसणारी स्त्री, साधना, १५ ऑगस्ट, १९८४
५. माटे, श्री. म : भाषा अभिवृद्धीची सामाजिक दृष्टी, साहित्यधारा, १९४३

६. प्रधान, ग. प्र : राजकारणातील भाषा, भाषा आणि जीवन, उन्हाळा, १९८५
७. पेंडसे, अंजली : देह बोली, नीलकंठ प्रकाशन, पुणे
८. सावंत, विवेक : मराठी भाषेच्या संवर्धनासाठी माहिती तंत्रविज्ञान, शिंदे रणधीर, (संपा) साहित्य, संस्कृती आणि भूमिका, (कौतिकराव ठाले पाटील गौरव ग्रंथ), शब्द पब्लिकेशन, मुंबई, २०२४

संदर्भ ग्रंथ

१. काळे, कल्याण (संपा.) : निवडक भाषा आणि जीवन
२. कुलकर्णी, म. बा : शब्द चर्चा, मेहता पब्लिशिंग हाउस, पुणे
३. गवळी, अनिल : मराठी भाषा आज आणि उद्या- दर्या प्रकाशन, पुणे
४. पुंडे, द. दि : भयंकर सुंदर मराठी भाषा –मजेस्टिक प्रकाशन, मुंबई २००४
५. प्रधान, ग. प्र : राजकीय व्यक्तिमत्वे आणि त्यांची भाषा - साधना प्रकाशन, पुणे, जुलै, २०१६
६. भाषा आणि जीवन – मराठी अभ्यास परिषद, पुणे
७. शेकडे, वसंत व इतर (संपा.) : वैचारिक गद्य – शब्दालय प्रकाशन, श्रीरामपूर २०१०
८. शेख, यास्मिन : मराठी शब्द लेखनकोश, हार्मिस प्रकाशन, पुणे

B. A. I, SEMESTER – I

Course Category: Skill Enhancement Course

Course Name: व्यक्तिमत्त्व विकास आणि भाषिक कौशल्ये (भाग -१)

Course Number: SE01

Course Code: BAU0325SEL201A01

Course Credits: 02

Teaching Hours - 30

Marks: Semester End Exam : 40

Internal Assessment: 10

Total Marks: 50

Course Learning Outcomes

या कोर्सच्या अध्ययनानंतर विद्यार्थ्यांना,

१. व्यक्तिमत्त्वाची संकल्पना, व्याप्ती आणि विकास यांचे आकलन होईल.
२. व्यक्तिमत्त्व विकासासाठीची कौशल्ये विकसित होतील.
३. वक्तृत्व व वादविवाद कौशल्यावर प्रभुत्व संपादन होईल.

विभाग घटक/ Unit

Module

विभाग १. व्यक्तिमत्त्व विकास – संकल्पना व स्वरूप

(Teaching Hours - 15 , Credit - 01)

१. व्यक्तिमत्त्व विकास – संकल्पना
२. व्यक्तिमत्त्व विकासासाठीचे घटक
३. Swot विश्लेषण आणि ध्येय निश्चिती
४. व्यक्तिमत्त्व विकास व भाषा
५. व्यक्तिमत्त्व विकास व देहबोली

विभाग २. श्रवण आणि वक्तृत्व कौशल्य

(Teaching Hours - 15 , Credit - 01)

१. भाषा, भाषिक कौशल्यांचे प्रकार
२. **श्रवण कौशल्य** - श्रवणाचे स्वरूप, श्रवणाचे फायदे, श्रवणप्रक्रियेत अडथळा आणणारे घटक, श्रवण कौशल्य विकसित करण्यासाठी उपाय, ई-डिजिटल माध्यमांवरील श्रवण – उदा. ऑडिओ बुक स्टोरी टेल, कुकु एफएम इत्यादी ॲप
३. **वक्तृत्व कौशल्य** – स्वरूप, वक्तृत्वाची वैशिष्ट्ये, वक्तृत्वासाठी आवश्यक घटक, भाषण व व्याख्यान यामधील फरक, वक्तृत्वाची पूर्वतयारी- विषयाची निवड, व्यासंग, मुद्देसूद मांडणी वक्तृत्वाची भाषा, देहबोली इ.
४. **वादविवाद कौशल्य** – वादविवादाची संकल्पना, वादविवादासाठी विषयाची निवड, वादविवादाची पद्धती, विषयाच्या दोन्ही बाजूंची जाण : तार्किक मांडणी, खंडण-मंडण, प्रभावी सादरीकरण इत्यादी.
५. प्रात्यक्षिक कार्य

संदर्भग्रंथ

१. काळे, कल्याण, पुंडे द. दि. : व्यावहारिक मराठी, निराली प्रकाशन, पुणे, २००७
२. कुलकर्णी, य. प्र. व इतर : व्यावहारिक मराठी पाठ्यपुस्तक, पुणे विद्यापीठ प्रकाशन, पुणे, १९८४
३. गडकरी, श्रीनिवास : चांगले सूत्रसंचालन कसे करावे, दिलीपराज प्रकाशन, प्रा.लि. पुणे
४. गवस, राजन, शिंदे अरुण, पाटील, गोमटेश : भाषिक सर्जन आणि उपयोजन, दर्या प्रकाशन, पुणे, २०१२
५. गोविलकर, लीला, पाटणकर जयश्री : व्यावहारिक मराठी, स्नेहवर्धन पब्लिशिंग हाऊस, पुणे, २००४
६. ठाकरे, केशव, सिताराम : वक्तृत्व कला आणि साधना.
७. थोरात, संजय : वक्तृत्व, प्रतिभा बुक, इस्लामपूर
८. देसाई, रवींद्र : प्रभावी भाषणकला, प्रफुल्लता प्रकाशन, पुणे
९. नसिराबादकर, ल. रा : व्यवहारिक मराठी, भाषाविकास संशोधन संस्था, कोल्हापूर, २०२३
१०. पाटील, आनंद : सर्जनशील लेखन, पद्मगंधा प्रकाशन, पुणे
११. पानसे, मु. ग. (सं.) : भाषा:अंतःसूत्र आणि व्यवहार, महाराष्ट्र साहित्य परिषद, पुणे, १९६९
१२. पेंडसे, अंजली : देहबोली, नीलकंठ प्रकाशन, पुणे, २०२४.
१३. भुकेले, शिवाजीराव : बिनधास्त बोला, मुक्ता पब्लिशिंग हाऊस, कोल्हापूर
१४. भोसले, शिवाजीराव : वैखरी, अक्षरब्रह्म प्रकाशन, पुणे
१५. भोसले, शिवाजीराव : कथा वक्तृत्वाची, अक्षरब्रह्म, पुणे, २००३
१६. मिरजकर, श्यामसुंदर : सूत्रसंचालन : एक प्रयत्नसाध्य कला, नाग - नालंदा प्रकाशन, इस्लामपूर, २०१३
१७. लागू, श्रीराम : वाचिक अभिनय, राजहंस प्रकाशन, पुणे.
१८. सेन, अमर्त्य : वाद संवादप्रिय भारतीय, साठे शारदा (अनु.) पेंग्विन बुक्स इंडिया, २००८
१९. हवालदार, मोहन : ओरावेब (वक्तृत्व ते वेबीनार), अँक्युरेट फिचर्स, कोल्हापूर, २०२१

● ऑनलाईन कोर्स

स्वयम पोर्टलवरील (Swayam.gov.in) खालीलपैकी कोणताही एक ऑनलाईन कोर्स विद्यार्थी SEC अंतर्गत करू शकतात.

1. Speaking Effectively Course

https://onlinecourses.nptel.ac.in/noc24_hs09/preview

2. Intellectual Property Course

https://onlinecourses.nptel.ac.in/noc24_hs38/preview

3. Elements Of Literature and Creative Communication

https://onlinecourses.nptel.ac.in/noc24_hs05/preview

B.A.I , Semester II
Course Category- MAJOR MANDATORY
Course Name – रुजुवात : भाग २
Course Number- DSC-02
Course Code- BAU0325DSL201B02

Marks- Semester End Exam -80, Internal Assessment- 20, Total Marks- 100

Total Credits : 4, Teaching Hours 60, (Per Credit-15 Teaching Hours)

Course Learning Outcomes

या कोर्सच्या अध्ययनानंतर विद्यार्थ्यांना,

१. मराठी वाङ्मयीन परंपरा, साहित्यप्रवाह आणि साहित्यकृतींचा परिचय होईल.
२. मराठी साहित्यातील विविध रचनाबंधांचा परिचय होईल.
३. साहित्याचे आकलन, विश्लेषण आणि अभिरूचीची दृष्टी प्राप्त होईल.
४. साहित्याच्या अध्ययनातून जीवनाच्या प्रेरणा कळतील आणि जीवनाचे आकलन समृद्ध होईल.
५. स्थळवर्णने, व्यक्तिचित्रणे यांमधून माणूस आणि भवताल यांच्या परस्परसंबंधाचे आकलन होईल.
६. इतिहास, संस्कृती, समाज आणि पर्यावरण यांचे संवर्धनाचे डोळस भान येईल.
७. मराठीतील समृद्ध काव्यपरंपरेचा परिचय होईल.

विभाग घटक/ Unit

(Module)

विभाग १ : गद्य : १

१. शिवाजी महाराजांचे राज्य धर्मनिरपेक्ष होते : आप्पासाहेब पवार
२. राजाराम महाराजांचा जिंजी प्रवास : महेश तेंडूलकर
३. ग्रामीण खाद्यसंस्कृती : शाहू पाटोळे
४. आपण पृथ्वीचा अंश आहोत : चिफ सिएटल

विभाग २ : गद्य : २

१. शब्दभक्तियोग : शिवाजीराव भोसले.
२. दिवाळी : मुकुंद कुळे
३. पाण्याचं बोलणं : वसंत आबाजी डहाके
४. जांभूळमास : सत्यजीत पाटील

विभाग ३ : गद्य : ३

१. बैल : जयंत पवार
२. आगासवाडी : आनंद विंगकर
३. रेघोट्या : श्रीधर अंभोरे
४. कमोदिनी काय जाणे तो परिमळ : भारत पाटणकर

विभाग ४ : पद्य

१. संत तुकाराम - १. ओलें मूळ भेदी २. कन्या सासुच्यासि जाये

२. रामजोशी - १. सुंदरा मनामध्ये भरली २. मठाची उठाठेव का तरी ?
३. नामदेव ढसाळ - १. सुगी २. हिंस्त्र श्वापद
४. भुजंग मेश्राम - १. यूनोत पाणी २. माणसाबद्दल

साधनग्रंथ

१. अदवंत, म. ना : पैजण, साहित्य प्रसार केंद्र, नागपूर
२. अंभोरे, श्रीधर : रेघोट्या, राजसा दिवाळी अंक, पुणे, १९८३ (पुनर्मुद्रण, उर्मी, जालना, २०१२)
३. कुळे, मुकुंद : लोकरहाटी, मनोविकास प्रकाशन, पुणे, २०१३
४. चीफ, सिप्टल, : अमरपत्र (आम्ही पृथ्वीचा अंश आहोत), (अनु.) भागवत, शोभा, कजा कजा मरू प्रकाशन, पुणे, २००५
५. डहाके, वसंत, : यात्रा : अंतर्यात्रा, लोकवाङ्मय गृह, मुंबई, २०१०
६. ढसाळ, नामदेव : समग्र नामदेव ढसाळ, शेख, मलिका, (संपा.), म.रा. साहित्य आणि संस्कृती मंडळ, मुंबई, २०१७
७. तेंडूलकर, महेश : किल्ले जिंजी, स्नेहल प्रकाशन, पुणे, २०१३
८. पवार, आप्पासाहेब : दिशा आणि ध्यास, डॉ. आप्पासाहेब पवार गौरव समिती, कोल्हापूर, १९७४
९. पवार, जयंत : लेखकाचा मृत्यू आणि इतर गोष्टी, लोकवाङ्मय गृह मुंबई, २०२०
१०. पाटणकर, भारत, पाटणकर, प्राची : झपाटलेले सहजीवन : परंपरा मोडणारी परंपरा, आर्ष पब्लिकेशन्स, पुणे, २०२२
११. पाटील, सत्यजित : कुब्र, शब्दालय प्रकाशन, श्रीरामपूर, २०२२
१२. पाटोळे, शाहू : अन्न हे अपूर्णब्रह्म, पद्मगंधा प्रकाशन, पुणे, २०१८
१३. भोसले, शिवाजीराव : कथा वक्तृत्वाची, अक्षरब्रह्म प्रकाशन, पुणे, २००३
१४. मेश्राम, भुजंग : अभूज माड, लोकवाङ्मय गृह मुंबई, २०१८
१५. विंगकर, आनंद : माणदेश- दरसाल दुष्काळ, लोकवाङ्मय गृह, मुंबई, २०१५
१६. www.shridharambhore.blogspot.com

संदर्भग्रंथ

१. इंगोले, कृष्णा : माणदेश : स्वरूप आणि विकास, शब्दशिवार प्रकाशन, मंगळवेढा, २०२३
२. इंगोले, कृष्णा : माणदेश साहित्य, शब्दशिवार प्रकाशन, मंगळवेढा, २०२२
३. तळाशीकर, मारुतीराव (संपा) : तुकारामबावांच्या गाथेचे निरूपण, भाग १ व २, संत तुकाराम अध्यासन, शिवाजी विद्यापीठ, कोल्हापूर २०१९
४. धोंड, म. वा : मन्हाटी लावणी, मौज प्रकाशन गृह, मुंबई, २००२
५. पाटील, एकनाथ : 'गेल ऑम्बेट नावाची झुंजार बाई', अरिष्टकाळाचे भयसूचन, ललित पब्लिकेशन, मुंबई, २०२३
६. मिरजकर, शामसुंदर (संपा) : कविता-रूपबंध आणि आशयद्रव्य, नाग नालंदा प्रकाशन, इस्लामपूर, २०२३
७. भवरे, महेंद्र : दलित कवितेचे अर्धशतक : मराठी दलित कवितेचा इतिहास, प्रारंभ ते २०१०, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, २०१८
८. शेख, मल्लिका अमर : समग्र नामदेव ढसाळ, भाग -१ भाग -२, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, २०११७

B. A. I, SEMESTER – II

Course Category: Open Elective

Course Name: साहित्याची रूपे

Course Number: OE03

Course Code: BAU0325OEL201B03

Course Credits: 02

Marks: Semester End: 40

Internal Assessment: 10

Total Marks: 50

Course Learning Outcomes

या कोर्सच्या अध्ययनानंतर विद्यार्थ्यांना

१. मराठी भाषेतील प्राचीन व आधुनिक मराठी साहित्यरचनांचा परिचय करून देणे.
२. मराठीतील विविध साहित्य प्रकारांच्या परिचय घडवून देणे.
३. साहित्यलेखन आणि वाचनाविषयी विद्यार्थ्यांमध्ये अभिरुची निर्माण करणे.
४. आधुनिक तंत्रज्ञान आणि त्याच्या साहाय्याने निर्माण झालेल्या साहित्य रचनाप्रकारांचा परिचय करून देणे.

विभाग घटक/ Unit

Module

विभाग १. साहित्य रूपे १

(Teaching Hours - 15 , Credit - 01)

१. निवडक गाथा – गाथासप्तशती
अ) शतक ३ गाथा क्र. ४, आरसा, क्र. १७, सन्मित्र, क्र. ३० चारुदत्त, क्र. ३५ विष व अमृत, क्र. ५३ मृदंग.
आ) शतक ४ गाथा क्र. १२ गंधोदक, क्र. ३६ पहारा, क्र. ८० सत्पुरुष लक्षण, क्र. ८७ पृथ्वीप्रदक्षिणा, क्र. ९४ अप्राप्य.
इ) शतक गाथा क्र. ६ बळीबंध, क्र. १९ बोराचा गुच्छ, क्र. २१ निवृत्ती, क्र. ३१ उन्मूलन, क्र. ३२ कोणासाठी
२. दोन लीळा - १. लोणार कुंडी राजेया दर्शन... २. महादाइसा निरए निरुपण...- म्हाइंभट
३. शाहू महाराजांच्या शिक्षणविषयक चळवळी – आण्णासाहेब लठ्ठे
४. स्मशानातील सोनं – अण्णा भाऊ साठे

विभाग २. साहित्य रूपे २

(Teaching Hours - 15 , Credit - 01)

१. शोध ईशान्य भारताचा - राजा शिरगुप्ते (रिपोर्ताज)
२. रस्त्याचं ऋण - समीर गायकवाड (ब्लॉग लेखन)
३. मन संसारी लागत न्हाई – शर्मिष्ठा भोसले (अनुभवकथन)
४. भेटत गेलेले गांधीजी – अनिल अवचट (व्यक्तिचित्र)

साधन ग्रंथ

१. अवचट, अनिल : शिकविले ज्यांनी, मौज प्रकाशन गृह, मुंबई
२. गायकवाड, समीर : रस्त्याचं ऋण, लोकसत्ता, दि. १५ डिसेंबर, २०१८
३. जोगळेकर, सदाशिव. (संपा.) : हाल सातवाहनाची गाथा सप्तशती, प्रसाद प्रकाशन, पुणे, १९५६
४. डांगळे, अर्जुन व इतर (संपा) : अण्णा भाऊ साठे, निवडक अण्णा भाऊ साठे, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, २०२३

५. भोसले, शर्मिष्ठा : रिगण - संत गोरा कुंभार विशेषांक, आषाढी, जुलै. २०१८
६. लठ्ठे, अण्णा साहेब : श्रीमत छत्रपती शाहू महाराज यांचे चरित्र, शिवाजी विद्यापीठ, कोल्हापूर
७. शिरगुप्ते, राजा : शोधयात्रा ईशान्य भारताची, साधना प्रकाशन, पुणे, २०१२

संदर्भ ग्रंथ

१. अवचट, अनिल : स्वतः विषयी, मॅजेस्टिक प्रकाशन, पुणे.
२. अवचट, अनिल : निवडक अनिल अवचट, मॅजेस्टिक प्रकाशन, पुणे.
३. कोलते, वि. भि. : महानुभाव तत्त्वज्ञान, राऊळ प्रकाशन, छ. संभाजीनगर.
४. गवळी, अनिल : मराठी भाषा आज आणि उद्या, दर्या प्रकाशन, पुणे.
५. गायकवाड, समीर : झांबळ, मनोविकास प्रकाशन, पुणे, २०२२
६. गायकवाड, समीर : खुलूस, रोहन प्रकाशन, पुणे, २०२२
७. पवार, जयसिंगराव (संपा) : राजर्षी शाहू स्मारक ग्रंथ, महाराष्ट्र इतिहास प्रबोधिनी, कोल्हापूर.
८. पाटील, पद्मा : दिवाण बहादूर अण्णा साहेब लठ्ठे, श्रमिक प्रतिष्ठान, कोल्हापूर.
९. रेवडकर, ऐश्वर्या : विजापूर डायरी, साधना प्रकाशन, पुणे, २०२१
१०. शिंदे, रणधीर (संपा) : अण्णा भाऊ साठे साहित्य - समीक्षा, श्रमिक प्रतिष्ठान, कोल्हापूर, २०१०
११. शिरगुप्ते, राजा : न पेटलेले दिवे, साधना प्रकाशन, पुणे.
१२. शिरगुप्ते, राजा : शोधयात्रा ग्रामीण महाराष्ट्राची, साधना प्रकाशन, पुणे.
१३. शेख, यास्मिन : मराठी शब्द लेखनकोश, हार्मिस प्रकाशन, पुणे.

B. A. I, SEMESTER – II

Course Category: Skill Enhancement Course – II

Course Name: व्यक्तिमत्त्व विकास आणि भाषिक कौशल्ये (भाग - २)

Course Number: SE02

Course Code: BAU0325SEL201B02

Course Credits: 02

Teaching Hours - 30

Marks: Semester End Exam: 40

Internal Assessment: 10

Total Marks: 50

Course Learning Outcomes

या कोर्सच्या अध्ययनानंतर विद्यार्थ्यांना,

१. वाचन कौशल्यावर प्रभुत्व संपादन होईल.
२. व्यावहारिक, वैचारिक व सर्जनशील लेखनाचे कौशल्य अवगत होईल.
३. भाषिक कौशल्यांचा व भाषिक सर्जनशीलतेचा विकास होईल.
४. भाषिक कौशल्यांचा माध्यमातून व्यक्तिमत्त्व विकास होईल.
५. रोजगाराच्या नव्या संधी प्राप्त होतील.

विभाग घटक/ Unit

Module

विभाग १. वाचन कौशल्य

(Teaching Hours - 15 , Credit - 01)

१. वाचन कौशल्य – स्वरूप, वाचनप्रक्रियेचे टप्पे, वाचनाचे महत्त्व, वाचनाचे प्रकार, वाचनदोष व त्यांचे निराकरण, आकलन.
२. अभिवाचन कौशल्य
३. स्टोरी टेलिंग
४. प्रात्यक्षिक कार्य

विभाग २. लेखन कौशल्य

(Teaching Hours - 15 , Credit - 01)

१. लेखन कौशल्य - स्वरूप, लेखन कौशल्य विकासाचे घटक
२. लेखनाचे विविध प्रकार – व्यावहारिक लेखन वैचारिक लेखन, सर्जनशील लेखन (स्वरूप व पद्धती)
३. समाजमाध्यमांसाठी लेखन – ब्लॉग लेखन
४. इलेक्ट्रॉनिक माध्यमांवरील लेखनाची नवी क्षेत्रे व स्वरूप
५. प्रात्यक्षिक कार्य

संदर्भग्रंथ

१. काळे, कल्याण, पुंडे द. दि. : व्यावहारिक मराठी, निराली प्रकाशन, पुणे, २००७
२. कुलकर्णी, य. प्र. व इतर : व्यावहारिक मराठी पाठ्यपुस्तक, पुणे विद्यापीठ प्रकाशन, पुणे, १९८४
३. गडकरी, श्रीनिवास : चांगले सूत्रसंचालन कसे करावे, दिलीपराज प्रकाशन, प्रा.लि. पुणे
४. गवस, राजन, शिंदे अरुण, पाटील, गोमटेश : भाषिक सर्जन आणि उपयोजन, दर्या प्रकाशन, पुणे, २०१२

५. गोविलकर, लीला, पाटणकर जयश्री : व्यावहारिक मराठी, स्नेहवर्धन पब्लिशिंग हाऊस, पुणे, २००४
६. ठाकरे, केशव, सिताराम : वक्तृत्व कला आणि साधना.
७. थोरात, संजय : वक्तृत्व, प्रतिभा बुक, इस्लापूर
८. देसाई, रवींद्र : प्रभावी भाषणकला, प्रफुल्लता प्रकाशन, पुणे
९. नसिराबादकर, ल. रा : व्यवहारिक मराठी, भाषाविकास संशोधन संस्था, कोल्हापूर, २०२३
१०. पाटील, आनंद : सर्जनशील लेखन, पद्मगंधा प्रकाशन, पुणे
११. पानसे, मु. ग. (सं.) : भाषा:अंतःसूत्र आणि व्यवहार, महाराष्ट्र साहित्य परिषद, पुणे, १९६९
१२. पेंडसे, अंजली : देहबोली, नीलकंठ प्रकाशन, पुणे, २०२४.
१३. भुकेले, शिवाजीराव : बिनधास्त बोला, मुक्ता पब्लिशिंग हाऊस, कोल्हापूर
१४. भोसले, शिवाजीराव : वैखरी, अक्षरब्रह्म प्रकाशन, पुणे
१५. भोसले, शिवाजीराव : कथा वक्तृत्वाची, अक्षरब्रह्म, पुणे, २००३
१६. मिरजकर, श्यामसुंदर : सूत्रसंचालन : एक प्रयत्नसाध्य कला, नाग - नालंदा प्रकाशन, इस्लामपूर, २०१३
१७. लागू, श्रीराम : वाचिक अभिनय, राजहंस प्रकाशन, पुणे.
१८. हवालदार, मोहन : ओरावेब (वक्तृत्व ते वेबीनार), ॲक्युरेट फिचर्स, कोल्हापूर, २०२१

● ऑनलाईन कोर्सस

स्वयम पोर्टलवरील (Swayam.gov.in) खालील पैकी कोणताही एक ऑनलाईन कोर्स विद्यार्थी SEC अंतर्गत करू शकतात.

1. Speaking Effectively Course

https://onlinecourses.nptel.ac.in/noc24_hs09/preview

2. Intellectual Property Course

https://onlinecourses.nptel.ac.in/noc24_hs38/preview

3. Elements Of Literature and Creative Communication

https://onlinecourses.nptel.ac.in/noc24_hs05/preview

B. A. I, SEMESTER – II

Course Category: Community Engagement Project

Course Name: समाजभान

Course Number: CEP

Course Code: BAU0325CEPLP201B

Course Credits: 02

Teaching Hours - 30

Marks: Semester End Exam : 40

Internal Assessment: 10

Total Marks: 50

Course Learning Outcomes:

या कोर्सच्या अध्ययनानंतर विद्यार्थ्यांना,

१. सामाजिक जाणिवा व सामाजिक उत्तरदायित्व निर्माण होईल.
२. लोकसमूहांमधील सहभाग वाढेल.
३. लोकसमूहाच्या सामाजिक, भाषिक, वाङ्मयीन, सांस्कृतिक क्षेत्रांचे संवर्धन करण्यासाठी प्रयत्न करतील.
४. समाजाच्या भाषिक, वाङ्मयीन, सांस्कृतिक प्रश्नांचे आकलन करून ते सोडविण्याचे प्रयत्न करतील.
५. संपादित ज्ञानाचे व्यावहारिक- सामाजिक उपयोजन करण्याची क्षमता व कौशल्य निर्माण होईल.
६. स्थानिक समाजजीवन, संस्कृती, भाषा, बोली, मौखिक व वाङ्मयीन परंपरांची माहिती होईल.
७. स्थानिक समाजाविषयीची बांधिलकी व विकासातील भागिदारीचा कृतिशील दृष्टिकोन तयार होईल.
८. स्थानिक ज्ञान, परंपरा, मूल्ये व शहाणपण यांचे अध्ययन होईल.

विभाग घटक/ Unit

Module

(Teaching Hours – 15 (Theory) , Credit - 01)

विभाग १. समूह सहभाग (Community Engagement), संकल्पना व स्वरूप.

१. समूह सहभाग (Community Engagement), सामाजिक उत्तरदायित्व (Social Responsibility) संकल्पना, स्वरूप, गरज व महत्त्व.
२. समूह सहभाग व सामाजिक उत्तरदायित्वाची क्षेत्रे व विद्यार्थ्यांची भूमिका
३. स्थानिक भाषा, बोली, लोकसमूहांचे भाषिक प्रश्न, वाङ्मयीन परंपरा, सांस्कृतिक परंपरा इ. अभ्यासाचे स्वरूप.
४. भाषिक, वाङ्मयीन, सांस्कृतिक पर्यावरणाचे जतन, संवर्धन करण्याचे उपक्रम व त्यामधील भागिदारीचे स्वरूप.
५. अहवाल लेखन व सादरीकरण करण्याची पद्धती.

(Teaching Hours - 15 , Credit - 01)

विभाग २. समूह सहभाग व सामाजिक उत्तरदायित्व - क्षेत्रकार्य (Field Work)

१. स्थानिक वाङ्मयीन व सांस्कृतिक इतिहासाचे लेखन (लोक, लोकपरंपरा, मौखिक व लिखित वाङ्मयीन परंपरा, लोकविद्या, लोकसंस्कृती, वाङ्मयीन संस्कृती इ.)
२. सामाजिक, सांस्कृतिक उपक्रमांचे आयोजन/सहभाग.
३. साहित्य संमेलन, कवी संमेलन, नाट्यसंमेलन, नाट्यप्रयोग, व्याख्यानमाला, पथनाट्ये, वादविवाद, वक्तृत्व, कथाकथन, काव्यवाचन, सूत्रसंचालन इ. भाषिक, साहित्यिक, सांस्कृतिक कार्यक्रमांचे आयोजन/ सहभाग.

४. भाषा व साहित्यविषयक अभिरूची वृद्धिगंत होण्यासाठी वाचनकट्टा, पुस्तकवाचन व त्यावरील चर्चा, ग्रंथ परीक्षण, नाटक-चित्रपट परीक्षण, चर्चात्मक कार्यक्रम, वाचक- लेखक मेळावे, लेखकभेटी, संग्रहालये, ग्रंथालये, पुराभिलेखागार यांना भेटी, ग्रंथप्रदर्शने, कला प्रदर्शने वगैरेचे आयोजन/त्यांमध्ये सहभाग.
५. वाङ्मयीन, सांस्कृतिक, सामाजिक वारशाचे जतन, संवर्धन करण्यामध्ये सक्रिय सहभाग/ त्यासाठी विविध उपक्रमांचे आयोजन.
६. प्रादेशिक बोलीभाषांचे, सामाजिक, सांस्कृतिक परंपरांचे अध्ययन, दस्तऐवजीकरण.
७. भाषा, साहित्य, संस्कृती याचे जतन व संवर्धन करणाऱ्या व्यक्ती, संस्था यांचा अभ्यास व त्यांमध्ये सहभाग.
८. महापुरुषांच्या जयंती, स्मृतिदिन, राष्ट्रीय सण, उत्सव राष्ट्रीय कार्यक्रम इ. मध्ये सक्रीय सहभाग.
९. भाषिक, वाङ्मयीन, सांस्कृतिक प्रश्न, समस्यांचा अभ्यास व त्यांच्या सोडवणूकीत सहभाग.
१०. वरील उपक्रमाव्यतिरिक्त भाषा, साहित्य, संस्कृतीविषयक अन्य उपक्रमांचे आयोजन/ त्यामध्ये सहभाग

- वरील उपक्रमापैकी किमान पाच किंवा पाचपेक्षा अधिक उपक्रमामध्ये कृतिशील सहभाग व त्याचा अहवाल सादर करणे अपेक्षित आहे.

मूल्यमापन

क्षेत्रीय कार्य व अहवाल लेखन	- ३० गुण
मौखिक परीक्षा	- २० गुण
	एकूण – ५० गुण

टीप – सदर कोर्ससाठी शिक्षक व विद्यार्थ्यांनी प्रस्तुत अभ्यासक्रमातील B) Template for field Project आणि C) Template for Internship मधील मार्गदर्शक सूचनांचा यथोचित वापर करावा.

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)

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 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	• 3-year UG degree • 4-year UG degree (Honours) • 4-year UG Degree (Honours with Research)	After (4 th) 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)	8 th 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 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 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. - 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	- 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 - 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 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:**MARATHI:**

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 mandatory or elective courses in the concerned subject.

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

Important Notes for Teachers:

1. Prepare a Draft Letter for getting permission from the appropriate authority within the Institute/Organization or from Consultant/Professional etc. for the Research Report/Dissertation
2. Prepare an Appropriate Format for Writing Research Report/Dissertation. **Kindly see that the First Page and Certificate Page is common for all students. In the remaining part, try to maintain uniformity.**
3. **Kindly prepare the format which is similar to the format used by Ph. D. students during thesis writing.**
4. **Kindly note that looking for plagiarism, international standard/style of presentation, certificate for originality etc. are essentially the responsibility of concerned teacher or supervisor.**

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

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

- **Major:** Mandatory / Elective
- **Minor:** Course may be from different disciplines of same faculty of DSC Major or different faculty altogether.
- **IDC/MDC/GEC/ OE:** Inter-disciplinary courses/Multi-disciplinary courses/General Elective courses/**Open Elective to be chosen compulsorily from faculty other than that of the Major.**
- **VSC/ SEC: Vocational Skill Courses (Major related)/ Skill Enhancement Courses**
- **AEC/ VAC / IKS:** Ability Enhancement Courses (English, Modern Indian Language)/Value Added Courses/ Indian Knowledge Skill (Major related)

- **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