



**7. STRUCTURE OF PROGRAMME:** *Note: Detailed Structure of Programme (Annexure-I and II)*

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

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

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

**A - I) B.A. – I: SEMESTER - I (TOTAL CREDITS - 22):**

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
DSC- 1	DS -1	Indian Constitution	BAU0325DSL216A01	4
OE -1	OE -1	Introduction to Public Administration	BAU0325OEL216A01	2
SEC -1	SE - I	Rural Local Self Government	BAU0325SEL216A01	2

**A -2) B.A. – I : SEMESTER - II (TOTAL CREDITS - 22)**

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
DSC- 2	DS- 2	India Government	BAU0325DSL216B01	4
OE- 2	OE- 2	Personnel Administration	BAU0325OEL216B01	2
SEC- 2	SE - 2	Urban Local Self Government	BAU0325SEL216B01	2
CEP	CE	Election and Administrative Process: A Field Study	BAU0325CEP216B01	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.

## 9. EQUIVALENCE OF THE PAPERS AND COURSES:

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

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

Sem No.	Paper Code	Title of Old Paper	Credit	SEM	Course Code	Title of New Course	Credit
I	75231	Introduction to Political Science	4	I	BAU0325DSL216A01	Indian Constitution	4
				I	BAU0325OEL216A01	Introduction to Public Administration	2
				I	BAU0325SEL216A01	Rural Local Self Government	2
II		Introduction to Indian Constitution	4	II	BAU0325DSL216B01	Indian Government	4
				II	BAU0325OEL216B01	Personnel Administration	2
				II	BAU0325SEL216B01	Urban Local Self Govt.	2
				II	BAU0325CEP216B01	Election and Administrative Process: A Field Study	2



## **11. NATURE OF QUESTION PAPER AND SCHEME OF MARKING:**

### **(FOR SOCIAL SCIENCES)**

#### **A) FOR 4 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**

**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**

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#### **B) FOR 2 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)**

**Question No. 2:** Short Notes (Any Two out of Four) (Answer Limit: 150-200 Words)

**(10 Marks)**

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

**(20 Marks)**



## First Year Bachelor of Arts (FYBA), SEMESTER – II

### Course Category: Discipline Specific Course (DSC) -2 Mandatory

**Course Name : Indian Government**

**Course Number:** DSC- 02

**Course Code:** BAU0325DSL216B01

**Course Credits:** 4

**Marks:** 100 (Semester end exam: 80 and Internal Assessment: 20)

#### Course Learning Outcomes:

- Students will be familiar with background of Indian Government.
- Students will be familiar with some Structure of Government.
- Students will understand the correlation between different organs of Government.
- Students will understand the government related issues.

Module No.	Module	Credit	Hours
1	<b>Legislature</b> a) Loksabha b) Rajyasabha c) Parliamentary Devices- Question Hour, Adjournment Motion, No Confidence Motion	1	15
2	<b>Executive</b> a) President of India b) Vice- President of India c) Prime Minister and Council of Ministers in India	1	15
3	<b>Judiciary</b> a) Composition and Powers of Supreme Court of India b) Concept of Judicial Activism c) Concept of Judicial Review in India	1	15
4	<b>Political Party System in India</b> a) Features of Party System in India b) Major National Parties in India c) Coalition Politics in India	1	15



## **First Year Bachelor of Arts (FY-BA), SEMESTER – II**

### **Course Category: Open Elective Course (OE)**

**Course Name : Personnel Administration**

**Course Number:** OE-02

**Course Code:** BAU0325OEL216B01

**Course Credits:** 2

**Marks:** 50 (Semester End Exam: 40 and Internal Assessment: 10)

**Course Outcome-**

- Students will be familiar with the Personnel Administration
- Students will come to know the Principles of Administration in Practice
- Students will come to know the role of Public Service Commissions in India
- Students will be aware about citizen charter

<b>Module No.</b>	<b>Module</b>	<b>Credit</b>	<b>Hours</b>
1	<b>Personnel Administration</b> a) Meaning and Nature of Personnel Administration b) Recruitment c) Promotion d) Training	1	15
2	<b>Public Service Commissions in India</b> a) Union Public Service Commission b) State Public Service Commission c) Staff Selection Commission	1	15

### **References:**

- 1) Avashthi and Maheshwari (2019) Public Administration. Laxmi Narain Agrawal Agra
- 2) Laxmikanth, M., (2021), Indian Polity, New McGraw Hill Education, Delhi.
- 3) Reddy P. L. Sanjeev, Tiwari R. K., (2006), Democracy and Public Administration Vol-I, Indian Institute of Public Administration, New Delhi.
- 4) Sharma M. P., Sadana B. L. (2018), Public Administration Theory and Practice, Kitaab Mahal
- 5) Shrivastava R. K., (2011), Public Administration Theory and Practice, swastika Publications, Delhi.



## First Year Bachelor of Arts (FY-BA), SEMESTER – II

### Course Category: Skill Enhancement Course (SEC)

**Course Name:** Urban Local Self Government

**Course Number:** SEC- 02

**Course Code:** BAU0325SEL216B01

**Course Credits:** 2

**Marks:** (Semester End Exam: 40 Internal Assessment: 10 Total Marks: 50)

**Course Outcome-**

- Students will be familiar with the institution of Municipality and Municipal Corporation.
- Students will be familiar with role of Urban Local Self Government.
- Students will come to know the methods of voting in Urban Local Self Government.
- Students will come to know the role Municipality and Municipal Corporation in Urban Development.

Module No.	Module	Credit	Hours
1	<b>Legal Provisions about Urban Local Self Government</b> a) 74 <sup>th</sup> Constitution Amendment Act-1993 b) Composition , Powers and Functions of Municipality c) Composition, Powers and Functions of Municipal Corporation	1	15
2	<b>Schemes of Urban Local Self Government</b> a) Water Sanitization Scheme b) Waste Management Scheme c) Zopadpatti Vikas Programme	1	15

### References:

- 1) Avashthi and Maheshwari (2019) Public Administration. Laxmi Narayan Agrawal publication, Agra.
- 2) Basu, D. D., & others (2015). Introduction to Indian Constitution. Gurgaon: Lexis Nexis.
- 3) Laxmikanth, M., (2021). Indian Polity. New Delhi: McGraw Hill Education.
- 4) पाटील, बी. बी., (२०१९) भारतीय शासन आणि राजकारण, फडके प्रकाशन कोल्हापूर .
- 5) जाधव, तुकाराम आणि शिरपूरकर महेश , (२०२१) भारतीय संविधान आणि भारतीय राजकारण , दि युनिक अकादमी प्रकाशन पुणे.



## **First Year Bachelor of Arts (FY-BA), SEMESTER – II**

### **Course Category: COMMUNITY ENGAGEMENT PROJECT (CEP)**

**Course Name: Election and Administrative Process: A Field Study**

**Course Number: CE- 01**

**Course Code: BAU0325CEP216B01**

**Course Credits: 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**

#### **INTRODUCTION:**

New generation of students are increasingly unaware of local rural and peri-urban realities surrounding their HEIs, as rapid urbanization has been occurring in India. A large percentage of Indian population continues to live and work in rural and peri-urban areas of the country. While various schemes and programs of community service have been undertaken by HEIs, there is no singular provision of a well-designed community engagement course that provides opportunities for immersion in rural realities. Such a course will enable students to learn about challenges faced by vulnerable households and develop an understanding of local wisdom and lifestyle in a respectful manner

#### **OBJECTIVES:**

- To promote a respect for rural culture, lifestyle, and wisdom among students.
- To learn about the present status of agricultural and development initiatives.
- Identify and address the root causes of distress and poverty among vulnerable households.
- Improve learning outcomes by applying classroom knowledge to real-world situations.

To achieve the objectives of the socio-economic development of New India, HEIs can play an important role through active community engagement. This approach will also contribute to improve the quality of both teaching and research in HEIs in India. India is a signatory to the global commitment for achieving Sustainable Development Goals (SDGs) by 2030. Achieving these 17 SDG goals requires generating locally appropriate solutions. Community engagement should not be limited to a few social science disciplines alone. It should be practiced across all



disciplines and faculties of HEIs. These can take the forms of enumerations, surveys, awareness camps and campaigns, training, learning manuals/films, maps, study reports, public hearings, policy briefs, cleanliness and hygiene teachings, legal aid clinics, etc. For example, students of chemistry can conduct water and soil testing in local areas and share the results with the local community. Students of science and engineering can undertake research in partnership with the community on solid and liquid waste disposal. Therefore, students are being encouraged to foster social responsibility and community engagement in their teaching and research.

### LEARNING OUTCOMES:

After completing this course, students will be able to

- Gain an understanding of rural life, Indian culture, and social realities.
- Develop empathy and bonds of mutuality with the local community.
- Appreciate the significant contributions of local communities to Indian society and economy.
- Learn to Value local knowledge and wisdom.
- Identify opportunities to contribute to the community's socioeconomic improvement.

### COURSE OUTCOME-

- Students will be familiar with Election process in democratic institution.
- Students will familiar with Election process in Cooperative institution.
- Students will understand role of Administration in implementation.
- Students will get knowledge of implementation of government schemes

Module No.	Module	Credit	Hours
1	<b>Election Process</b> a) Gram Panchayat, Panchayat Samiti, Zilla Parishad b) State Legislative Assembly, Loksabha c) Co-operative Institutes	1	15
2	<b>Implementation of Government Schemes</b> a) Gram Panchayat, Panchayat Samiti, Zilha Parishad b) Municipality, Municipal Corporation c) Revenue Administration and Schemes	1	15





## References:

- 1) Avashthi and Maheshwari (2019) Public Administration. Laxmi Narayan Agrawal publication, Agra.
- 2) Basu, D. D., & others (2015). Introduction to Indian Constitution. Gurgaon: Lexis Nexis.
- 3) Laxmikanth, M., (2021). Indian Polity. New Delhi: McGraw Hill Education.
- 4) भोळे,भा. ल., (२००३) भारतीय गणराज्याचे शासन आणि राजकारण, पिंपळापुरे प्रकाशन, नागपूर.
- 5) पाटील, बी. बी., (२०१९) भारतीय शासन आणि राजकारण, फडके प्रकाशन, कोल्हापूर .
- 6) जाधव, तुकाराम आणि शिरपूरकर महेश , (२०२१) भारतीय संविधान आणि भारतीय राजकारण , दि युनिक अकादमी प्रकाशन पुणे.
- 7) भणगे रविंद्र, (२०१२) भारतातील स्थानिक स्वराज्य संस्था, प्रशांत पब्लिकेशन, जळगाव.
- 8) पाटील व्ही. बी., (२०१२) पंचायत राज व्यवस्था, प्रशांत पब्लिकेशन, जळगाव.
- 9) भोगले शांताराम, (१९९०), भारतीय स्थानिक शासन. विद्या प्रकाशन, नागपूर.
- 10) जैन अशोक, (१९९२) महाराष्ट्रातील शासन आणि राजकारण, सेठ पब्लिकेशन, मुंबई.
- 11) शिरसीकर व. म., (२००१) आधुनिक महाराष्ट्राचे राजकारण, कॉन्टिनेंटल प्रकाशन, पुणे.
- 12) माहेश्वरी एस आर, (२०१०), भारत में स्थानिक शासन, लक्ष्मीनारायण अग्रवाल प्रकाशन, आग्रा.

## Recommended field-based activities (Tentative):

- Participate in Gram Sabha meetings, and study community participation;
- Visit to Swachh Bharat Mission project sites, conduct analysis and initiate problem solving measures;
- Interaction with Self Help Groups (SHGs) women members, and study their functions and challenges; planning for their skill-building and livelihood activities;
- Visit Mahatma Gandhi National. Rural Employment Guarantee Act 2005 (MGNREGS) project sites, interact with beneficiaries and interview functionaries at the work site;
- surveys on Mission Antyodaya to support under Gram Panchayat Development Plan
- Visit Rural Schools/mid-day meal centres, study academic and infrastructural resources, digital divide and gaps;
- Associate with Social audit exercises at the Gram Panchayat level, and interact with programme beneficiaries;
- Visit to local Nagarpalika office and review schemes for urban informal workers and migrants;
- Attend Parent Teacher Association meetings, and interview school drop outs;
- Visit local Anganwadi and observe the services being provided;
- Visit local NGOs, civil society organisations and interact with their staff and beneficiaries;
- Organize awareness programmes, health camps, Disability camps and cleanliness camps;
- Conduct soil health test, drinking water analysis, energy use and fuel efficiency surveys and building solar powered village;



- Understanding of people's impacts of climate change, building up community's disaster preparedness;
- Organise orientation programmes for farmers regarding organic cultivation, rational use of irrigation and fertilizers, promotion of traditional species of crops and plants and awareness against stubble burning;
- Formation of committees for common property resource management, village pond maintenance and fishing;
- Identifying the small business ideas (handloom, handicraft, khadi, food products, etc.) for rural areas to make the people self-reliant.
- Interactive with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization;

## **IMPORTANT RULES AND REGULATIONS FOR CEP:**

### **Concurrent Fieldwork:**

Students must conduct comprehensive studies on various challenges that they face in their chosen field. Every work relevant to the subject matter should be compiled and documented.

Students should keep separate fieldwork diary or maintain journal in order to record their fieldwork experiences i.e. reading, e- contents, tasks, planning and work hours have to be recorded in the diary. Detailed work records report on students' fieldwork experiences and activities to be submitted and should be presented. The fieldwork conference is part of the timetable and is mandatory. Faculty should hold a fieldwork conference FOREIGHTNIGHTLY for all students.

In addition to the principal curriculum, the students engage in a variety of community development-related activities. They are encouraged to plan and carry out programs, processions, and events for social causes. These activities seek to enhance students' personal and professional skills as well as foster self-development. "Rural Camp" should be embedded in the curriculum for first-year students to be held in the backward and neglected areas of District's

Concurrent Fieldwork is the core curriculum activity in the CEP course. Hence, 100% attendance of the students is mandatory in case of absence on any student, supplementary fieldwork must be arranged and accomplished with the approval of the faculty supervisor. Students are expected to complete 60 hours of participation

### **EVALUATION/ASSESSMENT SCHEME:**

Students should keep a Field Diary / journal to record, content, readings and field visit planning. The assessment pattern is internal and external i.e. 30+20.

**Internal continuous Assessment:** Participation in concurrent field visits 40%; individual/group field project conference, report/journal submission 40%.

**External Assessment:** Presentation of field project findings (VIVA) should be assigned 20%.



## Structure of Programme (Annexure-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	Min
1.	DSC-1	4	4	4	If applicable	3	80	28	Assignment	20	07
2.	DSC-1	4	4	4		3	80	28		20	07
3.	DSC-1	4	4	4		3	80	28		20	07
4.	OE- 1	2	2	2		2	40	14		10	04
5.	SEC - I	2	2	2		2	40	14		10	04
6.	AEC- 1	2	2	2		2	40	14		10	04
7.	CC	2	2	2		2	40	14		10	04
8.	IKS (Generic)	2	2	2		2	40	14		10	04
Total		22	22	22		---	440	---		110	---
										SEE + IA = 440+110= 550	

B. A. Programme Structure for Level 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- 2	4	4	4	If applicable	3	80	28	Assignment	20	7
2.	DSC- 2	4	4	4		3	80	28		20	7
3.	DSC- 2	4	4	4		3	80	28		20	7
4.	OE-2	2	2	2		2	40	14		10	04
5.	SEC – 2	2	2	2		2	40	14		10	04
6.	AEC- 2	2	2	2		2	40	14		10	04
7.	VEC-	2	2	2		2	40	14		10	04
8.	CEP	2	2	2		2	10	4		40	14
Total		22	22	22		---	410	---		140	---
										SEE + IA = 410+140= 550	

### Note:

- **DSC:** Discipline Specific Course
- **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