

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

Date :27/12/2023

To,

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

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

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

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

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

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:** India is the biggest democracy in the world. The success of any democratic country depends upon aware citizens. The very objective of Political Science is to inculcate democratic values among citizens. To teach role of citizens vis a vis government. Keeping this objective in mind we have drafted all papers under political science. The study of Degree Course of Political Science begins with Study of Indian Constitution. We are going to study major provisions in the constitution and system of government.

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

- Students will be able to become rationale citizens.
- Students will be able to get familiar with governmental system.
- Students will be able to take part in political system as political leaders.
- Students will be able to work in print and electronic media.
- Students will be familiar with political affairs.

3. **DURATION:**

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

4. **ELIGIBILITY FOR ADMISSION:**

The candidate who has qualified SENIOR SECONDARY SCHOOL EXAMINATION (10 + 2)

OR

EQUIVALENT from a recognized board/institute is eligible for admission for this course. The criteria for admission is as per the rules and regulations set from time to time by concerned departments, HEIs, university, government and other relevant statutory authorities.

5. **MEDIUM OF INSTRUCTION:**

The medium of instruction shall be ENGLISH or MARATHI. The students will have AN OPTION TO WRITE ANSWER-SCRIPTS IN ENGLISH OR MARATHI. (EXCEPT LANGUAGES)

6. **EXAMINATION PATTERN:**

The pattern of examination will be Semester End Examination with Internal Assessment/Evaluation.

NOTE: Separate passing is mandatory for both, Semester End Examination and Internal Evaluation/Assessment. (Annexure -I)

7. STRUCTURE OF PROGRAMME:

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

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

Note:(Annexur-II)

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
MAJOR	MANDATORY	(Indian Constitution) – P – 01	BAU0325MML216A01	4
MINOR	--	(Indian Constitution) – P - 01	BAU0325MNL216A01	4
IDC/MDC/ GEC/OE	Marathi/ Hindi / STD/EDU/MUSIC etc.	(Introduction to Public Administration)	BAU0325OEL216A01	2
IDC/MDC/ GEC/OE	Marathi/ Hindi / STD/EDU/MUSIC etc.	(Theories of Public Administration)	BAU0325OEL216A02	2
VSC/SEC	VSC– I (Major)	(Election Process in India) - 01	BAU0325VSL216A01	2
	SEC - I	(Rural Local Self Government) - 01	BAU0325SEL216A01	2
AEC/VAC/ IKS	AEC	English - P- 01		2
	VAC	Democracy and Local Self Government	BAU0325VAL216A01	2
	IKS (Major)	Political Ideas of Kautilya and Chh. Shivaji	BAU0325IKL216A01	2
			CREDITS FOR B.A. - I, SEM - I:	22

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

COURSE CATEGORY		COURSE NAME	COURSE CODE	CREDITS
MAJOR	MANDATORY	(India Government) – P - 02	BAU0325MML216B02	4
MINOR	--	(Indian Government) – P -02	BAU0325MNL216B02	4
IDC/MDC/ GEC/OE	Marathi/ Hindi / STD/EDU/Music etc.	(Personnel Administration)	BAU0325OEL216B03	4 (2+2)

IDC/MDC/ GEC/OE	Marathi/ Hindi / STD/EDU/Music etc.	(Financial Administration)	BAU0325OEL216B04	2
VSC/SEC	VSC - II (Major)	(Voting Behaviour in India) – 02	BAU0325VSL216B02	2
	SEC - II	(Urban Local Self Government) - 02	BAU0325SEL216B02	2
AEC/VAC/ IKS	AEC	English- P- 02		2
OJT/FP/ CEP/CC/CP	CEP (Major)	Election and Administrative Process: A Field Study	BAU0325CEP216B01	2
	CC	(NSS/NCC)		2
CREDITS FOR B.A. - I, SEM - II:				22
CREDITS FOR B. A. - I, SEM – I AND II:				22 + 22 = 44

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:

8. COURSE CODE TABLE:

BA Course Code Template							
1	2	3	4	5	6	7	8
Program Code	Institut e Code	Course Category	Natu re Of Course Code	Level of Course Code	Sr. No. of Course Code	Semester	Courses Number
B.A.	U0325	Mandatory (MM) Elective (ME) Minor (MN) IDC/MDC/GE C/OE VSC/SEC AEC/VAC/IKS OJT/FP/CEP/C C/CP	L/P/T	B.A. I: 2 B.A. II: 3 B.A.III: 4 B.A.IV: 5	Example: Marathi: 01	A/B/C/D/ E/F/G/H	01/02/0 3/...
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 3 for All Semesters)
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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	Russion
13	History	29	P.G. Diploma in I.R.S.S.
14	Sociology	30	Bhasha Pradyogiki

15	Economics
16	Political Science

31	Defence Study (Entire)
32	Master of Rural Studies

9. EQUIVALENCE OF THE PAPERS AND COURSES:

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

Equivalence: B. A. 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.)

Se m No.	Paper Code	Title of Old Paper	Credit	Se m No.	Course Code	Title of New Course	Credit
I		Introduction to Political Science	4	I	BAU0325MML216A01	Indian Constitution	4
I				I	BAU0325MNL216A01	Indian Constitution	4
I				I	BAU0325OEL216A01	Introduction to Public Administration	2
I				I	BAU0325OEL216A02	Theories of Public Administration	2
I				I	BAU0325VSL216A01	Election Process in India	2
I				I	BAU0325SEL216A01	Rural Local Self Government	2
I				I	BAU0325VAL216A01	Democracy and Local Self Government	2
I				I	BAU0325IKL216A	Political Ideas of Kautilya and Chh. Shivaji	2
II		Introduction to Indian Constitution	4	II	BAU0325MML216B02	Indian Government	4
II				II	BAU0325MNL216B02	Indian Government	4
II				II	BAU0325OEL216B03	Personnel Administration	2

II				II	BAU0325OEL216B04	Financial Administration	2
II				II	BAU0325VSL216B02	Voting Behaviour in India	2
II				II	BAU0325SEL216B02	Urban Local Self Govt.	2
II				II	BAU0325CEP216B01	Election and Administrative Process: A Field Study	2

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

Shivaji University has adopted 10 point Grading System as follows:

- **In each semester, marks obtained in each course (Paper) are converted to grade points:**
 - o If the total marks of course are 100 and passing criteria is 40%, then use the following Table 1 for the conversion.
 - o If total marks of any of the course are different than 100 (e.g. 50) and passing criterion is 40%, then marks obtained are converted to marks out of 100 as below:

$$\text{Marks out of 100} = \frac{\text{Marks obtained by student in that course}}{\text{Total marks of that course}} \times 100$$

and then grade points are computed using Marks out of 100 as per Table 1.

Table 1: Conversion of Marks out of 100 to grade point

Sr. No.	Marks Range out of 100	Grade point	Letter grade
1	80-100	10	O: Outstanding
2	70-79	9	A+: Excellent
3	60-69	8	A: Very Good
4	55-59	7	B+: Good
5	50-54	6	B: Above Average
6	45-49	5	C: Average
7	40-44	4	P: Pass
8	0-39	0	F: Fail
9	Absent	0	Ab: Absent

Table 2 : Conversion of Marks out of 50 to grade point (Passing: 20)

Sr. No.	Marks Range out of 50	Grade point	Letter grade
1	40-50	10	O: Outstanding
2	35-39	9	A+: Excellent
3	30-34	8	A: Very Good

4	28-29	7	B+: Good
5	25-27	6	B: Above Average
6	23-24	5	C: Average
7	20-22	4	P: Pass
8	0-19	0	F: Fail
9	Absent	0	Ab: Absent

- **Computation of Semester Grade Point Average (SGPA) :**

Based on the grade points earned in each course in each semester, Semester Grade Point Average (SGPA) is computed as follows:

The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student in that semester and the sum of the number of credits of all the courses undergone by a student in that semester. The SGPA of the i^{th} semester is denoted by S_i . The formula is given by

$$SGPA \text{ of semester } i = S_i = \frac{\sum_{j=1}^k c_j \times G_j}{\sum_{j=1}^k c_j}$$

where c_j is the number of credit of j^{th} course, G_j is the grade points earned in the j^{th} course and k be the number of courses in i^{th} semester.

- **Computation of Semester Grade Point Average (SGPA) :**

Based on the SGPA of each semester, Cumulative Grade Point Average (CGPA) is computed as follows:

The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programmed,

$$CGPA = \frac{\sum_{i=1}^m C_i \times S_i}{\sum_{i=1}^m C_i}$$

Where C_i is the total number of credits in i^{th} semester, S_i is the SGPA of i^{th} semester and m is the number of semesters in the programme.

- **Based on CGPA, final letter grade is assigned as below :**

Table 3: Final Cumulative Grade Point Average (CGPA) and Final Grade for course

Sr. No.	CGPA Range	Grade	Grade Descriptions
1	9.50-10.00	O	Outstanding
2	8.86-9.49	A+	Excellent
3	7.86-8.85	A	Very Good

4	6.86-7.85	B+	Good
5	5.86-6.85	B	Above Average
6	4.86-5.85	C	Average
7	4.00-4.85	P	Pass
8	0.00-3.99	F	Fail
9	Nil	AB	Absent

Remarks :

1. B+ is equivalent to 55% marks and B is equivalent to 50 % marks. The final later grade is based on the grade points in each course of entire programme and not on marks obtained each course of entire programme.
2. The SGPA and CGPA shall be round off to two decimal points.

11. 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

**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)

**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)**

12: SYLLABUS

B. A. I, SEMESTER – I

Course Category: Major Mandatory

Course Name: Indian Constitution

Course Number: MM 01

Course Code: BAU0325MML216A01

Course Credits: 4

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

Course Learning Outcomes:

- Students will be able to get familiar with background of Indian Constitution.
- Students will be able to understand some major provisions of the Constitution.
- Students will be able to understand the context of different provisions of the constitution.
- Students will be able to understand the context of the constitution related issues.

Module		Credits	Hours
1:	Background of Indian Constitution (a) Making of Indian Constitution- Acts of 1909, 1919 and 1935 (b) Features of Indian Constitution (c) Preamble of Indian Constitution	1	(Hours - 15)
2:	Fundamental Rights and Duties (a) Provisions of Fundamental Rights (b) Provision of Fundamental Duties (c) Directive Principles of State Policy	1	(Hours - 15)
3:	Special Provisions Under Constitution (a) Emergency Provisions (b) Provision for Constitution Amendments (under Art. 368) (c) Election Commission of India	1	(Hours - 15)
4:	Indian Federal System (a) Meaning and Features of Indian Federal System (b) Centre State Relations- Legislative, Administrative and Financial (c) Challenges before Indian Federal System	1	(Hours - 15)

LIST FOR REFERENCES:

1. Appadorai, A. (2005). *The Substance of Politics*. New Delhi
2. Austin, Granville (1966). *Indian Constitution: A Cornerstone of a Nation*. OUP. New Delhi.
3. Avasthi and Avasthi, (2017), *Indian Constitution*, 2nd ed., Lakshmi Narain Agarwal, Agra
4. Bandyopadhyay, Sekhar (2004). *From Plassey to Partition and After: A History of Modern India*. Orient Black Swan. New Delhi
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20. ऑस्टिन ग्रॅनव्हिल, (२०१३), भारतीय राज्यघटना राष्ट्राची कोनशीला, डायमंड पब्लिकेशन, पुणे.
21. भोळे, भा. ल., (2003), भारतीय गणराज्याचे शासन आणि राजकारण, पिंपळापुरे प्रकाशन, नागपूर.
22. कश्यप, सुभाष, आपली संसद (अनुवादीत) (२०२२) नॅशनल बुक ट्रस्ट, नवी दिल्ली.
23. जोशी, प. ल., भारतीय संविधान शासन आणि राजकारण, विद्या प्रकाशन, नागपूर.
24. पाटील, बी. बी., व चव्हाण उर्मिला, भारतातील राजकीय प्रक्रिया, फडके प्रकाशन, कोल्हापूर.
25. पाटील, बी. बी., भारतीय शासन आणि राजकारण, फडके प्रकाशन, कोल्हापूर.
26. जाधव, तुकाराम आणि शिरपूरकर महेश, (२०२१) भारतीय संविधान आणि भारतीय राजकारण, दि युनिक अकादमी प्रकाशन, पुणे.
27. पाटील बी. बी., चव्हाण उर्मिला, (२०२०) भारतातील राजकीय प्रक्रिया, फडके प्रकाशन, कोल्हापूर.
28. दिवाण एम, देवधर जे., दिवाण व्ही. (२००४), भारतातील राज्यांचे राजकारण, विद्या प्रकाशन, नागपूर.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Home Assignment / Unit Test.
- Visit nearby Gram Panchayat / Municipal Council etc.
- Take interview of Political Leaders such as MLA, MP, ZP members etc.
- Visit nearby court to observe implementation of Indian Constitution
- Any other exercise/activity approved by concerned teacher.

Course Category: Minor

Course Name: Indian Constitution

Course Number: MN 01

Course Code: BAU0325MNL216A01

Course Credits: 4

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

Course Learning Outcomes:

- Students will be able to get familiar with background of Indian Constitution.
- Students will be able to understand some major provisions of the Constitution.

- Students will be able to understand the context of different provisions of the constitution.
- Students will be able to understand the context of the constitution related issues.

Module		Credits	Hours
1:	Background of Indian Constitution (a) Making of Indian Constitution- Acts of 1909, 1919 and 1935 (b) Features of Indian Constitution (c) Preamble of Indian Constitution	1	(Hours - 15)
2:	Fundamental Rights and Duties (a) Provisions of Fundamental Rights (b) Provision of Fundamental Duties (c) Directive Principles of State Policy	1	(Hours - 15)
3:	Special Provisions Under Constitution (a) Emergency Provisions (b) Provision for Constitution Amendments (under Art. 368) (c) Election Commission of India	1	(Hours - 15)
4:	Indian Federal System (a) Meaning and Features of Indian Federal System (b) Centre State Relations- Legislative, Administrative and Financial (c) Challenges before Indian Federal System	1	(Hours - 15)

LIST FOR REFERENCES:

1. Appadorai, A. (2005). The Substance of Politics. New Delhi
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22. कश्यप, सुभाष, आपली संसद (अनुवादीत) (२०२२) नॅशनल बुक ट्रस्ट, नवी दिल्ली.
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26. जाधव, तुकाराम आणि शिरपूरकर महेश, (२०२१) भारतीय संविधान आणि भारतीय राजकारण,दि युनिक अकादमी प्रकाशन, पुणे.
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ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

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Course Category: Open Elective Course

Course Name: Introduction to Public Administration

Course Number: OE 01

Course Code: BAU0325OEL216A01

Course Credits: 2

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

Course Outcome-

- Students will be familiar with the basics of Public Administration
- Students will come to know the Principles of Administration

Module		Credit	Hours
One	Public Administration a) Meaning and Nature of Public Administration b) Scope of Public Administration c) Administration Politics Dichotomy	1	15
Two	Organization a) Meaning and Principles of Organization- Hierarchy, Span of Control, Unity of Command b) Units of Organization - Line Agency, Staff Agency, Auxiliary Agency	1	15

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- 1) Avashthi and Maheshwari (2019) Public Administration. Laxmi Narain Agrawal Agra

- 2) Laxmikanth, M., (2021), Indian Polity, New McGraw Hill Education, Delhi.
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- 10) पाटील, बी. बी., (२०१९) लोकप्रशासन, फडके प्रकाशन कोल्हापूर.
- 11) एकंबेकर पी., वाघमारे डी., तरोडे व्ही., (२०१०), लोकप्रशासनातील नवप्रवाह, प्रकाशक: जी. कत्तुरवार मारोती राजेश्वराव, नांदेड.
- 12) चक्रवर्ती व्ही., चंद पी., (२०१८) जागतिकीकरणातील लोकप्रशासन सिद्धांत आणि व्यवहार, सेज भाषा, न्यू दिल्ली.
- 13) अवस्थी एवं महेश्वरी, (२०१०), लोकप्रशासन, लक्ष्मी नारायण अग्रवाल प्रकाशन, आग्रा.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Home Assignment / Unit Test.
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Course Category: Open Elective Course

Course Name: Theories of Public Administration

Course Number: OE 02

Course Code: BAU0325OEL216A02

Course Credits: 2

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

Course Outcome-

- Students will be familiar with the basics of Public Administration
- Students will come to know the Approaches of Public Administration
- Students will come to know the Theories of Public Administration

Module		Credit	Hours
One	Approaches to Public Administration: a) Legal Approach b) Decision Making Approach c) System Approach	1	15
Two	Theories of Organization: a) Classical Theory b) Scientific Management Theory c) Human Relations Theory	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.
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- 11) एकंबेकर पी., वाघमारे डी., तरोडे व्ही., (२०१०), लोकप्रशासनातील नवप्रवाह, प्रकाशक: जी. कत्तुरवार मारोती राजेश्वराव, नांदेड.
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ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Home Assignment / Unit Test.
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Course Category: Vocational Skill Course

Course Name: Election Process in India

Course Number: VS 01

Course Code: BAU0325VSL216A01

Course Credits: 2

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

Course Outcome-

- Students will be familiar with the institution of Election Commission
- Students will come to know the direct voting methods of Loksabha and Vidhan Sabha
- Students will come to know the indirect voting methods of Rajya Sabha and Vidhan Parishad

Module		Credit	Hours
One	Constitutional Provisions a) Composition of Election Commission of India b) Power and functions of Elections Commission c) Challenges and Limitations of Election Commission	1	15
Two	Election Process a) Methods of Loksabha and Vidhan Sabha Elections b) Methods of Rajya Sabha and Vidhan Parishad Elections c) Methods of Election of the President and Vice President of India	1	15

References:

1. Basu, D. D., & others (2015). Introduction to Indian Constitution. Lexis Nexis. Gurgaon
2. Chandhoke. N. and Priyadarshini P. (Eds) (2009). Contemporary India: Economy, Society, Politics. Pearson. Chennai
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8. Stanely A Kochanek, Robert L. Hardgrave, (2006) India Government and Politics in a Developing Natio., Wards Worth Publishing. Boston
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14. पाटील, बी. बी., (२०१९) भारतीय शासन आणि राजकारण, फडके प्रकाशन कोल्हापूर.
15. जाधव, तुकाराम आणि शिरपूरकर महेश, (२०२१) भारतीय संविधान आणि भारतीय राजकारण, दि युनिक अकादमी प्रकाशन पुणे.
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ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Home Assignment / Unit Test.
- Visit nearby Gram Panchayat / Municipal Council etc.
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- Any other exercise/activity approved by concerned teacher.

Course Category: Skill Enhancement Course

Course Name: Rural Local Self Government

Course Number: SE 01

Course Code: BAU0325SEL216A01

Course Credits: 2

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

Course Outcome-

- Students will be familiar with the institution of Rural Local Self Government
- Students will come to know the methods of voting in Rural Local Self Government
- Students will come to know the role of Rural Local Self Government

Module		Credit	Hours
One	Legal Provisions of Rural Local Self Government a) 73 rd Constitution Amendment Act-1993 b) Composition of Gram Panchayat, Panchayat Samiti and Zilla Parishad c) Powers and Functions of Rural Local Self Government	1	15
Two	Schemes of Rural Local Self Government a) MANREGA b) Women Self Help Group c) PM Kaushalya Vikas Yojana	1	15

References:

- 1) Basu, D. D., (2015). Introduction to Indian Constitution. Gurgaon: Lexis Nexis.
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- 3) भोळे,भा. ल., (२००३)भारतीय गणराज्याचे शासन आणि राजकारण, पिंपळापुरे प्रकाशन नागपूर.
- 4) भणगे रविंद्र, (२०१२) भारतातील स्थानिक स्वराज्य संस्था, प्रशांत पब्लिकेशन, जळगाव.
- 5) पाटील व्ही. बी., (२०१२) पंचायत राज व्यवस्था, प्रशांत पब्लिकेशन प्रकाशन, जळगाव.
- 6) जोशी,प. ल.,भारतीय संविधान शासन आणि राजकारण, विद्या प्रकाशन नागपूर .
- 7) पाटील, बी. बी., (२०१९) भारतीय शासन आणि राजकारण, फडके प्रकाशन, कोल्हापूर.
- 8) जाधव, तुकाराम आणि शिरपूरकर महेश, (२०२१) भारतीय संविधान आणि भारतीय राजकारण, दि युनिक अकादमी प्रकाशन, पुणे
- 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.

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Course Category: Value Added Course

Course Name: Democracy and Local Self Government

Course Number: VA 01

Course Code: BAU0325VAL216A01

Course Credits: 2

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

Course Outcome-

- Students will be familiar with the system of theory of Democracy
- Students will come to know the types of Democracy.
- Students will come to know the nature and participation in Local Self Government.

Module		Credit	Hours
One	Democracy a) Meaning and Definition of Democracy b) Characteristics of Indian Democracy c) Essential Conditions for Successful Democracy d) Types of Democracy- Parliamentary and Presidential	1	15
Two	Local Self Government a) Development of Local Self Government b) Gram Panchayat, Panchayat Samiti and Zilla Parishad- Composition and Functions c) Municipal council , Municipal Corporation Mahanagarपालिका- Composition and Functions d) 73 rd and 74 th Constitution Amendment Act- 1993	1	15

References:

- 1) Basu, D. D., & others (2015). Introduction to Indian Constitution. Gurgaon: Lexis Nexis.
- 2) Laxmikanth, M., (2021). Indian Polity. New Delhi: McGraw Hill Education.
- 3) गव्हाणे अजय, (२०१४), संसदीय लोकशाहीची आयुधे, क्रिएटिव्ह पब्लिकेशन्स, नांदेड.

- 13) भोळे, भा. ल., (२००३) भारतीय गणराज्याचे शासन आणि राजकारण, पिंपळापुरे प्रकाशन, नागपूर.
- 14) भणगे रविंद्र, (२०१२) भारतातील स्थानिक स्वराज्य संस्था, प्रशांत पब्लिकेशन्स, जळगाव.
- 4) पाटील व्ही. बी., (२०१२) पंचायत राज व्यवस्था, प्रशांत पब्लिकेशन्स, जळगाव.
- 5) जोशी, प. ल., भारतीय संविधान शासन आणि राजकारण, विद्या प्रकाशन नागपूर.
- 6) पाटील, बी. बी., (२०१९) भारतीय शासन आणि राजकारण, फडके प्रकाशन, कोल्हापूर.
- 7) जाधव, तुकाराम आणि शिरपूरकर महेश, (२०२१) भारतीय संविधान आणि भारतीय राजकारण, दि युनिक अकादमी प्रकाशन, पुणे.
- 8) भोगले शांताराम, (१९९०), भारतीय स्थानिक शासन. विद्या प्रकाशन, नागपूर.
- 9) जैन अशोक, (१९९२) महाराष्ट्रातील शासन आणि राजकारण, सेठ पब्लिकेशन, मुंबई.
- 10) शिरसीकर व. म., (२००१) आधुनिक महाराष्ट्राचे राजकारण, कॉन्टिनेंटल प्रकाशन, पुणे.
- 11) माहेश्वरी एस आर, (२०१०), भारत में स्थानिक शासन, लक्ष्मीनारायण अग्रवाल प्रकाशन, आग्रा.

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Course Category: Indian Knowledge System

Course Name: Political Ideas of Kautilya and Chh. Shivaji

Course Number: IK 01

Course Code: BAU0325IKL216A01

Course Credits: 2

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

Course Outcome-

- Students will be familiar with the Indian Political Knowledge System.
- Students will come to know the Political thought of Kautilya.
- Students will come to know the Political System of Chh. Shivaji Maharaj.

Module		Credit	Hours
One	Political thought of Kautilya a) Saptang Theory b) Mantri Mandal and Mantri Parishad c) Mandal Theory	1	15
Two	Political System of Chh. Shivaji Maharaj a) Concept of Swarajya b) Ashtapradhan Mandal c) Ganimikava	1	15

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1. Altekar, A. S, (1973), State And Government in Ancient India, Motiram Banarassida, Delhi.
2. Beni Prasad, (1968), Theory of Government in Ancient India, Central Book Depot, Allahabad,
3. Desai Ranjit, (2017) Shivaji The Great Maratha, Harper Perennial,
4. Ghoshal U. N., (1966), A History of Indian Political Ideas, O. U. P., Mumbai.
5. Jauhari, K. P., (1960), Ethics and Politics in Ancient Indian Polity, Orient Langman, Mumbai.
6. Mehendale G. B., (2012) Shivaji his Life and Times, Param Mitra Publication
7. Saletore, B. A., (1963) Ancient Indian Political Thought and Institutions, Asia Publishing House, Bombay
8. Sarkar Jadunath, (2018) Shivaji and His Times, Creative Media, Partners, LLC.
9. Sathe Shubha, (2023) Shivaji Maharaj, Lakhey Prakashan
10. कंगले आर. पी., (१९८२) कौटिल्याचे अर्थशास्त्र, महाराष्ट्र साहित्य सांस्कृतिक मंडळ, मुंबई.
11. गर्दे दि. का. (१९८०), प्राचीन भारतीय राजकीय विचार, विद्यापीठ ग्रंथनिर्मिती मंडळ, नागपूर.
12. चौसाळकर अशोक, (२०११), प्राचीन भारतीय राजकीय विचार, प्रतिमा प्रकाशन, पुणे.
13. केळूसकर के. ए. (२०२३) छत्रपती शिवाजी महाराज, शुभम साहित्य, पुणे.
14. गायकवाड एच. (२०२१) शिवाजी महाराज द ग्रेटेस्ट, स्नेहल प्रकाशन, पुणे.
15. जाखोटिया गिरिश, (२०१९) छत्रपती शिवाजी महाराज, साकेत प्रकाशन. पुणे .
16. सरदेसाई ग. एस. (२०२२) राज्याभिषेक शककर्ते छत्रपती शिवाजी महाराज, वरदा प्रकाशन, पुणे.
17. भावे. व्ही. के. (२०१०) महाराष्ट्राचा सामाजिक इतिहास शिवकालीन महाराष्ट्र, वरदा बुक्स, पुणे.
18. कांबळे आर. एच. (२०२३) मराठी सत्तेचा साम्राज्यविस्तार, डायमंड पब्लिकेशन्स, पुणे.
19. गुप्ता ए. के., (२०२२) छत्रपती शिवाजी, (हिंदी), नोशन प्रेस
20. फाळके केदार, (२०१९) शिवराजभूषण, स्नेहल प्रकाशन, पुणे.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Home Assignment / Unit Test.
- Visit nearby Gram Panchayat / Municipal Council etc.
- Take interview of Political Leaders such as MLA, MP, ZP members etc.
- Visit nearby court to observe implementation of Indian Constitution
- Any other exercise/activity approved by concerned teacher.

B. A. I, SEMESTER – II

Course Category: Major Mandatory

Course Name: Indian Government

Course Number: MM 02

Course Code: BAU0325MML216B02

Course Credits: 4

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

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

LIST FOR REFERENCES:

- 1) Appadorai, A. (2005). The Substance of Politics. New Delhi
- 2) Austin, Granville (1966). Indian Constitution: A Cornerstone of a Nation. New Delhi: OUP.
- 3) Bandyopadhyay, Sekhar (2004). From Plassey to Partition and After: A History of Modern India. New Delhi: Orient Black Swan.
- 4) Basu, D. D., & others (2015). Introduction to Indian Constitution. Gurgaon: Lexis Nexis.
- 5) Chandhoke. N. and Priyadarshini P. (Eds) (2009). Contemporary India: Economy, Society, Politics. Chennai: Pearson.
- 6) Chatterjee, Parth (2010). Empire and Nation: Essential Writings (1985- 2005). New Delhi: Permanent Black.
- 7) Constituent Assembly Debates, Volumes I, II, and III. (Available in ILU Library).
- 8) Dasarathy Bhuyan, (2016). Political Process in India. Cuttack: Kitab Mandal
- 9) Ganguly, Sumit, Larry Diamond & Marc F. Plattner (eds.). (2007). The State of India's Democracy. Baltimore: The John Hopkins University Press.
- 10) Guaba, O.P. (2008). An Introduction to Political Theory. N. Delhi: Macmillan India Limited.
- 11) Gudavathy, Ajay. (2013). Politics of Post-Civil Society: Contemporary History of Political Movements in India. New Delhi: Sage.
- 12) Guru, Gopal & Sundar Surakkai. (2006). The Cracked Mirror. New Delhi: OUP.
- 13) Jayal, N. G., and Mehta, P. B., (Eds) (2010) Oxford Companion to India Politics New Delhi: Oxford University Press.
- 14) Kohli, Atul and Prerana Singh (Ed)- (2013) Routledge Hand Book of India Politics New York: Routledge
- 15) Laxmikanth, M., (2021). Indian Polity. New Delhi: McGraw Hill Education.
- 16) Rajeev Bhargava (Ed) (1998). Secularism and Its Critics. Delhi: OUP.
- 17) Stanely A Kochanek, Robert L. Hardgrave, (2006) India Government and Politics in a Developing Natio., Boston: Wards Worth Publishing.
- 18) Vanaik A. and Bhargava R. (Eds) (2010) Understanding Contemporary India: Critical Perspectives. New Delhi: Orient Black Swan.
- 19) भोळे, भा. ल., (2003) भारतीय गणराज्याचे शासन आणि राजकारण, पिंपळापुरे, नागपूर.

- 20) कश्यप, सुभाष, आपली संसद (अनुवादीत) (२०२२) नॅशनल बुक ट्रस्ट. नवी दिल्ली.
- 21) जोशी, प. ल., भारतीय संविधान शासन आणि राजकारण, विद्या प्रकाशन, नागपूर.
- 22) पाटील, बी. बी., व चव्हाण उर्मिला, भारतातील राजकीय प्रक्रिया, फडके प्रकाशन, कोल्हापूर.
- 23) पाटील, बी. बी., भारतीय शासन आणि राजकारण, फडके प्रकाशन कोल्हापूर.
- 24) जाधव, तुकाराम आणि शिरपूरकर महेश, (२०२१) भारतीय संविधान आणि भारतीय राजकारण, दि युनिक अकादमी प्रकाशन, पुणे.
- 25) पाटील, बी. बी., व चव्हाण उर्मिला, (२०२०) भारतातील राजकीय प्रक्रिया, फडके प्रकाशन, कोल्हापूर.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Home Assignment / Unit Test.
- Visit nearby Gram Panchayat / Municipal Council etc.
- Take interview of Political Leaders such as MLA, MP, ZP members etc.
- Visit nearby court to observe implementation of Indian Constitution
- Any other exercise/activity approved by concerned teacher.

Course Category: Minor

Course Name: Indian Government

Course Number: MN 02

Course Code: BAU0325MNL216B02

Course Credits: 4

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

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

LIST FOR REFERENCES:

- 1) Appadorai, A. (2005). The Substance of Politics. New Delhi
- 2) Austin, Granville (1966). Indian Constitution: A Cornerstone of a Nation. New Delhi: OUP.
- 3) Bandyopadhyay, Sekhar (2004). From Plassey to Partition and After: A History of Modern India. New Delhi: Orient Black Swan.
- 4) Basu, D. D., & others (2015). Introduction to Indian Constitution. Gurgaon: Lexis Nexis.
- 5) Chandhoke. N. and Priyadarshini P. (Eds) (2009). Contemporary India: Economy, Society, Politics. Chennai: Pearson.
- 6) Chatterjee, Parth (2010). Empire and Nation: Essential Writings (1985- 2005). New Delhi: Permanent Black.
- 7) Constituent Assembly Debates, Volumes I, II, and III. (Available in ILU Library).

- 8) Dasarathy Bhuyan, (2016). Political Process in India. Cuttack: Kitab Mandal
- 9) Ganguly, Sumit, Larry Diamond & Marc F. Plattner (eds.). (2007). The State of India's Democracy. Baltimore: The John Hopkins University Press.
- 10) Guaba, O.P. (2008). An Introduction to Political Theory. N. Delhi: Macmillan India Limited.
- 11) Gudavathy, Ajay. (2013). Politics of Post-Civil Society: Contemporary History of Political Movements in India. New Delhi: Sage.
- 12) Guru, Gopal & Sundar Surakkai. (2006). The Cracked Mirror. New Delhi: OUP.
- 13) Jayal, N. G., and Mehta, P. B., (Eds) (2010) Oxford Companion to India Politics New Delhi: Oxford University Press.
- 14) Kohli, Atul and Prerana Singh (Ed)- (2013) Routledge Hand Book of India Politics New York: Routledge
- 15) Laxmikanth, M., (2021). Indian Polity. New Delhi: McGraw Hill Education.
- 16) Rajeev Bhargava (Ed) (1998). Secularism and Its Critics. Delhi: OUP.
- 17) Stanely A Kochanek, Robert L. Hardgrave, (2006) India Government and Politics in a Developing Natio., Boston: Wards Worth Publishing.
- 18) Vanaik A. and Bhargava R. (Eds) (2010) Understanding Contemporary India: Critical Perspectives. New Delhi: Orient Black Swan.
- 19) भोळे, भा. ल., (2003) भारतीय गणराज्याचे शासन आणि राजकारण, पिंपळापुरे प्रकाशन, नागपूर.
- 20) कश्यप, सुभाष, आपली संसद (अनुवादीत) (२०२२) नॅशनल बुक ट्रस्ट. नवी दिल्ली.
- 21) जोशी, प. ल., भारतीय संविधान शासन आणि राजकारण, विद्या प्रकाशन नागपूर.
- 22) पाटील, बी. बी., भारतीय शासन आणि राजकारण, फडके प्रकाशन, कोल्हापूर.
- 23) जाधव, तुकाराम आणि शिरपूरकर महेश, (२०२१) भारतीय संविधान आणि भारतीय राजकारण, दि युनिक अकादमी प्रकाशन, पुणे.
- 24) पाटील, बी. बी., व चव्हाण उर्मिला, (२०२०) भारतातील राजकीय प्रक्रिया, फडके प्रकाशन, कोल्हापूर.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Home Assignment / Unit Test.
- Visit nearby Gram Panchayat / Municipal Council etc.
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- Any other exercise/activity approved by concerned teacher.

Course Category: Open Elective Course

Course Name: Personnel Administration

Course Number: OE03

Course Code: BAU0325OEL216B03

Course Credits: 2

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

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

Module		Credit	Hours
One	Personnel Administration a) Meaning and Nature of Personnel Administration b) Recruitment c) Promotion d) Training	1	15
Two	Public Service Commissions in India a) Union Public Service Commission b) State Public Service 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.
- 6) Tiwari Ramesh Kumar, Mehta Asha Kaour, (2012), Public Policy and Administration, Indian Institute of Public Administration, Gyan Publishing House.

- 7) Waldo D., (2018), The Study of Public Administration, Forgotten Books.
- 8) बोरा, शिरसाठ (२०१३) लोकप्रशासनशास्त्र, दुसरी आवृत्ती, विद्या बुक्स पब्लिशर्स, नागपूर.
- 9) फडिया बी. एल., फडिया के. (२०१७) भारत में लोकप्रशासन, साहित्य भवन प्रकाशन, नवी दिल्ली .
- 10) पाटील, बी. बी., (२०१९) लोकप्रशासन, फडके प्रकाशन कोल्हापूर.
- 11) एकंबेकर पी., वाघमारे डी., तरोडे व्ही., (२०१०), लोकप्रशासनातील नवप्रवाह, प्रकाशक: जी. कत्तुरवार मारोती राजेश्वराव, नांदेड.
- 12) चक्रवर्ती व्ही., चंद पी., (२०१८) जागतिकीकरणातील लोकप्रशासन सिद्धांत आणि व्यवहार, सेज भाषा, न्यू दिल्ली.
- 13) अवस्थी एवं महेश्वरी, (२०१०), लोकप्रशासन, लक्ष्मी नारायण अग्रवाल, आग्रा.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Home Assignment / Unit Test.
- Visit nearby Gram Panchayat / Municipal Council etc.
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Course Category: Open Elective Course

Course Name: Financial Administration

Course Number: OE 04

Course Code: BAU0325OEL216B04

Course Credits: 2

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

Course Outcome-

- Students will be familiar with the Financial Administration
- Students will come to know the Budgetary Process in India
- Students will come to know major Parliamentary Committees

Module		Credit	Hours
One	Budgetary Process in India a) Meaning of Budget b) Preparation of Budget in India c) Implementation of Budget	1	15
Two	Parliamentary Committees a) Public Accounts Committee b) Estimate Committee c) Committee on Public Undertakings	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.
- 6) Tiwari Ramesh Kumar, Mehta Asha Kaour, (2012), Public Policy and Administration, Indian Institute of Public Administration, Gyan Publishing House.
- 7) Waldo D., (2018), The Study of Public Administration, Forgotten Books.
- 8) बोरा, शिरसाठ (२०१३) लोकप्रशासनशास्त्र, दुसरी आवृत्ती, विद्या बुक्स पब्लिशर्स, नागपूर
- 9) फडिया बी. एल., फडिया के. (२०१७) भारत में लोकप्रशासन, साहित्य भवन, नवी दिल्ली
- 10) पाटील, बी. बी., (२०१९) लोकप्रशासन, फडके प्रकाशन कोल्हापूर
- 11) एकंबेकर पी., वाघमारे डी., तरोडे व्ही., (२०१०), लोकप्रशासनातील नवप्रवाह, प्रकाशक: जी. कत्तुरवार मारोती राजेश्वराव, नांदेड

- 12) चक्रवर्ती व्ही., चंद पी., (२०१८) जागतिकीकरणातील लोकप्रशासन सिद्धांत आणि व्यवहार, सेज भाषा, न्यू दिल्ली.
- 13) अवस्थी एवं महेश्वरी, (२०१०), लोकप्रशासन, लक्ष्मी नारायण अग्रवाल, आग्रा.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Home Assignment / Unit Test.
- Visit nearby Gram Panchayat / Municipal Council etc.
- Take interview of Political Leaders such as MLA, MP, ZP members etc.
- Visit nearby court to observe implementation of Indian Constitution
- Any other exercise/activity approved by concerned teacher.

Course Category: Vocational Skill Course

Course Name: Voting Behaviour in India

Course Number: VS 02

Course Code: BAU0325VSL216B02

Course Credits: 2

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

Course Outcome-

- Students will be familiar with the institution of Election
- Students will come to know the voting behaviour
- Students will come to know the voting tactics

Module		Credit	Hours
One	Indian Democracy a) Concept of Democracy b) Features of Indian Democracy c) Major Provisions of Representation of People Act- 1951	1	15
Two	Voting Behaviour in India a) Role of Caste and Religion in Indian Democracy b) Regionalism in Indian Democracy c) Concept of Exit Poll	1	15

References:

- 1) Basu, D. D., & others (2015). Introduction to Indian Constitution. Lexis Nexis, Gurgaon
- 2) Chandhoke. N. and Priyadarshini P. (Eds) (2009). Contemporary India: Economy, Society, Politics. Pearson. Chennai
- 3) Guru, Gopal & Sundar Surakkai. (2006). The Cracked Mirror. OUP. New Delhi
- 4) Jayal, N. G., and Mehta, P. B., (Eds) (2010) Oxford Companion to India Politics, Oxford University Press. New Delhi
- 5) Kohli, Atul and Prerana Singh (Ed)- (2013) Routledge Hand Book of India Politics Routledge, New York:
- 6) Stanely A Kochanek, Robert L. Hardgrave, (2006) India Government and Politics in a Developing Natio., Wards Worth Publishing. Boston
- 7) Vanaik A. and Bhargava R. (Eds) (2010) Understanding Contemporary India: Critical Perspectives. Orient Black Swan. New Delhi
- 8) भोळे,भा. ल., (२००३) भारतीय गणराज्याचे शासन आणि राजकारण, पिंपळापुरे नागपूर.
- 9) विभूते भालबा , (२००४) निवडणूक मार्गदर्शिका, मनोविकास प्रकाशन, मुंबई.
- 10) कश्यप, सुभाष, आपली संसद (अनुवादीत) (२०२२) नॅशनल बुक ट्रस्ट. नवी दिल्ली.
- 11) जोशी,प. ल., भारतीय संविधान शासन आणि राजकारण, विद्या प्रकाशन, नागपूर .
- 12) पाटील, बी. बी., (२०१९) भारतीय शासन आणि राजकारण, फडके प्रकाशन, कोल्हापूर.
- 13) जाधव, तुकाराम आणि शिरपूरकर महेश, (२०२१) भारतीय संविधान आणि भारतीय राजकारण, दि युनिक अकादमी प्रकाशन, पुणे.
- 14) पाटील, बी. बी., व चव्हाण उर्मिला, (२०२०) भारतातील राजकीय प्रक्रिया, फडके प्रकाशन, कोल्हापूर.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Home Assignment / Unit Test.
 - Visit nearby Gram Panchayat / Municipal Council etc.
 - Take interview of Political Leaders such as MLA, MP, ZP members etc.
 - Visit nearby court to observe implementation of Indian Constitution
 - Any other exercise/activity approved by concerned teacher.
-

Course Category: SEC

Course Name: Urban Local Self Government

Course Number: SE 02

Course Code: BAU0325SEL216B02

Course Credits: 2

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

Course Outcome-

- Students will be familiar with the institution of Municipality and Municipal Corporation.
- 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		Credit	Hours
One	Legal Provisions of Urban Local Self Government a) 74 th Constitution Amendment Act-1993 b) Composition , Powers and Functions of Municipality c) Composition, Powers and Functions of Municipal Corporation	1	15
Two	Schemes of Urban Local Self Government 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.
- 6) भणगे रविंद्र, (२०१२) भारतातील स्थानिक स्वराज्य संस्था, प्रशांत प्रकाशन, जळगाव.
- 9) पाटील व्ही. बी., (२०१२) पंचायत राज व्यवस्था, प्रशांत प्रकाशन, जळगाव.

- 10) पाटील, बी. बी., (२०१९) भारतीय शासन आणि राजकारण, फडके प्रकाशन, कोल्हापूर.
- 11) भोगले शांताराम, (१९९०), भारतीय स्थानिक शासन. विद्या प्रकाशन, नागपूर.
- 12) जैन अशोक, (१९९२) महाराष्ट्रातील शासन आणि राजकारण, सेठ पब्लिकेशन, मुंबई.
- 13) शिरसीकर व. म., (२००१) आधुनिक महाराष्ट्राचे राजकारण, कॉन्टिनेंटल प्रकाशन, पुणे.
- 14) माहेश्वरी एस आर, (२०१०), भारत में स्थानिक शासन, लक्ष्मीनारायण अग्रवाल प्रकाशन, आग्रा.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Home Assignment / Unit Test.
- Visit nearby Gram Panchayat / Municipal Council etc.
- Take interview of Political Leaders such as MLA, MP, ZP members etc.
- Visit nearby court to observe implementation of Indian Constitution
- Any other exercise/activity approved by concerned teacher.

Course Category: Community Engagement Project

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

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		Credit	Hours
One	Election process in Democratic Institutions a) Gram Panchayat, Panchayat Samity, Zilah Parishad b) Municipality, Municipal Corporation c) State Legislative Assembly, Loksabha d) Co-operative Institutes	1	15
Two	Administration and Implementation of Government offices and Schemes	1	15

	a) Gram Panchayat, Panchayat Samiti, Zilah Parishad b) Municipality, Municipal Corporation c) Revenue Administration and Schemes		
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- 2) Basu, D. D., & others (2015). Introduction to Indian Constitution. Gurgaon: Lexis Nexis.
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- 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.
- 9) पाटील व्ही. बी., (२०१२) पंचायत राज व्यवस्था, प्रशांत पब्लिकेशन, जळगाव.
- 10) भोगले शांताराम, (१९९०), भारतीय स्थानिक शासन. विद्या प्रकाशन, नागपूर.
- 11) जैन अशोक, (१९९२) महाराष्ट्रातील शासन आणि राजकारण, सेठ पब्लिकेशन, मुंबई.
- 12) शिरसीकर व. म., (२००१) आधुनिक महाराष्ट्राचे राजकारण, कॉन्टिनेंटल प्रकाशन, पुणे.
- 13) माहेश्वरी एस आर, (२०१०), भारत में स्थानिक शासन, लक्ष्मीनारायण अग्रवाल प्रकाशन, आग्रा.

ACTIVITIES AND EXERCISES SUGGESTED FOR INTERNAL ASSESSMENT:

- Home Assignment / Unit Test.
- Visit nearby Gram Panchayat / Municipal Council etc.
- Take interview of Political Leaders such as MLA, MP, ZP members etc.
- Visit nearby court to observe implementation of Indian Constitution
- Any other exercise/activity approved by concerned teacher.

B) TEMPLATE FOR FIELD PROJECT:

Type: Field Project

Course Name: (Example: Field Project)

Course Number: (Example: FP ...)

Course Code:

Course Credits: (Example: 4)

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

External Assessment (Viva Voce) by University appointed Internal
and External Examiners 40

Total Marks: **100**

If Course Credits: (Example: 2)

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

External Assessment (Viva Voce) by University appointed Internal
and External Examiners 20

Total Marks: **50**

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

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-
-

Instructions for teachers and students while doing Field Project:

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

Important Notes for Teachers:

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

C) TEMPLATE FOR INTERNSHIP (ON JOB TRAINING) AND RESEARCH

INTERNSHIP:

INTERNSHIP COURSE GUIDELINES IN UGC FRAMED “CURRICULUM AND CREDIT FRAMEWORK FOR UNDERGRADUATE PROGRAMMES” (CCFUP) AS PER NEW NEP 2020

HIGHLIGHTS FROM THE INDIA SKILL REPORT (ISR), 2022

- Youth employability has improved to 46.2 % in 2021 from 45.97% till 2020.
- Female employability is higher (51.44%) than males (45.97%) for 2021-22.
- Highest employability rating at about 60.62% in commerce domain.
- 88.6% of graduates are looking for internship opportunities.
- India employers like to hire employees having at least a year of working experience.
- In India, there are many platforms which offer internships e.g. Internshala, Lets Intern, Killer Launch, Hello Intern etc. (Note: Internshala launched an initiative called the “Grand Summer Internship Fair”, which offers more than 23000 internship opportunities to people from all educational backgrounds)

OBJECTIVES OF INTERNSHIP:

1. Integration of workshop with workplace:

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

2. Understanding of the world of work:

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

3. Physical and Hybrid Model Learning:

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

4. Developing research aptitude:

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

5. Exposure in emerging technologies:

- To provide exposure to emerging technologies/ automation and how it can support, facilitate, improve and reinforce work processes/culture/ job roles/art and craft, including the traditional areas of art-craft/ heritage skills, agriculture, etc.
6. Enhance entrepreneurial capabilities:
- To understand how organisations / enterprises are formed for sustainable progress
 - To strengthen start-ups culture and entrepreneurial capabilities among students and encourage them to become job creators.
7. Development of decision-making and teamwork skills:
- To facilitate the development of problem-solving and decision-making skills
 - To enable teamwork & collaboration culture
 - To promote research for academic and professional developments.
8. Cultivate a sense of Social Imagery and Citizenship Responsibility:
- To develop a sense of social imagery (issues) and philanthropic versatility among students
 - To facilitate an attitude towards citizenship responsibility.
9. Stimulate collaborative influence:
- To promote HEIs collaboration, industryacademia partnership will be developed to provide collaborative internships, apprenticeships, and research opportunities to the students in the predefined areas of importance which will lead institutions, universities, organisations, academicians, and students to collaborate on how to learn with one another.
10. Enhancing professional competency:
- The internship should not only focus on employability or research capabilities; there is also a need for professional principles, ethics, values, and integrity which will enable them to gain perspective, practice, develop as competency and perform professional tasks in the way that the employment market demands.

INTERNSHIP CATEGORIES:

The undergraduate internships would be classified into two types:

1. Internship for enhancing the Employability:

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

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

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

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

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

2. Internship for developing the Research Aptitude:

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

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

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

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

INTERNSHIP STRUCTURE FOR HEI

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

The important components incorporated in the mechanism are as follows:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

8. Students can choose industry mentor from HEIs/ research organizations/industrial R&D labs/Universities/ other national 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

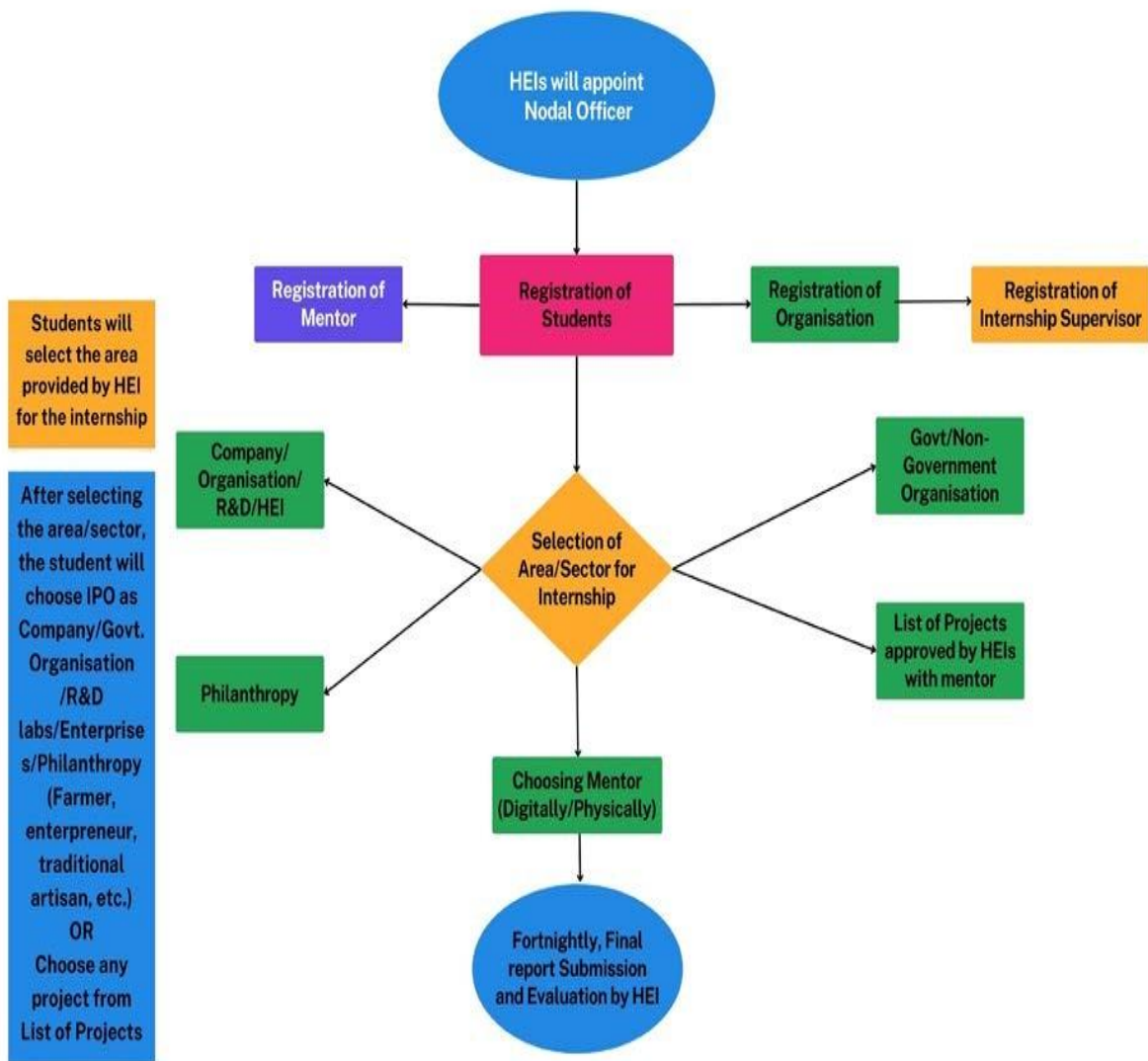
the students. The portal will provide information regarding various internship opportunities like Internshala, etc

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
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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
<p>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> <p>a. 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</i></p>	<p>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>)</p> <p>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.</p> <p>Internship offered by the organisation should be followed by one project report and the assessment on evaluation can be judged based</p>

<p><i>out by student throughout the period of internship and be filled regularly) and evaluation report of Internship Supervisor</i></p> <p>b. Format of presentation and the quality of the intern's report</p> <p>c. Acquisition of skill sets by the intern</p> <p>d. Originality and any innovative contribution</p> <p>e. Significance of research outcomes</p> <p>f. Attendance</p>	<p>n</p> <p>a. Innovativeness of Research</p> <p>b. Presentation and</p> <p>c. Viva-Voce</p> <p>4. The viva-voce examination shall include both internal and external examiner. The HEIs need to follow their examination structure for the conduction of the examination.</p>
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**** 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:

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

Important Notes for Teachers:

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

(Annexur-I)

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.	MM –I	4	4	4	If applicable	3	80	28	Assignment	20	07
2.	MN –I	4	4	4		3	80	28		20	07
3.	IDC/MDC/ GEC/OE	4 (2+2)	4 (2+2)	4 (2+2)		2	40	14		10	04
4.	VSC – I (Major)	2	2	2		2	40	14		10	04
5.	SEC - I	2	2	2		2	40	14		10	04
6.	AEC	2	2	2		2	40	14		10	04
7.	VAC	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
1.	MM –II	4	4	4	If applicable	3	80	28	Assignment	20	7
2.	MN –II	4	4	4		3	80	28		20	7
3.	IDC/MDC/ GEC/OE	4 (2+2)	4 (2+2)	4 (2+2)		2	40	14		10	04
4.	VSC – II (Major)	2	2	2		2	40	14		10	04
5.	SEC - II	2	2	2		2	40	14		10	04
6.	AEC	2	2	2		2	40	14		10	04
7.	CEP (Major)	2	2	2		2	40	14		10	04
8.	CC	2	2	2		2	10	4		40	14
Total		22	22	22		---	410	---		140	---
										SEE + IA = 410+140= 550	

B. A. Programme Structure for Level 5.0 of B. A. - II - Semester - III											
Teaching Scheme					Examination Scheme						
Sr. No.	Theory (TH)				Practical (PR)	Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures	Hours	Credits		---	Paper Hours	Max	Min	Internal	Max
1.	MM –III	4	4	4	If applicable	3	80	28	Assignment	20	7
2.	MM - IV	4	4	4		3	80	28		20	7
3.	MN –III	4	4	4		3	80	28		20	7
4.	IDC/MDC/ GEC/OE	2	2	2		2	40	14		10	04
5.	SEC - III	2	2	2		2	40	14		10	04
6.	SEC - IV	2	2	2		2	40	14		10	04
7.	AEC	2	2	2		2	40	14		10	04
8.	IKS (Specific)	2	2	2		2	40	14		10	04
Total		22	22	22		---	440	---		110	---
										SEE + IA = 440+110= 550	

B. A. Programme Structure for Level 5.0 of B. A. - II - Semester - IV											
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.	MM –V	4	4	4	If applicable	3	80	28	Assignment	20	7
2.	MM - VI	4	4	4		3	80	28		20	7
3.	MN –IV	4	4	4		3	80	28		20	7
4.	IDC/MDC/ GEC/OE	2	2	2		2	40	14		10	04
5.	SEC – V	2	2	2		2	40	14		10	04
6.	SEC – VI (Major)	2	2	2		2	40	14		10	04
7.	AEC	2	2	2		2	40	14		10	04
8.	VAC	2	2	2		2	40	14		10	04
Total		22	22	22		---	440	---		110	---
										SEE + IA = 440+110= 550	

B. A. Programme Structure for Level 5.5 of B. A. - III - Semester - V											
Teaching Scheme						Examination Scheme					
Sr. No.	Theory (TH)				Practical (PR)	Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures	Hours	Credits		---	Paper Hours	Max	Min	Internal	Max
1.	MM – VII	4	4	4	If applicable	3	80	28	Assignment	20	7
2.	MM - VIII	4	4	4		3	80	28		20	7
3.	MM – IX	4	4	4		3	80	28		20	7
4.	ME - I	4	4	4		3	80	28	VIVA	20	7
5.	MN - V	4	4	4		3	80	28		20	7
6.	OJT	--	2	2		Report	30	11		20	7
Total		22	22	22		---	430	---		110	---
										SEE + IA = 430+120= 550	

B. A. Programme Structure for Level 5.5 of B. A. - III - Semester - VI											
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.	MM –X	4	4	4	If applicable	3	80	28	Assignment	20	7
2.	MM - XI	4	4	4		3	80	28		20	7
3.	MM – XII	4	4	4		3	80	28		20	7
4.	ME - II	4	4	4		3	80	28	VIVA	20	7
5.	MN - VI	4	4	4		3	80	28		20	7
6.	FP	--	2	2		Report	20	7		30	11
Total		22	22	22		---	420	---		130	---
										SEE + IA = 420+130= 550	

B. A. Programme Structure for Level 6.0 of B. A. - IV - Semester - VII (WITH HONOURS)											
Teaching Scheme						Examination Scheme					
Sr. No.	Theory (TH)				Practical (PR)	Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures	Hours	Credits	---	Paper Hours	Max	Min	Internal	Max	Min
1.	MM – XIII	4	4	4	If applicable	3	80	28	Assignment	20	7
2.	MM - XIV	4	4	4		3	80	28		20	7
3.	MM – XV	4	4	4		3	80	28		20	7
4.	MM – XVI	2	2	2		2	40	14		10	4
5.	ME - III	4	4	4		3	80	28		20	7
6.	RM	4	4	4		3	80	28		20	7
Total		22	22	22		---	440	---		110	---
										SEE + IA = 440+110= 550	

B. A. Programme Structure for Level 6.0 of B. A. - IV – Semester - VIII (WITH HONOURS)											
Teaching Scheme						Examination Scheme					
Sr. No.	Theory (TH)				Practical (PR)	Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures	Hours	Credits	---	Paper Hours	Max	Min	Internal	Max	Min
1.	MM – XVII	4	4	4	If applicable	3	80	28	Assignment	20	7
2.	MM - XVIII	4	4	4		3	80	28		20	7
3.	MM – XIX	4	4	4		3	80	28		20	7
4.	MM – XX	2	2	2		2	40	14		10	4
5.	ME - IV	4	4	4		3	80	28		20	7
6.	OJT	--	4	4	4	Report	60	14	VIVA	40	21
Total		18	22	22	04	---	420	---			130
										SEE + IA = 420+130= 550	

OR

B. A. Programme Structure for Level 6.0 of B. A. - IV - Semester - VII (WITH RESEARCH)											
Teaching Scheme						Examination Scheme					
Sr. No.	Theory (TH)				Practical (PR)	Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures	Hours	Credits	---	Paper Hours	Max	Min	Internal	Max	Min
1.	MM – XIII	4	4	4	If applicable	3	80	28	Assignment	20	7
2.	MM - XIV	4	4	4		3	80	28		20	7
3.	MM – XV	2	2	2		2	40	14		10	4
4.	ME - III	4	4	4		3	80	28		20	7
5.	RM	4	4	4		3	80	28		20	7
6.	RP	--	4	4	4	Report	60	21	VIVA	40	14
Total		18	22	22	4	---	420	---		130	---
										SEE + IA = 420+130= 550	

B. A. Programme Structure for Level 6.0 of B. A. - IV - Semester - VIII (WITH RESEARCH)											
Teaching Scheme						Examination Scheme					
Sr. No.	Theory (TH)				Practical (PR)	Semester-end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures	Hours	Credits	---	Paper Hours	Max	Min	Internal	Max	Min
1.	MM – XVI	4	4	4	If applicable	3	80	28	Assignment	20	7
2.	MM - XVII	4	4	4		3	80	28		20	7
3.	MM – XVIII	2	2	2		2	40	14		10	4
4.	ME - IV	4	4	4		3	80	28		20	7
5.	RP	--	8	8	8	Report	120	28	VIVA	80	42
Total		14	22	22	8	---	400	---		150	---
										SEE + IA = 400+150= 550	