R.P. Gogate College of Arts & Science And
R.V. Jogalekar College of Commerce (Autonomous), Ratnagiri

Bachelor of Arts (BA Political Science) Programme
Integrated Programme
I to VI Semesters
Course Structure

Under Choice Based Credit System (CBCS)

To be implemented from Academic Year- 2025-2026

(To be implemented from Academic Year 2025-26)

S. N.	Type of the Course	No. of Cr.	Course Code	Nomenclature		S. N.	Type of the Course	No. of Cr.	Course Code	Nomenclature
				Semester III						**Semester IV**
1	Major / Minor	4	25_UAPOL 301	Key Concepts in Politics		1	Major / Minor	4	25_UAPOL 401	Politics in India
2	Major / Minor	2	24_UAPOL 302	Public Administration		2	Major / Minor	2	24_UAPOL 402	Indian Administration
3	FP	2	24_UAFP301	Filed Project		4	CEP	2	25_UACEP401	Community Engagement Programme

Syllabus for Bachelor of Political Science in …… for the year 2024-25	
Nomenclature of the Course	**Key Concepts in Politics**
Class	SYBA
Semester	III
Course Code	25_UAPOL301
No. of Credits	4
Nature	Theory
Type	Major (Mandatory) / Minor

Course Outcomes:

CO1 : Learners will be able to understand basic key concepts and sub themes of Political Science as a discipline.

CO2 : Learners will be able to critically discuss the basic political concepts related with our Socio-Political life.

CO3 : Learners will be able to understand meaning and types of democracy, safeguard & challenges to Democracy in contemporary age.

Syllabus:

Unit No.	Unit Title	Sub titles (Learning Points)
1	Government and Political System	1.1 Classification 1.2 Unitary Government & Federal Government 1.3 Parliamentary Government and Presidential Government
2.	Power, Authority, Legitimacy and Influence	2.1 Power & Authority 2.2 Legitimacy 2.3 Influence
3	Law, Political Obligation & Right to Resist.	3.1 Concept of Law 3.2 Political Obligation & Right to Resist 3.3 Sovereignty
4	Working Democracy	4.1 Meaning, Definition, Features, Merits & Demerits 4.2 Forms of Democracy 4.3 Conditions for the Successful Working of Democracy and Justification of Democracy

References :
English :

1. Gauba, O.P., 2011, An Introduction to Political Theory, Macmillan Publishers India Ltd.,
2. Gokhle, B.K., 1999, Political Science theory and governmental machinery, Mumbai, Himalaya Publishing House.
3. Heywood, Andrew, 2002, Politics, New York, Palgrave Foundations
4. Heywood, Andrew, 2008, Political Theory An Introduction, New York, Palgrave Foundations,
5. Heywood, Andrew, 2005, Key Concept of Politics, New York, Palgrave Foundations.
6. Kapur A.C., 2004, Principles of Political Science, New Delhi, S.Chand & Company Ltd.
7. Ray Amal & Bhattacharya, 1983, Political Theory : Ideas and Institutions, Calcutta, The World Press Private Ltd.

Marathi :

1. गर्गे, स. मा., १९६०, सुलभ राज्यशास्त्र, पुणे, एस. आर. देशमुख प्रकाशन.

2. गर्गे, स. मा., १९६०, राज्यशासन, पुणे, एस. आर. देशमुख प्रकाशन.

3. गद्रे, दि.का., बाचल वि.मा., १९७५, आधुनिक राजकीय विश्लेषण, पुणे, कॉन्टीनेन्टल प्रकाशन.

4. गद्रे, दि.का., बाचल वि.मा., इक्बाल नसीम, १९७९, राज्यशास्त्र विचार, पुणे, महाराष्ट्र विद्यापीठ ग्रंथनिर्मिती मंडळकरिता, कॉन्टीनेन्टल प्रकाशन.

5. गाभा, ओ. पी., २०१५, राजनीतिशास्त्र परिचय (मराठी अनुवाद : तुकाराम जाधव) पुणे, के. सागर.

6. भोळे भास्कर, २०१०, राजकीय सिद्धांत आणि विश्लेषण, नागपूर, पिंपळापुरे प्रकाशन.

7. सिरसीकर, वसंत मंजुनाथ, राज्यशास्त्र आणि शासनसंस्था, १९७०, पुणे, कॉन्टीनेटल प्रकाशन.

8. व्होरा, राजेंद्र आणि पळशीकर सुहास, (संपा.), १९८७, राज्यशास्त्र कोश, पुणे, दास्ताने आणि कं.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
1	Government and Political System	Chalk and Talk	15
2	Power, Authority, Legitimacy and Influence	Chalk and Talk, AV resources	15
3	Concept of Law and Political Obligation	Chalk and Talk, AV resources	15
4	Working Democracy	Chalk and Talk	15

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
(Class test, home assignment, seminar, viva voce, report submission, active class participation and attendance, etc.)	
Class test	20
Home assignment	10
Active class participation and attendance	10

B) Semester End Examination: Maximum Marks: 60

Question No. and Sub questions (If any) (E.g. Q. 1 a) …	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
Q.1 or Q.1	1	Essay Type	15
Q.2 or Q.2	2	Essay Type	15
Q.3 or Q.3	3	Essay Type	15
Q.4 or Q.4	4	Essay Type	15

Date: 25/11/2024
Place: Ratnagiri

Nilesh-A-Patil

Chairperson and HoD

Syllabus for Bachelor of Political Science in …… for the year 2024-25	
Nomenclature of the Course	Politics in India
Class	SYBA
Semester	IV
Course Code	25_UAPOL401
No. of Credits	4
Nature	Theory
Type	Major (Mandatory) / Minor

Course Outcomes:

CO1: Learners will be able to understand and analyze the nature of federal structure of India.

CO2 : Learners will be able to explain the ideology, bases, and role of major political parties in national and state politics.

CO3 : Learners will be able to recognize the key drivers of Indian politics.

CO4: Learners will be able to apply the knowledge to examine how the factors such as caste, Religion and others influence Indian politics.

CO5: Learners will be able to analyze in details of the electoral system of India.

Syllabus:

Unit No.	Unit Title	Sub titles (Learning Points)
1	Federal System	1.1 Constitutional Provisions- Centre – State relation : Legislative, Administrative and Financial 1.2 Conflicts in India's Federal System 1.3 Changing nature of Centre-State relations
2	Political Parties	2.1 Party System in India 2.2 National parties and regional parties 2.3 Changing Nature of Party System
3	Election and Electoral Process	3.1 Election Commission : Structure, Role and Functions 3.2 Overview of Loksabha Elections since Independence 3.3 Voting Behavior and Emerging Trends
4	Issues in Indian Politics	4.1 Caste and Religion related issues 4.2 Criminalization of Politics 4.3 Internal & External Security Challenges

References :

English

1. Abbas, H., Kumar, Ranjay, and Alam, Mohammad Aftab, 2011, Indian Government and Politics, Pearson.

2. Jayal, Nirja G., and Mehta, Bhanu Pratap, 2011, The Oxford Companion to Politics in India,OUP.

3. Kaviraj, Sudipata, 2010, (ed), Politics in India, New York, OUP.

4. Kothari, Rajani, 2016, Politics in India, New Delhi, Orient Blackswan Pvt. Ltd.,

5. Kothari Rajani,2016, Caste in Indian Politics, New Delhi, Orient Blackswan Pvt. Ltd.,

6. Vhora, Rajendra & Palshikar Suhas, (ed.), Indian Democracy: Meaning & Practices,

Sage Publication.

Marathi :

1. गावंडे, देवेंद्र, २०१२, नक्षलवादाचे आव्हान, दंडकारण्यातील अस्वस्थ वर्तमान, पुणे, साधना.

2. जाधव तुकाराम आणि शिरापुरकर महेश ,२०१२ ,भारतीय राज्यघटना आणि घटनात्मक प्रक्रिया ,पुणे ,द युनिक अकादमी.

3. पळशीकर ,सुहास ,२००४, समकालीन भारतीय राजकारण ,काँग्रेस वर्चस्व ते हिंदू जमातवाद ,पुणे ,प्रतिमा.

4. पळशीकर ,सुहास, २०१७, राजकारणाचा ताळेबंद ,पुणे ,साधना.

5. पळशीकर ,सुहास ,२०१४ ,देश - प्रदेश ,पुणे ,युनिक अकादमी ,

6. व्होरा ,राजेंद्र आणि पळशीकर ,सुहास) संपा (.भारतीय लोकशाही : अर्थ आणि व्यवहार ,पुणे ,डायमंड प्रकाशन.

7. भोळे, भास्कर लक्ष्मण, २०१०, भारतीय गणराज्याचे शासन आणि राजकारण, नागपूर, पिंपळापुरे प्रकाशन.

8. भोळे, भास्कर लक्ष्मण, २००३, भारतीय राजकीय व्यवस्था, नागपूर, पिंपळापुरे प्रकाशन.

9. बाचल, वि. मा.,२००४, भारतीय राज्यघटना तत्व आणि व्यवहार, पुणे, के. सागर प्रकाशन.

10. बाळ प्रकाश, किशोर बेडकिहाळ (संपा.), २००२ भारतीय राजकीय व्यवस्था : प्रक्रिया आणि स्वरूप, सातारा, आंबेडकर अकादमी, सातारा

11. व्होरा राजेंद्र आणि पळशीकर सुहास, (संपा.), १९८७, राज्यशास्त्र कोश, पुणे, दास्ताने आणि कं.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
1	Federal System	Chalk and Talk, AV Recourses	15
2	Political Parties	Chalk and Talk, AV resources	15
3	Election and Electoral Process	Chalk and Talk, AV resources	15
4	Issues in Indian Politics	Chalk and Talk, AV resources	15

Evaluation Pattern

A) **Continuous Internal Evaluation: Maximum Marks: 40**
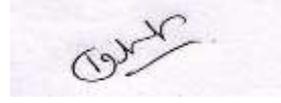
Method	Marks
(Class test, home assignment, seminar, viva voce, report submission, active class participation and attendance, etc.)	
Class test	20
Home assignment	10
Active class participation and attendance	10

B) **Semester End Examination: Maximum Marks: 60**

Question No. and Sub questions (If any) (E.g. Q. 1 a) …	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
Q.1 or Q.1	1	Essay Type	15
Q.2 or Q.2	2	Essay Type	15
Q.3 or Q.3	3	Essay Type	15
Q.4 or Q.4	4	Essay Type	15

Date : 25/11/2024
Place: Ratnagiri

Nilesh-A-Patil

Chairperson and HoD

Syllabus for Bachelor of Political Science in …… for the year 2024-25	
Nomenclature of the Course	Public Administration
Class	SYBA
Semester	III
Course Code	24_UAPOL302
No. of Credits	2
Nature	Theory
Type	Major (Mandatory) / Minor

Course Outcomes:

CO1: Learners perceive the evolution and changing nature of Public Administration and they will

be able to explain the meaning and importance of Public Administration.

CO2: They will be able to evaluate the functioning of Public Administration and Private Administration

CO3: They will able to explain the concepts of administration and organization.

CO4: They will able to understand contemporary techniques in administration.

Syllabus:

Unit No.	Unit Title	Sub titles (Learning Points)
1	Introduction to Public Administration	1.1. Meaning & Definition, Nature, Scope and Significance 1.2. Origin and Development of Public Administration as a Discipline 1.3 Public and Private Administration, New Public Administration and New Public Management
2	Principles of Organization	2.1 Hierarchy - Delegation 2.2 Unity of Command, Span of Control 2.3 Co-ordination, Centralization- Decentralization
3	Contemporary Techniques and Practices in Administration	3.1. Good Governance 3.2. Digital Governance 3.3. Public-Private Partnership (PPP)

References :

English :

1. Avasthi, Amreswar and Maheshwari Shriram, 2000, *Public Administration*, Agra, Laxmi Narayan Agarwal Publications.
2. Bhattacharya, Mohit, 2008, New *Horizons of Public Administration*, New Delhi, Jawahar Publications.
3. Chakrabarty, Bidyut, and Bhattacharya Mohit (ed.), 2005**,** *Public Administration a Reader*, Oxford University Press.

Marathi :

1. पाटील, बी.बी., २००९, लोकप्रशासन, कोल्हापूर, फडके प्रकाशन
2. बंग, के. आर., २०१५, लोकप्रशासन तत्वे आणि सिद्धांत, औरंगाबाद, विद्या बुक्स पब्लि.
3. व्होरा राजेंद्र आणि पळशीकर सुहास, (संपा.), १९८७, राज्यशास्त्र कोश, पुणे, दास्ताने आणि कं.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
1	Introduction to	Chalk and Talk, AV Recourses	10

	Public Administration		
2	Principles of Organization	Chalk and Talk, AV resources	10
3	Contemporary Techniques and Practices in Administration	Chalk and Talk, AV resources	10

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks: 20
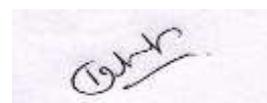
Method	Marks
(Class test, home assignment, seminar, viva voce, report submission, active class participation and attendance, etc.)	
Class test	10
Home assignment, active class participation and attendance	10

B) Semester End Examination: Maximum Marks: 30

Question No. and Sub questions (If any) (E.g. Q. 1 a) …	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
Q.1 or Q.1	1	Essay Type	10
Q.2 or Q.2	2	Essay Type	10
Q.3 or Q.3	3	Essay Type	10

Date : 25/11/2024
Place: Ratnagiri

Nilesh-A-Patil

Chairperson and HoD

Syllabus for Bachelor of Political Science in …… for the year 2024-25		
Nomenclature of the Course	Indian Administration	
Class	SYBA	
Semester	IV	
Course Code	24_UAPOL402	
No. of Credits	2	
Nature	Theory	
Type	Major (Mandatory) / Minor	

Course Outcomes:

CO1: Learners will be able to closely examine the evolution and changing nature of Indian Administration.

CO2: They will be able to understand contemporary problems, issues in Indian administration.

CO3: They will be able to understand Personnel and Financial Administration in India.

CO4: They will be able to known structure, recruitment process of Civil Services Examinations.

Syllabus:

Unit No.	Unit Title	Sub titles (Learning Points)
1	Introduction to Indian Administration	1.1 Evolution and Constitutional Context 1.2 Salient features 1.3 Ethics and Integrity in administration and contemporary Issues.
2	Personnel Administration	2.1 Recruitment Agency : Union Public Service Commission and Maharashtra Public Service Commission 2.2 Recruitment Process : All India Services, Central Services, State Services 2.3. Training: All- India Services, Central Services, State Services (Maharashtra)
3	Financial Administration	3.1. Meaning and Definition and importance 3.2 Budget : Types, Techniques for Good Budget 3.3 Budgetary Process in India

References :

English

1. Avasthi, Amreswar and Maheshwari Shriram, 2000, *Public Administration*, Agra, Laxmi Narayan Agarwal Publication.
2. Maheshwari Shriram, 1968, Indian *Administration*, Hyderabad, Orient Longman Limited.

Marathi

1. पाटील, बी. बी.,२००९, लोकप्रशासन, कोल्हापूर, फडके प्रकाशन.

2. बंग, के. आर., २०१३, कर्मचारी व वित्तप्रशासन, औरंगाबाद, विद्या बुक्स पब्लि.

3. व्होरा राजेंद्र आणि पळशीकर सुहास, (संपा.), १९८७, राज्यशास्त्र कोश, पुणे, दास्ताने आणि कं.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures

1	Introduction to Indian Administration	Chalk and Talk, AV Recourses	10
2	Personnel Administration	Chalk and Talk, AV resources	10
3	Financial Administration	Chalk and Talk, AV resources	10

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks: 20
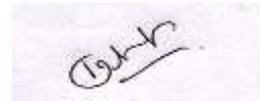
Method	Marks
(Class test, home assignment, seminar, viva voce, report submission, active class participation and attendance, etc.)	
Class test	10
Home assignment, active class participation and attendance	10

B) Semester End Examination: Maximum Marks: 30

Question No. and Sub questions (If any) (E.g. Q. 1 a) …	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
Q.1 or Q.1	1	Essay Type	10
Q.2 or Q.2	2	Essay Type	10
Q.3 or Q.3	3	Essay Type	10

Date : 25/11/2024
Place: Ratnagiri

Nilesh-A-Patil

Chairperson and HoD

Syllabus of Courses of B. A. Programme at

Semester III with Effect from the Academic Year 2025-2026

Field Project (FP)

Name of the Course	Field Project (FP)
Course Code	25_UAFPPOL301
Nomenclature	Field Project in Political Science (P)
Class	S.Y. B.A.
Semester	III
No of Credits	2
Nature	Practical
Type	Field Project (FP)

Guidelines and Evaluation pattern for Field Project (FP)

The field project is designed for undergraduate courses to give students the opportunity to participate in hands-on, field-based projects under faculty supervision. A field project allows students to apply their theoretical knowledge to real-world situations by conducting observations, surveys, interviews, and other activities outside the classroom. This experience helps students gain practical skills and develop their communication, innovative thinking, and teamwork abilities.

Course Outcomes:

By the end of the course, students should be able to:

1. Enhance interpersonal skills by working in teams.
2. Improve written and verbal communication by preparing reports, presentations, and discussions on project findings.
3. Develop critical thinking through observations.
4. Apply theoretical concepts learned in the classroom to real-world situations in their respective fields.

Course Duration:

Learners have to work 60 hours (for 2-credits) in a semester for field Project.

15 hours (for 2-credits) for classroom activities

- Project planning and preparation for the field project.

- Preparation of report etc.

45 hours (for 2-credits) for out-of-class activities

- Implement the planned fieldwork activities according to the project schedule.
- Collect data through interviews, surveys, observations, etc.

Project Report should be of minimum 20-40 pages or as per the guidelines of the concerned Department.

Report Structure:

The students will be required to submit a comprehensive report at the end of the Field Project (FP). A project report has to be brief in content and must include the following aspects:

1. **Title Page:**
   Mentioning the title of the FP, name of the student, programme, institution, month and year.

2. **Certificate of Completion:**
   A certificate issued by the supervisor appointed from the department confirming the successful completion of the FP.

3. **Acknowledgments:**
   Recognizing individuals or organizations that provided support, guidance during the FP.

4. **Table of Contents:**
   Providing a clear outline of the report's sections and page numbers.

5. **Introduction:**
   Background information about the FP and its significance. Objectives and scope of the project.

6. **Preparation for the FP:** Description of planning for data collection, such as interviews, survey etc.

7. **Field Visits and Observations:**
   Detailed accounts of the field visits, including locations, dates, and observations made during the visits. Photographs or visual aids to support the observations.

8. **Conclusion & Summary:**
   Summary of the key findings and outcomes of the FP. Reflections on the overall experience and learning during the project.

Broad guidelines for project report:

The field project report shall be prepared as per the broad guidelines given below**:**

➢ Font type and size: Times New Roman; size:12 for content and 14 for title; for Marathi Kokil; size:16 for content and 18 for title; Mangal; size:12 for content and 14 for title
➢ Line Space: 1.5 cm for content and 1 cm for in table work
➢ Paper Size: A4
➢ Margin: in Left-1.5cm, Up-Down-Right-1cm.

Assessment Pattern 30:20

Sr. No	Field Project work	Distribution of Marks
1	External: Field work and report	30
2	Internal Evaluation : Presentation / Viva-Voce	20

Sr. No.	Tentative Subjects for Field Project
1.	Use of Digital Governance
2	Study of Governmental Organizational Structure, Role & Functions
3	Study of NGO's
4	Study of Governmental Scheme's
5	Study of Local Self Governance body (Rural and Urban)
6	Social and Political History of Ratnagiri Districts
7	Freedom Fighters in Konkan
8	Freedom Fighters Contributions in Ratnagiri
9	Independence Movement in Konkan
10	Historical Background of Ratnagiri District
11	Study of E-Governance
12	Use to M-Learning (Mobile Learning)
13	Voting Behaviors of New Voters
14	Government Policies and their impact on Society
15	Social Dynamics and Politics
16	Women Participation in Politics
17	Youths Participation in Politics
18	Legal Awareness among people
19	Voting Awareness among people
20	Ancient Political System
21	Comparative Political System
22	Study of Local Political History
23	Social and Political Movements in Konkan
24	Environmental Movements in Konkan
25	Study of Ratnagiri District Court
26	Comparative Study of Political Science Syllabus
27	Study pollutants in urban and rural environments.
28	Study the impact of climate change on local biodiversity.
29	Document traditional uses of medicinal plants in a local area.
30	Identify and analyze medicinal properties of local plants.
31	Study of how air / water pollution affects plant health.
32	Study of bird diversity in different habitats.
33	Investigate how plastics affect marine life.
34	Measure noise pollution levels in different city zones.
36	Collect and analyze folk songs, stories or riddles from rural areas.
37	Analyze how youth use Marathi online
38	Conduct surveys on use of languages in schools and colleges.
39	Assess how education impacts career opportunities in different communities.
40	Study and document historical buildings.
41	Compare price variations of essential commodities in different areas.
42	Study how online shopping affects small shops.
43	Assess how well small business owners manage finances.
44	Study how the introduction of GST has affected pricing and profits.
45	Analyze how students save and invest money.
46	Study the adoption of UPI, Paytm, and other digital payment methods.
47	Consumer Behavior Towards Online vs. Offline Shopping – Compare why people

	prefer one over the other.
48	Analyze why people stick to specific brands (e.g., Apple vs. Samsung).
49	Study how packaging influences product perception.
50	Extract and analyze dyes from plants for eco-friendly alternatives.
51	Any other subjects of your choice and get it approved by the field project guide

Date : 09/04/20225
Place: Ratnagiri
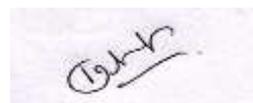
Nilesh-A-Patil

Chairperson and HoD

Format for the report

Title page

Title of the problem of the Field Project

A Project Submitted

To

R. P. Gogate College of Arts & Science and

R. V. Jogalekar College of Commerce (Autonomous), Ratnagiri

Under

University of Mumbai

SYBA

Semester III

Under the faculty of Arts

by

Name of the student

Name of the Supervisor

Gogate - Jogalekar College (Autonomous), Ratnagiri

Month and Year

On separate page

R. P. Gogate College of Arts and Science and

R. V. Jogalekar College of Commerce (Autonomous), Ratnagiri

Certificate

This is to certify that [Student's Full Name] [Student's Roll Number], has successfully completed field project entitled, "_____" under my supervision.

I further certify that the entire work has been done by the learner under my guidance and that no part of it has been submitted previously for any Degree or Diploma of any University.

It is her/his own work and facts reported by her/his personal findings and investigations.

Name and Signature of supervisor

Date of submission:

On separate page

Acknowledgment

(Model structure of the acknowledgement)

I thank the R. P. Gogate College of Arts & Science and R.V. Jogalekar College of Commerce (Autonomous), Ratnagiri & University of Mumbai for giving me opportunity to do this Field Project.

I would like to thank my Principal, Prof. Dr. M. R. Sakhalkar for providing the necessary facilities required for completion of this project.

I take this opportunity to thank our Vice Principal _____ and Head of the department

_____, for his/her moral support and guidance.

I would also like to express my sincere gratitude towards my project supervisor _____whose guidance and care made the project successful.

I would like to thank my College Library, for having provided various reference books and magazines related to my project.

Lastly, I would like to thank each and every person who directly or indirectly helped me in the completion of the project especially my Parents and Peers who supported me throughout my project.

[Name of the learners]

Community Engagement Programme (CEP)

Name of the Course	Community Engagement Programme (CEP)
Course Code	25_UACEPPOL401
Class	SYBA
Semester	IV
No of Credits	02
Nature	Practical
Type	Community Engagement Programme (CEP)

Introduction:

Community engagement program (CEP) is included in undergraduate programme to increase community participation, foster collaboration and address community concerns, drive positive change by encouraging collective decision-making, often through building trust, gathering feedback, and empowering residents to actively shape their community's future.

This course requires learners to participate in community -based learning generally under the supervision of faculty. It will involve activities that expose learners to the socio-economic issues in the society.

Course Objectives:
After completing this program, the learners will be able to;
1. Appreciate the culture and life-style of the society
2. Sensitize to the needs and challenges of the community
3. Identify causes for social problems faced by community and explore solutions for the same.

Course Outcomes:

The Community engagement program should attempt to provide opportunities for learners to;

CO1- Expose to socio-economic issues in society so that the theoretical learnings can be Supplemented by actual life experiences to generate solutions to real-life problems.

CO2- Gain an understanding of local community life, Indian culture and social realities.

CO3- Develop a sense of social responsibility and civic engagement.

CO4- Develop a sense of empathy and bonds of mutuality with local community.

CO5 -Empower to become active participants in decision-making processes by building Leadership skills.

CO6 - Implement community-driven program that address identified local needs and Contribute to positive social change.

General Guidelines for CEP:

1. Learners are expected to complete this program in their SYBA for fourth semester and TYBA for V Semester (2025-26).
2. 2 credits will be allocated for the CEP.
3. Learners are expected to complete 60 hours of participation.
4. CEP must be separate from regular programs such as NSS, NCC and similar activities.

Implementation Mechanism of CEP:

1. The implementation mechanism of the CEP course will be decided by concerned department
2. The concerned department will appoint a mentor, who will be a faculty member.
3. Each learner should keep a separate fieldwork diary to record their fieldwork experiences. Planning and preparation for CEP as well as working hours should be recorded in a diary.
4. Each learner must submit their CEP work report to the concerned department.
5. The work diary must be verified and signed by the assigned mentor.
6. Internal Viva - Voce will be conducted by the concerned department.

Evaluation Pattern: (20:30)

Evaluate each learner for 50 marks per semester at department level.

Sr. No.	Evaluation Pattern	Distribution of Marks

1	**Internal Evaluation** : Presentation / Viva-Voce	20
2	**External Evaluation:** Actual work and work report	30

Report Structure of CEP:

The students will be required to submit a comprehensive report at the end of the CEP. Report should be of minimum **5- 6 pages** or as per the guidelines of the concerned department.
A report has to be brief in content and must include the following aspects:

9. **Title Page:**
   Name of the student, programme, institution, month and year.
10. **Certificate of Completion:**
    A certificate issued by the mentor appointed from the department confirming the successful completion of the CEP.
11. **Acknowledgments:**
    Recognizing individuals or organizations that provided support, guidance during the CEP.
12. **CEP Work Experience:**
    Detailed description of work experience in CEP including CEP activity name and location, dates, and work experience. Photographs or visual aids to support work experience.
13. **Conclusion & Summary:**
    Reflections on the overall experience and learning during the CEP activity.

   Appendix:

   - CEP work Dairy must be attached along with the report.
   - CEP Events Photographs

On separate page

COMMUNITY ENGAGEMENT PROGRAM REPORT

A Report Submitted

To

R. P. Gogate College of Arts & Science
And
R.V. Jogalekar College of Commerce (Autonomous), Ratnagiri

Under

University of Mumbai

For partial completion of the degree

Of

Bachelor of Arts

Under the Faculty of Arts

S. Y. B. A.
Semester – IV

BY

(Name of the Student)

Under the Supervision

of

(Name of the Supervisor)

Month and Year

On separate page

R. P. Gogate College of Arts and Science and
R. V. Jogalekar College of Commerce (Autonomous), Ratnagiri

CERTIFICATE OF COMPLETION

This is to certify that Mr. / Ms._____[Student's Roll Number] of S.Y. B.A. (Sem IV) class bearing examination seat no. _____ has satisfactorily carried out Community Engagement Program (CEP) under my supervision.

I further certify that the entire work has been done by the learner under my guidance and that no part of it has been submitted previously for any Degree or Diploma of any University. It is her/his own work and facts reported by her/his personal findings and investigations.

His /Her bonafide work has been completed for the duration from _____to _____ for 60 hours.

Date: **Name and   Signature of CEP Mentor**
Place:

R. P. Gogate College of Arts and Science
&
R. V. Jogalekar College of Commerce (Autonomous), Ratnagiri

<u>Work Diary of *CEP*</u>

Academic Year: **Semester: IV**   **Faculty:**

Name of Learner:

Class: **Roll No**:

Name of CEP activity:

Name of community engaged:

Duration of the CEP activity:

Name of CEP Collaborating Organization:

Daily work record - Proposed schedule of Work (Minimum Mandatory- 60 Hours)

Sr. No.	Date of CEP activity	Brief description of daily activity	Place of CEP	Duration (hours)	Sign. of Mentor
		Total No. of Hours :			

Name & Sign.of Student   Name & Sign. of CEP Mentor   Sign. of concerned authority (HoD
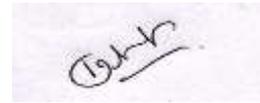
Suggested list for CEP Activities:

Sr. No.	*Activities for Community Engagement Program.*
1.	New Voters Registration Campaign
2.	Voters Registration Campaign
3.	Voters Awareness Programme
4.	Chunav Pathshala / Voters Literacy Club
5.	Adult Education or Adult literacy program in a rural village
6.	Constitution Day Programme in Society
7.	Legal awareness Programme for women
8.	Conduct Youth Parliament in Schools
9.	Conduct awareness campaigns on human rights and social justice issues.
10.	Create educational materials on Environmental conservation, Fundamental Rights and Duties and distribute them in schools and communities.
11.	Awareness based Movie / Documentaries screening for neighborhood community.
12.	Conduct workshops on Legal Literacy, Voters literacy, Digital Literacy, Finical Literacy, Entrepreneurship, technology skills for community members etc.
13.	Organization of Readers Club
14.	Participate in Gram Sabha meetings, and study community participation
15.	Guidance to Members of Grampanchacyat, Nagarsevak etc.
16.	Working with NGO ex. Child, Women, Older People etc.
17.	Anti- Drug Awareness campaign
18.	Organization of Blood Donation camp
19.	Save Girl Child Awareness Program
20.	Beti Bachao Beti Padhao Awareness Program
21.	Collaborate with Police department as Special *Police force / Police Mitra*
22.	Collaborate with *Sarpa Mitra* for safety awareness
23.	Financial Literacy Awareness Programme
24.	Digital Literacy Awareness Programme
25.	Cleanliness drive college campus and community
26.	Cyber security Awareness program
27.	Organize awareness programmes, health camps, Disability camps and cleanliness camps
28.	Health / Fitness Awareness program
29.	Conduct workshops on mental health awareness in schools and communities
30.	Education Loan Awareness Programme
31.	Organize orientation programmes for farmers regarding organic farming.
32.	Partner with local NGOs to support women's empowerment initiatives in rural and urban areas.
33.	Organizing awareness programs regarding government schemes.
34.	Aids Awareness campaign in an urban/ rural area
35.	Human Trafficking Awareness program

36.	Implement a community-based savings and credit scheme to promote Self Help group
37.	Cyber security Awareness program in an urban/ rural area
38.	Organization of Self Defense program in an school
39.	Water Conservation Awareness program
40.	Establish a community-based Sustainability of Local (Kokan) culture
41.	Establish a community-based tourism initiative to promote local attractions.
42.	Organize a health and hygiene awareness campaign
43.	Design and execute a waste management initiative in an urban neighborhood
44.	Conduct surveys on access to clean water and sanitation facilities in both rural and urban settings.
45.	Collaborate with healthcare professionals to provide management services for free medical camps in underserved areas.
46.	Organize street plays, cultural exchange events between rural and urban communities to foster understanding and unity.
47.	Establish community libraries or resource centers in underserved areas.
48.	Survey of rural areas skills and how you will incorporate it in your college.
49.	Conduct workshops on mental health awareness in schools and communities.
50.	Implement initiatives to promote sustainable energy practices in rural environment
51.	Collaborate with local artists to beautify public spaces in urban areas through murals and street art.
52.	Conduct research projects on urbanization trends and their impact on rural communities.
53.	Establish community-driven initiatives for disaster preparedness and response.
54.	Facilitate dialogues between community members and local government officials to address pressing issues.
55.	Implement initiatives to promote inclusive education for children with disabilities.
56.	Conduct workshops on conflict resolution and peacebuilding in diverse communities.
57.	Establish support groups for vulnerable populations internally displaced persons
58.	Organize intergenerational activities to bridge the gap between youth and elders in communities.
59.	Implement initiatives to promote inclusive urban planning and accessibility for persons with disabilities.
60.	Conduct surveys on access to healthcare services and health outcomes in underserved communities.
61.	Organize cultural festivals celebrating the diversity of rural and urban communities.
62.	Establish community-led initiatives for environmental conservation and biodiversity preservation
63.	Organize campaigns to promote responsible consumption and waste reduction.
64.	Implement initiatives to address food insecurity and malnutrition in both settings
65.	Establish community-based childcare centers to support working parents.
66.	Organize job fairs and career counselling sessions in rural areas.
67.	Organize workshops on parenting skills and early childhood development.
68.	Conduct surveys on housing conditions and access to affordable housing in both settings

69.	Establish community-led initiatives for inclusive recreation and leisure activities for senior citizen like laughter club, experiences sharing.
70.	Establish community-based initiatives for urban agriculture projects.
71.	Organize capacity-building workshops for community-based environmental organizations.
72.	Establish community-led initiatives for waste reduction and recycling.
73.	Implement initiatives to promote access to affordable education for children from low-income families.
74.	Conduct surveys on access to social assistance programs for elderly persons
75.	Conduct surveys on access to social assistance programs for elderly persons
76.	Organize workshops on entrepreneurship skills for youth in rural communities
77.	Conduct surveys on access to social services for persons with disabilities.
78.	Establish community-based initiatives for disaster risk reduction.
79.	Conduct a needs assessment in a rural community to identify priority areas for social development.
80.	Any other subjects of your choice and get it approved by the CEP mentor.

Date : 09/04/20225
Place: Ratnagiri

Nilesh-A-Patil

Chairperson and HoD