



Date :- 25/04/2025

NOTIFICATION

Sub :- CBCS Syllabi of B. A. in Political Science (Sem. III & VI)

Ref. :- Decision of the Academic Council at its meeting held on 22/04/2025.

The Syllabi of B. A. in Political Science (Third and Fourth Semesters) as per **NATIONAL EDUCATION POLICY – 2020 (2024 Pattern)** and approved by the Academic Council as referred above are hereby notified for implementation with effect from the academic year 2025-26.

Copy of the Syllabi Shall be downloaded from the College Website (www.kcesmjcollege.in)

Sd/-
Chairman,
Board of Studies

To :

- 1) The Head of the Dept., M. J. College, Jalgaon.
- 2) The office of the COE, M. J. College, Jalgaon.
- 3) The office of the Registrar, M. J. College, Jalgaon.

Knowledge is Power

Khandesh College Education Society's
Moolji Jaitha College, Jalgaon
An "Autonomous College"

Affiliated to
Kavayitri Bahinabai Chaudhari
North Maharashtra University, Jalgaon-425001



STRUCTURE AND SYLLABUS

B.A. Honours / Honours with Research (S.Y.B.A Political Science)

(Major (DSC), Minor, SEC, OE & CEP/FP)

**As per NEP-2020 Guidelines
Under Choice Based Credit System (CBCS)**

[w.e.f. Academic Year: 2025-26]

Preface

The Bachelor in arts in Political Science is designed to provide students with a solid foundation in the theories, institutions, processes, and issues that shape political landscapes around the globe. Through a blend of rigorous coursework, critical analysis, and interactive learning experiences, this program seeks to cultivate a deeper understanding of the complexities of politics and its impact on societies. This syllabus serves as a comprehensive guide to the curriculum, objectives, and expectations for your academic pursuits in the field of Political Science.

Programme Specific Outcome (PSO) for B.A. Political Science Honours/Honours with Research:

After completion of this course, students are expected to:

PSO No.	PSO
1	Demonstrate a deep understanding of historical developments, key concepts and theories in political science.
2	Understand the functioning of various political institutions at local, national, and international levels, including legislative bodies, executive branches, and electoral systems.
3	Understand the constitutional framework and political process of India after Independence.
4	Analyze public policies, assess their impacts, and evaluate their effectiveness in addressing societal issues.
5	Analyze political phenomena in a global context and compare political systems, ideologies, and practices across different countries.
6	Apply critical thinking skills to analyze and evaluate political issues and policies.

Multiple Entry and Multiple Exit options:

The multiple entry and exit options with the award of UG certificate/ UG diploma/ or three-year degree depending upon the number of credits secured;

Levels	Qualification Title	Credit Requirements		Semester	Year
		Minimum	Maximum		
4.5	UG Certificate	40	44	2	1
5.0	UG Diploma	80	88	4	2
5.5	Three Year Bachelor's Degree	120	132	6	3
6.0	Bachelor's Degree- Honours Or Bachelor's Degree- Honours with Research	160	176	8	4

DEPARTMENT OF POLITICAL SCIENCE**SYBA STRUCTURE AS PER NEP-2020****WEF 2025-26**

SYBA POLITICAL SCIENCE					
SYBA SEM-III					
Course	Credits	Hours/ Week	TH/ PR	Code	Title of the Paper
DSC	4	4	TH	POL DSC 231	Political Theory-I
DSC	2	2	TH	POL DSC 232	Local Self Government in Maharashtra
MIN	4	4	TH	POL MIN 231	Political Theory-I
MIN	2	2	TH	POL MIN 232	Local Self Government in Maharashtra
SEC	2	2	TH	POL SEC 231	Right to Information-I
OE	2	2	TH	POL OE 231	Politics in India after Independence-I
CEP	2	2	TH	POL CEP 231	Community Engagement Programme
SYBA SEM-IV					
DSC	4	4	TH	POL DSC 241	Political Theory-II
DSC	2	2	TH	POL DSC 242	Social and Political Movement in Maharashtra
MIN	4	4	TH	POL MIN 241	Political Theory-II
SEC	2	2	TH	POL SEC 241	Right to Information-II
SEC	2	4	PR	POL SEC 242	Practical of Right to Information
OE	2	2	TH	POL OE 241	Politics in India after Independence-II
FP	2	2	TH	POL FP 241	Field Project

DSC : Department-Specific Core course
DSE : Department-Specific elective
GE/OE : Generic/ Open elective
SEC : Skill Enhancement Course
MIN : Minor course
AEC : Ability Enhancement Course
VEC : Value Education Courses
FP : Field Project

ENG : English
ES : Environmental studies
CI : Constitution of India
IKS : Indian Knowledge System
CC : Co-curricular course
TH : Theory
PR : Practical

Semester – III

S.Y.B.A. (Political Science)
Semester –III
POL DSC 231 Political Theory-I

Credits: 4
Marks: 100
Total Lecture Hrs: 60

Internal Examination: 40
External Examinations: 60

Course Objectives:	1. Understand the nature, definition, meaning, and scope of political theory 2. Explore traditional and contemporary approaches to the study of political science. 3. Examine the meaning, definition, and elements of the state. 4. Understand the nature, meaning, and scope of sovereignty.		
Course Outcomes:	After successfully completing the course the students will have, 1. Students can articulate the importance of political theory in understanding political phenomena. 2. Students can differentiate between traditional philosophical and contemporary behavioral approaches in political science. 3. Students can explain the theories of the origin of the state, including the theory of force, divine theory, and social contract theory 4. Students can discuss the features and types of sovereignty and analyze challenges to sovereignty in contemporary contexts		
Unit	Contents	Sub-Contents	Hours
I	Political Theory	1.1 Nature, Definition, Meaning, Scope 1.2 Importance of Political Theory 1.3 Decline of Political Theory 1.4 Resurgence of Political Theory	15
II	Approaches to the Study of Political Science	2.1 Philosophical & Historical Approaches 2.2 Legal Institutional Approach 2.3 Behavioral Approaches 2.4 PostBehavioral Approaches	15
III	State	3.1 Meaning, Definition and Elements of State 3.2 Theories of Origin of the State- Theory of Force 3.3 Theories of Origin of the State- Theory of Devine 3.4 Theories of Origin of the State- Theory of Social Contract	15
IV	Sovereignty	4.1 Nature and Meaning 4.2 Definition and Scope 4.3 Features and Types 4.4 Challenges to Sovereignty	15
Study Resources	1. Bhargava Rajiv and Acharya Ashok (ed). Political Theory, New Delhi, Pearson Publication, 2011 2. Gauba O. P. An Introduction to Political Theory. Delhi, Macmillan Publication, 2009 3. Kulkarni Mangesh (ed). Interdisciplinary Perspectives in Political Theory, New Delhi, Sage Publication, 2011 4. भार्गव राजीव आणि आचार्य अशोक. राजकीय सिद्धांत: एक परिचय, दिल्ली, पियरसन प्रकाशन, 2011 5. भोळे भा. ल. राजकीय सिद्धांत आणि विश्लेषण, नागपूर, पिप्पळापुरे प्रकाशन, 2018		

	6. रेगे एम. पी. स्वतंत्रता, समता आणि न्याय, मुंबई, मौज प्रकाशन गृह, 2005 7. गर्गे स. मा. आणि घांगरेकर चि. ग. पाश्चात्य आणि भारतीय राजकीय विचारवंत, पुणे, के. सागर प्रकाशन, 2017
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POL DSC 232 Local Self Government in Maharashtra**Credits: 2****Marks: 50****Total Lecture Hrs: 30****Internal Examination: 20****External Examinations: 30**

Course Objectives:	1. Understand the historical context and significance of local self-government in India 2. Explore the composition, powers, and functions of Zilha Parishad in rural local government. 3. Examine the composition, powers, and functions of Municipal Corporation in urban local government. 4. Investigate the theory and practice of reservation policies in local self-government.		
Course Outcomes:	After successfully completing the course the students will have, 1. Students can explain the historical evolution and importance of local self-government systems in India. 2. Students can analyze the roles and responsibilities of Zilha Parishad in local governance and rural development. 3. Students can evaluate the impact of Municipal Corporations on urban development and local self-government 4. Students can assess the effectiveness and challenges of reservation policies in promoting inclusive governance		
Unit	Contents	Sub-Contents	Hours
I	Introduction	1.1 Historical Context 1.2 Meaning and Importance 1.3 Types of Local Self Government 1.4 73 rd and 74 th Constitution Amendment	7
II	Rural Local Government	2.1 Zilha Parishad- Composition, Power and Functions 2.2 Panchayat Sammittee- Composition, Power and Functions 2.3 Gram panchayat and Gram Sabha- Composition, Power and Functions 2.4 Rural Development and Panchayat Raj	8
III	Urban Local Government	3.1 Municipal Corporation- Composition, Power and Functions 3.2 Municipal Council and Nagar Panchayat- Composition, Power and Functions 3.3. Other Form of ULG- Composition, Power and Functions 3.4 Urban Development and Urban Self Government	8
IV	Contemporary Issues in Local Self Government	4.1 Leadership 4.2 Decentralization 4.3 Reservation- Theory and Practice 4.4 Roll of Women	7
Study Resources	1. Chakrabarty Bidyut and Pandey Rajendra Kumar. Local Governance in India. New Delhi, Sage Publication, 2019 2. Sachdeva Pradeep. Local Government in India. New Delhi, Pearson Publication, 2011. 3. Jayal Amit Prakash, Nirja Gopal and Sharma Pradeep(ed). Local Governance in India: Decentralization and Beyond. New Delhi, Oxford India Paperback Publication, 2007. 4. Mathur Kuldeep. Panchayati Raj. New Delhi, Oxford India Short Introductions series paperback Publication, 2013. 5. शिरसाठ शाम आणि वैनाडे भगवानसिंग. पंचायत राज आणि नागरी प्रशासन. औरंगाबाद, विदिशा बुक्स प्रकाशन, २०१४. 6. फडिया बी. एल. स्थानिक स्वशासन. साहित्य भवन प्रकाशन, आग्रा, २०१४.		

S.Y.B.A. (Political Science)
Semester –III
POL MIN 231 Political Theory-I

Credits: 4
Marks: 100
Total Lecture Hrs: 60

Internal Examination: 40
External Examinations: 60

Course Objectives:	1. Understand the nature, definition, meaning, and scope of political theory 2. Explore traditional and contemporary approaches to the study of political science. 3. Examine the meaning, definition, and elements of the state. 4. Understand the nature, meaning, and scope of sovereignty.		
Course Outcomes:	After successfully completing the course the students will have, 1. Students can articulate the importance of political theory in understanding political phenomena. 2. Students can differentiate between traditional philosophical and contemporary behavioral approaches in political science. 3. Students can explain the theories of the origin of the state, including the theory of force, divine theory, and social contract theory 4. Students can discuss the features and types of sovereignty and analyze challenges to sovereignty in contemporary contexts		
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II	Approaches to the Study of Political Science	2.1 Philosophical & Historical Approaches 2.2 Legal Institutional Approach 2.3 Behavioral Approaches 2.4 PostBehavioral Approaches	15
III	State	3.1 Meaning, Definition and Elements of State 3.2 Theories of Origin of the State- Theory of Force 3.3 Theories of Origin of the State- Theory of Devine 3.4 Theories of Origin of the State- Theory of Social Contract	15
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POL MIN 232 Local Self Government in Maharashtra**Credits: 2****Marks: 50****Total Lecture Hrs: 30****Internal Examination: 20****External Examinations: 30**

Course Objectives:	1. Understand the historical context and significance of local self-government in India 2. Explore the composition, powers, and functions of Zilha Parishad in rural local government. 3. Examine the composition, powers, and functions of Municipal Corporation in urban local government. 4. Investigate the theory and practice of reservation policies in local self-government.		
Course Outcomes:	After successfully completing the course the students will have, 1. Students can explain the historical evolution and importance of local self-government systems in India. 2. Students can analyze the roles and responsibilities of Zilha Parishad in local governance and rural development. 3. Students can evaluate the impact of Municipal Corporations on urban development and local self-government 4. Students can assess the effectiveness and challenges of reservation policies in promoting inclusive governance		
Unit	Contents	Sub-Contents	Hours
I	Local Self Government: Introduction	1.1 Historical Context 1.2 Meaning and Importance 1.3 Types of Local Self Government 1.4 73 rd and 74 th Constitution Amendment	7
II	Rural Local Government	2.1 Zilha Parishad- Composition, Power and Functions 2.2 Panchayat Sammittee- Composition, Power and Functions 2.3 Gram panchayat and Gram Sabha- Composition, Power and Functions 2.4 Rural Development and Panchayat Raj	8
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Study Resources	1. Chakrabarty Bidyut and Pandey Rajendra Kumar. Local Governance in India. New Delhi, Sage Publication, 2019 2. Sachdeva Pradeep. Local Government in India. New Delhi, Pearson Publication, 2011. 3. Jayal Amit Prakash, Nirja Gopal and Sharma Pradeep(ed). Local Governance in India: Decentralization and Beyond. New Delhi, Oxford India Paperback Publication, 2007. 4. Mathur Kuldeep. Panchayati Raj. New Delhi, Oxford India Short Introductions series		

	paperback Publication,2013. 5. शिरसाठ शाम आणि वैनाडे भगवानसिंग. पंचायत राज आणि नागरी प्रशासन. औरंगाबाद, विदिशा बुक्स प्रकाशन, २०१४. 6. फडिया बी. एल. स्थानिक स्वशासन. साहित्य भवन प्रकाशन, आग्रा , २०१४.
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S.Y.B.A. (Political Science)
Semester –III
POL SEC 231 Right to Information-I

Credits: 2

Marks: 50

Total Lecture Hrs: 30

Internal Examination: 20

External Examinations: 30

Course Objectives	1. To explore the theoretical, national, International and legal context of the legislation. 2. To understand the legal framework and major provisions of the right to information act. 3. To introduce the institutions and mechanisms mentioned in the right to information act, 2005. 4. The course will cover key concepts and practical exercises to enhance students' understanding of the RTI Act and its significance in promoting democratic principles.		
Course Outcomes	After successfully completing the course the students will have, 1. To gain a comprehensive understanding of the historical and legal context of the RTI Act in India. 2. Will be familiar with the legal framework and major provisions in RTI Act. 3. Students will know the mechanisms, and institutions established by the RTI Act. 4. To develop practical skills in drafting and filing effective RTI applications. They will understand the procedures involved and be able to frame queries to seek relevant information.		
Unit	Contents	Contents	Hours
I	Introduction to Right to Information	1.1 Theoretical understanding 1.2 National background 1.3 International background 1.4 Constitutional status	7
II	Legal Framework and Provision	2.1 Preamble and objective 2.2 Important concepts 2.3 Rights and obligations 2.4 Overview of the RTI Act, 2005	7
III	Institution and Mechanism	3.1 Public Information Officer 3.2 Appellate officer 3.3 State Information Commission 3.3 Central Information Commission	8
IV	Practical Aspect of Filing RTI Applications	4.1 Procedures for filing RTI application 4.2 Drafting effective RTI applications and framing queries 4.3 Handling responses under RTI Act A. Appeals B. Complaints	8
Study Resources	1. Government of India. The Right to Information Act, 2005. New Delhi, Professional Book Publication, 2006. 2. Government of India. Official Secrets Act, 1923 New Delhi, Professional Book Publication, 2006. 3. Das P.K. Universal Handbook on Right to Information Act. New Delhi, Universal Law Publication, 2013. 4. कचरे प्रल्हाद आणि गायकवाड शेखर. कायदा माहितीचा अन् अभिव्यक्ति स्वातंत्र्याचा, पुणे, यशवंतराव चव्हाण विकास प्रशासन प्रबोधनी, २०१६.		

	5. रॉय अरुणा, डोंगरे अवधूत(अनुवादक). कहाणी माहिती अधिकाराची :लोकांच्या दिशेने झालेला सत्तेचा प्रवास , पुणे, साधना प्रकाशन, २०२०. 6. कुंभार व्ही., पैलू माहितीच्या अधिकाराचे. पुणे, प्राजक्ता प्रकाशन, २०१२. 7. माहितीचा अधिकार अधिनियम २००५ आणि त्या अंतर्गत नियम, दूरशिक्षण प्रमाणपत्र अभ्यासक्रम पुस्तिका क्र.१, सार्वजनिक धोरण केंद्र, यशदा, पुणे. 8. माहितीचा अधिकार अधिनियम २००५ आणि त्या अंतर्गत नियम, दूरशिक्षण प्रमाणपत्र अभ्यासक्रम पुस्तिका क्र.२, सार्वजनिक धोरण केंद्र, यशदा, पुणे. 9. माहितीचा अधिकार अधिनियम २००५ आणि त्या अंतर्गत नियम, दूरशिक्षण प्रमाणपत्र अभ्यासक्रम पुस्तिका क्र.३, सार्वजनिक धोरण केंद्र, यशदा, पुणे. 10. माहितीचा अधिकार अधिनियम २००५ आणि त्या अंतर्गत नियम, दूरशिक्षण प्रमाणपत्र अभ्यासक्रम पुस्तिका क्र.४, सार्वजनिक धोरण केंद्र, यशदा, पुणे. 11. माहितीचा अधिकार अधिनियम २००५ आणि त्या अंतर्गत नियम, दूरशिक्षण प्रमाणपत्र अभ्यासक्रम पुस्तिका क्र.५, सार्वजनिक धोरण केंद्र., यशदा, पुणे.
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POL OE 231 Politics in India after Independence-I**Credits: 2****Marks: 50****Total Lecture Hrs: 30****Internal Examination: 20****External Examinations: 30**

Course Objectives:	1. Understand the historical evolution of democracy in India since independence. 2. Examine the challenges and successes in nation-building post-independence. 3. Explore the establishment of democratic institutions and their impact. 4. Evaluate key developments and crises that shaped India's democratic journey.		
Course Outcomes:	After successfully completing the course the students will have, 1. Students can trace the political processes shaping the Indian federation. 2. Students can analyze the complexities of India's political reality. 3. Students can explain the foundational aspects of India's democratic setup. 4. Students can assess significant political events and their repercussions in contemporary India.		
Unit	Contents	Sub-Contents	Hours
I	Rise of Nation-State	1.1 Meaning of Nation State 1.2 Challenges of Nation Building 1.3 Partition – Background and Consequences 1.4 Integration of Princely States & Reorganization of States	8
II	Establishment of Democracy	2.1 Constitutional Framing 2.2 General Elections (1952,1957,1962) 2.3 Congress as dominant political Party 2.4 Emergence of Opposition	7
III	The Crisis of Democratic Order	3.1 General Elections (1967,1971) 3.2 Split in the Congress 3.3 Emergency: Background and Consequences 3.4 Politics after Emergence	8
IV	Politics of Development	4.1 Idea of Development 4.2 Planning Commission 4.3 Land Reforms 4.4 Green Revolution	7
Study Resources	1. Bipin Chandra, Mridula Mukherjee and Aditya Mukherjee, 2000, India after Independence (1947-2000), Penguin Books, Delhi. 2. Ramachandra Guha, 2007, India After Gandhi, History of the World's Largest Democracy, Picador India, Delhi 3. Niraja Gopal Jayal(ed.), 2001, Democracy in India, Oxford University Press, Delhi. 4. Granville Austin, 1999, Working a Democratic Constitution: The Indian Experience, Oxford University Press, Delhi. 5. मृदुला मुखर्जी व आदित्य मुखर्जी ,२०२३, इंडिया सीन्स इंडिपेडन्स , के सागर प्रकाशन 6.राऊत, गणेश द. (वर्ष). <i>स्वातंत्र्योत्तर भारत 1947 - 1991</i>. नीराली प्रकाशन पुणे		

S.Y.B.A. (Political Science), Semester-III
POL-CEP-231: COMMUNITY ENGAGEMENT PROGRAMME
Credits: 2 Marks: 50

Guidelines for CEP & FP

In alignment with the National Education Policy (NEP) 2020, Moolji Jaitha College (Autonomous), Jalgaon is introducing the Community Engagement Program and Field Project at the undergraduate level. The NEP 2020 emphasizes holistic development, inclusivity, and integrating vocational education with academic learning, aiming to nurture socially responsible individuals. This course fosters a strong connection between education and real-world applications. We believe that experiential learning, community involvement, and fieldwork are essential components of a well-rounded education. These initiatives aim to bridge the gap between theoretical knowledge and practical experience, helping students develop critical thinking, problem-solving skills, and a sense of civic responsibility. Additionally, students will learn about the challenges faced by vulnerable households and appreciate local wisdom and lifestyles.

Inspired by NEP 2020, the Community Engagement Program and Field Project aim to produce knowledgeable, compassionate, and proactive graduates, contributing to a more just, equitable, and sustainable society.

Objectives:

- Engage students in activities that foster emotional, social, and intellectual growth, encouraging a well-rounded approach to personal and academic development.
- Provide hands-on experiences that complement classroom learning, enabling students to apply their knowledge in real-world settings and improve the quality of their education through practical applications.
- Develop a sense of responsibility towards the community by encouraging students to actively participate in social and environmental initiatives, and appreciate rural culture, lifestyle, and wisdom.
- Promote teamwork and collaboration among students, educators, and community members to address local issues and challenges, enhancing collaborative problem-solving skills.
- Ensure the program is accessible to all students, regardless of their socio-economic background, while educating them about the status of various agricultural and development programs and the challenges faced by vulnerable households.

Learning Outcomes:

After completing this course, students will be able to

- Gain an understanding of rural life, Indian culture and ethos and social realities
- Develop a sense of empathy and bonds of mutuality with the local community
- Appreciate significant contributions of local communities to Indian society and economy
- Learn to value the local knowledge and wisdom of the community
- Identify opportunities for contributing to community's socio-economic improvements

Course Structure: 2 Credits Course (60 hours)

S. No.	Module Title	Module Content	Assignment	Teaching/ Learning Methodology
1	Appreciation of Rural Society	Rural lifestyle, rural society, caste and gender relations, rural values with respect to community, nature and resources, elaboration of “soul of India lies in villages”, rural infrastructure.	Prepare a map (physical, visual or digital) of the village you visited and write an essay about inter-family relations in that village.	– Classroom discussions – Field visit – Assignment Map
2	Understanding rural and local economy and livelihood	Agriculture, farming, land ownership, water management, animal husbandry, non-farm livelihoods and artisans, rural entrepreneurs, rural markets, migrant labour.	Describe your analysis of the rural house hold economy, its challenges and possible pathways to address. Circular economy and migration patterns.	– Field visit – Group discussions in class – Assignment
3	Rural and local Institutions	Traditional rural and community organisations, Self-help Groups, Panchayati raj institutions (Gram Sabha, Gram Panchayat, Standing Committees), Nagarpalikas and municipalities, local civil society, local administration.	How effectively are Panchayati Raj and Urban Local Bodies (ULBs) institutions functioning in the village? What would you suggest to improve their effectiveness? Present a case study (written or audio-visual).	– Classroom – Field visit – Group presentation of assignment

4	Rural and National Development Programmes	History of rural development and current national programmes in India: Sarva Shiksha Abhiyan, Beti Bachao, Beti Padhao, Ayushman Bharat, Swachh Bharat, PM Awaas Yojana, Skill India, Gram Panchayat Decentralised Planning, National Rural Livelihood Mission (NRLM), Mahatma Gandhi National Rural Employment Guarantee Act 2005 (MGNREGA), SHRAM, Jal Jeevan Mission, Scheme of Fund for Regeneration of Traditional Industries (SFURTI), Atma Nirbhar Bharat, etc.	Describe the benefits received and challenges faced in the delivery of one of these programmes in the local community; give suggestions about improving the implementation of the programme for the poor. Special focus on the urban informal sector and migrant households.	– Classroom – Each student selects one program for field visit – Written assignment
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Note: The modules are suggestive in nature and students can opt any one activities for community engagement program and field project based on topic appropriate to their regional community context.

Suggestive Themes for field-based / community engagement activities are listed below:

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

- Conduct soil health test, drinking water analysis, energy use and fuel efficiency surveys and building solar powered village;
- Raise understanding of people's impacts of climate change, building up community's disaster preparedness;
- Organise orientation programmes for farmers regarding organic cultivation, rational use of irrigation and fertilizers, promotion of traditional species of crops and plants and awareness against stubble burning;
- Formation of committees for common property resource management, village pond maintenance and fishing;
- Identifying the small business ideas (handloom, handicraft, khadi, food products, etc.) for rural areas to make the people self-reliant.
- Management curriculum may include aspects of micro-financing in a rural context;
- Chemistry syllabus can have a component of conducting water and soil analysis in surrounding field areas;
- Political science syllabus could include a mapping of local rural governance institutions and their functioning.
- Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living
- Understanding panchayats and constitutional mandate of local governance
- Panchayat administration, Gram Sabha, Mahila Sabha, Gram Panchayat Development Plan (GPDP), local planning of basic services.
- Micro-finance, SHGs, system of savings and credit for local business, linkages to banks, financial inclusion.
- Rural – entrepreneurship, opportunities for small business in local communities, access to financial and technical inputs to new entrepreneurs.
- Renewable energy, access to household and community level solar and bio-mass systems for sustainable energy use.
- Participatory Monitoring and evaluation of socio-economic development programmes, and cost-benefit analysis of project proposals.
- Participatory decentralised planning, Gram Panchayat Development Plan (GPDP), and micro-level data analysis for new investments.
- Urban informal settlements and basic services.
- Migrant workers' livelihood security and social services.
- Hygiene and sanitation, improving health and personal behaviours, locally manageable decentralised systems and awareness against stubble burning.
- Water conservation, traditional practices of storage and harvesting, new systems of distribution and maintenance.
- Women's empowerment, gender inequality at home, community and public spaces, safety of girls and women, access to skills, credit and work opportunities.
- Child security, safety and good parenting, nutrition and health, learning and training for child care.
- Rural Marketing, market research, designing opportunities for rural artisans and crafts, and new products based on demand assessment.
- Community Based Research in Rural Settings, undertaking research that values local

knowledge, systematises local practices and tools for replication and scale-up.

- Peri-urban development of informal settlements, mapping and enumeration, design of local solutions.

The field based activities should be conducted using community-based participatory research methodology in partnership with local community institutions and relevant public agencies so that the findings of research are shared with them and they develop ownership of the same.

Teaching and Learning Methods

- An ICT based online/offline module needs to be prepared for self-paced learning by students for one credit which can be supplemented through discussions in the classroom.
- Reading and classroom discussions, Participatory Research Methods and Tools, Community dialogues, Oral history, social and institutional mapping, interactions with elected panchayat leaders and government functionaries, Observation of Gram Sabha, Field visits to various village institutions
- Classroom theory must be linked to the realities of the local field areas.

Implementation Strategy

- **Field Projects:** Students will undertake field projects that address local community needs, such as environmental conservation, public health initiatives, or educational outreach programs. These projects will be guided by faculty and community mentors, ensuring that students receive support and feedback throughout the process.
- **Community Partnerships:** Collaborations with local organizations, NGOs, and government bodies will be established to provide students with diverse opportunities for engagement and learning. These partnerships will also help in identifying areas where students can make a significant impact.
- **Workshops and Training:** Regular workshops and training sessions will be conducted to equip students with the necessary skills and knowledge for effective community engagement. Topics will include project management, communication skills, and leadership development.
- **Assessment and Reflection:** Students will be encouraged to reflect on their experiences through presentations, reports, and discussions. This reflective practice will help them to critically analyze their work and its impact on the community.

Assessment:

- Readings from related literature including e-content and reflections from field visits should be maintained by each student in a Field Diary.
- Participation in Field Visits should be allocated 30% marks; group field project should have 40% of total marks; presentation of field project findings to the community institution should have 30% of total marks.

Semester –IV

S.Y.B.A. (Political Science)
Semester –IV
POL DSC 241 Political Theory-II

Credits: 4

Marks: 100

Total Lecture Hrs: 60

Internal Examination: 40

External Examinations: 60

Course Objectives:	1. Understand the meaning and definition of ideology and its evolution in political thought 2. Explore the meanings, definitions, nature, and scope of liberty and equality. 3. Examine the meanings, definitions, and nature of rights and justice. 4. Understand the evolution and variations of major ideologies such as liberalism, socialism, Marxism, and democracy.		
Course Outcomes:	After successfully completing the course the students will have, 1. Students can identify and explain major political ideologies like liberalism, socialism, and Marxism. 2. Students can define and compare liberty (negative and positive) and equality, discussing their societal implications. 3. Students can describe different types of rights and theories of justice, analyzing their roles in society. 4. Students can discuss the characteristics and historical contexts of liberalism, socialism, Marxism, and democracy.		
Unit	Contents	Sub-Contents	Hours
I	Key Concept and Ideology	1.1 Meaning and Definition 1.2 Types of Major Ideologies: Liberalism, Socialism, Marxism 1.3 End of Ideology Thesis 1.4 Debate on the End of History	15
II	Liberty and Equality	2.1 Liberty- Meaning, Definition, Nature and Scope 2.2 Types and Negative and Positive Liberty 2.3 Equality- Meaning, Definition, Nature, Types and Approaches 2.4 Balance between Liberty and Equality	15
III	Rights and Justice	3.1 Rights- Meaning, Definition and Nature 3.2 Types and theories of Rights 3.3 Justice-Meaning, Definition and Nature 3.4 Dimensions of Justice	15
IV	Major Ideologies	4.1 Liberalism - Classical, Modern, Neoliberalism 4.2 Socialism – Utopian, Democratic, Liberal 4.3 Marxism - Historical and Dialectical Materialism, Class, Revolution 4.4 Democracy- Direct Democracy, Representative Democracy, Liberal Democracy, Dictatorship in Democracy	15
Study Resources	1. Bhargava Rajiv and Acharya Ashok (ed). Political Theory, New Delhi, Pearson Publication, 2011 2. Gauba O. P. An Introduction to Political Theory. Delhi, Macmillan Publication, 2009 3. Kulkarni Mangesh (ed). Interdisciplinary Perspectives in		

	Political Theory, New Delhi, Sage Publication, 2011 4. भार्गव राजीव आणि आचार्य अशोक. राजकीय सिद्धांत: एक परिचय, दिल्ली, पियरसन प्रकाशन, 2011 5. भोळे भा. ल. राजकीय सिद्धांत आणि विश्लेषण, नागपूर, पिप्पळापुरे प्रकाशन, 2018 6. रेगे एम. पी. स्वतंत्रता, समता आणि न्याय, मुंबई, मौज प्रकाशन गृह, 2005 7. गर्गे स. मा. आणि घांगरेकर चि. ग. पाश्चात्य आणि भारतीय राजकीय विचारवंत, पुणे, के. सागर प्रकाशन, 2017
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S.Y.B.A. (Political Science)**Semester –IV****POL DSC 242 Social & Political Movements in Maharashtra****Credits: 2****Marks: 50****Total Lecture Hrs: 30****Internal Examination: 20****External Examinations: 30**

Course Objectives:	1. Understand the historical context and significance of the Satyashodhak Movement in India. 2. Examine the historical context and origins of the Dalit Movement in India. 3. Explore the origins, objectives, and historical context of the Adivasi Movement in India 4. Analyze the historical background and context of the Sanyukta Maharashtra Movement.		
Course Outcomes:	After successfully completing the course the students will have, 1. Students can articulate the key principles and objectives of the Satyashodhak Movement and its leaders. 2. Students can trace the historical development of the Dalit Movement and its impact on Indian society. 3. Students can articulate the goals and strategies of the Adivasi Movement for rights and development. 4. Students can discuss the socio-political implications of linguistic reorganization movements in India		
Unit	Contents	Sub-Contents	Hours
I	Satyashodhak Movement:	1.1 Satyashodhak Movement 1.2 Muslim Satyashodhak Movement 1.3 Impact & importance of Satyashodhak Movement 1.4 Satyashodhak Movement & today's position	7
II	Dalit Movement:	2.1 Historical Context and Origins 2.2 Dalit Movement & Dr. Ambedkar 2.3 Dalit Movement after Dr. Ambedkar 2.4 Contemporary Challenges and Issues	7
III	Adivasi Movement:	3.1 Origin & Objectives 3.2 Issues of Adivasi Development 3.3 Remedies: i) Efforts of Govt level ii) Efforts of NGO level 3.4 Today's position of Adivasi Movement	8
IV	Sanyukta Maharashtra Movement:	4.1 State Reorganization Committee- i) Dar Commission ii) Fazal Ali Committee iii) JVP Committee iv) Nagpur Treaty 4.2 Sanyukta Maharashtra Samiti/ Committee 4.3 Establishment of Maharashtra State 4.4 Importance of Mumbai	8
Study Resources	1. Y.D. Phadake. Social Reformers of Maharashtra, Pune, Santosh Dastane & Co. 2. Santosh Dastane. Glimpses of Maharashtra, Pune, Dastane Ramchandra & Co. 3. Jogdand Pralhad. Dalit Movement in India 4. पाटील आणि इतर. महाराष्ट्रातील सामाजिक आणि राजकीय चळवळी		

	5. द्वा. भ. कर्णिक. कामगार चळवळीचा इतिहास 6. हमीद हमिद दलवाई. मुस्लिम समस्या आणि उपाय 7. संपा. सुहास पळशीकर आणि नितीन बिरमल. महाराष्ट्राचे राजकारण: राजकीय प्रक्रियेचे स्थानिक संदर्भ, प्रतिमा प्रकाशन, पुणे 8. डॉ.शुभांगी राठी. महाराष्ट्रातील सामाजिक, राजकीय चळवळी, साहित्य सेवा प्रकाशन, औरंगाबाद 9. य. दि. फडके. २०व्या शतकातील महाराष्ट्र 10. पळशीकर, समकालीन राजकीय चळवळी. डायमंड पब्लिकेशन्स, पुणे 11. गायकवाड दीपक आदिवासी चळवळ - स्वरूप व दिशा, सुगावा प्रकाशन 12. देसाई संभाजी (संपा) महाराष्ट्रातील चळवळी, प्रशांत पब्लिकेशन्स, जळगाव
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S.Y.B.A. (Political Science)
Semester –IV
POL MIN 241 Political Theory-II

Credits: 4

Marks: 100

Total Lecture Hrs: 60

Internal Examination: 40

External Examinations: 60

Course Objectives:	1.Understand the meaning and definition of ideology and its evolution in political thought 2.Explore the meanings, definitions, nature, and scope of liberty and equality. 3.Examine the meanings, definitions, and nature of rights and justice. 4.Understand the evolution and variations of major ideologies such as liberalism, socialism, Marxism, and democracy.		
Course Outcomes:	After successfully completing the course the students will have, 1.Students can identify and explain major political ideologies like liberalism, socialism, and Marxism. 2.Students can define and compare liberty (negative and positive) and equality, discussing their societal implications. 3.Students can describe different types of rights and theories of justice, analyzing their roles in society. 4.Students can discuss the characteristics and historical contexts of liberalism, socialism, Marxism, and democracy.		
Unit	Contents	Sub-Contents	Hours
I	Key Concept and Ideology	1.1 Meaning and Definition 1.2 Types of Major Ideologies: Liberalism, Socialism, Marxism 1.3 End of Ideology Thesis 1.4 Debate on the End of History	15
II	Liberty and Equality	2.1 Liberty- Meaning, Definition, Nature and Scope 2.2 Types and Negative and Positive Liberty 2.3 Equality- Meaning, Definition, Nature, Types and Approaches 2.4 Balance between Liberty and Equality	15
III	Rights and Justice	3.1 Rights- Meaning, Definition and Nature 3.2 Types and theories of Rights 3.3 Justice-Meaning, Definition and Nature 3.4 Dimensions of Justice	15
IV	Major Ideologies	4.1 Liberalism - Classical, Modern, Neoliberalism 4.2 Socialism – Utopian, Democratic, Liberal 4.3 Marxism - Historical and Dialectical Materialism, Class, Revolution 4.4 Democracy- Direct Democracy, Representative Democracy, Liberal Democracy, Dictatorship in Democracy	15
Study Resources	8. Bhargava Rajiv and Acharya Ashok (ed). Political Theory, New Delhi, Pearson Publication, 2011 9. Gauba O. P. An Introduction to Political Theory. Delhi, Macmillan Publication, 2009 10. Kulkarni Mangesh (ed). Interdisciplinary Perspectives in		

	Political Theory, New Delhi, Sage Publication, 2011 11. भार्गव राजीव आणि आचार्य अशोक. राजकीय सिद्धांत: एक परिचय, दिल्ली, पियरसन प्रकाशन, 2011 12. भोळे भा. ल. राजकीय सिद्धांत आणि विश्लेषण, नागपूर, पिप्पळापुरे प्रकाशन, 2018 13. रेगे एम. पी. स्वतंत्रता, समता आणि न्याय, मुंबई, मौज प्रकाशन गृह, 2005 14. गर्गे स. मा. आणि घांगरेकर चि. ग. पाश्चात्य आणि भारतीय राजकीय विचारवंत, पुणे, के. सागर प्रकाशन, 2017
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S.Y.B.A. (Political Science)
Semester –II
POL SEC 241 Right to Information-II

Credits: 2

Marks: 50

Total Lecture Hrs: 30

Internal Examination: 20

External Examinations: 30

Course Objectives	1. To explore the scope and limitation of the right to information act. 2. To understand the challenges in the implementation of the right to information act. 3. To develop students for collecting information on RTI responses and analyzing and interpreting information in a constructive way. 4. The course will cover the understanding of contemporary issues related to RTI act.		
Course Outcomes	After successfully completing the course the students will have, 1. Students will know the scope and limitation of the RTI act. 2. To critically analyze the challenges in the implementation of the RTI act. 3. Students will understand the scientific methods for collective information and also know the responsible use of information. 4. They will understand the contemporary issues regarding RTI act.		
Unit	Contents	Contents	Hours
I	Scope and Limitation of the RTI act	1.1 Exemptions and grounds for denying information 1.2 Balancing transparency with other competing interest A. National interest B. National security C. Privacy D. Commercial confidence	7
II	Challenges in the Implementation of the RTI act	2.1 Demand side challenges 2.2 Supply side challenges	7
III	Analyze and Utilization of RTI Information	3.1 Methods for collecting RTI responses 3.2 Techniques for analyzing and interpreting RTI responses 3.3 Leveraging RTI information for research, policy analysis and advocacy 3.3 Ethical considerations and responsible use of RTI information	8
IV	RTI and Contemporary Issues	4.1 Recent judgment related to RTI 4.2 Political parties under RTI 4.3 Success stories of RTI 4.4 Future prospects and challenges in the RTI regime	8
Study Resources	1. Government of India. The Right to Information Act, 2005. New Delhi, Professional Book Publication, 2006. 2. Government of India. Official Secrets Act, 1923 New Delhi, Professional Book Publication, 2006. 3. Das P.K. Universal Handbook on Right to Information Act. New Delhi, Universal Law		

	Publication, 2013. 4. कचरे प्रल्हाद आणि गायकवाड शेखर. कायदा माहितीचा अन् अभिव्यक्ति स्वातंत्र्याचा, पुणे, यशवंतराव चव्हाणविकास प्रशासन प्रबोधनी, २०१६. 5. रॉय अरुणा, डोंगरे अवधूत(अनुवादक). कहाणी माहिती अधिकाराची : लोकांच्या दिशेने झालेला सत्तेचा प्रवास , पुणे, साधना प्रकाशन, २०२०. 6. कुंभार व्ही.पैलू माहितीच्या अधिकाराचे. पुणे, प्राजक्ता प्रकाशन, २०१२. 7. माहितीचा अधिकार अधिनियम २००५ आणि त्या अंतर्गत नियम, दूरशिक्षण प्रमाणपत्र अभ्यासक्रम पुस्तिका क्र.१, सार्वजनिक धोरणकेंद्र, पुणे. 8. माहितीचा अधिकार अधिनियम २००५ आणि त्या अंतर्गत नियम, दूरशिक्षण प्रमाणपत्र अभ्यासक्रम पुस्तिका क्र.२, सार्वजनिक धोरण केंद्र, यशदा, पुणे. 9. माहितीचा अधिकार अधिनियम २००५ आणि त्या अंतर्गत नियम, दूरशिक्षण प्रमाण पत्र अभ्यासक्रम पुस्तिका क्र.३, सार्वजनिक धोरण केंद्र, यशदा, पुणे. 10. माहितीचा अधिकार अधिनियम २००५ आणि त्या अंतर्गत नियम, दूरशिक्षण प्रमाणपत्र अभ्यासक्रम पुस्तिका क्र.४, सार्वजनिक धोरण केंद्र, यशदा, पुणे. 11. माहितीचा अधिकार अधिनियम २००५ आणि त्या अंतर्गत नियम, दूरशिक्षण प्रमाणपत्र अभ्यासक्रम पुस्तिका क्र.५, सार्वजनिक धोरण केंद्र, यशदा, पुणे.
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S.Y.B.A. (Political Science)**Semester –IV****POL SEC 242 Practical on Right to Information****Credits: 2****Marks: 50****Total Practical Hrs: 60****Internal Examination: 20****External Examinations: 30**

Course Objectives	1. To explore the theoretical, national, International and legal context of the legislation. 2. To understand the legal framework and major provisions of the right to information act. 3. To introduce the institutions and mechanisms mentioned in the right to information act, 2005. 4. The course will cover key concepts and practical exercises to enhance students' understanding of the RTI Act and its significance in promoting democratic principles.	
Course Outcomes	After successfully completing the course the students will have, 1. To gain a comprehensive understanding of the historical and legal context of the RTI Act in India. 2. Will be familiar with the legal framework and major provisions in RTI Act. 3. Students will know the mechanisms, and institutions established by the RTI Act. 4. To develop practical skills in drafting and filing effective RTI applications. They will understand the procedures involved and be able to frame queries to seek relevant information.	
Practical	Title of Practical	Hours
	Practical work Related to POL SEC 241 Right to Information-II & POL SEC 231 Right to Information-I	60
Suggested Readings: 1. Government of India. The Right to Information Act,2005. New Delhi, Professional Book Publication, 2006. 2. Government of India. Official Secrets Act,1923 New Delhi, Professional Book Publication, 2006. 3. Das P.K. Universal Handbook on Right to Information Act. New Delhi, Universal Law Publication, 2013. 4. कचरे प्रल्हाद आणि गायकवाड शेखर. कायदा माहितीचा अन् अभिव्यक्ति स्वातंत्र्याचा, पुणे, यशवंतराव चव्हाणविकास प्रशासन प्रबोधनी,२०१६. 5. रॉय अरुणा, डोंगरे अवधूत(अनुवादक). कहाणी माहिती अधिकाराची :लोकांच्या दिशेने झालेलासत्तेचाप्रवास , पुणे, साधना प्रकाशन,२०२०. 6. कुंभार व्ही.पैलू माहितीच्या अधिकाराचे. पुणे, प्राजक्ता प्रकाशन,२०१२. 7. माहितीचा अधिकार अधिनियम २००५ आणि त्या अंतर्गत नियम, दूरशिक्षण प्रमाणपत्र अभ्यासक्रम पुस्तिका क्र.१, सार्वजनिक धोरणकेंद्र, पुणे. 8. माहितीचा अधिकार अधिनियम २००५ आणि त्याअंतर्गत नियम, दूरशिक्षण प्रमाणपत्र अभ्यासक्रम पुस्तिका क्र.२, सार्वजनिक धोरण केंद्र, यशदा, पुणे. 9. माहितीचा अधिकार अधिनियम २००५ आणि त्या अंतर्गत नियम,		

- दूरशिक्षण प्रमाण पत्र अभ्यासक्रम पुस्तिका क्र.३, सार्वजनिक धोरण केंद्र, यशदा, पुणे.
10. माहितीचा अधिकार अधिनियम २००५ आणि त्या अंतर्गत नियम,
दूरशिक्षण प्रमाणपत्र अभ्यासक्रम पुस्तिका क्र.४, सार्वजनिक धोरण केंद्र, यशदा, पुणे.
11. माहितीचा अधिकार अधिनियम २००५ आणि त्या अंतर्गत नियम,
दूरशिक्षण प्रमाणपत्र अभ्यासक्रम पुस्तिका क्र.५, सार्वजनिक धोरण केंद्र, यशदा, पुणे.

Note: These practicals incorporate hands-on learning, critical thinking, and collaborative activities to help students apply theoretical concepts effectively. Teacher can make changes / modifications to the above practicals if required.

Journal

The students are expected to write a journal. Practical Format for Writing in Journal:

1. Title:
2. Aim:
3. Method/Theory:
4. Material Required:
5. Procedure:
6. Deliverable:
 - a. Discussion / description / charts / presentations / infographics / diagrams / models / audio / audio-visual
 - b. Observation/s & Findings:
 - c. Conclusion:

Evaluation:

Sr.	Particulars	Internal Evaluation Marks	External Evaluation Marks	Total Marks
1.	Journal	08	12	20
2.	PowerPoint Presentation/ Demonstration / Performance	08	12	20
3.	Viva Voce	04	06	10

S.Y.B.A. (Political Science)**Semester –IV****POL OE 241 Politics in India after Independence-II****Credits: 2****Marks: 50****Total Lecture Hrs: 30****Internal Examination: 20****External Examinations: 30**

Course Objectives:	1. Understand India's policy of non-alignment during the Cold War 2. Explore the concept of social movements and new social movements in India. 3. Understand the aspirations and issues related to Jammu and Kashmir 4. Examine the rise and implications of coalition politics in India		
Course Outcomes:	After successfully completing the course the students will have, 1. Students can analyze the dynamics and challenges of coalition politics in India. 2. Students can explain the historical and political complexities of Jammu and Kashmir. 3. Students can differentiate between social movements and new social movements in the Indian context. 4. Students can explain the principles and objectives of India's policy of non-alignment		
Unit	Contents	Sub-Contents	Hours
I	India and Cold War	1.1 Policy of Non Alignment 1.2 India and China 1.3 India and Pakistan 1.4 India's Nuclear Policy	7
II	Rise of Popular Movement	2.1 Social Movement and New Social Movement 2.2 Environmental Movement 2.3 Dalit Movement 2.4 Agriculture Movement	7
III	Regional Aspiration	3.1 Jammu Kashmir 3.2 Punjab 3.3 The North East 3.4 Dravidisthan Movement	8
IV	Recent Development in Indian Politics	4.1 Rise of Coalition Politics 4.2 Rise of OBC Politics: Mandalisation 4.3 Politics of Communalism 4.4 Emergence of a new consensus: Loksabha 2004, 2009, 2014.	8
Study Resources	1. Chandra, Mridula Mukherjee and Aditya Mukherjee, 2000, India after Independence (1947-2000 Bipin), Penguin Books, Delhi. 2. Ramachandra Guha, 2007, India After Gandhi, History of the World's Largest Democracy, Picador India, Delhi 3. Niraja Gopal Jayal(ed.), 2001, Democracy in India, Oxford University Press, Delhi 4. Granville Austin, 1999, Working a Democratic Constitution: The Indian Experience, Oxford University Press, Delhi. 5. Basu D. D.,2001(23rd Edition) Introduction to Constitution of India, LexisNexis, Delhi 6. मृदला मुखर्जी व आदित्य मुखर्जी ,२०२३, इंडिया सीन्स इंडिपेडन्स,		

	के सागर प्रकाशन 7. राऊत, डॉ. गणेश द. (वर्ष). <i>स्वातंत्र्योत्तर भारत 1947 - 1991</i>. पुणे: नीराली प्रकाशन.
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S.Y.B.A. (Political Science)
Semester –IV
POL FP 241 Field Project

Credits: 2
Marks: 50
Total Contact Hrs: 30

Internal Examination: 20
External Examinations: 30

[Refer to the Guidelines for CEP and FP given on Pages 15-19 in this document.](#)

**K. C. E. Society's
M. J. College (Autonomous), Jalgaon
Department of Political Science
Board of Studies in Political Science**

BOS Panel

Sr. No.	Name of Members	Composition	Designation & Affiliation
01	Dr. Jayesh Padvi	Chairman	Associate Professor, M. J. College, Jalgaon. 425001
02	Dr. Rajiv Pawar	48 (A) Member (Faculty of Department)	Associate Professor, M. J. College, Jalgaon. 425001
03	Dr. Mrudul Nile	Subject Expert from outside the Parent University to be nominated by the Academic Council.	Professor, Dept. of Political Science, Mumbai University, Mumbai.
04	Dr. Ashok Vasave	Subject Expert from outside the Parent University to be nominated by the Academic Council.	Professor, Dept. of Political Science, HPT & RYK College, Nashik.
05	Dr. Umesh Gogadiya	Expert to be nominated by the V.C. of Parent University from the Panel of six recommended by the college principal	Assistant Professor, Dept. of Political Science, KBCNM University, Jalgaon.
06	Mr. Amit Mahabal	One representative from industry/corporate sector/ allied area relating to placement	Journalist, Daily Lokmat, Jalgaon.
07	Mr. Moeen Shaikh	Postgraduate meritorious alumnus to be nominated by the principal	Assistant Professor, Dept. of Political Science, KBCNM University, Jalgaon.
08	Ms. Shantaram Tayde	Invitee Member	Assistant Professor, Dr. Annasaheb G. D. Bendale Mahila College, Jalgaon. 425001

**Dr. Jayesh Padvi
Chairman, BOS in Political Science,
(HoD, Department of Political Science)
M. J. College, Jalgaon**