



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

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

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

**Course Number: CE- 01**

**Course Code: BAU0325CEP216B01**

**Course Credits: 2**

<b>Marks:</b> Field Project Report duly signed by Internal Supervisor .....	30
External Assessment (Viva Voce) by University appointed Internal and External Examiners .....	20
<b>Total Marks: .....</b>	<b>50</b>

#### INTRODUCTION:

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

#### OBJECTIVES:

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

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



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

### LEARNING OUTCOMES:

After completing this course, students will be able to

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

### COURSE OUTCOME-

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

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



## References:

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

## Recommended field-based activities (Tentative):

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



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

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

#### **Concurrent Fieldwork:**

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

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

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

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

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

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

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

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