

Shiv Chhatrapati Shikshan Sanstha's

# Rajarshi Shahu Mahavidyalaya, Latur

Empowered Autonomous Institution



## Structure and Curriculum of Four Year Multidisciplinary Degree (Honors/Research) Programme with Multiple Entry and Exit option

**Under Graduate Programme of Humanities and Social  
Sciences**

**B. A. In Public Administration  
Board of Studies**

in

**Public Administration**

**Rajarshi Shahu Mahavidyalaya, Latur**

Empowered Autonomous Institution

॥ आर्यो ह नमो ज्योतिः ॥ [UG I Year]

Rajarshi Shahu Mahavidyalaya,  
Latur (Autonomous)

w.e.f. June, 2026

(In Accordance with NEP-2020)

## Review Statement

The NEP Cell reviewed the Curriculum of **Public Administration** to be effective from the **Academic Year 2026-27**. It was found that, the structure is as per the NEP-2020 guidelines of Govt. of Maharashtra.

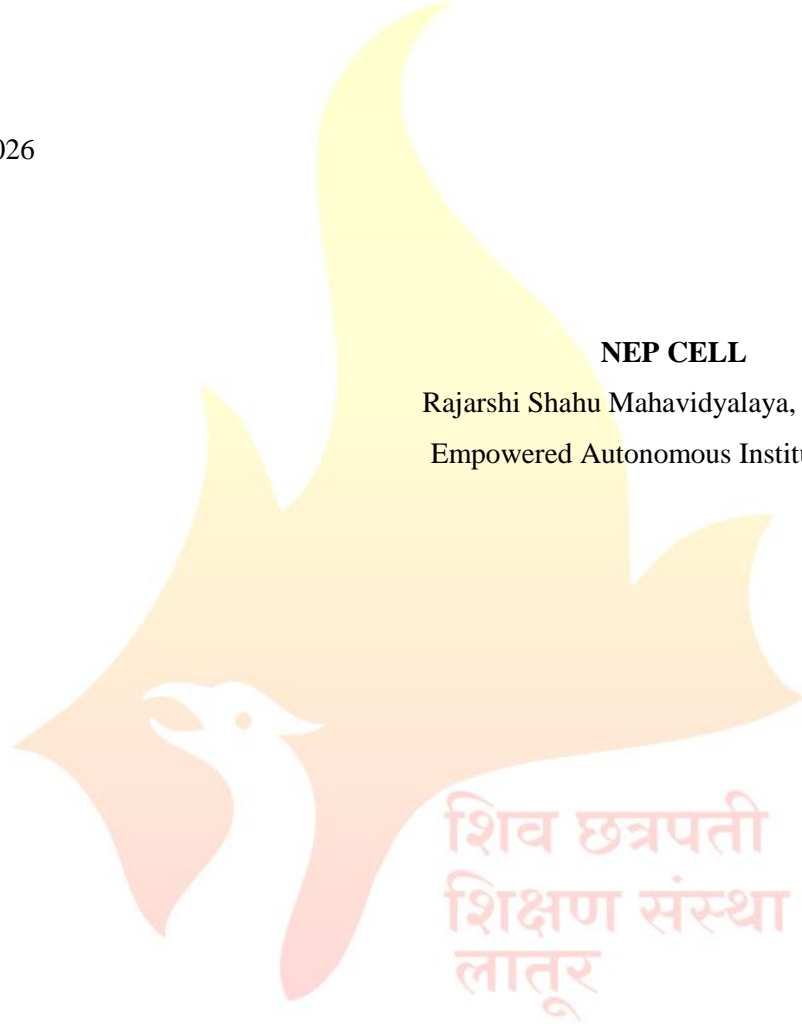
**Date:** 13 / 04 /2026

**Place:** Latur

**NEP CELL**

Rajarshi Shahu Mahavidyalaya, Latur

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## **CERTIFICATE**

I hereby certify that the documents attached are the Bonafide copies of the Curriculum of **Public Administration** to be effective from the **Academic Year 2026-27**.

**Date:** 09/ 04 /2026

**Place:** Latur



Chairperson

Board of Studies in Public Administration

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## Rajarshi Shahu Mahavidyalaya, Latur

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Members of Board of Studies in Public Administration

Under the Faculty of Humanities and Social Sciences

Sr. No.	Name	Designation	In position
1	<b>Mr. Dnyaneshwar Bansode,</b> Assistant Professor, Rajarshi Shahu Mahavidyalaya, Latur	Chairperson	HoD
2	<b>Dr. Balaji Kathurwar,</b> Professor, Dept. of Public Administration, Degloor Mahavidyalaya, Degloor	Member	V.C. Nominee
3	<b>Dr. Bhagwansing Mahadusing Rajput (Bainade),</b> Principal, MSS Arts, Science and Commerce College, Tirthpuri	Member	Academic Council Nominee
4	<b>Dr. Amol Prabhakar Kale,</b> Professor, Dept. of Public Administration, People's college, Sneh Nagar, Nanded	Member	Academic Council Nominee
5	<b>Dr. Vitthal Dahiphale,</b> People's College, Nanded.	Member	Expert from Industry
6	<b>Dr. Vitthal Panditrao Sandur,</b> Dept. of Public Administration, Maharashtra Mahavidyalaya, Nilanga	Member	P.G. Alumni
7	<b>Dr. Mahadev Jadhav,</b> Assistant Professor, Rajarshi Shahu Mahavidyalaya, Latur	Member	Faculty Member

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## From the Desk of the Chairperson...

B.A. (Degree) in Public Administration is a degree for those who seek leadership positions in public services. The students will learn the skills and techniques to design and implement policies, projects and programs to provide vital daily services and address important societal problems while attending day to day administrative issues in organizations. Students will be prepared for leadership and management positions in the public and non- profit sectors, at local, state and national levels with an emphasis on the development of effective and ethical management of organizations. The employment areas for (BA) Public Administration are in the field of Corporate Management, Economic Development, Indian Civil Services, Fire and Emergency Services, Public Works, Land Revenue Systems, Municipal Bodies, etc.

The curriculum of B.A. (Degree) Public Administration Program is prepared according to the Learning Outcomes Based Curriculum Framework (LOCF). It intends to help the learners in understanding the objectives of studying Public Administration. This curriculum will help them in understanding, critically engaging, analyzing and appreciating the societal and market relevance. The curriculum is prepared by considering the global, national and regional needs as well as skills required in administration of various employment sectors. Goal of the department is to prepare the students with administrative capabilities.



**Prof. Dnyaneshwar Bansode**

Chairperson,

Rajarshi Shahu Mahavidyalaya,  
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Board of Studies in Public Administration  
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## Rajarshi Shahu Mahavidyalaya, Latur

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## Rajarshi Shahu Mahavidyalaya, Latur

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Faculty of Humanities and Social Sciences

### Structure for Four Year Multidisciplinary Undergraduate Degree Programme in Public Administration Multiple Entry and Exit (In accordance with NEP-2020)

Year & Level	Sem	Major		Minor	OE	VSC/ SEC (VSEC)	AEC/ VEC	OJT,FP,CEP, RP	Credit per Sem.	Cum./Cr. per exit
		DSC	DSE							
1	2	3		4	5	6	7	8	9	10
I 4.5	I	DSC I: 04 Cr. DSC II: 04 Cr.	NA	NA	OE-I: 04 Cr.	VSC-I: 02 Cr. <b>SEC-I: 02 Cr.</b>	AEC-I MIL: 02 Cr. VEC-I: 02 Cr.	CC-I: 02 Cr. (NSS, NCC, Sports, Cultural)/ CEP-I: 02 Cr. (SES-I)/ OJT: 02 Cr. / Mini Project: 02 Cr.	22	44 Cr. UG Certificate
	II	DSC III: 04 Cr. DSC IV: 04 Cr.	NA	NA	OE-II: 04 Cr.	VSC-II: 02 Cr. <b>SEC- II: 02 Cr.</b>	AEC- II MIL: 02 Cr. VEC- II: 02 Cr.	Generic IKS: 02 Cr.	22	
	Cum. Cr.	16	-	-	08	04+04= 08	04+02 +02=0 8	04	44	
<p><b>Exit Option:</b> Award of UG Certificate in Major with 44 Credits and Additional 04 Credits Core NSQF Course / Internship or continue with Major and Minor</p>										

## Abbreviations:

1. DSC : Discipline Specific Core (Major)
2. DSE : Discipline Specific Elective (Major)
3. DSM : Discipline Specific Minor
4. OE : Open Elective
5. VSEC : Vocational Skill and Skill Enhancement Course
6. VSC : Vocational Skill Course
7. SEC : Skill Enhancement Course
8. AEC : Ability Enhancement Course
9. MIL : Modern Indian Languages
10. IKS : Indian Knowledge System
11. FSRCE : Fostering Social Responsibility & Community Engagement
12. VEC : Value Education Course
13. OJT : On Job Training
14. FP : Field Project
15. CEP : Community Engagement Programme
16. CC : Co-Curricular Course
17. RP : Research Project/Dissertation
18. SES : Shahu Extension Services

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Faculty of Humanities and Social Sciences  
B.A. I Public Administration

Year & Level	Semester	Course Code	Course Title	Credits	No. of Hrs.	
I 4.5	I	(DSC-I)		04	60	
		(DSC-II)		04	60	
		OE-I	From Basket	04	60	
		(VSC-I)		02	30	
		(SEC-I)	<b>Introduction to Civil Services</b>	02	30	
		(AEC-I)	From Basket	02	30	
		(VEC-I)	Constitution of India	02	30	
		AIPC/OJT-I	Mini Project – I	02	60	
	<b>Total Credits</b>				<b>22</b>	
	II	(DSC-III)			04	60
		(DSC-IV)			04	60
		OE-II	From Basket		04	60
		(VSC-II)			02	30
		(SEC-II)	<b>Ethics, Integrity and Aptitude for Civil Services</b>		02	30
		(AEC-II)	From Basket		02	30
		CC	CC – I		02	30
		Generic IKS	<b>Introduction to Indian Knowledge System</b>		02	30
	<b>Total Credits</b>				<b>22</b>	
<b>Total Credits (Semester I &amp; II)</b>				<b>44</b>		



## Rajarshi Shahu Mahavidyalaya, Latur

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Name of the Programme : Public Administration

Programme Outcomes (POs) for Public Administration	
PO1	<b>Foundational Knowledge:</b> Demonstrate a fundamental understanding of the theories, principles, and historical evolution of Public Administration from classical to modern perspectives.
PO2	<b>Administrative Analysis:</b> Analyze administrative problems and bureaucratic processes to identify operational strengths and systemic inefficiencies within government structures.
PO3	<b>Effective Communication:</b> Communicate public policy issues and administrative reports effectively to diverse stakeholders, including government officials, policymakers, and the general public.
PO4	<b>Technological Integration:</b> Apply digital governance tools, Management Information Systems (MIS), and office automation software to enhance administrative efficiency and service delivery.
PO5	<b>Ethics &amp; Accountability:</b> Integrate ethical principles and professional integrity into administrative decision-making, ensuring transparency and accountability in public service.
PO6	<b>Social Impact &amp; Welfare:</b> Recognize the impact of administrative actions on society, prioritizing the welfare of marginalized, vulnerable, and underrepresented sections of the community.
PO7	<b>Practical Problem Solving:</b> Design practical interventions for community-level issues by effectively utilizing available administrative, human, and financial resources.
PO8	<b>Leadership &amp; Teamwork:</b> Function effectively as an individual and as a member or leader in administrative teams, diverse committees, and community organizations.
PO9	<b>Sustainable Governance:</b> Understand the critical role of administration in implementing Sustainable Development Goals (SDGs) and environmental protection policies at local and national levels.
PO10	<b>Lifelong Learning:</b> Pursue continuous professional development and research to keep pace with evolving administrative reforms, legislative changes, and global governance trends.



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<b>Programme Specific Outcomes (PSOs) for Public Administration</b>	
PSO No.	After completion of this programme the students will be able to -
PSO1	<b>Constitutional &amp; Institutional Analysis:</b> Analyze the administrative implications of the Indian Constitution, focusing on the separation of powers and the distinct roles and interrelationships of the Executive, Legislature, and Judiciary in the governance process.
PSO2	<b>Grassroots &amp; Local Governance:</b> Evaluate the functioning and structural dynamics of rural and urban local bodies, with a specific focus on the empowerment and challenges brought by the 73rd and 74th Constitutional Amendment Acts.
PSO3	<b>Human Resource &amp; Financial Management:</b> Comprehend the mechanisms of personnel administration, including recruitment, training, and performance appraisal, alongside the nuances of the budgetary process and legislative financial control in the Indian context.
PSO4	<b>Public Policy Life Cycle:</b> Analyze the comprehensive life cycle of public policy, demonstrating the ability to track a policy from agenda-setting and formulation to its practical implementation and final impact evaluation.
PSO5	<b>Administrative Law &amp; Citizen Rights:</b> Interpret the principles of natural justice, the necessity of delegated legislation, and the critical role of administrative tribunals and judicial oversight in protecting the rights of citizens against administrative overreach.
PSO6	<b>Development Administration &amp; Civil Society:</b> Assess the strategies employed by the state to achieve socio-economic development, including the collaborative role of NGOs and Self-Help Groups (SHGs) in the effective delivery of public services and community welfare.



# Semester - I

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Faculty of Humanities and Social Sciences

Department of Public Administration

UG I Sem I

Course Type: SEC-I

Course Title: Introduction to Civil Services

Course Code:

Credits: 02

Max. Marks: 50

Lectures: 30 Hrs.

### Learning Objectives:

- LO 1. To trace the historical evolution of the Indian civil services, analyzing the transition from a colonial instrument of control to a democratic service-oriented structure.
- LO 2. To examine the constitutional safeguards and legal frameworks that define the rights, duties, and classification of public servants in India.
- LO 3. To analyze the institutional mechanisms of recruitment and training, focusing on the roles of the UPSC, MPSC, and premier national training academies.
- LO 4. To evaluate the code of conduct and legislative acts governing administrative behavior, specifically focusing on transparency and time-bound public service delivery.

### Course Outcomes:

After completion of the course the students will be able to-

- CO 1. Explain the conceptual significance of civil services and trace their historical evolution from the British era to the modern administrative state.
- CO 2. Analyze the constitutional provisions (Articles 308–323) and the structural classification of All India, Central, and State services.
- CO 3. Compare the recruitment methodologies of UPSC and MPSC while describing the objectives of foundational and professional training in India.
- CO 4. Critique the implementation of the Conduct Rules and the Rights of Public Service Act to assess their impact on administrative transparency and integrity.

Unit No.	Title of Unit & Contents	Hrs.
I	<b>Introduction to Civil Services</b>	8
	1.Evolution of Civil service in India 2.Civil Services: Concept and Significance	
	<b>Unit Outcomes:</b> UO1.Trace the historical transition of civil services from the British colonial era to the modern Indian administrative structure. UO2.Explain the significance and role of civil services as the backbone of democratic governance and policy implementation	

Unit No.	Title of Unit & Contents	Hrs.
<b>II</b>	<b>Indian Civil Service</b>	<b>8</b>
	1. Constitutional Provisions of Civil Service 2. Classification of Civil Services <b>Unit Outcome:</b> UO1. Identify the key Constitutional Provisions (such as Articles 308–323) that protect and empower civil servants. UO2. Categorize the classification of services into All India Services, Central Services, and State Service.	
<b>III</b>	<b>Recruiting Agencies &amp; Training Center in India</b>	<b>7</b>
	1. Recruiting Agencies in India-UPSC-MPSC 2. Training of Public Servants in India. LBSNAA (Mussoorie), SVPNPA (Hyderabad), and YASHADA (Pune) <b>Unit Outcomes:</b> UO1. Compare the roles, powers, and functions of the UPSC and MPSC in ensuring a merit-based selection process. UO2. Describe the objectives and methodologies of foundational and professional training at LBSNAA (Mussoorie), SVPNPA (Hyderabad), and YASHADA (Pune)	
<b>IV</b>	<b>Code of Conduct -Civil Services</b>	<b>7</b>
	1. Rule of All India Services-1968 2. Maharashtra Civil Service Behavior Act- 1979 and Maharashtra Rights of Public Service Act- 2015 <b>Unit Outcomes:</b> UO1. Apply the All India Services (Conduct) Rules, 1968 to maintain integrity and discipline in public office. UO2. Critique the impact of the Maharashtra Rights of Public Service Act, 2015 on administrative transparency and time-bound service delivery	

### Learning Resources:

1. Indian Administration, Singh Hoshiyar, Kitsan Mahal, New Delhi
2. Public Administration in India, Ramchandran Padma, National Book Trust of India, New Delhi 1995
3. Indian Administration, Arora Ramesh, Vishwas Prakashan, New Delhi
4. Indian Administration, Maheshwari Shriram, Orient Longman, New Delhi
5. भारतीय प्रशासन: विकास व व्यवस्था, पोहेकर प्रीती, अरुणा प्रकाशन, लातूर २०१३
6. भारतमें लोकप्रशासन, कटारिया सुरेंद्र, आरबीएसए पब्लिशर्स, जयपूर २००६
7. भारत में प्रशासन शर्मा अशोक, आरबीएसए पब्लिशर्स, जयपूर १९९९
8. भारतीय प्रशासन, बोरा पारस, विद्या बुक्स पब्लिशर्स, औरंगाबाद

9. भारतीय प्रशासन आणि सैद्धांतिक प्रक्रिया, बंग के. आर , विद्याबुक्स पब्लिशर्स, औरंगाबाद.२०१६
10. रंजन कोळंबे , 'भारतीय राज्यघटना आणि प्रशासन' , भगीरथ प्रकाशन, २०२४
11. डॉ. शाम सिरसाट आणि डॉ. जितेंद्र वाघ, 'लोकप्रशासन' विद्या बुक्स २०१८
12. श्री. ना. सबनीस 'महाराष्ट्र नागरी सेवा नियमावली' मुंबई मुकुंद प्रकाशन २०२३
13. किशोर लवटे 'पंचायत राज आणि प्रशासन' दीपस्तंभ प्रकाशन २०२३
14. <https://youtu.be/FgqJl39ull4>
15. <https://youtu.be/9ZuKCAeXwJE>

### Internal Examination Pattern:

#### CAT – I: PPT Presentation: "A Day in the Life of a District Collector"

A presentation outlining the diverse roles of a DM/DC from revenue collection and law and order to developmental coordination and disaster management.

CAT – II: Survey of Administrative Officers of Later City.

#### Mapping of POs, PSOs and COs:

COs/POs & PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	3	1	2	0	1	2	1	1	2	1	1	2
CO2	3	2	1	0	2	1	1	1	3	2	2	1
CO3	2	2	2	1	2	1	2	3	1	1	3	1
CO4	2	3	2	2	3	3	2	2	2	2	2	3

Scale: 3 = High, 2 = Moderate, 1 = Low, 0 = No correlation.



## Semester - II

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## Rajarshi Shahu Mahavidyalaya, Latur

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Faculty of Humanities and Social Sciences

Department of Public Administration

UG I Sem II

Course Type: SEC-II

Course Title: Ethics, Integrity and Aptitude for Civil Services

Course Code:

Credits: 02

Max. Marks: 50

Lectures: 30 Hrs.

### Learning Objectives:

- LO 1. To provide students with a comprehensive understanding of ethical theories and the determinants of human behavior in a professional setting.
- LO 2. To cultivate an appreciation for core human values and the administrative wisdom derived from the lives of eminent national and international leaders.
- LO 3. To instill the foundational values of the civil services, emphasizing empathy for weaker sections and a commitment to public accountability.
- LO 4. To equip students with the analytical tools and models necessary for navigating ethical conflicts and managing institutional crises.

### Course Outcomes:

After completion of the course the students will be able to-

- CO 1. Explain the conceptual distinctions between ethics, morality, and law while analyzing the historical evolution of the Indian civil service framework.
- CO 2. Critically evaluate the role of social institutions (family, education, society) and the influence of global leaders in the formation of an individual's value system.
- CO 3. Examine the constitutional values of impartiality and non-partisanship and apply these foundational principles to public service delivery.
- CO 4. Construct ethical decision-making frameworks to resolve complex administrative dilemmas and assess strategies for transparency and crisis leadership.

Unit No.	Title of Unit & Contents	Hrs.
I	<b>Ethics Theory and Foundations</b>	8
	1. Meaning, nature, and scope of ethics 2. Ethics, Morality, and Law: distinctions and interrelations, Determinants of ethical behavior	
	<b>Unit Outcomes:</b> UO1. Differentiate between ethics, morality, and law to identify how legal frameworks and moral standards overlap in governance. UO2. Analyze the primary determinants- social, cultural, and individual	

Unit No.	Title of Unit & Contents	Hrs.
	that influence ethical behavior in a professional environment.	
<b>II</b>	<b>Human Values and Lessons from Leaders</b>	<b>8</b>
	1.Sources of values: family, society, education, 2.Core values: honesty, integrity, empathy, compassion, tolerance And Relevance of values in public administration	
	<b>Unit Outcome:</b> UO1.Evaluate the role of family, education, and society in shaping the core values required for a career in public service. UO2.Draw practical administrative lessons from the lives of leaders like Gandhi and Mandela to demonstrate integrity and compassion in leadership.	
<b>III</b>	<b>Aptitude and Foundational Values for Civil Services</b>	<b>7</b>
	1.Integrity, impartiality, and objectivity and Non-partisanship and dedication to public service 2.Emathy and compassion towards weaker sections and Accountability and transparency	
	<b>Unit Outcomes:</b> UO1.Demonstrate the application of non-partisanship and objectivity when making decisions that impact diverse social groups. UO2.Formulate approaches to ensure transparency and accountability while serving the needs of the weaker sections of society.	
<b>IV</b>	<b>Ethical Decision-Making</b>	<b>7</b>
	1.Ethical dilemmas: nature and types and Decision-making frameworks and models 2.Balancing personal ethics, professional responsibilities and Crisis management and ethical leadership	
	<b>Unit Outcomes:</b> UO1.Identify potential ethical dilemmas in administrative scenarios and apply structured decision-making models to resolve them. UO2.Propose strategies for effective crisis management that balance personal ethical convictions with official professional responsibilities.	

## Learning Resources:

1. Lexicon for Ethics, Integrity & Aptitude, Niraj Kumar, Chronicle Books ,2024 (Revised Edition)
2. Ethics, Integrity and Aptitude, G. Subba Rao and P.N. Roy Chowdhury, Access Publishing, 2023
3. Ethics, Integrity and Aptitude for Civil Services Examination, M. Karthikeya, McGraw Hill – 2023
4. Ethics, Integrity and Aptitude, Santosh Ajmera and Nanda Kishore Reddy, McGraw Hill ,2022
5. Ethics in Governance (Second Administrative Reforms Commission Report), Government of India, Department of Administrative Reforms and Public Grievances, 2007
6. नीतिशास्त्र, सचोटी आणि अभियोग्यता (Ethics, Integrity and Aptitude), सुब्रमण्यम भालचंद्र केळकर, चाणक्य मंडल परिवार, पुणे, २०२४
7. नीतिशास्त्र आणि नागरी सेवा (Ethics and Civil Services), श्रीकांत भगत, मायक्रोव्हील एज्युकेशन (इंडिया) प्रायव्हेट लिमिटेड ,२०२३.
8. नीतिशास्त्र, सत्यनिष्ठा व अभियोग्यता, अतुल कोठवडे, के'सागर पब्लिकेशन्स, पुणे, २०२३
9. नैतिकता, सचोटी आणि कार्यक्षमता, डॉ. विठ्ठल घारे, चैतन्य पब्लिकेशन्स, नाशिक, २०२२
10. प्रशासकीय नीतिशास्त्र (Administrative Ethics), डॉ. नीलकंठ कत्तूरवार, विद्या बुक्स पब्लिकेशन्स, औरंगाबाद , २०२१.

## Internal Examination Pattern:

CAT – I: Visit a local government office (e.g., Tehsildar office or Municipality). Evaluate their Citizen's Charter based on transparency and accessibility. Propose three practical improvements to make the office more "citizen-centric."

CAT – II: Imagine you are the head of a new government department. Draft a "Code of Ethics" (values) and a "Code of Conduct" (specific rules) for your subordinates to ensure maximum transparency and minimal corruption.

## Mapping of POs, PSOs and COs:

COs/POs & PSOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2	0	3	1	1	1	3	1	2	1
CO2	2	1	2	0	3	2	1	2	1	1	2	1
CO3	2	2	2	1	3	3	2	2	3	2	2	2
CO4	2	3	3	1	3	2	3	3	2	2	2	3

Scale : 3 = High, 2 = Moderate, 1 = Low, 0 = No correlation.



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**Extra Credit Activities**

Sr. No.	Course Title	Credits	Hours T/P
1	MOOCs	Min. of 02 credits	Min. of 30 Hrs.
2	Certificate Courses	Min. of 02 credits	Min. of 30 Hrs.
3	IIT Spoken English Courses	Min. of 02 credits	Min. of 30 Hrs.

**Guidelines:**

**Extra -academic activities**

1. All extra credits claimed under this heading will require sufficient academic input/ contribution from the students concerned.
2. Maximum 04 extra credits in each academic year will be allotted.
3. These extra academic activity credits will not be considered for calculation of SGPA/CGPA but will be indicated on the grade card.

**Additional Credits for Online Courses:**

1. Courses only from SWAYAM and NPTEL platform are eligible for claiming credits.
2. Students should get the consent from the concerned subject Teacher/Mentor/Vice Principal and Principal prior to starting of the course.
3. Students who complete such online courses for additional credits will be examined/verified by the concerned mentor/internal faculty member before awarding credits.
4. Credit allotted to the course by SWAYAM and NPTEL platform will be considered as it is.

**Additional Credits for Other Academic Activities:**

1. One credit for presentation and publication of paper in International/National/State level seminars/workshops.
2. One credit for measurable research work undertaken and field trips amounting to 30 hours of recorded work.
3. One credit for creating models in sponsored exhibitions/other exhibits, which are approved by the concerned department.
4. One credit for any voluntary social service/Nation building exercise which is in collaboration with the outreach center, equivalent to 30 hours
5. All these credits must be approved by the College Committee.

### **Additional Credits for Certificate Courses:**

1. Students can get additional credits (number of credits will depend on the course duration) from certificate courses offered by the college.
2. The student must successfully complete the course. These credits must be approved by the Course Coordinators.
3. Students who undertake summer projects/ internships/ training in institutions of repute through a national selection process, will get 2 credits for each such activity. This must be done under the supervision of the concerned faculty/mentor.

### **Note:**

1. The respective documents should be submitted within 10 days after completion of Semester End Examination.
2. No credits can be granted for organizing or for serving as office bearers/ volunteers for Inter-Class / Associations / Sports / Social Service activities.
3. The office bearers and volunteers may be given a letter of appreciation by the respective staff coordinators. Besides, no credits can be claimed for any services/ activities conducted or attended within the college.
4. All claims for the credits by the students should be made and approved by the mentor in the same academic year of completing the activity.
5. Any grievances of denial/rejection of credits should be addressed to Additional Credits Coordinator in the same academic year.
6. Students having a shortage of additional credits at the end of the third year can meet the Additional Credits Coordinator, who will provide the right advice on the activities that can help them earn credits required for graduation.

Rajarshi Shahu Mahavidyalaya,  
Latur (Autonomous)



Shiv Chhatrapati Shikshan Sanstha's  
**Rajarshi Shahu Mahavidyalaya, Latur**

Empowered Autonomous Institution

**Examination Framework**

**Theory:**

40% Continuous Assessment Tests (CATs) and 60% Semester End Examination (SEE)

**Practical:**

50% Continuous Assessment Tests (CATs) and 50% Semester End Examination (SEE)

Course	Marks	CAT & Mid Term Theory				CAT Practical		Best Scored CAT & Mid Term	SEE	Total
		Att.	CAT I	Mid Term	CAT II	Att.	CAT			
1	2	3				4		5	6	5 + 6
DSC/DSE/ GE/OE/Minor	100	10	10	20	10	-	-	40	60	100
DSC	75	05	10	15	10	-	-	30	45	75
Lab Course/AIPC/ OJT/FP/SEC (Science & Technology)	50	-	-	-	-	05	20	-	25	50
VSC/SEC/ AEC/VEC/CC	50	05	05	10	05	-	-	20	30	50

**Note:**

1. All Internal Exams are compulsory
2. Out of 02 CATs best score will be considered
3. Mid Term Exam will be conducted by the Exam Section
4. Mid Term Exam is of Objective nature (MCQ)
5. Semester End Exam is of descriptive in nature (Long & Short Answer)
6. CAT Practical (20 Marks): Lab Journal (Record Book) 10 Marks, Overall Performance 10 Marks