

APPLICATION FOR RECOGNITION OF HEI / PROGRAMMES UNDER OPEN AND DISTANCE LEARNING MODE UGC (ODL) REGULATIONS, 2018

Academic session beginning July, 2018

Part A

Higher Educational Institutions Details

Registration ID :	DEB/WES/516/2017/126
Name of the Higher Educational institution :	NETAJI SUBHASH OPEN UNIVERSITY
Address :	DD-26, SECTOR-I, SALT LAKE CITY, KOLKATA-700064
Tel :	03340663201
Email :	NSOU@WBNSOU.AC.IN
State :	WEST BENGAL
Fax :	03340663224
Official Website of HEI :	WWW.WBNSOU.AC.IN
Name of the Vice Chancellor :	PROFESSOR SUBHA SANKAR SARKAR
Name of the Pro Vice Chancellor/Rector(if any):	NA
Name of the Registrar	SRI MOHAN KUMAR CHATTOPADHYAY
Official website for distance education, if any :	NA
Type of HEI :	STATE OPEN
Year of establishment of HEI :	1997
Recognition status of the HEI as per UGC Act, 1956:	SECTION 2(F)
Is HEI also recognized under 12 (B):	NO
Whether accredited by NAAC? :	NO
Whether HEI is ready or has already applied for NAAC assessment:	NO
State if NAAC is not applicable at present (For SOUs & existing HEIs recognized for ODL mode by UGC for 2017-18 only):	YES
In case of existing recognized HEI, mention letter No. & date of UGC recognition letter :	12-3/2016(DEB-I)/355; 06.07.2016
Territorial Jurisdiction of HEI as per its Act for offering proposed ODL programmes :	WITHIN THE STATE
Territorial Jurisdiction of HEI for offering proposed ODL programmes as per Annexure IV of UGC (ODL) Regulations, 2017 :	WITHIN THE STATE PLUS OTHER STATES
Whether Center for Internal Quality Assurance (CIQA) is established or not :	YES

TABLE 1.1

Academic Year Planner [Programmes under yearly system]:

Sr.No.	Name of the Activity	Tentative months schedule (specify months) during Year	
		From(Month)	To(Month)
1.	Admission	JUN	JUL
2.	Distribution of SLM	JUL	AUG
3.	Contact Programmes(counselling, Practicals,etc.)	AUG	MAY
4.	Assignment Submission (if any)	NOV	JAN
5.	Evaluation of Assignment	JAN	FEB
6.	Examination	JUN	AUG
7.	Declaration of Result	AUG	SEP

TABLE 1.2

Academic Year Planner [Programmes under Semester System]:

Sr.No.	Name of the Activity	July		January	
		From	To	From	To
1.	Admission	JUN	JUL	NIL	NIL
2.	Distribution of SLM	JUL	AUG	NIL	NIL
3.	Contact Programmes(counselling, Practicals,etc.)	JUL	NOV	JAN	APR
4.	Assignment Submission (if any)	OCT	NOV	MAR	MAY
5.	Evaluation of Assignment	NOV	NOV	MAY	MAY
6.	Examination	NOV	NOV	MAY	MAY
7.	Declaration of Result	DEC	DEC	JUN	JUN

TABLE 1.3

BUILT-UP AREA AT HQS FOR DISTANCE EDUCATION ACTIVITIES:

Sr.No.	Built-up Area Type	Built-Up Area (Carpet Area Sq. ft)
(i)	Academic	63776
(ii)	Administrative	31200
(iii)	Academic support such as Library, Reading Room, Computer Centre, Information and Communication technology labs, Video and Audio Labs etc.	28640
(iv)	Amenities or other support facilities(Excluding toilets)	101719
	Total built-up area for ODL activities	225335

TABLE 1.4

DETAILS OF STUDENTS ENROLLED AND PASSED UNDER ODL MODE :

Note : If Not Applicable then Enter NA or 0

Academic year	Particular	UG Degree	PG Degree
2017-18	No. of students enrolled	50129	18806
	No. of students passed	12307	9735

2016-17	No. of students enrolled	42637	13388
	No. of students passed	9272	6568
2015-16	No. of students enrolled	31840	18168
	No. of students passed	7715	5040

TABLE 1.5(Proposed Programme details for Distance Education)

SrNo.	Name of Programme proposed to be offered from July, 2018 onward	Whether as per UGC Degree specification 2014(Y/N)	Minimum Duration of programmes (years)	Type of Programme: Professional or General	Whether SLM prepared for complete programme	Whether offered under Regular mode
1	B. ED. ODL	YES	2	PROFESSIONAL	YES	NO
2	B.ED. SPECIAL EDUCATION (MRHIVI)ODL	YES	2	PROFESSIONAL	YES	NO
3	M. ED SPECIAL EDUCATION	YES	2	PROFESSIONAL	NO	NO
4	MASTER OF BUSINESS ADMINISTRATION	YES	2	PROFESSIONAL	YES	YES
5	B.A. IN BENGALI	YES	3	GENERAL	YES	NO
6	B.A. IN ECONOMICS	YES	3	GENERAL	YES	NO
7	B.A. IN EDUCATION	YES	3	GENERAL	NO	NO
8	B.A. IN ENGLISH	YES	3	GENERAL	YES	NO
9	B.A. IN HISTORY	YES	3	GENERAL	YES	NO
10	B.A. IN POLITICAL SCIENCE	YES	3	GENERAL	YES	NO
11	B.A. IN PUBLIC ADMINISTRATION	YES	3	GENERAL	YES	NO
12	B.A. IN SOCIOLOGY	YES	3	GENERAL	YES	NO
13	B.SC. IN BOTANY	YES	3	GENERAL	YES	NO
14	B.SC. IN CHEMISTRY	YES	3	GENERAL	YES	NO
15	B.SC. IN GEOGRAPHY	YES	3	GENERAL	YES	NO
16	B.SC. IN MATHEMATICS	YES	3	GENERAL	YES	NO
17	B.SC. IN PHYSICS	YES	3	GENERAL	YES	NO
18	B.SC. IN ZOOLOGY	YES	3	GENERAL	YES	NO
19	BACHELOR IN COMMERCE	YES	3	GENERAL	YES	NO
20	BACHELOR IN SOCIAL WORK	YES	3	GENERAL	NO	NO
21	BACHELOR OF LIBRARY AND INFORMATION SCIENCE	YES	1	GENERAL	YES	NO
22	M.A. IN BENGALI	YES	2	GENERAL	YES	NO
23	M.A. IN EDUCATION	YES	2	GENERAL	YES	NO
24	M.A. IN ENGLISH	YES	2	GENERAL	YES	NO
25	M.A. IN ENGLISH LANGUAGE TEACHING	YES	2	GENERAL	YES	NO
26	M.A. IN HISTORY	YES	2	GENERAL	YES	NO
27	M.A. IN POLITICAL SCIENCE	YES	2	GENERAL	YES	NO
28	M.A. IN PUBLIC ADMINISTRATION	YES	2	GENERAL	YES	NO
29	M.SC. IN GEOGRAPHY	YES	2	GENERAL	YES	NO

30	M.SC. IN MATHEMATICS	YES	2	GENERAL	YES	NO
31	M.SC. IN ZOOLOGY	YES	2	GENERAL	YES	NO
32	MA IN JOURNALISM AND MASS COMMUNICATION	YES	2	GENERAL	NO	NO
33	MASTER OF COMMERCE	YES	2	GENERAL	YES	NO
34	MASTER OF LIBRARY AND INFORMATION SCIENCE	YES	1	GENERAL	YES	NO
35	MASTER OF SOCIAL WORK	YES	2	GENERAL	YES	NO

TABLE 1.6(Regional Centre details)

SrNo.	Name & Address of Regional Centre	HEI Association with RC (Owned, maintained etc.)	Name and Contact Details of Coordinator/Counsellor	Qualification of Coordinator/Counsellor at RC	No. of Counsellor at RC	No. of LSC covered under RC
1	KALYANI REGIONAL CENTER KALYANI GHOSHPARA, KALYANI, NADIA - 741 235.	OWNED	DR. NIRUPAMA BHATTACHARYA GOSWAMI KALYANI GHOSHPARA, KALYANI, NADIA - 741 235. PHONE : +91 33 2502 5066	AS PER UGC NORMS	21	31
2	JALPAIGURI REGIONAL CENTER KOTWALI, MOUZA: PATKATA, BLOCK: SADAR, DISTRICT: JALPAIGURI, LANDMARK: JALPAIGURI GOVT ENGINEERING COLLEGE	OWNED	DR. ASIT BARAN AICH KOTWALI, MOUZA: PATKATA, BLOCK: SADAR, DISTRICT: JALPAIGURI, LANDMARK: JALPAIGURI GOVT ENGINEERING COLLEGE PHONE: 033 4066 3209	AS PER UGC NORMS	10	22
3	NETAJI SUBHAS OPEN UNIVERSITY DD-26, SECTOR-I, SALT LAKE CITY, KOLKATA - 700 064	OWNED	SMT. NILAJANA CHATTERJEE; DD-26, SECTOR-I, SALT LAKE CITY, KOLKATA - 700 064	AS PER UGC NORMS	20	96
4	DURGAPUR REGIONAL CENTER J.N. AVENUE, J.L 82, SUB DIVISION : DURGAPUR, POLICE STATION: NEW TOWN DURGAPUR. MOUZA : FULJHORE, DISTRICT: PASCHIM BURDWAN, LAND MARK : DURGAPUR GOVT COLLEGE	OWNED	SRI PROSENJIT BHATTACHARYA; J.N. AVENUE, J.L 82, SUBDIVISION : DURGAPUR, POLICE STATION: NEW TOWN DURGAPUR. MOUZA : FULJHORE, DISTRICT: PASCIM BURDWAN, LAND MARK : DURGAPUR GOVT COLLEGE PHONE : 033 4066 3205	AS PER UGC NORMS	18	24

TABLE 1.7(Learner Support Centre (LSC) details)

SrNo.	Name & Address of College/institute (where LSC is established)	Name of HEI to which College/institute is affiliated (where LSC is established)	Whether the College/institute is private or Govt.(where LSC is established)	Name and Contact Details of Coordinator/counsellor	Qualification of Coordinator/Counsellor	No. of Counsellor	Proposed Programmes from July, 2018 onwards
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1	TUFANGANJ MAHAVIDYALAYA P.O- TUFANGANJ NEWTOWN: DIST- COOCH BEHAR PIN-736160, WEST BENGAL	PANCHANAN BARMA UNIVERSITY	GOVT-AIDED- COLLEGE	"DWIJENDRA NATH SINGH PHONE 03582- 244263"	TEACHERS AS PER UGC NORMS	6	20.M.A. IN BENGALI 22.M.A. IN ENGLISH 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
2	WOMEN'S COLLEGE P- 29, KSHIRODE VIDYAVENODA AVENUE KOLKATA-700003, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED- COLLEGE	"DEBARATI DUTTA (MUKHERJEEE) PHONE NO-2554-4540"	TEACHERS AS PER UGC NORMS	19	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 9.B.A. IN SOCIOLOGY 13.B.SC. IN GEOGRAPHY 14.B.SC. IN MATHEMATICS 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 24.M.A. IN HISTORY 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK

3	BIJOY KRISHNA GIRLS COLLEGE HOWRAH 5/3, MAHATMA GANDHI ROAD PIN-711101, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED-COLLEGE	"DR. AMIT MAJUMDAR PHONE NO-24604729"	TEACHERS AS PER UGC NORMS	66	2.B.A. IN BENGALI 6.B.A. IN HISTORY 13.B.SC. IN GEOGRAPHY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
4	MAYNAGURI COLLEGE P.O- MAYNAGURI; DIST- JALPAIGURI, WEST BENGAL; PIN-735224	NORTH BENGAL UNIVERSITY	GOVT-AIDED-COLLEGE	SRI SUDIP BHATTACHARYA PH- 03561-234298	TEACHERS AS PER UGC NORMS	7	20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK

5	PARIMAL MITRA SMRITI MAHAVIDYALAYA P.O-MAL, DIST- JALPAIGURI; PIN-735221, WEST BENGAL	NORTH BENGAL UNIVERSITY	GOVT-AIDED-COLLEGE	"SANJIB SINGHA PHONE 03562-255212,255171.	TEACHERS AS PER UGC NORMS	6	20.M.A. IN BENGALI 22.M.A. IN ENGLISH 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
6	DEROZIO MEMORIAL COLLEGE RAJARHAT ROAD, P.O- GOPALNAGAR, DIST-24 PGS (N), KOLKATA- 700136, WEST BENGAL	WEST BENGAL STATE UNIVERSITY	GOVT-AIDED-COLLEGE	"JATINDRANATH GAIN PHONE NO-25731040"	TEACHERS AS PER UGC NORMS	12	19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK

7	GARHBETA COLLEGE P.O.-GARHBETA DIST.- PASCHIM MEDINIPUR, WEST BENGAL, PIN 721127	VIDYASAGAR UNIVERSITY	GOVT-AIDED- COLLEGE	"SRI SUSIL KR. BERA PHONE NO-03227-267520"	TEACHERS AS PER UGC NORMS	47	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 13.B.SC. IN GEOGRAPHY 14.B.SC. IN MATHEMATICS 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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8	MANKAR COLLEGE MANKAR DIST. BURDWAN PIN.-713144, WEST BENGAL	BURDWAN UNIVERSITY	GOVT-AIDED- COLLEGE	"MR. TARUN KUMAR ROY PHONE NO- (0343)2517269"	TEACHERS AS PER UGC NORMS	19	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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9	KATWA COLLEGE P.O.- KATWA DIST.-BURDWAN, PIN.-713130, WEST BENGAL	BURDWAN UNIVERSITY	GOVT-AIDED- COLLEGE	"SRI ANINDYA BANDYOPADHYAY PHONE NO-03453-257653"	TEACHERS AS PER UGC NORMS	25	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
10	VIVEKANANDA LOKSIKSHA NIKETAN FARIDPUR , DAKSHIN DAUKI , PURBA MIDNAPUR – 721464,	VIDYASAGAR UNIVERSITY & NSOU	PRIVATE	SHRI. BIJOY PRAMANIK 9609185732	• M.A. IN HISTORY • B.ED.(M.R.) • M.ED. (M.R.)	14	10.B.ED. SPECIA EDUCATION (MRHIVI)ODL

11	RAMANANDA CENTENARY COLLEGE P.O-LAULARA DIST- PURULIA, PIN-723151, WEST BENGAL	SIDHO KANHO BIRSHA UNIVERSITY	GOVT-AIDED- COLLEGE	"SRI CHANCHAN ADHIKARI PH- 03253- 259217/ 259221"	TEACHERS AS PER UGC NORMS	9	20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 28.M.SC. IN MATHEMATICS 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
12	RAMAKRISHNA VIVEKANANDA MISSION VILL & P.O.: SURYAPUR, VIA NILGUNJ BAZAR, NORTH 24 (PGS), PIN:700121,	NSOU	PRIVATE	MR.BISWAJIT DHAR. 9007738723	• M.A.(HIST) • B.ED.- GEN • DSE (VI) • B.ED. SEDE-(H.I.)	17	10.B.ED. SPECIA EDUCATION (MRHIVI)ODL
13	KALYANI CAMPUS, NADIA GHOSH PARA STATION ROAD, KALYANI, KALYANI NADIA-741235	NSOU	GOVT.	SMT. ANTARA CHOUDHURY. 9831096421	• M.A.(SOCIOLOGY) • M.ED. (M.R.) • B.ED. (MR) • DSE (M.R.)	10	10.B.ED. SPECIA EDUCATION (MRHIVI)ODL
14	NATIONAL INSTITUTE FOR THE EMPOWERMENT OF PERSONS WITH INTELLECTUAL DISABILITIES- REGIONAL CENTRE- KOLKATA (NIEPID, RC- KOLKATA) B. T. ROAD, BOONHOGLY, KOLKATA- 700090	W.B. STATE UNIVERSITY & NSOU	GOVT.	DR. HEMANT SING KESHWAL 033 2531 4222	• M.A.(PSYCHOLOGY) • M.ED. (M.R.) • B.ED. (MR)	10	10.B.ED. SPECIA EDUCATION (MRHIVI)ODL
15	SCHOOL OF EDUCATION , NETAJI SUBHAS OPEN UNIVERSITY (KALYANI CAMPUS), NADIA GHOSH PARA STATION RD, KALYANI, NADIA, WB PIN: 741235	NSOU	GOVT	DR. PAPIYA UPADHYAY 9830602232	M.SC, B.ED, M.A, PH. D	09	1.B. ED. ODL

16	GURUDAS COLLEGE OF COMMERCE 33C/1, BIPLABI BARIN GHOSH SARANI, KOLKATA— 700067, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED-COLLEGE	"PROF PROVAS MONDAL PHONE NO- 23565001"	TEACHERS AS PER UGC NORMS	11	2.B.A. IN BENGALI 6.B.A. IN HISTORY 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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17	SONARPUR COLLEGE SAHID BISWANATH SARANI, P.O. RAJPUR, DIST. SOUTH 24 PARGANAS, KOLKATA- 700149, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED- COLLEGE	"DR KARUNESH MISHRA PHONE NO-2434-4952"	TEACHERS AS PER UGC NORMS	28	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 13.B.SC. IN GEOGRAPHY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
18	PRADIP CENTRE FOR AUTISM MANAGEMENT 33 A/1, CANAL SOUTH ROAD, KOLKATA- 700015.	NSOU	PRIVATE	SMT. URMi ROY BISWAS 9830628623	• M.A.(HIST) • B.ED. • DSE(M.R.)	16	10.B.ED. SPECIA EDUCATION (MRHIVI)ODL
19	MONOVIKAS KENDRA REHABILITATION AND RESEARCH INSTITUTE FOR THE HANDICAPPED 482, MADHUDAH, PLOT- 1,24 SEC-J,E.M. BYPASS, KOLKATA-107	JADAVPUR UNIVERSITY & NSOU	PRIVATE	SMT. RITUPARNA SARKAR 9474319855	• M.SC. (APPLIED PSYCHOLOGY) • M.A.IN EDUCATION • M.ED.(M.R.) • B.ED. (M.R.) • DVTE(MR)	7	10.B.ED. SPECIA EDUCATION (MRHIVI)ODL
20	ALI YAVAR JUNG NATIONAL INSTITUTE OF SPEECH AND HEARING DISABILITIES (DIVYANGJAN) (AYJNISHD) (ERC) B. T. ROAD, BOONHOGLY, KOLKATA- 700090	W.B. STATE UNIVERSITY & NSOU	GOVT.	MR. B.N. RAO. 9433184743	• M.A. • M.ED.(H.I.)	36	10.B.ED. SPECIA EDUCATION (MRHIVI)ODL

21	MIDNAPORE REHABILITATION CENTRE FOR CHILDREN GITAJALI , VIDYASAGAR ROAD, PASCHIM MIDNAPUR- 721101,	NSOU	PRIVATE	MR. SANATAN HAZRA. 9609110628	• M.A. IN BENGALI • M.A. IN EDUCATION • B.ED.(GEN) • B.ED.(H.I.)	6	10.B.ED. SPECIA EDUCATION (MRHIVI)ODL
22	NORTH BENGAL HANDICAPPED REHABILITATION SOCIETY NIVEDITA MARKET, HOSPITAL ROAD,SILIGURI – 734401, DIST – DARJEELING,	NSOU	PRIVATE	SMT. SHARMISTHA BANDOPADHYAY. 9832034553	• M.A.(BENGALI) • M.A. EDUCATION • B.ED. SEDE(M.R.) • P.G. DIPLOMA PSYCHOLOGICAL COUNSELING	21	10.B.ED. SPECIA EDUCATION (MRHIVI)ODL
23	CHANDRAKONA VIDYASAGAR MAHAVIDYALAYA CHANDRAKONA PASCHIM MEDINIPUR, PIN.-721201, WEST BENGAL	VIDYASAGAR UNIVERSITY	GOVT-AIDED- COLLEGE	"DR SUBHRAJIT DUTTA PHONE NO-03225-266294"	TEACHERS AS PER UGC NORMS	14	2.B.A. IN BENGALI 6.B.A. IN HISTORY 19.BACHELOR OF LIBRARY ANI INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK

24	MAULANA AZAD COLLEGE 8 RAFI AHMED KIDWAI ROAD KOLKATA – 700013, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT- COLLEGE	----	TEACHERS AS PER UGC NORMS	12	19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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25	BARUIPUR COLLEGE P.O. PURANDARMANT DIST. 24 PARGANAS (SOUTH) P.S. BARUIPUR PIN.- 743610, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED- COLLEGE	"DR. SAMIRAN MONDAL PHONE NO-2433-9566"	TEACHERS AS PER UGC NORMS	23	2.B.A. IN BENGALI 6.B.A. IN HISTORY 13.B.SC. IN GEOGRAPHY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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26	NABAGRAM HIRALAL PAUL COLLEGE P.O. NABAGRAM, DIST— HOOGHLY; PIN—712246, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED- COLLEGE	"DR. SAKTIPADA DE PHONE NO-26731442"	TEACHERS AS PER UGC NORMS	28	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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27	CHANCHAL COLLEGE PO-CHANCHAL DIST- MALDA PIN-732123, WEST BENGAL	GOUR BANGA UNIVERSITY	GOVT-AIDED- COLLEGE	"PROF. JOGESH CHANDRA ROY PHONE NO-03513-252261"	TEACHERS AS PER UGC NORMS	16	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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28	BASIRHAT COLLEGE BASIRHAT DIST-24 PGS (N)-743290, WEST BENGAL	WEST BENGAL STATE UNIVERSITY	GOVT-AIDED- COLLEGE	"SRI GAUTAM LAL MUKHOPADHYAY PHONE NO-03217-228505"	TEACHERS AS PER UGC NORMS	12	19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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29	KIDDERPORE COLLEGE 2, PITAMBER SIRCAR LANE KIDDERPORE KOLKATA-700023, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED- COLLEGE	"TANIKA BHATTACHARYA PHONE NO-2642-6645"	TEACHERS AS PER UGC NORMS	19	2.B.A. IN BENGALI 6.B.A. IN HISTORY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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30	LALBABA COLLEGE 117,G.T.ROAD BELUR MATH, DIST. HOWRAH, WEST BENGAL, PIN 711201	CALCUTTA UNIVERSITY	GOVT-AIDED- COLLEGE	"DR. AJIT KUMAR SINGH PHONE NO-2654-8447"	TEACHERS AS PER UGC NORMS	34	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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31	TAKI GOVT. COLLEGE P.O.-TAKI DIST.-24-PGS. (N) PIN.-743429, WEST BENGAL	WEST BENGAL STATE UNIVERSITY	GOVT- COLLEGE	"PROF UTPAL MANDAL PHONE NO-03217-234754"	TEACHERS AS PER UGC NORMS	31	2.B.A. IN BENGALI 6.B.A. IN HISTORY 13.B.SC. IN GEOGRAPHY 14.B.SC. IN MATHEMATICS 16.B.SC. IN ZOOLOGY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
32	SADHAN CHANDRA MAHAVIDYALAYA VILL- HARINDANGA, P.O- CHABERIA P.S- FALTA, DIST- 24 PARGANAS (SOUTH) PIN-743504, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED- COLLEGE	DR. DEBARATHI DAS	TEACHERS AS PER UGC NORMS	8	20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK

33	DUM DUM MOTIJHEEL COLLEGE 419 DUM DUM COSSIPORE ROAD, KOLKATA 700074, OPPOSITE DUM DUM MOTIJHEEL RABINDRA MAHAVIDYAIAYA, WEST BENGAL	WEST BENGAL STATE UNIVERSITY	GOVT-AIDED-COLLEGE	DR. PRANAB GIRI PHONE NO-2579-4053	TEACHERS AS PER UGC NORMS	50	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 9.B.A. IN SOCIOLOGY 11.B.SC. IN BOTANY 14.B.SC. IN MATHEMATICS 16.B.SC. IN ZOOLOGY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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34	VICTORIA INSTITUTION (COLLEGE) 78/ B, A.P.C. ROAD, KOLKATA— 700009, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED- COLLEGE	"SRI SUBHENDU CHANDRA PHONE NO- 23604451"	TEACHERS AS PER UGC NORMS	22	2.B.A. IN BENGALI 6.B.A. IN HISTORY 13.B.SC. IN GEOGRAPHY 16.B.SC. IN ZOOLOGY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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35	DUMKAL COLLEGE BASANTAPUR P.O- BASANTAPUR P.S- DUMKAL; DIST- MURSHIDABAD PIN- 742406, WEST BENGAL	KALYANI UNIVERSITY	GOVT-AIDED- COLLEGE	"SRI MANAS RANJAN CHOUDHURY PHONE NO- 03481230770"	TEACHERS AS PER UGC NORMS	33	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 13.B.SC. IN GEOGRAPHY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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36	MAHADEVANANDA MAHAVIDYALAYA MONIRAMPUR - P.O. BARACKPUR-743101 DIST. NORTH 24 PARGANAS, WEST BENGAL	WEST BENGAL STATE UNIVERSITY	GOVT-AIDED- COLLEGE	"DR. DURGADAS MUKHERJEE PHONE NO- 25920577"	TEACHERS AS PER UGC NORMS	17	2.B.A. IN BENGALI 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 9.B.A. IN SOCIOLOGY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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37	GHATAL RABINDRA SATABARSIKI MAHAVIDYALAYA P.O. GHATAL DIST. PASCHIM MIDNAPORE, PIN. 721212, WEST BENGAL	VIDYASAGAR UNIVERSITY	GOVT-AIDED- COLLEGE	"DR SUBODH KUMAR NANDA PHONE NO-03225- 255015"	TEACHERS AS PER UGC NORMS	16	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 9.B.A. IN SOCIOLOGY 13.B.SC. IN GEOGRAPHY 14.B.SC. IN MATHEMATICS 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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38	SYAMAPRASAD COLLEGE 92.SYAMAPRASAD MUKHERJEE ROAD, KOLKATA-700026, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED-COLLEGE	DRUTTAM KUMAR BISWAS	TEACHERS AS PER UGC NORMS	11	20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 27.M.SC. IN GEOGRAPHY 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
39	SUDHIRANJAN LAHIRI MAHAVIDYALAYA MAJDIA DIST. NADIA— 741507, WEST BENGAL	KALYANI UNIVERSITY	GOVT-AIDED-COLLEGE	"SRI HIROK ROY PHONE NO-03472-275477"	TEACHERS AS PER UGC NORMS	25	2.B.A. IN BENGALI 6.B.A. IN HISTORY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK

40	EGRA S.S.B. COLLEGE P.O. EGRA , PIN— 721429,DIST. PURBA MIDNAPUR, WEST BENGAL	VIDYASAGAR UNIVERSITY	GOVT-AIDED- COLLEGE	"PROF RUDRA PRASAD ROY PHONE NO-03220- 244073"	TEACHERS AS PER UGC NORMS	37	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 12.B.SC. IN CHEMISTRY 13.B.SC. IN GEOGRAPHY 14.B.SC. IN MATHEMATICS 16.B.SC. IN ZOOLOGY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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41	RAIGANJ UNIVERSITY COLLEGE P.O. RAIGANJ – 733134 DIST. UTTAR DINAJPUR	RAIGANJ UNIVERSITY	GOVT-AIDED- COLLEGE	"SRI PRIYOTOSH SARKAR PHONE NO- 03523(249244)"	TEACHERS AS PER UGC NORMS	15	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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42	MALDA COLLEGE P.O. & DIST. MALDA PIN- 732101, WEST BENGAL	GOUR BANGA UNIVERSITY	GOVT-AIDED- COLLEGE	"SRI BIKASH RANJAN MITRA PHONE NO-03512- 221545"	TEACHERS AS PER UGC NORMS	26	2.B.A. IN BENGALI 3.B.A. IN ECONOMICS 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 8.B.A. IN PUBLIC ADMINISTRATIO 9.B.A. IN SOCIOLOGY 11.B.SC. IN BOTANY 12.B.SC. IN CHEMISTRY 13.B.SC. IN GEOGRAPHY 14.B.SC. IN MATHEMATICS 15.B.SC. IN PHYSICS 16.B.SC. IN ZOOLOGY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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43	KARIMPUR PANNADEVI COLLEGE P.O.-K ARIMPUR DIST-NADIA PIN—741152, WEST BENGAL	KALYANI UNIVERSITY	GOVT-AIDED- COLLEGE	"SRI KAUSTAV BHATTACHARYYA PHONE NO-03471-257805"	TEACHERS AS PER UGC NORMS	31	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 8.B.A. IN PUBLIC ADMINISTRATIO 9.B.A. IN SOCIOLOGY 13.B.SC. IN GEOGRAPHY 19.BACHELOR OF LIBRARY ANI INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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44	MURAGACHHA GOVERNMENT COLLEGE VILL +P.O- MURAGACHHA P.S- NAKASHIPARA, DIDT- NADIA PIN-741154, WEST BENGAL	KALYANI UNIVERSITY	GOVT. COLLEGE	SRI BINAYAK CHANDA	TEACHERS AS PER UGC NORMS	16	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 17.BACHELOR IN COMMERCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 30.MASTER OF BUSINESS ADMINISTRATIO 31.MASTER OF COMMERCE 33.MASTER OF SOCIAL WORK
45	MRINALINI DATTA MAHAVIDYAPITH VIDYAPITH ROAD, BIRATI, KOLKATA- 700051, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED- COLLEGE	"DR. DILIP KUMAR MONDAL PHONE 25139100"	TEACHERS AS PER UGC NORMS	9	20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK

46	MICHAEL MADHUSUDAN MEMORIAL COLLEGE KABI GURU SARANI CITY CENTRE DIST- BURDWAN DURGAPUR- 713216, WEST BENGAL	KAZI NAZRUL UNIVERSITY	GOVT-AIDED- COLLEGE	DR. CHANDRAMOHON JANA	TEACHERS AS PER UGC NORMS	9	20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
47	ANANDA MOHAN COLLEGE 102/1, RAJA RAMMOHON SARANI, KOLKATA-700009	CALCUTTA UNIVERSITY	GOVT-AIDED- COLLEGE	DR. PRADIP MAITY	TEACHERS AS PER UGC NORMS	8	19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 22.M.A. IN ENGLISH 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE

48	GOBARDANGA HINDU COLLEGE PO-KHANTURA DT-24 PGS. (N) PIN-743273, WEST BENGAL	WEST BENGAL STATE UNIVERSITY	GOVT-AIDED-COLLEGE	"PROF SANAT KUMAR DAS PHONE NO-(03216)249210"	TEACHERS AS PER UGC NORMS	16	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 13.B.SC. IN GEOGRAPHY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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49	TRAMRALIPTA MAHAVIDYALAYA P.O. - TAMLUK, DIST. PURBA MIDNAPORE, PIN— 721636, WEST BENGAL	VIDYASAGAR UNIVERSITY	GOVT-AIDED- COLLEGE	"DR. ANJALI MONDAL PHONE NO-03228-269424"	TEACHERS AS PER UGC NORMS	49	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 9.B.A. IN SOCIOLOGY 13.B.SC. IN GEOGRAPHY 14.B.SC. IN MATHEMATICS 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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50	NAGAR COLLEGE VILL +PO- NAGAR; DIST- MURSHIDABAD, WEST BENGAL, PIN - 742159	KALYANI UNIVERSITY	GOVT-AIDED- COLLEGE	"DR MD SALIM REZA PHONE NO-03484-279614"	TEACHERS AS PER UGC NORMS	12	19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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51	DURGAPUR GOVT. COLLEGE J.N. AVENUE DURGAPUR- 713214, WEST BENGAL	KAZI NAZRUL UNIVERSITY	GOVT. COLLEGE	"SRI DEEP BANERJEE PHONE NO-0343-250053"	TEACHERS AS PER UGC NORMS	37	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 8.B.A. IN PUBLIC ADMINISTRATIO 14.B.SC. IN MATHEMATICS 17.BACHELOR IN COMMERCE 20.M.A. IN BENGALI 22.M.A. IN ENGLISH 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 29.M.SC. IN ZOOLOGY 31.MASTER OF COMMERCE 33.MASTER OF SOCIAL WORK
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52	SILIGURI COLLEGE P.O. SILIGURI—734401, DIST. DARJEELING, WEST BENGAL	NORTH BENGAL UNIVERSITY	GOVT-AIDED- COLLEGE	"DR. P.K.DUTTA PHONE NO-0353-2538420"	TEACHERS AS PER UGC NORMS	75	2.B.A. IN BENGALI 3.B.A. IN ECONOMICS 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 8.B.A. IN PUBLIC ADMINISTRATIO 9.B.A. IN SOCIOLOGY 11.B.SC. IN BOTANY 12.B.SC. IN CHEMISTRY 13.B.SC. IN GEOGRAPHY 14.B.SC. IN MATHEMATICS 15.B.SC. IN PHYSICS 16.B.SC. IN ZOOLOGY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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53	BARASAT GOVT. COLLEGE P.O. BARASAT – 700124 DIST. NORTH 24 PARGANAS, WEST BENGAL	WEST BENGAL STATE UNIVERSITY	GOVT. COLLEGE	"DR. BIPAD BHANJAN PAL PHONE NO-25624525"	TEACHERS AS PER UGC NORMS	49	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 9.B.A. IN SOCIOLOGY 11.B.SC. IN BOTANY 13.B.SC. IN GEOGRAPHY 14.B.SC. IN MATHEMATICS 16.B.SC. IN ZOOLOGY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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54	BHANGAR MAHAVIDYALAYA VILL& P.O- BHANGAR DIST- 24 PARGANAS(SOUTH), WEST BENGAL, PIN - 743502	CALCUTTA UNIVERSITY	GOVT-AIDED- COLLEGE	"PROF. PURNENDU SEKHAR RAY PHONE NO- 03218-271975"	TEACHERS AS PER UGC NORMS	27	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 13.B.SC. IN GEOGRAPHY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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55	SREE GOPAL BANERJEE COLLEGE BAGATI, MAGRA HOOGHLY-712148, WEST BENGAL	BURDWAN UNIVERSITY	GOVT-AIDED- COLLEGE	"DR HASNAHENA BEGAM PHONE NO-26844172"	TEACHERS AS PER UGC NORMS	53	2.B.A. IN BENGALI 6.B.A. IN HISTORY 11.B.SC. IN BOTANY 12.B.SC. IN CHEMISTRY 14.B.SC. IN MATHEMATICS 15.B.SC. IN PHYSICS 16.B.SC. IN ZOOLOGY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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56	WOMEN'S CHRISTIAN COLLEGE 6, GREEK CHURCH ROW KOLKATA-700026, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED-COLLEGE	"DR. AJANTA PAUL PHONE NO-2464334"	TEACHERS AS PER UGC NORMS	12	19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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57	AL-AMEEN MEMORIAL MINORITY COLLEGE JOGIBATTALA, BARUIPUR KOLKATA- 700145, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED- COLLEGE	"ASADULLAH KHAN PH- 32025521"	TEACHERS AS PER UGC NORMS	17	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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58	BOLPUR COLLEGE COLLEGE ROAD ,BOLPUR DIST. BIRBHUM PIN. 731204,WEST BENGAL	BURDWAN UNIVERSITY	GOVT-AIDED- COLLEGE	"DR. DILIP GHORAI PHONE NO-03463-254935"	TEACHERS AS PER UGC NORMS	31	2.B.A. IN BENGALI 3.B.A. IN ECONOMICS 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 8.B.A. IN PUBLIC ADMINISTRATIO 9.B.A. IN SOCIOLOGY 11.B.SC. IN BOTANY 13.B.SC. IN GEOGRAPHY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
59	A C TEACHERS TRAINING COLLEGE, JALPAIGURI P.O: JALPAIGURI, DIST: JALPAIGURI, WB	NORTH BENGAL UNIVERSITY	GOVT	DR. SUBHENDU MODAK 9434317744	M.SC., B.ED., PHD	09	1.B. ED. ODL
60	SEVAYATAN COLLEGE OF EDUCATION (JHARGRAM), MIDNAPUR P.O: SEVAYATAN, VIA JHARGRAM, DIST: PASCHIM MEDINIPUR PIN: 721514	VIDYASAGAR UNIVERSITY	GOVT	DR. ASISH GUPTA 9474623964	M.SC, B.ED, M.ED, PH.D	13	

61	UNION CHRISTIAN COLLEGE OF EDUCATION (BEHRAMPUR), MURSHIDABAD KHAGRA, BERHAMPORE, WB, PIN: 742101	KALYANI UNIVERSITY	GOVT	DR. INDRADEEP GHOSH 9433794964	M.A, B.ED, M.ED, PH.D	09	1.B. ED. ODL
62	CALCUTTA GIRLS B.T. COLLEGE, KOLKATA 6/1, SWINHOE STREET, SEC-I, BALLYGUNGE, KOLKATA, WB PIN: 700019	CALCUTTA UNIVERSITY	GOVT	DR. MAKSUDA KHATUN 9433185651	M.A, B.ED, M.ED, PH.D	08	1.B. ED. ODL
63	SATYAPRIYA ROY COLLEGE OF EDUCATION (SALT LAKE) KOLKATA AA-287, SEC-I, SALT LAKE KOLKATA, WB PIN: 700064	WBUTTEPA	GOVT	DR. SUBIR NAG 9830886630	M.SC, B.ED, M.ED, PH.D	09	1.B. ED. ODL
64	SURENDRANATH EVENING COLLEGE 24/2, MAHATMA GANDHI ROAD, KOLKATA-700009, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED-COLLEGE	"PROF PURNA CHANDRA MAITY PHONE NO-2665-0176"	TEACHERS AS PER UGC NORMS	14	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 9.B.A. IN SOCIOLOGY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK

65	BIRPARA COLLEGE DIST-ALIPURDUAR PIN- 735204, WEST BENGAL	PANCHANAN BARMA UNIVERSITY	GOVT-AIDED- COLLEGE	"SRI BIKASH CHANDRA DE PHONE - 03563- 266217"	TEACHERS AS PER UGC NORMS	9	19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
66	S. R. FATEPURIA COLLEGE BELDANGA MURSHIDABAD PIN- 742133, WEST BENGAL	KALYANI UNIVERSITY	GOVT-AIDED- COLLEGE	SRI MALAY KUMAR GHOSH	TEACHERS AS PER UGC NORMS	9	19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 28.M.SC. IN MATHEMATICS 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK

67	GOVERNMENT GENERAL DEGREE COLLEGE AT KALNA-I VILL- MURAGACHA, POST- MEDHGACHI, DIST- BURDWAN, PIN- 713405, WEST BENGAL	BURDWAN UNIVERSITY	GOVT. COLLEGE	CHIRAJIB BANDYOPADHTYAY	TEACHERS AS PER UGC NORMS	10	20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 30.MASTER OF BUSINESS ADMINISTRATIO 33.MASTER OF SOCIAL WORK
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68	DR. KANAILAL BHATTACHARYA COLLEGE DHARMATALA RAMRAJATALA, SANTRAGACHI HOWRAH-711104, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED-COLLEGE	"PROF. KESHAB CHANDRA KHANRA PHONE NO-2627-2490"	TEACHERS AS PER UGC NORMS	22	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 13.B.SC. IN GEOGRAPHY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
69	GOVT. COLLEGE OF EDUCATION (BANIPUR), N. 24 PGS P.O: BANIPUR, HABRA, DIST-24 PARGANAS NORTH, WB 743233	WEST BENGAL STATE UNIVERSITY, BARASAT	GOVT	SRI. AMLAN GANGULY 9433473799	M.SC, B.ED, M.ED	11	1.B. ED. ODL
70	RAMAKRISHNA MISSION SIKHSNA MANDIRA (BELUR), HOWRAH BELUR MATH CAMPUS, BELUR, HOWRAH, WB PIN: 711202	CALCUTTA UNIVERSITY	GOVT	SWAMI TATTWASARANANDA 9432378986	M.A, B.ED, M.ED, PH.D	12	1.B. ED. ODL

71	NIKHIL BANGA SHIKHAN MAHAVIDYALAYA (BISHNUPUR), BANKURA BISHNUPUR, BANKURA, TILBARI, WB PIN: 722122	BURDWAN UNIVERSITY	GOVT	DR. BHIM CHANDRA MONDAL 9434113667	M.SC, B.ED, M.ED, PH.D	09	1.B. ED. ODL
72	GOVT. T.T. COLLEGE, MALDA SARVAPALLI RADHAKRISHNAN SARANI, DIST: MALDA, WB PIN: 732101	GOUR BANGA UNIVERSITY	GOVT	DR. KARTICK CHANDRA SANA 9434130185	M.SC, B.ED, M.ED, PH.D	09	1.B. ED. ODL
73	SILIGURI B.ED. COLLEGE (SILIGURI), DARJEELING BARAMOHAN SINGH JOTE, KADAMTALA, DARJEELING, WB PIN: 734011	NORTH BENGAL UNIVERSITY	GOVT	DR. BIBHUTI BHUSHAN SARANGI 9434212003	M.A, B.ED, M.ED, PH.D	09	1.B. ED. ODL
74	BIDHAN NAGAR COLLEGE. EB-2, SALT LAKE CITY KOLKATA – 64, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT COLLEGE	"SRI BISWATOSH GHOSH PHONE NO-03374761/82"	TEACHERS AS PER UGC NORMS	2	29.M.SC. IN ZOOLOGY

75	NETAJI MAHAVIDYALAYA P.O. ARAMBAG, DIST. HOOGHLY, PIN—712601, WEST BENGAL	BURDWAN UNIVERSITY	GOVT-AIDED- COLLEGE	"SRI TILAK NATH GHOSH PHONE NO-03211-257162"	TEACHERS AS PER UGC NORMS	47	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 12.B.SC. IN CHEMISTRY 13.B.SC. IN GEOGRAPHY 14.B.SC. IN MATHEMATICS 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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76	RAMANANDA COLLEGE BISHNUPUR, BANKURA PIN-722122, WEST BENGAL	BANKURA UNIVERSITY	GOVT-AIDED- COLLEGE	"SRI DIPAK KR. SINGH PHONE-03244-252059"	TEACHERS AS PER UGC NORMS	18	2.B.A. IN BENGALI 3.B.A. IN ECONOMICS 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 8.B.A. IN PUBLIC ADMINISTRATIO 9.B.A. IN SOCIOLOGY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE
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77	JHARGRAM RAJ COLLEGE GIRL'S WING JHARGRAM, DIST- PASCHIM MEDINIPUR: PIN-721507, WEST BENGAL	VIDYASAGAR UNIVERSITY	GOVT- COLLEGE	AYANTI MONDOL	TEACHERS AS PER UGC NORMS	12	2.B.A. IN BENGALI 3.B.A. IN ECONOMICS 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 8.B.A. IN PUBLIC ADMINISTRATIO 9.B.A. IN SOCIOLOGY 14.B.SC. IN MATHEMATICS 20.M.A. IN BENGALI 22.M.A. IN ENGLISH 24.M.A. IN HISTORY 28.M.SC. IN MATHEMATICS
78	RAJA NARENDRA LAL KHAN WOMEN'S COLLEGE P.O. & DIST.MIDNAPORE (PASCHIM), PIN.721101, WEST BENGAL	VIDYASAGAR UNIVERSITY	GOVT-AIDED- COLLEGE	"PROF DEBJANI MUKHERJEE PHONE NO- 03222-265317"	TEACHERS AS PER UGC NORMS	141	2.B.A. IN BENGALI 3.B.A. IN ECONOMICS 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 8.B.A. IN PUBLIC ADMINISTRATIO 9.B.A. IN SOCIOLOGY 11.B.SC. IN BOTANY 12.B.SC. IN CHEMISTRY 13.B.SC. IN GEOGRAPHY 14.B.SC. IN MATHEMATICS 15.B.SC. IN PHYSICS 16.B.SC. IN ZOOLOGY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN

79	BURDWAN RAJ COLLEGE AFTAB HOUSE, P.O. & DIST.BURDWAN, PIN— 713104, WEST BENGAL	BURDWAN UNIVERSITY	GOVT-AIDED- COLLEGE	"PROF MAMATA BHATTACHARYA PHONE NO-0342-2559174"	TEACHERS AS PER UGC NORMS	87	2.B.A. IN BENGALI 3.B.A. IN ECONOMICS 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 8.B.A. IN PUBLIC ADMINISTRATIO 9.B.A. IN SOCIOLOGY 11.B.SC. IN BOTANY 12.B.SC. IN CHEMISTRY 13.B.SC. IN GEOGRAPHY 14.B.SC. IN MATHEMATICS 15.B.SC. IN PHYSICS 16.B.SC. IN ZOOLOGY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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80	KALNA COLLEGE PO- KALNA DIST- BURDWAN PIN-713409, WEST BENGAL	BURDWAN UNIVERSITY	GOVT-AIDED- COLLEGE	"SRI BANSIBADAN MAJI PHONE NO-03454-255983"	TEACHERS AS PER UGC NORMS	14	2.B.A. IN BENGALI 6.B.A. IN HISTORY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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81	BANWARILAL BHALOTIA COLLEGE BIR RAM MOHON BANERJEE ROAD, P.O.-ASANSOL, DIST.	KAZI NAZRUL UNIVERSITY	GOVT-AIDED- COLLEGE	"PROF. CHANCHAL BISWAS PHONE NO-0341- 2201208"	TEACHERS AS PER UGC NORMS	46	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 11.B.SC. IN BOTANY 12.B.SC. IN CHEMISTRY 13.B.SC. IN GEOGRAPHY 14.B.SC. IN MATHEMATICS 15.B.SC. IN PHYSICS 16.B.SC. IN ZOOLOGY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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82	SAROJINI NAIDU COLLEGE 30, JESSORE ROAD KOLKATA-700028 DIST. 24 PGS (N), WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED- COLLEGE	"DR SUNANDA CHATTERJEE PHONE NO- 2559-2583"	TEACHERS AS PER UGC NORMS	30	2.B.A. IN BENGALI 6.B.A. IN HISTORY 13.B.SC. IN GEOGRAPHY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 27.M.SC. IN GEOGRAPHY 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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83	BALURGHAT COLLEGE P.O.: BALURGHAT , PIN-733101 DIST: DAKSIN DINAJPUR, WEST BENGAL	GOUR BANGA UNIVERSITY	GOVT-AIDED- COLLEGE	"SRI DILIP BHATTACHARYA PHONE NO-(03522)271821"	TEACHERS AS PER UGC NORMS	58	2.B.A. IN BENGALI 3.B.A. IN ECONOMICS 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 8.B.A. IN PUBLIC ADMINISTRATIO 9.B.A. IN SOCIOLOGY 14.B.SC. IN MATHEMATICS 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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84	BASANTI DEVI COLLEGE 147 B, RASHBEHARI AVENUE, WEST BENGAL ,KOLKATA—700029	CALCUTTA UNIVERSITY	GOVT-AIDED- COLLEGE	"DR GOUR CH. MONDAL PHONE NO-2465-1345"	TEACHERS AS PER UGC NORMS	27	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 8.B.A. IN PUBLIC ADMINISTRATIO 9.B.A. IN SOCIOLOGY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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85	BAGNAN COLLEGE P.O.- BAGNAN DIST. HOWRAH, WEST BENGAL, PIN - 711303	CALCUTTA UNIVERSITY	GOVT-AIDED- COLLEGE	"SRI DWIJENDRA NATH DAS PHONE NO-03214 272392"	TEACHERS AS PER UGC NORMS	18	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 14.B.SC. IN MATHEMATICS 16.B.SC. IN ZOOLOGY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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86	SURI VIDYASAGAR COLLEGE P.O. SURI-DIST-BIRBHUM, PIN-731101, WEST BENGAL	BURDWAN UNIVERSITY	GOVT-AIDED-COLLEGE	"DR. AMAL KUMAR PARI PHONE NO-03462-255504"	TEACHERS AS PER UGC NORMS	81	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 8.B.A. IN PUBLIC ADMINISTRATIO 12.B.SC. IN CHEMISTRY 13.B.SC. IN GEOGRAPHY 15.B.SC. IN PHYSICS 16.B.SC. IN ZOOLOGY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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87	TRIVENIDEVI BHALOTIA COLLEGE PO:- RANIGANJ, DIST- BURDWAN, PIN-713347, WEST BENGAL	KAZI NAZRUL UNIVERSITY	GOVT-AIDED- COLLEGE	"MAHENDRA PRASAD KUSHWAHA PHONE 0341- 2444780, 0341-2444275	TEACHERS AS PER UGC NORMS	10	20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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88	DHRUBA CHAND HALDER COLLEGE P.O.- DAKSHIN BARASAT, DIST.-24-PGS.(S), WEST BENGAL, PIN - 743372	CALCUTTA UNIVERSITY	GOVT-AIDED- COLLEGE	"PROF SUSANTA KUMAR SAHA PHONE NO-03218- 222550"	TEACHERS AS PER UGC NORMS	16	2.B.A. IN BENGALI 6.B.A. IN HISTORY 13.B.SC. IN GEOGRAPHY 14.B.SC. IN MATHEMATICS 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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89	HALDIA GOVT. COLLEGE P.O. DEBHOG- DIST- PURBA MIDNAPORE, PIN - 721657, WEST BENGAL	VIDYASAGAR UNIVERSITY	GOVT. COLLEGE	"SRI ARUP KUMAR ADAK PHONE NO-03224-255058"	TEACHERS AS PER UGC NORMS	41	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 8.B.A. IN PUBLIC ADMINISTRATIO 9.B.A. IN SOCIOLOGY 12.B.SC. IN CHEMISTRY 13.B.SC. IN GEOGRAPHY 16.B.SC. IN ZOOLOGY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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90	NISTARINI COLLEGE DESHBANDHU ROAD, P.O. & DIST.PURULIA, PIN—723101, WEST BENGAL	SIDHO KANHO BIRSHA UNIVERSITY	GOVT-AIDED- COLLEGE	"DR. NIBANITA DUTTA PHONE NO-03252229880"	TEACHERS AS PER UGC NORMS	24	2.B.A. IN BENGALI 3.B.A. IN ECONOMICS 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 8.B.A. IN PUBLIC ADMINISTRATIO 9.B.A. IN SOCIOLOGY 17.BACHELOR IN COMMERCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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91	ANANDA CHANDRA COLLEGE P.O. & DIST.JALPAIGURI— 735101 , WEST BENGAL	NORTH BENGAL UNIVERSITY	GOVT-AIDED- COLLEGE	"DRSUJIT GHOSH PHONE NO-(03561) 255599"	TEACHERS AS PER UGC NORMS	47	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 9.B.A. IN SOCIOLOGY 11.B.SC. IN BOTANY 12.B.SC. IN CHEMISTRY 13.B.SC. IN GEOGRAPHY 14.B.SC. IN MATHEMATICS 15.B.SC. IN PHYSICS 16.B.SC. IN ZOOLOGY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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92	SITALKUCHI COLLEGE P.O-SITALKUCHI; DIST- COOCHBEHAR, PIN - 736158, WEST BENGAL	NORTH BENGAL UNIVERSITY	GOVT-AIDED- COLLEGE	"DR.DIPANJAN CHAKRABORTY PH- 03583-263351"	TEACHERS AS PER UGC NORMS	17	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 8.B.A. IN PUBLIC ADMINISTRATIO 9.B.A. IN SOCIOLOGY 13.B.SC. IN GEOGRAPHY 20.M.A. IN BENGALI 22.M.A. IN ENGLISH 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 33.MASTER OF SOCIAL WORK
93	NAKSHALBARI COLLEGE P.O- NAKSHALBARI DIST- DARJEELING, PIN- 734429, WEST BENGAL	NORTH BENGAL UNIVERSITY	GOVT-AIDED- COLLEGE	UTPAL PAUL	TEACHERS AS PER UGC NORMS	10	19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK

94	APC ROY GOVT. COLLEGE HIMACHAL BIHAR MATIGARA SILIGURI-734010, WEST BENGAL	NORTH BENGAL UNIVERSITY	GOVT. COLLEGE	" MOSTAK ALI PHONE 8334031053"	TEACHERS AS PER UGC NORMS	4	20.M.A. IN BENGALI 22.M.A. IN ENGLISH 25.M.A. IN POLITICAL SCIENCE 33.MASTER OF SOCIAL WORK
95	BEHALA COLLEGE STUDY CENTRE PARNASREE, BEHALA, KOLKATA—700060, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED- COLLEGE	"DR SUDIP KR. CHAKRABORTY PHONE NO-2445-9248"	TEACHERS AS PER UGC NORMS	23	2.B.A. IN BENGALI 6.B.A. IN HISTORY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK

96	CHAKDAHA COLLEGE P.O. CHAKDAHA –741222 DIST. NADIA, WEST BENGAL	KALYANI UNIVERSITY	GOVT-AIDED- COLLEGE	"SRI SARBOJIT PAL PHONE NO-03473-242934"	TEACHERS AS PER UGC NORMS	74	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 11.B.SC. IN BOTANY 12.B.SC. IN CHEMISTRY 13.B.SC. IN GEOGRAPHY 14.B.SC. IN MATHEMATICS 15.B.SC. IN PHYSICS 16.B.SC. IN ZOOLOGY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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97	GURUDAS COLLEGE NARKELDANGA, KOLKATA—700054, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED- COLLEGE	"DR. ARUN KUMAR GHOSH PHONE NO- 23537450"	TEACHERS AS PER UGC NORMS	16	6.B.A. IN HISTORY 12.B.SC. IN CHEMISTRY 14.B.SC. IN MATHEMATICS 16.B.SC. IN ZOOLOGY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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98	MAHARAJA MANINDRA CH. COLLEGE 20, RAMKANTO BOSE STREET, KOLKATA— 700003, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED- COLLEGE	"PROF DIBAKAR BANERJEE PHONE NO- 2543-9331"	TEACHERS AS PER UGC NORMS	37	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 9.B.A. IN SOCIOLOGY 11.B.SC. IN BOTANY 16.B.SC. IN ZOOLOGY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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99	PANSKURA BANAMALI COLLEGE PO- PANSKURA DT-PURBA MIDNAPORE, PIN - 721152 WEST BENGAL	VIDYASAGAR UNIVERSITY	GOVT-AIDED- COLLEGE	"DR.JITESH CHANDRA ROY PHONE NO-03228-254029"	TEACHERS AS PER UGC NORMS	77	2.B.A. IN BENGALI 3.B.A. IN ECONOMICS 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 8.B.A. IN PUBLIC ADMINISTRATIO 9.B.A. IN SOCIOLOGY 11.B.SC. IN BOTANY 12.B.SC. IN CHEMISTRY 13.B.SC. IN GEOGRAPHY 14.B.SC. IN MATHEMATICS 15.B.SC. IN PHYSICS 16.B.SC. IN ZOOLOGY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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100	HIRALAL MAZUMDAR MEMORIAL COLLEGE FOR WOMEN DAKSHINESWAR KOLKATA, DIST. 24 PGS (N), PIN—700035, WEST BENGAL	WEST BENGAL STATE UNIVERSITY	GOVT-AIDED- COLLEGE	"SRI PRADIPTA MUKHERJEE PHONE NO- 2544-0932"	TEACHERS AS PER UGC NORMS	23	2.B.A. IN BENGALI 6.B.A. IN HISTORY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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101	JOYPUR PANCHANAN ROY COLLEGE P.O.- JAYPUR-FAKIRDAS DIST.HOWRAH, PIN.-711401, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED- COLLEGE	"SRI SMRITIRANJANPRAMANIK PHONE NO-03214-234130"	TEACHERS AS PER UGC NORMS	18	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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102	KHARAGPUR COLLEGE P.O. INDA, KHARAGPUR DIST. PASCHIM MEDINIPUR-721305, WEST BENGAL	VIDYASAGAR UNIVERSITY	GOVT-AIDED- COLLEGE	"SRI PRADIP KR. GAIN PHONE NO-03222-225958"	TEACHERS AS PER UGC NORMS	104	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 9.B.A. IN SOCIOLOGY 13.B.SC. IN GEOGRAPHY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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103	MANBHUM MAHAVIDYALAYA VIR GANGANARAYAN ROAD PO-MANBAZAR DIST- PURULIA, WEST BENGAL, PIN 723131	SIDHO KANHO BIRSHA UNIVERSITY	GOVT-AIDED- COLLEGE	"SRI ASIM KR. GOSWAMI PHONE NO- -03253 – 255759 "	TEACHERS AS PER UGC NORMS	17	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 13.B.SC. IN GEOGRAPHY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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104	GOUR MOHAN SACHIN MONDAL MAHAVIDYALAYA PO- BIRESWARPUR DIST-24 PGS (SOUTH) PIN- 743336, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED- COLLEGE	"PROF. PIYALI DAS PHONE NO-033-24051316"	TEACHERS AS PER UGC NORMS	15	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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105	SUNDERBAN MAHAVIDYALAYA PO- KAKDWIP DT-24 PGS(S), WEST BENGAL, PIN 743347	CALCUTTA UNIVERSITY	GOVT-AIDED- COLLEGE	"DR. KALYAN GANGOPADHYAY PHONE NO-03210-255057"	TEACHERS AS PER UGC NORMS	12	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
106	S.B.S GOVERNMENT COLLEGE P.O-HILI; VILL- RAYNAGAR PIN-733126 DIST- DAKSHIN DINAJPUR, WEST BENGAL	GOUR BANGA UNIVERSITY	GOVT. COLLEGE	ABHIJIT SARKAR	TEACHERS AS PER UGC NORMS	5	20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 24.M.A. IN HISTORY 33.MASTER OF SOCIAL WORK

107	FAKIR CHAND COLLEGE P.O. DIAMOND HARBOUR, DIST-SOUTH 24 PARGANAS, PIN— 743331, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED- COLLEGE	"PROF. SUBRATA HALDER PHONE NO-(03174) 258401"	TEACHERS AS PER UGC NORMS	12	2.B.A. IN BENGALI 6.B.A. IN HISTORY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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108	SREE CHAITANYA COLLEGE P.O. HABRA PRAFULLA-NAGAR, DIST. NORTH24 PARGANAS PIN— 743268, WEST BENGAL	WEST BENGAL STATE UNIVERSITY	GOVT-AIDED- COLLEGE	"PROF BED PRAKASH ROY PHONE NO- (03216)239556"	TEACHERS AS PER UGC NORMS	19	2.B.A. IN BENGALI 3.B.A. IN ECONOMICS 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 8.B.A. IN PUBLIC ADMINISTRATIO 13.B.SC. IN GEOGRAPHY 14.B.SC. IN MATHEMATICS 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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109	PRABHU JAGAT BANDHU COLLEGE JHOREHAT PO-ANDUL- MOURI HOWRAH, PIN- 711302, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED- COLLEGE	"SRI SUMAN BANDYOPADHYAY PHONE NO-2669-0221"	TEACHERS AS PER UGC NORMS	23	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 9.B.A. IN SOCIOLOGY 13.B.SC. IN GEOGRAPHY 14.B.SC. IN MATHEMATICS 15.B.SC. IN PHYSICS 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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110	ULUBERIA COLLEGE ULUBERIA, HOWRAH PIN-711315, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED- COLLEGE	"DR MOMATAJ BEGAM PHONE NO-24185882"	TEACHERS AS PER UGC NORMS	17	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 14.B.SC. IN MATHEMATICS 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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111	SOUTH CALCUTTA GIRL'S COLLEGE 72, SARAT BOSE ROAD; KOLKATA-700025, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED-COLLEGE	"SRI GHANTESWAR HALDER PHONE NO-24863654"	TEACHERS AS PER UGC NORMS	31	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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112	TARAKESWAR DEGREE COLLEGE P.O. TARAKESWAR, DIST. HOOGHLY, PIN. 712410, WEST BENGAL	BURDWAN UNIVERSITY	GOVT-AIDED-COLLEGE	"SK. YASNUR PHONE NO-032012-279628"	TEACHERS AS PER UGC NORMS	52	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 9.B.A. IN SOCIOLOGY 13.B.SC. IN GEOGRAPHY 14.B.SC. IN MATHEMATICS 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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113	PRAVAT KUMAR COLLEGE P.O. CONTAI, DIST. PURBA MIDNAPORE, PIN— 721401, WEST BENGAL	VIDYASAGAR UNIVERSITY	GOVT-AIDED- COLLEGE	"DR CHANDAN MONDAL PHONE NO-03220-259409"	TEACHERS AS PER UGC NORMS	35	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 9.B.A. IN SOCIOLOGY 13.B.SC. IN GEOGRAPHY 14.B.SC. IN MATHEMATICS 16.B.SC. IN ZOOLOGY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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114	SAVITRI GIRL'S COLLEGE 13, MUKTARAM BABU STREET KOLKATA-700007, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED-COLLEGE	MS. CHINMAYEE CHATTERJEE	TEACHERS AS PER UGC NORMS	10	19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 33.MASTER OF SOCIAL WORK
115	MAHARAJA NANDAKUMAR MAHAVIDYALAYA BHABANIPUR, KALYANCHAK PURBA MEDINIPUR, WEST BENGAL PIN-721632	VIDYASAGAR UNIVERSITY	GOVT-AIDED-COLLEGE	DEBJYOTI SHIT	TEACHERS AS PER UGC NORMS	8	20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 33.MASTER OF SOCIAL WORK

116	NANI BHATTACHARYA SMARAK MAHAVIDYALAYA JAIGAON-736182; ALIPURDUAR; WEST BENGAL	PANCHANAN BARMA UNIVERSITY	GOVT-AIDED- COLLEGE	"SIDDIQUE ALAM BEG PHONE - 03566-264085"	TEACHERS AS PER UGC NORMS	8	19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 22.M.A. IN ENGLISH 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 28.M.SC. IN MATHEMATICS 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
117	ALIPURDUAR MAHILA MAHAVIDYALAYA LOHARPOOL, NEW TOWN P.O- ALIPURDUAR, WEST BENGAL, PIN-736121	PANCHANAN BARMA UNIVERSITY	GOVT-AIDED- COLLEGE	"DR RTWIKALASKAR PH- 03564-251962"	TEACHERS AS PER UGC NORMS	10	20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK

118	BHAIRAB GANGULY COLLEGE BELGHARIA KOLKATA-700056 DIST. 24 PGS (N), WEST BENGAL	WEST BENGAL STATE UNIVERSITY	GOVT-AIDED- COLLEGE	"SRI PRASENJIT BISWAS PHONE NO-2553-2280"	TEACHERS AS PER UGC NORMS	49	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 8.B.A. IN PUBLIC ADMINISTRATIO 15.B.SC. IN PHYSICS 16.B.SC. IN ZOOLOGY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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119	DINABANDHU MAHAVIDYALAYA STUDY CENTRE BONGAON, DIST- 24 PGS(N) PIN- 743235, WEST BENGAL	WEST BENGAL STATE UNIVERSITY	GOVT-AIDED- COLLEGE	"SRI CHANDRA KANTA BISWAS PH-03215- 255044"	TEACHERS AS PER UGC NORMS	39	2.B.A. IN BENGALI 6.B.A. IN HISTORY 13.B.SC. IN GEOGRAPHY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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120	GOENKA COLLEGE 210 B.B. GANGULY STREET, KOLKATA—700012, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT- COLLEGE	"PROF. BISWAJIT BHOWMIK PHONE NO- 24904038"	TEACHERS AS PER UGC NORMS	14	2.B.A. IN BENGALI 6.B.A. IN HISTORY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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121	MAHISHADAL GIRLS' COLLEGE VILL- RANGIBASAN P.O. – MAHISHADAL PURBA MEDINIPUR PIN-721628, WEST BENGAL	VIDYASAGAR UNIVERSITY	GOVT-AIDED- COLLEGE	"DR. DEBA PRASAD SAHU PHONE NO-03224-240520"	TEACHERS AS PER UGC NORMS	18	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 9.B.A. IN SOCIOLOGY 14.B.SC. IN MATHEMATICS 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
122	BIKASHAYAN 40, BOONHOOGLY GOVT. COLONY, KOLKATA- 700108	W.B. STATE UNIVERSITY & NSOU	PRIVATE	SMT. SOMA SAHA 9831334004	• M.A. EDUCATION • M.ED. • DSE(M.R.) • B.ED.(SEDE)M.R.	13	10.B.ED. SPECIA EDUCATION (MRHIVI)ODL
123	SHELTER 3, BHOLANATH BHADURI SARANI BHADRESWAR,HOOGLY- 712124	BURDWAN UNIVERSITY & NSOU	PRIVATE	SMT. MUNMUN DAS 9903723553	• M.A. APPLY PSYCHOLOGY • M.ED. M.R.	6	10.B.ED. SPECIA EDUCATION (MRHIVI)ODL
124	SOCIETY FOR MENTAL HEALTH CARE ANANDA NIKETAN , PO & VILL – KAJURDIHI , KATWA, BURDWAN.- 713518,	BURDWAN UNIVERSITY & NSOU	PRIVATE	SHRI. ARUP MITRA 9434573076	• MSC(ZOO), • M.A. (SOCIO, EDN.PSY.) • B.ED. • DSE(M.R.) • M.ED.(M.R.)	4	10.B.ED. SPECIA EDUCATION (MRHIVI)ODL

125	RAMPURHAT COLLEGE RAMPURHAT DIST. BIRBHUM PIN-731224, WEST BENGAL	BURDWAN UNIVERSITY	GOVT-AIDED- COLLEGE	"SRI JOYDEV PAN PHONE NO-03461-255018"	TEACHERS AS PER UGC NORMS	33	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 13.B.SC. IN GEOGRAPHY 14.B.SC. IN MATHEMATICS 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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126	COOCHBEHAR COLLEGE P.O. COOCHBEHAR DIST. COOCHBEHAR PIN— 736101, WEST BENGAL	PANCHANAN BARMA UNIVERSITY	GOVT-AIDED- COLLEGE	"DR. RABINDRA DEY PHONE NO-03582-256715"	TEACHERS AS PER UGC NORMS	51	2.B.A. IN BENGALI 3.B.A. IN ECONOMICS 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 8.B.A. IN PUBLIC ADMINISTRATIO 9.B.A. IN SOCIOLOGY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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127	SAMMALINI COLLEGE STN/E.M. BYPASS KOLKATA-700075, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED- COLLEGE	"DR. SANJIB ROY PHONE NO-2462-6869"	TEACHERS AS PER UGC NORMS	39	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 9.B.A. IN SOCIOLOGY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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128	SANTIPUR COLLEGE P.O.-SANTIPUR DIST.- NADIA PIN.-741404, WEST BENGAL	KALYANI UNIVERSITY	GOVT-AIDED- COLLEGE	"DR DEB KUMAR BHATTACHARYA PHONE NO-03472-2582-6443"	TEACHERS AS PER UGC NORMS	14	2.B.A. IN BENGALI 6.B.A. IN HISTORY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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129	BELDA COLLEGE BELDA, STATION- CONTAI ROAD, DIST- PASCHIM MEDINIPORE, PIN-721424, WEST BENGAL	VIDYASAGAR UNIVERSITY	GOVT-AIDED- COLLEGE	"PROF. TUHIN KANTI DAS PHONE NO-03229-255037"	TEACHERS AS PER UGC NORMS	16	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 13.B.SC. IN GEOGRAPHY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
130	BUDGE BUDGE COLLEGE 7, DESHBANDHU CHITTARANJAN ROAD BUDGE BUDGE, 24 PGS (S) KOLKATA-700137, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED- COLLEGE	"DR. SWETA DUTTA PHONE 3324701454"	TEACHERS AS PER UGC NORMS	9	20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 31.MASTER OF COMMERCE 33.MASTER OF SOCIAL WORK

131	CHANDERNAGORE GOVT. COLLEGE STRAND ROAD, BARABAZAR, P.O. CHANDERNAGORE, DIST. HOOGHLY, PIN— 712136, WEST BENGAL	BURDWAN UNIVERSITY	GOVT. COLLEGE	"SRI BRIJ KUMAR TIWARI PHONE NO-26850616"	TEACHERS AS PER UGC NORMS	85	2.B.A. IN BENGALI 3.B.A. IN ECONOMICS 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 8.B.A. IN PUBLIC ADMINISTRATIO 9.B.A. IN SOCIOLOGY 11.B.SC. IN BOTANY 13.B.SC. IN GEOGRAPHY 14.B.SC. IN MATHEMATICS 15.B.SC. IN PHYSICS 16.B.SC. IN ZOOLOGY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 27.M.SC. IN GEOGRAPHY 28.M.SC. IN MATHEMATICS 29.M.SC. IN ZOOLOGY 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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132	BALAGARH BIJOY KRISHNA MAHAVIDYALAYA P.O- BALAGARH; DIST- HOOGHLY, WEST BENGAL; PIN-712501	BURDWAN UNIVERSITY	GOVT-AIDED- COLLEGE	SRI KALACHAND SAIN	TEACHERS AS PER UGC NORMS	8	20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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133	BANKURA CHRISTIAN COLLEGE PRATAP BAGAN (NORTH), P.O.& DIST. BANKURA – 722101, WEST BENGAL	BANKURA UNIVERSITY	GOVT-AIDED-COLLEGE	"SRI BIKASH CHAKRABORTY PHONE NO- (03242)259724"	TEACHERS AS PER UGC NORMS	66	2.B.A. IN BENGALI 3.B.A. IN ECONOMICS 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 8.B.A. IN PUBLIC ADMINISTRATIO 9.B.A. IN SOCIOLOGY 11.B.SC. IN BOTANY 14.B.SC. IN MATHEMATICS 16.B.SC. IN ZOOLOGY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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134	NAHATA JOGENDRA MONDAL SMRITI MAHAVIDYALAYA P.O- NAHATA PS- GOPALNAGAR DIST-24 PGS (N), WEST BENGAL, PIN - 743290	WEST BENGAL STATE UNIVERSITY	GOVT-AIDED- COLLEGE	"PROF. BISWAJIT MIONDAL PHONE NO- 03215-253325"	TEACHERS AS PER UGC NORMS	24	2.B.A. IN BENGALI 6.B.A. IN HISTORY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
135	P.R THAKUR GOVT. COLLEGE P.O- THAKURNAGAR, PS- GAIGHATA, NORTH 24 PGS, PIN-743287, WEST BENGAL	WEST BENGAL STATE UNIVERSITY	GOVT. COLLEGE	CHITTASEN PARAMANIK	TEACHERS AS PER UGC NORMS	10	20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK

136	VIVEKANANDA MISSION MAHAVIDYALAYA VIVEKNAGAR; P.O- CHAITANYAPUR HALDIA; DIST-PURBA MEDINIPUR PIN-721645, WEST BENGAL	VIDYASAGAR UNIVERSITY	GOVT-AIDED- COLLEGE	PROF. ASIM KUMAR MANDAL PHONE NO (03224)205636	TEACHERS AS PER UGC NORMS	35	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 13.B.SC. IN GEOGRAPHY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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137	KRISHNATH COLLEGE P.O.- BERHAMPUR DIST. MURSIDABAD PIN— 742101, WEST BENGAL	KALYANI UNIVERSITY	GOVT-AIDED- COLLEGE	"SRI.BIPLAB BANERJEE PHONE NO-03482-252069"	TEACHERS AS PER UGC NORMS	96	2.B.A. IN BENGALI 3.B.A. IN ECONOMICS 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 8.B.A. IN PUBLIC ADMINISTRATIO 9.B.A. IN SOCIOLOGY 11.B.SC. IN BOTANY 12.B.SC. IN CHEMISTRY 13.B.SC. IN GEOGRAPHY 14.B.SC. IN MATHEMATICS 15.B.SC. IN PHYSICS 16.B.SC. IN ZOOLOGY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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138	VIVEKANANDA COLLEGE FOR WOMEN BARISHA , KOLKATA- 700008 DIST. 24 PGS (S), WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED- COLLEGE	"DR. SWAPNA ROY PHONE NO-2445-5044"	TEACHERS AS PER UGC NORMS	18	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 8.B.A. IN PUBLIC ADMINISTRATIO 9.B.A. IN SOCIOLOGY 19.BACHELOR OF LIBRARY ANI INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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139	TANGRAKHALI BANKIM SARDAR COLLEGE P.O.- TANGRAKHALI DIST.-24- PGS.(S) PIN.-743329, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED- COLLEGE	"SMT SWAPNA SA GUPTA PH.-0321257279"	TEACHERS AS PER UGC NORMS	36	2.B.A. IN BENGALI 3.B.A. IN ECONOMICS 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 8.B.A. IN PUBLIC ADMINISTRATIO 9.B.A. IN SOCIOLOGY 11.B.SC. IN BOTANY 16.B.SC. IN ZOOLOGY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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140	RAJA PEARY MOHAN COLLEGE UTTARPARA DIST. HOOGHLY, WEST BENGAL, PIN - 712258	CALCUTTA UNIVERSITY	GOVT-AIDED- COLLEGE	"DR. BULBUL THAKUR PHONE NO-26634155"	TEACHERS AS PER UGC NORMS	28	5.B.A. IN ENGLISH 11.B.SC. IN BOTANY 12.B.SC. IN CHEMISTRY 14.B.SC. IN MATHEMATICS 15.B.SC. IN PHYSICS 16.B.SC. IN ZOOLOGY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 29.M.SC. IN ZOOLOGY 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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141	SRIPAT SINGH COLLEGE P.O- JIAGANG DIST- MURSHIDABAD PIN- 742123, WEST BENGAL	KALYANI UNIVERSITY	GOVT-AIDED- COLLEGE	"DR. INDRANIL SAHA PHONE NO-03483-255351"	TEACHERS AS PER UGC NORMS	26	2.B.A. IN BENGALI 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 8.B.A. IN PUBLIC ADMINISTRATIO 9.B.A. IN SOCIOLOGY 11.B.SC. IN BOTANY 13.B.SC. IN GEOGRAPHY 14.B.SC. IN MATHEMATICS 16.B.SC. IN ZOOLOGY 19.BACHELOR OF LIBRARY ANI INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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142	ACHARYA PRAFULLA CHANDRA COLLEGE P.O. NEW BARRACKPOUR, PIN. 743276, DIST. 24 PGS (N), WEST BENGAL	WEST BENGAL STATE UNIVERSITY	GOVT-AIDED- COLLEGE	"DR. TAPATI GHATAK PHONE NO-2537-4831"	TEACHERS AS PER UGC NORMS	17	2.B.A. IN BENGALI 6.B.A. IN HISTORY 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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143	KRISHNANAGAR GOVT. COLLEGE P.O. KRISHNAGAR DIST. NADIA PIN—741101, WEST BENGAL	KALYANI UNIVERSITY	GOVT. COLLEGE	"DR BALAI CHANDRA DAS PHONE NO-03472-256534"	TEACHERS AS PER UGC NORMS	35	2.B.A. IN BENGALI 3.B.A. IN ECONOMICS 5.B.A. IN ENGLISH 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 8.B.A. IN PUBLIC ADMINISTRATIO 9.B.A. IN SOCIOLOGY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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144	SHIBPUR DINABANDHU COLLEGE 412/1, G.T.ROAD (SOUTH), HOWRAH—711102, WEST BENGAL	CALCUTTA UNIVERSITY	GOVT-AIDED-COLLEGE	"SRI SUPRAKASH SARKAR PHONE NO-26881789"	TEACHERS AS PER UGC NORMS	42	2.B.A. IN BENGALI 6.B.A. IN HISTORY 7.B.A. IN POLITICAL SCIENCE 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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145	NEW ALIPORE COLLEGE BLOCK-L, NEW ALIPORE, KOLKATA—700053	CALCUTTA UNIVERSITY	GOVT-AIDED-COLLEGE	"PROF. BULU MUKHOPADHYAY PHONE NO-2445-3989"	TEACHERS AS PER UGC NORMS	37	5.B.A. IN ENGLISH 6.B.A. IN HISTORY 12.B.SC. IN CHEMISTRY 14.B.SC. IN MATHEMATICS 15.B.SC. IN PHYSICS 16.B.SC. IN ZOOLOGY 17.BACHELOR IN COMMERCE 19.BACHELOR OF LIBRARY AND INFORMATION SCIENCE 20.M.A. IN BENGALI 21.M.A. IN EDUCATION 22.M.A. IN ENGLISH 23.M.A. IN ENGLISH LANGUAGE TEACHING 24.M.A. IN HISTORY 25.M.A. IN POLITICAL SCIENCE 26.M.A. IN PUBLIC ADMINISTRATIO 28.M.SC. IN MATHEMATICS 31.MASTER OF COMMERCE 32.MASTER OF LIBRARY AND INFORMATION SCIENCE 33.MASTER OF SOCIAL WORK
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TABLE 1.8(Staff Details)

ACADEMIC STAFF FOR ODL PROGRAMMES:		
Type of Staff	Number of officials on full time and dedicated basis	No. of temporary staff
Head / Professor	13	0
Associate Professor	13	0
Assistant Professor	35	0
Coordinator	1	0
Any other (Please specify)CONSULTANT	0	5

TABLE 1.9(Administrative staff)

ADMINISTRATIVE STAFF FOR ODL PROGRAMMES:

Type of Staff	Number of officials	No. of official exclusively for ODL	No. of temporary staff
Deputy Registrar	7	7	0
Assistant Registrar	11	11	0
Section Officer	0	0	0
Assistants	29	29	0
Computer Operators	1	1	0
Class-IV/Multi Tasking Staff	25	25	0
Technical / Professional	10	10	2
Any other (Please specify) OTHER	41	41	0

TABLE 1.10(Examination Centre)

A). PROPOSED EXAMINATION CENTRE FOR TERM END EXAMINATION FOR ODL PROGRAMME FOR UPCOMING ACADEMIC YEARS :

Sr No.	Preparedness Status	YES/NO
(i)	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations	YES
(ii)	Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations	YES
(iii)	Provision of CCTV Cameras	YES
(iv)	Provision of Bio-metric attendance	NO
(v)	Provision of Video recording	YES

Activities for Examination

B). ACTIVITIES FOR EXAMINATION :

Sr No.	Activity	By the HEI/Outsider Agency/ Both
(i)	Paper setting	BY THE HEI
(ii)	Conduct of examination	BY THE HEI
(iii)	Evaluation of answer sheets	BY THE HEI
(iv)	Declaration of results	BY THE HEI
(v)	If any other , specify ASSIGNMENTS	BY THE HEI

Other Information

TABLE 1.11(COMPUTERIZATION/DIGITIZATION STATUS OF THE FOLLOWING ACTIVITIES):

Sr No.	Activities	Yes or No
(i)	Student registration/Admission	YES
(ii)	Administration	YES
(iii)	Finance	YES
(iv)	Academic activities	YES
(v)	Student Support System	YES
(vi)	Continuous Evaluation	NO

(vii)	Online support	YES
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TABLE 1.12(Details of full time dedicated Help Desk for ODL mode Student)

(i)	Help Desk Address	DD-26, SECTOR-I, SALT LAKE CITY, KOLKATA-700064
(ii)	Name of Contact Person	ANIRBAN GHOSH
(iii)	Designation	ASSOCIATE PROFESSOR
(i)	Phone no.	8101300600
(i)	Email Id	ANIRBAN1972@GMAIL.COM
(i)	Contact hours for Help Desk	OFFICE HOUR

TABLE 1.13(Status of a Court case(s) pertaining to (if any) filed by the HEI or any Institution or body related to the HEI offering Open and Distance Education wherein UGC has been made a party)

W.P.No	Court/Jurisdiction	Status as on date
8497-8498, 13663, 11708, 25129-31, 18396	SUPREME COURT OF INDIA	LISTED ON 20.09.2017 FOR FINAL HEARING

Part B

Sr No.	Name of Programme
1	ADVANCED DIPLOMA IN COSMETOLOGY
2	B. ED. ODL
3	B.A. IN BENGALI
4	B.A. IN ECONOMICS
5	B.A. IN EDUCATION
6	B.A. IN ENGLISH
7	B.A. IN HISTORY
8	B.A. IN POLITICAL SCIENCE
9	B.A. IN PUBLIC ADMINISTRATION
10	B.A. IN SOCIOLOGY
11	B.ED. SPECIAL EDUCATION (MRHIV)ODL
12	B.SC. IN BOTANY
13	B.SC. IN CHEMISTRY
14	B.SC. IN GEOGRAPHY
15	B.SC. IN MATHEMATICS
16	B.SC. IN PHYSICS
17	B.SC. IN ZOOLOGY
18	BACHELOR IN COMMERCE
19	BACHELOR IN SOCIAL WORK
20	BACHELOR OF LIBRARY AND INFORMATION SCIENCE
21	CERTIFICATE OF HUMAN RIGHTS
22	CERTIFICATE IN MANABI VIDYA AMRA PARI (WOMEN PROGRAMME)
23	CERTIFICATE IN ORGANIC AGRICULTURE AND HORTICULTURE
24	CERTIFICATE OF ENGLISH FOR COMMUNICATION
25	DIPLOMA IN DTP AND NETWORKING
26	DIPLOMA IN ENTREPRENEURSHIP DEVELOPMENT AND SMALL BUSINESS MANAGEMENT
27	DIPLOMA IN FIRE SAFETY AND SECURITY MANAGEMENT
28	DIPLOMA IN PRE PRIMARY TEACHERS EDUCATION MONTESSORI
29	M. ED SPECIAL EDUCATION
30	M.A. IN BENGALI
31	M.A. IN EDUCATION
32	M.A. IN ENGLISH

33	M.A. IN ENGLISH LANGUAGE TEACHING
34	M.A. IN HISTORY
35	M.A. IN POLITICAL SCIENCE
36	M.A. IN PUBLIC ADMINISTRATION
37	M.SC. IN GEOGRAPHY
38	M.SC. IN MATHEMATICS
39	M.SC. IN ZOOLOGY
40	MA IN JOURNALISM AND MASS COMMUNICATION
41	MASTER OF BUSINESS ADMINISTRATION
42	MASTER OF COMMERCE
43	MASTER OF LIBRARY AND INFORMATION SCIENCE
44	MASTER OF SOCIAL WORK
45	POST GRADUATE DIPLOMA IN YOGA EDUCATION
46	POST GRADUATE DIPLOMA IN DISASTER RISK MANAGEMENT
47	POST GRADUATE DIPLOMA IN ENGLISH LANGUAGE TEACHING
48	POST GRADUATE DIPLOMA IN EXPORT IMPORT MANAGEMENT
49	POST GRADUATE DIPLOMA IN HOSPITAL FRONT OFFICE MANAGEMENT
50	POST GRADUATE DIPLOMA IN JOURNALISM AND MASS COMMUNICATION
51	POST GRADUATE DIPLOMA IN MODERN OFFICE MANAGEMENT
52	POST GRADUATE DIPLOMA IN NEEDLE WORK AND KNITTING
53	POST GRADUATE DIPLOMA IN NONPROFIT ORGANISATION AND SOCIAL ENTREPRENEURSHIP MANAGEMENT
54	POST GRADUATE DIPLOMA IN PSYCHOLOGICAL COUNSELLING
55	POST GRADUATE DIPLOMA IN PUBLIC RELATION AND ADVERTISING
56	POST GRADUATE DIPLOMA IN RETAIL MANAGEMENT
57	POST GRADUATE DIPLOMA IN TAXATION
58	POST GRADUATE DIPLOMA IN TRAVEL AND TOURISM
59	TAILORING AND DRESS DESIGNING (ADVANCED CERTIFICATE COURSE)
60	TAILORING AND DRESS DESIGNING (ADVANCED DIPLOMA COURSE)
61	TAILORING AND DRESS DESIGNING (BASIC COURSE)

NAME OF THE PROGRAMME : B. ED. ODL

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	B. ED. ODL
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF EDUCATION
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	3
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	4
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	YES
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	NO
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	60000 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	YES
If Yes, specify in hours :	140
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	0	0	0
2016-17	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	0	0	0

2015-16	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	0	0	0

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	10
Practicals	YES	50
Project	YES	0
Term End Exam	YES	40

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	YES

NAME OF THE PROGRAMME : B.A. IN BENGALI

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	B.A. IN BENGALI
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF BENGALI
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	2
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	NO
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	YES
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	6900
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	NO
If Yes, specify in hours :	
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	21840	21840	5616
	Post Graduate	ODL mode	0	0	0
2016-17	Under Graduate	ODL mode	18468	18468	4248
	Post Graduate	ODL mode	0	0	0

2015-16	Under Graduate	ODL mode	14082	14082	3325
	Post Graduate	ODL mode	0	0	0

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	30
Practicals	NO	0
Project	NO	0
Term End Exam	YES	70

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	NO

NAME OF THE PROGRAMME : B.A. IN ECONOMICS

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	B.A. IN ECONOMICS
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF ECONOMICS
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	1
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	YES
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	YES
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	6900 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	YES
If Yes, specify in hours :	24 HRS FOR EACH PAPER
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	129	129	6
	Post Graduate	ODL mode	0	0	0
2016-17	Under Graduate	ODL mode	112	112	3
	Post Graduate	ODL mode	0	0	0

2015-16	Under Graduate	ODL mode	72	72	9
	Post Graduate	ODL mode	0	0	0

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	30
Practicals	NO	0
Project	NO	0
Term End Exam	YES	70

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	YES

NAME OF THE PROGRAMME : B.A. IN EDUCATION

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	B.A. IN EDUCATION
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF EDUCATION
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	2
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	2
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	YES
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	NO
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	6900 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	YES
If Yes, specify in hours :	180
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	0	0	0
2016-17	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	0	0	0

2015-16	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	0	0	0

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	20
Practicals	NO	0
Project	NO	0
Term End Exam	YES	80

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	YES

NAME OF THE PROGRAMME : B.A. IN ENGLISH

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	B.A. IN ENGLISH
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF ENGLISH
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	2
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	NO
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	YES
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	6900 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	NO
If Yes, specify in hours :	
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	4616	4616	862
	Post Graduate	ODL mode	0	0	0
2016-17	Under Graduate	ODL mode	3828	3828	630
	Post Graduate	ODL mode	0	0	0

2015-16	Under Graduate	ODL mode	2783	2783	453
	Post Graduate	ODL mode	0	0	0

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	30
Practicals	NO	0
Project	NO	0
Term End Exam	YES	70

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	NO

NAME OF THE PROGRAMME : B.A. IN HISTORY

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	B.A. IN HISTORY
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF HISTORY
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	2
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	NO
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	YES
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	6900 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	NO
If Yes, specify in hours :	
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	11234	11234	3044
	Post Graduate	ODL mode	0	0	0
2016-17	Under Graduate	ODL mode	9463	9463	2283
	Post Graduate	ODL mode	0	0	0

2015-16	Under Graduate	ODL mode	6845	6845	1857
	Post Graduate	ODL mode	0	0	0

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	30
Practicals	NO	0
Project	NO	0
Term End Exam	YES	70

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	YES

NAME OF THE PROGRAMME : B.A. IN POLITICAL SCIENCE

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	B.A. IN POLITICAL SCIENCE
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF POLITICAL SCIENCE
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	2
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	NO
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	YES
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	6900 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	NO
If Yes, specify in hours :	
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	1435	1435	243
	Post Graduate	ODL mode	0	0	0
2016-17	Under Graduate	ODL mode	1076	1076	216
	Post Graduate	ODL mode	0	0	0

2015-16	Under Graduate	ODL mode	835	835	223
	Post Graduate	ODL mode	0	0	0

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	30
Practicals	NO	0
Project	NO	0
Term End Exam	YES	70

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	YES

NAME OF THE PROGRAMME : B.A. IN PUBLIC ADMINISTRATION

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	B.A. IN PUBLIC ADMINISTRATION
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF PUBLIC ADMINISTRATION
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	1
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	NO
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	YES
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	6900 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	NO
If Yes, specify in hours :	
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	317	317	53
	Post Graduate	ODL mode	0	0	0
2016-17	Under Graduate	ODL mode	245	245	57
	Post Graduate	ODL mode	0	0	0

2015-16	Under Graduate	ODL mode	200	200	54
	Post Graduate	ODL mode	0	0	0

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	30
Practicals	NO	0
Project	NO	0
Term End Exam	YES	70

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	YES

NAME OF THE PROGRAMME : B.A. IN SOCIOLOGY

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	B.A. IN SOCIOLOGY
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF SOCIOLOGY
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	1
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	NO
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	YES
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	6900 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	NO
If Yes, specify in hours :	
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	3109	3109	661
	Post Graduate	ODL mode	0	0	0
2016-17	Under Graduate	ODL mode	2675	2675	551
	Post Graduate	ODL mode	0	0	0

2015-16	Under Graduate	ODL mode	1669	1669	450
	Post Graduate	ODL mode	0	0	0

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	30
Practicals	NO	0
Project	NO	0
Term End Exam	YES	70

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	YES

NAME OF THE PROGRAMME : B.ED. SPECIAL EDUCATION (MRHIVI)ODL

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	B.ED. SPECIAL EDUCATION (MRHIVI)ODL
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	SCHOOL OF EDUCATION
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	2
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	4
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	NO
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	YES
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	40000 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	YES
If Yes, specify in hours :	140
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	460	323	0
2016-17	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	420	375	9

2015-16	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	500	482	454

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	14
Practicals	YES	30
Project	NO	0
Term End Exam	YES	56

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	YES

NAME OF THE PROGRAMME : B.SC. IN BOTANY

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	B.SC. IN BOTANY
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF BOTANY
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	2
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	NO
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	YES
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	13398 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	YES
If Yes, specify in hours :	228 HOURS
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	309	309	70
	Post Graduate	ODL mode	0	0	0
2016-17	Under Graduate	ODL mode	266	266	28
	Post Graduate	ODL mode	0	0	0

2015-16	Under Graduate	ODL mode	221	221	41
	Post Graduate	ODL mode	0	0	0

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	22
Practicals	YES	26
Project	NO	0
Term End Exam	YES	52

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	NO

NAME OF THE PROGRAMME : B.SC. IN CHEMISTRY

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	B.SC. IN CHEMISTRY
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF CHEMISTRY
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	1
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	YES
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	YES
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	9900 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	YES
If Yes, specify in hours :	228
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	434	434	79
	Post Graduate	ODL mode	0	0	0
2016-17	Under Graduate	ODL mode	369	369	39
	Post Graduate	ODL mode	0	0	0

2015-16	Under Graduate	ODL mode	250	250	56
	Post Graduate	ODL mode	0	0	0

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	24
Practicals	YES	19
Project	NO	0
Term End Exam	YES	57

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	NO

NAME OF THE PROGRAMME : B.SC. IN GEOGRAPHY

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	B.SC. IN GEOGRAPHY
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF GEOGRAPHY
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	2
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	YES
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	YES
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	9900 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	YES
If Yes, specify in hours :	228
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	1766	1766	751
	Post Graduate	ODL mode	0	0	0
2016-17	Under Graduate	ODL mode	2072	2072	581
	Post Graduate	ODL mode	0	0	0

2015-16	Under Graduate	ODL mode	1798	1798	543
	Post Graduate	ODL mode	0	0	0

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	24
Practicals	YES	19
Project	NO	0
Term End Exam	YES	57

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	NO

NAME OF THE PROGRAMME : B.SC. IN MATHEMATICS

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	B.SC. IN MATHEMATICS
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF MATHEMATICS
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	3
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	NO
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	YES
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	13398 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	YES
If Yes, specify in hours :	48 HRS
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	1252	1252	211
	Post Graduate	ODL mode	0	0	0
2016-17	Under Graduate	ODL mode	1016	1016	128
	Post Graduate	ODL mode	0	0	0

2015-16	Under Graduate	ODL mode	787	787	149
	Post Graduate	ODL mode	0	0	0

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	27
Practicals	YES	10
Project	NO	0
Term End Exam	YES	63

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	YES

NAME OF THE PROGRAMME : B.SC. IN PHYSICS

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	B.SC. IN PHYSICS
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF PHYSICS
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	1
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	NO
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	YES
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	9,900 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	YES
If Yes, specify in hours :	228
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	500	500	77
	Post Graduate	ODL mode	0	0	0
2016-17	Under Graduate	ODL mode	392	392	39
	Post Graduate	ODL mode	0	0	0

2015-16	Under Graduate	ODL mode	334	334	65
	Post Graduate	ODL mode	0	0	0

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	24
Practicals	YES	19
Project	NO	0
Term End Exam	YES	57

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	NO

NAME OF THE PROGRAMME : B.SC. IN ZOOLOGY

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	B.SC. IN ZOOLOGY
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF ZOOLOGY
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	2
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	NO
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	YES
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	13398 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	YES
If Yes, specify in hours :	228
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	1787	1787	391
	Post Graduate	ODL mode	0	0	0
2016-17	Under Graduate	ODL mode	1472	1472	246
	Post Graduate	ODL mode	0	0	0

2015-16	Under Graduate	ODL mode	1007	1007	232
	Post Graduate	ODL mode	0	0	0

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	22
Practicals	YES	26
Project	NO	0
Term End Exam	YES	52

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	NO

NAME OF THE PROGRAMME : BACHELOR IN COMMERCE

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	BACHELOR IN COMMERCE
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF COMMERCE
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	2
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	NO
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	YES
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	6900 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	YES
If Yes, specify in hours :	24 HOURS PER PAPER
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	1401	1401	243
	Post Graduate	ODL mode	0	0	0
2016-17	Under Graduate	ODL mode	1183	1183	223
	Post Graduate	ODL mode	0	0	0

2015-16	Under Graduate	ODL mode	957	957	258
	Post Graduate	ODL mode	0	0	0

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	30
Practicals	NO	0
Project	NO	0
Term End Exam	YES	70

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	NO

NAME OF THE PROGRAMME : BACHELOR IN SOCIAL WORK

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	BACHELOR IN SOCIAL WORK
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF SOCIAL WORK
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	2
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	YES
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	NO
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	6900 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	YES
If Yes, specify in hours :	18 HOURS FOR EACH PAPER
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	0	0	0
2016-17	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	0	0	0

2015-16	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	0	0	0

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	22
Practicals	NO	26
Project	NO	0
Term End Exam	YES	52

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	YES

NAME OF THE PROGRAMME : BACHELOR OF LIBRARY AND INFORMATION SCIENCE

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	BACHELOR OF LIBRARY AND INFORMATION SCIENCE
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	2
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	NO
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	YES
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	5600 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	YES
If Yes, specify in hours :	30 HRS PER PAPER
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	1103	1103	380
2016-17	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	707	707	663

2015-16	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	1361	1361	454

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	15
Practicals	NO	25
Project	NO	0
Term End Exam	YES	60

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	YES

NAME OF THE PROGRAMME : M. ED SPECIAL EDUCATION

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	M. ED SPECIAL EDUCATION
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF EDUCATION
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	NO
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	2
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	4
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	NO
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	NO
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	RS 60,000/-
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	YES
If Yes, specify in hours :	140
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	0	0	0
2016-17	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	0	0	0

2015-16	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	0	0	0

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	12
Practicals	YES	20
Project	YES	20
Term End Exam	YES	48

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	YES

NAME OF THE PROGRAMME : M.A. IN BENGALI

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	M.A. IN BENGALI
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF BENGALI
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	1
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	NO
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	YES
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	8200 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	NO
If Yes, specify in hours :	
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	4829	4829	2959
2016-17	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	3407	3407	5006

2015-16	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	5070	5070	1570

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	20
Practicals	NO	0
Project	NO	0
Term End Exam	YES	80

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	YES

NAME OF THE PROGRAMME : M.A. IN EDUCATION

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	M.A. IN EDUCATION
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF EDUCATION
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	2
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	NO
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	YES
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	8200 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	YES
If Yes, specify in hours :	180
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	4676	4676	2071
2016-17	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	3049	3049	3068

2015-16	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	3429	3429	533

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	20
Practicals	NO	0
Project	NO	0
Term End Exam	YES	80

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	YES

NAME OF THE PROGRAMME : M.A. IN ENGLISH

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	M.A. IN ENGLISH
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF ENGLISH
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	2
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	NO
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	YES
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	8200 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	NO
If Yes, specify in hours :	
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	2184	2184	664
2016-17	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	1645	1645	1104

2015-16	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	1948	1948	440

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	20
Practicals	NO	0
Project	NO	0
Term End Exam	YES	80

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	YES

NAME OF THE PROGRAMME : M.A. IN ENGLISH LANGUAGE TEACHING

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	M.A. IN ENGLISH LANGUAGE TEACHING
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF ENGLISH LANGUAGE TEACHING
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	2
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	NO
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	YES
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	8200 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	NO
If Yes, specify in hours :	
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	92	92	32
2016-17	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	59	59	60

2015-16	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	89	89	14

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	20
Practicals	NO	0
Project	NO	0
Term End Exam	YES	80

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	YES

NAME OF THE PROGRAMME : M.A. IN HISTORY

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	M.A. IN HISTORY
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF HISTORY
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	2
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	NO
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	YES
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	8200 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	NO
If Yes, specify in hours :	
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	2748	2748	1793
2016-17	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	1953	1953	3095

2015-16	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	3046	3046	533

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	20
Practicals	NO	0
Project	NO	0
Term End Exam	YES	80

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	YES

NAME OF THE PROGRAMME : M.A. IN POLITICAL SCIENCE

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	M.A. IN POLITICAL SCIENCE
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF POLITICAL SCIENCE
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	2
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	NO
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	YES
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	8200 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	NO
If Yes, specify in hours :	
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	741	741	284
2016-17	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	527	527	672

2015-16	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	658	658	197

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	20
Practicals	NO	0
Project	NO	0
Term End Exam	YES	80

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	YES

NAME OF THE PROGRAMME : M.A. IN PUBLIC ADMINISTRATION

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	M.A. IN PUBLIC ADMINISTRATION
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF PUBLIC ADMINISTRATION
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	1
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	NO
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	YES
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	8200 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	NO
If Yes, specify in hours :	
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	77	77	35
2016-17	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	42	42	82

2015-16	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	108	108	37

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	20
Practicals	NO	0
Project	NO	0
Term End Exam	YES	80

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	YES

NAME OF THE PROGRAMME : M.SC. IN GEOGRAPHY

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	M.SC. IN GEOGRAPHY
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF GEOGRAPHY
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	2
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	NO
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	YES
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	37200 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	YES
If Yes, specify in hours :	216 HOUR
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	110	107	80
2016-17	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	110	98	79

2015-16	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	110	107	39

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	14
Practicals	YES	30
Project	NO	0
Term End Exam	YES	56

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	YES

NAME OF THE PROGRAMME : M.SC. IN MATHEMATICS

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	M.SC. IN MATHEMATICS
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF MATHEMATICS
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	3
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	NO
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	YES
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	11600 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	YES
If Yes, specify in hours :	15 HOURS
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	1093	1093	568
2016-17	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	825	825	657

2015-16	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	1182	1182	353

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	20
Practicals	NO	0
Project	NO	0
Term End Exam	YES	80

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	YES

NAME OF THE PROGRAMME : M.SC. IN ZOOLOGY

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	M.SC. IN ZOOLOGY
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF ZOOLOGY
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	2
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	NO
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	YES
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	37200 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	YES
If Yes, specify in hours :	216 HOUR FOR PRACTICAL 126 HOUR FOR THEORY
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	135	115	61
2016-17	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	135	89	86

2015-16	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	135	87	48

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	13
Practicals	YES	30
Project	NO	5
Term End Exam	YES	52

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	YES

NAME OF THE PROGRAMME : MA IN JOURNALISM AND MASS COMMUNICATION

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	MA IN JOURNALISM AND MASS COMMUNICATION
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF JOURNALISM AND MASS COMMUNICATION PAGE
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	NO
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	1
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	NO
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	NO
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	25,200
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	NO
If Yes, specify in hours :	
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	0	0	0
2016-17	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	0	0	0

2015-16	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	0	0	0

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	16
Practicals	YES	15
Project	YES	5
Term End Exam	YES	64

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	YES

NAME OF THE PROGRAMME : MASTER OF BUSINESS ADMINISTRATION

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	MASTER OF BUSINESS ADMINISTRATION
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF MANAGEMENT STUDIES
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	2
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	YES
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	NO
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	50000 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	YES
If Yes, specify in hours :	24 HOURS FOR EACH PAPER OF 100 MARKS
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	0	0	0
2016-17	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	0	0	0

2015-16	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	0	0	0

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	18
Practicals	NO	0
Project	NO	9
Term End Exam	YES	73

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	YES

NAME OF THE PROGRAMME : MASTER OF COMMERCE

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	MASTER OF COMMERCE
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF COMMERCE
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	2
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	YES
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	YES
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	8200 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	YES
If Yes, specify in hours :	12 HOURS FOR EACH PAPER OF 50 MARKS
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	369	369	153
2016-17	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	271	271	187

2015-16	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	503	503	112

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	20
Practicals	NO	0
Project	NO	0
Term End Exam	YES	80

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	YES

NAME OF THE PROGRAMME : MASTER OF LIBRARY AND INFORMATION SCIENCE

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	MASTER OF LIBRARY AND INFORMATION SCIENCE
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	1
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	2
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	YES
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	YES
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	10600 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	YES
If Yes, specify in hours :	162 HOURS
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	293	293	177
2016-17	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	287	287	347

2015-16	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	473	473	343

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	18
Practicals	NO	0
Project	YES	11
Term End Exam	YES	71

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	YES

NAME OF THE PROGRAMME : MASTER OF SOCIAL WORK

Details of the Programme Proposed to Be Offered Through Open & Distance Learning Mode

Name of the Programme :	MASTER OF SOCIAL WORK
Whether nomenclature of proposed Programme is as per UGC norms :	YES
Whether duration of the proposed Programme is as per UGC norms :	YES
Whether minimum eligibility criteria for admission in the proposed Programme is as per UGC norms. :	YES
Name of the Department :	DEPARTMENT OF SOCIAL WORK
Whether complete SLM prepared for full Programme :	YES
Whether SLM approved by Statutory bodies of HEI :	YES
Whether Program Project Report (PPR) prepared for the Programme and approved as per clause 11(2)&(3) of Part III of Regulations :	YES
Upload Document :	View Document
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Associate Professor) :	0
No. of permanent faculty available exclusively for proposed Programme through ODL mode(No. of Assistant Professor) :	2
Whether Choice Based Credit System (CBCS) will be followed for distance mode. :	YES
Whether approval obtained from concerned Regulatory Authority, such as AICTE, NCTE etc. for offering the proposed Programme through distance mode. If yes, specify authority and give details :	YES
Upload Document :	View Document
Full Programme(total) fee including all components as per UGC Norms:	8200 FOR COMPLETE PROGRAMME
Whether personal contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours.:	YES
If Yes, specify in hours :	24 HOURS FOR EACH PAPER
Whether any component of the Programme is offered as MOOCs?:	NO
If yes specify semester, name, weightage :	

Details of students under the Proposed Programme

Year	Level	Mode of education	Intake capacity	Students admitted	Students Passed
2017-18	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	1482	1482	851
2016-17	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	1136	1136	1292

2015-16	Under Graduate	ODL mode	0	0	0
	Post Graduate	ODL mode	1468	1468	582

Mode of evaluation for the proposed programme under distance mode

	Yes or No	Weightage in overall assessment
Assignments	YES	16
Practicals	YES	7
Project	YES	13
Term End Exam	YES	64

Mode of delivery of SLM/SIM (State Yes or No)

Printed material	E-content	Audio/Video	Online Mode
YES	YES	YES	YES

Part C

Annexures

Copy of Academic Planner for 2018-19 :	View Document																																														
Copy of Affidavit on stamp paper of Rs. 100, notarized and duly signed by the Vice Chancellor/Registrar:	View Document																																														
Copy of approval of Statutory bodies for all PPR:	View Document																																														
Copy of Statutory bodies approval for SLM	View Document																																														
Copy of faculty (Teaching staff) details :	View Document																																														
Copy of Administrative staff details :	View Document																																														
Copy of Programme Project Report (PPR) for each programme :	<table border="1"><thead><tr><th>Name of Programme</th><th>View PPR</th></tr></thead><tbody><tr><td>ADVANCED DIPLOMA IN COSMETOLOGY</td><td>View</td></tr><tr><td>B. ED. ODL</td><td>View</td></tr><tr><td>B.A. IN BENGALI</td><td>View</td></tr><tr><td>B.A. IN ECONOMICS</td><td>View</td></tr><tr><td>B.A. IN EDUCATION</td><td>View</td></tr><tr><td>B.A. IN ENGLISH</td><td>View</td></tr><tr><td>B.A. IN HISTORY</td><td>View</td></tr><tr><td>B.A. IN POLITICAL SCIENCE</td><td>View</td></tr><tr><td>B.A. IN PUBLIC ADMINISTRATION</td><td>View</td></tr><tr><td>B.A. IN SOCIOLOGY</td><td>View</td></tr><tr><td>B.ED. SPECIAL EDUCATION (MRHIVI)ODL</td><td>View</td></tr><tr><td>B.SC. IN BOTANY</td><td>View</td></tr><tr><td>B.SC. IN CHEMISTRY</td><td>View</td></tr><tr><td>B.SC. IN GEOGRAPHY</td><td>View</td></tr><tr><td>B.SC. IN MATHEMATICS</td><td>View</td></tr><tr><td>B.SC. IN PHYSICS</td><td>View</td></tr><tr><td>B.SC. IN ZOOLOGY</td><td>View</td></tr><tr><td>BACHELOR IN COMMERCE</td><td>View</td></tr><tr><td>BACHELOR IN SOCIAL WORK</td><td>View</td></tr><tr><td>BACHELOR OF LIBRARY AND INFORMATION SCIENCE</td><td>View</td></tr><tr><td>CERTIFICATE OF HUMAN RIGHTS</td><td>View</td></tr><tr><td>CERTIFICATE IN MANABI VIDYA AMRA PARI (WOMEN PROGRAMME)</td><td>View</td></tr></tbody></table>	Name of Programme	View PPR	ADVANCED DIPLOMA IN COSMETOLOGY	View	B. ED. ODL	View	B.A. IN BENGALI	View	B.A. IN ECONOMICS	View	B.A. IN EDUCATION	View	B.A. IN ENGLISH	View	B.A. IN HISTORY	View	B.A. IN POLITICAL SCIENCE	View	B.A. IN PUBLIC ADMINISTRATION	View	B.A. IN SOCIOLOGY	View	B.ED. SPECIAL EDUCATION (MRHIVI)ODL	View	B.SC. IN BOTANY	View	B.SC. IN CHEMISTRY	View	B.SC. IN GEOGRAPHY	View	B.SC. IN MATHEMATICS	View	B.SC. IN PHYSICS	View	B.SC. IN ZOOLOGY	View	BACHELOR IN COMMERCE	View	BACHELOR IN SOCIAL WORK	View	BACHELOR OF LIBRARY AND INFORMATION SCIENCE	View	CERTIFICATE OF HUMAN RIGHTS	View	CERTIFICATE IN MANABI VIDYA AMRA PARI (WOMEN PROGRAMME)	View
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ADVANCED DIPLOMA IN COSMETOLOGY	View																																														
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CERTIFICATE IN MANABI VIDYA AMRA PARI (WOMEN PROGRAMME)	View																																														

CERTIFICATE IN ORGANIC AGRICULTURE AND HORTICULTURE	View
CERTIFICATE OF ENGLISH FOR COMMUNICATION	View
DIPLOMA IN DTP AND NETWORKING	View
DIPLOMA IN ENTREPRENEURSHIP DEVELOPMENT AND SMALL BUSINESS MANAGEMENT	View
DIPLOMA IN FIRE SAFETY AND SECURITY MANAGEMENT	View
DIPLOMA IN PRE PRIMARY TEACHERS EDUCATION MONTESSORI	View
M. ED SPECIAL EDUCATION	View
M.A. IN BENGALI	View
M.A. IN EDUCATION	View
M.A. IN ENGLISH	View
M.A. IN ENGLISH LANGUAGE TEACHING	View
M.A. IN HISTORY	View
M.A. IN POLITICAL SCIENCE	View
M.A. IN PUBLIC ADMINISTRATION	View
M.SC. IN GEOGRAPHY	View
M.SC. IN MATHEMATICS	View
M.SC. IN ZOOLOGY	View
MA IN JOURNALISM AND MASS COMMUNICATION	View
MASTER OF BUSINESS ADMINISTRATION	View
MASTER OF COMMERCE	View
MASTER OF LIBRARY AND INFORMATION SCIENCE	View
MASTER OF SOCIAL WORK	View
POST GRADUATE DIPLOMA IN YOGA EDUCATION	View
POST GRADUATE DIPLOMA IN DISASTER RISK MANAGEMENT	View
POST GRADUATE DIPLOMA IN ENGLISH LANGUAGE TEACHING	View
POST GRADUATE DIPLOMA IN EXPORT IMPORT MANAGEMENT	View
POST GRADUATE DIPLOMA IN HOSPITAL FRONT OFFICE MANAGEMENT	View
POST GRADUATE DIPLOMA IN JOURNALISM AND MASS COMMUNICATION	View
POST GRADUATE DIPLOMA IN MODERN OFFICE MANAGEMENT	View

POST GRADUATE DIPLOMA IN NEEDLE WORK AND KNITTING	View
POST GRADUATE DIPLOMA IN NONPROFIT ORGANISATION AND SOCIAL ENTREPRENEURSHIP MANAGEMENT	View
POST GRADUATE DIPLOMA IN PSYCHOLOGICAL COUNSELLING	View
POST GRADUATE DIPLOMA IN PUBLIC RELATION AND ADVERTISING	View
POST GRADUATE DIPLOMA IN RETAIL MANAGEMENT	View
POST GRADUATE DIPLOMA IN TAXATION	View
POST GRADUATE DIPLOMA IN TRAVEL AND TOURISM	View
TAILORING AND DRESS DESIGNING (ADVANCED CERTIFICATE COURSE)	View
TAILORING AND DRESS DESIGNING (ADVANCED DIPLOMA COURSE)	View
TAILORING AND DRESS DESIGNING (BASIC COURSE)	View

WHETHER APPROVAL OBTAINED FROM CONCERNED REGULATORY AUTHORITY, SUCH AS AICTE, NCTE ETC. FOR OFFERING THE PROPOSED PROGRAMME THROUGH DISTANCE MODE:

Name of Programme	View PPR
B.A. IN BENGALI	View
B.A. IN ECONOMICS	View
B.A. IN ENGLISH	View
B.A. IN HISTORY	View
B.A. IN POLITICAL SCIENCE	View
B.A. IN PUBLIC ADMINISTRATION	View
B.A. IN SOCIOLOGY	View
B.ED. SPECIAL EDUCATION (MRHIVI)ODL	View
B.SC. IN BOTANY	View
B.SC. IN CHEMISTRY	View
B.SC. IN GEOGRAPHY	View
B.SC. IN MATHEMATICS	View
B.SC. IN PHYSICS	View
B.SC. IN ZOOLOGY	View
BACHELOR IN COMMERCE	View
BACHELOR OF LIBRARY AND INFORMATION SCIENCE	View
M.A. IN BENGALI	View
M.A. IN EDUCATION	View
M.A. IN ENGLISH	View
M.A. IN ENGLISH LANGUAGE TEACHING	View
M.A. IN HISTORY	View
M.A. IN POLITICAL SCIENCE	View
M.A. IN PUBLIC ADMINISTRATION	View
M.SC. IN GEOGRAPHY	View
M.SC. IN MATHEMATICS	View
M.SC. IN ZOOLOGY	View
MASTER OF COMMERCE	View
MASTER OF LIBRARY AND INFORMATION SCIENCE	View
MASTER OF SOCIAL WORK	View

PRINT

PRINT ANNEXURES



NETAJI SUBHAS OPEN UNIVERSITY

DD-26, Sector-I, Salt Lake City, Kolkata-700064

Email: registrar@wbnsou.ac.in; Ph: (033)4066-3220

ACADEMIC PLANNER FOR YEARLONG PROGRAMMES (2018-19):

Sl. No.	Event	Month											
		JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC
1	Admission												
2	Distribution of SLMs												
3	Contact Programmes												
4	Assignment Submission												
5	Evaluation of Assignment												
6	Term End Examination												
7	Declaration of Result												

ACADEMIC PLANNER FOR SEMESTER PROGRAMMES (2018-19):

JULY SESSION:

Sl. No.	Event	Month											
		JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC
1	Admission												
2	Distribution of SLMs												
3	Contact Programmes												
4	Assignment Submission												
5	Evaluation of Assignment												
6	Term End Examination												
7	Declaration of Result												

JANUARY SESSION:

Sl. No.	Event	Month											
		JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC
1	Contact Programmes												
2	Assignment Submission												
3	Evaluation of Assignment												
4	Term End Examination												
5	Declaration of Result												

Registrar, Netaji Subhas Open University



NETAJI SUBHAS OPEN UNIVERSITY

H.O. : DD-26, Salt Lake, Sector -I, Kolkata — 700 064.

Phone : 4066 3220, TELEFAX : 4066 3225

Website : www.wbnsou.ac.in

Memo No. Reg/ 355

Date: 25th April, 2018

Minutes of the 3rd Meeting of CIQA held on 20.4.2018

The 3rd Meeting of the Centre of Internal Quality Assurance (CIQA) was held on 20.4.2018 in the Board Room of University Headquarters.

Members Present:

Vice Chancellor, Chairperson
Registrar, Member Convenor
Director, School of Sciences
Director, School of Education
Director, School of Humanities
Director School of Social Sciences
Officer-in-Charge, School of Professional Studies & School of Vocational Studies
Controller of Examinations (Acting) - Invitee
Dy. Registrar(Administration) - Invitee
Dy. Registrar(Academic) - Invitee
Dy. Director, Durgapur RC - Invitee

Proceedings:

Agenda 1: Discussion on the proceedings of 2nd CIQA meeting held on 28.3.18:

The following revisions in the minutes of 2nd CIQA meeting have been recommended :

- i) Reg. Resolution no.2: Resolved that the revised syllabi of EBT and ECO in CBCS platform may be introduced from Academic session 2020 – 21 subject to approval of the E.C., NSOU.
- ii) Reg. Resolution no.3: Resolved that semester based PG programmes may be introduced w.e.f. Academic session 2020-21.

Agenda 2: Finalization of PPR (thirty five courses) of both BDP and PG to be submitted to UGC-DEB:

PPRs for 35 (thirty five) UG and PG level Degree programs (list enclosed, vide Annexure-A) were reviewed, all PPRs were found to be compliant with the requirements of the ODL Regulations, 2017 and therefore, CIQA resolved to approve these PPRs mentioned above.

CIQA also resolved that Shri Mohan Kumar Chattopadhyay, Registrar, Netaji Subhas Open University may take necessary action towards submission of the applications to UGC-DEB for approval of the above mentioned programs and submit PPRs in the online application system of UGC-DEB.

CIQA observed that the SLMs prepared by the experts all the existing (29) programs and 6-proposed ODL programs (except sl. No. 4, 18, 20 and 31, vide Annexure-A) of various departments of NSOU meet the requisite standards, hence the SLMs were approved. It was also noted that for the



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programs mentioned against Sl. No. 4, 18, 20 and 31 of Annexure-A, the preparation of the SLMs were in progress.

Agenda 3: Finalization of Academic Score relating to direct recruitment of Teachers of the University:

The format of score sheets following the Appendix- III, Table II (B) of the GO No.516-Edn(U)/ 1U-91/10 dt 16.05.2017 issued by the Department of Higher Education, Science & Technology & Biotechnology (University Branch), GoWB for direct recruitment of Assistant Professors, Associate Professors and Professors in State Aided Universities have been finalized, vide Annexures B & C.

Miscellaneous Agenda:

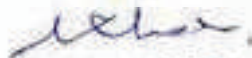
- (a) A common structure of CBCS for the BDP courses may be finalized in next CIQA meeting.
- (b) Resolved that in case of any difficulties arising out of matter(s) not resolved / covered in the CIQA meeting(s), the Vice-Chancellor be authorized to take appropriate decision / step as might be required from time to time and it would be reported in the subsequent CIQA meeting(s).

Encl:

- i) Annexure- A: List of programs (BDP and PG)
- ii) Annexure -B: Score Sheet for direct recruitment of Assistant Professor
- iii) Annexure-C: Score Sheet for direct recruitment of Associate Professor/ Professor

Placed for approval.

Vice-Chancellor, NSOU


Registrar, NSOU

Registrar
NETAJI SUBHAS OPEN UNIVERSITY

Approved as stated above


Vice-Chancellor, NSOU
& Chairperson, CIQA

Professor Subho Sanjay Sarkar
Vice-Chancellor
Netaji Subhas Open University

ANNEXURE-A

Sl. No.	Name of Programme proposed to be offered from July, 2018 onward
1	B. Ed. ODL
2	B.A. in Bengali
3	B.A. in Economics
4	B.A. in education
5	B.A. in English
6	B.A. in History
7	B.A. in Political Science
8	B.A. in Public Administration
9	B.A. in Sociology
10	B.Ed. Special Education (MRHIVI)ODL
11	B.Sc. in Botany
12	B.Sc. in Chemistry
13	B.Sc. in Geography
14	B.Sc. in Mathematics
15	B.Sc. in Physics
16	B.Sc. in Zoology
17	Bachelor in Commerce
18	Bachelor in Social Work
19	Bachelor of Library and Information Science
20	M. ED SPECIAL EDUCATION
21	M.A. in Bengali
22	M.A. in Education
23	M.A. in English
24	M.A. in English Language Teaching
25	M.A. in History
26	M.A. in Political Science
27	M.A. in Public Administration
28	M.Sc. in Geography
29	M.Sc. in Mathematics
30	M.Sc. in Zoology
31	MA in Journalism and Mass Communication
32	Master of Business Administration
33	Master of Commerce
34	Master of Library and Information Science
35	Master of Social Work


 Registrar
 NETAJI SUBHAS OPEN UNIVERSITY


 Professor Subha Sankar Sarkar
 Vice-Chancellor
 Netaji Subhas Open University



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Memo No. Reg/ 355

Date: 25th April, 2018

Minutes of the 3rd Meeting of CIQA held on 20.4.2018

The 3rd Meeting of the Centre of Internal Quality Assurance (CIQA) was held on 20.4.2018 in the Board Room of University Headquarters.

Members Present:

Vice Chancellor, Chairperson
Registrar, Member Convenor
Director, School of Sciences
Director, School of Education
Director, School of Humanities
Director School of Social Sciences
Officer-in-Charge, School of Professional Studies & School of Vocational Studies
Controller of Examinations (Acting) - Invitee
Dy. Registrar(Administration) - Invitee
Dy. Registrar(Academic) - Invitee
Dy. Director, Durgapur RC - Invitee

Proceedings:

Agenda 1: Discussion on the proceedings of 2nd CIQA meeting held on 28.3.18:

The following revisions in the minutes of 2nd CIQA meeting have been recommended :

- i) Reg. Resolution no.2: Resolved that the revised syllabi of EBT and ECO in CBCS platform may be introduced from Academic session 2020 – 21 subject to approval of the E.C., NSOU.
- ii) Reg. Resolution no.3: Resolved that semester based PG programmes may be introduced w.e.f. Academic session 2020-21.

Agenda 2: Finalization of PPR (thirty five courses) of both BDP and PG to be submitted to UGC-DEB:

PPRs for 35 (thirty five) UG and PG level Degree programs (list enclosed, vide Annexure-A) were reviewed, all PPRs were found to be compliant with the requirements of the ODL Regulations, 2017 and therefore, CIQA resolved to approve these PPRs mentioned above.

CIQA also resolved that Shri Mohan Kumar Chattopadhyay, Registrar, Netaji Subhas Open University may take necessary action towards submission of the applications to UGC-DEB for approval of the above mentioned programs and submit PPRs in the online application system of UGC-DEB.

CIQA observed that the SLMs prepared by the experts all the existing (29) programs and 6-proposed ODL programs (except sl. No. 4, 18, 20 and 31, vide Annexure-A) of various departments of NSOU meet the requisite standards, hence the SLMs were approved. It was also noted that for the



NETAJI SUBHAS OPEN UNIVERSITY

H.O.: DD-26, Salt Lake, Sector -I, Kolkata— 700 064.

Phone : 4066 3220, TELEFAX : 4066 3225

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programs mentioned against Sl. No. 4, 18, 20 and 31 of Annexure-A, the preparation of the SLMs were in progress.

Agenda 3: Finalization of Academic Score relating to direct recruitment of Teachers of the University:

The format of score sheets following the Appendix- III, Table II (B) of the GO No.516-Edn(U)/ 1U-91/10 dt 16.05.2017 issued by the Department of Higher Education, Science & Technology & Biotechnology (University Branch), GoWB for direct recruitment of Assistant Professors, Associate Professors and Professors in State Aided Universities have been finalized, vide Annexures B & C.

Miscellaneous Agenda:

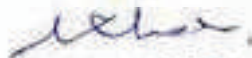
- (a) A common structure of CBCS for the BDP courses may be finalized in next CIQA meeting.
- (b) Resolved that in case of any difficulties arising out of matter(s) not resolved / covered in the CIQA meeting(s), the Vice-Chancellor be authorized to take appropriate decision / step as might be required from time to time and it would be reported in the subsequent CIQA meeting(s).

Encl:

- i) Annexure- A: List of programs (BDP and PG)
- ii) Annexure -B: Score Sheet for direct recruitment of Assistant Professor
- iii) Annexure-C: Score Sheet for direct recruitment of Associate Professor/ Professor

Placed for approval.

Vice-Chancellor, NSOU


Registrar, NSOU

Registrar
NETAJI SUBHAS OPEN UNIVERSITY

Approved as stated above


Vice-Chancellor, NSOU
& Chairperson, CIQA

Professor Subho Sanjay Sarkar
Vice-Chancellor
Netaji Subhas Open University

ANNEXURE-A

Sl. No.	Name of Programme proposed to be offered from July, 2018 onward
1	B. Ed. ODL
2	B.A. in Bengali
3	B.A. in Economics
4	B.A. in education
5	B.A. in English
6	B.A. in History
7	B.A. in Political Science
8	B.A. in Public Administration
9	B.A. in Sociology
10	B.Ed. Special Education (MRHIVI)ODL
11	B.Sc. in Botany
12	B.Sc. in Chemistry
13	B.Sc. in Geography
14	B.Sc. in Mathematics
15	B.Sc. in Physics
16	B.Sc. in Zoology
17	Bachelor in Commerce
18	Bachelor in Social Work
19	Bachelor of Library and Information Science
20	M. ED SPECIAL EDUCATION
21	M.A. in Bengali
22	M.A. in Education
23	M.A. in English
24	M.A. in English Language Teaching
25	M.A. in History
26	M.A. in Political Science
27	M.A. in Public Administration
28	M.Sc. in Geography
29	M.Sc. in Mathematics
30	M.Sc. in Zoology
31	MA in Journalism and Mass Communication
32	Master of Business Administration
33	Master of Commerce
34	Master of Library and Information Science
35	Master of Social Work


 Registrar
 NETAJI SUBHAS OPEN UNIVERSITY


 Professor Subha Sankar Sarkar
 Vice-Chancellor
 Netaji Subhas Open University



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Phone : (033) 4066-3220, Website : www.wbnsou.ac.in

Academic Staff Details of NSOU:

Sr. no.	Name of the Faculty permanently dedicated for ODL & Designation	ODL programme	Qualifications	Experience (in years)	Appointment order	Works at (Headquarter/ Regional Centre /Study Center)
1.	Professor Kajal De, Professor of Mathematics & Director, School of Sciences	B.Sc in Mathematics, M.Sc in Mathematics	M.Sc. (Mathematics); M.Phil.; Ph.D.	25	03-01/1358, Dt.30.08.2006	Headquarter
2.	Professor Nanda Dulal Paria, Professor of Botany	B.Sc in Botany	M.Sc. (Botany); Ph.D.	44	Reg/689, Dt.22.08.2016	Headquarter
3.	Professor (Advertised) – Zoology					
4.	Associate Professor (Advertised) – Geography					
5.	Associate Professor (Advertised) – Chemistry					
6.	Associate Professor (Advertised) – Botany					
7.	Dr. Bibhas Guha, Assistant Professor of Zoology	B.Sc in Zoology , M.Sc in Zoology	M.Sc. (Zoology); Ph.D.	11	03-01/2351, Dt.22.02.2006	Headquarter
8.	Smt. Tinki Kar Bhattacharya, Assistant Professor of Geography	B.Sc in Geography, M.Sc in Geography	M.Sc. (Geography)	11	03-01/2351, Dt.22.02.2006	Headquarter
9.	Dr. Sanjoy Kumar Ghosal, Assistant Professor of Mathematics	B.Sc in Mathematics, M.Sc in Mathematics	M.Sc. (Mathematics); Ph.D.	7	Reg/427, Dt.16.03.2015	Regional Centre
10.	Dr. Sintu Ganai, Assistant Professor of Chemistry	B.Sc in Chemistry	M.Sc. (Chemistry); Ph.D.	3	Reg/223, Dt.26.02.2015	Regional Centre
11.	Dr. Biraj Kanti Mandal, Assistant Professor of Geography	B.Sc in Geography, M.Sc in Geography	M.Sc. (Geography); Ph.D.	7	Reg/581, Dt.08.04.2015	Regional Centre



Sr. no.	Name of the Faculty permanently dedicated for ODL & Designation	ODL programme	Qualifications	Experience (in years)	Appointment order	Works at (Headquarter/ Regional Centre /Study Center)
12.	Dr. Gahul Amin, Assistant Professor of Physics	B.Sc in Physics	M.Sc. (Physics); Ph.D.	13	Reg/795, Dt.11.05.2015	Regional Centre
13.	Shri Mrinal Nath, Assistant Professor of Computer Science	B.Sc in Mathematics, M.Sc in Mathematics	MCA	2	Reg/1451, Dt.19.08.2015	Regional Centre
14.	Assistant Professor (Advertised) – Mathematics					
15.	Assistant Professor (Advertised) – Zoology					
16.	Assistant Professor (Advertised) – Botany					
17.	Assistant Professor (Advertised) – Botany, Specialisation ENVIS					
18.	Dr. Asit Kumar Sarkar, Academic Consultant, School of Sciences	B.A. in Geography, M.A. in Geography	M.A. (Geography); Ph.D.	40	03-01/2570, Dt.09.01.2009	Headquarter
19.	Dr. Atindra Nath Dey, Director, School of Education	B.Ed Special Education (M.R./H.I./V.I.), B.Ed- ODL, PG Diploma in Yoga Education	MPE (Physical Education); M.Phil.; Ph.D.	40	No.1193-Edn(A)/6T-13/12 Part, Dt.28.12.2012	Headquarter
20.	Professor Sanat Ghosh, Professor of Education	B.Ed Special Education (M.R./H.I./V.I.), B.Ed- ODL, B.A in Education, M.A in Education	M.A. (Education); B.Ed.; Ph.D.	38	Reg/226, Dt.29.03.2018	Headquarter
21.	Dr. Sumanta Chattaraj, Core Faculty	B.Ed –ODL, B.A in Education	M.A. (Geography); M.Phil.; Ph.D.; B.Ed.	35	Reg/501, Dt.11.03.2014	Headquarter



Sr. no.	Name of the Faculty permanently dedicated for ODL & Designation	ODL programme	Qualifications	Experience (in years)	Appointment order	Works at (Headquarter/ Regional Centre /Study Center)
22.	Dr. Swapan Kumar Sarkar, Associate Professor (Head, Core Faculty)	PG Diploma in Psychological Counselling	M.A(Education),Ph.D	35	03-01/2775, Dt.01.03.2013	Headquarter
23.	Smt. Antara Choudhury, Assistant Professor of Special Education (M.R.)	B.Ed Special Education (M.R./H.I,V.I), Diploma in pre primary teachers education montessori	M.E.d(M.R.),M.A(Sociology)	7	Reg/743, Dt.05.05.2015	Regional Centre
24.	Dr. Papiya Upadhyay, Assistant Professor of Education	B.A in Education, M.A in Education, B.Ed-ODL	M.Sc. (Zoology); M.A. (Education); B.Ed.; Ph.D.	12	Reg/919, Dt.26.05.2015	Regional Centre
25.	Dr. Parimal Sarkar, Assistant Professor of Education	B.Ed(Gen), B.A in Education, M.A in Education	M.A. (Sociology), M.A. (Education); B.Ed.; M.Phil.; Ph.D.	11	Reg/920, Dt.26.05.2015	Regional Centre
26.	Shri Prabir Naskar, Assistant Professor of Special Education (H.I.)	B.Ed Special Education	M.E.D(H.I), M.A(Edu)	10	Reg/742, Dt.05.05.2015	Regional Centre
27.	Assistant Professor (Advertised) – Spl. B.Ed. (VI)					
28.	Smt. Swapna Deb, Faculty Consultant	B.Ed Special Education, B.Ed(Gen)	M.A(Beng), M.A(Edu).B.Ed(General),M. E.d(H.I)	13	03.01/1614(2), Dt.01.12.2004	Headquarter
29.	Shri. Abhedananda Panigrahi, Faculty Consultant	B.Ed Special Education, B.Ed(Gen)	M.E.d(H.I), DSE (M.R), M.A, B.Ed(General)	13	03.01/1614(1), Dt.01.12.2004	Headquarter



Sr. no.	Name of the Faculty permanently dedicated for ODL & Designation	ODL programme	Qualifications	Experience (in years)	Appointment order	Works at (Headquarter/ Regional Centre /Study Center)
30.	Dr. Anirban Ghosh, Associate Professor of Commerce & Officer-in-Charge, School of Professional Studies	B.Com, M.Com.,	M.Com.; MBA; Ph.D.	11	03-01/2351, Dt.22.02.2006 & Reg/609, Dt.13.04.2015	Headquarter
31.	Associate Professor (Advertised) – Library & Information Science					
32.	Associate Professor (Advertised) – Economics					
33.	Smt. Anamika Das, Assistant Professor of Library & Information Science	BLIS,MLIS, Certificate in Organic Agriculture & Horticulture	MLIS, M.Phil	10	03-01/677, Dt.02.06.2007	Headquarter
34.	Smt. Barnali Roy Choudhury, Assistant Professor of Library & Information Science	BLIS,MLIS, Diploma in DTP & Networking, PG Diploma in needle work & knitting, Tailoring & Dress Designing(Advanced certificate, diploma, basic course)	M.A, MLIS	3	Reg/1068, Dt.18.06.2015	Regional Centre
35.	Smt. Kasturi Sinha Ghosh, Assistant Professor of Social Work	BSW, MSW, Diploma in fire safety & security management, PG Diploma in non-profit organisation, Certificate in Manabi Vidya Amra Pari (Women Programme)	MSW, M.Phil.	3	Reg/1328, Dt.20.07.2015	Regional Centre



Sr. no.	Name of the Faculty permanently dedicated for ODL & Designation	ODL programme	Qualifications	Experience (in years)	Appointment order	Works at (Headquarter/ Regional Centre /Study Center)
36.	Assistant Professor (Advertised) – Social Work					
37.	Assistant Professor (Advertised) – Commerce					
38.	Assistant Professor (Advertised) – Commerce					
39.	Assistant Professor (Advertised) – Economics					
40.	Dr. Bandana Das, Academic Consultant	Professional Studies	M.A., Ph.D.	8	03-01/292, Dt.28.04.2009	Headquarter
41.	Professor (Advertised) – English					
42.	Professor (Advertised) – Bengali					
43.	Professor Manan Kumar Mandal (Professor on CAS) Professor of Bengali & Director, School of Humanities	B.A in Bengali, M.A in Bengali	M.A. (Bengali); Ph.D.	15	03-01/676, Dt.02.06.2007	Headquarter
44.	Associate Professor (Advertised) – JMC					
45.	Associate Professor (Advertised) – Bengali					
46.	Shri Srideep Mukherjee, Assistant Professor of English	B.A in English, M.A in English	M.A (English), M.Phil.	10	03-01/2775, Dt.28.01.2011	Headquarter



Sr. no.	Name of the Faculty permanently dedicated for ODL & Designation	ODL programme	Qualifications	Experience (in years)	Appointment order	Works at (Headquarter/ Regional Centre /Study Center)
47.	Dr. Anamika Das, Assistant Professor of Bengali	B.A in Bengali, M.A in Bengali	M.A. (Bengali); Ph.D.	2	Reg/557, Dt.30.03.2015	Regional Centre
48.	Dr. Sumana Bandopadhyay, Assistant Professor of English Language Teaching (ELT)	M.A in English Language Teaching, PG Diploma in English Language Teaching, Certificate of English for Communication	M.A. (Linguistics); Ph.D.	5	Reg/397, Dt.09.03.2015	Regional Centre
49.	Dr. Oindrila Ghosh, Assistant Professor of English	B.A in English, M.A in English	M.A. (English); Ph.D.	5	Reg/403, Dt.11.03.2015	Regional Centre
50.	Shri Arijit Ghosh, Lecturer in Journalism & Mass Communication (JMC)	PG Diploma in Journalism and Mass Communication	M.A	6	03-01/2476, Dt.31.12.2010	Headquarter
51.	Assistant Professor (Advertised) – ELT					
52.	Professor Chandan Basu (Professor on CAS) Professor of History & Director, School of Social Sciences	B.A in History, M.A in History	M.A. (History); Ph.D.	16	03-01/1361, Dt.30.08.2006	Headquarter
53.	Professor (Advertised) – Political Science					



Sr. no.	Name of the Faculty permanently dedicated for ODL & Designation	ODL programme	Qualifications	Experience (in years)	Appointment order	Works at (Headquarter/ Regional Centre /Study Center)
54.	Professor (Advertised) – Public Administration					
55.	Associate Professor (Advertised) – History					
56.	Associate Professor (Advertised) – Sociology					
57.	Dr. Barnana Guha Thakurta (Banerjee), Assistant Professor of Political Science	B.A in Political Science, B.A in Public Administration, Certificate of Human Rights	M.A. (Political Science); Ph.D.	15	Reg/599, Dt.10.04.2015	Regional Centre
58.	Shri Manoj Kumar Haldar, Assistant Professor of Political Science	B.A in Political Science, B.A in Public Administration, Certificate of Human Rights	M.A. (Political Science)	13	Reg/600, Dt.10.04.2015	Regional Centre
59.	Dr. Manosanta Biswas, Assistant Professor of History	B.A in History ,M.A in History	M.A. (History); Ph.D.	5	Reg/555, Dt.30.03.2015	Regional Centre
60.	Ms. Srabanti Choudhury, Assistant Professor of Sociology	B.A in Sociology	M.A (Sociology)	2	Reg/398, Dt.09.03.2015	Regional Centre
61.	Assistant Professor (Advertised) – Public Administration					
62.	Ms. Madhusri Ghosh (Upadhyay), Deputy Librarian	Library	MLIS, PGDLAN, B.Ed., UGC-NET	13	Reg/1630, Dt.04.09.2015	Regional Centre



Sr. no.	Name of the Faculty permanently dedicated for ODL & Designation	ODL programme	Qualifications	Experience (in years)	Appointment order	Works at (Headquarter/ Regional Centre /Study Center)
63.	Shri Anupam Ghosh, Assistant Librarian	Library	MLIS, M.Phil., B.Ed.	1	Reg/658, Dt.10.08.2016	Regional Centre
64.	Dr. Madan Mohan Chattopadhyay, Examination Consultant	Examination	M.A., Ph.D.	8	03-01/1446, Dt.07.08.2009	Headquarter

- Appointment order shall be attached with the details as mentioned above.

Registrar, Netaji Subhas Open University



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Administrative Staff Details of NSOU:

Sr. no.	Name of the Administrative Staff	Qualifications	Designation	Experience (in years)	Appointment order	Works at (Headquarter/ Regional Centre /Study Center)
1.	Professor Subha Sankar Sarkar	Ph.D., PG	Vice-Chancellor	37	G.O.No.503-Edn(U)/NSOU-05/01, Dt.28.07.2011	Headquarter
2.	CA Sachindranath Kar	CA, PG	Finance Officer	32	No.11-Edn(A)/10M-143/2011, Dt.05.01.2012	Headquarter
3.	Shri Mohan Kumar Chattopadhyay	PG, CMA, LL.B.	Registrar	37	No.VC/764, Dt.10.06.2016	Headquarter
4.	Dr. Asit Baran Aich	Ph.D., PG	Director (Study Centres)	36	03-01/1015, Dt.19.08.2005	Headquarter
5.	Dr. Atindranath Dey		Director (School of Studies)			
6.	Appointment letter issued		Director (School of Studies)		No.VC/11/2293, Dt.29.01.2018	
7.	Vacant		Director (School of Studies)			
8.	Dr. Nirupama Bhattacharya Goswami	Ph.D., PG	Director, Regional Centre (Kalyani)	26	Reg/597, Dt.04.05.2017	Regional Centre
9.	Advertised		Controller of Examinations			
10.	Smt. Ananya Mitra	PG	Deputy Registrar (Admn.)	17	Reg/543, Dt.08.07.2014	Headquarter
11.	Smt. Sudeshna Chatterjee Biswas	PG	Deputy Registrar (Academic)	17	Reg/542, Dt.08.07.2014	Headquarter
12.	Smt. Rokeya Ray	PG	Deputy Registrar (Exam.)	21	Reg/544, Dt.08.07.2014	Headquarter
13.	Dr. Anjan Saha	Ph.D., PG	Deputy Registrar (Exam.)	28	No.818-Edn(A)/4A-01/12, Dt.07.09.2012	Headquarter
14.	Shri Prabir Kumar Das	PG	Deputy Registrar (Finance)	34	Reg/929, Dt.29.05.2015	Headquarter
15.	Shri Prosenjit Bhattacharya	PG	Deputy Director, Regional Centre	9	03-01/1622, Dt.24.09.2010	Headquarter
16.	Advertised		Deputy Director, Regional Centre			



Sr. no.	Name of the Administrative Staff	Qualifications	Designation	Experience (in years)	Appointment order	Works at (Headquarter/ Regional Centre /Study Center)
17.	Advertised		System-in-charge			
18.	Advertised		Asst. Registrar			
19.	Advertised		Asst. Registrar (Finance)			
20.	Advertised		Asst. Registrar (Exam.)			
21.	Advertised		Asst. Registrar (Study Centre)			
22.	Smt. Nilanjana Chatterjee	PG	Asst. Director (Study Centres)	9	03-01/1299, Dt.16.08.2010	Headquarter
23.	Advertised		Asst. Director, Regional Centre			
24.	Advertised		Asst. Director, Regional Centre			
25.	Advertised		Asst. Director, Regional Centre			
26.	Advertised		Asst. Controller of Examinations			
27.	Dr. Shibani Ghosh	Ph.D., PG	Executive Secretary to V.C.	17	03-01/283, Dt.26.05.2014	Headquarter
28.	Shri Debanjan Ghoshal	PG	Accounts Officer	8	Reg/598, Dt.04.05.2017	Headquarter
29.	Advertised		Co-ordinator (B.Ed.)			
30.	Shri Hillol Ghosh	M.Tech	I. T. Officer	10	03-01/3037, Dt.29.01.2010	Headquarter
31.	Jayabrata Goswami	M.Tech	System Analyst	6	Reg/795, Dt.27.06.2017	Regional Centre
32.	Advertised		System Analyst			
33.	Advertised		System Analyst			
34.	Shri Buddhadeb Maity	MCA	Jr. System Analyst	9	03-01/1473, Dt.01.09.2008	Headquarter
35.	Shri Samarendra Nath Basu Ray	BE	Engineering Advisor	40	03-01/3073, Dt.02.02.2010	Headquarter
36.	Shri Siddhartha Biswas	UG, PGDCA	Technical Asst. (Gr-II)	7	Dy.Reg(Admn)-2015/72, Dt.02.11.2015 & Reg/73, Dt.24.01.2018	Headquarter
37.	Advertised		Technical Asst. (Gr-II)			
38.	Advertised		Technical Asst. (Gr-II)			
39.	Shri Santanu Chattopadhyay	M.Tech.	Computer Operator	7	03-01/285, Dt.26.05.2014	Headquarter



Sr. no.	Name of the Administrative Staff	Qualifications	Designation	Experience (in years)	Appointment order	Works at (Headquarter/ Regional Centre /Study Center)
40.	Smt. Rinki Debnath	10+2	Data Entry Operator	8	31.07.2009	Headquarter
41.	Shri Sanjib Sen	UG	Secretary to V.C.	31	15.12.1986	Headquarter
42.	Shri Asim Kumar Nath	UG	P.A. to V.C.	35	22.12.1982	Headquarter
43.	Smt. Madhusree Chakraborty	UG	P.A.	30	08.01.1988	Headquarter
44.	Advertised		P.A.			
45.	Advertised		P.A.			
46.	Advertised		P.A.			
47.	Advertised		P.A.			
48.	Shri Ushnish Ray	PG	Superintendent of Publication	12	03-01/284, Dt.26.05.2014	Headquarter
49.	Shri Shubhrangshu Moitra	PG	Superintendent of Publication	11	03-01/1387, Dt.31.07.2002	Headquarter
50.	Shri Sarbajit Chaudhuri	PG	Junior Superintendent (Store)	15	03-01/1095, Dt.13.07.2001 & Reg/923, Dt.27.05.2015	Headquarter
51.	Advertised		Junior Superintendent (Audit)			
52.	Shri Gopal Das	PG	Cashier	3	Reg/692, Dt.29.09.2014	Headquarter
53.	Shri Shyamal Kumar Sen	UG	Cashier	5	03-01/1958, Dt.05.12.2012	Headquarter
54.	Advertised		Cashier			
55.	Advertised		Cashier			
56.	Smt. Nilanjana Roy	UG	Accountant	3	Reg/1011, Dt.05.06.2015	Headquarter
57.	Shri Sujay Banerjee	UG	Accountant	4	Reg/502, Dt.16.06.2014	Headquarter
58.	Appointment process continuing		Junior Superintendent			
59.	Appointment process continuing		Junior Superintendent			
60.	Appointment process continuing		Junior Superintendent			



Sr. no.	Name of the Administrative Staff	Qualifications	Designation	Experience (in years)	Appointment order	Works at (Headquarter/ Regional Centre /Study Center)
61.	Appointment process continuing		Junior Superintendent			
62.	Smt. Banhisikha Guha	PG	Junior Proof Reader	12	Reg/935, Dt.01.06.2015	Headquarter
63.	Shri Pabitra Kumar Naskar	MLIS	Junior Proof Reader	3	Reg/934, Dt.01.06.2015	Headquarter
64.	Shri Sujit Kumar Sarkar	UG	Sr. Superintendent (Reg's Dept.)	4	Reg/504, Dt.16.06.2014	Headquarter
65.	Appointment process continuing		Sr. Superintendent			
66.	Vacant		Sr. Superintendent			
67.	Vacant		Sr. Superintendent			
68.	Shri Samaresh Ghosh	PG	Junior Assistant	12	03-01/2354, Dt.22.02.2006	Headquarter
69.	Shri Subir Bhattacharya	UG	Junior Assistant	12	03-01/2354, Dt.22.02.2006	Headquarter
70.	Shri Biswajit Chowdhuri	PG	Junior Assistant	12	03-01/2354, Dt.22.02.2006	Headquarter
71.	Shri Partha Das	UG	Junior Assistant	12	03-01/2354, Dt.22.02.2006	Headquarter
72.	Smt. Rupali Bhattacharya	UG	Junior Assistant	12	03-01/2354, Dt.22.02.2006	Headquarter
73.	Shri Buddhadeb Goswami	PG	Junior Assistant	12	03-01/2354, Dt.22.02.2006	Headquarter
74.	Smt. Jayeeta Goswami	PG	Junior Assistant	12	03-01/2354, Dt.22.02.2006	Headquarter
75.	Shri Nabarun Debnath	UG	Junior Assistant	7	Dy.Reg(Admn)- 2015/80, Dt.04.11.2015	Headquarter
76.	Shri Gautam Samanta	UG	Junior Assistant	2	Dy.Reg(Admn)- 2015/73, Dt.02.11.2015	Regional Centre
77.	Shri Gobinda Das	UG	Junior Assistant	2	Dy.Reg(Admn)- 2015/75, Dt.02.11.2015	Regional Centre
78.	Smt. Moumita Paul	UG	Junior Assistant	2	Dy.Reg(Admn)- 2015/74, Dt.02.11.2015	Headquarter
79.	Khurshid Alam	UG	Junior Assistant	2	Dy.Reg(Admn)- 2015/76, Dt.02.11.2015	Headquarter
80.	Advertised		Junior Assistant			



Sr. no.	Name of the Administrative Staff	Qualifications	Designation	Experience (in years)	Appointment order	Works at (Headquarter/ Regional Centre /Study Center)
81.	Advertised		Junior Assistant			
82.	Advertised		Junior Assistant			
83.	Advertised		Junior Assistant			
84.	Advertised		Junior Assistant			
85.	Advertised		Junior Assistant			
86.	Advertised		Junior Assistant			
87.	Smt. Arpita Ghoshal	PG	Junior Assistant-cum-Typist	7	Dy.Reg(Admn)-2015/81, Dt.04.11.2015	Regional Centre
88.	Shri Debasis Majumder	UG	Junior Assistant-cum-Typist	2	Dy.Reg(Admn)-2015/77, Dt.02.11.2015	Regional Centre
89.	Shri Krishna Sarder	UG	Junior Assistant-cum-Typist	2	Dy.Reg(Admn)-2015/78, Dt.02.11.2015	Regional Centre
90.	Advertised		Junior Assistant-cum-Typist			
91.	Advertised		Junior Assistant-cum-Typist			
92.	Shri Manik Chandra Das	PG	Library Assistant	7	03-01/286, Dt.26.05.2014	Headquarter
93.	Advertised		Junior Library Assistant			
94.	Advertised		Junior Library Assistant			
95.	Advertised		Junior Library Assistant			
96.	Advertised		Asst. Librarian (Gr-II)			
97.	Advertised		Junior Store Keeper			
98.	Advertised		Junior Store Keeper			
99.	Advertised		Junior Store Keeper			
100.	Advertised		Junior Store Keeper			
101.	Smt. Kalpana Sen	10	Junior Peon	16	03-01/3607, Dt.14.02.2002	Headquarter
102.	Shri Pradip Siddhanta	10+2	Junior Peon	12	03-01/2355, Dt.22.02.2006	Headquarter
103.	Shri Samir Kundu	10	Junior Peon	12	03-01/2355, Dt.22.02.2006	Headquarter
104.	Shri Ranjit Das	10	Junior Peon	12	03-01/2355, Dt.22.02.2006	Headquarter
105.	Shri Samar Mandal	10+2	Junior Peon	12	03-01/2355, Dt.22.02.2006	Headquarter



Sr. no.	Name of the Administrative Staff	Qualifications	Designation	Experience (in years)	Appointment order	Works at (Headquarter/ Regional Centre /Study Center)
106	Smt. Gitanjali Mandal (Jana)	10+2	Junior Peon	12	03-01/2355, Dt.22.02.2006	Headquarter
107	Shri Biswajit Kayal	UG	Junior Peon	11	03-01/1615, Dt.26.09.2006	Headquarter
108	Advertised		Junior Peon			
109	Advertised		Junior Peon			
110	Advertised		Junior Peon			
111	Advertised		Junior Peon			
112	Advertised		Junior Peon			
113	Advertised		Junior Peon			
114	Advertised		Junior Peon			
115	Advertised		Junior Peon			
116	Advertised		Junior Peon			
117	Advertised		Junior Peon			
118	Advertised		Junior Peon			
119	Shri Mithun Dey	10	Junior Library Attendant	7	Dy.Reg(Admn)-2015/82, Dt.04.11.2015	Regional Centre
120	Shri Madhab Halder	10	Junior Library Attendant	5	Dy.Reg(Admn)-2015/83, Dt.04.11.2015	Regional Centre
121	Advertised		Junior Attendant			
122	Advertised		Junior Attendant			
123	Shri Sarat Nayek	10	Sweeper	12	03-01/2355, Dt.22.02.2006	Headquarter
124	Shri Krishna Bahadur Thapa	10	Darwan	35	03-01/2353, Dt.22.02.2006	Headquarter
125	Shri Ganga Bahadur Thapa	10	Darwan	35	03-01/2353, Dt.22.02.2006	Headquarter
126	Dr. A. K. Samsuddin	Ph.D., PG	Group – C	10	03-01/25, Dt.02.04.2008	Headquarter
127	Shri Gour Pada Biswas	UG	Group – C	3	Reg/1285, Dt.06.07.2015	Headquarter
128	Shri Swapan Kumar Mukhopadhyay	UG	Group – C	3	Reg/1287, Dt.06.07.2015	Headquarter
129	Smt. Ila Pal Nag	PG	Group – C	7	03-01/1527, Dt.13.09.2010	Headquarter

- Appointment order shall be attached with the details as mentioned above.

Registrar, Netaji Subhas Open University



पश्चिमबङ्ग पश्चिम बंगाल WEST BENGAL
Affidavit



Y 966740

Shri Mohan Kumar Chattopadhyay, Registrar of Netaji Subhas Open University, DD-26, Salt Lake, Sec-1, Kolkata-700064, West Bengal do hereby solemnly affirm and declare as under:

1. That our university namely Netaji Subhas Open University wish to apply for the recognition of programmes to be offered under Open and Distance Learning mode with effect from the academic session 2018-19 beginning in July, 2018.
2. I have fully understood the clauses, terms and conditions as stipulated in the University Grants Commission (Open and Distance Learning) Regulations, 2017 along with two amendments thereon notified on 11.10.2017 and 06.02.2018.
3. That university has submitted the proposal as per the University Grants Commission (Open and Distance Learning) Regulations, 2017 and its amendments as mentioned in para 2 above.
4. That university has submitted the proposal ONLINE through the designated portal and is also submitting duly certified three hard copies of the same proposal along with all the annexures, within the specified period, to UGC.
5. That university is eligible in all respect to apply for offering education through open and distance learning mode as per UGC (ODL) Regulations, 2017 and its amendments as mentioned in para 2 above.
6. It is also declared that academic and instructional facilities at its Regional Centres and Learning Support Centres (Study Centres) meet all the conditions of UGC (ODL) Regulations, 2017, its amendments as mentioned in para 2 above and guidelines issued from time to time, and are commensurate with the number of academic programme and learner's strength thereto. It is also declared that these are as per the other applicable Regulations of UGC.

B. N. SAHA
NOTARY
Bhishm Bhawan
North Block, Q. No. 1
Bikrampur, Kolkata
West Bengal

23 APR 2018



7. That the University has been offering education through open and distance learning mode with the approval of UGC/erstwhile DEC and has not violated any of the terms and conditions as stipulated in the approval recognition letter No. F No. 12-3/2016(DEB-I)/355 dated 06.07.2016 and norms issued by the relevant/ concerned statutory bodies from time to time.

8. That the university shall scrupulously abide by UGC (ODL) Regulations, 2017 and its amendments as mentioned in para 2 above while imparting education through open and distance learning mode after getting the approval of UGC.

9. That all the information given by the university in the proposal submitted to UGC is complete, true and correct.

10. That I am fully aware of the consequences, if the University fails to abide by UGC (ODL) Regulations, 2017 and its amendments as mentioned in para 2 above.

11. That I am fully aware that in case any information, documentary evidence submitted/ produced by the University is found to be false or fake at a later stage or in case of any violation, the recognition of University shall be withdrawn and UGC may also take other punitive measures mentioned in UGC (ODL) Regulations, 2017 and its amendments as mentioned in para 2 above. I am also fully aware that it is the sole responsibility of the University for the career consequences of students, if any, arising out of the same.

Mohan Kumar Chakraborty

DEPONENT

Registrar

Netaji Subhas Open University

Verification:

I, the above named deponent do hereby verify on 23.04.2018 at Kolkata that the contents mentioned above are correct and true statements.

Mohan Kumar Chakraborty

DEPONENT

Registrar

Netaji Subhas Open University

✓
B. N. SAHA
NOTARY
11, Kasturba
North Block, Or. Plaza
Bhattacharya, Kolkata
West Bengal

Identified by me
[Signature]
Advocate

Solemnly Affirmed
&
Declared Before me
in Identification of Advocate

B. N. SAHA
NOTARY



23 APR 2018

A. Programme Mission and Objective:

B. Ed programme plays a vital role for strengthening skills and capabilities for the teachers. A large number of educational institutes of India exclusively dealing with teacher education development. But considering the vastness of demand more options are to be tried and so that each and every child get the benefit of education through qualified teachers. This programme of NSOU aims at developing the understanding the competencies required by a teacher for effective teaching learning process at the secondary stage. It enables the teachers to select and organize learning experiences according to the requirements of the learner.

- To develop skills required in selecting organized instructional design and strategies for effective teaching.
- To develop skills required in selecting and organizing learning experiences.
- To develop skills involved in selecting developing and using evaluation tools.
- To acquire knowledge and develop an understanding of various aspects of school management.
- To develop competencies for organizing various instructional and student support activities.

B. Relevance of the Programme with HEI's Mission and Goals:

The role of the teacher is very important and crucial among all of the functionaries of teaching and learning in the domain of inclusiveness of classroom and the millennium goal stated by UNESCO "Education for All". Teacher has to fulfil the diverse and special needs of the learner as they come from heterogeneous social background. Therefore, without comprehensive continuous quality training of teachers it is just a dream to reach this target of "Education for All" with quality. A vast chunk of teachers need quality training to fulfil the dream of mass education. But in our country it is quite impossible in the conventional way of teacher education. Therefore, with the help of ICT in the form of open and distance will be the appropriate way to reach the unreached for proper training.

C. Nature of Prospective Target Group of Learners:

The pass out fresh graduates and post graduate and those who completed the basic training as well as D. El. Ed course may join this course to increase their employability in the field of teaching in secondary and higher secondary level. The in-service un-trained school teacher also may join this course to fulfil the job criteria already given by the Ministry of Human Recourse Development through NCTE. The in-service un-trained teachers can continue their job with learning as well as can get their degree as because of open system.

D. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence

There is a growing of high quality Web-based professional development resources available for educators globally. The Web also provide opportunities for online mentoring and support of novice teachers during their first year of teaching and to develop online communities of practice. This university has already been acclimatized with the strategies of Web-based professional development in the way to conduct course on teacher education.

E. Instructional Design:

Course structure/Details:

Semester-I						
COURSE	COURSE NAME	MARKS		Marks (Credit)		Class Teaching Hour
		Theory	Workshop related to engagement with the field	Theory	Workshop related to engagement with the field	
Course-I(1.1.1)	Childhood & Growing Up(1 st & 2 nd half)	50+50	175	100(4)	175 (7)	16
Course-II(1.1.2)	Contemporary India & Education(1 st & 2 nd half)	50+50		100 (4)		16
Course-IV(1.1.4)	Language across the curriculum	50		50(2)		8
Course-V(1.1.5)	Understanding Disciplines & Subjects	50		50 (2)		8
Course EP1(1.1.EPC1)	Reading & Reflecting on Texts	25		25 (1)		4
TOTAL		325		325 (13)		52+35
FULL MARKS: 500 (Credit : 13+7=20); Study Hour= 390						

Semester-II						
COURSE & CODE	COURSE NAME	MARKS		Marks (Credit)		Class Teaching Hour
		Theory	Workshop related to engagement with the field	Theory	Workshop related to engagement with the field	
Course-III(1.2.3)	Learning & Teaching(1 st & 2 nd half)	50+50	175	100(4)	175 (7)	16
Course-VII(A)(1.2.7A)	Pedagogy of a School Subject Part-1	50		50(2)		8
Course-VII(A)(1.2.8A)	Knowledge & Curriculum Part-1	50		50(2)		8
Course-IX(1.2.9)	Assessment For Learning(1 st & 2 nd half)	50+50		100(4)		16

Course-EPC2(1.2EPC2)	Drama & Arts in Education	25		25(1)		4
TOTAL		325		325(13)		52+35
FULL MARKS: 500 (Credit :13+7= 20); Study Hour= 390						

Semester-III						
COURSE & CODE	COURSE NAME	MARKS		Marks (Credit)	Class Teaching Hour	
		Theory	Workshop related to engagement with the field			
Course-VIII (B)(1.3.7B)	Pedagogy of School subject –Part-II	50	100	50+100(2+4)	8+16	
Course-V-I(1.4.6)	Gender, School & Society	50	25	50+25(2+1)	8+4	
Course-VIII(B)(1.4.8B)	Knowledge & Curriculum Part-II	50	25	50+25(2+1)	8+4	
School Internship			200	200(08)	32	
TOTAL		150	350	500(6+14)	80	
FULL MARKS: 500 (Credit :2+18=20) ; Study Hour= 600						

Semester-IV						
COURSE & CODE	COURSE NAME	MARKS		Marks (Credit)		Class Teaching Hour
		Theory	Workshop related to engagement with the field	Theory	Workshop related to engagement with the field	
Course-XI(1.4.11) Optional *Any one from the following Courses:	Health & Physical Education	50	25	50(2)	25(1)	12
	Peace Education					
	Guidance & Counselling					
	Environmental & Population Education					
	Yoga Education					
Course-X(1.4.10)	Creating an Inclusive school	50	25	50(2)	25(1)	12
CourseEPC-3(1.4EPC3)	Critical Understanding of ICT	50	50	50(2)	50(2)	16
CourseEPC-4(1.4EPC4)	Understanding Self	50	50	50(2)	50(2)	16
School Internship			150		150(6)	24
TOTAL		200	300	200(8)	300(12)	48

Full Marks:500 (Credit: 12+8) ; Study Hour= 600
TOTAL MARKS: 2000 (CREDIT: 80) ; Study Hour= 2400

N.B:

- a. The Programme comprises of **80 Credits** which consists of **340 teaching-learning hours**.
- b. Theory Class Teaching comprises of 160 hrs
- c. Workshop related to Engagement with the Field comprises 140 hrs

Detail Syllabus:

Course Code CC-01	CHILDHOOD AND GROWING UP	Total Marks 100
Block-I	Unit-I : Early childhood in contemporary India	
	<ul style="list-style-type: none"> • Meaning of childhood; Defining the focus on early childhood in the lifespan • Awareness of the significance of early childhood and understandings from different perspectives (neuro-science, rights perspective and economic perspectives), • Growing understanding of the need and importance of early stimulation and nature of interventions for optimal growth • Difference in care and education in early childhood and the value of age appropriate interactions as best interests for children 	
	Unit-II : Learner as a developing individual	
	<ul style="list-style-type: none"> • Key cognitive and affective processes: perception, attention, memory, language, thinking, problem solving, emotions and motivation. • Developmental Influences: Development as a resultant of interactions between individual potential (innate, acquired) and external environment (physical, socio-cultural, ecological, economic and technological). • Nature and nurture, continuity and discontinuity issues, growth and maturation. • Implications for teachers to develop holistic understanding of the learner in this context. 	
	Unit-III: Development and learning - I	
<ul style="list-style-type: none"> • Meaning and principles of development, relationship between development and learning. • Dimensions of individual development: physical, cognitive, language, affective, social and moral, • Their interrelationships and implications for teachers (relevant ideas of Piaget, Erikson and Kohlberg). 		
Unit-IV: Development and learning - II		

	<ul style="list-style-type: none"> • Stages of development—developmental tasks with focus on processes growth and development across various stages from infancy to post adolescence (Special emphasis on concerns of adolescence). • Meaning of 'cognition' and its role in learning. • Socio-cultural factors influencing cognition and learning.
Block-II	Unit-I : Individual differences among learners-I
	<ul style="list-style-type: none"> • Dimensions of differences in psychological attributes— <ul style="list-style-type: none"> • cognitive abilities, • interest, • aptitude, • creativity, • personality (Preliminaries only), • values. • Understanding learners from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences.
	Unit-II : Individual differences among learners –II
	<ul style="list-style-type: none"> • Differences in learners based on predominant 'learning styles'. • Differences in learners based on socio-cultural contexts: Impact of home languages of learners' and language of instruction, impact of differential 'cultural capital' of learners. • Understanding differences based on a range of cognitive abilities— learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective.
	Unit-III : Understanding aspects of Child Development
	<ul style="list-style-type: none"> • Domains and stages of development as basic concepts in growth and development • Importance of “whole child” view of development e.g. interrelatedness and interdependence of development • Contexts and influences on development and child’s need to care and stimulation • Norms and variations in developmental and behavioural processes and importance of early identification of developmental delay
Unit-IV: Growth and Development of Learner	

	<ul style="list-style-type: none"> • Concept of growth and development and general principles of development, dimensions and stages of development, developmental talks (with special reference to Adolescents); • Factors influencing development: <ul style="list-style-type: none"> ✓ Piaget’s Cognitive Development Theory, ✓ Kohlberg ‘s Moral Development Theory, • Development of Learner - Social Development; Physical Development and Emotional Development of adolescent
Block-IV	Unit-I Learner's Personality
	<ul style="list-style-type: none"> • Concept of Personality, • Types of Personality, • Traits of Personality, • Theories of Personality;
	Unit-II Assessment of Personality and Adjustment
	<ul style="list-style-type: none"> • Assessment of Personality-Projective Techniques, Observations and Inventories; Adjustment - Concept and Process, • School Adjustment, • Factors affecting Adjustment and Defence Mechanism.
	Unit-III Group Dynamics during developmental Processes
	<ul style="list-style-type: none"> • Group Dynamics; meaning and Structure • Characteristics of Classroom Group; • Social and Interpersonal Relations; • Sociometry and Grouping
	Unit- IV Development of Conflict
<ul style="list-style-type: none"> • Conflict and its development – from Childhood to Adolescent • Different aspects of Conflict development • Factors of Conflict development • Political, Social and Cultural aspects of Conflict development 	

References:

1. Aggarwal, J. C. (1995), Essential Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi.
2. Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educational leaders, Prentice Hall, New Jersey.
3. Best, J.W.: Research in Education. Prentice Hall of India, New Delhi, 1980.
4. Bhatia, H. R. (1977), Textbook of Educational Psychology, The McMillan Company of India Ltd., New Delhi.
5. Chauhan, S. S. (1988), Advanced Educational Psychology, Vikas Publication, N. Delhi.

6. Gulati, Sushma: Education for Creativity, NCERT, 1995.
7. Hegarthy, S. & Alur, M. (2002) Education of children with special needs: From segregation to inclusion, Corwin press, Sage Publications
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9. Lindzey,G.,Hall, L& Thompson R.F.,(1978) Psychology, (2nd ed.), Worth Publishers
10. Maslow, A.H. (1970) Motivation and Personality(2nd ed.), New York; Harper & Row
11. Morgan,C.T., King, R.A., Weisz,J.R. & Schopler,J.(2001) Introduction to Psychology, (15th ed.), TataMcGrawHill Publishing Ltd.
12. Pal, H.R.: Educational Research. Bhopal, M.P.Granth Academy, 2004.

Compulsory Course 2

Contemporary India and Education

Course Code CC-02	Contemporary India and Education	Total Marks 100
Block-I	Unit I EDUCATION AND THE INDIAN SOCIETY	
	<ul style="list-style-type: none"> • Relationship between society and education • Distinctive features of Indian society • Educational Aspirations of Indian Society 	
	UNIT II INTERDEPENDENCE OF CULTURE AND EDUCATION – INDIAN CONTEXT	
	<ul style="list-style-type: none"> • Concept, Meaning of culture in Indian and Global context • Analysis of the concepts of Cultural Lag, Cultural Conflicts, Cultural Pluralism, Ambivalence and Cultural Tolerance • Role of Education in preserving, conserving and developing culture • Impact of other systems (history, culture, economy, politics and technology) on Indian Education 	
	Unit III NORMATIVE VISION OF INDIAN EDUCATION	
	<ul style="list-style-type: none"> • Normative orientation of Indian education: Historical Perspective • India as an evolving Nation, State: Vision, Nature and Salient Features – Democratic and Secular polity, • Federal structure: Implications for educational system • Aims and purposes of education drawn from the normative vision 	
Unit IV IMPACT OF VALUES ON EDUCATION AND INDIAN SOCIETY		

	<ul style="list-style-type: none"> • Meaning of Values (Indian context) • Values in education: Meaning, Need and Importance. • Classification of values, Criteria of value classification with respect to Indian society • Causes of Value degeneration (global context) • Role of Education in resolving Value Crisis. • Methods and Techniques of inculcation of values in education.
Block-II	<p>Unit I VISION OF EDUCATION: INDIAN THINKERS</p>
	<p>An overview of salient features of the 'philosophy and practice' of Education advocated by the following thinkers :</p> <ul style="list-style-type: none"> • Rabindranath Tagore: Liberationist pedagogy • M.K.Gandhi: Basic education or education for self-sufficiency • Aurobindo Ghosh: Integral education • J. Krishnamurthi: Education for individual and social transformation.
	<p>Unit II ISSUES AND CONCERNS OF INDIAN EDUCATION –I</p>
	<ul style="list-style-type: none"> • Constitutional provisions on education (especially the Preamble, Fundamental Rights and Duties of Citizens and the Directive Principles of State Policies) • Democracy, equality, liberty, secularism, and social justice • Universalisation of School Education (Elementary and Secondary) • Right to Education - 2009 and Universal Access: <ul style="list-style-type: none"> (i) Issues of a) Universal enrollment b) Universal retention c) Universal success (ii) Issues of quality and equity. <p>(The above to be discussed with specific reference to physical, economic, social and cultural access, particularly to girl child and weaker sections as well as differently- abled children)</p>
	<p>Unit III ISSUES AND CONCERNS OF INDIAN EDUCATION -II</p>
	<ul style="list-style-type: none"> • Equality of Educational Opportunity: <ul style="list-style-type: none"> (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minor groups and related issues • Sarva Shiksha Abhiyan • Concept of Wastage & Stagnation in Education
<p>Unit IV ISSUES AND CONCERNS OF INDIAN EDUCATION –III</p>	
<ul style="list-style-type: none"> • Vocationalization of Secondary Education • Child Education with special focus on Girl Child Education, Women Education • Inclusive Education 	

	<ul style="list-style-type: none"> • Student Unrest (special reference to the recommendations of Lyndoh Committee)
Block-III	Unit I EDUCATIONAL SYSTEM IN INDIAN SOCIETY -I
	<ul style="list-style-type: none"> • Decentralization of Educational Administration with reference to types of schools (public, private) <ul style="list-style-type: none"> ❖ Parallel Systems of Educational Administration ❖ Administrative Hierarchy ❖ Role of Teacher, Principal and Community • Nayee Taleem to integrate life, work and education
	Unit II EDUCATIONAL SYSTEM IN INDIAN SOCIETY –II
	<ul style="list-style-type: none"> • Agencies of Education (aims, objectives and functions) <ul style="list-style-type: none"> ❖ CBSE, ICSE, KVS and JNVS ❖ NCERT, SCERT and DIET ❖ NCTE, RCI and UGC
	Unit III EDUCATION AND VALUES I
	<ul style="list-style-type: none"> • Values – concept, nature and types • Formation of values • Values prevalent in contemporary society • Perpetuation of values through education • Different school contexts and their impact on learners' value formation
Block-IV	Unit IV EDUCATION AND VALUES II
	<ul style="list-style-type: none"> • Value transformation and education • Influence of group and social conflicts on school system • School system and nurturing of culture of peace
	Unit I POSITION OF LANGUAGES IN INDIA
	<ul style="list-style-type: none"> • Radhakrishnan Commission (1948-49) (concept of Rural University) • Mudaliar Commission (1952) (on Language Policy) • Constitutional provisions of Education and policies of language education Articles 343-351, 350A) <ul style="list-style-type: none"> • National Curriculum Framework-2005 (language education);
	Unit II POLICY FRAMEWORKS FOR PUBLIC EDUCATION IN INDIA-I
	<ul style="list-style-type: none"> • Kothari Commission (1964-66) • National Policy of Education 1986 and Program of Action 1992

	<ul style="list-style-type: none"> • Yashpal Committee Report on Curriculum Reform • Knowledge Commission (Special Reference to School Education)
	Unit III POLICY FRAMEWORKS FOR PUBLIC EDUCATION IN INDIA-II
	<ul style="list-style-type: none"> • Mid Day Meal programme <ul style="list-style-type: none"> - the role of legislative action to ensure nutrition - Impact of Midday Meal (public space where children eat together, transcending caste, religion, class and gender, as stressed by the order of the Supreme Court) • NCFTE -2009 • NCTE Curriculum Framework (two-year B.Ed.Programme)-2014
	Unit IV Current concerns in Education
	<ul style="list-style-type: none"> • Concerns relating to Plebianisation, Privatization, and Stratification of education (in the larger context across the world) • Role of Education to respect diversity and collective living • Role of education in promotion of peace: implications for pedagogy • Teacher role in promoting peace

References:

1. Anand, C. L. et al. (1983). Teacher and Education in Emerging in Indian Society, NCERT, New Delhi.
2. Govt. of India (1986). National Policy on Education, Min. of HRD, New Delh
3. NCERT (1986). School Education in India – Present Status and Future Needs,
4. Ministry of Education (1966.). “Education Commission, “Kothari Commission”, 1964–1966. Education and National Development, Ministry of Education, Government of In.
5. National Policy of Education (1986). Ministry of HRD, Department of Education, New Delhi. Seventh All India School Education Survey, NCERT : New Delhi, 20.
6. UNESCO (2004). Education for All : The Quality Imperative. EFA Global Monitoring Report, Pari
7. Swain, Sanjoy, K. (1998). Trends and Issues in Indian Education, Kalyani Publishers, Kolkat
8. Agarwal, J. C. (2005). Recent Development and Change in Education, Sipra Publication, New.

**Compulsory Course 9
Assessment for Learning**

Course Code CC-09	Assessment for Learning	Total Marks100
Block-I	Unit I Assessment and Evaluation – Introduction	
	<ul style="list-style-type: none"> • Perspective on assessment and evaluation of learning in a constructivist paradigm • Distinction between 'Assessment of Learning' and 'Assessment for Learning' • Purposes of assessment in a 'constructivist' paradigm: <ol style="list-style-type: none"> i. To engage with learners' minds in order to further learning in various dimensions. ii. To promote development in cognitive, social and emotional aspects. 	
	Unit II Evaluation Practices	
	<ul style="list-style-type: none"> • Critical review of current evaluation practices and their assumptions about learning and development • Clarifying the terms- <ol style="list-style-type: none"> i. assessment, evaluation, test, examination, measurement ii. Formative and Summative evaluation iii. Continuous and Comprehensive Assessment ii. Grading. 	
	Unit III Assessment – Dimensions	
<ul style="list-style-type: none"> • Dimensions and levels of learning • Retention/recall of facts and concepts; • Application of specific skills • Manipulating tools and symbols; Problem-solving; applying learning • to diverse situations 		
Unit IV Assessment – Different Areas		
<ul style="list-style-type: none"> • Meaning-making propensity; Abstraction of ideas from experiences; • Seeing links and relationships; Inference; Analysis; Reflection • Originality and initiative; Collaborative participation; Creativity; • Flexibility • Contexts of assessment- i. Subject-related ii. Person-related 		
	Unit I ASSESSMENT OF SUBJECT-BASED LEARNING	
	<ul style="list-style-type: none"> • Subject-based Learning' in a constructivist perspective • Assessment tools 	

Block-II	<ul style="list-style-type: none"> • Kinds of tasks: projects, assignments, performances • Kinds of tests and their constructions
	Unit II Assessment Process
	<ul style="list-style-type: none"> • Observation of learning processes by self, by peers, by teacher • Self-assessment and peer -assessment • Constructing portfolios • Quantitative and qualitative aspects of assessment: Appropriate tools for each.
	Unit III Development of Assessment Tools by Teacher
	<ul style="list-style-type: none"> • Visualising appropriate assessment tools for- - specific contexts, -content, and -student • Formulating tasks and questions that engage the learner and demonstrate the process of thinking; • Scope for original responses
	Unit IV Criteria for Assessment
Block-III	<ul style="list-style-type: none"> • Evolving suitable criteria for assessment • Organising and planning for student portfolios and developing rubrics for portfolio assessment • Using assessment feedback for furthering learning.
	Unit I Data Analysis
	<ul style="list-style-type: none"> • Statistical tools—Percentage, graphical representation, frequency • Distribution, central tendency, variation, normal distribution, • Percentile rank, correlation and their interpretation • Developing and maintaining a comprehensive learner profile
	Unit II Feedback
	<ul style="list-style-type: none"> • Feedback as an essential component of formative assessment • Use of assessment for feedback and for taking pedagogic decisions • Types of teacher feedback (written comments, oral); Peer feedback • Place of marks, grades and qualitative descriptions
Unit III Reporting	
<ul style="list-style-type: none"> • Purposes of reporting: To communicate • Progress and profile of learner • Basis for further pedagogic decisions • Reporting a consolidated learner profile. 	

	<p>Unit IV Examination System and Related Issues</p> <ul style="list-style-type: none"> • Examination for gradation • Examination for social selection and placement • Impact of the prevailing examination system on student learning and stakeholders • Examination Reform : Commissions and Committees
Block-IV	<p>Unit I School-based Assessment and Evaluation: Policies, Practices and Possibilities</p> <ul style="list-style-type: none"> • Impact of examination-driven schooling • On pedagogy: Content oriented, information focused testing; Memory centric • Teaching and Testing
	<p>Unit ii Examination Reform-I</p> <ul style="list-style-type: none"> • Examination reform efforts in India based on: <ul style="list-style-type: none"> - Secondary Education Commission (1952-53) - Kothari Commission (1964-66) - National Policy on Education (1986) and PoA (1992) • National Curriculum Framework (2005) developed for school education. • National Focus Group Position Paper on Examination Reform (Discussion should cover analysis of recommendations, Implementations and the emerging concerns).
	<p>Unit III Examination Reform-II</p> <ul style="list-style-type: none"> • Introducing flexibility in examination system • Improving quality of questions in exam papers • Introduction of school-based credits • Alternative modes of Certification
	<p>Unit IV School culture</p> <ul style="list-style-type: none"> • School culture • De-linking school-based assessment from examinations: Some Possibilities and alternate practices. • Examination management • Role of ICT in examination

References:

1. Nitko, A. J. (2001), Educational Assessment of students, Prentice Hall.
2. Norris, N (1900). Understanding Educational Evaluation, Kogan Page

3. Dandekar W.N. - Evaluation in Schools
4. Garrett Henry E. - Statistic in Education and Psychology
5. Green, Jorgensen and Gerberich - Measurement and Evaluation in the secondary schools.
6. Measurement in Education and Psychology (1992)
7. Evaluation in Schools (3rd ed 1986)
8. Psychological Testing and Statistical Methods (1987)

Understanding the Self

Course Code EPC 4	Understanding the Self	Total Marks 50
Block I	Unit I Exploring the Aim of Life	
	<ul style="list-style-type: none"> • Vision of oneself as a person: Aspiration and purpose of life. • Developing a conscious direction to life through Education • Understanding different dimensions of self and personality 	
	Unit II Discovering one's True Potential	
	<ul style="list-style-type: none"> • Understanding one's strengths and weaknesses through self-observation • Developing positivity, self-esteem and emotional integration. • Exploring fear and trust; competition and cooperation • Developing skills of inner self organization and self-reflection 	
	Unit III Developing Sensitivity	
Block II	Unit I Resources for Promoting Self Learning and Learning to Learn Skills	
	<ul style="list-style-type: none"> • An analysis of what and how self-learning occurs among students – principles of self learning • Ways and means of promoting self-learning: organization, merits and demerits • Designing a self-learning material: principles and steps • Learning to learn skills – an analysis and teacher's role in promoting them 	
	Unit II Initiatory Experiences	

	<ul style="list-style-type: none"> • Reflections on one’s own School Experiences • Identifying Nurturants and Deterrents • Creating a ‘Big Picture’
	Unit III Peace, Progress and Harmony
	<ul style="list-style-type: none"> • Establishing peace within oneself: Effect of concentration and meditation • Creating group harmony: methods of creating a collective aspiration for progress and conflict resolution • Exploring the basis of social disharmony: Becoming the agents and catalysts of change and exploring methods of facilitating change
Block III	Unit I Knowing the Self
	<ul style="list-style-type: none"> • Knowing – meaning; relation with doing, thinking and feeling • Differentiate between information, knowledge, belief and truth. • Different ways of knowing • Relative roles of knower and the known in knowledge transmission and construction
	Unit II Yoga for Self understanding
	<ul style="list-style-type: none"> • Yoga as an important component to enhance abilities of body and mind • The philosophy of yoga and its role in well-being. • Yoga in the classroom <p>(Students will learn the practice of yoga in Workshop and how to use it in different contexts.)</p>
	Unit III Facilitating Personal Growth: Applications in Teaching
	<ul style="list-style-type: none"> • Becoming a self-reflective practitioner: becoming conscious of one’s own attitudes and communication pattern while teaching. • Observing children: appreciating social, economic, cultural, linguistic and individual differences in children and relating with them • Exploring and practicing ways to facilitate personal growth and develop social skills in students while teaching

References:

1. Antoine de Saint-Exupery. (1977). The Little Prince. London, UK: Wordsworth Edition Translated by Irene Testot-ferry (available in Hindi).
2. Dalal, A.S. (2001). Our Many Selves. Pondicherry, India: Sri Aurobindo Ashram.
3. Frankl, V. (1946). Man’s Search for Meaning. New York: Pocket Books.
4. Joshi, K. (ed) (2005). The Aim of Life. Auroville, India: Saiier.

5. Krishnamurti, J. (1953). Education and the Significance of Life, Ojai, California, USA: Krishnamurti Foundation Trust.
6. NCERT, (2006). Education for Peace, Position Paper. New Delhi: NCERT.
7. Walk with Me: A Guide for Inspiring Citizenship Action. (2006). New Delhi: Pravah Pub.

EPC-3: Critical Understanding of ICT

Course Code EPC-3	ICT in Teacher Education	Total Marks 50
Block-I	Unit-I ICT in Education	
	<ul style="list-style-type: none"> • ICT in Education: Meaning, Nature and Scope. • Teleconferencing: Audio, Video and Computer Conferencing. • E-Learning and Blended Learning. • Open Source software. 	
	Unit – II Computer as Communication Tool	
	<ul style="list-style-type: none"> • Use of Spreadsheet - Data Entry, Data Analysis, Charts, graphs, computers in data analysis, statistical packages • ICT tools: e-mail. Blocks, social networking • Assessment tools 	
	Unit-III Approaches, Stages and Competencies	
<ul style="list-style-type: none"> • Adoption and use of ICT in education • Stages of ICT uses • Pedagogical use of ICT Teacher competencies 		
Block-II	Unit-I Internet as ICT tool	
	<ul style="list-style-type: none"> • Internet : Meaning, History, working, Educational uses of the Internet • Educational web sites & resources; • downloading information; understanding the basics of Hypertext Mark Up Language (HTML); • Electronic Mail:- Opening of E-Mail account, sending & receiving mails and attachment Processing (MS Word and PageMaker) 	
	Unit-II Optimization Learning	
<ul style="list-style-type: none"> • Tele-conference and networks 		

	<ul style="list-style-type: none"> • Internet and Intranet • Local area network (LAN) and Wide area network(WAN) Multimedia and ICT
	Unit-III Developing Learning skills
	<ul style="list-style-type: none"> • Different levels of skills in TL systems • Developing skills through ICT • Use of skills through ICT
Block-III	Unit-I ICT and Teacher Education
	<ul style="list-style-type: none"> • Importance and role of ICT to elevate teachers education • Role of ICT at Primary Level • Role of ICT at Secondary Level Role of ICT at Higher Level
	Unit-II Development of Teaching learning materials
	<ul style="list-style-type: none"> • Self learning materials and their use • Audio and video materials and their use • Interactive multimedia and their use
	Unit-III Organizing Learning with Internet
	<ul style="list-style-type: none"> • Audio visual communication • Data representation • Data processing Exhibition of evaluation

References:

1. Agrawal, Vinod C.(1996) Pedagogy of computer literacy: An Indian experience, Concept;New Delhi
2. Bansal, S.K. (2002):Fundamentals of Information Technology: Aph Publishing Cooperation:NewDelh
3. NCERT (2006). National Curriculum Framework 2005 Position Paper National Focus Group on Educational Technology. New Delhi: Author.
4. Senapaty, H.K. (2009). ICT Integrated Learning Materials on Basic School Subjects from Constructivist Perspectives. Bhubaneswar: Regional Institute of Education, NCERT (Monograph).

5. Senapaty, H.K. (2011). Pedagogy-Technology Integration for the Professional Development of Teacher Educators. Bhubaneswar: Regional Institute of Education, NCERT (Monograph).
6. Singh, L. C. (Ed.) (2010). Educational Technology for Teachers and Educators. New Delhi: Vasunandi Publication.
7. UNESCO (2002). *Information and communication technology in education: A curriculum for schools and programme of teacher development*. Paris: UNESCO.
8. UNESCO (2008). Capacity Building for ICT Integration in Education. Retrieved from <http://portal.unesco>.
9. UNESCO (2008). ICT Competency Standards for Teachers: Policy Framework. Retrieved from <http://portal.unesco>.
10. Roblyer, M.D. (2008). Integrating educational technology into teaching. New Delhi: Pearson

READING AND REFLECTING ON TEXTS

Course code: D 17 Credits: 02	READING AND REFLECTING ON TEXTS	Total Marks 50
Block I	Unit I Reflections on Literacy	
	1.1 Literacy and Current University Graduates: Status and Concerns	
	1.2 Role of Literacy in Education, Career and Social Life	
	1.3 Literacy, Thinking and Self Esteem	
	1.4 Literacy of Second Language/ English: Need and Strategies	
	1.5 Basic Braille Literacy	
	Unit 2: Reflections on Reading Comprehension	
	2.1 Practicing Responses to Text: Personal, Creative and Critical	
	2.2 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making	
	2.3 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies	
	2.4 Basic Understanding of Reading Comprehension of Children with Disabilities	
	Unit 3: Skill Development in Responding to Text	
	3.1 Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing RCI B.Ed.Spl.Ed. Curriculum Page 240 15 May 2015	
	3.2 Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)	

	3.3 Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)
	3.4 Practicing Web Search, Rapid Reading and Comprehensive Reading
Block II	Unit 4: Reflecting Upon Writing as a Process and Product
	4.1 Understanding writing as a Process: Content (Intent, Audience and Organization)
	4.2 Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)
	4.3 Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)
	4.4 Practicing Self Editing and Peer Editing of Sample Texts
	4.5 Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness
	Unit 5: Practicing Independent Writing
	5.1 practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories
	5.2 Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking
	5.3 Practicing Converting Written Information into Graphical Representation
	5.4 Practicing Filling up Surveys, Forms, Feedback Responses, Checklists
	5.5 Reflections on the Course: From Theory to Practice to Initiating Process to Improve Self Course Work/ Practical/ Field Engagement

Essential Readings:

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a Nation of Readers: The report of the commission on reading.* Washington, DC: National Institute of Education and the Center for the Study of Reading.
- ASER report of 2015: Pratham Publication
- May, F. B. (2001). *Unravelling the seven myths of reading.* Allyn and Bacon: Boston
RCI B.Ed.Spl.Ed. Curriculum Page 241 15 May 2015
- McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading.* Heinemann Educational Books.
- Tovani, C., & Keene, E. O. (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers.* Stenhouse Publishers
- Soundarapandian, M. (2000). *Literacy campaign in India.* Discovery Publishing House: New Delhi. Suggested Readings
- Aulls, M. W. (1982). *Developing readers in today's elementary school.* Allyn and Bacon: Boston
- Baniel, A. (2012). *Kids beyond limits.* Perigee Trade: New York
- McCormick, S. (1999). *Instructing students who have literacy problems.* (3rd) Merrill: New Jersey

- Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA).
- Frank, S. (1985). Reading without Nonsense. Teachers College Press, New York.
- Gallagher, K. (2004). Deeper Reading: Comprehending Challenging Texts. Stenhouse Publishers
- Heller, R. (1998). Communicate clearly. DK Publishing: New York
- Luetke-Stahlman, B., & Nielsen, D. (2003). Early Literacy of Kindergartners with Hearing Impairment. High Beam
- May, F. B. (1998). Reading as communication. Merrill: New Jersey
- Miller, D. (2002). Reading With Meaning: Teaching Comprehension in the Primary Grades. Stenhouse Publishers, New York.

READING AND REFLECTING ON TEXTS

Course code: D 17 Credits: 02 Contact Hours: 30 Marks: 50

Introduction One of the core areas that schools focus upon is age appropriate and fluent literacy skills. Hence, aspirant graduates who intend to make career in education must be good readers and good writers (in literally sense). Due to several reasons a student teacher like you may not have adequate skills, interest and motivation for reading and writing. Here is a skill based and activity oriented course designed to give you an opportunity to look at reading writing seriously, relearn it as a professional activity, apply it for students with special needs and enjoy it like never before.

Objectives:

After completing the course student-teachers will be able to

- *Reflect upon current level of literacy skills of the self.*
- *Show interest and begin working upon basic skills required to be active readers in control of own comprehension.*
- *Show interest and begin working upon basic skills required to be independent writers understanding adequate intent, audience and organization of the content.*
- *Prepare self to facilitate good reading writing in students across the ages.*
- *Find reading writing as learning and recreational tools rather than a course task.*

Unit 1: Reflections on Literacy

1.1 Literacy and Current University Graduates: Status and Concerns 1.2 Role of Literacy in Education, Career and Social Life

1.3 Literacy, Thinking and Self Esteem

1.4 Literacy of Second Language/ English: Need and Strategies

1.5 Basic Braille Literacy

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2.2 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making

2.3 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies

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3.1 Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing RCI B.Ed.Spl.Ed. Curriculum Page 240 15 May 2015

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4.1 Understanding writing as a Process: Content (Intent, Audience and Organization)

4.2 Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)

4.3 Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)

4.4 Practicing Self Editing and Peer Editing of Sample Texts

4.5 Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness

Unit 5: Practicing Independent Writing

5.4 practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories

5.5 Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking

5.6 Practicing Converting Written Information into Graphical Representation

5.7 Practicing Filling up Surveys, Forms, Feedback Responses, Checklists

5.8 Reflections on the Course: From Theory to Practice to Initiating Process to Improve Self Course Work/ Practical/ Field Engagement

Essential Readings

• Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a Nation of Readers: The report of the commission on reading*. Washington, DC: National Institute of Education and the Center for the Study of Reading.

• ASER report of 2015: Pratham Publication

• May, F. B. (2001). *Unravelling the seven myths of reading*. Allyn and Bacon: Boston
RCI B.Ed.Spl.Ed. Curriculum Page 241 15 May 2015

- McGregor, T. (2007). Comprehension Connections: Bridges to Strategic Reading. Heinemann Educational Books.
- Tovani, C., & Keene, E.O. (2000). I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers. Stenhouse Publishers
- Soundarapandian, M. (2000). Literacy campaign in India. Discovery Publishing House: New Delhi. Suggested Readings
- Aulls, M. W. (1982). Developing readers in today's elementary school. Allyn and Bacon: Boston
- Baniel, A. (2012). Kids beyond limits. Perigee Trade: New York
- McCormick, S. (1999). Instructing students who have literacy problems.(3rd) Merrill: New Jersey
- Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA).
- Frank, S. (1985). Reading without Nonsense. Teachers College Press, New York.
- Gallagher, K. (2004). Deeper Reading: Comprehending Challenging Texts. Stenhouse Publishers
- Heller, R. (1998). Communicate clearly. DK Publishing: New York
- Luetke-Stahlman, B., & Nielsen, D. (2003). Early Literacy of Kindergartners with Hearing Impairment. High Beam
- May, F. B. (1998). Reading as communication. Merrill: New Jersey
- Miller, D. (2002). Reading With Meaning: Teaching Comprehension in the Primary Grades. Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). Communicative language teaching in English. Nityanutan Prakashan, Pune.
- Paul, P. V. (2009). Language and Deafness. Jones and Bartlett: Boston

Gender School and Society

Course Code	Gender School & Society	Total Marks
CC- 06		50
	Unit 1: Gender Issues: Key areas	
	Gender concept, patriarchy, masculinity & feminism	

Block I	Gender inequality, transgender, & third gender
	Concept of equity & equality in relation to caste, class, religion, ethnicity, disability, & region
	Unit 2: Gender Studies: Contemporary Issues & Concerns
	Changing faces in social reform movements of the 20 th century focussing on the views of
	Paradigm shift from conventional issues to contemporary gender studies
	Recommendation of policies & laws for the recognition of the concept of transgender & third gender.
Block II	Unit 1: School & Society
	Schooling of girls
	Impediments
	Prospect
	Life skill education
	Unit 2: Societal outlook, objectification & belief
	Concept of multiculturalism
	Participation in societal development
	Understanding “unity in diversity” in the Indian social context
Block III	Unit 1: Curriculum in Schools
	Traditional curriculum Vs balanced curriculum
	Gender depiction in text & context
	Supplementary extra- curriculum periods
	Unit 2: Competence & empowerment
	Participation in decision –making authority (panchyat, municipality, & legislative assembly etc.)
	Participation in social movements (representation & gender role)
	Unit 3: Teacher as an agent of change
	Teacher’s role in facilitating learner’s abilities & confidence
	Teacher’s role in combating gender discrimination of addressing sexual harassment & institutions redressing.
	Engagement in open verbalization, brainstorming & audio-visuals.

References:

1. Basu, R. & Chakraborty, B. (2011). Prasanga: Manabividyā. Kolkata : Urbi Prakashan.
2. Bandarage, A. (1997). Women Population and Global Crisis: A Political Economic Analysis. London: Zed Books
3. Maguise, P . (1987) . Doing Participatory Research: A Feminist Approach, Amherst, M.A.
4. Boserup, E. (1970). Women's Role in Economic Development. New York: St. Martins Press.
5. Ruddick, S. (1989). Maternal Thinking: Towards a Politics of Peace, London.
6. Elshtain, J. B. (1981). Public Man, Private Women: Women in social and Political thought, Princeton.

PERFORMING AND VISUAL ARTS

Unit 1: Introduction to art Education

- 1.1 Art and art education: Meaning, scope and difference
- 1.2 Artistic expression: Meaning and strategies to facilitate
- 1.3 Art therapy: Concept and application to students with and without disabilities
- 1.4 Linking Art Education with Multiple Intelligences
- 1.5 Understanding emerging expression of art by students

Unit 2: Performing Arts: Dance and Music

- 2.1 Range of art activities related to dance and music
- 2.2 Experiencing, responding and appreciating dance and music
- 2.3 Exposure to selective basic skills required for dance and music
- 2.4 Dance and Music: Facilitating interest among students: planning and implementing activities
- 2.5 Enhancing learning through dance and music for children

Unit 3: Performing Arts: Drama

- 3.1 Range of art activities in drama
- 3.2 Experiencing, responding and appreciating drama
- 3.3 Exposure to selective basic skills required for drama
- 3.4 Drama: Facilitating interest among students: planning and implementing activities

3.5 Enhancing learning through drama for children with and without special needs: strategies and adaptations

Unit 4: Visual Arts

4.1 Range of art activities in visual arts

4.2 Experiencing, responding and appreciating visual art

4.3 Exposure to selective basic skills in visual art

4.4 Art education: Facilitating interest among students: planning and implementing activities

4.5 Enhancing learning through visual art for children

Unit 5: Media and Electronic Arts

5.1 Range of art activities in media and electronic art forms

5.2 Experiencing, responding and appreciating media and electronic arts

5.3 Exposure to selective basic skills in media and electronic arts

5.4 Media and electronic arts: Facilitating interest among students: planning and implementing activities

5.5 Enhancing learning through media and electronic art for children

Essential Readings

- Finlay, Victoria. The brilliant History of Color in Art. Getty Publications, China.
- Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA
- Vaze, Pundalik. (1999). How to Draw and Paint Nature. Jyosna Prakashan: Mumbai
- Ward, Alan. (1993) Sound and Music. Franklin Watts: New York. Suggested Readings
- Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York
- Beyer, E. London. (2000). The arts, popular culture and social change
- Efland, A. D. (1990). A history of Art Education: Intellectual and social currents in teaching the visual arts. New York, NY: Teachers College Press.
- Gair, S. B. (1980). Writing the arts into individualized educational programs. Art Education, 33(8), 8–11
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication: London
- Heller, R. (1999). Effective Leadership. DK Publishing: New York.

Programme Duration:

Faculty and Support Staff Requirement:

The NSOU has government sanctioned posts of teachers and non-teaching staff for academic and administrative support for the learners in an effective and cohesive manner. The recruitments of faculty positions are always strictly maintained following the UGC guidelines. The University also take support from the wider academic community of the respective courses from other institutions of higher learning and researches.

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	HQ	3
2	Associate Professor	-	1
3	Assistant Professor	RC	4

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant cum Typist	RC	1
2	Superintendent	HQ	0

Instructional Delivery Mechanisms:

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	160
	Tutorials/ Special Classes/ Remedial Classes	Yes	10
	Seminar/ Research Colloquium	Yes	10
	Workshop	Yes	50
	School Based activities and Internship	Yes	30
	Micro Teaching Sessions	Yes	10
	Laboratory based Practical	No	Nil
	Field Work including Visits	Yes	10
	Extension Activities/ Community Outreach Programmes	yes	15
Self- Learning	SLMs	Yes	30
	Reference Books	yes	
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	Yes	10
	Offline DVD/SD Card/USB Drive	Yes	
	Telecommunications	Yes	
	Social Media (Facebook page/ Instagram/ Twitters/ Google Groups etc.)	yes	

Blended	Smart Classrooms	Yes	05
	Flipped Learning	Yes	

Medium of Delivery: English

Please refer item no – (C) Instructional Design as stated in details in the course structure

Paper Wise Mapping of Credit Hours:

		Paper	Paper Code	Paper Type (Theo/Prac)	Study Hours	Full Marks	Credits
1 st Year	Semester - I	Childhood & Growing up	C - 01	Theory	120	100	04
		Contemporary India & Education	C-02	Theory	120	100	04
		Learning & Teaching	C - 03	Theory	120	100	04
	Semester - II	Language Across the Curriculum	C - 04	Theory	60	50	02
		Understanding discipline & subject	C - 05	Theory	60	50	02
		Pedagogy of School subject 1	C - 07	Theory	90	75	03
2 nd Year	Semester - III	Reading & Reflection on Text	EPC - 1	Practical	60	50	02
		Critical Understanding of ICT	EPC - 3	Practical	60	50	02
	Semeste	School Internship Method 1	PA – 1		90	75	03
		Workshop based Activities & School based activities	PB - 1		60	50	02
Total					840	700	28

F. Procedure for admissions, curriculum transaction and evaluation. The detail syllabus will follow the NCTE, 2014 Regulations.

Admission Procedure: Centralised admission process is conducted through online mode. Admission fees also collected through online payment gateway service and dedicated bank challan to assure better transparency in monitory transaction.

Eligibility: 1. Candidates with graduation in sciences/social sciences/commerce/humanities having 50% marks for the general categories and 45% for the reserved categories.

2. Trained in-service teachers in elementary education.

3. Candidates who have completed a NCTE recognized any teacher education programme through F2F mode.

4. However, the eligibility criteria will be determined keeping conformity with the NCTE norms and guidelines.

Total Course Fee: Rs. 60,000/- approx (Excluding Examination and Studentship Renewal Fees)

Financial Assistance: At present no financial assistance is provided for this course.

Curriculum transaction and Evaluation:

Twenty-three titles of the SLMs (English version) are ready as approved by the Board of Studies, SoE, NSOU and ratified by Academic Council of the University. The SLMs have been sent to the UGC-DEB for final approval. Face to face counseling will be arranged at the respective study centers. In addition, ICT support (SD cards, E-learning materials, audio-visual lectures etc) will be given according to the requirements of the curriculum. Tutorials/special classes/remedial classes will be arranged. Seminars, workshops and colloquium will be organized frequently for better learning on the specific areas of the curriculum. School based activities, internship and microteaching sessions will be provided as per curricular need. Learners will be engaged in various extension activities/community outreach programmes to contextualize their learning. The total marks of the course is 2000 (Theory-1000 & Practical-1000), comprising of four semesters. There will be two components of evaluation. Internal assessment/ home assignment for each paper carrying 20% weightage semester wise. The final term-end examination will be held semester wise and will carry 80% weightage. Evaluation on Practical components will be carried out in the ratio of 70% (External) and 30% (Internal) respectively.

G. Requirement of the laboratory support and Library Resources: This course would be offered to the colleges as a study centre where library and laboratories are available.

H. Cost estimate of the programme and the provisions: Cost estimate of the program is Rs. 30,000/- (per learner for the course)

I. Quality assurance mechanism and expected programme outcomes: NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC(Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.

- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.

A. Programme Mission and Objective:

The Bachelor Degree Programme in Bengali is an unique and most popular degree programme of NSOU. In West Bengal, there is none other than NSOU who offers Bachelor Degree programme in ODL mode. Being the first language of the state, the demand for learning Bengali Language & Literature has always increased since independence. The amount of seats available in conventional universities and colleges are not sufficient to meet the demand. From its very inception NSOU has tried to address this demand and has offered Bengali Language & Literature course through ODL mode. The main objective of the course is to impart standard course curricula of the subject, which is at par to any other conventional universities. The phenomenal growth in terms of enrolment in this course shows that learners are satisfied with it in the receiving end. The mission of offering such state language course within the ambit of a premier State Open University in graduation level is to broaden the cultural horizon and to promote the cultural mobility of 'Bengali' as language in the state of West Bengal.

B. Relevance of the Programme with HEI's Mission and Goals:

The mission of the university is to spread higher education in different parts of the state and to provide access to different courses in higher education domain at affordable cost to the learner who are in disadvantageous position. This bachelor degree programme can be availed by the learner to enhance their institutional learning pedagogy and it may open several opportunities in the job market of teaching to the enrolled learner. This particular course/programme may give an opportunity to gain knowledge in the area of Bengali Language & Literature.

C. Nature of Prospective Target Group of Learners:

The pass out learner of High Secondary (10+2) level may join this course. This Degree programme is open to all who have passed such level and want to increase his/her knowledge in Bengali Language & Literature domain. Learner who have passed in other bachelor degree exam can also apply. Persons with long break in their academic carrier and those who are in service, this course is easily accessible to them. Female learner of remote areas and especially who faced difficulties to continue further education for many reasons may take such course with lots of flexibility that are offered to them.

D. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence

The Bachelor Degree Programme in Bengali through ODL system is so flexible in nature that one can use its advantages. Fresh learners coming from higher secondary level who have not get any chance to take admission in conventional mode are used to attached with such programmes of ODL. This programme, offered in ODL mode can definitely enhance the skill and understanding of language & literature of a learner. Study material (SIM) and Personal Contact Programmes (PCP's) are planned and scheduled in a way to extend support to the learner. Usage of online counselling and assignment workshop programme are also helpful to them. The curricula of the programme is at par with any other conventional university.

E. Instructional Design:

Curricula Design:

One Elective Subject (8papers / 800marks) + One Subsidiary Subject (3papers /

300marks) + Foundation Course (300marks)

Paper 1: History of Bengali Literature & Culture

Paper 2: Linguistics

Paper 3: Bengali Poetry (Old to Modern age)

Paper 4: Bengali Fiction (Novel & Short Story)

Paper 5: Bengali Essay

Paper 6: Bengali Drama & Stage, Forms of Literature

Paper 7: Folk Literature & Indian Literature

Paper 8: Translation, Spelling, Editing, Report Writing

Programme Duration: 3Years duration; (Minimum 3 maximum 5years)

Detailed syllabus: (Paper wise)

Paper 1: History of Bengali Literature & Culture

Module 1: History of Bengali Literature (Ancient Period)

Module:2 History of Bengali Literature (Middle age) Module

3: History of Bengali Literature (Modern period)

Paper 2: Linguistics

Module1: General Linguistics, Language family, Development of Bengali Language, Different stages of the development of Bengali Language, Bengali dialect,

Module 2: Rhythm, Forms of Bengali Rhythm, (Payar, Chaturdashpadi, Amitrakhar).

Module 3: Scansion

Paper 3: Bengali Poetry

Module 1: (Ancient & Middle age)

Charyas, Srikrishnakirtan Kavya, Vaisnab Padabali (Chandidasa, Vidyapati, Jyanadasa, Gabindadasa) Selected poems Ramayan by Krittivas (Aranyakanda) Chaitanya bhagavat by Krishnadas Kaviraj (Adi khand) Selected readings

Module 2: (Modern age)

Meghnadhbhadh Kavya by Madhusudan Dutt (Sixth Chapter)

Selected Poetry of Rabindranath Tagore (Five)

Selected poetry of Nazrul Islam (Three)

Selected poetry of Jibananada Das (Three)

Paper 4: Bengali Fiction

Module: Novel

Kapalkundala by Bankimchandra Chatterjee Padmanadir Majhi by Manik Bandopadhyay

Aranyabanhi by Mahasweta Devi

Module 2: Short Story

Strir Patra by R N Tagore, Tarinimajhi by Tarasankar Bandopadhyay, Pui-macha by

Bibhutibhusan Bandopadhyay, Chikitsa-Sankat by Parashuram, Ganesh Janani by

Banaphool, Sundaram by Subodh Ghosh, Toop by Narayan Gangopadhyay

Paper 5: Bengali Essay

Module 1:

Bibidha Prabandha by Bankimchandra Chatterjee

Kalantar by Rabindranath Tagore *Charitkatha* by Ramendrasundar Trivedi *Bhabbar Katha* by Swami Vivekananda
Sanskritir Bibartan by Annadasankar Ray *Prabandha Sangraha* by Pramatha Choudhury

Module 2:

Hutam Penchar Naksha by Kaliprasanna Sinha *Bichitra Prabandha* by Rabindranath tagore
Panchatantra by Muztaba Ali

Kamalakanter Daptar by Bankimchandra Chatterjee

Paper 6: Bengali Drama, Stage and Forms of Literature

Module 1:

Nildarpan by Dinabandhu Mitra *Rashi* by Rabindranath Tagore *Nabanna* by Bijan Bhattacharya

Module 2:
Importance of Stage, it's variety and it's different form. Development of Bengali Stage (up to 1947)

Module 3:

Forms of Literature

Poetry: (Ballad, Narrative, Epic)

Drama (Tragedy, Comedy, Farce, Satire, Historical, Social, One-Act Play, Essay

Fiction: Novel (Historical, Social, Epistolary Novel, Biographic etc.) Short Story

Paper 7: Folk Literature & Indian Literature

Module 1: Folk Literature

Mymansinhagitika

Lokasahitya by Rabindranath Tagore *Banglar Brata* by Abanindranath Tagore

Module 2:

Bengali Folk Literature: General Study

(*Katha, Gaana, Natya, Dhadha, Mantra, Gitika*)

Field Survey, Collection of material, analysis

Module 4:Novel: *Chemmin* by T S Pillai (Malayalam)

Module 5:Short Story: *Sadgati*(Hindi) by Premchanda *Bachha* (Urdu) by Ismat Chughtai *Kunjhabaner Khyapa*(Tamil) by Jayakantan

Module 6:
Drama: *Chop! Adalat Cholche* by Vijay Tendulkar

Paper 8: Translation, Spelling, Editing, Report Writing

Module 1:

Translation: Types of Translation, Problems of Translation, Translation of *Gitanjali*

Module 2:

Development of Bengali spelling rule, Problems of spelling rules and solution

Module 3
General rules of Editing, Proof correction, paragraph writing, Bibliography, footnotes, Substitution

Module 4: Report writing

Medium of Delivery: Bengali.

Faculty and Support Staff Requirement:

The NSOU has government sanctioned posts of teachers and non-teaching staff for academic and administrative support for the learners in an effective and cohesive manner. The recruitments of faculty positions are always strictly maintained following the UGC guidelines. The University also take support from the wider academic community of the respective courses from other institutions of higher learning and researches. The details of internal faculty members and officers are available in the University Website: www.wbnsou.ac.in

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor		Nil
2	Associate Professor	Dr Manan Kumar Mandal (HQ)	1
3	Assistant Professor	Dr Anamika Das (RC)	1

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Proof Reader	Head Quarter	1
2	Junior Assistant	Regional Campus	1

Instructional Delivery Mechanism for BDP EBG Course:

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	@24hrs/Paper of 8Credits Total no of papers: 8 Total contact hrs: 8X24= 192hrs/Year
	Tutorials/ Special Classes/ Remedial Classes	No	
	Seminar/ Research Colloquium	Yes	2 Seminars@5hrs/Year Total activity hrs:10hrs/Year & 30hrs for 3years
	Workshop	Yes	2 Workshops @ 6hrs/Year Total activity hrs: 12hrsX3=36hrs for 3Years
	School Based activities and Internship	No	
	Micro Teaching Sessions	No	
	Laboratory based Practical	No	
	Field Work including Visits	No	

	Extension Activities/ Community Outreach Programmes		
Self- Learning	SLMs	Yes	20 hrs per Elective Paper - A total of 160 hrs. 15 hrs for Subsidiary Papers – a total of 45 hrs. 10 hrs each for Foundation courses – 20 hrs. Total 225 hrs of Self Study prescribed for the entire course
	Reference Books	No	
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	Yes	Curricula based online AVL developed by School of Studies in CC-BY-SA format. Available at university website.
	Offline DVD/SD Card/USB Drive	Yes	Curricula based DVD published by the School of Studies in CC-BY-SA format. No of AVL available:14 Runtime: 614mins
	Telecommunications	NO	
Blended	Smart Classrooms	Yes	5 hrs per Elective Paper using AV aids. Total of 40 hrs.
	Flipped Learning	No	

Paper Wise Mapping of Credit Hours:

		Paper	Paper Code	Paper Type (Theo/ Prac)	Study Hours	Full Marks	Credits
1 st Year	Semester - I	BENGALI(FOUND.)	FBG	Theo	120	50	4
		ENGLISH(FOUND.)	FEG	Theo	120	50	4
		<i>History of Bengali Literature & Culture</i>	EBG-I	Theo	240	100	8
	Se	HUMANITIES AND SOCIAL SCIENCES(FOUND.)	FHS	Theo	240	100	8

		<i>Linguistics</i>	EBG-II	Theo	240	100	8
		ENVIRONMENTAL STUDIES	ENVS	Theo	120	50	4
2 nd Year	Semester - III	SCIENCE & TECHNOLOGY (FOUNDATION)	FST	Theo	240	100	8
		<i>Bengali Poetry</i>	EBG-III	Theo	240	100	8
	Semester – IV	<i>Bengali Fiction</i>	EBG-IV	Theo	240	100	8
		<i>Bengali Essay</i>	EBG-V	Theo	240	100	8
		SUBSIDIARY ENGLISH-I/ HISTORY-I/ POLITICAL SCIENCE-I	SEG-I/ SHI-I/ SPS-I	Theo	240	100	8
3 rd Year	Semester – V	<i>Bengali Drama, Stage and Forms of Literature</i>	EBG-VI	Theo	240	100	8
		<i>Folk Literature & Indian Literature</i>	EBG-VII	Theo	240	100	8
		SUBSIDIARY ENGLISH-II/ HISTORY-II/ POLITICAL SCIENCE-II	SEG-II/ SHI-II/ SPS-II	Theo	240	100	8
	Semester – VI	<i>Translation, Spelling, Editing, Report Writing</i>	EBG-VIII	Theo	240	100	8
		SUBSIDIARY ENGLISH-III/ HISTORY-III/ POLITICAL SCIENCE-III	SEG-III/ SHI-III/ SPS-III	Theo	240	100	8
		Application Oriented Course	AOC-2	Theo	240	100	8
Total Marks and Credits					3720	1550	124

F. Procedure for admissions, curriculum transaction and evaluation

Admission Procedure: Centralised admission process is conducted through online mode. Admission fees also collected through online payment gateway service and dedicated bank challan to assure better transparency in monetary transaction.

Eligibility: Passed 10+2 Examination or equivalent/ passed BPP with PSS from NSOU/ Passed 10+2 in Vocational Courses

Total Course Fee: Rs. 6,900/- (Excluding Examination and Studentship Renewal Fees)

Financial Assistance: At present no financial assistance is provided for this course.

Curriculum transaction: SLMs (Bengali version) in print and electronic medium are provided as approved by the Board of Studies and as ratified by Academic Council of the University. Each accredited Study Centre organise PCP Sessions on weekends/holidays and notify the same to the students. During these sessions, teachers will help the students with their course work.

Evaluation: The Evaluation will be made in two ways:

a) Assignment / Internal Assessment:

The learners answer the assignment questions and send back which are then evaluated by the evaluators/ academic counsellors/distance teachers. The assignment responses reflect what the learners have understood and learnt. The assignments are then returned to the learners with the comments/remarks of the evaluator so that the assignment answers may serve the purpose of providing feedback to the learners and inform them their strengths and weaknesses. These comments carry the meaningful and constructive suggestions of the evaluator which further form the bases of successful learning.

Students will be required to submit assignment papers for each subject and the credit obtained on evaluation of those assignment papers will be entered into his/her individual record of performance. This will constitute 30% of the total credit points in the subjects. All the credit points secured by the students will be progressively entered into record.

Every student is required to submit the assignment papers before each Term-end Examination which is due at the end of each semester. But in no case a student shall be allowed to fill in the Application Form to sit for the examination if he/she has not submitted assignment paper within the due date as announced by the Examination Department of the University from time to time. Students are required to take back the copy of the evaluated assignment papers from their respective study centre.

b) Term-end Examinations (Written):

70% of the total credit points of the subjects would be reserved for Term-end Examination scheduled to be held at the end of each semester. A student will be allowed to appear in the Term-End Examination, only after she/he has registered for that course and submitted the assignment.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners registered mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related information to examination and evaluation through it official website and registered mobile number of the learners.

G. Requirement of the laboratory support and Library Resources:

Laboratory: As the course does not have any practical paper or any component for which laboratory facility is required therefore laboratory facility is not provided.

Library: The learners of the course may avail the library facilities at their study centres. Selected District Libraries have NSOU Desk which are funded by the university through the concerned department of Govt. of West Bengal. Learner can also avail the facility of Central Library of NSOU.

H. Cost estimate of the programme and the provisions: Cost estimate of the program is Rs. 8,092/- per student.

I. Quality assurance mechanism and expected programme outcomes: NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report (PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.

A. Programme Mission and Objective:

In general, as ODL is concerned, our main objective is to democratize education as a resource and provide every citizen, irrespective of sex, caste and creed, easy and affordable access to quality education and particularly, in the paradigm of Social sciences. The basic philosophy of our aim is to “Reach the Unreached”. The study of economics at is related to the growing needs of financial institutions like banks, insurance companies, various agencies operating at markets, NGOs, market research organizations, media houses etc. apart from research and teaching in colleges and universities. The mission of the present programme is to orient the learners of economics towards these new and emerging areas of study and research with ethics and morality of social welfare through updated syllabus and course curriculum.

B. Relevance of the Programme with HEI’s Mission and Goals:

The aim of NSOU is, as already stated, ‘to reach to the unreached’. The University provides quality education in a flexible manner to serve those who are still beyond the arena of the higher education institutions through open and distance mode of learning. The relevance of the present programme, that is, B.A. in Elective Economics, is suited with the NSOU’s mission and goal. The course is designed in such a way so that it can offer updated knowledge in the subject following the latest regulations of all the appropriate statutory bodies of government (both state and union). In order to spread the study of economics in an optimum level, the programme is conducted in Bengali language though the learners have the liberty to write either in Bengali or in English in the examinations.

C. Nature of Prospective Target Group of Learners:

For the B.A. in Elective Economics Course, the University aims to attract those people who are aspiring to work either in a competitive professional world of financial institutions, media houses and NGOs or in the academic institutions of teaching and researches. Apart from the fresher, the people who are already engaged in banks and other financial institutions in different capacities without having professional degrees or trying to enhance their academic qualifications are also aimed to be included in the present programme. The primary reason is to enhance their skill, knowledge and expertise meaningfully.

D. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence

Traditionally, the social sciences are understood to be those academic fields of study that employ a scientific method to explore the social phenomenon. Social Sciences at Netaji Subhas Open University break from this narrow tradition to provide students with a progressive, innovative and truly interdisciplinary learning environment. Our programmes and courses are to be conducted for capacity building of the learners as general competence, job orientation, skill development in the respective field, contributing to the social development, research ability and to acquire the specific skill of administrative knowledge in respect of governance, leadership, and management. The School of Social Sciences also emphasizes the cultivation of critical skills (in developing fresh, innovative and original thinking) that provide students with a firm basis for success in their academic careers. The

programme of B.A. in Elective Economics is designed to follow this philosophy. It is planned in such a way so that it could cater the needs of both the professional world and academic sphere.

E. Instructional Design:

As the state and national level, the higher educational institutions are expected to provide quality education, education for all, strategic plans for an institution that defines targets and measures of the programmes to be achieved by the institution. Apart from physical infrastructure, administrative policy and code of behaviour, school of social sciences is actively engaged in its academic development of respective subjects i.e. History, Political Science, Sociology and Public Administration. The programs offered through the School of Social Sciences reflect a sustained dedication to critical, interdisciplinary approaches to the study of social relations, social structures, social identities and social phenomena. That is to say, our courses and programs ground their analysis of social practices and relations in and across a range of disciplines and fields of study. The School of Social Sciences has been designed its curriculum, several learning resource materials, and feedback system through the BOS and/or subject expert committee. Learning Material through print-media named Self-Learning Materials (SLMs) is developed with the approach of self-explanatory, self-contained, self-motivating and self-evacuating followed by the UGC guideline.

Curriculum Design

Course Duration: **Three Years**

Course Structure

1. Compulsory Subjects: Foundation Course	
(a) Bengali (FBG)	4 Credits
(b) English (FEG)	4 Credits
(c) Humanities and Social Science (FHS)	8 Credits
(d) Science and Technology (FST)	8 Credits
2. Elective Subject: Eight Papers (8×8 Credits)	64 Credits
3. Subsidiary Course (3×8 Credits)	24 Credits
4. Compulsory Subject: Application Oriented Courses (Any One)	
(a) Basic Accountancy (AOC-01)	8 Credits
(b) Food Processing (AOC-02)	
(c) Household Chemistry (AOC-03)	
5. Environmental Studies	4 Credits
	Total 124 Credits

Detailed Syllabus:

PAPER 1: MICRO-ECONOMICS

Module -1

Unit 1: Indifference Curves and Analysis of Consumer equilibrium

Unit 2: Revealed Preference Theory

Unit 3: Concept of Elasticity of Demand and its application.

Unit 4: Analysis of demand

Module -2

Unit 5: Theory of Production

Unit 6: Production with one Variable Input.

Unit 7: Production with more than one Variable Input.

Unit 8: Choice of Optimal Input Combination by the Producer

Unit 9: Cost of Production

Module- 3

Unit 10: Market Equilibrium

Unit 11: Perfect Competition

Unit 12: Monopoly - different forms

Unit 13: Monopolistic Competition

Module-4

Unit 14: Marginal Productivity Theory of Distribution

Unit 15: Economic Rent

Unit 16: Wages-(Money and Real Wages)

Unit 17: The Rate of Interest

Unit 18: Profits – (Their Nature)

PAPER 2: MACRO-ECONOMICS

Module-5

Unit 19: National Income and its Measurement

Unit 20: The Classical Model of Income and Employment

Unit 21: The Keynesian Theory of Income Determination under Autonomous Investment.

Unit 22: Keynes versus the Classics- A Comparative study of the salient features of General Classical theory and General Keynesian theory

Module-6

Unit 23: Classical Theory and Quantity Theory of Money

Unit 24: Explanation of the complete Keynesian Theory of Income determination with the help of IS-LM model.

Unit 25: Comparison of complete Keynesian Model with Classical model- Efficacy of Monetary Policy and Fiscal Policy in the two Models

Model -7

Unit 26: Consumption Function- Absolute Income Hypothesis and Relative Income Hypothesis.

Unit 27: Consumption Function- Permanent Income Hypothesis- Short run and Long run Consumption Function.

Unit 28: Theories of Investment – Acceleration Theory and Distributed Lag Model

Unit 29: Data Based Measurement of consumption Function and Investment Function.

Module- 8

Unit 30: Inflation and Inflation Control Measures.

Unit 31: Business Cycles

Unit 32: Theory of Economic Growth

PAPER 3: STATISTICAL TECHNIQUE

Module- 9

Unit 33: Descriptive Statistics

Unit 34: Central Tendency and Measures of Central Tendency

Unit 35: Dispersion and measures of dispersion

Unit 36: Analysis of Time Series and Index Numbers

Module- 10

Unit 37: Analysis of Bivariate Data: Correlation (Coefficient)

Unit 38: Analysis of Bivariate Data: Regression

Unit 39: Analysis of Multivariate Data- Multiple Regression- Partial and Multiple Correlations.

Module-11

Unit 40: Introduction to probability Theory

Unit 41: Theorems of Probability theory

Unit 42: Probability Distribution

Unit 43: Mathematical Expectation of a Random Variable- Moments and Moment Generating Functions.

Module- 12

Unit 44: Introduction to Sample Collection- Methods and types of sample Collection.

Unit 45: Sampling Distribution

Unit 46: Point Estimation

Unit 47: Interval Estimation.

Unit 48: Project Evaluation

Appendix: Tables

Table 1: Values of the standard Normal Distribution Function

Table 2: Chi Square χ^2 -Values of X^2

Table 3: t Distribution, values of $t_{x,v}$

Table 4: F Distribution- $F_{.05, v_1, v_2}$ -values

Table 5: Random Sampling number Series.

PAPER 4: INDIAN ECONOMY

Module- 13

Unit 49: National Income and Economic Structure of India

Unit 50: Agriculture in India

Unit 51: Industrial Development in India

Unit 52: India's Foreign Trade

Module-14

Unit 53: Basic Facts related to planning

Unit 54: Plan Models: Second, Fourth, Fifth, and Eighth plan.

Unit 55: Poverty and Unemployment

Unit 56: Human Resource Development: Population Growth and. Economic Development Relating to the Indian Economy: Principles of Population Control.

Module- 15

Unit 57: Different Aspects of Indian Agriculture and Government policy

Unit 58: Problems Facing the Indian Industries- Measures Adopted.

Unit 59: Tax System, Government Expenditure, Public Debt and Centre- State Relation – Measures Adopted.

Unit 60: Monetary System and Monetary policy in India

Unit 61: Banking System in India and its reform.

Module-16

Unit 62: Current Problems of the Indian Economy- Stability

Unit 63: Structural Change in the Indian Economy

Unit 64: privatization

Unit 65: International Economic Reforms

PAPER 5: INTERNATIONAL TRADE & DEVELOPMENT ECONOMICS

Module-17

Unit 1: Objectives of International Trade Theory and Matters under consideration-The Classical

Theory of International Trade

Unit 2: Heckscher-Ohlin-Samuelson Theory

Unit 3: Theories Relating to Trade Policy

Unit 4: Benefits of International Trade

Module-18

Unit 1: Balance of Trade and Balance of payments

Unit 2: Determination of Equilibrium Exchange Rate of foreign Currency and Market for Foreign currency.

Unit 3: Factors Bringing Equality of Equilibrium Balance of Payments

Unit 4: International Monetary Fund and the World Bank.

Module-19

Unit 1: Public Good and Private good- Efficient Allocation of pure Public Goods- Externality.

Unit 2: Imposition of Taxes and Government (or public) Expenditure Policy-Benefit Principle And Ability to pay Principal.

Unit 3: Direct Tax-It's Basis: Income, Expenditure, and Capital Gains- Effects of Income Tax on Work Effort and on Saving and Investment.

Unit 4: Indirect Tax- Sales Tax and Excise Duty (Tax)- Excess Burden of. Indirect Taxes- Burden of Tax and Shifting of the tax Burden.

Module-20

Unit 1: Fiscal Policy- Objectives:-Counter (Anti) Cyclical Fiscal Policy- Fiscal Policy for Economic Development.

Unit 2: Public Debt.

Unit 3: Federal Fiscal Policy.

PAPER 6: COMPREHENSIVE ECONOMIC DEVELOPMENT (BRITAIN/JAPAN/CHINA) & BASICS OF ENVIRONMENTAL ECONOMICS

Module-21

Unit 1: Nature of Industrial Revolution in Great Britain.

Unit 2: Inflow of Capital during the Industrial Revolution of Britain.

Unit 3: Liberal Economic Policy (Economic Liberalism) in Britain in the Eighteenth and Nineteenth Century.

Module 22

Unit 1: The Meiji Restoration in Japan.

Unit 2: The Zaibatsu

Unit 3: The History of Economic Development in China

Unit 4: Economic Reforms in China in Recent Years

Module-23

Unit 1: Environment and Economic System- their interrelation.

Unit 2: Renewable and Non Resources.

Unit 3: Pollution and Externality- Various Methods of Pollution Control.

Module-24

Unit 1: Evaluation of Environment

Unit 2: Environment and Development

Unit 3: International Matters Related to Environment.

PAPER-7: DEVELOPMENTAL ECONOMICS (ADVANCED) & MATHEMATICAL TECHNIQUE IN ECONOMICS

Model-25

Unit 1: Development Economics.

Unit 2: Two Sector Economic Systems- Lewis Model and Harris-Todaro Model

Unit 3: Important Methods of Development- Labour Intensive versus Capital Intensive Productivity- the Galenson- Leibenstein Theory.

Unit 4: Different Stages of Economic Growth.

Module-26

Unit 1: Road to Economic Development

Unit 2: Population Growth and Economic Development

Unit 3: Employment Generation.

Unit 4: International Trade and Development.

Module-27

Unit 1: Derivative, Differential, Integral and their Applications

Unit 2: Classical Optimization Technique

Unit 3: Differential Equation, Difference Equation and their Application.

Module-28

Unit 1: Concept of Linear Algebra as Applicable to Economics- Cramer's Rule

Unit 2: Linear Programming

Unit 3: Leontief Static Input- Output Model.

PAPER-8: COMPUTER APPLICATIONS IN ECONOMICS & RESEARCH METHODOLOGY

Module-29

- Unit 1: Primary Concepts Relating to Computer Hardware.
- Unit 2: Operating System- A Firsthand Knowledge (An Introduction)
- Unit 3: Different Languages of Programming- An Idea
- Unit 4: Data Related Writing and Editing- MS Word.

Module-30

- Unit 1: Knowledge of Data Store
- Unit 2: Related Data- Store
- Unit 3: An Idea Regarding Access.
- Unit 4: MS Excel.

Module-31

- Unit 1: Importance of Data (Statistics) in Economic Discussions.
- Unit 2: Sources and Description of Secondary Statistics.

Module-32

- Unit 1: Utility-Cost Ratio
- Unit 2: (Presumption) Forecasting Method
- Unit 3: Operations Research.

Programme Duration: Course duration is 3 years. However, the students have the liberty to complete its course within six years.

Faculty and Support Staff Requirement:

The NSOU has government sanctioned posts of teachers and non-teaching staff for academic and administrative support for the learners in an effective and cohesive manner. The recruitments of faculty positions are always strictly maintained following the UGC guidelines. The University also take support from the wider academic community of the respective courses from other institutions of higher learning and researches. The details of internal faculty members and officers are available in the University Website: www.wbnsou.ac.in.

The entire mechanism of admission, home assignment and form fill-up of examination are done through online system based on ICT. The students are also offered print as well as non-print a/v materials. All necessary intimations regarding delivery of SLMs, Assignments and examinations are sent to the learners using mobile technology, email service and website notifications apart from hard copy notices to the study centres.

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	Nil	0
2	Associate Professor	1 Post (Currently Vacant Post Already Advertised)	1
3	Assistant Professor	1 Post (Currently Vacant Post Already Advertised)	1

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
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1	Junior Assistant	HQ	1
2	Junior Assistant Cum Typist	RC	1

Instructional Delivery Mechanisms:

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	12 sessions @2hours each for each paper
	Tutorials/ Special Classes/ Remedial Classes	Yes	Special classes are arranged at SCs on request
	Seminar/ Research Colloquium	Yes	Seminars are organized on contemporary issues at Headquarters for the students and teachers
Self- Learning	SLMs	Yes	Printed SLMs are provided to the students through study centres
	Reference Books	Yes	List of reference books are provided through the SLMs which are made available at the district public libraries in the State.
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	No	--
	Offline DVD/SD Card/USB Drive	No	--
	Telecommunications	Yes	Teachers respond to the academic queries of the learners
Blended	Smart Classrooms	Yes	Smart classrooms are available both at RCs and SCs.
	Flipped Learning	No	--

Medium of Delivery: Bengali

Paper Wise Mapping of Credit Hours:

		Paper	Paper Code	Paper Type (Theo/ Prac)	Study Hours	Full Marks	Credits
1 st Year	Semester – I	Foundation Course of Bengali	FBG	Theo	120	50	4
		Foundation Course of English	FEG	Theo	120	50	4
		Elective Paper 1	EEC-I	Theo	240	100	8
	Seme	Foundation Course of Humanities & Social Sciences(FHS)	FHS	Theo	240	100	8

		Elective Paper 2	EEC-II	Theo	240	100	8
		Environmental Studies	ENVS	Theo	120	50	4
2 nd Year	Semester – III	Foundation Course of Science & Technology	FST	Theo	240	100	8
		Elective Paper 3	ECO-III	Theo	240	100	8
	Semester – IV	Elective Paper 4	ECO-IV	Theo	240	100	8
		Elective Paper 5	ECO-V	Theo	240	100	8
		Subsidiary Mathematics-I/ History-I/ Bengali-I	SMT-I/ SHI-I/ SBG-I	Theo	240	100	8
3 rd Year	Semester – V	Elective Paper 6	ECO-VI	Theo	240	100	8
		Elective Paper 7	ECO-VII	Theo	240	100	8
		Subsidiary Mathematics-II/ History-II/ Bengali-II	SMT-II/ SHI-II/ SBG-II	Theo	240	100	8
	Semester – VI	Elective Paper 8	ECO-VIII	Theo	240	100	8
		Food Processing	AOC-02	Theo	240	100	8
		Subsidiary Mathematics-III/ History-III/ Bengali-III	SMT-III/ SHI-III/ SBG-III	Theo	240	100	8
Total Marks and Credits					3720	1550	124

F. Procedure for admissions, curriculum transaction and evaluation

Admission Procedure: Centralised admission process is conducted through online mode. Admission fees also collected through online payment gateway service and dedicated bank challan to assure better transparency in monitory transaction.

Eligibility: Passed 10+2 Examination or equivalent/ passed BPP with PSS from NSOU/ Passed 10+2 in Vocational Courses

Total Course Fee: Rs. 6,900/- (Excluding Examination and Studentship Renewal Fees)

Financial Assistance: At present no financial assistance is provided for this course.

curriculum transaction:

SLMs (Bengali version) in print and electronic medium are provided as approved by the Board of Studies and as ratified by Academic Council of the University. Each accredited Study Centre organise PCP Sessions on weekends/holidays and notify the same to the students. During these sessions, teachers will help the students with their course work.

Evaluation: The Evaluation will be made in two ways:

a) Assignment / Internal Assessment:

The learners answer the assignment questions and send back which are then evaluated by the evaluators/ academic counsellors/distance teachers. The assignment responses reflect what the learners have understood and learnt. The assignments are then returned to the learners with the comments/remarks of the evaluator so that the assignment answers may serve the purpose of providing feedback to the learners and inform them their strengths and weaknesses. These comments carry the meaningful and constructive suggestions of the evaluator which further form the bases of successful learning.

Students will be required to submit assignment papers for each subject and the credit obtained on evaluation of those assignment papers will be entered into his/her individual record of performance. This will constitute 30% of the total credit points in the subjects. All the credit points secured by the students will be progressively entered into record.

Every student is required to submit the assignment papers before each Term-end Examination which is due at the end of each semester. But in no case a student shall be allowed to fill in the Application Form to sit for the examination if he/she has not submitted assignment paper within the due date as announced by the Examination Department of the University from time to time. Students are required to take back the copy of the evaluated assignment papers from their respective study centre.

b) Term-end Examinations (Written):

70% of the total credit points of the subjects would be reserved for Term-end Examination scheduled to be held at the end of each semester. A student will be allowed to appear in the Term-End Examination, only after she/he has registered for that course and submitted the assignment.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners registered mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related information to examination and evaluation through its official website and registered mobile number of the learners.

G. Requirement of the laboratory support and Library Resources:

Laboratory: As the course does not have any practical paper or any component for which laboratory facility is required therefore laboratory facility is not provided.

Library: The learners of the course may avail the library facilities at their study centres. Selected District Libraries have NSOU Desk which are funded by the university through the concerned department of Govt. of West Bengal. Learner can also avail the facility of Central Library of NSOU.

H. Cost estimate of the programme and the provisions: Cost estimate of the program is Rs. 8235/- per student.

I. **Quality assurance mechanism and expected programme outcomes:** NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report (PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.

A. Programme Mission and Objective:

The mission of introducing Education Hons (BDP) in the school of Education is to provide a high-quality education for an ethnically diverse student body, equipping them to pursue lifelong learning and lead fulfilling, productive lives in an ever changing society. After completing the course, the students will open up their minds for the promotion of different domains related to the subject.

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

- Discuss meaning, nature, scope and aims of education.
- Discuss meaning and scope of educational philosophy.
- Discuss meaning, nature and scope of Educational sociology and Relation between education and sociology
- Describe the Social factor and their relation to Education.
- Explain Psychological and Pedagogical influence on Education
- Discuss development of education in India in historical perspectives
- Discuss modern issues in Indian Education
- Discuss meaning, nature, scope, importance and methods of Comparative Education
- Explain various issues of Educational Evaluation and Statistics in Education
- Understand Educational Management, Administration and Technology and their applications in Education
- Apply and use Educational Guidance and Curriculum Studies
- Do Educational Research independently and use modern Information and Communication Technology (ICT) in Education

B. Relevance of the Programme with HEI's Mission and Goals:

Netaji Subhas Open University started MA (Education) programme in 2006. The School of Education came in to being in 2013. The School felt the need of Starting the Bachelor Degree Programme of the subject. The demands of the students were also important in this matter. The mission and goal was to cater the need of the students who want to continue further studies in the subject. It will help both the students and the society in future. In West Bengal Education is considered as a Theory based subject and it has strong demand at +2 level, Degree Stage and Higher Education Level.

The students who will complete their Graduation level in the subject may join teaching profession at +2 level and who will complete Post Graduation degree in Education may join at College level or at Higher level

C. Nature of Prospective Target Group of Learners:

The target group of learners will be of mixed nature. Some may be employed and rest unemployed. Almost 50% of the learners are employed and the rest are unemployed. Some are aged and they want to continue their education for the love of learning. Many of the learners are graduate/postgraduate and the rest are +2 pass outs. Generally, they are motivated learners and rate of drop out is low.

D. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence

It has been already stated that many of the learners are employed. They cannot attend regular classes. They also want to improve their academic qualifications for upgrading their carrier. Those who are +2 and employed in elementary or primary schools want to upgrade their qualification for their carrier. Many of them are unemployed youth. They want to improve their academic carrier to get opportunity in the job market. A large number of the learners are women and girls. They

were not able to enrol themselves for different reasons. They have 'Education' as an elective subject. They will be also benefitted by this course.

E. Instructional Design:

Curriculum has been designed according to the norm of the university and the instruction from the HI Council. This will be in ODL mode with six semesters (three years). The course appreciates the importance of field education and provides several opportunities to the learners to interact with ODL environments, experience and experiment with teaching-learning processes, integrating the value of theories and significance of real contexts. The assessment process too should be comprehensive and continuous involving both quantitative and qualitative parameters to ensure constructive experience. Instructional Design includes print, audio or video, audio visual and online computer aided systems. The also provides student support services in different ways.

Academic Session: The Academic Session of the course will be according to the University guidelines i.e. from July to June every year. It will be offered in semester-wise. Hence the proposed course has six semesters spreading over three years and two semesters for each year.

Programme Duration: The minimum duration of the course will be 3 years from the date of registration and the registration will be valid for six academic years.

Faculty and Support Staff Requirement:

The NSOU has government sanctioned posts of teachers and non-teaching staff for academic and administrative support for the learners in an effective and cohesive manner. The recruitments of faculty positions are always strictly maintained following the UGC guidelines. The University also take support from the wider academic community of the respective courses from other institutions of higher learning and researches.

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	HQ	2
2	Associate Professor		1
3	Assistant Professor	RC	2

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Asst cum Typist	RC	01
2	Office Suptd.	HQ	0

Instructional Delivery Mechanisms:

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	180
	Tutorials/ Special Classes/ Remedial Classes	Yes	08
	Seminar/ Research Colloquium	Yes	05
	Workshop	Yes	06

	School Based activities and Internship	No	Nil
	Micro Teaching Sessions	No	Nil
	Laboratory based Practical	No	Nil
	Field Work including Visits	Yes	03
	Extension Activities/ Community Outreach Programmes	Yes	05
Self- Learning	SLMs	Yes	15
	Reference Books	Yes	
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	Yes	09
	Offline DVD/SD Card/USB Drive	Yes	
	Telecommunications	Yes	
	Social Media (Facebook page/ Instagram/ Twitters/ Google Groups etc.)	Yes	
Blended	Smart Classrooms	Yes	09
	Flipped Learning	Yes	

Medium of Delivery:

Medium of instructions will be in Bengali and English. Different types of delivery systems to be used have been discussed above.

Paper Wise Mapping of Credit Hours:

		Paper	Paper Code	Paper Type (Theo/Prac)	Study Hours	Full Marks	Credits
1 st Year	Semester - I	Foundation Course in Bengali	FBG	Theo	120	50	4
		Foundation Course in	FEG	Theo	120	50	4
		Elective Education -I	EED- I	Theo	240	100	8
	Semester - II	Foundation Course in Humanities and Social Sciences	FHS	Theo	240	100	8
		Elective Education -II	EED-2	Theo	240	100	8
		Environmental Sciences	ENVS	Theo	120	50	4
2 nd Year	Semester - III	Foundation Course Sciences and Technology	FST	Theo	240	100	8
		Elective Education -III	EED-3	Theo	240	100	8
	Se	Elective Education -IV	EED-4	Theo	240	100	8

3 rd Year		Elective Education -V	EED-5	Theo	240	100	8
		Subsidiary		Theo	240	100	8
	Semester – V	Elective Education -VI	EED-6	Theo	240	100	8
		Elective Education -VII	EED-7	Theo	240	100	8
		Subsidiary		Theo	240	100	8
	Semester – VI	Elective Education -VIII	EED-8	Theo	240	100	8
		Application Oriented Course	AOC 2	Theo	240	100	8
		Subsidiary		Theo	240	100	8
	Total					3720	1550

F. Procedure for admissions, curriculum transaction and evaluation

Admission Procedure: Centralised admission process is conducted through online mode. Admission fees also collected through online payment gateway service and dedicated bank challan to assure better transparency in monetary transaction.

Eligibility: Passed 10+2 examination or equivalent with 40% marks in the respective subject.

Total Course Fee: Rs. 6,900/- (Excluding Examination and Studentship Renewal Fees)

Financial Assistance: No proposal of financial assistance is suggested at present for this course.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners registrar mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related information to examination and evaluation through its official website and registrar mobile number of the learners.

G. Requirement of the laboratory support and Library Resources:

Laboratory: Resources will be shared from other schools of study regarding application oriented course.

Library Resources: The University has a Central Library with a large number of collection of books, journals, magazines, audio-video materials etc. Besides it has departmental libraries with all facilities.

H. Cost estimate of the programme and the provisions: Cost estimate of the program is Rs. 8,388/- per student.

I. Quality assurance mechanism and expected programme outcomes: NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.

A. Programme Mission and Objective:

The Bachelor Degree Programme in English is a unique and most popular degree programme of NSOU. In West Bengal, there is none other than NSOU who offers Bachelor Degree programme in ODL mode. The amount of seats available in conventional universities and colleges are not sufficient to meet the demand for studying English as bachelor degree programme. From its very inception NSOU has tried to address this demand and has offered BDP English course through ODL mode. The main objective of the course is to impart standard course curricula of the relevant subject which is at par to any other conventional universities. The phenomenal growth in terms of enrolment of this course shows that learners are satisfied with it at the receiving end.

B. Relevance of the Programme with HEI's Mission and Goals:

The mission of the university is to spread higher education in different parts of the state and to provide access to different courses in higher education domain at affordable cost to the learner who are in disadvantageous position. This bachelor degree programme can be availed by the learner to enhance their institutional learning pedagogy and it may open several opportunities in the job market of teaching to the enrolled learner. This particular course/ programme may give an opportunity to gain knowledge in the area of English Language & Literature.

C. Nature of Prospective Target Group of Learners:

The pass out learner of High Secondary (10+2) level may join this course. This Degree programme is open to all who have passed such level and want to increase his/her knowledge in English Language & Literature domain. Learner who have passed in other bachelor degree exam can also apply. Persons with long break in their academic carrier and those who are in service, this course is easily accessible to them. Female learner of remote areas and specially who faced difficulties to continue further education for many reason may take such course with lots of flexibility that are offered to them.

D. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence

The Bachelor Degree Programme in English through ODL system is so flexible in nature that one can use its advantages. Fresh learners coming from higher secondary level who have not get any chance to take admission in conventional mode are used to attached with such programmes of ODL. This programme, offered in ODL mode can definitely enhance the skill and understanding of language & literature of a learner. Study material (SIM) and Personal Contact Programmes (PCP's) are planned and scheduled in a way to extend support to the learner. Usage of online counselling and assignment workshop programme are also helpful to them. The curricula of the programme is at par with any other conventional university.

E. Instructional Design:

Course Structure: One Elective Subject (8papers / 800marks) + One Subsidiary Subject (3papers / 300marks) + Foundation Course (300marks)

Elective Subject: Eight Papers for Honours Course of 800marks

Paper 1: From the Beginnings to Chaucer: Literature and Language in Evolution

Paper 2: The Renaissance and the Reformation

Paper 3: The Restoration

Paper 4: The Eighteenth Century

Paper 5: The Romantic Period

Paper 6: The Victorians

Paper 7: Literature of the Modern and Postmodern Periods

Paper 8: Indian Writing in English

Detailed Syllabus:

Paper 1(EEG 1): From the Beginnings to Chaucer: Literature and Language in Evolution

Module 1 – History of English Literature – Old and Middle English

Unit 1 – Anglo – Saxons and the Continental Invaders in Britain

Unit 2 – Old English Literature – Poetry and Prose Beginnings

Unit 3 – England from 1066 AD to 1400 AD

Module 2 - Select Textual Representations of the Periods

Unit 1 – Extracts from *Beowulf*. Trans. E. Talbot Donaldson. Norton Critical Edition, Ed. Joseph F. Tuso: Prologue – Pp 1 – 2

The Fight with Grendel – Pp 12 – 15

Beowulf's Funeral – Pp 49 - 55

Unit 2 – Geoffrey Chaucer: *Prologue to The Canterbury Tales*: Portrait of the Wife of Bath (From Penguin Edition Ed. Nevil Coghill)

Unit 3 – *The Second Shepherds' Play* ed. Nettleton. Vol 1 or Norton Edition

Module 3 – Philology

Unit 1 – Scandinavian and French Influences

Unit 2 – Latin Influence

Unit 3 – Shakespeare's use of Language; Influence of the Bible

Module 4 – Phonetics, Rhetoric and Prosody

Unit 1 – Phonetics

Unit 2 – Prosody

Unit 3 - Rhetoric

Paper 2(EEG 2): The Renaissance and the Reformation

Module 1 – Renaissance and Reformation: The Manifold Perspectives

Unit 1 – Impact of the Renaissance and the Reformation

Unit 2 – Developments in Poetry and Prose

Unit 3 – Developments in Drama

Module 2 – Reading Poetry

Unit 1 – Thomas Wyatt: Farewell Love; Philip Sidney: Loving in Truth

Unit 2 – William Shakespeare: Shall I Compare Thee; That Time of Year

Unit 3 – John Donne: The Good Morrow; George Herbert: Virtue; John Milton: On His Blindness

Module 3 – Reading Prose

Unit 1 – Francis Bacon: Of Studies; Of Gardens

Unit 2 – Sermon on the Mount. From the *New Testament Bible, The Authorised Version*

Unit 3 – Philip Sidney: Apologie for Poetry. *English Critical Texts*, Ed. D.J Enright and Ernst De Chickera. Pp 3 – 6. "Since the authors of ...Poesy therefore is an art of imitation."

Module 4 – Reading Drama

Unit 1 – Christopher Marlowe: *Edward II*

Unit 2 – William Shakespeare: *Macbeth*

Unit 3 – William Shakespeare: *As You Like It*

Paper 3(EEG 3): The Restoration

Module 1 - The Restoration in England: Politics, Society and Culture

Unit 1 – England in the wake of the Restoration

Unit 2 – Neo-Classicism – Impact on Literary Thought

Unit 3 – Puritanism and the Stage

Module 2 – Reading Poetry

Unit 1 – John Dryden: *Mac Flecknoe*

Unit 2 - Anne Kingsmill Finch, Countess of Winchilsea: The Introduction; Aphra Behn: Song – Love Armed

Unit 3 – Samuel Butler: Extract from ‘Hudibras’. *The Oxford Anthology of English Poetry* (Vol. 1) II 1 – 76.

Module 3 – Reading Prose

Unit 1 – Extract from John Bunyan: ‘The Pilgrim’s Progress’. *Norton Anthology of English Literature* (Vol. 1) Pp 2146 – 48. Mr Christian’s Dream of Vanity Fair. ‘Then I saw in my dream...’

Unit 2 – Extract from ‘The Diary of Samuel Pepys’. *New Oxford Book of English Prose*, ed. John Gross. Pp 144-45. The Great Fire of London

Unit 3 – Extract from John Dryden’s ‘An Essay of Dramatic Poesy’. *English Critical Texts*, Ed. D.J Enright and Ernst De Chickera. Pp 88 – 91. II 1496 – 1589. ‘To begin with ...love Shakespeare.’

Module 4 – Reading Drama and Dramaturgy

Unit 1 – Features of Restoration Drama

Unit 2 – William Congreve: *The Way of the World*

Unit 3 – Extract from John Dryden’s *All For Love* – Act 1

Paper 4(EEG 4): The Eighteenth Century

Module 1 – Background and New Literary Forms

Unit 1 – Features of the Enlightenment

Unit 2 – Characteristics of the Augustan Age

Unit 3 – Rise of the Novel

Module 2 - Module 2 – Reading Poetry

Unit 1 – Alexander Pope: *The Rape of the Lock*. Cantos 1 to 3

Unit 2 – James Thomson: *Spring*

Unit 3 – Thomas Gray: *Elegy Written in the Country Churchyard*

Module 3 - Module 3 – Reading Prose

Unit 1 – Jonathan Swift: *Gulliver’s Travels*. Books I & II

Unit 2 – Daniel Defoe: *Robinson Crusoe*

Unit 3 – Joseph Addison: *Sir Roger at Church*; Richard Steele: *Recollections of Childhood*

Module 4 – Reading Drama and Dramaturgy

Unit 1 – Oliver Goldsmith: *She Stoops to Conquer*

Unit 2 – Richard Brinsley Sheridan: *The Rivals*

Unit 3 – Dr Samuel Johnson: Extract from Prefaces to Shakespeare – ‘Shakespeare’s World’; ‘Shakespeare’s Wordplay’ in *The New Oxford Book of English Prose* ed. John Gross – Pp 221 – 22.

Paper 5(EEG 5): The Romantic Period

Module 1 – The Romantic Revival

Unit 1 – Romanticism in English Literature

Unit 2 – Romantic Poetry

Unit 3 – Romantic Prose

Module 2 – Reading Romantic Poetry

Unit 1 – William Blake: Chimney Sweeper Poems, The Lamb, The Tiger

Unit 2 – William Wordsworth: Tintern Abbey; Samuel Taylor Coleridge: Christabel Part I

Unit 3 – John Keats: Ode to a Nightingale; Percy Bysshe Shelley: Ode to the West Wind

Module 3 – Reading Romantic Prose

Unit 1 – Jane Austen: *Pride and Prejudice*

Unit 2 – Charles Lamb: The Superannuated Man; Dream Children: A Reverie

Unit 3 – William Hazlitt: On A Sundial; On Going A Journey

Module 4 – Romantic Literary Thought

Unit 1 – Wordsworth: *Preface to Lyrical Ballads*

Unit 2 – Keats' Letters (Taken from *English Critical Texts* edited by D.J Enright & Ernst De Chickera)

Unit 3 – De Quincey: Extract from *Recollections of the Lake Poets* – Essay titled "Southey, Wordsworth and Coleridge".

Paper 6(EEG 6): The Victorians

Module 1 – The Victorian Scene

Unit 1 – Society, Culture and Politics

Unit 2 – Victorian Poetry

Unit 3 – Victorian Prose – Fictional and Non Fictional

Module 2 – Reading Victorian Poetry

Unit 1 – Alfred, Lord Tennyson: Ulysses, Break, Break, Break

Unit 2 – Matthew Arnold: Dover Beach, To Marguerite

Unit 3 – Robert Browning: My Last Duchess, Porphyria's Lover

Module 3 – Reading Victorian Prose

Unit 1 – Charles Dickens: *David Copperfield*

Unit 2 – Thomas Hardy: *Far From the Madding Crowd*

Unit 3 – Thomas Carlyle: *The Hero as Poet*

Module 4 – Victorian Women Writers

Unit 1 – Charlotte Bronte: *Jane Eyre*

Unit 2 – Elizabeth Barrett Browning: I Thought Once; Emily Bronte: No Coward Soul

Unit 3 – Christina Rossetti: A Dirge; A Birthday

Paper 7(EEG 7): Literature of the Modern and Postmodern Periods

Module 1 – Literature and Culture in the 20th Century

Unit 1 – The Background of the Age

Unit 2 – The Moderns

Unit 3 – Towards Postmodernity

Module 2 – Reading Poetry

Unit 1 – W.B Yeats: The Second Coming; T. S Eliot: The Love Song of J. Alfred Prufrock

Unit 2 – Rupert Brooke: The Soldier; Wilfred Owen: Strange Meeting

Unit 3 – Philip Larkin: Church Going; Seamus Heaney: Digging

Module 3 – Reading Prose

Unit 1 – D.H Lawrence: *Sons and Lovers*

Unit 2 – Joseph Conrad: The Lagoon; W. Somerset Maugham: The Lotus Eater

Unit 3 – G.B Shaw: Freedom; George Orwell: Shooting an Elephant

Module 4 – Reading Drama

Unit 1 – G. B Shaw: *Pygmalion*

Unit 2 – John Osborne: *Look Back in Anger*

Unit 3 – Harold Pinter: *The Birthday Party*

Paper 8(EEG 8): Indian Writing in English

Module 1 – Locating our Voices

Unit 1 – Background: The Colonial and Postcolonial Scenarios

Unit 2 – The Emerging Genres

Unit 3 – In Search of a New Idiom

Module 2 – Reading Poetry

Unit 1 – H.L.V Derozio: The Harp of India; Toru Dutt: Our Casuarina Tree

Unit 2 – A. K Ramanujan: A River; Nissim Ezekiel: Poet, Lover, Birdwatcher; Goodbye Party for Miss Pushpa T.S

Unit 3 – Kamala Das: An Introduction; Mamang Dai: Remembrance, Temsula Ao: A Tiger-Woman's Prayer

Module 3 – Reading Fiction

Unit 1 – R.K Narayan: *The English Teacher*

Unit 2 – Anita Desai: *Fire on The Mountain*

Unit 3 – Salman Rushdie: *Haroun and the Sea of Stories*

Module 4 – Drama, Short Story and Non-Fiction

Unit 1 – Mahesh Dattani: *Tara*

Unit 2 – Meenakshi Mukherjee: The Anxiety of Indianness

Unit 3 – Extract from Ruskin Bond: *Rusty: The Boy from the Hills*; Raja Rao: India- A Fable

Revised FEG syllabus.

The existing FEG SLM will be followed minus the following Units: 7, 10, 12, 14, 15, 18, 20, 23

Programme Duration: 3Years duration; (Minimum 3 maximum 5years). Need to complete within 6 years.

Faculty and Support Staff Requirement:

The NSOU has government sanctioned posts of teachers and non-teaching staff for academic and administrative support for the learners in an effective and cohesive manner. The recruitments of faculty positions are always strictly maintained following the UGC guidelines. The University also take support from the wider academic community of the respective courses from other institutions of higher learning and researches. The details of internal faculty members and officers are available in the University Website: www.wbnsou.ac.in

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	N A	NIL
2	Associate Professor	N A	NIL
3	Assistant Professor	Srideep Mukherjee (HQ)	2

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Proof Reader	HQ	1
2	Junior Assistant	RC	1

Instructional Delivery Mechanisms:

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	@24hrs/Paper of Total contact hrs: 8X24= 192hrs/Year
	Tutorials/ Special Classes/ Remedial Classes	No	
	Seminar/ Research Colloquium	Yes	2 Seminars@5hrs/Year Total activity hrs:10hrs/Year & 30hrs for 3years
	Workshop	Yes	2 Workshops @ 6hrs/Year Total activity hrs: 12hrsX3=36hrs for 3Years
	School Based activities and Internship	No	
	Micro Teaching Sessions	No	
	Laboratory based Practical	No	
	Field Work including Visits	No	
	Extension Activities/ Community Outreach Programmes		
Self- Learning	SLMs	Yes	20 hrs per Elective Paper - A total of 160 hrs. 15 hrs for Subsidiary Papers – a total of 45 hrs. 10 hrs each for Foundation courses – 20 hrs. Total 225 hrs of Self Study prescribed for the entire course
	Reference Books	No	
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	Yes	Curricula based online AVL developed by School of Studies in CC-BY-SA format Available at university website.
	Offline DVD/SD Card/USB Drive	Yes	Curricula based DVD published by the School of Studies in CC-BY-SA format. No of AVL available:14 Runtime: 301mins
	Telecommunications	No	
Blended	Smart Classrooms	Yes	5 hrs per Elective Paper using AV aids. Total of 40 hrs.

	Flipped Learning	No	
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Medium of Delivery: English

Paper Wise Mapping of Credit Hours:

		Paper	Paper Code	Paper Type (Theo/Prac)	Study Hours	Full Marks	Credits
1 st Year	Semester - I	BENGALI (Foundation)	FBG	Theo	120	50	4
		ENGLISH (Foundation)	FEG	Theo	120	50	4
		From the Beginnings to Chaucer: Literature and Language in Evolution	EEG-I	Theo	240	100	8
	Semester - II	Humanities and Social Science (Foundation)	FHS	Theo	240	100	8
		The Renaissance and the Reformation	EEG-II	Theo	240	100	8
		ENVIRONMENTAL STUDIES	ENVS	Theo	120	50	4
2 nd Year	Semester	Science and Technology (Foundation)	FST	Theo	240	100	8
		The Restoration	EEG-III	Theo	240	100	8
	Semester – IV	The Eighteenth Century	EEG-IV	Theo	240	100	8
		The Romantic Period	EEG-V	Theo	240	100	8
		SUBSIDIARY BENGALI-I/ HISTORY-I/ POLITICAL SCIENCE-I	SBG-I/ SHI-I/ SPS-I	Theo	240	100	8
3 rd Year	Semester – V	The Victorians	EEG-VI	Theo	240	100	8
		Literature of the Modern and Postmodern Periods	EEG-VII	Theo	240	100	8
		SUBSIDIARY BENGALI-II/ HISTORY-II/ POLITICAL SCIENCE-II	SBG-II/ SHI-II/ SPS-II	Theo	240	100	8
	Semester – VI	Indian Writing in English	EEG-VIII	Theo	240	100	8
		Food Processing	AOC-2	Theo	240	100	8
		SUBSIDIARY BENGALI-III/ HISTORY-III/ POLITICAL SCIENCE-III	SBG-III/ SHI-III/ SPS-III	Theo	240	100	8
Total Marks and Credits					3720	1550	124

F. Procedure for admissions, curriculum transaction and evaluation

Admission Procedure: Centralised admission process is conducted through online mode. Admission fees also collected through online payment gateway service and dedicated bank challan to assure better transparency in monetary transaction.

Eligibility: Passed (10+2) exam with 40% marks in English or Equivalent / Passed with 50%marks in aggregate from NSOU/ Passed 10+2 in vocational courses with 40% marks in English

Total Course Fee: Rs. 6,900/- (Excluding Examination and Studentship Renewal Fees)

Financial Assistance: At present no financial assistance is provided for this course.

Curriculum transaction: SLMs (English version) in print and electronic medium are provided as approved by the Board of Studies and as ratified by Academic Council of the University. Each accredited Study Centre organise PCP Sessions on weekends/holidays and notify the same to the students. During these sessions, teachers will help the students with their course work.

Evaluation: The Evaluation will be made in two ways:

a) Assignment / Internal Assessment:

The learners answer the assignment questions and send back which are then evaluated by the evaluators/ academic counsellors/distance teachers. The assignment responses reflect what the learners have understood and learnt. The assignments are then returned to the learners with the comments/remarks of the evaluator so that the assignment answers may serve the purpose of providing feedback to the learners and inform them their strengths and weaknesses. These comments carry the meaningful and constructive suggestions of the evaluator which further form the bases of successful learning.

Students will be required to submit assignment papers for each subject and the credit obtained on evaluation of those assignment papers will be entered into his/her individual record of performance. This will constitute 30% of the total credit points in the subjects. All the credit points secured by the students will be progressively entered into record.

Every student is required to submit the assignment papers before each Term-end Examination which is due at the end of each semester. But in no case a student shall be allowed to fill in the Application Form to sit for the examination if he/she has not submitted assignment paper within the due date as announced by the Examination Department of the University from time to time. Students are required to take back the copy of the evaluated assignment papers from their respective study centre.

b) Term-end Examinations (Written):

70% of the total credit points of the subjects would be reserved for Term-end Examination scheduled to be held at the end of each semester. A student will be allowed to appear in the Term-End Examination, only after she/he has registered for that course and submitted the assignment.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners registered mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related information to examination and evaluation through its official website and registered mobile number of the learners.

G. Requirement of the laboratory support and Library Resources:

Laboratory: As the course does not have any practical paper or any component for which laboratory facility is required therefore laboratory facility is not provided.

Library: The learners of the course may avail the library facilities at their study centres. Selected District Libraries have NSOU Desk which are funded by the university through the concerned department of Govt. of West Bengal. Learner can also avail the facility of Central Library of NSOU.

H. Cost estimate of the programme and the provisions: Cost estimate of the program is Rs. 8,171/- per student.

I. Quality assurance mechanism and expected programme outcomes: NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.

A. Programme Mission and Objective:

In general, as ODL is concerned, our main objective is to democratize education as a resource and provide every citizen, irrespective of gender, caste and creed, easy and affordable access to quality education in general and in the paradigm of Social sciences, in particular. The basic philosophy of our aim is to “Reach the Unreached”. The teaching-learning process of History is closely related to the study of past not simply for the past alone; it aims to understand the present also in a critical manner. The mission and objective of the programme is to motivate the prospective learners to get acquainted with the latest findings as well as research methodology of history as a discipline. It aims to cater the growing demands of the learners not only for those who want to be a teachers or researchers, but also to those who intend to be administrators, journalists or even professionals.

B. Relevance of the Programme with HEI’s Mission and Goals:

The aim of NSOU is, as already stated, ‘to reach to the unreached’. The University provides quality education in a flexible manner to serve those who are still beyond the arena of the higher education institutions through open and distance mode of learning. The relevance of the present programme, that is, B.A. in Elective History, is suited with the NSOU’s mission and goal. The course is designed in such a way so that it can offer updated knowledge in the subject following the latest regulations of all the appropriate statutory bodies of government (both state and union). In order to spread the study of history in an optimum level, the programme is conducted in Bengali language though the learners have the liberty to write either in Bengali or in English in the examinations.

C. Nature of Prospective Target Group of Learners:

For the B.A. in Elective History Programme, the University aims to attract those people who are aspiring to work in a teaching-learning-research institutes, government administrations and competitive professional world. Apart from the freshers, the people who are already engaged in schools, colleges, government institutes and private organizations (such as media houses, travel and tour companies, publication houses etc.) in different capacities without having professional degrees or trying to enhance their academic qualifications are also aimed to be included in the present programme. The primary reason is to develop their skill, knowledge and expertise meaningfully.

D. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence

Traditionally, the social sciences are understood to be those academic fields of study that employ a scientific method to explore the social phenomenon. Social Sciences at Netaji Subhas Open University break from this narrow tradition to provide students with a progressive, innovative and truly interdisciplinary learning environment. Our programmes and courses are to be conducted for capacity building of the learners as general competence, job orientation, skill development in the respective field, contributing to the social development, research ability and to acquire the specific skill of administrative knowledge in respect of governance, leadership, and management. The School of Social Sciences also emphasizes the cultivation of critical skills (in developing fresh, innovative and original thinking) that provide students with a firm basis for success in their academic careers. The best possible practices are taken into consideration in the teaching-learning process of Elective History programme of NSOU to follow this philosophy. It is planned in such a way so that it could cater the needs of both the professional world and academic sphere.

E. Instructional Design:

As the state and national level, the higher educational institutions are expected to provide quality education, education for all, strategic plans for an institution that defines targets and measures of the programmes to be achieved by the institution. Apart from physical infrastructure, administrative policy and code of behaviour, school of social sciences is actively engaged in its academic development of respective subjects i.e. History, Political Science, Sociology and Public Administration. The programs offered through the School of Social Sciences reflect a sustained dedication to critical, interdisciplinary approaches to the study of social relations, social structures, social identities and social phenomena. That is to say, our courses and programs ground their analysis of social practices and relations in and across a range of disciplines and fields of study. The School of Social Sciences has been designed its curriculum, several learning resource materials, and Feedback system through the BOS and/or a subject expert committee. Learning Material through print-media named Self-Learning Materials (SLMs) is developed with the approach of self-explanatory, self-contained, self-motivating and self-evacuating followed by the UGC guideline.

Curriculum Design:

Course Duration: **Three Years**

Course Structure

1. Compulsory Subjects: Foundation Course
 - (a) Bengali (FBG) 4 Credits
 - (b) English (FEG) 4 Credits
 - (c) Humanities and Social Science (FHS) 8 Credits
 - (d) Science and Technology (FST) 8 Credits
2. Elective Subject: Eight Papers (8×8 Credits) 64 Credits
3. Subsidiary Course (3×8 Credits) 24 Credits
4. Compulsory Subject: Application Oriented Courses (Any One)
 - (a) Basic Accountancy (AOC-01) 8 Credits
 - (b) Food Processing (AOC-02)
 - (c) Household Chemistry (AOC-03)
5. Environmental Studies 4 Credits

Total 124 Credits

Detailed Syllabus:

Name of the Papers

Paper I: Ancient India

Paper II: Medieval India

Paper III: Early Modern India

Paper IV: China & Japan

Paper V: South East Asia

Paper VI: Modern Indian History

Paper VII: Modern Europe

Paper VIII: Making of the modern world

Paper I: Ancient India

Module-1: Sources of Ancient Indian History; Harappan Civilization—Origin. Extent, urban life and decline; Society, Economy and Polity during the Vedic Age; Religious Beliefs, Ideas and Practices during the Vedic Age.

Module-2: Rise of the Mahajanapada with special reference to the ascendancy of Magadha (up to the end of the Nanda Rule): The Maurya Empire Expansion. Extent, Administrative System. Policy of Dhamma. Collapse of the Empire; Non-indigenous powers in India with special reference to Kushana empire (brief notices of the Greek, Saka and Parthian invasions)-Rise of the Satavahanas in the Deccan-a brief note on Polity and Administration: The Gupta Empire in the North- Foundation, Expansion, Decay, the Deccan under the Vakatakas, Polity and Administration with special reference to Provincial and Local Level Administration.

Module-3: Major North Indian Powers (600-1200): Harsha, Gujrata-Pratharas-Brief discussion on Kashmir, Kolachuris of Dahala and the Gahadhavalas of Kanauj; Bengal as a Regional Power: Sasanka, the Palas and the Senas (600-1205)—Polity and Administrative organization; Regional Powers in the Deccan-The Chalukyas of Badami and the Rashtrakutas; Powers in the far South. The Pallavas, the Cholas (Rayaraju, Rajendra, Chola Maritime Expeditions).

Module-4: Salient features of early Indian Rural Economy: Agriculture and Irrigation, Ownership of land, Landed Intermediaries and Peasants— Debates on Indian Feudalism; Non-agrarian Sector of the Economy: Crafts, Organisations of Craftsmen and Professionals (Sreni, Samgha etc). Trade and Urban Centres; Society and Religious Life; Family, Varna-Jati, Marriage, position of women. Science, technology and society; attitude to science and technology in ancient India; Art history: Stupa, Chaitya and Structural Temples (Regional Styles), Sculpture including terracotta and painting.

Paper II: Medieval India

Module-1: Impact of Islam and political change in India—the foundation of Delhi Sultanate ; The early history of the Sultanate and the emergence of a centralized monarchy ; The Khilji Revolution ; The Tughlaques ; Independent Sultans of Bengal-the Vijaynagar Empire.

Module-2: The Delhi Sultanate and the changing framework of agriculture-the Iqta System-emergence of new urban centres with an expanding commercial life; The nature of the impact of Islam on Indian Society-Sufism-emergence of syncretic ideas and beliefs-the Bhakti movement. Role of the Indo-Saracenic style in architecture; Disintegration of the Sultanate and the foundation of the Mughal Empire-Babur-Mughal & Afghan contest-Sher Shah; Akbar and the consolidation of the Mughal Empire—Political expansion. Administrative reorganization including the Mansabdari System.

Module-3: The imperial expansion under Jahangir and Saha Jahan—consolidation of the Mughal ruling class; The history of Aurangzeb—Political expansion in the Deccan, the Mughal-Maratha contest-state and religion; The break-up of the Mughal Empire. Political and economic explanations for Imperial decline; Mughal rule in Bengal.

Module-4: The Mansabdari System—Mughal revenue policy and agriculture; Commercial expansion—Urbanization and foreign trade; The Mughals and the European trading companies; Religious Syncretism-devotional cults-art & architecture in Mughal era.

Paper III: Early Modern India

Module-1: Decline of the Mughal Empire during the early Eighteenth Century; Agrarian crisis: Peasant insurrection; Political Parties and conflicts in the Mughal Court, The decline of the aristocracy; Emergence of Regional States: Bengal, Hyderabad, Awadh; European Traders in the early eighteenth century.

Module-2: The rise of the British Empire: Bengal 'The British Bridge head'-1757- 1760-1765; The framework of the early Colonial State in Bengal; Political Expansion: North India, Mysore, Maharashtra-Settlement of 1818; The rise of Pararnountcy: Hastings, Dalhousie.

Module-3: The Colonial Impact: The changing structure of India's foreign trade- Drain-Early 19th Century: Domination effect-deindustrialization; Changes in rural Society-Land revenue policies-Causes of revenue maximization: The three different settlements; The New Administrative framework: Law-Judicial reforms—Penal Law—Educational policy; Westernization and its impact on Indian society; Three different responses: Eclectic, Conservative and Radical.

Module-4: Early rural resistance : Landlords and peasants ; Peasant Resistance- Civil Disturbance, Tribal unrest-Santal resistance, Farizis, Pagal Panthi etc. ; Urban politics of the Indian notables-Bengal, Bombay and Madras ;

The Revolt of 1857 : Context-Historiography.

Paper IV: China & Japan

Module-1: Elements of traditional Chinese Society, Culture and polity; Agents of change-internal contradictions within imperial system including land system-gentry-peasant rebellions; Decentralized polity of traditional Japan before 1603, Japanese feudalism-Samurai-features of Samurai tradition; Emergence of new system of political control and economic change in the Tokugawa Shogunate-drive towards centralization and erosion of old economic order.

Module-2: Commercial contact & cultural encounter: Opium War and their aftermath up to Sino-Japanese War: Arrival of Commodore Perry and its implications-decline or consolidation of imperial control-the rise of modern state up to constitution of 1889.

Module-3: From Reform movement (1898) to Sun Yat-sen (1911); 1911 to establishment of Communist Party of China; Post Constitution Japan to 1915: the growth of militarism Japanese Modernization: Japan from 1915-1931.

Module-4: China (1921-1949); Japanese Polity (1931-1945), Japanese Economy (1931-1945)

Paper V: South-East Asia

Module-1: European expansion and Consolidation in South-East Asia.

Module-2: Society and economy under Colonial Rule.

Module-3: Emergence and phases of nationalism in South-East Asia.

Module-4: South-East Asia in contemporary polities to 1970s, with special reference Indonesia.

Paper VI: Modern Indian History (1858-1964)

Module-1: India after 1857: Administrative reorganization-The Acts of 1858, Queen's Proclamation and Act of 1861-Changes in the Army, the Police and other instruments of Governance ; Peasant and tribal unrest in India in later 19th Century; Colonial Economic Transformation ; Social Reform Movements.

Module-2: Social Roots of Indian National Congress: The Early Congress and the ideological framework of moderate nationalism; Extremism, Swadeshi Movement and Congress split at Surat; Revolutionary Nationalism.

Module-3: India after the First World War—Rise of Gandhi; Gandhi and Mass Politics, 1921-42 (Khilafat, Non-Cooperation, Civil Disobedience. Quit India Movements) ; The left in the Congress, Trade Union Movement, Subhas Chandra Bose and the INA, Post-War Upsurge ; The Partition and its aftermath (with reference to Communal mobilization, Pakistan Movement, the Partition and the transfer of Power).

Module-4: The Constituent Assembly and the Framing of the Indian Constitution; Politics in Independent India: Nehru Era; Planning and the Indian Economy; Nehruvian Foreign Policy-Non Alignment.

Paper VII: Modern Europe (1789-1919)

Module-1: Reform and Revolution (1789-1815): Background and causes of French Revolution of 1789; Trends of the French Revolution of 1789; Rise of Napoleon-Empire building; Napoleonic Reforms and their effects-Estimate-Child of Revolution.

Module-2: The Conservative Order and the Revolutionary Challenge (1815-1871); Vienna Settlement-Metternich-Concert of Europe; Revolts of 1830 & Revolution of 1848 ; France under Second Empire—Paris Commune ; Formation of Nation States-Italy & Germany-Problems of the Old Empires-Hapsburg Empire of Australia, Hungary & the Ottoman Empire.

Module-3: The Industrial Revolution and the Rise of Socialism: Industrial Revolution -England and the Continent; Socialist Movements in Europe; Reforms in Russia; Revolution of 1905 and 1917 in Russia.

Module-4: Imperialism, Nationalism and New Diplomacy: Colonial expansions. Balkan Nationalism, New Diplomacy and First World War.

Paper VIII: Making of the modern world (1919-1956)

Module-1: The peace settlement and its effects: Europe in 1919: Search for security; Reparation - Economic Nationalism - Great depression; The foreign policies of the United States and Soviet Russia two World Wars.

Module-2: Efforts at peace and its breakdown: League of Nations: Disarmament- Locarno Pact: Rise of Nazi Germany and Fascist Italy: Japan's Expansionism-Manchurian Crisis – Italy-Abyssinian War - Spanish Civil War—Rome, Berlin, Tokyo Axis-Appeasement-coming of the Second World War.

Module-3: The Cold War: Effects of the second World War-Decolonization- Emergence of the United States and Soviet Russia as super powers; The Chinese Revolution; The origin of the Cold War its growth; The United Nations-Functions and peace efforts.

Module-4: Nationalism and the Developing World: Arab Nationalism; Nationalism on Africa: Neo-Colonialism and new forms of Domination; Policy of Non-Alignment.

Programme Duration: Course duration is 3 years. However, the students have the liberty to complete its course within six years.

Faculty and Support Staff Requirement:

The NSOU has government sanctioned posts of teachers and non-teaching staff for academic and administrative support for the learners in an effective and cohesive manner. The recruitments of faculty positions are always strictly maintained following the UGC guidelines. The University also take support from the wider academic community of the respective courses from other institutions of higher learning and researches.

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	HQ	0
2	Associate Professor	RC	1 Post (Currently Vacant Post Already Advertised)
3	Assistant Professor	RC	2

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant	HQ	1
2	Junior Assistant Cum Typist	RC	1

Instructional Delivery Mechanisms:

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	24 Hours of PCP for Each Paper of 100 Marks/12 Hours of PCP for Each Paper of 50 Marks (PCP: @24hrs / Paper of 8 Credits Total contact hrs: 8X24= 192hrs for 64 Credits)
	Tutorials/ Special Classes / Remedial Classes/ Induction Workshop	Yes	Special Classes and Induction Meetings are organized in the RC and Study Centres on the basis of the learners' responses frequently.
	Seminar/ Research Colloquium	Yes	Seminars are regularly organized and the learners are the participants in the seminar. 2 Seminars @5hrs/Year Total activity hrs: 30hrs for 3 years
	Workshop	Yes	The University organizes workshop for the counsellors and the learners at regular interval. 2 Workshops @ 6hrs/ Year Total activity hrs: 12hrsX3=36hrs for 3 Years
	School Based activities and Internship	No	NA
	Micro Teaching Sessions	No	NA
	Laboratory based Practical	No	NA
	Field Work including Visits	No	NA
	Extension Activities/ Community Outreach Programmes	No	NA
Self- Learning	SLMs	Yes	The University provides SLMs to the learners at free of cost during the time of admission through the study centres in print form. The SLMs are also available in the NSOU Website as PDF format.
	Reference Books	Yes	The centrally located library at the Kalyani Campus of NSOU and the library facility available at the district libraries provide

Programme Project Report (PPR) For B. A. in History

			opportunity to the learners to get the reference books.
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	Yes	NA
	Offline DVD/SD Card/USB Drive	Yes	NA
	Telecommunications	No	NA
	Social Media (Facebook page/ Instagram/ Twitters/ Google Groups etc.)	No	NA
Blended	Smart Classrooms	Yes	The School of Social Sciences develops two smart classes at the Kalyani Campus.
	Flipped Learning	No	NA

Medium of Delivery: Bengali

Paper Wise Mapping of Credit Hours:

		Paper	Paper Code	Paper Type (Theo/ Prac)	Study Hours	Full Marks	Credits
1 st Year	Semester - I	Foundation Course of Bengali	FBG	Theo	120	50	4
		Foundation Course of English	FEG	Theo	120	50	4
		Paper 1: Ancient India.	EHI:I	Theo	240	100	8
	Semester - II	Foundation Course of Humanities & Social Sciences	FHS	Theo	240	100	8
		Paper 2: Medieval India	EHI:II	Theo	240	100	8
		Environmental Studies	ENVS	Theo	120	50	4
2 nd Year	Semester - III	Foundation Course of Science & Technology	FST	Theo	240	100	8
		Paper 3: Early Modern India	EHI:III	Theo	240	100	8
	Semester – IV	Paper 4: China & Japan	EHI:IV	Theo	240	100	8
		Paper 5: South-East Asia	EHI:V	Theo	240	100	8
		Subsidiary Bengali/ English/ Political Science Paper - 1	SBG-I/ SEG-I/ SPS-I	Theo	240	100	8

Programme Project Report (PPR) For B. A. in History

3 rd Year	Semester – V	Paper 6: Modern Indian History	EHI:VI	Theo	240	100	8
		Paper 7: Modern Europe	EHI:VII	Theo	240	100	8
		Subsidiary Bengali/ English/ Political Science Paper - 2	SBG-II/ SEG-II/ SPS-II	Theo	240	100	8
	Semester – VI	Paper 8: Making of the Modern World	EHI:VIII	Theo	240	100	8
		Food Processing	AOC-2	Theo	240	100	8
		Subsidiary Bengali/ English/ Political Science Paper - 3	SBG-III/ SEG-III/ SPS-III	Theo	240	100	8
Total Marks and Credits					3720	1550	124

F. Procedure for admissions, curriculum transaction and evaluation

Admission Procedure: Centralised admission process is conducted through online mode. Admission fees also collected through online payment gateway service and dedicated bank challan to assure better transparency in monetary transaction.

Eligibility: Passed 10+2 Examination or equivalent/ passed BPP with PSS from NSOU/ Passed 10+2 in Vocational Courses

Total Course Fee: Rs. 6,900/- (Excluding Examination and Studentship Renewal Fees)

Financial Assistance: At present no financial assistance is provided for this course.

curriculum transaction:

SLMs (Bengali version) in print and electronic medium are provided as approved by the Board of Studies and as ratified by Academic Council of the University. Each accredited Study Centre organise PCP Sessions on weekends/holidays and notify the same to the students. During these sessions, teachers will help the students with their course work.

Evaluation: The Evaluation will be made in two ways:

a) Assignment / Internal Assessment:

The learners answer the assignment questions and send back which are then evaluated by the evaluators/ academic counsellors/distance teachers. The assignment responses reflect what the learners have understood and learnt. The assignments are then returned to the learners with the comments/remarks of the evaluator so that the assignment answers may serve the purpose of providing feedback to the learners and inform them their strengths and weaknesses. These comments carry the meaningful and constructive suggestions of the evaluator which further form the bases of successful learning.

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Every student is required to submit the assignment papers before each Term-end Examination which is due at the end of each semester. But in no case a student shall be allowed to fill in the Application Form to sit for the examination if he/she has not submitted assignment paper within the due date as announced by the Examination Department of the University from time to time. Students are required to take back the copy of the evaluated assignment papers from their respective study centre.

b) Term-end Examinations (Written):

70% of the total credit points of the subjects would be reserved for Term-end Examination scheduled to be held at the end of each semester. A student will be allowed to appear in the Term-End Examination, only after she/he has registered for that course and submitted the assignment.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners registered mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related information to examination and evaluation through its official website and registered mobile number of the learners.

G. Requirement of the laboratory support and Library Resources:

Laboratory: As the course does not have any practical paper or any component for which laboratory facility is required therefore laboratory facility is not provided.

Library: The learners of the course may avail the library facilities at their study centres. Selected District Libraries have NSOU Desk which are funded by the university through the concerned department of Govt. of West Bengal. Learner can also avail the facility of Central Library of NSOU.

H. **Cost estimate of the programme and the provisions:** Cost estimate of the program is Rs. 8,155/- per student.

I. **Quality assurance mechanism and expected programme outcomes:** NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement

- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.

A. Programme Mission and Objective:

In general, as ODL is concerned, our main objective is to democratize education as a resource and provide every citizen, irrespective of gender, caste and creed, easy and affordable access to quality education and particularly, in the paradigm of Social sciences. The basic philosophy of our aim is to “Reach the Unreached”. The teaching-learning process of political science is related to the study of political institutions, political theory and governance in comparative manner. The mission and objective of the programme is to orient the prospective learners with the newest researches as well as methodologies employed in political science.

B. Relevance of the Programme with HEI’s Mission and Goals:

The aim of NSOU is, as already stated, ‘to reach to the unreached’. The University provides quality education in a flexible manner to serve those who are still beyond the arena of the higher education institutions through open and distance mode of learning. The relevance of the present programme, that is, B.A. in Elective Political Science, is suited with the NSOU’s mission and goal. The course is designed in such a way so that it can offer updated knowledge in the subject following the latest regulations of all the appropriate statutory bodies of government (both state and union). In order to spread the study of political science in best possible manner, the programme is conducted in Bengali language though the learners have the liberty to write either in Bengali or in English in the examinations.

C. Nature of Prospective Target Group of Learners:

The present programme intends to deliver the updated syllabus to the general learners, administrators and academicians. The programme is also extremely useful for those who search jobs in publication houses, dedicated research institutes, newspapers, media houses, NGOs and even prefer to work as independent researchers.

D. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence

Traditionally, the social sciences are understood to be those academic fields of study that employ a scientific method to explore the social phenomenon. Social Sciences at Netaji Subhas Open University break from this narrow tradition to provide students with a progressive, innovative and truly interdisciplinary learning environment. Our programmes and courses are to be conducted for capacity building of the learners as general competence, job orientation, skill development in the respective field, contributing to the social development, research ability and to acquire the specific skill of administrative knowledge in respect of governance, leadership, and management. The School of Social Sciences also emphasizes the cultivation of critical skills (in developing fresh, innovative and original thinking) that provide students with a firm basis for success in their academic careers. The best possible practices are taken into consideration in the teaching-learning process of Elective Political Science programme of NSOU to follow this philosophy. It is planned in such a way so that it could cater the needs of both the professional world and academic sphere.

E. Instructional Design:

As the state and national level, the higher educational institutions are expected to provide quality education, education for all, strategic plans for an institution that defines targets and measures of the programmes to be achieved by the institution. Apart from physical infrastructure, administrative policy and code of behaviour, school of social sciences is actively engaged in its academic development of respective subjects i.e. History, Political Science, Sociology and Public

Administration. The programs offered through the School of Social Sciences reflect a sustained dedication to critical, interdisciplinary approaches to the study of social relations, social structures, social identities and social phenomena. That is to say, our courses and programs ground their analysis of social practices and relations in and across a range of disciplines and fields of study. The School of Social Sciences has been designed its curriculum, several learning resource materials, and Feedback system through the BOS and/or an subject expert committee. Learning Material through print-media named Self-Learning Materials (SLMs) is developed with the approach of self-explanatory, self-contained, self-motivating and self-evacuating followed by the UGC guideline.

Curriculum Design

Course Duration: **Three Years**

Course Structure

1. Compulsory Subjects: Foundation Course
 - (a) Bengali (FBG) 4 Credits
 - (b) English (FEG) 4 Credits
 - (c) Humanities and Social Science (FHS) 8 Credits
 - (d) Science and Technology (FST) 8 Credits
2. Elective Subject: Eight Papers (8×8 Credits) 64 Credits
3. Subsidiary Course (3×8 Credits) 24 Credits
4. Compulsory Subject: Application Oriented Courses (Any One)
 - (a) Basic Accountancy (AOC-01) 8 Credits
 - (b) Food Processing (AOC-02)
 - (c) Household Chemistry (AOC-03)
5. Environmental Studies 4 Credits

Total 124 Credits

Detailed Syllabus:

Name of the Papers

Paper I: Political Theory and Institutions

Paper II: Political Sociology

Paper III: Indian Political Thought

Paper IV: Western Political Thought

Paper V: Government and Politics in India

Paper VI: International Relations

Paper VII: Government and Politics in Europe and America

Papers VIII: Government and Politics in South Asia

Paper I: Political Theory and Institutions

Module-1: Approaches and Theories

Definition and Approaches –Traditional & Modern Theories of (a) Origin of the State - Social Contract, Evolutionary, (b) Nature of the State-Organismic, Idealist (c) Theories of the functions of the State-Individualism, Socialism, Welfare State (d)Theories of State Sovereignty-Monism and Pluralism.

Module-2: Political Ideologies

Marxian Anarchism: Democratic Socialism: Guild Socialism, Fabianism. Sarvodoya.

Module-3: Organs of Government

Theory of Separation of power: Executive, Legislature, Judiciary.

Module-4: Constitutionalism and Political Institutions

Constitution and Constitutionalism: Forms of Government, political Parties, Pressure Groups.

Paper II: Political Sociology

Module-1: Sociology: Major Issues

Political Sociology- Nature, Meaning & Scope; Influence, Power and Authority; Bureaucracy - the contribution of Max Weber; Elite Theory.

Module-2: Political Culture and Society

Political Culture; Political Socializations; Educations & politics; religion, Society and Politics.

Module-3: Political Communication and Participation

Political Communication: Political Participation: Political Parties; Pressure Groups in Politics.

Module-4: Political Development and Social Change

Political Development: Revolution and Social Change; Ideology; Military in Politics.

Paper III: Indian Political Thought

Module-1: Ancient and Medieval Thoughts

Kautilya's Arthashastra-Main ideas; Political ideas of Santiparva ; Concept of State in Islamic Thought; Sufism and Bhakti Cult.

Module-2: Trends in Modern Indian Thoughts - I

Raja Rammohan Roy; Swami Vivekannanda; Bankim Chandra Chattopadhyaya; Sri Aurobinda.

Module-3: Trends in Modern Indian Thoughts - II

Bal Gangadhar Tilak ; Mahatma Gandhi ; Jayaprakash Narayan ; Bhim Rao Ambedkar.

Module-4: Trends in Modern Indian Thoughts – III

Manabendra Nath Roy; Jawarharlal Nehru; Subhas Chandra Bose ; Rammanohar Lohia.

Paper IV: Western Political Thought

Module-1: The Early Phase

Greek political Thought: Plato, Aristotle ; Roman Thought : Cicero, Seneca; Mediaeval Thought: St. Augustine, St. Thomas Aquinas; Marsilius of Padua, Conciliar Movement.

Module-2: Renaissance and After

Renaissance and Machiavelli; Reformation: Luther and Calvin; Anti-Monarchist Doctrines in the 16th Century; Bodin.

Module-3: Modern Political Thoughts - (I)

Hobbes; Locke; Montesquieu; Rousseau.

Module-4: Modern Political Thoughts - (II)

Fredric Hegel; Karl Marx; J.S. Mill ; Thomas Paine.

Paper V: Government and Politics in India

Module -1: Freedom Struggle and Constitutional Development

Phases of Freedom Struggle; Constitutional development (1857-1950); Constitutional Assembly.

Module-2: Indian Constitution: Ideas and Institutions

Preamble, Fundamental Rights and Duties, Directive Principal; Union Executive; Parliament; Judiciary.

Module-3: The Union and the States

Federal System: Union- State relations; State Executive; State Legislature; Constitutional Amendment.

Module-4: Social basis of Indian Politics

Social basis of Indian politics; Political Parties in India ; Regionalism ; District Administration and Local Government (with Special reference to West Bengal).

Paper VI: International Relations

Module-1: Definitions, Approaches and Major Issues

Nature and Scope of International Relations (IR) ; Major approaches of the study of IR ; National Power: mode of controlling power; Imperialism, Colonialism, Neo-colonialism.

Module-2: Cold War and its aftermath

Cold War and its evolution – New Cold War-Post Cold War developments: Western Europe in Transition; Developing Countries in the Contemporary International System; Religion groupings- North-South cooperation; Developments in West Asia since 1973.

Module-3: Foreign Policy

Making of Foreign Policy : Indian Foreign Policy; Foreign Policies of major powers-USA, USSR Russia; Foreign Policies of India's neighbours – China and Pakistan.

Module-4: U.N.O: Structure and Role

The U.N Origin, Purposes and principles; Major organs of the U.N.; Peace Keeping role of the U.N. in the context of recent developments; The U.N. and Disarmament.

Paper VII: Government and Politics in Europe and America

Module-1: U.K

U.K. : Evolution and Basic Principles; The Executive –The Crown, Prime Minister and the Cabinet ; Parliament; Parties and Pressure groups.

Module-2: U.S.A

USA : Evolution and Basic principles (including amendments) ; The Presidency and the Congress ; The Supreme Court ; Parties and Party System and Pressure groups.

Module-3: France

France: Evolution and Basic Principles; President, Government and Parliament; Constitutional Council and Judiciary; Parties and Pressure groups.

Module-4: Germany

Germany: Evolution and Basic principles; The Executive and Parliament; Constitutional Council and Judiciary; Parties and Pressure groups.

Paper VIII: Government and Politics in South Asia

Module-1: Pakistan

Pakistan: Historical Evolution ; Framework of Governance ; Political Parties and Pressure Groups.

Module-2: Bangladesh

Bangladesh: Historical Evolution ; Framework of Governance ; Foreign Policy Political Parties and Pressure Groups.

Module-3: Nepal

Nepal: Historical Evolution; Framework of Governance; Political Parties and Pressure Groups.

Module-4: Sri Lanka

Sri Lanka: Historical Evolution Framework of Governance; Political Parties and Pressure Groups.

Programme Duration: Course duration is 3 years. However, the students have the liberty to complete its course within six years.

Faculty and Support Staff Requirement:

The NSOU has government sanctioned posts of teachers and non-teaching staff for academic and administrative support for the learners in an effective and cohesive manner. The recruitments of faculty positions are always strictly maintained following the UGC guidelines. The University also take support from the wider academic community of the respective courses from other institutions of higher learning and researches.

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	RC	01 (At present vacant, soon to be advertised)
2	Associate Professor	Nil	NA
3	Assistant Professor	RC	2

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant	HQ	1
2	Junior Assistant Cum Typist	RC	1

Instructional Delivery Mechanisms:

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	24 Hours of PCP for Each Paper of 100 Marks/12 Hours of PCP for Each Paper of 50 Marks (PCP: @24hrs / Paper of 8 Credits Total contact hrs: 8X24= 192hrs for 64 Credits)
	Tutorials/ Special Classes / Remedial Classes/ Induction Workshop	Yes	Special Classes and Induction Meetings are organized in the RC and Study Centres on the basis of the learners' responses frequently.
	Seminar/ Research Colloquium	Yes	Seminars are regularly organized and the learners are the participants in the seminar. 2 Seminars@5hrs/Year Total activity hrs: 30hrs for 3 years
	Workshop	Yes	The University organizes workshop for the counsellors and the learners at regular interval. 2 Workshops @ 6hrs/Year Total activity hrs: 12hrsX3=36hrs for 3 Years
	School Based activities and Internship	No	NA

	Micro Teaching Sessions	No	NA
	Laboratory based Practical	No	NA
	Field Work including Visits	No	NA
	Extension Activities/ Community Outreach Programmes	No	NA
Self- Learning	SLMs	Yes	The University provides SLMs to the learners at free of cost during the time of admission through the study centres in print form. The SLMs are also available in the NSOU Website as PDF format.
	Reference Books	Yes	The centrally located library at the Kalyani Campus of NSOU and the library facility available at the district libraries provide opportunity to the learners to get the reference books.
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	Yes	NA
	Offline DVD/SD Card/USB Drive	Yes	NA
	Telecommunications	No	NA
	Social Media (Facebook page/ Instagram/ Twitters/ Google Groups etc.)	No	NA
Blended	Smart Classrooms	Yes	The School of Social Sciences develops two smart classes at the Kalyani Campus.
	Flipped Learning	No	NA

Medium of Delivery: Bengali

Paper Wise Mapping of Credit Hours:

		Paper	Paper Code	Paper Type (Theo/ Prac)	Study Hours	Full Marks	Credits
1 st Year	Semester	Foundation Course of Bengali	FBG	Theo	120	50	4
		Foundation Course of English	FEG	Theo	120	50	4

	Semester - II	Paper I: Political Theory and Institutions	EPS-I	Theo	240	100	8
		Foundation Course of Humanities & Social Sciences	FHS	Theo	240	100	8
		Environmental Studies	ENVS	Theo	120	50	4
		Paper II: Political Sociology	EPS-II	Theo	240	100	8
2 nd Year	Semester - III	Foundation Course of Science & Technology	FST	Theo	240	100	8
		Paper III: Indian Political Thought	EPS-III	Theo	240	100	8
	Semester - IV	Paper IV: Western Political Thought	EPS-IV	Theo	240	100	8
		Paper V: Government and Politics in India	EPS-V	Theo	240	100	8
		Subsidiary Bengali/ English/ Political Science Paper – 1	SBG-I/ SEG-I/ SPS-I	Theo	240	100	8
	3 rd Year	Semester - V	Paper VI: International Relations	EPS-VI	Theo	240	100
Paper VII: Government and Politics in Europe and America			EPS-VII	Theo	240	100	8
Subsidiary Bengali/ English/ History Paper – 2			SBG-II /SEG-II /SHI-II	Theo	240	100	8
Semester - VI		Papers VIII: Government and Politics in South Asia	EPS-VIII	Theo	240	100	8
		Food Processing	AOC-2	Theo	240	100	8
		Subsidiary Bengali/ English/ Political Science Paper - 3	SBG-III/ SEG-III/ SPS-III	Theo	240	100	8
Total Marks and Credits					3720	1550	124

F. Procedure for admissions, curriculum transaction and evaluation

Admission Procedure: Centralised admission process is conducted through online mode. Admission fees also collected through online payment gateway service and dedicated bank challan to assure better transparency in monetary transaction.

Eligibility: Passed 10+2 Examination or equivalent/ passed BPP with PSS from NSOU/ Passed 10+2 in Vocational Courses

Total Course Fee: Rs. 6,900/- (Excluding Examination and Studentship Renewal Fees)

Financial Assistance: At present no financial assistance is provided for this course.

curriculum transaction:

SLMs (Bengali version) in print and electronic medium are provided as approved by the Board of Studies and as ratified by Academic Council of the University. Each accredited Study Centre are organise PCP Sessions on weekends/holidays and notify the same to the students. During these sessions, teachers will help the students with their course work.

Evaluation: The Evaluation will be made in two ways:

a) Assignment / Internal Assessment:

The learners answer the assignment questions and send back which are then evaluated by the evaluators/ academic counsellors/distance teachers. The assignment responses reflect what the learners have understood and learnt. The assignments are then returned to the learners with the comments/remarks of the evaluator so that the assignment answers may serve the purpose of providing feedback to the learners and inform them their strengths and weaknesses. These comments carry the meaningful and constructive suggestions of the evaluator which further form the bases of successful learning.

Students will be required to submit assignment papers for each subject and the credit obtained on evaluation of those assignment papers will be entered into his/her individual record of performance. This will constitute 30% of the total credit points in the subjects. All the credit points secured by the students will be progressively entered into record.

Every student is required to submit the assignment papers before each Term-end Examination which is due at the end of each semester. But in no case a student shall be allowed to fill in the Application Form to sit for the examination if he/she has not submitted assignment paper within the due date as announced by the Examination Department of the University from time to time. Students are required to take back the copy of the evaluated assignment papers from their respective study centre.

b) Term-end Examinations (Written):

70% of the total credit points of the subjects would be reserved for Term-end Examination scheduled to be held at the end of each semester. A student will be allowed to appear in the Term-End Examination, only after she/he has registered for that course and submitted the assignment.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners registered mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related information to examination and evaluation through its official website and registered mobile number of the learners.

G. Requirement of the laboratory support and Library Resources:

Laboratory: As the course does not have any practical paper or any component for which laboratory facility is required therefore laboratory facility is not provided.

Library: The learners of the course may avail the library facilities at their study centres. Selected District Libraries have NSOU Desk which are funded by the university through the concerned

department of Govt. of West Bengal. Learner can also avail the facility of Central Library of NSOU.

H. **Cost estimate of the programme and the provisions:** Cost estimate of the program is Rs. 8,144/- per student.

I. **Quality assurance mechanism and expected programme outcomes:** NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.

A. Programme Mission and Objective:

In general, as ODL is concerned, our main objective is to democratize education as a resource and provide every citizen, irrespective of gender, caste and creed, easy and affordable access to quality education and particularly, in the paradigm of Social sciences. The basic philosophy of our aim is to “Reach the Unreached”. The teaching-learning process of Public Administration emphasizes the study of theories and practices of various aspects of public administration in India and abroad. The mission and objective of the programme is to motivate the prospective learners to get acquainted with the functions of administration in general sense and also of the specificities of financial administration, local urban as well as local rural administrations, theories of administration etc.

B. Relevance of the Programme with HEI’s Mission and Goals:

The aim of NSOU is, as already stated, ‘to reach to the unreached’. The University provides quality education in a flexible manner to serve those who are still beyond the arena of the higher education institutions through open and distance mode of learning. The relevance of the present programme, that is, B.A. in Elective Public Administration, is suited with the NSOU’s mission and goal. The course is designed in such a way so that it can offer updated knowledge in the subject following the latest regulations of all the appropriate statutory bodies of government (both state and union). In order to spread the study of public administration in an optimum level, the programme is conducted in Bengali language though the learners have the liberty to write either in Bengali or in English in the examinations.

C. Nature of Prospective Target Group of Learners:

For the B.A. in Elective Public Administration Programme, the University aims to attract those people who primarily aspire to be government administrators, teachers and academicians. This course also an excellent opportunity for those who are already in government services in various capacities for enhancement of their degree and efficiency. This course also proved to be useful for the executive personnel of the private corporations, especially who deal with masses and human resources.

D. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence

Traditionally, the social sciences are understood to be those academic fields of study that employ a scientific method to explore the social phenomenon. Social Sciences at Netaji Subhas Open University break from this narrow tradition to provide students with a progressive, innovative and truly interdisciplinary learning environment. Our programmes and courses are to be conducted for capacity building of the learners as general competence, job orientation, skill development in the respective field, contributing to the social development, research ability and to acquire the specific skill of administrative knowledge in respect of governance, leadership, and management. The School of Social Sciences also emphasizes the cultivation of critical skills (in developing fresh, innovative and original thinking) that provide students with a firm basis for success in their academic careers. The best possible practices are taken into consideration in the teaching-learning process of Elective Public Administration programme of NSOU to follow this philosophy. It is planned in such a way so that it could cater the needs of the government officials, professional world and academic sphere.

E. Instructional Design:

As the state and national level, the higher educational institutions are expected to provide quality education, education for all, strategic plans for an institution that defines targets and measures

of the programmes to be achieved by the institution. Apart from physical infrastructure, administrative policy and code of behaviour, school of social sciences is actively engaged in its academic development of respective subjects i.e. History, Political Science, Sociology and Public Administration. The programs offered through the School of Social Sciences reflect a sustained dedication to critical, interdisciplinary approaches to the study of social relations, social structures, social identities and social phenomena. That is to say, our courses and programs ground their analysis of social practices and relations in and across a range of disciplines and fields of study. The School of Social Sciences has been designed its curriculum, several learning resource materials, and Feedback system through the BOS and/or an subject expert committee. Learning Material through print-media named Self-Learning Materials (SLMs) is developed with the approach of self-explanatory, self-contained, self-motivating and self-evacuating followed by the UGC guideline.

Curriculum Design

Course Duration: **Three Years**

Course Structure

1. Compulsory Subjects: Foundation Course
 - (a) Bengali (FBG) 4 Credits
 - (b) English (FEG) 4 Credits
 - (c) Humanities and Social Science (FHS) 8 Credits
 - (d) Science and Technology (FST) 8 Credits
 2. Elective Subject: Eight Papers (8×8 Credits) 64 Credits
 3. Subsidiary Course (3×8 Credits) 24 Credits
 4. Compulsory Subject: Application Oriented Courses (Any One)
 - (a) Basic Accountancy (AOC-01) 8 Credits
 - (b) Food Processing (AOC-02)
 - (c) Household Chemistry (AOC-03)
 5. Environmental Studies 4 Credits
-
- Total 124 Credits

Detailed Syllabus:

Name of the Papers

- Paper I Administrative Theory
- Paper II Indian Government
- Paper III Indian Thinkers (Administrative Thinkers)
- Paper IV Comparative and Development Administration
- Paper V Personnel Administration
- Paper VI Financial Administration
- Paper VII Indian Administrative System
- Paper VIII Local Government: Rural and Urban

PAPER – I : ADMINISTRATIVE THEORY

Module - 1

- Unit-1 : Public Administration - Meaning and scope
- Unit-2 : Evolution of Public Administration
- Unit-3 : Relationship between Public Administration and other Social Sciences

Unit-4 : Comparative Public Administration, Development Administration and Modern Public Administration

Module - 2

Unit-1 : Role of Organizations in administration, Hierarchy, Unity of command, Span of Control

Unit-2 : Line and Staff

Unit-3 : Centralization and Decentralization

Unit-4 : Delegation

Module - 3

Unit-1 : Administrative Processes

Unit-2 : Decision making

Unit-3 : Communication

Unit-4 : Leadership and Co-ordination

Module - 4

Unit-1 : Motivation

Unit-2 : Theories of Motivation

Unit-3 : Motivation: Theory of Maslow and Herzberg

Unit-4 : Douglas McGregor's theory of Management

PAPER - II: INDIAN GOVERNMENT

Module - 5

Unit-1 : Constitutional development in India (Pre independence era – 1858 to 1909)

Unit-2 : Constitutional development in India (Pre independence era- The Reform Act 1909 to 1935)

Unit-3 : Constitutional development in India (Pre independence era- The Government of India Act, 1935)

Unit-4 : Constitutional development in India: Pre independence era : 1935-1947

Module - 6

Unit-1 : Framing of the Indian Constitution

Unit-2 : Federal System in India

Unit-3 : Fundamental Rights and Duties, Directive Principles

Unit-4 : Constitutional Amendment

Module - 7

Unit-1 : President, Prime Minister, Union Council of Ministers

Unit-2 : Union Legislature

Unit-3 : Governor, Chief Minister, State Council of Ministers

Unit-4 : State Legislature

Module - 8

Unit-1 : Supreme Court: Composition and Role

Unit-2 : Judicial Review

Unit-3 : High Courts – Composition and Role

Unit-4 : Subordinate Judiciary (Separation of Executive and Judiciary)

PAPER – III :INDIAN THINKERS (ADMINISTRATIVE THINKERS)

Module - 9

Unit-1 : Kautilya

Unit-2 : Woodrow Wilson

Unit-3 : Fredrick Winslow Taylor

Unit-4 : Henri Fayol, Lyndall Urwick, Luther Gulic

Module - 10

Unit-1 : Rationalization and Authority

Unit-2 : Max Weber- Bureaucracy

Unit-3 : Limitations of Bureaucratic Rationality

Unit-4 : Liberal and Radical critique of Weberian Bureaucracy

Module - 11

Unit-1 : Mary Parker Follet

Unit-2 : Elton Mayo

Unit-3 : Chester Barnard

Module - 12

Unit-1 : Theory of Public Administration: Herbart Simon

Unit-2 : Distinctive concepts of Herbert Simon in Public Administration

Unit-3 : Behavioural Alternative Model

PAPER – IV: COMPARATIVE AND DEVELOPMENT ADMINISTRATION

Module - 13

Unit-1 : Comparative Public Administration: Definition, nature, evolution;
Relationship with Public Administration.

Unit-2 : Theories of Comparative Public Administration

Unit-3 : Recent trends in Comparative Public Administration: Ferrel Heady

Unit-4 : Futures of Comparative Public Administration

Module - 14

Unit-1 : Development Administration- Meaning and scope.

Unit-2 : Features of Development Administration- Comparative analysis between
administration and Development Administration

Unit-3 : Development administration- PrismaticSala model of Fred Riggs

Unit-4 : Relevance of development administration

Module - 15

Unit-1 : Development Administration and Bureaucracy

Unit-2 : Developing country and responsible government

Unit-3 : Relation between bureaucracy and citizen in developing states.

Unit-4 : The concept of participatory development

Module - 16

Unit-1 : New actors of development administration- NGO, Social organization

Unit-2 : Culture and Development- Role of social capital

Unit-3 : Mass movement and Development

Unit-4 : Post development theories

PAPER-V: PERSONNEL ADMINISTRATION

Module 17

Unit- 1 : Nature and Significance of Personnel in Human Resource Development

Unit- 2 : Personnel Management – Composition and Structure

Unit- 3 : Basis of Personnel Management

Unit- 4 : Personnel Management in India

Module 18

Unit- 1 : Evolution of Personnel Management in India

Unit- 2 : Recruitment – Autonomous Recruitment Board

Unit- 3 : Training and development of Personnel

Unit- 4 : Organizational Structure of Personnel Management

Module 19

Unit- 1 : Morale – Significance of morale in organization

Unit- 2 : Organizational Grievances – Administrative mechanism redressing grievances

Unit- 3 : Role of Workers Organization in Employee-Authority Relation – UK and USA

Unit- 4 : Indian Administrative Management System – Scope for further improvement in Employee-Authority Relation

Module 20

Unit- 1 : Control and Accountability in Indian Administrative System

Unit- 2 : Discipline in Administration

Unit- 3 : Central Vigilance Commission

PAPER-VI: FINANCIAL ADMINISTRATION

Module 21

Unit- 1 : Financial Administration- Nature and Scope

Unit- 2 : Budget- Principles, Approaches and Classification

Unit- 3 : Performance based Budget

Unit- 4 : Zero based Budget

Module 22

Unit- 1 : Ministry of Finance- Preparation and control of budget

Unit- 2 : Adoption of Budget

Unit- 3 : Estimates Committee

Unit- 4 : Public Accounts Committee

Module 23

Unit- 1 : Public Administration – Financial Administrative System

Unit- 2 : Sources of State Revenue- Theories of Taxation

Unit- 3 : Public Expenditure of the State

Unit- 4 : Financial Administrative System in India

Module 24

Unit- 1 : Financial Administrative system in states

Unit- 2 : Union Budget- Preparation and Approval, Role of Finance Commission,
Public Debt in India

Unit- 3 : Central Budget

Unit- 4 : Public Account : Revenue and Expenditure

PAPER-VII : INDIAN ADMINISTRATIVE SYSTEM

Module 25

Unit- 1 : Indian Welfare Commission

Unit- 2 : Union Public Service Commission

Unit- 3 : Probation and Training

Unit- 4 : Relation between Council of Ministers and UPSC

Module 26

Unit- 1 : Organizational Structure of the Union Government

Unit- 2 : Prime Minister's Office

Unit- 3 : Secretariat

Unit- 4 : Union Secretariat

Unit- 5 : Relation between Secretariat and Directorate

Module 27

Unit- 1 : State Secretariat – Organization and Importance

Unit- 2 : Chief Secretary

Unit- 3 : District Administration- Role of the Collector

Unit- 4 : District Magistrate and Block Development Officer

Module 28

Unit- 1 : Planning Commission

Unit- 2 : National Development Council

Unit- 3 : Comptroller and Auditor General of India

Unit-4 : Finance Commission

PAPER-VIII: LOCAL GOVERNMENT (RURAL AND URBAN)

Module 29

Unit- 1 : Local Government- Meaning and Theories

Unit- 2 : Approaches to the study of Local Government

Unit- 3 : Local Politics and Local Government

Unit- 4 : Local Government, Democracy and Development

Module 30

Unit- 1 : Rural Administration- Evolution

Unit- 2 : Rural Administration- Structure

Unit- 3 : New Constitutional Arrangement in Rural Administration.

Unit- 4 : Rural Administration

Module 31

Unit- 1 : Urban Administration- Evolution

Unit- 2 : Urban Administration- Structure and Composition

Unit- 3 : Urban Politics

Unit- 4 : New Constitutional Arrangements in Urban Administration

Module 32

Unit- 1 : Self Government and Women

Unit- 2 : Self Government and Environment

Unit- 3 : Human Rights

Programme Duration: Course duration is 3 years. However, the students have the liberty to complete its course within six years.

Faculty and Support Staff Requirement:

The NSOU has government sanctioned posts of teachers and non-teaching staff for academic and administrative support for the learners in an effective and cohesive manner. The recruitments of faculty positions are always strictly maintained following the UGC guidelines. The University also take support from the wider academic community of therespective courses from other institutions of higher learning and researches.

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	RC	01 (Currently vacant post already advertised)
2	Associate Professor	Nil	NA
3	Assistant Professor	RC	01 (Currently vacant post already advertised) (Presently two Assistant Professors of Political Science are entrusted for the programme)

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant	HQ	1
2	Junior Assistant Cum Typist	RC	1

Instructional Delivery Mechanisms:

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	24 Hours of PCP for Each Paper of 100 Marks/12 Hours of PCP for Each Paper of 50 Marks (PCP: @24hrs / Paper of 8 Credits Total contact hrs: 8X24= 192hrs for 64 Credits)
	Tutorials/ Special Classes / Remedial Classes/ Induction Workshop	Yes	Special Classes and Induction Meetings are organized in the RC and Study Centres on the basis of the learners' responses frequently.
	Seminar/ Research Colloquium	Yes	Seminars are regularly organized and the learners are the participants in the seminar. 2 Seminars@5hrs/Year Total activity hrs: 30hrs for 3 years
	Workshop	Yes	The University organizes workshop

			for the counsellors and the learners at regular interval. 2 Workshops @ 6hrs/Year Total activity hrs: 12hrsX3=36hrs for 3 Years
	School Based activities and Internship	No	NA
	Micro Teaching Sessions	No	NA
	Laboratory based Practical	No	NA
	Field Work including Visits	No	NA
	Extension Activities/ Community Outreach Programmes	No	NA
Self- Learning	SLMs	Yes	The University provides SLMs to the learners at free of cost during the time of admission through the study centres in print form. The SLMs are also available in the NSOU Website as PDF format.
	Reference Books	Yes	The centrally located library at the Kalyani Campus of NSOU and the library facility available at the district libraries provide opportunity to the learners to get the reference books.
ICT/ Wellness students	Digital of Online (Web driven/Mobile App)	Yes	NA
	Offline DVD/SD Card/USB Drive	Yes	NA
	Telecommunications	No	NA
	Social Media (Facebook page/ Instagram/ Twitters/ Google Groups etc.)	No	NA
Blended	Smart Classrooms	Yes	The School of Social Sciences develops two smart classes at the Kalyani Campus.
	Flipped Learning	No	NA

Medium of Delivery: Bengali

Paper Wise Mapping of Credit Hours:

		Paper	Paper Code	Paper Type (Theo/Prac)	Study Hours	Full Marks	Credits
1 st Year	Semester - I	Foundation Course of Bengali	FBG	Theo	120	50	4
		Foundation Course of English	FEG	Theo	120	50	4
		Paper 1: Administrative Theory	EPA –I	Theo	240	100	8
	Semester - II	Foundation Course of Humanities & Social Sciences	FHS	Theo	240	100	8
		Paper 2: Indian Government	EPA –II	Theo	240	100	8
		Environmental Studies	ENVS	Theo	120	50	4
2 nd Year	Semester - III	Foundation Course of Science & Technology	FST	Theo	240	100	8
		Paper 3: Indian Thinkers (Administrative Thinkers)	EPA-III	Theo	240	100	8
	Semester – IV	Paper 4: Comparative and Development Administration	EPA-IV	Theo	240	100	8
		Paper 5: Personnel Administration	EPA-V	Theo	240	100	8
		Subsidiary Bengali/ English/ Political Science Paper - 1	SBG-I/ SEG-I/ SPS-I	Theo	240	100	8
		Paper 6: Financial Administration	EPA-VI	Theo	240	100	8
3 rd Year	Semester – V	Paper 7: Modern Europe	EHI:VII	Theo	240	100	8
		Subsidiary Bengali/ English/ Political Science Paper - 2	SBG-II/ SEG-II/ SPS-II	Theo	240	100	8
		Paper 8: Making of the Modern World	EHI:VIII	Theo	240	100	8
	Semester – VI	Food Processing	AOC-2	Theo	240	100	8
		Subsidiary Bengali/ English/ Political Science Paper – 3	SBG-III/ SEG-III/ SPS-III	Theo	240	100	8
		Total Marks and Credits					3720

F. Procedure for admissions, curriculum transaction and evaluation

Admission Procedure: Centralised admission process is conducted through online mode. Admission fees also collected through online payment gateway service and dedicated bank challan to assure better transparency in monetary transaction.

Eligibility: Passed 10+2 Examination or equivalent/ passed BPP with PSS from NSOU/ Passed 10+2 in Vocational Courses

Total Course Fee: Rs. 6,900/- (Excluding Examination and Studentship Renewal Fees)

Financial Assistance: At present no financial assistance is provided for this course.

curriculum transaction:

SLMs (Bengali version) in print and electronic medium are provided as approved by the Board of Studies and as ratified by Academic Council of the University. Each accredited Study Centre are organise PCP Sessions on weekends/holidays and notify the same to the students. During these sessions, teachers will help the students with their course work.

Evaluation: The Evaluation will be made in two ways:

a) Assignment / Internal Assessment:

The learners answer the assignment questions and send back which are then evaluated by the evaluators/ academic counsellors/distance teachers. The assignment responses reflect what the learners have understood and learnt. The assignments are then returned to the learners with the comments/remarks of the evaluator so that the assignment answers may serve the purpose of providing feedback to the learners and inform them their strengths and weaknesses. These comments carry the meaningful and constructive suggestions of the evaluator which further form the bases of successful learning.

Students will be required to submit assignment papers for each subject and the credit obtained on evaluation of those assignment papers will be entered into his/her individual record of performance. This will constitute 30% of the total credit points in the subjects. All the credit points secured by the students will be progressively entered into record.

Every student is required to submit the assignment papers before each Term-end Examination which is due at the end of each semester. But in no case a student shall be allowed to fill in the Application Form to sit for the examination if he/she has not submitted assignment paper within the due date as announced by the Examination Department of the University from time to time. Students are required to take back the copy of the evaluated assignment papers from their respective study centre.

b) Term-end Examinations (Written):

70% of the total credit points of the subjects would be reserved for Term-end Examination scheduled to be held at the end of each semester. A student will be allowed to appear in the Term-End Examination, only after she/he has registered for that course and submitted the assignment.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners registered mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related

information to examination and evaluation through its official website and registered mobile number of the learners.

G. Requirement of the laboratory support and Library Resources:

Laboratory: As the course does not have any practical paper or any component for which laboratory facility is required therefore laboratory facility is not provided.

Library: The learners of the course may avail the library facilities at their study centres. Selected District Libraries have NSOU Desk which are funded by the university through the concerned department of Govt. of West Bengal. Learner can also avail the facility of Central Library of NSOU.

H. Cost estimate of the programme and the provisions: Cost estimate of the program is Rs. 8,144/- per student.

I. Quality assurance mechanism and expected programme outcomes: NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.

A. Programme Mission and Objective:

In general, as ODL is concerned, our main objective is to democratize education as a resource and provide every citizen, irrespective of gender, caste and creed, easy and affordable access to quality education and particularly, in the paradigm of Social sciences. The basic philosophy of our aim is to “Reach the Unreached”. The teaching-learning process of sociology is closely related to the study of society, social structure, social policy, role of government and non-governmental agencies, social theories etc. It broadly tries to understand the development of society as a whole. The mission and objective of the programme is to stimulate the prospective learners to get acquainted with the theories, interpretations, procedure of evaluation as well as research methodology related to sociology as a discipline.

B. Relevance of the Programme with HEI’s Mission and Goals:

The aim of NSOU is, as already stated, ‘to reach to the unreached’. The University provides quality education in a flexible manner to serve those who are still beyond the arena of the higher education institutions through open and distance mode of learning. The relevance of the present programme, that is, B.A. in Elective Sociology, is appropriate with the NSOU’s mission and goal. The course is designed in such a way so that it can offer updated knowledge in the subject following the latest regulations of all the appropriate statutory bodies of government (both state and union). In order to spread the study of history in an optimum level, the programme is conducted in Bengali language though the learners have the liberty to write either in Bengali or in English in the examinations.

C. Nature of Prospective Target Group of Learners:

It aims to cater the broader demands of the society very significantly. This course is truly attractive to those who desire to work in the NGOs. Secondly, the learners who will opt for teaching and research in the academic institutions or aim to be placed in the government administration find this programme highly valuable. This programme is also attracting the in-service people. Moreover, our main target group of learners is disadvantaged people who could not afford to access higher education.

D. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence

Traditionally, the social sciences are understood to be those academic fields of study that employ a scientific method to explore the social phenomenon. Social Sciences at Netaji Subhas Open University break from this narrow tradition to provide students with a progressive, innovative and truly interdisciplinary learning environment. Our programmes and courses are to be conducted for capacity building of the learners as general competence, job orientation, skill development in the respective field, contributing to the social development, research ability and to acquire the specific skill of administrative knowledge in respect of governance, leadership, and management. The School of Social Sciences also emphasizes the cultivation of critical skills (in developing fresh, innovative and original thinking) that provide students with a firm basis for success in their academic careers. The best possible practices are taken into consideration in the teaching-learning process of Elective Sociology programme of NSOU to follow this philosophy. It is planned in such a way so that it could cater the needs of both the professional world and academic sphere.

E. Instructional Design:

As the state and national level, the higher educational institutions are expected to provide quality education, education for all, strategic plans for an institution that defines targets and measures of the programmes to be achieved by the institution. Apart from physical infrastructure, administrative policy and code of behaviour, school of social sciences is actively engaged in its academic development of respective subjects i.e. History, Political Science, Sociology and Public Administration. The programs offered through the School of Social Sciences reflect a sustained dedication to critical, interdisciplinary approaches to the study of social relations, social structures, social identities and social phenomena. That is to say, our courses and programs ground their analysis of social practices and relations in and across a range of disciplines and fields of study. The School of Social Sciences has been designed its curriculum, several learning resource materials, and Feedback system through the BOS and/or a subject expert

committee. Learning Material through print-media named Self-Learning Materials (SLMs) is developed with the approach of self-explanatory, self-contained, self-motivating and self-evacuating followed by the UGC guideline.

Curriculum Design:

Course Duration: **Three Years**

Detailed Syllabus:

Course Structure

1. Compulsory Subjects: Foundation Course	
(a) Bengali (FBG)	4 Credits
(b) English (FEG)	4 Credits
(c) Humanities and Social Science (FHS)	8 Credits
(d) Science and Technology (FST)	8 Credits
2. Elective Subject: Eight Papers (8×8 Credits)	64 Credits
3. Subsidiary Course (3×8 Credits)	24 Credits
4. Compulsory Subject: Application Oriented Courses (Any One)	
(a) Basic Accountancy (AOC-01)	8 Credits
(b) Food Processing (AOC-02)	
(c) Household Chemistry (AOC-03)	
5. Environmental Studies	4 Credits
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	Total 124 Credits

Detailed Syllabus:

Paper I : Introducing Sociology

Module-1 : Nature & Scope : Definition-Sociological questions—Methods of study—Scientific

status; Sociological & other forms of knowledge of Society : Sociology & common sense—Sociology & Social Anthropology—Sociology & Social Psychology—Sociology & History—Sociology & Political Science : Development of Sociology : Industrial Revolution—French Revolution—Enlightenment & Educational Revolution—A broad overview on Indian Sociology; Basic issues : Individual & Society—Persistence & change-Cohesion & conflict—Globalisation & Localisation.

3

Module-2: Group and Organization : Primary & Secondary Groups—Reference Groups—Bureaucracy—Self-help Groups; Status and Role : Ascribed status and achieved status— Role Set—Role Strain & Role conflict—Status-role incongruence; Stratification : Social Inequality & Social Change—Slavery, Caste, Estates, Class— Class and Class consciousness—Gender stratification; Network-Details from IGNOU.

Module-3 : Culture : Culture and Civilization—Culture and Sub-culture—Social Origins of Culture—Culture Institution Media; Components of Culture-Beliefs and attitude—Nouns and Values—Ideology and Science ; Socialization : Process of Socialization—Agencies of Socialization—Changing patterns—Socialization, Culture, Social Structure; Culture, Social Control & Deviance : Types of Social Control—Agencies—Deviance—Social Control and Social Order.

Module-4 : Society as a Process : Society and the Time-process—The process of adjustment to a total environment—Internal Processes—Strain & Conflict—Cooperation & Conflict; Social Conflict : Conflict as a process—Forms of conflict—Marx's contributions— Interaction, Conflict and Contradiction ; Social Mobility : Meaning and Types—Mobility and Stratification—Process of Conformity and Deviance—Socialization, Social control and Mobility ; Social Change :

Meaning of Social Change—Social Evolution and Social Development—Social Progress—
Explanations of change.

Paper II : Indian Society

Module-1 : Nature of Indian Society : Unity in Diversity—Evolution of Indian Society
(Sociocultural dimension)—Indian's Social Structure (Village Community and Urban
Community)—Varna and Jati;

Module-2 : Family and Kinship : Family, Marriage ; Kinship.

Module-3 : Social Stratification in India : Class and caste; The Tribal Order; Religion and
Stratification—The Communal Groups ; Religion in Tribal Societies.

Module-4 : Social Change in India : Sanskritization, Modernisation and Westernization : Social
Movements-Ecology and Gender, Demographic Factors in Social Change : Urbanization,
Development and Planning ; Contemporary social problems.

Paper III : Sociological Thought

Module-1 : Foundation of Sociological Thought in Europe : Emergence of Sociology in
EuropeIndustrial Revolution and Intellectual Revolutions; Early Founders : Saint Simon and
August Comte; Political—Philosophical Foundations : Montesquieu ; Marxian Watershed.

Module-2 : Classical Thinkers : Herbert Spencer and George Simmel ; Emile Durkheim; Max
Weber and V. Pareto ; Radcliffe Brown and Malinowski.

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Module-3 : Development of Sociological Thought : Contribution of Americal Writers-Veblen,
Cooley, Mead, Park and Sorokin; Contribution of Continental Writers—Mosca, Mitchell.

Manhein, W. I. Thomas and F. Znaniecki ; Modern Thinkers-Talcott Parsons, Robert Merton, C.
W. Mills.

Module-4 : Indian Thinkers : Raja Rammohan Roy and Bhudeb Mukhopadhyay, Vidyasagar,
Bankim Chandra, Vivekananda, Sibnath Sastri, Rabindra Nath Tagore, Bhupendra Nath Dutta, G.
S. Ghurye, Binoy Sarkar, Dhurjati Prasad and Radha Kamal.

Paper IV : Sociological Theory

Module-1 : Functional Theory : Holistic Traditions - Positivist Approach, Durkheimian
Approach; Radcliffe - Brown (Structural-Functionalism), Malinowski (Functionalism) ; Merton's
Personian Functionalism-Merton's Critique of Functionalism.

Module-2 : Conflict Theory : Marxist Tradition, Simmel's Contribution, Dahrendorf's
Contribution; L. Coser's Conflict-Functionalism.

Module-3 : Exchange Theory and Symbolic Interactionism : Anthropological
TraditionMalonovski's contribution, Levi-Strauss and Modern anthropological tradition ;
Sociological Tradition : Homans, P. Blau; Symbolic Interactionism and Dramaturgical analysis-a
brief outline.

Module-4 : Phenomenology and Critical Sociology : Emergence of Phenomenology ; A brief
outline of Phenomenological theory (with a critical evaluation); Ethno-methodology a brief
outline; Critical Sociology : a brief outline with reference to the works of Horkheimer, Adorno,
Marcuse and Habermas.

Paper V : Rural and Urban Sociology

Module-1 : Urbanism : Features of urbanism ; Urbanism as a way of life ; Re-urbanization and
the Post-II War pattern of urban development ; Problems of Urbanism.

Module-2 : Theories of Urbanism (Patterns of growth) : Central place theory ; Burgers and the
Concentric Zone theory ; Sector theory ; Multiple-Nuclei theory.

Module-3 : Rural-Urban Continuum : The concept of continuum ; Development of modern cities;
Urbanism in the Third World; Urban Social Movements.

Module-4 : Indian Rural Society : Village Social Structure ; Village Economy-Economic aspect
of caste ; Village power Structure—Panchayati Raj; Rural Development Programme.

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Paper VI : Social Institutions

Module-1 : Institutions of Family and Marriage : Meaning of Institutions and distinction between Institution and Association ; Family and Marriage defined and their interrelations explained; Functions of Family and Marriage.

Module-2 : Economic Institutions : Importance of Economic Institutions in human society; Institutions of Property - The evolution of the institution; Capitalism as an institution ; Karl Marx and Max Weber on the relation between Economy and Society.

Module-3 : Political Institution : Evolution of Political Institutions in human society-origin of State; Relation between Economic and Political Institutions; Political Parties – their institutional significance; Role of Pressure groups in human society.

Module-4 : Religion and Educational Institution : Defining Religion-Relation between Magic and Religion; Social Function of Religion ; Marx's explanation of Religions as a Social Institutions; Education and the processes of Socialization and Social control.

Paper VII : Social Demography and Social Change

Module-1 : Social Change : Meaning of Social Change ; Relation between Social Change and Social Evolution (and progress) ; Factors of Social Change; Social Change and Social Revolution.

Module-2 : Theories of Social Change : Marxist explanation of Social Change ; Thostein Veblen's technological theory of change; Geographical explanation of Social Change; Modern approach to the study of Social Change—Indirected change vs. directed change through social movements.

Module-3 : Social Demography : Demography-Nature & Scope ; Sources of Demographic data; Size and growth of India's population ; Factors affecting fertility, mortality and migration.

Module-4 : Theories of Population : Pre-Malthusian theories of population ; Malthusian theory of population ; Theory of optimum population; Marxist theory of population; Theory of Demographic transition.

Paper VIII : Social Problems and Social Research

Module-1 : Crime and Delinquency : Causes of Crime-Theories concerning the treatment of Criminals-White Collar Crime-Problem of Juvenile Delinquency-Remedial measures and programme; Problem of Child Abuse : Types and Causes of Child Abuse-Areas of Child Labour— Remedial measures and programme; Problem of Youth : Alienation— Students' Movement- Remedial measures and programme. Module-2 : Problem of Women : Violence against Women- Nature and Forms-Discrimination against Women-its Institutional and Social aspects-Remedial measures and programme; Problem of Old Age : Nature of the problem – physiological, psychological, Social and Economic aspects-Remedial measures and programme ; Problem of Communalism— Causes and Incidences of Communal Violence in Independent India—6 Remedies—Meaning of Secularism—Programme for the implementation of secular ideas; Problem of Environment : Forms of Environment pollution—their causes-Remedial measures and programme.

Module-3 : Research Methodology : Theory and Research : The creation of Social Theory— Deductive and Inductive Theory Construction—Concepts, Variables, Propositions and Hypotheses-Links between Theory and Research ; The Research Process : Social Science as Science-Stages of Social Research—Types of Research-Uses and Abuses of Social Research- Value free Sociology; Research Design : Purposes of Research-Problem formulation and Research Design-Different types of Research Design—Major steps in a Research Design; Conceptualisation and Operationalization : Concepts-Operationalizing Definitions-Validity-Meaning and Types- Reliability-Meaning and Types; Qualitative Research Technique. Techniques and methods of Qualitative Research—participant Observation/Ethnography; Interview guide-Case Study Method-Content analysis-Oral history, Narratives-Life history, Genealogy.

Module-4 : Research Methodology including Social Statistics : Survey Research—General Components of Survey Research—Types of Surveys—Design of Questionnaires, Face to Face Interview & Telephone Surveys—Deciding if a Survey is Appropriate for your topic. ; Field

Research and Observational Studies ; General Components of a Field Study—The Design of Field Studies—Strategies for Analysis—Validity and Reliability in Field Studies—Deciding if a Field Study is Appropriate for your Topic; Frequency Distribution and Graphing Techniques : Grouping of Data—Cumulative Frequency and Cumulative Percentage Distribution—Graphing Techniques—Misuse of Graphing Techniques—Forms of Frequency Curves—Other Graphic Representations—Levels of Measurement and Different Graphic Presentation; Percentiles : Cumulative Percentiles and Percentile Rank and Reference Group—Centiles, Deciles and Quartiles; Measures of Central Tendency : The Arithmetic Mean—The Median—The Mode—Comparison of Mean, Median and Mode—Criteria for the Choice of an Average—The Mean, Median, Mode and Skewness.

Programme Duration: Course duration is 3 years. However, the students have the liberty to complete its course within six years.

Faculty and Support Staff Requirement:

The NSOU has government sanctioned posts of teachers and non-teaching staff for academic and administrative support for the learners in an effective and cohesive manner. The recruitments of faculty positions are always strictly maintained following the UGC guidelines. The University also take support from the wider academic community of the respective courses from other institutions of higher learning and researches.

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	Nil	NA
2	Associate Professor	1 Post (Currently Vacant Post Already Advertised)	NA
3	Assistant Professor	RC	1

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant	HQ	1
2	Junior Assistant Cum Typist	RC	1

Instructional Delivery Mechanisms:

Type	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
In-Person Delivery	PCP	Yes	24 Hours of PCP for Each Paper of 100 Marks/12 Hours of PCP for Each Paper of 50 Marks
	Seminar		
	Workshop		
Electronic Delivery	Online (Web driven/Mobile App)		

	Offline DVD/SD Card/USB Drive)		
	Telecommunications		
Blended			

Medium of Delivery: Bengali

Paper Wise Mapping of Credit Hours:

		Paper	Paper Code	Paper Type (Theo/Prac)	Study Hours	Full Marks	Credits
1 st Year	Semester - I	Foundation Course of Bengali	FBG	Theo	12 Hours	50	4
		Foundation Course of English	FEG	Theo	12 Hours	50	4
		Elective Sociology-1	ESO-I	Theo	24 Hours	100	8
	Semester - II	Foundation course in Humanities and Social Sciences	FHS	Theo	24 Hours	100	8
		Elective Sociology-2	ESO-II	Theo	24 Hours	100	8
		Environmental Sciences	ENVS	Theo	12 Hours	50	4
2 nd Year	Semester - III	Foundation Course in Science and Technology	FST	Theo	24 Hours	100	8
		Elective Sociology-3	ESO-III	Theo	24 Hours	100	8
	Semester - IV	Elective Sociology-4	ESO-IV	Theo	24 Hours	100	8
		Elective Sociology-5	ESO-V	Theo	24 Hours	100	8
		Subsidiary Political Science/Bengali/History Paper - 01	SPS-I/ SBG-I/ SHI-I	Theo	24 Hours	100	8
		Elective Sociology-6	ESO-VI	Theo	24 Hours	100	8
3 rd Year	Semester - V	Elective Sociology-7	ESO-VII	Theo	24 Hours	100	8
		Subsidiary Political Science/Bengali/History Paper - 02	SPS-II/ SBG-II/ SHI-II	Theo	24 Hours	100	8
		Elective Sociology-8	ESO-VIII	Theo	24 Hours	100	8
	Semester - VI	Application Oriented Course	AOC-2	Theo	24 Hours	100	8
		Subsidiary Political Science/Bengali/History Paper - 03	SPS-III/ SBG-	Theo	24 Hours	100	8

			III/ SHI-III				
Total Marks and Credits					372 Hours	1550	124

F. Procedure for admissions, curriculum transaction and evaluation

Admission Procedure: Admission is made through the purely online process, admission fees also transferred by the cashless way to assure better transference, the process of the evolution and curriculum transaction Criteria are decided in the BOS.

Eligibility: Passed 10+2 Examination or equivalent/ passed BPP with PSS from NSOU/ Passed 10+2 in Vocational Courses

Total Course Fee: Rs. 6,900/- (Excluding Examination and Studentship Renewal Fees)

Financial Assistance: At present no financial assistance is provided for this course.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners registrared mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related information to examination and evaluation through it official website and registrared mobile number of the learners.

G. Requirement of the laboratory support and Library Resources:

Laboratory: As the course does not have any practical paper or any component for which laboratory facility is required therefore laboratory facility is not provided.

Library: The learners of the course may avail the library facilities at their study centres. Selected District Libraries have NSOU Desk which are funded by the university through the concerned department of Govt. of West Bengal. Learner can also avail the facility of Central Library of NSOU.

H. **Cost estimate of the programme and the provisions:** Cost estimate of the program is Rs. 3000 (per student/learner per year)

I. **Quality assurance mechanism and expected programme outcomes:** NSOU has constituted the “Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement

- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on quality-related institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.

A. Programme Mission and Objective:

Mission: The B. Ed. Spl. Ed. programme aims to develop Special Education teachers/Educators for children with disabilities in various settings (including Inclusive, Special, Open School and Home Based Education). The B.Ed. (Special Education) programme will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to children with special needs as well as all other children and this being teachers for all children.

Objectives: After completing the B.Ed. (Special Education) programme the student-teachers will:

- a. Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.
- b. Acquire knowledge & skills about nature and educational needs of children with disabilities as well as of few select specific disabilities.
- c. Develop conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings.
- d. Enhance knowledge and skills for professional development.

B. Relevance of the Programme with HEI's Mission and Goals:

The Open and Distance Education Programme is being offered jointly by NSOU and RCI. It aims to develop professionals for Special Education within a broad perception of Education in the Twenty First Century. The Open and Distance Education Programme aims to develop professionals for Special Education within a broad perception of Education in the Twenty First Century in the ensuing Age of IT Revolution and Globalization. Within this broad perception the so called disabled are perceived as differently abled and that teaching is not a profession but a mission. The programme aims to educate and train the aspirants to become agents of change as teacher-professional by imbibing required knowledge, understanding, attitude and skill. The education and training will enable them to tap the hidden talents and potentialities buried in the differently abled; develop in them faith as well as sense of freedom, self-respect and dignity not only to stand on their own legs but also to contribute their services to the society and the nation.

C. Nature of Prospective Target Group of Learners:

ELIGIBILITY FOR ADMISSION

- a) Candidates should have at least 50% marks either in the Bachelor's Degree* and/or in the Master's Degree in Sciences/ Social Sciences/ Humanities, 4 years Bachelor's or 3 years Second Degree Bachelor's Programme in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.

*Bachelor's Degree with Hons. may be determined either on the basis of Hons. Marks only or on the basis of Hons. marks and marks of the Pass Subjects taken together.

Relaxation of marks for the Reserve Category candidates is admissible as per rules of State Government.

- b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of State Government.
- c) However, weightage to be given to the candidates fulfilling any one of the following conditions: -

Parent of a child with disability
 Person with disability possessing Disability Certificate issued by the Competent Authority
 Possession of any RCI approved Diploma/ Degree (With Valid CRR No.

INTAKE:

The maximum intake for the B. Ed. Spl. Ed. (Disability Specialization) course per academic session shall be 500 students subject to the condition that one Study Centre shall not enrol more than 50 students in a given session. However, the request for additional units shall be examined by the RCI on the basis of the availability of required facilities in respect of study centres and geographical conditions and requirement of the respective State.

D. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence

The annual turnover of professional manpower trained through the regular institutions is unable to meet the demand of trained manpower in the area of special education and rehabilitation. The Rehabilitation Council of India opted for the Open and Distance Learning (ODL) mode of curriculum transaction to achieve its vision in rendering services to all the people with disabilities in India and providing them age and disability appropriate continuum of rehabilitation services. As a result, Need based and innovative Special Education Programmes through Distance Mode were initiated by the Council in 2001 in collaboration with MPBOU, Bhopal. The Council later on launched more such programmes in collaboration with 11 other universities including Netaji Subhas Open University through signing of Memorandum of Understanding (MoU) with them.

E. Instructional Design:

Duration of the Programme: 2 years 6 months (5 Semesters of Six months duration)

Curriculum Design:

Detailed Syllabus:

Programme Structure & Semester wise Course Details:

1ST SEMESTER (JULY-DECEMBER)

	Course Code	Title	Internal Assessment	Term End	Pass Marks	Full Marks	Credits
AREA-A (Core Course)	A1	Human Growth &Development Unit 1: Approaches to Human Development Unit 2: Theoretical Approaches to Development Unit 3: The Early Years Unit 4: Middle Childhood to Adolescence Unit 5: Transitions into Adulthood	20	80	50	100	4
	A2	Contemporary India and Education Unit 1: philosophical Foundations of Education Unit 2: Understanding Diversity	20	80	50	100	4

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		Unit 3: Contemporary Issues and Concerns Unit 4: Education Commissions and Policy Unit 5: Issues and Trends in Education					
AREA-B (Cross Disability And Inclusion)	B7	Introduction to Sensory Disabilities (VI, HI, Deaf-Blind) Unit 1: H.I- Nature and Classifications Unit 2: Impact of hearing Loss Unit 3: V.I- Nature and Assessment Unit 4: Educational Implications of V.I Unit 5: Deaf- Blindness	10	40	25	50	2
	B8	Introduction to Neuro Developmental Disabilities (LD, MR[ID], ASD) Unit 1: Learning disability: Nature, needs and Intervention Unit 2: Intellectual Disability: Nature, needs and Intervention Unit 3: ASD: Nature, needs and Intervention	10	40	25	50	2
	B9	Introduction to Locomotor & Multiple Disabilities (CP,MD) Unit 1: C.P Unit 2: Amputees, Polio, Spinal Cord Injuries, Spina –Bifida and Muscular Destrophy Unit 3: Multiple Disabilities and Other Disabling conditions	10	40	25	50	2
AREA-E (Practical Related to Disability)	E1	Cross Disability and Inclusion	20	24	25	50	2
Total Marks in 1 st Term End Examination			90	310	200	400	16

2ND SEMESTER (JANUARY –JUNE)

	Course Code	Title	Internal Assessment	Term End	Pass Marks	Full Marks	Credits
AREA-A (Core Course)	A3	Learning, Teaching and Assessment Unit 1: Human Learning and Intelligence Unit 2: Learning Process and motivation Unit 3: Teaching- Learning Process	20	80	50	100	4

		Unit 4: Overview of Assessment and School system Unit 5: Assessment: Strategies and Practices					
	A4 Any One	Pedagogy of Teaching (Special Reference to Disability) PART-I: Science (Special reference to Disability) PART-II: Mathematics (Special Reference to Disability) PART-III: Social Science (Special Reference to Disability)	20	80	50	100	4
AREA-B (Cross Disability And Inclusion)	B6	Inclusive Education Unit 1: Introduction to Inclusive Education Unit 2: Policies and frameworks facilitating Inclusive Education Unit 3: Adaptations, Accommodations and Modifications Unit 4: Inclusive Academic Instructions Unit 5: Supports and collaboration for Inclusive Education	10	40	25	50	2
AREA-C (Disability Specialisation Courses)	C12	Assessment and Identification of Needs (H.I.) Unit 1: Early Identification of Hearing Loss Unit 2: Audiological Assessment Unit 3: Assessment of Language and Communication Unit 4: Assessment of Speech Unit 5: Educational assessment and identification of needs	20	80	50	100	4
		Assessment and Identification of Needs (M.R.) Unit 1: Intellectual Disability- Nature & Needs Unit 2: Assessment Unit 3: Assessment at Pre- school and School level Unit 4: Assessment at Adult and Vocational level Unit 5: Assessment of Family Needs					

		Identification of Children with Visual Impairment and Assessment of Needs (V.I.) Unit 1: Anatomy and Physiology of Human Eye Unit 2: Types of V.I and Common Eye Disorders Unit 3: Implications of V.I Unit 4: Identification and Assessment of V.I Unit 5: Assessment of learning Needs of Children with VIMD					
AREA-E (Practical Related to Disability)	E2	Disability Specialization	20	24	25	50	2
Total Marks in 2nd Term End Examination			90	310	200	400	16

 3RD SEMESTER (JULY-DECEMBER)

	Course Code	Title	Internal Assessment	Term End	Pass Marks	Full Marks	Credits
AREA-A	A5	Pedagogy of Teaching (Special Reference to Disability)	20	80	50	100	4
Core Course	Any One	PART IV: Bengali PART V: English					
AREA-C (Disability Specialisation Courses)	C13	Curriculum Designing, Adaptation and Evaluation (H.I.) Unit 1: Curriculum and Its Designing Unit 2: Developing Literacy Skills: Reading Unit 3: Developing Literacy Skills: Writing Unit 4: Curricular Adaptation Unit 5: Curricular Evaluation.	20	80	50	100	4
		Curriculum Designing, Adaptation and Evaluation (M.R.) Unit 1: Curriculum Designing Unit 2: Curriculum at Pre- School and Primary School level					

	<p>Unit 3: Curriculum at Secondary, Pre- vocational and Vocational level Unit 4: Curriculum Adaptations Unit 5: Curriculum Evaluation</p> <p>Curriculum, Adaptation and Strategies for Teaching Expanded Curriculum (V.I.)</p> <p>Unit 1: Concept and Types of Curriculum Unit 2: Teaching Functional Academics Skills Unit 3: Teaching of Independent Living Skills Unit 4: Curricular Adaptation Unit 5: Curricular Activities</p>					
C14	<p>Intervention and Teaching Strategies (H.I.)</p> <p>Unit 1: Need and Strategies for early intervention of hearing loss Unit 2: Auditory Learning and Speech Reading Unit 3: Speech Intervention Strategies Unit 4: Communication and Language Teaching Strategies Unit 5: Educational intervention strategies</p> <p>Intervention and Teaching Strategies (M.R.)</p> <p>Unit 1: Intervention Unit 2: Individualized Education Programme Unit 3: Teaching Strategies and TLM Unit 4: Intervention for Mal-adaptive Behaviour Unit 5: Therapeutic Intervention</p> <p>Intervention and Teaching Strategies (V.I.)</p> <p>Unit 1: Theoretical Perspectives Unit 2: Mathematics Unit 3: Science Unit 4: Social Science Unit 5: Teaching of Children with Low Vision</p>	20	80	50	100	4

AREA-E (Practical Related to Disability)	E2	Disability Specialization	40	60	50	100	4
Total Marks in 3rd Term End Examination			100	240	200	400	16

 4TH SEMESTER (JANUARY –JUNE)

	Course Code	Title	Internal Assessment	Term End	Pass Marks	Full Marks	Credits
AREA-B Cross Disability And Inclusion	B10	Skill based Optional Course (Cross Disability And Inclusion) B 10(A) Guidance and Counselling	10	40	25	50	2
AREA-C (Disability)	C12	Technology and Disability (H.I.)	20	80	50	100	4
		Technology and Disability (M.R.)					
		Technology and Education of the Visually Impaired (V.I.)					
Specialisation Courses)	C16	Psycho Social and Family Issues (H.I.) Unit 1: Psychological aspects and disability Unit 2: Family needs Unit 3: Family Empowerment	10	40	25	50	2
		Psycho Social and Family Issues (M.R.) Unit 1: Family Unit 2: Psycho- social issues Unit 3: Involving families Unit 4: Adolescent Issues Unit 5: CBR and CPP					
		Psycho Social and Family Issues (V.I.) Unit 1: Family of a child with VI Unit 2: Parental issues and concerns Unit 3: Rehabilitation of children with VI Unit 4: Meeting the challenges of children with VI					
AREA-D	D17	Reading and Reflecting on	10	40	25	50	2

(Enhance ment of Professional Capacities (EPC)		Texts					
	D18	Drama and Art in Education	10	40	25	50	2
AREA-F Field Engagem ent/Scho ol Attachme nt/Intern ship	F1	Main Disability Special School (Related to Area-C)	40	60	50	100	4
Total Marks in 4th Term End Examination			100	240	200	400	16

 5TH SEMESTER (JULY –DECEMBER)

	Course Code	Title	Internal Assess- ment	Term End	Pass Marks	Full Marks	Credits
AREA-B Cross Disability And Inclusion	B11	Skill based Optional Course (Disability Specialization) B 11(E) Management of Learning Disability	10	40	25	50	2
AREA-D Enhancemen t of Professional Capacities (EPC)	D19	Basic Research & Basic Statistics Unit 1: Introduction to research Unit 2: Type and process of Research Unit 3: Measurement and Analysis of data	10	40	25	50	2
AREA-E (Practical Related to Disability)	E1	Cross Disability and Inclusion	40	60	50	100	4
AREA-F (Field Engagement /School Attachment/ Internship	F2	Other Disability Special School (Related to Area-B)	40	60	50	100	4
	F3	Inclusive school (related to AREA B & C)	40	60	50	100	4
Total Marks in 5th Term End Examination			140	260	200	400	16
Grand Total in Two and Half Years Course			520	1480	1000	2000	80

Programme Duration: 2 years 6 months (5 Semesters of Six month's duration)

Faculty and Support Staff Requirement:

The NSOU has government sanctioned posts of teachers and non-teaching staff for academic and administrative support for the learners in an effective and cohesive manner. The recruitments of faculty positions are always strictly maintained following the UGC guidelines. The University also take support from the wider academic community of the respective courses from other institutions of higher learning and researches. The details of internal faculty members and officers are available in the University Website: www.wbnsou.ac.in

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	HQ	2
2	Associate Professor		1
3	Assistant Professor	RC	2
4.	Consultant	HQ	2

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant cum Typist	RC	01

Instructional Delivery Mechanisms:

The NSOU follows a modern ICT enabled approach for instruction. The methodology of instruction in NSOU is different from that of the conventional/regular programs. Our ODL system is more learner-oriented and the learner is an active participant in the teaching-learning process. Most of the instruction is imparted through a blended mode i.e. a combination of distance as well as face to face approach.

NSOU academic delivery system comprises:

Print Material: The printed material of the programme is supplied to the students in batches of blocks for every course. A block which comes in the form of a booklet generally comprises 3 to 5 units.

Audio-Visual Material Aids: The learning package contains audio and video programmes which have been produced by the UNIVERSITY for better clarification and enhancement of understanding of the course material given to the student. A video programme is normally of 25-24 minutes' duration. The video programmes are delivered using laptop/desktop or a mobile app.

Counselling Sessions: Normally, counselling sessions are held as per a schedule drawn beforehand by the Study Centre Coordinator. They are held on weekends, i.e., Saturday and Sunday. There are 6 counselling sessions of 2½ hour duration for each course in face to face mode. A minimum of 140 study hours spread over 05 semesters i.e. 2½ years shall be devoted to the Counselling sessions. The Counselling sessions shall be organized in the form of tutorials and not as teaching sessions as the learning materials provided to the learners shall perform the teaching function.

Online/Virtual Classes: Additionally, NSOU, THE UNIVERSITY conducts live/virtual classes using technology. These are pre-calendared classes where the university faculty or external experts are invited to conduct live sessions for students. Students are able to ask questions and the instructor is able to answer questions after the lecture using technology.

Distribution of SD Card: SD card containing audio visual lectures and soft copy of SLM for all semesters are given to the enrolled learners.

Board of Studies (BoS) meeting is conducted once in a year or as and when required regarding different pertinent issues related to B.Ed. Spl. Ed.- ODL course.

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	yes	180 hrs
	Tutorials/ Special Classes/ Remedial Classes	yes	20 hrs
	Seminar/ Research Colloquium	yes	12 hrs
	Workshop	yes	60 hrs (2 Day x 5Semesterx 6Hrs)
	School Based activities and Internship	yes	400 hrs
	Micro Teaching Sessions	yes	24 hrs
	Laboratory based Practical	No	-----
	Field Work including Visits	yes	18 hrs
	Extension Activities/ Community Outreach Programmes	yes	18 hrs
Self- Learning	SLMs	yes	50 hrs
	Reference Books		
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	yes	120 hrs
	Offline DVD/SD Card/USB Drive		
	Telecommunications		
	Social Media (Facebook page/ Instagram/ Twitters/ Google Groups etc.)		
Blended	Smart Classrooms	yes	10 hrs
	Flipped Learning		

Medium of Delivery: Bengali and English

Paper Wise Mapping of Credit Hours:

		Paper	Paper Code	Paper Type (Theo/Prac)	Study Hours	Full Marks	Credits
1st Year	Semester - I	Human Growth &Development	A1	Theo	120	100	4
		Contemporary India and Education	A2	Theo	120	100	4

2 nd Year		Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)	B7	Theo	60	50	2
		Introduction to Neuro Developmental Disabilities (LD, MR[ID], ASD)	B8	Theo	60	50	2
		Introduction to Locomotor & Multiple Disabilities (CP,MD)	B9	Theo	60	50	2
		Cross Disability and Inclusion	E1	Practical	60	50	2
	Semester - II	Learning, Teaching and Assessment	A3	Theo	120	100	4
		Pedagogy of Teaching (Special Reference to Disability) PART-I: Science (Special reference to Disability) PART-II: Mathematics (Special Reference to Disability) PART-III: Social Science (Special Reference to Disability)	A4	Theo	120	100	4
		Inclusive Education	B6	Theo	60	50	2
		Assessment and Identification of Needs (H.I.) Assessment and Identification of Needs (M.R.) Identification of Children with Visual Impairment and Assessment of Needs (V.I.)	C12	Theo	120	100	4
		Disability Specialization	E2	Practical	60	50	2
	Semester - III	Pedagogy of Teaching (Special Reference to Disability) PART IV: Bengali PART V: English	A5 Any One	Theo	120	100	4
		Curriculum Designing, Adaptation and Evaluation (H.I.) Curriculum Designing, Adaptation and Evaluation (M.R.) Curriculum, Adaptation and Strategies for Teaching Expanded Curriculum (V.I.)	C13	Theo	120	100	4
		Intervention and Teaching Strategies (H.I.) Intervention and Teaching Strategies (M.R.)	C14	Theo	120	100	4

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		Intervention and Teaching Strategies (V.I.)					
		Disability Specialization	E2	Practical	120	100	4
	Semester – IV	Skill based Optional Course (Cross Disability And Inclusion)	B10	Theo	60	50	2
		Technology and Disability (H.I.) Technology and Disability (M.R.) Technology and Education of the Visually Impaired (V.I.)	C12	Theo	60	50	2
		Psycho Social and Family Issues (H.I.) Psycho Social and Family Issues (M.R.) Psycho Social and Family Issues (V.I.)	C16	Theo	60	50	2
		Reading and Reflecting on Texts	D17		60	50	2
		Drama and Art in Education	D18		60	50	2
		Main Disability Special School (Related to Area-C)	F1	Practical	120	100	4
		3 rd Year	Semester – V	Skill based Optional Course (Disability Specialization) B 11(E) Management of Learning Disability	B11	Theo	60
Basic Research & Basic Statistics	D19			Theo	60	50	2
Cross Disability and Inclusion	E1			Practical	120	100	4
Other Disability Special School (Related to Area-B)	F2			Practical	120	100	4
Inclusive school (related to AREA B & C)	F3			Practical	120	100	4
Total Marks and Credits					3720	1250	124

F. Procedure for admissions, curriculum transaction and evaluation

Admission Process: Admission to the B.Ed.Spl.Ed.- ODL will be done on the basis of Common Entrance Examination followed by Central Counselling, conducted as per NSOU schedule. Admission shall not be a right to the students and NSOU shall retain the right to cancel any admission at any given point of

time if any irregularity is found in the admission process, eligibility etc. Each year NSOU conduct online admission process for July Session, through which applicants fulfilling the minimum eligibility criteria, can opt. The following steps are followed:

Sl. No.	Events
1.	Publication of Advertisement in Newspaper
2.	Availability of On- line Application Forms at University website
3.	submission of Entrance Test Fees to the Bank through Challan
5.	Last date of on- line submission of the Bank Journal No.
6.	On- line Admit Card generation
7.	Common Entrance Test
8.	Online Publication of Merit List
9.	Central Counselling and Spot Admission at SoE, NSOU
10.	Commencement of PCP

Eligibility:

a) Candidates should have at least 50% marks either in the Bachelor’s Degree* and/or in the Master’s Degree in Sciences/ Social Sciences/ Humanities, 4 years Bachelor’s or 3 years Second Degree Bachelor’s Programme in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme. *Bachelor’s Degree with Hons. may be determined either on the basis of Hons. Marks only or on the basis of Hons. marks and marks of the Pass Subjects taken together. Relaxation of marks for the Reserve Category candidates is admissible as per rules of Government of West Bengal.

b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of Government of West Bengal.

c) However, weightage to be given to the candidates fulfilling any one of the following conditions.

- 1) Parent of a child with disability possessing Disability Certificate issued by the Competent Authority
- 2) Person with disability possessing Disability Certificate issued by the Competent Authority
- 3) Possession of any RCI approved Diploma/ Degree (With Valid CRR No.).

Total Course Fee: FEES FOR ENTRANCE TEST:

RS. 500/- (+BANK CHARGES)

FEE STRUCTURE:

1. Rs. 24,000/- (Course Fee as per RCI recommendation)
2. Rs. 5,000/- (ICT and Student Support)
3. Rs. 5,000/- (Orientation of Faculties, Monitoring University Charges and Supervision) of Programmes)

Financial Assistance: At present no financial assistance is provided for this course.

Curriculum transaction and Evaluation: Face to face counselling is arranged at the respective study centre. School Based activities, Micro teaching sessions, Field Visits, Seminar or workshop on relevant topics are arranged as per requirement of the curriculum. SLMs are provided to all learners along with SD card containing A-V Lectures on relevant topics for facilitating self-learning. Updated information are regularly shared through sms service, Google Group, Whatsapp group, Facebook page etc.

There are two components of evaluation. Internal assessment/ home assignment for each paper carries 20% weightage. The final Theory examination will be held on Semester wise and carries 80%

weightage. Practical examination will be held semester-wise with 40% weightage for Internal and 60% weightage for External Examiner.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners registered mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related information to examination and evaluation through its official website and registered mobile number of the learners.

G. Requirement of the laboratory support and Library Resources:

NSOU maintains well-equipped Central Library and Departmental Libraries with adequate number of prescribed textbooks and reference books in Special Education, CDs, Encyclopedias, Journals of Teacher Education and Distance Education. In addition, Self-instructional material in sufficient quantity is available in the library.

Special Educational Lab, Speech Intervention lab, TLM Lab, ICT Lab, Psychology Lab and Resource room are made available for the learners.

H. **Cost estimate of the programme and the provisions:** Cost Estimated of the programme is Rs. 30,500/-

I. **Quality assurance mechanism and expected programme outcomes:** NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.

- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.

A. Programme Mission and Objective:

Today Botany is a fusion of the traditional components with the modern aspects of biochemistry, molecular biology, biotechnology, biodiversity and conservation, etc. Quite for a long time botany has contributed enormous knowledge and information as inputs to the national developmental planning based on its fundamental and applied aspects of researches. This has led to the emergence of challenging areas in botany. In fact, study of plant science has become of national importance.

Netaji Subhas Open University is a place where knowledge is served through wide range of courses in the vernacular medium to various disadvantaged groups of aspiring learners. Out of this potpourri of courses, BSc Honours in Botany is a unique, interesting and leading course designed by the NSOU to encourage aspiring students to pursue an undergraduate honours and subsidiary course program that will innovate their power of thinking, provide practical training and prepare them eligible for rewarding professional career.

This proposal will enable adopting the syllabi both theoretical and practical, parallel to other conventional University's honours program to ensure the quality of education in the degrees offered by the University in distance mode. However, the innovative teaching learning practices shall be adopted to ensure parity in terms of academic rigor and quality of instructions with Bachelor's Degree Programme in Botany offered by the university.

(a) Rationale: The main reasons for offering this program are:

- i. The University is well prepared to offer such a program. Cooperation from study centres/colleges under different University shall be sought to keep the parity between regular as well distance mode of BDP Botany.
- ii. The BDP Botany program will strengthen and connect ties with the scientific community, which will in turn enrich the undergraduate science programs of the university.
- iii. The course is designed to give the students a holistic understanding of the subject giving substantial weightage to both the core content and techniques used in Botany as per UGC guidelines. The Study centres shall provide the necessary laboratory facilities in addition to the University's own laboratory for the practical classes.
- iv. The Centre for Distance Education has reached a level of competency, capacity, and resource base through its ICT enabled services that drives this initiative to meet the needs of fresh graduates.
- v. The newer approach included by UGC in the curriculum is "virtual laboratory", for conducting practical classes. The University is on way to implement this new arena in the syllabi, thus imparting knowledge of this new arena of science to the students.

(b) Goals and Objectives: The main goals of this program are:

- i. To provide facility for everlasting education in Botany to intending learners.
- ii. The ultimate goal of the course is that the students at the end are able to secure higher education further leading to placement in suitable career.
- iii. The University offer BDP program in Botany in distance mode to provide quality education in a flexible mode to serve the aim of establishing an equitable knowledge society within the state and to motivate learners to strive for secular, scientific and democratic education.
- iv. To equip individuals with the necessary skills and competencies to enable them to seek jobs and progress in their academic career.

Thus, the overall goals and objectives will enhance the capabilities and scientific attitude of the existing workforce in the country and thus contribute to scientific development and industrial growth.

B. Relevance of the Programme with HEI's Mission and Goals:

The program is entirely consistent with the University's strategic goals as well as its mission to provide modern education to underprivileged sections of society. The program is also in accordance with the NSOU's goals to provide quality education in science establishing an equitable knowledge society within the state. Thus, NSOU brings forth this proposal after extended and thoughtful deliberations.

C. Nature of Prospective Target Group of Learners:

In West Bengal a lot of students pass higher secondary (10+2) examination with science background. But due to limitation of seats in the conventional Universities/ colleges in Botany (Honours), all of them could not get enrolled themselves in the subject of their choice like Botany, in spite of their interests and standard marks for admission. In recent years there are ample scope of higher studies as well as research in Botany. Consequently, the students opt this subject on priority basis. In Netaji Subhas Open University the target group of learners are mainly from the rural areas, particularly where the colleges/Universities are too far from their local residence. Thus, NSOU considers following diverse class of learners' subject to fulfilment of the criteria for admission in BDP Botany course.

- i. Passed out 10+2 with Biology Fresher students intending for higher education.
- ii. Those who cannot attend a full-time program due to constraints.
- iii. Working Professionals
- iv. Government Officials
- v. Home Makers
- vi. A class having of low level of disposable income, minorities etc.

- vii. Physically challenged group of students.

D. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence

Students completing this program will be able to:

- (i) Understand and apply theoretical as well as practical knowledge in the area of Science and Technology with specialisation in different major branches of Botany.
- (ii) Avail the background knowledge to take up higher studies in emerging areas of Molecular Biology, Biotechnology and Bio-informatics, etc.
- (iii) The program will help as a stepping stone for higher level competency both in state and national spheres.

E. Instructional Design: As the state and national level, the higher educational institutions are expected to provide quality education, education for all, strategic plans for an institution that defines targets and measures of the programmes to be achieved by the institution. Apart from physical infrastructure, administrative policy and code of behaviour, school of sciences is actively engaged in its academic development of respective subjects. The School of Sciences has designed its curriculum, several learning resource materials, and Feedback system through the BOS and an expert committee. Learning Material through print-media named Self-Learning Material (SLM) is developed with the approach of self-explanatory, self-contained, self-motivating and self-evacuating followed by the UGC guideline.

Curriculum Design:

Detailed Syllabus:

Paper-1 (EBT 01): Microbiology and Algae

Block I : Microbiology

Unit-1 : Virus-I .

Unit-2 : Virus-II .

Unit-3 : Cellular organisation of bacteria-I .

Unit-4 : Cellular organisation of bacteria-II .

Unit-5 : Classification of bacteria .

Unit-6 : Bacterial growth and reproduction .

Unit-7 : Genetic recombination in bacteria-I .

Unit-8 : Genetic recombination in bacteria-II .

Unit-9 : Microbial ecology .

Block II : Algae

Unit-10 : Introduction .

Unit-11 : Classification, morphology and economic importance .

Unit-12 : Reproduction .

Unit-13 : Cyanophyceae .

Unit-14 : Chlorophyceae .

Unit-15 : Xanthophyceae and Bacillariophyceae .

Unit-16 : Phyophyceae and Rhodophyceae .

Paper-2 (EBT 02): Fungi, Lichen & Plant Pathology

Block I : Fungi & Lichen

- Unit-1 : Introduction to Fungi .
- Unit-2 : Phycomycetes .
- Unit-3 : Ascomycetes .
- Unit-4 : Basidiomycetes .
- Unit-5 : Fungi imperfecti .
- Unit-6 : Life cycle of *Rhizopus* and *Penicillium* .
- Unit-7 : Life cycle of *Agaricus* and *Helminthosporium* .
- Unit-8 : Lichen .

Block II : Plant Pathology

- Unit-9 : Some relevant terms and their definitions.
- Unit-10 : General symptoms of plant diseases.
- Unit-11 : Spread of disease and physiological effect of pathogens.
- Unit-12 : Chemical and external features of infection.
- Unit-13 : Defence system of plants.
- Unit-14 : Control of plant diseases.
- Unit-15 : Some common plant diseases.
- Unit-16 : Diagnosis of some diseases affecting Indian crops.

Paper-3(EBT 03): Plant Anatomy & Applied Botany

Block I : Plant Anatomy

- Unit-1 : Plant cell wall.
- Unit-2 : Tissues.
- Unit-3 : Structure of stem tip and root tip.
- Unit-4 : Mechanical tissue system and its distribution.
- Unit-5 : Stomata and its classification.
- Unit-6 : Stellar structure and evolution; nodal positions.
- Unit-7 : Cambium—primary and secondary structure, nature and function.
- Unit-8 : Secondary growth of stem and root.
- Unit-9 : Abnormal secondary growth.

Block II : Applied Botany

- Unit-10 : Cash crops and their classification based on use.
- Unit-11 : Some familiar plants : scientific name, family, characteristics and utility.
- Unit-12 : Cultivation of paddy, wheat and jute.
- Unit-13 : Tea and coffee cultivation and processing.
- Unit-14 : Pharmacognosy : definition, object and importance.
- Unit-15 : Some medicinal plants : name, family, active ingredients and use.
- Unit-16 : Ethno botany : definition, different branches and importance.

Paper-4(EBT 04): Practical Botany–I

Block I :

- Unit-1 : Microscopy.
- Unit-2 : Micrometry.
- Unit-3 : Preparation and identification, *Nostoc*, *Oedogonium*, *Ectocarpus*.
- Unit-4 : Study of *Vaucheria*, *Polysiphonia*.
- Unit-5 : Preparation and identification : *Rhizopus*, *Ascobolus*.
- Unit-6 : Study of reproductive stages of *Penicillium*, *Agaricus*, *Puccinia*.
- Unit-7 : Sterilization, inoculation techniques, preparation of slants and slabs.

Block-II :

- Unit-8 : Diseased plant specimens - late blight of potato, stem rust of wheat, brown spot of rice.
- Unit-9 : Slide preparation and identification of *Marchantia*.
- Unit-10 : Study of permanent slides of vegetative and reproductive stages of *riccia*, *anthoceros* and *funaria*.

Unit-11 : Sampling and identification of *lycopodium* and *pteris*.

Unit-12 : Identification of *selaginella*, *equisetum* and *calamites*.

Unit-13 : Sample study, identification and description of cycas and pinus.

Unit-14 : Description of stem of *lyginopteris* and leaf of *glossopteris*.

Paper-5(EBT 05): Bryophyta & Pteridophyta, Gymnosperm & Paleobotany

Block I : Bryophyta & Pteridophyta

Unit-1 : Bryophyta : Introduction, characteristics, life cycle, classification

Unit-2 : Hepatocopsida : Classification, Riccia : dispersal and habitation, reproduction. Marcantia, Corella.

Unit-3 : *Anthocerotopsida*, *anthoceros*, *bryopsida*, *funaria* : classification, life cycle, dispersal and habitation, reproduction.

Unit-4 : Characteristics and classification of pteridophytes or ferns.

Unit-5 : Life cycle of *Psilotum*, *lycopodium*, *sellaginella*.

Unit-6 : Life cycle of *equisetum*, *marsilea*, *pteris*.

Unit-7 : Some extinct ferns.

Unit-8 : Heterospory and seed habit.

Unit-9 : Origin and evolution of ferns.

Block II : Gymnosperm & Palaeobotany

Unit-10 : Characteristics of Gymnosperm and their classification.

Unit-11 : Life cycle of Cycas, Pinus and Gnetum.

Unit-12 : Lyginopters, Williamsania & Cordaites.

Unit-13 : Evolution of gametophytes in Gymnosperm.

Unit-14 : Fossils, types, nomenclature, fossilization processes.

Unit-15 : Geological time scale, distribution of main fossil groups in different geological ages.

Unit-16 : Gondwana system in India.

Paper-6(EBT 06): Morphology & Embryology, Taxonomy

Block-I : Morphology & Embryology

Unit-1 : Inflorescence—different types.

Unit-2 : Flowers—types, aestivation, cohesion and adhesion of stamens : placentation, different types of ovules.

Unit-3 : Pollination—Definition, types, contrivances, agents, advantages and disadvantages.

Unit-4 : Development of male and female gametophytes.

Unit-5 : Fertilization.

Unit-6 : Seed.

Unit-7 : Fruit.

Block-II : Taxonomy

Unit-8 : Taxonomy, systematics, classification, identification and nomenclature — terms and definitions only. Types of classification—artificial, natural and phylogenetic, definition, examples.

Unit-9 : Nomenclature—name, elementary knowledge of ICBN—Important rules of nomenclature (validity, effectiveness and priority), author's citation.

Unit-10 : Broad features of the system of classification (Linnaeus, Bentham and Hooker and Hutchinson).

Unit-11 : Herbaria and gardens—Importance and functions : Important herbaria in India ; collection of specimens, preparations, preservation and maintenance of herbaria.

Unit-12 : Diagnostic features and systematic position of the following families :Magnoliaceae and Nymphaeaceae; casuarinaceae, malvaceae, and cruciferae.

Unit-13 : Diagnostic features and systematic position of the following families :Polygonaceae, Cucurbitaceae and leguminosae and euphorbiaceae,umbelliferae.

Unit-14 : Diagnostic features and systematic position of the following families :apocynaceae, solanaceae, labiatae, verbenaceae, rubiaceae and compositae.

Unit-15 : Diagnostic features and systematic positions of Alismataceae, palmae, zingiberaceae, gramineae and orchidaceae.

Unit-16 : Alpha taxonomy and omega taxonomy, role of palynology, cytology and phytochemistry in taxonomy.

Paper-7(EBT 07): Plant Physiology

Block I : Plant Physiology - I

Unit 1 : Cell Physiology : Introduction, cell membrane, water potential, imbibition, diffusion, osmosis, plasmolysis, osmotic relation of a plant cell.

Unit 2 : Water relation in plants : Introduction, molecular structure and physical properties of water, types of water in the soil, availability and usefulness of water to the plants absorption of water by land plants, fructoses effecting absorption of water.

Unit 3 : Ascent of Sap : Introduction, different theories, experiments on conduction of water.

Unit 4 : Transpiration : Definition, types of sites of transpiration, mechanism of stomatal transpiration, factors affecting transpiration, anti transpirants, luttation.

Unit 5 : Mineral nutrition of plants : Introduction, essential and nonessential elements, criteria of essentiality of elements, general and specific roles of macro of micro elements in plants, deficiency symptoms.

Unit 6 : Translocation of solutes : Definition, translocation of organic materials, direction and mechanism of Phloem transport, translocation of inorganic materials.

Unit 7 : Growth Physiology : Definition of growth of development, sites of plant growth, phases of growth, factors affecting growth, measurement of growth.

Unit 8 : Plant growth substances : Definitions of phytohormones, natural, synthetic and postulated hormones, physiological roles and biosynthesis of following hormones : (a) auxins, (b) gibberelins, (c) cytokinin, (d) ethylene and (e) abscisic acid. Bioassay of auxin and gibberelins.

Unit 9 : Plant Pigments : Introduction, plastidial and unplastidial pigments, absorption of light energy by plant pigments, chemistry & biosynthesis of chlorophylls, factors affecting chlorophyll biosynthesis.

Block II : Plant Physiology - II

Unit 10 : Photosynthesis : Light reaction – photophos phorylation, calvin cycle, photosynthesis efficiency, HSK & CAM Pathway, bacterial Photosynthesis, law of limiting factor.

Unit 11 : Respiration : Types of respiration, Glycolysis, Kreb's cycle, ETS & oxidative Phosphorylation, Pentose Phosphate Pathway, Glyoxylate Pathway, RQ.

Unit 12 : Photorespiration : Definition, mechanism, differences between dark respiration & photorespiration, significance.

Unit 13 : Nitrogen fixation : Sources of nitrogen, biological N₂ fixation - mechanism, nodulins, basic concept of 'nif' and nod genes.

Unit 14 : Plant movements : Different types of movements, movements of cromotion, movements of curvature, tropic movements, nastic movements, nutation -furgour movements.

Unit 15 : Physiology of flowering : Photoperiodism, Vernalization, devernalization, SDP, LDP, DNP & other types, critical day length, site of perception of photoperiodic stimulus, role of phytochrome in flowering.

Unit 16 : Seed Physiology : Definition of propagules, germination and dormancy of seeds, morphological and biochemical changes during seed germination, types, causes of methods of breaking seed dormancy.

Paper-8(EBT 08): Practical Botany–II

Unit-1 : Aestivation, study of cohesion and adhesion of stamen and carpel. Types of inflorescence, placentation.

Unit-2 : Taxonomic study of angiospermic plants : *Brassica nigra*, *Sida cordifolia*, *Cassia sophera*, *Coccinia cordifolia*, *Solanum nigrum*, *Leonurus sibiricus*.

Unit-3 : Study of community structure by quadrat method, Preparation of herbarium specimens.

Unit-4 : Identification of anatomical structures with reasons (from permanent slide). (a) Parenchyma (b) Collenchyma (c) Sclerenchyma (d) Sclereids (e) tracheids (f) trachea (g) sieve tube (h) different types of vascular bundles (i) different types of stomata (j) periderm (k) lenticel.

Unit-5 : Study of secondary growth (permanent slides should be prepared by the students)(a) *Helianthus annuus* (b) *Bignonia* (c) *Tinospora* (d) *Tecoma*.

Unit-6 : Ecological anatomy—Study of anatomical features of *Hydrilla* (hydrophytes), *Nerium* (xerophytes) and *Vanda* (epiphytes).

Unit-7 : (a) Preparation of solutions, (b) Demonstration of osmotic pressure (by rhoco leaf) (c) Determination of osmotic pressure by plasmolytic method (using potato tuber).

Unit-8 : (a) Determination of rate of transpiration per unit area by weighing method, (b) Inhibition of water by dry seeds (starchy, proteinaceous and fatty seed), (c) Determination of viability of seed (using tetrazolium chloride).

Unit-9 : (a) Effect of CO₂ on photosynthesis (using bicarbonate), (b) Determination of rate of aerobic respiration (from germinating seeds using round-bottomed flask), (c) Comparison of rate of transpiration with that of absorption (by single leaf method).

Unit-10 : (a) Determination of dissolved O₂ from water, (b) Determination of Q₁₀ for imbibition of water (using dry gram seeds).

Paper-9(EBT 09): Genetics, Evolution

Block I : Genetics - I

Unit-1 : Mendelism.

Unit-2 : Chromosomal theory of inheritance.

Unit-3 : Dominance, incomplete dominance, codominance, overdominance, complementary gene action epistasis, inhibitory gene action.

Unit-4 : Multiple allele and pseudoallele.

Unit-5 : Linkage, types of linkage, crossing over, cytological proof of crossing over in maize.

Unit-6 : Linkage maps and linkage groups interference and coefficient of coincidence.

Unit-7 : Chromosomal aberrations : deletion, duplication, inversion and translocation.

Unit-8 : Numerical changes in chromosome : different types of euploidy

Unit-9 : Different types of aneuploids.

Block II : Genetics – II (10–14), Evolution (15–16)

Unit-10 : Gene action, one gene – one enzyme and one gene–one polypeptide hypothesis, modern concept of gene.

Unit-11 : Properties of genetic code.

Unit-12 : Gene regulation.

Unit-13 : Cytoplasmic inheritance.

Unit-14 : Sex chromosome and Sex linked inheritance.

Unit-15 : Evolution – Definition, evidences of organic evolution.

Unit-16 : Theories of evolution with special reference to synthetic theories.

Paper-10(EBT 10): Environmental Botany, Plant Geography

Block I : Environmental Botany – I

Unit-1 : Plant ecology—relevance to human civilization, sub-divisions, development.

Unit-2 : Ecosystem—Concept and types of ecosystem : components—biotic and abiotic; energy flow, nutrient cycle; biotic interrelationships, symbiosis, parasitisms, epiphytism, insectivorous plants, amensalism and allelopathy (only definitions).

Unit-3 : Plant communities—definition, classification, community dynamics and plant succession.

Unit-4 : Climatic responses factors : light factors, temperature factor, water factors : soil moisture, surface water, atmospheric water, rainfall, atmospheric components, wind.

Unit-5 : Atmosphere and plant responses—I. Hydrophytes : Fresh-water environments, classification of hydrophytes, morphological, anatomical and physiological adaptations.

Unit-6 : Atmosphere and plant responses—II. Xerophytes, Psammophytes, lithophytes, psychrophytes, succulents, ecological adaptations.

Unit-7 : Atmospheric and plant responses III. Halophytes–distribution, mangrove vegetations, ecological adaptations.

Unit-8 : Marine ecology : marine environment, marine biota, zonation in sea phytoplanktons–marine vegetation.

Block-II : Environmental Botany–II, Plant Geography

Unit-9 : Flora and vegetation of India : Phytogeographical division of India, forest vegetation, grassland vegetation.

Unit-10 : Endemism – definition, types, endemic flora, causes of endemism, centre of origin of species, plant migration barrier.

Unit-11 : Environmental pollution : air pollution, water pollution - their impact on plants.

Unit-12 : Global environmental issues–green-house gases, global warming, ozone depletion, acid rain and El-nino.

Unit-13 : Soil and plant interrelationship–minerals, microorganisms, soil water, soil dynamics, soil nutrients.

Unit-14 : Ecology of agriculture : bad effects of chemical fertilizers, insecticides and herbicides, biofertilizers and their uses, transgenic plants for insect and herbicide resistance.

Unit-15 : Plant conservation : Rare and threatened plants of India, red data book, importance of conservation, *ex-situ* and *in-situ* conservation, afforestation, biosphere reserve, sanctuaries and national parks.

Paper-11(EBT 11): Plant Biochemistry, Plant Molecular Biology

Block I : Plant Biochemistry

Unit-1 : Introduction to biochemistry.

Unit-2 : Water, pH, buffer solutions.

Unit-3 : Amino acids and primary structure of proteins, general structure of amino acids–structure of the twenty common amino acids.

Unit-4 : Proteins–three dimensional structure.

Unit-5 : Enzymes–properties, enzyme inhibition, allosteric enzyme.

Unit-6 : Amino acid metabolism.

Unit-7 : Carbohydrates.

Unit-8 : Lipids.

Block II : Plant Molecular Biology

Unit-9 : DNA structure and types.

Unit-10 : DNA replication.

Unit-11 : DNA repair – repair of incorrect bases thymine dimmers, SOS repair.

Unit-12 : RNA structure and types.

Unit-13 : Translation and RNA processing.

Unit-14 : Translation-initiation, elongation and termination.

Unit-15 : Effect of antibiotics on protein synthesis.

Paper-12(EBT 12): Practical Botany-III

Unit-1 : Determination of mean, standard deviation and standard error from samples. (leaflet size, etc.)

Unit-2 : Determination of Goodness of fit in normal and modified mono and dihybrid ratios (3:1, 1:1, 9:3:3:1, 9:7, 15:1 and 13:3).

Unit-3 : Study of mitotic chromosome : Metaphase chromosome preparation (a) Pretreatment,(b) Fixation, (c) Staining, (d) Temporary squash Preparation of *Allium cepa* and lens root tips.

Unit-4 : Determination of mitotic index and frequency of different mitotic stages in prefixed root tips of *Allium cepa*. Identification of different mitotic stages from permanent slide.

Unit-5 : Study of meiotic chromosome : Temporary smear preparation from *Allium* /*Datura* / *Solanum* flower buds. Identification of different meiotic stages from permanent slide.

Unit-6 : Detection of organic acids : Citric, Tartaric, Oxalic and Malic. Detection of titrable acidity from plant sample.

Unit-7 : Detection of carbohydrate and protein.

Unit-8 : Detection of Ca, Mg, Fe and S from plant sample. Estimation of dissolved oxygen content from water samples.

Unit-9 : Estimation of catalase activity and amino nitrogen by tritemetric method.

Paper-13 (EBT 13): Cell Biology, Molecular Genetics

Block I : Cell Biology

Unit-1 : Microscopy—light, phase contrast, fluorescence and electron microscopy.

Unit-2 : Eukaryotic Cell—organization and subcellular structures and chemical components.

Unit-3 : Nucleus—organization, ultrastructure of nuclear envelope, structure and function of nucleus.

Unit-4 : Structure and functions of ribosome and lysosome.

Unit-5 : Structure and functions of mitochondria.

Unit-6 : Structure and functions of chloroplast.

Unit-7 : Structure of the eukaryotic chromosome, its organisation.

Unit-8 : Chemical composition of eukaryotic chromosome—euchromatin and heterochromatin.

Block II : Molecular Genetics

Unit-9 : Cell cycle and its control.

Unit-10 : Detailed account of the phases and events of mitosis and meiosis and their significance.

Unit-11 : Chromosome banding techniques and their application.

Unit-12 : Antibodies and their use in cell biology.

Unit-13 : Gene mutation, molecular basis of gene mutation.

Unit-14 : Plasmids and Transposable elements.

Unit-15 : Restriction endonucleases and recombinant DNA technology.

Unit-16 : Construction of genomic libraries, map position based cloning of genes (RFLP).

Paper-14(EBT 14): Biometry and Plant Breeding, Plant Tissue Culture

Block I : Biometry and Plant Breeding

Unit-1 : Biometry—definition, scope and importance, data in biology—samples & population, variables, accuracy & precision of data, derived variables, frequency distribution and its pictorial representation, handling of data.

Unit-2 : Descriptive Statistics I—Statistics of location (central tendency) and dispersion, arithmetic mean, median and mode.

Unit-3 : Descriptive Statistics II—Range, variance, standard deviation, standard error of mean, co-efficient of variation.

Unit-4 : Probability, random sampling and hypothesis testing—preliminary idea ; test of significance, t-test and Chi-square test for goodness of fit.

Unit-5 : Plant breeding—goals, important achievements, recent trends and future prospects.

Unit-6 : Breeding in self-pollinated crops—mass and pure line selection, pedigree breeding, bulk and back cross methods. Breeding in cross pollinated crops— mass and progeny selection, their application and achievements, line-breeding and recurrent selection.

Unit-7 : Heterosis—features, genetical and physiobiochemical basis. Hybrids and synthetic varieties, production, multiplication, maintenance, merits, demerits, achievements.

Unit-8 : Mutation breeding – methods, directed mutagenesis, Gamma—garden, application, achievements and limitation.

Unit-9 : Polyploidy breeding – auto and allo-polyploids in crop improvement methods, applications, achievements and limitation.

Block II : Plant Tissue Culture

Unit-10 : Cellular totipotency, development of cell tissue culture, plant tissue culture technology.

Unit-11 : Embryogenesis, organogenesis, plant regeneration and micropropagation.

Unit-12 : Embryo culture ; pollen and their anther culture, endosperm culture

Unit-13 : Protoplast culture and its application.

Unit-14 : Application of plant tissue in agriculture, horticulture and forestry.

Unit-15 : Cryopreservation and germ plasm conservation, tissue culture in conservation of endangered plants.

Unit-16 : Genetic engineering and transgenic plants.

Programme Duration: Course duration is 3 years. However, the students have the liberty to complete its course within six years.

Faculty and Support Staff Requirement:

The University has one full time contractual faculty in Botany. The undergraduate classes are held in more than sixty different study centres across the State. The faculties of the respective colleges will be engaged for PCP for the BDP Botany. The academic qualification of the counsellors is maintained as per the guidelines of UGC

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor (Contractual)	HQ	01
2	Associate Professor	Advertised	01
3	Assistant Professor	Advertised	02

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant	HQ	01
2	Junior Assistant	RC	01

Instructional Delivery Mechanisms:

Details of Instructional Delivery Mechanisms (for each paper / equivalent to 50 marks):

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	YES	12 (Theory)
	Tutorials/ Special Classes/ Remedial Classes	YES	10
	Seminar/ Research Colloquium	YES	4
	Workshop	YES	2
	School Based activities and Internship	NO	
	Micro Teaching Sessions	NO	
	Laboratory based Practical	YES	48 (Practical)
	Field Work including Visits	NO	
	Extension Activities/ Community Outreach Programmes	NO	
Self- Learning	SLMs	YES	80 (Theory)/ 72 (Practical)

	Reference Books		36 (theory)/24 (Practical)
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	YES	16
	Offline DVD/SD Card/USB Drive	YES	20
	Telecommunications	Yes	Supports are given as per need.
	Social Media (Facebook page/ Instagram/ Twitters/ Google Groups etc.)	Yes	
Blended	Smart Classrooms	YES	
	Flipped Learning	NO	

Medium of Delivery: Bengali/English

Paper Wise Mapping of Credit Hours:

		Paper	Paper Code	Paper Type (Theo/Prac)	Study Hour	Full Marks	Credits
1 st Year	Semester - I	Foundation Course in Bengali	FBG	Theo	120	50	4
		Foundation Course in English	FEG	Theo	120	50	4
		Microbiology and Algae	EBT 01	Theo	120	50	4
		Practical Botany - I	EBT 04	Prac	240	100	8
	Semester - II	Foundation Course in Humanities & Social Science	FHS	Theo	240	100	8
		Fungi, Lichen & Plant Pathology	EBT 02	Theo	120	50	4
		Plant Anatomy & Applied Botany	EBT 03	Theo	120	50	4
		Bryophyta & Pteridophyta, Gymnosperm & Palaeobotany	EBT 05	Theo	120	50	4
		Environmental Studies	Envs	Theo	120	50	4
2 nd Year	Semester - III	Foundation Course in Science & Technology	FST	Theo	240	100	8
		Morphology & Embryology, Taxonomy	EBT 06	Theo	120	50	4
		Practical Botany-II	EBT 08	Prac	240	100	8
	Semester - IV	Plant Physiology	EBT 07	Theo	120	50	4
		Genetics, Evolution	EBT 09	Theo	120	50	4
		Environmental Botany, Plant Geography	EBT 10	Theo	120	50	4
		Subsidiary Zoology -Paper 1	SZO 01	Theo	240	100	8

3 rd Year	Semester – V	Plant Bio-Chemistry, Plant Molecular Biology	EBT 11	Theo	120	50	4
		Practical Botany-III	EBT 12	Prac	240	100	8
		Subsidiary Zoology -Paper 2	SZO 02	Theo	240	100	8
	Semester – VI	Cell Biology, Molecular Genetics Biometry and Plant Breeding, Plant tissue culture	EBT 13 & 14	Theo	120	50	4
		Subsidiary Zoology -Paper 3	SZO 03	Prac	240	100	8
		Household Chemistry	AOC-3	Theo	240	100	8
Total Study Hours, Marks and Credits					3720	1550	124

F. Procedure for admissions, curriculum transaction and evaluation

Admission Procedure: Centralised admission process is conducted through online mode. Admission fees also collected through online payment gateway service and dedicated bank challan to assure better transparency in monetary transaction.

Eligibility: For BDP Botany program, the student must have passed 10+2 examination or equivalent with 40% marks in Botany and pass marks in Mathematics.

Total Course Fee: Rs. 13,398.00

Financial Assistance: At present no financial assistance is provided for this course.

curriculum transaction:

SLMs (Bengali/English version) in print and electronic medium are provided as approved by the Board of Studies and as ratified by Academic Council of the University. In addition, ICT facility is provided for the course. Each accredited Study Centre organise PCP Sessions on weekends/holidays and notify the same to the students. During these sessions, teachers will help the students with their course work. Practical Sessions or Laboratory Counselling-cum-evaluation Sessions(LCES), for elective and subsidiary subjects of science stream, are arranged by the University for the students who have enrolled for the particular subjects. Centre for practical work will be allotted by the University. Regular attendance throughout the practical session by each and every student are mandatory. Practical work in subsidiary subject is arranged at some selected centres.

Evaluation: The evaluation system of the programme is based on following components:

A. Continuous evaluation in the form of assignments (weightage: 30%)

This component carries a weightage of 30%. There will be one graded assignment per course. The assignment is to be submitted to the Co-ordinator of the NSOU Study Centre to which the student is assigned or attached with.

B. Term-end examination (weightage: 70%)

Term-end examinations will be held once in every year in the months of June. The students are at liberty to appear in any of the examinations conducted by the University during the year. A student will be allowed to appear in the Term-End Examination, only after she/he has registered for that course and submitted the assignment.

C. Practical Examination (weightage: 100%): A full length of 12 days practical (classes for 11 days and one day for evaluation) are held during Puja vacation at different study centres. Attendance in the Lab Counselling Evaluation Session (LCES) is mandatory, if a candidate fails to appear in the LCES for more than three days, he / she will not be eligible to participate in the rest of the session.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners registered mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related information to examination and evaluation through its official website and registered mobile number of the learners.

G. Requirement of the laboratory support and Library Resources:

Laboratory: NSOU has advanced laboratory for Botany practical in their study centres where students can gain hand-on experiences of modern laboratory techniques. To educate the students in more scientific way, a rhythmic practical class programme has been introduced. NSOU provides the necessary laboratory facilities to the students in their respective study centres in addition to the university's own laboratory. For BDP level, a period of 12 days (eight hours per day) has been allotted for the students during the Puja vacation. The College and University teachers have been appointed to take classes which show a beautiful sharing of resource persons among the conventional and distance institutions. The students of different study centres have been clubbed into a nearby study centres for practical classes.

Library: To cater to the needs of huge number of registered students, the University has taken an initiative first time in the country to set up a strategic partnership with the existing network of Public Libraries that are available in the State of West Bengal to offer educational support to our learners all over the State. With the active support from Department of Mass Education Extension and Library Services, Govt. of West Bengal, the strategic partnership has been started with seven (7) Public Libraries at different locations in the first phase. The students/ learners of the University may avail library services without any cost at these libraries along with the existing library of the respective study centres during their working hours. A central library of the University is situated at the Kalyani campus of the University. The students may access the books from this central library.

H. Cost estimate of the programme and the provisions: Cost estimate of the program is Rs. 13,222/- per student.

I. Quality assurance mechanism and expected programme outcomes: NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.

- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.
- (b) Function: The CIQA has the following functions:
- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
 - ✓ Documentation of the various programmes / activities of the School leading to quality improvement
 - ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
 - ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
 - ✓ Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
 - ✓ Dissemination of information on the various quality parameters of the University.
 - ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
 - ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of sciences.

A. Programme Mission and Objective:

Chemistry is the science of everyday life-allowing us to explain properties of substances, their structures and the changes they undergo. Consequently, the chemical industry is central to the modern world economy and chemistry graduates have a wide range of employment options open to them in oil, gas, energy and pharmaceutical industries, as well as in consumer products. Netaji Subhas Open University which was established in the year 1997 following the State Act (W.B. Act (XIX) of 1997 and Recognised by U.G.C.), is catering wide range of courses in the vernacular medium to various disadvantaged groups of aspiring learners. Netaji Subhas Open University Most people would probably agree that learning science with understanding is desirable for all the students. Keeping this in mind Netaji Subhas Open University launched its Chemistry course (ECH) at the Under-graduate level (BDP) from the session 2000-2001.

(a) Rationale: The main reasons for offering this program are:

- i. The University is well prepared to offer such a program. Cooperation from study centres/colleges under different University shall be sought to keep the parity between regular as well distance mode of BDP Chemistry.
- ii. The BDP Chemistry program will strengthen and deepen ties with the scientific community, which will in turn enrich the undergraduate science programs of the university.
- iii. The course is designed to give the students a holistic understanding of the subject giving substantial weightage to both the core content and techniques used in Chemistry. The Study centres shall provide the necessary laboratory facilities in addition to the University's own laboratory for the practical classes.
- iv. The Centre for Distance Education has reached a level of competency, capacity, and resource base through its ICT enabled services that drives this initiative to meet the needs of fresh graduates.
- v. The newer approach included by UGC in the curriculum is "virtual laboratory", for conducting practical classes. The University is on way to implement this new arena in the syllabi, thus imparting knowledge of this new arena of science to the students.

(b) Goals and Objectives: The main goals of this program are:

- i. To provide facility for lifelong education in Chemistry to intending learners.
- ii. The ultimate goal of the course is that the students at the end are able to secure practical training skills required for a profession with chemistry background or Industry. Keeping in mind and in tune with the changing nature of the subject, adequate emphasis has been given on new techniques and understanding of the subject.
- iii. The University offer BDP program for Chemistry in distance mode to provide quality education in a flexible mode to serve the aim of establishing an equitable knowledge society within the state and to motivate learners to strive for secular, scientific and democratic education.
- iv. To equip individuals with the necessary skills and competencies to enable them to seek jobs and progress in their academic career.
- v. To enhance the capabilities and scientific attitude of the existing workforce in the country and thus contribute to scientific development and industrial growth.

B. Relevance of the Programme with HEI's Mission and Goals:

The program is entirely consistent with the University's strategic goals as well as its mission to provide modern education to underprivileged sections of society. The program is also in accordance with the NSOU's goals to provide quality education in science establishing an equitable knowledge society within the state. Thus, NSOU brings forth this proposal after extended and thoughtful deliberations.

C. Nature of Prospective Target Group of Learners:

In West Bengal, a lot of students pass higher secondary (10+2) examination with science background. But due to limitation of seats in the conventional Universities/ colleges in Chemistry (Honours), all of them could not get enrolled themselves in the subject of their choice (i.e., Chemistry). In recent years there are ample scope of higher studies as well as research in Chemistry,

thus the students opt this subject by choice. In Netaji Subhas Open University, the target group of learners are mainly from the rural areas, particularly where the colleges/Universities are too far from their local residence. Thus, NSOU considers following diverse class of learners' subject to fulfilment of the criteria for admission in BDP Chemistry course.

- i. Passed out 10+2 with Chemistry & Mathematics Fresher students intending higher education
- ii. Remote/ village intending Learners
- iii. Those who cannot attend a full-time program due to constraints.
- iv. Working Professionals
- v. Government Officials
- vi. Home Makers
- vii. A class having of low level of disposable income, minorities etc.

D. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence

Students completing this program will be able to:

- (i) Understand and apply theoretical as well as practical knowledge in the area of Science and Technology with specialisation in the three main branches of Chemistry - Physical, Inorganic and Organic.
- (ii) Avail the background knowledge to take up higher studies in emerging areas of Biotechnology and Bio-informatics.
- (iii) Think critically, solve scientific problems effectively, and make decisions strategically across functional areas.
- (iv) Undertake an exercise in chemical literature comprehension
- (v) Work effectively under guidance and in ways which show a clear awareness of own and others' responsibilities
- (vi) Acquire skills in assessment of personal safety, and the safety of others, in the laboratory environment

E. Instructional Design: As the state and national level, the higher educational institutions are expected to provide quality education, education for all, strategic plans for an institution that defines targets and measures of the programmes to be achieved by the institution. Apart from physical infrastructure, administrative policy and code of behaviour, school of sciences is actively engaged in its academic development of respective subjects. The School of Sciences has designed its curriculum, several learning resource materials, and Feedback system through the BOS and an expert committee. Learning Material through print-media named Self-Learning Material (SLM) is developed with the approach of self-explanatory, self-contained, self-motivating and self-evacuating followed by the UGC guideline.

Curriculum Design: The curriculum design and detailed syllabus for BDP chemistry students is as follows.

DETAILED SYLLABUS OF FOR THE BACHELOR'S DEGREE PROGRAMME (ECH) CHEMISTRY

Paper-1 (ECH 01): General Chemistry

Block - I: Atoms, Molecules and Structure of Matter – I

Unit-1: Electric Discharge through Gases, Fundamental Particles, Radioactivity, Rutherford's Atomic Model.

Unit-2: Quantum Theory and Atomic Spectra, Bohr's Theory

Unit-3: Wave Mechanics and its Application in Atomic structure.

Unit-4: Valency (I) - Chemical Bonds and Electronic Theory of Valency

Unit-5: Valency(II)-Valence-Bond Theory and Molecular Orbital Theory.

Block-II: Structure of Matter–II

Unit-6: Molar Refraction, Optical Activity

Unit-7: Dipole Moment

Unit-8: Absorption spectroscopy and Molecular Structure of Matter–Ultraviolet, Infrared and Electronic Spectroscopes.

Unit-9: Raman Spectroscopy and Molecular Structure.

Unit-10: Nuclear Chemistry.

Paper-2 (ECH 02): Inorganic Chemistry–I

Block-I: Periodic Table and Oxidation-reduction

Unit-1: Periodic Table

Unit-2: Periodicity

Unit-3: Oxidation and Reduction

Block-II: Acids and Bases, Solvents, Structural nature (shape) of Inorganic Compounds, Radioactivity

Unit-4: Acids and Bases

Unit-5: Non-aqueous Solvents

Unit-6: Structural Nature (Shape) of Inorganic Compounds

Unit-7: Radioactivity

Unit-8: Isotopes and Applications

Paper-3 (ECH 03): Inorganic Chemistry-II

Block-I: S-Block Elements

Unit-1: Hydrogen

Unit-2: Alkali Metals

Unit-3: Alkaline Earth Metals

Block-II: P-Block Elements-I

Unit-4: Elements of Group 13

Unit-5: Elements of Group 14

Unit-6: Elements of Group 15

Paper-4(ECH 04): Practical Chemistry-I

Block-I: Practical Inorganic Chemistry: Quantitative analysis and preparations

Unit-1: Experimental Methods and Apparatus

Unit-2: Identification of Anions

Unit-3: Identification of Cations.

Unit-4: Preparations of Inorganic Compounds

Block-II Organic Chemistry: Quantitative analysis and Preparations

Unit-5: Experimental Methods and Apparatus

Unit-6: Identification of Special Elements of Organic Compounds

Unit-7: Preparation of Organic Compounds.

Paper (ECH 05): Inorganic Chemistry – III

Block I: P-Block Elements-II

Unit-1: Elements of Group 16

Unit-2: Elements of Group 17

Unit-3: Elements of Group 18

Block-II: d-and f-Block Elements

Unit-4: Transition Elements

Unit-5: Inner – Transition Elements

Unit-6: Coordination Compounds

Unit-7: Isolation and Purification of Metals

Paper-6 (ECH 06): Physical Chemistry-I

Block-I: States of Matter

Unit-1: The Gaseous State: Empirical Properties of Gases

Unit-2: The Kinetic theory of Gases

Unit-3: Real Gases and their Liquefaction

Unit-4: Liquid state of Matter

Unit-5: Solid state of Matter

Block - I: Chemical Thermodynamics

Unit-6: The First Law of Thermodynamics

Unit-7: Thermochemistry

Unit-8: The Second Law of Thermodynamics

Unit-9: Free Energy Functions

Unit-10: Entropy and Probability: Statistical Concept

Paper-7 (ECH 07): Physical Chemistry-II

Block - I: Solutions and Phase Rule

Unit-1: Solution-I

Unit-2: Solution-II

Unit-3: Colligative Properties of Dilute Solutions

Unit-4: Phase Equilibria - I

Unit-5: Phase Equilibria - II

Block-II: Reaction Equilibrium

Unit-6: Chemical Equilibria

Unit-7: The Response of Equilibria to Different Conditions

Unit-8: Ionic Equilibria

Unit-9: Buffers and Neutralization

Unit-10: Redox-Indicators; Adsorption Indicator

Paper-8 (ECH 08): Practical Chemistry-II

Block - I: Inorganic Chemistry-Quantitative Analysis

Unit-1: Acidimetry and Alkalimetry

Unit-2: Quantitative Analysis of Water

Unit-3: Gravimetric and Volumetric Analysis of Metals

Block-II: Physical and Organic Chemistry-Quantitative Analysis (4, 5, 6)

Unit-4: Polarimeter, Colourimeter / PH Meter-Applications

Unit-5: Surface Tension, Viscosity and Partition Co-efficient

Unit-6: Estimation of Organic Compounds

Paper-9(ECH 09): Physical Chemistry-III

Block I: Electrochemistry

Unit-1: Electrolytic Conductance of Solutions

Unit-2: Applications of Conductance Measurements

Unit-3: Electrochemical Cells

Unit-4: Applications of E.M.F. Measurements

Unit-5: Polarisation: Overvoltage

Block II: Dynamics of Chemical Reactions and Macromolecules

Unit-6: Chemical Kinetics-I: Empirical Laws and Mechanism

Unit-7: Chemical Kinetics - II: Theoretical Aspects

- Unit-8: Photochemistry
- Unit-9: Colloids and Macromolecules
- Unit-10: Adsorption and Catalysis

Paper-10 (ECH 10): Organic Chemistry–I

Block-I: Fundamental concepts: Aliphatic Alicyclic and Aromatic Hydrocarbon (I)

- Unit-1: Fundamental concepts – Nature of Chemical Bonds in Organic Chemistry
- Unit-2: Atomic Orbitals, Molecular Orbitals and Hybridisation
- Unit-3: Saturated Hydrocarbons – Alkanes and Cycloalkanes
- Unit-4: Unsaturated Hydrocarbons (I) – Alkenes
- Unit-5: Unsaturated Hydrocarbons (II) – Alkynes
- Unit-6: Aromatic Hydrocarbons (I) – Benzene and Homologues

Block - II: Aromatic Hydrocarbons (II), Stereoisomerism, Nature of Organic Reactions

- Unit-7: Aromatic Hydrocarbons (II)–Polynuclear Hydrocarbon (1): Biphenyl
- Unit-8: Polynuclear Hydrocarbon (2): Anthracene.
- Unit-9: Stereoisomerism in Acyclic Compounds
- Unit-10: Stereoisomerism in Cyclic Compounds
- Unit-11: Nature of Organic Reactions (I): Substitution Reactions
- Unit-12: Nature of Organic Reactions (II): Additional Reactions and Elimination Reactions

Paper-11 (ECH 11): Organic Chemistry–II

Block - I: Substituted Aliphatic and Aromatic Compounds

- Unit-1: Halogen Compounds: Alcohols; Phenols; Ethers and Sulphides
- Unit-2: Carbonyl Compounds
- Unit-3: Organic Monocarboxylic Acids; Sulphonic Acids and Substituted Acids.
- Unit-4: Nitro & Amino Compounds
- Unit-5: Diazonium Compounds

Block-II: Dicarboxylic Acids; Tautomerism ; Organic Compounds with Active Methylene Group ; Organic Compounds of Metals ; Heterocyclic Compounds

- Unit-6: Dicarboxylic Acids
- Unit-7: Tautomerism
- Unit-8: Cyanoacetic Ester: Malonic Ester: Acetoacetic Ester and Acetyl Acetone
- Unit-9: Organic Compounds of Metals
- Unit-10: Heterocyclic compounds – Furan; Thiophene ; Pyrrole ; Pyridine ; Indole and Quinolene

Paper-12 (ECH 12): Practical Chemistry–III

Block - I: Biochemistry

- Unit-1: Structure of a Cell and its Functions.
- Unit-2: Amino Acid and Protein
- Unit-3: Enzyme, Coenzyme, Vitamins and Minerals
- Unit-4: Carbohydrate, Lipid and Nucleic Acid.

Block - II

- Unit-5: Study of Reaction–Kinetic 1. Hydrolysis of Ester, 2. Inversion of Cane Sugar
- Unit-6: Estimation of Available Chlorine in Bleaching Powder
- Unit-7: Estimation of Iron in Cement

Paper-13&14 (ECH 13 & 14): Organic Chemistry-III & Biochemistry

Block-I: Reactive Intermediates; Molecular Rearrangements, Pericyclic Reactions

- Unit-1: Reactive Intermediates in Organic Reactions–Carbenes, Nitrenes
- Unit-2: Benzynes
- Unit-3: Molecular Rearrangements–I
- Unit-4: Molecular Rearrangements–II

Unit-5: Pericyclic Reactions.

Block-II: Macromolecules; Spectroscopy–Practical applications in Organic compounds; Colour Constitution of Organic Compounds

Unit-6: Carbohydrates

Unit-7: Amino Acids and Proteins

Unit-8: Spectroscopy–UV: IR and NMR–Applications in Organic Compounds

Unit-9: Practical applications of Organic Compounds

Unit-10: Dyes, Colour and Constitution of Organic Compounds

Block-III: Biomolecules – I and Biomolecules–II

Unit-1: Cell Structure and Function

Unit-2: Carbohydrates and Lipids

Unit-3: Nucleic Acids and Proteins

Unit-4: Enzymes, Co-enzymes, Vitamins and Minerals

Block-IV: Biogenetics and Metabolism

Unit-5: Bioenergetics: Definition and Source

Unit-6: Metabolism – Carbohydrate Catabolism

Unit-7: Metabolism – Amino Acid Catabolism

Unit-8: Catabolism of Lipids

Unit-9: Citric Acid Cycle

Unit-10: Special Oxidation Unit.

Programme Duration: Course duration is 3 years. However, the students have the liberty to complete its course within six years.

Faculty and Support Staff Requirement:

The University has one full time faculty in Chemistry and one post for associate professor has already been advertised. The undergraduate classes are held in more than sixty different study centres across the State. The faculties of the respective colleges will be engaged for PCP for the BDP Chemistry. The academic qualification of the counsellors is maintained as per the guidelines of UGC.

Faculty Details:

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	NIL	NIL
2	Associate Professor	Advertised	01
3	Assistant Professor	RC	01

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant	HQ	01
2	Junior Assistant	RC	01

Instructional Delivery Mechanisms:

Details of Instructional Delivery Mechanisms (for each paper / equivalent to 50 marks):

(i)

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
	PCP	Yes	12 (Theory)

Programme Project Report (PPR) For B. SC. in Chemistry

Face to Face Mode	Tutorials/ Special Classes/ Remedial Classes	Yes	10
	Seminar/ Research Colloquium	Yes	4
	Workshop	Yes	2
	School Based activities and Internship	No	
	Micro Teaching Sessions	No	
	Laboratory based Practical	Yes	48 (Practical)
	Field Work including Visits	No	
	Extension Activities/ Community Outreach Programmes	No	
Self- Learning	SLMs	Yes	58 (theory) / 48 (practical)
	Reference Books	Yes	58 (theory) / 48 (practical)
ICT/ Wellness of students	Online (Web driven/Mobile App)	Yes	30
	Offline DVD/SD Card/USB Drive	No	6
	Telecommunications	Yes	Supports are given as per need.
	Social Media (Facebook page/ Instagram/ Twitters/ Google Groups etc.)	Yes	
Blended	Smart Classrooms	Yes	
	Flipped Learning	No	

Medium of Delivery: Bengali/English

Paper Wise Mapping of Credit Hours:

		Paper	Paper Code	Paper Type (Theo/ Prac)	Study Hours	Full Marks	Credits
1 st Year	Semester - I	Foundation Course of Bengali	FBG	Theo	120	50	4
		Foundation Course of English	FEG	Theo	120	50	4
		General Chemistry	ECH 01	Theo	120	50	4
		Practical Chemistry-1	ECH 04	Prac	240	100	8
	Semester - II	Foundation Course in Humanities & Social Science	FHS	Theo	240	100	8
		Inorganic Chemistry-I	ECH 02	Theo	120	50	4
		Inorganic Chemistry-II	ECH 03	Theo	120	50	4
		Inorganic Chemistry – III	ECH 05	Theo	120	50	4
		Environmental Studies	ENVS	Theo	120	50	4

Programme Project Report (PPR) For B. SC. in Chemistry

2 nd Year	Semester - I	Foundation Course of Science & Technology	FST	Theo	240	100	8
		Physical Chemistry-I	ECH 06	Theo	120	50	4
		Practical Chemistry-2	ECH 08	Prac	240	100	8
	Semester – IV	Physical Chemistry–II	ECH 07	Theo	120	50	4
		Physical Chemistry–III	ECH 09	Theo	120	50	4
		Organic Chemistry–I	ECH 10	Theo	120	50	4
		Subsidiary Mathematics- Paper 1	SMT 01	Theo	240	100	8
3 rd Year	Semester – V	Organic Chemistry–II	ECH 11	Theo	120	50	4
		Practical Chemistry–3	ECH 12	Prac	240	100	8
		Subsidiary Mathematics- Paper 2	SMT 02	Theo	120	100	8
	Semester – VI	Organic Chemistry-III Biochemistry	ECH 13 & 14	Theo	120	50	4
		Subsidiary Mathematics- Paper 3	SMT 03	Theo	240	100	8
		Household Chemistry	AOC-3	Theo	240	100	8
Total Study Hours, Marks and Credits					3720	1550	124

F. Procedure for admissions, curriculum transaction and evaluation

Admission: Students get admission through University online admission portal.

Eligibility: For BDP Chemistry program, the student must have passed 10+2 examination or equivalent with 40% marks in Chemistry and pass marks in Mathematics.

Total Course Fee: Rs. 9,900/- (Excluding Examination and Studentship Renewal Fees)

Financial Assistance: At present no financial assistance is provided for this course.

curriculum transaction:

SLMs (Bengali/English version) in print and electronic medium are provided as approved by the Board of Studies and as ratified by Academic Council of the University. In addition, ICT facility is provided for the course. Each accredited Study Centre organise PCP Sessions on weekends/holidays and notify the same to the students. During these sessions, teachers will help the students with their course work. Practical Sessions or Laboratory Counselling-cum-evaluation Sessions(LCES), for elective and subsidiary subjects of science stream, are arranged by the University for the students who have enrolled for the particular subjects. Centre for practical work will be allotted by the University. Regular attendance throughout the practical session by each and every student are mandatory. Practical work in subsidiary subject is arranged at some selected centres.

Evaluation: The evaluation system of the programme is based on following components:

A. Continuous evaluation in the form of assignments (weightage: 30%)

This component carries a weightage of 30%. There will be one graded assignment per course. The assignment is to be submitted to the Co-ordinator of the NSOU Study Centre to which the student is assigned or attached with.

B. Term-end examination (weightage: 70%)

Term-end examinations will be held once in every year in the months of June. The students are at liberty to appear in any of the examinations conducted by the University during the year. A student

will be allowed to appear in the Term-End Examination, only after she/he has registered for that course and submitted the assignment.

C. Practical Examination (weightage: 100%): A full length of 12 days practical (classes for 11 days and one day for evaluation) are held during Puja vacation at different study centres. Attendance in the Lab Counselling Evaluation Session (LCES) is mandatory, if a candidate fails to appear in the LCES for more than three days, he / she will not be eligible to participate in the rest of the session.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners registered mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related information to examination and evaluation through it official website and registered mobile number of the learners.

G. Requirement of the laboratory support and Library Resources:

- a. **Laboratory support:** NSOU has advanced laboratory for chemistry practical where students can gain hand-on experiences of modern laboratory techniques. To educate the students in more scientific way, a rhythmic practical class programme has been introduced. NSOU provides the necessary laboratory facilities to the students in their respective study centres in addition to the university's own laboratory. For BDP level, a period of 12 days (eight hours per day) has been allotted for the students during the Puja vacation. The College and University teachers have been appointed to take classes which show a beautiful sharing of resource persons among the conventional and distance institutions. The students of different study centres have been clubbed into a nearby study centres for practical classes.
- b. **Library resources:** To cater to the needs of huge number of registered students, the University has taken an initiative first time in the country to set up a strategic partnership with the existing network of Public Libraries that are available in the State of West Bengal to offer educational support to our learners all over the State. With the active support from Department of Mass Education Extension and Library Services, Govt. of West Bengal, the strategic partnership has been started with seven (7) Public Libraries at different locations in the first phase. The students/ learners of the University may avail library services without any cost at these libraries along with the existing library of the respective study centres during their working hours. A central library of the University is situated at the Kalyani campus of the University. The students may access the books from this central library.

H. Cost estimate of the programme and the provisions:

Cost estimate of the program is Rs. 10,818 per student.

I. Quality assurance mechanism and expected programme outcomes: NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.

- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.
- (b) Function: The CIQA has the following functions:**
- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of sciences.

A. Programme Mission and Objective:

Geography's relevance to science and society arises from a distinctive and integrating set of perspectives through which geographers view the world around them. Geography a word derived from the Greek word '*Geographia*' which means earth description has been long considered as one of the fundamental subjects in education system right from the beginning of the system. A subject that is unique in bridging the social and physical aspects of the globe. Geography is a field of science devoted to the study of the lands, the features, the inhabitants, and the phenomena of Earth. In general, as ODL is concerned, our main objective is to democratize education as a resource and provide every citizen, irrespective of gender, caste and creed, easy and affordable access to quality education and particularly, in the paradigm of social sciences. The basic philosophy of our aim is to "Reach the Unreached". Considering this, the University launched its Geography Programme at the Under-graduate level (BDP) from the session 2000-2001.

The main objectives for offering this program are –

- (a) To focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is an important link between the natural and social sciences.
- (b) To develop a mental map of the community, province or territory, country and the world so that the learners can understand the "where" of places and events and relate them in the real world.
- (c) To understand global interdependence and to become a better global citizen.
- (d) To educate and train individuals to be effective managers and decision-makers.
- (e) To equip individuals with the necessary scientific skills and competencies to enable them to seek jobs and progress in their career.
- (f) To enhance the capabilities of the existing workforce in the country and abroad and thus contribute to economic development and business growth.
- (g) To give chances to the willing students those who could not enter into the convention Universities due to their age, job and limitation of the seat in the respective subject.

B. Relevance of the Programme with HEI's Mission and Goals:

The instruction is designed to engage students in learning experiences that not only enable them to learn content but also to develop greater passion for learning – enabling them to 'learn to learn' and to be lifelong learners. In the *learner-centred paradigm of education*, students are encouraged to take greater responsibility for their learning outcomes. We are also promoting the use of Indian language, Bengali for our BDP programme. Thus, students completing this program will be able to:

1. Appreciate Earth as the homeland of humankind and provide insight for wise management decisions about how the planet's resources should be used.

2. Understand geography's way of looking at the world through the lenses of place, space, and scale. A central tenet of geography is that "location matters" for understanding a wide variety of processes and phenomena. Indeed, geography's focus on location provides a crosscutting way of looking at processes and phenomena that other disciplines tend to treat in isolation. Geographers focus on "real world" relationships and dependencies among the phenomena and processes will give character to any location or *place*.

3. Analyze environmental-societal dynamics relating human action to the physical environment, environmental dynamics linking physical systems, and human-societal dynamics linking economic, social, and political systems; and

4. Conduct spatial representation using visual, verbal, mathematical, digital, and cognitive approaches. Places are natural laboratories for the study of complex relationships among processes and phenomena.

C. Nature of Prospective Target Group of Learners:

In West Bengal, a lot of students pass higher secondary (10+2) examination with science background. But due to limitation of seats in the conventional Universities/ colleges in Geography (Honours), all of them could not get enrol themselves in the subject of their choice (i.e., Geography). In recent years there are ample scope of higher studies as well as research in Geography, thus the students opt this subject by choice. In Netaji Subhas Open University, the target group of learners are mainly from the rural areas, particularly where the colleges/Universities are too far from their local residence. Students from urban areas are also enrolling themselves. Students who graduate themselves also do not find an opportunity to go for postgraduate studies in other universities. NSOU caters and tries to offer following diverse class of learners' the best of the opportunity by offering this subject at both undergraduate and postgraduate level.

- i. Passed out 10+2 with 50% marks in Geography Fresher students intending higher education
- ii. Remote/ village intending Learners
- iii. Those who cannot attend a full-time program due to constraints.
- iv. Working Professionals
- v. Government Officials
- vi. Home Makers
- vii. A class having of low level of disposable income, minorities etc.

D. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence

- i) We view the greatest strength of geography, as a discipline, in NSOU is its ability to integrate and apply knowledge across the interface of the Earth's social and environmental systems.
- ii) We welcome students into the postgraduate program based on their previous academic work, research interests, letters of reference, and the ability of the faculties to act as counsellors.
- iii) Counsellors with expertise in various fields of geography like geomorphology, hydrology, biogeography, climatology, meteorology etc. work together with graduate students to study fundamental and applied problems that are of compelling societal and scientific interest. Issues such as global climate change, water, energy and carbon cycling, vegetation and carbon dynamics associated with environmental change and management, landscape development, and human impacts on the environment are studied with particular emphasis.
- iv) In Geography, we don't just learn in the classroom; we provide students with opportunities to learn relevant skills and apply their knowledge to real-world challenges.
- v) Our field courses are designed to give students an opportunity to do just that: learn valuable field skills, apply classroom knowledge, and connect to the many organizations and issues that require geographic and environmental expertise.

E. Instructional Design: As the state and national level, the higher educational institutions are expected to provide quality education, education for all, strategic plans for an institution that defines targets and measures of the programmes to be achieved by the institution. Apart from physical infrastructure, administrative policy and code of behaviour, school of sciences is actively engaged in its academic development of respective subjects. The School of Sciences has designed its curriculum, several learning resource materials, and Feedback system through the BOS and an expert committee. Learning Material through print-media named Self-Learning Material (SLM) is developed with the approach of self-explanatory, self-contained, self-motivating and self-evacuating followed by the UGC guideline.

Curriculum Design:

Detailed Syllabus:

Paper-1 (EGR-01) : Concepts of Physical Geography and Geotectonics

Block 1 :

1. Earthquake and Internal Structure of Earth
2. Volcano and Vulcanicity
3. Epeirogeny and Orogeny
4. Continental Drift and Plate Tectonics

Block 2 :

5. Earth's Crust
6. Rocks : Origin and Classification
7. Folds, Faults and their influence on Landforms

Paper-2 (EGR-02): Landform Processes

Block 1 :

1. Weathering and Mass Wasting – Factors, Types, Influence on Landforms
2. Cyclic and Non-Cyclic Concept – Davis, Penck and Hack
3. Geomorphic Processes and Resultant Landforms : fluvial
4. Geomorphic Processes and Resultant Landforms : glacial
5. Geomorphic Processes and Resultant Landforms : Aeolian
6. Geomorphic Processes and Resultant Landforms : coastal/marine
7. Geomorphic Processes and Resultant Landforms : karst
8. Evolution of Slopes ; Theories of Slope Development

Block 2 :

9. Hydrological Cycle : Run off, Components and Importance
10. Groundwater -- Factors, Underground Circulation of water
11. Topography of Ocean Floor
12. Continental Shelf and Continental Slope
13. Marine Deposition and Marine Resources

Paper-3 (EGR-03): Climatology

Block 01 :

1. Atmosphere : Nature, Composition, Layering ; Importance of Ozone Layer, Greenhouse Effect
2. Insolation : Factors affecting ; Heat Budget of Earth
3. Horizontal and Vertical Distribution of Temperature ; Inversion of Temperature
4. Global Pressure Belts ; Wind Systems ; Relations of Wind and Pressure ; Tricellular Model
5. Jet Stream and Air Mass

Block 2 :

6. Condensation : Processes and Forms ; Evaporation
7. Precipitation : Mechanism and Form
8. Tropical and Mid-Latitude Cyclone ; Genesis and Characteristics
9. Monsoon, Thunderstorm
10. Climatic Classification

Paper-4 (EGR-04): Practical Geography–1

1. Scale : Linear, Vernier & Diagonal
2. Prismatic Compass Survey
3. Levelling Survey
4. Theodolite Surveying
5. Map Projection : Basic concepts and Subject
6. Stereographic, Simple Conical and Bonne's Projection
7. Sinusoidal, Polyconic and Cylindrical Equal Area Projection

8. Practical Geographic Techniques
9. Isopleth, Choropleth, Dot and Sphere
10. Climatic Cartograms

Paper-5 (EGR-05): Soil and Biogeography

Block 1: Soil Geography

1. Soil Formation : Factors and Processes
2. Development of Local Soil Profile ; Laterite, Podzol, Chernozem
3. Physical Properties of Soil
4. Chemical Properties of Soil
5. Soil Classification – Dokuchaiev, Marbut, USDA, Indian

Block 2 : Biogeography

6. Concept of Biogeography ; Biome – Tropical – Grassland – Taiga – Tundra
7. Components of Ecosystem ; Community – Interrelationship between different Organisms of a community
8. Trophic Level–Food Chain, Energy Flow, Ecological Pyramid
9. Factors of Plant Growth
10. Biogeochemical Cycles, Conservation

Paper-6 (EGR-06): Geography of Resources

Block 1 :

1. Concept of Resources
2. Characteristics of Resource, Fundamental Theory of Resource
3. Nature and Resource
4. Man and Resource
5. Nonconventional Resource
6. Culture and Resource

Block 2 :

7. Resource Utilisation–Processes, Technology and Environmental
8. Resource Utilisation–Forest, Animal, Fish, Oceanic
9. Resource Utilisation–Agriculture, Human
10. Resource Utilisation–Minerals, Energy
11. Depletion of Resource, Resource Conservation, Sustainable Development

Paper-7 (EGR-07): Geography of Economic Activities

Block 1 :

1. Land Use : Concepts – Von Thunen, Graham, Stamp and Lewis
2. Agriculture : Types, Characteristics
3. Industry : Location Theories, Weber, Hoover, Losch
4. Major Industry : Iron & Steel, Problems and Prospects

Block 2 :

5. Major Industry : Cotton, Textile, Problems and Prospects
6. Major Industry : Petrochemicals, Problems and Prospects
7. Industrial Regions : Great Lakes ; Ruhr
8. Industrial Regions : Tokyo–Yokohama ; Hooghly

Paper-8 (EGR-08): Practical Geography – 2

1. Nature of statistical data : Discrete, continuous, parametric, Non-parametric, Use of percentage
2. Sampling : Simple, Random, Classification – testing of data, Stratified, Tabulation

3. Frequency Distribution : Histogram, Polygon, Ogive, Normal distribution, Measures of skewness
4. Measures of Central Tendency: Mean; Median ; Mode ; Partition values–Quartiles, Percentiles.
5. Measures of dispersion–Mean deviation ; Quartile deviation, Standard deviation
6. Time Series Analysis : Simple Bivariate Regression (from absolute number) ; Test of significance
7. Interpretation of topographical map : Plateau (1 map) ; Plains (1 map)
8. Interpretation of Indian daily weather map.
9. Morphometric techniques: 1. Profiles: Superimposed, projected, composite, 2. Stream order, 3. Relative Relief, 4. Drainage Frequency, 5. Drainage Density, 6. Dissection Index.

Paper-9 (EGR-09): Geography of Settlement

Block 1 :

1. Study of Settlement – Significance; Definition of Settlement, Settlement as Indicators of Models of Life and History.
2. Aspects of Settlement Study – Site, Situation, Size, Pattern, Function, House Type, Lay out, Morphology and Spatial Distribution.
3. Rural Settlement – Definition and Census Categories, Locational Factors, Size Variation, Patterns, Functions, Morphology (House Types, Building Materials, Street Pattern, etc.)

Block 2 :

4. Urban Settlements–Origin and Development, Physical and Ecological Definitions of City; Functional classification of Towns and Cities. Christaller’s Theory of Central Place Hierarchy; Urban Morphology; Problems of Urban Growth–decline and possible solutions.
5. Rural–Urban Differentiation : Spatial and Functional Differences ; Problems relating to Definition of Rural and Urban areas ; Concept of Urban Sprawl, Urban Fringe, Umland, Conurbation, Metropolis, Metropolitan area, Metropolitan Region.
6. Models of City Structure: Concentric Zone, Sector, Multiple Nuclei; City as a Social Organism – Reflection, Culture, Economy, Technology, Behaviour of Society; Indicators of Social Organism.

Paper-10 (EGR-10): Geography of Population

Block 1 :

1. Component and structure of population dynamics ; Interdisciplinary nature of population studies
2. Population Growth: trends and patterns; measures of fertility and mortality; patterns and causes of fertility and mortality declines; world distribution of population; measures and factors of variation of population density and distribution.
3. Theories, problems and policies : Theories of population growth, population problems in relation to development ; resources and environment ; population policies – pro and anti natalist

Block 2 :

4. Population Structure and Composition; Basic Pattern, causes and consequences – urban and rural: Age structure, sex structure, economic composition and others – language, religion, ethnicity and literacy.
5. Migration – internal and international ; nature and types of migration–temporal and spatial dimensions ; theories of migration
6. Basic characteristics of population in India; Growth structure (Age-Sex), composition (rural-urban) – their temporal and spatial changes; distribution and density.

Paper-11 (EGR-11): Evolution of Geographical Thought

Block 1 :

1. Definition of Geography ; Man-Environment Relation, Regional Differentiation, Location
2. Development of Geographical Thoughts: Encyclopaedism, Positivism, Quantitative Revolution, Radical Geography.
3. Concepts : Determinism, Possibilism, Structuralism and Materialism
4. Approaches: Regional approach, Cultural Landscape approach, Ecological approach, Resource approach.

Block 2 :

5. Origin, Growth and Divergence of Cultural Systems ; Development and Spread of Technology; Convergence and Diffusion of Culture
6. Changing Cultural Patterns of the World
7. Concept of Space: Absolute and Relative Space.

Paper-12 (EGR-12): Practical Geography - 3

1. Field Report
2. Construction of Station Model.
3. Identification of Rocks and Minerals.
4. Geological Map
5. Basic Concept of Remote Sensing
6. Interpretation of Aerial Photographs.

Paper-13 (EGR-13): Environmental Geography

Block 1 :

1. Scope and Basic Concepts : Meaning of Environment and associated Terminology (Habitat, Human Ecology, Human Ecosystem, Phenomenal Environment, Environmental Perception,) ; Geographer's approach to Environment ; Concept of Holistic Environment.
2. Components of Physical Environment ; Components of Socio-Economic Environments (Income, education, health, nutrition security, social stability, shelter)
3. Environmental degradation and hazards – their consequences: flood, drought, soil degradation, wastes and pollution; social effects, extreme events.

Block 2 :

4. Major Contemporary Environment Issues – Global Scenario
5. Environment Conservation Vs. Economic Development; Social Systems and Environmental Problems.
6. Environmental Approach to Management : Basic Principles of 'Space Ship Earth' ; Ecosystem Balance ; Recycling of Materials ; Population Control ; Renewable Energy ; Afforestation, Biodiversity ; Social Adjustments.

Paper-14 (EGR-14): Special Paper (Agricultural Geography and Regional Planning)

Block 1 : Agricultural Geography

1. Nature, scope and content of Agricultural Geography; Development of Agricultural Geography.
2. Sinclair's model of peri-urban land use; Factors controlling agricultural land use; principles of land use planning.
3. Concept, techniques and delineation of Agricultural Regions; Agricultural regions of India; Impact of technology on agriculture and environment with special reference to India; Agricultural problems in India and possible remedies; Recent trends in agriculture in India.

Block 2 : Regional Planning

4. a. Concept of regions, types of planning b. Basic principles of regional planning c. Locational theories of Weber, Losch and Christaller; Growth Pole theory of regional growth

5. a. Definition of towns, classification – physical, functional and social b. Metropolis and metropolitan concept, problems, planning and delineation c. Rural – urban linkages (sectoral and spatial) – physical, commodity, human and informational linkage
6. a. Rural development programmes – case studies from India b. Role of agriculture and industry in regional development c. Regional imbalances

Programme Duration: Course duration is 3 years. However, the students have the liberty to complete its course within six years.

Faculty and Support Staff Requirement:

The University has two full time faculties in Geography. The Undergraduate class are held in sixty-two different study centres across the State. The faculties of the respective colleges, other university teachers are engaged for PCP for the BDP Geography comprising nearly two hundred of resource persons was created by the Board of the Studies of the Universities for taking classes of BDP Geography.

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	NIL	NIL
2	Associate Professor	Advertised	01
3	Assistant Professor	2 (one at HQ and one at RC)	02

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant	HQ	01
2	Junior Assistant	RC	01

Instructional Delivery Mechanisms:

Details of Instructional Delivery Mechanisms (for each paper / equivalent to 50 marks):

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour) /50 marks
Face to Face Mode	PCP	Yes	12 hours
	Tutorials/ Special Classes/ Remedial Classes	Yes	10 hours
	Seminar/ Research Colloquium	Yes	1 day
	Workshop	Yes	1 day
	School Based activities and Internship	No	
	Micro Teaching Sessions	No	
	Laboratory based Practical	Yes	48 hours
	Field Work including Visits	Yes	1 day
	Extension Activities/ Community Outreach Programmes	No	
Self- Learning	SLMs	Yes	90 hours
	Reference Books	Yes	26 hours
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	Yes	30 hours (AV Lectures, Question banks)
	Offline DVD/SD Card/USB Drive	Yes	6 hours (self-study). USB drive used

	Telecommunications	Yes	
	Social Media (Facebook page/ Instagram/ Twitters/ Google Groups etc.)	Yes	
Blended	Smart Classrooms	Yes	
	Flipped Learning	No	

Medium of Delivery: Bengali/English

Paper Wise Mapping of Credit Hours:

		Paper	Paper Code	Paper Type (Theo/ Prac)	Study Hours	Full Marks	Credits
1 st Year	Semester - I	Foundation Course in Bengali	FBG	Theo	120	50	4
		Foundation Course in English	FEG	Theo	120	50	4
		Concepts of Physical Geography and Geotectonics	EGR 01	Theo	120	50	4
		Practical Geography - I	EGR 04	Prac.	240	100	8
	Semester - II	Foundation Course in Humanities & Social Science	FHS	Theo	240	100	8
		Landform Processes	EGR 02	Theo	120	50	4
		Climatology	EGR 03	Theo	120	50	4
		Soil and Biogeography	EGR 05	Theo	120	50	4
		Environmental Studies	ENVS	Theo	120	50	4
2 nd Year	Semester - III	Foundation Course in Science & Technology	FST	Theo	240	100	8
		Geography of Resources	EGR 06	Theo	120	50	4
		Practical Geography - 2	EGR 08	Prac	240	100	8
	Semester - IV	Geography of Economic Activities	EGR 07	Theo	120	50	4
		Geography of Settlement	EGR 09	Theo	120	50	4
		Geography of Population	EGR 10	Theo	120	50	4
		Subsidiary English 01/Bengali - Paper 01	SEG 01/ SBG 01	Theo	240	100	8
3 rd Year	Semester - V	Evolution of Geographical Thought	EGR 11	Theo	120	50	4
		Practical Geography - 3	EGR 12	Prac	240	100	8
		Subsidiary English 02 / Bengali - Paper 02	SEG 02/ SBG 02	Theo	240	100	8
	Se	Environmental Geography	EGR13 & 14	Theo	120	50	4

	Special paper (Agricultural Geography and Regional Planning)					
	Subsidiary English 03/ Bengali -Paper 03	SEG 03/ SBG 03	Theo	240	100	8
	Household Chemistry	AOC-3	Theo	240	100	8
	Total Marks and Credits			3720	1550	124

F. Procedure for admissions, curriculum transaction and evaluation

Admission Procedure: Centralised admission process is conducted through online mode. Admission fees also collected through online payment gateway service and dedicated bank challan to assure better transparency in monetary transaction.

Eligibility: The student must have passed 10+2 with science background with 50% marks in Geography.

Total Course Fee: Rs. 9,900/- (Excluding Examination and Studentship Renewal Fees)

Financial Assistance: At present no financial assistance is provided for this course.

curriculum transaction:

SLMs (Bengali/English version) in print and electronic medium are provided as approved by the Board of Studies and as ratified by Academic Council of the University. In addition, ICT facility is provided for the course. Each accredited Study Centre organise PCP Sessions on weekends/holidays and notify the same to the students. During these sessions, teachers will help the students with their course work. Practical Sessions or Laboratory Counselling-cum-evaluation Sessions(LCES), for elective and subsidiary subjects of science stream, are arranged by the University for the students who have enrolled for the particular subjects. Centre for practical work will be allotted by the University. Regular attendance throughout the practical session by each and every student are mandatory. Practical work in subsidiary subject is arranged at some selected centres.

Evaluation: The evaluation system of the programme is based on following components:

A. Continuous evaluation in the form of assignments (weightage: 30%)

This component carries a weightage of 30%. There will be one graded assignment per course. The assignment is to be submitted to the Co-ordinator of the NSOU Study Centre to which the student is assigned or attached with.

B. Term-end examination (weightage: 70%)

Term-end examinations will be held once in every year in the months of June. The students are at liberty to appear in any of the examinations conducted by the University during the year. A student will be allowed to appear in the Term-End Examination, only after she/he has registered for that course and submitted the assignment.

C. Practical Examination (weightage: 100%): A full length of 12 days practical (classes for 11 days and one day for evaluation) are held during Puja vacation at different study centres. Attendance in the Lab Counselling Evaluation Session (LCES) is mandatory, if a candidate fails to appear in the LCES for more than three days, he / she will not be eligible to participate in the rest of the session

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners' registered mobile number

of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related information to examination and evaluation through its official website and registered mobile number of the learners.

G. Requirement of the laboratory support and Library Resources:

Laboratory support: To educate the students in more scientific way, a rhythmic practical class programme has been introduced. NSOU provides the necessary laboratory facilities to the students in their respective study centres. For BDP level, a period of 12 days (eight hours per day) has been allotted for the students during the Puja vacation. The College and University teachers have been appointed to take classes which show a good sharing of resource persons among the conventional and distance institutions. The students of different study centres have been clubbed into a nearby study centres for practical classes. Due to the increased number of enrolments, the number of study centres for practical classes have been enhanced accordingly.

Library resources: The students of the University use the existing library of the respective study centres. The library of the study centres are provided with more books by the University every year as per student's intake and requirement. A central library of the University is situated at the Kalyani campus of the University. The students may access the books from this central library.

H. Cost estimate of the programme and the provisions: Cost estimate of the program is Rs. 9,662/- per student.

I. Quality assurance mechanism and expected programme outcomes: NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function:

The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.

- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of sciences.

A. Programme Mission and Objective:

Mathematics is an indispensable problem-solving and decision-making tool used in most of the advanced development in science, engineering and technology. Therefore, a significant increase of interest in mathematics has been grown among different disciplines as well as other areas of life in recent past. With that spirit in mind NSOU started under graduate mathematics course in the year of 2000 with the help of all its study centers. The main objectives of the course are:

- To democratize higher education in mathematics by providing access to large segments of the population, in particular the disadvantaged groups such as those living in remote and rural areas, including working people, women and other adults who wish to acquire and upgrade their mathematical knowledge and/or skills.
- To acquire knowledge about the nature, concepts, methods, techniques and objectives of advanced fields of Algebra, Analysis, Geometry, Numerical Analysis etc together with some historical perspective of their development.
- To develop an enhanced skill set that will put the learners at an advantage in careers as diverse as mathematics, education, computer science, economics, engineering and finance.
- To train learners to learn in an autonomous manner and know how to tackle research in mathematical sciences.

To mitigate the need of qualified professional having specialized knowledge in mathematics for better cognitive and socio-economic development of the country.

B. Relevance of the Programme with HEI's Mission and Goals:

The under graduate mathematics course has a great relevance with the Mission and Goal set by the university. At present around 1500 aspirants who are interested in mathematics are get trained in different study centers/regional centers across different geographic location of West Bengal.

There are four main reasons for offering this program –

1. Persistent requests from study centers, local and regional students for UG mathematics program to be offered by NSOU in distance mode to meet educational, and career needs of students.
2. NSOU has already marked a significant footprint in mathematics teaching and research by educating a large no of learners in Mathematics at post graduate as well as under graduate level. Mathematics department has a collaborative association with other reputed universities/institute in West Bengal, which smoothen the teaching process by augmenting subject matter experts from other university when needed.
3. This course will help the economic and social growth of the country by supplying more qualified mathematician, which is basic need in today's competitive environment.

C. Nature of Prospective Target Group of Learners:

NSOU considers following diverse class of learners for U.G Mathematics course subject to fulfilment of the criteria for admission.

- i. Passed out 10+2 with 50% marks in Mathematics Fresher students intending higher education
- ii. Remote/ village intending Learners
- iii. Those who cannot attend a full-time program due to constraints.
- iv. Working Professionals
- v. Government Officials

- vi. Home Makers
- vii. A class having of low level of disposable income, minorities etc.

D. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence

The program will meet the learning aspiration for mathematics by providing "second chance" to those who had to discontinue their formal education or could not join regular colleges or universities owing to social, economic and other constraints.

- E. **Instructional Design:** As the state and national level, the higher educational institutions are expected to provide quality education, education for all, strategic plans for an institution that defines targets and measures of the programmes to be achieved by the institution. Apart from providing physical infrastructure, administrative policy and code of behaviour, school of sciences is actively engaged in its academic development of respective subjects. The School of Sciences has designed its curriculum, several learning resource materials, and Feedback system through the BOS and an expert committee. Learning Material through print-media named Self-Learning Material (SLM) is developed with the approach of self-explanatory, self-contained, self-motivating and self-evacuating followed by the UGC guideline.

Curriculum Design:

The curriculum is adapted from the under graduate mathematics course recommended by UGC. The curriculum has been developed consulting with internal and external subject matter experts to avoid any disparity between the similar programs offered by other state and central universities. The entire syllabus has been divided into three parts. The learners will have to complete following papers in three years.

- Paper EMT 01: Differential Calculus and its Geometric Application (50 Marks)
- Paper EMT 02: Integral Calculus and Differential Equations (50 Marks)
- Paper EMT 03: Classical Algebra & Abstract Algebra (50 Marks)
- Paper EMT 04: Vector Algebra & Vector Calculus (50 Marks)
- Paper EMT 05: Linear Algebra & Transformation (50 Marks)
- Paper EMT 06: Analytical Geometry (50 Marks)
- Paper EMT 07: Mathematical Analysis-I (50 Marks)
- Paper EMT 08: Mathematical Analysis - II (50 Marks)
- Paper EMT 09: Analytical Dynamics (50 Marks)
- Paper EMT 10: Analytical Statics (50 Marks)
- Paper EMT 11: Numerical Analysis (50 Marks)
- Paper EMT 12: Probability Theory (50 Marks)
- Paper EMT 13: Statistics and its Application (50 Marks)
- Paper EMT 14: Linear Programming and Game Theory (50 Marks)
- Paper EMT 15: Complex Analysis and Integral Trans form (50 Marks)
- Paper EMT 16: Computer Programming (50 Marks)

Detailed Syllabus:

Paper-1(EMT 01) :

Block 1 : Differential Calculus

Unit-1 : Real numbers and their properties

- Unit-2 : One variable function, limit and properties
- Unit-3 : Continuity at a point of a function of one variable
- Unit-4 : Derivatives of functions of one variable and higher order derivatives
- Unit-5 : Rolle's Th., Meanvalue Ths., L' Hospital's rule
- Unit-6 : Taylor's expansion with Remainder and infinite series expansion
- Unit-7 : Function of several variables, Limit, Continuity and Partial Derivatives

Block 2 : Geometric Application

- Unit-8 : Tangent, normal and linear asymptote
- Unit-9 : Envelope, cusp, node, double point, point of inflection
- Unit-10 : Curvature of a curve
- Unit-11 : Some typical curves
- Unit-12 : Minimum, maximum and stationary values of one variable functions
- Unit-13 : Minimum, maximum and stationary values of multivariate functions

Paper-2 (EMT 02) :

Block 1 : Integral Calculus

- Unit-1 : Definite Integral
- Unit-2 : Different methods of integration
- Unit-3 : Reduction Formulas and Integration by Consecutive Reduction
- Unit-4 : Improper Integral
- Unit-5 : Line Integral and determination of the length of a curved line
- Unit-6 : Double Integral, Triple Integral and Determination of Surface and Volume

Block 2 : Differential Equations

- Unit-7 : Differential Equation—Genesis, Order and Degree
- Unit-8 : Differential Equations
- Unit-9 : First Order Differential Equations
- Unit-10 : Singular Solution
- Unit-11 : Simultaneous Linear Differential Equations with Constant Coefficients
- Unit-12 : Differential Equations of Second and Higher Order—Methods of Solutions

Paper-3 (EMT 03) :

Block 1 : Classical Algebra

- Unit-1 : Inequalities
- Unit-2 : Complex Number, De-moivre's Theorem etc.
- Unit-3 : Function of complex Numbers
- Unit-4 : Polynomials, Roots and Properties of Polynomial Equations
- Unit-5 : Cubic and Bi-quadratic Equations
- Unit-6 : Special Reciprocal Equation
- Unit-7 : Continued Fraction
- Unit-8 : Elementary Theory of Numbers

Block-2 : Abstract Algebra

- Unit-9 : Sets
- Unit-10 : Relations and Mapping
- Unit-11 : Group-Definition and Properties
- Unit-12 : Cyclic Group, Normal Subgroup
- Unit-13 : Ring
- Unit-14 : Field

Paper-4(EMT 04):

Block 1 : Vector Algebra

Unit-1 : Cartesian Coordinates of Three-Dimensional Geometry, Direction Cosine etc.

Unit-2 : Vector

Unit-3 : Vector Multiplication

Unit-4 : Geometric Application of Vectors

Unit-5 : Other Applications of Vectors

Block 2 : Vector Calculus

Unit-6 : Derivatives of Vector

Unit-7 : Integration of Vectors

Unit-8 : Gradient, Divergence, Curl etc.

Unit-9 : Gauss and Stoke's Theorem

Unit-10 : Applications of Vector Calculus

Paper-5 (EMT 05):

Block 1 : Linear Algebra

Unit-1 : Introduction to Matrix Algebra, Its Properties & Application From Classical Approach

Unit-2 : Determinant

Unit-3 : Solution of Linear Equations of Three Variables, Cramer's Rule

Unit-4 : Vector Space or Linear Space

Unit-5 : Basis and Dimension

Unit-6 : Three Elementary Operations and Elementary Matrices

Unit-7 : Rank of a matrix

Unit-8 : System of Linear Equations and its Solution

Block 2 : Linear Transformation

Unit-9 : Inner Product Space

Unit-10 : Linear Transformation / Mapping

Unit-11 : Linear Transformation in the form of a Matrix

Unit-12 : Eigen Vector

Unit-13 : Quadratic Form

Unit-14 : Geometric Applications

Paper-6 (EMT 06):

Block 1 : Analytical Geometry (2 & 3 Dimensions)

Unit-1 : Transformation of Coordinates and Invariant

Unit-2 : Pair of Straight Lines

Unit-3 : Common Quadratic Equations : Classification

Unit-4 : Tangent, Normal, Diameter

Unit-5 : Polar Equation of Conics

Block 2 : Three Dimensional Geometry

Unit-6 : Coordinates and Transformtion

Unit-7 : Plane

Unit-8 : Straight Line

Unit-9 : Rotational Plane, Generating Line

Unit-10 : Sphere

Unit-11 : Cone, Cylinder

Unit-12 : Quadratic Surface

Unit-13 : Tangent, Normal, Diameter

Unit-14 : General Equation of 2nd degree : Classification

Paper-7 (EMT 07):

Block 1 : Mathematical Analysis - I

Unit-1 : Sets of Real Numbers and Properties

Unit-2 : Limit Point Properties and Heine Borel Properties of Sets of Real Numbers

Unit-3 : Infinite Sequences of Real Numbers

Unit-4 : Infinite Series of Real Numbers

Unit-5 : Sufficient Conditions of Convergence of Sequence of Real Numbers and Examples

Unit-6 : Sufficient Condition for Convergence of Infinite Series

Block 2 : Mathematical Analysis - I

Unit-7 : Properties of Functions Continuous in a Closed Interval

Unit-8 : Monotonic Increasing and Decreasing Functions of Bounded Variation and Their Properties

Unit-9 : Inverse Functions : Conditions of Existence, Trigonometric Inverse Functions : $\sin^{-1}x$, $\cos^{-1}x$, $\tan^{-1}x$.

Unit-10 : Convergence of Series of Functions and Power Series.

Unit-11 : Uniform Convergence of Sequences and Series of Functions.

Unit-12 : Theorems Concerning Limit, Continuity, Partial Derivatives of Function of Several Variables.

Unit-13 : Implicit Function Theory for Function of Single Variable, Jacobians etc.

Paper-8 (EMT 08) :

Block 1 : Mathematical Analysis - II

Unit-1 : Riemann Integral of Bounded Functions of one Variable.

Unit-2 : Darboux's Theorem on Integration

Unit-3 : Properties of Riemann Integral

Unit-4 : Riemann Integrable Functions

Unit-5 : Meanvalue Theorem of Riemann Integrals

Unit-6 : Riemann Integral of Functions of Several Variables

Unit-7 : Differentiation and Integration of Functions of Several Variables

Block 2 : Mathematical Analysis - II

Unit-8 : Improper Riemann Integration

Unit-9 : Differentiation and Integration of an Infinite integral w.r.t. a Parameter

Unit-10 : Beta / Gamma Functions and other Related Improper Integrals

Unit-11 : Convergence of Series by term Integration and Differentiation of Power Series

Unit-12 : Fourier Series of Bounded, Integrable and Periodic Functions.

Unit-13 : Different types of Fourier Series, such as Cosine, Sine Series etc. and other Applicable Examples.

Paper-9 (EMT 09) :

Block 1 : Particle Dynamics

Unit-1 : Introduction : Galilean System – Kinematics I

Unit-2 : Kinematics II

Unit-3 : Newton's Laws of Motion and Different Principles of Conservation (Impulsive Motion)

Unit-4 : Motion in a Straight Line – SHM and Other Forced Motions

Unit-5 : Motion of a Particle in a Plane (Friction with Elastic Bodies)

Unit-6 : Central Forces and Stability of Orbits

Unit-7 : Motion under Inverse Square Law : Planetary Motion

Unit-8 : Change of Elliptical Path due to Disturbance

Unit-9 : Motion of a Particle in Resisting Medium (Planar)

Unit-10 : Constrained Motion

Unit-11 : Motion of a Particle of Varying Mass

Block 2 : Rigid Dynamics

Unit-12 : Motion of a Rigid body ; Motion of Centre of Gravity, motion with respect to Centre of Gravity, Conservation of Momentum & Angular Momentum.

Unit-13 : Kinematics of a Rigid body.

Unit-14 : Moment of Inertia of Rigid body

Unit-15 : D'Alembert's Equations of Motion and its Application in laws of Motions of Rigid Bodies

Unit-16 : Principles of Conservation of Motions of Rigid Bodies.

Unit-17 : Two Dimensional Motion of Rigid Bodies (Under limiting Force)

Unit-18 : Impulsive Motion of rigid bodies

Unit-19 : Motion of Rigid Bodies about a fixed Axis.

Unit-20 : Different Examples and Exercises on Motion of Broad Cylinder and Spheres with two Dimensional Motion

Paper-10 (EMT 10) :

Block 1 : Analytical Statics

Unit-1 : Force and Other Ideas

Unit-2 : Concurrent Forces, Resultant and Equilibrium

Unit-3 : Forces, Their Resultant, Moment of Forces and Couple

Unit-4 : Statical Equivalence of Force Systems

Unit-5 : Equilibrium of Force Systems

Unit-6 : Force of Friction

Unit-7 : Centre of Gravity

Unit-8 : Beam, Wire and Chain

Unit-9 : Work, Principle of Virtual Work.

Unit-10 : Stability of Equilibrium

Block 2 : Fluid Statics

Unit-11 : Applied force and Its Effect

Unit-12 : Liquid Pressure

Unit-13 : Centre of Pressure on a Plane Area

Unit-14 : Thrust, Couple etc.

Unit-15 : Equilibrium of Rotating Fluid

Unit-16 : Principles of Archimedes, Equilibrium of Floating & Emerged Bodies

Unit-17 : Stability of Equilibrium of Floating Bodies & Metacentre

Unit-18 : Equilibrium in Atmosphere

Paper-11 (EMT 11) :

Block 1 : Numerical Analysis

Unit-1 : Introduction, Errors in Numerical Computation

Unit-2 : Different types of Differences and Divided Differences

Unit-3 : Deduction of Newtons forward and Backward Interpolation Formulae (with errors)

Unit-4 : Deduction of Lagrange's Interpolation Formulae, Error terms and Newton's General Interpolation Formula

Unit-5 : Statements of Starlings and Bessel's Interpolation Formulae

Unit-6 : Inverse Interpolation

Unit-7 : Numerical Differentiation and Numerical Integration

Unit-8 : Different Methods of Integration (Trapezoidal, Simpson's and Weddle's rule)

Block 2 : Numerical Analysis

Unit-9 : Numerical Solution of Equations – I
Unit-10 : Numerical solution of Equations - II
Unit-11 : Numerical Solution of Equations - III
Unit-12 : Determination of Inverse Matrix of a Square Matrix
Unit-13 : Eigenvalues and Eigenvectors of Matrices
Unit-14 : Solution of Systems of Linear Equations - I
Unit-15 : Solution of Systems of Linear Equations - II
Unit-16 : Numerical Solution of Ordinary Differential Equations

Paper-12 (EMT 12) :

Block 1 : Probability Theory

Unit-1 : Event Spaces
Unit-2 : Historical Background
Unit-3 : Axioms of Mathematical Probability
Unit-4 : Conditional Probability
Unit-5 : Compound Experiments
Unit-6 : Probability Distributions
Unit-7 : Transformation of Random Variables and Mathematical Expectations
Unit-8 : Characteristics of Distributions.

Block 2 :

Unit-9 : Two-dimensional Distributions
Unit-10 : Conditional Distributions and two-dimensional transformation
Unit-11 : Expectation and Characteristics of two-dimensional Distributions
Unit-12 : Expectation and Characteristics for Independent Random Variables
Unit-13 : Conditional expectation and regression
Unit-14 : Some Special distributions
Unit-15 : Convergence in Probability
Unit-16 : Theorems on limit.

Paper-13 (EMT 13) :

Block 1 : Statistics and Its Application

Unit-1 : Preliminary Discussion, Presentation of Data
Unit-2 : Measures of Central Tendencies–AM, GM, HM ; Mean, Median, Mode.
Unit-3 : Measures of Dispersion
Unit-4 : Bivariate and Multivariate Correlation
Unit-5 : Sampling and Random Sampling Techniques
Unit-6 : Sampling Distribution and Statistic
Unit-7 : Sampling Average and Variation
Unit-8 : Normal Distribution : Sampling and Distributions Collected there from

Block 2 :

Unit-9 : Point Estimation and its Techniques
Unit-10 : Different Characteristics of Point Estimation, Interval Estimation
Unit-11 : Standard Normal Distribution, Critical Region
Unit-12 : Test of Hypothesis Relating to Statistics Simple Hypothesis and its test,
(In case of distributions derived from the Normal)
Unit-13 : Null Hypothesis and its tests in case of Normal Distribution
Unit-14 : Chi-Square test.

Paper-14: (EMT 14) :

Block 1 : Linear Programming and Game Theory

Unit-1 : Preliminary Discussions (Relating to Application)

Unit-2 : Problems of Linear Programming

Unit-3 : Graphical Solution of Bivariant L.P.P. and Idea of Sets

Unit-4 : Algebraic form of L. P. Model Vector Space, convex set and Related Properties

Unit-5 : Feasible Solutions and there Properties

Unit-6 : Principle theorems Related to Solution of L. P. P.

Unit-7 : Simplex Method of Solution of L. P. P.

Unit-8 : Different Steps of Simplex Method

Unit-9 : Set of Bounded, Feasible Solutions, Unbounded set of Solution, Multiple set of Solutions, Discussion of Degeneracy in set of Solutions (Through Simplex Method).

Block 2 : Linear Programming

Unit-10 : Duality in L. P. P.

Unit-11 : Transportation Model as L. P. P.

Unit-12 : Application of Different Methods in Transportation Model

Unit-13 : Assignment Problem

Unit-14 : Game Theory - Saddle Point

Unit-15 : Mixed Strategies and Two-Person Zero-sum Game.

Unit-16 : Solution of Game Problem as L. P. P.

Paper-15 (EMT- 15):

Block 1 : Complex Analysis

Unit 1 : Complex Numbers

Unit 2 : Functions of Complex Variable

Unit 3 : Limit, Continuity and Differentiability

Unit 4 : Bilinear Transformation

Block 2 : Laplace Transformation

Unit 1 : Properties of Laplace Transform

Unit 2 : Laplace Transforms of derivatives and integrals

Unit 3 : Differentiation and Integration of Laplace transform

Unit 4 : Convolution Theorem

Unit 5 : Inverse Laplace Transform

Unit 6 : Application of Laplace Transform to Ordinary Differential Equation

Paper (EMT – 16): (Practical Paper):

Block 1 : Computer Programming in C

Unit 1 : Evolution of Computer

Unit 2 : Representation of Data

Unit 3 : Programming Language

Unit 4 : Algorithm and Flow Chart

Unit 5 : Elements of ANSI C

Unit 6 : C- Programming for problems of Numerical Analysis and Statistics

Block 2: Computer Programming for Numerical and Statistical Problem

Unit 1: Problems of Numerical Analysis

Unit 2: Problems of Statistics

Programme Duration: Course duration is 3 years. However, the students have the liberty to complete its course within six years.

Faculty and Support Staff Requirement:

The NSOU uses a mix of existing full-time faculty, freelance faculty from other universities and some support from other departments of the university. NSOU has access to sufficient numbers of academically and professionally qualified faculty within and outside the university to teach the courses in the program. For detail of the faculty and support staff following link may be referred.

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	HQ	1
2	Associate Professor		NIL
3	Assistant Professor	RC (01 Advertised)	3

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant	RC	1
2	Junior Assistant	HQ	1

Instructional Delivery Mechanisms:

Details of Instructional Delivery Mechanism (for Every paper of 50 marks)

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	12(Theory)
	Tutorials/ Special Classes/ Remedial Classes	Yes	10
	Seminar/ Research Colloquium	Yes	4
	Workshop	Yes	2
	School Based activities and Internship	No	
	Micro Teaching Sessions	No	
	Laboratory based Practical	Yes	48(Practical)
	Field Work including Visits	No	
	Extension Activities/ Community Outreach Programmes	No	
Self- Learning	SLMs	Yes	58(theory)/48(practical)
	Reference Books	Yes	58(theory)/48(practical)

ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	Yes	30
	Offline DVD/SD Card/USB Drive	No	6
	Telecommunications	Yes	Support given as per need.
	Social Media (Facebook page/ Instagram/ Twitters/ Google Groups etc.)	Yes	
Blended	Smart Classrooms	Yes	
	Flipped Learning	No	

Medium of Delivery: Bengali/English

Paper Wise Mapping of Credit Hours:

		Paper	Paper Code	Paper Type (Theo/Prac)	Study Hours	Full Marks	Credits
1 st Year	Semester - I	Foundation Course in Bengali	FBG	Theo	120	50	4
		Foundation Course in English	FEG	Theo	120	50	4
		Differential Calculus and its Geometric Application	EMT 01	Theo	120	50	4
		Vector Algebra & Vector Calculus	EMT 04	Theo	120	50	4
	Semester – II	Foundation Course in Humanities & Social Science	FHS	Theo	240	100	8
		Integral Calculus and Differential Equations	EMT02	Theo	120	50	4
		Classical Algebra & Abstract Algebra	EMT 03	Theo	120	50	4
		Linear Algebra & Transformation	EMT 05	Theo	120	50	4
		Environmental Studies	Envs	Theo	120	50	4
	2 nd Year	Semester – III	Foundation Course in Science & Technology	FST	Theo	240	100
Analytical Geometry			EMT 06	Theo	120	50	4
Mathematical Analysis - I			EMT 07	Theo	120	50	4
Mathematical Analysis - II			EMT 08	Theo	120	50	4
Semester - IV		Analytical Dynamics	EMT 09	Theo	120	50	4
		Analytical Statics	EMT 10	Theo	120	50	4
		Numerical Analysis	EMT 11	Theo	120	50	4
		Subsidiary Physics 01 / Pol.Sc. Paper 01	SPH 01/ SPS 01	Theo	240	100	8
3	S	Probability Theory	EMT 12	Theo	120	50	4

Semester – VI	Statistics and its Application	EMT 13	Theo	120	50	4
	Computer Programming	EMT 16	Prac	120	50	4
	Subsidiary Physics 02/ Pol.Sc. Paper 02	SPH 02/ SPS 02	Theo	240	100	8
	Linear Programming and Game Theory	EMT 14	Theo	120	50	4
	Complex Analysis and Integral Transform	EMT 15	Theo	120	50	4
	Subsidiary Physics 03/ Pol.Sc. Paper 03	SPH 03/ SPS 03	Prac for SPH/ Theo for SPS	240	100	8
	Household Chemistry	AOC-3	Theo	240	100	8
Total Marks and Credits				3720	1550	124

F. Procedure for admissions, curriculum transaction and evaluation

Admission Procedure: Centralised admission process is conducted through online mode. Admission fees also collected through online payment gateway service and dedicated bank challan to assure better transparency in monitory transaction.

Eligibility: Passed 10+2 Examination or equivalent with 50% marks in Mathematics.

Total Course Fee: course fee for Mathematics with lab based subsidiary paper is Rs. 13,398/- and course fee for Mathematics with non-lab based subsidiary paper is Rs. 9,900/- (Excluding Examination and Studentship Renewal Fees)

Financial Assistance: At present no financial assistance is provided for this course.

curriculum transaction:

SLMs (Bengali/English version) in print and electronic medium are provided as approved by the Board of Studies and as ratified by Academic Council of the University. In addition, ICT facility is provided for the course. Each accredited Study Centre organise PCP Sessions on weekends/holidays and notify the same to the students. During these sessions, teachers will help the students with their course work. Practical Sessions or Laboratory Counselling-cum-evaluation Sessions(LCES), for elective and subsidiary subjects of science stream, are arranged by the University for the students who have enrolled for the particular subjects. Centre for practical work will be allotted by the University. Regular attendance throughout the practical session by each and every student are mandatory. Practical work in subsidiary subject is arranged at some selected centres.

Evaluation: The evaluation system of the programme is based on following components:

A. Continuous evaluation in the form of assignments (weightage: 30%)

This component carries a weightage of 30%. There will be one graded assignment per course. The assignment is to be submitted to the Co-ordinator of the NSOU Study Centre to which the student is assigned or attached with.

B. Term-end examination (weightage: 70%)

Term-end examinations will be held once in every year in the months of June. The students are at liberty to appear in any of the examinations conducted by the University during the year. A student will be allowed to appear in the Term-End Examination, only after she/he has registered for that course and submitted the assignment.

C. Practical Examination (weightage: 100%): A full length of 6 days practical are held during Puja vacation at different study centres. Attendance in the Lab Counselling

Evaluation Session (LCES) is mandatory, if a candidate fails to appear in the LCES for more than two days, he / she will not be eligible to participate in the rest of the session.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners registered mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related information to examination and evaluation through it official website and registered mobile number of the learners.

G. Requirement of the laboratory support and Library Resources:

Laboratory: NSOU has developed state-of-the-art laboratory in regional campus for computer programming which is used for post graduate mathematics course. The laboratory has capacity of 50 learners and equipped with hardware and software required for mathematical programming. Other laboratories in different study centers are also used for practical sessions.

Library: NSOU has its own libraries in different regional centers. The libraries have a large collection of books in different topics of higher mathematics and research. The libraries of study centers are also being used for the learners.

H. Cost estimate of the programme and the provisions: Cost estimate of the program for Mathematics with lab based subsidiary paper is Rs. 12,955/- per student and Cost estimate of the program for Mathematics with non-lab based subsidiary paper is Rs. 11,898/- per student

I. Quality assurance mechanism and expected programme outcomes: NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.

- ✓ Arrangement for feedback responses from students, parents and other stakeholders on qualityrelated institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of sciences.

A. Programme Mission and Objective:

Netaji Subhas Open University established in the year 1997 following the State Act (W.B. Act (XIX) of 1997 and Recognised by U.G.C.). From its inception Universities mission was “to reach the unreached” and thus imparting education to the learners those who could not enter into the higher education due to their (i) distance from the higher education institution(s); (ii) poverty; (iii) otherwise engaged in jobs. Most people would probably agree that learning science with understanding is desirable for all the students. Keeping this in mind Netaji Subhas Open University launched its Physics course (EPH) at the Under-graduate level (BDP) from the session 2000-2001. The opening of the graduate course in Physics was the need and demand of the students as well as the study centres.

The main objectives for offering this program are: –

- A.** To educate and trained individuals to be an effective managers and decision-makers.
- B.** For the understanding that scientific knowledge is the product of a process engaged in by a community of scientists.
- C.** To equip individuals with the necessary scientific skills and competencies to enable them to seek jobs and progress in their career.
- D.** To enhance the capabilities of the existing workforce in the country and thus contribute to economic as well as scientific development.
- E.** To give chances to the willing students those who could not entered into the conventional Universities due to their job and limitation of the seat in the respective subjects.
- F.** Understand and apply theoretical and practical knowledge in the appropriate areas and enhance their living condition as well as to save the nature and its surroundings.
- G.** Work collaboratively with others (within different sections of the society) in cross-functional teams, and to motivate, lead, and mentor others.

B. Relevance of the Programme with HEI’s Mission and Goals:

The mission of the Higher Education Institution (University) is to bring more and more learners in the higher education and thus contribute to economic as well as scientific development. In other way, involvement of more learners in higher education will help the nation to reach its goal. Students completing this program will be able to have: (i) “ hand on” knowledge of the Physics and provide insight for wise management decisions about how the planet’s resources should be used; (ii) learners focus on "real world" relationships and dependencies among the phenomena and processes will give character to any location or *place*; (iii) summarizing a great deal of knowledge economically by incorporating it in a limited set of general principles; (iv) conduct spatial representation using visual, verbal, digital, and cognitive approaches; and (v) leading to specific, testable predictions.

C. Nature of Prospective Target Group of Learners:

The major target group of students are from rural area. Most of them are first generation and second generation learners.

D. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence

In science “the term theory is used to describe an organized body of principles and assumptions that account for a set of phenomena along with the rules for its application”. On the other hand, practical is a simplified, physical representation of a thing or process. The representation can take many forms, such as a diagram, a flow chart, a computer program, or a physical replica. NSOU provides all the pre-conditions of the science subjects while conducting both the Undergraduate course in Physics at the University. The following attributes amply speak for this.

- i) Physics, as a discipline, in NSOU is its ability to integrate and apply knowledge across the interface of the natural world;
- ii) In the course of Physics students work together to study fundamental and applied problems that are of compelling societal and scientific interest.
- (iii) In Physics, we don't just learn in the classroom; we provide students with opportunities to learn relevant skills and apply their knowledge to real-world challenges.
- (iv) The newer approach included by UGC in the curriculum is “virtual laboratory”, for conducting practical classes. The University is on way to implement this new arena in the syllabi, thus imparting knowledge of this new arena of science to the students.

E. Instructional Design:

As the state and national level, the higher educational institutions are expected to provide quality education, education for all, strategic plans for an institution that defines targets and measures of the programmes to be achieved by the institution. Apart from providing physical infrastructure, maintaining administrative policy and code of behaviour, school of sciences is actively engaged in its academic development of respective subjects. The School of Sciences has designed its curriculum, several learning resource materials, and Feedback system through the BOS and an expert committee. Learning Material through print-media named Self-Learning Material (SLM) is developed with the approach of self-explanatory, self-contained, self-motivating and self-evacuating followed by the UGC guideline.

Curriculum Design:

Detailed Syllabus:

Paper-1 (EPH 01): Mathematical methods in Physics.

Block : I : Vectors and Probability

Unit 1 : Vector algebra

Unit 2 : Vector differential equation

Unit 3 : Coordinate systems

Unit 4 : Integration of scalar and vector fields

Unit 5 : Probability

Unit 6 : Certain probability distributions

Unit 7 : Applications of probability in physics

Block II :

Unit 8 : General differential equations of first order

Unit 9 : General differential equations with constant coefficient of second order

Unit 10 : General differential equations of second order with variable coefficients

Unit 11 : Differential equations in physics

Unit 12 : Partial differential equations

Unit 13 : Partial differential equations in physics

Unit 14 : Fourier series

Unit 15 : Fourier series in solution of partial differential equations

Paper-2 (EPH 02): Mechanics and General Properties of matter

Block : I :

Unit 1 : Motion, speed, velocity and acceleration

Unit 2 : Force and momentum

Unit 3 : Work, power and energy

Unit 4 : Angular motion and non-inertial frames

Unit 5 : Dynamics of rigid bodies

Unit 6 : Central conservative forces

Unit 7 : Behaviour of systems of particles

Unit 8 : Scattering of particles

Block II :

Unit 9 : Gravity and gravitation

Unit 10 : Elasticity

Unit 11 : Beams and springs

Unit 12 : Surface tension of liquids

Unit 13 : Viscosity

Unit 14 : Hydrodynamics

Unit 15 : Production of vacuum and measurement of pressure

Unit 16 : Units and dimensions

Paper-3 (EPH 03): Harmonic Motion, Waves & Acoustics

Block I :

Unit 1 : Simple Harmonic motion

Unit 2 : Superposition of simple harmonic motions

Unit 3 : Damped vibrations

Unit 4 : Forced vibrations and resonance

Unit 5 : Coupled oscillations

Unit 6 : Wave motions

Unit 7 : Superposition of waves

Block II :

Unit 8 : Wave propagation in different media

Unit 9 : Vibrations of string under tension

Unit 10 : Measurement of loudness, intensity and pitch of sound

Unit 11 : Auditorium Acoustics

Unit 12 : Ultrasonics

Unit 13 : Recording and reproduction of sound

Unit 14 : Speech and audibility

Paper-4 (EPH 04): Practical Physics-1

Block : I

Unit 1 : To find Fourier coefficients of different periodic vibrations by graphical method

Unit 2 : Extension of spring and to find out spring constant from vertical oscillations

Unit 3 : To find out modulus of rigidity from torsional oscillation of a wire

Unit 4 : Melde's experiment – production of waves by electrically vibrated tuning fork

Unit 5 : Viscosity of water by flow in a capillary tube

Unit 6 : Jager's method to find out surface tension

Unit 7 : Use of thermocouple to draw cooling curve and to measure melting point

Unit 8 : Bar pendulum – time period and distance from point of suspension

Unit 9 : To determine focal lengths of convex & concave lenses by displacement and combination method

Unit 10 : Lee's method for determination of K of bad conductors

Paper-5 (EPH 05): Heat and Thermodynamics

Block : I

Unit 1 : General concepts in thermodynamics

Unit 2 : Concept of temperature and measurement

Unit 3 : First law of thermodynamics & applications

Unit 4 : Second law of thermodynamics & entropy

Unit 5 : Applications of 2nd law of thermodynamics

Unit 6 : Change of phase

Unit 7 : Radiation

Unit 8 : Production of very low temperatures

Block II :

Unit 9 : Ideal gases

Unit 10 : Transport phenomena

Unit 11 : Brownian motion

Unit 12 : Real gases

Unit 13 : Principles of statistical mechanics

Unit 14 : Partition function

Unit 15 : Particle Statistics

Paper-6 (EPH 06): Optics

Block I : Geometrical optics, Interference and diffraction

Unit 1 : Nature of light

Unit 2 : Geometrical optics–Matrix method

Unit 3 : Seidel aberrations

Unit 4 : Interference of light and coherence

Unit 5 : Multiple beam interference

Unit 6 : Fraunhofer diffraction

Unit 7 : Fresnel's diffraction

Block II : Polarisation and Related aspects

Unit 8 : Polarisation of light

Unit 9 : Optical rotation

Unit 10 : Laser and Hologram

Unit 11 : Optical fibers and electronics

Unit 12 : Scattering of light

Unit 13 : Vision

Paper-7 (EPH 07):

Block I : Electrostatics

Unit 1 : Units and dimensions of e.m. quantities

Unit 2 : Charge, force and electric field

- Unit 3 : Gauss theorem
- Unit 4 : Electric potential
- Unit 5 : Capacity and capacitors

Block II :

- Unit 6 : Insulators and their properties
- Unit 7 : Method of images
- Unit 8 : Laplace's equations

Paper-8 (EPH 08): Practical Physics–2

- Unit 1 : To verify Thevenin, Norton and Reciprocity theorem
- Unit 2 : Calibration of a Thermister with the help of a thermocouple
- Unit 3 : To make a power supply circuit and to study it with the help of a CRO
- Unit 4 : To draw input-output characteristics of a common base or common emitter transistor
- Unit 5 : Zenor Diode–characteristics in forward and reverse bias
- Unit 6 : To find leakage resistance by discharging a capacitor
- Unit 7 : To find out temperature coefficient of the material of a wire by Carey- Foster bridge
- Unit 8 : To find mutual inductance by Carey-Foster method
- Unit 9 : To find wavelength of Na-light by double slit / biprism method
- Unit 10 : To find optical rotation of a sugar solution by a polarimeter

Paper-9 (EPH 09): Electricity and Magnetism

Block I :

- Unit 1 : Steady current
- Unit 2 : Effect of current on magnetic field
- Unit 3 : Motion of charged particles in electric and magnetic fields
- Unit 4 : Magnetic proposition of substances
- Unit 5 : Electric induction and transient current

Block II :

- Unit 6 : Alternating current
- Unit 7 : Motor and transformer
- Unit 8 : A. C. bridges
- Unit 9 : Thermoelectricity
- Unit 10 : Electromagnetic waves and Maxwell's equations

Paper-10 (EPH 10): Electronic circuits and devices

Block I : Electronic circuits and devices

- Unit 1 : Analysis of circuits
- Unit 2 : Electronic control devices
- Unit 3 : Some Semi-conductor devices
- Unit 4 : Rectifiers & power supply
- Unit 5 : Amplifier circuits
- Unit 6 : Oscillatory circuits
- Unit 7 : Some electronic devices

Block II :

- Unit 8 : OPAMP & uses
- Unit 9 : Integrated circuits
- Unit 10 : Linear integrated circuit amplifier
- Unit 11 : Numerical Electronics
- Unit 12 : Boolean Algebra

Unit 13 : Flip-Flop Counter, Register, Memory, Analog / Digital circuits

Paper-11 (EPH 11): Relativity and Advanced Mechanics

Block I :

Unit 1 : Experimental basis of Relativity

Unit 2 : Lorentz's transformations

Unit 3 : Relativistic Kinematics

Unit 4 : Relativistic Dynamics

Unit 5 : Lagrange's and Hamiltonian equations

Unit 6 : Moment of inertia and Top motion

Unit 7 : Small oscillations

Block II : Quantum Mechanics

Unit 8 : Particle wave dualism

Unit 9 : Uncertainty principles

Unit 10 : Schrodinger equation

Unit 11 : Applications of Schrodinger equations – Free State

Unit 12 : Applications of Schrodinger equations – Bound State

Unit 13 : Hydrogen Atom

Paper-12 (EPH 12): Practical Physics–3

Unit 1 : To draw graphs and find an unknown wavelength by a prism Spectrometer

Unit 2 : To draw : sin graph with the help of a diffraction grating and find wavelengths

Unit 3 : To draw the hysteresis cycle of a ferro-magnetic material and calculate hysteresis loss

Unit 4 : To study series and parallel resonances and change of current with frequency

Unit 5 : Use of an OPAMP as adder, subtractor, inverting and non-inverting amplifier

Paper-13 (EPH 13): Structure of Atoms, Molecular Spectra and Solid State Physics

Block I : Structure of Atoms and Molecular spectra

Unit 1 : Electron, Cathode rays, Photoelectric effect, Thermal electrons

Unit 2 : Positive rays and mass spectrometer

Unit 3 : Atomic model and Bohr's theory

Unit 4 : Electron spin and vector model

Unit 5 : Alkali spectra and periodic table

Unit 6 : Zeeman & Stark effects

Unit 7 : Molecular spectra and Raman scattering

Unit 8 : Production of x-rays, spectra and properties

Block II : Solid State Physics

Unit 9 : Crystal structure and uses of x-rays in crystallography

Unit 10 : Bonds in crystals

Unit 11 : Lattice vibrations

Unit-12 : Specific heat of crystalline solids

Unit 13 : Free electron theory

Unit 14 : Band theory of solids

Unit 15 : Magnetic properties of materials

Unit 16 : Superconductivity

Paper-14 (EPH 14): Nuclear Physics

Block I :

Unit 1 : General properties of nucleus

Unit 2 : Nuclear models

Unit 3 : Radioactivity

Unit 4 : Alpha-rays

Unit 5 : Beta-rays

Unit 6 : Gama-rays

Block II :

Unit 7 : Neutron

Unit 8 : Nuclear Reactions

Unit 9 : Nuclear fission and fusion

Unit 10 : Detection and measurement of nuclear radiations

Unit 11 : Particle accelerators

Unit 12 : Fundamental particles

Programme Duration: Course duration is 3 years. However, the students have the liberty to complete its course within six years.

Faculty and Support Staff Requirement:

The University has one full time faculty in Physics. The Undergraduate class are held in more than fifty different study centres across the State. The faculties of the respective colleges are engaged for PCPs for BDP Physics. The academic qualification of the counsellors is maintained as per the guidelines of UGC.

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	NA	Nil
2	Associate Professor	NA	Nil
3	Assistant Professor	RC	01

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant	RC	1
2	Junior Assistant	HQ	1

Instructional Delivery Mechanisms:

Details of Instructional Delivery Mechanisms (for each paper / equivalent to 50 marks):

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	YES	12 (Theory)
	Tutorials/ Special Classes/ Remedial Classes	YES	10
	Seminar/ Research Colloquium	YES	4
	Workshop	YES	2
	School Based activities and Internship	NO	
	Micro Teaching Sessions	NO	
	Laboratory based Practical	YES	48 (Practical)

Programme Project Report (PPR) For B. Sc. In Physics

	Field Work including Visits	NO	
	Extension Activities/ Community Outreach Programmes	NO	
Self- Learning	SLMs	YES	80 (Theory)/ 72 (Practical)
	Reference Books		36 (theory)/24 (Practical)
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	YES	16
	Offline DVD/SD Card/USB Drive	YES	20
	Telecommunications	Yes	Supports are given as per need.
	Social Media (Facebook page/ Instagram/ Twitters/ Google Groups etc.)	Yes	
Blended	Smart Classrooms	YES	
	Flipped Learning	NO	

Medium of Delivery: Bengali/English

Paper Wise Mapping of Credit Hours:

		Paper	Paper Code	Paper Type (Theo/ Prac)	Study Hours	Full Marks	Credits
1 st Year	Semester - I	Foundation Course in Bengali	FBG	Theo	120	50	4
		Foundation Course in English	FEG	Theo	120	50	4
		Mathematical methods in Physics	EPH 01	Theo	120	50	4
		Practical Physics - 1	EPH 04	Prac	240	100	8
	Semester - II	Foundation Course in Humanities & Social Science	FHS	Theo	240	100	8
		Mechanics and General Properties of Matter	EPH02	Theo	120	50	4
		Harmonic Motion, Waves & Acoustics	EPH 03	Theo	120	50	4
		Heat and Thermodynamics	EPH 05	Theo	120	50	4
		Environmental Studies	Environmental Studies	Theo	120	50	4
2 nd Year	Semester - III	Foundation Course in Science & Technology	FST	Theo	240	100	8
		Optics	EPH 06	Theo	120	50	4
		Practical Physics - 2	EPH 08	Prac	240	100	8

Programme Project Report (PPR) For B. Sc. In Physics

3 rd Year	Semester – IV	Electrostatics	EPH 07	Theo	120	50	4
		Electricity and Magnetism	EPH 09	Theo	120	50	4
		Electronic Circuits and Devices	EPH 10	Theo	120	50	4
		Subsidiary Mathematics- Paper 1	SMT 01	Theo	240	100	8
	Semester – V	Relativity and Advanced Mechanise	EPH 11	Theo	120	50	4
		Practical Physics - 3	EPH 12	Prac	240	100	8
		Subsidiary Mathematics- Paper 2	SMT 02	Theo	240	100	8
	Semester – VI	Structure of atoms and molecular spectra Nuclear Physics	EPH 13 & 14	Theo	120	50	4
		Subsidiary Mathematics- Paper 3	SMT 03	Theo	240	100	8
		Household Chemistry	AOC-3	Theo	240	100	8
Total Marks and Credits					3720	1550	124

F. Procedure for admissions, curriculum transaction and evaluation

Admission Procedure: Centralised admission process is conducted through online mode. Admission fees also collected through online payment gateway service and dedicated bank challan to assure better transparency in monitory transaction.

Eligibility: For BDP, the student must be 10+2 examination or equivalent passed with 40% marks in Physics & pass marks in Mathematics.

Total Course Fee: Rs. 9,900/- (Excluding Examination and Studentship Renewal Fees)

Financial Assistance: At present no financial assistance is provided for this course.

curriculum transaction:

SLMs (Bengali/English version) in print and electronic medium are provided as approved by the Board of Studies and as ratified by Academic Council of the University. In addition, ICT facility is provided for the course. Each accredited Study Centre organise PCP Sessions on weekends/holidays and notify the same to the students. During these sessions, teachers will help the students with their course work. Practical Sessions or Laboratory Counselling-cum-evaluation Sessions(LCES), for elective and subsidiary subjects of science stream, are arranged by the University for the students who have enrolled for the particular subjects. Centre for practical work will be allotted by the University. Regular attendance throughout the practical session by each and every student are mandatory. Practical work in subsidiary subject is arranged at some selected centres.

Evaluation: The evaluation system of the programme is based on following components:

A. Continuous evaluation in the form of assignments (weightage: 30%)

This component carries a weightage of 30%. There will be one graded assignment per course. The assignment is to be submitted to the Co-ordinator of the NSOU Study Centre to which the student is assigned or attached with.

B. Term-end examination (weightage: 70%)

Term-end examinations will be held once in every year in the months of June. The students are at liberty to appear in any of the examinations conducted by the University during the year. A student will be allowed to appear in the Term-End Examination, only after she/he has registered for that course and submitted the assignment.

C. Practical Examination (weightage: 100%): A full length of 12 days practical (classes for 11 days and one day for evaluation) are held during Puja vacation at different study centres. Attendance in the Lab Counselling Evaluation Session (LCES) is mandatory, if a candidate fails to appear in the LCES for more than three days, he / she will not be eligible to participate in the rest of the session.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners' registered mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related information to examination and evaluation through its official website and registered mobile number of the learners.

G. Requirement of the laboratory support and Library Resources:

Laboratory: To educate the students in more scientific way, a rhythmic practical class programme has been introduced. NSOU provides the necessary laboratory facilities to the students in their respective study centres. For BDP level, a period of 12 days (eight hours per day) has been allotted for the students during the Puja vacation. The College and University teachers have been appointed to take classes which show a beautiful sharing of resource persons among the conventional and distance institutions. The students of different study centres have been clubbed into a nearby study centres for practical classes. Due to the increased number of enrolments, the number of study centres for practical classes have been enhanced accordingly.

Library: The students of the University use the existing library of the respective study centres. The library of the study centres are provided with more books by the University every year as per student's intake and requirement. A central library of the University is situated at the Kalyani campus of the University. The students may access the books from this central library.

H. Cost estimate of the programme and the provisions: Cost estimate of the program is Rs. 10,590/- per student.

I. Quality assurance mechanism and expected programme outcomes: NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of sciences.

A. Programme Mission and Objective:

Netaji Subhas Open University established in the year 1997 following the State Act (W.B. Act (XIX) of 1997 and Recognised by U.G.C.). From its inception University's mission was "to reach the unreached" and thus imparting education to the learners those who could not enter the domain of higher education due to their (i) distance from the higher education institution(s); (ii) poverty; (iii) other-wise engaged in jobs. Most people would probably agree that learning science with understanding is desirable for all the students. Keeping this in mind Netaji Subhas Open University launched its Zoology course (EZO) at the Under-graduate level (BDP) from the session 2000-2001.

The main objectives for offering this program are: –

- A. To educate and train individuals to be effective managers and decision-makers.
- B. For the understanding that scientific knowledge is the product of a process by a community of scientists.
- C. To equip individuals with the necessary scientific skills and competencies to enable them to seek jobs and progress in their career.
- D. To enhance the capabilities of the existing workforce in the country and thus contribute to economic as well as scientific development.
- E. To give chances to the willing students those who could not enter the conventional Universities due to their job and limitation of the seats in the respective subjects.
- F. Understand and apply theoretical knowledge in the areas of animal anatomy, physiology, biochemistry, behaviour etc. and its onward implication in a large in the society.
- G. Work collaboratively with others (within different sections of the society) in cross-functional teams, and to motivate, lead, and mentor others.

B. Relevance of the programme with HEI's Mission and goals

The mission of the Higher Education Institutions is to bring more and more learners in the higher education and thus contribute to economic as well as scientific development. In other way, involvement of more learners in higher education will help the nation to reach its goal. Students completing this program will be able to have: (i) "hand on" knowledge of the animals of the Earth and provide valuable insight for wise management of the planet's resources and how they should be used; (ii) learners focus on "real world" relationships and dependencies among the phenomena and processes will give character to any location or *place*; (iii) summarizing a great deal of knowledge economically by incorporating it in a limited set of general principles; (iv) conduct spatial representation using visual, verbal, digital, and cognitive approaches; and (v) leading to specific, testable predictions.

C. Nature of prospective target group of the learners

In West Bengal a lot of students pass higher secondary (10+2) examination with science background. But due to limitation of seats in the conventional Universities/ colleges in Zoology (Honours), all of them could not get enrolled themselves in the subject of their choice (*i.e.*, Zoology). In recent years there are ample scope of higher studies as well as research in Zoology, thus the students opt this subject by choice. In Netaji Subhas Open University the target group of learners are mainly from the rural areas, particularly where the colleges/Universities are too far from their local residence . Although there are students from urban areas who are also enrolled in different study centres of the University. Sometimes students who graduated do not find an opportunity to go for post graduate studies in other Universities due to the limitation of seats. NSOU caters and tries to offer them the best of the opportunity by offering this subject at undergraduate level.

D. Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence

In science “the term theory is used to describe an organized body of principles and assumptions that account for a set of phenomena along with the rules for its application”. On the other hand, practical is a simplified, physical representation of a thing or process. The representation can take many forms, such as a diagram, a flow chart, a computer program, dissection, or a physical replica. NSOU provides all the pre-conditions of the science subjects while conducting the Undergraduate programme at the University. The following attributes amply speak for this.

- i) Zoology, as a discipline, in NSOU is its ability to integrate and apply knowledge across the interface of the Earth’s animal and its relation with the environment;
- ii) In various fields of Zoology like anatomy, physiology, biochemistry, quantitative biology, parasitology and environmental health, aquatic resource management the students work together to study fundamental and applied problems that are of compelling societal and scientific interest.
- (iii) In Zoology, we don’t just learn in the classroom; we provide students with opportunities to learn relevant skills and apply their knowledge to real-world challenges.
- (iv) The newer approach included by UGC in the curriculum is “virtual laboratory”, for conducting practical classes. The University is on way to implement this new arena in the syllabi, thus imparting knowledge of this new arena of science to the students.

E. Instructional design: As the state and national level, the higher educational institutions are expected to provide quality education, education for all, strategic plans for an institution that defines targets and measures of the programmes to be achieved by the institution. Apart from physical infrastructure, administrative policy and code of behaviour, school of sciences is actively engaged in its academic development of respective subjects. The School of Sciences has designed its curriculum, several learning resource materials, and Feedback system through the BOS and an expert committee. Learning Material through print-media named Self-Learning Material (SLM) is

developed with the approach of self-explanatory, self-contained, self-motivating and self-evacuating followed by the UGC guideline.

Curriculum design:

Detailed syllabus:

Paper-1(EZO 01): Animal Diversity—1 (Non-chordate)

Block I : Non-chordate 1

Unit 1. Origin and diversity of Life

Unit 2. Symmetry, Form and Life Style of Animals

Unit 3. Protozoa—classification upto phylum, functional anatomy of paramoecium, Amoeba and Plasmodium

Unit 4. Sponges-classification upto subclass, canal system regeneration and reproduction

Unit 5. Cnidarians-classification upto subclass-functional anatomy of obelia, Aurelia and sea anemone.

Unit 6. Flatworm or Platyhelminthes-classification, functional anatomy of planaria, liver fluke and tapeworm

Unit 7. Pseudocoelomates or animals with false body cavity.

Unit 8. Molluscs-classification upto subclass, functional anatomy of pila, lamellidens and sepia.

Block II : Non-chordate-2

Unit 9. Annelida—classification upto subclass, functional anatomy of Nereis, earthworm and leach.

Unit 10. Arthropoda—classification upto subclass, functional anatomy of Scorpion and Prawn.

Unit 11. Arthropoda—classification of insecta upto order, functional anatomy and social behaviour of Apis

Unit 12. Bryozoans—structural features and colonial organization

Unit 13. Echinoderms—classification upto subclass, functional anatomy of Asterias and sea urchins

Unit 14. Hemichordates—classification, structural organization, affinities and systematic position of Balanoglossus

Paper-2(EZO 02): Cytogenetics & Molecular Biology

Block I : Cytogenetics

Unit 1. Ultrastructure of plasma membrane, mitochondria, golgi bodies and endoplasmic reticulum.

Unit 2. Structure of chromosome

Unit 3. Cell cycle

Unit 4. DNA and RNA properties

Unit 5. Genetics of replication, transcription and translation

Unit 6. Inheritance of autosomal and sex-linked genes in man

Unit 7. Linkage and recombination

Unit 8. Sex determination in drosophila

Block II : Molecular Biology

Unit 9. Introduction to Genetic Engineering

Unit 10. Enzymes, foreign DNA, cloning vector, DNA clone bank

Unit 11. Basic concept of PCR, RADP, RELP.

Unit 12. Monoclonal antibodies, genes for vaccines DNA probe in forensic science

Paper-3(EZO 03): Developmental Biology and Ethology

Block I :

Unit 1. Gametogenesis

Unit 2. Fertilisation

- Unit 3. Cleavage
- Unit 4. Morphogenic movements, gastrulation in chick
- Unit 5. Organiser concept
- Unit 6. Extra-embryonic membranes in chick
- Unit 7. Placentation in rodent
- Unit 8. Organogenesis of brain in chick.

Block II : Ethology

- Unit 9. Animal behaviour—Introduction

- Unit 10. Instinctive and learned behaviour
- Unit 11. Feeding behaviour in fish
- Unit 12. Nesting and migratory behaviour in birds
- Unit 13. Parental care in fish and amphibia
- Unit 14. Social behaviour in insects

Paper-04 (EZO 04): Laboratory work on animal diversity

Block I : Dissection on non-chordates & chordates

- Unit 1. Major dissections on non-chordate : Periplanata, Achatina
- Unit 2. Major dissection on chordate : Oreochromis, lala, white rab
- Unit 3. Minor dissection on non-chordate and chordate : Periplanata, labeo rohita

Block II :

- Unit 4. Identification of non-chordates
- Unit 5. Identification of chordates
- Unit 6. Identification of larval forms
- Unit 7. Adaptive features of specimens

Paper-5 (EZO 05): Animal Diversity - II (Chordates)

Block I : (Chordate-I)

- Unit 1. Protochordates
- Unit 2. Vertebrates-fishes 1
- Unit 3. Vertebrates-fishes 2
- Unit 4. Amphibia
- Unit 5. Reptiles
- Unit 6. Birds
- Unit 7. Mammals
- Unit 8. Primates

Block II : Animal Diversity- (Chordate 2)

- Unit 9. Skeletal System
- Unit 10. Feeding and digestion
- Unit 11. Respiration
- Unit 12. Circulation
- Unit 13. Excretion
- Unit 14. Nervous system

Paper-6 (EZO 06): Taxonomy and Evolution

Block I : Taxonomy and Animal distribution

- Unit 1. Taxonomy
- Unit 2. Species concept
- Unit 3. Classification
- Unit 4. Time scale
- Unit 5. Zoogeography

Block II : Evolution and Evolutionary Biology

- Unit 6. Origin of life
- Unit 7. Evolution: modern concept
- Unit 8. Speciation
- Unit 9. Isolation
- Unit 10. Adaptive radiation
- Unit 11. Functional adaptation
- Unit 12. Origin of birds and mammals.

Paper-7 (EZO 07): Ecology and Environmental Biology

Block I : Ecology

- Unit 1. Introduction
- Unit 2. Ecosystem ecology
- Unit 3. Ecological factors
- Unit 4. Population ecology
- Unit 5. Population growth
- Unit 6. Community ecology
- Unit 7. Bio diversity

Block II : Environmental Biology

- Unit 8. Concept of environment
- Unit 9. Environmental degradation
- Unit 10. Global warming
- Unit 11. Environmental toxicology
- Unit 12. Appiko and Chipko movements
- Unit 13. Wildlife and habitats
- Unit 14. Concept of Conservation

Paper-8: Lab Course II

Block I : Ecology, Environmental Biology, Embryology, Histology.

Unit 1. Ecology : Concept and determination of common water quality parameters like alkalinity, free CO₂ and salinity. Concept and determination of common soil quality parameters like pH, organic carbon (titrimetrically) and lime potential. Identification of zooplankton and aquatic plants. Biodiversity indices—Species richness index, Shannon's index, Importance value index.

Unit 2. Environmental biology : Determination of LG50 of any toxic substance on experimental model.

Unit 3. Embryology : Whole mount of chick embryo (24h, 48h, 72h, 96h). Drawing and labeling of whole mount.

Unit 4. Histology : Staining, mounting and identification of prepared sections of liver, pancreas, thyroid, testes, ovary and adrenal—drawing and labeling.

Block II :

Unit 5. Genetics : Meiotic chromosome study of grasshopper — from testes squash preparation

Unit 6. Biochemistry : General qualitative determination of proteins, lipids and carbohydrates. Identification of unknown sample.

Unit 7. Identification with reason : Limb bones of toad, Pigeon, Guinea pig, Vertebrae of toad, swine, pigeon, guinea pig. Skull of toad, pigeon, calotes, guinea pig, turtle, dog, poisonous snake.

Unit 8. Taxonomy : Morphometry of a common fish. Preparation of taxonomic key

Paper-9(EZO 09): Biophysics, Biometry

Block I : Biophysics

- Unit 1. Introduction
- Unit 2. Thermodynamics
- Unit 3. Optical microscopy
- Unit 4. Phase and fluorescence microscopy

- Unit 5. TEM and SEM
- Unit 6. Chromatography and electrophoresis
- Unit 7. Cell fractionation

Block II : Biometry

- Unit 8. Sample and population
- Unit 9. Central tendencies
- Unit 10. Dispersion and sampling errors
- Unit 11. Probability
- Unit 12. Hypothesis testing
- Unit 13. Correlation and regression
- Unit 14. Desktop computing devices

Paper-10(EZO 10): Histology, Histochemistry and Endocrinology

Block I : Histology

- Unit 1. Histological techniques
- Unit 2. Staining, H/E
- Unit 3. Dyes
- Unit 4. Liver histology and histochemistry
- Unit 5. Thyroid and pituitary histology and histochemistry
- Unit 6. Adrenal and kidney histology and histochemistry
- Unit 7. Testes and ovary histology and histochemistry
- Unit 8. PAS, Sudan Black B and Bromophenol blue.

Block II : Endocrinology

- Unit 9. Endocrine glands
- Unit 10. Molecular mechanism of hormone action
- Unit 11. Vertebrate hormones
- Unit 12. Neurosecretion
- Unit 13. Estrous and menstrual cycles
- Unit 14. Invertebrate hormones

Paper-11(EZO 11): Parasitology and Immunology

Block I : Parasitology

- Unit 1. Animal associations
- Unit 2. Life cycle, Pathogenicity of *Plasmodium*, *Leishmania*
- Unit 3. life cycle, Pathogenicity of *Wuchereria*, *Echinococcus*
- Unit 4. Vector biology
- Unit 5. Host parasite interaction
- Unit 6. Classification of microbes
- Unit 7. Microbes and environment
- Unit 8. Applied microbiology

Block II : Immunology

- Unit 9. Structure and classification of immunoglobulins
- Unit 10. Lymphoid and myeloid cells
- Unit 11. T-cell receptors, Cytokines etc.
- Unit 12. Antigen-antibody reaction
- Unit 13. TIA, Elisa and IE
- Unit 14. Tissue culture and Monoclonal antibodies

Paper-12 (EZO 12): Practical Zoology - III

Block I :

- Unit 1. Preparation of skeleton of toad

Unit 2. Identification of skull and skeleton : vertebrae limb bones, girdles of toad, pigeon and guineapig

Unit 3. Smear preparation of gut content of toad and cockroach

Unit 4. Smear preparation of seminal vesicle of earthworm

Block II :

Unit 1. Preparation of histological tissues (upto block making and one demonstration of section cutting) of liver and any part of gastrointestinal tract of toad

Unit 2. Blood film preparation of man and toad, staining with Leishman stain, Study of differential count of WBC and recognition of RBC and thrombocyte

Unit 3. Determination of blood group of man

Paper-13 (EZO 13): Animal Physiology and Biochemistry

Block I : Animal physiology

1. Body fluids and their circulation
2. Intracellular and extracellular digestion ; digestive enzymes and absorption ; coordination.
3. Physiology of respiration
4. Excretion
5. Structure of neuron
6. Physiology of movement
7. Physiology of vision
8. Electric organs and bio-luminescence

Block II : Biochemistry

9. Chemical components of cell
10. Enzymes
11. Carbohydrate metabolism
12. Lipid metabolism
13. Protein metabolism, Urea cycle
14. Biological oxidation, oxidative phosphorylation, ETC

Paper-14 (EZO 14): Economic Zoology

Block I : Economic Zoology-I

1. Aquaculture resources
2. Freshwater fish culture
3. Prawn and shrimp culture
4. Sericulture
5. Methods in sericulture
6. Pest and pest control
7. Life history, behavior, ecology, damage and control of brinjal, jute, termite and mammal pest
8. Insecticides, IPM

Block II : Economic Zoology-2

9. Apiculture
10. Bee Production
11. Lac culture.
12. Poultry.
13. Dairy management.

Duration of programme: Under-graduate: 3 yrs. The students have the liberty to complete its undergraduate course within six years.

Faculty and support requirement: The University has one full time faculty in Zoology. The Undergraduate class are held in more than sixty different study centres across the State. The faculties of the respective colleges will be engaged for PCP for the BDP Zoology. The academic qualification of the counsellors is maintained as per the guidelines of UGC.

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	Advertised	01
2	Associate Professor	NA	NA
3	Assistant Professor	HQ(Advertised-01)	02

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant	RC	1
2	Junior Assistant	HQ	1

Instructional delivery mechanism:

Details of Instructional Delivery Mechanisms (for each paper / equivalent to 50 marks):

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	12 (Theory)
	Tutorials/ Special Classes/ Remedial Classes	Yes	10
	Seminar/ Research Colloquium	No	
	Workshop	Yes	2
	School Based activities and Internship	No	
	Micro Teaching Sessions	No	
	Laboratory based Practical	Yes	48 (Practical)
	Field Work including Visits	No	
Self- Learning	SLMs	Yes	58 (theory) / 48 (practical)
	Reference Books	Yes	58 (theory) / 48 (practical)
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	Yes	24
	Offline DVD/SD Card/USB Drive	No	6
	Telecommunications	Yes	Supports are given as per the requirement of the students
	Social Media (Facebook page/ Instagram/ Twitters/ Google Groups etc.)	Yes	
Blended	Smart Classrooms	No	
	Flipped Learning	No	

Programme Duration: Course duration is 3 years. However, the students have the liberty to complete its course within six years.

Medium of Delivery: Bengali/English

Paper Wise Mapping of Credit Hours:

		Paper	Paper Code	Paper Type (Theo/Prac)	Study Hours	Full Marks	Credits
1 st Year	Semester - I	Foundation Course in Bengali	FBG	Theo	120	50	4
		Foundation Course in English	FEG	Theo	120	50	4
		Animal Diversity—1 (Non-chordate)	EZO 01	Theo	120	50	4
		Practical Zoology - 1	EZO 04	Prac	240	100	8
	Semester - II	Foundation Course in Humanities & Social Science	FHS	Theo	240	100	8
		Cytogenetics & Molecular Biology	EZO 02	Theo	120	50	4
		Developmental Biology and Ethology	EZO 03	Theo	120	50	4
		Animal Diversity - II (Chordates)	EZO 05	Theo	120	50	4
		Environmental Studies	ENVS	Theo	120	50	4
	2 nd Year	Semester - III	Foundation Course in Science & Technology	FST	Theo	240	100
Taxonomy and Evolution			EZO 06	Theo	120	50	4
Practical Zoology - 2			EZO 08	Prac	240	100	8
Semester – IV		Ecology and Environmental Biology	EZO 07	Theo	120	50	4
		Biophysics, Biometry	EZO 09	Theo	120	50	4
		Histology, Histochemistry and Endocrinology	EZO 10	Theo	120	50	4
		Subsidiary Botany -Paper 1	SBT 01	Theo	240	100	8
3 rd Year	Semester – V	Parasitology and Immunology	EZO 11	Theo	120	50	4
		Practical Zoology - 3	EZO 12	Prac	240	100	8
		Subsidiary Botany -Paper 2	SBT 02	Theo	240	100	8
	Semester –VI	Animal Physiology and Biochemistry Economic Zoology	EZO 13 & 14	Theo	120	50	4
		Subsidiary Botany -Paper 3	SBT 03	Prac	240	100	8
		Household Chemistry	AOC 3	Theo	240	100	8
Total Marks and Credits					3720	1550	124

F. Procedure of admissions, curriculum transaction and evaluation

Admission

Target Group: NSOU shall target the working professionals as well as those who cannot attend a full-time program due to constraints. The candidates desirous of taking admission in Zoology program shall have to meet the eligibility norms as prescribed by the University considering the guidelines of UGC.

Eligibility: For BDP, the student must be 10+2 examination or equivalent passed with 50% marks in Biology.

Total Course Fee: Rs. 13,398/- (Excluding Examination and Studentship Renewal Fees)

Financial Assistance: At present no financial assistance is provided for this course.

curriculum transaction:

SLMs (Bengali/English version) in print and electronic medium are provided as approved by the Board of Studies and as ratified by Academic Council of the University. In addition, ICT facility is provided for the course. Each accredited Study Centre organise PCP Sessions on weekends/holidays and notify the same to the students. During these sessions, teachers will help the students with their course work. Practical Sessions or Laboratory Counselling-cum-evaluation Sessions(LCES), for elective and subsidiary subjects of science stream, are arranged by the University for the students who have enrolled for the particular subjects. Centre for practical work will be allotted by the University. Regular attendance throughout the practical session by each and every student are mandatory. Practical work in subsidiary subject is arranged at some selected centres.

Evaluation

The evaluation system of the programme is based on two components:

A. Continuous evaluation in the form of assignments (weightage: 30%)

This component carries a weightage of 30%. There will be one graded assignment per course. The assignment is to be submitted to the Co-ordinator of the NSOU/Study Centre to which the student is assigned or attached with.

B. Term-end examination (weightage: 70%)

Term-end examinations will be held once in every year in the months of June. The students are at liberty to appear in any of the examinations conducted by the University during the year. A student will be allowed to appear in the Term-End Examination, only after she/he has registered for that course and submitted the assignment.

C. Practical Examination (weightage: 100%): For BDP, a length of 12 days practical (classes for 11 days and one day for practical) are held during Puja vacation at different study centres. Attendance in the Lab Counselling Evaluation Session (LCES) is mandatory, if a candidate fails to appear in the LCES for more than three days, he / she will not be eligible to participate in the rest of the session.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University

during the academic session is provided in the official website, learners registered mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related information to examination and evaluation through its official website and registered mobile number of the learners

G. Requirement of the laboratory support and library resources:

Laboratory support: To educate the students in more scientific way, a rhythmic practical class programme has been introduced. NSOU provides the necessary laboratory facilities to the students in their respective study centres. For BDP level, a period of 12 days (eight hours per day) has been allotted for the students during the Puja vacation. The College and University teachers have been appointed to take classes which show a good sharing of resource persons among the conventional and distance institutions. The students of different study centres have been clubbed into a nearby study centres for practical classes. Due to the increased number of enrolments, the number of study centres for practical classes have been enhanced accordingly.

Library resources: The students of the University use the existing library of the respective study centres. The library of the study centres are provided with more books by the University every year as per student's intake and requirement. A central library of the University is situated at the Kalyani campus of the University. The students may access the books from this central library.

H. Cost estimate of the programme and provisions: Cost estimate of the program is Rs. 13,742/- per student.

I. Quality assurance mechanism and expected programme outcomes: NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.

- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of sciences.

A. Programme's mission & objectives:

The objective of the programme is to help the learners develop competency in the field of Commerce & business. The Programme consists of foundation course elective courses and Application oriented course. Full marks is 124 credit or 1550 marks. All the papers have been distributed over six semester.

B. Relevance of the Programme with HEI's mission and goals:

The mission of the university is to spread higher education in different parts of the state and to provide access to different skill enhancing educational programmes at affordable cost to the disadvantaged and to provide the facility for lifelong learning to intending learners. This particular course/ programme may give an opportunity to gain knowledge in the domain of commerce and management.

C. Nature of prospective target group of learners:

The 10+2 qualified students may join this course to increase their employability in the trade, commerce and industry. The working persons may take this course for their vertical/ horizontal mobility in their work place.

D. Appropriateness of programme to be conducted in open and distance learning mode to acquire skills and competence

The under graduate degree in commerce is designed for the workforce of commerce and industry. The fresher and existing workforce can take the advantage of ODL system to increase their skills and competence in this particular field without disturbing their work schedule.

E. Instructional Design:

Course Structure (Elective Commerce)

1. Compulsory Subjects : Foundation Course

(a) Humanities and Social Science (FHS)	8	Credits
(b) Science and Technology (FST)	8	Credits
(c) Bengali (FBG)	4	Credits
(d) English (FEG)	<u>4</u>	<u>Credits 24 Credits</u>

2. Elective Subjects : Honours Course (ECO)

Paper-1 : Accountancy & Mathematics	(4+4) 8	Credits
Paper-2 : Business Economics	8	Credits
Paper-3 : Statistics & Business Organisation	(4+4) 8	Credits
Paper-4 : Higher Accountancy	8	Credits
Paper-5 : Cost Accountancy & Element of Income Tax	(4+4) 8	Credits
Paper-6 : B. Management & World Resources	(4+4) 8	Credits
Paper-7 : Commercial and Labour Laws	8	Credits
Paper-8 : Auditing & Management Accountancy	(4+4) 8	<u>Credits 64 Credits</u>

3. Application Oriented Course (Any one)

(a) Basic Accounting (AOC-01)	8 Credits
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4. Environmental Studies 4 Credits

5. Subsidiary Papers (Business Studies)

SBS 1: Entrepreneurship and Business Communication	8 Credits
SBS 2: Tax Practice & Procedure	8 Credits

SBS 3: Business Ethics & Computer Applications

(4+4) 8 Credits **24 Credits**

Total Credits for the Course = (24+64+8+4+24) = 124 Credits or **1550 Marks**

DETAILED SYLLABUS

Paper-1 : Accountancy & Business Mathematics

A. Accountancy

1. Introduction :

Nature of Accounting, Accounting as an information system and language of business, Basic Concepts and Conventions.

2. Double Entry System :

Maintenance of different books of accounts, Journal and its sub-division, Ledger and its sub-division, Journal Proper, Cash Book and Bank Reconciliation Statement.

3. Preparation of Final Accounts & Balance Sheet (other than corporate bodies) :

Preparation of Trial Balance, Closing and adjustment entries through Journal, Provision for depreciation (different methods), Provision for Bad and Doubtful Debts, Creation of Reserves-general, specific, revenue, capital & secret., Drawing of Manufacturing Account, Trading Account, Profit and Loss Account and Profit and Loss Appropriation Account, Preparation of Balance Sheet.

4. Rectification of errors and Suspense Account.
5. Accounting for Bills of Exchange including accommodation bill.
6. Accounting for Consignment and Joint Venture.
7. Income & Expenditure Accounts and Receipts & Payments Accounts.
8. Incomplete records & Single Entry System.
9. Partnership Accounts : Profit & Loss Appropriation Accounts, Admission, Retirement and death of a partner.
10. Company Accounts : Issue of shares, Forfeiture of shares and Re-issue of Forfeiture of shares.

B. Business Mathematics

(A) Algebra :

1. Ratios, Proportions and Variation, Laws of Indices, Surds
2. Arithmetical, Geometrical and Harmonical Progression, Elementary ideas of convergence and divergence of some simple series.
3. Equations : Simple statement of equations of different degrees-solution of simple simultaneous equations involving two and three unknowns, Solutions of quadratic equation—Theory of quadratic equation (proof not needed).
4. Permutations and Combinations—Binomial Theorem—Logarithms—Exponential and Logarithmic Series—Compound Interest—Annuities—Inequalities (elementary properties only).

(B) Elements of plane Coordinate Geometry :

1. Rectangular Cartesian Coordinates—Length of a line segment joining two points—Coordinates of a point dividing a line segment in a given ratio—Locus of a point—Gradient of a straight line.
2. Equations of straight line, Circle, Parabola, Hyperbola and Rectangular Hyperbola (standard form only)—Interpretation and Applications.

(C) Calculus :

1. Real number system—Constants, Variables and Functions.
2. Elementary ideas of limit and continuity through the use of geometry and simple algebraic functions—Gradient of a curve—simple illustrations.
3. Derivative and its meaning—Rules for differentiation of algebraic functions successive differentiation.
4. Maxima and Minima values—points of intersection.

5. *Differentiation of Exponential and Logarithmic functions.*
6. *Integration-Standard integrals-some elementary methods of integration-Integration of Algebraic functions.*
7. *Areas by Integral Calculus-Definite Integrals-Integration as a process of summation–Areas.*
8. *Partial Differential of simple Algebraic functions-Homogeneous functions-Kuler’s Theorem.*
9. *Differentials.*

References :

- *Accountancy (Vol. 1)–S. K. Paul*
- *Principles and Application of Accountancy (Vol.1)–A. Basu.*
- *Practice in Accountancy (Vol.1)–Basu & Das.*

Paper–2 : Business Economics

1. *Economic problems faced by today’s citizens. Alternative systems to solve them-market system, command economy and mixed economy. Problems of allocation and the price system.*
2. *Consumption : (Consumer Behaviour Theory–I) Marshall’s Law of Diminishing Marginal Utility- Consumer’s surplus-Law of substitution. Hicks Theory of Consumer Behaviour-concept of indifference curves-properties-equilibrium of the consumer. Price Consumption Curve and Income Consumption Curve, Engel Curve, Price effect, Income effect and Substitution effect. Concept of elasticity of demand, price, income and cross elasticity of demand. Law of supply and elasticity of supply. Theory of Production : One variable input-Law of variable proportion. Three stages of production. Two variable input-Isoquant curve, Properties of Isoquant curve, Equilibrium of the producer, Production function, Homogeneous production function including Cobb-Doglous, Returns to Scale. Theory of Cost : Cost Curves-Short & Long run cost curves.*
3. **Market (Commodity Pricing) :** *Perfect competition–short run and long run equilibrium under perfect competition, long run industry supply curve. Monopoly, Monopolistic Competition–Derivation of short run and long run equilibrium. Oligopoly– Concept & features of the market.*
4. **Theory of Distribution (Factor Pricing) :** *(a) Wage determination under perfect and imperfect competition, Labour exploitation trade union. (b) Interest (Loanable fund theory & Liquidity preference theory of interest). (c) Theory of profit.*
5. **Elements of macroeconomics:** *Concepts and measurement of National Income, Problems of measurement of National Income. Consumption function-factors influencing agricultural consumption, simple Keynesian Equation-Income determination model, Paradox of thrift, Investment multiplier. Nature and function of money-prices and money supply-Quantity theory of money. Inflation–Causes of inflation, effect of inflation on production, distribution of income & foreign trade, control of inflation. Acceleration theory, trade cycle-phases of trade cycle-causes & remedies. Banking system and deposit creation, Nature and functions of modern banking system-creation of bank deposit-Central Banking-Money market-monetary policy.*
6. **Public Finance :** *Economic role of the Government-Expenditure regulations– Finance-Taxation. Fiscal Policy.*
7. **International Trade :** *Balance of payments-mechanism of Foreign exchange-Balance of trade & capital movement. International trade and theory of comparative advantages. Economic of Tariff protection and free trade.*

References :

- *Samuelson P.A : Economics*
- *Ackley G : Macroeconomic Theory*

- Gupta S.B. : *Monetary Economics, Institutions, Theory & Practical*

Paper–3 : Statistics & Business Organization

A. Statistics

1. **Diagrammatic representation of statistical data** : Tables, Graphs and Charts; Summarization of statistical data : Frequency distribution, Histogram, Ogive.
2. **Characteristics of frequency distribution** : Measures of Central Tendency, Measures of Dispersion, Measures of Skewness and Kurtosis.
3. **Linear Correlation**, Regression and Rank Correlation.
4. **Index Numbers** : Properties-different forms-methods of construction-limitations.
5. **Elementary analysis of Time Series**–Fitting of a trend and calculation Limitations.
6. **Interpolation**–Forward, Backward and Central (no proofs needed).
7. **Set Theory** : Sets and elements-finite and infinite sets-Subsets-Universal and Null, operation.
8. **Probability Theory** : Meaning–Theoretical approach to probability–Laws of probability–Simple probability–Total & Compound probability–Repeated Trials– Conditional probability. **9. Random Variables** : Expectation & Variance-Binomial-Poisson and Normal Distribution– Interpretation and applications.

B. Business Organization

1. **Business** : Meaning, Essential elements of a business, Functions of business, Objectives of business activities.
 2. **Requirements for starting business** : Office in India by a domestic company and foreign company-a general frame work.
 3. **Resource requirements of business** : (i) Short-term and long-term capital sources.
- (ii) Regulatory environment : Reserve Bank of India, Securities and Exchange Board of India, (iii) Stock Exchange-guidelines, (iv) Credit Rating.
4. **Business environment** : Need for identifying environmental facilities and constraints, Features of business environment in India.
 5. **Business organization** : Nature of business organizations-different forms, functional areas of business organizations-Manufacturing, Marketing, Financing, Trading (domestic and foreign trade)–Foreign trade formalities.
 6. **Corporate forms of business** :
 - (A) Private Sector : (i) Company–Different types-advantages & disadvantages– regulatory measures relating to formation–managerial personnel : Board of Directors– Managing Director, Manager–their functions. (ii) Cooperative form of business–Features– advantages & disadvantages.
 - (B) Public Sector : Features, objectives, advantages and disadvantages, Company form of public sector industrial enterprises : (i) Public sector enterprises producing and selling goods, (ii) Public sector enterprises rendering services. Growth of public sector industrial enterprises.
 - (C) Joint Sector : Features, Evolution, Areas of operation.
 7. **Business combinations** : Definition, Features, Types and forms. Combination in India– Government policy.
 8. **Small business** : Definition-Features-Role-Government policy.
 9. **Organised market** : Nature-features-functions of (i) Capital market, (ii) Money market and (iii) Commodity market.
 10. **Government and Business** : Relation between government and business– objectives and rationale of Government control-nature & types of Government control-Industrial policies and areas of private sectors, Government guidance and assistance to business
 11. (i) **Sick companies and their rehabilitation** : Board of Industrial and Financial Reconstruction, Debt Recovery Tribunal, (ii) Merger and Acquisition : Types and procedure.

References :

- *Business Statistics-N.G. Das*
- *Statistics–Goon, Gupta, Dasgupta*
- *Business organisation and Management–M.C. Shukla*

Paper–4 : Higher Accountancy

1. **Partnership** : Retirement-cum-admission, Dissolution and piecemeal distribution, Amalgamation of firms and Conversion into a limited company.
2. **Company Accounts** : Issue of Debenture, Redemption of Debenture & Preference Share, Issue of Bonus Shares, Final Accounts of joint stock companies.
3. **Amalgamation, Absorption and Reconstruction** of companies including reduction of capital.
4. **Branch.**
5. **Valuation of goodwill and shares.**
6. **Holding companies (excluding chain, cross and multiple holding)** Consolidated Balance Sheet.
7. **Royalty Accounts.**
8. **Double Accounting system** in relation to electricity company.
9. **Hire purchase and instalment payment system.**
10. **Miscellaneous accounts** : (a) Investment Accounts, (b) Packages Accounts, (c) Goods on sale or return and (d) Insurance claims for loss of stock.
11. **Accounting Standards**-Standards issued by the Institute of Chartered Accountants of India.
12. **12. Social Accounting**-An introduction.

References :

- *Advanced Accountancy–S.N. Maheswari*
- *Advanced Accounts–M.C. Shukla & T.S. Grewal*
- *Advanced Accounts–R.N. Carter.*

Paper–5 : Cost Accountancy & Elements of Income Tax

A. Cost Accountancy

1. **Introduction** : Cost concepts-objectives of cost accounting-relationship of cost accounting with financial accounting and management accounting-classification of costs-element wise, function wise and behaviour wise-preparation of cost sheet.
2. **Materials** : Purchase procedure, receiving and inspection of materials ascertainment of material costs-stores routine-stores records-receipts and issues of materials-methods of pricing material issues-elementary aspects of material control procedures.
3. **Labour** : Recruitment, time keeping, time booking-methods of remuneration-incentive schemes-labour costs, labour turnover.
4. **Overhead** : Meaning and classification, Production overhead, Administration overhead, Selling and distribution overhead, Primary and Secondary distribution, Recovery of overhead and treatment of over and under recovery of overheads.
5. **Methods of costing** : (a) Job costing, (b) Contract costing, (c) Process costing (excluding equivalent production).

B. Elements of Income Tax

1. **Definition** : Assessee, Persons, Assessment Year, Previous Year, Income, Gross Total Income, Capital Assets, Dividend, Agricultural Income.
2. **Residential Status** : Status of different assessees–other than corporate assessees– tax incidence.
3. **Exemption from charge of Income tax.**
4. **Computation of income under various heads and determination of assessable income.**

5. *Deduction from Gross Total Income—Section 80D, 80DD, 80G, 80GG, 80L.*
6. *Rebate and Relief—Section 80, 88B, 88C, 89(1).*
7. *Assessment of individuals and ascertainment of tax liabilities.*

References :

- *Cost Accounting – Basu & Das*
- *Cost Accounting – Jain & Narang*
- *Cost Accounting – N.K. Prosad*
- *Taxation – A.K. Singhanian, Taxman.*

Paper–6 : Business Management & World Resources

A. Business Management

1. **Management** : *Basic concepts, Significance of management, Evolution of management thought, School of management thought—Classical and Modern (Scientific and Administrative Management School—Taylor and Fayol), Human Behavioral School (Elton Mayo), Human Relations School (McGregor, Simon), Quantitative Management School (Ackoff). Management theories—McGregor’s Theory, Schein’s Theory, Likert’s Theory.*
2. **Management Principles** : *Essential characteristics, Formulation of management principles to enhance management efficiency, Moral and ethical reasoning in management. Management Levels—Managerial hierarchy.*
3. **Decision making in management** : *Various types of decision making.*
4. **Coordination in management** : *Meaning of management coordination—technique of coordination.*
5. **Communication & Management** : *Role of communication in management, communication and motivation.*

Functional areas of management :

6. **Material or Logistic Management** : *Objectives, Inventory management, Material Requirement Planning (MRP).*
7. **Production Management** : *Objectives, Production planning and control. Basic focus—Cost minimization—Optimum plant location (‘Least-Cost Location’), Increase in labour productivity etc.*
8. **Marketing Management** : *Nature, Scope and Importance of marketing management. Modern concepts of marketing. Difference between marketing and selling. Functions of marketing manager—Four “P”s. Sales promotion : Advertising media, Market research, Customers preference study, New product planning.*
9. **Financial Management** : *Objective and importance. Capital structure and estimation of long term, medium term and short term capital requirement of the organization. Determining the amount of working capital. Methods of raising finance—Judicious selection of methods.*
10. **Personnel Management** : *Objective and importance. Functions of personnel manager—Man power planning, man-job relationship, motivating work team. Performance appraisal : Merit rating—evaluating quantitative performance of workers—‘Time and Motion’ study (Taylor), Industrial Relation—importance.*
11. **The Indian concept of business management** : *A new approach to management thought. Indian philosophy of Spiritualism—a brief overview.*

B. World Resources

1. **Resource** : *Meaning and nature—Functional Theory of resource. Resistance and neutral stuff. Fund and flow resources. Resource creating factors—characteristic features, Resources consciousness. Recent trend in resource development.*

2. **Man as resource** : (a) Quantitative aspects of population : Present size of world population. Areas of population concentration-growth of world population. Population projection.
(b) **Demographic gap** : Meaning and significance-Demographic contrast in some selected countries. Percentage annual increase in population and food grains in developed countries (UK & Japan) and under developed/developing countries (India & Bangladesh)-implications. Population and hunger-The African episode-population structure. Population Pyramid of the USA and India-distinguishing features.
(c) **Population problem** : Need for population stabilization 'Boserup Hypothesis'. countries achieving stable population.
3. **Culture as resource** : Meaning and function of culture. Dual functions of culture. Culture and agriculture.
4. **Land as resource** : (a) Land—a major manifestation of nature. Meaning of 2-D and 3-D land. Land use pattern (crop land and land under forest) in selected countries of the world. Land and agriculture : Cultivability of land-physical factors limiting cultivability-four physical frontiers of cultivability-example of a major food crop.
(b) **World's major farming types** : (i) Subsistence agriculture (primitive farming)-location : Three broad regions (Central Asia, South-East Asia and the Amazon Basin)— Characteristic features-cropping pattern-feature. (ii) Intensive subsistence agriculture : Location (India and China), cropping technique and cropping pattern, future. (iii) Dairy and Mixed farming : Meaning, regions, characteristic features, cropping patterns & importance. (iv) Commercial grain Farming : Characteristic features, confirming to Von Thunen agricultural land-use model-meaning-crop pattern-importance.
(c) **World production** : (i) Food crops-Wheat and rice-areas of production. (ii) Other crops-sugarcane, plantation crops (Tea, Coffee), Cotton and jute-only major areas of connection to be studied (including India).
(d) **Food prospects** : Per capita availability of food grains in major countries of the world. Adequacy of food crops in meeting existing and foreseeable population.
(e) **Land & Forestry** : Total forest cover of the world. Productive and unproductive forest. Forest land per capita in selected countries. Evergreen hard wood and ever green soft wood coniferous forests : major areas, importance and utilization. Maintenance of forest productivity, Agro forestry, Social forestry.
(f) **Land and Animal-rearing** : Major areas of cattle rearing and dairying and sheep rearing of world.
(g) **Land and mining** : Importance of mining, (i) Principal 'Alloy metals' and 'Base metals' (Iron-ore, copper, bauxite)-importance, major producing countries and areas of concentration. (ii) Fossil fuel minerals-coal and petroleum-major producing countries and areas of concentration. Reserve-major importing and exporting countries-conservation depletion of petroleum—end of petroleum era.
5. **Marine resources** : Sea as source of tidal energy, minerals and chemicals, Biological organism-Plankton : future food for man and source of fertilizer. Sea : Climate, Employment, Commerce, Health.
6. **Energy resources** : (a) Conventional (Coal, Oil, Natural Gas, Water Power)— limitations : exhaustibility, environmental hazards etc. (b) Non-conventional : (i) Solar energy-ways of harnessing-magnitudes-limitations, (ii) Wind energy-possibilities-magnitudes, (iii) Tidal energy-possibilities, (iv) Nuclear energy—possibilities and limitations (in reference to India).
7. **Industrial resources** : (a) Location of manufacturing-Theories governing industrial location-(i) Alfred Weber's Least-cost Theory, (ii) August Losh's Market area or Profit maximization Theory.
(b) **Selected branches of manufacturing** : (i) Iron and Steel Industries (using weight losing raw materials)-location consideration-recent changes in the locational pattern-factors contributing to such

changes. Major iron and steel producers of the world (India). (ii) Cotton Textile Industry (using 'pure' raw materials)—locational consideration-major textile producers of the world.

8. **Resource depletion and resource crisis** : A reference to Meadow, D.L. and others 'Limit to Growth', predicting the collapse of the world system owing to over-population resource depletion-validity of the model.
9. **Resource conservation** : Meaning, implications and need for conservation.

References :

- Business Management : Satpati & Bhadra
- Business Management : L.M. Prasad
- Resources : Sudhangshu Sekhar Bhattacharya
- Resources : A. Mitra

Paper-7 : Commercial and Labour Laws

A. Commercial Laws

1. **Introduction : Law** : Definition-need for Laws-Rule of Laws-Society, State and branches of Law.
2. **Indian Contract Act, 1872** : Essentials of valid contract : Classification of contract; Offer and acceptance, Consideration; Capacity of the parties to contract; Free consent, Coercion, Undue influence, Mistake, Misrepresentation and fraud; Legality of Object and Consideration, Void, Voidable, Un-enforceable and illegal Agreements; Contingent and Quasi-contract; Performance of Contract : Breach of Contract-remedies and damages. Termination of Contract. Indemnity and Guarantee : Bailment and Pledge. Agency-nature, kind, relation between principal, agent and Third parties. Termination of agency.
3. **Sale of Goods Act, 1930** : Nature of contract of sale; Classification of goods; Condition and warranties; Passing of property; Rights of Unpaid Seller; Remedies for Breach of Contract of Sale of Goods; sale by Auction.
4. **The Consumer Protection Act, 1986** : Definition, objects, composition and jurisdiction of District Forum-mode of complaints-procedures on complaints.
5. **Indian Partnership Act, 1932** : Meaning and kinds of partnership; Formalities for Registration; Rights and Duties of partners; Relation of partners with one another and with third parties; Dissolution of partnership (only causes and effects).
6. **Companies Act, 1956** : Kinds of Companies; Important documents – Memorandum of Association, Articles of Association, Prospectus (only definition), Borrowing powers of company-Issue of shares, debentures loan from financial institution; Different types of Company Meetings-Notice and Resolutions; Winding up a company.
7. **Foreign Exchange Management Act, 1999** : Background of FEMA, Functions of RBI under FEMA; Definition-Persons, Permitted Currency/Hard Currency, Euro, Foreign Exchange, Rupee Trade, Repatriation to India, Export, Import, Security, Transfer, Authorized Dealers; Various Accounts in India under FEMA, General Restrictions in dealing in Foreign Exchange and Security; Current Accounts—Transfer, restrictions & prohibition; FDI; Investment Scheme for FII; global Depository Receipt; Enforcement of FEMA; penalties; Appeal provisions.
8. **Negotiable Instruments Act, 1881** : Definition and features of different types of negotiable instruments; Parties and their Capacities with respect to a cheques, alteration; effect; Banker and Customers; Hundies.

B. Labour Laws

1. **Factories Act, 1948** : Definitions—Health, Safety, Welfare measures for employees; Employment. Women and Minors.
2. **Industrial Disputes Act, 1947** : Definitions—Different Authorities—Powers & Duties; Retrenchment provisions and penalties.

3. **Trade Union Act, 1926** : Meaning and Registration of Trade Union; Privileges of registered union; Dissolution.
4. **Payment of Wages Act, 1936** : Scope, Definition, Rules regarding wage payment; Deduction from wages; Enforcement of the Act.
5. **Payment of Minimum Wages Act, 1948** : Area & Scope; Definitions; Fixation & Revision of minimum wages; Enforcement of the Act.

References :

- Law – Sen & Mitra
- Law – V.K. Kapoor

Paper-8 : Auditing & Management Accountancy

A. Auditing

1. **Introduction** : Origin and evolution, Definition, Nature, Scope and functions, Objectives including social objectives, Importance and Limitations, Difference between accounting and auditing, classification of errors, Auditing Standards, Different Conventions/Doctrines/Concepts/Principle. Working Papers, Surprise Checks, Test checking, Audit Note Book, Audit Programme, Audit-in-depth, Audit File.
2. **Types of Audit** : Non-statutory Audit-Audit of sole-proprietorship business, partnership business, individuals. Statutory Audit-Audit of joint stock company, Trust, Corporate bodies under special statutes, Cost Audit, Special Audit, Social Audit, Management Audit, Continuous Audit, Periodical Audit, Performance Audit, Propriety Audit, Standard Audit, System Audit, Tax Audit, Human Resource Audit, Energy Audit, Internal Audit, Internal Check.
3. **Vouching** : Meaning, objectives features and importance-General principles of vouching-vouching of different items of transaction-liabilities of auditor arising out of vouching.
4. **Verification & Valuation** : Meaning, importance-Verification and valuation of different assets and liabilities and auditors' role-contingent liabilities and contingent assets.
5. **Investigation** : Meaning-scope-difference between investigation and audit-investigation as to suspected fraud / defalcation. Sickness of a concern-investigation on behalf of Investors, Creditors, Financiers and incoming partners.
6. **Company Audit** : Qualification, Disqualification, Appointment, Remuneration and Removal of auditors-status, rights, duties and liabilities of auditors. Professional ethics and code of conduct for professional accountants and auditors.
7. **Depreciation, Reserves & Provisions** : Depreciation-Meaning, Definition, Objectives and causes-different methods-treatment prescribed under the Companies Act, 1956-role of auditors-relevant case laws. Reserves & Provisions-Meaning, Classification-Auditors role. Fund-classification-auditors role-Issues relating to reserves and provisions-relevant case laws.
8. **Divisible profits and dividends** : Meaning-Capitalization of reserves-legal provisions, advantages, limitations and auditor's role.
9. **Audit of different Institution / Organization** : Educational institutions-Schools, Colleges etc., Clubs, Cinema Halls, Charitable institutions, Nourishing Home / Hospitals, Libraries, Cooperative Societies, Travelling Agencies.
10. **Auditors Report & Certificate** : Distinction between Auditor's Report and Auditor's Certificate-Classification and contents of Auditor's Report, Different types of Auditor's Report-Auditor's Report and true & fair view.

B. Management Accountancy

1. **Introduction** : Meaning, Scope, Importance, Functions and objectives, Characteristics, Advantages-disadvantages, Limitations, Comparison with Financial Accounting and Cost Accounting.

2. Working Capital Management : Concept of working capital-Need for working capital-Composition of working capital-Balance Sheet and Operating Cycle Concepts-Factors determining working capital-forecasting of working capital.

3. Change in Financial Position : Fund Flow Statement, Cash Flow Statement, Difference between Fund Flow Statement & Cash Flow Statement, Uses and limitations of these statements.

4. Accounting Ratios and Financial Analysis : Nature of Accounting Ratios-their uses and limitations-classification : Source wise and Application wise-Application of Accounting Ratios in measuring Liquidity, Solvency, Profitability, Capital Structure and Managerial Efficiency.

5. Budgeting & Budgetary Control : Budget : Meaning, Objectives and Importance, Types.

Budgetary Control : Meaning, advantages and limitations.

Budget & Budgetary Control : Relationship-Steps in Budgetary Control-Classification of budgets.

Responsibility Accounting-Principles of Responsibility Accounting, Advantages, Responsibility Centres-Zero Base Budgeting.

6. Marginal Costing : Concepts, Scope, Objectives, Importance, Advantage, Limitations, Application of Marginal Costing-P/V Ratio, Break-Even Analysis, Margin of Safety, Angle of Incidence, Cost-Volume-Profit Analysis and Decision Making.

References :

- Auditing – Kamal Gupta
- Auditing – B.K. Basu
- Auditing – Anjan Bhattacharya
- Management Accounting – Anjan Bhattacharya
- Management Accounting – Jain, Narang.

Duration of the programme: 3-year

Faculty and Support Staff Requirement:

The NSOU has government sanctioned posts of teachers and non-teaching staff for academic and administrative support for the learners in an effective and cohesive manner. The recruitments of faculty positions are always strictly maintained following the UGC guidelines. The University also take support from the wider academic community of the respective courses from other institutions of higher learning and researches.

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	xx	xx
2	Associate Professor	HQ	01
3	Assistant Professor	RC	02

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant	HQ	01

Instructional Delivery Mechanisms:

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	12 sessions @2hours each for each paper
	Tutorials/ Special Classes/ Remedial Classes	No	--
	Seminar/ Research Colloquium	Yes	Seminars are organized on contemporary issues at Headquarters for the students and teachers
Self- Learning	SLMs	Yes	Printed SLMs are provided to the students through study centres
	Reference Books	Yes	List of reference books are provided through the SLMs which are made available at the district public libraries in the State.
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	No	--
	Offline DVD/SD Card/USB Drive	No	--
	Telecommunications	Yes	Teachers respond to the academic queries of the learners
Blended	Smart Classrooms	Yes	Smart classrooms are available both at RCs and SCs.
	Flipped Learning	No	--

Medium of Delivery: Bengali

Paper Wise Mapping of Credit Hours:

		Paper	Paper Code	Paper TypeS (Theo/Prac)	Study Hours	Full Marks	Credits
1 st Year	Semester - I	Foundation Course in Bengali.	FBG	Theo	120	50	4
		Foundation Course in English.	FEG	Theo	120	50	4
		Paper 1: Accountancy & Mathematics	ECO-I	Theo	240	100	8
	Semester	Humanities and Social Science (FHS)	FHS	Theo	240	100	8
		Paper 2: Business Economics	ECO-II	Theo	240	100	8
		Environmental Studies	ENVS	Theo	120	50	4
2 nd Year	Semester-III	Foundation Course in Science & Technology	FST	Theo	240	100	8
		Paper 3: Statistics & Business Organisation	ECO-III	Theo	240	100	8
	Semester	Paper 4: Higher Accountancy	ECO-IV	Theo	240	100	8
		Paper 5: Cost Accountancy & Element of Income Tax	ECO-V	Theo	240	100	8

		Subsidiary Paper I (Entrepreneurship and Business Communication)	SBS-1	Theo	240	100	8
3 rd Year	Semester – V	Paper 6: B. Management & World Resources	ECO-VI	Theo	240	100	8
		Paper 7: Commercial and Labour Laws	ECO-VII	Theo	240	100	8
		Subsidiary Paper II (Tax Practice & Procedure)	SBS-2	Theo	240	100	8
	Semester – VI	Paper 8: Auditing & Management Accountancy	ECO-VIII	Theo	240	100	8
		Basic Accountancy	AOC-01	Theo	240	100	8
		Subsidiary Paper II (Business Ethics & Computer Applications)	SBS-3	Theo	240	100	8
Total					3720	1550	124

F. Procedure for admission, curriculum transaction and evaluation

Admission Procedure: Centralised admission process is conducted through online mode. Admission fees also collected through online payment gateway service and dedicated bank challan to assure better transparency in monetary transaction.

Eligibility: Passed 10+2 Examination or equivalent/ passed BPP with PSS from NSOU/ Passed 10+2 in Vocational Courses

Total Course Fee: Rs. 6,900/- (Excluding Examination and Studentship Renewal Fees)

Curriculum transaction and Evaluation: Face to face counselling is arranged at the respective study centre. There are two components of evaluation. Internal assessment/ home assignment for each paper carries 30% weightage. The final term-examination are held on yearly basis and carries 70% weightage.

Programme Duration: Course duration is 3 years. However, the students have the liberty to complete its course within six years.

Financial Assistance: At present no financial assistance is provided for this course.

curriculum transaction:

SLMs (Bengali version) in print and electronic medium are provided as approved by the Board of Studies and as ratified by Academic Council of the University. Each accredited Study Centre organise PCP Sessions on weekends/holidays and notify the same to the students. During these sessions, teachers will help the students with their course work.

Evaluation: The Evaluation will be made in two ways:

a) Assignment / Internal Assessment:

The learners answer the assignment questions and send back which are then evaluated by the evaluators/ academic counsellors/distance teachers. The assignment responses reflect what the learners have understood and learnt. The assignments are then returned to the learners with the comments/remarks of the evaluator so that the assignment answers may serve the purpose of providing feedback to the learners and inform them their strengths and weaknesses. These

comments carry the meaningful and constructive suggestions of the evaluator which further form the bases of successful learning.

Students will be required to submit assignment papers for each subject and the credit obtained on evaluation of those assignment papers will be entered into his/her individual record of performance. This will constitute 30% of the total credit points in the subjects. All the credit points secured by the students will be progressively entered into record.

Every student is required to submit the assignment papers before each Term-end Examination which is due at the end of each semester. But in no case a student shall be allowed to fill in the Application Form to sit for the examination if he/she has not submitted assignment paper within the due date as announced by the Examination Department of the University from time to time. Students are required to take back the copy of the evaluated assignment papers from their respective study centre.

b) Term-end Examinations (Written):

70% of the total credit points of the subjects would be reserved for Term-end Examination scheduled to be held at the end of each semester. A student will be allowed to appear in the Term-End Examination, only after she/he has registered for that course and submitted the assignment.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners registered mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related information to examination and evaluation through it official website and registered mobile number of the learners.

G. Requirement of the laboratory support and Library Resources:

Laboratory: As the course does not have any practical paper or any component for which laboratory facility is required therefore laboratory facility is not provided.

Library: The learners of the course may avail the library facilities at their study centres. Selected District Libraries have NSOU Desk which are funded by the university through the concerned department of Govt. of West Bengal. Learner can also avail the facility of Central Library of NSOU.

A. **Cost estimate of the programme and the provisions:** Cost estimate of the program is Rs. 8,029/- per student.

H. **Quality assurance mechanism and expected programme outcomes:** NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.

- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on qualityrelated institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.

A. Programme’s mission & objectives:

The objective of the programme is to help the learners develop competency in the field of social work. The Programme consists of foundation course elective courses and Application oriented course. Full marks is 124 credit or 1550 marks. All the papers have been distributed over six semester.

B. Relevance of the Programme with HEI’s mission and goals:

The mission of the university is to spread higher education in different parts of the state and to provide access to different skill enhancing educational programmes at affordable cost to the disadvantaged and to provide the facility for lifelong learning to intending learners. This particular course/ programme may give an opportunity to gain knowledge in the domain of NGOs/ NPOs.

C. Nature of prospective target group of learners:

The 10+2 qualified students may join this course to increase their employability in the social enterprises. The working persons may take this course for their vertical/ horizontal mobility in their work place.

D. Appropriateness of programme to be conducted in open and distance learning mode to acquire skills and competence

The under graduate degree in commerce is designed for the workforce of NGOs/ NPOs. The fresher and existing workforce can take the advantage of ODL system to increase their skills and competence in this particular field without disturbing their work schedule.

E. Instructional Design:

Course Structure

Semester-I				
Nature of course	Course number	Title	Credit	Marks
Core	C1	Introduction to Social Work	4	50
Discipline Specific Elective (DSE)	DSE 1	Sociological Concepts	4	50
DSE	DSE 2	Human Behaviour	4	50
GE	GE 1	Introduction to Contemporary Social Problems	4	50
Core Practical (CP)	CP 1	Field Work orientation	4	50
Ability Enhancement Compulsory Course (AECC)	AECC 1	Foundation Course in English	Suggested 2	25
Skill Enhancement Course (SEC)	SEC 1	Peace and Conflict Studies	Suggested 2	25
Total Credit			24	300

Semester I				
Nature of course	Course number	Title	Credit	Marks
Core	C2	History and Philosophy of Social Work	4	50
Core	C3	Group Work	4	50
Core	C4	Introduction to social Case Work	4	50
DSEP	DSEP 2	NGO Case study	4	50
Core Practical (CP)	CP 2	Field Work orientation	4	50
Ability Enhancement Compulsory Course (AECC)	AECC 2	Foundation Course in English	Suggested 2	25
Skill Enhancement Course (SEC)	SEC 2	Peace and Conflict Studies	Suggested 2	25
Total Credit			24	300

Semester III				
Nature of course	Course number	Title	Credit	Marks
Core	C5	Working with Communities	4	50
Core	C6	Emerging Areas of Social Work Practice	4	50
Core	C7	Social Policy and Planning	4	50
Core	C8	Social Welfare Administration	4	50
GE	GE 2	Introduction to Economics	4	50
Core Practical (CP)	CP 3	Field Work	4	50
Ability Enhancement Compulsory Course (AECC)	AECC 3	Environment Studies I	4	50
Total Credit			28	350

Semester IV				
Nature of course	Course number	Title	Credit	Marks
Core	C9	Social Research	4	50
Core	C10	Social Justice and Social Legislation	4	50

GEP	GEP 1	Community Development	4	50
DSEP	DSEP 2	Introduction to Medical Setting	4	50
Core Practical (CP)	CP 4	Field Work	4	50
Ability Enhancement Compulsory Course (AECC)	AECC 3	Environment Studies I	4	50
Total Credit			24	300

Semester V				
Nature of course	Course number	Title	Credit	Marks
Core	C11	Practice of Social Work Research	4	50
GE	GE 3	Social Issues and Problem	4	50
Core	C12	Personnel Training and Capacity building	4	50
GE	GEP 3	Communication- An Introduction to audio visual media	4	50
DSEP	DSEP 3	Introduction to youth setting	4	50
Core Practical (CP)	CP 5	Field Work	4	50
Total Credit			24	300

Semester VI				
Nature of course	Course number	Title	Credit	Marks
DSE	DSE 3	Citizenship and Governance	4	50
GE	GE 4	Health and Hygiene	4	50
Core	C13	Human Right and Social Action	4	50
DSE	DSE 4	Disaster and Risk Reduction	4	50
Core	C 14	Correctional Social Work	4	50
Core Practical (CP)	CP 6	Field Work	4	50
Total Credit			24	300

Study Hours-4440

Total Credits-148

Total Marks-1550

Duration of the programme: 3-year

Faculty and Support Staff Requirement:

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	xx	xx
2	Associate Professor	xx	xx

3	Assistant Professor	RC	2
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Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant	HQ	01

Instructional Delivery Mechanisms:

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	12 Sessions @ 2 hrs each for each papers
	Tutorials/ Special Classes/ Remedial Classes	Yes	Special Classes may be arranged in Regional Centres as well as in Study Centres as and when required.
	Seminar/ Research Colloquium	Yes	Seminars would be organized on contemporary issues.at the Headquarters for both the counsellors and Learners
	Field Work including Visits	Yes	Field placement in Registered NGO
	Extension Activities/ Community Outreach Programmes	Yes	-do-
Self- Learning	SLMs	Yes	Printed SLM would be made available to the learners , before the PCP begins.
	Reference Books	Yes	List of references are provided through the SLM
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	Yes	This would be handled by the ICT department of NSOU
	Offline DVD/SD Card/USB Drive	Yes	This would be handled by the ICT department of NSOU
	Telecommunications	Yes	This would be a good way of interaction with the learners for the course
	Social Media (Facebook page/ Instagram/ Twitters/ Google Groups etc.)	yes	E materials are available in the NSOU OER Repository, which may be shared through various Social Media
Blended	Smart Classrooms	Yes	Sessions would be conducted through SMART Classrooms

F. Procedure for admission, curriculum transaction and evaluation

Admission Procedure: Centralised admission process will be conducted through online mode. Admission fees also collected through online payment gateway service and dedicated bank challan to assure better transparency in monitory transaction.

Eligibility: Passed 10+2 Examination or equivalent/ passed BPP with PSS from NSOU/ Passed 10+2 in Vocational Courses

Total Course Fee: Rs. 6,900/- (Excluding Examination and Studentship Renewal Fees)

Financial Assistance: At present no financial assistance is provided for this course.

curriculum transaction:

SLMs (___ version) in print and electronic medium are provided as approved by the Board of Studies and as ratified by Academic Council of the University. Each accredited Study Centre organise PCP Sessions on weekends/holidays and notify the same to the students. During these sessions, teachers will help the students with their course work.

Evaluation: The evaluation system of the programme is based on following components:

a) Assignment / Internal Assessment:

The learners answer the assignment questions and send back which are then evaluated by the evaluators/ academic counsellors/distance teachers. The assignment responses reflect what the learners have understood and learnt. The assignments are then returned to the learners with the comments/remarks of the evaluator so that the assignment answers may serve the purpose of providing feedback to the learners and inform them their strengths and weaknesses. These comments carry the meaningful and constructive suggestions of the evaluator which further form the bases of successful learning.

Students will be required to submit assignment papers for each subject and the credit obtained on evaluation of those assignment papers will be entered into his/her individual record of performance. This will constitute 30% of the total credit points in the subjects. All the credit points secured by the students will be progressively entered into record.

Every student is required to submit the assignment papers before each Term-end Examination which is due at the end of each semester. But in no case a student shall be allowed to fill in the Application Form to sit for the examination if he/she has not submitted assignment paper within the due date as announced by the Examination Department of the University from time to time. Students are required to take back the copy of the evaluated assignment papers from their respective study centre.

b) Term-end Examinations (Written):

70% of the total credit points of the subjects would be reserved for Term-end Examination scheduled to be held at the end of each semester. A student will be allowed to appear in the Term-End Examination, only after she/he has registered for that course and submitted the assignment.

G. Requirement of Laboratory support & library resources:

Laboratory: As the course does not have any practical paper or any component for which laboratory facility is required therefore laboratory facility is not provided.

Library: The learners of the course may avail the library facilities at their study centres. Selected District Libraries have NSOU Desk which are funded by the university through the concerned department of Govt. of West Bengal. Learner can also avail the facility of Central Library of NSOU. The students may avail the NSOU OER repository.

H. Cost estimate of the programme and provisions: Cost estimate of the program is Rs. 8144/- per student.

I. Quality assurance mechanism and expected programme outcomes:

NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.

A. Programme's mission & objectives:

Acquainted with the essential character of the field of library and information studies and its processes associated with knowledge creation, communication, identification, selection, navigation, acquisition, organization and description, storage and retrieval, preservation & conservation, analysis, interpretation, evaluation, and dissemination of information. The mission of the Library and Information Science Department is to provide an equitable quality educational experience that meets current and emerging library, information and technology needs, in order to create a knowledge society for productive roles in the age of information explosion. The department also provides basic skills on Library Automation Network and Library Information technology for students who wish to have further ICT oriented knowledge communication relating to Free and Open Source based software on Library & Information Science. This is the subject domain through which user's requirement relating to information needs, their information seeking behaviour and use of these information in society to develop, manage and effective use may possible.

Appreciate the value of teaching and service to the advancement of the field. Understand the importance of research to the advancement of the field's knowledge base and be able to interpret and apply research results in practice. Implementation and application of subject matter in all relevant types of operational contexts the philosophy, principles, ethics, policies and information-related laws underlying the provision of information. Make understandable about the inter-relationship and importance of contributions of library and information studies to other fields of knowledge by recognizing the role of library and information services in a diverse global society. Understand the role of library and information services in a technology-driven society.

B. Relevance of the Programme with HEI's mission and goals:

The mission of the Library and Information Science Department is to provide a meaningful educational experience that meets emerging and technology driven library & information needs, and prepares students for future days to cater their expertise in a variety of continually evolving information environments.

C. Nature of prospective target group of learners:

Budding Professional after having their degrees from this university may join as

1. Library Professional like library assistant, library trainee in University/Colleges, Information Centres, Industrial organisation, Research Library, Special Library, Public Library.
2. School Librarian
3. Even students can do freelancing with the appropriate skill

to contribute to store, retrieve, and use that information through professional service, and assist in the transfer of the knowledge/ information for their research and day-to-day.

D. Appropriateness of programme to be conducted in open and Distance Learning mode to acquire specific skills and competence:

LIS study generates skilled professional. Either they are engaged in professional career or they are supposed to join their professional life. So in this scenario to opt a degree for career development Open and Distance Education is the right choice to carry on. Where students or professional can simultaneously run their career and education for further career development.

E. Instructional Design:

Three pillars are there to satisfy users need viz,

- Personal Counselling Programme (PCPs) in different PCP centres.

- Self-Learning Tools like Study material, Audio/video lectures, Lab based practices, Technology-driven educational materials like computer lab, Library facility along with India's First Ever Institutional OER repository; and
- Direct teacher-student interactions for sustainable development.
- Syllabus:

Course structure:

Paper - I :Library and Society

Paper-II :Library Management

Paper-III :Library Classification Theory **Paper-IV** : Library Cataloguing

Paper-V :Reference and Information Services **Paper VI** : Classification Practice

Paper VII :Cataloguing Practice

Paper VIII :Computer Basics and Applications [Theory]

[Duration-1 year, FullMarks-800]

Detailed syllabus:

Paper - I : Library and Society

Module-1 : Development of Libraries and Their Role in Society

Unit-1 : Role of Library in Modern Society

Unit-2 : Laws of Library Science

Unit-3 : Library Development in UK and USA

Unit-4 : Library Development in India–Plans and Programmes.

Module-2 : National Libraries of UK, USA, France, India

Unit-5 : National Libraries : A Descriptive Account of National Libraries : National Libraries of UK, USA, France, India.

Unit-6 : Academic Libraries : University, College and School Libraries.

Unit-7 : Public Libraries : Role and Functions

Unit-8 : Special Libraries and Information Centres.

Module-3 : Library Movement in India

Unit-9 : Library Legislation and Model Public Library Act.

Unit-10 : Library Legislation in Indian States.

Module-4 : User Study

Unit-11 : User Community ; their characteristics, User Study

Unit-12 : Library and Education : Formal, non-formal and distance education. Unit-13 : Community information centres and services

Unit-14 : Library Extension Services

Module-5 : Library Associations, Systems and Programmes

Unit-15 : Criteria of the Profession, Ethics and Duties

Unit-16 : Organizations involved in the Development of Library and Information Services

Unit-17 : Resource Sharing : Concept, need and Activities

Unit-18 : Resource Sharing ; Programmes.

Paper - II : Library Management

Module-1 : Principles of Library Management

Unit-1 : General Principles of Management and their application to Library Management.

Unit-2 : Library Organizational Structure

Unit-3 : Physical Planning of Libraries – standards.

Module-2 : Library Operations and Services

Unit-4 : Collection Development

Unit-5 : Circulation Activities

Unit-6 : Collection Maintenance, Shelving and stock verification

Unit-7 : Preservation of library materials

Module-3 : Personnel Management

Unit-8 : Library staff-job analysis, In-service Training, Staff Manual, Library Committees

Unit-9 : Library Rules and Regulations

Unit-10 : Office Management

Module-4 : Financial Management

Unit-11 : Library Finance

Unit-12 : Budgeting and Accounting

Unit-13 : Library Statistics

Unit-14 : Annual Report

Paper - III : Library Classification Theory Module-1 : Classification in General

Unit-1 : Basic Concepts and Terminology

Unit-2 : Classification of knowledge

Unit-3 : Library classification : Need and Purpose.

Module-2 : General Theory of Library Classification

Unit-4 : Basic Laws, Canons, Postulates and Principles

Unit-5 : Facet Analysis and Facet Sequence

Unit-6 : Phase Relations

Unit-7 : Common Isolates

Module-3 :

Unit-8 : Modes of formation of Subjects

Unit-9 : Steps in construction of classification schemes—Enumerative and Faceted

Module-4 : Notation - Need, Functions

Unit-10 : Notation : Need, Functions and Types

Unit-11 : Qualities of Notation

Unit-12 : Hospitality in Array and Chain Unit-13 : Devices

Unit-14 : Call number and its structure

Module-5 : Study of selected Schemes of Classification

Unit-15 : Dewey Decimal Classification

Unit-16 : Universal Decimal Classification

Unit-17 : Colon Classification

Unit-18 : Modern Trends, BSO, Role of CRG.

Paper-IV : Library Cataloguing Theory

Module-1 : Basic Concept

Unit-1 : Library Catalogue : Definition, Objectives, Purpose and functions

Unit-2 : Physical Forms of Catalogue

Unit-3 : Types of Catalogue

Module-2 : Format of Catalogue Entries

Unit-4 : Kinds of entries

Unit-5 : Data Elements in different types of Entries

Unit-6 : Filing of Entries : Classified and Alphabetic

Unit-7 : Centralized Cataloguing, Cataloguing-in-Publication

Module-3 : Choice and Rendering of Headings

Unit-8 : Western Names and Indic Names

Unit-9 : Corporate Authors

Unit-10 : Pseudonyms, Anonymous works and Uniform Titles Unit-11 : Catalogue code

Module-4 : Subject Cataloguing Concept, Purpose, General Principle

Unit-12 : Subject Cataloguing

Unit-13 : List of Subject Headings

Unit-14 : Other methods of deriving subject headings

Paper-V : Reference and Information Services

Module-1 :

Unit-1 : Concept of Reference and Information Services

Unit-2 : Varieties of Reference Services

Unit-3 : Functions of the Reference Department

Unit-4 : The Reference Process

Module-2 : Study of Bibliographical Tools

Unit-5 : Bibliographies Need and Types, Bibliographical control Unit-6 : Subject Bibliography

Unit-7 : National Bibliography (BNB & INB)

Unit-8 : Trade Bibliography

Unit-9 : Study of Abstracting and Indexing Tools

Module-3 : Reference Sources Part-I :

Unit-10 : Dictionaries

Unit-11 :Encyclopedia

Unit-12 : Ready Reference Sources

Part-II :

Unit-13 : Geographical Sources

Unit-14 : Biographical Sources

Unit-15 : Reference Sources for Current Events

Unit-16 : Evaluation Reference Sources

Module-4 : Information Services

Unit-17 : Concept and Need for Information

Unit-18 : Types of Documents : Primary, Secondary and Tertiary

Unit-19 : Organization of Information services

Unit-20 : Information Services and Techniques.

Paper-VI : Classification Practice

Unit-1 : Construction of class members of documents according to the 19th ed. Dewey's Decimal Classification, 1979.

Unit-2 : Construction of Class numbers of documents according to the Colon Classification, 6th. ed. 1960.

Unit-3 : Construction of Book number as formulated by S. R. Ranganathan.

Paper - VII : Cataloguing Practice

Module-1 :

AACR-2R- an introduction ; Subject Headings-introduction ; general rules for description ; single personal author ; Tracings. List of Subject Headings.

Module-2 :

Editorial work ; shared responsibility ; Multivolumes ; Corporate Bodies ; Choice among different names ; References.

Module-3 :

Serials ; Analysis ; Uniform Titles ; Cataloguing of Bengali documents.

Module-4 :

Classified Catalogue Code-introduction Tracing ; Class index entry ; Personal author ; corporate body ; series ; Periodicals.

Paper VIII : Computer Basics and Applications [Theory] Module-1 : Introduction to Computer Applications

Unit-1 : Introduction to Computer – Functional parts of Computer : Hardware, Software, Operating System (MS-DOS/Unix).

Unit-2 : Computer Language- High level language ; Software package, Software System Application software, Flowcharting, Boolean logic and operators.

Unit-3 : Library Automation-Areas in library automation (House Keeping) - Library automation-Indian scenario-Computer Based Information Service (CAS & SDI).

Duration of the programme: 1-year

Faculty and Support Staff Requirement:

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	xx	0
2	Associate Professor	xx	1
3	Assistant Professor	HQ+RC	2

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant	HQ	01

Instructional Delivery Mechanisms:

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	18hrs class each for each papers and 36hrs each for 2 papers in a year
	Tutorials/ Special Classes/ Remedial Classes	Yes	Tutorials are arranged at regional centres and Special classes are conducted at regional centres and study centres.
	Seminar/ Research Colloquium	Yes	Seminars are organised on contemporary issues in an interactive mode of Academic counsellors and students at head quarter.
	Workshop	Yes	Workshops are organised on new-fangled issues related to practical implementation for scholarly communications.
	School Based activities and Internship	Yes	Project based library activities at NSOU university library.
	Micro Teaching Sessions	NO	NA
	Laboratory based Practical	Yes	Two practical papers of 100marks are conducted at labs of study centres.
	Field Work including Visits	NO	NA
	Extension Activities/	Yes	Students are involved in reputed

	Community Outreach Programmes		library visit and orientation program. Outreach programs are arranged for the benefits of students at different study centres.
Self- Learning	SLMs	Yes	Printed SLMs are distributed through study Centres to the learners.
	Reference Books	Yes	List of reference books are being provided to the learners through ICT based Student support system and through SLMs accessible at different district libraries in West Bengal.
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	Yes	E-contents (consisting text, audio/video materials) are being provided to the learners through NSOU-OER repository (Institutional OER repository) and through NSOU Mobile app.
	Offline DVD/SD Card/USB Drive	Yes	Recorded lectures are made available to the learners on demand.
	Telecommunications	Yes	Teachers and students support cell are extending their service to responds students' queries relating to academia.
	Social Media (Facebook page/ Instagram/ Twitters/ Google Groups etc.)	Yes	E-contents of OER repository are sharable through social media like Facebook page/ Instagram/ Twitters/ Google Groups etc.
Blended	Smart Classrooms	Yes	Smart Class rooms are available both at regional campus and study centres.
	Flipped Learning	NO	NA

Medium of Delivery: Bilingual (Bengali and English)

Paper Wise Mapping of Credit Hours:

	Paper	Paper Code	Paper Type (Theo/Prac)	Study Hours	Full Marks	Credits
1 st Year	Library and Society	Paper I	Theo	240	100	8
	Library Management	Paper-II	Theo	240	100	8
	Library Classification Theory	Paper-III	Theo	240	100	8
	Library Cataloguing	Paper-IV	Theo	240	100	8
	Reference and Information Services	Paper-V	Theo	240	100	8
	Classification Practice	Paper VI	Prac	240	100	8
	Cataloguing Practice	Paper VII	Prac	240	100	8
	Computer Basics and Applications [Theory]	Paper VIII	Theo	240	100	8
Total				1920	800	64

F. Procedure for admissions, curriculum transaction and evaluation

Admission Procedure: Centralised admission process is conducted through online mode. Admission fees also collected through online payment gateway service and dedicated bank challan to assure better transparency in monetary transaction.

Eligibility: Any graduate (10+2+3);

Total Course Fee: Rs. 5,600/- (Excluding Examination and Studentship Renewal Fees)

Financial Assistance: At present no financial assistance is provided for this course.

Curriculum Transaction:

SLMs (Bengali/English version) in print and electronic medium are provided as approved by the Board of Studies and as ratified by Academic Council of the University. PCP schedules for PG courses are prepared by concerned School of Studies and circulated among the Study Centres as well as notified in the official website of the University well ahead of the schedule. PCPs are conducted at selected accredited Study Centres (known as PCP Centre) of this University from different regions of West Bengal. PCP sessions are generally scheduled on weekends/holidays, though, under special circumstances, special sessions may be arranged on weekdays with a notification in the University Website. During these sessions, teachers will help the students with their course work. PCPs are conducted in both the languages as per convenience.

Evaluation: The Evaluation will be made in two ways:

a) Assignment / Internal Assessment:

The learners answer the assignment questions and send back which are then evaluated by the evaluators/ academic counsellors/distance teachers. The assignment responses reflect what the learners have understood and learnt. The assignments are then returned to the

learners with the comments/remarks of the evaluator so that the assignment answers may serve the purpose of providing feedback to the learners and inform them their strengths and weaknesses. These comments carry the meaningful and constructive suggestions of the evaluator which further form the bases of successful learning.

Students will be required to submit assignment papers for each subject and the credit obtained on evaluation of those assignment papers will be entered into his/her individual record of performance. This will constitute 20% of the total credit points in the subjects. All the credit points secured by the students will be progressively entered into record.

Every student is required to submit the assignment papers before each Term-end Examination which is due at the end of each semester. But in no case a student shall be allowed to fill in the Application Form to sit for the examination if he/she has not submitted assignment paper within the due date as announced by the Examination Department of the University from time to time. Students are required to take back the copy of the evaluated assignment papers from their respective study centre.

b) **Term-end Examinations (Written):**

80% of the total credit points of the subjects would be reserved for Term-end Examination scheduled to be held at the end of each semester. A student will be allowed to appear in the Term-End Examination, only after she/he has registered for that course and submitted the assignment.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners registered mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related information to examination and evaluation through its official website and registered mobile number of the learners.

G. Requirement of the laboratory support and Library Resources:

Laboratory: As the course does not have any practical paper or any component for which laboratory facility is required therefore laboratory facility is not provided.

Library: As mentioned that specific objective of such course of Library and Information Science, is to prepare budding Library professionals, so this subject demands a Library as a whole as a practical workshop along with advanced feature base computer lab with Free and Open Source supported mechanism (In LAMP architecture) cause being digital library software, library management software is available freely in terms of economic, social and technical means. This university has both adequate space.

A. **Cost estimate of the programme and the provisions:** Cost estimate of the program is Rs. 4007/- per student.

H. **Quality assurance mechanism and expected programme outcomes:** NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC(Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report (PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.

A. Programme Mission and Objective:

Mission: The aim of the M. Ed. Spl. Ed. programme is of preparing teachers as education leaders. The major thrust of the M. Ed. Spl. Ed. programme would be professional preparation of teacher educators who would through this process be equipped with the knowledge and competencies to facilitate and conduct initial preparation and continuing professional development of teachers. They would need to be necessarily equipped with the core competencies and knowledge related to teacher education, its philosophical underpinnings, research methodology, curriculum planning and be aware of best practices in the field of pedagogical interventions and adaptations for children with disabilities.

Objectives: The M. Ed. Spl. Ed. program supports three shared philosophical stances underlying longstanding tradition of preparing teacher educators as education leaders. These stances include teaching as inquiry, teaching as curriculum making and teaching for social justice. The objectives of the program are to:

- Assist potential teacher educators to exert leadership in advocating and meeting educational needs of children with disabilities in various settings
- Offer special teacher educators the opportunity to develop specialized capacity for leadership in curriculum, pedagogy and universal design
- Build theoretical knowledge and skills in research methodologies and conducting research in order to enhance education of children with disabilities in all settings.

B. Relevance of the Programme with HEI's Mission and Goals:

The Open and Distance Education Programme is being offered jointly by NSOU and RCI. It aims to develop professionals for Special Education within a broad perception of Education in the Twenty First Century. The Open and Distance Education Programme aims to develop professionals for Special Education within a broad perception of Education in the Twenty First Century in the ensuing Age of IT Revolution and Globalization. Within this broad perception the so called disabled are perceived as differently abled and that teaching is not a profession but a mission. The programme aims to educate and train the aspirants to become agents of change as teacher-professional by imbibing required knowledge, understanding, attitude and skill. The education and training will enable them to tap the hidden talents and potentialities buried in the differently abled; develop in them faith as well as sense of freedom, self-respect and dignity not only to stand on their own legs but also to contribute their services to the society and the nation.

C. Nature of Prospective Target Group of Learners:

The admission for the degree of M.Ed. Spl. Ed. degree shall be open to:

- a) A candidate who has successfully passed B. Ed Spl. Ed. with minimum 50% marks in respective disability area from a recognized university or any other degree considered equivalent to B. Ed Spl. Ed. from an affiliating university and/ or teaching department under any University recognized by U.G.C. with RCI registration.
- b) A candidate who has successfully passed the B.Ed. General course and has successfully completed Diploma in Education Special Education in respective disability area recognized by the Rehabilitation Council of India with minimum 50 percent marks in each course.
- c) A candidate having passed PG Diploma (Till Academic session 2014-15)
- d) A student with B.A./B.Sc./B.Com. B. Ed. Spl. Ed. (4 years Integrated)
- e) Candidate should have valid RCI registration.

Note: A candidate with B.Ed. in particular specialization may be allowed for M.Ed. cross disability/ multi category (as and when offered) but the reverse is not allowed. B.Ed. with multi-category should not be admitted for specialization in a single disability at the M.Ed. level, however; as part of CBCS, these can be admitted to B.Ed. Spl. Edu. Area C Courses and complete the Specialization Courses to qualify for a particular disability. On completion of Area C, these can be admitted to the M.Ed. Spl. Ed in a specific disability.

D. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence

The annual turnover of professional manpower trained through the regular institutions is unable to meet the demand of trained manpower in the area of special education and rehabilitation. The Rehabilitation Council of India opted for the Open and Distance Learning (ODL) mode of curriculum transaction to achieve its vision in rendering services to all the people with disabilities in India and providing them age and disability appropriate continuum of rehabilitation services. As a result, Need based and innovative Special Education Programmes through Distance Mode were initiated by the Council in 2001 in collaboration with MPBOU, Bhopal. The Council later on launched more such programmes in collaboration with 11 other universities including Netaji Subhas Open University through signing of Memorandum of Understanding (MoU) with them.

E. Instructional Design:

Duration of the Programme: 2 years (4 Semesters of Six months duration)

Curriculum Design:

Detailed Syllabus:

Programme Structure & Semester wise Course Details:

1ST SEMESTER (JULY-DECEMBER)

COURSE CODE	COURSE TITLE	CREDIT	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS	STUDY HOURS
A1	<p><i>DEVELOPMENTS IN EDUCATION AND SPECIAL EDUCATION</i></p> <p>Unit 1: An Overview of Development of Education System</p> <p>Unit 2: Issues in Indian Education with Special Reference to Persons with Disabilities</p> <p>Unit 3: Policies and Legislations for Education & Special Education Development of Special Education in India</p> <p>Unit 4: Quality Issues in Education</p> <p>Unit 5: Current Trends and Future Perspective</p>	4	20	80	100	120
A2	<p><i>PSYCHOLOGY OF DEVELOPMENT AND LEARNING</i></p> <p>Unit 1: Overview Educational Psychology</p> <p>Unit 2: Understanding the Development of the Learner</p> <p>Unit 3: Cognition and Information Processing</p> <p>Unit 4: Motivation, Learning and Personality</p> <p>Unit 5: Psychological Aspects of Teaching</p>	4	20	80	100	120
	<p><i>IDENTIFICATION, ASSESSMENT AND NEEDS OF INDIVIDUALS WITH HEARING IMPAIRMENT</i></p> <p>Unit 1: Audiological Assessment, Identification and Addressing Needs</p> <p>Unit 2: Speech Assessment, Identification and Addressing Needs</p> <p>Unit 3: Language & Communication Assessment, Identification and Addressing Needs</p>	4	20	80	100	120

<p>B8</p>	<p>Unit 4: Educational Assessment, Identification and Addressing Needs Unit 5: Team Approach in Assessment, Identification & Assessing Needs</p>					
	<p>IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH MENTAL RETARDATION/ INTELLECTUAL DISABILITY Unit 1: Overview of Intellectual Disability Unit 2: Screening, Identification, Assessment and Diagnosis Unit 3: Identification of Needs Unit 4: Use of Assessment Information Unit 5: Emerging and Future Issues</p>					
	<p>IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH VISUAL IMPAIRMENT Unit 1: Evolving Concept and Definition of Visual Impairment Unit 2: Eye Disorders: Etiology and Implications Unit 3: Identification and Assessment Procedures of Children with Blindness and Low Vision Unit 4: Identification and Assessment Procedures of Children with Visual Impairment and Multiple Disabilities Unit 5: Needs of Persons with Visual Impairment</p>					
	<p>CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH HEARING IMPAIRMENT Unit 1: Curricular Needs at Different Levels Unit 2: Curricular Adaptations Unit 3: Differentiated Instructions Unit-4: Literacy Development & Teaching Strategies Unit 5: Research & Development in Literacy</p>	<p>4</p>	<p>20</p>	<p>80</p>	<p>100</p>	<p>120</p>

B9	<p>CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH MENTAL RETARDATION/ INTELLECTUAL DISABILITY Unit 1: Curriculum Development Unit 2: Teaching Approaches Unit 3: Curricular Domains & Levels Unit 4: Instructional Programs and Methods Unit 5: Teaching Strategies & TLM</p> <p>CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH VISUAL IMPAIRMENT Unit 1: Basic Curriculum Areas and Skills Unit 2: Introduction to Expanded Core Curriculum Unit 3: Steps in Expanded Core Curriculum Development Unit 4: Strategies for Teaching Unit 5: Approaches to Curriculum Development for VIAD</p>					
E1	PRACTICAL RELATED TO DISABILITY	4	100	00	100	120
TOTAL		20			500	600

2ND SEMESTER (JANUARY –JUNE)

COURSE CODE	COURSE TITLE	CREDIT	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS	STUDY HOURS
A3	RESEARCH METHODOLOGY AND STATISTICS Unit 1: Scientific Knowledge and Research Unit 2: Types and Methods of Research Unit 3: Methods of Quantitative Analysis Unit 4: Qualitative Research Methods and Analysis Unit 5: Preparing Research Proposal & Report	4	20	80	100	24
A4	CURRICULUM DESIGN & DEVELOPMENT Unit 1: Nature of Curriculum Unit 2: Approaches & Types of Curriculum Development Unit 3: Principles of Curriculum Construction Unit4: Curriculum Development & Instructional Design Unit 5: Critical Issues in Curriculum	4	20	80	100	24
A5	INCLUSIVE EDUCATION Unit 1: Perspectives in Inclusive Education Unit 2: Covenants and Policies Promoting Inclusive Education- A Critique Unit 3: Building Inclusive Schools Unit 4: Building Inclusive Learning Environments Unit 5: Planning for Including Diverse Learning Needs Unit 6: Collaborations	4	20	80	100	24
B11	ASSISTIVE DEVICES & SERVICES FOR INDIVIDUALS WITH HEARING IMPAIRMENT Unit 1: Schemes & Services for Individuals with Hearing Impairment Unit 2: Listening and Assistive Devices in Audiological Management Unit 3: Assistive Devices in Management of Language & Communication	4	20	80	100	24

	<p>Unit 4: Technology & Methods in Management of Speech Unit 5: Assistive Devices in Educational Management</p> <p><i>THERAPEUTICS AND ASSISTIVE DEVICES INDIVIDUALS WITH MENTAL RETARDATION/ INTELLECTUAL DISABILITY</i></p> <ul style="list-style-type: none"> • Unit 1: Language Speech and Communication • Unit 2: Physiotherapy • Unit 3: Occupational Therapy • Unit 4: Behaviour Modification • Unit 5: Assistive Devices <p><i>APPLICATION OF ADVANCED TECHNOLOGY AND PERSONS WITH VISUAL IMPAIRMENT</i></p> <p>Unit 1: Introduction to Technology for the Visually Impaired Unit 2: Technological Devices– Traditional and Modern for the Education of the Visually Impaired Unit 3: Technologies for Facilitating Independent Living for Persons with Visual Impairment Unit 4: Employment-related Technologies for the Visually Impaired Unit 5: Procurement and Assessment of Technological Devices for Persons with Visual Impairment</p>					
E2	PRACTICAL RELATED TO DISABILITY	4	100	00	100	120
TOTAL		20			500	216

3RD SEMESTER (JULY-DECEMBER

COURSE CODE	COURSE TITLE	CREDIT	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS	STUDY HOURS
A6	<p>PERSPECTIVES IN TEACHER EDUCATION - IN-SERVICE AND PRE-SERVICE</p> <p>Unit 1: Understanding Teacher Education (TE)</p> <p>Unit 2: TE and Education of Children with Disabilities</p> <p>Unit 3: Pre-service TE in Education of Children with Disabilities</p> <p>Unit 4: Continued Teacher Development Program</p> <p>Unit 5: Issues and Challenges in TE for Education of Children with Disabilities</p>	4	20	80	100	24
A7	<p>EDUCATIONAL EVALUATION</p> <p>Unit 1: Foundations in Evaluation</p> <p>Unit 2: Scope of Evaluation</p> <p>Unit 3: Teaching-learning and Evaluation</p> <p>Unit 4: Programme Evaluation & Review</p> <p>Unit 5: Current Trends in Evaluation</p>	4	20	80	100	24
B10	<p>ADULTHOOD AND FAMILY ISSUES IN HEARING IMPAIRMENT</p> <p>Unit 1: Transition from Adolescence to Adulthood</p> <p>Unit 2: Independent Living</p> <p>Unit 3: Higher Education, Vocational Education & Employment</p> <p>Unit 4: Community & Cultural Issues</p> <p>Unit 5: Family Issues</p> <p>ADULTHOOD AND FAMILY ISSUES INTELLECTUAL DISABILITY</p> <p>Unit 1: Human Growth & Development in Adulthood</p> <p>Unit 2: Family and Adult with Intellectual Disability</p> <p>Unit 3: Gender, Sexuality and Marriage Related Issues</p>	4	20	80	100	24

	<p>Unit 4: Disability Issues – Community</p> <p>Unit 5: Adulthood and Family Training</p>					
	<p>ADULTHOOD AND FAMILY ISSUES VISUAL IMPAIRMENT</p> <p>Unit 1: Role of Family in the Continuum of Support System</p> <p>Unit 2: Transition Issues</p> <p>Unit 3: Family Issues in Adulthood</p> <p>Unit 4: Planning Family Support Services</p> <p>Unit 5: Equal Opportunity Provisions: Schemes and Facilities</p>					
ELECTIVE COURSES (Any One)						
C12	<p>C12 EDUCATIONAL MANAGEMENT</p> <p>Unit 1: Foundations in Educational Management</p> <p>Unit 2: Total Quality Management in Education</p> <p>Unit 3: Human Resource Management</p> <p>Unit 4: Educational Management Information Systems (EMIS)</p> <p>Unit 5: Financial Management</p>	4	20	80	100	24
C13	<p>C13 EDUCATIONAL TECHNOLOGY</p> <p>Unit 1: Educational Technology</p> <p>Unit 2: Instructional Technology</p> <p>Unit 3: Instructional and Interactive Learning</p> <p>Unit 4: ICT for Inclusion</p> <p>Unit 5: Recent Trends in Technology</p>					
C14	<p>C 14 GUIDANCE AND COUNSELING</p> <p>Unit 1: Education and Career Guidance</p> <p>Unit 2: Vocational Guidance</p> <p>Unit 3: Fundamentals of Counselling</p> <p>Unit 4: Group approaches in Vocational Counselling and Guidance</p>					

	Unit 5: Assessment in Educational and Vocational Guidance and Counselling					
D	DISSERTATION (<i>Marks to be allocated in the fourth semester. Teacher Educators need to select a problem for investigations and provide the necessary supportive and explanatory information as needed. Teacher Educators need to present the synopsis of their work.</i>)	2				
F 1	FIELD ENGAGEMENT/ INTERNSHIP AS A TEACHER EDUCATORS	4	100	00	100	120
TOTAL		22			500	216

4TH SEMESTER (JANUARY –JUNE)

Programme Duration: 2 years (4 Semesters of Six month's duration)

COURSE CODE	COURSE TITLE	CREDIT	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS	STUDY HOURS
D	DISSERTATION	14	200	200	400	96
F2	FIELD ENGAGEMENT/ INTERNSHIP AS A TEACHER EDUCATORS	4	50	50	100	120
		18			500	216

Faculty and Support Staff Requirement:

The NSOU has government sanctioned posts of teachers and non-teaching staff for academic and administrative support for the learners in an effective and cohesive manner. The recruitments of faculty positions are always strictly maintained following the UGC guidelines. The University also take support from the wider academic community of the respective courses from other institutions of higher learning and researches. The details of internal faculty members and officers are available in the University Website: www.wbnsou.ac.in

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	HQ	2
2	Associate Professor		1

3	Assistant Professor	RC	02
4.	Consultant	HQ	02

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant cum Typist	RC	01

Instructional Delivery Mechanisms:

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	yes	140 hrs
	Tutorials/ Special Classes/ Remedial Classes	yes	10 hrs
	Seminar/ Research Colloquium	yes	12 hrs
	Workshop	yes	48 hrs (2 Day x 4 Semester x 6Hrs)
	School Based activities and Internship	yes	300 hrs
	Micro Teaching Sessions	No	_____
	Laboratory based Practical	No	-----
	Field Work including Visits	yes	100 hrs
	Extension Activities/ Community Outreach Programmes	yes	36 hrs
Self- Learning	SLMs	yes	100 hrs
	Reference Books		
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	yes	100 hrs
	Offline DVD/SD Card/USB Drive		
	Telecommunications		
	Social Media (Facebook page/ Instagram/ Twitters/ Google Groups etc.)		
Blended	Smart Classrooms	yes	18 hrs
	Flipped Learning		

Medium of Delivery: Bengali and English

F. Procedure for admissions, curriculum transaction and evaluation

The detail syllabus will follow the Rehabilitation Council of India, 2015 Regulations.

Admission Process: Admission to the M. Ed. Spl. Ed.- ODL will be done on the basis of Common Entrance Examination followed by Central Counselling, conducted as per NSOU schedule. Admission shall not be a right to the students and NSOU shall retain the right to cancel any admission at any given point of time if any irregularity is found in the admission process, eligibility etc. Each year NSOU conduct online admission process for July Session, through which applicants fulfilling the minimum eligibility criteria, can opt.

Eligibility:

The admission for the degree of M.Ed. Spl. Ed. degree shall be open to:

- a) A candidate who has successfully passed B. Ed Spl. Ed. with minimum 50% marks in respective disability area from a recognized university or any other degree considered equivalent to B. Ed Spl. Ed. from an affiliating university and/ or teaching department under any University recognized by U.G.C. with RCI registration.
- b) A candidate who has successfully passed the B.Ed. General course and has successfully completed Diploma in Education Special Education in respective disability area recognized by the Rehabilitation Council of India with minimum 50 percent marks in each course.
- c) A candidate having passed PG Diploma (Till Academic session 2014-15)
- d) A student with B.A./B.Sc./B.Com. B. Ed. Spl. Ed. (4 years Integrated)
- e) Candidate should have valid RCI registration.

Total Course Fee: Rs 60,000/-

Financial Assistance: At present no financial assistance is provided for this course.

Curriculum transaction and Evaluation: Face to face counselling is arranged at the respective study centre. School Based activities, Micro teaching sessions, Field Visits, Seminar or workshop on relevant topics are arranged as per requirement of the curriculum. SLMs are provided to all learners along with SD card containing A-V Lectures on relevant topics for facilitating self-learning. Updated information are regularly shared through sms service, Google Group, Whatsapp group, Facebook page etc.

There are two components of evaluation. Internal assessment/ home assignment for each paper carries 20% weightage. The final Theory examination will be held on Semester wise and carries 80% weightage. Practical examination will be held semester-wise with 40% weightage for Internal and 60% weightage for External Examiner.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners registered mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related information to examination and evaluation through it official website and registered mobile number of the learners.

G. Requirement of the laboratory support and Library Resources:

NSOU maintains well-equipped Central Library and Departmental Libraries with adequate number of prescribed textbooks and reference books in Special Education, CDs, Encyclopaedias, Journals of Teacher Education and Distance Education. In addition, Self-instructional material in sufficient quantity is available in the library.

Special Educational Lab, Speech Intervention lab, TLM Lab, ICT Lab, Psychology Lab and Resource room are made available for the learners.

H. **Cost estimate of the programme and the provisions:** Cost Estimated of the programme is Rs. 35,000/- per learner.

I. **Quality assurance mechanism and expected programme outcomes:** NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on qualityrelated institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.

A. Programme Mission and Objective:

The Post Graduate Programme in Bengali at NSOU is in keeping with the spirit of Bengali Literature Curricula most Conventional and Open University English Departments across India. The mission is to offer a significantly specialised approach to the learning of English literature ---introducing learners to important canonical texts, theories and socio-cultural backgrounds to which they may have been introduced in the undergraduate Bengali Literature course. The objectives are in keeping with this mission, that is to instil interest in the learner and take him through the ages of literary history via their landmark authors and their texts.

B. Relevance of the Programme with HEI's Mission and Goals:

The Post Graduate Course in Bengali Literature needs little justification when it comes to ascertaining its relevance to the programmes offered by any HEI. It is one of the oldest courses on offered in this Open University system. However, the Post graduate course at NSOU has also kept in touch with the curriculum of other Universities over the years and is at par with most Bengali Department Syllabi in the Country. Hence, the goal to equip the distance learner with the best of existing knowledge as well as making him ready for the job-market, and at par with learners of Conventional Universities, is satisfied by this post graduate course.

C. Nature of Prospective Target Group of Learners:

The two-year post graduate course in Bengali is offered to graduates of any discipline. The target group is meant to be Bengali honours and general graduates, but is however not restricted to them. The expected takers would be those learners who are interested in pursuing specialised learning in Bengali literature. Learners belong to different age groups, social and economic strata, spread over a wide geographical area.

D. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence

The course is traditional and prepares learners of the University to step out in the competitive job-market, at par with students who take the course from Conventional University departments. The students at this University are rather better trained to equip themselves with modes of ICT, through using online student support services, audio-visual lectures above the use of printed SLMs, and thus in every way ready to face the challenges of the twenty-first century scenario.

E. Instructional Design:

Curriculum Design:

Eight papers: 800 marks

Paper 1: History of Bengali Literature

Paper 2: Linguistics & Literary Theory

Paper 3: Poetry

Paper 4: Novel & Short Story

Paper 5: Essay & Stylistics

Paper 6: Drama & History of Stage

***Paper 7: Special paper: a) Tagore Literature, b) Modern Indian Fiction c) Literature of Bangladesh
d) Folk Culture & Folk Literature***

Paper 8: Research Methodology, Translation & Literary Appreciation

Detailed Syllabus:

Paper 1: History of Bengali Literature & Culture

Module 1: History of Bengali Literature (Ancient Period)

Module 2: History of Bengali Literature (Middle age)

Module 3: History of Bengali Literature (Modern period) Ninetieth Century & Twentieth Century

Paper 2: Linguistics

Module 1: History of Linguistic Study, General Linguistics, Language family, Development of Bengali Language, Different stages of the development of Bengali Language, Bengali dialect,

Module 2: Modern linguistics, Phonology, Morphology

Module 3: Syntax & Semantics

Module 4: Indian Literary Theory (Introduction to Rasa, Dwani, Bakrakti) Western Literary Theory (Introduction to Classicism, Romanticism, Structuralism, Realism, Neo Realism and Critical literary theory)

Paper 3: Bengali Poetry (Ancient, Middle & Modern age)

Module 1: Charyas, (History, Introduction & 10 Songs)

Vaishnab Padabali (Introduction & 10 Poetry)

Module 2:

Chaitanya Charitamrita (Adilila Fourth Chapter)

Manansa Mangal by Ketakadas Khemananda

Padmabati by Sayed Alaol

Module 3: Meghnadbadh Kavya by Madhusudan Dutt (1st, 4th, 9th Chapter)

Selected poems of Rabindranath (15 poetry)

Selected readings of Post Rabindranath Poetry (5poems)

Modern Bengali Poetry (Introduction, Poetry movement, Selected 6Poems)

Paper 4: Bengali Fiction (Novel & Short Story)

Module 1: Novel

Rajsinha by Bankimchandra Chatterjee

Chaturanga by Rabindranath Tagore Panditmarshay by

Sarat Charat Chatterjee Aranyak by Bivibhusan

Bandopadhyay Naginikanyan Kahini by tarasankar

Bandopadhyay

Module 2: Short Story

Khudhita Pasan & Haldargoshthi by R N Tagore, Nayanchander Babsha by Trailokyannath

Mukhopadhyay, Aruper Raas by Jagadish Gupta, Stove by Prendra Mitra,

Sri Sri Sidheswari Limited by Parashuram, Chaturtha Panipather Juddha by Subodh Ghosh,

Record by Narayan Gangopadhyay, Jatudhan by Mahasweta Devi, Domer Chita by Ramesh

Chandra Sen, Pather Kanta by saradindy Bandopadhyay, Sahider Maa by Samareash Basu,

Kushthorogir Bou by Manik Bandopadhyay, Sankeet by Somen Chanda

Paper 5: Bengali Essay & Stylistics

Module 1:

Samya by Bankimchandra Chatterjee

Kautukhasya, Kautukhasyer Matra by Rabindranath Tagore

Sukh Na Dukkho by Ramendrasundar Trivedi

Galper Gatchara by Sukumar Sen Bhejal

O Nakol by Rajsekhar Basu

Jati, Sanskriti O sahitya by Sunitikumar Chattopadhyay

Rupkatha by Srikumar Bandopadhyay

Sanskritir Sanga by Gopal haldar Banglar
Nabajagaran by Abdul Odud Uttar tirish by
Buddhadeb Basu Module 2: Stylistics
Introduction to theory of Stylistics
Stylistics of Poetry, Essay & Prose

Paper 6: Bengali Drama, Stage and Forms of Literature

Module 1: Development of Bengali Stage (1796 to 2000)
 Module 2: Burh Saliker Ghare Ron by Madhusudan dutt
 Module 3: Sajahan by Dwijendralal Ray
 Module 4: Malini by Rabindranth Tagore
 Module 5: Chera Taar by Tulshi Lahiri
 Module 6: Angaar by Utpal Dutt
 Module 7: Tapaswi O Tarangini by Buddhadeb Basu
 Module 8: Chand Baniker pala by Sambhu Mitra
 Module 9: Galpo Hekim Saheb by Manoj Mitra

Paper 7: Spcial Paper

- a) Tagore Literature,
- b) Modern Indian Fiction
- c) Literature of Bangladesh
- d) Folk Culture & Folk Literature

Paper 8: Research Methodology, Translation & Literary Appreciation

Module 1: Research Methodology
 Module 2: Translation (Introduction, theory, types of translation) Translation from English to Bengali
 Module 3: Essay writing & literary appreciation

Instructional Delivery Mechanism for PG Bengali Course:

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	Total no of PCP Centre for the course: 7 @30hrs/Paper(100marks of 8Credit)) Total 8X30hrs=240hrs (in each PCP Centre) Total contact hour offered: 7X240= 1680 hrs in 7PCP Centre across the state.
	Tutorials/ Special Classes/ Remedial Classes	No	
	Seminar/ Research Colloquium	No	

	Workshop	Yes	2Workshop /Year @6hrs/Workshop Total Activity hours: 12hrs/year
	School Based activities and Internship	No	
	Micro Teaching Sessions	No	
	Laboratory based Practical	No	
	Field Work including Visits	No	
	Extension Activities/ Community Outreach Programmes	No	
Self- Learning	SLMs	Yes	30 hrs per SLM. Total 240 hrs of self study prescribed
	Reference Books	Yes	Available at NSOU corners in District State Libraries, and at NSOU Central Library, Kalyani Campus
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	Yes	Online Learning Management System through NSOU ICTE
	Offline DVD/SD Card/USB Drive	Yes	Curricula based offline DVD published by the School of Studies. No of AVL available: 14 Runtime: 614mins
	Telecommunications	Yes	NSOU helpline available in Office hrs
	Social Media (Facebook page/ Instagram/ Twitters/ Google Groups etc.)		Online SSS through Social Media using Google Chat & Facebook in each academic year starting from January to April. Total online interaction hour: @3hrs/Session/Faculty =20sessions X3=60hrs/Faculty X2= 120Hrs

			Curricula based online AVL developed by School of Studies in CC-BY-SA format
Blended	Smart Classrooms	Yes	10 hrs of AV learning per Paper provided to learners at Kalyani campus
	Flipped Learning	No	

Programme Duration: 2Years duration; (Minimum 3 maximum 5years). Need to complete within 5 years.

Medium of Delivery: Bengali

Faculty and Support Staff Requirement:

The NSOU has government sanctioned posts of teachers and non-teaching staff for academic and administrative support for the learners in an effective and cohesive manner. The recruitments of faculty positions are always strictly maintained following the UGC guidelines. The University also take support from the wider academic community of the respective courses from other institutions of higher learning and researches. The details of internal faculty members and officers are available in the University Website: www.wbnsou.ac.in

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	NA	0
2	Associate Professor	HQ	1
3	Assistant Professor	RC	1

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Proof Reader	HQ	1
2	Junior Assistant	RC	1

Paper Wise Mapping of Credit Hours:

	Paper	Paper Code	Paper Type (Theo/Pr ac)	Study Hours	Full Marks	Credits
1 st Year	BENGALI SAHITYER ITIHAS	PGBG-I	Theory	240	100	8
	BHASHABIGYAN O SAHITYATATWA	PGBG-II	Theory	240	100	8
	KABITA-PRACHIN , MADHYAJUGIYA, ADHUNIK	PGBG-III	Theory	240	100	8

	UPANYAS O CHOTOGOLPO	PGBG-IV	Theory	240	100	8
2 nd Year	PROBONDHOSAHITYA O SHOILY BIGYAN	PGBG-V	Theory	240	100	8
	NATAK O BANGLA MANCHAVINOYER ITIHAS	PGBG-VI	Theory	240	100	8
	SPECIAL PAPER (any one from the following): A. RABINDRA SAHITYA B. ADHUNIK BHARATIYA KATHASAHITYA C. BANGLADESHER SAHITYA D. LOKASAHITYA BHASA O SAHITYA BISHOYAK GABESHONA	PGBG-VII	Theory	240	100	8
	GABESHANA PRAKARAN O ANUBAD	PGBG-VIII	Theory	240	100	8
Total				1920	1000	64

F. Procedure for admissions, curriculum transaction and evaluation

Admission Procedure: : Through Admission Notification which is published in leading news papers and through university website.

Eligibility: Any graduate (10+2+3) having 300marks in Bengali

Total Course Fee: Rs. 8,200/- (Excluding Examination and Studentship Renewal Fees)

Financial Assistance: At present no financial assistance is provided for this course.

Curriculum transaction: SLMs (Bengali version) in print and electronic medium are provided as approved by the Board of Studies and as ratified by Academic Council of the University. In addition, ICT facility is provided for the course. PCP schedules for PG courses are prepared by concerned School of Studies and circulated among the Study Centres as well as notified in the official website of the University well ahead of the schedule. PCPs are conducted at selected accredited Study Centres (known as PCP Centre) of this University from different regions of West Bengal. PCP sessions are generally scheduled on weekends/holidays, though, under special circumstances, special sessions may be arranged on weekdays with a notification in the University Website. During these sessions, teachers will help the students with their course work. PCPs are conducted in Bengali.

Evaluation: The Evaluation will be made in two ways:

a) Assignment / Internal Assessment:

The learners answer the assignment questions and send back which are then evaluated by the evaluators/ academic counsellors/distance teachers. The assignment responses reflect what the learners have understood and learnt. The assignments are then returned to the learners with the comments/remarks of the evaluator so that the assignment answers may serve the purpose of providing feedback to the learners and inform them their strengths and weaknesses. These

comments carry the meaningful and constructive suggestions of the evaluator which further form the bases of successful learning.

Students will be required to submit assignment papers for each subject and the credit obtained on evaluation of those assignment papers will be entered into his/her individual record of performance. This will constitute 20% of the total credit points in the subjects. All the credit points secured by the students will be progressively entered into record.

Every student is required to submit the assignment papers before each Term-end Examination which is due at the end of each semester. But in no case a student shall be allowed to fill in the Application Form to sit for the examination if he/she has not submitted assignment paper within the due date as announced by the Examination Department of the University from time to time. Students are required to take back the copy of the evaluated assignment papers from their respective study centre.

b) Term-end Examinations (Written):

80% of the total credit points of the subjects would be reserved for Term-end Examination scheduled to be held at the end of each semester. A student will be allowed to appear in the Term-End Examination, only after she/he has registered for that course and submitted the assignment.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners registered mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related information to examination and evaluation through its official website and registered mobile number of the learners.

G. Requirement of the laboratory support and Library Resources:

Laboratory: As the course does not have any practical paper or any component for which laboratory facility is required therefore laboratory facility is not provided.

Library: The students may avail the library facilities at their study centres. NSOU has a well equipped Central Library at Kalyani Campus. Learner may avail the same facility for the study. Online e-journal facility, e-books are also available. Five district libraries located in different areas are now in operational mode in which learner can get library service through a dedicated "NSOU Desk" which runs under the funding of the university.

H. **Cost estimate of the programme and the provisions:** Cost estimate of the program is Rs. 3,091/- per student.

I. **Quality assurance mechanism and expected programme outcomes:** NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern

methods of teaching learning including usage of ICT and credibility of evaluation procedures.

- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.

A. Programme Mission and Objective:

There are various challenges and dilemmas in the field of Education today. The quality and nature of education determines the nature and success of any educational system. Teachers have crucial roles to play in preparing young people not only to face the future with confidence but to build it with purpose and responsibility.” Education serves as a social function when it seeks to respond to the demands of individuals or communities for education suited to their particular needs, aspirations and cultural traditions. It serves as a manpower function when it seeks to provide the economy with trained personnel, to ensure that there are sufficient teachers, and other professionals to meet the needs of the society as a whole. Education should seek to discharge both social and manpower functions. So, it is **necessary to understand how educational planning reconciles these functions, and to what extent manpower planning has contributed to educational planning.**

B. Relevance of the Programme with HEI’s Mission and Goals:

HEI aims to provide quality education in a flexible mode to serve the aim of establishing an equitable knowledge society within the region. It also upholds higher education through the regional language i.e. Bengali and make education affordable to the unreached segment of the state. The program intends to provide lifelong education to the desired learners. The course strives for up-gradation of technology as well as a saviour for basic values of the society. In a nutshell, it contributes to the development of the state and the nation and thereby motivate learners to strive for secular, scientific and **democratic education.**

C. Nature of Prospective Target Group of Learners:

Graduate (10+2+3) with Education and have studied at least 300 marks in Education and passed successfully or other graduate (10+2+3) with B.Ed/ B.Ed (Spl Ed).

D. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence

The programme is in abreast with the new developments in the realm of education as a discipline and education as a pragmatic body of knowledge. It has been designed keeping an eye to rejuvenate the aims of education as envisaged in the five pillars of education. Furthermore, the programme strives to prepare value added human resources for the integrity of the nation.

E. Instructional Design:

Paper No.	Paper Name	Full Marks	Module	Marks
1	Philosophy of Education and History of Education in India	100	Module- 1: Philosophy of Education.	50
			Module- 2: History of Education in India.	50
2	Psychological Foundation of Education	100	Module-1: Psychological Foundation of Education	50
			Module- 2: Factors Related to Learning	50
3	Sociological Foundation of Education	100	Module 1: Education and Society	50

			Module 2: Theories of Sociology and Social Issues in Education	50
4	Methodology of Educational Research and Educational Statistics	100	Module 1: Methodology of Educational Research	50
			Module 2: Educational Statistics	50
M.A. in Education Part II (2 nd Year)				
5	Educational Technology and Curriculum Studies	100	Module 1: Educational Technology	50
			Module 2: Curriculum Studies	50
6	Educational Administration and Management	100	Module 1 : Educational Administration	50
			Module 2 : Educational Management	50
7	Evaluation and Measurement in Education and Guidance and Counselling	100	Module 1 : Evaluation and Measurement in Education	50
			Module 2 : Guidance and Counselling	50
8	Subject of Special Study. (Any One)	100	1. Special Education 2. Teacher Education 3. Education of Women in India 4. Population Education	100

Curriculum Design: This Programme is stretched to two academic years. The Curriculum encompasses 800 marks, of which 400 to be studied in the Part-1 and remaining 400 in the Part-2 respectively. Part-2 of the programme offers four optional papers as specialisation areas, of which a student is expected to choose any one. The curriculum has all theoretical areas. Hence no practical components are present in the 2 year curriculum. In the light of this, various seminars and workshops pertaining to the programme are carried out in tandem to the need as and when required.

Detailed Syllabus:

Paper – I

Philosophy of Education and History of Education in India

Module 1 – Philosophy of Education

Unit 1- Western Schools of Philosophy – Idealistic, Naturalistic, Realistic, Pragmatic and Marxist schools.

Unit 2- Oriental schools of Philosophy- Brahmanic, Buddhist and Islamic schools.

Unit 3- Aims and concepts of Education with reference to the individualistic and socialistic views in Education.

Unit 4- Educational Philosophy of Plato, Rousseau, Froebel, Pestalozzi, Vivekananda, Rabindranath Tagore and Mahatma Gandhi

Unit 5- Some issues in Education- i) Freedom and Discipline in Education, ii) Democratic ideals in Education, iii) Education and Humanity and iv) Internationalism in Education.

Module 2 – History of Education in India

Unit 6- Education in Vedic and Post Vedic period.

Unit 7- Brahmanic Education, Education in Buddhist period and Islamic Education In the Medieval India.

Unit 8- Education in India during British rule with special reference to

i) Adam's report (1835-1838), ii) Macaulay's Minute on Indian Education (1835), iii) Wood's Despatch (1854), iv) First Indian Education Commission or Hunter Commission (1882), v) Indian University Commission (1902),

Calcutta University Commission or Sadler Commission (1917- 1919), vii) Post war Education Commission or Sargent Report.

Unit 9- Education in free India with special reference to i) Indian Education

Commission or Radhakrishnan Commission (1948-1949), ii) Secondary Education Commission or Mudaliar Commission (1952-53), iii) National Education Commission or Kothari Commission (1964-1966), iv) National policy of Education (1986) and subsequent developments.

Unit 10- Some issues in Indian Education i) Women's Education, ii) Adult Education iii) Non-formal Education, iv) Vocational Education, v) Teacher Education and vi) Education for all.

Paper II

Psychological Foundation of Education

Module – 1: Psychological Foundation of Education

Unit 1- Educational Psychology- Definition of Educational Psychology, Scope of Educational Psychology, modern trends and methods of Educational Psychology

Unit 2- Growth and Development of learners- Concept of Growth and Development, Stages of development, Determinants of Development, Heredity and Environment. Physical Development, Motor Development, Emotional and Social Development.

Unit 3- The process of Learning- Concept and types of learning, Theories of learning- Pavlov's Conditioning, Thorndike's Trial and Error, Skinner's Operant Conditioning and Gestalt theory. Modern views of learning.

Unit 4- Transfer of learning- Concept and Types of Transfer, Theories of Transfer and uses of Transfer in teaching- learning.

Unit 5- Memory and Forgetting- Concept of Memory and Forgetting, Processes Involved in memory. Information Processing Model of memory. Causes of forgetting. Nature of forgetting according to nature of processing and other cognitive views.

Module 2- Factors Related to Learning

Unit 6- Learner's Intelligence- Concept of Intelligence. Nature of Intelligence. Nature of Intelligence according to Spearman, Thurstone, Guilford and Sternberg.

Unit 7- Learner's Motivation- Concept of Motivation. Theories of Motivation- Maslow, Weiner, McLelland and Atkinson. Motivation and Learning.

Unit 8- Learner's Attention- Nature of Attention. Determinants of Attention. Theories of Attention- Broadbent's Funnel Theory, Resource allocation Theory, Modern views of Attention.

Unit 9- Learner's personality and Mental Health- Concept of Personality. Theories of Personality- Elementary idea of Psychodynamic, Trait and Social Learning Theories. Concept of mental health and adjustment. Causes of disturbed mental Health. Education and mental health.

Unit10- Learner's with Exceptional ability Giftedness- Concept and Special needs of gifted learners. Identifying gifted Learners and their education.

Mental Retardation – Concept and types of mental retardation. Characteristics of Retarded Learners. Causes of disturbed mental health. Education of the Retarded Children.

Paper III

Sociological Foundation of Education

Module – 1: Education and Society

Unit 1- Sociology of Education- Evolution of Society (A brief account). Meaning and Scope of Sociology of Education. Social determinants of Education – Religion, Class, Culture, Technology, Economic Issues. Society and its constituent factors- Location, Population, Human Relation. Education as Social Subsystem. Social function of Education.

Unit 2- Socialization- Concept of Socialization. Agencies of Socialization and Education-Family, Community, Peer Group, Media, School, State Policy and Religion.

Unit 3- Social Change. Meaning and Factors of Social Change. Education and Culture, Education and Democracy. Education as a vehicle of Social Change. Scientific and Technological development.

Unit 4- Modernity- Concept and Characteristics of Modernity. Modernization through Education

Unit 5- Social Stratification and Mobility- Meaning of Social Stratification and Mobility. Relationship of Education and Social Stratification and Mobility. Dimension of cultural diversity in India and their impact on Education-Language, Religion, Ethnicity, Caste and Territoriality. Education, National Development, National Identity and National Integration.

Module 2- Theories and Social Issues in Education

Unit 6- Theories of Sociology and their impact on Education- Functionalist, Marxist and Integral Humanist Theories. Social Determinants of Education- Views of Durkheim, Parsons Merton, Bourdieu and Young.

Unit 7- Equality of Educational opportunity- Meaning of Equality of Educational opportunity. Constitutional privation in India. Factors effecting Equality of Educational opportunity. Problems of Education of Disadvantaged People- Women, Disadvantaged Community, Physically and Mentally Challenged. Problems related to Rural, Urban, Industrial Population.

Unit 8- Group- Nature and types of Groups. Primary and Secondary Groups. Formation of classroom groups and cliques. Impact of groups on Education. Sociometry.

Unit 9- Delinquency and Youth Unrest- Sociological and other views on their causes and remedies

Unit10- Educational Institution as a Social micro system- Inter institutional and intra institutional dynamics in educational institution. Institutional climate- its meaning. Determinants and impact on Education. Leadership- Types, style and Characteristics

Paper – IV

Methodology of Educational Research and Statistical Treatment of Data

Module – 1

Methodology of Educational Research

Unit 1a) Concept, Aim and Nature of Scientific Research- Concept and Aims of Scientific Research. Nature of Scientific Research. Educational Research and Scientific Research. Types of Educational Research- Fundamental, Applied and Action Research. Historical and Philosophical research in Education. Ethnographic Research. Qualitative and Quantitative research. Unit 1b) Variables- Concept of variables. Types of Variables- Dependent and Independent Variable, Intervening variables, Extraneous variables. Research and control variables.

Unit 2- Sample and Sampling- Concept of Population and Sample. Characteristics of good sample. Probability sampling techniques - Concept of probability. Types and characteristics of probability sample and sampling. Non-probability sampling. Types and characteristics of nonprobability sample and sampling.

Unit 3a) Formulation of research problem and research design- Characteristics of good research problem. Selection of research problem. Framing hypothesis, meaning of hypothesis, place of hypothesis in research, types of hypothesis.

3b) Research design- Meaning of Research design, need and characteristics of good research design. Descriptive research- Survey, Experimental research design, types of experimental design- single group design, quasi-experimental design, randomized design, randomized block design and factorial design, correlational research design.

Unit 4- Tools and collection of data- meaning and types of data, tools and methods of data collection – Observation, interview, questionnaire, test scales, analysis of data.

Unit 5- Writing a research report- importance of writing a research report. Purpose of Writing a research report. Steps involved in report writing.

Module- 2

Statistical Treatment of Data

Unit 6- Need of Statistical Treatment of Data and descriptive analysis – need of statistical treatment of data in educational research. Preparation for data analysis- frequency distribution. Measures of central tendency- Mean, Median and Mode. Measures of variability - Standard deviation and Quartile Deviation. Graphical representation of data- frequency polygon and histogram. Nature of distribution - Concept of normal distribution and normal probability curve. Deviation from normality- Skewness and Kurtosis.

Unit 7- Relation and prediction – Correlation – Product Moment Correlation, Biserial and Point biserial Correlation, Phi-coefficient. Spearman's Rank Correlation. Significance of correlation. Regression and Prediction- Linear and multiple regression. Multivariate relation – Partial correlation and multiple correlation.

Unit 8- Testing hypothesis- Comparison of two means- t-test (correlated and uncorrelated), t-test for small N. Analysis of variance.

Unit 9- Nonparametric test- Chi-square test, Sign test, Wilcoxon Signed Rank Test, Median test, Mann-Whitney U test.

Unit 10- Psychological scaling- percentile score and percentile rank. T-score and Z-score.

Paper V

Educational Technology and Curriculum Studies

Module – 1: Educational Technology

Unit 1- Concept of Educational Technology. Definition, Nature, Scope and Limitation of Educational Technology. Components of Educational Technology: Hardware and Software approach. Educational Technology and Instructional Technology.

Unit 2- Instructional design and Programmed Learning. Taxonomies of instructional objectives. System Approach-Concept and components of instructional system. Programmed Instruction- Concepts, Theories and Types- Linear and Branching; Computer assisted instruction.

Unit 3- Teaching Methods and Teaching Models. Concept of Teaching and major methods of teaching. Models of Teaching- Concept and types of models. Uses and limitations. Microteaching and Team teaching.

Unit 4- Communication and Classroom Interaction. Definition and types of communication. Barriers of classroom communication. Classroom Interaction-Meaning of Classroom Interaction. Analysis of Classroom Interaction by Flander Interaction category system.

Unit 5- Teaching Aids and Trends of Educational System. Teaching Aids- Psychology of using Teaching Aids, types of Teaching Aids- Projected, Non projected and Audio-visual aids. Computer as teaching aid. Formal and Non formal education, Distance and correspondence education.

Module 2- Curriculum Studies

Unit 6- Concept of Curriculum. Traditional and Modern approaches of Curriculum. Types of Curriculum. Role of Curriculum in Education.

Unit 7- Bases of Curriculum, Philosophical Psychological and Sociological bases of Curriculum.

Unit 8- Learning theories and Curriculum. Cognitive developmental approach, Connectionism and Constructivism. Information processing Model.

Unit 9- Curriculum Construction. Principles of Curriculum Construction. Taxonomies of Educational Objectives. Curriculum Development process and System approach. Determinants of content selection – culture based, knowledge based and need based.

Unit 10- Curriculum Evaluation. Meaning and purpose of Curriculum evaluation. Means of Curriculum Evaluation. Formative Summative Evaluation.

Paper VI

Educational Administration and Management

Module – 1: Educational Administration

Unit 1- Nature and scope of Educational Administration. Agencies of Educational Administration. Role of central and state govt. and local bodies. Views of NPE 1986 and Rammurty Committee on Educational administration.

Unit 2- Theories of Educational Administration.

a) Classical Theory

b) Neo classical Theory

c) Modern Management Theory

Unit 3- Concept of Organisation. Departmentation. Delegation of authority.

Decentralisation. Autonomy of institution. Self-managed institution.

Organisational structure.

Unit 4- Educational Finance: Resource acquisition and allocation. Sources of finance. Privatization of educational institution. Partnership between public and private sector institution.

Unit 5- Inspection and Supervision- Meaning and concept. Role of modern Supervisor.

Module 2- Management

Unit 6- Concept of Management. Relation between Management and administration. Managerial function of educational administrators- Planning, Organising, Staffing, Controlling, Directing.

Application of Management science in the field of education. Roles of teachers in different areas of educational Management including teaching learning process and social responsibility.

Unit 7- Leadership in educational Management. Management in action- guidance, supervision, control, communication, coordination. Leadership skills. Theories of leadership. Leaders as team manager and motivator. Effective decision making by the leaders.

Unit 8- Educational planning- concept and objectives. Approaches to planning. Micro, macro, grass root level planning. Drawbacks of Educational planning. Institutional planning.

Unit 9- Control process. Performance Standard for critical areas of control in Educational Management.: role of accreditation bodies: NAAC, NCTE quality control in education.

Application of TQM principles in education. Performance appraisal.

Unit 10- Development of Educational organization. Managing change, resolution of conflict.

Development of manpower and training.

Paper VII

EVALUATION AND MEASUREMENT IN EDUCATION & GUIDANCE AND COUNSELLING

Module – 1: EVALUATION AND MEASUREMENT IN EDUCATION

Unit1- Concept and characteristics of Measurement. Concept and characteristics of Evaluation. Place of Evaluation in education. Difference and relationship between Measurement and Evaluation. Evaluation and Examination. Types of Evaluation.

Unit 2- Educational objectives and Evaluation – Meaning and types of Educational Objectives. Taxonomy of Educational Objectives under Cognitive Affective and Psychomotor Domain. Sources of Educational Objectives. Use of the objectives in Educational Evaluation.

Unit 3 – Tools of Evaluation - need for Tools of Evaluation. Type of Tools. Criterion referenced tests – Characteristics, uses and limitations. Method of preparing criterion referenced tests. Norm referenced tests – Characteristics and types. Essay tests – Merits and Demerits. Improvement of Essay tests. Objective Tests – Types, Merits and Demerits. Intelligence Tests. Aptitude Tests. Personality Tests. Interest Inventories. Attitude Scales. Diagnostic Tests.

Unit 4 – Emerging Trends in Evaluation – Types of Conventional Tests. Written, Oral and Practical Examinations. Their merits and demerits. Overall demerits of existing examination system. Question Bank. Grading system – Concept, Method, Advantages and Disadvantages. Semester System – Concept, Advantages and Disadvantages. Use of computer in Evaluation.

Unit 5 – Recording, Reporting and Using Evaluation outcomes. Need for recording and reporting. Conventional recording and reporting. Cumulative Record Card. Computer recording and Online transfer of data. Exit Portfolio.

Module 2

Guidance and Counseling

Unit 6 – Concept of Guidance and Counseling – Meaning of Guidance and Counseling. Difference and Relation between the two. Base principles of counseling. Counseling and Psychotherapy.

Unit 7 – Steps in Guidance and Counseling. Steps in Counseling. Steps in Guidance. Ethical issues in Counseling.

Unit 8 – Area of Guidance and Counseling. Clinical, Personal, Marital, Rehabilitation counseling. Educational and Vocational Guidance.

Unit 9 – Approaches of Guidance and Counseling. Directive, Non-directive and Eclectic approaches. Individual and Group Counseling.

Unit 10 – Essential Information for Guidance and Counseling. Personal Information –Information about Physical, Intellectual, Personality, Academic Achievement and others. Educational Information – Scope and Opportunities available. Occupational Information – Scope and Opportunities for employment. Career prospects.

Paper VIII (E1)

SPECIAL EDUCATION

MODULE 1: INCLUSIVE EDUCATION

Unit 1: Understanding Diversity

1.1 Concept of Diversity

1.2 Types of Diversity: Gender, linguistic, cultural, socio-economic and disability

1.3 Diversity in learning and play

1.4 Addressing diverse learning needs

1.5 Diversity: Global Perspective

Unit 2: Introduction to Inclusive Education

2.1 Marginalisation vs. Inclusion: Meaning & Definitions

2.2 Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion

2.3 Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity

2.4 Principles of Inclusive Education: Access, Equity, Relevance, Participation &

Empowerment

2.5 Barriers to Inclusive Education: Attitudinal, Physical & Instructional

Unit 3: Adaptations Accommodations and Modifications

3.1 Meaning, Difference, Need & Steps

3.2 Specifics for Children with Sensory Disabilities

3.3 Specifics for Children with Neuro-Developmental Disabilities

3.4 Specifics for Children with Loco Motor & Multiple Disabilities

3.5 Engaging Gifted Children

Unit 4: Inclusive Academic Instructions

4.1 Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment

4.2 Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching

4.3 Differentiated Instructions: Content, Process & Product

4.4 Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning

Strategies

4.5 ICT for Instructions

Unit 5: Supports and Collaborations for Inclusive Education

5.1 Stakeholders of Inclusive Education & Their Responsibilities

5.2 Advocacy & Leadership for Inclusion in Education

5.3 Family Support & Involvement for Inclusion

5.4 Community Involvement for Inclusion

5.5 Resource Mobilisation for Inclusive Education

Unit 6: Policies & Frameworks Facilitating Inclusive Education

6.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)

6.2 International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)

6.3 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)

6.4 National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy Education (1992), National Curricular Framework (2005), National Policy For Persons with Disabilities (2006)

6.5 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013)

MODULE-2

EDUCATION OF THE DIFFERENTLY ABLED CHILDREN

Unit 1: Visual Impairment-- Nature and Assessment

1.1. Process of Seeing and Common Eye Disorders in India

1.2. Blindness and Low Vision--Definition and Classification

1.3. Demographic Information--NSSO and Census 2011

1.4. Importance of Early Identification and Intervention

1.5. Functional Assessment Procedures

Unit 2: Educational Implications of Visual Impairment

2.1. Effects of Blindness--Primary and Secondary

2.2. Selective Educational Placement

2.3. Teaching Principles

2.4. Expanded Core Curriculum-- Concept and Areas

2.5. Commonly Used Low Cost and Advanced Assistive Devices

Unit 3: Hearing Impairment: Nature & classification

3.1 Types of Sensory Impairment (Hearing Impairment, Visual Impairment) &

Dual sensory impairment (Deaf-blindness)

3.2 Importance of hearing

3.3 Process of hearing & its impediment leading to different types of hearing loss

3.4 Definition of hearing loss, demographics & associated terminologies: deaf/ Deaf/
deafness/ hearing impaired/ disability/ handicapped

3.5 Challenges arising due to congenital and acquired hearing loss

Unit4: Impact of Hearing Loss

4.1 Characteristics of learners with hearing loss and impact of different degrees of hearing
impairment on communication

4.2 Language & communication issues attributable to hearing loss and need for early
Intervention

4.3 Communication options, preferences & facilitators of individuals with hearing loss

4.4 Issues & measures in literacy development and scholastic achievement of students
with hearing loss

4.5 Restoring techniques using human (interpreter) & technological support (hearing
devices)

Unit5: Learning Disability: Nature, Needs and Intervention

5.1 Definition, Types and Characteristics

5.2 Tools and Areas of Assessment

5.3 Strategies for reading, Writing and Maths

5.4 Curricular Adaptation, IEP, Further Education,

5.5 Transition Education, Life Long Education

Unit6: Autism Spectrum Disorder: Nature, Needs and Intervention

6.1 Definition, Types and Characteristics

6.2 Tools and Areas of Assessment

6.3 Instructional Approaches

6.4 Teaching Methods

6.5 Vocational Training and Career Opportunities

Paper VIII (E2)

TEACHER EDUCATION

Module – 1: Principles of Teacher Education

Unit 1- Concept of teacher education- Difference between Training and Education, Need for 'training
in teaching' and 'education for teachers'.

Unit2- Some Philosophical issues on teacher education:

i) Image of a teacher

ii) Role of a teacher

iii) Education and social change

iv) Value oriented teacher education

Unit3- Origin and Development of teacher education.

Unit4- Objectives of teacher education.

Unit 5- Managing Agencies of teacher education.

Module 2- Practices of Teacher Education

Unit 6- Programme of Teacher Education at different levels of Education in India.

Unit 7- Framing of curriculum of teacher education.

Unit8- Professional preparation for teacher education-
Pre-service teacher education.

In-service teacher education.

Unit9- Some contemporary issues in Teacher Education

Models of Lesson Plan

Micro Teaching

Simulated teaching

Action Research

Unit 10- Problems and Prospects of Teacher Education in India and their remedial measures.

Paper VIII (E3)

EDUCATION OF WOMEN IN INDIA

Module – 1: Prospective of Women's Education

Unit1- Overview of Women's Education in India. Concern for Women's Education. Historical Perspectives, present status and other issues of Women's Education.

Unit2- Development of Women's Education during pre-independence period.

Contribution of Missionaries. Role of British Govt.

Unit3- Contribution of Indian thinkers. Rammohan Roy, Iswar Chandra Vidyasagar. Radhakanta Dev and Nibedita.

Unit4- Major constraints of Women's Education – Social, Political, Psychological, Economic and Religious.

Unit5- Women's Education, Literacy and Population Growth. UNESCO Document.

Module 2

Post-independence Development of Women's Education in India

Unit6- Policy perspectives. Role of UGC, MHRD, National policy of education- 1968, 1986, POA 1992. Constitutional Provision.

Unit7- Committees and Commissions on Women's Education- Radhakrishnan, Mudaliar and Kothari Commission. Durgabai Deshmukh committee, Hansraj Mehta Committee and Bhaktabatsalam Committee. Unit8- Present Status of Women's Education. A brief account of the growth of Women's Education.

Unit9- Women's Education, empowerment and social transformation.

Unit10- Trends of research in Women's Education.

Paper VIII (E4)

POPULATION AND ENVIRONMENTAL EDUCATION

Module – 1: POPULATION EDUCATION

Unit1- Concept of Population Education- Concept, History and Objectives of Population Education. Population Education Programme in India.

Unit2- Population Dynamics. Definition and component of population. Demographic characteristics. Changes in population. Population control measures.- Family planning, education and reproductive health.

Unit3- Population and quality of life. quality of life Resource, Level of living, Social and political system, process of development. Health and sustainable development, Sex education- Objective, curriculum, Methodology Adolescent education- Objective, curriculum, Family life education, Health education

Unit4- Population and Natural resource. Types- renewable nonrenewable. Conservation and recycling of resource

Unit5- Agencies and curriculum of population education. Agencies- formal and non-formal. Curriculum of Population Education. Integration and correlation of curriculum. Co-curricular activities. Planned Lesson- A few probable methods of teaching.

Module2- Environmental Education

Unit6- Concept of Environmental Education: Definition, nature, scope, objectives and limitations of Environmental Education.

Unit7- Concern for Environment. Pollution, Resource degeneration. Population explosion. Man and environment- ecological and psychological views.

Unit8- Agencies of Environmental Education. formal and non-formal. Governmental and nongovernmental agencies. Mass Media- Newspaper, Radio, Electronic media and others.

Unit9- Curriculum and Approaches of Environmental Education. Principles and content of Environmental Education. Methodology. Environmental consciousness.

Unit 10- Teacher's training for Environmental Education. Present status, agencies, curriculum of Teacher's training. Problems and remedies of Teacher's training. Different aids of Environmental Education.

Programme Duration: Course duration is 2 years. However, the students have the liberty to complete the course within five years with the provision of renewal of studentship.

Faculty and Support Staff Requirement:

Faculty and Support Staff Requirement: NSOU has government sanctioned posts of teachers and non-teaching staff for academic and administrative support for the learners in an effective and cohesive manner. The recruitments of faculty positions are always strictly maintained following the UGC guidelines. The University also take support from the wider academic community of the respective courses from other institutions of higher learning and researches. The details of internal faculty members and officers are available in the University Website: www.wbnsou.ac.in

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	HQ	1
2	Associate Professor		0
3	Assistant Professor	RC	2

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Jr Assistant cum Typist	RC	1
2	Office Superintendent	HQ	0

Instructional Delivery Mechanisms:

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	180

	Tutorials/ Special Classes/ Remedial Classes	Yes	08
	Seminar/ Research Colloquium	Yes	05
	Workshop	Yes	06
	School Based activities and Internship	No	Nil
	Micro Teaching Sessions	No	Nil
	Laboratory based Practical	No	Nil
	Field Work including Visits	No	Nil
	Extension Activities/ Community Outreach Programmes	Yes	05
Self- Learning	SLMs	Yes	18
	Reference Books	Yes	
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	Yes	09
	Offline DVD/SD Card/USB Drive		
	Telecommunications		
	Social Media (Facebook page/ Instagram/ Twitters/ Google Groups etc.)		
Blended	Smart Classrooms	Yes	09
	Flipped Learning		

The University makes use of several methods to provide maximum possible exposure of the students to the course contents and to this instructional programme. To start with, printed SLMs/SIMs (Self-Learning Materials/Self-Instructional Materials) packages and contact programmes involving face-to-face interaction with academic counselors (as approved by the Board of studies) are available. Eventually audio-visual presentations and occasional discussion sessions through webcasted are organized.

PCP schedule for PG Education is prepared by the school and circulated among the Study Centres as well as notified in the official website of the university well ahead of the schedule. PCPs are conducted at selected accredited Study Centres (known as PCP Centres) of this university from different regions of West Bengal. PCP sessions are generally scheduled on weekends/holidays. In the time of need, special sessions are arranged on weekdays with a notification in the University website.

Students are recommended to read their SLMs thoroughly before participating in the PCP sessions to find it immensely useful. For each 100 marks of a theoretical paper, there are generally maximum 10 PCP sessions of 3 hours' duration each. Attendance at PCPs is optional, unless otherwise specified.

PCPs are conducted in both the languages (English & Bengali) as per convenience and need. Students attending PCPs make their own arrangements for boarding/lodging.

Student Support service:

The prime focus of the academic and administrative structure of this University is to make the course more learner-friendly. It is provided in the following ways:

- Pre-admission counseling at Headquarters and study Centres
- Teaching support in the form of PCP sessions
- ICT support
- Conduct of workshops/extended contact programmes (if required)
- Continuous evaluation & feedback
- Library facility
- Conduct of examination at selected study centres

Medium of Delivery: English and Bengali

Paper Wise Mapping of Credit Hours:

	Paper	Paper Code	Paper Type	Study Hours	Full Marks	Credits
1st Year	Philosophy of Education & History of Education In India	PGED-1	Theory	240	100	8
	Psychological Foundation of education	PGED-2	Theory	240	100	8
	Sociological Foundation of Education	PGED-3	Theory	240	100	8
	Methodology of Educational Research	PGED-4	Theory	240	100	8
2nd Year	Educational Technology & Curriculum studies	PGED-5	Theory	240	100	8
	Educational Administration & Management	PGED-6	Theory	240	100	8
	Evaluation & Measurement & Guidance & Counselling	PGED-7	Theory	240	100	8
	Subject of special study (any one from the following): A. Special Education* B. Teacher Education C. Education of Women in India D. Population Education	PGED-8 (E1/ E2/ E3/ E4)	Theory	240	100	8
Total				1920	1000	64

F. Procedure for admissions, curriculum transaction and evaluation

Admission Procedure: Centralised admission process is conducted through online mode. Admission fees also collected through online payment gateway service and dedicated bank challan to assure better transparency in monetary transaction.

Eligibility: Graduate (10+2+3) with Education and have studied at least 300 marks in Education and passed successfully or other Graduate (10+2+3) with B.Ed. / B.Ed. (Spl.Ed.).

Total Course Fee: Rs. 8200/- (Excluding Examination and Studentship Renewal Fees)

Financial Assistance: At present no financial assistance is provided for this course.

curriculum transaction:

SLMs (Bengali/English version) in print and electronic medium are provided as approved by the Board of Studies and as ratified by Academic Council of the University. PCP schedules for PG courses are prepared by concerned School of Studies and circulated among the Study Centres as well as notified in the official website of the University well ahead of the schedule. PCPs are conducted at selected accredited Study Centres (known as PCP Centre) of this University from different regions of West Bengal. PCP sessions are generally scheduled on weekends/holidays, though, under special circumstances, special sessions may be arranged on weekdays with a notification in the University Website. During these sessions, teachers will help the students with their course work. PCPs are conducted in both the languages as per convenience.

Evaluation: The Evaluation will be made in two ways:

a) Assignment / Internal Assessment:

The learners answer the assignment questions and send back which are then evaluated by the evaluators/ academic counsellors/distance teachers. The assignment responses reflect what the learners have understood and learnt. The assignments are then returned to the learners with the comments/remarks of the evaluator so that the assignment answers may serve the purpose of providing feedback to the learners and inform them their strengths and weaknesses. These comments carry the meaningful and constructive suggestions of the evaluator which further form the bases of successful learning.

Students will be required to submit assignment papers for each subject and the credit obtained on evaluation of those assignment papers will be entered into his/her individual record of performance. This will constitute 20% of the total credit points in the subjects. All the credit points secured by the students will be progressively entered into record.

Every student is required to submit the assignment papers before each Term-end Examination which is due at the end of each semester. But in no case a student shall be allowed to fill in the Application Form to sit for the examination if he/she has not submitted assignment paper within the due date as announced by the Examination Department of the University from time to time. Students are required to take back the copy of the evaluated assignment papers from their respective study centre.

b) Term-end Examinations (Written):

80% of the total credit points of the subjects would be reserved for Term-end Examination scheduled to be held at the end of each semester. A student will be allowed to appear in the Term-End Examination, only after she/he has registered for that course and submitted the assignment.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learner's registered mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related information to examination and evaluation through it official website and registered mobile number of the learners.

G. Requirement of the laboratory support and Library Resources:

Laboratory: As the course does not have any practical paper or any component for which laboratory facility is required therefore laboratory facility is not provided.

Library: The learners of the course may avail the library facilities at their study centres. Selected District Libraries have NSOU Desk which is funded by the university through the concerned department of Govt. of West Bengal. Learner can also avail the facility of Central Library of NSOU.

H. Cost estimate of the programme and the provisions: Cost estimate of the program is Rs. 3,111 per student.

I. Quality assurance mechanism and expected programme outcomes: NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.

- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.

A. Programme Mission and Objective:

The Post Graduate Programme in English at NSOU is in keeping with the spirit of English Literature Curricula most Conventional and Open University English Departments across India. The mission is to offer a significantly specialised approach to the learning of English literature ---introducing learners to important canonical texts, theories and socio-cultural backgrounds to which they may have been introduced in the undergraduate English Literature course. The objectives are in keeping with this mission that is to instil interest in the learner and take him through the ages of literary history via their landmark authors and their texts.

B. Relevance of the Programme with HEI's Mission and Goals:

The Post graduate Course in English Literature needs little justification when it comes to ascertaining its relevance to the programmes offered by any HEI. It is one of the oldest courses on offered in the Indian University system. However the Post graduate course at NSOU has also kept in touch with the curriculum of other Universities over the years and is at par with most English department Syllabi in the Country. Hence, the goal to equip the distance learner with the best of existing knowledge as well as making him ready for the job-market, and at par with learners of Conventional Universities, is satisfied by this post graduate course.

C. Nature of Prospective Target Group of Learners:

The two-year post graduate course in English is offered to graduates of any discipline. The target group is meant to be English honours/general graduates, but is however not restricted to them. The expected takers would be those learners who are interested in pursuing specialised learning in English literature. Learners belong to different age groups, social and economic start, spread over a wide geographical area.

D. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence

The course is traditional and prepares learners of the University to step out in the competitive job-market, at par with students who take the course from Conventional University departments. The students at this University are rather better trained to equip themselves with modes of ICT, through using online student support services, audio- visual lectures above the use of printed SLMs, and thus in every way ready to face the challenges of the twenty-first century scenario.

E. Instructional Design:

Curricula Design:

Eight Elective papers: 8 X 100 = 800marks

Paper 1. *Poetry*

Paper 2. *Aspects of language*

Paper 3. *British Drama*

Paper 4. *British Novel*

Paper 5. *Literary Theory*

Paper 6. *American Literature*

Paper 7. *Indian English Writing*

Paper 8. *8)Ancient & Modern European Classics in Translation*

Detailed Syllabus:

Part – I

- Paper – 1 : Poetry
- Paper – 2 : Aspects of Language
- Paper – 3 : British Drama
- Paper – 4 : British Novel

Part – II

- Paper – 5 : Literary Theory and Criticism
- Paper – 6 : American Literature
- Paper – 7 : Indian English Literature
- Paper – 8 : Ancient & Modern European Classics in Translation

Paper – I: Poetry

Module – I

- Unit 1 : Chaucer: Prologue to Canterbury Tales
- Unit 2 : Spenser: Amoretti (1 Sonnet), Prothalamion, The Faerie Queen
- Unit 3 : Shakespeare: 4 Sonnets from W.H. (Sonnets –I, 50, 116, and 126)
2 Sonnets from Dark Lady (Sonnets – 130, 138)

Module – II

- Unit 1 : Donne: Canonization, Ecstasy
- Unit 2 : Marvell: The Garden
- Unit 3 : Herbert: The Pulley
- Unit 4 : Milton: Paradise Lost, Book – 1
- Unit 5 : Dryden: Absalom and Achitophel : Book – 1
- Unit 6 : Pope: Epistle to Dr. Arbuthnot

Module – III

- Unit 1 : Blake: London
- Unit 2 : Wordsworth: Resolution and Independence
- Unit 3 : Coleridge: Kubla Khan
- Unit 4 : Shelley: Alastor
- Unit 5 : Keats: Odes (all 6)
- Unit 6 : Tennyson: Extracts from In Memoriam (Great English Poems. Ed. V. Young)
- Unit 7 : Browning: Andreadel Sarto and Child Roland
- Unit 8 : Arnold: The Scholar Gypsy

- Unit 9 : Elizabeth Browning: How do I love thee
Unit 10 : Emily Brontë : No coward soul is mine

Module – IV

- Unit 1 : Hopkins: The Windhover
Unit 2 : Yeats: Sailing to Byzantium
Unit 3 : Eliot: The Waste Land
Unit 4 : Auden: The Unknown Citizen
Unit 5 : Dylan Thomas: This Bread I break, Fern Hill
Unit 6 : Philip Larkin: Whitsun Weddings
Unit 7 : Ted Hughes: Hawk Roosting

Paper – II: Aspect of Language

Module – I: What is language?
History of language.

Module – II: Phonetics and phonology,
English consonants & vowels

Module – III: English Morphology.
English syntax.

Module – IV: Language in Use
Spread of English
Stylistics and Rhetoric

Paper – III: British Drama

Module – I: Marlowe: Edward – II
Ben Jonson: Volpone

Module – II: Shakespeare: Hamlet, The Tempest

Module – III: R. B. Sheridan: The Rivals
O. Wilde: The Importance of Being Earnest
G. B. Shaw: Man and Superman

Module – IV: T. S. Eliot: Murder in the Cathedral
J. Osborne: Look Back in Anger
S. Beckett: Waiting for Godot

Paper – IV: British Novel

Module – I: H. Fielding – Tom Jones

Jane Austen – Emma

Module – II: Emily Brontë – Wuthering Heights

Charles Dickens – Great Expectations

Module – III: George Eliot – Middlemarch

Joseph Conrad – Heart of Darkness

Module – IV: James Joyce – A Portrait of the Artist as a Young Man

Part – II

Paper – V: Literary Theory and Criticism

Module – I

Unit 1 : Aristotle – Poetics, Ed. I. Bywater

Unit 2 : Dryden – An Essay of Dramatic Poesy

Unit 3 : Johnson – The Life of Milton

Module – II

Unit 1 : W. Wordsworth – Preface to Lyrical Ballads (1800)

Unit 2 : S. T. Coleridge – Biographia Literaria – Chapters – XIII, XIV, XVIII Unit 3 :

Matthew Arnold – The Study of Poetry

Module – III

Unit 1 : T. S. Eliot – Tradition and the Individual Talent

Unit 2 : I. A. Richards – Principles of Literary Criticism, Chs. 22 & 24

Unit 3 : Cleanth Brooks – The Well – Wrought Urn (Chapters on Immortality Ode & Grecian Urn)

Module – IV

Unit 1 : Structuralism

Unit 2 : Deconstruction

Unit 3 : Neo-Historicism

Unit 4 : Cultural Materialism

Unit 5 : Marxist Criticism

Unit 6 : Feminist Criticism

Paper – VI: American Literature

Module – I: Context of American Literature – Puritans & Enlightenment

Module – II:

Unit 1 : Non-Fictional Prose

(i) Emerson: a) The American Scholar, b) The Poet

(ii) Thoreau: Walden

Unit 2 : Novels

(i) Herman Melville – Moby Dick

(ii) Ernest Hemingway – The Old Man and the Sea

(iii) William Faulkner – The Sound and the Fury

(iv) Toni Morrison – Sula

Unit 3 : Short Stories

O’Henry – The Cop and the Anthem

O’Connor – Good Country People

Module – III: American Poetry

Unit 1 : Walt Whitman – a) Song of Myself, b) Passage to India

Unit 2 : Robert Frost – a) Mending Wall, b) After Apple-Picking

Unit 3 : Wallace Stevens – The Emperor of Ice-cream

Unit 4 : Emily Dickinson – a) Because I could not stop for Death, b) Flowers

Unit 5 : Ginsberg – Howl – Parts I, II, III

Module – IV : American Drama

Unit 1 : Eugene O’Neill – Mourning Becomes Electra

Unit 2 : T. Williams – The Glass Menagerie

Unit 3 : Arthur Miller – Death of a Salesman

Paper – VII: Indian English Literature and Indian Literature in Translation

Module – I: Background & Non-fictional Prose

Unit 1 : Tagore – Crisis in Civilization

Unit 2 : Nehru – Discovery of India, Chapters 3, 4, 6

Unit 3 : Subhas Chandra Bose – An Indian Pilgrim, Chapter 10

Module – II: Fiction

Unit 1 : Mulk Raj Anand – The Untouchable

Unit 2 : R. K. Narayan – The Guide

Unit 3 : Raja Rao – Kanthapura

Unit 4 : Kamala Markandeya – Nectar in a Sieve

Unit 5 : Amitava Ghosh – Shadow Lines

Unit 6 : Anita Desai – Clear Light of Day

Module – III:

Unit 1 : H. L. V. Derozio : a) To The Pupils of The Hindu College b) The Harp of India
c) Chorus of Brahmins

Unit 2 : Sarojini Naidu : a) Village Song, b) Caprice, c) If You Call Me

Unit 3 : Toru Dutt : a) Lakshman, b) Our Casuarina Tree, c) The Lotus

Unit 4 : Nissim Ezekiel : a) Night of the Scorpion, b) Marriage,
c) Goodbye Party for Miss Pushpa T.S.

Unit 5 : Jayanta Mahapatra : a) Dawn at Puri, b) Indian Summer, c) Again, One Day,
d) Walking by the River

Unit 6 : Kamala Das : a) My Grandmother's House, b) The Looking Glass,
c) The Dance of the Eunucho

Module – IV: Drama

- Unit 1 : Tagore – Red Oleanders
Unit 2 : Girish Karnad – Tughlaq
Unit 3 : Vijay Tendulkar – Silence, the Court is in session
Unit 4 : Mahesh Dattani – Final Solution

Paper – VIII: Ancient & Modern European Classics in Translation

Module – I: Background of Epic & Drama

- Unit 1 : Homer – Iliad
Unit 2 : Vergilius Maro – The Aeneid
Unit 3 : Aeschylus – Agamemnon
Unit 4 : Sophocles – Oedipus Rex
Unit 5 : Euripides – Medea

Module – II: Background

- Unit 1 : Seneca – Thyestes
Unit 2 : Dante – Inferno
Unit 3 : Ovid – Amores

Modules – III:

- Unit 1 : Dostoevsky – Crime and Punishment
Unit 2 : Flaubert – Madame Bovary
Unit 3 : Thomas Mann – Death in Venice
Unit 4 : Kafka – The Castle

Modules – IV:

- Unit 1 : Baudelaire – The Poet’s Beatrice; The Ideal (Poems translated into English by Francis Scarfe)
- Unit 2 : Boris Pasternak – Hamlet, Winter Night
- Unit 3 : Ibsen – A Doll’s House
- Unit 4 : Brecht’s – Life of Galileo

Programme Duration: Course duration is 2 years. However, the students have the liberty to complete its course within 5 years.

Faculty and Support Staff Requirement:

The NSOU has government sanctioned posts of teachers and non-teaching staff for academic and administrative support for the learners in an effective and cohesive manner. The recruitments of faculty positions are always strictly maintained following the UGC guidelines. The University also take support from the wider academic community of the respective courses from other institutions of higher learning and researches. The details of internal faculty members and officers are available in the University Website: www.wbnsou.ac.in

Instructional delivery mechanism: NSOU tries to combine teaching with Self Learning materials or SLMs along with modern ICT based methods. ODL system being learner oriented, the learner participation has to be ensured. Most of the instruction is imparted through distance, rather than face-to-face communication, though at times a blended approach of face to face teaching along with the SLMs are adopted. NSOU academic delivery system comprises:

Along with the SLMs that are printed Self Learning materials provided to learners at the time of admission, Audio-Visual Material Aids are also given. The learning package contains audio and video programmes which have been produced by the concerned school . Such lectures can be accessed by the students at their convenience. NSOU. Besides this Counselling Sessions are held at all the study centres regularly during weekends. NSOU is also conducting live/virtual classes for the learners using modern ICT methods.

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	NA	0
2	Associate Professor	NA	0
3	Assistant Professor	HQ & RC	2

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Jr Proof Reader	HQ	1
2	Jr Assistant	RC	1

Instructional Delivery Mechanisms:

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	Total no of PCP Centre for the course: 7 @30hrs/Paper(100marks of 8Credit)) Total 8X30hrs=240hrs (in each PCP Centre) Total contact hour offered: 7X240= 1680 hrs
	Tutorials/ Special Classes/ Remedial Classes	No	
	Seminar/ Research Colloquium	No	
	Workshop	Yes	2Workshop /Year @6hrs/Workshop Total Activity hours: 12hrs/year
	School Based activities and Internship	No	
	Micro Teaching Sessions	No	
	Laboratory based Practical	Yes	10 hrs of lab teaching offered under Paper II at the Language Lab at Kalyani campus
	Field Work including Visits	No	
	Extension Activities/ Community Outreach Programmes	No	
Self- Learning	SLMs	Yes	30 hrs per SLM. Total 240 hrs of self study prescribed
	Reference Books	Yes	Available at NSOU corners in District State Libraries, and at NSOU Central Library, Kalyani Campus
ICT/ Wellness students	Digital of Online (Web driven/Mobile App)	Yes	Online Learning Management System NSOU ICTE
	Offline DVD/SD Card/USB Drive	Yes	Curricula based offline DVD published by the School of Studies. No of AVL available: 14 Runtime: 301mins
	Telecommunications	Yes	NSOU helpline available in Office hrs

	Social Media (Facebook page/ Instagram/ Twitters/ Google Groups etc.)		Online SSS through Social Media using Google Chat & Facebook in each academic year starting from January to April. Total online interaction hour: @3hrs/Session/Faculty =20sessions X3=60hrs/Faculty X2= 120Hrs Curricula based online AVL developed by School of Studies in CC-BY-SA format
Blended	Smart Classrooms	Yes	10 hrs of AV learning per Paper provided to learners at Kalyani campus
	Flipped Learning	No	

Medium of Delivery: English

Paper Wise Mapping of Credit Hours:

	Paper	Paper Code	Paper Type (Theo/Prac)	Study Hours	Full Marks	Credits
1 st Year	Paper 1: Poetry	PGEG-I	Theory	240	100	8
	Paper 2: Aspect Of Language	PGEG-II	Theory	240	100	8
	Paper 3: British Drama	PGEG-III	Theory	240	100	8
	Paper 4: British Novel	PGEG-IV	Theory	240	100	8
2 nd Year	Paper 5: Literary Theory & Criticism	PGEG-V	Theory	240	100	8
	Paper 6: American Literature	PGEG-VI	Theory	240	100	8
	Paper 7: Indian English Literature & Indian Literature In Trans.	PGEG-VII	Theory	240	100	8
	Paper 8: Ancient & Modern European Classics In Translation	PGEG-VIII	Theory	240	100	8
Total				1920	1000	64

F. Procedure for admissions, curriculum transaction and evaluation

Admission Procedure: Through Admission Notification which is published in leading newspapers and through university website.

Eligibility: Any graduate (10+2+3) having 300marks in English

Total Course Fee: Rs. 8,200/- (Excluding Examination and Studentship Renewal Fees)

Curriculum transaction: SLMs (English version) in print and electronic medium are provided as approved by the Board of Studies and as ratified by Academic Council of the University. In addition, ICT facility is provided for the course. PCP schedules for PG courses are prepared by concerned School of Studies and circulated among the Study Centres as well as notified in the official website of the University well ahead of the schedule. PCPs are conducted at selected accredited Study Centres (known as PCP Centre) of this University from different regions of West Bengal. PCP sessions are generally scheduled on weekends/holidays, though, under special circumstances, special sessions may be arranged on weekdays with a notification in the University Website. During these sessions, teachers will help the students with their course work. PCPs are conducted in Bengali.

Evaluation: The Evaluation will be made in two ways:

a) Assignment / Internal Assessment:

The learners answer the assignment questions and send back which are then evaluated by the evaluators/ academic counsellors/distance teachers. The assignment responses reflect what the learners have understood and learnt. The assignments are then returned to the learners with the comments/remarks of the evaluator so that the assignment answers may serve the purpose of providing feedback to the learners and inform them their strengths and weaknesses. These comments carry the meaningful and constructive suggestions of the evaluator which further form the bases of successful learning.

Students will be required to submit assignment papers for each subject and the credit obtained on evaluation of those assignment papers will be entered into his/her individual record of performance. This will constitute 20% of the total credit points in the subjects. All the credit points secured by the students will be progressively entered into record.

Every student is required to submit the assignment papers before each Term-end Examination which is due at the end of each semester. But in no case a student shall be allowed to fill in the Application Form to sit for the examination if he/she has not submitted assignment paper within the due date as announced by the Examination Department of the University from time to time. Students are required to take back the copy of the evaluated assignment papers from their respective study centre.

b) Term-end Examinations (Written):

80% of the total credit points of the subjects would be reserved for Term-end Examination scheduled to be held at the end of each semester. A student will be allowed to appear in the Term-End Examination, only after she/he has registered for that course and submitted the assignment.

Financial Assistance: At present no financial assistance is provided for this course.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners registered mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related information to

examination and evaluation through its official website and registered mobile number of the learners.

G. Requirement of the laboratory support and Library Resources:

The students may avail the library facilities at their study centres. NSOU has a well-equipped Central Library at Kalyani Campus. Learner may avail the same facility for the study. Online e-journal facility, e-books are also available. Five district libraries located in different areas are now in operational mode in which learner can get library service through a dedicated "NSOU Desk" which runs under the funding of the university.

H. Cost estimate of the programme and the provisions: Cost estimate of the program is Rs. 3,073/- per student.

I. Quality assurance mechanism and expected programme outcomes: NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report (PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.

A. Programme Mission and Objective:

The PGELT program prepares the ELT learner as ELT practitioner. The objective is to share a balance between theory and practice in the background knowledge of the learning process in a classroom situation. The mission is to develop teaching competence amongst the learners. The program develops new motivations for present and future learning.

B. Relevance of the Programme with HEI's Mission and Goals:

PGELT is a major contributing factor in Open and Distance learning as it is characterized by self learning materials, tutorials, seminars and workshops, support at a distance through synchronous (telephone) and (e-mail) communication, counselling advice and services, assessment and accreditation. The self learning materials are especially designed to suit the distance learning. Counselling advice and services at the Personal Contact Programs involves central organization over what is taught and how it is taught. Electronic learning materials are used for update and revision. Self assessment is an integral part of Open and Distance Learning. Self assessment of the learning materials is an aid to the learning process. Content based instruction is reflected in subject specific Audio-Visual DVDs. These exercise students to negotiate meaning, expand their language resources, notice how language is used and take part in meaningful interpersonal exchange. All of these characteristics facilitate learners to engage in interaction that is relevant, purposeful, interesting and engaging.

C. Nature of Prospective Target Group of Learners:

The target group learners are teachers from schools and colleges across the State. School teachers from West Bengal Board are more in number. Teachers from CBSE, ICSE and private schools are also in the target list. Candidates who are teaching at the coaching centres, who work as language trainers for competitive language exams and those who are pursuing research work are in the target list. Candidates who are not in the teaching profession but would be teachers in future with certificate qualifications in Communicative English also come for the program. College teachers are few; they usually form 1-2% of the population. The ELT students are generally enthusiastic and hard working. They are keen to learn about the different aspects of the 'teaching' process. Every year 62-69% results are achieved by the best performers. However the dropout rate is high. Nearly 20-30% of the candidates drop out after joining the program.

D. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence

Since most of the learners are employed, pursuing a professional degree in the Open and Distance Learning mode is the only option. It is this learning which instigates teacher development and training. The learners can expose themselves to various aspects of professional development during the program in terms of workshops, presentations, discussions, class assignments and evaluations. The learners take back the knowledge and skills of conducting independent research on the teaching learning process in their own contexts and can create activities and learning situations applicable for their learners at the tertiary and secondary levels. They are also trained to face learner challenges within their resources.

Since PGELT is a teacher development program in West Bengal which is accessed only at NSOU through open and distance learning, it provides an opportunity to the learners to learn while earning. This teaching learning interface equips the learner to the ongoing changes of the pedagogic scenario. The program raises various concerns of the learning situations at the grass root level, which a learner becomes aware of while participating in the program activities. These concerns help the learner to

identify different types of learners and their specific learning areas, and contexts which are in need of attention.

E. Instructional Design:

Curriculum Design: 8papers of 100marks; Total marks: 800

- Paper -I: **Introduction to Linguistics, ELT & Literary Theory**
- Paper -II: **Applied Linguistics**
- Paper-III: **The Phonetics and Phonology of English & Modern English Grammar**
- Paper IV: **Language Teaching and Testing Techniques and Resources**
- Paper V: **Trends in Critical Theories**
- Paper VI: **Literary Exploitation and Classroom Application**
- Paper VII: **Course Design**
- Paper VIII: **Research Methodology and Academic Study Skills**

Detailed Syllabus:

Paper – I: Introduction to Linguistics, ELT & Literary Theory

Module -1: Introduction to Linguistic Theory

- Unit-1: Traditional Approach to Linguistics
- Unit- 2: Structural Approach to Linguistics
- Unit- 3: Cognitive Approach to Linguistics
- Unit- 4: Recent Trends in Linguistic Theory

Module -2: Introduction to Literary Theory

- Unit -1: Classical Genre Theory
- Unit -2: Modern Genre Theory
- Unit -3: Literary Forms: Prose
- Unit -4: Literary Forms: Poetry
- Unit -5: Literary Forms: Drama

Module -3: Introduction to ELT Theory

- Unit -1: Principles of Language Teaching –I
- Unit -2: Principles of Language Teaching –II
- Unit -3: Theoretical Bases for Language Teaching

Module – 4: History of ELT in India

- Unit -1: History of English Education under the British Rule
- Unit -2: English Education in Independent India (1947-1965)
- Unit -3: English Education in India (1966- Present)
- Unit -4: English Language and Literature Teaching: Practical applications in India

Paper –II: Applied Linguistics

Module –1: Applied Linguistics: Theoretical Aspects

- Unit -1: Scope and Definition of Applied Linguistics
- Unit -2: Application of Applied Linguistics theories in various area of ELT: Issues, Problems and Practice 2

Module -2: Communication Theory 2

Unit -1: Introduction to Information and Communication Theory

Unit- 2: Philosophy and Sociology of Communication

Module -3: Psycholinguistics

Unit -1: Definition and Scope of Psycholinguistics, Theories of Behaviourism, Competence and Cognitivism

Unit -2: Bilingualism

Module -4: Second Language Acquisition

Unit -1: Definition and Scope of Second Language Acquisition

Unit -2: Child Language Acquisition

Unit -3: Factors related to SLA, Implications for Teaching/ Learning L2

Paper –III: The Phonetics and Phonology of English & Modern English Grammar

Module -1: Grammar

Unit -1: Grammar: Traditional, Structural and Generative Models

Unit -2: Morphology and Morphophonemics

Unit -3: Structural Syntax Unit

-4: Implications for ELT

Module -2: General Phonetics and English Phonology

Unit -1: General Phonetics and Phonology

Unit -2: Speech Mechanism

Unit -3: Structural Phonology: Segmental and Supra-Segmental Features

Unit -4: Standards of Pronunciation and Teaching Implications

Module -3: Discourses

Unit -1: Theories of Discourses

Unit -2: Discourses

Unit -3: Discourse Analysis

Unit -4: Pragmatics

Module -4 : Investigating and Analysing Discourse

Unit -1 : Register

Unit -2: Style Unit -

3: Semantics

Unit -4: Genre Analysis

Paper IV: Language Teaching and Testing Techniques and Resources

Module -1: Theoretical Bases, Approaches and Techniques of Skills Development

Unit -1: Oral/ Speaking Skills – Chomskian Perspective and Sociology of Communication

Unit -3A: Theories of Reading Skills 3

Unit – 3B: Techniques of Reading Skills Development

Unit -3C: Reflective Skills: Study Skills, Reference Skills, Thinking as a skill Unit -

4: Writing Skills

Module -2: Principles of Testing and Evaluation

Unit -1: Introduction to Testing

Unit -2: Features of Language Testing

Unit -3: Test Types and Objectives

Unit -4: Test Design, Item Construction and Item Analysis

Module -3: Test Administration

Unit -1: Self - Evaluation, Teacher - based Evaluation, Materials for Evaluation

Unit -2: Planning Preparing and Administering Tests

Module -4: Workshop Test Administration

Unit -1: Lesson Plan: Productive Skills

Unit -2: Lesson Plan: Perceptive Skills 3

Paper –V: Trends in Critical Theories

Module -1: Trends in Critical Theories – I

- Unit -1: Reader Response Criticism
- Unit -2: Structuralist Criticism Unit -
- 3: Post Structuralism
- Unit -4: Deconstruction
- Unit -5: Post Colonialism

Module -2: Trends in Critical Theories – II

- Unit -1: Marxist Criticism
- Unit -2: Psycho Analytic Criticism
- Unit -3: Feminist Criticism
- Unit -4: New Historicism
- Unit -5: Post Modernism

Module 3: Literature Teaching – Syllabus, Methods, Materials and Approaches

- Unit -1: Literature Teaching in India – Historical Perspectives and Application of Theories
- Unit -2: Exploiting Linguistic and Stylistic Features of Literary Texts for Developing Literary Sensibility
- Unit -3: Formulating Strategies, Methods and Techniques for Teaching Literature
- Unit -4: Workshop – Planning and Teaching of Literary Texts at H.S. and Degree Levels

Module -4: Testing of Literature

- Unit -1: Review of the existing patterns of Testing Literature at Tertiary levels
- Unit -2: Modification and Innovation in Testing and Question Framing 4 Unit -3: Evaluation and Marking Criteria
- Unit- 4: Workshop- Test Framing and Trialing

Paper VI: Literary Materials Exploitation and Classroom Application

Module -1: Exploiting Representative Literary Texts for the Study of Various Literary Forms -I

- Unit -1: Tragedy
- Unit -2: Comedy
- Unit -3: Lyric
- Unit -4: Epic

Module -2: Exploiting Representative Literary Texts for the Study of Various Literary Forms – II

- Unit -1: Novels Unit
- 2: Short Story Unit -
- 3: Biography Unit -
- 4: Essay

Module -3: Exploiting Representative Literary Texts for the Study of World Varieties in English

- Unit -1: British Literature
- Unit -2: Mainstream American Literature
- Unit -3: Post-Colonial Literatures
- Unit -4: Selected Extracts (prose, poetry, and drama from +2 and Undergraduate level Syllabuses of different Universities)

Module – 4: Workshop – Task Design and Classroom Application

- Unit -1: Teaching Literature, Lesson Plan
- Unit -2: Trialing and Observation (+2 and Undergraduate Levels) 4

Paper VII : Course Design

Module -1: Elements of Course Design

- Unit -1: Historical Perspectives and Recent Developments in Course Design
- Unit -2: Defining a Syllabus – Needs Analysis, Needs and Goals
- Unit -3: Course Parameters –I – Policy, Goals, and Approaches
- Unit -4: Course Parameters – II – Content, Materials, Methods and Evaluation

Module -2: Syllabus Survey

- Unit -1: Exploring Syllabus Design – Survey of Various Syllabuses, Models (Language and Literature)
- Unit -2: Content and Skill based Syllabus, ESP Courses at School, UG Levels in India and Other Countries 5
- Unit -3: Syllabus Evaluation -1, Comparing and Evaluating the Curriculum, Syllabus models (HS UG) and Materials used in two or more states in India
- Unit -4: Syllabus Evaluation -2, Analyzing and Evaluating the Textbooks and Methodologies Used in Any One School and One College for Developing Proficiency in English

Module -3: Workshop - Designing a Syllabus

- Unit -1: Production of Language and Literature Syllabus Models on the Basis of Prescribed Parameters
- Unit -2: Implementation – Designing Courses for Different Purposes and Different Levels of Learning

Module -4: Workshop – Task Design and Classroom Application

- Unit -1: Materials Design and Techniques of Teaching Language or Literature Through Regular and Distance Modes (Using Media and Other Available Resources)
- Unit -2: Provision for Effective Teaching

Paper –VIII: Research Methodology and Academic Study Skills

Module -1: Basic Concepts of Research -I

- Unit -1: Research
- Unit -2: Review of Literature
- Unit -3: Plagiarism
- Unit -4: A Paradigm of Second Language Research

Module -2: Basic Concepts of Research –II

- Unit -1: The Preparatory Stages of Research
- Unit -2: The Stages of Research
- Unit -3: Data Collection
- Unit -4: Questionnaire Design and Data Presentation

Module -3: Application of Research Methodology

- Unit -1: Report Writing
- Unit -2: Contextualization of Research
- Unit -3: Components of Research
- Unit -4: Documentation: Preparing the List of Works Cited

Module -4: Second Language Research - Presentation

- Unit -1: Research Paper a Form of Communication
- Unit -2: Workshop – Writing a Research Proposal
- Unit -3: Writing a Thesis
- Unit -4: Workshop – Presenting a Research Proposal

Programme Duration: Course duration is 3 years. However, the students have the liberty to complete its course within 5 years.

Faculty and Support Staff Requirement:

The NSOU has government sanctioned posts of teachers and non- teaching staff for academic and administrative support for the learners in an effective and cohesive manner. The recruitments of faculty positions are always strictly maintained following the UGC guidelines. The University also take support from the wider academic community of the respective courses from other institutions of higher learning and researches. The details of internal faculty members and officers are available in the University Website: www.wbnsou.ac.in

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	NA	NIL
2	Associate Professor		NIL
3	Assistant Professor	RC	1

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Proof Reader	HQ	1
2	Junior Assistant	RC	1

Instructional Delivery Mechanisms:

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	Total no of PCP Centre for the course: 1 @30hrs/Paper(100marks) Total Contact Hrs: 8X30hrs=240hrs
	Tutorials/ Special Classes/ Remedial Classes	No	
	Seminar/ Research Colloquium	No	
	Workshop	Yes	2Workshop /Year @6hrs/Workshop Total Activity hours: 12hrs/year
	School activities Based and Internship	No	

	Micro Teaching Sessions	No	
	Laboratory based Practical	Yes	10 hrs of lab teaching offered under Paper II at the Language Lab (included in Contact hrs)
	Field Work including Visits	No	
	Extension Activities/ Community Outreach Programmes	No	
Self- Learning	SLMs	Yes	30 hrs per SLM. Total 240 hrs of self study prescribed
	Reference Books	Yes	Available at NSOU corners in District State Libraries, and at NSOU Central Library, Kalyani Campus
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	Yes	Online Learning Management System NSOU ICTE
	Offline DVD/SD Card/USB Drive	Yes	Curricula based offline DVD published by the School of Studies. No of AVL available: 14 Runtime: 301mins
	Telecommunications	Yes	NSOU helpline available in Office hrs.
	Social Media (Facebook page/ Instagram/ Twitters/ Google Groups etc.)		Online SSS through Social Media using Google Chat & Facebook in each academic year starting from January to April. Total online interaction hour: @3hrs/Session/Faculty =20sessions X3=60hrs/Faculty X2= 120Hrs Curricula based online AVL developed by School of Studies in CC-BY-SA format
Blended	Smart Classrooms	Yes	10 hrs of AV learning per Paper provided to learners at Kalyani campus
	Flipped Learning	No	

Medium of Delivery: English

Paper Wise Mapping of Credit Hours:

	Paper	Paper Code	Paper Type (Theo/Prac)	Study Hours	Full Marks	Credits
1 st Year	Paper 1: Introduction to Linguistics, ELT & Literary Theory	PGELT-I	Theory	240	100	8
	Paper 2: Applied Linguistics	PGELT -II	Theory	240	100	8
	Paper 3: The Phonetics and Phonology of English & Modern English Grammar	PGELT -III	Theory	240	100	8
	Paper 4: Language Teaching and Testing Techniques and Resources	PGELT -IV	Theory	240	100	8
2 nd Year	Paper 5: Trends in Critical Theories	PGELT -V	Theory	240	100	8
	Paper 6: Literary Exploitation and Classroom Application	PGELT -VI	Theory	240	100	8
	Paper 7: Course Design	PGELT -VII	Theory	240	100	8
	Paper 8: Research Methodology and Academic Study Skills	PGELT -VIII	Theory	240	100	8
Total				1920	1000	64

F. Procedure for admissions, curriculum transaction and evaluation

Admission Procedure: Centralised admission process is conducted through online mode. Admission fees also collected through online payment gateway service and dedicated bank challan to assure better transparency in monetary transaction.

Eligibility: English graduate (10+2+3) with English as honours or as a pass subject

Total Course Fee: Rs. 8200/-

Financial Assistance: At present no financial assistance is provided for this course.

Curriculum transaction: SLMs (English version) in print and electronic medium are provided as approved by the Board of Studies and as ratified by Academic Council of the University. In addition, ICT facility is provided for the course. PCP schedules for PG courses are prepared by concerned School of Studies and circulated among the Study Centres as well as notified in the official website of the University well ahead of the schedule. PCPs are conducted at selected accredited Study Centres (known as PCP Centre) of this University from different regions of West Bengal. PCP sessions are generally scheduled on weekends/holidays, though, under special circumstances, special sessions may be arranged on weekdays with a notification in the University Website. During

these sessions, teachers will help the students with their course work. PCPs are conducted in Bengali.

Evaluation: The Evaluation will be made in two ways:

a) Assignment / Internal Assessment:

The learners answer the assignment questions and send back which are then evaluated by the evaluators/ academic counsellors/distance teachers. The assignment responses reflect what the learners have understood and learnt. The assignments are then returned to the learners with the comments/remarks of the evaluator so that the assignment answers may serve the purpose of providing feedback to the learners and inform them their strengths and weaknesses. These comments carry the meaningful and constructive suggestions of the evaluator which further form the bases of successful learning.

Students will be required to submit assignment papers for each subject and the credit obtained on evaluation of those assignment papers will be entered into his/her individual record of performance. This will constitute 20% of the total credit points in the subjects. All the credit points secured by the students will be progressively entered into record.

Every student is required to submit the assignment papers before each Term-end Examination which is due at the end of each semester. But in no case a student shall be allowed to fill in the Application Form to sit for the examination if he/she has not submitted assignment paper within the due date as announced by the Examination Department of the University from time to time. Students are required to take back the copy of the evaluated assignment papers from their respective study centre.

b) Term-end Examinations (Written):

80% of the total credit points of the subjects would be reserved for Term-end Examination scheduled to be held at the end of each semester. A student will be allowed to appear in the Term-End Examination, only after she/he has registered for that course and submitted the assignment.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners registered mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related information to examination and evaluation through it official website and registered mobile number of the learners.

G. Requirement of the laboratory support and Library Resources:

Laboratory: As the course does not have any practical paper or any component for which laboratory facility is required therefore laboratory facility is not provided.

Library: The students may avail the library facilities at their study centres. The regional centre of the University at Kalyani provides Language Lab facilities for the practical sessions and a central library for the students.

H. Cost estimate of the programme and the provisions: Cost estimate of the program is Rs. 3000 (per student/learner per year)

I. **Quality assurance mechanism and expected programme outcomes:** NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC(Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.

A. Programme Mission and Objective:

In general, as ODL is concerned, our main objective is to democratize education as a resource and provide every citizen, irrespective of gender, caste and creed, easy and affordable access to quality education and particularly, in the paradigm of Social sciences. The basic philosophy of our aim is to “Reach the Unreached”. The teaching-learning process of history is closely related to the study of past not simply for the past alone; it aims to understand the present also in a critical manner. The mission and objective of the programme is to motivate the prospective learners to get acquainted with the latest findings as well as research methodology of history as a discipline. It aims to cater the growing demands of the learners not only for those who want to be a teachers or researchers, but also to those who intend to be administrators, journalists or even professionals. The School also attempts to encourage the learners to go for researches.

B. Relevance of the Programme with HEI’s Mission and Goals:

The aim of NSOU is, as already stated, ‘to reach to the unreached’. The University provides quality education in a flexible manner to serve those who are still beyond the arena of the higher education institutions through open and distance mode of learning. The relevance of the present programme, that is, M.A. in History, is suited with the NSOU’s mission and goal. The course is designed in such a way so that it can offer updated knowledge in the subject following the latest regulations of all the appropriate statutory bodies of government (both state and union). In order to spread the study of history in an optimum level, the programme is conducted in Bengali language though the learners have the liberty to write either in Bengali or in English in the examinations.

C. Nature of Prospective Target Group of Learners:

For the M.A. in History Programme, the University aims to attract those people who are aspiring to work in a teaching-learning-research institutes, government administrations and competitive professional world. Apart from the fresher, the people who are already engaged in schools, colleges, government institutes and private organizations (such as media houses, travel and tour companies, publication houses etc.) in different capacities without having professional degrees or trying to enhance their academic qualifications are also aimed to be included in the present programme. The primary reason is to develop their skill, knowledge and expertise meaningfully. The Department of History always made effort to enthuse the learners to go for original researches.

D. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence

Traditionally, the social sciences are understood to be those academic fields of study that employ a scientific method to explore the social phenomenon. Social Sciences at Netaji Subhas Open University break from this narrow tradition to provide students with a progressive, innovative and truly interdisciplinary learning environment. Our programmes and courses are to be conducted for capacity building of the learners as general competence, job orientation, skill development in the respective field, contributing to the social development, research ability and to acquire the specific skill of administrative knowledge in respect of governance, leadership, and management. The School of Social Sciences also emphasizes the cultivation of critical skills (in developing fresh, innovative and original thinking) that provide students with a firm basis for success in their academic careers. The best possible practices are taken into consideration in the teaching-learning process of M.A. in History programme of NSOU to follow this philosophy. It is

planned in such a way so that it could cater the needs of both the professional world and academic sphere.

E. Instructional Design:

As the state and national level, the higher educational institutions are expected to provide quality education, education for all, strategic plans for an institution that defines targets and measures of the programmes to be achieved by the institution. Apart from physical infrastructure, administrative policy and code of behaviour, school of social sciences is actively engaged in its academic development of respective subjects i.e. History, Political Science, Sociology and Public Administration. The programs offered through the School of Social Sciences reflect a sustained dedication to critical, interdisciplinary approaches to the study of social relations, social structures, social identities and social phenomena. That is to say, our courses and programs ground their analysis of social practices and relations in and across a range of disciplines and fields of study. The School of Social Sciences has been designed its curriculum, several learning resource materials, and Feedback system through the BOS and an expert committee. Learning Material through print-media named Self-Learning Material (SLM) is developed with the approach of self-explanatory, self-contained, self-motivating and self-evacuating followed by the UGC guideline.

Curriculum Design

Course Duration: **Two Years**

Detailed Syllabus:

Paper Code	Type	Weightage for Assignment	Weightage for Term End	Full Marks
PGHI-I	Theory	20%	80%	100
PGHI-II	Theory	20%	80%	100
PGHI-III	Theory	20%	80%	100
PGHI-IV	Theory	20%	80%	100
PGHI- V	Theory	20%	80%	100
PGHI-VI	Theory	20%	80%	100
PGHI-VII	Theory	20%	80%	100
PGHI-VIII	Theory	20%	80%	100

(The University offers Special Papers in PGHI Course. Paper VII and Paper VIII are marked as special papers. There are two groups: Paper VIIA and Paper VIIIA & Paper VIIB and Paper VIIIB. The learners will opt either for Group A or Group B as special papers.)
Syllabus of Post Graduate History

Paper – I: History of India, 1526 – 1757

Module – 1

Unit – 1: The formation of the Mughal Empire

Unit – 2: Process of Mughal expansion

Unit – 3: The nature of Mughal absolutism

Unit – 4: The emperor and the ruling class

Module – 2

Unit – 1: The Crisis of the Mughal Absolutism

Unit – 2: The Jagirdari Crisis

Unit – 3: The Mughal Society and Economy

Unit – 4: The Mughal Urbanization

Module – 3

Unit – 1: The Decline of the Mughal Empire

Unit – 2: The Rise of the Regional Powers

Unit – 3: The Foreign Invasion

Unit – 4: Historiography of the Mughal Decline

Module – 4

Unit – 1: The Expanding English Presence in 18th Century India and the Structure of the India's International Economy

Unit – 2: The Company and the Indian Traders

Unit – 3: The Background of the Battle of Plassey and the Anglo-French Conflict

Paper – II: History of India, 1757 – 1885

Module – 1

Unit – 1: Political System in the Second Half of the 18th Century

Unit – 2: Consolidation of the British Power in Bengal (1757 – 1772)

Unit – 3: Company's Territorial Expansion in Western and Southern India

Unit – 4: Early Resistance to the British Colonial Rule; the Revolt of 1857

Module – 2

Unit – 1: Land Revenue Settlements

Unit – 2: Peasant and Tribal Movements with reference to Indigo Uprising, Pabna Revolt, Deccan Riots, Santhal and Munda Revolts.

Unit – 3: Drain of Wealth; Deindustrialization and Deindustrialization Debate

Unit – 4: Railways and the Indian Economy; Development of Modern Industries

Module – 3

Unit – 1: Early Attitudes towards India – Utilitarianism, Evangelicalism, Orientalism

Unit – 2: Westernization and Indian Response

Unit – 3: Reorganization of Colonial State after 1857

Unit – 4: State and Social Reform

Module – 4

Unit – 1: Social Background of Modern Nationalism in India

Unit – 2: The Growth of Public Sphere – the Press, Art and Literature

Unit – 3: Liberalism and Nationalism – the Economic Critique of British Rule

Unit – 4: Provincial Politics and the Pre-Congress Era

Paper – III: History of India, 1885 - 1964

Module – I:

Unit – 1: The Indian Nationalism

Unit – 2: The Nature of the Early Congress

Unit – 3: The Rise and Spread of Communalism

Unit – 4: The Indian National Movement: the Changing Situation

Module – 2

Unit – 1: The Impact of the First World War on the Indian Economy, Society and Politics

Unit – 2: Gandhi and the Emergence of the Mass Politics

Unit – 3: The Congress – Non-cooperation Movement and the Civil Disobedience Movement

Unit – 4: The Indian National Congress and the Indian Capitalist Class

Module – 3

Unit – 1: The Development of Nationalist Politics

Unit – 2: The Rise of the Leftist Politics; The Struggle for Independence in the Princely States

Unit – 3: The Quite India Movement – 1942 in Indian History

Unit – 4: The Popular Movements during the 1940s; India towards Independence and Partition

Module – 4

Unit – 1: India in 1947

Unit – 2: India under Jawaharlal Nehru

Unit – 3: The Economy of Independent India and Movement for Social Justice

Unit – 4: India in the World Politics (1947 – 64)

Paper – IV: Historiography

Module – 1

Unit – 1: What is History? Fact and Interpretation – the Nature of Historical Evidence – Historical Evidence and Historical Imagination – Approaches to History and the Emergence of Specializations – National History and Local History – Economic and Social History – History and Social Sciences

Unit – 2: History Writing in Pre-Modern Times – Features of Classical Historiography – History and Statecraft in Early Modern Europe – History in the Age of Enlightenment – Montesquieu, Voltaire, Vico and the Encyclopaedists – Harder and Gibbon

Unit – 3: Ranke and the Berlin Revolution in Historiography – Ranke and Objective History – History as it really was – History as a Past Politics – Ranke’s Vision of Universal History

Unit – 4: History and the Idea of Progress in 19th Century Europe – Macaulay, Acton and the Age of Improvement – Jules Michelle and the French Revolution – Marx and Historical Materialism

Module – 2

Unit – 1: Marxism and Emergence of Economic and Social History –Trevelyan and the Writings of Social History of Politics – the New History Movement in United States of America

Unit – 2: Maurice Dobb and the Rise of Capitalism – R. H. Tawny and the English Revolution-Religion and Capitalism in England

Unit – 3: Social History as History of Structures and Mentalities – the Annales’ School

Unit – 4: Social History as the History of Classes – British Marxist Historians – Christopher Hill, Eric J. Hobs Eric Hobsbawm and E. P. Thompson – New Social History – History from Below

Module – 3

Unit – 1: Emergence of Historical consciousness in 19th Century India – Orientalism and the Rediscovery of Indian History – James Mill’s History of India and the Theory of Oriental Despotism

Unit – 2: The Indian Encounter with Past in the 19th Century

Unit – 3: Nationalism and the Writing of Indian History – the Indian Search for a Golden Past – the Economic Critique of British Colonial Rule and the Economic History of India – Marxist View of Indian History and the Problem of Periodisation

Unit – 4: Debates in Indian History: the Indian Feudalism – 18th Century in Indian History

Paper – V: History of Europe, 1789 – 1945

Module – 1: French Revolution and Napoleon

Unit – 1: Condition (Economic, Social and Political) of France

before 1789. Contribution of the Philosophers in the Revolution of 1789 – Factors leading to the Revolution

Unit – 2: The Process and Different Phases of the Revolution of 1789

Unit – 3: Impact of the French Revolution on the Contemporary Society, Politics and Culture

Unit –4: Rise of Napoleon – Internal and Foreign Policy of Napoleon. Fall of Napoleon

Module – 2: Bourgeois Democratic Revolution and Unification of Europe

Unit – 1: The European Experience of Bourgeois Democratic Revolution (Major Countries)

Unit – 2: The Impact of Bourgeois Democratic Revolution on the European Politics

Unit – 3: United Germany under the leadership of Bismarc

Unit – 4: The Industrial Revolution in Germany – The End of the Age of Bismarck – German Foreign Policy under the leadership of Kaiser William II

Module – 3: Industrial Revolution in Europe

Unit – 1: Industrial Revolution in Europe: Definition and Continuity

Unit – 2: The Causes of the Industrial Revolution. Why did it first take place in England?

Unit – 3: Agricultural, Transport and Demographic Revolution

Unit – 4: The Long-term Effects of the Industrial Revolution

Module – 4: Nationalism and Formation of Nationalist States in Europe

Unit – 1: Rise of Nationalism in Europe

Unit – 2: Unification Movement in Italy

Unit – 3: Unification Movement in Germany

Unit – 4: The decline of Empire through the Rise of Nationalism

Module – 5: Europe between 1914 and 1945

Unit – 1: Background of the World War I

Unit – 2: The Peace Efforts in Europe after the World War I

Unit – 3: The Socialist Movement in Europe

Unit – 4: Rise of Nazism and Fascism in Europe

Unit – 5: World War II, the Rise of Super Powers and the Beginning of the Cold War

Paper – VI: World Politics Since 1945

Module – 1: Aftermath of the War

Unit – 1: Background of Cold War

Unit – 2: Europe in transition - Formation of European Union.

Unit – 3: Cold War in the Third World (Korean Crisis, Vietnam War, Arab-Israel Conflict)

Unit – 4: NAM and its impact on World Politics

Module – 2: Unit – 1: Birth of Communist China and Sino-Soviet Relation

Unit – 2: United States of America, Cuba and Chili.

Unit – 3: The Anti-Colonial Movement in Africa – Algeria and Congo Crisis.

Module – 3: Decolonization and Disarmament

Unit – 1: Debate on Concept and Application

Unit–2: Various Phases of Disarmament – Nuclear Rearmament, Anti-nuclear World

Unit – 3: UNO as a Peacekeeping Body. Evaluation of its Success and Failures

Unit – 4: Apartheid – Origin of the Concept, its impact on World Politics, America and South Africa

Module – 4: The New World Order

Unit – 1: Collapse of the Soviet Union, Gorbachev Years. The End of Cold War towards a Unipolar World

Unit – 2: Globalization and its Impact

Unit – 3: India and South Asia – Nepal, Bhutan, Bangladesh, Pakistan and Sri Lanka

Unit – 4: Indian Foreign Policy after the Cold War

a) Economic Diplomacy

b) Look East Policies

c) Nuclear Policies Armament and its Impact

SPECIAL PAPERS

(The University offers two Special Papers to the learners of post graduate history course. The learners will have to opt either for Group – A of Paper – VII and Paper – VIII or for Group – B of Paper – VII and Paper – VIII.)

Group - A

PAPER VII A: Social History of India (19th and 20th Centuries)

Module – I: Gender

Unit – 1: Aspects of Gender Question in India

Unit – 2: Prostitute and Her Clientele in 19th Century Bengal

Unit – 3: Women Education in India

Unit – 4: Women’s Suffrage Movement in India – a Survey

Module – II:

Unit – I: Environmental History

Unit – II: Environmental History

Unit – III: Science

Unit – IV: Medicine and Public Health

Module – III:

Unit – I: Literature

Unit – II: Film and Theatre

Unit – III: Art

Unit – IV: Sports

Module – IV:

Unit – I: Disorder and Violence in Rural Society

Unit – II: Law and Court

Unit – III: Police

Unit – IV: Prison

Module – V:

Unit – I: Religious Reform Movements

Unit – II: Social Reform Movements

Unit – III: Caste Movements

Unit – IV: Educational Reforms

PAPER VIII A: Economic History of India (19th and 20th Centuries)

Module – I

Unit – I: Revenue Settlements

Unit – II: Commercial Agriculture in India

Unit – III: Rural Structure

Unit – IV: Peasant Movements

Module – II

Unit – I: Industrial Development

Unit – II: Imperialism and Industrial Development

Unit – III: Swadeshi Industrial Development

Unit – IV: Business and Politics

Module – III

Unit – I: Historiography of the Indian Working Class

Unit – II: Emergence and Formation of Indian Working Class

Unit – III: Changing Condition of the Indian Working Class

Unit – IV: The Working Class Movements

Module – IV:

Unit – I: Internal Trade of India with Special Reference to Bengal

Unit – II: Foreign Trade of India (1757 – 1858)

Unit – III: Foreign Trade of India (1858 – 1947)

Unit – IV: Population, Occupational Structure and Urbanization

Group - B

PAPER VII B: Social History of India (5th to 13th Centuries)

Module – I:

Unit – I: Formation of Social-Political Structure

Unit – II: The Theory of Sultanate

Unit – III: Unitary/Centralized State Formation

Unit – IV: State and Society

Module – II:

Unit – I: Regional Patterns of State Formation

Unit – II: Societies in Rajputana – The Bhai-Bant System

Unit – III: Vijayanagara – Segmentary State

Unit – IV: Bengal

Module – III

Unit – I: Growth of Regional Literature

Unit – II: Liberal Arts, Technology and Science

Unit – III: Astronomy, Ayurveda, Rasayana.

Unit – IV: New Developments

Module – IV

Unit – I: Social, Economic and Religious Traits of Assimilation

Unit – II: Philosophy – Bhakti Cult and Sufism

Unit – III: Hindu – Muslim Synthesis

Unit – IV: Assimilation of Cultures

PAPER VIII B: Economic History of India (5th to 13th Centuries)

Module – I:

Unit – I: Early Medieval Period

Unit – II: Causative Factors

Unit – III: Debates and Historiography

Module – II:

Unit – I: The Agrarian Structure

Unit – II: The Feudal Economy

Unit – III: Growth and Diversities

Unit – IV: The Iqtadari System

Module – III:

Unit – I: Nature of Trade (Trade, Merchants and Market Centres)

Unit – II: Urban Development and Proliferation of Guilds and Crafts

Unit – III: Agriculture

Module – IV

Unit – I: Economy of Vijayanagara

Unit – II: Bengal and Bhamain Kingdom

Unit – III: Foreign Trade

Unit – IV: Feudalism From Above and Below

Programme Duration: Course duration is 2 years. However, the students have the liberty to complete its course within five years.

Faculty and Support Staff Requirement:

The NSOU has government sanctioned posts of teachers and non-teaching staff for academic and administrative support for the learners in an effective and cohesive manner. The recruitments of faculty positions are always strictly maintained following the UGC guidelines. The University also take support from the wider academic community of the respective courses from other institutions of higher learning and researches.

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	HQ	0
2	Associate Professor	RC	1 Post (Currently Vacant Post Already Advertised)
3	Assistant Professor	RC	2

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant	HQ	1
2	Junior Assistant Cum Typist	RC	1

Instructional Delivery Mechanisms:

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	@ 30hrs / Paper (100 marks of 8 Credit) Total 8X30hrs = 240hrs
	Tutorials/ Special Classes / Remedial Classes/ Induction Workshop	Yes	Special Classes and Induction Meetings are organized in the RC and Study Centres on the basis of the learners' responses frequently.
	Seminar/ Research Colloquium	Yes	Seminars are regularly organized and the learners are the participants in the seminar. 2/Year @4hrs X2= 8hrs
	Workshop	Yes	The University organizes workshop for the counsellors and the learners at regular interval. 2 Workshop /Year @6hrs/ Workshop Total Activity hours: 12hrs/year
	School Based activities and Internship	No	NA
	Micro Teaching Sessions	No	NA
	Laboratory based Practical	No	NA
	Field Work including Visits	No	NA

	Extension Activities/ Community Outreach Programmes	No	NA
Self- Learning	SLMs	Yes	The University provides SLMs to the learners at free of cost during the time of admission through the study centres in print form. The SLMs are also available in the NSOU Website as PDF format.
	Reference Books	Yes	The centrally located library at the Kalyani Campus of NSOU and the library facility available at the district libraries provide opportunity to the learners to get the reference books.
ICT/ Wellness students	Digital of Online (Web driven/Mobile App)	Yes	16 Hours for Each 100 Marks
	Offline DVD/SD Card/USB Drive	Yes	30 Hours for Each 100 Marks
	Telecommunications	Yes	16 Hours for 100 Marks
	Social Media (Facebook page/ Instagram/ Twitters/ Google Groups etc.)	No	NA
Blended	Smart Classrooms	Yes	The School of Social Sciences develops two smart classes at the Kalyani Campus.
	Flipped Learning	No	NA

Medium of Delivery: Bengali

Paper Wise Mapping of Credit Hours:

		Paper	Paper Code	Paper Type (Theo/Prac)	Study Hours	Full Marks	Credits
1 st Year		Paper 1: History of India: 1526-1757	PGHI-1	Theo	240	100	8
		Paper 2: History of India:1757-1885	PGHI-2	Theo	240	100	8
		Paper 3: History of India1885-1964	PGHI-3	Theo	240	100	8
		Paper 4: Historiography	PGHI-4	Theo	240	100	8
		Paper 5: History of Europe (1789-1945)	PGHI-5	Theo	240	100	8
		Paper 6: World Politics Since-1945	PGHI-6	Theo	240	100	8

2 nd Year	Paper 7: Group –A Social History of India : 19 th and 20 th Centuries	PGHI-7	Theo	240	100	8
	Group-B Social History of India : 5 th to 13 th Century					
	Paper 8: Group –A Economic History of India : 19 th to 20 th Century	PGHI-8	Theo	240	100	8
	Group –B Economic History of India : 5 th to 13 th Century					
Total				1920	800	64

Note: The learners will have to opt two papers either from Group –A or Group- B as special papers.

F. Procedure for admissions, curriculum transaction and evaluation

Admission Procedure: Centralised admission process is conducted through online mode. Admission fees also collected through online payment gateway service and dedicated bank challan to assure better transparency in monetary transaction.

Eligibility: Graduate (10+2+3) of any recognised University and have studied at least 300 marks in History and passed successfully.

Total Course Fee: Rs. 8,200/- (Excluding Examination and Studentship Renewal Fees)

Financial Assistance: At present no financial assistance is provided for this course.

curriculum transaction:

SLMs (Bengali version) in print and electronic medium are provided as approved by the Board of Studies and as ratified by Academic Council of the University. PCP schedules for PG courses are prepared by concerned School of Studies and circulated among the Study Centres as well as notified in the official website of the University well ahead of the schedule. PCPs are conducted at selected accredited Study Centres (known as PCP Centre) of this University from different regions of West Bengal. PCP sessions are generally scheduled on weekends/holidays, though, under special circumstances, special sessions may be arranged on weekdays with a notification in the University Website. During these sessions, teachers will help the students with their course work. PCPs are conducted in both the languages as per convenience.

Evaluation: The Evaluation will be made in two ways:

a) Assignment / Internal Assessment:

The learners answer the assignment questions and send back which are then evaluated by the evaluators/ academic counsellors/distance teachers. The assignment responses reflect what the learners have understood and learnt. The assignments are then returned to the learners with the comments/remarks of the evaluator so that the assignment answers may serve the purpose of providing feedback to the learners and inform them their strengths and weaknesses. These

comments carry the meaningful and constructive suggestions of the evaluator which further form the bases of successful learning.

Students will be required to submit assignment papers for each subject and the credit obtained on evaluation of those assignment papers will be entered into his/her individual record of performance. This will constitute 20% of the total credit points in the subjects. All the credit points secured by the students will be progressively entered into record.

Every student is required to submit the assignment papers before each Term-end Examination which is due at the end of each semester. But in no case a student shall be allowed to fill in the Application Form to sit for the examination if he/she has not submitted assignment paper within the due date as announced by the Examination Department of the University from time to time. Students are required to take back the copy of the evaluated assignment papers from their respective study centre.

b) Term-end Examinations (Written):

80% of the total credit points of the subjects would be reserved for Term-end Examination scheduled to be held at the end of each semester. A student will be allowed to appear in the Term-End Examination, only after she/he has registered for that course and submitted the assignment.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners registered mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related information to examination and evaluation through it official website and registered mobile number of the learners.

G. Requirement of the laboratory support and Library Resources:

Laboratory: As the course does not have any practical paper or any component for which laboratory facility is required therefore laboratory facility is not provided.

Library: The learners of the course may avail the library facilities at their study centres. Selected District Libraries have NSOU Desk which are funded by the university through the concerned department of Govt. of West Bengal. Learner can also avail the facility of Central Library of NSOU.

H. **Cost estimate of the programme and the provisions:** Cost estimate of the program is Rs.3089/- per student.

I. **Quality assurance mechanism and expected programme outcomes:** NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.

- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.

A. Programme Mission and Objective:

In general, as ODL is concerned, our main objective is to democratize education as a resource and provide every citizen, irrespective of gender, caste and creed, easy and affordable access to quality education and particularly, in the paradigm of Social sciences. The basic philosophy of our aim is to “Reach the Unreached”. The teaching-learning process of political science is related to the study of political institutions, political theory and governance in comparative manner. The mission and objective of the programme is to orient the prospective learners with the theories and interpretations, newest outcome of researches as well as methodologies employed in political science.

B. Relevance of the Programme with HEI’s Mission and Goals:

The aim of NSOU is, as already stated, ‘to reach to the unreached’. The University provides quality education in a flexible manner to serve those who are still beyond the arena of the higher education institutions through open and distance mode of learning. The relevance of the present programme, that is, M.A. in Political Science, is suited with the NSOU’s mission and goal. The course is designed in such a way so that it can offer updated knowledge in the subject following the latest regulations of all the appropriate statutory bodies of government (both state and union). In order to spread the study of political science in best possible manner, the programme is conducted in Bengali language though the learners have the liberty to write either in Bengali or in English in the examinations.

C. Nature of Prospective Target Group of Learners:

The present programme intends to deliver the updated syllabus to the general learners interested to study political science, future administrators and academicians. The programme is also extremely useful for those who search jobs in publication houses, dedicated research institutes, newspapers, media houses, NGOs and even prefer to work as independent researchers.

D. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence

Traditionally, the social sciences are understood to be those academic fields of study that employ a scientific method to explore the social phenomenon. Social Sciences at Netaji Subhas Open University break from this narrow tradition to provide students with a progressive, innovative and truly interdisciplinary learning environment. Our programmes and courses are to be conducted for capacity building of the learners as general competence, job orientation, skill development in the respective field, contributing to the social development, research ability and to acquire the specific skill of administrative knowledge in respect of governance, leadership, and management. The School of Social Sciences also emphasizes the cultivation of critical skills (in developing fresh, innovative and original thinking) that provide students with a firm basis for success in their academic careers. The best possible practices are taken into consideration in the teaching-learning process of M.A. in Political Science programme of NSOU to follow this philosophy. It is planned in such a way so that it could cater the needs of both the professional world and academic sphere.

E. Instructional Design:

As the state and national level, the higher educational institutions are expected to provide quality education, education for all, strategic plans for an institution that defines targets and measures of the programmes to be achieved by the institution. Apart from physical infrastructure, administrative policy and code of behaviour, school of social sciences is actively engaged in its academic development of respective subjects i.e. History, Political Science, Sociology and Public Administration. The programs offered through the School of Social Sciences reflect a sustained dedication to critical, interdisciplinary approaches to the study of social relations, social structures, social identities and social phenomena. That is to say, our courses and programs ground their analysis of social practices and relations in and across a range of disciplines and fields of study. The School of Social Sciences has been designed its curriculum, several learning resource materials, and Feedback system through the BOS and/or a subject expert committee. Learning Material through print-media named Self-Learning Materials (SLMs) is developed with the approach of self-explanatory, self-contained, self-motivating and self-evacuating followed by the UGC guideline.

Curriculum Design

Course Duration: Two Years

Paper Code	Type	Weightage for Assignment	Weightage for Term End	Full Marks
PGPS-I	Theory	20%	80%	100
PGPS -II	Theory	20%	80%	100
PGPS -III	Theory	20%	80%	100
PGPS-IV	Theory	20%	80%	100
PGPS- V	Theory	20%	80%	100
PGPS-VI	Theory	20%	80%	100
PGPS-VII	Theory	20%	80%	100
PGPS-VIII	Theory	20%	80%	100

Detailed Syllabus:

Name of the Papers

Paper – I to VIII

Paper – I : Political Thought & Movements in Colonial India

Paper – II : Politics in India since Independence

Paper – III : Issues in Political Thought

Paper – IV : Issues in Political Theory

Paper – V : Comparative Politics

Paper – VI : Public Administration

Paper – VII : International Relations

Paper – VIII : Politics and Society in Asia : Select Regions PAPER – I

Paper-I: Political Thought & Movements in Colonial India

Module - 1 : Modernity

Unit-1 : Rammohun Roy

Unit-2 : Bankim Chandra Chattopadhyay Unit-3 : Syed Ahmed Khan

Unit-4 : Rabindranath Tagore

Module - 2 : Nationalism

Unit-1 : Bankim Chandra Chattopadhyay Unit-2 : Rabindranath Tagore

Unit-3 : Mohandas Karamchand Gandhi

Unit-4 : Subhas Chandra Bose

Module - 3 : Socialism

Unit-1 : Swami Vivekananda Unit-2 : M. N. Roy

Unit-3 : Jawaharlal Nehru

Unit-4 : Jayaprakash Narayan

Module - 4 : Movements

Unit-1 : Swadeshi Movement

Unit-2 : Peasant and Tribal Movements Unit-3 : Working Class Movement

Unit-4 : Dalit Movements

PAPER – II Politics in India since Independence

Module - 1 : Concepts and Approaches

Unit-1 : Concepts and approaches to the study of Indian Politics Unit-2 : Institutionalizing Democracy

Unit-3 : Secularism and Communalism in Post-independence India

Unit-4 : State and Nation-building in India

Module - 2 : Political Structure

Unit-1 : Federalism and State Autonomy

Unit-2 : Party System, Electoral Process and Coalition Politics Unit-3 : Parliamentary Sovereignty and Judicial Activism

Unit-4 : Panchayati Raj and Grassroot Politics

Module - 3 : Political Dynamics

Unit-1 : Social Cleavages : Caste and Class Unit-2 : Business and Politics

Unit-3 : Women and Politics

Unit-4 : Regionalism and Ethnicity

Module - 4 : Political Movements

Unit-1 : Working Class Movements and Peasant Movements Unit-2 : Movements for Civil Liberties and Human Rights Unit-3 : Environmental Movements

Unit-4 : Dalit Politics

PAPER – III: Issues in Political Thought

Module - 1 : State, Society and Individual

Unit-1 : State and Civil Society

Unit-2 : Individualism

Unit-3 : Conservatism

Unit-4 : Secularism

Module - 2 : Key Concepts

Unit-1 : Justice

Unit-2 : Equality

Unit-3 : Freedom

Unit-4 : Rights

Module - 3 : Democracy, Nationalism and Fascism

Unit-1 : Classical Democracy

Unit-2 : Contemporary Democracy

Unit-3 : Nationalism

Unit-4 : Fascism

Module – 4 : Political Ideologies

Unit-1 : Socialism

Unit-2 : Anarchism

Unit-3 : Revolution

Unit-4 : Totalitarianism

PAPER – IV: Issues in Political Theory

Module - 1 : Liberalism: Classical and Contemporary

Unit-1 : Classical Liberalism

Unit-2 : Liberal Welfarism : John Rawls

Unit-3 : Libertarianism : Robert Nozick

Unit-4 : Communitarianism

Module - 2 : Politics: Socio-cultural Perspectives

Unit-1 : Pluralism

Unit-2 : Consociationalism

Unit-3 : Elite Theories

Unit-4 : Multiculturalism

Module - 3 : State; Recent Debates

Unit-1 : Hegemony: Antonio Gramsci Unit-2 :

Ideology: Louis Althusser

Unit-3 : Instrumentalist view of State: Ralph Miliband

Unit-4 : Structuralist view of State: Nicos Poulantzas

Module - 4 : Contemporary issues

Unit-1 : Postmodernism

Unit-2 : Postcolonialism

Unit-3 : Feminism

Unit-4 : Ecologism

PAPER – V: Comparative Politics

Module - I: Comparative Government to Comparative Politics

1. Transition from the study of Comparative Government to Comparative Politics.

2. Methods of Comparison, Advantages of Comparison, Comparison of similar and contrasting systems.

3. Approaches to the study of Comparative Politics: Systems Approach, Structural-Functional Approach.

4. Theories of Development and Modernization : Neo-Liberal, Dependency & World Systems Theory.

Module – II: Politics in East and West: Comparative Assessments

1. Nationalism and Nation Building in Britain, France and China.

2. The State and Civil Society in the East and the West.

3. Political Parties and Pressure Groups in comparative perspective : USA & UK.

4. Role of Military in the politics of Pakistan & Indonesia.

Module – III: Comparative Politics: Recent Perspectives

1. Globalization and economic reforms : Select Asian & African Countries.

2. Ethnic Politics in Comparative Perspective : East Europe, Asia, Africa & Sri Lanka.

3. Religion and Politics in Comparative Perspective : East & West.

4. Feminist Politics in Comparative Perspective : Western & Non-Western view points.

Module – IV: Authoritarianism and Democracy

1. Challenges of Democracy in Bangladesh.

2. Democratic transition in Nepal.

3. Challenges to Authoritarianism in Egypt.

4. Democratic transition in Latin America.

PAPER – VI: Public Administration

I. Public Administration: The Quest for a Science of Administration

i) Public Administration: The Classical Perspective.

ii) Comparative and Development Administration.

iii) New Public Administration and New Public Management.

iv) Recent Advances in Public Administration: Ecology & Feminism.

II. Administrative Theories

i) Human Relations Approach: Elton Mayo and Chester Barnard, Mary Parker Follett.

ii) Behavioural Approach- Herbert Simon.

iii) Development Administration-Fred Riggs.

iv) Public Choice Theory and Public Policy Analysis.

III. Democratic Administration and Good Governance

i) Good Governance: Meanings and Aims.

ii) Transparency and Accountability in Public Administration.

iii) Decentralisation and Devolution and Development.

iv) Good Governance in the Indian Context.

IV. Emerging Issues in Public Administration

i) Gender and Public Administration.

ii) Public Administration and Civil Society.

iii) Globalisation and Public Administration.

iv) Indian Administration in the era of Liberalisation.

PAPER – VII: International Relations

Module - I : Theories of International Relations

Unit-I : Liberal and Neo-Liberal Approaches – Realist and Neo-Realist

Critiques of Liberalism

Unit-II : Systems Theory

Unit-III : Marxist and other Radical and Neo-Radical Approaches

Unit-IV : Post-Structuralist and Post-Modernist Approaches

Module - II : Contemporary Issues

Unit-I : U.S. Policy in the Post-Cold War Era

Unit-II : Europe in Contemporary World Politics

Unit-III : China in Contemporary World Politics

Unit-IV : Russia in Contemporary World Politics

Module - III : Foreign Policy

Unit-I : Conceptual Framework for understanding Foreign Policy

Unit-II : Determinants of Foreign Policy

Unit-III : Domestic sources of Foreign Policy – Role of Public Opinion, Parliament, Political Parties, Interest Groups and Bureaucracy

Unit-IV : Decision-Making in Foreign Policy

Module - IV : Foreign Policy of India

Unit-I : Factors conditioning Foreign Policy – Geographic/Strategic-India's Operational Environment : Domestic and Foreign

Unit-II : The Making of India's Foreign Policy : The Structure of Decision-Making-Personalities, Processes and Institutions

Unit-III : Evolution of India's Foreign Policy – Non-Alignment : A Critical Estimate

Unit-IV : India's Bilateral Relations with (a) Its Neighbours (b) United States (c) Erstwhile Soviet Union & Russia (d) European Union

PAPER – VIII: Politics and Society in Asia : Selected Regions

Module - I West Asia

i) Arab Nationalism : Pan Arabism : Historical foundations of Arab Nationalism : Nahda ; The Arab League ; Nasserism ; Zionism ; The Palestinian Issue and Arab Nationalism ; Future of Arab Nationalism.

ii) Religion and Politics in West Asia : Islam and Politics in Turkey, Saudi Arabia, Egypt ; The Politics of Islamic re-assertion.

iii) The Politics of Oil in West Asia : History of OPEC since its foundation ; Formation of OPEC ;

Oil and Politics since 1970s.

iv) Politics of Regionalism and Regional Associations : PLO, Arab League, GCC, OIC, Arab Cooperation Council.

Module - II Central Asia

i) The Central Asian Republics – Features, Problems and Prospects.

ii) Security and Geo-Strategic issues in Central Asia.

iii) Problems of Economic Transition.

iv) Islam and Democracy.

Module – III Asia Pacific

i) The Concept of the Asia-Pacific Region and its significance in International Relations.

ii) Authoritarianism, Civil-Military Relations and Prospects of Democratisation in Select Asia-Pacific Countries : Indonesia, Philipines and South Korea.

iii) Political Economy of the Asia Pacific Region.

iv) Ethnic Problems in the Asia Pacific Region.

Module – IV South East Asia

i) State and Civil Society in South East Asia : An Overview.

ii) Issues relating to the Chinese Immigrants in South East Asia : Case Studies of Malayasia and Singapore.

iii) Society, Culture and Politics in Thailand and Myanmar.

iv) Globalisation and Culture in South Asia in the Post-Cold War era.

Programme Duration: Course duration is 2 years. However, the students have the liberty to complete its course within five years.

Faculty and Support Staff Requirement:

The NSOU has government sanctioned posts of teachers and non-teaching staff for academic and administrative support for the learners in an effective and cohesive manner. The recruitments of faculty positions are always strictly maintained following the UGC guidelines. The University also take support from the wider academic community of the respective courses from other institutions of higher learning and researches. The details of internal faculty members and officers are available in the University Website: www.wbnsou.ac.in.

The entire mechanism of admission, home assignment and form fill-up of examination are done through online system based on ICT. The students are also offered print as well as non-print a/v materials. All necessary intimations regarding delivery of SLMs, Assignments and examinations are sent to the learners using mobile technology, email service and website notifications apart from hard copy notices to the study centres.

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	RC	1 (Currently vacant post soon to be advertised)
2	Associate Professor	Nil	NA
3	Assistant Professor	RC	2

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant	HQ	1
2	Junior Assistant Cum Typist	RC	1

Instructional Delivery Mechanisms:

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	@ 30hrs / Paper (100 marks of 8 Credit) Total 8X30hrs = 240hrs
	Tutorials/ Special Classes / Remedial Classes/ Induction Workshop	Yes	Special Classes and Induction Meetings are organized in the RC and Study Centres on the basis of the learners' responses frequently.
	Seminar/ Research Colloquium	Yes	Seminars are regularly organized and the learners are the participants in the seminar. 2/Year @4hrs X2= 8hrs
	Workshop	Yes	The University organizes workshop for the counsellors and the learners at regular interval. 2 Workshop /Year @6hrs/ Workshop Total Activity hours: 12hrs/year
	School Based activities and Internship	No	NA
	Micro Teaching Sessions	No	NA
	Laboratory based Practical	No	NA
	Field Work including Visits	No	NA
	Extension Activities/ Community Outreach Programmes	No	NA
Self- Learning	SLMs	Yes	The University provides SLMs to the learners at free of cost during the time of admission through the study centres in print form. The SLMs are also available in the NSOU Website as PDF format.
	Reference Books	Yes	The centrally located library at the Kalyani Campus of NSOU and the library facility available at the district libraries provide opportunity to the learners to get the reference books.
ICT/ Digital of Wellness students	Online (Web driven/Mobile App)	Yes	16 Hours for Each 100 Marks
	Offline DVD/SD Card/USB Drive	Yes	30 Hours for Each 100 Marks
	Telecommunications	Yes	16 Hours for 100 Marks
	Social Media (Facebook page/ Instagram/	No	NA

	Twitters/ Google Groups etc.)		
Blended	Smart Classrooms	Yes	The School of Social Sciences develops two smart classes at the Kalyani Campus.
	Flipped Learning	No	NA

Medium of Delivery: Bilingual (Bengali and English)

Paper Wise Mapping of Credit Hours:

	Paper	Paper Code	Paper Type (Theo/Prac)	Study Hours	Full Marks	Credits
1 st Year	Paper 1: Political Thought & Movements in Colonial India	PGPS-1	Theory	240	100	8
	Paper 2: Politics in India since Independence	PGPS-2	Theory	240	100	8
	Paper 3: Issues in Political Thought	PGPS-3	Theory	240	100	8
	Paper 4: Issues in Political Theory	PGPS-4	Theory	240	100	8
2 nd Year	Paper 5: Comparative Politics	PGPS-5	Theory	240	100	8
	Paper 6: Public Administration	PGPS-6	Theory	240	100	8
	Paper 7: International Relations	PGPS-7	Theory	240	100	8
	Paper 8: Politics and Society in Asia : Selected Regions	PGPS-8	Theory	240	100	8
Total				1920	800	64

F. Procedure for admissions, curriculum transaction and evaluation

Admission Procedure: Centralised admission process is conducted through online mode. Admission fees also collected through online payment gateway service and dedicated bank challan to assure better transparency in monetary transaction.

Eligibility: Graduate (10+2+3) of any recognised University and have studied at least 300 marks in Political Science and passed successfully.

Total Course Fee: Rs. 8,200/- (Excluding Examination and Studentship Renewal Fees)

Financial Assistance: At present no financial assistance is provided for this course.

curriculum transaction:

SLMs (Bengali/English version) in print and electronic medium are provided as approved by the Board of Studies and as ratified by Academic Council of the University. PCP schedules for PG courses are prepared by concerned School of Studies and circulated among the Study Centres as well as notified in the official website of the University well ahead of the schedule. PCPs are conducted at selected accredited Study Centres (known as PCP Centre) of this University from different regions of West Bengal. PCP sessions are generally scheduled on weekends/holidays, though, under special circumstances, special sessions may be arranged on weekdays with a notification in the University Website. During these sessions, teachers will help the students with their course work. PCPs are conducted in both the languages as per convenience.

Evaluation: The Evaluation will be made in two ways:

a) Assignment / Internal Assessment:

The learners answer the assignment questions and send back which are then evaluated by the evaluators/ academic counsellors/distance teachers. The assignment responses reflect what the learners have understood and learnt. The assignments are then returned to the learners with the comments/remarks of the evaluator so that the assignment answers may serve the purpose of providing feedback to the learners and inform them their strengths and weaknesses. These comments carry the meaningful and constructive suggestions of the evaluator which further form the bases of successful learning.

Students will be required to submit assignment papers for each subject and the credit obtained on evaluation of those assignment papers will be entered into his/her individual record of performance. This will constitute 20% of the total credit points in the subjects. All the credit points secured by the students will be progressively entered into record.

Every student is required to submit the assignment papers before each Term-end Examination which is due at the end of each semester. But in no case a student shall be allowed to fill in the Application Form to sit for the examination if he/she has not submitted assignment paper within the due date as announced by the Examination Department of the University from time to time. Students are required to take back the copy of the evaluated assignment papers from their respective study centre.

b) Term-end Examinations (Written):

80% of the total credit points of the subjects would be reserved for Term-end Examination scheduled to be held at the end of each semester. A student will be allowed to appear in the Term-End Examination, only after she/he has registered for that course and submitted the assignment.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners registered mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related information to examination and evaluation through its official website and registered mobile number of the learners.

G. Requirement of the laboratory support and Library Resources:

Laboratory: As the course does not have any practical paper or any component for which laboratory facility is required therefore laboratory facility is not provided.

Library: The learners of the course may avail the library facilities at their study centres. Selected District Libraries have NSOU Desk which are funded by the university through the concerned department of Govt. of West Bengal. Learner can also avail the facility of Central Library of NSOU.

H. **Cost estimate of the programme and the provisions:** Cost estimate of the program is Rs. 3,089/-per student.

I. **Quality assurance mechanism and expected programme outcomes:** NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.

A. Programme Mission and Objective:

In general, as ODL is concerned, our main objective is to democratize education as a resource and provide every citizen, irrespective of gender, caste and creed, easy and affordable access to quality education and particularly, in the paradigm of Social sciences. The basic philosophy of our aim is to “Reach the Unreached”. The teaching-learning process of Public Administration emphasizes the study of theories and practices of various aspects of public administration in India and abroad. In the post graduate level, emphasis is primarily given on critical approach and theoretical insights. The mission and objective of the programme is to motivate the prospective learners to get acquainted with the functions of administration, both theoretically and empirically, in general sense and also of the specificities of financial administration, local urban as well as local rural administrations, theories of administration etc.

B. Relevance of the Programme with HEI’s Mission and Goals:

The aim of NSOU is, as already stated, ‘to reach to the unreached’. The University provides quality education in a flexible manner to serve those who are still beyond the arena of the higher education institutions through open and distance mode of learning. The relevance of the present programme, that is, M.A. in Public Administration, is suited with the NSOU’s mission and goal. The course is designed in such a way so that it can offer updated knowledge in the subject following the latest regulations of all the appropriate statutory bodies of government (both state and union). In order to spread the study of public administration in an optimum level, the programme is conducted in Bengali language though the learners have the liberty to write either in Bengali or in English in the examinations.

C. Nature of Prospective Target Group of Learners:

For the M.A. in Public Administration Programme, the University aims to attract those people who primarily aspire to choose their future in the government administrations, academic institutions and public enterprises. This course also an excellent opportunity for those who are already in government services in various capacities. They are offered to enhance their degree and efficiency. This course also proved to be useful for the executive personnel of the private corporations, government undertakings, administrative training institutes etc. especially who deal with masses and human resources.

D. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence

Traditionally, the social sciences are understood to be those academic fields of study that employ a scientific method to explore the social phenomenon. Social Sciences at Netaji Subhas Open University break from this narrow tradition to provide students with a progressive, innovative and truly interdisciplinary learning environment. Our programmes and courses are to be conducted for capacity building of the learners as general competence, job orientation, skill development in the respective field, contributing to the social development, research ability and to acquire the specific skill of administrative knowledge in respect of governance, leadership, and management. The School of Social Sciences also emphasizes the cultivation of critical skills (in developing fresh, innovative and original thinking) that provide students with a firm basis for success in their academic careers. The best possible practices are taken into consideration in the teaching-learning process of Post Graduate Public Administration programme of NSOU to follow this philosophy. It is planned in such a way so that it could cater the needs of the government officials, professional world and academic sphere.

E. Instructional Design:

As the state and national level, the higher educational institutions are expected to provide quality education, education for all, strategic plans for an institution that defines targets and measures of the programmes to be achieved by the institution. Apart from physical infrastructure, administrative policy and code of behaviour, school of social sciences is actively engaged in its academic development of respective subjects i.e. History, Political Science, Sociology and Public Administration. The programs offered through the School of Social Sciences reflect a sustained dedication to critical, interdisciplinary approaches to the study of social relations, social structures, social identities and social phenomena. That is to say, our courses and programs ground their analysis of social practices and relations in and across a range of disciplines and fields of study. The School of Social Sciences has been designed its curriculum, several learning resource materials, and Feedback system through the BOS and/or an subject expert committee. Learning Material through print-media named Self-Learning Materials (SLMs) is developed with the approach of self-explanatory, self-contained, self-motivating and self-evacuating followed by the UGC guideline.

Curriculum Design

Course Duration: **Two Years**

Paper Code	Paper Type	Weightage for Assignment	Weightage for Term End	Full Marks
PGPA-I	Theory	20%	80%	100
PGPA -II	Theory	20%	80%	100
PGPA -III	Theory	20%	80%	100
PGPA-IV	Theory	20%	80%	100
PGPA- V	Theory	20%	80%	100
PGPA-VI	Theory	20%	80%	100
PGPA-VII	Theory	20%	80%	100
PGPA-VIII	Theory	20%	80%	100

Detailed Syllabus:

PAPER- I: STATE, SOCIETY & PUBLIC ADMINISTRATION

Module – 1

- Relationship between State and Society - Relation between Politics and Public Administration (Historical Overview)
- Contending approaches to Public Administration: Social Science & Management.

Module – II

- Evolution of the State: Liberal State – Weberian conceptualization. German Context
- Democratic State : Principles
- Managerialist State: Bureaucracy

Module – III: Social Democratic Welfare State, Socialist State

- Background of Social Democratic ideology
- Basic Principles of Social Democratic State
- Principles of Socialist State and Administration
- Recent changes : Chinese experience

Module – IV: Neo – Liberalism and the State

- Emergence of the ideology of neo liberalism
- Neo-Liberalist administration in UK & USA
- Impact of Liberalisation : Indian administration

PAPER – II: ADVANCE ADMINISTRATIVE THEORIES

Module – I

- Public Interest and the Public Sphere – Politics and public management changing scenario

Perspective of Rawls & Habermas

Ethics in Public Administration

Module – II

- Marx on Bureaucracy
- Weber on Bureaucracy
- Riggs on Bureaucracy
- De bureaucratizing Public Administration
- Eisenstaedt , Niskanen 'Public Choice Theories'

Module – III

- New Public Administration
- New Public Management
- From Government to Governance
- Reforming Public Administration

Module – IV

- Open Government and Open Society
- Changing concept of Accountability
- Transparency in Government
- Right to Information
- Citizen's Charter

PAPER –III: HUMAN RESOURCE MANAGEMENT

Module – I

- Concept of Human Resource (Shift from Administrative to management Concept)
- Women and Civil Service
- Reservation in Administration

Module – II

- Selection (recruitment)
- Development (training)
- Human Resource Accounting
- Performance Appraisal

Module – III

- Compensation
- Salary and other monetary benefits
- Leave conditions
- Terminal benefits

Module – III

- Motivation
- Discipline
- Employer – Employee relation Joint consultative machinery

PAPER -IV: NEW DIMENSIONS OF DEVELOPMENT ADMINISTRATION

Module – I: Evolution of Development Administration

- in 1950s Bureaucracy - Technocracy
- in 1950s
- in 1970s & 1980s (Human Development concept)
- in 1990s (Post -Development theory)
- Comprehensive Development Framework (CDF)

Module – II: People's participation and Development Administration

- Concept of People's participation

- Methods of People's participation
- Hindrances to People's participation (Bureaucracy, Social power Structure, Organizational & Structural)

Module – III: Environmental Management and Development Administration:

- Meaning and background
- Sustainable Development : Concept and dimension
- Inter-Governmental Aspect of Environment Management

Module – IV: Development Administration. Women and Marginalised people

- Right to Development - Gender development – Eco-Feminism
- Development Administration and Child
- Development Administration and SC/ST/OBC

PAPER –V: PUBLIC POLICY ANALYSIS

Module – I: Introduction

Unit – 1 : Nature and Significance of Policy: Distinction between decision-making and policy making

Unit – 2 : Evolution of Policy Analysis: with special reference to Lasswell, Simon, Dror and Alison.

Unit – 1 : Nature of Policy Cycle

Module-II: Approaches to Policy Analysis

Unit-1 : Rationalist.

Unit-2 : Incrementalist

Unit-3 : Political Economy

Unit-4 : Other Approaches.

Module-III: Policy Processes

Unit-1 : Role of Bureaucracy.

Unit-2 : Parties and Pressure Groups.

Unit-3 : Media.

Unit-4 : Role of Legislature, Executive and Judiciary

Module-IV: Policy Implementation

Unit:-1 : Implementation.

Unit-2 : Monitoring.

Unit-3 : Evaluation

Unit-4 : Policy Impact and Public Response.

PAPER-VI: FINANCIAL ADMINISTRATION

Module-1:

Unit-1 : Nature and significance of financial administration, Distinction between Public and Private financial administration.

Unit-2 : Impact of neo-Liberalism on Public financial administration –Public Choice theory.

Unit-3 : Implications for financial administration in India (downsizing, subsidy, safety net etc.)

Module-II :

Unit-1: Budget: Concept, evolution, tool of administrative efficiency

- Preparation of Budget and Role of Finance ministry
- Revenue deficit and Fiscal deficit.
- Deficit financing.

Unit-2 : Performance budgeting –meaning &features: measurement, PPBS, Zero-based budgeting.

Unit-3 : Public expenditure –determination; Public goods theory: Cost-benefit analysis: Policy of incrementalism.

Unit-4 : Public Debt management.

Module-III:

Unit-I : Audit: Role of audit, Types of audit.

Unit-2 : Controller &Accountant General: History powers, & functions.

Unit-3 : Accounting: Objectives & Methods-Management accounting: Separations of audit and accounts.

Module-IV:

Unit-1 : Parliamentary control over financial administration: Budget approval: Public Accounts Committee, Estimates Committee, other financial committees.

Unit-2 : Centre-State financial relation in India-Finance Commission and State Finance Committees.

Unit-3 : Planning and financial administration-Plan and Non-Plan funds management- Planning machinery: Planning Commission & National Development Council Local-Level Planning.

PAPER-VII: LOCAL GOVERNMENT

Module-I : Theories of local Government

- Liberal
- Neo-Liberal
- Marxist
- Neo-Marxist

Module-II : Comparative Local Government

- Britain
- USA
- France
- Germany

Module-III : Politics and Local Government

- Centralist-localist Tension
- Local Power Structure
- Linkage politics
- Globalization and Local Politics

Module-IV : Local Government Finance

- Nature of Local Government Finance
- Local taxation (e.g property Tax and Other Taxes)
- User charges
- Non-Tax Sources of local finance (Commercial Ventures and Local bonds)

PAPER-VIII: GOVERNANCE AND ADMINISTRATION

Module-I :

- From 'administration' to 'good governance'
- Concept of 'good governance'
- Good governance and Public Administration in the Third World
- Critique of good governance

Module-II :

- Accountability and good governance
- Transparency and good governance
- Citizen's charter
- Grievance Redressal Machinery

Module-III :

- Structural Adjustment Programme and Indian Administration
- Public Private debate in Indian Administration-Disinvestments in PSUs
- Public sector undertaking (PSU)
- E-governance as an administration technique

Module-IV :

- Social justice and good governance-Administration for the poor and the marginalised
- People centric public management
- Decentralised planning and governance
- Gender-targeted Administration

Programme Duration: Course duration is 2 years. However, the students have the liberty to complete its course within five years.

Faculty and Support Staff Requirement:

The NSOU has government sanctioned posts of teachers and non-teaching staff for academic and administrative support for the learners in an effective and cohesive manner. The recruitments of faculty positions are always strictly maintained following the UGC guidelines. The University also take support from the wider academic community of the respective courses from other institutions of higher learning and researches.

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	RC	1 (Currently vacant post already advertised)
2	Associate Professor	Nil	NA
3	Assistant Professor	RC	1 (Currently vacant post already advertised)) (Presently two Assistant Professors of Political Science are entrusted for the programme)

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant	HQ	1
2	Junior Assistant Cum Typist	RC	1

Instructional Delivery Mechanisms: Bilingual (Bengali and English)

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	@ 30hrs / Paper (100 marks of 8 Credit) Total 8X30hrs = 240hrs
	Tutorials/ Special Classes / Remedial Classes/ Induction Workshop	Yes	Special Classes and Induction Meetings are organized in the RC and Study Centres on the basis of the learners' responses frequently.
	Seminar/ Research Colloquium	Yes	Seminars are regularly organized and the learners are the participants in the seminar. 2/Year @4hrs X2= 8hrs
	Workshop	Yes	The University organizes workshop for the counsellors and the learners at regular interval. 2 Workshop /Year @6hrs/ Workshop Total Activity hours: 12hrs/year
	School Based	No	NA

	activities and Internship		
	Micro Teaching Sessions	No	NA
	Laboratory based Practical	No	NA
	Field Work including Visits	No	NA
	Extension Activities/ Community Outreach Programmes	No	NA
Self- Learning	SLMs	Yes	The University provides SLMs to the learners at free of cost during the time of admission through the study centres in print form. The SLMs are also available in the NSOU Website as PDF format.
	Reference Books	Yes	The centrally located library at the Kalyani Campus of NSOU and the library facility available at the district libraries provide opportunity to the learners to get the reference books.
ICT/ Wellness students	Digital of Online (Web driven/Mobile App)	Yes	16 Hours for Each 100 Marks
	Offline DVD/SD Card/USB Drive	Yes	30 Hours for Each 100 Marks
	Telecommunications	Yes	16 Hours for 100 Marks
	Social Media (Facebook page/ Instagram/ Twitters/ Google Groups etc.)	No	NA
Blended	Smart Classrooms	Yes	The School of Social Sciences develops two smart classes at the Kalyani Campus.
	Flipped Learning	No	NA

Medium of Delivery: Bilingual (Bengali and English)

Paper Wise Mapping of Credit Hours:

	Paper	Paper Code	Paper Type (Theo/Pr ac)	Study Hours	Full Marks	Credits
1 st	Paper 1: State, Society and Public Administration	PGPA-1	Theo	240	100	8

	Paper 2: Advanced Administrative Theories	PGPA-2	Theo	240	100	8
	Paper 3: Human Resource Management	PGPA-3	Theo	240	100	8
	Paper 4: New Dimensions of Development Administration	PGPA-4	Theo	240	100	8
2nd Year	Paper 5: Public Policy Analysis	PGPA-5	Theo	240	100	8
	Paper 6: Financial Administration	PGPA-6	Theo	240	100	8
	Paper 7: Local Government	PGPA-7	Theo	240	100	8
	Paper 8: Governance and Administration	PGPA-8	Theo	240	100	8
Total				1920	800	64

F. Procedure for admissions, curriculum transaction and evaluation

Admission Procedure: Centralised admission process is conducted through online mode. Admission fees also collected through online payment gateway service and dedicated bank challan to assure better transparency in monetary transaction.

Eligibility: Graduate (10+2+3) of any recognised university and have studied at least 300 marks in Political Science and passed successfully.

Total Course Fee: Rs. 8,200/- (Excluding Examination and Studentship Renewal Fees)

Financial Assistance: At present no financial assistance is provided for this course.

curriculum transaction:

SLMs (Bengali/English version) in print and electronic medium are provided as approved by the Board of Studies and as ratified by Academic Council of the University. PCP schedules for PG courses are prepared by concerned School of Studies and circulated among the Study Centres as well as notified in the official website of the University well ahead of the schedule. PCPs are conducted at selected accredited Study Centres (known as PCP Centre) of this University from different regions of West Bengal. PCP sessions are generally scheduled on weekends/holidays, though, under special circumstances, special sessions may be arranged on weekdays with a notification in the University Website. During these sessions, teachers will help the students with their course work. PCPs are conducted in both the languages as per convenience.

Evaluation: The Evaluation will be made in two ways:

a) Assignment / Internal Assessment:

The learners answer the assignment questions and send back which are then evaluated by the evaluators/ academic counsellors/distance teachers. The assignment responses reflect what the learners have understood and learnt. The assignments are then returned to the learners with the comments/remarks of the evaluator so that the assignment answers may serve the purpose of

providing feedback to the learners and inform them their strengths and weaknesses. These comments carry the meaningful and constructive suggestions of the evaluator which further form the bases of successful learning.

Students will be required to submit assignment papers for each subject and the credit obtained on evaluation of those assignment papers will be entered into his/her individual record of performance. This will constitute 20% of the total credit points in the subjects. All the credit points secured by the students will be progressively entered into record.

Every student is required to submit the assignment papers before each Term-end Examination which is due at the end of each semester. But in no case a student shall be allowed to fill in the Application Form to sit for the examination if he/she has not submitted assignment paper within the due date as announced by the Examination Department of the University from time to time. Students are required to take back the copy of the evaluated assignment papers from their respective study centre.

b) Term-end Examinations (Written):

80% of the total credit points of the subjects would be reserved for Term-end Examination scheduled to be held at the end of each semester. A student will be allowed to appear in the Term-End Examination, only after she/he has registered for that course and submitted the assignment.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners registered mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related information to examination and evaluation through its official website and registered mobile number of the learners.

G. Requirement of the laboratory support and Library Resources:

Laboratory: As the course does not have any practical paper or any component for which laboratory facility is required therefore laboratory facility is not provided.

Library: The learners of the course may avail the library facilities at their study centres. Selected District Libraries have NSOU Desk which are funded by the university through the concerned department of Govt. of West Bengal. Learner can also avail the facility of Central Library of NSOU.

H. **Cost estimate of the programme and the provisions:** Cost estimate of the program is Rs. 3,157/- per student.

I. **Quality assurance mechanism and expected programme outcomes:** NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern

methods of teaching learning including usage of ICT and credibility of evaluation procedures.

- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on qualityrelated institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.

A. Programme Mission and Objective:

Geography's relevance to science and society arises from a distinctive and integrating set of perspectives through which geographers view the world around them. Geography a word derived from the Greek word **geographia** which means earth description has been long considered as one of the fundamental subjects in education system right from the beginning of the system. A subject that is unique in bridging the social and physical aspects of the globe. Geography is a field of science devoted to the study of the lands, the features, the inhabitants, and the phenomena of Earth. In general, as ODL is concerned, our main objective is to democratize education as a resource and provide every citizen, irrespective of gender, caste and creed, easy and affordable access to quality education and particularly, in the paradigm of social sciences. The basic philosophy of our aim is to "Reach the Unreached". Keeping this in mind Netaji Subhas Open University launched its Post Graduate Geography (PGGR) from 2006-07 session. The opening of the post-graduate course in Geography was the result of the growing enrolment at the under-graduate level and the demand of the students as well as the study centres.

The main objectives for offering this program are: –

- a. To focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is an important link between the natural and social sciences.
- b. To develop a mental map of the community, province or territory, country and the world so that the learners can understand the "where" of places and events and relate them in the real world.
- c. The University is well prepared to offer such a program. Cooperation from study centres/colleges under different University shall be sought to keep the parity between regular as well distance mode of PG Geography.
- d. To educate and train individuals to be effective managers and decision-makers.
- e. To equip individuals with the necessary scientific skills and competencies to enable them to seek jobs and progress in their career.
- f. To enhance the capabilities of the existing workforce in the country and abroad and thus contribute to economic development and business growth.
- g. To give chances to the willing students those who could not enter into the convention Universities due to their age, job and limitation of the seat in the respective subject.

B. Relevance of the Programme with HEI's Mission and Goals:

The instruction is designed to engage students in learning experiences that not only enable them to learn content but also to develop greater passion for learning – enabling them to 'learn to learn' and to be lifelong learners. In the *learner-centred paradigm of education*, students are encouraged to take greater responsibility for their learning outcomes. We are also promoting the use of Indian language, Bengali for PG programme. Thus students completing this program will be able to:

1. Appreciate Earth as the homeland of humankind and provide insight for wise management decisions about how the planet's resources should be used.
2. Understand geography's way of looking at the world through the lenses of place, space, and

scale. A central tenet of geography is that "location matters" for understanding a wide variety of processes and phenomena. Indeed, geography's focus on location provides a cross-cutting way of looking at processes and phenomena that other disciplines tend to treat in isolation. Geographers focus on "real world" relationships and dependencies among the phenomena and processes will give character to any location or *place*.

3. Analyze environmental-societal dynamics relating human action to the physical environment, environmental dynamics linking physical systems, and human-societal dynamics linking economic, social, and political systems; and

4. Conduct spatial representation using visual, verbal, mathematical, digital, and cognitive approaches. Places are natural laboratories for the study of complex relationships among processes and phenomena.

C. Nature of Prospective Target Group of Learners:

In West Bengal, a lot of students are graduated with science background. But due to limitation of seats in the conventional Universities/ PG colleges, all of them could not get enrolled themselves in the subject of their choice (i.e., Geography). In recent years there are ample scope of higher studies as well as research in Geography, thus the students opt this subject by choice. In Netaji Subhas Open University the target group of learners are mainly from the rural areas, particularly where the Universities are too far from their local residence. Students from urban areas are also enrolling themselves. Students who graduate themselves also do not find an opportunity to go for post graduate studies in other universities. NSOU caters and tries to offer them the best of the opportunity by offering this subject at the postgraduate level.

D. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence

i.) We view the greatest strength of geography, as a discipline, in NSOU is its ability to integrate and apply knowledge across the interface of the Earth's social and environmental systems.

ii) We welcome students into the postgraduate program based on their previous academic work, research interests, letters of reference, and the ability of faculty to act as counsellors.

iii) Counsellors with expertise in various fields of geography like geomorphology, hydrology, biogeography, climatology, meteorology etc. work together with graduate students to study fundamental and applied problems that are of compelling societal and scientific interest. Issues such as global climate change, water, energy and carbon cycling, vegetation and carbon dynamics associated with environmental change and management, landscape development, and human impacts on the environment are studied with particular emphasis

iv) In Geography, we don't just learn in the classroom; we provide students with opportunities to learn relevant skills and apply their knowledge to real-world challenges.

v) Our field courses are designed to give students an opportunity to do just that: learn valuable field skills, apply classroom knowledge, and connect to the many organizations and issues that require geographic and environmental expertise.

vi) Geomatics, Map Info is a nexus for new applications of Geographic Information Systems (GIS) science and geomatics within the physical, social and environmental sciences. The laboratory

contains workstations with specialized software for GIS, remote sensing, spatial analysis and 3-D visualization (Geomatics). The laboratory supports original applications of Map Info and GIS for students and research projects examining the use of machine learning in automated environmental mapping, environmental change, and population health on continental, national and regional scales.

E. Instructional Design:

As the state and national level, the higher educational institutions are expected to provide quality education, education for all, strategic plans for an institution that defines targets and measures of the programmes to be achieved by the institution. Apart from providing physical infrastructure, maintaining administrative policy and code of behaviour, school of sciences is actively engaged in its academic development of respective subjects. The School of Sciences has been designed its curriculum by the help of the board of studies, several learning resource materials, and feedback system through the BOS and an expert committee. Learning material through print-media named Self-Learning Material (SLM) is developed with the approach of self-explanatory, self-contained, self-motivating and self-evacuating followed by the UGC guideline.

Curriculum design and detailed syllabus: The curriculum design and detailed syllabus is given below; (Syllabus for Post Graduate Geography).

Paper	Paper Code	Paper Type	Weightage for Assignment	Weightage for Term End	Full Marks
Geotectonics & Geomorphology	PGGR-1 A	Theory	20%	80%	100
Hydrology, Oceanography	PGGR-1 B				
Climatology	PGGR-2A	Theory	20%	80%	100
Soil & Bio-geography	PGGR-2B	Theory			
Economic Geography	PGGR-3A	Theory	20%	80%	100
Social & Cultural Geography	PGGR-3B	Theory			
Population & Settlement Geography	PGGR-4A	Theory	20%	80%	50
Quantitative techniques	PGGR-4B	Practical	0	100%	50
Preparation of thematic Maps	PGGR-5A	Practical	0	100%	50
Map Interpretation & Field Techniques	PGGR-5B	Practical	0	100%	50
Geographical Thought	PGGR-6A	Theory	20%	80%	100
Historical & Political Geography	PGGR-6B	Theory			
Environmental Issues in Geography	PGGR-7A	Theory	20%	80%	100
Regional Planning & Development	PGGR-7B	Theory			
Special Paper (Urban Geography / Advanced Geomorphology)	PGGR-8A	Theory	20%	80%	100

Special Paper (Urban Geography / Advanced Geomorphology)	PGGR-8B	Theory			
Regional Problems in India	PGGR-9A	Theory	20%	80%	50
Remote Sensing & GIS	PGGR-9B	Practical	0	100%	50
Special Paper Practical	PGGR-10A	Practical	0	100%	50
Field & Field Oriented dissertation	PGGR-10B	Practical	0	100%	50

Detailed Syllabus:

Paper 1, GROUP A (50 Marks):

Geotectonics

1. Modern theories of the origin of the earth
2. Isostasy and related theories
3. Vulcanicity and related landforms
4. Plate tectonics and mountain building (with spl. ref. to the Himalayas)

Geomorphology

1. Development of modern concepts in geomorphology (with spl. ref. to India)
2. Non-cyclic concept and process geomorphology
3. Concept of grade, profile of equilibrium and base level
4. Theories of slope evolution

GROUP B (50 Marks)

Hydrology

1. Estimation and measurements of hydrological parameters
2. Unit hydrograph and its application
3. Wetland ecosystem of India and West Bengal
4. Criteria for river-basin management

Oceanography

1. Distribution of ocean water over the globe. Salinity and temperature of ocean water
2. Coastal geomorphology – mangroves and coral reefs
3. Morphology of the oceans: ridges, submarine canyons and oceanic deposits
4. Marine resources

Paper 2, GROUP A – Climatology (50 marks)

1. Climatology and its relation with Meteorology, Agro-meteorology and applied climatology; concept of macro and micro-climate; concepts of climatic resources and climatic hazards, weather forecasting.
2. Atmospheric disturbances: Tropical cyclones, extra-tropical cyclones and anticyclones. Tropical disturbances – tornadoes, dust storms and nor'wester; regional distribution and tracks of movement, environmental implications
3. Global warming – causes and consequences, impact on global water balance. El Nino and La Nina/ ENSO phenomena – mechanism and impact on biosphere

4. Climatic changes – evidences and possible causes, reconstruction of past climates, climatic changes through geological time – Quaternary ice age, changes after Industrial Revolution, theories of climate change.

GROUP B – Soil and Biogeography (50 marks)

1. Processes of soil formation; Development of soil profile; concept of pedon and polypedon, podzolization, laterization and calcification; soil catena; classification of world soils: Genetic, Environmental and FAO
2. Soil nutrients and soil organisms – their role in determining soil fertility; Degradation of soil – processes, causes and consequences; methods of soil conservation.
3. Concepts of ecology, ecosystem, environment and habitat; Plant ecology: adaptation of plants and habitat factors; Plant succession and climax vegetation; plant communities, environmental impact of deforestation; forest conservation, participatory management of forest and social forestry; major biomes of the world and their relationship with hydrological cycles.
4. Means and barriers of global dispersal of animals; distribution of animals through geological times; Environmental organizations and agencies; “International Biological Programme” and “Man and Biosphere Programme” in the world and in India; factors controlling biodiversity; need for conservation of biodiversity in the present global context; endangered species and their extinction, wildlife conservation and their management.

Paper 3, GROUP A – Economic Geography (50 marks)

1. Scope, content and recent trends in Economic Geography. Classification of economies, spatial organisation of economic activities, sectors of economy – Primary, Secondary and Tertiary.
2. Natural resources, its classification and spatial distribution. Conservation and management of resources. Changing nature of economic activities; Determinants of agriculture. Agricultural regions – crop combination and diversification. Von Thunen’s model and its relevance. Green revolution of India.
3. Classification of industries – resource-based and foot-loose industries. Theories of industrial location – Weber, Lasch and Isard.. Selected industries (Iron and Steel, Textiles, Aluminium, Chemical, Engineering) and industrial complex (regions).
4. Modes of Transport; Transport cost, accessibility and connectivity, comparative cost advantages. Markets, its typology and network. Role of market in the development of trade and commerce. Impact of globalisation on Indian economy.

GROUP B – Social and Cultural Geography (50 marks)

1. Nature, scope and development of social Geography, Concept of social space. Social structure and social processes. Region as a social unit – social change
2. Social well-being and deprivation. Indicators of well-being – concept of Aristotle, Plato, Amartya Sen. Global review with special reference to India. Social policy and planning.
3. Nature, scope and development of cultural Geography, components of culture, cultural processes and cultural advantages: cultural diffusion and acculturation. Cultural Hearth and Cultural Realm.
4. Cultural diversity. Race, religion, language and ethnicity; Tribal groups; global review with special reference to India; Rural-urban cultural differentials; Impact of globalisation on regional culture.

Paper 4, GROUP A : Population and Settlement Geography (50 marks)

Population Geography

1. Determinants and dynamics of population growth: fertility, morbidity, mortality and migration; Migration and Urbanization; Theories of population growth: Malthus, Marx, Neo-Malthus; Demographic Transition; Limits to growth approach and Sen's approach;
 2. Population problems of Third World: backwardness, gender discrimination, poverty and famine with special reference to India, Pakistan, China and Ethiopia; Population policies influencing fertility, mortality and migration in selected countries: India, China, Sweden and USA
1. Settlement Geography
 2. Evolution of settlements: rural and urban, – their nature and hierarchy. Spatial distribution and dispersion of rural settlements; Rural house forms and types in different environmental conditions with special reference to India.
 3. Hierarchy of settlements: Christaller's Central Place theory, Losch's theory of market centres and Zipf's Rank Size Rule - their applications in India; Metropolis, Megalopolis, Ecumenopolis, Necropolis; Census classification of Indian towns. Urban housing, policies and problems with special reference to slums; New Town; Rural-urban continuum.

GROUP B: Quantitative Techniques (6 x 8 = 48 hrs)

(Lab note book + viva voce: 5+5 = 10 marks; Internal Assessment: 4x2 = 8 marks; Examination: 16x2 = 32 marks; Total: 50 marks)

- a. Point Pattern Analysis: Mean centre of population and its locational shift over time; Nearest neighbour analysis of settlement pattern and its change over time
- b. Line Pattern Analysis: Measures of connectivity of a transport network (alpha index, beta index, gamma index, etc); Measures of accessibility from a point (de tour index etc)
- c. Areal Pattern Analysis: Measures of specialization (dominant and distinctive analysis, and indices of diversification, specialization, etc); Pattern of regional inequality using Lorenz curve and Gini Coefficient, Z-score values etc
- d. Hierarchy Analysis: Rank-size distribution of towns; Functional hierarchy of towns

Paper V, GROUP A – Preparation of thematic maps (6 x 8 = 48 hrs)

(Lab note book + viva voce: 5+5 = 10 marks; Internal Assessment: 4x2 = 8 marks; Examination: 16x2 = 32 marks; Total: 50 marks)

Concept of thematic mapping; types of thematic maps. Preparation and interpretation of the following maps –

- a. Land use map (Chorochromatic method)
- b. Density map (Choropleth method) on basin drainage morphology
- c. Trend surface map (Isopleth method)
- d. Environmental mapping (hazard and pollution)

GROUP B – Map Interpretation and Field Technique (6 x 8 = 48 hrs)

(Lab note book + viva voce: 5+5 = 10 marks; Internal Assessment: 4x2 = 8 marks; Examination: 16x2 = 32 marks; Total: 50 marks) Interpretation of toposheet

- a. Interpretation of toposheets
- b. Interpretation of aerial photograph
- c. Interpretation of satellite imagery
- d. Preparation of questionnaire schedule

PAPER 6: GROUP-A (50 MARKS) –

GEOGRAPHICAL THOUGHT

- 1.1 Dichotomies in Geography: Physical and Human, Systematic and Regional, Determinism and Possibilism.
- 1.2 Landscape morphology- Cultural expression of Carl Sauer
- 1.3 Hartshorne - Schaefer de bate on regional differentiation and spatial organization
- 1.4 Nomothetic and Idiographic approaches in geography; System and Ecological approaches in Geography.

Recent Trends in Geography

- 2.1 Radicalism
- 2.2 Geography of Inequality and Geography of Gender
- 2.3 Post modernism
- 2.4 Recent trends in Geography in methods and contents.

GROUP-B (50 marks) : HISTORICAL AND POLITICAL GEOGRAPHY

Historical Geography

- 1.1 Nature, scope and content; source materials of Geography- Literature, Travel
- 1.2 accounts, Archives and chronicles.
- 1.3 Territorial organization of janapadas in ancient India; Trade accounts of Hiuen
- 1.4 Tsiang and Ibn-e- Batuta.
- 1.5 Territorial organization of the Mughal Empire; Agriculture, trade and Urbanisation during the Mughal Period.
- 1.6 agriculture, industrialization, urbanisation and trade in colonial economy with special reference to Eastern India; development of port oriented transport network; origin and development of Gateway cities.

Political Geography

- 2.1 Geographical Perspectives of Formation of State , nation and Nation- State; Core and Peripheral areas, Capitals, Frontiers and Boundaries, Buffer zones, Buffer states and Land locked areas.
- 2.2 Heart land and Rim land: Geo - static ideas of Mackinder and Spykeman.
- 2.3 Partition of India and its geopolitical implication; organization of Indian States since independence;
- 2.4 Politics of world resources; Political and Economic blocks; Political Geography of foreign trade.

PAPER 7 : GROUP A (50 MARKS): ENVIRONMENTAL ISSUES IN GEOGRAPHY

- 1.1 Geographer's approach to environmental Studies; Physical Component of Environment: Lithosphere, Hydrosphere, Atmosphere and Biosphere.
- 1.2 Socio-cultural components of Environment: Demographic characteristics, Housing and Sanitation, Health and Nutrition, Levels of income and Education.
- 1.3 Concept of holistic environment; Concept of Degradation, hazards (natural, quasi-natural and social) and disaster.
- 1.4 Global resource crisis and sustainable development (Agenda-21); Ecotourism
Environmental Issues
- 2.1 Soil, air, water and noise pollution.

- 2.2 Conservation of forest and wetland; Significance of biodiversity conservation.
- 2.3 Kyoto protocol and Montreal Protocol.
- 2.4 Environmental impact of big dams and urban- industrial expansion.

GROUP B (50 MARKS): REGIONAL PLANNING AND DEVELOPMENT

Concept of regional Planning

- 1.1 Concept of Region: Formal, Functional and planning; Classification and delineation; Resource region and regional hierarchy; Administrative region, city region and metropolitan.
- 1.2 Concept of multilevel planning: Local, regional and national level planning; Planning process-goal, objectives and decision-making.
- 1.3 Economic Base theory and Theory of Growth Centre and Growth Pole.
- 1.4 Metropolitan concept: Metropolis, metropolitan area, metropolitan region, mega city and megalopolis.

Regional Planning and strategies of Development

- 2.1 Basic principles of regional planning; Regional Planning in India: DVC and Kolkata case Studies
- 2.2 Indicators of regional development: economic, social, technological and infrastructural; Theories and models of regional development.
- 2.3 Integrated regional development: Rural Development; Urban Planning: Redevelopment, renewal and management; planning for city region.
- 2.4 Concept of regional disparity and imbalances; Theories of convergence and divergence; National Regional Development policy.

PAPER 8A: URBAN GEOGRAPHY Full Marks-50

UNIT I : Concept of Urban

- 1.1 Concept and definition: urban, urbanization, urbanism. urban system, urban pattern, urban ecology, urban sprawl.
- 1.2 Different approaches - changing emphasis - recent trends - perception of urban space.
- 1.3 Growth of urban settlements - processes of urbanization - stages of urban development.
- 1.4 Characteristics of Third World Urbanization.

UNIT II: Urban Structure

- 2.1 City - size distribution - rank - size rule and primacy; Central Place theory and its extension,
- 2.2 The city - region - regional capitals - The Metropolis - Megalopolis and Ecumenopolis - Conurbation - rural - urban continuum.
- 2.3 Aspects of urban economic base. Basic and Non-basic functions.
- 2.4 Theories of urban structure — spatial spread - emergence of urban centres.

UNIT III: Urban Space

- 3.1 Urban social space.
- 3.2 Urban land use—residential segregation.
- 3.3 Central Business District.
- 3.4 Suburbs - rural-urban fringe.

UNIT IV: Urban Internal Structure

- 4.1 Definition of Towns: physical, social, functional ; human ecology of cities.
- 4.2 Factorial ecology, Neighbourhood concept.

- 4.3 Social area analysis.
- 4.4 The general nature of the problems of cities - inner city decay - slums.

PAPER 8B : URBAN GEOGRAPHY Full Marks-50

UNIT I : Urban Planning

- 1.1 Need, importance and concept of Urban Planning.
- 1.2 Planned town : concept, New Towns and New Towns of India.
- 1.3 Redevelopment vs. renewal ; National Commission on urbanization.
- 1.4 Urban Planning in India: Kolkata, Mumbai and Delhi ; Metropolitan Planning Problems.

UNIT II : Urban India

- 1.1 Census categories of towns ; concept of Metropolitan and Mega city.
- 1.2 Urbanization in India - processes, patterns and correlates.
- 1.3 Morphology of Kolkata, Mumbai and Delhi.
- 1.4 Urban Planning, management ; Real estate management.

UNIT III : Urban Issues

- 3.1 Urban problems in Mega cities of India.
- 3.2 Urban Transport.
- 3.3 Issues of Urban Environment.
- 3.4 Urban Infrastructure.

UNIT IV: Urban Management

- 4.1 Urban Governance— evolution of local self-government in India.
- 4.2 Millennium development goals.
- 4.3 Mega city Programmes; GIS and Information Management.
- 4.4 Management of urban facilities. Participatory urban management; Governance in peri-urban and fringe areas.

PAPER 8A: ADVANCED GEOMORPHOLOGY- 50 marks

1. Perspectives in Geomorphology

- 1.1 Evolution of geomorphological thoughts and ideas: A general review.
- 1.2 Concepts of spatial scale, temporal scale, equilibrium and threshold.
- 1.3 Approaches to geomorphology: Structural, Climatic, Applied and Systems approach.
- 1.4 Principles of landform classification : Genetic and hierarchical.

2. Fluvial processes and forms

- 2.1 Hydrological properties of Channels: regime, velocity, discharge and energy. Factors controlling entrainment, transportation and deposition by running water.
- 2.2 Morphological properties of channels: profiles, platforms and patterns.
- 2.3 Formation, system of change and classification of fluvial landforms with special reference to Badlands, terraces, alluvial fans and accretional topography.
- 2.4 Slope processes in fluvial landscapes: factors and processes of mass wasting with special reference to landslide and masswasting

3. Coastal and periglacial processes and forms

- 3.1 Coastal morphodynamics : factors, characteristics and relative dominance of wave, tidal and fluvial processes in coasts.
- 3.2 Processes and effects of longshore drift, bioturbation, bio-tidal accretion, coral formation and storm surge in coasts
- 3.3 Formation, system of change and classification of coastal landforms with special reference to rhythmic beach topography, coastal dunes and deltas.
- 3.4 Periglacial processes : Formation, system of change and classification of periglacial land forms.

4. Tropical Geomorphology

- 4.1 Definition and boundary of humid and tropics. Climatic and vegetation characteristics and their control on tropical landforms.
- 4.2 Factors and processes of deep weathering with special reference to formation of tors, domed inselbergs and laterite duricrusts.
- 4.3 Characteristics of tropical streams with special reference to of large rivers.
- 4.4 Urban geomorphology of humid tropics.

PAPER 8B : ADVANCED GEOMORPHOLOGY-50 marks

1. Applied geomorphology

- 1.1 Methods and uses of rainwater harvesting and check dams.
- 1.2 Geomorphic consequences of sea level change in coasts and estuaries.
- 1.3 Application of geomorphology in Terrain Evaluation, EIA and EM P.,
- 1.4 Principles of Integrated Drainage Basin Management and Integrated Coast Zone Management with reference to Coastal Regulation Zones.

2. Case studies of landforms and landuse

- 2.1 Badlands on laterite duricrusts: Garhbeta and Santiniketan, West Bengal
- 2.2 Tors and inselbergs: Chhotanagpur plateau, Jharkhand
- 2.3 Alluvial fans: Sub-Himalayan, West Bengal
- 2.4 Deltas and Estuaries : Lower Ganga delta, West Bengal

3. Management of geomorphic problems

- 3.1 Management of mining subsidence with special reference to Raniganj Coal belt.
- 3.2 Management of river discharge with special reference to Damodar Valley Corporation and Farakka Barrage Project.
- 3.3 Management of urban water supply and disposal with special reference to Kolkata.
- 3.4 Management of reclaimed coastal areas with special reference to Indian Sundarban

4. Management of geomorphic hazards

- 4.1 Management of landslides with special reference to northern West Bengal
- 4.2 Management of floods with special reference to northern piedmont areas and Padma-Bhagirathi interfluvium of West Bengal.
- 4.3 Management of riverbank erosion with special reference to Ganga and Bhagirathi in West Bengal.
- 4.4 Management of coastal erosion with special reference to Digha township and Sagar island of West Bengal.

PAPER 9 GROUP A (50 MARKS) REGIONS AND REGIONAL PROBLEMS OF INDIA

Regions and Regionalisation

- 1.1 Various bases of regionalisation of India; problems of identification and delineation.
- 1.2 Physiographic and Climatic regions; Interrelation among climate, vegetation and soil; Bio-climatic regions.
- 1.3 Agricultural, Industrial and planning regions.
- 1.4 Evolution of social regions of India; Nuclear regions and Regions of Isolation.

Regional Problems and their Mitigation

- 2.1 Regional problems of the Himalayan belt: Availability of Water, sensitivity and L and slide, Transport network and Accessibility, conflict with Special reference to North - East India). Seismic Ethnic
- 2.2 Problems of arid regions: Desertification and crisis of water, Salinization and negative impact of irrigation.
- 2.3 Problems of the humid belt of peninsular India: Flood and Drought, River bank erosion, Share of river water, Vulnerability of the Coastal belt and coastal Regulation Zones (CR Z).
- 2.4 Regional Disparities in Population growth, agriculture production, infrastructure and Industrialization, urbanization and Human development.

GROUP B (50 MARKS): REMOTE SENSING AND GEOGRAPHICAL INFORMATION SYSTEM PRACTICAL

Visual Image Interpretation

- 1.1 Comparative assessment of topographical maps, aerial photographs and satellite images in representation of geographical data; Geometry of aerial photographs and satellite photoproducts; Principles of mosaicking
- 1.2 Preparation of Thematic overlays from aerial photographs and satellite photoproducts.
- 1.3 Digital Image Processing
- 1.4 Image rectification and Enhancement techniques: methods and application; Identification of Individual IRS LI SS bands from spectral; signature; Preparation of Standard FCC' s and Identification of Individual features.
- 1.5 Georeferencing of scanned maps and images, aerial photographs and maps of different dates and scales.

GIS Data Processing

- 2.1 Basic Concept, raster and Vector data; Generation of Vector layers, buffers and attributes tables from image and/or map data.
- 2.2 Editing attribute tables using demographic and /or land use data.
- 2.3 Preparation of annotated (i) Land use and land cover map and / (ii) Map showing demographic or land use data through choropleth /pie charts.
- 3.0. Laboratory Notebook and viva- voce. (10 marks).

PAPER 10 A: URBAN GEOGRAPHY PRACTICAL: FULL MARKS :50

- 1.0 Selected Statistical Techniques : Regression Analysis, Time Series Analysis, Lorenz Curve, Rank and Size distribution of towns.
- 2.0 Mapping of Spatial distribution : Residual Mapping, Rural-urban growth differentials, Size-Class variations, Urban land use.

3.0 Mapping of urban infrastructure :Connectivity, Accessibility, Infrastructure and development,Gravity models.

4.0 Laboratory Note book and Viva-voce.

PAPER 10 A: ADVANCED GEOMORPHOLOGY PRACTICAL FULL MARKS 50

1. Analysis of drainage basin morphometry and channel aspects from topographical maps

- 1.1 Computation of stream order (Strahler’s method), bifurcation ratio, drain age density and constant of channel maintenance
- 1.2 Preparation of maps showing relative relief, dissection index and slope (Wentworth’s method)
- 1.3 Computation of braiding index, sinuosity index, meander wavelength and radius of curvature
- 1.4 Computation of river profiles

2. Geomorphic mapping

- 2.1 Preparation of geomorphic maps from field data using standard symbols and colours.
- 2.2 Preparation of overlays from topographical maps showing geomorphic features
- 2.3 Extraction of geomorphic features from satellite FCCs
- 2.4 Extraction of relative height of geomorphic features from aerial photo pairs using parallax bar

3. Velocity, discharge and sediment load analysis

- 3.1 Measurement of wetted perimeter, velocity (by current meter or floats) and discharge.
- 3.2 Preparation and interpretation of hydrographs, unit hydrographs and rating curves
- 3.3 Collection and analysis of coastal or riverine sediments using ϕ -graded sieves and chemical / electronic balance
- 3.4 Analysis of fluvial or coastal pebbles for shape and constituents.

4. Laboratory Notebook and Viva-voce

Programme Duration: Course duration is 2 years which could be extended up to maximum 5 (five) years. Thereafter students need to re- register freshly to complete the course.

Faculty and Support Staff Requirement:

The NSOU uses a mix of existing full-time faculty, freelance faculty from other universities and some support from other departments of the university. NSOU has access to sufficient numbers of academically and professionally qualified faculty within and outside the university to teach the courses in the programme. The University also take support from the wider academic community of the respective courses from other institutions of higher learning and researches. For a detail of the faculty and support staff following link may be referred.

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor		0
2	Associate Professor	Advertised	01
3	Assistant Professor	HQ-01 and RC-01	02

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant	HQ	01
2	Junior Assistant	RC	01

Instructional Delivery Mechanisms (for each paper of 50 marks):

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	18 hrs -Theory 36 hrs– Practical.
	Tutorials/ Special Classes/ Remedial Classes	No	10
	Seminar/ Research Colloquium	Yes	
	Workshop	No	
	School Based activities and Internship	No	
	Micro Teaching Sessions	No	
	Laboratory based Practical	Yes	180 hrs – Practical in total
	Field Work including Visits	Yes	36 hrs plus 100 hrs (for 10 days) approximately spent on field work.
Self- Learning	SLMs	Yes	80
	Reference Books	Yes	36
ICT/ Wellness students	Digital of Online (Web driven/Mobile App)	Yes	30
	Offline DVD/SD Card/USB Drive	Yes	06
	Telecommunications	Yes	Support given as per need
	Social Media (Facebook page/ Instagram/ Twitters/ Google Groups etc.)	Yes	
Blended	Smart Classrooms	Yes	
	Flipped Learning	No	

Medium of Delivery: English

Paper Wise Mapping of Credit Hours:

	Paper	Paper Code	Paper Type	Study Hours	Full Marks	Credit
1 st Year	Geotectonics & Geomorphology	PGGR-1 A	Theory	240	100	8
	Hydrology, Oceanography	PGGR-1 B				
	Climatology	PGGR-2A	Theory	240	100	8
	Soil & Bio-geography	PGGR-2B	Theory			
	Economic Geography	PGGR-3A	Theory	240	100	8
	Social & Cultural Geography	PGGR-3B	Theory			
	Population & Settlement Geography	PGGR-4A	Theory	120	50	4
	Quantitative techniques	PGGR-4B	Practical	120	50	4
	Preparation of thematic Maps	PGGR-5A	Practical	120	50	4
	Map Interpretation & Field Techniques	PGGR-5B	Practical	120	50	4
2 nd Year	Geographical Thought	PGGR-6A	Theory	240	100	8
	Historical & Political Geography	PGGR-6B	Theory			
	Environmental Issues in Geography	PGGR-7A	Theory	240	100	8
	Regional Planning & Development	PGGR-7B	Theory			
	Special Paper (Urban Geography / Advanced Geomorphology)	PGGR-8A	Theory	240	100	8
	Special Paper (Urban Geography /Advanced Geomorphology)	PGGR-8B	Theory			
	Regional Problems in India	PGGR-9A	Theory	120	50	4
	Remote Sensing & GIS	PGGR-9B	Practical	120	50	4
	Special Paper Practical	PGGR-10A	Practical	120	50	4
	Field & Field Oriented dissertation	PGGR-10B	Practical	120	50	4
Total				2880	1000	96

F. Procedure for admissions, curriculum transaction and evaluation

Admission Procedure: Centralised admission process is conducted for M.Sc. Geography Programme. Students applied for this course through online. Students are admitted through counselling (according to their marks) as per the availability of seats in five different study centres. Reservation of seats has been fixed as per the norm of the Government. Admission fees are collected through draft from the students.

Eligibility: For Post-graduate, the students must have an honours graduate degree in Geography from UGC recognised colleges. The admission is done through counselling on merit basis.

Total Course Fee: Total course fee for each student is Rs. 37,200/- (Excluding Examination and Studentship Renewal Fees).

Financial Assistance: At present no financial assistance is provided for this course.

curriculum transaction:

SLMs (English version) in print and electronic medium are provided as approved by the Board of Studies and as ratified by Academic Council of the University. In addition, ICT facility is provided for the course. PCP schedules for PG courses are prepared by concerned School of Studies and circulated among the Study Centres as well as notified in the official website of the University well ahead of the schedule. PCPs are conducted at selected accredited Study Centres (known as PCP Centre) of this University from different regions of West Bengal. PCP sessions are generally scheduled on weekends/holidays, though, under special circumstances, special sessions may be arranged on weekdays with a notification in the University Website. During these sessions, teachers will help the students with their course work. PCPs are conducted in both the languages as per convenience. Practical Sessions are arranged by the respective Study Centre for the students who have enrolled for the particular subjects. Regular attendance throughout the practical session by each and every student are mandatory. Practical work in subsidiary subject is arranged at some selected centres.

Evaluation: The evaluation system of the programme is based on following components:

Continuous evaluation in the form of assignments (weightage: 20%): This component carries a weightage of 20%. There will be one graded assignment per course. The assignment is to be submitted to the Co-ordinator of the NSOU/Study Centre to which the student is assigned or attached with.

Term-end examination (weightage: 80%): Term-end exams will be held every year in the month of June. The students are at liberty to appear in any of the examinations conducted by the University. The weightage for practical papers carrying 50 marks each for the Term – End Examination is 100%.

For Field Orientation Dissertation paper (50 mark), 25 marks is allotted for Field Oriented dissertation and 25 marks for viva- voce. The weightage is 100%.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners registered mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related information to examination and evaluation through it official website and registered mobile number of the learners.

G. Requirement of the laboratory support and Library Resources:

Laboratory: To educate the students in more scientific way, a rhythmic practical class programme has been introduced. NSOU provides the necessary laboratory facilities to the students in their respective study centres. For Post- Graduate also the practical classes are held in the respective study centre. Two papers of 50 marks each is held in the own Geography laboratory of the University situated at the Kalyani Campus.

Library: The learners of the course may avail the library facilities at their study centres. Selected District Libraries have NSOU Desk which are funded by the university through the concerned department of Govt. of West Bengal. Learner can also avail the facility of Central Library of NSOU.

H. Cost estimate of the programme and the provisions: Cost estimate of the program is Rs. 13,364/- per student.

I. **Quality assurance mechanism and expected programme outcomes:** NSOU has constituted the “Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(a) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.

A. Programme's mission & objectives:

Mathematics is an indispensable problem-solving and decision-making tool used in most of the advanced development in science, engineering and technology. Therefore, a significant increase of interest in mathematics has grown among different disciplines as well as other areas of life in recent past. With that spirit in mind, NSOU started postgraduate mathematics course in the year of 2003 with the help of all its study centers. The main objectives of the course are:

- A. To democratize higher education in mathematics by providing access to large segments of the population, in particular the disadvantaged groups such as those living in remote and rural areas, including working people, women and other adults who wish to acquire and upgrade their mathematical knowledge and/or skills.
- B. To acquire knowledge about the nature, concepts, methods, techniques and objectives of advanced fields of Algebra, Analysis, Geometry and Topology, and Applied Mathematics, together with some historical perspective of their development.
- C. To develop an enhanced skill set that will put the learners at an advantage in careers as diverse as mathematics, education, computer science, economics, engineering and finance.
- D. To train learners to learn in an autonomous manner and know how to tackle research in mathematical sciences.
- E. To mitigate the need of qualified professional having specialized knowledge in mathematics for better cognitive and socio-economic development of the country.

B. Relevance of the program with HEI's Mission and Goals:

The postgraduate mathematics course has a great relevance with the Mission and Goal set by the university. At present more than 1000 aspirants per year who are interested in mathematics are get trained in different study centers/regional centers across different geographic location of West Bengal.

There are four main reasons for offering this program –

1. Persistent requests from study centers, local and regional students for PG Mathematics program to be offered by NSOU in distance mode to meet educational and career needs of students.
2. NSOU has already marked a significant footprint in mathematics teaching and research by educating a large no of learners in Mathematics at postgraduate as well as under graduate level. Mathematics department has a collaborative association with other reputed universities/institute in West Bengal, which smoothen the teaching process by augmenting subject matter experts from other university when needed.
3. This course will help the economic and social growth of the country by supplying more qualified mathematician, which is basic need in today's competitive environment.

C. Nature of prospective target group of learners:

NSOU considers following diverse class of learners for P.G Mathematics course subject to fulfilment of the criteria for admission.

1. Working Professionals
2. Unemployed Graduates
3. Academic Faculty
4. Government Officials
5. Researchers

6. Home Makers

D. Appropriateness of programme to be conducted in open and distance learning mode to acquire skills and competence

The program will meet the learning aspiration of higher mathematics by providing "second chance" to those who had to discontinue their formal education or could not join regular colleges or universities owing to social, economic and other constraints.

- E. Instructional Design:** As the state and national level, the higher educational institutions are expected to provide quality education, education for all, strategic plans for an institution that defines targets and measures of the programmes to be achieved by the institution. Apart from providing physical infrastructure, maintaining administrative policy and code of behaviour, the School of Sciences is actively engaged in its academic development of respective subjects. The School of Sciences has designed its curriculum, several learning resource materials and feedback system through the Board Of Studies and an expert committee. Learning Material through print-media named Self-Learning Material (SLM) is developed with the approach of self-explanatory, self-contained, self-motivating and self-evacuating followed by the UGC guideline.

Curriculum design:

The curriculum is adapted from the post graduate mathematics course recommended by UGC. The curriculum has been developed consulting with internal and external subject matter experts to avoid any disparity between the similar programs offered by other state and central universities. The entire syllabus has been divided into two parts for two years of study. Each part comprised of 5 papers.

(Full Marks-1000)

Part-I

Paper I :	Algebra	
	Group A : Abstract Algebra	(Marks: 50)
	Group B : Linear Algebra	(Marks: 50)
Paper II :	Analysis	
	Group A : Real Analysis & Metric spaces	(Marks: 50)
	Group B : Complex Analysis	(Marks: 50)
Paper III :	Differential Equations	
	Group A : Ordinary Differential Equations	(Marks: 50)
	Group B : Partial Differential Equations & Special Functions	(Marks: 50)
Paper IV :	Numerical Analysis & Computer Programming	
	Group A : Numerical Analysis	(Marks: 50)
	Group B : Computer Programming & its applications to problems of Numerical Analysis	(Marks: 50)
Paper V :	Mechanics	
	Group A : Principles of Mechanics	(Marks: 50)
	Group B : Elements of Continuum Mechanics and Special Theory of Relativity	(Marks: 50)

Part-II

Paper VI:	Topology & Functional Analysis
	Group A: General Topology

Group B:

Functional (Marks: 50)

Analysis (Marks: 50)

Paper VII: Integral Transformations & Equations

Group A: Differential Equations, Integral Transformations (Marks: 50)

Group B: Integral Equations (Marks: 50)

Paper VIII: Differential Geometry & Graph Theory

Group A: Differential Geometry (Marks: 50)

Group B: Graph Theory (Marks: 50)

Paper IX & X: Special Paper –Any one of (i) Pure and (ii) Applied Mathematics)

(i)	Pure Mathematics	
	Paper IXA(i): Advanced Complex analysis	(Marks: 50)
	Paper IXB(i): Advanced Topology	(Marks: 50)
	Paper XA(i): Advanced Differential Geometry	(Marks:50)
	Paper XB(i): Advanced Functional Analysis	(Marks: 50)
(ii)	Applied Mathematics	
	Paper IXA(ii): Operations Research	(Marks: 50)
	Paper IXB(ii): Mathematical Models in Ecology	(Marks: 50)
	Paper XA(ii): Fluid Mechanics	(Marks: 50)
	Paper XB(ii): Mechanics of Solids	(Marks: 50)

Detailed Syllabus

Paper -I

Group - A: Abstract Algebra (50 Marks)

General Concept: Classical Algebraic System, Algebraic structures, Morphisms. **Group:** Morphisms of groups, normal sub-groups and quotient Groups, fundamental homomorphism theorem, isomorphism theorems of groups, Conjugacy. Permutation groups.

Ring: Ideals of a Ring, Quotient Ring, Prime and Maxi mal ideals in a commutative ring with unity. Isomorphism of rings. Characteristic of a ring.

Fields: Integral domain and Quotient field s. Prime fields, Euclidean domain. Polynomial rings, Principal ideal domain. Extension of fields. Finite fields. Root fields of Polynomials, Splitting fields.

Group — B: Linear Algebra (50 Marks)

Vector space: Normal and Unitary vector spaces. Euclidean vector space. Orthonormal bas is. Isomorphism and inversion of linear transformations Dimension of a vector.

Inner Product Spaces: Inner product function, Norm of a vector, Pythagoras theorem, Gram-Schmidt Orthogonalization.

Linear transformations: Linear map and linear function al. Matrix representation of linear transformations. Similar and Congruent matrices. Reduction of a matrix to Normal form. Jordan Canonical form. Characteristic polynomial. Minimal polynomial. Calley - Hamilton Theorem. Diagonalization of real symmetric matrices. Kernel and Image. Space spanned by Eigen vector

Reductions of matrices: Characterization of real quadratic form. Rank and Nullity. Invariant subspace. Equivalent Quadratic forms. Reduction to Canonical forms-Reduction of matrices to Diagonal or Normal Form

Quadratic Forms: Sylvester law. Simultaneous reduction of two quadratic forms and Classification of quadrics.

Paper—II

Group - A: Real Analysis and Metric Spaces (Marks 50)

Real Analysis: Open sets, closed sets, and their properties. Bolzano-Weirstrass theorem. Heine-Borel Property. Monotone functions and Nature of their discontinuities. Functions of bounded variations. Lebesgue Measure of a bounded set. Measurable sets and their properties. Measurable functions. Convergence in Measure. Lebesgue theorem. Lebesgue integral of bounded measurable functions and their proper ties. Comparison with Riemann-Integral. Lebesgue’s criteria for Riemann integrability. Riemann - Stieltjes integrals, Simple properties. Fourier series. Metric space: Examples, c , S , $c[a, b]$, Algebra of open and closed sets, closure, Interior and boundary of a set. Limit point, Housdroff property, Completeness. Connectedness. Important theorems in a metric space. Heine-Borel theorem. Continuous Functions over metric space –with applications. Uniform Continuity. Contraction theorem. Construction mappings Approximation theorem. Completeness in Matric spaces, examples, Baire theorem and Equivalent matrices. Compactness and Connectedness in metric space.

Group - B: Complex Analysis (50 Marks)

Complex Field: The algebra of complex numbers, extended complex plane, Riemann sphere and Stereographic projection. Lines. Circles, Cross-ratio, Bilinear transformation.

Complex Functions : Functions of a complex variable, limit, continuity, differentiability, Cauchy-Riemann Equations, Sufficient condition for differentiability. Harmonic functions, Analytic functions.

Integration: Line integrals of a complex function, Cauchy's fundamental theorem and its consequences, Cauchy's integral formula. Maximum modulus theorem and its consequences, Morera's theorem, Liouville's theorem, Fundamental theorem of algebra.

Sequence and Series : Sequence and Series of Complex numbers and Complex functions, Uniform Convergence, Weierstrass' M-test, Weierstrass theorem on uniform convergence on Compact sets (statement only), term wise integration and differentiation. Power series. Cauchy-Hadamard theorem. Uniqueness theorem.

Elementary Functions: Exponential functions, trigonometric functions, logarithm function. Many-valued functions. Branch Point.

Analytic Functions: Taylor's theorem, zeros of an analytic function, form of an analytic function near a zero, zeros are isolated points, Schwarz's lemma. Open mapping theorem. Laurent series. Singularities: Pole, Essential singularity, Removable singularity. Form and behavior of a function near a pole, Casorati-Weierstrass theorem, Riemann's theorem on Removable singularity, Simple examples.

Calculus of residues: Residue, Residue theorem, Meromorphic functions, Argument principle, Rouché's theorem . Contour integration.

Paper - III

Group—A: Ordinary Differential Equations and Special Functions (50 Marks)

Existence and Nature of Solutions : Introduction, Order, Degree and Exactness of Differential equation, Principle of Duality, Picard's theorem.

General Theory of Linear Differential Equation : Basic concepts. Linear Differential Equation and its Properties, Existence and uniqueness theorems; Variation of parameters; Ordinary points: Regular singular points ; Two Space System; Autonomous System; Critical points; Limit cycles.

System of linear differential equations : System of linear differential equations in Normal form, Homogeneous linear system. Wronskian; Characteristic Equation and Characteristic Values, Stability of solution of ordinary differential equation.

Second order linear differential equations: Uniqueness Theorem, Characteristic Equation and Characteristic Values, Boundary Conditions. Sturm-Liouville Systems, Fourier's Convergence Theorem.

Green's function : Green's functions and its properties, Sturm-Liouville theory; Boundary value problems.

Plain Autonomous Systems : Path of the system. Integral curves, Singular point. Critical point Node, Saddle point, Damped linear Oscillator.

Special Functions : Equation of Fuchsian type; Series solution by Frobenius method; Bessel, Legendre, Hermite, Laguerre and Hypergeometric differential equations: Simple properties of solutions; Asymptotic Expansions; Solutions in terms of contour integration.

Non-linear differential Equations: Fundamental Existence Theorem; Stability; Lyapunov's function; Differential Equations with periodic solutions; Method of Bogoliubov and Krylov.

Group — B : Partial Differential Equations (50 Marks)

Linear partial differential equations of the first order : Charpit method and Jacobi's method or solutions; Lagrange's equation and its solution; Quasilinear partial differential equation of second order; Cauchy problem; Characteristic directions; Classification of equations; Normal form of equations; Adjoint and self-adjoint operators. Some important partial differential equations and their classifications; Wave equation: D'Alembert's solution, Riemann's method of solution of hyperbolic equations: Heat equation; Elementary solutions; Laplace's equation: Elementary solutions; Dirichlet and Neumann problems; The theory of Green's function for Laplace's equation.

Elliptic differential equations: Laplace's equation, Poisson equation, Boundary value problems, Laplace's equation in spherical polar and cylindrical co-ordinates, Heat equation, Harmonic function and Mean value theorem.

Parabolic differential equations: Diffusion equation. Boundary conditions, Solution by method of separation of variables, Maxima-Minima Principle, Uniqueness Theorem.

Hyperbolic differential Equations: Wave equation and Helmholtz equation in spherical polar coordinates; Solution by the method of separation of variables: Solution by the method of Fourier series.

Green's function: Green's function method for solution of Laplace's equation, Green's functions for solving Diffusion equation, Green's functions for Wave equation-Helmholtz theorem.

Paper – IV

Group - A: Numerical Analysis (50 Marks)

Introduction: Round-off errors and Instability - inherent and induced, Control of Round-off errors, Hazards in Approximate Computations.

Solving System of n Linear Equations in n unknowns: LU Decomposition Methods, Determinant of a Matrix and Matrix Inversion, Least-Squares Solution Over-determined Linear Systems, ill- conditioned Matrix.

Eigen pair of an nxn Matrix: Power Method for Extreme Eigen values and Related Eigen vectors, Power Method with shifting.

Solution of Non- Linear Equations : Isolation or Bracketing of a Root (With odd multiplicity), Fixed Point Iteration, Newton-Raphson Method and Modified Newton-Raphson Method (for Real Roots only), Roots of Polynomial Equations with real Numerical Coefficients, Evaluation of Polynomials and their Derivatives. Bairstow's Method for Quadratic Factors of Polynomials, Nonlinear Systems, Newton's Method, Quasi-Newton Method.

Polynomial Interpolation : Inverse Interpolation, Roots by Inverse Interpolation, Central Difference Interpolation Formulas - Gauss, Hermite Interpolation, Piecewise nominal Interpolation Cubic Spline Interpolation.

Approximation: Least Square Approximation to Discrete Data, Chebyshev Polynomials, Economized Power Series Approximation of Functions.

Numerical Integration: Newton-Cotes Integration formula. Romberg Method. Gaussian Quadrature Rules

Numerical Solution of Ordinary Differential Equations-Initial Value Problems: Taylor Series Method, Euler and Modified Euler Methods, Runge-Kutta Methods, Linear Multistep Methods: Adams-Bashforth, Adams-Moulton and Milne Formulae.

Two-point Boundary Value Problems of Ordinary Differential Equations: Finite Difference Method, Passage Method.

Elements of Finite Difference Method of Numerical Solution of Partial Differential Equations : Poisson Equation on a Rectangular Region, Parabolic Equation in One- space Dimension (Heat Equation) - Explicit Finite Difference Method, Crank- Nicolson Method (Implicit Method) Hyperbolic Equation in One- space Dimension (Wave Equation): Finite Difference Method, Method of Characteristics.

Group—B : Computer Programming and its Applications to Problems of Numerical Analysis (50 Marks)

Algorithms and Flowcharts: Algorithms, Objectives, Definition and Examples of Algorithms, Flowchart

Programming with C: Introduction to C Programming, Constants and variables, Operators and Expressions, Input and Output Statements, Control Statements, Arrays, Functions, Pointers: Address operators, pointer Declaration, Void Pointer, Passing Pointers to a Function, Pointers and One-Dimensional Array, Dynamic Memory Allocation. String Manipulation, Structure and Unions: Definition of Structure, accessing a Structure, Nested Structure, Array of Structure, User Defined data type, Structure and pointers, Passing Structure and Function, Union. File Processing: File Pointer, Opening and Closing a File, File Handling Function, Writing to a File, Reading from a file, Operations on Data Files. Macro and Pre-processor: Macros, Macros with Arguments, the C Pre-processor.

Problems on Numerical Analysis: Solution of Algebraic and Transcendental Equations: Bisection method, Iteration Method or fixed Point Iteration, Newton-Raphson Method or Method of Tangent, Solution of System of Linear Equations: Jacobi's Iteration Method, Gauss-Seidal's Iteration method, LU Decomposition Method. Integration: Trapezoidal rule, Simpson's 1/3 Rule. Ordinary Differential Equations: Euler's Method, Runge-Kutta Methods. Fitting of a Straight Line.

Data Structure: Asymptotic Notations, Time and Space Complexities, Data Structure, Arrays, Stacks, Evaluation of Expression: Postfix expression, Queues, Linked Lists.

Paper-V

Group — A : Principles of Mechanics (50 Marks)

Preliminaries: Concepts of Inertial frame, Newton's laws of motions, Conservative forces. Conservation laws.

Equations of motion of a particle in different systems of co-ordinates. Motion of a particle on smooth and rough surfaces.

D'Alembert's principle: Generalized co-ordinates. Constraints. Classification of constraints. Kinetic energy in terms of generalized co-ordinates. Principle of Virtual Work. D'Alembert's principle.

Lagrangian Mechanics : Derivation of Lagrangian equation of motion from D'Alembert's principle. Lagrange's equations of motion for holonomic and non-holonomic systems. Examples of conservative systems, Central force problem, Liouville's Class of systems, Ignorable co-ordinates. Routhian function. Rotating Frames : Moving axes. Motion relative to the Earth. Coriolis force. Foucault's pendulum. Non-potential forces. Hamiltonian and Poisson Bracket : Generalized momentum. Hamiltonian. Hamilton's canonical equations of motion, Integral of energy. Poisson Bracket and its properties. Poisson bracket relations concerning linear and angular momentum. Action Principles: Hamilton's principle and the principle of least action. Verification of Hamilton's principle by D'Alembert's principle. Derivation of Lagrange's equations and Hamilton's equations from Hamilton's principle. Symmetries and Constants of Motion: Noether's theorem, applications on important physical problems like Brachistochrone. Shortest distance, Laws of Reflection and Refraction.

Canonical transformation: Concept of Phase space, Different kinds of Canonical transformations. Configuration space. Point Transformation and equivalency of Lagrangian mechanics. Hamilton-Jacobi equation, application to action-angle variables.

Group - B : Elements of Continuum Mechanics and Special Theory of Relativity (without tensor) - 50 Marks

Special Theory of Relativity : Galilean transformation. Postulates of special theory of relativity. Lorentz transformation. Time Dilation. Length contraction and dilation. Velocity addition theorem. Einstein's Mass-Energy relation. Transformation formula for mass. Kinematics of fluids : Lagrangian and Eulerian methods. The equation of continuity. Stream lines. Velocity potential. Rotational and irrotational motion. Euler's dynamical equations of motion. Integration of Euler's equations. Steady motion. Bernoulli's theorem. Motion in two dimensions. Source Sink and Doublets. Constancy of circulation. Kelvin's theorem on minimum kinetic energy. Viscous flow theory. Navier-Stokes equation. Circulation in viscous flow. Flow between parallel plates.

Deformation of Solid: Deformation of Elastic Solid, Strain tensor. Equations of compatibility. Analysis of stress. Stress equations of equilibrium and motion. Stress-strain relations. Generalized Hooke's law. Equilibrium equations for an isotropic elastic solid. Simple applications. Strain energy function. Saint Venant's principle. Wave propagation. Isotropic elastic solid.

Part-II

Paper-VI

Group - A: General Topology (50 Marks)

Topological spaces. Examples, Base for a Topology. Sub-base. Neighbourhood system of a point, Neighbourhood base. Limit point of a set. Closed sets. Closure of a set, Kuratowski closure operator; Interior and boundary of a set, Sub-space Topology, First and Second, Countable spaces. Continuous function over a Topological space. Homeomorphism; Nets, Filters, Their convergence, Product spaces, Projection function. Open and Closed function, Quotient spaces. Separation axioms T_0 T_1 ; T_2 ; T_3 ; T_4 in Topological spaces. Product of T_2 -SPACES. Regular spaces, Normal spaces. Completely regular spaces. Tychonoff spaces, Urysohn's Lemma in Normal spaces, Tietze extension Theorem, Embedding in cube. Embedding Lemma. Urysohn's metrization Lemma. Open cover, Sub-cover, Compactness, Countable open cover, Lindeloff space, Compact sets, Finite Intersection property, Tychonoff Theorem on product of compact spaces, Continuous image of a compact spaces, Locally compact spaces, One point compactification. Connected spaces, Separated sets, Disconnection of a space, Union of connected sets, Closure of a connected sets, Connected sets of reals, Continuous image of connected spaces, Topological product of connected spaces, components, Totally disconnected spaces, Locally connected spaces. Uniformity in a set, Base, Sub-base of a Uniformity, Uniform space. Uniform Topology. T_2 -property of a Uniformity, Interior and closure of a set in terms of uniformity, Uniformly continuous function. Product Uniformity.

Group — B : Functional Analysis (50 Marks)

Metric spaces : Metric Topology, Complete metric spaces, examples G , $C[a, b]$; Separable metric spaces, Continuous functions; Homeomorphism, Isometry; Compact metric spaces, Sequential compactness, Banach Contraction Principle Theorem, Ascoli-Arzelà Theorem.

Normed Linear space (NLS) : Banach space. $C[a, b]$ as a Banach space. Quotient space of a NLS, Algebra of convex sets. Bounded Linear operators, their continuity, Unbounded Linear operator, Norm $\|T\|$ if a bounded Linear operator T on a NLS. Formulae for $\|T\|$. Equivalent norms, Riesz Lemma. Finite Dimensionality of NLS by compact unit ball, Boundedness of Linear operators over finite dimensional NLS, space $BdL(X, Y)$ of bounded Linear operators

; its completeness. Bounded Linear Functional, Hahn - Banach Theorem ; its applications, conjugate spaces of NLS ; Canonical mapping ; Embedding of a NLS into its second conjugate spaces under a Linear Isometry ; Reflexive Banach spaces ; Open mapping Theorem : Closed Graph Theorem.

Inner product spaces (I.P.S.): Cauchy - Schwarz inequality, I.P. spaces as NLS, Law of Parallelogram, orthogonal (orthonormal) system of vectors ; Hilbert spaces ; Projection Theorem in a Hilbert spaces H , Riesz representation for a bounded linear functional, Complete orthonormal system in H . Adjoint of bounded Linear operator in a Hilbert space H . Algebra of adjoint operators. Self-adjoint operators in H ; their norms, every bounded Linear operator in H as a sum of self-adjoint operators ; eigen-values and eigen vectors of self-adjoint operators.

Paper -VII

Group-A : Differential Equations & Integral Transformations (50 Marks)

Fourier Transform : Its property of Continuity and Differentiability, Fourier transform derivatives. Riemann - Lebesgue Theorem. Fourier Inversion Theorem; Convolution Theorem and Parseval's relation for Fourier Transform; Fourier Sine and cosine transform . Some applications like (i) Heat conduction in solids (ii) Wave equation.

Laplace's Transform : Laplace Transform of derivatives, Properties of Laplace's Transform, like (i) Linearity (ii) Shifting (iii) Translation (iv) Convolution Theorem. Differentiation and Integration of Laplace Transform. Inverse Laplace Transform : Inversion by (i) use of linear and shifting property, (ii) use of formulas for derivative and Integral of a Laplace's Transform, (iii) use of convolution. Theorem. Heaviside series expansion. Applications in Linear ordinary and partial differential equations.

Hankel Transforms: Its inversion formula. Hankel Transform of derivatives. Finite Hankel Transform and inversion formula. Finite Hankel Transform of derivatives. Applications in problem of (i) free symmetric vibration of a stretched circular membrane (ii) conduction of heat in an infinite circular cylinder.

Group-B : Integral Equations and Generalized Functions (50 Marks)

Preliminary concepts : Integral Equation, Special types of kernels - symmetric kernel, kernel producing convolution integral, separable or degenerate kernel. Integral operator. Resolvent, resolvent kernel and resolvent equation. Function space. Orthonormal system of functions. Gram-Schmidt orthogonalisation. Approximation and convergence in the mean. The Riesz Fisher theorem.

Method of successive approximations: Neumann series, Iterated kernel. L^2 -kernels and functions. Fredholm Theory: The Fredholm theorems. Degenerate kernels. Method of approximation by degenerate kernels. Continuous kernels. Hilbert-Schmidt kernel : expansion theorem, the Hilbert-Schmidt theorem, Hilbert's formula, applications of Hilbert-Schmidt theorem. Expansion of the resolvent kernel. Positive kernels. Mercer's theorem. Fredholm integral equation of the first kind.

Paper-VIII

Group - A : Differential Geometry (50 Marks)

Tensors : Transformation of Co-ordinates ; Summation conventions ; dummy index, free index, Kronecker delta ; Contravariant and Covariant vector. Invariants ; Second order tensors and higher order tensors ; Algebra of Tensors ; Contraction ; Symmetric and skew symmetric tensors. Quotient Law; Conjugate symmetric tensor. Curvilinear Co-ordinates.

Metric tensor : Linear elements ds , Riemannian metric. Fundamental metric tensor, Riemannian space. Associated vectors, magnitude of vectors, angles. Christoffel symbols. First and Second kind ; Relations Covariant differentiation of vectors and Tensors. Riemann - Christoffel Tensor and its properties; Riemann - Christoffel tensor of first kind ; Ricci Tensor ; Scalar Curvature, Einstein space.

Curves and Surfaces in spaces : Serret-Frenet formula ; Helices, Surfaces : The element of length and metric tensor. First Fundamental form ; Angle between two intersecting curves on a surface ; Geodesics on a surface: Gaussian Curvature : Geodesic curvature. Necessary and sufficient condition for a curve on a surface to be geodesic.

Tensor derivative : Gauss formula: Weingarten's formula : Third Fundamental form of the surface. Equations of Gauss and Codazzi, Meusnier's theorem ; Principal curvatures, line of curvature.

Group - B : Graph Theory (50 Marks)

Graphs and Directed Graphs (Digraph): Parallel edges. Adjacent edges. Loop; Simple Graph; Degree of a vertex; Regular Graph, Odd and Even vertex; Pendant vertex. Properties of a graph: sum of degrees of vertices in a graph equals to twice the number of edges in G , Simple Graph has a pair of vertices of equal degrees. Directed Graphs (Digraph), Representation of binary relations on finite sets by Digraphs.

Subgraphs: isomorphism of graphs, walks, paths and cycles; length of a walk; closed walk; Circuits and cycles.

Connected Graphs : Components of a graph ; A simple Graph of n vertices and m components has at most $\frac{1}{2}(n-m)(n-m+1)$ edges ; Complete Graph, Complement of a graph ; A Complete Graph of n vertices contains $\frac{1}{2}n(n-1)$ edges,

Eulerian and Hamiltonian Graphs : Eulerian graph, Hamiltonian Graphs, A Connected Graph of even degree vertices is Eulerian, Konigsberg Bridge problem; Hamiltonian Path .

Tree: Definition of Tree, Important properties like A tree of n vertices has $(n-1)$ edges; A connected n -vertex graph with $(n-1)$ edges is a tree. Minimally connected tree; Spanning tree; every connected graph has a spanning tree. Minimal spanning tree; Kruskal's algorithm for a minimal spanning tree; Rooted tree, Binary tree.

Planar Graph : Imbedding of a Graph on a surface, Faces of a Planar Graph; Euler's polyhedral equation, Kuratowski's first Graph K_5 and Kuratowski second Graph $K_{3,3}$. Their properties.

Matrix representation of Graphs: Adjacency matrix of a Graph, Incidence matrix of a Graph.

(i) Special paper-Pure Mathematics

Paper-IXA (i): Advanced Complex Analysis (50 Marks)

Analytic continuation – The idea of analytic continuation. The analytic continuation of the exponential, trigonometric and hyperbolic functions. Direct analytic continuation. Complete analytic function. Natural Boundary. Analytic continuation by power series. Function e^z . Analytic continuation along a path. Monodromy theorem.

Conformal Mapping – I – Definition. Basic properties of conformal mapping. Conformal mappings by elementary functions. Schwarz Principal mappings by elementary functions. Schwarz-Cristoffel transformation. Some applications.

Entire function – Infinite product. Uniform convergence of infinite products. Basic properties of entire functions. Factorization of entire functions. Meromorphic function – Mittag-Leffler theorem. Gamma function. Jensen's theorem. Poisson – Jensen theorem.

Conformal Mapping – II – Univalent function. Normal families. The Riemann mapping theorem. The class \mathcal{Y} .

Many valued function – The function $\log z$. The power function. Branch points of an analytic function. Regular branches of analytic functions.

Riemann Surface – A few examples.

Paper IXB (i): Advanced Topology (50 Marks)

Compactness: Nets and filters-subnets, clusters point, filter, ultrafilter. Characterization of compactness. Countable, Frechet, Sequential compactness, interrelationships, compactness in metric spaces, equivalence of the four types of compactness.

Compactification: Locally compact spaces, properties, compactification, more on one-point compactification, embedding Lemma, Stone-Cech compactification, ordering in Hausdorff compactifications, Wallman's compactification.

Paracompactness: Locally finite family, paracompactness, basic properties, star operation, equivalent condition of paracompactness in respect of star operation, fully normal space, partition of unity.

Metrization: Metrization of topological space, Metrization of the product space \mathbb{R}^J , Uryshon's metrization theorem, Nagata-Smirnov metrization theorem, Cartesian product of metrizable spaces, Two important results, namely, Arzela-Ascoli's theorem, Stone-Weirstrass.

Uniform space and proximity spaces: Definition of uniform spaces, basis, sub basis of a uniformity, topology induced by uniformity, uniformizable spaces, Metrizable spaces, uniformly continuous maps, Cauchy nets and filters, completeness in a uniform space, total boundedness and compactness.

Paper-XA (i) : Advanced Differential Geometry (50 Marks)

Differentiable Manifold : Differentiable mapping, Differentiable curves ; Integral Curve, Differential of a mapping, f -related vector field . One parameter group of transformations on a manifold. Co-tangent space, r -form and Exterior Product. Exterior differentiations, its existence and uniqueness. Pullback differential form.

Lie Group : Left translation, right translation, Invariant Vector field. Lie algebra of the Lie Group G . Invariant Differential Form: Automorphism. Inner automorphism. One-parameter Sub Group of a Lie Group. Lie Transformation Group (Action of a Lie Group on a Manifold). Fundamental Vector field, Fundamental map. Linear connection; Torsion tensor field and curvature tensor field on a Linear connection. Ricci Identity:

(i) for a 1-form $w : (\nabla_x \nabla_y w - \nabla_y \nabla_x w - \nabla[X, Y]w) = -W(R(X, Y), Z, P)$

(ii) for a 2-form $w : (\nabla X \nabla Y^w - \nabla Y \nabla X^w - \nabla[X, Y]^w)(Z, P) = -W(R(X, Y)Z, P) - W(Z, R(X, Y)P)$

Riemannian Metric : Riemannian Connection (Levi - Civita Connection). Every Riemannian manifold (M, g) has a unique Riemannian Connection. A Riemannian manifold of constant curvature is an Einstein Manifold. A 3-dimensional Einstein manifold is a manifold of constant curvature.

Semi-symmetric Metric Connection. Weyl Conformal Curvature tensor. Goldberg's result : If (M, g) is a Riemannian manifold and A is the field of symmetric endomorphism corresponding to Ricci tensor S i.e., $g(AX, Y) = S(X, Y)$ for every Vector fields X, Y on M , then $C(X, Y)Z = R(X, Y)Z - 1/n-2 \{g(Y, Z)AX - g(X, Z)AY + S(Y, Z)X - S(X, Z)Y\} + r/(n-1)(n-2) \{g(Y, Z)X - g(X, Z)Y\}$. Conformally symmetric. Riemannian Manifold, A conformally symmetric manifold is of constant scalar curvature if $(\nabla Z S)(Y, W) = (\nabla W S)(Y, Z)$ for all Y, Z, W .

Paper- XB (i) : Advanced Functional Analysis (50 Marks)

Convex hull of a set in a vector space : Its representation Theorem ; Symmetric sets, balanced sets, absorbing sets in a vector space ; Isomorphism in vector spaces. Topological vector spaces (TVS), translation and multiplication operators as self-homeomorphism, Bounded sets in TVS ; basic properties in TVS. Separation Theorem in TVS ; Linear operators and their continuity in TVS ; Locally compact TVS, Minkowski functionals, semi-norms, Kolmogorov theorem on normability of a TVS.

Bounded Linear functionals and their representation over $R^n, l_p (1 < p < \infty)$ and $C[0,1]$. Banach Steinhaus Theorem, Weak convergence in Normed Linear Space (NLS). Best approximation in NLS, strictly convex norms, uniqueness criterion of best approximation. Resolvent set $r(T)$ and spectrum $s(T)$ of a bounded linear operator T over NLS, compact linear operators, spectral properties of a bounded self-adjoint operators T over Hilbert space, spectral radius formula ; Projection operators, their algebra and properties.

Eigen value, eigen vector of a linear operator over NLS X with $\text{Dim}(X) < \infty$, characteristic equation : finite dimensional spectral theorem ; Banach algebra X , identity element; invertible and non - invertible elements of X , Topological divisor of zero in X . Gelfand-Mazur Theorem. Weak and weak* topology in conjugate space X^* of a NLS X ; their properties, weak* compactness, Banach-Alaogulu Theorem.

(ii) Special Paper- Applied Mathematics

Paper IXA (ii) : Operations Research (50 Marks)

Classical Optimization techniques: Multivariable Optimization with no Constraints, equality constraint and inequality constraints. Method of constrained variation, Method of Lagrange multipliers. Kuhn-Tucker conditions. Revised Simplex method, Dual simplex method and modified dual simplex method.

Post optimality Analysis: Discrete changes in the Cost vector and Requirement vector. Addition of a single variable, Deletion of a variable and Addition of a new constraint.

Quadratic Programming: Wolfe's and Beale's method.

Integer Programming: Gomory's cutting Plane method, Branch and bound method.

One dimensional minimization method: Fibonacci method and Golden section method.

Unconstrained optimization technique: Steepest descent method, Quadratically convergent method, Newton's method & Dairdon-Fletcher-Powell method.

Constrained optimization technique: Cutting plane method.

Paper IX B (ii) : Mathematical Models in Ecology (50 Marks)

Introduction: Basic concept of ecological systems. Mathematical models. Variables, Deterministic and Stochastic models. Modelling in discrete time and continuous time.

Continuous Single-Species Population Models: Basic Postulates, General Model equation. Malthus growth model, Logistic growth model, Allee effect. Qualitative analysis, Harvard model.

Discrete Single-Species Population Models: Discrete models and difference equations. Differential Vs Difference equations. Equilibrium points and Stability. Graphical solution of Difference equations. Density dependent population growth. Equilibrium points and Criterion of Stability. Rabbit problem. Fibonacci sequence.

Delay Differential equations Models: Introduction, Types of Delay equations, Discrete time Delay model, Distributed Delay models of population.

Interacting Population Models: Qualitative analysis, Generalization and Stability. Periodic solutions and limit cycles. Classical Prey-Predator models. Realistic Lotka-Volterra models. Co-operative systems. Ecosystem models. Functional groups and Nutrient Flows. Food-Chain model. Logistic primary production, Material cycling.

Paper – XA (ii) : Fluid Mechanics (50 Marks)

Irrrotational motion in 3D : motion of a sphere, flow around an ellipsoid, stream function for axis-symmetric flow, method of source and sinks, motion of a rigid body in an unbounded fluid, inertial motion of a body.

Boundary conditions, motion of a circular cylinder, the unsteady flow, hydrodynamic reactions in a steady flow, Blasius-Chaplygin formulae, Kutta-Joukowski transformation, method of conformal mapping. Schwartz-Christoffel formulae, Joukowski's profile, flow around a flat plate and an elliptic cylinder. Vortex lines, vortex filaments, rectilinear and circular vortex, Stoke's formulae, Helmholtz's theorems, formulation of vortices, vortex layer, Karman vortex street.

Wave motion : plane waves, wave components, steady waves, progressive waves, energy of waves, group velocity, rate of transmission of energy in simple harmonic surface waves, water at the common surface of two liquids, Long wave, capillary waves. Flow through pipes of circular, annular and elliptic cross-sections, boundary layer equations on a plane wall, Blasius solution for a flat plate.

Paper X B (ii) : Mechanics of Solids (50 Marks)

Two Dimensional Elastostatic Problems : Introduction, Plane strain, Plane stress and Generalized plane stress, Plane elastostatic problem, Airy's stress function.

Extension and Torsion : Axial Extension of a Beam, Beam stretched by its own weight, Bending of a beam by terminal couples, Torsion of cylindrical bars of circular cross-section, Torsion of a cylindrical bar of any given section, Solution of the torsion problem for certain particular cases.

Semi-Infinite Solids With prescribed Displacements or Stresses on the Boundary: Semi-infinite solid with prescribed Displacements on the plane Boundary, Semi-infinite solid with prescribed surface traction on the plane boundary, Simple Solutions.

Variational Methods : Euler's Equation, Theorem of minimum potential energy, Theorem of minimum complementary energy, Reciprocal theorem of Betti and Rayleigh

Elastic Waves : Body Waves : Waves of dilatation and waves of distortion, Plane Waves, Surface Waves : Rayleigh wave, Love waves.

Transverse Vibration of Thin Elastic Plates : Basic Preliminaries, Differential equation of transverse vibration of thin plate, Vibration of a rectangular plate with simply supported edge, Free vibration of a circular plate : Clamped edge, Simply supported edge, Symmetrical vibration of a thin circular plate.

Plasticity : Basic Concepts : Relation between the stress and strain deviators, Stress-strain curve. Yield Criterion, Equation of Plasticity : Prandtl-Reuss Theory, Stress-strain relation of Von-Mises, Elasto-plastic problems.

Duration of the programme:

The duration of post graduate mathematics course is 2 years which could be extended up to maximum 5 (five) years. Thereafter, students need to re-register freshly to complete the course.

Faculty and Support staff:

The NSOU uses a mix of existing full-time faculty, freelance faculty from other universities and some support from other departments of the university. NSOU has access to sufficient numbers of academically and professionally qualified faculty within and outside the university to teach the courses in the program. For detail of the faculty and support staff following link may be referred.

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	HQ	1
2	Associate Professor		
3	Assistant Professor	RC (Advised-01)	3

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
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1	Junior Assistant	RC	1
2	Junior Assistant	HQ	1

Instructional delivery mechanisms:

The NSOU follows a modern ICT enabled approach for instruction. The methodology of instruction in NSOU is different from that of the conventional/regular programs. Our ODL system is more learner-oriented and the learner is an active participant in the teaching-learning process. Most of the instruction is imparted through distance, rather than face-to-face communication.

Instructional Delivery Mechanism (for each paper of 50 marks)

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	18(Theory)
	Tutorials/ Special Classes/ Remedial Classes	Yes	10
	Seminar/ Research Colloquium	No	
	Workshop	No	
	School Based activities and Internship	No	
	Micro Teaching Sessions	No	
	Laboratory based Practical	Yes	18(Practical)
	Field Work including Visits	No	
	Extension Activities/ Community Outreach Programmes	No	
Self- Learning	SLMs	Yes	80
	Reference Books	Yes	36
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	Yes	30
	Offline DVD/SD Card/USB Drive	No	6
	Telecommunications	Yes	Support given as per need.
	Social Media (Facebook page/ Instagram/ Twitters/ Google Groups etc.)	Yes	
Blended	Smart Classrooms	Yes	
	Flipped Learning	No	

Print Material:

NSOU has major focus on print material and their continuous upgradation by eminent teachers/scholars both from NSOU and other reputed universities/institutes. Since text is still the dominant form of information in a distance environment, print-based instruction has a critical role in NSOU distance learning initiatives. Print offers compelling strengths as a distance education medium. It is easy to reproduce, portable, ideal for self-study, and a familiar medium to learners.

Audio-Visual Material Aids:

The learning package contains audio and video programmes which have been produced by NSOU, for better clarification and enhancement of understanding of the course material given to the student. A video programme is

normally of 25-30 minutes' duration. The video programmes are delivered using laptop/desktop or a mobile app.

Face to Face Counselling Sessions:

Normally, counselling sessions are held as per a schedule drawn beforehand by the Study Centre Coordinator. They are held on weekends, i.e., Saturday and Sunday. There are 6 counselling sessions of 3 hour duration for each course in face to face mode. Eminent teachers from NSOU and other institutes drive these sessions with their vast experience and help the learners to understand the subject better.

Laboratory Counselling Sessions:

NSOU has state-of-the-art laboratory where modern computing techniques are practiced while solving different mathematical problems. The laboratory has capacity of 50 learners and well equipped with different programming language software like C, C++, Python, R which is the basic needs of modern days mathematical programming for PG level.

Multimedia Based material:

NSOU developed several lectures on rigorous mathematical topics which comprised of words, pictures/Diagrams along with relevant automation for better clarity and visualization. CD-ROM and DVDs have been used as storage for this lecture which will be distributed to the learners as per their needs.

Online/Virtual Classes:

Additionally, NSOU, conducts live/virtual classes using technology. These are pre-calendared classes where the faculty or external experts are invited to conduct live sessions for students. Students are able to ask questions and the instructor is able to answer questions after the lecture using technology.

Mobile App:

NSOU provides a mobile app to each and every student using which students can go through entire learning material at their convenience. The mobile app has the capability to make the entire content (Video, Textual, Quizzes etc.) in off-line mode too. This is a unique offering of NSOU which has made the learning process convenient and very effective for the learners.

Medium of Delivery: English

Paper Wise Mapping of Credit Hours:

		Paper	Paper Code	Paper Type (Theo/Prac)	Study Hours	Full Marks	Credits
1 st Year		Abstract Algebra	PGMT -1A	Theo	240	100	8
		Linear Algebra	PGMT -1B				
		Real Analysis & Metric Spaces	PGMT -2A	Theo	240	100	8
		Complex Analysis	PGMT -2B				
		Ordinary Differential Equations	PGMT -3A	Theo	240	100	8
		Partial Differential Equations & Special Function	PGMT -3B				
		Numerical Analysis	PGMT -4A	Theo	240	100	8
		Computer Programming & its application to Numerical Analysis	PGMT -4B				
		Principles of Mechanics	PGMT -5A	Theo	240	100	8
		Elements of Continuum Mechanics & Special Theory of relativity	PGMT -5B				
2 nd Year		General topology	PGMT -6A	Theo	240	100	8
		Functional Analysis	PGMT -6B				
		Differential Equations, Integral Transformations	PGMT -7A	Theo	240	100	8
		Integral Equations	PGMT -7B				
		Differential Geometry	PGMT -8A	Theo	240	100	8
		Graph Theory	PGMT -8B				
	An	Group-A	Advanced Complex Analysis	PGMT-9A(i)	Theo	240	100
Group-B		Operational Research	PGMT-9A(ii)				

	Group-A	Advanced Topology	PGMT-9B(i)	Theo			
	Group-B	Mathematical models in Ecology	PGMT-9B(ii)				
	Group-A	Advanced Differential Geometry	PGMT-10A(i)	Theo	240	100	8
	Group-B	Fluid Mechanics	PGMT-10A(ii)				
	Group-A	Advanced Functional Analysis	PGMT -10B(i)	Theo			
	Group-B	Mechanics of Solids	PGMT-10B(ii)				
Total Marks and Credits					2400	1000	80

F. Procedure for Admission, curriculum transaction and Evaluation:

Admission: Centralised admission process is conducted through online mode. Admission fees also collected through online payment gateway service and dedicated bank challan to assure better transparency in monitory transaction.

Eligibility: Admission to the post graduate mathematics course will be done on the basis of following criteria: Honours Graduate in Mathematics (10+2+3) .

Admission shall not be a right to the students and NSOU shall retain the right to cancel any admission at any given point of time if any irregularity is found in the admission process, eligibility etc.

Total Course Fees: Rs. 11,600/- (Excluding Examination and studentship Renewal Fees)

Financial Assistance: At present no financial assistance is provided for this course.

curriculum transaction:

SLMs (English version) in print and electronic medium are provided as approved by the Board of Studies and as ratified by Academic Council of the University. In addition, ICT facility is provided for the course. PCP schedules for PG courses are prepared by concerned School of Studies and circulated among the Study Centres as well as notified in the official website of the University well ahead of the schedule. PCPs are conducted at selected accredited Study Centres (known as PCP Centre) of this University from different regions of West Bengal. PCP sessions are generally scheduled on weekends/holidays, though, under special circumstances, special sessions may be arranged on weekdays with a notification in the University Website. During these sessions, teachers will help the students with their course work. PCPs are conducted in both the languages as per convenience. Practical Sessions are arranged by the respective Study Centre for the students who have enrolled for the particular subjects. Regular attendance throughout the practical session by each and every student are mandatory. Practical work in subsidiary subject is arranged at some selected centres.

Evaluation The evaluation system of the programme is based on following components:

Continuous evaluation in the form of assignments (weightage: 20%): This component carries a weightage of 20%. There will be one graded assignment per course. The assignment is to be submitted to the Co-ordinator of the NSOU/Study Centre to which the student is assigned or attached with.

Term-end examination (weightage: 80%): Term-end exams will be held every year in the month of June. The students are at liberty to appear in any of the examinations conducted by the University.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners registered mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related

information to examination and evaluation through its official website and registered mobile number of the learners.

G. Laboratory support and Library Resources:

Laboratory: NSOU has developed state-of-the-art laboratory in regional campus for computer programming, which is used for postgraduate mathematics course. The laboratory has capacity of 50 learners and equipped with hardware and software required for mathematical programming. Other laboratories in different study centers are also used for practical sessions.

Library: NSOU has its own libraries in different regional centers. The libraries have large collections of books in different topics of higher mathematics and research. The libraries of study centers are also being used for the learners.

H. Cost estimate of the programme and the provisions: Cost estimate of the program is Rs. 4,103/- per student.

I. Quality assurance mechanism and expected programme outcomes: NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of sciences.

A. Programme Mission and Objective:

In general, as ODL is concerned, our main objective is to democratize education as a resource and provide every citizen, irrespective of gender, caste and creed, easy and affordable access to quality education and particularly, in the paradigm of Social sciences. The basic philosophy of our aim is to “Reach the Unreached”.

B. Relevance of the Programme with HEI’s Mission and Goals:

To spread higher education in different parts of the state and we provide quality education in a flexible mode to serve the aim of establishing an equitable knowledge society within the state, provide higher education through distance learning through the language of the stateside. Bengali, to make education affordable to disadvantaged, to provide a facility for lifelong education to intending learners, to strive for up gradation of technology without compromising the basic values of the society, to contribute to the development of the state and the nation and to motivate learners to strive for secular, scientific and democratic education.

C. Nature of Prospective Target Group of Learners:

Our main target group of learners are mainly from the rural areas, particularly where the colleges/Universities are too far from their local residence. Although students from urban areas are also enrolled themselves in different study centres of the University. NSOU caters and tries to offer them the best of the opportunity by offering this subject at postgraduate level.

D. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence

In science “the term theory is used to describe an organized body of principles and assumptions that account for a set of phenomena along with the rules for its application”. On the other hand, practical is a simplified, physical representation of a thing or process. The representation can take many forms, such as a diagram, a flow chart, a computer program, dissection, or a physical replica. NSOU provides all the pre-conditions of the science subjects while conducting Post Graduate course in Zoology at the University. The following attributes amply speak for this.

- i) Zoology, as a discipline, in NSOU is its ability to integrate and apply knowledge across the interface of the Earth’s animal and its relation with the environment;
- ii) In various fields of Zoology like anatomy, physiology, biochemistry, quantitative biology, parasitology and environmental health, aquatic resource management the students work together to study fundamental and applied problems that are of compelling societal and scientific interest.
- (iii) In Zoology, we don’t just learn in the classroom; we provide students with opportunities to learn relevant skills and apply their knowledge to real-world challenges.
- (iv) The newer approach included by UGC in the curriculum is “virtual laboratory”, for conducting practical classes. The University is on way to implement this new arena in the syllabi, thus imparting knowledge of this new arena of science to the students.

E. Instructional Design:

As the state and national level, the higher educational institutions are expected to provide quality education, education for all, strategic plans for an institution that defines targets and measures of the programmes to be achieved by the institution. Apart from providing physical infrastructure, implementing administrative policy and code of behaviour, the School of Sciences is actively engaged in its academic development of respective subjects. The School of Sciences has been designed its curriculum by the help of the board of studies, several learning resource materials, and feedback system through the BOS and an expert committee. Learning material through print-

media named Self-Learning Material (SLM) is developed with the approach of self-explanatory, self-contained, self-motivating and self-evacuating followed by the UGC guideline.

Curriculum Design:

M.Sc Part-I

Paper	Group	Broad Heading	Marks
Paper- I	Group A	Structural organization of chordates and non-chordates	50
	Group B	Taxonomy, Biodiversity and Conservation	50
Paper -II	Group A	Ecology, Environmental Biology & Toxicology	50
	Group B	Ethology and Evolution	50
Paper- III	Group A	Physiology and Biochemistry	50
	Group B	Genetics and Molecular Biology	50
Paper -IV	Group A	Basic Physical and Chemical principles	50
	Group B	Laboratory Course	50
Paper -V	Group A	Laboratory Course	50
	Group B	Laboratory Course	50

M.Sc Part-II

Paper	Group	Broad Heading	Marks
Paper- VI	Group A	Quantitative Biology & Biotechnology	50
	Group B	Immunology & Microbiology	50
Paper -VII	Group A	Developmental Biology	50
	Group B	Endocrinology, Cell & Tissue Structure, Function	50
Paper- VIII	Group A	Parasitology & Public Health	50
	Group B	Agricultural Entomology & Aquatic Resource Management	50
Paper- IX	Group A	Review/Dissertation & Seminar	50
	Group B	Laboratory Course	50
Paper -X	Group A	Laboratory Course	50
	Group B	Laboratory Course	50

Detailed Syllabus:

PAPER—I (100 Marks)

Group A (1/2) : Structure and functions of chordates

1.0 Origin of chordata

1.1 Concept of protochordata

2.0 The nature of vertebrate morphology

2.1 Definition, scope and relation to other disciplines

2.2 Importance of the study of vertebrate morphology

3.0 Origin and classification of vertebrates 4.0 Vertebrate integument and its derivatives

4.1 Development, general structure and functions of skin and its derivatives

4.2 Glands, scales, horns, claws, nails, hooves, feathers and hair

5.0 General plan of circulation in various groups

5.1 Blood

5.2 Evolution of heart

5.3 Evolution of aortic arches, and portal systems

6.0 Respiratory system

- 6.1 Characters of respiratory tissue
- 6.2 Internal and external respiration
- 6.3 Comparative account of respiratory organs

7.0 Skeletal system

- 7.1 Form, function, body size and skeletal elements of the body
- 7.2 Comparative account of jaw suspensorium, vertebral column
- 7.3 Limbs and girdles

8.0 Evolution of urinogenital system in vertebrate series 9.0 Sense organs

- 9.1 Simple receptors
- 9.2 Organs of olfaction and taste
- 9.3 Lateral line system
- 9.4 Electroreception

10.0 Nervous system

- 10.1 Comparative anatomy of the brain in relation to its functions
- 10.2 Comparative anatomy of spinal chord
- 10.3 Nerves— cranial, peripheral and autonomous nervous system

Group A (2/2) : Structure and function of non chordates

1.0 Organisation of coelom

- 1.1 Acoelomates
- 1.2 Pseudocoelomates
- 1.3 Coelomates: protostomia and deuterostomia

2.0 Locomotion

- 2.1 Flagella and ciliary movement in protozoa
- 2.2 Hydrostatic movement in Coelenterata, Annelida and Echinodermata

3.0 Nutrition and Digestion

- 3.1 Patterns of feeding and digestion in lower metazoa
- 3.2 Filter-feeding in Polychaeta, Mollusca and Echinodermata

4.0 Respiration

- 4.1 Organs of respiration: gills, lungs and trachea
- 4.2 Respiratory pigments
- 4.3 Mechanism of respiration

5.0 Excretion

- 5.1 Organs of excretion: coelom, coelomoducts, nephridia and malpighian tubules
- 5.2 Mechanisms of excretion
- 5.3 Excretion and osmoregulation

6.0 Nervous system

- 6.1 Primitive nervous system: Coelenterata and Echinodermata
- 6.2 Advanced nervous system: Annelida, Arthropoda (Crustacea and Insecta) and Mollusca (Cephalopoda)
- 6.3 Trends in neural evolution

7.0 Invertebrate larvae

- 7.1 Larval forms of free living invertebrates
- 7.2 Larval forms of parasites
- 7.3 Strategies and evolutionary significance of larval forms

Group B : (1/2) Taxonomy

1.0 Definition and basic concepts of biosystematics and taxonomy

- 1.1 Historical resume of systematics

1.2 Importance and applications of biosystematics in biology

1.3 Material basis of biosystematics— different attributes

2.0 Trends in biosystematics—concepts of different conventional and newer aspects

2.1 Chemotaxonomy

2.2 Cytotaxonomy

2.3 Molecular taxonomy

3.0 Dimensions of speciation and taxonomic characters

3.1 Dimensions of speciation— types of lineage changes, production of additional lineage

3.2 Mechanisms of speciation in panmictic and apomictic species

3.3 Species concepts— species category, different species concepts, subspecies and other intra-specific categories

3.4 Theories of biological classification, hierarchy of categories

3.5 Taxonomic characters - different kinds, origin of reproductive isolation — biological mechanism of genetic incompatibility

4.0 Procedure keys in taxonomy

4.1 Taxonomic procedures - taxonomic collections, preservation, curation process of identification

4.2 Taxonomic keys - different kinds of taxonomic keys, their merits and demerits

4.3 Systematic publications - different kinds of publications

4.4 Process of typification and different zoological types

4.5 International Code of Zoological Nomenclature (ICZN) - its operative principles, interpretation and application of important rules, zoological nomenclature; formation of scientific names of various taxa

Group B (2/2) : Biodiversity and Conservation

1.0 The meanings of biodiversity

1.1 Biotic variations from genes to ecosystems, causes and consequences

1.2 Levels of species diversity and relationship, factors influencing biodiversity

1.3 Measuring biodiversity and scale of the problem of biodiversity extinction/changes in time and space

2.0 Threats to species diversity

2.1 Natural and human induced rarity

2.2 Over exploitation

2.3 Habitat disruption

2.4 Introduced species

2.5 Genetic considerations

3.0 Values and ethics of biodiversity

3.1 Ecological economics approach

4.0 Global pattern of biodiversity 5.0 Theories of biodiversity variations 6.0 Regional and National approaches to conservation of Biodiversity - megabiodiversity countries and biodiversity of hot spots of India 7.0 Biomes and Wildlife: characterisation, faunal make up and adaptations

7.1 Forest with special reference to tropical rain forest

7.2 Desert

7.3 Marine

8.0 Wildlife conservation

8.1 Necessity and objective of wildlife conservation

8.2 Categories of endangered animals and red data bank

8.3 Wildlife census:

8.3.1 Objectives, comprehensive knowledge on direct and indirect census techniques

8.3.2 Sample count, line transect method, pug marking

9.0 Special projects for endangered species

- 9.1 Himalayan musk deer
- 9.2 Sangai

10.0 Wildlife habitat management with special reference to Sunderbans

PAPER—II (100 Marks)

Group A : (1/2) Ecology

1.0 Ecology of population

- 1.1 Life tables
- 1.2 Generation time
- 1.3 Net reproductive rate
- 1.4 Reproductive value

2.0 Population growth

- 2.1 Growth of organisms with non-overlapping generations
- 2.2 Exponential growth, Verhulst-Pearl logistic growth model, case studies (field and laboratory)
- 2.3 Stochastic and time lag models of population growth
- 2.4 Stable age distribution
- 2.5 Population growth projection using Leslie Matrix

3.0 Life history strategies

- 3.1 Evolution of life history traits
- 3.2 Energy apportionment between somatic growth and reproduction
- 3.3 Parental investment and offspring
- 3.4 Reproductive strategies - ecology and evolution of sex and mating systems, optimal body size, r-and k-selection

4.0 Predation

- 4.1 Models of prey-predatory dynamics
- 4.2 Optimal foraging theory (patch choice, diet choice, prey selectivity, foraging time)
- 4.3 Role of predation in nature

5.0 Competition and niche theory

- 5.1 Intraspecific and interspecific competition
- 5.2 History of niche concepts
- 5.3 Theory of limiting similarity

6.0 Mutualism

- 6.1 Evolution of mutualism
- 6.2 Plant-pollinator and animal-animal interactions
- 6.3 Basic models

7.0 Population regulation - Extrinsic and intrinsic mechanisms

8.0 Ecological modeling - Fundamentals of constructing models and testing them

Group A (2/2) : Environmental Biology and Toxicology

1.0 Environmental factors and their impact on physiological processes

- 1.1 Light
- 1.2 Temperature
- 1.3 Pressure
- 1.4 Rainfall
- 1.5 Combination of environmental factors: interaction and significance - reproductive strategies

2.0 Individual and its interaction with environment

- 2.1 Resistance
- 2.2 Tolerance
- 2.3 Acclimatisation

2.4 Adaptation

3.0 Stress physiology

3.1 Basic concepts of environmental stress and homeostasis

3.2 Physiology of oxygen deficiency

3.3 Oxygen toxicity

4.0 Environmental health problem

4.1 Relation to air and water quality

5.0 Environmental laws and ethics

Group B (1/2) : Ethology

1.0 Introduction

1.1 Ethology as a branch of biology

1.2 Animal psychology- classification of behavioural patterns, analysis of behaviour (ethogram)

2.0 Innate behaviour 3.0 Perception of the environment

3.1 Mechanical

3.2 Electrical

3.3 Chemical

3.4 Olfactory

3.5 Auditory

3.6 Visual

4.0 Neural and hormonal control of behaviour 5.0 Genetic and environmental components in the development of behaviour 6.0 Communication

6.1 Chemical

6.2 Visual

6.3 Light

6.4 Audio

6.5 Species specificity of organs

6.6 Evolution of language (primates)

7.0 Ecological aspects of behaviour

7.1 Habitat selection, food selection; optimal foraging theory, anti-predator defenses

7.2 Aggression ; homing ; territoriality ; dispersal

7.3 Host-parasite relations

8.0 Social behaviour

8.1 Aggregations-schooling in fishes, flocking in birds, herding in mammals

8.2 Group selection, kin selection, altruism, reciprocal altruism, inclusive fitness

8.3 Social organization in insects and primates

9.0 Reproductive behaviour

9.1 Evolution of sex and reproductive strategies

9.2 Mating systems

9.3 Courtship

9.4 Sperm competition

9.5 Sexual selection

9.6 Parental care

10.0 Biological rhythms

10.1 Circadian and circannual rhythms

10.2 Orientation and navigation

10.3 Migration of fish, turtles and birds

11.0 Learning and memory

11.1 Conditioning

11.2 Habituation

- 11.3 Insight learning
- 11.4 Association learning
- 11.5 Reasoning
- 11.6 Cognitive skills

Group B (2/2) : Evolution

1.0 Concepts of evolution and theories of organic evolution with an emphasis on Darwinism

2.0 Neo-Darwinism

- 2.1 Hardy-Weinberg law of genetic equilibrium
- 2.2 A detailed account of destabilizing forces : (i) natural selection
(ii) mutation (iii) genetic drift (iv) migration (v) meiotic drive

3.0 Quantifying genetic variability

- 3.1 Genetic structure of natural populations
- 3.2 Phenotypic variation
- 3.3 Models explaining changes in genetic structure of populations

4.0 Molecular population genetics

- 4.1 Patterns of change in nucleotide and amino acid sequences
- 4.2 Ecological significance of molecular variations
- 4.3 Emergence of Non-Darwinism - Neutral hypothesis

5.0 Genetics of speciation

- 5.1 Phylogenetic and biological concept of species
- 5.2 Patterns and mechanisms of reproductive isolation
- 5.3 Models of speciation (allopatric, sympatric, parapatric).

6.0 Origin of higher categories

- 6.1 Phylogenetic gradualism and punctuated equilibrium
- 6.2 Major trends in the origin of higher categories
- 6.3 Micro and macro-evolution

7.0 Molecular phylogenetics

- 7.1 How to construct phylogenetic trees
- 7.2 Phylogenetic inference-distance methods, parsimony methods, maximum likelihood method
- 7.3 Immunological techniques
- 7.4 Amino acid sequences and phylogeny
- 7.5 Nucleic acid phylogeny— DNA-DNA hybridizations, restriction enzyme sites, nucleotide sequence comparisons and homologies
- 7.6 Molecular clocks

PAPER—III (100 Marks)

Group A (1/2) : Animal Physiology

1.0 Aims and scope of comparative physiology

- 1.1 General physiological functions and principles
- 1.2 Validity of comparative approach
- 1.3 Organisms and cell physiology

2.0 Thermoregulation

- 2.1 Homeothermic animals
- 2.2 Poikilotherms
- 2.3 Hibernation

3.0 Communication among animals

- 3.1 Bioluminescence
- 3.2 Pheromones and other semiochemicals
- 3.3 Audio signals

4.0 Contractile elements, cells and tissues among different phylogenetic groups

- 4.1 Muscle structure and function-correlation
- 4.2 Movements — amoeboid, ciliary and flagellar
- 4.3 Specialised organs (eg: electric organs and tissues)

5.0 Adaptation

- 5.1 Levels of adaptation
- 5.2 Mechanisms of adaptation
- 5.3 Significance of body size

6.0 Physiological adaptations to different environments

- 6.1 Marine
- 6.2 Shores and estuaries
- 6.3 Freshwater
- 6.4 Extreme aquatic environments
- 6.5 Parasitic habitats

Group A (2/2) : Biochemistry

- 1.0 Glucose catabolism *via* EMP and MMP pathways; TCA cycle, 2oxidation of saturated and unsaturated fatty acids. Catabolism of phenylalanine, purine; deamination, transamination, transdeamination
- 2.0 Biological oxidation with special reference to oxidative phosphorylation
- 3.0 Active transport - characteristics, mechanism and significance. Excitation - exocytosis coupling molecular mechanism of muscular contraction Biosynthesis of i) urea ii) saturated fatty acid iii) glutathione iv) norepinephrine v) epinephrine vi) serotonin vii) melatonin and viii) brief outline of prostaglandin synthesis; gluconeogenesis, glycogenesis
- 4.0 Specific activity of enzyme: enzyme-substrate complex, K_m and its derivation for a single substrate enzyme reaction. Allosteric modulation of enzyme activity, covalent modification of enzyme activity, isozyme, ribozyme, rate-limiting enzyme
- 5.0 Induction and repression in enzyme synthesis. Translation and posttranslational modification in the biosynthesis of proteins
- 6.0 Metabolism profile of adipose tissue
- 7.0 Genetic disorder of phenylalanine, tyrosine and glycogen metabolism

Group B (1/2) : Cytogenetics

1.0 Biology of chromosomes

- 1.1 Molecular anatomy of eukaryotic chromosomes
- 1.2 Metaphase chromosome : centromere, kinetochore, telomere and its maintenance
- 1.3 Heterochromatin and Euchromatin
- 1.4 Giant chromosomes : polytene and lampbrush chromosome

2.0 Sex chromosomes, sex determination and dosage compensation in *C. elegans*, *Drosophila* and Humans

3.0 Imprinting of genes, chromosomes and genomes

4.0 Somatic cell genetics

- 4.1 Cell fusion and hybrids - agents and mechanism of fusion
- 4.2 Heterokaryon - Selecting hybrids and chromosome segregation
- 4.3 Radiation hybrids, hybrid panels and gene mapping

5.0 Human cytogenetics

- 5.1 Techniques in human chromosome analysis - molecular cytogenetic approach
- 5.2 Human karyotype - banding - nomenclature
- 5.3 Numerical and structural abnormalities of human chromosomes — syndromes
- 5.4 Human genome

6.0 Cytogenetic implications and consequences of structural changes and numerical alterations of chromosomes

7.0 Microbial genetics

- 7.1 Bacterial transformation, transduction, conjugation, bacterial chromosome
- 7.2 Bacteriophages: types, structure and morphology of T4 phage, morphogenesis

8.0 Cytogenetic effects of ionizing and non-ionizing radiations

9.0 Molecular cytogenetic techniques

- 9.1 FISH, GISH
- 9.2 DNA finger printing
- 9.3 Flow cytometry
- 9.4 Automated karyotyping
- 9.5 Chromosome painting

10.0 Genome analysis

- 10.1 C-value paradox , detailed account of various models of prokaryotic genomes; viral genome and eukaryotic genomes, organization of genes in organelle genomes
- 10.2 Molecular analysis of genomic DNA in yeast
- 10.3 Transposable elements in prokaryotes and eukaryotes. Role of transposable elements in genetic regulation
- 10.4 Genome analysis - Humans, *Drosophila*, yeast, microbial genomes.

11.0 Linkage map, cytogenetic mapping

- 11.1 Physical maps and molecular maps
- 11.2 Strategies of different levels of genome mapping

12.0 Genetics of cell cycle

- 12.1 Genetic regulation of cell division in yeast and eukaryotes
- 12.2 Molecular basis of cellular check points
- 12.3 Molecular basis neoplasia

Group B (2/2) : Molecular Biology

1. History and scope of molecular biology

2. DNA replication

- 2.1 Prokaryotic and eukaryotic replication
- 2.2 Mechanisms of DNA replication
- 2.3 Enzymes and accessory proteins involved in DNA replication

3 Transcription

- 3.1 Prokaryotic transcription
- 3.2 Eukaryotic transcription
- 3.3 DNA polymerases
- 3.4 General and specific transcription factors
- 3.5 Regulatory elements and mechanisms of transcription regulation

4. Post-transcriptional modification in RNA

- 4.1 5'-cap formation
- 4.2 Transcription termination
- 4.3 3'-end processing and polyadenylation
- 4.4 Splicing, editing
- 4.5 Nuclear export of mRNA

5. Translation

- 5.1 Genetic code
- 5.2 Prokaryotic and eukaryotic translation
- 5.3 The translational machinery
- 5.4 Regulation of translation

6. Antisense and Ribozyme Technology

- 6.1 Molecular mechanism of antisense molecules
- 6.2 Inhibition of splicing, polyadenylation and translation
- 6.3 Disruption of RNA structure and capping
- 6.4 Strategies for designing ribozymes
- 6.5 Application of antisense and ribozyme technologies

7. Recombination and repair

- 7.1 Holiday junction, gene targeting, gene disruption
- 7.2 DNA repair mechanism

8. Molecular mapping of genome

- 8.1 Genetic and physical maps
- 8.2 DNA cloning-mechanism, genomic/cDNA libraries
- 8.3 Genomic analysis
- 8.4 Chromosome microdissection and microcloning
- 8.5 Molecular markers in genomic analysis-RELP, RAPD and AFLP analysis

PAPER—IV (100 Marks)

Group A : Basic physical and chemical principles

1. Energetics

- 1.1 Concept of free energy
- 1.2 Energy metabolism

2. Chemical thermodynamics

- 2.1 Laws of thermodynamics (1st, 2nd and 3rd law)

3. Idea of chemical bonds

- 3.1 Hydrogen bond and hydrophobic interactions
- 3.2 Energy rich bonds
- 3.3 Weak interactions
- 3.4 Biological energy transducers
- 3.5 Bioenergetics

4. Nuclear hazards

- 4.1 Principles and applications of tracer techniques in biology
- 4.2 Radiation dosimetry
- 4.3 Radioactive isotopes and half-life of isotopes
- 4.4 Effect of radiation on biological system

5. Ionic product

- 5.1 pH
- 5.2 Buffers
- 5.3 indicators

Group B : Laboratory Course

1. Major dissection

- a) Nervous system of Crab and *Acatina*
- b) Reproductive system in grasshopper and *Acatina*
- c) Urinogenetal system, olfactory apparatus in tilapia
- d) Arterial, autonomic nervous system in mouse

2. Minor dissections

- a) Nephridia and spermatheca of earthworm
- b) Otolith and pituitary gland in tilapia

3. Composition assessment of the taxonomic diversity in any habitat 4. Preparation of models showing the status of certain taxa or species in a particular habitat

PAPER—V (100 Marks)

Group A : Laboratory course

1. Identification and analysis of terrestrial and aquatic common groups
2. Estimation of primary productivity of a pond
3. Estimation of dissolve O₂ and dissolve CO₂, alkalinity and hardness of water bodies
4. Measurement of soil pH and organic carbon
5. Toxicity test- LC₅₀/LD₅₀ determination
6. Study of structural organisation of bee hive
7. Study of adaptive modifications / animal behaviour by film shows

Group B : Laboratory course

1. Chromosome preparations from polytene chromosomes of *Drosophila*
2. Handling of *Drosophila*, chromosome mapping, *Drosophila* genetic crosses
3. DNA isolation from blood.
4. Determination of unknown proteins by Lowry's method
5. Determination of specific activity of an enzyme
6. 6. Colorimetric estimation of RNA & DNA

PAPER VI : (100 marks) Group A :

Quantitative Biology & Biotechnology

Quantitative biology :

1. Basic mathematics: exponential functions
2. Biostatistics: general principals
3. Presentation & summarizing data, probability distribution and their properties
4. Statistical inference and estimated hypothesis testing, sampling theory
5. Analysis of variance
6. Correlation & regression
7. Probability theory

Biotechnology :

1. Principles of assay of DNA, RNA, Western, Southern, Northern blotting
2. Colorimeter, Spectrophotometer, Radioactivity, NMR & Raman spectroscopy
3. Fluorescence microscopy, confocal microscopy, scanning & transmission microscopy (working principal & application)
4. Biosensor-nature & application
5. Detection of apoptotic cell by comet assay, nuclear lamin assay, caspase activation, cytochrome C release assay, Annexin V assay
6. Elementary idea of cryotechniques
7. Molecular separation techniques-TLC, Ion exchange, SDS-PAGE, Affinity, HPLC
8. Immunological techniques
9. Application of flurochrome for antigen localization, flow cytometry, FASC
10. Elementary idea of bioinformatics

Group B : Immunology & Microbiology

1. Overview of immune system, components of immunity, innate & adaptive immunity

2. Cells & organs of immune system
3. Antigenicity & immunogenicity: immunogen properties, adjuvant, epitope, hapten
4. Complement system, MAC mediate lysis
5. Structure of MHC (elementary idea)
6. Structural diversity of immunoglobulin
7. Hypersensitivity
8. Elementary concept of invertebrate immunity
9. Epidemiology of microbe-related disease
10. Host-microbe interaction, immune response to protozoa, bacteria & virus

PAPER VII : (100 Marks)

Group A : Developmental Biology

1. Differentiation of primordial germ cell & structure of mature gamete in *Drosophila*. Role of polyplasm, influence of oskar gene, effect of grand childness mutation
2. Composition of semen, seminal protein, accessory reproductive structure of *Drosophila*
3. *In vitro* & *in vivo* capacitation of mammalian sperm
4. Role of fertilizine & ZP protein in fertilization
5. Role of nurse cell & follicular cell in yolk production in *Drosophila*
6. Teratogenesis— genetic & induced by drug thalidomide
7. Immunocontraception an overview
8. Role of thyroxin in metamorphosis in amphibians
9. Role of juvenile hormone & ecdysone in insect metamorphosis
10. Significance of totipotency & pleuropotency of cells during animal development
11. Role of maternal effect gene, segment polarity gene, zygotic gene, homeotic gene in development of *Drosophila*
12. Elementary idea of stem cell & its importance

Group B : Endocrinology, Cell & Tissue Structure, Function

1. Hormone as messenger & their role in metabolic regulation
2. Thyroid hormone biosynthesis & function
3. Anterior pituitary structure, hormone & function
4. Adrenal cortical hormone, biosynthesis & function
5. Biosynthesis & function of epinephrine & nor-epinephrine
6. Biosynthesis of sex steroid hormone
7. GI hormone
8. Biomembrane
9. Basic mechanism of cell signaling pathway
10. Cell surface receptor, second messenger system, MAP kinase pathway
11. Apoptosis
12. Synthesis, sorting, trafficking of protein

PAPER VIII : (100 Marks) Group A : Parasitology & Public Health

1. Introduction: Public health & parasites
2. Vectors and their importance in transmission of parasites
3. Biology and importance of *Entamoeba histolytica*, *Naegleria*, *Acanthamoeba*, *Giardia*, *Leishmania*, *Ancylostoma*, *Xenopsylla*, *Rhipicephalus*, *Pediculus*, *Phlebotomus*, *Glossina*, *Anopheles*, *Culex*, *Aedes*
4. Epidemiology: classification, epidemiology of malaria, kala azar, filariasis

5. Zoonosis and its significance
6. Myiasis
7. Antigenic variation: molecular basis and diversity in parasites
8. Antigen-antibody reaction and its role in clinical parasitology ; common methods in parasitology-GDP, CIEP, ELISA, Immunoblot, IFA, MCAB
9. Structure and functional expression of antibody, other various types of body cells and organs in immune response
10. Outline knowledge of prevention and control of parasitic diseases in poultry and livestock

Group B : Agricultural Entomology & Aquatic Resource Management

1. Diversity, structure and functions of insects with reference to their pest status

- 1.1 Major insect orders of agricultural importance
- 1.2 External structures : head including mouth parts, thorax and abdomen, wings, genitalia — basic knowledge
- 1.3 Anatomy : cuticle and sensory system
- 1.4 Physiology: Feeding strategies, nervous integration, gas exchange, blood and circulation, excretion and water balance
- 1.5 Reproduction and development: a) reproductive system, oviposition b) types of development, types of eggs, larva and pupae, endocrine regulation of development
- 1.6 Special features : sound production, pheromones, polymorphism, insect-host plant interactions

2. Life history, population structure and management of insect pests

- 2.1 Pests: Definition, causes of outbreak, types, assessment of pest status, EIL
- 2.2 Methods of estimation of pest populations
- 2.3 Strategies of pest management: chemical, biological, cultural, behavioral, microbial, sterile male technique, other strategies; Integrated Pest Management: philosophy and its application
- 2.4 Types of insecticides according to mode of entry and mode of action
- 2.5 Types of pesticides: chemical, biopesticides, pheromone trap, bioagents
- 2.6 Appliances for the use of insecticides
- 2.7 Life history studies of pests (including its importance): selected pests of cereals, vegetables, fiber crop, fruits, oil seeds, plantation crop, stored products etc
- 2.8 Insecticide Acts and Rules: registration of insecticides, packing and labeling, enforcement machinery

3. Non-insect pests of agricultural products

- 3.1 Non-insect pests with special reference to acarine fauna: diversity of species and crops attacked, nature of damage, symptoms of attack and management
- 3.2 Nematode pests: diversity of species and crops attacked, nature of damage symptoms of attack and management

4. Aquatic resource

- 4.1 Riverine, lacustrine and reservoirs. Pond systems in India
- 4.2 Ecological characteristics of different aquatic systems
- 4.3 Productive potentials

5. Culture of aquatic organisms

- 5.1 Methods of culture from extensive to ultra-intensive system and comparative account
- 5.2 Culturable sources - different species of fin fish and shell fish; criteria of selection for culture; economic importance of culturable species

6. Fish culture

- 6.1 Monoculture and polyculture
- 6.2 Hypophysation technique for sustained fish production

6.3 Management of fish farm

6.4 Hatchery technology for fish farming

7. Prawn culture

7.1 Farming method

7.2 Life cycle and larval rearing techniques

7.3 Hatchery techniques and harvesting

8. Integrated fish culture

8.1 Principles of integration

8.2 Integration of paddy and fish culture - methods

8.3 Integration of livestock-fish culture - methods

9. Innovative culture methods

9.1 Culture in re-circulatory systems

9.2 Cage and pen culture

9.3 Wastewater recycling through aquaculture

PAPER IX : (100 marks)

Group A : Review/Dissertation & Seminar Group B : Laboratory Course (Developmental Biology & Immunology)

1. Studies of activated chick egg of different hours
2. Studies of egg & sperm of mice or grasshopper
3. Macrophage isolation from potential fluid of mice
4. Identification of thymus, bursa, spleen
5. Antigen-antibody reaction by blood group test

PAPER X : (100 marks)

Group A : Laboratory Course (Endocrinology, Cell & Tissue Structure)

1. Staining & identification of different endocrine tissues
2. Identification of stages of estrous-cycle in rat
3. Identification of neurosecretory cell in cerebral ganglia (cockroach), demonstration of neurosecretory centres
4. Identification of different blood cell types

Group B : Laboratory Course (Quantitative Biology & Biotechnology)

1. Correlation, regression, ANOVA
2. Gel electrophoresis of serum protein
3. Analysis & interpretation of southern, northern & western blotting from gel photograph
4. Data (protein & gene) bank analysis

Programme Duration: The maximum duration of the Zoology programme is 5 (five) years for post graduate course. Thereafter, students seeking completion of the left over course(s) will be required to seek fresh admission. However, this facility is available only once.

Faculty and Support Staff Requirement:

The NSOU has government sanctioned posts of teachers and non-teaching staff for academic and administrative support for the learners in an effective and cohesive manner. The recruitments of faculty positions are always strictly maintained following the UGC guidelines. The University also take support from the wider academic community of the respective courses from other institutions of higher learning and researches.

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	Advertised	01
2	Associate Professor		
3	Assistant Professor	HQ (Advertised-01)	02

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant	RC	1
2	Junior Assistant	HQ	1

Instructional Delivery Mechanisms (for each paper of 50 marks):

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	18 hrs -Theory 36 hrs– Practical.
	Tutorials/ Special Classes/ Remedial Classes	No	10
	Seminar/ Research Colloquium	Yes	36
	Workshop	No	
	School Based activities and Internship	No	
	Micro Teaching Sessions	No	
	Laboratory based Practical	Yes	216 hrs – Practical in total
	Field Work including Visits	No	
Self- Learning	SLMs	Yes	80
	Reference Books	Yes	36
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	Yes	30
	Offline DVD/SD Card/USB Drive	Yes	06
	Telecommunications	Yes	Support given as per need
	Social Media (Facebook page/ Instagram/ Twitters/ Google Groups etc.)	Yes	
Blended	Smart Classrooms	Yes	
	Flipped Learning	No	

Medium of Delivery: English

Paper Wise Mapping of Credit Hours:

Broad Head	Paper	Theory/Prac	Study Hours	Full Marks	Credit
Structural Organization of Chordates & Non-chordates	PGZO -1 A	Theory	120	50	4
Taxonomy, Biodiversity & Conservation	PGZO -1 B	Theory	120	50	4
Ecology, Environment & Taxicology	PGZO -2A	Theory	120	50	4
Ethology & Evolution	PGZO -2B	Theory	120	50	4
Physiology & Biochemistry	PGZO -3A	Theory	120	50	4
Genetics & Molecular Biology	PGZO -3B	Theory	120	50	4
Basic Physical & Chemical Principles	PGZO -4A	Theory	120	50	4
Laboratory Course	PGZO -4B	Practical	120	50	4
Laboratory Course	PGZO -5A	Practical	120	50	4
Laboratory Course	PGZO -5B	Practical	120	50	4
Quantitative Biology & Biotechnology	PGZO -6A	Theory	120	50	4
Immunology & Microbiology	PGZO -6B	Theory	120	50	4
Developmental Biology	PGZO -7A	Theory	120	50	4
Endocrinology, Cell & Tissue Structure Function	PGZO -7B	Theory	120	50	4
Parasitology & Public Health	PGZO -8A	Theory	120	50	4
Agricultural Entomology & Aquatic Resource Management	PGGR-8B	Theory	120	50	4
Review/Dissertation & Seminar	PGZO -9A	Practical	120	50	4
Laboratory Course	PGZO -9B	Practical	120	50	4
Laboratory Course	PGZO -10A	Practical	120	50	4
Laboratory Course	PGZO -10B	Practical	120	50	4
Total			2400	1000	80

F. Procedure for admissions, curriculum transaction and evaluation

Admission Procedure: Centralised admission process is conducted for M.Sc. Geography Programme . Students applied for this course through online. Students are admitted through counselling (according to their marks) as per the availability of seats in five different study centres. Reservation of seats has been fixed as per the norm of the Government. Admission fees are collected through draft from the students.

Eligibility: For Post-graduate, the students must have a honours graduate in Zoology. The admission will be done through counselling on merit basis.

Total Course Fee: Total course fee for each student is Rs. 37,200/- (Excluding Examination and Studentship Renewal Fees).

Financial Assistance: At present no financial assistance is provided for this course.

curriculum transaction:

SLMs (English version) in print and electronic medium are provided as approved by the Board of Studies and as ratified by Academic Council of the University. In addition, ICT facility is provided for the course. PCP schedules for PG courses are prepared by concerned School of Studies and

circulated among the Study Centres as well as notified in the official website of the University well ahead of the schedule. PCPs are conducted at selected accredited Study Centres (known as PCP Centre) of this University from different regions of West Bengal. PCP sessions are generally scheduled on weekends/holidays, though, under special circumstances, special sessions may be arranged on weekdays with a notification in the University Website. During these sessions, teachers will help the students with their course work. PCPs are conducted in both the languages as per convenience. Practical Sessions are arranged by the respective Study Centre for the students who have enrolled for the particular subjects. Regular attendance throughout the practical session by each and every student are mandatory. Practical work in subsidiary subject is arranged at some selected centres.

Evaluation: The evaluation system of the programme is based on following components:

Continuous evaluation in the form of assignments (weightage: 20%): This component carries a weightage of 20%. There will be one graded assignment per course. The assignment is to be submitted to the Co-ordinator of the NSOU/Study Centre to which the student is assigned or attached with.

Term-end examination (weightage: 80%): Term-end exams will be held every year in the month of June. The students are at liberty to appear in any of the examinations conducted by the University. The weightage for practical papers carrying 50 marks each for the Term – End Examination is 100%.

For Dissertation paper (50 mark) , 20 marks is allotted for dissertation content, 20 marks for presentation and 10 marks for viva- voce. The weightage is 100%.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners registered mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related information to examination and evaluation through its official website and registered mobile number of the learners.

G. Requirement of the laboratory support and Library Resources:

Laboratory: To educate the students in more scientific way, a rhythmic practical class programme has been introduced. NSOU provides the necessary laboratory facilities to the students in their respective study centres. For Post- Graduate also the practical classes are held in the respective study centre.

Library: The learners of the course may avail the library facilities at their study centres. Selected District Libraries have NSOU Desk which are funded by the university through the concerned department of Govt. of West Bengal. Learner can also avail the facility of Central Library of NSOU.

H. Cost estimate of the programme and the provisions: Cost estimate of the program is Rs. 13,506/- per student.

I. Quality assurance mechanism and expected programme outcomes: NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on qualityrelated institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of sciences.

A. Programme Mission and Objective:

This course ushers a learner into the discipline of Mass Communication and gives him a concise and appreciable understanding of the concept of mass communication and its position and role in the society. The course is packaged on a global scale with a view to positioning the students on a pedestal that would make them at par with any entrant into the field of mass communication anywhere in the world. This course is prepared for the stakeholder who need to learn basic concept in the discipline of Mass Communication. The course equally empowers him to join intellectual discourse on the nature, functions and effects of mass communication in the society. By this course, learners will gain the basic understanding of mass communication as a form of human communication and the functions and components of its various media.

At the end of the course, one should able to:

- a. Be fully exposed to the rudiments and basics of mass communication as a subset of human communication.
- b. Be acquainted with the contents and characteristics of various types of media of mass communication as well as its adjunct.
- c. Have been exposed to various forms, models, elements and nature of mass communication.

B. Relevance of the Programme with HEI's Mission and Goals:

India, is one among the top three areas of development undergoing a tremendous change. The country is becoming a global hub for educational activities and a feeder for all kinds of international man-power requirement. There is a growing demand for, and also concern to, provide quality education with standard curriculum and globally acceptable system of education. This is a course, which is at par with HEI's mission and goals. we are regularly stimulating the academic environment for ushering the quality of teaching-learning in this course. The learners are inculcated with value systems. The Programme will enable one to find the route to success at the intersection of theory and practice. discover and implement innovative solutions to real world problems. the main focus of this course at NSOU is to make each and every learner industry ready, and expose to latest trends. The programmes of teaching and learning cater to individual differences amongst learners. The institutions facilitate the effective conduct of the teaching-learning processes. The institution has provision for use of ICT in the above mentioned programme of teaching process. The technological innovations that have been adopted by distance educators take in to consideration such as facilities as user-friendliness, the climate for learning and the ability of technology to enhance and enrich teaching.

C. Nature of Prospective Target Group of Learners:

situations of the Learner demonstrates the potential of distance education. In Distance education mode such type of course can create immense exposure to the learner. The Proposed Post Graduate Degree in Journalism and Mass Communication is accessible to a wide range of potential learners. The course is not necessarily instrumental in reducing social disparities. Those potential students not reached by 'traditional' educational means are unlikely to take advantage of distance education if they cannot invest their own resources. Distance education students are motivated by a variety of factors; above all, distance education is seen as an opportunity for lifelong learning and more than just education. More than half of the PGJMC course students will come from rural areas of West Bengal. They are young, energetic and aspiring youth force of the state.

D. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence

In the curricular structure introduced by this University of students for various degree programmes, the opportunity to pursue Post Graduate Degree in Journalism and Mass Communication in a subjects introduced by this University is equally available to all learners. The course is modified in keeping with the objectives of open and distance education, which does not believe in artificial differentiation.

The accepted methodology of distance education has been followed in the preparation of the study materials. Co-operation in very form of experienced scholars is indispensable for a work of this kind. For, whoever makes use of these study materials would virtually derive the benefit of learning under their collective care without each being seen by the other. In distance learning, the study units replace the university lecture. This is one of the great advantages of distance learning; you can read and work through specially designed study materials at your own pace, and at a time and place, that suits you best. Think of it as reading the lecture instead of listening to the lecturer. In the same way a lecturer might give you some reading to do, the study units tell you where to read, and which are your text materials or set books. Besides study materials, we also conduct Personal Contact Programmes in this course to bridge the difference between the learner and the facilitator. It serves as an excellent opportunity to clarify doubts and solve queries. The State-of-the-Art facilities and Language laboratory cum Media laboratory at the kalyani campus have been established to facilitate the teaching learning processes of the University.

E. Instructional Design:

Course structure: Proposed Post Graduate Degree in Journalism and Mass Communication

The course has been designed and structured to provide basic knowledge and new insights to the learners on Journalism and Mass Communication. It aims to equip the learners with the skills needed to function effectively in various media organizations like television, Radio, Print, Advertising, Public Relations, etc. and also in different public sector Institutions.

Course content: there are 10 papers of 100 marks each

- Paper I : Mass Communication
- Paper II : Reporting and Post Reporting
- Paper III : Radio and Television
- Paper IV : Computer Applications and Media Law & Ethics
- Paper V : Workshop/Practical
- Paper VI : Advertising and Public Relations
- Paper VII: New Media Communication
- Paper VIII: Communication Research
- Paper IX: Special paper
 - a. Community Media Management
 - b.. Film Studies.
- Paper X: Dissertation or Audio Visual project and Viva

Curriculum Design:

Detailed Syllabus:

PAPER-1 Mass Communication (100 marks)

Module -1 Basics of Communication

1. Concept, Definition, Elements. Functions and History of Human Communication; Verbal Communication & Non Verbal Communication; Interpersonal, Intrapersonal, Group & Mass Communication – Feedback and Evaluation of Communication Effects
– Traditional forms of Oral & Visual Communication.
2. Communication models: SMR, SMCR, Shannon-Weaver, Lasswell, Osgood, Dance, Gerbner, Newcomb, Westley & Maclean-Gatekeepers- Communication & Socialization

Module –II Media Theory & Mass Communication

3. Media Systems & Theories- Social Scientific, Normative, Everyday Theories-Normative theory: Authoritarian, Utilisation, Socialistic, Social responsibility, development participatory etc. - media as public force- media in Business & Markets.
4. Nature & Process of Mass Communication – Media of Mass Communication, Characteristics & typology of audiences etc. media Communication – Media and Women, Human Rights and Environment.

Module- III Communication & Society

5. Concept & Theory of Development Communication- Planning & implementation of Communication strategy for Development- Dominant Paradigm Development Support Communication- Alternative Paradigm.
6. International Communication – Concept – Origin & Development- Role of league of Nations, UN, UNESCO, legal, ethical & cultural issues-NIEO & NIICO-McBride Commission-NAM News Pool- New Challenges- Political & Social.

Module –IV Communication, Culture & New Technologies

7. Inter-Cultural Communication-distinction process –modern media as vehicles of intercultural communication – barriers – religions, political & economic pressures; folk culture, intercultural conflicts and communication- Mass Media & Mass Culture
– Globalization: Infotainment & Impact of New Technology.
8. New Media Technology – CT: Concept & Scope – CT & IT :- Convergence –End of Mass Communication
Internet: concepts, application and potential of Internet

PAPER –II: Reporting & Post Reporting (100 marks)

Module -1: Reporting

Unit-1: News: Definition, Meaning and Concept- sources, different types of news, changing pattern of news coverage, style and approach, writing intro asking six basic questions- who, what, when, where, why and how.

Unit 2: Areas: Political, legislative, civic and social life, crime and corruption, law court, economic, business and industry, development, sports and fashion, science, environment and ecology, health.

Module –II

Unit -1: Nature: Incident and Spot News (disaster, accident, riots, war, conflict and tension etc.), Press Conference, Investigative reporting, Interpretative reporting. Unit -2: Feature Writing, Human stories, Reviews, Music, Book, Cinema, Drama, Exhibitions etc.), Interviews, handling of scoops and Exclusives, Concept of Photo Journalism, Caption writing.

Module –III: Post Reporting

Function: Editor, Executive Editor, Assistant Editor, News Editor, Chief Sub Editor, Chief Reporter, Special Correspondents, Sub –editors, reporters and correspondents, columnists etc.

Selection of copies, processing of news, uniform style of writing, sense of display of news meaning

Module -IV

Editing: Knowledge of Typography, Headlines, Dummy Page Make Up, Proof –reading, layout, Photo Display , Editing of news from News agencies , Graphics , Magazine editing, symbols , tools , Lead, Body and Paragraphing.

PAPER -III: The Radio and TV (100 marks)

Module-1:

Unit-1: History of Radio and Television in brief. What is Electronic News? Assessing the value of being fair and unbiased and understanding need for credibility.

Unit-2: Production overview, types of Programme including news & Current Affairs, selecting target rating and assessment Mood management.

Unit-3: Microphones and their uses, sound effects and music. Creative use of visuals & unconventional delivery of news.

Module –II

Unit -1: Looking beyond the obvious, developing a visual language and painting a picture verbally.

Unit-2: Ethics and law

Unit-3: Script writing techniques, holding audience attention, writing commentary to picture.

Module –III:

Unit-1: Costs, assessment and resources

Unit-2: Eye for News-Nose for News, Brain Storming, research and lateral thinking, assessing strengths and weaknesses.

Unit-3: Stress and Time Management and dependability on team.

Module-IV:

Unit-1: Lenses- Distance, Perspective, Changes.

Unit-2: F-stops, Creative Focus.

Unit-3: Filters and Lens Attachments.

PAPER-IV Group A: Computer Application (50 marks)

Computer and its different components- An Overview, Computer Operations and related topics, Operating Systems and Programming language – An Overview, what is Network and how it works – An overview, using Internet and searching through Internet, E-mail, F.T.P, What is Web Page and how it is designed, Nonlinear Editing, Photo Editing with Photoshop, Sound Recording and Sound Editing, Presentation and Editing of relevant Information.

Group B Media law & Ethics (50 marks) Media

Laws

Module-1

Constitution of India- Fundamental Rights- Freedom of Speech and their limits- Right to

Information- Provisions of declaring emergency and their effects on media – Provisions for legislature reporting – Parliamentary Privileges and Media – Contempt of Court- specified Press laws, Press and Registration of Books Act 1867, Official Secrets Act 1923- laws of obscenity- IT & CT Legislatures – Cable TV Act 1995- Media & Working Journalist Public Legislation.

Ethics Module-II

Media 's ethical problems including privacy, right to reply, communal writing Code of Journalistic ethics- Press Council of India – Press & Responsibility – codes for Radio and Television – Accountability and in dependence of the press. Freedom of the Press as fundamental rights – Press Commissions- Recommendations of the Press Commissions.

PAPER V- WORKSHOP First part- written (50

marks)

1. Writing a Report
2. Writing an Editorial
3. Writing a New Feature
4. Writing News script for Radio
5. Writing News Script for T.V

Second part - Video Documentary – 30 marks and viva voce- 20 marks

PAPER VI- Advertising & Public Relations Module-1: Advertising

1. Evolution and month of Advertising –Definitions Types – relevance of Advertising in the Marketing Mix- Advertising as an Industry, Profession art from- current trend-social and cultural contact- National and Global Scenes.
2. Advertising agency – functions Types – Management – Ad agency and Media client Agency relationship- various Specialist departments in an Ad agency – Account Planning – Account Servicing, Creative, Media Planning, HRD, etc.- DAVP, ABC, and NRSC.
3. Brand Building and Brand Positioning- Role of Advertising in Brand Building-Definition & concepts – components of a Brand: Importance– Brand strategy & structure – case studies.
4. Advertising Research – Importance Pre and Post testing & ads – research strategies.
5. Media Planning – components drawing up the plan – setting objectives – defining strategies- selecting appropriate media vehicles- scheduling follow up.
6. Writing for Print- Headlines- slogans- use of appeals- copy styles- design & layouts & Typography- Graphics- Writing different kinds of copy.
7. Writing for Radio & for acts- scripting guidelines – story board- matching message to medium – online ads.
8. Mass media laws commencing advertising- apex bodies in Advertising – AAI, ASCI etc. – code of conduct- INS codes etc.

Module-II: Public Relations

9. Public Relations- concept & scope – evolution & history – development in India- recent trends.
10. PR and allied disciplines (Publicity, Propaganda, Public affairs, Lobbying)
11. Symmetrical and asymmetrical theories of PR law and ethics of PR (Defamation, Copy right, Invasion of privacy, PRSI code of Ethics, international experiences)
12. Duties and responsibilities of PR Person – PR consultancy/ Agency.

Paper VII : New Media Communication

- Unit 1:** Online media: Definitions
- Unit 2:** Characteristics of New Media
- Unit 3:** Use Of New Media
- Unit 4:** Impact

Module 2: Cyber Laws

Paper VIII: A. Communication Research (50 Marks) and Media Management (50 Marks)

Module A: Communication Research

- Unit 1:** Communication Research
- Unit 2:** Research Types
- Unit 3:** Research Design
- Unit 4:** Data Collection tools
- Unit 5:** Statistical Methods

Module B: Media Management

- Unit 1:** Introduction to industry
- Unit 2:** Management-An overview
- Unit 3:** Media Economics
- Unit 4:** Ownership patterns
- Unit 5:** Newspaper accounting
- Unit 6:** Different Organizations
- Unit 7:** Audience Analysis
- Unit 8:** FDI and Indian media
- Unit 9:** Principles of Television and Radio Management

Paper IX : Special Paper

A . Community Media Management (100 Marks)

Module -1

- Unit-1: What is Community? Information need for Community, Community Media and their influence in Society.
- Unit-2: Community Mass Media – Types, Characteristics.
- Unit-3: Community Newspaper. How to Design it. How to write for a Community Newspaper.
- Unit-4: Managing Community Newspaper. Space Selling and Circulation building.

Module-II

- Unit-1: Cable TV Network for a Community. Its Role and Functions.

Unit-2: Managing a cable TV Network within a Community.

Unit-3: Programme, Preparation and Telecasting

Unit-4: Marketing technique for a Community Cable Television, Space and Time Selling.

B. Film Studies. (100 marks)

Module-1:

Early stage of Cinema, Early stage of Hollywood, Soviet Masters, Indian Cinema, New Cinema.

Module-II:

Cinema as a medium of Mass Communication, Language of Cinema.

Module-III:

Shots, Camera, light in films, Editing of films, Sound in Films.

Module-IV:

News Film Magazines and News Reels, Documentaries Verite Direct cinema, Advertising films.

Paper X : Dissertation or Audio Visual Projects and Viva (100 Marks)

Programme Duration: Course duration is 2years. However, the students have the liberty to complete its course within 5 years.

Faculty and Support Staff Requirement:

The NSOU has government sanctioned posts of teachers and non- teaching staff for academic and administrative support for the learners in an effective and cohesive manner. The recruitments of faculty positions are always strictly maintained following the UGC guidelines. The University also take support from the wider academic community of the respective courses from other institutions of higher learning and researches. The details of internal faculty members and officers are available in the University Website: www.wbnsou.ac.in

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	NA	0
2	Associate Professor	NA	0
3	Assistant Professor	HQ	1

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Jr Proof Reader	HQ	1
2	Jr Assistant	RC	1

Instructional Delivery Mechanisms:

Type	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
In-Person Delivery	PCP	YES	Total no of PCP Centre for the course: 1 @30hrs/Paper (100marks of 8Credit))

			Total 10 X30hrs=300 hrs (in each PCP Centre) Total contact hour offered:300 hrs
	Seminar	YES	Topic based seminars are organised on regular interval. No of topic based seminar: 6 Activity hour: 6
	Workshop	YES	No of Workshop: 2 Activity hour: 2 X 6hours= 12hrs
Electronic Delivery	Online (Web driven/Mobile App)		Online SSS through Social Media using Google Chat & Facebook in each academic year starting from January to April. Total online interaction hour: @3hrs/Session/Faculty =20sessions X3hrs=60Hrs
	Offline DVD/SD Card/USB Drive)		Curricula based DVD preparation programme are being held in each year.
	Telecommunications		
Blended	Smart classrooms		10 hrs of AV learning per Paper provided to learners at Kalyani campus

Instructional delivery mechanism: NSOU tries to combine teaching with Self Learning materials or SLMs along with modern ICT based methods. ODL system being learner oriented, the learner participation has to be ensured .Most of the instruction is imparted through distance, rather than face-to-face communication, though at times a blended approach of face to face teaching along with the SLMs are adopted. NSOU academic delivery system comprises. SLM has been created as per the advice of Board of studies members, but it yet to be implemented.

Along with the SLMs that are printed Self Learning materials provided to learners at the time of admission, Audio-Visual Material Aids are also given. The learning package contains audio and video programmes which have been produced by the concerned school . Such lectures can be accessed by the students at their convenience. NSOU. Besides this Counselling Sessions are held at all the study centres regularly during weekends. NSOU is also conducting live/virtual classes for the learners using modern ICT methods.

Medium of Delivery: Bengali & English

Paper Wise Mapping of Credit Hours:

	S.No	Paper	Paper Code	Paper Type (Theo/Prac)	Study Hours	Full Marks	Credit
Part I	Paper I	Mass Communication	PGDJMC 1	Theory	240	100	8
Part I	Paper II	Reporting & Post Reporting	PGDJMC 2	Theory	240	100	8
Part I	Paper III	Radio & TV	PGDJMC 3	Theory & Practical	240	100	8
Part I	Paper IV	Computer Application and Media Law & Ethics	PGDJMC 4	Theory	240	100	8
Part I	Paper V	Workshop / Practical	PGDJMC 5	Practical	240	100	8
Part II	Paper VI	Advertising and Public Relations	PGDJMC 6	Theory	240	100	8
Part II	Paper VII	New Media Communication	PGDJMC 7	Theory /Practical	240	100	8
Part II	Paper VIII	Communication Research and Media Management	PGDJMC 8	Theory	240	100	8
Part II	Paper IX	Special Paper : a) Community Media Management or, b) Film Studies	PGDJMC 9	Theory	240	100	8
Part II	Paper X	Dissertation or Audio visual Projects and Viva	PGDJMC 10	Practical	240	100	8
TOTAL					1920	1000	64

F. Procedure for admissions, curriculum transaction and evaluation

Admission Procedure: Through Admission Notification which is published in leading newspapers and through university website.

Eligibility: Any graduate (10+2+3)

Total Course Fee: Rs. 25,200/- (Excluding Examination and Studentship Renewal Fees)

Curriculum transaction and Evaluation: Face to face counselling is arranged at the respective study centre preferably in Sundays. Resource person and media professionals are being invited from different colleges/universities/media houses as counsellor. There are two components of evaluation. Internal assessment/ home assignment for each paper carries 20% weightage. The final term-end examination will be held on yearly basis and carries 80% weightage

Financial Assistance: At present no financial assistance is provided for this course.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners registered mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related information to examination and evaluation through it official website and registered mobile number of the learners.

G. Requirement of the laboratory support and Library Resources:

Laboratory: As the course does not have any practical paper or any component for which laboratory facility is required therefore laboratory facility is not provided.

Library: The students may avail the library facilities at their study centres. Several State libraries are now operational with NSOU Desk. Learner can avail the facility of Central Library of NSOU as well.

H. Cost estimate of the programme and the provisions: Cost estimate of the program is Rs. 9,300/- per student.

I. Quality assurance mechanism and expected programme outcomes: NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC(Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement

- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.

a) Programme’s mission & objectives:

The three main goals of this program are:

To educate and train individuals to be effective managers and decision-makers.

To equip individuals with the necessary skills and competencies to enable them to seek jobs and progress in their career.

To enhance the capabilities of the existing workforce in the country and abroad and thus contribute to economic development and business growth.

b) Relevance of the Programme with HEI’s mission and goals:

The mission of the university is to spread higher education in different parts of the state and to provide access to different skill enhancing educational programmes at affordable cost to the disadvantaged and to provide the facility for lifelong learning to intending learners.

The program is entirely consistent with the University’s strategic goals as well as its mission to provide modern education to underprivileged sections of society. The program is also in accordance with the NSOU’s goals to provide business education. Thus, NSOU brings forth this proposal after extended and thoughtful deliberations.

c) Nature of prospective target group of learners:

The graduates may join this course to increase their employability in the corporate sector. The working persons may take this course for their vertical/ horizontal mobility in their work place.

d) Appropriateness of programme to be conducted in open and distance learning mode to acquire skills and competence

The MBA programme is designed to equip the students with recent development in the business environment. Specialization in HR, Marketing, Finance will give an edge over other students. The graduates and existing workforce can take the advantage of ODL system to increase their skills and competence in this particular field without disturbing their work schedule.

e) Instructional Design:

Course Structure

Semester 1 1. Principles and Practice of Management (CP101) 2. Economics (CP-102) 3. Statistics for Managers (CP-103) 4. Accounting for Managers (CP-104) 5. Computer Applications in Management & Management Information System (CP-105)	Semester 2 1. Managerial Skill Development and Research Methodology (CP- 201) 2. Organizational Behaviour (CP-202) 3. Quantitative Methods (CP-203) 4. Business Environment and Business Ethics (CP-204) 5. Indian Economic Environment and International Business (CP-205)
Semester 3 1. Business Legislation (CP-301) 2. Strategic Management and Operations Management (CP-302) 3. Financial Management (CP-303) 4. Marketing Management (CP-304) 5. Human Resource Management (CP-305)	Semester 4 (3 Major, 2Minor) 1. Elective 1 2. Elective 2 3. Elective 3 4. Elective 4 5. Elective 5
Semester 5 (2 Major) 1. Elective 6	Total papers from any two elective groups (Finance/ Marketing/ HR)

2. Elective 7	Major -5 papers
3. Project & Viva-Voce (50+50)	Minor-2 papers

Full marks- 184 credits (2300)

Elective Groups

Financial Management (FM)

1. Security analysis and portfolio Management (EPFM-01)
2. Working Capital Management (EPFM-02)
3. Management of Financial Services(EPFM-03)
4. Management Control system (EPFM-04)
5. International Financial Management (EPFM-05)
6. Taxation in Business (EPFM-06)

Marketing management (MM)

1. Sales, Distribution and Advertising Management (EPMM-01)
2. Consumer Behaviour and Customers Relationship Management (EPMM-02)
3. International Marketing (EPMM-03)
4. Product Management (EPMM-04)
5. Marketing Research (EPMM - 05)
6. Marketing of Services (EPMM-06)

Human Resource Management (HRM)

1. HRM- Policy and strategy (EPhRM-01)
2. Industrial Psychology and organizational Dynamics (EPhRM-02)
3. Human Resources – Planning and Utilizations (EPhRM-03)
4. Cross Cultural and Global HRM(EPhRM-04)
5. Management & Industrial Relations (EPhRM-05)
6. Human Resource Accounting and Compensation Management (EPhRM 06)

Detailed syllabus

CP 101: Principles and Practice of Management
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Module-1 : Principles of Management

- i) Classical School of Management Theory
- ii) Behavioural Concepts in Management thought & Human Relations School
- iii) Modern Concepts of Management

Module-2: Practice of Management

- iv) Organisation process, Structures, Delegation, Decentralization of Management.
- v) Line, Staff & functional Authority, Span of Control.
- vi) Coordination and communication.
- vii) Planning, Controlling & Decision Making.

References :

- Koontiz, O'Donnel & Weihrich – Management
- Kontz & Weihrich-Essentials of Management
- Hicks & Gullet-Management

- Robbins-Management : Concept & Practice

CP102 : Economics

Microeconomics

Module 1

General Introduction to the Subject of Economics, Micro-Macro distinction, The Law of Demand, From individual demand to market demand, Factors that shift the demand curve. The Law of Supply, From individual supply to market supply, Factors that shift the supply curve. Elasticities of demand and supply.

Determination of price and quantity in Competitive Market Equilibrium. Effects of changes in demand side and supply side factors on price and quantity, Effects of government intervention (price control, minimum wage , indirect taxes and subsidies) on price and quantity.

Consumer's Surplus, Producer's Surplus and the optimality of the Competitive Market (maximization of the sum of the two surpluses, price equaling marginal cost).

Module 2

Production and Cost, Production Function and Returns to Scale, Total , Average and Marginal Costs in short run and long run.

Equilibrium of the firm in perfect competition- short run and long run. Equilibrium under monopolistic competition (with Monopoly as a special case), Oligopoly (definition only), Non-optimality of imperfect competition

Macroeconomics

Module 1

Introduction to Macroeconomics , Circular Flows of an economy.

National Income and Its Measurement: GDP, GNP(nominal and real), GDP Deflator, CPI, WPI. The Three Methods of Measurement . The identities $Y = C+I$, $Y = C+I + G$, $Y = C +I + G + NX$.

The Simple Keynesian Model: Consumption, Saving and Investment Functions. The Investment Multiplier, Government Expenditure and Tax Multipliers, Foreign Trade Multiplier.

Consumption, investment and the rate of interest.

The instruments of monetary policy

Module 2

AD-AS analysis. Why AD is inversely relate to P, The AS curve in short run and long run, Fiscal and Monetary Policy , Demand Pull inflation and Cost Push inflation in terms of shifts in AD and AS.

The Balance of Payments. Current Account and Capital Account transactions as sources of demand and supply of a country's currency. Determination of the exchange rate in a flexible exchange system. Government intervention to fix the exchange rate.

Growth. The facts of growth of the world economy and of India.

References

Hubbard, G and O'Brien, P: Microeconomics, Pearson

Sen, A : Microeconomics , Oxford University Press, New Delhi

Mankiw, G : Economics- Principles and Applications, Cengage Learning (Indian edition)

Sikdar, S : Principles of Macroeconomics, Oxford University Press, New Delhi

CP 103 : Statistics for Managers

Module –1:

Collection and presentation of data; Frequency Distribution; Measures of Central Tendency, Dispersion, Skewness & Kurtosis, Correlation & Regression, Time-series Analysis, Index Number Analysis.

Module-2:

Probability Theory and Probability Distributions-Binomial, Poisson, Normal and Exponential; Testing of Hypothesis.

References :

1. Chandha, N.K. Statistics for Behavioral and Social Scientists, Reliance Publishing House, Delhi 1996.
2. Gupta, S.P. and Gupta M. P. Business Statistics, new Delhi, Sultan Chand, 1997
3. Kazmier, L. J. And Pohn, N. F. Basics Statics for Business and Economics. New York, McGraw Hill, 1988.
4. Levin Richard L. And Robin David S. Statistics for management. New Jersey, Prentice Hall Inc., 1995.
5. Narag, A., S. Linear programming and Decision Making. Ew Delhi, Sultan Chand, 1995
6. Sharma, J. K. Fundamentals of Operations Research. Mac Millan Publishers, 1990
7. Terry, Sineich, Business Statistics by Examples, London, Collier Mac Millan Publishers, 1990.

CP 104 : Accounting for Managers

Module-1

Financial Accounting-Concept, Importance and Scope, Generally Accepted Accounting Principles, preparation of Financial Statements with special reference to analysis of a Balance Sheet and Management of Business Income, Inventory Valuation and Depreciation, Financial Statement Analysis, Funds Flow The Statement of Cash Flows.

Module-2

Management Accounting-Concept, Need, Importance and Scope; Cost Accounting- Records and Processes, Cost Ledger and Control Accounts, Reconciliation and Integration between Financial and Cost Accounts, Overhead Cost and Control, Job and Process Costing, Budget and Budgetary Control, Performance Budgeting, Zero-Base Budgeting, Relevant Costing and Costing for Decision-Making, Standard Costing and Varian, Analysis Marginal costing and Absorption Costing.

Suggested Readings

1. Anthony R.N. and Reece J.S. Accounting Principles. 6th ed., Homewood, Illiners. Richard D. Irwin. 1995.
2. Bhattacharya, S.K. and Dearden, J. Accounting for Management, Management and Cases. New Delhi. Vikas. 1996.
3. Heitger, L.E. and Matulich Srge. Financial Accounting. New York. Mc-Graw Hill. 1990
4. Hingorani . N. L. and ramanathan, A.R. Management Accounting 5th ed., New Delhi. Sultan Chand. 1992.
5. Horngren. Charles etc. Principles of Financial and Management Accounting, Englewood Cliffs. New Jersey. Prentice Hall Inc., 1994.
6. Needles. Belverd. Etc. Financial and Managerial Accounting. Boston. Houghton Mifflin Company, 1994.
7. Vij. Madhu. Financial and Management Accounting. New Delhi, Anmol Publications. 1997.

The list of cases and specific references including recent articles will be announced in the class at the time of launching of the course.

CP-105: Computer Applications in Management and Management Information System

Module I (Computer Applications in Management)

Introduction : Concept Of Data and Information; Information System , Classification , Transaction Processing System(TPS), Enterprise Collaboration System(ECS), Management Information System(MIS), Decision Support System(DSS), Expert System (ES), Executive Information System(EIS).

MIS: Definition, Concept, Characteristics, Designing MIS, Advantages of MIS, Role in organization, Limitation of MIS, The Organizational Structure : Managers, Activities, Level of people and their information needs.

Developing MIS Systems, SDLC (System Development Life Cycle) , Feasibility Analysis, System Analysis & Design (DFD & ER Diagrams). Implementing Business Systems, Testing And Documentation.

Report generation , General Principles, Types of Reporting.

DSS : Characteristics, Components, Programmed Design Rules.

Functional Areas : Accounting Information System, Financial Information System, Marketing Information System, Personnel Information System, Inventory Information System.

Module II (Management Information System)

DBMS : Introduction, DBA, Architecture, DDL, DML, Relational Approach, - Relation, Tuples, Attributes, Concepts of Normalization.

ERP: Enterprise Resource Planning, Features, Selection Criteria, Issues and Challenges, Supply Chain Management (SCM), Customer Relationship Management (CRM). Business Ethics, Cyber Crime & Privacy Issues

Communication & Networking :Basic concepts of networking : LAN, WAN,MAN, Topology, Protocol , Layers, Internetworking, Intranet, E-commerce and internet , wireless networks, Application in organizations, Email, www, search engines

References

Greenlaw R & Hepps, Fundamentals of internet & www, 2nd Edition, TMGH, 2007

Bipin C Desai, Introduction to database system, Galgotia

K.C.Loudon & J.P.Loudon Management Information system, Org & Tech, Prentice Hall

W.S.Jawadekar, MIS,4th Edition, TMGH

Ward Hansen & Kirthi Kalyanan, Internet Marketing and e-Commerce

CP- 201: Managerial Skill Development and Research Methodology

Module-1: Managerial Skill Development

Importance and nature of business communication; Effective Communication skill; process of communication; Barriers and gateway in communication; Dos and Don'ts of Business writing;

Commercial letters; writing Business reports; Oral Communication- presentations of reports, public speaking, and negotiations; Legal aspects of Business communication.

Module-2 : Research Methodology

Nature and Scope of Research Methodology; Problem Formulation and Statement of Research Objectives; Value and Cost of Information-Bayesian Decision Theory; Organisation Structure of Research; Research Process; Research Designs-Exploratory, Descriptive and Experimental Research Designs; Method of Data Collection-Observational and Survey Methods; Questionnaire Designs; Attitude Measurement Techniques: Motivational Research Techniques; Administration of Surveys; Sample Design; Selecting Appropriate Statistical Technique; Field Administration of Surveys; Sample Design; Selecting an Appropriate Statistical Technique; Field Administration of Surveys; Sample Design; Selecting an Appropriate Statistical Technique; Field Work and Tabulation of Data; Analysis of Data, Estimation, Testing & Inference-Use of SPSS and other Statistical Software Packages; Advanced Techniques for Data Analysis-ANOVA.

References :

1. Bowman, Jeol P. And Branchaw, Bernadine P. Business Communication from Process to Product. 1987. Daryden Press, Chicago.
2. Hatch. Richar. Communicating in Business. 1997. Science Research Associates. Chicago.
3. Murphy. Herta A. And Peck. Charrles E. Effective Business Communication. 2nd ed., 1976 Tata McGraw Hill. New Delhi.
4. Pearce, C. Glenn etc. Business Communications : Principles and Applications. 2nd ed., 1988. John Wiley. New Work.
5. Treece, Maira. Successful Business Communications. 3rd ed., 1987. Allyn and Bacon Boston
6. Andrews, F. M. And S. B. Withey Social Indicators of Well Being. Plenum Press, N Y., 1976.
7. Bennet, Roger: Management Research ILO, 1993.
8. Fowler, Floyd, J. Jr., Survey Methods, 2nd ed., Sage Publication, 1993.
9. Fox, J. A. And P.E. Tracy, Randomized Response: A Method of Sensitive Survey. Sage Publication, 1986.
10. Gupta, Sa. P. Statistical Methods. 3rd ed., Sultan Chand, New Delhi, 2001
11. Golden Biddle, Koren and D. Locke, Composing Qualitative Research, Sage Publication. 1997.
12. Salkind, Neil J., Exploring Research, 3rd., Prentice Hall, NJ, 1997.

CP-202: Organizational Behaviour

Module-1

1. Meaning and Concept of Organizational Behaviour
2. Organization System, Organization Structure
3. Individual Behaviour in the Organization-Values, Attitude, Personality, Emotion & Perceptions.

Module-2

4. Group Behaviour in the Organization-Group Behaviour, Group Decision Making
5. Organizational Development-Organizational Change
6. Leading and Motivation

CP-203: Quantitative Methods

Module-1:

1) Overview of Operations Research : The history of Operations Research, Nature and significance of operations Research, Operations Research : Some definitions, Models, and Modelling in Operations Research, General Methods for solving Operations Research models, Advantages of Model, Application and scope of Operations Research, Basic Operations Research models.

2) Linear Programming : Introduction, Structure of Linear Programming Model, Advantages of Linear Programming, Graphical Solution Methods, Simplex Method, Duality in Linear Programming, Sensitivity Analysis.

3. Transportation Problem : Introduction, mathematical model of transpiration problem, the transpiration method of finding initial solution.

Module-2:

4. Assignment problem : Introduction, mathematical statement of the problem, solution methods of assignment problem.

6. Project Management : PERT AND CPM : Introduction, Basic difference between PERT and CPM, Steps in PERT/CPM Techniques, PERT/CPM, Network components and Precedence Relationships.

7. Inventory Control deterministic Models : Introduction, the meaning of Inventory Control, Functional Role of Inventory, Inventory Model Buildings, Deterministic Inventory models without shortages, Deterministic Inventory models with shortages, Multi-item Inventory Models with constraints, EOQ Models with Quantity Discounts, Dynamic Demand Inventory Models, Inventory Control Probabilistic Models.

<p style="text-align: center;">CP-204: Business Environment and Business Ethics</p>
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Module-1 : Business Environment (50marks)

1. Socio Political Cultural Environment
2. Nature of Industrial Sociology.
3. Social Organisation, Work Organisation.
4. Occupations in Indian Society.
5. Human and Cultural variables in organizations.
6. Cultural differences and managerial implications.

Module-2: Business Ethics (50maks)

Introduction to Ethics and Business Ethics – Morality, Character, Values – Law, Religion and Ethics - Evolution and Significance of Business Ethics – Relation between Business and Ethics: Unitarian View, Separatists' View and Integrated View - Contemporary Ethical Challenges in Business.

Ethical Leadership and its Contents - Qualities of Ethical Leadership; Approaches to Ethical Thinking: Teleological Approach, Deontological Approach.

Ethical Dilemma: Nature, Levels and Significance - Dilemma Resolution Process - Important Areas of Managerial Dilemmas.

Ethical Management Tools: Whistle-blowing - Ethical Audit -Ethics Committees - Ethics Strategy.

References

- K . Aswathappa : Essentials of Business Environment, Himalaya Publishing House.

- V.P. Michael : Business Policy and Environment, S. Chand & Co.
- Chertunilam Franis : Business Environment, Himalaya Publishing House.
- B. Banerjee : Economic Environment and Human Resource Management, Calcutta University.
- Misra S. K & V. K. Puni : Economic Environment of Business, Himalaya Publishing House.
- Jain Avun Kumar : Managing Global Competitions, Competence Publishing Co.

CP-205: Indian Economic Environment and International Business

Module -1: Indian Economic Environment (50marks)

1. Indian Experience in development & planning in post-independence period.
2. Industrialization in the pre and post-liberalization era-Policies and performance.
3. Role and Performance of the Public Sector –disinvestments & restructuring.
4. Reforms in the financial & banking sector.

Module-2: International Business (50marks)

International Business : An Overview-Types of International Business; The external Environment; The Economic and Political Environment, The Human Cultural Environment; Influence on Trade and Investment patterns; Recent World Trade and Foreign Investment Trends; Balance of Payments Accounts and Macroeconomic Management; Theories and Institutions; Trade and Investment-Government Influence on Trade Investment; Determination of Trading Partner's Independence, Interdependence and Dependence; World Financial Environment; Cross-national CO-operation and Agreements; Tariff and non-Tariff Barriers, WTO, Regional Blocks; International Firms; World Financial Environment; Foreign Exchange Market Mechanism; Determinants of Exchange Rates; Euro-currency Market; offshore Financial Competitiveness; Export Management; Licensing; Joint Ventures Technology and Global Competition; Globalisation and Human Resource Development; Globalisation with Social Responsibility; World Economic Growth and the Environment : Country Evaluation and Selection; International Business Diplomacy; Negotiating an International Business. Issues in Asset Protection; Multilateral Settlements; Consortium Approaches; External Relations-Approach.

References :

- Uberoi, N. K. Environmental Management, Excel Books, Art, Naraine, Phase-I, New Delhi-2000.
- Pandey, G.N. Environmental Management, Vikas Publishing House, New Delhi, 1997.
- Gupta, N. Dass. Environmental Accounting, wheeler Publishing 19, K. G. Marg, New Delhi, 1997.
- Mohanty, S. K. Environment & Pollution Law Manual, Universal Law Publishing. G.T. Karnal Road, New Delhi, 1996.
- Harley, Nick. Environmental Economics, Macmillan India Ltd., Ansari Road. Dew Delhi-1997.
- Kolstad. Charles D. Environmental Economics, Oxford University Press, 2000.

CP-301: Business Legislation

Module-1:

The Indian Contract Act, 1872 : Essentials of Valid Contract. Void Agreements. Performance of Contracts. Breach of Contract and its Remedies. Quasi-Contracts. Contingent contracts, Contracts of Bailment, Indemnity & Guarantee, Agency. **The Sale of Goods Act, 1930** : Formation of Contract. Rights of an unpaid seller. **Negotiable Instrument Act, 1881**: Nature and Types. Negotiation and Assignment. Holder-in-Due Course, Dishonour of a Negotiable Instrument. Arbitration; Endorsement & its kind.

Module -2:

Companies Act, 1956: Nature and Types of Companies Formation, Memorandum and Articles of Association. Prospectus Allotment of Shares. Shares and Share Capital. Membership, Borrowing Power, Management and Meetings. Accounts and Audit. Compromise Arrangements and Reconstruction. Prevention of Oppression and Management. Winding Up; Consumer Protection Act and Cyber Laws.

Suggested Readings.

Avtar Singh, Company, Law, 11th ed, Lucknow, Eastern, 1996.

Khergamwala, J.S. The Negotiable Instrument Acts. Bombay, N.M. Tripathi, 1980.

Ramaiya, A, Guide to the Companies Act. Nagpur, Wadhwa, 1992.

Shah, S. M. Lectures on Company Law. Bombay, N.M.Trippathi, 1990.

Tuteja, S.K. Business Law For Managers. New Delhi, Sultan Chand, 1998.

The list of cases and specific references including recent articles will be announced in the class at the time of launching of the course.

<p style="text-align: center;">CP-302: Strategic Management and Operations Management</p>
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Module-1 :Strategic Management (50marks)

1. Objective of Business Policy Knowledge Skill Attitude
2. Strategic Management: An Overview.
3. Analysis of External and Internal Environment.
4. Identifying Strategic alternatives Strategy Alternatives.
5. Strategy Evaluation and Selection.

Module- 2:Operations Management (50marks)

1. Nature and Scope of Production and Operations Management
2. Types of Manufacturing Systems and Layouts.
3. Workshop Layout Planning and analysis.
4. Production Planning and control.
5. Mass Production, b) Batch/Job order Production.
6. Process Planning, Scheduling, Work Study, Method Study, Work Management
7. Materials Management, Purchase Management, Stores Management.
8. Quality Control, Total Quality Management, ISO 9000, Benchmarking, JIT, Environment Standard

References :

Robert S. Kaplan and David P. Norton. The Strategy Focussed Organisation Harvard Business School Press.

Kazmi (jt author), Business Policy. Tata Mc Graw Hill.

Nitin Balwani, Strategic Management and Business Policy, Excel Books.

AIMA, Strategies for Competitiveness, Excel Books.

Dr. P.K. Gupta, Corporate Strategic Management, Everest Publishing.

CP-303: Financial Management

Aims and Objectives of Financial Management; Cost-Volume-Profit Analysis; Operating and Financial Leverage; Time Value of Money; Investment and Capital Structure Decisions; Instruments of Long Term Finance; Cost of Different Sources of Raising Capital; Weighted Average Cost of Capital; Optimum Capital Structure; Method of Capital Budgeting; Management of Working Capital-Cash, Receivables and Inventory Management, Dividend Policy-basic.

References:

- Archer Stephen H. Etc. Financial Management. New York, John Wiley, 1990
Bhalla. V.K. financial Management and Policy, 2nd., New Delhi. Anmol. 1998.
Brealey, Richard A. And Myers Stewart C. Principles of Corporate Finance. 5th ed., New Delhi. McGraw Hill, 1996.
Hampton, John, Financial Decision Making Englewood Cliffs, New Jersey, Prentice Hall of India. 1997.
Winger, Bernard and Mohan, Nancy. Principles of Financial management, New York, Macumillan Publishing Company, 1991.

CP-304:Marketing Management

Module-1

- 1.Nature and Scope of Marketing
- 2.Marketing Information System and Marketing Research.
- 3.Consumer and Industrial Marketing. Market Segmentation.
- 4.Targeting and Positioning.

Module-2

- 5.Product Mix, b) PLC, c) NPD, d) Branding Packaging Decisions, e) Pricing Methods.
- 6.Promotion Decisions. Promotion Mix, b) Advertising, c) Sales Promotion, d) Publicity/Public Relations, Personal Selling.
- 7.Channel Management. a)Selection, b) Co-operation & Conflict Management.
- 8.New Issues in Marketing. a)Globalisation, b) Consumerism, c) Green Marketing, d) Legal Issues.

References :

- Enis, B.M. Marketing Classics : A selection of Influence Articles. New York. McGraw Hill, 1991
Kotler, Philip and Armstrong. G. Principles of marketing, New Delhi, Prentice Hall of India, 1997.
Kotler, Philip, Marketing Management : Analysis, Planning, Implementation and Control, New Delhi, Prentice Hall of India, 1994.
Ramaswamy, V.S. and Namakumari, S. Marketing Management : Planning, Control, New Delhi, MacMillan, 1990.
Stanton William, J. Fundamentals of Marketing, New York, McGraw Hill, 1994
Neelamegham, S. Marketing in India : Cases and Readings, New Delhi, Viakas, 1988.

CP-305: Human Resource Management

Module-1

1. Human Resource Planning.
2. Job Analysis and Design.
3. Recruitment and Selection.
4. Induction and placement
5. Training & Development.

Module-2

1. Performance Appraisal and Potential Evaluation.
2. Job Evaluation and Wage Determination.
3. Employee Welfare.
4. Industrial Relations and Trade Union and Employee Empowerment.

References :

1. Aswathappa, K. Human Resource and Personnel Management, Tata McGraw Hill, New Delhi., 1007.
2. De Cenzo, D.A. & Robbins S.P. Business Management. 5th ed., New York. John Wiley, 1994.
3. Guy, V. & Mattock. J. The New International Manager, London, Kogan Page, 1993.
4. Holloway, J. Ed., Performance Measurement and Evaluation. New Delhi, Sage, 1995.
5. Monappa, A & Saiyadain M. Personnel Management, 2nd, ed., New Delhi, Tata Mc Graw Hill, 1996.
6. Stone, Lioyed and Leslie W. Rue., Human Resource and Personnel Management Richard D. Irwin, Illinois, 1984.

ELECTIVE AREAS (SPECIALISATION)

Financial Management (FM)

EPFM – 01 : Security Analysis and Portfolio Management

Module 1 : Security Analysis

Fundamental Analysis

Technical Analysis

Efficient Market Theory

Module 2 : Portfolio Management

Risk and Return

Markowitz : Portfolio Selection Model

Sharepe : Single Index Model

CAPM

APT

Portfolio Investment Process

Investment Timing and Portfolio Performance Evaluation & Revision

References :

I.M. Pandey-Financial Management

Prasanna Chandra-Financial Management,-Project Management
Bnearly & Myres-Principles of Corporate Finance
H.T. Spiro-Finance for non-financial Manager
Alan Shapiro-Multinational Financial Management
Jack Clark Francis-Investment-Analysis & Management
Bhalla & Tuteja-Investment Management
Brigham-Fundamentals of Financial Management
Khan-Indian Financial System
Choi & Muller-International Accounting

EPFM – 02 : Working Capital Management

Module -1

Concept of Working Capital Management, Importance of Working Capital, Kinds of Working Capital, Factors Determining Working Capital, Estimating Working Capital Requirements; Management of Cash-Motives for Holding Cash and marketable securities; Cash System, Managing the Cash Flows, Types of Collection Systems, Cash Concentration Strategies, Disbursement Tools, Investment in Marketable Securities; Forecasting Cash Flows; Managing Corporate Liquidity and Financial Flexibility; Measures of Liquidity, Determining the Optimum Level of Cash Balances-Baumol Model, Beranek Model, Miller-Orr Model , Stone Model; Receivable Management-Determining the Appropriate Receivable Policy, Marginal Analysis, Credit Analysis and Decision, Heuristic Approach, Discriminant Analysis, Sequential Decision Analysis.

Module-2

Inventory Management-kinds of Inventories, Benefits and Costs of Holding Inventories, Inventory Management and Valuation, Inventory Control Models; Short-term financing; Programming Working Capital Management; Integrating Working Capital and Capital Investment Processes; Monetary System; Money Market in India; Banking System in India; the Restructuring Process; Working Capital Control and Banking Policy in India; Instruments of the International Money Market; Managing Short-term International Transactions.

Suggested Readings

Bhalla, V.K. Working Capital MANAGEMENT: Text and Cases, 4th ed., Delhi, Anmol, 2001
Hampton J.J. and C.L. Wagner Working Capital Management, John Wiley & Sons, 1989
Mannes, T.S. and J.T. Zietlow Short-term Financial Management, West Pub. Co., 1993.

EPFM-03 : Management of Financial Services

Financial System and Markets; Concept, and Scope of financial Services; Regulatory Framework For Financial Services; Management of Risk in Financial Services; Stock Exchange Operations; Mutual Funds; Merchant Banking Services : Managing of issue shares and bonds-Mobilising of Fixed Deposits-Inter-Corporate Loans-International Finance; Other Financial services-Leasing and Hire Purchase; Debt Securitization; Housing Finance; Credit Rating; Credit Cards; Banking and Insurance; Venture Capital, Factoring for Failing and Bill Discounting, Insurance; The Tax Environment and Financial Services; Pricing Financial Services.

Suggested Readings

Bhalla, V.K. Management of Financial Services anmol, New Delhi, 2001.
Bhalla, V.K. And Dilbag, Singh, International Financial Centres. Mew Delhi, Anmol 1997.
Ennew, C.Yrevor Watkins & Mike Wright: Marketing of Financial Services, Heinemann Professional Pub., 1990.
Gordon, E and K. Natrajan Emerging Scenario of Financial Services. Himalaya Publishing House, 1997.
Meidan, Arthur Breneet, M. Option Pricing: Theory & Applications Toronto, Lexington Books. 1983.
Kim, Suk amd Kim, Seung. Global Corporate Finance: Text and Cases 2nd ed., Miami Florida, Kolb, 1993.
The list of cases and specific references including recent articles will be announced in the class at the time of launching of the course.

<p style="text-align: center;">EPFM-04 : Management Control System</p>

Module-1

Management Control – An Overview: Nature, Scope and Concept of management Control Systems. Organization Goals, Strategic Planning and Implementations, Organisation Structure, Contingency Theory, Organizational climate, Position of Controller in the Organisation Structure of an Organization. Management Control Process Programming Budgetary Planning and Procedures. Budgetary Control, Analysis of Variances, Flexible Budgeting Zero-base budgeting, Performance Budgeting, Accounting Analysis and Reporting, Variance Reporting.

Module-2

Management Control Structure : Responsibility Centre, Responsibility Accounting, Cost Centre, Profit Centre, Inter-divisional Transfer Pricing, Measurement of Divisional Performance including Performance Evaluation Qualitative and Quantitative, Investment, Centre. Behavioural Aspects of Management control: Motivation and Morale, Goal Congruency, Participative and Responsive Management. Human as a part of Information Process, Learning Curves. Management Control in Specialised part of Information Process, Learning Curves. Management Control in Specialised Organisation : Selected Case Studies on Non-profit and Public Service Organizations.

Suggested Readings

Anthony, R. N and Govindrajan V. Management Control Systems. 8th ed., Taraporevala Chicago, Irwin, 1995.
Emmanuel, C And Otley, D. Accounting for Management Control. London, Nostrand Reinhold, 1985.
Ghosh, P K and Gupta, G S. Cost Analysis and Control. New Delhi, Vision 1985.
Glynn, J J. Value for Money : Auditing in Public Sector. London, Prentice Hall Inc., 1985.
Hersey, P and Blanchard. HB. Management of Organization Behaviour: Utilising Human Resources. New Delhi. Prentice Hall of India, 1988.
Maciariello. J A and Kirby C J. Management Control system. Englewood Cliffs, New Jersey, Prentice Hall Inc., 1994.
The list of cases and specific references including recent articles will be announced in the class at the time of launching of the course.

EPFM -05 : International Financial Management

Module – 1

International Monetary System, Balance of Payment, Foreign Exchange Market, Parity condition and currency forecasting Management of accounting and economic risks,

Module – 2

Currency forwards futures and options and swaps, Raising money from International markets, Euro markets, Country risk analysis, financial management of MNC-Cost of capital, budgets, Capital structure, Foreign Direct Investment.

EPFM-06 : Taxation in Business

Basic Concepts of Income Tax; Residential status of a Company; Computation of Income under Different Heads of Income, Set off and Carry forward of Losses, Deductions and Exemptions in Additional Tax on Undistributed Profits, Companies Profit Surtax Act; Computation of Tax Liability; Meaning and Scope of Tax Planning Regarding Dividends Policy, Issue of Bonus Shares, *Inter Corporate* Dividends and Transfers; Tax Planning Relating to Amalgamation and Merger of Companies; Tax Considerations in respect of Specific Management Decision like Make or Buy, Own or Lease, Close or Continue, Sale in Domestic Markets or Exports; Replacements and Capital Budgeting Decisions, etc; Tax Planning in respect of managerial Remuneration, Foreign collaborations and Joint Ventures; Implications of Avoidance of Double Taxation Agreements.

Suggested Readings

Ahuja G K & Gupta, Ravi Systematic Approach to Income Tax. Allahabad, Bharat Law House, 1999.

Iyengar, A C. Sampat Law of Income Tax. Allahabad, Bharat Law House, 1981.

Kanga, J B and Palkhivala, N A. Income Tax, Bombay, Vol. 1-3, N. M. Tripathi.

Ranina, H P. Corporate Taxation: A Handbook. 2nd ed., New Delhi, Oriental Law House. 1985.

Marketing Management (MM)

EPMM-1 : Sales and Distribution Management

Module-I : Theories of Selling & Management

Nature and scope of Sales Management, Principles of Selling, Theories of Selling, Steps in Personnel selling, Dyadic Interaction of Selling Sales Organisational Structure, Relationship of Sales Department with other departments, Size of Sales Force, Motivation of Sales Force, Compensation and Recruitment of Sales Force, Quotas and Territory Management, Sales Force Control System, Social Marketing, E-Marketing.

Module-2 Distribution Management & Franchising

Franchising - Concepts of Franchising-Types of Franchising-Modes of Operation-Steps in setting up a Franchisee Organisation, Physical Distribution-Objective of Physical Distribution-Importance of warehousing and transportation-Distribution Planning Principles-Designing a Distribution System, marketing Channels-Strategies of Distribution-Role of Channel Members-Types of Retailing-Channel Relationship-Potential Of Home Shopping.

Case Studies with Indian References will be used for all modules

References :

Richard R. Still, Edward. W. Cundiff and A.P. Grovoni; Sales Management, Prentice Hall of India, N. Delhi (2000).

E. L. Ansary (it author); Distribution Management, Prentice Hall of India, N, Delhi(2000).

Anderson, R. Professional Sales Management Cliffs, New Jersey, Prentice Hall Inc, 1992.

Buskik R. H. And Stanon, W J Management of Sales Force. Homewood Illionois, Richard D. Irwin, 1983.

Dalymple, D. J. Sales Management, Concepts & Cases, New York, John Wiley, 1989.

Stanon, William J etc. Management of a Sales Force Chicago, Irwin, 1995.

**EPMM-02 : Advertising & Sales Promotion
Management**

Module-1

Advertising's Role in the Marketing Process: Legal Ethical and Social Aspects of Advertising; Process of Communication-Wilbur Schramm's Model, Two step flow of communication, Theory of Cognitive Dissonance and Clues for Advertising strategies: Stimulation of Primary and selective Demand-Objective Setting and Market Positioning; Dagmor Approach-determination of Target Audience; Building of Advertising Programme-Message, Headlines, Copy, Logo, Illustration, Appeal, Layout; Campaign Planning; Media Planning; Budgeting Valuation-Rationale of Testing Opinion Aptitude Tests, Recognition, Recall, Experimental Designs; Advertising Organizations-Selection Compensation and Appraisal of an Agency; Electronic Media Buying. Advertising Campaign- Advertising V/s Consumer Behaviour; Sales Promotion-Role of Creative Strategies; Advertising-Retail National, Cooperative, Political International, Public service Advertising.

Module-2

Sales Promotion and Marketing Mix; Nature and Types of Sales Promotion Consumer Behaviour and Sales Promotion; Deal Prone Consumer; Economic Theories of Promotion; Sales Promotion's Impact of Sales; Evaluation of Sales Promotion Experiments; Choice and Purchase Timing Models; Manufacturer Promotion Planning Process; Retailer Promotion Planning Process; Strategic Issues in Designing Promotional Strategies; Substantive Findings and Issues on Coupons, Trade Dealings, and Retail Promotions.

Suggested Readings

Ailloni and Charas, Dan. Promotion: A Guide to Effective Promotional Planning, Strategies and Executions. New York, John Wiley, 1984.

Assae, Henry. Consumer Behaviour and Marketing Action. Bosten, Kant, 1987.

Blattberg, Robert C and Scott, a Neslin. Sales Promotion: Concept Methods and Strategies. Englewood Cliffs, New Jersey, Prentice Hall Inc., 1990.

Schaltz, Don E and William, A Robinson. Sales Promotion Management. Chicago, Crain Books, 1982.

Strang, Roger A. The Promotional Planning Process. New York Praeger, 1980.

Totten, John C and Block, Martin P. Analysing Sales Promotion: Text and Cases. Chicago, Commerce Communication, 1987.

Ulanoff, Stanley M. Handbook of Sales Promotion. New York, McGraw Hill, 1985.

The list of cases and specific references including recent articles and reports will be announced in the class at the time of launching of the course.

EPMM-03 : Consumer Behaviour and Customer Relationship Management

Module 1

1.Preliminaries

Changing Profile of the Society and its Relevance of Consumer Marketing, Consumer Marketing, Consumer Marketing & Non-Consumer Marketing Organisational / Industrial Marketing, Interdisciplinary Nature of Consumer Market Analysis, Characterising Consumer Market-The Buyer of the Consumer-The Seller-The Product-Institutional/Organisational Character-Market Network.

2.Consumer Behaviour Analysis/Buyer in the Consumer Market

Interdisciplinary Nature of Consumer Behaviour Analysis-Economic Paradigm of Consumer Behaviour Analysis-Economists Models-Limitation of Economists Models in Market Management Analysis, Psychographic Analysis of Consumer, Behaviour and Behaviour Audit-Motivation-Learning-Perception-Attitude-Personality.

3.Socio-graphic Analysis of Consumer Behaviour

Culture, Sub-culture, Social Class, Reference Group, Face of Face Group, Family, Individual / Person himself. Incorporating External and Internal Factors : Consumer Behaviour Models-Howard & Sheth-Nicosia-Blackwel and Engel-Others. Characterising Behaviour Models as-Input Output System-Inter-Active System-Feed Back Mechanism.

Consumer Decision Process-Pre-decision and Action-Post-decision and Action Analysis.

Specific-Analysis of Dynamics of Purchase and Consumption of Customer Durable-Analysis of Dynamics of Purchase, Consumption and Post-consumption, Behaviour of Consumer Perishables-Issued of Inventories of Consumables.

Port-Purchase Behaviour of Consumers., Impact of Short Term and Long Term Memory on Consumer Behaviour., Consumer Behaviour specifically to E-marketing., Industrial Buying Behaviour, Consumer Behaviour in Rural Marketing., Environmental Awareness and Impact on Consumer behaviour.

Module-2

Identifying & Describing Publics, Scope & role of Public Relations, Persuasion & Theory of Communication, Corporate Image & Public Relations, Public Relations & Marketing, Public Relations & Media, Ethics and Laws in Public Relations, Problem Solving Strategies in Public Relations, Evaluating Public Relations.

References :

Leon G. Schiffman & Leslie Lazer Kankuk: Consumer Behaviour (Edition 6th) PHI-New Delhi

Loudon & Betta, Consumer Behaviour, McGraw Hill International, 2000
Glenn Walters and Blaise J. Bergiel: Consumer Behaviour, South Western Publishing Company, 1989.
Peter D. Benett and Harole H. Kassarijan : Consumer Behaviour, PHI, New Delhi, 1996
Assael, H. Consumer Behaviour Marketing Action. Ohio, South Western, 1995.
Hawkins, D I. Etc. Consumer Behaviour Implications for Marketing Strategy. Texas Business, 1995.

EPMM-04 : International Marketing

Module-1 :

International Marketing

International Marketing-Definition Concept and Setting, International Marketing vis-a-vis Domestic Marketing, Selection of Foreign Markets, Market Entry Strategies, Market Coverage Strategies, International Product Decisions, International Pricing, International Distribution, Promotion in the International Market.

International Firm & International Business.

Introduction-(MNC/TNC-International Firm)-Definition & Features MNCs in Historical Perspectives-Genesis of MNC-MNCs in the late 20th Century-Emerging Features of MNCs in the 21st Century. Network of MNC Operations and the Organisational Structure of the MNCs Why the MNCs go abroad?- Theory of Capital Transfer-Products Cycle Theory in International Movement of Capital-Export of Capital-Dynamics of profit.
The MNCs in the area of Globalisation of Capital-Structural Adjustment Programme in Post Bretton Woods Regime-Convertible Currency & Foreign Direct Investment in the era of liberalisation.

Module-2

Transitional Corporation in International Market

Internalization of National Market, Operators in an International Market-Transnational Corporations – an Operator, International Components in an International Market, Types of Operations of International Units in an International Market, Difference Forms of Trans National Corporation-Transnational Manufacturing Corporations-Translational Trading Corporations-Translational Service Corporations.

Theories and Protections in International Trade

Rational of International Trade, Autarky & Trade, Adam Smith's Theory of Absolute Advantage, David Ricardo's Theory of Comparative Advantage, Hecksher-Ohlin Formulations, Gains from Trade, Free Trade vs. Restricted Trade, Forms of Protection-Kinds of Tariff & Effects of Tariff-Arrangements for Tariff-Quotas, dumping & State Trading-Exchange Control, Globalization & WTO.

References :

Warran J. Keegan: Global Marketing Management, PHI
Francis Cherunilam: International Business, Wheeler Pub.
Bo Sodersten: International Economics
Bhattacharya, B. Export marketing. Strategies for Success. New Delhi, Global Business Press, 1991.

Terpstra. Vem and Sarathy, R. International Business. New York, JohnWiley, 1988.
Onkvisit, Sak and Shaw, J J. International Marketing: Analysis Strategy. New Delhi, Prentice Hall of India, 1995.

EPMM-5 : Marketing Research

Module-1 : Sampling Techniques

Sampling Techniques-Simple Random Sampling; with Replacement & without Replacement-Stratified Random Sampling-Sample size determination-Estimation of different parameters and their standard error-Different cases on sample survey in the context marketing. Scales & Measurement in Marketing & Analysis-Approaches in a survey relevant for Market Assessment-Different types of scaling-Data collection Methods-Variability Method : Ordered Category Sorting, Rating Method. Ranking Method, Paired Comparison (Thrustone Scale V)-Quantitative judgement Method: Direct judgement Method, Fractionation, Constant Sum-Coefficient of Concordance. Tools used for Market Assessment-Cluster Analysis, Factor Analysis, Discriminant Analysis & Conjoint Analysis.

Trends & Forecast- Linear-Quadratic-Exponential-Modified Exponential. **Moving Average Models**-Exponential Smoothing Methods(Single, Double)-Adaptive Response Rate-Holts Trends-Smoothing(Single)-Seasonal Models (Horizontal Seasonal, Adaptive Trend-Seasonal, Multiplicative Trend Seasonal).

Module-2 : Box-Jenkins Models & others forecasting technique

Box-Jenkins Models, Special Techniques in Forecasting-Lumphy Demand-Cumulative Sum Techniques-All Time Requirements-Fast-Dropping Forecasts

References :

- 1 .Makridakis : Market Forecasting
2. Markridakis & Wheelwright : *Interactive* forecasting.
- 3.Pyndick Rubenfield : Econometric Forecasting & Model Building.

EPMM-06 : Marketing of Services

Module-1 : Theories of Services Marketing

The emergence of Service Economy, Nature of services and its characteristics, Goods vs Services Marketing, Marketing framework for service business, Classification of Service and services mix, Service product, Development, Service vision and service strategies, Quality Issues, Quality Models.

Module-2 : Product and consumer Development

Internal, External and interactive marketing, Advertising, branding and packaging of services, Recovery and relationship marketing of financial insurance services-the Indian scene, Service marketing aspect of Business Provider Organisations and Outsourcing

Human Resource Management(HRM)

EPHRM-1 : HRM Policy & Strategy

Nature and Scope of HRM, Objectives and importance of HRM, Systems approach to HRM, The changing role of HRM, HRM in India, HRM Vs personal function, HRM policies & procedures, HRM trends in a dynamic environment, Developing HR strategies. TQM and HRM interrelation, HRM and Corporate Strategy, HRM and technological change, Learning Organisation as an objective of HRM policy & strategy, Communication as drivers of HRM policy & strategy.

EPHRM-02 : Industrial Psychology and Organisation Dynamics

Module-1

- 1. Psychology, as behavioural Science** : Its Four-way Functions. History of Industrial Psychology. The Classic Hawthorne studies. Psychological Climates at Workplace.
- 2. Men and Machine** : Work and conditions of Work. Psychological Fatigue and Psychological Fatigue. Human Factors in accidents. Ergonomics. Stress at work. Human-factor engineering.
- 3. Special Employee Group** : Handicapped. Suddenly Unemployed. Obsolescent. Women employee. Career development opportunity for interested Quota-employee. Employee-counselling programme for alienated employee.
- 4. Searching of Prospective HR** : General practices of (personne) selection. Human abilities and measurement. Personality and Interest Factor. Personnel training for improving capability (resourceful employee).
- 5. Work Attitude issue** : Job-satisfaction and work-motivation. Maladjusted employee. Frustration-tolerance.

Module-2

- 6. Organisational Setting**: Basic Components, Goal-based classifications, Diversities, and Systems.
- 7. Organisational Components** : People and Organization; Structure and Dimensions, Task and element functions; Role and Responsibilities(of the functionaries) Hygiene Factors of Motivation. Psychological Contract.
- 8. Organisational Action-Dynamics** : Cognitive processes used for generating organizational behaviour. Decision-making Stress, Conflict and Frustration, affecting Cognitive functions and Personality Configuration.
- 9. Formal and Informal groups** : Nature, formation and interdependence, Group dynamics for cohesion and Coercion; and Formation of small for Team building.
- 10. Over viewing theories of Motivation and Leadership** : Dynamics for developing Self-responsible human resources. The suggested role, responsibility We ward policy and empowerment.

EPHRM-03 : HRM-Planning & Utilization

Module-1

HRM planning, objective and methods, HRM process-Manpower Forecasting & Manpower inventory, Recruitment selection, testing, interviewing, Job analysis and job evaluation, job

description, job specification, job rotation, job enlargement, job enrichment, Performance measurement, Potential appraisal, performance appraisal, Skills matrix, competency mapping.

Module-2

Training needs identification, Training methods, techniques, aids, Training effectiveness, HRD-Management development programmes, Career planning, succession planning, Enhancing satisfaction, motivation, morale, Improvement Teams and teamwork, Employee involvement and empowerment, Suggestion schemes, Employee motivation surveys.

EPHRM-4 : Cross Cultural & Global HRM

Module-1

Human and cultural valuables in global organizations, Cross cultural differences and managerial implications, Culture shock and effect on job performance, Cross cultural research methodologies, Hofstedes and subsequent studies, Adaptation and cross cultural management, Evolution of global organizations, Type of global organizations-Multinational, international, transitional

Module-2

Cross cultural leadership and decision making, Cross cultural communication and negotiations, HRM/HRD in global organisations, Selection criteria for international assignments, Compensation and appraisal in global perspective, Traditional manager vs. Global manager, Managing global managers and teams, The cross cultural organization of the future-the Multicultural Model.

EPHRM-05 : Management of Industrial Relations

Module-1

Industrial Relations perspectives, Industrial relations and the emerging Socio-Economic scenario, Industrial relations and the state, Legal framework on Industrial Relations, Emergence and objectives of labour laws and their socio-economic environment, Role and future of Trade Unions, Trade Union and the Employee, Trade Union and Management.

Module-2

Discipline and Grievance Management, Counselling principles and methods, Negotiation, productive bargaining and collective settlements, Participative Management and co-ownership, Industrial relations and globalisation, Industrial relations and technological change, emerging trends in industrial relations due to restructuring and re-engineering, Labour flexibility, Changing role of state and industrial relations.

EPHRM-06 : Human Resource Accounting and Compensation Management

Module-1

Human Resource information system, Human Resource valuation and accounting, Human Resource audit, Conceptual and theoretical understanding of economic theory related to reward management, Reward and recognition in relations to satisfaction and motivation, Linking compensation and rewards to Productivity, Quality, Service, Speed, Learning, Obtaining commitment through reward and recognition schemes, Planning for improved competitiveness.

Module-2

Determination of inter and intra-industry compensation differentials. Its evaluation and benchmarking, Tools used in designing improving and implementing compensation packages, Designing compensation packages for different levels and grades in an organization, Compensation packages like fringe benefits, incentives and retirement plans, Statutory provisions governing different components of reward system, Working of different institutions related to reward system like wage boards and pay commissions, IT based compensation packages.

Duration of the programme: 2.6years (5 semester)

Faculty and Support Staff Requirement:

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	xx	xx
2	Associate Professor	HQ	01
3	Assistant Professor	RC	02

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant	HQ	01

Instructional delivery mechanism:

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	08 sessions @1.3hours each for each paper of 50marks
	Tutorials/ Special Classes/ Remedial Classes	Yes	Tutorials are arranged at Regional Centres (RCs)
	Seminar/ Research Colloquium	Yes	Seminars are organized on contemporary issues at Headquarters for the students and teachers
	Workshop	No	--
	School Based activities and Internship	Yes	Project are carried out in different industries
Self- Learning	SLMs	Yes	Printed SLMs are provided to the students through study centres
	Reference Books	Yes	List of reference books are provided through the SLMs which are made available at the district public libraries in the State.
ICT/ Digital	Online (Web driven/Mobile	Yes	Academic content and AV lectures

Wellness of students	App)		are made available through LMS
	Offline DVD/SD Card/USB Drive	Yes	Recorded lectures are made available to the learners on demand
	Telecommunications	Yes	Teachers respond to the academic queries of the learners
Blended	Smart Classrooms	Yes	Smart classrooms are available both at RC.
	Flipped Learning	No	--

A. Procedure for admissions, curriculum transaction and evaluation

Admission Procedure: Centralised admission process is conducted through online mode. Admission fees also collected through online payment gateway service and dedicated bank challan to assure better transparency in monetary transaction.

Eligibility: Any graduate (10+2+3);

Total Course Fee: Rs. 50,000/- (Excluding Examination and Studentship Renewal Fees)

Financial Assistance: At present no financial assistance is provided for this course.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners registered mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related information to examination and evaluation through its official website and registered mobile number of the learners.

B. Requirement of the laboratory support and Library Resources:

Laboratory: As the course does not have any practical paper or any component for which laboratory facility is required therefore laboratory facility is not provided.

Library: The learners of the course may avail the library facilities at their study centres. Selected District Libraries have NSOU Desk which are funded by the university through the concerned department of Govt. of West Bengal. Learner can also avail the facility of Central Library of NSOU.

C. Cost estimate of the programme and the provisions: Estimated cost of development of programme: Rs.12,10,200/-

D. Quality assurance mechanism and expected programme outcomes: NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.

- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on qualityrelated institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.

Expected programme outcome:

After successful completion the students may increase their knowledge in the domain of commerce and management which intern increase their employability in the trade and commerce.

A. Programme Mission and Objective:

The objective of this programme is to equip the learners with necessary conceptual, entrepreneurial and analytical skills required for handling business operations. This programme consists of 20 papers of 50 marks each divided in 1st & 2nd year.

B. Relevance of the Programme with HEI's Mission and Goals:

The mission of the university is to spread higher education in different parts of the state and to provide access to different skill enhancing educational programmes at affordable cost to the disadvantaged and to provide the facility for lifelong learning to intending learners. This particular course/ programme may give an opportunity to gain knowledge in the domain of commerce and management.

C. Nature of Prospective Target Group of Learners:

The fresh graduates may join this course to increase their employability in the trade, commerce and industry. The working persons may take this course for their vertical/horizontal mobility in their work place.

D. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence

The post graduate degree in commerce is designed for the workforce of commerce and industry. The fresh graduates and existing workforce can take the advantage of ODL system to increase their skills and competence in this particular field without disturbing their work schedule.

E. Instructional Design:

(20 Papers of 50 Marks each)

First Year (Part - I)

1. Principles & Practice of Management
2. Managerial Economics
3. Macro Economics and International Economic Problems
4. Business Environment
5. Direct & Indirect Taxation
6. Accounting Theory
7. Basic Statistical Concepts & Tools
8. Quantitative Techniques
9. Cost Accounting
10. Advanced Financial Accounting

2nd Year (Part - II)

11. Strategic Management

12. Marketing and Human Resource Management
13. Corporate Financial Environment
14. Advanced Statistical Concepts & Tools
15. Financial Statement Analysis & Reporting
16. Corporate Tax Planning and Management
17. Management Accounting
18. Financial Management
19. Auditing
20. Computer Applications in Business.

Curriculum Design:

Detailed Syllabus:

Paper 1 : Principles & Practice of Management

Module - 1 : (25 Marks) :

1. **Management** : Concept - definitions - significance - is Management a Science or an art ? Evolution of management thoughts - basic managerial functions-social responsibilities of management - professional management - managerial ethics.
2. **Planning** : Concept - definitions - significance - elements - principles process- premises - different types (including strategic planning) forecasting techniques (qualitative & quantitative) - planning failures limitations of planning - decision making : steps - types - bounded rationality - management by objectives.
3. **Organization** : Concept - definitions - significance - principles - process determinants of organization structure-departmentation (different types) delegation of authority - decentralization of authority.
4. **Motivation** : Concept - definitions - significance - different approaches to motivations.

Module - 2 : (25 marks) :

5. **Leadership** : Concept-definition-significance-different approaches to leadership (including situational approach).
6. **Communication** : Concept-definition-significance-process-types-barriers to communication-effective communication.
7. **Controlling** : Concept-definition-significance-steps-requirements of effective control-types-behavioural implications of control.

References :

Koontz, O'Donnell & Weihrich—Management
Koontz & Weihrich—Essentials of Management
Hicks & Gullett—Management

Stoner, Freeman & Gilbert Jr.—Management
Newman, Warren & McGill—The Process of Management
Robbins—Management : Concept & Practice
Banerjee, Shyamal—Principle & Practice of Management.

Paper 2 : Managerial Economics

Module-1 : (25 marks)

1. **Introduction** : Positive Vs. Normative Economics. Characteristics of Economic Models- Value Judgement in Economics.
2. **Decision Analysis-Tools & Techniques** : (a) Optimization - Unconstrained and Constrained Optimization concave functions and their role in optimization, Basic ideas of Linear Programming, Operations Research. (b) Decision-making under uncertainty-Introduction, Risk & Uncertainty, The Expected Utility Model, Limitations of Expected Utility Model in Decision Making, Expected Utility & Actual Behaviour.
3. **Demand Analysis** : (a) Neo-Classical Consumer Theory-A review of NeoClassical Consumer Theory. (b) Lancaster's Characteristics Approach to Consumer Theory. (c) Statistical Demand Curve. (d) Cross Price Elasticities& Product-Line Pricing. (e) Short-run & Long-run Elasticities (f) The Product Life-Cycle
4. **Production & Cost Analysis** : (a) Different types of production functions Cobb-Douglas. Leontief & CES Production Functions. (b) Recapitulations of Basic cost concept and relationship, elasticity of scale. (c) Multi-plant Operation. Cost minimization & Multi-plant Production. (d) The Learning Experience Curve. (e) Alternative Methods of Cost estimation-Engineering Analysis. Statistical Cost Estimation. Estimating Learning Curves.

Module- 2 : (25 marks) :

5. **Market Structure** : (a) Dominant Firms & Monopoly Power, (b) Monopoly Welfare Loss, (c) Modern views of Monopolistic Competition Lancaster's (haracteristics Approach), (d) Cooperative Oligopoly-Application of Game Theory, (e) Monopsony and Bilateral Monopoly.
6. **Theories of the Firm** : (a) Alternative Theories of Firm-Sales Maximization, Willamson's Expense Preference model, Marris's Growth Maximization Hypothesis, Behavioural Theory.
(b) Multi Product firm & Multiproduct Pricing. (c) Peak-Load Pricing, Pricing & Capacity Planning, Intertemporal Pricing, Cost Plus & Mark-up Pricing. (d) Advertising.
7. **Market-Failure : Externalities and Public Goods**— Introduction, Public Goods, Exernalities, Second Best and Arbitrary Standards, Role of Property Markets, State interventions in Imperfectly Competitive Industries.

References :

Baumol, W. J.—Economic Theory and Operation Analysis, Prentice Hall,
Dobbs Lan M. (2000)—Managerial Economics. Firms, Markets and Business Decision,

Oxford, O. U. P.

Douglas, E. J. (1992)—Managerial Economics : Analysis and Strategy, Engle Wood Cliffs, Prentice Hall.

Haynes W. W. (1969)—Managerial Economics. Second Edition, New York : Business Publications Inc.

Paper 3 : Macroeconomics and International Economic Problems

Module-1 : Macroeconomics (25 marks) :

1. **Macroeconomic Paradigms** : What is a Paradigm ? Classical, Keynesian, Monetarist and New Classical Macroeconomics - Implications of these theories for LDCs.
2. **Basic Macroeconomic Problems** : Inflation and Unemployment - Shortrun and Long-run Phillips Curve - Money and Inflation, Unemployment. Stagflation, Expected Inflation and the Inflation-expectations-augmented phillips Curve, the Political Economy of Inflation and Unemployment.
3. **Central Bank, Money, Credit and Financial Markets** : Money Stock Determination, the Money Multiplier, Equilibrium in the Financial Markets, the Supply and Demand for Loanable Funds, Money, Credit and Interest Rates, Targets for the Central Bank.
4. **Business Cycles and Macroeconomic Policy** : Business Cycles - Basic Concepts and Simple Explanation. Economic Policy - (a) Active vs. Passive (b) Rule vs. Discretion (c) Rules for Monetary Policy and (d) Rules for Fiscal Policy.

Module-2 : International Economic Problems (25 marks) :

5. **Basic Characteristics of Open Economy** : National Income Accounting in an Open Economy, the International Flows of Capital and Goods, Small vs. Large Open Economy.
6. **Balance of Payments and Exchange Rates** : Nominal vs. Real Exchange Rates, Fixed Exchange Rate Regimes, Adjustment under Fixed Exchange Rates, Flexible Exchange, Money and Prices, Exchange Rate Fluctuations and Interdependence, Capital Account Convertibility and its Primary Effect on Trade and the Macroeconomy.
7. **Foreign Exchange and Risk Management** : Foreign Exchange Operations, Forex Derivatives - Swaps, Futures, Options and Forward Contracts, Exchange Rate Arrangements in India - LERMS, Transaction Exposure, Translation Exposure and Economic Exposure, Management of Exposures Internal Techniques, Netting, Marketing, Leading and Lagging, Pricing Policy, Asset and Liability Management and External Techniques.
8. **International Monetary System and Regional Economic Cooperation** : The Bretton Woods System and its demise, IMF, SDR, World Bank and Affiliate Organizations, GATT & WTO.

References : Gregory Mankiw—Macroeconomics

Dornbush, Fischer et al—Macroeconomics

Sodersten & Reed—International Economics

Paper-4 : Business Environment

Module - 1 : (25 Marks) :

1. Business Environment—An Overview.
2. Business and Society, Social responsibility, Business Ethics & Corporate Governance
3. Political Environment—Political Institutions & Role of State in Economic Development.
4. Economic Environment—Economic System Industrial Policy 1948, Industrial Policy 1956 and Industrial Policy 1991. Privatisation & Disinvestments. Financial Liberalization.

Module-2 (25 Marks) :

1. Technological Environment —Technology & Society, Technology and Economy, Technology Policy & Management.
2. Legal Environment—Meaning & importance—Principal Provisions of Companies Act, 1956, Foreign Exchange Management Act, 2000, Consumer Protection Act, 1986, Patent Act, 1970 and Trade & Merchandise Marks Act, 1958.
3. International Environment — Globalization, Multi National Corporations & WTO.
4. Natural Environment — Sustainable Development and the Global reality.

References :

Francis Cherunilam : Business Environment, Himalaya Publishing House.

K. Aswathappa : Essentials of Business Environment, Himalaya Publishing

House. V.P. Michael : Business Policy and Environment, S. Chand & Company

Joseph W. McGuire : Business and Society, McGraw Hill

Uberio N. K. : Environmental Management, Excel Books.

Paper - 5 : Direct & Indirect Taxes

Module-1 : Direct Taxes (25 Marks) :

1. Taxation of Business income : A brief Introduction.
2. Deductions u/s 80HHC, 80HHD, 80HHE, 80HHF, 80-IA & 80-IB.
3. Set off and carry forward of losses.
4. Clubbing of income.
5. Assessment Procedure.

6. Advance Tax Payment.

Module-2 : Indirect Taxes (25 Marks) :

1. Central Excise Duties : Classification of goods, levy and collection of duties, Excisable goods, recovery of duties not levied or not paid or short levied or short paid or erroneously refunded, claim for refund.
2. Custom duties : Levy of and exemption from customs duties-clearing of imported goods and export of goods, goods-in-transit, duty-drawback.
3. Central Sales Tax : Definitions of certain terms, sale or purchase in course of inter-state trade & commerce, sale or purchase of goods outside a state, sale or purchase in course of import or export, liability to tax on interstate sales.
4. West Bengal Sales Tax : Definitions, registration of dealer and cancellation of registration.
5. VAT : A conceptual introduction.

References :

Taxman : Income Tax Act
Taxman : Direct Taxes - Law & Practice
Taxman : Indirect Taxes - Law & Practice
West Bengal Sales Tax Act
Central Sales Tax Act
Central Excise & Customs Act.

Note : Students Should follow university circular in respect of this paper.

Paper - 6 : Accounting Theory

Module-1 : (25 Marks) :

1. **Nature of Accounting Theory** : Classification of Accounting Theories Foundations of Accounting Theory-Accounting Environment.
2. **Capital, Value and Profit (income)** : Concepts of capital and profit maintenance of capital-valuation of capital-accounting profit vs. economic profit.
3. **Features and justification for Cash-flow Accounting** : Historical Cost Accounting vs. Cash-flow Accounting-Status of Cash-flow Accounting.
4. **Conceptual framework for Financial Accounting and Reporting** : Qualitative characteristics of Accounting Information.

Module -2 : (25 Marks) :

5. **Meaning, Importance and Problems of Disclosure in Reporting** : Form and Arrangement of financial Statements-Limitations of traditional measures-Economic Value Added (EVA).
6. **Principles of Govt. Accounting.**
7. **Nature and Scope of Social Accounting** : Objectives of Social Accounting Information-Social Accounts.
8. **Value Added Reporting** : Nature, meaning and scope.

References :

Porwal, L. S. : Accounting Theory - An Introduction.
Hendriksen, E. S. : Accounting Theory.
Sinha, G. C. : Studies in Accounting Thought.

Paper-7 : Basic Statistical Concepts and Tools

Module - 1 : (25 Marks) :

1. **Introduction** - Recapitulation of basic concepts of Central Tendency. Measures of Dispersion.
2. **Correlation and Regression** - Bivariate data - Bivariate frequency distribution - scattered diagram - simple correlation - properties of product moment correlation coefficient - simple regression analysis-properties of linear regression - explained variation and unexplained variation - rank correlation - non linear regression - auto correlation, multiple regression.
3. **Interpolation** - Introduction - finite differences - E operators - differences of a polynomial function - Newton's Forward interpolation formulae Newton's backward interpolation formulae - Central difference formulae - Lagrange's interpolation formulae.
4. **Theory of Attributes** - Notations - classes and class frequencies - relation between class frequencies - class Symbols as Operators-independence and association of attributes - Yule's coefficient of association - Coefficient of Colligation.

Module-2 : (25 Marks) :

5. **Index Number** - Meaning and basic requirements of an index no. - Construction of index no. - using relatives and aggregates - test for index no. Cost of living index no. - Biases in Laspeyres' and Paasche's index no. - Base shifting and chain indices - uses of index no.
6. **Time Series Analysis** - Meaning and necessity of time series analysis components of time series analysis - measurement of secular train by free hand, curve fitting moving average method and mathematical curve fitting method-linear parabolic and exponential trend-measurement of seasonal variation - ratio to trend, ratio to moving average and link relative method - cyclical fluctuations-business forecasting.
7. **Statistical Quality Control** : Different types of quality measures - control charts for variables and attributes - Process control-TQM.

References :

Goon, Gupta, Dasgupta, Fundamentals of Statistics
Slockton and Cleark, Introduction to Business and Economics statistics
Taro Yamame, Statistical Methods
N. G. Das, Statistics

Paper-8 : Quantitative Techniques

Module-1 : (25 Marks) :

1. **Introduction to Operation Reseach-History** : Approach, Techniques and tools.
2. **Linear Programming** : Motivation of linear programming problems. Statements of L. P. P. Formulation of L.P.P. Slack and Surplus variables L.P.P. Matrix form Basic solutions and Basic Feasible Solutions (B.F.S.) degenerate and Non-degenerate B.F.S. Fundamental Theorem of L. P. P. (statement only). Reduction of a feasible solution of BFS standard form of LPP. Solution by graphical method (for two variables), by a simplex method (not more than four variables).

Feasibility and optimality condition, Method of Penalty. Concept of Duality. Duality Theory. The dual of the dual in the primal. Relation between the objective value of dual and principal/ problems. Dual problems with at most one unrestricted value, one constraint of equality.

3. Transportation Problem : Introduction - Mathematical formulation of transportation problem - the Transportation method for finding initial solutions-North West corner method - Least Cost Method - Vogel's Approximation method - test for optimality - Dual of a transportation model - steps of modi method-loops in transportation table - Degeneracy.

4. Assignment Problem : Introduction - Mathematical statement of the problem-Hungarian method of solution - Maximization case in assignment problem—Unbalanced assignment problem - restriction on assignment Travelling salesman problem.

Module-2 : (25 Marks) :

5. Theory of Games : Introduction - Two person zero sum games - Pure strategies - games with saddle points - rules to determine saddle points mixed strategies - Game without saddle points - the rules of dominance Methods of solution for games without saddle points— algebraic method arithmetic method - Graphical methods.

6. Project Management PERT and CPM : Introduction and Definition - Basic difference between PERT and CPM - PERT/CPM network components and precedence relationship - rules of Network Constructions - error and dummy in network critical path analysis-forward pass method - backward pass method-Float of an activity and event Critical Path - Probability in PERT analysis estimation of project completion time - project time cost trade of.

7. Inventory Management : Nature of the problem and need for control Deterministic and probabilistic conditions.

References :

- Swarup, Gupta & Man Mohan : Operation Research, Sultan Chand V.K. Kapoor : Operations Resomch, Sultan Chand & sons.
C.R. Kothari : Quantitative Techniques - Nihas Publishing
R. C. Gupta : Quantitative Methods and Operations Research, CBS Publishing

Paper-9 : Cost Accounting

Module-1 : (25 Marks) :

1. Basics of cost and management accounting
2. Cost concepts and cost objects
3. Classification and analysis of cost.
4. Allocation of overhead cost-Limitation of the volume based methods-actual vs. predetermined.
5. Cost control, cost reconciliation and integrated accounts.

Module-2 : (25 Marks) :

6. **Methods of costing :** Job contract, process and service costing.
7. **Marginal costing :** (Conceptual concepts)- Concepts of marginal cost and marginal costing-

Segregation of semi-variable overheads into variable and fixed elements-Ascertainment of marginal cost-Concept of profit under marginal costing-Break-even analysis-Computation of breakeven analysis and margin of safety.

8. Marginal costing and management decisions : Introduction of a new product-make or buy-problems of limiting factor and dropping a product line.

References :

- Owler & Brown : Wheldon's Cost Accounting, ELBS, Pitman.
Horngren, Hoster and Datar : Cost Accounting-A Managerial Emphasis, Prentice Hall of India Ltd.
Banerjee, B : Cost Accounting, World Press Pvt. Ltd. Prasad. N.
K. : Cost Accounting, Book Syndicate.

Paper-10 : Advanced Financial Accounting

Module - 1 : (25 marks) :

1. Disclosure in Company Accounts-Disclosure requirements as per Companies Act, Accounting Standard and SEBI guidelines
2. Structure of Company Accounts.
3. Valuation of Shares including goodwill.
4. Cash-flow Statement-Preparation as per AS 3 and interpretation.
5. Accounting for Liquidation of Companies-Preparation of The Statement of Affairs, The liquidator's Final Statement of Accounts and the Deficiency or Surplus Accounts.

Module-2 : (25 Marks) :

6. **Consolidated Accounts :** Preparation of consolidated Balance Sheet and Income Statement-Main provisions of AS 21.
7. **Schemes for Mergers and Amalgamations and Internal Reconstruction:** Provisions of AS 14.
8. **Segment Reporting :** Meaning of segment-Benefit of segment reporting Provisions of AS 17.

References :

- Banerjee, B : Regulation of Corporate Accounting and Reporting in India. The World Press.
Bedford, N. M : Extensions in Accounting Disclosure, Prentice Hall Chakraborty, H : Advanced Accountancy, Oxford University Press.
Hanif & Mukherjee : Advanced Accountancy.

PART - II

Paper - 11 : Strategic Management

Module - 1 : (25 marks) :

1. **Introduction :** Concepts of strategy and strategic management-levels of strategy-mission and objectives-basic idea about strategic intent and core competence.
2. **Analysis and Diagnosis :** Environmental analysis and diagnosis : environmental factors, ETOP-internal analysis and diagnosis : internal factors, SAP-SWOT analysis.

3. **Strategic Options** : Alternative grand strategies-stability, growth, retrenchment and combinations-Mergers, Acquisitions and joint Ventures. **Module - 2 : (25 marks)** :
4. **Choice of Strategy** : Process of strategic choice-Porter's approach : fiveforces model, three generic strategies, value chain analysis-Portfolio analysis.
5. **Strategy Implementation** : Interrelationship between formulation and implementation-issues in strategy implementation : basic idea about resource allocation, leadership and structural considerations.
6. **Strategy Evaluation** : Evaluation and control in strategic managementcriteria for strategy evaluation-strategy evaluation framework.

References :

- Ansoff, I : Corporate Strategy, Penguin
Ansoff, I : Implanting Strategic Management, PHI
Porter, M. E. : Competitive Strategy, free press
Subba Rao, V : Strategic Management, Himalaya Publishing

Paper-12 : Marketing & Human Resource Management

Module - 1 : Marketing Management (25 Marks) :

1. **Marketing tasks, concepts and tools** : how marketing practices are changing in the new competitive economy-defining and delivering customer value and satisfaction.
2. **Market-oriented strategic planning-scanning the marketingenvironment** : analysing Consumer markets and buyer behaviouridentifying market segments and selecting Target markets.
3. **Positioning and differentiating the market offering through the productlife cycle developing new market offerings.**
4. **Setting the product and branding strategy** : developing price strategies and programmes.
5. **Designing and managing marketing channels** : managing advertising, sales promotion, public relations and direct marketing-managing the sales force.

Module - 2 : Human Resource Management (25 Marks) :

1. **Meaning, Scope & Functions of Human Resource Management** : Defining, Scope, Objective, Importance of HRM Qualities, Role of HR Manager, Difference between PM & HRM.
2. **Human Resource Planning, Recruitment and Selection, WelfareProgrammes.**
 - (a) HR Planning : Meaning Objectives, Processes, Succession Planning ;
 - (b) Recruitment & Selection : Concepts, Objectives, Sources ofRecruitment, Selection Process.
 - (c) Welfare Programmes : Meaning and Objectives and Types of WelfareProgrammes.
3. **Training & Performance Appraisal** : Meaning and Objectives ; Difference between
 - (a) Training & developments ; Needs, Methods and evaluation.
 - (b) Performance Appraisal : Meaning, Importance, Problems and ErrorsPotential Appraisal-Appriaisal Methods.
4. **Industrial Disputes & Industrial Relations** :
 - (a) Industrial Disputes : Meaning, forms & causes ; Methods for Prevention& Settlement

- (b) Industrial Relations : Meaning, Importance, Characteristics & Factors
Conditions for Congenial IRs : Meaning, Objectives & forms & Workers' Participation in Management.

Referances :

- Kotler, Marketing Management, PHI.
Kotler and Armstrong, Principles of Marketing, PHI.
Ramaswamy and Namakumari, Marketing Management: Planning, Implementation and Control-The Indian Context, Macmillan India.
Neelamegham, Marketing in India : Cases and Readings, Vikas.
Srinivasan, Case Studies in Marketing : The Indian Context, PHI.

Paper-13 : Corporate Financial Environment

Module - 1 : (25 marks) :

1. Introduction to Indian Financial Environment
2. Role and importance of Financial Management
3. Mutual Funds - Types of Mutual funds - Performance Measurement.
4. International Financial Institutions.
5. Overview of Indian Stock Market-Primary Market - Secondary Market.
6. Stock Market Analysis - Fundamental and Technical Approach.

Module - 2 : (25 marks) :

7. Efficient Market Theory.
8. Overview of Fixed Income Securities - Bond market Instruments :
Government and Corporate Debt Market.
9. Yield curve Analysis - Term Structure of interest rates.
10. Introduction to Derivatives and Derivative Markets.
11. Forward and Futures Contracts - Valuation - Stock Index Futures.
12. Options Contracts - Option Pricing-Option Trading strategies.

References :

- Gupta, R. L., Advanced Financial Accounting, S. Chand & sons. Gedford,
N. M. : Extensions in Accounting Disclosure, PHI
Zeff and Dharan, Readings and Notes on Financial Accounting, McGraw Hill Banerjee & Basu,
Corporate Financial Reporting, University of Calcutta.

Paper 14 : Advanced Statistical Concepts and Tools Module-1 : (25 Marks)

:

1. **Basic concepts of probability** : Introduction, definition of various terms, classical definition, empirical definition and axiomatic definition of probability. Random experiment, event, law of addition of probability, multiplication law of probability, conditional probability, independent events, pairwise independent events, Bayes theorem and its application.
2. **Random variables** : definition of random variable, distribution function, discrete and continuous random variable, probability mass function, probability density function, discrete

and continuous distribution function, joint probability law. Mathematical expectation-addition and multiplication theory of expectation and moment generating function.

3. Discrete probability distribution : introduction, Binomial distribution, moments recurrence relation between the moments, moment generating function, Poisson distribution, moments, recurrence relation between the moments, Moment generating function, geometric distribution, moments of geometric distribution.

4. Continuous probability distribution, rectangular distribution, moments and MGF of rectangular function. Normal distribution, Chief characteristics of Normal distribution and Normal probability curve.

Module-2 : (25 marks) :

1. Introduction : types of sampling, probability sampling, simple random sampling, systematic sampling, stratified random sampling, cluster sampling, non probability sampling - convenient sampling, purposive sampling, judgement sampling and quota sampling.

2. Sampling distribution : Introduction, sampling distribution of the mean, central limit theorem, T. F. Chi-square distribution.

3. Theory of estimation : Introduction, characteristics of estimators, consistency, unbiasedness, sufficiency and efficiency, most sufficient estimator.

4. Testing of hypothesis. : Basic concepts, hypothesis testing procedure, testing of population mean, population proportion, testing of difference between means, testing for population variance, testing of equality of two population variances, chi-square test, testing the goodness of fit, testing independence of categorized data.

References :

Goon, Gupta, Dasgupta : Fundamentals of Statistics. Vol I & II. Mathai,

Rathic : Probability and Statistics.

Kapoor, Saxena : Mathematical Statistics.

Paper-15 : Financial Statement Analysis and Reporting

Module - 1 : (25 marks) :

1. Introduction : Meaning and objective of Financial Management Analysis origin of Financial Statement Analysis-sources of financial statement information -traditional approach vs. new approach to Financial Statement Analysis technique of Financial Statement Analysis.

2. Profitability Analysis : Application of accounting ratios for measuring profitability concept of economic value added.

3. Analysis of growth and sustainable earnings : The meaning of growth the analysis of changes in operation - Operating Leverage - Analysis of changes in financing - the analysis of growth in Investments - Analysis of Sustainable Earnings.

4. Analysis of Liquidity and Solvency : Measurement of liquidity and solvency by application of ratios-liquidity of inventory-Inventory turnover ratio-different approaches to calculate inventory turnover-liquidity of Debtors-Debtors turnover and velocity - Liquidity and Distribution of Current Assets.

5. Analysis of Cash flow statement : Utility of cash flow statement - cash flow statement as per AS3 – role of cash flow statement.

6. Inter-firm comparison.

Module - 2 : (25 marks)

7. Concept of stock market efficiency : Meaning of efficient stock market Random walk and market efficiency - Different forms of market efficiency - Anomalies of market efficiency - role of financial analyst in an efficient market.

8. Corporate sickness : Meaning of the term of corporate sickness Provisions of SICA- Suggested measures for turnaround.

9. Prediction of Bond Risk and Credit Rating : Different types of risks involved in bond holding - Meaning of Bond Risk Premium- with the help of models - utility of forecasting Bond Risk Premium-Meaning of Credit Rating - Models on forecasting of Credit Rating - Credit Rating and Accounting Ratios - Cash flow and Credit Rating.

10. Analysis of Merger : Different forms of corporate merger - Benefits and motives for merger - Evaluation of prospective merger proposals and post merger performance.

11. Corporate Financial Reporting in India : Emerging issues and reporting practices.

References :

- Lev. B., Financial Statement Analysis : A new approach, PHI
Foster. G., Financial Statement Analysis, PHI
Foulke, A. R. Practical Financial Statement Analysis, Total McGraw Hill.

Paper - 16 : Corporate Tax Planning and Management

Module - 1

1. **Concept of Tax Planning** : Corporate Tax Planning - Tax Planning in Strategic & Project Related Decisions - Tax Avoidance.
2. **Tax Planning in functional Management** : Employees' remuneration : Tax implication and planning consonant with company law requirements Research & development.
3. **Tax Planning with reference to financial management decisions** : Capital structure decision, Dividend policy - Inter - corporate dividend and capitalization of reserves and surplus.

Module - 2

4. **Corporate Strategies** : Setting up of new business. Tax aspects of amalgamation and merger. Tax implication of foreign collaboration agreements. Corporate failure and contraction.
5. **Tax consideration with regard to specific management decisions such as** (i) make or buy, (ii) own or lease, (iii) retain or replace.
6. **Tax management** : Procedural aspects of assessment, appeal and revision, review and rectification.

References :

- Law and Practice of Income Tax in India-Kanga and Pallivala.
Direct Taxes : Law and Practice : Bhagati Prasad
Corporate Tax Planning F.A. Srinivas
Corporate Tax Planning : D. A. Upponi

Paper - 17 : Management Accounting

Module - 1 :

1. **Introduction** : Definition, functions and scope of management accounting ; difference with other branches of accounting ; role, position and responsibility of management accountant.
2. **Marginal Costing and Management Decision** : Concept and its application in Cost - Volume-Profit (CVP) analysis and managerial decision-making.
3. **Management Control Systems** : Standard Costing and Variance Analysis - definition-objectives - advantages and limitations of standard costing standard costing vs. budgetary control - analysis and interpretation of variances - reconciliation of budgeted and actual profit. Budgetary Control - Functional budgets - master budget - flexible budget - flexible budgeting - zero - base budgeting - performance budgeting - Programme budgeting.

Module - 2 :

4. **Performance Measurement and Responsibility Accounting** : Return on Investment - Residual Income - Economic value Added - Balanced Scorecard. Concept of responsibility centre-responsibility accounting and reporting - preparation of reports under responsibility accounting system.
5. **Transfer Pricing** : Need - principles - different methods and their applicability.
6. **Activity based Costing and Activity - based Management** : Concept of activities - cost drivers - cost pool - activity - based costing (ABC) advantages and limitations of (ABC) - traditional costing vs. ABC - cost analysis and recovery of overheads under ABC - using ABC systems for cost management and profitability improvement.

References :

- Management Accounting - M. Y. Khan & P. K. Jain, TMH
Management Accounting principles - R. N. Anthony & T. R. Recce. Homewood III : R. D. Irwin, Inc.
Management Accounting-I.M. Pandey, Vikas.

Paper - 18 : Financial Management

Module - 1 :

1. **Introduction** : Functions of Financial Management - Objectives of firm : Profit maximization and value maximization.
2. **Some basic concepts of Finance** : Time value of money - risk - return relationship.
3. **Various sources of Finance** : Long, medium and short-term - Indian financial system (brief introduction)
4. Cost of Capital
5. Analysis of leverages and capital structure theories and planning.

Module - 2 :

6. Management of various components of working capital
7. Capital budgeting decisions of the firm
8. Dividend decisions
9. Financial management of sick enterprises
10. Portfolio management.

References :

- Financial Management - James C. Van Horne, PHI
Financial Management-Theory & Practice - Prasanta Chandra TMH.
Financial Policy and Management Accounting - B. Banerjee, world Press.
Financial Management - Khan & Jain, TMH
Financial Management - IM Pandey, Vikas.

Paper - 19 : Auditing

Module - 1 :

1. **Auditing** : Nature and scope, audit process, objective of audit - Relationship between

Accounting and Auditing principles - Types of Audit - periodical audit, interim audit, continuous audit - Extended meaning of audit, philosophy of audit - Auditing as a social science and social objects of audit.

2. **Planning and Programming of Audit** : Planning the flow of audit work, Audit checklist- Review of audit notes and working papers - Reliance on another auditor, on internal auditor and on an expert.

3. **Evaluation of Internal Control System and Internal Audit** : Evaluation of internal control procedures - Techniques including questionnaire, flow -chart etc., -internal audit - scope, duty, rights - coordination between the two - Role of Audit Committee.

4. **Statements / Standards and Guidance Notes** : Concepts of generally accepted accounting principles - their significance with reference to audit - Concepts of generally accepted auditing Standards - Statements of Auditing and assurance standard issued by ICAI - Compliance with accounting standards including Standards issued under Income Tax Act.

5. **Audit of Limited Companies** : Statutory requirements - Audit report independence of auditor-concept of true and fair and materiality in the context of audit of companies - dividends and divisible profits.

6. **Special Audit** : Concept of Management and Operational Audit - its nature & purpose & organization ; Cost Audit - Forecast Audit - Audit of interim financial statements - Limited review - as per listing agreement.

7. **Application of EDP for Audit** : Specific problems of EDP audit - need for review of internal control - techniques of audit of EDP output - Use of computers for internal and management audit purposes - Audit implication of Computer - aided auditing.

8. **Professional Ethics and Code of Conduct** : Enhancing the quality of audit - emerging issues and measures.

References :

Contemporaray Auditing - Kamal Gupta, Tata McGraw Hill
Auditing : Theory & Practice - P. Kumar, P. Sachdeva & J. Sing,
Fundamentals of Auditing - Gupta & Aurora, Tata McGraw Hill
Cost Audit & Management Audit - Sexena & Vashit, Sultan Chand & Sons.

Paper - 20 : Computer Applications in Business

Module - 1 :

1. **Computer Hardware** : Computer system as information system ; Computer system difference - types of computer systems, hardware options - CPU, input devices, output devices, storage devices, communication devices, configuration of hardware ; devices and their applications.

2. **Personal Computers** : PC and its main components, hardware configuration, CPU and clock speed, RAM and secondary storage devices, other peripherals used with PC ; Factors influencing PC performance ; PC as a virtual office.

Modern Information Technology : Basic idea of Local Area Networks (LAN) and Wide Area Networks (WAN) ; E-mail ; Internet technologies, access devices, concept of a World Wide Web and Internet browsing ;

Programme Duration: Course duration is 2 years. However, the students have the liberty to complete its course within five years.

Faculty and Support Staff Requirement:

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	xx	0
2	Associate Professor	HQ	1
3	Assistant Professor	xx	2

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant	HQ	01

Instructional Delivery Mechanisms:

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	08 sessions @1.3hours each for each paper of 50marks
	Tutorials/ Special Classes/ Remedial Classes	Yes	Tutorials are arranged at Regional Centres (RCs)
	Seminar/ Research Colloquium	Yes	Seminars are organized on contemporary issues at Headquarters for the students and teachers
Self- Learning	SLMs	Yes	Printed SLMs are provided to the students through study centres
	Reference Books	Yes	List of reference books are provided through the SLMs which are made available at the district public libraries in the State.
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	Yes	e-content is delivered through Mobile app.
	Offline DVD/SD Card/USB Drive	Yes	Recorded lectures are made available to the learners on demand
	Telecommunications	Yes	Teachers respond to the academic queries of the learners
	Social Media (Facebook page/ Instagram/ Twitters/ Google Groups etc.)	No	--
Blended	Smart Classrooms	Yes	Smart classrooms are available both at RC and SCs.
	Flipped Learning	No	--

Medium of Delivery:

Paper Wise Mapping of Credit Hours:

	Paper	Paper Code	Paper Type (Theo/Pra c)	Study Hours	Full Marks	Credits
1 st Year	Principles & Practice of Management	PGCO-1	Theo	120	50	4
	Managerial Economics	PGCO-2	Theo	120	50	4
	Macro Economics and International Economic Problems	PGCO-3	Theo	120	50	4
	Business Environment	PGCO-4	Theo	120	50	4
	Direct & Indirect Taxation	PGCO-5	Theo	120	50	4
	Accounting Theory	PGCO-6	Theo	120	50	4
	Basic Statistical Concepts & Tools	PGCO-7	Theo	120	50	4
	Quantitative Techniques	PGCO-8	Theo	120	50	4
	Cost Accounting	PGCO-9	Theo	120	50	4
	Advanced Financial Accounting	PGCO-10	Theo	120	50	4
2 nd Year	Strategic Management	PGCO-11	Theo	120	50	4
	Marketing and Human Resource Management	PGCO-12	Theo	120	50	4
	Corporate Financial Environment	PGCO-13	Theo	120	50	4
	Advanced Statistical Concepts & Tools	PGCO-14	Theo	120	50	4
	Financial Statement Analysis & Reporting	PGCO-15	Theo	120	50	4
	Corporate Tax Planning and Management	PGCO-16	Theo	120	50	4
	Management Accounting	PGCO-17	Theo	120	50	4
	Financial Management	PGCO-18	Theo	120	50	4
	Auditing	PGCO-19	Theo	120	50	4
	Computer Applications in Business	PGCO-20	Theo	120	50	4
Total				2400	1000	80

F. Procedure for admissions, curriculum transaction and evaluation

Admission Procedure: Centralised admission process is conducted through online mode. Admission fees also collected through online payment gateway service and dedicated bank challan to assure better transparency in monetary transaction.

Eligibility: Commerce graduate (10+2+3);

Total Course Fee: Rs. 8,200/- (Excluding Examination and Studentship Renewal Fees)

Financial Assistance: At present no financial assistance is provided for this course.

curriculum transaction:

SLMs (English version) in print and electronic medium are provided as approved by the Board of Studies and as ratified by Academic Council of the University. PCP schedules for PG courses are

prepared by concerned School of Studies and circulated among the Study Centres as well as notified in the official website of the University well ahead of the schedule. PCPs are conducted at selected accredited Study Centres (known as PCP Centre) of this University from different regions of West Bengal. PCP sessions are generally scheduled on weekends/holidays, though, under special circumstances, special sessions may be arranged on weekdays with a notification in the University Website. During these sessions, teachers will help the students with their course work. PCPs are conducted in both the languages as per convenience.

Evaluation: The Evaluation will be made in two ways:

a) Assignment / Internal Assessment:

The learners answer the assignment questions and send back which are then evaluated by the evaluators/ academic counsellors/distance teachers. The assignment responses reflect what the learners have understood and learnt. The assignments are then returned to the learners with the comments/remarks of the evaluator so that the assignment answers may serve the purpose of providing feedback to the learners and inform them their strengths and weaknesses. These comments carry the meaningful and constructive suggestions of the evaluator which further form the bases of successful learning.

Students will be required to submit assignment papers for each subject and the credit obtained on evaluation of those assignment papers will be entered into his/her individual record of performance. This will constitute 20% of the total credit points in the subjects. All the credit points secured by the students will be progressively entered into record.

Every student is required to submit the assignment papers before each Term-end Examination which is due at the end of each semester. But in no case a student shall be allowed to fill in the Application Form to sit for the examination if he/she has not submitted assignment paper within the due date as announced by the Examination Department of the University from time to time. Students are required to take back the copy of the evaluated assignment papers from their respective study centre.

b) Term-end Examinations (Written):

80% of the total credit points of the subjects would be reserved for Term-end Examination scheduled to be held at the end of each semester. A student will be allowed to appear in the Term-End Examination, only after she/he has registered for that course and submitted the assignment.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners registered mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related information to examination and evaluation through its official website and registered mobile number of the learners.

G. Requirement of the laboratory support and Library Resources:

Laboratory: As the course does not have any practical paper or any component for which laboratory facility is required therefore laboratory facility is not provided.

Library: The learners of the course may avail the library facilities at their study centres. Selected District Libraries have NSOU Desk which are funded by the university through the concerned department of Govt. of West Bengal. Learner can also avail the facility of Central Library of NSOU.

A. Cost estimate of the programme and the provisions: Cost estimate of the program is Rs. 3,080/- per student.

H. Quality assurance mechanism and expected programme outcomes: NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on qualityrelated institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.

A. Programme's mission & objectives:

Master of library and information science (MLIS) programme is a one-year post graduate professional programme to train the intended learners to cope up with the information ecosystem and to make them prepared as skilled and competent information professionals in the changing environment of ICT-enabled information society and also to boost up their innovative and the research skills in their relevant study area.

B. Relevance of the program with HEI's Mission and Goals:

Netaji Subhas Open University (NSOU) is the premier State Open University in the eastern India. Its mission is to 'Reach the un-reached' to encourage the remote communities of the state of West Bengal in higher education. MLIS programme of NSOU has been designed and developed at par with the mission of the institute, and all possible types of support services are supposed to provide to the learners' at distance.

C. Nature of prospective target group of learners:

Heterogeneous learners' group in respect of socio-economic status and learning and other abilities, etc.

D. Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence:

With all the support services, such as printed and digital (A/V) learning materials, manuals and guidelines, Personal Contact Programmes, Special Lecture Programmes, computer laboratory, centralised on-campus library support and distributed library support through public libraries in district levels (in collaboration with the 'Mass Education Extension & Library Services Department, GoWB'), Hands-on practices, etc. Besides, the members of the faculty of LIS are accessible on-campus, in remote study centres (as and when required) and through e-contacts. With such support services, a professional programme like MLIS may appropriately conducted and delivered in Open and Distance Learning mode to acquire specific skills and competence.

E. Instructional Design:

Learners receive Self Learning Materials (SLM) as soon as they get admission. These are also available in pdf file format in the University's Open Educational Repository (OER). They also avail contact programmes to clear their confusions and difficulties in study and also get A/V materials and other support services in their instructional parts.

Course structure:

Paper 1-Information, Communication and Society

Paper 2-Information Sources, Systems and Services

Paper 3-Information Processing and Retrieval (Theory)

Paper 4-Information Institutions, Products and Services

Paper 5- Management of library and Information Centres

Paper 6-Information Technology: Application

Paper 7-Research Methodology

Elective Paper (Paper-8) (Any one):

Paper-8E1: Preservation and Conservation of Library Materials

Paper-8E2: Academic Library System

Paper-8E3: Public Library System

Paper-9: Dissertation

Detailed Syllabi:

Paper 1: Information, Communication and Society

Module-1: Information Nature Property and Scope

Unit 1: Comparative study of data, information and knowledge

Unit 2: Data: Definition, Types, Nature, Properties and Scope

Unit 3: Information: Definition, Types, Nature, Properties and Scope

Unit 4: Information Science as a discipline

Module 2: Information Generation and Communication

Unit 5: Evolution of human communication and media

Unit 6: generation of information: models and forms

Unit 7: Information Theory: Shanon and Weaver, Entropy

Unit 8: Communication Process and media

Module 3: Knowledge generation Cycle

Unit 9: Structure and development of knowledge

Unit 10: Knowledge Generation to Utilization

Unit 11: Knowledge and Social survival

Module 4: Information and Society

Unit 12: Social implications of information

Unit 13: Information: an economic resource

Unit 14: Information Policies: National and International

Unit 15: Information Society

Paper-2: Information Sources, Systems and Services

Module-1: Multimedia

Unit 1: Physical Media of Information

Unit 2: Print media, Multimedia (Hypermedia) & Hypertext

Unit 3: Non - print media: Microform, Electronic and Optical media

Module -2: Information Sources. Systems and Services (Subject-wise organised)

Unit 4: Humanities

Unit 5: Social Sciences

Unit 6: Science and Technology

Unit 7: Non-disciplinary Subjects

Unit 8: International Organisations

Module -3: Information Sources for Users

Unit 9: Content analysis and its correlation to clientele

Unit 10: Customised Organisation of Information Sources

Unit 11: Aids to Information Sources

Module- 4: Information Services

Unit 12: Information Services: concepts, definitions, need and trends

Unit 13: Evaluation of Alerting Services (CAS, SDI), Bibliographic, Referral, Document Delivery and Translation Services

Unit -14: Study of National and International Information Systems and Services

Paper 3: Information Processing and Retrieval (Theory)

Module-1: Intellectual Organisation of Information

Unit 1: Intellectual Organisation : an Overview

Unit 2: Classification Systems: General Systems

Unit 3: Classification Systems: Special Systems

Unit 4: Thesaurus: Structure and Functions

Module-2: Bibliographic Description and Subject Indexing

- Unit 5: Bibliographic description: an overview
- Unit 6: Standards for Bibliographic Record Format
- Unit 7: Bibliographic description of non-print media
- Unit 8: Metadata
- Unit 9: Indexing in theory and practice

Module-3: Indexing Languages and Vocabulary Control

- Unit 10: Indexing Languages : Types and Characteristics
- Unit 11: Vocabulary Control, Tools of Vocabulary Control
- Unit 12: Structure and Construction of an IR Thesaurus
- Unit 13: Trends in Automatic Indexing

Module-4: Information Retrieval

- Unit 14: IR Models, Search Strategies, Feedback
- Unit 15: Evaluation of IR Systems
- Unit 16: Information Retrieval Techniques
- Unit 17: Trends in IR Models

Paper 4: Information Institutions, Products and Services

Module-1: Information Institutions

- Unit 1: Information Institutions: Evolution and Growth
- Unit 2: Information Centres: Types and their Organisations
- Unit 3: Data Centres and Referral Centres
- Unit 4: Information Analysis and Consolidation Centres

Module-2: Information Services

- Unit 5: Literature Searches and Bibliographies
- Unit 6: Document Delivery Service
- Unit 7: Translation Services

Module-3: Information Products

- Unit 8: Information Newsletters, House Bulletins, In-house Communications
- Unit 9: Trade and Product Bulletins
- Unit 10: State-of the-art Report and Trend Reports
- Unit 11: Technical Digest

Module-4: Date-base Support Services

- Unit 12: Data-bases: types and uses
- Unit 13: Data-base Intermediaries such as Searchers, Editors, etc.
- Unit 14: On-line Information Systems and Information Networks

Paper-5: Management of Library and Information Centres

Module-1: Management Perspectives

- Unit 1: Principles of Management
- Unit 2: Management Functions
- Unit 3: Managerial Quality and Leadership
- Unit 4: Schools of Management Thought

Module-2: System Analysis and Control

- Unit 5: Library as a System
- Unit 6: Project Management, PERT\CPM
- Unit 7: Decision Tables
- Unit 8: Performance Evaluation, Standards, MIS
- Unit 9: Work Flow and Organisation Routines

Module-3: Personnel Management

Unit 10: Overview of Personnel Management
Unit 11: Manpower Planning
Unit 12: HRD-Quality Improvement Programmes
Unit 13: Performance Appraisal
Unit 14: Total Quality Management
Module-4: Financial Management
Unit 15: Budgeting and Types
Unit 16: Budgetary Control System
Unit 17: Costing Techniques
Unit 18: Cost Effectiveness and Cost Benefit Analysis Out Sourcing

Paper 6: Information Technology: Applications

Module-1: Library Automation

Unit 1: Planning and implementation of Library Automation;
Unit 2: Computer-based Acquisition Control;
Unit 3: Computer-based Cataloguing, Gist & Unicode Standard, ASCII, ISCII;
Unit 4: Computer-based Serials Control;
Unit 5: Retro-Conversion, Bar-coding.

Module-2: Database Management System

Unit 6: Database Models;
Unit 7: Software System, Libsys, TLMS, VTLS, CDS/ISIS, Oracle/Postgras, SQL/MSSQL;
Unit 8: OPAC Systems;
Unit 9: Database Structure, Organisation and Search.

Module-3: Operating Systems and Programming

Unit 10: Single User Operating System- MS Windows;
Unit 11: Multi-User Operating System- LINUX, UNIX, Windows NT;
Unit 12: Programming Languages: Algorithms;
Unit 13: Flowcharting;
Unit 14: Search and Sorting Algorithm and Structure.

Module-4: Networking

Unit 15: Resource Sharing through Networks;
Unit 16: Network and their classification;
Unit 17: Network Architecture and Services;
Unit 18: Bibliographic information Networks

Paper 7: Research Methodology

Module- 1: Introduction to Research Methodology

Unit 1: Concept, Need, Purpose of Research
Unit 2: Types of Research methods (Scope: Fundamental, Applied, Quantitative and Qualitative)
Unit 3: Steps of Research
Unit 4: Ethical and Social aspects of research (Scope: general theoretical overview)

Module- 2: Research Methods and Design

Unit 5: Research Methods: Quantitative
Unit 6: Research Methods: Qualitative
Unit 7: Problems, Hypothesis/ Research Question, Variables
Unit 8: Literature Review: techniques

Module-3: Data Collection, Analysis and Interpretation

Unit 9: Data Collection: tools and techniques (Scope: Tools and Techniques: Sampling Questionnaire, Interview, Schedules, Observation, Scaling, Role of NSSO, Census, etc.)
Unit 10: Presentation of Data: techniques (Scope: Tabular and graphical, frequency

distribution, etc.)

Unit 11: Data analysis and Interpretation: an overview (Scope: basic theory, objectives, Goals, etc., Statistical packages- MS Excel, SPSS, R, etc.)

Unit 12: Application of statistical techniques (Scope: measures of central tendency, measures of dispersion, correlation and regression, testing hypotheses)

Module 4: Research communication and promotion

Unit 13: Report writing: format and structure; Study of Style manuals, Citation standards, Plagiarism detection

Unit 14: Research communication: process and channels (Scope: Research in progress, etc.)

Unit 15: Research promotion agencies: their roles (Scope: Government Agencies- UGC, UGC-DEB, TIFR, DST, DSIR, ICSSR, ICHR, TISS, ISI, NISCAIR, and others).

Unit 16: Trend in LIS Research

Paper 8E1: Preservation and Conservation of Library Materials

Module-1: Concept of Preservation and Conservation of Library Materials

Unit 1: Need for Preservation

Unit 2: Evolution of Writing Materials

Module-2: Library Materials

Unit 3: Palm Leaves: Their Nature and Preservation

Unit 4: Manuscripts, Books, Periodicals, Newspapers, etc.

Unit 5: Non-Book Materials

Unit 6: Micro-documents

Module-3: Enemies of Library Materials

Unit 7: Physical Agents

Unit 8: Chemical Agents

Unit 9: Biological Agents

Unit 10: Digital Preservation

Module-4: Control of Deterioration

Unit 11: Environment Control

Unit 12: Control of Micro-biological Agents

Unit 13: Rehabilitation of Documents

Unit 14: Repair and Restoration

Unit 15: Conservation of Non-book Materials

Module-5: Binding

Unit 16: Different types of Binding for Library Materials

Unit 17: Binding Materials and their varieties

Unit 18: Binding Process

Unit 19: Standards for Binding

Paper 8E2: Academic Library System

Module-1: Academic Library

Unit 1: Nature and Characteristics

Unit 2: Role of Library in Academic Support System

Unit 3: Librarian and Teacher, Coordinated academic Team

Unit 4: Library as Learning Support

Unit 5: Library and Higher Education

Module-2: Kinds of Academic Library

Unit 6: Academic Institutions and their Libraries

Unit 7: Users' Groups and their Needs

Unit 8: Library Services and Users' Support within and beyond the Library

Unit 9: Role of Library in different kinds of Academic Institutions

Unit 10: Integration of Classroom teaching and Library Support

Module-3: Organization and Management of Library Services

Unit 11: Departmentalization and Coordination of Library Services

Unit 12: Library Committee and their Functions, Library Authority

Unit 13: Curriculum Development and Collection Development

Unit 14: Reference Services, Information Services and Referral Services

Unit 15: Users' Services

Module-4: Collection Development

Unit 16: Collection Development: Policies and Procedures

Unit 17: Problems of Collection Development

Unit 18: Library Collection—Books, Serials, etc.

Unit 19: Cooperative Collection Management

Unit 20: Infra-structural Facilities, Library Planning, Library Building, Equipment, etc.

Paper 8E3: Public Library System

Module1:

Unit 1: Public Library: origin and Growth

Unit2: Public Library and Society

Unit 3: Agencies in the Promotion and Development of Public Library System

Unit 4: Library Policy and Legislation

Module 2:

Unit 5: Resource Mobilization and Financial resources

Unit 6: Physical and Documentary Resources

Unit 7: Human Resource Development

Module 3:

Unit 8: Organizational structure of Public Library System

Unit 9: Public Library Standards

Unit 10: Governance and Performance Evaluation of Public Libraries

Module 4:

Unit 11: Types of Library Services

Unit 12: Application of Information Technology in Public Libraries

Unit 13: Resource Sharing and Networking

Unit14: Public Library scenario in the United Kingdom and United States of America

Programme Duration: 1-year

Faculty and Support Staff Requirement:

The NSOU has government sanctioned posts of teachers and non-teaching staff for academic and administrative support for the learners in an effective and cohesive manner. The recruitments of faculty positions are always strictly maintained following the UGC guidelines. The University also take support from the wider academic community of the respective courses from other institutions of higher learning and researches.

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	xx	xx
2	Associate Professor	xx	1
3	Assistant Professor	HQ+RC	2

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant	HQ	01

Instructional Delivery Mechanisms:

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	18 hrs per paper x 9 papers= 162 hrs
	Tutorials/ Special Classes/ Remedial Classes	Yes	Tutorials/ Special Classes/ Remedial Classes are arranged in Regional Centre and Study Centres
	Seminar/ Research Colloquium	Yes	Seminar on contemporary and relevant subjects are organised involving learners and academic counsellors
	Workshop	Yes	Workshops to provide learners opportunities for hands-on practices on practical implementations are organised
	School Based activities and Internship	Yes	Project-based library activities at NSOU Central Library
	Micro Teaching Sessions	No	xx
	Laboratory based Practical	No	xx
	Field Work including Visits	Yes	A full paper is assigned (Paper 9: Dissertation)
	Extension Activities/ Community Outreach Programmes	Yes	Extension programmes are arranged for students to visit in reputed libraries nearby the university; Outreach programmes are arranged at Study Centres for the benefit of learners
Self- Learning	SLMs	Yes	Printed SLMs are provided to the learners through Study Centres
	Reference Books	Yes	Number of reference books are made available through 'NSOU Study Corners' at some selected district libraries in the state
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	Yes	E-contents are made available through NSOU OER Repository and NSOU Mobile App
	Offline DVD/SD Card/USB Drive	Yes	Recorded lectures are made available to the learners on demand
	Telecommunications	Yes	Teachers respond to the academic queries of the learners
	Social Media (Facebook page/ Instagram/ Twitters/ Google Groups etc.)	No	xx

Blended	Smart Classrooms	Yes	Smart Classes are available at RCs and SCs
	Flipped Learning	No	xx

Medium of Delivery: English

Paper Wise Mapping of Credit Hours:

	Paper	Paper Code	Paper Type (Theo/ Prac)	Study Hours	Full Marks	Credits
1 st Year	Information, Communication and Society	Paper 1	Theo	240	100	8
	Information Sources, Systems and Services	Paper 2	Theo	240	100	8
	Information Processing and Retrieval (Theory)	Paper 3	Theo	240	100	8
	Information Institutions, Products and Services	Paper 4	Theo	240	100	8
	Management of library and Information Centres	Paper 5	Theo	240	100	8
	Information Technology: Application	Paper 6	Theo	240	100	8
1 st Year	Research Methodology	Paper 7	Theo	240	100	8
	Elective Paper (any one from the following): <ul style="list-style-type: none"> ➤ Preservation and Conservation of Library Materials ➤ Academic Library System ➤ Public Library System 	Paper 8E1 Paper 8E2 Paper 8E3	Theo	240	100	8
	Dissertation	Paper 9	Practical	240	100	8
Total Marks and Credits				2160	900	72

F. Procedure for admissions, curriculum transaction and evaluation

Admission Procedure: Centralised admission process is conducted through online mode. Admission fees also collected through online payment gateway service and dedicated bank challan to assure better transparency in monetary transaction.

Eligibility: The eligibility criteria for admission in the present programme are as follows:

- i. Bachelor of Library Science / Bachelor of Library and Information Science
- ii. Others Graduate (10+2+3) with at least 300 marks of study in Library Science / Library and Information Science / Information Science.

Evaluation: 20% weightage of marks for Home Assignment and 80% for Term End.

Total Course Fee: Rs. 10600/- (Excluding Examination and Studentship Renewal Fees)

Financial Assistance: At present no financial assistance is provided for this course.

curriculum transaction:

SLMs (English version) in print and electronic medium are provided as approved by the Board of Studies and as ratified by Academic Council of the University. PCP schedules for PG courses are prepared by concerned School of Studies and circulated among the Study Centres as well as notified in the official website of the University well ahead of the schedule. PCPs are conducted at selected accredited Study Centres (known as PCP Centre) of this University from different regions of West Bengal. PCP sessions are generally scheduled on weekends/holidays, though, under special circumstances, special sessions may be arranged on weekdays with a notification in the University Website. During these sessions, teachers will help the students with their course work. PCPs are conducted in both the languages as per convenience.

Evaluation: The evaluation system of the programme is based on following components:

a) Assignment / Internal Assessment:

The learners answer the assignment questions and send back which are then evaluated by the evaluators/ academic counsellors /distance teachers. The assignment responses reflect what the learners have understood and learnt. The assignments are then returned to the learners with the comments/remarks of the evaluator so that the assignment answers may serve the purpose of providing feedback to the learners and inform them their strengths and weaknesses. These comments carry the meaningful and constructive suggestions of the evaluator which further form the bases of successful learning.

Students will be required to submit assignment papers for each subject and the credit obtained on evaluation of those assignment papers will be entered into his/her individual record of performance. This will constitute 20% of the total credit points in the subjects. All the credit points secured by the students will be progressively entered into record.

Every student is required to submit the assignment papers before each Term-end Examination which is due at the end of each semester. But in no case a student shall be allowed to fill in the Application Form to sit for the examination if he/she has not submitted assignment paper within the due date as announced by the Examination Department of the University from time to time. Students are required to take back the copy of the evaluated assignment papers from their respective study centre.

b) Term-end Examinations (Written):

80% of the total credit points of the subjects would be reserved for Term-end Examination scheduled to be held at the end of each semester. A student will be allowed to appear in the Term-End Examination, only after she/he has registered for that course and submitted the assignment.

c) Dissertation Work:

The MLIS students shall have to prepare 3 (three) copies of Dissertation – one copy for student, one for Study Centre and one for the Examination Department under the supervision of enlisted Guide/Supervisor at their respective Study Centre. A Viva-Voce is conducted by the examination department to evaluate the dissertation paper.

Updated Notification for its Learners: University notify its various policy for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried out by the University during the academic session is provided in the official website, learners registered mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment question papers, result and other related information to examination and evaluation through its official website and registered mobile number of the learners.

G. Requirement of the laboratory support and Library Resources:

Laboratory: As the course does not have any practical paper or any component for which laboratory facility is required therefore laboratory facility is not provided.

Library: Requirement of the laboratory support is fulfilled through regional centres and Library Resources are provided both on-campus, and through collaboration with public library systems. Service of Library E-resources are provided on-campus only.

H. Cost estimate of the programme and the provisions: Cost estimate of the program is Rs. 7501/- per student.

I. Quality assurance mechanism and expected programme outcomes:

NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC(Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.

- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.

A. Programme's mission & objectives:

The objective of MSW course is to produce qualified professionals, who would bring about the desired social change in our societies by applying the skills and techniques that they would acquire in the tenure of two years .The course aims to acquaint the learners with the various social problems that we often come across by giving them a rigorous field work curriculum and to reach the root cause of these problems they also take up an extensive research programme. In this manner the learners are encouraged to apply their theoretical knowledge in practice .

B. Relevance of the Programme with HEI's mission and goals:

The University follows the Open learning system therefore we are able to reach the maximum number of learners, who may stay in remote areas, or were unable to take up a Professional course like this due to high course fees. The University has made it possible for all the members of the society to obtain higher education in the field of their own choice. Moreover in todays context we may need a good force of professional who would come forward and become leaders to bring about social change in our society and ensure Justice for all, and our University is truly committed to do so.

C. Nature of prospective target group of learners:

The course is meant for the learners who come from various fields of social sciences. The learners are sincerely inclined to bring about social development and thus the course help them to work efficiently in various settings and people .The enrolment figure in this course is growing day by day as there is are very limited colleges and Universities which impart Social Work education , but being an open University, NSOU could reach a large number all over West Bengal and is also very cost effective. It would not be an exaggeration to state that the MSW course of NSOU has reached to all strata of society, it is over whelming to see lady learners who had dreams of going for higher education are a part of this Curriculum, further we also have learners who belong to transgender communities.

D. Appropriateness of programme to be conducted in open and distance learning mode to acquire skills and competence

Most of the students who have passed out MSW courses are well placed, some are working in NGOs, or working in Government Departments. Few students have even got opportunities to go for PhD Courses. They are also engaged in various social activities in collaboration with reputed NGOs as trainees.

E. Instructional Design:

Course Structure

Part - I

PAPER

TITLE

MARKS

I	History and Philosophy of Social Work	100
II	Methods of Social Work – 1 (Social Case Work/Social Group Work)	100
III	Methods of Social Work-2 (Community Organisation)	100
IV	Man and Society (Sociology/Indian Economic System)	100
V	Human Growth & Behaviour and Health & Hygiene (Human Growth & Behaviour/Health Care Management)	100
VI	Social Work Research and Statistics	100

	(Social Work Research/Statistics/Use of Computers)	
VII	Field Work (Placement Reports)	100
VIII	Viva Voce	50

Part - II

PAPER	TITLE	MARKS
IX	Social Welfare Administration	100
X	Community Development (Rural and Urban)	100
XI	Contemporary Social Problems & Social Policy	100
XII	Crime and Correctional Administration	100
XIII	Social Legislation	100
XIV	Areas of Social Work Practice	100
XV	Project Work (Study Reports)	100
XVI	Viva Voce	50

Full marks: 1500 (120 credits)

PART – I

PAPER - I : HISTORY AND PHILOSOPHY OF SOCIAL WORK

1. Development of Social Work as a profession : concept of charity, philanthropy, changes in the approach from charity to social development.
2. Historical development of Social Work in India.
 - ⌘ Social reform movement in 19th and 20th Century : Christian Missionary, Brahmo Samaj, Arya Samaj, Theosophical Society, Ramakrishna Mission and Prarthana Sabha.
 - ⌘ Social Welfare in British period and in the post Independence Period.
3. History of Social Welfare Institutions and the Social Work profession in the United Kingdom and United States of America.
4. Concept of voluntary action. The changing roles of the State and NGOs in Social Welfare with special reference to the fields of Education, Health, Disability, Women and child Development and Age Care. Future of voluntary action.
5. Social Philosophy of Rabindranath Tagore, Swami Vivekananda and Mahatma Gandhi.
6. Contribution of social work profession to the achievement of Social Justice and Human Rights in India, Constitutional provisions in India and their implications.
7. Basic assumptions, values, ethics and principles of Social Work.
8. Problems faced by social work profession in India.
9. Introductory concept of the terms.
 - i. Social Welfare
 - ii. Social Service
 - iii. Social Reform
 - iv. Social Work
 - v. Social Legislation

- vi. Social Policy
- vii. Social Defence
- viii. Social Change
- ix. Social Development
- x. Social security
- xi. Social Justice

PAPER - II : METHODS OF SOCIAL WORK - I

A. SOCIAL CARE WORK (50 MARKS)

1. Definition, component and principles of Social Case Work.
2. The phases of problem solving process : Intake, Study, Diagnosis, Treatment and Termination.
3. Use of Casework skill in dealing with cases of
 - i. Marital discord
 - ii. Problems of Family Relationship
 - iii. Problems of the Aged
 - iv. Mentally Retarded persons
 - v. Persons affected with TB, VD, AIDS, Cancer, Leprosy.
4. Definition, objectives and techniques of interview in Social Casework. Criteria for successful interview.
5. Characteristics of Client-Caseworker relationship. Professional Self of a Social Caseworker and its implications in Social Casework.
6. Concept and importance of Record Keeping in Social Casework.
7. Psycho-analytical concept and orientation in Social Casework : Contribution of Freud, Adler and Erickson.

B. Social Group Work (50 Marks)

1. Definition, characteristics and types of Group. Importance of Group in personality development.
2. Definition and principles of Social Group Work, models in group work, historical development of Social Group Work.
3. Role of professional Social Worker in helping groups to utilise group relations, leadership in Social Group Work.
4. Record keeping, supervision and evaluation in Social Group Work.
5. Concept of Programme Planning. Importance of programme planning in Social Group Work.
6. Use of Group Work in different fields of Social Work : SHG, Correctional Services.
7. Group formation-sub-groups-triad, dyad and cliques. Crisis/conflicts in group situation and interventions : Communication and interaction in groups.
8. Techniques and skills in Social Group Work.

PAPER - III : METHODS OF SOCIAL WORK - II

Community Organisation

1. Definition, types, characteristics and basic problems of the community.
2. Community Organisation as a method of Social Work : definition, scope, principles, methods and techniques of Community Organisation.
3. Leadership in Community Organisation
 - i. Concept
 - ii. Theories
 - iii. Types iv. Role
4. Community Participation : concept, importance and methods to achieve.
5. Community Organisation in rural and urban communities.
6. Relevance of Community Organisation as a method across different spheres of social work intervention e.g. health, education, housing, sanitation, income generation, displacement, etc.
7. Social Action-concept, scope and process, its relationship with Community Organisation.
8. Relation of Community Organisation with other methods of Social Work.
9. Role of Community Organisation worker—guide, enabler, catalyst, educator and therapist.
10. Concept of Communication : definition, types, methods, suitable structure and channels of communication in organization. Precondition to effective communication, barriers to communication.
11. Sarvodaya Movement as a model of Community Organisation.

PAPER - IV : MAN AND SOCIETY

Part - I Sociology

(50 Marks)

1. Definition and scope of Society from the angle of Economics, Psychology, Social Anthropology, Political Science and Sociology. Importance of Sociology in social work.
2. Elements of Society :
 - i. Community
 - ii. Associations
 - iii. Institutions
3. Indian Social Structure-social systems of :
 - i. Tribal ii. Urban iii. Rural
4. Change in Indian social institutions

- i. Family
 - ii. Marriage
 - iii. Caste
 - iv. Religious groups
 - v. Gender bias
5. The effects of Globalisation on economic, cultural, social and family Structures. The adverse effects of development, displacement and migration for livelihood.
 6. The influence of modernisation and urbanication on the socio-economically depressed sections.
 7. Contemporary Social Problems
 - i. Trafficking
 - ii. Child and elderly persons abuse
 - iii. Criminality iv. Juvenile delinquency
 - v. Youth unrest
 8. The process of socialisation-deviance and social control.

Part - II

Indian Economic System

(50 Marks)

1. Concepts and brief account of
 - i. Feudalism
 - ii. Capitalism
 - iii. Socialism iv. Mixed Economy and
 - v. Welfare State
2. Brief introduction to major theories of economic growth.
3. Economic condition of India with particular reference to
 - i. National income
 - ii. Population
 - iii. Poverty iv. Unemployment
 - v. Illiteracy
4. Planning in India-as an instrument of socio-economic policy—with special reference to :
 - i. education
 - ii. health
 - iii. housing iv. class and caste equality
5. The problems and objects of development :
 - i. Agriculture
 - ii. Industries
 - iii. Rural and urban Development

With special reference to the vulnerable population.

**PAPER-V : HUMAN GROWTH & BEHAVIOUR AND HEALTH & HYGIENE Human Growth & Behaviour
(50 Marks)**

1. Human Growth and Development :
Concept and principles of development, social and cultural environment.
2. Growth and development in each stage of life span-conception to old age, opportunity and services including health and nutrition needed to support and enhance growth and development at each level.
3. Principles of growth and development : Basic human needs from infancy through adulthood.
4. Role of heredity and environment on human growth and behaviour.
5. Personality : Concept and theories.
6. Motivation of human behaviour : Concept, theories and types, biological and social motives.
7. Social prejudice, propaganda, public opinion.
8. Human Groups : Group dynamics, Group morale and leadership, Group behaviour audience, crowd and mob behaviour.

**Health Care Management
(50 Marks)**

1. (a) Definition of Health-physical, mental, social and spiritual.
(b) Personal hygiene, Home sanitation, First aid, Concept of hygiene : personal, environmental and sexual.
2. Reproductive and Child Health (a) Antenatal Care :
(b) Post-natal Care :
3. Symptoms, causes, control and prevention of following diseases :
 - (i) TB
 - (ii) VD
 - (iii) AIDS
 - (iv) Cancer
 - (v) Hepatitis B
 - (vi) Malaria
 - (vii) Diarrhoea
 - (viii) Leprosy
4. Role of Social Worker in School Health Services :
 - (i) Personal hygiene
 - (ii) Classroom facilities
 - (iii) Environment iv. Sanitation and

- v. Child to child practice.
5. Elements of Nutrition and Balanced Diet. Nutrition requirements in different target groups :
 - (i) Infants
 - (ii) Pre-school Children
 - iii. Expectant and Nursing Mothers.
6. Causes, symptoms and treatment of mental disorder. Types of mental disorder Psychoneurotic, Psychiatry, Psychotic.
7. Drug addiction : Causes, symptoms, treatment of the addicts, rehabilitation, role of different institutions and individuals.

PAPER-VI : SOCIAL WORK RESEARCH AND STATISTICS

Social Work Research

(50 Marks)

1. Introduction to Social Research
 - i. Survey and Research—meaning, importance and types
 - ii. Distinction between survey and research
 - iii. Social Work Research—meaning, importance, scope and limitations
 - iv. Distinction between Social Research and Social work Research.
2. Methodology of Social Work Research
 - i. Identification of problems and formulation research proposal
 - ii. Formulation of hypothesis
 - iii. Attributes of a good hypothesis
 - iv. Test of hypothesis
3. Research Design
 - i. Selection of topic
 - ii. Determination of sample from universe
 - iii. Sampling methods
 - iv. Time frame
 - v. Statistical tool to be used
4. Data Collection
 - i. Selection of source of data-primary and secondary, both
 - ii. Preparation of questionnaire
 - iii. Abbreviation
 - iv. Case Study
 - v. Interview

- vi. Limitations of each
5. Presentation and Tabulation of Data
 - i. Analysis and interpretation
 - ii. Writing of findings in a structured way
6. Project planning, feasibility test and writing of project report.

**Statistics
(50 Marks)**

1. Introduction
 - i. Definition
 - ii. Importance, scope and limitation of Statistics
2. Analysis of Univariate Data
 - i. Features of Frequency Distribution
 - ii. Common charts and diagrams
 - iii. Measures of central tendency and dispersion iv. Mean deviation
 - v. Standard deviation
 - vi. Quartile deviation
3. Analysis of Bivariate Data
 - i. Bivariate Frequency Distribution
 - ii. Simple correlation
 - iii. Rank correlation iv. Linear regression
4. Simple tests of Hypothesis
 - i. t-test ii. Chi-square test

**Use of Computer
(20 Marks)**

1. Word Processing
 - i. Document creation
 - ii. Editing
 - iii. Formatting iv. Using tools such as spelling check, Thesaurus, etc. in Word Processors and Printing Documents.
2. Working knowledge under MS Excel and DBMS Environment.

PAPER-VII : FIELD WORK

To reinforce the knowledge acquired through studies, actual practice in the field situation under the guidance of a Supervisor from the agency itself, students will be sent to different agencies for

Block Placement of at least 30 days duration. Each student needs to spend the entire period of placement—

(i) to study the organisational aspects as well as

(ii) to practice the Case Work, Group Work, Community Organisation theories that they have learnt in the classroom situation.

The University will evaluate the performance of the students on the basis of the reports submitted. The students will have to pass independently in Fieldwork in order to qualify for the degree.

The students themselves will have to borne all expenses in this connection. Along with the report students will have to produce a Certificate of satisfactory completion of the Fieldwork. The Block Placement must be completed within eight months from the beginning of the course and the report will have to be submitted within one month from the completion of the Fieldwork. A Committee formed by the Board of Studies shall conduct a viva-voce examination basically centering the Fieldwork soon after the theoretical examination is over. The students will have to pass in the viva-voce also in order to complete the M.S.W. course.

PAPER-VIII : VIVA VOCE

Soon after the theoretical Examinations are over, a viva-voce examination will be held covering both—The theoretical papers as well as field work reports submitted.

PART – II

PAPER-IX : SOCIAL WELFARE ADMINISTRATION

1. Concept, importance, principles and areas of social welfare administration; difference between public administration and social welfare administration.
2. Administrative process and its components : Planning, Organization, Staffing, Direction, Coordination, Resource mobilization, Budgeting.
3. Concept, techniques, components, methods and principles of Supervision, Monitoring and Evaluation, Public Relation.
4. Concept and importance of Organization, Organizational Behaviour, Motivation; Team Building, Leadership, Decision Making and Group Dynamics.
5. Personnel Policies, Human Resource Planning and Development, Manpower Planning in the context of social welfare administration; Staff Development, Training, Employee Counseling.
6. Social Welfare Administration at the central level : Administrative structure, activities and various schemes of the Union Ministry e.g. MSJE, Department of Women and Children, Department of Youth Affairs.
7. Social Welfare Administration at the state level : Administrative structure, activities and various schemes of the State Government in the areas of women and children, Disability, Social Defence and Backward Class.
8. Role of NGO/Voluntary Organisation in social welfare and development, rules, regulation and criteria for various Grants-in-aid to NGO programme, Elements, Accountability and Transparency.

9. Formulation of Project Proposals : Needs Assessment, Guidelines and Technique.
10. Project Management : Components, skills, techniques, operation and methodology.

PAPER-X : COMMUNITY DEVELOPMENT

A. Rural Community Development

(50 Marks)

1. Rural Socio-Economic Structure : Rural Demography, Rural Social Structure, Rural Economic Structure, Rural Poverty; Migration pattern.
2. Concept, scope and importance of the study of Rural Community Development in India.
3. Historical review of early experiments in rural development with reference to Sriniketan, Gurgaon, Bhu Daan, Gram Daan and Nilokheri project.
4. Administrative organization of the Ministry of Rural Development and State Department of Rural Development and Panchayati Raj : objectives, function and financing pattern, implementation and target group of various Rural Development Programmes : SGRY, NFFWP, IWDP, DADP, SCP&TSP, IAY, RSVY.
5. Concept, historical development, structure and function of PRI, Legislative provision in PRI, need and importance of people's participation in local self government to strengthen participatory governance.
6. Concept of coordination and convergence in rural development, role of Bank, Cooperatives and Industries in rural development.
7. Concept, importance and review of Tribal Development in India.

B. Urban Community Development

(50 Marks)

1. Concept, importance, scope and growth of Urban Community Development in India.
2. Concept, origin, characteristics of urban slums programme intervention for slum development in India, Resettlement and Rehabilitation Programme for the Urban Slumdweller.
3. Special agencies of urban community development with special reference to W.B., structure, function of CMPO, KMDA, CIT, HIT, Haldia Development Authority, Siliguri Development Authority and Durgapur Development Authority.
4. Concept, composition, function of Urban Local Bodies : Municipalities, Municipal Corporation, Notified Area Authority. Relevance of Nagarpalika Bill and 74th Amendment of Constitution.
5. Background, administration, objectives, function and target group of various urban development programmes : SJSRY, WSSP, PMRY etc.
6. Urban Informal Sector : nature, genesis, special problems, programme interventions.
7. Role of Bank, Commercial Institutions and NGOs in urban development.

PAPER-XI : CONTEMPORARY SOCIAL PROBLEMS AND SOCIAL POLICY

1. Concept of social problem, nature and causes, types, theoretical explanations of social problem with reference to India.
2. Problem related to family and marriage in India, marital conflict : causes and consequence of divorce, desertion, problem of child marriage, dowry.
3. Problem of social dependency : aged, disabled, Home less : general profile, causal factor and intervention of social work method.
4. Problem of women : historical review, profile, problem of atrocities against women, policy to combat the problem.
5. Problem of Trafficking on Women and girls : nature, causes, extent and magnitude, social, economic and legal measures for prevention.
6. Problem of prostitution in India : nature, causes, extent and magnitude, criminal activities associated with prostitution, plight of the children of sex workers and child sex workers, social, economic and legal intervention for rehabilitation of sex workers.
7. Problems of children in need of Care and Protection : Categories, nature of problems, causes, extent and magnitude, combating measures.
8. Poverty : Concept, manifestation, incidence and magnitude, causes, problems of poverty, Anti-poverty strategies, effective measures in poverty alleviation.
9. Unemployment : Magnitude, Types, Causes, Consequences, measures taken to control unemployment.
10. Population Explosion : Increase in population, Causes of population growth, effects of population explosion, population policy, Family Welfare Programmes, population control.
11. Juvenile Delinquency : Nature and incidence, characteristics, factors, sociology of Juvenile delinquency, methods of treating delinquents, custody in juvenile institutions, preventive programmes.
12. Drug Abuse and; Alcoholism : Aberrant Behaviour, Basic concepts, extent and nature of drug abuse, motivation of drug abuse, theories of causation, role of family and peer group in drug abuse, combating drug trafficking, problems of alcoholism, preventive programmes.
13. Problems of Young Population : Demography of young population, problems of young people, youth agitation, youth leadership, programmes for the youth welfare and development.

PAPER-XII : CRIME AND CORRECTIONAL ADMINISTRATION

1. Concept of crime, Crime, criminal, and Criminology. Classification of crime as a social problem in India : major factors.
2. Concept, nature and extent of Juvenile Delinquency in India, major factors, legal provision and juvenile justice system, programme for control and prevention of delinquency.
3. Emergence of crime in Europe, contribution of Cesare Beccaria, Jeremy Bentham, Enrico Ferri.
4. Emergence of crime in North America, theories of crime.

5. Concept and importance of correctional service, correctional legislation - IPC, Cr. P.C, Prison Act, Reformatory School, Probation of Offenders Act.
6. Origin of prison, prison reform movement in India and penal reform in India.
7. Administration and function of correctional institution with reference to Presidency Jail and Alipore Jail.
8. Probation, Parole, Statutory Provision and after care, principles and practice, role in the control and management of crime.
9. Structure and function of correctional institution : state organization, observation home, children homes, special homes and shelter homes.
10. Application of social work method in correctional institution, role of social worker in probation, parole and after care.
11. Human Rights and the Law Enforcement Agencies - Police, Judiciary and Statutory Agencies.

PAPER-XIII : SOCIAL LEGISLATION

1. Concept, guiding principles, legislation and the role of law in social welfare and social security.
2. Provision related to social justice and human rights in the constitution with reference to rights of women and children, tribals, minorities and displaced persons.
3. Social legislation as an instrument of social change : Legal Aid, Family Court, PIL, National and State Legal Services Authorities, Lok Adalat.
4. Salient feature, provision and implementation of legislation with reference to marriage and divorce, inheritance, succession, maintenance of spouse and children.
5. Laws safeguarding the rights of women and children e.g., J. J. Act, 2000, Child Labour (Prohibition & Regulation) Act 1986, Dowry Act 1961, Child Marriage Restraint Act 1929, ITPA 1986, Equal Remuneration Act, Maternity Benefit Act, MTP 1972, PNDDT 1995.
6. Salient feature, compensation, range of benefit and administration of Old Age Pension, workmen's compensation, maternity benefit, unemployment assistance.
7. Review of social security measures with reference to women, children, SC&ST, Disabled.
8. Role of NGO in promotion and protection of rights of women, children and other weaker section of the society : Advocacy, Campaign, Lobbying, Networking.

PAPER-XIV : AREAS OF SOCIAL WORK PRACTICE

A. Disability :

- I. Medical aspect : Types of disability, causes, preventive measure as early intervention.
- II. Social aspect : Impact of disability as family and society, programmes and policies of disability, role of professional social worker in dealing with the problem.

III. Implication of disability related legislation and status regarding their implementation PWD Act 1995, Mental Health Act 1987, RCI Act 1992; and National Trust Act 2000.

B. Child Development and Child Protection :

- i) Demographic profile of children in India.
- ii) Developmental Needs of Children, Role of parents, Family and Peer.
- iii) Programme and policy on child development. iv) Child protection-Constitutional safeguards, child rights in CRC.
- v) Child Abuse-Nature, forms & consequence, trafficking in children.
- vi) Children and Law - Juvenile Justice (care & protection of children) Act 2000. Child Labour (prohibition & Regulation) Act 1986, ITPA - 1986.

C. Age Care :

- i) Demography of the aged in India ii) Aging as a social problem-social, economical and psychological problem of widowhood.
- iii) Programmes for Welfare of the aged, community based Approach in age care. iv) Role of social work profession in Age Care.

D. Women Development :

- i) Status of Women in India, Factors affecting status of women.
- ii) Problems of women in the areas of Health, Education, Employment and political participation.
- iii) Women & Law : Marriage Act, Property Rights, Trafficking, Adoption, Maternity Benefit, Equal Remuneration, Female Foeticide & infanticide.
- iv) Role of women's organization, NGOs, SHGs in the development & empowerment of women.
- v) Programmes for the women development at the National & State Level.

E. Youth Welfare :

Demographic profile of youth in India. Importance of youth. Youth welfare Programmes. Role of Social Worker in Youth Welfare.

F. Welfare of the Backward Classes :

Demographic Profile of Schedule Caste and Schedule Tribe Population. Social, Cultural and economic Problems faced by them. Different approaches to their solution. Welfare programmes initiated by the Government and NGOs.

PAPER-XV : PROJECT WORK / AGENCY PLACEMENT

The final year students of M.S.W. course are required to do Project Work. Agency placement. Each one of them will have to conduct a study based on a particular problem/ issue as part fulfilment of the requirements of M.S.W. degree. The topic for study / social investigation to be independently conducted by each student during the stage of M.S.W. Part II shall be finalised by the students in consultation with the Counsellors.

On completion of the study they will have to prepare Project Report in English or Bengali and submit the same to the Coordinator of the respective Study Centre before the commencement of the M.S.W. final examination. The report must bear the signature of the Supervisor-Counsellor. If decided by the authority, they can go for agency placement alternatively.

PAPER-XVI : VIVA VOCE

Soon after the final examination is over, the students will have to appear in a vivavoce examination to be conducted by a Committee appointed by the University. To get a M.S.W. degree the students will have to get pass marks both in the Project Work as well as in the viva-voce examination besides the theoretical papers.

Duration : 2 years

Faculty and Support Staff Requirement:

Faculty

Sl. No.	Faculty	Work at (HQ/RC)	Number
1	Professor	xx	xx
2	Associate Professor	xx	xx
3	Assistant Professor	RC	2

Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant	HQ	01

Instructional Delivery Mechanisms:

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	24 hrs per 12 papers in 8 sessions (2 sessions of 3 hrs on each day)
	Tutorials/ Special Classes/ Remedial Classes	Yes	Special Classes are arranged in Regional Centres as well as in Study Centres as and when required.
	Seminar/ Research Colloquium	Yes	Seminars are often organized on contemporary issues.at the Headquarters for both the counsellors and Learners
	Workshop	No	—
	School Based activities and Internship	Yes	Learners are sent to various NGOs for internships so that

			they may get acquainted with the NGO environment
	Field Work including Visits	Yes	30 days field placement in Registered NGO
	Extension Activities/ Community Outreach Programmes	Yes	Learners are encouraged to participate in various development activities ,this is done by establishing linkages with NGOs.
Self- Learning	SLMs	Yes	Printed SLM are made available to the learners , before the PCP begins.
	Reference Books	Yes	List of references are provided through the SLMs, and counsellors also suggest relevant references to the learners in PCP sessions.
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	Yes	This is mainly handled by the ICT department of NSOU
	Offline DVD/SD Card/USB Drive	Yes	This is mainly handled by the ICT department of NSOU
	Telecommunications	Yes	Teachers are in regular contact with the learners over telephones
	Social Media (Facebook page/ Instagram/ Twitters/ Google Groups etc.)	yes	E materials are available in the NSOU OER Repository, which may be shared through various Social Media
Blended	Smart Classrooms	Yes	Sessions are often conducted through SMART Classrooms
	Flipped Learning	No	–

Paper wise mapping of credit hours

PAPER	PAPER CODE	PAPER TYPE	STUDY HRS	CREDIT	MARKS
HISTORY AND PHILOSOPHY OF SOCIAL WORK	PGSW I	Theory	240	8	100
Methods of Social Work – 1/II(Social Case Work/Social Group Work)	PGSW II	Theory	240	8	100
Community Organization	PGSW III	Theory	240	8	100
MAN AND SOCIETY (Sociology and Economics)	PGSW IV	Theory	240	8	100
HUMAN GROWTH & BEHAVIOUR AND HEALTH & HYGIENE	PGSW V	Theory	240	8	100
SOCIAL WORK RESEARCH AND STATISTICS	PGSW VI	Theory	240	8	100
Field Placement	PGSW VII	Practical	240	8	100
VIVA VOCE On Field Placdemment	PGSW VIII	Practical	120	4	50

SOCIAL WELFARE ADMINISTRATION	PGSW IX	Theory	240	8	100
COMMUNITY DEVELOPMENT (Rural and Urban)	PGSW X	Theory	240	8	100
CONTEMPORARY SOCIAL PROBLEMS AND SOCIAL POLICY	PGSW XI	Theory	240	8	100
CRIME AND CORRECTIONAL ADMINISTRATION	PGSW XII	Theory	240	8	100
SOCIAL LEGISLATION	PGSW XIII	Theory	240	8	100
AREAS OF SOCIAL WORK PRACTICE	PGSW XIV	Theory	240	8	100
Dissertation	PGSW XV	Practical	240	8	100
VIVA VOCE	PGSW	Practical	120	4	50
Total			3600	120	1500

F. Procedure for admission, curriculum transaction and evaluation

Admission Procedure: Centralised admission process is conducted through online mode. Admission fees also collected through online payment gateway service and dedicated bank challan to assure better transparency in monetary transaction.

Eligibility Criteria: Graduate (10+2+3) with Social Work / Sociology / Political Science / History / Public Administration / Economics / Anthropology. The Course comprises of 6 papers including the History and philosophy of Social Work, Methods of Social Work, Man and Society, Human Growth and Behaviour and Health and Hygiene , Social Research and Statistics along with Field Placement in the 1st year. While in the 2nd Year the students have to learn about the Social Welfare Administration, Social Legislation, Community Development, Crime and Correctional Administration, Contemporary Social Problems and Areas of Social Work.

Total Course Fee: Rs. 8,200/- (Excluding Examination and Studentship Renewal Fees)

Financial Assistance: At present no financial assistance is provided for this course.

curriculum transaction:

SLMs (English version) in print and electronic medium are provided as approved by the Board of Studies and as ratified by Academic Council of the University. PCP schedules for PG courses are prepared by concerned School of Studies and circulated among the Study Centres as well as notified in the official website of the University well ahead of the schedule. PCPs are conducted at selected accredited Study Centres (known as PCP Centre) of this University from different regions of West Bengal. PCP sessions are generally scheduled on weekends/holidays, though, under special circumstances, special sessions may be arranged on weekdays with a notification in the University Website. During these sessions, teachers will help the students with their course work. PCPs are conducted in both the languages as per convenience.

Evaluation: The evaluation system of the programme is based on following components:

a) Assignment / Internal Assessment:

The learners answer the assignment questions and send back which are then evaluated by the evaluators/ academic counsellors/distance teachers. The assignment responses reflect what the learners have understood and learnt. The assignments are then returned to the learners with the comments/remarks of the evaluator so that the assignment answers may serve the purpose of

providing feedback to the learners and inform them their strengths and weaknesses. These comments carry the meaningful and constructive suggestions of the evaluator which further form the bases of successful learning.

Students will be required to submit assignment papers for each subject and the credit obtained on evaluation of those assignment papers will be entered into his/her individual record of performance. This will constitute 20% of the total credit points in the subjects. All the credit points secured by the students will be progressively entered into record.

Every student is required to submit the assignment papers before each Term-end Examination which is due at the end of each semester. But in no case a student shall be allowed to fill in the Application Form to sit for the examination if he/she has not submitted assignment paper within the due date as announced by the Examination Department of the University from time to time. Students are required to take back the copy of the evaluated assignment papers from their respective study centre.

b) Term-end Examinations (Written):

80% of the total credit points of the subjects would be reserved for Term-end Examination scheduled to be held at the end of each semester. A student will be allowed to appear in the Term-End Examination, only after she/he has registered for that course and submitted the assignment.

c) Dissertation Work and Field Work:

The MSW students shall have to prepare 3 (three) copies of Dissertation – one copy for student, one for Study Centre and one for the Examination Department. A Viva-Voce is conducted by the examination department to evaluate the dissertation paper. The MSW students shall have to prepare 3 (three) copies of Field Work – one copy for student, one for Study Centre and one for the Examination Department. All MSW students are strictly instructed to carry along with them a copy of Field Work Report or else they will not be allowed to appear in Viva-Voce

G. Requirement of Laboratory support & library resources:

Library facilities are provided by the district libraries and students are placed in different NGOs for field work.

H. Cost estimate of the programme and provisions: Cost estimate of the program is Rs. 3,069/- per student.

I. Quality assurance mechanism and expected programme outcomes:

NSOU has constituted the “Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning) Regulations, 2017 to ensure the delivery of high quality programmes to its learners.

(a) Objectives of the CIQA:

- ✓ It tries to ensure quality service to the learners of the subject through development of good and appropriate standard Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- ✓ It also tries to identify the key areas in which the concerned School of the University should maintain quality.
- ✓ Another important function of the CIQA is to prepare Program Project Report(PPR) of the programs/courses being offered by the concerned School or proposed to be launched in the near future with due approval of competent authority.

(b) Function: The CIQA has the following functions:

- ✓ Organization of inter and intra Schools/ Institutional workshops, seminars on quality related themes and promotion of quality circles.
- ✓ Documentation of the various programmes / activities of the School leading to quality improvement
- ✓ Acting as a nodal agency of the institution for quality-related activities, including adoption and dissemination of good practices.
- ✓ Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- ✓ Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes.
- ✓ Dissemination of information on the various quality parameters of the University.
- ✓ Development of quality culture in the University, and encourage creativity and innovation among the faculty and staff.
- ✓ Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.

Expected programme outcome:

The students are expected to work with the NGOs and NPOs and also in the government department as social welfare officer etc.