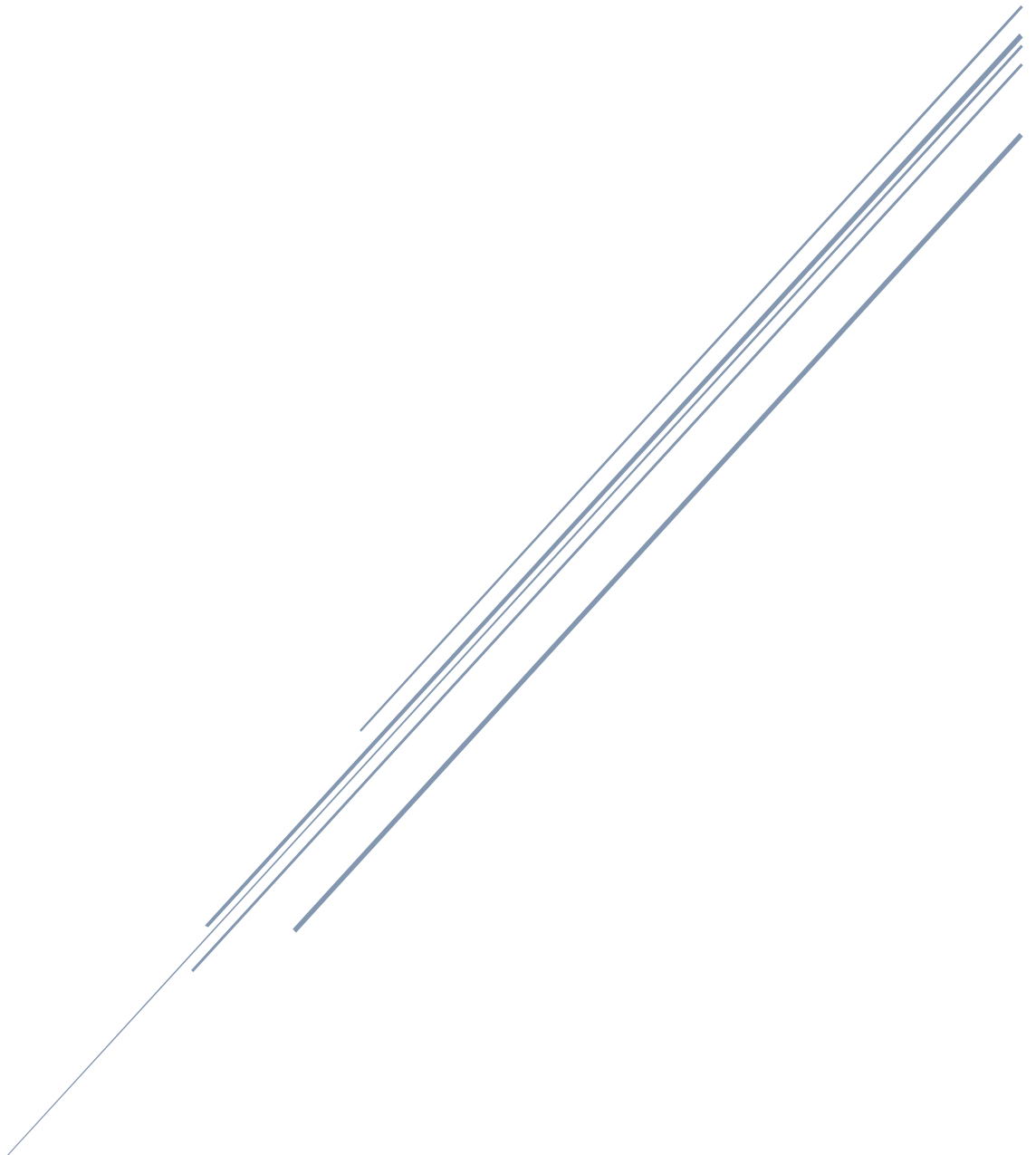


BACHELOR OF ARTS (HONS) (POLITICAL SCIENCE)-ODL

PROGRAMME PROJECT REPORT (PPR)



School of Social Sciences

PPR of BA in Political Science approved by 39th Academic Council (vide memo no.: Reg/0322 dated 14.03.2023) for delivery of programme through Open Distance Learning mode.

i. Programme's mission and objectives:

In general, as ODL is concern, 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 aims is "Reach to Unreached".

Programme Objectives:

- ✓ Open and Distance Learning seeks to promote higher education as an effective alternative way along with conventional systems of education around the founding principles of universality, flexibility and innovativeness. With an aim to provide easy and affordable access to quality education emphasis is given to adopt a learner centric approach in disseminating education and thereby meet with the ultimate objective to embrace the maximum learners who wishes to be a part of the greater academic community within the ambit of higher education. The discipline of Political Science shaped its programme accordingly in lieu of the greater goals of Open and distance learning to ensure both quality education and visibly wide territorial reach.
- ✓ Political Science as a discipline inculcates analytical thinking of an individual, develop the ability to think critically and help in applying logical reasons to reach conclusions.
- ✓ It enhances the knowledge of diverse political system of the world and share their experiences to make a comprehensive understanding of the political system of our own country.
- ✓ It further inspires an individual to become an effective citizen of the country by making them aware of the duties along with the rights as enshrined in the Constitution of India. In doing so it galvanizes the theoretical understanding with that of the real life in practice.

Expected Programme Outcome:

- ✓ Students pursuing Political Science will be able to apply their knowledge on domestic and international politics in a much vivid and organized manner. The proficiency of the discipline would enable to usher in the insightful innovations in the formulations of public policy both at national and international level.
- ✓ The course has been designed in such that one could cultivate the basic tools underlying the modern social science research, adopt a multidisciplinary approach in integrating the discipline with other major subject of social sciences and thereby promotes competency in presenting well articulating and thought provoking research findings.
- ✓ The curriculum therefore adorns the students equally in terms of skill enhancement and employability to meet the requirements of both the professional and the academic world.

ii. Relevance of the program with HEI's Mission and Goals:

The following aspects of the Mission of NSOU as stated on the official website have been kept in mind for this particular program:

- ✓ To propagate quality education in flexible mode all over the State and to provide access to different skills – enhancing educational programs.
- ✓ To provide facility of Lifelong education to the intending learners.
- ✓ To integrate technological tools in the pedagogy for facilitating the learning experiences.
- ✓ To render services for the development of the State in particular and the Nation in general in order to sensitize the learners towards a humanistic and democratic ecosystem.

iii. Nature of prospective target group of learners:

Primarily, class XII pass outs predominantly from WBBHSE, and of late a certain section of students passing out of ISC and CBSE boards. There being no specific cut off marks in keeping with the

philosophy of Open Learning, all students who have passed Higher Secondary level are allowed entry to the programme.

Besides, target group of learners are people from different age groups who wishes to pursue higher education and enhance their knowledge in the discipline to seek for a better career and lead a responsible life. The learners are from different socio-economic background and are located in different parts of the state of West Bengal and also from neighbouring other states. In compliance with the ultimate objective of distance education to reach the unreached, special care is taken to include learners from marginalised sections of the society, backward caste and tribes.

This makes for a very heterogeneous learner group.

iv. Appropriateness of programme to be conducted in Open and Distance Learning and/or Online mode to acquire specific skills and competence:

Traditionally, the social sciences were understood to be those academic fields of study that employ a scientific method to explore the social phenomenon. Political Science, as a discipline within School of Social Sciences at Netaji Subhas Open University break from this narrow tradition to provide students with a progressive, innovative and truly interdisciplinary learning environment. The programmes and courses are regularly updated by the Department to include the latest area of research of the discipline. The programmes are further designed and conducted such that capacity building of the learners as general competence, job orientation and skill development in the respective field are ensured. This in turn helps the learner to contribute to the social development, research ability and also to acquire the specific skill of administrative knowledge in respect of governance, leadership, and management. The Discipline of Political Science also emphasizes the cultivation of critical skills (in developing fresh, innovative and original thinking) that helps to develop proficiency provide students with a firm basis for success in their academic careers

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.

v. Instructional Design:

Introduction: The Department of Political Science in implementing its regular courses at undergraduate and post graduate programme gives serious effort in upgrading the syllabus and designed its curriculum in accordance with the regulations as laid down by UGC time and again. In its venture to impart learner based education in an open mode education system, the department provides Self Learning Materials (SLM) which are formulated and revised under the guidance of a team of experts who are not only reputed but are also distinguished in their own arena of specialization. Their proficiency and competent guidance are treasured by the department since it inspires and benefits the department to devise and implement its future plans and programmes.

With the physical infrastructure, administrative policy and code of behaviour provided by the mother institution, Department of Political Science is actively engaged in its academic development which reflects a sustained dedication to critical, interdisciplinary approaches to the study of social relations, political structures, socio-political identities and political phenomena. The Department takes every care to prepare the Learning Materials in printed form popularly known as the Self-Learning Materials (SLM) with the approach of self-explanatory, self-contained, self-motivating and self-evacuating following the guidelines offered by the University Grants Commission through its notifications. The details of the Programme both at Under graduate and post graduate level are given below:

a. Course Structure: (Please see the detailed table below):

SEM	CODE	Course Name	Credit	Study Hours	TE Full Marks	Assig. Full Marks	Total Marks		
1 st Year	I	CC-PS-01	Introducing Political Theory	6	180	50	20	70	
		CC-PS-02	Constitutional Government and Democracy in India	6	180	50	20	70	
		AE-BG-11	* Bengali	2	60	50	20	70	
		AE-EG-12	* English						
		GE-01: # Refer Table below			6	180	50	20	70
	II	CC-PS-03	Political Theory-Concepts and Debates	6	180	50	20	70	
		CC-PS-04	Political Process in India	6	180	50	20	70	
		AE-ES-21	Environmental Studies	2	60	50	20	70	
		GE-02: # Refer Table below			6	180	50	20	70
	2 nd Year	III	CC-PS-05	Introduction to Comparative Government and Politics	6	180	50	20	70
CC-PS-06			Perspectives on Public Administration	6	180	50	20	70	
CC-PS-07			Perspectives on International Relations and World History	6	180	50	20	70	
GE-03: # Refer Table below			6	180	50	20	70		
IV		SE-PS-11	ICT in Education	2	60	50	10	60	
		CC-PS-08	Political Processes and Institution	6	180	50	20	70	
		CC-PS-09	Public Policy and Administration in India	6	180	50	20	70	
		CC-PS-10	Global Politics	6	180	50	20	70	
		GE-04: # Refer Table below			6	180	50	20	70
		SE-PS-21	Reading and Reflecting on Text	2	60	50	10	60	
3 rd Year	V	CC-PS-11	Classical Political Philosophy	6	180	50	20	70	
		CC-PS-12	Indian Political Thought-I	6	180	50	20	70	
		DS-PS-11	Human Rights in a Comparative Perspective	6	180	50	20	70	
		DS-PS-21	Women, Power and Politics	6	180	50	20	70	
	VI	CC-PS-13	Modern Political Philosophy	6	180	50	20	70	
		CC-PS-14	Indian Political Thought-II	6	180	50	20	70	
		DS-PS-31	Understanding Global Politics	6	180	50	20	70	
		DS-PS-41	¥ India's Foreign Policy in a Globalizing World	6	180	50	20	70	
		DS-PS-42	¥ Understanding South Asia						

GE combination list:

Subject	SEM-I: GE-01	SEM-II: GE-02	SEM-III: GE-03	SEM-IV: GE-04
History	GE-HI-11: EASTERN INDIA (WITH SPECIAL REFERENCE TO BENGAL): (EARLIEST TO 1203/1204)	GE-HI-21: EASTERN INDIA (WITH SPECIAL REFERENCE TO BENGAL): (1203/1204-1757)	GE-HI-31: EASTERN INDIA (WITH SPECIAL REFERENCE TO BENGAL): (1757-1947)	GE-HI-41: MAKING OF CONTEMPORARY INDIA GE-HI-42: MAKING OF CONTEMPORARY WORLD
Sociology	GE-SO-11: Indian Society	GE-SO-21: Population and Society	GE-SO-31: Gender and Violence	GE-SO-41: Sociology of Social Movements GE-SO-42: Rethinking Development
Bengali	GE-BG-11: বাংলার সমাজ ও সাংস্কৃতিক পরিচয়	GE-BG-21: বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ)	GE-BG-31: ভাষা, ছন্দ ও অলঙ্কার	GE-BG-41: আধুনিক বাংলা সাহিত্যঃ নির্বাচিত পাঠ

*Learners have to choose any one from AE-BG-11: Bengali or AE-EG-12: English as Ability Enhancement Compulsory Course 1.

Learners have to choose any one subject from GE combination list, accordingly group courses of GE-1, 2, 3 & 4 will be fixed for Semester-I, II, III & IV respectively. If there is 2 option available for GE course 4 in Semester IV, candidate have to choose any one option.

Course Legend: CC – Core Courses, AECC – Ability Enhancement Compulsory Courses, GEC – Generic Elective Courses, SEC – Skill Enhancement Courses, DSEC – Discipline Specific Elective Courses

b. Detailed Syllabus: (Learners are advised to check the relevant Self Learning Materials (SLM's) for actual distribution of Modules and Units. All courses have been designed in keeping with UGC (Open and Distance Learning and Online Programmes) Regulations, 2020 regarding the minimum number of Units)

SEM	Course Title	Textual Syllabus	
I	Introducing Political Theory (CC-PS – 01)	Block: I	Unit-I: What is Politics: Theorizing the 'Political' Unit-2 : Traditions of Political Theory: Liberal Theory Unit-3 : Marxist Theory Unit-4 : Anarchist Theory Unit-5 : Conservative Theory
		Block: II	Unit-6: Approaches to Political Theory: Normative Approach & Historical Approach Unit-7: Approaches to Political Theory: Empirical Approach Unit-8: Critical and Contemporary Perspectives in Political Theory: Feminist Unit-9 : Critical and Contemporary Perspectives in Political Theory: Postmodern Unit-10: Critical and Contemporary Perspectives in Political Theory: Post-Colonial
		Block: III	Unit-11: Democracy: The history of an idea - Classical and Modern Democracy Unit-12: Debates on Democracy Unit-13: Forms of Democracy: Liberal and Socialist Unit-14: Procedural Democracy; Critique of Procedural Democracy Unit-15 : Deliberative Democracy: An idea/ Concept, Characteristics and forms of Deliberative Democracy
		Block: IV	Unit-16: Models of Democracy Unit-17: Participation Unit-18: Representation-Forms of representation Unit-19: Fractional Unit-20: Territorial
	Constitutional Government and Democracy in India (CC-PS – 02)	Block: I	Unit-I : Historical Background of the Constitution Unit-2 : The Preamble Unit-3 : Features of the Constitution Unit-4 : Fundamental Rights Unit-5: Directive Principles of State Policy
		Block: II	Unit-6 : The Legislature: Parliament: House of the people. Unit-7 : Legislative Procedure - Types of Bill, Law making, procedure, Committee System, Speaker. Unit-8: The Executive: President Unit-9 : Prime Minister Unit-10 :Council of States
		Block: III	Unit-11The Judiciary: Supreme CourtHigh court, Judicial Activism Unit-12: Federalism: Meaning, Nature of Indian Federation. Unit-13: Division of Powers- Constitutional Provisions Unit-14 : Emergency Provisions Unit-15: Fifth& Sixth Schedule
		Block: IV	Unit-16 : Government in states – state legislature Unit-17 : State Executive - Chief Minister & Council of Ministers Unit-18: Panchayati Raj: The Concept

SEM	Course Title	Textual Syllabus	
			Composition and function of Panchayati Raj in West Bengal Unit-19: Municipal Corporations & Municipalities Unit-20: Constitutional Amendment
II	Political Theory- Concepts and Debates (CC-PS – 03)	Block: I	Unit-1 : Concept of Freedom Unit-2: Negative Freedom: Liberty Unit-3: Positive Freedom: Freedom as Emancipation and Development Unit-4 : Concept of Equality, Forms of Equality-Formal Equality; Equality of opportunity; Political Equality Unit-5: Egalitarianism: Background of inequalities and differential treatment
		Block: II	Unit-6: Concept of justice Unit-7: Social Justice Unit -8: Procedural Justice Unit-9: Distributive Justice Unit-10: Global Justice
		Block: III	Unit-11: Concept of Rights Unit-12 : Natural Rights, Moral Rights and Legal Rights Unit -13:Concept of Human Right Unit-14: Three Generations of Rights Unit-15 : Rights and Obligations- Relation
		Block: IV	Unit-16: Political Obligation and its Limits Unit-17 : Civil disobedience Unit-18 :Issue of cultural relativism. Unit-19: plural society and multiculturalism Unit-20 : Issues of toleration.
	Political Process in India (CC-PS – 04)	Block: I	Unit-1: Party System in India: History and evolution Unit-2: Congress System Unit-3: Multi party Coalitions Unit-4: Regionalism and Regional Political Parties Unit-5: Major National Political Parties in India- Ideologies & Programme
		Block: II	Unit-6: Voting Behavior in India - Overview Unit-7: Caste as a determinant of voting behaviour Unit-8: Class as a determinant of voting behaviour Unit-9: Gender as a determinant of voting behaviour Unit-10: Religion as a determinant of voting behaviour
		Block: III	Unit-11: Politics of Secession and Accommodation Unit-12: Secularism in India: Concept and Debates Unit-13: Communalism in India Unit-14: Caste in Politics Unit-15: Politicization of Caste
		Block: IV	Unit-16: Affirmative Action Policies: Women Unit-17: Affirmative Action Policies: Class Unit-18: Affirmative Action Policies Environment Unit-19: Affirmative Action Policies: Caste Unit-20: Changing Nature of the Indian State: Developmental, Welfare and Coercive Dimensions
III		Block: I	Unit-I: Comparative Politics: Nature and scope

SEM	Course Title	Textual Syllabus	
	Introduction to Comparative Government and Politics (CC-PS – 05)		Unit-2: Methods of Comparative Politics Unit-3: Eurocentrism in Comparative Politics Unit-4: Going beyond Eurocentrism Unit-5: Recent trends in Comparative Politics
		Block: II	Unit-6: Capitalism: Meaning and development Unit-7: Globalization Unit-8: Socialism: Meaning, growth and development Unit-9: Socialism in Practice Unit-10: Limitations of Capitalism and Socialism
		Block: III	Unit-11: Colonialism: Meaning and context Unit-12: Forms of colonialism Unit-13: Decolonization: Meaning and context Unit -14: Anti-Colonialist Struggle Unit -15: Process of decolonization
		Block: IV	Unit -16 Political & Constitutional development of Britain, Brazil, Nigeria & China. Unit -17 Major changes in the economy of Britain, Brazil, Nigeria & China. Unit -18 Major political institutions of Britain, Brazil, Nigeria & China. Unit -19 Party and Party system in Britain, Brazil, Nigeria & China. Unit -20 Civil society in Britain, Brazil, Nigeria & China.
	Perspectives on Public Administration (CC-PS – 06)	Block –I	Unit-I: Public Administration: Nature and Scope Unit: 2: Significance of Public Administration as a discipline Unit-3: Public and Private Administration Unit-4: Evolution of Public Administration Unit-5: Public Administration in a Globalized era
		Block –II	Unit-6: Classical Theory- Meaning and Significance Unit-7: Scientific Management (F.W. Taylor) Unit-8: Administrative Management (Gullick Urwick and Fayol) Unit-9: Bureaucracy: Marx Unit-10: Ideal-type Bureaucracy (Max Weber) Post Weberian model of bureaucracy
		Block –III	Unit-11: Neo Classical Theory-Meaning and Significance Unit-12: Human relations theory (Elton Mayo) Unit-13: Rational decision-making (Herbert Simon) Unit-14: Ecological approach (Fred Riggs) Unit-15: Innovation and Entrepreneurship (Peter Drucker)
		Block –IV	Unit-16: Public Policy: Concept, relevance and approaches Unit-17: Public Policy: Formulation, implementation and evaluation Unit-18: Nature of Policy Cycle Unit-19: New Public Administration Unit-20: New Public Management
		Block -I	Unit-I:Nature of Scope of International Relations

SEM	Course Title	Textual Syllabus	
	Perspectives on International Relations and World History (CC-PS – 07)		Unit-2: History and IR: Emergence of the International State System Unit-3: Pre-Westphalia Unit-4: Westphalia to Second World War Unit -5: Post-Westphalia
		Block -II	Unit-6: Classical Realism Unit-7: Neo-Realism Unit-8: Marxist Approaches Unit-9: Feminist Perspectives Unit-10: Eurocentrism and Perspectives from the Global South
		Block -III	Unit-11: World War I: Causes and Consequences Unit-12: Bolshevik Revolution & its significance. Unit-13: The Rise of Fascism /Nazism Unit-14: World War II: Causes and Consequences Unit-15: Cold War: Different Phases
		Block -IV	Unit-16: Crisis in Socialist Block and Collapse of the USSR Unit-17: Post Cold War Developments and emergence of other Centers of Power Unit-18: The emergence of the Third World Unit -19: Developments International Relations since 9/11 Unit-20: Rise of Islam and its impact in International Relations
VI	Political Processes and Institution (CC-PS – 08)	Block – I	Unit-1 : Major Approaches: Behavioral and Political Economy Unit-2 : System Approach and Structural Functional Approach Unit-3 : Institutionalism Unit -4: New Institutionalism Unit-5 : Contemporary Approach-Postmodern and Feminist
		Block – II	Unit-6: Election System: Definition and procedures Unit-7: Types of election system- Hare and List System Unit-8: First Past the Post Representation Unit-9: Proportional Representation Unit-10: Mixed Representation
		Block – III	Unit-11: Historical contexts of emergence of the party system Unit-12: Types of party system: Bi-Party system USA & UK Unit-13: Uniparty System: China Unit-14: Multi party: France Unit-15: Party system in post-Communist Society
		Block – IV	Unit-16: Nation state - Meaning; Historical evolution of nation states in West and in the East. Unit-17: Post colonial context of 'Nation' & 'State' debate Unit-18: Process of democratization in post authoritarian and post-communist countries Unit-19: Historical context of Federation & Confederation

SEM	Course Title	Textual Syllabus
		Unit-20: Debates around territorial division of Power.
	Public Policy and Administration in India (CC-PS – 09)	Block – I Unit-I : Definition, characteristics and models of public policy Unit-2 : Public Policy Process in India Unit-3 : Meaning, significance Approaches and Types of Decentralization Unit-4 : Local Self Government in India : Rural Unit-5 : Local Self Government in India : Urban
		Block – II Unit-6 : Concept and Significance of Budget Unit-7: Budget Cycle in India Unit-8 : Various Approaches of Budgeting Unit-9 : Types of Budgeting Unit-10: Role of Finance Ministry in the framing of a budget
		Block – III Unit-11: Public Service Delivery Unit-12: Redressal of Public Grievances: RTI, Unit-13: Lokpal Unit-14: Citizens’ Charter Unit-15: E-Governance
		Block – IV Unit-16: Social Welfare: Concept and Approaches Unit-17: Social Welfare Policies: Right to Education Unit-18: Social Welfare Policies: National Health Mission Unit-19: Social Welfare Policies: Right to Food Security Unit-20: Social Welfare Policies: MNREGA
	Global Politics (CC-PS – 10)	Block: I Unit-I: Understanding Globalization Unit-2: Alternative Perspectives of Globalization Unit-3: Global Economy: Its Significance and Anchors of Global Political Economy: IMF Unit-4: Global Economy: Anchors of Global Political Economy: World Bank Unit-5: Global Economy: Anchors of Global Political Economy: WTO, & Transnational Corporation
		Block: II Unit-6: Political Dimension of Globalization Unit-7: Cultural dimension of Globalization Unit-8: Technological Dimension of Globalization Unit-9: Global Social Movements Unit -10: Global Resistances: Role of NGO
		Block: III Unit-11: Gender issues and Global Politics Unit -12: Ecological Issues: Historical Overview of International Environmental Agreements Unit-13: Ecological Issues: Climate Change, Unit-14: Ecological Issues: Global Commons Debate Unit-15: Proliferation of Nuclear Weapons
		Block: IV Unit-16: International Terrorism: Non-State Actors and State Terrorism Unit-17: International Terrorism: Post 9/11 development Unit-18: Human Security Unit-19: Migration Unit-20: Global Shifts: Power and Governance
V	Classical Political	Block-I Unit-I: Plato: Justice Unit-2: Plato: Communism Unit-3: Plato: Women and Guardianship

SEM	Course Title	Textual Syllabus		
	Philosophy (CC-PS – 11)		Unit-4: Aristotle: State and Citizenship Unit-5: Aristotle: Forms of Government	
		Block-II	Unit-6: St. Thomas Aquinas: Church- state controversy Unit-7: Machiavelli - Secularism Unit-8: Machiavelli- Morality and Statecraft Unit-9: Machiavelli- Republicanism Unit-10: Significance of Machiavelli's thought	
		Block-III	Unit-11: Hobbes on human nature Unit-12: Hobbes- Social Contract Unit-13: Hobbesian State Unit-14: Hobbesian method Unit-15: Significance of Hobbesian theory	
		Block-IV	Unit-16 : Social Contract Unit-17: Natural Rights Unit-18: Right to Resistance Unit -19: Justification of Property Unit-20: Locke as a theorist of Liberalism	
	Indian Political Thought-I (CC- PS – 12)	Block-I	Unit-I: Ancient Indian Political Thought-An Overview Unit-2: Nature of Ancient Indian Polity and Institutions. Unit-3: Concept of Dharma in Indian context Unit-4: Brahmanic Tradition Unit-5: Shantiparva	
		Block-II	Unit-6: Manu-Social laws Unit-7: Kautilya- Spatanga Theory Unit-8: Kautilya - Dandaniti Unit-9: Kautilya - Diplomacy Unit-10: Shramanic Tradition	
		Block-III	Unit-11: Theravada Buddhism: An Introduction Unit-12: Society and State in Theravada Buddhism (Digha Nikaya) Unit-13: Islamic Tradition in India- Historical background Unit-14: Medieval Political Thought-An overview Unit-15: Barni - Legitimacy of Kingship	
		Block-IV	Unit-16: Barni- Ideal Polity Unit-17: Abul Fazl- Monarchy Unit-18: Sufism- Major Ideas Unit-19 : Syncretism in Islam in the Mughal period Unit-20 : Islamic Institutions	
	VI	Modern Political Philosophy (CC-PS – 13)	Block-I	Unit-I: Idea of Modernity Unit-2: Rousseau: Theory of Contract Unit-3: Rousseau: General Will Unit-4: Rousseau: Direct Democracy Unit-5: Rousseau's Romanticism: an evaluation
			Block-II	Unit-6: Mary Wollstonecraft: Women and Paternalism Unit-7: Mary Wollstonecraft: as a critic of Rousseau's idea on education Unit-8 : Mary Wollstonecraft: On Legal rights Unit-9 : J.S.Mill: Doctrine of Utilitarianism Unit-10 : J.S.Mill : On Liberty
Block-III			Unit-11 : J.S.Mill: On Suffrage Unit-12 : Karl Marx : On Alienation Unit-13: Dialectical Materialism	

SEM	Course Title	Textual Syllabus
		Unit-14 : Historical Materialism Unit-15 : Marxian concept of State
	Block-III	Unit-16 : Marxian concept of class and class struggle Unit-17: Allexandra Kollontai: Winged and wingless eros Unit-18: Allexandra Kollontai: Proletarian Women Unit-19: Allexandra Kollontai: Socialization of Housework Unit-20: Kollontai- Lenin differences
	Block-I	Unit-I : Introduction to Modern Indian Political Thought Unit-2 : Rammohan Roy: Rights Unit-3 : Rammohan Roy: Liberalism Unit-4 : Vivekananda: Socialism and Ideal Society Unit-5 : Vivekananda: Nationalism
	Block-II	Unit-6: Gandhi: Sarvodaya Unit-7 : Gandhi: Swaraj Unit-8 : Gandhi: Satyagraha Unit-9 : Gandhi: Trusteeship Unit-10 : M.N.Roy: Radical Humanism
	Block-III	Unit-11 : Pandita Ramabai: Gender Unit-12 : Jyotiba Phule Unit-13: Ambedkar: Social Justice Unit-14 : Gandhi-Ambedkar Debate Unit-15 : Tagore: Critique of Nationalism
	Block-IV	Unit-16 : Tagore : State and Society Unit-17: Iqbal: Community Unit-18 : Savarkar: Hindutva Unit-19 : Lohia: Socialism Unit-20 : Nehru : Secularism
	Indian Political Thought-II (CC-PS – 14)	

Discipline Specific Elective Course (DSEC):

Human Rights in a Comparative Perspective (DS-PS-11)	Block: I: Human Rights: Theory and Institutionalization	Unit-I : Meaning, Nature and scope Unit-II : Historical Development of Human Rights and Universal Declaration of Human Rights Unit-III : Three Generation of Human Rights' Unit-IV : Theories of Human Rights: (Natural, Liberal and Marxist Theory). Unit-V : Human Rights and Cultural Relativism
	Block: II- Human Rights: A Comparative Study (India and South Africa)	Unit-I : Constitutionalism: Civil and Political Rights Unit-II : Constitutional Rights: Economic, Social and Cultural Unit-III: Human Rights Movement Unit-IV: National Human Rights Commissions. Unit-V : Constitutional Mechanisms: Redressal and Promotion of Human Rights
	Block: III- Major Issues	Unit-I : Torture: Concept, Meaning and Forms. Unit-II : Impact of Torture on the Individual, Family and Society in the United States and India. Unit-III : United Nations Human Rights Monitoring Mechanisms against Torture Unit-IV : Censorship and Surveillance: Impact on Human Rights in India and China. Unit-V : Terrorism and Insecurity of Minorities: USA and India

	Block: IV- Structural Violence	Unit-I :Caste and Race: Concepts and Interrelationships in South Africa and India. Unit-II :Caste Violence in Indiaand Racial Discrimination in South Africa: A Comparative Study Unit-III : Gender and Violence: India andPakistan. Unit-IVWomen and Religion: India and Pakistan Unit-V :Adivasi, Aborigines and the Land Question: India and Australia.
Women, Power and Politics (DS-PS-21)	Block: I-Feminism: Issues and Challenges	Unit-I :Patriarchy: Meaning, Nature and Forms Unit-II: Sex-Gender Debate Unit-III: Biologism and Social Constructivism Unit-IV: Empowerment of Women Unit-V:Debate over LGBT Rights
	Block: II: Women and Violence	Unit-I :Public- Private Debate Unit-II : Understanding gender violence Unit-IIIWomen in Family: Position of Women,Domestic violence and legal Protection Unit-IV : Gender violence in Community Unit-V: Gender violence and the State
	Block: III- Feminisms: Different Schools	Unit-I :Liberal Feminism Unit-II: Socialist andMarxist Feminism Unit-III: Radical Feminism Unit-IV: Post-Modern Feminism. Unit-V: Ecofeminism
	Block: IV -Women's movement, Rights and Work	Unit-I: Women's Movement and Women's Studies Unit-II: Women's Movements in India Unit-III: Women's Rights and Law in India Unit-IV: Sex Workers and Legal Protection in India Unit-V: Women's work and Labour
Understanding Global Politics (DS-PS-31)	Block-I: From Nation States to system of states	Unit-I :Nation-state system: From society of states to system of states. Unit-II :Evolution of the State system: From Westphalia to Post Treaty of Versailles Unit-III :State system: Features, Growth and changes since World War II Unit-IV :Sovereignty: Definition, Features and Challenges in the post-Cold Warera Unit-V:Globalization and state sovereignty
	Block: II- Global Economy	Unit-I :Global Economy: Meaning, Nature and Significance, Unit-II :Perspectives on Global Economy: Liberal and Neo Liberal, Nationalist and Marxist Unit-III: Contemporary perspectives of political Theory: World System and Dependency theory Unit-IV :Bretton Woods System: context and emergence Unit-V :Transnational Economic Actors: GATT, WTO, IMF and Asian Development Bank
	Block: III- Identity and Culture	Unit-I :North-South Divide: Global poverty and Inequalities Unit-II :South-South Cooperation Unit-III :Globalization of Culture: Consumerism, Cultural imperialism and Resistance

		<p>movement.</p> <p>Unit-IV :International Conflict and War: Nature and dynamics</p> <p>Unit-V :Terrorism: Meaning, Forms and Impact</p>
	Block: IV: Environment and Global Civil Society	<p>Unit-I :Environmentalism: Meaning and Significance.</p> <p>Unit-II :Major global environmental issues: Global warming, Bio diversity and Resource scarcity, Globalization and Environment</p> <p>Unit-III :Environmental Protection: Different initiatives</p> <p>Unit-IV:Sustainable development: Issues and Debate</p> <p>Unit-V:Global Civil Society: Role and emerging trends.</p>
India's Foreign Policy in a Globalizing World (DS-PS-41)	Block: I- From Post-Colonial State to an Aspiring Power.	<p>Unit-I : Foreign Policy: Definition, Distinction with Domestic Policy.</p> <p>Unit-II : India's Foreign Policy: Genesis, Principles and Objectives.</p> <p>Unit-III : Determinants of India's Foreign Policy making</p> <p>Unit-IV: Understanding Non-alignment in a Globalizing World</p> <p>Unit-V: India as an Emerging Global Power- A Debate.</p>
	Block: II- India's Foreign Relations	<p>Unit-I : India and USA during Cold War</p> <p>Unit-II: India and USA since 1990s</p> <p>Unit-III: Indo-Soviet Relations during Cold War</p> <p>Unit-IV: India and Russia in the post Cold War</p> <p>Unit-V: India and China: Changing Perspective</p>
	Block: III Debating Regional Strategies	<p>Unit-I : South Asia as a Regional Entity: Geo-strategic and Geo-Political Significance.</p> <p>Unit-II: Role of India in South Asia</p> <p>Unit-III: India's role in SAARC</p> <p>Unit-I V: Role of China in South Asia: Implications for India</p> <p>Unit-V: Environmental Problem in South Asia</p>
	Block: IV Emerging Multipolar World	<p>Unit-I :From Bipolarity to Multi-polarity</p> <p>Unit-:Multipolarism: Meaning, Features and reasons for its emergence</p> <p>Unit-III: China as an emergent power</p> <p>Unit-IV: Asia in a multipolar World : Role and significance</p> <p>Unit-V: India in a Multi-Polar World: Role and significance</p>
Understanding South Asia (DS-PS-42)	Module-1 South Asia: Historical Legacy	<p>Unit-I: India</p> <p>Unit-II: Pakistan</p> <p>Unit-III: Sri Lanka</p> <p>Unit-IV: Nepal</p> <p>Unit-V: Bhutan</p>
	Module-2 Politics and Governance	<p>Unit-I: Indian Democracy: Nature and Trends</p> <p>Unit-II: Authoritarianism in Pakistan: Politics, Governance, Recent Trends.</p> <p>Unit-III: Monarchical System of Nepal: Recent Trends</p> <p>Unit-IV: Constitutional debate in Bhutan</p> <p>Unit-V: Military in Politics: Pakistan and Bangladesh</p>
	Module-3 Identity Politics in South Asia	<p>Unit-I: Identity Politics in Pakistan.</p> <p>Unit-II: The Chakma Identity in Bangladesh</p> <p>Unit-III: Inequality and Relative Deprivation in Nepal</p> <p>Unit-IV: Ethnic Crisis in Sri Lanka</p> <p>Unit-V: Identity Politics and Globalization.</p>

	Module-4 Regional Issues and Challenges.	Unit-I: SAARC: Evolution, Objectives. Unit-II: SAARC: Role in South Asia. Unit-III: SAARC: Achievements and Failures. Unit-IV: Terrorism: Impact on Inter-State Relations. Unit-V: Inter-State Migration in South Asia
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Syllabus Details for Generic Electives:

Course Title	Textual Syllabus	
Nationalism in India (GE-PS-11)	Block – I: Approaches to the Study of Nationalism in India	Unit-I: Nationalist Unit-II: Imperialist Unit-III: Marxist Unit-IV: Postcolonial Interpretations Unit-V: An Evaluation
	Block – II: Nationalist Politics and Movements	Unit-I: Reformism and Conservatism in the Nineteenth Century Unit-II: Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi Unit-III: Gandhi and Mass Mobilization: Non-Cooperation and Civil Disobedience Unit-IV: Congress Socialists, Unit-V: Communists and Radicals
	Block – III: Social Movements	Unit-I: The Women’s Question: Participation in the National Movement and its impact Unit-II: Caste Question Unit-III: Peasant Movements Unit-IV: Tribal Movements Unit-V: Workers’ Movement
	Block – IV: Towards Independence	Unit-I: Quit India Movement and INA Movement Unit-II: Communalism in Indian Politics Unit-III: The Two-Nation Theory Unit-IV: Negotiations over Partition Unit-V: Making of the Indian Constitution
Feminism: Theory and Practice (GE-PS-21)	Block I Introduction	Unit- 1: What is Feminism? Unit-2: Sex- Gender distinction Unit-3: Biologism and Social Constructivism Unit-4: Public- Private Divide Unit-5: Diaspora and Hybridity- Changing ways of representation
	Block II Feminist Tradition	Unit 1: Understanding Patriarchy Unit2: Liberal Feminism Unit3: Socialist Feminism Unit4: Radical Feminism Unit-5: Eco Feminism
	Block III Feminism in Practice	Unit 1: Feminism in the west Unit2: Feminism in the Socialist countries Unit3: Islam and Feminism in West Asia Unit4: Social Reform Movement and the Women’s question in colonial India Unit-5: Feminism in post-independence India

Course Title	Textual Syllabus	
	Block IV Women, Law and Labour	Unit 1: Domesticity and domestic labour Unit2: Industrialization and Women’s work Unit3: Women in peasant movement Unit4: Women and Trade Union Unit-5: Women, law and Property Rights
Gandhi and the Contemporary World (GE-PS- 31)	Block I Life and Political Philosophy	Unit- 1: Gandhi- A brief biography Unit-2: Ahimsa Unit-3: Gram Swaraj and social reconstruction Unit-4: Sarvodaya Unit-5: Truth
	Block II Satyagraha and Trusteeship	Unit- 1: Theory of Satyagraha Unit-2: Satyagraha as an approach to conflict resolution Unit-3: Peasant Satyagraha Unit-4: Satyagraha: An Assessment Unit-5: Idea of Trusteeship
	Block III Gandhian Theories	Unit- 1: Critique of modern civilization Unit-2: Gandhi and alternative development Unit-3: Theory of State Unit-4: Caste and Social Justice- Temple Entry Movement Unit-5: Concept of Swadeshi
	Block IV Contemporary Issues	Unit- 1: Gandhi on Women Unit-2: Influence of Gandhi on World Reform Movements: Anti- Apartheid Movement and Pacifist Movement Unit-3: ‘Gandhigiri’ – Perceptions in Popular Culture Unit-4: Gandhi and his Critics Unit-5: Contemporary relevance of Gandhian Thought
Understanding Ambedkar (GE-PS-41)	Block I- Introduction	Unit- 1: Life and political philosophy of Ambedkar Unit-2: Ambedkar and Political Reforms in colonial India Unit-3: Ambedkar’s conception of Freedom and his role in Freedom struggle Unit-4: Constitutionalism and Ambedkar Unit-5: Ambedkar’s perception of New India
	Block II - Ambedkar and Indian Society	Unit- 1: Nature of Indian society Unit-2: Caste, Adivasi and Minorities Unit-3: Women’s question Unit-4: Dalit movement Unit-5: Hinduism and Buddhism
	Block III State and Economy	Unit- 1: Ambedkar’s interpretation on land and labour Unit-2: Ambedkar on Planning and development Unit-3: Place of Ambedkar in Indian Economic Thought Unit-4: Ambedkar’s views on Indian Federalism Unit-5: Ambedkar’s views on Social Justice
	Block IV Ambedkar in contemporary times	Unit- 1: Gandhi- Ambedkar Debate Unit-2: Ambedkar and Ram Manohar Lohia Unit-3: Ambedkar and Marx Unit-4: Ambedkar and Nehru Unit-5: Contemporary relevance of Ambedkar in Indian Thought

Course Title	Textual Syllabus	
GE-PS-42	Block- I: United Nations: Origin and Major Organs	Unit-I :A historical overview of the United Nations Unit-II: UN Charter : Principles and Purposes Unit-III: General Assembly: Structures, Functions and Role Unit-IV: Security Council:Structures, Functions and Role Unit-V :Economic and Social Council and the International Court of Justice: Structures, Functions and Role
	Block: II- Specialized agencies of UNO	Unit -I: International Labour Organization[ILO] Unit-II :United Nations Educational, Scientific and Cultural Organization [UNESCO] Unit-III : World Health Organization[WHO], Unit-IV: UN: United Nations Children’s Fund [UNICEF], Unit-V: United Nations High Commissioner for Refugees[UNHCR]
	Block: III-UN and Major Global Conflicts	Unit-I :Korean War Unit-II :Vietnam War Unit-III :Afghanistan Wars Unit-IV :Balkans: Serbia and Bosnia Unit-V :Iraq War
	Block: IV-UNO: An Appraisal	Unit-I :Peace Keeping Unit-II :Millennium Development Goals Unit-III : Major Programme: United Nations Environment Programme [UNEP], United Nations Development Programme [UNDP] Unit-IV :An Evaluation Unit-V :Reforms Proposal

c. Duration of the programme:

The minimum duration of the Programme is 3 (three) years from the date of registration. The registration is valid for a period of maximum 6 (six) years.

d. Faculty & Support Staff requirement:

Sl. No.	Faculty	Name of the Faculty	Work at (HQ/RC)	Number
1	Associate Professor	Dr. Barnana Guha Thakurta (Banerjee)	RC - 1	1
2	Associate Professor	Narayan Chandra Datta	RC - 1	1
3	Associate Professor	Sital Prasad Nag	RC - 1	1
4	Associate Professor	Dr. Utathya Bandyopadhyay	RC - 1	1
5	Assistant Professor	Dr. Manoj Kumar Halder	RC - 1	1

e. Support Staff:

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

f. 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	Provided at LSC. For 6 Credits Theory Courses 9 counselling sessions of 2 hours each (Total 18 hrs); for 2 Credits Ability/Skill Courses 3 counselling sessions of 2 hours each (Total 6 hrs)
	Tutorials/ Special Classes/ Remedial Classes/ ECP	Yes	Provided online by NSOU faculty @ 6 hrs for each 6 Credits Course; Offline remedial classes once every semester at RC's (6 hrs for each 6 Credits Course)
	Seminar/ Research Colloquium	No	
Self-Learning	SLMs	Yes	All Courses are designed within the range of Units specified by relevant regulations. 20 hours of self- study time is envisaged for each SLM
	Reference Books	Yes	All Units have suggested reading lists. Additionally, faculty at LSC (during PCP) & NSOU faculty (at online sessions) guide learners regarding Reference Books
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	Yes	Learners have access to institutional Learning Management System (LMS)
	Offline DVD/SD Card/USB Drive	No	
	Telecommunications	No	
Blended	Smart Classrooms	Yes	Arrangements are available both at RC's and at LSC's
	Flipped Learning	No	Will come into effect in a phased manner from the upcoming session with the development of NSOU MOOC

vi. Procedure for admissions, curriculum transaction and evaluation:

University frames its policy related to admission entry criteria, method of admission, conduction of admission through the Admission Committee (statutory body) following the guideline of the UGC (Open and Distance Learning and Online Programmes) Regulations, 2020 and Department of Higher Education, Govt. of West Bengal. Admissions are conducted entirely through Online mode centrally by the University.

Information Circulation Policy:

All information related to the programme like admission policy, eligibility, fee structure, course curriculum, medium of instruction, method of instruction, evaluation method, SLMs etc. are transacted through prospectus, brochure, official notification etc.

Learner Support Services:

Learner support services are provided by the University at three level of functioning of the Open University architecture i.e. Learner Support Centre (LSC), Regional Centre and Head Quarter.

Following the UGC (Open and Distance Learning and Online Programmes) Regulations, 2020 LSCs are provide various learner support services in order to facilitate the acquisition of teaching-learning experience for its enrolled learners throughout at various phases of learners' study life cycle. LSC also main contact points for access by the learners, responsive and facilitating information centres, arranging contact sessions and other operations like processing of assignments etc.

University has constituted Learner's Facilitation Centre (LFC) at each Regional Centres to provide various support services. Beside that University has also provided learners support services through web based platform/ telephone/ email/ instant messaging services.

Transaction of Curriculum and Academic Planner:

Department of Political Science also held regular Personal Contact Programme (PCP), organise occasional additional lectures and special lectures to substantiate the study materials with further mechanisms of direct teaching in the mode of discussions and presentations of oratory. In doing so, the department takes every care to provide the students ample opportunities to intimate their difficulties, if any, personally in their PCP or through email to their faculties. This support the student who usually coming from a conventional background with the comfort of not being alienated with the system yet motivates them, who gradually learn to develop the capabilities in carrying out the academic task individually the process of the evaluation and curriculum transaction criteria are decided in the BOS. Along with the Personal Contact Programme, the Department has also developed Audio-Video Lectures (AVL) for the learners. Besides, the AVL the faculty members of the Department has further made short audio clips (MUKTAK) discussing the major themes of the syllabus to facilitate the learners as an additional resource materials.

Curriculum transaction is through Online and or Offline modes as detailed above and all academic activities are conducted following the programme is following the below mentioned activity planner during the academic session:

Name of the Activity	Tentative months schedule (specify months) during Year			
	From (Month)	To (Month)	From (Month)	To (Month)
Admission	Jun	Jul	NA	NA
Distribution of SLM	Jul	Aug	NA	NA
Contact Programmes (counselling, Practical, etc.)	Aug	Oct	Jan	Mar
Assignment Submission	Oct	Nov	Mar	Apr
Evaluation of Assignment	Nov	Nov	Apr	Apr
Examination	Nov	Dec	May	Jun
Declaration of Result	Dec	Dec	Jun	Jun
Renewal/ Re-registration	NA	NA	Jun	Jul

Evaluation:

Evaluation is on a 2-tier basis, divided into Assignment submission (online mode) and Term End Examinations (Offline mode). The weightage is as follows:

Assignment – 20 marks

Term End Examination – 50 marks

Total marks for each course – 70

Assignment / Internal Assessment/ Continuous Assessment / Formative Assessment: Assignment submission is the first interaction between the learner and the teacher. It has a very important role to play in the teaching-learning process in distance education. So, submission of Assignment is mandatory for all learners. The assignment responses reflect what the learners have understood and learnt. The assignment answer scripts are returned to the learners so that the assignment answers serve the purpose of providing feedback to the learners and inform them their strengths and weaknesses. Learners will be required to submit assignment for each course and the marks obtained on evaluation of those assignment courses will be entered into his/her individual record of performance. This will constitute 30% (maximum) of the Full marks in the course as per University Grants Commission (Open and Distance Learning Programmes and Online Programmes) regulations, 2020. All the Marks secured by the learners will be progressively entered into the result card. Every

learner is required to submit the assignment courses before each Term-End Examination. In practical course of Science stream, there is no assignment.

Term-End Examinations: Minimum 70% of the total credit points of the course (except practical course where it is 100%) would be reserved for Term-End Examination as per University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020. Minimum qualifying marks in each course is 30% (Term End Examination Marks + Assignment Marks).

Waive of Programme Fee:

University waive of full course fee for transgender learners.

vii. Requirement of the laboratory support and Library Resources:

Library facility is one of important services in any higher educational institution. In addition to the Self Learning Materials (SLMs) and other learning resources the University provides library facility to all of its registered learners. The Library Department, Netaji Subhas Open University is located at Kalyani Campus.

Further, to cater to the needs of huge number of registered students, the University needs unlimited libraries to provide educational support to everyone. To cope with the situation, the University has initiated the process of setting 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. This initiative taken by NSOU is the first of its kind in the country.

viii. Cost estimate of the programme and the provisions:

Total course fee is Rs. 9,900/- (Excluding Examination and Studentship Renewal Fees). An approximate distribution of expenditure is given below to get prior view:

Assigned Head	Sub Head	% of Expenditure
Development	SLM Preparation and Development Cost	7
	SLM Printing	44
Maintenance & Programme Delivery	Maintenances Grant	15
	Counselling/ PCP/ Lab Counselling	15
	Delivery Charges	4
	Other Overhead Expenses	8
ICT Support	Admission Processing	1
	ICT Support Services	5
	Computer Training	1

ix. Quality assurance mechanism and expected programme outcomes:

University is supported with a strong group of Board of Studies (BOS) members. All highly competent and esteemed professors have constantly supported this programme to cater to equitable quality education. They are engaging their self in time-to-time reviewing of syllabus. They do moderation and in such a way this BOS is responsible to check and maintain the quality of this program. NSOU has constituted the "Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning and Online Programmes) Regulations, 2020 to ensure the delivery of high quality programmes to its learners.

Board of Studies (BOS): Board of Studies ensure quality of the Curriculum of Bachelor's Degree Programme in Political Science as per University norms. BOS plays a vital role as the following

- ✓ Curriculum review and development of quality Self Learning Materials (SLMs) in print under Choice Based Credit System (CBCS) system. The curriculum is reviewed regularly to ensure that it is up-to-date and relevant to the needs of learners.

- ✓ Learner's assessment and evaluation process through a variety of methods, including exams, assignments. This helps to ensure that Learners are meeting the learning outcomes of the Programme.

Expected Programme outcomes:

- ✓ Foundations for entry to the Postgraduate program
- ✓ Adeptness at interpreting literary texts
- ✓ Understand contexts behind literary texts
- ✓ Demonstrate competencies acquired at professional entry levels