



NETAJI SUBHAS OPEN UNIVERSITY

School of Social Sciences

PROGRAMME GUIDE

for

Bachelor Degree Programmes

And

Post Graduate Degree Programmes

DD-26, Sector-I, Salt Lake, Kolkata-700064
(www.wbnsou.ac.in)



Netaji Subhas Open University
School of Social Sciences

PROGRAMME GUIDE

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www.wbnsou.ac.in

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PREFACE

In the curriculum structure introduced by the University for Bachelor Degree Programme/ Post Graduate Degree Programme/2nd Degree Programmes (in compliance to the concerned regulatory body) in various disciplines is equally available to all learners. Instead of being guided any presumption about ability level, it would perhaps stand to reason if receptivity of a learner is judged in the course of the learning process. That would be entirely in keeping with the objectives of open education which does not deliver in artificial differentiation.

Keeping this in view, Self Learning Materials of the programme in different disciplines are being prepared on the basis of a well laid out syllabus. The course structure combines the best elements in model syllabi of UGC in respective subject. It has been so designed as to be upgradable with addition of new information as well as of fresh thinking and analysis. The University has also taken initiatives to prepare the Programme Guide for the benefit of the learners. The Programme Guide will help the learners in completing the course successfully by well designed plan of entire learning process. It also provides different sources of e-Resources.

The more a learner would seriously follow the Programme Guide the easier it will be for her/ him to reach out to longer horizons of a subject. If anything remains still difficult to follow, the learners are advised to attend the counselling sessions arranged at designated Learner Support Centres (LSCs) of the University.

Needless to add, a great part of these efforts is still experimental – in fact, pioneering in certain areas. Naturally, there is every possibility of some lapse or deficiency here and there. With the new initiatives of the University, I hope that the Programme Guide would be beneficial to the learners and as well as to the Academic Counsellors. I also welcome suggestions and feedback from the users for its further improvement.

Professor Subha Sankar Sarkar
Vice-Chancellor
Netaji Subhas Open University



Netaji Subhas Open University
School of Social Sciences

**A
PROGRAMME GUIDE
IN
HISTORY**

DD-26, Sector-I, Salt Lake, Kolkata-64
www.wbnsou.ac.in

Bachelor's Degree Programme

(BDP) in History

Elective History

EXPECTATION FROM THE LEARNERS

A student enrolling for the Bachelor Degree Programme in History is expected to have certain qualities which include but are not limited to:

- Maintaining motivation to pursue the self-learning materials and other resources.
- Having a basic knowledge in the disciplines of social sciences.
- Have a basic knowledge of technology so as to utilize the digital support offered by the University through its Student Support Services etc.
- During the course the learner is expected to be an active participant and should have or develop a degree of interactivity both with the faculty and the peer group.
- The learner is expected to have a positive attitude towards technology and should readily use the same for optimum utilization of learners' support services.
- The learner is expected to have or develop their communication skills so as to address any problems encountered during the course and discuss and deliberate the same with the faculty.
- The learners are expected to follow the programme instructions and PCP schedules as intimated from time to time in the official website of the University.
- The learners are expected to go through the Audio Video lectures (AVL) which are provided to them along with the SLM's.
- Learners are also expected to participate in the Online Classes which are conducted by the department, as intimated to the learner vide SMS and also notified in the official website of the University.

- Finally, the learner is expected to have discipline and dedication so as to regularly invest an optimum amount of time and hard work for the pursuance of the course and it is expected that the learner will carry forward the legacy of the Department by contributing to higher education, serving the nation and society at large.

Programme Information

The Bachelor Degree Programme in History is a 3 year course offered in open and distance learning mode. The course comprises of eight papers on History, along with compulsory subjects of Bengali, English, Humanities and Social Science, Science and Technology. Furthermore any one compulsory application oriented course is to be selected from Basic Accountancy / Food Processing / Household Chemistry and finally there is one paper on Environmental Studies. The course is comprised of a total 124 Credits.

The Bachelor Degree Programme in History is suitable for students who are interested in better understanding people and societies, major aspects of human behaviour and social-political movements, and through analysis of historical information develop an understanding to make better our own lives, a notion of morality and identity, and to contemplate the development of people, societal functions, knowledge, and the historical process at large.

Recommended Approach

It is advisable that the learner develop a multi-faceted approach to pursue the course on Bachelor Degree Programme in History where the student diligently studies the Self Learning Materials provided by the University and goes through the Audio Visual Lectures provided through the University website and App, along with attending the Online Classes which are held regularly and the Personal Contact Programmes which are held on Sundays, to clarify any doubts and to better understand the subject matter. Furthermore the learner should utilize the E-materials, comprising of e-SLM's, AVL's and online interactions which are regularly held and updated from time to time. The recommended approach also emphasizes on cultivation of critical thinking, skill development, innovative practices, roles of leadership in society and management and practical implementation of all learned skills and knowledge.

Programme Objectives

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.

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.

Course Learning Outcomes

Learning outcomes in general will be, to be able to apply knowledge/experience to foster individual growth and better appreciate the diverse social world in which we live. The course-wise learning outcomes are as follows:

EHI I- Ancient India

At the end of the course the learning outcomes will be to:

- Understand the concept and of sources of Ancient Indian History
- Comprehend the growth of Major North Indian Powers (600-1200)
- Deliberate upon the Salient features of early Indian Rural Economy

EHI II- Medieval India

At the end of the course the learning outcomes will be to:

- Understand the Impact of Islam and political change in India

- Deliberate upon the concept and philosophy of the imperial expansion under Jahangir and Shah Jahan
- Comprehend the Structural-functional aspects of The Mansabdari System

EHI III- Early Modern India

At the end of the course the learning outcomes will be to:

- Understand the context and history of the rise of the British Empire
- Deliberate upon the impact of colonization
- Comprehend the concept and ideology of Early rural resistance

EHI IV- China and Japan

At the end of the course the learning outcomes will be to:

- Learn the different aspects of traditional Chinese Society, Culture and polity
- Understand the philosophy and outlook of Commercial contact & cultural encounter
- Comprehend the concept and philosophy during the period from Reform movement (1889) to Sun Yat-sen (1911)

EHI V- South East Asia

At the end of the course the learning outcomes will be to:

- Learn in depth the context of European expansion and Consolidation in South-East Asia.
- Understand in details with examples the context of Society and economy under Colonial Rule
- Deliberate upon the details of the emergence and phases of Nationalism in South-East Asia

EHI VI- Modern Indian History

At the end of the course the learning outcomes will be to:

- Learn the historical evolution of India after 1857
- Understand in depth the context of Social Roots of Indian National Congress
- Deliberate upon the political changes of India after the First World War

EHI VII- Modern Europe

At the end of the course the learning outcomes will be to:

- Learn in details with examples the context and concept of the Reform and Revolution (1789-1815)
- Learn the philosophy of The Conservative Order and the Revolutionary Challenge (1815-1871)
- Understand the context and impact of The Industrial Revolution and the Rise of Socialism

EHI VIII- Making of the Modern World

At the end of the course the learning outcomes will be to:

- Learn the context and various aspects of the peace settlement and its effects
- Understand in depth the context of Efforts at peace and its breakdown
- Identify in depth the context of Nationalism and the Developing World

Expected Programme Outcomes

The Programme is designed with an understanding of certain expected outcome. The basic components of the syllabus offer an updated and equitable distribution of knowledge about past in a synchronous manner. Therefore, it is expected that learners will get a critical and thorough knowledge about the methodology and perspectives of history in detail.

The syllabus is formulated in such a way that it would enhance the both the skills and knowledge of the leaners in practical sense of the term. It will further equip the learners in terms of employability, skill enhancement and general competency. it would cater the needs of both the professional world and academic sphere.

Graduate Attributes

The experience of learning with this NSOU programme will grant the learners the opportunity to develop some graduate attributes comprising the following competencies and skills:

- An academic bend of mind with developed critical thinking
- A respectful understanding of the values, principles and functioning of the ODL system and NSOU vision in particular
- A good training in language development and articulation of complex concepts
- A multi-disciplinary approach to academics in general and a collaborative working with other Social Sciences in particular
- A strong sense of ethical and social responsibilities
- Engagement with academia, society and industry at the regional, national and global level by an optimum utilization of the latent potentialities of the learners for the overall benefit of the human civilization

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)	8 Credits
(a) Basic Accountancy (AOC-01)	
(b) Food Processing (AOC-02)	
(c) Household Chemistry (AOC-03)	
5. Environmental Studies	4 Credits
Total 124 Credits	

Course Structure:

Name of the Papers

Paper	Title of the Paper
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

Detailed Syllabus

http://www.wbnsou.ac.in/student_zone/courses/social_science/syllabus/BDP/20191017_Elective_HISTORY_Syllabus.pdf

**Subsidiary History Syllabus
(SHI) in BDP
Bachelors Degree Programme(BDP)
New Syllabus
(Effective from 2010 Enrollment Session)**

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Expectation from the learners

A student enrolling for the Bachelor Degree Programme in History is expected to have certain qualities which include but are not limited to:

- Maintaining motivation to pursue the self-learning materials and other resources.
- Having a basic knowledge in the disciplines of social sciences.
- Have a basic knowledge of technology so as to utilize the digital support offered by the University through its Student Support Services etc.
- During the course the learner is expected to be an active participant and should have or develop a degree of interactivity both with the faculty and the peer group.
- The learner is expected to have a positive attitude towards technology and should readily use the same for optimum utilization of learners' support services.
- The learner is expected to have or develop their communication skills so as to address any problems encountered during the course and discuss and deliberate the same with the faculty.
- The learners are expected to follow the programme instructions and PCP schedules as intimated from time to time in the official website of the University.
- The learners are expected to go through the Audio Video lectures (AVL) which are provided to them along with the SLM's.

- Learners are also expected to participate in the Online Classes which are conducted by the department, as intimated to the learner vide SMS and also notified in the official website of the University.
- Finally, the learner is expected to have discipline and dedication so as to regularly invest an optimum amount of time and hard work for the pursuance of the course. It is expected that the learner will carry forward the legacy of the Department by contributing to higher education, serving the nation and society at large.

Programme Information

The Subsidiary History course is offered to students pursuing Bachelors Degree Programme in various subjects of Humanities and Social Sciences. It comprises of 3 papers that inculcates a broad historical perspective and in-depth knowledge of Ancient, Medieval and Modern Indian History along with the History of Modern Europe and some aspects of World History. This course will empower the learners of various disciplines, with a better understanding of people and societies, major aspects of human behaviour and social-political movements, and through analysis of historical information develop an understanding to make better our own lives, a notion of morality and identity, and to contemplate the development of people, societal functions, knowledge and the historical processes at large.

Recommended Approach

It is advisable that the learner develop a multi-faceted approach to pursue the course on Bachelor Degree Programme in History where the student diligently studies the Self Learning Materials provided by the University and goes through the Audio Visual Lectures provided through the University website and App, along with attending the Online Classes which are held regularly and the Personal Contact Programmes which are held on Sundays, to clarify any doubts and to better understand the subject matter. Furthermore the learner should utilize the E-materials, comprising of e-SLM's, AVL's and online interactions which are regularly held and updated from time to time. The recommended approach also emphasizes on cultivation of critical thinking, skill development, innovative practices, roles of leadership in society and management and practical implementation of all learned skills and knowledge.

Programme Objectives

- In keeping with the basic philosophy of ODL to dispense education to all, across a vast geographical area without discrimination of caste, creed and gender and commensurate with the NSOU motto 'To Reach the Unreached', the programme intends to provide quality education to the learners within the paradigm of Social Sciences.
- The objective is not to merely educate the learners in the events of History but to provoke original thoughts, a deeper historical sense of how the past affects our present and gears us towards the future. The programme also caters to the growing demand for employability, taking into its fold not only prospective teachers and researchers but also journalists and civil servants who play an important role in our national knowledge society and economy.
- The syllabus of Subsidiary History for undergraduate students is formulated in a manner to subscribe to the mission and vision of NSOU as well as the guidelines and regulations of the statutory bodies of the Centre and the State. To ensure that learning percolates to the lowest rungs of the society as well as to the remotest of areas, the programme is conducted in the regional Bengali language. The students are allowed the liberty to answer their examination in either Bengali or English.

Course Learning Outcomes

Paper – I: Ancient and Medieval India (From Earliest Time to 1707)

At the end of the course the learning outcomes will be to:

- Learn the historical evolution of the history of India in its ancient and medieval era in general.
- Understand the change and continuity of the political structure, economic processes and cultural attributions over the long stretch of Indian history in its pre-colonial age.
- Realize the long-term assimilation process of unity and diversity of the Indian historical evolution.

Paper – II: Early Modern and Modern India (1707- 1964)

At the end of the course the learning outcomes will be to:

- Learn the India's transition towards colonialism.
- Understand the Indian struggle against colonial hegemony.
- Understand the erosion of colonial dominance and rise of a new independent nation

Paper-III: Modern Europe and the Making of the Modern World (1789 – 1956)

At the end of the course the learning outcomes will be to:

- Learn the development of European history in its modern phase
- Appreciate the making of modern world in general.
- Realize the basic transformation and changes of Europe towards modernity.

Name of the Papers

Paper – I: Ancient and Medieval India (From Earliest Time to 1707)

Paper – II: Early Modern and Modern India (1707- 1964)

Paper-III: Modern Europe and the Making of the Modern World (1789 – 1956)

Expected Programme Outcomes:

- The programme is designed with the expectation that the learner will acquire a broad historical perspective and in-depth knowledge of Ancient, Medieval and Modern Indian History along with the History of Modern Europe and some aspects of World History.
- Besides knowledge and critical understanding of History, the programme also expects to develop the employability skills of the learners and promote general competencies with the ultimate outcome of encouraging lifelong learning.

Graduate Attributes:

The experience of learning with this NSOU programme will grant the learners the opportunity to develop some graduate attributes comprising the following competencies and skills:

- An academic bend of mind with developed critical thinking
- A respectful understanding of the values, principles and functioning of the ODL system and NSOU vision in particular
- A good training in language development and articulation of complex concepts
- A multi-disciplinary approach to academics in general and a collaborative working with other Social Sciences in particular
- A strong sense of ethical and social responsibilities
- Engagement with academia, society and industry at the regional, national and global level by an optimum utilization of the latent potentialities of the learners for the overall benefit of the human civilization

Detailed Syllabus

http://www.wbnsou.ac.in/student_zone/courses/social_science/syllabus/BDP/arts/20151105_BDP_SHI_Syllabus.pdf

Post Graduate History (PGHI)

Expectation from the Learners

A student enrolling for the Bachelor Degree Programme in History is expected to have certain qualities which include but are not limited to:

- Maintaining motivation to pursue the self-learning materials and other resources.
- Having a basic knowledge in the disciplines of social sciences.
- Have a basic knowledge of technology so as to utilize the digital support offered by the University through its Student Support Services etc.
- During the course the learner is expected to be an active participant and should have or develop a degree of interactivity both with the faculty and the peer group.
- The learner is expected to have a positive attitude towards technology and should readily use the same for optimum utilization of learners' support services.
- The learner is expected to have or develop their communication skills so as to address any problems encountered during the course and discuss and deliberate the same with the faculty.
- The learners are expected to follow the programme instructions and PCP schedules as intimated from time to time in the official website of the University.
- The learners are expected to go through the Audio Video lectures (AVL) which are provided to them along with the SLM's.
- Learners are also expected to participate in the Online Classes which are conducted by the department, as intimated to the learner vide SMS and also notified in the official website of the University.
- Finally, the learner is expected to have discipline and dedication so as to regularly invest an optimum amount of time and hard work for the pursuance of the course. It is expected that the learner will carry forward the legacy of the Department by contributing to higher education, serving the nation and society at large.

Programme Information

The Post Graduate Programme in History is a 2 year course offered in open and distance learning mode. The course comprises of eight papers on History, which includes two specializations.

The Post Graduate Programme in History is suitable for students who are interested in better understanding people and societies, major aspects of human behaviour and social-political movements, and through analysis of historical information develop an understanding to make better our own lives, a notion of morality and identity, and to contemplate the development of people, societal functions, knowledge, and the historical process at large.

Recommended Approach

It is advisable that the learner develop a multi-faceted approach to pursue the course on Bachelor Degree Programme in History where the student diligently studies the Self Learning Materials provided by the University and goes through the Audio Visual Lectures provided through the University website and App, along with attending the Online Classes which are held regularly and the Personal Contact Programmes which are held on Sundays, to clarify any doubts and to better understand the subject matter. Furthermore the learner should utilize the E-materials, comprising of e-SLM's, AVL's and online interactions which are regularly held and updated from time to time. The recommended approach also emphasizes on cultivation of critical thinking, skill development, innovative practices, roles of leadership in society and management and practical implementation of all learned skills and knowledge.

Programme Objective

Open and Distance Learning envisions reaching out to the unreached so as to spread Higher Education to all sections and classes of learners without discrimination, in commensuration with the ideal of attaining social justice as a core objective of the study of Social Sciences. The present PG History course of NSOU is designed in keeping with the philosophy of ODL in general and the mission of NSOU in particular to ensure that no learner keen to pursue a post-graduation in History is denied the same.

At the Masters level the study of History entails an in-depth analysis of historical interpretations of events as well as a thematic understanding of historical paradigms. The PG programme pedagogy will also introduce the methodological tools that are used in History writing as a stepping stone for doctoral research in case the learner decides to take up the same after completing the Post Graduate level.

The course objective is to remain updated with the regulations and goals of Higher education specified by the State and Centre governments. To percolate the educating mission of NSOU to the poorest, marginalized and remotest areas of the state, the programme is conducted in the regional Bengali language. The learners who are not comfortable with English, have the liberty to write their examinations in Bengali, which is the preferred by maximum number of learners.

To cater to the increasing pressure of employability demands of an ever-increasing population many of whom choose to enroll in History, the programme is designed to provide opportunities to learners who hope to seek employment as research scholars, school or college teachers, administrators, journalists or other professionals.

Course Learning Outcomes

Learning outcomes in general include:

- Inculcating in the learners an updated and equitable distribution of knowledge about the past in a synchronous manner.
- Learners will get a critical and thorough knowledge about the general methodology and perspectives of history in detail.

The course-wise learning outcomes are as follows:

Paper I: History of India, 1526 – 1757

At the end of the course the learning outcomes will be to:

- Learn the history of India in its medieval era, especially under the Mughals.
- Understand the beginning of the colonization process in India
- Appreciate the religious and cultural diversity along with the sense of unity in Indian history.

Paper II: History of India, 1757 – 1885

At the end of the course the learning outcomes will be to:

- Learn the Indian transition towards colonialism and rise of the British power in the subcontinent.
- Understand the growth of early phase of resistance against the British raj.
- Appreciate the growth of early nationalism under colonial condition.

Paper III: History of India, 1885 – 1964

At the end of the course the learning outcomes will be to:

- Understand the India's struggle against colonial rule in detail.
- Realize the different shades of resistance against the British raj.
- Learn the role played by communalism in shaping the modern Indian history.
- Appreciate the birth of independent India through partition and evolution of independent India up to 1964.

Paper IV: Historiography

At the end of the course the learning outcomes will be to:

- Learn the basic tenets of historiography.
- Understand the evolution of European historiography over the ages.
- Understand the evolution of Indian historiography over the ages.
- Appreciate the philosophy of historiographical questions.

Paper V: History of Europe, 1789 – 1945

At the end of the course the learning outcomes will be to:

- Learn the historical evolution of modern European history.
- Understand the revolutionary transformations along with the conflict of ideas and ideology in modern European history
- Realize the long-term processes of change and continuity of the history of Europe.

Paper VI: World Politics Since 1945

At the end of the course the learning outcomes will be to:

- Learn the development of world politics in the most recent historical trajectory.
- Understand the growth of conflict and contradiction in the modern world.
- Realize the various aspects of the question of international politics and its philosophy.

Paper VIIA: Social History of India (19th and 20th Centuries)

At the end of the course the learning outcomes will be to:

- Learn the general aspects of the social history of India in 19th and 20th centuries.
- Understand the continuity and changes in the social structure of India during the period under review.
- Realize the philosophy and ideology of the transformation of India in 19th and 20th centuries.

Paper VIIB: Social History of India (5th to 13th Centuries)

At the end of the course the learning outcomes will be to:

- Learn the societal development of India in its early medieval era.
- Understand the changes and continuity of the Indian society, culture and religion in the period under review.
- Appreciate the India's religious assimilation and birth of symbiotic culture.

Paper VIIIA: Economic History of India (19th and 20th Centuries)

At the end of the course the learning outcomes will be to:

- Learn the development of the Indian economy under colonial rule.
- Understand the changes and continuity of the economic structure under colonial conditions.
- Realize the impact of colonial rule on the Indian economy.

Paper VIII B: Economic History of India (5th to 13th Centuries)

At the end of the course the learning outcomes will be to:

- Learn the Indian economic development in the early medieval era.
- Understand the fundamental transformation of the agrarian economy and agrarian social structure.
- Appreciate the basic debate of feudalism in the context of agrarian economy and trade.

Expected Programme Outcomes

At the end of the programme it is expected that the learner will derive a critical and comprehensive understanding of the political developments in India, Europe and the rest of the world as well as analyse the social and economic thematic debates and discussions relevant in the discipline.

The programme is expected to generate original thinking and research ability among the learners. The introduction of the knowledge of historiography is expected to polish the learners' grasp of the finer aspects of history writing which is an interesting aspect of study at the PG level. The programme is also aimed at developing a multi-disciplinary approach to historical studies encompassing the entire gamut of social sciences.

The programme is formulated to benefit learners for further research and employability in careers, applying a better and deeper understanding of history to sensitize local, national and international academia and industry and for furthering human civilization based on the ideals of social justice, liberty and equality.

Graduate Attributes:

The PG History programme seeks to develop holistic graduate attributes for learners from their experience of learning in NSOU. Some of these graduate attributes can be listed as follows:

- Inculcate self-learning and life-long learning habits instilled by the ODL mode of NSOU

- Place emphasis on original and innovative thinking as the root philosophy of higher learning
- Develop the capacity to grasp the core discipline with an open and analytical mind and remain updated with new developments in the field of social science for a multidisciplinary approach to studying History
- Sharpen the intellect for focus on academic research relevant to contemporary needs and demands of society and polity
- A sensitization to ethical employability for achieving incorruptible and just social ends for all, especially the down-trodden
- The ability to apply theoretical knowledge to real-life situations to alleviate problems that plague humanity
- Develop in the learners a keen interest in regional development and harmony, national unity and integration and a sense of belonging to an inclusive global society of peace and progress

Curriculum Design

Course Duration: Two Years

Detailed Syllabus:

Title of the Papers

PGHI-I:	History of India, 1526 – 1757
PGHI-II:	History of India, 1757 – 1885
PGHI-III:	History of India, 1885 - 1964
PGHI-IV:	Historiography
PGHI- V:	History of Europe, 1789 – 1945
PGHI-VI:	World Politics Since, 1945

Special Papers

Group A

PGHI-VIIA: Social History of India (19th and 20th Centuries)

PGHI-VIIIA: Economic History of India (19th and 20th Centuries)

Group B

PGHI-VII B: Social History of India (5th to 13th Centuries)

PGHI-VIII B: Economic History of India (5th to 13th Centuries)

(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

http://www.wbnsou.ac.in/student_zone/courses/social_science/syllabus/PGP/20200824_NSOU_PG_HISTORY_Syllabus_24082020.pdf



Netaji Subhas Open University
School of Social Sciences

**A
PROGRAMME GUIDE
IN
POLITICAL SCIENCE**

DD-26, Sector-I, Salt Lake, Kolkata-64
www.wbnsou.ac.in

Bachelor's Degree Programme (BDP) in Political Science

Course Information

Department of Political Science, Netaji Subhas Open University offers Political Science as a major subject in both at Undergraduate and Post Graduate level. The undergraduate programme is known as the Bachelor's Degree Programme (BDP) while the post graduate programme is commonly known as the Post Graduate Degree Programme (PGP). As a BDP programme, the discipline of Political Science is offered both as an Elective subject (EPS) and also as a Subsidiary subject (SPS). The BDP consists of Eight Papers in Elective and Three Papers in Subsidiary. The course is designed for three years with 124 credits.

Course Structure

BDP

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):	8 Credits
(a) Basic Accountancy (AOC-01)	
(b) Food Processing (AOC-02)	
(c) Household Chemistry (AOC-03)	
5. Environmental Studies:	4 Credits
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Total	124 Credits

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Elective Political Science (EPS)

Course Structure

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

Paper VIII: Government and Politics in South Asia

Course Summary (BDP)

- Political Theory introduces the basic political concepts that enriches the learner to grasp through a better understanding of political phenomenon and thereby develop a critical mind to understand present reality in a cohesive manner.
- Course on Political Sociology highlights on major themes and debates on the subject. It deals with the relationship between state and society and their mutual interaction with power as the ultimate aim of political processes.
- Course on Indian Political Thought represents scholarly debates and discussion on politics and society of India. In this paper effort is given to enlighten the learners with major Indian Thinkers and their ideas on society, culture and politics.
- The objective of Western Political Thought is to trace the tradition of political theory as developed in the west from its classical period to that of contemporary times.
- Indian Government and Politics introduces the dynamics of Indian political system, the framing of constitutional processes, the actual working of the political institutions and finally an overall analysis of the present socio-political scenario of the country.
- Course on International Relations helps to develop a systematic understanding of the global politics and helps the learner to adopt a cross cultural

mechanism in their understanding of political security, political economy and regional politics.

- Course on Comparative Politics moves beyond the earlier tradition of mere comparison of political system and thereby utilised its data in its formulation of a more rigorous and scientific theory building in politics.
- Course on South Asia introduces the region to its learners with its colonial background and highlights on its political institutions , its process of democratisation, economic development along with its ethic and regional areas of conflict.

Expectation from the Learners

- The learners of Political Science are expected to follow the programme instructions as intimated time and again in the official portal of the University.
- They are advised to go through the Self Learning Materials (SLM) before their participation at the Personal Contact Programme (PCP).
- They are also asked to view the Audio Video lectures (AVL) which are provided to them along with the SLM's. They are available in the official website of the University. The AVL serves the purpose of an additional reference to substantiate arguments as provided in the SLM. The Audio Video Lectures are developed not only by the internal faculty members of the department but also by external experts who are distinguished academicians from different Universities across the state of West Bengal.
- Students are also encouraged to watch the interview of distinct personalities in the field of Social Sciences like that of Sudipta Kaviraj, Sugato Bose and others taken by the different faculties of the School of Social Sciences to generate a general interest in social science and thereby develop an integrated approach towards the discipline.
- For the benefits of the learners, Department of Political Science has of late, taken initiative in organising Online Classes which they are likely to be intimated vide a sms and also notified in the official portal of the University.
- It may be intimated to the learners of Political Science that of late, several students of the Department have qualified SET, SSC and other such competitive examinations. So they are also expected to take further the legacy and thereby enhance the students profile of the department.

- Finally, the students are also advised to view the Students section of the official portal in which all necessary information regarding examinations like that of syllabus, previous years questions etc are uploaded to give them an overall idea of the examination.

Recommended Approach

The programme is 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 programme also emphasize the cultivation of critical skills (in developing fresh, innovative and original thinking) that provided students with a firm basis for success in their academic careers.

Graduate Attributes and Learning Outcomes

Learners involved in ensuing Political Science as one of their major subject will evoke the following graduate attributes. Learning Outcomes will involve engagement with the scholarly community and civil society at large, for the development achievement of broader academic and social ends. It would inculcate the learners to appreciate and internalize the self and lifelong learning habits. Enhances academic skills to effectively employ the body of knowledge in their professional practice. Develop a strong sense of civic responsibility. A general awareness regarding the Constitution boosted their commitment as citizens. Creates a general awareness regarding Global Knowledge Society and make the learners apprehensive of the major issues adversely affecting the globe like that of environmental hazards, gender inequality etc. The disciplinary knowledge flourishes intellectual and personal attributes needed to cope with the professional practices. The disciplinary knowledge will strengthen the scope of employability in varied areas including Research, Administrative Services, Journalism, Policy Framing, and Legal Advisors and so on.

Syllabus

Elective Political Science (EPS)

http://www.wbnsou.ac.in/student_zone/courses/social_science/syllabus/BDP/20191101_EPS_Syllabus.pdf

BACHELOR'S DEGREE PROGRAMME

SUBSIDIARY POLITICAL SCIENCE (SPS)

Paper- I (SPS-I): Political Theory and Institutions

Paper- II (SPS-II): Government and Politics in Europe and America

Paper-III (SPS-III): Government and Politics in India

Paper I (SPS-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. Sarvodaya.

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 (SPS-II): Government and Politics in Europe and America

Module-1: U.K U.K. : Evolution and Basic Principals; 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.

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Paper-III(SPS-III): 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).

POST GRADUATE POLITICAL SCIENCE (PGPS)

Course Information

The Post Graduate Programme in Political Science (PGPS) is designed for two years with 64 credits. The course includes Eight Papers, each of which is arranged into Four Modules. Each of the Module is further segregated into four Units. The Syllabus of the Post Graduate Programme is revised often keeping in mind to upgrade the students with the latest development and also to abide by the new regulations passed by UGC time and again. The present syllabus has been framed and implemented in 2015 which further is likely to be changed in accordance with the Choice Based Credit System and be implemented accordingly in the forthcoming years.

Course Structure

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

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 shares 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.

Learning Outcome

- The learners will be able to apply knowledge/skills to contemporary problems and issues.
- Learners will have enhanced academic skills to effectively employ the body of knowledge in their professional practice.
- Students pursuing Political Science will be enable 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 multi disciplinary 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.

Course Summary (PGPS)

- Paper on Political Thought and Movements in Colonial India highlights upon major thrust areas of modernity, nationalism, socialism and its inherent movements in the country. Effort was made to discuss the concepts of modernity, nationalism and socialism as analysed by the Indian thinkers and trace its influence in shaping the various movements as developed during the colonial period.
- Course on Politics in India since Independence explore the major approaches adopted to analyse the society and politics of India. It highlights upon the interface of democratic structures, identifies the social cleavages in analysing politics and ushers in an understanding of contemporary movements based on such analysis.
- Course on Issues in Political Thought introduces the key concepts of politics. It represents the fundamental principles and values which are intrinsic for a coherent analysis of politics. These theorized political ideals served as a building block in shaping modern political thought.
- Issues in Political Theory traces the journey of political theory from its early phase of liberalism to contemporary debates on postmodernism, postcolonialism, feminism and ecologism. It focuses on several contemporary themes including communitarianism and multiculturalism. The Paper further introduced the learners with the concepts as developed by the Western Marxists and the Frankfurt School.
- Course on Comparative Politics analysed the historical departure of its approach from comparative government to comparative politics, focussed on its major method of comparison, different approaches and also on theories of development and modernization. The paper further made a comparative assessment of the politics of East and West.

- The major focus of the Paper on Public Administration was on Administrative Theories since its classical perspective till recent advances with the interventions of ecological and feminist approach. The course further makes an intensive focus on development and governance which emerged as a major thrust area of contemporary research.
- Course on International Relations began its discussions on a theoretical understanding and gradually explored the core areas of contemporary world politics and foreign policy with an emphasis on Indian foreign policy.
- Politics and Society in Asia made an extensive analysis of the society, culture and politics of some selected regions of West Asia, Central Asia, Asia Pacific and South East Asia.

Syllabus of Post Graduate Political Science (PGPS)

http://www.wbnsou.ac.in/student_zone/courses/social_science/syllabus/PGP/20191101_PGPS_Syllabus.pdf



Netaji Subhas Open University
School of Social Sciences

**A
PROGRAMME GUIDE
IN
PUBLIC ADMINISTRATION**

DD-26, Sector-I, Salt Lake, Kolkata-64
www.wbnsou.ac.in

BACHELOR DEGREE PROGRAMME (BDP) IN PUBLIC ADMINISTRATION (EPA)

Expectations from the Learners

A student enrolling for the Bachelor Degree Programme in Public Administration is expected to have certain qualities which include but are not limited to:

- Maintaining motivation to pursue the self-learning materials and other resources.
- Having a basic knowledge in the disciplines of social sciences.
- Have a basic knowledge of technology so as to utilize the digital support offered by the University through its Student Support Services etc.
- During the course the learner is expected to be an active participant and should have or develop a degree of interactivity both with the faculty and the peer group.
- The learner is expected to have a positive attitude towards technology and should readily use the same for optimum utilization of learners support services.
- The learner is expected to have or develop their communication skills so as to address any problems encountered during the course and discuss and deliberate the same with the faculty.
- The learners are expected to follow the programme instructions and PCP schedules as intimated from time to time in the official website of the University.
- The learners are expected to go through the Audio Video lectures (AVL) which are provided to them along with the SLM's.
- Learners are also expected to participate in the Online Classes which are conducted by the department, as intimated to the learner vide SMS and also notified in the official website of the University.
- Finally, the learner is expected to have discipline and dedication so as to regularly invest an optimum amount of time and hard work for the pursuance

of the course. It is expected that the learner will carry forward the legacy of the Department by contributing to higher education, serving the nation and society at large.

Course Information

The Bachelor Degree Programme in Public Administration is a 3 year course offered in open and distance learning mode. The course comprises of eight papers on Public Administration, along with compulsory subjects of Bengali, English, Humanities and Social Science, Science and Technology. Furthermore any one compulsory application oriented course is to be selected from Basic Accountancy / Food Processing / Household Chemistry and finally there is one paper on Environmental Studies. The course is comprised of a total 124 Credits.

The Bachelor Degree Programme in Public Administration is suitable for students who are interested in working in government organizations or non-profit management as well as various other institutions, as knowledge in public administration is considered advantageous for the abovementioned sectors.

Apart from the study of theories of administration, various thinkers and their outlooks, institutions and organizations, policy development and governmental processes, students also learn the basics of business organization and management, financial administration, local self-government, governance etc. This course equips the learner with a comprehensive understanding of administrative knowledge as well as wisdom for its practical application with particular emphasis on Indian and Western thinkers, Indian government and Indian administrative system.

Recommended Approach

It is advisable that the learner develop a multi-faceted approach to pursue the course on Bachelor Degree Programme in Public Administration where the student diligently studies the Self Learning Materials provided by the University and goes through the Audio Visual Lectures provided through the University website and NSOU App, along with attending the Online Classes which are held regularly and the Personal Contact Programmes which are held on Sundays, to clarify any doubts and to better understand the subject matter. Furthermore the learner should utilize the E-materials, comprising of e-SLM's, AVL's and online interactions which are regularly held and updated from time to time. It is important to note that the learner must approach the course with the dual intent of cementing a sound foundation of subject knowledge and acquiring skills of research, and also application of the gathered

knowledge for success in career and contribution to society and the nation. The recommended approach also emphasizes on cultivation of critical thinking, skill development, innovative practices, roles of leadership in society and management and practical implementation of all learned skills and knowledge.

Program Objectives

- To develop the learners' theoretical and practical understanding in the domain of Public Administration and related social sciences.
- To inculcate within the students the theories and concepts of public administration, its history and approaches, thinkers and thought, government and policy processes, and critical assessment of its history and contemporary trends.
- To encourage learners to acquire and develop knowledge, skills and capabilities which may contribute positively to an efficient and effective system of administration.
- To promote understanding of the structure and functions of public and private organizations in their particular political, social, legal, and economic context.
- To develop the learners' ability to analyse public policies and programs, identify the problems and issues related to such policies and make pertinent recommendations for amelioration.
- To develop the analytical skills of an individual, develop the ability to think critically and apply a scientific temper for reaching logical rational decisions.
- To develop the learner's competencies beyond the classroom like leadership, management, logical reasoning and the like.
- To develop a passionate and keen interest among learners so that further studies may be undertaken in the discipline which may culminate into research.
- To promote a spirit of free and objective enquiry in different fields of knowledge.
- To impart the learners with the conceptual, entrepreneurial, and analytical skills for the acquisition of academic knowledge and practical skillset suitable for intellectual growth and employability and to develop within,

courage and integrity, awareness of and sensitivity to the needs and aspirations of the society.

Expected Learning Outcomes

- Upon successful completion of the course, learners will have a better understanding of theories, concepts and practices relevant to public administration and its sub-fields.
- The learners will be better equipped to pursue higher education and research in the domain of public administration and related social science disciplines.
- Learners with strong disciplinary acumen can help contribute to various organizations to meet the ever-changing needs of management.
- Learners with commitment to public service values can help contribute to various public organizations to become more effective, efficient and expertise in meeting the needs of the public
- Learners will have competencies to pursue a career in the administrative services and public organizations.
- Learners will be proficient to usher in insightful innovations in the formulations of public policy both at national and international level.
- Learners will be able to apply their competencies of leadership, management, logical reasoning, critical thinking, intellectual rigour beyond the classroom to empathetically and positively contribute to the needs and aspirations of society.

Course Learning Outcomes

Paper I- Administrative Theory

At the end of the course the learning outcomes will be to:

- Understand the meaning, scope and evolution of and relationship between Public Administration, Comparative Public Administration, Development Administration and Modern Administration.
- Comprehend the role of Organization in Administration and the application of the Principles of Organization.
- Analyze the processes of decision making, communication, leadership and other administrative processes.
- Grasp the concepts and theories of Motivation and Management.

Paper II- Indian Government

At the end of the course the learning outcomes will be to:

- Understand the process of development of the Constitution in pre independence India.
- Deliberate upon the context and background of framing of the Indian Constitution.
- Comprehend the various parts and essential features of the Indian Constitution like Federal System, Fundamental Rights and Duties, Directive Principles, Constitutional Amendment and so on.
- Critically understand the functions and roles of The President, Prime Minister, Union Council of Ministers, Union Legislature, Governor, Chief Minister, State Council of Ministers, State Legislature, The Supreme Court, The High Courts and the Subordinate Courts.

Paper III- Indian Thinkers (Administrative Thinkers)

At the end of the course the learning outcomes will be to:

- Understand the contributions of thinkers like Kautilya, Woodrow Wilson, Fredrick Winslow Taylor, Henri Fayol, Lyndall Urwick, Luther Gulick.
- Comprehend the concepts of Authority and Bureaucracy with special emphasis on the contributions of Max Weber.
- Grasp the contributions made to the discipline by thinkers such as Mary Parker Follet, Elton Mayo and Chester Barnard.
- Understand the concepts of Herbert Simon in Public Administration.

Paper IV- Comparative and Development Administration

At the end of the course the learning outcomes will be to:

- Understand the Theories and Recent trends in Comparative Public Administration.
- Develop conceptual understanding and relevance of Development Administration with special emphasis on contribution of Fred W Riggs.
- Fathom the relation between Development Administration and Bureaucracy, bureaucracy, citizen and participatory development.

- Grasp the significance of the role of new actors of development administration, role of social capital, mass movements and various post development theories.

Paper V- Personnel Administration

At the end of the course the learning outcomes will be to:

- Understand in depth the context, nature and significance, composition and structure of Personnel Management in India.
- Comprehend the Organizational Structure of Personnel Management, Training and Recruitment boards.
- Grasp the significance of Morale in Organizations with emphasis on Organizational Grievances, Role of Workers' Organizations, and the Indian Administrative Management System.
- Fathom the role of Control and Accountability, Discipline and the Central Vigilance Commission in the Indian Administrative System.

Paper VI- Financial Administration

At the end of the course the learning outcomes will be to:

- Understand the Nature and Scope of Financial Administration with special emphasis on the Principles, Approaches, Classification and Performance of Budget.
- Comprehend the functions and significance of the Ministry of Finance, Estimates Committee and the Public Accounts Committee.
- Grasp the relation between Public Administration and Financial Administrative System, understanding the Theories of Taxation, Public Expenditure, with special emphasis on the Financial Administrative System in India.
- Develop understanding of the Financial Administrative system in states, Union Budget, Role of Finance Commission, Public Debt and Public Account in India.

Paper VII- Indian Administrative System

At the end of the course the learning outcomes will be to:

- Identify the role, power and functions of Indian Welfare Commission, Union

Public Service Commission and the Relation between Council of Ministers and UPSC.

- Understand the organizational structure of the Union Government, power and functions of the Prime Minister's Office, and the Union Secretariat.
- Understand the organizational structure of the State Secretariat, power and functions of Chief Secretary, District Collector, District Magistrate and Block Development Officer.
- Identify the role and significance and outlook of Planning Commission, National Development Council, Comptroller and Auditor General of India and the Finance Commission.

Paper VIII- Local Government (Rural and Urban)

At the end of the course the learning outcomes will be to:

- Identify the approaches to the study of Local Government Local Politics, Democracy and Development.
- Understand the evolution and structure, functions, role and new constitutional arrangements of Rural Administration.
- Understand the evolution and structure, functions, role and new constitutional arrangements of Urban Administration.
- Comprehend the importance of, and relationship between, Self Government and Women, Self Government and Environment and Human Rights.

Graduate Attributes

Some of the Graduate Attributes comprising of the skills, personal qualities and understanding which all students will have the opportunity to develop through their experience at NSOU are: -

- An intellectual curiosity in the pursuit of knowledge.
- An understanding and respect for the values, principles and methods of the university, cutting across disciplinary boundaries.
- Articulation of complex ideas as per the needs and capacities of particular audiences.
- A robust multi-disciplinary approach to learning that will facilitate further strengthening of the academic community at large.

- A strong sense of ethical, social and global responsibilities.
- Productive utilization of disciplinary knowledge to contribute to the academia and society at large.
- Engagement with the scholarly community and civil society at large, for the development and achievement of broader academic and social ends.

Curriculum Design and Examination System

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)	
(b) Food Processing (AOC-02)	
(c) Household Chemistry (AOC-03)	
(1×8 Credits)	8 Credits
5. Environmental Studies	4 Credits

Total 124 Credits

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

Total: 24 Credits

2. Elective Subjects: Honours Course(EPA)

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

08 credits each: Total: 64 Credits

3. Subsidiary Courses 3×8 Credits = 24 Credits

4. Compulsory Subject: Application Oriented Course (Any One)

(a) Basic Accountancy (AOC-01)

(b) Food Processing (AOC-02)

(c) Household Chemistry (AOC-03)

1×8 = 8 Credits

5. Environmental Studies 4 Credits

Total Credits for the Course = (24+64+24+8+4) = 124 Credits

Detailed Syllabus

http://www.wbnsou.ac.in/student_zone/courses/social_science/syllabus/BDP/20201222_Updated_Syllabus_BDP_Public_Administration.pdf

Sources of E-resources

<http://nsouoer.krc.net.in/>

http://www.wbnsou.ac.in/online_services/slm_BDP.shtml#active_slm_BDP

POST GRADUATE PUBLIC ADMINISTRATION (PGPA)

Expectations from the Learners

A student enrolling for the Postgraduate Degree Programme in Public Administration is expected to have certain qualities which include but are not limited to:

- Maintaining motivation to pursue the self-learning materials and other resources.
- Having knowledge in the discipline of political science / sociology / economics / public administration or such related disciplines.
- Have a basic knowledge of technology so as to utilize the digital support offered by the University through usage of internet services etc.
- During the course the learner is expected to be an active participant and should have or develop a degree of interactivity both with the faculty and the peer group.
- The learner is expected to have a positive attitude towards technology and should readily use the same for optimum utilization of learners support services.
- The learner is expected to have or develop their communication skills so as to address any problems encountered during the course and discuss and deliberate the same with the faculty.
- The learners are expected to follow the programme instructions and PCP schedules as intimated from time to time in the official website of the University.
- The learners are expected to go through the Audio Video lectures (AVL) which are provided to them along with the SLM's.
- Learners are also expected to participate in the Online Classes which are conducted by the department, as intimated to the learner vide SMS and also notified in the official website of the University.
- Finally, the learner is expected to have discipline and dedication so as to regularly invest an optimum amount of time and hard work for the pursuance

of the course. It is expected that the learner will carry forward the legacy of the Department by contributing to higher education, serving the nation and society at large.

Course Information

The Postgraduate Degree Programme in Public Administration is a 2 year course with 64 Credits, offered in open and distance learning mode. The course comprises of eight papers on Public Administration, with each paper further divided into four modules. The course is comprised of a total 800 marks with 20% weightage given to Assignments and 80% weightage attributed to term end examinations for each paper.

The Postgraduate Degree Programme in Public Administration is suitable for students who are interested in working in government organizations or non-profit management, as knowledge in public administration is considered advantageous for the abovementioned sectors.

Apart from the study of theories of administration, institutions and organizations, policy development and governmental processes, students also learn the basics of business organization and management, financial administration etc. This course equips the learner with a comprehensive understanding of administrative knowledge as well as wisdom for its practical application with particular emphasis on advanced administrative theories, public policy analysis, governance, development and financial administration amongst others.

Recommended Approach

It is advisable that the learner develop a multi-faceted approach to pursue the course on Postgraduate Degree Programme in Public Administration where the student diligently studies the Self Learning Materials provided by the University, along with attending the Personal Contact Programmes which are held on Sundays, and regular Online classes, to clarify any doubts and to better understand the subject matter. Furthermore, the learner should utilize the E-materials, comprising of e-SLM's, Audio-Visual Lectures and online interactions which are regularly held and updated from time to time. It is important to note that the learner must approach the course with the dual intent of cementing a sound foundation of subject knowledge and acquiring skills of research into further areas of academics, and also application of the gathered knowledge for success in career and contribution to society and the

nation. The recommended approach also emphasizes on cultivation of critical thinking, skill development, innovative practices, roles of leadership in society and management and practical implementation of all learned skills and knowledge.

Program Objectives

- To inculcate, consolidate and further develop the learners' conceptual and practical understanding of the domain of Public Administration and related social science disciplines.
- To update the learners' existing knowledge and introduce new conceptual and practical understandings of the various theories and concepts of public administration and to further introduce them to contemporary developments.
- To encourage learners to acquire and develop knowledge, skills and capabilities which may contribute positively to an efficient and effective system of administration.
- To promote a more analytical and deeper understanding of the structure and functions of public organizations in their particular political, social, legal, and economic context.
- To develop the learners' ability to analyse public policies and programs, identify the problems and issues related to such policies and make pertinent recommendations for amelioration.
- To develop the analytical skills of an individual, develop the ability to think critically and apply a scientific temper for reaching logical rational decisions.
- To develop the learner's competencies beyond the classroom like leadership, management, logical reasoning and the like.
- To impart knowledge on research methodology and its application and to develop a passionate and keen interest among learners for research and higher education.
- To promote a spirit of free and objective enquiry in different fields of knowledge.
- To impart the learners with the conceptual, entrepreneurial, and analytical skills for the acquisition of academic knowledge and practical skillset suitable for intellectual growth and employability and to develop within, courage and integrity, awareness of and sensitivity to the needs and aspirations of the society.

Expected Learning Outcomes

- At the end of the programme the learners will be able to apply analytical skills to social phenomena in order to better understand human behaviour. The learners will understand the diversity of human experience/thought individually and collectively.
- Upon successful completion of the course, learners will have an enhanced understanding of theories, concepts and practices relevant to public administration and its sub-fields.
- The learners will be adept to pursue higher education and research in the domain of public administration, public policy and related disciplines.
- Learners with strong disciplinary acumen can help contribute to various organizations to meet the ever-changing needs of management.
- Learners with commitment to public service values can help contribute to various public organizations to become more effective, efficient and expertise in meeting the needs of the public
- Learners will have competencies to pursue a career in the administrative services and public organizations.
- Learners will be proficient to usher in insightful innovations in the formulations of public policy both at national and international level.
- Learners will be better suited to appear in various administrative examinations like UPSC - IAS, IPS, State Civil Services like WBCS etc.
- Learners will be at an advantageous position to appear in various Academic examinations like NET, SET and various National and International Research Aptitude Tests and Research Programmes.
- Learners will be able to apply their competencies of leadership, management, logical reasoning, critical thinking, intellectual rigour beyond the classroom to empathetically and positively contribute to the needs and aspirations of society.

Course Learning Outcomes

Paper I- State, Society and Public Administration

At the end of the course the learning outcomes will be to:

- Understand the Relationship between Politics and Public Administration, State and Society and its evolution.

- Grasp the context, evolution and significance of the Liberal State, the Democratic State and the Managerialist State.
- Comprehend the evolution and principles of Social Democratic State, Socialist State and Administration with emphasis on the Chinese experience.
- Comprehend the evolution and principles of Neo Liberalist State and Administration with emphasis on administration in UK, USA and India.

Paper II- Advance Administrative Theories

At the end of the course the learning outcomes will be to:

- Fathom concepts of Public Interest and the Public Sphere with emphasis on the perspectives of Rawls & Habermas.
- Deliberate upon the various conceptions of Bureaucracy as found in contributions of Marx, Weber, Riggs and others.
- Develop understanding of New Public Administration and New Public Management.
- Critique the role of Open Government and Open Society, with a nuanced understanding of the changing concepts of Accountability, Transparency, RTI etc.

Paper III- Human Resource Management

At the end of the course the learning outcomes will be to:

- Understand concepts of Human Resources and the shift from Administrative to Management based approach.
- Deliberate upon the various processes of Selection, Development, Human Resource Accounting and Performance Appraisal.
- Fathom the significance of Compensation, monetary benefits, Terminal benefits and leave conditions.
- Comprehend the need for Motivation, Discipline and constructive Employer – Employee relation.

Paper IV- New Dimensions of Development Administration

At the end of the course the learning outcomes will be to:

- Trace the evolution of Development Administration from its origin to post development theory.
- Address the need for People's participation in Development Administration and resolve hindrances to People's participation.
- Understand the meaning, context, significance and relationship Environmental Management and Development Administration.
- Understand the meaning, context, significance and relationship between Women and the Marginalized sections and Development Administration.

Paper V- Public Policy Analysis

At the end of the course the learning outcomes will be to:

- Comprehend the Nature, Evolution and Significance of Policy, Policy Analysis, Policy Cycle with special reference to Lasswell, Simon, Dror and Alison.
- Understand the Rationalist, Incrementalist, Political Economy and other approaches to Public Policy.
- Develop and understanding of the Role of Bureaucracy, Parties and Pressure Groups, Media, Legislature, Executive and Judiciary in the Policy Process.
- Evaluate the Implementation, Monitoring, Policy Impact and Public Response of Policy implementations.

Paper VI- Financial Administration

At the end of the course the learning outcomes will be to:

- Fathom the nature and significance of financial administration, impact of Public Chose theory and implications for financial administration in India.
- Grasp the concept, evolution, role, tools and performance of Budget, Revenue deficit and Fiscal deficit, Finance Ministry, Public expenditure, Cost-benefit analysis, Public Debt management.
- Comprehend the functioning and role of Audit, Accounting and the Controller & Auditor General of India.

- Develop conceptuality of the parliamentary control over financial administration, Public Accounts Committee, Estimates Committee, other financial committees and Centre-State financial relation in India.

Paper VII- Local Government

At the end of the course the learning outcomes will be to:

- Understand the Liberal, Neo-Liberal, Marxist, Neo-Marxist and other approaches to Local Government.
- Develop understanding of the functioning of Local Government in Britain, USA, France and Germany.
- Comprehend the Centralist-Localist Tensions, Local Power Structures, Linkage politics and Globalization.
- Conceptualize various aspects of Local Government Finance like Local Taxation, Non-Tax Sources of local finance and others.

Paper VIII- Governance and Administration

At the end of the course the learning outcomes will be to:

- Address the transition from ‘administration’ to ‘good governance’ and critique Good Governance.
- Understand the various aspects of good governance like Accountability, Transparency, Citizen’s Charter, Grievance Redressal Machinery.
- Develop understanding of Structural Adjustment Programs, Public sector undertaking (PSU), E-governance.
- Fathom the relation between Social justice and good governance, People centric public management and Decentralized planning, Governance and Gender-targeted Administration.

Graduate Attributes

Some of the Graduate Attributes comprising of the skills, personal qualities and understanding which all students will have the opportunity to develop through their experience at NSOU are: -

- An intellectual curiosity in the pursuit of knowledge.
- An understanding and respect for the values, principles and methods of the university, cutting across disciplinary boundaries.

- Articulation of complex ideas as per the needs and capacities of particular audiences.
- A robust multi-disciplinary approach to learning that will facilitate further strengthening of the academic community at large.
- A strong sense of ethical, social and global responsibilities.
- Productive utilization of disciplinary knowledge to contribute to the academia and society at large.
- Engagement with the scholarly community and civil society at large, for the development and achievement of broader academic and social ends.

Curriculum Design and Examination System

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

http://www.wbnsou.ac.in/student_zone/courses/social_science/syllabus/PGP/20210104_Post_Graduate_Public_Administration_Syllabus.pdf

Sources of E-resources

<http://nsouoer.krc.net.in/>

http://www.wbnsou.ac.in/online_services/slm_PG.shtml#active_slm_PG



Netaji Subhas Open University
School of Social Sciences

**A
PROGRAMME GUIDE
IN
SOCIOLOGY**

DD-26, Sector-I, Salt Lake, Kolkata-64
www.wbnsou.ac.in

BACHELOR DEGREE PROGRAMME IN SOCIOLOGY

ELECTIVE SOCIOLOGY (ESO)

Expectation from the Learners

The three years programme of Sociology gives the learners a mine of resources to dig into. To fully appreciate these resources one needs to have a brief idea about the discipline. Sociology is the scientific study of human life, social groups, communities, societies and the human world as they exist. It is an interesting and delightful enterprise, for its subject-matter is our own behaviour as social beings. The scope of sociology is far and wide, ranging from the analysis of the simple street interactions to the investigation of international power relations and global impact of covid 19. Most of us love to see the world in terms of the features of our own lives - family, friendships and work that we are familiar with. But sociology instills within us the need to take a much broader view of our own lives so that we can understand in order to explain why we act the way we do. It teaches us that what we consider as naturally inevitable may not be so. We take for granted things which on the contrary are strongly influenced by historical events and the complicated social processes. Understanding the subtle yet complex and intricate set of social variables is what sociology teaches us. We expect our learners to grab this sociological insight and precision while trying to make sense of the things around us. Setting oneself ahead through the congested webs of social relationships and processes is our aim of this programme in sociology. We expect our learners to grab this sociological consciousness with a tint of imagination so that one in the meanwhile sped ahead through the dark times negotiating with the intricacies of time and space.

Course Information

The BDP course in Sociology offered by the university is designed by our distinguished members of the Board of Studies who were inducted from reputed universities across the state to make it as much relevant and updated as possible. It is a three years course with 08 theory papers comprising a total 800 marks.

The learners must have qualified 10+2 to become eligible for applying for the BDP in Sociology, henceforth after obtaining a Bachelor's degree in Sociology, they become eligible to pursue further courses from NSOU and elsewhere. When they

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first start studying sociology, they often get puzzled by the diversity of approaches they learn. This is because sociology has never been a discipline in which there is a single body of ideas that everyone takes as valid, albeit the fact that some theories may have been more widely accepted than others. Sociologists often argue amongst themselves about how to study human interactions and how research findings be interpreted. Sociology is about our own lives and our own human tendencies and inclinations. Therefore, studying ourselves is the most complex and difficult endeavour we can undertake. This requires a sharp sociological insight flavored by a robust sociological insight which is exactly what we train our learners to acquire.

Sociology teaches learners to make people and institutions accountable, especially those in power. The course teaches us to ask questions and to argue with the present scenarios so as to change the status quo for the better. Why do organizations do as they do? Why should we accept these strictures? By studying societal interactions and human prerogatives, we can make comparisons, attempt to resolve issues and grab a rational understanding of some of society's crooked problems.

The skills developed during this programme are applicable to many areas of work. Improved critical faculties will allow learners to make rational and judicial decisions and be fair within their current arena. On the other hand, symbiosis between group members and one's own independent projects equips one with skills of teamwork, self-dependence and self-reliance. Society as a whole is in a continuous state of flux. Studying our programme will help you not only understand what is going on, but aid you in adapting with societal change.

Furthermore, this course occasionally offers the chance of studying abroad, instilling skills of multiculturalism in learners. A fruitful degree in Sociology will definitely open many windows for the learners from which they will have to choose their right track keeping in mind their preferences, prerogatives and their local needs and aspirations. A profession in academics is always worthwhile in sociology for it gives a sea of opportunities to interact with your learners more closely and succulently. It is a privilege to harvest in them the seeds of sociological consciousness and imagination. Besides academics, they often end up getting jobs in various Non-governmental or Governmental sectors where scopes of work and research can be immense. Sociology degrees teach our learners transferable skills, such as presentation, articulation, research and communication, as well as the skill to produce complex but precise written work rapidly but accurately, on difficult intellectual and cerebral topics. Particular job prospects for sociologists include community worker, teacher and lecturer, aid worker, social worker, youth worker, charity fundraiser, HR

manager and PR¹. They may even get jobs as healthcare professionals, community medical specialists especially in the times of pandemics and serious epidemics like that of the Covid 19 from which we are suffering now. They can work in areas of social welfare, minority issues and other related areas of community development and social equity.

The courses are run through Personal Contact Programmes (PCPs) in the selected study PCP centers. The PCP sessions are mostly conducted on Saturdays and Sundays through schedules already circulated to learners in advance. The Academic Counsellors are usually College or University faculties with vast knowledge in the given areas. Apart from face to face classes, we also conduct virtual classes through various apps and online platforms so as to make the learners extract the maximum of our resources. Open Distance Learning (ODL) mechanisms are aptly used to make the best out of the current logistics and other assorted condiments help us reach our vast learner mass all across the state. The University has its own policies for Open Educational Resources (OER) through which study materials and other teaching learning agents have been made easily accessible to those learners far and remote. This had been the biggest challenge before us which fortunately we have been able to encounter with pride and pomp.

Recommended Approach

The BDP course is conducted through the Personal Contact Programme or PCP, as it is generally called, in its various study centers. Not just the PCP sessions, the University also conducts special lectures in its Regional Centers strewn across the state from time to time. Besides that the University announced the launch of ICT Support Services for most of its programs. The University provides a unique user ID and password to all its learners of the said courses that will give them access to digitized course material, video lectures, and animated content created by veteran professors and industry experts. The learner portal and the Learning Management System (LMS) shall provide the type of interactivity the learners have been looking for by the use of discussion forums, chats and virtual classrooms. The learners are able to rewind and revise the lectures at their own will. Simultaneously, the learners are expected to read the Self learning materials or SLM as we call it. These texts are perhaps the most valuable asset that the university has in its store for the learners. Written by the stalwarts in their respective areas of expertise, the books written in accordance with the updated syllabus churned by the university through its various

¹ <https://www.thecompleteuniversityguide.co.uk/subject-guide/sociology>

screening processes, the slms are something that the University can boast of. Besides, the learners can go through these texts before coming to the PCP sessions and clarify their doubts, if they have any. They are supposed to ask questions and check their progress through their respective assignments given to them.

The University is a well coordinated body such that it has a very strong alliance between its various units such as its various schools, which are its academic hubs; other units like study centers, exam department, one of its crucial apparatus, other committees like research advisory Committee, Admission Committee and other authorities of the university for the smooth functioning of the University. This enables the relay of relevant information amongst the learners like those of submission of assignments, exams, course renewal and those related to other academic and miscellaneous affairs. Thus, the University despite being gigantic in shape, works in perfect synergy for delivering its best services to its learners. The University therefore flags a very democratic and resilient approach accessing the learners at the grassroots and at the most difficult times.

Programme Objective

The discipline of sociology helps us to do the following things:

- Explain how it stands in contrast to or bears a close resemblance to other social sciences.
- Discuss the contributions of sociology to science, philosophy, aesthetics, liberal arts, education and other areas of hard and soft sciences.
- Apply the sociological imagination to one's own life, learners will be able to reflexively connect their individual experiences with the external and much larger social structures and force.
- The learners will be able to convey their sociological knowledge in writing to a wider range of audiences which very well includes the research community, peer scholars, policy makers and the general public.
- Learners can communicate their sociological knowledge orally to a vast range of audiences, especially the research community, policy makers and the general public.

Course objectives

ESO Syllabus at a glance:		
Paper Sl.No	Name of the Paper	Paper Objectives
Paper I	Introducing Sociology	<p>To help learners understand and define, give examples, and demonstrate the relevance of these basic concepts: culture, social structure, social institution, status and role, socialization, deviance and social control, social stratification, social change. To help them visualize the relation between individual and society especially under the following heads:</p> <ul style="list-style-type: none">● Explain sociologically the development of the self and how social factors influence individual behaviors, attitudes and values● Explain how individuals, groups and organizations influence society● Distinguish sociological approaches to understanding the self from psychological, economic, and other approaches
Paper II	Indian Society	<p>In this paper the learners are given an idea about the multidimensional aspects of the Indian which in turn will help them to explore the diversity and above all the uniqueness of the Indian society. This can be studied under the following broad aegis such as:</p> <ul style="list-style-type: none">● Describe and explain the significance of variations by race, ethnicity, class, gender, age, disability, and sexual orientation

Paper Sl.No	Name of the Paper	Paper Objectives
		<ul style="list-style-type: none"> ● Describe and explain the dynamics of prejudice, discrimination, oppression, and inequality based on race, ethnicity, class, gender, age, disability, and sexual orientation ● Discuss the social, economic, political, and moral importance of reducing the negative effects of social inequalities ● compare and contrast social and cultural patterns in the U.S. and other societies
Paper III	Sociological Thought	<p>To familiarise our learners with the social, political, economic and intellectual contexts in which sociology emerged as a distinctive discipline and how it continued with its immense relevance in the contemporary times. To help learners gain an understanding of some of the classical contributions in sociology and their cumulative effects in building up a strong basis for our society and its deep anchorage. The classical intelligentsia and its contribution in securing up a robust knowledge for us must be learnt in detail to appreciate the resilience and ductility of our social currents in shaping what we are today. We also learn the contemporary intellectual forces and their ideas in moulding the present circumstances.</p>
Paper IV	Sociological Theory	<p>This paper enables the learners to understand the dynamism of a sociological theory and its role in perceiving our social problems.</p>

Paper Sl.No	Name of the Paper	Paper Objectives
		<p>A sociological theory is taken as a supposition that intends to consider, analyze, and/or explain objects of social reality from a sociological perspective which our learners learn to capture. Without a strong base in sociological theory, Observing social reality can be a challenge. Our learners are trained in drawing connections between individual concepts in order to organize and substantiate their sociological knowledge. Hence, our learners get equipped with such a knowledge which is composed of complex theoretical frameworks and methodology.</p> <p>These theories may often range in scope, from concise, yet thorough, descriptions of a single social process to a broader, inconclusive paradigms for analysis and its apt interpretation. Some sociological theories even help them explain aspects of the social world and enable prediction about future events which is quite an important insight to acquire, especially in the post Covid-19 world and its social ramifications. Such theories therefore often function as broad perspectives which guide them for their further sociological analyses.</p>
Paper V	Rural and Urban Sociology	<p>The Rural and Urban Sociology discusses the changes and developments in relations between rural and urban social worlds. It intends to promote a discussion about the current relevance and scope of these two areas in the field of sociology and at the same time relate them to the problems of</p>

Paper Sl.No	Name of the Paper	Paper Objectives
		<p>space and environment. The paper intends to perform the following tasks:</p> <ul style="list-style-type: none"> ● To reference and discuss the sociological problems of both rurality and urbanity; ● Acknowledge the specific dimensions that shape our urban and rural realities; ● To characterize the different pan Indian as well as regional movements (urbanization, peri-urbanization, rurbanization, etc.) which govern the evolution and flow of rural and urban categories and ● To identify the persistence of a lingering sense of rurality in urban areas and that of urban feel in the countryside as well as the emergence of a very new phenomena (urban agriculture, second homes, etc.) that make the rural / urban relation particularly complex and keep them in flux.
Paper VI	Social Institutions	<p>The sixth paper i.e. Social Institutions deal with different institutions and their utility for the society as a whole. The objectives of this paper is twofold:</p> <ul style="list-style-type: none"> ● To introduce the learners to the important social institutions. ● To familiarize the learners with the general structure and function of major social institutions.

Paper Sl.No	Name of the Paper	Paper Objectives
Paper VII	Social Demography and Social Change	The primary objective of the paper is to train learners to be outstanding researchers and educators. The program is specifically designed to produce fully trained sociologists with a broad knowledge base in population studies as well as to impart skills in statistical and demographic techniques. We expect our learners can undertake independent research on a wide range of population topics in their professional areas.
Paper VIII	Social Problems and Social Research	This paper clearly helps us in conducting sound research for it is an essential tool for understanding the sources, dynamics, and consequences of social problems and possible solutions to them. This paper discusses the major problems that the Indian society suffers from and then briefly describes the major ways in which sociologists gather information about such social problems.

Learning Outcomes

After earning a graduate degree in Sociology one can opt for careers in various areas , one such being advocacy and social change. Our learners may look for non-profit organizations and government agencies dedicated to social change. Some of such potential organizations are Amnesty International, Green Peace, etc. There are many career opportunities in the healthcare field that are suitable for Sociology graduates. Our learners can work as community support specialists, behavioral interventionists, patient advocate etc with well known organizations. Yet another superb area for career launching can be Non-profit organizations which offer a wide range of jobs in sociology. Most of the jobs in this area either involve working directly with people to help them overcome their choking problems through case

management or by supervisory programs. Another lucrative zone for professional specialization in sociology includes getting uniquely qualified to conduct research on human populations. These jobs typically involve developing and conducting evaluations of programs, surveys and polls, as well as analyzing trends in data collections. Your education in Sociology can also help our learners be a part of the front lines in assisting with social reform by pursuing a career in law and judicial services. Many of such job positions available may allow you to be in direct contact and enable you to control many public issues. From being a judicial officer through public services in their local community to being involved in international immigration relations, they have the chance to influence and the potential to change the world for a better living. State departments, nonprofits, and other organizations have numerous opportunities for those with an interest in families and youth. Sociology offers unique perspectives and approaches to these people-orientated, outcome changing careers. It helps learners choose professions according to their taste and customization keeping of course their individual and social priorities in mind.

Course Learning Outcomes

Learning Outcome in general includes an understanding of the role of the individuals and institutions within the context of the society. The course-wise learning outcomes are as follows:

Paper I- Introducing Sociology

At the end of this course the learning outcomes will be to:

- Elucidate the nature and scope of Sociological Questions
- Specify the extent of the status-role incongruence
- Write down the context and philosophical underpinnings of society as a process as against a straightjacket

Paper II- Indian Society

At the end of this course the learning outcomes will be to:

- Examine the malleability of the structure of Indian Society
- Write down the algorithms of Family and Kinship
- Diagnose the hiatus of the Social Stratification system in India

Paper III Sociological Thought

At the end of this course the learning outcomes will be to:

- Identify in depth the context of Foundation of Sociological Thought in Europe
- Identify in depth the preamble of Classical Thinkers
- Understand the social catchment zone for the development of Sociological Thought

Paper IV Sociological Theory

At the end of this course the learning outcomes will be to:

- Specify the philosophy of Functional Theory
- Identify the concept and the rubrics of the Conflict Theory
- Analyze the idiosyncrasies of Exchange Theory and Symbolic Interactionism

Paper V Rural and Urban Sociology

At the end of this course the learning outcomes will be to:

- Learn in details with examples the context of Urbanism
- Write down the context and development of Rural-Urban Continuum
- Write down in details with examples the context of Indian Rural Society with its proper ramifications

Paper VI Social Institutions

At the end of this course the learning outcomes will be to:

- Learn the context and social dispensations of Institutions of Family and Marriage
- Understand the social rationale behind the Economic Institutions
- Identify the a typicality of Religion and Educational Institution

Paper VII Social Demography and Social Change

At the end of this course the learning outcomes will be to:

- Learn the context and framework of Theories of Social Change
- Write down in details with examples the vividness of Social Demography
- Identify the concept and nature of the Theories of Population

Paper VIII Social Problems and Social Research

At the end of this course the learning outcomes will be to:

- Write down the nature and impact of Crime and Delinquency
- Deliberate on the problems of the women and draw a concept map of the same
- Understand the need to differentiate between research, research methodology and epistemology.

Examination System

The University Authority reserves the right to fix the Schedule of Examination and reschedule the same with prior notice to learners through the University Website. A learner enrolling for 3 years' Bachelor Degree Programme (BDP) for ESO shall have to clear all the examinations within a period of 6 years (Registration validity period) from the year of enrollment. The subject has a total of eight theoretical papers as given above. For the theoretical papers the learners would be subjected to continuous evaluation in the form of Assignments. In compiling results 30% will come from the Assignment evaluation (A) and 70% from the performance in the term-end examination (B). Continuous evaluation of theoretical papers is made on the basis of assignment which every learner is required to submit before each Term-End Examination. Term-End Examinations are held at the end of every semester/year. Learners who intend to appear at a Term-End Examination are required to fill in application forms as per notification issued by the Examination Department of the University (134/1, Meghnad Saha Sarani, Kolkata-700 029) from time to time. The learner who fails to appear in a particular Term-End Examination may avail himself / herself in the subsequent one to clear a backlog. It is also noteworthy that the marks obtained in each paper would be a summation of Assignment Marks

(A) and Term-End Examination Marks (B) recalculated in 30% and 70% weightages respectively. Rounding of marks (obtained out of 100), following this given procedure, is allowed only paper-wise – while calculating the 'Marks Obtained' (A+B) for each individual paper, as narrated in the Mark Sheet. University holds semester-wise Term-End Examination according to the University pattern. A candidate is eligible to appear at the Term-End Examinations along with backlog (i.e. subjects 'not cleared'). It is also noteworthy that the marks obtained in each paper of ESO would be a summation of Assignment Marks (A) and Term-End

Examination Marks (B) recalculated in 30% and 70% weightages respectively, as already stated before. Rounding of marks (obtained out of 100), following the usual procedure, is allowed only paper-wise – while calculating the ‘Marks obtained’ (A+B) for each individual paper of ESO, in their final Mark Sheet.

Detailed ESO Semester wise Course Schedule:

Year	Semester	Subjects	Full	Credit
1st	I	Foundation Course in Bengal (FBG)	100	08
		Foundation Course in English (FEG)		
		ESO-1		
1st	II	Foundation Course in Humanities & Social Sciences (FHS)	100	08
		ESO-2		
		Environmental Sciences (ENVS)		
2nd	III	Foundational Course in Science & Technology (FST)	100	08
		ESO-3		
2nd	IV	ESO-4	100	08
		ESO-5	100	08
		Subsidiary Political Science/Bengali/History paper-01		
3rd	V	ESO-6	100	08
		ESO-7	100	08
		Subsidiary Political Science/Bengali/History Paper-02		
3rd	VI	ESO-8	100	08
		Application Oriented Course (Food Processing)		

Year	Semester	Subjects	Full	Credit
		Subsidiary Political Science/Bengali/ History SBG-III Paper-03		
		Total Credit : 124 One credit is considered to be equivalent to 30 (thirty) hours of study time (which includes all the learning activities) devoted by the learner her/himself. Therefore 124 credits = 3720 hours to be devoted by the learner her/himself.		

BDP Detailed Syllabus for Elective Sociology (ESO)

http://www.wbnsou.ac.in/student_zone/courses/social_science/syllabus/BDP/20191018_ESO_Syllabus_171019.pdf

E-Materials for ESO.

Papers of ESO	Link to the E-resources (e-SLM)
Paper II:	http://www.wbnsou.ac.in/online_services/SLM/BDP/ESO-02.pdf
Paper III	http://hdl.handle.net/123456789/409
Paper IV:	http://www.wbnsou.ac.in/online_services/SLM/BDP/ESO-04.pdf
Paper VII:	http://www.wbnsou.ac.in/online_services/SLM/BDP/ESO-07.pdf
Paper VIII:	http://www.wbnsou.ac.in/online_services/SLM/BDP/ESO-08.pdf
FHS	http://hdl.handle.net/123456789/956
ESO 1-VIII and FHS	Please visit our e-slm section on website to read all our study materials and more.
<p>The University has a mine of e-resources. Please visit our website and our OER section or the NSOU OER Repository to explore such a sea of resources.</p>	