

**KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY
(KKHSOU)**

**PROGRAMME PROJECT REPORT
ON
MASTER OF ARTS IN HISTORY**

**Submitted to
UNIVERSITY GRANTS COMMISSION
BAHADUR SHAH ZAFAR MARG
NEW DELHI – 110 002**

**Submitted by
K. K. Handiqui State Open University
Guwahati, Assam**



September 2017

Debdewry

**Registrar
Krishna Kanta Handique
State Open University
Guwahati**

CONTENTS

- 1. PROGRAMME'S MISSION AND OBJECTIVES**
- 2. RELEVANCE OF THE PROGRAMME WITH KKHSOU'S MISSION AND GOAL**
- 3. NATURE OF PROSPECTIVE TARGET GROUPS OF LEARNERS**
- 4. APPROPRIATENESS OF PROGRAMME TO BE CONDUCTED IN OPEN AND DISTANCE LEARNING MODE TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE**
- 5. INSTRUCTIONAL DESIGN**
 - 5.1 Curriculum Design**
 - 5.2 Duration of the programme**
 - 5.3 Credit Distribution**
 - 5.4 Faculty and Support Staff Requirement**
 - 5.5 Specialization**
 - 5.6 Dissertation**
- 6. PROCEDURE FOR ADMISSION, CURRICULUM TRANSACTION AND EVALUATION**
 - 6.1 Admission Procedure**
 - 6.2 Eligibility**
 - 6.3 Continuous Admission**
 - 6.4 Fee Structure**
 - 6.5 Financial assistance**
 - 6.6 Curriculum Transaction and Activity Planner**
 - 6.7 Evaluation system of the programme**
- 7. REQUIREMENT OF LABORATORY SUPPORT AND LIBRARY RESOURCES**
- 8. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS**
 - 8.1 Programme Development Cost**
 - 8.2 Programme Delivery Cost**
 - 8.3 Programme Maintenance Cost**
- 9. QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAMME OUTCOMES**

Annexure I: Structure of MA (History) Programme

Annexure II: Detailed Course wise Syllabus of MA (History) Programme

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY**(KKHSOU)****PROGRAMME PROJECT REPORT****MA IN HISTORY (MAJOR) PROGRAMME****FOR THE ACADEMIC SESSION 2018-19****1. PROGRAMME'S MISSION AND OBJECTIVES:**

Krishna Kanta Handiqui State Open University is planning to offer MA in History with SLMs prepared in accordance with the recommendations of the Madhava Menon Committee from the academic year 2018-19. Accordingly, the syllabi of the programme have been planned after a series of deliberations and discussions with the academic experts from the discipline. The MA (History) programme will be offered in English.

The MA (History) programme aims to equip the learners with the knowledge of the discipline and the developments that have occurred within it. The programme will contribute towards the mission of the University of providing barrier free good quality education at the doorsteps of learners. The objectives of the programme are as follows-

- i. To enable the learners to develop the basic skills of historical understanding and analysis,
- ii. To develop the ability to use and evaluate various types of historical sources (primary and secondary),
- iii. To exhibit broad knowledge of historical events, ideologies and experiences,
- iv. To engage the learners in a meaningful, constructive, and collaborative discussion,
- v. To help the learners to apply the knowledge and skills for professional development while working, as in case of internships, research, and other professional engagements.

2. RELEVANCE OF THE PROGRAMME WITH KKHSOU'S MISSION AND GOAL:

The programme has been prepared keeping in mind the following objectives of the Krishna Kanta Handiqui State Open University.


Registrar
Krishna Kanta Handique
State Open University
Guwahati

- i. To provide access to higher education for all those who are desirous of higher studies,
- ii. To diversify the programme for developing the skill of the learners and raise the quality of learning, and
- iii. To disseminate learning through the use of ICT (Information and Communication Technology).

The programme aims to make the courses relevant as a knowledge system in the present times. The contents of the Programme offer theoretical and narrative understanding on various issues emerging in the society at regional, national and international level. The programme attempts to enable the learners to develop proper methods of articulation and presentation thus preparing the learners for their future prospects in pursuing higher studies, or research, or appearing for any competitive examinations.

3. NATURE OF THE PROSPECTIVE TARGET GROUP OF LEARNERS:

The target groups of learners for the MA Programme in History include:

General

- i. People hailing from far-flung and geographically remote regions including rural, hilly and border areas.
- ii. Persons deprived of higher education but with a penchant for higher education and learning skills.
- iii. Women, particularly housewives who could not pursue higher education on time due to early marriage and other family pressures
- iv. Defence and security personnel who seek to enhance their educational qualification
- v. People belonging to Scheduled Castes, Scheduled Tribes, socially and educationally backward classes
- vi. Differently-able persons
- vii. Prisoners and jail inmates

Specific

- i. Learners desirous of pursuing a career in teaching and research
- ii. Learners planning to appear in various competitive examinations under the State and the Central Governments
- iii. Learners desirous of devoting themselves to social service and join the NGO sector
- iv. Government employees including civil servants and policy planners who wish to enhance their knowledge base and educational qualification.

4. APPROPRIATENESS OF THE PROGRAMME TO BE CONDUCTED IN ODL MODE TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE:

History being a narrative subject dealing with theoretical concepts is compatible for the ODL platform to enable the learners to acquire specific knowledge on the subject. This nature of the programme makes it feasible to be prepared in the ODL mode, as well as both in audio-visual format, for the learners of distance educational system. Besides the supply of printed SLMs, other Learner Support Services are also effectively taken care of. These include availability of online video programmes relating to History on the University website, regular counselling sessions in the respective study centres, term-end examinations, correspondence between learners and the departmental faculty members over email, and supplying relevant textbooks to the libraries of respective study centres. All these measures would make it appropriate to conduct the MA Programme in History through the ODL mode.

5. INSTRUCTIONAL DESIGN:

Instructional Design includes Curriculum design, duration of the programme, faculty and support staff requirement, instructional delivery mechanisms, identification of media –print, audio or video, online, computer aided, and student support service systems.

5.1 Curriculum Design: The course structure of the programme, the syllabi, mostly the academic contents of the Programme, is prepared by an expert Committee, who are mainly eminent academicians and scholars from the discipline including the existing faculty members of the University and duly approved by the competent authority of the University. The course design has been done by the concerned department as authorised by the competent authority. While preparing the syllabi, UGC Model Syllabi and syllabi of other Universities have been consulted. (Structure of the MA Programme in History is placed at **Annexure-I** and Detailed Syllabi are presented in **Annexure-II**)

5.2 Instructional instruments as provided to the learners of MA History:

The Self Learning Materials (SLMs) play the role of teacher in the ODL mode of learning in the absence of an actual teacher. The SLMs are comprehensive in nature and are in tune with the objectives of the programme. The learning materials are prepared with the help of resource persons across the country. Senior academicians are engaged as Editors of the SLMs. Apart from the printed Self Learning Materials, counselling sessions are also held at the respective study centres. Audio and video materials on certain modules are also offered to the

learners. In addition, certain topics are also covered through community radio programmes broadcasted through the *90.4 Jnan Taranga*, Community Radio Service Station of the University. *Eklavya*, a radio programme broadcasted from All India Radio Station, Guwahati and simultaneously broadcasted by All India Radio Station, Dibrugarh, also covers topics on History and personal enrichment. Live Phone-in-programme is broadcasted by All India Radio, Guwahati on each Thursday (9.15 am – 10.15 am). Through this programme, learners get live responses to their queries, while the general public can also interact with officials/faculty members of the University on varied issues. Most of the Audio-Video programmes are also made available online through You Tube videos.

5.3 Learner Support Services:

The student support services for the learners of the MA programme in History are as follows:

- i.** Self-Learning Materials which will cover the entire syllabi,
- ii.** Counselling sessions at respective study centres,
- iii.** Access to library services at selected study centres,
- iv.** Community Radio programmes on selected topics,
- v.** *Eklavya*, a radio programme broadcasted from All India Radio Station, Guwahati and simultaneously broadcasted by All India Radio Station, Dibrugarh.
- vi.** Live Phone-in-programme is broadcasted by All India Radio, Guwahati on each Thursday (9.15 am – 10.15 am). In this programme, learners get live support to their queries, while the general public can also interact with officials/faculty members of the University on varied issues.
- vii.** Audio-Visual materials on select modules, available at the study centres. The learners can also reach out for the Audio-Visual programmes, which are made available online through YouTube videos.
- viii.** Learners can also directly email their queries to the officials/faculty members of the University at info@kkhsou.in .
- ix.** The learners can interact with the faculty members online through the University Facebook page.
- x.** The learners can also download the “KKHSOU” App to get additional information. This Android App of the University has also been widely recognised and has received an Excellence Award from IGNOU.

- xi.** The learners can also register for a free SMS service. This SMS service keeps the learner updated on the schedule of Examination, Declaration of results, Admission schedule and other important events.

5.4 Duration of the programme: The MA programme in History has four semesters and is of 2 years. However, the maximum duration of the programme is 6 years.

5.5 Credit Distribution: The University follows the system of assigning 30 hours of study per credit of a course. Thus, following this norm, a 4 credit course constitutes a total of 180 hours of study. The overall weightage of the MA programme in History is of 64 credits.

5.6 Faculty and support staff requirement: The University currently has 2 faculty members in the Department of History, viz., two Assistant Professors.

5.7 Specialization: The MA (History) programme offers specialisation in the third and fourth semesters. All the courses are compulsory. The learners will have to opt for any one specialised course from three courses (each from Ancient Indian History, Medieval Indian History, and Modern Indian History) provided in the third and fourth semester.

5.8 Dissertation: The main objective of the dissertation is to help the learners to apply historical concepts, methodology and techniques to make sense of the event, texts, person in historical contexts. The duration of the dissertation work is six months. The learners will need to submit the final Project report (80 marks) before giving a Viva presentation (20 marks).

5.9 Instructional Delivery Mechanisms: History is a narrative subject. Therefore, different theories of the discipline and ideas are to be understood clearly. Thus, it involves routine learning on the part of the learners. Similarly, the discipline, being narrative, leaves room for many interpretations and hence, the various debates surrounding certain concepts and issues will help in developing and articulating skills of the learners and in clarifying many conceptual ideas. The subject is interdisciplinary in nature, and it will allow scope for the integration of different mediums like-art, movies, use of archives, tours and travels to heritage sites etc. These activities can help to motivate the learner.

5.10 Identification of media—print, audio or video, online, computer aided:

The Self Learning Materials, in the absence of an actual teacher, play the role of teacher in the ODL mode of learning. The learning materials are prepared with the help of resource persons across the country. Apart from the printed Self Learning Materials, audio and video materials on certain modules are also offered to the learners. In addition, certain topics are also covered

through community radio programmes broadcast through the *90.4 FM Jnan Taranga*, Eklavya programme, YouTube videos, Community Radio Station of the University.

5.11 Student Support Services:

The student support services for the learners of the M A programme in History are as follows:

- i.** Self-Learning Materials which will cover the entire syllabi,
- ii.** Counselling sessions at respective study centres are to be conducted,
- iii.** Access to library services at selected study centres,
- iv.** Audio-Visual materials on select modules available at study centres. The learners can also reach out for the Audio-Video programmes, made available online through YouTube videos. Audio CDs are also provided to blind learners.
- v.** Learners can directly email their queries to the officials/faculty members of the University at info@kkhsou.in.
- vi.** The learners can interact with the faculties online through the University Facebook page.
- vii.** Learners can download the “KKHSOU” App to get additional information. This Android App of the University has also been widely recognised and has received an Excellence Award from IGNOU.
- viii.** Learners can also register for a free SMS service. This SMS service keeps the learner updated on schedules of Examinations, Declaration of results, Admission schedules and other important events.

6 PROCEDURE FOR ADMISSION, CURRICULUM TRANSACTION AND EVALUATION:

6.1 Admission Procedure:

- i.** Admissions for the MA Programme in History, 2018-19 academic session, will be undertaken through the Study Centres, spread across the state of Assam only.
- ii.** For Admission to the programme, course fee is to be paid through the Bank challan at any branch of State Bank of India. Application along with necessary enclosures and a copy of the challan returned by the Bank after payment is required to be submitted at the recognised study centres within due date. Course fee may also be paid in the form of Bank Draft drawn in favour of “Krishna Kanta Handiqui State Open University” and payable at Guwahati. The University has also introduced the system of online

receipt through SBI. The Study Centre will undertake initial scrutiny of the application forms as per the norms and qualifications required for the programme.

- iii. After scrutiny, the eligible applicants will be provisionally admitted by the Study Centre.
- iv. Intending learners with incomplete application may be given conditional admission at the University's discretion with the condition that required eligibility documents are to be submitted latest by the dates prescribed for the purpose. Their enrolment will be confirmed on enrolment of the eligibility requirements. To appear in the examinations, confirmation of enrolment will be necessary.
- v. All the enrolled learners will be provided with the registration number, programme guidelines and identity cards.
- vi. Those learners who are unable to complete the programme within the specified validity period will be required to register themselves afresh by paying the requisite fee as per the University regulations.

6.2 Eligibility: Any candidate who has cleared their Bachelor's Degree exam from any recognised University with the subject in his BA is eligible for the MA programme. The University website provides all notifications regarding the important dates for admission for the convenience of the learners. Graduates not having History in BA but desirous of doing Master's Degree Programme in History may be allowed to take admission on condition that the candidate clears the core subject in 1st and 2nd semesters of Bachelor's Degree Programme of KKHSOU.

6.3 Continuous Admission:

- i. Admission to the next semester begins within one month from the date of the last examination of the previous semester. It does not depend on whether appeared in examination, or the result of the earlier semester. Admission will have to be taken continuously in the programmes without any break. A learner will be allowed to appear in all the examinations including back within the stipulated time of a programme.
- ii. If a learner fails to take admission to the next semester beyond one month, he/she can be allowed to take admission within two months from the last date of examination of the previous semester with a fine of Rs. 300.

- iii. Under special circumstances and on special consideration, a learner may be allowed admission in the next semester even beyond two months but before issue of notification for filling up of forms for examination of that semester by the University on individual application with sufficient reasons and on payment of a fine of Rs. 500.
- iv. A learner will be however allowed to take admission even after the issue of notification for filling up of forms for examination, but such learners will be allowed to appear in examination of that semester in the next year only. A learner is not charged any fine on such admission.

6.4 Fee Structure: The semester wise fee structure for the MA (History) programme is as given below:

Semester	Fee Details (Total)
First	4650.00 (including enrolment, course and examination fee)
Second	4350.00 (including course and examination fee)
Third	4350.00 (including course and examination fee)
Fourth	4350.0 (including course and examination fee)

6.5 Financial Assistance:

Currently, the University is offering free education to jail inmates and differently-abled learners.

The University also offers subsidised education to the learners living below the poverty line. On production of BPL certificate from competent authority, the University offers 50% concession on course fee.

6.6 Curriculum Transaction and Activity Planner:

An activity planner that guides the overall academic activities in the MA (History) shall be made available prior to the admission schedule of the University. The newly constituted CIQA office as per UGC guidelines and the office of the Academic Dean will upload the Academic Plan and month wise Academic Calendar to enable the learners to plan their studies and activities accordingly.

6.7 Evaluation System of the Programme:

- i. The University adopts two tiered evaluation system, both ongoing and term end evaluation. Ongoing evaluation is conducted in two modes: internal and external. The internal evaluation is to be undertaken by the learner himself. For this, the University has designed some Check Your Progress questions within the SLMs, to enable the learners to self-check his/her progress of study. However, this is undertaken at the learners' end themselves and is non-credit based. For overall evaluation of a course, the University follows the two types of evaluation:
 - a) Continuous Evaluation (Assignments) : Weightage assigned 20%.
 - b) Term End Evaluation (Semester-end Exams) : Weightage assigned 80%.
- ii. The learners are supposed to submit the assignments within the schedule of a semester at the respective study centres. The counsellors at the study centres evaluate the assignments and return them to the learners with feedback.
- iii. Term end examinations are conducted on scheduled dates at select examinations centres. Evaluations are done by the external examiners at zonal centres. After evaluation, further scrutiny is done, followed by moderation. Results are declared within scheduled dates as laid down in the Activity Planner.
- iv. Learners can request for re-evaluation, if they are not satisfied. The scripts are then sent for re-evaluation at the behest of the learner.
- v. Questions for the Semester End paper would be set as per the Evaluation policy of the University. The Question paper is ensured to have covered all the modules of the respective courses.
- vi. The University is in the process of using high security and eco-friendly synthetic (water proof and termite proof) papers for mark sheets and certificates. Moreover, the use of interactive kiosk at study centres for issue of admit cards and modification of the existing EDPS system for quick publication of results of examinations are also being planned. Similarly, introduction of biometric identity of learners is also being planned.

7. REQUIREMENT OF THE LABORATORY SUPPORT AND LIBRARY RESOURCES:

The Central Library situated in the University headquarter at Patgaon, Rani, has a collection of academic books and journals to offer for its learners. The University also provides

facilities for online access to reputed journals for the advancement of knowledge. The library in the office headquarter has a wide range of books on History to be used both by the faculty members and learners. The digital version of the University Central Library, KKHSOU is also available on the website: <http://www.kkhsou.in/library/> which is an online platform for collecting, preserving and disseminating the teaching, learning and intellectual output of the University to the global community. On this website, the entire catalogue (title/ author/ publisher wise) of library resources including books and other literature relating to this particular course are made available. Besides that, the Open Access Search Engine (OAJSE), a gateway to over 4,500 e-journals, is also made available. The library facilities are also available for the learners in the study centres (colleges). Reference books related to the discipline are supplied to the library at the study centre as suggested by the faculty members of the department. The learners can also access the library facilities available at the respective study centres.

8. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS:

The office of the Finance Officer of KKHSOU keeps all the records of finances regarding print of SLMs, honorarium paid to the members of the Expert Committee, honorarium to be paid to Content Writers, Content Editors, Language Editors, Translators, Proof Readers and the expenditure related to organizing counsellors' workshops, meeting of the co-ordinators of the study centres etc. Moreover, the finance office also maintains records of purchase of computers, online space, books, journals etc. The accounts are maintained as per the laid down procedures of the Government. As regards, the cost of programme development, programme delivery, and programme maintenance, the finance office conducted an exercise based on historical costing method to arrive at indicative figures of cost. The findings are presented below in respect of the MA Programme on History.

8.1 Programme Development Cost:

The office of the Finance Officer of KKHSOU has worked out the following.

- a. SLM Development Cost for Master Degree Programme

English medium per Unit Rs. 7,300/-

- b. Printing Cost per SLM Rs. 56/-

- c. Cost of CD per unit Rs. 23/-

8.2 Programme Delivery Cost:

The SLMs prepared have to be delivered to various study centres located at the far flung remote areas. On an average, the University delivers about 15 kgs of study materials per student. The cost of delivery of 1kg of such material is Rs.10. Accordingly, depending upon the number of candidates; the cost for the MA Programme in History will be provisioned by the University. The office of the Finance Officer has calculated the delivery cost of SLM per student at Rs. 150.00.

8.3 Programme Maintenance Cost:

The University will keep financial provision for organizing stake holders' meetings, counselling workshops etc. as per the Academic Plan and Academic Calendar approved by the Academic Council of the University. The workshops conducted by the University will not only benefit the learners of the programme, but will also benefit the learners of other programmes. The University will also bear the cost of organizing the meeting of Syllabus Revision Committee etc. and also for supply of additional study materials if required for improving the quality of the programme. Moreover, the University will keep on investing in developing the IT infrastructure so that the learners can benefit from the ICT enabled programme. The cost calculated by the office of the Finance Officer with regard to the maintenance of programmes per student is Rs. 1600.00.

The figures as indicated above will be applicable for the MA Programme in History (Major) of the University. The University will keep adequate financial provision for development, delivery, and maintenance of the programme presented as per the Programme Project Report.

9. QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAMME OUTCOMES:

9.1 Quality Assurance Mechanism

With regard to the quality concerns of the course materials, the department is involved in the following activities:

- i. The programme design and structure is decided after a series of discussions and deliberations with a team of a few carefully chosen subject experts, who are mostly eminent scholars and professionals from the reputed institutions of higher education. Formed with due approval from the University authority, this expert

- Committee is helped by the in-house department faculties while preparing the framework of the programme.
- ii. The next step after the completion of the framework preparation is the allotment of the assigned courses/papers (per course is composed of 15 units) to the assigned authors. The in-house faculties prepare a carefully chosen list of authors for the task. The in-house faculties also contribute their writings, besides the outsourced authors, who are mostly faculty members from different higher educational institutions of the region.
 - iii. The content editors are then roped in for the next round. The content editors, who are mostly academics from reputed higher educational institutions, look into the contents of the units and provide their suggestions and feedbacks to be included by the coordinator of the programme.
 - iv. After which, the materials are sent to the Language editor, who then looks into the language structure of the material written in English and give their necessary suggestions to be incorporated by the coordinator of the particular programme. The next step is that of printing and distributing the SLMs to the respective study centres.
 - v. The newly constituted CIQA Office is planning to conduct stakeholders meeting; SLM and Counselling Workshops which are expected to provide the University and the Department with required inputs for quality enhancement.
 - vi. In order to keep the programme updated, the programme is revised and necessary changes are incorporated for the benefit of the learners.

9.2 Expected Programme Outcomes:

As for the learning outcomes, the programme aims to equip the learners with the ability to:

- i. Exhibit the basic skills of historical understanding and analysis, including the use and evaluation of various types of primary and secondary sources, and as a result write effectively and convincingly.
- ii. Demonstrate broad historical knowledge and an awareness of the diversity of human experience that spans geography, time-frames, and ideologies.
- iii. Engage in meaningful, constructive, and collaborative discussion and teamwork with others.
- iv. Apply historical knowledge and skills to settings outside of the campus community such as internships, research, and professional careers.

ANNEXTURE-I

MA (HISTORY) PROGRAMME STRUCTURE

SEMESTER	COURSE CODE	CREDIT	TITLE OF THE COURSE
I	PGHT S1-01	4	Historiography and Concepts in History
	PGHT S1-02	4	State and Polity in Assam (From Early Times to 1228 CE)
	PGHT S1-03	4	History of Revolutions
	PGHT S1-04	4	History of East Asia (1839-49)
II	PGHT S2-01	4	State and Polity in Assam (1228-1826)
	PGHT S2-02	4	Political and administrative History of India I
	PGHT S2-03	4	Political and administrative History of India II
	PGHT S2-04	4	Political and administrative History of India III
III	PGHT S3-01	4	Twentieth Century World
	PGHT S3-02	4	History of Colonial Assam (1826-1947)
	PGHT S3-03	4	Indian National Movement
	PGHT S3-04(A)	4	Economic History of Ancient India
	PGHT S3-04(B)	4	Economic History of Medieval India
	PGHT S3-04(C)	4	Economic History of Modern India
IV	PGHT S4-01	4	Environmental History of India
	PGHT S4-02	4	Women in Indian History
	PGHT S4-03 (A)	4	Socio-cultural history of Ancient India
	PGHT S4-03 (B)	4	Socio-cultural history of Medieval India
	PGHT S4-03 (C)	4	Socio-cultural history of Modern India
	PGHT S4-04	4	Dissertation

ANNEXTURE II

COURSE WISE DETAIL SYLLABUS OF MA IN HISTORY

SEMESTER -I

PGHT S1-01: Historiography and Concepts in History

Unit 1: Meaning and Scope of History

Meaning of history, Collection and Selection of Data, Evidence and its transmission, Causation

Unit 2: History and other Discipline

Anthropology, Geography, Economics, Sociology, Political Science, Linguistic, Literature

Unit 3: Traditions of Historical Writings (I)

Greco-Roman traditions, Chinese tradition

Unit 4: Traditions of History Writings (II)

Medieval Historiography- Western, Arabic, Persian

Unit 5: Emergence of Modern Historical Writings (I)

Enlightenment and Romanticism in History

Unit 6: Emergence of Modern Theories of History (II)

School of Scientific History: Ranke

Unit 7: Traditions of History Writings (III)

Positivism, Whig

Unit 8: Marxist Historiography

Origin, nature, impact

Unit 9: Towards Total History

Lucien Febvre, March Bloch and Annales School

Unit 10: Structuralism

Concepts, Impact on History

Unit 11: Post-Structuralism and Post Colonialism

Concepts, Impact on History

Unit 12: Post Modernism in History

Concept, Impact on History and challenges

Unit 13: Indian Historiography I

Imperialist

Unit 14: Indian Historiography II

Nationalist

Unit 15: Indian Historiography III

Marxist and Subaltern

PGHT S1-02: STATE AND POLITY IN ASSAM (From early times to 1228 CE)**Unit 1: Sources**

Literary, Archaeological

Unit 2: Historiography

Historiography on ancient Assam

Unit 3: Geographical Setting

Geographical Location and Settlement

Unit 4: Epic -Puranic Myth and Legend

Narakain different ancient texts, his successors

Unit 5: Theories on State Formation

Voluntary theory, Saptanga theory

Unit 6: Early State Formation: The Kamarupa State

Polity and Administration

Unit 7: Emergence of Cultural Centers

Doyang Dhansiri Valley, Bhismanagar, Kapili-Jamuna Valley

Unit 8: Economy

Agriculture, Trade and Craft

Unit 9:Development of new Social Ideas

Caste and Class

Unit 10:Religion

Saivism, Vaishnavism, Saktism, Buddhism

Unit 11: Architecture

Different types of architecture in ancient Assam

Unit 12: Art and Sculpture

Different designs of Art and Sculpture

PGHT S1-03: HISTORY OF REVOLUTIONS**Unit 1:Concept and Nature of Revolution**

Definition, Nature, and Characteristics of Revolution

Unit 2:Revolutions and Ideologies

Intellectuals, Idea of Progress, Empowerment of the People, Revolutions as Resistance

Unit 3:The Glorious Revolution in England

Background- Oliver Cromwell and the English Civil War, Causes for the outbreak of the Glorious Revolution, Impact-The Bill of Rights (1689)

Unit 4:The American War of Independence

Origin, Course of the War, Treaty of Paris, Impact of the War- The Bill of Rights

Unit 5:The French Revolution

Intellectual Origins and Old Regime, French Peasantry and the Revolution, Women and their role

Unit 6:The French Revolution and its Aftermath

Impact of the Revolution- Emergence of New Socio-Political Order, Napoleon and the Revolution

Unit 7:Revolutions of 1830 and 1848 in France

Causes, Impact on Europe, Paris Commune

Unit 8: The Russian Revolution of 1905

Crisis of Feudalism, Socialism in Russia, The Revolution of 1905 the

Unit 9: The Russian Revolution 1917

October Revolution of 1917, Lenin and Stalin, Programme of Socialist construction

Unit 10: China in Early 20th Century -I

Sun-Yat Sen and the Revolution of 1911

Unit 11: China in Early 20th Century -II

Mao-Ze-Dong and Communism in 1949, Cultural Revolution in China

Unit 12: Mexican Revolution

Background and Causes, Course of the Revolution, Result

Unit 13: Cuban Revolution

Background, Causes, Course of Warfare, International Reaction

Unit 14: Iranian Revolutions

Iranian Revolution, Shah Regime and role of America, Islamic resistance

PGHT S1-04: HISTORY OF EAST ASIA (1839-1949)

History of Japan

Unit 1: Feudal Japan

State and Society

Unit 2: Tokugawa Japan and the Western Powers I

Rise of the merchant class, Introduction of monetized economy Opening of Japan, Treaties with foreign powers (Kanugawa, Harris Treaty), Fall of the Tokugwa Shogunate

Unit 3: The Meiji Restoration and Modernisation of Japan

Nature and Philosophy, Modernisation of Japan: Economic, Political and social

Unit 4: Rise of Japan as World Power

Sino Japanese War, Anglo-Japanese Treaty, Russo-Japanese War, The annexation of Korea, World War I and Twenty One Demands, Paris Peace Conference, Washington Conference

Unit 5: Democracy in Japan

Rise of Political Parties, Growth and decline of Constitutionalism

Unit 6: Japan between the Wars

The Manchurian Invasion of 1931, Second Sino-Japanese War, Anti-Comintern Pact, Berlin-Tokyo-Rome Axis, Industrialisation

Unit 7: Japan and World War II

Role of General Tojo, New Order, Greater East-Asia co-prosperity zone, The dropping of Atom Bomb by U.S.A. and Surrender of Japan

Unit 8: Post-War Japan

Disarmament and Demilitarization; Democratization - New Political System, Economic resurgence of Japan

History of China**Unit 9: Understanding China**

Society, Economy, Polity, Confusion

Unit 10: Opening Up of China

Canton Trade, First Opium War, Second Opium War, Open Door Policy

Unit 11: Popular Reform Movements

Taiping Rebellion, Boxer Rebellion

Unit 12: Emergence of Nationalism in China

Second Reform Movement of China 1901-1908, Revolution of 1911, Dr. Sun Yat Sen

Unit 13: Political Movement in China

Developments of new intellectual Ideas, May Fourth Movement- Its Nature and Significance, Political crisis of 1920, Nationalist party or KMT

Unit 14: China during the World Wars

China in WW I, China in WW II

Unit 15: Communist Movement in China

Establishment of Chinese Communist Party, Rise of Mao Tse Tung: Making of the Red Army, the Second United Front, Civil War, Causes and Significance

SEMESTER-II

PGHT S2-01: STATE AND POLITY IN ASSAM- II (1228-1826)

Unit 1: Sources of Medieval Assam

Literary Sources, Archaeological, Foreign Sources

Unit 2: Early Foreign invasion in Assam

Turko-Afghan Invasions, Muhammad-Bakhtiar Khalji, Ghiasuddin Azam of Bengal, Hussain Sahis of Bengal

Unit 3: State formation in Medieval Assam –I

State formation of the Ahoms,

Unit 4: State formation in Medieval Assam –II

Chutiyas, the Buhyans and Kacharis

Unit 5: Expansion and Consolidation of the Ahom Empire

Conquest of the Chutiya Country, Occupation of the Kachari Kingdom, Westward Expansion

Unit 6: Society, Economy and Religion of the Ahom Kingdom

Society, economy and Religious practices

Unit 7: Ahom-Mughal Relations

Invasion of Mirjumla, Battle of Saraighat

Unit 8: The Koches

Origin of the Koches, Visva Simha, Naranarayan & Chilarai , Partition of the Koch Kingdom,

Unit 9: Society, Economy and Religion of the Koch Kingdom

Social condition, Economic condition and Religious practices of the Koches

Unit 10: Ahom-Koch Relations

Nature of relationship, results

Unit 11: Cultural and Architectural Developments in the Medieval**Period-I**

Palaces, Temples and other monuments of Ahom dynasty

Unit 12: Cultural and Architectural Developments in the Medieval**Period-II**

Literature and Culture in the Pre-Vaishnavite movement, Centre of Pro-Vaishnavite, Architecture of Vaishnava institutions

Unit 13: Women in the Medieval Assam

Social Position, Political Position

PGHT S2-02: POLITICAL AND ADMINISTRATIVE HISTORY OF ANCIENT INDIA**Unit 1: Historiography**

Historiography on ancient India

Unit 2: Sources

Literary Sources, Archaeological Sources

Unit 3: Perspectives

State and Society as represented in Colonial writings – Oriental Despotism and Asiatic Society – Asiatic Mode of Production Debate – the nationalist response –Marxist intervention

Unit 4: Background to evolving political patterns (2500-600 B.C.E)

Harappan Culture, Early Vedic & later Vedic polity, transition from tribal polity to state

Unit 5: State formation in the Ganga Valley

Pre-state situation in the Middle Ganga Valley – Lineage Society – Processes of transition from Lineage to State – booty capture and redistribution – contending definitions of power and the centrality of the *raja* – rituals and legitimation.

Unit 6: Republics

Characteristics of Ancient Republics, their Constitution according to Panini, Republics in Buddhist Literature

Unit 7: Kingdoms and Monarchy

Geographical Distribution and its importance – trade and urbanisation– stratification of society and the consolidation of *jati*- The incipient state and the *Varna*, NBP Economy and the Society, Second Urbanization, Mahajanapadas, Structural details of the republic and kingdoms, Emergence of Monarchy

Unit 8: Emergence of Empire (321-185 B.C)

Rise of Magadha, The Tribal confederacies – The Structure of the Nanda Monarchy

Unit 9: Mauryan State

The Formation of the Mauryan Empire – The Structure of the State under Asoka, Maruyan Administration, Form of the State in the *Arthashastra*, Recent Interpretations of the Mauryan State, Debates on the nature of Mauryan State

Unit 10: Post-Mauryan Polity (200 B.C.-300 C.E)

(Sunga, Kushana, Satavahanas) the continuation of the *gana-samGhas*– the varying structures in the “successor states”–the experience in the Deccan under Satavahanas–the Tamil South, Administration

Unit 11: Evaluation of Classical Pattern

The Gupta Empire: Political processes under the Guptas – the “*samanta* system” and Indian feudalism – the concept of *dharma* – brahmana-kshatriya relations, Administration, land-grants

Unit 12: Post-Gupta Polity

Kingship and the structure of polity in early medieval India – the regional state

Unit 13: Post-Gupta Polity (North India)

Later Guptas, Moukharies, Thaneswara, Kamarupa, Harshavardhana, Palas, Senas, Gaura, Rajputs and their administration

Unit 14: Post-Gupta Polity (South India)

Cholas, Pandeyas, Pallavas

Unit 15: Post-Gupta Polity (Deccan)

Chalukyas and the Rashtrakutas

PGHT S2-03: POLITICAL AND ADMINISTRATIVE HISTORY OF INDIA -II

Unit 1: Historiography

Historiography on Medieval India

Unit 2: Sources of Medieval India

Literary, Archaeological, Foreign Sources

Unit 3: Foundation and expansion of Sultanate Rule

The Arabs of Sind, The Ghaznavids, The Ghoris, Dynasties of Delhi Sultanates-Slave, Khalji, Tughlaqs, Sayyaid and Lodi

Unit 4: Administration of the Delhi Sultanates

Central Administration, Provincial Administration, Land Revenue System

Unit 5: Downfall of the Delhi Sultanates

Factors responsible for the downfall of the Delhi Sultanates, Consequences

Unit 6: Rise of Provincial Kingdoms

Vijayanagar and Bahmani Kingdoms, Gujrat, Malwa and Jaunpur

Unit 7: Foundation of the Mughal Empire

Babur's Campaign, Political instability of India, Battle of Panipath, Humayun

Unit 8: Sher Shah Suri and the Second Afghan Empire

Sher Shah Suri and his expansionist policy, His administrative reforms, Significance of his rule

Unit 9: Mughal Empire under Akbar

Akbar's consolidation policies of expansion: his diplomatic Alliances and his religious policy

Unit 10: Mughal Empire under the Successors of Akbar

Jahangir, Shah Jahan, Aurangzeb

Unit 11: Mughal Administration

Central and Provincial Administration, Jagirdar and Mansabdar System

Unit 12: Downfall of the Mughals

Factors responsible for the downfall of the Mughals

Unit 13: The Rise of the Marathas

Shivaji: Background, His Conquests, Administration; Ascendancy of the Peshwas

Unit 14: Decline of the Marathas

Causes for the downfall of the Marathas, Its Significances

**PGHT S2-04: POLITICAL AND ADMINISTRATIVE HISTORY OF INDIA-III
(1857-1857)**

Unit 1: Early European Settlements in India

The Portuguese, the Dutch, Anglo-French Conflicts

Unit 2: Establishment of East India Company's Rule in Bengal

Battle of Plassey, Battle of Buxar

Unit 3: Robert Clive and his Reforms

Estimate of Robert Clive, Establishment of Dual administration in Bengal

Unit 4: Warren Hastings and his Reforms (1772-85)

Administrative Reforms, Relation with Oudh, Estimate of Warren Hastings

Unit 5: Parliamentary Interventions

Regulating Acts, Pitts India Act

Unit 6: Lord Cornwallis and his Reforms (1786-93)

Judicial Reforms, Police Reforms, Revenue Reforms

Unit 7: Anglo-Mysore Relation

Mysore: Anglo-Mysore wars

Unit 8: Anglo-Maratha Relation

Maratha: Anglo-Maratha wars

Unit 9: Anglo-Sikh Relation

Punjab: Anglo- Sikh relation, annexation of Punjab

Unit 10: Consolidation of British rule

New administrative structure, new economic policies

Unit 11: Lord Hastings and Establishment of British Paramountcy in India

Anglo-Nepal War (1814-18), Hastings and Indian States, The Pindaris

Unit 12: Lord Bentinck (1828-35) and his Reforms

Abolition of Sati and cruel rites, Suppression of Thugi, Liberal policy towards Press, Educational reforms, financial reforms, Judicial reforms

Unit 13: Charter Acts

Charter Acts of 1793, 1813, 1833, 1853

Unit 14: Frontier Policies

Afghan Policies, Auckland's Policy towards of Sind, Ellenborough and the annexation of Sind, Anglo-Burmese Wars

Unit 15: Instruments of Expansionism and Revolt of 1857

Subsidiary Alliance, Doctrine of Lapse, Army, The revolt of 1857

SEMESTER-III

PGHT S3-01: TWENTETH CENTURY WORLD

Unit 1: Legacy of Nineteenth Century

Growth of Capitalism and Imperialism (U.K, France, Japan), Liberalism and Socialism, Nationalism

UNIT 2: WORLD ORDER UP TO 1919

February Revolution of 1917, Background of the Russian Revolution, Causes of the Russian Revolution, Working of the Bolshevik Government, Lenin, Stalin, Wilson's Fourteen Points

UNIT 3: WORLD WAR I

Wilson's Fourteen Points, Origin of the War, Peace Settlements, establishment of Socialist order

UNIT 4: WW I AND ITS AFTERMATH

Problem of Reparation, End of Dynastic Empires, Formation of League of Nations

UNIT 5: WORLD BETWEEN THE TWO WARS

Quest for Collective Security, League of Nations, Geneva Disarmament Conference, Reaction of the European powers

UNIT 6: THE GREAT ECONOMIC DEPRESSION AND EUROPE

Economic Depression, Recovery and Losses, Crisis and Great Depression

UNIT 7: NAZISM AND FASCISM

Nazism in Germany and Fascism in Italy

UNIT 8: WW II

Origin, nature and results

UNIT 9: UNO

Formation, Different bodies, activities

UNIT 10: COMMUNIST REVOLUTION

Communist Revolution in China & its impact in the world politics

UNIT 11: NATIONAL MOVEMENTS AND DEMOCRACY

Nationalism movements and Decolonisation in Asia and Africa

UNIT 12: CULTURAL CHANGE

Changing Notions of Culture, making of ideologies- class, race and gender, creation of public space, creation of new cultural forms-romanticism to abstract art

Unit 13: Cold War and its Effects

Ideological and Political basis of Cold War, Pacts and Treaties, Tensions and Rivalries, NAM, Third World, Regional Tensions-Kashmir, Korea and Vietnam

Unit 14: Age of Progress

Cultural Revolution, Civil Rights Movements, Apartheid, Feminism, Science and Technology

Unit 15: Disintegration of Socialist block and end of Cold War

Genesis and process of disintegration-its impact on Society and Political order from bipolar to unipolar world system, Socialism in decline, Globalization and its economic and political impact

PGHT S3-02: HISTORY OF COLONIAL ASSAM (1826-1947)

Unit 1: Treaty of Yandaboo and its Significances

Yandaboo Treaty, Assam, Cachar, Manipur, Jaintia Hills and Khasi Hills

Unit 2: Political Restoration

Mattak, Khamti, Ahom Monarch (Purandar Singha)

Unit 3: Forward Policy

Garo, Lushai and Naga Hills, Relation with the Trans Inner Line Tribes

Unit 4: Early Colonial Administration

David Scott and His Administrative Measure, Jenkins Administration

Unit 5: Early Anti-British Resistance

Causes, Actors, Royalty and Aristocracy, Brahmaputra Valley, Cachar, Manipur, Khamti and Shinpho Rebellion, Teerut Singh

Unit 6: The Revolt of 1857 in Assam

The Uprising of 1857 and its Impact in Assam, Role of Maniram Dewan

Unit 7: Peasants Uprisings

Background, Phulaguri, Patharughat, Rangiya, Lachima

Unit 8: Emerging Political Associations

Early Organizations: RyotSabhas, Sarbojanik Sabha, Assam Association

Unit 9: British Revenue Policies

Revenue policies adopted by British in Assam

Unit 10: Imperial Expansion

Tea, Oil, Coal, Railway, Water way

Unit 11: Assamese National Sensibilities

Role of Language and Literature, Missionary activities, Rise of Middle Class

Unit 12: Ethnic Identity formation during National Movement

Bodo and Mising

Unit 13: National Movement and in Early Phase

Partition of Bengal and Swadeshi Movement

Unit 14: National Movement and in Later Phase

Non-cooperation, Civil Disobedience Movement

Unit 15: Towards Independence

Quit India Movement, Grouping Proposal and Sylhet Referendum

PGHT S3-03: INDIAN NATIONAL MOVEMENT

Unit 1: Concept of Nation and Nationalism

Imperialism, Colonialism

Unit 2: Historiography of Indian National Movement

Oriental, National, Marxist, Subaltern

Unit 3: Early Resistance

Popular Movements: Peasant & Tribal Revolts

Unit 4: Revolt of 1857

Background, Events, Impact, Significance

Unit 5: Nationalism: Early Phase

Rise of Political Associations, Foundation of INC and Moderate Phase,

Unit 6: Partition of Bengal & Swadeshi Movement

Causes, Events, Swadeshi Andolan, Annulment of partition of Bengal

Unit 7: Rise of Gandhi: Early movements

Gandhian Mobilisation-Kheda, Ahmedabad, Champaran, Non-cooperation movement

Unit 8: Revolutionary Extremist

Revolutionary Activities in the Inter War Period, Dalit Movements,

Unit 9: Civil Disobedience Movement

Background, mass mobilization, results

Unit 10: Trade Unionist and Left Politics

Trade Union Movements, Rise of Left Politics

Unit 11: Politics of Incorporation

Congress Policies towards Dalits, Peasants, Capitalists

Unit 12: Growth of Communalism

British Policies, Muslim League, Hindu Mahasabha

Unit 13: Constitutional Development and Electoral Policies

Constitutional development of 1909, 1919, 1935, Wavell Plan, Cabinet Mission Plan, Cripps Mission

Unit 14: Towards Independence

Quit India Movement, INA

Unit 15: Partition Politics

Demand for Partition, Partition, Impacts

PGHT S3-04 (A): Economic History of Ancient India**Unit 1: Historiography on economic history of ancient India**

Orientalist, Nationalist, Marxist, Subaltern

Unit 2: Sources

Literary sources, inscriptions, coins, material remains

Unit 3: The First Urbanization (2500-1500 B.C.)

Craft, Trade, Harappan towns

Unit 4: Continuity and Change (1500-700BCE) I

Pre-Iron Economy of Early Vedic Aryans, pastoral and semi-nomadic societies.

Unit 5: Continuity and Change (1500-700BCE) II

Economy of the Later Vedic period; Introduction of iron technology, arts and crafts.

Unit 6: The Second Urbanization (600-200 BCE)

Growth of agriculture, Craft, Trade, Guilds and towns in Ganga Valley

Unit 7: Trade and Commerce (200 BCE-300 CE)

Indo-Greek, Sakas, Kushanas in North India, Roman trade

Unit 8: Feudal Economy: Growth and Development

Early feudal economy (300-700CE), Feudal structure under Satavahanas and Guptas

Unit 9: Decline of Feudal Economy (700-1200CE)

Different factors responsible for the decline of the feudal economy,

Unit 10: Aspects of Economy in South India

Brahmadeyas and Agraharas; Temples as a centre of economic life.

Unit 11: Aspects of Economy in Northeast India: The Brahmaputra Valley

Agriculture, trade and commerce under different dynasties of north-east, barter economy, land grants and revenue collection.

Unit 12: Aspects of Economy in Northeast India: The Hill Areas

Hunting and gathering, *jhum* cultivation, terrace cultivation, iron smelting. Early Neolithic and megalithic cultures

Unit 13: Trade Routes in ancient India

Internal trade routes, external trade routes

Unit 14: Cities in ancient India: Case studies

Pataliputra, Ujjain, Mahabalipuram, Pragjyotisapura

Unit 15: Developments in Early medieval India

Changes in agrarian pattern, development of trade and commerce

PGHT S3-04(B): ECONOMIC HISTORY OF MEDIEVAL INDIA

Unit 1: Indian Economy on the eve of Turkish Conquest

Iqta and Khalisa, Collection of Kharaj on Agriculture, Land Revenue Administration

Unit.2: Economy under Sultanate period

Alauddin Khalji's Market Regulations, Agriculture, Cropping pattern, Expansion and Improvement, Irrigation system

Unit 3: Currency System under the Delhi Sultanate

Muhammad-bin Tughlaq's policies, Taxation, Currency

Unit 4: Land Revenue Administration

Land Revenue, Sher Shah Suri's Reform, Method of Assessment, Madad-i-mash holders, Jagirdars

Unit 5: Trade and Commerce

Trader's guild, medium of exchange, Trading Practices

Unit 6: Agrarian Economy in the Deccan

Agrarian Expansion in the Godavari, Krishna, Kaveri and Periyar banks - Agrarian Technology, Tank Irrigation, Agrarian Relations, Crafts Production

Unit 7: Trade in the Deccan and Southern India

Long distance trade and Nagarams- Temples and Merchant Corporations like Ticai - ayirattainnuruvar, Manigamam, Nanadesi etc. Commercialization, Coins and Currency

Unit 8: Agriculture in the Vijayanager Empire

Agrarian Relations, Crafts, Commerce and Towns, Coins of Vijayanagar - Inland and Overseas trade

Unit.9: Economy under the Mughals

Agriculture, Trade and Commercial Activity

Unit 10: Land Revenue System under the Mughals

Todar Mall's Reform, Land Revenue assignment the Mansabdars and the Hereditary Rajas - Jagirdari system under the Mughals.

Unit 11: Industry

Textile and Agro-based, Metal Technology

Unit 12: Towns and Urban Centres

Rise of Urban Centres, Trade Centres, Market networks, Port Complexes

Unit.13: Agrarian Taxation under the Mughals

Taxation system, Currency under the Mughal Empire.

Unit 14: Advent of European Commerce in Mughal India

Portuguese domination in Indian Ocean, East India Company, Dutch and intra-Asian trade and internal trade in India

Unit 15: Agrarian Crisis and Peasant Revolts

Causes of discontentment, Revolts

PGHT S3-04 (C): ECONOMIC HISTORY OF MODERN INDIA

Unit 1: Development of Economic History in Modern India

Indian economy in the mid-18th century, nature of economy: rural and urban, regional formations

Unit 2: Early Phase of Colonial Economy

Mercantilism, Decline of Traditional Industries, Drain Theory, British Overseas Trade

Unit 3: Agrarian Settlements

Permanent, Ryotwari, Mahalwari settlement, Commercialisation of Agriculture, Rural Indebtness, Famine

Unit 4: Change in Industrial and related Spheres

Emergences of new industries, railway and economy, Banking and Currency

Unit 5: Land and Agriculture

Land, Market and Agricultural Price, Commercial Agriculture

Unit 6: Trade and Finance

Foreign and internal trade, Agency Houses and indigenous modern banking

Unit 7: Labour

Slavery, abolition of slavery

Unit 8: Legal Regulation of the Economy

Contract and Custom; Land Regulations, Debt and Commercial Law

Unit 9: The World of the Migrant

Calcutta, Bombay, Burma; Fiji and Trinidad

Unit 10: Economy and Women

Economic' and 'power' relations in colonial India; the absent women of 'Economic History'

Unit 11: Colonial Society

Economic and social stratification; indebtedness

Unit 12: Colonial Economy

Famines; migration and disease

Unit 13: The Great Depression and After

The Constitutional Settlement of 1935 Structural changes in the British and Indian economies: towards a new policy in trade and manufacturers

Unit 14: Impact of Colonial Regime

Workers protest, Labour Politics, Labour and Regulations

Unit 15: Economy in Independent India

Towards a planned 'mixed' economy for the Republic of India

SEMESTER IV

PGHT S4-01: ENVIRONMENTAL HISTORY OF INDIA

Unit 1: Historiography and Concepts

What is environmental history, Concepts in Environmental history: environmentalism, deep ecology, eco-feminism, wilderness, etc. Historiography of Environmental History (Marsh, Turner, Hughes, Worster, Forster etc) Indian (Guha, Gadgil, Arnold, etc)

Unit 2: Themes in Environmental History and Modes of resource Use

Environmental history Themes: Water, Forests, natural disasters, climate change; Modes of Resource Use Gathering, Nomadic Pastoralism, Settled Agricultural Mode and Industrial Mode

Unit 3: Environment and Society in Pre-colonial India

Geographical Background of the Indian Subcontinent: Physical divisions, flora and fauna, Ecology of the Harappan Culture and its decline: the Environmental factors

Unit 4: Forest and Land use in pre-colonial India

Use of iron implements; Agricultural Expansion and Deforestation in the Gangetic Valley; Forest as economic and cultural space

Unit 5: Forests in Colonial India

Making of British Forest Policy in India: Forest Acts of 1878 and 1927 Impact of British Forest Policy: Deforestation and Ecological change in India. Impact of Railway Construction on Forestry during the colonial period.

Unit 6: Commercialisation of nature

Exploitation of Forest Produce; Major forest produce and minor forest produce

Unit 7: Commercial Agriculture and environment

Commercialisation of agriculture, plantation economy, agro-forestry

Unit 8: Man and the Animal World

Hunting for subsistence to hunting for pleasure; games reserve; domestication and economic uses of animals; wild life protection.

Unit 9: Water and its uses

Irrigation system, bunds and tanks, aquifers, hydrological technology of Mughal India, Water and its uses in colonial India

Unit 10: Environment in post-Colonial India

Conservation Policies in Post independence Period; Social Forestry Development versus environment debate

Unit 11: Environmental movements

Chipko Movement, Narmada Bachao Andolan, Movement against the Lower Subansiri dam. Dams and Mines: Problems of displacement, Loss of Livelihood and Problems of Rehabilitation

Unit 12: Environmental setting of North East India

Ecological setting of North East India: bio-diversity, Habitat mosaic, Shifting Cultivation: Culture and environmental impact.

Unit 13: Land - use pattern in North East India

Pre-colonial land use pattern; colonial forestry and the plantation economy, CPRs, Customary Rights.

Unit 14: Post-colonial environmental situation

Natural disaster: the 1950 earthquake, colonial continuum, extension of plantation economy, flood and erosion, big dams and resistance.

Unit 15: Environmentalism and India

Colonialism as an ecological watershed, NGOs, judicial activism, Climate change and India's international role, problem of waste and waste management, Swachh Bharat Abhiyan.

PGHT S4-02: WOMEN IN INDIAN HISTORY**Unit 1: Feminist Movements and Development of Women's History**

Concepts and Ideas- Gender, Patriarchy, Sexual Division of Labour, Third World Feminism

Unit 2: Doing Women's History I

Approaches: Marxist, Psychoanalytical, Radical, Liberal, Socialist, Post-Modern, and Existential

Unit 3: Doing Women's History II

Sources: Archival, Non-Archival; Methodology-Re-examining Traditional Sources: Oral History and Traditions

Unit 4: Women in Early Indian Societies

Vedic period, Epico-Pauranic Period, Mauryan Period, Gupta Period and Post-Gupta Period

Unit 5: Women in Medieval India

Position of women in Sultanate period, Manliness in Mughal court culture, Marginalized women: prostitutes, courtesan, entertainers, gender relation in literary texts

Unit 6: Religion and Women I

Textual Traditions, Rituals and Identity in Brahmanical, Jainism, Buddhism, Islam, Sikhism, Christianity (Mira Bai, Panch Pir, Karni Mata)

Unit 7: Religion and Women II

Ritualistic Traditions in Islam, Sikhism, Christianity

Unit 8: Emancipation of Indian Women I

Colonial State and Women's Emancipation, Social Reform movements, Women Education (Pandita Ramabai, Maharani Mataji Tapaswini)

Unit 9: Gender Identities

Nationalism (freedom Movement), Communalism (Partition and Hindu Right)

Unit 10: Popular Culture and Women

Representation of Women: Print, Theatre, Cinema

Unit 11: Caste and Gender

Dalit Identities and Women, Dalit Feminism

Unit 12: Law and Women's Right

Legislations: Marriage, Dowry, Female Infanticide, Rape, Personal Laws, Property Rights

Unit 13: Women in Assam History

Pre-Colonial Period-Literature, Art: Colonial Period- Politics, Political Organization (Assam Mahila Samiti), Popular Culture

Unit 14: Women in Post colonial India

Diasporic Identities and Women, Women in Mass Movements, Voices in Literature (Mahasweta Devi, Arundhati Roy, Nirupama Borgohain)

Unit 15: Women in Politics

Emergence of Women Organizations, Constitutional Rights of Women: History and Debates, Role of Women in Politics (Indira Gandhi), Debates on Reservation

PGHT S4-03 (A): SOCIO-CULTURAL HISTORY OF ANCIENT INDIA

Unit 1: Historiography of ancient Indian Social History

Different historiographies on ancient Indian Social History

Unit 2: Sources

Literary and Archaeological

Unit 3: Indian Society in the Pre-Historic Period

Developments in the Paleolithic Age, Mesolithic Age, Beginning of food production, Early Village Settlements, Chalcolithic Communities

Unit 4: Harappan Society

Origin and Early Settlement, Urban Patterns, Religious practices, Ruling Elite, Decline of Urban Life

Unit 5: Early Vedic Society

Identity of the Indo-Aryans and their origin, Religion, polity, position of women, social set up

Unit 6: Later Vedic Society

Development of Kingship, Religion, Social set up, position of women

Unit 7: Post-Vedic Indian Society

Emergence and development of caste/*varna-jati* organisation (education, marriage, untouchability, slavery, etc.)

Unit 8: Early Indian Religious Traditions

Continuity and Change in Vedic and Puranic Religion, Saivism, Vaishnavism

Unit 9: Social protest in 1st millennium BCE in Northern India

Jainism, Buddhism, and other minor sects

Unit 10: Society in the Mauryan Age

Social set up, Religion, Economy

Unit 11: Post- Mauryan Developments in India

Social Impact of foreign invasions, Mahayana Buddhism and Schism in Jainism

Unit 12: Society under the Gupta Rule

Labour, Slavery, Untouchability, Women and agrarian structure

Unit 13: Society under the Regional Powers in the Post-Gupta Era

Religion, culture, social set up under the regional powers like Chalukyas, Pallavas, Cheras, Pandyas and Chola

Unit 14: Society in Early Medieval India

Proliferation of *Jatis*, Rajputanisation, Buddhism, Jainism, Bhakti Movement in South

Unit 15: Language and Literature

Development of Sanskrit, Tamil, Pali, Prakrit language and literature; emergence of regional languages.

Unit 16: Art and Architecture

Architecture: Secular architecture, temple architecture and regional styles;

Sculpture: Harappan, Mauryan, Sanchi, Mathura, Sarnath and Amaravati;

Painting: Rock art, Ajanta School, Bagh and Sittanavasal.

PGHT S4-03(B): SOCIO-CULTURAL HISTORY OF MEDIEVAL INDIA**Unit 1: Social Composition and Stratification**

Caste system and Slavery, Condition of Women and Devadasi Tradition, The Rural Gentries- The rural Gentries (zamindars), the Khudkast, the Pankast, Raiyatis

Unit 2: Urban Society

The Ruling classes, The Mercantile and Professional Classes, Rural-Urban Relationship

Unit 3: Forms of Dominance and Resistance

Land Control, Patriarchy and Rise of Religious Groups

Unit 4: Movements and Cults

Jagannath Cult in Odisha, Vaishnavite Movement in Eastern India (Sri Chaitanya)

Unit 5: Sufism

Its Origin and Orders, Beliefs and Practices, Leading Sufi Saints (Chisti and Suhrawardi)

Unit 6: Bhakti Movement

Philosophy of Bhakti movement, Teachings of Kabir, Nanak, Dadu, Tulsi Das, Namadev, Meera, Sankaradeva

Unit 7: Indo-Islamic Art and Architecture-I

Sultanate Period-calligraphy, Enamel work

Unit 8: Indo-Islamic Art and Architecture-II

Mughal Period- Mausoleum, Palaces, Forts

Unit 9: Regional Architecture

Different styles of Regional Architecture, Importance

Unit 10: Music

Sultanate period, Mughal Period, others

Unit 11: Paintings

Sultanate period, Mughal Period, Rajput paintings, others

Unit 12: Educational systems

Hindu and Muslim

Unit 13: Literature

Religious Literature, Secular Literature, Sanskrit Literature, Persian Literature-
Historical and Translational Work

Unit 14: Regional Literature

Regional Literature

PGHT S4-03(C): SOCIO-CULTURAL HISTORY OF MODERN INDIA**Unit 1: Towards Indian Renaissance**

Emergence and growth of the Indian Middle Class, The Indian Response –
Beginning of the ‘Indian Renaissance’ – The Young Bengal Movement, The
Brahmo Samaj and the Prarthana Samaj.

Unit 2: Colonial Perceptions of the Indian society

The Utilitarian, Evangelical and the Orientalists.

Unit 3: Revivalist Movement

The Arya Samaj, Ram Krishna Mission and Swami Vivekananda, The
Theosophical Society.

Unit 4: 19th century Social Reform Programmes

Thuggee, Female Infanticide, Human Sacrifice and Slavery

Unit 5: Women and Social Reform Programmes

Abolition of sati, widow remarriage, education, age of consent.

Unit 6: Movement against the Caste System

The Depressed Class Movement – Jyotirao Phule, Ambedkar, Perriar.

Unit 7: Gandhi and the Harijan Movement

Gandhi's role towards the upliftment of Harijan

Unit 8: Reform Movement among the Sikhs and Parsis

Background, nature, results

Unit 9: Regeneration of the Indian Muslims

The Wahabi and other Movements, - Sayyid Ahmed Khan and the Aligarh Movement

Unit 10: Growth and development of Modern education in India

Administrative measures: The Charter Act of 1813, Macaulay's Minute of 1835 the Wood's Despatch and the Downward Filtration Theory, Hunter's Commission Indian University Act, Sargent Scheme, Sadler Commission Report, Role of Indian Middle Class and the Missionaries

Unit 11: Growth and development of Modern Indian Art and Architecture

Churches, synagogues, structures Gothic architecture, Indo-European, Lutyen's Delhi.

Unit 12: The Press and the growth of Public Opinion

History of its growth, emergence of vernacular newspapers – Adam's Press Ordinance of 1832, The Press Law of Charles Metcalfe, Act XV of 1858, The Vernacular Press Act, Press Act s of the 20th century.

Unit 13: Development of Indian Languages and literature during the Colonial Era I:

Major trends in regional literature in the 19th and 20th centuries -North India, Eastern and North-Eastern India

Unit 14: Development of Indian Languages and literature during the Colonial Era II

Major trends in regional literature in the 19th and 20th centuries – Western India and South India.

PGHT S4-04 : DISSERTATION (100 marks)

The dissertation carries 100 marks and it is mandatory to submit the Dissertation before the completion of the programme.

a. TIME SCHEDULE FOR THE PROJECT

Sl No.	Topic	Date
1	Submission of the synopsis of the dissertation at the respective Study Centre	Upto 28 th February
2	Progress Report of the dissertation	1 st April to 15 April
3	Candidate should bring three copies of the dissertation along with them at the time of Viva-Voce	

b. TYPES OF DISSERTATION:

The Dissertation topic may be taken on any one of the following areas:

- The dissertation should be done in the specialisation area of MA course only.
- Comprehensive case study
- Evolution of any new conceptual / theoretical framework.
- Field study (empirical study)

c. DISSERTATION PROPOSAL (SYNOPSIS): Submission, Changes and Acceptance of Dissertation Proposal (synopsis):

- Learners are advised to send their dissertation synopsis and name and address of the dissertation guide to the Coordinator, Study Centre. The synopsis should include the following:

- Title of the Study
- Objectives and importance (significance) for the Study

- Research Methodology opted for the Study (stating nature, sources, collection of data; research tools and techniques to be used).
 - Limitations and Scope of the Study.
-
- If the learner wants to undertake a new dissertation by changing his/her earlier dissertation proposal, he will have to justify his new choice. Without valid ground and certification from his/her guide, no change in dissertation proposal will be entertained.
 - In any case, changes in dissertation proposal will not be allowed after submitting the second dissertation proposal. The second proposal will be considered as final.
 - It is necessary that the learners finalize their dissertation proposal well ahead of time.
 - It is to be noted that changes in dissertation proposal will not be entertained in the last month of the programme.
 - In order to complete the dissertation in due time, a learner should devote at least 120 days for his/her work. This time should be judiciously divided into various phases like field study & interview, data collection, data tabulation, data interpretation and data analysis.

d. DISSERTATION GUIDE:

- Existing faculties of the department of History of KKHSOU.
- Selected quality faculties (History) of other higher education institutes of the region.
