KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

Programme Project Report (PPR)
on

MASTER OF ARTS
(HISTORY)

(Two Year Postgraduate Programme to be offered from 2024-25 academic sessions onwards in CBCS mode)

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Submitted by
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KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

PROGRAMME PROJECT REPORT

MASTER OF ARTS (HISTORY)

1.   PROGRAMME OVERVIEW

MASTER OF ARTS (HISTORY) is a two year postgraduate programme proposed to be offered from July 2024 academic session onwards. The programme is offered in Choice Based Credit System (CBCS) mode in pursuance of the notifications, guidelines and regulations of the UGC released from time to time. Further, the programme also incorporates the broad and overarching ideals and principles of National Education Policy (NEP) 2020 while preparing the structure of the proposed programme. Besides, the framework proposed by the Draft National Credit Framework released in September 2022 has also been kept in view in designing the programme. In addition, the notification and the Model Framework of the Department of Higher Education, Government of Assam, dated January 25, 2023 regarding the implementation of the NEP 2023 in the State of Assam has also been considered in preparing the proposed programme.

The 35th Academic Council of the University has, accordingly, adopted various provisions of the Curriculum and Credit Framework of the UGC in terms of credit requirement, provision of lateral entry and exit, and adoption of multidisciplinary/interdisciplinary focus in designing and delivering different programme. Also, the assessment and evaluation method has also been revised to letter grades with Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA).

The Programmes on offer, thus, incorporate discipline specific core (DSC) courses along with a set of elective courses (DSE) both from disciplines as well as allied disciplines, which are expected to offer the learners wider exposure and opportunities. Besides, bundles of courses are also being provided as ability enhancement courses (AEC) and value added courses (VAC) to fulfil requirements of the NEP 2020.

Notably, the academic disciplines of the University are organised as School System; hence, it is

expected that implementation of multidisciplinary/interdisciplinary programmes and courses would be relatively smooth and undemanding. To this effect, learners are allowed to take courses from allied and/or related disciplines and necessary processes for attaching relevant faculty from related disciplines have been arranged. Further, Ability Enhancement Courses (AEC) has been included in first, third and fourth semesters, while Value Added Courses (VAC) has been incorporated in the first two and fourth semesters. In addition to these, Seminar and Project/Dissertation works have been incorporated in the second and fourth semesters of the programme. It has been expected that inclusion of seminar/project/dissertation will help offer an activity-based rich learning experience. The University has also registered in the Academic Bank of Credit (ABC) for seamless transfer of credit allowing flexibility to the learners as mandated by the NEP 2020.

The Centre for Internal Quality Assurance (CIQA) of the University has organised a number of meetings and workshops regarding the implementation of NEP 2020 in the context of ODL. With all the inputs, the faculty of the discipline with the help of Committee on Courses (CCS) and the Schools of Studies, involving outside subject experts drawn from Gauhati University as well as Cotton University (Guwahati) has designed the proposed Programme and the detail syllabi. This Programme Project Report (PPR) on Two-Year (semester-based, CBCS) PG Programme in History is an outcome of this process.

2.   PROGRAMME'S MISSION AND OBJECTIVES

The MASTER OF ARTS (HISTORY) programme has been offered by the Discipline of History, under the Surya Kumar Bhuyan School of Social Sciences, KKHSOU. This Master's programme in History has been designed in accordance with the UGC Regulations on Open and Distance Learning, 2020.As already mentioned, syllabus of this Programme have been finalised after a series of deliberations and discussions with academic experts in the respective field from universities of repute, viz., Gauhati University and Cotton University (Guwahati). The quality of Curriculum and Syllabus of this programme has been so designed to accommodate the recent developments in the field of Higher Education in general and the subject in particular. The PPR (Programme Project Report) and the SLMs have been sent to the Dean Academic for further approval by the Academic Council.

The overall mission of this programme is to create a pool of human resources that would have the capability of critically analyzing the socio-political and economic issues in the society and by applying their acquired skills can positively contribute towards betterment of the society. More specifically, the MASTER OF ARTS (HISTORY) programme aims at creating an academically

sound pool of human resources who can undertake either serious academic or research activities in the field of Historical Studies. To achieve this overall mission statement, the following specific objectives have been framed: To educate and train individuals from different walks of life, who are desirous to studyHistory.

(a) To provide theoretical knowledge in the field of History while encouraging interested individuals to take an inter-disciplinary perspective in the analysis of any historical events, so that their interest, motivation, skill level and employability are developed.

(b) To disseminate different historical ideas and theories that emerges in the regional, national and global academic level.

(c) To enrich knowledge gained from the important past historical phenomenon.

(d) To provide motivation for pursuing teaching or research activities in the field of Historical Studies.

The programme is expected to enroll more than 800 learners. The university has 263 LSCs offering various programmes.

3. RELEVANCE OF THE PROGRAMME WITH THE UNIVERSITY'S MISSION AND GOAL

The MASTER OF ARTS (HISTORY) programme offered by KKHSOU has been prepared conforming to themission and goals of KKHSOU. This programme follows the following mission and goals of HEIs:

(e) To expand higher education to cover maximum population.

(f) To maintain equity and justice in the field of higher education.

(g) To ensure quality and excellence in higher education.

(h) To create a pool of human resources that can undertake research on important social issues.

(i) To contribute towards growth and development of the country.

4. NATURE OF THE PROSPECTIVE TARGET GROUP OF LEARNERS

The nature of the prospective target groups of learners of this programme are as follows:

(j) The students who are desirous to obtain a Master's Degree in History.

(k) Persons unable to complete higher education in the normal course of time and who are interested in History.

(l) People living in rural and remote area and other disadvantageous conditions but desirous of higher education in History.

(m) People willing to continue learning while earning.

(n) Persons deprived of higher education in conventional system for variety of reasons.

(o) People who aspire for further learning and research in the discipline of History.

5. APPROPRIATENESS OF THE PROGRAMME TO BE CONDUCTED IN ODL MODE TO ACQUIRE SPECIFIC SKILLS AND COMPETENC

The MA programme in History is basically theoretical and therefore, is, in general, suitable for the ODL mode. The entire programme has been so designed that the learners can learn the different courses though undergoing the Self Learning Materials (SLMs) designed for the specific programme. Certain add-on resources, like CDs, community radio programme and counselling sessions conducted in the study centres, are expected to help the learners clarify their doubts, if any. Moreover, the readily accessible video lectures made by the concerned faculty also facilitates delivery of the proposed programme in ODL mode.

6. INSTRUCTIONAL DESIGN

6.1   Curriculum Design

The MASTER OF ARTS (HISTORY) programme has been so designed that it meets the standards of CBCS framework within the provision of the UGC ODL Regulations 2020. Further, the programme attempts at mainstreaming the fundamental principles underlying the NEP 2020 viz. academic flexibility, awareness about Indian as well as Assamese tradition and culture, ability and skill enhancement and imbibing values and cultures. Designed with the help of experts in the subject from other reputed universities in the region, the contents of the syllabi of the various courses offered under the programme are updated. The curriculum and syllabi have been approved in the Academic Council. It may be underlined that while preparing the syllabi, NEP-2020 Documents, UGC Distance and Online Education Regulations 2020, UGC LOCF Curricular Framework, Academic Integrity Regulation 2018, UGC-definitions-of-Degrees-July-2014, syllabi of other Universities and recommendations of Madhava Menon Committee have been consulted.

6.2   Programme Structure and Duration

The Two-year (semester-based) MASTER OF ARTS (HISTORY) programme has been designed according to the UGC CBCS Curriculum Framework, National Credit Framework 2022 (Draft) and the broad guidelines of NEP 2020. The courses have been incorporated such that as the learners move in the programme, they obtain theoretical concepts starting from the foundational to the intermediate and then to the advance level. Certain skills like presentation of a research paper in seminar have also been incorporated in the intermediate semesters. And as the learners move towards higher semesters, they can attain certain computing and research skills, which will help them to undertake a socially relevant project activity in the final semester.

The overall programme- structure of the MASTER OF ARTS (HISTORY) has been shown in Table 1 as given under:

Table 1: Programme Structure of MASTER OF ARTS (HISTORY)

Sem	DSC (Core)	Elective (DSE/GE)	AEC	VAC	Dissertation/ Seminar	Total Credits
I	State and Polity in Assam (From Early time to 1228 CE)	History of Revolutions/ Indian Political System	Any Course from the bundle of AEC1 *(4 credits)*	VAC I *(2 credits)*		22
	Political and Administrative History of India-I (From the early times to the Downfall of the Mughals)					
	History of East Asia (1839-1949)					
II	State and Polity in Assam-II (1228-1826)	Environmental History of India/Indian Administration		VAC II *(2 credits)*	1 Seminar *(4 credits)*	22
	Political and Administrative History of India-II (The Colonial Period)					
	Twentieth Century World					
III	History of Assam (1826-1947)	History of Science and Technology in India/Oral History	Any Course from the bundle of AEC2 *(4 credits)*			20
	India Since Independence					
	History and Historiography					
IV	History of Peasant and Working Class in India	India's Foreign Policy/ Heritage and Tourism in North East India			1 Project /Dissertation *(8 credits)*	24
	Cultural History of Assam					
	Nation and Nationalism					
Total	48 credits (12x4 credits)	16 credits (4x4 credits)	8 credits (2x4 credits)	4 credits	12 credits	88

Note: DSC: Discipline Specific Core; DSE/GE: Discipline Specific Elective/Generic Elective. AEC:

Ability Enhancement Course; VAC: Value Added Course (AECs and VACs may be selected from available basket, as may be offered from time to time).

*Adopted from the set of Generic Elective offered by the related/allied discipline.

The structure of the MASTER OF ARTS (HISTORY) Programme and detailed course wise syllabus are presented in Annexure I and Annexure II respectively. Relevant seminar and Project/Dissertation Guidelineshave been attached in Annexure III and IV respectively.

6.3   Duration of the Programme

The duration of the MA programme in History offered by the University is as follows:

- ➢   Minimum Duration   : 4 semesters (2 years).
- ➢   Maximum Duration   : 4 years.

In case, a learner is not able to qualify a course in its first attempt, he/she has to qualify in the particular course within the next four attempts, subject to maximum duration of the study.

6.4   Definition of Credit Hours

As per UGC ODL Regulations 2020, 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 120 hours of study. Out of the total credit hours, a minimum of 10 percent, i.e., minimum 12 hours of counselling per course are offered to learners at their respective study centres or through centralized online counselling. The semester-wise credit distribution of the programme has been shown in Table 2.

Table 2: Semester-wise Credit Distribution in MASTER OF ARTS (HISTORY)

Semester	DSC courses	DSE courses	AEC courses	VAC courses	Dissertation/ Seminary/ Project	Total credit in the semester
I	12	4	4	2		22
II	12	4		2	4	22
III	12	4	4 (3+1)			20
IV	12	4			8	24
Total Credits	**48**	**16**	**8**	**4**	**12**	**88**

DSC: Discipline Specific Core; DSE: Discipline Specific Elective. AEC: Ability Enhancement Course; VAC: Value Added Course

6.5   Faculty and Support Staff Requirement

The Discipline of History under the Surya Kumar Bhuyan School of Social Sciences of KKHSOU currently has 5 full time faculty members (Assistant Professors). However, as the MASTER OF

ARTS (HISTORY) programme includes courses from other disciplines (in the form of Generic Electives, AECs and VACs), hence it requires an interdisciplinary and multidisciplinary effort. Therefore, support of faculties from different schools of the University has been mobilized for its design and delivery. A list of assigned faculties against each course of the MASTER OF ARTS (HISTORY) programme has been shown in Annexure V. 60% of the SLMs are developed by the in house faculties.

Moreover, supports for required counselling to the learners will be provided through a network of well-qualified and experienced counsellors at their respective study centres. Besides the faculty, the University also has adequate numbers of other supporting staff to look after the learners' requirements of SLM preparation, delivery and distribution; timely conduct of examinations; providing IT enabled services; preparing digital and multimedia contents; addressing grievances and queries of the learners. The Regional Centres and the LSCs are also well- equipped with required support staff starting from the Assistant Regional Director to the CentreCoordinators and counsellors to the secretarial staff.

6.6   *Instructional Delivery Mechanisms*

The primary instructional delivery mechanism of the proposed Programme involves Self Study Materials (SLM) prepared for each course. The SLMs have been prepared keeping in mind the requirements of instructional design, especially in three domains viz. the behavioural domain, cognitive domain, and constructive domain. Accordingly, emphasis has been placed, while preparing the SLMs, on aspects of memorising, concept learning, reasoning, understanding, problem setting as well as problem analysing.

In planning, designing and preparing the SLMs and other instructional delivery mechanisms the faculty of the discipline has taken the lead and also played the major role. The faculty members of the discipline have been engaged as the content writers as well as content editors. In addition, help from outside resource persons across the state and country has also been sought in preparing the SLMs. Senior/retired Professors, Associate Professors and Assistant Professors from different Universities and Colleges have been engaged as SLM writers, content editors, translators and language editors.

The Self Learning Materials have been prepared keeping in mind the requirements of instructional design. Particular attention has been given so that the basic three domains of knowledge, viz., the behavioural domain, cognitive domain, and constructive domain can be addressed. In general, the university offers printed SLMs and the same in audio-visual formats. Apart from that, plans are being made to deliver the MASTER OF ARTS (HISTORY) Programme

through LMS. The LMS consists of four quadrants: video lectures, downloadable/printable reading material, self-assessment tests through tests and quizzes, and an online discussion forum for clarifying questions. As majority of the learners are from rural areas and disadvantage groups, attempts are made to make the SLMs easy to read and easy to understand with the following major components:

   (a) **Learning Objectives** (major objectives of the unit are stated)

   (b) **Introduction** (linkage with previous unit as may be applicable and general introduction of the content is provided)

   (c) **Check Your Progress** (generally after every section CYP is provided to learners to gauge their understanding)

   (d) **Answers to Check Your Progress** (CYP answers are provided at the end of the Unit)

   (e) **Activity** (activities for enhancing learners' critical outlook is included in SLM)

   (f) **Let us Know** (Depending on the necessity some important information related to the content is provided in a box)

   (g) **Let us Sum up** (pin pointed summary of the unit is given)

   (h) **Further Reading** (this section has been incorporated for those learners who are interested in advance knowledge of the content)

   (i) **Model Questions** (Different types of questions have been provided in the unit).

All the learners are proposed to be provided with print SLMs for all the semesters. The learners will also be given access to the e-SLMs simultaneously. The University also has its own LMS – e-Bidya with the four quadrants i.e. video lectures, downloadable/printable reading materials, self- assessment tests and quizzes, and an online discussion forum for clarifying doubts and queries. For efficient and enhanced instructional delivery of the proposed Programme, the LMS of the University will be utilised to the optimum level.

6.7   *Identification of Media–print, Audio or Video, Online, Computer Aided*

All learners are provided with Self Learning Materials, which are comprehensive in terms of the contents of the syllabus. These learning resources are prepared with the help of resource persons across the state/country. Senior/Retired Professors/Associate Professors/Assistant Professors from different Universities/Colleges are engaged as SLM writers and Content Editors. In addition, certain topics are also covered through community radio programmes broadcast through the 90.4 FM *Jnan Taranga* Community Service Station of the University. Most of the audio-video programmes are accessible online through YouTube videos.

6.8   *Learner Support Services*

The learners of the proposed postgraduate programme in History would be provided with a

wide range of support services helping them to imbibe the required knowledge and skills; to seek avenues in gainful employment; to go for higher studies; and to provide in-depth disciplinary as well as multi/interdisciplinary knowledge. Learner support services of the proposed Programme include, inter alia, the followings:

(a) **KKHSOU City Campus:**
The KKHSOU City Campus at the heart of Guwahati city organises training for coordinators, counsellors, and other functionaries. The City centre provides a venue for learners and academic counsellors to interact on a particular subject matter. Responsibility for admission, distribution of SLMs and Examination also lies with the City Campus. Besides, faculty of the University conducts online counselling regularly which is open to learners from all study centres. The City Campus has the provision of walk-in-counselling for the learners in all working days. In addition, the City Campus hosts a model study centre fully managed and maintained by the University with all infrastructural facilities including regular face to face counselling by the University faculty and outside subject experts.

(b) **Regional Centres:**
The Regional centre of KKHSOU located at Jorhat in upper Assam provides training for coordinators, counsellors, and other key functionaries. The centre provides a venue for learners and academic counsellors to interact on various matters, responding to their quarries and clearing their doubts. Responsibility for Admission, distribution of SLMs and Examination in select districts of upper Assam also lies with Regional Centres. Establishment of some other regional centres is in the pipeline.

(c) **Study Centres/Learners' Support Centres:**
Study centres are the backbone of an open and distance learning institution. On behalf of the University, the study centres cater to the various requirements of learners, such as, admissions related information, delivery of SLMs, conduction of counselling sessions, distribution, collection and evaluation of assignments, completion of various requirements of formative and summative assessments etc. The study centres, throughout the state, handle these affairs on behalf of the University. There are at present 263 study centres providing these support services to the learners.

(d) **Pre-admission Counselling:**
In cooperation with the study centres, the University provides pre-admission counselling for all the programs through online and offline modes. It provides basic information about the various aspects of the Programme viz. salient features of the Programme, eligibility and cost of the Programme, modes of delivery of the Programme, details of counselling sessions, assessment processes and opportunities and options

available after completion of the Programme to the learners. Also, Programme specific pre-admission counselling isalso provided to the aspiring learners. Siksharthi Mitra:

A few employees of the University have been engaged as Siksharthi Mitra in order to provide necessary information and assistance to the learners including the technical support during the online admission process. This facility is available in the City Campus of the University.

(e) Learners' Charter:

The University has brought out a Learners' Charter, which can be accessed at https://kkhsou.ac.in/web/index_page_details.php?page=TWxXNXpxdHZ5eVlYYmFxNkI2SHI5Zz09&title=learners-charter, pronouncing the basic rights and responsibilities of its learners and those of the University to the learners. In the Induction Programmes at the Study Centres, the learners are sensitized about this Charter.

(f) Handbook/SOP:

The University has brought out a Learners' Handbook with all necessary information and guidelines and Handbook for the Study Centres https://kkhsou.ac.in/web/storage/uploads/pdf/Handbook-for-the-Study-Centres-PDF--20231228023634.pdf in addition to a Standard Operating Procedures (SOP) of Examination https://kkhsou.ac.in/web/index_page_details.php?page=Nkp6OVk0NVdXT1BjVDJWZUVtN2ZDQT09&title=rules-and-regulation-and-sop which can be used by the learners for deriving required information and also for assistance in myriad situations.

(g) Audio CDs for Visually Impaired Learners:

The visually impaired learners are provided with free audio SLMs in CDs to overcome their difficulties of learning. The University has installed Braille printers for this category of special learners in the University SLM branch.

(h) Face-to-face/Online Ticketing/Complaint System:

Learners' queries are attended to in the face-to face mode and digital mode as well in a continuous way, through telephone, SMS and emails. There is a dedicated online portal https://kkhsou.ac.in/web/index_page_details.php?page=cy9oSHdRK1ZaMFc0V3BlQUhWS1hjdz09&title=grievance-redressal through which the queries received are automatically moved to concerned department for solving the same. Once the problem is solved, the learner is informed by SMS and email. The University also has a single window grievance redress cell for handling the grievances of the learners.

(i) Face to face, online and walk-in Counselling:

The learners of all programmes are provided with face-to-face counselling at the study centres. The University also provides face-to-face counselling to learners at the

University's Model Study Centre located at the City Campus Sundays by its faculty and other qualified and experience counsellors. Besides, the University faculty offers online counselling to all learners on a regular basis for various programmes. The routine is made available through the University's website and the links are shared through the mentoring groups. Further, the University's City Campus also provides walk-in-counselling to the learners on all working days wherein they get an opportunity to come to the City Campus of the University and meet the concerned faculty for clarification of their doubts and queries.

ICT Support:

ICT support is a major component of any ODL system of education. Some of the important ICT-based support services provided by the University for the learners are briefly described below:

Website: The University has a full-fledged official website www.kkhsou.ac.in which contains all relevant information and resources for learners and the general public. It has a Learners' Corner https://kkhsou.ac.in/web/index_learners_zone.php that contains exhaustive information and links to useful resources. It also provides links for downloading e-SLMs, assignments, e-admits, e-mark-sheets etc. besides important notices and latest news. Furthermore, the Website provides links to social-networking sites like Facebook where learners, faculty members, and stakeholders can interact. Additionally, the site offers a tailored search by Programmes and Study Centres. Also, most of the audio-visual learning resources are accessible online through YouTube videos (accessible at https://www.youtube.com/user/kkhsou)

University's Own LMS e-Bidya: As part of its ongoing attempts to enhance student learning, the University has developed a Learning Management System (LMS) portal called e-Bidya using open source MOODLE which can be accessed via https://lmskkhsou.in/web/. The site allows learners to access e-resources 24 X 7, regardless of where they are in relation to the particular programme they are enrolled in. It contains all four quadrants including video lectures and tutorials and the reading materials. Learners can also interact with experts through the discussion forum. Learners can experience the benefits of online learning through their mobile devices as well. The proposed Programme will also be made available in e-Bidya with all resources for all learners enrolling in the Programme.

E-Mentoring: The University introduces an innovative e-mentoring system where a group of learners enrolled in a Programme is placed under the mentorship of a faculty of the University from the concerned discipline. This facilitates a bonding between the mentor and the mentees helping the learners to continue their studies with self-

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confidence, self-esteem, morale, and a feeling of identity. The main objective of this initiative is to help learners minimise personal difficulties and identify the obstacles they face in matters related to academic as well as non-academic. During this process, they are also guided to develop appropriate learning strategies for overcoming these difficulties and problems. The e-mentoring system, utilises the Telegram App and/or WhatsApp, and helps learners derive all the benefits of open and distance learning at their finger tips instantly.

Community Radio Service:

The University introduced the first Community Radio station in the North Eastern part of the country Jnan Taranga (90.0 MHz). The Community Radio, being a platform for the Community for taking up Community issues, is also a platform for broadcasting educational programmes. This includes debates, discussions, talk shows and phone in Q & A sessions with the learners. Recently, the programmes of Jnan Taranga are made available over internet radio, which can now be heard by all learners though https://kkhsou.ac.in/web/jnan-taranga/index.html

(j) Digital Library:

The digital library https://kkhsou.ac.in/web/index_sections.php?aca=am4vMUpQUmNIS08wSW9IL0ZRb W0rZz09&title=krishna-kanta-handiqui-library-system of the University hosts a large number of resources which include documents, SLMs, e-books, conference/seminar proceedings, faculty publications, theses and dissertations etc. Links are also provided to other open access resources which can be easily accessed by the learners.

(k) Online Counselling:

The University's faculty conducts online counselling sessions through different online platforms like Zoom, Google Meet, and Cisco WebEx etc. Sessions are also conducted through Facebook Live on examination related issues especially during the time of pandemic. Most of the online counselling sessions are recorded and archived as additional digital learning resources for the use of the learners.

(l) KKHSOU Mobile App:

The University has developed a mobile application KKHSOU that allows students to access the university website 24x7. The main purpose of this application is to provide the relevant information to all learners in an easily accessible manner. Using this application, learners can view the course information, fees structures based on their requirements. At the same time they can directly call any study centre of KKHSOU. Learner can download assignments, old question papers and other important forms.

(m) SMS Alert Facility:

The University has implemented an SMS alert system for learners for sending notification of university news, events, and similar other learner-related information.

(n) E-mail Support:

Learners can also write emails to any officials/faculty members of the University at info@kkhsou.in and grc@kkhsou.in. Concerns raised through email are addressed by the concerned officials or faculty members. Apart from that, the email and phone numbers of all faculty members are available on the website and Information Brochure. Any learners can write directly to them as well for any kind of support and assistance.

(o) KKHSOU in Social Media:

KKHSOU has incorporated social media like Facebook pages (https://www.facebook.com/groups/272636986264210) WhatsApp group, Twitter Account (https://twitter.com/KKHSOU1?s=09) to its official website that enables interaction with the learners on a real time basis. The Facebook page also allows moderated discussions within as well as among the learners' Community.

7. PROCEDURE FOR ADMISSIONS, CURRICULUM TRANSACTION AND EVALUATIONS

7.1 Procedure for Admission

(a) **Minimum Qualification:** For the MASTER OF ARTS (HISTORY) programme, learners need to have a UG Degree pass or equivalent qualification (in any stream/subject) from a UGC recognisedUniversity recognized by UGC.

(b) **Online Admission:** Admission to the proposed Programme will be conducted entirely in online mode through the University's Online Admission Portal. The learners have to register first in the portal providing their email and mobile number. After successful registration, the login credentials are provided to their registered email and mobile numbers. Learners can login to the admission portal using the credentials provided to them and then fill up the online application form and upload all required supporting documents and photograph. They can choose their subjects and preferred study centres. Upon completing all the requirements of application process they can make online payments of the requisite fee via net banking, credit/debit card, UPI or by using the QR code. Once the fee is paid, they can get their enrolment receipt with their enrolment number and get a print out of the application form for future reference. On completion of the admission process the learners receive a welcome email with all relevant information and links to various digitalresources for instant access.

(c) **Refusal/Cancellation of Admission:** At the time of admission the learners have to submit a declaration that all information and document provided by her/him at the time

admission are, correct, true and valid. If, however, any false declaration is detected at any stage, the University has the authority to refuse, reject and/or cancel his/her admission, mark sheets, certificates etc., as the case may be.

(d) **Continuous Admission:** The University practices the system of continuous admission. By paying the necessary fees, a learner has the provision of obtaining admission to the next semester after the completion of any semester. Admission to the subsequent semester is not determined by the results of the previous semester. One may take admission in the next semester even without appearing in the previous semester examination. The learners are given 60 days of time for admission in the intermediate semesters. Incomplete exams, including back papers, will be allowed to be taken up when announcements of examination results are made. Learners are advised to regularly visit the University's website and maintain regular contact with their allotted study centres.

(e) **Lateral Entry:** The University, following the NEP 2020's mandate and the UGC's guidelines, adopts the policy of later admission to all its UG and PG programmes. Accordingly, for the proposed PG programmes, provision for lateral entry into the 3rd semester is made for those learners who had chosen to exit in the 2nd semester earlier due to various reasons. For this the University adopts a credit transfer policy to facilitate the process of lateral admission to all academic programmes.

(f) **Pursuing Two Academic Programmes Simultaneously:** The University has implemented and also promotes the system of dual degree as per the UGC's notification and guidelines dated April 2022. Learners are encouraged and allowed to register in two academic programmes simultaneously including UG and PG programme in order to enhance their choices and opportunities. The aspiring learners of the proposed Programme will also be encouraged to take the advantage of this provision at the time of their admission.

(g) **Fee Waiver for Differently Able Persons (DIVYANGJAN)**: The fee waiver will be applicable for differently able learners in all semesters of the programme where he/she has enrolled. Such learners must submit 'Form no. IV' issued by the Social Welfare Department or Disability Certificate issued by the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India. The forms/certificates of differently able learners which are verified by the Social Welfare Department, Govt. of Assam will be allowed the fee waiver for the eligible learners of this MASTER OF ARTS (HISTORY) programme also.

(h) **Fee Waiver for Jail Inmates:** The University also offers free education to jail inmates in all the programmes. At present, the University offers free of cost education to jail inmates in 16 district jails of the state. The University is in the process of including more numbers of Central/District Jails in the coming Academic Session.

(i) **Economically Weaker Section (EWS):** The learners applying for admissions in EWS category shall submit EWS documents as per the latest Govt. of Assam guidelines.

(j) **Fee Structure:** The fee structure of the MASTER OF ARTS (HISTORY) programme would have a break-up across semesters of the programmes. The fee is inclusive of Enrolment fees, Course fee, Examination fee, Exam centre fee and Mark-sheet fee. At present, all inclusive fees for the MASTER OF ARTS (HISTORY) programme is charged at Rs 5500 per semester.

7.2 *Curriculum Transaction*

(a) **Activity Planner:**

The University prepares an activity planner, which guides the overall academic activities in all academic programmes. This is released before the beginning of the academic session and prior to the University's admission. The CIQA office, as per UGC guidelines, prepares this activity planner and the office of the Academic Dean, after due approval, upload the Academic Plan and month wise Academic Calendar to the University's website. This enables learners to plan their studies and activities accordingly. The same practice shall be followed in case of the proposed Programme also.

(b) **Self-learning Materials (SLMs):**

The transaction of the curriculum is primarily carried out through the Self Learning Materials (SLM). The SLMs are conceived, designed and prepared in such a way that the learners can easily follow them. The SLMs are prepared with the help of well-known subject experts and they provide all relevant and up-to-date information in the subject in a clear, concise and coherent manner, which are sufficient for self learning. Both print and e-SLMs are made available to all the learners. In the proposed Programme too, SLMs – both print and digital – will form the primary mode of curriculum transaction..

(c) **Multimedia Materials:**

Apart from the printed and digital copies of the SLMs, the university provides multimedia learning materials in the form of audio-video presentations, tutorial videos, and recorded version of the online counselling sessions etc. related to the course content of various academic programmes. Such materials will also be prepared and provided to learners of the proposed Programme.

(d) **Induction and Counselling Sessions:**

Induction sessions are conducted by university officials and faculty together at the beginning of each academic session both centrally as well as at the study centres. Counselling sessions are conducted by the Study Centres with qualified and experienced academic counsellors. Normally, all counselling sessions are scheduled on Sundays. A face-to-face interaction between the learners and the counsellor takes place during the

counselling session. This enables learners to clear their doubts with regard to the various courses provided to them. Apart from that, from time to time, online counselling sessions are provided by the faculties of the University for different Programmes. For the proposed Programme also both online and offline counselling will be continued at the University and the study centres.

7.3   Assessment and Evaluation

The assessment and evaluation of the learners' performance in all academic programmes of the University are carried out with the objectives of maintaining sanctity, quality and transparency. The assessment and evaluation of the learners' performance and achievement are conducted with reference to the defined learning outcomes of the programmes as a whole, and also those of the courses under a specific programme. While setting the question papers, assignments and evaluation of answer scripts this aspect is always considered thoughtfully.

The assessment and evaluation system of the University consists of two components i.e. Formative and Summative Assessments as per the UGC regulation of 2020. The 33rd Academic Council of the University decided that Formative Assessment is to be given a weight of 30 percent while the Summative Assessment is to be assigned the remaining 70 percent of the weight. Further the 35th meeting of the Academic Council has adopted the SGPA and CGPA system of evaluation as per theUGC's Curriculum and Credit Framework for UG Programme, 2022. As per the UGC's Curriculumand Credit Framework for UG Programme, 2022, the "Letter Grades" will be provided to the learner after due assessment and evaluation as given under:

Table 3: Letter Grades System of KKHSOU

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

The Semester Grade Point Average (SGPA) will be computed from the grades as a measure of the learner's performance in a given semester. The SGPA will be based on the grades of the current term, while the Cumulative GPA (CGPA) will be based on the grades in all courses taken after joining the programme of study. Here SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a learner in all the courses taken by a learner and the

sum of the number of credits of all the courses undergone by a learner, while the Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by a learner over all the semesters of a programme. As recommended by the UGC, the SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts. Based on the above mentioned Letter grades, grade points and SGPA and CCPA, the transcript for each semester and a consolidated transcript indicating the performance in all semesters will be provided to the learners.

Notwithstanding, the details of the Formative and Summative assessment followed by the University, which will also be followed in case of the proposed Programme, are described in sections 7.3.1 to 7.3.3.

7.3.1 Formative Assessment

Formative assessment of the learners is conducted in a continuous and comprehensive manner. There are provisions for self-evaluation based on the Self Learning Materials. The University has decided to adopt a mechanism for continuous evaluation of the Learners through a judicious mix of various flexible methods.

Assignments totaling 50 marks (10+10+10+10+10) will be assigned for each course by the respective discipline. The formative assessment comprises:

a. A closed-ended assignment directly derived from the course or study material = 10 marks
b. Two open-ended assignments requiring analytical, opinionated, or reflective responses from the learner based on the course content = 20 marks
c. An assignment pertaining to an environmental topic = 10 marks
d. Additional assignments in lieu of Multiple-Choice Question tests = 10 marks

The learner's marks will be allocated by the relevant study centers according to the breakdown provided for (a), (b), (c), and (d), totaling 50 marks, which will be automatically reduced to 30 marks by the system.

The learners are communicated about the details through the University website, official notifications, study centres, mentoring groups and social media. The concerned study centres conducts MCQ based test (online/offline) for the learners. However, if required, they may alternatively arrange for written test/ Viva/Quiz etc. and assess the learners for maximum 10 marks. Depending on situations, additional assignments of 10 marks are also given in lieu of the MCQs.

Learners are required to submit the hand written hard copies of these assignments to their respective study centres. The study centres will get them evaluated by academic counsellors and offer comments and suggestions for further improvements.

The study centres also arranges for Personal Contact Programmes (Online or Offline) and the learners are expected to attend the same, as per UGC Guidelines. Based on their level of participation and engagement they are given marks. Marks obtained by the learners after the wholesome Formative Assessment as described above are uploaded by the coordinators of the study centres in the Home Assignment portal specifically created by the examination branch.

7.3.2   Summative Assessment

The Summative Assessment is conducted in pen and paper mode in designated study centres. The University follows a SOP in conducting these examinations. Besides, examination monitoring is an essential feature in conducting the examinations of the University. The University appoints Supervisory Officers (SO), Examination Monitoring Officers (EMO) and Examination Squads on a regular basis for smooth conduct and maintaining the standards of the examinations. Question papers are set and moderated, and answer scripts are evaluated by both internal and external faculty members. Results are declared after a process of due scrutiny and thorough diligence check. The learners have the options of re-scrutiny and re-evaluation of their answer scripts (within a stipulated time) in case they are not satisfied with the result.

7.3.3   Assessment of seminar/presentation/project and dissertation

A learner has to make seminar/presentation and prepare a project/dissertation on a particular topic under the guidance of a professionally qualified supervisor/guide in Semester VII and VIII of proposed Programme. They should devise instruments for the collection and interpretation of data and the preparation of research report. The length of the report may be between 60-70 pages. A detailed guideline is available on the website. The link is-

http://kkhsou.in/web_new/guidelines-download.php.

8.   REQUIREMENT OF LABORATORY SUPPORT AND LIBRARY RESOURCES

Library services are offered to the learners of the University by providing access to the library facilities in its recognized study centres and also through the central library of the University's City Campus. The reference books are suggested by the faculty of the respective disciplines and schools and also by the SLM writers. The Central Library of the University has quite a good stock of relevant reference books and textbooks relating to the various Programmes including the proposed one. It has about 20000 print books, 36 print journals on various disciplines and 8 Newspapers. The books available at the Central Library are quite helpful not only for the learners, but also for the faculty members, SLM contributors and the content editors as well. Apart from the print resources, a good number of electronic resources comprising e-journals, online databases, gateway portal to e-journals are made accessible to the learners. The learners are given the access to all these library resources after their successful enrolment into a programme. The library web page is integrated to the University's main website.

The library is fully computerised with an ILS (Integrated Library System) and also equipped with RFID (Radio-Frequency Identification Technology). All the learners of the University including the learners of the proposed Programme can access the webpage of the University library at their own time and convenience (http://library.kkhsou.in/). Moreover, the learners can take advantage of the facilities of the Digital Library (http://dlkkhsou.inflibnet.ac.in/). The digital library provides an online platform for collecting, preserving and disseminating the teaching, learning and intellectual output of the University to the global community including its learners. Further, the Library of the university maintains a web catalogue (http://opac.kkhsou.ac.in/) to facilitate the learners to browse library collection online.

The University also has an OER Policy (https://tinyurl.com/2yukrp5r). The University has signed Content Partner Agreement with National Digital Library of India to share its digital resources. The main objective of NDLI is to integrate several national and international digital libraries in one single web-portal. The learners' community of University can avail the services through a single-window (https://ndl.iitkgp.ac.in/).

In addition, the learners can also use, the OAJSE – i.e. Open Access Journal Search Engine (www.oajse.com) to browse and search 4,775 Open Access Journals from the rest of the World excluding India, 532 journals from India, and 32 Indian Open Access Indian Repositories.

Even though courses of the proposed PG Programme in History do not require much of the laboratory services as such, support in terms of computer laboratory is provided to the learners by way of giving access to the existing facilities at their respective study centres and the

University's city campus. The city campus of the Guwahati has two state of the art computer labs equipped with statistical and data analysis software like SPSS, STATA and R which can be used by learners should they feel any requirement for the same. Moreover, these softwares can also be practiced on own without any lab support.

9. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS

The office of the Finance Officer of the University keeps all the records of finances regarding print of SLMs, honorarium paid to the members of the Committee on Courses, honorarium paid to Content Writers, Content Editors, Language Editors, Translators, Proof Readers and also the expenditure related to organising counsellors' workshops, meetings of the Co-ordinators of the study centres etc. Moreover, office of the Finance Officer also maintains records of purchase of computers, online space, books, journals etc. The accounts are maintained as per the laid down government procedures. Regarding the cost of programme development, programme delivery, and programme maintenance, the finance office conducted an exercise based on the past data on costs to arrive at the following indicative figures for the PG Programmes including the one proposed here.

9.1 Programme Development Cost

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

(a) **SLM Development Cost for Post Graduate programme:** Rs. 7600/- per Unit. A course normally has 14 Units. In Two Year PG Programme, there will be 16 to 20 Courses. The discipline specific courses will be explicitly attributed to this programme. The rest can be apportioned depending on the learners' enrolment and number of units to be printed.

(b) **Printing Cost per Unit of SLM:** The printing cost per unit is Rs. 69. However, this also depends on the print number as scale related advantage of cost is normally availed.

9.2 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 2.2 KGs of study materials per student. The cost of delivery of 1 KG of such material is Rs. 60. Accordingly, depending upon the number of candidates; the cost for the MASTER OF ARTS (HISTORY) programme will be provisioned by the University. The office of the Finance Officer has calculated the delivery cost of SLM per student at Rs. 132.00. Moreover, there will be apportionable expenditures on providing LMS based services for which a detailed exercise will be required.

9.3   *Programme Maintenance Cost*

The University will keep financial provision for organizing stakeholders' 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 meetings of Committee on Courses, School of Studies, Academic Council 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 Finance Officer as regards maintenance of Arts programmes- is Rs. 1750/-.

The figures as indicated above will be applicable for the MASTER OF ARTS (HISTORY) programme 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.

10   QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAMME AND COURSELEARNING OUTCOMES

10.1   *Quality Assurance Mechanism*

As required by the NEP 2020, the University adopts a Learning Outcome Based Curriculum Framework for all academic programmes including the 2 year PG programmes. Accordingly, all academic programmes have been redesigned with clearly stated programme and course specific objectives and learning outcomes. Besides, the academic outcomes, certain non-academic outcomes such as team work, effective communications, ethical conduct etc. are also identified at all academic levels. Further, attempts are also made to map the programme and course specific learning outcomes with the expected outcomes of the NHEQF and NSQF for each academic level so that the programmes and courses offered by the University while being consistent with the overall perspective and framework of the NEP 2020 enable the learners to enter the job market with requisite qualifications. The formative as well as summative assessment and evaluation of various programmes and courses too are accordingly redesigned linking with the programme and course specific learning outcomes as identified. Moreover, the intended learning outcomes are also embedded in the assessments and evaluations of the activities and projects as parts of the curriculum.

10.2   *Expected Programme Outcomes*

The outcomes of the programme are manifold, as noted below:

(a) It will enable the learners to acquire knowledge enabling them to articulate well the condition around them.

(b) The programme will also help the learners to seek employment avenues in the Academic Institutions, Think Tanks, etc.

(c) The programme will also encourage the learners to go for research in the field of Historical Studies.

(d) The programme will enable the learners to engage with the society through the sharing of historical researches thus contributing to the progress of the society.

To map the outcome of the programme, Programme Effectiveness Research will be conducted.

10.3 Learning Outcome based Curriculum Framework (LOCF) of the MASTER OF ARTS (HISTORY) Programme

The learning outcome based LOCF of the MASTER OF ARTS (HISTORY) programmes has been presented in Table 4. The objectives and outcomes are provided for all the core (DSC) and electives (DSE/GE) courses. Similarly, objectives and outcomes are also provided for Ability Enhancement Course (AEC) and Value Added Courses (VACs).

Table 4: Course Objectives and LOCF of the MASTER OF ARTS (HISTORY)

Sem	Name of Course	Type of Course	Course Objectives	Course Learning Outcomes
I	State and Polity in Assam (From Early time to 1228 CE)	DSC 01	● This course is an introductory course intending to introduce ancient Assam history to the learners. ● To discuss the sources and historiography along with its geographical setting of ancient Assam. ● To understand different phases of state formation of ancient Assam. ● To analyse the economy, religion, society and culture of ancient Assam.	● After going through this course learners will be able to understand sources and historiography of ancient Assam along with its geographical setting. ● They will also acquire knowledge of different phases of state formation in ancient Assam. ● Learners will able to discuss the economy, society, religion and culture of ancient Assam.
	Political and Administrative History of India-I (From the early times to the	DSC 02	● To discuss sources and historiography of ancient India. ● To understand the different perspectives of state formation in	• After going through this course learners will be able to understand different sources of ancient and medieval India. To

	Downfall of the Mughals)		ancient India. ● To discuss different phases of kingship in ancient India. ● To discuss sources and historiography of medieval India. ● To understand state formation and expansion under the Sultanates and Mughals and their downfall.	discuss sources and historiography of ancient India. • They will also be able to discuss different perspectives of state formation in ancient and medieval India. • Able to acquire knowledge on different phases of kingship in ancient and medieval India. • Learners will be able to discuss different administrative systems of various empires of ancient and medieval India. • They will also be able to locate the factors responsible for the downfall of Sultanates and Mughals.
	History of East Asia (1839-1949)	DSC 03	• to offer a deeper understanding of the history of East Asia, focusing on the history of Japan and China • to develop historical awareness on the process of modernisation in Japan and China • to highlight the developments in Japan and China and what shaped its history	• Our learners will be able to use the knowledge of East Asian history to analyze current trends and processes • Learners will be able to analyze historical events and their impact on economic, political and socio-cultural development in China and Japan
	History of Revolutions	DSE 01	• To offer a conceptual understanding of the term Revolution and its nature • To provide a glimpse into some of the most significant Revolutions of the World • to develop an informed historical understanding of the causes and consequences of historically significant revolutions.	• Our learners will be able to gain theoretical idea of Revolution and the ideologies associated with it • Learners will be able to analyse the historical events leading to the Revolutions and critically assess the consequences

II	State and Polity in Assam-II (1228-1826)	DSC 04	• This course aims to discuss the history of state formation in the medieval Assam. • To analyse the expansionist policies of Ahom and Koch empires. • To discuss the Ahom-Mughal and Koch-Mughal relations. • To understand society, religion, economy and culture of Assam in the medieval period.	• Learners will able to understand the history of state formation in the medieval Assam. • Learners will able to analyse the expansionist policies of Ahom and Koch empires. • They will able to discuss the Ahom-Mughal and Koch-Mughal relations. • Learners will have clear knowledge of society, religion, economy and culture of Assam in the medieval period after going through this course.
	Political and Administrative History of India (The Colonial Period)	DSC 05	• To describe the establishment and consolidation of the East India Company in India. • To understand various socio-political, economic and administrative reforms introduced by the East India Company in India. • To discuss the nature of the tribal and peasant movements during the East India Company. • To analyse the Socio-cultural and religious reform movements under the Colonial Government. • To discuss the India's Freedom struggle for independence.	• After completion of this course, learners will be able to understand about the colonial nature of state. • Learners will gather knowledge about how the Indian society, politics, religion and economy had changed during the Company's rule in India. • They will acquire a fair knowledge of the tribal and peasant movements during the Company's rule. • They will be able to analyse the causes of socio-cultural and religious reform movements in the Colonial Government. • They will acquire knowledge of rise of Gandhi's power in Indian politics and his activities towards the freedom. • They will also learn how to raise communal politics and opposition politics on
II				

				the eve of the freedom movement in India and aftermath of partition in India.
	Twentieth Century World	DSC 06	• To provide a historical perspective on the developments of the 20th century world • To provide a critical understanding of the political movements and ideologies of that time • To historically examine the significance of these development in the subsequent period.	• Our learners will be able to identify the historical forces that shaped the developments of the 20th century world. • Learners will be able to assess the impact of the movements of the 20th century on the contemporary world.
	Environmental History of India	DSE 02	• To understand the term environmental history • To analyse various environmental policies in the colonial and post-colonial India. • To discuss the environmental movements in India.	• Learners will be able to understand environmental history. • They will be able to analyse various environmental policies in the colonial and post-colonial India and their consequences. • They will acquire knowledge of commercialization of environment and environmental movements
III	History of Assam (1826-1947)	DSC 07	• The course will discuss the history of Assam from the annexation of British. • To describe various anti-British uprisings. • To analyse socio-political awareness among the Assamese people.	• Learners will have a clear understanding of British expansionist policies towards Assam. • They will be able to analyse different anti-British uprisings from different sections of the society. • They will also be able to discuss the freedom struggle in Assam.
	India Since Independence	DSC08	• The main objective of this course is to familiarize learners with the key socio-political and economic developments of India	• Learners will be acquainted with the key developments in post colonial India. • They will understand the major socio-

			after independence. • To acquaint learners with the major concerns of the contemporary history of India. • To discuss the various aspects in making a modern nation state in post colonial times.	political and economic changes in contemporary India. • Learners will be able to assess knowledge on how India is becoming a modern nation state.
	History and Historiography	DSC 09	• The course aims at to introduce the learners with the concept and scope of historiography. • To discuss different trends of history writings. • The course will also discuss major Indian history writing trends.	• After going through this course, learners will have basic knowledge of historiography. • Learners will understand different trends of history writings in different phases of time. • Learners will be able to discuss major Indian history writing trends.
	History of Science and Technology in India	DSE 03	• he aims at discussing various stages of growth of science and technology in the Indian sub-continent since pre-historic times. • he course will discuss the major contributions of Indian civilisations towards scientific knowledge.	• The learners will be able to gain insight into the development of technology since pre-historic times. • Learners will be able to analyse the impact of Islamic and European contact on the advancements made in the field of science and technology.
IV	History of Peasant and Working Class in India	DSC 10	• To discuss about the growth of Agriculture, Industry & trade in India under different socio-political set up since pre-history • To acquaint the learners with the interdisciplinary approach to study	• The learners will understand the growth of agriculture, industry & trade in India in different historical periods. • The learners will get an idea on interdisciplinary approach to study human history and

			history. • To understand the role of peasants and working class in shaping the evolution of human civilization and society in India.	society with allied subjects like economy, ecology, agriculture etc. • The learners will be acquainted with the subject matter of peasant and working class resistance in different historical phases in India.
	Cultural History of Assam	DSC 11	• The main objective of this course is to familiarize learners with various aspects of culture and heritage of Assam. • To acquaint learners with the contributions of our ancestors in the areas of religion, philosophy, arts, languages of Assam. • To describe cultural contributions of different tribes of Assam. • To discuss the historical background of Assamese Mobile Theatre and Cinema and their socio-cultural contributions.	• Learners will be acquainting with the various aspects of culture and heritage of Assam. • They will gather knowledge of various contributions made by our ancestors towards art, philosophy, language and religion of Assam • Learners will understand the cultural contributions of different tribes of Assam. • Learners will be able to understand the historical background of Assamese Mobile Theatre and Cinema and their socio-cultural contributions.
	Nation and Nationalism	DSC 12	• To familiarise the concepts of Nationhood and Nationalism in various historical context across the globe. • To identify the various aspects that goes in the making of national identity, • To provide a deeper understanding of the underlying complexities of different Nationalisms.	• Our learners will be able to develop a theoretical understanding of the term 'Nation and Nationalism' • Learners will be able to contextualise the idea of nation and nationalism in different historical settings.

	India's Foreign Policy	DSE 04	• To offer a historical overview of the features and determinants of Indian foreign policy • To provide a historical background of the relation shared by India with her neighbours and its current trends	• The learners will be able to understand the features of India's foreign policy. • The Learners will also discuss the various aspects of India's relationship with the world.
	Oral History	DSE 03	• he course is designed to acquaint the students with the methods and approaches of writing history of the preliterate societies. It aims at highlighting distinctive social processes of the oral societies and modes of transmission of knowledge and memory. • he course brings forth the process of marginalization and authorization of oral cultures as 'people without history' due to limitations of conventional approaches of writing history.	• ur learners will be able to understand the significance of oral history as a source and method in reconstructing their pasts. • earners will develop the ability and skill to conduct interviews and interpret the meanings of the narratives. • earners will be acquainted with the culture of the oral societies existing in the region.
	Heritage and Tourism in North East India	DSC 4	• To acquaint the learners with basic concept of culture heritage & tourism. • To give an overview of the rich cultural and natural heritage of North East India and their importance on the tourism sector.	• The learners will be acquainted with the concept of culture, Heritage, tourism and basic principles for sustainable management of heritage. • The learners will be aware of the cultural and natural heritage of North East India.

DSC: Discipline Specific Core. DSE: Discipline Specific Elective. AEC: Ability Enhancement Course.
*To be adopted from related and/or allied disciplines

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PROGRAMME STRUCTURE

MASTERS OF ARTS (HISTORY)

Sem	DSC (Core)	Elective (DSE/GE)	AEC	VAC	Dissertation/ Seminar	Total Credits
I	State and Polity in Assam (From Early time to 1228 CE) Political and Administrative History of India-I (From the early times to the Downfall of the Mughals) History of East Asia (1839-1949)	History of Revolutions/ Indian Political System	Any Course from the bundle of AEC1 *(4 credits)*	VAC I *(2 credits)*		22
II	State and Polity in Assam-II (1228-1826) Political and Administrative History of India-II (The Colonial Period) Twentieth Century World	Environmental History of India/Indian Administration		VAC II *(2 credits)*	1 Seminar *(4 credits)*	22
III	History of Assam (1826-1947) India Since Independence History and Historiography	History of Science and Technology in India/Oral History	Any Course from the bundle of AEC2 *(4 credits)*			20
IV	History of Peasant and Working Class in India Cultural History of Assam Nation and Nationalism	India's Foreign Policy/ Heritage and Tourism in North East India			1 Project /Dissertation *(8 credits)*	24
Total	**48 credits (12x4 credits)**	**16 credits (4x4 credits)**	**8 credits (2x4 credits)**	**4 credits**	**12 credits**	**88**

Total no. of courses   : 20, 1 Seminar, 1 Project/Dissertation
DSC   : 48 credits   [Total courses: 12 (4 credits each)]
DSE   : 16 credits   [Total courses: 4 (Out of 8; 4 credits each)]
AEC   : 08 credits   [Total courses: 2 (4 credits each)]
VAC   : 04 credits   [Total courses: 2 (2 credits each)]
Seminar; Project/Dissertation : 12 credits   [Seminar: 1; Project/Dissertation: 1 (4 + 8 credits)]
Total Credits   : 88 credits

Note:
   DSC: Discipline Specific Core; DSE: Discipline Specific Elective. AEC: Ability Enhancement
   Course; VAC: Value Added Course
* To be adopted from related/allied disciplines

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

DETAILED COURSE WISE SYLLABUS OF
MASTERS OF ARTS (HISTORY)

SEMESTER – I

DSC – I : STATE AND POLITY IN ASSAM (From early times to 1228 CE)

Unit 1:   **Sources**
Literary, Archaeological, Foreign Sources

Unit 2:   **Historiography**
Historiography on ancient Assam

Unit 3:   **Geographical Setting**
Geographical Location and Settlement

Unit 4:   **Epic -Puranic Myths and Legends**
Naraka in different ancient texts, his successors

Unit 5:   **Migration, Race and Language**
Migration flow, linguistic groups

Unit 6:   **Theories on State Formation**
Voluntary theory, Saptanga theory, Hydration theory

Unit 7:   **Early State Formation: The Varman Dynasty**
Formation of the Varman Dynasty, Polity and Administration, Role of Bhaskar Varman

Unit 8:   **Emergence of Political and Cultural Centers**
Doyang Dhansiri Valley, Dibong Valley, Kapili-Jamuna Valley

Unit 9:   **The Palas of Kamrupa**
State Formation of the Palas, Their Polity and Administration

Unit 10:   **Economy**
Agriculture, Trade and Craft

Unit 11:   **Development of new Social Ideas**
Caste and Class

Unit 12:   **Religion**
Saivism, Vaishnavism, Saktism, Buddhism

Unit 13:   **Architecture**
              Different types of architecture in ancient and Early Medieval Assam

Unit 14:   **Art and Sculpture**
              Art-Painting; Sculpture

Suggestive Readings:

- Barpujari, H.K. (2003), *The Comprehensive History of Assam, Volume-I &II*. Publication Board: Guwahati
- Barpujari, H.K. (ed) (2004), *The Comprehensive History of Assam*, Vol. III. Publication Board: Guwahati
- Barua, S.L. (1996), *A Comprehensive History of Assam*. Munshiram Manuharlal Pvt. Ltd: New Delhi
- Chaudhury, P.C. (1966), *The History of Civilization of the People of Assam to the 12th century A.D.*, 2nd edition. DHAS: Guwahati
- Gait, Edward. (2005), *A History of Assam.* LBS Publication: Guwahati
- Lahiri, Nayanjot (1991), *Pre-Ahom Assam*. Munshiram Manoharlal Publishers, Delhi
- Choudhury, N D, 1985, *Historical Archaeology of Central Assam*, B.R.Publishing, Delhi.
- Choudhury, R D, 1985, *Archaeology of the Brahmaputra Valley of Assam*, Agam Kala Prakashan, New Delhi.
- Barua, K L, 1933, *The Early History of Kamrupa: From the Earliest Times to the End of the Sixteenth Century*, Bani Mandir, Guwahati.
- Choudhury, P C, 1953, *The History of Civilization of the People of Assam to the 12th century A.D.* University of London, London
- Boruah, N, 2010, *Historical Geography of Early Assam*, DVS Publishers, Guwahati
- Jamir, T and Manjil Hazarika, (eds.) (2014). *50 Years After Daojali Hading: Emerging Perspectives in the Archaeology of North East India*. Research India Press, New Delhi.

DSC – II : POLITICAL AND ADMINISTRATIVE HISTORY OF INDIA -I
(From early times to the downfall of the Mughals)

Unit 1:   **Sources and Historiography of Ancient India**
Historiography on Ancient India, Literary Sources, Archaeological Sources, State and Society as represented in Colonial writings – Oriental, Despotism and Asiatic Society – Asiatic Mode of Production Debate – the nationalist response –Marxist intervention

Unit 2:   **Background to Evolving Political Patterns (2500-600 B.C.E.)**
Harappan Culture, Early Vedic & later Vedic polity, transition from tribal polity to state

Unit 3:   **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 4:   **Republics and Monarchy**
Characteristics of Ancient Republics, their Constitution according to Panini, Republics in Buddhist Literature, 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 5:   **Mauryan State**
The Formation of the Mauryan Empire – The Structure of the State under Asoka, Maruyan Administration, Form of the State in the *Arthasastra,* Recent Interpretations of the Mauryan State, Debates on the nature of Mauryan State

Unit 6:   **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 7:   **Gupta Empire**
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 8:   **Post-Gupta Polity**
Kingship and the structure of polity in early medieval India – the regional state, North India, South India, Deccan

Unit 9:   **Sources and Historiography of Medieval India**
Literary, Archaeological, Foreign Sources, Historiography on Medieval India

Unit 10:   **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 11:   **Administration of the Delhi Sultanates**
Central Administration, Provincial Administration, Land Revenue System

Unit 12:   **Downfall of the Delhi Sultanates and rise of Provincial Kingdoms**
Factors responsible for the downfall of the Delhi Sultanates, Consequences, Vijayanagar and Bahmani Kingdoms, Gujrat, Malwa and Jaunpur

Unit 13:   **The Mughal Empire**
Babur's Campaign, Political instability of India, Battle of Panipath,Sher Shah Suri and his expansionist policy, His administrative reforms, Significance of his rule**,** Akbar and his successors.

Unit 14:   **Mughal Administration and downfall of the Mughals**
Central and Provincial Administration, Jagirdari and Mansabdari System, Factors responsible for the downfall of the Mughals

Unit 15:   **The Marathas**
Shivaji: Background, His Conquests, Administration; Ascendency of the Peswas, Causes for the downfall of the Marathas, Its Significances

Suggestive Readings:

- Singh Upinder, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century), Pearson, 2008
- Chandra, Satish. (1990). *Medieval India*. NCERT: New Delhi.
- Chandra, Sathish. (2007*). A History of Medieval India*. Orient Black Swan: New Delhi
- Chattopadhyaya, Brajadulal. (2012). *The Making of Early Medieval India* (Second edition) Oxford Press: New Delhi.
- Jha, D.N. (1977). *Ancient India-An Introductory Outline*. Peoples' Publishing House: New Delhi
- Kosambi, D.D. (2001): *The cultural and Civilization of Ancient India in Historical Outline*, Vikas Publishing House: New Delhi
- Majumdar, R.C., Raychaudhuri, H.C., Datta, K. (1986). *An Advanced History of India*. Macmillan India Ltd.: New Delhi
- Maiti, P. (2001): *Studies in Ancient India*. Shreedhar Prakashani: Kolkata

DSC – III: HISTORY OF EAST ASIA (1839 to 1949)

HISTORY OF JAPAN

Unit 1: **Feudal Japan**
State and Society

Unit 2: **Tokugawa Japan and the Western Powers**
Rise of the merchant class, Introduction of monetized economy Opening of Japan, Treaties with foreign powers (Kanugawa, Harris Treaty), Fall of the Tokugawa 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-Commintern 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

HISTORY OF CHINA

Unit 8: **Understanding China**
Society, Economy, Polity, Confusion

Unit 9: **Opening up of China**
Canton Trade, First Opium War, Second Opium War, Open Door Policy

Unit 10: **Popular Reform Movements**
Taiping Rebellion, Boxer Rebellion

Unit 11: **Emergence of Nationalism in China**
Second Reform Movement of China 1901-1908, Revolution of 1911, Dr. Sun Yat Sen

Unit 12: **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 13: **China During the World Wars**
China in World War I, China in World War II

Unit 14: **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

Suggestive Readings:

- Vinacke, Harlod M. (2020). *History of Far East in Modern Times*, Revised Edition, Kalyani Publishers.
- Clyde P. H. and Beers B. F., (1991), *The Far East: A History of Western Impacts and Eastern Responses*, 1830-1975, (6th Edition), Waveland Press
- Ebrey, P.B. (2010). *The Cambridge Illustrated History of China*. Cambridge University Press
- Hsu, I. (1999). *The Rise of Modern China*. OUP
- Shuyun, S. (2008). *The Long March: The History of Communist China's Founding Myth*. Anchor: USA

DSE - I : 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 in Nineteenth Century France**
Revolutions of 1830 and 1848: Causes, Impact on Europe, Paris Commune (1871)

Unit 8:   **The Russian Revolution of 1905**
Crisis of Feudalism, Socialism in Russia, The Revolution of 1905

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-Tse-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

Reference Books:

- Don E., Russia (1995). The Tsarist and Soviet Legacy.

- Keith MichaelBaker (1990) Inventing the French Revolution, Essays on French Political Culture in the Eighteenth Century.
- C.A. Bayly. The Birth of the Modern world, 1780 - 1914.
- E.J. Hobsbawm (1962) The Age of Revolution, 1789 – 1848.

AEC I : ORAL HISTORY

Unit 1:   **Introduction**
Definition- Orality, Oral Culture, Oral Traditions; Types of Oral History

Unit 2:   **Contexts**
Conventional History Writing and its limitation; Emphasising Indigenous Narratives

Unit 3:   **Orality and Memory**
Memory in Historical Discourse, Social and Cultural memory, Public Memory;

Unit 4:   **Doing Oral History (I)**
Ethnomethodology; Phenomenological Approach:

Unit 5:   **Doing Oral History- Methods**
Interview- Research background, Rapport, Respect, Empathy

Unit 6:   **Technology**
Casette Recorders; Limitations of Technologies

Unit 7:   **Ethical Concerns**
Legal Issues in Oral History; Ethical Issues

Unit 8:   **Oral Archives (I)**
Nature, Value, Accessibility

Unit 9:   **Oral Archives (II)**
Documentation- Transcribing; Preservation- Cataloguing

Unit 10:   **Oral Traditions in North-East India (I)**
Oral Traditions in Assam and Tripura

Unit 11:   **Oral Traditions in North-East India (II)**
Oral Traditions in Manipur, Nagaland and Mizoram

Unit 12:   **Oral Tradition in North-East India (III)**
Oral Traditions in Meghalaya, Arunachal Pradesh and Sikkim

Unit 13:   **Oral History in The Digital Age**
New Technologies and Online Tools; Challenges, Prospects

Unit 14:   **Oral History: Criticisms**
Subjectivity, Selective Memory

Unit 15:   **Contributions to Oral History**
Gender History, Partition History, Black History

Suggestive Readings:

- Paul, Thompson. (1978). The Voice of the Past: Oral History. OUP: UK
- Pfeffer, George (ed). (1997).Contemporary Society: Tribal Studies. Vol ii. Development Issues, Transition and Change. New Delhi:
- Foley, J. M. (1988). The Theory of Oral Composition: History and Methodology. Indiana University Press.
- Birendranath Dutta. (2012). Cultural contours of north-east India. OUP
- Datta, Birendranath, N.C, Sarma and Prabin Das (eds.) (1984). A Handbook of Folklore Materials of North East India. ABILAC; Guwahati

- Perks, Robert and Thomson, Alistair (2015), The Oral History Reader, Routledge

SEMESTER – II

DSC IV : 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 Bhuyans and Kacharis

Unit 5:   **Expansion and Consolidation of the Ahoms**
Conquest of the Chutiya Country, Occupation of the Kachari Kingdom, Westward Expansion

Unit 6:   **The Ahom Administrative System**
Central Administration, Local administration, Low and order, taxation

Unit 7:   **The Koches**
Emergence of the Koches, Visva Simha, Naranarayan & Chilarai, Partition of the Koch Kingdom,

Unit 8:   **The Ahom-Koch Relations**
Nature of relationship, results

Unit 9:   **The Ahom-Mughal Relations**
Early Ahom-Mughal consolidations, Role of Pratap Singha, Invasion of
Mirjumla, Battle of Saraighat, Battle of Itakhuli

Unit 10:   **Society And Economy in Medieval Assam**
Society, economy and Religious practices

Unit 11:   **The Ahom-Tribal Relations**
The Ahoms and their neighbouring tribes, duar and posa systems, hat and
chowkis

Unit 12:   **Cultural and Architectural Developments in the Medieval Assam**
Palaces, Temples and other monuments of Ahom dynasty, Literature and Culture in the Pre-Vaishnavite movement, Centre of Pro-Vaishnavite, Architecture of Vaishnava institutions

Unit 13:   **Women in Medieval Assam**
Social Position, Political Position, Sati Sadhini, Mula Gabharu,
Ramani Gabharu, Ambika, Sati Jaymati, Rani Phuleswari

Unit 14:   **Downfall of the Ahoms**

Moamaria uprising, Burmese invasion, Annexation of Assam

Suggestive Readings:

- Guha, Amalendu. (1991), Medieval and Early Colonial Assam- Society, Polity, Economy, Centre for Studies in Social Sciences: Calcutta.
- Gait, E.A. (2004), *A History of Assam*, Eastern Book House: Guwahati.
- Barpujari, H.K.(2003). *The Comprehensive History of Assam*, Vol.II, Vol.III, Vol.IV & Vol. V, (2nd edn) Publication Board Assam, Guwahati
- Baruah, S.L.(2004).*A Comprehensive History of Assam*, 3rd edn, Munshiram Manoharlal, Delhi

DSC - V: POLITICAL AND ADMINISTRATIVE HISTORY OF INDIA-II
(THE COLONIAL PERIOD)

Unit 1: **Early European Settlements in India**
The Portuguese, the Dutch, Anglo-French Rivalry

Unit 2: **Establishment of East India Company's Rule in Bengal**
Battle of Plassey, Battle of Buxar, Dual Government, Permanent Settlement

Unit 3: **Expansion and Consolidation of Colonial Rule**
Anglo-Mysore, Anglo-Maratha, Anglo- Sikh relations, Carnatic wars Anglo-Nepal War (1814-18), Hastings and Indian States, The Pindaris, New administrative structure, new economic policies

Unit 4: **Parliamentary Interventions during Company Rule**
Regulating Acts, Pitts India Act, Charter Acts of 1793, 1813, 1833 and 1853

Unit 5: **Frontier Policies**
Afghan Policies, Auckland's Policy towards of Sind, Ellenborough and the annexation of Sind, Anglo-Burmese Wars

Unit 6: **Instruments of Expansionism and Revolt of 1857**
Subsidiary Alliance, Doctrine of Lapse, Army, The Revolt of 1857: causes and Consequences

Unit 7: **Post 1857 Development**
Queen's Proclamation, Indian Councils Act of 1862, Policy towards Indian States and Indian Princes, War with Bhutan, Afghan Policy and Lord Lyttons Forward Policy, The Treaty of Gandmak (1879), Durand Agreement, The Anglo-Bumese War, Lord Mayo and his Reforms, Lord Lytton and his Internal Reforms, Liberal Reforms under Lord Ripon

Unit 8: **Cultural Encounter and Social Religious Movements**
Print and its implication, Women emancipation, making of religious and linguistic identities, Movement against Untouchability, Brahmo Samaj, Arya Samaj, Prarthana Samaj, Ramakrishna Mission, Deoband Movement, Theosophical Society, Aligarh Movement, Wahabi Movement and the Singh Sabha Movement, Other Movements

Unit 9: **Economy and Popular Resistance**
Agrarian Structure, Initial Resistance, Famine, Popular Resistance against the British

Unit 10: **Rise of Indian Nationalism and Indian National Congress**
Factors Responsible for the rise of Indian Nationalism, Rise of political organizations, Foundation of the Indian National Congress, Partition of Bengal, Swadeshi Movement,

Unit 11: **Revolutionary Nationalism**
Factors for the rise of Revolutionary Nationalism, Growth of Extremist Groups and Secret Societies, Revolutionary Movement and Women

Unit 12: **Gandhian Phase of Indian National Movement**
Rise of Gandhi- the ideology of Ahimsha and Satyagraha, Champaran, Kheda, Bardoli, Non-Cooperation Movement, Civil Disobedience Movement, Simon Commission, Round Table Conferences, Gandhian Movement and Women

Unit 13:   **Political Developments during the World War II**
Subhash Chandra Bose and his ideologies, INA, The INA Trial, Significance, Cripps Mission, August Offer, Quit India Movement

Unit 14:   **Communalism and Left Politics in India**
Ideologies and Practices: Muslim League, RSS, Hindu Maha Sabha, Muslim League, Emergence and Growth, Communist Party of India, Trade Union Movement, Socialist Party, Impact

Unit 15:   **Constitutional Development**
Government of India Acts, Cripps Mission, Wavell Plan and Shimla
Conference, Cabinet Mission Plan, Mountbatten Plan, Partition, Independence,
Constituent Assembly: Gandh, Nehru, B. R. Ambedkar and Sardar Patel

Suggestive Readings:
- P. Lawson. (1993). *The East India Company: A History*. London: Longmans
- R. Barnett (2002). *Rethinking Early Modern India*. Manohar, New Delhi
- Chandra, Bipan. (2019). *History of Modern India*. Orient Blackswan, New Delhi.
- C.A. Bayly. (1989). *Imperial Meridian: The British Empire and the World 1780-1830*. Longman, US
- P. Kennedy. (1987). *The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000*. New York: Vintage Books
- J. M. Ward (1976). *Colonial Self-Government: The British Experience 1759-1856*. Toronto: University of Toronto Press
- D. Peers. (2006). *India under Colonial Rule 1700-1885*. Harlow and London: Pearson Longmans
- J. Malcolm. (1970). *Political History of British India from 1784 to 1823*. New Delhi, Associated Pub House
- T.R. Metcalf. (1995). *Ideologies of the Raj: The New Cambridge History of India*, III.4, Cambridge University Press, 1995.
- Bandopadhyay, Sekhar. (2004). *From Plassey to Partition: A History of Modern India*. Orient Blackswan, New Delhi
- Mahajan, Shweta (ed.). (2013). *Towards Freedom: Documents on the Movement for Independence in India:1947*, Part 1, (New Delhi: Indian Council of Historical Research/Oxford University Press
- Chandra, Bipan., Mukherjee, Mridula; Mukherjee, Aditya., Panikkar, K N., Mahajan, Sucheta. (2016). *India's Struggle for Independence*. UK: Penguin, 2016.
- Sarkar, Sumit. (2014). *Modern India, 1885-1947*. Pearson India
- Habib, Irfan. (2011). *The Indian National Movement: Studies in Ideology and History*. Chennai: Tulika Books, 2011.
- Guha, Ranajit. (1997). *Dominance without Hegemony: History and Power in Colonial India*. Harvard University Press
- Metcalf, Barbara D. & Metcalf, Thomas R. A. (2012). *Concise History of Modern India*. Cambridge University Press.
- Kumar, Ravinder. (1983). *Essays in the Social History of Modern India*. New Delhi: Oxford University Press

DSC - VI : TWENTIETH 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:   **World War 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:   **World War II**
Origin, nature and results

Unit 9:   **United Nations Organisation**
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

Suggestive Readings:

- Karns, Margaret P. and Mingst, Karen A. (2005). *International Organizations: The Politics and Process of Global Governance*. Viva Books: New Delhi
- Partha Chatterjee (1994). *Nation and its Fragments*. Oxford: New Delhi
- Smith, B.C. (1996). *Understanding Third World Politics*. Macmillan Press: London
- Keylor, R. William. (2003). *A World of Nations: The international order since 1945*. OUP: USA
- Hobsbawm, Eric (1995), *Age of Extremes*, Abacus
- Lowe, Norman (1997), *Mastering World History*, Macmillan India
- Mathur &Jain (2019), *A History of the modern World (1500-2000AD)*, JMP
- Calvocorressi , Peter (2008), *World Politics since 1945*, Longman Publishing Group

DSE - II : ENVIRONMENTAL HISTORY OF INDIA

Unit 1: **Historiography and Concepts**
What is environmental history, Concepts in Environmental history: environmentalism, deep ecology, eco-feminism, wildness, 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.

Suggestive Readings:

- Agarwal, D. P. (1992). Man and Environment in India through the Ages.
- Arnold, D and R. Guha. (1996). Nature, Culture, Imperialism: Essays on the Environmental History of South Asia
- Bhattacharya, D.K. (1990). Ecology and Social Formation in Ancient History.
- Chakrabarti, Ranjan. (Ed.) (2006). Situating Environmental History.
- Gadgil, M. and R. Guha. (1992). The Fissured Land: An Ecological History of India.
- Guha, Amalendu. (1991). Medieval and Early Colonial Assam: Society, Polity, Economy.
- Guha, R. (2000). Environmentalism: A Global History.
- Habib, Irfan. (2010). Man and Environment-The Ecological History of India.
- Handique, Rajib. (2004). British Forest Policy in Assam.

SEMESTER: III

DSC - VII : HISTORY OF ASSAM (1826-1947)

Unit 1: **Treaty Of Yandaboo and its Significances**
Treaty Of Yandaboo, 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 Singpho Rebellion, Tirot Sing

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: Ryot Sabhas, Sarbojanik Sabha, Assam Association

Unit 9: **British Revenue Policies**
Revenue policies adopted by British in Assam

Unit 10: **Industries and Communication**
Tea, Oil, Coal, Railway, Roadways, Water way

Unit 11: **Growth of Assamese National Consciousness**
Role of Language and Literature, Missionary activities, Rise of Middle Class

Unit 12: **Tribal Assertion in Colonial Assam**
Tribal League, Brahma Dharma, Kalicharan Brahma, Bhimbar Dewry, Indira Miri, Semsonsing Ingti, Sitanath Brahmachaudhury

Unit 13: **National Movement - Early Phase**
Partition of Bengal and Swadeshi Movement

Unit 14: **National Movement - Later Phase**
Non-cooperation, Civil Disobedience Movement

Unit 15: **Towards Independence**
Quit India Movement, Grouping Proposal and Sylhet Referendum

Suggestive Readings:

- Barpujari, H.K.(2003): *The Comprehensive History of Assam*, Vol.II, Vol.III, Vol.IV & Vol. V, 2nd edn, Publication Board Assam, Guwahati
- Baruah, S.L.,(2004): *A Comprehensive History of Assam*, 3rd edn, Munshiram Manoharlal, Delhi
- Bhuyan, A.C., (1999): *Political History Assam*, Publication Board Assam, Vol. I, II,III, 2nd edn, Guwahati.
- Dutt, K.N (1993): *Landmarks in the Freedom Struggle in Assam*, Lawyers' Book Stall
- Gait, E (2004): *A History of Assam*, Eastern Book House, Revised, Guwahati.
- Saikia Rajen (2000): *Social and Economic History of Assam 1853-1921*, Munshiram Manoharlal, Delhi.
- Gohain, Hirendranath. (1984). *Assam, A Burning Question*, Spectrum Publications, Guwahati, 1984.
- Guha, Amalendu. (2006). Planter Raj to Swaraj, Freedom Struggle and Electoral Politics in Assam, 1826 -1947, Tulika Books, New Delhi, 2006.
- Guha, Amalendu. (1991). *Medieval and Early Colonial Assam, Society, Polity, Economy*, Published for Centre for Social Sciences, Calcutta, by K. P. Bagchi and Company, Calcutta
- Goswami, P. C. (1963). *The Economic Development of Assam*, Asia Publishing House, New Delhi
- Goswami, Priyam. (1999). *Assam in the Nineteenth Century, Industrialization and Colonial Penetration*, Spectrum Publication, Guwahati
- Goswami, Priyam. (2012). *Assam: From Yandaboo to Partition*, Orient Blackswan, 2012.
- Handique, Rajib. (2004). *British Forest Policy in Assam*, Concept Publishing Company, New Delhi, 2004.
- Hazarika, Sanjoy. (1994). *Strangers of the Mist, Tales of War and Peace from India's North – East*, Penguin Books
- Saikia, Arupjyoti. (2011). *Forest and Ecological History of Assam, 1826-2000*, Oxford University Press, New Delhi.
  The Unquiet River, A Biography of the Brahmaputra, Oxford University Press, New Delhi, 2019.

Assamese
- Borborua, H. (2017): *Ahomar Din* (2nd edition). Publication Board: Guwahati.
- Bora, D. (1983). *Moamariya Gana Abbhyuthan*. Vol. I & II. Banlata Prakashan: Guwahati
- Kalita, R.C. (2006). *Asamar Kalanukramik Itihash*. Publication Board: Guwahati

DSC - VIII : INDIA SINCE INDEPENDENCE

Unit 1:   **India's Independence**
Indian Independence Act of 1947, Partition of India, Riots, Migration & rehabilitation.

Unit 2:   **Making of the Indian Constitution**
The Constituent Assembly, Key Ideologies, Major Debates on the Constitution Assembly, Framing of the Indian Constitution, Sixth Schedule.

Unit 3:   **Negotiating with the Princely States**
Integration of the Princely States- Hyderabad, Junagadh & Kashmir, The Kashmir issue, Koch Bihar, Manipur and Tripura.

Unit 4:   **Early Electoral Politics in Post Colonial India**
The Election Commission of India, General Election of 1952, General Election of 1957, Rise of Political Parties, the Communist Challenge

Unit 5:   **The Nehru Era in Indian Politics**
Nehruvian vision of Democracy & Socialism, Genesis of India's foreign policy under Nehru, Early Economic policies, Nehru's policies towards North East India

Unit 6:   **Reorganization of Indian States**
The State Reorganization Bill of 1956, The Language Debate, Reorganization of major states & Union Territories.

Unit 7:   **Indira Gandhi's Era in Indian Politics**
Key Policies, Simla Pact & Foreign policy, Sampoorna Kranti, Emergency, General Election of 1977, Sikh Riot

Unit 8:   **Electoral Politics in India**
Communal politics in India, the Caste & Jati politics in India, Rise of Bharatiya Janata Party, Dalit Movement, Mandal Commission

Unit 9:   **Resistance in North East India**
Growth of sub nationalism & regional politics, Popular Resistance in North East India, Insurgency in North East Indian States- Assam, Manipur, Nagaland, Mizoram and Tripura

Unit 10:   **Major Economic Reforms in Post Colonial India**
Agriculture & Land reforms, The Green Revolution, Big Dams & Crisis, Poverty & Employment- key economic policies

Unit 11:   **Education in Post-Colonial India**
Right for education, The UGC & Higher Educational institutes, key education policies & reforms, growth of alternate education-open & distance education.

Unit 12:   **Science, Technology & Ecology**
Growth of Science & Technology in Post colonial India, key innovations, growth of modern industries, extortion of natural resources, major environmental tragedies.

Unit 13:   **India in a Liberalized World**
LPG and its critique, the UPA government & growth of Indian economy, Key Challenges

Unit 14:   **Coalition Politics in India**

Post Mandal Commission Era, UPA, NDA.

Suggestive Readings:

- Chandra, Bipan (2011), *India since Independence*, New Delhi: Penguin
- Guha, Ramachandra (2007), *India after Gandhi*, New Delhi: Macmillan
- Brass, Paul (1990), *The Politics of India since Independence*, Oxford University Press.
- Jaffrelot, Christophe & Pratinav Anil (2021), *India's First Dictatorship*, Harper Collin
- Jaffrelot, Christophe (2003), *India's Silent Revolution: The Rise of the Lower Castes in North India*, London:
- Jaffrelot, Christophe (2023), *Modi's India: Hindu Nationalism & Rise of Ethnic Democracy)*, Princeton University Press.
- Hurst Mehta, Pratap Bhanu (2003), *The Burden of Democracy*, Gurgaon: Penguin Books
- Nariman, Fali S. (2006), *India's Legal System: Can it be saved?* Gurgaon: Penguin Books
- Omvedt, Gail (2011), *Dalits and the Democratic Revolution*, New Delhi: Sage Publications
- Thapar Romila (2023), *Our History, Their History, Whose History?* Seagull Books, Calcutta.

DSC IX : HISTORY AND HISTORIOGRAPHY

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 DISCIPLINES**
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

UNIT5:   **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

Suggestive Readings:

- Ali, B. Sheik. (1981). History: Its theory and Method. Macmillan
- Bajaj, Satish K. (1988).*Recent Trends in Historiography*. Anmol Publications
- Carr, E.H. (1964).*What is History*. Macmillan
- Sreedharan, E. (2004).*A Textbook of Historiography*, Orient Longman
- Ranajit Guha (1994). *Subaltern Studies*, Vol-I. OUP
- Cannon, John, ed. (1980). *The Historian at Work*. George Allen and Unwin.
- Bloch, M. (1992). *The Historian's Craft*, , Manchester University Press
- Marwick, Arthur. (2001). *The New Nature of History*, Lyceum Books
- Burke, Peter. (2001). *New Perspectives on Historical Writing*, Pennsylvania University Press

DSE III: HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA

UNIT 1:   **INTRODUCTION**
Defining science and technology, origin and development of science and technology, methods of science, importance of science and technology

UNIT 2:   **STONE AGE TECHNOLOGIES IN INDIA**
Development of tool making techniques, changes in subsistence strategies due to use of technology, metals used, agricultural practices and technology, techniques of paintings, pottery making, men's relation with the environment.

UNIT 3:   **TECHNOLOGY IN STONE-COPPER AGE IN INDIA**
Technological developments in the stone-copper age, materials used, changes in tools & technologies, significance of copper-stone age craft making.

UNIT 4:   **BRONZE AGE SCIENCE AND TECHNOLOGY**
Developments of scientific knowledge and ideas in the Harappan Civilization, Harappan tools and technology, craft making, agricultural technologies, metallurgy, development of weight & measurement, subsistence strategy and environment.

UNIT 5:   **SCIENCE AND TECHNOLOGY IN VEDIC AND LATER VEDIC PERIOD.**
Development of iron technologies, pottery and craft technologies, metallurgy, Vedic literature & developments in natural sciences- health & medicine, mathematics & astronomy, subsistence strategies & environment, Contribution of Buddhism & Jainism towards the growth of scientific knowledge.

UNIT 6:   **SCIENCE AND TECHNOLOGY IN MAURYAN PERIOD**
Contribution of Mauryan empire towards the growth of science and technology, development of writing technologies under the Mauryan empire and their contemporary rulers, Ashokas Dhamma policy-scientific ideas & environment, metallurgy, craft and tool making techniques.

UNIT 7:   **SCIENCE ANDTECHNOLOGY UNDER THE GUPTAS**
Major developments in scientific knowledge and technology under the Gupta rule, subsistence strategies & technology, craft making, metallurgy, minting of coins, techniques of inscribing inscriptions, major scientific literature.

UNIT 8:   **DEVELOPMENTS IN POST GUPTA PERIOD**
Major Scientific developments in natural sciences- health & medicine, mathematics & Geometry, astronomy; metallurgy; subsistence strategies, technology & environment

UNIT 9:   **SCIENTIFIC KNOWLEDGE AND SKILLS UNDER THE DELHI SULTANATE**
Major Scientific developments under the Delhi Sultanate, impacts of the Islamic World, scientific thinkers & their contributions, craft and tool making techniques, Art, Architecture & technology, science & polity, subsistence pattern & its' impacts on the ecology.

UNIT 10:   **SCIENTIFIC & TECHNOLOGICAL ADVANCEMENTS UNDER THE MUGHALS**
Major developments, medieval scientists & growth of scientific literatures, warfare technologies, craft making & village industries, minting technology, technologies in

art, architecture and buildings, agriculture and technology, resource extortion and its environmental impacts.

UNIT 11: **REGIONAL VARIATIONS IN SCIENCE AND TECHNOLOGY (11TH TO 17TH CENTURY)**
Major developments in the Deccan & south India; variations in warfare technologies; Differences in agricultural techniques and craft making; Ahom warfare techniques; Maratha warfare techniques;

UNIT 12: **SCIENCE & TECHNOLOGY UNDER THE BRITISH RULE**
Changes in subsistence strategy & technology; Western science and technologies in India; Technology and agriculture; Construction techniques; developments in communications; development of scientific ideas and the Indian society; resource extortion and its ecological impacts; major developments & contributions.

UNIT 13: **POST COLONIAL SCIENTIFIC DEVELOPMENTS**
Health & Medicine; Major contributions towards other Natural sciences; Agricultural technologies; Industries; Major Scientific developments; Mobile Phone, Computer and other electronic devices and techniques; Global and domestic Policies; Ecology.

UNIT 14: **SCIENCE AND TECHNOLOGY IN ASSAM**
Pre-historic tool and craft making techniques; metallurgy in pre-colonial and colonial period; agricultural technologies; warfare techniques; contribution towards natural sciences; cottage industries and technology-bell metal, iron, gold, weaving, pottery; subsistence pattern & ecology.

UNIT 15: **INDIAN SCIENTISTS AND THEIR MAJOR CONTRIBUTIONS**
Mathematics, geometry and arithmetic; Medical science- Yoga & Meditation, Ayurveda, Naturopathy, Unani, Siddha; Astronomy; Geography; Physical sciences; Chemical sciences.

UNIT 16: **SCIENTIFIC INSTITUTIONS IN INDIA**
Nehruvian Policies and Institutions of Science and Technology: IIT, AIMS, ISRO

Reference Books:

- D.P.Chattopadhyaya. (2001). The Ways of Understanding the Human Past: History of Science, Philosophy and Culture in Indian Civilization
- Syed Jafas Mahmud. (1988). Metal Technology in Medieval India. Daya Publishing House: New Delhi
- Irfan Habib (1985). Medieval Technological Exchanges between India and the Islamic World. Viveka Publication: Aligarh

SEMESTER: IV

DSC X : HISTORY OF PEASANT AND WORKING CLASS IN INDIA

Unit 1: **Early Pastoral and Agricultural Communities in India**
Village Settlement, agriculture and animal husbandry in pre-historic India;
Agriculture and pastoralism in Harappan society; Vedic Pastoral Community.

Unit 2: **Advancement of Agriculture and Trade Early India**
Growth of agriculture and trade in the Ganga Valley; Neo religious trends and
its consequences

Unit 3: **Peasants, Artisans and Workers under the Maurya and Gupta Rule**
Agriculture, Crafts, Trade and Commerce, Land revenue system, Land Grants

Unit 4: **Agricultural Economy in Early Medieval India**
Wet rice cultivation, Debate on Wet Rice Cultivation, New agricultural
technology, crops, Changes in land revenue system, trade

Unit 5: **Peasants, Traders and Workers under the Delhi Sultanate**
Agriculture, trade, land revenue system, peasants, militia,artisans and slaves

Unit 6: **Peasants, Traders and Workers under the Mughals**
Agriculture, trade, land revenue system, peasants, militia,artisans and slaves,
Peasant Uprisings in Mughal India

Unit 7: **Debate On Indian Feudalism**
Indian Feudalism-critique

Unit 8: **Land Revenue System, Agriculture and Trade in the Medieval Assam**
Land revenue system under the Ahoms and Koch, Paik system, agriculture, c
rafts & trade, Zamindari system, artisans & slaves

Unit 9: **Colonial Interventions: The Changes**
European Settlements in India and agrarian policy; Land Revenue System;
Taxation & Trade

Unit 10: **Peasants, Traders and Workers in Colonial India**
British Land Revenue Settlements; Taxation; Commercialization of
Agriculture; Crops; Trade; Zamindars, Peasants, workers and tribal folk;
British commercial policies- effects.

Unit 12: **Peasant Uprisings in Colonial India**
Tribal and peasant uprisings in Colonial India- nature, forms, causes and
consequences.

Unit 13: **Workers Resistance in Colonial India**
British industrial policies- it's effects; labour policies; Resistance-nature,
forms, causes, consequences.

Unit 14: **Peasant and Working Class Uprisings in Colonial Assam**
Early tribal uprisings, Raij Mel, Phulaguri uprising, Patharughat uprising, peasant uprisings in Rangiya, Lachima & Rani, Oil Company Workers' Strike , Tea Garden Labour strikes

Suggestive Readings:

- Mohinder Singh Randhawa. (1980). *A History of Agriculture in India: Beginning to 12th Century*, Indian Council of Agricultural Research

  (1982). *A History of Agriculture in India: Eight to Eighteenth Century*, Indian Council of Agricultural Research
  (1983). *A History of Agriculture in India: 1757 to 1947*, Indian Council of Agricultural Research
- Vasudha Pant. (2016). *Beginning of Agriculture and Domestication In India*, Pentagon Press, 2016
- Chakravarty , Ranabir : *Exploring Early India up to AD 1300* ,(2010) Macmillan.
- Chattopadyhaya , B.D. : *The Making of Early Medieval India*, 2012, Oxford University,Press .
- Singh , Upinder : *A History of Ancient and Early Medieval India*, Pearson, 2008. .
- Barrington Moore, *The Social Origins of Dictatorship and democracy: Lord and Peasant in the Making of the Modern World*, Harmondsworth, 1973
- Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India*, New Delhi, 997.
- Teodar Shanin, (ed), *Peasant and Peasant Societies*, 1976
- David Hardiman (ed), *Peasant Resistance in India (1858-1914)*. New Delhi, 1993
- D.N. Dhanagare, *Peasant Movements in India*, New Delhi, 1983
- E.J. Hobsbawm, *Bandits*, 1972
- David Thorner, *The Agrarian Prospect in India: Five lectures on Land Reforms*, New Delhi,1956
- K.N. Dutta, *Landmarks in the Freedom Struggle in Assam*, 1958
- H.K. Barpujari (ed) *Political History of Assam Vol. I, 2* nd Edn. 1999
- Amalendu Guha, *Planter Raj to Swaraj, Freedom Struggle and Electoral Politics in Assam,1826-1947*
- Dipankar Banerjee, *Labour Movement in Assam*, New Delhi, 2005 .
- Thapar, Romila: *Early India* , 2004, University of Oxford India Press.
- A.R. Desai, *Peasant Movements in India*, New Delhi, 1983
- K.N. Dutta, *Landmarks in the Freedom Struggle in Assam*, 1958
- H.K. Barpujari (ed) *Political History of Assam Vol. I*, 2nd Edn. 1999
- Dipankar Banerjee, *Labour Movement in Assam*, New Delhi, 2005

DSC XI : CULTURAL HISTORY OF ASSAM

Unit 1:   **Culture of Assam**
Definition of Culture, Legacy of Culture of Assam, Basic features, Geographical Diversity and its impacts, Migration flows and culture, Cultural Diversity: Interpretations and Problems

Unit 2:   **Assamese Culture and its Characteristics**
Assamese Culture and its features: Assimilation and Syncretism

Unit 3:   **Folk Culture of Assam: Meaning and Importance**
Meaning and Definition of Folk Culture; Relation to the Society; Tribal Culture vs. Elite Culture, Ethnographic description of the People of Assam

Unit 4:   **Folk Literature of Assam: Narrative and Non-Narrative Genre**
Assamese Folk Literature: Folksongs, Proverbs, Riddles, Ballads, Myths and Legends; Bodo and Rabha Folk Literature: Folksongs, Proverbs, Riddles, Ballads, Myths and Legends; Karbi, Dimasa and Mising Folk Literature: Folksongs, Proverbs, Riddles, Ballads, Myths and Legends; Folk Songs of the Tea Tribes of Assam; Folk Songs of Barak Valley

Unit 5:   **Fairs And Festivals of Assam**
Junbeel Mela, Ambubachi Mela, Bihu, Rash, Dolyatra, Ali Aye Ligang, Bathau Puja, Karam Puja, Medam Me Fi, Mohoho, Suyeri, Bhatheli, Na-khowa

Unit 6:   **Material Culture of Assam**
Concept of Material Culture; House Building Types and Decorations in Assam; Costumes and Ornaments in Assam; Bell Metal Industry, Musical Instruments of Assam: Khol, Mridanga, Dhol, Daba, Madal, Dambaru, Pepa and others

Unit 7:   **Religious Traditions of Assam**
Saivism, Saktism, Buddhism, Vaishnavism; Indigenous Religious Practices of the people of Assam, Tantrism, Tribal Religion

Unit 8:   **The Neo-Vaishnavite Movement of Assam**
Concept of Bhakti, Origin and Development of the Neo-Vaishnavite Movement in Assam; Sri Sankardev and his contribution in the Neo-Vaishnavite Movement; Neo-Vaishnavite Movement after Sankardev, Charit Putis

Unit 9:   **Neo-Vaishnavite Institution: Structure and Culture**
The Growth of Institutions under the Neo-Vaishnavite Movement; Satras; Namghars; Socio- Cultural Influence of the Satras and the Namghars, Relevance of these institutions in the contemporary period

Unit 10:   **Performing Arts of Assam**
History of Dance and Music in Early Assam; Temple Dance: Nati, Devadasi; Ojapali dance, Satriya Dance; Borgeet; Ankiya Nat; Bhaona

Unit 11:   **Contribution of the Islamic Culture**
Making of the Assamese Culture, Islamic Art and Architecture; Music and

Dance: Jikir and Jari

Unit 12:   **Christianity in Assam**
Missionaries and their activities, issue of conversion, Christianity and tribal peoples of Assam, their contributions

Unit 13:   **Assamese Society and Sports**
Indigenous Sports of Assam: Koni Juj, Moh Juj, Kori Khel, Bulbuli Sorai Juj

Unit 14:   **Emergence of Mobile Theatre**
Historical background of *Yatra* (Jatra) parties, Eminent personalities, Infrastructure, Socio-Cultural influence, Women and mobile theatre, Theatre as an industry.

Unit 15:   **Cultural Movement in Assam: IPTA**
IPTA, Hemango Biswas, J P Agarwal, Bishnu Prasad Rabha and Bhupen Hazarika

Unit 16:   **Assamese Cinema**
Origin of Assamese Cinema, Technological Development, Trend of Assamese Cinema, J. P. Agarwal to Rima Das

Suggestive Readings:

- Barua, B.K. (1954). *Ankiya-Nat* (edited). Gauhati, Assam: DHAS: Guwahati
- Bharali, Arunima. (1999). *Assamese Culture*. Lawyers Book Stall: Guwahati
- Bodley, John H. (2011). *Cultural Anthropology: Tribes states and the global system* (5th edition). Alta Mira Press: UK
- Choudhury, P.C. (1987). *The History of the Civilization of the People of Assam to the Twelfth Century AD* (3rd edition). Spectrum Publication: Guwahati
- Dash, K.N. (2004). *Invitation to Social and Cultural Anthropology*. Atlantic Publishers: New Delhi
- Datta, Birendranath. (2012). *Cultural Contours of North East India*. Oxford University Press: New Delhi
- Ferraro, Gary and Andreatta, Susan. (2012). *Cultural Anthropology: An Applied Perspective* (10th edition). Cengage Learning: USA
- Sarma S.N. (1999).*The Neo-Vaishnavite Movement and the Sattra Institution of Assam*. Lawyers Book Stall: Guwahati.

DSC XII : NATION AND NATIONALISM

Unit 1:	**Introduction**	
	Defining Nation, Nation state; Defining Nationalism	

Unit 1: **Introduction**
Defining Nation, Nation state; Defining Nationalism

Unit 2: **Nation as a Concept**
Sources, Approaches; Debates

Unit 3: **Theories on Nationalism**
Primordialism, Modernism and Social Constructionism, Ethno-symbolism

Unit 4: **Nationalism and Ethnicity**
Defining Ethnicity; Identity and Conflict- Theories, Causes

Unit 5: **Nationalism and Gender**
Nationalism- Sexuality, Masculinity, Woman and Nation, Memory and Identity

Unit 6: **Nationalism in Europe-I**
Intellectual origin; Treaty of Westphalia and Europe, Napoleon and Nationalism

Unit 7: **Nationalism in Europe-II**
Imperialism, World Wars and Fascism, Post War Europe and Nationalism

Unit 8: **Nationalism and Middle East**
Arab Nationalism- Debates and Discourse; Israel- Palestine Crisis

Unit 9: **Nationalism in Asia-I**
China, Japan

Unit 10: **Nationalism in Asia-II**
Indonesia, South East Asia

Unit 11: **Nationalism in India-I**
Define-Colonialism, Imperialism and Nationalism, Approaches- Imperial, National, Marxist and Subaltern

Unit 12: **Nationalism in India-II**
Idea of Nationalism- Gandhi, Tagore; Critiques

Unit 13: **Nationalism in India-III**
Regionalism; Sub-regionalism; Case Study- North East India

Unit 14: **Nationalism in Africa**
Rise of Nationalism in Africa, Tribalism and Ethnic Nationalism in Africa, Women in African Nationalism, Nelson Mandela

Suggestive Readings:

- Benedict Anderson. (2006). Imagined Communities: Reflections on the Origin and Spread of Nationalism. Verso, London
- Anshuman A. Mondal. (2003). Nationalism and Post-Colonial Identity: Culture and Ideology in India and Egypt. Routledge, New York
- Hutchinson, J and M. Guibernau (eds.) (2001) Understanding Nationalism, (Oxford: Polity)
- Malesevic, S. (2013) Nation-States and Nationalisms: Theory, Ideology, History. Oxford.
- Bipan Chandra (1999). Essays on Colonialism. Orient Longman
- Shamsul Islam (2004). The Origins of Indian Nationalism in Religious Dimensions of Indian Nationalism. Media House, Delhi
- Jyoti Puri (2003). Introduction: Parades, Flags, and National Pride," in Encountering Nationalism. Malden: Blackwell
- Joane Nagel (1998). "Masculinity and Nationalism: Gender and Sexuality in the Making of Nations," in Ethnic and Racial Studies. 21(2).

DSE – IV : INDIA'S FOREIGN POLICY

Unit 1:   **Determinants of India's Foreign Policy**
Colonial Connections, Geography, Indian National Congress and World View

Unit 2:   **Principles of India's Foreign Policy**
Nehruvian policy, NAM, Gujral Doctrine, Non-violence, Panchsheel, Anti-colonialism

Unit 3:   **India during the Cold War**
NAM and India, Ideational Policy of Nehru

Unit 4:   **India US Relation**
PL480, Indo-US strategic relations, QUAD

Unit 5:   **India USSR Relations**
Background, Factors leading to the Indo USSR pact (1971), Economic help from USSR, BRICS

Unit 6:   **Economic Aspects of India's Foreign Policy**
Technology Transfer, International Grant, Trade

Unit 7:   **India's Nuclear Policy**
Background, NPT, Pokhran Tests (1974 and 1998)

Unit 8:   **India And Pakistan Relations**
Indus-Water Treaty, Kashmir Dispute, Indo-Pakistan War- 1965, 1971, Kargil War

Unit 9:   **India and Bangladesh**
Liberation of Bangladesh and role of India, Boundary Dispute, Water sharing Dispute

Unit 10:   **Indo-Nepal Relations**
Friendship Treaty, Treaty of Sagauli, Role of Nepal Monarchy and India's relation

Unit 11:   **India and Sri Lanka**
Tamil Problem and Treaties, LTTE problems and Indo-Sri Lanka Accord 1987, Post Accord Complications

Unit 12:   **India-China Relations**
Panchasheel Agreement, Sino-Indian War 1962 - Causes and Aftermath

Unit 13:   **Multilateralism and India**
UNO, SAARC, BRICS, G20, ASEAN, SCO

Unit 14:   **Look East/Act East Policy**
Trade Ties, Implications

Suggestive Readings:

- John Baylis et. al. (2008). *The Globalisation of World Politics*. OUP: Oxford
- Goldstein, Joshua. (2005). *International Relations.* Pearson Education Inc. and Dorling Kindersley Inc.
- Ganguly, Sumit. (2011). *India's Foreign Policy*. OUP: New Delhi

- Khanna, V.N. (2010). *Foreign Policy of India*. Vikas Publishing House: Noida
- Reddy, K. Raja. (2012). *Foreign Policy of India and Asia Pacific*. New Century Publication: New Delhi
- Balakrishnan, T.K. (2010). *Foreign Policy of India: Problems and Paradoxes*. Mohini Publishers: New Delhi
- Kumar, Ajith M.P. (2000). *India-Pakistan Relations: The Story of a Fractured Fraternity*. Kalpaz Publications: New Delhi
- Gupta, K.R. (2006). *India-Pakistan Relations with Special Reference to Kashmir*. Atlantic: New Delhi
- W., Smith Warren Jr. (2008). *China's Tibet? Autonomy and Assimilation*. Rowman and Littlefield Publishers: New York
- Saraf, Vishnu. (2008). *India and China- Comparing the Incomparable*. Macmillan: New Delhi
- Chary, M. Srinivas. (1995). *The Eagle and the Peacock: US Foreign Policy toward India since Independence*. Greenwood: Connecticut
- Schaffer, Teresita. (2010). *India and the United States in the 21st Century: Reinventing Partnerships*. Centre for Strategic and International Studies: US
- Chakravarti, Raghubir. (1970). *International Relations.* World Press Pvt. Ltd.: Kolkata

DSE III : ORAL HISTORY

Unit 1:   **Introduction**
Definition- Orality, Oral Culture, Oral Traditions; Types of Oral History

Unit 2:   **Contexts**
Conventional History Writing and its limitation; Emphasising Indigenous Narratives

Unit 3:   **Orality And Memory**
Memory in Historical Discourse, Social and Cultural memory, Public Memory;

Unit 4:   **Doing Oral History (I)**
Ethnomethodology; Phenomenological Approach:

Unit 5:   **Doing Oral History- Methods**
Interview- Research background, Rapport, Respect, Empathy

Unit 6:   **Technology**
Casette Recorders; Limitations of Technologies

Unit 7:   **Ethical Concerns**
Legal Issues in Oral History; Ethical Issues

Unit 8:   **Oral Archives (I)**
Nature, Value, Accessibility

Unit 9:   **Oral Archives (II)**
Documentation- Transcribing; Preservation- Cataloguing

Unit 10:   **Oral Traditions in North-East India (I)**
Oral Traditions in Assam and Tripura

Unit 11:   **Oral Traditions in North-East India (II)**
Oral Traditions in Manipur, Nagaland and Mizoram

Unit 12:   **Oral Tradition in North-East India (Iii)**
Oral Traditions in Meghalaya, Arunachal Pradesh and Sikkim

Unit 13:   **Oral History in The Digital Age**
New Technologies and Online Tools; Challenges, Prospects

Unit 14:   **Oral History: Criticisms**
Subjectivity, Selective Memory

Unit 15:   **Contributions to Oral History**
Gender History, Partition History, Black History

Suggestive Readings:

- Paul, Thompson. (1978). The Voice of the Past: Oral History. OUP: UK
- Pfeffer, George (ed). (1997). Contemporary Society: Tribal Studies. Vol ii. Development Issues, Transition and Change. New Delhi:
- Foley, J. M. (1988). The Theory of Oral Composition: History and Methodology. Indiana University Press.
- Birendranath Dutta. (2012). Cultural contours of north-east India. OUP
- Datta, Birendranath, N.C, Sarma and Prabin Das (eds.) (1984). A Handbook of Folklore Materials of North East India. ABILAC; Guwahati
- Perks, Robert and Thomson, Alistair (2015), The Oral History Reader, Routledge

DSE IV: HERITAGE & TOURISM IN NORTH EAST INDIA

Unit 1:   **Introduction**
Concept, Nature, Scope and theoretical perspective of Culture, heritage & tourism; Appliance of history in tourism

Unit 2:   **Heritage Management and Ethics in Tourism**
Concept, Challenges, Repositories, Stake holders & Community engagement

Unit 3:   **Cultural Heritage of North East India**
Historical Monuments & heritage sites: Ambari, Sivsagar, Surya Pahar, Koch Bihar, Tezpur, Maibong, Khasi hills, Ita fort, Unnakoti, Ujjayanta Palace, Neer Mahal etc. Cultural Heritage: Satra, Naamghar, Deka Chang etc.

Unit 4:   **Natural Heritage of North East India**
National Parks & Wildlife sanctuaries; Wetlands & Waterfalls; River Islands & Hills & Hill Stations

Unit 5:   **Ethno-Heritage of North East India**
Different Tribes & Languages of North East India; Folklore; Cuisine; Costumes; Tools & technologies; Sports & entertainments.

Unit 6:   **Religious Heritage Sites in North East India**
Kamakhya Temple, Hajo, Saraguri Chapari, Guru Teg Bahadur Sahib, Satras of Majuli, Dhekiakhowa Naam Ghar, Temples of Sivasagar, Buddhist, Mawphlong Sacred Groves, Monasteries, Dargahs, Churches, Malini Than, Parsuram Kund, Rumtek Dharma Chakra Centre, Venuban Vihar etc.

Unit 7:   **Fairs & Festivals of North East India**
Traditonal Fairs and Festivals: Junbeel Mela, Ambubachi Mela, Bare Chahariya Bhaona, Phat Bihu etc., Ethnic Fairs and Festivals: Hornbill Festival, Sangai Festival, Ziro Music Festival, Dwijjing Festival etc.

Suggestive Readings:

- Bora, S., & Bora, M. (2006). *The Story of Tourism-An Enchanting Journey Through India's North-East*, UBS Publishers' Distributors Ltd
- Birendranath Dutta. (2012). *Cultural contours of north-east India.* OUP
- Datta, Birendranath, N.C, Sarma and Prabin Das (eds.) (1984). *A Handbook of Folklore Materials of North East India*. ABILAC; Guwahati
- Das, B.M. (2003). *People of Assam*, Gyan Book (P) Ltd.
- Goswami, P. (1995). *Festivals of Assam*. ABILAC: Guwahati
- Dikshit, K.R., & Dikshit, J.K. (2014). *North-East India: Land, People and Economy*. Springer: Netherlands.

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY
MASTER OF ARTS (HISTORY)

GUIDELINES FOR SEMINAR PAPER

Introduction

Under the MASTER OF ARTS (HISTORY) programme of KKHSOU, you will need to present a Seminary paper at your second semester. You can choose any relevant topic for presentation. Or you can also take help of Section IV of Annexure IV to choose a relevant topic for your seminar paper.

Traditionally, a seminar paper will consist of four major sections: (1) Introduction; (2) Background; (3) Analysis; and (4) Conclusion. This section contains a brief outline to follow, but each subsection is examined in detail in the subsequent pages.

General Structure of a Seminar Paper

1. Introduction: Here, you need to set out the "Crux" of the Paper. Your major tasks include:

- Introduce and note why the topic is important.
- Briefly summarize necessary background information. State your thesis
- Convey your organization of the paper -- (i.e., "roadmap").
- Tell the audience what your paper will show and in what order.
- If you can concisely summarize your research and outline the arguments of your paper, then odds your audience will be able to follow your analysis.

2. Background: Here, you need to orient your audience towards your research area. Major tasks are:

- Describe the genesis of the subject
- Describe the changes that have occurred during its development.
- Explain the reasons for the changes
- Describe where things are now (You may also want to indicate the reasons for further change).

3. Analysis: Here, you need to explain the thesis/main argument of your paper. Here, you need to do:

- Large-Scale Organization: This follows the following tasks:
  (a) Discuss the major issues;

    (b) Separate issues and sub-issues

    (c) Order issues logically

- Small-Scale Organization: This follows the following tasks:

    (a) Introduce and conclude on each issue

    (b) Present your arguments and rebut opposing arguments

    (c) Use organizational paradigms where appropriate

4. Conclusion: Here your agenda include:

- Restate the thesis of the paper
- Summarize major points

Certain Key Points

- Always preserve a copy of your Seminar paper duly signed by your Centre Coordinator and a Certification of Presentation from him/her. The University may also ask a copy of that report as and when required.

- You may be asked to present your Seminar paper either at the University Headquarters/or at any assigned place face to face or through online mode.

- Seminar Report must be typed in Computer. Report May be printed on both sides in standard A4 size papers with 1.2 inch margins on both left and right sides and 1 inch margins on top and bottom. Page numbers must be maintained throughout.

- The Presentation Room must be well organised with a banner of the Seminar on the background.

- Insist your study centre to maintain video recording of the presentation session and obtain a copy of your particular session. Alternatively, you can record a video of the presentation yourself and keep a copy until declaration of your Final semester Results. The University may ask this Video at any point of time.

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

MASTERS OF ARTS (HISTORY)

GUIDELINES FOR PROJECT/DISSERTATION

Section I: Introduction

Project/Dissertation Work is an application-oriented academic activity that seeks to hone your theoretical and quantitative abilities through their application in light of the theoretical information obtained while taking different MASTER OF ARTS (HISTORY) courses. This Project/Dissertation work consist of 8 credits, requiring you 240 hours of study and work.

Dear learners, please note that you need to take this task seriously and with all sincerity because of three basic reasons. First, this course provides you ample scope to apply your theoretical understanding on socially relevant issues. Second, this course carries the highest credits among all your courses in the programme. Thus, this course can help you achieve a better, higher grade in the programme. Finally, this project/dissertation activity provides you a scope to acquire research skills. This will ultimately help you undertake a career/study in research in near future.

In undergoing the Project/Dissertation work, you can take up a theoretical concept, or any historically relevant event that you may have come up during your study. It is expected that along with the theoretical understanding of the issue, you try to formulate a detail research proposal. For doing this, you can take help of the course 'Research Methodology in History' that you have come across in the first semester.

We have listed certain topics of Project/Dissertation for your guidance only. You need not select these topics only. The list will help you to choose an appropriate topic. You need to write your Project/Dissertation Report either in English or Assamese.

Most importantly, you should note that the Project/Dissertation Work undertaken should be authentic and should contribute towards the growth of the subject. It is mandatory that you submit the report in originality and you must not submit it earlier for any other purpose. The University will also check all the Project/Dissertation Report with high-end Plagiarism-Check Software. Thus, you should also note that if it is found that the Project/Dissertation Work undertaken does not appear to be authentic or does not contribute towards the growth of the subject or it has been merely copied from some sources, the Universityhas the right to out rightly reject the Project/Dissertation Work without offering any explanation. In that case, you will be awarded zero. Group projects are not allowed. If it is found that the subjects/chapters/contents of the projects of two learners are matching, then both the project will be rejected and Zero mark will be awarded to both.

Presentation Style: You need to follow the Presentation Style in the layout of your Project/Dissertation Report as mentioned in Section II of this Guidelines. Additionally, in Section III, we have provided certain Guidelines/Tips to help you do your Project/Dissertation more effectively.

Citation and Referencing Style in Project/Dissertation: Writing of Project/Dissertation Report is one of the research work. So, you need to follow particular style of citation and referencing. The University follows that APA 7 Citation Style published by the APA (American Psychological Association). A link for downloading a brief APA Citation Guide has been attached below.

Role of your Project/Dissertation Guide: Your project/dissertation guide should be well versed in the subject area, which will help you in designing the questionnaire deciding the size of sample, procedure for data collection, tabulation and analysis. You must discus your project/dissertation design with your guide before the start of your work and also again if necessary at the writing stage and finally at the stage of editing the report. You should show your guide the draft project report before it is finalized for submission.

Eligibility of a Project/Dissertation Guide
- Faculty (From the University/Degree College)/Course Coordinator/Academic Consultant/ Counsellor having relevant teaching experience.
- Professionals holding Masters' degree in the respective field or allied disciplines having a minimum of 5 years of experience in the relevant area.

- If you are taking the help of a Teacher/Professional apart from the faculties engaged during the counselling sessions at your study centre, then the Teacher/Professional's bio-data is to be approved by the respective Course Coordinators. The bio-data should contain the teaching/work experience, area of specialization, Research publications and experience in guiding the project work.

Certain Key Points

- Always preserve a copy of the Report with you with all due signatures in originals. This may be required for your future academic/research/job purpose. Secondly, the University may also ask a copy of that report as and when required.
- You may be asked to present your Report either at the University Headquarters/or at any assigned place in face to face or through online mode.
- Project/Dissertation Report must be typed in Computer. Report may be printed on both sides in standard A4 size papers with 1.2 inch margins on both left and right sides and 1 inch margins on top and bottom. Page numbers must be maintained throughout. The Title/Acknowledgement/ Content pages, should be numbered in Roman letters (i, ii, iii etc…) while the main body part must be numbered in standard (1,2,3, ….) format. Annexures should be included at the end and should also be numbered in Roman letters (i, ii, iii etc…)

Section II: Project/Dissertation Performa

Cover Page: The cover page on the bound copy of the report should indicate. **Colour of the Hard Cover of the Project Report must be NAVY BLUE.**

- The title of the report. It would be short and written in capital letters. If necessary, it should be followed by an explanatory sub-title.
- Your name and enrolment number/ Exam roll no /year of examination.
- Name and designation of the faculty member/ Coordinator/ Academic Consultant who has guided you.
- Name and designation of the person of the organization who has guided you.

PROJECT REPORT/DISSERTATION

On

"   *Topic Name*   "

SUBMITTED TO

KRISHNA KANTA HANDIQUI STAE OPEN UNVERSITY

IN

PARTIAL FULLFILLMENT OF THE

MASTERS OF ARTS (HISTORY)

(YEAR)

by

Name : …………………………………

Enrollment No………………………………….

Study Centre Code:

Under the
Guidance of

Name of Internal Guide / External Guide

Designation

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY.

Guwahati, Assam

Certificate of the Guide/ Supervisor (Format)

<div style="border:1px solid black; padding:10px;">

<u>**Certificate of the Guide/ Supervisor**</u>

Mentor / Guide Name :

Designation :

This is to certify that the project report entitled "＿＿＿＿＿＿" has been prepared by Ms./Mr. ＿＿＿＿＿bearing enrolmnent number＿＿＿＿＿under my supervision and guidance, for the partial fulfilment of MASTERS OF ARTS (HISTORY) of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.

Date: **Signature of Guide**

</div>

Certificate of the Study Centre Coordinator/ Academic consultant of Study Centre

<div style="border:1px solid black; padding:10px;">

<u>**Certificate of Study Centre Coordinator/ Academic consultant**</u>

Coordinator/ Academic consultant Name :

Designation :

This is to certify that the project report entitled "＿＿＿＿＿" has been prepared by Ms./Mr. ＿＿＿＿＿under the guidance of Dr/ Sri/Mr/Ms.＿＿＿＿＿, for the partial fulfilment of MASTERS OF ARTS (HISTORY) programme of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.
.

Date: **Signature**

</div>

Acknowledgement: The learner should to provide an acknowledgement of the help received from Supervisor, other teachers, Libraries and any other organizations/ source/ person. One may also acknowledge assistance from family members, friends and others. The learner has to put his/her signature and the Enrollment no. at the end of the acknowledgement.

Self-Declaration by the Learner: The learner has to make the following declaration:

<div style="border:1px solid black; padding:1em;">

<u>**Self-Declaration By The Learner**</u>

I do hereby declare that this project work entitled "_____" submitted by me for the partial fulfilment of the requirement for the award of **MASTERS OF ARTS (HISTORY)** programme of Krishna Kanta Handiqui State Open University, is a product of my own research work. The report embodies the finding based on my study and observation and has not been submitted earlier for the award of any degree or diploma to any Institute or

Name: Signature of the Learner

Enrolment Number: Date:

</div>

Table of Contents:

Also called INDEX, the Table of Contents should provide the title of all chapters (with page numbers) major subdivisions and appendices. The table should also indicate the commencing page numbers of the preface, the bibliography appendices & annexure.

Main Report:

Your main report should follow the chapter scheme you had indicated in your synopsis. Generally the sequential presentation should be as follows:

- **Chapter-I: Introduction of the problem:** this chapter should provide a background of the study and what is proposed to be investigated. The significance of the study, the objective and the scope of the study and the contribution and impact your study will make should be elaborated.
- **Chapter-II: Theoretical Perspective**: This chapter should give an overview of the theoretical concepts related to the problem under study. You should refer to the current status of research in the area and major finding thereof. These should bring out the necessity for a study of the kind you have undertaken and the approach you intend to follow.

- **Chapter-III: Methodology, Scope, Limitations:** This chapter should describe in detail the steps followed in completing the study. The sources of primary and secondary data must be stated and the way you have processed the data should be elaborated. You can also describe the scope and limitations of your study.

- **Chapter-IV, V, VI .... Discussion/Body of the Report:** Presentation of the relevant data and analysis and discussion thereon form the main body of the report. After you define your research problem clearly and definitely, before you start the report, decide on the main theme of your report; which of the findings are significant, which are peripheral? Develop your argument logically to build your theme, presenting data wherever necessary. Decide the distribution and the number of chapters required; keep appropriate balance in the size of the chapter, and avoid uneven coverage. Only include those parts of a table in the chapter which are relevant to the arguments, the details can be in the appendix. Spend more time on the central issues, giving them importance, clarity and emphasis. All issues if treated in the same manner will dilute a report.

- **Appendices and Annexure:** Appendices are listed alphabetically e.g Appendix A, Appendix B etc. and contain the table and data collection for the study .They are not included in the main chapters but referred to in the discussion and interpretations. Appendices are placed after the last chapter on summary conclusions.

- Annexure are numbered numerically e.g., Annexure II etc. and contain such supporting information which though not collected as primary and secondary data, yet is relevant in discussion and for easy reference.

- **References:** References can be mentioned either at the bottom of the appropriate page where these are referred or at the end of each chapter. If this has not been done, a third alternative is to list them at the end of the report immediately after the appendices/ Annexure.

- **Bibliography**: A bibliography is a list of published sources consulted during the course of project work and normally includes all work listed in the text and text notes. The bibliography can be listed in alphabetical order or split into two separate list each covering books and articles.

Section III: A Guide to Organising the Contents of Project Report /Dissertation

1. The Title of the Study: A single sentence describing the inquiry should be in the title. Thus, descriptive names such as socio-economic condition of the tea tribes of the Sonitpur district, religiosity and women, social changes among the tribes of Assam, changing family values among the Bodos of Assam etc., would be suitable. Your project/dissertation title should be a short yet accurate description of the report's content. Avoid using terms such as "A research into…" or "An experiment to discover…" in the opening of your title. Not only are such sentences redundant and contribute nothing to the text, they also reflect sloppy thinking. The phrase "title" is not acceptable as the initial word in a title. The reader will identify it as the title due to its placement.

2. The Abstract of the Study: The abstract describes your entire work in a single paragraph. A short overview of the goal and approach should be provided, as well as sections on the findings and discussion. You should aim for a length of maximum 150 words for your abstract. The abstract is the second thing a reader sees after the title, and it may be the only thing they see. As such, it should give a comprehensive yet brief overview of the whole report, allowing readers to decide whether to continue reading or not. As a general rule, write four short lines describing (1) why you did it, (2)what you did, (3) what you discovered, and (4) what you concluded. Write the abstract once you have completed the body of the report. You may struggle to write a succinct abstract in a single session. Perhaps it is more convenient to start with a lengthier version and then shorten it.

3. Introduction to the Study: After reading the introduction, the reader should be able to deduce the subject of your Report. Simultaneously, your introduction should explain to someone who is not an expert why you did this study. As a consequence, the introduction will begin with a general framework and go to the study's specific reasoning and objectives. Typically, this section will include an overview of prior work in the subject, as well as an explanation of the theoretical or practical motives for doing the study. The following is an example of an effective content sequence for an introduction:

- Describe and identify the subject you wish to research, and, if necessary, justify its fascination and/or significance.
- Describe previous work (and maybe your own) that relates to the subject at hand.

Justify your previous work's inadequacy. It might have methodological problems, or there could be need for extension of previous work, or this could be the first time it has been reproduced, or you could be comparing the sufficiency of various theories. (If the previous work is complete, error-free, and has been repeated several times, or if the best hypothesis is known, further research is unnecessary.) Justifications for why previous work was inadequate should logically

lead to the study you did. You are not required to go into detail here, but it should be obvious how the most recent work resolves open theoretical issues, corrects past research's mistakes, and/or enhances our present understanding.

What are your expectations for the result of your study, and why? Complete this section by describing your study hypothesis/research questions (what you expect will happen based on your theoretical framework and/or the constraints of previous studies). If you are performing more exploratory research and are unclear about the conclusion, briefly describe the study's aims and desired outcomes. This final paragraph of the introduction is critical to the study. If this part is well-defined, discussing and evaluating the outcomes will be lot easier. Ascertain the relevance of your theories to the essay's main body. Your theories do not have to be enumerated or bulleted.

4. Methodology of Research: Rather of being a standalone part, the method section should ideally be divided into the following five or so subsections. In the approach section, you describe the steps you used to acquire your data. This portion of your Project/Dissertation Work should include sufficient detail to enable the reader to reproduce the experiment. If you're not very much sure about the research methodology, read over a journal paper on your subject to try to get insights to their research approaches. Mention your use of research tools in this section. It is desirable that you present a Review of Research Methods from earlier studies here.

5. Characterisation: Based on your chaptarisation plan, organise the main body of the Project/Dissertation in a systematic way. Try to organise your body in a way like there is a continuity of flow throughout the discussion.

6. Findings and Discussions: Begin by outlining the actions you took to process the data. This implies that you must explain how you arrived at your scores through the aggregation of each participant's replies. For example, if each participant has completed 40 questions and you are more interested in the total percentage of right answers than (or in addition to) the performance on each individual question, you should specify as such. You must defend your choice to exclude particular data (i.e., provide a "exclusion criterion").

Whenever appropriate, utilize descriptive statistics to provide a clear, brief overview of the data. In a basic experiment, this is generally achieved by including the means and standard deviations for each condition in the text that follows the data treatment. Frequently, descriptive data is provided in a table as part of a more in-depth investigation (with numerous dependent measures or three or more conditions). When presenting descriptive data, graphs typically outperform tables or text. This is commonly used to demonstrate a sequence of events or to convey a complicated pattern of information (e.g., an interaction between two variables).

Each table and figure should be assigned a unique number and captioned with information about the variables, circumstances, and units of measurement. Additionally, verify

that the axes are labelled appropriately. Additionally, if a graph or table is utilised, it must be cited within your Project Work's body. In other words, your reader should understand when you're about to utilise a figure or table.

Never copy and paste the output of a statistical software into your report. Always assess what information is pertinent and important and then communicate it without repetition in the most efficient manner possible.

In your results section, use the same descriptive labels that you did in your technique section. This will be beneficial to your reader.

Frequently, descriptive statistics are used with inferential statistics (statistical tests that help you decide what to conclude about the data). It should be self-evident who conducted the tests and with what data. For the majority of statistical tests, the p-value should be accompanied with a test statistic (such as the t-value) (e.g., a t-test). Frequently, further information is required (e.g., the degrees of freedom). You'll have to determine this for yourself.

7. Conclusions and Policy Implications: To end the discussion, it is desirable that you draw certain important conclusions of the study and based on those you can also offer certain policy measures or discuss the policy implications of your findings. Here, you can also highlight certain limitations you faced during your study or point out certain future directions of research on the area.

Section IV: Certain Areas of Research for Your Project/Dissertation

We are providing here certain broad areas of research for your Project/Dissertation. Please note that you don't have to necessarily choose exactly any of these topics. These are meant to help youcome out with an appropriate topic only.

1) Society, Culture, Modernity
2) Peasant Movement
3) Indigenous Knowledge system
4) History of Health and Cure
5) Bhakti Movement
6) Satra culture in Assam
7) Riverine culture of NE India
8) Local history
9) Vernacular Education and impact
10) Caste politics in India
11) Nationalism in the periphery/Regionalism
12) Religious reformation in India/NorthEast

13) Christianity in NE India and its impact

14) Religion and Identity Politics

15) Student Politics

16) Ethnic violence and NE India

17) Borderland politics

18) History of Mobility

List of Assigned Faculty (course-wise) in MASTER OF ARTS (HISTORY) Programme

Sem	Title of Courses	Faculty/Course Coordinator	Discipline	School
I	State and Polity in Assam (From Early time to 1228 CE)	Dr. Priti Salila Rajkhowa	History	Surya Kumar Bhuyan Schoolof Social Sciences
	Political and Administrative History of India-I (From the early times to the Downfall of the Mughals)	Dr. Priti Salila Rajkhowa	History	
	History of East Asia (1839-1949)	Dr. Sukmaya Lama	History	
	History of Revolutions	Dr. Sukmaya Lama	History	
II	State and Polity in Assam-II (1228-1826)	Dr. Priti Salila Rajkhowa	History	
	Political and Administrative History of India (The Colonial Period)	Dr. Sukmaya Lama	History	
	Twentieth Century World	Dr. Sukmaya Lama	History	
	Environmental History of India	Dr. Sukmaya Lama & Jintu Thakuria	History	
III	History of Assam (1826-1947)	Dr. Priti Salila Rajkhowa	History	
	History of Science and Technology in India	Jintu Thakuria & Dr Sukmaya Lama	History	
	India Since Independence	Dr. Sukmaya Lama	History	
	History and Historiography	Dr. Priti Salila Rajkhowa & Meghlima Gogoi	History	
	Oral History	Dr. Sukmaya Lama	History	
IV	History of Peasant and Working Class in India	Dr. P.S. Rajkhowa & Jintu Thakuria	History	
	Cultural History of Assam	Dr. Priti Salila Rajkhowa	History	
	Nation and Nationalism	Dr. S. Lama & Meghlima Gogoi & Popy Pegu	History	
	India's Foreign Policy	Dr. S. Lama & Popy Pegu	History	
	Heritage and Tourism in North East India	Dr. P.S Rajkhowa & Meghlima Gogoi	History	

**Common Basket of Ability Enhancement Courses (AECs) and
Value Added Courses (VACs) for PG Programmes**

Semester	Course Type	Name of the Course
I	**AEC** (any one course)	101 Essential Assamese *(Open to all except those from Assamese)*
		102 English for Media Studies
		103 Social Entrepreneurship and Project Management
	VAC (any one course)	101 Introduction to Ethics *(Open to all except those from Philosophy)*
		102 Essentials of Indian Constitution *(Open to all except those from Political Science)*
		103 Indian Traditional Knowledge System
		104 English Communication Skills
		105 Traditional Media
II	**VAC** (any one course)	201 Advertisement Strategy
		202 Cyber Security
III	**AEC** (any one course)	301 Life Skills
		302 Computer Applications in Quantitative Analysis
		303 Writing for Media

AEC 101 Essential Assamese

Course Objectives
- To introduce learners with the nuances of Assamese grammer
- Illustrate useful contents related to vocabulary, narrative writing and professional writings

Course Outcomes
- The learners will develop their art of speaking and writing
- The learners will be able to demonstrate their professional skill in media houses and other professional houses

Syllabus

অধ্যায় ১: যোগদর্শনৰ পৰিচয়
দর্শনৰসংজ্ঞা, দার্শনিক পৰিভাষাত যোগৰ মূল্যায়ন, যোগৰ সংজ্ঞা আৰু অর্থবিচাৰ, যোগৰ উৎপত্তি, যোগসাহিত্য, যোগপণ্ডিতসকল, যোগৰ শ্রেণীবিভাজন, যোগ দর্শনৰ মূল সিদ্ধান্তসমূহ, যোগৰ লক্ষ্য আৰু উদ্দেশ্য

অধ্যায় ২: আয়ুর্বেদ আৰু বাস্তুশাস্ত্র
আয়ুর্বেদ বা চিকিৎসাশাস্ত্র, আয়ুর্বেদ শাস্ত্রৰ উদ্দেশ্য আৰু ভাগ, আয়ুর্বেদ শাস্ত্রৰ উৎস, বিভিন্ন আয়ুর্বেদ শাস্ত্রৰ উল্লেখ, বাস্তুশাস্ত্র পৰিচয়, বাস্তুশাস্ত্রৰ উৎস, বিভিন্ন বাস্তুশাস্ত্রৰ উল্লেখ, শব্দার্থ তালিকা

অধ্যায় ৩: বেদান্ত দর্শনৰ পৰিচয়
বেদান্তৰ উৎপত্তি আৰু ক্রমবিকাশ, অদ্বৈত বেদান্ত দর্শনৰ বিভিন্ন বিষয়বস্তুৰ চমু আভাস, জ্ঞানতত্ত্ব, ব্রহ্মতত্ত্ব, জগততত্ত্ব, মায়াতত্ত্ব, ঈশ্বৰতত্ত্ব, জীৱতত্ত্ব, মোক্ষতত্ত্ব

অধ্যায় ৪: অলংকাৰ শাস্ত্রৰ সম্প্রদায়সমূহ
কাব্যশাস্ত্রৰ আৰম্ভণি আৰু বিকাশ, অলংকাৰ শাস্ত্রৰ বিভিন্নসম্প্রদায়

অধ্যায় ৫: কৌটিল্যৰ অর্থশাস্ত্রঃ পৰিচয়
অর্থশাস্ত্রৰ ৰচয়িতা, অর্থশাস্ত্রৰ বিষয়বস্তু, অর্থশাস্ত্রৰ নামকৰণৰ তাৎপর্য, ভাৰতীয় পৰম্পৰাত অর্থশাস্ত্রৰ গুৰুত্ব

অধ্যায় ৬: চৰকসংহিতাঃসাধাৰণ আলোচনা
আয়ুর্বেদঃ আয়ুর্বেদৰ অৱতৰণ, চৰক সংহিতাৰ পৰম্পৰা, চৰক সংহিতাৰ অধ্যায়বিভাগ, চৰক সংহিতাৰ অধ্যায়সমূহৰ নামকৰণ, চৰক সংহিতা টীকাকাৰ

অধ্যায় ৭: অসমত ৰচিত হোৱা সংস্কৃতকাব্য
ধর্মশাস্ত্র অথবা স্মৃতিশাস্ত্রঃ তন্ত্রসাহিত্য, পুৰাণসাহিত্য, নাটক, ব্যাকৰণ, কাব্যঃ শ্রীকৃষ্ণলীলামৃতম্, সতীজয়মতী, শ্লোকমালা, পতাকান্নায়, প্রকামকামৰূপম্, অবিনাশি, কবিকৌতূহলম্, প্রশস্তিমূলককাব্য, ব্যঞ্জনাপ্রপঞ্চসমীক্ষা, অনূদিতকাব্য

Basic Reading List:

- Goswami, Upendranath (1997); *Axamiya Bhasar Byakoron*; Guwahati: Moni-Manik Prakash
- Goswami, Golokchandra (1996); *Axamiya Borno prokash*; Guwahati: Bina Library
- Bora Satyanath (1998); *Bohol Byakoron*; Guwahati
- Anker.S(1998); Real Writing, Boston:Bedford Books
- Misra.P.S.(2009); *An Introduction to Stylistics: Theory and Practice*, New Delhi:Orient Black Swan
- Puri, Manohar (2006); *Art of Editing*, Pragun Publications, New Delhi

AEC 102 English for Media Studies

Course Objectives
- To familiarise the learners with the process of writing for the media
- To identify the specific use of English in the field of media
- To equip learners with basic writing skills required for media

Course Outcomes
- On completion of this course, the learners will be able to-
- Familiarize oneself with the process of writing for different forms of media
- Make proper utilization of the English language in media
- Acquire the basic writing skills in English for various media forms

UNIT 1: INTERVIEWING AND NOTE TAKING
Definition of Interview, preparing for interview, conducting the interview, text of interview, language for audio-visual interview, note taking

UNIT 2: EDITORIAL WRITING
Defining Editorial, Introduction to the editorial page, writing the editorial, rules for Editorial writing, writing the Feature, Writing the Article, writing the middle, Letters to the Editor

UNIT 3: ART OF COLUMN WRITING
Types of columns, distinguishing characteristics of an op-ed, steps to be followed while writing acolumn

UNIT 4: ELEMENTS OF GOOD WRITING
Characteristics- precision, clarity in writing, use of simple sentences, grammar and punctuation, avoiding clichés, pacing, use of transitions

UNIT 5: PREPARING COPY
Copy editing- use of quotes, paraphrases, attribution, writing the lead, grammatical mistakes-confusion in the use of 'who' and 'whom', possessive pronouns, use of active voice, copy reading symbols

UNIT 6: MASTERING THE LANGUAGE OF EDITING
Importance on vocabulary, sentence construction, participles, pronouns, verbs, nouns, foreign words, prepositions, paragraphs, selection of right words

UNIT 7: REVIEW WRITING
Book review- fiction, adverse criticism, non-fiction, the collection, poetry, drama, Steps to be followed while doing a book review, drama review, Film review

UNIT 8: NEWS WRITING
Language and style of Indian Media, Language and style for print and cyber media, Language and style for Radio, Language and style for Television

UNIT 9: HEADLINE WRITING
Meaning of headline, Types of headline, Functions of a headline, Factors to be kept in mind whilewriting headlines, Headline writing skills- use of verbs, use of Articles and Voices, Use of Decks, The Five Ws, use of Short Synonyms, Abbreviations, Punctuation, Line Balance, Guidelines for Headline Writing

UNIT 10: WRITING FOR ADVERTISING COPY
Introduction, Key concepts in Advertising, Copywriting, Radio copy, Television copy

UNIT11: WRITING AND REWRITING FOR PUBLIC RELATIONS
Preparing news releases- Announcement releases, Backgrounders, Position Papers, Tip Sheets, Rewriting News Releases, Writing newsletter stories

UNIT 12: GRAMMAR AND USAGE
Sequence of Tenses, Voice, Narration, Punctuation, Vocabulary

UNIT 13: COMMON ERRORS IN THE USE OF ENGLISH LANGUAGE
Errors of Concord, Errors of Construction, Errors of Order, Errors in Prepositions, Errors in Conjunctions

UNIT 14: REPORTING PUBLIC SPEECH
Reporting public speeches- background information, covering the speech, using a prepared text, writing the speech story for print

UNIT 15: STYLE AND THE STYLEBOOK
Need of a stylebook, -consistency, preference and tradition, Guidelines of different stylebooks,Mechanical rules

Basic Reading List:

- Chaturvedi, S.N. (2007), Dynamics of Journalism and Art of Editing, Cyber Tech Publications, New Delhi
- Hough, George A. (2006), News Writing, Kanishka Publishers, Distributors, New Delhi
- Kamath, M.V (2005), The Journalist's Handbook, Vikas Publishing House Pvt Ltd, New Delhi
- Lorenz, Alfred Lawrence, John Vivian (2006), News : Reporting and Writing, Dorling Kindersley, New Delhi
- Parthasarathy, Rangaswami (2006), Basic Journalism, Macmillan India Ltd., New Delhi
- Singh, Chandrakant P. (1999), Before the Headlines, Macmillan India Limited, New Delhi
- Sissons, Helen (2006), Practical Journalism : How to Write News, Sage Publications, UK
- Singh, Bhanu Pratap (2011), Art of Editing, Anmol Publications Pvt Ltd, New Delhi
- Wrinn, Mary J.J. (2008), Elements of Journalism, Cosmo Publications, New Delhi

AEC 103 Social Entrepreneurship and Project Management [Credits=3+1]

Course Objectives
The Course aims at enabling the learner
- To be able to define the field of social entrepreneurship and key traits of social entrepreneurs
- To be able to describe and apply key theories and concepts the field of social entrepreneurship
- To understand the key elements and functions of project management

Course Outcomes
This course will enable the learners
- To understand social entrepreneurship and livelihood means for sustainable development. This course focuses on optimum utilization of available resources.

UNIT 1: ENTREPRENEURSHIP
Meaning of Entrepreneur; Characteristics of an Entrepreneur; Emergence of Entrepreneurial Class; Role of Entrepreneurs in Economic Growth; Meaning, concept of Entrepreneurship; entrepreneurial leadership and Motivation

UNIT 2: THEORIES OF ENTREPRENEURSHIP
Economic Theory; Sociological Theory; Dynamic Entrepreneurship Innovation Theory; Leibenstein's X- efficiency Theory; Theory of Profit

UNIT 3: SOCIAL ENTREPRENEURSHIP
Meaning, Concepts, Importance of Innovation in the social development sector; Entrepreneurship Development Programmes- Meaning and Importance; Institutions providing Entrepreneurship Development Programmes in India; Banking and Microfinance

UNIT 4: SOCIAL ENTREPRENEURSHIP IN NORTHEAST INDIA
Social Sector Perspectives and Interventions; Role of Entrepreneurship Development Programmes in Context of North- East Region; Local Economy and Training Indigenous Entrepreneurs

UNIT 5: SOCIAL ENTREPRENEURSHIP AND LIVELIHOODS
Joint ventures in social entrepreneurship, public private joint ventures, partnerships for power, solidarity and benefit sharing, ownership rights within joint ventures, addressing dilemmas of corporate and international joint ventures for livelihoods

UNIT 6: SOCIAL SECURITY AND LIVELIHOODS
Strategies through Networking and Partnerships, Livelihood Policy, Livelihood security through five-year plans MGNREGA- understanding from socio-political, cultural perspectives, impact, People's participation and democratic governance

UNIT 7: PROJECT MANAGEMENT AND SOCIAL ENTREPRENEURSHIP
Meaning of Project management; Social Entrepreneurship as an emerging concept in corporate India and skills in Project Management, Government bodies and Voluntary Sector, Social Entrepreneurship Models

UNIT 8: PROJECT LIFE CYCLE
Phases: Conception/Formation Stage; Definition/Build-up Phase; Acquisition/Production Phase; Operation Phase; Divestment/Termination Phase

UNIT 9: PROJECT ASSESSMENT
Assessment tools for social mapping, budget analysis, monitoring and evaluation of pro-people policies and projects supported by public and private funds, Diversity Mapping within organizations and groups; outreach of programme implementation process, Ecological debts, Environment and Social Costing; Financial Analysis

UNIT 10: LEADERSHIP AND RESOURCE PLANNING IN PROJECT MANAGEMENT
Leadership styles, processes, motivation, strategies, leadership roles in sustaining projects, leadership and communication, leadership in vulnerable sectors, people's leadership and ethics, Forward backward linkages between resource groups, fund raising, fund allocations, resource mobilization plans

UNIT 11: VALUE-CO CREATION
Synergy between products, people and process, innovations for market and for social capital creation, valuing abilities within disabilities, social inclusion with exclusive rights of marginalized categories, Quality driven initiatives and alternative development models

UNIT 12: NETWORKING
Tools of social resource mapping and utilization process, Livelihood networks based on ecosystems, Solidarity networks, Community networks, Outcome mapping through networks, power and networking, role of communication in networking.

Practicum: Social Entrepreneurship and Livelihood Initiatives/ Projects, Case Studies (1 credit)

Basic Readings List:
- Khanka. S. S. (2013). *Entrepreneurial Development*; S. Chand & Co. Ltd., Ram Nagar, New Delhi.
- Donald F. Kuratko, (2014). *Entrepreneurship – Theory, Process and Practice*, 9th Edition, Cengage Learning.
- Abyad, Abdulrazak (2018), Project Management, Motivation Theories and Process Management, *Middle East Journal of Business*, Oct. 2018, Vol. 13, Iss. 4
- PetarJovanović, Ivana Berić, (2018), Analyses of the available Project Management Methodologies, *Journal of Sustainable Business and Management Solutions in Emerging Economies*, 2018/23(3)

AEC 301 Life Skills

Course Objectives
The objectives of the course are to:
- Enhance the ability of developing self-knowledge and self-awareness by overcoming all fears and insecurities
- Increase emotional competency and emotional intelligence at the place of study/work
- Provide the opportunity for realizing self-potential through practical examples
- Develop interpersonal skills and adopt good leadership behaviour for self-empowerment and the empowerment of others

Course Outcomes
After successfully completing the course, learners will be able to
- Gain Self-competency and Confidence
- Gain Emotional Competency
- Gain Intellectual Competency
- Gain an Edge through Professional Competency
- Aim for a High Sense of Social Competency
- Imbibe the attributes of an Integral Human Being

UNIT 1: LISTENING AND SPEAKING
Techniques of Effective Listening and speaking, Listening and Comprehension, Probing Questions, Barriers to Listening, Pronunciation, Enunciation, Vocabulary, Fluency, Common Errors

UNIT 2: READING, WRITING AND DIFFERENT MODES OF WRITING
Techniques of Effective Reading, Gathering Ideas and Information from a Given Text, Evaluating and Interpreting the Text; Avoiding Ambiguity, Vagueness, Unwanted Generalizations, and Oversimplification of Issues; Being structured and sequenced; Using Different Modes of Writing like E-mails, Proposal, Recording the Proceedings of Meetings

UNIT 3: DIGITAL LITERACY AND SOCIAL MEDIA, DIGITAL ETHICS AND CYBER SECURITY
Basic Computer Skills on MS Office Suite, MS Excel, MS Word, MS PowerPoint; Basic Virtual Platforms like Zoom, Google Meet, Cisco Webex, MS Teams; Cyber Security and Threats, Vulnerabilities of Cyber Attacks; Digital Ethics, Digital Etiquette and Digital Life Skills

UNIT 4: NONVERBAL COMMUNICATION
Meaning of Nonverbal Communication; Advantages of Using Nonverbal Communication, Modes of Nonverbal Communication like Eye Contact and Facial Expression, Hand Gestures; Do's and Don'ts in NVC

UNIT 5: GROUP DISCUSSION SKILLS AND INTERVIEW SKILLS
Meaning and Methods of Group Discussion; Procedure of Group Discussion; Group Discussion — Common Errors; Meaning and types of interviews; Dress code, background research; Do's and Don'ts; Situation, task, action, and response (STAR concept) for facing an interview; Interview procedure; Important questions generally asked at a job interview; common errors that candidates generally make at an interview

UNIT 6: EXPLORING CAREER OPPORTUNITIES, RÉSUMÉ SKILLS
Knowing yourself — Personal characteristics; Knowledge about the world of work, requirements of jobs, including self-employment; Sources of career information; Preparing for a career based on potential and availability of opportunities; Introduction of résumé and its importance;

Difference between a CV, résumé and biodata; Essential components of a good résumé; Common errors while preparing a résumé

UNIT 7: COGNITIVE AND NON-COGNITIVE SKILLS, PRESENTATION SKILLS, AND LISTENING AS A TEAM SKILL
Cognitive Skills: Meaning and Types of Cognitive Skills, Strategies to Develop Cognitive Skills like Critical Thinking Skills, Problem-solving skill; Non-cognitive Skills: Meaning and Types of Non-cognitive Skills; Strategies to Develop Non-cognitive Skills like Empathy, Creativity, Teamwork; Types of Presentations; Knowing the Purpose; Knowing the Audience; Opening and Closing a Presentation; Using Presentation Tools; Handling Questions; Ways to Improve Presentation Skills over Time

UNIT 8: TRUST AND COLLABORATION, BRAINSTORMING, SOCIAL AND CULTURAL ETIQUETTES, INTERNAL COMMUNICATION
Importance of Trust in Creating a Collaborative Team; Spirit of Teamwork; Understanding Fear of Being Judged and Strategies to Overcome Fear; Advantages of Effective Listening; Listening as a Team Member and Team Leader; Brainstorming as a Technique to Promote Idea Generation; Need for Etiquette; Aspects of Social and Cultural/Corporate Etiquette in Promoting Teamwork; Use of Various Channels for Transmitting Information to Team Members

UNIT 9: LEADERSHIP SKILLS, INNOVATIVE LEADERSHIP AND DESIGN THINKING
Understanding Leadership and its Importance; Traits and Models of Leadership; Key characteristics of an effective leader; Leadership styles; Basic Leadership Skills like Motivation, Teamwork, Negotiation, Networking; Concept of emotional and social intelligence; Design thinking and its key elements; Learning through Biographies - Drawing insights on how leaders sail through difficult situations

UNIT 10: MANAGERIAL SKILLS
Basic managerial skills like planning for effective management, organizing teams, recruiting and retaining talent, delegation of tasks, coordinating, managing conflict; Self-management skills like understanding self-concept, developing self-awareness, self-examination, self-reflection and introspection, self-regulation, managing personal finance; Aspects of budgeting like setting personal goals, estimating likely expenses and managing saving, investment and spending

UNIT 11: ENTREPRENEURIAL SKILLS, ETHICS AND INTEGRITY
Basics of entrepreneurship- meaning of Entrepreneurship, classification and types of entrepreneurships, traits and competencies of entrepreneur; creating business plan - problem identification and idea generation, idea validation, pitch making; ethics and conduct - importance of ethics, personal and professional moral codes of conduct, creating a harmonious life

UNIT 12: LOVE AND COMPASSION, TRUTH, NON-VIOLENCE
Forms of love; love, compassion, empathy, sympathy and non-violence, narratives and anecdotes from history and literature including local folklore on gains and losses in practising love; Truth-truth as value, truth as fact- narratives and anecdotes from history and literature including local folklore on gains and losses in practicing truth; Non-violence – Ahimsa, individuals and organizations that are known for their commitment to non-violence; Narratives and anecdotes about non-violence from history and literature, including local folklore on gains and losses in practicing non-violence

UNIT 13: PEACE, SERVICE, RENUNCIATION
Peace- its need, relation with harmony, and balance; Narratives and anecdotes about peace from history and literature, including local folklore on gains and losses in practicing peace; Service and its forms; Narratives and anecdotes dealing with instances of service from history and literature, including local folklore on gains and losses in practicing service; Renunciation and sacrifice; self-

restrain and ways of overcoming greed; narratives and anecdotes from history and literature, including local folklore on gains and losses in practicing renunciation and sacrifice

UNIT 14: CONSTITUTIONAL VALUES, JUSTICE AND HUMAN RIGHTS, RIGHTEOUSNESS
Righteousness, dharma and propriety; Fundamental Values like Justice, Liberty, Equality, Fraternity, Human Dignity; Fundamental Rights and Fundamental Duties as stated in Indian Constitution

Basic Reading List:
- Sen, Madhuchanda. 2010. An Introduction to Critical Thinking. Delhi: Pearson.
- Silvia, P. J. 2007. How to Read a Lot. Washington DC: American Psychological Association
- EH McCrath, 1999; Basic Managerial Skills for All; Prentice Hall of India
- Ashokan, M. S. 2015. Karmayogi: A Biography of E. Sreedharan. London, UK: Penguin
- Chandra, P. 2017. Financial Management: Theory & Practice. 9th edition. New York: McGraw Hill Education
- Leading with Cultural Intelligence: The New Secret to Success, New York: American Management Association
- McCormack, M.H. 1986. What They Don't Teach You at Harvard Business School: Notes from A Street-Smart Executive. New York: Bantham
- Sinek, S. 2009. Start With Why: How Great Leaders Inspire Everyone to Take Action. London: Penguin
- Basham, A.L. 1954. First edition. The Wonder That Was India. London: Picador Press.
- Ghosh, Shantikumar. 2004. Universal Values. Kolkata: The Ramakrishna Mission.
- Ghosh, Sri Aurobindo. 1998. The Foundations of Indian Culture. Pondicherry: Sri Aurobindo Ashram.
- Joshi, Kireet. 1997 Education for Character Development, Delhi: Dharma Hinduja Centre of India Studies

AEC 302 Computer Applications in Quantitative Analysis [Credits 3+1]

Course Objectives
The course aims at providing the learners
- Thorough understanding of quantitative analysis
- The requisite skills to conduct quantitative analysis
- Proficiency in using computers in quantitative analysis

Course Outcomes
After undergoing the course, learners will
- Acquire a thorough understanding of principles and practices of quantitative analysis
- Obtain the requisite skills to conduct quantitative analysis
- Attain proficiency in using computers in quantitative analysis

UNIT1: FUNDAMENTALS OF QUANTITATIVE ANALYSIS
Introduction to quantitative analysis, Idea and process of quantification, issues of quantification, counting and measurement, notion of scale, dimensions of measurement, reliability and validity of scale, sensitivity and robustness of scale

UNIT 2: TYPES OF QUANTITATIVE DATA AND REPRESENTATION
Primary and secondary data; nominal, ordinal, interval and ratio data; time series, cross section and panel data; graphs and diagrams, tables – one way and cross tables

UNIT 3: BASICS OF HANDLING DATA IN SPSS
Understanding SPSS Environment – Data and Variable View; Defining Variables in a Dataset; Reading, Importing and Entering Data; Recoding Variables – Recoding into Same and Different Variables

UNIT 4: DESCRIPTIVE STATISTICS USING SPSS
Obtaining Frequency Tables; Getting Descriptive Statistics Measures: Central Tendency, Dispersion, Skewness and Kurtosis

UNIT 5: HANDLING OUTLIERS AND TESTING NORMALITY
Exploring Data to Check Key Assumptions such as Outliers and Normality

UNIT 6: CROSS TABULATION
Obtaining and Use of Cross Tables; Checking for Independences – Chi-Square etc.; Adding Layers to Cross Tables

UNIT 7: CUSTOM TABLES
Making Custom Tables – Adding Totals, Sub-Totals and Categories and Statistics; Handling three or more variables in Custom Table; Dealing with Multiple Responses

UNIT 8: CORRELATION ANALYSIS
Understanding Correlation by Scatter Diagrams; Obtaining Pearson's and Spearman's Correlation Coefficients

UNIT 9: REGRESSION ANALYSIS
Carrying out Simple Linear Regression; Obtaining Multiple Regressions; Carrying out Regression Diagnostics for Autocorrelation, Heteroscedasticity and Multicollinearity, Logistic Regression

UNIT 10: TESTING OF HYPOTHESIS
Basic steps in Hypothesis Testing; Carrying out t-Tests – Independent and Paired; Conducting ANOVA and performing Post Hoc Tests

UNIT 11: FACTOR ANALYSIS
Basic understanding of data reduction, Utility of Factor Analysis, Dimensions and Rotations, Component Matrix, Factor and Factor Scores

Activities/Practical : Hands on activities and work-sessions [1 Credit]

Basic Reading List:
- Bueno de Mesquita, E., & Fowler, A. (Eds.). (2021). *Thinking clearly with data: A guide to quantitative reasoning and analysis* (1st. edition). Princeton University Press.
- Field, A. P. (2020). *Discovering statistics using IBM SPSS statistics* (Fourth edition. South Asian adaptation). SAGE Publications.
- Rowntree, D. (2018). *Statistics without tears: An introduction for non-mathematicians* (Updated edition). Penguin Books.
- Spiegelhalter, D. J. (2020). *The art of statistics: Learning from data* (Paperback edition). Pelican Books.
- Stehlik-Barry, K., & Babinec, A. J. (2017). *Data analysis with IBM SPSS Statistics: Implementing data modeling, descriptive statistics and ANOVA*. Packt Publishing.
- Tabachnick, B. G., & Fidell, L. S. (2022). *Using multivariate statistics* (Seventh edition, second impression). Pearson India Education Services.
- Wheelan, C. J. (2014). *Naked statistics: Stripping the dread from the data* (First published as a Norton paperback). W.W. Norton & Company.

AEC 303 Writing for Media

Course Objectives
- To equip learners with skills required to write for the media
- To provide knowledge on process of writing in different formats for media
- To provide understanding of copy editing and proof reading

Course Outcomes
- On completion of this course, the learners will be able to-
- Identify and apply the skills required to write for the media and utilize them
- Explain the process of writing in different formats for media
- Describe the process of copy editing and proof reading

Unit 1: THE STRUCTURE OF WRITING
The cohesive structure of writing, The Structure of Paragraphs, The Writing Process of Paragraphs, The Structure of Essays/Articles, Editing your writing

Unit 2: WRITING FEATURE STORIES
Meaning of a feature story, Types of feature stories – Interview features, Information features, Personality features, Featurettes, News features and human interest features, Feature story construction

Unit 3: FORMS OF NARRATION
What is Narrative, Narration, Narrator, Narrative Mode and Narrative Point of View, Varieties of Narration, Elements of Narration, Reportability and Credibility of a Narrative, Linear and Non-linear Narrative Structure, The Narrative Paragraph, Narration in an Essay

Unit 4: LANGUAGE SKILLS
Vocabulary: Making choices, Words having multiple meaning, Synonyms and Antonyms, Sentence Structure, Some Common Errors

Unit 5: SOURCES OF WRITING FOR THE MEDIA
Types of sources, Developing news sources, Ethics and Attribution

Unit 6: REVIEW WRITING
Techniques of book review, Techniques of film review, Techniques of play review, Techniques of musical review

Unit 7: COPYWRITING FOR ADVERTISEMENTS
Introduction: What is advertising?, Key concepts of advertising, Copywriting, Radio copy, Television copy

UNIT8: WRITING FOR COLUMN, SCIENCE AND PRESS RELEASE
Column writing, Science write- up, Press Release

UNIT 9: EDITING
Meaning of Editing, Language Editing, Writing and Editing Photo Caption, Language for explaining graphs, charts, maps; Proof Reading

UNIT 10: WRITING FOR RADIO
Language and style of radio, Writing for radio news, structure of a radio news bulletin, Radio features and current affairs programmes

UNIT 11: WRITING FOR TELEVISION
 Characteristics of broadcast news, Broadcast Lead, Preparing a Broadcast Copy

UNIT12: SCRIPTWRITING FOR FILMS
Format, component and styles, Shooting script and storyboarding, Steps to follow while writing a script

UNIT13: ART OF WRITING PLAYS
Types of Play, Formats of performance, Structure of a Play, Steps to write a Play

UNIT 14: WRITING CAPTIONS FOR PHOTOJOURNALISM
Concept of photojournalism, Basics of photojournalism, Qualities of a photojournalist, Basic parts of a caption, Writing and editing captions

UNIT15: COPY AND PROOF EDITING
Principles of copy editing, The Language of copy writing, Print media requirements, Radio and television copyediting

Basic Reading List:
- Chaturvedi, S.N. (2007), Dynamics of Journalism and Art of Editing, Cyber Tech Publications, New Delhi
- Hough, George A. (2006), News Writing, Kanishka Publishers, Distributors, New Delhi
- Kamath, M.V (2005), The Journalist's Handbook, Vikas Publishing House Pvt Ltd, New Delhi
- Lorenz, Alfred Lawrence, John Vivian (2006), News : Reporting and Writing, Dorling
- Kindersley, New Delhi
- Parthasarathy, Rangaswami (2006), Basic Journalism, Macmillan India Ltd., New Delhi
- Singh, Chandrakant P. (1999), Before the Headlines, Macmillan India Limited, New Delhi

VAC 101 Introduction to Ethics

Course Objectives
- To help the learners to know the important issues in moral sense
- To help the learners to explore the basic education of human life through the different issues of ethics
- To help the learners to determine the issues of what is good or right and bad or wrong

Course Outcomes
- Will know the meaning of ethics and moral philosophy
- Will know the different theories of ethics and will know the difference between normative ethics, meta-ethics and applied ethics
- Will help people to lead a better and ethical life, which will finally create some ethical human resource for the society.

UNIT 1: NATURE AND SCOPE OF ETHICS
Definition of Ethics, Nature of Ethics, Scope of Ethics

UNIT 2: THE CONCEPT OF MORALITY
Definition of Morality, The Nature of Morality, Different Moral Concepts, Moral theory

UNIT 3: FACT AND VALUE
What is fact, What is value, Classification of values, Distinction between fact and value

UNIT 4: MORAL CONCEPTS
Good, Right, Duty, Virtue, Good, Right, Duty, Virtue

UNIT 5: FREEDOM AND DETERMINISM
Determinism: Its Meaning, Arguments in Support of Determinism, What is Freedom or Free Will, Arguments In Support of Free Will, Brief Note On Predestation, Fatalism and Scientific Determinism, The Case Of Freedom and Determinism

UNIT 6: PURUSARTHA
Artha, Kama, Dharma, Moksa, Four Basic Sciences

UNIT 7: THEORIES OF PUNISHMENT NOTION OF CRIME AND PUNISHMENT
Theories of Punishment, Deterrent Theory, Reformative Theory, Retributive Theory, Capital Punishment

Basic Reading list:
- S.P. Sharma: *Nature and Scope of Ethics*
- Ravi, I: *Foundations of Indian Ethics*
- J.N. Sinha: *A Manual of Ethics*
- J.N. Mohanty: *Classical Indian Philosophy*
- I.C. Sharma: *Ethical Philosophies of India*
- J.N. Mohanty: *Explorations in Philosophy*
- P. Benn: Ethics: *Fundamentals of Philosophy*

VAC 102 Essentials of Indian Constitution

Course Objectives

The course aims to providing learner
- An understanding of the background and process of making of the Constitution of India
- An awareness about the core values of principles underlying the Constitution of India
- An account of basic constitutional provisions and framework of governments' operation in service of the people of the country
- A sense of duties and responsibilities of as a citizen of the country

Course Outcomes

After completing the course, a learner will be able to
- Understand and appreciate the background, context and process of making of the Indian Constitution
- Appreciate and imbibe the core values and principles of the Constitution of India
- Act as a responsible citizen of the country performing her/his duties and responsibilities

UNIT 1: MAKING OF THE INDIAN CONSTITUTION

Formation of the Constituent Assembly, Drafting Committee, Adoption of the Constitution of India

UNIT 2: HISTORY AND IDEALS OF THE INDIAN CONSTITUTION

Philosophy and Ideals of the Indian Constitution: The Preamble of the Constitution of India; Sources of the Indian Constitution

UNIT 3: FEATURES OF THE INDIAN CONSTITUTION

Salient Features of the Indian Constitution

UNIT 4: FUNDAMENTAL RIGHTS AND FUNDAMENTAL DUTIES

Meaning, Historical Background, Nature, Importance, Categories of Fundamental Rights, Limitations of Fundamental Rights; Fundamental Duties: Background, Types and Significance of Fundamental Duties

UNIT 5: DIRECTIVE PRINCIPLES OF STATE POLICY

Meaning, Nature and Classification of Directive Principles of State Policy; Difference between Fundamental Rights and Directive Principles of State Policy

UNIT 6: GOVERNMENT AT THE UNION AND STATE LEVELS

Government at the Union level: The President of India, The Vice-President of India, The Union Council of Ministers, The Prime Minister; Government at the State level: The Governor, The State Council of Ministers and the Chief Minister

UNIT 7: THE PARLIAMENT OF INDIA AND THE STATE LEGISLATURE

Composition of the Parliament of India: The President, The Rajya Sabha, The Lok Sabha; Powers and Functions of the Parliament; Relation between the two Houses of the Parliament; Legislative Procedure: Procedure for a Money Bill; The State Legislature: The Legislative Assembly or Vidhan Sabha, The Legislative Council or Vidhan Parishad

UNIT 8: JUDICIARY IN INDIA

Supreme Court and High Courts; The Supreme Court; The High Court: Subordinate Courts; Judicial Review, Judicial Activism and Independence of the Judiciary in India: Judicial Review, Judicial Activism, Independence of the Judiciary in India

Basic Reading List:

- Basu, D. D. (2009). Introduction to the Constitution of India. New Delhi: Prentice Hall of India.
- Brass, Paul R. (1997). The Politics of India Since Independence. New Delhi: Cambridge University Press.
- Chander, Prakash (2000). Indian Government and Politics. New Delhi: Cosmos Bookhive Pvt. Ltd.
- Dev, B.J and Lahiri, D.K. (1985). Assam Muslims- Politics and Cohesion. Delhi: Mittal Publication.
- Ghai, K. K. (2007). Indian Government and Politics. New Delhi: Kalyani Publishers.
- Kapur, Anup Chand &Misra, K. K. (2006). Select Constitutions. New Delhi: S. Chand and Company.
- Kothari, Rajni. (2009). Politics in India. New Delhi: Orient BlackSwan Private Limited.
- Palanithurai, G. (2000). Grass-root Democracy in Indian Society. New Delhi: Concept Publishing Company.
- Pylee, M. V. (2006). Constitutional Government in India. New Delhi: S. Chand and Company.
- Singh Sisodia, Yatindra (2005). Functioning of Panchayati Raj System. Jaipur: Rawat Publication.
- Jayal, Niraja Gopal; Mehta Pratap, Bhanu (eds) (2010). Oxford Companion to Politics in India. New Delhi. Oxford University Press.

VAC 103 Indian Traditional Knowledge System

Course Objectives
- To illustrate selective contents from the rich grove of Indian classical literature as well as other fields of pragmatic study
- To develop understanding of rich Indian heritage through the selective texts among the learners

Course Outcomes
- The learners will be able to identify a rich cultural past and connect it with the present India
- The learners will be able to organize themselves and gain benefit in their vocational pursuit

অধ্যায় ১: যোগদৰ্শনৰ পৰিচয়
দৰ্শনৰসংজ্ঞা, দাৰ্শনিক পৰিভাষাত যোগৰ মূল্যায়ন, যোগৰ সংজ্ঞা আৰু অৰ্থবিচাৰ, যোগৰ উৎপত্তি, যোগসাহিত্য, যোগপণ্ডিতসকল, যোগৰ শ্ৰেণীবিভাজন, যোগ দৰ্শনৰ মূল সিদ্ধান্তসমূহ, যোগৰ লক্ষ্য আৰু উদ্দেশ্য

অধ্যায় ২: আয়ুৰ্বেদ আৰু বাস্তুশাস্ত্ৰ
আয়ুৰ্বেদ বা চিকিৎসাশাস্ত্ৰ, আয়ুৰ্বেদ শাস্ত্ৰৰ উদ্দেশ্য আৰু ভাগ, আয়ুৰ্বেদ শাস্ত্ৰৰ উৎস, বিভিন্ন আয়ুৰ্বেদ শাস্ত্ৰৰ উল্লেখ, বাস্তুশাস্ত্ৰ পৰিচয়, বাস্তুশাস্ত্ৰৰ উৎস, বিভিন্ন বাস্তুশাস্ত্ৰৰ উল্লেখ, শব্দাৰ্থ তালিকা

অধ্যায় ৩: বেদান্ত দৰ্শনৰ পৰিচয়
বেদান্তৰ উৎপত্তি আৰু ক্ৰমবিকাশ, অদ্বৈত বেদান্ত দৰ্শনৰ বিভিন্ন বিষয়বস্তুৰ চমু আভাস, জ্ঞানতত্ত্ব, ব্ৰহ্মাতত্ত্ব, জগততত্ত্ব, মায়াতত্ত্ব, ঈশ্বৰতত্ত্ব, জীৱতত্ত্ব, মোক্ষতত্ত্ব

অধ্যায় ৪: অলংকাৰ শাস্ত্ৰৰ সম্প্ৰদায়সমূহ
কাব্যশাস্ত্ৰৰ আৰম্ভণি আৰু বিকাশ, অলংকাৰ শাস্ত্ৰৰ বিভিন্নসম্প্ৰদায়

অধ্যায় ৫: কৌটিল্যৰ অৰ্থশাস্ত্ৰঃ পৰিচয়
অৰ্থশাস্ত্ৰৰ ৰচয়িতা, অৰ্থশাস্ত্ৰৰ বিষয়বস্তু, অৰ্থশাস্ত্ৰৰ নামকৰণৰ তাৎপৰ্য, ভাৰতীয় পৰম্পৰাত অৰ্থশাস্ত্ৰৰ গুৰুত্ব

অধ্যায় ৬: চৰকসংহিতাঃসাধাৰণ আলোচনা
আয়ুৰ্বেদঃ আয়ুৰ্বেদৰ অৱতৰণ, চৰক সংহিতাৰ পৰম্পৰা, চৰক সংহিতাৰ অধ্যায়বিভাগ, চৰক সংহিতাৰ অধ্যায়সমূহৰ নামকৰণ, চৰক সংহিতা টীকাকাৰ

অধ্যায় ৭: অসমত ৰচিত হোৱা সংস্কৃতকাব্য
ধৰ্মশাস্ত্ৰ অথবা স্মৃতিশাস্ত্ৰঃ তন্ত্ৰসাহিত্য, পুৰাণসাহিত্য, নাটক, ব্যাকৰণ, কাব্যঃ শ্ৰীকৃষ্ণলীলামৃতম্, সতীজয়মতী, শ্লোকমালা, পতাকান্নায়, প্ৰকামকামৰূপম্, অবিনাশি, কবিকৌতূহলম্, প্ৰশস্তিমূলককাব্য, ব্যঞ্জনাপ্ৰপঞ্চসমীক্ষা, অনূদিতকাব্য

Basic Reading List:
- Bahadur.K.P. The Wisdom of Yoga; New Delhi; Sterling Publishers Pvt. Ltd.
- Kane,P.V. (1994);History of Indian Poetics; Delhi: Motilal Banarasidas
- Goswami, Haramohan Deb (1992); Sanskrit Sahityar Buranji; Guwahati: Bookland
- Goswami, (Dr) Dilip Kumar (2018);Essentials of Ayurveda; Jorhat: Eastern Readers Publication

VAC 104 English Communication Skills

Learning Objectives
The objectives of the course are to:
- provide an idea on communication and communication skills
- discuss the issues related to oral communication
- learn about important skills like Telephone Skills, Interview Skills and Public Speaking skills

Learning Outcomes
After going through the course, the learner will be able to:
- gain ideas about some important English communication
- use the English language proficiently in the day to day situations
- understand that communicating in English is a skill

UNIT 1: WHAT IS COMMUNICATION?
Defining Communication, Significance and Process of Communication, Communication Network, Communication Media or Methods, Barriers to Communication, Effective Communication

UNIT 2: COMMUNICATION SKILLS
What is Communication? Types of Communication, Written Communication, Spoken Communication, Non-Verbal Communication, Essentials of Written Communication, Essentials of Oral Communication

UNIT 3: ISSUES ON ORAL COMMUNICATION I
Skills Involved in Oral Communication, Listening and Speaking Skills, Reading and Writing Skills, The Process of Speech, Non-verbal Communication

UNIT 4: ISSUES ON ORAL COMMUNICATION II
Conversation as a speech event, Turn-Taking, The Language of Conversation, Phrasal Verbs

UNIT 5: TELEPHONE SKILLS
Understanding Telephone Communication, Handling Calls, Making Requests, Request to Do Things, Giving Instructions

UNIT 6: INTERVIEW SKILLS
The Art of Interviewing, Examples of Interviews—Job Interviews, Media Interviews

UNIT 7: PUBLIC SPEAKING
The art of Public Speaking, Techniques of Persuasive Speech, Techniques of Informative Speech

UNIT 8: DIALOGUES IN CONTEXTS
Importance of Dialogues in Social Interactions, Some Dialogues of Contexts—At the Post Office, At the Doctor's, buying a Shirt, At the Market, In the Library, At the Railway Station, At the Tea Stall, An Interview, At the Book Seller's, At the Garage, Hiring a Taxi, At the Restaurant, At the Bank, At the Hotel

VAC 105 Traditional Media

Course Objectives
- To provide an understanding of the basic concepts of traditional folk media
- To impart knowledge of the folk forms of communication media throughout the ages
- To familiarize with the use of traditional folk media in the field of development communication, health communication and in generating scientific temperament

Course Outcomes
On completion of this course, the learners will be able to-
- Identify the communication skills, theoretical and practical knowledge required to integrate traditional media in society
- explain the relationship of human society with these media forms
- describe the usefulness and the impact of traditional media on the society

UNIT1: TRADITIONAL FOLK MEDIA
Traditional folk media- An introduction, Nature of traditional folk media, communication through traditional folk media, traditional media as a part of socio-cultural and ritual communication

UNIT 2: FEATURES OF TRADITIONAL FOLK MEDIA
Traditional media as a mass medium, features and characteristics of traditional folk media- its advantages and disadvantages, storytelling as the core of traditional media

UNIT 3: TRADITIONAL MEDIA IN INDIA
History and growth of traditional media in India- A brief overview of some of the traditional folk media forms of India; Applications of traditional media for development purposes

UNIT 4: TECHNOLOGICAL IMPLICATIONS ON TRADITIONAL FOLK MEDIA
Impact of electronic media on traditional media; Mass communication media vis-à-vis Folk Culture; Success stories of the use of traditional media as a catalyst of social change and development

UNIT 5: TRADITIONAL MEDIA FOR DEVELOPMENT COMMUNICATION
Development Communication and Traditional Media – Development Communication, Traditional media as development media; How to use traditional folk media for development communication

UNIT 6: TRADITIONAL FOLK MEDIA AND INDIAN CULTURE
Features of Folk Tradition- features of folk tradition, role of traditional media, Media for Communicating Social Ethos- traditional media and social ethos, modern mass media and social ethos, Folk media as a platform for disseminating information about Indian culture

Unit 7: RELEVANCE OF TRADITIONAL FOLK MEDIA
Traditional folk forms in rural India- folk theatre, folk songs, narrative forms, religious discourse, puppet show, Impact on rural development, Uses in different fields

Basic Reading List:
- Kumar, Keval J. (2007), Mass Communication in India, Jaico Publishing House, Mumbai
- Parmar, Shyam (1994), Traditional Folk Media in India, Research Press
- Ranganath, H.K. (1980), Folk Media and Communication, Chinthana Prakashana,
- Vijaya, N. (1988),Role of Traditional Folk Media in Rural Areas, Gian Publishing House, Andhra Pradesh

VAC 201 Advertisement Strategy

Course Objectives
- To provide knowledge on the concepts of advertising and marketing
- To impart skills required for an advertising professional
- To provide understanding of the role of advertising and promotion in the society

Course Outcomes
On completion of this course, the learners will be able to-
- explain the concepts of advertising, marketing and promotion
- identify and equip oneself with the skills required for an advertising professional
- analyze the role of advertising and marketing in the society

UNIT1: ADVERTISING – BASIC CONCEPT
Concept of advertising; objectives & scope; social and ethical implications of advertising; types of advertising

UNIT 2: INTEGRATED MARKETING COMMUNICATION AND ADVERTISING
Importance of business communication; advertising as a communication process; AIDA model and its purpose; advertising as an element of marketing mix

UNIT 3: DEVELOPING EFFECTIVE PROMOTION
Identifying the target audience; determining the promotional objectives; designing the promotion and selecting the channel; establishing the promotional budget and implementing promotional strategy

UNIT4: MANAGING ADVERTISEMENTS -I
Developing and managing advertising program, setting advertising objectives, DAGMAR, Deciding on advertising budget

UNIT 5: MANAGING ADVERTISEMENTS -II
Developing the advertising message, role of music and humour in advertising, factors considered while developing the advertising copy, creativity in advertising

UNIT 6: MEDIA STRATEGIES
Media planning and objectives, deciding on media, different types of media and their advantages and disadvantages, choosing among major media types, media schedule decisions, space and time buying

UNIT 7: EVALUATING ADVERTISING EFFECTIVENESS
Deciding on reach, frequency and impact; copy testing, advertising recognition and recall tests, Issues in assessing impact of advertising, measuring the performance of an advertising agency

Basic Reading List:
- Aggarwal, Vir Bala, V.S Gupta (2002), Handbook of Journalism and Mass Communication. New Delhi : Concept Publishing Company.
- Banik, Dr. G.C (2006), PR & Media Relations, Jaico Publishing House, Mumbai
- Jr. Henry, Rene A. (2003), Marketing Public Relations. New Delhi : Surjeet Publications.
- Kelley, Larry D., Donald W. Jugenheimer (2007), Advertising Media Planning. New Delhi:Prentice-Hall of India Private Limited.
- Kaptan, S.S. (2002), Advertising, New Concepts. New Delhi : Sarup & Sons.
- O'guinn, Thomas, Chris T. Allen, Richard J. Semenik (2009), Advertising Manegement. New
- Delhi : Cengage Learning.

AEC 202 Cyber Security

Course Objectives
- Learn the foundations of Cyber security and threat landscape.
- To equip students with the technical knowledge and skills needed to protect and defend against cyber threats.
- To develop skills in students that can help them plan, implement, and monitor cyber security mechanisms to ensure the protection of information technology assets.
- To expose students to governance, regulatory, legal, economic, environmental, social and
- ethical contexts of cyber security
- To expose students to responsible use of online social media networks
- To systematically educate the necessity to understand the impact of cyber-crimes and
- threats with solutions in a global and societal context
- To select suitable ethical principles and commit to professional responsibilities and human values and contribute value and wealth for the benefit of the society

Course Outcomes
On completion of this course, the learners will be able to
- Understand the cyber security threat landscape.
- Develop a deeper understanding and familiarity with various types of cyber attacks, cyber-crimes, vulnerabilities and remedies thereto.
- Analyse and evaluate existing legal framework and laws on cyber security
- Analyse and evaluate the digital payment system security and remedial measures against digital payment frauds
- Analyse and evaluate the importance of personal data its privacy and security
- Analyse and evaluate the security aspects of social media platforms and ethical aspects associated with use of social media
- Analyse and evaluate the cyber security risks
- Based on the Risk assessment, plan suitable security controls, audit and compliance
- Evaluate and communicate the human role in security systems with an emphasis on ethics, social engineering vulnerabilities and training
- Increase awareness about cyber-attack vectors and safety against cyber-frauds
- Take measures for self-cyber-protection as well as societal cyber-protection

MODULE 1: OVERVIEW OF CYBER SECURITY
Cyber security increasing threat landscape, Cyber security terminologies- Cyberspace, attack, attack vector, attack surface, threat, risk, vulnerability, exploit, exploitation, hacker., Non-state actors, Cyber terrorism, Protection of end user machine, Critical IT and National Critical Infrastructure, Cyber warfare, Case Studies.

MODULE 2: CYBER CRIMES
Cyber crimes targeting Computer systems and Mobiles- data diddling attacks, spyware, logic bombs, DoS, DDoS, APTs, virus, Trojans, ransomware, data breach., Online scams and frauds- email scams, Phishing, Vishing, Smishing, Online job fraud, Online sextortion, Debit/ credit card fraud, Online payment fraud, Cyberbullying, website defacement, Cyber-squatting, Pharming, Cyber espionage, Cryptojacking, Darknet- illegal trades, drug trafficking, human trafficking., Social Media Scams & Frauds- impersonation, identity theft, job scams, misinformation, fake newscyber crime against persons - cyber grooming, child pornography, cyber stalking., Social Engineering attacks, Cyber Police stations, Crime reporting procedure, Case studies.

MODULE 3: CYBER LAW
Cyber crime and legal landscape around the world, IT Act,2000 and its amendments. Limitations of IT Act, 2000. Cyber crime and punishments, Cyber Laws and Legal and ethical aspects related to new

technologies- AI/ML, IoT, Blockchain, Darknet and Social media, Cyber Laws of other countries, Case Studies.

MODULE 4: DATA PRIVACY AND DATA SECURITY
Defining data, meta-data, big data, non-personal data. Data protection, Data privacy and data security, Personal Data Protection Bill and its compliance, Data protection principles, Big data security issues and challenges, Data protection regulations of other countries- General Data Protection Regulations (GDPR),2016 Personal Information Protection and Electronic Documents Act (PIPEDA)., Social media-data privacy and security issues.

MODULE 5: CYBER SECURITY MANAGEMENT, COMPLIANCE AND GOVERNANCE
Cyber security Plan- cyber security policy, cyber crises management plan., Business continuity, Risk assessment, Types of security controls and their goals, Cyber security audit and compliance, National cyber security policy and strategy.

Basic Reading List:
- Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives by Sumit Belapure and Nina Godbole, Wiley India Pvt. Ltd
- Information Warfare and Security by Dorothy F. Denning, Addison Wesley
- Security in the Digital Age: Social Media Security Threats and Vulnerabilities byHenry A. Oliver, Create Space Independent Publishing Platform
- Data Privacy Principles and Practice by Natraj Venkataramanan and Ashwin Shriram, CRC Press
- Information Security Governance, Guidance for Information Security Managers byW. Krag Brothy, 1st Edition, Wiley Publication
- Auditing IT Infrastructures for Compliance By Martin Weiss, Michael G. Solomon, 2nd Edition, Jones Bartlett Learning