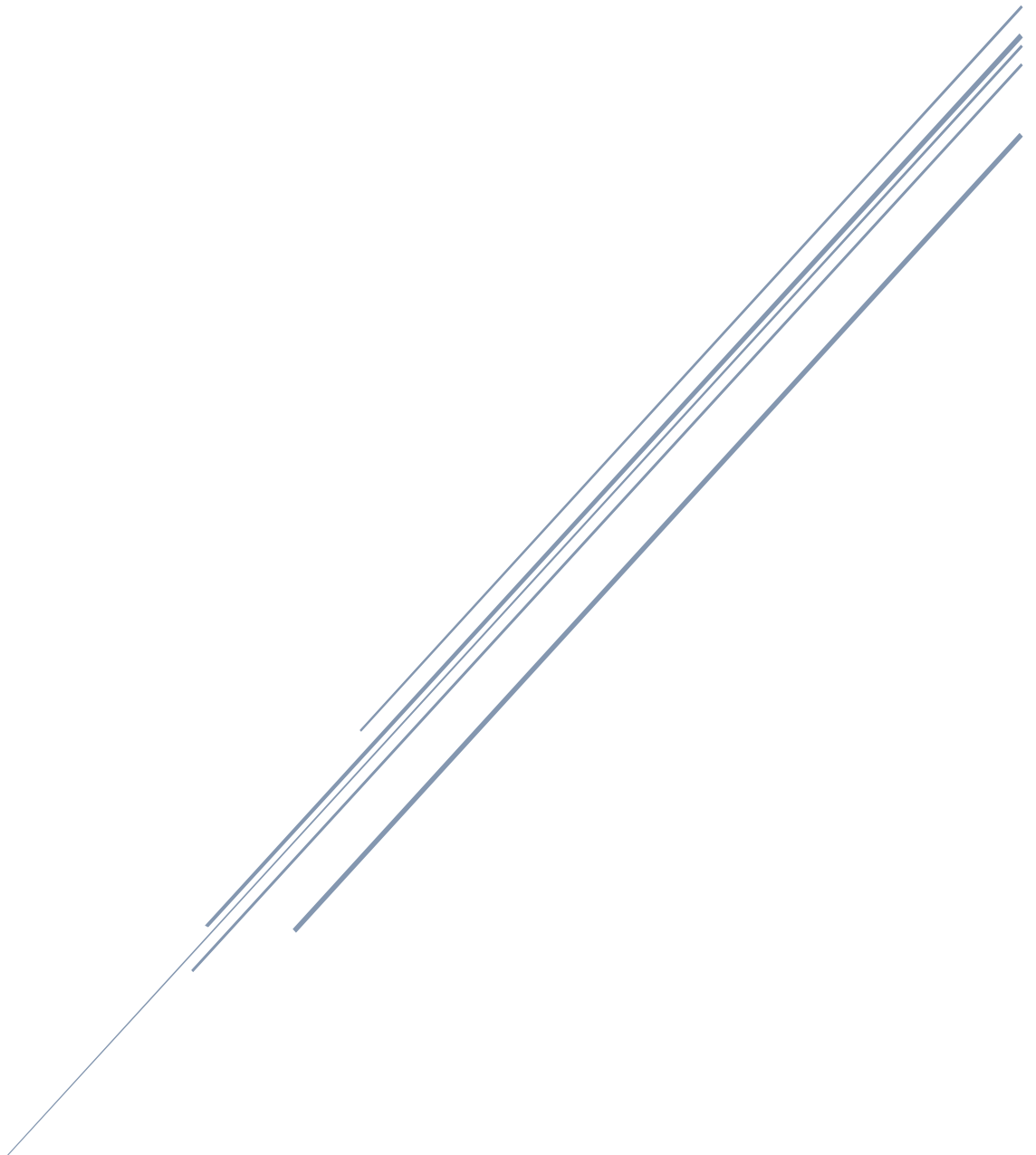


MASTER OF ARTS (HISTORY)-ODL

PROGRAMME PROJECT REPORT (PPR)



School of Social Sciences

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

i. Programme's mission and objectives:

Open and Distance Learning envisions reaching out to the unreached so as to spread Higher Education to all sections and classes of learners without discrimination, in commensuration with the ideal of attaining social justice as a core objective of the study of Social Sciences. At the Masters level the objective of studying History is to entail an in-depth analysis of historical interpretations of events as well as a thematic understanding of historical paradigms. The PG programme pedagogy will introduce the methodological tools that are used in History writing as a stepping stone for doctoral research in case the learner decides to take up the same after completing the Post Graduate level. The course objective is to remain updated with the regulations and goals of Higher education specified by the State and Centre governments.

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

The present PG History course of NSOU is designed in keeping with the philosophy of ODL in general and the mission of NSOU in particular to ensure that no learner keen to pursue a post-graduation in History is denied the same. To percolate the educating mission of NSOU to the poorest, marginalized and remotest areas of the state, the programme is conducted in the regional Bengali language. The learners who are not comfortable with English, have the liberty to write their examinations in Bengali, which is the preferred by maximum number of learners.

iii. Nature of prospective target group of learners:

The target group of learners for the Post Graduate level are the Graduate students interested in studying History at a higher level.

To cater to the increasing pressure of employability demands of an ever-increasing population, many of whom choose to enroll in History, the programme is designed to provide opportunities to prospective learners who hope to seek employment as research scholars, educators, college/university teachers, administrators and journalists. Besides those interested in seeking professions as an archivist, archaeologist, art curator, museologist or librarian and above all a historian are the prospective target group of learners.

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

The MA History programme when conducted in the ODL/Online mode becomes accessible to all ages of learners and to the far-flung areas of the state where traditional HEIs have limited access. The learners can also use the E-Resources as well as avail of Audio Video Lectures on the Learning Management System of NSOU to derive a critical and comprehensive understanding of the political developments in India, Europe and the rest of the world as well as analyse the social and economic thematic debates and discussions relevant in the discipline. The web radio Muktak also is another platform to enrich their knowledge competence. The use of ICT by the learners exposes them to a new skill set of technological tools of teaching-learning.

The programme is expected to generate original thinking and research ability among the learners. The introduction of the knowledge of historiography is expected to polish the learners' grasp of the finer aspects of history writing which is an interesting aspect of study at the PG level. The programme is also aimed at developing a multi-disciplinary approach to historical studies encompassing the entire gamut of social sciences. The programme is formulated to benefit learners for further research and employability in careers, applying a better and deeper understanding of history to sensitize local, national and international academia and industry and for furthering human civilization based on the ideals of social justice, liberty and equality.

v. Instructional Design:

a. Introduction: The present course has been designed in such a way that it nurtures the critical literary concepts, approaches, theories, movements, trends across genre and cultures in the world literature periodically. During the first year of the course, learners are facilitated with the more profound understanding of the development of modern grammar, aspects of language and the growth of genre across time and geographical space. Next, we will move on to more in-depth and sophisticated aspects

of literature, including literary theory and criticism along with Indian and American Literature in-depth textual analysis. It also fosters the learners to be specialized in the area of Modern European Classics in Translation. In this way, it envisages their growth as future researchers. With a variety of programmes, Open and Distance learning may increase the rate of illiteracy in society and motivate a sizable portion of the populace to improve their educational skills.

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

	Paper	Paper Code	Paper Type	Weightage for Assignment	Weightage for Term End	Full Marks
1 st Year	History of India: 1526-1757	PGHI-I	Theory	20%	80%	100
	History of India: 1757-1885	PGHI-II	Theory	20%	80%	100
	History of India: 1885-1964	PGHI-III	Theory	20%	80%	100
	Historiography	PGHI-IV	Theory	20%	80%	100
2 nd Year	History of Europe (1789-1945)	PGHI-V	Theory	20%	80%	100
	World Politics Since- 1945	PGHI-VI	Theory	20%	80%	100
	Group-A Social History of India: 19 th and 20 th Centuries	PGHI-VII	Theory	20%	80%	100
	Group-B Social History of India: 5 th to 13 th Century					
	Group-A Economic History of India: 19 th and 20 th Centuries	PGHI-VIII	Theory	20%	80%	100
	Group-B Economic History of India: 5 th to 13 th Century					

Note : The learners will have to opt for two papers either from Group-A or Group-B as Special Papers during renewal.

a) Detailed Syllabus:

1st year

PGHI-I: History of India, 1526 – 1757

PGHI-II: History of India, 1757 – 1885

PGHI-III: History of India, 1885 - 1964

PGHI-IV: Historiography

2nd year

PGHI- V: History of Europe, 1789 – 1945

PGHI-VI: World Politics Since 1945

Special Papers

Group A

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

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

Group B

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

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

Syllabus of Post Graduate History

Paper – I

History of India, 1526 – 1757

Module – 1

Unit – 1: The formation of the Mughal Empire

Unit – 2: Process of Mughal expansion

Unit – 3: The nature of Mughal absolutism

Unit – 4: The emperor and the ruling class

Module – 2

Unit – 1: The Crisis of the Mughal Absolutism

Unit – 2: The Jagirdari Crisis

Unit – 3: The Mughal Society and Economy

Unit – 4: The Mughal Urbanization

Module – 3

Unit – 1: The Decline of the Mughal Empire

Unit – 2: The Rise of the Regional Powers

Unit – 3: The Foreign Invasion

Unit – 4: Historiography of the Mughal Decline

Module – 4

Unit – 1: The Expanding English Presence in 18th Century India and the Structure of the India's International Economy

Unit – 2: The Company and the Indian Traders

Unit – 3: The Background of the Battle of Plassey and the Anglo-French Conflict

Paper - II

History of India, 1757 – 1885

Module – 1

Unit – 1: Political System in the Second Half of the 18th Century

Unit – 2: Consolidation of the British Power in Bengal (1757 – 1772)

Unit – 3: Company's Territorial Expansion in Western and Southern India

Unit – 4: Early Resistance to the British Colonial Rule; the Revolt of 1857

Module – 2

Unit – 1: Land Revenue Settlements

Unit – 2: Peasant and Tribal Movements with reference to Indigo

Uprising, Pabna Revolt, Deccan Riots, Santhal and Munda Revolts.

Unit – 3: Drain of Wealth; Deindustrialization and Deindustrialization Debate

Unit – 4: Railways and the Indian Economy; Development of Modern Industries

Module – 3

Unit – 1: Early Attitudes towards India – Utilitarianism, Evangelicalism, Orientalism

Unit – 2: Westernization and Indian Response

Unit – 3: Reorganization of Colonial State after 1857

Unit – 4: State and Social Reform

Module – 4

Unit – 1: Social Background of Modern Nationalism in India

Unit – 2: The Growth of Public Sphere – the Press, Art and Literature

Unit – 3: Liberalism and Nationalism – the Economic Critique of British Rule

Unit – 4: Provincial Politics and the Pre-Congress Era

Paper – III

History of India, 1885 - 1964

Module – 1

Unit – 1: The Indian Nationalism

Unit – 2: The Nature of the Early Congress

Unit – 3: The Rise and Spread of Communalism

Unit – 4: The Indian National Movement: the Changing Situation

Module – 2

Unit – 1: The Impact of the First World War on the Indian Economy, Society and Politics

Unit – 2: Gandhi and the Emergence of the Mass Politics

Unit – 3: The Congress – Non-cooperation Movement and the Civil Disobedience Movement

Unit – 4: The Indian National Congress and the Indian Capitalist Class

Module – 3

Unit – 1: The Development of Nationalist Politics

Unit – 2: The Rise of the Leftist Politics; The Struggle for Independence in the Princely States

Unit – 3: The Quit India Movement – 1942 in Indian History

Unit – 4: The Popular Movements during the 1940s; India towards Independence and Partition

Module – 4

Unit – 1: India in 1947

Unit – 2: India under Jawaharlal Nehru

Unit – 3: The Economy of Independent India and Movement for Social Justice

Unit – 4: India in the World Politics (1947 – 64)

Paper – IV

Historiography

Module – 1

Unit – 1: What is History? Fact and Interpretation – the Nature of Historical Evidence – Historical Evidence and

Historical Imagination – Approaches to History and the Emergence of Specializations – National History and Local History – Economic and Social History – History and Social Sciences

Unit – 2: History Writing in Pre-Modern Times – Features of Classical Historiography – History and Statecraft in Early Modern Europe – History in the Age of Enlightenment – Montesquieu, Voltaire, Vico and the Encyclopaedists – Harder and Gibbon

Unit – 3: Ranke and the Berlin Revolution in Historiography – Ranke and Objective History – History as it really was – History as a Past Politics – Ranke's Vision of Universal History

Unit – 4: History and the Idea of Progress in 19th Century Europe – Macaulay, Acton and the Age of Improvement – Jules Michelle and the French Revolution – Marx and Historical Materialism

Module – 2

Unit – 1: Marxism and Emergence of Economic and Social History – Trevelyan and the Writings of Social History of Politics – the New History Movement in United States of America

Unit – 2: Maurice Dobb and the Rise of Capitalism – R. H. Tawny and the English Revolution- Religion and Capitalism in England

Unit – 3: Social History as History of Structures and Mentalities – the Annales' School

Unit – 4: Social History as the History of Classes – British Marxist Historians – Christopher Hill,

Eric J. Hobs Eric Hobsbawm and E. P. Thompson – New Social History – History from Below

Module – 3

Unit – 1: Emergence of Historical consciousness in 19th Century India – Orientalism and the Rediscovery of Indian History – James Mill’s History of India and the Theory of Oriental Despotism

Unit – 2: The Indian Encounter with Past in the 19th Century

Unit – 3: Nationalism and the Writing of Indian History – the Indian Search for a Golden Past – the Economic Critique of British Colonial Rule and the Economic History of India – Marxist View

of Indian History and the Problem of Periodisation

Unit – 4: Debates in Indian History: the Indian Feudalism – 18th Century in Indian History

Paper – V

History of Europe, 1789 – 1945

Module – 1: French Revolution and Napoleon

Unit – 1: Condition (Economic, Social and Political) of France before 1789. Contribution of the Philosophers in the Revolution of 1789 – Factors leading to the Revolution

Unit – 2: The Process and Different Phases of the Revolution of 1789

Unit – 3: Impact of the French Revolution on the Contemporary Society, Politics and Culture

Unit – 4: Rise of Napoleon – Internal and Foreign Policy of Napoleon. Fall of Napoleon

Module – 2: Bourgeois Democratic Revolution and Unification of Europe Unit – 1: The European

Experience of Bourgeois Democratic Revolution (Major Countries)

Unit – 2: The Impact of Bourgeois Democratic Revolution on the European Politics

Unit – 3: United Germany under the leadership of Bismarck

Unit – 4: The Industrial Revolution in Germany – The End of the Age of Bismarck – German Foreign Policy under the leadership of Kaiser William II

Module – 3: Industrial Revolution in Europe

Unit – 1: Industrial Revolution in Europe: Definition and Continuity

Unit – 2: The Causes of the Industrial Revolution. Why did it first take place in England?

Unit – 3: Agricultural, Transport and Demographic Revolution

Unit – 4: The Long-term Effects of the Industrial Revolution

Module – 4: Nationalism and Formation of Nationalist States in Europe

Unit – 1: Rise of Nationalism in Europe

Unit – 2: Unification Movement in Italy

Unit – 3: Unification Movement in Germany

Unit – 4: The decline of Empire through the Rise of Nationalism

Module – 5: Europe between 1914 and 1945

Unit – 1: Background of the World War I

Unit – 2: The Peace Efforts in Europe after the World War I

Unit – 3: The Socialist Movement in Europe

Unit – 4: Rise of Nazism and Fascism in Europe

Unit – 5: World War II, the Rise of Super Powers and the Beginning of the Cold War

Paper - VI

World Politics Since 1945

Module – 1: Aftermath of the War

Unit – 1: Background of Cold War

Unit – 2: Europe in transition - Formation of European Union.

Unit – 3: Cold War in the Third World (Korean Crisis, Vietnam War, Arab-Israel Conflict)

Unit – 4: NAM and its impact on World Politics

Module – 2: Unit – 1: Birth of Communist China and Sino-Soviet Relation

Unit – 2: United States of America, Cuba and Chili.

Unit – 3: The Anti-Colonial Movement in Africa – Algeria and Congo Crisis.

Module – 3: Decolonization and Disarmament

Unit – 1: Debate on Concept and Application

Unit–2: Various Phases of Disarmament – Nuclear Rearmament, Anti-nuclear World

Unit – 3: UNO as a Peacekeeping Body. Evaluation of its Success and Failures

Unit – 4: Apartheid – Origin of the Concept, its impact on World Politics, America and South Africa

Module – 4: The New World Order

Unit – 1: Collapse of the Soviet Union, Gorbachev Years. The End of Cold War towards a Unipolar World

Unit – 2: Globalization and its Impact

Unit – 3: India and South Asia – Nepal, Bhutan, Bangladesh, Pakistan and Sri Lanka

Unit – 4: Indian Foreign Policy after the Cold War

a) Economic Diplomacy

b) Look East Policies

c) Nuclear Policies Armament and its Impact

SPECIAL PAPERS

(The University offers two Special Papers to the learners of post graduate history course. The learners will have to opt either for Group – A of Paper – VII and Paper – VIII or for Group – B of Paper – VII and Paper – VIII.)

Group - A

PAPER VII A

Social History of India (19th and 20th Centuries)

Module – 1: Gender

Unit – 1: Aspects of Gender Question in India

Unit – 2: Prostitute and Her Clientele in 19th Century Bengal

Unit – 3: Women Education in India

Unit – 4: Women's Suffrage Movement in India – a Survey

Module – 2

Unit – I: Environmental History

Unit – II: Environmental History

Unit – III: Science

Unit – IV: Medicine and Public Health

Module – 3

Unit – I: Literature

Unit – II: Film and Theatre

Unit – III: Art

Unit – IV: Sports

Module – 4

Unit – I: Disorder and Violence in Rural Society

Unit – II: Law and Court

Unit – III: Police

Unit – IV: Prison

Module – 5

- Unit – I: Religious Reform Movements
- Unit – II: Social Reform Movements
- Unit – III: Caste Movements
- Unit – IV: Educational Reforms

PAPER VIII A

Economic History of India (19th and 20th Centuries)

Module – 1

- Unit – I: Revenue Settlements
- Unit – II: Commercial Agriculture in India
- Unit – III: Rural Structure
- Unit – IV: Peasant Movements

Module – 2

- Unit – I: Industrial Development
- Unit – II: Imperialism and Industrial Development
- Unit – III: Swadeshi Industrial Development
- Unit – IV: Business and Politics

Module – 3

- Unit – I: Historiography of the Indian Working Class
- Unit – II: Emergence and Formation of Indian Working Class
- Unit – III: Changing Condition of the Indian Working Class
- Unit – IV: The Working-Class Movements

Module – 4

- Unit – I: Internal Trade of India with Special Reference to Bengal
- Unit – II: Foreign Trade of India (1757 – 1858)
- Unit – III: Foreign Trade of India (1858 – 1947)
- Unit – IV: Population, Occupational Structure and Urbanization

Group - B

PAPER VII B

Social History of India (5th to 13th Centuries)

Module – 1

- Unit – I: Formation of Social-Political Structure
- Unit – II: The Theory of Sultanate
- Unit – III: Unitary/Centralized State Formation
- Unit – IV: State and Society

Module – 2

- Unit – I: Regional Patterns of State Formation
- Unit – II: Societies in Rajputana – The Bhai-Bant System
- Unit – III: Vijayanagara – Segmentary State
- Unit – IV: Bengal

Module – 3

- Unit – I: Growth of Regional Literature
- Unit – II: Liberal Arts, Technology and Science
- Unit – III: Astronomy, Ayurveda, Rasayana.

Unit – IV: New Developments

Module – 4

Unit – I: Social, Economic and Religious Traits of Assimilation

Unit – II: Philosophy – Bhakti Cult and Sufism

Unit – III: Hindu – Muslim Synthesis

Unit – IV: Assimilation of Cultures

PAPER VIII B**Economic History of India (5th to 13th Centuries)****Module – 1**

Unit – I: Early Medieval Period

Unit – II: Causative Factors

Unit – III: Debates and Historiography

Module – 2

Unit – I: The Agrarian Structure

Unit – II: The Feudal Economy

Unit – III: Growth and Diversities

Unit – IV: The Iqtadari System

Module – 3

Unit – I: Nature of Trade (Trade, Merchants and Market Centres)

Unit – II: Urban Development and Proliferation of Guilds and Crafts

Unit – III: Agriculture

Module – 4

Unit – I: Economy of Vijayanagara

Unit – II: Bengal and Bhamain Kingdom

Unit – III: Foreign Trade

Unit – IV: Feudalism from Above and Below

(The University offers Special Papers in PGHI Course. Paper VII and Paper VIII are marked as special papers.)

There are two groups: Paper VIIA and Paper VIIIA & Paper VIIB and Paper VIIB. The learners will opt either for Group A or Group B as special papers.)

c. Faculty & Support Staff requirement:

Sl. No.	Faculty	Name of the Faculty	Work at (HQ/RC)	Number
1	Professor	Chandan Basu	HQ - 1	1
2	Associate Professor	Ritu Mathur Mitra	RC - 1	1
3	Associate Professor	Soumitra Sreemani	RC - 1	1
4	Associate Professor	Anuradha Ghose	RC - 1	1
5	Associate Professor	Debarati Banerjee	RC - 1	1

d. Support Staff:

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

e. Instructional Delivery Mechanisms:

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	For each paper, thirty hours of the personal contact programme are held in different PCP centres as proposed by the university. In total, 120 hours of classes are taken by the academic counsellors.
	Tutorials/ Special Classes/ Remedial Classes/ PCP	Yes	For each paper, ten hours of the tutorials, special classes, and remedial classes are conducted by the Department of Bengali. As part of an ICT-based learning management system, forty hours of online interaction were conducted each year.
	Seminar/ Research Colloquium	Yes	Throughout the year, seminars and conferences are held on interdisciplinary subjects online and offline at the different campuses of the university.
Self-Learning	SLMs	Yes	The self-learning materials for each paper are provided to the learners, in addition to e-content if required from time to time during online sessions and a personal contact program.
	Reference Books	Yes	Each unit includes a list of recommended books to read in the self-study material. In addition, instructors at LSC (during PCP) and NSOU (during online sessions) help students through the use of reference books.
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	Yes	Learners are facilitated by a learning management system and the NSOU Android app.
	Offline DVD/SD Card/USB Drive	No	
	Telecommunications	NO	
Blended	Smart Classrooms	Yes	Arrangements are available at all the RC's and at LSC's as per the norms of the university.
	Flipped Learning	Yes	Preparation is done paper-wise in the NSOU official app in the form of audio-visual lectures, paper-wise.

vi. Procedure for admissions, curriculum transaction and evaluation:

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

Information Circulation Policy:

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

Learner Support Services:

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

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

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

Transaction of Curriculum and Academic Planner:

The University employs a variety of strategies to maximize the exposure of students to course material and each instructional programme. Initially, printed SLMs/SIMs (Self Learning Materials/Self Instructional Materials) packages and contact programmes including face-to-face engagement with academic counsellors are offered. Ultimately, audio materials, audio-visual presentations, teleconferences, and sporadic discussion sessions through webcasting and online radio may be implemented. The following instructional Learning Methodologies and Student Support Services are utilised to improve the Open and Distance learning environment:

- ✓ SLM in Print
- ✓ eSLM on the University Website
- ✓ Live AV Lectures Using LMS platform integrating App based education
- ✓ AV Lectures in DVD Mode; subsequently integrated on NSOU android app (Over 40 hrs run time)
- ✓ Blended Learning through PCP at LSC and online instruction
- ✓ SLP

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

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

Evaluation:

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

Assignment – 20 marks

Term End Examination – 80 marks

Total marks for each course – 100

Assignment / Internal Assessment/ Continuous Assessment / Formative Assessment: Assignment submission is the first interaction between the learner and the teacher. It has a very important role to play in the teaching-learning process in distance education. So, submission of Assignment is mandatory for all learners. The assignment responses reflect what the learners have understood and learnt. The assignment answer scripts are returned to the learners so that the assignment answers serve the purpose of providing feedback to the learners and inform them their strengths and weaknesses. Learners will be required to submit assignment for each course and the marks obtained on evaluation of those assignment courses will be entered into his/her individual record of performance. This will constitute 30% (maximum) of the Full marks in the course as per University Grants Commission (Open and Distance Learning Programmes and Online Programmes) regulations, 2020. All the Marks secured by the learners will be progressively entered into the result card. Every learner is required to submit the assignment courses before each Term-End Examination. In practical course of Science stream, there is no assignment.

Term-End Examinations: Minimum 80% of the total credit points of the course (except practical course where it is 100%) would be reserved for Term-End Examination as per University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020. Minimum qualifying marks in each course is 20% (Term End Examination Marks + Assignment Marks).

Waive of Programme Fee:

University waive of full course fee for transgender learners.

vii. Requirement of the laboratory support and Library Resources:

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

Further, to cater to the needs of huge number of registered students, the University needs unlimited libraries to provide educational support to everyone. To cope with the situation, the University has initiated the process of setting up a strategic partnership with the existing network of Public Libraries that are available in the State of West Bengal to offer educational support to our learners all over the State. This initiative taken by NSOU is the first of its kind in the country.

viii. Cost estimate of the programme and the provisions:

Total course fee is Rs. 7,600/- (Excluding Examination and Studentship Renewal Fees). An approximate distribution of expenditure is given below to get prior view:

Assigned Head	Sub Head	% of Expenditure
Development	SLM Preparation and Development Cost	7
	SLM Printing	44
Maintenance & Programme Delivery	Maintenances Grant	5
	Counselling/ PCP/ Lab Counselling	25
	Delivery Charges	4
	Other Overhead Expenses	8
ICT Support	Admission Processing	1
	ICT Support Services	5
	Computer Training	1

ix. Quality assurance mechanism and expected programme outcomes:

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

Board of Studies (BOS): Board of Studies ensure quality of the Curriculum of Post Graduate Programme in History as per University norms. BOS plays a vital role as the following

- ✓ Curriculum review and development of quality Self Learning Materials (SLMs) in print. The curriculum is reviewed regularly to ensure that it is up-to-date and relevant to the needs of learners.
- ✓ Learner’s assessment and evaluation process through a variety of methods, including exams, assignments. This helps to ensure that Learners are meeting the learning outcomes of the Programme.

Expected Programme outcomes:

The PG History programme outcomes can be listed as follows:

- ✓ Inculcate self-learning and life-long learning habits instilled by the ODL mode of NSOU
- ✓ Place emphasis on original and innovative thinking as the root philosophy of higher learning
- ✓ Develop the capacity to grasp the core discipline with an open and analytical mind and remain updated with new developments in the field of social science for multidisciplinary approach to studying History
- ✓ Sharpen the intellect for focus on academic research relevant to contemporary needs and demands of society and polity
- ✓ A sensitization to ethical employability for achieving incorruptible and just social ends for all, especially the down-trodden
- ✓ The ability to apply theoretical knowledge to real-life situations to alleviate problems that plague humanity
- ✓ Develop in the learners a keen interest in regional development and harmony, national unity and integration and a sense of belonging to an inclusive global society of peace and progress
- ✓ Entrust the learners with a knowledge domain and employability skills that will help them to choose the right profession and contribute to the global human experience for better living as prescribed in UN SDGs