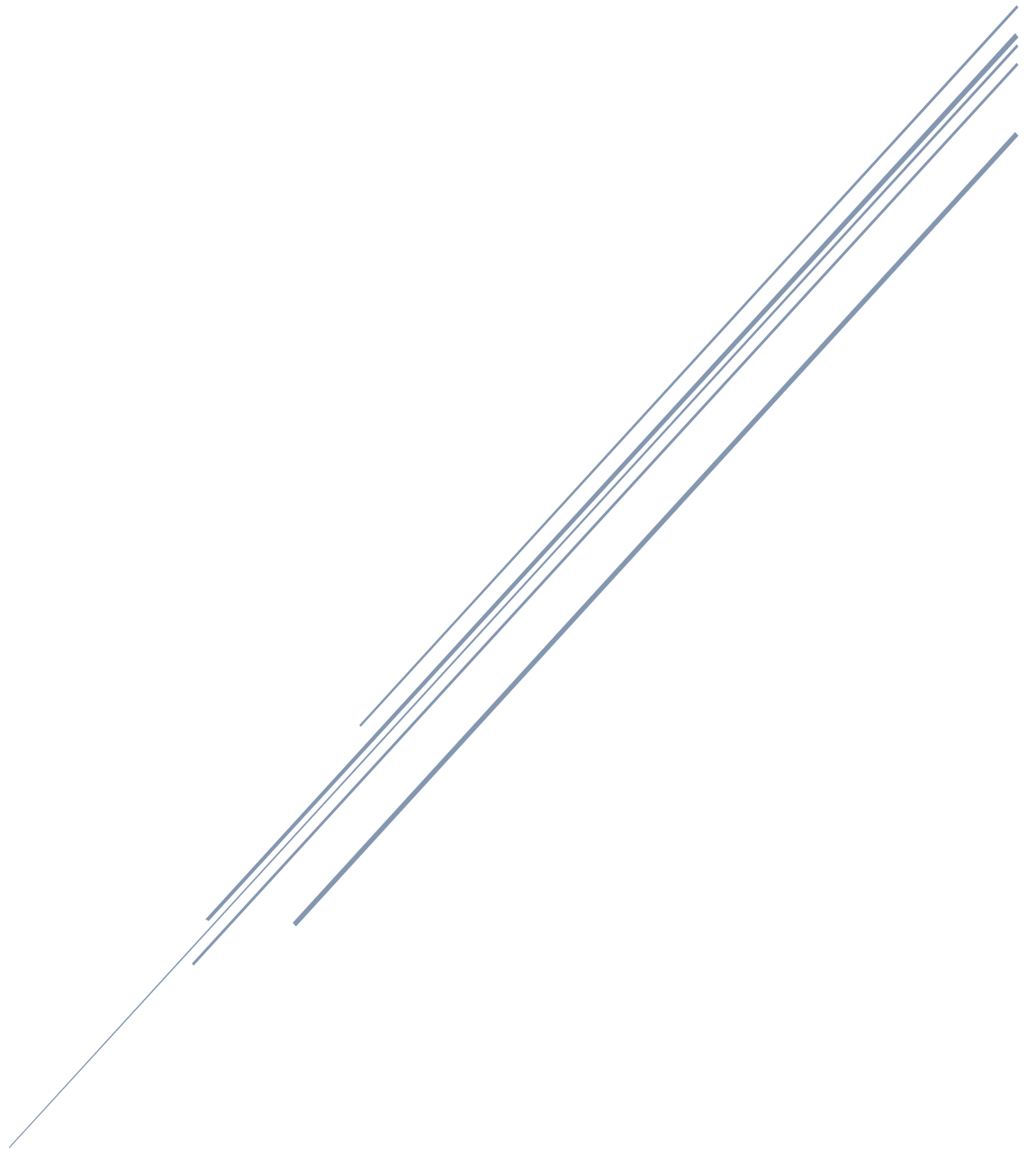


BACHELOR OF ARTS (HONS) (HISTORY)-ODL

PROGRAMME PROJECT REPORT (PPR)



School of Social Sciences

PPR of BA 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:

- ✓ To promote self-learning amongst the undergraduate History learners with a vision of obtaining knowledge of past and enlighten them on the present with an eye on the future.
- ✓ To guide learners to grasp facts and acquire knowledge through the recent historiographical debates, arguments and theories while identifying the patterns of change and continuity in history.
- ✓ To requisite information about different castes, classes, societies and heritage through significant developments in the history of the Indian subcontinent as well as the world from earliest times up to the period after independence, and recent past.
- ✓ To break the stereotypes of History learning and create interest amongst students to cultivate essential knowledge of History with greater flexibility for multi-disciplinary approach to learning.
- ✓ To develop logical and rationale respect for national ideals, constitutional values, socio-cultural issues, global peace and understanding by projecting plural features of historical understandings.

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

- ✓ To democratize education in keeping with the ODL philosophy and to 'reach the unreached' learners irrespective of their age, gender, caste and religion as per the motto of NSOU.
- ✓ To render services for the development of the State in particular, and the Nation in general, in order to sensitize the learners towards a humanistic, democratic and socially viable ecosystem.

iii. Nature of prospective target group of learners:

Primarily, class XII pass outs predominantly from WBBHSE, and of late a certain section of students passing out of ISC and CBSE boards. There being no specific cut off marks in keeping with the philosophy of Open Learning, all students who have passed Higher Secondary level are allowed entry to the programme.

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

This makes for a very heterogeneous learner group.

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

In keeping view with the Open and Distance Learning mode of education, learners are expected to acquire their understanding for further studies as well as to equip themselves with a vision of obtaining knowledge of past and enlighten them on the present with an eye on the future. The ODL History programme is an accessible mean to guides learners to grasp facts and acquire knowledge through the recent historiographical debates, arguments and theories while identifying the patterns of change and continuity in history. It also develops a logical and rationale respect for national ideals, constitutional values, socio-cultural issues, global peace and understanding by projecting plural features of historical understandings.

The course is traditional and prepares learners of the University to step out in the competitive job market, at par with students who take the course from Conventional University departments. The students at this University are rather better trained to equip themselves with modes of ICT, through using online student support services, audio-visual lectures above the use of printed SLMs, and thus in every way ready to face the challenges of the twenty-first-century scenario.

v. Instructional Design:

Introduction: The ID for the programme has been developed keeping in mind on the one hand the challenges of being a motivated learner in the ODL mode, and on the other hand the necessity and expectation of keeping parity with best practices in the field as are currently evidenced in the national scenario. Accordingly, the ID offers a range of synchronous learning mechanisms at the present point of time, and is also preparing itself for the launch of asynchronous modes through MOOCS in a phased manner from the coming session. Synchronous modes includes a range of delivery mechanisms both in the offline and online modes as have been detailed below. The mainstay of Student Support Services as of now remains the SLM in print and multiple levels of interactions between learners and counsellors.

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

SEM	CODE	Course Name	Credit	Study Hours	TE Full Marks	Assig. Full Marks	Total Marks	
1 st Year	I	CC-HI-01	HISTORY OF INDIA- I	6	180	50	20	70
		CC-HI-02	SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD	6	180	50	20	70
		GE-01: # Refer Table below		6	180	50	20	70
		AE-BG-11	* Bengali	2	60	50	20	70
	AE-EG-12	* English						
	II	CC-HI-03	HISTORY OF INDIA II	6	180	50	20	70
		CC-HI-04	SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD	6	180	50	20	70
		GE-02: # Refer Table below		6	180	50	20	70
AE-ES-21		Environmental Studies	2	60	50	20	70	
2 nd Year	III	CC-HI-05	HISTORY OF INDIA III (c. 750 -1206)	6	180	50	20	70
		CC-HI-06	RISE OF THE MODERN WEST- I	6	180	50	20	70
		CC-HI-07	HISTORY OF INDIA IV (c.1206 - 1550)	6	180	50	20	70
		GE-03: # Refer Table below		6	180	50	20	70
	SE-HI-11	ICT in Education	2	60	50	10	60	
	IV	CC-HI-08	RISE OF THE MODERN WEST - II	6	180	50	20	70
		CC-HI-09	HISTORY OF INDIA V (c. 1550 - 1605)	6	180	50	20	70
		CC-HI-10	HISTORY OF INDIA VI (c. 1605 - 1750s)	6	180	50	20	70
		GE-04: # Refer Table below		6	180	50	20	70
		SE-HI-21	Reading and Reflecting on Text	2	60	50	10	60
3 rd Year		V	CC-HI-11	HISTORY OF MODERN EUROPE - I (c. 1780-1939)	6	180	50	20
	CC-HI-12		HISTORY OF INDIA VII (c. 1750 - 1857)	6	180	50	20	70
	DS-HI-11		HISTORY OF USSR - I (1917-1964)	6	180	50	20	70
	DS-HI-21		HISTORY OF USSR - II (1917-1964)	6	180	50	20	70
	VI	CC-HI-13	HISTORY OF INDIA VIII (c. 1857 - 1950)	6	180	50	20	70
		CC-HI-14	HISTORY OF MODERN EUROPE II (c. 1780 - 1939)	6	180	50	20	70
		DS-HI-31	HISTORY OF SOUTH EAST ASIA (19th and 20th CENTURIES)	6	180	50	20	70
		DS-HI-41	¥ HISTORY OF EAST ASIA - I (1840-1950)	6	180	50	20	70
DS-HI-42	¥ HISTORY OF EAST ASIA – II (1868-1945)							

GE combination list:

Subject	SEM-I: GE-01	SEM-II: GE-02	SEM-III: GE-03	SEM-IV: GE-04
Political Science	GE-PS-11: Nationalism in India	GE-PS-21: Feminism: Theory and Practice	GE-PS-31: Gandhi and the Contemporary World	GE-PS-41: Understanding Ambedkar
				GE-PS-42: United Nations and Global Conflicts
Sociology	GE-SO-11: Indian Society	GE-SO-21: Population and Society	GE-SO-31: Gender and Violence	GE-SO-41: Sociology of Social Movements
				GE-SO-42: Rethinking Development
Bengali	GE-BG-11: বাংলার সমাজ ও সাংস্কৃতিক পরিচয়	GE-BG-21: বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ)	GE-BG-31: ভাষা, ছন্দ ও অলঙ্কার	GE-BG-41: আধুনিক বাংলা সাহিত্য: নির্বাচিত পাঠ

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

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

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

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

SEM	Course Title	Textual Syllabus	
I	HISTORY OF INDIA- I (CC-HI - 01)	Module I: Reconstructing Ancient Indian History	Unit – 1: Early Indian notions of History Unit – 2: Sources and tools of historical reconstruction. Unit– 3: Historical interpretations (with special reference to gender,environment, technology, and regions).
		Module II: Pre-historic hunter-gatherers	Unit – 4: Palaeolithic cultures- sequence and distribution Unit – 5: Stone industries and other technological developments Unit– 6: Mesolithic cultures- regional and chronological distribution Unit – 7: New developments in technology and economy; rock art
		Module III: The advent of food production	Unit – 8: The Neolithic Age and the Beginnings of Food Production Unit –9: Understanding the regional and chronological distribution of the Neolithic and Chalcolithic cultures Unit –10: Subsistence, and patterns of exchange
		Module IV: The Harappan civilization	Unit – 11: Origins; settlement patterns and town planning; Unit – 12: agrarian base; craft productions Unit – 13: Trade Unit– 14: Social and political organization Unit – 15: Religious beliefs and practices; art Unit – 16: The problem of urban decline Unit – 17 The late/post-Harappan traditions.
		Module V: Cultures in transition	Unit – 18: North India (circa 1500 BCE-300 B CE)- Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan Problem. Unit – 19: Central India and the Deccan (circa 1000 BCE – circa 300 BCE) Unit – 20: Tamilakam (circa 300 BCE to circa CE 300)
	SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD (CC-HI-02)	Module I: Evolution of humankind	Unit – 1: Theories on Evolution and Growth of civilizations – i) Charles Darwin, ii) Thomas Henry Huxley, iii) Arnold Toynbee, iv) V. Gordon Childe Unit – 2: Growth of Archaeological Studies. Unit –3: Evolution of Human body and mind – From ape to modern man. Unit – 4: Palaeolithic Culture Unit – 5: Mesolithic culture.

SEM	Course Title	Textual Syllabus	
		Module II: Food production	Unit – 6: Neolithic cultures – Beginnings of agriculture and animal husbandry.
		Module III: Bronze Age Civilizations	Unit – 7: A survey of Chalcolithic cultures Unit– 8: Mesopotamia (up to the Akkadian Empire) Unit – 9: Egypt (Old Kingdom) Unit – 10: Any one of the following –(i) China (Shang); ii) Eastern Mediterranean (Minoan & Mycenaean), (iii) Mesomerica – Maya, Aztec, Inca –Economy, Social stratification, State structure, Religion.
		Module IV: Nomadic groups in Central and West Asia and Europe	Unit – 11: Debate on the advent of iron and its implications Unit – 12: Iron age civilizations – Hittites and Etruscans
		Module V: Slave society in ancient Greece	Unit – 13: Agrarian economy Unit – 14: Urbanization and Trade
		Module VI: Polis in ancient Greece	Unit – 15: Athens Unit – 16: Sparta Unit– 17: Wars in Hellenic world – Greco-Persian War and Peloponnesian War Unit – 18: Hellenic Literature and Philosophy Unit - 19: Greek Sports – Olympic Unit – 20: Rise of Macedon and Hellenistic culture
		II	HISTORY OF INDIA II (CC-HI-03)
Module II: Changing political formations (circa 300 BCE to circa CE 300)	Unit – 4: The Mauryan Empire Unit – 5: Post-Mauryan Polities with special reference to the Kushanas and the Satavahanas; Gana-Sanghas.		
Module III: Towards early medieval India (circa CE fourth century to CE 750)	Unit – 6: Agrarian expansion: land grants, changing production relations Unit – 7: Graded Land rights and peasantry. Unit – 8: The problem of urban decline: patterns of trade, currency, and urban Settlements. Unit – 9: Varna, proliferation of jatis: changing norms of marriage and property. Unit – 10: The nature of polities: the Gupta empire and its contemporaries Unit – 11: Post-Gupta politics – Pallavas, Chalukyas, and Vardhanas		
Module IV: Religion, philosophy and society (circa 300 BCE – CE 750)	Unit – 12: Consolidation of the Brahmanical tradition: Dharma, Varnashram, Purusharthas, Samskaras. Unit – 13: Theistic cults (from circa second century BC): Mahayana; the Puranic tradition. Unit – 14: The beginnings of Tantricism		

SEM	Course Title	Textual Syllabus
		<p>Module V: Cultural developments (circa 300 BCE – CE 750)</p> <p>Unit – 15: A brief survey of Sanskrit, Pali, Prakrit and Tamil literature. Unit – 16: Scientific and technical treatises Unit – 17: Art and architecture & forms and patronage: Mauryan Period Unit – 18: Art and architecture & forms and patronage: Post-Mauryan Period Unit – 19: Art and architecture & forms and patronage: Gupta Period Unit – 20: Art and architecture & forms and patronage: Post-Gupta</p>
	SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD (CC-HI-04)	<p>Module I: Roman Republic</p> <p>Unit – 1: Brief administrative history of Rome – Republic, Principate and Empire Unit – 2: Unification of Italy under Rome Unit – 3: Agrarian economy Unit – 4: Urbanization and trade</p>
		<p>Module II: The Roman Society</p> <p>Unit – 5: Patrician – Plebeian conflict Unit – 6: Slave society in ancient Rome: Condition of the Slaves Unit – 7: Condition of Women</p>
		<p>Module III: Religion and culture in Ancient Rome</p> <p>Unit – 8: Eclectic nature of Roman religion Unit – 9: Roman Literature Unit – 10: Roman art and architecture</p>
		<p>Module IV: Crises of the Roman Empire</p> <p>Unit – 11: The Third century crisis Unit – 12: Constantine and his reforms Unit – 13: End of the Empire in the West Unit – 14: Causes of the Decline</p>
		<p>Module V: Economic developments in Europe from the 7th to the 14th centuries</p> <p>Unit – 15: The 10th century crisis and rise of Feudalism Unit – 16: Organization of production, towns and trade, technological developments. Unit – 17: Crisis of feudalism.</p>
		<p>Module VI: Religion and culture in medieval Europe</p> <p>Unit – 18: Christianity – Church and the Papacy Unit – 19: Monasticism</p>
III	HISTORY OF INDIA III (c. 750 -1206) (CC-HI-05)	<p>Module I: Studying Early Medieval India</p>
		<p>Module II: Political Structures</p> <p>Unit – 4: Evolution of political structures: Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas Unit – 5: Legitimization of kingship; brahmanas and temples; royal genealogies and rituals Unit – 6: Arab conquest of Sindh: nature and impact of the new set-up; Ismaili dawah Unit 7: Causes and consequences of early Turkish invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghur</p>
		<p>Module III: Agrarian Structure and Social Change</p> <p>Unit – 8: Agricultural expansion; crops Unit – 9: Landlords and peasants Unit – 10: Proliferation of castes; status of untouchables</p>

SEM	Course Title	Textual Syllabus	
			Unit – 11: Tribes as peasants and their place in the Varna order
		Module IV: Trade and Commerce	Unit –12: Inter-regional trade Unit – 13: Maritime trade Unit –14: Forms of exchange Unit – 15: Process of urbanization Unit – 16: Merchant guilds of South India
		Module V: Religious and Cultural Developments	Unit – 17: Bhakti, Tantrism, Puranic traditions; Buddhism and Jainism; Popular religious cults Unit – 18: Islamic intellectual traditions: Al-Biruni; Al-Hujwiri Unit – 19: Regional languages and literature Unit – 20: Art and architecture: Evolution of regional styles
	RISE OF THE MODERN WEST – I (CC-HI-06)	Module I: Transition from feudalism to capitalism	Unit–1: Problems and theories with special reference to the Historiography of the Transition Debates
		Module II: Early colonial expansion	Unit – 2: Motives, voyages and explorations Unit - 3: The conquests of the Americas: beginning of the era of colonization; mining and plantation; the African slaves.
		Module III: Renaissance	Unit – 4: Meaning of Renaissance Unit – 5: Its social root Unit – 6: City-states of Italy Unit – 7: Spread of humanism in Europe Unit – 8: Art Unit – 9: The Historians in the Age of Renaissance
		Module IV: Origins, course and results of the European Reformation in the 16th century	Unit – 10: Origins Unit –11: Course (I): Martin Luther and the German Reformation Unit –12: Course (II): Reformation Movement Outside of Germany Unit – 13: The Radical Reformation Unit – 14: The Catholic Reformations Unit – 15: Results
		Module V: Economic developments of the sixteenth century	Unit – 16: The Economic Condition of 16th Century: General Aspects (Rural and Urban Unit – 17: Shift of economic balance from the Mediterranean to the Atlantic Unit – 18: Commercial Revolution Unit – 19: Influx of American silver and the Price Revolution
		Module VI: Emergence of European state system	Unit 20: Spain Unit – 21: France Unit – 22: England Unit – 23: Russia
	HISTORY OF INDIA IV (c.1206 – 1550) (CC-HI-07)	Module I: Interpreting the Delhi Sultanate	Unit – 1: Survey of sources: Persian 19arikh tradition; vernacular histories; epigraphy
		Module II: Sultanate Political Structures	Unit – 2: Foundation, expansion and consolidation of the Sultanate of Delhi; The Khaljis and the Tughluqs

SEM	Course Title	Textual Syllabus	
			Unit – 3: Mongol threat and Timur’s invasion; The Lodis: Conquest of Bahlul and Sikandar; Unit – 4: Ibrahim Lodi and the battle of Panipat Unit – 5: Theories of kingship Unit – 6: Ruling elites; Sufis, ulama and the political authority; Unit – 7: Imperial monuments and coinage
		Module III: Emergence of provincial dynasties and Regional Identities	Unit – 8: Bahamanis Unit – 9: Vijayanagar Unit – 10: Gujarat Unit – 11: Malwa Unit – 12: Jaunpur Unit – 13: Bengal Unit – 14: Consolidation of regional identities; regional art, architecture and literature
		Module IV: Society and Economy	Unit – 15: Iqta and the revenue-free grants Unit – 16: Agricultural production; technology Unit – 17: Changes in rural society; revenue systems Unit – 18: Monetization; market regulations; growth of urban centers; trade and commerce; Indian Ocean trade
		Module V: Religion, Society and Culture	Unit – 19: Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles Unit – 20: Bhakti movements and monotheistic traditions in South and North India; Women Bhaktas; Nathpanthis; Kabir, Nanak and the Sant tradition Unit: 21: Sufi literature: malfuzat; premakhayans
VI	RISE OF THE MODERN WEST – II (CC-HI-08)	Module I: 17th century European crisis	Unit – 1: Decline of the Mediterranean Economy Unit – 2: Decline of Spain Unit – 3: Decline of Italy Unit – 4: Nature and the extent of the Crisis: Economic, social and political dimensions Unit – 5: The Thirty Years War
		Module II: The English Revolution	Unit – 6: Major issues Unit – 7: Fermentation of Ideas: political and intellectual currents Unit – 8: Commonwealth and Protectorate Unit – 9: Restoration of 1660 Unit – 10: Socio-Economic Changes Unit – 11: The Revolution of 1688 Unit – 12: Consequences Unit – 13: Intellectual and Cultural Trends
		Module III: Rise of modern science in relation to European society from the Renaissance to the 17th century	Unit – 14: Origins Unit – 15: Social Context of the Modern Science Unit – 16: Major Developments Unit – 17: The Formulation of Scientific Method Unit – 18: Science and Religion
		Module IV: Mercantilism and European economics: 17th and 18th centuries	Unit – 19: Origins Unit – 20: The Theory of Mercantilism Unit – 21: (a) Mercantilism in Action; (b) Rejection of Mercantilism

SEM	Course Title	Textual Syllabus	
		Module V: European politics in the 18th century	Unit – 22: (a) Parliamentary monarchy; (b) Patterns of Absolutism in Europe
		Module VI: Political and economic issues in the American Revolution	Unit – 23: Understanding the American Revolution – Political and Economic issues
		Module VII: Preludes to the Industrial Revolution	Unit – 24: Causal Origin of Industrial Revolution
	HISTORY OF INDIA V (c. 1550 – 1605) (CC-HI-09)	Module I: Sources and Historiography	Unit – 1: Persian literary culture; translations; Unit – 2: Vernacular literary traditions Unit – 3: Modern Interpretations
		Module II: Establishment of Mughal rule	Unit – 4: India on the eve of Babur’s invasion Unit – 5: Fire arms, military technology and warfare Unit – 6: Humayun’s struggle for empire Unit – 7: Sher Shah and his administrative and revenue reforms
		Module III: Consolidation of Mughal rule under Akbar	Unit – 8: Campaigns and conquests: tactics and technology Unit –9: Evolution of administrative institutions: zabt, mansab, jagir, madad-i-maash Unit – 10: Revolts and resistance
		Module IV: Expansion and Integration	Unit – 11: Incorporation of Rajputs and other indigenous groups in Mughal nobility Unit – 12: North-West frontier, Gujarat and the Deccan Unit – 13: Conquest of Bengal
		Module V: Rural Society and Economy	Unit – 14: Land Rights and Revenue System: Zamindars and Peasants Unit – 15: Rural Tensions Unit – 16: Extension of Agriculture and; Agricultural Production; Crop Patterns Unit – 17: Trade Routes and Patterns of Internal Commerce Unit – 18: Overseas Trade; Rise of Surat
		Module VI: Political and religious ideals	Unit – 19: Inclusive political ideas: theory and practice Unit –20: Religious tolerance and sulh-i-kul; Sufi mystical and intellectual interventions Unit – 21: Pressure from the ulama
	HISTORY OF INDIA VI (c. 1605 – 1750s) (CC-HI-10)	Module I: Sources	Unit – 1: Persian and vernacular literary cultures, histories, memoirs and travelogues
		Module II: Political Culture under Jahangir and Shah Jahan	Unit – 2: Extension of Mughal rule; Unit – 3: Changes in mansab and jagir systems Unit – 4: Imperial culture Unit – 5: Orthodoxy and syncretism - Naqshbandi Sufis, Miyan Mir, Dara Shukoh, Sarmad
		Module III: Mughal Empire under Aurangzeb	Unit – 6: State and religion under Aurangzeb Unit – 7: Issues in the war of succession Unit – 8: Policies regarding Religious groups and institutions Unit – 9: Conquests and limits of expansion

SEM	Course Title	Textual Syllabus	
			Unit – 10: Beginning of the crisis: contemporary perceptions Unit – 11: Agrarian and jagir crises; revolts
		Module IV: Visual Culture: Paintings and Architecture	Unit 12: Paintings Unit 13: Architecture
		Module V: Patterns of Regional Politics	Unit – 14: Rajput political culture and state formation Unit – 15: Deccan kingdoms; emergence of the Marathas; Shivaji; Unit – 16: Expansion under the Peshwas Unit – 17: Mughal decline Unit – 18: Emergence of successor states Unit – 19: Interpreting eighteenth century India: recent debates
		Module VI: Trade and Commerce Unit – 20: Crafts and technologies	Unit – 21: Monetary system Unit – 22: Markets; transportation; urban centres Unit – 23: Indian Ocean trade network
V	HISTORY OF MODERN EUROPE (c.1789-1939) (CC-HI-11)	Module I: The French Revolution and its European repercussions	Unit – 1: Crisis of Ancien Regime Unit – 2: Intellectual currents. Unit – 3: Social classes and emerging gender relations. Unit – 4: Phases of the French Revolution 1789 - 99. Unit – 5: Art and Culture of French Revolution. Unit – 6: Napoleonic consolidation - reform and empire.
		Module II: Restoration and Revolution: c. 1815 - 1848	Unit – 7: Forces of conservatism & restoration of old hierarchies. Unit – 8: Social, Political and intellectual currents. Unit – 9: Revolutionary and Radical movements, 1830 - 1848.
		Module III: Capitalist Industrialization and Social and Economic Transformation (Late 18th century to AD 1914)	Unit – 10: Process of capitalist development in industry and agriculture: Case Studies Unit – 11: Britain Unit – 12: France Unit – 13: The German States Unit – 14: Russia Unit – 15: Evolution and Differentiation of social classes: Bourgeoisie, Proletariat, land owning classes and peasantry. Unit – 16: Changing trends in demography and urban patterns. Unit – 17: Family, gender and process of industrialization
		Module – IV: Varieties of Nationalism and the Remaking of States in the 19th and 20th Centuries: Intellectual currents, popular movements and the formation of National identities	Unit – 18: Germany Unit– 19: Italy Unit – 20: Ireland Unit – 21: The Balkans

SEM	Course Title	Textual Syllabus	
		Module – V: Varieties of Nationalism and the Remaking of States in the 19th and 20th Centuries: Specificities of economic development, political and administrative reorganization	Unit – 22: Italy Unit – 23: Germany
	HISTORY OF INDIA VII (c. 1750 - 1857) (CC-HI-12)	Module – I: India in the mid-18th Century	Unit– 1: Society Unit – 2: Economy Unit – 3: Polity
		Module II: Expansion and Consolidation of colonial Power	Unit – 4: Mercantilism, foreign trade and early forms of exactions from Bengal. Unit –5: Dynamics of expansion, with special reference to Bengal, Mysore, Western India, Awadh, Punjab, and Sindh
		Module III: Colonial State and Ideology	Unit – 6: Arms of the colonial state: army, police, law. Unit – 7: Ideologies of the Raj and racial attitudes. Unit – 8: Education: indigenous and modern
		Module IV: Rural Economy and Society	Unit – 9: Land revenue systems Unit – 10: Forest policy Unit – 11: Commercialization and indebtedness Unit – 12: Rural society: change and continuity Unit – 13: Famines Unit – 14: Pastoral economy and shifting cultivation
		Module V: Trade and Industry	Unit –15: De industrialization Unit – 16: Trade and fiscal policy Unit – 17: Drain of Wealth Unit – 18: Growth of modern industry
		Module – VI: Popular Resistance	Unit –19: Santhal uprising (185-7); Indigo rebellion (1860); Pabna agrarian Leagues (1873); Deccan riots (1875) Unit – 20: Uprising of 1857
VI	HISTORY OF INDIA VIII (c.1857-1950) (CC-HI-13)	Module I: Cultural Changes and Social and Religious Reform Movements	Unit – 1: The advent of printing and its implications Unit – 2: Reform and Revival: Brahmo Samaj, Prarthna Samaj, and Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements. Unit – 3: Debates around gender Unit –4: Making of religious and linguistic identities Unit – 5: Caste: Sanskritising and anti Brahminical trends
		Module II: Nationalism: Trends up to 1919	Unit – 6: Political ideology and organizations, formation of INC Unit – 7: Moderates and extremists. Unit – 8: Swadeshi movement Unit – 9: Revolutionaries
		Module III: Gandhian nationalism after	Unit – 10: Mahatma Gandhi: his Perspectives and Methods Unit – 11: Impact of the First World War

SEM	Course Title	Textual Syllabus	
		1919: Ideas and Movements	Unit – 12: Rowlett Satyagraha and Jallianwala Bagh Unit – 13: Non- Cooperative and Civil Disobedience Unit – 14: Provincial Autonomy, Quit India and INA Unit – 15: Left wing movements Unit – 16: Princely India: States people movements Unit – 17: Nationalism and Culture: literature and art
		Module IV: Nationalism and Social Groups: Interfaces	Unit – 18: Landlords, Professionals and Middle Classes Unit – 19: (a) Peasants, (b) Tribal/Indigenous Communities and (c) Labour Unit - 20: (a) Dalits, (b) Women and (c) Business Groups
		Module V: Communalism: Ideologies and practices, RSS, Hindu Maha Sabha, Muslim League	Unit – 21: Origin of Communalism in Colonial India: Theory and Ideology Unit – 22: RSS, Hindu Maha Sabha, Muslim League
		Module VI: Independence and Partition	Unit – 23: Negotiations for independence, and partition Unit – 24: (a) Popular movements, (b) Partition riots Unit – 25: Emergence of a New State: (a) Making of the Constitution (b) Integration of princely states, (c) Land reform and beginnings of planning
	HISTORY OF MODERN EUROPE II (c.1780-1939) (CC-HI-14)	Module I: Liberal Democracy, Working Class Movements and Socialism in the 19th and 20th Centuries	Unit – 1: The struggle for parliamentary democracy and civil liberties in Britain. Unit – 2: Forms of protest during early capitalism: food riots in France and England: Luddites and Chartism. Unit – 3: Early socialist thought; Marxian Socialism û the First and the Second International. Unit – 4: German Social Democracy, Politics and Culture. Unit – 5: Christian Democracy as a political and ideological force in western and central Europe
Module II: The Crisis of Feudalism in Russia and Experiments in Socialism		Unit – 6: Emancipation of serfs. Unit – 7: Russian Populism and Social Democracy. Unit – 8: Revolutions of 1905; the Bolshevik Revolution of 1917. Unit – 9: Programme of Socialist Construction	
Module III: Imperialism, War, and Crisis: c. 1880-1939		Unit – 10: Theories and mechanisms of imperialism; growth of Militarism; Power blocks and alliances: expansion of European empires - War of 1914 - 1918 Unit – 11: The post 1919 World Order: economic crises, the Great Depression and Recovery. Unit – 12: Fascism and Nazism. Unit – 13: The Spanish Civil War. Unit – 14: Origins of the Second World War.	
Module IV: Cultural and Intellectual Developments since circa 1850		Unit – 15: Changing contexts: (a) Notions of Culture (b) Creation of a New public sphere and mass media (c) Mass education and extension of literacy. Unit – 16: Creation of new cultural forms: from Romanticism to Abstract Art. Unit – 17: Major intellectual trends:	

SEM	Course Title	Textual Syllabus
		Unit – 18: Institutionalization of disciplines history Sociology and Anthropology. Unit – 19: Darwin and Freud. Unit – 20: Culture and the making of ideologies: Constructions of Race, Class and Gender, ideologies of Empire

Syllabus Details for Generic Electives:

Course and Code	Textual Syllabus
EASTERN INDIA (WITH SPECIAL REFERENCE TO BENGAL): EARLIEST TO 1203/1204) (GE-HI-11)	Module I: Ancient Bengal: Geography, Regional Subdivision and Population Structure Unit 1: Eastern India: Geography (Landscape, River System and Ecological Pattern) Unit 2: The Regional Subdivisions of Ancient Bengal (Gauda, Vanga, Samatata, Harikela, Chandradvipa, Vangala, Pundra and Varendri, Tamralipta, Pundravardhana-bhukti, Vardhamana-bhukti, Kankagrama-bhukti) and Physical Connectivity Unit 3: The Population Structure (Understanding Population Studies, Caste and Population, The Bengalis in the Indian Population Structure, Language, Material Culture and the Bengalis)
	Module II: Early History of Bengal up to 320 CE Unit 4: Bengal in the Classical Literature; Gangaridai Unit 5: Bengal before the Gupta Rule; Bengal under the Guptas
	Module III: Bengal during the Guptas and Post-Gupta Unit 6: Independent Kingdoms in Bengal Unit 7: The Kingdom of Samatata or Vanga Unit 8: Rise of Gauda Unit 9: Sasanka
	Module IV: The Pala Empire Unit 10: Condition of Bengal before the Formation of Pala Empire: Political Disintegration and Social Instability Unit 11: The Origin and the Early History of Palas Unit 12: The Pala Empire: Dharmapala (c. 770-810 CE), Debapala (c. 810-850 CE) Unit 13: The Decline and Fall of the Pala Empire Unit 14: Minor Independent Kingdoms during the Pala Period: I. The Chandras; II. The Varmans
	Module V: The Senas Unit 15: The Origin of the Sena Kings Unit 16: The Sena Kings: I. Samantasena, II. Hemantasena, III. Vijayasena, IV. Vallalsena, V. Lakshmanasena Unit 17: The Successors of the Lakshmanasena
	Module VI: Administration, Economy, Society Unit 18: Overview of the Administration: Basic Features and Evolution Unit 19: The Condition of Economy and Social Formation Unit 20: Bengali Society: I. Literature; II. Cultural Pattern; III. Religious Tradition
	EASTERN INDIA (WITH SPECIAL REFERENCE TO BENGAL): EARLIEST TO Module I: Eastern India: Political Development (1201-1575) Unit 1: Advent of Islam in Eastern India Unit 2: Bengal under the Mamluks (1227-87) Unit 3: Bengal under Ilyas Shahi Dynasty Unit 4: Bengal under Husain Shahi Dynasty Unit 5: Afghan Rule in Bengal

Course and Code	Textual Syllabus	
1203/04-1757 (GE-HI-21)	Module II: Eastern India: Political Development (1575 – 1757)	Unit 6: Mughal Conquest of Bihar and Bengal Unit 7: Bengal under Jahangir and Shah Jahan Unit 8: Bengal under Aurangzeb Unit 9: The Rise of Murshid Quli Khan Unit 10: The Development of Nawabi Bengal as a Regional Power Unit 11: Bengal under Siraj-ud-daulah Unit 12: The Battle of Plassey (1757): Impact
	Module III: Medieval Bengal: Economy and Society	Unit 13: The Medieval Agrarian Structure: Evolution of the Zamindar Class and Talukdari System; Peasant Society and Process of Peasantization Unit 14: The Economy: Indigenous Trade and the Role of the Foreign Companies Unit 15: Urbanization in Medieval Bengal Unit 16: Society and Literature: An Overview
	Module IV: Medieval Eastern India: Religion and Culture	Unit 17: Religious Traditions Unit 18: Sufism in Bengal Unit 19: Rise and Growth of Vaishnavism: The Bhakti Cult Unit 20: The Jagannatha Cult: Formation, Features and Impact
EASTERN INDIA (WITH SPECIAL REFERENCE TO BENGAL): 1757-1947 (GE-HI-31)	Module 1: Ecology and Demography	Unit 1: Ecology and Demography
	Module II: Transition towards Colonialism and Foundation of Colonial State	Unit 2: Consolidation of Colonial Rule
	Module III: Colonialism and the Economy	Unit 3: Colonialism and Agrarian Social Structure Unit 4: Colonialism, Trade and Industry
	Module IV: Social and Cultural Development	Unit 5: The Spread of English Education Unit 6: The Rise of Middle Class Unit 7: Socio-Religious Reform Movements Unit 8: The Bengal Renaissance: Issues and Interpretations
	Module V: Political Development: Colonialism Challenged	Unit 9: Growth of Nationalist Consciousness and Nationalism Unit 10: Colonialism Challenged – The Institutional Approach Unit 11: Colonialism Challenged – The Revolutionary Approach Unit 12: Colonialism Challenged – The Subaltern Approach
	Module VI: Political Development: The Other Sides	Unit 13: Communalism or 'Different Nationalisms'? The Debate Unit 14: The Forging of Class Consciousness I: Trade Union Movement and Working-Class Consciousness Unit 15: The Forging of Class Consciousness II: Krishak Sabha and Peasant Movements Unit 16: The Caste Question and Politics of Depressed Social Classes: The Alternative Vision Unit 17: The Women Movement and Gender Question: Struggle for Equality and Liberation
	Module VII: Towards the End of Colonialism	Unit 18: Society at Crossroads and Crisis: War and Famine Unit 19: The Communal Politics in Late Colonial Bengal Unit 20: Partition and Independence: A New Society?

Course and Code	Textual Syllabus	
MAKING OF CONTEMPORARY INDIA (GE-HI-41)	Module I: Towards Independence and Emergence of the New State	Unit 1: Government of India Act 1935; Working of the GOI Act Unit 2: Negotiations for Independence and Popular Movements Unit 3: Partition: Riots and Rehabilitation
	Module II: Making of the Republic: The Constituent Assembly	Unit 4: Drafting of the Constitution: Framing of Indian Constitution - Constituent Assembly – Draft Committee Report – declaration of Indian Constitution, Indian Constitution- Basic Features and Institutions Unit 5: The Initial Years: Process of National Consolidation and Integration of the Indian States – Role of Sardar Patel – Kashmir issue-Indo – Pak War of 1948
	Module III: Indian Democracy at Work c. 1950-1970s	Unit 6: The Language Question: Movements for re-mapping India on linguistic lines – Formation of State Reorganisation Commission and After -- Movement against Bengal-Bihar Merger Proposal (1956) -- Currents and cross-currents on the issue of National Language/Languages for India Unit 7: Waves of Democratic Movements: -- Food Movements (1959-1966)— Agrarian Unrest and the Outbreak of Naxalite Movement (1967 Onwards) -- Railway Strikes (1974) –Civil Rights movements (1974-75) Unit 8: Region and Regional Identity Formation: Movements for autonomy and Statehood –Trends toward Separatism and Growing Insurgencies – Second round of State Reorganisation in North East India -- Birth of ‘Seven Sisters’ – Growing upsurge of regional political forces and emergence of regional political parties. Unit 9: Caste in Indian Democracy –Colonial-post colonial continuum – Caste and Politics in Post-colonial India – Caste-based polarizations in different regions -- Formation of ‘Dalit’ identity Unit 10: Religion in Indian Democracy: Communal Politics and Hindu-Muslim Relations in Independent India Unit 11: Electoral Politics and the Changing Party System: Developments since Fourth General Election –Gradual disintegration of one-party dominance and beginning of coalition experiments – ‘United Front’ experiments in West Bengal –Emergence of ‘Parliamentary Communism’ – Rise of Regional Political Parties –Coalition era in Indian Politics Unit 12: Nation in Crisis: Proclamation of Emergency and its consequences; Fall of the Congress in 1977 and the Reorientation of the Indian Politics – 42nd and 44th Constitutional Amendments and Aftermaths Unit 13: Regional Experiences: India and the World -- Nonaligned movement – India and her Neighbours – Indo-China Border Conflict (1962) -- Indo-Pak rivalry over ‘Kashmir’ Issue -- India’s Role in the ‘Liberation War of Bangladesh’ — Indo-Nepal Treaty (1950) and its multifarious consequences.

Course and Code	Textual Syllabus	
	Module IV: Economy Society and Culture c 1950-1970s	Unit 14: The Land Question I: Agrarian Structure of Post-Colonial India Unit 15: The Land Question II: Agrarian Relations and Class Struggle Unit 16: The Planned Economy: State and the Political Economy of Development Unit 17: Industry and Labour: Capital and Trade Union Movements Unit 18: Science, Education (The Government Policy and Institutional Developments) and Cultural Trends (Institutions and Ideas, Literature, Media, Arts) Unit 19: The Women's Question: Movements and Legislation Unit 20: The Crisis of Environment and Ecology and the Protest from the Margins
ISSUES IN CONTEMPORARY WORLD (GE-HI- 42)	Module I: Colonialism and Nationalism	Unit 1 - Colonialism and Nationalism: Definition and Different Interpretations Unit 2- Decolonization: Different Theories, Causes, Regional Variation with special importance on Asia and Africa Unit 3- Impact of Decolonization and Afro-Asian Freedom Movement on International Politics Unit 4 - Neo-Colonialism: Definition, Characteristics, Several Devices
	Module II: Aftermath of the Second World War	Unit 5 - Cold War - Definition, Different Views regarding the Origins, Characteristics, Background and onset of the Cold War, Initiation of the Cold War Unit 6 - The Founding of the United Nations: Attempts to the lay of foundation, a synoptic view of the organisation, The Activities of the U.N.O with special emphasis on UNESCO, Comparison between League and U.N.O. Unit 7- The Emergence of the Third World and the Non-Alignment Movement: Definition and dimension of the Third World, Origin of the Third World, Common Features of the Third World, Impact of the Cold War on the Third World, Role of the Third World in Contemporary World, Policy of the Non-Alignment and its salient features, Brief history of NAM and Contemporary relevance. Unit 8 - Tensions in the Soviet Bloc: Stalinization and its nature, Sovietization of Eastern Europe, De-Stalinisation and its Impact on Soviet Bloc, The Prague Spring of 1968, Collapse of USSR.
	Module III: Perspectives on Development and Underdevelopment	Unit 9 - The World Division: North and South- An overview. Unit 10 - Globalization: Background, Introduction and Characteristics features, Impact of Globalization upon Third World with special emphasis on India. Unit 11 - Globalization and Multinational Corporation (MNC), Information Technology, Transfer of Technology– An interrelation. Unit 12 - Globalization and 'debt trap'–Myth or Reality?
	Module IV: Social Movements in the North and the South	Unit 13 - Global environmental debate and the North-South Divide Unit 14 - Issues in the 20th Century World-Feminist Movement: Ideologies, Various Schools, Women's movement with special emphasis on India

Course and Code	Textual Syllabus
	Unit 15 - A Brief History of Human Rights Movement, The practice of Human Rights Activism and the Role of NGOs, Various kinds of issues relating to Human Rights, Criticism
Module V: Modernity and Cultural Transformation	Unit 16 - Aspects, Meanings and Beginnings of Modernity Unit 17 - Cultural Themes of Modernity Unit 18 - Media and Modernity: An interrelation Unit 19 - Modernity, Urbanism and Modern Consumption Unit 20 - Is Modernity a Western project- An Overview.

Discipline Specific Elective Course (DSEC):

HISTORY OF THE USSR – I (c.1917-1964) (DS-HI-11)	Module I: Russia before the Revolutions	Unit -1 Russian Society and Economy Unit -2 Revolutionary traditions- Revolution of 1905 and its impact on Russia Unit -3 First World War and Crisis of the Empire
	Module -II: The Revolutions of February and October 1917	Unit -4 The February Revolution of 1917 Unit -5 Dual power Unit -6 The Provisional Government. Unit -7 The Crisis of Summer Unit -8 The October Revolution Unit -9 Debates over the Character of February and October Revolution Unit -10 The Establishment of Soviet Power
	Module -III: Civil War and War-Communism 1918-1921	Unit -11 The First Eight Months. Unit -12 Red and Whites. Unit -13 Economic Policies
	Module -IV: The Bolsheviks in power	Unit -14 The Establishment of Soviet Power. Unit -15 Nationalities Question.
	Module -V: The New Economic Policy (NEP)	Unit -16 Political Debates. Unit -17 Economy and Society and Culture. Unit -18 Social Institutions and Gender Relations. Unit -19 Birth of The Soviet Union.
	Module -VI: Soviet Russia after Lenin	Unit - 20 Struggle for Power. Unit -21 The Disintegration of The NEP System and the Search for New Solutions: The Great Debate over Soviet Industrialization. Unit -22 Collectivization of Soviet Agriculture.
	Module-VII: Soviet Russia and The World	Unit -23 Soviet Foreign Policy (1917 -1928). Unit -24 The Comintern.
HISTORY OF THE USSR – II (c.1917-1964) (DS-HI-21)	Module – I: Socialism in one country- Soviet Russia under Stalin (1928-1932)	Unit -1 Introduction of planned economy and the First Five Year Plan (1928 - 1932) Unit -2 Industrialization Unit -3 Creation of an urban labour force Unit -4 Collectivized agriculture.
	Module – II: Soviet Russia from 1933 - 1938 –High Stalinism	Unit -5 Terror. Unit -6 Economic progress a) Industry b) Agriculture
	Module -III: Soviet Russia (1939 - 1945)	Unit -7 Russia and the Second World War (1939-1941) Unit -8 Russia against the Axis Powers (1941-1945) Unit -9 The War and the Soviet People

	Module -IV: Soviet Russia under Stalin (1945 - 1953) –The Last Phase	Unit -10 Industrial and Agricultural Reconstruction Unit -11 Political Culture
	Module – V: The Khrushchev Era.	Unit -12 Power Struggle after Stalin and Khrushchev’s Victory Unit -13 De-Stalinization. Unit -14 Soviet Economy under Khrushchev a) Industry b) Agriculture Unit -15 Khrushchev’s Defeat
	Module -VI: Political, Social, Economic and Cultural Changes (1928-1964)	Unit -16 Economic and Demographic Changes. Unit -17 Workers and Industrialization. Unit -18 Women and the State. Unit -19 Science, Technology and Modernity. Unit -20 Soviet Culture
	Module -VII: Foreign Policy of Soviet Russia (1928-1964)	Unit -21 Soviet Foreign Policy (1928-1941). Unit -22 Wartime Diplomacy –Cold War –Sovietization of the Eastern Europe. Unit-23 Soviet Foreign Policy under Khrushchev.
HISTORY OF SOUTHEAST ASIA (19th & 20th CENTURIES) (DS-HI-31)	Module-I Economy and Society in early 19th Century	Unit-1 Patterns of Production in agriculture and the crafts. Unit-2 Organization of trade and banking. Unit-3 Cultural expressions: Folk and Classical. Unit-4 Islam and popular culture
	Module-II Colonization and Colonial Transformations	Unit-5 Processes of colonial control and the Informal Empire in Thailand. Unit-6 Peasant society and agrarian transformations, plantations, forests, mining Unit-7 Urbanization: Colonial cities in Plural Societies. Unit-8 Colonial Discourses: Culture Unit-9 Creation of National Culture Unit-10 Oral traditions, literacy and the case of Malay Hikayats Unit-11 Creation of Perfect Natives Unit-12 Education
	Module-III: Movements of Resistance and the making of new identities	Unit-13 Emergence and phases of nationalism in South-East Asia Unit-14 Peasant resistance Unit-15 Radicalism and the Origins of the Vietnamese Revolution, 1920-1946 Unit-16 Indonesian Revolution, 1945-1949
	Module-IV: Emergence of Modern Nations and States	Unit-17 The Union of Burma (Myanmar), 1948-1962 Unit-18 Indonesia, the Sukarno Era, 1949-1965. Unit-19 Cambodia under Norodom Sihanouk, 1955-1970 Unit-20 South-East Asian in contemporary politics after Second World War
HISTORY OF EAST ASIA - I (1840-1950) (DS-HI-41)	Module –I: Imperialism and China during the 19th century	Unit 1: Chinese feudalism: Gentry, bureaucracy and peasantry; the Confucian value system; Sino centrism; the Canton commercial system. Unit 2: The transformation of China into an informal colony; the Opium Wars Unit 3: Unequal Treaties; the scramble for concessions; Finance Imperialism; the Open Door policy. Unit 4: Agrarian and Popular Movements: Taiping and Yi Ho Tuan.

		Unit 5: Attempts at Self-Strengthening (Tzu-chiang): Reforms of 1860-95; 1898; and 1901-08.
	Module-II: The Emergence of Nationalism in China	Unit 6: Boxer Rebellion and its consequence, failure etc. Unit 7: The Revolution of 1911: Causes, nature and significance; the social composition of the Revolution Unit 8: Sun Yat-sen and his contribution; principles and politics Unit 9: The formation of the Republic; Yuan Shih Kai; Warlordism (1916-1925) Unit 10: May Fourth Movement of 1919: origin, nature and significance
	Module III: History of China, c. 1919-1949	Unit 11: Nationalism & Communism in China (1921-1937) Unit 12: Formation of CCP; and the Kuomintang (National Party of KMT) Unit 13: The First United Front Unit 14: Ten years of Nanking Government
	Module IV: The Communist Movement (1938-1950)	Unit 15: The Jiangxi Period Unit 16: The rise of Mao Tse Tung, Communist Party under Mao Tse Tung, Unit 17: Red Army, Second United Front and Long March Unit 18: Sino Japan war 1937, Unit 19: Chinese revolution 1949; ideology, causes and significance Unit 20: The establishment of People's Republic in China
HISTORY OF EAST ASIA - II (1868-1945) (DS-HI-42)	Module-I: Transition from feudalism to capitalism: Japan (c.1868-1945)	Unit 1: Crisis of Tokugawa Bakuhan system Unit-2: Meiji Restoration: Its nature and Significance Unit 3: Political Reorganization Unit 4: Military Reforms Unit 6: Social, cultural and educational reforms (bunmeikaika) Unit 7: Financial reforms and educational development in the 'Meiji' era Unit 8: Meiji Constitution
	Module- II: Japanese Imperialism	Unit 9: China Unit 10: Manchuria Unit 11: Korea
	Module III: Democracy and Militarism/Fascism	Unit 12: Popular/People's Rights Movement Unit 13: Nature of political parties Unit 14: Rise of Militarism-Nature and significance Unit 15: Second World War; American occupation Unit 16: Post-War Changes
	Module-IV: Emergence of Modern Korea	Unit 17: The old order and Institutional Decay: Joseon Korea Unit 18: Korea's interactions with the western powers and Korea's unequal treaties with Japan Unit 19: Attempts at social, political and economic reforms in Korea Japan's colonization: March First Movement and the growth of Korean nationalism; in situational transformation 1910-1945 Unit 20: Post-War Changes

Skill Enhancement Courses:

Course and Code	Textual Syllabus
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ICT IN EDUCATION (SE-HI-11)	<p>Unit I: ICT in Education • ICT in Education: Meaning, Nature and Scope. • Web.1.0 and Web2.0 • Free and Open-Source Software (FOSS) • Open Educational Recourses (OER)</p> <p>Unit II: Approaches, Stages and Competencies o Approaches in adoption and use of ICT in education: Emerging, Applying, Infusing, and Transforming. o Stages of ICT usage: awareness, learning how, understanding how and when, and specializing in the use of ICT tools. • Pedagogical Usages of ICT: supporting work performance, enhancing traditional teaching, facilitating learning and creating innovative learning environments • Teacher Competencies: Integration of Content, Pedagogy and Technology</p> <p>Unit III: ICT Tools of Computer Software: Application Word Processing, Spread sheet, Presentation tools o Web 2.0 Tools: Email, Blogs, Wikis, Social Networking, SocialBook Marking, Podcasting, Vodacasting and Concept Map.</p>
READING AND REFLECTING ON TEXTS (SE-HI-21)	<p>Unit I: Reflections on Literacy</p> <p>Unit II: Reflections on Reading Comprehension</p> <p>Unit III: Skill Development in Responding to Text</p> <p>Unit IV: Reflecting upon Writing as a Process and Product</p> <p>Unit V: Practicing Independent Writing</p>

c. Duration of the programme:

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

d. Faculty & Support Staff requirement:

Sl. No.	Faculty	Name of the Faculty	Work at (HQ/RC)	Number
1	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

e. Support Staff:

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

f. Instructional Delivery Mechanisms:

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	Provided at LSC. For 6 Credits Theory Courses 9 counselling sessions of 2 hours each (Total 18 hrs); for 2 Credits Ability/Skill Courses 3 counselling sessions of 2 hours each (Total 6 hrs)
	Tutorials/ Special Classes/ Remedial Classes/ ECP	Yes	Provided online by NSOU faculty @ 6 hrs for each 6 Credits Course; Offline remedial classes once every semester at RC's (6 hrs for each 6 Credits Course)
	Seminar/ Research Colloquium	No	

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Self-Learning	SLMs	Yes	All Courses are designed within the range of Units specified by relevant regulations. 20 hours of self-study time is envisaged for each SLM
	Reference Books	Yes	All Units have suggested reading lists. Additionally, faculty at LSC (during PCP) & NSOU faculty (at online sessions) guide learners regarding Reference Books
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	Yes	Learners have access to institutional Learning Management System (LMS)
	Offline DVD/SD Card/USB Drive	No	
	Telecommunications	No	
Blended	Smart Classrooms	Yes	Arrangements are available both at RC's and at LSC's
	Flipped Learning	No	Will come into effect in a phased manner from the upcoming session with the development of NSOU MOOC

vi. Procedure for admissions, curriculum transaction and evaluation:

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

Information Circulation Policy:

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

Learner Support Services:

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

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

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

Transaction of Curriculum and Academic Planner:

The Department of History makes use of several methods to provide maximum possible exposure of the learners to the course-contents and to each instructional programme. To start with, printed SLMs (Self Learning Materials in Bengali/English) packages and personal contact programmes (PCPs) involving face-to-face interaction with academic counsellors are available. Moreover, online classes are also scheduled and the routine is uploaded on the website and the link for class is provided by

NSOU ICT. Audio-visual lectures, sessions through Web Radio, National Student Seminars, special classes are also methods of curriculum transaction. Students of History also attend academic and career related lectures, workshops, seminars. The curriculum transaction and evaluation is available to the learners in the regional language Bengali.

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

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

Evaluation:

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

Assignment – 20 marks

Term End Examination – 50 marks

Total marks for each course – 70

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

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

Waive of Programme Fee:

University waive of full course fee for transgender learners.

vii. Requirement of the laboratory support and Library Resources:

Language Laboratory has been instituted at Kalyani RC, and learners are initiated into this facility for relevant portions of the Program.

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

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

viii. Cost estimate of the programme and the provisions:

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

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

ix. Quality assurance mechanism and expected programme outcomes:

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

Board of Studies (BOS): Board of Studies ensure quality of the Curriculum of Bachelor's Degree Programme in 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 under Choice Based Credit System (CBCS) system. The curriculum is reviewed regularly to ensure that it is up-to-date and relevant to the needs of learners.
- ✓ Learner's assessment and evaluation process through a variety of methods, including exams, assignments. This helps to ensure that Learners are meeting the learning outcomes of the Programme.

Expected Programme outcomes:

At the end of the programme, it is expected that the History Honours undergraduate learners will be able to:

- ✓ Acquire a full range of essential skills and abilities imbibing a 'Learning Outcome-based Curriculum Framework' (LOCF) envisioned to provide a vast scope for history learning in a more learner-centric manner for strengthening the student's experiences as they engage themselves in the programme of their choice in the ODL mode.

- ✓ Develop the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between the past and the present while remaining sensitive to the larger historiographical debates that are important in the study of human society.
- ✓ Learn about socio-economic, cultural and political history in a non-biased way and connect with other Social Science disciplines to enrich the understanding of History.
- ✓ Be prepared for future foray into higher studies and historical research.
- ✓ Be trained to use the knowledge gained during the programme for future employment opportunities.
- ✓ Promote ideals of national integration, gender equality, social harmony as well as international peace and order for a more humane and progressive Indian and global society serving the highest goals of mankind.