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Bengaluru

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DEPARTMENT OF HISTORY

SCROLLS

Vol. 3 **Issue. 1**

*Unearthing Historical Tales of
Trials to Triumph!*



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PRINCIPAL



Academic research in History is an intellectual pursuit of the highest order seeking to understand the truth of what actually happened in the past in a logical way. The college and the department strive to provide ample opportunities for nurturing and mentoring the 21st century learners for the future. Research skills and life skills are the much sought out quality in graduates by the employers today. The magazine 'SCROLLS' published by the Department of History provides a right platform for students to pursue research and creative expression. The theme chosen for the third publication of Scrolls is commendable as it celebrates triumphs over all the trials and tribulations. I congratulate the Department of History for organizing several programmes and competitions promoting skill development activities of the students and for bringing out the Magazine. Best wishes to the department and appreciations to the editorial team.

-Rev. Dr. AUGUSTINE GEORGE

DEAN



It's a great feeling to be a part of this publication, and congrats to the editorial team of 'Scrolls' for another successful edition. Congratulations for choosing the theme "Unearthing historical tales of trials to triumph", which reminds us about the significance of historical learning, and how history triggers things in the present and future. Through these years, this publication has given space and life to many creative talents in the domains of History. Furthermore, you have created a platform to discuss both serious historical issues and artistic expressions in the form of poetry and paintings through this unique publication. Another feature I found in this edition is the coverage of the departmental activities, departmental collaboration, and academic bridging with the old students for very sessions. I hope that through your creative and critical writings, poetry and paintings, you will be getting a platform to express yourself in this edition. I also take it as an opportunity to credit the contributions of Prof. Ramya B, and her team, who is leading the department in the right direction.

-Dr. GOPAKUMAR AV
DEAN, FACULTY OF HUMANITIES

FROM THE DEPARTMENT OF SOCIAL SCIENCES AND LANGUAGES



The SCROLLS showcases the activities, achievements, presentations and publications of the Department of History. These activities reflect the vibrancy of the Department in exploring the best talents of the students as well as the programmes which are being organised regularly to enrich the students.

The Department of History offers a range of innovatively designed programs whose curricula are constantly updated to meet the changing requirement of the industry and to meet the needs of major stakeholders.

Congratulations to Prof. Ramya.B, Head, Department of History Department and the entire team for coming out with the 3rd Edition of Scrolls.

BEST WISHES

-Prof.S.J.MICHAEL
HEAD, DEPARTMENT OF SOCIAL SCIENCES AND LANGUAGES

FACULTY EDITOR



It will not be an exaggeration to term the year 2020 as the one with profound impact on humankind in recent history. Not that human past is unaware of such grave episodes in its pages, the year 2020 specifically was a year that pushed and tested boundaries of human endurance in all possible spheres. From bringing all everyday mundane chores to a complete halt to kickstarting the same from the roots in a checkered manner, human will seems to have marched on from a consequential trial to minor and yet substantial triumphs.

Throughout the pandemic both teachers and students continued the process of teaching and learning. Learning never stopped. The show must and thus, had to go on. Scrolls Vol. 3 is the ultimate materialization of the same process of continued learning. It is the quantifiable outcome of the scars that both teachers and students gained and recovered and now shall wear as badges of honour. This volume attempts to bring to light such various episodes from history that followed the same trajectory of trial to triumph. This volume is dedicated to all who made it through and are still making it through. But most prominently, it is an ode to all the teachers and lovely students who pushed through and never gave up.

-Mr. HEMANGO AKSHAY HIWALE
FACULTY, DEPARTMENT OF HISTORY

FROM THE DEPARTMENT OF HISTORY



Triumph, was a ritual procession and the highest honour bestowed upon a victorious general in the ancient Roman Republic. The people gathered along streets adorned with garlands and shouted, "Io triumphe" welcoming the general who had won a major land or sea battle, killing at least 5,000 of the enemy and ending the war. Historical triumphs are generally narratives of overcoming great tragedies such as wars, calamities, lack of rights, discrimination, mistreatment, poor living conditions, etc. Without reading history one may not know how to overcome tragedies or introduce reforms and improvements. In today's context, triumph would mean several things including 'never give up attitude against all trials and tribulations'. The third edition of Scrolls is a celebration of triumphs after trials in historic times.

The department of History endeavours to inculcate meaningful culture of learning from past and present events to all its students through lessons, programmes and competitions. Throughout the offline and online sessions, the spirit of students was a triumph against all odds. Several valuable lessons were taught by Covid Pandemic. The most important guiding principle in historical writing is thoughtful selection of topics, making responsible interpretation of sources and wise construction of arguments. The budding historians of Kristu Jayanti College have learnt to achieve it. I appreciate the entire team of student authors and editors under the leadership of Prof. Hemango Akshay for strenuously working towards release of Third edition of Scrolls.

-Mrs. RAMYA B
ASSOCIATE PROFESSOR, DEPARTMENT OF HISTORY

STUDENT EDITORS



"Challenges are gifts that force us to search for a new center of gravity. Don't fight them. Just find a new way to start." – Oprah Winfrey. Welcome to Scrolls 2021 – the third edition of the annual magazine of the Department of History – unearthing historical episodes of trials to triumph. We the student editors present to you, this magazine, fruit of our endeavours with immense satisfaction and happiness. The year 2020 was rather a tumultuous one hindering productivity and halting day to day activities. A year filled with hardships that the idea of restoring normalcy was a distant dream. However, fighting against all odds, the laborious efforts of the teachers and students of the Department of History gave birth to this dynamic piece of creativity, optimism and most of all hope. The content of the articles mainly revolve around historical episodes of individuals and communities overcoming extreme adverse conditions to achieve triumph. A treasury of creative articles, innovative poems, insightful sketches and reports of analytical researches, this magazine ensures the readers a delightful joyride, brimming with hope and optimism. On behalf of the Department, we extend its sincere gratitude to all those who contributed and whose stimulated thoughts and innovative ideas have made the contents of the magazine a success. It is the combined efforts of the editorial board and the designing team that made this distant dream into a reality. Ultimately, we hope that this piece of work shall revitalize the readers, the urge to embrace wisdom and most of all be a torch bearer of learning, unlearning and relearning.

-Mr. NIDHIL C PRAKASH NAIR, Ms. POOJA P PATEL

SCROLLS

April 2021 Vol 3 Issue 1



Contents

01	Analysis of Mauryan age through Kautilya's Arthashastra and its Relevance in Contemporary World
01	Collapse of Soviet Union
01	Tracing the Journey of Mizoram To Statehood
02	Interpreting History from Mughal Miniature Paintings
03	India's Foreign Policy of Non - Alignment: A Hinderance Or Facilitator
04	Not to Be Forgotten... Barefoot Football Player
05	Indians And History
05	The Sexual Revolution: Myth or Fact?
06	From 'Stumbling' To 'Steady-Going'!
06	Overcoming Challenges: Nelson Mandela
07	11 May, 1998: India Into the Thermonuclear Age
07	The Brave Kid
08	Indo-Pakistani War Of 1947-1948
08	The Tattooist of Auschwitz- A Book Review
08	A Place Beyond
09	Gandhi: The Light in The Pitch Dark!
09	Stirring Through the Strains
10	Making Sense of History
10	The Women Who Fought Smallpox
11	The Great Tumult
11	The Mighty Fall, But Get Up
12	The Willful Episodes of Mizo History!
12	The White Mouse
13	Genghis Khan - A Barbarian or Unifier?
13	Yesteryears Speak
14	Department Reports
17	Club Reports
20	Sketches
21	Yesteryears Speak
22	Epidemics/Pandemics and the World!!

ANALYSIS OF MAURYAN AGE THROUGH KAUTILYA’S ARTHASHASTRA AND ITS RELEVANCE IN CONTEMPORARY WORLD

Arthashastra was always my book of curiosity as it was praised very much. It was always a book that I wished to read. This dissertation paved me a way to do so. In this dissertation I extensively read Arthashstra through which I tried and analyzed various spheres of Mauryan age, such as polity, governance, administration, economy, foreign policy, and society. Through this book we get to know the Mauryan age in depth. Thus in final chapter I tried and analyzed its relevance in modern day world.

Arthashastra is indeed a spectacular book of its age. Its contents on various sphere with very minute details is extremely appreciable one. If a legendary character such as the wise Chanakya is cherished even today then the sole reason for it is his book- Arthashastra and his various theories. The book portrays the extent of the Indian society’s civilization and public organization.

Although the book has its own limitations yet it is an undeniable fact that the book holds its relevance in several aspects even today. The book Arthashastra even in today’s world is not just used as a historical source to merely study the history and the times of Mauryan age rather it is extensively used as a blue print for practical purposes. Several books like ‘Chanakya in You: Adventures of a Modern Kingmaker’, ‘Chanakya in Daily Life’, Corporate Chanakya’ etc. evidently proves its relevance even in today’s scenario.

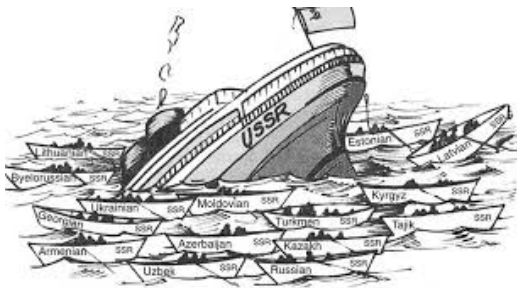
Otherwise too the text gives a detail picture of Mauryan age and help in understanding and analyzing the Mauryan age from historical perspective and comes handy in many ways in today’s changing scenario.

I would like to conclude that it is very much amazing to see that Arthashastra although being a book that belonged to old century of BC, yet holds a great relevance in modern day. Through this book one can read and understand a lot many things. On a personal note I enjoyed reading Arthashastra as it gave me several day to day lessons for my personal, professional and family life. There is a lot more to explore in this huge fat old book of the Mauryan age. The more we read it the more new things come to picture. Thus the book teaches lot many things and even at some point of time it can guide someone in their challenging situations.

- POOJA P PATIL
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COLLAPSE OF SOVIET UNION



Evolution not just happens with living beings. Time evolves and relations evolve as well. Likewise, the relation between the satellite states and the union evolved and the break up occurred. Events like these are common in the international arena. As the comfort of people increases, their expectations increase, as we improve intellectually, we need better conditions of life, not just physically, but psychologically as well, that is we would expect dignity, respect and so on. That is what happened in the Soviet Union as well. People developed in all spheres and they understood what they were facing is not right, because as a human being, even they deserve to be treated well by ev-

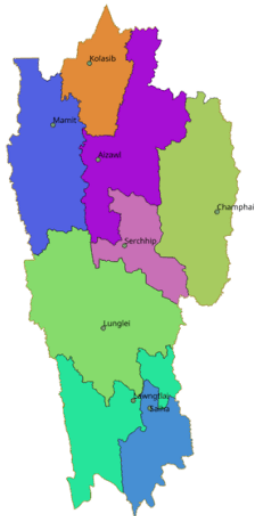
eryone one, hence demanded for equal treatment of all and fought against being under the control or domination of the bigger power.

The union, though it aimed of oneness of all the republics under the USSR, the power was slowly taken up by Russia, hence was dominating the other states by making the local governments follow the policies that the center would make. Lately, the people realized that they deserve to be ruled by themselves. This is the basic reason along with the reason that the bosses over head of people are unkind, or do not understand their problems, is the reason that everyone wants to be independent, enjoy freedom etc. As we know from the French revolution that equality and liberty are both equally important for self-growth, every one of us wants to be free from someone who is trying to rule us. If we see the fall in a very general perspective, this will be it. The concentrated perspective gives the reasons for the fall or it analyzes events that revolve around the fall, but if we look at it in an optimistic manner, we understand that the people wanted freedom and they deserve to be independent. Also, we realize that this is a common phenomenon in the international arena. To conclude, the fall thought a lesson of how the countries must treat its federations and its people. How much of freedom must be given to the people, to what extent must the government have a control over its people and the economic activities that people do, were all the lessons that we as countries can learn from the collapse. As a person, the lesson that one can learn is to ask or demand for what they need, like the people who knew the concept of self-determination and asked for deciding things they want on their own, we also have to demand for things we deserve, we have a right to do so.

- DEEPTHI N
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TRACING THE JOURNEY OF MIZORAM TO STATEHOOD



Mizoram, state of India. It is located in the northeastern part of the country and is bounded by Myanmar (Burma) to the east and south and Bangladesh to the west and by the states of Tripura to the northwest, Assam to the north, and Manipur to the northeast. The capital is Aizawl, in the north-central part of the state. Mizoram (“Land of the Mizos”) was known as the Lushai Hills District of Assam before it was renamed the Mizo Hills District in 1954. Laldenga (1927-1990) was the forefront runner for Mizoram to achieved statehood in 1987.He was a Mizo politician and the first Chief Minister of Mizoram state in northeast India from 1986 till 1988.On October 28, 1961, Laldenga established the Mizo National Front (MNF) and asserted the Mizo people’s right to self-determination. Initially, the MNF adopted non-violence to meet its political objective, but the brutal circumstances of the time compelled them to take up arms and establish the Mizo National Army (MNA).

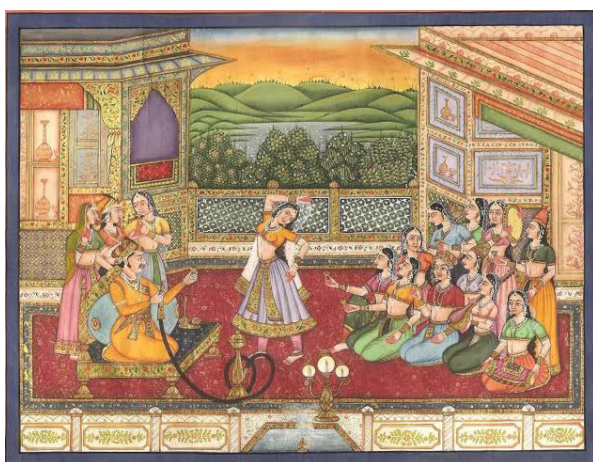
Initially, was formed as a regional political party and its primary objective was to carve out an independent state of Mizoram with the contiguous Mizo inhabited areas in the neighbouring states and countries. On 1st March, 1966, the Mizo National Front (MNF) made a declaration of independence, after launching coordinated attacks on the Government offices and security forces post in different parts of the Mizo district in Assam. Indian Air Force was used, perhaps, for the first time within the country, to bombard the MNF formation around Aizawl town on 5th March, 1966. Before the outbreak of violence the Mizos enjoyed peace and harmony in the society and helped one another in distress and in needs. Theft and robbery were very rare and uncommon even though their doors were never padlocked. During 1920 to 1956, there was only one murder case at Aizawl. But the peace-loving society was turned upside down by the insurgent movement and its consequences counter attack from the Indian Security forces.

After several years, Mizo National Front (MNF) and the Government of India had initiated a peace talk. After number of negotiations, the document titled Mizoram Accord, 1986. Memorandum of Settlement was finally signed on 30 June 1986. It was signed by Laldenga of MNF, R.D. Pradhan, Home Secretary, Government of India, and Lalkhama, Chief Secretary, Government of Mizoram. It is remarked as the most and only successful peace agreement in India after its independence from the British Empire in 1947.

-LALMALSASWMA HRAHSEL
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INTERPRETING HISTORY FROM MUGHAL MINIATURE PAINTINGS



Painting is the application of pigment to support surface that established an image, design or decoration. In art term "painting" describes both the act and the result. Painting is one of the medium of expression. Indian paintings historically revolved around the religious deities and kings. The Pre Historical paintings can be generally executed on rocks and these paintings were called as Petroglyphs. This Pre History is divided into 3 periods such as Paleolithic period [old stone age, Black, Red, later white colors were used, symbols like man, animal, geometric symbols can be seen], Mesolithic period [hunting scenes got important, paintings of family like man, women, children, usage of hunting sticks, arrows and bows in hand can be seen] and Chalcolithic period [Copper age, Green and yellow color was used, pottery and metal tools can be seen, paintings of man riding horses and elephant can be seen]. Indian paintings are classified into three types such as i) Mural painting which is applied directly on the wall surface example: Ajanta cave painting, Ellora cave painting, Bagh cave painting. ii) Miniature painting which means small in size with detailed paintings which can be drawn in palm leaves, paper and cloth the most prominent schools are Pala school of art and Apabhramsaschool of art. iii) Folk painting are traditional art form painting in India. Madhubani and Kalamkari are forms of Folk painting.

Mughal painting was evolving in various region of India in 10th century. Mughal painting started around 1580s Mughal painting is generally described as the "Indo-Persian". Mughal painting has themes depicting the court, battle scenes and the chase and added new colors and new forms. Mughal paintings were developed by Mughal emperors in India. There are more prominent salient features of Mughal paintings that developed in India they are: Confined to Mughal court, a synthesis of Indian and Persian elements, Main themes of paintings, Abundant use of colors. Materials used in miniature paintings are Paper, Pigment, Media, Brushes and Pens. Mughal paintings developed under various emperors such as Babur, Humayun, Akbar, Jahangir, ShahJahan.

Babur: Many Mughal paintings have been painted from the time of Emperor Babur and afterwards. Babur had contributed a lot to the artistic development in India. The memoir of Babur is a gearing proof of his love for scenery, flowers and natural effects. He was the first person to record the birds, animals and plants of India. His description of plants, birds and animals are brief but patient. Apart from its value as a source book of history, the importance of the Baburnama lies in the facts that is the first book on natural history of India.

Humayun: He was the first documental patron of Mughal paintings. When he returned from his exile to India he brought two Persian Artists named, Abd al-Samad and Mir Sayyid Ali with him. Humayun's major known commission was a Khamsa of Nizami with 36 illuminated pages, in which the different styles of the various artists are mostly still apparent. He commissioned two miniatures showing himself with family members, a type of subject that was rare in Persian but common among the Mughal.

Akbar: Akbar wisely did not want the Indian painters to merely imitate his Iranian counter parts, rather he wanted them to adopt their provincial school within the parameters of paintings. Akbar himself supervised the atelier. Painters were rewarded by conferring awards and titles. The brush strokes and details are difficult to see with the naked eye. The earlier known miniatures found in India are on a palm leaf. The paper was smoothened by being dipped in a solution of alum, partly dried and then rubbed with agate or touchstone burnished. A variety of brushes of different sizes and thicknesses were used. The most important Manuscript illustrated during the period of Akbar are the Gulistan of Sadi, Anwar-i-suhaili, RazmNama, TutiNama etc. The illustrations of Akbar-nama form the last group of the miniature painted at Akbar's court.

Jahangir: He organized a staff and excellent painters and supervised their work. His power of observation was so good that he could tell the name of individual artists by seeing their paintings. Natural scenes especially hunting scenes and portraits were the favorite of Jahangir's paintings. Jahangir had an artistic inclination and during his reigns Mughal paintings developed further. Brushwork became finer and colors lighter. He was influenced by European paintings. The Tuzk-e-Jahangiri or Jahangirnama was his autobiography.

Shah Jahan: During the reign of Shah Jahan Mughal paintings continued to develop but court paintings became more rigid and formal. The miniatures of Shah Jahan's reign are characterized by resplendent costumes, arms, and armor, ornamented columns, the abundant use of gold pigments and bright colors, contrasting strongly with the naturalism of Jahangir paintings.

Rulers from Babur to Shah Jahan had a deep love and passion for the arts as well as subject. After the period of Aurangzeb the paintings got declined. The artists lost inspiration and the paintings saw a decadence which also indicated towards the decline of the aesthetic pursuits of the empire. The Mughal miniature paintings survive in today's world due to the hard work of the archeologists and numerous artists.

-VAISHNAVI P
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INDIA'S FOREIGN POLICY OF NON – ALIGNMENT: A HINDERANCE OR FACILITATOR



India being one of the founders of the non – alignment movement, enabled it to play a major role in global politics. India considered non – alignment as its very own contribution to world politics for the promotion of peace and harmony. As a result, non – alignment became an inalienable doctrine of Indian politics. It was also generally felt that the idea of non – alignment was “In keeping with the traditional background and temper” of the Indian people. The major arguments put forth supporting the idea of non – alignment was that it would ensure that India would get financial and technical assistance from both the superpower blocs. This would help India prosper economically and technologically. Secondly, non – alignment contributed to maintaining world peace and resolutions of conflict. Nehru himself believed that if India aligned with any of the power blocs it would only create violence by heightening cold war tensions. Thirdly, non – alignment enabled India – a militarily and economically weak country- to play a major role in world politics. However, regarding the first point of argument, India did not win friends either in Moscow or in Washington. As a result, the required economic and technological aid from any of the blocs never came and even if they did it was restricted immensely. This restricted economical help was not sufficient to revive India’s shattered and impoverished economy left behind by the Britishers.

Since its inception, the non – aligned movement has vigorously fought for the liberation of countries in Asia and Africa against colonialism and apartheid. As a matter of fact, since its establishment, decolonization was one of its inherent and fundamental objectives. The tremendous increase in its membership over the years has depicted its success in providing self – determination to the colonised people. Thus, the efforts of the non – aligned countries has propelled the acceleration of decolonisation globally. The constant moral support and to an extent, the material support coupled with the constant pressure applied on colonial powers at the United Nations have contributed successfully in the process of decolonisation. The non – aligned movement has functioned as an international organisation that promotes the well – being of all newly emerging decolonised states on one hand and on the other it has functioned to maintain global peace. In fact, the NAM is only second to the UN in case of functioning as an international organisation trying to establish a peaceful world order.

The non – aligned movement also has played a very significant role in promoting the idea of disarmament and arms control. Ever since its inception, that is, as early as the Belgrade summit, various declarations had been passed calling for the great powers to sign treaties on complete disarmament and abolishing nuclear tests. It was also at the initiative of the non – aligned movement that some of the sessions of the UN General Assembly has been called depicting the intensity of the stance the non – aligned countries took to control disarmament and establish a peaceful world order.

However, practically speaking with regard to India, national security was taken for granted by the makers of the Indian foreign policy. The ideals of non – alignment led it to believe that military preparedness, mili-

tary alliances and defence armament was not necessary and that they only heightened the international conflicts and tensions. As a result, the need to align with any of the two military blocs was not necessary. However, this was proved to be wrong, when India lost terribly in the Indo – Sino war of 1961, forfeiting strategical territorial locations in the Eastern border to China.

When an analysis is made with regard to China and its rise to being a global super – power we can see that this rise could partly be due to Communist China’s alignment with the USSR. The history of both India and China are so similar and most importantly the potential that each of these two countries possessed were immense. One cannot talk about the sway either of the countries commanded in the South Asian region without bringing up the other. Yet, only one emerged to be a superpower, while the other is still trying to achieve that status. It could be concluded that a country such as China with its immense natural resources and human capital achieved superpower status partly because of its foreign policy of aligning with one particular bloc. As a result, unlike India where the economical, technical and nuclear aid was limited, China managed to acquire the full support of USSR. This followed by the opening of their economy in the mid – 1980’s enabled it to establish itself as an economic superpower.

However, we must also understand that Nehru’s policy of non – alignment established peace in Asia and as a matter of fact helped in the overall process of conflict resolution in the world. Had India aligned with the US to reciprocate Chinese alignment with the USSR, both these superpowers would use the two Asian countries as instruments of waging war and initiating proxy conflicts to suit their agendas. Furthermore, had India acquired nuclear weapons around the time that China did, there would have been an outbreak of a nuclear war that would have destroyed the Asian subcontinent.

As a result, India’s foreign policy of non – alignment helped it play the major role of maintaining the balance of power in Asia at the cost of it being a global superpower.

-NIDHIL. C. PRAKASH NAIR
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During the World War II, the Taj Mahal was disguised as a bamboo stockpile, completely hiding the true structure from bomber planes flying overhead. Even if the color is changing the Taj Mahal is still one of the most beloved and important monuments in the country surviving adverse conditions.



Ayurveda, a way of healing, that found its genesis in India survived the onslaught of Western and other foreign medicinal methods and is still continued to be used widely by people all over the world.

NOT TO BE FORGOTTEN... BAREFOOT FOOTBALL PLAYER



On 28 January 1918, Dr. Talimeren Ao popularly known as Dr. T. Ao. was born in the then Naga hills district of Assam. Born with very limited opportunities, he made the best of what he was given. The game of football ran through his blood. He began his footballing career in 1943 when he joined Mohun Bagan and later went on to captain the team in 1948 - 1949. Forming a strong defensive partnership with his two defensive centre backs, they earned the title of the "Great Wall of China". The first-ever captain of India's National Football team, he captained India at the London Olympics 1948. However, India lost against France and crashed out of the Olympics. During the post-match interview, Talimeren Ao was asked by the press why his team played football barefooted. He replied saying that, "whereas you play 'bootball', we play football," winning over the British media with his wit. Ao captained the Indian side for five more matches before retiring.

Despite all the glory and fame that he received, he never forgot his father's dying wish, which was for him to be a doctor. He studied his way in to being the first Naga to finish MBBS in 1950 and in 1963 he returned to Nagaland where he was given the post of Assistant Civil Surgeon. He later became Civil Surgeon. He went on to be appointed Director of Nagaland Health and services from which he retired in 1978. Fulfilling his wish and also his father's dream, he passed on as a happy man on 13th September 1998. He wished to be and was buried in the Naga Cemetery, Khermahal, Dimapur.

In 2002, the Mohun Bagan honoured him by creating the Mohun Bagan Ratna Award and giving him a Life Membership. In Assam, an outdoor stadium at Kaliabor and an indoor stadium at Cotton college have been named after him.

In 2009, Union Minister for Mines and DoNER, B. K. Handique inaugurated the first Dr. T. Ao Football Trophy at the DDSC Stadium in Dimapur, Nagaland, to encourage and challenge the North - East youth to excel in both sports and academics.

A perfect example for all the youngsters, he balanced football and education at the finest.

"When you control your mind, you control the outcome".

- Dr. T. Ao

-JACOB LOTJEM

18HU2A1007

BA (HEP) 6th SEM



Sanskrit, also known as 'The mother of all languages', is the most suitable language for computer software, reported in Forbes magazine, July 1987 and also claimed by the NASA as the most suitable language for developing their Artificial Intelligence program.



Babasaheb Ambedkar, a dalit, was the first and only person in the world to receive a valuable doctorate degree named "Doctor of All Sciences" from the London School of Economics. He is also the first lawyer from the backward class.

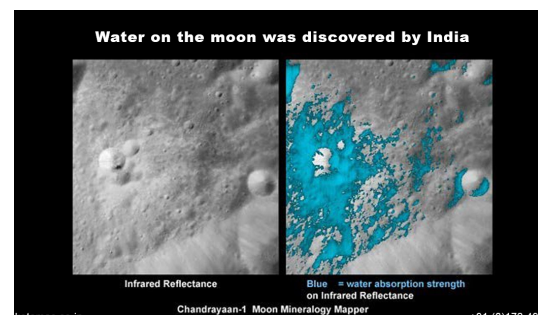


India, despite never invading any country in her last 10000 years of history has still managed to survive the onslaught of time with its ancient past and values of non - violence still embraced and followed in many parts of the world.



The first rocket in India was so light and small that it was transported on a bicycle to the Thumba Launching Station in Thiruvananthapuram, Kerala.

Dr. Shrikant Jichkar, who was an IAS, IPS, lawyer, doctor, photographer, radio operator and also secured the highest degree in a university for Sanskrit was the most qualified person in India, ever.

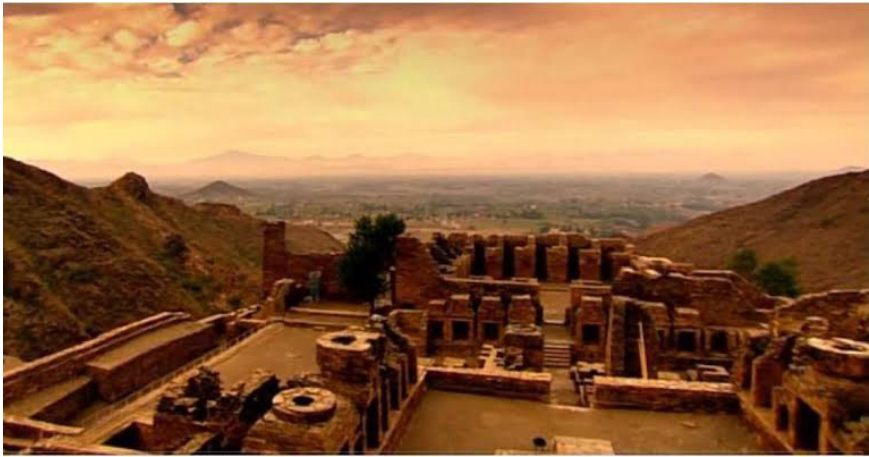


In September 2009, India's ISRO Chandrayaan - 1 using its Moon Mineralogy Mapper detected water on the moon for the first time.



India was exceptional when it came to hockey in the 1920s. The British were forced to withdraw from the Olympics in 1920 to avoid a probable defeat by their colony.

INDIANS AND HISTORY



This is the 10th of February, 2021, roughly 74 years since our country's independence. I am writing this article without any danger to person or property. No riots outside. The sun is glowing and the weather is just fine and if you travel straight from my apartment to the government block, you will see a different flag at the pole. The Union jack isn't there anymore, the government emblem isn't the star of India anymore. The tricolour adorns the flag pole now and the lion capital is the day-to-day sight as an emblem outside every government building. Really, what changed and are we aware of our changes as we move through the continuous space of time that is making history every second it passes? We as a population of 1.3 billion people, are we aware of our own history? The answer is an absolute yes and also a repugnant no. The land where a person starts his day by chanting hymns that were first sung many centuries ago, the place where politics is decided by if there was a temple at a particular site or not, the soil where rivers are venerated on ancient texts and the country where people of all the world's religion live, I say that Indians are fanatical with history.

Let's take a step back into history, shall we? The Indian kings and their empires were obsessed with Delhi and Agra. We have heard of the Mughals, the Lodhis, the Sayyids, the Tughlaqs, the Khiljis and even the glorious Prithvi Raj Chouhan, but let's question ourselves. Have we properly read about the Ahoms, or the Kashmiri kings, or the Sikh empire or the Nawabs of Bengal? No, we haven't. Their history is slowly vanishing as our current historical knowledge is restricted only to Mughals and the Britishers and how there was a massacre, in which there was a well, narrow paths and many British soldiers firing upon hundreds of Indians, oh, what was its name? Jalia... something... oh yes, Jalianwalabagh massacre. I remember it because, well let's face it, Punjab is not that far from Delhi. Had such an horrific event take place in Assam or Hampi, I would have to look for it online. Indians need to learn not only their history, but also the history of our other fellow countrymen.

There is an old African saying which states that, "until the lions have their own storyteller, history will always glorify the hunter". The third Mauryan king, you would call him 'ASHOKA', but I wouldn't call him that. His name is simply Ashok. We as Indians feel proud when we are compared to someone else from a foreign land, but do tell me, if that is valid. The Gupta emperor Samudragupta is called the Napoleon of India. To quote Sanjeev Sanyal, "The British take great pride in saying that they defeated Napoleon, so having said that Samudragupta is the Napoleon of India, they actually mean that they could have defeated him too". Our history is as vibrant as any other country and there is no need for us to say that Samudragupta is the Indian Napoleon or Chankaya is the Indian Machiavelli. Do they call Queen Victoria as the Rani Lakshmi bai of Britain? No, how would they! Even so, Lakshmi bai did more of a queen's job by leading her army into the battlefield than her British contemporary, who signed bills, married her children into different royal kingdoms of Europe, and then at the end, it was her own grandson, i.e. Wilhelm, the German Emperor who declared war on Britain. All of Her majesty's matchmaking gone in vain.

The land, where words once said were obeyed and family alliances honoured, our country is one of a kind. We should be proud of our history

and we should never allow historical appropriation which would snatch our own identity.

In this article, I have tried to not interfere in matters relating to politics or religion, as truth be told, the flag may have changed, but critics are never welcomed by the rulers. History of India is a golden bird, and we as people of this country, should preserve it because a country without its own history is a country of absence of everything that makes us who we are today.

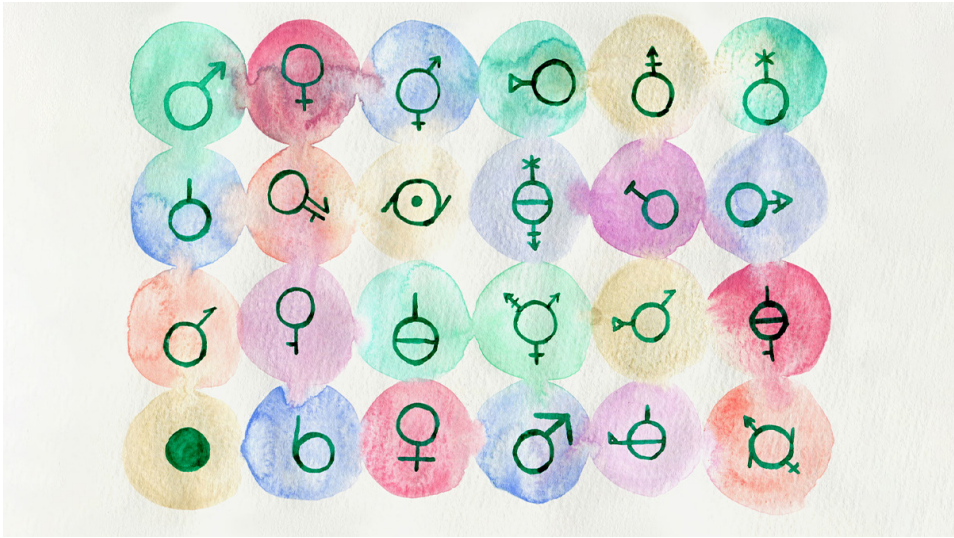
Indians and history, they both sure are obsessed with each other.

RAHUL RAJ
BA HEP II SEM
20HU2A1022



THE SEXUAL REVOLUTION: MYTH OR FACT?

Was there a sexual revolution?



Certainly, there was a social movement known as an era of sexual liberation that endured a rough patch to normalize folklore of sexuality and feminism around the United States from the 1960s to the 1980s. The 'Young minds' desired to mutate a survival of liberation. These young campaigners opined and grappled to create a transformation in how sexuality was understood and judged. Gradually, this movement engendered profound shifts in attitudes towards the agenda of their sexual expression.

This movement went through severe hardships and psychoanalytic theories wrote about the mental sickness an individual undergoes on revealing one's sexuality due to the fear of society. The family and society rejection, bully, depression and daily life of these LGBTQ youths is fraught with perils that no human should have to face. While feminists lobbied for licit divorce and contraception, hence contradicting the era's lead social codes due to the brutal critique of male sexual exploits, rape, sexual harassment and abuse, domestic violence and this male-centric nature that revolved around women named them "Feminists" has they spoke out for their liberation.

The confluence of Feminists and LGBTQ being a spark undoubtedly ignited sexuality and female rights in their culture. The Youth being the root made the sexual revolution a sensation. The birth of a new era gave strength to build their family tree stronger in the society, making the actual fact a brave myth. This intergenerational battle of youth with unity reframed the trial to triumph.

The sexual liberation liberated a generation!

-JOYCLINE THERESA NM
19HU3A1004
-BA (HTJ) 4th SEM

FROM 'STUMBLING' TO 'STEADY-GOING'!

Gender and its discourses and practices have always had astounding historical facets. From women always being the underdog to identifying gender as a spectrum and not as two sets of opposing ideals, we have come long way. But apparently the journey was not a bed of roses. Having said that, we cannot afford to ignore the fact that the so called 'normal' subservience is still firmly etched on our 'golden norms' of societal orientation. But yes! Having come this long is not a trifle. Exploring how women have made it this far from where they have been and its epistemological aspects can open a plethora of possibilities to convene our steadfast history of trials to triumph!

Taking a delve into where all of this began, we find traces of patriarchy and un-feminist dogmas being interpolated into Indian families and its very structure back during the colonial history. The assertion with which colonialists and missionaries convinced how women were better off inside the house is astonishingly obnoxious. They clearly knew that an educated woman was the crux of the family and keeping them shut inside the house made their ways to detriment our progress far more effortless. Educating a woman was considered a heathen practice whereas the art of taking care of husband and children, indulging in sewing and stitching and all the so called 'feminine' and docile activities were seen as milestones in civilizing themselves.

A gendered ideology of work was born then and there! They were successful in incorporating toxic convictions like how the dexterity of women were less, how women in administration brought about a flurry of disgrace into the society and what not!. And as a result, we moved on to a society where all the definitions of women made them subservient to the other gender. Patriarchy thrived and men estimated themselves the 'owners' of women and any attempt to humanize women was looked down upon by the society. Apparently, when you are accustomed to privilege, equality feels like oppression! Women continued to be oppressed in different ways in different parts of the world. And yes! What was common everywhere was OPPRESSION!

However, a strong woman never goes into victimhood and submit themselves. Instead, they generate new measures and come out triumphant. By nineteenth and early twentieth centuries, we see women transcending boundaries, nipping of oppression from where it stemmed and amplifying their voices to be heard. Debunking the idea of 'normal' servility of women was the core to the feminist ideologies. The Seneca Falls convention marked its onset and we have come until the fourth wave of feminism movements.

But dire straits were in the air. The hoary and age-old but mighty roots of patriarchy had to be dismantled and quite clearly, this didn't come easy. We have struggled for years to answer Cynthia Enloe's question, 'where are the women?'. Women were still inside the kitchen but not anymore! Gloria Steinem stood up, so Savitri bhai Phule could walk, so Kamala Harris could run!

Just like how Ruth Bader Ginsberg put it, 'To be a lady meant to be your own person and independent!'. And when this was lent ears to, the world realized how feminism was not about making women stronger. Women were already strong. It was about changing the way the world perceived their strength. And this is the sole reason why, despite being oppressed to an abysmal low, despite being maligned as the most inferior and fragile creatures, Women today hold their head stiff high when all the detestable patriarchs stoop their head in collective shame. Shattering the shackles of deep-rooted patriarchy was not easy for Eleanor Roosevelt or for Indra Nooyi or for Malala or for Kamala Harris. The only thing that came easy was discovering, revamping and recuperating the faith in themselves and that is where all the trials made way for their triumph. Just like how Kamala Harris said, she might be the first, but definitely not the last!!

Contemplating the trials ahead and a society which lags a little behind, all we can think about is Norah from the 1878 play, 'The Doll's House', who slammed the door and walked off when she was trivialized by her in laws to a mere doll. The reverberations of the door that Norah bang shut continues to tremble the patriarchal hegemonies.

Just like the same, our history will continue to create more and more of girls like Norah because just like how Neruda said, 'you may cut all the flowers but you cannot stop the spring from coming'!!

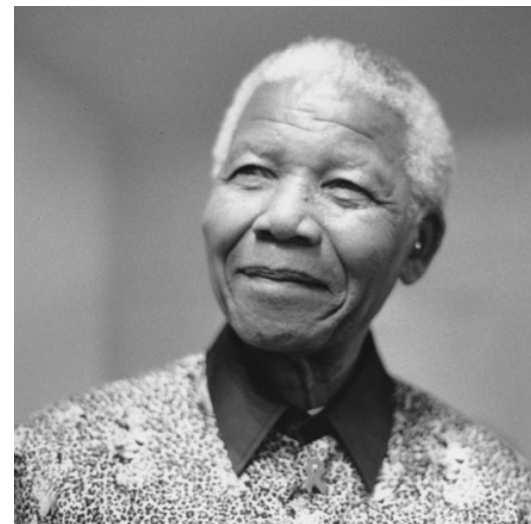
-ANITTA SUNIL

19HU2A1003

BA (HEP) 4th SEM



OVERCOMING CHALLENGES: NELSON MANDELA



I would like to put up a short essay on challenges arose in Nelson Mandela's life. What would you do if u were behind the bars for 27 years? And if it was for the right cause? Would you forgive your captors? But Nelson Mandela didn't fall for the challenges rose but fought against it. The biggest challenge Nelson Mandela faced was to balance black aspirations with white fears. Mandela was a leader who worked with the enemy to end racial separation and fought tirelessly against discrimination and for the freedom for his country that he eventually achieved. Mandela's immortal legacy will always be a symbol for peace, not only in Africa, but all around the world. The African leader began his political career in Johannesburg, the city that granted him the opportunity to become an attorney and join the African National Congress (ANC). This is how far he had come from Umtata, the town in the east of the country where he was born in 1918. Mandela's involvement in the ANC led him to be accused of treason in 1956. However, the worst did not come until 1964, when he was given a life sentence in a second trial, which was also the occasion of one of his most memorable speeches.

"I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities".

While Mandela was enduring his long years of imprisonment, his popularity grew in the rest of the world and he became a visible symbol of the fight against racial segregation. This was so true that, after being freed, he was awarded the Nobel Peace Prize in 1993, along with F. W. De Klerk, the man who preceded him as President of South African and who negotiated the definitive end of apartheid.

Though he was behind the bars for three decades it didn't freeze his enthusiasm rather it flared up since he stepped out of the bars.

Yes challenges arise in our life eventually but we should be flared up as Nelson Mandela to strike back at the same strategy.

- Joel John

19HU2K104

BA (HEP) 4th SEM

11 MAY, 1998: INDIA INTO THE THERMONUCLEAR AGE



CIA and its daring exploits are not something which are new to the world! However, the world renowned Investigation agency has some lesser known stories of its biggest failures in store in its arsenal as well! One among those deadly blows was delivered by a resilient India on the 11th of May, 1998.

This is the story of Operation Shakti, India's second nuclear test which was executed at Pokhran in Rajasthan. (The first one, codenamed Smiling Buddha which was conducted way back in 1974 emerged a peaceful one.) After the first test, the Nuclear Suppliers Group imposed a technological embargo on India. Hence, India's nuclear program struggled for years to bag credibility and its progress was crippled by the lack of indigenous resources, excessive dependence on imported technology and technical assistance. And as an added hindrance, the nuclear program received little attention from the then PM Morarji Desai who was renowned for his peace advocacy.

Successive governments in India decided to observe a temporary moratorium in fear of inviting international criticism. But, the Indian public supported the nuclear tests which ultimately led to PM Narasimha Rao deciding to conduct further tests in 1995. Interesting events followed. The American surveillance satellites which noted the unusual activity at the Pokhran range led to Americans getting some wind about India's plans. US President Bill Clinton exerted enormous pressure on PM Narasimha Rao to stop the preparations. As a result, the preparations were called off and halted for an uncertain period.

However, The 1998 general elections brought the BJP under Atal Behari Vajpayee to power in India. By 18 March, 1998, Vajpayee publicly began lobbying for nuclear testing.

Then came the most important phase - hiding the weapon tests from the world. Unlike the Chinese and Pakistani tests that were carried out in remote mountains, which could not be effectively surveyed by satellites; there was very little that India could do to hide its activity at Pokhran. Here, the bushes were sparse and the dunes in the Thar Desert did not provide much cover from the perpetually probing satellites. The intelligence agencies were called up to find a solution.

Extensive planning was done by a small group of scientists, senior military officials and senior politicians to ensure that the test preparations remained confidential. Even the senior members of Indian government didn't know what was happening. Dr. Abdul Kalam and Dr. R. Chidambaram were the chief coordinators of the test planning. The scientists and engineers of Bhabha Atomic Research Centre (BARC), the Atomic Minerals Directorate for Exploration and Research (AMDER), and the Defence Research and Development Organisation (DRDO) also played a substantial role in putting nuclear weapon assembly, layout, detonation and data collection to success. Work was mostly done during the night, and the equipments were returned to the original spots to hoodwink the US and create an impression that it was never moved. Bomb shafts were dug under camouflage netting and sand were mostly dug out to form dune like projections. Cables for sensors were covered with sand and concealed using native vegetation. Scientists travelled only in groups of two or three. They travelled to destinations other than Pokhran under

pseudonyms, and were transported by the army. All scientists and technical staff at the test range wore military uniforms, to prevent detection in satellite images. Also, many of the fission bombs were developed using simulations on the indigenous supercomputer PARAM.

On the 11th of May 1998, when the clocks ticked 3.43 PM IST, three bombs (one fusion bomb and two fission bombs) were detonated simultaneously. On the 13th of May, two other fission bombs were detonated and on the same day, India declared the series of tests successful. India became the sixth country to join the nuclear club. The people of India welcomed the news with jubilation and large scale approval. The Indian government was all amped up to face the sanctions that was expected to be imposed on India. India gained a global reputation, but at the same time, envy among its neighbours. The Indian government officially declared 11th of May as National Technology Day in India. Celebrations and commemorations followed!

However, the most striking accomplishment was that India had now given a jolt to America and its prying eyes. The impeccably proficient and world renowned CIA and American satellites lose momentum before Indian persistency. They faltered before the indefatigable and robust resoluteness of India. These tests went down the pages of History as one of the biggest fiascos of American intelligence and irreplaceable failure in the history of CIA!!

- SANJAY JAYAKUMAR
19HU2H1038
BA (HEP) 4th SEM



THE BRAVE KID

I stand on the lane every morning
Gazing at the rich little mentees of my age shining
In their uniforms they fly off to school
But I still stand waving at them like a fool.
My father works hard for a square meal
His hands are with wounds which never heal
I, a boatman's son can never step in the school
And the oar will be my only tool.
I turned 12 and started understanding the world
And I realized I should now be brave, not coward
I wanted to fight against the white like the other warriors
A kid being a fighter? I think I am amongst dreamers
One day, I heard of Banar Sena of Prajamandal
I was excited because my dream got opportunities in bundle
I joined this 'party of people' immediately
I was born for the country, absolutely and entirely.
As I joined in the party I did not keep quite
I volunteered to keep watch by the river at night
One day, came the enemies and gave me an order
To make them cross the river by being their rower.
I was never ready to do anything in their favour
I am a kid, doesn't mean that I am not clever
I hence refused it on their face straightly
They shot into my heart rightly
I was sad because I will not be able to fight for freedom
I was sad because I will not be able to see our country's stardom
Yet, I am happy that I did not serve the beast
And my life went for the country at least.

-DEEPTHI N
18HU2K1025
BA (HEP) 6th SEM

INDO-PAKISTANI WAR OF 1947–1948



The first Kashmir War was an armed conflict between India and Pakistan over the princely state of Jammu and Kashmir under the maharaja Hari Singh. It was the first of four Indo-Pakistani wars that was fought between the two newly-independent nations.

Pakistan which got its independence on 14th Aug 1947 was not much satisfied with its territory of land which led to the thoughts of attacks and annexation of nearby wealth or useful land. Hence Pakistan launched the militant groups of local tribes called 'Lashkar' and the Arab armed forces and annexed most of the western frontier of Kashmir and set camp to attack Srinagar, the capital of the Kashmir. In this critical situation Maharaja Hari Singh made a plea to Indian government for assistance, and the help was offered, but it was subject to his signing of an INSTRUMENT OF ACCESSION TO INDIA. The instrument of accession was signed by Raja Hari Singh under Governor general Lord Mountbatten.

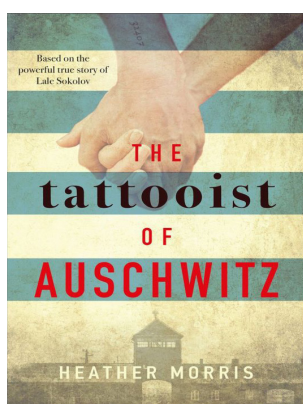
The war was initially fought between the Jammu and Kashmir State forces and militias from the Frontier Tribal Areas adjoining the North-West Frontier Province. Following the accession of the state to India on 26 October 1947, Indian troops were airlifted to Srinagar. British commanding officers initially refused the entry of Pakistani troops into the conflict, citing the accession of the state to India. However in 1948, they relented and Pakistan's armies entered the war shortly afterwards. The fronts solidified gradually along what later came to be known as the Line of Control. A formal ceasefire was declared at 23:59 on the night of 31 December 1948 and became effective on the night of 1 January 1949. The result of the war was inconclusive. However, most of the sources agree that India won the victory as it is able to defend 2/3rd of the princely state, including the Kashmir Valley, Jammu and Ladakh.

If the region of Kashmir valley, Ladakh and other places were not defended, they may have become the war bases of Pakistan or the war base of both China and Pakistan which leads for tremendous loss to India. That's how our Nation overcame of a great challenge by defending the Kashmir valley and other important areas from Pakistan.

-LAKKI YADAV
19HU2A1020
BA (HEP) 4th SEM



THE TATTOOIST OF AUSCHWITZ- A book review



"The tattooist of Auschwitz" is filled with hope and love as a destiny to survive a crisis. The story is based on real lives of Iale Soklov and his Wife, Gita Furman but writer Heather Morris fills Fictional narratives

to some parts to make it dramatic. Sokolav was jailed in Auscheritz in 1942. People were divided into two lines as soon as they arrived in Auschwitz, those who were suitable to work and those who needed to be murdered instantaneously; Soklov was put in the first line, given them charge of tattooing number in the arms of Incoming prisoners. It was while tattooing an 18 year old girl that he glanced into her eyes and fell desperately in love. This is Tattooist of Ausrishtz a story of beauty, hope, courage and survival against all odds.

Imprisoned for more than two and a half years, Iale had witnessed horrific atrocities and barbarism but that enduring him from whom he was; continuing to show kindness by helping others risking his own life. When two Nazi soldiers found his stash of jewels and money under his mattress, he was sent to the camps punishment block. Thrown into the cell he waits until the door opens again, at which point he is surprised to see Jakub whom Iale had helped him get food when he was starving in the camp, Jakub for his immense size was made the camp torturer, he beats and whips Iale but makes the punishment look worse than it actually is, Iale was later reassigned to his position. This is the compassion he was showing to everyone who came back at him.

Gita and Iale go in separate ways when the camp is in a commotion caused by nervous Nazi soldiers on hearing about the advancement of Russian Soldiers. Gita takes off with three Polish women into the woods during a snow storm and Iale is sent to a camp in Mauthausen, Austria. After a grueling Journey, he finally reaches home to discover that only his sister is alive among the family. Determined to Find Gita, he goes to Bratislava after hearing that many Slovaks have been filtering into the cities from the camps. Each day for two weeks he waits at the train station in the hopes of spotting Gita, eventually he finds her in the street and proposes to her. The Tattooist of Auschwitz is a testament to the endurance of love and humanity under the darkest condition. Together, Iale and Gita teach us never to give up hope and to endure love as a destiny to overcome challenges.

-EMMANUEL SELVA ROYAN
19HU2H1032
BA (HEP) 4th SEM



A PLACE BEYOND

Take me away to a beautiful place
Where trials and temptations I never have to face.
A time beyond where the magic is
For this past year I do not miss.
It began with a bang and in the middle there were storms
For trouble and pain, they came in all different forms.
Stuck in isolation, disease or not
Wishing for something, an idea or a thought.
We think our day is tough,
Forgetting the past and all that we've overcome.
My friend Miss Rosie, she once told me,
"Life is tragic and the struggle is real, but just be thankful that in a day
We get more than one meal.
The place of which I spoke before can never exist,
For trials and temptations will always insist.
But Hope, though rare can be seen everywhere.
For our pain is in the past.
And Our History unearths hope.
And where is Hope, you ask? The Future.
Let 2021 be your year.

- SHAWNA JOHN
20HU2A1025
BA (HEP) 2nd SEM

GANDHI: THE LIGHT IN THE PITCH DARK!



Indian Independence marked an end to the brute force of British that held Indian Sovereignty and dignity in chains for years. And undisputedly, Mohandas Karamchand Gandhi was a stalwart in the forefront of India's freedom struggle. He played an integral part in driving away the British force and his presence was very much decisive in attaining freedom.

Gandhi, in his early life, was no different from an ordinary man, but it was his relentless quest for knowledge, unflinching life experiences and open-mindedness that transformed him into the Gandhi that we know. A man who stood for truth and non-violence all his life. A man who shattered all the shackles and shunned the evil British force. What made Gandhi different from most of the leaders was the simple fact that he practised what he preached. This is the sole reason why he could unabashedly proclaim to the world that "My Life is My Message". Only a man with steadfast belief in his ideologies could himself become a message.

Reading was his constant companion and he nurtured it all along. He laid foundations for reading as early from his childhood. He read stories of Shrivana and Harishchandra which emphasised on the importance of being truthful and genuine. Thenceforth, we see him holding tight onto all these virtues and not once have we seen him gripping off from it! Gandhi left for England in September, 1888. London was exceptionally captivating and he was tempted to indulge himself in all the worldly pleasures. But he stuck on to his righteousness and abstained himself from alcohol, wagers, sexual indulgence and even meat as he had vowed to his mother. He was a man of his words! London was the place where Gandhi was first introduced to the Bhagavad Gita. He learned the Gita and was greatly influenced by it. And later throughout his life, we see him adhering to numerous ideologies in Gita.

After he returned from England, he moved to South Africa to practice as a barrister since he had a tough time finding work in India. Little did he know about the struggles that awaited him in South Africa. The tribulations he went through was intense. He was racially abused, humiliated and what not! But these only paved way to make him stronger and resilient than ever before. He stayed back and fought against all odds and prejudice for twenty-one long years. Through these years, he was influenced by the idea of Satyagraha and organised non-violent protests. He even established an organisation named 'Natal Indian Congress' in 1894. That course of twenty-one years had tremendously transformed Gandhi. When he returned to India in 1915, he was a different person altogether.

After he arrived in India, Gopal Krishna Gokhale, one among the senior leaders of Indian National Congress (INC), invited him to join hands in India's struggle for independence against the British tyranny. Gokhale guided Gandhi through the prevailing political stirs and social concerns of the time. He joined Indian National Congress in the year 1920 and went ahead to organise different Satyagrahas. The struggle to wrest

power from the British was never a piece of cake. But Gandhi always knew that independence was all about bringing people together. The Champaran Satyagraha in 1917 was his first major success in India. He led a non-violent agitation against the forced cultivation of Indigo by the British. It took the British by surprise and was successful in getting concessions from the authorities. This was followed by the Kheda Satyagraha, The Khilafat Movement, The Non-Cooperation Movement, The Civil Disobedience Movement, The Salt Satyagraha and last in the row, The Quit India Movement. Though there was an emphasis on non-violent protests, there were instances of riots and killings, like the Jallianwala Bagh Massacre and the Chauri Chaura incident. These marred the peaceful nature of the fight to some extent and posed challenges in his way. However, Gandhi's goal was always inclined towards achieving unity among the diverse groups of people because he knew that was the only way out from the barbarous British Rule. And yes! he emerged successful in his mission!

He never lead from the forefront, but walked alongside the people and this is the sole reason why India is the India that we see today!

-GERALD JACOB S
19HU2A1009
BA(HEP) 4th SEM



STIRRING THROUGH THE STRAINS

The Arabs plundered our motherland,
To govern our homeland.
We were divided at that exact moment from the root, did not predict
the loot.
We stood bold and brave,
They failed to dig our grave.

We were looted seventeen times by ghaznavid,
But we stood still for our picture,
But they failed to burry our chamber.

The enemy met us in the battle field
to value their self esteem,
But we said harder the battle,
Sweeter the victory
But they failed to burry our gallantry

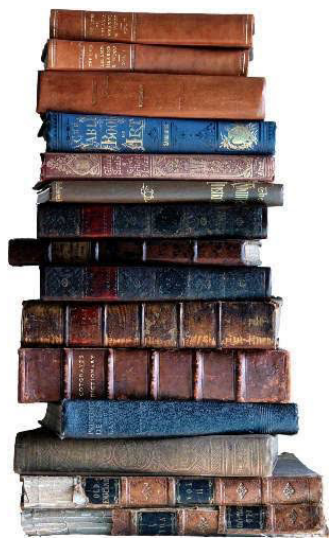
They changed their faces from Turks to Islam,
to suppress our unity.
But they failed to break our integrity.

Who says mongols were the sweetest,
came to India as a sweetener,
But they turned out to be a betrayer.

The englishmen tried to rip off our freedom,
making us puppets of their palm.
But we drank the strength of lastingness,
which they could not pull out from our unshrinking veins.

-ARYAN PASHAM
19HU2A1056
BA (HEP) 4th SEM

MAKING SENSE OF HISTORY



All of us are surrounded by history, whether we study it or not. History is found in our social traditions, in our rituals and ceremonies, in our religious beliefs and practices, in our education, in our political and legal system, even in our pop culture movies and music are frequently drawn on historical events and eminent personalities. One doesn't need to be a qualified or practicing historian to think, talk, and write about the past. Anyone can have an interest in history. Anyone can read it, study or discuss it. This is quite true when it comes to discussing and theorising about the past and how it has never been confined to classroom, a lecture or an Archive room. History is open to anyone who takes an interest in it no matter what their experience or credentials are. The accessibility of history has one great advantage: Intellectual Freedom. Everyone is free to examine the past and interpret their own conclusion, but it has one significant disadvantage: popular history and good history are rarely the same. There is a substantially large gulf between historical understanding in the public domain and the history written by historians. A significant problem when thinking about history is our habit of sensibility. For all its brilliance, the human mind has a tendency to make assumptions about the whole based on just some of its parts. Many people are prone to forming general conclusion from just a few facts or pieces of evidence. This typically occurs when studying large groups of people, such as a nation, society or community. Most human population contains enormous economic, ethnic and cultural diversity. Because of this any conclusion about an entire population based on a small amount of evidence is likely to be flawed. History students should be particularly wary about forming generalised assumptions and making generalised claims. Not all the peasants in 18th and 20th centuries were poor and starving. Not all Germans were Nazis or supporters of Hitler. Not all people in the Middle East are Muslims. Not all socialist supported Lenin or Stalin. Example of generalization is the faulty statement "canaries are birds: canaries are yellow; therefore all birds are yellow". Needless to say, because some birds are yellow doesn't mean all birds are the same. Everyone who has read or discussed the past will know at least one or two conspiracy theories. These fanciful stories are the gossips of history, whispered and repeated but seldom supported concrete evidence. The problem with conspiracy theories is that they are, by their very definition, baseless theories. Most are based on rumours, unsubstantiated stories, coincidence and circumstantial evidence. Many are so wacky that they have only novelty value. But as the rise of Nazism and the Holocaust demonstrate, in the right circumstances by the mainstream and become extremely dangerous. Over time myths and stories have become accepted as historical facts, often because they sound appealing or fit a particular narrative. Many myths have been repeated in print, which lend them undeserved credibility. Nostalgia is when people view the past with fondness and affection. As an individual's grow older many long to relive their past, recalling it as a time of happiness and harmony. This nostalgia, summarised in the phrase "the good old days", suggests the past to be a much better place than the present. For instance, it is often said that in the past life was simpler and more fulfilling; people

were kinder and more respectful; family values were stronger; women looked after the family and their homes; children behaved better and knew their place. And nationalism is a sentimental attachment and unquestioning loyalty to one's own country. Sometimes this attachment becomes so strong that the actions of one's nation are accepted, justified and supported, whether or not they are right. Nationalist's place the needs and interests of their nation above those of other countries. We history students are all aware of nationalism, which has fuelled unrest, international tension and war for centuries. But nationalism has also infected and distorted both academic history and popular conceptions of the past.

-TRISHA CHHETRI
20HU2H104
BA (HEP) 2nd SEM



THE WOMEN WHO FOUGHT SMALLPOX



Smallpox is one of the only diseases to have been eradicated by sustained human effort. But before it was eradicated in 1977, it claimed an estimated 300 million lives in the 20th century alone. The highly contagious disease was characterised by fever and a spotted skin rash. Although most people recovered, about three in every ten people died from smallpox. One of the most challenging places when it came to eradicating smallpox was India, largely because of its size, geographic complexity and population. Despite the Indian government initiating its' own national campaign to eliminate smallpox in 1962, vaccinating the entire population was painfully slow and challenging - especially with the country's rapidly growing population.

However, the disease was completely eradicated thanks to the strong and efficient efforts of the World Health Organization and its international as well as national volunteers. Two international woman volunteers could be regarded as the main contributors to the eradication of smallpox in India; these are Mary Guinan and Cornelia. E. Davis. Guinan was undergoing training in the two-year E with the US Centres for Disease Control and Prevention (CDC) when she applied twice to volunteer in the ongoing smallpox eradication programme in India. She was told that the WHO wasn't accepting women into the programme. However, with constant pursuance with WHO and the Indian Government led by Indira Gandhi, she was finally able to serve for three months in India. Smallpox was largely restricted to the northern states of India, as a result, Guinan worked in the districts of Kanpur and Rampur Matras in Uttar Pradesh. She worked closely with local health workers, most of whom were mainly men and also travelled with her team to remote villages, identifying cases of smallpox and vaccinating people. Her efforts towards fighting smallpox were so significant and immense that a month after she left India, the region was declared as a smallpox free. Cornelia. E. Davis was an African - American doctor who participated in the global campaign for the eradication of smallpox. She was first assigned to the districts of Darjeeling, Jalpaiguri and Cooch Behar in West Bengal. These regions lacked proper infrastructure and therefore, to reach the remotest villages, she would have to walk great distances through paddy fields.

Davis investigated rumours of smallpox across the border in neighbouring Bangladesh, eventually vaccinating all the people living in the border areas to contain the spread of smallpox. She also supervised the work of smallpox workers searching for cases of the disease in the local population. Her timely intervention helped to prevent smallpox being brought into the area. Davis was eventually promoted and put in overall charge of the desert state of Rajasthan for an 18-month period. She mainly surveyed smallpox search records and hosted the International Certification Team in April 1977, which was monitoring medical documents and conducting surprise checks to ensure there were no new cases of smallpox. India was eventually declared free of smallpox on April 23 1977.

Women such as Guinan and Davis had to prove themselves in the hyper-masculine world of international public health. Their recently published books are among the first memoirs written by women epidemiologists in the Indian smallpox programme, and chronicle their battles against sexism, both at home and abroad. Preserving and celebrating the voices and stories of women is important in the quest to having more inclusive histories of global disease eradication programmes.

-AKHIL. P. NAIR
18HU3A1001
BA (HTJ) 6th SEM



THE GREAT TUMULT



“Freedom only comes through persistent revolt, through persistent agitation, through persistent rising up against system of evil”.

- Martin Luther King Jr

In 1895, a man named Birsa was seen roaming the forests and villages of Chottanagpur in Jharkhand. People believed that he had miraculous powers with which he could cure all diseases and multiply grain. Birsa himself declared that God had appointed him to save his people from trouble, free them from the slavery of dikus (outsiders). Within a short period of time thousands began following Birsa believing that he was bhagwan (God) and had come to solve all their problems. The movement of Birsa Munda is the most popular movement of the Munda tribes of Singhbhum and Ranchi districts of the Chotanagpur region of Bihar. Like the movements discussed earlier, this movement was also directed against the outsiders (dikus), landlords, traders, merchants and government officers. These classes were created by the British. Before the introduction of the British policies in the areas inhabited by Oaron and Munda, their traditional land and social systems had existed. Their land system was known as ‘Khuntkari system’. The tribals enjoyed customary rights over their land. The system was marked by the absence of the class of landlords. The tribals worked on their land and paid tributes to their chiefs. By 1874, the British replaced the traditional khuntkari system by the zamindari system. The introduction of zamindari system created the classes of zamindars (landlords) and ryots (tenants). The tribals now had to pay rent to the landlords and failure to do so resulted in eviction from their own land. The landlords exploited the tribals in the following ways: They brought the peasants into the tribal

lands from the adjoining areas and evicted the tribals from their land, harassed them by brute force, encroached upon their land, enhanced their rent, changed the collective payment of rent into individual payment, forced them to do begar (enforced labour), inflicted physical injury on them, extracted different kinds of allowances from them, i.e. horse, palki, milk cow, gifts at birth of a child, marriage and charges on the occasion of death in the family of the landlords. The locals turned to Birsa, whom they referred to as Dharti Abba (Father of the Earth), for help. As part of his strategy to reclaim land, Birsa persuaded his followers not to plant rice, claiming that his powers would generate the crop instead. He also declared that a fire from heaven would destroy the outsiders and the Mundas who would not gather around to support him would perish. The Munda revolt led by Birsa, called Ulgulan or the great tumult, started in 1899. A series of concerted attacks were unleashed on the British using guerrilla warfare tactics. Mundas with bows, arrows and slingshots attacked police officers and set fire to property. However, the rebellion did not last long and within a few days, the British attacked the warriors assembled at Dumbari Hills, killing hundreds of them with indiscriminate firing and Birsa was captured again a few months later. While in jail, Birsa’s health deteriorated and he died on 9th June 1900. He was only 25 years old. Birsa’s untimely death and the trial that followed of the 300 other Mundas who had been arrested, became national news, and the struggle forced the British to enact the landmark Chottanagpur Tenancy Act in 1908, which restricted the transfer of Adivasi land to non-Adivasis. A hundred years later, the law still holds and the many tribal people living across India have Birsa to thank for, allowing them to hold on to their ancestral land. This movement was significant in yet another way- it once again showed that the tribal people had the capacity to protest against injustice and express their anger against colonial rule. They did it in their own specific way, inventing their own rituals and symbols of struggle.

-SHANTHA KUMARI K G
19HU2K1046
BA (HEP) 4th Sem



THE MIGHTY FALL, BUT GET UP

After the Second World War much of Europe was destroyed. Armies of both the sides had bombed roads and bridges throughout Europe. Many governments were in debt because they used All the resources in fighting the war. Above all their economies Were devastated making it difficult to collect taxes in order to rebuild. Fortunately, the United States had been free of devastation. The US economy was doing well making it the richest country in the world. They wanted to help Europe and their allies recover from the war. In order to do so The United States came up with the Marshall Plan. It is named after the Secretary of State - George Marshall. This plan offered financial aid for two European countries to recover from the World War, the United States gave \$13 Billion to show their support. The plan helped with supplies for factories. It also helped to improve technology and manufacturing techniques in a number of other European countries. Although Japan was not a part of the Marshall Plan, they received economic aid through other programme. By the time the Marshall Plan ended, all of the countries that participated had larger economies and was stronger than before the war. The plan was successful in helping Europe recover economically from the war.

-NIDHI KHABIYA
20HU3H1014
BA (HTJ) 2nd SEM

THE WILLFUL EPISODES OF MIZO HISTORY!



The Mizos are highly vibrant and educated people who have come long way steering their paths through different struggles. Mizo people have resplendent culture and are known to be very sociable. But the world famous culture and the accomplishments didn't come handy. Jhumming cultivation is something that Mizo people are always proud of and this fame in jhum cultivation is the result of their hardwork and toil. Even though Mizoram is the second least populated state in the country, it faces numerous challenges. But each time they fall, they rise up even stronger and turn the hurdles into opportunities. The economy is a highly literate agrarian economy but industries and its growth is at a very low pace. This decelerated pace of growth in industries and lack of transport infrastructure adds to the struggle. Despite all this what makes mizos stand out is their distinctivte way of cultivation. Usually with a slow pace of industrialization it is difficult to leave a mark in the cultural history but then the zeal and enthusiasm with which mizo people do their cultivation is quintessentially remarkable. They have overcome the problems of second generation schooling through their exceptional skills in agriculture. In a world that prioritizes industries and trivializes agriculture, Mizos prove them wrong and continue to take their legacy forward.

- JOEL VANLALBUATSAIHA
19HU2A1012
BA (HEP) 4th SEM



THE WHITE MOUSE



Nancy Wake was a journalist but was that all she was? Her life was filled with love and laughter, yes there were deaths, yes there were tears but she was a flower that bloomed in times of war. She was a kiwi girl in a hurry, far from home, far from New Zealand and far from Australia. This was just the beginning. Soon she'd be a spoilt French society wife and later transformed into a Nazi hating resistance fighter. The Nazi's most wanted woman, codenamed the white mouse and popularly known as a foul - mouthed special agent trained to kill. She had met and married Henry Fiocca, a rich businessman and enjoyed a luxurious life before major political upheavals occurred. She was appalled with what she heard or saw of Nazism. It was then that she vowed that if she ever got the chance to do something, she would. It lit a fire in her eyes as she witnessed Jews being openly persecuted in public for being Jewish.

War had begun and henry had to leave her but she refused to stay behind. She hated wars and violence but she would not just wave of her man with a proud good bye and knit balaclavas for him. It was ride or die for her so she acted as a nurse and drove an ambulance to provide first aid and help the French escape during the world war.

Due to her excellence, she was called to act as an agent to help transport radio parts. Henry was scared of letting her go because she was soon doing dangerous work for the sake of liberating France. Despite her husband's consistent complaints, she continued what she did best and ended up becoming a spy for the French resistance and an amazing one at that too. All she needed was a little bit of powder, a little lipstick while she flirtatiously batted her eyes at the German guards and that was enough to get her past the German check points. No one expected her to be a spy or someone dangerous because she was a beautiful, rich, spoilt temperamental French woman who was unarmed. The Gestapo sought men from the French resistance who were buff and armed, they failed to notice the pretty little 'la demoiselle' who proved to be so much of a threat that she was later codenamed the white mouse for always managing to scurry away and escape from the Gestapo.

She wasn't afraid of being caught, she believed she could outwit them, she thought she could talk her way out of trouble and she never stopped to think about the consequences. She worked hard to help prisoners and soldiers escape France so that they could work with the French Resistance. She enjoyed the action and wanted to be in it. She was extremely active and sought out more ways to help the escape line. She had a sharp intuition and this helped her sniff out informers.

However, things became harder for her as she was put up on the Gestapo's most wanted list. As a result, she was sent to Britain after Henry's repeated pleas. She then joined the Special Operation Executive and underwent rigorous training to become physically and mentally fit. As a journalist she was skilled at skulduggery. She helped provide ammunition and other necessities during war time with her parachuting skills. She further helped the French resistance through reconnaissance and even joined them in their attack against the Nazi headquarters. She killed a lot of Germans but regretted not killing more. She later said that, "The only good Nazi was a dead one" and worked hard to liberate France from the clutches of Nazi Germany and her efforts were awarded in 1945 as the Second World War came to an end.

Despite the good news, she was in for a shock when she heard of Henry's death. He had bravely stayed behind to cover up for her, to avoid suspicion. Of all the sorrows of her life, the greatest one was his execution. She always felt guilty that the reason he'd been executed was because he was her husband.

This is the story of the famous, covert SOE agent, a true unsung hero, who won enough awards and medals of bravery to last her a lifetime. She was truly a witty woman whose story surpasses that of any super hero.

- NIKITHA KISHORE
20HU2A1019
BA (HEP) 2nd SEM



Shakuntala Devi was born in an orthodox poor Brahmin family. She was forced to drop out of school as her family could not afford the monthly fee of Rs.2. Despite all the challenges that she faced, her talent earned a place in the Guinness book of World Records for "Fastest Human Computation".



GENGHIS KHAN – A BARBARIAN OR UNIFIER?



"I am the punishment of God...If you had not committed great sins, God would not have sent a punishment like me upon you".

- Genghis Khan as quoted in 'Tarikh-i-Jahan-gusha' (History of the World Conqueror), an account of the Mongol Empire by Ata-Malik-Juvaini (13th Cen)

He was one of the most fearsome warlords who ever lived waging an unstoppable conquest across the Eurasian continent. But was Genghis Khan a vicious barbarian or a unifier who paved the way for the modern world?

Chingis Khan (a title for Universal Ruler) as he is called in Mongolian, is remembered for his military campaigns that killed millions and left nothing but destruction in their wake. Regardless, he left a legacy of world domination that remains unmatched today.

Little is known about Genghis Khan's early life due to the lack of written records. 'The Secret History of the Mongols' which is the oldest surviving literary work in Mongolian language reports that he was born grasping a blood clot in his hands; a traditional sign that was destined to become a great leader. This could be just a legend.

Born Temujin, he was left fatherless and destitute as a child but went to overcome constant strife to unite warring Mongol clans, who were basically pastoralists, and forged the greatest empire the world has ever seen eventually stretching from the Pacific to Europe's heartland. But what was so great about this invasion and slaughter? Accounts that refer to atrocities and barbarism written over 100 years after the fact. This hinders their reliability. Besides, the survivors reaped the benefits of the empire Khan founded.

The Mongol Empire practiced religious tolerance among all subjects: they treated their soldiers well and promoted them based on merit not birth; established a vast postal system; and enforced universal rule of law, not to mention their contribution to culture. Usually, they saved doctors, scholars and artisans from conquered places, and transferred them throughout their realm spreading knowledge across the world.

The stability of Mongol rule made 'silk route' flourish once more since 2nd century BC, allowing trade and cultural exchange between east and. In fact, long after the Empire, Khan's descendants could be found among the ruling nobility all over Eurasia. Based on a 2003 ground-breaking historical generic paper by T. Zerjal, 16 million men today are his descendants: that's one in every 200, and not to mention the Great Mughal Empire led by Babur who also adopted the ideological model provided for later regimes by the Mongols.

For every conqueror there are millions conquered. Whose stories will survive? And can a leader's historical or cultural significance outweigh the deaths they caused along the way? These are the questions that arise when we put history on trial. Certainly, Temujin has stood the test of time. In the words of late Prof. Sunil Kumar, a Medieval Historian, under whom I had the fortune to have been taught for a semester, "Beyond the opinions of the defeated sedentary people, consider for a moment the sheer size of the Mongol dominion in the thirteenth century and the diverse body of people and faiths that it embraced" (NCERT).

-Bruce Misao

B.A Alumni Batch
(2015- 2018)

Yesteryears Speak...

The History Department is one of the best department in the college, and I am proud to be part of It. It has also provided me with great balance of academics and extra circular activities. The faculty of history department is always dedicated and has help me not only in studies but has encourage me to polish my hidden talents in number of ways. I wish all the success to the department of History.

-MHADEMO Y KHUVUNG
(2016-2019) HEP

College is said to be the most memorable time of a person's life. This stands true to my growth and I. I owe my gratitude to the Dept of History, Kristu Jayanti College under the able guidance of Ms. Ramya B and Mr. Hemango Akshay Hiwale. The dept strives to impart wisdom and knowledge and does not confines itself to the conventional four walls but also many seminars, workshops and field visit really helped me put into perspective my knowledge of history and its features. No words can describe the thrill and joy the dept invoked in me.

-LAPYNNEH PYNGROPE
(2016- 2019) HTJ

Not only History was my favourite subject, in addition to that I got the best teachers, Ramya ma'am and Hemango sir, both have immense knowledge about the subject and the way of teaching is perfect wherein students can understand each and every thing. Another thing I want to highlight is the department class trips, Hampi and Mysore, the best trips we have ever had in college. I thank the department for that memorable experience. Atlast, I thank Ramya ma'am and Hemango sir for giving me this opportunity to write about the department and I wish them luck with the magazine and all the activities of the department in the near future.

-VINAYAK S CHANDARGI
(2016-2019) HEP

History club started as a dream of many since the department's inception but it was soon realised in 2019. The demand was made high and clear.

This club started as an endeavour of students, it always has been. Every passing day has its own history to tell even the club when it was introduced. Yes, there were challenges but Ramya Ma'am and Hemango sir the strongest pillars of our department never put down a positive spark. The passion to work for this club was so much immense. As its first student coordinator I wanted to start something afresh. Publishing our first magazine, the Historical trips, the exhibitions, the talks, all of them were phenomenal and were a combined effort of a lot of hands and brains. I bet me and my batch enjoyed learning history! There was a quest for an adventurous learning experience. History club delivered that.

"Every end in history necessarily contains a new beginning..."(Hannah Arendt)

History club will always have its own stories to tell, in its own ways. I hope that this club's legacy continues through the years through various batches.

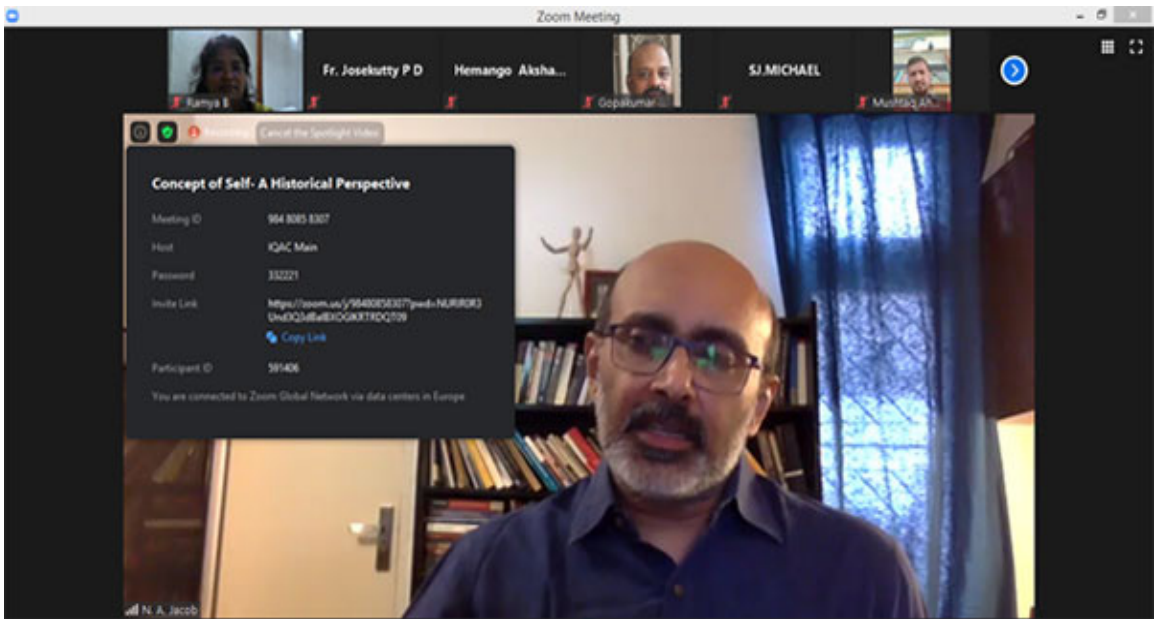
Serving the club was a learning curve for me which is now helping in my professional career as a soldier. Learning never stops.

-JOHNS GEORGE THAMPI
(2016- 2019) HEP

Currently serving as a Lieutenant in INA

DEPARTMENT REPORTS

Webinar on Concept of ‘Self’ – A Historical Perspective



The department of history on the 12th of June 2020, organized its first webinar on the concept of self. Prof. N.A Jacob, Department of English Ramjas College, University of Delhi, was the resource person. He presented an ideological account, of certain texts of three philosophers; Descartes, Locke and Kant, that covers the concept of self in the wide historical period. From Descarte’s concept of the intellectual mind being that is distinct from the corporeal nature to Locke’s concept of the self being conceived without any quality in the beginning, and only route it arrives at truth is through experience and finally Kant’s perception of the self being a bundle or collection of different perceptions, Prof. Jacob took the students through a journey of self - actualization and generated among them the idea of self - examination. He concluded his narration with the Psycho analytical notion of Self by Sigmund Freud.



Webinar on Indian Strategic Relations in Post COVID World Order



The Department of History on the 19th and 20th of June 2020 organized a two day webinar on “Indian Strategic Relations in Post COVID World Order”. On the first day, the resource person was Prof D. Suba Chandran, a Professor and Dean in School of Conflict and Security studies. Head of Conflict Resolution and Peace research program and Science Diplomacy Program in National Institute of Advanced Studies (NIAS) Indian Institute of Science Campus Bangalore. On covid-19 and India’s global objectives, he stated that for India to emerge as a global superpower in the post covid world order, India must focus on fixing its nations image as a secular, democratic nation. On the second day, the resource person was Mr. Angshuman Choudhury who was a Senior Researcher, South east Asian Research Program in Institute of Peace and Conflict Studies, New Delhi and is also a Former GIBSA Visiting Fellow in German Institute for International and Security Affairs, Berlin. Sir was also a Founding Editor of Eleventh Column. On India’s options in the post covid world, Mr. Angshuman emphasized on the need to develop India’s medical diplomacy and soft power to emerge as a global super power. He further addressed the Present hostilities with China and stated that instead of boycotting Chinese products, India must focus on boycotting Chinese FDI.

Both the sessions ended with a Q&A round, wherein the students got the opportunity to clarify their doubts and queries.

Preparation for Civil Services Examination- Staying Motivated and Focused



DEPARTMENT OF HISTORY

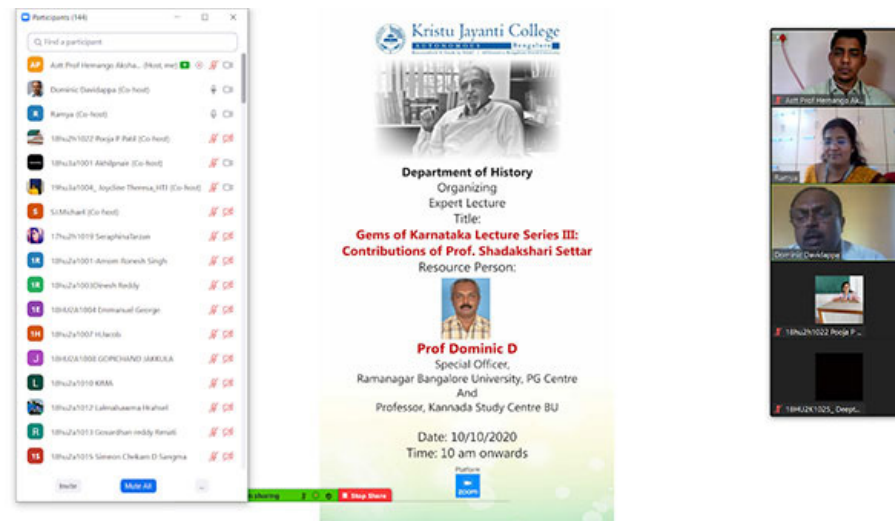
Interaction with Alumni – Ms. Maiza Mohamed

Preparation for Civil Services Examination- Staying Motivated and Focused

The Department of History organized a Guest Lecture titled “Preparation for Civil Services Examination- Staying Motivated and Focused” on the 13, August 2020 through the online platform for the 3rd year History students in tandem with their VAC classes on the subject matter “History for Competitive Examinations.” She addressed the students by giving various tips to crack UPSC and to stay motivated. She further emphasized on the SWOC (Strengths, Weaknesses, Opportunities, Challenges) analysis strategy. It was followed by a Q&A session. The lecture ended with a vote of thanks by Prof. Ramya, Head of Department, History.



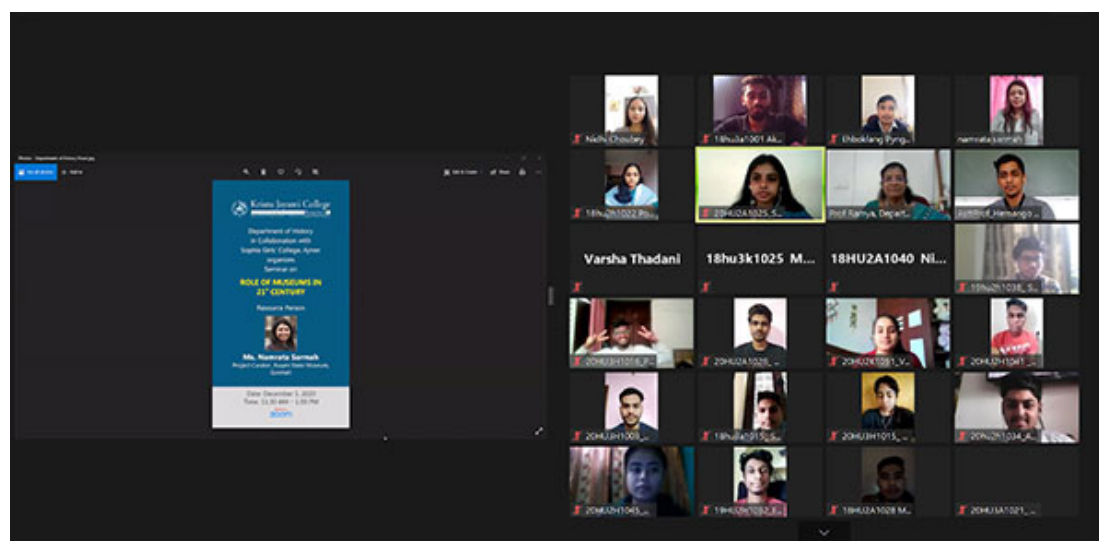
Gems of Karnataka Series III: Contributions of Prof Shadakshari Settar



The Department of History instituted a lecture series in the academic year 2019-20 title “Gems of Karnataka” to commemorate and celebrate lives and contribution of imminent personalities who have contributed to the socio-political, economic and cultural arena of Karnataka. On 10th of October 2020, the department organized the third lecture for the series. The resource person for the event was Prof. Dominic D, special officer to Ramanagar, Bangalore University PG Centre and Kannada Study Centre of Bangalore University. He spoke on the various thesis put up by Prof. Shadakshari Settar and explained how Kannada is not an outcome of Sanskrit rather it was a language that existed along with Sanskrit. He also explained the antiquity of Kannada language by giving examples of various edicts and manuscripts. The session came to an end with the Vote of Thanks delivered by Asst. Prof. Hemango Akshay Hiwale.



Role of Museum in 21st Century



The Department of History in collaboration with Sofia Girls College, Ajmer organized an online guest lecture on Role of Museums in 21st Century on 5th December 2020. In her lecture, the resource person covered various spheres of museology. She also helped the students know various online methods to visit museums digitally. Ma’am shared her work experience and helped students to understand and appreciate the efforts and work behind setting up of a museum. This was followed by a Q&A session. The lecture concluded with vote of thanks delivered by Asst. Prof. Hemango Akshay Hiwale.

The Art of Writing: Writing Skills for Descriptive Competitive Examination



Resource Person:
Prof ALNA MARIYA ISAC

DEPARTMENT OF HISTORY

*organizes a Workshop
on*

THE ART OF WRITING: WRITING SKILLS FOR DESCRIPTIVE COMPETITIVE EXAMINATION



The Department of History organized a workshop “The Art of Writing: Writing skills for Descriptive Competitive Examinations” on the 13th of August 2020 for the 3rd year History students to substantiate the value-added course offered to them on the subject matter of “History for Competitive Examinations”. The session was handled by Prof Alna Mariya Isac, Assistant Professor, Department of English, Kristu Jayanti College. Prof Isac gave an elaborate presentation on the various areas to focus on while writing answers for competitive exams. She also explained it from the perspective of Civil Service Examination. To make students understand better she also gave examples by displaying her own hand written paper. The resource person very artistically covered the entire topic from grass root level. Post the presentation the session was opened to students to ask questions and interact. The session ended with the vote of thanks, delivered by Mr. Nidhil Prakash Nair, BA VI sem.



The Art of Facing Interviews: Etiquette and Mannerism



Resource Person:
Prof EHBOKLANG PYNGROPE

DEPARTMENT OF HISTORY

*organizes a Workshop
on*

THE ART OF FACING INTERVIEWS: ETIQUETTE AND MANNERISM



The Department of History organized a workshop titled “The Art of Facing Interviews: Etiquette and Mannerism” on the 13th of August 2020 through the online platform for the 3rd year History students in tandem with their VAC classes on the subject matter “History for Competitive Examinations.” The session was handled by Prof Ehboklang Pyngrope, Assistant Professor, Department of English, Kristu Jayanti College. Prof Ehboklang Pyngrope began by taking a mock interview of a student. He helped the student to understand what were the strengths and weaknesses in her interview and also what needs to be improved. Sir covered the entire sphere of art of facing interview by helping students to understand the mind-set of the interviewer. The resource person very impressively explained the Do’s and Don’ts while facing interviews. After which the workshop was opened to students for interactive session. The session concluded with the vote of thanks delivered by Pooja P Patil, BA HEP VI sem.



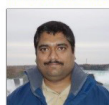
“Asokan Brahmi”

Department of History
Organises

Two Day Workshop
on

Ashokan Brahmi

Resource Person



Mr. Gautam Jantakal,
Senior Numismatics Consultant,
Centre for Numismatics Studies, Bengaluru

The workshop on the “Asokan Brahmi” was organized on the 6th and 10th of March 2021 for the students of History to enable them to understand the evolution of Indian languages and scripts. Mr. Gautam Jantakal, Senior Numismatics Consultant, Centre for Numismatics studies, Bengaluru, was the resource person. He gave an elaborate presentation on the evolution of Indian languages and scripts. He also explained the spatial and temporal variations that crept in to language and script. To make students understand better, on the second day of the workshop, he gave assignments and evaluated it instantly. Finally, the session came to an end with a vote of thanks offered by Dr. Ravi Sankar K, Asst. Professor, Dept. of History.

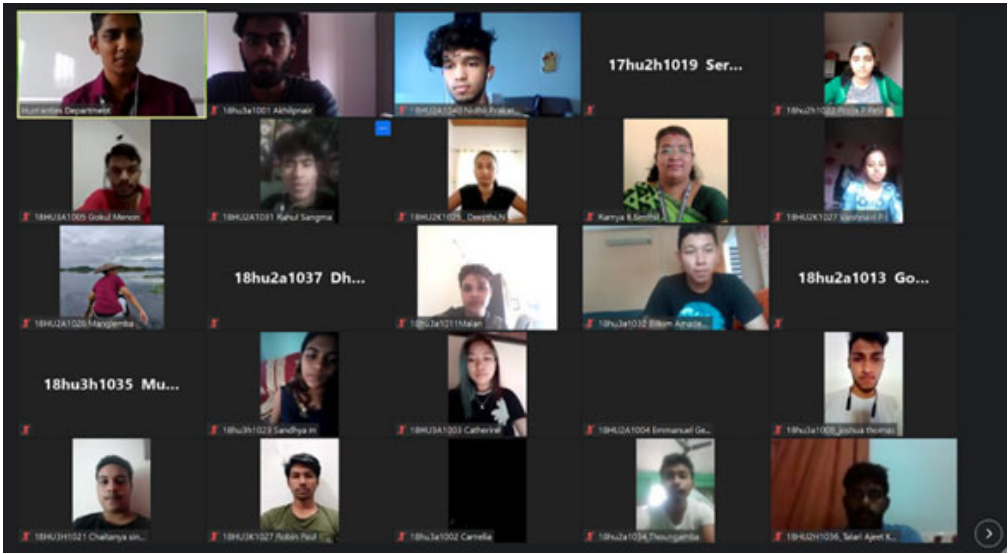
Quote the Aged Snap



The History Club organized the event Quote the Aged Snap, a caption writing competition on the 8/8/2020, 9 am to 9/8/2020, 6 pm in which students gave relevant captions to various historical images. These images commemorated the historical events that took place in the month of August. The event was conducted using Google forms. The form was circulated on various social media platforms and was made available to all Jayantians. These pictures commemorated the Hiroshima and Nagasaki day (6th and 9th of August 1945), Adolf Hitler as President of Germany (19, August 1934) and the Indian Independence Day (15, August 1947).



Tape an Old Tale



The History Club organized the event “Tape an old tale” a story narrating competition, on the 13th of August, 2020 in which the participants were required to express their stories either in the form of a short story, a poem or a song. This event was organized for the 3rd year History VAC students. Through these stories the event fulfilled its goal of recognizing several unheard freedom fighters who are real life heroes and who contributed to the freedom struggle of India in their own capacities.

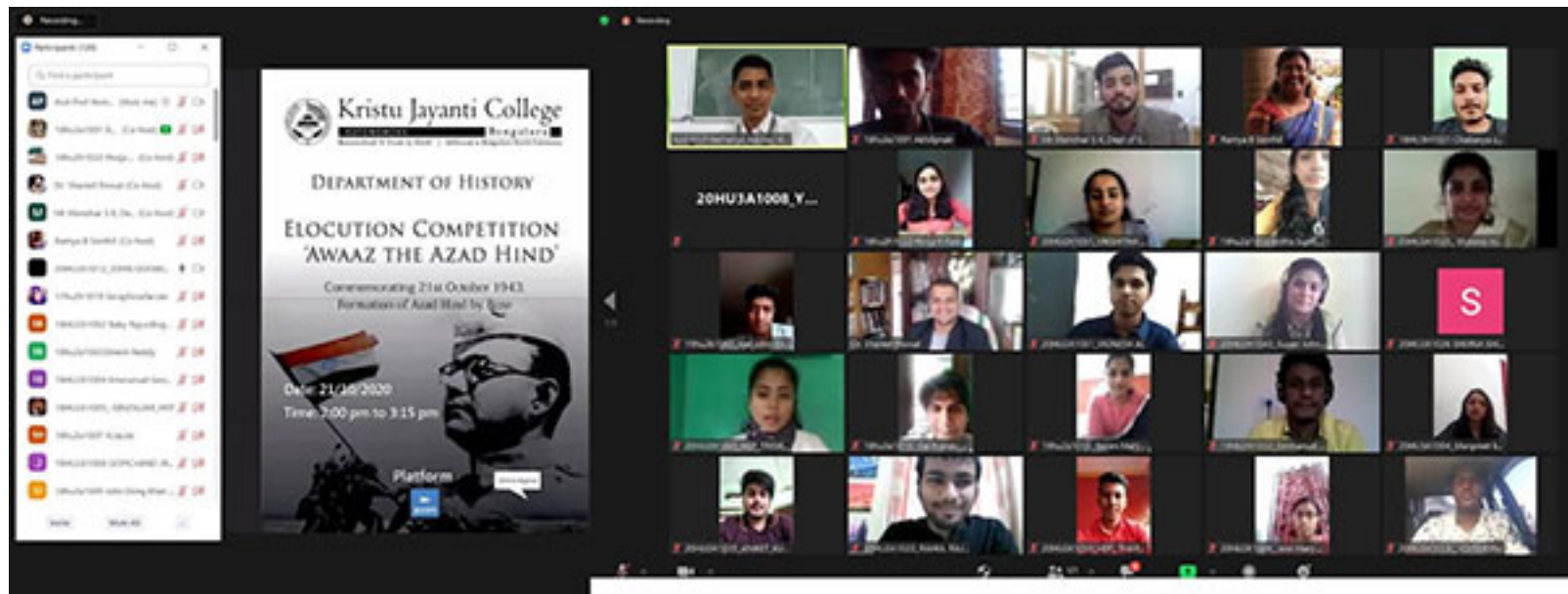


Scrutinize the Past- Celebrating 74th Independence Day from HEARTS and HOME



The History Club organized the event “Scrutinize the Past” on 15th of August 2020 to celebrate the 74th Independence Day. In essence, the event was a documentary analysis event, wherein the participants and the audience screened a documentary titled “INDIA INDEPENDENT”, a production by Documentary Films of India on the Indian freedom struggle. The participants were asked to analyse the documentary and express their views on the same. The documentary portrayed various events of Indian Independence Movement. Prof Abdul Rasheed, Department of Media Studies was the judge for the event.

Awaz the Azad Hind: Commemorating 21st October 1943 – Formation of Azad Hind by Bose



“Awaz the Azad Hind: Commemorating 21st October 1943 – Formation of Azad Hind by Bose” was an event conducted on the 20th of October 2020 by the History Club to commemorate the formation of Azad Hind government. Azad Hind government was an Indian provisional government that was established in Japan occupied Singapore during the period of World War II. Thus, this event; an elocution gave the participants an opportunity to give ‘Awaaz’ or speak about the Azad Hind. Dr. Shareef N M and Prof. Manohar were the judges for the event.



Digital Poster Making Competition – Ekta Diwas



The History Club commemorated the Ekta Diwas - National Unity Day on 31st October 2020 by organizing an online digital poster making competition. The day is also marked the birthday of former Home Minister Sardar Vallabhai Patel paying tribute to his memory and commemorating his contributions of uniting India and creating a oneness among Indians. The designed posters were posted on various social media platforms on 31st of October 2020.



Siri Kannada



To commemorate the Karnataka Rajyotsava day, on the 1st of November 2020, the Department of History, the History Club, and the Literary and Cultural Association of Kristu Jayanti College organized Siri Kannada, through a set of two competitions. The competitions were Rangoli and Paper Painting. The theme for the event was “Karnataka: One State, Many Worlds.”

THE PAST, THE PRESENT, THE FUTURE



The Past, The Present, The Future was an on-stage event, which was part of THE Humantra Fest, 2020. This event had two rounds- Preliminary round and the Final round. The registered participants had to select any historical personality of their choice. In the finale the participants were put in a hypothetical situation of being in an airplane that is about to crash and there is only one life saving parachute for which the participants had to fight for over the others and must prove why are they the most deserving one amongst all. Two brilliant faculties, Prof. Ramya B and Asst. Prof. Ehboklang Pyngrope, judged this event.



"QUOTE THE AGED SNAP"



Quote the Aged Snap was a caption writing off stage event, which was part of the Humantra Fest, 2020. In this event the registered students had to give relevant creative captions to the given historical photos. A total of three pictures that represented various pandemics that occurred throughout the course of history and how people celebrated lives despite the adverse effects of pandemics were selected to be given to the students for the event. The participants were provided with Google forms to submit their captions that contained the photos in it. The best captions were awarded.

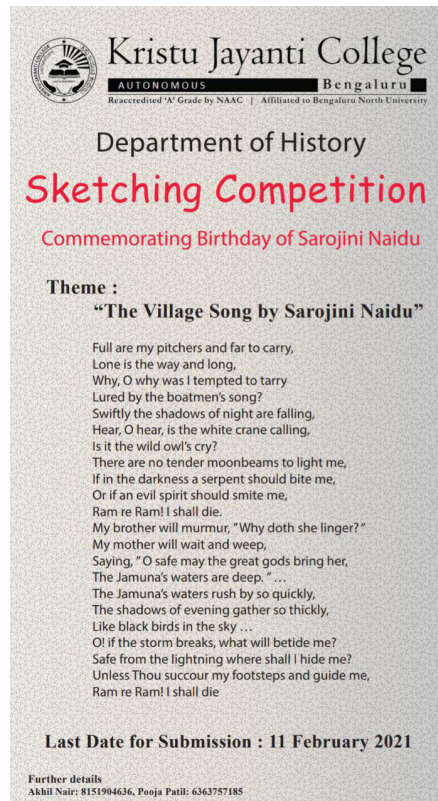


PANDEMIC! AND OTHER STORIES



Pandemic and other stories was a podcast off - stage event, which was part of the Humantra Fest 2020. In this event the registered students had to make a podcast relating to the theme- "Pandemic! And Other Stories". They could inculcate the main theme of Humantra 2020- "Celebrating Lives and More", as well. Students were free to be as creative as possible. The recorded podcasts had to be submitted via Google forms.

Sketching Competition: Commemorating Brithday of Sarojini Naidu



The department of History on the 11th of Feb 2020 organized an online Sketching competition for the students of History Department. The Sketching competition paid tribute to the late great Sarojini Naidu commemoration her though her poem “The Village Song”.



-KUMARI KRISHNA
18HU2H1052
BA (HEP) 4th SEM



-VAISHNAVI.P
18HU2K1027
BA (HEP) 6th SEM



-SHAWNA JOHN
20HU2A1025
BA (HEP) 2nd SEM

...Yesteryears Speak

My experience as being a contributor of knowledge as well as being a part of the editing team of the magazine Scrolls made me realise the power of how a single article - be it small or vague, can raise more questions of curiosity. And in classrooms, from my 1st year till my 3rd year, my history teachers urged me to ask the question *' why'* on every action taken by the actors in history. And I am grateful for this lesson which still dictates in my life. The department has given me immense opportunities through exhibitions on coins and stamps, interactive workshops on palaeography, excursions to the historic cities or town which enriched my knowledge of history. I am thankful for every opportunity big or small given by the department of history for letting me explore a part of history through these activities. My best wishes for this edition of magazines to the editors and the contributors of knowledge.

-SHERYL RIYA THOMAS
(2017-2020) HEP

It is said history is a river that never ends and learning it too never stops and that gives me joy to know that scrolls 3rd edition is ready for issue. Being from the same department, History became my favourite subject only because of the best lecturers I had. As an alumni I feel proud to see the department grow higher and would like to congratulate the student representatives for making it happen even in these inopportune times. Looking forward to read about all the writings on triumphs through trials. I would say gathering all the concepts and formulating a magazine itself is a triumph achieved by the department and they have accomplished it.

-DHEERAJ CHANDRA B U
(2017- 2020) HEP

"A certain determination to throw off familiar ways of thought and to look at the same things in a different way; [...] a lack of respect for the traditional hierarchies of what is important and fundamental. I dream of a new age of curiosity"

(Michael Foucault, 1982)

Hey, I'm Christo Thomas Jacob, 2017-2020 BA HEP student. Currently, I'm a Masters student at the University of Manchester, England.

The history department of Kristu Jayanti college offered me a student life that was systematically integrated with the principles of learning and opportunities for development. The department policies were heavily invested in innovative approaches to subjects and teaching. I am grateful for the passionate and committed teachers; Ramya Ma'am, Sreshta Ma'am and Hemango Sir. They acted as an immanent apparatus in constructing rationality and encouraging a sense of critical thought. For me, the department instilled a sense of immeasurable wonder in education. I was imbibed with the endless possibilities of self-improvement and for that, I am grateful. Participating in group activities and presentations was a meadow of vigorous academic debates and lead to a remarkable development of new perspectives. The breadth of the curriculum and interdisciplinary approach was refreshing and illuminating and I think this is a positive point to be expanded upon. Finally, congratulations on the publication of the prestigious portrait of the department- Scrolls.

-CHRISTO THOMAS JACOB
(2017- 2020) HEP

It was indeed overwhelming to work with the Department of History which offers an accessible platform to learn and grow. My experience of working with the department is unforgettable. One can find an array of learning opportunities, privilege to make mistakes and valuable opportunities for corrections and reversions. The department has a handful of great mentors who knows the historical pathways, moulds the small groups of determined spirits to write history and fires in them the un-

quenchable faith in their mission. I learned the glorious lessons of history through healthy and knowledgeable interactions with the teachers and teamwork with the department coordinators and all the students who have strong cravings for the past. My inclusion in the departmental activities made me a true lover of historical narratives, helped me to develop perspectives and injected in me the curiosity about the past. When I thank for the good and great things the department have done, I would like to offer a big Thank you for finding the self in myself.

To all my juniors who worked as a team in this venture, many people can make history, but only a few can write it down. You are at the best juncture of growth and success. The more you know about the past the better you are prepared for the future.

-TESMA JOMIN
(2017- 2020) HEP

I learnt a lot of things, while studying history. Many have this assumption that history is a boring subject, well it turned out to be the opposite for me though. Because I listened to history lectures with a lot of curiosity and eagerness. My college, made it even more interesting by adding a creative element to it, i.e., by organising various fests and competitions. These inter class, inter college competitions were very insightful and I personally gained a lot of knowledge on the subject. The assignments given by the teachers were different from the usual ones which helped us explore ourselves more in that stream.

-NURA YOMCHA
(2017 -2020) HTJ

I consider my time in the history department as the most valuable experience of my life. Being a part of history department was a life changing moment for me. To be honest, I never knew history as a subject would be so interesting until I became a part of the history department. History was no longer a subject but a life lesson for me as everyday i gained a lot of wisdom and things i need to apply in my own life and to help remind myself the purpose of my life. The department faculty especially Ramya Ma'am and Hemango sir always motivated and encouraged us to participate in the events and activities which helped us grow in many aspects of life. All the students of the department were also very supportive of each other while planning and conducting history events and trips together. I am grateful to Ramya Ma'am and Hemango sir for giving me a chance to work as the coordinator and for providing me the guidance and support I needed as well as the opportunities to excel and succeed in my life and career. I'll always cherish my time I spent as a part of the history department and I wish them the very best luck in the future endeavours.

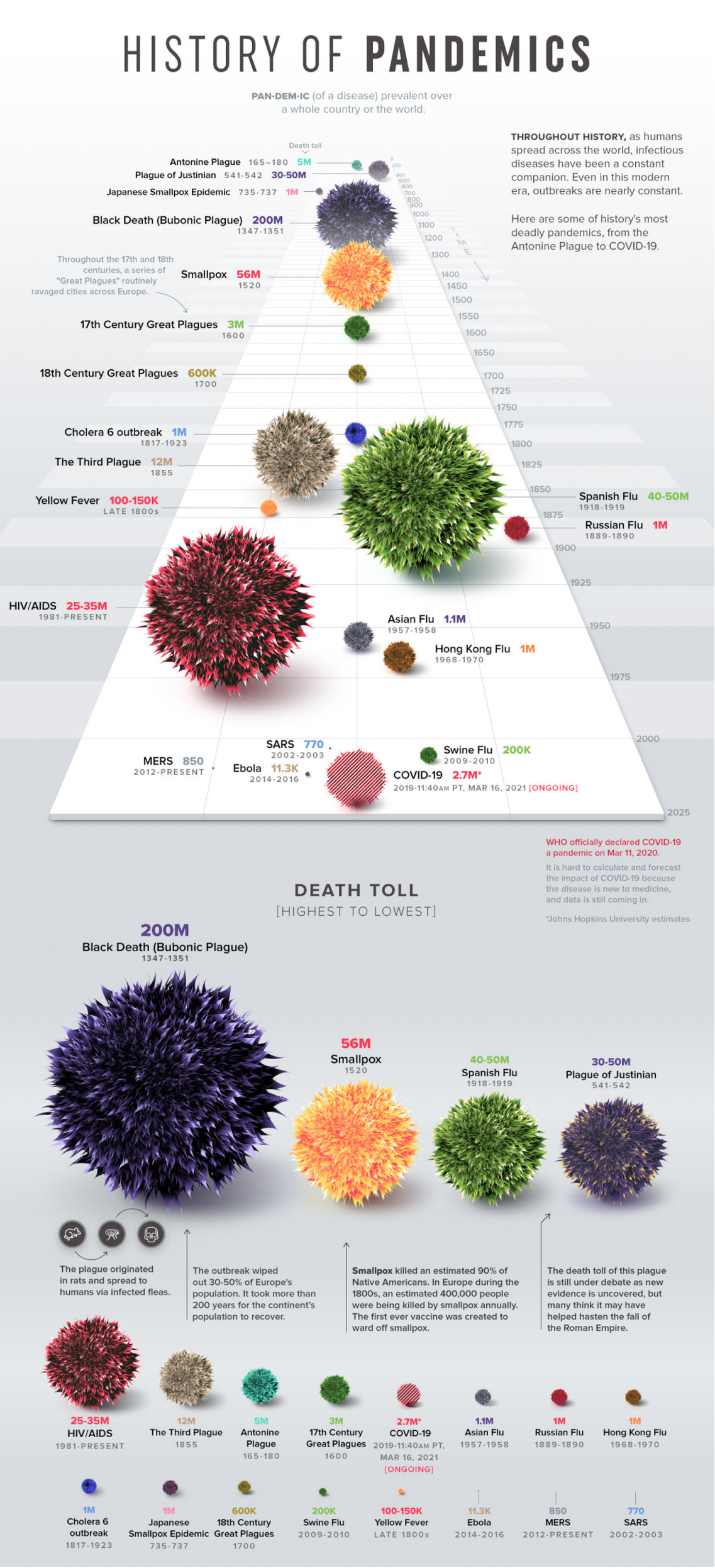
-SHEHNAZ NIMASOW
(2017- 2020) HTJ

No matter how many times we fought and argued, no matter how many times we laughed and enjoyed, these different stages of life are the ones that make us strong. We laughed, we played, we listened, we fought, we argued! But in the end, we stood as one, unite and strong. I can proudly say that I'm a student of BA(HEP) 2017-2020 batch. Three years in KJC was too short. It seems like a blink of an eye! I can still recall our history trip in Mysore, it keeps on flashing back in my head, how happy and young we were back then. The lectures and motivation which we received from our teachers are still the cornerstones when I face hardships in life. Yes, truly, you built us, hold us and make us. Once again thank you and thank you!

-JOHNY LALLAWMZUALA NGENTE
(2017-2020) HEP

Epidemics/Pandemics and the World!!

Our fatal error, disease and sickness, has afflicted mankind since the dawn of time. The size and distribution of these diseases did not significantly increase until the marked change to agrarian societies. Widespread trade opened up new possibilities for human-animal encounters, hastening epidemics. Malaria, tuberculosis, leprosy, influenza, smallpox, and other diseases are among the most common. Thus, we bring to you a snapshot of the various pandemics that have impacted our lives.



The analysis that can be drawn from the above visual representation is that, despite various pandemics affecting humanity as a whole, humans still survived and progressed. Hence, with the ongoing pandemic, humanity will survive and continue to progress to shape a better future.