



**PROGRAMME PROJECT REPORT FOR
POST GRADUATE COURSE IN HISTORY**

I. GENERAL OBJECTIVES:

a. Relevance of programme to the institutions Mission and Goals-

With a deep rooted study of history one can know best how people, communities, nations and the world that we live in has changed over time. Each person's view of the world is shaped by his/her individual experiences and the experience of the group he lives in. If a person isn't aware of the historical experiences of cultures and nations, he cannot fully understand need of changes and development that sweep a society every now and then. History helps us imbibe and develop essential skills required to become good citizens of the nation and the world as a whole. Informed and well versed citizens, who know their roots, cultures and cultural diversities, understand the need for a wise and fair development of their society. A democracy, or any other form of governance, is reformist only when it is filled with informed citizens. Therefore, keeping in view the relevance of history to the institution's mission and goal IDE has providing an opportunity to those interested learners who do not have access to the education.

b. Objective of the programme-

- Through ODL mode student will able to develop skills in historical research and analysis, an understanding of the past and in-depth knowledge of specific historical periods.
- Students will develop an appreciation of other peoples and cultures in India and the world.
- Study of history will enhance the students' multicultural understanding which will prepare students for successful history careers in areas such as education, law and government, business management, writing and research.
- Demonstrate the ability to read and write as students of history, which means that they will be able to comprehend written material, describe the relevant issues, understand the basic arguments and then defend their own positions.
- Show their familiarity with major events, personalities and issues related to the period being studied.
- Approach the literature critically, analyzing and synthesizing information to answer or produce arguments and counter-arguments within the field.
- Address the historiography of the topic, which means that they will be able to think critically about the issues and how other historians have interpreted them.
- Use historical data to make judgments on historical topics.

c. Nature of prospective target group learner-



- Learners who are already teaching at school and colleges and wanted to improve and enhance their knowledge in the respective subject.
- Learners who want to contribute in the research works such as M. Phil and Ph.D.
- Learners who want to develop their reading and writing skills and other learner characteristics that may affect the design and delivery of instruction.
- Learner's who could not pursue their further studies due to early marriage or domestic problem.

d) Appropriateness of Open and Distance Learning mode for acquiring specific competencies or skills-

Open and Distance Learning (ODL) institutions are not only imparting education as an alternative to the formal system i.e. education in conventional courses/programmes, but also in areas skill development programmes such as vocational and continuing education, teacher education and even in high technology based education.

II. Instructional Design:

- a) Duration:** The course is of two years duration. In any case the course is to be completed within five years.
- b) Faculty and support staff requirements:** In order to run the contact and counselling programme effectively, there are full-time working Counselling Coordinators for the course. The Counselling Coordinators do the necessary coordination for involving resource person in the programme and assignment evaluation. The learners can also contact them for clarifying their difficulties.
- c) Instructional delivery mechanisms:** For developing the study material, the IDE appoints subject coordinators from within and outside the University. Counselling Coordinators are engaged from the Departments of the University.
- d) Identification of media and student support service system:** The course curriculum of the programme involves counselling in the form of personal Contact and Counselling programme of duration of approximately 15-20 days. The coordinators of each subject form groups in social media (Whatsapp) where important topics are shared followed by discussions. The learners are also provided with audio-visual classes, self-instructional study materials, lectures, presentations, individual and group discussions.



- e) **Procedure for admission:** Prospectus with an admission form is available at IDE, RGU and its respective study centres. The students during the admission should submit their original registration card and migration certificate with all the other required documents mentioned in the prospectus within a specified period.
- f) **Curriculum transaction and evaluation:** The course curriculum involves Contact and Counselling programme at the Institution. The learners are given assignment which is compulsory. The learners will have to submit the assignment in order to be eligible for appearing the final examination. Examination is conducted annually. The assignment will carry 30% and the written annual examination will carry 70%. Evaluation of the assignments will be done at the respective study centre (if resource persons are available) of IDE, Rajiv Gandhi University. The evaluators of the assignments will give their feedback on the quality and further scope for improvement of performance of the examinee.
- g) **Laboratory support required for the programme:** NA
- h) **Library resources:** There is provision for the Institutional Library of IDE which functions within the IDE building. Besides the Institutional Library, learners can also visit the Central University Library, RGU which is situated next to the IDE building.

III. Financial Involvement:

- a) **Cost of estimate of the programme and the provisions therefore:** Common Annual Budget is sanctioned every year for the current financial year for expenses against all courses.
This allocation is in following heads:
- I. Development of Course materials
 - II. Student support services
 - III. Self Training and Development
 - IV. Technology Support
 - V. Library
 - VI. Research and development
- b) **Amount assigned for programme development, delivery and maintenance:**
As above
- c) **Fee structure:**



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Sl. No	Particular	MA Previous	MA Final
		Amount	
1	Course Fees	1500	1500
2	Admission Fee	1000	1000
3	Registration renewal fee	500	----
4	Examination fee	2000	2000
5	Marksheet fee	200	200
6	Self learning materials	3500	3500
7	Assignment evaluation fee	1000	1000
8	Counselling fees	1500	1500
9	Identity card fee	100	100
10	Continuation fee	----	500
11	Assignment response	300	300
12	Centre fee	300	300
Total		11900/-	11900/-
Back Paper Fees (Per Subject)		300/-	300/-

IV. Quality assurance Mechanism:

a) Expected programme outcomes:

The course ensures the learners with knowledge of multicultural understanding which will prepare students for successful history careers in areas such as education, law and government, business management, writing and research.

b) Curriculum and detailed syllabi of the programme:

The syllabus for the course has been approved both by the Academic Council of the Rajiv Gandhi University and Distance Education Bureau and is at par within the course offered under regular mode. The syllabus of M.A Previous and M.A Final are given below-

PAPER- I (Hist-401)

HISTORY OF INDIA (EARLY TIMES-1200)

Objective - *To introduce the students various aspects of the pre-history, culture, economy, politics and culture of early India.*

Unit : I Sources-

a) Archaeological Sources



Exploration, Excavation, Epigraphy, Numismatics, Monuments

b) Literary Sources

Indigenous: Primary and Secondary – problems of dating, myths, legends, poetry, scientific literature, literature in regional languages, religious literature.

c) **Foreign accounts:** Greek, Chinese and Arab Writers

Unit : II

Prehistoric and Protohistoric period

a) Pre-historic sites and settlements-

- Lower Paleolithic, Mesolithic, Upper Paleolithic, and Neolithic

b) Chalcolithic Sites and settlements

c) Indus Valley Civilization: Features

Unit: III

a) Early Vedic Age-

Society, Religion,
Economy, and
Polity

b) Later Vedic Age
Society, Religion,
Economy, and
Polity

b) Sangam Age -
Society, Religion,
Economy
Polity

Unit : IV

Social Change and Religious dissent

- Iron technology, settled Agriculture
- Rise of new classes
- Mahavira, - Jainism



- d) Buddha- Buddhism

- Unit : V Emergence of Empire
- a) 16 Mahajanapadas and Republics Rise of Magadha :
b) The Nandas and Rise of Chandra Gupta Maurya
- Unit: VI Ashoka
- a) Asoka's Reign
b) Edicts
c) The Dhamma of Ashoka – Art and Architecture
- Unit : VII Post Mauryan Era:
- a) Indo-Greeks
b) Shunga and Kharavela
c) Kushanas- Art and architecture
d) Satvahanas
- Unit : VIII The Gupta period
- a) Samudragupta,
b) Chandragupta-II
c) Art and culture- literature
- Unit: IX Emergence of Regional Kingdoms :
- a) Chalukyas
b) Pratiharas
c) Palas
d) Cholas
- Unit: X a) Coming of the Arabs and the Turks,
b) Ghaznavids
c) Ghurids and its impact

SUGGESTED READINGS

1. Romila Thapar : Early India
2. Romila Thapar : Ancient Indian Social History



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3.	Romila Thapar	:	Cultural Pasts
4.	Romila thapar	:	From heriage to state
5.	R. S. Sharma	:	Material culture and Social Formation
and			Ancient India
6.	R. S. Sharma	:	India's Ancient Past
7.	R. S. Sharma	:	The state and Varna Formation in the
Mid-			Gange Valley.
8.	R. S. Sharma	:	Indian Feudalism
9.	R. S. Sharma	:	Early Medieval Indian Society
10.	A.L. Bashan	:	The wonder that was India Vol-I
11.	B.K. Thapar	:	Recent Archeological Discoveries in
India since			Independence.
12.	K.A. Vilakantha Shastri	:	A History of South India
13.	D.N. Jha	:	Early India
14.	Satish Chandra	:	History of Medieval india 800-1700
15.	A.B.M. Habibullah	:	The Foundation of Muslim Rule in India

PAPER – II (Hist-402)
HISTORY OF INDIA
(1200-1707)

Objective: *To introduce the students with aspects of the sources of the History of early medieval and medieval India. It also seeks to outline the social, cultural, economy aspects of that period.*

Unit: I	Sources:
	a) Archaeological, Sources; Epigraphy, Numismatic, monuments and chronicles
	b) Literary Sources; Persian, Sanskrit and Regional Language, Archival, Materials, Foreign Traveller Accountts
Unit : II	Political Developments :
	The Sultanate :
	a) The Khajis,
	b) The Tughluq,
	c) Sayyids and Lodis
Unit : III	Foundation of the Mughal Empire :



- a) Babur,
b) Humayuns and
c) The Suris
- Unit : IV a) Akbar to Aurangzab
b) Decline of Mughals
- Unit : V
disintegration a) Vijayanagar and the Bahamanis : Expansion and
b) Bahamanis : Expansion and disintegration
- Unit: VI a) The Marhahas : Shivaji -Shambuji –Expansion
- Unit : VII Economics Aspects :
a) Agricultural production: Village economy: Peasantry
b) Industries
c) Trade and Commerce: Internal Trade, European trade
- Unit: VIII Socio-Religious Movement:
a) The Sufis : Their orders, belief and practices
b) The Bhaktis : Chaitanya, Shankaradeva
c) The Sikh Movement – Natak
- Unit: IX Social and cultural life
• Classification of Society
• Position of women
• Development of literature
• Art, Architecture and painting
- Unit: X Administration
• Sher Shah's administrative Reforms
• Mughal's Administration – Land Revenue, Mansabdari
• Marahatta's Administration

SUGGESTED READINGS

1. Irfan Habib : Medieval India : The study of Civilization
2. Irfan Habib (ed) : Medieval India I : Researches in the History of India 1200-1750
3. Irfan Habib : Technology in Medieval India 650-1750,



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| 4. Satish Chandra
Mughal | : | Medieval India : From Sultanate to the
1206-1526, |
| 5. Satish Chandra
Mughals | : | Medieval India : From Sultanate to the
1526-1748, |
| 6. Satish Chandra | : | History of Medieval India, 800-1700, |
| 7. Satish Chandra
India | : | History, Religion and State in Medieval |
| 8. David Lorenzen(ed) | : | Religious Movements in South Asia 600-
1800 |
| 9. Burton Stein | : | Vyaynagar |
| 10. I.H. Qureshi
Empire | : | The Administration of the Mughal |
| 11. I. H. Qureshi | : | The Administration of Sultanate of Delhi |
| 12. Percy Brown | : | Indian Architecture (Islamic Period) |
| 13. Milobeach | : | Mughal Painting |
| 14. Tapan Ray Choudhuri &
Irfan Habib(ed)
India | : | The Cambridge Economics History of
1200-1700, Vol-I |

PAPER III(Hist-403)
HISTORY OF NORTH EAST INDIA
(Early Times – 1947)

Objective : *To introduce the students to the history, society from early times. It also aims to look in the state formations and relations with the hill tribes both in the early, medieval and modern periods.*

Unit : I

Sources :

- Literary,
- Archaeological,
- Oral Traditions.



- Unit : II Early States in Assam : Varmanas
- Society;
 - Economy
 - Polity & Religion
 - Hsien-Tsiang's Account of Assam
- Unit: III Early States in Assam :- Palas
- Society
 - Polity
 - Economy and
 - Religion
- Unit: IV State formation in Medieval North East
- Ahom State
 - Dimasa State
 - Jaintia State
 - Manipur State
- Unit : V Ahom Relations with the Neighbours
- Tribes of Assam : Niyohi, Adi, Mishmi, Bhutia, Khumti, Akas
 - Other Tribes : Nagas, Khasis, Jaintias, Kacharis
- Unit : VI Decline of the Ahom State and Early Colonial Intervention
- Moomaria Rebellion
 - Captain Welsh's Mission
 - Burmese Aggression
- Unit : VII Colonial Expansion
- Annexation of Assam
 - Annexation of Khasi Hills
 - Annexation of Cachar
 - Status of Tripura
- Unit : VIII Society and Economy in the Hills:
- Nagas



b) Mizos

c) Garos

Unit : IX

Freedom Movement :

a) 1857 and North East.

b) National Consciousness;

c) Peasant Uprisings

d) Non-cooperation and Quit India Movement.

Unit : X

Impact of British Rule

a) English Education

b) System of Governance

c) Land Revenue

d) Development of Roadways, Waterways & Railways

SUGGESTED READINGS

1. E.A. Gait : A History of Assam
2. P.C. Choudhury : History of the civilization of the people of Assam.
3. S.L. Baruah : A comprehensive History of Assam
4. J. B. Bhattacharya : Polity and social formation in pre-colonial North East India.
5. Surojit Sinha : Tribal Politics and state systems in Pre-colonial Eastern and North Eastern states.
6. L. N. Chakravorty : Glimpses of the Early History of Arunachal Pradesh.
7. H.K. Barpujari : Assam in the Days of the Company
8. H.K. Barpujari : The comprehensive History of Assam Vol-I to Vol-IV
9. H. Boreh : History and culture of Khasis
10. M. Horam : Naga Polity



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11.	M. Horam	:	Socio-cultural life of the Nagas
12.	Sangkima	:	Mizo Society
13.	Sangkima	:	A Modern History of Mizoram
14.	J. B. Bhattacharjee	:	The Garos and the English
15.	P.C. Kar	:	The Garos in Transition
16.	N. Venuh Naga	:	British Colonization and Restructing of Policy
17.	R. M. Laheri	:	Annexation of Assam
18.	S. K. Bhuyan	:	Anglo-Assamese Relations
19.	Verrier Elwin	:	The Nagas in the 19 th Century
20.	Nayanjyot Laheri	:	Pre-Ahom Assam
21.	B.K. Barua	:	Cultural History of Assam
22.	N. K. Vasu	:	Assam in the Ahom Age
23.	R.M. Nath	:	The background of Assamese culture
24.	R. D. Choudhury	:	Archeology of the Brahmaputra Valley

PAPER-IV(Hist-404)
HISTORY OF THE WORLD
(1453-1815)

Objective : The objective of this paper is to acquaint the students with the major social cultural. It also looks in the developments which were responsible for the rise of the modern World.

Unit : I	a)	Fall of Constantinople and its Impact
	b)	Decline of Feudalism and beginning of Capitalism
Unit :II	a)	Mercantalism and colonialism
	b)	Renaissance
	c)	Reformation
Unit : III	a)	Rise of Absolutism- Factors
	b)	Emergence of Nation state- Factors and Impact
Unit : IV	a)	The Thirty year's War – its significance
	b)	Growth of Parliamentary Institutions in England



- Unit : V a) Scientific Revolution
b) Enlightenment Ideas
- Unit VI a) Industrial Revolution
b) Development of Industrial Capitalism
- Unit : VII American Revolution –
a) Causes,
b) Events
c) Impact
- Unit : VIII French Revolution
a) Causes,
b) Events
c) Impact
- Unit : IX Napoleon-
a) Rise of Napoleon
b) Reforms of Napoleon
c) Causes of downfall
- Unit X Congress of Vicena –
a) Background
b) Provisions
c) Critical Estimate

SUGGESTED READINGS

1. V. G. Firman : State and Society in Europe 1550-1650
2. Meenakshi Phukan : Rise of Modern West
3. Deays Hay : Europe in the fourteenth and fifteenth centuries
4. D.H. Pennington : Seventeenth Century Europe
5. Stuart Andrews : Eighteenth Century Europe



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|----------------------|---|--|
| 6. J. R. Hale | : | Renaissance Europe, 1480-1520 |
| 7. G.R. Elton | : | Reformation Europe 1517-1559 |
| 8. New Cambridge | : | Modern History, Vols.-I to VII (relevant Chapters) |
| 9. R. Hilton (ed) | : | Transition from Feudalism to Capitalism |
| 10. P.C. Coleman(ed) | : | Revisions in Mercantilism |
| 11. A.R. Hall | : | The Scientific Revolution |

PAPER V(Hist-501)
HISTORY OF INDIA (1707-1857)

Objective: *The Objective of this paper is to understand the transition in the 18th century. It also outlines the period of political, military and aspects of social change brought in by colonial rule.*

- Unit : I** Transition of the 18th Century-
- a) Society, Economy, Polity's, Culture,
 - b) Debates thereof of 18th Century
- Unit : II**
- a) Emergence of Regional power
 - b) Coming of the Europeans- Portuguese, Dutch, French and the British
- Unit : III** British Relations and Subjugations of Indian Powers-
- a) Carnatic,



b) Bengal

Unit : IV British Relation and Subjugations of Indian Powers – Oudh, Hyderabad, Mysore Marathas and Sikhs

Unit : V Administration under the East India Company-

- a) Diwani,
- b) Regulating Act,
- c) Pitt's India Act,
- d) Charter Act of 1813 & 1833

Unit VI Agrarian Policy of the British -

- a) Land Revenue – Agriculture
- b) Permanent Settlement,
- c) Ryotwari,
- d) Mahalwari

Unit VII a) Growth of English Education

- b) Ram Mohan Roy
- c) Derozio
- d) Ishwar Chandra Vidyasagar

Unit : VIII a) Mercantilist Capitalism and East India Company (1757-1813)

- b) Transition of mercantilism to Free Trade imperialism (1813-1857)

Unit : IX Frontier Policy of the British

- Relations with Afghanistan
- Relation with Burma
- Relation with Nepal



- Unit : X
- 1857 –
- Historiography
 - Causes
 - Nature
 - Impact

SUGGESTED READINGS

1. P.J. Marshall : The Eighteenth century in Indian History
2. P.E. Robert : History of British India
3. R.K. Mukherjee : The Rise and Fall of the East India Company
4. S.C. Roychoudhury & R.C. Mazumdar : An Advanced History of India
5. Irfan Habib (ed) : Essays in Indian History
6. Sekhar Bandopadhyaya : From Plassey to Partition
7. Sabyasachi Bhattacharjee : Rethinking 1857
8. Bipan Chandra : History of Modern India
9. K.N. Pannikar : Culture, Ideology, Hegemony
10. Irfan Habib(ed) : Resistance and Modernization under Haider Ali and Tipu Sultan
11. P.J. Marshall : Problems of empire : Britain and India 1757-1813
12. B.L. Grover : Modern India
13. Sumit Sankar : Modern India
14. V.P.S. Raghuvansi : Indian Society in 18th century
15. Tarachand : History of Freedom Movement in India Vol-I and II



PAPER VI(Hist-502)

HISTORY OF INDIA

(1857-1947)

Objective : The course seeks to acquaint the students the trajectory of Indian history from the Revolt of 1857 till India's Independence.

- Unit : I Emergence of Nationalism : I
- Intellectual Movement
 - Emergence of Middle class
 - Role of Literature and press
 - Economic Nationalism
- Unit : II Emergence of Nationalism-II
- Predecessors of Indian National Congress
 - Foundation of Indian National Congress
 - Programmes and policies of the early Nationalists
- Unit : III Peasant Revolts :
- Background – Santhal Movement
 - Indigo Revolts,
 - Decan Riots and Mophila Uprising
- Unit : IV a) Rise of Extremists or militant Nationalism
- b) Nationalism, Swadashi Movement and Revolutionary
- Activities.
- c) Muslim Politics and the Foundation of Muslim League
- Growth of Communalism
- Unit V Socio-Religious Reforms
- a) Dayanand Saraswati and Arya Samaj
 - b) Aligarh Reform Movement - Sayyid Ahmed Khan
 - c) Jyotiba Phule and
 - d) Veerasalingam



Unit VI Politics	a) Outbreak of the World War I and its effects on Indian b) Home Rule league c) Lucknow Pact
Unit VII	Emergence of Gandhi in Indian Politics- I a) Khilafat Movement b) Non – Cooperation Movement c) Swarajist and Gandhi
Unit : VIII	Emergence of Gandhi in Indian Politics-II a) Civil Disobedience Movement b) Quit India Movement
Unit : IX	Radical Alternatives: a) Rise of Congress Left wing b) Left Parties
Unit : X	Freedom and Partition a) World War II and its impact b) Towards Independence and partition

SUGGESTED READINGS

1. K.N. Pannikar : Colonialism, culture and Hegemony
2. Bipan Chandra et.al(ed) : Freedom Struggle
3. Bipan Chandra et.al(ed) : Epic Struggle
4. Bipan Chandra et.al(ed) : Essays on Colonialism
5. Bipan Chandra et.al(ed) : India's struggle for freedom
6. Bipan Chandra et.al(ed) : Rise and growth of Economic Nationalism
7. Bipan Chandra et.al(ed) : Communalism in Modern India
8. Sekhar Bandyopadhyay : Nationalist Movement in India
9. Tirthankar Roy : The Economic History of India 1857-1947



10. Anita Inder Singh	:	The partition of India
11. Percival Spear	:	Oxford History of India
12. Sumit Sarkar	:	Swadeshi Movement
13. A.R. Desai	:	Social Background of Indian Nationalism
14. A.R. Desai	:	Peasant Movements in India
15. S. Gopal	:	British Policy in India
16. K.K. Dutta	:	Renaissance, Nationalism and Social Change in Modern India
17. J.N. Farquhar	:	Modern Religious Movements in India
18. Tapan Ray Chaudhuri & Dharma Kumar	:	Cambridge Economic History of India, Vol- II
19. Sunil Sarkar	:	Modern India 1885-1947
20. Judith Brown	:	Gandhi's Rise to Power.

PAPER VII(Hist-503)
HISTORY OF ARUNACHAL PRADESH
(Early Times – 1972 AD)

Objective : *The purpose of this course is to provide knowledge of social, economic and political life of the people of Arunachal Pradesh.*

Unit : I

Sources :

- Literary.
- Archaeological.
- Oral Tradition

Unit : II

- Geographical setting.
- Pattern of settlement

Unit : III

Ahom-Relation with the Tribes of Arunachal Pradesh

Unit: IV

British Policy

- Posa
- Show of force
- Kotokies
- Markets
- Inner Line

Unit-V

Resistance Movement



- a) Adi
- b) Nyishi
- c) Aka
- d) Khampti
- e) Singpho

- Unit: VI Mc Mohan Line
- a) Factors – Shimla Conference
 - b) Border Controversy
 - c) Problems after 1947

- Unit: VII Administrative growth Colonial Period
- a) Demarcation of NEFT
 - b) Govt. of India Act 1919
 - c) Govt. of India Act 1935
 - d) Regulation of 1945

- Unit: VIII Administrative Growth: After India's Independence
- a) Birth of NEFA
 - b) Nehru – Elwin Policy
 - c) Panchayati Raj
 - d) Attainment of Union Territory

- Unit: IX Traditional Economy
- a) Agriculture and Supplementary activities
 - b) Exchange – forms and Routes
 - c) Production of utilitarian items
 - d) Pattern of land Ownership
 - e) Impact of the British Rule
 - f)

- Unit: X Traditional Religion and Society
- a) Indigenous faiths
 - b) Buddhism
 - a. Mahayana
 - b. Theravada
 - c) Social Change : Factors



SUGGESTED READINGS

1. A. Mackenzie : The North East Frontier of India
2. Verrier Elwin : India's North East Frontier in the 19th century
3. Verrier Elwin : A Philosophy for NEFA
4. Verrier Elwin : Democracy in NEFA
5. M. L. Bose : History of Arunachal Pradesh upto 1992
6. M.L. Bose : British Policy in North East Frontier
7. J. N. Chaudhury : Arunachal Pradesh from Frontier Tracts to
Union Territory
8. J. N. Choudhury : The Tribal culture and History of Arunachal
Pradesh
9. T. Nyori : History and Culture of the Aolis
10. T. Mibang : Social Change in Arunachal Pradesh
11. H. K. Barpujari : The problem of Hill Tribes of Assam Vol-I to Vol-
III
12. J. Mehra : The Mc Mohan Line and after
13. N.T. Rikam : Emerging Religious Identities of Arunachal Pradesh
14. Ashan Riddi : The Tagins of Arunachal Pradesh: A Study of Continuity
& Change
15. Tana Showren : The Nyishi of Arunachal Pradesh: An Ethno
Historical Study
16. Guradas Das(ed) : Border trade: North East India and Neighbouring
Countries



17. S. Dutta & B. Tripathy(ed): Sources of the History of Arunachal Pradesh.
- Religious History of Arunachal Pradesh
 - Buddhism in Arunachal Pradesh
 - Studies in the History, Culture & Economy of Arunachal Pradesh.
 - Cross, Border Trade in North East India.
18. S. Dutta
of Arunachal

PAPER VIII(Hist-504)
HISTORY OF THE WORLD
(1815-1945)

Objective : To acquaint the students with events of World History and the emergence of the systems. It also seeks to deal with events leading upto the second World War.

- Unit : I
- a) Concert of European
 - b) Metternich system
- Unit : II
- a) 1830 Revolution
 - b) 1848 Revolution
- Unit : III
- Napoleon III –
 - a) Internal Policy
 - b) Foreign Policy
- Unit : IV
- Unification movements-
 - a) Italy
 - b) Germany
- Unit : V
- Eastern Question –
 - a) Crimean War,



- Unit : VI
- b) Berlin Congress
 - c) Balkan war
- First World War :
- a) Alliances
 - b) Treaty of versailles
- Unit : VII
- Russian Revolution
- a) Causes
 - b) Impact
- Unit : VIII
- League of Nations-
- a) Background
 - b) Functions
 - c) Assessment
- Unit : IX
- a) Rise of Fascism
 - b) Rise of Nazism
- Unit: X
- a) Second World War
 - b) UNO- Objectives and structure and Assessment

SUGGESTED READINGS

1. C.D. Hazen : Modern European History
2. C.J.H Hayes : A Political and Social History of Modern Europe
3. C.D. M. Kettlebey : A History of Modern Europe (1789-1945)
4. David Thompson : Europe since Napoleon
5. C.J. H.Hayes : Modern Europe to 1870
6. Louis Gottschalk and



Donald Lach	:	Europe and the Modern World, Vol -I & II
7. E. Lipson	:	Europe in the 19 th and 20 th centuries
8. Grant and Tereperly	:	Europe in the 19 th and 20 th centuries
9. J. M. Roulets,	:	Europe 1880-1945
10. Arjun Dev and Indera Arjun Dev	:	The History of world
11. W.C. Langsam and O.C. Mitchell	:	The World Since 1919

- c) Guidelines on launching the programme design: Launched in 2013-14, as per DEC and RGU guidelines.

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