

M.A. HISTORY

PROGRAMME PROJECT REPORT (PPR)

1. Programme's mission and objectives:

Institute of Distance Education is affiliated to Rajiv Gandhi University as a higher education institution offers a wide range of advanced and better quality distance learning programs to its students.

Mission:

- a. Offer excellent higher education with special focus on providing education to the interested people through highly developed, reachable, reasonable and learner oriented programmes which help them to contribute to the overall development of themselves and society.
- b. The institute aims is to provide higher education opportunities to those who are unable to join regular academic and vocational education programmes in the affiliated colleges of the University and make higher education reach to the doorsteps in rural and geographically remote areas of Arunachal Pradesh in particular and North-eastern part of India in general.
- c. The education through distance mode is an alternative mode of imparting instruction to overcome the problems of access, infrastructure and socio-economic barriers. It also intent to offer relevant and accurate programmes to meet up the needs of the student community

Objective:

- a. Introduce students in to the realm of extensive chances in the higher education.
- b. To offer a resourceful and affordable education through distance mode.
- c. To make available education to all the eligible and interested individuals.
- d. To expand the realm of academic quest to elevate the standard of knowledge and engage them in a constant learning process.
- e. To improve gross enrollment ratio in higher education.
- f. To promote research and innovative ideas among the students.

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

Rajiv Gandhi University aspires to be India's most vibrant, energetic, responsive and acclaimed university, to be recognized for excellence in teaching, research and providing the highest quality educational opportunities for the learners of all communities. The University aims at nurturing their talent by promoting intellectual growth to shape their personality and serve humanity as multi-skilled, socially responsible, creative, adaptable, contributing and morally sound global citizens.

Our mission is to provide opportunities and support students from diverse background and assist them to become well-informed global citizens by developing their intellectual, moral, civic and creative capacities to the fullest through multi-faceted education and sustained engagement with local, national and global communities. The University also aims to carry out academic process for achieving excellence through active and dynamic student-teacher participation and inculcate high moral, ethical and professional standards among students which will enable them to develop knowledge and skills necessary to achieve their professional goals to improve the performance and provide leadership and service to the community.

3. Nature of prospective target group of learners:

The target group of learners will be dropout students, women, unemployed youth, in-service, Defence personnel, trained graduate teacher, and person interest in historical research etc who have completed graduation and are interested to pursue higher education but could not take admission in regular mode due to various social and economic problems.

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

The materials for M.A. History courses are composed to develop historical expertise by including the recent developments in the field of history. The current advancements in the theoretical as well as methodological areas are incorporated in the syllabus. Academic skills in history could be acquired only through the proper study of the subject by utilizing carefully designed curriculum and properly written study material. The M.A. History course is designed to

equip the student community with many important skills at graduate level. The most important them are:

5. Gaining a deeper sense in history of humanity in a rational way
6. Acquiring the ability to clarify how and why major changes occurred in the society.
7. Ability to analyze the social, political economic and cultural aspects behind the major and minor incidents of society.
8. Acquiring knowledge to use the sources to reconstruct the past in a scientific way.
9. Developing critical thinking and analytical skill.

10. Instructional Design:

a. Curriculum activities:

1. Duration of programme: 2 (Two) years for M.A
2. The two years course is comprise of four semesters.
3. Semester examination is conducted after every five months.
4. Result is declared after one month.
5. After the declaration of result, admission process starts.

b. Detailed syllabus:

The Institute of Distance Education provides counseling classes of 8 hours a day to the learners. In a year total 1600 hours of counseling classes are being provided to the learners.

FIRST SEMESTER

| COURSE CODE | TITLE OF THE PAPER | CREDIT | CONTACT HOURS |
|-----------------|--|--------|---------------|
| HISC-401 | History of India (Early times-1200 AD) –I | 04 | 10 |
| HISC-402 | History of India (1200-1707 AD) –I | 04 | 10 |
| HISC-403 | History of North East India (Early times-1947) – I | 04 | 10 |
| HISC-404 | History of the World (1453-1815) – I | 04 | 10 |

SECOND SEMESTER

| | | | |
|-----------------|--------------------------------|----|----|
| HISC-405 | History of India (Early times- | 04 | 10 |
|-----------------|--------------------------------|----|----|

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|-----------------|---|----|----|
| | 1200 AD) –II | | |
| HISC-406 | History of India (1200-1707 AD) –II | 04 | 10 |
| HISC-407 | History of North East India (Early times-1947) - II | 04 | 10 |
| HISC-408 | History of the World (1453-1815) – II | 04 | 10 |

THIRD SEMESTER

| | | | |
|-----------------|--|----|----|
| HISC-501 | History of India (1707-1857)–I | 04 | 10 |
| HISC-502 | History of India (1857-1947)–I I | 04 | 10 |
| HISC-503 | History of Arunachal Pradesh (Early times-1972 AD) - I | 04 | 10 |
| HISC-504 | History of the World (1815-1945 AD) | 04 | 10 |

FOURTH SEMESTER

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|-----------------|---|----|----|
| HISC-505 | History of India (1707-1857)–II | 04 | 10 |
| HISC-506 | History of India (1857-1947)–II | 04 | 10 |
| HISC-507 | History of Arunachal Pradesh (Early times-1972 AD) – II | 04 | 10 |
| HISC-508 | History of the World (1815-1945 AD) | 04 | 10 |

FIRST SEMESTER

| Paper Code | Course Title | Marks | | |
|-------------------|--|-----------------|-------------------|--------------|
| | | End Term | Assignment | Total |
| MAHIS-401 | History of India (Early times-1200 AD) –I | 70 | 30 | 100 |
| MAHIS-402 | History of India (1200-1707 AD) –I | 70 | 30 | 100 |
| MAHIS-403 | History of North East India (Early times-1947) – I | 70 | 30 | 100 |
| MAHIS-404 | History of the World (1453-1815) – I | 70 | 30 | 100 |

SECOND SEMESTER

| Paper Code | Course Title | Marks | | |
|-------------------|---|-----------------|-------------------|--------------|
| | | End Term | Assignment | Total |
| MAHIS-405 | History of India (Early times-1200 AD) –II | 70 | 30 | 100 |
| MAHIS-406 | History of India (1200-1707 AD) –II | 70 | 30 | 100 |
| MAHIS-407 | History of North East India (Early times-1947) - II | 70 | 30 | 100 |
| MAHIS-408 | History of the World (1453-1815) – II | 70 | 30 | 100 |

THIRD SEMESTER

| Paper Code | Course Title | Marks | | |
|-------------------|--|-----------------|-------------------|--------------|
| | | End Term | Assignment | Total |
| MAHIS-501 | History of India (1707-1857)–I | 70 | 30 | 100 |
| MAHIS-502 | History of India (1857-1947)–I I | 70 | 30 | 100 |
| MAHIS-503 | History of Arunachal Pradesh (Early times-1972 AD) - I | 70 | 30 | 100 |
| MAHIS-504 | History of the World (1815-1945 AD) | 70 | 30 | 100 |

FOURTH SEMESTER

| Paper Code | Course Title | Marks | | |
|-------------------|---|-----------------|-------------------|--------------|
| | | End Term | Assignment | Total |
| MAHIS-505 | History of India (1707-1857)–II | 70 | 30 | 100 |
| MAHIS-506 | History of India (1857-1947)–II | 70 | 30 | 100 |
| MAHIS-507 | History of Arunachal Pradesh (Early times-1972 AD) – II | 70 | 30 | 100 |
| MAHIS-508 | History of the World (1815-1945 AD) | 70 | 30 | 100 |

FIRST SEMESTER

PAPER - 401: HISTORY OF INDIA (EARLY TIMES-1200) – I

Objective: The course attempts to engage students with the broader perspectives of Indian cultures which evolved over a long period of time. Taking culture in its broadest sense of the term by considering social, economic, and religious movements the course also incorporates

trends in art, crafts and literature leading to emergence of distinctive patterns of culture in different regions of the sub-continent. The paper unfolds the underlying unity of spirit amidst profuse diversity of forms of the Indian cultural traditions.

Outcomes:

1. Learner will well acquaint with various sources which help to reconstruct the history early Indian history.
2. Learners will know about the early civilization of India.
3. They will know about the socio- economic and political life of Vedic and Sangam age
4. They will get know about how empire in early India emerged.

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| Unit: I | Sources of Early Indian History |
| Unit: II | Pre-historic and Proto-historic period |
| Unit: III | The Vedic Age and Sangam Age |
| Unit: IV | Social Change and Religious dissent |
| Unit: V | Emergence of Empire |

SUGGESTED READINGS

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

Objective: The paper is designed to understand the phases of economic, political and religious development that took place during the two-important ruling dynasty of India. These two-ruling dynasties were the Sultanate and the Mughal who contributed a high degree of socio-economic, cultural and political progress during their respective ruling period.

Outcomes:

1. Learners will acquaint with the political development of the sultanate period.
2. They will know about the how Muslim rulers founded their empire in India.
3. They will know about the important rulers and their administrative and political works
4. They will know about how Vijayanagar and Bahamani Kingdom emerged during Sultanate period.

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| Unit: I | Sources |
| Unit: II | Political Developments: The Sultanate: |
| Unit: III | Foundation of the Mughal Empire-I |
| Unit: IV | Foundation of the Mughal Empire-II |
| Unit: V | Vijayanagar and the Bahamanis |

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

PAPER – 403: HISTORY OF NORTH EAST INDIA (Early Times – 1947)- I

Objective: the course seeks to provide a comprehensive history of North East India. It largely seeks to understand the history by unravelling the regional, social and polity formation of early time.

Outcomes:

1. Learners will learn about the various sources which help in reconstructing history of North east India.
2. They will learn about the early States of Assam such as Varmanas and Palas
3. They will learn about how state formed in medieval Northy east time.
4. They will ;learn about the Ahom relation with their neighbours

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| Unit: I | Historical Sources |
| Unit: II | Early States in Assam: Varmanas |
| Unit: III | Early States in Assam: Palas |
| Unit: IV | State formation in Medieval North East |
| Unit: V | Ahom Relations with the Neighbours |

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 Polities 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
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 : British Colonization and Restructuring of Naga Policy

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| 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-404: HISTORY OF THE WORLD (1453-1815) – I

Objective: The course is attempts to acquaint the students with the major social, cultural, economic and political development which were responsible for the rise of modern world.

Outcomes:

1. Learners will able to trace the fall of Constantinople, decline of feudalism, and rise of capitalism.
2. They will able to interpret the concept of mercantilism and colonialism.
3. They will learn about the how Nation State emerged in the world.
4. They will learn about the scientific views and enlightenment.

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| Unit: I | Fall of Constantinople |
| Unit: II | Renaissance: the Dawn of a New Age |
| Unit: III | Absolutism and the Emergence of Nation state |
| Unit: IV | The Thirty Year's War and Parliamentary Institutions in England |
| Unit: V | Emergence of Scientific View and Enlightenment |

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
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

SECOND SEMESTER

Paper- 405: HISTORY OF INDIA (EARLY TIMES-1200) – II

Objectives: The course attempts to engage students with the broader perspectives of Indian cultures which evolved over a long period of time. Taking culture in its broadest sense of the term by considering social, economic, and religious movements the course also incorporates trends in art, crafts and literature leading to emergence of distinctive patterns of culture in different regions of the sub-continent. The paper unfolds the underlying unity of spirit amidst profuse diversity of forms of the Indian cultural traditions

Outcomes:

1. Learners will learn about the how Mauryan Empire, their rulers like Chandragupt and Ashoka and will learn about the Ashoka Dhamma.
2. They will learn about post Mauryan period which regional power emerged in India.
3. They will learn about Gupta period and they will able to interpret why Gupta period is called as Golden period.
4. They will learn about how Arab and Turk penetrate to India.

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| Unit: I | The Mauryan Empire |
| Unit: II | Post Mauryan Era |
| Unit: III | Gupta period |
| Unit: IV | Emergence of Regional Kingdoms |
| Unit: V | Coming of the Arabs and the Turks |

SUGGESTED READINGS

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| 15. | RomilaThapar | : | Early India |
| 16. | RomilaThapar | : | Ancient Indian Social History |
| 17. | RomilaThapar | : | Cultural Pasts |
| 18. | R. S. Sharma | : | Material culture and Social Formation and Ancient India. |
| 19. | R. S. Sharma | : | India's Ancient Past |

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| 20. | R. S. Sharma | : | The state and Varna Formation in the Mid-Gange Valley. |
| 21. | R. S. Sharma | : | Indian Feudalism |
| 22. | R. S. Sharma | : | Early Medieval Indian Society |
| 23. | A.L. Bashan | : | The wonder that was India Vol-I |
| 24. | B.K. Thapar | : | Recent Archeological Discoveries in India since Independence. |
| 25. | K.A. VilakanthaShastri | : | A History of South India |
| 26. | D.N. Jha | : | Early India |
| 27. | Satish Chandra | : | History of Medieval India 800-1700 |
| 28. | A.B.M. Habibullah | : | The Foundation of Muslim Rule in India |

PAPER – 406: HISTORY OF INDIA (1200-1707) – II

Objective: this course aim examining the establishment of the new regional empire in India. It aims acquainting the student with the economic, socio- religious, cultural and administrative history of medieval India.

Outcomes:

1. Learner will well acquaint with the rise of the Maratha Empire,
2. They will know about the economic life of the people of medieval period.
3. They will learn about socio-religious movement of India during medieval period.
4. They will learn about the administrative system of various Empire of medieval period.

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| Unit: I | The Rule of the Marathas |
| Unit: II | Economic Aspects of the Period |
| Unit: III | Socio-Religious Movements |
| Unit: IV | Social and Cultural life |
| Unit: V | Administration of various Empire |

SUGGESTED READINGS

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|------------------------|---|---|
| 15. Irfan Habib | : | Medieval India : The study of Civilization |
| 16. Irfan Habib (ed) | : | Medieval India I : Researches in the History of India 1200-1750 |
| 17. Irfan Habib | : | Technology in Medieval India 650-1750, |
| 18. Satish Chandra | : | Medieval India : From Sultanate to the Mughal 1206-1526, |
| 19. Satish Chandra | : | Medieval India : From Sultanate to the Mughals 1526-1748, |
| 20. Satish Chandra | : | History of Medieval India, 800-1700, |
| 21. Satish Chandra | : | History, Religion and State in Medieval India |
| 22. David Lorerzen(ed) | : | Religious Movements in South Asia 600-1800 |

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| 23. Burton Stein | : | Vijayanagar |
| 24. I. H. Qureshi | : | The Administration of the Mughal Empire |
| 25. I. H. Qureshi | : | The Administration of Sultanate of Delhi |
| 26. Percy Brown | : | Indian Architecture (Islamic Period) |
| 27. Milo beach | : | Mughal Painting |
| 28. T. R. Choudhuri & Irfan Habib(ed) | : | The Cambridge Economics History of India 1200-1700, Vol-I |

PAPER – 407: HISTORY OF NORTH EAST INDIA (Early Times – 1947) – II

Objective: the course seeks to provide a comprehensive history of North East India. It largely seeks to understand the early colonial intervention, expansion policies, participation of North east people in the freedom movement and impact of the British rule in north eastern region of India.

Outcomes:

1. Learners will able to interpret the how colonial intervention weakening the Ahom State in Assam.
2. Learners will learn about the early expansion policy of British in North east India.
3. They will learn about the how people of North East India participated in the freedom movement of India.
4. They will able to interpret the impact of British rule in North east India.

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| Unit: I | Decline of the Ahom State and Early Colonial Intervention |
| Unit: II | Colonial Expansion |
| Unit: III | Society and Economy in the Hills |
| Unit: IV | Freedom Movement |
| Unit: V | Impact of British Rule |

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 Polities and state systems in Pre-colonial Eastern and North Eastern states.

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| 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 |
| 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 | : | British Colonization and Restructuring of Naga 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-408: HISTORY OF THE WORLD (1453-1815) – II

Objective: The course is attempts to acquaint the students with the series revolution and political development which were responsible for the rise of modern world.

Outcomes:

1. Learners will learn about the how Industrial Revolution stated in Europe.
2. They will learn about the American Revolution and French Revolution.
3. They will learn about the Napoleon and his policies and programme
4. They will learn about the congress of Vienna.

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| Unit I | Industrial Revolution |
| Unit: II | American Revolution |
| Unit: III | French Revolution |
| Unit: IV | Napoleon |
| Unit: V | Congress of Vienna |

SUGGESTED READINGS

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|----------------------|---|--|
| 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 |
| 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 |

Third Semester

PAPER 501: HISTORY OF INDIA (1707-1857) – I

Objective: This paper is designed to understand the expansion and consolidation of the colonial rule in India because of the disintegration of central authority in the country. It would further discuss the factors and forces responsible for the rise and growth and consolidation of the colonial power in India up to 1858.

Outcomes:

1. Learners will learn about the how Transition during 18th Century
2. They will learn about the Advent of the Europeans
3. They will learn about the British Relations and Subjugations of Indian Powers
4. They will learn about the Emergence of Regional Powers and Administration under the East India Company

Unit: I Transition during 18th Century

Unit: II Advent of the Europeans

Unit: III British Relations and Subjugations of Indian Powers

Unit: IV Emergence of Regional Powers

Unit: V Administration under the East India Company

SUGGESTED READINGS

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|---|---|---|
| 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 |

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|-----------------------------|---|---|
| 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 18 th century |
| 15. Tara chand | : | History of Freedom Movement in India Vol-I and Vol- II |

PAPER 502: HISTORY OF INDIA (1857-1947) – I

Objective: This course discusses the trajectories of the growth of the Indian National Movement from the aftermath of the 1857 uprising , socio-religious reform and familiarizes the students with the initial processes of the nation building in India.

Outcomes:

1. Learners will able to trace the Emergence of Indian Nationalism
2. They will able to interpret the Peasant revolts against the British Rule in India.
3. They will learn about the Rise of Militant Nationalism and Communalism.

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| Unit: I | Emergence of Nationalism- I |
| Unit: II | Emergence of Nationalism-II |
| Unit: III | Peasant Revolts: |
| Unit: IV | Rise of Militant Nationalism and Communalism |
| Unit V | Socio-Religious Reforms |

SUGGESTED READINGS

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|----------------------------|---|---|
| 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 |

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| 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 Economics History of India, Vol-II |
| 19. Sumit Sarkar | : | Modern India 1885-1947 |
| 20. Judith Brown | : | Gandhi's Rise to Power. |

PAPER 503: HISTORY OF ARUNACHAL PRADESH (Early Times – 1972 AD)-I

Objective: the course seeks to provide a comprehensive history of North East India. It largely seeks to understand the history by unravelling the regional, social and polity formation from early time to the end of the colonial period.

Outcomes:

1. Learners will learn about the Background to the History of Arunachal Pradesh
2. They will learn about the Geographical Setting and Pattern of Settlement
3. They will learn about the Ahom relation with the Tribes of Arunachal Pradesh
4. They will learn about the British Policy and Resistance Movement of tribes of Arunachal Pradesh

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| Unit: I | Background to the History of Arunachal Pradesh |
| Unit: II | Geographical Setting and Pattern of Settlement |
| Unit: III | Ahom-Relation with the Tribes of Arunachal Pradesh |
| Unit: IV | British Policy |
| Unit-V | Resistance Movement |

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

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|-------------------------------|---|---|
| 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 Adis |
| 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 Rididi | : | 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 |
| 18. S. Dutta | : | Studies in the History, Culture & Economy of Arunachal Pradesh |

PAPER 504: HISTORY OF THE WORLD (1815-1945) – I

Objective: This course design to acquaint the students with events of World History after Napoleon and the emergence of the systems. It also seeks to deal with unification of

Outcomes:

1. Learners will learn about the Concert of Europe and Metternich system
2. They will learn about the Revolution of 1830 and 1848
3. They will learn about the Unification Movements of Italy and Germany
4. They will learn about the Eastern Question: Crimean War, Berlin Congress and Balkan War

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|-----------|---|
| Unit: I | Concert of Europe and Metternich system |
| Unit: II | Revolution of 1830 and 1848 |
| Unit: III | Napoleon III |
| Unit: IV | Unification Movements of Italy and Germany |
| Unit: V | Eastern Question: Crimean War, Berlin Congress and Balkan War |

SUGGESTED READINGS

- | | | |
|----------------|---|---|
| 1. C.D. Hazen | : | Modern European History |
| 2. C.J.H Hayes | : | A Political and Social History of Modern Europe |

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|--|---|---|
| 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 & O.C. Mitchell | : | The World Since 1919 |

FOURTH SEMESTER

PAPER 505: HISTORY OF INDIA (1707-1857) – II

Objectives: This paper is designed to understand the expansion and consolidation of the colonial rule in India because of the disintegration of central authority in the country. It would further discuss the factors and forces responsible for the rise and growth and consolidation of the colonial power in India up to 1858

Outcomes:

1. Learners will learn about the Agrarian Policy of the British
2. They will learn about the History of Education in India
3. They will learn about the Mercantilist Capitalism and East India Company
4. They will learn about the Frontier Policy of the British and Revolt of 1857.

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| Unit: I | Agrarian Policy of the British |
| Unit: II | History of Education in India |
| Unit: III | Mercantilist Capitalism and East India Company |
| Unit: IV | Frontier Policy of the British |
| Unit: V | Revolt of 1857 |

SUGGESTED READINGS

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|-------------------|---|---|
| 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 18 th century |
| 15. Tara chand | : | History of Freedom Movement in India Vol-I and Vol- II |

PAPER 506: HISTORY OF INDIA (1857-1947) – II

Objectives: This course discusses the trajectories of the growth of the Indian National Movement under the leadership of Gandhiji, impact of first world war and familiarizes the students with the freedom and partition of India.

Outcomes:

1. Learners will learn about Impact of World War -I
2. They will learn about the Emergence of Gandhi in Indian Politics
3. They will learn about the Radical Alternatives during freedom movement.
4. They will learn about the Freedom and Partition

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| Unit: I | Impact of World War -I |
| Unit: II | Emergence of Gandhi in Indian Politics- I |
| Unit: III | Emergence of Gandhi in Indian Politics-II |
| Unit: IV | Radical Alternatives |
| Unit: V | Freedom and Partition |

SUGGESTED READINGS

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|----------------------------|---|-----------------------------------|
| 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 |

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|--|---|--|
| 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 Economics History of India, Vol-II |
| 19. Sumit Sarkar | : | Modern India 1885-1947 |
| 20. Judith Brown | : | Gandhi's Rise to Power. |

PAPER 503: HISTORY OF ARUNACHAL PRADESH (Early Times – 1972 AD)-II

Objective: the course seeks to acquaint the students about the historical process at play in the formation of the present Arunachal Pradesh. It also seeks to help understand the dynamics of the socio-economy and polity of the area in pre colonial times as well as the colonial periods.

Outcomes:

1. Learners will learn about the Mc Mahon Line
2. They will learn about the Administrative Growth: Colonial Period and after India's Independence
3. They will learn about the Traditional Economy
4. They will learn about the Traditional Religion and Society

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| Unit: I | Mc Mahon Line |
| Unit: II | Administrative Growth: Colonial Period |
| Unit: III | Administrative Growth: After India's Independence |
| Unit: IV | Traditional Economy |
| Unit: V | Traditional Religion and Society |

SUGGESTED READINGS

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|-------------------|---|---|
| 19. A. Mackenzie | : | The North East Frontier of India |
| 20. Verrier Elwin | : | India's North East Frontier in the 19 th century |
| 21. Verrier Elwin | : | A Philosophy for NEFA |

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|-------------------------------|---|---|
| 22. Verrier Elwin | : | Democracy in NEFA |
| 23. M. L. Bose | : | History of Arunachal Pradesh upto 1992 |
| 24. M.L. Bose | : | British Policy in North East Frontier |
| 25. J. N. Chaudhury | : | Arunachal Pradesh from Frontier Tracts to Union Territory |
| 26. J. N. Choudhury | : | The Tribal culture and History of Arunachal Pradesh |
| 27. T. Nyori | : | History and Culture of the Adis |
| 28. T. Mibang | : | Social Change in Arunachal Pradesh |
| 29. H. K. Barpujari | : | The problem of Hill Tribes of Assam Vol-I to Vol-III |
| 30. J. Mehra | : | The Mc Mohan Line and after |
| 31. N.T. Rikam | : | Emerging Religious Identities of Arunachal Pradesh |
| 32. Ashan Rididi | : | The Tagins of Arunachal Pradesh: A Study of Continuity & Change |
| 33. Tana Showren | : | The Nyishi of Arunachal Pradesh: An Ethno Historical Study |
| 34. Guradas Das(ed) | : | Border trade: North East India and Neighbouring Countries |
| 35. S.Dutta & B. Tripathy(ed) | : | Sources of the History of Arunachal Pradesh. |
| | - | Religious History of Arunachal Pradesh |
| | - | Buddhism in Arunachal Pradesh |
| 36. S. Dutta | : | Studies in the History, Culture & Economy of Arunachal Pradesh |

PAPER 504: HISTORY OF THE WORLD (1815-1945) – II

Objective: This course design to acquaint the students with events of World History after Napoleon and the emergence of the systems. It also seeks to deal with events leading to the Second World War and formation of UNO.

Outcomes:

5. Learners will learn about the First World War and League of Nations.
6. They will learn about the Russian Revolution
7. They will learn about the rise of Fascism and Nazism
8. They will learn about the Second World War and UNO

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|-----------|----------------------------|
| Unit: I | First World War |
| Unit: II | Russian Revolution |
| Unit: III | League of Nations |
| Unit: IV | Rise of Fascism and Nazism |
| Unit: V | Second World War and UNO |

SUGGESTED READINGS

- | | | |
|---|---|---|
| 12. C.D. Hazen | : | Modern European History |
| 13. C.J.H Hayes | : | A Political and Social History of Modern Europe |
| 14. C.D. M. Kettlebey | : | A History of Modern Europe (1789-1945) |
| 15. David Thompson | : | Europe since Napoleon |
| 16. C.J. H.Hayes | : | Modern Europe to 1870 |
| 17. Louis Gottschalk and Donald Lach | : | Europe and the Modern World, Vol –I & II |
| 18. E. Lipson | : | Europe in the 19 th and 20 th centuries |
| 19. Grant and Tereperly | : | Europe in the 19 th and 20 th centuries |
| 20. J. M. Roulets, | : | Europe 1880-1945 |
| 21. Arjun Dev And Indera Arjun Dev | : | The History of world |
| 22. W.C. Langsam & O.C. Mitchell | : | The World Since 1919 |

c. Faculty and support staff requirements:

Faculty support is provided by the Department of History of Rajiv Gandhi University. Staff support is provided by the Institute of Distance Education itself. The IDE also receives staff support from the University.

d. Identification of media and student support service systems:

This will be done through counseling, discussion, Interactions with the experts. The information and other communication would be done through WhatsApp, Facebook, Google meet etc.

e. Instructional delivery mechanisms:

The programme will be imparted with the help of suitably designed syllabus. The syllabus is developed by a group of experts. Instructions to the learners will be provided by conducting counseling. A student can choose programme centres at the time of online registration. The time table of contact and counseling classes will be send to the students well in advance through mail and whatsapp. The counseling to the learners will be provided by the invited experts in the concerned discipline.

11. Procedure for admissions, curriculum transaction and evaluation:

a. Procedure for Admission

For the M.A. in History course, any candidate who has qualified Bachelor course from recognized university can apply. Applications for admission to the programme will be invited through advertisement in the print and social media. The applications will be scrutinized and applicants will be selected for admission on the basis of merit. Merit list will be prepared on the basis of percentage of marks in the higher secondary. The admissions are held completely in the online mode. After the process of admission is over, the candidate has to submit their completed application with the documental evidence to any of the institute designated study centers for verification. After the due verification the candidate is admitted to the course.

b. Curriculum Transaction

For delivering the guidance to the students to complete the said program the students are provided with Self Learning Material (SLM) for each paper. For the M.A. course there is one course coordinator, one subject coordinator and two coordinators. Contact and Counseling is done every session for 20 days in total, in which the students are given information on the course. WhatsApp groups are created for students of each session for proper delivery of the curriculum. If the students have any query regarding the curriculum they are also instructed over telephonic conversation. They can also contact the subject coordinator for assistance on curriculum completion.

c. Evaluation

For M.A. course there are four semesters. Each semester is accompanied with one assignment of 100 marks, out of which 30% marks are added to the final tally. There is an end semester exam after each semester for 70 marks. The qualifying marks for assignment are 40% and the end semester examination is 35 %. The aggregate pass percentage is 40%. Only after qualifying the assignment, the students are eligible for appearing in their end semester exam. A candidate gets a total of 3 years to finish the course. The final examination will be conducted for which question papers will be set by experts and scripts will also be evaluated experts.

6. Requirement of the laboratory support and Library Resources:

Since the proposed discipline belongs to Social Sciences, laboratory work is not required.

Library Resources:

- a. Central Library of the University
- b. Dedicated Library at IDE, RGU
- c. Separate Libraries at the Study Centres

7. Cost estimate of the programme and the provisions:**a) Cost estimate of the programme:**

Common Annual Budget is sanctioned every year for the current financial year for expenses against all courses. The cost estimate to run the course of MA English by Institute of Distance Education, for one batch of Distance students for the duration of 2 years is as follows:

| Sl. No. | Expenditure Heads | Approx. Amount in Rupees |
|----------------|----------------------------|---------------------------------|
| 1. | Salary | `6,00,000/- |
| 2. | Honorarium | `48,000/- |
| 3. | Counselling | `1,60,000/- |
| 4. | Self-Learning Materials | `6,80,000/- |
| 5. | Assignment Response Format | `50,000/- |
| 6. | Examination | `2,50,000/- |
| 7. | Evaluation | `1,40,000/- |
| 8. | Others | `80,000/- |
| Total | | `20,08,000/- |

8. Quality assurance mechanism and expected programme outcomes:**a. Quality assurance mechanism:**

- i) The Institute of Distance Education uploads all its policy decision on the website of the HEI, so that interested learners may know about the programme in detail before enrolled.
- ii) Further, counseling is provided during the admission.
- iii) As the learner enrolled in a programme, the Institute of Distance Education provides Self-Learning Materials.

- iv) The Institute of Distance Education shares all the information to the learners through E-mail and Postal. In recent times, social media like Facebook and WhatsApp have become an integral part of the dissemination of information on quality assurance.
- v) In every academic session, the Institute of Distance Education provides 10 (ten) days counseling programme to the learners.
- vi) Above these, the academic staffs of the Institute of Distance Education takes thereby address all the grievances of the learners during working hours.

b. Expected programme outcomes:

The programme is designed to provide higher education to students. It will help learners to acquire knowledge and skills and promote human resources development. By the completion of the M.A. History programme, a student will be able to:

- a. Think, analyze and understand the past and present critically and rationally.
- b. Understand the emergence of evolution of societal development and will be able to apply and analyze the contemporary situation in it light.
- c. Able to reflect the onward move of society from the experience of the past.