

B.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, Primary teacher, and individual interest in historical research etc who are interested to pursue higher education but could not take admission in regular mode due to various social and economic problems. The entire curriculum is designed to satisfy the academic needs of the above mentioned communities.

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

The materials for B.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 BA History course is designed to equip the student community with many important skills at graduate level. The most important them are:

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

5. Instructional Design:

a. Curriculum activities

- i) Duration of programme: 3 (Three) years for B.A
- ii) The three years course is comprises of six semesters.
- iii) Semester examination is conducted after every five months.
- iv) Result is declared after one month.
- v) After the declaration of result, admission process starts.

b. Detailed Syllabus

COURSE STRUCTURE

SEMESTER	PAPER	CORE COURSE	CREDIT	MARKS
1 st SEMESTER	1	1	4 (4X1)	100
2 nd SEMESTER	1	1	4 (4X1)	100
3 rd SEMESTER	1	1	4 (4X1)	100
4 th SEMESTER	1	1	4 (4X1)	100
5 th SEMESTER	2	2	8 (4X2)	200
6 th SEMESTER	2	2	8 (4X2)	200
TOTAL	8	8	32	800

PAPER CODE	TITLE OF THE PAPER	CREDIT	MARKS	TOTAL CREDITS
BAHIS 101	History of North East India (1228-1947)-I	4 (4x1)	100	4
BAHIS 201	History of North East India (1228-1947) -II	4 (4x1)	100	4
BAHIS 301	History of India upto 1526 AD – I	4 (4x1)	100	4
BAHIS 401	History of India upto 1526 AD – II	4 (4x1)	100	4
BAHIS 501	History of India from 1526 - 1947 – I	4 (4x1)	100	4
BAHIS 502	World History (1500-1950) -I	4 (4x1)	100	4
BAHIS 601	History of India from 1526 - 1947 – II	4 (4x1)	100	4
BAHIS 602	World History (1500-1950) -II	4 (4x1)	100	4

First Semester

BAHIS -101, HISTORY OF NORTH-EAST INDIA (1228 TO 1947) – I

Objective: the course seeks to provide a comprehensive history of North East India. It largely seeks to understand the history by unraveling the geographical features of North East India, foundation of Ahom kingdom to Anglo – Burmese war.

Outcomes:

1. Learners will learn about the geographical setting and settlement pattern of North east India.
2. They will learn about the early States of Assam such as Varmanas
3. They will learn about the foundation and consolidation of Ahom kingdom.
4. They will learn about the Ahom relation with their neighbours.
5. They will learn about the Anglo Burmese war and its impact in North East India.

Unit I- Early History of North East India- I

- a. Geographical Setting: River System, Mountain System, Flora, Fauna and Climate.

Unit II- Early History of North East India - II

- a) Pre-history of North East India
- b) Pattern of Settlement.
- c) The Varman Dynasty.

Unit III- Medieval North East India - I.

- a. Rise of Ahom State: Sukhapha and Sudangpha.
- b. Consolidation: Suhungmung, Pratap Singha and Rudra Singha.

Unit IV- Medieval North East India – II

- a. Ahom Frontier Policy.
- b. Moamaria Rebellion and Captain Welsh's Mission.

Unit V- Modern North East India.

- a. Anglo-Burmese War and North East India (1824-1826).
- b. Treaty of Yandaboo and its Impact.

Suggested Readings

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|-----------------------------|---|--|
| Barpujari, H.K. | : | <i>The Comprehensive history of Assam- Vol II</i> |
| Baruah, S.L., | : | <i>A Comprehensive history of Assam</i> |
| Devi, L. | : | <i>Ahom Tribal Relations</i> |
| Machenzie, A. | : | <i>The North East Frontier of India</i> |
| Gait, E.A. | : | <i>History of Assam</i> |
| Acharya, N.N | : | <i>The History of Medieval Assam</i> |
| Barpujari, et.al(ed), H.K. | : | <i>Politcal History of Assam, Vol-I.</i> |
| Barua, S.L | : | <i>A Comprehensive History of Assam.</i> |
| Barpujari, H.K. | : | <i>Problem of the Hill Tribes- North East Frontier, Voll-III.</i> |
| Basu, N.K. | : | <i>Assam in the Ahom Age, 1228-1826</i> |
| Bhuyan, S.K. | : | <i>Anglo-Assamese Relations 1771-1826</i> |
| _____ | : | <i>Studies in the History of Assam</i> |
| _____ | : | <i>Tungkhungia Buranji</i> |
| Bhuyan, et. al. (ed.) A. C. | : | <i>Political History of Assam, Vol-II and III</i> |
| Bose, M.L. | : | <i>History of Arunachal Pradesh</i> |
| Francis, Buchnan-Hamilton, | : | <i>An Account of Assam. ed. S.K. Bhuyan</i> |
| Devi, L. | : | <i>Ahom Tribal Relations</i> |
| Gait, E. A. | : | <i>A History of Assam</i> |
| Mackenzie, Alexander | : | <i>History of the Relations of the Government with the Hill Tribes of the North East Frontier of Bengal.</i> |
| Bengal. | : | <i>Reprint as 'North East frontier of India.</i> |

- Pemberton, R. B. : *Report on the Eastern Frontier of British India.*
Verma, R. : *History of the North-East India, 1228-1747.*

Second Semester

BAHIS -201, HISTORY OF NORTH-EAST INDIA (1228 TO 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 be 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 be able to interpret the impact of British rule in North east India.

Unit I- Modern North East India.

- a. Annexations (1828-1852): Assam, Cachar, Jaintia and Khasi Hills.
- c. Annexations (1864-1905): Garo Hills, Naga Hills and Lushai Hills.

Unit II- British Policy in the Northern Frontier of Assam - I

- a. Posa, Duars, Kotokies,
- b. Trade and Military Expeditions.

Unit III- British Policy in the Northern Frontier of Assam - II

- a. Inner Line.
- b. Outer Line
- c. Mc Mohan Line.

Unit IV- Resistance to Colonial Rule in North East India.

- a. Agrarian Revolts: Phulaguri Dhewa.
- b. Freedom Struggle in North East India: Non-Cooperation and Civil Disobedience.

- c. Quit India and India's Independence.

Unit V – Impact of Colonial Rule in North East India.

- a. Impact of Colonial Rule: Society, Economy and Polity.

Suggested Readings

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|-----------------------------|---|--|
| Barpujari, H.K. | : | <i>The Comprehensive history of Assam- Vol II</i> |
| Baruah, S.L., | : | <i>A Comprehensive history of Assam</i> |
| Devi, L. | : | <i>Ahom Tribal Relations</i> |
| Machenzie, A. | : | <i>The North East Frontier of India</i> |
| Gait, E.A. | : | <i>History of Assam</i> |
| Acharya, N.N | : | <i>The History of Medieval Assam</i> |
| Barpujari, et.al(ed), H.K. | : | <i>Political History of Assam, Vol-I.</i> |
| Barua, S.L | : | <i>A Comprehensive History of Assam.</i> |
| Barpujari, H.K. | : | <i>Problem of the Hill Tribes- North East Frontier, Voll-III.</i> |
| Basu, N.K. | : | <i>Assam in the Ahom Age, 1228-1826</i> |
| Bhuyan, S.K. | : | <i>Anglo-Assamese Relations 1771-1826</i> |
| _____ | : | <i>Studies in the History of Assam</i> |
| _____ | : | <i>Tungkhungia Buranji</i> |
| Bhuyan, et. al. (ed.) A. C. | : | <i>Political History of Assam, Vol-II and III</i> |
| Bose, M.L. | : | <i>History of Arunachal Pradesh</i> |
| Francis, Buchnan-Hamilton, | : | <i>An Account of Assam. ed. S.K. Bhuyan</i> |
| Devi, L. | : | <i>Ahom Tribal Relations</i> |
| Gait, E. A. | : | <i>A History of Assam</i> |
| Mackenzie, Alexander | : | <i>History of the Relations of the Government with the Hill Tribes of the North East Frontier of Bengal.</i> |
| | : | <i>Reprint as 'North East frontier of India.</i> |
| Pemberton, R. B. | : | <i>Report on the Eastern Frontier of British India.</i> |
| Verma, R. | : | <i>History of the North-East India, 1228-1747.</i> |

Third Semester

(P- II) BAHIS – 301, HISTORY OF INDIA UPTO 1526 A.D. - 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
4. They will learn about the religious development of ancient time.
5. They will get to know about how empire in early India emerged.

Unit I- Early India

- a. Sources: Archaeological and Literary.

Unit II- Indus Valley Civilisation

- a. Indus Valley Civilisation: Extent, Basic Features and Decline.

Unit III – Vedic Period

- a) Early Vedic Cultures: Polity, Society and Economy.
- b) Later Vedic Cultures: Polity, Society and Economy and Religion.

Unit IV - 6th Century BC and Rise of Heterodox Sects.

- a. Buddhism
- b. Jainism

Unit V - Mauryas

- a) Chandragupta Maurya
- b) Ashoka
- c) Decline of Mauryan Empire

Suggested Readings

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|----------------------------|--|
| Agrawal, D.P. | : <i>The Archaeology of India</i> , Copenhagen, 1982 |
| Allchin, B. & Allchin, F.R | : <i>The rise of civilization in India and Pakistan</i> , Cambridge, 1982. |
| Mackay, E.J.H. | : <i>Early Indus Civilization</i> (London, 1982) |
| Possehl, George L. | : <i>The Indus civilization, A Contemporary perspective</i> New Delhi, 2003. |

- Ratnagar.S. : *Encounter The westerly trade of the Harappan Civilization*, oxford, 1981
- Thapar, B.K. : *Recent Archaeological Discoveries in India*, Tokyo, 1985.
- Thapar, Romila : *Early India from the origins to AD 1300*, New Delhi, 2002
- Kosambi,D.D. : *The culture and civilization of Ancient India in Historical outline*, New Delhi (Reprinted), 2004.
- Sastri, K.A Nilakanta (ed) : *The Age of the Nandas and Mauryas* (Varanasi, 1952)
- Levin, C. Bongared : *Mauryan India* (Delhi, 1985)
- Thapar, Romila : *Asoka and the Decline of the Mauryas*, 2nd edition, Delhi 1997
- Thapar, Romila : *The Mauryan re-visited*, Delhi, 1998
- Bhandarkar, R.G : *A peep into the early History of India from the foundation of the Maurya Dynasty to the downfall of the Gupta Dynasty.*
- Majumdar, R.C. *et al.* (ed) : *The history and culture of the Indian people* (the age of the imperial Unity) Bombay, 1920 Vol-II
- Sharma, R.S. : *Material culture and social formation in Ancient India*, Delhi, 1983
- Ray, N.R. : *Maurya and Shunga Art* (Calcutta, 1945)
- Habib, Irfan (ed) : *Formation of the Sultanate Ruling Class of the Thirteenth Century*

Fourth Semester

(P-II) BAHIS 401, HISTORY OF INDIA UPTO 1526 A.D. - II

Objective: this course attempt to examining the establishment of the new regional empire in India after the decline of Mauryan dynasty. It aims acquainting the student with the political, cultural and administrative history of medieval India.

Outcomes:

1. Learner will well acquaint with the arrival of Indo Greeks, Sunghas, Kharavelas, Kushanas and Satavahanas.
2. They will know about the Gupta period and its art and literature.
3. They will learn about the foundation and decline of Delhi Sultanate.
4. They will learn about the administrative system of Vijaynagar and Bahamani kingdom.

Unit I- Post Mauryas

- a) The Sungas
- b) Indo Greek
- c) The Kushanas

Unit II – Guptas

- a) Samudragupta
- b) Chandragupta II
- c) Gupta's Art and Architecture

Unit III – Post Gupta

- a. The Pallavas
- b. the Chalukyas

Unit IV- Delhi Sultanate.

- a. Mamluks: Qutub-uddin-Aibak, Iltutmish and Balban.
- b. Khiljis:Alauddin Khilji.
- c. Tughlaqs: Muhammed-bin-Tughlaq, Firoz Shah Tughlaq.
- c. Society, Economy and Literature under the Sultanate.

Unit V- Decline of the Delhi Sultanate.

- a. Vijaynagar Kingdom: Krishna Deva Raya, Socio-Economic Condition, Administration and Contribution to Art and Culture.
- b. Bahmani Kingdom: Administration and Decline.
- c. The Afghans: The Lodhis.

Suggested Readings

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|----------------------------|---|
| Agrawal, D.P. | : <i>The Archaeology of India</i> , Copenhagen, 1982 |
| Allchin, B. & Allchin, F.R | : <i>The rise of civilization in India and Pakistan</i> , Cambridge, 1982. |
| Mackay, E.J.H. | : <i>Early Indus Civilization</i> (London, 1982) |
| Possehl, George L. | : <i>The Indus civilization, A Contemporary perspective</i> New Delhi, 2003. |
| Ratnagar.S. | : <i>Encounter The westerly trade of the Harappan Civilization</i> , oxford, 1981 |
| Thapar, B.K. | : <i>Recent Archaeological Discoveries in India</i> , Tokyo, 1985. |
| Thapar, Romila | : <i>Early India from the origins to AD 1300</i> , New Delhi, 2002 |
| Kosambi, D.D. | : <i>The culture and civilization of Ancient India in Historical outline</i> , New Delhi (Reprinted), 2004. |
| Sastri, K.A Nilakanta (ed) | : <i>The Age of the Nandas and Mauryas</i> (Varanasi, 1952) |
| Levin, C. Bongared | : <i>Mauryan India</i> (Delhi, 1985) |

Thapar, Romila	: <i>Asoka and the Decline of the Mauryas</i> , 2 nd edition, Delhi 1997
Thapar, Romila	: <i>The Mauryan re-visited</i> , Delhi, 1998
Bhandarkar, R.G	: <i>A peep into the early History of India from the foundation of the Maurya Dynasty to the downfall of the Gupta Dynasty.</i>
Majumdar, R.C. <i>et al.</i> (ed)	: <i>The history and culture of the Indian people (the age of the imperial Unity)</i> Bombay, 1920 Vol-II
Sharma, R.S.	: <i>Material culture and social formation in Ancient India</i> , Delhi, 1983
Ray, N.R.	: <i>Maurya and Shunga Art</i> (Calcutta, 1945)
Habib, Irfan (ed)	: <i>Formation of the Sultanate Ruling Class of the Thirteenth Century</i>

Fifth Semester

(P-III) BAHIS 501, HISTORY OF INDIA FROM 1526 TO 1947

Objective: The paper is designed to understand the phases of political development took place during medieval period of India. This paper is also designed to understand the rise of regional politics and expansion and consolidation of the colonial rule in India because of the disintegration of central authority in the country.

Outcomes:

1. Learners will acquaint with the foundation of Mughal Empire in India and disintegration of Empire during the reign of Aurangzeb .
2. They will know about the how Maratha rise during the time of Mughal Empire.
3. They will know about the rise of regional politics after the downfall of Mughal Authority.
4. They will know about how expansion and consolidation of colonial rule in India

Unit I- Mughal India.

- a. Babur: Foundation.
- b. Sher Shah Suri: Administration
- c. Akbar: Mansabdari System and Din-i-Ilahi.
- d. Shah Jahan: Art and Architecture.

Unit II- Crisis of Mughal Empire.

- a. Aurangzeb
- b. Policies
- c. Administration.

Unit III- Rise of Marathas

- a. Marathas: Shivaji
- b. Administration

Unit IV- Rise of Regional Polities

- a. Bengal
- b. Awadh
- c. Mysore.

Unit V- Struggle for Supremacy: Expansion and Consolidation Colonial Rule.

- a. Anglo-French Rivalry.
- b. Advent of British Rule in India.
- c. Warren Hastings, Cornwallis, Wellesley and Dalhousie.

Suggested Readings

- R P Tripathy : *Rise and fall of Mughal Empire.*
Iswari Prasad : *A Short History of Muslim Rule in India.*
A. L. Srivastava : *The Mughal Empire.*
J. N. Sarkar : *Shivaji and His Times.*
R C Majumdar, H C Raychoudhary & K. K. Dutta: *An Advanced History of India.*
Rush Brooke Williams : *An Empire Builder of the 16th Century.*
B. P. Seksena : *History of Shah Jahan of Delhi.*
Elliot and Dowson : *History of India vol-8*
G. S. Sardesai : *The Rise of the Maratha People*
Ishwari Prasad : *History of Muslim Rule in India*
J. L. Mehta : *An Advanced Study I the History of Medieval India Vol. II*
Jadunath Sarkar : *History of Aurangzeb, 5 Vols*
: *Fall of the Mughal Empire*
: *Life and Times of Shivaji*
M. Athar Ali : *Nobility under Aurangzeb*

Fifth Semester

(P-IV) BAHIS 502, WORLD HISTORY (1500-1950)

Objective: The course is attempts to acquaint the students with the rise of modern world, series revolution, political development during the reign of Napoleon and the rise of Nation States in the world.

Outcomes:

1. Learners will able to trace the fall of Constantinople, Renaissance and Reformation.
2. Learners will learn about the how Industrial Revolution stated in Europe.
3. They will learn about the Napoleon and his policies and programme.
4. They will learn about the how Nation State emerged in the world.

Unit I- Rise of Modern World.

- a. Fall of Constantinople.
- b. Renaissance and Reformation.

Unit II - Industrial Revolution:

- a. Causes
- b. Effects

Unit III- French Revolution and its Aftermath.

- a. Causes
- b. Significance

Unit IV- Napoleon

- c. Napoleon as a Reformer.
- d. Congress of Vienna.

Unit V- Rise of Nation States.

- a. Germany.
- b. Italy.
- c. Congress of Berlin.

Suggested Readings

C.J .H. Hayes	: <i>Modern Europe - To 1870 (Vol. I)</i>
H. A. L. Fisher	: <i>A History of Europe (Vol. I & II)</i>
P. J. Helm	: <i>History of Europe 1450-1660</i>
Stephen J. Lee	: <i>Aspects of European History 1494-1789</i>
Felix Gilbert (ed)	: <i>History of Modern Europe</i>
V .H. H. Greene	: <i>Renaissance and Reformation, A Survey of European History between 1450 -1660</i>
Tilly, C (ed)	: <i>The formation of Nation States in Western Europe</i>

Carr, W.	: <i>A History of Germany (1815-1945)</i>
Taylor, A.J.P.	: <i>The Struggle for Mastery in Europe</i>
C.J.H. Hayes	: <i>History of Europe (two volumes)</i>
Hazen, C.D.	: <i>Europe since 1815</i>
Mahendra Kumar	: <i>Theoretical Aspects of International Politics.</i>
M. S. Rajan	: <i>Studies in India's Foreign Policy; and The NAM Summit and Non alignment in the World Focus</i> , No. 279, March 2003.
V. P. Dutt	: <i>India's Foreign Policy.</i>
V. N. Khanna	: <i>Foreign Policy of India and International Relations</i>
K. P. Misra and Naranayan (eds.)	: <i>Non-Alignment in Contemporary International Relations.</i>

Sixth Semester

(P-III) BAHIS 601, HISTORY OF INDIA FROM 1526 TO 1947 -II

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

Outcomes:

1. Learners will learn about the resistance movement against the colonial rule.
2. They will learn about the socio-religious movement during colonial rule.
3. Learners will able to trace the Emergence of Indian Nationalism
4. They will able to differentiate the moderate and extremist period
5. They will learn about the Gandhian movement which led to India's Independence

Unit I- Resistance to British Rule

- a. Maharashtra
- b. Punjab
- c. Sindh
- d. Mysore

Unit II- Revolt of 1857

- a. Causes
- b. Nature and Significance.

Unit III- Socio- Religious Movements

- a. Ram Mohan Roy and Brahma Samaj.
- b. Ramakrishna, Vivekananda and Dayanand Saraswati.
- c. Syed Ahmed Khan and the Aligarh Movement.

Unit IV- India National Movement-I

- a. Emergence of Nationalism.
- b. Predecessors of the Congress and Formation of the Congress.
- c. Early Nationalists: Programmes and Policies and Extremists.

Unit V- India National Movement-II

- a. Non-Cooperation
- b. Civil Disobedience
- c. Quit India Movement
- d. India's Independence

Suggested Readings

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| R P Tripathy | : <i>Rise and fall of Mughal Empire.</i> |
| Iswari Prasad | : <i>A Short History of Muslim Rule in India.</i> |
| A. L. Srivastava | : <i>The Mughal Empire.</i> |
| J. N. Sarkar | : <i>Shivaji and His Times.</i> |
| R C Majumdar, H C Raychoudhary & K. K. Dutta: <i>An Advanced History of India.</i> | |
| Rush Brooke Williams | : <i>An Empire Builder of the 16th Century.</i> |
| B. P. Seksena | : <i>History of Shah Jahan of Delhi.</i> |
| Elliot and Dowson | : <i>History of India vol-8</i> |
| G. S. Sardesai | : <i>The Rise of the Maratha People</i> |
| Ishwari Prasad | : <i>History of Muslim Rule in India</i> |
| J. L. Mehta | : <i>An Advanced Study I the History of Medieval India Vol. II</i> |
| Jadunath Sarkar : <i>History of Aurangzeb, 5 Vols</i> | |
| : <i>Fall of the Mughal Empire</i> | |
| : <i>Life and Times of Shivaji</i> | |
| M. Athar Ali | : <i>Nobility under Aurangzeb</i> |

Sixth Semester

(P-IV) BAHIS 602, WORLD HISTORY (1500-1950)-II

Objective: This course design to acquaint the students with events of First World War to post Second World War. It also deals with the causes and effects of two disastrous World Wars

Outcomes:

1. Learners will learn about the causes and effects of First World War and Russian Revolution.
2. They will learn about the rise of Totalitarian States.
3. They will learn about the Second World War and its impacts.
4. They will learn about the colonialism and nationalism in Asia.
1. They will learn about the Second World War and UNO

Unit I- World War I

- a. Causes
- b. Effects
- c. Treaty of Versailles

Unit II - The Russian Revolution

- a. Causes
- b. Effect

Unit III - Totalitarian States

- a. Nazism in Germany.
- b. Fascism in Italy.

Unit IV- World War II

- a. Causes
- b. Effects.

Unit V - Post- World War II Movements

- a) Colonialism and Nationalism in Asia: Burma, Indonesia and Vietnam.

Suggested Readings

C.J .H. Hayes	: <i>Modern Europe - To 1870 (Vol. I)</i>
H. A. L. Fisher	: <i>A History of Europe (Vol. I & II)</i>
P. J. Helm	: <i>History of Europe 1450-1660</i>
Stephen J. Lee	: <i>Aspects of European History 1494-1789</i>
Felix Gilbert (ed)	: <i>History of Modern Europe</i>
V .H. H. Greene	: <i>Renaissance and Reformation, A Survey of European History between 1450 -1660</i>
Tilly, C (ed)	: <i>The formation of Nation States in Western Europe</i>
Carr, W.	: <i>A History of Germany (1815-1945)</i>
Taylor, A.J.P.	: <i>The Struggle for Mastery in Europe</i>
C.J.H. Hayes	: <i>History of Europe (two volumes)</i>
Hazen, C.D.	: <i>Europe since 1815</i>
Mahendra Kumar	: <i>Theoretical Aspects of International Politics.</i>
M. S. Rajan	: <i>Studies in India's Foreign Policy; and The NAM Summit and Non alignment in the World Focus, No. 279, March 2003.</i>
V. P. Dutt	: <i>India's Foreign Policy.</i>

V. N. Khanna : *Foreign Policy of India and International Relations*
K. P. Misra and Naranayan (eds.) : *Non-Alignment in Contemporary International Relations*.

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. 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.

e. 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.

6. Procedure for admissions, curriculum transaction and evaluation:

a. Procedure for Admission

For the B.A. in History course, any candidate who has qualified Higher Secondary Level Examination from a recognized Board 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 BA course there is one course coordinator, one subject coordinator and one center coordinator. 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 BA course there are six semesters. Each semester is accompanied with one assignment and for 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 4 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.

7. 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

8. Cost estimate of the programme and the provisions:

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 BA History by Institute of Distance Education, for one batch of Distance students for the duration of 3 years is as follows:

Sl. No.	Expenditure Heads	Approx. Amount in Rupees (per Year)
1	Honorarium	`10,80,000/-
2	Counseling	`9,00,000/-
	Assignment Response Format	`10,50,000/-
3	Self-Learning Materials	`27,00,000/-
4	Examination	`7,50,000/-
5	Evaluation	`3,00,000/-
	Others	`2,10,000/-
	Total	`69,90,000/-

9. 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 each semester 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 B.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.