

M.A. HISTORY

PROGRAMME PROJECT REPORT (PPR)

1. Programme's mission and objectives:

Centre for Distance and Online Education (CDOE) 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:

1. Offer excellent higher education with a special focus on providing education to interested people through highly developed, reachable, reasonable, and learner-oriented programmes that help them contribute to the overall development of themselves and society.
2. The institute's aim 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 the doorsteps of rural and geographically remote areas of Arunachal Pradesh in particular and the north-eastern part of India in general.
3. Education through distance is an alternative mode of imparting instruction to overcome the problems of access, infrastructure, and socio-economic barriers. It also intends to offer relevant and accurate programmes to meet 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.
- g.

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 recognised for excellence in teaching and research, and to provide the highest quality educational opportunities for the learners of all communities. The University aims to nurture their talent by promoting intellectual growth to shape their personalities 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 backgrounds and assist them in becoming 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 an 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 the knowledge and skills necessary to achieve their professional goals, improve their performance, and provide leadership and service to the community.

3. COURSE WISE OBJECTIVES AND OUTCOMES

FIRST SEMESTER

MAHIS - 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.

MAHIS – 402: HISTORY OF INDIA (1200-1707)-I

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.

MAHIS – 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

MAHIS -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.

SECOND SEMESTER

MAHIS - 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 Chandragupta 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.

MAHIS– 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.

MAHIS – 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 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.

MAHIS -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 started 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.

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

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

MAHIS-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

MAHIS-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

FOURTH SEMESTER

MAHIS-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.

MAHIS-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

MAHIS-507: 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

MAHIS-508: 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

4. Nature of prospective target group of learners:

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

5. 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 recent developments in the field of history. The current advancements in theoretical as well as methodological areas are incorporated into the syllabus. Academic skills in history could be acquired only through the proper study of the subject by utilising a 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 the graduate level. The most important ones are:

1. Gaining a deeper sense in history of humanity in a rational way

2. Acquiring the ability to clarify how and why major changes occurred in the society.
3. Ability to analyze the social, political economic and cultural aspects behind the major and minor incidents of society.
4. Acquiring knowledge to use the sources to reconstruct the past in a scientific way.
5. Developing critical thinking and analytical skill.

6. Instructional Design:

a. Duration:

The course is of two-year duration with four semesters in any case the course is to be completed within four 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. 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.

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. 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.

f. 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.

g. Evaluation

The course curriculum involves contact and counselling programme at the institution. The learners are given assignment which is compulsory. The learner will have to submit the assignment in order to be eligible for appearing the final examination. The examination will be conducted semester wise. The assignment will carry 30% and the written examination will carry 70%. Evaluation of the assignment will be done at respective study center (if resource persons are available) of CDOE, RGU. The evaluators of the assignment will give their feedback on the quality and further scope for improvement of performance of the examinee.

h. Laboratory support required for the programme:

Laboratory support is required for papers like educational psychology. In educational psychology paper, the practical papers are conducted by the regular education department with the coordination of CDOE, RGU.

i. Library resources:

There is provision for the institutional library of CDOE which functions within CDOE building. Besides the institutional library, learners can also visit the central library of the University next to the CDOE building

7. 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 allocated in following heads

1. Development of course material
2. Student support services
3. Self-training and development
4. Technology support
5. Library
6. Research and Development

8 Amount assigned for programme development, delivery and maintenance as shown below:

Details	MA 1st Semester	MA 2nd Semester	MA 3rd Semester	MA 4th Semester
Course Fee	₹ 700.00	₹ 700.00	₹ 700.00	₹ 700.00
Admission Fee	₹ 500.00	₹ 500.00	₹ 500.00	₹ 500.00
Registration Fee	₹ 450.00			

Central Examination Fee	₹ 1,600.00	₹ 1,600.00	₹ 1,600.00	₹ 1,600.00
Mark sheet Fee	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00
Self-Learning Material	₹ 3,500.00		₹ 3,500.00	
Assignment Evaluation Fee	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00
Counselling Fee	₹ 700.00	₹ 700.00	₹ 700.00	₹ 700.00
Identity Card Fee	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00
Continuation Fee		₹ 500.00	₹ 500.00	₹ 500.00
Assignment Response Fee	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00
Centre Fee	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00
Library Fee	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00
	₹ 8,750.00	₹ 5,300.00	₹ 8,800.00	₹ 5,300.00

8. Quality assurance mechanism:

- Centre for Distance and Online 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.
- Further, counseling is provided during the admission.
- As the learner enrolled in a programme, the Centre for Distance and Online Education provides Self-Learning Materials.
- Centre for Distance and Online 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.
- In every academic session, the Centre for Distance and Online Education provides 10 (ten) days counseling programme to the learners.
- Above these, the academic staffs of the Centre for Distance and Online Education takes thereby address all the grievances of the learners during working hours.

9. 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:

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

a. Curriculum and detailed syllabi of the programme

FIRST SEMESTER

MAHIS - 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:

5. Learner will well acquaint with various sources which help to reconstruct the history early Indian history.
6. Learners will know about the early civilization of India.
7. They will know about the socio- economic and political life of Vedic and Sangam age
8. They will get know about how empire in early India emerged.
- 9.

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.
 - Foreign accounts:** Greek, Chinese and Arab Writers

Unit: II Pre-historic and Proto-historic 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
- c) Sangam Age: Society, Religion, Economy, Polity

Unit: IV

Social Change and Religious dissent

- a) Iron technology, settled Agriculture
- b) Rise of new classes
- c) 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

SUGGESTED READINGS

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

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

MAHIS – 402: HISTORY OF INDIA (1200-1707)-I

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:

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

Unit:I Sources:

- a) Archaeological, Sources: Epigraphy, Numismatic, monuments and chronicles
- b) Literary Sources: Persian, Sanskrit and Regional Language,Archival,Materials,Foreign Traveller Accounts

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
 C) Decline of Mughals

Unit: V a) Vijayanagar and the Bahamanis : Expansion and disintegration
 a) Bahamanis : Expansion and disintegration

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 1206-1526,
5. Satish Chandra : Medieval India: From Sultanate to the 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

MAHIS – 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:

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

Unit: I Sources:
 a) Literary,
 b) Archaeological,
 c) Oral Traditions.

- Unit: II Early States in Assam: Varmanas
 a) Society;
 b) Economy
 c) Polity & Religion
 d) Hiuen-Tsang
 Account of Assam
- Unit: III Early States in Assam:-Palas
 a) Society
 b) Polity
 c) Economy and
 d) Religion
- Unit: IV State formation in Medieval North East
 a) Ahom State
 b) Dimasa State
 c) Jaintia State
 d) Manipur State
- Unit: V Ahom Relations with the Neighbours
 a) Tribes of Arunachal Pradesh : Nyishi, Adi, Mishmi, Bhutia, Khampti, Akas
 b) Other Tribes : Nagas, Khasis, Jayantias, Kacharis

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
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

MAHIS -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.

Unit: I	a)	fall of Constantinople and its Impact
	b)	Decline of Feudalism and beginning of Capitalism
Unit: II	a)	Mercantilism 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

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

MAHIS - 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.

Unit: I Ashoka
a) Asoka's Reign
b) Edicts
c) The Dhamma of Ashoka – Art and Architecture

Unit: II Post Mauryan Era:
a) Indo-Greeks
b) Shunga and Kharavela
c) Kushanas- Art and architecture
d) Satvahanas

Unit: III Gupta period
a) Samudragupta,
b) Chandragupta-II
c) Art and culture- literature

Unit: IV Emergence of Regional Kingdoms:
a) Chalukyas
b) Pratiharas
c) Palas
d) Cholas

- Unit: V Coming of the Arabs and the Turks,
a) Ghaznavids
b) Ghurids and its impact

SUGGESTED READINGS

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

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

Objective: this course aims at examining the establishment of the new regional empire in India. It aims at 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.

- Unit: I a) The Marathas: Shivaji to Shambhaji – Expansion

- Unit: II Economics Aspects:
- a) Agricultural production: Village economy: Peasantry
 - b) Industries
 - c) Trade and Commerce: Internal Trade, European trade

- Unit: III Socio-Religious Movement:

- a) The Sufis: Their orders, belief and practices
- b) The Bhaktis: Chaitanya, Shankaradeva
- c) The Sikh Movement – Nanak

Unit: IV Social and cultural life

- a) Classification of Society
- b) Position of women
- c) Development of literature
- d) Art, Architecture and painting

Unit: V Administration

- a) Sher Shah's administrative Reforms
- c) Mughal's Administration – Land Revenue, Mansabdari
- d) Maratha's Administration

SUGGESTED READINGS

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

MAHIS – 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 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 Decline of the Ahom State and Early Colonial Intervention

- a) Moamaria Rebellion
- b) Captain Welsh's Mission
- c) Burmese Aggression

Unit: II Colonial Expansion

- a) Annexation of Assam
- b) Annexation of Khasi Hills
- c) Annexation of Cachar
- d) Status of Tripura

Unit: III Society and Economy in the Hills:

- a) Nagas
- b) Mizos
- c) Garos

Unit: IV Freedom Movement:

- a) 1857 and North East,
- b) National Consciousness;
- c) Peasant Uprisings
- d) Non-cooperation and Quit India Movement,

Unit: V 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 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
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

MAHIS -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.

Unit I	Industrial Revolution
	b) Development of Industrial Capitalism
Unit: II	American Revolution –
	a) Causes,
	b) Events
	c) Impact
Unit: III	French Revolution
	a) Causes,
	b) Events
	c) Impact

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|----------|------------------------|
| Unit: IV | Napoleon- |
| | a) Rise of Napoleon |
| | b) Reforms of Napoleon |
| | c) Causes of downfall |
| Unit: V | Congress of Vienna – |
| | 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 |
| 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

MAHIS-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

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| Unit: I | Transition of the 18 th Century- |
| | a) Society, Economy, Polity's, Culture, |
| | b) Debates thereof of 18 th 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

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. Tara chand : History of Freedom Movement in India Vol-I and Vol- II

MAHIS-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 be able to trace the Emergence of Indian Nationalism
2. They will be able to interpret the Peasant revolts against the British Rule in India.

3. They will learn about the Rise of Militant Nationalism and Communalism.

- : I Emergence of Nationalism: I
- a) Intellectual Movement
 - b) Emergence of Middle class
 - c) Role of Literature and press
 - d) Economic Nationalism
- Unit: II Emergence of Nationalism-II
- a) Predecessors of Indian National Congress
 - b) Foundation of Indian National Congress
 - c) Programmes and policies of the early Nationalists
- Unit: III Peasant Revolts:
- a) Background – Santhal Movement
 - b) Indigo Revolts,
 - c) Deccan 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
 - d) Growth of Communalism
- Unit V Socio-Religious Reforms
- a) Dayanand Saraswati and Arya Samaj
 - b) Aligarh Reform Movement - Sayyid Ahmed Khan
 - c) Jyotiba Phule
 - d) Veerasalingam

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 |
| 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 |

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|-----|------------------------------------|---|--|
| 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. |

MAHIS-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

Unit: I Sources:

- a) Literary,
- b) Archaeological,
- c) Oral Tradition

Unit: II a) Geographical setting,
b) Pattern of settlement

Unit: III Ahom-Relation with the Tribes of Arunachal Pradesh

Unit: IV British Policy

- a) Posa
- b) Show of force
- c) Kotokies
- d) Markets
- e) Inner Line

Unit-V Resistance Movement

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

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

MAHIS-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

- Unit: I
- a) Concert of Europe
 - 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,
 b) Berlin Congress
 c) Balkan war

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 19th and 20th centuries
8. Grant and Tereperly : Europe in the 19th and 20th 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

MAHIS-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.

Unit: I Agrarian Policy of the British –

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

Unit: II

- a) Growth of English Education
- b) Ram Mohan Roy
- c) Derozio
- d) Ishwar Chandra Vidyasagar

Unit: III

- a) Mercantilist Capitalism and East India Company (1757-1813)
- b) Transition of mercantilism to Free Trade imperialism (1813-1857)

Unit: IV Frontier Policy of the British

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

Unit: V Revolt of 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 |

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

MAHIS-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

Unit: I a) Outbreak of the World War I and its effects on Indian Politics
 b) Home Rule league
 c) Lucknow Pact

Unit: II Emergence of Gandhi in Indian Politics- I
 a) Khilafat Movement
 b) Non – Cooperation Movement
 c) Swarajist and Gandhi

Unit: III Emergence of Gandhi in Indian Politics-II
 a) Civil Disobedience Movement
 b) Quit India Movement

Unit: IV Radical Alternatives:
 a) Rise of Congress Left wing
 b) Left Parties

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

MAHIS-507: 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

Unit: I Mc Mohan Line

- a) Factors – Shimla Conference
- b) Border Controversy
- c) Problems after 1947

Unit: II 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: III Administrative Growth: After India's Independence

- a) Birth of NEFA
 - b) Nehru – Elwin Policy
 - c) Panchayati Raj
 - d) Attainment of Union Territory
- Unit: IV 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
- Unit: V Traditional Religion and Society

- a) Indigenous faiths
- b) Buddhism
- c) Social Change: Factors

SUGGESTED READINGS

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

22. S. Dutta : Studies in the History, Culture & Economy of
Arunachal Pradesh

MAHIS-508: 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:

1. Learners will learn about the First World War and League of Nations.
2. They will learn about the Russian Revolution
3. They will learn about the rise of Fascism and Nazism
4. They will learn about the Second World War and UNO

Unit: I First World War:
a) Alliances
b) Treaty of Versailles

Unit: II Russian Revolution
a) Causes
b) Impact

Unit: III League of Nations
a) Background
b) Functions
c) Assessment

Unit: IV a) Rise of Fascism
b) Rise of Nazism

Unit: V a) Second World War
b) UNO- Objectives and structure and Assessment

SUGGESTED READINGS

5. C.D. Hazen : Modern European History
6. C.J.H Hayes : A Political and Social History of Modern Europe
7. C.D. M. Kettlebey : A History of Modern Europe (1789-1945)
8. David Thompson : Europe since Napoleon
9. C.J. H.Hayes : Modern Europe to 1870
10. Louis Gottschalk and Donald Lach : Europe and the Modern World, Vol –I & II
11. E. Lipson : Europe in the 19th and 20th centuries
12. Grant and Tereperly : Europe in the 19th and 20th centuries

13. J. M. Roulets, : Europe 1880-1945
 14. Arjun Dev
 And Indera Arjun Dev : The History of world
 15. W.C. Langsam &
 O.C. Mitchell : The World Since 1919

d. Credit Weightage per Paper and Semester

* 4 Credits= 64 Hours in Each Paper (includes lectures, seminars, workshops, practical etc.)

** 1 Credits=16 Hours per month (assignment)

*** 1 credit= 16 period/16 hours per month

**** Total credits per semester: No. of papers 4 x 5 credit points= 20 credits

Paper Code and Title	External Marks (Term End Exams)	Internal Marks (Assignment marks)	Total Marks	Credit	Teaching Hours
First Semester:					
MAHIS-401:	70	30	100	5	80 hrs
MAHIS -402:	70	30	100	5	80 hrs
MAHIS -403:	70	30	100	5	80 hrs
MAHIS -404:	70	30	100	5	80 hrs
Second Semester:					
MAHIS -405 :	70	30	100	5	80 hrs
MAHIS -406:	70	30	100	5	80 hrs
MAHIS -407:	70	30	100	5	80 hrs

MAHIS -408:	70	30	100	5	80 hrs
Third Semester :					
MAHIS -501:	70	30	100	5	80 hrs
MAHIS -502:	70	30	100	5	80 hrs
MAHIS -503:	70	30	100	5	80 hrs
MAHIS -504:	70	30	100	5	80 hrs
Fourth Semester:					
MAHIS -505:	70	30	100	5	80 hrs
MAHIS -506:	70	30	100	5	80 hrs
MAHIS -507:	70	30	100	5	80 hrs
MAHIS -508:	70	30	100	5	80 hrs
Total			1600	80	

e. Evaluation Scheme

Each paper is of 100 marks and 5 credits with 80 teaching hours. The weightage for written and Internal Assessment in each paper is 70% and 30% respectively. The pass marks for internal and external examinations are 45% separately. There shall be three sections i.e. A, B & C for external theory examination for each paper. Section A will be of 20 marks. There shall be 05 questions carrying 01 question from each unit and the candidate has to attempt 04 questions each carrying 05 marks. Section B will consist of 30 marks. There shall be 04 questions; one from each unit and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 04 questions one from each unit and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

30 marks of internal assessment will be awarded on the basis of assignment submitted in each semester. The pass mark for assignment is 40%. Students unable to secure pass mark in assignments will not be eligible to appear for the end semester examination.