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No. 6-38/2022 (FSS) CBCS (PG) -HPU (Acad.)  
Himachal Pradesh University, Summer Hill, Shimla-5  
(NAAC Accredited "A" Grade University)  
"Academic Branch",

Dated: 24-12-2022.

To

1. The Dean, Faculty of Social Science, HPU, Shimla-5
2. The Controller of Examinations, HPU, Shimla-5.
3. The Director, ICDEOL, HPU, Shimla-5.
4. The D.R. Exam. (PG) HPU, Shimla-5.
5. The D.R. Eval./Re-Eval./Conduct, HPU, Shimla-5.
6. The D. R. Secrecy, HPU, Shimla-5. (with 2 spare copies.)
7. The S.O. Exam (MA History) HPU, Shimla-5.
8. The Librarian, HPU Main Library, Shimla-5
9. The Incharge, Computer Centre, Examination Wing (PG), HPU, Shimla-5.

**Subject:** *Complimentary copies of revised Syllabus of M.A History under CBCS effective from July 2022.*

Sir/Madam,

In continuation of this office letter of even No. dated 22-08-2022, please find enclosed herewith a complimentary copy of revised syllabus of **M.A History (First & Second semester) under CBCS as per Annexure-A-I**, duly approved by the Standing Committee of Academic Council in its meeting held on 03.12.2022 vide Item No. 6, on the recommendations of the concerned Board of Studies (PG) and Faculty of Social Sciences for its implementation effective from July, 2022.

Yours faithfully,

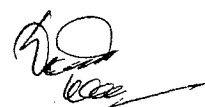


Deputy Registrar (Acad.)  
HP University Shimla-5.  
Dated: 24-12-2022.

Endst. No. Even

Copy to:

1. The Chairman, **Deptt. of History, HPU, Shimla-5** for information and **send the soft copy in PDF format to web Admin, HPU, Shimla-5 immediately.**
2. All the Principal, Govt./Non-Govt., Affiliated Colleges under the Jurisdiction of H.P. University/Department of Evening Studies, HPU, The Mall, Shimla-1/HPU Regional Centre Dharmshala, Distt. Kangra (HP) running above mentioned course and also requested to kindly download the above mentioned syllabus from the University website i.e. [www.hpuniv.ac.in](http://www.hpuniv.ac.in).
3. The Web Admin, HPU, Shimla-5, with the request to upload this letter with syllabus on the website.
4. The Dealing Assistant Meeting (Acad.), HPU, Shimla-5, for information.
5. Guard file.



Deputy Registrar (Acad.)

**Department of History  
Himachal Pradesh University, Summerhill  
Shimla-171005**



**Annexure –A-1**

**Scheme & Structure of M.A. (History) Programme under CBCS and the First  
and Second Semesters' Courses as Approved on 13 July 2022 by the Board of  
Studies Effective from July 2022  
(Revised on 18<sup>th</sup> November 2022 by Board of Studies)**

**DEPARTMENT OF HISTORY**  
**(NAAC Accredited 'A' Grade University)**  
Himachal Pradesh University, Summerhill  
Shimla – 171005

No. HPU/Hist/ PG-Board of Studies-2022

Dated: 18.11.2022

**MEETING/PROCEEDINGS OF THE POST GRADUATE BOARD OF STUDIES (PG) IN THE  
DEPARTMENT OF HISTORY HELD ON 18.11.2022**

A meeting of the Board of studies (PG) History held at the Department of History on 18 November 2022 from 10.00 AM onwards. The followings were present:

- |                        |                            |
|------------------------|----------------------------|
| 1. Prof. B.K. Shivram  | - Member                   |
| 2. Ms. Roshni Devi     | - Member                   |
| 3. Dr. Ankush Bhardwaj | - Chairperson Cum Convener |

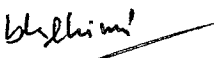
The following Decision taken:-

**Agenda:** Scheme and Structure of PG syllabi under CBCS (beginning July 2022) and revisions thereof.

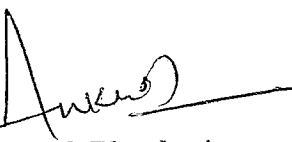
**Decision :** Pursuant to Himachal Pradesh University Regulations 2022 (CBCS) necessary revisions in Scheme and Structure of PG Syllabi under CBCS (beginning July 2022 , notified vide no. 6-38/2022 (FSS) CBCS (PG)- HPU (Acad.) dated – 22 August 2022) were proposed , discussed and approved as per attached Annexure A-1 (pp. 1-33)

BoS resolved that student shall study GE course (HIST 229) in Second semester and decided to drop one core course HIST 224 entitled **Modern World (c. 1780-1950)** from second semester. Thus student shall study three core and one Generic Elective course in second semester. GE course (HIST 229) **Aspects of Himachal History** was approved as per aforementioned Annexure.

The meeting ended with vote of thanks to the chair.

  
Prof. B.K. Shivram  
Member

  
Ms. Roshni Devi  
Member

  
Dr. Ankush Bhardwaj  
Chairperson Cum Convener

18/11/2022  
Himachal Pradesh University  
Department of History  
Shimla

# हिमाचल प्रदेश सरकार

Himachal Pradesh University,  
(NAAC Accredited "A" Grade University),  
Faculty of Social Sciences,  
Shimla-05.

No.HPU/ Dean-FSS.-2022

Dated: 15.07.2022

A Meeting of the **Faculty of Social Sciences** was held on 15<sup>th</sup> July, 2022 at 11.30 a.m in the Conference Hall of **Department of Public Administration, H. P. University, Shimla-05**. The following members were present:-

- |   |                                    |
|---|------------------------------------|
| 1. Prof. Mamta Mokta                            | - Dean Faculty of Social Sciences. |
| 2. Chairman, Deptt. of Economics                | - Ex-Officio Member.               |
| 3. Chairman, Deptt. of History                  | - Ex-Officio Member.               |
| 4. Chairman, Deptt. of Pol. Science             | - Ex-Officio Member.               |
| 5. Chairman, Deptt. of JMC                      | - Ex-Officio Member.               |
| 6. Chairman, Deptt. of Yoga Studies             | - Ex-Officio Member.               |
| 7. Chairman, Deptt. of Sociology & Social Work  | - Ex-Officio Member.               |
| 8. Chairman, Deptt. of Life Long Learning       | - Ex-Officio Member.               |
| 9. Chairman, Deptt. of Library and info Science | - Ex-Officio Member.               |
| 10. Chairman, Deptt. of Arch. & Ancient History | - Ex-Officio Member.               |
| 11. Prof. Aparna Negi                           | - Member.                          |
| 12. Prof. Sashi Kant                            | - Member.                          |
| 13. Prof. Vikas Dogra                           | - Member.                          |
| 14. Prof. Bal Krishan Shivram                   | - Member.                          |
| 15. Prof. Mirdula Sharda Sharma                 | - Member.                          |
| 16. Dr. Roshni Devi                             | - Member.                          |
| 17. Dr. Ajay Kumar                              | - Member.                          |
| 18. Dr. S. P. Pathak                            | - Member.                          |
| 19. Dr. Ashwani Kumar                           | - Member.                          |
| 20. Dr. Yashwant Singh Harta                    | - Member.                          |

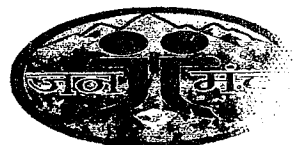
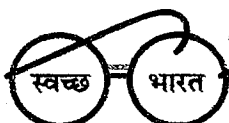
At the outset the Chairperson welcomed the members for participating in the meeting of Faculty of Social sciences and giving their valuable suggestions. After detailed discussion of all the agenda items, the following decisions were taken.

**Item-I:** To consider the syllabi as per Choice Based Credit System (CBCS) of MA Economics, MA Business Economics, Post Graduate Diploma in Population Studies and Course Work for Ph.D in Economics respectively duly approved by the BOS (PG) Economics in its meeting held on 18.05.2022.

**Decision :** Approved as per Annexure's as recommended by BOS (PG).

**Item-II:** (i) Revision and Introduction of 3<sup>rd</sup> and 4<sup>th</sup> Semester courses for MA History programme implemented in July, 2021, (ii) Scheme and Structure of PG syllabi as per Choice Based Credit System (CBCS) of MA History to be implemented from July, 2022 duly approved by the BOS (PG) History in its meeting held on 13.07.2022.

**Decision :** Approved as per Annexure's as recommended by BOS (PG).



# हिमाचल प्रदेश सरकार

-2-

**Item-III:** To consider the syllabi of MA in Journalism and Mass Communication, Course Work for Ph.D. in Journalism and Mass Communication as per CBCS, introduce and consolidate concerns such as a skill development, innovations, start-ups and entrepreneurship, soft skills, intellectual property rights, cyber security, gender sensitisation, disaster management and preparedness, human rights and Indian ethos, community service and engagement, critical appraisal skills for health reporting, and introduce cleanliness drive and mentorship programme in MA(JMC) and the amendments/additions required to be added in the Ordinance of the H. P. University, Shimla-05, duly approved by the BOS (PG) Journalism and Mass Communication in its meeting held on 01.07.2022.

**Decision :** Approved as per Annexure's as recommended by BOS (PG).

**Item-IV:** To consider the syllabi of MA Public Administration as per CBCS and course work for Ph.D in Public Administration as per CBCS duly approved by the BOS (PG) Public Administration in its meeting held on 21.06.2022.

**Decision :** Approved as per Annexure's as recommended by BOS (PG).

**Item-V:** To consider the syllabi of MA Sociology as per CBCS duly approved by the BOS (PG) Sociology and Social Work in its meeting held on 25.09.2021.

**Decision :** Approved as per Annexure's as recommended by BOS (PG).

**Item-VI:** To consider the syllabi of MA Social Work as per CBCS duly approved by the BOS (PG) Sociology and Social Work in its meeting held on 09.10.2021.

**Decision :** Approved as per Annexure's as recommended by BOS (PG).

**Item-VII:** To consider the syllabi of M A in Yoga Studies as per CBCS duly approved by the BOS (PG) Yoga Studies in its meeting held on 20.06.2022.

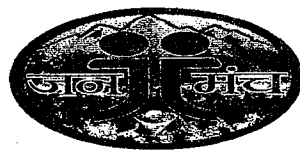
**Decision :** Approved as per Annexure's as recommended by BOS (PG).

**Item-VIII:** To consider the syllabi of M A in Rural Development as per CBCS, To start Ph.D programme in Sustainable Rural Development and also syllabi of "Course Work" and "Entrance Test" for Ph.D in Sustainable Rural Development as per CBCS duly approved by the BOS (PG) Life Long Learning in its meeting held on 14.07.2022.

**Decision :** Approved as per Annexure's as recommended by BOS (PG).

**Item-IX:** To consider the syllabi of MA Archaeology and Ancient History as per CBCS duly approved by the BOS (PG) Archaeology and Ancient History in its meeting held on 11.09.2021.

**Decision :** Approved as per Annexure's as recommended by BOS (PG).



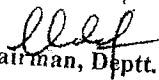
# हिमाचल प्रदेश सरकार

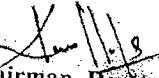
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**Item-X:** To consider the syllabi of MA Geography as per CBCS and course work for Ph.D in Geography as per CBCS duly approved by the BOS (PG) Geography in its meeting held on 17.06.2022.

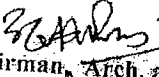
**Decision :** Approved as per Annexure's as recommended by BOS (PG).

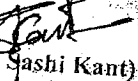
Meeting ended with vote of thanks to the chair.

  
(Chairman, Deptt. of Economics)

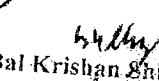
  
(Chairman, Deptt. of J&MC)

  
(Chairman, Deptt. of Sociology)

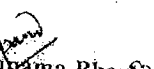
  
(Chairman, Arch. and Ancient History)


  
(Prof. Sashi Kant)


  
(Prof. Aparna Negi)

  
(Prof. Bal Krishan Shivram)


  
(Dr. Reshmi Devi)

  
(Dr. Anurama Bharti)

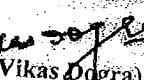
  
(Dr. S. P. Pathak)

  
(Chairman, Deptt. of History)

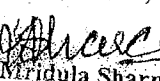
  
(Chairman, Deptt. of Pub Admn)

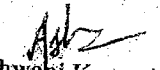
  
(Chairman, Deptt. of Yoga Studies)


  
(Chairman, Deptt. of Geography)

  
(Prof. Vikas Dogra)

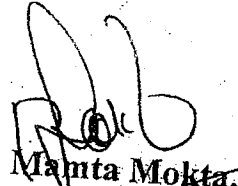
  
(Prof. Karam Chand)

  
(Prof. Mridula Sharma)

  
(Dr. Ashwani Kumar)

  
(Dr. Ajay Kumar)

  
(Dr. Yashwant Hartta)

  
Prof. Mamta Mokta,  
Dean, Faculty of Social Sciences,  
H. P. University, Shimla-05.



**DEPARTMENT OF HISTORY**  
NAAC Accredited 'A' Grade University  
Himachal Pradesh University, Summerhill,  
Shimla – 171005

**MEETING/PROCEEDINGS OF THE BOARD OF STUDIES (POST GRADUATE) IN  
HISTORY HELD ON 13 July 2022**

A meeting of the Board of Studies (PG) History was held online through Google Meet on 13<sup>th</sup> July 2022 from 11.00 a.m. onwards. The following were present:

1. Prof. Heeraman Tiwari, Professor in Centre for Historical School of Social Sciences, JNU, New Delhi (External Expert)
2. Prof. B.K. Shivram, Department of History, HPU, Shimla-5 (Member)
3. Prof. Arun Kumar Singh, Department of History, HPU, Shimla-5 (Member)
4. Dr. Sharda Devi, Department of History, ICDEOL, HPU, Shimla-5 (Member)
5. Ms. Roshni Devi, Department of History, HPU, Shimla-5 (Member)
6. Dr. Ankush Bhardwaj, Chairman, Department of History, HPU, Shimla-5 (Convener/Member)


**Agenda 1:** Revision and Introduction of Third and Fourth Semesters' Courses for M.A. (History) Programme Implemented in July 2021.

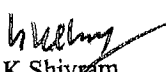
**Decision:** In continuation to revised syllabi of M.A. History (Notified vide letter No. 6-38/2005(FSS)-HPU (Acad.) Vol-III dated 10.06.2020, even no. (s) dated 03.08.2020 & 25.05.2022) Third and Fourth semesters' courses were proposed, discussed and approved as per Annexure-I.


**Agenda 2:** Restructuring scheme and structure of PG syllabi under CBCS to be Implemented from July 2022.

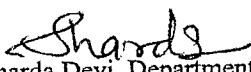
**Decision:** Scheme and structure of PG syllabi under CBCS (beginning July 2022) including First and Second semesters' courses were proposed, discussed and approved as per attached Annexure-A.


It was decided to continue discussion on 3<sup>rd</sup> & 4<sup>th</sup> semesters' (CBCS) courses at the next BoS meeting.

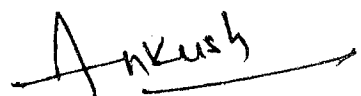
  
Prof. Heeraman Tiwari,  
Centre for Historical School of  
Social Sciences, JNU, New Delhi  
(External Expert)

  
Prof. B.K. Shivram,  
Department of History, HPU,  
Shimla-5 (Member)

  
Prof. Arun Kumar Singh,  
Department of History, HPU,  
Shimla-5 (Member)

  
Dr. Sharda Devi, Department of  
History, ICDEOL, HPU, Shimla-5  
(Member)

  
Ms. Roshni Devi,  
Department of History, HPU,  
Shimla-5 (Member)

  
Dr. Ankush  
Bhardwaj,  
Chairman/Member,  
Department of  
History, HPU,  
Shimla-5  
(Convener/Member)

Himachal Pradesh University,  
(NAAC Accredited "A" Grade University),  
Department of History,  
Shimla-05.

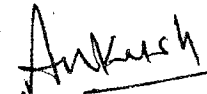
No. 1-3/2017-HPU(Hist).

Dated : 18.11.2022.

It is brought to the kind consideration of Hon'ble Vice Chancellor/Pro Vice-Chancellor that the meeting of Board of Studies (PG) was held on 18<sup>th</sup> November, 2022 in the Department of History regarding PG matter related to revision of Choice Based Credit system for M.A. History syllabus as per Himachal Pradesh University regulations-2022. The proceeding of Board of Studies (PG) has been approved by the Faculty of Social Sciences on 18<sup>th</sup> November, 2022 and the item is now to be place before the Standing Committee of the Academic Council.

The Hon'ble Vice Chancellor/PRO Vice-chancellor is therefore, requested to give his kind consent to place the revision of Choice Based Credit system for M.A. History syllabus as per Himachal Pradesh University regulations-2022 before the Standing Committee of the Academic Council.

Submitted for perusal and approval please.

  
Chairman,  
Dept. of History,  
H. P. University, Shimla-05.

Hon'ble Hon'ble Vice Chancellor/PRO Vice-chancellor

*approved as per...*

Hon'ble V.C.



Himachal Pradesh University,  
(NAAC Accredited "A" Grade University),  
Faculty of Social Sciences,  
Shimla-05.

Dated: 18.11.2022

No.HPU/ Dean-FSS.-2022

**THROUGH CIRCULATION**

Please find enclosed herewith the proceedings of BOS (PG) of the Departments under the Faculty of Social Sciences for your kind consideration and necessary approval. You are requested to accord your kind approval on the items listed below:-

**Item No. I :** The PG matter related to revision of Choice Based Credit system for M.A. Economics, MA Business Economics and Post Graduate Diploma in Populations Studies syllabus as per Himachal Pradesh University regulations-2022 duly approved by the BOS (PG) Economics, in its meeting held on 17.11.2022.  
**Decision approved as per Annexure.**

**Item No. II :** The PG matter related to revision of Choice Based Credit system for M.A. Political Science, syllabus as per Himachal Pradesh University regulations-2022 duly approved by the BOS (PG) Political Science, in its meeting held on 17.11.2022.  
**Decision approved as per Annexure.**

**Item No. III :** The PG matter related to revision of Choice Based Credit system for M.A. Public Administration syllabus as per Himachal Pradesh University regulations-2022 and Starting of the credit based course work syllabus for Ph.D in Public Administration from the academic session 2024-2025 duly approved by the BOS (PG) Public Administration, in its meeting held on 17.11.2022.  
**Decision approved as per Annexure.**

**Item No. IV :** The UG matter relating to introduction of Certificate and Diploma course in Human Resource Development(HRM) in ICDEOL from the academic session 2023-2024 duly approved by the BOS (UG) Public Administration, in its meeting held on 17.11.2022.  
**Decision approved as per Annexure.**

**Item No. V :** The PG matter related to revision of Choice Based Credit system for M.A. Psychology, syllabus as per Himachal Pradesh University regulations-2022 duly approved by the BOS (PG) Psychology, in its meeting held on 17.11.2022.  
**Decision approved as per Annexure.**

**Item No. VI :** The PG matter related to revision of Choice Based Credit system for M.A. Social Work, syllabus as per Himachal Pradesh University regulations-2022 duly approved by the BOS (PG) Social Work, in its meeting held on 16.11.2022.  
**Decision approved as per Annexure.**

**Item No. VII :** The PG matter related to revision of Choice Based Credit system for M.A. Sociology, syllabus as per Himachal Pradesh University regulations-2022 duly approved by the BOS (PG) Sociology, in its meeting held on 16.11.2022.  
**Decision approved as per Annexure.**

**Item No. VIII :** The PG matter related to revision of Choice Based Credit system for M.A. Geography syllabus as per Himachal Pradesh University regulations-2022 and Starting of the credit based course work syllabus for Ph.D in Geography from the academic session 2024-2025 duly approved by the BOS (PG) Geography, in its meeting held on 17.11.2022.  
**Decision approved as per Annexure.**

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**Item No. IX :** The PG matter related to revision of Choice Based Credit system for M.A. Journalism and Mass Communication syllabus as per Himachal Pradesh University regulations-2022 and Starting of the revised course work syllabus for Ph.D in Journalism and Mass Communication from the academic session 2022-2023 duly approved by the BOS (PG) Journalism and Mass Communication, in its meeting held on 17.11.2022

**Decision approved as per Annexure.**

**Item No. X :** The PG matter related to revision of Choice Based Credit system for M.A. Defence & Strategic Studies, syllabus as per Himachal Pradesh University regulations-2022 duly approved by the BOS (PG) Defence & Strategic Studies, in its meeting held on 18.11.2022.

**Decision approved as per Annexure.**

**Item No. XI :** The PG matter related to revision of Choice Based Credit system for M.A. Yoga Studies, syllabus as per Himachal Pradesh University regulations-2022 duly approved by the BOS (PG) Yoga Studies, in its meeting held on 17.11.2022.

**Decision approved as per Annexure.**

**Item No. XII :** The PG matter related to revision of Choice Based Credit system for M.A. History, syllabus as per Himachal Pradesh University regulations-2022 duly approved by the BOS (PG) History, in its meeting held on 18.11.2022.

**Decision approved as per Annexure.**

**Item No. XIII :** The PG matter related to revision of Choice Based Credit system for M.A. Archaeology & Ancient History, syllabus as per Himachal Pradesh University regulations-2022 duly approved by the BOS (PG) Archaeology & Ancient History, in its meeting held on 18.11.2022.

**Decision approved as per Annexure.**

**Item No. XIV :** The PG matter related to revision of Choice Based Credit system for M.A. Rural Development syllabus as per Himachal Pradesh University regulations-2022 and Starting of the credit based Ph.D course work syllabus in sustainable Rural Development from the academic session 2024-2025 duly approved by the BOS (PG) Life Long Learning, in its meeting held on 17.11.2022.

**Decision approved as per Annexure.**

Prof. Mandeep Shrivastava	Political Science
Ramesh K. Chauhan	Pol. Science Ramdi
Dr. Vikas Singh	Pol. Science Anand
Dr. Mani Pathak Dohra	Pol. Science Mittu
Harish K. Thakur, Defence Studies	Archaeology & Ancient History
Prof. Arun Kumar Singh	History
Prof. B.K. Sharma	History
Dr. Ankuish Bhardwaj	History
Rachni Devi	History

SHASHI KANT Professor, Dept of Journalism & Mass Communication *Shashi*

Dr. Ajay Kumar Asstt Professor Dept of Journalism & Mass Comm. *Ajay*

Dr. Kanwaljit Singh Asso. Professor - Do - *KJ*

Dr. Sunil Kumar Professor, Dept of Psychology *SK*

Dr. Yashwant Harit A. Prof D.L.H. *Yash*

Niranjana Bhandari Dept of Sociology & Social Work *Nir*

Dr. Ashwani Kumar "

Prof. Manoj Sharma Economics (Chairman) *Manoj*

Prof. Aparna Nigri Economics - *Aparna*

Dr. Reena Dogra Assistant Prof Economics *Reena*

Dr. Rakesh Singh Associate Professor Economics *Rakesh* 18/11/2022

Dr. Shalini Gupta Associate Professor Yoga Studies *Shalini* 18/11/2022

Dr. L.R. Verma Professor ICDEEL HPU Public Admin. *L.R. Verma* 18/11/22

*Manoj*  
18/11/2022

Prof. Manoj Malik  
Dear, Faculty of Social Science

may be placed before Academic Council  
for necessary approval  
forwarded to D.R. Academics. *Manoj*  
18/11/2022

## ANNEXURE A-1

### SCHEME AND STRUCTURE OF M. A. (HISTORY) PROGRAMME UNDER CBCS AS APPROVED ON 13 July 2022 BY THE BOARD OF STUDIES (POST GRADUATE) IN HISTORY (REVISED On 18 NOVEMBER 2022 BY BOARD OF STUDIES)

The revised syllabi for M. A. (History) under CBCS are recommended for introduction from academic session 2022-2023, beginning July 2022.

The MA History programme has been restructured to offer all its active strengths in an innovative package of courses that challenges students to develop their knowledge and skills. Programme is designed around students' research interests and provides the opportunity to choose courses relating to a variety of historical periods and locations. The choices are provided in units because we want students to appreciate the vastness of the discipline, give them the opportunity to expand their range of interests so that they are better skilled in their future endeavours. Students can opt to specialise in particular areas such as ancient, medieval, modern, contemporary and regional history. Students will be able to demonstrate broad knowledge of historical events and periods and their significance. Programme's aim includes identifying and describing the contours and stakes of conversations among historians within defined historiographical fields. Students will learn to apply historical methods to evaluate critically the record of the past and how historians and others have interpreted it—to deploy skills of critical analysis. Student will acquire central historical research skills, including the effective use of libraries, archives, and databases. Students should demonstrate their mastery of the knowledge and skills involved in historical practice by conceptualizing and executing a significant piece of original research. Students will learn to organize and express their thoughts clearly and coherently both in writing and orally.

Courses have been designed to integrate and provide the value-based and skill-based knowledge as well. The value and skill-based knowledge shall supplement students learning and enhance their preparedness to meet the challenges of their academic life. The value and skill-based knowledge gained includes: craft of meaningful writing, critical thinking and problem solving abilities, development of communication and presentation skills, learning of the dynamics of analysis and interpretation through research, ethics, social and environment responsibilities. The dissertation provides the opportunity to develop further the skills and apply historical knowledge to research project.

University Grants Commission's instructions about publication ethics and misconduct (Letter No. F.1/2018(Journal/Care) dated December 2019), are integrated as a part of the course entitled History and Historiography.

#### Structure

The M.A. History syllabi structure shall comprise four semesters with four courses in each semester and one course on Ability Enhancement (AEC) of Non-CGPA. Each student will be required to successfully complete 16 (sixteen) courses with a total of 92 credits marks and one course of 2 or 4 credits on Ability Enhancement (AEC) of Non-CGPA in order to be eligible for the award of the M.A. degree. The student shall study 4 (four) core courses in first and 3 (three) core and one Generic Elective course (Interdisciplinary/or Open Elective course\*) in second semester. In third semester the student shall study 3 (three) core courses, one Discipline Specific elective/optional/specialisation course and one course of 2 or 4 credits on Ability Enhancement (AEC) of Non-CGPA. In fourth semester the student shall opt one Dissertation & Project /or DSE,

2(two) Discipline Specific elective/optional/specialisation course and one Generic Elective course (Interdisciplinary/or Open Elective course (total 4 courses). Generic Elective courses (Interdisciplinary/or Open Elective courses) proposed in Second and Fourth semesters are open for all. For elective /optional/specialisation courses, the student shall choose any one of three streams (ancient, medieval or modern Indian history) and shall continue to study courses of the same specialisation in each of the last two semesters. Each core and elective course including Dissertation & Project will be of 6 credits (Theory 5 + Tutorial 1) and Generic (Interdisciplinary/or Open Elective) course of 4 credits (Theory 3+ Tutorial 1). Ability Enhancement Course (AEC) of Non-CGPA will be of 2 or 4 credits.

The regular students at Post-Graduate and Regional Centre /Foreign students shall opt for Project work/Dissertation against one course offered in Fourth semester. Departmental Council of the Department of History would periodically decide that Project work/Dissertation is to be offered (or not) and against which course, beforehand of the academic session for Indian students. All other students instead will study DSE course.

\*Students will be at liberty to study Generic Elective course in any two semesters in two years Degree Programme. Department shall however offers GE (Interdisciplinary/or Open Elective) courses in Second and Fourth semesters, open for all.

### **Learning & Teaching Modes**

Face-to-face teaching in classroom consists of five lectures and one tutorial per week. Lectures and Tutorials shall begin in Week 1 of semester. The weekly tutorials will involve numerous small-group activities in which students will be given problems to address relating to primary and secondary source materials. Students are expected to ask questions in the classroom and participate in the discussion. Having own opinion and disagreement with the instructor is encouraged. Students are always welcome to share their problem concerning the course.

### **Workload**

The information below is provided as a guide to assist students in engaging appropriately with the course requirements. One semester extends over a period of 20 weeks in total out of which 16 weeks are for the teaching-learning process and four (4) weeks are for testing process (i.e. mid-term/minor test(s), homework assignments, seminars and semester-end examination (including preparatory period ). Students will need to devote approximately 14 hours per week to each course (divided over least 16 weeks of study). This consists of about 5 x 1-hour lectures and one tutorial per week, and 8 hours per week of independent study, during which time students will work for/on tutorials/assignments/seminars and prepare for examinations.

### **Medium of Instruction/Examination**

The M.A. History programme is available both in English and Hindi mediums. Students shall have the liberty to write either in Hindi/or English in the examinations.

### **Project work/Dissertation**

In place of any one of the courses (to be decided by Department Council) in semester 4, students at Post-Graduate and Regional Centre /Foreign students will be required to write the Dissertation/or Project of minimum 15000 words to maximum 20000 words, including footnotes, references and bibliography. Topic shall be decided in consultation with course teacher/supervisor allied to the course and History discipline. The overall weightage of dissertation shall carry 100 marks (or 6 credits) (80 marks for evaluation and 20 for viva-voce). In credit



system dissertation shall carry 5 (five) credits and viva-voce shall have 1 (one) credit weightage. Dissertation will be jointly evaluated by the course teacher/supervisor and the Chairman of the department/ or by the outside expert. Viva voce will be conducted by department council and an external expert (to be nominated by Department Council) may be invited for the purpose (who will be paid TA/DA as per University norms). The candidate must obtain a minimum of 40 % marks (i.e. 32 marks out of 80 and 8 marks out of 20) separately in both in order to be declared successful.

### Assessment

Academic assessment in each M.A. course/paper in History shall consist of two components:

- A. Internal Assessment
- B. External Examination

#### A. Internal Assessment

*Regular Students of PG Centre/Department/College*

1. Twenty per cent (20%) of the maximum marks in each course/ paper shall constitute the internal assessment component. (Since each paper in M.A. History consists of 100 maximum marks, internal assessment shall have a total value of 20 marks.).
2. This 20 per cent component (20 marks) shall be further divided into three parts:
  - a. Weightage for classroom attendance will be of **5 marks** and shall be awarded as under:

S.N	Percentage of classes attended	Marks
i.	Up to 75% including condoning of lecture shortage by the competent authority as per provision under University ordinances	Zero
ii.	> 75% but <80%	1 mark
iii.	80% to 85%	2 marks
iv.	>85% but <90%	3 marks
v.	90% to 95%	4 marks
vi.	>95%	5marks

- b. Sit-down Class/Snap Test/Oral/examination: **5 marks** (from the total of 20 allocated for internal assessment). Course teacher at Department/College shall conduct the test when at least two units of the course are completed, around the sixth week of study (may be in small group) and shall evaluate the answer scripts. Course teacher may ask questions to the student in spoken form in case of oral test. Answers with deep explanation/examples/ expression/ style/presentation may get higher marks. Questions may be set/or asked on the pattern of end-semester examination to be answered in note form.
  - c. Assessment for Seminar and Presentation (Skill & Value based): **10 marks** (from the total of 20 allocated for internal assessment) assessment shall be made on the basis of seminar presentation by the candidate according to the following norms:

S.N	Assessment category	Marks
i.	Content/ subject matter of seminar script	5 marks
ii.	Presentation and defence of seminar (3+2)	5 marks
	<b>Total</b>	<b>10 marks</b>

*Method of Seminar Assessment:*

*Answer b*

- i. Before submission of the seminar script to the course teacher for assessment, the candidate shall present the seminar in the classroom. The candidate would be expected to answer verbal questions put to her/ him on the seminar topic by those present. The seminar presentation shall be jointly evaluated by the course teacher along with another faculty member of the Department of History nominated by the Departmental Council. **(Total 5 marks)**
- ii. The seminar scripts of the candidates shall be evaluated by the course teacher. **(Total 5 marks)**

In the course **HIST 101 History and Historiography** regular students instead will be required to write a book review of latest book (s) to be suggested by course teacher on historical topics that should accomplish two main goals, i) Lay out an author's argument, and ii) Most importantly, critique the historical arguments.

*Re-Assessment:*

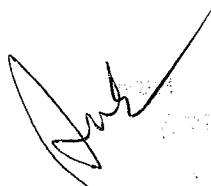
- i. In the event of a candidate desiring a re-assessment of the class or seminar script, she/he should apply in writing to the Chairperson of the Department of History within seven working days of the declaration of the assignment's result. The script would thereafter, be re-assessed by a committee consisting of the Chairperson, the course teacher who evaluated the script in the first instance, and the teacher who was involved in test/ or present in seminar presentation. The student concerned would also be invited to be present during the process of re-assessment. Failed in assessment part s/he shall be provided two more attempts to retake internal assessment component within a year.
- ii. If the Chairperson is herself/ himself the course teacher of a script that comes up for re-assessment, the Departmental Council would nominate another teacher of the Department to the re-assessment committee.

*ICDEOL Students*

Weightage of 20 percent (20 marks) for Internal Assessment in each course shall be available in the assessment of written assignments of a course/paper. Questions will be set on the pattern of end-semester examination.

*Instruction for Written Assignment and Assessment Criteria to Assess the written Assignment:*

- a. Each candidate will have to complete Home Assignments (answer all the questions in an assignment) in each course in order to be eligible to appear in the annual examination (theory). Candidates shall submit them in time.
- b. The assignments will be evaluated with useful comments by the teachers/counsellors/tutors at the designated centre and the respective weightage of marks will be added to their percentage of marks obtained at the annual examination (theory).
- c. The Coordinator/In-charge of the subject at ICDEOL will return the evaluated assignments to candidate well before annual examinations. This will also include a copy of assessment sheet containing global comments of the evaluator on candidate's performance in the assignments. This will enable candidate to improve in his future assignments as well as in the annual examinations.
- d. As far as possible students are advised to give the relevant points from the course material and elaborate their answers and explanation in their own language instead of reproducing the language of the course materials.
- e. Following may get higher scores: If answers are logical and coherent/has clear connections between sentences and paragraphs/is written correctly giving adequate consideration to expression, style and presentation/does not exceed the number of words indicated in question.



- f. Candidates shall not copy from the answer sheets of other students. If copying is noticed or established, the assignments of such students will be rejected.
- g. Computer printout/typed assignments will not be accepted.

*Re-Assessment (ICDEOL Students):*

In the event of a candidate desiring a re-assessment of the assignment answered script, she/he should apply in writing to the Director of the ICDEOL within seven working days of the declaration of the assignment's result. The script would thereafter, be re-assessed by a committee consisting of the Coordinator/In-charge of the subject at ICDEOL, the course teacher who evaluated the script in the first instance, and another teacher of the subject. The student concerned would also be invited to be present during the process of re-assessment.

Failed in assessment part s/he shall be provided two more attempts to retake internal assessment component within a year.

*Private Students*

The provision of Internal Assessment shall not be applicable to Private Candidates

**B. External Examination**

The remaining eighty per cent (80%) marks of the course/paper shall consist of a written examination at the end of the semester.

*Scheme of Question Paper-Setting by the External Examiner*

Each Course has been divided into four units. There shall be 9 questions in all divided into five sections. The candidate will be required to attempt 5 questions. Examiner should use Indian numerals for question one to nine (i.e., 1, 2, 3 ...). Each four section (Unit-I—Section A, Unit-II—Section B, Unit-III—Section C and Unit-IV—Section D) shall have two essay type questions, and the candidates shall be given internal choice of attempting one question from each Unit- 4 in all. Each essay type question will carry 14 marks. The last question, No. 9 (Section E) is compulsory (conceptual/thematic) and shall be short answer type containing 10 short questions (to be numbered in Roman, i, ii, iii ...) spread over the whole syllabus to be answered about 200 words each. The candidates are required to attempt any 6 short questions with deep explanation and examples, carrying each 4 marks.

*The External Examination shall be as follows*

Each course will be of 80 marks. Time allowed: 3 hours. The Examiner shall set 9 questions. Candidate is required to attempt five questions selecting one question from each section of A, B, C & D of 14 marks and any 6 short-answer questions from Section E of 4 marks each.

*Pass Percentage*

The candidate must obtain a minimum of 40 % marks (i.e. 32 marks out of 80 and 8 marks out of 20) separately in the Internal Assessment and External Examination in order to be declared successful in each course.

**Note:** The provision of Internal Assessment shall not be applicable to **Private Candidates**—if any. For Private Candidates each course will be of 100 marks. Essay type questions will carry 16 marks and short answer type question will carry 6 marks each.

**The list of First and Second semesters courses recommended for introduction from academic session 2022-2023, beginning July 2022, is given below:**





**HISTORY**  
**PG Programme in History**  
**Academic Session July 2022 Onwards**

Sr. No	Course Code	Course Title	Core/DSE/GE	Marks	Credits
<b>SEMESTER I (All 4 Core Courses)</b>					
1	HIST 101	History and Historiography	Core	100	6
2	HIST 102	Ancient Societies	Core	100	6
3	HIST 103	Aspects of Medieval Society	Core	100	6
4	HIST 104	Aspects of Society and Culture in Early Modern Europe, c. 1450-1700	Core	100	6
<b>SEMESTER II (3 Core Courses +1GE=4 Courses)</b>					
5	HIST 221	History of Early India (up to c. AD 1200)	Core	100	6
6	HIST 222	History of Medieval India (13 <sup>th</sup> to 18 <sup>th</sup> Centuries)	Core	100	6
7	HIST 223	History of Modern India (1757-1947)	Core	100	6
<b>GE (One course either from out of department or from Open Elective course of the department)</b>					
8	HIST 229	Aspects of Himachal History	GE	100	4
<b>SEMESTER III (3 Core Courses +1 DSE =4 Courses (+1AEC of NON CGPA))</b>					
9	HIST 331		Core	100	6
10	HIST 332		Core	100	6
11	HIST 333		Core	100	6
<b>DSE (One course from any one of the specializations, either Ancient, Medieval, or Modern)</b>					
12	HIST 335 A		DSE	100	6
13	HIST 335 B		DSE	100	6
14	HIST 335 C		DSE	100	6
<b>AEC (One course on Ability Enhancement of NON CGPA of 2 or 4 credits)</b>					
15	HIST 340		AEC	100	2/4
<b>SEMESTER IV (1Dissertation /or DSE course 442 + 2 DSE Courses from their specialization +1GE =4 Courses)</b>					
16	HIST 441	Dissertation/or DSE 442	DSE	100	6
17	HIST 442		DSE	100	6
<b>DSE (One course from their specialization)</b>					
18	HIST 445 A		DSE	100	6
19	HIST 445 B		DSE	100	6
20	HIST 445 C		DSE	100	6
<b>DSE (One course from their specialization)</b>					
21	HIST 446 A		DSE	100	6
22	HIST 446 B		DSE	100	6
23	HIST 446 C		DSE	100	6
<b>GE (One course either from out of department or from Open Elective course of the department)</b>					
24	HIST 449		GE	100	4

✿ *Third and Fourth semesters courses will be notified separately*

- Note: 1. Department will decide in the beginning of the semester, which of the specializations will be offered.  
2. Department will decide in the beginning of the semester, which of the electives will be offered.

*Am*

**History and Historiography**  
**Core Course-HIST 101**  
**First Semester**

**Course Description**

Expressing the purpose and methods of history as an academic discipline seems simple and intuitive; but, closer examination divulges that a variety of tools, methods, and ideas influence history writings in considerable ways. This course introduces students some of the influential ways of thinking about history and the history writings, from ancient to modern. Students will read some theoretical or philosophical works that examine the assumptions and methods of academic historians, exploring how the discipline has changed over recent decades and considering such concepts as fact, causality, objectivity, evidence, etc. Outlook of the course will be global recognizing at the same time the influence of different ideology on the discipline. Through the course, students will also have the chance to sharpen their skills in analytical thinking, reviewing scholarly work and evaluating historiographic traditions.

**Course Learning Outcomes**

- a. Enable students to discern the value of history as an academic discipline and answer the question, such as 'what & why' history?
- b. Introduce students to the various ways in which historians understand the development of the academic discipline of history and the forms and conventions of writing that have been most prevalent in recent decades
- c. Introduce a critical awareness of the theories, methods and concepts utilised by historians to account for continuity and change in history
- d. Foster students to assess the impact of various schools of historical writings on the discipline
- e. Familiarize students with the vocabulary historians use to describe recent historiographic trends and practices, including such concepts as 'Marxist' and 'Subaltern histories', 'History from below', 'Annales school', 'History from the margins', etc.
- f. Facilitate students to improve the skills they need to become successful researcher notably critical reading, thinking and writing skills

**Unit-I**

1. History, what and why?: nature and scope, section will include reflection on history, people and time
2. Historical concepts: fact, causation and objectivity

**Unit-II**

3. Pre-modern historiographical tradition: Greek, Herodotus and Thucydides; Roman, Livy and Tacitus; Christian, St. Augustine; Arabs, Ibn Khaldoun; India, *Itihasa-Purana* tradition, Kashmir chronicle of Kalhan; Genealogy writing tradition, *vanshavalī* of Chamba
4. Modern historiography: Ranke and empiricism; August Comte and positivism

**Unit-III**

5. Marxist and subaltern histories, reflection of classical Marxist framework, history from below; The French and the Annales school
6. Approaches in Indian historiography: Orientalist writings, William Jones; Colonial, James Mill and Vincent Smith; Nationalist, Jadunath Sarkar and R.C. Majumdar; Marxist, D. D. Kosambi and Romila Thapar
7. History from the margins, with the intention of familiarizing students with approaches to writing oral, feminist and dalit histories

**Unit-IV**

8. Historical observation: General characteristics of historical observation, evidence, criticism and analysis
9. The process of writing history: Selection of topic, note taking, research ethics, research metrics (citation, h-index, Impact Factor, etc.) and plagiarism, quotation & paraphrase, synopsis, final draft: chapterisation, footnotes, citations/ references & bibliography

*Ankush*  
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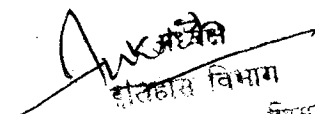
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## Essential Readings

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सत्यमेव जयते  
इतिहास विभाग  
विश्वविद्यालय दिल्ली

**Ancient Societies**  
**Core Course-HIST 102**  
**First Semester**

**Course Description**

Modern-day culture and civilization owes a lot to the earliest civilizations that emerged after millions of years of human evolution. Human civilization has come a long way from an age when there were no defined means of communication and hunting was the primary source of food. Gradually, agriculture took over from foraging, animals were domesticated, societies were created and developed, and eventually led to the societies that we live in today. The course will acquaint students with the evolution of humankind, the beginning of food production, Neolithic age, the slave society, the economy and the political culture of the of the most prominent ancient civilizations from across the globe, introducing the student to the most salient features of each and examining its major influences on those who came later on. The concepts for instance the family, clan tribe, state, urbanism and empire, forms of exchange, etc. will be covered in the course. The growth of states and empires, the nature of economic production, and the social structures that distinguish these prominent civilizations will also be focused upon.

**Course Learning Outcomes**

Upon successful completion of this course, the student will be able to

- a. Develop a critical understanding of the process of development into different fields of human civilizations
- b. Analyze and interpret primary-source documents that elucidate the exchanges and advancements made in civilizations across time and space.
- c. Identify, describe, and compare key cultural and political characteristics of advanced ancient civilizations
- d. Analyze the growth of state and the process of urbanisation in early societies
- e. Develop a critical cultural profile of historical cities as physical, behavioural, ideological and symbolic spaces
- f. Understand the political evolution of the Roman state from the Republic to the principate, paying particular attention to how change was related to the growth of empire and questions of slavery and economy

**Unit -I**

1. Human evolution, various development stages; hunters and food-gatherers; food production and stock breeding
2. Characteristics of Neolithic societies; beginning of villages; importance of storage; development of crafts: pottery and weaving
3. Social formations of the ancient world: Family, clan and tribe

**Unit – II**

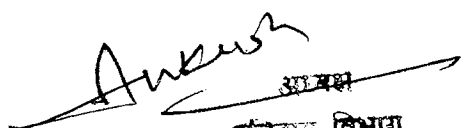
4. Idea of civilization and domestic mode of production
5. Early cultures, changes in material culture and settlement pattern; emergence of the first cities
6. Early forms of exchange, valuables and gift-giving; trade and market exchange

**Unit – III**

7. The urban revolution and the processes of urbanization in ancient world, with reference to Greece
8. The urban life, society and religion in Mesopotamia, Egypt and Greece
9. The processes of urbanization and development of cities in China

**Unit – IV**

10. Idea of state, early states of Mesopotamia and Egypt; the evolution of the city state with reference to Greece
11. Development of class, patriarchy, ideology and representation of power with reference to Egypt
12. Roman transition from Republic to Empire; slavery, society and economy in ancient Rome; debate on the fall of the Rome

  
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 Postgate, J. N., *Early Mesopotamia: Society and Economy at the dawn of History*, London: Routledge, 1994.  
 Redman, C., *The Rise of Civilisation: From Early Farming to Urban Society in the Ancient Near East*, San Francisco: W.H. Freeman and Company, 1978.

Students are encouraged to access the following web pages relating to topics of this course:

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<https://haubooks.org/gifts-and-commodities/>  
 Leacock, E. (ed), *The Origin of Family, Private Property and the State*.  
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 V.Gordon Childe, *Man Makes Himself*  
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 Trigger, B., *Understanding Early Civilizations: A Comparative Study*  
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*अनुमोदित*  
 इतिहास विभाग  
 विश्वविद्यालय प्रिण्ट



**Aspects of Medieval Society**  
**Core Course-HIST 103**  
**First Semester**

**Course Description**

This course seeks to introduce students to the major social, religious and economic currents in medieval societies with a particular emphasis on Europe, Byzantium, and the Islamic world between 500 and 1400. Course will explore some of the fundamental characteristics of this fascinating period of history, including the expansion of Christianity and the development of the Papacy and the rise of Islam, evolution of various forms of economic systems and social structures, particularly the emergence of feudal society in Europe. It was the period that witnessed the profound transformation particularly of Europe in economic, social, and political spheres. That transformation will be examined in the context of improvements in agricultural and industrial production, besides the expansion of trade and commerce. A radical cultural change took place in those centuries, whereby a new world of 'Christian Europe' was built upon the remnants of the classical civilization. Many cultural traits of that world have survived into modern times and are repeatedly invoked in modern debates on European identity.

**Course Learning Outcomes**

After studying this course, students would be able to

- a. Identify the fundamental features of the medieval period and understand the problems of defining the medieval period
- b. Demonstrate knowledge and understanding of the Medieval world between c.500 and c.1400
- c. Appreciate that there are different approaches to the study of historical periods
- d. Engage with the substantive issues of change and continuity during this period
- e. Understand the principal changes happened in medieval agriculture and production technique, trade and commerce
- f. See how identities were constructed and contested in the medieval period

**Unit-I**

1. Transition from ancient to medieval world: End of Roman empire in west, causes; east-west divide
2. Reign of Charlemagne and the Carolingian renaissance
3. Church in Medieval Europe and its diverse manifestation, rise of the papacy

**Unit-II**

4. Pre-Islamic tribal society in Arabia
5. Rise of Islam: Prophet and his teachings; evolution of Islamic state: rule of first four caliphs; Umayyad to Abbasid caliphate
6. Arab contributions to civilization

**Unit-III**

7. Feudalism in medieval Europe : early formulations, ties of dependence, mode of production , forms and structures, mutual obligations of lords and vassals, evolution and types of fiefs
8. The rise and fall of the manorial system
9. State, society and religion in the late medieval China

**Unit-IV**

10. [a] Population and agriculture in Medieval period: population in Europe, volume and nature of agricultural production/ [b] Towns and the urbanisation of medieval society: pre-industrial town, beginnings of urban society and economy
11. Medieval trade and commerce: oceanic trade, India's maritime trade, European in the Indian ocean; pattern and routes of trade, centres of commercial activities and commercial practices
12. Transition to modern world: meaning of modern word, decay of Feudalism, transformation of political structures and trading activities, economic and cultural transformation, new methods of warfare

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### Essential Readings

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## Aspects of Society and Culture in Early Modern Europe, c. 1450-1700

### Core Course-HIST 104

#### First Semester

#### Course Description

The fifteenth to seventeenth centuries are often claimed by historians to represent the transition between the medieval and modern worlds. The aim of this course is to examine this notion that the early modern era witnessed the rise of modernity. It will do so by discussing the core transformations, including the Renaissance, Reformation, Scientific and Industrial revolutions, but also those aspects of the period which do not seem that modern, like the Witch hunts and the 'bad' changes of Industrialisation. Through lectures, tutorials and a particular emphasis on case studies, students will be challenged to consider just what constitutes modern and medieval thoughts and practices. Moreover, the notion of 'big events' in history and how aptly labels like 'renaissance' periodize our study of the past will be considered. In addition, commercial, agricultural and price revolutions will bring this fascinating period of history alive.

#### Course Learning Outcomes

Students will be able to demonstrate

- a. A broad knowledge of the history of early modern Europe and the ways in which historians have interpreted and explained this history
- b. Identify and use effectively a wide variety of secondary sources relevant to the study of early modern European history, and in particular to understand and critically to evaluate the arguments of historians
- c. To comprehend the simultaneous 'distancing' of Europe from other civilizations and the modified reproduction of European-ness in other regions of the world through colonization
- d. To understand the transformation of Europeans' manners and morals, their changing understanding of relations between divine and human orders and between natural laws and supernatural powers.
- e. To understand some implications of the association of Europe with modernity (e.g., scientific method)
- f. To become acquainted with types of historical investigation (methods) that have been used by historians of early modern Europe and that have been applied or could be applied to the study of other times and places

#### Unit-I

1. Introduction to 'Early Modern Europe' and the idea of 'Early Modernity'
2. Renaissance: Its social roots; Humanism in art and literature; Rediscovery of classics; Developments in science and philosophy; Renaissance in Italy and beyond
3. Protestant revolt and the Catholic reformation: European reformation in the 16th century; Catholic church at the opening of the 16<sup>th</sup> century; Protestant revolt; Lutheranism; Calvinism; Anglicanism; Catholic reformation and the counter reformation

#### Unit-II

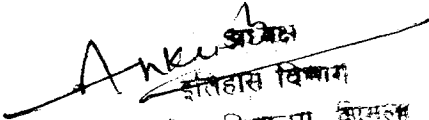
4. Economic developments in the 16<sup>th</sup> century: Shift of economic balance from the Mediterranean to the Atlantic
5. Commercial revolution; Price revolution; Agricultural revolution and the enclosure movement
6. Ideas and practice of Mercantilism

#### Unit-III

7. Scientific Revolution of the 16<sup>th</sup> and 17<sup>th</sup> Centuries
8. Revolution in Printing and Informatics
9. European Witchcraft 'craze' of the 14<sup>th</sup> to 17<sup>th</sup> Centuries

#### Unit-IV

10. Transition from feudalism to capitalism
11. Debates on the emergence of capitalism
12. Industrial revolution and social changes

  
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### Essential Readings

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**Students are encouraged to access the following web pages relating to topics of this course:**

[www.library.utoronto.ca/crrs/Databases/WWW/Bookmarks.html](http://www.library.utoronto.ca/crrs/Databases/WWW/Bookmarks.html)

[www.fordham.edu/halsall/mod/modsbook1.html](http://www.fordham.edu/halsall/mod/modsbook1.html) and

[www.fordham.edu/Halsall/sbook.asp](http://www.fordham.edu/Halsall/sbook.asp)

[www.earlymodernweb.org/resources/](http://www.earlymodernweb.org/resources/) [wess.lib.byu.edu/index.php/Medieval\\_and\\_Renaissance\\_Studies](http://wess.lib.byu.edu/index.php/Medieval_and_Renaissance_Studies)

[www.uffizi.org/artworks/](http://www.uffizi.org/artworks/)

[www.artlex.com](http://www.artlex.com) - 'Northern Renaissance Art'

*Ankush*  
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## History of Early India (up to c. AD 1200)

### Core Course-HIST 221

#### Semester Second

#### Course Description

The course will analyse and evaluate the historiography and sources used for writing history of ancient and early medieval India. Particularly, the key interpretations stemming from historians' use of such sources shall be studied. The course will provide a detailed study and analysis of the institutional and political aspects of the subcontinent during ancient past of India. It is aimed to bring out a comprehensive idea of the period in terms of what forces formed the state and polity of the time as a phenomena across the subcontinent. The proliferation of state society, political and administrative structures will also be discussed. Understanding of the trans-regional political connections of the subcontinent with Central and South East Asia will also be focused upon. The course also intends to give a brief idea about the different sources and the changing interpretations of ancient & early medieval Indian history.

#### Course Learning Outcomes

Upon successful completion of this course, students will be able to

- a. Conceptualize the historical processes through which different forms of political systems in ancient and early medieval India formed
- b. Appreciate the evolution of the State in Indian history
- c. Demonstrate broad knowledge of historical events of the period and its significance
- d. Assess the emergence of regional political entities and powers in early medieval India
- e. Assess the transition from early historical to early medieval and the nature of polity and state during early medieval period
- f. Use of the primary literary sources for historical and political interpretation

#### Unit-I

1. Geographical background, survey of sources: Literary, archaeology and foreign accounts
2. State and polity: Vedic and later-vedic phase, transition to State/Mahajanapadas, Mauryan political structure and administration, state and statecraft in Kautilya's *Arthashastra*, nature of *dhamma*, decline
3. History in the deep south: Sangam literature, new notion of kingship, Chola, Pandya and Chera in Tamilakam

#### Unit-II

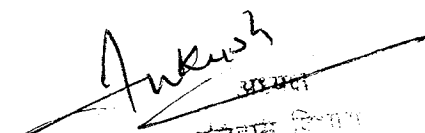
4. Central Asian contact and mutual impact: Political setting in the north-west India, rise of the power of Indo-Greeks, Shakas, Parthians and Kushan empire
5. Sunga, Kanva and Satavahana dynasties; nature of Satavahana state: Administrative structure of the state during Satavahana
6. Imperial Guptas: Political background, expansion, consolidation, administration and the disintegration/invasion of Hunas

#### Unit-III

7. Vakatakas of Deccan and their administration, Maukharis and Yasodharman of Kanauj, and Karkota of Kashmir
8. Harshavardhan and changing political scenario in north India, literary activities of Harshavardhan, relation with Pulakeshin II, decline of Harsh's empire
9. Kingdoms in the deccan and south: Political situation, rise of the Chalukyas, Pallavas and Pandyas, conflicts, administration and polity

#### Unit-IV

10. Transition to early medieval India: Changing perspectives, emergence of Rajputs: Debates on origin, proliferation of Rajput clans and their political & military system
11. Rise of the Gurjara-Pratiharas, tripartite struggle, emergence of Rashtrakutas: Administration and polity
12. Cholas in Southeast Asia, state and administration

  
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 History Department  
 Central Board of Secondary Education

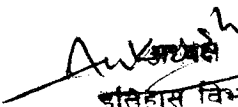


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अध्यक्ष  
इतिहास विभाग  
संस्कृत विश्वविद्यालय दिल्ली

**History of Medieval India (13<sup>th</sup> to 18<sup>th</sup> Centuries)**  
**Core Course-HIST 222**  
**Second Semester**

**Course Description**

This course provides an overview of the history of India from 13<sup>th</sup> to 18<sup>th</sup> Centuries and question over how this period can be situated in the larger history of India. The course analyses the different historiographical interpretations of the period. It will broadly focus on the politics and major events in the history of the Slave, Khalji, Tughluq, Vijaynagar, Bahmani, Mughal and Maratha regimes. It examines the factors which influenced and shaped the internal and external decisions and policies of the regional powers besides Delhi sultans and the Mughals. Will also acquaint students with the changes took place in state and administrative apparatus. It will discover the multiple connection of power that shaped Muslim society and the heterogeneous nature of medieval society. It will look at the political changes that shaped regions during end of 17<sup>th</sup> and beginning of the 18<sup>th</sup> century.

**Course Learning Outcomes**

Upon successful completion of this course, students will be able to

- a. Familiar with the different kinds of sources available for writing histories of this period
- b. Assess the appearance of the Delhi sultanates and the Mughals and to learn about their origin and antecedents
- c. Have a determined grasp on the politics and major events
- d. Appreciate the dynamic changes that are not solely centred on the role of political masters based in Delhi
- e. Explain the crisis of the Delhi sultanate, Regional kingdoms, and the Mughal empire
- f. Acquaint that regional frontiers were always permeable, and the shaping and reshaping of regions was the result of constant interactions within and outside

**Unit-1**

1. Characterizing Medieval India, survey of sources. The Arabs, the Ghaznavids and Ghorids in the north-west
2. Foundation and consolidation of the Delhi sultanate, mamluk rulers, problem of legitimacy, Khalji revolution, expansion, consolidation and innovative measures of Khaljis and Tughluqs
3. Rise of Mongol in central Asia, conquests & expansion: Mongol policies of Delhi sultans; deccan policy of Aluaddin Khalji and Muhammad- bin-Tughlaq

**Unit-II**

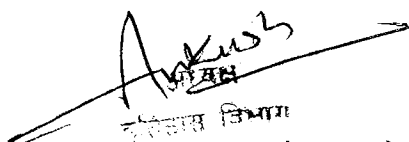
4. The regional powers: Characteristics features of the regional states in north India, Malwa, Jaunpur, Rajputana and Gujrat
5. Rise of independent kingdoms: Establishment & consolidation of Bahmani and Vijaynagar, inter conflict. The greatness and achievement of Vijaynagar empire; conflict between *afaqis* and *dakhnis* in Bahmani kingdom
6. Timur's invasion and downfall of the Delhi sultanate

**Unit-III**

7. Lodi Empire, first battle of Panipat and establishment of Mughal empire, Humayun's difficulties
8. Emergence of Sher Shah and his administration
9. Consolidation of Mughal empire under Akbar, rajputs policies of Akbar and Jahangir, Mughals deccan policies

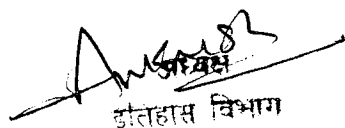
**Unit-IV**

10. Mughal State: Abul Fazl's concept of monarchy, experiment of *din-i-ilahi* and its critique, Mughal-Rajput relation in the sixteenth-seventeenth centuries
11. War of succession, Aurangzeb's Rajput and deccan policy; agrarian crisis and unrest: revolts of Jats, Satnamis and Sikhs; interpretations of the Mughal decline
12. Emergence of regional powers in 18<sup>th</sup> century, rise of the Maratha power, Shivaji & his administration

  
 Anush  
 Associate Professor  
 History Department  
 University of Delhi

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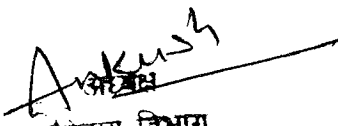
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इतिहास विभाग  
क्रि.पू. विश्वविद्यालय, शिमला

**History of Modern India (1757-1947)**  
**Core Course-HIST 223**  
**Semester Second**

**Course Description**

The course draws students into a discussion of the multiple historiographical narratives available for the history of India in the period between the mid-eighteenth and mid-twenties centuries. The course aims to introduce students to contrasting ideologies of the time besides developing a critical insight into the historiographical debate on interpreting the eighteenth century in Indian history. It also critically analyses the various trends in the national movement and other aspects of politics which were foundational for modern India. The course deals with diverse models for mobilizing different social groups in the national movement. In addition, course enables students to analyse the complex developments leading to communal violence and Partition besides negotiations and discussions for Independence.

**Course Learning Outcomes**

Upon successful completion of this course, students will be able to

- a. Describe the major social, economic, political and cultural developments of the times
- b. Outline the social and economic facets of colonial India and their influence on the national movement
- c. To understand various aspects of early nationalism and nationalist resistance
- d. Explain the various trends of anti-colonial struggles in colonial India
- e. Analyse the complex developments leading to communal violence and Partition
- f. Acquaint with negotiations and discussions for Independence

**Unit-1**

1. Trends in the historiography of eighteenth century India
2. Foreign trade and early forms of exactions from Bengal, battles
3. Rise of British power in India, 1757-1857

**Unit-II**

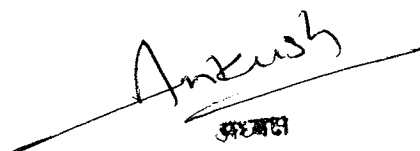
4. Pre-1857 resistance and rebellion
5. Uprising of 1857: Causes and consequences
6. Early phase of nationalism (1885-1905): Rise of the middle class consciousness, foundation of the Indian National Congress, methods

**Unit-III**

7. Assertive phase of nationalism (1905-1917): Partition of Bengal, Swadeshi, Revolutionary movement and Home rule agitation
8. Mass Nationalism (1917-1930): The appeal of Gandhi, Rowlatt Satyagraha, Jallianwala Bagh massacre, Khilafat and Non-Cooperation movement
9. Pre-Independence phase of nationalism (1930-1945): Civil Disobedience, Salt Satyagraha, Cripps Mission, Quit India movement and the INA

**Unit-IV**

10. Peasant, tribal and workers movements
11. Peoples movements in the Princely States
12. Rise and growth of Communalism: Ideologies and practices. Negotiations for independence and Partition

  
**अनुराग**  
 इतिहास विभाग  
 विभागे विश्वविद्यालय दिल्ली

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 संस्कृत विभाग  
 दिल्ली विश्वविद्यालय



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*Ankur*

अध्यक्ष  
इतिहास विभाग  
विश्वविद्यालय गिमल

**Aspects of Himachal History**  
**GE Course-HIST 229**  
**Second Semester**

**Course Description**

Regional history has been suggested as an active way of history learning and has become popular with debates on globalisation and postmodernism in recent years. It will review relevant literature to elicit the potential benefits and problems of using regional history. Throughout this course students will analyze and demonstrate knowledge of the history, or change over time, of the regions, comprise of present Himachal Pradesh. The history of this region is complex and fragmented. Students shall examine the different stages of social and political transformation. Students will assess the historical importance of Himachal history and culture besides various changes in size and administrative form between 1948 to the achievement of statehood in 1971.

**Course Learning Outcomes**

After completion of this course, the students will be able to

- a. Identify the social, political and economic transformation
- b. Appreciate the region as results of historical evolution
- c. Think about the region's formation and changes
- d. Emphasize integral consideration of various factors that affect the course of history
- e. Examine the relationship between one region and other regions
- f. Reveal certain rules of historical development in by presenting logics of historical developments of all regions

**Unit I**

1. Regional history and the regions in history
2. Survey of sources of Himachal history
3. Pre and Proto-history of Himachal Pradesh

**Unit II**

4. Tribalism to state formation
5. The formation and nature of early medieval states in Himachal Pradesh: Chamba, Kangra and Kullu
6. Hill states and external powers: Relations with Delhi sultans, Mughals and Sikh chiefs

**Unit III**

7. The Gorkha invasion: Process of repulsion and consequences of the Anglo-Gorkha War of 1814-15
8. Himachal under the British reorganization of the hill states, grant of *sanads* and territorial aggression
9. The uprising of 1857 and Himachal.

**Unit IV**

10. The questions of *begar*, *beth*, *dhoom*, *jugga* and *reet*
11. Popular protest in Himachal Pradesh with special reference to Praja Mandal movement
12. The birth of modern Himachal, 1948-71

**Essential Readings**

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*Arjun*

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*Autur*

2024

No. 6-38/2022 (FSS) CBCS (PG) -HPU (Acad.)  
Himachal Pradesh University, Summer Hill, Shimla-5  
(NAAC Accredited "A" Grade University)  
"Academic Branch".

22 AUG 2023

To

- Rele*
1. The Dean, Faculty of Social Sciences, HPU, Shimla-5
  2. The Controller of Examinations, HPU, Shimla-5.
  3. The Director, ICDEOL, HPU, Shimla-5.
  4. The D.R. Exam. (PG) HPU, Shimla-5.
  5. The D.R. Eval. /Re-Eval. /Conduct, HPU, Shimla-5.
  6. The D. R. Secrecy, HPU, Shimla-5. (with 2 spare copies.)
  7. The S.O. Exam (M.A. History), HPU, Shimla-5.
  8. The Librarian, HPU Main Library, Shimla-5
  9. The Incharge, Computer Centre, Examination Wing (PG), HPU

*22/8/23*

**Subject: PG Syllabi of M.A. History 3<sup>rd</sup> and 4<sup>th</sup> semesters under CBCS  
w.e.f. July, 2022 onwards.**

Sir/Madam,

I am sending herewith a syllabus of M.A. History 3<sup>rd</sup> and 4<sup>th</sup> semester under CBCS duly approved by the Vice-Chancellor on the recommendations of the Board of Studies (PG) in History and Faculty of Social Sciences in its meeting held on 20.06.2023 and 17.07.2023 respectively for its implementation w.e.f. July, 2022 onwards as per annexure-"A".

Yours faithfully,

*Deputy Registrar*  
Deputy Registrar (Acad.)  
HP University Shimla-5.

Dated: 22 AUG 2023

Endat. No. Even

Copy to:

- 8/35*
1. The Chairman, Deptt. of History, HPU, Shimla-5. for information and to send the soft copy in PDF format to web Admin, HPU, Shimla-5 immediately.
  2. The Web Admin, HPU, Shimla-5, with the request to upload this letter with syllabus on the University website.

*22/8/23*

All the Principal, Govt./Non-Govt., Affiliated Colleges under the Jurisdiction of H.P. University/Department of Evening Studies, HPU, The Mall, Shimla-1/HPU Regional Centre Dharmshala, Distt. Kangra (HP) running above mentioned course and also requested to kindly download the above mentioned syllabus from the University website i.e. [www.hpuniv.ac.in](http://www.hpuniv.ac.in).

4. The Dealing Assistant Meeting (Acad.), HPU, Shimla-5, with the request to place the action taken in the ensuing meeting of Academic Council.
5. Guard file.

*Deputy Registrar*  
Deputy Registrar (Acad.)

**Department of History  
Himachal Pradesh University, Summerhill  
Shimla-171005**



**Annexure –A**

**M.A. (History) 3rd and 4<sup>th</sup> Semesters' courses under CBCS as Approved on  
20<sup>th</sup> June, 2023 by the Board of Studies**

**DEPARTMENT OF HISTORY**  
NAAC Accredited 'A' Grade University  
Himachal Pradesh University, Summerhill  
Shimla - 171005

**MEETING/PROCEEDINGS OF THE BOARD OF STUDIES (POST GRADUATE)**  
**IN HISTORY HELD ON 20<sup>th</sup> June, 2023**


A meeting of the Board of Studies (PG) History through online mode was held at the Department of History on 20<sup>th</sup> June, 2023 from 3.00p.m. onwards. The following were present:


1. Prof. Heeraman Tiwari, Professor in Centre for Historical School of Social Sciences, JNU, New Delhi (External Expert)
2. Prof. Narayan Singh Rao, Professor and Dean, School of Social Sciences, Central University of Himachal Pradesh (External Expert)
3. Prof. B.K. Shivram, Department of History, HPU, Shimla-5 (Member)
4. Prof. Arun Kumar Singh, Department of History, HPU, Shimla-5 (Member)
5. Dr. Shobha Misra, Assistant Professor in History, HPUDES, Shimla-5 (Member)
6. Sh. Kartar Chand Assistant Professor in History, HPUDES, Shimla-5 (Member)
7. Dr. Ankush Bhardwaj, Chairman, Department of History, HPU, Shimla-5 (Convener/Member)


**Agenda:** Restructuring PG syllabi of MA (History) 3<sup>rd</sup> and 4<sup>th</sup> Semesters' courses under CBCS as implemented from July 2022.


**Decision:** PG syllabi of MA(History) 3<sup>rd</sup> and 4<sup>th</sup> Semesters' courses under CBCS were proposed, discussed and approved as per attached Annexure-A.


The meeting ended with a vote of thanks to the Chair.


  
Prof. Heeraman Tiwari,  
Centre for Historical School of  
Social Sciences, JNU, New Delhi  
(External Expert)


  
Prof. Narayan Singh Rao,  
Professor and Dean, School of  
Social Sciences, Central  
University of Himachal  
Pradesh  
(External Expert)

  
Prof. B.K. Shivram,  
Department of History,  
HPU, Shimla-5  
(Member)

  
Prof. Arun Kumar Singh,  
Department of History, HPU,  
Shimla-5 (Member)

  
Dr. Shobha Misra  
Assistant Professor in  
History, HPUDES, Shimla-5  
(Member)

  
Sh. Kartar Chand Assistant  
Professor in History,  
HPUDES, Shimla-5  
(Member)

  
Dr. Ankush Bhardwaj  
Chairman Member,  
Department of History, HPU,  
Shimla-5 (Convener Member)



**DEPARTMENT OF HISTORY**  
NAAC Accredited 'A' Grade University  
Himachal Pradesh University, Summerhill  
Shimla – 171005

**MEETING/PROCEEDINGS OF THE BOARD OF STUDIES (POST GRADUATE)**  
**IN HISTORY HELD ON 20<sup>th</sup> June, 2023**

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1. Prof. Heeraman Tiwari, Professor in Centre for Historical School of Social Sciences, JNU, New Delhi (External Expert)
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3. Prof. B.K. Shivram, Department of History, HPU, Shimla-5 (Member)
4. Prof. Arun Kumar Singh, Department of History, HPU, Shimla-5 (Member)
5. Dr. Shobha Misra, Assistant Professor in History, HPUDES, Shimla-5 (Member)
6. Sh. Kartar Chand Assistant Professor in History, HPUDES, Shimla-5 (Member)
7. Dr. Ankush Bhardwaj, Chairman, Department of History, HPU, Shimla-5 (Convener/Member)

**Agenda:** Restructuring PG syllabi of MA (History) 3<sup>rd</sup> and 4<sup>th</sup> Semesters' courses under CBCS as implemented from July 2022.

**Decision:** PG syllabi of MA(History) 3<sup>rd</sup> and 4<sup>th</sup> Semesters' courses under CBCS were proposed, discussed and approved as per attached Annexure-A.

The meeting ended with a vote of thanks to the Chair.

Prof. Heeraman Tiwari,  
Centre for Historical School of  
Social Sciences, JNU, New Delhi  
(External Expert)

Prof. Narayan Singh Rao,  
Professor and Dean, School of  
Social Sciences, Central  
University of Himachal  
Pradesh  
(External Expert)

Prof. B.K. Shivram,  
Department of History,  
HPU, Shimla-5  
(Member)

Prof. Arun Kumar Singh,  
Department of History, HPU,  
Shimla-5 (Member)

Dr. Shobha Misra  
Assistant Professor in  
History, HPUDES, Shimla-5  
(Member)

Sh. Kartar Chand Assistant  
Professor in History,  
HPUDES, Shimla-5  
(Member)

Dr. Ankush Bhardwaj -  
Chairman/Member,  
Department of History, HPU,  
Shimla-5 (Convener/Member)



**HISTORY**  
**PG Programme in History**  
**Academic Session July 2022 Onwards**

In continuation to the Notifications No. 6-38/2022(FSS)CBCS(PG)-HPU(Acad) dated 22.08.2022 and even No. dated 24.12.2022 regarding revised syllabi for M.A.(History) under CBCS and amendment thereof (implemented from July, 2022), BoS in its meeting held on 20.06.2023 approved M.A. 3<sup>rd</sup> and 4<sup>th</sup> Semesters' courses under CBCS as per Annexure A(pp.1-43)

Sr. No	Course Code	Course Title	Core/DSE/GE	Marks	Credits
<b>SEMESTER I (All 4 Core Courses)</b>					
1	HIST 101	History and Historiography	Core	100	6
2	HIST 102	Ancient Societies	Core	100	6
3	HIST 103	Aspects of Medieval Society	Core	100	6
4	HIST 104	Aspects of Society and Culture in Early Modern Europe, c. 1450-1700	Core	100	6
<b>SEMESTER II (3 Core Courses +1GE=4 Courses)</b>					
5	HIST 221	History of Early India (up to c. AD 1200)	Core	100	6
6	HIST 222	History of Medieval India (13 <sup>th</sup> to 18 <sup>th</sup> Centuries)	Core	100	6
7	HIST 223	History of Modern India (1757-1947)	Core	100	6
<b>GE (One course either from out of department or from Open Elective course of the department)</b>					
8	HIST 229	Aspects of Himachal History	GE	100	4
<b>SEMESTER III (3 Core Courses 331, 332, 333/or 334 +1 DSE =4 Courses (+1AEC of NON CGPA)</b>					
9	HIST 331	History of Ecology and Environment in India	Core	100	6
10	HIST 332	Modern World (c. 1780 to 1950)	Core	100	6
11	HIST 333	A Survey of Himachal History	Core	100	6
12	HIST 334	Contemporary World (1945-2000)	Core	100	6
<b>DSE (One course from any one of the specializations, either Ancient, Medieval, or Modern)</b>					
13	HIST 335 A	State and Society in Early India	DSE	100	6
14	HIST 335 B	State and Society in Medieval India	DSE	100	6
15	HIST 335 C	Constitutional and Administrative History of India (1765-1947)	DSE	100	6
<b>AEC (One course on Ability Enhancement of NON CGPA of 2 credits)</b>					
16	HIST 340 AEC	Research and Publication Ethics	AEC	100	2
<b>SEMESTER IV (1Dissertation /or DSE course 442/or 443 + 2 DSE Courses from their specialization +1GE =4 Courses). It will be mandatory for regular students at Post-Graduate and Regional Centres /Foreign students to opt DSE HIST 441 Project work/Dissertation. However all other students instead shall study DSE course 442/or 443</b>					
17	HIST 441	Dissertation	DSE	100	6
18	HIST 442	India Since Independence (1947-1990s)	DSE	100	6
19	HIST 443	Revolutions and Revolutionary Ideas	DSE	100	6
<b>DSE (One course from their specialization)</b>					
20	HIST 445 A	Religion and Philosophy in Early India	DSE	100	6
21	HIST 445 B	Mystical Movements in Medieval India	DSE	100	6
22	HIST 445 C	Social and Cultural Changes in Modern India	DSE	100	6
<b>DSE (One course from their specialization)</b>					
23	HIST 446 A	Economic History of Early India (up to c. AD 1200)	DSE	100	6
24	HIST 446 B	Economic and Social History of Medieval India (1200-1750)	DSE	100	6
25	HIST 446 C	Economic History of Modern India (1757-1947)	DSE	100	6
<b>GE (One course either from out of department or from Open Elective course of the department)</b>					
26	HIST 449	Indian National Movement (1858-1947)	GE	100	4

Note: 1. Department will decide in the beginning of the semester, which of the specialization(s) or course(s) will be offered.

सिद्धि  
प्रतिपादित  
मि० प्र० विश्वविद्यालय शिमला

**History of Ecology and Environment in India**  
**Core Course-HIST 331**  
**Third Semester**

**Course Description**

This course deals with the history of human impacts on nature and the interactions between humans and nature. It asks how nature influences humans, how humans intervene in nature and how nature and humans interact. Students will be familiar with the histories of environment and contemporary debates and tensions around ethics, agency, environment, and development. The course includes debate on colonial environmental agenda and the various view of conservation, and the roots of the current environmental crisis. The course will build an effective understanding of ecological concepts and terminology that are necessary to understand the contemporary ecological and environmental challenges.

**Course Learning Outcomes**

After completion of this course, the students will be able to

- a. Develop their understanding of the nature of environmental resources
- b. Analyse of the resource-use practices with reference to their impacts on human societies
- c. Understand the issue of water rights in the historical perspective
- d. Understand the colonial environmental agenda and the Indian view of conservation
- e. Explain the forests and water resource management
- f. Understand development and environmental concerns

**Unit-I**

1. Studying Ecology & Environment, an Introduction. Sources of study, Indian landscape and nature-human interface
2. Environment and early societies: Hunting gathering, pastoralism, nomadic and settled communities
3. Agriculture and environment: Early agriculture, diffusion & regional specificities, river valley civilization

**Unit-II**

4. Studying natural resources: Water and forest
5. Man-nature relationship: Reflections of classical traditions
6. Understanding conservation: Indian perspectives and practices

**Unit-III**

7. Colonialism and Industrialization: Environmental discourse and sustainable development
8. Colonial environmental agenda and post colonial situation
9. Colonial forest policies and the water policy in the colonial and contemporary India

**Unit-IV**

10. Devolvement and environmental concerns, debate
11. Gandhian perspective on development
12. Modern environmental movement: Movements of *Chipko*, *Narmada bachao* and *New Chipko* movement in Himachal Pradesh

**Essential Reading**

- Agarwal, Anil and Narain, Sunita (eds.), *Dying Wisdom: Rise, fall and potential of India's traditional water harvesting systems*, New Delhi: Centre for Science and Environment, 1997.
- Carson, Rachel, *Silent Spring*, New York: Mariner Book, 1962.
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*[Signature]*  
 इतिहास विभाग  
 ३०७० विश्वविद्यालय शिमला

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Strahorn, Eric A., *An Environmental History of Postcolonial North India*, New York: Peter Lane, 2009.

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### Suggested Reading

Agarwal, Anil and Narain, Sunita (ed.), *Dying Wisdom: Rise, fall and potential of India's traditional water harvesting systems*, New Delhi: Centre for Science and Environment, 1997.

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*Anush*  
अनुश  
इतिहास विभाग  
किसीपुत्र विश्वविद्यालय, गिमला १

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*Ankush*  
अध्यक्ष  
इतिहास विभाग  
हिन्दू विश्वविद्यालय शिमला



**Modern World (c. 1780 to 1950)**  
**Core Course-HIST 332**  
**Third Semester**

**Course Description**

This course contextualizes modern history by providing a framework in which major historical processes can be understood. It begins with the understanding of the modernity, the concepts like liberalism and imperialism and covers political and economic revolutions and tracks the transformation of the world during the 1800s-1900s. Throughout the course students try to grasp what is happening and ask: Why war? It is an endeavour to move away from a standard position towards a more global history that takes in different approaches and regions. Although the structure of the course is chronological, the main focus is on processes and themes. Students will be expected to use specific case studies to illuminate large themes such as modernity, feudalism, liberalism and nationalism. The divergence debate on the main events will help to draw parallels and subsequent differences between West and East, and broaden the understanding of the world.

**Course Learning Outcomes**

Upon successful completion of this course, students will be able to

- a. Contextualize the elements of modernity
- b. Analyze the relationship between trade, empire, and industrial capitalism
- c. Understand the geo-political conditions of the world between two world wars
- d. Appreciate the complex interrelationship that existed between the political, economic and socio-cultural elements
- e. Know the causes of the numerous wars and its repercussions
- f. Recognize the impact on the world of the changes occurring during this period

**Unit-I**

1. Capitalist industrialization and political and economic transformation from late 18<sup>th</sup> century to 1914, new method of warfare
2. Absolute state and its functioning, the French revolution of 1789
3. Eastern Question and diplomacy in the 19<sup>th</sup> and early 20<sup>th</sup> centuries. European imperialism and the Partition of Africa.

**Unit-II**

4. Russian revolution and the emergence of socialist economy; collective security and league of nations, its failure
5. The Great Depression, New Deal, emergence of U.S. economy, liberal ideas
6. Authoritarian regimes in Italy, Japan and Germany

**Unit-III**

7. The Second World War and the end of the Authoritarian regimes
8. United Nations in world politics
9. Anticolonial resistance in Asia and Africa, and decolonization

**Unit-IV**

10. The Cold War and the problems of international relations
11. Sovietization of Eastern Europe and Americanization of Western Europe
12. Mao Zedong and People's Republic of China

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- Coble, Parks M., *Facing Japan: Chinese Politics and Japanese Imperialism*, Cambridge, Massachusetts: Harvard University press, 1991.
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- Sarti, Roland, *Fascism and the Industrial Leadership in Italy, 1919-1940*, California: California University Press, 1971.
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**A Survey of Himachal History**  
**Core Course-HIST 333**  
**Third Semester**

**Course Description**

Regional history has been suggested as an active way of history learning and has become popular with debates on globalisation and postmodernism in recent years. It will review relevant literature to elicit the potential benefits and problems of using regional history. Throughout this course students will analyze and demonstrate knowledge of the history, or change over time, of the regions, comprise of present Himachal Pradesh. The history of this region is complex and fragmented. Students shall examine the different stages of social and political transformation. Students will assess the historical importance of Himachal history and culture besides various changes in size and administrative form between 1948 to the achievement of statehood in 1971.

**Course Learning Outcomes**

After completion of this course, the students will be able to

- a. Identify the social, political and economic transformation
- b. Appreciate the region as results of historical evolution
- c. Think about the region's formation and changes
- d. Emphasize integral consideration of various factors that affect the course of history
- e. Examine the relationship between one region and other regions
- f. Reveal certain rules of historical development in by presenting logics of historical developments of all regions

**Unit I**

1. Regional history and the regions in history
2. Survey of sources of Himachal history
3. Pre and Proto-history of Himachal Pradesh

**Unit II**

4. Tribalism to state formation
5. The emergence of early medieval states in Himachal Pradesh: Chamba, Kangra, and Kulu
6. Hill states and external powers: Relations with Delhi sultans, Mughals and Sikh chiefs

**Unit III**

7. The Gorkha invasion: Process of repulsion and consequences of the Anglo-Gorkha War of 1814-15
8. Himachal under the British reorganization of the hill states, grant of *sanads* and territorial aggression
9. The uprising of 1857 and Himachal. The questions of *begar*, *beth*, *dhoom*, *jugga* and *reet*

**Unit IV**

10. Hinduism in practice: Shaktism and tantrism, the cults of Naga and Mahasu
11. Popular protest in Himachal Pradesh with special reference to Praja Mandal movement
12. The birth of modern Himachal, 1948-71

**Essential Readings**

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- Alam, Aniket, *Becoming India: Western Himalayas under British Rule*, New Delhi: Cambridge University Press, 2007.

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- Baba, Seema, *Religion and Art of the Chamba Valley*, New Delhi: Agam Kala Prakashan, 1999.
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- Sahu, Bhairabi Prasad, *The Making of Regions in Indian History: Society, State and Identity in Premodern Odisha*, New Delhi: Primus Books, 2020.
- Singh, Chetan, *Himalayan Histories, Economy, Polity, Religious Traditions*, New Delhi: Permanent Black in Association with Ashoka University, 2018.
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- Sharma, Mahesh, *Western Himalayan Temple Records: State, Pilgrimage, Ritual and Legality in Chamba*, Leiden: Brill, 2009.
- Shrabi, Asaf, *The Biography of a God: Mahasu in the Himalayas*, Netherlands: Amsterdam University Press, 2023
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- Verma, V., *The Emergence of Himachal Pradesh: A Survey of Constitutional Developments*, New Delhi: Indus Publishing Company, 1995.

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- Bhardwaj, Shiv, *Swaraj Sangharash Main Himachal Ke Nepathya Nayak*, Hamirpur: Thakur Jagdev Chand Samriti Shodh Sansthan Neri, 2021.
- Handa, O. C., *Numismatic Sources on the Early History of Western Himalaya*, Delhi: B. R Publishing Corporation, 1984.

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Yadav, K. C., *1857: The Role of Punjab, Haryana and Himachal Pradesh*, New Delhi: NBT India, 2008.

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**Contemporary World (1945-2000)**  
**Core Course-HIST-334**  
**Third Semester**

The aim of the course is to help students to become interested in contemporary world problems and issues that all societies face, develop competencies and construct knowledge. It examines the major political and ideological developments that shaped the world order aftermath of the Second World War. It explores the complex legacy of the cold war conflicts, the politics, ideologies, and religions in the Middle East, the formation of military alliances, the rise of the non-aligned movement, and the emergence of a unipolar world dominated by the United States. The course also covers the territorial impact of globalization, the disintegration of the Soviet Union, and the challenges posed by non-traditional threats, economic development, and environmental sustainability. It also delves into modern political philosophy and the search for alternative ideologies in the context of modernity and post modernity.

**Course Learning Outcomes**

After completion of this course, the students will be able to

- a. Understand the different approaches to studying history
- b. Learn how to find, evaluate and organize different sources of information
- c. Think of our contemporary world globally, spatially, and chronologically
- d. Analyse major events, critique and interpret both secondary and primary sources
- e. Appreciate the political, ideological, and religious dynamics in the Middle East
- f. Value the formation and significance of military alliances across world

**Unit-1**

1. Aftermath of World War II: The legacy of the Cold War conflicts
2. Politics, ideology, and religions in the Middle East
3. Military Alliances: NATO, CENTO, SEATO, ANZUS, Warsaw Pact

**Unit- II**

4. Non-aligned movement and world hegemony
5. Conflicts in West Asia: Oil and the Arab-Israel conflict, 1948-1963, Palestine issue, Suez crisis, Kuwait-Iraq wars and its impact
6. Southeast Asia and the Vietnam war

**Unit- III**

7. Disintegration of the Soviet Union and the rise of the Unipolar World, US ascendancy in the world
8. Territorial impact of Globalization: European Union and the BRIC countries
9. i) Post-cold war non-traditional security threats, terrorism's threat (case of India)/or ii) Proliferation of weapons of mass destruction and efforts to halt it

**Unit- IV**

10. Economic development and environmental challenges, sustainable development
11. Modern political philosophy & their suitability: Democracy, Liberalism and Totalitarianism
12. History of search for alternative ideology: Modernity and postmodernity

**Essential Readings**

- Barracough, G., *An Introduction to Contemporary History*, London: C.A. Watts & Co. Ltd., 1964.  
 Carver, Michael, *War Since 1945*, London/New Jersey: The Ash field Press, 1990.  
 Chaliand, Gerard and Arnaud Blin, *The History of Terrorism from Antiquity to Al Qaeda*, California: University of California Press, 2007.  
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- McWilliams, Wayne C., and Harry Piotrowski, *The World Since 1945*, London: Lynne Rienner Publishers-Boulder/Admantine Press Ltd., 1990.
- Miskovic Natasha, Haral Fischer (eds.), *The Non Aligned Movement and Cold War*, Delhi: Routledge, 2014.
- Reich, Walter (ed.), *Origins of Terrorism: Psychologies, Theologies, States of Mind*, Washington DC: Woodrow Wilson Centre Press, 1998.

#### Suggested Readings

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- Cameron, James, *The African Revolution*, New York: Random House, 1961.
- Davenport, T.R.H., *South Africa: A Modern History*, London: 1977.
- Fairbank, John K., *The United States and China*, Cambridge/Massachusetts: Harvard University Press, 1981.
- Garthoff, Raymond, *Detente and Confrontation: American-Soviet Relations From Nixon to Reagan*, Washington: The Brookings Institution, 1985.
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- Hamby, Alonzo L., *Liberalism and its Challenges: From F.D.R. to Bush*, New York: Oxford University Press, 1992.
- Herring, George C., *America's Longest War: The United States and Vietnam, 1950-1975*, New York: John Wiley & Sons, 1979.
- Holland, R.F., *European Decolonization, 1918-1981: An Introductory Survey*, London: Macmillan, 1985.
- Horne, Alistair, *A Savage War of Peace: Algeria, 1954-1962*, New York: Viking Press, 1977.
- Hsu, Immanuel C.Y., *Rise of Modern China*, New York: Oxford University Press, 1990.
- Meisner, Maurice, *Mao's China and After: A History of the People's Republic*, New York: Free Press, 1986.
- Oliver, Roland and Anthony Atmore, *Africa Since 1800*, New York: Cambridge University Press, 1981.
- Paul, Clyde and Burton Beers, *The Far East: A History of Western Impact and Eastern Responses, 1830-1975*, Delhi: Prentice Hall, 1976.
- Porter, Brian, *Britain, Europe and the World, 1850-1982*, London: Oxford University Press, 1983.
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हि० प्र० विश्वविद्यालय शिमला

**State and Society in Early India**  
**DSE-HIST 335 A**  
**Third Semester**

**Course description**

The course will analyse and evaluate the historiography and sources to develop an understanding of the beginning and development of the state and society preliminary from Vedic age to early medieval age. The course shall provide a detailed study and analysis of the ideas, growth and outcome of several aspects related to state and society starting from finding tribal genesis to the state formation. It shall further work on development of kingship, establishment of authority and role of various state tools involved in its development. The course intends to appreciate several inter-woven threads between the establishment of state and society. Additionally course shall cover the concepts such as *purusharth*, *varna*, *ashramas* etc.

**Course Learning Outcomes**

Upon successful completion of this course, students will be able to

- a. Conceptualise the historical processes through which Indian society took turns from tribal to main society
- b. Appreciate the evolution of the idea of state formation
- c. Demonstrate broad knowledge of state formation
- d. Assess the transition of state from centralized to decentralised and to feudal state
- e. Assess the present day society through its beginning

**Unit-I**

1. Various approaches to the nature of state in ancient India
2. Idea of state and society in classical literature, *Arthashastra of Kautilya*
3. Chiefdoms of vedic period and subsequent development of territorial states

**Unit-II**

4. Republican trends in ancient India
5. *Saptanga* theory of state origin
6. Changing concept of monarchy: Mauryan to Kushans

**Unit-III**

7. Absolute monarchy of Gupta empire and aftermath
8. Indian society through *purusharth*, *varna* and *Ashrama*
9. From *Varna* to *Jati* : The historical process of the formation of *jatis*

**Unit-IV**

10. State formation in early medieval India, debate
11. The origin and historical development of Devadasi system
12. Feudalism debate in Indian history

**Essential Readings**

Altekar, A.S., *State and Government in Ancient India* (2nd edn.), Delhi: Motilal Banarsidass, 1955.

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इतिहास विभाग

विश्वविद्यालय, दिल्ली

**State and Society in Medieval India**  
**DSE-HIST 335 B**  
**Third Semester**

**Course Description**

This course is intended to familiarize students with the state and society of medieval period of Indian History. The course covers the period roughly between 13<sup>th</sup> to 18<sup>th</sup> centuries. It gives the students an understanding of state and the building of empires in this period. It aims to develop a critical understanding of how Sultanate, Vijayanagar and the Mughal empires grew and developed. Course critically analyses the important aspects of state and the society as well. Student will understand and be able to explain the basic concepts associated with central, provincial, local administration and the land revenue. Students will also estimate the composite culture of medieval period.

**Course Learning Outcomes**

After completion of this course, the students will be able to

- a. Understand the nature of sovereignty
- b. Estimate the difference between Sultanate, Vijayanagar and Mughal state system
- c. Make students understand the various facets of state and society
- d. Demonstrate historical concepts such as *mansabdari* and *jagirdari*
- e. Estimate the nature of medieval Indian history, and identify the relation between history and society
- f. Develop a critical understanding of the subject

**Unit-I**

1. Nature of State in the Delhi sultanate, debate. Textual sources on statecraft in Delhi sultanate, Fakhr-i Mudabbir's *Adab ul harb wa'sh Shujat* and Ziauddin Barani's *Fatawa-i-Jahandari*
2. The Kingdom of Vijaynagar : Martial character of the state, *nayaka* system, Brahmins and temples and the concept of segmentary state
3. Theory of Mughal sovereignty, imperial ideology under Akbar, debate on the nature of Mughal state

**Unit-II**

4. Delhi sultanas and the capital city, ulema and the learned
5. Sultans and the saints
6. Central, provincial and local administrations of Delhi sultans. Revenue administration

**Unit-III**

7. Reworking of Mughal revenue system and the antagonism of the Indian peasants to the revenue collectors
8. *Mansab* and *Jagir* system
9. Central, provincial and local administrations of Mughals

**Unit-IV**

10. Delhi sultans and Hindu subjects, *jizya*. An assessment of Hindu-Muslim relations
11. Intellectuals at the Mughal court, Brahmins and Jains
12. Sanskrit into the Indo-Persian culture

**Essential Readings**

Ali, M. Athar, *The Mughal Nobility Under Aurangzeb*, New Delhi: Oxford University Press, 1997.  
 Aziz, Abdul, *The Mansabdari System and the Mughal Army*, New Delhi: Idarah-I-Adabyat-I-Delhi, 1972.  
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- Shivram, Balkrishan, *Kinship Structures and Foster Relations in Islamic Society: Milk Kinship Allegiance in the Mughal World*, Shimla: Indian Institute of Advanced Study, 2014.
- Surinder Singh, 'Dynamics of Statecraft in the Delhi sultanate', *Proceedings of the Indian History Congress*. Vol. 61, 2000-2001.
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अध्यक्ष  
इतिहास विभाग  
विश्वविद्यालय शिमला

## Constitutional and Administrative History of India (1765-1947)

DSE-HIST 335 C

Third Semester

### Course Description

The broad aim of this course is to acquaint students with the in-depth understanding of the process, events and policies that brought the gradual evolution of constitution in India. The students shall examine important administrative and constitutional experiments that were introduced aiming at streamlining the British Indian administration. The students shall understand the practice of these institutions, their shortcomings and challenges that they threw to the architects of the modern constitution of India. The historical underpinnings and evolution of the India constitution can be traced to many regulations and acts passed before Indian Independence. Students shall study the growth of central and provincial legislatures in India as well.

### Course Learning Outcomes

After completion of this course, the students will be able to

- a. Know the beginning of the administrative and legal structure of East India Company and its salient features
- b. Assess the historical process of constitution making
- c. Know the local, national, international and British factors which were at work in the making of constitutional acts
- d. Examine the larger implications of these acts in the changing milieu of a resurgent India
- e. Appreciate the growth of central and provincial legislatures in India

### Unit-I

1. Administrative structure and functions of East India Company in Bengal, 1765-1772
2. Regulating Act of 1773 and Pitts India Act of 1784
3. Evolution of Central and Provincial structure through renewal of company Charter Acts from 1793 to 1853

### Unit-II

4. Transfer of Indian governance from Company to Crown, Queen's Proclamation and Act of 1858
5. Forward representative Government; Indian Council Act of 1861 and 1892
6. Morley Minto Reforms of 1909

### Unit-III

7. Montague Chelmsford reforms 1919
8. Nature and working of diarchy
9. Administration: Civil Service, Police, Judiciary and Local self-government

### Unit-IV

10. Provincial Autonomy and the Act of 1935
11. India Independence Act 1947
12. Understanding separatism and Independence from constitutional perspective: Congress, Muslim League, Right Wing Hindus, 1935-1947

### Essential Readings

- Agarwal, R.C and Bhatnagar, M., *Constitutional Development and National movement of India*, New Delhi: S. Chand 7 Co., 2006.
- Banerjee, A.C., *Constitutional History of India*, Vol.9, Calcutta: Mukherjee & Company, 1948.
- Basu, D.D., *Introduction to the Constitution of India*, 26<sup>th</sup> edn., New Delhi: Lexis Nexis, 2021.
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- Thangamani, Pon, *India Constitutional History -AD 1773 to 1950*, Chennai: Ponnaiah Pathipakam, 2001.

### Suggested Readings

- Appadorai A. and M. Gwyer (eds.), *Speeches and Documents on the Indian Constitution, 1921-47*, Bombay: Oxford University Press, 1957.
- Bayly, C.A., *Indian Society and Making of the British Empire*, Cambridge: Cambridge University Press, 1990.
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- Coupland, R., *The Indian Problem, 1833-1935*, New Delhi: Oxford University Press, 1968.
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- de'Souza, Peter Ronald, *Contemporary India: Transitions*, New Delhi: Sage Publications, 2000.
- Gopal, S., *Viceroyalty of Lord Irwin*, New Delhi: Oxford University Press, 1957.
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- Majumdar, B.B., *Indian Political Associations and the Reform of the Legislature, 1818-1917*, Calcutta: Firma KLM, 1965.
- Mishra, Shree Govind, *Constitutional Development and National Movement in India, 1919-1947*, Patna: Janki Prakashan, 1978.
- Misra, B.B., *The Bureaucracy in India: An Historical Analysis of Development upto 1947*, Delhi: Oxford University Press, 1977.
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## Research and Publication Ethics

AEC -HIST 340

Third Semester

### Course Description

This course is important not only when conducting research but also when publishing it. It is one of the crucial pillars for maintaining scientific integrity and credibility. The onus to implement fair practices lies with researchers, universities/institutions, and publishers. Through this course we intend to provide a short yet inclusive resource to graduate/post-graduate students and early-stage researchers. We have identified common areas where researchers often face doubts and challenges. This course has total 12 short modules focusing on basics of research and ethics, research integrity, publication ethics, and identifying research misconduct and predatory publications. Citation database, publications, research misconduct and plagiarism tools and policy has been discussed in the course. Class room teaching, guest lectures, group discussions, and practical sessions will be the part of the pedagogy. There will semester-end examination for successful completion.

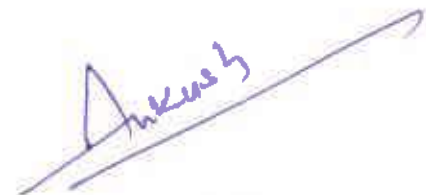
1. Understanding research ethics
2. What is plagiarism and ethical writing
3. Ethics in general publications
4. Ethics in quality academic publications. COPE & CARE
5. Academic misconduct
6. How to deter academic misconduct and the code of ethics
7. Avoiding plagiarism by using design thinking process
8. Managing references in ms-word, mendely etc.
9. Type of citation styles
10. How to cite and write
11. Literature review and proper use of e-resources
12. Plagiarism check tools/and software: Shodhshuddhi, urkund etc.

### General Readings

- Adams D, Pimple K.D., 'Research Misconduct and Crime: Lessons from Criminal Science on Preventing Misconduct and Promoting Integrity', *Accountability in Research*, 12(3) 2005, pp. 225-240.
- Anderson, M.S. et al., 'What Do Mentoring and Training in the Responsible Conduct of Research Have To Do with Scientists' Misbehavior? Findings from a National Survey of NIH-Funded Scientists'. *Academic Medicine*, 82(9), pp.853-860.
- Beall, J., *Predatory publishers are corrupting open access*, *Nature*, 489(7415), 2012.
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## India since Independence (1947-1990s)

DSE-HIST 442

Fourth Semester

### Course Description

This course examines social, political and economic developments in India since independence and places these developments in a historical and comparative context. It begins with the understanding the partition and framing of new constitution. It focuses the political and economic consolidation and integration of early post-independent Indian princely states and the language problems. The course covers the nature of Indian democracy & secularism and the challenges that it has confronted over the decades including the challenge of emergency and communalism. It shall discuss as well the India's foreign policy and the wars that India had to fight with China and Pakistan.

### Course Learning Outcomes

After completion of this course, the students will be able to

- a. Evaluate the characteristic features of the contemporary India
- b. Comprehend key themes and debates related to politics in contemporary India
- c. Appreciate the nature and stages of socio-political transformation of post-independent India
- d. Create a better understanding of the fundamental structures and ideologies of post-independent India
- e. Assess the India's foreign policy and the wars that India had to fight
- f. Interpret contemporary concerns in the light of a critical understanding of history

### Unit-I

1. Rehabilitation after partition: Refugee problem, integration of princely states
2. The making of the constitution and establishment of republic
3. Structure of governance: Bureaucracy, police and the judiciary

### Unit-II

4. National integration: Integration of princely states, reorganisation of Indian states
5. Linguistic re-organisation
6. Foreign policy and making of non-alignment

### Unit-III

7. Parties and politics: Indian National Congress, other national parties, left and right wing parties and major regional parties
8. Electoral system: Major trends in national general elections 1951-77
9. J.P. movement and emergency

### Unit-IV

10. Communalism and Indian politics
11. Economic policies and trends of development: Concept of mixed economy, process of planning, trends in economic development through Five Year Plans, policy and process of nationalisation
12. India's foreign policy: Major trends and wars with China and Pakistan

### Essential Readings

Appadurai, Arjun, *Domestic Roots of India's Foreign Policy 1947-1972*, New Delhi: Oxford University Press, 1979

Bandyopadhyay, Sekhar, *From Plassey to Partition and after A History of Modern India*, New Delhi: Orient Black Swan, 2004 (reprint 2015).

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- Francine, Frankel, *India's Political Economy, 1947-2004*, New Delhi: Oxford University Press, 2006.
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- Sen, Amartya, *The Argumentative Indian*, London: Penguin Books Pvt. Ltd., 2005.
- Spear, Percival, *The Oxford History of Modern India 1740-1975*, New York: Oxford University Press, 1979.
- Sumit, Sarkar, *Modern India 1885-1947*, New Delhi: Pearson India Education Services Pvt. Ltd., 2014.

#### Suggested Readings

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- Bardhan, Pranab, *The Political Economy of Development in India*, Delhi: Oxford University Press, 1998.
- Dreze, Jean and Amartya Sen, *India: Economic Development and Social Opportunity*, Delhi: Oxford University Press, 1996.
- Karlekar, Hiranmay (ed.), *Independent India: the first fifty years*, Delhi: ICCR and Oxford University Press, 1998.
- Morris Jones, W.H., *The Government and Politics of India*, Delhi: Oxford University Press, 1987.
- Omvedt, Gail, *Dalits and the democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*, Thousand Oaks, CA: Sage, 1994.
- Raghuramaraju, A., *Debates in Indian Philosophy Classical, Colonial, and Contemporary*, New Delhi: Oxford University Press, 2006.

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**Revolutions and Revolutionary Ideas**  
**DSE-HIST 443**  
**Fourth Semester**

**Course Description**

This course explores a range of contemporary sociological approaches to the study of social movements and revolutions to understand the interplay between theoretical perspectives and methodological approaches. The course provides a representative cross-section of many of the most significant revolutions of the modern era. The case studies shall help students to understand the circumstances that led to their success. Students shall trace the historical development of select revolutions using an analytical framework. Attention will be devoted to clearly explaining all relevant concepts and events, the roles of key leaders, and the interrelation of each revolutionary movement with international economic and political developments and conflicts.

**Course Learning Outcomes**

After completion of this course, the students will be able to

- a. Have well-informed overviews of major revolutionary movements
- b. Assess the theoretical approaches in social movement and revolutions
- c. Understand what revolutions are and why they matter
- d. Examine what revolutions mean to change the world
- e. Critique the interrelation of each movement with international economic and political developments
- f. Evaluate the crucial insights and indispensable information concerning modern-day political turmoil

**Unit-I**

1. Social movements, revolutions, and transformation: An overview of concepts and theoretical perspectives
2. The English revolutions: Civil wars and the glorious revolution, bill of rights and acts of settlements

**Unit-II**

3. The American revolution: Constitution making, despotism and republicanism, democracy and slavery
4. The French revolution: Representation and the body-politic, supreme reason and general will, terror and virtue

**Unit-III**

5. The Russian Revolution: Class, state and revolution
6. The Chinese Revolution: New democracy and the cultural revolution

**Unit-IV**

7. Revolution through democracy
8. Ahimsa and revolutionary practice: Swaraj, Swadeshi and Satyagraha

**Essential Readings**

- DeFronzo, James, *Revolutions and Revolutionary Movements*, 6<sup>th</sup> edition, London: Rutledge, 2021.
- Gandhi, M. K., *Hind Swaraj and Other Writings*, Cambridge: Cambridge University Press, 2009.
- Lichbach, Mark and Alan Zuckerman (eds.), *Comparative Politics: Rationality, Culture, and Structure: Advancing Theory in Comparative Politics*, Cambridge: Cambridge University Press, 2007.
- Oommen, T.K. (ed.), *Social Movements*, 2 Vols, New Delhi, Oxford University Press, 2010.
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- Skocpol, Theda, *States and Social Revolutions: Comparative Analysis of France, Russia and China*, New York: Cambridge University Press, 1979.
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- Trotsky, Leon, *History of the Russian Revolution*, Ann Arbor, University of Michigan Press 1957.
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- Foran, John (ed.), *Theorizing Revolutions*, London: Routledge, 1997.
- Goldstone, Jack A., *Revolution and Rebellion in the Early Modern World*, California: University of California Press, 1991.
- Hobbes, Thomas, *Behemoth or the Long Parliament*, New York: Oxford University Press, 2010.
- Lenin, Vladimir I., *State and Revolution*: New York: Penguin, 1992.
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**Religion and Philosophy in Early India**  
**DSE-HIST 445 A**  
**Fourth Semester**

**Course Description**

One of the greatest issues for historians has been the religious understanding of India particularly its cultural and civilisational edifice. The present course studies the foundation of early Indian religious traditions with reference to the historical contexts in which institutionalized religions emerged, evolved and transformed over centuries. Religious movements along with sectarian developments of the sixth century BCE shall be studied with several threads extended to the study of Buddhism and Jainism. Various reasons of evolution of Puranic religions with emphasis upon image worship and associated rituals; the concepts of bhakti; the process of brahmanization of tribal cults; the concepts of acculturation, Sanskritization; the typologies of Viṣṇu, Śiva and Durgā shall be discussed to make students understand religious developments taking place at various junctures in ancient past.

**Course Learning Outcomes**

Upon successful completion of this course, students will be able to

- a. Conceptualize the religious processes and transformation from vedic to sectarian and non-sectarian forms
- b. Appreciate the evolution and development of various religious waves
- c. Demonstrate broad knowledge of religious base of the Indian society
- d. Assess the impact of various sects on society in early India
- e. Understand the change from Puranic religions to the concepts of bhakti
- f. Develop an understanding of the process of brahmanization and sanskritization

**Unit-I**

1. Early Indian Religious Trends: Vedic and Post-vedic period
2. Schools of Hindu philosophy
3. Dhamma: Growth and development of Buddha's teachings

**Unit-II**

4. Jainism and the concept of *kaivalya*
5. Charvaka philosophy and the ancient Indian atheistic materialism
6. History and doctrines of the Ajivikas

**Unit-III**

7. Materialism of the ancient Tamils
8. Kashmiri shaivism & tantra and its extension and entrenchment in Himachal Pradesh
9. Religious institutions in complex societies : Mutations within vishnuism and shivaism

**Unit-IV**

10. Origin of the Bhakti movement: Alvars and Nayanars
11. The rise of regional culture and cults and the process of acculturation & sanskritization
12. Brahmanization of popular cults : Lord Jagannath, Vithal and the Hidimba of Kullu

**Essential readings**

- Banerjee, J.N., *Pauranic and Tantric Religion: Early Phase*, Calcutta: University of Calcutta, 1966.  
 Bhandarkar, R.G., *Vaiṣṇavism, Śaivism and Minor Religious Systems*, Varanasi: Indological Book House, 1965.  
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 Chakrabarti, Kunal, *Religious Process: The Purāṇas and the Making of a Regional Tradition*, New Delhi: Oxford University Press, 2001.  
 Chakravarti, Uma, *The Social Dimensions of Early Buddhism*, Delhi: Oxford University Press, 1987.

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- Eschmann, Kulke and Tripathi (eds.), *The Cult of Jagannatha and the Regional Tradition of Orissa*. New Delhi: Manohar, 1978.
- Gonda, Jan, *Aspects of Early Vismism*, Delhi: Motilal Banarsidass, 1969.
- Hudson, D. Dennis, *Bhagavata Religion and Beyond*, New Delhi: Oxford University Press, 2010.
- Jaini, Padmanabh S., *Gender and Salvation: Jaina Debates on the Spiritual Liberation of Women*, Delhi: 1991.
- Jaiswal, Suvira, *The Origin and Development of Vaishnavism*, Delhi: Munshiram Manoharlal, 1981.
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- Kramrisch, Stella, *The Presence of Siva*, Varanasi: Motilal, Banarsidass, 1988.
- Bardwell L., Smith (ed.), *Hinduism: New Essays in the History of Religions*, Leiden: E.J. Brill, 1976.
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- Mahalakshmi, R., *The Making of the Goddess: Korraivai-Durga in the Tamil Traditions*, New Delhi: Penguin, 2011.
- Nandi, R.N., *Social Roots of Religion in Ancient India*, Calcutta: K.P. Bagchi, 1986.
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- Pande, G.C., *Studies in the Origins of Buddhism*, New Delhi: Motilal Banarsidass, 1994.
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- Shrimali, K.M., *Essays in Indian Art, Religion and Society*, New Delhi: Indian History Congress/ Munshiram Manoharlal, 1987.
- Sircar, D.C., *Studies in the Religious Life of Ancient and Medieval India*, Delhi: Motilal Banarsidass, 1971.
- Thapar, Romila, *Ancient Indian Social History: Some Interpretations*, New Delhi: Orient Blackswan, 1978.
- Thapar, Romila, *Cultural Pasts: Essays in Early Indian History*, New Delhi: Oxford University, 2000.
- Thapar, Romila (ed.), *Recent Perspectives of Early Indian History*, Bombay: Popular Prakashan, 1995.
- Weber, Max, *Religions of India*, Illinois: Free press, 1958.

#### Hindi Readings

- Shrimali, Krishana Mohan, *Prachin Bhartiya Dharmo ka Itihas*, New Delhi: Granth Shilpi, 2017.
- Sahay, Shiv Swaroop, *Prachin Bhartiya Dharma aam Darshan*, Delhi: Motilal Banarsidass, 2001.
- Singh, Anand, *Prachin Bhartiya Dharam: Udbhav aam Swaroop*, New Delhi: Hindi Madhyam Karyanva Nideshalaya, 2010.

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- Bhattacharji, Sukumari, *The Indian Theogony: A Comparative Study of Indian Mythology from the Vedas to the Purāṇas*, Calcutta: Firma KLM, 1978.
- Bhattacharya, N.N., *The Indian Mother Goddess*, Delhi: Manohar, 1999 (1970).
- Brown, Cheever Mackenzie, *The Triumph of the Goddess: The Canonical Models and Theological Visions of the Devī-Bhagavata Purāṇa*, Delhi: SriSatguru Publications, 1992.
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- Coomaraswamy, A.K., *The Dance of Siva*, Delhi: Munshiram Manoharlal, 1999 (1918).
- Gopal, S. and R. Champakalakshmi (eds.), *Tradition, Dissent and Ideology*, New Delhi: Oxford University Press, 1966.
- Hazra, R.C., *Studies in the Puranic Records on Hindu Rites and Customs*, Delhi: Motilal Banarsidass, 1975 (1948).
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- Kane, P.V., *History of the Dharmasāstras*, 5 volumes, Poona: Bhandarkar Oriental Research Institute, 1930-1962.
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Sebastian, A.K., *Recent Researches in Buddhist Studies*, New Delhi: Sri Satguru Publications, 2009.

Shrimali, K.M. and R.S. Sharma (eds.), *A Comprehensive History of India*, Volume IV, Part 2, New Delhi: Manohar, 2008.

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संस्कृत विश्वविद्यालय शिमला

**Mystical Movements in Medieval India**  
**DSE-HIST 445 B**  
**Fourth Semester**

**Course Description**

This is a survey course intended to familiarize students with the mystical movements in Medieval India. It looks at the intellectual trends, sectarian debates, theological disputations, Bhakti and Sufi thoughts. The debates between the Ulema and the Sufis, the patronage extended to them by individuals and the state from time to time in order to reach to the public society would also be studied. The monotheistic thought, Bhakti tradition and the devotional literature in the Indian sub continent will be a part of the study. It will be pertinent to train the students to be sensitive to these developments and inculcate the sense of objectivity and morality. It also looks the development of historiography during the medieval India

**Course Learning Outcomes**

After completion of this course, the students will be able to

- a. Understand the various facets of mysticism
- b. Appreciate the diversity in the Indian culture
- c. Develop a critical insight to examine the development of religious thoughts and movements
- d. Be sensitive to religious developments
- e. Inculcate the sense of objectivity and morality
- f. Distinguish between the major arguments of the historians

**Unit-I**

1. Popular devotional movements in South India: Bhakti of *Nayanars* and *Alvars*
2. Shaktism and Tantricism
3. Shankaracharya and Advaita philosophy. Consolidation of the religious traditions (10<sup>th</sup> to 13<sup>th</sup> centuries), role of the *acharyas*

**Unit-II**

4. Rise of socio-religious non-conformism: The development of the Nāth Sampradāya
5. Characteristic features of monotheistic movements of North India, Kabir and Dadu
6. Trends of Vaishnava bhakti movements in North India, *nirgun* and *sagun* bhakti. Vaishnavas of Bengal (Gaudiyas) and the Maharashtra

**Unit-III**

7. Growth of Sufi movement in Islamic world and its introduction in India
8. Sufi orders in India: Be-shara and Ba-shara, Chishti, Suhrawardi and Naqshbandi silsilas; popularity of Chistis
9. Social role of Sufis: State, ulema, conversions and the *khanqahs*

**Unit-IV**

10. Guru Nanak and Early Gurus: Socio-political contexts within which Sikhism evolved over centuries
11. Sufi transformation: Baba Bulleh Shah and his Kafis
12. Interaction between Sufi and Bhakti movements and cultural synthesis

**Essential Readings**

- Ahmad, Aziz, *Studies in Islamic Culture in the Indian Environment*, London: Oxford University Press, 1964.  
 Ansari, Sarah F.D., *Sufi Saints and State Power*, Cambridge: Cambridge University Press, 1992.  
 Aquil, Raziuddin (ed.), *Sufism and Society in Medieval India*, Delhi: Oxford University Press, 2010.  
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Sharma, Krishna, *Bhakti and the Bhakti Movement: A New Perspective*, Delhi: Munshiram Manoharlal, 1987.

### Suggested Readings

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Aquil, Raziuddin, 'Conversion in Chisti Sufi Literature (13th -14th Centuries)', *The Indian Historical Review*, Vol. 24, Nos 1 & 2, 1997-1998, pp. 70-94.

Aquil, Raziuddin, 'Sufi Cults, Politics and Conversion: The Chistis of the Sultanate Period', *The Indian Historical Review*, Vol. 22, Nos 1-2, 1995-1996, pp. 190-97.

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Chakrabarty, Ramakanta, *Vaisnavism in Bengal, 1486-1900*, Calcutta: Sanskrit Pustak Bhandar, 1985.

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**Social and Cultural Changes in Modern India**  
**DSE-HIST 445 C**  
**Fourth Semester**

**Course Description**

The broad aim is to know the various factors responsible for the socio-religious movements and its wider impact on Indian people and society. Human society across world shows that various types of exploitative practices that were prevalent there take the form of social evils in the long run and become a scar on the face of any civilized society. The Indian society too was suffering from social evils such as casteism, superstitions, sati pratha, female education, widow remarriage and child marriage etc which stood in the way of our progress. The students will appreciate the reforms that began to manifest from the early decades of the 19th century. Students shall evaluate how majority reformers upheld Indian philosophy and culture. That instilled in Indians a sense of pride and faith in their own culture.

**Course Learning Outcomes**

After completion of this course, the students will be able to

- a. Know how every social custom and institution derived sustenance from religious injunctions and sanctions
- b. Understand how Indian reformers well understood the close interrelation reforms must precede demand for social reforms
- c. Appreciate how reformers propagated the idea of basic unity of all religions
- d. Examine how reform movements fostered feelings of self-respect, self-reliance and patriotism
- e. Know the history of socio-religious movements in colonial India.
- f. Understand about its growth, features, nature and outcome

**Unit-I**

1. Historiography and sources
2. Social structure of Indian society in the 18<sup>th</sup> century
3. Social impact of British rule.

**Unit-II**

4. The growth of western learning: The new education, its objectives, content and impact. British policies and Indian response.
5. The press and the public opinion: Journalistic activity, levels and contents of Anglo-Indian and vernacular press, British legislation and its reaction.

**Unit-III**

6. The new middle class: Its emergence, growth of professional classes, its role in social and cultural aspects of the national movement.
7. Socio-religious reform movements in the 19<sup>th</sup> century: Raja Ram Mohan Roy, Swami Vivekanand, Ramakrishna Paramhansa, Swami Dayanand, Sir Syed Ahmed Khan

**Unit-IV**

8. The depressed classes movements
9. Position of women: British legislation concerning women, role in the freedom struggle, legal position at the time of independence.

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- Baird, Robert, *Religion in India*, New Delhi: Manohar, 1995.  
 Brass, Paul, *Language, Religion and Politics*, New Delhi: Vikas, 1975.  
 Datta, K.K., *A Social History of India*, New Delhi: Macmillan, 1975.  
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 दिल्ली विश्वविद्यालय  
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**Economic History of Early India (up to c. AD 1200)**  
**DSE-HIST 446 A**  
**Fourth Semester**

**Course description**

The course will analyse and evaluate the historiography and sources used to develop an understanding of the theoretical perspectives on ancient Indian economy starting preliminary from Vedic age to early medieval age based on historical references/sources. The course shall provide a detailed study and analysis of the agrarian structures, cultivation, irrigation and major crops. It shall provide an overview of revenue system from Mauryas to Gupta age. The course shall probe into various reasons of origin and development of land grant system and how it affected ultimately the state and temple economy. Trade activities shall be studied mainly focussing on routes, commodities and economic impact. The development of corporate and banking system shall provide a panoramic view of the concept. The course covers the study of urban centres and various stages of urbanization as well.

**Course Learning Outcomes**

Upon successful completion of this course, students will be able to

- a. Develop an understanding of theoretical perspectives on ancient Indian economy
- b. Analyse the agrarian structures, cultivation, irrigation, major crops and the revenue system
- c. Conceptualize the historical processes through which land grant system originated and developed
- d. Appreciate the development of corporate and banking system in Chola empire
- e. Assess the transitional stages of urban centres based on theory of metal and other characteristics
- f. Understand the important fragments of economic developments in early Indian.

**Unit-I**

1. Theoretical perspectives on ancient Indian economy
2. Theories on ownership of land
3. Historical survey of development of various industries in ancient India

**Unit-II**

4. Agrarian structures: Cultivation, irrigation and the major crops
5. Revenue system: Origin, emphasis on Mauryan to Gupta revenue systems, modes and methods of collection and the utilisation
6. Land grants and changes in economy in Satavahana period

**Unit-III**

7. Trade, commerce and industrial development: Internal, external trade routes from Harappan to Kushana period
8. Roman trade and contacts with Southeast Asia, imports and exports
9. Corporate system: Origins of guilds, their organisation, functions, relations with members and state, decline

**Unit-IV**

10. Temples as centres of economic activities
11. Urbanisation: Phases of urbanisation, urban decay or continuum
12. Revenue system under Chola

**Essential Readings**

- Adhya, G.L., *Early Indian Economics*, Bombay: Asia Publishing House, 1966.  
 Bose, A.N., *Social and Rural Economy of Northern India*, 2 Vols, Calcutta: K.L. Mukhopadhyaya, 1967.  
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- Tripathi, Ramashankar, *Pracheen Bharat ka Itihas*, Delhi: Motilal Banarsidass, 1967.
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#### Suggested Readings

- Agrawal, R.S., *Trade Centres and Routes in Northern India (c 322BC – AD 500)*, Delhi: B.R. Publishing Corporation, 1982.
- Appadorai, A., *Economic Conditions in Southern India, 1000–1500 AD*, 2 vols, Madras: University of Madras, 1936.
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**Economic and Social History of Medieval India (1200-1750)**  
**DSE-HIST-446 B**  
**Fourth Semester**

**Course Description**

This course deals with the economic, social and urban life during the Sultanate and Mughal period. The course shall focus on the nature of agrarian and urban economy and, society in medieval India. It also covers the some very significant developments in its agrarian and urban economy, emergence of new classes in rural and urban settings. Topics are proposed in such a way so that it will meet the recent demand for a critical and comprehensive study of social and economic history of medieval India. The course presents a comprehensive picture of the multi-dimensional life of man in medieval India. It tells us how the common man in medieval India had lived, thought and worked in social and economic spheres.

**Course Learning Outcomes**

After completion of this course, the students will be able to

- a. Understand the social and economic processes of medieval India
- b. Have a fair idea about agrarian system, land revenue policies, trade and commerce etc.
- c. Assess the notions of economic theory informing the working of the state and society in medieval India
- d. Evaluate the underlying rules framed by the sultans for regulating the economy in medieval India
- e. Explain the social contradictions manifested in Indian history
- f. Apprise how urban settlements was important to understand the socio-economic pattern of the medieval period

**Unit-1**

1. Agrarian production: Agricultural practices, agricultural technology and types of crops, means of irrigation and water lifting devices
2. Agrarian measures: Alauddin Khalji and Tughlaq's
3. Agrarian taxation: Methods of revenue assessment and magnitude of revenue demand, the machinery of land revenue administration.

**Unit-II**

4. Agrarian Society: Conditions of peasantry, property rights, village community
5. Agrarian relations: The origin and nature of the *zamindari* rights, political role of chieftains and *zamindars* in the Mughal empire
6. Village industries: Manufactures, artisans, production technology and organisation.

**Unit-III**


7. Trade: Inland and foreign trade, trade routes, organisation of production, personnel of trade and commercial practices
8. Monetary system: Banking, credit, mints and money
9. European companies: Advent of European companies and their impact on Indian economy

**Unit-IV**

10. Urban centres: The growth of cities and towns, urban life
11. Urban societies: Ruling class, middle and lower classes, urban administration and organisation
12. Potentialities of capitalistic development in the economy of Mughal India.

**Essential Readings**

Ashraf, K.M., *Life and Conditions of the People of Hindustan*, New Delhi: Munshiram Manoharlal, 1969.  
 Chitnis, K.N., *Socio-economic History of Medieval India*, New Delhi: Atlantic Publishers & Distributors. 1990.

  
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- Hasan, S. Nurul, 'Zamindars Under the Mughals', in Robert E. Frykenberg (ed.), *Land Control and Social Structure in Indian History*, Delhi: Manohar, 1979.
- Jackson, Peter, *The Delhi Sultanate: A Political and Military History*, Cambridge: Cambridge University Press, 2005.
- Law, N.N., *Promotion of Learning in India during Muhammadan Rule*, Reprint, Delhi: Idarah-i Adabiyat-i Delli, 1973.
- Misra, S.C., 'Social Mobility in Pre-Mughal India', *Indian Historical Review*, Vol. I, 1974, No. 1.
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## Economic History of Modern India (1757-1947)

DSE-HIST 446 C

Fourth Semester

### Course Description

This course envisages providing a broader perspective on the Indian economy from a historical point of view. The shifts that occurred from time to time in the structure of the Indian economy during the colonial phase and how the country had adjusted to such changes will be studied. It helps to familiarize the terms like colonialism, drain of wealth, land settlements, economic nationalism etc. which created a mark on Indian economy and society. The colonial period marked a great impact on almost all sectors of the country. The hardships caused by colonial policies and their consequences on the economic structure will be studied here. Thus the course helps to gain knowledge on the historical dimensions and their interlinkages on the socio-economic and political framework and how all these enabled the Indians to adapt to these changes.

### Course Learning Outcomes

After completion of this course, the students will be able to

- a. Assess the detail of the impacts of British rule over India
- b. Examine the development of social and economic scenario of India during colonial rule
- c. Critique the Colonial agriculture land revenue policies
- d. Re-examine the debate of drain of wealth, free trade and development of banking system etc.
- e. Understand and elucidate different approaches of the economic history of British India
- f. Critique the modern form of financing system, free trade and drainage of wealth from the colonies to colonialist states

### Unit I

1. Historiography and the sources of economic history of modern India
2. Nature of pre-capitalist agrarian economy, village community, peasantry, artisan and taxation.
3. Stages of colonialism and the colonial state

### Unit II

4. British agrarian policies and the land right, Permanent settlement, Ryotwari and Mahalwari
5. Agricultural production: Commercialization and capital in agriculture.
6. Indebtedness in colonial India: Nationalist attitude and British policies

### Unit III

7. Transportation and Communication: Railways, Postal & Telegraph, and Shipping
8. Development of industries: Coal, Iron & Steel, Cotton textile
9. Industrial labour and trade union movement

### Unit IV

10. External trade and price movements, modern banking
11. Economic critique of colonialism and the rise and growth of economic nationalist
12. British versus Indian views of development

### Essential Readings

- Bhattacharya, Dhires, *A Concise History of Indian Economy From Mid-Eighteenth Century to Present*, New Delhi: Prentice Hall of India, 1989.
- Chandra, Bipan, *The Rise and Growth of Economic Nationalism in India*, New Delhi: People's Publishing House, 1966.
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## Indian National Movement (1858-1947)

GE-HIST 449

Fourth Semester

### Course Description

Indian national movement is a mass movement where the people of India started having a feeling of nationalism inside their hearts which helped them to speak up. The course aims to provide a historical understanding of the factors, events, acts, policies, manoeuvres and real politics that led to the emergence of a powerful force of nationalism in India. Through a survey of the course the students will be sensitized to the complex process through which modern politics was introduced in India. The national movement was a crucial element in the transformation of the Indian society and polity. A study of the movement will therefore enable them to appreciate the complex nature of this transformation. It also has a well-off and comprehensive historiography. Therefore it has to be taught in a way that is selective rather than exhaustive. As course weightage is four-credit thus we have adopted a thematic approach instead of a chronological one.

### Course Learning Outcomes

After completion of this course, the students will be able to

- a. Appreciate the Indian national movement's multifaceted nature
- b. Understand the historical factors for Indian nationalism
- c. Know the various factors which were at work in the making of a nationalist movement in India
- d. Comprehend and critique the ideologies of revolutionary nationalists
- e. Understand the factors that contributed to the growth of communalism
- f. Understand the larger perspectives behind partition

### Unit-I

1. Historiography of the Indian national movement: Nationalist, marxist and subaltern schools.
2. Rise of political consciousness: Impact of the 1857 uprising. Peasants and tribal movement.

### Unit-II

3. Social and religious reform movement: Growth of western education and the influence of socio-religious movement on the rise of Indian nationalism.
4. Rise of economic nationalism: British economy politics, drain theory and emergence of Indian capitalists.

### Unit-III

5. Growth of Nationalism: Foundation, programmes and policies of Indian national congress. Role of revolutionary nationalists.
6. Understanding communalism: Factors responsible for growth of communalism in colonial period, divide and rule and communal riots.

### Unit-IV

7. Gandhian mass movement: Doctrine of satyagraha, non co-operation, civil disobedience and quit India movement.
8. Towards Independence: Indian national army and naval mutiny of 1946, International response to the Indian national movement. Freedom and partition.

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- Bandyopādhyāy, Śhekhar, *From Plassey to Partition and After*, New Delhi: Orient Blackswan, 2004.
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- Guha, Ramachandra, *India After Gandhi: The History of the World's Largest Democracy*, New Delhi: Pan Macmillan, 2007.
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