

# **Programme Project Report (PPR) of Master of Arts (History)**



**ICDEOL, H.P. University, Shimla-5**

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### **(i) Programme's Mission & Objective:**

Soon after its establishment in 1970 Himachal Pradesh University set up a Directorate of Correspondence Courses (DCC) with an objective of democratization of educational opportunities and proliferation of knowledge. Under DCC, many distance courses in graduation and post-graduation in social sciences, humanities commerce, teacher-training, etc. were started in order to provide education to those, to whom education through the formal mode was not accessible. Over the years, the Directorate of Correspondence Courses moved towards absorbing the emerging philosophy of distance education and adopting multimedia approach to impart instruction. In view of this, the Directorate of Correspondence Courses has now been rechristened as the International Centre for Distance Education and Open Learning (ICDEOL).

Since its very inception, the ICDEOL has proved to be a pioneer institution in the field of distant education and open learning not only in Himachal Pradesh but also in north India. It has become a light house of learning for persons of all ages and genders particularly to such persons who, for different reasons, can not avail the higher course of studies as regular full time students. It has been striving to extend the reach of higher education to different sections of the society located in divergent geographical areas in the state and outside the state. It is an effort to equip the adult community with tools and skills to attain professional competence.

Focusing on the rural economy, tribal region, tough terrain is one of the mission of the ICDEOL and it tries to encourage student enrolment from among weaker sections even beyond the reservation limit. Regular mode of education is not sufficient enough to reach this goal. The basic philosophy of our aim is to "Reach the Unreached". The teaching-learning process of history is closely related to the study of past not simply for the past alone; it aims to understand the present also in a critical manner. The mission and objective of the programme is to motivate the prospective learners to get acquainted with the latest findings as well as research methodology of history as a discipline. It aims to cater the growing demands of the learners not only for those who want to be a teachers or researchers, but also to those who intend to be administrators, journalists or even professionals. The school also attempts to encourage the learners to go for researches.

### **(ii) Relevance of the programme with HEI's Mission & Goals:**

The relevance of the PG course in History under Distance Education mode will provide the connectivity between the Institution and the learners, the identification and nurturing of talent, research in the field of pedagogy for development of efficient learning process for the learners. Focusing on the rugged and difficult terrain of the region and the need and aspirations of the youth in the region is one of the missions of the ICDEOL and it tries to encourage student enrolment from among the learners from tribal and distant places in Himachal Pradesh. Regular Mode of Education is not sufficient enough to reach this goal. Introducing post Graduate Course with History through distance mode of education we can reach to the unreached. The course is designed in such a way so that it can offer updated knowledge in the subject following the latest regulations of all the appropriate statutory bodies of government. In order to spread the study of history in an optimum level, the

programme is conducted in both language through the learners have the liberty to write either in Hindi or in English in the examinations.

**(iii) Nature of Prospective Target Group of Learners:**

As it is evident from the previous experience ICDEOL serves that segment of the society which can't get opportunity to be regular scholar. Their financial limitation, time constrain to attend the regular classes. Sometimes there are students who live in the remote areas they are not in position to join the PG course regular. Particularly women learners are important target group of ICDEOL. The MA in history aim for the development of knowledge modules having the right content to take care of the aspirations of academic community and to address to the personalized needs of the learners under low level of disposable income, rural dwellers, women, unskilled men, tribal's, minorities, disabled etc. It will be to all persons residing in any part of India and abroad irrespective of race, creed or class subject to the fulfillment of minimum qualifications prescribed for admission. However, ICDEOL will conduct personal contact programmes (PCP) examinations etc. in respect of PG course within territorial jurisdiction of Himachal Pradesh as per UGC guidelines. Students who do not find an opportunity to go for graduate or post graduate studies in regular mode of education due to the limitation of seats either working or want to enhance their education level and skill we offer them the best of the opportunity by offering the subject at PG level.

**(iv) Appropriateness of Programme to be Conducted in Open & Distance Learning and/or online Mode to Acquire Specific Skills and Competence:**

The PG Course in History intend to build the connectivity and knowledge network among and within institutions of higher learning in the country with a view of achieving a mass of learners in History. The efforts of the directorate towards providing efficient level of education can be gauged from the fact that our students have qualified competitive examinations and have found placement in both academic and non-academic institutions.

The Department of History in its meeting of the Board of Studies Revised Syllabi of MA (First Academic Session 2020-21) in phased manner but due to COVID-19 it will be postponed till further order. In the meetings of Board of Studies and Dean of Faculties also passed to introduce Internal Assessment in the PG courses of M.A. History for Open and Distance Learning Mode with the Notification of H P University on dated 3<sup>rd</sup> February, 2020 from the Academic Session of 2019-2020 onwards.

**(v) Instructional Design**

As the state and national level, the higher educational institutions are expected to provide quality education, education for all, strategic plans for an institution that defines targets and measures of the programmes to be achieved by the institution. Apart from physical infrastructure administration policy and code of behavior school of social science is actively engaged in its academic development of respective subjects i.e. History, Political Science, Sociology and Public Administration. The programs offered through the school of social sciences reflect a sustained dedication to critical, interdisciplinary approaches to the study of social relations, social structure, social identities and social phenomena . That is to say ,our courses and programs ground their analysis of social practices and relations in and across a range of disciplines and fields of study . The school of social science has been designed its curriculum, several learning resource materials, and feedback system through the BOS and an expert committee. Learning material through print media named self-learning material (SLM)

is developed with the approach of self-explanatory, self-contained, self-motivating and self-evacuating followed by the UGC guideline.

**Curriculum Design: Master of Arts (History)**

<b>Semester-I</b>		<b>Total M.</b>	<b>Theory</b>	<b>IR(assignments)</b>	<b>Pass Marks</b>
<b>Course</b>	<b>Course Name</b>				
Course-1	British History 1815-1919	<b>100</b>	<b>80</b>	<b>20</b>	<b>36</b>
Course-2	A study of Ancient World Civilizations	<b>100</b>	<b>80</b>	<b>20</b>	<b>36</b>
Course-3 (C)	Political History of India: 1707-1850	<b>100</b>	<b>80</b>	<b>20</b>	<b>36</b>
<b>Semester-II</b>					
<b>Course</b>	<b>Course Name</b>				
Course-1	History of Modern China and Japan, 1840-1950	<b>100</b>	<b>80</b>	<b>20</b>	<b>36</b>
Course-2	The Modern World 1919-1945	<b>100</b>	<b>80</b>	<b>20</b>	<b>36</b>
Course-3 (C)	History of the Indian Independence Struggle 1857-1947	<b>100</b>	<b>80</b>	<b>20</b>	<b>36</b>
<b>Semester-III</b>					
<b>Course</b>	<b>Course Name</b>				
Course-7 (B)	History of Europe 1870-1914	<b>100</b>	<b>80</b>	<b>20</b>	<b>36</b>
Course-8 (C)	Post Independence History of India- 1947-1972	<b>100</b>	<b>80</b>	<b>20</b>	<b>36</b>
Course-9 (C)	Institutional and Administrative History of India- 1765-1947	<b>100</b>	<b>80</b>	<b>20</b>	<b>36</b>
<b>Semester-IV</b>					
<b>Course</b>	<b>Course Name</b>				
Course-10	The Contemporary World, 1945-1991	<b>100</b>	<b>80</b>	<b>20</b>	<b>36</b>
Course-11(C)	Economic History of India 1750-1947	<b>100</b>	<b>80</b>	<b>20</b>	<b>36</b>
Course-12 (C)	Social and Cultural History of India 1750-1947	<b>100</b>	<b>80</b>	<b>20</b>	<b>36</b>
	<b>Maximum Marks =</b>	<b>1200</b>			

**Detailed Syllabus:** The detailed syllabus of Master of Arts (History) is as under:

**FIRST SEMESTER**

**Compulsory Courses**

**Course 1.** British History, 1815-1919

**Course 2.** A Study of Ancient World Civilizations

**Optional/ Specialization Courses**

**Course 3 (A).** Ancient Indian Archaeology

**Course 3 (B).** Political History of India, 1206-1526

**Course 3 (C).** Political History of India, 1707-1856

## **SECOND SEMESTER**

### **Compulsory Courses**

**Course 4.** History of China and Japan, 1840-1950

**Course 5.** The Modern World, 1919-1945

### **Optional/ Specialization Courses**

**Course 6 (A).** History of India, 320 BC- AD 750

**Course 6 (B).** Political History of India, 1526-1605

**Course 6 (C).** History of the Indian Independence Struggle, 1857-1947

## **THIRD SEMESTER**

### **Compulsory Course**

**Course 7 (A).** History of Himachal Pradesh: From Ancient times to 1971

Or

**Course 7 (B).** History of Europe, 1870-1914

### **Optional/ Specialization Courses**

**Course 8 (A).** History of India, AD 750-1200

**Course 8 (B).** Political History of India, 1605-1707

**Course 8 (C).** Post-Independence History of India, 1947-1972

**Course 9 (A).** Political Concepts and Institutional Structures in India, 1500 BC- AD1200

**Course 9 (B).** Political Ideas and Institutions of Governance in India, 1206-1750

**Course 9 (C).** Institutional and Administrative History of India, 1765-1947

## **FOURTH SEMESTER**

### **Compulsory Course**

**Course 10.** The Contemporary World, 1945-1991

### **Optional/ Specialization Courses**

**Course 11 (A).** Social and Economic History of India from the Harappan Period to AD 1200

**Course 11 (B).** Socio-Economic History of India, 1200-1750

**Course 11 (C).** Economic History of India, 1750-1947

**Course 12 (A).** Aspects of Ancient Indian Religion, Art and Architecture

**Course 12 (B).** Socio-Religious Movements in Medieval India

**Course 12 (C).** Social and Cultural History of India, 1750-1947

## **DETAILED SYLLABUS OF MA HISTORY**

### **COURSE 1**

#### **BRITISH HISTORY, 1815—1919**

### **Topics**

1. England in 1815
2. Toryism: reactionary and enlightened, 1815-27
3. The Whigs and reform, 1832-38
4. The Chartists and Robert Peel, 1838-51
5. Foreign policy, 1815-65

6. Gladstone and the Liberal Party, 1865-74
7. Disraeli and conservatism, 1874-86
8. Economic and social progress in the Victorian period
9. The new imperialism
10. The rise of the labour movement
11. Edwardian liberalism
12. The Irish question
13. Foreign policy, 1878-1914
14. Britain and the First World War.

## **COURSE 2**

### **A STUDY OF ANCIENT WORLD CIVILIZATIONS**

#### **Topics**

1. The Indus Valley Civilization: urban planning, external and internal trade, artistic achievements, industries and crafts, social stratification.
2. The cradle of Civilization in the Nile Valley: The Pharaohs, social and economic life; art and architecture, the legacy of the Egyptian civilization.
3. Roots of Mesopotamian Civilization: from the Sumerian to the Persian conquest; the nature of the state, occupation and crafts, trade and commerce, Sumerian law and intellectual achievements.
4. The elements of Greek Civilization: The evolution of the city-states: Athens on the mainland, and Sparta on the Peloponnesus, a study of thought and culture, meaning and function of Greek art.
5. Alexander and the Hellenistic Civilization, economic and social developments; literature, art and science.
6. The Roman Civilization: The nature of monarchy, senate and assembly in the 7<sup>th</sup> century BC, the Punic Wars and their effects upon Rome, society and culture during the republican era, artistic achievements during the period of the Principate; the decline and fall of Rome.
7. The beginning of Civilization in China: cultural development during the Shang Dynasty, cultural progress under the Chou dynasty, Confucius and his legacy.

## **COURSE 3(A)**

### **ANCIENT INDIAN ARCHAEOLOGY**

#### **Topics**

1. Geographical factors and their impact on human settlement: The Indian Subcontinent.
2. Introduction to archaeology: origins and beginning of archaeology as a distinct discipline, nature of archaeological data.
3. Principles and methods of excavation: systems and methods of excavation in the field archaeology, method of dating.

4. Insight into the prehistory of sub-continent: paleolithic and mesolithic cultures; beginning of food-production during the neolithic age.
5. Principal archaeological sites: Harappa, Mohenjodaro, Lothal, Kalibangan, Atranjikhhera, Hastinapur, Brahmagiri and Arikamedu.
6. Pottery Traditions: Harappan, potteries in the Gangetic basin: OCP, PGW and NBPW, potteries in upper Deccan region.
7. Numismatic: significance and limitation of numismatic evidence; origin and antiquity of coinage in India, punch-marked coins, Indo-Greek coins, coins of the tribal *janapadas*, Satavahana coins, Gupta coins, technique of manufacturing coins.
8. Epigraphy: historical value of epigraphic evidence; types of inscriptional evidence and materials used for epigraphs; origin and development of Mauryan Brahmi script.
9. Beginning of iron and its impact on settlement pattern: emergence of political states in different areas of the sub-continent.

### **COURSE 3(B)**

#### **POLITICAL HISTORY OF INDIA, 1206-1526**

**Note:** The main focus of the political history course would remain on the following areas: main sources, main rulers and their conquests, expansion and consolidation, relations with the nobility and neighbouring states, major rebellions and uprisings.

#### **Topics**

1. Major sources: Ziauddin Barani, *Tarikh-i-Firuz Shahi*; Amir Khusrau, *Qiran-us-Sadain* and *Khazain-ul-Futuh*; Yaya ibn Ahmad Sirhindi, *Tarikh-i-Mubarak Shahi*.
2. Political conditions and events in India during the Ghori invasion.
3. Establishment of Turkish rule in India: Iltutmish and Balban.
4. The changing nature, composition and role of the nobility under the Ilbaris, Khaljis and Tughlaqs.
5. The Mongol problem and the north-western frontier.
6. Khaljis: centralisation, administrative and economic reforms and imperialist expansion.
7. Tughlaqs: administrative changes, agrarian policies and rebellions.
8. Afghan polity: Sultanate under the Lodis
9. Rise of regional kingdoms in south India: Bahamani and Vijaynagar

### **COURSE 3(C)**

#### **POLITICAL HISTORY OF INDIA, 1707-1856**

#### **Topics**

1. The disintegration of the Mughal Empire and the rise of autonomous states: Bengal, Awadh, the Deccan,
2. The growth of new polities and powers: Sikhs, Marathas, Jats and Rohillas.
3. The Anglo-French conflict
4. Anglo-Maratha relations and the destruction of Maratha power

5. The British conquest of Bengal
6. British relations with Awadh
7. British relations with Hyderabad and Karnataka
8. Anglo-Mysore relations and the subjugation of Mysore
9. Annexation of Panjab and Sind
10. British-Indian relations with neighbouring countries: Nepal, Burma and Afghanistan
11. The method and nature of the residency system and the 'doctrine of lapse'

## **COURSE 4**

### **HISTORY OF MODERN CHINA AND JAPAN, 1840-1950**

#### **Topics**

##### **China**

1. China's contact with the west
2. Internal political developments in China, 1840-1911
3. China's relations with the other powers of the world, 1842-1905
4. The foundation of the republic and the progress of China, 1912-1931
5. The nationalist revolution in China
6. Sino-Japanese relations
7. The triumph of communism

##### **Japan**

1. The opening of Japan
2. The fall of Tokugawa
3. The modernisation of Japan
4. Nationalism and foreign affairs
5. Japan's emergence as a world power
6. The liberal twenties
7. From Manchuria to the war in the Pacific
8. Japan during the second world war and after

## **COURSE 5**

### **THE MODERN WORLD, 1919-1945**

#### **Topics**

##### **Section I: From Versailles to Locarno: The World in 1919-20**

- a) The Peace Settlement
- b) The League of Nations
- c) The French Search for Security
- d) The Locarno Treaties

##### **Section II: National Developments**

Germany, Italy, France, Central and Eastern Europe, The Soviet Union, Great Britain, Turkey, U.S.A.



### **Section III: The Collapse of Collective Security**

- a) The end of the Versailles system
- b) Realignment of power
- c) Europe in 1938
- d) The end of peace
- e) The second world war

### **COURSE 6(A)**

#### **HISTORY OF INDIA, 320 BC – AD 750**

**Note:** The main focus of the political history course would remain on the following areas of each dynasty discussed below: main sources, origin, foundation, main rulers and their conquests, consolidation, expansion and decline

#### **Topics**

- 1. The Mauryas
- 2. The Shungas and Kanvas
- 3. The Indo-Greeks
- 4. The Indo-Scythians and the Satavahanas
- 5. The Kushanas,
- 6. The Guptas
- 7. The Vakatakas.
- 8. Harshavardhana
- 9. The Maukharis and the Later Guptas
- 10. The early history of south India
- 11. The Chalukya, Pallava and Pandya conflicts
- 12. The early history of Kashmir and western Himalayan states

### **COURSE 6(B)**

#### **POLITICAL HISTORY OF INDIA, 1526 – 1605**

**Note:** The main focus of the political history course would remain on the following areas: main sources, main rulers and their conquests, consolidation, expansion, relations with the nobility and neighbouring states major rebellions and uprisings.

#### **Topics**

- 1. Major sources: *Baburnama*; Gulbadan Begum, *Humayun Namah*; Abbas Khan Sarwani, *Tarikh-i-Sher Shahi*; Abul Fazl, *Akbarnama* and *Ain-i-Akbari*; Abdul Qadir Badaoni, *Muntakhab-ut-Tawarikh*.
- 2. Political conditions in north India on the eve of Babur's invasion.
- 3. Babur: relations with the Afghans and Rajputs, and his territorial arrangements.
- 4. Humayun: contest for supremacy with the Afghans and relations with his brothers and the nobility.

5. Sher Shah: administrative and revenue measures, the nature of the Afghan state.
6. Mughal restoration: the period of regency, Akbar's assertion of sovereign authority and relations with the nobility.
7. Akbar's policy towards subordinate hereditary chieftaincies with special reference to Rajasthan.
8. Mughals and the N.W. Frontier: Safavids, Uzbeks and the Afghan tribes, conquest of western and northern regions.
9. Mughals and the Deccan: policy, conquests and accomplishments.
10. Akbar's socio-religious concepts: *ibadatkhana*, *mahzarnama*, *tauhid-i-Ilahi*, *chahar martaba-i akhlaq*, *wahdat-ul wujud*, *sulh-i kul*.

## **COURSE 6(C)**

### **HISTORY OF THE INDIAN INDEPENDENCE STRUGGLE, 1857-1947**

#### **Topics**

1. Indian resistance to British rule: revolt of 1857—causes, course, nature and impact
1. Evolution of modern and associational politics
2. Political mobilization through organised politics: emergence of Indian National Congress; confrontation and collaboration of the Moderates and Extremists.
3. From Swadeshi to Home Rule Movement: extremist challenge to British repression; partition of Bengal, 1905; Swadeshi movement; Home Rule League
4. Gandhian Movements: Khilafat and non-cooperation movement, and the civil disobedience movement.
5. Swarajists' first attempts at constitution making: formation of the Swaraj party, Nehru Report, 1928.
6. Radical alternative: Indian Left; a study of the socialist and the communist movement.
7. The Muslim League, separatism and the two-nation theory
8. Cripps proposal and the Quit India movement.
9. The Cabinet Mission Plan, Constituent Assembly, Interim Government and the Mountbatten Plan.

## **COURSE 7**

### **HISTORY OF HIMACHAL PRADESH FROM ANCIENT TIMES TO 1971**

#### **Topics**

1. Concept and scope of regional history
2. Pre and protohistory of Himachal Pradesh
3. Tribalism to state formation: tribes, castes and clans
4. The emergence and nature of early medieval states: Kangra, Chamba and Kulu; socio-economic conditions
5. Political consolidation and socio-economic conditions among the Hill states during the medieval period.
6. Hill States and the external powers: relations with the Delhi sultans, Mughals, Sikh chiefs and Ranjit Singh
7. The Gorkha invasion: nature, process of repulsion and consequences.

8. Himachal under the British: penetration of colonial power, British political and administrative policy, the *begar* question, relations with princely states, rise of cantonments
9. Popular protest in Himachal Pradesh from 1848-1948: special reference to Praja Mandal movement
10. The emergence of modern Himachal: Political developments from 1947-71
11. Social and economic developments from 1947-71
12. Artistic and cultural heritage: temple styles, Buddhist architecture, major sculptural styles, schools of Pahari painting

## **COURSE 7(B)**

### **HISTORY OF EUROPE, 1870-1914**

#### **Topics**

1. Europe in 1870-71
2. Industrialism
3. Imperialism: scramble for Africa, European colonial interests in Asia
4. Nationalism: insurgency in Eastern Europe
5. Socialism: rise of socialist ideology, emergence of labour movements
6. The Third French Republic
7. The German Empire: Bismarck, Kulturkampf, struggle with socialists and social reform, Kaiser Wilhelm II
8. The Kingdom of Italy
9. The United Kingdom and the British Empire
10. The Russian Empire
11. The Austro-Hungarian Dual Monarchy
12. Bismarck's diplomacy and the Triple Alliance, The Dual Alliance and the Entente Cordiale, Imperial Rivalries and their effect on the European alliances
13. The European crises, 1905-11 and the Balkan Wars
14. The Causes of the First World War

## **COURSE 8(A)**

### **HISTORY OF INDIA, AD 750-1200**

**Note:** The main focus of the political history course would remain on the following areas of each dynasty discussed below: main sources, origin, foundation, main rulers and their conquests, consolidation, expansion and decline

#### **Topics**

1. The Gurjara Pratiharas
2. The Palas
3. The Rastrakutas
4. The Paramaras
5. The Chalukyas

6. The Chandelas
7. The Chahamanas
8. The Cholas
9. The Gahadavalas
10. The Yadavas of Devagiri

## **COURSE 8(B)**

### **POLITICAL HISTORY OF INDIA, 1605-1707**

**Note:** The main focus of the political history course would remain on the following areas: main sources, main rulers and their conquests, consolidation, expansion, relations with the nobility and neighbouring states, major rebellions and uprisings.

#### **Topics**

1. Major sources: *Tuzuk-i Jahangiri*; *Badshahnamas* of Qazwini and Lahori; Muhammad Salih Kamboh, *Amal-i Salih*; Muhammad Kazim, *Alamgirnama*; Saqi Mustaid Khan, *Ma'asir-i Alamgiri*.
2. Royal rebels and contests for the throne: rebellions of Salim, Khusrau and Shahjahan, war of succession – 1658.
3. Mughal-Rajput relations under Jahangir, Shahjahan and Aurangzeb.
4. Mughals and the Deccan states during the reigns of Jahangir, Shahjahan and Aurangzeb.
5. Mughal relations with Safavids and Uzbeks.
6. Court politics and the Mughal nobility: Nurjahan, composition and rebellions of the nobility.
7. Mughal-Maratha relations.
8. Armed uprisings: Jats, Satnamis and Sikhs.
9. Mughal state and its attitude towards Muslim orthodoxy and non-Muslims under Jahangir, Shahjahan and Aurangzeb.
10. The beginning of decline: military failures, agrarian and jagirdari crises, transformation of administrative institutions, growing importance of regional economies and polities.

## **COURSE 8(C)**

### **POST-INDEPENDENCE HISTORY OF INDIA, 1947-77**

#### **Topics**

1. Rehabilitation after partition: refugee problem, integration of princely states
2. The Constitution of India and its evolution
3. Structure of governance: bureaucracy, police and the judiciary
4. National integration: integration of princely states, reorganisation of Indian states, the language question
5. Parties and politics: Indian National Congress, other national parties, left and right wing parties and major regional parties
6. Electoral system: Major trends in national general elections 1951-77.

7. 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
8. India's foreign policy: major trends with special reference to Pakistan, China, Soviet Union and USA

### **COURSE 9(A)**

## **POLITICAL CONCEPTS AND INSTITUTIONAL STRUCTURES IN INDIA FROM 1500 BC TO AD 1200**

#### **Topics**

1. Interpretations of Ancient Indian Polity: Approaches.
2. The State in Ancient India: Origins and Functions.
3. Vedic Polity: Early and Later Vedic Periods.
4. Ganarajya in Post – Vedic Times.
5. Saptanga Theory of the State.
6. Elements of Continuity and Discontinuity in the Mauryan and Satavahana Polities.
7. The Kushana Polity.
8. The Gupta Polity and Its Aftermath.
9. Early Medieval Indian Polity and the Concept of Feudalism.
10. The System of Taxation and Its Legitimacy.

### **COURSE 9(B)**

## **IDEAS AND INSTITUTIONS OF GOVERNANCE IN INDIA, 1200-1750**

#### **Topics**

1. The emergence of monarchy in the Islamic world: ideas, ideologues and politics associated with it.
2. Sultanate and the *khilafat*.
3. *Iqtadari* system.
4. Central administration of the Sultanate, judiciary and military organisation.
5. The Sultan, the *ulema* and the theory of kingship under the Delhi sultans.
6. Mughal theory of sovereignty/kingship.
7. *Mansabdari* system: its origin and evolution.
8. *Jagirdari* system, land grants.
9. Central administration of the Mughals.
10. Mughal provincial, local and land revenue administrative offices and institutions.
11. Administrative systems and institutions in Peninsular India: Vijaynagar, Golconda and Marathas.

### **COURSE 9(C)**

## **INSTITUTIONAL AND ADMINISTRATIVE HISTORY OF INDIA 1765-1947**

#### **Topics**

1. Administrative structure and functioning of East India Company in Bengal, 1765-1772.

2. Modes of political control: Regulating Act of 1773 and Pitt's India Act of 1784.
3. Evolution of central and provincial structure through renewal of Company's Charter Acts from 1793 to 1853.
4. Transfer of Indian governance from Company to Crown: 1858 Act and Queen's Proclamation.
5. Towards representative government: Indian Councils Act of 1861 to Morley-Minto Reforms of 1909.
6. Montague Chelmsford Reforms, 1919, Government of India Act, 1935
7. Administration: civil service, police, judiciary and local self-government.
8. Factors leading to the partition of India and the India Independence Act, 1947

## **COURSE 10**

### **THE CONTEMPORARY WORLD, 1945-1991**

#### **Topics**

- 1 The Cold War
  - a. Ideological and political origins of the Cold War
  - b. Military alliances: NATO, SEATO, CENTO, Warsaw Pact
  - c. Global impact of the Cold War: Europe, Korea, Vietnam, Cuban crisis
- 2 Internal Developments
  - a. USA: economic growth and consumerism, McCarthyism, civil rights movement, youth movement and new radicalism, internal developments under Ronald Reagan
  - b. USSR: Post-war reconstruction and planned economy; Khrushchev era – de-Stalinisation and internal reform; Gorbachev - *perestroika*, *glasnost* and the collapse of the USSR.
  - c. Europe: Truman doctrine, Marshall plan; formation and growth of the EEC; developments leading to the reunification of Germany.
  - d. China: Cultural Revolution, search for a new order under Mao, economic reforms after Mao, developments leading to Tienanmen Square incident.
- 3 Nationalist Movements and New Nations
  - a. Nationalism and de-colonisation in Africa: Algeria, Rhodesia/Zimbabwe, South Africa's struggle against apartheid.
  - b. Israel, Palestine and the Middle East Crisis
  - c. Emergence of Bangladesh
- 4 Communist World and its International Relations
  - a. Sino-Soviet Relations: areas of co-operation and conflict
  - b. Sino-US Relations: from confrontation to normalisation
  - c. USSR and Asia: Soviet intervention and failure in Afghanistan; Soviet relations with India.
- 5 Non-Aligned Movement: origin, agenda and achievements
- 6 United Nations: origins, charter, achievements and failures

## **COURSE 11(A)**

## **SOCIAL AND ECONOMIC HISTORY OF ANCIENT INDIA: FROM THE HARAPPAN PERIOD TO AD 1200**

### **Topics**

1. Evolution of society: from tribal identity to the evolution of complex social order, a study of social institutions, family and marriage.
2. Emergence of social thought: concept and meaning of *dharma*, *varna-ashrama*, *purusharathas*, *gotra* and *pravara*.
3. Categorisation of society: origin and development of caste system, *varna* and *jati*, slavery: its rise, and position of slaves.
4. Position of women: education, inheritance rights, marriage, divorce, widowhood and *sati*.
5. Education: aims of education, type and fields of education.

### **COURSE 11(B)**

## **SOCIAL AND ECONOMIC HISTORY OF INDIA, 1200-1750**

### **Topics**

1. Agrarian production: agricultural practices, irrigation, crops, agricultural technology.
2. Agrarian taxation: principles and practices of assessment and collection, magnitude, *ijara*.
3. Agrarian society: village community, *zamindars*, peasants, ownership of land and land rights.
4. Village industry: manufactures, artisans, production technology and organisation.
5. Trade: commodities, markets, merchants, trade routes, transport and shipping.
6. Commerce and currency: banking, credit, mints and money.
7. Urban centres: rise of urban centres, economic base, links with hinterland.
8. Urban society: ruling classes, middle and lower classes, social mobility, urban administration and organisation, trade guilds and their socio-economic role.
9. Nature of the Indian economy and its potentialities for industrial growth
10. .

### **COURSE 11(C)**

## **ECONOMIC HISTORY OF INDIA, 1750-1947**

### **Topics**

1. Economic conditions in 18<sup>th</sup> century India.
2. Western impact on Indian economy.
3. Changes in the agrarian economy.
4. Development of transport and communication.
5. Growth of modern industries.
6. Rise of entrepreneurial class.
7. Foreign trade and balance of payments.
8. The rise and organisation of Indian labour.
9. Development of currency, finance and banking.
10. Economic relations between Britain and India.

## **COURSE 12(A)**

### **ASPECTS OF RELIGION, ART AND ARCHITECTURE IN ANCIENT INDIA**

**Note:** This paper is divided into three sections. One question from each section is compulsory.

#### **Topics**

#### **SECTION I**

1. Early Indian Religions: Vedic and Post – Vedic periods
2. Social and Economic Roots of Buddhism and Jainism
3. Growth of Bhakti cults: Saivism, Vaishnavism and Saktism

#### **SECTION II**

1. The Spirit of Indian Art
2. Early Rock-cut Temples: a) Hinayana Phase; b) Mahayana Phase
3. Vastupurushamandala in Indian Temple Architecture
4. Salient Features of the Gupta Temple Architecture
5. The Emergence of Regional Schools of Architecture:
  - a. Nagara: A study of Khajuraho and the Sun temple, Konarak.
  - b. Dravida: Temples at Mamallapuram (Mahabalipuram) and the Brihadishevara temple, Tanjore.
  - c. Vesara: The Durga temple, Aihole

#### **SECTION III**

1. Schools of Early Indian Sculpture: Mauryan, Shunga–Satavahana, Mathura and Gandhara
2. The Emergence of the Classical Gupta Style and Its Regional Ramifications
3. Mural Paintings with special Reference to Ajanta: Patrons and Artists
4. Regional Schools in Northern India: Tabo and Alchi

## **COURSE 12(B)**

### **SOCIO-RELIGIOUS MOVEMENTS IN MEDIEVAL INDIA**

#### **Topics**

1. Vaishnava and Shaiva movements in south India.
2. Rise of socio-religious non-conformism: Siddhas and Nathpanthis.
3. Popular monotheism in north India: Kabir and Dadu
4. Rise of Vaishnavism: Chaitanya, Tulsidas, Namadev
5. Mysticism in Islam and the introduction of Sufism in India.
6. Rise of the Sufi movement in India: Chisti, Suhrawardi and Naqshbandi order, relations with orthodox ulema and lower class non-Muslims.
7. Muslim esoteric (*be-shara*) movements, *qalandars*/ *darveshes*.
8. The Sikhism: Guru Nanak to Guru Gobind.
9. Sectarian and Messianic movements: Mehdavi, Roshniya
10. Interaction between Bhakti, Sufi and Yogic traditions



## COURSE 12(C)

### SOCIAL AND CULTURAL HISTORY OF INDIA, 1750-1947

#### Topics

1. Social structure of Indian society in the 18<sup>th</sup> century.
2. Social impact of British rule
3. The growth of western learning: the new education, its objectives, content and impact. British policies and Indian response.
4. The press and the public opinion: journalistic activity, levels and contents of Anglo-Indian and vernacular press, British legislation and its reaction.
5. The new middle class: its emergence, growth of professional, commercial and industrial classes, its role in social and cultural aspects of the national movement.
6. Socio-religious reform movements in the 19<sup>th</sup> century: Raja Rammohan Roy, Swami Vivekanand, Ramakrishna Parmahansa, Swami Dayananad, Sir Syed Ahmed Khan.
7. The depressed classes movements
8. Position of women: British legislation concerning women, role in the freedom struggle, legal position at the time of Independenc

**Duration of Programme:** Minimum 2 years for M.A.in History is required to complete the respective programmes. Students can complete the course within 5 years from the date of registration.

**Faculty and Support Staff Requirement:** Presently, three (03) faculties of Assistant Professors are on regular roll of ICDEOL teaching staff in History namely:

- (i) Dr. Malika Nadda
- (ii) Dr. Ankush Bhardwaj
- (iii) Dr. Sharda Devi

Besides, the University has 5 experienced faculties in the Department of History (PG center). The students who will be admitted in the Post-Graduate courses will also get help from them. PCPs will be conducted by these experienced faculty members to maintain the quality of the education. Special Lectures will also be conducted by these experience faculties of Himachal Pradesh University. Personal Contact Programme will be held for duration of seven days for Post-graduate course during a semester.

**Instructional Delivery Mechanism:** We follow a learner oriented approach and most instruction is given through distance mode rather than face to face communication. The following delivery system has been adopted for imparting instructions.

- **Printed Lessons:** Printed material is supplied to the students after they enroll for the course.
- **Audio-Visual Material Aids:** For now, we are not equipped with audio-material aids to enhance learning experience. In future, we would equip ourselves with such recourses to make learning a rewarding experience.
- **Counseling Sessions:** Teaching staff is available on all working days and students are free to consult teachers to clear their doubts.

**Identification of Media:** Students are familiarized with audio/video materials which are available online on various websites such as: <https://openlibrary.org/>, <http://www.gutenberg.org/>, [http://www.openculture.com/free\\_ebooks](http://www.openculture.com/free_ebooks), <https://www.inflibnet.ac.in/http://www.du.ac.in/du>,

## **(vi) Procedures for admissions, curriculum transaction and evaluation:**

### **Procedures for admissions**

**Target Group:** Those who are not attending regular classes for different reasons and also the working professionals will be our target group of learners.

**Intake:** No limit

**Minimum Eligibility:** Provided that for admission to correspondence Courses, a student should have passed the qualifying examination and irrespective of the fact whether he/she has studied the subject chosen for Bachelor of Arts studied at the qualifying examination or not.

### **Fee Structure:**

Course/class	Fee for students passing from H.P. Board & to be registered with H.P. University	Fee for students already registered with H.P. University	Fee for students coming other University/Board & not registered with H.P. University
M.A. (Semester System)	Rs. 4500/-	Rs. 4300/-	Rs. 4600/-

**Financial Assistance:** The Himachal candidates belonging to the SC/ST category and women candidates of Himachal Pradesh will be allowed to enroll with ICDEOL in B.A. only by paying a fee of Rs. 500/- as ICDEOL registration fee and a fee of Rs.500/- for the hard copy of course material. Such candidates shall be the students of ICDEOL for all purposes.

Further, as per order of the Hon'ble High Court CWPIL No.30g 2011, the student with special needs with more than 40% disability admitted to any course of study running in the H. P. University, Shimla -5 will not be charged any fee.

**Policy Programme and web tools up dated for its Learners:** ICDEOL notify its various policies for the programme delivery along with the details of methods and web-based tools to be adopted in the official website. All notification regarding all the academic activities to be carried by the University during the academic session is provided in the official website, learners registered mobile number of the learners and through the Study Centres where the course is offered. Further, the University notify all notification, assignment questions, result and other related information to examination and evaluation through its official website and registered mobile number of the learners.

**Curriculum Transaction:** In the subject of History, we impart instructions mainly through Lecture method during the Personal Contact Programme. We also make use of smart class room. The printed study material is sent to the students by post. Efforts are afoot to provide the study material in soft copies and also through email to the learners and to provide them the facility to download the study material from the website.

### **Academic Calendar of the Course:**

**Prospectus:** May / June: January/February

**Admissions:** July/ August: January/February

**PCP:** October/ November: March/April for semester system

**Examination:** In November / December and June for semester system

**Medium of Instruction:** The medium of instruction at post graduate level is in English. The study material will be made available to the student in English language. However, students can write their answer in examinations either in English or Hindi. The lectures in personal contact programme are generally delivered in English and in Hindi.

**Examination:** ICDEOL is an institution owned and controlled by the authority of Himachal Pradesh University. The examination in respect of ICDEOL students is conducted by the Himachal Pradesh University. All matters relating to the examinations, i.e. result mark sheet, degree etc. are dealt with the controller of the examination.

**Evaluation Procedure: The evaluation will be made in two ways:** Hon'ble Vice-chancellor has been pleased to implement the marks at par with the regular courses of this University from the Academic session 2019-2020 onwards after the recommendation of Board of Studies and Dean of Faculties with the Notification of H P University on dated 3<sup>rd</sup> February, 2020. However, the marks of Internal Assessment for ICDEOL students will be based on Assignment.

**Assignment/Internal Assessment:** The learners answer the assignment questions and send back which are then evaluated by the evaluators/distance teachers. The assignment responses reflect what the learners have understood and learnt. The assignments are then returned to the learners with the comments /remarks of the evaluator so that the assignment answers may serve the purpose of providing feedback to the learners and inform them their strengths and weaknesses. These comments carry the meaningful and constructive suggestions of the evaluators which further form the bases of successful learning.

Students will be required to submit assignment questions for each subject and the credit obtained on evaluation of those assignment questions will be entered into his/her individual record of performance. This will constitute 20% of the total credit points in the subjects. All the credit points secured by the students will be progressively entered into record.

Every student is required to submit the assignment questions before each Term-end Examination which is due at the end of each semester. But in no case a student will not submitted his/her assignment questions with in the due date as announced by the Examination Department of the University from time to time his /her results will not be declared. Students are required to take back the copy of the evaluated assignment questions from their respective study centre.

**Term-end Examinations (Written):** 80% of the total credit points of the subjects would be reserved for Term-end Examination schedule to be held at the end of each semester. A Student will be allowed to appear in the Term-end Examination, only after he/she has registered for that course and submitted the assignment Post-graduation courses, papers are sent to external examiners of other university for evaluation.

### **(vii) Requirements of the Laboratory Support and Library Resources**

There will be no practical component in the syllabi of M.A. History programme. However, to run these courses under ODL mode, the enriched library resources are very much needed. ICDEOL has its own well-equipped library with adequate no. of good reference books, journals and periodicals on various subjects including History. The ICDEOL library has a total collection of about 17, 00 books including volumes of periodicals. The books can be issued to the ICDEOL students for 21 days. The center's library will be further strengthened by including more titles on distance education as well as the latest reference books and journals.

### **(viii) Cost Estimate of the Programme and the Provisions**

Sr .	Type of Head	Expenditure (Session 2018-19)	Expenditure (Session 2019-2020)	Proposed Cost Estimation(Hike @10%)
1.	<b>Programme Development of M.A.in History</b>			
i.	Development and Printing Cost of Self Learning Material	6,364/- (For all MA History)	40,420/- (For all MA	

			<b>History)</b>	
ii.	Purchase of Books for Library	1,43,77/- ( <b>For all Courses</b> )	1,81,959/- ( <b>For all Courses</b> )	2,00,155/- ( <b>For all Courses</b> )
iii.	Stationary	47,497/- ( <b>For all Courses</b> )	1,91,479/- ( <b>For all Courses</b> )	2,00,155/- ( <b>For all Courses</b> )
<b>2.</b>	<b>Delivery</b>			
i.	Advertisement	5,55,479/- ( <b>For all Courses</b> )	30,38,012/- ( <b>For all Courses</b> )	33,41,813/- ( <b>For all Courses</b> )
ii.	Telegram & Postage Charges of Self Learning Material	14,72,121/- ( <b>For all Courses</b> )	13,78,641/- ( <b>For all Courses</b> )	15,16,505/- ( <b>For all Courses</b> )
iii.	Expenditure on the Conduct of PCP	Nil	Nil	Nil
<b>3.</b>	<b>Maintenance</b>			
i.	Maintenance and Repairs of Laboratory Computers & Smart Classrooms	6254/- ( <b>For all Courses</b> )	Nil	6879/- ( <b>For all Courses</b> )

#### (ix) **Quality Assurance Mechanism and expected Programme outcomes**

The Himachal Pradesh University has an IQAC with the following objectives:

The primary aim of the IQAC is to develop system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution. IQAC is to keep the institution abreast of and abuzz with quality sustenance activities on a wide gamut of pertinent issues.

IQAC is to generate good practices, ideas, planning, implementing and measuring the outcome of academic and administrative performance of the institution.

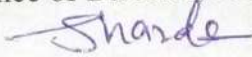
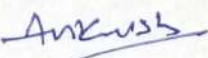
The IQAC submits the Annual Quality Assurance Report of the University duly approved by statutory bodies of the University to NAAC regularly.

In the ODL mode, Director, ICDEOL have already established a Centre for Internal Quality Assurance (CIQA) in accordance with the ODL Regulation, 2017 with the following expected outcomes:

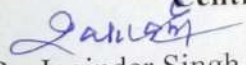
- It tries to ensure quality service to the learners of the subject through development of quality Study Learning Material or SLM, integration of modern methods of teaching learning including usage of ICT and credibility of evaluation procedures.
- It also tries to identify the key areas in which the ICDEOL should maintain quality.
- Another important function of the CIQA is to prepare Program Project Report (PPR) of the programs/courses being offered by the concerned School/Department or proposed to be launched in the near future with due approval of competent authority.
- As and when the UGC/NCTE asked to revise the curriculum, the ODL curriculum will be changed accordingly.
- Steps will be initiated to install audio-video instructional delivery mechanism.
- Support services will be improved from time to time according to the needs of the learners.
- Self-Instructional Material will be developed in SLM mode by using internal and external faculty and the same is edited by senior Professors.

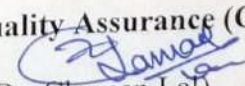
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- Support services will be improved from time to time according to the needs of the learners.
- Self-Instructional Material will be developed in SLM mode by using internal and external faculty and the same is edited by senior Professors.
- Development of quality culture in the campus and encourage creativity and innovation among the faculty and staff. Record activities undertaken on quality assurance along with preparation of the PPRs and Annual Reports. The program aims to make learners knowledgeable, proficient and competent enough to secure good job opportunities as well as take up further research work in the field of social sciences.


The PPR is prepared by the following faculty members of the Department of History (ICDEOL) under the guidance of Director, ICDEOL, H.P. University, Shimla.

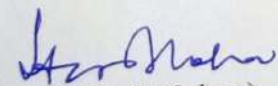
1. Dr. Sharda Devi 
2. Dr. Ankush Bhardwaj 

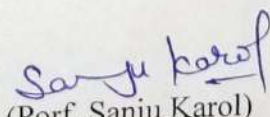
#### Centre for Internal Quality Assurance (CIQA)

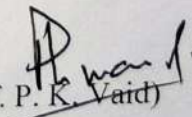
  
(Dr. Joginder Singh Saklani)  
(Member)

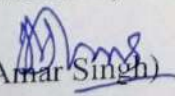
  
(Dr. Chaman Lal)  
(Member)

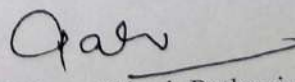
  
(Dr. Ashwani Rana)  
(Member)

  
(Prof. Hari Mohan)  
(Member)

  
(Prof. Sanju Karol)  
(Member)

  
(Prof. P. K. Vaid)  
(Member)

  
(Sh. Amar Singh)  
(Convener)

  
(Prof. Kulwant Singh Pathania)  
(Director)