

**Department of History
Himachal Pradesh University, Summerhill
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Annexure -A

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

ANNEXURE-A

**REVISED 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**

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

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courses) proposed in Third 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).

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 Third 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

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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.	Up to 75% without condoning of lectures	1 mark
iii.	76 to 80%	2 marks
iv.	81 to 85%	3 marks
v.	86 to 90%	4 marks
vi.	91% and above	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
	Total	10 marks

Method of Seminar Assessment:

- 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

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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:

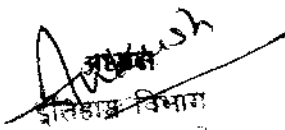
- i. In the event of a candidate desiring a re-assessment of the class or seminar script, she/he should apply in writing to the Chairperson of the Department of History within seven working days of the declaration of the assignment's result. The script would thereafter, be re-assessed by a committee 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.


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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:

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HISTORY
PG Programme in History
Academic Session July 2022 Onwards

Sr. No	Course Code	Course Title	Core/DSE/GE	Marks	Credits
SEMESTER I (All 4 Core Courses)					
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
SEMESTER II (All 4 Core Courses)					
5	HIST 221	History of Early India (up to c. AD 1200)	Core	100	6
6	HIST 222	History of Medieval India (13 th to 18 th Centuries)	Core	100	6
7	HIST 223	History of Modern India (1757-1947)	Core	100	6
8	HIST 224	Modern World (c. 1780 to 1950)	Core	100	6
SEMESTER III (2 Core Courses +1 DSE+1GE=4 Courses)					
9	HIST 331		Core	100	6
10	HIST 332		Core	100	6
DSE (One course from any one of the specializations, either Ancient, Medieval, or Modern)					
12	HIST 335 A		DSE	100	6
13	HIST 335 B		DSE	100	6
14	HIST 335 C		DSE	100	6
GE (One course either from out of department or from Open Elective course of the department)					
15	HIST 339		GE	100	4
SEMESTER IV (1Dissertation /or DSE course 442 + 2 DSE Courses from their specialization +1GE =4 Courses)					
16	HIST 441	Dissertation/or DSE 442	DSE	100	6
17	HIST 442		DSE	100	6
DSE (One course from their specialization)					
19	HIST 445 A		DSE	100	6
20	HIST 445 B		DSE	100	6
21	HIST 445 C		DSE	100	6
DSE (One course from their specialization)					
22	HIST 446 A		DSE	100	6
23	HIST 446 B		DSE	100	6
24	HIST 446 C		DSE	100	6
GE (One course either from out of department or from Open Elective course of the department)					
25	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.

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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 to 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 ideologies 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 researchers 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, *vanshavali* 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

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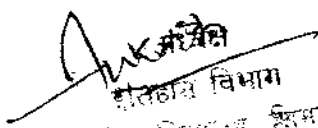
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संस्कृत
इतिहास विभाग
विश्वविद्यालय दिल्ली

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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 इतिहास विभाग
 हिन्दा विश्वविद्यालय ग्वाल्हेर

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- Moltzer, Milten, *Slavery: A World History*, Cambridge: Da Capo Press, 1983.
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- Postgate, J.N., *Early Mesopotamia: Society and Economy at the Dawn of History*, London: Routledge, 1992.
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 कृति व विभाग
 शिक्षा विभाग, दिल्ली

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 Service, E. R., *Primitive Social Organization*, New York: Random House, 1971.
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 Shotter, D., *The Fall of the Roman Republic*, London: Routledge, 1994.
 Smith, Bruce D., *The Emergence of Agriculture*, New York: Routledge, Scientific American Library, 1995.
 Starr, Chester G., *A History of Ancient World*, New York: Oxford University Press, 1991. (Fourth edition).
 Trigger, B., *Understanding Early Civilizations: A Comparative Study*, New York: Cambridge University Press, 2003.

Hindi Medium

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 Dahlberg, F., *Women the Gatherer*, London: Yale University Press, 1981.
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 Harris, D.R. (ed) *The Origin and spread of agriculture and pastoralism in Eurasia*, London: Routledge, 1966.
 Huskinson, J., ed., *Experiencing Rome: Culture, Identity & Power in Roman Empire*, London: Routledge, 2000.
 Learner, Gerda, *The Creation of Patriarchy*, New York: Oxford University Press, reprint 1987.
 Nemat-Nejat, Rhea, *Daily Life in Ancient Mesopotamia*, Massachusetts: Hendricks Publishers, 2008.
 Norman, Yoffee, *Myths of the Archaic State. Evolution of the Earliest Cities, States and Civilizations*, Cambridge: Cambridge University Press, 2005.
 Postgate, J. N., *Early Mesopotamia: Society and Economy at the dawn of History*, London: Routledge, 1994.
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Students are encouraged to access the following web pages relating to topics of this course:

- C.A. Gregory, *Gifts and Commodities*,
<https://mhbooks.org/gifts-and-commodities/>
 Leacock, E. (ed), *The Origin of Family, Private Property and the State*,
<https://readingfromthelibrary.com/PDF/EngelsOrigin.pdf>
 K. Polanyi et. al, *Trade and Market in Early Empires*,
https://archive.org/stream/in.ernet.dli.2015.530159/2015_530159_trade-and_djvu.txt
 J.N. Postgate, *Early Mesopotamia: Society and Economy at the Dawn of History*,
<https://archive.org/details/earlymesopotamia00post/page/n5>
 V. Gordon Childe, *Man Makes Himself*
<https://archive.org/details/ManMakesHimself>
 Sahlins, M., *Stone Age Economics*
https://archive.org/stream/StoneAgeEconomics_201611/StoneAgeEconomics-MarshallSahlins_djvu.txt
 Service, E. R., *Primitive Social Organization*
<https://archive.org/details/primitivesocial0000serv>
 Trigger, B., *Understanding Early Civilizations: A Comparative Study*
<https://pdfs.semanticscholar.org/4731/5ae1fa344e51db40f83017a084a138817eb.pdf>
 Childe, Gordon, *What Happened in History*
<https://archive.org/details/in.ernet.dli.2015.100247/page/n5>

Ankursh
 अंकुश
 इतिहास विभाग
 पं० विश्वविद्यालय विमलम

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 world, 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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- Arnold, T.W., *The Caliphate*, Oxford: Oxford University Press, 1999.
- Baker, Simon, *Ancient Rome: The Rise and Fall of an Empire*, London: BBC Books, 2007.
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- Blochman, W, & Hoppenbrouwers, P., *Introduction to Medieval Europe, 300-1500*, London: Routledge, 2017.
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- White, Jr., Lynn, *Medieval Technology and Social Change*, London: Oxford University Press, 1973.
- Yang, C.K., *Religion in Chinese Society*, London: University of California Press, 1970.

Suggested Readings

- Anderson, Perry, *Lineage of the absolute State*, London: Verso Classic Publishers, 1980.
- Backman, Clifford, *The Worlds of Medieval Europe*, New York: Oxford University Press, 2003.
- Balzaretti, Ross, 'The Creation of Europe', *History Workshop*, no. 33, Spring 1992, pp. 181-196.
- Barracough, Geoffrey, *The Medieval Papacy*, London: Thames & Hudson, 1968.
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- Bentley, Jerry H., 'Cross-Cultural Interaction and Periodization in World History', *The American Historical Review*, vol.101, no. 3, June, 1996 pp. 749-770.
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- Cipolla, Carlo M, *Before the Industrial Revolution: European Society and Economy, 1000-1700*, London: WW Norton, 1994.
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- Ho Ping-ti, *The Ladder of Success in Imperial China*, Columbia University Press, 1962.
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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 16th century; Protestant revolt; Lutheranism; Calvinism; Anglicanism; Catholic reformation and the counter reformation

Unit-II

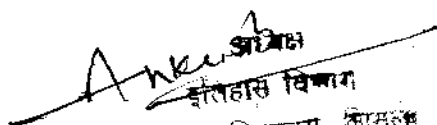
4. Economic developments in the 16th century: Shift of economic balance from the Mediterranean to the Atlantic
5. Commercial revolution; Price revolution; Agricultural revolution and the enclosure movement
6. Ideas and practice of Mercantilism

Unit-III

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

Unit-IV

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


 इतिहास विभाग
 कोचि विद्यापीठान्तर्गत विद्यालय

Essential Readings

- Burke, Peter, *Economy & Society in Early Modern Europe*, New York: Harper & Lee, 1972.
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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
- www.fordham.edu/halsall/mod/modsbook1.html and
- www.fordham.edu/Halsall/sbook.asp
- www.earlymodernweb.org/resources/ wess.lib.byu.edu/index.php/Medieval_and_Renaissance_Studies
- www.uffizi.org/artworks/
- www.artlex.com - 'Northern Renaissance Art'

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अध्यापक
इतिहास विभाग
विश्वविद्यालय दिल्ली

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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Essential Readings

- Altekar, A.S., *State and Government in Ancient India*, Delhi: Motilal Banarasidass, 2002.
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- Sharma, R.S., *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: Motilal Banarsidass, 1991.
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Biswas, Atreyi, *The Political History of the Hunas in India*, New Delhi: Munshiram Manoharlal, 1973.

Bose, Nemai Sadhan, *History of the Candellas of Jejabhukti*, Calcutta: K.L. Mukhopadhyay, 1956.

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- Subrahmanian, N., *Sangam Polity*, Madras: Asia Publishing house, 1956.
- Also available: <https://archive.org/details/in.ernet.dli.2015.111129>
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इतिहास विभाग

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History of Medieval India (13th to 18th Centuries)
Core Course-HIST 222
Second Semester

Course Description

This course provides an overview of the history of India from 13th to 18th 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 17th and beginning of the 18th 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-Tughluq

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 *dakhmis* 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 18th century, rise of the Maratha power, Shivaji & his administration

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Ankush
इतिहास विभाग
क्रि० प्र० 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-twentieth 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-I

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

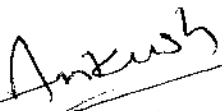
4. Pre-1857 resistance and rebellion
5. Uprising of 1857: Causes and consequences
6. Early phase of nationalism (1885-1905): Rise of the middle class consciousness, foundation of the Indian National Congress, methods

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


 अणुराग
 इतिहास विभाग
 विश्वविद्यालय दिल्ली

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Ankur

अध्यक्ष
इतिहास विभाग
सि. १० विश्वविद्यालय गिमल

Modern World (c. 1780 to 1950)

Core Course-HIST 224

Second 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. Analyse the relationship between trade, empire, and industrial capitalism
- c. To understand the geo-political conditions of the world between two world wars
- d. To understand the complex interrelationship that existed between the political, economic and socio-cultural elements
- e. To understand the causes of the numerous wars and its repercussions
- f. To understand the impact on the world of the changes occurring during this period

Unit-I

1. Capitalist industrialization and political and economic transformation from late 18th 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 19th and early 20th 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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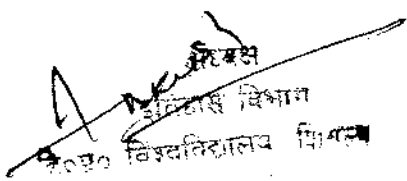
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A handwritten signature in blue ink is written over a rectangular stamp. The stamp contains text in Hindi: 'सिद्दिक विभाग' (Siddiqi Department) and 'सिद्दिक विद्यालय' (Siddiqi School). The signature appears to be 'A. Siddiqi'.