

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



**Annexure(s)**

**Revised Scheme & Structure of M.A. (History) Programme and the Four  
Courses of 2nd Semester as Approved on 06 April 2022 by the Board of  
Studies Effective from July 2021**



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

**MEETING/PROCEEDINGS OF THE BOARD OF STUDIES (POST GRADUATE)**  
**IN HISTORY HELD ON 06 April 2022**

A meeting of the Board of Studies (PG) History was held at the Department of History on 06 April 2022 from 9.30a.m. onwards. The following were present:

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

**Agenda:** Restructuring scheme and structure of PG syllabi.

**Decision:** Scheme and structure of PG syllabi approved in last BoS meeting (Notified Vide letter No. 6-38/2005(FSS)-HPU(Acad.) Vol. III Dated 10.06.2020) implemented from July - August 2021 session were reviewed and approved as per attached Annexure-A.

Four papers of the second semester were proposed, discussed and approved as per attached Annexure- B.

It was decided to continue on other papers at the next BoS meeting.

*Heeraman Tiwari*

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

*M. Rajiv Lochan*  
6.4.22

Prof. M. Rajiv Lochan,  
Professor in the Department  
of History, Panjab  
University, Chandigarh  
(External Expert)

*B.K. Shivram*  
6/4/2022

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

*Arun Kumar Singh*  
6/4/22

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

*Sharda Devi*  
6/4/22

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

*Roshni Devi*  
6/4/2022

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

*Ankush Bhardwaj*

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

**ANNEXURE-A**  
**REVISED SCHEME AND STRUCTURE OF M. A. (HISTORY) PROGRAMME AS**  
**APPROVED ON 6 APRIL 2022 BY THE BOARD OF STUDIES (POST GRADUATE) IN**  
**HISTORY**

The revised syllabi for M. A. (History) and instructions are applicable to candidates admitted in academic session 2021-2022, beginning July 2021 onwards.

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.

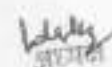
**Structure**

The M.A. History syllabus 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 1600 marks (or 80 credits) in order to be eligible for the award of the M.A. degree. The student shall study 4 (four) core courses in each of the first two semesters. During the third and fourth semesters the student shall study 2 (two) core courses and 2 (two) elective/optional/specialisation courses per semester. 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 course will be of 100 marks (or 5 credits).

The interested meritorious students at the Post-Graduate Centre/Foreign students may 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.

**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.

  
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### Workload

The information below is provided as a guide to assist students in engaging appropriately with the course requirements.

Students will need to devote approximately 12 hours per week to each course (divided over least 12 weeks of study). This consists of about 4 x 1-hour lectures and one tutorial per week, and 7 hours per week of independent study, during which time students will work for/on tutorials/assignments 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, meritorious students (optional) at Post-Graduate Centre, Himachal Pradesh Univeristy/foreign students will be required to write the Dissertation 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 5 credits) (80 marks for evaluation and 20 for viva-voce). In credit system dissertation shall carry 4 (four) credits and viva-voce shall have 1 (one) credit weightage. Dissertation will be jointly evaluated by the course teacher/supervisor and the Chairman of the department/ or by the outside expert. Viva voce will be conducted by department council and an external expert (to be nominated by Department Council) may be invited for the purpose (who will be paid TA/DA as per University norms). The candidate must obtain a minimum of 36 % marks (i.e. 29 marks out of 80 and 7 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	<b>5marks</b>

- 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 three units of the course are completed, around the eighth 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 Presentation: **10 marks** (from the total of 20 allocated for internal assessment) assessment shall be made on the basis of seminar presentation by the candidate according to the following norms:

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

*Method of Seminar Assessment:*

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

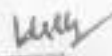
In a core course **HIST 101 History and Historiography** students instead shall be required to write a book review of latest book (s) to be suggested by course teacher on historical topics that should accomplish two main goals, i) Lay out an author's argument, and ii) Most importantly, critique the historical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

*Re-Assessment:*

- 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.
- 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.

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

- 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.
- 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).
- 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.
- 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.
- 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.
- 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.
- Computer printout/typed assignments will not be accepted.

*Re-Assessment (ICDEOL Students):*

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

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

**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*

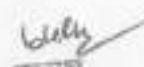
The candidate must obtain a minimum of 36 % marks (i.e. 29 marks out of 80 and 7 marks out of 20) separately in the Internal Assessment and External Examination in order to be declared successful in each course.

**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 new courses recommended for introduction from academic session 2021-2022, beginning July 2021, is given below:**

#### Course Outline

Semester	Course	Code	Title	Marks	Credits
FIRST	Core	HIST 101	History and Historiography	100	5
	Core	HIST 102	Ancient Societies	100	5
	Core	HIST 103	Aspects of Medieval Society	100	5
	Core	HIST 104	Aspects of Society and Culture in Early Modern Europe, c. 1450-1700	100	5
SECOND	Core	HIST 221	History of Early India (up to c. AD 1200)	100	5
	Core	HIST 222	History of Medieval India (13 <sup>th</sup> to 18 <sup>th</sup> Centuries)	100	5
	Core	HIST 223	History of Modern India (1757-1947)	100	5
	Core	HIST 224	Modern World (c. 1780 to 1950)	100	5

  
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**History of Early India (up to c. AD 1200)****Core Course-HIST 221****Semester Second****Course Description**

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

**Course Learning Outcomes**

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

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

**Unit-I**

- Geographical background, survey of sources: Literary, archaeology and foreign accounts
- 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
- History in the deep south: Sangam literature, new notion of kingship, Chola, Pandya and Chera in Tamilakam

**Unit-II**

- 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
- Sunga, Kanva and Satavahana dynasties; nature of Satavahana state: Administrative structure of the state during Satavahana
- Imperial Guptas: Political background, expansion, consolidation, administration and the disintegration/invasion of Hunas

**Unit-III**

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

**Unit-IV**

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

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## History of Modern India (1757-1947)

Core Course-HIST 223

Semester Second

### Course Description

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

### Course Learning Outcomes

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

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

#### Unit-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

**Essential Readings**

- Alavi, Seema (ed.), *The Eighteenth Century in India*, New Delhi, Oxford University Press, 2000.
- Bandopadhyay, Shekhar, *From Plassey to Partition: A History of Modern India*, New Delhi, Orient BlackSwan, 2004.
- Bayly, C.A., *Indian Society and the Making of the British Empire*, Reprint, Cambridge: Cambridge University Press, 2014.
- Brown, Judith M., *Gandhi's Rise to Power: Indian Politics, 1915-1922*, Cambridge: Cambridge University Press, 1972.
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- चंद्राविनि, मुदुलानुलजी, *आजादी के बादकाभारत*, हिन्दीनिदेशालय, दिल्लीविश्वविद्यालय, दिल्ली, 2012 ।
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**Suggested Readings**

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- Chaudhuri, S.B., *Civil Rebellion in the Indian Mutinies, 1857-59*, Calcutta: The World Press, 1957.
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- Gail, Minault, *The Khilafat Movement: Religious Symbolism and Political Mobilization in India*, New Delhi: Oxford University Press, 1982.
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- Guha, Ranjit, *Elementary Aspects of Peasant Insurgency in Colonial India*, New Delhi: Oxford University Press, 1983.
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- Stokes, E., *The English Utilitarians and India*, Oxford: Clarendon Press, 1959.

**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 18<sup>th</sup> century to 1914, new method of warfare
2. Absolute state and its functioning, the French revolution of 1789
3. Eastern Question and diplomacy in the 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

### Essential Readings

- Anderson, M.S., *The Eastern Question, 1774-1923*, London: Macmillan, 1996.
- Andrews, Stuart, *Enlightened Despotism*, New York: Barnes and Nobles, 1968.
- Arendt, Hannah, *The Origins of Totalitarianism*, London: Penguin, 2017
- Bayly, C.A., *The Birth of the Modern World: Global Connections and Comparisons 1780-1914*, Oxford: Blackwell, 2004
- Bayly, Christopher and Tim Harper, *The Forgotten Wars: Freedom and Revolution in Southeast Asia*, New Delhi: Penguin Books, 2007.
- Bosworth, R. J., *Mussolini's Italy*, New York: Penguin Press, 2006.
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- Chakrabarti, Ranjan, *A History of the Modern World*, New Delhi: Primus Books, 2012.
- Chesnaux, Jean, *Republican China*, London: Pantheon Books, 1979.
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- Dower, John W., *Japan in War and Peace: Selected Essays*, New York: The New Press, 1993
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- Galiardo, John G., *Enlightened Despotism*, New York: Crowell, 1967.
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- Hall, Richard C., *The Balkan Wars: Prelude to First World War*, London: Routledge, 2000.
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