

No. 6-38/2005(FSS)-HPU (Acad.) Vol-III
Himachal Pradesh University, Summer Hill, Shimla-5
(NAAC Accredited 'A' Grade University)
"Academic Branch"

Dated: 10-06-2020

To

1. The Dean, Faculty of Social Sciences, HPU, Shimla-5
- ✓ 2. The Chairman, Deptt. of History, HPU, Shimla-5.
3. The Director, ICDEOL, HPU, Shimla-5
4. The Controller of Examinations, HPU, Shimla-5.
5. The A.R Exam. (PG) HPU, Shimla-5.
6. The A.R Eval./Re.Eval/Conduct/Exams, HPU, Shimla-5.
7. The D.R Secrecy, HPU, Shimla-5. with 5 spare copies.
8. The Principal, HPUCES, Shimla-1
9. The S.O.Exam (PG) HPU, Shimla-5.
10. The Incharge, ERP, Computer Centre, Examination Wing, HPU, Shimla-5.
11. All the Principals of Affiliated colleges where MA History degree course is running.

Subject: *Complimentary copy of New/Revised Syllabi of MA History (First Semester).*

Sir/Madam,

I am sending herewith complimentary copy of New/Revised syllabus of MA History (First Semester) duly approved by the Faculty of Social Sciences in the subject of History vide item no. 2 in its meeting held on 19-12-2019 on the recommendations of the concerned Board of Studies (PG) in its meeting held on 16-12-2019 vide Agenda 3 for its implementation from the Academic Session 2020-21 in phased manner.

Encls:-as above.

Yours faithfully,
[Signature] 10/06/2020
Section Officer (Acad)
HP University Shimla-5
Dated: 10-06-2020

Enclst. No. Even

Copy forward for information and further necessary action to:-

1. The Chairman, Deptt. of History, HPU, Shimla-5 with the request to provide the softcopy of above syllabi in pdf format to upload on the University's Website: www.hpuniv.nic.in
2. The Web Admn. HPU, Shimla-5, with the request to upload this letter alongwith above syllabi on the University website for availability of all concerned.
3. The DA (Meeting), Academic Branch with the request to place the action taken report in the ensuing meeting of Standing Committee of Academic Council/Academic Council.
4. Guard File

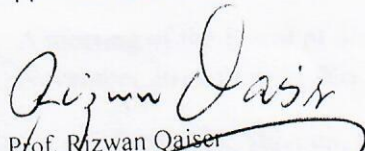
[Signature] 10/6/2020
Section Officer (Acad)



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

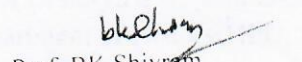
Decision: Internal Assessment for each course of M.A. (History) for ICDEOL students was approved as per attached Annexure- B, applicable from academic session 2019-2020.

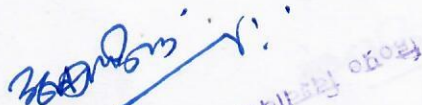

Prof. Rizwan Qaiser
Deptt. of History & Culture
Jamia Millia Islamia University
Delhi-110025 University,
New Delhi-110025
(External Expert)


Prof. Mahesh Sharma
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Dr. Vinay Kumar
Deptt. of History
HPU, Shimla-5
(Member)


Prof. BK Shivram
Deptt. of History
HPU, Shimla-5
(Chairperson & Convenor)


प्राचार्य, हिमालय प्रदेश विश्वविद्यालय
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36/01/2021

minimum of 35 % marks (i.e. 28 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	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 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
	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 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**)

30/08/2019
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DEPARTMENT OF HISTORY
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Email: departmenthistoryhpu@gmail.com

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 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.
- 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 (answered 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, the assignments of such students will be rejected.
- g. Computer printout/typed assignments will not be accepted.

Re-Assessment (ICDEOL Students):

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

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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.

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 100 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 C of 4 marks each.

Pass Percentage

The candidate must obtain a minimum of 35% marks (i.e. 28 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.

The list of new courses recommended for introduction from academic session 2020-2021, beginning July 2020, is given below:

FIRST SEMESTER

Course-HIST 101.	History and Historiography
Course-HIST 102.	Ancient Societies
Course-HIST 103.	Aspects of Medieval Society
Course-HIST 104.	Aspects of Society and Culture in Early Modern Europe, c. 1450-1700

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History and Historiography

Course-HIST 101

Semester First

Course Description

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

Course Learning Outcomes

- Enable students to discern the value of history as an academic discipline and answer the question, such as 'what & why' history?
- 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
- Introduce a critical awareness of the theories, methods and concepts utilised by historians to account for continuity and change in history
- Foster students to assess the impact of various schools of historical writings on the discipline
- 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.
- Facilitate students to improve the skills they need to become successful researcher notably critical reading, thinking and writing skills

Unit-I

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

Unit-II

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

Unit-III

- Marxist and subaltern histories, reflection of classical Marxist framework, history from below; The French and the Annales school
- 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
- History from the margins, with the intention of familiarizing students with approaches to writing oral, feminist and dalit histories

Unit-IV

- Historical observation: General characteristics of historical observation, evidence, criticism and analysis
- The process of writing history: Selection of topic, note taking, research ethics, quotation & paraphrase, synopsis, final draft: chapterisation, footnotes, citations, references & bibliography

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Essential Readings

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- Tosh, John, *Why History Matters*, New York: Palgrave Macmillan, 2008.
- Tosh, John, (ed.), *Historians on History*, 2nd edn., London: Longman, 2008.
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- What is Marxism: The Marxist Theory of History. <http://www.marxism.org.uk/pack/history.html>

Suggested Readings

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संस्कृत विभाग
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Ancient Societies
Course-HIST 102
Semester First

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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Essential Readings

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

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<https://haubooks.org/gifts-and-commodities/>
 Leacock, E (ed), *The Origin of Family, Private Property and the State*
<https://readingfromtheleft.com/PDF/EngelsOrigin.pdf>
 K Polanyi et al, *Trade and Market in Early Empires*
https://archive.org/stream/in.ernet.dli.2015.530169/2015_530169_trade-and_djvu.txt
 J N Postgate, *Early Mesopotamia: Society and Economy at the Dawn of History*
<https://archive.org/details/earlymesopotamia00post/page/n5>
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उत्कृष्ट
इतिहास विभाग
दिल्ली विश्वविद्यालय

Aspects of Medieval Society

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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 इतिहास विभाग
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विश्वविद्यालय दिल्ली

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संस्कृत
इतिहास विभाग
द्वितीय विभागाध्यक्ष कार्यालय

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

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

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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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