

Choice Based Credit System (CBCS)

**GURUKULA KANGRI VISHWAVIDYALAYA,
HARIDWAR**

**DEPARTMENT OF ANCIENT INDIAN HISTORY, CULTURE AND
ARCHAEOLOGY**

UNDERGRADUATE PROGRAMME

HISTORY

(Courses effective from Academic Year 2015-16)



SYLLABUS OF COURSES TO BE OFFERED

Core Courses, Elective Courses & Ability Enhancement Courses

**DEPARTMENT OF ANCIENT INDIAN HISTORY, CULTURE AND ARCHAEOLOGY
GURUKULA KANGRI VISHWAVIDYALAYA, HARIDWAR**

B.A. (HISTORY)

DSC/SEC/ DSE	Subject Code	Subject Title	Period Per Week			Evaluation Scheme				Subject Total
						Sessional			ESE	
			L	T	P	Credit	C T	T A		
B.A. I Year										
Semester-I										
DSC	BHS C 101	History of India from the Earliest Time upto 300 CE	5	1	-	6	20	10	70	100
Total										100
Semester-II										
DSC	BHS C 201	History of India from C. 300 to 1206	5	1	-	6	20	10	70	100
Total										100
B.A. II Year										
Semester-III										
DSC	BHS C 301	History of India from C. 1206 to 1707	5	1	-	6	20	10	70	100
SEC	BHS S 301 or BHS S 302	Skill Enhancement	3	1	-	4	20	10	70	100
Total										200
Semester-IV										
DSC	BHS C 401	History of India from 1707 to 1950	5	1	-	6	20	10	70	100
SEC	BHS S 401 or BHS S 402	Skill Enhancement	3	1	-	4	20	10	70	100
Total										200
B.A. III Year										
Semester-V										
DSE	BHS E 501 or BHS E 502 or BHS E 503	Discipline Specific Elective	5	1	-	6	20	10	70	100
SEC	BHS S 501 or BHS S 502	Skill Enhancement	3	1	-	4	20	10	70	100
GE	BHS G 501 or BHS G 502 or BHS G 503	Generic elective	2	1	-	2	20	10	70	100
Total										300
Semester-VI										
DSE	BHS E 601 or BHS E 602 or BHS E 603	Discipline Specific Elective	5	1	-	6	20	10	70	100
SEC	BHS S 601	Skill Enhancement	3	1	-	4	20	10	70	100
GE	BHS G 601 or BHS G 602 or BHS G 603	Generic elective	2	1	-	2	20	10	70	100
Total										300
G Total										1200

L = Lecture T = Tutorial P = Practical CT = Cumulative Test

TA = Teacher Assessment ESE = End Semester Exam

DEPARTMENT OF ANCIENT INDIAN HISTORY, CULTURE AND ARCHAEOLOGY
GURUKULA KANGRI VISHWAVIDYALAYA, HARIDWAR
B.A. (HISTORY)

CORE COURSES – DISCIPLINE SPECIFIC COURSE (DSC)- FOUR

CODE	SUBJECT TITLE	SESSIONAL	ESE	TOTAL	P.No.
BHS C 101	History of India from the Earliest Times upto 300 CE	30	70	100	3
BHS C 201	History of India from C.300 to 1206	30	70	100	5
BHS C 301	History of India from C. 1206 to 1707	30	70	100	7
BHS C 401	History of India from 1707 to 1950	30	70	100	9

DISCIPLINE SPECIFIC ELECTIVE (DSE) - ANY TWO

CODE	SUBJECT TITLE	SESSIONAL	ESE	TOTAL	P.No.
BHS E 501	Political History of Modern Europe: 15 th – 18 th Century	30	70	100	11
BHS E 502	Some Aspects of Society & Economy of Modern Europe: 15 th – 18 th Century	30	70	100	12
BHS E 503	National liberation Movements in 20 th Century World.	30	70	100	14
BHS E 601	Some Aspects of European History: C.1780 - 1945.	30	70	100	15
BHS E 602	Patterns of Colonialism in the World: 15 th – 19 th Century	30	70	100	17
BHS E 603	Patterns of Capitalism in Europe: C.16 th - early 20 th Century	30	70	100	18

SKILL ENHANCEMENT ELECTIVE COURSE (SEC) - ANY FOUR

CODE	SUBJECT TITLE	SESSIONAL	ESE	TOTAL	P.No.
BHS S 301	Museums & Archives in India	30	70	100	19
BHS S 302	Orality and Oral Culture in India	30	70	100	20
BHS S 401	Indian History & Culture	30	70	100	21
BHS S 402	Documentation & Visual Culture	30	70	100	23
BHS S 501	Historical Tourism: Theory & Practice	30	70	100	24
BHS S 502	Ethnographic Practices in India: Tradition of Embroidery; Textile Making, Knitting, Handicrafts	30	70	100	25
BHS S 601	An Introduction to Archaeology	30	70	100	26

GENRIC ELECTIVE (GE) - ANY TWO

CODE	SUBJECT TITLE	SESSIONAL	ESE	TOTAL	P.No.
BHS G 501	Women Studies in India	30	70	100	28
BHS G 502	Culture In The Indian Subcontinent.	30	70	100	30
BHS G 503	History of Indian Journalism: Colonial & Post Colonial Period.	30	70	100	32

BHS G 601	Some Perspectives on Women's Rights in India.	30	70	100	33
BHS G 602	Women in Politics & Governance.	30	70	100	34
BHS G 603	Gender and Education in India.	30	70	100	35

BA- Ist year
CORE COURSES
CODE: BHS- C 101

HISTORY OF INDIA FROM THE EARLIEST TIMES UPTO 300 CE

Semester - I
Max. marks -70
Time - 3 Hours

Note:- the question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

- Unit 1. Sources and Pre-historic cultures (15 Lect.)**
- a) Sources of ancient Indian history: Literary and Archaeological
 - b) Pre-historic Cultures: Paleolithic, Mesolithic and Neolithic.
- Unit 2. Proto-historic culture (18 Lect.)**
- a) Harappan civilization-origin, extent, dominant features and decline
 - b) Early and Later Vedic Period: literature, political institution, social and economic condition, religious practices and ideas.
- Unit 3. Mahajanpada age and Religious movements (12 Lect.)**
- a) Sixteen Mahajanpada and rise of Magadha (Bimbasara to Nanda dynasty)
 - b) Religious movement: Jainism and Buddhism :
- Unit 4. Alexander's invasion and Mauryan age (16 Lect.)**

- a) Alexander's invasion and its impact
- b) Rise of Mauryan empire, Ashoka dharma, administration & decline.

Unit 5. Post Mauryan age: (14 Lect.)

- a) Political history of Sunga, Satavahana and Kushana,
- b) Sangam age: literature, society, economy and polity

References:

1. Sharma, R. S., India's Ancient Past, Oxford university press , New Delhi 2006
2. Singh, Upinder, A History of Ancient and Early Medieval India, Pearson, New Delhi 2015
3. Chakravarti, Uma, The Social Dimensions of Early Buddhism, Oxford university press, New Delhi 1997.
4. Bridget & F. Raymond Allchin, The Rise of Civilization in India and Pakistan, Cambridge university press, New Delhi, 2009
5. Majumdar, R. C. and Pusalker, A. D., Vedic Age. Bhartiya Vidyabhawan Series , Bombay
6. Sharma, R. S., Aspects of political Ideas and Institutions in Ancient India .
7. Posehl, G.S., The Indus Civilization, New Delhi, 2001.
8. Mukerjee, B. N., Rise and Fall of the Kushana Empire.
9. Thapar, Romila, Recent Perspectives of early Indian History.
10. झा] द्विजेन्द्र नारायण तथा श्रीमाली] कृ".।मोहन] प्राचीन भारत का इतिहास।
11. बाशम] ए- एल-] अद्भुत भारत।
12. श्रीवास्तव] के-सी-] प्राचीन भारतीय इतिहास एवं संस्कृति।
13. थापर] रोमिला] प्राचीन भारत का इतिहास।
14. शर्मा] राकेश] प्राचीन भारत में /गार्मिक सहि"।गुता।
15. गुप्ता] देवेन्द्र] प्राचीन भारतीय समाज एवं अर्थव्यवस्था।
16. रायचौ/री] हेमचन्द्र] प्राचीन भारत का राजनैतिक इतिहास।
17. शास्त्री] नीलकंठ] नन्द-मौर्य युगीन भारत।

18. शर्मा] एल +पी +] प्राचीन भारत

19. एस +के + पा.डेय] प्राचीन भारत

BA- Ist year
CORE COURSES
CODE : BHS- C 201
HISTORY OF INDIA FROM THE C.300 TO 1206

Semester - II
Max. marks -70

Time - 3 Hours

Note:- the question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Unit 1. The Gupta Age: (18 Lect.)

- (a) Origin, Rise and decline
- (b) Administration, Literature, Science and Technology

Unit 2. Harsha and His Times: (13 Lect.)

- (a) Harsha's Kingdom and Administration
- (b) Hunas invasion and its impact

Unit 3. South India: (15 Lect.)

- (a) Polity of Pallavas and Rashtrakutas
- (b) Polity and administration of Cholas

Unit 4. North India

(15 Lect.)

- (a) Origin of Rajputas
- (b) Polity of Pala, Pratiharas and Chahmans

Unit 5. Establishment of the Sultanate:

(14 Lect.)

- (a) Arabs and Turkish invasion and its impacts
- (b) Struggle for Power in Northern India

References:

1. Singh Upinder, A History of Ancient and Early Medieval India, Pearson, New Delhi 2015
2. Chattopadhyaya, B.D., The Making of Early Medieval India, Oxford University Press, New Delhi, 1994.
3. Sharma, R. S., Material Culture and Social Formation in Ancient India, Macmillan, New Delhi, 1983.
4. Sharma, R. S., India's Ancient Past, Oxford University Press, New Delhi 2006,
5. Majumdar, R. C. and Pusalker, A. D., Classical Age, Bhartiya vidyabhawan Series, Bombay.
6. Majumdar, R. C. and Pusalker, A. D., Struggle for empire, Bhartiya vidyabhawan Series, Bombay.
7. Majumdar, R.C. and A.D. Pusalker, The Age of Imperial Kanauj.
8. Thapar, Romila, Recent Perspectives of early Indian History.
9. Agrawal, Ashvini, Rise and fall of the imperial Guptas, Motilal Banarsidas, Delhi.
10. Puri, B. N., Gurjara - Pratiharas.
11. Altekar, A.S., Rashtrakutas and their times.
12. Shastri, K.A.N., The Cholas.
13. झा] द्विजेन्द्र नारायण तथा श्रीमाली] कृ".।मोहन] प्राचीन भारत का इतिहास।

14. बाशम] ए- एल-] अद्भुत भारत ।
15. थापर] रोमिला] प्राचीन भारत का इतिहास ।
16. रायचौ/ारी] हेमचन्द्र] प्राचीन भारत का राजनैतिक इतिहास ।
17. पाठक] विशु]ानन्द] उत्तर भारत का राजनीतिक इतिहास ।
18. श्रीवास्तव] के0 सी0] प्राचीन भारतीय इतिहास एवं संस्कृति
19. पा.डेय] रामनिहोर] दक्षि.ा भारत का इतिहास ।
20. याजदानी] जी0] (सम्पादक)] दक्कन का इतिहास ।
21. शास्त्री] नीलकंठ] दक्षि.ा भारत का इतिहास ।
22. मिश्र] श्याम मनोहर] दक्षि.ा भारत का राजनैतिक इतिहास (प्रारम्भ से 14वीं शताब्दी तक ।)
23. श्रीवास्तव] बलराम] दक्षि.ा भारत] चौ]ाम्बा विद्या भवन] बनारस ।

BA- IInd year
CORE COURSES
CODE : BHS- C 301

HISTORY OF INDIA FROM THE C.1206 TO 1707

Semester-III
Max. marks -70
Time- 3 Hours

Note:- the question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Unit 1. The Sultanate Period (15 Lect.)

Foundation, Expansion, & Consolidation, The Iqta System.

Administrative & Economic reforms under the Khiljis and the Tughlaqs

Unit 2. The Provincial Kingdoms (13 Lect.)

Vijaynagar and Behmani kingdoms

The Second Afghan State (Sur Kingdom)

Unit 3. Socio-Religious Movements: (17 Lect.)

Bhakti & Sufi movements

Religion under the Mughals (Akbar to Aurangzeb)

Unit 4. The Mughal Dynasty: (18 Lect.)

Emergence and Consolidation of the State.

Akbar to Aurangzeb; Administrative Structure – Mansab and Jagirs

Unit 5. The Maratha Power : (12 Lect.)

Shivaji, Peshwas and the Maratha Confederacy

References:

1. Habib, M. and Nizami, K.A., (Ed.), Comprehensive History of India: The Delhi Sultanate AD. 1206-1526.
2. S.A.A. Rizvi, A History of Sufism in India, Vol.I, Delhi, 2003.
3. Sunil Kumar, Emergence of the Delhi Sultanate, Delhi, 2007.
4. Heras, H., South India under the Vijaynagar Empire Vol. I, II.
5. Chandra, Satish, Historiography, Religion and State in Medieval India.
6. Chandra, Satish, Medieval India: From Sultanate to the Mughals.
7. Sherwani, H.K., The Bahamani Kingdom.
8. Sircar, D.C., Political and Administrative system of Ancient and Medieval India.
9. Nizami, K.A., Akbar and Religion.
10. Qureshi, I.H., The Administration of the Mughal Empire.
11. Tripathi, R.P., Rise and Fall of the Mughal Empire. (Vol.II)
12. Sircar, J.N., Fall of the Mughal Empire.
13. Sircar, J.N., History of Aurangzab.
14. Ranade, K.R., Rise of Maratha Power.
15. Majumdar, R.C., The Mughal Empire.
16. Majumdar, R.C., The Maratha Supermacy.

17. वर्मा] एच-सी-] म/यकालीन भारत] भाग 1 एवं 2।
18. मित्तल] ए-के-] म/यकालीन भारत का राजनीतिक एवं सांस्कृतिक इतिहास।
19. हबीब] इरफान] म/यकालीन भारत] भाग 1-7।
20. शर्मा] एल-पी-] म/यकालीन भारत।
21. शर्मा] एल-पी-] दिल्ली सल्तनत (700-1526)।
22. शर्मा] एस-आर-] भारत में मुस्लिम शासन का इतिहास।
23. अहमद] लईक] म/यकालीन प्रशासन] समाज एवं संस्कृति।
24. पा.डेय] रामकिशोर] म/यकालीन भारत।
25. सिन्हा] विपिन बिहारी] दिल्ली सल्तनत] ज्ञानदा प्रकाशन] नई दिल्ली।
26. सिन्हा] विपिन बिहारी-] म/यकालीन भारत] ज्ञानदा प्रकाशन] नई दिल्ली।
27. पा:थी] आर० के०] सल्तनत कालीन भारत का आर्थिक विकास] अर्जुन पब्लिशिंग हाऊस] दिल्ली।
28. चन्द्र] सतीश] म/यकालीन भारत की राजनीति] समाज और संस्कृति] ऑरियेन्ट लॉगमैन प्रा० लि०] नई दिल्ली।
29. ओझा] गौरीशंकर हीराचन्द] म/यकालीन भारतीय संस्कृति (600ई० से 1200 ई० तक)] हिन्दुस्तान एकेडमी] इलाहाबाद।

BA-IIInd year
CORE COURSES
CODE : BHS- C 401

HISTORY OF INDIA FROM THE C.1707 TO 1950

Semester - IV

Max. marks -70

Time - 3 Hours

Note:- the question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four

questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Unit 1. Establishment of Colonial power	(15 Lect.)
Interpreting the 18th Century Colonial economy: Agriculture, Trade & Industry	
Unit 2. Uprising of 1857	(16 Lect.)
Causes, Nature & Aftermath	
Unit 3. Socio-Religious Movements in the 19th century	(14 Lect.)
Unit 4. Indian Nationalism :	(12 Lect.)
Emergence & Growth Nationalism with focus on Gandhian nationalism	
Unit 5. Communalism and Road to Freedom:	(18 Lect.)
Communalism; Genesis, Growth and Partition. Freedom ; Constituent Assembly, Establishment of the Republic.	

References:

1. Guha, Ranajit, Elementary Aspects of Peasant Insurgency in Colonial India.
2. Naroji, Dadabhai, Poverty and Un-British Rule in India.
3. Basu, B.D., Ruin of Indian Trade and Industries.
4. Dutta, R.C., Economic History of British India.
5. Majumdar, R.C., History of freedom movement in India.
6. Raghuvanshi, V.P.S., The Indian National movement in India.
7. Pannikar, K.M., The foundation of New India.
8. Sen, S.N., History of freedom movement in India.

9. शुक्ल] रामल[ान] आ/ुनिक भारत का इतिहास ।
10. ग्रोवर] बी0एल0] भारतीय स्वतन्=ता संग्राम तथा रा"ट्रीय आन्दोलन ।
11. सरकार] सुमित] आ/ुनिक भारत ।
12. चन्द्र] विपिन] भारत का स्वतन्=ता संघ"र्ष ।
13. चन्द्र] विपिन] भारत में आर्थिक रा"ट्रवाद का उद्भव एवं विकास ।
14. शर्मा] एल0 पी0] आ/ुनिक भारत ।
15. शर्मा] रामविलास] स्वा/ीनता संग्राम के बदलते परिप्रेक्ष्य ।
16. शर्मा] रामविलास] स्वतन्=ता आन्दोलन का इतिहास ।
17. राय] सत्या एम0] भारत में उपनिवेशवाद ।
18. राय] सत्या एम0] भारत में रा"ट्रवाद ।
19. ताराचन्द्र] भारतीय स्वतन्=ता आन्दोलन का इतिहास] [1.ड-2 एवं 3 ।
20. देसाई] ए0आर0] भारतीय रा"ट्रवाद की सामाजिक पृ"ष्ठभूमि ।
21. छावड+] जी0एम0] आ/ुनिक भारतीय इतिहास ।

BA- IIIrd year
Discipline Specific Elective
CODE : BHS- E 501
Political History of Modern Europe: 15th – 18th century

Semester - V
Max. marks -70

Note:- the question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Unit I. Europe in 15th century (13 Lect.)

- a) Political dimensions of feudal crisis

Unit II. Emergence of absolutist states (17 Lect.)

- a) Italy
- b) Spain
- c) France
- d) England
- e) Russia

Unit III. Constitutional conflict in 17th century England (14 Lect.)

- a) Causes, Nature & Result

Unit IV. Thirty year War (18 Lect.)

- a) Causes, nature & Impact

Unit V. Crisis of the Absolutist state in France (13 Lect.)

References:

1. Arivind Sinha, Europe in Transition, Delhi, 2010 (also in Hindi)
2. Rodney Hilton, The Transition from feudalism to capitalism, Delhi, 2006.
3. Perry Anderson, Lineages of the Absolutist state, verso, London 2013
4. John Merriman, A History of Modern Europe, New York 2010

**BA- IIIrd year
Discipline Specific Elective
CODE : BHS- E 502**

SOME ASPECTS OF SOCIETY & ECONOMY OF MODERN EUROPE:
15th-18th CENTURY

Semester – V
Max. marks -70
Time - 3 Hours

Note:- the question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Unit 1.	Feudal Crisis	(14 Lect.)
	Main strands	
Unit 2.	Renaissance	(15 Lect.)
	Origin, Spread and Dominant Features	
Unit 3.	Reformation	(16 Lect.)
	Genesis, nature and Impact	
Unit 4.	Beginning of the era of colonization	(13 Lect.)
	Motives; Mining and Plantation; the African slaves	
Unit 5.	Transition from Feudalism to Capitalism	(17 Lect.)
	Industrial Revolution in England	

References:

1. Phukan, Meenakshi, Rise of the Modern West.
2. Hill, Christophar, Lenin and the Russian Revolution.
3. Hart, B.H. liddell, the History of second world war, pan, 2011.
4. Fay, Sidney, Bradshaw, The origins of the world war, 2 Vol. The Macmillian Comp., New York, 1928.
5. John Merriman, A History of Modern Europe, New York, 2010.
6. E.J. Hobsbawm, The Age of Revoution,1789-1848, London, 1962.
7. Collins. James B., The State in early Modern France, New Approaches to European History.
8. Dobb Maurice, Studies in the Development of Capitalism
9. चन्द्र] भूपेश] यूरोप का इतिहास] भाग-1 ।
10. शर्मा] एल- पी-] इंगलै.ड का इतिहास (1485-1945) ।
11. नागोरी] एस0 एल0 एवं कान्ता] यूरोप का सम्पूर्ा इतिहास] (1453-1919)] सबलाईम पब्लिकेशन]जयपुर ।
12. जैन] हुकुम चन्द एवं माथुर] कृषा चन्द्र] विश्व इतिहास (1500-1950) ।
13. वर्मा] दीनानाथ] आ/ुनिक विश्व का इतिहास ।
14. दुबे] सत्यनाराय.।] आ/ुनिक यूरोप का इतिहास ।
15. पा.डेय] एस0के0] यूरोप का इतिहास ।
16. राय] कौलेश्वर] पश्चिम का उदय ।
17. कुमार] राजेश] आ/ुनिक विश्व का इतिहास ।
18. वाजपेयी] कुसुम] विश्व का इतिहास ।
19. मेहता एवं पाल] आ/ुनिक यूरोप (1453 ई0 से 1919 ई0 तक) ।
20. गुप्ता पार्थसारथी] आ/ुनिक पश्चिम का उदय] हिन्दी मा/यम कार्यान्वयन निदेशालय] दिल्ली] विश्वविद्यालय] दिल्ली ।

BA- IIIrd year
Discipline Specific Elective
CODE : BHS- E 503
National Libration movements in 20th century World

Semester - V
Max. marks -70
Time - 3 Hours

Note:- the question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Unit I. Nationalism : Theory and practice (13 Lect.)

Unit II. Nature of Imperialism and colonialism (17 Lect.)

Unit III. National Movement in Nigeria, Kenya, Congo, Angola and South Africa (14 Lect.)

Unit IV. China between 1911-1949 (16 Lect.)

- a) Revolution of 1911,
- b) May fourth movement of cultural revolution under Mao Tse Tung.

Unit V. National Movement in India (15 Lect.)

References:

1. Lucian Bianoco, Origins of the Chinese Revolution, 1915-1946.

2. A.J. Temu and Roger Owen eds, studies in the theory of imperialism 1970.
3. E.F. Penrose, ed, European imperialism the partition of Africa, 1980.
4. Milton Osborne, Southeast Asia: An Introductory History.
5. Sumit Sarkar, Modern India, Macmillan, 1984.

BA- IIIrd year
Discipline Specific Elective
CODE : BHS- E 601

SOME ASPECTS OF EUROPEAN HISTORY: C. 1780-1945

Semester - VI
Max. marks -70
Time - 3 Hours

Note:- the question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

- | | | |
|----------------|---|-------------------|
| Unit 1. | The French Revolution | (13 Lect.) |
| | Genesis Nature & Consequences
Napoleonic Era and aftermath | |
| Unit 2. | Unification of Italy and Germany with reference to Revolution of 1830 and 1848 | (16 Lect.) |
| Unit 3. | Imperialist Conflicts of World war.- I | (17 Lect.) |
| | Causes, Events and Effects | |
| Unit 4. | Rise of Fascism and Nazism | (14 Lect.) |
| | Causes, Events and Effects | |

References:

1. John Merriman, A History of Modern Europe, New York, 2010.
2. E.J. Hobsbawm, The Age of Revoution, 1789-1848, London, 1962.
3. Collins. James B., The State in early Modern France, New Approaches to European History.
4. Dobb Maurice, Studies in the Development of Capitalism
5. Hill, Christopher, A Century of Revolutions.
6. Koenigsberger, H.G. and G.L. Mosse, Europe in the Sixteenth Century.
7. Miskimin, Harry, The Economy of Later Renaissance Europe: 1460-1600.
8. Phukan, Meenakshi, Rise of the Modern West.
9. Phukan, Meenakshi, Social and Economic History of Early Modern Europe.
10. Goodwin, A., The European nobility in the Eighteenth Century.
11. Sweezy and P. Baran, Introduction to Socialism.
12. चन्द्र] भूपेश] यूरोप का इतिहास] भाग-1 ।
13. अग्रवाल] आर०एस०] आ/ुनिक यूरोप का इतिहास (1450-1879) ।
14. अग्रवाल] आर०एस०] आ/ुनिक यूरोप का इतिहास (1453-1945) ।
15. पा.डेय] रामकिशोर] विश्व का इतिहास (1453-1776) ।
16. मेहता एवं पाल] आ/ुनिक यूरोप (1453-1919) ।
17. पाल] वी० आई०] आ/ुनिक यूरोप (1453-1789) ।
18. शर्मा] एल० पी०] इंगलै.ड का इतिहास (1485-1945) ।
19. मोवेट] आर० बी०] यूरोपीय राजनय का इतिहास (1451-1789) ।
20. राय] कौलेश्वर] पश्चिम का उदय ।
21. गुप्ता] पार्थसारथी] आ/ुनिक पश्चिम का उदय] हिन्दी मा/यम कार्यान्वयन निदेशालय]दिल्ली वि०वि० ।
22. कौल] के० के०] संयुक्त राज्य अमेरिका का इतिहास] उ०प्र० हिन्दी संस्थान] ल[ानऊ ।

23. गहलौत] बी० सिंह] अमेरिका का इतिहास भाग 1] 2] अर्जुन पब्लिशिंग हाऊस] नई दिल्ली ।
24. दातार] किर.] अमेरिका का इतिहास] हिन्दी मा/यम कार्यान्वयन निदेशालय] दिल्ली वि०वि० ।
25. सक्सेना] बनारसी दास] अमेरिका का इतिहास] राजस्थान हिन्दी ग्रन्थ अकादमी] जयपुर ।
26. जैन] के० सी०] आ/ुनिक यूरोप का इतिहास (1453–1870)] यूनिवर्सिटी पब्लिकेशन] नई दिल्ली ।
27. जैन] हुकुम चन्द एवं माथुर] कृषा चन्द्र] विश्व इतिहास (1500–1950) ।

BA- IIIrd year
Discipline Specific Elective
CODE : BHS- E 602

Patterns of Colonialism in the world: 15th to 19th Century

Semester - VI
Max. marks -70
Time - 3 Hours

Note:- the question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Unit I.	Defining colonialism.	(10 Lect.)
Unit II.	Establishment of colonial Empires by Spain and Portugal in 15th-16th centuries.	(16 Lect.)
Unit III.	British in India in 18th century	(18 Lect.)
Unit IV.	Scramble for power in late 19th century China.	(15 Lect.)
Unit V.	Nature of colonial control and patterns of subjugation.	(16 Lect.)

References:

1. Ralph Davis, The Rise of the Atlantic Economies, New York, 1973,
2. J.H Perry, The Establishment of the European Hegemony 1415-1715
3. Trade & Exploration in the Age of the renaissance, Harper Torch books, 1959
4. K.R.G.Nair & Romey Borges, Discovering French Canada, Allied Publishers, 2002
5. Ralph Davis, The Rise of the Atlantic Economies,
6. Christopher Hill, From Reformation to Industrial Revolution
7. Basil Davidson, Modern Africa: A social and political history, 3d edn. London/ New Jersey: Addison n Wesley, 1995
8. Arvind sinha, Europe in Transition, Delhi, 2010 (also in Hindi)

BA- IIIrd year

Discipline Specific Elective

CODE : BHS- E 603

Patterns of Capitalism in Europe: C.16th century to early 20th century

Semester - VI

Max. marks -70

Time - 3 Hours

Note:- the question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Unit I.	Definition & Concepts	(14 Lect.)
Unit II.	Commercial capitalism: 1500-1700	(16 Lect.)
Unit III.	Industrial Revolution in England	(14 Lect.)

a) causes & Nature

Unit IV. Industrial capitalism in France (13 Lect.)

a) Genesis & Nature

Unit VI. Impact of Industrial Revolution on European Society, Polity & Economy (18 Lect.)

References:

1. Jerry Muller, The Mind & the market
2. Karl polany, The Great Transformation
3. Joseph Schumpeter, capitalism, Socialism & Democracy
4. Wallerstein, World System Analysis: An Introduction, 2004
5. Cipolla carlo, M, Fontana Economic History of Europe, VOL I&II
6. Christopher Hill, From Reformation to Industrial Revolution,
7. Jan de Vries, the Industrial revolution & the Industrious Revolution, 1994

**B.A. IInd year
Skill Enhancement Course
CODE: BHS- S 301**

Museums & Archives in India

**Semester - III
Max. marks -70
Time - 3 Hours**

Note:- the question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Unit 1. Definitions (12 Lect.)

Unit 2. History of setting up of Museums and Archives: Some case

	studies	(17 Lect.)
Unit 3.	Field Work; Studying of structures & Functions	(18 Lect.)
Unit 4.	Training & Employment	(17 Lect.)
Unit 5.	Study of some museum;Archaeological museum,Gurukul Kangri University,National Museum,Delhi	(11 Lect.)

References:

1. G.Edson & Dean David, Handbook for Museum, London, Routledge, 1986
2. John Ridener, From Folders to Post Modernism: A Concise History of Archival Theory, 200

B.A. IIRD year
Skill Enhancement Course
CODE: BHS- S 302
Orality and oral culture in India

Semester- III
Max. marks -70
Time - 3 Hours

Note:- the question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Unit I.	Defining orality	(13 Lect.)
Unit II.	History & Historiography of orality	(14 Lect.)
UnitIII.	Life Histories	(12 Lect.)

	a) Sociological Aspects	
Unit IV.	Research Methodoloies	(19 Lect.)
Unit V.	Documentation	(17 Lect.)
	a) Written & Visual .	

References:

1. Humphries: the Handbook of Oral history
2. H. Roberts. Ed. Doing feminist. Research, & Routledge & Kegan
3. Paul, London, 1981
4. M.F.D. Knowledge & Control. London, 1971
5. John Miles Foley, Oral formulaic- Theory: An Introduction and Annotated Bibliography, New York & London: Garland,1985
1. Veena Das , ed, mirror of Violence: communities, Riots & survivors In South Asia, Delhi, Oxford University Press, 1990
2. Prasad M. Mahadeva Ideology of the Hindi film: A historical construction Delhi Oxford University Press 1998
3. Srirupa Roy, The post colonial state & visual Representations of India” contributions to Indian sociology, 2006,36,1& 2:233-263

B.A. IInd year
Skill Enhancement Course
CODE: BHS- S 401
Indian History & Culture

Semester - IV
Max. marks -70
Time - 3 Hours

Note:- the question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Unit 1.	Environment; Culture, Tradition & Practices	(14 Lect.)
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- a) Historical overview
- b) Oral & codified information on medicinal Plants
- c) Water & Water Bodies
- d) Fieldwork

Unit 2. Urbanization & Urbanism (13 Lect.)

- a) Issues of settlements & Landscapes
- b) Social differentiations
- c) Communication networks

Unit 3. Social inequality & Gender (17 Lect.)

- a) Status within Households: An overview
- b) Present context
- c) Issues of Violence
- d) Employment, distribution of resources

Unit 4. Cultural Heritage (16 Lect.)

- a) Main components
- b) Built Heritage
- c) Historical Tourism

Unit 5. Cultural Forms & Cultural Expressions (15 Lect.)

Performing Arts
Fairs & Festivals and Fieldwork

References:

1. Indu Banga, ed. The City in Indian History: Urban Demography, Society & Polity, Delhi, Manohar, 1991
2. Koch, E. Mughal Art & Imperial Ideology
3. Radha Kumar, History of Doing: An Illustrated Account of Movements for Women's Rights & Feminism in India 1880- 1990, Zubaan, 2007
4. V.Vasudev, Fairs & Festivals, Incredible India Series, 2007
5. V.Singh, The Human Footprint on Environment: Issues in India, New Delhi, and Macmillan, 2012
6. B. Parikh, Composite Culture in a multicultural Society, Delhi, NBT, 2007

7. N. Mehta, Introduction: Satellite Television, Identity & Globalization in Contemporary India in N.Mehta, ED, Television in India, New York, Routledge, 2008

8. R.C. Thakran & Sheo Dutt, ed Bhartiya Upmahaduip ki Sanskritiyan, University of Delhi

B.A. IInd year
Skill Enhancement Course
CODE: BHS- S 402
Documentation & visual culture

Semester- IV
Max. marks -70
Time - 3 Hours

Note:- the question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Unit I.	conceptual framework	(13 Lect.)
Unit II.	Visual culture: colonial & post colonial contexts	(13 Lect.)
Unit III.	Politics of documentation	(12 Lect.)
Unit IV.	Methods of Documentation: Photographs, films, videos and digital	(19 Lect.)
Unit V.	Fieldwork, Internship and training	(18 Lect.)

References:

1. Gayatri sinha, ed, Art, art& visual culture in India: 1857-2007
2. Geeta Kapoor, when was modernism-eassays on cultural practices in india, delhi, Tullika Publications, 2000
3. Publications by Sarai, CSDS, Raipur Road, Delhi

B.A. IIIrd year
Skill Enhancement Course
CODE : BHS- S 501
Historical Tourism: Theory & Practice

Semester - V
Max. marks -70
Time - 3 Hours

Note:- the question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four

questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Unit 1. Defining Tourisms and Heritage (19 Lect.)

Art &Architecture in India: An overview
Field Work: Visit to historical sites & Museums

Unit 2. Understanding Built Heritage (22 Lect.)

Stupa Architecture and Temple Architecture
Indo Persian Architecture, Forts, Palaces, Mosques
Colonial Architecture
Present day structures

Unit 3. Field Work: Visit to site & Conducting of research (21 Lect.)

Unit 4. Modalities of conducting tourism (23 Lect.)

References:

1. Sunil Kumar, The Present in Delhi's Past, Delhi, Gyan Publishing House, 2002
2. Peter Howard, Heritage: Management, Interpretation, Identity, and London, 2003
3. V.S Agarwal, Indian Art, Varanasi, Prithvi Prakasahan, 1972
4. Percy Brown, Indian Architecture, Bombay, D.B.Taraporevala Sons &Co, 1940
5. James Harle, The Art & Architecture of the Indian Subcontinent, Harmondsworth, Penguin, 1988
6. S.K.Bhowmik, Heritage Management: Care, Understanding &Appreciation of Cultural Heritage, Jaipur, 2004.

**B.A. IIIrd year
Skill Enhancement Course
CODE: BHS- S 502**

**Ethnographic practices in India: Tradition of Embroidery, Textile making,
Knitting, Handicrafts.**

**Semester- V
Max. marks -70
Time - 3 Hours**

Note:- the question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Unit I. Tradition of Embroidery, textile making, knitting, handicrafts in ancient India (16 Lect.)

Unit II. Tradition of Embroidery, textile making, knitting, handicrafts in medieval period (14 Lect.)

Unit III. Tradition of Embroidery, textile making, knitting, handicrafts in modern India (18 Lect.)

- a) Colonial
- b) Post colonial

Unit IV. Contemporary practice (15 Lect.)

- a) North
- b) West
- c) East
- d) South

Unit V. Field work (12 Lect.)

- a) practitioners & Issues of sustenance .
- b) codification of information
- c) Relationship between market & conservation

References:

1. Textile Museum, Ahmadabad
2. Sanskrit Museum of Indian Textiles, Gurgaon
3. Indian mirror.com
4. Local & National museums, Dharohar museum, Kurukshetra, University
5. Museum, Punjabi university, Patiala

B.A. IIIrd year
Skill Enhancement Course
CODE: BHS- S 601
An Introduction to Archaeology

Semester- VI
Max. marks -70

Time - 3 Hours

Note:- The question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Unit 1.	Definition & Components	(13 Lect.)
Unit 2.	Historiographical Trends	(14 Lect.)
Unit 3.	Research Methodologies	(12 Lect.)
Unit 4.	Definition of Historical Sites & Explorations	(11 Lect.)
Unit 5.	Field Work & Tools of research	(12 Lect.)
Unit 6.	Documentation, Codification, Classification, Analysis of findings and publications	(13 Lect.)

References:

1. John.A. Bintliff, A Companion to Archaeology
2. D.R. Chakrabarti, A History of Indian Archaeology: From the Beginning to 1947, New Delhi, Manohar, 1988

3. M. Hall & W.S.W. Silliman, Historical Archaeology, USA, Blackwell, 2006
4. Mathew Johnson, Archaeological Theory: An Introduction, Blackwell Publishing, New Edition, 2010
5. Published Works by ASI
6. Raman, K. V., Principle and Methods of Archaeology.
7. Hendricks, Rhoda A., Archaeology made simple.
8. White, Anne terry, All about Archaeology.
9. Matthew Johnson, Archaeological Theory- An Introduction.
10. Hodder Ian, Reading the Past- Current approaches to interpretation in Archaeology.
11. Whitley, D.S., Reader in Archaeology theory: Post- procession & cognitive Approaches.
12. Renfrew, C. and Bahn Paul, Archaeology: Theories Methods and Practice.
13. Banning. E.B., Archaeological Survey.
14. Rajan, K., Archaeology: Principles & Methods.
15. Daniel, G.A., A Short History of Archaeology.
16. Fagan Brian, In the Bigging, An Introduction to Archaeology.
17. पुरी] बैजनाथ] भारतीय पुरातत्त्व ।
18. पा.डेय] राकेश प्रकाश] भारतीय पुरातत्त्व ।
19. ओझा] रामप्रकाश] पुरातत्त्व विज्ञान] प्रथम [।.ड ।
20. हवीलर] आर० ई० एम०] पृथ्वी से पुरातत्त्व ।
21. सिंह] के० पी०] पुरातत्त्व मीमांसा ।
22. पा.डेय] जयनाराय.।] पुरातत्त्व विमर्श ।

CODE : BHS- G 501
WOMEN STUDIES IN INDIA

Semester- V

Max. marks -70

Time - 3 Hours

Note:- the question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Unit 1. Basic Concepts & Theories (13 Lect.)

- b) Defining Gender,
- c) Patriarchy : Ideology & Practice
- d) Relationship between Gender, Caste, Class, Religion & Politics

Unit 2. Emergence of Women Studies in India (17 Lect.)

Unit 3. Gender & Social History (18 Lect.)

- a) Family & Marriage
- b) Women's Question in the 19th century
- c) Women's Movement in Colonial & Post Colonial in India

Unit 4. Gender, Law & Politics (12 Lect.)

- a) Political participation
- b) Violence against women & Preventive laws

Unit 5. Gender, Development & Culture (15 Lect.)

- a) Issues of labour & Health, Access to resources, Gender audit

References:

1. Nivedita Menon, Gender & Politics in India. New Delhi, OUP, 1999.
2. Raj kumar, Women in Politics, Anmol Publishers, New Delhi, 2000.
3. Raj kumar, Women & Leadership, 2000.
4. Kamla Bhasin, Understanding Gender.
5. Kamla Bhasin, What is Patriarchy?
6. Madhu Vij, et al , Women Studies in India, A journey of 25 Years, Rawat, 2014.
7. Kumkum Sangari & Sudesh Vaid, Recasting Women , Essay in Colonial History.
8. Sushila Kaushik, Panchayati Raj in Action: Challenges to Women's Role, Delhi, 1996.
9. Urvashi Butalia & T Sarkar, ed, women & Hindu Rights, New Delhi, 1996.
10. Zoya Hasan, ed, Forging Identities: Gender , Communities & Patriarchies, EPW, 1995.
11. Bina Agarwal, Field of Her Own, New delhi, Kali for Women.
12. Aparna Basu, Growth of Education and Political development in India, 1898-1920, 1974.
13. Aparna Basu & Bharti Ray, WOMEN Struggle, A history of the All India Women's Conference, 2002.
14. Ram Nath Sharma & Rajendra Nath Sharma, History of Education in India, ATLANTIC Publisher's, 1996.
15. Usha Sharma, Women Education in Modern India.
16. Radha Kumar, A History of Doing.
17. L.M.Sanghvi, Democracy & the Rule of Law, Ocean Books, Pvt Ltd, New Delhi, 2002.

B.A. IIIrd year
Generic Elective
CODE : BHS- G 502

CULTURES IN THE INDIAN SUBCONTINENT

Semester - V

Max. marks -70

Time - 3 Hours

Note:- the question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Unit 1. Languages and Literature (12 Lect.)

Development of vernacular language and literature

Indo-Persian Literature: Amir Khusro's works

Unit 2. Architecture: Meanings, form and Function (19 Lect.)

Rock-cut-Mamallapuram, structural ñ temple architecture Khajuraho complex

Palace-dargah at Fatehpur Sikri

Lutyen's Delhi.

Unit 3. Perceptions of visual Past and Present (18 Lect.)

Sculptures and Painting

(a) Silpashastric normative tradition

(b) Classicism ñ Narrative and Sculptural, Mural Fresco painting

(c) post Classicism : Pallava , Cola

(d) Mughal paintings, painters and illustrated texts

(e) Modern and company school, Ravi Varma, Bengal School, Amrita Shergil

Unit 4. Popular Culture (13 Lect.)

Folk Lore and Oral tradition of Kathas, narratives, legends and proverbs
Linkages of bardic and literary traditions
Festivals, fairs and fasts; Links with tirtha, pilgrimage and localities.

Unit 5. Communication, Patronage and Audiences (13 Lect.)

Culture as Communication

Nationalism and the issue of Culture; Institutions of Cultural Practices Colonial and Post colonial.

References:

1. Asher Catherine, Architecture of Mughal India
2. Brown Percy, Indian Architecture, Buddhist Hindu and Islamic, Vol. I, II, Mumbai, 1956
3. Chandra Prainod, ed, Studies in Indian Temple Architecture; Chapter 1. AIIS, 1975.
4. Tillotson G, Havelis of Rajasthan.
5. Vatasayana Kapila; Indian Classical Dance, Publications Divisions, New Delhi, 1974
6. K. T. Achaya, A Historical Dictionary of Indian Food, OUP.
7. Banerjea J.N.: The Development of Hindu Iconography, Calcutta, 1956
8. Bussagli M and Srivaramamurthy C.: 5000 Years of Indian Art, New York, n.d.
9. Huntington Susan L: The Art of Ancient India, Tokyo New York, 1985.
10. Kramrisch, Stella, The Art of India, Orient Book Depot. Delhi, 1987.
11. Miller Barbara Stoler: The Powers of Art: Patronage in Indian Culture, OUP, Delhi 1992.
12. Mitter Partha: Art and Nationalism in Colonial India, OUP, and Delhi.
13. Mukherji: Folk Art of India
14. Rizvi, S.A.A.: The Wonder that Was India: Volume II., New Delhi.
15. उपा/याय] बलदेव] वैदिक साहित्य एवं संस्कृति ।
16. दिनकर] राम/ारीसिंह] संस्कृति के चार अ/याय ।
17. शर्मा] सी० डी०] भारतीय दर्शन ।
18. वर्मा] हरिशचन्द्र] म/यकालीन भारत ।
19. वर्मा] हरिशचन्द्र] मुगलकालीन भारत ।
20. शर्मा] एल०पी०] आ/ुनिक भारतीय संस्कृति ।
21. शर्मा] आर० एस०] प्राचीन भारतीय /र्म एवं दर्शन का स्व:प ।
22. कीथ] ए० वी०] वैदिक /र्म एवं दर्शन ।
23. भट्ट] गौरी शंकर] भारतीय संस्कृति% एक समाजशास्त्रीय समीक्षा ।
24. अग्रवाल] पृथ्वी कुमार] भारतीय संस्कृति की :परे[ा ।
25. गुप्त] परमेश्वरी लाल] भारतीय वास्तुकला ।

26. उपा/याय] वासुदेव] प्राचीन भारतीय स्तूप] गुहा एवं मन्दिर ।
27. अग्रवाल] वी० एस०] भारतीय कला ।
28. अग्रवाल] पृथ्वी कुमार] प्राचीन भारतीय कला एवं वास्तु] भाग-1] 2 ।
29. पा.डेय] जयनाराय.।] भारतीय कला ।
30. वाजपेयी] के० डी०] भारतीय कला ।

B.A. IIIrd year
Generic Elective
CODE : BHS- G 503

History of Indian journalism- colonial & post colonial period.

Semester - V
Max. marks -70
Time - 3 Hours

Note:- the question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Unit I.	Pre colonial history of written records of modalities of dissemination.	(11 Lect.)
Unit II.	Advent of Print media	(16 Lect.)
	<ul style="list-style-type: none"> • Imperialist ideologies 	
UnitIII.	Nationalism and Print Culture	(13 Lect.)
	<ul style="list-style-type: none"> • Selective study of prominent news paper Tribune, Amrita bazaar Patrika, and Hindustan times 	
Unit IV.	Role of media in social awareness	(18 Lect.)
Unit V.	Writing and reporting	(17Lect.)
	<ul style="list-style-type: none"> • Field work. 	

References:

1. Natrajan.J, History of Indian Journalism, vol.-II of Press
2. Commission Report, New Delhi, 1954
3. Natrajan.J, A history of the Press in India, Asian Publishing House, Bombay, 1962
4. Ghosh, Harmendra Prasad, Newspapers in India, University of Calcutta, 1952
5. Ananda. Prakash, A History of the tribune , a centenary publication by the Tribune trust, 1986

B.A. IIIrd year

Generic Elective

CODE : BHS- G 601

Some perspectives on Women's Right in India.

Semester - VI

Max. marks -70

Time - 3 Hours

Note:- the question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Unit I. Definition of Human Right (14 Lect.)

- a. UN conventions & Indian context

Unit II. Indian Constitution & women's Rights (13 Lect.)

Unit III. Preventive Acts (17Lect.)

- a) Minimum wage Act 1948
- b) Family court Act 1986
- c) Dowry prohibition Act 1961
- d) Immoral Traffic prevention Act 1986
- e) Domestic violence Act
- f) PNDA Act 1994

Unit IV. Issues of violence against women and remedial measures (16 Lect.)

Unit V. Present status. (15 Lect.)

a) Issues of enabling & empowering modalities.

References:

1. Bina Agarwal, field of Her Own, New Delhi, Kali for women,
2. Uravshi Butalla & T sarkar, ed, Women & Hindu Rights, New Delhi, Kali for Women 1996,
3. Zoya Hasan, ed, Forging Identities: Gender, Communities & Patriarhies, EPW, December,1995

B.A. IIIrd year

Generic Elective

CODE : BHS- G 602

Women in politics & Governance

Semester - VI

Max. marks -70

Time - 3 Hours

Note:- the question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Unit I. Theoretical perspectives on politics & Governance (15 Lect.)

Unit II. Pre-Colonial period (14 Lect.)

a) Women of learning & ruling classes

Unit III. Colonial Period (14 Lect.)

- a) Leaders in reforming activities
- b) Politics and national movement

Unit IV. Electoral Politics (17 Lect.)

a) Women as voters & elected Representatives

Unit V. Case Studies at local government levels (15 Lect.)

a) State Assemblies & Parliament.

References:

1. Raj Kumar, Women in Politics, Anmol publishers, New Delhi, 2000
2. Raj Kumar, Women & Leadership, 2000
3. L.M. Sanghvi, Democracy & the Rule of Law, Ocean Books, Pvt Ltd
New Delhi, 2002

B.A. IIIrd year

Generic Elective

CODE : BHS- G 603

Gender and Education in India.

Semester - VI

Max. marks -70

Time - 3 Hours

Note:- the question paper shall consist of three sections (Sec.-A, Sec.-B and Sec.-C). Sec.-A shall contain 10 objective type questions of one mark each and student shall be required to attempt all questions. Sec.-B shall contain 10 short answer type questions of four marks each and student shall be required to attempt any five questions. Sec.-C shall contain 8 descriptive type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

Unit I. Historiographical Trends (12 Lect.)

Unit II. Education in Early and medieval times (14 Lect.)

- Formal & Informal

Unit III. Colonial period (17 Lect.)

- Socio-religious reform women & education for females.

Unit IV. Role of school and Colleges in colonial and post colonial Period (18 Lect.)

Unit V. Female literacy since 1950 Education as a tool of empowerment (14 Lect.)

References:

1. Aparna Basu, Growth of Education and political development in India, 1898-1920, 1974
2. Aprana Basu, Bharti Ray, Women Struggle, A History of all India Women's Conference, 2002
3. Ram Nath Sharma, Rajendar nath Sharma, history of Education in India, Atlantic Publishers,1996
4. Radha kumar, A history of doing
5. Usha Sharma, Women Education in Modern India