

Choice Based Credit System (CBCS)

**GURUKULA KANGRI (DEEMED UNIVERSITY),
HARIDWAR**

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

FOUR-YEAR UNDERGRADUATE PROGRAMMES (FYUG)

HISTORY

(Courses effective from Academic Year 2022-23)



SYLLABUS OF COURSES TO BE OFFERED
Bachelor of Arts (Honours) in History (Faculty of Oriental Studies)

**DEPARTMENT OF ANCIENT INDIAN HISTORY, CULTURE AND ARCHAEOLOGY
GURUKULA KANGRI (DEEMED UNIVERSITY), HARIDWAR**

FOUR-YEAR UNDERGRADUATE PROGRAMMES (FYUG) in HISTORY

DSC/SEC/ DSE	Subject Code	Subject Title	Period Per Week			Modes of Evaluation					Subject Total
			L	T	P	C	A/P	MT	CE	ESE	
B.A. I Year											
Semester-I											
DSC	BHS-C 101	History of India from the Earliest Time up to c.184 BCE	5	1	-	6	10	25	5	60	100
Total											100
Semester-II											
DSC	BHS-C 201	History of India from c.185 BCE to 650 CE	5	1	-	6	10	25	5	60	100
Total											100
AWARD OF CERTIFICATE (After 1 Year)											
B.A. II Year											
Semester-III											
DSC	BHS-C 301	History of North India from c. 650 to 1200 CE	5	1	-	6	10	25	5	60	100
SEC	BHS-S 301 or BHS-S 302	Skill Enhancement	3	1	-	4	10	25	5	60	100
Total											200
Semester-IV											
DSC	BHS-C 401	History of South India from c.650 to 1200 CE	5	1	-	6	10	25	5	60	100
SEC	BHS S 401 or BHS S 402	Skill Enhancement	3	1	-	4	10	25	5	60	100
Total											200
VAC		Value Addition Course	3	1	-	4	10	25	5	60	100
AWARD OF DIPLOMA (After 2 Years)											
B.A. III Year											
Semester-V											
DSE	BHS-E 501 or BHS-E 502 or BHS-E 503	Discipline Specific Elective	5	1	-	6	10	25	5	60	100
SEC	BHS-S 501 or BHS-S 502	Skill Enhancement	3	1	-	4	10	25	5	60	100
GE	BHS-G 501 or BHS-G 502 or BHS-G 503	Generic elective	5	1	-	6	10	25	5	60	100
Total											300
Semester-VI											
DSE	BHS-E 601 or BHS-E 602 or BHS-E 603	Discipline Specific Elective	5	1	-	6	10	25	5	60	100
SEC	BHS-S 601	Skill Enhancement	3	1	-	4	10	25	5	60	100
GE	BHS-G 601 or BHS-G 602 or BHS-G 603	Generic elective	5	1	-	6	10	25	5	60	100
Total											300
AWARD OF BACHELOR of ARTS (B.A.) IN CONCERNED DISCIPLINE (After 3 Years)											

B.A. IV Year											
Semester-VII											
DSC/DSE	BHS-C/E 701	History: Theory, Concept and Ancient Indian Historiography	5	1	-	6	10	25	5	60	100
DSC/DSE	BHS-C/E 702	Social History of Ancient India (from the earliest time to c.1200 CE)	5	1	-	6	10	25	5	60	100
DSC/DSE	BHS-C/E 703	Field Archaeology	5	1	-	6	10	25	5	60	100
DSC/DSE	BHS-C/E 704	Survey and Field Work/ Research Project/ Dissertation on Major	5	1	-	6	10	25	5	60	100
Total											400
Semester-VIII											
DSC/DSE	BHS-C/E 801	Economic History of Ancient India (from the earliest time to c.1200 CE)	5	1	-	6	10	25	5	60	100
DSC/DSE	BHS-C/E 802	Ancient Civilizations of World	5	1	-	6	10	25	5	60	100
DSC/DSE	BHS-C/E 803	Ancient Indian Political thought and Administration	5	1	-	6	10	25	5	60	100
DSC/DSE	BHS-C/E 804	Research Project/ Dissertation	5	1	-	6	10	25	5	60	100
Total											400
GRAND TOTAL						112					2000
AWARD OF BACHELOR of ARTS (Hons) IN CONCERNED DISCIPLINE (After 4 Years)											

L = Lecture **T** = Tutorial **P** = Practical **C** = Credit **A/P** = Assignment/Presentation
MT = Mid-Sem Test **CE** = Continuous Evolution **ESE** = End Semester Exam

DEPARTMENT OF ANCIENT INDIAN HISTORY, CULTURE AND ARCHAEOLOGY
GURUKULA KANGRI (DEEMED UNIVERSITY), HARIDWAR
FOUR-YEAR UNDERGRADUATE PROGRAMMES (FYUG) in HISTORY

CORE COURSES – DISCIPLINE SPECIFIC COURSE (DSC) - FOUR

CODE	SUBJECT TITLE	A/P	MT	CE	ESE	TOTAL	P.No.
BHS-C 101	History of India from the Earliest Time up to c.184 BCE	10	25	5	60	100	7
BHS-C 201	History of India from c.185 BCE to 650 CE	10	25	5	60	100	9
BHS-C 301	History of North India from c.650 to 1200 CE	10	25	5	60	100	11
BHS-C 401	History of South India from c.650 to 1200 CE	10	25	5	60	100	13

DISCIPLINE SPECIFIC ELECTIVE (DSE) - ANY TWO

CODE	SUBJECT TITLE	A/P	MT	CE	ESE	TOTAL	P.No.
BHS-E 501	History of India from c.1200 to 1707 CE	10	25	5	60	100	15
BHS-E 502	Some Aspects of Society & Economy of Modern Europe: 15 th – 18 th Century	10	25	5	60	100	18
BHS-E 503	National liberation Movements in 20 th Century World.	10	25	5	60	100	20
BHS-E 601	History of India from c.1707 to 1950 CE	10	25	5	60	100	22
BHS-E 602	Patterns of Colonialism in the World: 15 th – 19 th Century	10	25	5	60	100	25
BHS-E 603	Patterns of Capitalism in Europe: C.16 th - early 20 th Century	10	25	5	60	100	27

SKILL ENHANCEMENT ELECTIVE COURSE (SEC) - ANY FOUR

CODE	SUBJECT TITLE	A/P	MT	CE	ESE	TOTAL	P.No.
BHS-S 301	Museums & Archives in India	10	25	5	60	100	29
BHS-S 302	Orality and Oral Culture in India	10	25	5	60	100	31
BHS-S 401	A Concise History of Uttarakhand	10	25	5	60	100	33
BHS-S 402	Documentation & Visual Culture	10	25	5	60	100	35
BHS-S 501	Historical Tourism: Theory & Practice	10	25	5	60	100	37
BHS-S 502	Ethnographic Practices in India: Tradition of Embroidery; Textile Making, Knitting, Handicrafts	10	25	5	60	100	39
BHS-S 601	Heritage of India	10	25	5	60	100	41

GENERIC ELECTIVE (GE) - ANY TWO

CODE	SUBJECT TITLE	A/P	MT	CE	ESE	TOTAL	P.No.
BHS-G 501	Indian History & Culture	10	25	5	60	100	43
BHS-G 502	Culture In The Indian Subcontinent.	10	25	5	60	100	45
BHS-G 503	History of Indian Journalism: Colonial & Post Colonial Period.	10	25	5	60	100	48
BHS-G 601	Cultural relation between India and South-east Asia	10	25	5	60	100	50
BHS-G 602	Women in Politics & Governance.	10	25	5	60	100	52
BHS-G 603	Gender and Education in India.	10	25	5	60	100	54

VALUE ADDITION COURSE (VAC) – ONE

CODE	SUBJECT TITLE	A/P	MT	CE	ESE	TOTAL	P.No.
	Contribution & Significance of Arya Samaj in Indian Society	10	25	5	60	100	56

DISCIPLINE SPECIFIC COURSE (DSC)/ DISCIPLINE SPECIFIC ELECTIVE (DSE)- SIX

CODE	SUBJECT TITLE	A/P	MT	CE	ESE	TOTAL	P.No.
BHS-C/E701	History: Theory, Concept and Ancient Indian Historiography	10	25	5	60	100	58
BHS-C/E702	Social History of Ancient India (from the earliest time to c.1200 CE)	10	25	5	60	100	60
BHS-C/E703	Field Archaeology	10	25	5	60	100	62
BHS-C/E801	Economic History of Ancient India (from the earliest time to c.1200 CE)	10	25	5	60	100	64
BHS-C/E802	Ancient Civilizations of World	10	25	5	60	100	67
BHS-C/E803	Ancient Indian Political thought and Administration	10	25	5	60	100	69

PROGRAMME OUTCOMES (POs)

Preface

The four year undergraduate programmes (FYUG) in history offered by the department, aims to illustrate the students with significant developments in the different dimensions of Indian history from ancient to modern along with Europe. This programme also covers archaeological methods and theory, concept of heritage management, gender studies, south-east Asian history, regional history, museums & Achieves, ancient world civilizations and concept of ancient Indian historiography etc.

The compulsory history courses i.e. core course which covers the political, social and cultural structures of contemporary society. Its aim is to provide foundation for students from earliest time to c.1200 BCE.

In skill enhancement courses these papers are going to taught i.e. Museums & Archives in India, A Concise History of Uttarakhand, Historical Tourism: Theory & Practice and Heritage of India. All the aforesaid papers are useful for the student to enhance their skills regarding museums, heritage & tourism along with the regional historical development. As far as the elective courses are concerned department imparts medieval and modern history of India. It covers different dimensions that are Sultanate period, Mughal period, Colonial history, Indian freedom movements up to the foundation of Republic. Department also run a value addition course namely Contribution and Significance of Arya Samaj in Indian society, its aim is to impart knowledge of Arya Samaj and its influences on the contemporary struggling society. This paper also contain various facets of Arya Samaj i.e. socio-religious reforms, educational renaissance, its role in freedom movement. Course also disseminate about some famous personalities and their achievements in the socio-religious context. The sole aim of this paper is similar to the educational objectives of the university.

The generic courses first paper covers Indian history & culture in which will taught significant aspects of culture in the Indian context. It would be useful to understand differences in cultural types as well as cultural expressions on society. In the second paper the glorious past of the cultural relations between India and Southeast Asia will be taught. This will trace key links between the eastern sea-border of India and south-east Asia. It will also trace the exchange of ideas that occurred between India and south-east Asia.

The discipline specific courses include ancient Indian historiography, socio-economic history, field archaeology, different ancient civilizations along with the ancient Indian political thoughts. In historiography paper will taught different traditions and trends of history writing. In socio-economic history being taught how society were developed from simple to complex. Field archaeology course covers origin and development of archaeology in India and abroad also various traditional and scientific methods to study artefact. Will be also teaching different methods of documentation and dating techniques. In the paper of political thought and administration we'll going to disseminate how political ideologies develop from bygone era to circa 1200 CE. As far as the paper Ancient civilization of the World concerned, it would provide comprehensive view of the entire civilizations that flourished in various parts of the world.

The primary objective of these courses, apart from acquainting the students with basic outlines of these area-specific histories, is to equip them to think in a historically sensitive manner with due attention to variables of time, space, context and role of human agencies in shaping the past societies. A number of theme based courses cater to these objectives and help students cultivate a critical spirit and historical sensibility while pursuing an area of their own interest. Several courses are also designed with a view to expose them to the joys of interdisciplinary learning. The objectives that we hope to achieve come from the integrity of the

individual courses but it is also derived from the design of the entire course which is geared to be flexible and adaptive to the individual student's interests. In this four year undergraduate programmes (FYUG) in history, students are provided with considerable choice to improve their particular interests. Concurrently the programme achieves a balance to ensure a systematic progression in the formation of knowledge, the acquisition of analytical and comprehension skills, and a strong foundation in the discipline of History.

Summary of POs

After completion this programme students will enhance their abilities to:-

- PO1** Understanding the types of sources of history writing
- PO2** Give historical foundation of India
- PO3** Understand the Political structure
- PO4** Knowledge of socio-economic and cultural aspects
- PO5** Develop critical thinking about regionalization and integration
- PO6** Explore the cultural transition
- PO7** Knowledge of various freedom movements
- PO8** Critical analyze of Nationalism, Imperialism, Colonialism and Communalism
- PO9** Critically evaluate the feudalism and capitalism
- PO10** Produce the thoughts of legacy
- PO11** Skill for conservation of cultural properties
- PO12** Documentation of tangible & intangible heritage
- PO13** Develop understanding of regional history
- PO14** Focus on the procedure of cultural tourism
- PO15** Gender study
- PO16** Art, culture and society
- PO17** Ethical approach
- PO18** Cultivate rational thinking
- PO19** Interdisciplinary learning
- PO20** Learn critical history writing
- PO21** Comprehend archaeological methods and theory
- PO22** Cultivate understanding the nature of world civilization
- PO23** Critical analyze administration & political thought

BA- I year
DISCIPLINE SPECIFIC COURSE (DSC)
CODE: BHS- C 101
History of India from the Earliest Time up to c.184 BCE

Semester-I
Max. Marks -70
Time- 3 Hrs

Course Objectives

Students will extend their abilities to:

- To familiarize the students with the part of Indian history that is popularly known as ancient India.
- Being the first part of the syllabus, for first semester, this course trains the students in the use of sources for ancient Indian history and major developments of history up to c.184 BCE.
- This course includes literary and archaeological sources; it's further discussed Pre-history, Proto-history and a wide picture of political and religious India in c. 600 CE.
- To discuss the foreign invasion along with Mauryan Empire.

Course Outcomes

The students will able to:

CO1 develop critical thinking towards ancient Indian history.

CO2 illustrate with the major sources of ancient Indian history i.e. literature and archaeology.

CO3 associate with the major phases of ancient Indian history like Harappan civilization, Vedic Culture and Mauryan period

CO4 estimate the field of polity, society and culture up to c.184 BCE.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer 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.

Course Contents:

UNIT – I	Sources of Ancient Indian History & Prehistoric Cultures:	(12 Lect.)
(a)	Literary and Archaeological Sources	
(b)	Paleolithic, Mesolithic and Neolithic Culture of India	
UNIT – II	Proto-historic Cultures:	(18 Lect.)
(a)	Harappan Civilization: Origin, Extent, Dominant Features and Decline	
(b)	Early and Later Vedic Period: Political Institutions, Social and Economic Conditions, Religious Practices and Ideas	
UNIT – III	Janpadas and Mahajanpadas:	(13 Lect.)
(a)	Territorial States: Monarchial and Republican	
(b)	Religious Movement: Jainism and Buddhism	
UNIT – IV	Emperial Age and Invasions:	(14 Lect.)
(a)	Rise of Magadha Empire from the Haryanka to the Nanda Dynasty	
(b)	Foreign Invasions: Iranian and Macedonian Invasion and its Impact	

UNIT – V Emergence, Consolidation and Decline of Mauryan Empire: (18 Lect.)

- (a) Origin and Rise of Mauryan Empire: Chandragupta Maurya to Ashok
 (b) Administration and Decline

References:

1. Sharma, Ram Sharan, India's Ancient Past, 2005
2. Sharma, Ram Sharan, Deo Shankar Navin and Dharmaraj Kumar, Bharat Ka Prachin Itihas, 2018
3. Agrawal, D.P., Archaeology of India, New Delhi, 1982.
4. Thapalyal, K. K. and Sankata Prasad Shukla, Sindhu Sabhyata, 2019.
5. Pandey, J.N., Purattatva Vimarsha, Allahabad, 2009.
6. Chakraborti, D.K.: An Archaeological History (Palaeolithic Beginning to early Historical Foundation) Oxford, New Delhi, 1999.
7. Raychoudhury, H.C., Political History of Ancient India, Calcutta, 1931.
8. Raychoudhury, H.C., Prācīn Bhārata Kā Rājanītika Itihāsa (Hindi), Allahabad, 1980.
9. Chaubey, Saurabh, Prachin Bharat, Prayagraj, 2020.
10. Prajapat, Pappu Singh, Prachin Bharat: Naveen Sarvekshan, 2021.
11. Tripathi, R.S., Ancient India (English and Hindi), Delhi, 1960.
12. Shastri, K.A.N., The Age of Nandas and Mauryas, Varanasi, 1967.
13. Thapar, Romila, Asoka and the Decline of the Mauryas, 2012.
14. Srivastava, K. C., Prachin Bharat ka Itihas aur Sanskriti, 2018.
15. Gupta, Devendra, Prachin Bhartiya Samaj evam Arthvyavastha, 2004.

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between Cos and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	develop critical thinking towards ancient Indian history	PO2
CO2	illustrate with the major sources of ancient Indian history i.e. literature and archaeology	PO1
CO3	associate with the major phases of ancient Indian history like Harappan civilization, Vedic Culture and Mauryan period	PO2
CO4	estimate the field of polity, society and culture up to c.184 BCE	PO3, PO4

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, ‘**Understand the Political structure**’ (**PO3**). The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.

BA- I year
DISCIPLINE SPECIFIC COURSE (DSC)
CODE: BHS- C 201
History of India from the c.184 BCE to 650 CE

Semester-II
Max. Marks -70
Time- 3 Hrs

Course Objectives

Students will extend their abilities to:

- Inculcate knowledge about Post-Maurayan and Gupta period in north India.
- Understand the glorious socio-economic history of Sangam age of southern India.
- Appraise the socio-economic and political developments.
- Focus on the history of Vakatakas, Huns and the unification of north India at the time of Pushyabhuti dynasty.

Course Outcomes

The students will be able to:

CO1 understand the transformational phases of Indian history.

CO2 familiarize with the changing socio-political and economic structures of various periods.

CO3 assess the process and causes responsible for the regionalization of empire and again the types of mechanism enforced to integrate it.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer 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.

Course Contents

UNIT – I	Post-Mauryan Dynasties of North India:	(13 lect.)
(a)	Shunga, Kanva and Kushana Dynasty	
(b)	Indo-Greeks, Sakas (Western Kshatrapas) and Pahalavas	
UNIT – II	Early Dynasties of South India:	(16 lect.)
(a)	Sangam Age - Nature and Classification of Sangam Literature, Political Conditions, Religious Beliefs, Society and Economy	
(b)	Satavahanas and Chedi	
UNIT – III	Gupta Empire:	(17 lect.)
(a)	Rise and fall of the Guptan Empire	
(b)	Administration, Literature, Science and Technology	
UNIT – IV	Vakatakas and the Later Gupta Period:	(15 lect.)
(a)	A Brief History of the Vakataka Dynasty.	
(b)	Rise and fall of Huns Power.	
UNIT – V	Post-Gupta Dynasties:	(14 lect.)
(a)	Maukhari of Kannauj, Yashovarman of Malwa.	
(b)	Pushyabhuti Dynasty: Harsha and his Administration and Achievements.	

References:

1. A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century CE, Singh, Upinder, 2009.
2. Majumdar, R. C., Ancient India, 1977.
3. Tripathi, R.S., Ancient India (English and Hindi), Delhi, 1960.
4. Sharma, Ram Sharan, India's Ancient Past, 2005.
5. Narain, A. K., The Indo-Greeks, New Delhi, 1996.
6. Sharma, Ram Sharan, Deo Shankar Navin and Dharmaraj Kumar, Bharat Ka Prachin Itihas, 2018.
7. Mukherjee, B. N., Rise and Fall of the Kushana Empire, 1988.
8. Upadhyaya, Vasudeo, Gupta Sāmrajya Kā Itihāsa, 1939.
9. Agarwal Ashvini, Rise and Fall of the Imperial Guptas, 1989.
10. Majumdar, R.C. and A.S. Altekar, The Gupta-Vākātaka Age (Also in Hindi), 1946.
11. Srivastava, K. C., Prachin Bharat ka Itihas aur Sanskriti, 2018.
12. Chaubey, Saurabh, Prachin Bharat, Prayagraj, 2020.
13. Prajapat, Pappu Singh, Prachin Bharat: Naveen Sarvekshan, 2021.
14. Majumdar, R.C. and A.D. Pusalker (eds.), The History and Culture of the Indian People, 1988.
15. Pandey, Vimal Chandra, Prācīna Bhārata Kā Rājanītika Itihāsa (600 –1200 A.D.), 1973.

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between Cos and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	understand the transformational phases of Indian history	PO2
CO2	familiarize with the changing socio-political and economic structures of various periods	PO3, PO4
CO3	asses the process and causes responsible for the regionalization of empire and again the types of mechanism enforced to integrate it	PO5, PO9

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, ‘**Understand the Political structure**’ (**PO3**). The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.

BA- II year
DISCIPLINE SPECIFIC COURSE (DSC)
CODE: BHS- C 301
History of North India from c. 650 to 1200 CE

Semester-III
Max. Marks -70
Time- 3 Hrs

Course Objectives

Students will extend their abilities to:

- Express the core historical political development of north India.
- Describe various facets of important dynasties from Attock to Cuttack and Kashmir to Bundelkhand.
- Assess causes and effects of Islamic invasion.

Course Outcomes

The student will be able to:

CO1 examine the political settings of north India from 6th to 12th cent CE.

CO2 visualize the different political powers and causes of their disintegration.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer 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.

Course Contents:

UNIT – I	Islamic Invasion and Dynasties of Kashmir:	(14 Lect.)
(a)	Causes and Effects of Arab and Turkish Invasion	
(b)	Karkot, Utpal and Lohar Dynasty of Kashmir	
UNIT – II	Pratiharas of Rajputana and Palas of Bengal:	(16 Lect.)
(a)	Origin and Rise of Pratiharas upto Mihira Bhoja.	
(b)	Rise of Palas upto Devapala	
UNIT – III	Chandellas of Jejakbhukti and Kalchuries of Tripuri:	(15 Lect.)
(a)	History of Chandellas upto Vidyadhara.	
(b)	History of Kalachuris upto Gangeyadeva.	
UNIT – IV	Parmaras of malwa and Chalukyas of Gujarat:	(16 Lect.)
(a)	History of Parmaras upto Bhoja.	
(b)	History of Chaulukyas upto Kumarpala.	
UNIT – V	Gahadwals of Kannauj and Chahamanas of Shakambhari:	(14 Lect.)
(a)	History of Gahadavalas upto Jayachandra.	
(b)	History of Chahamanas upto Prithviraja III.	

References:

1. Khan, M.M. and Mohd. Amin Shah, Ancient Kashmir, 2012.
2. Sharma, Suresh K., Ancient and Medieval Kashmir, 1997.
3. Puri, B. N., The history of the Gurjara-Pratiharas, 1986.
4. Bagohi, Jhunu, The History and Culture of the Palas of Bengal and Bihar, 1993.
5. Balakrishnan, Srikala, The Chandelas of Jijekabhukti, 2019.
6. Sharma, R. K., Kalachuris And Their Times, 1980.
7. Bhatia, Pratipal, The Paramaras (C. 800-1305 A. D.), 1970.
8. Majumdar, Asoke Kumar, Chaulukyias of Gujarat: A Survey of the History and Culture of Gujarat from the Middle of the Tenth to the End of the Thirteenth Century, 1956.
9. Majumdar, R. C., The Gahadavala Dynasty, 1959.
10. Sharma, Dashrath, Early Chauhān Dynasties, 1959.
11. Pathak, Vishuddhanand, Uttar Bhārata Kā Rājanaitik Itihāsa, 1973.
12. Ray, H.C., Dynastic History of North India, 1960.
13. Tripathi, R.S., History of Kannauj to the Moslem Conquest, 1959.
14. Srivastava, K. C., Prachin Bharat ka Itihas aur Sanskriti, 2018.
15. Pandey, Vimal Chandra, Praceen Bharat Ka Rajnitik Itihas (600 –1200 A.D.), 1973.

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between Cos and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	Examine the political settings of north India from 6th to 12th cent CE.	PO2, PO3
CO2	Visualize the different political powers and causes of their disintegration.	PO5

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, ‘**Understand the Political structure**’ (**PO3**). The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.

BA- II year
DISCIPLINE SPECIFIC COURSE (DSC)
CODE: BHS- C 401
History of South India from c.650 to 1200 CE

Semester-III
Max. Marks -70
Time- 3 Hrs

Course Objectives

Students will extend their abilities to:

- Study the political history of the south India from the middle of 7th to 12th century CE.
- Learn the structure of the state and the administrative system.

Course Outcome

The student will able to:

CO1 Establish the comprehensive picture of the political history of south India during the period.

CO2 Understand the dominant political powers of south India and their social and cultural influences in the history of early and early medieval India.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer 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.

Course Contents:

UNIT-I	Dynasties of the Deccan: (a) Chalukyas of Badami (b) Chalukyas of Vengi (c) Chalukyas of Kalyani	(16 Lect.)
UNIT-II	Rastrakuta Dynasty: (a) Origin and Rise of Rashtrakutas (b) History of Rashtrakutas upto Krishna III	(15 Lect.)
UNIT-III	Pallava Dynasty: (a) Origin and Rise of Pallavas of Kanchi (b) History of Pallavas upto Narasimhavarman I	(13 Lect.)
UNIT-IV	Chola Dynasty: (a) History of Cholas upto Rajadhiraja I (b) Administration and Downfall of Chola Empire	(15 Lect.)
UNIT-V	Pandyas of Mudura and Yadava of Devgiri: (a) First and Second Pandya Dynasty (b) History of Yadava upto Ramchandra	(16 Lect.)

References:

1. Shastri, Neelakantha, Dakhin Bharat ka Itihas, 2018.

2. Shastri, Neelakantha, A History of South India: From Prehistoric Times to the Fall of Vijayanagar, 1997.
3. Rajasekhara, S., The Chalukyas of Badami, 2016.
4. Ramesh, K. V., Chalukyas of Vātāpi, 1984.
5. Vēṅkaṭakṣṇarāvu, Bhāvarāju. History of the Eastern Chalukyas of Vengi, 610-1210 A.D., 1973.
6. Yazdani, G., The Early History of the Deccan, 2 vols., 1960.
7. Yazdani, G., Deccan Kā Prācīna Itihāsa, 1977.
8. Srivastava, Balram, Dakshina Bhārata Kā Itihāsa, 1968.
9. Mishra, S.M., Dakshina Bhārata Kā Rājanītika Itihāsa, 1995.
10. Pathak, Vishudhanand, Dakshin Bharat ka Itihas (600-1300 A.D.), 2019.
11. Altekar, A. S., Rashtrakutas and Their Times, 1934.
12. Heras, Henry, Studies in Pallava History, 1933.
13. Shastri, Neelakantha, The Cholas, 1935.
14. Shastri, Neelakantha, The Pandyan Kingdom, 1974.
15. Ritti, Shrinivas, The Seunas: The Yadavas of Devagiri, 1973.

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between Cos and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	Establish the comprehensive picture of the political history of south India during the period.	PO3, PO5
CO2	Understand the dominant political powers of south India and their social and cultural influences in the history of early and early medieval India.	PO4, PO6

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, ‘Understand the Political structure’ (**PO3**). The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.

BA- III year
Discipline Specific Elective
CODE: BHS- E 501
HISTORY OF INDIA FROM THE c.1206 TO 1707 CE

Semester-V
Max. Marks -70
Time- 3 Hrs

Course Objectives

Students will extend their abilities to:

- Draw an outline of the history of India for the period between c.1200 to 1707 CE.
- Analyze the major political formations of Delhi Sultanate, Vijayanagara-Bahmani Kingdom, Mughal Empire and Maratha Power.
- Inculcates a basic understanding of institutional developments, policies, and economy and socio-religious aspects of medieval India.

Course Outcomes

The student will able to:

- CO1** Understand the major political developments in the history of India during the period between the 13th and 17th century.
- CO2** Determine the changes, continuities in the field of political structure and cultural aspect with regard to religious renaissance.
- CO3** Establish the economic history of the various dynasties, especially where agrarian production and its implications.
- CO4** Explain the development of trade and urban complexes during this period.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer 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.

Course Contents:

Unit-I	The Delhi Sultanate:	(15 Lect.)
	(a) Foundation, Expansion & Consolidation; The Iqta System	
	(b) Administrative & Economic reforms under the Khiljis and the Tughlaqs	
Unit-II	The Provincial Kingdoms:	(13 Lect.)
	(a) Vijaynagar and Behmani kingdoms	
	(b) The Second Afghan State (Sur Kingdom)	
Unit-III	Socio-Religious Movements:	(17 Lect.)
	(a) Bhakti and Sufi movements	
	(b) Religion under the Mughals (Akbar to Aurangzeb)	
Unit-IV	The Mughal Dynasty:	(18 Lect.)
	(a) Emergence and Consolidation of the State	
	(b) Akbar to Aurangzeb; Administrative Structure – Mansab and Jagirs	
Unit-V	The Maratha Power:	(12 Lect.)
	(a) Foundation, Chatrapati Shivaji	
	(b) Maratha Administration	

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

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between Cos and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	Understand the major political developments in the history of India during the period between the 13 th and 17 th century.	PO3, PO6
CO2	Determine the changes, continuities in the field of political structure and cultural aspect with regard to religious renaissance.	PO3, PO4
CO3	Establish the economic history of the various dynasties, especially where agrarian production and its implications.	PO3, PO4
CO4	Explain the development of trade and urban complexes during this period.	PO4

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, '**Explore the cultural transition**' (**PO6**). The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.

BA- III 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

Course Objectives

Students will extend their abilities to:

- Familiar themselves with some aspects of society and economy of modern Europe.
- Understand the linkages between feudal crisis and renaissance and of course the beginning of the era of colonization.

Course Outcome

The student will able to:

CO1 Appraise the role of Europe in the world during this very volatile period.

CO2 Judge the European history and would be able to establish the connections with events involving Europe.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer 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.

Course Contents:

Unit-I	Feudal Crisis: Main strands	(14 Lect.)
Unit-II	Renaissance: Origin, Spread and Dominant Features	(15 Lect.)
Unit-III	Reformation: Genesis, nature and Impact	(16 Lect.)
Unit-IV	Beginning of the era of colonization: Motives; Mining and Plantation; the African slaves	(13 Lect.)
Unit-V	Transition from Feudalism to Capitalism: Industrial Revolution in England	(17 Lect.)

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., इंग्लैण्ड का इतिहास (1485-1945)।
11. नागोरी, एस0 एल0 एवं कान्ता, यूरोप का सम्पूर्ण इतिहास, (1453-1919), सबलाईम पब्लिकेशन, जयपुर।
12. जैन, हुकुम चन्द्र एवं माथुर, कृष्ण चन्द्र, विश्व इतिहास (1500-1950)।
13. वर्मा, दीनानाथ, आधुनिक विश्व का इतिहास।
14. दुबे, सत्यनारायण, आधुनिक यूरोप का इतिहास।
15. पाण्डेय, एस0के0, यूरोप का इतिहास।
16. राय, कौलेश्वर, पश्चिम का उदय।
17. कुमार, राजेश, आधुनिक विश्व का इतिहास।
18. वाजपेयी, कुसुम, विश्व का इतिहास।
19. मेहता एवं पाल, आधुनिक यूरोप (1453 ई0 से 1919 ई0 तक)।
20. गुप्ता पार्थसारथी, आधुनिक पश्चिम का उदय, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली, विश्वविद्यालय, दिल्ली।

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between Cos and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	Appraise the role of Europe in the world during this very volatile period.	PO8
CO2	Judge the European history and would be able to establish the connections with events involving Europe.	PO9

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, ‘**Critically evaluate the feudalism and capitalism**’ (**PO9**). The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.

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

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

Course Objectives

Students will extend their abilities to:

- Learn nationalism as well as with the nature of imperialism and colonialism.
- Know the information of national movements in some South African countries as well as in India.

Course Outcome

The student will able to:

CO1 Appraise the nature of imperialism and colonialism.

CO2 Determine the process of national movements in African countries.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer 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.

Course Contents:

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.

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between Cos and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	Appraise the nature of imperialism and colonialism.	PO8
CO2	Determine the process of national movements in African countries	PO7

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, '**Critical analyze of Nationalism, Imperialism, Colonialism and Communalism**' (**PO8**). The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.

BA- III year
Discipline Specific Elective
CODE: BHS- E 601
HISTORY OF INDIA FROM THE c.1707 TO 1950 CE

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

Course Objectives

Students will extend their abilities to:

- Understand the historical overview of the India from the 18th century to the making of the republic in 1950.
- Examines the nature of the 18th century polity, economy and society and proceeds to discuss the establishment of colonial rule in India.
- Tracing the varied impacts of colonial rule.
- Discusses the social and political mobilizations and questions of socio-cultural and religious practices also discriminating traditions and structures in colonial India.
- Evaluate the eventual growth of anti-colonial struggles, the emergence of formal nationalist platforms and pan-Indian mass agitations.
- Review the growth of communal politics in the late colonial period, the consequent partition of India, and the immediate measures that went into the making of the Indian Republic.

Course Outcomes

The student will able to:

- CO1** Draw an outline some important features of the 18th century in India.
- CO2** Explain how the colonial state established its control and the debates on the nature of colonial exploitation.
- CO3** Discuss the various responses to and early forms of resistance against colonial rule in the 19th and early 20th centuries.
- CO4** Delineate the key features of and broad trends within the national liberation movements. Explain the build-up to partition of India and challenges that emerged during formation of the Republic.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer 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.

Course Contents:

Unit-I	Establishment of Colonial power:	(15 Lect.)
	(a) East India Company in 18th Century & Contemporary India	
	(b) Impact of colonial economy in India: Agriculture, Trade & Industry	
Unit-II	Uprising of 1857 and Indian Renaissance:	(16 Lect.)
	(a) Causes, Nature & Aftermath of 1857	
	(b) Brahmo Samaj, Arya Samaj & Ramakrishna Mission	
Unit-III	Constitutional Experiments in British India:	(14 Lect.)
	Act of 1909, 1919 & 1935	

Unit-IV Indian Nationalism: (12 Lect.)
 (a) Gandhian nationalism (Non Co-operation, Civil Disobedience & Quit India Movement)
 (b) Armed Revolution

Unit-V Communalism and Road to Freedom: (18 Lect.)
 (a) Communalism; Genesis, Growth and Partition
 (b) 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, रामलखन, आधुनिक भारत का इतिहास।
10. ग्रोवर, बी०एल०, भारतीय स्वतन्त्रता संग्राम तथा राष्ट्रीय आन्दोलन।
11. सरकार, सुमित, आधुनिक भारत।
12. चन्द्र, विपिन, भारत का स्वतन्त्रता संघर्ष।
13. चन्द्र, विपिन, भारत में आर्थिक राष्ट्रवाद का उद्भव एवं विकास।
14. शर्मा, एल० पी०, आधुनिक भारत।
15. शर्मा, रामविलास, स्वाधीनता संग्राम के बदलते परिप्रेक्ष्य।
16. शर्मा, रामविलास, स्वतन्त्रता आन्दोलन का इतिहास।
17. राय, सत्या एम०, भारत में उपनिवेशवाद।
18. राय, सत्या एम०, भारत में राष्ट्रवाद।
19. ताराचन्द्र, भारतीय स्वतन्त्रता आन्दोलन का इतिहास, खण्ड-2 एवं 3।
20. देसाई, ए०आर०, भारतीय राष्ट्रवाद की सामाजिक पृष्ठभूमि।
21. छावड़ा, जी०एम०, आधुनिक भारतीय इतिहास।

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between Cos and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	Draw an outline some important features of the 18th century in India.	PO2, PO3
CO2	Explain how the colonial state established its control and the debates on the nature of colonial exploitation.	PO3, PO8
CO3	Discuss the various responses to and early forms of resistance against colonial rule in the 19th and early 20th centuries.	PO7
CO4	Delineate the key features of and broad trends within the national liberation movements. Explain the build-up to partition of India and challenges that emerged during formation of the Republic	PO3, PO7

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, '**Knowledge of various freedom movements**' (PO7). The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.

BA- III 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

Course Objectives

Students will extend their abilities to:

- Understand with the basic concepts of Colonialism and imperialism.
- Introduces the strategies of European Colonialism.
- Provides the student with an opportunity to analyses colonialism and the global economy.

Course Outcomes

The student will able to:

CO1 Define what is meant by colonialism and imperialism.

CO2 Explain the global interconnectedness of colonies.

CO3 Examine the process of colonial expansion via trade.

CO4 Discuss the linking of the non-European economies with the capitalist-dominated world market via case studies of certain commodities.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer 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.

Course Contents:

Unit-I	Defining colonialism:	(10 Lect.)
Unit-II	Establishment of colonial Empires by Spain and Portugal in 15th-16th Centuries:	(16 Lect.)
Unit-III	Britishers 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 Wesley, 1995
8. Arvind sinha, *Europe in Transition*, Delhi, 2010 (also in Hindi)

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between Cos and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	Define what is meant by colonialism and imperialism.	PO8
CO2	Explain the global interconnectedness of colonies.	PO8, PO9
CO3	Examine the process of colonial expansion via trade.	PO9
CO4	Discuss the linking of the non-European economies with the capitalist-dominated world market via case studies of certain commodities.	PO3, PO8

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, ‘**Critical analyze of Nationalism, Imperialism, Colonialism and Communalism**’ (**PO8**). The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.

BA- III 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

Course Objectives

Students will extend their abilities to:

- The basic concepts of Capitalism and Imperialism.
- Introduces the strategies of European capitalism and the importance of slave trade, plantation economies in the emergence of Capitalism.
- Analyse the capitalism and the global economy.

Course Outcomes

The student will able to:

- CO1** Define what is meant by capitalism and imperialism.
- CO2** Delineate the crucial linkages between Atlantic slavery and European capitalism.
- CO3** Explain the global interconnectedness of capital.
- CO4** Analyze the linking of the non-European economies with the capitalist-dominated world market via case studies of certain commodities.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer 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.

Course Contents:

Unit-I	Definition & Concepts:	(14 Lect.)
Unit-II	Commercial capitalism; 1500-1700:	(16 Lect.)
Unit-III	Industrial Revolution in England: a) causes & Nature	(14 Lect.)
Unit-IV	Industrial capitalism in France: a) Genesis & Nature	(13 Lect.)
Unit-V	Impact of Industrial Revolution on European Society, Polity and 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

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between Cos and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	Define what is meant by capitalism and imperialism.	PO8, PO9
CO2	Delineate the crucial linkages between Atlantic slavery and European capitalism.	PO9
CO3	Explain the global interconnectedness of capital.	PO18
CO4	Analyze the linking of the non-European economies with the capitalist-dominated world market via case studies of certain commodities.	PO4

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, ‘**Critically evaluate the feudalism and capitalism**’ (**PO9**). The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.

B.A. II year
Skill Enhancement Course
CODE: BHS- S 301
Museums & Archives in India

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

Course Objectives

Students will extend their abilities to:

- Learn the structure and functioning of both, archives and museums in India.
- Explain the origin and development of archives in India.
- Categorized different types of museums and their functions.

Course Outcomes

The student will able to:

CO1 Know the importance of museums.

CO2 Understand how heritage is preserved and kept alive in museum.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer 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.

Course Contents:

Unit-I	Museum and scope:	(12 Lect.)
	(a) Origin and definitions of Museum and key concepts	
	(b) Aims and Scope of Museum	
Unit-II	Nature of Museology and Archival study:	(15 Lect.)
	(a) Origin and definition of Museology and Museography. Nature of Museology: Science or Art, Museology as interdisciplinary Science	
	(b) Concept of New Museology	
	(c) Elements of Archival study	
Unit-III	History of Museum and Archive:	(17 Lect.)
	(a) History of Museum in global context	
	(b) History and Museum movement in India	
	(c) History of Archival Science	
Unit-IV	Types of Museums:	(14 Lect.)
	(a) Based on Administration- National, State and Private Museum	
	(b) Based on Functions- Site Museum, Art & Craft Museum, Science & Technology Museum, Industrial Museum	
Unit-V	Some important Museums and Archive of India:	(17 Lect.)
	(a) National Museum, New Delhi	
	(b) Indian Museum, Kolkata	
	(c) Chatrapati Shivaji Museum, Mumbai	
	(d) National Archive of India, New Delhi	
	(e) Archaeological Museum, Gurukul Kangri University, Haridwar	

References:

1. North, F. J., Museum levels, London.
2. Aiyappan, A. and Satyamurti, S.T., Hand book of Museum technique, Madras, Govt.
3. Rai Chaudhary, Anil, National standards for cataloging and indexing art, Museum objects and documentation, Muvaa press, Hyderabad.
4. Baxi, S. J., Modern Museum, Hindu book house, New Delhi.
5. Biswas, T. K., Museum and Education, New Age
6. Shivmurti, Murti, C., Directory of Indian Museum.
7. Nigam, M. L., Fundamentals of Museology, Hyderabad, Navhind.
8. गर्ग, गंगाराम, संक्षिप्त परिचय – पुरातत्त्व संग्रहालय, गुरुकुल काँगड़ी (समविश्वविद्यालय) हरिद्वार।
9. गणेशन्, आर०, भारतीय संग्रहालय एवं जन सम्पर्क, विश्वविद्यालय प्रकाशन, वाराणसी।
10. सहाय, शिवस्वरूप, संग्रहालय की ओर, मोतीलाल, बनारसीदास, दिल्ली।
11. शुक्ल, गिरिशचन्द्र तथा पाण्डेय विमलेश, संग्रहालय विज्ञान, मोतीलाल बनारसीदास, दिल्ली।

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between Cos and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	Know the importance of museums.	PO10, PO11
CO2	Understand how heritage is preserved and kept alive in museum.	PO12

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, ‘**Documentation of tangible & intangible heritage**’ (PO12). The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.

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

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

Course Objectives

Students will extend their abilities to:

- Understand a variety of archives, namely documents, ritual practice and performance, and oral material.
- Examine the ways in which historians seek to understand the underlying structures and meanings of documents, rituals and oral expressions of historical significance.

Course Outcome

The student will be able to:

CO1 Gain skills in undertaking archival or field work relating to historical research.

CO2 Analyze texts, undertake ethnography of ritual practices and performances, and use oral narratives for historical purposes.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer 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.

Course Contents:

Unit-I	Defining orality:	(13 Lect.)
Unit-II	History and Historiography of orality:	(14 Lect.)
Unit-III	Life Histories: (a) Sociological Aspects	
Unit-IV	Research Methodologies:	(19 Lect.)
Unit-V	Documentation: (b) Written & Visual	(17 Lect.)

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
6. Veena Das , ed, mirror of Violence: communities, Riots & survivors In South Asia, Delhi, Oxford University Press, 1990

7. Prasad M. Mahadeva Ideology of the Hindi film: A historical construction Delhi Oxford University Press 1998
8. Srirupa Roy, The post colonial state & visual Representations of India” contributions to Indian sociology, 2006

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between Cos and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	Gain skills in undertaking archival or field work relating to historical research.	PO11
CO2	Analyze texts, undertake ethnography of ritual practices and performances, and use oral narratives for historical purposes.	PO10

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, ‘**Skill for conservation of cultural properties**’ (**PO11**). The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.

B.A. II year
Skill Enhancement Course
CODE: BHS- S 401
A Concise History of Uttarakhand

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

Course objectives

Students will extend their abilities to:

- Draw an outline of the geographical and historical overview of Uttarakhand.
- Focus on the pre-historic and proto-historic cultures along with the major political formations like Parmar and Chandra dynasties.
- Inculcates a basic understanding of the formation of Colonies of Gorkhas and Britishers in the region.

Course Outcome

The student will able to:

CO1 Develop their aspects and importance of regional history.

CO2 Appraise the pre-historic and proto-historic archaeology of Uttarakhand.

CO3 Recognize about various dynasties and their rulers of Garhwal and Kumaon.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer 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.

Course Contents:

Unit-I Geography and Sources:	(13 Lect.)
(a) Geographical Landscape of Uttarakhand	
(b) Literary and Archaeological Sources	
Unit-II Archaeology of Uttarakhand:	(17 Lect.)
(a) Prehistoric Culture of Uttarakhand	
(b) Protohistoric Culture of Uttarakhand	
Unit-III The Parmar dynasty of Garhwal:	(18 Lect.)
(a) Foundation and Consolidation of State (Kanakpal to Pradyumnshah)	
(b) Restoration of Garhrajya (Sudershanshah to Narendrshah)	
Unit-IV The Chandra Dynasty of Kumaon:	(12 Lect.)
(a) Champawat Period	
(b) Almora Period	
Unit-V The Imperial Age:	(15 Lect.)
(a) Gorkha Regime	
(b) British Regime	

References:

1. एटकिसन, ई0टी0, दि हिमालयन गजेटियर (थ्री वॉल्यूम्स), इलाहाबाद, 1866
2. वॉल्टन, एच0जी0, ब्रिटिश गढ़वाल, ए गजेटियर, इलाहाबाद, 1921
3. श्रीवास्तव, माधुरी(राज0 सम्पा0), गजेटियर ऑफ इण्डिया, उत्तर प्रदेश, टेहरी गढ़वाल, लखनऊ, 1971
4. कठोच, यशवंत सिंह, उत्तराखण्ड का नवीन इतिहास, विनसर पब्लिशिंग कम्पनी, देहरादून, 2010
5. मैठाणी, डी0डी0, प्रसाद, गायत्री, नौटियाल, राजेश, उत्तराखण्ड का भूगोल, शारदा पुस्तक भवन, इलाहाबाद, 2015
6. रावत, अजय सिंह, उत्तराखण्ड का समग्र राजनैतिक इतिहास (पाषाण युग से 1949 तक), अंकित प्रकाशन, हलद्वानी, 2017
7. पाण्डे, बद्रीदत्त, कुमाऊँ का इतिहास, श्याम प्रकाशन, अल्मोड़ा बुक डिपो, अल्मोड़ा, 2016
8. वैष्णव, यमुनादत्त 'अशोक', कुमाऊँ का इतिहास, खस (कस्साइट) जाति के परिप्रेक्ष्य में, विनसर पब्लिशिंग कम्पनी, देहरादून, 2017
9. गुसाई, मेहरबान सिंह, गुसाई, अनुराधा, उत्तराखण्ड का राजनैतिक इतिहास: एक मूल्यांकन, मेडटेक, ए डिवीजन ऑफ साईंटिफिक इंटरनैशनल प्रा0 लि0, 2019

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between Cos and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	Develop their aspects and importance of regional history.	PO13
CO2	Appraise the pre-historic and proto-historic archaeology of Uttarakhand.	PO2, PO13
CO3	Recognize about various dynasties and their rulers of Garhwal and Kumaon.	PO3, PO13

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, '**Develop understanding of regional history**' (**PO13**). The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.

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

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

Course Objectives

Students will extend their abilities to:

- Develop their skills in critical analysis, expository writing, visual-arts practices, and public speaking; in considering cross-cultural perspectives.
- Analyze a critical vocabulary and interpretation of visual culture, to recognize cultural and historical contexts of the theories and practices.
- Explore technical, economic and social skills in written, oral, and visual responses of cultures.

Course Outcomes

The student will be able to:

CO1 Understand a critical vocabulary for visual literacy.

CO2 Describe, discuss, and analyze a variety of visual forms and media from different cultural and historical contexts.

CO3 Apply selected theoretical approaches to visual cultures.

CO4 Summarize arguments in critical texts and develop fresh arguments in oral and document the visual culture.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer 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.

Course Contents:

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

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between Cos and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	Understand a critical vocabulary for visual literacy.	PO18
CO2	Describe, discuss and analyze a variety of visual forms and media from different cultural and historical contexts.	PO11
CO3	Apply selected theoretical approaches to visual cultures.	PO11, PO18
CO4	Summarize arguments in critical texts and develop fresh arguments in oral and document the visual culture	PO18, PO19

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, ‘**Art, culture and society**’ (**PO16**). The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.

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

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

Course Objectives

Students will extend their abilities to:

- Explore the social, historic, scientific, aesthetic and economic values inherent in the cultural heritage.
- Understand some very crucial knowledge regarding Tourism, Heritage and its modalities.
- Knowledge dissemination, associated with heritage and tourism.

Course Outcomes

The student will be able to:

CO1 Understand and take pride in the cultural heritage of the nation.

CO2 Learn about forms of built heritage and its implications in tourism.

CO3 Equip themselves about the modalities of conducting tourism.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer 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.

Course Contents:

Unit-I Defining Tourisms and Heritage: (13 Lect.)

- (a) Definition, types of tourism, scope of tourism
- (b) Importance of tourism and heritage

Unit-II Art and culture in India: an overview (14 Lect.)

- (a) Glimpse of Indian art and cultural history: Indus Valley Civilization, Maurya-Shung Period, Kushana Period, Gupta period, early medieval period.

Unit-III Built heritage of India: (16 Lect.)

- (a) Rock cut architecture, Stupa architecture, Temple architecture
- (b) Types of forts and features of famous forts in India
- (c) Mosques and colonial architecture.

Unit-IV Impact of Historical Tourism: (15 Lect.)

- (a) Economic, social and cultural impact
- (b) Role of government agencies in historical tourism

Unit-V Historical sites and monuments of Uttarakhand: (17 Lect.)

- (a) Jageshwar group of temples
- (b) Baijnath group of temple
- (c) Katarmal sun temple
- (d) Lakhmandal
- (e) Mahasu devta temple

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.

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between Cos and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	Understand and take pride in the cultural heritage of the nation.	PO10, PO12
CO2	Learn about forms of built heritage and its implications in tourism.	PO12, PO16
CO3	Equip themselves about the modalities of conducting tourism.	PO14

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, 'Focus on the procedure of cultural tourism' (PO14). The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.

B.A. III 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

Course Outcomes

Students will extend their abilities to:

- Understand the art and craft in Indian History.
- Develop knowledge regarding ethnographic practices of embroidery and others handicrafts of bygone era.

Learning Outcomes

The student will able to:

- CO1** Understand and take pride in the ethnographic practices of embroidery and others handicrafts of bygone era of India.
- CO2** Equip them with theoretical and practical knowledge of embroidery.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer 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.

Course Contents:

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) Practioner & Issues of sustenance
- b) codification of information
- c) Relationship between market & conservation

References:

1. Textile Museum, Ahmadabad
2. Sanskrit Museum of Indian Textiles, Gurgon
3. Indian mirror.com

4. Local & National museums, Dharohar museum, Kurukshetra, University
5. Museum, Punjabi university, Patiala

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between Cos and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	Understand and take pride in the ethnographic practices of embroidery and others handicrafts of bygone era of India.	PO12, PO16
CO2	Equip them with theoretical and practical knowledge of embroidery	PO19

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, '**Interdisciplinary learning**' (**PO19**). The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.

B.A. III year
Skill Enhancement Course
CODE: BHS- S 601
Heritage of India

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

Course Objectives

Students will extend their abilities to:

- Unravel the legacy of glorious past of tangible and intangible cultural heritage
- Understand the philosophical foundation of Indian culture.
- Learn various antiquarian laws and how it governs to protect the built heritage. The prime objective to offer this course is to acquaint various dimensions of heritage.

Course Outcomes:

The student will be able to:

CO1 Learn about the concept and characteristics of heritage.

CO2 Estimate the mode of tangible and intangible heritage.

CO3 Comprehend Antiquarian laws for the protections of heritage properties.

CO4 Know the art heritage of India.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer 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.

Course Contents:

Unit-I Heritage :Meaning and Components

- (a) Definition, concepts and characteristics of Heritage
- (b) Types of Heritage :Tangible and Intangible

Unit-II Foundation of Indian Heritage

- (a) Indus Valley Civilization and Early Vedic culture
- (b) Later Vedic culture

Unit-III Heritage

- (a) Tangible :Monuments of National importance, world heritage monuments in India
- (b) Intangible :Traditions, rites, rituals, legends, folklores etc.

Unit-IV Indian Antiquarian laws for Heritage

- (a) Antiquarian laws (Pre-Independent India)
 - Treasure Trove Act-1878
 - Ancient Monuments Preservation Act-1904
- (b) Antiquarian laws (Post-Independent India)
 - Antiquity Export control Act-1947

- Ancient monuments and Archaeological sites and remains act-1958 (Amendment in 2010)

(c) The antiquities and art treasure act-1972

Unit-V Art Heritage

- (a) Rock Art and Indus Art
(b) Mathura Art and Gandhara Art

References:

1. Agrawal, V.S .1984 .The Heritage of Indian Art :A Pictorial Presentation
2. Allchin B, Allchin F.R .& B.K.Thapar)Edts (.1989 .Conservation of Indian Heritage
3. Balsar, Kernel .The Concept of Common Heritage of Mankind
4. Basham, A .L .1985 The Wonder that was India
5. Ghosh, A .1989 .Conservation and Restoration of Cultural Heritage
6. Kramerisch, Stella .1933 .Indian Sculpture:The Heritage of India)series(
7. Majumdar, R.C) .ed (.1996 .The History and Culture of Indian People -Bhartiya Vidhya Bhavans Series, Vol .I , Bombay
8. Majumdar, R.C) .ed (.1980 .The History and Culture of Indian People -Bhartiya Vidhya Bhavans Series, Vol .II , Bombay
9. Majumdar, R.C) .ed (.1954 .The History and Culture of Indian People -Bhartiya Vidhya Bhavans Series, Vol .III , Bombay
10. अग्रवाल, वासुदेव शरण, 2020, भारतीय कला,
11. बाशम, ए0एल0, 1998, अद्भुत भारत, आगरा,
12. जयनारायण पाण्डेय, 1997, पुरातत्त्व विमर्श, इलाहाबाद,

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between Cos and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	Learn about the concept and characteristics of heritage.	PO10, PO12
CO2	Estimate the mode of tangible and intangible heritage.	PO11, PO12
CO3	Comprehend Antiquarian laws for the protections of heritage properties.	PO10, PO17
CO4	Know the art heritage of India	PO16

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, ‘**Documentation of tangible & intangible heritage (PO12)**’. The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.

B.A. III year
Generic Elective
CODE: BHS- G 501
Indian History & Culture

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

Course Objectives

Students will extend their abilities to:

- Explore the culture and its interconnectedness of societies with geographical expansion.
- Review the various forms of the living Indian cultural practices, expressed through oral, visual and other mediums like built heritages.
- Exploring the interface between various forms of culture and their historical evolution, the objective would be to sensitize the learners to the rapidly evolving domain of culture.

Course Outcomes

The student will be able to:

CO1 Grasp significant aspects of culture in the Indian context.

CO2 Derive differences in cultural types and cultural expressions on societies.

CO3 Identify the themes and characters belonging to the various cultural forms.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer 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.

Course Contents:

Unit-I	Environment; Culture, Tradition & Practices:	(14 Lect.)
	(a) Historical overview	
	(b) Oral & codified information on medicinal Plants	
	(c) Water & Water Bodies	
	(d) Fieldwork	
Unit-II	Urbanization & Urbanism:	(13 Lect.)
	(a) Issues of settlements & Landscapes	
	(b) Social differentiations	
	(c) Communication networks	
Unit-III	Social inequality & Gender:	(17 Lect.)
	(a) Status with in Households: An overview	
	(b) Present context	
	(c) Issues of Violence	
	(d) Employment, distribution of resources	
Unit-IV	Cultural Heritage:	(16 Lect.)
	(a) Main components	
	(b) Built Heritage	
	(c) Historical Tourism	
Unit-V	Cultural Forms & Cultural Expressions:	(15 Lect.)
	(a) Performing Arts	
	(b) 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

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between Cos and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	Grasp significant aspects of culture in the Indian context.	PO4
CO2	Derive differences in cultural types and cultural expressions on societies.	PO10, PO11
CO3	Identify the themes and characters belonging to the various cultural forms.	PO6, PO15

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, 'Art, culture and society' (PO16). The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.

B.A. III year
Generic Elective
CODE: BHS- G 502
CULTURES IN THE INDIAN SUBCONTINENT

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

Course Objectives

Students will extend their abilities to:

- Sight the literature, art of India from ancient to contemporary times.
- Enquire historiographical entities of Indian art includes sculpture, architecture (temples, forts etc.) and paintings.
- Disseminate with the basic features of the various art forms.

Course Outcomes

The student will be able to:

CO1 Estimate the diversity of Indian art including sculpture, architecture and paintings across time and space.

CO2 Acquaint with the different shades of various forms of popular culture.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer 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.

Course Contents:

Unit-I	Languages and Literature:	(12 Lect.)
	(a) Development of vernacular language and literature	
	(b) Indo-Persian Literature: Amir Khusro's works	
Unit-II	Architecture: Meanings form and Function:	(19 Lect.)
	(a) Rock-cut-Mamallapuram, structural ñ temple architecture Khajuraho complex	
	(b) Palace-dargah at Fatehpur Sikri, Lutyen's Delhi	
Unit-IV	Perceptions of visual Past and Present:	(18 Lect.)
	(a) Silpashastric normative tradition	
	(b) Classicism ñ Narrative and Sculptural, Mural Fresco painting	
	(c) Post Classicism: Pallava, Chola	
	(d) Mughal paintings, painters and illustrated texts	
	(e) Modern and company school, Ravi Verma, Bengal School, Amrita Shergil	
Unit-V	Popular Culture:	(13 Lect.)
	(a) Folk Lore and Oral tradition of Kathas, Narratives, Legends and Proverbs	
	(b) Linkages of Bardic and Literary traditions	
	(c) Festivals, Fairs and Fasts; Links with Tirtha, Pilgrimage and Localities	
Unit-V	Communication, Patronage and Audiences:	(13 Lect.)
	(a) Culture as Communication	

(b) 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. उपाध्याय, बलदेव, वैदिक साहित्य एवं संस्कृति ।
16. दिनकर, रामधारीसिंह, संस्कृति के चार अध्याय ।
17. शर्मा, सी० डी०, भारतीय दर्शन ।
18. वर्मा, हरिशचन्द्र, मध्यकालीन भारत ।
19. वर्मा, हरिशचन्द्र, मुगलकालीन भारत ।
20. शर्मा, एल०पी०, आधुनिक भारतीय संस्कृति ।
21. शर्मा, आर० एस०, प्राचीन भारतीय धर्म एवं दर्शन का स्वरूप ।
22. कीथ, ए० वी०, वैदिक धर्म एवं दर्शन ।
23. भट्ट, गौरी शंकर, भारतीय संस्कृति: एक समाजशास्त्रीय समीक्षा ।
24. अग्रवाल, पृथ्वी कुमार, भारतीय संस्कृति की रूपरेखा ।
25. गुप्त, परमेश्वरी लाल, भारतीय वास्तुकला ।
26. उपाध्याय, 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. पाण्डेय, जयनारायण, भारतीय कला ।
30. वाजपेयी, के० डी०, भारतीय कला ।

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between Cos and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	Estimate the diversity of Indian art including sculpture, architecture and paintings across time and space.	PO16
CO2	Acquaint with the different shades of various forms of popular culture	PO10, PO12

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, ‘**Produce the thoughts of legacy**’ (**PO10**). The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.

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

History of Indian journalism- colonial & post colonial period

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

Course Objectives

Students will extend their abilities to:

- Deduce the history of journalism in colonial and post-colonial period.
- Explore some very crucial knowledge regarding media and its ethics.

Course Outcomes

The student will be able to:

CO1 Illustrate the history of media in colonial and post-colonial period of India.

CO2 Equip them with theoretical and practical knowledge of journalism.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer 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.

Course Contents:

Unit-I	Pre colonial history of written records of modalities of dissemination:	(11 Lect.)
Unit-II	Advent of Print media: (a) Imperialist ideologies	(16 Lect.)
Unit-III	Nationalism and Print Culture: (a) Selective study of prominent news paper Tribune, Amrita bazaar Patrika, and Hindustan times	(13 Lect.)
Unit-IV	Role of media in social awareness:	(18 Lect.)
Unit-V	Writing and reporting: (a) Field work.	(17Lect.)

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

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between Cos and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	Illustrate the history of media in colonial and post-colonial period of India.	PO8
CO2	Equip them with theoretical and practical knowledge of journalism	PO19

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, '**Interdisciplinary learning**' (PO3). The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.

B.A. III year
Generic Elective
CODE: BHS-G 601
Cultural Relation between India and South-East Asia

Semester – VI
Max. Marks – 70
Time – 3 hours

Course Objectives

Students will extend their abilities to:

- Reveal the cultural relation between India and Southeast Asia.
- Trace the keys between the eastern sea-board of India and south Asia for further studies.
- Identify the geographical and demographic aspects of Southeast Asia.
- Deals with past of south-east Asia in a systematic manner, discussing the sources followed by polity, and most important of Indian culture entering to South-east Asian countries.
- Trace the exchange of ideas that occurred between these two regions.

Course Outcomes

The student will be able to:

CO1 Recognize the relation between contemporary India and Southeast Asia.

CO2 Decipher the relatively different dimensions of culture.

CO3 Examine the art and architectural forms in south-east Asia influenced by Indian traditions.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer 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.

Course Contents:

Unit-I	Geographical background of South East Asia and routes from India to South East Asia:	(14 Lect.)
Unit-II	Entry of Buddhism in Burma (Myanmar), Propagation and Important centers Indian colonies in Siam (Thailand):	(15 Lect.)
Unit-III	Indian cultural evidence form Champa (Vietnam) and Indian Religion and Culture in Kamboj (Cambodia):	(14 Lect.)
Unit-IV	Propagation of Indian culture in Swarnadweepa (Indonesia) Indo-Javanese literature:	(15 Lect.)
Unit-V	Evidence of Indian Art form the various Provinces of South East Asia:	(17 Lect.)
	(a) Angkorvat	
	(b) Borobudur	
	(c) Ananda Temple of pagan	

References:

1. Fredrick, Temples and Sculpture of South-East Asia.
2. Majumdar, R. C., Hindu Colonies in the Far East.
3. Majumdar, R. C., Suvarnadvipa.
4. Majumdar, R. C., Champa.
5. Ranson, Philip, The Art of South-East Asia.
6. Sarkar, H. B., Indian Influence on the Literature of Java and Bali.
7. May, R. L., The Buddhist Art of Siam.
8. Charterji, B. R., Indian Cultural influence in Cambodia.
9. Harbi, G. E., A History of Burma.
10. Charterji and Chakraborti, India and Java.
11. Lal, B. B., The Earliest Civilization of South Asia.
12. सेंगर, जे० एस०, भारत और कम्बुज के सम्बन्ध।
13. विद्यालंकार, सत्यकेतु, दक्षिण-पूर्वी और दक्षिणी एशिया में भारतीय संस्कृति।
14. वेदालंकार, चन्द्रगुप्त, वृहत्तर भारत।
15. वाजपेयी, के० डी०, प्राचीन भारत का विदेशों से सम्बन्ध।
16. पुरी, बैजनाथ, सुदूर पूर्व में भारतीय संस्कृति और उसका इतिहास।
17. नागोरी, जीतेश एवं कान्ता, विश्व की प्राचीन सभ्यताओं का इतिहास।
18. गुप्ता, मानिक लाल, प्राचीन एवं मध्य कालीन विश्व का इतिहास।

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	Recognize the relation between contemporary India and Southeast Asia.	PO6, PO18
CO2	Decipher the relatively different dimensions of culture.	PO4
CO3	Examine the art and architectural forms in south-east Asia influenced by Indian traditions.	PO6, PO16

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, 'Explore the cultural transition' (PO6). The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.

B.A. III year
Generic Elective
CODE: BHS- G 602
Women in politics & Governance

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

Course Objectives

Students will extend their abilities to:

- Learn the position of women in the pre-colonial, colonial and electoral politics.
- Explores the theoretical reflections on the study of women's issues with reference to latest researches in the field.
- Seeks the reflection on the specificity of women's issues in different times and contexts.

Course Outcomes

The student will be able to:

CO1 Draw an elementary outline of the role of women in politics and governance in different period.

CO2 Explore the causes of the emergence of women in Indian politics and the political participation of women in Indian context.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer 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.

Course Contents:

Unit-I	Theoretical perspectives on politics & Governance:	(15 Lect.)
Unit-II	Pre-Colonial period: a) Women of learning & ruling classes	(14 Lect.)
Unit-III	Colonial Period: a) Leaders in reforming activities b) Politics and national movement	(14 Lect.)
Unit-IV	Electoral Politics: a) Women as voters & elected Representatives	(17 Lect.)
Unit-V	Case Studies at local government levels: a) State Assemblies & Parliament.	(15 Lect.)

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

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between Cos and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	Draw an elementary outline of the role of women in politics and governance in different period.	PO15, PO18
CO2	Explore the causes of the emergence of women in Indian politics and the political participation of women in Indian context.	PO15, PO19

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, '**Gender study**' (**PO15**). The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.

B.A. III year
Generic Elective
CODE: BHS- G 603
Gender and Education in India

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

Course Objectives

Students will extend their abilities to:

- Learn the historiographical trends of gender and education in India.
- Examine the school, colleges and education in colonial and post colonial period in India.

Course Outcomes

The student will be able to:

CO1 Develop an understanding of the role of school and colleges in the different time.

CO2 Evaluate the status of female literacy and their empowerment in pre and post independence period.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer 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.

Course Contents:

Unit-I	Historiographical Trends:	(12 Lect.)
Unit-II	Education in Early and medieval times: (a) Formal & Informal	(14 Lect.)
Unit-III	Colonial period: (a) Socio-religious reform women & education for females.	(17 Lect.)
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

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between Cos and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	Develop an understanding of the role of school and colleges in the different time.	PO19
CO2	Evaluate the status of female literacy and their empowerment in pre and post independence period	PO15, PO17

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, ‘**Gender study**’ (**PO15**). The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.

B.A. III Year
VALUE ADDITION COURSE
CODE:

Contribution and Significance of Arya Samaj in Indian Society

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

Course Objectives

Students will extend their abilities to:

- Learn about the importance and influences of the Arya Samaj for the society
- Understand various facets of Arya Samaj i.e. socio-religious reforms, educational renaissance, its role in freedom movement.
- Explore some famous personalities and their achievements in the socio-religious context. The sole aim of this paper is similar to the educational objectives of the university.

Course Outcomes

The student will be able to:

CO1 Explore the role of Arya Samaj in educational system.

CO2 Evaluate the experiments done by Arya Samaj for empowering the women.

CO3 Assess the role of Arya Samaj to disseminate the togetherness, belongingness and equality in caste and creed.

CO4 Acquire inspiration from the heroes of Arya Samaj and raise their moral values.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer 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.

Course Contents:

Unit-I The Ascetic:

- (a) Mahrishi Dayanand Saraswati: Personality & Works
- (b) Contemporary Society and Foundation of Arya Samaj **(14 Lect.)**

Unit-II Freedom Struggle & Arya Samaj:

- (a) Genesis of Indian Freedom Movement in the Light of Arya Samaj
- (b) Activities of Arya Samaj in Uttarakhand **(14 Lect.)**

Unit-III Educational Renaissance:

- (a) Swami Shraddhanand
- (b) Educational Revolution **(13 Lect.)**

Unit-IV Socio-religious Activities & Reforms:

- (a) Social and Religious Reforms through Arya Samaj
 - (i) *Samajik Dharmik Bhranti Vimarsh*
 - (ii) *Gauraksha Movement*
 - (iii) *Shuddhi Andolan*
- (b) Contribution of Arya Samaj in Indian Journalism **(17 Lect.)**

Unit-V Heroes of Indian Society:

- (i) Swami Virjanand
- (ii) Pt. Gurudutt Vidyarthi
- (iii) Pt. Lekhram
- (iv) Jaichand Vidyalkar
- (v) Pt. Indra Vidyavachaspati

(17 Lect.)**References:**

1. विद्यालंकार सत्यकेतु, आर्य समाज का इतिहास
2. गुप्त मन्मथनाथ, भारत में सशस्त्र क्रांति का इतिहास
3. पं० विद्यावाचस्पति, इन्द्र, मेरे पिता—स्वामी श्रद्धानन्द,
4. स्वामी श्रद्धानन्द, कल्याण मार्ग का पथिक
5. दीक्षालोक

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between Cos and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	Explore the role of Arya Samaj in educational system.	PO10, PO17
CO2	Evaluate the experiments done by Arya Samaj for empowering the women.	PO15, PO17
CO3	Assess the role of Arya Samaj to disseminate the togetherness, belongingness and equality in caste and creed.	PO16,PO18, PO17s
CO4	Acquire inspiration from the heroes of Arya Samaj and raise their moral values.	PO18, PO19, PO17

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, ‘**Ethical approach**’ (PO17). The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.

B.A. IV Year
Discipline Specific Core/ Discipline Specific Elective
BHS-C/E 701
History: Theory, Concept and Ancient Indian Historiography

Semester – VII
Max. Marks – 70
Time – 3 hours

Course Objectives

Students will extend their abilities to:

- Understand the major theories and research methodology being adopted in historical research.
- Validate the synthesis and positive criticism in an archaeological research.
- Classify the different historical trends from Vedic traditions to subaltern.

Course Outcomes

The student will be able to:

CO1 Observe the basic features of various theories and thoughts used in archaeological interpretations.

CO2 Formulate a research proposal and decide on appropriate materials and methods of analysis.

CO3 Assess the findings and the process of conducting research in written and verbal formats.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer 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.

Course Contents:

Unit-I	Meaning & Scope of History:	(10 Lect.)
	a. Meaning , definition Aims of History	
	b. Scope and Subject matter of History	
Unit-II	History and other disciplines:	(14 Lect.)
	a. Archaeology, Geography, Anthropology, Sociology	
	b. Economics, Political Science and Literature	
Unit-III	Tradition of Historical Writing:	(20 Lect.)
	a. Indian Tradition: Vedic, Puranic, Buddhist and Jain Tradition	
	b. Foreign Tradition: Greco-Roman Tradition and Chinese Tradition	
Unit-IV	Approaches of History:	(13 Lect.)
	a. Orientalist, Imperialist, Nationalist	
	b. Marxist, Subaltern.	
Unit-V	Historiography; Trends and Historians:	(18 Lect.)
	a. Ancient Indian Historian: Banbhatt, Bilhan, Jayanak and Kalhan.	
	b. Modern Historians: V. Smith, D.D. Kosambi, K.P. Jayaswal and R.C. Majumdar.	

Reference:

1. Pargitar, F. E., Ancient Indian Historical Tradition.
2. Singh, G.P., Ancient Indian Historiography.
3. Goshal, U. N., The Beginnings of Indian Historiography and other Essays.
4. Collingwood, R.G., The Idea of History.
5. Majumdar, R. K. and Srivastava, N. N., Historiography.
6. Renier, G. I., History, its purpose and methods.
7. Rowse, A. L., The use of History.
8. Philip, Historians of India, Pakistan and Ceylon.
9. Barnes, H. E., A History of Historical writing.
10. Clark, G. N., Historic Scholarship and Historical thought.
11. Thomson, David, Aims of History.
12. Gardnier, R., Theory of History.
13. Sheik Ali, B., History: Its Theory and Method.
14. Toynbee, The study of History (Three Vol. by summervil).
15. Hegel, Lectures on the Philosophy of History.
16. Dray, W., Explaining what is History.
17. कार, ई० एच०, इतिहास क्या है ?
18. कौशिक, के० बी०, इतिहास दर्शन एवं प्राचीन भारतीय इतिहास लेखन।
19. पाण्डे, गोविन्दचन्द्र, इतिहास, स्वरूप एवं सिद्धान्त।
20. प्रकाश, बुद्ध, इतिहास दर्शन।
21. चौबे, झारखण्डे, इतिहास दर्शन।
22. महाचार्य, रमाशंकर, इतिहास पुराण का अनुशीलन।
23. सिंह, परमानन्द, इतिहास दर्शन।
24. सिन्हा, ए० के०, इतिहास, मूल्य और अर्थ
25. गुप्ता, माणिक लाल, इतिहास, स्वरूप, अवधारणा एवं उपयोगिता।
26. सरकार, सुमित, सामाजिक इतिहास लेखन की चुनौती।
27. शर्मा, बलराज, इतिहास का इतिहास।
28. पंचाल, एच० सी० एवं बघेल, एच० एस०, इतिहास के सिद्धान्त एवं पद्धतियाँ।
29. पाण्डे, लालता प्रसाद, भारतीय इतिहास दर्शन।
30. वार्डर, ए० के०, (अनुवादक जगन्नाथ अग्रवाल) भारतीय इतिहास लेखन की भूमिका।

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between Cos and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	Observe the basic features of various theories and thoughts used in archaeological interpretations.	PO1
CO2	Formulate a research proposal and decide on appropriate materials and methods of analysis.	PO18
CO3	Assess the findings and the process of conducting research in written and verbal formats.	PO20

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, 'Learn critical history writing' (**PO20**). The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.

B.A. IV Year
Discipline Specific Core/ Discipline Specific Elective
BHS-C/E 702

Social History of Ancient India (from the earliest time to 1200A.D)

Semester – VII
Max. Marks – 70
Time – 3 hours

Course Objectives

Students will extend their abilities to:

- Deals with the development of social organizations from early times to the Early Medieval period in India.
- Understand how the simple society attained complex forms and how they contributed to the development of cultural elements in India.

Course Outcomes

The student will be able to:

CO1 Evaluate how the simple society attained complex forms.

CO2 Estimate the condition of family institution, status of women and ancient Indian education system.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer 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.

Course Contents:

Unit-I	Social Structure:	(12 Lect.)
	(a) Origin and development of Varnas; Duties and their rights	
	(b) Origin and proliferation of Jaati (Castes)	
Unit-II	Aspect of Society:	(12 Lect.)
	(a) Ashrama and Prushaartha	
	(b) Sanskaras and form of Marriage	
Unit-III	Family Institutions and Slavery:	(17 Lect.)
	(a) Family: Meaning, Definition, Joint Family, Duty and rights of family members	
	(b) Origin and development of slavery	
Unit-IV	Women in Ancient India:	(17 Lect.)
	(a) Social status: Women education, Niyoga system, custom of Sati, Devdasi, Prostitutes, widow remarriage	
	(b) Economic Conditions: Stri Dhana and Property rights	
Unit-V	Ancient Indian Education System:	(17 Lect.)
	(a) Objective of Education, Education system and subject matter	
	(b) Major Education Centers – Taxila, Kashi, Nalanda, Vikramsila and Valabhi	

Reference:

1. Altekar, A.S., Position of Women in Hindu civilization.
2. Prabhu, P. H., Hindu Social Organization.
3. Mookherji, R. K., Ancient Indian Education.
4. Bose, A. N., Social and Rural Economy of Northern India.
5. Sahu, B. P. (Ed.), Land system and Rural Society in Early India.
6. Majumdar, B. P., Socio - Economic History of Northern India.
7. Yadav, B.N.S., Society and Culture in Northern India in the Twelfth century.
8. Atlekar, A.S. , Education in Ancient India.
9. Sinha, S.N., Basu. N.K., Woman in Ancient India.
10. Vishnoi, Savita, Economic Status of women in Ancient India.
11. Ramgopal, India of Vedic Kalpasutras.
12. Apte, V.M., Social and Religious life of the Ghrayasutras.
13. शर्मा, आर० एस०, शूद्रों का प्राचीन इतिहास।
14. शर्मा, आर० एस०, प्रारम्भिक भारत का आर्थिक एवं सामाजिक इतिहास।
15. गुप्ता देवेन्द्र, प्राचीन भारतीय समाज एवं अर्थव्यवस्था।
16. ओम प्रकाश, प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास।
17. काणे, पी० बी०, धर्मशास्त्र का इतिहास, भाग – 1 ।
18. चानना, देवराज, प्राचीन भारत में दास प्रथा।
19. जौहरी, मनोरमा, प्राचीन भारत में वर्णाश्रम व्यवस्था।
20. वेदालंकार, हरिदत्त, हिन्दू परिवार मीमांसा।
21. वेदालंकार, हरिदत्त, हिन्दू विवाह का संक्षिप्त इतिहास।
22. अल्तेकर, ए० एस०, प्राचीन भारतीय शिक्षण पद्धति।
23. मिश्र, जयशंकर, प्राचीन भारत का सामाजिक इतिहास।
24. पाण्डेय, अजय कुमार, प्राचीन भारत में सामाजिक एवं आर्थिक परिवर्तन।
25. पाठक, रश्मि, प्राचीन भारत का सामाजिक इतिहास।
26. जायसवाल, सुविरा, जाति वर्ण व्यवस्था, उदभव, प्रकार्य और रूपान्तरण।
27. थापर, रोमिला, प्राचीन भारत का सामाजिक इतिहास।
28. चोपड़ा, पी०एन०, भारत का सामाजिक, सांस्कृतिक और आर्थिक इतिहास।
29. पाण्डेय, राजबली, हिन्दू संस्कार।

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between Cos and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	Evaluate how the simple society attained complex forms.	PO4, PO16
CO2	Estimate the condition of family institution, status of women and ancient Indian education system.	PO15

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, ‘**Knowledge of socio-economic and cultural aspects**’ (**PO4**). The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.

B.A. IV Year
Discipline Specific Core/ Discipline Specific Elective
BHS-C/E 703
Field Archaeology

Semester – VII
Max. Marks – 70
Time – 3 hours

Course Objectives

Students will extend their abilities to:

- Deals with the origin and development of archaeology in India and abroad.
- Inculcate about the basics of field archaeology along with the different field methods to recognize sites and artefacts.
- Learn about documentation of archaeological remains.
- Aware themselves about different dating techniques i.e. relative and absolute.

Course Outcomes

The student will be able to:

CO1 Focus the importance of archaeological source in history writing.

CO2 Illustrate how social sciences and natural science is useful to understand the past.

CO3 Measure the different archaeological fields methods employed to recognize archaeological sites and artefacts.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer 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.

Course Contents:

Unit-I	Origin and Development:	(13 Lect.)
	(a) Definition, Meaning and Scope Archaeology.	
	(b) History of Archaeology in Global context	
	(c) Developmental stages of Archaeology in India	
Unit-II	Archaeology and Allied Science:	(16 Lect.)
	(a) Relation of Archaeology with Humanities	
	(b) Relation of Archaeology with Natural Science	
	(c) Indian Antiquarian laws	
Unit-III	Exploration:	(12 Lect.)
	(a) Aims, objectives, Survey Team and Tools Kit for Exploration.	
	(b) Survey Methods- Traditional and Scientific.	
Unit-IV	Excavation:	(17 Lect.)
	(a) Aims and objectives of Excavation, types, configurations and Recording.	
	(b) Documentation of Archaeological remains: Section, Structure and Pottery Drawing; Photographic documentation.	
	(c) Report writing	

Unit-V Dating Methods: (17 Lect.)

- (a) Relative Dating: Stratigraphy, Typology, Cross-Dating, Geo-morphological methods, Paleontology, Fluorine analysis, Polynology analysis.
- (b) Absolute Dating: Varve analysis, Dendrochronology, Radio-Carbon, Potassium-Argon and Thermoluminescence dating method.

References

1. Raman, K. V., Principle and Methods of Archaeology.
2. Hendricks, Rhoda A., Archaeology made simple.
3. White, Anne terry, All about Archaeology.
4. Matthew Johnson, Archaeological Theory- An Introduction
5. Hodder Ian, Reading the Past- Current approaches to interpretation in Archaeology.
6. Whitley, D.S., Reader in Archaeology theory: Post- procession & cognitive Approaches.
7. Renfew, C. and Bahn Paul, Archaeology: Theories Methods and Practice.
8. Banning. E.B., Archaeological Survey.
9. Rajan, K., Archaeology: Principles & Methods.
10. Daniel, G.A., A Short History of Archaeology.
11. Fagan Brian, In the Bigging, An Introduction to Archaeology.
12. Kathleen Kenyon, New perspectives of Archaeology
13. पुरी, बैजनाथ, भारतीय पुरातत्त्व ।
14. पाण्डेय, राकेश प्रकाश, भारतीय पुरातत्त्व ।
15. ओझा, रामप्रकाश, पुरातत्त्व विज्ञान, प्रथम खण्ड ।
16. हवीलर, आर० ई० एम०, पृथ्वी से पुरातत्त्व ।
17. सिंह, के० पी०, पुरातत्त्व मीमांसा ।
18. पाण्डेय, जयनारायण, पुरातत्त्व विमर्श ।

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between Cos and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	Focus the importance of archaeological source in history writing.	PO1
CO2	Illustrate how social sciences and natural science is useful to understand the past.	PO4, PO19
CO3	Measure the different archaeological fields methods employed to recognize archaeological sites and artefacts	PO21

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, ‘**Comprehend archaeological methods and theory**’ (PO3). The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.

B.A. IV Year
Discipline Specific Core/ Discipline Specific Elective
BHS-C/E 801

Economic History of Ancient India (from the earliest time to 1200 A.D)

Semester – VIII
Max. Marks – 70
Time – 3 hours

Course Objectives

Students will extend their abilities to:

- Deals with the development of economic organizations from early times to the Early Medieval period in India.
- Understand how the simple society and economy attained complex forms and how they contributed to the development of cultural elements in India.

Course Outcomes

The student will be able to:

CO1 Connect with the early farming communities of India.

CO2 Appraise how industrialization, trade and commerce attained complexity from simplicity in India and how they contributed to the development of economic growth of India.

CO3 Review the feudalism and its impact on Indian socio-political life.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer 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.

Course Contents:

Unit-I	Early Farming Communities:	(14 Lect.)
	(a) Pastoralism and incipient farming	
	(b) Harappan civilization: Agriculture, Industry , Trade and Commerce	
	(c) Vedic economy.	
Unit-II	Second urbanization:	(14 Lect.)
	(a) Agricultural expansion, Industry, Inter regional and maritime trade	
	(b) Trade routes, Trade and Craft guilds, Coins and Currency	
Unit-III	Mauryan and Post Mauryan development:	(20 Lect.)
	(a) Mauryas: Agriculture, Industry, Trade and Commerce	
	(b) Sangam Age: Agriculture expansion, Industry and Indo-Roman Trade	
	(c) Satavahana and Kushana period: Agriculture, Industry, Inter regional and maritime trade, Trade routes including silk and spice routes, Guild organization, Land Grants, Coins and currency.	
Unit-IV	Age of Guptas:	(14Lect.)
	(a) Agriculture, Industry, Internal and External trade	
	(b) Trade and Trade routes, Coins and Currency, Guild organization, Land grants.	

Unit-V Early medieval period:

(13 Lect.)

- (a) Origin and development of Feudalism and Land Grants
- (b) Coins and Currency, Interest and Land revenue.

References:

1. Gopal, L., Economic life of Northern India.
2. Bandopadhyaya, N. C., Economic life and progress in Ancient India.
3. Maity, S. K., Economic life of Northern India in the Gupta Period
4. Buch, M. A., Economic life in Ancient India.
5. Chakraborti, H. P., Trade and Commerce in Ancient India.
6. Bose, A. N., Social and Rural Economy of northern India.
7. Adhaya, G. L., Early Indian Economic.
8. Singh, A. K., Indo - Roman Trade
9. Sahu, B. P. (Ed.), Land system and Rural Society in Early India.
10. Majumdar, B. P., Socio - Economic History of Northern India.
11. N. Jayapalan, Economic History of India.
12. शर्मा, आर०एस०, प्रारम्भिक भारत का आर्थिक एवं सामाजिक इतिहास ।
13. शर्मा, आर०एस०., भारतीय सामन्तवाद ।
14. गुप्ता, देवेन्द्र, प्राचीन भारत में व्यापार ।
15. गुप्ता, देवेन्द्र, प्राचीन भारतीय समाज एवं अर्थव्यवस्था ।
16. मोतीचन्द्र, सार्थवाह ।
17. यादव, अच्छे लाल, प्राचीन भारत में कृषि ।
18. ओम प्रकाश, प्राचीन भारत का सामाजिक एवं आर्थिक इतिहास ।
19. वाजपेई, के० डी०, विदेशी व्यापार का इतिहास ।
20. राय, नन्दजी, प्राचीन भारत में यातायात के साधन ।
21. घोषाल, यू० एन०, हिन्दू राजस्व व्यवस्था का इतिहास ।
22. यादव, सुरेन्द्र सिंह, प्राचीन भारत में व्यावसायिक समूह एवं शिल्प ।
23. श्रीवास्तव, प्रवेश कुमार, गुप्त कालीन नगर एवं व्यापार ।
24. थपलियाल, के०के० एवं शुक्ल, संकटा प्रसाद, सिन्धु सभ्यता ।
25. अग्रवाल, वबीता, प्राचीन भारतीय अर्थव्यवस्था ।
26. पाण्डेय, अजय कुमार, प्राचीन भारत में सामाजिक एवं आर्थिक परिवर्तन ।
27. गहलौत, बी०एस०, आर्थिक विचारों का इतिहास ।
28. चौधरी, राधाकृष्ण एवं कुमार, अशोक, प्राचीन भारत का आर्थिक इतिहास ।
29. चोपड़ा, पी०एन०, भारत का सामाजिक, सांस्कृतिक और आर्थिक इतिहास ।
30. पाण्डेय, राम निहोर, संगम युग
31. उपाध्याय, वासुदेव, प्राचीन भारतीय मुद्राएँ ।

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between Cos and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	Connect with the early farming communities of India.	PO2
CO2	Appraise how industrialization, trade and commerce attained complexity from simplicity in India and how they contributed to the development of economic growth of India.	PO4, PO14
CO3	Review the feudalism and its impact on Indian socio-political life.	PO9

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, '**Knowledge of socio-economic and cultural aspects**' (**PO4**). The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.

B.A. IV Year
Discipline Specific Core/ Discipline Specific Elective
BHS-C/E 802
Ancient Civilization of World

Semester – VIII
Max. Marks – 70
Time – 3 hours

Course Objectives

Students will extend their abilities to:

- Examine the various archaeological discoveries and civilizations that flourished around the world.
- Understand different civilizations of the world and can compare Indian civilization with these.

Course Outcomes

The student will be able to:

CO1 Identify, define and expand the world's earliest civilizations.

CO2 Analyze how the different civilizations emerge, consolidate and decline at the various time and space.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer 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.

Course Contents:

Unit-I	Civilization of Ancient Egypt: (a) Sources, Age of Pyramids, Middle ages (b) Age of Empire and Religious revolution of Akhnatan	(15 Lect.)
Unit-II	Civilization of Sumaria: (a) Society, Administration and Economy (b) Script and Literature	(15 Lect.)
Unit-III	Civilization of Babylonia: (a) Political achievements of Humburabi and his legal code (b) Society and economy	(15 Lect.)
Unit-IV	Civilization of Greeces: (a) Homarean Culture (b) Pericles Age (c) Greek philosophy	(15 Lect.)
Unit-V	Civilization of Rome: (a) Age of Augusts (b) Art and Culture	(15 Lect.)

References:

1. Breasted, J.H., A History of Egypt.
2. Breasted, J.H., Conquest of world.
3. Childe, V.G., Man makes himself.
4. Davies, H. A., An outline History of the world.
5. Murry, M. A., The splendour that was Egypt.
6. Smith, W.S., The Art of Ancient Egypt.
7. Upadhyaya, B.S., The Ancient world.
8. Zestro, M., The civilization of Babylonia and Assyria.
9. Morete, A., The Nile and Egyption civilization.
10. Delport, L., Mesopotamia civilization.
11. Fineley, M. I., Ancient Greeks.
12. Mamsen, T., History of Rome.
13. गोयल, श्रीराम, विश्व की प्राचीन सभ्यताएँ।
14. गोयल, श्रीराम, प्रागैतिहासिक मानव संस्कृतियाँ।
15. त्रिपाठी, रामप्रसाद, विश्व का इतिहास (प्राचीन काल)।
16. पाण्डेय, आर. एन., प्राचीन विश्व की सभ्यताएँ।
17. मित्तल, नेमिशरण, प्राचीन सभ्यताएँ।
18. प्रसाद, ओमप्रकाश, प्राचीन मिस्र का इतिहास।
19. प्रसाद, ओमप्रकाश, प्राचीन विश्व इतिहास का परिचय।
20. प्रसाद, ओमप्रकाश, मेसोपोटामिया की सभ्यता।
21. पाठक, माधोस्वरूप, विश्व की प्राचीन सभ्यताओं का इतिहास।
22. नागोरी, एस0 एल0, विश्व की प्राचीन सभ्यताएँ।
23. प्लेट एवं जीन, विश्व का इतिहास।
24. गुप्ता, मानिक लाल, प्राचीन एवं मध्य कालीन विश्व का इतिहास।

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between Cos and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	Identify, define and expand the world's earliest civilizations.	PO3, PO22
CO2	Analyze how the different civilizations emerge, consolidate and decline at the various time and space.	PO5, PO6

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, 'Cultivate understanding the nature of world civilization' (PO22). The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.

B.A. IV Year
Discipline Specific Core/ Discipline Specific Elective
BHS-C/E 803
Ancient Indian Political thought and Administration

Semester – VIII
Max. Marks – 70
Time – 3 hours

Course Objectives

Students will extend their abilities to:

- Learn theoretical perspective of political ideas and administrative structure of ancient India.
- Deal with definitions related to various concepts of political institutions in ancient India and also stimulate thoughts on nature, process and making of history.

Course Outcomes

The student will be able to:

- CO1** Present an insight origin and development of form of states establishment of republic and sources of law.
- CO2** hypothesize the concept of international relation's mechanism and administrative system of ancient dynasties.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer 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.

Course Contents:

- Unit-I** **Origin of State, Development, types, Saptanga theory and its function:**
(14 Lect.)
- Unit-II** **Republics: Origen, Development, constitution and decline, Vedic assemblies:**
(15 Lect.)
- (a) Sabha
(b) Samiti
(c) Vidatha
- Unit-III** **Source of Law, nature and legal system, Revenue, Income and expenditure:**
(14 Lect.)
- Unit-IV** **International relation:**
- (a) Concept of mandal
(b) Espionage system
(c) Diplomatic system
(d) Shadgunya policy
(15 Lect.)
- Unit-V** **Administrative system of Maurayas, Guptas and Chola dynasty:**
(15 Lect.)

References:

1. Prasad, Beni, State in Ancient India.
2. Prasad, Beni, Theory of Government in Ancient India.
3. Ghoshal, U. N., History of Indian Political Ideas.
4. Ghoshal, U. N., Hindu Political Theories.
5. Jayaswal, K. P., Hindu Polity.
6. Bhandarkar, D. R., Aspects of Ancient Hindu Polity.
7. Mookherji, R. K., Local self Government in Ancient India.
8. Sharma, R. S., Aspects of Political Ideas and Institution in Ancient India.
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15. वेदालंकार, प्राणनाथ, राज्य व्यवस्था ।
16. परमात्मा शरण, प्राचीन भारत में राजनीतिक विचार एवं संस्थाएँ ।
17. त्रिपाठी, हरिहरनाथ, प्राचीन भारत में दण्डनीति ।
18. बाग्ची, योगेन्द्र नाथ, प्राचीन भारत में दण्डनीति ।
19. दीक्षित, प्रेमकुमारी, प्राचीन भारत में अन्तर्राष्ट्रीय सम्बन्ध ।
20. शुक्ल, देवीदत्त, प्राचीन भारत में जनतंत्र ।
21. कुमार, कृष्ण, प्राचीन भारत की राजनीतिक एवं प्रशासनिक संस्थाएँ ।
22. विद्यालंकार, दीनानाथ, भारत की प्राचीन नीतियाँ ।
23. शर्मा, हरिश्चन्द्र, प्राचीन भारतीय राजनीतिक विचारक एवं संस्थाएँ ।
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Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between Cos and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	Present an insight origin and development of form of states establishment of republic and sources of law.	PO1, PO3
CO2	Hypothesize the concept of international relation's mechanism and administrative system of ancient dynasties.	PO23

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, 'Critical analyze administration & political thought' (PO23). The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.