

# CENTRAL UNIVERSITY OF HARYANA

## Second Semester Term End Examinations August--September 2022

<b>Programme:</b>	M.A. (History & Archaeology)	<b>Session: 2021-22</b>
<b>Semester:</b>	II	<b>Max. Time: 3 Hours</b>
<b>Course Title:</b>	History and Cinema	<b>Max. Marks: 70</b>
<b>Course Code:</b>	SAHS HA 010206 DCEC4004	

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### Instructions:

1. Question no. 1 has seven parts and students are required to answer any four. Each part carries three and half Marks.
2. Question no. 2 to 5 have three parts and student are required to answer any two parts of each question. Each part carries seven marks.

Q 1. (4X3.5=14)

- a) Cinema
- b) Lumiere brothers
- c) Thomas Edison
- d) Official propaganda
- e) Depiction of war in cinema
- f) India's daughter
- g) History in cinema

Q 2. (2X7=14)

- a) Trace the history of the beginning of cinema in the nineteenth century.
- b) Discuss the development of cinema in Europe and America during 1895 and 1915.
- c) How do you see the film *The Birth of Nation* as a source of understanding American history?

Q3. (2X7=14)

- a) What are the problems in accepting cinema as a source of history?
- b) As a student of history, what major problems do you find in the way historical themes are treated in cinema? Does it affect the understanding of proper history by the masses?
- c) How did the Nazi regime use cinema to propagate their ideology? Explain with examples.

Q 4. (2X7=14)

- a) Critically discuss the film *Gandhi*, produced by Richard Attenborough. To what extent it meets the expectation of the discipline of history?
- b) Review the film *The Pianist* (2002) from the point of view of history.
- c) In what ways, the films on the issue of racism can help bring awareness among the people to do away with this serious problem of the society? Elucidate your arguments with reference to at least two films which you have recently seen on the issue of racism.

Q 5. (2X7=14)

- a) What is documentary? Explain the need of documentary in our lives.
- b) Distinguish between cinema and documentary.
- c) Do you think that TV shows with historical themes introduces historical reality among the viewers? Answer this question with the help of at least two TV historical serials.



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<b>Semester:</b>	II	<b>Max. Time: 3 Hours</b>
<b>Course Title:</b>	Historiography from ancient to contemporary world	<b>Max. Marks: 70</b>
<b>Course Code:</b>	SAHS HA 010205C5005	

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### **Instructions:**

1. Question no. 1 has seven parts and students are required to answer any four. Each part carries three and half Marks.
2. Question no. 2 to 5 have three parts and student are required to answer any two parts of each question. Each part carries seven marks.

Q 1. (4X3.5=14)

- a) Historiography
- b) Continuity and Change in Roman historiography
- c) Providentialism
- d) *Kitab al hind*
- e) Objectivity in history
- f) Ranjit Guha
- g) Karl Marx and history writing

Q 2. (2X7=14)

- a) Critically discuss the prevalence of a sense of history in ancient civilizations.
- b) In what ways Herodotus and Thucydides helped to change the future for history writing in Europe? Explain.
- c) Trace the development of the Chinese historiography from ancient times to 10<sup>th</sup> century.

Q3. (2X7=14)

- a) Critically discuss the salient feature of Ibn Khaldun's writings on history.
- b) Contrast the history writings of the medieval Europe with that of the history writings of the early modern Europe.
- c) Do you agree that the history writing during the medieval Indian age was a significant advancement over the history writing during the ancient Indian period? Explain.

Q 4. (2X7=14)

- a) Critically discuss Vico's anti-cartesianist ideas. How did it help to assert the importance of history?
- b) Critically discuss the main features and limitations of the historiography during the phase of Romanticism.
- c) Assess the role played by Leopold Von Ranke in introducing changes in the field of history writing.

Q 5.

(2X7=14)

- a) Inaugurating a new approach in the field of history writing, Marc Bloch and Lucien Febvre wrote in the *Annales d'histoire économique et sociale*, vol 1, No. 1, 1929, "It is our intention to rise up against ... fearsome schisms. Not through articles on methodology or theoretical dissertations. Rather by examples and by acts. Gathered here, workers of different origins and specializations, though animated by the same spirit of precise impartiality, will expose the results of their research on subjects of their competence and choice."

In the light of the given statements, critically analyze the significance and the inter-disciplinary approach of the Annales School of history.

- b) "The historiography of Indian nationalism has for a long time been dominated by elitism—colonialist elitism and bourgeois nationalist elitism ... Both these varieties of elitism share the prejudice that the making of the Indian nation and the development of the consciousness—nationalism ... were exclusively or predominantly elite achievements. In the colonialist and neo-colonialist historiographies these achievements are credited to British colonial rulers, administrators, policies, institutions and culture; in the nationalist and neo-nationalist writings— to Indian elite personalities, institutions, activities and ideas."

In the light of the given paragraph, critically analyze, first, the changing nature of the post-colonial historiography in India and two, its significance in widening the scope of history writing.

- c) In the early modern European writings, skepticism towards history had been seen. Again in the latter half of the twentieth century too, an age of skepticism towards history was witnessed through some of the critical literary theories. As a student of history, how do you see the impact of these skepticism over the basic foundations of history and the relevance of history in our own age? Elucidate with valid arguments.

# CENTRAL UNIVERSITY OF HARYANA

Term End Examinations: August-September 2022

**Programme: M.A. History and Archaeology**

**Session: 2021-22**

**Semester: II**

**Max. Time: 3 Hours**

**Course Title: Prehistory of South Asia**

**Max. Marks: 70**

**Course Code: SAHS HA 010206C5005**

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## **Instruction:**

1. Question no. 1 has seven sub-parts and students need to answer any four. Each sub-part carries three and half marks.

2. Question no. 2 to 5 have three sub-parts and students need to answer any two sub-parts of each question. Each sub-part carries seven marks.

Question No. 1. Write short notes on any four of the following: (4X3.5=14)

- a) Typology of Palaeolithic tools.
- b) Major raw materials of stone tools.
- c) Bhimbetka
- d) Adamgarh
- e) Narmada Man
- f) Chopani-Mando
- g) Importance of Attirampakkam

Question No. 2. Attempt any two of the following: (2X7=14)

- a) Describe the importance of Prehistory in understanding the overall history of Mankind.
- b) Discuss the major divisions of prehistoric period and main basis behind their divisions.
- c) Describe the manufacturing techniques of Palaeolithic tools.

Question No. 3. Attempt any two of the following: (2X7=14)

- a) Write a note on the Lower Palaeolithic culture of India.
- b) Describe the salient features of Middle Palaeolithic culture of India.
- c) Write a brief description on the Upper Palaeolithic culture of India with special reference to arts and ornaments.

Question No. 4. Attempt any two of the following: (2X7=14)

- a) Describe various aspects of Mesolithic culture with special reference to Ganga valley sites.
- b) In what way the Mesolithic cultures differ from the preceding Palaeolithic cultures of India.
- c) Briefly describe the prehistoric rock paintings of India with special reference to Bhimbetka.

Question No. 5. Attempt any two of the following: (2X7=14)

- a) Write a brief description on the Prehistoric terminologies of different techno-cultural phases.
- b) Write a short note on Soanian tradition and its importance in South Asian Prehistory.
- c) Write a short note on the recent developments in the chronology of South Asian Prehistory.



**CENTRAL UNIVERSITY OF HARYANA**

Term End Examinations, August-September 2022

**Programme: History and Archaeology**

**Session: 2021-22**

**Semester: II**

**Max. Time: 3 Hours**

**Course Title: MEDIEVAL ISLAM**

**Max. Marks: 70**

**Course Code: SAHS HA 010205GE2002**

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**Instructions:**

1. Question no. 1 has seven sub parts and students need to answer any four. Each sub part carries three and half Marks.
2. Question no. 2 to 5 have three sub parts and students need to answer any two sub parts of each question. Each sub part carries seven marks.

Question No. 1. (4X3.5=14)

- a) Ridda Wars
- b) Abu Bakr
- c) Bedouin tribe
- d) Umayyad caliphate
- e) Pious caliphate
- f) Muslim
- g) Abbasid

Question No. 2. (2X7=14)

- a) Describe the social and political conditions of pre-Islamic Arabia.
- b) Briefly describe the philosophy of Prophet Muhammad.
- c) Describe the role of crusades in the spread of Islam.

Question No. 3. (2X7=14)

- a) Explain Meccan trade, Nativist and Revisionist theory in the context of rise of Islam.
- b) Write a note on the cultural achievements of Umayyad Dynasty.
- c) Critically examine the role of Umar for the establishment of Islam in Arabia.

Question No. 4. (2X7=14)

- a) Trace Prophet Muhammad's rise to power.
- b) Write a brief note on society under Abbasid Dynasty.
- c) Briefly describe two important developments under Abbasid Dynasty.

Question No. 5. (2X7=14)

- a) Write a note on cultural achievements under Umayyad dynasty.
- b) Describe the society under Umayyad dynasty.
- c) What is the relation between Christianity and Islam?





**CENTRAL UNIVERSITY OF HARYANA**

**Second Semester Term End Examinations August- September 2022**

**Programme: M.A. History and Archaeology**

**Session: 2021-22**

**Semester: Second**

**Max. Time: 3 Hours**

**Course Title: Modern World: 1789 to 1945**

**Max. Marks: 70**

**Course Code: SAHS HA 010208 C5005**

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**Instructions:**

1. Question no. 1 has seven parts and students are required to answer any four. Each part carries three and half Marks.
2. Question no. 2 to 5 have three parts and students are required to answer any two parts of each question. Each part carries seven marks.

Q 1.

(4X3.5=14)

- a) Voltaire
- b) Third Estate
- c) Carbonari
- d) State of Nature
- e) Crimean war
- f) Triple Alliance
- g) League of Nations

Q 2.

(2X7=14)

- a) How far the "Declaration of rights of man and citizen of 1789" justifies the meaning of French Revolution?
- b) How do the writings like "Common Sense" and "Rights of Man" by Thomas Paine influence the people of France to abolish monarchy and establish the rule of people?
- c) Why Napoleon Bonaparte has been known as benevolent despot?

Q3.

(2X7=14)

- a) Analyze the importance of Vienna Congress in European politics between 1815 and 1830.
- b) How do you explain the concept "New Wine in Old Bottle" in post-1815 European political scenario?
- c) Discuss the role of Mazzini, Garibaldi and Count di Cavour in the unification of Italy.

Q 4.

(2X7=14)

- a) How did the idea of 'nationalism' change the political scenario of Europe in the second half of nineteenth century?

- b) Write an essay on the role of Otto Von Bismarck in the unification of Germany.
- c) What kind of circumstances in Europe led to the formation of Triple Alliance and Triple Entente?

Q 5.

(2X7=14)

- a) How far Fascism and Nazism responsible for Second World War?
- b) Is war inevitable for peace in human society? If so, how far the First World War became successful to bring peace in post-1919 world.
- c) Write a critical observation of the course "Modern World: 1789-1945" and its relevance in present society.

**CENTRAL UNIVERSITY OF HARYANA**

**Second Semester Term End Examinations August-September 2022**

**Programme: M.A. History and Archaeology**

**Session: 2021-22**

**Semester: Second**

**Max. Time: 3 Hours**

**Course Title: Rise of Modern West**

**Max. Marks: 70**

**Course Code: SAHS HA 010207 C5005**

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**Instructions:**

1. Question no. 1 has seven parts and students are required to answer any four. Each part carries three and half Marks.

2. Question no. 2 to 5 have three parts and students are required to answer any two parts of each question. Each part carries seven marks.

Q 1. (4X3.5=14)

- a) Desiderius Erasmus
- b) Leonardo Da Vinci
- c) Cosmology
- d) Vasco da Gama
- e) Steam Engine
- f) Scepticism
- g) Francis Bacon

Q 2. (2X7=14)

- a) What is Rationalism? Write a comparative analysis on the functioning of human mind under religion and rationality.
- b) How did Pico della Mirandola argue for human potentiality for excellencies in his book "Oration on the Dignity of Man"?
- c) Is religion a natural or invented phenomenon? Kindly put your own arguments in favour or against of this proposition with regard to reformation in Europe.

Q3. (2X7=14)

- a) How did the sea voyages initiate to explore new land in early modern Europe?
- b) What is commercial revolution? How did it integrate various parts of the globe?
- c) Analyze the theory and practice of mercantilism.

Q 4. (2X7=14)

- a) Critically analyze the role of science, technology and machines in Industrial Revolution.
- b) What is Capitalism? How did it develop in Europe?
- c) How did Industrial revolution lead to transform other aspects of human life?

Q 5.

(2X7=14)

- a) Write an essay on philosophical background of scientific revolution.
- b) What is enlightenment according to Immanuel Kant?
- c) Write a critical observation of the course "Rise of Modern West" and its relevance in present Indian society.

CENTRAL UNIVERSITY OF HARYANA

Second Semester Term End Examinations September 2022

Programme:	M.A.History	Session: 2022-23
Semester:	II	Max. Time: 3 Hours
Course Title:	History & Cinema	Max. Marks: 70
Course Code:	SAHS HA 010206 DCEC4004	

**Instructions:**

1. Question no. 1 has seven parts and students are required to answer any four. Each part carries three and half Marks.
2. Question no. 2 to 5 have three parts and student are required to answer any two parts of each question. Each part carries seven marks.

Q 1.

(4X3.5=14)

- a) Historical Cinema/ ऐतिहासिक सिनेमा
- b) Lumiere brothers/ लुमियर बंधु
- c) Muybridge/ मयब्रिज
- d) Government and cinema/ सरकार और सिनेमा
- e) Depiction of war in cinema/ सिनेमा में युद्ध का चित्रण
- f) Major components of documentary/ वृत्तचित्र के मुख्य घटक
- g) Popular Indian historical television serials/ भारतीय दूरदर्शन के प्रसिद्ध ऐतिहासिक धारावाहिक

Q 2.

(2X7=14)

- a) Discuss the various technological developments after 1860s which led to the development of cinema.  
1860 के दशक से होने वाले प्रमुख तकनीकी विकास का वर्णन करें जिसने सिनेमा के विकास में प्रमुख भूमिका निभाई
- b) What were the major themes in early cinema between 1895 and 1915?  
1895 से 1915 के बीच प्रारम्भिक सिनेमा में मुख्य प्रसंग क्या था? वर्णन करें।
- c) How do you see the film *The Birth of a Nation* as a source of understanding American history? Critically discuss.  
अमरीकी इतिहास को समझने के लिए फिल्म *द बर्थ ऑफ नेशन* को किस तरह से देखते हैं? आलोचनात्मक रूप से वर्णन करें।

Q3.

(2X7=14)

- a) Critically discuss the possibility of treating cinema as a source of history?  
सिनेमा को इतिहास के एक स्रोत के रूप में व्यवहार करने की संभावनाओं को आलोचनात्मक रूप से वर्णन करें।
- b) Critically discuss the thematic treatment of history in the films *Gandhi* (1982) and *Mughal-e-Azam* (1960).  
गांधी (1982) और मुगल ए आजम (1960) फिल्मों में इतिहास के विषय के साथ किए गए व्यवहार का आलोचनात्मक वर्णन करें।

- c) Do you think that government uses cinema as propaganda to their ideology or policies? Critically discuss?

क्या आपको लगता है की सरकार सिनेमा को अपने सिद्धांतों अथवा नीतियों का प्रचार करने में उपयोग करती है? आलोचनात्मक वर्णन करें।

Q 4.

(2X7=14)

- a) To what extent does the film *All quiet on the western front* help to understand the history of World War?

*All quiet on the western front* फिल्म विश्व युद्ध के इतिहास को समझने में कितना सहायक है?

- b) Review the film *Jojo Rabbit* (2019) from the point of view of history.

इतिहास की दृष्टिकोण से *Jojo Rabbit* (2019) फिल्म की समीक्षा करें।

- c) In what ways, the films on the issue of racism can help bring awareness among the people to do away with this serious problem of the society? Elucidate your arguments with reference to at least two films which you have recently seen on the issue of racism.

नस्लवाद के मुद्दे पर बनी फिल्में किस तरह से लोगों में चेतना लाने का काम करती है ताकि इस समस्या को समाज से हटाया जा सके? अपने तर्क को किन्ही ऐसी दो फिल्मों के जरिए रखें जो आगे हाल-फिलहाल देखी है।

Q 5.

(2X7=14)

- a) Do you think documentary can serve history better than a mainstream commercial film? Give your reasons in support of your arguments.

क्या आपको लगता है की मुख्यधारा की एक व्यावसायिक फिल्म से बेहतर एक वृत्तचित्र इतिहास में अपना योगदान दे सकता है? अपने तर्क के समर्थन में कारणों को बताएं।

- b) In what ways, documentaries like *India's daughter* (2015) can help understand the various historical themes and historical conditions of a place.

*India's daughter* (2015) सरीखें वृत्तचित्र किस तरह से किसी जगह के ऐतिहासिक मुद्दों एवं ऐतिहासिक परिस्थितियों को समझने में सहायता कर सकती हैं?

- c) History based TV serials largely manipulates historical facts for various reasons. Do you agree? Give your reasons.

इतिहास आधारित TV धारावाहिक कई कारणों से ऐतिहासिक तथ्यों से खिलवाड़ करती हैं। क्या आप सहमत हैं? अपने कारणों को बताएं।

# CENTRAL UNIVERSITY OF HARYANA

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Semester:	II	Max. Time: 3 Hours
Course Title:	History & Cinema	Max. Marks: 70
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- d) Official propaganda
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- f) India's daughter
- g) History in cinema

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Q 5. (2X7=14)

- a) What is documentary? Explain the need of documentary in our lives.
- b) Distinguish between cinema and documentary.





c) Do you think that TV shows with historical themes introduces historical reality among the viewers? Answer this question with the help of at least two TV historical serials.

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