

VANITA VISHRAM WOMEN'S UNIVERSITY
SCHOOL OF HUMANITIES & SOCIAL SCIENCES
DEPARTMENT OF HISTORY



VANITA VISHRAM
WOMEN'S UNIVERSITY
— SURAT —

BACHELOR OF ARTS (B.A.) HONOURS HISTORY PROGRAMME
under Learning Outcomes-based Curriculum Framework (LOCF)
for Under Graduate (UG) Education

SEMESTERS 3
Core Courses (CC), Skill Enhancement Course (SEC),
Generic Elective Courses (GE)

Syllabus applicable to the students seeking admission in the following programmes
B.A. History under LOCF
w.e.f. the Academic Year 2021-2022

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1. Preamble – VVWU

Vanita Vishram Women’s University (VVWU) is the First-ever Women’s University of Gujarat approved by the Government of Gujarat under the provisions of the Gujarat Private Universities Act, 2009. It is a University committed to achieve Women’s Empowerment through Quality Education, Skill Development, and by providing employment opportunities to its girl students through its model curriculum, integration of technology in pedagogy and best-in-class infrastructure. The focus is on prioritizing practical component and experiential learning supported through academia-industry linkages, functional MoUs, skill development training, internships etc. It aims at providing opportunities to the girl students for holistic development and self-reliance.

VISION

Empowerment of women through quality education and skill development, so as to make them strong pillars of stability in the society.

MISSION

To provide Education & Professional Training to all women for their all-round development, so as to enable them to become economically independent and socially empowered citizens.

2. Introduction of the Programme

We at VVWU believe that History is a discipline which educates students on how to read and process data on people, societies, cultures, events and places that are far removed in time and space from our own experience.

- Knowledge of this past is critical in understanding the ways in which our world is connected and responds to its history in sometimes overt and at other times more complex ways that is missed by most people.
- At a general level, our courses are structured with the objective of giving requisite information about different aspects of the past to students, to teach them how to praise this information, instruct them on how historians research, frame an argument and debate details that have significance to how we understand the past and the present.
- The outcome is to provide students with a sense of how interconnected our present is with the past, how learning about the past provides them with the skills to understand the present. To facilitate this understanding, our courses, class room instruction and assignments give students the ability to think and reach their own conclusions.
- Our practical oriented discussions, experiential learning, written assignments, class room presentations, fests, theatre activities, field-work projects, viva-voce consolidate their ability to analyse and process information.

3. Programme Specific Objectives (PSOs)

To familiarize students with significant developments in the history of South Asia and certain other parts of the world, through different time periods.

- The course aims to make the students challenge the idea of history as seamless, or historical knowledge as fixed/finished product that the textbooks at the school level create.
- It seeks to expose the students to various problems and conflicts that are an inherent part of the historical exercise of reconstructing the past.
- The purpose is to sensitize students to the existence and desirability of multiple perspectives through which knowledge about past is constructed.
- Probably the most important goal is to enable students to cultivate a historically sensitive way of thinking with due regard to time, place, context and roles of human agencies involved. Thus, the students are encouraged to think critically, analyze different perspectives and be actively process information about past rather than become passive recipients of singular historical knowledge. In the process of helping them achieve the above goals, we hope to enable them to engage critically with the extant historical scholarship in the field, available in the form of secondary texts.
- By the end of the three years of the undergraduate programme, the students would have obtained elementary ideas of some of the more important issues that crop up in a historian's reading and interpretation of primary sources.
- In the course of their engagement with historical material, we also aim to equip them with an 'appropriate' vocabulary of the discipline, while sensitising them to the importance of specific terminology, such that they may be able to articulate their own complex ideas regarding various themes in History.
- Besides these objectives regarding the intellectual development of the pupil, the larger goals of this programme are those that are common to any other educational programme,

particularly in the field of humanities and social sciences. These are goals such as developing a sense of active citizenship, making responsible political choices and democratic conduct in public life.

4. Programme Specific Outcomes (PSOs)

- Ability to carefully read a complex historical narrative, evaluate its deployment of evidence, and understand its argument as well as critically analyze the same
- Formulate arguments based on a historiographical engagement
- Engage with scholarly writings and presentations
- Work collaboratively aiming towards a better society and nation at large
- Sensitivity to gender and social inequities as well as acquaintance with the historical trajectories of these issues
- Greater respect for basic human values and ideals of equality, freedom, respect for diversity, and other constitutional values
- Possess knowledge of the values and beliefs of multiple cultures so as to effectively engage in a multi-cultural society and interact with diverse groups.
- Propensity to identify patterns of change and continuity vis-à-vis issues of contemporary significance over long durations as well as across diverse geo-cultural zones

5. Structure of the Programme

B.A. HISTORY HONOURS STRUCTURE AND DISTRIBUTION OF COURSES

Semester	CC Total Credits (84)	DSE Total Credits (24)	GE Total Credits (24)	SEC Total Credits (08)	AECC Total Credits (08)	Total Credits
1	CCE101 CCE102	--	GE101	--	AECC101 AECC102	84 +
2	CCE201 CCE202	--	GE201	--	AECC201 AECC202	24 +
3	CCE301 CCE302 CCE303	--	GE301	SEC301	--	24 +
4	CCE401 CCE402 CCE403	--	GE401	SEC401	--	08 +
5	CCE501 CCE502	DSE501 DSE502	--	--	--	= 148
6	CCE601 CCE602	DSE601 DSE602	--	--	--	

6. Structure of the Course

FIRST YEAR B.A. (SEMESTERS 1 & 2)

SEMESTER	CORE COURSE	DISCIPLINE SPECIFIC ELECTIVE	SKILL ENHANCEMENT COURSE	GENERIC ELECTIVE	ABILITY ENHANCEMENT COURSE
1	History of India – I	-	-	Science, Technology and Society	English MIL Communication & Environmental Studies Or Moral and Professional Ethics
	Social Formations and Cultural Patterns of the Ancient World – I				
2	History of India – II	-	-	Age Of Rationalism, Humanism And Rise of the Modern World	English MIL Communication & Environmental Studies Or Professional & Moral Ethics
	Social Formations and Cultural Patterns of the Ancient and Medieval World – II				

SECOND YEAR B.A. (SEMESTERS 3 & 4)

SEMESTER	CORE COURSE	DISCIPLINE SPECIFIC ELECTIVE	SKILL ENHANCEMENT COURSE	GENERIC ELECTIVE	ABILITY ENHANCEMENT COURSE
3	History of India – III (750 CE – 1200 CE)	-	Understanding Heritage	The Indian Constitution & Contemporary India	-
	Rise of the Modern West – I				
	History of India – IV (c. 1200-1506)				
4	Rise of the Modern West – II	-	Indian Art and Architecture or History, Sociology and Anthropology	Aspects of Cultural History of India in Pre-Colonial Times	-
	History of India – V (c. 1506-1750)				
	History of India – VI (c. 1750-1857)				

THIRD YEAR B.A. (SEMESTERS 5 & 6)

SEMESTER	CORE COURSE	DISCIPLINE SPECIFIC ELECTIVE	SKILL ENHANCEMENT COURSE	GENERIC ELECTIVE	ABILITY ENHANCEMENT COURSE
5	History of Modern Europe – I	Representation of History in Cinema or	-	-	-
	History of India – VII (c.1600-1750)	Gender in Indian History up to 1500 or	-	-	-
		Global Ecological Perspectives or	-	-	-
		Women-oriented Organizations in Contemporary India	-	-	-
6	History of India – VIII (c.1857-1950)	Representation of History in Literature	-	-	-
	History of Modern Europe – II	Gender in Indian History (c. 1500-1950)	-	-	-
		History of cult personalities	-	-	-
		Impact of Food on India's Socio-Cultural Heritage	-	-	-

**BACHELOR OF ARTS (B.A.) HISTORY HONOURS
COURSE CODE:**

**SEMESTER 3
CORE COURSE PAPER 5**

**HISTORY OF INDIA – III
(750 CE – 1200 CE)**

Course Objectives

- This course is designed to make the students trace the patterns of change and continuities in the economic, political, social and cultural aspects of life during the ‘early medieval period’ (c. A.D. 750 – A.D. 1200) of Indian history.
- With its focus on the multiple approaches to the various issues of historical significance during this period, the course will also apprise students of the divergent ways in which historians approach, read and interpret their sources.

Course Outcomes

At the end of the course, the students will be able to:

- Critically assess the major debates among scholars about various changes that took place with the onset of early medieval period in India.
- Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes.
- Discuss the major currents of development in the cultural sphere, namely bhakti movement, Puranic Hinduism, Tantricism, architecture and art as well as the emergence of a number ‘regional’ languages.

COURSE CONTENTS

Unit 1 Studying Early Medieval India

- a) Sources – Texts, inscriptions, coins etc.
- b) Debate on Indian Feudalism
- c) Rise of Rajput states

Unit 2 The Political Structures

- a) The Chollas, Cheras, Pandyas
- b) Palas, Senas and Gujjar- Pratiharas – The tripartite struggle
- c) Arab Conquest on Sindh and Turkish invasions

Unit 3 The Social and Economic Patterns

- a) Agricultural expansion; forest-dwellers, peasants and landlords
- b) Expansion of varna-jati order and brahmanization
- c) Forms of exchange; inter-regional and maritime trade

Unit 4 Cultures in Transition up to c. 1200 CE

- a) Bhakti Traditions
- b) Art and Architecture
- c) Paintings

Essential Readings

- Deyell, J.S. Living Without Silver: The Monetary History of Early Medieval North India. Delhi: Oxford University Press, 1990.
- Chakravarti, R., ed. Trade in Early India. Delhi: Oxford University Press, 2004.
- Champakalakshmi, R. Religion, Tradition, and Ideology: Pre-colonial South India. New Delhi: Oxford University Press, 2011.
- Chattopadhyaya, B.D. Studying Early India: Archaeology, Texts and Historical Issues. Delhi: Permanent Black, 2003.
- Chattopadhyaya, B.D. The Making of Early Medieval India. Delhi: Oxford University Press, 1994. (Second Edition). [Some essays in the book are also available in Hindi]
- Dundas, P. The Jains. London and New York: Routledge, 1992. Second edition, 2002.
- Huntington, S. The Art of Ancient India: Buddhist, Hindu, Jain. New York and Tokyo: Weather Hill, 1985.
- Jha, D.N., ed. The Feudal Order: State, Society and Ideology in Medieval South India. Delhi: Manohar, 2000. [Also available in Hindi]
- Karashima, N., ed. A Concise History of South India: Issues and Interpretations. New Delhi: Oxford University Press, 2014.

- Kulke, H. and B.P. Sahu., eds. *Interrogating Political Systems: Integrative Processes and States in Pre-modern India*. New Delhi:Manohar, 2015.
- Sharma, R.S. *Early Medieval Indian Society: A Study in Feudalisation*. New Delhi: Orient Longman, 2001.
- Singh, U., ed. *Rethinking Early Medieval India: A Reader*. Delhi: Oxford University Press, 2011.
- Veluthat, K. *The Political Structure of Early Medieval South India*. New Delhi: Orient Longman, 1993.

Suggested Readings

- Ali, D. *Courtly Culture and Political Life in Early Medieval India*. New Delhi, Cambridge University Press, 2006.
- Champakalakshmi, R. *Trade, Ideology and Urbanization: South India. c. 300 BC to 1300 AD*. New Delhi: Oxford University Press, 1996.
- Chattopadhyaya, B.D. *Representing the Other? Sanskrit Sources and the Muslims (eight tofourteenth century)*. New Delhi: Manohar, 1998.
- Davis, R. *Lives of Indian Images*. New Delhi: Motilal Banarsidas Publishers, 1999.
- Dutt, S. *Buddhist Monks and Monasteries of India: their history and their contribution to Indian Culture*. Delhi: Motilal Banarsidass, 2008.
- Flood, F.B. ed., *Piety and Politics in the Early Indian Mosque*. Oxford: Oxford University Press, 2008.
- Karashima, N. *South Indian History and Society: Studies from Inscriptions, A.D. 850-1800*. New Delhi: Oxford University Press,1984.
- Kulke, H., Kesavapany and Sakhuja, eds. *Nagapattinam to Suvarnavdipa: Reflections on the Chola Naval Expeditions to South-east Asia*. Singapore: Institute of Southeast Asian Studies2009.
- Manguin, P, A. Mani and G.Wade, eds. *Early Interactions between South and Southeast Asia: Reflections on Cross-cultural Exchange*. Singapore: Institute of Southeast Asian Studies, 2011. [Also published from New Delhi: Manohar, 2011]
- Nath, V. *Puranas and Acculturation: a Historico-Anthropological Perspective*. Delhi: Munshiram Manoharlal, 2001.
- Roy, K. *The Power of Gender and the Gender of Power: Explorations in Early Indian History*. New Delhi: Oxford University Press, 2010.
- Sahu, B.P., ed. *The Changing Gaze: Regions and the Constructions of Early India*. New Delhi: Oxford University Press, 2013.
- Sahu, B.P., ed. *Land System and Rural Society in Early India*. Delhi: Manohar, 1997.
- Singh, U. *Kings, Brahmanas and Temples in Orissa: an epigraphic study, AD 300-1147*. New Delhi: Munshiram Manoharlal, 1993.
- Singh, U. and P. Pandya Dhar. eds, *Asian Encounters: Exploring Connected Histories*. New Delhi: Oxford University Press, 2014.
- Stein, B. *Peasant State and Society in Medieval South India*. New Delhi: Oxford University Press, 1980.

- Subbarayalu, Y. South India under the Cholas. New Delhi: Oxford University Press, 2011.
- Thapar, R. Cultural Pasts: Essays in Early Indian History. New Delhi: Oxford University Press, 2000.
- Veluthat, K. The Early Medieval in South India. Delhi: Oxford University Press, 2009.

**SEMESTER
CORE COURSE PAPER 6**

Rise of the Modern West- I

Course Objectives

The course aims to:

- The student with important transitions and transformations that unfolded gradually in the sphere of the economy, political realm, social and cultural life from late medieval period onwards in various parts of Europe.
- The course shall critically examine the shifting dynamics of economic and political power within Europe, Europe's contact with the 'New World', and the peculiarities of the processes by which Europe's economy thrived via colonial expansion and exploitation of slave labour.
- Students shall also be made to engage with emerging trends in state formation; new art forms, city life and patronage; and the social milieu in which new socio-religious practices and relations between the state and religious authority emerged.

Course Outcomes

At the end of the course, the students will be able to:

- Outline important transitions that took place in Europe and marked a significant break from earlier economic, social and political conditions.
- Explain the process by which major transitions unfolded in Europe's economy, state forms, social structure and cultural life.
- Critically analyse the linkages between Europe's political economy and trading structure and those of the colonised world.
- Evaluate the developments in social, cultural and religious trends and their connections with major economic transitions and changing dynamics of state formation

COURSE CONTENTS

Unit 1 Renaissance

- a) Renaissance Humanism
- b) Rediscovery of classics
- c) Italian renaissance and its impact on art, culture, education and political thought. Its spread in Europe

Unit 2 Reformation

- a) Martin Luther & Lutheranism and John Calvin & Calvinism
- b) Radical reformation: Anabaptists and Huguenots English reformation and the role of the state
- c) Counter Reformation

Unit 3 Colonialism

- a) Motives, beginning of the era of colonisation
- b) Colonialism in Asia and Africa
- c) Impact of Colonialism

Unit 4 Revolutions

- a) Industrial Revolution
- b) French Revolution
- c) American Revolution

Essential Readings

- Anderson, Perry. Lineages of the Absolutist State. London: Verso Edition, 1979.
- Aston, T.H. and C.H.E. Philpin, ed. The Brenner Debate, Agrarian Class Structure and Economic Development in Pre-Industrial Europe.
- Cambridge/Delhi: Cambridge University Press, 1st South Asian Edition, 2005.
- Cipolla, Carlo M., ed. Before the Industrial Revolution: European Society and Economy 1000-1700. New York: WW Norton & Co., 1994.
- Davis, Ralph. The Rise of the Atlantic Economies. London: Weidenfield and Nicholson, 1973.
- Elton, G.R. Reformation Europe, 1517-1559. London: Fontana Press, 1990.
- Elliot, J.H., Europe Divided, 1559-1598. London: Fontana Press, 1990.
- Hale, J. R. Renaissance Europe, 1480-1520. London: Fontana Press, 1990.
- Hilton, Rodney, ed. The Transition from Feudalism to Capitalism. London: Verso, 1985.
- Parry, J. H. Age of Reconnaissance. London: Weidenfield & Nicholson, 1963. 26

- Sinha, Arvind. संक्रािाथतकाल.नयो . New Delhi: GranthShilpi, 2009. [and Englishedition]. 27
- Wallerstein, Immanuel.The Modern World System, Vol. I, Capitalist Agriculture and the Origins of the European World Economy in the Sixteenth Century. New York: AcademicPress, 1974.
- Winks, Robin W. and Lee Palmer Wandel. Europe in a Wider World, 1350-1650. NewYork: Oxford University Press, 2003.

Suggested Readings

- Braudel, Fernand. Civilization and Capitalism, 15th to 18th Centuries, Vols. I, II, III.London: Collins/Fontana Press, 1988.
- Burke, Peter. The Italian Renaissance, Culture and Society in Italy. Princeton: PrincetonUniversity Press, 1999.
- Popular Culture in Early Modern Europe. Burlington: Ashgate Publishing Ltd.,2009.
- Cipolla, Carlo M., ed. Fontana Economic History of Europe, Vols. II, III. New York: Barnes and Noble, 1976.
- Dickens, A.G.German Nation and Martin Luther. London: Edward Arnold, 1974.
- Dobb, Maurice.Studies in the Development of Capitalism. London: Routledge and KeganPaul, 1963.
- Greengrass, Mark. Christendom Destroyed, Europe 1517-1648. London: Penguin Books,2015.
- Gupta, P. S., ed. AadhunikPaschimKaUday. Delhi: Delhi University, 1993.
- Hill, Christopher. Reformation to Industrial Revolution. London: Penguin Books, 1969.
- Kriedte, Peter. Peasants, Landlords and Merchant Capitalists: Europe and the WorldEconomy, 1500-1800. Cambridge: Cambridge University Press, 1983.
- Lee, Stephen. Aspects of European History 1494-1789. London: Methuen & Co. Ltd.,1984 (2nd edition)
- Lynch, John. Spain under the Habsburgs, Vol. I, Empire and Absolutism,1516-1598. NewYork: New York University Press, 1984.
- Mac Culloch, Diarmaid. Reformation: Europe's House Divided, 1490-1700. London:Penguin Books Ltd., 2004.
- Mac Kenny, Richard. Renaissances:The Cultures of Italy, 1300-1600. London/NewYork: Palgrave Macmillan, 2005.
- Rich, E.E. and C.H. Wilson, ed. The Cambridge Economic History of Europe, Vols. IV-V.Cambridge: Cambridge University Press, 1967, 1977.
- Wood, E.M. The Origin of Capitalism: A Longer View. London: Verso, 2002 (rev. ed.).
- Wolf, Eric R. Europe and the Peoples without History. Berkeley: University of CaliforniaPress,
- 2nd • Woolfson, Jonathan, ed. Palgrave Advances in Renaissance Historiography. London:Palgrave Macmillan, 2005.rev. ed.) 2010.

SEMESTER 3
CORE COURSE PAPER 7 (CCH201)

HISTORY OF INDIA – IV
(1200 CE to 1506 CE)

Course Objectives

The course aims to:

- This course seeks to engage students in an analytical understanding of the varied perspectives from which historians study the three centuries between the thirteenth and the fifteenth centuries.
- It provides them with a basic understanding of the political, economic and socio-cultural processes of the time especially with reference to Rajput polities, Gujarat sultanate, Vijayanagara state as well as the Delhi Sultanate.
- Sufism and major trends in bhakti ‘movement’ are explained to the students. Learners are also encouraged to engage with diverse corpus of sources available to historians for the period under study.

Course Outcomes

At the end of the course, the students will be able to:

- Familiar with the different kinds of sources available for writing histories of various aspects of life during the thirteenth to the fifteenth centuries.
- Able to critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments and economic trends in India during the period of study.
- Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy by certain women shaped the times.

COURSE CONTENTS

Unit 1 Study of Sources

- a) Written Sources – Persian *Tarikh* Traditions
- b) Inscriptions and Regional sources – Vernacular histories
- c) Architecture and epigraphs

Unit 2 Political Structures

- a) Foundation, expansion and consolidation of the Sultanate of Delhi
- b) Theories of Kingship and Political Authorities
- c) Emergence of Provincial Dynasties – Vijaynagar and Bahamani

Unit 3 Society and Economy

- a) Iqta and the revenue-free grants
- b) Agriculture production; technology, Trade and Commerce
- c) Changes in rural society; revenue systems

Unit 4 Religion and Culture

- a) Consolidation of regional identities: regional art, architecture and literature
- b) Sufi Traditions
- c) Bhakti Movement

Essential Readings

- Asher, C.B. and C. Talbot, eds. *India before Europe*. Cambridge: Cambridge University Press, 2006.
- Eaton, R.M., ed. *India's Islamic Traditions, 711-1750*. New Delhi: Oxford University Press, 2003.
- Eaton, R.M. *Essays on Islam and Indian History*. New Delhi: Oxford University Press, 2000.
- Habib, I. and T. Raychaudhuri, eds. *Cambridge Economic History of India*, vol. 1. Cambridge: Cambridge University Press, 1982.
- Hardy, P. *Historians of Medieval India: Studies in Indo-Muslim Historical Writing*. London: Luzac and Company Ltd., 1966.
- Juneja, M., ed. *Architecture in Medieval India: Forms, Contexts, Histories*. Delhi: Permanent Black, 2001.
- Kumar, S., ed. *Demolishing Myths or Mosques and Temples? Readings on History and Temple Desecration in Medieval India*. Delhi: Three Essays Collective, 2007.

- Kumar, S. The Emergence of the Delhi Sultanate, 1192-1286. Ranikhet: Permanent Black, 2007.
- Lorenzen, D.N. Religious Movements in South Asia 600-1800. New Delhi: Oxford University Press, 2004. [Paperback edition, 2005]
- Michell, G and J.M.Fritz. New Light on Hampi: Recent Research at Vijayanagar. Mumbai: Marg, 2001.
- Schomer, K. and W.H. McLeod, eds. The Sants: Studies in a Devotional Tradition of India. Delhi: Motilal Banarsidass Publishers, 1987.
- Stein, B. Peasant, State and Society in Medieval South India. New Delhi: Oxford University Press, 1980.
- Subrahmanyam, S., ed. Money and the Market in India: 1100-1700. New Delhi: Oxford University Press, 1994. • Vaudeville, C. Myths, Saints and Legends in Medieval India. New Delhi: Oxford University Press, 1996.

Suggested Readings

- Alam, M. The Languages of Political Islam in India c. 1200-1800. Delhi: Permanent Black, 2004.
- Eaton, R.M. & P.B. Wagoner. Power, Memory and Architecture: Contested Sites on India's Deccan Plateau, 1300-1600. New Delhi: Oxford University Press, 2014.
- Flood, F.B., ed. Piety and Politics in the Early Indian Mosque. New Delhi: Oxford University Press, 2008.
- Habib, I. ed. Medieval India1: Researches in the History of India 1200-1750. New Delhi: Oxford University Press, 1992.
- Habib, I. ed. Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times by Mohammad Habib. New Delhi: Oxford University Press, 2016.
- Jackson, P. The Delhi Sultanate: A Political and Military History. Cambridge: Cambridge University Press, 1999.
- Karashima, N. A Concordance of Nayakas: The Vijayanagar Inscriptions in South India. Delhi: Oxford University Press, 2002.
- Kumar, M. Monsoon Ecologies: Irrigation, Agriculture and Settlement Patterns in Rajasthan during the Pre-Colonial Period. New Delhi: Manohar, 2013.
- Prasad, P. Sanskrit Inscriptions of Delhi Sultanate, 1191-1526. Delhi: Oxford University Press, 1990.
- Rizvi, S.A.A. A History of Sufism. vol. 1. Delhi: Munshiram Manoharlal, 1978.
- Sheikh, S. Forging a Region: sultans, traders and pilgrims in Gujarat, 1200-1500. New Delhi: Oxford University Press, 2010.
- Talbot, C. Precolonial India in Practice: Society, Region and Identity in Medieval Andhra. New Delhi: Oxford University Press, 2001.
- Wright, H.N. The Coinage and Metrology of the Sultans of Delhi. London and Delhi: Oxford University Press, 1936. [Also reprinted from Delhi: Oriental Books Reprint Corporation, 1974.]

SEMESTER 3
GENERIC ELECTIVE COURSE PAPER 3

The Indian Constitution & Contemporary India

Course Objectives

The course aims to:

- This course introduces the students to various perspectives on India's evolving political, economic and cultural situations from the 1950s to the 1990s.
- It introduces them to the making of the Indian Constitution and its features, goals and objectives.
- Students shall learn about their fundamental rights and duties laid down in the Indian Constitution.
- The course intends to familiarize the students with the dynamic transformation of Indian society and its political expressions.
- Students will study the transformation of political organizations, the emergence of new forms of political mobilization and emerging challenges to Indian democracy.

Course Outcomes

After completing the course, the students will be able to:

- Students will learn about the challenges faced in the post-colonial times.
- Will learn about the Indian Constitution, Fundamental rights and duties making them good citizens of our nation.
- Students will be able to comprehend wide ranging topics of compelling contemporary interest in the context of India from the 1950s to the 1990s.

COURSE CONTENTS

Unit 1 Making of the Indian Constitution

- a) Making of the Constitution
- b) Features of the Constitution
- c) Linguistic re-organisation

Unit 3 Democracy at Work

- a) Fundamental Rights
- b) Fundamental Duties
- c) Amendments in the Constitution

Unit 2 Envisioning a new order

- a) Economic Development
- b) The Five Year Plans; problems of development - Punjab and Bihar
- c) India's Foreign Policy - Non Aligned Movement

Unit 4 Development, Environment and Peoples Rights

- a) The Chipko movement
- b) Civil Society and Popular Movements in North East India
- c) The Judiciary, Civil Society and Rights: Public Interest Litigation

Essential Readings

- Bipan Chandra, et al (ed) India after Independence, New Delhi: Penguin Books, 1999
- Appadurai, Domestic Roots of India's Foreign Policy 1947-1972. New Delhi: Oxford University Press, 1979.
- Rajni Kothari, Politics in India, New Delhi: Orient Longman, 1970.
- Joya Chatterji, The Spoils of Partition: Bengal and India, 1947- 67 Cambridge: Cambridge University Press, 2007.
- Sunil Khilnani, The Idea of India, Penguin Books, New Delhi, 2004
- Santimay Chaterjee, 'Meghnad Shaha: The Scientist and the Institution maker', *Indian Journal of History of Science*, Vol. 29, No.1, 1994, pp. 99-110.

SEMESTER 3
SKILL ENHANCEMENT COURSE PAPER 1

Understanding Heritage

Course Objectives

The course aims to:

- This course will enable students to understand the different facets of heritage and their significance.
- It highlights the legal and institutional frameworks for heritage protection in India as also the challenges facing it.
- The implications of the rapidly changing interface between heritage and history will also be examined.
- The course will be strongly project-based and will require visits to sites and monuments. At least two Projects will be based on visits to Museums/Heritage Sites

Course Outcomes

After completing the course, the students will be able to:

- The course will help students to know the complex character of heritage.
- This course will make them aware of numerous arenas where heritage generates avenue for revenue generation.
- Site visit to heritage site will make them appreciate the cultural diversity.
- Site visit will also acquaint them with the popular appreciation and appropriation of heritage.

COURSE CONTENTS

Unit 1 Define Heritage

- a) Meaning of 'antiquity'
- b) Archaeological site
- c) Tangible and Intangible heritage

Unit 2 Evolution of Heritage Legislation and the Institutional Framework:

- a) Conventions and Acts
- b) National and international Heritage-related government departments, museums, regulatory bodies
- c) Conservation Initiatives

Unit 3 Challenges facing Tangible and Intangible Heritage

- a) Development
- b) Antiquity smuggling
- c) conflict (to be examined through specific case studies)

Unit 4 Heritage and Travel:

- a) Viewing Heritage Sites - The relationship between cultural heritage,
- b) Landscape and travel recent trends

Essential Readings

- David Lowenthal, *Possessed By The Past: The Heritage Crusade and The Spoils of History*, Cambridge, 2010
- Layton, R. P. Stone and J. Thomas. *Destruction and Conservation of Cultural Property*, London: Rutledge, 2001
- Lahiri, N., *Marshaling the Past - Ancient India and its Modern Histories*. Ranikhet: Permanent Black. 2012. Chapters 4 and 5.
- S.S. Biswas, *Protecting the Cultural Heritage (National Legislations and International Conventions)*. New Delhi: INTACH, 1999.

Suggested Readings

- Acts, Charters and Conventions are available on the UNESCO and ASI websites (www.unesco.org; www.asi.nic.in) 53
- Agrawal, O.P., *Essentials of Conservation and Museology*, Delhi, 2006 Chainani, S. 2007.
- *Heritage and Environment*. Mumbai: Urban Design Research Institute, 2007

TEACHING METHODOLOGY

- 1) The lectures (of one hour each) delivered to one whole class at a time systematically deal with the themes of the syllabus. This constitutes the core of the teaching-learning process. The students are provided with bibliographic references and encouraged to go through at least some readings so that they could be more interactive and ask more relevant questions in the class.
- 2) Wherever needed, teachers use audio-video based technological devices (e.g. Power Point) to make their presentations more effective. If a course so demands, students are also shown a documentary or feature film and encouraged to critically engage with the ideas therein.
- 3) Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. Classroom lectures shall be combined with group discussions on specific readings and presentations stemming from field work. Presentations shall focus either on important theme covered in the class lectures, or on specific readings.
- 4) Overall, the Teaching Learning Process shall emphasize the inter-connectedness of themes within the different titles to build a holistic view of the time period/region under study. The process shall consistently under- line how various macro and micro-level developments/phenomena can be historicized.

KEYWORDS

Sr. No.	Word	Meaning
1	Credit	Hours per Week
2	Theory Credit	Topics Covered in class
3	Practical Credit	Topics Covered through Experiential Learning
4	Core Course	Compulsory Paper for student enrolled in B.A. History
5	Generic Paper	Optional Paper for students from other disciplines
6	Skill Enhancement Course	Papers offered to the students of History for developing special skills related studying and understanding the subject better.
7	Essential Reading	Important Books where in topics are covered
8	Suggested Reading	Extra Reading Material
9	Programme	After the completion you are awarded with a degree
10	Course	Papers you study within the Programme