

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 4
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 | History of India – V (c. 1526-1739) | - | Indian Art and Architecture or History, Sociology and Anthropology | History of Modern India | |
| | Rise of the Modern West – II | | | | |
| | History of India – VI (c. 1740-1857) | | | | |

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

| SEMESTER | CORE COURSE | DISCIPLINE SPECIFIC ELECTIVE | SKILL ENHANCEMENT COURSE | GENERIC ELECTIVE | ABILITY ENHANCEMENT COURSE |
|-----------------|---|--|---------------------------------|-------------------------|-----------------------------------|
| 5 | History of India – VII (c.1858-1920) | Representation of History in Cinema or | - | - | - |
| | History of Gujarat | Gender in Indian History up to 1500 or | - | - | - |
| | | Global Ecological Perspectives or | - | - | - |
| | | Women-oriented Organizations in Contemporary India | - | - | - |
| 6 | History of India – VIII (c.1920-1960) | Representation of History in Literature | - | - | - |
| | History of Indian Constitution & its Features | 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 4
CORE COURSE PAPER 8**

**HISTORY OF INDIA – V
(1526 CE – 1739 CE)**

Course Objectives

- The objective is to acquaint students with the political developments during the Later Medieval Period of Indian History.
- That led to the formation and growth of Mughal Empire.
- Students can learn about independent kingdoms and their administration.
- Students can learn about the development of art and architecture during the Later Medieval Period of Indian History.
- Students can also gain insight on various aspects of administration during the course of Mughal rule.

Course Outcomes

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

- Students will improve their knowledge of the medieval period, which becomes broader with the inclusion of new dynasties and rulers.
- It shall provide a broader spectrum to understand the amalgamative and composite culture of India.
- The comprehensive study of the specialized area will provide opportunity to the students to join teachers training programmes for school teaching after the completion of the B.A. programme.
- The theoretical knowledge of the course will also help the students to deal with competitive exams.

COURSE CONTENTS

Unit 1 Studying Later Medieval India

- a) Sources – Texts & Inscriptions
- b) Advent of the Early Mughal's
- c) Power struggle between Humayun and Sher Shah Sur

Unit 2 Consolidation of Power in the Later Medieval India

- a) Polity during the rule of Akbar
- b) Rule of Shah Jahan and Jahangir
- c) Aurangzeb and Decline of the Mughals

Unit 3 Independent Kingdoms in the Later Medieval India

- a) Rise of the Rajputs – Maharana Pratap
- b) Rise of the Marathas – Chatrapati Shivaji and his administration
- c) Rise of the Sultanate Rulers in the Deccan

Unit 4 Administration and Society in the Later Medieval India

- a) Central and Provincial Administration from the Mughal Capital
- b) Judiciary, Land Revenue and Mansabdari
- c) Art, Architecture and Paintings – Social and Economic life.

Essential Readings

- Sathis Chandra, Essays on Medieval Indian History
- V.D. Mahajan, History Of Medieval India
- Tripathi R.P., The Rise & Fall of the Mughal Empire
- L.P.Sharma, The Mughal Empire
- Jadunath Sarkar, 'Shivaji and His Times'.
- Irfan Habib, Medieval India: The study of a Civilization
- Harbans Mukhia, The Mughals of India
- S. R. Sharma Maharana Pratap : A Biography
- Irfan Habib, A People`s History of India 20 – Technology in Medieval India, c. 650–1750
- R.S. Chaurasia, History of Medieval India: From 1000 A.D. to 1707 A.

SEMESTER 4
CORE COURSE PAPER 9

Rise of the Modern West- II (18th to 20th Century)

Course Objectives

The course aims to:

- Offer an in-depth historical analysis of economic, political and social transformations in Europe during the 17th and 18th centuries.
- The development of modern political arrangements, formation and unification of new states, and modern technology used during the world wars.
- The paper shall discuss and contextualize the emergence of new socio-economic forces that propelled what is popularly known as the formation of modern world post the world wars.

Course Outcomes

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

- Identify key developments in Europe and other parts of world during the 18th and 20th centuries.
- Explain the political trends of this time period.
- Contextualize the elements of modernity developing in social, political and philosophical realms.
- Discuss the features of Europe's political economy and the emergence of capitalist socialist governments in different countries of the modern world.

COURSE CONTENTS

Unit 1 Rise of Nationalism in Europe

- a) Unification of Italy
- b) Unification of Germany
- c) World War I and its Impact

Unit 2 World During and After World War I

- a) Trends in Inter War Years – Russian Revolution
- b) League of Nations
- c) Rise of Fascism and Nazism

Unit 3 World During and After World War II

- a) World War II and its Impact
- b) Formation of UNO and its significance
- c) Cold War and International Relations

Unit 4 Post World War Era

- a) Formation of Third World and NAM
- b) Korean Crisis
- c) Vietnam Crisis

Essential Readings

- David S. Mason, A Concise History of Modern Europe, January 2012, Orient Blackswan
- R. Chakrabarti, A History of The Modern World, March, 2013, Primus Textus
- T. Blanning (Author), T. C. W. Blanning (Edited), Modern Europe, June, 2000, OUP
- B.V. Rao, History of Europe, January 2018. Sterling Publication
- B. V. Rao, History of Modern Europe (1789-2013): AD, January 2019, Sterling Publication
- I. Prasad, A History of Modern Europe From 1453 to 1789 A.D., January 2018, Surjeet Publication
- S. Sen, History of Modern Europe – I (c. 1780 1939), December 2021, Mahaveer Publication
- S. Sen, Rise of Modern West – II, January 2021, Mahaveer Publication
- V.D. Mahajan, History of Modern Europe Since 1789, (2007), S. Chand & Company Ltd.

SEMESTER 4
CORE COURSE PAPER 10

HISTORY OF INDIA – VI
(1740 CE to 1857 CE)

Course Objectives

The course aims to:

- Acquaint students with the advent of the European power in India and illustrate the struggle for supremacy among them.
- It also seeks to impart an understanding of the various events and battles etc. through which the British rulers emerged victorious and strengthened their control over India.
- The study of this paper will also augment students' knowledge about the various Governor Generals and the role played by them in the administrative and Constitutional development of India.

Course Outcomes

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

- Enable students to be able to understand and analyze the reasons for the success of the British in India.
- They will also develop the capability to trace the evolution of the administrative and constitutional set up initiated by the British and the changing dimensions of the British interests in India.

COURSE CONTENTS

Unit 1 Advent of Europeans

- a) Achievements of Early Maratha Peshwas
- b) Arrival of Europeans – Anglo French Rivalry
- c) The Rise of English Power in Bengal

Unit 2 Policies of Conquest by the East India Company

- a) East India Company under the Governorship under Clive
- b) Policies of Warren Hastings, Cornwallis and Wellesley
- c) Anglo-Mysore War 1767 to 1799

Unit 3 Policies of Annexation and Reforms by the East India Company

- a) Anglo-Maratha War 1775 to 1818
- b) Reforms undertaken by William Bentinck
- c) Achievements of Ranjit Singh

Unit 4 Events Leading to the Revolt

- a) Anglo-Sikh War 1845 to 1849
- b) The Doctrine of Lapse and Dalhousie
- c) Revolt of 1857 – Social and Economic Conditions of the 19th Century

Essential Readings

- John F Richards, The Mughal Empire, (1993), Foundation Books, Delhi
- B.L. Grover and Alka Mehta, A New Look At Modern Indian History, (2018), S. Chand
- Sekhar Bandopadhyay, From Plassey To Partition And After (2nd Edn), (2014), Orient Blackswan
- V.D. Mahajan, Modern Indian History: British Rule in India and After, (2016), S. Chand
- Sanish Nandakumar, Rise and Fall of the Maratha Empire 1750-1818, (2020), Notion Press
- R. S. Sharma, Indian Feudalism, (1965), Mac Millan, Madras.
- Stewart Goedon, The Marathas 1600-1818 (The New Cambridge History of India), (2007)
- Irfan Habib, Medieval India I (OIP), (1998), Oxford India Paperback
- Irfan Habib, Essays in Indian History, (1995), Tulika, New Delhi

SEMESTER 4
GENERIC ELECTIVE COURSE PAPER 4

History of Modern India (1920 to 1960)

Course Objectives

The course aims to:

- to impart knowledge to the students that how the freedom movement integrated the idea of great mass struggle under the leadership of Mahatma Gandhi in which ultimately emerged as a free nation from colonial rule.
- to impart knowledge to the students about the revolutionary freedom struggle.
- to enhance the understanding of the impact of colonialism leading to the Partition of India.
- to understand the role of Sardar Patel in integrating and Unifying the Indian States after independence.

Course Outcomes

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

- The students will gain insight on the importance of organizational skill of Gandhi regarding developments in the freedom movement.
- They will also learn how Gandhi used his techniques of political struggle against a powerful colonial Government.
- The students will easily understand the role of Indians to force the Imperial Government to accept their constitutional demands.

COURSE CONTENTS

Unit 1 Gandhian National Movements in India (1920-1928)

- a) Arrival of Gandhi and Early Satyagraha
- b) Khilafat and Non-cooperation Movement
- c) Formation and Importance of Swaraj Party 1922-1928

Unit 3 National Movement (1928-1942)

- a) Bardoli Satyagraha
- b) Civil Disobedience Movement- 1929-1932 (Revival and suspension)
- c) Quit India Movement

Unit 2 Revolutionary Movement (1920-1947)

- a) Revolutionary Movement from 1920
- b) Role of Subhaschandra Bose
- c) Role of INA and Naval Mutiny (1946)

Unit 4 Advent of Freedom

- a) Growth of Communalism – Partition of India
- b) Indian Independence Act- 1947 & Freedom from the colonial rule
- c) Unification of Princely States

Essential Readings

- Bipan Chandra, et al (ed) India after Independence, New Delhi: Penguin Books, 1999
- Dodwell H. H: Cambridge History of India Vol V and VI: S.Chand & Co.
- Maumdar, Raychaudhari & Dutta: An Advance History of India Part-III: Macmillian & Roy
- R.C. Majumdar, The Struggle for Freedom: Bharatiya Vidhya Bhavan Series
- Chandra, Bipan, et. al., India's Struggle for Independence
- Brown, Judith: Gandhi's Rise to Power
- Mahajan V.D.: India Since Independence 1526: S.Chand & Co.

SEMESTER 4
SKILL ENHANCEMENT COURSE PAPER 2

History and Tourism

Course Objectives

The course aims to:

- This course will enable students to understand the different facets of tourism and its significance.
- It highlights the frameworks for tourism in India and the challenges facing it.
- The implications of the rapidly changing interface between tourism and history will also be examined.

Course Outcomes

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

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

COURSE CONTENTS

Unit 1 Define Tourism

- a) Definition, Nature and Scope
- b) Concepts- History of Tourism and its Development
- c) Motivations for Travel-Types of Tourism - Components of Tourism

Unit 2 Social and Economic Significance of Tourism

- a) Tourism as an Industry
- b) Components of Tourism Industry - Attractions, Transport, Accommodation, Shopping, Entertainment, Hospitality, Airlines
- c) Travel Agencies – Impact of Tourism on Physical Environment

Unit 3 History as Tourism Product

- a) Archaeological and Historical Monuments
- b) Ancient and Medieval Indian Sites
- c) Modern Indian Sites

Unit 4 Cultural and Pilgrim Tourism

- a) Fairs and Festivals
- b) Ajmer, Amruthsar, Madhurai, Mount Abu, Warangal, Goa, Mahanandi, Tirupati, Lepaskhi, Simhachalam; Kuchapudi dance, Khajuraho Festival, Jagannath Rathayatra, Flamingo Festival, Kite Festival, Rann Utsav etc.

Essential Readings

- Lucas Jr., H. C. Information Technology for Management, McGraw Hill, 2005
- Shobita Chopra, Tourism and Development in India, New Delhi, 1992
- Singh Ratandeeep : Handbook of Environmental Guidelines for Indian Tourism
- Bhatia, A.K., Tourism in India, New Delhi
- Burkart A.J. and Medlik , Tourism: Past Present & Future : (London, Heinemann)
- John Anderson, Catalogue and Handbooks of the Archaeological Collections in the Indian Museum, 2 Volumes
- Allchin F.R. Cultural Tourism in India; Its scope and Development, New Delhi

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 underline 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 |