

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 6
Core Courses (CC), Discipline Specific Elective
Course (DSE),

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	--	--	--	08 =
6	CCE601 CCE602	DSE601 DSE602	--	--	--	148

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)	History and Folk Lore or	-	-	-
	History of Indian Constitution & its Features	Global Ecological Perspectives	-	-	-
		Gender in Indian History up to 1500 or	-	-	-
		Making of Southeast Asia up to the 16th Century	-	-	-
6	History of India – VIII (c.1920-1960)	Archaeology and Various Methods of Archaeology Or	-	-	-
	History of Gujarat	Gender in Indian History from c.1500 to 1950	-	-	-
		Colonial to Post Colonial Southeast Asia (17th to the 20th Centuries) Or	-	-	-
		Museology its various methods and systems	-	-	-

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

**SEMESTER 6
CORE COURSE PAPER 13
HISTORY OF INDIA -VII
(c. 1920 – 1960)**

Course Objectives

- 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. That led to the formation and growth of British Empire.
- 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.
- To Understand India's Position in International Affairs.

Course Outcomes

At the end of 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.
- Students shall learn about their country's position amongst international affairs and creation of Third World adopting the policy of Non-Alignment with many other newly independent nations.

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 2 National Movement (1928-1942)

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

Unit 3 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 – Independent India's Foreign Policy – Formation of NAM

Essential Readings

- Bipan Chandra, History of Modern India, 2009, Orient Black Swan
- B. L. Grover, Alka Mehta, A New Look At Modern Indian History, January 2018, S. Chand
- Majumdar, Raychaudhari & Dutta: An Advance History of India Part-III: Macmillian & Roy
- Brown, Judith: Gandhi's Rise to Power
- V. D. Mahajan, Modern Indian History, January 2020, S. Chand
- Sumit Sarkar, Modern India, January 2014, Pearson Education India
- Sekhar Bandhopadhyay, From Plassey To Partition And After (2nd Edn), Orient Blackswan Private Limited - New Delhi
- Bipan Chandra's, India's Struggle For Independence, Rev. January 2000, Penguin India
- Himanshu Roy & Jawaid Alam, A History of Colonial India: 1757 to 1947, December 2021, Routledge India

SEMESTER 6
CORE COURSE PAPER 14

History of Gujarat

Course Objectives

The course aims to:

- To impart knowledge about the history of ancient, medieval, modern Gujarat and its magnificent heritage.
- Students can also gain insight on various aspects of art, architecture, culture, society and administration during the rule of different dynasties of Gujarat.
- To acquaint students about the various aspects of Freedom movement in Gujarat.
- To provide an understanding of the nature of different Freedom Movements, Freedom Fighters and their contribution to the National Freedom Movements.
- The students shall learn about the contribution of Surat's History in shaping contemporary Gujarat.

Course Outcomes

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

- Develop depth knowledge, keen interest and promote critical insight about the History and Development of Gujarat.
- To understand the process of Freedom movements and participation of people of Gujarat in the National Freedom Struggle.
- Learn about the contribution of Surat in the formation and development of Gujarat.
- 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.

COURSE CONTENTS

Unit 1 History of Ancient Gujarat

- a) The brief history of Gujarat, Lothal, Dholavira, Dwarka and Somnath
- b) Shak - kshatras period and Gujarat
- c) Solanki Period of Gujarat - The invasion of Gaznavi on somnath, Bhimdev, Karandev, Minaldevi, Siddharaj, Kumarpal, Administration, Society, Art and Architecture

Unit 2 History of Medieval Gujarat

- a) Sources, Foundation of Independent State in Gujarat - Mohammad Shah the First
- b) Ahmedshah - the Ist - his Administration and Reformative step - Reforms implemented by Mehmud Begda, Administration, Society, Art and Architecture
- c) Gujarat under the Mughals and Marathas – Administration and Influence of Trade and Economy

Unit 3 History and Establishment of Modern Gujarat

- a) Advent of Europeans – Travelers, Traders, East India Company and Crown
- b) Presidencies, Provinces and Princely States of Gujarat under the British Rule
- c) Rise and Growth of Freedom Struggle in various parts of colonial Gujarat – Kheda, Borsad, Bardoli – participation of people in civil disobedience movement – Freedom – Merger of Princely States of Gujarat in the Union of India – Independence of Gujarat (1960).

Unit 4 Surat: History and Trade in Formation of Modern Gujarat

- a) Geo-political conditions and establishment of Surat as a trade city – Medieval Period (9th to 18th Century) – Dynasties, Invasions, Arrival of Europeans, British Province
- b) Social-Economic reforms in Surat – Traders, Merchant, writers of Surat.
- c) Role of Surat in India's Freedom Struggle – Cultural Heritage – Art, Architecture, Food, Zari work etc

Essential Readings

- Ashok Kumar Majumdar, "Chalukyas of Gujarat", Bhartiya Vidhya Bhavan, Bombay, (1956)
- Majumdar M.R. "Chronology of Gujarat", vol-1, Baroda, 1960
- Watson J.W. "History of Gujarat" 1876
- Research article (Research Guru) :- "Kathiyawad Political Association", Dr. Archana R. Bansod. Subhash C. Kashyap, Constitution of India - A handbook for students, January 2019, Vitasta Publishing Pvt. Ltd.

SEMESTER 6
Discipline Specific Course – V

Archaeology and Various Methods of Archaeology

Course Objectives

The course aims to:

- Outcome based learning is the principal end of pedagogical transactions in higher education in today's world in the light of exponential changes brought about in science and technology, and the prevalent utilitarian world view of the society. Archaeology as a discipline falls within the special category of social science but with a multidisciplinary approach.
- Archaeology can inform about all segments of society, including commoners, peasants, the underclass, slaves and other subaltern groups often left out of early historical accounts. Third, archaeological findings provide a long-term perspective on changes, documenting the origins of agriculture, the Urban Revolution, and other transformational social changes. Indeed, archaeology is crucial to a renewed interest in the past.
- Archaeology lies in the fact that this is the discipline through, which, we can learn the history of Indian Knowledge System. Our ancestors have laid down path for holistic development but unfortunately, we are not following them. The discovery that the Earth is spherical is credited to Aristotle, who was born in 383 BCE. However, very few people know that a man from ancient India established the idea of "spherical earth" during the 8th to 9th century BCE. The Man was called Yajnavalka, who first discovered that the earth was round. He was the first to propose the heliocentric system of the planets.

Course Outcomes

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

- The main goal to develop this curriculum is for students to develop skills in the following learning elements--problem, approach, theory, analysis, and application. These learning outcome- based elements will give them the ability to apply archaeology to societal issues and work towards making a better India.
- To apply qualitative and quantitative methods to a problem, use ethnographic data, oral tradition, linguistic, archaeological, human biology methods. The ethical issues associated with gathering data about humans and their social systems will be covered in classes.
- To be familiar with qualitative, statistical, systems, linguistic, human biology, and archaeological, historical, cross-cultural analytical approaches.

COURSE CONTENTS

Unit 1 Definition, Aims and Scope Archaeology

- a) Definition and Important archaeological findings and their significance
 - b) Archaeology and its relation between Anthropology and History
 - c) Branches of archaeology- Prehistoric, historic, Proto historic, early historic and medieval - Role of natural and social sciences in archaeology - Value of archaeology
- Unit 2 Understanding Folk Lore

Unit 2 Nature of archaeological record and Kinds of Archaeology

- a) Archaeological site, archaeological record Artefact, Eco fact and Cultural features
- b) Industry, assemblage, culture, Context, Matrix, Ethno archaeology, Marine archaeology
- c) Salvage archaeology, Industrial archaeology, Environmental archaeology

Unit 3 Exploration, Excavation Methods and Archaeological Recording

- a) Exploration Methods – Manual and Scientific, Excavation Methods- Vertical, Horizontal and Quadrant
- b) Archaeological Recording, Staff and Equipment for Excavation
- c) Documentation, Publication of the Excavation report

Unit 4 Dating Methods and Conservation and preservation of archaeological remains

- a) Aims and methods of Conservation
- b) Conservation techniques
- c) Methods

Essential Readings

- Bintliff, John. 2004. A companion to Archaeology. U.K.: Blackwell.
- Biswas, A. K. 2005. Science in Archaeology and Archaeological materials. New Delhi: D.K. PrintWorld (P) Ltd.
- Chakrabarti, D.K. 1988. A History of Indian Archaeology: From the Beginning to 1947. New Delhi: Munshiram Manoharlal.
- Drewett, L. Peter. 1999. Field Archaeology. London: UCL Press.
- Fagan, Brian. 1994. In the Beginning: An Introduction to Archaeology. London.
- Rajan, K. 2002. Archaeology; Principles and Methods. Tanjavur: Mannop Publishers.
- Raman, K.V. 1998. Principles and Methods of Archaeology. Chennai: Parthajan
- Renfrew, Colin and Paul Bahn 2006. Archaeological: Theories and Methods and Practice

SEMESTER 6
Discipline Specific Course – VI

Gender in Indian History from c.1500 to 1950

Course Objectives

The course aims to:

- The course will delineate gendered constructs in Medieval, Modern and Contemporary India.
- It contextualizes the participation and contribution of women in imperial spaces, political and legal processes, which had/has male predominance.
- While examining questions and debates on social reforms, caste, community, popular culture and partition, it questions patriarchy and the nuances of historical gender dynamics.
- The course tries to historicize and analyze institutions of harem, household and norms of masculinity, through cultural expressions in music, literature and paintings.
- Further, it gives a birds eye view of history's tangled paradigm in labelling women as 'victim and agents' and 'objects and subjects'.

Course Outcomes

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

- The course shall enable students to develop a deeper and nuanced understanding of gender stereotypes and cultural practices prevalent through Ancient Times.
- It would facilitate them to investigate and converge their historiographical understanding with class, caste, religion, community, popular culture, and sexuality.
- Furthermore, it would allow them to question the gendered practices that led to the creation and success of our nation.

COURSE CONTENTS

Unit 1: Gender and historiographical concerns

- a) Gender and Historicity

Unit 2: Women in Late Medieval India: 1500 to 1750's

- a) Political Processes, law and gender
- b) Harem, Household and Family
- c) Masculinities and Sexualities
- d) Culture: Literature and Music

Unit 3: Women, Colonialism and Modernity: 1750's to 1950's Ecological Imperialism

- a) The Women's Question, social reforms, nationalism and political mobilization
- b) Engendering caste, class and religious identities
- c) Histories of love and masculinities
- d) Literature and popular culture

Unit 4: Women, Partition, and the State

- a) Women during Partition of India
- b) Women in Post-Independence literature and Popular Culture
- c) Rights and Privileges to women in Independent India

Essential Readings

- Butalia, Urvashi, 'Community, State and Gender: On Women's Agency during Partition', Economic and Political Weekly, vol. 28, no. 17, 1993, pp.12-24.
- Gupta, Charu, '(Im)possible Love and Sexual Pleasure in Late-Colonial North India', Modern Asian Studies, vol. 36, no. 1, 2002, pp. 195-221.
- Lal, Ruby, Empress – The Astonishing Reign of NurJahan, W. W. Norton & Company, 2018.
- Lal, Ruby, Domesticity and Power in the Early Mughal World, Cambridge Studies in Islamic Civilization, 2005,
- Blake, Stephen, 'Returning the Household to the Patrimonial-Bureaucratic Empire: Gender, Succession, and Ritual in the Mughal, Safavid and Ottoman Empires,' in Tributary Empires in Global History,(ed.), P.F. Bang and C.A. Bayly, New York: Palgrave Macmillan, 2011, pp. 214- 226.
- Sarkar, Tanika, Hindu wife, Hindu nation: community, religion and cultural nationalism, New Delhi: Permanent Black, 2001, Chapter 1, pp. 23-52.
- Warriar, Shobhana, 'Interwoven identities: Gender, Class and Community In the Mills of Madurai 1914-51', an unpublished article.
- Dalal, Urvashi, 'Women's Time in the Havelis of North India,' The Medieval History Journal, 1999, vol. 2, pp. 277-308.

SEMESTER 6
Discipline Specific Course - VII

Colonial to Post Colonial Southeast Asia
(17th to the 20th Centuries)

Course Objectives

The course aims to:

- This paper offers an overview of modern Southeast Asian history to students who could be familiar or unfamiliar with the region. A study of the social, economic, and political transformations in Southeast Asia during the colonial period will enable students to develop a critical and comparative approach, given their in-depth study of South Asian history.
- The core themes around which in this paper are designed are meant to enable the student to develop a better understanding of the impact of colonialism and the process of de-colonization on the region. The student shall analyse the establishment and changing character of the European presence from a commercial enterprise to a colonial state; the transformation of local society and the emergence of anti-colonial movements; and the transformations in the region since the Second World War.
- The learner shall develop a holistic understanding of complexities of modernity, and the region's political, religious, cultural and urban landscape.
- These case-studies are designed to enable the student understand better the complex interface between religion, economy, society, and politics in the region, and recent historiographical debates.
- This course shall be an ideal platform for students interested in further exploring themes like language, ethnicity, heritage, urban studies, colonial studies, maritime history, peasant studies, religion, and international politics.

Course Outcomes

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

- Students opting for this course shall have to demonstrate a comprehensive understanding of nineteenth and twentieth century Southeast Asian history.
- They shall be expected to demonstrate a good understanding of colonial state and society, in addition to a comprehensive understanding of the maritime and agrarian economy of the region.
- Students shall be able to outline and debate the diverse historiographical views on the colonial state, the transformation of the local agrarian and labour economy, popular movements and peasant revolts, and locate their own view-points within this grid of perspectives.

COURSE CONTENTS

Unit 1 From Commerce to Colonialism:

- a) The Dutch and English ascendancy
- b) Changing Patterns of Maritime Trade: The Straits of Malaka

Unit 2 Colonialism in Dutch Indonesia, French Indo-China, British Burma: The 19th and 20th centuries Economic and Social Roles: household, patronage and Property

- a) The Colonial State: Traditional elite, legal systems
- b) Agrarian Transformation: Plantation Economy, Peasant Protests, Migrations
- c) Colonial Modernity: Education and religion in the early twentieth century

Unit 3 Redrawing the Political Map of Southeast Asia: Nationalism, Anti-Colonial Movements 1900-1970s

- a) Burma: From Independence to the Revolutionary Council
- b) Indonesia: The Revolution, the making of Indonesia, Sukarno
- c) French Indo-China: Khmer Republic, Khmer Rouge and the Socialist Republic of Vietnam

Unit 4 Post War Southeast Asia

- a) Language and Politics in Modern Southeast Asia: The Malay and the making of modern Malaysia
- b) The Port and City in Southeast Asia: Singapore

Essential Readings

- Andaya, Leonard Y., *Leaves of the Same Tree: Trade and Ethnicity in the Straits of Melaka*, University of Harvard Press, 2008
- Breman, Jan, *Taming the Coolie Beast: Plantation Society and the Colonial Order in South East Asia*, Oxford University Press, Delhi 1989.
- Charney, Michael W., *A History of Modern Burma*, Cambridge University Press, 2010
- Hussin, Norid, *Trade and Society in the Straits of Melaka: Dutch Melaka and English Penang, 1780-1830*, NUS, 2007
- Keck, Stephen L., *British Burma in the new century, 1895-1918*, Springer, 2015
- Kieran, Ben, *Vietnam: A History from earliest times to the present*, Oxford University Press, 201
- Scott, James. *Moral Economy of the Peasant*, Yale University Press, 1976.
- Scott, James. *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*, Yale University Press, 2009.
- Walton, Mathew J., *Buddhism, Politics and Political Thought in Myanmar*, Cambridge University press, 201

SEMESTER 6
Discipline Specific Course – VIII

Museology its Various Methods and Systems

Course Objectives

The course aims to:

- This course is aimed to introduce the learners about origin, emergence and concepts of Museum and Museology in India and World.
- This course aims to introduce the learners to the roles and responsibilities of curator and basic concepts and methods of collection and documentation of museum objects.
- Writing curatorial note/collection policy for any one museums/ collection

Course Outcomes

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

- Students are expected to understand curatorial responsibilities and ethics of collection.
- They are also expected to be able to document and classify museum objects and acquire skills to manage and demonstrate them in museum.
- Students are expected to be able to handle museum objects, identify the factors and causes of deterioration and be able to take proper preventive measures.
- Students are expected to understand and appreciate the types, varieties of arts.

COURSE CONTENTS

Unit 1 Introduction to Museology

- a) General Principles of Museology
- b) Definition and Scope of Museum
- c) History of Museums/Museum movement in India and World

Unit 2 Museum Administration and Management

- a) Administrative set up of museums in India, Governing bodies, Committees, Public relation,
- b) Visitors facilities, Museum security
- c) Museum staff/ Personnel- hierarchy, duties and responsibilities, training -Role of Curator - Financial Management of Museums-fund, funds raising, grant, sponsorship and income generation.

Unit 3 Museum Architecture and of Exhibition

- a) Planning and maintenance of Museum building, public and service area Visitors facilities, Museum security
- b) Types of exhibition, planning and programming of exhibition, Exhibition design- Contemplative, Didactic, Reconstruction, Grouped etc. Galleries, Interior Art.
- c) Exhibition equipment's- Show cases, pedestals, Audio visual aids, Lighting

Unit 4 Preservation of Museum Objects, Museum Display and the Public

- a) Definition of Preservation, Preservation of Manuscripts, Palm Leaves, Paper, Bhurjapatra, Coins, Leather, Textiles, Stones, Metal, Clay, Glasses and Wooden Objects. Commodities, Business Communities and Port Cities.
- b) Techniques of Display, Factors Governing the Display of Objects, Requirements and Methods, Security Measures and Upkeep.
- c) Museum as a Public Facility, General Principles - Museum visitors - Types Facilities Their behavior Methods of analysis of visitors, behavior, Public Relations Evaluation.

Essential Readings

- Agrawal O.P. 1977. Care and Preservation of Museum Objects, New Delhi: National Research Laboratory for Conservation of Cultural Property.
- Agrawal, Usha. 2003. Directory of Museums in India. Sundeep Prakashan, New Delhi.
- Ambrose, Timothy & Paine, Crispin – Museum Basics
- Banerjee, N.R. 1990. Museums and Cultural Heritage of India. Delhi: Agam Kala
- Basu Sankh and Chakraborty. Museum Norms and Terms ; A selective Approach..
- Dean, David – Museum Exhibition, Theory & Practice

- Dilip Kumar. 2006. Museology; some cute points, Gyan Publication House
- Edson, Gary & Dean, David – The Handbook for Museums Nigam.M.L.
Fundamentals of Museology
- Sarkar H. 1981 Museum and Protection of Monuments and Antiquities in India.
Delhi: Sundeep Prakashan
- Sivaramamurthy, C – A Directory of Museums in India
- Raman K.V.1991. Principles and Methods of Archaeology.Parthajan
Publications, Chennai.

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	Programme	After the completion you are awarded with a degree
9	Course	Papers you study within the Programme
10	DSE	Discipline Specific Elective Course