**Teaching Plan ( 2022-23)**

**Dr. Vijay Kumar**

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**August to December 2022**

**Paper: Understanding Heritage (SEC)**

**Course: B.A (Hons.) Year: II Sem: III (L: 4)**

**Taught: individually**

**Course Objectives:**

The aim of this paper is to make students familiar with the concept of heritage and its numerous forms. It will develop the contested character of heritage and why and it needs to be conserved. Paper will also acquaint students with the evolution of heritage legislation and the ways in which its institutional framework developed. Accessing monumental or cultural heritage can be a very difficult task and economic and commercial considerations play an important role. The paper will be of particular value to those who are interested in seeking a career in the travel industry and art and cultural studies.

**Course Content:**

**Unit I: Defining heritage:**

Meaning of ‘antiquity’, ‘archaeological site’, ‘tangible heritage’, ‘intangible

heritage’ and ‘art treasure’

**Unit II: Evolution of heritage legislation and the institutional framework:**

[a] Conventions and Acts -- national and international

[b] Heritage-related government departments, museums, regulatory bodies

[c] Conservation initiatives

**Unit III: Challenges facing tangible and intangible heritage**

Development, antiquity smuggling, conflict (specific cases studies)

**Unit IV: Heritage and travel:**

[a] Viewing heritage sites

[b] The relationship between cultural heritage, landscape and travel; recent trends

**Unit V: A visit to a heritage site is an essential part of this course. (We will look over the possibility of this visit keeping current situation in mind)**

**ESSENTIAL READINGS ANS UNITWISE TEACHING OUTCOMES**

**Unit-I:** This unit will introduce the meaning/s of heritage and associated politics. For a better understanding students will be encouraged to engage with terms like the meaning of ‘antiquity’, ‘archaeological site’, ‘tangible heritage’, ‘intangible heritage’ and ‘art treasure’. **(Teaching time: 4 weeks Approx.)**

Unit-II: This unit deals with the history of heritage legislation. It also elaborates upon the insti- tutional framework which manages heritage in India and at the global level. It will also examine the nature and relevance of conservation initiatives. **(Teaching time: 4 weeks Approx.)**

* + Biswas, S.S. (1999). *Protecting the Cultural Heritage* (National Legislation and International Conventions). New Delhi: INTACH,
  + Layton, R.P. Stone and J. Thomas. (2001). *Destruction and Conservation of Cultural Proper-*

*ty.* London: Routledge.

**Unit-III:** This unit addresses the challenges posed in the conservation of tangible and intangible heritage. It also elaborates on the global character of the smuggling of antiquities and challenges faced by the national governments. **(Teaching time: 4 weeks Approx.)**

* + Biswas, S.S. (1999). *Protecting the Cultural Heritage* (National Legislation and International Conventions). New Delhi: INTACH.
  + Lowenthal, D. (2010). *Possessed By The Past: The Heritage Crusade and The Spoils of His-*

*tory.* Cambridge: Cambridge University Press.

**Unit-IV:** This unit deals with social and political efforts to identify heritage as something personal or national. Over time antiquities have frequently ‘travelled’ from their place of origin, and the questions of belonging are contentious and complex. **(Teaching time: 3 weeks Approx.)**

**Additional Readings:**

* CULTURAL AND ARCHAEOLOGICAL HERITAGE OF INDIA: CHALLENGES, PROSPECTS, AND DIRECTIONS Author(s): U.S. Moorti Source: Proceedings of the Indian History Congress , 2008, Vol. 69 (2008), pp. 992-1014 Published by: Indian History Congress Stable URL: <https://www.jstor.org/stable/44147261>
* Monumental Follies Author(s): Nayanjot Lahiri Source: India International Centre Quarterly , WINTER 2006-SPRING 2007, Vol. 33, No. 3/4, India 60 (WINTER 2006-SPRING 2007), pp. 128-139 Published by: India International Centre Stable URL: <https://www.jstor.org/stable/23006075>
* DISCOURSES OF HERITAGE AND TOURISM AT A WORLD HERITAGE SITE: THE CASE OF HAMPI, INDIA Author(s): Matthew LeDuc Source: Practicing Anthropology , Summer 2012, Vol. 34, No. 3, Tourism: Beyond Hosts and Guests (Summer 2012), pp. 29-33 Published by: Society for Applied Anthropology Stable URL: <https://www.jstor.org/stable/24781880>

**SUGGESTED READINGS:**

* Acts, Charters and Conventions are available on the UNESCO and ASI websites (www.unesco.org; [www.asi.nic.in](http://www.asi.nic.in))

## Teaching Learning Process:

Virtual/ Online lectures on the key concepts, case studies and important arguments/debates reflected in the course readings will be undertaken. Group discussions on specific readings and presentations on various heritage sites will be taken during the lecture. Moreover, the process shall work towards pointing out the advantages of an interdisciplinary approach as students become aware of the politics of heritage sites sand step into the shoes of critical observers of the remnants of the past and complex present conditions.

## Assessment Methods:

Students will be assessed on the basis of regular group presentations and a detailed (individual) project submission-cum-presentation. The project should be a professionally written and refer- enced one, as well as creatively put together. The project has to be based on active field and li- brary work and should reflect an analysis of primary source material and an engagement with secondary material.

Internal

Assessment: 25 Marks Written Exam: 75 Marks Total: 100 Marks

## Keywords:

Defining Heritage, National and International legislation, Government departments, Conservation, Tangible and intangible heritage, Travel