# TEACHING PLAN (January to May 2022)

**Dr. Kavita Gaur**

# Assistant Professor, History Department

**Paper: History of India- III (c. 750-1200) (Core Course ) Course: B.A (Hons) Year: II Sem: III (L+T: (5+2)) Taught: Individually**

# Course Objective:

This course is designed to make 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 multiple historiographical approaches to 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.

# Teaching Plan Course Content:

**Unit I: Studying early medieval India (Teaching Time: 4 weeks Approx.)**

1. Dynamic and divergent topographies
2. Sources: texts; inscriptions; coins
3. Debates on the early medieval

# Unit II: Political structures and processes (Teaching Time: 3 weeks Approx.)

1. Evolution of political structures: Rajput polities; Chola state; Odisha
2. Symbols of political power: Brahmanas and temples; sacred spaces and conflicts; courtly cultures
3. Issue of ‘Foreign and Indian’: Arabs and Ghazanavids in the north-west, Cholas in Southeast Asia

# Unit III: Social and economic processes (Teaching Time: 4 weeks Approx.)

1. Agricultural expansion; forest-dwellers, peasants and landlords
2. Expansion of varna-jati order and brahmanization
3. Forms of exchange; inter-regional and maritime trade
4. Processes of urbanization

# Unit IV: Religious, literary and visual cultures (Teaching Time: 4 weeks Approx.)

1. Bhakti: Alvars and Nayanars
2. Puranic Hinduism; Tantra; Buddhism and Jainism
3. Sanskrit and regional languages: interactions
4. Art and architecture: temples – regional styles

**ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:**

**Unit I:** This unit seeks to familiarise students with the nature of historical geography and the range of sources available for the early medieval period of Indian history.

* + Saloman, Richard. (1998). *Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit and the Other Indo-Aryan Languages*. New York: Oxford University Press. (The relevant portions are: Chapter I: 'The Scope and Significance of Epigraphy in Indological Studies', pp. 3-6; Chapter VII: 'Epigraphy as a Source for the Study of Indian Culture', pp. 226-51.)
  + Schwartzberg. J. (1993). *Historical Atlas of South Asia*. New York: Oxford University Press. (To be used mostly as a reference book)
  + Jha, D.N. (2000). ‘Introduction’, *The Feudal Order: State, Society and Ideology in Early Medieval India*, (ed.), D.N. Jha, Delhi: Manohar, pp. 1-60. [Also available in Hindi]
  + Sharma, R.S. (1958). ‘Origins of Feudalism in India’. *Journal of the Economic and Social History of the Orient*, vol. 1, pp. 297-328.
  + Mukhia, H. (1981). ‘Was there Feudalism in Indian History?’ *The Journal of Peasant Studies,* vol. 8, pp. 273-310. Also reproduced in *The State in India, 1000-1700*, ed., H. Kulke, pp. 86-133. New Delhi: Oxford University Press, 1995. Paperback edition, 1997.
  + Sharma, R.S. (1982). ‘The Kali Age: A Period of Social Crisis’ in *The Feudal Order: State, Society and Ideology in Early Medieval India*, ed., D.N. Jha, Delhi: Manohar, pp. 61-77. (Originally published in S.N. Mukherjea, ed., *India: History and Thought*. Essays in Honour of Professor A.L. Basham.)
  + Chattopadhyaya, B.D. (1983). ‘Political Processes and the Structure of Polity in Early Medieval India: Problems of Perspective’. Presidential Address, Ancient India Section, Indian History Congress, 44th Session. This is also reproduced in *The State in India, 1000-1700,* ed., H. Kulke, Delhi: Oxford University Press, pp. 195-232. Paperback edition, 1997.
  + स ह, उपिन्दर. (2017). प्राचीनएविंिवू *-*व मध्यकालीनभारतकाइततहा *:* िाषाण*-*काल े

*12*वीिंशताब्दीतक. नईददल्ली: िीय नइिंडियाएजकु े शन. प्रा िंगिकभािहै, अध्याय 10:

'उभरताक्षेत्रीयपवन्या ', ि. िं. 588-689.

* + झा, द्पवजेन्रनारायण ( िं.) (2007). भारतीय ामिंतवाद*:* राज्य*,*  माजऔरपवचारधारा. नईददल्ली: ग्रिंथसशल्िी.
  + शमाव, रामशरण. (1993). भारतीय ामिंतवाद. नईददल्ली: राजकमलप्रकाशन.
  + मुखिया, हरबिं . (1998). 'क्याभारतीयइततहा में फ्य सलज़्म रहा है?', फ्यूिसलज़्म

और िैर*-*यूरोिीय माज, ( िं.), हरबिं मुखिया. नई ददल्ली: ग्रिंथसशल्िी, ि. िं. 1-49.

* + स्टाइन, बटवन. (1998). 'मध्यकालीन भारत में राजनीतत, कक ान और फ्य सलज़्म का

पवििंिन', फ्यूिसलज़्म और िैर*-*यूरोिीय माज, ( िं.), हरबिं मुखिया. नईददल्ली:

ग्रिंथसशल्िी, ि. िं. 183-226.

**Unit II:** This unit aims to apprise students of the dynamic nature of political structures and the varied perspectives from which scholars study them.

* + Sharma, R.S. (1965). *Indian Feudalism, c.300-1200*. Delhi: Macmillan (2nd edition, 1980) (Especially relevant are, pp. 63-90.).
  + Chattopadhyaya, B.D. (1983). ‘Political Processes and the Structure of Polity in Early Medieval India: Problems of Perspective’, Presidential Address, Ancient India Section, Indian History Congress, 44th Session. This is also reproduced in *The State in India, 1000-1700,* ed., H. Kulke, pp. 195-232.
  + Kulke, Hermann. (1995). ‘The Early and the Imperial Kingdom: A Processural Model of Integrative State Formation in Early Medieval India’. In *The State in India, 1000-1700*, ed., Kulke, New Delhi: Oxford University Press. 233-262. Paperback edition, 1997.
  + Chattopadhyaya, B.D. (1976). ‘Origin of the Rajputs: The Political, Economic and Social Processes in Early Medieval Rajasthan’, *Indian Historical Review*, vol. 3, no. 1. Also reproduced in B.D. Chattopadhyaya, *The Making of Early Medieval India*, Delhi: Oxford University Press, pp. 1-37. Paperback edition, 1997.
  + Stein, Burton. (1977). ‘The Segmentary State in South Indian History’. In *Realm and Region in Traditional India*, ed., Richard Fox, New Delhi: Vikas, pp. 3-51. Stein’s views might also be accessed in another article by him, more easily accessible: Stein, Burton. 1995. The Segmentary State: Interim Reflections. In *The State in India*, ed., Kulke, 134-161. New Delhi: Oxford University Press. Paperback edition, 1997. Originally published in *Purusartha*, vol. 13 (1991): 217-88.
  + Heitzman, James. (1987). ‘State Formation in South India, 850-1280’, *Indian Economic and Social History Review*, 24, no. 1, pp. 35-61. Also reproduced in *The State in India: 1000-1700*, ed. H. Kulke, pp. 162-94.
  + Ali, Daud. (2004).*Courtly Culture and Political Life in Early Medieval India.* New Delhi: Cambridge University Press, 2006. (Especially useful is Chapter 2: ‘The Culture of the Court’, pp. 69-102.)
  + Davis, Richard. (1999). *Lives of Indian Images*. New Delhi: Motilal Banarsidas Publishers, pp. 88-112 and pp. 186-221.
  + Chattopadhyaya, B.D. (2017). ‘The Concept of Bharatavarsha and Its Historiographical Implications’, in B. D. Chattopadhyaya, *The Concept of Bharatavarsha and Other Essays*. New Delhi: Permanent Black, pp. 1-30.
  + Maclean, Derryl N. (1989).*Religion and Society in Arab Sind*. Leiden: E.J.Brill. (Chapter II: ‘Conquest and Conversion’, pp. 22-82).
  + Habib, Mohammad. (1927). ‘Sultan Mahmud of Ghaznin’, in *Politics and Society during the Early Medieval Period, Collected Works of Professor Habib*, vol. 2, (Ed.) K.A. Nizami, New Delhi: People’s Publishing House, pp. 36-104. Reprint, 1981.
  + Kulke, Hermann, Kesavapany & Sakhuja, (Eds.) (2009). *Nagapattinam to Suvarnadvipa: Reflections on the Chola Naval Expeditions to Southeast Asia*, Singapore: Institute of Southeast Asian Studies.
  + शमाव, रामशरण. (1998). 'भारतीय ामिंतवाद ककतना ामिंती?', फ्यूिसलज़्म और िैर*-*

यूरोिीय माज*,* ( िं.), हरबिं मुखिया. नई ददल्ली: ग्रिंथसशल्िी, ि. िं. 50-86.

* + मुखिया, हरबिं . (1998). 'कृ षक उत्िादन और मध्यकालीन भारतीय माज',

फ्यूिसलज़्म और िैर*-*यूरोिीय माज, ( िं.), हरबिं मुखिया. नई ददल्ली: ग्रिंथसशल्िी, ि.ृ

िं. 310-339.

* + चट्टोिाध्याय, ब्रजदलाल. (2000). 'राजि ों की उत्िपि: ि -व मध्ययुिीन राजस्थान में

राजनैततक, आगथक एविं ामाजजक प्रकियाएिं', प्राचीन भारत*,* ि. िं. 136-153.

* + हबीब, मोहम्मद. (1992). महमदू के कायों का चररत्र और मल्ू य', मध्यकालीन भारत*,*अिंक - 4, ( िं.) इरफान हबीब, नई ददल्ली: राजकमल प्रकाशन, ि. िं. 9-23.
  + थािर, रोसमला. (2000). ' ोमनाथ और महमूद', हमत मुक्तनाद, वषव 2, अिंक 1-2, ि.ृ

िं. 37-44.

* + थािर, रोसमला. (2015). ोमनाथ*:* इततहा एक*,* स्वर अनेक. नयी ददल्ली: ग्रिंथसशल्िी.
  + हबीब, इरफान. (1999). ‘भारतीय राष्ट्र के तनमावण की प्रकिया और अवधारणा:

ऐततहास क िररप्रेक्ष्य', हमत मुक्तनाद, वषव 1, अिंक 3, ि. िं. 26-30.

* + चट्टोिाध्याय, ब्रजदलाल. (2012). 'आिमकों और शा कों की छपवयााँ',मध्यकालीन

भारत का ािंस्कृ ततक इततहा , ( िं.), मीनाक्षी िन्ना.नयी ददल्ली: ओररयिंट ब्लैकस्वॉन,

ि. िं. 107-33.

* + शास्त्री, नीलकिं ठ. 1979.चोलविंश. नयी ददल्ली: मैकसमलन.

**Unit III:** This unit will familiarise students with social and economic processes of the early medieval period in Indian history. The diverse ways in which these have been studied will be the chief focus.

* + Sharma, R.S. (1987). *Urban Decay in India* c. *300 –* c. *1000*. New Delhi: Munshiram Manoharlal. (Especially important parts are, Chapter 2: ‘Urban Growth and Decay in the North’, pp. 10-27; Chapter 8: ‘Explaining the Urban Eclipse’, pp. 132-42; and Chapter 10: ‘Agrarian Expansion’, pp. 168-77.)
  + Champakalakshmi, R. (1995). ‘State and Economy: South India, *c.* A.D. 400- 1300’, in Romila Thapar (ed.), *Recent Perspectives of Early Medieval India.* Delhi: Popular Prakashan in association with Book Review Trust, pp. 275-317.
  + Yadava, B.N.S. (1997). ‘Immobility and Subjection of Indian Peasantry’, in B.P. Sahu (Ed.), *Land System and Rural Society in Early India.* Delhi: Manohar, pp. 329-42.
  + Sharma, R.S. (1969). *Social Changes in Early Medieval India*. The first Devraj Chanana Memorial Lecture. New Delhi: People’s Publishing House. Also reproduced (with slight changes) in *Early Medieval Indian Society* (2001) R.S. Sharma, (Ed.) Kolkata: Orient Longman¸ pp. 186-213.
  + Chattopadhyaya, B.D. (1994). *The Making of Early Medieval India*. Relevant parts are, Chapter 4: ‘Markets and Merchants in Early Medieval Rajasthan’, pp. 89-119; Chapter 6: ‘Trade and Urban Centres in Early Medieval North India’, pp. 130-54; Chapter 7: ‘Urban Centres in Early Medieval India: An Overview’, pp. 155-182. New Delhi: Oxford University Press. Paperback edition, 1997.
  + Bhandare, Shailendra. (2015). ‘Evaluating the Paucity of Metallic Currency in Medieval India’, in Himanshu Prabha Ray, ed., *Negotiating Cultural Identity:*

*Landscapes in Early Medieval South Asian History*, Delhi: Routledge, pp. 159- 202.

* + Chakravarti, Ranabir. (2004). ‘Introduction’ to *Trade in Early India*, ed. Ranabir Chakravarti, pp. 72-101. Delhi: Oxford University Press.
  + Malik, Anjali. (1998). *Merchants and Merchandise in Early Medieval Northern India, A.D. 600-1000*. Delhi: Manohar. Relevant sections are, ‘Introduction’, pp. 15-33; Chapter 4: ‘The Changing Patterns of Trade’, pp. 89-109.
  + शमाव, रामशरण. (2000). भारत के प्राचीन निरों का ितन. राजकमल प्रकाशन, नयी ददल्ली. पवशेष महत्विूणव व प्रा िंगिक दहस् े इ प्रकार हैं: अध्याय 2: 'उिर में शहरी पवका और ितन', ि.ृ िं. 25-47; अध्याय 8: 'शहरी ितन की व्याख्या', ि.ृ िं. 173-84; अध्याय 10: 'कृ पष का प्र ार', ि.ृ िं. 21३-23.
  + शमाव, रामशरण. (1995). िूव*-*व मध्यकालीन भारत में ामाजजक िररवतन*,* नयी ददल्ली.
  + यादव, बी.एन.ए . (1981). 'प्रारिंसभक-मध्यकालीन व्यवस्था में भारतीय कक ान विव की अिततशीलता और दा ता', मध्यकालीन भारत, अिंक 1, ( िं.), इरफान हबीब, नई ददल्ली: राजकमल प्रकाशन, ि.ृ िं. 3-12.

**Unit IV:** The focus of this unit will be on the religious, literary and visual cultures of the early medieval period in the Indian subcontinent. Having done this unit, students will be able to trace the patterns of change in these spheres of life.

* + Champakalakshmi, R. (1996). ‘From Devotion and Dissent to Dominance: The Bhakti of the Tamil Alvars and Nayanars’, in *Tradition, Dissent and Ideology*, ed. R. Champakalakshmi& S. Gopal, pp. 135-63. New Delhi: Oxford University Press.
  + Narayanan, M.G.S. and K. Veluthat. (2000). ‘Bhakti Movement in South India’, in *The Feudal Order: State, Society and Ideology in Early Medieval India*, ed.

D.N. Jha, pp. 385-410. New Delhi: Manohar. The essay was originally published in *Indian Movements: Some Aspects of Dissent, Protest and Reform*, ed. S.C. Malik. Simla: Indian Institute of Advanced Study, 1978. The same was also reproduced in *Feudal Social Formation in Early India*, ed. D.N. Jha. Delhi: Chanakya Publications, 1987.

* + Mahalakshmi, R. (2000). ‘Outside the Norm, Within the Tradition: Karaikkal Ammaiyar and the Ideology of Tamil Bhakti’, *Studies in History*, 16, no. 1, pp. 17-40.
  + Chakrabarti, Kunal. (1996). ‘Texts and Traditions: The Making of the Bengal Puranas’, in *Tradition, Dissent and Ideology*, ed. R. Champakalakshmi and S. Gopal, pp. 55-88. New Delhi: Oxford University Press.
  + Stein, Burton. (1968). ‘Social Mobility and Medieval South Indian Hindu Sects’, in *Social Mobility in the Caste System in India: An Interdisciplinary Symposium*, ed. James Silverberg, pp. 78-94. The Hague: Mouton. The article is also reproduced in *Religious Movements in South Asia 600-1800*, ed. David N. Lorenzen, pp. 81-101. New Delhi: Oxford University Press, 2004. Paperback edition, 2005.
  + Majumdar, R.C. n.d. ed. *History and Culture of the Indian People: The Struggle for Empire*. Bombay: Bharatiya Vidya Bhawan. Relevant part is Chapter XV (‘Language and Literature’), pp. 297-397.
  + Pollock, Sheldon. (1998). ‘ India in the Vernacular Millennium: Literary Culture and Polity, 1000-1500’, in *Early Modernities*, ed. Shmuel Eisenstadt, Wolfgang Schluchter and Bjorn Wittrock, special issue of *Daedalus*, 127 (3), pp. 41-74.
  + Desai, Devangana. (1989). ‘Social Dimensions of Art in Early India’, *Presidential Address (Ancient India), Proceeding of the Indian History Congress, 50th session, Gorakhpur*, pp. 21-56.
  + Patel, Alka. (2008). ‘The Mosque in South Asia: Beginnings’, in Finbarr B. Flood, ed., *Piety and Politics in the Early Indian Mosque*, Oxford: Oxford University Press, 2008.
  + निंदी, रमेन्रनाथ. (1998). प्राचीन भारत में धमव के ामाजजक आधार. नईददल्ली: ग्रिंथसशल्िी.
  + स ह, उपिन्दर. (2017). प्राचीनएविंिवू *-*व मध्यकालीनभारतकाइततहा *:* िाषाण*-*काल े

*12*वीिंशताब्दीतक. नईददल्ली: िीय नइिंडियाएजकु े शन. प्रा िंगिक भाि है, अध्याय 10:

'उभरता क्षेत्रीय पवन्या ', ि.

# Additional Readings:

िं. 588-689.

# Students were provided e-content for this course accessed through ILLL, DU via this link: vle.du.ac.in/course/view.php?id=108

* + - **Singh, Upinder (2012), *ed. Rethinking Early Medieval India- A Reader*, Oxford University Press: New Delhi**

# Teaching Learning Process:

Online teaching through Google meet has been the norm during covid times. Discussions and student presentation on important themes and specific readings has been a regular affair. Varied perspectives of scholars on defining the early medieval India and debates related to feudalism in Indian context have been dealt in detail. Various audio-visual aids like documentaries, lecture series on specific themes were provided to students. Overall, the teaching and learning process shall emphasize upon inter- connectedness of themes within the different rubrics to build a holistic view of the time period/ region under study.

# Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus

of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

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

# Keywords:

Feudalism, Inscriptions, Ghazanavids, Cholas, Rajputs, Agriculture, Maritime Trade, Urbanization, Religion, Architecture, Bhakti**Dr. Kavita Gaur**

# Assistant Professor, History Department July to November, 2021

**Paper: Women in Indian History (GE)**

# Course: B.A (Prog.) Year: III Sem: V (L+T: (5+2)) Taught: Individually

**Course Objectives:**

The paper introduces learners to a historical analysis of the lived experiences of women at specific historical moments in the Indian subcontinent. It explores the concerned issues within an interdisciplinary framework. The students will also be familiarized with the theoretical reflections on the study of women’s issues with reference to latest researches in the field. The course seeks to make students reflect on the specificity of women’s issues in different times and contexts. At the same time, it also traces deeper continuities from a gender perspective.

**Teaching Plan**

**Course Content:**

**Unit I. Theory and Concepts (Teaching Time: 2 weeks approx.)**

a) Understanding gender and patriarchy

**Unit II. Women in Ancient India (Teaching Time: 5 weeks approx.)**

1. Historiographic Overview
2. Evolution of Patriarchy with focus on Brahmanical patriarchy
3. Women and property
4. Women and work: voices from Tamilakam

**Unit III. Women in Medieval India ((Teaching Time: 4 weeks approx.)**

1. Historiography and the politics of the harem and the household
2. Case studies: Razia Sultan, Nur Jahan, Jahanara
3. Women Bhaktas

**Unit IV. Women in Modern India (Teaching Time: 5 weeks approx.)**

1. Gender debate in Colonial India: a case study of sati / women’s education
2. Gandhi, Women’s participation and Indian Nationalism
3. Partition, Refugee Women and Rehabilitation – taught through the movie ‘Pinjar’.

**ESSENTIAL READINGS AND UNIT WISE TEACHING OUTCOMES:**

**Unit I.** The unit aims to familiarize students with the theoretical framework of Gender with special focus on patriarchy and feminism and how these concepts can provide tools for historical analysis.

* + Bhasin, Kamla. (2000). *Understanding Gender*. New Delhi: Women Unlimited.

**Unit II.** The segment should apprise students of historiographical trends in ancient India pertaining to women. The idea is to explore their voices in specific spaces and during historical moments.

* + Chakravarti, Uma. (1993). “Conceptualising Brahmanical Patriarchy in Early India: Gender, Class, Caste and State'”. *Economic and Political Weekly*. Vol. 28 no.14, pp. 579-85.
  + Ramaswamy, Vijaya. (2000). “Aspects of Women and Work in Early South India”.
  + Kumkum, Roy (Ed.). *Women in Early Indian Societies.* New Delhi: Oxford University Press.
  + Shah, Shalini. (2012). “Patriarchy and Property”, in *The Making of Womanhood: Gender Relations in the Mahabharata*, Revised Edition. Delhi: Manohar, pp. 32-62.
  + Roy Kumkum (2018). “Introduction” in *Beyond the Woman Question, Reconstructing Gendered Identities in Early India*. Snigdha Singh, et al. (Eds.). Delhi: Primus, pp.1-20).

**Unit III.** The focus in this section is on studying women through fluctuating gender relations in diverse spaces and explore linkages between women, power and politics through some exceptional women.

* + Bokhari, Afshan. (2012). “Between Patron and Piety: Jahān Ārā Begam’s Sufi Affiliations and Articulations in Seventee
  + Habib, Irfan. (2000). “Exploring Medieval Gender History”. *IHC* 61st Session, Symposia, Paper No.23, Calicut. pp. 263-75.
  + Lal, Ruby. (2005). *Domesticity and Power in the Early Mughal World*. New York:

Cambridge Studies in Islamic Civilization.

* + Ramaswamy, Vijaya. (2011). “Gender and the Writing of South Indian History”. in S.
  + Bhattacharya, (ed.). *Approaches to History: Essays in Indian Historiography,* Delhi: ICHR and Primus. pp.199-224.

**Unit IV.** The section focuses on issues pertaining to women in the colonial period as well as their participation in Indian nationalism and experiences during Partition.

* + Basu, Aparna. (2003). *Mridula Sarabhai, A Rebel with a Cause*. Oxford: Oxford University Press. (Ch.8, “Recovery of Abducted Women”, pp. 133-146).
  + Forbes, Geraldine. (1996). *Women in Modern India*. Cambridge: Cambridge University Press, pp. 10-31, 121-156.
  + Gupta, Charu. (Ed.). (2012). *Gendering Colonial India: Reforms, Print, Caste and Communalism.* Delhi: Orient Blackswan, [Introduction].
  + Kumar, Radha. (1997). *A History of Doing: An Illustrated Account of Movements for Women’s Rights and Feminism in India. 1800-1990.* Delhi: Zubaan (Ch.2, 4, 5) [Also available in Hindi].
  + Sharma, Yuthika. (2015). “Indian Women’s Movement in the 20th Century: Resistance or Reaction”. Proceedings of Gender Issues. 5th Annual Conference, Nalanda.

# Additional Readings:

* + **V. Geetha, (2002), *Gender*, Calcutta, Stree.**
  + **V. Geetha, (2007) *Patriarchy,* Calcutta, Stree.**
  + **Chakravarti, Uma (2003), *Gendering Caste: Through a Feminist Lens*, Calcutta, Stree**
  + **Sahu, B.P. (2018) ed. “Histories of Women” in *History of Precolonial India- Issues and Debates, Hermann Kulke,* New Delhi : OUP**
  + **Professor Sunita Zaidi, *Peeping into Gender History: The Cultural Mix in Medieval India*, Indian Horizons, vol.52, Winter issue.**

# Teaching Learning Process:

Online teaching through Google meet has been the norm during covid times. Discussions and student presentation on important themes and specific readings has been a regular affair. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/ phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Various audio-visual aids like documentaries, lecture series on specific

themes and periods were provided to students.

# Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written assignments will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

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

Keywords:

Patriarchy, Property, Tamilakam, Razia, Nur Jahan, Jahanara, Bhakti, Sati, Nationalist Movement

# Dr. Kavita Gaur

**Assistant Professor, History Department July to November, 2021**

# Paper: Understanding Heritage (SEC) Course: B.A (Hons.) Year: II Sem: III (L: 2) Taught: Shared (with Dr. Vijay Kumar)

**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.

**Teaching Plan**

**Course Content:**

# Unit I: Defining heritage: (Teaching time:4 weeks Approx.)

Meaning of ‘antiquity’, ‘archaeological site’, ‘tangible heritage’, ‘intangible heritage’ and ‘art treasure’

# Unit II: Evolution of heritage legislation and the institutional framework: (Dr. Vijay Kumar)

1. Conventions and Acts -- national and international
2. Heritage-related government departments, museums, regulatory bodies
3. Conservation initiatives

# Unit III: Challenges facing tangible and intangible heritage (Dr. Vijay Kumar)

Development, antiquity smuggling, conflict (specific cases studies)

# Unit IV: Heritage and travel: (Teaching time:3 weeks Approx.)

trends

1. Viewing heritage sites
2. The relationship between cultural heritage, landscape and travel; recent

# 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’.

* + Lowenthal, D. (2010). *Possessed By The Past: The Heritage Crusade and The Spoils of History.* Cambridge: Cambridge University Press.
  + Lahiri, N. (2012). *Marshalling the Past- Ancient India and its Modern Histories.*

Ranikhet: Permanent Black. (Chapter 4 and 5)

* + Singh, U. (2016). *The Idea of Ancient India: Essays on Religion, Politics and Archaeology.* New Delhi: Sage. (Chapters 7, 8).

**Unit-II:** This unit deals with the history of heritage legislation. It also elaborates upon the institutional framework which manages heritage in India and at the global level. It will also examine the nature and relevance of conservation initiatives. **(Dr. Vijay Kumar)**

**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 national governments. **(Dr. Vijay Kumar)**

**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.

* + Agrawal, O.P. (2006). *Essentials of Conservation and Museology.* Delhi: Motilal Banarsidas.
  + Chainani, S. (2007). *Heritage and Environment.* Mumbai: Urban Design Research Institute.

# 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 worktowards 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 MarksWritten Exam: 75 Marks Total:

100 Marks

# Keywords:

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

# Teaching Learning Process:

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. Overall, the Teaching Learning Process shall be geared towards closely linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. Moreover, the process shall work towards pointing out the advantages of an interdisciplinary approach as students

come in contact with field work and 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 referenced one, as well as creatively put together. The project has to be based on active field and library 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