दिल्लीविश्वविद्यालय
UNIVERSITY OF DELHI

B.A. History Programme

(Effective from Academic Year 2019-20)

Revised Syllabus as   **approved by**

Academic Council

Date: No:

Executive Council

Date: No:

Applicable for students registered with Regular Colleges, Non Collegiate Women's Education Board and School of Open Learning

1

List of Contents

<div align="center">

Core Course IV

History of India, c. 1700-1950

</div>

Course Objectives:

This paper provides a thematically arranged overview of the history of India from the beginning of the eighteenth-century to the making of the republic in 1950. The first two units examine the British colonial expansion in the eighteenth-century and proceed to discuss the consolidation of the colonial state power in the political settings of nineteenth-century India. The third unit critically situates the links between land revenue administration, export-oriented commercialisation of agricultural production and deindustrialisation and the rampant famine in colonial India. With a long-term perspective on the ideological, institutional and political formations, the last four units introduce the major tendencies in the anti-colonial nationalist and popular movements in colonial and immediate post-colonial India.

Learning Outcomes:

After the successful completion of this Course, the students will be able to:
- Trace the British colonial expansion in the political contexts of eighteenth-century India and the gradual consolidation of the colonial state power in the nineteenth century.
- Identify the key historiographical debates around the colonial economic policies, including the land revenue collection, commercialisation of agricultural production, trade policies and deindustrialisation.
- Delineate and explain the ideological, institutional, and political formations of the anti-colonial nationalist movement.
- Discuss the colonial context of the emergence of communal politics in India and the subsequent partition of India.

Course content:

Unit I.	**India in the 18th century-** Background and Debates
Unit II.	**Expansion and consolidation of British power:** Special reference to Bengal, Mysore, Maratha and Punjab
Unit III.	**Making of the British Colonial Economy:**
	[a] Land revenue settlements;
	[b] Commercialisation of agriculture;
	[c] Deindustrialisation;
	[d] Drain of wealth
Unit IV.	**The Revolt of 1857:** Causes, nature and consequences
Unit V	**Social and Religious Reform Movements in Colonial India:**
	[a] Overview of reformist and revivalist movements in the 19th century;

अध्यक्ष / Head
इतिहास विभाग
Department of History
University of Delhi
दिल्ली—110007 / Delhi-110007

[b] Caste Movements (Phule, Sree Narayan Guru, Ambedkar);

[c] Peasant and tribal movements: an overview

Unit VI.   **Growth of the National Movement, 1858-1947:**

[a] Early nationalism and foundation of the Indian National Congress;

[b] A critique of colonialism (moderates, extremists and militant nationalists);

[c] Mahatma Gandhi and mass nationalism: Non-cooperation, Civil Disobedience, and Quit India movements; relationship between the masses and leaders

Unit VII.   **Development of Communalism and the Partition of India:**

[a] An overview of the growth of communalism;

[b] Towards Freedom and Partition

Unit VIII.   **Independent India:** Making of the Constitution: The evolution of the Constitution and its Main Provisions; basic features of the Constitution

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I. This unit situates the major historiographical debates on the transformation of the Indian society in the eighteenth-century. **(Teaching Time: 2 weeks approx.)**

- Bandyopadhyay, Sekhar. (2004). *From Plassey to Partition: A History of Modern India.* Delhi: Orient Longman, pp. 1-138.
- Bayly, C.A. (1990). *An Illustrated History of Modern India 1600-1947.* London: National Portrait Gallery.
- Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy.* New Delhi: OUP, pp. 38-69.
- Lakshmi Subramanian. (2010). *History of India, 1707-1857.* Hyderabad: Orient Blackswan, pp. 1-98.
- Dube, Ishita Banerjee. (2015). *A History of Modern India.* Delhi: Cambridge University Press, pp. 2-79.
- बंद्योपाध्याय, सेखर. (2012).प्लासीसेविभाजनतक: आधुनिकभारतकाइतिहास. Hyderabad: Orient Longman.
- शुक्ल, आर॰एल. (Ed). (1987). आधुनिकभारतकाइतिहास, Delhi: हिन्दीमाध्यमकार्यान्वयनिदेशालय, pp. 1-44.

Unit II. This unit discusses the process which led to the expansion and consolidation of the British colonial power in India with the help of specific case studies. **(Teaching Time: 2 weeks approx.)**

- Bandyopadhyay, Sekhar. (2004) *From Plassey to Partition.* Delhi: Orient Longman, pp. 1-65.
- Mann, Michael. (2015). *South Asia's Modern History: Thematic Perspectives.* London: Routledge, pp. 20-53.

- Chaudhary, Latika et al. (Eds.). (2016). *A New Economic History of Colonial India.* London: Routledge, pp. 33-51.
- Chandra, Bipan. (1979). *Nationalism and Colonialism in Modern India.* Hyderabad: Orient Longman, pp. 39-125.
- ग्रोवर, बी. एल. (1995). आधुनिकभारतकाइतिहास. New Delhi: S. Chand & Co.
- बंद्योपाध्याय, सेखर. (2012).प्लासीसेविभाजनतक: आधुनिकभारतकाइतिहास. Hyderabad: Orient Longman.

Unit III. This unit provides a critical perspective on the changing patterns of land relations, agricultural practices, and trade and industry in the Indian sub-continent under the British colonial rule. (Teaching Time: 2 weeks approx.)

- Bandyopadhyay, Sekhar. (2004). *From Plassey to Partition: A History of Modern India.* Delhi: Orient Longman, pp. 82-138.
- Dutt, R.P. (1986). *India Today.* Calcutta: Manisha, pp. 21-96.
- Mann, Michael. (2015). *South Asia's Modern History: Thematic Perspectives.* London: Routledge, pp. 264-314.
- Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy.* New Delhi: Oxford University Press, pp. 53-69.
- Chaudhary, Latika (et. al. eds.). (2016). *A New Economic History of Colonial India.* London: Routledge, pp. 52-66.
- Sarkar, Sumit. 2014. *Modern Times: India 1880s-1950s: Environment, Economy and Culture.* Ranikhet: Permanent Black, pp. 106-216.
- भट्टाचार्य, सब्यसाची (2008).आधुनिकभारतकाआर्थिकइतिहास. दिल्ली: राजकमल.
- बंद्योपाध्याय, सेखर. (2012).प्लासीसेविभाजनतक: आधुनिकभारतकाइतिहास. Hyderabad: Orient Longman.
- शुक्ल, आर॰एल, (ed.). (1987). आधुनिकभारतकाइतिहास Delhi: हिन्दीमाध्यमकार्यान्वयनिदेशालय, pp. 92-95 and 104-178.

Unit IV. This unit elaborates the various aspects of the Revolt of 1857 and understand its impact on colonial rule and the Indian society. (Teaching Time: 1 week approx.)

- Bandyopadhyay, Sekhar (2004). *From Plassey to Partition: A History of Modern India.* Delhi: Orient Longman, pp. 169-183.
- Mann, Michael. (2015). *South Asia's Modern History: Thematic Perspectives.* London: Routledge, pp. 264-314, 55-62.
- Pati, Biswamoy. (Ed.). (2007). *The Great Rebellion of 1857 in India: Exploring transgressions, contests and diversities.* London: Routledge, pp. 1-15; 111-128.
- Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy.* New Delhi: Oxford University Press, pp. 70-77.

अध्यक्ष / Head
इतिहास विभाग
Department of History
दिल्ली विश्वविद्यालय
University of Delhi
दिल्ली-110007 / Delhi-110007

- Taneja, Nalini. (2012). "The 1857 rebellion." in K. N. Panikkar, (Ed.). *Perspectives of Modern Indian History*. Mumbai: Popular Prakashan, pp. 93-126.
- बंद्योपाध्याय, सेखर. (2012). प्लासीसेविभाजनतक: आधुनिकभारतकाइतिहास. Hyderabad: Orient Longman.
- शुक्ल, आर॰एल, (Ed). (1987) आधुनिकभारतकाइतिहास.Delhi: हिन्दीमाध्यमकार्यानवयनिदेशालय, pp. 238-280.

Unit V. This unit discusses the social and religious reform movements and early rural insurgency in colonial India as a response to British colonialism. **(Teaching Time: 2 weeks approx.)**

- Bandyopadhyay, Sekhar. (2004). *From Plassey to Partition: A History of Modern India*. Delhi: Orient Longman, pp. 139-168; 342-47; 353-356.
- Joshi, V.C. (1975). *Rammohun Roy and the process of modernization in India*. Delhi: Vikas. relevant chapters.
- O'Hanlon, Rosalind. (2012). *Caste, Conflict and Ideology: Mahatma Jotirao Phule and the Low Caste Protest in Nineteenth-Century Western India*. Cambridge: Cambridge University Press, pp. 3-14; 105-134.
- Dube, Ishita Banerjee. (2015). *A History of Modern India*. Delhi: Cambridge University Press, pp. 346-360.
- बंद्योपाध्याय, सेखर. (2012). प्लासीसेविभाजनतक: आधुनिकभारतकाइतिहास. Delhi: Orient Longman, relevant chapters.
- शुक्ल, आर॰एल. (Ed.). (1987). आधुनिकभारतकाइतिहास (हिन्दीमाध्यमकार्यानवयनिदेशालय. Delhi: Delhi University, pp. 190-212.

Unit VI. This unit explores the long-term development of institutions, ideologies and different groups and individuals that shaped the political fields of the anti-colonial nationalist movement in the nineteenth and twentieth centuries. **(Teaching Time: 2 weeks approx.)**

- Sarkar, Sumit. (1983). *Modern India 1885-1947*. Delhi: Macmillan, pp. 37-298.
- Bandyopadhyay, Sekhar. (2004). *From Plassey to Partition: A History of Modern India*. Delhi: Orient Longman, pp. 279-404.
- Chandra, Bipan. (1989). *India's Struggle for Independence*. Delhi: Penguin, pp. 170-310.
- Pandey, Gyanendra. (2002). *The Ascendancy of the Congress in Uttar Pradesh 1926-34: A Study in Imperfect Mobilization*. New Delhi: Anthem Press (Second edition). ("Introduction" and Ch.4).
- Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy*. New Delhi: Oxford University Press, pp. 86-101.
- Amin, Shahid. (1984). "Gandhi as Mahatma: Gorakhpur District, Eastern UP, 1921-22." in Ranajit Guha, (Ed.). *Subaltern Studies III*. Delhi: OUP, pp. 1-61.
- Dube, Ishita Banerjee. (2015). *A History of Modern India*. Delhi: Cambridge University Press, pp. 260-302.

- सरकार, सुमित (2009). आधुनिकभारत. Delhi: राजकमल, relevant chapters.
- बंद्योपाध्याय, सेखर (2012). प्लासीसेविभाजनतक : आधुनिकभारतकाइतिहास. Delhi: Orient Longman, relevant chapters.

Unit VII. This unit critically situates the political and social contexts that led to communal mobilization and its impact on the sub-continent's social and political fabric. **(Teaching Time: 2 weeks approx.)**

- Sarkar, Sumit. (1983). *Modern India 1885-1947,* Delhi: Macmillan, pp. 355-390 (relevant sections)
- Pandey, Gyanendra. (1990). *The Construction of Communalism in Colonial North India.* Delhi: Oxford University Press, pp. 1-22.
- Chandra, Bipan.(2008). *Communalism in Modern India.* New Delhi: Har Anand, pp. 50-96; 238-324 (all other chapters and relevant as suggested reading).
- Bose, S and Ayesha Jalal. (1998). *Modern South Asia: History, Culture, Political Economy.* New Delhi: OUP, pp. 135-156.
- Chandra, Bipan. (1979). *Nationalism and Colonialism in Modern India.* Hyderabad: Orient Longman, pp. 257-302.
- Misra, Salil. (2012). "Emergence of Communalism in India." in K. N. Panikkar (Ed.), *Perspectives of Modern Indian History.* Mumbai: Popular Prakashan, pp. 223-258.
- सरकार, सुमित (2009) आधुनिकभारत. Delhi: राजकमल, relevant chapters.

Unit VIII. This unit situates the process of making the constitution as an attempt to decolonize Indian society and its political practices. **(Teaching Time: 2 weeks approx.)**

- Chandra, Bipan. (2000). *IndiaSince Independence.* Delhi: Penguin Books, pp. 38-85.
- Guha, Ramachandra. (2007). *India after Gandhi: The History of the World's Largest Democracy.* Delhi: Macmillan, pp. xi-126
- Austin, Granville. (1966). *The Indian Constitution: Cornerstone of a Nation.* New Delhi: Oxford University Press, pp. 1-144.
- Hasan, Mushirul. (2012). "India's Partition: Unresolved Issues." in K. N. Panikkar, (Ed.). *Perspectives of Modern Indian History.* Mumbai: Popular Prakashan, pp. 313-339.
- Dube, Ishita Banerjee. (2015). *A History of Modern India.* Delhi: Cambridge University Press, pp. 436-465.

SUGGESTED READINGS:

Bahl, Vinay. (1988). "Attitudes of the Indian National Congress towards the working class struggle in India." in K. Kumar, (Ed.). *Congress and Classes: Nationalism, Workers, and Peasants.* New Delhi: Manohar, pp.1-33.
- Bandyopadhyay, Sekhar. (Ed.). (2009). *National Movement in India: A Reader.* New Delhi: Oxford University Press.

- Bhargava, Rajeev. (Ed.). (2009). *Politics and Ethics of the Indian Constitution.* New Delhi: OUP.
- Brown, Judith. (1972). *Gandhi's Rise to Power,* Cambridge: Cambridge University Press.
- Chandra, Bipan. (1996). *Nationalism and Colonialism in Modern India,* Delhi: Orient Longman.
- Chandra, Bipan. (1966, Reprint 2004). *The Rise and Growth of Economic Nationalism in India.* New Delhi: Anamika Publishers.
- Desai, A.R. (1981). *Social Background of Indian Nationalism.* Delhi: Popular Prakashan.
- Gopinath, Ravindran. (2012). "The British Imperium and the Agrarian Economy", in K. N. Panikkar, (Ed.). *Perspectives of Modern Indian History,* Mumbai: Popular Prakashan, pp. 62-90.
- Habib, Irfan. (2013). *Indian Economy 1757-1857,* New Delhi: Tulika Books.
- Habib, Irfan. (2006). *Indian Economy 1858-1914,* New Delhi: Tulika Books.
- Hasan, Mushirul, (1993). *India's Partition: Process, Strategy and Mobilisation.* New Delhi: Oxford University Press.
- Kumar, K. (Ed.). (1998). *Congress and Classes: Nationalism, Workers and Peasants,* Delhi: Manohar.
- Metcalf, B. D. and T.R. Metcalf. (2002). *A Concise History of India,* Cambridge: University Press.
- Metcalf, Thomas. (2001). *Ideology of the Raj,* Delhi: Cambridge University Press.
- Omvedt, Gail. (1994). *Dalits and Democratic Revolution,* Delhi: Sage.
- Pandey, Gyanendra. (2001). *Remembering Partition,* Cambridge: Cambridge University Press.
- Pati, Biswamoy (Ed.). (2007). *The 1857 Rebellion,* Delhi: Oxford University Press.
- Roy, Tirthankar. (2000). *The Economic History of India 1857-1947,* New Delhi: Oxford University Press.
- Sarkar, Sumit and Tanika Sarkar (Eds.). (2014). *Caste in Modern India: A Reader, Vols. I & II,* Delhi: Permanent Black.
- Sarkar, Sumit. (2014). *Modern Times: India 1880s-1950s: Environment, Economy and Culture.* Ranikhet: Permanent Black.
- Sarkar, Sumit (1993). *Popular movements and Middleclass leadership in late colonial India.* Delhi: Aakar.
- Stein, Burton. (1998). *A History of India.* New Delhi: Oxford University Press, pp. 239-366.
- चन्द्र, बिपन. (2009). आधुनिकभारतकाइतिहास. Delhi: Oriental BlackSwan.

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. 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. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Colonialism, Land Revenue Settlement, deindustrialisation, Drain of wealth, commercialisation, nationalism, Gandhi, anti-colonial movement, caste question, Phule, Ambedkar, Partition, Constitution.

SEC III

History and Archaeology

Course Objectives

This course is about acquainting students with some basic concepts and methods of archaeological research such as excavation, survey, analysis of artefacts and various dating methods. This course will also make them aware of the contributions of key archaeologists and institutions in the evolution of archaeology as a discipline in India. Students will learn an integrative approach to the theoretical perspectives and praxis of archaeology in this paper. The main pedagogical tools for achieving these objectives would be case studies and project work in the context of the Indian subcontinent.

Learning Outcomes:
Upon successful completion of course students will have knowledge and skills to:
- Describe various stages of development of archaeology as a discipline.
- Discuss the methods of excavations.
- Explain various dating methods employed by the archaeologists.
- Identify and contextualize the past objects found during explorations and excavations of sites.
- Interpret aspects of past societies.
- Analyse the role of institutions and individuals in the development of Indian archaeology.
- Undertake projects related to the search of places related to the epics, Sangama texts and the Buddhist tradition.

Course Content:

Unit 1: Defining Archaeology: Aims and methods; Understanding its origins and Development; Variety of archaeological evidence; Survey and excavation of sites and features; Stratigraphy.
Unit 2: Origin and development of archaeology in India; Role of archaeologists and institutions.
Unit 3: Exploring human experience through archaeology in India: Environment, Technology and Subsistence patterns; Society, Trade and Art.
Unit 4: Problems of Correlating Textual Materials and Archaeological Evidence: the epics, Sangama texts and the Buddhist tradition.
Unit 5: Visit to a museum, an archaeological site, report preparation and presentations are part of this course.

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

अध्यक्ष / Head
इतिहास विभाग
Department of History
दिल्ली विश्वविद्यालय
University of Delhi
दिल्ली–110007 / Delhi-110007

Unit 1: This unit defines archaeology, its aims and methods. Unit also traces its origins in India. Student will be taught variety of archaeological evidence and Stratigraphy. **(Teaching Time: 4 Weeks Approx.)**

- Bahn, Paul.(1996). *Archaeology: A Very Short Introduction*. Oxford: Oxford University Press.
- Renfrew, Colin and Paul Bahn. (2016). *Archaeology- Theories, Methods, and Practice*. London: Thames & Hudson.
- Wheeler, Sir Mortimer. (1954). *Archaeology from the Earth*. London: Oxford University Press.
- ओझा, रामप्रकाश (1978). पुरातत्वविज्ञान. लखनऊः प्रकाशनकेंद्र.
- पाण्डेय, जयनारायण. (2015). पुरातत्वविमर्श. इलाहाबादः प्राच्यविद्यासंसथान.
- ह्वीलर, सरमोटीमर. (1954). पृथ्वीसेपुरातत्व. पटनाः बिहारहिंदीग्रन्थअकादमी.

Unit II: This unit deals with the origin and development of archaeology in India. It also examines the role of archaeologists and institutions in India. **(Teaching Time: 4 Weeks Approx.)**

- Chakrabarti, Dilip K. (2003). *Archaeology in the Third World: A History of Indian Archaeology Since 1947*. Delhi: D. K. Printworld Ltd.
- Lahiri, Nayanjot. (2012). *Marshalling the Past: Ancient India and its Modern Histories*. Delhi: Permanent Black (Chs.10-12).
- Ray, H. P. (2007). *Colonial Archaeology in South Asia: The Legacy of Sir Mortimer Wheeler*. Delhi: OUP ("Introduction", Ch.2, and Ch.6).
- Singh, Upinder. (2005). *The Discovery of Ancient India: Early Archaeologists and the Beginnings of Archaeology*. Delhi: Permanent Black (Chs.1-2, Ch.4, Chs.9-10).

Unit III: This unit teaches students how to explore human experience through archaeology in India. It also teaches role of environment, technology in understanding the subsistence patterns and art through archaeological investigation. **(Teaching Time: 4 Weeks Approx.)**

- Allchin, Bridget and Raymond Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. Delhi: Viking (Relevant matters can be found in all chapters).
- Chakrabarti, D. K. (1999). *India: An archaeological History, Palaeolithic beginnings to Early Historic Foundations*. Delhi: OUP (Relevant matters can be found in all chapters).
- Renfrew, Colin, and Paul Bahn. (2016). *Archaeology- Theories, Methods, and Practice*. London: Thames & Hudson.

Unit IV: This unit examines the problems of correlating textual materials and archaeological Evidence with specific reference to the epics, Sangama texts and the Buddhist tradition. **(Teaching Time: 4 Weeks Approx.)**

81

- Champakalakshmi, R. (1975-76). "Archaeology and Tamil Literary Tradition." *Puratattva* vol. 8, pp. 110-112.
- Chattopadhyaya, B. D. (1975-76). "Indian Archaeology and the Epic Traditions." *Puratattva* vol. 8, pp. 67-72.
- Maloney, Clarence. (1975). "Archaeology in South India: Accomplishments and Prospects." in Burton Stein, (ed.). *Essays on South India*. Delhi: Munshiram Manoharlal, pp. 1-40.
- Singh, Upinder. (1996). "Sanchi: The History of the Patronage of an Ancient Buddhist Establishment." *Indian Economic and Social History Review* vol. 33 no.1, pp. 1-35.
- Thapar, Romila. (2010). "Puranic Lineages and Archaeological Cultures." *Ancient Indian Social History: Some Interpretations*. Second edition. Delhi: Orient BlackSwan, pp. 214-37.

Suggested Readings

- Archaeological survey of India Publications on Archaeological Sites.
- Chakrabarti, D. K. (2006). *The Oxford Companion to Archaeology: The Archaeological Foundations of Ancient India, Stone Age to AD 13th Century*. Delhi: Oxford University Press.
- Deo, Sushma G. (2000-2002). "Computer Applications in Archaeology at the Deccan College." *Bulletin of the Deccan College Research Institute* vol. 60/61, pp. 137-42.
- Guha, Sudeshna. (2015). *Artefacts of History: Archaeology, Historiography and Indian Pasts*. Delhi: Sage India.
- Hall, Martin and Stephen W. Silliman (Eds.). (2006). *Historical Archaeology*. Malden: Blackwell Publishing.
- Ray, H. P. and Carla M. Sinopoli (Eds.). (2005). *Archaeology as History in Early South Asia*. Delhi: Aryan Books International.
- एल्टिंग, ऍम., ऍफ़. फोल्सम. (2008). पुरातत्वविज्ञानकीकहानी.दिल्ली: भारतज्ञानविज्ञानसमिति.
- **Websites:**
  https://www.harappa.com/
  https://www.sahapedia.org/

Teaching Learning Process:

Lecture and discussion method, problem- solving method, question - answer method, group discussion method and discussion following student presentations in class and/or in tutorial classes will form the basis of teaching learning process. Presentations shall focus either on important themes covered in the class lectures, around an archaeological site, an institution or an eminent archaeologist. Supporting audio-visual aids like documentaries and power point presentations will be used wherever necessary in order to augment the effectiveness of the

methods used in classrooms. Overall, the Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view of the discipline.

Assessment Methods:

Students will be regularly assessed for their grasp on themes through debates and discussions covered in class. One written assignment and one presentation of the report prepared by students individually or in a moderate sized group will be used for final grading of the students.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Archaeological evidence, Antiquarianism, Artefact, Ecofact, Survey, Excavation, Stratigraphy, Tool-technology, Alexander Cunningham, Prehistoric art, John Marshall, Mortimer Wheeler, Archaeological Survey of India.

Archives and Museum

Course Objective:

The aim of this course is to make the students familiar with the structure and functioning of both, archives and museums in India. This subject will also be taught with a view to give an insight into the aspects of employability in these institutions.

Learning Outcomes:

Upon successful completion of course students will be able to:
- Examine these two repositories of history from close quarters.
- Contextualise how the heritage is preserved and kept alive here and the difficulties faced in the process.
- Demonstrate the way in which museums are organised and managed.
- Examine the considerations which govern the way exhibitions in museums are managed.
- Assessment will be based on assignments and projects involving visits to the archives and museum, which is an essential component of this course.

Course Content:

Unit I: **Definition of Archives and Museum:** types - digital, virtual, crafts, media; difference between archives, museum and library

Unit II: **History of development of archives and museums in India with one case study each**

Unit III: **Collection, documentation, preservation**

Unit IV: **Museum presentation and exhibition**

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit-I: This unit defines Archives and Museum. It also elaborates on the types of archives and museums which includes; digital, virtual, crafts, media. It also tells the difference between archives, museum and library. **(Teaching Time: 4 Weeks Approx.)**

- Singh, Kavita. (2003). "Museum is National: The Nation as Narrated by the National Museum New Delhi". in Geeti Sen (Ed.). *India: A National Culture.* New Delhi:Sage.

Unit-II: This unit examines the history of development of archives and museums in India with one case study each. **(Teaching Time: 4 Weeks Approx.)**

- Bhattacharya, Sabyasachi. (2018). *Archiving the Raj: History of Archival Policy of the Govt. of India with Selected Documents 1858- 1947*. Delhi: Oxford University Press.
- Singh, Kavita. (2003). "Museum is National: The Nation as Narrated by the National Museum New Delhi". in Geeti Sen, (ed.). *India: A National Culture*. New Delhi:Sage.

Unit-III: This unit elaborates upon distinct characteristics of collection. It also examines the concerns which govern its documentation and preservation. **(Teaching Time: 4 Weeks Approx.)**

- Agrawal, O. P. (2007). *Essentials of Conservation and Museology*. Delhi: Sundeep.
- Kathpalia, Y. P. (1973). *Conservation and Restoration of Archive Material*. Paris: UNESCO.

Unit- IV: This unit familiarizes students with the way in which museums are organised and managed. It also examines the considerations which govern the way exhibitions in museums are managed. **(Teaching Time: 4 Weeks Approx.)**

- Mathur, Saloni. (2000). "Living Ethnological Exhibits: The Case of 1886". *Cultural Anthropology* vol. 15 no.4, pp. 492-524.
- Breckenridge, Carol. (1989). "Aesthetics and Politics of Colonial Collecting: India at World Fairs." *Comparative Studies in Society and History* vol. 31 no.2, pp. 195-216
- जैन, संजय. (2009). म्यूजियमएवंम्युज़िओलोजी: एकपरिचय. बड़ौदा: कनिकाप्रकाशन.

Suggested Readings:

- Ambrose, Timothy & Crispin Paine. (1993). *Museum Basics*. London: Routledge.
- Choudhary, R. D. (1988). *Museums of India and their Maladies*. Calcutta: Agam Prakashan.
- Mathur, Saloni. *India by Design: Colonial History and Cultural Display*. Berkeley: University of California.
- Nair, S. N. (2011). *Bio-Deterioration of Museum Materials*. Calcutta: Agam Prakashan.
- Sengupta, S. (2004). *Experiencing History through Archives*. Delhi: Munshiram Manoharlal.

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 providing basic exposure to related fields of studies connected to the discipline history and to avenues of interdisciplinary postgraduate studies.

Assessment methods:

Students will be assessed on the basis of regular group presentations and a detailed (individual) project submission-cum-presentation. The project has to be based on a field visit/field work.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Digital, Archives, Library, Museums, Collections, Preservation, Exhibition