

## **TEACHING PLAN for Academic Year 2021-22**

**PAPER GE VI**

**Delhi through the Ages**

**SEMESTER: 6TH BA PROG. 3RD YR.**

**SESSION: 2021 JAN-2022 TO JULY2022**

**TEACHER NAME: Mr. Ravi kumar Meena**

### **GE VI**

#### **Delhi through the Ages**

The aim of this paper is to acquaint the students with the historical evolution of Delhi. Students are introduced to significant archaeological sites and cities of Delhi from the prehistoric to the contemporary period. The paper focuses on how ecological and historical aspects of Delhi contributed to the gradual growth of the city's hybrid cultural milieu.

#### **Learning Outcomes:**

After the completion of this Course, the students will be able to:

Analyze the historical contexts of tangible and intangible heritage of Delhi.

Discuss the Ecology of Delhi and outline changes in it through the ages.

Describe the archaeological cultures that flourished in and around Delhi.

Analyze the processes leading to the establishment of urban settlements of Delhi

Outline the importance of Shahjahanabad and its importance in the development of the great imperial city of Delhi.

Trace the role of Delhi College in the political and literary culture of Delhi.

Discuss various aspects of the Revolt of 1857 and its consequences for the future development of Delhi.

Delineate the processes leading to the making of the New Imperial Capital under the British.

Analyze the impact of Partition on the structure and settlement pattern of Delhi.

Describe Delhi's importance as economic and cultural centre.

#### **Course Content:**

**Unit I.Many pasts of Delhi:** Ecology, Archaeology and History

**Unit II.Cities of Delhi:** Urban Settlements from the 13th and 14th centuries – Focus on any two Mehrauli, Siri, Tughluqabad, Firuzabad

**Unit III. 18th and early 19th Century Shahjahanabad:** Politics, Literary Culture and Delhi College

**Unit IV. Delhi in 1857:** Revolt and Re-conquest

**Unit V.Making of the New Imperial Capital:** Delhi 1911-1930

**Unit VI.Delhi in 1947:** Partition and After

## **Unit VII. Delhi as economic and cultural centre: Case study (Any Two)**

a. Crafts and artisans

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b. Music

c. *Hazrat-i Dehli*

- Tombs of Delhi

- Coronation park

### **TEACHING TIME (No. Of Weeks)**

**12 Weeks approximately (60 lectures +36 tutorials)**

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

**Unit-1.** This section should apprise students about the early pasts of Delhi by focussing on its

ecology, archaeology and historical Methodology. **(Teaching Time: 1 weeks approx.)**

Singh, Upinder. (Ed.). (2006). *Delhi: Ancient History*. New Delhi, Social Science Press. (see the articles by Grover and Bakliwal; Dilip K. Chakrabarti and Nayanjot Lahiri; A.K. Sharma; B. R. Mani; and B. D. Chattopadhyaya; pp. 3-25, 36-40, 68-76).

Singh, Upinder. (Ed.). (2010). *Dilli: Prachin Itihas*. New Delhi: Orient Blackswan (above text published in Hindi, refer to same articles).

Singh, Upinder. (1999). *Ancient Delhi*. Delhi: Oxford University Press, pp. 46-62, 75-87

**Unit-2.** In this section the learning outcomes would focus on the readings and field trips that students would plan pertaining to 13-14th century settlements in Delhi with specific focus on any two: Mehrauli, Siri, Tughluqabad, Firuzabad.

**(Teaching Time: 2 weeks approx.)**

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**Unit-3.** This segment should apprise students about the politics, literary culture and the role of Delhi College in 18th and early 19th Century Shahjahanabad. **(Teaching Time: 2 weeks approx.)**

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Singh, Upinder. (Ed.). (2006). *Delhi: Ancient History*. New Delhi: Social Science Press (articles by B. R. Mani and I. D. Dwivedi; pp. 185-211).

Kumar, Sunil. (2011). "Courts, Capitals and Kingship: Delhi and its Sultans in the Thirteenth and Fourteenth Centuries CE." in Albrecht Fuess and Jan Peter Hartung, (eds.). *Court Cultures in the Muslim World: Seventh to Nineteenth Centuries*. London: Routledge, pp. 123-48.

Farooqui, Amar. (2013). *Zafar and the Raj: Anglo-Mughal Delhi, 1800-1850*. Delhi: Primus Books. (Ch.6, "The Palace and the City", pp. 106-133).

Naim, C. M. (2004). "Ghalib's Delhi: A Shamelessly Revisionist Look at Two Popular Metaphors." in *Urdu Texts and Contexts: The Selected Essays of C. M. Naim*. Delhi: Permanent Black, pp. 250-79.

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Ataullah. (2006-2007). "Mapping 18th Century Delhi: The Cityscape of a Pre-Modern Sovereign City." *Proceedings of the Indian History Congress*. Session 67, pp. 1042-1057.

**Unit-4.** The unit should familiarise students about the revolt and the process of British reconquest of Delhi in 1857. It would examine political developments and their legacy during 1857 and how the rebellion in Delhi influenced the city. **(Teaching Time: 3 weeks approx.)**

Gupta, Narayani. (1999). *Delhi between the Empires: 1803-1931*. Delhi: Oxford University Press, pp. 20-31, 50-66.

Lahiri, Nayanjot. (2003). "Commemorating and Remembering 1857: The Revolt in Delhi and its Afterlife". *World Archaeology* vol. 35 no.1, pp. 35-60.

**Unit-5.** This section examines the motivation, planning and the ideological impact that the British wanted to make through the making of the new Imperial Capital in Delhi. **(Teaching Time: 2 weeks approx.)**

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**Unit-6.** This section explores and reflects Delhi during and post-Partition. It examines physical and social transformation of Delhi from the colonial to the contemporary times. **(Teaching Time: 2 weeks approx.)**

Pandey, Gyanendra. (2001). *Remembering Partition*. Cambridge: Cambridge University Press, pp. 121-51

Kidwai, Begum Anis. (2011). *In Freedom's Shade*. (Trans. by Ayesha Kidwai.) New Delhi: Penguin. (Chapters 3 and 4.)

Tan, Tai Yong and Gyanesh Kudaisya. *The Aftermath of Partition in South Asia*. New York: Routledge (Ch.7, "Capitol Landscapes", pp. 193-200).

**Unit-7.** The segment would help students focus on intensive understanding of the city through the essential and suggested readings and fieldwork on any of the two mentioned subjects/sites. **(Teaching Time: 2 weeks approx.)**

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Gupta, Narayani. (1999). *Delhi between the Empires: 1803-1931*. Delhi: Oxford University Press, pp 160-182.

Metcalf, Thomas R. (1986). "Architecture and Empire: Sir Herbert Baker and the Building of New Delhi." in R. E. Frykenberg, (ed.). *Delhi through the Ages*. Delhi: Oxford University Press. pp. 391-400.

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### **Suggested Readings:**

Dalrymple, William. (2004). *City of Djinn: A Year in Delhi*. New Delhi: Penguin, pp. 27-37.

- Koch, Ebba. (2001). "The Mughal Waterfront Garden." *Mughal Art and Imperial Ideology*. New Delhi: Oxford University Press, pp. 183-202.
- Lowry, Glenn D. (1987). "Humayun's Tomb: Form, Function, and Meaning in Early Mughal Architecture." *Muqarnas* vol. 4, pp. 133-148
- Metcalf, Thomas. (1989). *Imperial Visions*. New Delhi: Oxford University Press, pp. 211-39.
- Pernau, Margrit (Ed.). (2006). *The Delhi College*. New Delhi: Oxford University Press, pp. 1-32.
- Pinto, Desiderio S.J. (2004). "The Mystery of the Nizamuddin Dargah: the Account of Pilgrims." in Christian W. Troll, (ed.). *Muslim Shrines in India*. New Delhi: Oxford University Press, pp. 112-124.
- Spear, Percival. (2002). *Twilight of the Mughals* (sic). In *The Delhi Omnibus*. Delhi: Oxford University Press. (Chapter IV).
- Tarlo, Emma. (2000). "Welcome to History: A Resettlement Colony in the Making." in Veronique Dupont et al, (ed.). *Delhi: Urban Spaces and Human Destinies*. Delhi: Manohar, pp. 75-94.

### **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:**

#### **ASSESSMENT**

#### **Internal Assessment: 25 Marks**

Internal Assessment of 25 marks will be conducted as per university guidelines.

The Students will be assessed based on three modes 1) Written assignment

2) Class Test

3) Class attendance

1) Two assignments of 5 marks each will be conducted.

2) There will be a Class Test of 10 marks. It will take place tentatively in the month of March

Quizzes on specific topics will be organized after discussion with students.

3) There will be 5 marks for the attendance

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:**

Settlements, Sultanate Delhi, Mughal Delhi, Delhi College, 1857, New Delhi, Partition