

## **TEACHING PLAN OF B.A. (PROG.)**

V.A.C: VALUE ADDED COURSE

PAPER NAME: ETHICS AND VALUES IN ANCIENT INDIAN TRADITION

TEACHER: Ms. SWATI RATHI

### **Course Objective**

The Course Objectives of this course are as follows:

- To understand the rich cultural traditions relating to discourses on life and its purpose, instilling of values relating to ethical and moral propriety.
- To make students more engaged with the past traditions of the country.
- To introduce students to early epics: *Puranic*, Buddhist and other traditions.

### **Learning Outcomes**

The Learning Outcomes of this course are as follows:

- Students will develop an overview of indigenous philosophies.
- Understanding the richness of Indian heritage leading to greater sensitivity.
- Inspiration from history to deal with contemporary issues.
- Appreciate the traditions of diversity, discussions, debates and knowledge transmission.

UNIT	DURATION	LECTURE TOPIC
I	05-02-2024 TO 02-03-2024	<p>The idea of India and Bharat</p> <ul style="list-style-type: none"> <li>• <i>'Jambudvipa'</i>;</li> <li><i>'Aryavrata'</i>; <i>'Bharat'</i>;</li> <li>India</li> <li>• Early discourse on moral order <i>Rta</i> in Vedic traditions</li> <li>• Debates in the Upanishads and the <i>Shramanic</i> traditions</li> </ul>
II	<p>03-03-2024 TO 23-03-2024,</p> <p>MID SEMESTER BREAK (24-03-2024 TO 31-03-2024)</p> <p>01-04-2024 TO 12-04-2024</p>	<p>State, Society and Dharma</p> <ul style="list-style-type: none"> <li>• Kingship and Society: <i>Dharma</i>, <i>Neeti</i> and <i>Danda</i></li> <li>• <i>Rashtra</i>, <i>Sanskar</i> and making of socio-cultural milieu</li> </ul>
III	13-04-2024 TO 12-05-2024	<p>The 'Purpose of Life' in Texts</p> <ul style="list-style-type: none"> <li>• Right Conduct: Buddhist, Jaina and Shramanic Traditions</li> <li>• <i>Purusārtha Chatushtaya: Dharma, Artha, Kāma</i> and <i>Moksa</i></li> <li>• Assimilation and Assertion: Ethical issues in Epics and <i>Puranic</i> traditions</li> </ul>



## **TEACHING PLAN OF B.A. (PROG.)**

SEMESTER: IV DSE: DISCIPLINE SPECIFIC ELECTIVE COURSE

PAPER NAME: POPULAR CULTURE

TEACHER: Ms. SWATI RATHI

### **Course Objective**

One of the purposes of learning History is to evolve a critical lens with which one can make sense of one's immediate and lived experience. Popular culture happens to be a significant component of that experience surrounding us, particularly since it is easy to access. This course aims to provide students with a critical understanding of popular culture. One of the course objectives is to help the student attempt to define popular culture through a study of the complex theoretical discussion on the subject. This theoretical engagement is expected to enable learners to comprehend various aspects of popular culture both in non-Indian and Indian contexts focusing particularly on themes about religion, performative traditions, food cultures as well as the constitution of a 'new public' concerning its patterns of consumption of culture, in contemporary times.

### **Learning Outcomes**

Upon successful completion of the course, students will be able to:

- Engage with a range of theoretical perspectives in an attempt to define popular culture.
- Describe the methodological issues involved in a historical study of popular culture.
- Identify the relevant archives necessary for undertaking a study of popular culture while pointing out the problems with conventional archives and the need to move beyond them.
- Interpret the above theoretical concerns to actual historical studies through a case study.
- Estimate the popular aspects of the everyday experience of religion and religiosity through a wide range of case studies relating to festivals and rituals, healing practices as well as pilgrimage and pilgrim practices. Examine the role of orality and memory in popular literary traditions. Demonstrate the evolution of theatre and dance within the popular performative traditions.
- Analyse the role of technology in the transformation of music from elite to popular forms.
- Examine the relationship between recipes/recipe books and the construction of national/regional identities.
- Identify the history of the cultures of food consumption and its relationship with the constitution of a modern bourgeoisie.

<b>UNIT</b>	<b>DURATION</b>	<b>LECTURE TOPIC</b>
I	05-02-2024 TO 29-02-2024	Defining Popular Culture: Popular Culture as Folk Culture, Mass Culture-High Culture, People's culture
II	01-03-2024 TO 23-03-2024	Popular Culture and Visual Expressions:

		Folk art, calendar art, photography, advertisements. Cinema (themes and trends like freedom struggle and nation-building), television (Case study of televised serials, Ramayana and Chanakya), Internet: Digital age and popular culture
BREAK	MID SEMESTER	24-03-2024 TO 31-03-2024
III	01-04-2024 TO 20-04-2024	Performative traditions, fairs, festivals and pilgrimage: Folktales & folk theatre: swang and nautanki; Music-folksongs and folk dances, Festivals and Rituals: Case studies of Navaratri in Madras / Urs in Ajmer /Kumbh Mela
IV	21-04-2024 TO 12-04-2024	Cuisine as an expression of culture: Food and Public Cultures of Eating, Regional cuisines, Cultures of consumption.

## **TEACHING PLAN OF B.A. (PROG.)**

SEMESTER IV DSC 2: DISCIPLINE SPECIFIC COURSE-2

PAPER NAME: CULTURAL TRANSFORMATIONS IN EARLY MODERN EUROPE-II

TEACHER: Ms. SWATI RATHI

### **Course Objective**

The objective of the course is designed to make the students familiar with the essential transitions and transformations in early modern European socio-cultural life, economy and polity. The first unit aims to critically examine the dynamics of Scientific Revolution and the Enlightenment in Europe that emerged from the MiddleAge. The second unit deals with the Literary and artistic developments which focuses on the developments in art, literature, science and philosophy and al-so deals with women and the new Public Sphere. The content in the third unit will enable them to understand the spread of popular culture and the mentalities of the Europeans and its cultural impact. The idea is to give them European perspective of cultural transformations in early modern Europe.

### **Learning Objectives**

- Understand the different perspectives of Cultural and Scientific developments in Europe.
- Explain the impact of Renaissance in the realm of art, literature, science and philosophy and the processes by which major transformation unfolded inEuropean society and culture.
- Trace the developments in Literacy and artistic field.
- Identify the social and cultural aspects after the transitions in popular culture and mentalities.

<b>UNIT</b>	<b>DURATION</b>	<b>LECTURE TOPIC</b>
<b>I. The Scientific Revolution and the Enlightenment</b>	05-02-2024 TO 29-02-2024	Meaning and significance of Scientific Revolution and Enlightenment. A new view of the universe and matter in Scientific Revolution, Reflections on Scientific method, Hobbes, Locke and the Philosophers and Ideas of Enlightenment.
<b>II. Literary and artistic Developments</b>	01-03-2024 TO 23-03-2024	Literary trends from Dante to Shakespeare, Art from Baroque to Rococo and Neoclassicism, Novels as an art form, Women and the new Public Sphere.
<b>BREAK</b>	<b>MID SEMESTER</b>	<b>24-04-2024 TO 31-03-2024</b>
<b>III. Transitions in popular culture and mentalities.</b>	01-04-2024 TO 12-05-2024	Transitions in popular culture and mentalities, meaning and importance of popular culture, Family and marriage patterns. The decline of magic, the rise of witch trials. Changing mentalities, Popular protests: Jacqueries, food riots and the crowd.





## **TEACHING PLAN OF B.A. (PROG.)**

SEMESTER IV DSC 2: DISCIPLINE SPECIFIC COURSE-2

PAPER NAME: MEDIEVAL SOCIETIES: GLOBAL PERSPECTIVES

TEACHER: Ms. SWATI RATHI

### **Course Objective**

The objective of the course is to enable the students to have a comprehensive understanding of evolution and establishment of medieval civilisation with special focus on polity, society, economy, religion and culture during medieval times. The attempt would be to study feudalism in medieval European context. The endeavour would be to trace the trajectory of origin, development and crisis of feudalism. Alongside, the course intends to acquaint the learners about the rise and spread of Islam during medieval era along with the forms of cultural pattern that shaped the popular Islamic practices like “*Tassawuf*”. In addition to that, students would also be exposed to medieval China particularly with Sung, Mongols and Ming dynasties. The focus is just not on dynastic changes but also the dynamism in administrative machinery, political ideology, economy, culture and China's external relations in the period under survey. The technology of China gave way to spectacular growth in wealth, commerce, agricultural surplus, trade and monetisation which finally led to cultural efflorescence.

### **Learning Outcomes**

- Identify the medieval societies in global context especially focussing on Europe, Central Asia, India and China with clarity in.
- Analyse the rise of Islam and move towards state formation in west Asia.

- Understand the role of religion and other cultural practices in community organisation.
- What was medieval China and the science and civilisation there.
- Finally, the technological growth that led to cultural efflorescence during the later period. (Ming period)

<b>UNIT</b>	<b>DURATION</b>	<b>LECTURE TOPIC</b>
<b>I. MEDIEVAL WORLD</b>	05-02-2024 TO 29-02-2024	Understanding Feudalism: European and Indian. Church and Nobility; Peasants and State. Feudal relationships and socio-economic changes: growth of trade and emergence of urban centres. Feudal crisis. Cultural Patterns: Crystallisation of hierarchies; medieval life and thought.
<b>II. GENESIS OF A NEW SOCIAL ORDER AND ISLAMIC CULTURE.</b>	01-03-2024 TO 23-03-2024	Pre-Islamic tribal society in Arabia; formation of <i>Ummah</i> . The caliphates- <i>Rashidun</i> , <i>Ummatads</i> and early <i>Abbasids</i> . Cultural Patterns: <i>Adab</i> , <i>Akhlaq</i> , <i>Sufism</i>
<b>BREAK</b>	<b>MID SEMESTER</b>	<b>24-04-2024 TO 31-03-2024</b>

<b>III. MEDIEVAL CHINA</b>	01-04-2024 TO 12-05-2024	Dynastic change (Tang, Song, Mongols and Ming Period), Confucianism, and Changing State Ideology, Administrative Machinery. Agricultural and Trade, Technological Growth, Cultural efflorescence (Ming period).
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# **TEACHING PLAN OF B.A.(H) HISTORY**

SEMESTER II SEC- SKILL ENHANCEMENT COURSE

PAPER NAME: MUSEUM AND MUSEOLOGY

TEACHERS NAME: Ms. SWATI RATHI

## **Course Objective**

The objective of this paper is to introduce and provide basic understanding about Museum and Museology as a discipline. Through this paper the students will be exposed to various aspects of museum history- (museum movement in India, particularly), its functioning, types and purpose. It will highlight the role of the museum as an important centre for preservation and dissemination of knowledge. This paper is of particular value to those who are seeking careers as curators, art collectors, researchers and conservators.

## **Learning Outcomes**

- Understand museum as a resource centre.
- Understand the historical process of institutionalisation of archaeology and culture through museums.
- Develop an insight into the various roles of museum as an organiser, preserver and manager of artefacts.
- And how museum is an effective centre for dissemination of knowledge and information, and space for dialogue and interaction.
- Also develop some understanding about new museums.

- A student having studied this course will be skilled in culture and tourism-based industries: possible employment includes tour guides, archaeology assistants, archivist, jobs in art galleries, museums, auction houses, researchers in NGOs and other institutions, culture and art-based writing and journalism and on social media.

<b>UNIT</b>	<b>DURATION</b>	<b>LECTURE TOPIC</b>
<b>I</b>	05-02-2024 TO 23-03-2024	Definition and meaning of Museum and Museology, History of museums in India-colonial to post independence. A brief introduction to new Museology.
<b>BREAK</b>	<b>MID SEMESTER</b>	<b>24-03-2024 TO 31-03-2024</b>
<b>II</b>	01-04-2024 TO 12-05-2024	Various functions of museum- Collection, documentation (manual, digital and photographic), preventive conservation and exhibition. Types of museums.