

## GENERIC ELECTIVES (GE-4): Understanding Indian Heritage

### Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code<br>GE-4   | Credits | Credit distribution of the course |          |                     | Eligibility criteria  | Pre-requisite of the course |
|-------------------------------|---------|-----------------------------------|----------|---------------------|-----------------------|-----------------------------|
|                               |         | Lecture                           | Tutorial | Practical/ Practice |                       |                             |
| Understanding Indian Heritage | 4       | 3                                 | 1        | 0                   | 12 <sup>th</sup> Pass | NIL                         |

### Learning 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 it needs to be conserved. More importantly the paper highlights how both tangible and intangible heritage needs to be accessed. Issues of loot and repatriation and heritage preservation and conservation in turn point out how heritage and culture often becomes tropes to status claims of a country, a nation, a society and a region in front of the international world community. Matters of selective preservation and conservation can be addressed. It seeks to familiarize students with the evolution of heritage legislation and how ‘measures from above are not always arbitrary. In some cases they have been a reaction to demands from below. The paper hence would be of particular value to students who are interested in heritage by also highlighting the national significance (international and domestic) raising public consciousness and sensitivity to heritage preservation.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Explain the complex character of heritage.
- Analyse the historical processes which result in the making of heritage.
- Describe the significance of cultural diversity in the creation of heritage.
- Discuss the issues of ownership and legislation to prevent ‘loss’ of heritage.
- Assess initiative of government bodies and NGO’s to conserve and preserve heritage given the prioritization of development as well as in ‘conflict’ ridden zones/spaces.
- Discuss the importance of heritage for the country, the communities, region and society at large.

## SYLLABUS OF GE-3

### Unit I: Defining Heritage: (12 Hours)

MEANING of antiquity; ‘archaeological site’; ‘tangible and intangible heritage’; ‘art treasure’. Regional case studies of intangible heritage—dances, music, dance drama, oral stories, theatre, folk performances etc—can be given to make the concept more clear.

### Unit II: Issues of Loot and Repatriation: Heritage, Ownership and Legislation: (16 Hours)

1. Conventions and Acts—International and National.
2. Antiquity smuggling and repatriation.

### Unit III: Heritage Preservation and Conservation: (16 Hours)

1. Development, conflict (specific case study of UNESCO site Nizamuddin Basti or any such space where both tangible and intangible heritage merge; Muziris heritage project etc).
2. Heritage related Government departments, museums and regulatory bodies.
3. Conservation initiatives.

#### **Unit IV: Heritage Interpretation: (16 Hours)**

1. Heritage, Modernity and memory.
2. Participatory Heritage, Exhibitions, Heritage walks etc.
3. Digitizing Heritage
4. Management tools for interpretive projects

#### **Practical component (if any) - NIL**

#### **Essential/recommended readings**

**Unit I:** The unit will introduce the meanings of heritage 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. The challenges posed in conservation of intangible heritage: case studies of food culture (Old Delhi, Lucknow, Hyderabad, Calicut, Calcutta or any UNESCO heritage site in India) or folk theatre or art (madhubani, Gond etc) can be taken up.

- Charters and Conventions available on UNESCO and ASI websites. ([www.unesco.org](http://www.unesco.org) ; [www.asi.nic.in](http://www.asi.nic.in) )
- Keynote address by Bouchenaki, Mounir . ‘The Interdependency of the Tangible and Intangible Cultural Heritage.’ ICOMOS 14th General Assembly and Scientific Symposium
- Lahiri, N. (2012), Marshalling the Past—Ancient Indian and its Modern Histories. Ranikhet: Permanent Black (Chapter 4 and 5
- Lowenthal, D. (2010). Possessed by the Past: the Heritage Crusade and the Spoils of History. Cambridge: Cambridge University Press.
- <https://www.lifestyleasia.com/ind/culture/events/durga-puja-unescos-intangible-cultural-heritage-list/>

**Unit II:** The unit will look into issues of loot, smuggling, illegal sale of artefacts. It also looks at repatriation of such artifacts for which many international and national laws are formulated and put into effect.

- Acts on Unesco website ( <https://legislative.gov.in/sites/default/files/A1972-52.pdf> ; [https://en.unesco.org/sites/default/files/inde\\_act52\\_1972\\_enorof.pdf](https://en.unesco.org/sites/default/files/inde_act52_1972_enorof.pdf) ;
- Mankodi, Kirit L. ‘The Case of the Contraband Cargo or, Atru’s Amorous Couple.’ in Temple Architecture and Imagery of South and Southeast Asia, Prasadaniidhi: Papers presented to Professor M A Dhaky, edited by Parul Pandya Dhar and Gerd JR Mevissen, Delhi: Aryan Books International, pp. 369-379.
- Richard Davis, “Indian Art Objects as Loot.” The Journal of Asian Studies, 23 March 2011
- Vijay Kumar, The Idol Thief. Juggernaut

**Unit III:** The unit will discuss the efforts at heritage preservation by various organizations both Govt funded organizations and NGO’s.

- 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 Property. London: Routledge.

**Unit IV:** The unit will highlight the use of new techniques and technology in making heritage a 'lived' experience for a wider audience. It hence explores heritage interpretation, management and how people become participants in giving new meanings to both tangible and intangible heritage.

- Anupama Malik, Santanu Chaudhury, Vijay Chandru, Sharda Srinivasan (eds.), Digital Hampi: Preserving Indian Cultural Heritage.
- Howard, Peter (2003). Heritage: Management, Interpretation, Identity. Bloomsbury Publications, United Kingdom.
- Patrick Daly and Tim Winter (ed.), Routledge Handbook of Heritage in Asia. Chapters 1 and 18 (pp 1-36, 283-294).

#### **Suggestive readings**

- Himanshu Prabha Ray and Manoj Kumar (eds.) 2014. Indian World Heritage Sites in Con-text. Aryan Books, New Delhi.
- King, Victor T. (ed.) ,2015. UNESCO in Southeast Asia: World Heritage Sites in Comparative Perspective. NIAS Press, Copenhagen.
- Kulkarni, Subhash. 2016. Heritage of India, MRM Publication.
- Shikha Jain, Vinay Sheel Oberoi, 2021. Incredible Treasurers: UNESCO World Heritage sites of India, Mapin Publishing, Ahmedabad
- Singh, Upinder, 2021. Idea of Ancient India: Essays on Religion, Politics and Archaeology. Sage Publications, India.
- World Heritage Sites, 8th Edition by UNESCO

#### **Hindi Readings:**

- प्रतमलागुप्ता (2016).भारतके तवश्वप्रतसद्दधरोहरस्थल, प्रभातप्रकाशन, नईतिल्ली ।
- रे खाफोगट (2021).भारतके तवशिवास्मरक, पाठकपम्भब्लसरएं डतडस्टीब्युटसानईतिल्ली ।
- अमरतसंह (2012). भारतकीसांस्कृ ततकतवरासत, नेहापम्भब्लसरएं डतडस्टीब्युटसा, शाहिरा ।
- रमास्याल, तवश्वतवख्यातभारतीर्कलाऔरसांस्कृ ततऔरतवरासत । ग्लोबलतविनपम्भब्लससा, नईतिल्ली ।
- तपर्ांशीऔझा (2021). पर्ाटनऔरसांस्कृ ततकतवरासत, तहमांशुपम्भब्लके शन्स, िरर्ागंि ।
- मधुअग्रवालवसीपीअग्रवाल (2019)। सांस्कृ ततकपर्ाटनसेधरोहरकासंरक्षणएवंसंवधान, तहमांशुपम्भब्लके शन्स, िरर्ागंि ।

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.



**REGISTRAR**