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e-Newsletter  
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## Welcome Message



**Dr. Anjula Bansal**  
Officiating  
Principal

It gives me immense pleasure to be at the helm as a mentor with the first issue of the history e-newsletter being released.

The newsletter is academically vested in the department of History brought out by its academic society-Dharohar. The newsletter testifies to the vision, hard work, and commitment of our students. The society

organizes a series of events like seminars, webinars, debates, quiz programs, screening of movies, and many more. It encourages me to be a witness to the strides that the department has taken and I heartily wish them success in all their future endeavours. Such initiatives have always paid off well and allow the students to think differently and relate their discipline to a real-life scenario leading to their holistic development. The newsletter is a reflection of the student's efforts to commingle their potentials and talents. Contribution to the newsletter has not only been made by students, alumni, and faculty. It is a commendable venture and I hope to be a proud witness to more such issues.



**Dr. Santosh Kumar Rai**  
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## Dear Colleagues

This is a moment of immense pleasure that the history fraternity of Kalindi College is bringing out its newsletter. In the global age, we are living in, breaking through the walls of language, time and distance infinitely broaden our discipline; however, this sudden challenge of pandemics has now forced us into immobility – or at least limited mobility. For many of us, it might be the first time in our lives that we

experience a limitation on our freedom of movement.

Thus at such a historical moment of pandemics, this commitment to using knowledge of history and the skills to make the world a better, safer place is commendable. Such occasions bear testimony to the healthy growth of an institution and its stakeholders. In the current uncertain times as the department is committed to promoting and fostering equality and diversity, this newsletter remains a beacon of hope for scientific temperament and testament to the rich multicultural history.

As the sites of historical knowledge are too diverse and interdisciplinary, experimenting with multiple forms of pedagogy become pertinent, and unfolding such ideas of communication take us to the new heights of historical inquiry. I wish all the best to you.





**Dr. Rini Pundir**  
**e-Newsletter**  
**Editor**  
**Department of**  
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As the editor of the e-Newsletter, it is indeed a moment of immense joy and pride for me. A much-awaited dream - to witness the final print of the History Department newsletter, has finally come true! I embraced the Kalindi family in 2006 and since then we have collectively and relentlessly worked towards the betterment of the department. My colleagues and I have always strived to give the best to our students in terms of sharing- knowledge, upgrading the history section in the library by procuring latest resources for the students, and by establishing a strong bond between the faculty and the students as we continue to counsel our students both at the academic and personal level.

The newsletter has contributions from our students and alumni. I am grateful to our principal, Dr. Anjula Bansal and Dr. Santosh Kumar Rai, Associate Professor Department of History, University of Delhi for their kind and encouraging words. I would also like to thank Dr. Garima Prakash (T/IC Dept. of History) for her continuous support and suggestions; Dr. Ram Sarik Gupta who has worked persistently to give the e-Newsletter its final shape; Dr. Amrit Anurag who edited the papers contributed by the students.

The task of printing a Newsletter in today's time when the pandemic has created a havoc in our lives is truly challenging. Since getting a published print was not possible we decided to adopt the virtual mode. I present the very first edition of the newsletter from the History Department of Kalindi College.



**Dr. Garima Prakash**  
**Teacher-in-Charge**  
**Department of**  
**History**  
**Kalindi College**

It is a great pleasure to be a part of the first E-News Letter of the Department of History, Kalindi College.

The Academic Year 2020-21 marks my 14<sup>th</sup> year as a faculty in the Department of History, Kalindi College. I have seen the vast progress made in our department by the joint efforts of Dr. Rini Pundir and all the faculty members under the able guidance of our Principal, Dr. Anjula Bansal. It is both promising and motivating for all of us. I am grateful to be given an opportunity to work with the faculty members and my students to meet our academic plan and growth strategies.

These are unprecedented times due to Covid 19 and it is unfortunate that our generation has to witness this pandemic which took over the world by surprise. Though the sufferings are greater but we cannot deny that we have learnt a lot from it and embraced the positive changes. One of the important outcomes is the increased use of information technology

which helps us in both in teaching and learning from the safe environs of our homes.

Hence this year onwards all of us are going to experience education in an entirely different format, for example - Online Examinations 2019-20 & Online Admissions for year 2020-21 along with new innovations to impart knowledge through e-classes and to assess our students through e-assignments based on the syllabus and guidelines of University of Delhi.

I wish all the best to our students appearing for OBE 2019-20 and for their future once they step out in the real world.

We learn from History - to adapt, to be resilient and emerge victorious. Be Home, Practice Social Distancing & Be Safe.

It was indeed a great year for the Department. The year was very eventful for the Department for its academic activities and co-curricular excellence.

Enriched by a competent and committed faculty, the History Department engages students with discipline in diverse ways.

### **Orientation and Induction Programme**

The orientation program for the newly admitted undergraduate students of B.A. (Hons) History was organised on 20th July 2019. A welcome note was given by the Teacher-in-charge, Dr. Rini Pundir. Senior faculty member Dr. Garima Prakash was also present there. Students and their parents were formally welcomed and introduced to the culture of the College and University. The main point of enthusiasm for freshers was "Know Your Department". Dr. Pundir addressed the freshers about academic grooming by attending classes regularly. She briefed about attendance and its benefits in

internal assessment. Using PowerPoint presentation she let the students to get familiarized with the available facilities in the college and department. She encouraged freshers to take interest in 'Add on' courses. The idea behind such was to motivate the students and build zeal in fresh students. She requested parents to keep checking the college website. If need be, could meet the teachers. The students interacted and responded with the queries related to classes and courses. The orientation program concluded with best wishes to the students for the next 3 years.





### Lecture Organised by 'Dharohar' History Society

#### A Lecture on Jallianwala Bagh Massacre

The History Society of our Department 'Dharohar' organized a talk on 'Jallianwala Bagh Massacre' on 14<sup>th</sup> August 2019. Dr. Rajesh Kumar Director (Journal, Publication & Library) ICHR delivered a lecture on this topic. He discussed many sources about Jallianwala Bagh Massacre including, archival documents and government records. He stated that Jallianwala Bagh's incidents draw severe criticism worldwide against the British government and this incident fuelled up the unrest against them. He enlightened us about The Anarchical and Revolutionary Crimes Act of 1919, better known as the Rowlatt Act, came into force a month before the massacre in Jallianwala Bagh. It shocked most Indians who had expected to be rewarded, not punished, for willingly fighting alongside the

British in the First World War. The acts were met by widespread anger and discontent among Indians, notably in the Punjab region.

Dr. Kumar also discussed the arrest of Saifudeen Kitchlew and Satya Pal that sparked protests on April 10 in which soldiers fired upon civilians. General Dyer was given the task of restoring order. He explained that On April 13, 1919, on the auspicious day of Baishakhi a peaceful public meeting was held at Jallianwala Bagh. Although Congress has no idea about the meeting held at Jallianwala Bagh, General Dyer ordered a fire to be opened on the crowd. The firing of 1650 rounds of bullets was deliberate and targeted and it resulted in the death of almost 1000 people although the official figure of death was only 379 people.

In his concluding remarks, Dr. Rajesh said that apologizing in British Parliament can be called symbolic as incidents such as Jallianwala Bagh massacre are a frequent

adjunct to a system as repressive as the British Raj and mere words cannot heal such heinous crime.





### A Lecture on Archival Research Methods

**D**harohar, the History Society, organized a seminar on 28<sup>th</sup> September 2019, former DG National Archive of India Dr. Shravan Kumar graced the occasion. Dr. Rini Pundir welcomed the guest by presenting him a shawl and Dr. Garima Prakash presented a planter. Dr. Shravan Kumar spoke extensively on the uses

of Archival Data in research and its importance to carry out the historical study. He also enlightened on how to use archival data in a scientific way to get the things in the right perspective. He shared his own experience as History students and encouraged them to read it carefully to understand the culture and society of India.



### A Lecture on Why People Record and Reconstruct History

**D**harohar, the History Society, Organised a talk on 25<sup>th</sup> February 2020. Prof. Eugenia Vanina (Institute of Oriental Studies, Russian Academy of Sciences) graced the occasion. She delivered a lecture on the topic of 'Why People Record and Reconstruct History'. Dr. Rini Pundir Welcomed the guest by introducing and presenting her a shawl and Dr. Garima Prakash presented a bouquet. Prof. Eugenia Vanina spoke largely on the reconstruction of the past. She said that the notion of reconstructing the past involves a retrospection of the past events. Retrospection means the action of looking back on past events, experiences and thoughts. She stated

that Foreign Travellers account is important but their understanding of Indian society is imperfect. She also said that Imperialist Historians like James Mill and James Todd purposely showed the poor state of India. She posed questions to those historians who used to downplay the religious reason only due to maintaining harmony in society. She said that the prime job of a Historian is to represent the real picture instead of sacrilege. In final remarks, she said that in the context of the new developments in historiography, every mode of historical inquiry needs to be reviewed and updated. So, the reconstructive strategy of historians is a necessary positive step in this direction.





## Webinar Organised by 'Dharohar' History Society

### A Webinar on

### **HISTORY OF EPIDEMICS AND PRESENT CONTEXT**

**(महामारियों का इतिहास एवं वर्तमान संदर्भ)**



On 24 April 2020, Dr. Sawav Kumar Rai (Senior Research Assistant, Nehru Memorial Museum and Library) delivered a talk on the history of epidemics with special reference to enhanced mobility and interconnectedness in the age of colonialism. In this regard, Dr. Rai briefly discussed the spread of epidemics in the American continents and the Indian sub-continent under the colonial rule. Here in the case of India, the special emphasis was on the plague epidemic of the late 1890s and the Influenza epidemic of 1918 and how it changed the course of Indian history. The lecture emphasized that colonialism provided wings to epidemics thereby transforming their nature. Epidemics started turning into pandemics with colonial expansion.

Also, the lecture focused on the lessons which one can draw in the present context of corona pandemic from the historical experience of fighting against epidemics. Dr. Rai categorically emphasized that it is only through preparedness coupled with a developed health infrastructure and proper social security measures that epidemic like situation can be overcome. He particularly cited the example of Kerala in this context. Furthermore, through his lecture, Dr. Rai made it clear that any epidemic although it begins as a biological phenomenon, soon turns into economic, social, and political phenomena.

The above webinar was chaired by Dr. Rini Pundir. It was well attended by students of BA (Hons) History and other courses as well. They also interacted with the speaker asking some pertinent questions especially regarding the similarities and dissimilarities between the present corona outbreak and epidemics of the past.





## A Webinar on

### **Japan Colonization: March First Movement and Growth of Korean Nationalism**



On 1 May 2020, the 'Dharohar' History Society of the Department organized a webinar on 'Japan Colonization: March First Movement and Growth of Korean Nationalism' and the speaker was Dr. Rahul Raj Assistant Professor, Center for Korean Studies Jawaharlal Nehru University. The webinar was started with speaker welcome and Dr. Rini Pundir Teacher-in-Charge of the department has Chair and given the opening remarks. The program convener Dr. Garima Prakash and department faculties also Dr. Mihir Kumar Jha History faculty ARSD College attended the webinar.

Dr. Rahul Raj has started his lecture with a brief overview of Korea's relations with a neighbour since the dawn of history. History itself is a jumble of kingdoms, empires, and wars that have come and gone. The Korean peninsula is no exception and has been the hotbed for many encounters between peoples and nations throughout history. Dr. Raj has emphasized nations had been conquering other nations and territories for as long as we

know, the start of the imperialist age, made possible through industrial advancement in mainly Western European countries, took the very notion of "empire" to a whole different level. In this light, Japan was relatively late when it presented itself to the world as an imperialist power. The annexation of Korea in 1910 marked the official start of its colonial rule; although Japanese influence had been prevalent on the peninsula years before.

Dr. Raj makes his arguments Japan's oppressive behaviour resulted in counteractions by nationalist movements, which eventually resulted in the March 1st movement in 1919, which was a severe outbreak of public discontent against the colonial system. The March 1st movement led the foundation of Korea's freedom and nationalist movement which continued until its independence. The relation between Korea and Japan was substantially different from other colonial powers and their colonies. Dramatic changes in the political sphere, as well as the economic, social and cultural sphere, ushered in the start of a 35-year long suppression. The colonial rule was a sharp distinction between a "real" Japanese person and their "Japanized" Korean counterparts, which was visible in most aspects of society. An extreme form of coercion was the comfort women or comfort girls.



The webinar was eagerly attended by students of BA (Hons) History, other courses students. The Department of History ARSD College students also participated in the webinar. The faculty and students had interacted with the

speaker while asking questions about Korea history and some relevant questions on the subject. The Webinar was ended with the vote of thanks by Dr. Rini Pundir.



### An International Webinar on

### Role of Library in Archiving and Dissemination of Knowledge in Unprecedented Times of COVID-19

Department of History, Kalindi College organized an International Webinar on 10th June 2020 for the enrichment and professional development of students, teachers and researchers. The

webinar's theme was 'Role of Library in Archiving and Dissemination of Knowledge in unprecedented times of Covid-19. Dr. Rini Pundir and Dr. Garima Prakash aptly coordinated and mentored the International



webinar. Respected Principal Ma'am Dr. Anjula Bansal in her address hailed the role of the librarian and its staff in these critical times. Dr. Bansal in her address highlighted the role of the library as gateways to knowledge and culture. She said that the resources and services they offered create opportunities for learning and shape the new ideas and perspective.

Head of the department Dr. Rini Pundir welcomed distinguished speakers Dr. James Onley (Director of Historical research, Qatar National Library, Doha Qatar) and Dr. Vipul Dutta (Asst. Professor, Department of Humanities and Social Sciences, IIT Guwahati, Assam), Colleagues, Alumni, Faculty and Research scholars from various parts of the country. In her welcome address, Dr. Pundir emphasized the role of technology that brought us together very close. She said due to pandemic students are engaging with e-books and e-learning. In her address, she also raised concern regarding the integration of person with disabilities in this system.

Addressing to seminar Dr. James Onley spoke on 'The impact of Covid-19 on Digital archive projects.' He emphasized the role of online teaching and the use of the digital library. Dr. Onley discussed extensively on the role of Qatar digital library and their collaboration with British library. Discussing Digital archives he said that Digital archiving is a repository of digital material that an institution or person desires to keep for a longer period to provide long-term access to


the information. He said that although University and colleges are encouraging students to read online digitization have many drawbacks like all the books or e-material are not available online. In such a scenario with the help of advanced technology e-material should be available for all students at free of cost or at a minimal cost.

Dr. Vipul Dutta addressed a seminar on 'Archives and Library in the Digital Era. He spoke to the positivity of Digital availability of Data, Documents, Newspaper and media. Dr. Dutta said that online archives and online depository are excellent resources when stepping out are a serious issue. He said that digital availability of preserved maps, arts or any resources available is served as a rich source of research material. Dr. Dutta also highlighted the role of social media as it is also a source of knowledge. In the present scenario, he also pointed out the importance of Oral History Methodology to recover the loss of Data. All archives are trying to preserve data in digitalized form but in many states, archives are in bad condition which should be maintained properly to save our History.

In concluding remarks Dr. Pundir emphasized the role of State archives. As they need to collect data from people who were not willing to share. All in all, it was a great experience for all the participants as webinar provided an enriched understanding of Role of Library in Archiving and Dissemination of Knowledge in unprecedented times of Covid-19.







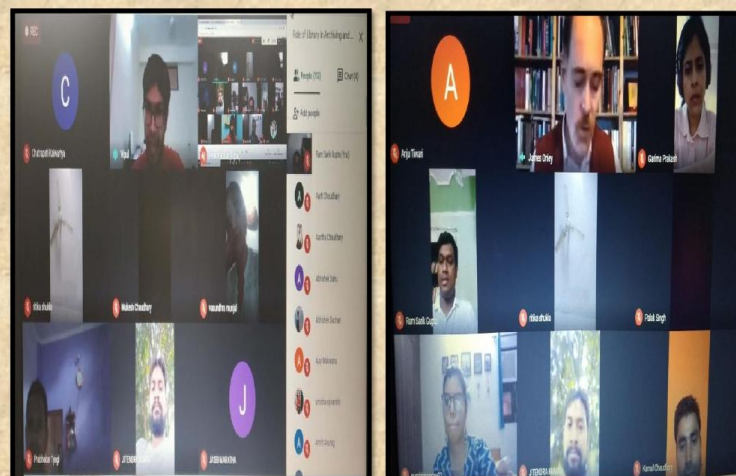
مكتبة قطر الوطنية  
QATAR NATIONAL LIBRARY

## The Role of Libraries in Archiving and Disseminating Knowledge in the Unprecedented Times of Covid-19

Dr James Onley

### Physical vs. Digital Archives

PHYSICAL	DIGITAL
Archive building	Server (data storage)
Archival collection	Database
Reading room	User interface (website)
Reader's desk	Your computer
Request procedures	Software program
Item	Digital object
Reference number	Unique identifier
Catalogue entry	Metadata
Catalogue standards	Metadata standards



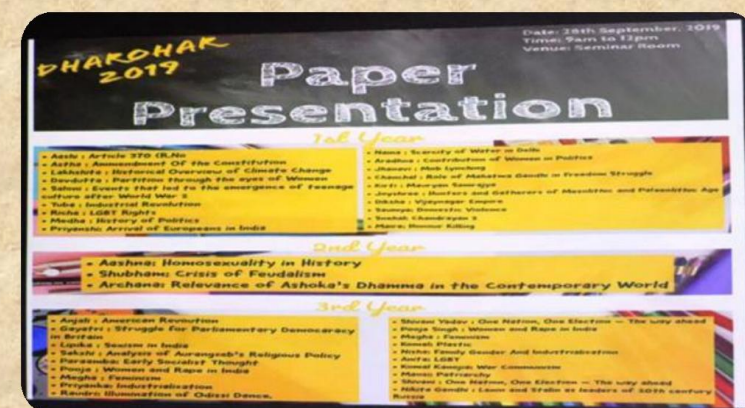
## Student Activities:

### Students Paper Presentation

One of the highlighting features of this function was a presentation by students. The event commenced at 10:30 a.m. after the felicitation of the judges. In the paper presentation, various themes of history have been discussed. Topics were related to core issues of history including Ashoka, Gandhi and Lenin as well as a contemporary issue like LGBT, Article 370 and water crisis. Students were eager to present their ideas of interpretation of History. It was indeed a sea of brilliance, as a student after another came forward with incredible research papers. The participants

displayed their undying thirst for knowledge, whilst showcasing their immense interest and the astonishing amount of effort and research put into each of their presentations. Dr. Shruvan Kumar also shared his inputs related to the topic discussed by the students. Gayatri Kafalia won the first prize, Nisha stands second and Sakshi Saha came third. They received the best paper award by Judge Miss Medhavi and Ms Karnika Gaur.

All in all, the event was a roaring success thanks to the efforts of the student and encouragement from the faculty members.











### Painting Competition

A painting competition was also organized by History Society 'Dharohar'. Many students enthusiastically participated and painted their perceptions over a canvas. Students touched many aspects related to history in their painting like Che Guevara, Pandit Nehru, and the concept of slavery and concern of

Environment. The competition was like an extravagance for the students, as they have used their brilliance of painting blended with the perception displayed on the painting sheet. In this competition, Paramba came first and Shweta secure second position.







### Slogan Writing

The History department of Kalindi College organized a slogan writing competition. The theme of slogan writing was 'Water Riots Next Threat to Humanity'. Many students wrote in this theme, all were reflecting concern regarding the growing water crisis in India. Students came up with innovative ideas. They all

participated in the competition with great zeal and enthusiasm. In slogan writing competition Saloni came first and Devdatta Maitra secured second. Quiz competition was held in a fun way but with a competitive element. The programme was conducted successfully with a great sense of enthusiasm.





### Student's Research Paper

#### Analysis of Aurangzeb's Religious Policy



**Sakshi**  
B.A (H) History  
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Muhi-ud-din Muhammad commonly known by the sobriquet Aurangzeb (ornament of the throne) was born in 1618. He ascended the Mughal throne in 1658 after having emerged victorious in a bloody war of succession against his brothers. For the next 49 years, he ruled and during his period, the empire reached its territorial zenith extending from far south into the rich fertile valleys of Karnataka and even penetrating eastwards into the land of Ahom rulers.

However, his legacy of the Aurangzeb till date is primarily that of a bigoted ruler whose bigotry was considered responsible for undermining the all embracing social order so painstakingly established by Akbar and maintained by Jahangir and Shahjahan.

Aurangzeb has remained a controversial ruler as his list of alleged crimes is long and grave. Apart from His religious intolerant measures he is also charged with fighting pointless wars in central and southern India and thereby fatally weakening the Mughal state. Much has been said about the reign of this "Misunderstood Mughal".<sup>1</sup> There is also a tendency to hide those facts which throw ample light on the acts of fanaticism but a history student should keep these views aside and should always remember that "Overplaying or Underplaying the facts must be avoided if one wants to learn History".

For the analytical study of Aurangzeb's religious policy, different administrative measures should be considered such as Bans, Temple policy, Policy of Jiziya and employment of Hindu Mansabdars.

Aurangzeb abolished certain rules e.g. the Persian practice of *Sijda* stating it as un-Islamic; abolished *kalma* written in coins, on the ground that coins sometimes tramped under the feet i.e. unintentional insult of religious values and he also abolished the practice of *Jharoka-e-darshan*. In 1670 Aurangzeb banished music from the court, although in practice only vocal music particularly was banned.<sup>2</sup> Even Aurangzeb himself was an excellent veena player and with his sponsorship that the best Persian

works on Indian classical music were written.<sup>3</sup> He also stopped the writing of the official history from the 10th year of his reign; ban overuse of silver inkpot and changed the gold railings of the *Darbar*. Most of these changes were coming due to the economic crisis developing in the reign with the degradation of the Mansabdari System.<sup>4</sup>

He also tried to curb not only major Hindu festivals Holi but also Muslim major festivals like Muharram and *Eid-ul Adha*. Although it is believed that, he issued such a command primarily because he viewed such festivals as a threat to public orders. At different points in his reign, he tried to limit the use of alcohol opium and other social evils like gambling and prostitution. Not very successful but these measures were seen as a strategy to cut off expenses from the luxurious lifestyle of the nobility.<sup>5</sup>

Bans and restrictions numbered among the most common types of state policies practised by rulers, which also helped in promoting morality among those living in Mughal India.

Regarding temple policy, he followed "The Shariyat". The Shariyat says that "if the zimmi are there i.e. Hindus or Christians and if they remain loyal, they can perform their religious functions". But at the same time, it is stated in the Shariyat that "Old temples are to be destroyed and to construct a new temple, the permission of the emperor is necessary". Aurangzeb made a *Ferman* for this but the problem was the definition of the old temple was sometimes 10 years or 25 years or 1000 years. It all depended upon the

<sup>1</sup> Aurangzeb: The Man and the Myth - Audrey Truschke

<sup>2</sup> A History of Medieval India - Satish Chandra

<sup>3</sup> Did Aurangzeb Ban Music? - Katherine Butler Brown

<sup>4</sup> Medieval India - Satish Chandra

<sup>5</sup> The Mughal Empire - J. F. Richards



*Qazi* and the locals to decide which one is old and which one is not. Thus, it made the temple policy more of a matter of administration of local subject.

At the same time, we see Aurangzeb having clashes, rather war with Maratha and the Jats, and in their region, he began to destroy the temples as a part of the punishment policy. As a result, Hindus got more alienated. We also trace the influence of *Ulemas* forcing to take intolerant steps toward Hindus e.g in the case of the temple of Vrindavan and Mathura were destroyed on the false ground that the anti-Islamic propaganda is being carried on there.

Many scholars view his orders to harm specific temples as symptomatic of a larger vendetta against Hindus. Such views have roots in colonial-era historiography, where posting timeless Hindu-Muslim animosity embodied the British strategy of Divide and Rule and aimed at satisfying their propaganda of "Carrot and Stick".

References regarding the protection of Hindu subjects and temples are also found, although he followed Islamic Law in granting protection to non-Muslims religious leaders and institutions. In his Banaras Farman sent to a local Mughal official in 1659, he directed them to halt any interference in the affairs of the local temple, stating "You must see that nobody unlawfully disturbs the Brahmins or the other Hindus of that region so that they might remain in their traditional place and pray for the continuance of the empire". We also find princely order (Nishan in Persian), he sent to Rana Raj Singh, the Hindu Rajput ruler of Mewar in 1654: "King represents God on Earth and is thus obliged to ensure peace among various religious communities".

Aurangzeb counted thousands of Hindu temples within his domains and destroyed, at most a few dozens.<sup>6</sup> A historically legitimate view of Aurangzeb must explain "why he protected Hindu temples, more often than he demolished them?" Although, Temple Policy remains the most debatable topic amongst his other acts framing him as a bigot.

Akbar had abolished *Jaziya* in 1564 and 1670 it was re-imposed by Aurangzeb. According to Elliot, "the object of re-imposing the *Jaziya* was to curb the infidels and to distinguish the land of the faithful from an infidel land." Manucci however, holds that the object of the tax was two-fold; first, to up his treasury which had begun to shrink on account of expenditure on his various military campaigns; Secondly, to force the Hindus to embrace Islam.<sup>7</sup> Other aspects of *Jaziya* imposition was apparently an Unemployment relief project designed to bribe the clergy for political reason or the imposition of *Jaziya* was largely due to the financial crisis resulting as of Deccan wars.

Considering employment of the Hindu Mansabdar, Akbar had started taking Hindus in Mughal administration counting 26.6 % of the Hindus under his reign, while under Aurangzeb till 1678, it was less, 21.6 % and from 1679-1707, Hindu Mansabdari percentage was 31.6 %, the highest so far in Mughal India and it remained highest in Mughal India.<sup>8</sup>

Instead of the Rajputs, Marathas were taken as 98 Marathas became Mansabdars out of

<sup>6</sup> A History of State and Religion in India - Ian Copland

<sup>7</sup> Storia do Mogor or Mogul India - N. Manucci (translated by William Irvine)

<sup>8</sup> Advanced Study in the History of Medieval India - J.L. Mehta

which 16 became more than 5000 Zat and 18 became more than 3000 Zat, even Shivaji's son Shahuji was imprisoned by the Mughals, Later he was given a Mansab of 7000.

Jealousy was common in the royal court culture; nobles were keen to dominate by poisoning the emperor's ear against each other. The race was one of the popular parameters considered for demotion or promotion of nobles. For withdrawal of the Persians from High positions as they were Shias and not Sunni, Aurangzeb stated: "Religion should be kept away from worldly affairs and administration should be vested in the ability irrespective of their religious affiliations".

Claude Markovits opined "Even though he was well versed in the religious science and led an austere life, he did not allow religion to encroach on the interests of the empire and even went against the letter of the religious laws when the reason of the state demanded it". Dr. Athar Ali also stated, "Aurangzeb did not start his reign as the leader of the Islamic supremacy but as the true follower of his great predecessors".<sup>9</sup>

Discussing his personal religion, it is generally accepted that Aurangzeb was a fanatic Sunni Muslim. He aimed to convert Dar-ul-Harb (land of kafirs) to Dar-ul-Islam (country of Islam).<sup>10</sup> He was quite intolerant towards other beliefs. The general view of historians is that Aurangzeb entirely reversed the policy of religious toleration followed by Akbar and it resulted in serious revolts. However, this is certainly not the whole picture though his personal religious outlook

<sup>9</sup> The Mughal Nobility Under Aurangzeb - M. Athar Ali

<sup>10</sup> History of Aurangzeb - J.N. Sarkar

may well have been an underlying bias, political considerations were at least equally important reason for Aurangzeb's policies - if not the driving motivation.

Aurangzeb's reign is shrouded in controversies. The opinion of scholars is sharply divided especially on matters pertaining to religion. There are essentially three main categories of scholars:

(a) Jadunath Sarkar, S. Sharma and A.L. Srivastava – depicts him guilty of religious bigotry and persecution of the Hindu subjects in particular.

(b) Shibli Nomani, Zahiruddin Faruki and Ishtiaq Hussain Qureshi tend to justify most of his actions as the political expedients as need of the hour for the continuance of the reign.

(c) Satish Chandra and M. Athar Ali attempt to provide a 'neutral analysis of his acts without getting embroiled into the' for or against controversy.

We can't reconcile these less frequently reported but historically important aspects of Aurangzeb's rule with the fictitious images of this ruler as being propelled by religion-based hate. Of course, no one would content that Aurangzeb that fail to meet Modern democratic, egalitarian and Human rights standards. He ruled in a pre-Modern world of kingdoms and empire, and his ideas about violence and state authority were conditioned by the time and place in which he lived. It would be unfair to see Aurangzeb's policy in a rigid framework, considering his religious beliefs only. As a ruler, he had to deal with a lot of political uprisings, economic, social and administrative problems prevailing in the reign, especially increasing rebellions



activities and booming ambition of the nobility with the degradation of administrative machinery i.e., *Mansabdari* System; they all together marked the beginning of the dismantling of the Mughal Throne.

There is no doubt in Aurangzeb's religious orthodoxy but it would be not right to depict him as a religious fanatic or a puritanical, without considering the political, economic and social problems during his reign. Thus, we strive to hold back our judgements long enough so that the myth of the Aurangzeb can fade into the background and allow room for a more nuanced and compelling story to be told.

## PARTITION THROUGH THE EYES OF WOMEN



**Devdatta Maitra**  
B.A (H) History  
1st Year  
Kalindi College

The political partition of India caused one of the greatest human convulsions of history. In 1947, the British left India but left behind a partitioned India. The Hindu majority formed India and the Muslim majority formed Pakistan and East Pakistan.

By far the largest proportion of these refugees more than 10 million of them crossed the western border which divided the historic state of Punjab. Muslims were travelling west towards Pakistan and Hindus and Sikhs east

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Aurangzeb Alamgir Par Ek Nazar - Shibli Nomani  
Aurangzeb & His times - Zahiruddin Faruki  
The Administration Of The Mughal - I.H. Qureshi

towards India. As always there was widespread sexual savagery about 75,000 women have been abducted and raped by men of religions different than their own. Lakhs and Lakhs of people had to leave behind their homeland, families were divided, crops were left to rot and villages were abandoned. Women were the worst sufferers of this incident. They were abducted, killed, raped and even forced to marry against their will.

Partition as a whole affected the social lives of everyone. However, it affected women contrastively. Women were not deciding their fate, their killings or living or migrating. Women faced violence at various levels: communal and at the family level, and the micro-level. They were forced to commit suicide to protect their family honour.

In *Urvashi Butalia's* book *Gender and Nation: Some reflections from India*, she explains: when women narrate the nation, they do so rather differently than men. In men's narratives of the nation, women are often seen as a symbol of national and family

honour. In women's narratives the concerns are often different: the need to keep the family together, to contain grief, to put closures on unexplained deaths, to try and somehow contain the violence that such a situation inevitably unleashes. The gendered stature of women decided their fate to experience the entire event differently. The ambiguity of their gendered identity, on one hand, made them easy targets for humiliation or sexual assault and on the other hand, their identity was attached with chastity, family pride and honour.

War is gendered. Women and men experience the situation of war and conflict differently because the gender-specific roles attached with specific gender restrict the individual as well as the institution to think and act beyond that. It is not that women did not play any significant role but the tendency to reject women's contribution or to place her in centrality, perpetuated stereotypes and reinforce biases and discrimination. Time and again, women are labelled as victims and put in the category of vulnerable people to get with children, irrespective of the increasing responsibilities they take over in the absence as well as the presence of men. Micro unit of any society i.e., the family does not consider their women empowered enough to take decisions, argue and negotiate. In the situation of war and conflict women are put behind and are expected to follow the commands and decisions taken by men. Women are considered to be the pivotal point or the backbone of the family when it comes to nurture and care but the presence of women in peace, conflict and security issues and talks are sidelined. Representations of women are again gendered in any area

whether it is domestic, commercial or international and are determined by men.

Newspapers, accounts, memoirs and other sources helped historians to piece together a story: a story of love, hate, four lives and two nations. This is a story that brought *Urvashi Butalia* back to the histories of women: the story of Zainab and Buta Singh.

Zainab was a young Muslim girl who was said to have been abducted while her family was on move to Pakistan in a kafila. No one knew who her abductors were or how many hands she passed through. But eventually, she was sold to a Jatt from Amritsar district, named Buta Singh. Singh married Zainab. The story goes like: they fell in love and had a family of two young girls. Several years after, a search party for the lookout of abducted women traced Zainab to Amritsar, where she was living with Buta Singh. Like many other women who were thus rescued, Zainab had no say in that matter. She was forced to leave even when she did not want to. There were more like Zainab whose lives were played with by men in power.

The abducted person Recovery and Restoration Act became Amendment Act in 1952 and continued to be renewed every year up to 1957. By the Indo Pakistan Joint decision in 1954, people were not forced to go to the other country against their wishes.

The partition was a *pathegony* of the male lust for power. It was a typical male construct where women were made the site of macabre treatment. Women became plunderer's paradise, as it is clear from the following dialogue of the two characters in *Train to Pakistan* by *Kushwant Singh*: "Bholeya I hears a lot of women are being abducted and



sold cheap. You could find a wife for yourself. Why Sardara, if you can find a Mussalmani without paying for her, am I impotent that I should have to buy an abducted girl, replied Bholeya”.

When one thinks of Indian freedom fighters it is often named like *Bhagat Singh, Mahatma Gandhi and Sardar Patel* that comes to our mind. We remember the names of only a very few female freedom fighters. However, many women played as important a role in the freedom struggle as men did. Women like *Amie Besant, Sarojini Naidu, Kamla Devi Chattopadhyaya* and many others played important roles as well.

Thus, we can conclude by saying that women have contributed significantly to the freedom struggle of the country. It was not only restricted to a particular type of activity such as joining the Non-Violent Satyagraha but also by joining the Indian National Army. A close analysis, however, reveals that women's participation during Non-Cooperation was not on a large scale. It was chiefly confined to those higher and middle-class women whose husbands, brothers, fathers and relatives had

already joined the Non-Violence struggle under Gandhi's leadership. Undoubtedly, it is true that during the movement, the number of women who actively participated was very small but the significance lies in the fact that they came forward, organized meetings and demonstrations and courted arrests. Keeping in view the fact that women for centuries have been deprived of this initiative, it was a leap forward. Women's participation in the freedom struggle should also be judged by its long term impacts on all spheres of life: social, political and economic. Very significant advancements have been made in the area of women empowerment in India since Independence.

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#### Events that Led the Emergence of Teenage Culture after World War II



**Saloni Sharma**  
History (H) Ist Year  
Kalindi College DU

In the 1960s & 70s, a dominant culture was subject to being challenged after world war II known as baby boom<sup>1</sup>, i.e. Teenage culture. So, what is teenage culture? It is a way in which adolescents live & express their beliefs, behaviours and interests. This culture mainly emphasis on clothing and dating that set adolescents apart from what they believe in a distinct culture of their own. Now, the question arises who are the teenagers whom we want to be better understand? They are young adults perhaps

from ages 15 to 25. These people occupy an interesting position in the life cycle. They are not children, not fully developed adults. It is a period between adolescence and adulthood. Their personalities are still malleable.

So, from where the culture of teenagers started? Before the twentieth century, the term teenager did not exist. This term comes as a counterculture<sup>2</sup> after world war II from the USA . World war II was profoundly challenged by adolescents life and the relationship between parents and children. In the 1960s and 70s, a socio-cultural break with tradition comes in the form of generation gap<sup>3</sup>.

<sup>1</sup>baby boom is a period that marks a significant increase in the birth rate

<sup>2</sup>counterculture is a subculture whose norms and values differ substantially from mainstream society

<sup>3</sup>difference of opinions between one generation and another regarding beliefs, politics and values.

Which were the events that led to the emergence of teenage culture? One of the major reasons behind this was the growth of mass media. After World War II, apart from schools, students required to practice air raid drills. During the time of the Great Depression, it was easier for teens to get part-time jobs and keep the money they earned. At the same time, more teens were stayed in high school longer & able to share their tastes in music and clothing. In short, it is from where a true teen subculture was developing.

In the 1950s, hairstyles like coloured and spiked hairs and clothing marked the differences. Girls were expected to wear

skirts and boys to wear shirts. In 1960s teenagers turned towards the Rock N Roll culture. It reflected concerns of youth and reality of war. Music created a great deal of controversy. Adults worried that it encouraged sexuality, delinquency & drug habits. However, teenagers were rebelling but the reason was not the music. Rock N Roll used as a means to express their individuality.

However, many theories were given for that purpose & one of the well-known theory is of James Coleman who argues compulsory schooling<sup>4</sup> is the root cause of separate youth culture. Before this, teenagers interacted with adults & children's but now associated themselves extensively with others of their age.

Besides that, the single greatest factor that believed to led the emergence of independent teenage culture was an automobile. Automobiles led to consolidated high school. Buses could now transport students farther from homes that led to a decline in one-room school education. Higher education was developed; as a result, the teenager is thrown into a common space than ever before. So, it was natural that

<sup>4</sup>compulsory schooling refers to a period of education that is required all of the people and imposed by government discussions about commonalities would occur. Apart from that, the courtship process rapidly evolved into dating. In an earlier time, teens enjoyed their first dates at home. But now, dating was removed from watchful eyes of anxious parents, now they were given more privacy & sexual revolution swept America. Therefore, experimentation with sexual



behavior before marriages becomes increasingly common.

Thus, teenage culture has its impacts. One established oneself & developed withstanding in a stressful situation whereas another addicted oneself in drinking, smoking & drug habits.

At last, we conclude by saying that it is crucial to understand that youth culture is a type of stereotype wherein we are trying to fit in all the youth of the entire world. This is not realistically possible. The youth from all over the world, glorify in diversity.

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### The Historical Overview of Climate Change



**Lakshita Tomar**  
B.A (H) History  
Kalindi College

Rising temperatures, extreme weather events, shifting wildlife populations and habitats, rising seas and a range of other impacts can be seen as the Climate Change. And if we talk about the present day

we all are facing climate change on different levels, some are extremely vulnerable to it as some are on the resilient side but it is affecting every single living organism on the Earth.

As a student of history, I want to discourse the reasons and our past activities which lead to the situation of climate change.

Dating back to the ancient Greeks, many people had proposed that humans could change temperature and even influence rainfall by chopping down trees, ploughing fields or by irrigating a desert. Accurate or not those perceived climate effects were merely local and the idea that human could somehow alter the climate on the global scale would seem farfetched for centuries.

In the 1820s, a French mathematician and physicist Joseph Fourier proposed the greenhouse effect which later quoted as the main reason for climate change. He put forward that the energy reaching the planet in the form of sunlight is balanced by the energy returning to space, but some of the energy must be held within the atmosphere keeping the Earth warm. He states that the Earth's atmosphere works as a glass greenhouse.

But this greenhouse effect analogy stuck and some forty years later, an Irish scientist John Tyndall discovered that some gases block infrared radiation and he further suggested that change in the concentration of these gases could bring climate change. These gases are known as greenhouse gases and the primary greenhouse gases in Earth's atmosphere are water vapour, carbon dioxide, methane, nitrous oxide and ozone.

During the time zone of 1800-1870, the level of carbon dioxide gas in the atmosphere increased to 290 ppm and this rise was due to FIRST INDUSTRIAL REVOLUTION. Burning of coal as the main fuel, railroad and land clearing speed up greenhouse gas emissions while better agriculture and health consciousness speed up the population growth.

By 1895, a Swedish Chemist Svante Arrhenius became curious about how decreasing levels of carbon dioxide in the atmosphere might cool Earth but he wondered if the process became reversed i.e. if carbon dioxide level was doubled in the atmosphere, the result suggested that the global temperature would get increased by the amount of 5°C or 9°F. This is how we get the first calculation of global warming from human emissions of carbon dioxide.

Between 1870 and 1910, SECOND INDUSTRIAL REVOLUTION increased the number of greenhouse gases and other pollutants/particulate matter in the atmosphere, as the fertilizer and other chemical industries came into trend. Better facilities such as electricity, public health facilities further accelerated population growth.

World War I (1914-1918) was most damaging in terms of the environment. Digging trenches caused trampling of grassland, crushing of plants and animals and churning of soil added fuel to climate change. By 1930s, a British engineer Guy Stewart noted that the United States and North Atlantic regions had warmed significantly on the heels of the Industrial Revolution.

The climate change doesn't always relate to the increase in temperature, The 1970s Scare: A Cooling Earth was an example of a dramatic decline in the temperature of Earth's atmosphere. Somewhat between 1940-1970 due to a post World War II boom in aerosol pollutants which reflected sunlight away from the planet resulted in the fall in temperature and this chilling condition caught on media in 1974 as Time Magazine published an article titled as "Another Ice Age".

But it was only for a short period as the early 1980s marked a sharp increase in global temperatures. Many experts pointed 1988 as a critical turning point where watershed events placed global warming in limelight. The summer of 1988 was hottest on record at that time. 1988 also saw widespread drought and wildfires within the United States. These events led to the establishment of the Intergovernmental Panel on Climate Change (IPCC) in 1989 to provide a scientific view of



climate change and its political and economic impacts.

After all this global warming was in the spotlight, many global agreements were made like the Kyoto Protocol in 1997 and Paris Climate Agreement in 2015. But the bitter truth is that the politics and individual's greed overshadowed the need for actions to stop greenhouse gases emissions.

It is the need of the hour that every single person understands that "the Earth is a fine place and worth fighting for", these words by Ernest Hemingway drive home a strong message which needs to be imbibed in every person.

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#### **Independence Day Celebration 2019**

An event was organized by Kalindi College on the eve of 73<sup>rd</sup> Independence Day in the college premises. The purpose behind this celebration was to commemorate all people who had sacrificed their life's in making India an Independent country. The occasion was graced by the Chief Guest Swami Sukhdev Verma Ji (a renowned speaker) and guards of honour were given by the NCC Students of our college. The programme started with hoisting the flag, followed by the National Anthem sung by the students of the Department of Music. The principal of the college Dr. Anula Maurya have welcomed the guest by presenting him a shawl and then Dr. Rini Pundir and Garima Prakash have welcomed the other dignitaries by giving them planters. The principal in her

addressed informed the students about the sacrifices made by our freedom fighters and soldiers for the sake of our freedom and safety. She also told students to value the Independence as it was the result of tireless efforts and countless sacrifices of our countrymen. Chief guest Swami Sukhdev Verma Ji, a man of distinct vision and idol of knowledge emphasized to keep our culture and tradition alive. Also, he told that all our experience of happiness and suffering depends on karma. The programme concluded up with the vote of thanks by Dr. Rini Pundir.

Indeed, it was a day of joy, a day to love and respect our country and make it a better place for us to live and experience the freedom, peace and unity in diversity.







## The Undergraduate Alumni Experience



**SURABHI  
PANDEY**  
Doctoral Candidate  
Ambedkar University  
Delhi

I entered Kalindi as an average student someone who was excited about college life as most of us were. Life in the campus was carefree, full of adventures and fun and to top it all I got to make friends that became family for life. Being an excited kid, I always found interest outside the classroom and therefore, my curiosity took me to join as many societies and organizations during my entire three years. I got a great opportunity to be an active member of our Street Play Society 'RAQS'. The days in RAQS were the best creative days of my life, we would practice for hours on our scripts, screenplay, music and whatnot. We were the most active society of the college and I got to work along with some of the most talented girls who continue to inspire me till date. We bagged many inter-college prizes which kept us going strong for our college. It was the first time I learnt the true meaning of 'teamwork' and the team inspired me to be also dedicated to my studies and never compromise them for the co-curricular. At the same time, I also became an active associate of the NSS in the college and organised many drives and camps in the campus, went on to represent my college in the Gyanodaya Educational Trip organized by the University. That trip was an experience of

the lifetime, it brought me closer to my teacher and mentor who accompanied us in these 12 days Dr Rini Pundir, she continues to be a strong pillar of support for me and I still confide in her whenever I feel stuck in my life. On the other hand, the faculty I was part of BA (Hons) History gave me the much-required impetus to dedicatedly work hard. We had a small competitive class and a healthy competition amongst us helped me to realize the value of true hard work which I swear by till date. I was an average student but, this competitive spirit led me to work hard and I stood first in the department all three years. The spirit of consistent hard work later led me to pursue my higher education in the North Campus DU and later for my MPhil and now as I am two years into my PhD I have been fortunate enough to be working with some of the prestigious names in the country who continue to inspire me to keep growing. The tiny seed of dedication which was implanted by my teachers and friends during my time in Kalindi continues to grow itself finding fresh avenues every day. I shall be forever indebted to this college for moulding me and becoming the best version of myself and as I continue to embark on my journey, I would never replace the three years I spent here to any other college. My message to anyone who is currently enrolled would be to make the most out of these days, work hard, make friends for life, have fun because these days will be the best days of your lives.





**ILA MEHTA**  
**Doctoral Candidate**  
**Deccan College**  
**Pune**

I am Ila Mehta. I did my graduation B.A Hons History from Kalindi College Delhi University. Kalindi College was the best place of my life in learning. Understanding teachers were always supporting every step. I still remember I failed in my second year of History Hons due to my health issue. All of my teachers were shocked that how she failed because u was good in studies. I was very sad and overheated. I applied again and all



**VASUNDHRA**  
**B.A Hons History**  
**Batch 2010-13**

### Kalindi-Life Changer

A world of experience!! I took admission in Kalindi in the year 2012 in the history department. I was very new to the environment of a college and especially to this subject of history. My teachers always supported me and encouraged me to participate in every field of my college. During my school time, I was very shy, I never used to interact with my teachers but

teachers supported me and give me a chance and I passed with good marks. I was very sad at that time when I had to sit with my junior in 2nd year again but my teachers supported me and that time. I felt Kalindi college teachers Dr Rini Pundir, Dr Saroj Dutta, Dr Mathur, Dr. Sushma sundir, Dr. Garima Prakash and Dr. Anjali Malik etc were the best constructor of student life. Today I and pursuing PhD in Deccan College Post-graduate and Research Institution and also I am very glad to know that the teachers that still have believe in me and keep in touch always.

during these 3 years, I enjoyed my studies to the fullest. Not only this, for 3 years I made new friends and good friends too. I still remember my trip to Udaipur and friends and it was a brilliant and unforgettable trip ever. Every teacher encouraged me to participate in class discussion. I still remember that since I used to sit in front batch during my lectures my teachers used to ask many questions and I used to give the wrong answers as well but my teacher never scolded me they used to encourage me positively. These are many new things which I learned during these three years and these 3 years changed me completely and made me a more confident person who I am today!!



**Naina Sharma**  
**PGT History**  
**Bhai Joga Singh**  
**Public School,**  
**Karol Bagh**

It is my pleasure to place on record the wonderful years I had under the auspices of the most profound professors reigning over the History Department of Kalindi College. I am mindful of the memories that connect me to this prestigious college, especially with the learned professors like Dr Rini Pundir ma'am and Dr Garima Prakash ma'am, the soul of our history department. They are being the guiding angels for so many years to so many girls that their impact



**GAYATRI**  
**KAFALIA**  
**BA. Hons History**  
**Batch 2017-2020**

It feels like yesterday, when I first walked through the college gate and before I could realize time passed in a blip and I am already an alumna.

Choosing a college far off campus was quite a deliberated move in itself. I wanted to be a part of Delhi University, minus the chaos, which I believed, I wasn't ready for. While writing this, I must admit that Kalindi College for me is what Bodhgaya meant to

on our lives has been unprecedented. We look up to them as the young aspirants who need constant check and they do it, without having a single flicker on their faces.

Yet we have some supporting roles played by the professors of other subjects, the administrative people or the then made food in the canteen, even the library's tour or the adorable guard uncle who sometimes use to sneak us in without the I cards. All are part of the fond memories that we share of this college including the classroom fun during the lectures with the professors or the college fest or any other usual day with the Nescafe's corner Maggie with friends is at its best.

Buddha. Well, that might be an exaggerated sentence, but surely the College provided us enough opportunities to compete along with a very calm and composed environment.

Like everyone else of my age, I also believed that college life would be more fun, no hard core studies, rules won't be a bothering factor anymore, no strict schedule, parents will never meet teachers and I'll have nothing to worry about. And as soon as I entered college, this fantasy bubble of mine was blown off (I can still hear the explosion) but it was not just with me. And without a doubt, I was not alone; we were all an entire cult in this, disappointed by the reality check which we were just exposed to.

Talking about the sincerity, I wasn't regular in my first year without realizing that this was not the time to waste but invest. I have never let the percentage to be a differentiating factor as I have always



focused more on personality development. Even as a child, I was hyperactive and I have kept that hyperactive child alive in me. During my 1<sup>st</sup> year, I hardly attended any lecture. Still somehow, managed to secure a passing aggregate and entered in 2<sup>nd</sup> year. Then, I decided to be regular, it wasn't easy but from the very first day I started keeping a record of every lecture I attended and by the end of the final year I hardly skipped any lecture. The department, our faculty always provided us a conducive environment for learning. Apart from the subjective learning, they highly focused on Educating us, as the famous quote says, "Education is what survives, when what has been learnt has been forgotten"

I promised myself to be quite regular, and there was nothing exciting about this, so I enrolled myself for an additional course within the college. Apart from the bachelors in history, now I was also doing a certificate course in Chinese. This surely helped me build my personality in the direction I aspire my career to be. 2<sup>nd</sup> year was quite hectic and so was the next one. Several departmental activities were organized by our professors



**SUSHMA SINGH**  
BA Hons History  
Batch- 2017-20

Life in Kalindi is more like life in a melting-pot where one can enjoy every culture of India under one roof.

I have been fortunate enough to spend 3 years of my graduation in one of the best colleges

on various occasions and they kept motivating us to participate, talk by renowned historians and authors, other workshops were held regularly. I also participated in MUN and youth parliaments organized in various colleges of Delhi University. The journalism department organized first ever MUN of Kalindi College and it was altogether a new experience to be a part of it.

"The world awaits to be discovered." I got myself acquainted with few renowned authors through their commendable work, learnt a new language, got a little more aware as a citizen. Friends I met in college are no less than a family. Professors are like guardians, sometimes protected us like our own parents and prepared us all for the real world outside. These three years have been a long and fun roller coaster ride. After these three memorable years of my life, I'll be walking out of the college, carrying along with me not only a degree but a Life lesson, "ज्ञानं शीलं धर्मश्चेव भूषणं". The real ornament are knowledge modesty and sense of duty.

of Delhi University the best time I had till date. CAMPUS IS HOME. It nurtures its students with utmost care and love. Apart from academics, it provides some great learning experiences and certain good friends to cherish for life. Helps us to be a better version of you. My initial experience of college has been liberating and eye-opening. The diverse spectrum of students the dynamics of all-girls' institution and the everlasting juggle between academic and core curriculum activities forms the entire experience of college which continues to

teach me something new every day. Life at Kalindi College is about so many things put together with friends, studies and extra-curriculum involvement. Our most awaited time is always of college first and only a person studying in Delhi University can understand the importance of these first which fill us with so many vibrant colors and enthusiasm. Faculty members in our college are very gentle and helpful. They are well known and they will help you every time. The teaching quality is excellent. The course curriculum is relevant.

BA Hons in history is one of the best faculties of Kalindi College. This course provides students with bigger opportunities who see their career in the lectureship and government services. Departmental fests are organized which are knowledgeable and of great fun. Our college is also an intellectual centre and the best resources are available to IAS aspirants. The overall competitive environment is another factor contributing to success. In our department, every third person will be a UPSC aspirant so while in college we can get a great group. The exposure of College will make me Multi-Tasker and boost up my confidence. The very healthy competition and very competitive people enable me to work harder. Our history department not only provides classroom learning it will also shape us as a person to grab the best of opportunities and utilize our time in constructive things.

Last I miss those days and I wish I could go back in time and relive those moments again.



**PARAAMBA**  
**RAGHUVANSHI**  
BA Hons History  
Batch- 2017-20

It has been three years since I first set foot in Kalindi. Since then, I've walked the streets of old Delhi with the guides of Rana Safvi, taken A Train To Pakistan with Singh, travelled the unexplored Silk Roads with Frankopan, read about the polite spats of historians (and my class) over whether Akbar was as politically liberal as Fazl claimed him to be, spent hours pulling my hair out trying to understand what the Mughals were thinking when they designed the Mansabdari system and had my heartbeat pumping in my ear when I finally understood it. One of the most important lessons that I'm taking away from my college experience is that learning is necessary to keep ourselves and those around us on the toes, yes, but *unlearning* is an imperative part of growing. I'd have never known myself to be a casteist had I not spent hours reading Ambedkar, neither would have I know myself to be a sexist until I was forced to read de Beauvoir and Wollstonecraft for a paper. And all had been worth it because I had been surrounded by my friends (who had given up on the Mansabdari system), my teachers, my seniors and juniors.

The History Department has been a haven, a warm and welcoming space when realities of life outside college got too shabby and daunting to face. The department has an easy air around it and so do the members that make



it so. I've never found myself helpless and unanswered. Our teachers never bound us to books and classrooms. Rather they coaxed us to visit the places we'd read about and experience them in their element, and on occasions possible, took the matters in their own hands and organized a short trip. And just when the students would find themselves growing grim about the mouth, the department would take to hosting interactive seminars and talks, offering a fresh perspective on our papers. Our teachers, from the very first day, have been extremely helpful, approachable and forthcoming, willing to offer guidance not only on matters

relating to our career and studies but also on any matter that the student would find uncomfortable to discuss with a parent.

From having our teachers ask us about our problems and guiding us through, to having our classmates reaffirm and validate each other on those long endless afternoons, I'm grateful to have been a part of this department and this college, even if in passing. As historian Wallace Stegner puts it, *"There is a sense in which we are all each other's consequences"*.

### Poetry Creativity



कु. वर्णिका आर्य  
छात्रा,  
बी. ए.ऑनर्स इतिहास द्वितीय वर्ष

### "हौसला और जज्बात"

अगर सोचोगे कुछ नहीं ,  
तो उत्तर कैसे मिल जाएगा ।  
अगर चलोगे कहीं नहीं ,  
तो रास्ता कैसे मिल जाएगा ।  
अगर करोगे कुछ नहीं ,  
तो काम कैसे मिल जाएगा।  
मुकद्दर में कुछ नहीं होता मेरे दोस्त ।  
अगर दिल में है हौसला और जज्बात  
तो मंजिल है क्या चीज  
तुम्हारे तो  
खुदा भी हंसकर गले लग जाएगा ।

### "पिता"

हर एक दिन वो हमारे नाम करता है ।  
हमारे पेट के लिए वो खुद से लड़ता है ।  
कुछ ना होते हुए भी वो हमारी खाहिशें पूरी करता है।  
सिर्फ एक हंसी देखने के लिए हमारे चेहरे पर वह पूरी जिंदगी हमारे नाम करता है ।  
कोई और नहीं वो पिता ही होता है जो हमें ऊंचाइयों तक पहुंचाने के लिए हमें अपने कंधों पर बिठाकर घुमाया करता है।



## Faculty Members in the Department of History



**DR. RINI PUNDIR**



**DR. GARIMA PRAKASH**  
TEACHER-IN-CHARGE



**DR. KRISHNA KUMARI**



**MS. ADITI CHOWDHURY**



**DR. OM PRAKASH**



**DR. TSERING PUNCHOK**



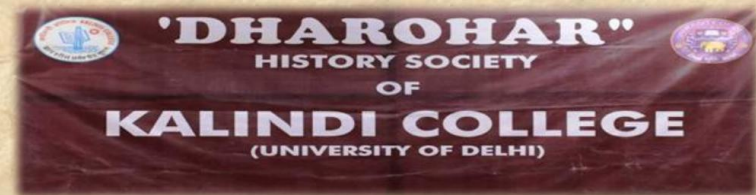
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