

AS and A LEVEL

Delivery Guide

H105/H505

HISTORY A

Theme: The Rise and Decline of
the Mughal Empire in India

April 2015



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Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: a clear outline of the content covered by the delivery guide;
- Thinking Conceptually: expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: a range of suggested teaching activities using a variety of themes so that different activities can be selected that best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

KEY



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AS Level content only



Curriculum Content

This topic provides an opportunity to explore a major non-European world empire during a period that has been referred to as the 'early global age' and that heralds the development of European expansionism and imperialism in the 18th century. In an era renowned for the exploration and discovery of the New World, the rise and fall of the Mughal Empire can be set against the context of the growing British, French, Dutch and Portuguese interests in the Indian subcontinent and trade routes to Asia. Although the topic requires concentration on the causes, features, events, characteristics and impact of developments under the Mughals in India, there is inevitably a need to consider the effect of relations with Europeans and travellers, as well as the panoply of religious groups in Central Asia and the Indian subcontinent. With their roots in the Turkic-Mongol Timurid dynasty of Transoxiana, and a heritage tracing descent from Tamerlane and Genghis Khan, the Mughals were unique in synthesising and developing both Central Asian, Persian and traditionally Indian customs, beliefs and culture. From the plains of Ferghana to Kabul, from Delhi and Agra to Rajasthan and the Deccan, the Mughals succeeded in establishing, expanding and consolidating an empire that was to leave a rich artistic and architectural legacy, epitomised by the legendary Taj Mahal. The motives for war and conquest, together with the strengths and weaknesses of military campaigns or the nature of personal rule, will be set against studies of continuity and change in the nature and impact of political administration, economic policies, religion and cultural development.

Through focussing on distinct stages of Mughal history within this topic, learners will have the opportunity to gain both depth and breadth across a two-hundred-year period. The emergence of the Mughals under Babur and Humayun, the 'golden age' of Akbar, and the reigns of Jahangir and Shah Jahan will be followed by the initial period of decline following the rule of Aurangzeb. Thus learners are able to appreciate the full extent and significance of the Mughals in India prior to the period of British imperialism.

As a standalone topic, the Mughals provides an engaging and alternative historical study, which is of immediate relevance to learners and teachers both in British or international schools who wish to expand beyond the confines of European history. It provides opportunity for extension with coursework research and links chronologically to a variety of topics, such as Tamerlane, the Delhi sultanate, the Safavids, Portuguese exploration, the development of the East India Company or Clive of India. Alternatively, the Mughals would make appropriate study alongside British topics such as the Tudors and Georgian Britain, or Themes topics on the Rise or Fall of the British Empire, the Ottomans, or Tudor Foreign Policy.



Curriculum Content

As general guidance, learners should have studied the following:

- **The foundation of the Mughal Empire 1526–1556:** the nature of India and Central Asia in the early 16th century; the military successes and failures of Babur, his conquests in Afghanistan and the defeat of Ibrahim Lodi at Panipat in 1526; the nature of Mughal rule in India under Babur and Humayun; wars, instability and development under Humayun; relations with Persia; the Afghan interlude under Sher Shah and Islam Shah; administrative and cultural development.
- **Akbar the Great 1556–1605:** the accession of Akbar and role of Bairam Khan, personal rule and propaganda; relations with the Rajput kingdoms; religious policy; economic developments; military achievements and territorial gains; centralisation and the development of imperial administration; cultural and artistic developments.
- **Jahangir and Shah Jahan 1605–1658:** the personalities and rule of Jahangir and Shah Jahan; Persian influences and court ceremonial; Mughal art and architecture including the Taj Mahal, Red Fort and the Moti Masjid; military expansion in the Deccan; relations with the British and Europeans; the struggle for succession and civil wars; the triumph of Aurangzeb.
- **Rule and decline 1658–1739:** the personality and rule of Aurangzeb; religious policies; the resurgence of the Maratha, conflicts in the Deccan and their consequences; campaigns in Bijapur and Golconda; foreign relations; administrative reforms and the growth of revenue; conflicts with Sikhs; decline after 1707 and Aurangzeb's responsibility; dynastic conflicts and weak leaders after 1707, loss of lands and the invasion of Nadir Shah of Persia 1738, the battle of Karnal and the Sack of Delhi 1739



Curriculum Content

Recommended core texts and online resources for teachers and students:	Resources
<p>Recommended core texts and online resources for teachers and students:</p> <p>Asher, C.B and Talbot, C. (2006) <i>India before Europe</i> – chapter 4–8</p> <p>Berinstain, V. and Bahn, P.G. (1998) <i>Mughal India: Splendours of the Peacock Throne</i></p> <p>Eraly, A. (2000) <i>Emperors of the Peacock Throne: the Saga of the Great Mughals</i></p> <p>Gascoigne, B. (revised ed. 2002) <i>The Great Moghuls</i></p> <p>Kulke, H. and Rothermund, D. (4th ed. 2004) <i>A History of India</i> – chapter 5</p> <p>Lane-Poole, S. (2014) <i>History of India from the reign of Akbar the Great to the fall of the Moghul Empire</i></p> <p>Richards, J.F. (1996) <i>The Mughal Empire</i></p> <p>Schimmel, A. (2004) <i>The Empire of the Great Mughals: History, Art and Culture</i></p>	
<p>Manas (Vinay Lal) Useful commentaries and links http://www.sscnet.ucla.edu/southasia/History/mainhist.html</p>	<p></p>
<p>Historical Association Series of podcasts by Ushma Williams http://www.history.org.uk/resources/secondary_resource_6949_237.html</p>	<p></p>
<p>British Museum Interactive display and links http://www.mughalindia.co.uk/room.html</p>	<p></p>
<p>PBS: The Story of India (Michael Wood) Overview, timeline, links and images and lesson ideas http://www.pbs.org/thestoryofindia/timeline/5/</p>	<p></p>



Curriculum Content

Recommended core texts and online resources for teachers and students:	Resources
<p>British Library The Company Story (brief history of the East India Company) http://www.bl.uk/learning/histcitizen/trading/story/company.html</p>	<p> Click here</p>
<p>The East India Company Commentary and links charting its full history http://www.theeastindiacompany.com/</p>	<p> Click here</p>



Thinking Conceptually

The Period Studies unit requires students to demonstrate an understanding of the key historical terms and concepts relevant to the period studied. Students will be required to recall, select and deploy appropriate knowledge, and communicate this clearly and effectively within focussed and essay-based questions. They will also be expected to demonstrate an ability to explain, evaluate and analyse the relationships between key features of the period studied in order to reach substantiated judgements. At times, this will involve the need to identify elements of continuity and change or the need to focus on key individuals and turning-points. A student's ability to achieve this will be greatly enhanced by exposure to a variety of resources: primary sources in accessible translation, secondary extracts and historical interpretations.

A suggested approach is to introduce students to geographic terms, as well as setting the scene for the rise of the Mughals in the early 16th century through a variety of maps and images that highlight territorial gains, regions, peoples, cities and historical sites. Followed by a brief overview of Mughal history and its key achievements, students should be fully engaged and curious to discover more, thus paving the way for in-depth studies. Inevitably, there will be a significant amount of new vocabulary and concepts to grasp, however it is recommended that these are introduced gradually, where appropriate, and that students maintain a 'definitions' or vocabulary list. It may be useful to introduce or revise students' knowledge of the basic tenets and practices of various religions present in India and Central Asia by the 16th century. This will be essential at the start of the course from the perspective of establishing concrete understanding of

Islam and the Sunni-Shia split. However, it will be important to ensure that current religious or political beliefs and opinions are removed from discussion of the Mughals, to ensure that the topic is approached relevantly and sensitively. A clear grasp of the nature of nomadic or settled social groups and the coexistence of various religions in Central Asia will form a useful backdrop to a study of northern India, providing understanding of the importance of Mongol or Timurid heritage in the motives, aspirations, religious expression and political actions of the Mughal emperors.

Although not an exhaustive list, the following terms may prove problematic:

Padishah	A Persian word equivalent to the Arabic term sultan, which signified an imperial title rather than merely a localised khan or shah'
Timur	Otherwise known as Tamerlane or Timur the Lame, a Turkic-Mongol who established a large empire based from Samarkand during the late 14th century.
Chagatai Khanate	Region of the former Mongol empire established by Genghis Khan that covered areas of Central Asia, such as modern-day Uzbekistan and Kyrgyzstan.
Ilkhanate	The former name, when under Mongol rule, for the region covering Persia and parts of the Middle East bordering the Chagatai Khanate, and southern parts of Russia (Golden Horde).



Thinking Conceptually

In addition, students will need to have a sound understanding of the following terms relating to the early modern period in Central and South Asia:

- Rajput
- Beg
- Buddhism
- Islam (Sunni and Shia)
- Sufism
- Jainism
- Sikhism
- Hinduism
- Syncretism
- *Charbagh*
- Colony
- Khanate
- Imperialism

Some useful resources for primary sources and terminology are:	Resources
<p>BBC Learning – Introduction to religions, including Sunni and Shia Islam http://www.bbc.co.uk/religion/religions/ http://www.bbc.co.uk/religion/religions/islam/subdivisions/sunnishia_1.shtml</p>	<p> Click here</p> <p> Click here</p>
<p>Metropolitan Museum of Art Glossary, links and explanation of the Five Pillars of Islam http://www.metmuseum.org/learn/for-educators/publications-for-educators/art-of-the-islamic-world</p>	<p> Click here</p>
<p>Packard Humanities Institute Extracts from the Akbarnama (follow link from Abu al-Fazl) http://persian.packhum.org/persian/main</p>	<p> Click here</p>



Some useful resources for primary sources and terminology are:	Resources
<p>Open Library Free online translations of the Baburnama and Memoirs of Humayun https://openlibrary.org/books/OL13995470M/The_Babur-nama_in_English https://archive.org/stream/tezkerehalvakiat00jawhuoft#page/n7/mode/2up</p>	<p>▶ Click here</p> <p>▶ Click here</p>
<p>Fordham University (Halsall texts) Primary sources and links on India http://legacy.fordham.edu/Halsall/india/indiasbook.asp</p>	<p>▶ Click here</p>



Thinking Contextually

Whether taking a holistic approach to Mughal history with an introductory overview or concentrating on the reign of a specific ruler, the following activities encourage students to consider the extent to which the Mughals achieved their goals, and their reasons for doing so. Further focus can be achieved within periods through consideration of specific issues, such as the extent and nature of war and conquest, the consolidation of power and imperial administration, religious policies, and economic, artistic or cultural developments. Despite an intended focus on **the early Mughal Empire under Babur and Humayun**, the activities can be adapted to any period of Mughal rule. As a whole, the suggested activities give scope to introduce, define, justify and empathise with the various events, features and individuals studied from the perspective of depth or breadth. In addition, the importance of Mughal 'narrative' and biographical or historical records is an intended background to the series of activities as a way of encouraging knowledge and understanding, as well as a method of assessing significance and promoting relevant selection of exemplar material within essays. Thus there is opportunity to extend activities in terms of question analysis, scope and empathy, depending on the abilities and needs of student groups.

Building Paradise

The following activities are all linked to the underlying theme of 'building paradise' and can be applied to a range of key issues, such as the acquisition of land, power, painting,

literature, architecture and gardens. They are designed to encourage students to appreciate Persian, Timurid or Muslim beliefs and characteristics, which influenced both the early and later Mughals and are, therefore, associated with their efforts to create 'paradise on earth' and symbolise eternal salvation. A suggested approach is to remind students of the key elements necessary for understanding or recording any form of narrative by focussing on essential criteria needed to 'build the story' (or empire), such as location, characters, plot, style and significance. The activities can be used to introduce, develop or revise historical arguments and factual details thus analysing 'the story' and paving the way for AS-style interpretations exercises. Alternatively, they can be used to create a literary 'record' in the style of the Baburnama. Through either method, they can be adjusted to focus on causation, impact, continuity and change within any given Mughal period.

Setting the scene

The following activities aim to encourage recognition of significant regions, cities and sites from a chronological perspective, thus giving opportunity to identify the importance of pre-Mughal and coexistent civilisations and kingdoms. By matching personalities to the locations of key events and architectural achievements, students will gain an overview of the Mughal period, and conceptual or thematic understanding in preparation for in-depth analysis within key topics.



Thinking Contextually

Activities

Stage 1: Location

- 1) Elicit prior knowledge of Central Asia and India by locating 'known' places on a [basic map](#). Briefly discuss the development of the Mughal Empire from north to south by the early 18th century with an [interactive map](#).
- 2) Develop background knowledge to the emergence of the Mughals by providing extracts from the [Schwartzberg atlas](#), a [map](#) and [commentary on the Timurids](#), brief overviews of the [later Islamic kingdoms](#) and Safavid city of [Isfahan](#), as well as pictures of typical [landscape](#).
- 3) Use **Learner Resource 1** for the pre-Mughal period detailing kingdoms, ruling dynasties and specific leaders according to their location. Consider Persian or Safavid, Timurid, Uzbek, the Rajput, sultans of Delhi and so on. The object is to gain an overview of prominent leaders and civilisations. To challenge students further, add the names of relevant cities, sites and religions according to period, locations and rulers using the [Heilbrunn timeline](#).

Recommended resources:

Electronic Cultural Atlas Initiative

Video of Mughal Empire map and expansion (click on link)
<http://ecai.org/Area/AreaTeamExamples/SouthAsia.html>

Silk Road Seattle (David Waugh – Washington University)

Timeline, commentary, maps, artefacts and photos (Safavid, Timurid and Mughal)
<http://depts.washington.edu/silkroad/exhibit/timeline.html>

Digital South Asia Library (University of Chicago)

Schwartzberg Atlas: view and print maps showing features of the Mughal period
<http://dsal.uchicago.edu/reference/schwartzberg/>

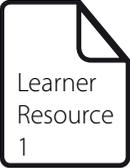
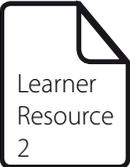
Metropolitan Museum of Art

Heilbrunn timeline, links and presentations on the Mughals
<http://www.metmuseum.org/toah/ht/?period=08®ion=ssa>
<http://www.metmuseum.org/learn/for-educators/publications-for-educators/art-of-the-islamic-world/unit-five/chapter-four>

Resources

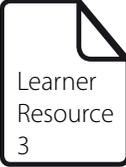
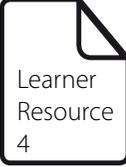


Thinking Contextually

Activities	Resources
<p>Stage 2: Characters</p> <ol style="list-style-type: none">1) With a basic chronology and Mughal family tree, repeat Learner Resource 1 to record overall Mughal expansion and coexisting kingdoms. Identify key individuals and dates involved in the acquisition or loss of regions.2) Learner Resource 2 provides examples of Mughal architecture and literature. Students match these to the correct period of Mughal rule (e.g. ruler or patron) placing them in rough chronological order. This should provoke discussion regarding origin and final production (e.g. Hamza stories).3) Following further general reading, introduce the theme of 'building paradise' and historical interpretations. Student groups select eight defining moments or features of Mughal history to provide an overview. Write these on the 'steps' (middle column Learner Resource 3) starting chronologically from the bottom (or foundations). Add relevant details regarding Mughal leaders/patrons and significance. Discuss the results of initial impressions – who appears to be the most prominent ruler?4) Read the interpretations extracts on Akbar. Do the historians agree? Can their views be supported with the evidence? Do Akbar's architectural achievements match the details recorded on Learner Resource 1 in terms of territorial expansion? <p>Recommended general overviews:</p> <p>Islamic Arts and Architecture Overview, commentaries and links http://islamicart.com/library/empires/india/</p> <p>Victoria and Albert Museum Mughal India subject hub, with links http://www.vam.ac.uk/page/m/mughal-empire/</p> <p>Freer-Sackler Galleries Interactive presentation on the Adventures of Hamza http://www.asia.si.edu/exhibitions/online/hamza/hamza.htm</p> <p>India VR Tours 3D tours of several significant Mughal sites http://indiavrtours.com/</p>	<p>Learner Resource 1</p> <p>Learner Resource 2</p> <p>Learner Resource 3</p> <p>Click here</p> <p>Click here</p> <p>Click here</p> <p>Click here</p>

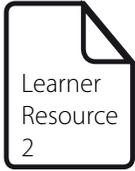
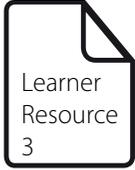


Thinking Contextually

Activities	Resources
<p>Stage 3: Significance – the Taj Mahal</p> <ol style="list-style-type: none">1) Focus students on the most famous monument, the Taj Mahal, which they undoubtedly highlighted on Learner Resource 3. Aim to identify and separate key issues by focussing on motives or inspiration for its construction, as well as defining features, methods or materials and its influence on future Mughal developments.2) Ensure students understand the difference and meaning of Persian, Timurid and Indian influences, whether in terms of Mughal heritage and impetus or artistic style. Consider the varying interpretations offered about the Taj Mahal.3) Make bullet-point notes on Learner Resource 4 with the name of the example being analysed in the centre (or provide a picture).4) Discuss the general key issues to be studied when covering the narrative of Mughal history (e.g. causation, features, effects and methods) and how an example like the Taj Mahal might be used differently (or discarded) depending on the question. Highlight the need for relevant and careful use of examples to support an argument. <p>Recommended resources:</p> <p>Muslim Heritage: Article that discusses various historical interpretations http://muslimheritage.com/article/taj-mahal-architecture-love</p> <p>Treasures of the World (PBS): the Taj Mahal: An interactive presentation http://www.pbs.org/treasuresoftheworld/a_nav/taj_nav/main_tajfrm.html</p> <p>The Khan Academy: Commentary and images http://www.khanacademy.org/test-prep/ap-art-history/south-east-southeast-asia/a/the-taj-mahal</p> <p>Silk Road Seattle (University of Washington): Article and photos http://depts.washington.edu/silkroad/cities/india/agra/taj/taj.html</p>	 <p>Learner Resource 3</p>  <p>Learner Resource 4</p>  <p>▶ Click here</p>  <p>▶ Click here</p>  <p>▶ Click here</p>  <p>▶ Click here</p>



Thinking Contextually

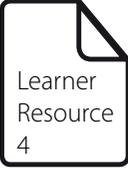
Activities	Resources
<p>Stage 4: Plot</p> <p>The aim here is to focus on question styles and analysis in a generic sense to increase confidence, clarity and relevance in essays.</p> <ol style="list-style-type: none">1) Either use Learner Resource 2 as a prompt or make cards with each phrase, factor or name on a separate card. Demonstrate how a 'command' or 'question' word can be matched with a 'factor' or 'example' and an overall 'issue', thus creating the basis for an essay question once verbs or incidental words are supplied. Differentiate between the style of the shorter question a), which involves comparison, and the full essay question b).2) Retain the overall perspective of the Mughals, initially by referring to students' completed copies of Learner Resource 3. Students select only two examples from within their previous selection to place with 'which', 'more significant' and 'development of Mughal power'. Write out the question fully, compartmentalising the words. Discuss how the examples chosen could change whilst retaining the rest of the question. Create further possibilities.3) Repeat this method for the question b) style on the same issue so they can grasp the difference in scope between question styles.	 

Synopsis: Creation of the early Mughal Empire

The following are based on the premise that students have already acquired substantial knowledge of the early Mughal period and are collating their findings in preparation for question analysis and essay writing. The focus can be adapted to some aspect of 'success', 'development' or 'achievement' entailed within the underlying theme of 'building paradise'.

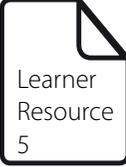
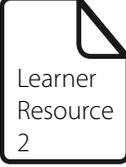


Thinking Contextually

Activities	Resources
<p>Stage 1: Setting the scene</p> <ol style="list-style-type: none">1) Complete Learner Resource 1, giving depth of detail in terms of significant rulers, cities and events. Either focus on Babur and Humayun's reign together or create greater depth by focussing on one leader at a time. Key individuals (e.g. allies, enemies) should be evident by this stage such as: Ibrahim Lodi, Baisunghar Mirza, Rana Sanga, Shaibani Khan, Qambar Beg, Bahudar Shah, Sher Shah, and Shah Tahmasp). Also ensure specific events are recorded.2) Make detailed summary notes of single examples on Learner Resource 4. Suggestions: the Battle of Panipat, the Garden of Fidelity, Agra, Kohinur, Din-Panah, assistance from Shah Tahmasp. Additionally, adapt the activity to focus on an individual in order to analyse and record their behaviour and actions.3) Now use Learner Resource 2 for overall assessment and discussion – what were the defining moments or features of the early Mughal construction of 'paradise'? Who achieved more – Babur or Himayun? <p>Recommended resources:</p> <p>Silk Road Washington (D Waugh) Easy to read version of the Baburnama http://depts.washington.edu/silkroad/texts/babur/babur1.html</p> <p>Gardens of the Mughal Empire Short presentation with images http://www.mughalgardens.org/html/intro.html</p> <p>Dumbarton Oaks Mughal Gardens of the Grand Trunk Road (easy commentary and chronology) http://www.doaks.org/resources/middle-east-garden-traditions/mughal-gardens/introduction</p> <p>Agha Khan Foundation for Architecture (Harvard) Podcast on 16th century Mughal gardens and court routine http://agakhan.fas.harvard.edu/icb/icb.do?keyword=k69205&pageid=icb.page410717&pageContentId=icb.pagecontent900912&view=watch.do&viewParam_entry=76558#a_icb_pagecontent900912</p>	 <p>Learner Resource 1</p>  <p>Learner Resource 2</p>  <p>Learner Resource 4</p> <p> Click here</p> <p> Click here</p> <p> Click here</p> <p> Click here</p>



Thinking Contextually

Activities	Resources
<p>Stage 2: Plot</p> <ol style="list-style-type: none">1) Read the extracts on Learner Resource 5 and identify factual details to support the comments. Discuss the issues within the extracts that might be used to argue a variety of key debates, such as: influences on artistic style, influences on methods of rule, the success of government and administration, reasons for consolidation of power. Which factual details would be more relevant to support different debates?2) Review the question analysis exercise following the model on Learner Resource 2. The aim is for students to adapt and supplement it with applicable examples and issues for the early Mughal period as a recognition and revision exercise. Write a list of all the possibilities, thus forming a new 'model' sheet using the factual details learnt for the early Mughal period only. Practise designing realistic and relevant questions.3) Extension: write an essay (e.g. the 'significance of the Battle of Panipat in Babur's creation of the Mughal Empire') or write an account of Babur's reign in the style of Mughal memoirs and stories. The purpose is to explain, analyse and select appropriate examples. <p>Recommended resources:</p> <p>Silk Road Washington (D Waugh) Easy to read version of the Baburnama http://depts.washington.edu/silkroad/texts/babur/babur1.html</p>	 <p>Learner Resource 5</p>  <p>Learner Resource 2</p>  <p>▶ Click here</p>



Thinking Contextually

Activities

Stage 3: Reasoning – the circle of mirth

Learner Resource 6 is based upon Humayun's 'circle of mirth' as referred to by Gascoigne (**Learner Resource 5**). It can be used as a prompt to provoke discussion, increase analysis or play a revision game. The four elements refer to Humayun's view of governance of the Mughal Empire but they can be simplified: fire (war and conquest), water (administration and government), earth (economy and architecture), air (lifestyle, society and culture). The figures are symbolic of the events that occurred: 'standing' (positive or proactive aspects, such as achievement, success, attack or victory), 'lying' (negative aspects such as defeat, defence, failure) and 'sitting' (stability, consolidation, development and building).

- 1) Give student groups a dice and explain that the odd numbers reflect 'lying', the even numbers reflect 'standing' but that the six signifies 'sitting'. The aim is to throw the dice, identify the 'position' and think of an example in relation to Humayun's rule. However, this must be connected to one of the two elements (aspects of rule) that are either side of the 'position'. The player can choose but the objective is to think and reply quickly. For example, 'standing' could lead to 'capture of Delhi in 1555' (fire).
- 2) Teachers can set penalties or timers as they wish. Adapt the game accordingly to revise other Mughal rulers or to increase the difficulty or fun.

Resources



Learner Resource 1 India regions, rulers and peoples

See page 13

See page 14

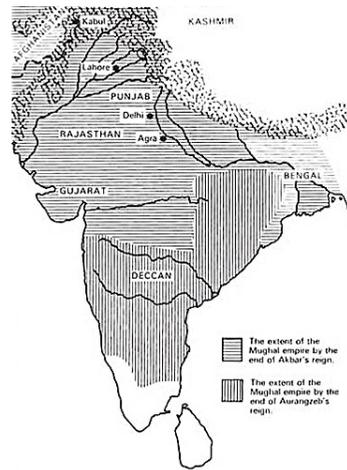
See page 17

Persia:

Afghanistan, Baluchistan and Kashmir:

Central Asia:

Rajasthan:



Northern India (Punjab and Hindustan):

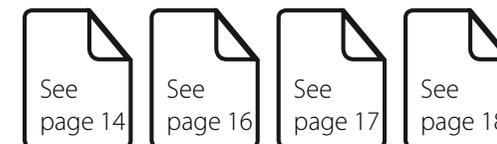
Sind and Gujarat:

Southern India (Deccan):

Bengal and Orissa:



Learner Resource 2



<p>In which period of Mughal rule were the following created, produced or acquired?</p> <p>Fatehpur Sikri Taj Mahal Garden of the Eight Paradises Shalimar Gardens (Lahore) Tomb of Sher Shah Garden of Victory the Peacock throne Red Fort Stories of Hamza Govinda Deva temple Garden of Fidelity Humayun's tomb Din Panah Agra</p>	<p>Interpretations: The Reign of Akbar</p> <p>Extract from Schimmel, A. (2004) <i>Empire of the Great Mughals: History, Art and Culture</i>, Reaktion Books</p> <p>"Fatehpur Sikri, Akbar's dream city, is the most surprising structure of all. According to many art historians, it symbolises an all-powerful monarchy, a microcosm, or even an <i>imago mundi</i>." (p.286)</p> <p>Extracts from Asher, C.B. and Talbot, C. (2006) <i>India before Europe</i>, CUP</p> <p>"Designed by Muhammad-I Mirak, who belonged to a family of Timurid landscape architects, Humayun's tomb in Delhi was completed in 1571. Its plan and elevation, as one might expect, was designed in the Timurid tradition and intended as a bold visual statement of dynastic origin. Yet his tomb's red sandstone facing trimmed with white marble belongs to the Indian tradition and remains the hallmark of much Mughal architecture. Placed in the middle of a walled four-part garden (<i>charbagh</i>), the tomb is intended to evoke not only Babur's concept of controlled order but also a larger Islamic one of paradise on earth.....!" (p.131–2)</p> <p>"The blending of Central Asian and Indian cultures that Akbar brought about in the sphere of politics is thus paralleled in his architecture, just as it was in the painting and the other acts he sponsored." (p.132)</p>		
<p>Jahangiri Mahal Padshahnama Kohinur Baburnama Moti Masjid Tutinama (Tales of the Parrot) Akbarnama Nasim Bagh (Kashmir) Hyderabad Nauraspur fortress of Gwalior Shahjahanabad gardens at Wah Jami Masjid Akbar's tomb (Sikandra) Rohtas palace</p>	<p>Command (question) words</p> <p>Which of the following Why How far To what extent</p>	<p>Subjects/examples/factors</p> <p>politics/economy/religion military strength/weakness Timurid heritage Persian influence Babur Humayun Jahangir Shah Jahan Akbar Aurangzeb Battle of..... <i>Example of architectural structure (or art, literature)</i> <i>A specific individual</i> <i>A specific event</i></p>	<p>Key issues</p> <p>more important... significant... influential... a turning-point/decisive/inevitable expansion/development/consolidation success/decline/increase/stability defeat/victory/support/control ...the Mughal Empire (under...) ...the rule ofMughal power/control (or expressions of) ...art and architecture ...administration and government <i>Specific region/city/enemy/battle</i></p>



Learner Resource 4 Building a paradise



Motives, reasons or inspiration

Key features or aspects

Materials, methods and enabling factors

Chronology, impact and long-term effects



Learner Resource 5 Building paradise: The early Mughals



"Immediately after his succession Humayun set about reorganising the court to his own fancy and his new regulations turned the business of administration into an elaborate astrological game. Public offices were divided into four departments according to the four elements. The Earth department looked after agriculture and architecture. Water supervised canals and the wine-cellar, Fire was in charge of military matters; these were at least symbolically apt, but as symbolism rarely dovetails perfectly with the facts, Air was left with a rag-bag of misfits, such as the 'wardrobe, the kitchen, the stables, and the necessary management of the mules and camels'. Each day of the week was reserved for an appropriate type of business or pleasure according to the relevant planet, which also governed the colour of the clothes Humayun wore on that day. So on Sunday he appeared in yellow and dealt with state affairs, on Monday in green and was merry. Among those who suffered more than inconvenience and delay from this system were a group of miscreants who had the misfortune to come before Humayun on a Tuesday 'when his majesty wore the red vesture of Mars and sat on the throne of wrath and vengeance' and who therefore received punishments out of all proportion to their crimes. The superstition and childishness inherent in these ideas seem to have reached their peak in Humayun's 'carpet of mirth', a huge round carpet painted with all the paraphernalia of astrology. Humayun sat on the sun surrounded by his officers and courtiers, who rolled dice showing figures of people either standing, sitting or lying down. They were expected to do what they threw, and this, says the account 'was a means of increasing mirth'. But the emperor also had a hand in more serious plans for his capital, in keeping with the cultured and liberal traditions of his Timurid inheritance. In 1533 Humayun personally laid the foundation stone for a new city at Delhi – an area rivalled only by Troy in the spawning of cities, the present New Delhi by Lutyens begin at least the twelfth. It was to be called Din-Panah 'Asylum of Faith' and its foundation gave notice to the entire Muslim world that here was the capital of a liberal empire where philosophers and poets of no matter what Islamic sect would be welcome, in deliberate contrast to the bigotry and persecution practised by the present ruling dynasties in Persia and Turkey. Learned refugees did indeed begin to arrive from those countries and Humayun must have felt that he was set fair to establish a cultural centre worthy of the traditions of Samarkand and Herat. But he was not to be allowed time for this to happen, though his descendants would fulfil his hopes later in Fatehpur Sikri and Agra."

Gascoigne, B. (2002) *The Great Moghuls*, revised edition, p.35–6

"Although Babur only ruled for four years until his death in 1530, he was able to provide gardens in several important sites. The creation of gardens is not as frivolous as it might seem. Babur tells us through his memoirs that these gardens were a conscious attempt on his part to render what he considered to be an unruly India into a site of order and control. Moreover, he likened his office of kingship to that of a master gardener, making clear that these planted species had a political as well as a practical agenda. His gardens were modelled on Timurid ones, known as *char bagh* (that is – four-part gardens) although modifications apparently had to be made due to differences in terrain. Only one partially surviving garden, the Lotus Garden at Dholpur, about 55km south of Agra, today bears traces of Babur's patronage. Cut from the living rock, water channels link pools carved in floral forms, representing an early Mughal adaptation of Timurid aesthetics. In cities such as Agra, the gardens and the locales were named after places in Central Asia, suggesting that Babur's goal was to recreate his Timurid homeland in India."

Asher, C.B. and Talbot, C. (2006) *India before Europe*, CUP, p.118–9



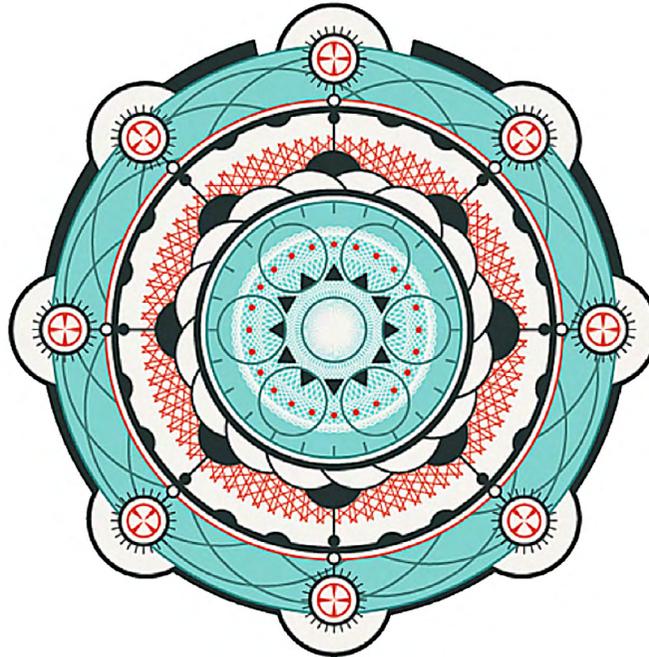
Learner Resource 4 The circle of mirth

See page 19

Water



Fire



Earth

Air





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