**Teaching plan**

**Session August to December 2022 /**

**Semester- III** **Semester, DSE Course**

**Course and Year: History B.A (Prog)**

**Taught Individually or shared: Individually**

**Paper: History of India c. 1200 to 1700 A.D.**

**Faculty: Mrs. Anita Kumari**

**No. of classes: (per Week) 5 Lectures, 2 Tutorials**

**Total Week 14 (approximate)**

**Unit I Teaching Times 4 week ( Approx)**

**Foundation, expansion and consolidation of the Sultanates of Delhi c.13th to 15th Expansion; iqta system; administrative reforms; nobility**

**Objective** : This unit would have taught students about the politics, political economy, and administrative transitions under the various Sultanate regimes.

**Suggested Readings:**

1. Jackson, P. (2003). The Delhi Sultanate: A Political and Military History. Cambridge: Cambridge University Press.
2. Ray Chaudhuri, T, and I. Habib (Ed.). (1982). The Cambridge Economic History of India, Vol.1: c1200-1750. Delhi: Orient Longman, pp. 45-101.
3. Habib, I. (2003). Madhyakalin Bharat ka Arthik Itihas ek Sarvekshan. Delhi: Rajkamal.
4. Verma, H.C. (ed.). (2003). Madhyakalin Bharat, Bhag 1&2, Delhi: Hindi Madhyam Karyanvan Nideshalaya, Delhi University.

**Unit II** **Teaching Times 1 week (Approx.)**

**Regional political formations: Vijayanagara**

**Objective**: This unit introduces students to recent historiography on the politics, society, and economy of the Vijayanagara state. While learning about the historical details of the Vijayanagara state they will also be introduced to the role of rituals and cultural representations in the reproduction of power in the Vijayanagara state.

**Suggested Readings:**

1. Stein, Burton. (1989). The New Cambridge History of India I.1, Vijayanagara Cambridge: Cambridge University Press.
2. Fritz, John M. (1986). “Vijayanagara: Authority and Meaning of a South Indian Imperial Capital”. American Anthropologist, New Series, vol. 88 no.1, pp. 44-55
3. Wagoner, Phillip B. (1996). “Sultan among Hindu Kings: Dress, Titles, and the Islamicization of Hindu Culture at Vijayanagara”. Journal of Asian Studies, vol.55 no.4, pp. 851-860.

**Unit III** **Teaching Times : 3 week (Approx.)**

**Foundation, expansion and consolidation of the Mughal state, c.16th to 17th century: expansion and consolidation; Rajputs; Mansabdari and Jagirdari; imperial ideology: assessing Aurangzeb.**

**Objective** : This unit will teach students about the complex political, cultural and social world constructed under the Mughal regime. It will also introduce students to the diverse ways in which Mughal imperial ideology came to be constructed and also to the various historiographical debates on Aurangzeb.

**Suggested Readings:**

1. Alam, M., and S. Subrahmanayam. (1998).The Mughal State 1526-1750. Delhi: Oxford University Press.
2. Richards, J F. (1996). The New Cambridge History of India: The Mughal Empire. Cambridge: Cambridge University Press.
3. Ray Chaudhuri, T. and I. Habib. (Eds.). (1982). The Cambridge Economic History of India, Vol.1: c1200-1750. Delhi: Orient Longman, pp. 163-192.

* Habib, I. (Ed.). (1997). Akbar and his India, Delhi: Oxford University Press.

5 Habib. I. (Ed.). (2016). Akbar aur Tatkalin Bharat, Delhi: Rajkamal Prakashan Samuh.

6 Ali, M. Athar. (1996). Mughal Nobility under Aurangzeb, Delhi: Oxford University Press

**Unit IV** : **Teaching Times : 2 week (Approx.)**

**17th century transitions: Marathas; Sikh**

**Objective**: In this unit students will learn about the emerging political formations in the Deccan and the Punjab plains. Through a study of the Marathas and Sikhs they would develop a better understanding of how the competition for resources in the seventeenth century contributed to the emergence of a new body of elites with political aspirati

**Suggested Readings:**

1. Gordon, S. (1993).The New Cambridge History of India: The Marathas, 1600-1818.

Cambridge: Cambridge University Press.

1. Grewal, J.S. (1986). The New Cambridge History of India: The Sikhs. Delhi: Cambridge University Press.
2. Singh, Chetan. (1991). Region and Empire: Punjab in the Seventeenth Century. Delhi: Oxford University Press.
3. Wink, Andre. (1986). Land and Sovereignty in India: Agrarian Society and Politics under

the Eighteenth Century Maratha Svarajya. Delhi: Orient Longman, pp. 51 – 65.

**Unit V : Teaching Times 3 week ( Approx)**

Art and architecture in medieval India: Qutb complex; Vijayanagara (Hampi); Fatehpur Sikri;Mughal miniature painting

This unit introduces students to the architectural and painting traditions in the medieval period. The student will learn the political and artistic contributions of patrons, painters, architects and artisans in the development of artistic representations of this period. This will be achieved through a series of case studies of a mosque (the Qutb Complex), imperial cities (Fatehpur Sikri and Hampi) and Mughal miniature paintings.

**Suggested Readings:**

1. Asher, Catherine B. (1992). The New Cambridge History of India, The Architecture of Mughal India, Part 1, Vol. 4, Cambridge: Cambridge University Press, pp. 39-98 (Ch.3, “The Age of Akbar”)
2. Koch, Ebba. (2001). Mughal Art and Imperial Ideology: Collected Essays. Delhi: Oxford University Press. pp. 1-11 & 130-162.
3. Verma, Som Prakash. (2009). Interpreting Mughal Painting: Essays on Art, Society, and

Culture. Delhi: Oxford University Press.

1. Desai, Vishaka N. (1990). “Painting and politics in Seventeenth Century North India: Mewar, Bikaner and the Mughal Court.” Art journal vol. no.4, pp.370-378.

**Unit VI :** **Teaching Times 3 week ( Approx)**

Society, culture and religion: Bhakti --Kabir and Mira Bai; Sufism – Nizamuddin Auliya;

Sufism in popular literature from the Deccan: Chakki-Nama

and Charkha-Nama.

This unit would have taught students about the cultural traditions in the medieval period with special reference to Kabir and Mirabai, Nizam al-Din Auliya, and popular mystic literature from the South.

**Teaching Times : 6 lectures ( Approx)**

**Suggested Readings:**

1. Economy and integrated patterns of exchange: rural and urban linkages; commercial practices (usury and banking); maritime trade and non-agrarian production• Charlotte Vaudeville. (2007). A Weaver named Kabir. Delhi: Oxford University Press.
2. Schomer, Karine, and W.H. McLeod. (Eds.). (1987). The Sants Studies in Devotional Traditions in India. Delhi, Motilal Banarasidas.
3. Digby, Simon. (1986). “The Sufi Shaikh as a Source of Authority in Medieval India”. Purusartha (Islam and Society in Medieval India) vol. 9, pp. 57-77.
4. Lawrence, Bruce B. (1986). “The Earliest Chishtiya and Shaikh Nizam al-Din Awliya.” in R E Frykenberg, (Ed.). Delhi Through the Ages. Delhi: Oxford University Press, pp. 104-128.

**Unit VII:** Economy andintegrated patterns of exchange: rural and urbanlinkages;commercialpractices (usury and banking);maritime trade and non-agrarian production.

Students will learn about the gradual integration of agricultural and artisanal productionin this unit. The establishment of circuits of exchange gradually tied rural, qasbah and city production, a process that will be charte from the medieval into the early modern period. They will also be expected to develop an understanding of the Indian Ocean trade and its impact on South Asian economy

**Teaching Times :6 lectures(Approx)**

**Suggested Readings**

1. Ray Chaudhuri, T and I. Habib. (Eds.). (1982). The Cambridge Economic History of India, Vol.1: c1200-1750. Delhi: Orient Longman, pp. 214-434
2. Chandra, Satish. (2005). Religion, State and Society in Medieval India: Collected Works of

Nurul Hasan. Delhi: Oxford University Press, pp. 173-278.

1. Bhargava, Meena. (Ed.). (2010). Exploring Medieval India: sixteenth to the eighteenth

centuries. Delhi: Orient Blackswan

1. Prakash, Om. (1998). The New Cambridge History of India: European Commercial Enterprise

in Pre-Colonial India. Delhi: Cambridge University Press