**Teaching Plan Academic Year (2021-2022)**

**Teacher Name 5: Ms Anita Kumari,**

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

**Semester- 3, Course and Year : History ( Prog 2nd year)**

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

**Total Weeks: 15 weeks (approximate)**

**Internal Assessment: 25 Marks**

**Written Exam: 75 Marks**

**Total: 100 Marks**

**Keywords:**

Delhi Sultanate, *Iqta* System, Nobility, Gujarat Sultanate, Vijayanagara, Mughal State,

Mansabdari, Jagirdari, Imperial Ideology, Marathas, Sikhs, Architecture, Miniature Painting,

Bhakti, Sufism, Agrarian Economy, Maritime Trade

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**Course Objective:**

This course provides an analytical study of the history of India from 1200 to 1700 CE. It introduces students to a thematic study of the main aspects of the period, delineating major transitions, changes and developments that include the establishment of the Delhi Sultanate, the Mughal state, Vijayanagara and Rajput polities, encompassing political, administrative, cultural and economic aspects. Through select regional case studies the course also underlines the inter connectedness of the subcontinental region in its transition to the Early Modern period

**Learning Outcomes:**

After the successful completion of this Course, the students will be able to: Identify the major political developments in the History of India during the period between the thirteenth and the seventeenth century. Outline the changes and continuities in the field of culture, especially with regard total art, architecture, bhakti movement and Sufi movement. Discuss the economic history of the period under study in India especially, where agrarian production and its implications are concerned. Delineate the development of trade and urban complexes during this period.

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

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

**Teaching Times :(2 weeks approx)**

**ESSENTIAL 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 kaArthikItihasekSarvekshan.

Delhi: Rajkamal

1. Habib, I. (Ed.). (1981-2003). *Madhyakalin Bharat,* 7 volumes. Delhi; Rajkamal.
2. Verma, H.C. (ed.). (2003). Madhyakalin Bharat, Bhag 1, Delhi: Hindi MadhyamKaryanvanNideshalaya, Delhi University
3. Kumar, Sunil. (2014). “*Bandagi* and *Naukari*: Studying Transitions in Political Culture and Service under the North Indian Sultanates, 13th-16th centuries” in Francesca Orsini and Samira Sheikh, (Eds.), *After Timur Left: Culture and Circulation in fifteenth century North India*. Delhi: Oxford University Press, pp. 60-108.
4. chandra.satish.Medivallndia from sultante to the mughals part one thrd edition harAnand publication. Delhi 2004
5. Vipul singh. Interpreting medivalindia vol. 1.Eearly Medivall. Delhi Sultanate and Religion (circa 750-1550) .Mackmillan Publication Delhi 2017
6. Irfan habib theory of the history of the delhi sultanate% indian historical review 7(1981)pp 99- 118
7. Habibulla A.B.M .*The Foundations OF Muslim Rules In India* , oriental Book Depot Allahabad Revised editions 1976
8. Siddiqi, I H,the delhiSultante
9. .*the composite culture under the sutans of delhi* January 2016
10. Kumar ,Sunil , The emergence of Delhi sultnante

 Ray, Aniruddha *The Sultanate of Delhi (1206–1526):* Polity, Economy, Society and Culture Hardcover – 1 January 2019

**Unit II** Regional political formations: Vijayanagara**(Teaching Time: 1 weeks approx.)(**is 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.

**ESSENTIAL READINGS**

1Stein, Burton. (1989). *The New Cambridge History of India I.1, Vijayanagara*

Cambridge: Cambridge University Press.

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

Sinopoli, Carla. (2003). *Political Economy of Craft Production: Crafting empire in South*

*India c.1350-1650*. Cambridge: Cambridge University Press. (“The South Asian State”

and “Vijayanagara: The Historical Setting”)

4 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. 851-80.

**Unit III:Foundation, expansion and consolidation of the Mughal State, c.16th to 17th century:** Expansion and consolidation; Rajputs; *Mansabdari*and *Jagirdari*; imperial ideology; reassessing Aurangze**(Teaching Time: 3 weeks approx.)**

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.

**ESSENTIAL READINGS**

Alam, M., and S. Subrahmanayam.(1998).*The Mughal State 1526-1750.* Delhi: Oxford

University Press.

Richards, J F. (1996).*The New Cambridge History of India: The Mughal Empire.*

Cambridge: Cambridge University Press.

Ray Chaudhuri, T. and I. Habib. (Eds.). (1982). *The Cambridge Economic History of*

*India, Vol.1: c1200-1750*. Delhi: Orient Longman, pp. 163-192.

Bhargava, Meena.ed. (2010).*Exploring Medieval India: Sixteenth to the Eighteenth*

*centuries*, Delhi: Orient Blackswan.

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

Habib. I. (Ed.). (2016). *Akbar aurTatkalin Bharat*, Delhi: RajkamalPrakashanSamuh.

Verma, H.C. (Ed.). (2003). *Madhyakalin Bharat, Bhag 1&2,* Delhi: Hindi Madhyam

KaryanvanNideshalaya, Delhi University.

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

Habib, I. (1999).*The Agrarian System of Mughal India, 1554-1707.* Delhi: Oxford

University Press.

Trushke, Audre. (2017). *Aurangzeb: The Man and the Myth*, Delhi: Penguin.

Butler-Brown, Katherine. (2007). “Did Aurangzeb Ban Music? Questions for the

historiography of his reign,” *Modern Asian Studies* vol. 41 no.1, pp. 77-120.

**Unit IV: 17th century transitions:** Marathas; Sikhs. **(Teaching Time: 2 weeks approx.)**

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 aspirations

**ESSENTIAL READINGS**

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

Cambridge: Cambridge University Press.

Wink, Andre. (1986). *Land and Sovereignty in India: Agrarian Society and Politics under*

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

Grewal, J.S. (1986).*The New Cambridge History of India: The Sikhs.* Delhi: Cambridge

University Press.36

Singh, Chetan. (1991). *Region and Empire: Punjab in the Seventeenth Century*. Delhi:

Oxford University Press.

**Unit V:. Art and architecture in medieval India:** Qutb complex; Vijayanagara (Hampi); FatehpurSikri; Mughal miniature painting **Teaching Time: 2 weeks**

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 (FatehpurSikri and Hampi) and Mughal miniature paintings. **(**

**ESSENTIAL READINGS**

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”)

Koch, Ebba. (2001). *Mughal Art and Imperial Ideology: Collected Essays*. Delhi: Oxford

University Press. pp. 1-11 & 130-162.

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.

Verma, Som Prakash. (2009). *Interpreting Mughal Painting: Essays on Art, Society, and*

*Culture.* Delhi: Oxford University Press.

**Unit VI. Society, culture and religion:** Bhakti -- Kabir and Mira Bai; Sufism – Nizamuddin

Auliya and Sufism in popular literature from the Deccan: *Chakki-Nama* and *Charkha*

*Nama*.**Teaching Time: 2 weeks approx.)**

This unit would have taught students about the cultural traditions in the medieval

period with special reference to Kabir and Mirabai, and Nizam al-Din Auliya and popular mystic literature from the Sout

. **ESSENTIAL READINGS**

Charlotte Vaudeville. (2007). *A Weaver named Kabir*. Delhi: Oxford University Press.

Schomer, Karine and W.H. McLeod. (Eds.). (1987). *TheSants Studies in Devotional*

*Traditions in India*. Delhi, MotilalBanarasidas.

Hess, Linda. (1983). "The Cow is Sucking at the Calf's Teat: Kabir's Upside-Down

Language."*History of Religions* vol. 22, pp. 313-37.

Hawley, John Stratton. (2005). *Three Bhakti Voices, Mira Bai, Kabir and Surdas in their*

*Times.* Delhi: Oxford University Press.

*Manushi* (1989).*Special Issue.*Nos. 50-51-52 (Jan-June). (MadhuKishwar, Ruth Vanita

andParitaMukta articles on Mirabai.)

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.

Eaton, Richard M. (1974, 2000). “Sufi Folk Literature and the Expansion of Islam,”

*History of Religion* vol. 14, pp.117-127. (Also available as *Essays on Islam and Indian*

*History*.Delhi: Oxford University Press, pp.189-199.)

8Pinto, Desiderio S.J. (1989).“The Mystery of the NizamuddinDargah: The Account ofPilgrims” in Christian W Troll (ed.) *Muslim Shrines in India*. Delhi: Oxford University Press, pp.112-124.

Lawrence, Bruce B. (1986).“The Earliest Chishtiya and Shaikh Nizam al-Din Awliya.”

10 R E Frykenberg, (Ed.). *Delhi Through the Ages*. Delhi: Oxford University Press, pp.

104-128.

**Unit VII.Economy and integrated patterns of exchange:** Rural and urban linkages; maritime trade and non-agrarian production trade and non-agrarian production **Teaching Time: 2 weeks approx.)**

In thisunit 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

**ESSENTIAL READINGS**

Ray Chaudhuri, T and I. Habib. (Eds.). (1982). *The Cambridge Economic History of*

*India, Vol.1: c1200-1750*. Delhi: Orient Longman, pp. 214-434

Chandra, Satish. (2005). *Religion, State and Society in Medieval India: Collected Works*

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

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

*centuries*. Delhi: Orient Blackswan

Prakash, Om. (1998). *The New Cambridge History of India: European Commercial*

*Enterprise in Pre-Colonial India*. Delhi: Cambridge University Press

Gupta, Ashin Das and M.N. Pearson. (1997) *India and the Indian Ocean 1500-1800*.

Delhi: Oxford University Press.

**Suggested Readings:**

Asher, Catherine B. and Cynthia Talbot.(2006). *India before Europe*. Cambridge:

Cambridge University Press.

Aquil, Raziuddin.ed. (2010).*Sufism and Society in Medieval India*. Delhi: Oxford

University Press.

Chandra, S. (2004).*Medieval India: From Sultanate to the Mughals, Part 1&2*. Delhi:

Haranand Publications.

Chandra, S. (2004).*Madhyakalin Bharat: Sultanate se Mughal tak*, Bhag 1& 2. Delhi:

Jawahar Publishers.

Chandra, S. (2007).*History of Medieval India (800-1700)*. Delhi: Orient Longman.

Chandra, S. (2007).*Madhyakalin Bharat: Rajniti, SamajaurSanskriti, Aathwi se*

*Satrahvisshtabditak*. Delhi: Orient Black Swan.

7Digby, Simon. (2004). “Before Timur came: Provincialization of the Delhi Sultanate

through the fourteenth century.” *Journal of the Economic and Social History of the*

*Orient* vol. 47no.3, pp. 298-356

Ernst, Carl W. and Bruce Lawrence. (2002).” The Major Chishti Shrines”in *Sufi Martyrs*

*of Love in the Chishti Order in South Asia and Beyond*. New York: Palgrave Macmillan,

pp.85-104.

Flood, Finbarr Barry (Ed.).(2008). *Piety and Politics in the Early Indian Mosque*. Delhi:

Oxford University Press.

Eaton, Richard M. (1996).*The Sufis of Bijapur, 1300-1700: Social Roles of Sufis in*

*Medieval India.* Princeton: Princeton University Press.

Faruqui, Munis D. (2012) *The Princes of the Mughal Empire, 1504-1719*. Cambridge:

Cambridge University Press

Green, Nile. (2002). *Sufis and Settlers in the Early Modern Deccan*, Delhi: Oxford

University Press.

Habib, I. (2003).*Madhyakalin Bharat kaArthikItihasEkSarvekshan*. Delhi: Rajkamal,

2003.

Habib, I. (Ed.).(1981-2003). *Madhyakalin Bharat*.7 volumes.Delhi; Rajkamal.

Hasan, S. Nurul.(2008). *Religion, State and Society in Medieval India*. Delhi: Oxford

University Press.

Khanna, M. (2007).*Cultural History of Medieval India*. Delhi: Social Science Press.

Khanna, M. (2012).*Madhyakalin Bharat KaSanskritikItihas*. Delhi: Orient Black Swan.

Koch, E. (2013).*Mughal Architecture: An Outline of its History and Development*

(1526-1858). Delhi: Primus.

Kumar, S. (2007).*The Emergence of the Delhi Sultanate*. Delhi: Permanent Black.

Lefèvre, Corinne. (2007). “Recovering a Missing Voice from Mughal India: The Imperial

Discourse of Jahāngīr (r. 1605-1627) in His Memoirs”, *Journal of the Economic and*

*Social History of the Orient* vol. 50 no.4, pp. 452- 489

Moosvi, Shireen. (1987). *The Economy of the Mughal Empire.* Delhi: Oxford University

Press.

Orsini Francesca and Samira Sheikh (Eds.). (2014). *After Timur Left: Culture and*

*Circulation in fifteenth century North India.*Delhi: Oxford University Press.

Rizvi, SAA. (1993). *Muslim Revivalist Movements in Northern India during 16th and*

*17th centuries.* Delhi: MunshiramManoharlal.

Vaniana, Eugenia. (2004). *Urban Crafts and Craftsmen in Medieval India (Thirteenth*

*Eighteenth Centuries).* Delhi: MunshiramManoharlal.

Verghese, Anila.(2002). *Hampi.*Delhi: Oxford University Press.

**Teaching Learning Process:**

Classroom teaching on key concepts and discussions on important readings shall be the format.

Supporting audio-visual aids like documentaries and power point presentations will be used

where necessary. Overall, the Teaching Learning Process shall focus on tracing broad historical

trends so that the students develop an overview of the Indian subcontinent during the time period

under study. Given that the students are also pursuing another discipline, the process shall

consistently emphasize what is meant by the historical approach and delineate the contributions/ importance of historical analysis. With an expanding exposure to historical view points, the B Programme student shall increasingly imbibe an interdisciplinary approach.

**Assessment Methods:**

Students will be assessed on the basis of their analytical answers, critical understanding of

historical debates and class room comprehension as well as readings. Two written submissions as well as at least one presentation will be considered essential for the final assessment of a student's overall performance.

**Keywords:**

Delhi Sultanate, *Iqta* System, Nobility, ,Vijayanagara, Mughal State,

Mansabdari, Jagirdari, Imperial Ideology, Marathas, Sikhs, Architecture, Miniature Painting,

Bhakti, Sufism, Agrarian Economy, Maritime Trade