**Academic Session: January 2022 to April 2022**

**Faculty Name: Associate Professor Mrs. Anita Gupta**

**Course and Sem: B.A. (H) Semester -IV, 2nd Year**

**Academic Session: January 2022 to April 2022**

**Taught Individually or shared: Individual**

**Paper: History of India – V (c. 1500-1600)**

**No. of classes: (Per Week) 03 Lecture, Two Tut**

**Course Objectives**: The course is intended to engage students in a critical discussion of political, institutional, and cultural processes that led to the establishment and consolidation of the Mughal state in India. It also provides a basic understanding of major developments in other areas of the Indian subcontinent that were not ruled by the Mughals in the sixteenth century. The students would familiarise themselves with the nature and variety of sources as well as the diverse and uneven ways in which historians have treated and interpreted them.

**Learning Outcomes**: Upon completion of this course the student shall be able to:

• Critically evaluate major sources available in Persian and vernacular languages for the period under study

• Compare, discuss, and examine the varied scholarly perspectives on the issues of the establishment, consolidation, and nature of the Mughal state. • Explain the changes and continuities in agrarian relations, land revenue regimes, and Bhakti and Sufi traditions

• Discuss how different means such as visual culture were used to articulate authority by the rulers

• Discern the nuances of the process of state formation in the areas beyond the direct control of the Mughal state.

**Course Content:**

**I. Sources and Historiography**

a. Persian Literary traditions: Tawarikh, Insha and Translations

b. Vernacular Literature: Brajbhasha and Telugu/Tamil

Unit I. This unit introduces students to the available Persian and vernacular literary sources for the study of the period under study. It also provides an opportunity to the students to critically analyze these sources based on their modern historiographical interpretations.

(Teaching Time: 2 weeks Approx.)

1. Rizvi, S. A. A. (1975)- Religious and Intellectual History of the Muslims During the Reign of Akbar (1556-1605), Delhi: Munshiram Manoharlal
2. Mukhia, Harbans (1976). Historians and Historiography during the Reign of Akbar. Vikas: Publishing House
3. Zilli, Ishtiyaq Ahmad (2010). “Development of Insha literature to the End of Akbar’s Reign” in Meena Bhargava (ed.) Exploring Medieval India: Sixteenth to Eighteenth Century, Vol. II, New Delhi: Orient Black Swan, pp. 74-112
4. Momin, Mohiuddin, (1971). The Chancery and Persian Epistolography under the Mughals, Calcutta, Iran Society.
5. Ali, S Athar. (1992). “Translations of Sanskrit Works at Akbar’s Court” Social Scientist, vol. 20 no.9, pp, 38-45
6. Truschke, Audrey (2011). “The Mughal Book of War: A Persian Translation of the Sanskrit Mahabharata” Comparative Studies of South Asia, Africa, and the Middle East, 31, 506-20.
7. Busch, Allison (2005), “Literary Responses to the Mughal Imperium: the Historical Poems of Kesavdas” in South Asia Research, Vol. 25, No.1, pp 31-54
8. Busch, Allison (2010) “Hidden in Plain View: Brajbhasha poets at the Mughal Court” Modern Asian Studies. Vol. 44, No.2, pp 267-309

**II. Establishment of Political Authority**: Mughals and Rajputs

a. Historiographies on the nature of 16th-century political formations.

b. Contexts, Campaigns, and Conquests: Military tactics and technology

c. Chaghatayid notions of Kingship; Abu’l Fazl’s interventions

d. Rajputs and other warrior groups

Unit II. This unit enables students to understand the various contexts and processes involved in the establishment of the Mughal state. Other than Mughal conquests, their warfare tactics, and technology, it also discusses other political formations, some of the considerable resilience and importance that complicated processes of imperial integration. These factors also inflected the Mughal and other notions of kingship. To underline the variegated nature of politics of this period, the unit also studies the Nayaka state formation in South India.

**(Teaching Time- 3 weeks Approx.)**

1. Kolff, Dirk H.A. (1990). Naukar, Rajput and Sepoy: the Ethnohistory of the military labor market in Hindustan, 1450-1850. Cambridge: Cambridge University Press, pp. 1-116 (valuable for the social contexts of political and military expansion in the 16th century).
2. Raziuddin Aquil. (2007). Sufism, Culture and Politics: Afghans and Islam in Medieval North India, Oxford: Oxford University Press.
3. Tripathi, R P. (1959). Some Aspects of Muslim Administration. Allahabad: The Indian Press.
4. Gommans, Jos J L. (2002). Mughal Warfare: Indian Frontiers and Highroads to Empire, 1500-1700, London and New York: Routledge
5. Khan, Iqtidar Alam. (2004). Gunpowder and Firearms: Warfare in Medieval India, Delhi: Oxford University Press
6. Streusand, Douglas E. (1989). The Formation of the Mughal Empire, Delhi: Oxford University Press
7. Khan, I.A. (1972). “The Turko-Mongol Theory of Kingship”, in K A Nizami (Ed.). Medieval India-A Miscellany, Vol. II, London: Asia Publishing House
8. Mukhia, Harbans (2004). The Mughals of India, Oxford, United Kingdom: Wiley India, Blackwell Publishing
9. Rizvi, S.A.A. (1975). Religious and Intellectual History of the Muslims During the Reign of Akbar (1556-1605). New Delhi: Munshiram Manoharlal.
10. Khan, Iqtidar Alam (1968). “The Nobility Under Akbar and the Development of his Religious Policy,1560-80”, Journal of Royal Asiatic Society, No 1-2, pp.29-36
11. Richards, J F. (1998). “The Formulation of Imperial Authority under Akbar and Jahangir” in Kingship and Authority in South Asia, Delhi: Oxford University Press, pp. 285-326.
12. Ziegler, Norman P (1998)- “Some Notes on Rajput Loyalties During the Mughal Period” in John F. Richards, (Ed.). Kingship and Authority in South Asia, Delhi: Oxford University Press, pp. 242-284.

**III. Consolidation of Political Authority**: Mughals, Rajputs, and Nayakas

a. Evolution of Mughal administrative institutions: Mansab, Jagir Land Revenue Systems

b. Agrarian and revenue relations: Zamindars and Peasants

c. Rajput states (Mewar/Marwar/Amber)

d. State formation under the Nayakas: Madurai, Thanjavur, and Senji

Unit III: This unit will teach students about the key administrative institutions of the dominant political formation of the time, the Mughals, around whom there is now a rich historiography. Although centered around the Mughal state the readings and discussion will also enable students to explore questions relating to the medieval state formations and the social contexts of early modern administrative institutions. To provide a rounded picture of these developments the unit also discusses the histories of the emerging Rajput regimes.

(Teaching Time: 3 weeks Approx.)

1. Alam, M and S Subrahmanyam (eds.) (1998). The Mughal State, 1526-1750, Delhi: OUP
2. Richards, J F. (1996). The Mughal Empire, Cambridge, Cambridge University Press
3. Streusand, Douglas E. (1989). The Formation of the Mughal Empire, Delhi: Oxford University Press
4. Malik, Z. U. (1990). “The core and periphery: A contribution to the debate on 18th century”, Social Scientist, Vol. 18 No.11/12, pp. 3-35
5. Mayaram, Shail. (2004). Against History, Against State, Delhi: Orient Blackswan. Blake, S P (1979). “The Patrimonial-Bureaucratic State of the Mughals” Journal of Asian Studies, Vol. 19, No. 1, pp 77-94
6. Ali, S Athar (Revised 1997) -The Mughal Nobility Under Aurangzeb, Delhi: Oxford University Press
7. Richards, J F. (1996). The Mughal Empire, Cambridge, Cambridge University Press
8. Moosvi, Shireen. (1981). “The Evolution of the Mansab System under Akbar until 1596-97”, Journal of the Royal Asiatic Society of Great Britain & Ireland, Vol. 113 No. 2, pp. 173-85,
9. Ray, Aniruddha (1984). Some Aspects of Mughal Administration, New Delhi: Kalyani Publishers
10. Kapur, N S. (2002). State Formation in Rajasthan: Mewar During the Seventh-Fifteenth Centuries, Delhi: Manohar, pp. 194-286.
11. Sharma, G D. (1997). Rajput Polity: A Study of Politics and Administration of the State of Marwar, Delhi: Manohar

**IV. Articulation of authority**

a. Fatehpur Sikri

b. Temples and Gopurams of the Nayakas

UNIT IV:This unit focuses on the nuanced usage of visual culture (particularly architecture) as a means to articulate authority by rulers of different backgrounds and political ambitions.

(Teaching Time: 2 weeks Approx.)

1. Asher, Catherine B. (1992). The architecture of Mughal India, Cambridge: Cambridge University Press
2. Talbot, Cynthia and Catherine B Asher (2006). India Before Europe, Cambridge: Cambridge University Press
3. Brand, Michael and Glen D Lowry (Eds.). (1987). Fatehpur Sikri, Bombay: Marg Publications
4. Koch, Ebba. (2002). Mughal Architecture: An Outline of its History and Development, 1526- 1858, New Delhi, New York: Oxford University Press
5. Mitchell, George. (1995). Architecture and Art of Southern India: Vijayanagara and the Successor States 1350-1750, Cambridge: Cambridge University Press
6. Eaton, Richard M., And Phillip B. Wagoner. (2014). Power, Memory, Architecture: Contested Sites on India's Deccan Plateau, 1300-1600. New Delhi: Oxford University Press.
7. Karashima, Noboru (2014). A Concise History of South India: Issues and Interpretations, New Delhi: Oxford University Press

**V. Political and Religious ideas**

a. Akhlaqi traditions; sulh-i kull

b. Revivalist trends in Indian Islam: Shaikh Ahmad Sirhindi

c. Vaishnava Bhakti Traditions of North India d. Deccan Sultanates, trans-regional links, and Shia Ideology

Unit V. This unit apprises students about the changing agrarian environment wherein the forest areas are brought under cultivation under the land revenue regime of dominant political regimes leading towards a process of peasant nation. Students would also grasp the crucial role of regional and local political formations, the Zamindars and the peasants in the agrarian society and economy of the period under study.

(Teaching Time- 2 weeks Approx.)

1. Singh, Chetan. (1995). “Forest, Tribes and Agrarian Society in Mughal India” in David Arnold and Ramchandra Guha, (Eds.), Nature, Culture, Imperialism: Essays on Environmental History of South Asia, New Delhi: Oxford University Press, pp. 21-48.
2. Singh, Chetan.(2010). “Conformity and Conflict Tribes and the ‘Agrarian System’ of Mughal India” in Meena Bhargava (Ed.) Exploring Medieval India, Vol. I, Hyderabad: Orient Blackswan
3. Bhargava, Meena (Ed.). (2017). Frontiers of Environment: Issues in Medieval and Early Modern India, Hyderabad: Orient Blackswan, (Introduction pp.1-42).

**Teaching Learning Process:**

Classroom teaching, classroom discussions, and student presentations in class and/or in tutorials. Presentations shall focus either on important themes covered in the class lectures or on specific readings. Supporting audio-visual aids like documentaries and power point presentations will be used where necessary. Overall, the Teaching-Learning Process shall emphasize the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study. The process shall consistently underline how various macro and micro-level developments/phenomena can be historicized.

**Assessment Methods**: Students will be regularly assessed for their grasp of debates and discussions covered in class. Two written submissions and at least one presentation will be used for the final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and trace historiography reflected in the assigned readings.

**Internal Assessment: 25 Marks Written Exam: 75 Marks Total: 100 Marks**