**Lesson/ Teaching Plan**

**Department of History**

**Bharati College, University of Delhi**

**Name of the Teacher: Minakshi**

**Name of the Paper: History of India, c. 300 to 1200**

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

**Semester: Second**

**Complete/ Sharing: Ravi Meena.**

**Paper Description:**

This paper broadly covers from the last phase of early historic centuries to the early medieval. Considered as a watershed, Gupta period was known for beginnings of some historical changes that were likely to dominate the next five-six centuries. This course aims to underline and analyze how these changes in the all Indian provide important bases understanding transition to medieval period. This period of transition, called ‘early medieval’ seeks to examine regional manifestations.

**Paper Syllabus**

**Unit-I: Survey of the sources  
Unit-II: The Guptas and Vakatakas:** State and administration, economy, society, religion, literature, art  
**Unit-III: Changes in the post-Gupta period, characterizing early medieval India. Unit-IV: Vardhanas, Pallavas and Chalukyas: political and cultural developments. Unit-V: Rashtrakutas, Palas and Pratiharas:** The tripartite struggle  
**Unit-VI: Emergence of Rajput states in Northern India:** Socio-economic foundations **Unit-VII: The Cholas:** State and administration, economy and culture  
**Unit-VIII: The Arabs, the Ghaznavids in the northwest, trans-regional exchange**

**Unit 1** In this Unit the students shall be introduced to the varied sources used for writing history of ancient India from c. 300 CE onwards. Key interpretations stemming from historians’ use of such sources shall be discussed. **(Teaching Time: 2 weeks approx. 10 Lectures and 4 Tutorials)**

**Unit II.** This Unit will introduce students to the evolving state formation, administrative framework, social structure, economy and cultural life of two important and vast empires that emerged in the mid-third century CE. **(Teaching Time: 2 weeks approx. 10 Lectures and 4 Tutorials)**

**Unit III.** This Unit will introduce students to the evolving state formation and socio-economic transformations that debated by historians and used to distinguish the early medieval period in the Indian subcontinent. **(Teaching Time: 2 weeks approx. 10 Lectures and 4 Tutorials)**

**Unit IV.** This Unit will provide an overview of important political developments between the 8th to 10th centuries CE. **(Teaching Time: 2 weeks approx. 10 Lectures, and 4 Tutorials )**

**Unit V**. This Unit shall introduce students to the evolving state formation of post-Gupta polities. **(Teaching Time: 2 weeks approx. 10 Lectures, and 4 Tutorials)**

**Unit VI.** This Unit will introduce students to another important case study of state formation in the medieval period. The nature of evolving Rajput polity, social structure and economic developments shall be discussed. **(Teaching Time: 2 weeks approx. 10 Lectures, and 4 Tutorials)**

**Unit VII.** This Unit shall introduce the students to another important case study of state formation in the medieval period in southern reaches of the Indian subcontinent. The nature of evolving Chola polity, social structure, economy and cultural developments shall be discussed. **(Teaching Time: 2 weeks approx. 10 Lectures, and 4 Tutorials)**

**Unit VIII.** This Unit shall provide students a detailed overview of transregional exchange that unfolded with the growing presence of the Arabs and Ghaznavids in the northwest region. **(Teaching Time: 2 weeks approx. 10 Lectures, and 4 Tutorials)**

* **TEACHING TIME(No. Of Weeks)**

14 Weeks approximately (80 Lectures and 32Tutorials)

**Essential Readings**

* Devahuti, D. (1999). *Harsha: A Political Study.* New Delhi: Oxford University Press, third edition.
* Harle, J.C. (1994). *The Art & Architecture of the Indian Subcontinent.* PLACE: Yale University Press.
* Sharma, R.S. (2005). *India’s Ancient Past.* New Delhi: Oxford University Press.
* Karashima, Noborou (ed.). (2014). *A Concise History of South India*. New Delhi: Oxford University Press.
* Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century.* New Delhi: Pearson.
* उिपनदर सिह. (2016). पाषाणकालसे *:*प्राचीन एवम पूर्व मध्य कालीन भारत का इतिहास :नई दिल्ली। पियरसन
* Karashima, Noborou (Ed.). (2014). *A Concise History of South India*. New Delhi: Oxford University Press.
* Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin.
* Chattopadhyaya, B. D. (1994). “Introduction.” *The Making of Early Medieval India.* New Delhi: Oxford University Press.
* Sharma, R. S. (2001). *Early Medieval Indian Society: A Study in Feudalization.* Delhi: Orient Longman.
* एस .आर ,शर्मा . (2009). :नई दिल्ली। पूर्व मध्य क़ालीन भारत का सामंती समाज और संस्कृति। राजकमल प्रकाशन.
* Champakalakshmi, R. and B. D. Chattopadhyaya. (1995). Chapters on state and economy In Romila Thapar (Ed.), *Recent Perspectives of Early Indian History*. Bombay: Popular Prakshan.
* Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: Macmillan.
* रणबीर ,चक्रव्रती (2012). *.*आ!दकाल *:*भारतीयइितहास ऑरीएंटल बलेकस्वान: नयी दिल्ली.
* Sharma, R.S. (2015). *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarasidas.
* एस.आर,शर्मा.7(1990).,राजकमल1काशन:नई!द#ली.1ाचीनभारतमेराजनीितकिवचरएवमसं[थाए दसू रासं[करण.
* Jha, D. N. (2004). *Early India: A Concise History*. Delhi: Manohar.
* Sharma, R.S. (1995). “An analysis of land grants and their value for economic history” in *Perspectives in Social and Economic History of Early India*. New Delhi: Munshiram Manoharlal.
* Chopra, P. N. (Ed.). (1973). “Source Material of Indian History” (relevant section). in *The Gazetteer of India, Vol. Two: History and Culture.* New Delhi: Publications Division.
* Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century.* New Delhi: Pearson.
* Anooshahr, Ali. (2018). “The Elephant and Sovereign: India circa 1000 CE”. *Journal of Royal Asiatic Society.* Series 3, pp. 615-44.

**Assessment method/ Evaluation Plan:**

**Internal Assessment**: 25 marks

Internal Assessment of 25 marks will be conducted as per university guidelines.