

TEACHING PLAN for Academic Year **2020-21**

SEMESTER: 1ST

SESSION: 2020-21 JULY2020 - DEC.2020

TEACHER NAME: Mr. Ravi kumar Meena

B.A (Hons), History

PAPER I: HISTORY OF INDIA- I

SYLLABUS-

I. Reconstructing Ancient Indian History

[a] Early Indian notions of History

[b] Sources and tools of historical reconstruction.

[c] Historical interpretations (with special reference to gender, environment, technology, and regions).

II. Pre-historic hunter-gatherers

[a] Paleolithic cultures- sequence and distribution; stone industries and other technological developments.

[b] Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; rock art.

III. The advent of food production

Understanding the regional and chronological distribution of the Neolithic and Chalcolithic cultures: subsistence, and patterns of exchange

IV. The Harappan civilization

Origins; settlement patterns and town planning; agrarian base; craft productions and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions.

V. Cultures in transition

settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan Problem.

[a] North India (circa 1500 BCE-300 BCE)

[b] Central India and the Deccan (circa 1000 BCE - circa 300 BCE) [c] Tamilakam (circa 300 BCE to circa CE 300)

TEACHING TIME (No. Of Weeks)

12 Weeks approximately (60 lectures +36 tutorials)

CLASSES

The course is organized around lectures and tutorials as per the time table. Students will be provided reading assignments to help them understand the course content. The lecture will be given according to reading material.

Activities like quizzes, presentation, field trips, videos, assignment and class test will be conducted to enhance teaching –learning outcome.

UNIT WISE BREAK UP OF SYLLABUS

I. Reconstructing Ancient Indian History

[a] Early Indian notions of History

[b] Sources and tools of historical reconstruction.

[c] Historical interpretations (with special reference to gender, environment, technology, and regions). (Two weeks /10 lectures and tutorial)

II. Pre-historic hunter-gatherers

[a] Paleolithic cultures- sequence and distribution; stone industries and other technological developments.

[b] Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; rock art. (Two weeks /10 lectures and tutorial)

III. The advent of food production

Understanding the regional and chronological distribution of the Neolithic and Chalcolithic cultures: subsistence, and patterns of exchange(Two weeks /10 lectures and tutorial)

IV. The Harappan civilization

Origins; settlement patterns and town planning; agrarian base; craft productions and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions. (Two weeks /10 lectures and tutorial)

5. Cultures in transition

settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan Problem.

[a] North India (circa 1500 BCE-300 BCE)

[b] Central India and the Deccan (circa 1000 BCE - circa 300 BCE) [c]

Tamilakam (circa 300 BCE to circa CE 300) (Four weeks /20 lectures and tutorial)

ASSESSMENT

Internal Assessment: 25 Marks

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

The Students will be assessed based on three modes 1) Written assignment

2) Class Test

3) Class attendance

- 1) Two assignments of 5 marks each will be conducted.
 - 2) There will be a Class Test of 10 marks. It will take place tentatively in the month of October
- Quizzes on specific topics will be organized after discussion with students.
- 3) There will be 5 marks for the attendance

ESSENTIAL READINGS

- R.S. Sharma, India's Ancient Past, New Delhi, OUP, 2007
- R. S. Sharma, Material Culture and Social Formations in Ancient India, 1983.
- R.S. Sharma, Looking for the Aryas, Delhi, Orient Longman Publishers, 1995
- D. P. Agrawal, The Archaeology of India, 1985
- Bridget & F. Raymond Allchin, The Rise of Civilization in India and Pakistan, 1983.
- 5
- A. L. Basham, The Wonder that Was India, 1971.
- D. K. Chakrabarti, The Archaeology of Ancient Indian Cities, 1997, Paperback.
- D. K. Chakrabarti, The Oxford Companion to Indian Archaeology, New Delhi, 2006.
- H. C. Raychaudhuri, Political History of Ancient India, Rev. ed. with Commentary by B. N. Mukherjee, 1996
- K. A. N. Sastri, ed., History of South India, OUP, 1966.
- Upinder Singh, A History of Ancient and Early Medieval India, 2008. Romila Thapar, Early India from the Beginnings to 1300, London, 2002.
- Irfan Habib, A People's History-Vol. - 1, PreHistory, 2001, ----Vol.-2, Indus Civilization: Including Other Copper Age Cultures and the History of Language Change till 155 B.C., 2002
- Suggested Readings
- Uma Chakravarti, The Social Dimensions of Early Buddhism. 1997. Rajan Gurukkal, Social Formations of Early South India, 2010.
- R. Champakalakshmi, Trade. Ideology and urbanization: South India 300 BC-AD 1300, 1996.

TEACHING PLAN for Academic Year **2020-21**

SEMESTER: 1ST

SESSION: 2020-21 JULY2020 - DEC.2020

TEACHER NAME: Mr. Ravi kumar Meena

B.A (prog), History

PAPER I:

SYLLABUS-

1. History of India from Earliest Times up to 300 CE

I. Sources & Interpretation

II.A broad survey of Palaeolithic, Mesolithic and Neolithic Cultures.

III.Harappan Civilization ;Origin, Extent, dominant features &decline, Chalcolithic age.

iv. The Vedic Period: Polity, Society, Economy and Religion, Iron age with reference to PGW &Megaliths.

v. Territorial States and the rise of Magadha, Conditions for the rise of Mahajanpadas and the Causes of Magadha's success

vi. Iranian and Macedonian Invasions, Alexander's Invasion and impact

vii. Jainism and Buddhism: Causes, Doctrines, Spread, Decline and Contributions

viii. The Satvahanas Phase; Aspects of Political History, Material Culture, Administration, Religion

viii. Emergence and Growth of Mauryan Empire;

State ,Administration,Econoy,Ashoka's Dhamma,Art &Architecture

ix. The Satvahana Phase: Aspects of Political History, Material Culture, and Administration & Religion

x. The Sangam Age: Samgam Literature, The three Early Kingdoms, Society & the Tamil language

xi. The age of Shakas: Parthians & Kushanas, Aspects of Polity, Society, Religion, Arts &Crafts, Coins, Commerce and Towns.

TEACHING TIME (No. Of Weeks)

12 Weeks approximately (60 lectures +36 tutorials)

CLASSES

The course is organized around lectures and tutorials as per the time table. Students will be provided reading assignments to help them understand the course content. The lecture will be given according to reading material.

Activities like quizzes, presentation, field trips, videos, assignment and class test will be conducted to enhance teaching –learning outcome.

UNIT WISE BREAK UP OF SYLLABUS

I. Sources & Interpretation (one weeks /05 lecturers and tutorial)

II.A broad survey of Palaeolithic, Mesolithic and Neolithic Cultures. (one weeks /05 lecturers and tutorial)

III.Harappan Civilization ;Origin, Extent, dominant features &decline, Chalcolithic age.(one weeks /05 lecturers and tutorial)

iv. The Vedic Period: Polity, Society, Economy and Religion, Iron age with reference to PGW &Megaliths. (one weeks /05 lecturers and tutorial)

v. Territorial States and the rise of Magadha, Conditions for the rise of Mahajanpadas and the Causes of Magadha's success (one weeks /05 lecturers and tutorial)

vi. Iranian and Macedonian Invasions, Alexander's Invasion and impact (one weeks /05 lecturers and tutorial)

vii. Jainism and Buddhism: Causes, Doctrines, Spread, Decline and Contributions

viii. The Satvahanas Phase; Aspects of Political History, Material Culture, Administration, Religion (two weeks /10 lecturers and tutorial)

viii. Emergence and Growth of Mauryan Empire; State ,Administration,Econoy,Ashoka's Dhamma,Art &Architecture (one weeks /05 lecturers and tutorial)

ix. The Satvahana Phase: Aspects of Political History, Material Culture, and Administration & Religion (one weeks /05 lecturers and tutorial)

x. The Sangam Age: Samgam Literature, The three Early Kingdoms, Society & the Tamil language (one weeks /05 lecturers and tutorial)

xi. The age of Shakas: Parthians & Kushanas, Aspects of Polity, Society, Religion, Arts &Crafts, Coins, Commerce and Towns. (one weeks /05 lecturers and tutorial)

ASSESSMENT

Internal Assessment: 25 Marks

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

The Students will be assessed based on three modes

- 1) Written assignment
- 2) Class Test
- 3) Class attendance

1) Two assignments of 5 marks each will be conducted.

2) There will be a Class Test of 10 marks. It will take place tentatively in the month of October

Quizzes on specific topics will be organized after discussion with students.

3) There will be 5 marks for the attendance

ESSENTIAL READINGS

1. Agrawal, D.P. The Archaeology of India
2. Basham, A.L. The Wonder That was India
3. Chakrabarti, D.K. Archaeology of Ancient Indian Cities
4. Jaiswal, Suvira Caste: Origin, Function and Dimensions
5. Subramanian, N. Sangam Polity
6. Thapar, Romila History of Early India
7. Allchin, F.R. and B Origins of a Civilization: The Prehistory and Early Archaeology of South Asia
8. Basham, A.L. The Wonder That was India
9. Jha, D.N. Ancient India in Historical Outline (1998 edn.)
10. Kosambi, D.D. Culture and Civilization of Ancient India
11. Ray, H.P. Monastery and Guild India in Historical Outline
12. Sastri, K.A.N. A History of South India
13. R.S Sharma, India's Ancient Past
14. Ray, Niharranjan Maurya and Post Maurya Art
15. Sharma, R.S. Aspects of Political Ideas and Institutions in Ancient India (1991 edn.)
16. Thapar, Romila Ashoka and the Decline of the

Mauryas (1997 edn

17. Yazdani, G. Early History of Deccan

18. Aspects of Political Ideas and Institutions in 19. Ancient India (1991 edn.)

20. Thapar, Romila Ashoka and the Decline of the

Mauryas (1997 edn

21. Yazdani, G. Early History of Deccan

R.S. Sharma, India's Ancient Past, New Delhi, OUP, 2007

R. S. Sharma, Material Culture and Social Formations in Ancient India, 1983.

R.S. Sharma, Looking for the Aryas, Delhi, Orient Longman Publishers, 1995

D. P. Agrawal, The Archaeology of India, 1985

TEACHING PLAN for Academic Year JAN-JULY 2021

PAPER **GE IV Environmental Issues in India**

SEMESTER: 6TH BA. PROG.

SESSION: JAN-JULY 2021

TEACHER NAME: Mr. Ravi kumar Meena

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GE IV Environmental Issues in India

- Social perspectives on environment
 - [a] Studying human-nature interactions [b] Recent trends
 - [c] Debating anthropocene
- Geography, Ecology and Cultures in Pre-Colonial India:
 - [a] Land, Forests, Pastures,
 - [b] Monsoon, river systems and oceans
- Colonialism and Environment:
 - [a] New Regimes of Land, Forests, Water and Irrigation;
 - [b] Resistances to New Regimes: Peasants, Tribal and Pastoralists
- Independent India and environment:
 - [a] Forests; Human-wildlife conflict, threat to Bio-diversity, movements [b] Water; Dams, Displacement, Pollution, Degradation, movements
 - [c] Mitigating Hunger; Green Revolution
- Environment as global concern:
 - [a] Climate change and global efforts
 - [b] Alternative visions [c] Industrial Disasters

TEACHING TIME (No. Of Weeks)

12 Weeks approximately (60 lectures +36 tutorials)

CLASSES

The course is organized around lectures and tutorials as per the time table. Students will be provided reading assignments to help them understand the course content. The lecture will be given according to reading material. Activities like quizzes, presentation, field trips, videos, assignment and class test will be conducted to enhance teaching –learning outcome.

UNIT WISE BREAK UP OF SYLLABUS

- Social perspectives on environment
 - [a] Studying human-nature interactions [b] Recent trends
 - [c] Debating anthropocene (Two weeks /10lecturers and tutorial)

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- Geography, Ecology and Cultures in Pre-Colonial India:
 - [a] Land, Forests, Pastures,
 - [b] Monsoon, river systems and oceans (Two weeks /10 lecturers and tutorial)

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- Colonialism and Environment:
 - [a] New Regimes of Land, Forests, Water and Irrigation;
 - [b] Resistances to New Regimes: Peasants, Tribal and Pastoralists (Two weeks /15 lecturers and tutorial)

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- Independent India and environment:
 - [a] Forests; Human-wildlife conflict, threat to Bio-diversity, movements [b] Water; Dams, Displacement, Pollution, Degradation, movements
 - [c] Mitigating Hunger; Green Revolution (Three weeks /15lecturers and tutorial)

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- Environment as global concern:
 - [a] Climate change and global efforts

[b] Alternative visions [c] Industrial Disasters (Two weeks /10 lecturers and tutorial)

ASSESSMENT

Internal Assessment: 25 Marks

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

The Students will be assessed based on three modes 1) Written assignment

2) Class Test

3) Class attendance

1) Two assignments of 5 marks each will be conducted.

2) There will be a Class Test of 10 marks. It will take place tentatively in the month of March

Quizzes on specific topics will be organized after discussion with students.

3) There will be 5 marks for the attendance

ESSENTIAL READINGS

- Agarwal Anil and S. Narain, eds. *The Fifth Citizen's Report on the Environment in India*. Delhi: Centre for Science and Environment, 1999.
- Agarwal Anil and S. Narain, eds. *The Second Citizen's Report on the Environment in India, 1984-85*. Delhi: Centre for Science and Environment, 1985. Hindi translation by Anupam Mishra, हमारा पर्यावरण . **Delhi**: Gandhi Shanti Pratishthan, 1988.
- Agarwal, Anil, et al, eds. *The First Citizens' Report on the Environment in India*. Delhi: Centre for Science and Environment, 1982. Hindi translation by Anupam Mishra, देश का पर्यावरण . Delhi: Gandhi Shanti Pratishthan, 1982.
- Divyabhanusinh. *The End of a Trail: History of Cheetah in India*. New Delhi: Oxford University Press, 1990.
- Gadgil Madhav & Ramachandra Guha. *This Fissured Land: An Ecological History of India*. New Delhi: Oxford University Press, 1992.
- Grove, Richard, Vinita Damodaran and Satpal Sangwan, eds. *Nature and the Orient: The Environmental History of South and Southeast Asia*. New Delhi: Oxford University Press, 2000.
- Guha R. *Environmentalism: A Global History*. New Delhi: Oxford University Press, 2001.
- Lahiri Nayanjot. ed. *The Decline and Fall of the Indus Civilization*. Ranikhet: Permanent Black, 2002.
- McNeill J.R., *Something New Under the Sun: An Environmental History of Twentieth- Century World*. New York & London: W.W. Morton & Company, 2000.
- Rajan S. Ravi, 'Toward a metaphysic of Environmental Violence: The Case of the Bhopal Gas Disaster' in *Violent Environments*. Edited by Nancy Lee Peluso and Michael Watts, 380-98. Ithaca and London: Cornell University Press, 2001.
- Rangarajan Mahesh, ed. *Environmental Issues in India*. New Delhi: Pearson, 2007. Hindi translation: प्राकृतिक पर्यावरण के मुद्दे New Delhi: Pearson, 2011.
- Rangarajan Mahesh and K. Sivaramakrishnan, eds. *India's Environmental History*. Two Volumes. Ranikhet: Permanent Black, 2012.
- Ratnagar Shereen. *Understanding Harappa: Civilization in the Greater*

Indus Valley. New Delhi: Tulika, 2001.

- Shiva Vandana. *The Violence of the Green Revolution*. London and New Jersey: Zed Books, 1993.

TEACHING PLAN for Academic Year 2020-21

PAPER VII: HISTORY OF INDIA (c.300 - 1200)

SEMESTER: 2nd

SESSION: 2020-2021 JAN-2021 TO JULY2021 TEACHER NAME:

Mr. Ravi kumar Meena

. SYLLABLES

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

TEACHING TIME (No. Of Weeks)

12 Weeks approximately (60 lectures +36 tutorials)

CLASSES

The course is organized around lectures and tutorials as per the time table. Students will be provided reading assignments to help them understand the course content. The lecture will be given according to reading material. Activities like quizzes, presentation, field trips, videos, assignment and class test will be

conducted to enhance teaching –learning outcome.

Course Objectives: This course 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

UNIT WISE BREAK UP OF SYLLABUS

Unit-I: Survey of the sources

(Two weeks /10 lectures and tutorial)

Unit-II: The Guptas and Vakatakas: State and administration, economy, society,

religion, literature, art

(Two weeks /10 lectures and tutorial)

Unit-III: Changes in the post-Gupta period, characterizing early medieval India

(Two weeks /10 lecturers and tutorial)

Unit-IV: Vardhanas, Pallavas and Chalukyas: political and cultural developments (Two weeks / 10 lecturers and tutorial)

Unit-V: Rashtrakutas, Palas and Pratiharas: The tripartite struggle(Two weeks /10 lecturers and tutorial)

Unit-VI: Emergence of Rajput states in Northern India: Socio-economic foundations(Two weeks /10 lecturers and tutorial)

Unit-VII: The Cholas: State and administration, economy and culture(Two weeks /10 lecturers and tutorial)

Unit-VIII: The Arabs, the Ghaznavids in the northwest, trans-regional exchange (Two weeks /10 lecturers and tutorial)

ASSESSMENT

Internal Assessment: 25 Marks

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

The Students will be assessed based on three modes 1) Written assignment

2) Class Test

3) Class attendance

1) Two assignments of 5 marks each will be conducted.

2) There will be a Class Test of 10 marks. It will take place tentatively in the month of March

Quizzes on specific topics will be organized after discussion with students.

3) There will be 5 marks for the attendance

Suggested Readings:

• Basham, A. L. (1991). The Origins and Development of Classical Hinduism. Delhi: Oxford University Press. • Chakrabarti, Ranabir. (2007). Trade and Traders in Early India. New Delhi: Manohar. • Champakalakshmi, R. (2010). Trade, Ideology and Urbanisation: South India 300 BCAD 1300. New Delhi: Oxford University Press. • Dutt, Sukumar. (1988). Buddhist Monks and Monasteries in India: Their History and Their Contribution to Indian Culture. Delhi: Motilal Banarasidas. • Goyal, S.R. (1986). Harsha and Buddhism. Meerut: Kusumanjali Prakashan, 1986. • Huntington, Susan. (1985). The Art of Ancient India: Buddhist, Hindu, Jain. New York: Weatherhill. • Kulke, Hermann (Ed.). (1997). "Introduction". in The State in India 1000-1700. New Delhi: Oxford University Press. (Oxford in India Readings: themes in Indian History Series). • Mazumdar, R. C. (1964). History and Culture of the Indian People, Vol. IV, Age of Imperial Kanauj. Bombay: Bhartiya Vidya Bhawan, second edition. • Stein, Burton. (1980). Peasant, State and Society in Medieval South India. Delhi: Oxford University Press, 1980. • Subbarayalu, Y. (1982). "The Chola State." Studies in History vol. 4 no.2, pp.265-306. • Veluthat, Kesavan. (2012). The Political Structure of South India. Delhi: Orient Longman. (second revised edition),

TEACHING PLAN for Academic Year **2020-21**

PAPER VII: HISTORY OF INDIA IV (c.1206 - 1550)

SEMESTER: 3rd

SESSION: 2020-21 JULY2020 - DEC.2020

TEACHER NAME: Mr. Ravi kumar Meena

. SYLLABLES

I. Interpreting the Delhi Sultanate:

Survey of sources: Persian tarikh tradition; vernacular histories; epigraphy II. Sultanate Political Structures: (a) Foundation, expansion and consolidation of the Sultanate of Delhi; The Khaljis and the Tughluqs; Mongol threat and Timur's invasion; The Lodis: Conquest of Bahlul and Sikandar; Ibrahim Lodi and the battle of Panipat (b) Theories of kingship; Ruling elites; Sufis, ulama and the political authority; imperial monuments and coinage (c) Emergence of provincial dynasties: Bahamanis, Vijayanagar, Gujarat, Malwa, Jaunpur and Bengal (d) Consolidation of regional identities; regional art, architecture and literature III. Society and Economy:

(a) Iqta and the revenue-free grants (b) Agricultural production; technology (c) Changes in rural society; revenue systems (d) Monetization; market regulations; growth of urban centers; trade and commerce; Indian Ocean trade IV. Religion, Society and Culture: (a) Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles (b) Bhakti movements and monotheistic traditions in South and North India; Women Bhaktas; Nathpanthis; Kabir, Nanak and the Sant tradition (c) Sufi literature: malfuzat; premakhayans

TEACHING TIME (No. Of Weeks)

12 Weeks approximately (60 lectures +36 tutorials)

CLASSES

The course is organized around lectures and tutorials as per the time table. Students will be provided reading assignments to help them understand the course content. The lecture will be given according to reading material. Activities like quizzes, presentation, field trips, videos, assignment and class test will be conducted to enhance teaching –learning outcome.

UNIT WISE BREAK UP OF SYLLABUS

Unit I. Interpreting the Delhi Sultanate:

Survey of sources: Persian tarikh tradition; vernacular histories; epigraphy

(Two weeks /10 lectures and tutorial)Unit 2-

II. Sultanate Political Structures:

(a) Foundation, expansion and consolidation of the Sultanate of Delhi; The Khaljis and the Tughluqs; Mongol threat and Timur's invasion; The Lodis: Conquest of Bahlul and Sikandar; Ibrahim Lodi and the battle of Panipat

- (b) Theories of kingship;
Ruling elites; Sufis, ulama and the political authority; imperial monuments and coinage
- (c) Emergence of provincial dynasties: Bahamanis, Vijayanagar, Gujarat, Malwa, Jaunpur and Bengal
- (d) Consolidation of regional identities; regional art, architecture and literature
- (Four weeks /20 lectures and tutorial)

Unit 3 . Society and Economy:

- (a) Iqta and the revenue-free grants
- (b) Agricultural production; technology
- (c) Changes in rural society; revenue systems
- (d) Monetization; market regulations; growth of urban centers; trade and commerce; Indian Ocean trade
- (Three weeks /15lectures and tutorial)

IV. Religion, Society and Culture:

- (a) Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles
- (b) Bhakti movements and monotheistic traditions in South and North India; Women Bhaktas; Nathpanthis; Kabir, Nanak and the Sant tradition
- (c) Sufi literature: malfuzat; premakhayans
- (Three weeks /15 lecture and tutorial)

ASSESSMENT

Internal Assessment: 25 Marks

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

The Students will be assessed based on three modes

- 1) Written assignment
- 2) Class Test
- 3) Class attendance

- 1) Two assignments of 5 marks each will be conducted.
- 2) There will be a Class Test of 10 marks. It will take place tentatively in the month of October

Quizzes on specific topics will be organized after discussion with students.

- 3) There will be 5 marks for the attendance

ESSENTIAL READINGS

Mohammad Habib and K.A. Nizami, eds, Comprehensive History of India, Vol. V, The Delhi Sultanate.
Satish Chandra, Medieval India I.

Peter Jackson, The Delhi Sultanate.
Catherine Asher and Cynthia Talbot, India Before Europe.
Tapan Raychaudhuri and Irfan Habib, eds, Cambridge Economic History of India, Vol. I.
K.A. Nizami, Religion and Politics in the Thirteenth Century.
W.H. McLeod, Karine Schomer, et al, Eds, The Sants.
S.A.A. Rizvi, A History of Sufism in India, Vol. I.
Mohibul Hasan, Historians of Medieval India.

SUGGESTED READINGS

Cynthia Talbot, Pre-colonial India in Practice.
Simon Digby, War Horses and Elephants in the Delhi Sultanate.
I.H. Siddiqui, Afghan Despotism.
Burton Stein, New Cambridge History of India: Vijayanagara.
Richard M. Eaton, ed., India's Islamic Traditions.
Vijaya Ramaswamy, Walking Naked: Women, Society, and Spirituality in South India.
Sheldon Pollock, Languages of the Gods in the World of Men.
Pushpa Prasad, Sanskrit Inscriptions of the Delhi Sultanate.
Andre Wink, Al-Hind, Vols. I-III.