**TEACHING PLAN for Academic Year 200-21**

**PAPER: History of India, c. 1200-1700**

**SEMESTER: III**

**SESSION: JULY 2020**

**TEACHER NAME: Dr. Mithilesh Kumar Mishra**

* **SYLLABUS**

**Unit I. Foundation, expansion and consolidation of the Sultanates of Delhi c.13th to 15thcentury:** Expansion; *Iqta* system; administrative reforms; nobility

**Unit II. Regional political formations:** Vijayanagara

**Unit III. Foundation, expansion and consolidation of the Mughal State, c.16th to 17thcentury:** Expansion and consolidation; Rajputs; *Mansabdari* and *Jagirdari*; imperial ideology; reassessing Aurangzeb

**Unit IV. 17th century transitions:** Marathas; Sikhs

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

**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*.

**Unit VII. Economy and integrated patterns of exchange:** Rural and urban linkages; maritime trade and non-agrarian production

* **COURSE DESCRIPTION**

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 interconnectedness of the subcontinental region in its transition to the Early Modern period.

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

**16 Weeks approximately**

* **CLASSES**

The course is organized around daily lectures as per the time table. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail. Presentation shall focus either on important themes covered in the class lectures, or on specific readings. Interactive sessions through group discussions or group presentations. shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

 **UNIT WISE BREAK UP OF SYLLABUS**

**Unit I. Foundation, expansion and consolidation of the Sultanates of Delhi c.13th to 15thcentury:** 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 Time: 3 weeks/ 15 Lectures approx. and Tutorials.)**

**Unit II. Regional political formations:** Vijayanagara

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. **(Teaching Time: 2 weeks/10 Lectures approx. and Tutorials.)**

**Unit III. Foundation, expansion and consolidation of the Mughal State, c.16th to 17thcentury:** Expansion and consolidation; Rajputs; *Mansabdari* and *Jagirdari*; imperial ideology; reassessing Aurangzeb

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. **(Teaching Time: 3 weeks/ 15 Lectures approx. and Tutorials.)**

**Unit IV. 17th century transitions:** Marathas; Sikhs

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. **(Teaching Time: 2 weeks/10 Lectures approx. and Tutorials.)**

**Unit V. 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. **(Teaching Time: 2 weeks/ 10 Lectures approx. and Tutorials.)**

**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*.

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 South. **(Teaching Time: 2 weeks/10 Lectures approx. and Tutorials.)**

**Unit VII. Economy and integrated patterns of exchange:** Rural and urban linkages; maritime trade and non-agrarian production

Students will learn about the gradual integration of agricultural and artisanal

Production in 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 Time: 2 weeks/ 10 Lectures approx. and Tutorials.)**

* **ASSESSMENT**

**Internal Assessment: 25 Marks**

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach. Students in this course will primarily have three modes of assessment:

 1) Written assignment

 2) Presentation

 3) Class Test

Two assignments of 5 marks each. Students will have to write one essay based assignment inclusive of bibliographies, and for the second assignment they will have to prepare a presentation. There will be a Class Test of 10 marks. It will take place tentatively after the mid semester break.

Additionally there are 5 marks for Attendance

**ESSENTIAL READINGS**

* Jackson, P. (2003). *The Delhi Sultanate: A Political and Military History.* Cambridge: Cambridge University Press.
* Ray Chaudhuri, T and I. Habib (Ed.). (1982). *The Cambridge Economic History of India,Vol.1: c1200-1750*. Delhi: Orient Longman, pp. 45-101.
* Habib, I. (2003). *Madhyakalin Bharat ka Arthik Itihas ek Sarvekshan.* Delhi: Rajkamal.
* Habib, I. (Ed.). (1981-2003). *Madhyakalin Bharat,* 7 volumes. Delhi; Rajkamal.
* Verma, H.C. (ed.). (2003). *Madhyakalin Bharat, Bhag 1&2,* Delhi: Hindi Madhyam Karyanvan Nideshalaya, Delhi University.
* 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.
* 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 aur Tatkalin Bharat*, Delhi: Rajkamal Prakashan Samuh.
* 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.
* **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, Samajaur Sanskriti, Aathwi se Satrahvis shtabditak*. Delhi: Orient Black Swan.
* 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 ka Arthik Itihas Ek Sarvekshan*. 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 Ka Sanskritik Itihas*. 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: Munshiram Manoharlal.
* Vaniana, Eugenia. (2004). *Urban Crafts and Craftsmen in Medieval India (Thirteenth- Eighteenth Centuries).* Delhi: Munshiram Manoharlal.
* Verghese, Anila. (2002). *Hampi.* Delhi: Oxford University Press.

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