

Category II

(Courses for Undergraduate Programme of study with Discipline as one of the Core Disciplines)

DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India, 1200 – 1550

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of India 1200 – 1550	4	3	1	0	12 th Pass	Should have studied History of India 750-1200

Learning Objectives

This course provides an analytical study of the history of India from 1200 to 1550 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, Vijayanagara and Bahmani, encompassing political, administrative, cultural and economic aspects. Through selected regional case studies it also underlines the inter-connectedness of the sub continental region in its transition.

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 first half of sixteenth century.
- Outline the changes and continuities in the field of culture, especially with regard to 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.

SYLLABUS OF DSC-1

Unit I: Foundation, expansion and consolidation of the Sultanates of Delhi c.13th to 15th century:

Expansion; Iqta system; nobility; North-Western frontier and the Mongols.

Unit II: Military, administrative and economic structure under the Khaljis and Tughlaqs.

Unit III: Regional political formations: Vijayanagara and Bahmanis.

Unit IV: Second Afghan Empire.

Unit V: Society, culture and religion: Bhakti -- Kabir and Mira Bai; Sufism – Chishti and Suhrawardy.

Unit VI: Art and architecture: Qutb complex; Vijaynagara (Hampi).

Unit VII: Trade and Commerce: Indian merchants in overseas trade, 12th -15th century.

Practical component (if any) - NIL

Essential/recommended readings

Unit I: This unit would have provided students an insight about foundation, expansion and process of consolidation under the various Sultanate regimes. (**Teaching Time: 9 hrs.** approx.)

- Jackson, P. (2003). The Delhi Sultanate: A Political and Military History. Cambridge: Cambridge University Press.
- Raychaudhuri, T and I. Habib (Ed.). (1982). The Cambridge Economic History of India, Vol.1: c1200-1750. Delhi: Orient Longman, pp. 45-101
- Habib, Irfan. (1992). 'Formation of Sultanate Ruling class during the thirteenth century', in Medieval India: Researches in the History of India 1200-1750, Vol.1, ed.by Irfan Habib, OUP, New Delhi, pp.1-21.
- Habib, I. (2003). Madhyakalin Bharat ka Arthik Itihas ek Sarvekshan. Delhi: Rajkamal.
- Habib, I. (Ed.). (1981-2003). Madhyakalin Bharat, 10 volumes. Delhi; Rajkamal.
- Verma, H.C. (ed.). (2003). Madhyakalin Bharat, Bhag 1, Delhi: Hindi Madhyam Karyanvan Nideshalaya, Delhi University.

Unit II: This unit would have imparted students an overview of military, political, economic and administrative structure under the Khaljis and Tughlaqs. (Teaching Time: 9 hrs. approx.)

- Chandra, Satish. (2004). Medieval India: From Sultanate to the Mughals, Part 1, Haranand Publications, Delhi.
- Jackson, Peter. (2003). The Delhi Sultanate: A Political and Military History, University, Press, Cambridge.
- Habib, Irfan (1984), 'Price Regulations of Alauddin Khilji-A Defence of Zia Barani', Indian Economic and Social History Review, Vol. 21. No. 4. pp. 393-414. Also reprinted in Money and the Market in India: 1100-1700, ed., by Sanjay Subrahmanyam, OUP, New Delhi, 1994. Pp. 85-111.
- -----, (1992), 'Alauddin Khilji ke mulya niyantaran ke upay: Zia Barani ke samarthan mein', Madhyakalin Bharat, Vol. 4 (ed.), Irfan Habib. Delhi. Rajkamal Prakashan, pp.24-46.
- Verma, H C. (ed.). Madhyakalin Bharat, Part 1, Hindi Madhyam Karyanvayan Nideshalaya, Delhi University.

Unit III: This unit would have taught students about the politics, society and economy of the southern kingdoms. They will also learn how recent studies have looked at ~~157~~

representations in the Vijayanagara state in context to culture, rituals, etc. (Teaching Time: 6 hrs. approx.)

- Stein, 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")
- 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.
- Sastri, K. A. Nilakanta. (1976). *A History of South India from Prehistoric Times to the Fall of Vijayanagar*. Madras. OUP.
- Ali, B Sheik. (2011). *History of Bahmani and Adil Shahi Rulers*. Mysore.

Unit IV: This unit would have taught students about politics, economy and administrative set up under the second Afghan empire. (Teaching Time: 6 hrs. approx.)

- Aquil, Raziuddin. (2007), *Sufism, Culture and Politics, Afghans and Islam in Medieval North India*. Delhi, OUP.
- Siddiqui, IH. (1996). *Sher Shah Suri and his dynasty*. Jaipur. Publication Scheme.
- ----- (1969). *Some Aspects of Afghan despotism*. India. Aligarh. Three Men Publication.

Unit V: This unit would have taught students about the cultural and religious traditions in the medieval period with special reference to Kabir, Mirabai, Chishti and Suhrawardy silsilah. (Teaching Time: 9 hrs. approx.)

- Charlotte Vaudeville. (2007). *A Weaver named Kabir*. Delhi: Oxford University Press.
- Dwivedi, Hazari Prasad. (2019) *Kabir*. Delhi: Rajkamal Prakashan.
- Habib, Irfan. (2007), 'Kabir; The Historical Setting', in Irfan Habib (Ed.) *Religion in Indian History*, Tulika Books. New Delhi.
- 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). (Madhu Kishwar, Ruth Vanita and Parita Mukta articles on Mirabai.)
- Pinto, Desiderio S.J. (1989). "The Mystery of the Nizamuddin Dargah: The Account of Pilgrims" 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." in R E Frykenberg, (Ed.). *Delhi Through the Ages*. Delhi: Oxford University Press, pp.104-128.
- Currie, P M (1989). *The Shrine and Cult of Muin-al-Din Chisti of Ajmer*. Delhi. OUP
- Rizvi, S A A (1978). *A History of Sufism, Vol. 1*. Delhi: Munshiram Manoharlal. (Chapters on Chishti and Suhrawardy).

Unit VI: This unit deals with the architectural traditions in the Sultanate period. The students will be able to appreciate the political and artistic complexities that played an important role during the period of study and for this as case study, Qutb Complex and Hampi, the imperial city of Vijayanagra has been taken up. (Teaching Time: 6 hrs approx.)

- Kumar, Sunil. (2002). 'Qutub and Modern Memory' in The Present in Delhi's, Delhi: The Three Essay Press, pp1-61.
- Spear, Percival. (1994). Delhi, Its Monuments and History, New Delhi, Oxford University Press.
- Verghese, Anila (2002). Hampi, Delhi: Oxford University Press.
- Fritz, M John and Michell. George. (2014). Hampi Vijaynagara, Delhi. Jaico Publishing House.

Unit VII: This unit will provide an overview about the trade and commerce from 12th to 15th century especially the Indian Ocean trade, the trading communities and its impact on the South Asian economy and beyond. (Teaching Time: 6 hrs. approx.)

- Raychaudhuri, 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 of Nurul Hasan. Delhi: Oxford University Press, pp. 173-278.
- Bhargava, Meena. (Ed.). (2010). Exploring Medieval India: sixteenth to the eighteenth centuries. Delhi: Orient Black Swan.
- 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.

Suggestive 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.
- Bahuguna, RP (2009). Madhyakalin Bharat mein Bhakti aur Sufi Andolan. Delhi: Granth Shilpi.
- Brown, Percy. (1968). Indian Architecture: Islamic Period. Bombay. DB Taraporevala.
- Chandra, S. (2004). Medieval India: From Sultanate to the Mughals, Part 1. Delhi: Haranand Publications.
- Chandra, S. (2004). Madhyakalin Bharat: Sultanate se Mughal tak, Bhag 1. 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.
- 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*. 10 volumes. Delhi; Rajkamal.
- 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.
- 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
- 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.
- Moosvi, Shireen. (1987). *The Economy of the Mughal Empire*. Delhi: Oxford University Press.
- Sastri, K. A. Nilkanta. (1998). *A History of South India*. Delhi. OUP.
- Vaniana, Eugenia. (2004). *Urban Crafts and Craftsmen in Medieval India (Thirteenth-Eighteenth Centuries)*. Delhi: Munshiram Manoharlal.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE (DSC-2): Cultural Transformations in Early Modern Europe-I

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Cultural Transformations in Early Modern Europe – I	4	3	1	0	12 th Pass	NIL

Learning Objectives

The objective of the course is designed to make the students familiar with the essential transitions and transformations in early modern European economy, polity and socio-cultural life. The first unit aims to critically examine the dynamics of Europe that emerged from the Middle Age. The second unit dealing with the Renaissance focuses on the developments in art, literature, science and philosophy and also deals with Renaissance beyond Italy. The content in third unit will enable them to understand the spread of Reformation and Counter Reformation and its economic and cultural impact. The last unit will explore the conquest of the New World with focus on: material, social and cultural aspects. The idea is to give them European perspective of cultural transformations in early modern Europe.

Learning outcomes

After completing this course, students will be able to:

- Understand the different perspectives of cultural developments in Europe.
- Explain the Renaissance in the realm of art, literature, science and philosophy and the processes by which major transformation unfolded in European society and culture.
- Trace the upheaval in Religion in the form of Protestant Reformation and Counter Reformation.
- Identify the material, social and cultural aspects after the conquest of the New World.

SYLLABUS OF DSC-1

Unit I. Key concepts and historical background

1. The idea of the early Modern; perspectives on culture in history
2. An overview of the classical and medieval legacy

Unit II. The Renaissance

1. Society and politics in Italian city-states
2. Humanism in Art and literature
3. Development in science and philosophy
4. Renaissance beyond Italy

Unit III. Upheaval in Religion

1. The papacy and its critics
2. The spread of Protestant sects in Northern Europe
3. Counter Reformation and Religious Strife
4. The economic and cultural impact of the Reformations

Unit IV. The Conquest of the New World: material, social and cultural aspects

1. A Case Study of Portugal or Spain

Practical component (if any) - NIL

Essential/recommended readings

Unit I: The Unit will give critical concepts for the understating of early modern and the perspective on culture in history. The idea of Early modern Europe will be introduced.

(Teaching Time: 9 hrs. approx.)

- Anderson, M.S. Europe in the Eighteenth Century, 1713-1783. New York: Longman.
- Burke, Peter. Popular Culture in Early Modern Europe. UK: Ashgate, 2009.
- Davies, Norman, Europe: A History. New York: Harper Collins, 1998.

Unit II. This Unit imparts the understanding of the socio-cultural movements and progress in science and philosophy in medieval and early modern Europe. Renaissance artists and scholars celebrated the beauty of nature and the dignity of humanity, helping shape the intellectual and cultural history of the early modern world.

(Teaching Time: 12 hrs. approx.)

- Burckhardt, Jacob. The Civilisation of the Renaissance in Italy. University of Virginia: Phaidon Press, 1965.
- Burke, Peter. (1999). The Italian Renaissance, Culture and Society in Italy. Princeton: Princeton University Press. (Chpts: Introduction, chpts:1, 2, 3, 4 & 6)
- Kaborycha, Lisa. (2011). A Short History of Renaissance Italy. New York: Pearson
- Nauert, C.G. (2006) Humanism and the culture of Renaissance Europe. Cambridge University Press.
- Kraye, J. and Jill, K. eds. (1996) The Cambridge companion to Renaissance humanism. Cambridge University Press.

Unit III. The Unit emphasizes different dimensions of Reformation and Counter-Reformation and helps in learning the challenges and changes in the religious sphere and their influences on the economic and socio-cultural lives of the people in various regions of Europe. **(Teaching Time: 12 hrs. approx.)**

- King, Margaret L. Western Civilisation: A Social and Cultural History. New York: Prentice- Hall, 1999
- Parish, Helen L. (2018). A Short History of the Reformation. London, New York: I. B. Tauris.
- Mac Culloch, Diarmaid. (2004). Reformation: Europe's House Divided, 1490-1700. London: Penguin Books Ltd.

- Cameron, E. (2012) The European Reformation. Oxford University Press.
- MacCulloch, D. (2005) The reformation. Penguin.

Unit IV. This Unit engages the students with the beginning of the explorations and conquests of the world beyond Europe and their socio-cultural and economic effects.

(Teaching Time: 12 hrs. approx.)

- Anderson, M.S. Europe in the Eighteenth Century, 1713-1783. 2nd and. New York: Longman
- Burke, Peter. Popular Culture in Early Modern Europe. UK: Ashgate, 2009.
- Davies, Norman, Europe: A History. New York: Harper Collins, 1998
- Burns, E. M., Ralph, P. L., Lerner, R. E., & Meacham, S. (1986). World Civilisation, vol. AWW Norton & Co., New York, NY.
- McAlister, L.N. (1984) Spain and Portugal in the New World, 1492-1700 (Vol. 3). U of Minnesota Pre

Suggested Readings:

- Rosener, Werner. The Peasantry of Europe. England: Basil Blackwell, 1994 (translated from German).
- Anderson, Perry. Lineages of the Absolutist State. London: New Left books, 1974.
- Braudel, Ferdinand. Civilisation and Capitalism- 15th to 18th century Vol. I. California: University of California Press, 1992 (paperback).
- Burckhardt, Jacob. The Civilisation of the Renaissance in Italy. University of Virginia: Phaidon Press, 1965.
- Chartier, Roger. Arthur Goldhammer, Phillippe Aries and George Duby, eds. A History of Private Life, Vol III: Passions of the Renaissance. U.S.A.: Harvard University Press, 1988.
- Davis, Natalie Zemon. The Return of Martin Guerre, Massachusetts, London: Harvard University Press, 1983. ● Gay, Peter. The Enlightenment: An Interpretation. New York: Alfred K. Knopf, 1966
- Ginsberg, Carlo. The Cheese and the Worms. U.S.A.: John Hopkins University Press (JHUP) 1983
- Huizinga, J. The Waning of the Middle Ages. New York: Dover Publications, 1999.
- Jacob, Margaret C. The Cultural Meaning of the Scientific Revolution, U.S.A.: Tem-ple University Press, 1988.
- Kearney, Hugh. Science and Social Change 1500 – 1700. University of Wisconsin-Madison: McGraw- Hill, 1971.
- Thomas, Keith. Religion and the Decline of Magic. England: Penguin Books, 1991.
- Ladurie, Emmanuel Le Roy. The Peasants of Languedoc. Urbana and Chicago: Universi-ty of Illinois Press, 1974.
- Merriman, J. (2009) A History of Modern Europe: from the Renaissance to the Present (Vol. 1). WW Norton & Company.
- Merriman, J. (2019) A History of Modern Europe: Volume 2 (Vol. 2). WW Norton & Company.
- संक्रांतकलीन रूरोप : अरतवंि तसन्हा , ग्रंथ तशलपी प्राइवेट तलतमटेड, 2015.

- आधुनिक यूरोप का इतिहास : आराम एवं तिशाएँ : विवेश तविर, मीना भारद्वाज एवं वीना चौधरी
- आधुनिक यूरोप का इतिहास: आराम एवम तिशाएँ] (सह-संपादन), तहन्दी माध्यम कार्यान्वयन तनिशालर तिल्ली-7, 2010 (revised second edition, 2013)
- यूरोपीय संस्कृत (1400-1800): विवेश तविर, संपादित, तहन्दी माध्यम कार्यान्वयन तनिशालर, तिल्ली- 7, 2006, 2010.
- आधुनिक पतञ्जल के उरि का इतिहास , मीनाक्षी फू कन, लक्ष्मी पम्बल्लके शन, 2012.
- आधुनिक पतञ्जल के उरि , पाथासारतथ गुप्ता, तहन्दी माध्यम कार्यान्वयन तनिशालर , तिल्ली- 7, 2015 (New Edition)

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE -1): Environment in Indian History

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Environment in Indian History	4	3	1	0	12 th Pass	NIL