

B.A.(Prog.) History
Discipline Specific Course-(DSC-5) (Minor)

DSC-5 : 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		

Learning Objectives

This course seeks to engage students in an analytical understanding of the varied perspectives from which historians study the three centuries between the thirteenth and the fifteenth centuries. It provides them with a basic understanding of the political, economic and socio-cultural process-es of the time especially with reference to Gujarat sultanate, Vijayanagara state as well as the Delhi Sultanate. Sufism and major trends in bhakti 'movement' are explained to the students. Learners are also encouraged to engage with a diverse corpus of sources available to historians for the period under study.

Learning outcomes

On successful completion of this Course, the students will be able to:

- Discuss different kinds of sources available for writing histories of various aspects of life during the thirteenth to the fifteenth centuries.
- Critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments and economic trends in India during the period of study.

- Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy by certain women shaped the times.

SYLLABUS OF DSC-1

Unit I: Survey of sources

1. Persianta'rīkh traditions.
2. Malfuzat and premakhyans
3. Inscriptions and regional identity:Kakatiyas

Unit II: Political structures

1. Sultanates of Delhi: transitions in ruling elites, service cultures, iqtas.
2. Articulating political authority: monuments and rituals
3. Political cultures: Vijayanagara and Gujarat

Unit III: Society and economy

1. Agricultural production,
2. Technology and changes in society,
3. Monetization; market regulations; urban centres; trade and craft.

Unit IV: Religion, society and cultures

1. Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles
2. Bhakti; Sant tradition: Kabir and Nanak; cults: Jagannath and Warkari
3. Gender roles: women bhaktas and rulers

Practical component (if any) - NIL

Essential/recommended readings

Unit-I: This unit will familiarise students with the range of sources available for the period of study in the paper. It also aims to apprise them of the varied ways in which historians interpret these sources. **(Teaching Time: 4 weeks Approx.)**

- Habib, Irfan. (1981). "Barani's Theory of the History of the Delhi Sultanate", Indian Historical Review, vol. 7, pp. 99-115.
- Alam, Muzaffar. (2004). The Languages of Political Islam in India, Delhi: Permanent Black. The sections most useful for our present topic can be found on pp. 1-98. Particularly important is the section on Zia Barani.
- Kumar, Sunil. (2007). Appendix: 'Persian Literary Traditions and Narrativizing the Delhi Sultanate'. In The Emergence of the Delhi Sultanate 1192-1286, by Sunil Kumar, Ranikhet: Permanent Black, pp. 362-77.
- Hardy, Peter. (1962). 'Some Studies in Pre-Mughal Muslim Historiography', in Historians of India, Pakistan and Ceylon, edited by C.H. Philips, pp. 115-27. (Alternatively, you may find Hardy's views in the relevant chapter in his book entitled Historians of Medieval India.)
- Ernst, Carl W. (1992). Eternal Garden: Mysticism, History and Politics at a South Asian Sufi Center. Albany: State University of New York Press, 1992. The