

Core VII

History of India (c.1206 - 1526)

Course 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 processes of the time especially with reference to Rajput polities, 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 diverse corpus of sources available to historians for the period under study.
- The objective of the course is to understand the nature of sources and nature of historical construction by analyzing tarikh tradition and historical construction by colonial, Marxist and nationalist historians

Course Outcomes

- On completion of this course, the students shall 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.
- Critically evaluate the way uncritical acceptance of a particular genre of historical sources would lead to a linear flat historical construction

Unit-I: Sultanate: Political Structures

1. Survey of Sources: (a) Persian Tarikh Tradition, (b) Vernacular Histories; (c) Epigraphy.
2. Consolidation of the Sultanate of Delhi: Balban, AlauddinKhaljis and MahammadbinTughluqs.
3. Theories of kingship: The Ruling Elites: Ulema, Sufis and the Imperial Monuments (art and architecture)

Unit-II: Emergence of Regional Powers

1. Bahamanis, Vijayanagar and Odisha.
2. Regional Art, Architecture and Literature in Vijayanagar and Odisha

Unit-III: Society and Economy:

1. Iqta and the Revenue-free Grants.
2. Agricultural production, Technology.
3. Market Regulations, Growth of Urban Centres.
4. Trade and Commerce, Indian Overseas Trade.

Unit-IV: Religion, Society and Culture:

1. Sufi Silsilas: Chishtis and Suhrawardis; doctrines and practices, Social roles
2. Bhakti Movements and Monotheistic Traditions: Kabir, Nanak, Ravidas and Sri Chaitanya.
3. Social Impact of the Bhakti Tradition: Rise of Liberal Thought, Ideology of Equality and Gender Relations

Unit I:

his 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 processes, such as the emergence of Sultanate, Regional states, south Indian polity with the emergence of Vijayanagara, vernacular polity in Odisha, etc. Question such as did the Muslims rule mark the beginning of Islamic rule in India will be debated. However, the rule seems to have not only ushered political Islam, it also introduced new historical sources in Arabic, Persian and vernacular sources. Students will be acquainted with the tarikh. Malfuzat tradition of historical writing as well as to vernacular sources such Kaifiyat, Buruzi, Bhaktiaksyana tradition of tradition available at the vernacular level.

Unit II:

It deals with diverse and heterogeneous political developments in different geographies of India.

Unit III:

This unit will apprise students of the economic, ecological and technological changes during **this period and explore the inter-linkages between them.**

Unit IV:

This unit is chiefly focussed on the religio-cultural sphere with regard especially to Sufi and Bhakti doctrines and practices, but also with regard to gender and cross-confessional interactions.

Suggested Books:

- ✓ *Satish Chandra, Medieval India, Vol. I, Har Anand Publications, New Delhi.*
- ✓ *Sunil Kumar, The emergence of Delhi Sultanate, Ranikhet, Permanent Black, 2010*
- ✓ *Talbot, Cynthia. (2001).Precolonial India in Practice, Delhi: Oxford University Press. See especially, 'Introduction: Medieval India, a history in transition', pp. 1-17 and 'Conclusion: Toward a New Model of Medieval India', pp. 208-215*
- ✓ *Muzaffar Alam, 'The Languages of Political Islam in India, Ranikhet, Permanent Black., pp. 1-98.*
- ✓ *Carl W. Ernst, (1992).Eternal Garden: Mysticism, History and Politics at a South Asian Sufi Center. Albany: State University of New York Press, 1992. Read Chapter 4 'The Textual Formation of Oral Teachings in the Early Chishtī Order', pp. 62-84.*
- ✓ *J.L. Mehta, An Advanced Study of the History of Medieval India, Vol.I.*
- ✓ *IrfanHabib, Medieval India: The Study of a Civilization, NBT, New Delhi.*
- ✓ <http://www.vijayanagara.org/default.html> for the valuable website on excavations, survey and restoration work in Hampi, the capital of Vijayanagara.
- ✓ *Krishna Sharma Bhakti and the Bhakti Movement: A New Perspective. Delhi: Munshiram Manoharlal. ,2002, Pl read 'Chapter I: Towards a New Perspective', pp. 1-38.*

Internet resources

1. Foundation of Delhi Sultanate (Rajyasabha TV) :

<https://www.youtube.com/watch?v=TJOSomraCaM&t=211s>

2. Bhakti Movement: <https://www.youtube.com/watch?v=gTJnn-HBoVQ>

3. Viajyanagar: <http://www.vijayanagara.org/default.html>

4. Sultanate Architecture, History <https://www.youtube.com/watch?v=iCtRzw5mSKQ>

5. Sufism: <https://www.youtube.com/watch?v=3dSdSGvhjBw>

6. Technology in Medieval India:

Activities to Do

1. Read the life history of women Bhakti saints Like Mira Bai. How did they defy Patriarchy?

2. Collect some information on medieval women Bhakti saints of Odisha and their life stories