

BA- III year
Discipline Specific Elective
CODE: BHS- E 501
HISTORY OF INDIA FROM THE c.1206 TO 1707 CE

Semester-V
Max. Marks -60
Time- 3 Hrs

Course Objectives

Students will extend their abilities to:

- Draw an outline of the history of India for the period between c.1200 to 1707 CE.
- Analyze the major political formations of Delhi Sultanate, Vijayanagara-Bahmani Kingdom, Mughal Empire and Maratha Power.
- Inculcates a basic understanding of institutional developments, policies, and economy and socio-religious aspects of medieval India.

Course Outcomes

The student will able to:

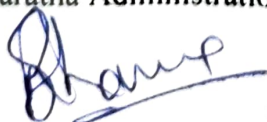
- CO1** Understand the major political developments in the history of India during the period between the 13th and 17th century.
- CO2** Determine the changes, continuities in the field of political structure and cultural aspect with regard to religious renaissance.
- CO3** Establish the economic history of the various dynasties, especially where agrarian production and its implications.
- CO4** Explain the development of trade and urban complexes during this period.

Instructions:

The question paper shall consist of two sections (Sec.-A and Sec.-B). Sec.-A shall contain 10 short answer type questions of six marks each. Student shall be required to attempt any five questions in 150 words. Sec.-B shall contain 8 long answer type questions of ten marks each and student shall be required to attempt any four questions. Questions shall be uniformly distributed from the entire syllabus. The previous year paper/model paper can be used as a guideline and the following syllabus should be strictly followed while setting the question paper.

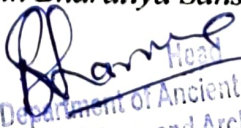
Course Contents:

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|-----------------|--|-------------------|
| Unit-I | The Delhi Sultanate: | (18 Lect.) |
| | (a) Foundation, Expansion & Consolidation; The Iqta System | |
| | (b) Administrative & Economic reforms under the Khiljis and the Tughlaqs | |
| Unit-II | The Provincial Kingdoms: | (16 Lect.) |
| | (a) Vijaynagar and Behmani kingdoms | |
| | (b) The Second Afghan State (Sur Kingdom) | |
| Unit-III | Socio-Religious Movements: | (20 Lect.) |
| | (a) Bhakti and Sufi movements | |
| | (b) Religion under the Mughals (Akbar to Aurangzeb) | |
| Unit-IV | The Mughal Dynasty: | (21 Lect.) |
| | (a) Emergence and Consolidation of the State | |
| | (b) Akbar to Aurangzeb; Administrative Structure – Mansab and Jagirs | |
| Unit-V | The Maratha Power: | (15 Lect.) |
| | (a) Foundation, Chatrapati Shivaji | |
| | (b) Maratha Administration | |



References:

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2. S.A.A. Rizvi, A History of Sufism in India, Vol.I, Delhi, 2003.
3. Sunil Kumar, Emergence of the Delhi Sultanate, Delhi, 2007.
4. Heras, H., South India under the Vijaynagar Empire Vol. I, II.
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7. Sherwani, H.K., The Bahamani Kingdom.
8. Sircar, D.C., Political and Administrative system of Ancient and Medieval India.
9. Nizami,, K.A., Akbar and Religion.
10. Qureshi, I.H., The Administration of the Mughal Empire.
11. Tripathi, R.P., Rise and Fall of the Mughal Empire. (Vol.II)
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14. Ranade, K.R., Rise of Maratha Power.
15. Majumdar, R.C., The Mughal Empire.
16. Majumdar, R.C., The Maratha Supremacy.
17. R. C Majumdar (Editor), The History and Culture of the Indian People Vol -6: The Delhi Sultanate, Vidya Bhavan Series.
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Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between Cos and Pos		
	Course Outcomes (COs)	Mapped Programme Outcome
CO1	Understand the major political developments in the history of India during the period between the 13 th and 17 th century.	PO3, PO6
CO2	Determine the changes, continuities in the field of political structure and cultural aspect with regard to religious renaissance.	PO3, PO4
CO3	Establish the economic history of the various dynasties, especially where agrarian production and its implications.	PO3, PO4
CO4	Explain the development of trade and urban complexes during this period.	PO4

Course Outcomes Assessment

This course strongly contributes towards the programme outcome, 'Explore the cultural transition' (PO6). The outcome will be measured by the performance of student in various class tests/assignments in addition to the End Semester Examination (ESE) that contains significant number of questions/problems related to this paper.



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