

PAPER CODE – BNHS 301 DCT

Course Code	Course Title (DSC)	Semester
	History of India: Mid-8th Century to Early 16th Century	3
Scheme of Instruction		Scheme of Examination
Total Duration : 60 Hrs		Maximum Score : 100
Periods/ Week : 4		Internal Evaluation : 30
Credits : 4		End Semester : 70
Instruction Mode : Lecture		Exam Duration : 3Hrs

Course Objectives: To expose the students to the politico-administrative and socio-religious and cultural strands of Indian History during the Sultanate period.

Course Outcomes: Students will learn about the transition from early medieval India to medieval India and the establishment of state during the Delhi Sultanate and the formation of regional states under Bahamanis and Vijayanagar.

Unit	Course Content	Instruction Hours
I	Political Formation in India: 8th – 12th Centuries a. Understanding Early Medieval India b. Tripartite Struggle: Palas, Pratiharas and Rashtrakutas c. Advent of Arabs; Ghaznavids and Ghurids d. Society, Culture and Economy	15
II	Delhi Sultanate – I : Sources and Political History a. Sources of History Writing: Indo-Persian chronicles; <i>malfuz</i> literature b. Mamluks c. Khaljis d. Tughluqs e. Syeds and Lodis	15
III	Delhi Sultanate–II: Society, Economy and Religion a. Ruling Class: Nobility; <i>Iqtadars</i> and Zamindars b. Economy: Agricultural Economy; Taxation; Trade & Commerce c. Religion: Bhakti and Sufi Movement d. Administration: Central and Local Government	15
IV	Deccan and Peninsular India: Polity, Society & Economy a. Cholas and Kakatiyas b. Vijayanagara State c. Bahamani Kingdom	15

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Suggested Readings:

- Alam, Muzaffar, *The Languages of Political Islam in India, c.1200-1800*, Orient Blackswan, 2008.
- Aquil, Raziuddin, *Sufism, Culture and Politics: Afghans and Islam in Medieval North India*, OUP, 2012.
- Basham, A.L., *The Wonder That Was India Vol. 1*, Picador India (rept. 2019).
- Chakravarti, Ranabir, *Exploring Early India, Up to C. AD 1300*, Primus Books, New Delhi, 2016.
- Chandra, Satish, *Medieval India, from Sultanate to the Mughals Mughal Empire 1526-1748 (Part 1)*, 2020.
- Chattopadhyaya, B.D., *The Making of Early Medieval India*. K.P Bagchi and Co. 1995.
- Eaton, R.M., *Indian in the Persianate Age, 1000-1765*, Alen Lane, 2019.
- Habib, Irfan, *Medieval India : The Study Of A Civilization*, NBT, 2008.
- _____, *Economic History of India, AD 1206-1526*, Tulika Books, 2018.
- _____, ed., *Medieval India*, OUP, 1998.
- Iraqi, Shahabuddin, *Bhakti Movement in Medieval India: Social & Political Perspectives*, Manohar 2009.
- Karashima, Noboru, *South Indian Society in Transition: Ancient to Medieval*, OUP, 2009.
- Kulke, Hermann, *A History of India*, Barnes & Noble Imports, 1986.
- Kumar, Sunil, *The Emergence of the Delhi Sultanate*, Permanent Black, 2010
- Nilakanta Sastri, K.A., *A History of South India*, OUP, 1967.
- Nizami, K. A., *Some Aspects of Religion and Politics in India During the Thirteenth Century*, OUP, 2002.
- Ray, Anirudh, *The Sultanate of Delhi (1210-1526): Polity Economy Society and Culture*, Routledge, 2019
- Rizvi, S.A.A.A., *The Wonder That Was India Vol. 2*, Picador India (rept. 2019).
- Sherwani, H.K., *The Bahmanis of the Deccan*, 1954.
- Sherwani, H.K. and P.M. Joshi, *History of Medieval Deccan, 1295-1724*, 1974.
- Sing, Upinder, *A History of Ancient and Early Medieval India from the Stone Age to the 12th Century*, Pearson Longman, New Delhi, 2009.
- Stein, Burton. *Essays on South India*, Munshiram Manoharlal Publishers, 1996.
- _____, *The New Cambridge History of India: Vijayanagara*, CUP, 2005.
- Talbot, Cynthia and Catherine B Asher, eds., *India before Europe*, CUP, 2006.

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PAPER CODE - BNHS301DET

Paper: DSE

Programme: FYUG

Semester: 3

Medieval Europe

Scheme of Instruction

Total Duration : 30 Hrs
Periods/ Week : 2
Credits : 2
Instruction Mode : Lecture

Scheme of Examination

Maximum Score : 50
Internal Evaluation : 15
End Semester : 35
Exam Duration : 2Hrs

Course Objectives: To educate the students about the socio-political, economic and religious development in the Medieval Europe.

Course Outcomes: The students will learn about the socio-political and economic dynamics in the medieval Europe.

Unit	Course Content	Instruction Hours
I	Unit I 1. Understanding the European middle ages; transition from Ancient to 'Medieval' in Europe 2. Feudalism in Western Europe 3. State and Church in Medieval Europe	15
II	Unit II 1. European economy and social change between 11th and 14th centuries 2. Religious mobilisation; crusades and its impacts on European society 3. Prelude to Renaissance	15

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Suggested Readings:

- Anderson , Perry, *Passages from Antiquity to Feudalism*, NLB, London, 1996
- Anderson,Perry, *Lineages of the Absolutist State*, Schocken Books, Lincoln, 1979.
- Bloch,Marc, *Feudal Societies*, 2 Vols. University of Chicago Press, Chicago, 1989.
- Cipolla, Carlo M. (ed.), *The Fontana Economic History of Europe: The Middle Ages*, Vol.1
World of Books, London, 1972.
- Davis,RHC, *A History of Medieval Europe: From Constantine to Saint Louis*, Routledge, 2013
third edition.
- Dobb, Maurice, *Studies in the Development of Capitalism*, International Publishers, New York
1974.
- Duby, George,*Rural Economy and Country Life in the Medieval West*, tr. Cynthia Postan, Edward
Arnold, London, 1968.
- Duby, George, *The Legend of Bouvines: Religion and Culture in the Middle Ages*, Cambridge
University Press, Cambridge, 1990.
- Farooqui,Amar, *Early Social Formations*, Manak Publications, 2012 .
- Goff, Jacques Le,*The Medieval Civilization, 400-1500*, Barnes and Noble, 2000.
- Goff, Jacques Le, *The Medieval World*, Collins & Brown, London, 1990.
- Goff, Jacques Le, *Time, Work and Culture in the Middle Ages*, Chicago University Press, Chicago,
1980.
- Goff,Jacques Le, *Your Money or Your Life: Economy and Religion in Middle Ages*, Zoon Books,
New York, 1988.
- Gurevitch, A. , *Categories of Medieval Culture*, Routledge Kegan & Paul, London, 1985.
- Hilton ,Rodney (ed.), *The Transition from Feudalism to Capitalism*, Aakar Books, Delhi, 2010.
- Lineham,Peter and Jonet Nelson (ed.), *The Medieval World*, Routledge, London, 2001.
- Hilton ,Rodney (ed.), *The Transition from Feudalism to Capitalism*, Aakar Books, Delhi, 2010.
- Pirenne, Henry, *Medieval Cities: Their Origins and the Revival of Trade* with New Introduction
by Michael McCormik, Princeton University Press, Princeton, 2014.
- Sinha,Arvind, *Europe in Transition: From Feudalism to Industrialization*, Manohar, 2010.
- Wells, HG, *A Short History of the World*, Fingerprint Publishing, 2015.

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Course Code

Course Title (DSC)

Semester

Bhakti Movements in India

3

Scheme of Instruction

Scheme of Examination

Total Duration : 30 Hrs

Maximum Score : 50

Periods/ Week : 2

Internal Evaluation : 15

Credits : 2

End Semester : 35

Instruction Mode : Lecture

Exam Duration : 3 Hrs

Course Objectives: Bhakti movement in India typically aims to explore the historical, social, and cultural dimensions of the movement, examining its impact on Indian society and its role in shaping religious practices and beliefs during medieval and early modern periods. It also seeks to analyze the diversity of Bhakti traditions across different regions.

Course Outcomes: To Study the Bhakti movements in India, include a deeper understanding of its historical context, its influence on Indian religious practices, and its role in fostering cultural unity amidst regional diversity. Students will also gain critical insights into the teachings of Bhakti saints and their relevance in contemporary religious discourse.

Unit	Course Content	Instruction Hours
I	Introduction to Bhakti Movement a. Bhakti Movements: Origin and Historical Context b. Nayanars Alavars; Adi Shankaracharya, Acharyas and Basavana Bagewadi c. Bhakti Saints: Akka Mahadevi, Lal Deb, Kabir and Nanak	15
II	Literary and Cultural Contributions a. Bhakti Poetry, Songs and Literature b. Impact of Bhakti Movements: Equality and Religious harmony c. Similarities and Differences with Sufism	15

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Suggested Readings:

- Abbott, Justine E, *Indian Saints*, 2 Vols. Caxton Publications, Delhi, 1988.
- Abidi, S.A.H, *Sufism in India*, Wishwa Prakashan, New Delhi, 1922.
- Aquil, Rzaiddin, *Sufism, Culture and Politics: Afghans and Islam North India*, OUP, Delhi, 2007.
- Agrawal, Purushottam, *Kabir, Kabir: The Life and Work of the Early Modern Poet-Philosopher*, Westland, 2021.
- H.V., Murthy Sreenivasa, *Vaisnavism of Shankaracharya and Ramanuja: a comparative study*, Delhi, 1973.
- Iraqi, Shahabuddin, *Bhakti Movement in Medieval India: Social and Political Perspective*, Manohar, New Delhi, 2009.
- Majumdar, K.A., *Bhakti Renaissance*, Bhartiya Vidhya Bhawan, Bombay, 1965.
- Mandair, Arvind Pal Singh, *Sikhism: A Guide for the Perplexed*, Bloomsbury, New Delhi, 2013.
- McLeod, W.H, *Guru Nanak and the Sikh Religion*, Oxford Univ. Press, London, 1968.
- Pande, Rekha, *Divine Sounds from the Heart, Singing Unfettered their own Voice- The Bhakti Movement and its Women Saints (12th to 17th Century)*, Cambridge Scholars Publishing, U.K. 2020.
- S. Jeevanandam Pande, Rekha, *Devadasis in South India- A Journey from Sacred to Profane Spaces*, Kalpaz Publications, Gyan Books, New Delhi, 2017.
- Nizami, Khaliq Ahmad, *Some Aspect of Religion and Politics in India during Thirteenth Century*, Idarah-e-Adabiyat-e-Delli, Delhi, 2nd edn.1974.
- Nizami, Khaliq Ahmad, *Tarikh-i-Mashaikh-i-Chisht*, Idara-e-Adbiyat, Delhi, 1980.
- Rizvi, SAA, *A History of Sufism in India*, 2 Vol, Munshiram Manoharlal, New Delhi, 1983.
- Sharma, Krishna, *Bhakti and the Bhakti Movement: A New Perspective*, Munshiram Manoharlal, Delhi, 1987.
- Shobha, Savitri Chandra, *Medieval India Hindi Bhakti Poetry*, Har-Anand Publications, Delhi, 1996.
- Tarachand, *Influence of Islam on Indian Culture*, The Indian Press, Allahabad, 1946.

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PAPER CODE — BNHS 301 SET

Paper: SEC

Programme: FYUG

Semester: 3

An Introduction to Numismatics and Epigraphy- I

Scheme of Instruction

Total Duration: 30 Hrs

Periods/ Week: 2

Credit: 2

Instruction Mode: Lecture

Scheme of Examination

Maximum Score: 50

Internal Evaluation: 15

End Semester: 35

Exam Duration; 2 Hrs

Course Objectives: To highlight the importance of Numismatics and Epigraphy as primary sources in order to understand history of India.

Course Outcomes: Students will learn how to study primary sources such as Numismatics and Epigraphy and understand how they provide insight into history. This will help students to identify and decipher coins and inscriptions which are rarely known. Additionally, students will be introduced to Brahmi, which is the earliest script used in India.

Unit	Course Content	Instruction Hours
I	Numismatics and History I. Numismatics as a source of History II. Origin and Development of Indian Coinage III. Beginning of New Coinage Tradition IV. Coin Legend and Inscription (Practical Session) V. Mint and Minting Techniques	15
II	Epigraphy and History I. Epigraphy as a Source of History II. Ancient Epigraphy: Scripts, Languages and Contents III. Medieval Epigraphy: Scripts, Languages and Contents IV. Learning Brahmi and Arabic Script (Practical Session) V. Introducing Epigraphia Indica and Epigraphia Indo- Moslemica	15

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Suggested Readings:

Numismatics

- Brown, C. J., *Catalogue of the Coins in the Provincial Museum, Lucknow; Coins of the Mughal Emperor*, vol. I and II. Oxford, 1920.
- Collin Bruce, John Deyall (et.al.), *Standard Guide to South Asian Coins and Paper Money Since 1556*, Krause Publications, IOLA.
- Cribb, Joe., *The Indian Coinage Tradition Origin Continuity and Change*, Nasik, 2005.
- Gupta, P.L., *COINS*, NBT, New- Delhi
- Gupta, P.L., & Terry Hardekar, *Punchmarked Coinage of the Indian Sub-continent*, IIR Publications, Nasik, 2014 (Revised edition)
- Goron, Stan and J.P. Goenka., *The Coins of Indian Sultanates*, New-Delhi, 2001.
- Jha, Amiteshwar., (ed.), *Medieval Indian Coinages: A Historical and Economic Perspective*, Nasik, 2001.
- Jha, Amiteshwar., *BhartiyesikkeekaitehasikParichay* (in Hindi), Nasik, 2003.
- Moin, Danish, *Coins of the Delhi Sultanate*, Nasik, 1999.
- Mukherjee, B.N and P.K. D. Lee, *Technology of Indian Coinage*, Indian Museum, Calcutta 1988
- Whitehead, R.B., *Catalogue of the Coins of the Mughal Emperors in Punjab Museum*, Lahore Oxford, 1920.

Epigraphy

- Sircar, D.C., *Indian Epigraphy*, Motilal Banarsidas, New Delhi, 2017
- Saloman, G. Richard., *A Guide to the Study of Inscription in Sanskrit*, OUP, New York, 1998
- Epigraphia Indica*, Archaeological Survey of India, New Delhi
- Epigraphia Indo-Moslemica*, Archaeological Survey of India, New Delhi

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PAPER CODE - BNHS301GET

Paper: GE

Programme: FYUG

Semester: 3

Understanding Gandhi and Tagore

Scheme of Instruction

Total Duration: 30 Hrs

Periods/ Week: 2

Credit: 2

Instruction Mode: Lecture

Scheme of Examination

Maximum Score:50

Internal Evaluation: 15

End Semester: 35

Exam Duration; 2 Hrs

Course Objectives: In this paper, students will be taught about the ideas of Gandhi and Tagore and their world view

Course Outcome: Students will be able to learn about the Gandhi's political role in the national movement and his ideas along with Tagore.

Unit	Course Content	Instruction Hours
I	1. Introducing Gandhi and Tagore 2. Concept of Nationalism: Gandhi and Tagore 3. Perspectives and Practices of Political Resistance	15
II	1. Social Ideas of Gandhi and Tagore 2. Economic Ideas of Gandhi and Tagore 3. Education as tool of Social transformation.	15

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Suggested Readings:

Bandyopadhyay, Sekhar, *From Plassey to Partition and After*, Oriental BlackSwan, India, 2014.

Gandhi, M. K. , *Hind Swaraj and other Writings*, ed. Anthony Parel, Cambridge University Press, Cambridge, 2009.

Guha, Ramachandra , *Gandhi: The Year that Changed the World, 1914-1948*, Random House Canada, 2018.

Margaret Chatterjee, *The Religious Thought of Mahatma Gandhi*, University of Norte Dame Press, Norte Dame, 1983.

Mukherji, Gangeya, *Gandhi and Tagore: Politics, Truth and Conscience*, Routledge, India 2019.

Mukherjee, Rudrangshu, *Tagore and Gandhi: Walking Alone, Walking Together*, Aleph Books, India, 2021.

Raghavan Iyer, *The Moral and Political Thought of Mahatma Gandhi*, Oxford University Press, New York, 1973.

Sen, A.P., *Religion and Rabindranath Tagore*, OUP, India, 2014.

Tagore, Rabindranath, *Nationalism*, Fingerprint Publishing, New Delhi, 2015.

Chatterjee, Chanda, *Rabindranath Tagore: A Mind Staring into Infinity*, Primus, New Delhi, 2016.

Kolge, Nishikant, *Gandhi Against the Caste*, OUP, India, 2017

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Paper: VAC

Programme: FYUG

Semester: 3

Understanding India

Scheme of Instruction

Total Duration: 30 Hrs

Periods/ Week: 2

Credit: 2

Instruction Mode: Lecture

Scheme of Examination

Maximum Score: 50

Internal Evaluation: 15

End Semester: 35

Exam Duration; 2 Hrs

Course Objective: This course aims at enabling the students to acquire the basic understanding of India in historical perspective.

Course Outcome: The students learnt about the basic understanding of India in historical context.

Unit	Course Content	Instruction Hours
I	<ol style="list-style-type: none">1. Idea of India: Concept and Evolution2. Political Formations in India3. Colonialism and its Impact4. Indian National Movement	15
II	<ol style="list-style-type: none">1. Social Formations in India2. Knowledge Systems in India3. Art and Architecture4. Religious Traditions	15

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