(_____Courses for Undergraduate Programme of study with _____discipline as one of the Core Disciplines)

> **DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1) – : History of India c.1550 – 1700**

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 c. 1550 – 1700	4	3	1	0	12 th Pass	Should have studied History of India, 1200-1550

Learning Objectives

This course provides an analytical study of the history of India from 1550 to 1700 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 Mughal state and Rajput polities, encompassing political, administrative, cultural and economic aspects. Through select regional case studies it also underlines the interconnectedness of the subcontinental 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 sixteenth century and between the beginning of the eighteenth century.
- Outline the changes and continuities in the field of culture, especially with regard to art, architecture 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 Mughal State, c.16th to 17th century: Expansion and consolidation; Administrative structures: Mansabdari and Jagirdari.
Unit II: Akbar to Aurangzeb: Rajputs, imperial ideology; religious policy.
Unit III: 17th century transition: Marathas, Sikhs.
Unit IV: Art and architecture: Taj Mahal and Red Fort; Mughal painting.
Unit V: Society, culture and religion: Sufism: Naqshbandi; popular literature from theDeccan: Chakki-Nama and Charkha-Nama.
Unit VI: Economy and integrated patterns of exchange: Inland and maritime trade; non- agrarian production.

Practical component (if any) - NIL

Essential/recommended readings
   Unit I: This unit would have taught students about the complex political, cultural and social world constructed under the Mughal regime. It will also introduce students to the administrative structure of the Mughal state. **(Teaching Time: 9 hrs)**
   • Alam, M., and S. Subrahmanayam. (1998). The Mughal State 1526-1750. Delhi:Oxford University Press.
   • Richards, J F. (1996). The New Cambridge History of India: The Mughal Empire.
   • Cambridge: Cambridge University Press.
   • Raychaudhuri, T. and I. Habib. (Eds.). (1982). The Cambridge Economic Historyof India, Vol.1: c1200-1750. Delhi: Orient Longman, pp. 163-192.
   • Bhargava, Meena. ed. (2010). Exploring Medieval India: Sixteenth to theEighteenth centuries, Delhi: Orient Black Swan.
   • Habib, I. (Ed.). (1997). Akbar and his India, Delhi: Oxford University Press. (Relevant chapters).
   • Habib. I. (Ed.). (2016). Akbar aur Tatkalin Bharat, Delhi: Rajkamal Prakashan Samuh.(Relevant Chapters).
   • Verma, H.C. (Ed.). (2003). Madhyakalin Bharat, Bhag 2, Delhi: Hindi Madhyam Karyanvan Nideshalaya, Delhi University.
   • Ali, M. Athar. (1996). Mughal Nobility under Aurangzeb, Delhi: OxfordUniversity Press.
   • Habib, I. (1999). The Agrarian System of Mughal India, 1554-1707. Delhi:Oxford University Press.

Unit II: This unit would have taught students about the Mughal relation with the Rajputs along with their religious ideas which shaped the Mughal state. It will also introduce students to the diverse ways in which Mughal imperial ideology came tobe constructed. **(Teaching Time: 12 hrs. approx.)**
   • Ali, S Athar. (2008). 'Sulh-i-Kul and Religious Ideas of Akbar' in Mughal India: Studies in Polity, Ideas, Society and Culture, Delhi, OUP.

- Butler-Brown, Katherine. (2007). "Did Aurangzeb Ban Music? Questions for the historiography of his reign," Modern Asian Studies vol. 41, no.1, pp. 77- 120.
- Sreenivasan, Ramya. (2014) 'Faith and allegiance in the Mughal Era: Perspectives from Rajasthan' in Vasudha Dalmia and Munis D Faruqi, ReligiousInteractions in Mughal India, Delhi. OUP.
- Trushke, Audre. (2017). Aurangzeb: The Man and the Myth, Delhi: Penguin.
- Ziegler. P Norman. (1998). Some Aspects on Rajput Loyalties during the Mughal period'.in J F Richards (ed.) Kingship and Authority in South East Asia. Delhi. OUP.

Unit III: This unit would have taught students about emerging political formation in the Deccan. Through a study of the Marathas and Sikhs they would develop a better understanding of how the competition for resources in the seventeenth century contributed to the emergence of a new body of elites with political aspirations. **(Teaching Time: 6 hrs. approx.)**

- Gordon, S. (1993). The New Cambridge History of India: The Marathas, 1600- 1818.
- Cambridge: Cambridge University Press.
- Wink, Andre. (1986). Land and Sovereignty in India: Agrarian Society and Politics under the Eighteenth Century Maratha Svarajya. Delhi: OrientLongman, pp. 51 – 65.
- Grewal, J.S. (1986). The New Cambridge History of India: The Sikhs. Delhi: Cambridge University Press.
- Singh, Chetan. (1991). Region and Empire: Punjab in the Seventeenth Century.Delhi: Oxford University Press.

Unit IV: This unit would have taught students about the architectural and painting traditions in the Mughal period. The student would be expected to appreciate the political and artistic complexities that played an important role during the period. This will be achieved through case studies of a tomb (the Taj Mahal), imperial fort (Red Fort) and Mughal paintings. **(Teaching Time: 7 hrs. approx.)**

- Koch, Ebba. (2006). The Complete Taj Mahal and the river front gardens of Agra, London. Thames & Hudson.
- Asher, Catherine B. (1992). The New Cambridge History of India, The Architecture of Mughal India, Part 1, Vol. 4, Cambridge: Cambridge University Press, pp. 169-215. (Chapter-5: Shah Jahan and the crystallization of Mughal style)
- Koch, Ebba. (2001). Mughal Art and Imperial Ideology: Collected Essays. Delhi: Oxford University Press. pp. 1-11 & 130-162.
- Blake, Stephen, (1985). "Cityscape of an Imperial City: Shahjahanabad in 1739", in R.E. Frykenberg, Delhi through the Ages: Essays in Urban History, Culture and Society, Oxford University Press, pp. 66-99.
- Koch, Ebba. (1990). Mughal Architecture. Delhi: Oxford University Press. pp. 97-115.

- Rezavi, Syed Ali Nadeem, (2010). "'The Mighty Defensive Fort': Red Fort at Delhi under Shahjahan -- Its Plan and Structures as Described by Muhammad Waris." Proceedings of the Indian History Congress 71, pp. 1108–1121.
- Desai, Vishaka N. (1990). "Painting and politics in Seventeenth Century North India: Mewar, Bikaner and the Mughal Court." Art journal vol. no.4, pp.370- 378.
- Verma, Som Prakash. (2009). Interpreting Mughal Painting: Essays on Art,Society, and Culture. Delhi: Oxford University Press.

Unit V: This unit would have taught students about the cultural traditions in the Mughal period with special reference to Naqshbandi, Sufi and popular mystic literature from the South. **(Teaching Time: 5 hrs. approx.)**

- Eaton, Richard M. (1974, 2000). "Sufi Folk Literature and the Expansion of Islam," History of Religion vol. 14, pp.117-127. (Also available as Essays on Islam and Indian History. Delhi: Oxford University Press, pp.189-199.).
- Habib, Irfan. (1981), 'The Political Role of Sheikh Ahmad Sirhindi and Shah Waliullah'.
- Proceedings of Indian History Congress.
- Hasan, Nurul. (2005). 'Shaikh Ahmad Sirhindi and Mughal Politics' in SatishChandra (ed.),
- Religion State and Society in Medieval India: Collected works of Nurul Hasan,New Delhi.
- Nizami, K A. "Naqshbandi Influence on Mughal rulers and politics', IslamicCulture, 39, 1(1965): pp. 41-52.
- Schimmel, Annemarie. (1973). "The Sufi Ideas of Shaykh Ahmad Sirhindi", DieWelt des Islams, New Series, Vol. 14, Issue ¼. Pp.199-203.

Unit VI: This unit would have taught students about the gradual integrations of agricultural and artisanal production, and the establishment of circuits of exchange during Mughal period. They will also be able to develop an understanding of Inland as well as Indian Ocean trade and its impact on the South Asian economy. **(Teaching Time: 6hrs. approx.)**

- Raychaudhuri, T and I. Habib. (Eds.). (1982). The Cambridge Economic History of India, Vol.1: c1200-1750. Delhi: Orient Longman, pp. 214-434.
- Bhargava, Meena. (Ed.). (2010). Exploring Medieval India: sixteenth to the eighteenth centuries. Delhi: Orient BlackSwan, pp. 307-327.
- Prakash, Om. (1998). The New Cambridge History of India: EuropeanCommercial 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.

- Chandra, S. (2004). Medieval India: From Sultanate to the Mughals, Part 2.Delhi: Haranand Publications.
- Chandra, S. (2004). Madhyakalin Bharat: Sultanate se Mughal tak, Bhag 2.Delhi: Jawahar Publishers.
- Chandra, S. (2007). History of Medieval India (800-1700). Delhi: OrientLongman.
- Chandra, S. (2007). Madhyakalin Bharat: Rajniti, Samaj aur Sanskriti, Aathwi se Satrahvis shtabditak. Delhi: Orient Black Swan.
- Eaton, Richard M. (1996). The Sufis of Bijapur, 1300-1700: Social Roles of Sufisin Medieval India. Princeton: Princeton University Press.
- Faruqui, Munis D. (2012) The Princes of the Mughal Empire, 1504-1719.Cambridge: Cambridge 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.
- Hasan, S. Nurul. (2008). Religion, State and Society in Medieval India. Delhi:Oxford University Press.
- Khanna, M. (2007). Cultural History of Medieval India. Delhi: Social Science Press.pp.203- 236.
- Khanna, M. (2012). Madhyakalin Bharat Ka Sanskritik Itihas. Delhi: Orient Black Swan.pp219-254.

- Koch, Ebba. (2013). Mughal Architecture: An Outline of its History and Development (1526- 1858). Delhi: Primus.
- Moosvi, Shrieen.(2007), 'The Road to Sulh-i-Kul Akbar's Alienation from Theological Islam in Irfan Habib (ed.) Religion in Indian History. Delhi. Tulika Books.
- Moosvi, Shireen. (1987). The Economy of the Mughal Empire. Delhi: Oxford University Press.
- Rizvi, SAA. (1993). Muslim Revivalist Movements in Northern India during 16thand 17th centuries. Delhi: Munshiram Manoharlal.
- 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 ExaminationBranch, University of Delhi, from time to time.**

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 – II	4	3	1	0	12th Pass	Should have studied Cultural Transformations in Early Modern Europe – I

Learning Objectives

The objective of the course is designed to make the students familiar with the essential transitions and transformations in early modern European socio-cultural life, economy and polity. The first unit aims to critically examine the dynamics of Scientific Revolution and the Enlightenment in Europe that emerged from the MiddleAge. The second unit deals with the Literary and artistic developments which focuses on the developments in art, literature, science and philosophy and al-so deals with women and the new Public Sphere. The content in the third unit will enable them to understand the spread of popular culture and the mentalities of the Europeans and its cultural im-pact. 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 and Scientific developments in Europe.
- Explain the impact of 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 developments in Literacy and artistic field.
- Identify the social and cultural aspects after the transitions in popular culture and mentalities.

SYLLABUS OF DSC

Unit-I: The Scientific Revolution and the Enlightenment
1. A new view of the universe and matter[b] Reflections on the scientificmethod.
2. Hobbes, Locke and the Philosophes and the ideas of Enlightenment

Unit-II: Literary and artistic Developments
1. Literary trends from Dante to Shakespeare
2. Art from Baroque to Rococo and Neoclassicism
3. Novels as an art form
4. Women and the new Public Sphere

Unit-III: Transitions in popular culture and mentalities c. 1550-1780
1. Family and marriage patterns
2. The decline of magic, the rise of witch trials
3. Changing mentalities and popular protests: Jacqueries, food riots and thecrowd

Practical component (if any) - NIL

Essential/recommended readings
Unit-I: The Unit will give concepts and explanations behind the rise of Scientific Revolution and the Enlightenment during the early Modern Europe. The dominant ideas of Hobbes, Locke, and the philosophes will be introduced to the students. **(Teaching Time: 15 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 literary and artistic developments during c. 1500- 1800. **(Teaching Time: 15 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 emphasises different dimensions of popular culture and the mentalities of the early Modern Europeans that helps in learning the challenges and changes in the socio-economic, religious and political sphere and their influences on the lives of the people in various regions of Europe. **(Teaching Time: 15 hrs**

- 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:
  - 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.
- Anderson, M.S. Europe in the Eighteenth Century, 1713-1783. 2nd and. NewYork: 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).Worldcivilisation, vol. AWW Norton & Co., New York, NY.

Suggested Readings:
- 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: AnInterpretation. 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.: Temple University Press, 1988.
- Kearney, Hugh. Science and Social Change 1500 – 1700. University ofWisconsin- 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: University 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.
- संक्रांततकलीन र ूरोप : अरतवंम् तसन्हा , ग्रंथ तशल्पी प्राइवटे   तलतमट‌1े ,2015.
- आधुतनक र ोप का इततहास : आर   ाम एवं ततशाए   : म्   वेश   मीना तव्वर,

भारद्वाम् एवं वंम् ना र्ौधरी
- आधुतनक र ूरोप का इततहास: आर   ाम एवम ततशाएं] (सह-संपाम्न), तहन्दी
माध्यम क ार   ान्वनच तत्नशे   ालर ततल्ली-7, 2010 (revised second edition, 2013)
- र   ोपीर स‌ंस्कृ   तत (1400-1800): म्   वेश तव्वर, संप‌ाततत, तहन्दी माध्यम

क ार   ान्वनच तत्नशे   ालर, ततल्ली- 7, 2006,2010.
- आधुतनक पतश्रम के म‌उर का इततहास , मीनाक्षी फ़ूकन, लक्ष्मी पमभब्लक शन,2012.
- आधुतनक पतश्रम के म‌उर , पाथासारतथ ग‌ुप्तता, तहन्दी माध्यम   ा ान्वन क ारततने शालर ,ततल्ली-7, 2015(New Edition).

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