

### Course Plan

Course Title: HISTORY - MINOR - I - INDIAN HISTORY	Course Code:21LALH103
Programme: B.A.L.L.B	Semester:I
Credits:4	L-T-P: 3-1-0
ISA Marks:	ESA Marks:
Course Teacher: Mr. Praveen Kumar K	Date of Preparation:
Course Plan Reviewer:	Date of Review:

**Course Objective :** The course is designed to provide a detailed outline of Indian Legal History of both Hindu and Muslim Legal thought during the Vedic period and Medieval period.

The course helps the students to understand administration of justice in Ancient and Medieval India and Legal Philosophies of various Hindu and Islamic thoughts.

#### Course Outcomes (COs)

At the end of the course students will be able to:

1. Outline the relation of History with other social sciences/ disciplines.
2. Applying the historical facts & to interpret law.
3. List the rich sources of Indian History.
4. Explain the concepts of justice of Ancient Law Thinkers like Manu & Yajnavalkya.
5. Classify the Ancient & Medieval Indian administration with special reference to Law & Justice, Sources of Law., and different types of courts, Procedures.

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Course Teacher:

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### Mapping of Course Outcomes (COs) with Program Outcomes

Course Outcomes (COs)	Relevant Program Outcomes (POs)
1. Outline the relation of History with other social sciences/ disciplines.	11
2. Applying the historical facts & to interpret law.	11, 12
3. List the rich sources of Indian History.	13
4. Explain the concepts of justice of Ancient Law Thinkers like Manu & Yajnavalkya.	12
5. Classify the Ancient & Medieval Indian administration with special reference to Law & Justice, Sources of Law., and different types of courts, Procedures.	4,

### Course Content

Unit Contents	Number of Sessions
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Course Teacher:

Reviewer:

<p>Unit - I: History and Law</p> <ol style="list-style-type: none"> <li>a. Relevance of History to Law: Interdisciplinary Approach, Rethinking History and Historian's Craft.</li> <li>b. Indian Historiography: Orientalist, Utilitarian, Nationalist, Marxist, Religious Nationalist, Subaltern and Regional Histories.</li> </ol>	15
<p>Unit - II: Ancient India</p> <ol style="list-style-type: none"> <li>a. The Vedic Age: Literature, Society, Economy, Religion, Status of Women, Nature of State, Notions of kingship (early Vedic and later Vedic periods).</li> <li>b. The Mauryas: Foundation, Chandragupta Maurya, Kautilya (Arthashastra), Ashoka, Polity and administration under the Mauryas</li> <li>c. The Guptas: Foundation, Samudragupta: The 'Golden Age' debate, Polity and administration under the Guptas</li> <li>d. Ancient South India: Sangam Age, Contributions of Cholas, Cheras and Pandyas, Polity as mentioned in Sangam literature.</li> <li>e. Chola local self government.</li> </ol>	15
<p>Unit - III: Medieval India</p> <ol style="list-style-type: none"> <li>a. Kings and their Courts: The Vijayanagara Empire, The four dynasties, Krishnadevaraya, Contributions of Vijayanagara Empire, Society, Economy and Polity.</li> <li>b. Delhi Sultanate: Foundation, Balban's Theory of Kingship, Reforms of Alauddin Khilji, Administrative Apparatus (Ulemas and nobility). c</li> <li>c. The Mughals: Foundation, Akbar, Theory of Sovereignty, Reforms and Rajput Policy,</li> </ol>	17

Course Teacher:

Reviewer:

Society, Economy and Administrative Structure, Bhakti and Sufi Tradition in relation with the State and Reconfiguration of Identity.	
Unit - IV: Law and Justice in Ancient a. Sources of Law in Ancient India: Concept and Sources of Dharma, Veda, Dharmasutra, Dharma Shastra, Tradition and Custom, Types of Courts and Procedures.	13
Unit - V: The Legal Thinkers in Ancient and Medieval India a. Legal Thinkers of Ancient India: Manu and Yajnavalkya, b. Legal Traditions in Medieval India: Sources of Islamic Law (Quran, Hadis, Ijma, Qiyas), Salient Features of Islamic Criminal Law, Hanafi School of Thought.	15
<b>Total</b>	<b>75</b>

**Prescribed Books:**

1. H.V. Sreenivasa Murthy – History of India, Eastern Book Company, 2011
2. Romila Thapar, Early India: From the Origins to AD 1300, University of California Press, 2004
3. Sabyasachi Bhattacharya (ed.), Approaches to History: Essays in Indian.

Course Teacher:

Reviewer:

4. V. D. Mahajan, Ancient India, S. Chand, 2019.
5. Historiography, Primus Books, 2013
- . A.L. Basham, The Wonder that was India, Part-I, Rupa& Co., 1993
7. S.A.A. Rizvi, The Wonder that was India,

**Part –II References:**

1. Romila Thapar, Time as a Metaphor of History, OUP, 1996
2. Satish Chandra, Medieval India, Vol. I, Har-Anand, 2000, (2nd Edn)
3. Satish Chandra, Medieval India, Vol. II, Har-Anand, 2004, (3rd Edn)
4. Satish Chandra, History of Medieval India, Orient Blackswan, 2009
5. Bipan Chandra, India's Struggle for Independence, 1857-1947, Penguin, 1989
6. N. Mani Tripathi, Jurisprudence the Legal Theory, 2013
7. T. Rama Jois, Legal and Constitutional History of India: Ancient Legal, Judicial and Constitutional System, Universal Law Publishing Co., 2004 (Reprint)
8. J. Duncan M. Derett, Religion, Law and State in India, Oxford, 1999
9. Robert Lingat, The Classical Law of India, California, 1973, Reprint Oxford, 1998
10. Marc Galanter, Law and Society in Modern India, Oxford University Press, 1989

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Course Teacher:

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### Unit Wise Plan

Unit Number: I: Courts in Ancient and Medieval India	Planned Sessions: 15
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### Unit Learning Outcomes

Historiographical Literacy. Students will be able to identify and describe the contours and stakes of conversations among historians within defined historiographical fields.	COs	BL
Critical Thinking. Students will learn to apply historical methods to critically evaluate the record of the past and how historians and others have interpreted it.	1	2, 4
Research Skills. Students will acquire basic historical research skills, including (as appropriate) the effective use of libraries, archives, and databases	1	2

### Topic Wise Plan

S.No.	Topic	Number of Sessions	Pedagogy
<b>Unit - I: History and Law</b>			
1	Relevance of History to Law: Interdisciplinary Approach, Rethinking History and Historian's		Lecture, Analyze, observation, Sources Interpretation.

Course Teacher:

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	Craft		
2	Indian Historiography: Orientalist, Utilitarian, Nationalist, Marxist, Religious Nationalist, Subaltern and Regional Histories.		Lecture, Analyze, observation, Sources Interpretation.

**Prescribed Reading(s) / Learning Resource(s)**

1. H.V. Sreenivasa Murthy – History of India, Eastern Book Company, 2011
2. Romila Thapar, Early India: From the Origins to AD 1300, University of California Press, 2004
3. Sabyasachi Bhattacharya (ed.), Approaches to History: Essays in Indian.
4. V. D. Mahajan, Ancient India, S. Chand, 2019.
5. Historiography, Primus Books, 2013
6. A.L. Basham, The Wonder that was India, Part-I, Rupa& Co., 1993
7. S.A.A. Rizvi, The Wonder that was India,

**Additional Reading(s) / Learning Resource(s)**

1. Romila Thapar, Time as a Metaphor of History, OUP, 1996
2. Satish Chandra, Medieval India, Vol. I, Har-Anand, 2000, (2nd Edn)
3. Satish Chandra, Medieval India, Vol. II, Har-Anand, 2004, (3rd Edn)
4. Satish Chandra, History of Medieval India, Orient Blackswan, 2009

<b>Unit II. Evolution of Law and Legal Institutions</b>	<b>Planned</b>
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Course Teacher:

Reviewer:

	Sessions: 17
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### Unit Learning Outcomes

Unit Learning Outcomes	COs	BL
<p>This Unit is deals with the Ancient Indian. From this segment of the unit students aware about the history of Vedic culture, The Mauryan, the Guptas, Ancient South India, especially students are able to understand the genesis of economic, society and cultures; Status of Women; rise of the kingdoms and Kingship; types of government and administrative systems; agrarian systems; trade and economic policy; interstate relationship and religious. Students will also be aware of the difference between North Indian Administration and South Indian Administration system in chronological frame.</p> <p>Critical Thinking and Research Skills: The Unit ensures that the students learn the changes in political, Social, Economic, and Administrations scenario happenings during this chronological span. it will also teach them how to understand the Ancient Judicial systems to the changing or applying historical processes as well as how it helps to understand the contemporary legal system.</p>	2	4

### Topic Wise Plan

Course Teacher:

Reviewer:

S.No.	Topic	Number of Sessions	Pedagogy
	Unit - II: Ancient India		
1	The Vedic Age: Literature, Society, Economy, Religion, Status of Women, Nature of State, Notions of kingship (early Vedic and later Vedic periods).	2	Lecture, Critical Thinking, observation
2	The Mauryas: Foundation, Chandragupta Maurya, Kautilya (Arthashastra), Ashoka, Polity and administration under the Mauryas .	2	Lecture and Discussion
3	The Guptas: Foundation, Samudragupta: The 'Golden Age' debate, Polity and administration under the Guptas .	2	Lecture and Discussion
4	Ancient South India: Sangam Age, Contributions of Cholas, Cheras and Pandyas, Polity as mentioned in Sangam literature.	2	Lecture and Discussion
5	Chola local self government.	2	Lecture and Discussion

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### Prescribed Reading(s) / Learning Resource(s)

1. H.V. Sreenivasa Murthy – History of India, Eastern Book Company, 2011
2. Romila Thapar, Early India: From the Origins to AD 1300, University of California Press, 2004
3. Sabyasachi Bhattacharya (ed.), Approaches to History: Essays in Indian.
4. V. D. Mahajan, Ancient India, S. Chand, 2019.
5. Historiography, Primus Books, 2013
6. A.L. Basham, The Wonder that was India, Part-I, Rupa& Co., 1993
7. S.A.A. Rizvi, The Wonder that was India,

### Additional Reading(s) / Learning Resource(s)

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3. Satish Chandra, Medieval India, Vol. II, Har-Anand, 2004, (3rd Edn)
4. Satish Chandra, History of Medieval India, Orient Blackswan, 2009

### Unit Wise Plan

<b>Unit - III: Medieval India</b>	<b>Planned Sessions: 13</b>
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### Unit Learning Outcomes

<b>Unit Learning Outcomes</b>	<b>COs</b>	<b>BL</b>
This Unit is delas with the Medieval	3	2,3, 4,

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Reviewer:

<p>India-Kings and their Courts system. This unit forms the third part in the series of History of India. The theme brackets are based on the specific historical changes like regionalism, religious administrations based on religion, reforms in religion, and new reforms in economy, trade, administration marking and emergence of new major political powers.</p> <p>In this Unit students will learn how to analyse Medieval period scenarios in the legal manner. 'analyse' means to describe its basis and situation in the historical context as well as in the legal context.</p> <p>Students also learn how to critically discuss major social, political, economic and administrative structures of the Medieval period.</p>		
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### Topic Wise Plan

S.No.		Number of Sessions	Pedagogy
1	Kings and their Courts: The Vijayanagara Empire, The four dynasties, Krishnadevaraya, Contributions of Vijayanagara Empire, Society, Economy and Polity	2	Lecture and Discussion
2	Delhi Sultanate: Foundation, Balban's	5	Lecture and Discussion

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	Theory of Kingship, Reforms of Alauddin Khilji, Administrative Apparatus (Ulemas and nobility)		
3	The Mughals: Foundation, Akbar, Theory of Sovereignty, Reforms and Rajput Policy, Society, Economy and Administrative Structure, Bhakti and Sufi Tradition in relation with the State and Reconfiguration of Identity	3	Lecture and Discussion

**Prescribed Books:**

1. H.V. Sreenivasa Murthy – History of India, Eastern Book Company, 2011
2. Romila Thapar, Early India: From the Origins to AD 1300, University of California Press, 2004
3. Sabyasachi Bhattacharya (ed.), Approaches to History: Essays in Indian.
4. V. D. Mahajan, Ancient India, S. Chand, 2019.
5. Historiography, Primus Books, 2013
6. A.L. Basham, The Wonder that was India, Part-I, Rupa & Co., 1993
7. S.A.A. Rizvi, The Wonder that was India,

**Part –II References:**

Course Teacher:

Reviewer:

1. Romila Thapar, Time as a Metaphor of History, OUP, 1996
2. N. Mani Tripathi, Jurisprudence the Legal Theory, 2013
3. T. Rama Jois, Legal and Constitutional History of India: Ancient Legal, Judicial and Constitutional System, Universal Law Publishing Co., 2004 (Reprint)
4. J. Duncan M. Derrett, Religion, Law and State in India, Oxford, 1999
5. Robert Lingat, The Classical Law of India, California, 1973, Reprint Oxford, 1998
6. Marc Galanter, Law and Society in Modern India, Oxford University Press, 1989

### Unit Wise Plan

<b>Unit IV: Law and Justice in Ancient</b>	Planned Sessions: 13
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### Unit Learning Outcomes

Unit Learning Outcomes	COs	BL
From this unit students are expected to acquire the sources of law in Ancient India, Concept and Source of Dharma, Veda, tradition and Custom, Types of Courts and procedure during the Ancient period.	4	3, 4

Course Teacher:

Reviewer:

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### Topic Wise Plan

S.No.	Topic	Number of Sessions	Pedagogy
1	Law and Justice in Ancient India: Concept and Sources of Dharma, Veda, Dharmasutra, Dharma Shastra, Tradition and Custom, Types of Courts and Procedures.	3	Lecture and Discussion

### Prescribed Books:

1. H.V. Sreenivasa Murthy – History of India, Eastern Book Company, 2011
2. Romila Thapar, Early India: From the Origins to AD 1300, University of California Press, 2004
3. Sabyasachi Bhattacharya (ed.), Approaches to History: Essays in Indian.
4. V. D. Mahajan, Ancient India, S. Chand, 2019.

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Course Teacher:

Reviewer:

5. Historiography, Primus Books, 2013

. A.L. Basham, The Wonder that was India, Part-I, Rupa& Co., 1993

7. S.A.A. Rizvi, The Wonder that was India,

**Part –II References:**

1. Romila Thapar, Time as a Metaphor of History, OUP, 1996
2. N. Mani Tripathi, Jurisprudence the Legal Theory, 2013
3. T. Rama Jois, Legal and Constitutional History of India: Ancient Legal, Judicial and Constitutional System, Universal Law Publishing Co., 2004 (Reprint)
4. J. Duncan M. Derrett, Religion, Law and State in India, Oxford, 1999
5. Robert Lingat, The Classical Law of India, California, 1973, Reprint Oxford, 1998
6. Marc Galanter, Law and Society in Modern India, Oxford University Press, 1989

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Course Teacher:

Reviewer:

### Unit Wise Plan

<b>Unit - V: The Legal Thinkers in Ancient and Medieval India</b>	Planned Sessions: 15
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### Unit Learning Outcomes

Unit Learning Outcomes	COs	BL
From this unit students are expected to acquire about legal thinkers of Ancient Indian and comenteries. Students will also learn about how the legal traditions system emerged with new religious institutions and its new policies during the Medieval period. Students will also be able to discuss about the judicial system of Medieval period comparing with current system.	5	4, 3
	5	2

### Topic Wise Plan

S.No.	Topic	Number of Sessions	Pedagogy
1	Legal Thinkers of Ancient India: Manu and Yajnavalkya,	2	Lecture and Discussion
2	Legal Traditions in Medieval India: Sources of Islamic Law (Quran, Hadis, Ijma, Qiyas), Salient Features of Islamic	3	Lecture and Discussion

Course Teacher:

Reviewer:

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	Criminal Law, Hanafi School of Thought.		
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**Prescribed Books:**

1. H.V. Sreenivasa Murthy – History of India, Eastern Book Company, 2011
2. Romila Thapar, Early India: From the Origins to AD 1300, University of California Press, 2004
3. Sabyasachi Bhattacharya (ed.), Approaches to History: Essays in Indian.
4. V. D. Mahajan, Ancient India, S. Chand, 2019.
5. Historiography, Primus Books, 2013
- . A.L. Basham, The Wonder that was India, Part-I, Rupa& Co., 1993
7. S.A.A. Rizvi, The Wonder that was India,

**Part –II References:**

1. . Romila Thapar, Time as a Metaphor of History, OUP, 1996
2. N. Mani Tripathi, Jurisprudence the Legal Theory, 2013
3. T. Rama Jois, Legal and Constitutional History of India: Ancient Legal, Judicial and Constitutional System, Universal Law Publishing Co., 2004 (Reprint)
4. J. Duncan M. Derett, Religion, Law and State in India, Oxford, 1999
5. Robert Lingat, The Classical Law of India, California, 1973, Reprint Oxford, 1998

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Course Teacher:

Reviewer:

6. Marc Galanter, Law and Society in Modern India, Oxford University Press, 1989

**Industry/Professional Skills, Human Values, Service Learning**

Industry/Professional Skills	Confidence in debet on contemporary issues, Creativity on Ancient Culture, Research Skill, Analytical Skill, , Flexibility in the subject.
Human Values	Students will adopt how interconnected our present is with the past with respect of our indian glory as well as ancient judicial system.

**Evaluation Scheme for ISA**

Assessment	Weightage in Marks
Mid- Term-1	20
Mid- Term-2	20
Teacher Chosen Assessment	10
Total	50

**Teacher Chosen Assessment Method**

Course Teacher:

Reviewer:

Component	Details	Weightage
Assignment	Student have to write a research-based essay of not more than 1500 words within the syllabus topics	10

### Weightage of Course Outcomes

Course Outcomes (COs)	Weightage in Assessment
Outline the relation of History with other social sciences/ disciplines.	20
Applying the historical facts & to interpret law.	20
List the rich sources of Indian History.	20
Explain the concepts of justice of Ancient Law Thinkers like Manu & Yajnavalkya.	20
Classify the Ancient & Medieval Indian administration with special reference to Law & Justice, Sources of Law., and different types of courts, Procedures.	20
<b>Total</b>	<b>100</b>

Course Teacher:

Reviewer: