



**University of Rajasthan,
Jaipur**

**Multi-Disciplinary Subject
(History)
Session 2024-25**

**III, IV & V
Semester**

**University
of
Rajasthan**

R. Jais
Dy. Registrar
(Academic)
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Syllabus
[MDS] - [HIS-53T-101] - [HISTORICAL EVOLUTION OF INDIAN SOCIETY]

Semester	Code of the Course	Title of the Course/Paper			NHEQF Level	Credits
III	MDS-HIS-53T-101	HISTORICAL EVOLUTION OF INDIAN SOCIETY			6	4
Level of Course	Type of the Course	Credit Distribution			Offered to NC Student	Course Delivery Method
		Theory	Practical	Total		
6	MJR	4		4	Yes/No	Lectures
List of Programme Codes in which Offered as Minor Discipline						
Prerequisites		XII Pass				
Objectives of the Course:		The course aims to introduce students to the different stages of evolution of Indian society across the historical periods. The course has the following objectives: 1. Understanding Historical Context: Provide students with a foundational understanding of the key historical events and processes that shaped Indian society. 2. Interdisciplinary Connections: Encourage students to explore the intersections of history with sociology, anthropology, political science, and cultural studies. 3. Critical Analysis: Develop critical thinking skills by analyzing primary and secondary sources related to Indian history. 4. Appreciation of Diversity: Foster an appreciation for the diversity and complexity of Indian society across different periods.				


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Detailed Syllabus

MDS-HIS-53T-101- Historical Evolution of Indian Society

Unit I: Ancient Indian Society

Indus Valley Civilization: Social structure and urban planning

Vedic Period: Social hierarchy and the concept of dharma

Religious Development: Jainism and Buddhism

(15 lectures)

Unit II: Medieval Indian Society

The Delhi Sultanate and Mughal Empire: Changes in social structure and culture

Bhakti and Sufi movements: Social reform and inclusivity

(15 lectures)

Unit III: Colonial Impact and Society

European colonialism and its social implications

The role of social reformers: Raja Ram Mohan Roy, Dayanand Saraswati

(15 lectures)

Unit IV: Regional Social History: Rajasthan

Bhakti Saints: Dadu, Meera

Folk Deities and Saints of Rajasthan



Suggested Books and References:

<https://egyankosh.ac.in/bitstream/123456789/54063/1/B-1U-3.pdf>

<https://egyankosh.ac.in/bitstream/123456789/46733/1/Unit-5.pdf>

Romila Thapar, *A History of India: Volume 1*. Penguin. 1990

R.S. Sharma, *India's Ancient Past*. OUP, 2007

Satish Chandra, *Medieval India*. Har-anand Publications, 2004

Shekhar Bandyopadhyaya, *From Plassey to Partition*. Orient Blackswan, 2015

Bayly, C. A. *Indian Society and the Making of the British Empire*. Cambridge University Press, 1988.

Gopinath Sharma, *Rajasthan ka Sanskritik Itihās*. Rajasthan Hindi Granth Akademi. 2016

E-resources:

Learning Outcomes: The course shall encourage students to critically engage with historical narratives and develop a nuanced understanding of Indian society's evolution by enabling them to:

Analyze the social, cultural, and religious transformations in Indian society from ancient to colonial periods, with a focus on the Indus Valley Civilization, Vedic Period, and the rise of new religious movements like Jainism and Buddhism.

Evaluate the impact of medieval empires and movements such as the Delhi Sultanate, Mughal Empire, Bhakti, and Sufi movements on social structure, inclusivity, and cultural practices in India.

Assess the social implications of European colonialism and the contributions of key reformers, understanding how colonial rule influenced social hierarchies, reform movements, and modern Indian society.

Examine the regional social history of Rajasthan, focusing on the contributions of

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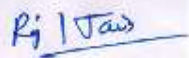
Bhakti saints and local deities, and how these figures shaped cultural and spiritual life in the region.

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Syllabus
[MDS] - [HIS-64T-201] - [Historical Trends in Indian Culture]

Semester	Code of the Course	Title of the Course/Paper			NHEQF Level	Credits
IV	MDS-HIS-64T-201	Historical Trends in Indian Culture			6	4
Level of Course	Type of the Course	Credit Distribution			Offered to NC Student	Course Delivery Method
		Theory	Practical	Total		
6	MJR	4	0	4	Yes	Lectures
List of Programme Codes in which Offered as Minor Discipline						
Prerequisites		[MDS] - [HIS-53T-101]				
Objectives of the Course:		This course aims to provide students with a comprehensive understanding of the historical trends in Indian culture, equipping them to critically analyze its rich diversity and dynamic evolution. The objectives are to: 1. Familiarize students with the major cultural trends in Indian history from ancient to contemporary times. 2. Encourage students to explore connections between cultural studies, history, literature, and philosophy. 3. Develop analytical skills by examining primary texts, art forms, and cultural artifacts. 4. Highlight the pluralistic nature of Indian culture and its regional variations.				


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Detailed Syllabus

MDS-HIS-64T-201- Historical Trends in Indian Culture

Unit I: Ancient and Classical Cultural Trends

Early Indian art and architecture: Mauryan, and Gupta periods

Literature: Vedic texts, epics (Mahabharata, Ramayana)

(15 lectures)

Unit II: Medieval Cultural Synthesis

The Delhi Sultanate: Literature and Architecture

Mughal Paintings and Architecture

(15 lectures)

Unit III: Colonial and Nationalist Cultural Trends

Nationalism and cultural identity: Role of literature and the arts in the freedom struggle

Company School of Painting

(15 lectures)

Unit IV: Regional Trends: Rajasthan

Rajasthani School of Paintings

Fort Architecture of Rajasthan: Chittor, Ranthambore

(15 lectures)

Suggested Books and References:

A.L. Srivastava, *Medieval India Culture* (also in Hindi). Sivalal grawal, 1964.

V.S. Agrawal, *Studies in Indian Art*, Varanasi, 1965.



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A.L. Basham, *The Wonder that was India* (also in Hindi). Picador, 1954.

Romila Thapar, *A History of India: Volume 1*. Penguin. 1990

R.S. Sharma, *India's Ancient Past*. OUP, 2007

Satish Chandra, *Medieval India*. Har-anand Publications, 2004

Shekhar Bandyopadhyaya, *From Plassey to Partition*. Orient Blackswan, 2015

Gopinath Sharma, *Rajasthan ka Sanskritik Itihas*. Rajasthan Hindi Granth Akademi. 2016

E-resources

<https://egyankosh.ac.in/bitstream/123456789/89558/3/Unit-15.pdf>

<https://www.metmuseum.org/exhibitions/listings/2017/company-school-painting>

<https://www.culturalindia.net/indian-art/paintings/mughal.html>

<https://www.britannica.com/art/South-Asian-arts/Medieval-Indian-sculpture>

Learning Outcomes

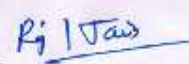
Analyze the development of early Indian art, architecture, and literature, with a focus on the cultural contributions of the Indus Valley, Mauryan, and Gupta periods, as well as key literary works like the Vedic texts and epics.

Examine the cultural synthesis during the medieval period, particularly the evolution of literature, painting, and architecture under the Delhi Sultanate and Mughal Empire, and assess their lasting impact on Indian culture.

Evaluate the cultural trends during the colonial period and nationalist movement, with a focus on the debates surrounding women's rights and the role of literature and the arts in shaping national identity and supporting the freedom struggle.

Investigate the regional cultural heritage of Rajasthan, understanding the significance of the Rajasthani School of Paintings and fort architecture, particularly the architectural developments of Chittor and Ranthambore forts.

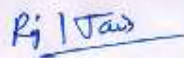
These outcomes encourage students to critically explore Indian culture's diverse and evolving trends across historical periods.


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Syllabus
[MDS] - [HIS-75T-301] - [HISTORICAL METHODS AND HISTORIOGRAPHY]

Semester	Code of the Course	Title of the Course/Paper			NHEQF Level	Credits
V	MDS-HIS-75T-301	HISTORICAL METHODS AND HISTORIOGRAPHY			7	4
Level of Course	Type of the Course	Credit Distribution			Offered to NC Student	Course Delivery Method
		Theory	Practical	Total		
7	MJR	4	0	4	Yes	Lectures
List of Programme Codes in which Offered as Minor Discipline						
Prerequisites		[MDS] - [HIS-64T-201]				
Objectives of the Course:		The course aims to introduce students from diverse academic and social backgrounds to the discipline of History. 1. To explore the meaning, scope, and various perspectives within the field of History. 2. To understand periodization in Indian history and its significance. 3. To familiarize students with the processes of history writing and the contributions of notable historians. 4. This course introduces students to historiography and the diverse perspectives that have shaped historical narratives, particularly in the context of Indian history.				


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Detailed Syllabus

MDS-HIS-75T-301- HISTORICAL METHODS AND HISTORIOGRAPHY

Unit I: Introduction to History

Definitions and Meanings of History as a Discipline

Scope and Nature of History

Relationship of History with Science, Social Science, and the Arts

(15 lectures)

Unit II: Periodization in Indian History

Framework for Dividing Indian History: Ancient, Medieval, and Modern

The Logic Behind Historical Periodization

Sources of Indian History: Literature, Monuments, Archival Documents

(15 lectures)

Unit III: Perspectives in History Writing

Understanding Historiography: Definition and Importance

Pre-modern Perspectives on History Writing: Ancient Indian Perspectives, Indo-Persian Historiography

(15 lectures)

Unit IV: Indian Historiography and Historians

Nationalist Perspective: AS Altekar

Marxist Perspective: DD Kosambi

Feminist Perspective: Uma Chakravarti

(15 lectures)



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Suggested Books and References:

Carr, E.H. *What Is History?*. Penguin Books, 2018.

Kosambi, D.D. *An Introduction to the Study of Indian History*. Popular Prakashan, 1996.

Altekar, A.S. *State and Government in Ancient India*. Motilal Banarsidass, 2002

Basham, A.L. *The Wonder That Was India*. Picador, 1954.

Ernst Breisach. *Historiography : ancient, medieval, & modern*. 3rd ed. Chicago : University of Chicago Press, 2007

Shashi Bhushan Upadhyay. *Historiography in the Modern World: Western and Indian Perspectives*. Oxford University Press, 2016

E. Sreedharan. *A Textbook of Historiography, 500 B.C. to A.D. 2000*. Orient Blackswan, 2004

Kumkum Roy. *Insights and Interventions – Essays in Honour of Uma Chakravarti*. Primus. 2011

E-resources

<https://plato.stanford.edu/entries/history/>

<https://www.britannica.com/topic/historiography>

<https://www.ias.ac.in/article/fulltext/reso/016/06/0551-0573>

<https://cpim.org/indian-history-dilemma-periodization/>

Learning Outcomes: The course shall foster critical thinking and analysis of history as a discipline, while engaging students with historiographical debates and frameworks by enabling students to:

Define and explain the scope, nature, and meanings of history as an academic discipline, demonstrating its relationship with science, social science, and the arts.

Analyze the framework and logic of historical periodization in Indian history, understanding how and why Indian history is divided into ancient, medieval, and modern periods, and assess the use of various historical sources.



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Critically examine different historiographical perspectives, including pre-modern perspectives like ancient Indian and Indo-Persian historiography, and understand their significance in shaping historical narratives.

Evaluate key historiographical schools of thought in Indian historiography, such as the imperialist, nationalist, and Marxist perspectives.

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