

As per the NEP 2020
Minor Course (Arts)
(Effective from Academic Year 2024-2025 onwards)



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Arts
Minor Subject Syllabus
(CBCS) As per the NEP 2020 (Semester I to IV)
w.e.f. the Academic Session 2024-25
Discipline: History

Semester	Course title	Credits	Course Code	Credit distribution of the course			Eligibility criteria
				Lecture	Tutorial	Practical/ Practice	
I	Indian Society: A Historical Perspective	2	24BHS5101M	2	0	0	10+2 from any recognized Board
II	Understanding Indian Heritage	2	24BHS5201M	2	0	0	
III	Religious Traditions in the Indian Subcontinent	4	24BHS6301M	4	0	0	
IV	Women in Indian History	4	24BHS6401M	4	0	0	

Semester I
Indian Society: A Historical Perspective

Learning Objectives

This course examines the evolution of Indian society through a socio-historical lens, focusing on how diverse traditions have merged to form a composite culture that still grapples with existing differences. It explores the development and persistence of social categories such as varna, jati, caste, class, gender, and marriage relations from ancient times through the medieval period and into the colonial era. In the first unit, students will analyze key issues in ancient Indian social history, including social structures and cultural experiences, using a range of primary and secondary texts. The course will then address how medieval agrarian expansion led to the formation of region-specific castes and how economic, social, and occupational mobility influenced these structures. It will also investigate religious trends of the time, such as the Bhakti cults, which both aligned with and challenged existing norms. The course emphasizes the fluid nature of social categorization and highlights moments of convergence and divergence that have shaped India's complex, multi-layered society, many of which continue to influence it today.

Learning Outcomes

By the end of the course, students will be proficient in:

Developing a critical understanding of the historical context of institutions such as varna, jati, caste, kinship, and marriage relations, as well as early religious thought, is essential for grasping their evolution and impact. This involves examining the intricate interactions between diverse social groups, from hunter-gatherer societies to medieval trading and artisan communities. Students will explore the inherent politics and contradictions within the medieval religious milieu, including how various religious currents and subaltern voices contributed to the period's dynamic social landscape. Additionally, the course will address contemporary issues and challenges,

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providing a deeper insight into how historical processes continue to shape modern Indian society.

Course Title:	Indian Society: A Historical Perspective	Course Code: 24BHS5101M
Total Lecture hour 26		Hours
Unit I	Varna and Jati; 1. Varna and Jati in Vedic and Brahmanical traditions.	7
Unit II	Kinship and Marriage 1. Forms of Kinship and regional variations 2. Marriage, family and households in early traditions	7
Unit III	Social and occupational categories 1. Tribal and Peasant communities, 2. Traders, Crafts persons and artisan communities.	6
Unit IV	Social and Religious Movements (1000 -1800 CE): 1. Devotional movements (Such as Kabir Panth and Sufi) and social change	6
Reference Books:		
1	S. Jaiswal , Introduction. Caste, Origin, Function and Dimensions of change, Delhi: Manohar, 2000, Introduction	
2	S. Ratnagar, 2004 The Other Indians, Essays on Pastoralists and Prehistoric Tribal People, New Delhi: Three Essays Collective ,2004. (Ch-1,2)	
3	Carla Sinopoli, The Political Economy of Craft Production Cambridge University Press 2003 (Chapter 6,7).	
4	Ray, Niharranjan, "Socio- Religious Movements of Protest in Medieval India: Synoptical View" PIHC 36(1975), pp.LXIII-LXIX	
5	David N. Lorenzen, "Dissent in Kabir and the Kabir Panth" in Vijaya Ramaswamy (ed.) Devotion and Dissent in Indian History, Foundation Books, 2014. pp.169-187.	

Semester II

Understanding Indian Heritage

Learning Objectives

The aim of this paper is to make students familiar with the concept of heritage and its numerous forms. It will develop the contested character of heritage and why it needs to be conserved. More importantly the paper highlights how both tangible and intangible heritage needs to be accessed. Issues of loot and repatriation and heritage preservation and conservation in turn point out how heritage and culture often becomes tropes to status claims of a country, a nation, a society and a region in front of the international world community. Matters of selective preservation and conservation can be addressed. It seeks to familiarize students with the evolution of heritage legislation and how 'measures from above are not always arbitrary. In some cases they have been a reaction to demands from below. The paper hence would be of particular value to students who are interested in heritage by also highlighting the national significance (international and domestic) raising public consciousness and sensitivity to heritage preservation

Learning Outcomes

Upon completing this course, students should have developed:

An understanding of the complex nature of heritage, emphasizing its multifaceted character shaped by historical, cultural, and social factors. Students will analyze the historical

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processes that contribute to the formation of heritage, exploring how different eras and events shape its development. They will describe the role of cultural diversity in enriching and creating heritage, recognizing that multiple traditions and perspectives intertwine to form a cohesive cultural identity. The course will also address critical issues related to the ownership and legislation necessary to safeguard heritage from loss. Additionally, students will assess the initiatives undertaken by government bodies and NGOs to conserve and preserve heritage, particularly in the context of development priorities and conflict-ridden areas. Finally, the course will discuss the significance of heritage for the nation, communities, regions, and society at large, highlighting its essential role in maintaining cultural continuity and identity.

Course Title:	Understanding Indian Heritage	Course Code: 24BHS5201M
Total Lecture hour 26		Hours
Unit I	Defining Heritage: Meaning of antiquity'; 'archaeological site'; 'tangible and intangible heritage'; 'art treasure'. Regional case studies of intangible heritage – dances, music, dance drama, oral stories, theatre, folk performances etc.	7
Unit II	Issues of Loot and Repatriation: Heritage, Ownership and Legislation: 1. Conventions and Acts—International and National. 2. Antiquity smuggling and repatriation.	7
Unit III	Heritage Preservation and Conservation: (16 Hours) 1. Heritage related Government departments, museums and regulatory bodies. 2. Conservation initiatives.	6
Unit IV	Heritage Interpretation: 1. Heritage, Modernity and memory. 2. Participatory Heritage, Exhibitions, Heritage walks etc.	6
Reference Books:		
1	Lahiri, N. (2012), Marshalling the Past—Ancient Indian and its Modern Histories. Ranikhet: Permanent Black (Chapter 4 and 5)	
2	Lowenthal, D. (2010). Possessed by the Past: the Heritage Crusade and the Spoils of History. Cambridge: Cambridge University Press.	
3	Layton, R.P Stone and J. Thomas (2001). Destruction and Conservation of Cultural Property. London: Routledge.	
4	Singh, Upinder, 2021. Idea of Ancient India: Essays on Religion, Politics and Archaeology. Sage Publications, India.	
5	Himanshu Prabha Ray and Manoj Kumar (eds.) 2014. Indian World Heritage Sites in Con-text. Aryan Books, New Delhi.	

Semester III

Religious Traditions in the Indian Subcontinent

Learning Objectives

This course aims to offer a comprehensive understanding of the diverse religious traditions that have thrived throughout history in the Indian subcontinent. It explores how each tradition is dynamic, evolving in relation to both other traditions and its own historical development. The course also examines the expansion and contraction of these traditions over time and analyzes how the modern Indian state and its constitution have addressed the multiplicity of beliefs.

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Additionally, it seeks to understand the various approaches to these issues, providing a nuanced perspective on the interplay between religion, history, and state policy in India.

Learning Outcomes

Upon completing this course, students should have developed:

An understanding to describe the fundamental chronological, spatial, and substantive aspects of various religious traditions in the Indian subcontinent, along with the intellectual currents that have questioned them. They will be able to analyze and articulate the long-term changes each tradition experiences as it interacts dynamically with its historical context, non-religious elements, and other religious traditions. Additionally, students will identify and describe the formation of religious identities and explore the liminal spaces between them. They will also appreciate and critically engage with debates on how the modern Indian state and its constitution address the plurality of religious beliefs and practices.

Course Title:	Religious Traditions in the Indian Subcontinent	Course Code: 24BHS6301M
Total Lecture hour 52		Hours
Unit I	Major Religious Traditions in Ancient India 1. Vedic and Puranic traditions 2. Schools of Buddhism and Jainism	14
Unit II	Major Religious Traditions in Medieval India 1. Bhakti traditions: Saguna; Nirguna 2. Sufi traditions: Development of Chishtiyya and Suhrawardiyya	14
Unit III	Socialisation and Dissemination from the Early Medieval to Early Modern Era 1. Approaches to Shaiva, Shakta and Vaishnava in the Early Medieval Era 2. Approaches to Islamisation in the Medieval Period	12
Unit IV	Modernity and Religion 1. Making of Sacred Spaces: Banaras; Modern Religious Identities 2. Debates on Secularism and the Indian Constitution	12
Reference Books:		
1	Bailey, G. & I. Mabbett. (2003). The Sociology of Early Buddhism, Cambridge: CUP. (The Introduction (pp. 1-12) and Chapter 1: The Problem: Asceticism and Urban Life, (pp. 13- 26) of the book are most relevant.)	
2	Eaton, Richard.M. (2000). ' Sufi Folk Literature and the Expansion of Indian Islam', inidem, Essays on Islam and Indian History , Delhi: OUP, pp.189-202.	
3	Habib, Irfan.(ed.).(2007). Religion in Indian History, New Delhi , Tulika Books.	
4	Rodrigues, Hillary P. (ed.). (2011). Studying Hinduism in Practice, Abingdon:Routledge (especially Chapter 4).	
5	Eck, Diana L. (1999). Banaras: City of Light, Columbia University Press , Revised edition.	

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Semester IV
Women in Indian History

Learning Objectives

This paper offers learners a historical analysis of women's lived experiences at key moments in the Indian subcontinent's history. It investigates these issues through an interdisciplinary lens and introduces students to contemporary theoretical reflections and recent research on women's issues. The course encourages students to reflect on the unique aspects of women's experiences across different times and contexts, while also examining deeper continuities from a gender perspective.

Learning Outcomes

Upon successful completion of the course, students will be able to:

Outline the concept of gender and understand patriarchy as a historically constituted system of power. They will explore and analyze women's experiences within specific historical contexts, examining how these experiences have been shaped by their particular circumstances. Additionally, students will discuss the material basis of women's experiences, focusing on specific issues such as property ownership, and how these factors have influenced their roles and status in society.

Course Title:	Women in Indian History	Course Code: 24BHS6401M
Total Lecture hour 52		Hours
Unit I	Exploring Aspects of History of women in India 1. Understanding Gender 2. Patriarchy, Patrilocality, Patriliney ,and Matriarchy, Matrilocality and Matriliney	14
Unit II	Women in Ancient India 1. Evolution of Patriarchy in Early India 2. Women and work: voices from Sangam Corpus	14
Unit III	Women in Medieval India 1. Politics of the Harem and Public Sphere 2. Women Queens and Bhaktas: Case Studies of Queen Kittur Chennamma and Mira Bai	12
Unit IV	Women in Modern India 1. Debates on Women Education: Women Participation in Indian National Movement 2. Partition, Refugee Women and Rehabilitation.	12
Reference Books:		
1	Shah, Shalini. (2012). "Patriarchy and Property", in The Making of Womanhood: Gender Relations in the Mahabharata, Revised Edition. Delhi: Manohar, pp. 32-62.	
2	Roy Kumkum (2018). "Introduction" in Beyond the Woman Question, Reconstructing Gendered Identities in Early India. Snigdha Singh, et al. (Eds.). Delhi: Primus, pp.1-20.	
3	Habib, Irfan. (2000). "Exploring Medieval Gender History". IHC 61st Session, Symposia Paper No.23, Calicut. pp. 263-75.	
4	Kumar, Radha. (1997). A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India. 1800-1990. Delhi: Zubaan (Ch.2, 4, 5)	
5	Mishra, Yuthika. (2015). "Indian Women's Movement in the 20th Century: Resistance or Reaction". Proceedings of Gender Issues. 5th Annual Conference, Nalanda.	

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