



University of Rajasthan Jaipur

SYLLABUS

(Three/Four Year Under Graduate Programme in Deaf, Dumb & Blind)
(History)

I & IV Semester

Examination-2024-25

As per NEP – 2020

P. J. Talwar
Dy. Registrar
(Academic)
University of Rajasthan
JAIPUR

Examination Scheme for CA/EoSE-

CA - Continuous Assessment
EoSE - End of Semester Examination

BA Programme for Regular Students - Deaf and Dumb

Type of Examination	Course Code and Nomenclature	Duration of Examination		Maximum Marks		Minimum Marks	
		CA	[02] Hrs	CA	[30] Marks	CA	[12] Marks
Theory	All Courses of BA Programme for Deaf and Dumb History	EoSE	[04] Hrs	EoSE	[120] Marks	EoSE	[48] Marks

The question paper will consist of three parts A, B & C.

PART-A: 40 Marks

Part A will be compulsory having 20 very short answer-type questions (with a limit of 20 words or MCQ's) of two marks each.

PART-B: 20 Marks

Part B of the paper shall consist of 4 questions selecting one question from each unit and the student shall attempt any 2 questions (with a limit of 100 words) that carry 10 marks each.

PART-C: 60 Marks

Part C of the question paper shall be divided into four units comprising question numbers 6-9. There would be one question from each unit with internal choice. Each question will carry 15 marks.

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Name of University	University of Rajasthan, Jaipur
Name of Faculty	Social Science
Name of Discipline	[History]
Type of Discipline	
List of Programme where offered as Minor Discipline	
Offered to Non-Collegiate Students	NO

SEMESTER-WISE PAPER TITLES WITH DETAILS

[In case there is no practical]

[[UG9114]]-[BA Programme for Deaf and Dumb]								
#	Level	Semester	Type	Title	Credits			
					L	T	P	Total
				[History]				
1.	5	I	MJR	[[[UG9114]] - [HIS51T - 101] - [History of India (From the Beginning Upto 1200 C.E)]	6	0	0	6
2.	5	II	MJR	[[[UG9114]] - [HIS52T - 102] - [History of Modern World]	6	0	0	6
3.	6	III	MJR	[[[UG9114]] - [HIS63T - 201] - [History of Medieval India (1200-1761 CE)]	6	0	0	6
4.	6	IV	MJR	[[[UG9114]] - [HIS64T - 202] - [Main Trends in The Cultural History of India]	6	0	0	6
5.	7	V	MJR	[[[UG9114]] - [HIS75T - 301] - [History of Modern India (1761-1956)]	6	0	0	6
6.	7	VI	MJR	[[[UG9114]]-[HIS76T - 302] - [History of Rajasthan (from Earliest Times to 1956 A.D.)]	6	0	0	6

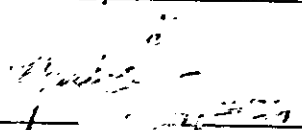
Signature of Dean	Signature of BoS Convener <i>Hishy</i>	Signature of DR, Academic-II

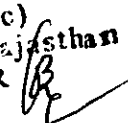
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Examination Scheme

1. 1 credit = 25 marks for examination/evaluation
2. For Regular Students there will be Continuous assessment, in which sessional work and the terminal examination will contribute to the final grade. Each course in Semester Grade Point Average (SGPA) has two components- Continuous assessment (20% weightage) and (End of end-semester examination) EoSE (80% weightage).
3. For Regular Students, 75% Attendance is mandatory for appearing in the EoSE.
4. To appear in the EoSE examination of a course/subject a regular student must appear in the mid-semester examination and obtain at least a C grade in the course/subject.
5. Credit points in a Course/Subject will be assigned only if, the regular student obtains at least a C grade in the CA and EoSE examination of a Course/Subject.
6. In the case of Non-Collegiate Students there will be no Continuous assessment and credit points in a course/subject will be assigned only if, the non-collegiate student obtains at least a C grade in the EoSE examination of a Course/Subject.

Signature of Dean	Signature of BoS Convener	Signature of DR, Academic-II
		

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Examination Scheme for Continuous Assessment (CA)

DISTRIBUTION OF CONTINUOUS ASSESSMENT (CA) MARKS


S. No.	CATEGORY	Weightage (out of total internal marks)	THEORY					PRACTICAL			
			CORE (Only Theory)	CORE (Theory + Practical)	AEC	SEC	VAC	CORE (Theory + Practical)	SEC	VAC	
	Max Internal Marks		30	20	20	10	10	10	10	10	
1	Mid-term Exam	50%	15	10	10	5	5	5	5	5	
2	Assignment	25%	7.5	5	5	2.5	2.5	2.5	2.5	2.5	
3	Attendance	25%	7.5	5	5	2.5	2.5	2.5	2.5	2.5	
		Regular Class Attendance	= 75%	3	2	2	1	1	1	1	1
			75-80%	4	3	3	1.5	1.5	1.5	1.5	1.5
			80-85%	5	4	4	2	2	2	2	2
			> 85%	7.5	5	5	2.5	2.5	2.5	2.5	2.5

Note:

1. Continuous assessment will be the sole responsibility of the teacher concerned.
2. For continuous assessment no remuneration will be paid for paper setting, Evaluation, Invigilation etc.
3. For continuous assessment Paper setting and Evaluation responsibility will be of teacher concern.
4. For continuous assessment no Answer sheets/question papers etc. will be provided by the University.
5. Colleges are advised to keep records of continuous assessment, attendance etc.

Signature of Dean	Signature of BoS Convener	Signature of DR, Academic-II

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Examination Scheme for EoSE-

CA - Continuous Assessment
EoSE - End of Semester Examination

Regular Students –For All Courses of BA Programme for deaf and dumb

Type of Examination	CourseCode and Nomenclature	Duration of Examination		Maximum Marks		Minimum Marks	
		CA	[X] Hrs	CA	[30] Marks	CA	[XX] Marks
Theory		EoSE	[X] Hrs	EoSE	[120] Marks	EoSE	[XX] Marks

The question paper consists of three parts A, B & C.

PART-A: 20 Marks

Part A will be compulsory having 10 very short answer-type questions (with a limit of 20 words) of two marks each.

PART-B: 20 Marks

Part B of the paper shall consist of 4 questions selecting one question from each unit and the student shall attempt any 2 questions (with a limit of 100 words) that carry 10 marks each.

PART-C: 80 Marks

Part C of the question paper shall be divided into four units comprising question numbers 6-9. There will be one question from each unit with internal choice. Each question will carry 20 marks.

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BA Syllabus for Deaf and Dumb

(UG9114) - HIS51T - 101 - History of India (From the Beginning Upto 1200 C.E.) - I
Semester - History

Syllabus

**[UG9114] - [HIS-51T-101] - [History of India (From the
Beginning Upto 1200 C.E.)]
I-Semester - [HISTORY]**

Semester	Code of the Course	Title of the Course/Paper			NHEQF Level	Credits
1	HIS-51T-101	History of India (From the Beginning Upto 1200 C.E.)			5	6
Level of Course	Type of the Course	Credit Distribution			Offered to NC Student	Course Delivery Method
		Theory	Practical	Total		
1	MJR	6		6	Yes/No	Lectures
List of Programme Codes in which Offered as Minor Discipline						
Prerequisites		XII Pass				
Objectives of the Course:		<p>This course aims to provide students with a comprehensive understanding of the history of India up to 1200 CE. It seeks to familiarize students with the main sources and methodologies used in the study of ancient Indian history. By exploring the major political, social, economic, religious, and cultural developments during different periods of ancient Indian history, the course aims to develop student's knowledge and critical thinking skills. Additionally, students will examine the contributions and achievements of various dynasties and empires that shaped ancient Indian civilization. Through the examination and interpretation of historical sources, students will develop analytical abilities and a deeper understanding of the complexities of ancient Indian history.</p>				

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DETAILED SYLLABUS

HIS51T – 101 - History of India (From the Beginning Upto 1200 C.E.) – I Semester – History

Unit - I

Harappan civilization – origin, extent, salient features, and continuity. The Vedic Age – Vedic literature, polity, society, economy and religion.

(25 Lectures)

Unit - II

Rise of Magadhan imperialism up to the Nandas; Jainism and Buddhism – origin, teachings, contribution. The Mauryan empire – main sources, Chandragupta Maurya and Asoka's Dhamma

(25 Lectures)

Unit - III

The Gupta empire- achievements of Samudragupta, Chandragupta II Vikramaditya, Development in literature, arts and science.

(25 Lectures)

Unit - IV

Achievements of the Vardhanas, The Imperial Cholas and their achievements.

(15 Lectures)

Recommended Readings

- H.D Sankalia : *Prehistory of India*, Murishiram Monoharlal, New Delhi, 1977
Dilip K. Chakarbarti : *India. An Arachnological History (Palaeolithic beginnings to Early Historic Foundations)* Oxford University Press, New Delhi,

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1999

- B.B. Lal : *India 1947-1997: New Light on the Indus Civilisation, Delhi 1998*
- R.K. Mookerjee : *Chandragupta Maurya and His Time, Delhi, 1952 (also in Hindi)*
- B.N. Puri : *India under the Kushanas, Bombay, 1965*
- A.N. Sastri : *A History of South India (also in Hindi)*
- Romila Thapar : *A History of India, Vol I, Penguin, 1966*
- Upinder Singh : *Asoka & the Decline of the Mauryas, 3rd impression, Delhi, 1999*
- Upinder Singh : *A History of Ancient and Early Medieval India (From the Stone Age to the 12th Century) Pearson Longman, Delhi 2009*
- जायसवाल एवं के. थपल्याल, : *भारतीय इतिहास का नव-प्रसार युग, दिल्ली, 1992*
- जे.पी. शुक्ला : *सिन्धु सम्यता लखनऊ, 1976*
- मदन मोहन सिंह : *बुद्धकालीन समाज और धर्म, पटना 1972*
- पी एल गुप्ता : *गुप्त साम्राज्य*
- पाठक उत्तर : *भारत का राजनीतिक इतिहास लखनऊ, 1990*
- श्रीवास्तव : *दक्षिण भारत का इतिहास वाराणसी, 1968*
- के. सी श्रीवास्तव : *प्राचीन भारत का इतिहास तथा संस्कृति इलाहाबाद*
- Majumdar, R.C & A.C. : *The Vakataka Gupta Age (Also In Hindi)*
- Altekar : *Harsha & his times, Varansai, 1970*
- Baij Nath Sharma : *Harsha & his times, Varansai, 1970*
- Neelkanth Sastri : *A History of South India (also in Hindi)*

Course Learning Outcomes:

By the end of this course, students will have a sound knowledge of the main sources and methodologies used in studying ancient Indian history. Overall, the course aims to provide a comprehensive understanding of ancient Indian history. The students shall develop analytical and critical thinking skills in interpreting historical sources.

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BA SYLLABUS FOR DEAF AND DUMB

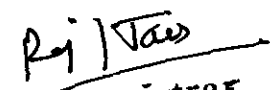
SYLLABUS

Syllabus

**[UG9114] - [HIS-52T-102] - [History of Modern World]
II-Semester - [HISTORY]**

Semester	Code of the Course	Title of the Course/Paper			NHEQF Level	Credits
II	HIS-52T-102	History of Modern World			5	6
Level of Course	Type of the Course	Credit Distribution			Offered to NC Student	Course Delivery Method
		Theory	Practical	Total		
2	MJR	6		6	Yes/No	Lectures
List of Programme Codes in which Offered as Minor Discipline						
Prerequisites						
Objectives of the Course:		<p>The objective of this course on the History of Modern World is to provide students with a comprehensive understanding of key events, movements, and transformations that shaped the modern era. By studying the Renaissance, Reformation, revolutions, nationalism, imperialism, world wars, and major social movements, students will gain insights into the political, economic, social, and cultural developments that occurred globally from the 15th century to the post-Cold War era. The course aims to foster critical thinking, analytical skills, and a broader historical perspective, enabling students to analyze historical events in a nuanced manner and understand their relevance in shaping the modern world.</p>				

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Detailed Syllabus

HIS51T – 102 - History of Modern World – II Semester – History

Unit-I

Renaissance and the beginning of the modern era. Reformation and counter – Reformation. The French Revolution– causes, main events, and impact. Napoleon Bonaparte: rise and downfall. Industrial Revolution– causes, processes and impact.

(25 Lectures)

Unit-II

Rise of Nationalism in the 19th Century. National unification of Germany and Italy with special reference to Bismarckian diplomacy and system of alliances.

(20 Lectures)

Unit-III

Growth of Imperialism and Colonialism – exploitation of New World with special reference to countries of Asia and Africa; Nature of European Imperialism in China.

(25 Lectures)

Unit-IV

Second World War- causes and consequences. United Nations Organisation – objectives, achievements and limitations.

(20 Lectures)

Recommended Readings

- A.G. Dickens : *The Age of Humanism and Reformation*, New Jersey, 1972
Christopher Hill : *Reformation to Industrial Revolution*, Penguin, 1970
H.B. Parks : *The United State of America: A History*, Indian Reprint Calcutta, 1976

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- Georges Lefebvre : *The Coming of the French Revolution*, Princeton, 1989
- C.D. Hazen : *Modern Europe upto 1945*, Indian Reprint, Delhi 1977
- David Thomson : *Europe since Napoleon*, Penguin, 1966
- H.A. Davies : *Outline History of World*, 1968
- Lynn Hunt : *Politics, Culture and Class in the French Revolution*
- बनारसी प्रसाद सक्सेना : *अमेरिका का इतिहास पटना*, 1972
- सी.डी. हेजन : *आधुनिक यूरोप का इतिहास (अनुवाद) आगरा*
- देवेन्द्र सिंह चौहान : *यूरोप का इतिहास (1815-1919) भोपाल 1995*
- जॉर्ज वर्नादस्की : *रूस का इतिहास (अनुवाद) भोपाल, 1971*
- हेराल्ड एम. दिनाके : *पूर्व एशिया का आधुनिक इतिहास (अनुवाद) लखनऊ. 1982*
- पार्थ सारथी गुप्ता : *यूरोप का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली*
- Andrew Porter : *European Imperialism,*
- George Vernadsky : *A History of Russia*, 1961
- Jean Chesneaux, et al. : *China from the 1911 Revolution to Liberation.*
- A.J.P Tayler : *The Origins of the Second World War*
- H.A. Davies : *Outline History of the World*, OUP, 1947
- Bruce J. Dierenfield : *The Civil Rights Movement [Revised ed.]*, London: Routledge, 2008.
- S. Kemp and J. Squires : *Feminisms*, OUP, 1997
- Eric Hobsbawm : *Fractured Times: Social and Cultural History of the Twentieth Century*
- Sneh Mahajan : *Issues in Twentieth Century World History*, Delhi: Macmillan, 2009 (available in Hindi)
- सी.डी. हेजन : *आधुनिक यूरोप का इतिहास (अनुवाद) आगरा*
- लाल बहादुर : *यूरोप का इतिहास (1815-1919) भोपाल 1995*
- जॉर्ज वर्नादस्की : *रूस का इतिहास (अनुवाद) भोपाल, 1971*
- हेराल्ड एम. दिनाके : *पूर्व एशिया का आधुनिक इतिहास (अनुवाद) लखनऊ. 1982*
- के.के. कौल : *पश्चिमी एशिया का आधुनिक इतिहास : 1808 - 1973 लखनऊ, 1977*
- पार्थ सारथी गुप्ता : *यूरोप का इतिहास, हिन्दी माध्यम कार्यान्वयन निदेशालय,*

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Course Learning Outcomes:

Overall, this course aims to equip students with the historical knowledge and critical thinking skills necessary to comprehend and analyse the complex developments that have shaped the modern world. It will give an overview of global events. The learners shall be able to understand history in global and transnational contexts.

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BA Syllabus for Deaf and Dumb

Syllabus

[UG9114] - [HIS-63T-201] - [HISTORY OF MEDIEVAL INDIA (1200-1761 CE)]
III-Semester - [HISTORY]

Semester	Code of the Course	Title of the Course/Paper			NHEQF Level	Credits
III	HIS-63T-201	HISTORY OF MEDIEVAL INDIA (1200-1761 CE)			6	6
Level of Course	Type of the Course	Credit Distribution			Offered to NC Student	Course Delivery Method
		Theory	Practical	Total		
3	MJR	6		6	Yes/No	Lectures
List of Programme Codes in which Offered as Minor Discipline						
Prerequisites						
Objectives of the Course:		The course on the History of Medieval India aims to provide students with a comprehensive understanding of the socio-political, economic, and cultural developments that shaped the Indian subcontinent between the 13th and 18th centuries. By delving into the rich tapestry of medieval Indian history, students will explore the rise and fall of empires, the interplay of religious and cultural influences, and the impact of trade and commerce on societal structures.				

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Detailed Syllabus

HIS63T-201 HISTORY OF MEDIEVAL INDIA (1200-1761 CE)

Unit-I

A survey of the sources of the period of the Delhi Sultanate. Turkish invasions and Rajput resistance.

(25 Lectures)

Unit-II

Establishment and consolidation of Delhi Sultanate. Khilji imperialism and Tughlaq innovations. Growth of Provincial kingdoms; Contribution of Bahmani and Vijayanagar kingdoms.

(20 Lectures)

Unit-III

A survey of the sources of the Mughal period. Foundations of the Mughal Empire. Rise of Sher Shah Suri and his administration Expansion and consolidation of the Mughal empire under Akbar. Role of Nur Jahan junta in Mughal politics.

(25 Lectures)

Unit-IV

Bhakti Movement, Sufism, Development in art, architecture and literature; Efforts at cultural synthesis and growth of the composite culture.

(20 Lectures)

Recommended Readings:

KS. Lal	:	<i>History of the Khalijis</i> , Allahabad, 1960
	:	<i>Theory and Practice of Muslim State in India</i> , Delhi, 1999
Hermann Kulke (ed)	:	<i>The State in India, 1000-1700 A.D.</i> Delhi, 1997
A Mahdi Husain	:	<i>The Tughlaq Dynasty</i>
	:	<i>The Rise and Fall of Muhammad Bin Tughlaq</i>
Satish Chandra	:	<i>Medieval India – From sultanate to the Mughals Part – I</i>
	:	<i>Delhi Sultanate (1205-1526), Part II, Mughal Empire</i>
	:	<i>(1526-1748) Delhi, 1997 (also in Hindi)</i>

K.M. Ashraf	: <i>Life and Conditions of the People of Hindustan, (1200-1550 A.D.), Delhi, 1970</i>
R.P. Tripathi	: <i>Rise and Fall of the Mughal Empire (also in Hindi) Allahabad, 1963</i>
	: <i>Some Aspects of Muslim Administration, Allahabad, 1964</i>
Tapan Raychauduri & Irfan Habib (ed)	: <i>Cambridge Economic History of India Vol - I, C 1200-1750 A.D., Delhi, 1984</i>
John F Richards	: <i>The Mughal Empire, Delhi, 1984</i>
Jadunath Sarkar	: <i>Mughal Administration, Delhi, 1972</i>
Irfan Habib	: <i>Agrarian system of Mughal India, 1526-1707, Mumbai, 1963</i>
S.R. Sharma	: <i>Religious Policy of Mughal Empire (also in Hindi), Agra 1972</i>
Burton Stein	: <i>Vijayanagar, 1989</i>
	: <i>Peasant State and Society in Medieval South India, Delhi, 1980</i>
H.K. Sherwani	: <i>The Bahamani Kingdom</i>
G.S. Sardesai	: <i>New History of the Marathas, Vol-1</i>
A.L. Srivastava	: <i>Medieval Indian Culture (also in Hindi), Agra, 1964</i>
राधेशरण	: <i>मध्यकालीन भारत का सामाजिक एवं आर्थिक इतिहास, मध्यप्रदेश हिन्दी ग्रंथ अकादमी, भोपाल 2000</i>
राधेशरण	: <i>मध्यकालीन भारत की सांस्कृतिक संरचना, मध्यप्रदेश हिन्दी ग्रंथ अकादमी, भोपाल, 1998</i>
झारखण्ड चौबे एवं	: <i>मध्ययुगीन भारतीय समाज एवं संस्कृति, उत्तरप्रदेश हिन्दी संस्थान लखनऊ चतुर्थ संस्करण कन्हैयालाल श्रीवास्तव 2005</i>
सतीश चन्द्र	: <i>मध्यकालीन भारत : सल्तनत से मुगलों तक भाग एक दिल्ली सल्तन (1206-1526) भाग दो मुगल सल्तनत (1526-1748)</i>
हरिश्चन्द्र वर्मा (सं.)	: <i>मध्यकालीन भारत भाग-1 (750-1540) भाग-2 (1540-1761), हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली</i>
ए.एल. श्रीवास्तव	: <i>मध्यकालीन भारतीय संस्कृति (अनुवाद)</i>
धनश्याम दत्त शर्मा	: <i>मध्यकालीन भारतीय सामाजिक, आर्थिक एवं राजनीतिक संस्थाएँ, राजस्थान हिन्दी ग्रंथ, अकादमी, जयपुर</i>

Course Learning Outcomes

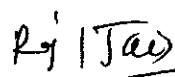
By the end of the course, students are expected to have a nuanced understanding of the key historical developments, major figures, and significant cultural shifts during the medieval period in India. Additionally, they will be equipped with the ability to critically assess historical narratives, engage in scholarly discussions, and apply historical knowledge to contemporary issues.

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BA SYLLABUS FOR DEAF AND DUMB

Syllabus
[UG9114] - [HIS-64T-202] - [MAIN TRENDS IN THE
CULTURAL HISTORY OF INDIA]
IV-Semester - [HISTORY]

Semester	Code of the Course	Title of the Course/Paper			NHEQF Level	Credits
IV	HIS-64T-202	MAIN TRENDS IN THE CULTURAL HISTORY OF INDIA			6	6
Level of Course	Type of the Course	Credit Distribution			Offered to NC Student	Course Delivery Method
		Theory	Practical	Total		
4	MJR	6		6	Yes/No	Lectures
List of Programme Codes in which Offered as Minor Discipline						
Prerequisites						
Objectives of the Course:		The course on the main trends in the cultural history of India aims to provide students a comprehensive understanding of the cultural history of India, spanning ancient to modern times, encompassing art, literature, philosophy, religion, and social practices. The analytical study shall help to situate cultural trends within their historical context, enabling students to understand the dynamic relationship between cultural evolution and broader historical events.				


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Detailed Syllabus

HIS64T – 202- MAIN TRENDS IN THE CULTURAL HISTORY OF INDIA

Unit-I

Meaning of Culture; Essence and characteristics of Indian Culture; Religion and Culture- Vedic religion, Jainism, Buddhism.

(25 Lectures)

Unit-II

Philosophy and Culture- Ramayana and Mahabharata; . Contribution of Kalidas and Tulsidas.

(20 Lectures)

Unit-III

Characteristics of Indian art styles of temple architecture; A brief study of temples at Abu, Khajuraho, Orissa, Pallava, and Chola temples

(25 Lectures)

Unit-IV

Science and Culture- Contributions of Aryaabhatta, Varahamihira, Charaka and Sushruta

(20 Lectures)

Recommended Readings:

- G.C. Pande : *Foundations of Indian Culture, Vol. I and II*
: *Meaning and Process of Culture*
- R.G. Bhandarkar : *Vaishnavism, Saivism and other Minor Religious System*
- Rajbali Pandey : *Hindu Sanskara (The Social and Religious Study of the Hindu Sacraments) (also in Hindu) Varanasi*

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27.

A.L. Srivastava	: <i>Medieval India Culture (also in Hindi)</i>
V.S. Agrawala	: <i>Indian Art, Varansai</i>
Krishan Dev	: <i>Temples of North India (also in Hindu) NBT, New Delhi</i>
K.R. Srinivasan	: <i>Temples of South India (also in Hindu) NBT, New Delhi</i>
A.L. Basham	: <i>The Wonder that was India (also in Hindi)</i> : <i>The Cultural History of India (ed.)</i>
गोविन्दचन्द्र पाण्डे	: <i>भारतीय परम्परा के मूल स्वर, नई दिल्ली, 1993</i> : <i>भारतीय समाज- तात्विक और ऐतिहासिक विवेचन, नई दिल्ली, 1994</i>
एन.के. देवराज	: <i>भारतीय दर्शन, लखनऊ, 1963</i>
राजबली पांडे	: <i>हिन्दू संस्कार, वाराणसी</i>
जयशंकर मिश्र	: <i>प्राचीन भारत का सामाजिक इतिहास, पटना, 1999</i>
ए.एल.श्रीवास्तव	: <i>मध्यकालीन भारत संस्कृति (अनुवाद)</i>
वासुदेव शरण अग्रवाल	: <i>भारतीय कला</i>
पृथ्वीकुमार अग्रवाल	: <i>प्राचीन भारतीय कला एवम् वास्तु, विश्वविद्यालय प्रकाशन वाराणसी, 2002</i>
कृष्णदेव	: <i>उत्तर भारत के मंदिर, नेशनल बुक ट्रस्ट, नई दिल्ली</i>
के.आर. श्रीनिवासन	: <i>दक्षिण भारत के मंदिर, नेशनल बुक ट्रस्ट, नई दिल्ली</i>
सत्य प्रकाश	: <i>प्राचीन भारतीय विज्ञान की परम्परा</i>
ए.एल. बाशम	: <i>अद्भुत भारत (अनुवाद)</i>

Course Learning Outcomes

By the end of the course, students shall be able to situate cultural trends within their historical context, enabling students to understand the dynamic relationship between cultural evolution and broader historical events. They shall develop critical thinking skills to analyze and interpret cultural phenomena, discerning the underlying factors that have shaped India's cultural landscape over time.

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