



SOPHIA COLLEGE, (AUTONOMOUS)

Affiliated to

UNIVERSITY OF MUMBAI

Programme: History

Programme Code: AHIS

F.Y.B.A.

2023-24 (NEP)

(Choice Based Credit System with effect from the year 2018-19)

Programme Outline : FYBA (SEMESTER I)

| Course Code | Unit No. | Name of the Unit | Credits |
|-------------|----------|---|---------|
| AHIS111MJ | | HISTORY OF EUROPE (C. 1914 – 1945 CE) | 4 |
| | 1 | World War I | |
| | 2 | End of the Russian Empire; Establishment of a Communist State | |
| | 3 | Authoritarian Regimes in Germany and Italy | |
| | 4 | World War II | |
| AHIS111MN | | ANCIENT INDIA FROM EARLIEST TIMES TO THE 3 RD CENTURY BCE. | 4 |
| | 1 | Harappan Civilisation | |
| | 2 | Vedic Age | |
| | 3 | India after 6 th Century BCE | |
| | 4 | Mauryan Period | |
| AVSC104 | | INTRODUCTION TO ARCHAEOLOGY | 2 |
| | 1 | Archaeology | |
| | 2 | Epigraphy and Numismatics | |

Programme Outline : FYBA (SEMESTER II)

| Course Code | Unit No. | Name of the Unit | Credits |
|-------------|----------|--|---------|
| AHIS122MJ | | ANCIENT INDIA: HARAPPAN CIVILISATION TO THE MAURYAS | 4 |
| | 1 | Harappan Civilisation | |
| | 2 | Early and Later Vedic Periods | |
| | 3 | India after 6 th Century BCE | |
| | 4 | Mauryan Empire | |
| AHIS122MN | | MILESTONES IN EUROPEAN HISTORY (1914 – 1945 CE) | 4 |
| | 1 | The First World War | |
| | 2 | Russia: From Absolute Monarchy to Communist State | |
| | 3 | One-party Dictatorships in Germany and Italy | |
| | 4 | Second World War | |
| AVSC204 | | INTRODUCTION TO INDIA'S HERITAGE: ROCK-CUT AND TEMPLE ARCHITECTURE | 2 |
| | 1 | Rock-Cut Architecture | |
| | 2 | Temple Architecture | |

Preamble:

History is the study of a part of the past. This study gives society a connection to its past and a sense of belonging. This knowledge also enables people to better understand how perceptions, ideologies and beliefs inform the decision-making process at all levels. This in turn may enable society to be sensitive and humane, while promoting reforms, drafting policies and seeking change.

The objective of the B.A. History degree course is to educate the learner about key events that have taken place in India and globally. The learning includes understanding not just the event, but the context in which it occurred and how it impacted society. To achieve this objective, the Department has designed the syllabi keeping in mind the diverse backgrounds of the students and need to bring them to the same level. The content of the syllabi covers international, national, regional and local history.

The knowledge gained through lectures is substantiated and enriched through the use of maps, videos, field trips, articles, assignments, class discussions and student presentations. Additional resources are posted in the Google Classroom and our social media pages.

The learner will be able to prepare for competitive tests; pursue higher studies in History and allied disciplines; and have acquired basic skills and training in research. The study of History will enable the learner to take up careers for which the knowledge and skills provided by this discipline will be crucial to achieving success.

PROGRAMME OBJECTIVES

| | |
|-------------|---|
| PO 1 | Develop an understanding of the major events in the history of India, at a national, regional and local level, as well as a global level from the past to the end of the 20 th century |
| PO 2 | Develop an understanding of the major events in world history from c. 1300s till the start of the 21 st century. |
| PO 3 | Prepare learners for post-graduate studies in History and Allied Subjects, and a career in fields ranging from teacher and civil services to museum curator, archivist, researcher, archaeologist and others. |

PROGRAMME SPECIFIC OUTCOMES

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|--------------|--|
| PSO 1 | The learner will be able to identify key events that have shaped India and the World. |
| PSO 2 | The learner will be able to draw parallels and perceive connections between contemporary events and the past. |
| PSO 3 | The learner will be able to pursue higher studies in history and allied subjects and careers in which the knowledge of history is essential. |

SEMESTER 1

| | | |
|---------------------------------------|---------------------------------------|----------------------|
| NAME OF THE COURSE | HISTORY OF EUROPE (C. 1914 – 1945 CE) | |
| CLASS | FYBA | |
| COURSE CODE | AHIS111MJ | |
| NUMBER OF CREDITS | 4 | |
| NUMBER OF LECTURES PER WEEK | 4 | |
| TOTAL NUMBER OF LECTURES PER SEMESTER | 60 | |
| EVALUATION METHOD | CONTINUOUS ASSESSMENT | SUMMATIVE ASSESSMENT |
| TOTAL MARKS | 50 | 50 |
| PASSING MARKS | 40/100 | |

COURSE OBJECTIVES

| | |
|-------|---|
| CO 1. | To enable learners to understand the World Wars and their impact. |
| CO 2. | To study the emergence of authoritarian governments in the inter-war periods. |
| CO 3. | To examine efforts to promote peace. |
| CO 4. | To help learners link the events of the past to the present. |

COURSE LEARNING OUTCOMES:

| | |
|--------|--|
| CLO 1. | The Learner will be able to analyse the factors that led to divisions in Europe resulting in wars. |
| CLO 2. | The Learner will be able to describe the impact of the First and Second World Wars. |
| CLO 3. | The Learner will be able to infer the reasons for the rise of extremist ideologies in Europe. |
| CLO 4. | The Learner will be able to hypothesize the circumstances that give rise to extremism and determine how peace may be promoted. |

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|--------|---|
| UNIT 1 | World War I (15 LECTURES) |
| 1.1 | Causes |
| 1.2 | Course |
| 1.3 | Consequences |
| UNIT 2 | End of the Russian Empire; Establishment of a Communist State (15 LECTURES) |
| 2.1 | The February Revolution (1917) |
| 2.2 | The October Revolution (1917) |
| 2.3 | Domestic policy of Stalin |
| UNIT 3 | Authoritarian Regimes in Germany and Italy (15 LECTURES) |
| 3.1 | Fascism and Nazism |
| 3.2 | Domestic Policy of Mussolini |
| 3.3 | Domestic Policy of Hitler |
| UNIT 4 | World War II (15 LECTURES) |
| 4.1 | Causes |
| 4.2 | Course |
| 4.3 | Consequences |

REFERENCES:

- Clyde, P.M., and Beers, B.F., The Far East: A History of Western Impacts and Eastern Response, 1830-1975, Sixth Edition, Prentice-Hall, 1966.
- Cornwell, R.D, World History in the Twentieth Century, Addison-Wesley Longman Ltd, 1981.
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- Fisher S. N., The Middle East: A History, Routledge & Kegan Paul, 1971.
- Hayes, C, Moon, T.P and Wayland, J.W, World History, 3rd Revised ed. The Mac Millan Co., 1950.

- Hobsbawm, Eric, Age of Extremes: The Short Twentieth Century 1914-1991, Viking, Penguin Books, 1995.
- Keylor, William, The Twentieth Century World and Beyond: International History Since 1900, Oxford University Press, 2006.
- Lenczowski G., The Middle East in world Affairs, Cornell University Press, 1971.
- Lowe, Norman, Mastering World History, Macmillan Education Ltd., 1985.
- Palmer R. and Colton, Joel, A History of the Modern World, 4th edition, Alfred Knopf, 1971.
- Rao, B.V., History of the Modern World, AD 1500 to 2011, Sterling Publishers Pvt. Ltd., 2013.
- Rao, B.V., History of Modern Europe 1789-1992, (revised edition), Sterling Publishers Pvt. Ltd., 2002.
- Spence, Jonathan D., The Search for Modern China, Second Edition, W. W. Norton & Co., 1999.
- Taylor Alastair M., Wallbank T. Walter, Bailkey, Nels M. and Jewsbury, George F., Civilization Past and Present 8th Edition, HarperCollins College Div., 1995.
- Vinacke H. M., A History of the Far East in Modern Times, George Allen & Unwin Ltd. 1967.

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|---------------------------------------|---|----------------------|
| NAME OF THE COURSE | ANCIENT INDIA FROM EARLIEST TIMES TO THE 3RD CENTURY BCE. | |
| CLASS | FYBA | |
| COURSE CODE | AHIS111MJ | |
| NUMBER OF CREDITS | 4 | |
| NUMBER OF LECTURES PER WEEK | 4 | |
| TOTAL NUMBER OF LECTURES PER SEMESTER | 60 | |
| EVALUATION METHOD | CONTINUOUS ASSESSMENT | SUMMATIVE ASSESSMENT |
| TOTAL MARKS | 50 | 50 |
| PASSING MARKS | 40/100 | |

COURSE OBJECTIVES

| | |
|-------|--|
| CO 1. | To give an understanding of the political, socio-economic and cultural developments that took place in Ancient India up to the 3 rd century BC. |
| CO 2. | To inculcate an appreciation of the rich cultural heritage in India. |
| CO 3. | To acquaint the learners with the sources of the history of Ancient India. |

COURSE LEARNING OUTCOMES:

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|--------|---|
| CLO 1. | The learner will be able to show an understanding of the pre-historic timeline of India's ancient past. |
| CLO 2. | The learner will be able to classify the different eras of Early Indian History. |
| CLO 3. | The learner will be able to analyse the growth of Kingship leading to the rise of Empire. |
| CLO 4. | The learner will be able to compare and correlate the social conditions which led to the rise of new religions. |
| CLO 5. | The learner will be able to describe the influx of peoples into the subcontinent. |

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|--------|---|
| UNIT 1 | Harappan Civilisation (15 LECTURES) |
| 1.1 | Introduction, Extent, Town Planning |
| 1.2 | Society, Economy, Religious Life |
| 1.3 | Script, Arts and Crafts, Decline of the Civilisation |
| UNIT 2 | Vedic Age (15 LECTURES) |
| 2.1 | Introduction, Polity, Economy |
| 2.2 | Society |
| 2.3 | Religion |
| UNIT 3 | India after the 6th Century BCE (15 LECTURES) |
| 3.1 | Age of the Mahajanapadas; Persian and Greek Invasions |
| 3.2 | Buddhism |
| 3.3 | Jainism |
| UNIT 4 | Mauryan Period (15 LECTURES) |
| 4.1 | Establishment of the Empire |

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|-----|----------------|
| 4.2 | Ashoka |
| 4.3 | Administration |

REFERENCES:

- Avari, Burjor, India: The Ancient Past: A History of the Indian Sub-Continent from c.7000 C to AD 1200, Routledge, 2007.
- Basham, A.L., The Wonder that was India, Macmillan, 1967.
- Basham, A.L., (ed.) A Cultural History of India, OUP, 1975.
- Champakalakshmi, R., Trade, Ideology and Urbanization: South India 300BC to AD 1300, Oxford University Press, 1996.
- Chandra, Moti, Trade and Trade Routes in Ancient India, Abhinav Publications, 1977.
- D. Devahuti, Harsha: a political study, OUP, London, 1970.
- Eraly, Abraham, Gem in the Lotus: The Seeding of the Indian Civilisation, Phoenix, an Imprint of the Orion Publishing Group Ltd., 2005.
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- Kosambi, D.D., The Culture and Civilization of Ancient India in Historical Outline, Sixth Impression, Vikas Publishing Pvt. Ltd., New Delhi, 1981.
- Majumdar, R.C., Pusolker, A.D., Majumdar, A.K, The Classical Age, Bharatiya Vidhya Bhavan, Mumbai, 1997.
- Majumdar, R.C., Ancient India, Motilal Banarasidas, 1964.
- Mukherjee, Rudrangshu; Punja, Shobita; Sinclair, Toby, A New History of India, Rupa Publications India Pvt. Ltd., 2023.
- Possehl, Gregory L., The Indus Civilisation- A Contemporary Perspective, AltaMira Press, 2002.
- Sastri, Nilakanta.K.A., A Comprehensive History of India, Vol. 2: The Mauryas and Satavahanas (325 BC to AD 300), Orient Longmans, 1957.
- Sastri, Nilakanta.K.A., A History of South India, Fourth Edition, Oxford University Press, 1976.
- Singh, Upinder, A History of Ancient and Early Medieval India: from the Stone Age to the 12th century, Pearson Longman, 2008.

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|------------------------|-----------------------------|
| NAME OF THE COURSE | INTRODUCTION TO ARCHAEOLOGY |
| CLASS | FYBA |
| COURSE CODE | AVSC104 |
| NUMBER OF CREDITS | 2 |
| NUMBER OF LECTURES PER | 2 |

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|---------------------------------------|-----------------------|
| WEEK | |
| TOTAL NUMBER OF LECTURES PER SEMESTER | 30 |
| EVALUATION METHOD | CONTINUOUS ASSESSMENT |
| TOTAL MARKS | 50 |
| PASSING MARKS | 20 |

COURSE OBJECTIVES

| | |
|-------|---|
| CO 1. | To understand the meaning and scope of Archaeology. |
| CO 2. | To learn about the basics of field Archaeology and dating methods. |
| CO 3. | To learn about types of archaeological sources of Indian History. |
| CO 4. | To enable students to appreciate the importance of archaeological sources in the writing of Ancient Indian History. |

COURSE LEARNING OUTCOMES:

| | |
|--------|---|
| CLO 1. | The learner will be able to identify the basic concepts of Archaeology. |
| CLO 2. | The learner will be able to Illustrate the role played by Archaeology in the writing of Ancient Indian History. |
| CLO 3. | The learner will be able to describe the importance of inscriptions and coins as reliable sources of history. |
| CLO 4. | The learner will be able to determine the possibility of archaeology as a future career. |

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|--------|---|
| UNIT 1 | Archaeology (15 LECTURES) |
| 1.1 | Definition, Aim; Types of Archaeology |
| 1.2 | Archaeology and other Subjects |
| 1.3 | Exploration; Excavation; Relative and Absolute Dating |
| UNIT 2 | Epigraphy and Numismatics (15 LECTURES) |
| 2.1 | Definition of Epigraphy; Types of Inscriptions and their significance; Ancient Indian Scripts |

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|-----|---|
| 2.2 | Definition of Indian Numismatics; Ancient Indian Coinage |
| 2.3 | Contribution of Epigraphy and Numismatics to Indian History |

REFERENCES:

- Agrawal, D. P., South Asian Prehistory (Archaeology of South Asia), Aryan Books International, 2002.
- Allchin, Briget & Allchin, Raymond, The Rise of Civilization in India and Pakistan, Cambridge University Press, 1982.
- Allchin, F. R., The Archaeology of Early Historic South Asia: The Emergence of Cities and States, Cambridge University Press, 1995.
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- Singh, Upinder, A History of Ancient and Early Medieval India: from the Stone Age to the 12th century, Pearson Longman, 2008.
- Wheeler, R. E. M., Archaeology from the Earth, Penguin Books, London, 1961.

SEMESTER 2

| | |
|------------------------|---|
| NAME OF THE COURSE | ANCIENT INDIA : HARAPPAN CIVILISATION TO THE MAURYAS. |
| CLASS | FYBA |
| COURSE CODE | AHIS12MJ |
| NUMBER OF CREDITS | 4 |
| NUMBER OF LECTURES PER | 4 |

| | | |
|---------------------------------------|-----------------------|----------------------|
| WEEK | | |
| TOTAL NUMBER OF LECTURES PER SEMESTER | 60 | |
| EVALUATION METHOD | CONTINUOUS ASSESSMENT | SUMMATIVE ASSESSMENT |
| TOTAL MARKS | 50 | 50 |
| PASSING MARKS | 40/100 | |

COURSE OBJECTIVES

| | |
|-------|---|
| CO 1. | To give the learners an understanding of the political, socio-economic and cultural developments in that took place in Ancient India. |
| CO 2. | To inculcate an appreciation of the rich cultural heritage in India in learners. |
| CO 3. | To acquaint the learners with the different sources of the history of Ancient India. |

COURSE LEARNING OUTCOMES:

| | |
|--------|---|
| CLO 1. | The learner will be able to show an understanding of the pre-historic timeline of India's ancient past. |
| CLO 2. | The learner will be able to classify the different eras of Early Indian History. |
| CLO 3. | The learner will be able to analyse the growth of Kingship leading to the rise of Empire. |
| CLO 4. | The learner will be able to compare and correlate the social conditions which led to the rise of new religions. |
| CLO 5. | The learner will be able to describe the influx of peoples into the subcontinent. |

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|--------|--|
| UNIT 1 | Harappan Civilisation (15 LECTURES) |
| 1.1 | Introduction, Extent, Town Planning |
| 1.2 | Society, Economy, Religious Life |
| 1.3 | Script, Arts and Crafts, Decline of the Civilisation |

| | |
|--------|---|
| UNIT 2 | Early and Later Vedic Periods (15 LECTURES) |
| 2.1 | Introduction, Polity, Economy |
| 2.2 | Society |
| 2.3 | Religion |
| UNIT 3 | India after the 6th Century BCE (15 LECTURES) |
| 3.1 | Age of the Mahajanapadas; Persian and Greek Invasions |
| 3.2 | Buddhism |
| 3.3 | Jainism |
| UNIT 4 | Mauryan Empire (15 LECTURES) |
| 4.1 | Establishment of the Empire |
| 4.2 | Ashoka |
| 4.3 | Administration |

REFERENCES:

- Avari, Burjor, India: The Ancient Past: A History of the Indian Sub-Continent from c.7000 C to AD 1200, Routledge, 2007.
- Basham, A.L., The Wonder that was India, Macmillan, 1967.
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- Champakalakshmi, R., Trade, Ideology and Urbanization: South India 300BC to AD 1300, Oxford University Press, 1996.
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- Gayal, Shankar, Imperial Guptas, A Multidisciplinary Political Study, Kusamanjali Book world, 2005.
- Gayal, Shankar, Harsha: A Multidisciplinary Political Study, Kusamanjali Book world, 2006.
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- Kosambi, D.D., The Culture and Civilization of Ancient India in Historical Outline, Sixth Impression, Vikas Publishing Pvt. Ltd., New Delhi, 1981.
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- Majumdar, R.C., Ancient India, Motilal Banarasidas, 1964.
- Possehl, Gregory L., The Indus Civilisation- A Contemporary Perspective, AltaMira Press, 2002.
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- Sastri, Nilakanta.K.A., A History of South India, Fourth Edition, Oxford University Press, 1976.
- Singh, Upinder, A History of Ancient and Early Medieval India: from the Stone Age to the 12th century, Pearson Longman, 2008.
- Thapar, Romila, Ancient Indian Social History: Some Interpretations, Orient Longmans Ltd., 1978.
- Thapar, Romila (ed), Recent perspectives of Early Indian History, Popular Prakashan, 1995.
- Thapar, Romila, Interpreting Early India, Oxford University Press, 1992.

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|---------------------------------------|--|----------------------|
| NAME OF THE COURSE | MILESTONES IN EUROPEAN HISTORY (1914 – 1945 CE) | |
| CLASS | FYBA | |
| COURSE CODE | AHIS122MN | |
| NUMBER OF CREDITS | 4 | |
| NUMBER OF LECTURES PER WEEK | 4 | |
| TOTAL NUMBER OF LECTURES PER SEMESTER | 60 | |
| EVALUATION METHOD | CONTINUOUS ASSESSMENT | SUMMATIVE ASSESSMENT |
| TOTAL MARKS | 50 | 50 |
| PASSING MARKS | 40/100 | |

COURSE OBJECTIVES

| | |
|-------|---|
| CO 1. | To enable learners to understand the World Wars and their impact. |
| CO 2. | To study the emergence of authoritarian governments in the inter-war periods. |
| CO 3. | To examine efforts to promote peace. |
| CO 4. | To help learners link the events of the past to the present. |

COURSE LEARNING OUTCOMES:

| | |
|--------|--|
| CLO 1. | The Learner will be able to analyse the factors that led to divisions in Europe resulting in wars. |
| CLO 2. | The Learner will be able to describe the impact of the First and Second World Wars. |
| CLO 3. | The Learner will be able to infer the reasons for the rise of extremist ideologies in Europe. |
| CLO 4. | The Learner will be able to hypothesize the circumstances that give rise to extremism and determine how peace may be promoted. |

| | |
|--------|---|
| UNIT 1 | The First World War (15 LECTURES) |
| 1.1 | Causes |
| 1.2 | Course |
| 1.3 | Consequences |
| UNIT 2 | Russia: From Absolute Monarchy to Communist State (15 LECTURES) |
| 2.1 | The February Revolution (1917) |
| 2.2 | The October Revolution (1917) |
| 2.3 | Domestic policy of Stalin |
| UNIT 3 | One-party Dictatorships in Germany and Italy (15 LECTURES) |
| 3.1 | Fascism and Nazism |
| 3.2 | Domestic Policy of Mussolini |
| 3.3 | Domestic Policy of Hitler |
| UNIT 4 | Second World War (15 LECTURES) |
| 4.1 | Causes |
| 4.2 | Course |

| | |
|-----|--------------|
| 4.3 | Consequences |
|-----|--------------|

REFERENCES:

- Clyde, P.M., and Beers, B.F., The Far East: A History of Western Impacts and Eastern Response, 1830-1975, Sixth Edition, Prentice-Hall, 1966.
- Cornwell, R.D, World History in the Twentieth Century, Addison-Wesley Longman Ltd, 1981.
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- Fisher S. N., The Middle East: A History, Routledge & Kegan Paul, 1971.
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- Spence, Jonathan D., The Search for Modern China, Second Edition, W. W. Norton & Co., 1999.
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- Vinacke H. M., A History of the Far East in Modern Times, George Allen & Unwin Ltd. 1967.

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|---------------------------------------|--|
| NAME OF THE COURSE | INTRODUCTION TO INDIA'S HERITAGE: ROCK-CUT AND TEMPLE ARCHITECTURE |
| CLASS | FYBA |
| COURSE CODE | AVSC204 |
| NUMBER OF CREDITS | 2 |
| NUMBER OF LECTURES PER WEEK | 2 |
| TOTAL NUMBER OF LECTURES PER SEMESTER | 30 |
| EVALUATION METHOD | CONTINUOUS ASSESSMENT |

| | |
|---------------|----|
| TOTAL MARKS | 50 |
| PASSING MARKS | 20 |

COURSE OBJECTIVES

| | |
|-------|--|
| CO 1. | To provide a historical understanding of the rock-cut caves and temples. |
| CO 2. | To outline the architectural styles, features, and construction techniques of caves and temples |
| CO 3. | To give in depth knowledge about one rock-cut temple and one temple that is a world heritage structure. |
| CO 4. | To lay the foundation for a future career in which knowledge of rock-cut caves and temples will be needed. |

COURSE LEARNING OUTCOMES:

| | |
|--------|---|
| CLO 1. | The learner will be able to identify the different phases and styles of rock-cut and temple architecture in India. |
| CLO 2. | The learner will be able to point out the historical and cultural aspects of rock-cut and temple architecture. |
| CLO 3. | The learner will be able to describe and appraise at least two world heritage sites. |
| CLO 4. | The learner will be able to analyse the significance of rock cut and temple architecture in Indian culture and heritage. |
| CLO 5. | The learner will be able to consider a career for which a knowledge of rock-cut caves and temple architecture will be needed. |

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|--------|---|
| UNIT 1 | Rock-Cut Architecture (15 LECTURES) |
| 1.1 | Historical development and significance of cave architecture in India |
| 1.2 | Phases of rock-cut architecture – Buddhist, Hindu, and Jain cave architecture |
| 1.3 | Selected Study – Kailasa, Bhaja, Elephanta caves |
| UNIT 2 | Temple Architecture (15 LECTURES) |
| 2.1 | Evolution of Temple architecture |

| | |
|-----|---|
| 2.2 | Styles of temples: Nagar, Dravida, Vesara and Bhumija |
| 2.3 | World Heritage Temple site - Hampi |

REFERENCES:

- Soundara Rajan, K.V. Caves Temples of the Deccan. Delhi: Archaeological Survey of India, 1981.
- Dhavlikar, M.K., Late Hinayana caves of western India. Pune: Deccan College Post Graduate & Research Inst., 1984.
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ASSESSMENT DETAILS:

For 4 Credit Papers (Major and Minor) – CA + SA = 100 marks

Continuous Assessment (CA) (50 marks)

1. A minimum of two activities will be given in each semester.
2. Each will be for 25 marks.

3. The nature of the activities will be decided by the Examiner and may include Assignment/ MCQs/ Short notes and/or any other type of /combination of objective or descriptive type activity.
4. Learners will be informed about the marks they have got before the Summative Assessment.

Summative Assessment (SA) (50 marks)

Duration: 2 hours

1. The Question Paper will cover all four units of the syllabus.
2. There will be three mandatory questions:
 - Question I : Attempt any two out of four (30 marks)
 - Question II : Attempt any one out of three (10 marks)
 - Question III : Attempt any two out of four (10 marks)
3. In each question, each option will be from a different unit.

For 2 Credit Papers (VSC)

Continuous Assessment (50 marks)

1. A minimum of two activities will be given in each semester.
2. Each will be for 20 marks.
3. The nature of the activities will be decided by the Examiner and may include Assignment/ MCQs/ Short notes and/or any other type of /combination of objective or descriptive type activity.
4. Learners will be informed about the marks they have got before the Summative Assessment.
5. 10 marks will be given for Class participation.