

**PUNYASHLOK AHILYADEV
HOLKAR SOLAPUR UNIVERSITY,
SOLAPUR**



Name of the Faculty: Humanities

B.A. Part-III (Choice Based Credit System Syllabus

Name of the Course :

ANCIENT INDIAN HISTORY AND CULTURE

With effect from June-2026



Punyashlok Ahilyadevi Holkar Solapur University, Solapur
Faculty of Humanities
NEP 2020 Compliant Curriculum
B.A.III (Ancient Indian History & Culture)
Program Preamble

The Bachelor of Arts (B.A.) in AIHC is a comprehensive and dynamic program designed to provide students with a deep understanding of ancient Indian history, along with the soft skills required to apply this knowledge in various historical and archaeological contexts. Aligned with the vision of the National Education Policy (NEP) 2020, the program offers a flexible, multidisciplinary, and learner-centric curriculum that encourages critical thinking, innovation, and holistic development. The B.A. AIHC program spans four years, with each year offering a progressively advanced curriculum designed to build a strong foundation in AIHC while allowing for specialization and interdisciplinary learning. The curriculum is structured around several key components:

1. Major Courses: These core courses form the backbone of the program, providing in-depth knowledge and understanding of essential concepts, theories, and methodologies. Students will engage with Ancient History Pre and Proto- History, Art and Architecture religious ideas and philosophy, Historical age in the discipline.

2. Minor Courses: Students have the opportunity to choose minor courses from related or distinct disciplines, promoting an interdisciplinary approach to learning. This flexibility allows students to complement their education with insights from fields such as Archaeology, Museology, Tourism, Paleography and Epigraphy, Numismatics and Iconography, fort architecture, their versatility and broadening their career prospects.

3. Open Electives/General Electives: The program encourages intellectual exploration beyond the core discipline by offering a wide range of elective courses. These electives enable students to pursue their interests in diverse subjects, fostering creativity, critical thinking, and a well-rounded educational experience.

4. Vocational and Skill Enhancement Courses: Practical skills and technical proficiency are integral to the program, with vocational and skill enhancement courses providing hands-on experience in areas such as computational physics, electronics, and instrumentation. These courses are designed to prepare students for immediate employment and equip them with the tools necessary for career advancement in the interdisciplinary subjects.

5. Ability Enhancement Courses (AEC), Indian Knowledge System (IKS), and Value Education Courses (VEC): In alignment with NEP 2020, the program integrates courses that emphasize the Indian Knowledge System, ethical values, and life skills. These courses foster a deep appreciation for India's rich cultural heritage, while also developing essential communication and ethical decision-making skills that are vital for personal and professional growth.

6. Field Projects/Internships/Apprenticeships/Community Engagement Projects/On-Job Training: To bridge the gap between theoretical knowledge and real-world applications, the

program includes opportunities for field projects, internships, apprenticeships, and community engagement. These experiences provide students with practical insights, problem-solving abilities, and exposure to professional environments, enhancing their readiness for career.

7. Research Methodology and Research and field Projects: Research is a critical component of the B.A. AIHC program, with students acquiring skills in research methodology, data collection, analysis, and scientific inquiry. By engaging in independent research projects, students are encouraged to develop innovative solutions to complex problems,

8. OJT preparing them for advanced studies and research-oriented careers.

❖ Multiple Entry and Multiple Exit Options

In accordance with the NEP 2020, the B.A. AIHC program incorporates a Multiple Entry and Multiple Exit framework, offering students the flexibility to enter or exit the program at various stages. This approach ensures that students can tailor their educational journey according to their personal and professional goals, with options to earn certificates, diplomas, or degrees based on the duration of study completed.

- Year 1:

Upon completion of the first year, students may exit with a Certificate in AIHC.

- Year 2:

After two years, students may choose to exit with a Diploma in AIHC.

- Year 3:

Completion of the third year qualifies students for a B.A. Degree in AIHC.

Eligibility for B.A. Ancient Indian History and Culture: As per the rules and regulation of Govt. of Maharashtra and PAH Solapur University, Solapur.

**Programme with Multiple Entry and
Exit option. Bachelor of Arts (AIHC)- III
(Faculty of Humanities)**

Level	Sem.	Major		Minor	Generic (GE/OE)	Vocational and Skill (VSC, SEC,	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum .Cr./ Sem.	Degree/Cu m .Cr.
		DSC	DSE							
5.5	V	DSC- VII (4) History of Ancient Maharashtra	DSE (4) I) Iconography of Ancient India II) Ancient Indian Trade and Trade Route	Minor- V (4) Forts Architecture in Maharashtra	-	VSC-III (2) Archival Studies	IKS (2) Indian Knowledge System Specific (AIHC)	Field Project (2)	22	UG Degree
	VI	DSC- IX (4) Jainism and Buddhism in Ancient India DSC – X (4) Art and Architecture in Ancient India	DSE (4) I) Ancient India Numismatics II) Indian Fairs and Festival	Minor – VI (4) Ancient World Civilizations	-	VSC – IV (2) Heritage and Tourism	-	OJT (4)	22	

Course Objectives (CO)

1. Study of Regional History: To systematically analyze the political, social, economic, and cultural history of ancient Maharashtra.
2. Understanding Ancient Governance: To explore the origin and development of administrative institutions, political philosophies, and state-craft in ancient India.
3. Analysis of Religious History: To evaluate the philosophies, rise, spread, and cultural impacts of ancient Indian religious traditions, with a strong focus on Jainism and Buddhism.
4. Appreciation of Art and Architecture: To study the structural and aesthetic evolution of classical Indian art, tracing developments from rock-cut cave complexes to majestic temple structures.
5. Insights into Military Engineering: To investigate the construction techniques, strategic layouts, and defensive mechanisms of fort architecture across Maharashtra.
6. Decoding Material Culture: To introduce students to the specialized archaeological domains of Ancient Indian Iconography (*Murti-Vijnana*) and Numismatics (the study of coins).
7. Mastery of Archival Practices: To teach the core principles of Archival Studies, primary record management, and document preservation methodologies.
8. Application of Tourism and Heritage: To train students in the mechanics of heritage tourism, including tour planning, circuit designing, and professional monument guiding.

Program Outcomes (PO)

1. Historical and Regional Literacy: Demonstrate a comprehensive, critical understanding of ancient Indian history, governance models, and the specific material heritage of Maharashtra.
2. Primary Source Analysis: Identify, classify, and critically evaluate antiquities, historical coins, textual documents, and iconographic structures to interpret past timelines.
3. Practical Field Competency: Execute basic archaeological field documentations, handle architectural mapping tasks, and conduct surface exploration or museum artifact cataloging workflows.
4. Archival and Record Management: Apply standard archival methods to systematically arrange, catalog, and preserve fragile historical documents, maps, and manuscripts.

5. Vocational Tourism Execution: Design thematic tour itineraries, manage travel logistics, and calculate balanced budgets for professional heritage tours.
6. Sustainable Heritage Management: Apply preservation ethics, calculate site carrying capacity, and engage local communities to promote sustainable tourism and reduce monument vandalism.
7. Research and Report Compilation: Conduct brief literature reviews, maintain accurate field diaries, and compile structured, data-driven academic project reports.
8. Career and Professional Readiness: Leverage practical skills to secure employment opportunities within the Archaeological Survey of India (ASI), State Archives, museums, and commercial travel or heritage corporations.



**PUNYASHLOK AHILYADEVI HOLKAR,
SOLAPUR UNIVERSITY, SOLAPUR
ANCIENT INDIAN HISTORY AND CULTURE
B.A. Part-III, Semester-V
Paper DSC No. VII
Choice Based Credit System
(Introduced from June—2026)
History of Ancient Maharashtra**

Credits : Theory (04), Practical (-)

Marks -60

Total Theory Lectures-60

Course Description

This course introduces students to the history and archaeology of ancient Maharashtra through a study of archaeological, literary, epigraphic, and foreign sources. It examines the prehistoric, protohistoric, and early historic cultural developments of the region with special reference to major archaeological sites such as Jorwe, Nevasa, Inamgaon, Daimabad, and Mahurjhari. The course also focuses on the development of ancient scripts, inscriptions, and epigraphic traditions in Maharashtra. Special emphasis is placed on archaeological explorations and excavations conducted in Solapur District, enabling students to understand regional archaeological research and its contribution to the reconstruction of Maharashtra's ancient past. The course integrates archaeological evidence with historical interpretation to provide a comprehensive understanding of the cultural heritage of Maharashtra.

Course Objectives

1. Familiarize students with the major sources for reconstructing the history of ancient Maharashtra.
2. Develop an understanding of archaeological, literary, epigraphic, and foreign accounts related to Maharashtra's past.
3. Introduce students to the prehistoric, protohistoric, and historical cultures of Maharashtra through important archaeological sites.
4. Examine the cultural significance of sites such as Jorwe, Nevasa, Inamgaon, Daimabad, and Mahurjhari.
5. Study the development of ancient scripts and inscriptions in Maharashtra.
6. Understand the importance of palaeography and epigraphy in historical reconstruction.
7. Analyze archaeological explorations and excavations carried out in Solapur District.
8. Develop skills in interpreting archaeological and epigraphic evidence for regional historical studies.
9. Promote awareness of Maharashtra's archaeological heritage and its preservation.

Course Outcomes

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

1. Identify and critically evaluate the archaeological, literary, and foreign sources relevant to the history of ancient Maharashtra.
2. Explain the significance of inscriptions, coins, and excavated materials in reconstructing regional history.
3. Analyze the cultural sequence and archaeological significance of major prehistoric, protohistoric, and historical sites in Maharashtra.
4. Assess the contributions of sites such as Jorwe, Nevasa, Inamgaon, Daimabad, and Mahurjhari to the understanding of Maharashtra's ancient past.
5. Recognize and interpret important ancient scripts and inscriptions found in Maharashtra.
6. Apply basic principles of palaeography and epigraphy in the study of historical records.
7. Evaluate the contribution of archaeological explorations and excavations in Solapur District to regional archaeology.
8. Demonstrate an understanding of the relationship between archaeological evidence and historical interpretation.
9. Develop research skills for the study of regional history, archaeology, and cultural heritage.
10. Appreciate the importance of preserving and promoting Maharashtra's archaeological and historical heritage.

11.

Unit 1	Sources	No. of lectures
	a) Archaeological sources : Inscription, coins and Excavated materials	15
	b) Literary Sources : Vedic literature- Epics, Puranas, Smriti and Sutras , Jain, Buddhist literature.	
	c) Foreign Accounts	
Unit II	Pre, Protohistorian and Historical Culture of Maharashtra	No. of Lectures
	With special reference	
	Jorwe , Nevasa, Inamgaon , Diamabad Mahurazari	15
Unit-III	Paleography and Epigraphy of Maharashtra	No.of Lectures
	a) Inscriptions in Maharashtra	15
	b) Ancient scripts in Maharashtra	
Unit-IV	Archaeological research in Solapur District	No.of Lectures
	Exploration in Solapur District	15
	Excavations in Solapur District	

List of Reference Books :

1. Indian Proto History-Dr. M.K. Dhavlikar, New Delhi
2. Satvahankalin Maharashtra , R.S. Morvanchikar, Parimal Prakashan , Aurangabad.
3. Pre and Protohistory of India and Pakistan, Dr.H.D.Sankalia, Deccan College Pune.
4. Maharashtra-land and people, Dr.Iravatai Karve, Govt. of Mahara
5. Maharashtra Gazetteer part / Ancient period Govt. of Maharashtra 6. Rashtrakutas and Their Time-Dr.A.S. Alteakar, continental Pakistan, Pune.
7. History and Inscriptions of the Satavanas and WestearnKshatrapasDr.V.V.Mirashi, SahityaVaSanskritiMandal, Mumbai.
8. Historica Archaeology I of India-M.K. Dhavalikar
9. Early History of the Deccan part- I & II. , G. Yezdani , Oxford, London.
10. VakatakNrupatiAniTyanchaKal-V.V. Mirashi, VidarbhaSanshodhanMandal, Nagpur. (Marathi)
11. BharatiyaSanskritikosh, mahadeoshastri Joshi, BhartiyaSanskritiKoshMandal, Pune.
12. Chalukyas of Vatapi : Dr. K.V.Ramesh, Agama Kala Prakashan, Delhi.
13. Paithan-R.S Morvanchikar, ParimalPrakashan, Aurangabad.
14. History and Culture of Indian people-Vols. I & V, Bhava's Publication, Mumbai.
15. Puratatvavidya-M.K.Dhavalikar, Maharashtra GranthNirmitiMandal, Mumbai.(Marathi)
16. Puratatvavidya-S.B. Deo, Mumbai. (Marathi)
17. Ajay MitraShastri-"Age of Satvahanas" Agam Kala Prakashan New Delhi.
18. MaharashtraatilPuratatva-Dr.S.B.Deo,SahityavaSanskritiMandal, Mumbai.(Marathi)
19. PrachinBharatachaItihas (Marathi) Dr.VikasKadam.

ANCIENT INDIAN HISTORY AND CULTURE
B.A. Part-III, Semester-V
Paper DSC No. VIII
Choice Based Credit System (Introduced from June—2026)
Political Ideas and Institutions in Ancient India

Credits : Theory (04), Practical (-)

Marks -60
Total Theory Lectures-60

Course Description

This course examines the evolution of political thought, statecraft, and administrative institutions in Ancient India. It explores the nature and origin of the state, the sources for studying ancient Indian polity, and the theoretical foundations of political organization as reflected in literary, epigraphic, and archaeological evidence. The course analyzes various forms of government, including monarchy and republican traditions (Gana-Sanghas), and investigates the structure of central, provincial, local, and judicial administration. It further examines foreign policy, diplomacy, military organization, and inter-state relations in Ancient India. Through the study of political ideas and institutions, students gain an understanding of governance, law, administration, and statecraft that shaped ancient Indian civilization.

Course Objectives

1. Introduce students to the major sources for the study of political ideas and institutions in Ancient India.
2. Examine theories regarding the origin and nature of the state in ancient Indian political thought.
3. Familiarize students with different forms of government, including monarchies and republican traditions.
4. Analyze the structure and functioning of central administration in Ancient India.
5. Understand the organization of provincial, local, and village administration.
6. Study the judicial system and legal institutions of Ancient India.
7. Examine the principles of foreign policy, diplomacy, and inter-state relations.
8. Explore the military organization and administrative mechanisms of ancient states.
9. Develop critical understanding of ancient Indian political institutions in their historical context.
10. Encourage comparative and analytical approaches to the study of political systems and governance.

Course Outcomes

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

1. Identify and evaluate the literary, epigraphic, archaeological, and other sources related to ancient Indian polity.
2. Explain the major theories concerning the origin and nature of the state in Ancient India.
3. Analyze the characteristics and functioning of monarchies and Gana-Sanghas (republican states).
4. Describe the structure and role of central administrative institutions in ancient Indian governance.
5. Assess the importance of provincial, local, and village administration in maintaining political order.

6. Explain the organization and functioning of the judicial system and legal administration.
7. Examine the principles and practices of foreign policy, diplomacy, and inter-state relations in Ancient India.
8. Evaluate the role of military organization in governance, security, and state expansion.
9. Critically interpret ancient Indian political thought and administrative practices using historical evidence.
10. Demonstrate an understanding of the relevance and legacy of ancient Indian political institutions in the broader history of governance and statecraft.

Unit 1: Sources, Scope, and Theories of State Origin No. of lectures 15

- Sources of Ancient Indian Polity
- Theories of the Origin of State
- The Nature of State

Unit 2: Forms of Government and Central Administration No. of lectures 15

- Monarchy
- Gana-Sanghas (Republics)
- The Central Machinery

Unit 3: Provincial, Local, and Judicial Administration No. of lectures 15

- Provincial Administration
- Local and Village Governance
- Judicial Administration

Unit 4: Inter-State Relations and Military Governance No. of lectures 15

- Foreign Policy and Diplomacy
- Instruments of Diplomacy
- Military
- Administration

Reference Books

1. **Altekar, A.S.** – *State and Government in Ancient India* (The definitive classic for Indian polity studies).
2. **Sharma, Ram Sharan** – *Aspects of Political Ideas and Institutions in Ancient India* (Offers an excellent materialist and evolutionary perspective).
3. **Ghoshal, U.N.** – *A History of Indian Political Ideas* (Comprehensive analysis of textual theories).
4. **Shamasastri, R.** – *Kautilya's Arthashastra* (English Translation; essential primary source reference).
5. **Jayaswal, K.P.** – *Hindu Polity* (A foundational nationalist framework examining ancient republics).
6. अल्लतेकर, अ.स. (**Altekar, A.S.**), अनुवादक: हि.रा. गाडगीळ – प्राचीन भारतीय राज्यशासनाचा इतिहास (*Prachin Bhartiya Rajyashasanacha Itihas*).
7. शर्मा, रामशरण (**Sharma, R.S.**), अनुवादक: डॉ. सतीश कदम – प्राचीन भारतातील राजकीय विचार आणि संस्था (*Prachin Bharatatil Rajkiya Vichar ani Sanstha*).
8. कांगले, र.प. (**Kangle, R.P.**) – कौटिलीय अर्थशास्त्र (भाग १, २, ३) (The absolute authority on Kautilya in

Marathi; published by Maharashtra Rajya Sahitya ani Sanskruti Mandal).

9. डॉ. पां. गो. सहस्रबुद्धे (Dr. P.G. Sahasrabudhe) – प्राचीन भारतीय राज्यशास्त्र (*Prachin Bhartiya Rajyashastra*).
10. जायसवाल, काशी प्रसाद (Jayaswal, K.P.) – हिन्दू राज्यतन्त्र (*Hindu Rajyatantra*) (The standard Hindi university textbook on Hindu Polity).
11. शर्मा, रामशरण (Sharma, R.S.) – प्राचीन भारत में राजनीतिक विचार एवं संस्थाएं (*Prachin Bharat mein Rajnitik Vichar evam Sanstayein*) (Highly recommended by central and state universities).
12. पाण्डेय, राजबली (Pandey, Rajbali) – प्राचीन भारतीय राज्यशास्त्र (*Prachin Bhartiya Rajyashastra*).
13. मिश्र, श्यामलाल (Mishra, Shyamlal) – प्राचीन भारत में राज्य और न्याय (*Prachin Bharat mein Rajya aur Nyaya*).

ANCIENT INDIAN HISTORY AND CULTURE
B.A.Part-III, Paper DSE No. I
Choice Based Credit System (Introduced from June—2026)
Iconography of Ancient India

Credits : Theory (04), Practical (-)

Marks -60
Total Theory Lectures-60

Semester-V

Course Description

This course introduces students to the study of Indian iconography and its significance in understanding the religious, artistic, and cultural traditions of Ancient India. It examines the origin, development, nature, and sources of iconography and explores the principles governing the representation of divine figures in Hindu, Jain, and Buddhist traditions. The course focuses on the iconographic features, symbolism, attributes, postures, and artistic conventions associated with major deities and religious traditions. Special attention is given to Shaiva and Vaishnava iconography, Jain Tirthankaras, and Buddhist images as represented in major artistic traditions such as Gandhara, Mathura, Ajanta, and Ellora. Through the study of sculptures, paintings, inscriptions, and religious texts, students gain an understanding of the role of iconography in reconstructing the cultural and religious history of Ancient India.

Course Objectives

1. Introduce students to the meaning, nature, scope, and development of Indian iconography.
2. Familiarize students with the literary, archaeological, and artistic sources of iconographic studies.
3. Examine the importance of iconography in the study of ancient Indian religion, art, and culture.
4. Develop an understanding of the iconographic characteristics of major Hindu deities and sectarian traditions.
5. Study the iconography of Shaivism and Vaishnavism through their principal gods and goddesses.
6. Familiarize students with the iconographic features of the twenty-four Jain Tirthankaras and other Jain deities.
7. Analyze the development of Buddhist iconography in different artistic schools and traditions.
8. Examine the artistic and iconographic significance of Gandhara, Mathura, Ajanta, and Ellora.
9. Develop skills in identifying and interpreting religious images, symbols, and sculptures.
10. Encourage appreciation of India's artistic and cultural heritage through iconographic studies.

Course Outcomes

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

1. Explain the meaning, scope, development, and significance of iconography as a branch of archaeological and art historical studies.
2. Identify and evaluate the major literary, archaeological, and artistic sources used in iconographic research.
3. Recognize and interpret the iconographic features, symbols, attributes, and postures of Hindu deities.
4. Distinguish between the principal iconographic forms of Shaiva and Vaishnava traditions.
5. Identify the twenty-four Jain Tirthankaras and explain their iconographic characteristics.
6. Analyze the representation of Jain deities and their significance in religious art.

7. Examine the evolution of Buddhist iconography from aniconic to iconic traditions.
8. Differentiate the stylistic and iconographic features of the Gandhara and Mathura schools of art.
9. Assess the iconographic significance of the Buddhist monuments and artistic traditions of Ajanta and Ellora.
10. Apply iconographic principles in the identification, interpretation, and documentation of sculptures, paintings, and archaeological remains.
11. Demonstrate an understanding of the relationship between religion, symbolism, art, and cultural history in Ancient India.

Unit 1	Introduction of Iconography origine and development a) Meaning, Definition, Nature of Iconography b) Sources of Iconography. c) Importance of Iconography	No.of lectures 15
Unit 2	Hindu Iconography a) Gods and Godeses of Shaivism b) Gods and Godeses of Vaishavism	No.of lectures 15
Unit 3	Jain Iconography a) 24 Teerthankar Other selective deities of Jainism	No.of lectures 15
Unit 4	Buddhist Iconography a) Ghandhar, Mathura Style b) Iconography in Ajantha and Ellora	No.of lectures 15

Reading Reference:

1. Jitendra Nath Banerjea – *The Development of Hindu Iconography*
2. T.A. Gopinatha Rao – *Elements of Hindu Iconography*
3. Kalpana S. Desai – *Indian Iconography: With Special Reference to Vishnu and Shiva*
4. Benoytosh Bhattacharyya – *The Indian Buddhist Iconography*
5. Ananda K. Coomaraswamy – *Elements of Buddhist Iconography*
6. Dr. G.B. Deglurkar – भारतीय मूर्तीशास्त्र (Bhartiya Murtishastra)
7. Dr. N.P. Joshi – मूर्तीविज्ञान (Murtivijnana)
8. Dr. G.B. Deglurkar – महाराष्ट्रातील शिल्पकला व मूर्तीशास्त्र (Maharashtratil Shilpkala va Murtishastra)
9. Dr. R.C. Dhere – देवतांचे वर्गीकरण आणि मूर्तीविज्ञान (Devatance Vargikaran ani Murtivijnana)
10. Dr. Anuradha K. Ranade – चालुक्यकालीन मूर्तीशास्त्र (Chalukyakaalin Murtishastra)
11. Dr. D.N. Shukla – भारतीय मूर्तीविज्ञान (Bhartiya Murtivijnan)
12. Dr. J.N. Tiwari – हिंदू देवों की प्रतिमाएं (Hindu Devon Ki Pratimayein)
13. Dr. Vasudev Sharan Agrawala – भारतीय कला (Bhartiya Kala)
14. Dr. Ramanand Vidarathi – बौद्ध प्रतिमा विज्ञान (Bauddh Pratima Vijnan)
15. Dr. Maruti Nandan Prasad Tiwari – जैन प्रतिमा विज्ञान (Jain Pratima Vijnan)

ANCIENT INDIAN HISTORY AND CULTURE
B.A.Part-III, Paper DSE No. II
Choice Based Credit System (Introduced from June—2026)
Ancient India Trade and Trade Routs

Credits : Theory (04), Practical (-)

Marks -60

Total Theory Lectures-60

Semester-V

Course Description

This course examines the evolution of trade, commerce, and trade routes in Ancient India from the Harappan period to the Early Medieval period. It focuses on inland and maritime trade networks, merchant guilds, market centers, ports, and India's commercial relations with Central Asia, Southeast Asia, China, and the Roman world. The course also explores the cultural exchanges, urbanization, and economic transformations resulting from trade activities. Ancient routes such as Uttarapatha, Dakshinapatha, the Silk Route, and Indian Ocean maritime networks form an integral part of the study.

Course Objectives

1. To introduce students to the origin and development of trade in Ancient India.
2. To understand the major inland and maritime trade routes.
3. To analyze the role of merchants, guilds, ports, and market centers.
4. To examine India's foreign trade relations with neighboring and distant regions.
5. To assess the economic and cultural impact of trade networks on Indian civilization.

Course Outcomes (COs)

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

CO1: Explain the growth and nature of trade in Ancient India.

CO2: Identify major inland and maritime trade routes and their significance.

CO3: Evaluate the role of merchant guilds, ports, and commercial institutions.

CO4: Analyze India's trade relations with foreign countries and their cultural implications.

CO5: Interpret archaeological and literary sources related to ancient trade and commerce.

Unit I: Origins and Development of Trade in Ancient India

- Meaning and significance of trade
- Sources for the study of ancient trade: Archaeological, Literary and Epigraphic
- Trade during the Harappan Civilization
- Vedic economy and exchange systems
- Emergence of urban centers and commercial activities during the Mahajanapada period
- Trade under the Mauryas

Unit II: Inland Trade Routes and Commercial Networks

- Uttarapatha (Northern Trade Route)
- Dakshinapatha (Southern Trade Route)
- Riverine trade routes
- Caravan trade and Sarthavahas
- Trade centers: Taxila, Pataliputra, Ujjain, Mathura, Paithan
- Merchant communities and trade organizations

Unit III: Maritime Trade and Overseas Commerce

- Indian Ocean trade networks
- Monsoon winds and navigation
- Major ports: Bharuch (Barygaza), Muziris, Tamralipti, Arikamedu
- Trade with Rome, Southeast Asia, China and West Asia
- Export and import commodities
- Maritime technology and shipbuilding

Unit IV: Trade, Society and Cultural Exchange

- Merchant guilds and commercial institutions
- Trade and urbanization
- Spread of religions through trade routes
- Cultural interactions and diffusion of ideas
- Economic impact of trade on ancient Indian society
- Decline and transformation of trade routes in the Early Medieval period

References:-

1. Trade and Trade Routes in Ancient India – Moti Chandra
2. Sarthavaha – Moti Chandra
3. The Archaeology of Trade Routes – Nayanjot Lahiri
4. Trade and Commerce in Ancient India – H. Chakraborti
5. Foreign Trade and Commerce in Ancient India – P. C. Prasad
6. Economic History of Ancient India – R. S. Sharma
7. Indian Feudalism – R. S. Sharma
8. An Introduction to the Study of Indian History – D. D. Kosambi
9. Ancient India – Romila Thapar
10. The Wonder That Was India – A. L. Basham
11. प्राचीन भारताचा आर्थिक इतिहास
12. प्राचीन भारतातील व्यापार व व्यापारी मार्ग
13. प्राचीन भारताचा सांस्कृतिक इतिहास
14. प्राचीन भारत में व्यापार और वाणिज्य
15. प्राचीन भारत का आर्थिक इतिहास

ANCIENT INDIAN HISTORY AND CULTURE

B.A.Part-III, Paper Minor No. I

Choice Based Credit System (Introduced from June—2026)

Forts Architecture in Maharashtra

Credits : Theory (04), Practical (-)

Marks -60

Total Theory Lectures-60

Semester-V

Course Description

This course provides a comprehensive study of the origin, development, and architectural significance of forts in Maharashtra. It examines the evolution of fortification traditions from the early historical period to the medieval and Maratha periods, highlighting their strategic, military, political, and cultural importance. The course explores the contribution of the Yadavas, Bahmanis, Deccan Sultanates, and Marathas to fort architecture and military engineering. Special emphasis is placed on the architectural features, defensive mechanisms, and planning principles of hill forts, land forts, and coastal forts. Through detailed case studies of important forts such as Daulatabad, Gawilghur, Narnala, Raigad, Pratapgad, Naldurg, and Sindhudurg, students will gain an understanding of Maharashtra's rich fort heritage and its role in regional history, warfare, and cultural identity.

Course Objectives

1. Introduce students to the concepts, terminology, and historical development of fortification in India and Maharashtra.
2. Examine the evolution of military architecture from the Yadava period to the Maratha period.
3. Study the architectural and strategic significance of Daulatabad (Devgiri) Fort as a landmark in medieval fortification.
4. Analyze the contribution of the Bahmani Kingdom and Deccan Sultanates to military engineering and fort architecture.
5. Familiarize students with the structural and defensive features of Deccani forts.
6. Understand the military philosophy and fort-building strategies of Chhatrapati Shivaji Maharaj.
7. Examine the planning, construction, and defensive systems of Maratha hill forts and coastal forts.
8. Develop skills in identifying and interpreting architectural components of forts.
9. Promote awareness of fort conservation, heritage management, and cultural tourism.
10. Encourage field-based and heritage-oriented approaches to the study of military architecture.

Course Outcomes

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

1. Explain the origin, evolution, and significance of fortification traditions in Maharashtra.
2. Identify and describe the major architectural components and defensive features of forts.
3. Assess the contribution of the Yadavas, Bahmanis, Deccan Sultanates, and Marathas to the development of military architecture.
4. Analyze the strategic importance and architectural innovations of Daulatabad Fort and other major forts.
5. Evaluate the architectural characteristics of Deccani forts such as Gawilghur Fort, Narnala Fort, and Ahmednagar Fort.
6. Examine the military philosophy of Chhatrapati Shivaji Maharaj and its influence on fort architecture.

7. Distinguish between hill forts, land forts, and coastal fortifications based on their architectural and strategic features.
8. Interpret the historical and architectural significance of selected forts including Raigad Fort, Pratapgad Fort, Naldurg Fort, and Sindhudurg Fort.
9. Apply basic architectural and archaeological approaches in the study and documentation of forts.
10. Appreciate the role of forts as symbols of Maharashtra's historical, cultural, and military heritage

Unit 1	Introduction to Fortification and Early Developments of Forts a) Concepts and Terminology: b) Historical Evolution: c) The Yadava Legacy and Devgiri (Daulatabad) Fort	No.of lectures 15
Unit 2	Deccani Military Architecture a) Bahmani Kingdom and its successor of Deccani fort engineering. b) Architectural Features c) Gawilghur, Narnala and Ahilyanagar Fort	No.of lectures 15
Unit 3	Maratha Military Architecture and the Age of Shivaji Maharaj a) Shivaji Maharaj's Military Philosophy b) Anatomy of a Maratha Hill Fort c) Coastal and Naval Fortifications	No.of lectures 15
Unit 4	Study of Selective Forts a) Raigad b) Pratapgad c) Naldurga d) Sindhudurga	No.of lectures 15

Reading Reference Books:

1. Kamalapur, J.N. – *The Deccan Forts: A Study in the Art of Fortification in Mediaeval India*
2. Naravane, M.S. – *The Forts of Maharashtra*
3. Suresh, S. – *Defense Architecture in Early Karnataka and Maharashtra*
4. Mate, M.S. – *Maratha Architecture*
5. डॉ. ग.ब. देगलूरकर (Dr. G.B. Deglurkar) – *महाराष्ट्रातील शिल्पकला व मूर्तीशास्त्र (काही निवडक दुर्ग-स्थापत्य संदर्भ)*
6. प्र.के. घाणेकर (P.K. Ghanekar) – *दुर्गम दुर्ग आणि गड किल्ले महाराष्ट्राचे*
7. डॉ. सचिन जोशी (Dr. Sachin Joshi) – *महाराष्ट्रातील किल्ल्यांचे पुरातत्व (Archaeology of Maharashtra's Forts)*
8. गोपाळ निळकंठ दांडेकर (G.N. Dandekar) – *दुर्गदर्शन*

ANCIENT INDIAN HISTORY AND CULTURE
\B.A.Part-III, Semester V Paper VSC No. III
Choice Based Credit System
(Introduced from June—2026)
Archival Studies

Credits : Theory (02), Practical (-)

Marks -30
Total Theory Lectures-30

Course Description

This course introduces students to the principles, methods, and practices of archival studies and records management. It examines the nature, scope, and historical development of archives as repositories of documentary heritage and historical evidence. The course focuses on the creation, classification, preservation, organization, and accessibility of records throughout their lifecycle. Special attention is given to archival conservation, curation, and the challenges and opportunities presented by digital technologies in the management of archives. Through visits to state government archives and local or private archival repositories, students gain practical exposure to archival administration, preservation techniques, and research methodologies. The course highlights the importance of archives in historical research, cultural heritage preservation, and public memory.

Course Objectives

1. Introduce students to the concepts, nature, scope, and significance of archival studies.
2. Familiarize students with the historical development of archives and archival institutions.
3. Examine different types of records and their value as historical sources.
4. Understand the lifecycle of records from creation to preservation and disposal.
5. Study the principles and methods of archival conservation and preservation.
6. Develop knowledge of archival organization, cataloguing, classification, and access systems.
7. Examine the impact of digital technologies on archival management and preservation.
8. Provide practical exposure to archival repositories through field visits and observation.
9. Develop skills in handling, interpreting, and utilizing archival materials for research.
10. Promote awareness regarding the preservation and management of documentary heritage.

Course Outcomes

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

1. Explain the meaning, scope, nature, and significance of archival studies and records management.
2. Describe the historical evolution and functions of archives and archival institutions.
3. Identify different types of records and assess their importance as primary historical sources.
4. Analyze the lifecycle of records and the principles governing records management.
5. Demonstrate an understanding of archival preservation and conservation techniques.
6. Explain methods of organizing, cataloguing, indexing, and providing access to archival collections.
7. Evaluate the role of digital technologies in archival preservation, management, and dissemination.
8. Utilize archival resources effectively for historical, archaeological, and cultural research.
9. Prepare reports based on archival visits and observations of archival practices.
10. Appreciate the role of archives in preserving documentary heritage, collective memory, and historical knowledge.

11. Demonstrate basic professional competencies required for archival work, records management, and heritage documentation.

Unit 1	Foundations of Archival Science and Record Management	No. of lectures
	a) Definitions Concepts and nature of Archival Studies	10
	b) History of Archives	
	c) Types of a Record	
	d) The Lifecycle of Records	
Unit II	Preservation, Curation, and Digital Archives	No. of lectures
	a) Archival Conservation (Physical)	10
	b) Organization and Access	
	c) The Digital Transition	
Unit III	Visit to Archives	No. of lectures
	a) State Government Archives	10
	b) Private or Local Archives	

List of Reference Books:

1. Schellenberg, T.R. – Modern Archives: Principles and Techniques
2. Jenkinson, Hilary – A Manual of Archive Administration
3. Sengupta, S. – Experiencing History Through Archives
4. सिंह, विजय कुमार (Singh, V.K.) – अभिलेखागार एवं पुस्तकालय विज्ञान (Abhilekhagar evam Pustakalay Vigyan)
5. कुलकर्णी, अ.रा. (Kulkarni, A.R.) – पुणे दफ्तर आणि मराठ्यांचा इतिहास (Pune Daftar ani Marathyancha Itihas)

ANCIENT INDIAN HISTORY AND CULTURE

B.A. Part-III, Paper IKS No.X

Choice Based Credit System

(Introduced from June—2026)

Indian Knowledge System Specific (AIHC)

Credits : Theory (02), Practical (-)

Marks -30

Total Theory Lectures-30

Semester-V

Course Description

This course introduces students to the Indian Knowledge System (IKS) as a multidisciplinary body of knowledge developed over centuries through observation, experience, experimentation, and intellectual inquiry. The course examines the nature, scope, structure, and distinctive characteristics of traditional Indian knowledge with special reference to history, culture, and archaeology. It highlights the contributions of Ancient India in the fields of science, technology, mathematics, astronomy, metallurgy, architecture, and engineering. The course further explores traditional agricultural practices, water management systems, and ecological wisdom embedded in ancient Indian society. By integrating literary, archaeological, and material evidence, the course enables students to appreciate the scientific and technological achievements of Ancient India and their relevance to contemporary society and sustainable development.

Course Objectives

The course aims to:

1. Introduce students to the concept, nature, scope, and significance of the Indian Knowledge System.
2. Familiarize students with the historical development and structure of traditional knowledge in India.
3. Examine the scientific and technological contributions of Ancient India.
4. Study the development of mathematical and astronomical traditions in the Indian context.
5. Analyze ancient Indian achievements in metallurgy, material technology, architecture, and engineering.
6. Understand traditional agricultural practices and indigenous systems of resource management.
7. Examine ancient Indian water management systems and their role in sustainable development.
8. Explore ecological awareness and environmental ethics embedded in Indian traditions.
9. Develop an interdisciplinary understanding of Indian knowledge traditions through archaeological and historical evidence.
10. Encourage appreciation of India's intellectual, scientific, and cultural heritage.

Course Outcomes

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

1. Explain the meaning, nature, scope, and characteristics of the Indian Knowledge System.
2. Describe the structure and evolution of traditional knowledge systems in Ancient India.
3. Assess the contributions of Ancient India to mathematics, astronomy, and scientific thought.
4. Analyze the technological achievements of ancient Indian societies in metallurgy and material culture.
5. Evaluate the significance of architectural and engineering traditions in Ancient India.

6. Examine traditional agricultural knowledge and its relevance to sustainable resource utilization.
7. Interpret the functioning and importance of ancient water management systems.
8. Analyze ecological awareness and environmental practices reflected in Indian traditions.
9. Utilize archaeological, literary, and historical evidence for understanding Indian scientific and technological heritage.
10. Demonstrate an appreciation of the relevance of traditional knowledge systems to contemporary challenges related to sustainability, environment, and cultural heritage.

Unit 1	Introduction to IKS: Definition, Nature, and Scope	No.of lectures
	a) Concepts and Definitions	10
	b) Nature and Characteristics	
	c) Scope and Structure	
Unit II	Science, Technology, and Metallurgy in Ancient India	No.of lectures
	a) Mathematical and Astronomical Traditions	10
	b) Material Technology and Metallurgy	
	c) Architecture and Civil Engineering	
Unit III	Agriculture, Water Management, and Ecology	No.of lectures
	a) Traditional Agricultural Knowledge	10
	b) Ancient Water Management Systems	
	c) Ecological Awareness	

Reading Reference Books:

1. **Mahadevan, B., Bhat, Vinayak Rajat, and Nagendra Pavana R.** – Introduction to Indian Knowledge System: Concepts and Applications
2. **Kapoor, Kapil and Singh, A.K. (Eds.)** – Indian Knowledge Systems (Vols. 1 & 2)
3. **Tripathi, Vibha** – The Age of Iron in South Asia: Legacy and Tradition (For Metallurgy & Tech)
4. **Mishra, Anupam** – Aaj Bhi Khare Hain Talaab (Available in Hindi/English - For traditional water management)
5. **Shubhangana** – Agricultural Science in Ancient India
6. **Bose, D.M., Sen, S.N., and Subbarayappa, B.V.** – A Concise History of Science in India
7. **Kapoor, Kapil and Singh, A.K.** – Indian Knowledge Systems (Vol I & II)
8. **Mahadevan, B., Bhat, Vinayak Rajat, and Nagendra Pavana R.N.** – Introduction to Indian Knowledge System: Concepts and Applications
9. **Bose, D.M., Sen, S.N., and Subbarayappa, B.V.** – A Concise History of Science in India
10. **Tripathi, Vibha** – The Age of Iron in South Asia: Legacy and Tradition
11. **Mishra, Anupam** – The Radiant Raindrops of Rajasthan (Classic work on traditional water harvesting)
12. **शर्मा, राम निवास (Sharma, R.N.)** – प्राचीन भारत में विज्ञान और प्रौद्योगिकी (Prachin Bharat mein Vigyan aur Prodyogiki)
13. **कपूर, कपिल (Kapoor, Kapil)** – भारतीय ज्ञान प्रणाली (Bhartiya Gyan Pranali)
14. **गोडबोले, अच्युत (Godbole, Achyut)** – किमायागार (Kimayagar) (For a popular overview of ancient science history)
15. **जोशी, महादेवशास्त्री (Joshi, Mahadevshastri)** – भारतीय संस्कृती कोश (Bhartiya Sanskruti Kosh) (Relevant volumes for Vidyas and agricultural traditions)

ANCIENT INDIAN HISTORY AND CULTURE

B.A. Part-III, Paper Field Project

Choice Based Credit System

(Introduced from June—2026)

Field Project Major Related

Credits : Practical (02)

**Marks -30 Total
Practical- 60**

1. Archeological Field Visit:

- a) Archeological Sites
- b) Temple
- c) Caves
- d) Forts

2. Museum Visit:

- a) State and National Government Museum
- b) Private Museum

3. Excavation and Exploration Program

- a) Visit to Excavation sites
- b) Conduct Exploration work

4. Report Writing

(Note: Complete any two activities during semester)

ANCIENT INDIAN HISTORY AND CULTURE

B.A.Part-III, Semester-VI

Paper No. IX

Choice Based Credit System
(Introduced from June—2026)

Jainism and Buddhism in Ancient India

Credits : Theory (04), Practical (-)

Marks -60

Total Theory Lectures-60

Course Description

This course examines the origin, development, philosophy, and religious traditions of Jainism and Buddhism, two of the most influential Śramaṇa traditions of Ancient India. It explores the historical background, fundamental teachings, philosophical concepts, ethical principles, and religious practices associated with both faiths. The course focuses on key Jain doctrines such as Anekāntavāda, Nayavāda, Syādvāda, Jīva and Ajīva, as well as the concepts of bondage and liberation. It also examines Buddhist teachings, philosophical foundations, the organization of the Sangha, and the evolution of Buddhist sects. Through a comparative study of Jain and Buddhist traditions, students will gain an understanding of their contributions to Indian philosophy, religion, society, art, culture, and intellectual history.

Course Objectives

1. Introduce students to the historical background and emergence of Jainism and Buddhism in Ancient India.
2. Examine the fundamental teachings and philosophical foundations of Jainism.
3. Study the concepts of Anekāntavāda, Nayavāda, Syādvāda, Jīva, Ajīva, and Mokṣa in Jain philosophy.
4. Understand Jain religious practices, vows, sects, and spiritual disciplines.
5. Analyze the life, teachings, and philosophical principles of Buddhism.
6. Examine the ethical, social, and philosophical dimensions of Buddhist thought.
7. Study the organization and functioning of the Buddhist Sangha.
8. Compare the development, characteristics, and doctrines of various Jain and Buddhist sects.
9. Understand the significance of Buddhist Councils in the development of Buddhism.
10. Develop a comparative understanding of Jain and Buddhist contributions to Indian civilization.

Course Outcomes

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

1. Explain the historical circumstances leading to the emergence and growth of Jainism and Buddhism.
2. Describe the fundamental teachings and philosophical concepts of Jainism.
3. Analyze the doctrines of Anekāntavāda, Nayavāda, Syādvāda, Jīva, Ajīva, and liberation in Jain philosophy.
4. Evaluate the role of vows, ethical practices, and spiritual disciplines in Jain religious life.
5. Explain the basic teachings and philosophical foundations of Buddhism.
6. Assess the significance of Buddhist doctrines in the social and intellectual history of Ancient India.
7. Describe the nature, structure, and functions of the Buddhist Sangha.
8. Distinguish between the major Jain and Buddhist sects and evaluate their similarities and differences.

9. Explain the importance of Buddhist Councils in the preservation and spread of Buddhist teachings.
10. Critically compare Jain and Buddhist philosophies, religious practices, and worldviews.
11. Appreciate the contribution of Jainism and Buddhism to Indian culture, ethics, literature, art, architecture, and religious thought.

Unit I	Jain Teaching and Philosophy	No. of lectures
	a)Early History of Jainism and its origine	15
	b)Jain teaching and theory of Judgment.	
	c)Anekantvada,Nayvad and Syadvad.	
	Jain Metaphysics-Jain concept of the Jiva and Ajiva. Bondage and Liberation of the soul. Emancipation in Jainism.	
Unit II	Jain Religious Belief and Sects	No. of lectures
	a)Gunavratas, Shikshavratas	15
	b)11 Pratima	
	c) Jain Sects-their characteristics, Similarities and differences.	
Unit III	Buddhist Philosophy	No. of lectures
	a)Early History of Buddhism	15
	b)The Buddhism teaching	
	c)Buddhism Philosophy	
Unit IV	Buddhist Sects and Sangha	No. of lectures
	a)Buddhist Sangha-Nature and Membership	15
	b)Buddhist-Sects-their characteristics. similarities and differences Buddhist councils	

List of Reference books:

1. **P.H.Prabhawalkar** : Hindu Social organization , popular publication, Bombay.
2. **V.D.Mahajan** :Ancient Indai, S. Chand & Co.-New Delhi.
3. **Dr.A.S.Altekar** :Education in Ancient India, Banaras.
4. **Dr.A.S.Altekar** : Position of women in Hindu Civilization-Banaras
5. **H.Chattergee** : Social background of forms of marriage in Ancient India.
6. **BhideG.L.Kharvandikar** :PrachinBhartiyaRajkiyaSamajikAniArthikSanstha
(Marathi) PhadkePrakashan, Kolhapur
7. **BhartiyaSanskritiKosh (Releted Part)**BhartiyaSanskritiKoshMandal (Marathi)
Pune.
8. **G.L.Bhide** :PrachinBhartiyaSanthanchaItihas (Marathi) PhadkePrakashan, Kolhapur.

ANCIENT INDIAN HISTORY AND CULTURE
B.A.Part-III, Semester-VI
Paper No. X
Choice Based Credit System (Introduced from June—2026)
Art and Architecture in Ancient India

Credits : Theory (04), Practical (-)

Marks -60
Total Theory Lectures-60

Course Description

This course provides a comprehensive understanding of the artistic and architectural traditions of Ancient India with special emphasis on the Deccan, Gupta, and temple-building traditions. It examines the evolution of Indian art through architecture, sculpture, and painting, highlighting the cultural, religious, and aesthetic developments that shaped Indian civilization. The course explores the art and architecture of Amaravati and Nagarjunakonda, the rock-cut monuments of western India, the artistic achievements of the Gupta period, and the development of North and South Indian temple architecture. It also investigates the rich tradition of Indian painting from prehistoric rock art to the classical mural paintings of Ajanta, Bagh, and Badami. Through the study of monuments, sculptures, paintings, and archaeological remains, students gain an appreciation of India's artistic heritage and its contribution to world civilization.

Course Objectives

1. Introduce students to the development and significance of art and architecture in Ancient India.
2. Examine the artistic and architectural traditions of the Deccan region.
3. Study the architectural and sculptural features of Amaravati and Nagarjunakonda.
4. Analyze the evolution of Buddhist rock-cut architecture with special reference to Bhaje, Karle, Ajanta, and Ellora.
5. Understand the contribution of the Gupta period to Indian architecture and sculpture.
6. Examine the origin and development of temple architecture in Ancient India.
7. Study the distinctive characteristics of North Indian, South Indian, and Orissan temple styles.
8. Explore the evolution of painting traditions from prehistoric times to the classical period.
9. Develop skills in identifying and interpreting architectural, sculptural, and pictorial remains.
10. Promote appreciation of India's artistic, cultural, and archaeological heritage.

Course Outcomes

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

1. Explain the major developments in the history of Ancient Indian art and architecture.
2. Identify and analyze the artistic and architectural features of Amaravati and Nagarjunakonda.
3. Assess the significance of Buddhist rock-cut architecture at sites such as Bhaja Caves, Karla Caves, Ajanta Caves, and Ellora Caves.
4. Evaluate the contribution of the Gupta period to temple architecture, rock-cut monuments, and sculptural art.
5. Distinguish between the architectural characteristics of North Indian (Nagara) and South Indian (Dravida) temple styles.
6. Analyze the distinctive features and significance of the temple architecture of Odisha.
7. Explain the origin, development, and characteristics of painting traditions in Ancient India.
8. Interpret the artistic significance of prehistoric rock paintings at Bhimbetka Rock Shelters.

9. Assess the themes, techniques, and cultural significance of the mural paintings of Ajanta, Bagh, and Badami.
10. Apply art historical and archaeological approaches to the study of monuments, sculptures, and paintings.
11. Demonstrate an appreciation of the role of art and architecture in understanding the religious, social, and cultural history of Ancient India.

Unit I	The Art of the Deccan	No. of lectures
	a) Art and Architecture of Amaravati and Nagarajunkonda.	15
	b) Rock cut Architecture of Buddhist caves Bhaje, Karle, Ajanta, Ellora.	
 Unit II	 Gupta period	 No. of lectures
	a) Origin and development of temple architecture.	15
	b) The rock cut architecture of the Gupta period	
	c) The sculptural art of the Gupta period	
 Unit III	 Temple Architecture	 No. of lectures
	a) Nature and Characteristics of South Indian Temples.	15
	b) Nature and characteristics of North Indian Temples	
	c) Orissa Temples	
 Unit IV	 Art of Painting	 No. of lectures
	a) Nature, Characteristics of the art of painting in Ancient India	15
	b) Prehistoric rock shelters, Bhimberka.	
	c) Art of Paintings at Ajanta, Bagh, Badami.	

List of Reference books:

1. The art and Architecture of India , (Buddhist, Hindu & Jain)-Benjamin Rowland, Penguin Books Ltd. London
2. Indian Architecture (Buddhist and Hindu Periods) Percy Brown, D.B.Taraporwala Sons and Co., Mumbai.
3. History of India and Indonesia Art- Dr.AnandK.CoomarswamyMunisiramManohardas, Delhi.
4. Art of Indian-C.Shivramswmy.
5. BhartiyaSanskrutikosh-Vol.I to X, BhartiySankritiKoshMandal, Pune.
6. Puranaghaya (Jain Dnyankosh) SampadikaPanditaSumatibaishalaSharavikaPrakashan, Solapur.
7. PrachinBharatiya Kala, M.S.Mate, Continental Prakashan, Pune.
8. PrachinBharatiya Kala evaSankruti, Rajkishor Singh, UshaYadav.
9. Aksharshodh-BalkrushanaDabhade.
10. YogyuginKala,Maheshchandra Joshi.
- 11.BharatiyaMurtividnyan, N.P. Joshi, Maharashtra VidyapeethGranthNirmitiMandal, Nagpur.

ANCIENT INDIAN HISTORY AND CULTURE

B.A.Part-III, Semester-VI

Paper DSE I

Choice Based Credit System
(Introduced from June—2026)

Ancient India Numismatics

Credits : Theory (04), Practical (-)

Marks -60

Total Theory Lectures-60

Course Description

This course introduces students to the study of ancient Indian coinage as an important source for reconstructing political, economic, social, religious, and cultural history. It examines the origin and development of currency, the evolution from barter systems to monetized economies, and the technological aspects of coin production. The course explores major coin traditions of Ancient India, including Punch-Marked Coins, cast copper coinage, tribal and local coinage, and the coinage of significant dynasties such as the Indo-Greeks, Kushanas, Guptas, Satavahanas, and Western Kshatrapas. Through the study of symbols, legends, metallurgy, iconography, and manufacturing techniques, students gain an understanding of the role of numismatics in historical and archaeological research. The course also develops practical skills in identifying, classifying, and interpreting ancient coins.

Course Objectives

1. Introduce students to the concepts, scope, and significance of numismatics.
2. Examine the origin and evolution of currency and monetary systems in Ancient India.
3. Study the technological processes involved in ancient coin production.
4. Familiarize students with Punch-Marked Coins and their historical importance.
5. Analyze the characteristics of cast copper, tribal, and local guild coinages.
6. Understand the political, economic, and cultural significance of Indo-Greek, Kushana, and Gupta coinage.
7. Examine the numismatic traditions of the Satavahanas and Western Kshatrapas in the Deccan.
8. Develop skills in identifying and classifying ancient coins based on typology, symbols, legends, and metallurgy.
9. Explore the contribution of coins to the reconstruction of ancient Indian history.
10. Encourage appreciation of numismatic heritage as an important component of archaeological and historical research.

Course Outcomes

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

1. Explain the meaning, scope, and importance of numismatics in historical and archaeological studies.
2. Describe the evolution of currency from barter systems to coin-based economies in Ancient India.
3. Identify and explain various ancient coin manufacturing techniques and technologies.
4. Analyze the characteristics, chronology, and significance of Punch-Marked Coins.
5. Distinguish between cast copper coinage, tribal coinage, and local guild coinage.
6. Evaluate the contribution of Indo-Greek coinage to the development of Indian numismatic traditions.

7. Assess the iconography, legends, religious symbolism, and political significance of Kushana coinage.
8. Examine the artistic excellence, economic implications, and historical value of Gupta coinage.
9. Analyze the distinctive features of Satavahana and Western Kshatrapa coinage and their contribution to Deccan history.
10. Utilize coins as primary sources for reconstructing political, economic, religious, and cultural developments in Ancient India.
11. Apply basic numismatic methods for the identification, classification, documentation, and interpretation of ancient coins.
12. Demonstrate an understanding of the importance of numismatic evidence in archaeological research and heritage studies.

Unit 1: Introduction to Numismatics and Coin Technology No. of lectures 15

- a) Concepts and Definitions: Scope, and importance of Numismatics
- b) Evolution of Currency and Barter System
- c) Manufacturing Techniques

Unit 2: Punch-Marked Coins and Tribal/Local Coinage No. of lectures 15

- a) Punch-Marked Coins (PMC):
- b) Cast Copper Coinage
- c) Tribal and Local Guild Coinage

Unit 3: Dynastic Coinage: Indo-Greeks, Kushanas, and Guptas No. of lectures 15

- a) The Indo-Greek Influx
- b) Kushana Coinage
- c) The Golden Age of Guptas

Unit 4: Indigenous Dynasties of the Deccan No. of lectures 15

- a) Satavahana Coinage
- b) Western Kshatrapas

Reference Books

1. Gupta, P.L. – *Coins* (An excellent, highly accessible introduction for beginners).
2. Altekar, A.S. – *The Coinage of the Gupta Empire* (The standard textbook for Gupta numismatics).
3. Rapson, E.J. – *Catalogue of the Coins of the Andhra Dynasty, the Western Kshatrapas, the*

- Traikutaka Dynasty and the "Bodhi" Dynasty* (An essential reference for Deccan studies).
4. Lahiri, A.N. – *Corpus of Indo-Greek Coins* (Comprehensive study of bilingual coinage).
 5. Sarshar, Ashoke Kumar – *Coinage of Ancient India* (Great resource for manufacturing tech and tribal coins).
 6. डॉ. प्र.ल. गुप्ता (Dr. P.L. Gupta), अनुवादक: डॉ. सु.रा. देशपांडे – *प्राचीन भारतीय नाणी* (*Prachin Bhartiya Nani*) (Published by National Book Trust).
 7. डॉ. मो.दि. पारधे (Dr. M.D. Pardhe) – *भारतीय नाणेबाजार आणि नाणेशास्त्र* (*Bhartiya Nanebajar ani Nanashastra*).
 8. शोभना गोखले (Shobhana Gokhale) – *पुराभिलेख आणि नाणेशास्त्र* (*Purabhilekh ani Nanashastra*) (Focuses deeply on Satavahana and Western Kshatrapa scripts/coins).
 9. डॉ. आनंद कुलकर्णी (Dr. Anand Kulkarni) – *प्राचीन भारताचा आर्थिक व नाणेशास्त्राचा इतिहास* (*Prachin Bharatacha Arthik va Nanashastracha Itihas*).
 10. गुप्त, परमेश्वरी लाल (Gupta, P.L.) – *भारत के पूर्वकालिक सिक्के* (*Bharat ke Purvakalik Sikka*).
 11. उपाध्याय, वासुदेव (Upadhyay, Vasudev) – *प्राचीन भारतीय सिक्के* (*Prachin Bhartiya Sikka*) (A classic, widely used university textbook in Hindi).
 12. संत, कोमल (Sant, Komal) – *प्राचीन भारतीय मुद्राशास्त्र* (*Prachin Bhartiya Mudrashastra*).
 13. मिश्र, राजवंत (Mishra, Rajvant) – *प्राचीन भारतीय अभिलेख एवं मुद्राएं* (*Prachin Bhartiya Abhilekh evam Mudrayein*).

ANCIENT INDIAN HISTORY AND CULTURE

B.A.Part-III, Semester-VI

Paper DSE II

Choice Based Credit System
(Introduced from June—2026)

Indian Fairs and Festival

Credits : Theory (04), Practical (-)

Marks -60 Total Theory Lectures-60

Course Description

Indian fairs and festivals represent an important aspect of India's cultural heritage, social life, religious traditions, and economic activities. From ancient times, fairs and festivals have served as centers of religious worship, cultural exchange, trade, entertainment, and community interaction. This course examines the historical development, religious significance, regional diversity, socio-economic functions, and cultural impact of Indian fairs and festivals from ancient to modern times. It also explores the role of fairs and festivals in preserving tangible and intangible cultural heritage.

Course Objectives

1. To introduce students to the historical origins and evolution of Indian fairs and festivals.
2. To understand the religious, cultural, and social significance of fairs and festivals in India.
3. To study major regional, national, and religious fairs and festivals.
4. To analyze the role of fairs and festivals in cultural integration and heritage preservation.
5. To examine the economic and tourism-related importance of fairs and festivals in contemporary India.

Course Outcomes (COs)

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

CO1: Explain the origin, evolution, and significance of Indian fairs and festivals.

CO2: Identify major religious, cultural, and seasonal festivals across India.

CO3: Analyze the socio-cultural and economic functions of fairs and festivals.

CO4: Evaluate the contribution of fairs and festivals to cultural heritage and national integration.

CO5: Interpret historical, literary, archaeological, and ethnographic sources related to Indian fairs and festivals.

Unit I: Concept, Origin and Historical Development of Fairs and Festivals

- Meaning and definitions of fairs and festivals
- Sources for the study of Indian fairs and festivals:
 - Literary sources
 - Archaeological sources
 - Epigraphic sources
 - Folk traditions
- Evolution of fairs and festivals in Ancient India
- Seasonal, agricultural, religious, and cultural festivals
- Role of fairs and festivals in traditional Indian society

Unit II: Religious Fairs and Festivals of India

- Hindu Festivals
- Navratri and Dussehra
Diwali
Makar Sankranti
Ganesh Chaturthi
- Buddhist & Jain Festivals
Buddha Purnima, Kathina Ceremony, Mahavir Jayanti, Paryushan
- Sikh Festivals:- Gurburab Baisakhi

Unit III: Major Fairs and Regional Festivals of India

- Major Fairs:- Kumbh Mela, Pushkar Fair , Sonepur Fair ,
- Regional Festivals:- Pongal (Tamil Nadu) , Onam (Kerala) , Bihu (Assam) , Hornbill Festival (Nagaland), Chhath Puja (Bihar) Bathukamma (Telangana)
- Cultural Functions:- Folk performances , Traditional arts and crafts , Trade and commercial activities, Pilgrimage traditions

Unit IV: Fairs, Festivals and Cultural Heritage

- Festivals as Intangible Cultural Heritage
- Fairs and festivals as instruments of social cohesion
- Economic significance and tourism development
- Role in preserving folk traditions and indigenous knowledge
- Government initiatives for festival preservation
- Contemporary challenges: Commercialization, Environmental concerns, Cultural transformation
- Festivals and national integration

References:-

1. The Cultural Heritage of India
2. Indian Festivals
3. The Wonder That Was India
4. Ancient India
5. An Introduction to the Study of Indian History
6. Indian Society and Culture
7. The Oxford India Companion to Sociology and Social Anthropology
8. Indian Folk Traditions
9. Cultural History of India
10. Festivals of India
11. भारतीय सण आणि उत्सव
12. भारतीय संस्कृती आणि परंपरा
13. लोकसंस्कृती आणि लोकपरंपरा
14. भारतीय पर्व एवं उत्सव
15. भारतीय संस्कृति और परंपराएँ

ANCIENT INDIAN HISTORY AND CULTURE

B.A.Part-III, Semester-VI

Paper Minor VI

Choice Based Credit System

(Introduced from June—2026)

Ancient World Civilizations

Credits : Theory (04), Practical (-)

Marks -60

Total Theory Lectures-60

Course Description

This course introduces students to the major civilizations of the ancient world and examines their contributions to the development of human society, culture, governance, economy, religion, science, technology, and art. The course focuses on the civilizations of Mesopotamia, Egypt, Greece, and Rome, highlighting their geographical settings, political institutions, social structures, economic systems, religious beliefs, artistic achievements, and technological innovations. It explores the processes of state formation, urbanization, law, administration, and cultural interaction that shaped these civilizations and influenced subsequent world history. Through a comparative and interdisciplinary approach, students gain an understanding of the foundations of ancient civilizations and their enduring legacy in the modern world.

Course Objectives

The course aims to:

1. Introduce students to the emergence and development of major ancient world civilizations.
2. Examine the geographical and environmental factors that influenced the growth of ancient civilizations.
3. Study the political institutions, legal systems, and administrative structures of Mesopotamia, Egypt, Greece, and Rome.
4. Analyze the social and economic organization of ancient societies.
5. Understand the role of religion, mythology, and belief systems in shaping ancient cultures.
6. Examine the artistic, architectural, scientific, and technological achievements of ancient civilizations.
7. Explore the development of urbanization, trade, and cultural interaction in the ancient world.
8. Assess the contributions of Greek and Roman civilizations to political thought, law, and governance.
9. Develop comparative perspectives on the similarities and differences among ancient civilizations.
10. Promote an appreciation of the global heritage and enduring legacy of ancient world civilizations.

Course Outcomes

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

1. Explain the origin, development, and characteristics of major ancient world civilizations.
2. Analyze the influence of geography and environment on the growth of Mesopotamian, Egyptian, Greek, and Roman civilizations.
3. Describe the political structures, administrative systems, and legal traditions of ancient societies.
4. Assess the social and economic foundations of ancient civilizations, including agriculture, trade, and urban development.

5. Examine the significance of religious beliefs, mythology, and ritual practices in shaping cultural traditions.
6. Evaluate the contributions of Mesopotamia to writing, law, administration, and urban civilization.
7. Explain the importance of the Nile Valley and the role of pharaonic rule in the development of Egyptian civilization.
8. Analyze the political, cultural, and intellectual achievements of Ancient Greece, including the evolution of the polis and the Golden Age of Athens.
9. Assess the contributions of the Roman Republic and Empire to law, governance, engineering, and civic life.
10. Interpret the artistic and architectural achievements of Egypt, Greece, and Rome within their historical contexts.
11. Compare the major features, achievements, and legacies of the ancient civilizations studied.
12. Demonstrate an understanding of the influence of ancient civilizations on later historical developments and modern society.

Unit 1: Unit 1: Mesopotamian Civilization

No. of lectures 15

- a) Geography and Cradle
- b) Political Structure & Law
- c) Society and Economy
- d) Cultural & Technical Milestones

Unit 2: Egyptian Civilization

No. of lectures 15

- a) The Gift of the Nile
- b) The State and Pharaonic Rule
- c) Religion and the Afterlife
- d) Art and Monumental Architecture

Unit 3: Ancient Greek Civilization

No. of lectures 15

- a) Evolution of the Polis
- b) The Golden Age of Athens
- c) Greek Mythology and Art
- d) The Hellenistic Legacy

Unit 4: Ancient Roman Civilization

No. of lectures 15

- a) From Republic to Empire
- b) Pax Romana and Law
- c) Engineering and Civic Architecture
- d) Decline and Transition

Reading Reference Books:

1. J.N. Postgate – *Early Mesopotamia: Society and Economy at the Dawn of History*
2. Marc Van De Mieroop – *A History of the Ancient Near East, ca. 3000–323 BC*
3. Barry J. Kemp – *Ancient Egypt: Anatomy of a Civilization*
4. Ian Shaw – *The Oxford History of Ancient Egypt*
5. Sarah B. Pomeroy – *Ancient Greece: A Political, Social, and Cultural History*
6. Mary Beard – *SPQR: A History of Ancient Rome*
7. Antony Andrewes – *The Greeks*
8. डॉ. सुशील माधव पाठक – विश्व की प्राचीन सभ्यताओं का इतिहास
9. श्रीराम गोयल – प्राचीन यूनान का इतिहास
10. प्रा. डॉ. ना. स. दीक्षित – जगातील प्राचीन सभ्यता

ANCIENT INDIAN HISTORY AND CULTURE

B.A.Part-III, Semester-VI

Paper VSC- IV

Choice Based Credit System
(Introduced from June—2026)

Heritage and Tourism

Credits : Theory (02), Practical (-)

Marks -30

Total Theory Lectures-30

Course Description

This course introduces students to the concepts, principles, and practices of heritage and tourism, emphasizing the relationship between cultural heritage conservation and sustainable tourism development. It explores the nature, scope, and types of heritage, including archaeological, historical, architectural, cultural, and natural heritage resources. The course examines heritage legislation, tourism planning, tour design, logistics, financial management, and the professional responsibilities of heritage guides. It further focuses on sustainable and community-based tourism approaches, field documentation techniques, and heritage marketing strategies. Through theoretical understanding and practical applications, students gain the knowledge and skills required for heritage interpretation, tourism management, and cultural resource promotion.

Course Objectives

1. Introduce students to the concepts, scope, and significance of heritage and tourism.
2. Familiarize students with different types of cultural and natural heritage resources.
3. Examine the legal and institutional framework for heritage protection and management.
4. Develop an understanding of heritage tourism and its role in cultural preservation and economic development.
5. Study the principles and techniques of tour planning, circuit design, and tourism management.
6. Understand the operational, logistical, and financial aspects of heritage tourism.
7. Examine the role, responsibilities, and ethical conduct of heritage guides.
8. Explore the principles and practices of sustainable and community-based tourism.
9. Develop skills in field documentation, heritage interpretation, and project preparation.
10. Understand the importance of marketing and promotion in heritage tourism.

Course Outcomes

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

1. Explain the concepts, scope, and various forms of heritage and tourism.
2. Identify and classify cultural, archaeological, historical, architectural, and natural heritage resources.
3. Analyze the significance of heritage legislation and policies for heritage conservation and tourism management.
4. Assess the role of heritage tourism in promoting cultural awareness and local economic development.
5. Design heritage tour circuits considering historical significance, accessibility, and visitor experience.
6. Apply basic principles of tourism operations, logistics, budgeting, and financial planning.
7. Demonstrate an understanding of the professional responsibilities and communication skills required of heritage guides.
8. Evaluate the principles and challenges of sustainable and community-based tourism.

9. Conduct field documentation and prepare heritage-based project reports using appropriate methodologies.
10. Develop strategies for the effective interpretation, promotion, and marketing of heritage resources.
11. Analyze the relationship between heritage conservation, tourism development, and community participation.
12. Demonstrate awareness of ethical, social, and environmental responsibilities in heritage tourism management.

Unit 1: Foundations of Heritage and Tourism No. of lectures 10

- Concepts and Definitions: scope, and types of heritage
- The Framework of Heritage Tourism
- Heritage Legislation

Unit 2: Tour Planning, Designing, and Management No. of lectures 10

- Tour Circuit Designing
- Logistics and Operations
- Financial Planning and Budgeting
- The Role of a Heritage Guide

Unit 3: Sustainable Tourism, Field Documentation, and Marketing No. of lectures 10

- Principles of Sustainable Tourism
- Community-Based Tourism
- Field Project & Documentation Workflow
- Marketing Heritage

Reference Books

1. Timothy, Dallen J. – *Cultural Heritage and Tourism: An Introduction*
2. Bhatia, A.K. – *Tourism Development: Principles and Practices*
3. UNESCO Publishing – *Managing Tourism at World Heritage Sites: A Practical Manual for World Heritage Site Managers*
4. Sarkar, H. – *Museums and Protection of Monuments and Antiquities in India*
5. सिंह, विजय कुमार (Singh, V.K.) – *पर्यटन सिद्धांत एवं व्यवहार (Paryatan Siddhant evam Vyavahar)*
6. कुमार, रमन (Kumar, Raman) – *सांस्कृतिक पर्यटन और धरोहर प्रबंधन (Sanskritik Paryatan aur Dharohar Prabandhan)*
7. घाणेकर, प्र.के. (Ghanekar, P.K.) – *गड, किल्ले आणि पर्यटन (Gad, Kille ani Paryatan)*
8. सोनावणे, डॉ. सुभाष (Sonawane, Dr. Subhash) – *पर्यटन भूगोल आणि ऐतिहासिक पर्यटन (Paryatan Bhugol ani Historical Tourism)*

ANCIENT INDIAN HISTORY AND CULTURE

B.A.Part-III, Semester-VI

Paper OJT

Choice Based Credit System
(Introduced from June—2026)

On Job Training

Credits : Practical (04)

Marks -60

Total Theory Lectures-40

Practical work – 60

- 1. On job training work should be related to your programe especially major and minor subject**
- 2. On job training work should be implement as per the University rules, regulation and guidelines.**
- 3. Evaluation pattern as per the University rules, regulation and guidelines.**

Punyshlok Ahilyadevi Holkar Solapur University, Solapur

Faculty of Humanities

Evaluation Pattern (04 Credits Paper)

Nature of Assessment	Total Marks	Passing Marks
	CA* 40	16
	UA 60	24

Evaluation Pattern (2 Credits Paper)

Nature of Assessment	Total Marks	Passing Marks
	CA* 20	08
	UA 30	12

*- Home Assignment/Unit Test/Oral Test/ Seminar/Field work/ Study tour report /Case study etc. Choice of subject teacher.

Nature of Question Paper - 04 Credits Paper

Time: 2.30 hours Marks: 60

Instructions:

- 1)
- 2)

Question 1. Choose the correct alternative.

12

- 1) A) B) C) D)
- 2) A) B) C) D)
- 3) A) B) C) D)
- 4) A) B) C) D)
- 5) A) B) C) D)
- 6) A) B) C) D)
- 7) A) B) C) D)
- 8) A) B) C) D)
- 9) A) B) C) D)
- 10) A) B) C) D)
- 11) A) B) C) D)
- 12) A) B) C) D)

Question 2. Write Short answers. (Any four)

12

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)

Question 3. Write Short Answers /Short notes (Any two)

12

- 1)
- 2)
- 3)
- 4)

Question 4. Write the detail answer (Broad answer type question) (Any one)

12

- 1)
- 2)

Question 5. Write the detail answer (Broad answer type question)

12

Nature of Question Paper – 02 Credits Paper

Time: 1:30 hours Marks: 30

Instructions:

- 1)
- 2)

Question 1. Choose the correct alternative. 06

- 1) A) B) C) D)
- 2) A) B) C) D)
- 3) A) B) C) D)
- 4) A) B) C) D)
- 5) A) B) C) D)
- 6) A) B) C) D)

Question 2. Write Short answers. (Any two) 06

- 1)
- 2)
- 3)
- 4)

Question 3. Write Short Answers /Short note. 06

- 1)

Question 4. Write the detail answer (Broad answer type question) (Any one) 12

- 1)
- 2)