

**The Kelkar Education Trust's  
V G Vaze College of Arts, Science and Commerce  
(Autonomous)**



**The Kelkar Education Trust's  
V G Vaze College of Arts, Science and Commerce  
(Autonomous)**

Syllabus for FY BA  
(2023 Onwards)

Program: BA

Semester 1

**MAJOR**

**Course: Civilizations of Ancient India from Earliest Times to 322 B.C.E**

<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
VGUVAMHIS101	<b>Civilizations of Ancient India from Earliest Times to 322 B.C.E</b>	04



**The Kelkar Education Trust's**  
**V G Vaze College of Arts, Science and Commerce**  
**(Autonomous)**

Syllabus as per **Choice Based Credit System**

i) Name of the Programme	:	F.Y.B.A. HISTORY
ii) Course Code	:	VG VUAMHIS101
		<b>Semester I - (HISTORY MAJORS)</b>
		<b>Civilizations of Ancient India from</b>
iii) Course Title	:	<b>Earliest Times to 322 B.C.E</b>
iv) Semester wise Course Contents	:	Copy of the syllabus Enclosed
v) References and additional references	:	Enclosed in the Syllabus
vi) Credit structure	:	
		No. of Credits per Semester : 04
vii) No. of lectures per Unit	:	15
viii) No. of lectures per week	:	
ix) Scheme of Examination		Semester End Exam:60 marks (4 Questions of 15 marks) Internal Assessment 40 marks: Class Test 15 marks, Project/ Assignment 15 marks Class Participation: 10 marks
x) Eligibility, if any	:	As laid down in the College Admission Prospectus / website
xi) Fee Structure	:	As per College Fee Structure specifications



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**Programme: FYBA**  
**Course : Ancillary**

**Semester: I**  
**Course Code :**

**Civilizations of Ancient India from Earliest Times to 322**  
**B.C.E**

VGUVAMHIS101

Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks					End Semester Examination	Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	Written	
4	-	-	3	15	15	10		-	60	100
<b>Max. Time, End Semester Exam (Theory) -2Hrs.</b>										

**Prerequisites**

1. Background of the periodization of history and tools to study history
2. Basic knowledge of English

**Course Objectives:**

1. To analyse details about the Neolithic Age and Chalcolithic Age
2. To understand details about the discovery and extent of Ancient India, comprehend the socio-economic and religious life of the people, detail the town planning and to study the reasons for the decline of the civilization.
3. To review the socio-political, religious and economic life of the people of the Vedic age.
4. To examine the political conditions leading to the formation of Janapadas, to trace the rise of Magadha and describe the invasions by the Persians and Greeks.
5. To critique the rise of Jainism and Buddhism.



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UNITS	MODULES	LECTURES
<b>I: Pre-historic India</b>	a) Sources; Stone Age b) Neolithic Age c) Chalcolithic Age	15
<b>II: Indus Valley Civilization</b>	a) Sources, Discovery and Extent b) Socio - Religious and Economic Life c) Town Planning and Decline of the Civilization	15
<b>III: Vedic Age</b>	a) Sources, Political and Economic Life b) Social Life: Family, Marriage system, Status of Women c) Varnashrama System and Religion	15
<b>IV: India: 600 B.C.E. to 322 B.C.E.</b>	a) Sources, Political Conditions: Rise of Magadha b) Religion: Jainism and Buddhism c) Persian and Greek Invasions	15
<b>Total No. of Lectures</b>		<b>60</b>

**Beyond the Syllabus**

Paper presentations, Book reviews, Visits to museums & historical sites, Discussions



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Semester I: Ancient India: Paper I Part A: Internal Assessment	
Sr. No.	Description
1	<b>Unit 1</b> Test & Assignment
2	<b>Unit 2</b> Map work, Museum Visits and Project & Model Making
3	<b>Unit 3</b> Class Presentation with PPT
4	<b>Unit 4</b> Map work & Discussion

Semester I: Ancient India Paper I Part A: (Paper Pattern)

**Duration: 2 hours** **Marks: 60**

Q.1 Essay (Unit 1) 15 marks

Q.2 Essay (Unit 2) 15 marks

Q.3 Essay (Unit 3) 15 Marks

Q.4. Essay (Unit 4) 15 Marks

OR

Short notes on any three out of five options.

**Course Outcomes:**

**Students should be able to:**

**CO1** Comprehend knowledge about the Neolithic Age and Chalcolithic Age.

**CO2** Recall the persons responsible for the discovery of the Indus Valley civilization and its extent, detail the features of socio-economic, cultural and religious life of the people, critique the town planning and argue the decline of the civilization.

**CO3** Appraise the socio-economic, religious and political life of the Vedic age.

**CO4** Assess the political conditions in India leading to the rise of Magadha, critique the Persian and Greek invasions and evaluate the rise of Jainism and Buddhism.

**CO5** Disseminate knowledge about significant aspects of Ancient India in the period of study, comprehend and express lessons learnt in the form of answers, apply the information acquired in assignments and presentations, examine critically what has been taught and evaluate the value of information acquired.



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**Recommended Resources:**

**Reference  
Books  
In English**

Agarwal D.P., *The Archaeology of India*, (Delhi Select Book Services) Syndicate, 1984. Allichin –B-Zidget and F. Raymond, *Origin of a Civilization – The History and early Archaeology of South Asia*, (Delhi Oxford and IBH), 1994.

Ayyanger, S.K., *Ancient India and South Indian History Culture*, Oriental Book Agency, Pune, 1941.

Basham A.L., *The Wonder that was India*, Rupa & Co., 1998.

Bhattacharya N.N., *Ancient Indian Rituals and their Social Contents*, Manohar Publications, Delhi, 1996.

Brown Percy, *Indian Architecture (Buddhist and Hindu Period)*, K.R.J. Book International, Delhi, 2014.

Chakravarty Uma, *The Social Dimensions of Early Buddhism*, Munshiram Manoharlal, Delhi, 1996.

Chakravarty, K.C., *Ancient Indian Culture and Civilization*, Vora and Company, Bombay, 1952.

Jha, D.N., *Ancient India in Historical Outline*, Motilal Banarasidas, New Delhi, 1974 Kautilya, *The Arthashastra*, Penguin Books, 1987.

Kulkarni, C.M., *Ancient Indian History and Culture*, Karnataka Publishing House, Mumbai, 1956.

Luniya B.N., *Life and Culture in Ancient India*, Lakshmi Narain Agarwal, Agra, 1994. Majumdar R.C. and Altekar A.S. ed, *The Vakataka- Gupta age*, Motilal Banarsidas, Delhi, 1967.

Majumdar, R.C., *Ancient India*, Motilal Banarasidas Publishers Pvt. Ltd. New Delhi, 1974.

Mookerjee, R.K., *Ancient India*, Allahabad, Indian Press, 1956.

Mukherjee, B.N., *Rise and Fall of the Kushan Empire*, (Kolkata Firma, KLM), 1988. Nandi R.N., *Social Roots of Religion in Ancient India*, (Kolkata K.B. Bagchi), 1986.



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- NilkanthaShastri, *A History of South India*, Madras, 1979
- Pannikar K.M., *Harsha and His Times*, D.B. Taraporewalla Sons and Co. Bombay, 1922.
- Pargitar, F.E.: *Ancient Indian Historical Tradition*, Motilal Banarasidas Publishers Pvt. Ltd.  
New Delhi, 1962.
- Pathak, V.S., *Historians of India (Ancient India)*, Asia Publishing, Bombay. 1966.
- Possehl G.L.ed., *Ancient Cities of the Indus*, Vikas, Delhi, 1979.
- Possehl, G.L., *The Indus Civilization: A Contemporary Perspective*, Altamira Press, New York, 2002.
- Sen, S.N., *Ancient Indian History and Civilization*, Wiley Eastern Pvt. Ltd, New Delhi, 1988. Sharma, L.P., *Ancient History of India, Pre- Historic Age to 1200 A.D.*, Vikas Publishing House, New Delhi, 1981.
- Sharma, S.R., *Ancient Indian History and Culture*, Hind Kitab Ltd., Mumbai 1956. Thapar Romila, *Ashoka and decline Mauryas*, Oxford University Press, London, 1961.
- Tripathi R.S. *History of Ancient India*- Motilal, Banarasidas-Varanasi- 1988

\*\*\*\*\*

**Reference  
Books  
In  
Marathi:**

- Gayedhani R.N. and Raurkar, *Prachin Bharatachaltihis*, Continental Prakashan, Pune.
- Joshi, P.G., *Prachin Bharatacha Sanskritik Itihis*, Vidhya Prakashan, Pune.
- Khabde Dinkar, *Prachin Bharat*, Kailash Prakashan, Aurangabad.
- Kosambi, D.D., *Prachin Bharatiye Sanskritibha Sabhyata*, Diamond Pub, Pune, 2006.
- Kulkarni, A.R., *Prachin Bharat*, Snehvardhan Prakashan, Pune.
- Morbanchikar, R.S., *Sathvahanakalin Maharashtra*, Kailash Prakashan, Aurangabad.
- Singre, Anil, *Dakshin Bharatachaltihis*, Kailash Prakashan, Aurangabad.

**E-Resources**



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**V G Vaze College of Arts, Science and Commerce**  
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<b>Webliography</b>	<i>Ancient India (ASI Report)</i> <a href="https://archive.org/details/in.gov.ignca.34060/page/n3/mode/2up">https://archive.org/details/in.gov.ignca.34060/page/n3/mode/2up</a>
<b>MOOCS</b>	Mukhopadhyaya, Shouwik, <i>Emergence of Early Historic India</i> <a href="https://swayam.gov.in/nd2_cec20_hs03/preview">https://swayam.gov.in/nd2_cec20_hs03/preview</a>

Syllabus prepared by:

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Ms. Harshana Nikam, Assistant Professor, Dept. of History & Member, BOS Vaze  
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Ms. Jaiee Bhat, Assistant Professor, Dept. of History & Member, BOS, Vaze  
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- Vice-Chancellor's Nominee

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- Industry/Corporate Sector

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- Meritorious Alumnus

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Syllabus for FY BA  
(2023 Onwards)

Program: BA

Semester 2

**MAJOR**

**Course: Empires of Ancient India from 322 B.C.E to 1000 C.E.**

<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
VG VU AM HIS 201	<b>Empires of Ancient India from 322 B.C.E to 1000 C.E.</b>	04



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Syllabus as per **Choice Based Credit System**

i) Name of the Programme	:	F.Y.B.A. HISTORY
ii) Course Code	:	VGUVAMHIS201
		<b>Semester II - (HISTORY MAJORS)</b>
iii) Course Title	:	Empires of Ancient India from 322 B.C.E to 1000 C.E.
iv) Semester wise Course Contents	:	Copy of the syllabus Enclosed
v) References and additional references	:	Enclosed in the Syllabus
vi) Credit structure	:	
No. of Credits per Semester	:	04
vii) No. of lectures per Unit	:	15
viii) No. of lectures per week	:	
ix) Scheme of Examination		Semester End Exam: 60 marks (4 Questions of 15 marks) Internal Assessment 40 marks: Class Test 15 marks, Project/ Assignment: 15 marks Class Participation: 10 marks
x) Eligibility, if any	:	As laid down in the College Admission Prospectus / website
xi) Fee Structure	:	As per College Fee Structure specifications



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**Programme: FYBA**  
**Course : Ancillary:**

**Semester: II**  
**Course Code :**

**Empires of Ancient India from 322 B.C.E to 1000 C.E.**

**VG VUAMHIS201**

Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks					End Semester Examination	Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	Written	
4	-	-	3	15	15	10		-	60	100
<b>Max. Time, End Semester Exam (Theory) - 2Hrs.</b>										

**Prerequisites**

1. Background of the periodization of history and tools to study history
2. Basic knowledge of English

**Course Objectives:**

1. To get acquainted with the political developments and expansionist policies of important dynasties of Ancient India.
2. To know the nuances of empire building through the policies and achievements which led to the formation of the Mauryan Empire.
3. To understand the details about the rise of the Guptas; their administration, socio-religious life and cultural development.
4. To examine the achievements of Harshavardhana; to trace the rise in power of the Rajputs and understand the causes and consequences of the Arab invasion of Sindh.
5. To study the political conditions of the Deep South through the dynastic achievements of the Rashtrakutas, Cholas, Pallavas and Chalukyas and to analyse the spread of Indian culture to other South East Asian countries in the ancient period.



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UNITS	MODULES	LECTURES
<b>I: Mauryan and Post-Mauryan Period (322 B.C.E. to 320 C.E.)</b>	(a) Chandragupta and Ashoka (b) Mauryan Administration (c) Post Mauryan Dynasties- Kushanas and Satavahanas	11
<b>II: Gupta Age (320 C.E. to 600 C.E.)</b>	(a) Imperial Expansion: Chandragupta I, Samudragupta and Chandragupta II (b) Administration (c) Classical Age: Literature, Science, Art and Architecture.	11
<b>III: Post Gupta Period (600 C.E. to 1000 C.E.)</b>	(a) Political Conditions: Harshavardhan's Empire (b) Administration and Socio – Religious Life in Harshvardhana's Empire (c) Rise of Rajputs and Arab Invasion of Sind	11
<b>IV: Major Dynasties of the Deccan and South India</b>	(a) Chalukyas of Badami and Rashtrakutas (b) Pallavas and Cholas (c) Spread of Indian Culture in South-East Asia	12
<b>Total No. of Lectures</b>		45

**Beyond the Syllabus**

Paper presentations, Book reviews, Visits to museums & historical sites, Discussions



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Semester II: Ancient India: Paper I Part B: Internal Assessment	
Sr. No.	Description
1	<b>Unit 1</b> Museum Visits, Test & Assignment
2	<b>Unit 2</b> Map work and Class Presentation with PPT
3	<b>Unit 3</b> Map work and Discussion
4	<b>Unit 4</b> Project & Model Making.

Semester II: Ancient India: Paper I Part B (Paper Pattern)

**Duration: 2 hours** **Marks: 60**

Q.1 Essay (Unit 1) 15 marks

Q.2 Essay (Unit 2) 15 marks

Q.3 Essay (Unit 3) 15 Marks

Q.4. Essay (Unit 4) 15 Marks

OR

Short notes on any three out of five options.

**Course Outcomes:**

**Students should be able to:**

- |            |  |
|------------|--|
| <b>CO1</b> | Describe the process of empire building by citing examples of the different empires of Ancient India, like the Mauryan Empire, Satvahana Empire, Gupta Empire, etc. and compare the administrative policies of various dynasties.          |
| <b>CO2</b> | Analyse the various aspects of an empire like the socio-economic conditions, religious life as well as the progress made in culture, literature and science by those living in Ancient India.  |
| <b>CO3</b> | Note the significance of the political and cultural history of the Deccan and South Indian Kingdoms and the spread of Indian culture outside India.  |
| <b>CO4</b> | Determine the defining characteristics of the ancient period of Indian history.  |
| <b>CO5</b> | Disseminate knowledge about significant aspects of Ancient India in the period of study, comprehend and express lessons learnt in the form of answers, apply the information acquired in assignments and presentations, examine critically |



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what has been taught and evaluate the value of information acquired.

**Recommended Resources:**

**Reference  
Books  
In English**

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Allchin –B-Zidget and F. Raymond, *Origin of a Civilization – The History and early Archaeology of South Asia*, (Delhi Oxford and IBH), 1994.

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- Mukherjee, B.N., *Rise and Fall of the Kushan Empire*, (Kolkata Firma,KLM), 1988. Nandi R.N., *Social Roots of Religion in Ancient India*, (Kolkata K.B. Bagchi), 1986.
- Nilkantha Shastri, *A History of South India*, Madras, 1979
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- Pargitar,F.E.: *Ancient Indian Historical Tradition*, Motilal Banarasidas Publishers Pvt.Ltd. New Delhi, 1962.
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- Sharma, S.R.,*Ancient Indian History and Culture*, Hind Kitab Ltd., Mumbai 1956.
- Singh, Upinder, *A History of Ancient and Early Medieval India*, Pearson India Education Services, Pvt. Ltd., Noida, 2008.
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\*\*\*\*\*

**Reference  
Books  
In  
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Joshi, P.G., *Prachin Bharatacha Sanskritik Itihas*, VidhyaPrakashan, Pune.

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Kulkarni,A.R.,*Prachin Bharat*, Snehvardhan Prakashan, Pune.

Mehta, J. L. & Mehta Sarita, *Prachin Bharatacha Samagra Itihaas*, K'sagar Publications, Mumbai, 2017

Morbanchikar,R.S., *Sathvahana kalin Maharashtra*, Kailash Prakashan, Aurangabad.

Singre, Anil, *Dakshin Bharatacha Itihas*, Kailash Prakashan, Aurangabad.

**E-Resources**

**Webliography**    *Ancient India* <https://archive.org/details/ancientindia0000nard>

**MOOCS**            *Art, Architecture and Design of Ancient India*  
<https://www.udemy.com/course/the-art-architecture-and-design-of-ancient-india/>

Mukhopadhyaya, Shouwik, *Emergence of Early Historic India*  
[https://swayam.gov.in/nd2\\_cec20\\_hs03/preview](https://swayam.gov.in/nd2_cec20_hs03/preview)

Syllabus prepared by:

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College (Autonomous)

Ms. Jaiee Bhat, Assistant Professor, Dept. of History & Member, BOS, Vaze  
College (Autonomous)

- Subject Expert (from University other than MU)

a) Dr. Meherjyoti Sangale, Assistant Professor & Head, Dept. of History, SNTD  
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- Meritorious Alumnus

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Syllabus for FY BA  
(2023 Onwards)

Program: BA

Semester 1

**MINOR**

**Course: Civilizations of Ancient India from Earliest Times to 322 B.C.E**

<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
VGUVUANHIS101	<b>Civilizations of Ancient India from Earliest Times to 322 B.C.E</b>	04



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**Syllabus as per Choice Based Credit System**

- i) Name of the Programme : F.Y.B.A. HISTORY
- ii) Course Code : VGVUANHIS101  
**Semester I - (HISTORY MINOR)**
- iii) Course Title : **Civilizations of Ancient India from  
Earliest Times to 322 B.C.E**
- iv) Semester wise Course Contents : Copy of the syllabus Enclosed
- v) References and additional references : Enclosed in the Syllabus
- vi) Credit structure :
- No. of Credits per Semester : 04
- vii) No. of lectures per Unit : 15
- viii) No. of lectures per week :
- ix) Scheme of Examination
- Semester End Exam:60 marks (4  
Questions of 15 marks)
- Internal Assessment 40 marks:  
Class Test 15 marks,  
Project/ Assignment 15 marks  
Class Participation: 10 marks
- x) Eligibility, if any : As laid down in the College



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Admission Prospectus / website

xi) Fee Structure : As per College Fee Structure specifications

**Programme: FYBA**  
**Course : Ancillary**

**Semester: I**

**Civilizations of Ancient India from Earliest Times to 322 B.C.E** VGVUANHIS101

Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks					End Semester Examination	Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	Written	
4	-	-	3	15	15	10		-	60	100
<b>Max. Time, End Semester Exam (Theory) -2Hrs.</b>										

**Prerequisites**

1. Background of the periodization of history and tools to study history
2. Basic knowledge of English

**Course Objectives:**

1. To analyse details about the Neolithic Age and Chalcolithic Age
2. To understand details about the discovery and extent of Ancient India, comprehend the socio-economic and religious life of the people, detail the town planning and to study the reasons for the decline of the civilization.
3. To review the socio-political, religious and economic life of the people of the Vedic age.
4. To examine the political conditions leading to the formation of Janapadas, to trace the rise of Magadha and describe the invasions by the Persians and Greeks.
5. To critique the rise of Jainism and Buddhism.



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UNITS	MODULES	LECTURES
<b>I: Pre-historic India</b>	a) Sources; Stone Age b) Neolithic Age c) Chalcolithic Age	15
<b>II: Indus Valley Civilization</b>	a) Sources, Discovery and Extent b) Socio - Religious and Economic Life c) Town Planning and Decline of the Civilization	15
<b>III: Vedic Age</b>	a) Sources, Political and Economic Life b) Social Life: Family, Marriage system, Status of Women c) Varnashrama System and Religion	15
<b>IV: India: 600 B.C.E. to 322 B.C.E.</b>	a) Sources, Political Conditions: Rise of Magadha b) Religion: Jainism and Buddhism c) Persian and Greek Invasions	15
<b>Total No. of Lectures</b>		60



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Paper presentations, Book reviews, Visits to museums & historical sites, Discussions

**Semester I: Ancient India: Paper I Part A: Internal Assessment**

Sr. No.	Description
1	<b>Unit 1</b> Test & Assignment
2	<b>Unit 2</b> Map work, Museum Visits and Project & Model Making
3	<b>Unit 3</b> Class Presentation with PPT
4	<b>Unit 4</b> Map work & Discussion

**Semester I: Ancient India Paper I Part A: (Paper Pattern)**

**Duration: 2 hours** **Marks: 60**

Q.1 Essay (Unit 1) 15 marks

Q.2 Essay (Unit 2) 15 marks

Q.3 Essay (Unit 3) 15 Marks

Q.4. Essay (Unit 4) 15 Marks

OR

Short notes on any three out of five options.

**Course Outcomes:**

**Students should be able to:**

<b>CO1</b>	Comprehend knowledge about the Neolithic Age and Chalcolithic Age.
<b>CO2</b>	Recall the persons responsible for the discovery of the Indus Valley civilization and its extent, detail the features of socio-economic, cultural and religious life of the people, critique the town planning and argue the decline of the civilization.
<b>CO3</b>	Appraise the socio-economic, religious and political life of the Vedic age.
<b>CO4</b>	Assess the political conditions in India leading to the rise of Magadha, critique the Persian and Greek invasions and evaluate the rise of Jainism and Buddhism.
<b>CO5</b>	Disseminate knowledge about significant aspects of Ancient India in the period of study, comprehend and express lessons learnt in the form of answers, apply



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the information acquired in assignments and presentations, examine critically what has been taught and evaluate the value of information acquired.

**Recommended Resources:**

**Reference  
Books  
In English**

- Agarwal D.P., *The Archaeology of India*, (Delhi Select Book Services) Syndicate, 1984. Allichin –B-Zidget and F. Raymond, *Origin of a Civilization – The History and early Archaeology of South Asia*, (Delhi Oxford and IBH), 1994.
- Ayyanger, S.K., *Ancient India and South Indian History Culture*, Oriental Book Agency, Pune, 1941.
- Basham A.L., *The Wonder that was India*, Rupa & Co., 1998.
- Bhattacharya N.N., *Ancient Indian Rituals and their Social Contents*, Manohar Publications, Delhi, 1996.
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- Chakravarty, K.C., *Ancient Indian Culture and Civilization*, Vora and Company, Bombay, 1952.
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- Kulkarni, C.M., *Ancient Indian History and Culture*, Karnataka Publishing House, Mumbai, 1956.
- Luniya B.N., *Life and Culture in Ancient India*, Lakshmi Narain Agarwal, Agra, 1994. Majumdar R.C. and Altekar A.S. ed, *The Vakataka- Gupta age*, Motilal Banarsidas, Delhi, 1967.
- Majumdar, R.C., *Ancient India*, Motilal Banarasidas Publishers Pvt. Ltd. New Delhi, 1974.
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- Mukherjee, B.N., *Rise and Fall of the Kushan Empire*,





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- (Kolkata Firma,KLM), 1988. Nandi R.N., *Social Roots of Religion in Ancient India*, (Kolkata K.B. Bagchi), 1986.
- NilkanthaShastri, *A History of South India*, Madras, 1979
- Pannikar K.M., *Harsha and His Times*, D.B. Taraporewalla Sons and Co. Bombay,1922.
- Pargitar,F.E.: *Ancient Indian Historical Tradition*, MotilalBanarasidas Publishers Pvt.Ltd.  
New Delhi, 1962.
- Pathak, V.S.,*Historians of India (Ancient India)*, Asia Publishing, Bombay. 1966.
- Possehl G.L.ed., *Ancient Cities of the Indus*, Vikas, Delhi, 1979.
- Possehl, G.L., *The Indus Civilization: A Contemporary Perspective*, Altamira Press, New York, 2002.
- Sen, S.N., *Ancient Indian History and Civilization*, Wiley Eastern Pvt.Ltd, New Delhi, 1988. Sharma, L.P.,*Ancient History of India, Pre- Historic Age to 1200 A.D.*, Vikas Publishing House, New Delhi, 1981.
- Sharma, S.R.,*Ancient Indian History and Culture*, Hind Kitab Ltd., Mumbai 1956. Thapar Romila, *Ashoka and decline Mauryas*, Oxford University Press, London, 1961.
- Tripathi R.S. *History of Ancient India-* Motilal, Banarasidas-Varanasi- 1988

\*\*\*\*\*

**Reference  
Books  
In  
Marathi:**

- Gayedhani R.N. and Rahurkar, *PrachinBharatachaltihis*, Continental Prakashan, Pune.
- Joshi, P.G., *PrachinBharatachaSanskritikltihis*, VidhyaPrakashan, Pune.
- KhabdeDinkar, *Prachin Bharat*, Kailash Prakashan, Aurangabad.
- Kosambi, D.D., *PrachinBharatiyeSanskritibhaSabhyata*, Diomond Pub, Pune, 2006.
- Kulkarni,A.R.,*Prachin Bharat*, SnehvardhanPrakashan, Pune.
- Morbanchikar,R.S., *Sathvahanakalin Maharashtra*, KailashPrakashan, Aurangabad.
- Singre, Anil, *DakshinBharatachaltihis*, KailashPrakashan, Aurangabad.



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**E-Resources**

<b>Webliography</b>	<i>Ancient India (ASI Report)</i> <a href="https://archive.org/details/in.gov.ignca.34060/page/n3/mode/2up">https://archive.org/details/in.gov.ignca.34060/page/n3/mode/2up</a>
<b>MOOCS</b>	Mukhopadhyaya, Shouwik, <i>Emergence of Early Historic India</i> <a href="https://swayam.gov.in/nd2_cec20_hs03/preview">https://swayam.gov.in/nd2_cec20_hs03/preview</a>

Syllabus prepared by:

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Dr. Satwant Balse, Associate Professor, Head, Dept. of History & Member, BOS,  
Vaze College (Autonomous)

Ms. Harshana Nikam, Assistant Professor, Dept. of History & Member, BOS Vaze  
College (Autonomous)

Ms. Jaiee Bhat, Assistant Professor, Dept. of History & Member, BOS, Vaze  
College (Autonomous)

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- Vice-Chancellor's Nominee

1) Dr. Gaurav Gadgil, Associate Professor, Dept. of History, K.J. Somaiya College of  
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- Meritorious Alumnus

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Syllabus for FY BA

(2023 Onwards)

Program: BA

Semester 2

**MINOR**

**Course: Empires of Ancient India from 322 B.C.E to 1000 C.E.**

<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
VGUVANHIS201	<b>Empires of Ancient India from</b>	04



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	<b>322 B.C.E to 1000 C.E.</b>	
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**Syllabus as per Choice Based Credit System**

- i) Name of the Programme : F.Y.B.A. HISTORY
- ii) Course Code : VGVUANHIS201  
**Semester II - (HISTORY MINOR)**
- iii) Course Title : Empires of Ancient India from 322 B.C.E to 1000 C.E.
- iv) Semester wise Course Contents : Copy of the syllabus Enclosed
- v) References and additional references : Enclosed in the Syllabus
- vi) Credit structure :
- No. of Credits per Semester : 04
- vii) No. of lectures per Unit : 15
- viii) No. of lectures per week :
- ix) Scheme of Examination
- Semester End Exam: 60 marks (4 Questions of 15 marks)
- Internal Assessment 40 marks:
- Class Test 15 marks,
- Project/ Assignment: 15 marks
- Class Participation: 10 marks
- x) Eligibility, if any :
- As laid down in the College



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Admission Prospectus / website

xi) Fee Structure : As per College Fee Structure specifications

**Programme: FYBA**  
**Course : Ancillary:**

**Semester: II**  
**Course Code :**

**Empires of Ancient India from 322 B.C.E to 1000 C.E.**

VGVUANHIS201

Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks					End Semester Examination	Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	Written	
4	-	-	3	15	15	10		-	60	100
<b>Max. Time, End Semester Exam (Theory) - 2Hrs.</b>										

**Prerequisites**

1. Background of the periodization of history and tools to study history
2. Basic knowledge of English

**Course Objectives:**

1. To get acquainted with the political developments and expansionist policies of important dynasties of Ancient India.
2. To know the nuances of empire building through the policies and achievements which led to the formation of the Mauryan Empire.
3. To understand the details about the rise of the Guptas; their administration, socio-religious life and cultural development.
4. To examine the achievements of Harshavardhana; to trace the rise in power of the Rajputs and understand the causes and consequences of the Arab invasion of Sindh.
5. To study the political conditions of the Deep South through the dynastic achievements of the Rashtrakutas, Cholas, Pallavas and Chalukyas and to



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analyse the spread of Indian culture to other South East Asian countries in the ancient period.

UNITS	MODULES	LECTURES
<b>I: Mauryan and Post-Mauryan Period (322 B.C.E. to 320 C.E.)</b>	(d) Chandragupta and Ashoka (e) Mauryan Administration (f) Post Mauryan Dynasties- Kushanas and Satavahanas	11
<b>II: Gupta Age (320 C.E. to 600 C.E.)</b>	(d) Imperial Expansion: Chandragupta I, Samudragupta and Chandragupta II (e) Administration (f) Classical Age: Literature, Science, Art and Architecture.	11
<b>III: Post Gupta Period (600 C.E. to 1000 C.E.)</b>	(d) Political Conditions: Harshavardhan's Empire (e) Administration and Socio – Religious Life in Harshvardhana's Empire (f) Rise of Rajputs and Arab Invasion of Sind	11
<b>IV: Major Dynasties of the Deccan and South India</b>	(d) Chalukyas of Badami and Rashtrakutas (e) Pallavas and Cholas (f) Spread of Indian Culture in South-East Asia	12
<b>Total No. of Lectures</b>		45

**Beyond the Syllabus**

Paper presentations, Book reviews, Visits to museums & historical sites, Discussions



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Semester II: Ancient India: Paper I Part B: Internal Assessment	
Sr. No.	Description
1	<b>Unit 1</b> Museum Visits, Test & Assignment
2	<b>Unit 2</b> Map work and Class Presentation with PPT
3	<b>Unit 3</b> Map work and Discussion
4	<b>Unit 4</b> Project & Model Making.

Semester II: Ancient India: Paper I Part B (Paper Pattern)	
<b>Duration: 2 hours</b>	<b>Marks: 60</b>
Q.1 Essay (Unit 1)	15 marks
Q.2 Essay (Unit 2)	15 marks
Q.3 Essay (Unit 3)	15 Marks
Q.4. Essay (Unit 4)	15 Marks
OR	
Short notes on any three out of five options.	

**Course Outcomes:**

**Students should be able to:**

- |            |  |
|------------|--|
| <b>CO1</b> | Describe the process of empire building by citing examples of the different empires of Ancient India like the Mauryan Empire, Satvahana Empire, Gupta Empire, etc. and compare the administrative policies of various dynasties. |
| <b>CO2</b> | Analyse the various aspects of an empire like the socio-economic conditions, religious life as well as the progress made in culture, literature and science by those living in Ancient India.                                    |
| <b>CO3</b> | Note the significance of the political and cultural history of the Deccan and South Indian Kingdoms and the spread of Indian culture outside India.  |
| <b>CO4</b> | Determine the defining characteristics of the ancient period of Indian history.  |





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**CO5** Disseminate knowledge about significant aspects of Ancient India in the period of study, comprehend and express lessons learnt in the form of answers, apply the information acquired in assignments and presentations, examine critically what has been taught and evaluate the value of information acquired.

**Recommended Resources:**

**Reference  
Books  
In English**

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Allichin –B-Zidget and F. Raymond, *Origin of a Civilization – The History and early Archaeology of South Asia*, (Delhi Oxford and IBH), 1994.

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Ltd. New Delhi, 1974.

Mookerjee, R.K., *Ancient India*, Allahabad, Indian Press, 1956.

Mukherjee, B.N., *Rise and Fall of the Kushan Empire*,  
(Kolkata Firma, KLM), 1988. Nandi R.N., *Social Roots of  
Religion in Ancient India*, (Kolkata K.B. Bagchi), 1986.

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Pannikar K.M., *Harsha and His Times*, D.B. Taraporewalla Sons  
and Co. Bombay, 1922.

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Banarasidas Publishers Pvt. Ltd.

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Altamira Press, New York, 2002.

Sen, S.N., *Ancient Indian History and Civilization*, Wiley Eastern  
Pvt. Ltd, New Delhi, 1988.

Sharma, L.P., *Ancient History of India, Pre- Historic Age to 1200  
A.D.*, Vikas Publishing House, New Delhi, 1981.

Sharma, S.R., *Ancient Indian History and Culture*, Hind Kitab  
Ltd., Mumbai 1956.

Singh, Upinder, *A History of Ancient and Early Medieval  
India*, Pearson India Education Services, Pvt. Ltd., Noida,  
2008.

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University Press, London, 1961.

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Varanasi- 1988

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**Reference  
Books  
In  
Marathi:**

Gayedhani R.N. and Raurkar, *Prachin Bharatacha Itihas*, Continental  
Prakashan, Pune.

Joshi, P.G., *Prachin Bharatacha Sanskritik Itihas*, VidhyaPrakashan,



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Pune.

KhabdeDinkar, *Prachin Bharat*, Kailash Prakashan, Aurangabad.

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Singre, Anil, *Dakshin Bharatacha Itihas*, Kailash Prakashan, Aurangabad.

### **E-Resources**

**Webliography**    *Ancient India* <https://archive.org/details/ancientindia0000nard>

**MOOCS**            *Art, Architecture and Design of Ancient India*  
<https://www.udemy.com/course/the-art-architecture-and-design-of-ancient-india/>

Mukhopadhyaya, Shouwik, *Emergence of Early Historic India*  
[https://swayam.gov.in/nd2\\_cec20\\_hs03/preview](https://swayam.gov.in/nd2_cec20_hs03/preview)

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Vaze College (Autonomous)

Ms. Harshana Nikam, Assistant Professor, Dept. of History & Member, BOS Vaze  
College (Autonomous)

Ms. Jaiee Bhat, Assistant Professor, Dept. of History & Member, BOS, Vaze  
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- Vice-Chancellor's Nominee

1) Dr. Gaurav Gadgil, Associate Professor, Dept. of History, K.J. Somaiya College of Arts & Commerce, Vidyavihar (E), Mumbai 400 077.

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**The Kelkar Education Trust's  
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Syllabus for FY BA

(2023 Onwards)

Program: BA

Semester 1

**Vocational Skill Enhancement Course (VSEC)**

**Course: Introduction to Archaeology and Heritage Tourism**



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<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
VGUVAVSE103	<b>Introduction to Archaeology and Heritage Tourism</b>	04

Syllabus as per **Choice Based Credit System**

- i) Name of the Programme : F.Y.B.A. HISTORY
- ii) Course Code : VGUVAVSE103
- Semester I - (VSEC)**
- Empires of Ancient India from 322 B.C.E to 1000 C.E.
- iii) Course Title :
- iv) Semester wise Course Contents : Copy of the syllabus Enclosed
- v) References and additional references : Enclosed in the Syllabus
- vi) Credit structure :
- No. of Credits per Semester : 04
- vii) No. of lectures per Unit : 15
- viii) No. of lectures per week :
- ix) Scheme of Examination
- Semester End Exam: 60 marks (4 Questions of 15 marks)
- Internal Assessment 40 marks:
- Class Test 15 marks,
- Project/ Assignment: 15 marks
- Class Participation: 10 marks



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x) Eligibility, if any	:	As laid down in the College Admission Prospectus / website
xi) Fee Structure	:	As per College Fee Structure specifications

**Programme: FYBA**  
**Course : Ancillary:**

**Semester: II**  
**Course Code :**

**Introduction to Archaeology and Heritage Tourism**

**VGUVAVSE103**

Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks					End Semester Examination	Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	Written	
4	-	-	3	15	15	10		-	60	100
<b>Max. Time, End Semester Exam (Theory) - 2Hrs.</b>										

**Prerequisites**

1. Background of the periodization of history and tools to study history
2. Basic knowledge of English

**Course Objectives:**

1. To understand the meaning of Archaeology, its importance, scope, its relationship with other disciplines and the growth of Archaeology as a field of study.
2. To understand methods of archaeological explorations, excavations and dating of antiquities.
3. To study the importance of Epigraphy and understand growth of Epigraphy as a separate discipline, to evaluate the significance of inscriptions as sources of history and learn about the different scripts used in India during the Ancient period.
4. To discuss the definition and growth of study of Numismatics in India, interpret



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the importance of coins as a source of history and study the coinage of Ancient, Medieval and Modern periods of Indian history.

5. To be acquainted with the type, importance and emerging trends in Heritage Tourism, and understand the methods of Heritage Management.

UNITS	MODULES	LECTURES
<b>I: Archaeology: Aims, methods and Archaeological sites of India</b>	<ul style="list-style-type: none"> <li>a) Definition, Aims and Development of Archaeology in India, Archaeology and Other disciplines</li> <li>b) Field Archaeology: Methods of Exploration, Excavation and Dating Antiquities</li> <li>c) Geological Time Scale and Archaeological Sites of India: Pre-Historic, Proto and Early Historical Periods.</li> </ul>	15
<b>II: Epigraphy</b>	<ul style="list-style-type: none"> <li>a) Definition of Epigraphy; History of Indian Epigraphy</li> <li>b) Types of Inscriptions and their significance; Edicts of Ashoka</li> <li>c) Brahmi and Kharoshti Scripts</li> </ul>	15
<b>III: Numismatics</b>	<ul style="list-style-type: none"> <li>a) History of Indian Numismatics</li> <li>b) Ancient Indian Coinage: Punch-Marked, Satavahana, Western Kshatrapas, Kushana and Gupta Coins</li> <li>c) Coins of Medieval India and British India</li> </ul>	15
<b>IV: Heritage Tourism</b>	<ul style="list-style-type: none"> <li>a) Significance and Scope of Heritage Tourism; Types of Heritage</li> <li>b) New Trends in Heritage Tourism</li> <li>c) Heritage Management</li> </ul>	15
<b>Total No. of Lectures</b>		60





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Paper presentations, Book reviews, Visits to museums & historical sites, Discussions

Semester II: Ancient India: Paper I Part B: Internal Assessment	
Sr. No.	Description
1	<b>Unit 1</b> Museum Visits, Test & Assignment
2	<b>Unit 2</b> Map work and Class Presentation with PPT
3	<b>Unit 3</b> Map work and Discussion
4	<b>Unit 4</b> Project & Model Making.
Semester II: Ancient India: Paper I Part B (Paper Pattern)	
<b>Duration: 2 hours</b> <span style="float: right;"><b>Marks: 60</b></span>	
Q.1 Essay (Unit 1) <span style="float: right;">15 marks</span>	
Q.2 Essay (Unit 2) <span style="float: right;">15 marks</span>	
Q.3 Essay (Unit 3) <span style="float: right;">15 Marks</span>	
Q.4. Essay (Unit 4) <span style="float: right;">15 Marks</span>	
OR	
Short notes on any three out of five options.	

**Course Outcomes:**

**Students should be able to:**

- |            |   |
|------------|---|
| <b>CO1</b> | Define Archaeology, recall its nature and scope and narrate its development in India.   |
| <b>CO2</b> | Assess the interconnection between Archaeology and other disciplines, describe various methods of excavation and dating antiquities and recall various archaeological sites in India and describe their significance. |



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<b>CO3</b>	Recall the definition, scope and relevance of Epigraphy; important inscriptions which serve as sources for the history of Ancient India and describe the major scripts used to write these inscriptions.
<b>CO4</b>	Explain the scope and significance of Numismatics, catalogue coins found in India and determine the importance of coins as one of the major sources of history of India.
<b>CO5</b>	Disseminate the value and importance of Archaeology, Epigraphy, Numismatics, and Heritage Tourism and to put them across in the form of answers and apply knowledge acquired in the writing of assignments and presentations and for larger projects and research work in the future.

**Recommended Resources:**

**Reference  
Books  
In English:**

Acharya, Ram, *Tourism and Culture Heritage of India*, R.B.S.A. Publishers, Jaipur, 2007.

Allchin, F.R. and Norman K.R., *Guide to the Ashokan Inscriptions*, South Asian Studies, Vol-I, 1985.

Allchin, B. Allchin, F.R, Thapar Bal Krishen, *Conservation of Indian Heritage*, Cosmo Publishers, New Delhi, 1989.

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Burgess, Jas, *Report on the Buddhist Cave Temples and their Inscriptions*, *Archaeological Survey of Western India*, (Vol-IV), London, 1883.

Chakrabarti, Dilip K, *India - An Archaeological History: Paleolithic Beginnings to Early History Foundation*, Oxford University Press, 2010



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V G Vaze College of Arts, Science and Commerce  
(Autonomous)**

(Fourth Edition)

Chakraborti Haripada, *Early Brahmi Records in India*, Sanskrit Pustak Bhandar, Calcutta, 1974.

Chakraborty, S K, *A Study of Ancient Indian Numismatics*, Mymensingh, 1931.

Cumming John (Ed), *Revealing India's Past*, The India Society, London, 1939.

Cunningham Alexander, *Inscriptions of Ashoka*, Corpus Inscriptinum Indicarum, Vol-I, 1877.

Dani, A. H, *Indian Paleography*, Munshiram Manoharlal, New Delhi, 1986.

Datta, Mala, *A Study of the Satavahana Coinage*, Harman Publishing House, Delhi, 1990.

Dhar, Prem Nath, *Heritage, Cultural and Natural Sites Tourism*, Kanishka Publisher New Delhi, 2010.

Dhavalikar, M K, *First Farmers of the Deccan*, Ravish Publishers, Pune, 1990.

Dhavalikar, M K, *Indian Proto History*, Books and Books, New Delhi, 1997.

Dhavalikar, M K, *Aryans Myth and Archaeology*, Munshiram Manoharlal 2007.

Drewett, Peter, *Field Archaeology: An Introduction*, UCL Press, London, 1999.



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Gai, G S, *Introduction to Indian Epigraphy*, Central Institute of Indian Languages, Mysore, 1986. Gardener P, *The Coinage of the Greek and Scythic Kings of Bactria and India in British Museum*, 1986.

Ghosh, A (Ed), *Archaeological Remains, Monuments and Museums*, Govt of India, New Delhi, 1964.

Gokhale, Shobhana, *Kanheri Inscriptions*, Deccan College Post Graduate and Research Institute, Pune, 1991.

Goyal, S R, *Indigenous Coins of Early India*, Kusumanjali Prakashan, Jodhpur, 1994.

Gupta, P L and Sarojini Kulashreshtha, *Kushana Coins and History*, DK Publishers, New Delhi, 1993.

Gupta, S P and Ramchandran, K S, *The origin of Brahmi Script*, DK Publications, Delhi, 1979.

Handa, Devendra, *Tribal Coins of Ancient India*, Aryan Books International, New Delhi, 1997.

Jain V K, *Prehistory and Protohistory of India: An Appraisal - Palaeolithic, Non-Harappan, Chalcolithic Cultures*, D.K. Printworld, Delhi, 2006.

Jha, Amiteshwar and Dilip Rajgor, *Studies in the Coinage of Western Kshatrapas*, Indian Institute of Research in Numismatic Studies, Anjaneri, 1994.

Konow, Sten, *Kharoshthi Inscriptions*, Corpus Inscriptinum Indicarum, vol-II-I, (Reprint) 1991.

Lahiri, Nayanjyot, *Ashoka in Ancient India*, Harvard University Press,



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**(Autonomous)**

2015.

Lüders ,Heinrich, *Mathura Inscriptions*, Vandenhoeck and Ruprecht, Göttingen, 1961.

Lüders, Heinrich, *A List of Brahmi Inscriptions from the Earliest Times to About A.D. 400*, with the exception of those of Asoka, Appendix to Epigraphia Indica , Vol. X.

Majumdar Basu Sushmita, *Barabar-Nagarjuni Hills*, Kashi Prasad Jayaswal Research Institute, Patna, 2017.

Majumdar Basu Sushmita, *The Mauryas in Karnataka*, Mahabodhi Book Agency, Kolkata, 2016. Mirashi V. V., *The History and Inscriptions of the Satavahanas and the Western Kshatrapas*, Maharashtra State Board for Literature and Culture, Bombay, 1981.

Murthy Sathya K, *Textbook of Indian Epigraphy*, Low Price Publications, Delhi, 1992.

Nagaraju S., *Buddhist Architecture of Western India*, Agam Kala Prakashan, Delhi, 1981.

Paddayya, K, *The New Archaeology and Aftermath*, Ravish Publishers, Pune, 1990.

Piggot Stuart, *Approach to Archaeology*, Adams and Charles Black, London, 1959.

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Rapson, E J, *Catalogue of Coins of Andhra Dynasty*, Western Kshatrapas etc., British Museum, London, 1908.

Renfrew Colin and Bahn Paul, *Archaeology: Theories, Methods and Practice*, Thames and Hudson, London, 1991.

Salatore R N, *Early Indian economic History*, Popular Prakashan, 1993.

Sankalia, H D, *Prehistory and Protohistory of India and Pakistan*, Deccan College, Pune, 1974.

Singh Upinder, *A History of Ancient and Early Medieval India*, Pearson Longman, New Delhi, 2008.

Sing S, *Cultural Tourism and Heritage Management*, Rawat publication, Jaipur, 1994

Sircar D C, *Studies in Indian Coins*, Motilal Banarasidas, Delhi, 1968.

Sircar DC, *Indian Epigraphy*, Motilal Banarasidas, Delhi, 1965.

Soloman Richard, *Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit and other Indo Aryan Languages*, Oxford University Press, 1998.

Thapar Romila, *Ashoka and the Decline of the Mauryas*, Oxford India Perennials, (Third Edition), 2012.

Thosar H S, *Historical Geography of Maharashtra and Goa*, Epigraphical Society of India, Mysore, 2004.

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**Books**

**In Marathi:**

\*\*\*\*\*

Deo S B, *Maharashtracha Itihas, Pragaetitihasi Maharashtra*, Khanda-I, Maharashtra Rajya Sahitya ani Samaskruti Mandal, Mumbai, 2002.

Deo S B, *Puratatva Vidya*, Continental Prakashan, Mumbai, 2008 (second edition)

Dhavalikar M K, *Aryanchya Shodhat*, Rajahansa Prakashan, Pune, 2008. Dhavalikar M K, *Bharatachi Kulakatha*, Rajahansa Prakashan, Pune, 2017.

Dhavalikar M K, *Kone Eke Kali Sindhu Samskruti*, Rajahansa Prakashan, Pune, 2006.

Dhavalikar M K, *Maharashtrachi Kulakatha*, Rajahansa Prakashan, Pune, 2008.

Dhavalikar M K, *Prachin Bharatiya Nanakashastra*, Continental Prakashan, Mumbai, 2013.

Dhavalikar M K, *Puratatva Vidya*, Maharashtra Rajya Sahitya ani Samaskruti Mandal, Mumbai, 1980.

Dhopate S G, *Quest in Indian Numismatics*, Satavahana Charitable Trust, Badalapur, 2014.

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Gokhale Shobhana, *Bharatiya Lekhavidya* (translation of Indian Epigraphy by D C Sircar), Continental Publication, Pune, 2010.

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Kolte V B, *Maharashtratil Kahi Tamrapatva Shilalekh*, Maharashtra Rajya Sahitya ani Samaskruti Mandal, Mumbai, 1987.

Mirashi V V, *Satavahan Ani Pashchimi Kshatrap Yancha Itihas*, Maharashtra Rajya Sahitya ani Samaskruti Mandal, Mumbai, 1979.

Ojha Gaurishankar, *Prachin Bharatiya Lipimala*, Munshiram



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Patil Ashutosh, *Pashchimi Kshatrapanchi Nani*, Merven Technologies, Pune, 2017.

Rairikar Kalpana and Bhalerao Manjiri, *Maharashtrachya Itihasache Sakshidar*, Diamond publication, Pune, 2009.

Sankalia H. D. and Mate M S, *Maharashtratil Puratatva*, Maharashtra Rajya Sahitya ani Samaskruti Mandal, Mumbai, 1976.

Thapar Romila, *Ashok Ani Maruyancha Hras*, Maharashtra Rajya Sahitya ani Samaskruti Mandal, Mumbai, 1988.

Tulpule S G, *Prachin Marathi Koriv Lekh*, Pune Vidyapith Prakashan, 1963.

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**Webliography**

Archaeological Survey of India- <http://asi.nic.in/>

Maharashtra Tourism <https://www.maharashtratourism.net/>

Epigraphy in India <http://www.epigraphyindia.in/>

**MOOCS**

Numismatics [https://www.rbi.org.in/Scripts/mc\\_republic.aspx](https://www.rbi.org.in/Scripts/mc_republic.aspx)

Recovering the Humankind's Past and Preserving the Cultural Heritage - <https://www.coursera.org/learn/preserving-cultural-heritage>

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Syllabus for FY BA  
(2023 Onwards)

Program: BA

Semester 2

**Vocational Skill Enhancement Course (VSEC)**

**Course: Museology, Archival Science and Library Science**



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<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
VGUVAVSE203	<b>Museology, Archival Science and Library Science</b>	04

Syllabus as per **Choice Based Credit System**

- i) Name of the Programme : F.Y.B.A. HISTORY
- ii) Course Code : VGUVAVSE203
- Semester I - (VSEC)**
- iii) Course Title : Museology, Archival Science and Library Science
- iv) Semester wise Course Contents : Copy of the syllabus Enclosed
- v) References and additional references : Enclosed in the Syllabus
- vi) Credit structure :
- No. of Credits per Semester : 04
- vii) No. of lectures per Unit : 15
- viii) No. of lectures per week :
- ix) Scheme of Examination
- Semester End Exam: 60 marks (4 Questions of 15 marks)
- Internal Assessment 40 marks:
- Class Test 15 marks,
- Project/ Assignment: 15 marks
- Class Participation: 10 marks



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- x) Eligibility, if any : As laid down in the College Admission Prospectus / website
- xi) Fee Structure : As per College Fee Structure specifications

**Programme: FYBA**  
**Course : Ancillary:**

**Semester: II**  
**Course Code :**

**Introduction to Archaeology and Heritage Tourism**

**VGUVAVSE203**

Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks					End Semester Examination	Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	Written	
4	-	-	3	15	15	10		-	60	100
<b>Max. Time, End Semester Exam (Theory) - 2Hrs.</b>										

- Prerequisites**
1. Background of the periodization of history and tools to study history
  2. Basic knowledge of English

**Course Objectives:**

1. To comprehend the role of Museums in the preservation of heritage, trace the museum movement in India, understand the role of a curator, know different types of museums and list the various methods to collect antiquities for the museums.
2. To know various techniques of conservation and preservation of objects used in the museums and grasp the significance of proper display of antiquities.
3. To learn about the meaning and scope of Archival Science, understand the value of archival records as sources of history, know various methods of classification and preservation of records and discuss the importance of Digital Archives.
4. To describe the meaning and scope of Library Science, growth of the Library



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Movement in India, role of the Librarian and study the process of classification and cataloguing of the books.
5. To provide information to students about the scope and significance of careers in museums, Libraries and Archives in India and abroad.

UNITS	MODULES	LECTURES
<b>I: Museology and the Role of a Curator</b>	a) Definition of Museology, Museum Movement in India b) Types of Museums and Management of Museums c) Methods of Collection Artefacts and Role of a Curator	15
<b>II: Museums and their Significance</b>	a) Conservation of Objects and Preservation Techniques in Museums b) Presentation Techniques and Types of Exhibitions c) In-house and Out-reach activities of Museums	15
<b>III: Archival Science</b>	a) Meaning, Scope, Objectives and Value of Records as Sources of History b) Classification of Records and Preservation of Records c) Digital Archives	15
<b>IV: Library Science and Library Management</b>	a) Meaning and Scope of Library Science; Growth of the Library Movement in India b) Classification and Cataloguing c) Care for Books and Role of the	15



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	Librarian	
<b>Total No. of Lectures</b>		60

**Beyond the Syllabus**

Paper presentations, Book reviews, Visits to museums & historical sites, Discussions

**Semester II: Ancient India: Paper I Part B: Internal Assessment**

Sr. No.	Description
1	<b>Unit 1</b> Museum Visits, Test & Assignment
2	<b>Unit 2</b> Map work and Class Presentation with PPT
3	<b>Unit 3</b> Map work and Discussion
4	<b>Unit 4</b> Project & Model Making.

**Semester II: Ancient India: Paper I Part B (Paper Pattern)**

**Duration: 2 hours** **Marks: 60**

Q.1 Essay (Unit 1) 15 marks

Q.2 Essay (Unit 2) 15 marks

Q.3 Essay (Unit 3) 15 Marks

Q.4. Essay (Unit 4) 15 Marks

OR

Short notes on any three out of five options.

**Course Outcomes:**

**Students should be able to:**

**CO1** Define Museology, understand a role of the curator, chart the growth of the Museum Movement in India and recall different types of Museums and their distinct characteristics.

**CO2** Appraise the importance of conservation and preservation techniques adopted by the museums for effective showcasing and appreciate the value of various



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	inreach and out-
<b>CO3</b>	Recall the significance of Archival Science, recount its scope and objectives, leverage the archival records as important sources of history.
<b>CO4</b>	Catalogue the growth of the Library Movement in India, understand the role of the Librarian, recount the collection and classification methods used for books in the library.
<b>CO5</b>	Recognise the value and importance of the study of museology, archival science and library science; and have the ability to put the acquired information across in the form of

**Recommended Resources:**

**Reference Books In English**

Balloffet Nelly, Hille Jenny and Judith Reed, *Conservation and Preservation of Rare Archives*, American Library Association, Chicago, 2015.

Banerjee, N. R., *Museum and Cultural Heritage of India*, Agam Kala Prakashan, New Delhi, 1990.

Basham, A. L., *A Cultural History of India*, Oxford University Press, Delhi, 2014.

Basu Purnendu, *Archives and Records, What are They?* The National Archives of India, Delhi, 1969.

Cook Michael, *The Management of Information from Archives*, Gower, Hampshire, 1980.

Dobrev, Milena and Ivacs Gabriella, *Digital Archives: Management, Use and Access*, Routledge Publishing, London, 2015.

Dwivedi V.P, *Museums and Museology: New Horizons*, Agam Kala Prakashan, New Delhi, 1980.

Forde Helen and Rhys-Lewis Jonathan, *Preserving Archives*, Facet Publishing, London, 2013.

Ghose Salien, *Archives in India, History and Assets*, Firma KL Mukhopadhyay, 1990.

Harinarayan Nilam, *The Science of Archives Keeping*, the State Archives, Hyderabad, 1980.

Jenkinson Hilary, *A Manual of Archive Administration*, Oxford, Clarendon Press, London, 1922.

Johnson Charles, *The Care of Documents and Management of Archives*, Society for Promoting Christian Knowledge, London, 1919.



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Markham S. F., *The Museums of India*, The Museum Association, London, 1936.

Plenderleith H. J., *The Conservation of Antiquities and Works of Art: Treatment, Repair and Restoration*, Oxford University Press, New York, 1956.

Posner Earnest, *Archives in the Ancient World*, Harvard University Press, 1972.

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Johnson, Charles, *The Care of Documents and Management of Archives*, Society for Promoting Christian Knowledge, London, 1919.

Girija Kumar & Krishna Kumar, *Theory of Cataloguing*, Vikas Publication, New Delhi, 1979.

Girija Kumar, *Library Development in India*, Vikas Publication, New Delhi, 1986.

Krishna Kumar, *Theory of Classification*, Vikas Publication New Delhi, 1979.





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**E-Sources**

**Webliography**      <https://www.museumsofindia.org/>

<http://nationalmuseumindia.gov.in/index.asp>

**MOOCS**

*The Museum as a Site and Source for Learning-*

<https://www.futurelearn.com/search?q=The+Museum+as+a+Site+and+Source+for>

***Creating a Digital Cultural Heritage Community-*** <https://www.edx.org/course/a-digital-cultural-heritage-community>

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**The Kelkar Education Trust's  
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(Autonomous)**

Syllabus for FY BA

(2023 Onwards)

Program: BA

Semester 1

**Value Education Course (VEC)**



**The Kelkar Education Trust's**  
**V G Vaze College of Arts, Science and Commerce**  
**(Autonomous)**  
**Course: The Constitution of India**

<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
VGUVUE104	<b>The Constitution of India</b>	02

**Syllabus as per Choice Based Credit System**

- i) Name of the Programme : F.Y.B.A. HISTORY
- ii) Course Code : VGUVUE104  
**Semester I - (VEC)**
- iii) Course Title : The Constitution of India
- iv) Semester wise Course Contents : Copy of the syllabus Enclosed
- v) References and additional references : Enclosed in the Syllabus
- vi) Credit structure :
- No. of Credits per Semester : 02
- vii) No. of lectures per Unit : 15
- viii) No. of lectures per week :
- ix) Scheme of Examination : 50 Marks  
(Class Test, Project/Assignment)



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V G Vaze College of Arts, Science and Commerce  
(Autonomous)**

x) Eligibility, if any	:	As laid down in the College Admission Prospectus / website
xi) Fee Structure	:	As per College Fee Structure specifications

**Programme: FYBA  
Course : Ancillary:**

**Semester: I  
Course Code :**

**The Constitution of India**

**VGUVUE104**

Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks					Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	
2	-	-	-	-	-	-	-	-	50

**Prerequisites**

1. Background of the periodization of history and tools to study history
2. Basic knowledge of English

**Course Objectives:**

1. To examine the structure and features of the Indian Constitution.
2. To review the Party system in India.
3. To understand and analyze the role of women in Indian politics.

UNITS	MODULES	LECTURES
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<b>I: The Indian Constitution</b>	<p>a) The structure of the Constitution and the Preamble. b) Fundamental Duties of the Indian Citizen; tolerance, peace and communal harmony. c) Features of Indian Constitution</p>	15
<b>II: Significant Aspects of Political Processes</b>	<p>a) The party system in Indian politics b) Local self -government in rural and urban areas. c) Role and significance of women in politics.</p>	15
<b>Total No. of Lectures</b>		30

**Course Outcomes:**

**Students should be able to:**

- |            |  |
|------------|--|
| <b>CO1</b> | Acquire basic knowledge of the features, structure of the Indian Constitution.   |
| <b>CO2</b> | Describe the Fundamental Duties of the citizens, and significant Aspects of Political Processes.   |
| <b>CO3</b> | Disseminate knowledge about the Indian Constitution and all Political Processes in India, comprehend and express lessons learnt in the form of answers, apply the information acquired in assignments and presentations, examine critically what they have learnt, establish a connect with present situations and be in a position to evaluate the value of information acquired. |

**Recommended Resources:**

**Reference**

**Books**

**In English**

M. Laxmikanth, *Indian Polity*, Tata McGraw Hill, New Delhi, 2013.



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V G Vaze College of Arts, Science and Commerce  
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Durga Das Basu, *An Introduction to the Constitution of India*, Prentice  
Hall, 1982

P.M.Bakshi, *Constitution of India*, Universal Law Publishing , 2010

Jhabwalla, Noshirvan H, *The Constitution of India*, c. Jamnadas & Co., 2004.

Syllabus prepared by:

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(Autonomous)**



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V. G. Vaze College of Arts, Science and Commerce  
(Autonomous)**

Syllabus for FY BA  
(2023 Onwards)

Program: BA

Semester 2



**The Kelkar Education Trust's**  
**V G Vaze College of Arts, Science and Commerce**  
**(Autonomous)**  
**Value Education Course (VEC)**

**Course: Human Rights**

<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
VGUVUE204	<b>Human Rights</b>	02

**Syllabus as per Choice Based Credit System**

- i) Name of the Programme : F.Y.B.A. HISTORY
- ii) Course Code : VGUVUE204  
**Semester II - (VEC)**
- iii) Course Title : Human Rights
- iv) Semester wise Course Contents : Copy of the syllabus Enclosed
- v) References and additional references : Enclosed in the Syllabus
- vi) Credit structure :
- No. of Credits per Semester : 02
- vii) No. of lectures per Unit : 15
- viii) No. of lectures per week :



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50 Marks

ix) Scheme of Examination

(Class Test, Assignment/Project Work)

x) Eligibility, if any

: As laid down in the College  
Admission Prospectus / website

xi) Fee Structure

: As per College Fee Structure  
specifications

**Programme: FYBA**  
**Course : Ancillary:**

**Semester: II**  
**Course Code :**

**Human Rights**

VGVUVE204

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Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks					Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	
2	-	-	-	15	15	10		-	50

**Prerequisites**

1. Background of the periodization of history and tools to study history
2. Basic knowledge of English

**Course Objectives:**

1. To explain the concept of Human Rights, trace its evolution and study



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UNITS	MODULES	LECTURES
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the work of human rights activists.
2. To acquire knowledge of the violation of human rights of Vulnerable groups and the redressal mechanisms available to them.
3. Develop knowledge of rights of citizens and the acts related to them.



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<b>I: Human Rights</b>	<p>a) Concept and Characteristics of Human Rights; Role of Thinkers in Evolution of Human Rights; Landmark Events in Evolution of Human Rights.</p> <p>b) Universal Declaration of Human Rights; Fundamental Rights in the Indian Constitution.</p> <p>c) Human Rights Champions: (M.K. Gandhi, MartinLuther King, Nelson Mandela, Periyar Ramasamy, Dr. B.R. Ambedkar)</p>	15
<b>II: Human Rights Violations and Redressal</b>	<p>a) Vulnerable Groups; Scheduled castes &amp; Scheduled Tribes: Forms of violation and redressal mechanisms;Constitutional and legal rights</p> <p>b) Women and Children: Forms of violations and redressal mechanisms; Constitutional and legal rights</p> <p>c) People with Disabilities, Minorities, and the Elderly population: Forms of violations and redressal mechanisms; Constitutional and legal rights.</p>	15
<b>Total No. of Lectures</b>		30

**Course Outcomes:**

**Students should be able to:**

**CO1** Comprehend fully the problems of the vulnerable groups and the redressal mechanisms available for them.



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<b>CO2</b>	Comprehend the rights available to citizens and the role of Right to Information and Public Interest Litigation in better governance.
<b>CO3</b>	Describe the concept of human rights, assess the role of philosophers and explain the landmark events in the evolution of human rights.
<b>CO4</b>	Disseminate knowledge about evolution of human rights, comprehend and express lessons learned in the form of answers, apply the information acquired in assignments and presentations, examine critically what they have learned, establish a connect with present situations and be in a position to evaluate the value of information acquired.

**Recommended Resources:**

**Reference  
Books  
In English**

Bajpai, A., *Child Rights in India*; Oxford University Press; New Delhi; 2003

Chatterji, C.& Sheoran, Gunjan, *Health and Human Rights: Vulnerable Groups in India*; CEHAT, Mumbai, May 2007.

Donnelly, Jack, *Universal Human Rights in Theory and Practice*, Cornell University Press, Ithaca, April 13, 2013, 3rd edition, ISBN-10 0801450950

Kaushal, R., *Women & Human Rights in India*; Kaveri Books, New Delhi, 2000.

Rajawat, M., *Human Rights and Dalits*, Anmol Publications, New Delhi, 2005

Rao, B.V., *History of the Modern World- from AD 1500 to AD 2013*, Sterling Publishers Pvt. Ltd., 2014, ISBN 9788120777767, 9788120777767

Shivananda, J. *Human Rights*, Alfa Publications, New Delhi, 2006.

Syllabus prepared by:

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Ms. Jaiee Bhat, Assistant Professor, Dept. of History & Member, BOS, Vaze College (Autonomous)

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Syllabus for FY BA/BCOM/BSC  
(2023 Onwards)

Program: BA/ BCOM/BSC

Semester 1

**Indian Knowledge System (IKS)**

**Course: Ancient India: Science and Culture**

<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>



**The Kelkar Education Trust's**  
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**(Autonomous)**

VGVUIKS103	<b>Performing Arts in Ancient and Medieval India</b>	02
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**Syllabus as per Choice Based Credit System**

- i) Name of the Programme : F.Y.B.A. HISTORY
- ii) Course Code : VGVUIKS103
- iii) Course Title : Performing Arts in Ancient and Medieval  
India
- iv) Semester wise Course Contents : Copy of the syllabus Enclosed
- v) References and additional references : Enclosed in the Syllabus
- vi) Credit structure :
- No. of Credits per Semester : 02
- vii) No. of lectures per Unit : 15
- viii) No. of lectures per week :
- 50 Marks
- ix) Scheme of Examination (Class Test, Assignment/Project Work)



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x) Eligibility, if any	:	As laid down in the College Admission Prospectus / website
xi) Fee Structure	:	As per College Fee Structure specifications

**Programme: FYBA**  
**Course : Ancillary:**

**Semester: I**  
**Course Code :**

**Performing Arts in Ancient and Medieval India**

**VGVIK103**

Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks					Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	
2	-	-	-	15	15	10		-	50

**Prerequisites**

1. Background of the periodization of history and tools to study history
2. Basic knowledge of English

**Course Objectives:**

1. To examine the sources of Performing Arts in Ancient and Medieval India.
2. To review the prominent Performing Arts in the period of study.
3. To understand and analyze the role of the Royal Patronage in the development of Performing Arts.



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UNITS	MODULES	LECTURES
<b>I: Origin and Evolution of Performing Arts in Ancient and Medieval India</b>	a) Sources of Performing Arts in Ancient India  b) Sources of Performing Arts in Medieval India  c) Patronage to Performing Arts: Major Dynasties and Rulers	15
<b>II: Prominent Performing Arts</b>	a) Music  b) Dance  c) Theatre	15
<b>Total No. of Lectures</b>		30

**Course Outcomes:**

**Students should be able to:**

- |            |  |
|------------|--|
| <b>CO1</b> | To appraise various sources that provides information about Performing Arts in Ancient and Medieval India.   |
| <b>CO2</b> | To visualise the flourishing of music, dance and theatre in Ancient and Medieval India and to understand the contributions of Major Dynasties and Prominent rulers in the development of Performing Arts in this period.   |
| <b>CO3</b> | To disseminate knowledge about the growth and development of Performing Arts in Ancient and Medieval India, comprehend and express lessons learned in the form of answers, apply the information acquired in assignments and presentations, examine critically what they have learned, establish a connect with present situations and be in a position to evaluate the value of information acquired. |

**Recommended Resources:**



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<b>Reference Books In English</b>	Ghosh, Manmohan, Nandikeshwar's <i>Abhinaya Darpanam</i> , Sanskrit Text with English Translation, Indian Mind Publications, January 2020.  Unni, N. P., <i>Natyastra: Text with English Translation</i> , Introduction and Indices, Natyastra Publishers & Distributors Pvt. Ltd.; 2nd Revised and Enlarged edition, January 2000.
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Syllabus prepared by:

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