



**Savitribai Phule Pune University,
Pune
(Formerly University of Pune)
(Faculty of Humanities)**

**Syllabus for
Second Year Bachelor of Arts in
Ancient Indian History, Culture and Archaeology
Semester III & IV**

(Proposed Syllabus in Accordance to NEP-2020)

To be implemented from the Academic Year 2025-2026

Title of the Programme: Under graduate (UG) – Ancient Indian History, Culture and Archaeology

Introduction:

Savitribai Phule Pune University is committed to the basic principles of liberty, equality, fraternity and social justice as national values. It aims to imbibe certain core values among the students of history, such as national integration, scientific temperament, equality of genders, conservation of environment for a sustainable future and equal respect for cultural heritage of various communities. While implementing the objectives of the National Education Policy (2020) through the history and ancient Indian History Culture and Archaeology curriculum, the attempt is to inculcate among the students an in-depth knowledge of the Ancient Indian History and Culture, the cultural legacy of India and the evolution of knowledge traditions in the Indian subcontinent, so that the students of Ancient Indian History carry this accurate and objective knowledge to the outside world.

The B.A. (Ancient Indian History, Culture and Archaeology) programme includes the following curricula-

- First Year UG-2024-2025 (Level 4.5)
- Second Year UG-2025-2026 (Level 5.0)
- Third Year UG-2026-2027 (Level 5.5)
- Fourth Year UG-2027-2028 (Level 6.0)

The restructured degree course in history is three or four years long as per the National Education Policy. As per the guidelines given by the Higher Education Department, Government of Maharashtra and Savitribai Phule Pune University Circular No. 97 / 2023, there will be 44 credits in the first year and a total of 132 credits for the three-year degree and 176 credits for a four-year degree.

The pedagogy for the course includes ex cathedra lectures, practical experiences, fieldwork and research projects to be executed by the students with mentoring support from their faculty. Interdisciplinarity is a special feature of this course.

PROGRAMME OUTCOMES (Pos):

PO - 1. Students will be able to think and they will be able to analyze thoughts.

PO - 2. It will help in job creation by acquiring functional development skills.

PO - 3. There will be an increase in experiential knowledge.

PO - 4. Students will gain expertise in specific areas of historical knowledge.

PO - 5. Students will be introduced to complementary disciplines such as art and architecture.

PO - 6. Students will get exposure to practices of heritage conservation.

PO - 7. It will help to enhance their awareness about shared national heritage.

PO - 8. Students who study the evolution of social change will expand the horizons of thought.

PO - 9. Participation of different genders and social groups in the national struggle will help the students respect their contribution.

PO - 10. It will help develop a sense of national unity.

PROGRAMME SPECIFIC OUTCOMES (PSOs):

PSO - 1. Communication Skills: Students will be able to understand and explain basic historical events.

PSO - 2. Research Aptitude: Students will acquire basic historical research skills.

PSO - 3. Analytical Skills: Students will learn to scientifically evaluate and assess the authenticity and credibility of source materials.

PSO - 4. Professional Development: Students will have opportunities in historical and heritage Conservation, Tourism etc areas.

PSO - 5. Critical Thinking: Students will know the importance of raising questions and finding answers scientifically.

PSO - 6. Human Values and Ethics: The role of ordinary people in the national movement will be appreciated.

PSO - 7. Problem Solving: They will learn to accept a challenge, assess the complexity and find a solution.

PSO - 8. Policy Analysis: Students will learn post facto implications and consequences of policies.

PSO - 9. Disciplinary knowledge: They will know the basics of the idea of history and salient events, personalities and thoughts.

PSO- 10. Cultural Intelligence- Students will learn to appreciate the similarities and differences in various cultures and know that acceptance and respect for each other is the way forward.

Examination Pattern:

A. Theory Paper: Total 2 Credits - Total Marks: 50

1. Marks Scheme of Examination: Theory Paper

Mark Distribution	
University Semester Exam	35
Internal Assessment	15
Total	50

2. Pattern of Theory Question paper for End of Semester Examination for Semester – Time (2 Hours), 2 Credit Course, Marks (35)

Duration: 3 Hours	Maximum Marks:35
Q.1: Answer the following questions in 300 words any one out of two	15
Q.2: Answer the following questions in 300 words any one out of two	15
Q.3: Short notes any One out Two	05
Total Marks	35

3. Theory Internal assessment Total Marks: 15

1	Written Test	10	15
2	Assignment, Oral, Students Seminar, PPT presentation. (any One)	05	

B. Practical Paper: Total 2 Credits - Total Marks: 50

Marks Scheme of Examination: Practical Paper

1.	Practical Internal Assessment	15 Marks (Minimum Marks 06 for passing)
2.	Semester End Exam- Practical Assessment Practical Project and Oral	35 Marks (Minimum Marks 14 for passing)
	Total	50

COURSE STRUCTURE

B.A. Second Year in Ancient Indian History, Culture and Archaeology UG- Ancient Indian History, Culture and Archaeology: Year II, Semester III, Level: 5.0/200

Course Type	Course	Subject Code	Course Title	Hours/Week	Credit
Major Core	Major Core		--	0	0
Major Elective	Major Elective		--	0	0
	VSC		--	0	0
	FP/OJT/CEP		--	0	0
Minor	Minor	HIS 243 MN	Political, Administrative and Legal Institutions in Ancient India	2T	2T
		HIS 244 MNP	Political, Administrative and Legal Institutions in Ancient India PRACTICAL	4P	2P
	GE/OE		--	0	0
	SEC		--	0	0
	IKS		--	0	0
	AEC		--	0	0
	VEC		--	0	0
	CC		--	0	0
				6	4

Level: 5.0/200
Semester IV (Second Year)

Course Type	Course	Subject Code	Course Title	Hours/ Week	Credit
Major Core	Major Core		--	0	0
Major Elective	Major Elective		--	0	0
	VSC		--	0	0
	IKS		--	0	0
	FP/OJT/CEP		--	0	0
Minor	Minor	HIS 293 MN	Socio–Cultural and Economic Institutions of Ancient India	2T	2T
		HIS 294 MNP	Socio–Cultural and Economic Institutions of Ancient India PRACTICAL	4P	2P
	GE/OE		--	0	0
	SEC		--	0	0
	AEC		--	0	0
	VEC		--	0	0
	CC		--	0	0
				6	4

- VSC (Vocational Skill Course)
- IKS (Indian Knowledge System)
- FP/OJT/CEP (Field Project) / (On Job Training Internship) / (Community engagement and Programme)
- GE/OE (Generic Elective)/ (Open Elective)
- SEC (Skill Enhancement Course)
- AEC (Ability Enhancement Course)
- VEC (Value Education Course)
- CC (Co-Curricular Course)

U.G. Ancient Indian History, Culture and Archaeology Year II, Sem-III, Syllabus [Level 5.0]			
Course Type	Minor	Credits 2 Theory	Weeks – 15 Hours - 30
HIS 243 MN	Political, Administrative and Legal Institutions in Ancient India	Int. Marks 15	Ext. Marks 35

Course Objectives:

1. To develop the ability to study and analyze conceptual information about ancient institutions.
2. To develop the necessary skills of data collection for historical interpretation.
3. To enable students for advanced and specialized studies of ancient Indian history and culture.

Course Outcomes:

At the end of course,

1. Student will be able to use conceptual information of Ancient Institutions in order to study and analyze the historical Context.
2. Student will acquire the necessary skills related with methods of collection of historical data.
3. Student will get a knowledge which helpful for the advanced and specialized studies.

Course Content:

- Unit 1. Sources and Political Institutions** **10**
- a. Literary –Indian and Foreign, Archaeological, Epigraphical
 - b. State and its Types- Monarchical, Republic
 - c. Theories of State – Divine, Social Contract, Organic and Saptanga
- Unit-2. Administrative Institutions** **10**
- a. Concept of Kingship: Mauryan, Kushan
 - b. Sabha and Samiti, Council of Ministers
 - c. Power and Functions of Ministry
- Unit-3 Legal Institutions** **10**
- a. Judiciary –Nature and Functions
 - b. Types of Courts

c. Types of Evidence and punishment

References:

1. Altekar A.S, State and Government in Ancient India, Motilal Banarashidas Publishers Pvt. Ltd., Delhi, 2003
2. Adam Bowles, Dharma, Disorder and the Political in Ancient India, Brill, Boston, 2007
3. Bhatia H.S, Political Legal and War Philosophy in Ancient India, Deep & Deep Publications Pvt. Ltd, New Delhi, 2001
4. Bhatia H. S, Society, Law and Administration in Ancient India, Deep & Deep Publications Pvt. Ltd, New Delhi, 2001
5. Chousalkar Ashok S, Revisiting the Political Thought of Ancient India, Sage Publication India Pvt. Ltd., New Delhi, 2018
6. Mujumdar R.C, Ancient India, Motilal Banarashidas Publishers Pvt. Ltd., Delhi, 2003
7. Patrick Olivelle, King, Governance, and Law in Ancient India: Kautilya's Arthashastra Oxford University Press, New York, 2013
8. Purohit S.K, Ancient Indian Legal Philosophy: It's Relevance to Contemporary Jurisprudential Thoughts, Deep & Deep Publications Pvt. Ltd, New Delhi, 2001
9. Saleatore B.A, Ancient Indian Political Thoughts and Institutions, Asia Publishing House, 1963
10. Sharma R.S, Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarashidas Publishers Pvt. Ltd., Delhi, 1991
11. Shukla Das, Crime and Punishments in Ancient India,

Books in Marathi and Hindi Language:

1. भिडे गजानन, प्राचीन भारतीय संस्थांचा इतिहास, फडके प्रकाशन, कोल्हापूर, 1996
2. शर्मा हरिश्चंद्र, प्राचीन भारतीय राजनीतिक विचार एवं संस्थाए, कॉलेज बुक डेपो, जयपूर, 1968
3. विद्यालंकार सत्यकेतु, प्राचीन भारत की शासन संस्थाए एवं राजनीतिक विचार, सरस्वती सदन, नई दिल्ली, 1975
4. अळतेकर अनंत सदाशिव, प्राचीन भारतीय शासनपद्धती, भारती भंडार, प्रयाग, 1959

U.G. Ancient Indian History, Culture and Archaeology Year II, Sem-III, Syllabus [Level 5.0]			
Course Type	Minor	Credits 2 Practical	Weeks – 15 Hours – 60
HIS 244 MNP	Political, Administrative and Legal Institutions in Ancient India PRACTICAL	Int. Marks 15	Ext. Marks 35

Objectives:

- 1.To develop analytical and comparative understanding of ancient Indian institutions through visual and written documentation.
2. To explore primary and secondary sources, archaeological evidence, and ancient texts to trace the evolution of governance systems in ancient India.
3. To enhance critical thinking and collaborative skills through field visits, group discussions, and comparative analyses of political and legal concepts.

Course Outcomes:

1. Students will be able to critically analyse and compare ancient Indian political, administrative, and legal systems using visual and textual tools.
2. Students will demonstrate the ability to interpret and evaluate primary and secondary sources to understand the development of governance in ancient India.
3. Students will effectively apply critical thinking and collaborative skills in practical explorations of political and legal institutions.

Course Content:

Practical 1	Making a comprehensive chart of sources of Ancient Indian Institutions
Practical 2	Visit to Archive/ Museum or an Archaeological Site.
Practical 3	Preparing a comparative Chart of Ancient Indian Political Thinkers and their thoughts.
Practical 4	Collection and Analysis of various types of States in Ancient World.
Practical 5	Preparing a comparative report on Monarchy and Republics.
Practical 6	Collection and analysis of principles of popular representation in Ancient India.
Practical 7	Organizing a group discussion on the Council of Ministers and Administrative Departments of ancient states

Practical 8	Write a short report on the unique features of Ancient Indian Local Administration.
Practical 9	Making a comparative chart of sites of judiciary in Ancient India and their functions.
Practical 10	Review of punishments in ancient Indian legal systems.

Students should complete any Five practicals from the above list.

U.G. Ancient Indian History, Culture and Archaeology Year II, Sem-IV, Syllabus [Level 5.0]			
Course Type	Minor	Credits 2 Theory	Weeks – 15 Hours - 30
HIS 293 MN	Socio–Cultural and Economic Institutions of Ancient India	Int. Marks 15	Ext. Marks 35

Course Objectives:

1. To develop logical skills for the study of Ancient Indian institutions.
2. To develop the skills of data collection for historical interpretation.
3. To enable students for advanced and specialized studies of ancient Indian history and culture.

Course Outcomes:

1. Student will acquire fundamental logical skills to study Social, Cultural and Economic institutions.
2. Student will acquire the necessary skills related with methods of collection of historical data useful for interpretation.
3. Student will get a knowledge of Politico-legal institutions which will be helpful for the advanced and specialized studies in Ancient Indian Culture.

Course Content:

Unit-1. Social Institutions 10

- A. Varna and Ashrama System
- B. Sixteen Samskaras
- C. Types of Marriages

Unit-2 Educational and Cultural Institutions 10

- A. Educational Institutions - Gurukul, Ashrama, Agrahara, Universities
- B. Vihara and Basti *or* *Basadis*
- C. Temples

Unit-3. Economic Institutions 10

- A. Agriculture and Industry
- B. Trade and Commerce
- C. Guild and its Functions

References:

English Books:

1. Bose M.L, Social and Cultural History of Ancient India, Concept Publication New Delhi, 1998
2. Chattopadhyay Brajadulal, Essays in Ancient Indian Economic History, Indian History Congress, 2014
3. Hartmut Scharfe, Education in Ancient India, Brill, Boston, 2002
4. Jha D.N, Economy and Society in Early India, Munshiram Manoharlal Publishers, New Delhi, 1993
5. Kalynaraman S., Economic History of Ancient India: Artha, Wealth or Vedic Rastram, Create Space Publishing Platform, 2016
6. Kulke Hermann and Dietmar Rothermund, A History of India, Rutledge, London and New York, 2004.
7. Mishra Arun Kumar, Trading Communities in Ancient India: From earliest time to 300 A.D, Anamika Prakashana, New Delhi, 1992
8. N. Jayapalan, Economic History of India: Ancient to Present Day, Atlantic Publishers, New Delhi, 2008
9. Parasher-Sen Aloka, Social and Economic History of Deccan some interpretation, Manohar Publishers, New Delhi, 1993.
10. Prasad Prakash Charan, Foreign Trade and Commerce in Ancient India, Abhinav Publications, New Delhi, 1977
11. Singh Upinder, A History of Ancient and early Medieval India, Pearson Longman, Delhi, 2008.
12. Sharma R.S., India's Ancient Past, Oxford University Press, Delhi, 2019.
13. Thapar Romila, Early India FROM THE ORIGINS TO AD 1300, University of California Press, California, 2004.
14. Sinha A.K, reading in Early Indian Socio-Cultural History, Anamika Publishers and Distributes, New Delhi, 2000
15. Sharma R.S, Perspectives in Social and Economic History of Early India, Munshiram Manoharlal Publishers, New Delhi, 1995
16. Thapar Romila, Ancient Indian Social History: Some Interpretations, Orient Longman, New Delhi, 2004

Books in Marathi and Hindi Language:

1. भिडे गजानन व करवंदीकर, प्राचीन भारतीय सामाजिक व आर्थिक संस्था, फडके प्रकाशन, कोल्हापूर, 1995
2. मोतीचंद्र, (मा.कृ.पारधी मराठी अनु.) सार्थवाह, साहित्य अकादेमी, नवी दिल्ली, 2010
3. नाईकनवरे वैजयंती, प्राचीन समाज, फडके प्रकाशन, कोल्हापूर, 2008
4. विद्यालंकार सत्यकेतु, प्राचीन भारत का धार्मिक सामाजिक एवं आर्थिक जीवन, सरस्वती सदन, नई दिल्ली, 1978
5. अळतेकर अनंत सदाशिव, प्राचीन भारतीय शिक्षणपद्धती, सुविचार प्रकाशन मंडळ, नागपूर, 1935

U.G. Ancient Indian History, Culture and Archaeology Year II, Sem-IV, Syllabus [Level 5.0]			
Course Type	Minor	Credits 2 Practical	Weeks – 15 Hours - 60
HIS 294 MNP	Socio–Cultural and Economic Institutions of Ancient India PRACTICAL	Int. Marks 15	Ext. Marks 35

objectives:

1. To understand the relevance and transformation of ancient Indian cultural and educational systems in modern society.
2. To explore and document ancient religious practices, educational institutions, and socio-economic systems through practical investigation.
3. To develop analytical, observational, and reporting skills through field visits, chart-making, and report writing.

Course Outcomes:

1. Students will understand the relevance of ancient Indian cultural, educational, and religious systems.
2. Students will analyse and interpret historical practices, institutions, and technologies through comparative and field-based studies.
3. Students will develop skills in documentation, critical analysis, and presentation through practical activities.

Course Content:

Practical 1	Preparing a critical report on Ashram system
Practical 2	Preparing a Critical evaluation of the relevance of Sixteen Samskaras
Practical 3	Analysis of the changing nature of 16 Samskaras in ancient Indian Society.
Practical 4	Comparison of Gurukul and Ashrama education system.
Practical 5	Preparing a report on the Ancient Nalanda University.
Practical 6	Visit to Buddhist monastery/Jain Basadis and report writing.
Practical 7	Visit to nearest Temple and study of its architectural features and report writing.
Practical 8	Mapping the major trade routes of Ancient India.
Practical 9	Documenting Agricultural technology in Ancient India.

Practical 10	Preparing a short report of the economic and cultural contribution of Guilds.
--------------	---

Students should complete any Five practicals from the above list.