

Employability Potential of the Programme:

Generic Elective DETAILED SYLLABUS Discovery of Bharat

The following employment is available from this course

1) Competitive Examination: - Today is the age of competition. In this age of competition, competitive examination is of paramount importance. This course is Central Public Service Commission. Maharashtra State Public Service Commission. It will be very useful for railway recruitment, various selection boards, staff selection etc.

2) Tourism Guide: - The course covers the history of ancient India. Most of the tourist destinations in India are based on ancient architecture. Mehroli's Iron Pillar, as well as Universities at Nalanda, Sachi, Vallabhi, Takshashila, Ujjaini, Mathura, as well as Stupas, monasteries, caves, inscriptions, columns, copperplates, palaces, etc. from the Maurya period. More than 100 places where it is located can provide employment opportunities to a large number of students as a tourist, guide.

3) Industry and Business: - Ancient Buddhist, Maurya, Gupta, Vakataka. During the Satvahana period, industry and business flourished. These were the international markets of the industry. During the course of this course, these markets and the place of the center would be able to create industries from the point of view of tourists as well as businesses could be established.

4) Local Employment means Earn and Learn: - In the examination of SantGadge Baba Amravati University, there are many historical places in the subject period. All these places are crowded with tourists. These places include Regimal Heritage site - Bhon, Tal. Sangrampur, Dist. BuldanaLonar, Dist. BuldhanaTarapur, Dist. Buldhana, NarasimhaMurti, Mehkar, Dist. Buldhana, SharangdharBalaji, Mehkar, Dist. Buldhana, KanchanichaMahal, Mehkar, Dist. Buldhana, Washim, Dist. WashimNimba, Tal. Darvda, Dist. Yavatmal, Salbardi, Dist. Amravati, Muktagiri, Dist. Amravati, Ramtel, Dist. Nagpur, Nagardhan, Dist. Nagpur, AjinthaAurangabad, Eolra Aurangabad, Pitalkhore, Dist. Aurangabad, Pratishtan, Dist. Aurangabad, Kandhar, Dist. Nanded . By making them aware of these arts, they can get a large number of employment opportunities.

5) Development of Art and Architecture: -There has been a huge development of sculpture and architecture in the course.

6) Creation of Vipassana Center: - This course covers Buddhist period and Buddhist philosophy. Today, meditation is of paramount importance in terms of health. The importance of this meditation, its form and the creation of the center, etc., can be realized by the students. They can set up such centers.

7) Creation of business through social customs: -There are many customs and traditions that have been going on in India since ancient times. The skill of creating the

coordinator of this program is included in this course. So it can create a lot of jobs.

8) Production of Yoga Instructors: -In ancient times, a large number of yoga instruments were widely used. It is also a part of this program.

9) Creation of an interpreter: -The script and language that existed in ancient times are not known to the masses. Since the study is in this course, the students will become aware of the language skills. This will enable many researchers and scholars to get acquainted with the prevailing period inscriptions, copperplates, column inscriptions, bhujpatras, contemporary texts etc. from this interpreter so that a large number of jobs will be available for the students.

10) Historian:-Historians are academics, and researchers rolled into one. They mainly deal with studying the events of the past. Historians research, analyzes, and interprets historical events and write their inferences about them.

They collect data from libraries, archives, and artifacts, determining the authenticity and importance of historical data, translate historical documents into human languages, preserve artifacts and documents in museums, and publish their writings in academic journals.

11) Archivist:-Archivists are primarily responsible for acquiring, curating, and managing a permanent collection of documents, artifacts, other materials of historical and cultural importance. Their archive generally includes historic books, papers, maps, photographs, prints, films, videotapes, and computer-generated records.

In essence, Archivists preserve the past for the present and future generations of learners, researchers, and the general public. Apart from this, Archivists liaise with donors and depositors of archives and maintain computer-aided search systems.

12) Curator:-Curators take on a managerial role in museums, art galleries, or heritage centers. They develop collections of valuable exhibits such as artworks, paintings, sculptures, scriptures, etc. Curators organize events like exhibitions, conferences, and audio-visual presentations to display their collections.

They buy exhibits, negotiate the prices of objects, arrange for restoration of artifacts, maintain records and catalog acquisitions, and raise funds and grants for museums/art galleries.

13) Archeologist: -Archaeologists study human civilizations to find out how they impacted the present world. They inspect and examining historical artifacts, ranging from prehistoric tools and objects to monuments and buildings. Their prime duty is to recover and analyze the remains extracted from excavation sites.

Archaeologists job demands that they travel extensively within the country and globally to find pieces of historical significance. According to their specialization, they can also settle for tenured academic positions like lecturers, professors, conservators, and museum curators.

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Course Outcome

CO1: Survey the sources of History of Ancient India.

CO2: Describe the social, economic, religious and institutional bases of Ancient India.

CO3: Analyze development of the concept of Nation- State background of political history.

CO4: Study ancient Indian Art & Architecture

CO5: Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India.

On successful completion of the Course the students will be able to:

CSO1: Learn the socio-political and cultural background of the Ancient Indian History.

CSO2: Learn various Ancient Indian History Tourist places and Guide Tourist.

CSO3: Prepare for Competitive Examinations like UPSC, MPSC, and SET/NET etc.

CSO4: Understand various concepts in Social Studies through the Ancient Indian History.

CSO5: Learn developments of mankind.

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Module: I -Concept of Bharatvarsha

I. Understanding of Bharatvarsha

II. Eternity of synonyms Bharat- India, Hindustan

III. The glory of Indian Literature: Ved, Upanishads

Jain ó Aagam,

Buddhist Literature- Tripitak, Milind Prashna, Divyavadan,

Dipvansh, Mahavansh, Jatak Katha Etc.

Module: II - Indian Knowledge Tradition, Art and Culture

I. Evolution of language and Script: Brahmi, Kharoshiti, Pali, Prakrit, Sanskrit, Tigaliri, etc

II. Salient features of Indian Art & Culture- Harrappa Civilization Vedic Age, Maurya Age, Gupta Age, Satavahan and Vakataka.

III. Indian educational system- Ashram System, Takshashila University, Mathura University, Vallabhi University, Nalanda University,

Module: III - Dharma, Philosophy and Development of Rural Culture

- I. Indian perception of Dharma and Darshan- Vedic and Jainism
- II. Buddhism and Expansion of Buddhism
- III. The concept of Janpada& Gram Swarajya

Module: IV - Science, Environment and Medical science

- I. Science and Technology in Ancient India
- II. Environmental conservation: Indian View
- III. Health consciousness of (Science of Life): Ayurveda, Yoga, Vippashana and Naturopathy

Module: V- Indian economic traditions and Astronomy

- I. Indian numeral system and Mathematics
- II. Indian economic thoughts, Industry, inland trade commerce, Maritime Trade
- III. Concept of Astronomy

References:

1. Ghos, A- Ajantha murals, Arcological survey of India New Delhi 1978
2. Altekar, A. S. ó The Rashtrakuts and Their Times, Orntial Book agency Pune
3. AlkaziRoshan, Ancient Indian costume, 1993, National Book Trust, India, A-5, Green park New Delhi, 110016
4. Alkazi, Roshen- Ancient India Costume First Edi, 1996
5. Gajbhiye, Ashwaveer W, The Constitutional Name of India From Earliest to Present, B. R. Publishing Corporation, Delhi, 2016
6. शमा,श्रीमशरण, ँचीन भारताचा इतिहास, अनुवाद – डॉ वि दा परांजपे
7. कळंबे चिंत्तिखा, कळंबे शालिनी, ँचीन भारताचा संंिंइतिहास आणि ियिदशंअशोक भाग पहिला व दुसरा, ियंम ँकाशन एरोली नवी मुंबई, २०१७
8. बनसोड डॉ संतोष, जाधव डॉ सिंथंभारताचा इतिहास (ंभ ते १२०५) ँ साईनाथ ँकाशन नागपूर, जुलै २०१७