**TEACHING PLAN for Academic Year 2021-22**

**PAPER: HISTORY OF INDIA- I**

**SEMESTER: I**

**SESSION: 2021-22**

**TEACHER NAME: Dr. SHAKTI MADHOK**

* **SYLLABUS**

**Unit I: Reconstructing ancient Indian history**

[a] The Indian subcontinent: landscapes and environments

[b] Sources of historical reconstruction (up to 600 BCE)

[c] Changing historiography

[d] Early Indian notions of history

**Unit II: Prehistoric hunter-gatherers**

[a] Palaeolithic cultures: sequence and distribution; Tool typology and technology and subsistence pattern

[b] Mesolithic cultures: regional and chronological distribution; new developments in technology and economy

[c] The prehistoric mind: funerary practices and art

**Unit III: The advent of food production**

The regional and chronological distribution of the Neolithic and Chalcolithic cultures; subsistence;

patterns of interaction and exchange

**Unit IV: The Harappan civilization**

Origins; settlement patterns and town planning; agrarian base; craft production and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions

**Unit V: Cultures in transition up to c*.* 600 BCE**

Settlement patterns; technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan question; megaliths

a) North India

b) Central India, the Deccan and South India

* **COURSE DESCRIPTION**

Being the first paper of the History Honours course, it intends to provide an extensive survey of early Indian history to the students and familiarise them with the tools of studying ancient Indian history. The inter-disciplinary approach of the course provides the students a point of beginning from where they can build an understanding of the discipline of history. Spanning a very long period of India’s ancient past – from pre-historic times to the end of Vedic cultures in India – the course dwells upon major landmarks of ancient Indian history from the beginning of early human hunter gatherers to food producers. This course will equip the students with adequate expertise to analyse the further development of Indian culture which resulted in an advanced Harappan civilization. In course of time students will learn about the processes of cultural development and regional variations.

* **TEACHING TIME(No. Of Weeks)**

**14 Weeks/70 Classes approx..**

* **CLASSES**

Classroom lecture and discussion method, problem-solving method, question-answer method, group discussion method and discussion following student presentations in class and/or in tutorial classes will form the basis of teaching-learning process. Presentations shall focus either on important themes covered in the class lectures, or around specific readings. Supporting audio-visual aids like documentaries and PowerPoint presentations will be used wherever necessary in order to augment the effectiveness of the methods used in classrooms. Overall, the Teaching Process shall emphasize the interconnectedness of themes within the different rubrics to build a holistic view of the time period/region under study. The process shall consistently underline the ways in which various macro and micro-level developments/phenomena can be historicized.

* **UNIT WISE BREAK UP OF SYLLABUS**

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* **ASSESSMENT**

**Internal Assessment: 25 Marks**

Students will be regularly assessed for their grasp on themes through debates and discussions covered in class. Two written assignments and at least one presentation will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to the theme for written submissions, i.e. being able to explain important historical trends and trace historiographical changes reflected in the assigned readings.

* **ESSENTIAL READINGS**
* Allchin, B., and R. Allchin.(1997).*Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapters-1 & 2.)
* Arunachalam, B. (2013). “Geography and Environment” in *Prehistory of India, A Comprehensive History of India*, vol. 1, Part 1.New Delhi: Manohar Publishers. (Chapter 1, pp. 21-28.)
* Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Introduction and Chapter 1.) (Available in Hindi)
* Thapar, Romila. (2013). *The Past Before Us; Historical Traditions of Early India*, Delhi: Permanent Black, Part 1, pp. 3-84.
* Chakrabarti, D.K. (1999). *India: An archaeological History, Palaeolithic Beginnings to Early Historic Foundations.* Delhi: Oxford University Press. PP. 41-116.
* Lahiri, Nayanjot, ed. (2000).*The Decline and Fall of the Indus Civilization*, Delhi: Permanent Black. ('Introduction', pp.1-33.)
* Ratnagar, Shereen. (2001).*Understanding Harappa: Civilization in the Greater Indus Valley*. Delhi: Tulika, pp. Pp. 6-42, 103-115, 122-152.
* Sahu, B.P. (ed. ). (2006). *Iron and Social Change in Early India*. Delhi: Oxford University Press. (Introduction pp.1-31.)
* Sharma, R.S. (1996).*Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidas. (Chapters VII-XIV pp.87-196 and XXII pp. 349-370) (Also available in Hindi)
* Sharma, R.S. (1983).*Material Culture and Social Formations in Ancient India*, Macmillan India, Delhi. (Chapters 2, 3, 4 and 5. Pp. 22- 88) (Also available in Hindi)

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