

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

**PAPER History of India from the earliest times up to c. 300 CE**

**SEMESTER: 1ST**

**SESSION: 2021 JAN-2022 TO JULY2022**

**TEACHER NAME: Mr. Ravi kumar Meena**

### **. SYLLABLES**

**Core Course I**

**History of India from the earliest times up to c. 300 CE**

**Course Objectives:**

This course explores various stages and processes of Indian history from prehistoric period to early historic centuries. It examines the historiographical shifts pertaining to what is termed as 'Ancient/early' India. Underlining the pan-Indian historical changes, it also focuses on regional diversities. The varied experiences in the Indian subcontinent can be seen in archaeological cultures and questions concerning literacy, nature of state formation and attendant cultural growth.

**Learning Outcomes:**

On successful completion of this course, students will be able to:

Delineate changing perceptions on 'Ancient/early' India.

Explain the importance of archaeological sources for study of proto-history and recognize the belated growth of literacy.

- 
- 
- 
- 

**Course Content:**

- **Interpreting Ancient India; survey of sources**
- **Prehistoric Cultures:** Palaeolithic, Mesolithic, Neolithic; rock art
- **Harappan Civilization:** Origin and extent, town planning, economy, society and religion, decline and continuity. Chalcolithic cultures
- **Vedic Culture:** polity, economy, society and religion. Beginnings of the iron age; Megalithic cultures
- **Post-Vedic Period:** material and social changes, Mahajanapadas and the rise of Magadha,

Buddhism and Jainism: doctrines; spread

- **The Mauryan Empire:** state and administration, society, economy, Ashoka's Dhamma, decline, art and architecture

• •

Distinguish between civilization and culture, particularly in the context of first ever civilization in the Indian subcontinent.

Outline the key features of the first ever empire under the Mauryas. Locate the shift of historical focus from Gangetic belt to newer areas.

Discuss the processes of assimilations of people and ruling houses from outside the Indian subcontinent in to the mainstream.

VII. **The Far South:** Tamilakam; polity, economy and society

VIII. **Post-Mauryan age with special reference to Satavahanas and Kushanas:** polity, economy, society, culture

## TEACHING TIME (No. Of Weeks)

**12 Weeks approximately (60 lectures +36 tutorials)**

### ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

**Unit I.** In this Unit the students shall be introduced to the varied sources used for writing history of ancient India. Key interpretations stemming from historians' use of such sources shall be discussed. (( ONE weeks /5lecturers and tutorial )

)

• •

• •

•

• •

**Unit II.** This Unit shall familiarize the students with the essential features of early human societies and help them distinguish between various subsistence patterns and material cultures of these societies. **(Teaching Time: 1 week approx.)**

Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld.

के.वी. जैन. (2008). नई!द #ली .एकअवलोकन :भारतका1ा गित हासऔरआ)इतिहास: D.K. Printworld.

Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson.

उपि>दर ,;सह. (2016). पाषाणकालसे :1ाचीनएवमपूव7म=यकालीनभारतकाइतिहास

12.वीशताGदीतक िपयरसन :नई!द#ली.

Allchin, Bridget and Raymond Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking.

Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi:

Penguin. रिमला ,थापर. (2008). 1ार2भसे :पूव7कालीनभारत 1300 ,;हदीमा=यमकाया7  
>वयिनदशे ालय .तक .ई !द#लीव(िव)ालय,.

Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson.

उपि>दर ,;सह. (2016). पाषाणकालसे :1ाचीनएवमपूव7म=यकालीनभारतकाइतिहास  
12.वीशताGदीतक िपयरसन :नई!द#ली.

Hीमाली .एम .एवमके .एन .डी ,झा. (2000). :!द#ली .1ाचीनभारतकाइतिहास पुनमु7Ln,!  
द#लीव(िव)ालय,;हदीमा=यमकाया7>वयिनदशे ालय.

Sharma, R. S. (1995). *Perspectives in Social and Economic History of Early India*. New Delhi: Munshiram Manoharlal.

एस .आर ,शमा7. (2000). :!द#ली .1ारि2भकभारतका आNथकऔरसामाजिकइतिहास !  
द#लीव(िव)ालय,;हदीमा=यमकाया7>वयिनदशे ालय.

24

**Unit III.** This Unit shall introduce students to one of the earliest urban civilizations in Asia of the Indian subcontinent. The unit shall also provide an overview of other material cultures. **(Teaching Time: 2 weeks approx.)**

**Unit IV.** This Unit shall provide the students a detailed overview of the evolving cultural traditions, socio-economic structures and political formations in the northern Indian subcontinent. The Unit shall also discuss the advent of material cultures and communities that developed the use of iron technology in the northern and southern parts of the subcontinent. **(Teaching Time: 2 weeks approx.)**

Sharma, R. S. (1995). *Perspectives in Social and Economic History of Early India*. New Delhi: Munshiram Manoharlal.

एस .आर ,शमा7. (2000). :!द#ली .1ारि2भकभारतका आNथकऔरसामाजिकइतिहास !  
द#लीव(िव)ालय,;हदीमा=यमकाया7>वयिनदशे ालय.

Jha, D. N. (2004). *Early India: A Concise History*. Delhi: Manohar.

Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: MacMillan.

रणबीर ,चवतd. (2012). ओरिएंटलैक[वान :नई!द#ली ,आ!दकाल :भारतीयइतिहास.

Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld.

के .वी ,जैन. (2008). नई!द #ली .एकअवलोकन :भारतका1ा गित हासऔरआ)इतिहास: D.K. Printworld.

**Unit V.** This unit shall familiarize the students with major social transformations that unfolded from roughly c. 600 BCE to c. 200 BCE. **(Teaching Time: 2 weeks approx.)**

Ratnagar, Shereen.(2001). *Understanding Harappa: Civilization in the Greater Indus Valley*. New Delhi: Tulika.

Allchin, Bridget and Raymond Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking.

उपि>दर ,;सह. (2016). पाषाणकालसे :1ाचीनएवमपूव7म=यकालीनभारतकाइतिहास  
12.वीशताGदीतक िपयरसन :नई!द#ली.

औरसंकटा1सादशुYल .के .के ,थपिलयाल. (2003). ,उZर1दशे ;हदीसं[था न :लखनऊ .िस>धुस\_यता

संशोधित एवमपेक्षित संस्करण.

Jain, V. K. (2006). *Pre and Protohistory of India*. New Delhi: D.K. Printworld (Chapter on Chalcolithic Cultures).

के.वी. जैन. (2006). नई दिल्ली. एक अवलोकन : भारत का प्रागैतिहास और आदिताहास : D.K. Printworld (ताम्रपाषाण से संस्कृत अखण्ड)

25

R. S. Sharma. (1983). *Material Culture and Social Formations in Ancient India*. New Delhi: Macmillan.

Jha, D. N. (2004). *Early India: A Concise History*. Delhi: Manohar.

Thapar, Romila. (2002). *Early India from the Origins to AD 1300*. New Delhi: Penguin.

रिमा, थापर. (2002). प्रागैतिहास : पूर्व कालीन भारत 1300 ई.पू. से वर्तमान तक : यमकाया

> वयिन देशालय : दिल्ली. त. ई. ! दिल्ली (वि.) ालय.

हीमाली. एम. एमके. एन. डी. झा. (2000) ; हदीमा = यमकाया > वयिन देशालय : दिल्ली .

1. प्राचीन भारत का इतिहास पुनर्मुद्रण , ! दिल्ली (वि.) ालय.

**Unit VI.** This Unit shall introduce students to the evolving administrative framework, social structure, economy and cultural life of one of the earliest empires of the Indian subcontinent. **(Teaching Time: 2 weeks approx.)**

Thapar, Romila. (2012). *Ashoka and the Decline of the Mauryas*, third edition, New Delhi: Oxford University Press.

रिमा, थापर. (2005). ग्रंथिः पी ! दिल्ली , अशोक और मौर्य साम्राज्य का पतन.

Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: MacMillan.

रणबीर , चक्रवर्ती. (2010). ओरिएंटल एजेंडा [वान : नई दिल्ली. आदि काल : भारतीय इतिहास.

**Unit VII.** This Unit shall familiarize the students with important social transformations and cultural traditions that developed within communities settled the southern reaches of the Indian subcontinent. **(Teaching Time: 1 week approx.)**

Karashima, Noboru (Ed.). (2014). *A Concise History of South India*. New Delhi: Oxford University Press.

Singh, Upinder. (2013). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*. New Delhi: Pearson.

उपेंद्र , सह. (2013). पाषाण काल से : प्राचीन एवम पूर्व मध्य कालीन भारत का इतिहास

12. वी शताब्दी तक विपरीत : नई दिल्ली.

**Unit VIII.** This Unit shall discuss the key features of polities and material life that emerged in the period c. 100 BCE to c. 300 CE, using the case studies of the Satavahanas and Kushanas. **(Teaching Time: 1 week approx.)**

• Sharma, R.S. (2015). *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarasi Das.

एस. आर. शर्मा. (1990). राजकमल काशन : नई दिल्ली , प्राचीन भारत में राजनीति के विकास [थाए दसूरा संस्करण.

26

Chakravarti, Ranabir. (2010). *Exploring Early India Up to C. AD 1300*. New Delhi: MacMillan.

रणबीर , चक्रवर्ती. (2010). ओरिएंटल एजेंडा [वान : नई दिल्ली. आदि काल : भारतीय इतिहास.

**Suggested Readings:**

Basham, A.L. (1967). *The Wonder That Was India*. New Delhi: Rupa & Co.

Thapar, Romila. (2013) *Cultural Pasts: Essays in Early Indian History*. New Delhi: Oxford University Press.

Kosambi, D. D. (1975). *An Introduction to the Study of Indian History*. New Delhi: Popular Prakashan.

Ray, H. P. (1986). *Monastery and Guild: Commerce under the Satavahanas*. New Delhi: Oxford University Press.

Chakrabarti, Dilip K. (2006). *The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India, Stone Age to AD 13th Century*. New Delhi: Oxford University Press.

Lahiri, Nayanjot. (2002). *The Decline and Fall of the Indus Civilization*. New Delhi: Permanent Black.

Ray, Niharjan. (1975). *Maurya and Post-Maurya Art: A Study in Social and Formal Contrasts*. New Delhi: Indian Council of Historical Research.

Moorti, Udayaravi S. (1994). *Megalithic Culture of South India*. Varanasi: Ganga Kaveri.

Gurukul, Rajan. (1995). "The Beginnings of the Historic Period: The Tamil South" in Romila Thapar (Ed.), *Recent Perspectives of Early Indian History*. Bombay: Popular Prakashan.

**Teaching Learning Process:**

Classroom teaching should be supported by group discussions or group presentations on specific themes/readings. Adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

**ASSESSMENT****Internal Assessment: 25 Marks**

Internal Assessment of 25 marks will be conducted as per university guidelines.

The Students will be assessed based on three modes 1) Written assignment

2) Class Test

3) Class attendance

1) Two assignments of 5 marks each will be conducted.

2) There will be a Class Test of 10 marks. It will take place tentatively in the month of March

Quizzes on specific topics will be organized after discussion with students.

3) There will be 5 marks for the attendance

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions; one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

**Keywords:** Prehistory, Chalcolithic, Megalithic, *Mahajanapadas*, Empire, *Dhamma*, *Tamilakam*