

## **Course1: ANCIENT INDIAN HISTORY & CULTURE**

### **(from Indus Valley Civilization to 13th Cen A.D)**

**Unit - 1** Ancient Indian Civilization (from Circa 3000 BC to 6 th BC): Indus Valley Civilization - Salient Features; Vedic Age - Society, Polity, Economy, Culture during early and later Vedic period

**Unit - II** Ancient Indian History & Culture (6th Century BC to 2nd Century AD): Doctrines and Impact of Jainism and Buddhism; Mauryan Administration, Society, Economy & Culture - Ashoka's Dhamma; Kanishka's Contribution to Indian Culture

**Unit - III** History & Culture of South India (2nd Century BC to 8th Century AD): Sangam Literature; Administration, Society, Economy and Culture under Satavahanas; Cultural contribution of Pallavas

**Unit - IV** India from 3 rd century AD to 8 th century AD: Administration, Society, Economy, Religion, Art, Literature and Science & Technology under Guptas – Samudragupta; Cultural contribution of Harsha: Arab Conquest of Sind and its Impact

**Unit - V** History and Culture of South India (9th century AD to 13th century AD): Local Self Government of Cholas; Administration, Society, Economy and Culture under Kakatiyas – Rudram Devi

### **References:**

1. A.L. Basham, The Wonder That Was India
2. D.N.Jha, Ancient India
3. D.D.Kosambi, An Introduction to the Study of Indian History
4. D.P.Chattopadhyay, Science and Society in Ancient India
5. B.N.Mukherjee, The Rise and Fall of the Kushana Empire
6. K.A. NilakanthaShastri, A History of South India
7. R.C.Majumdar, K.K.Dutta&H.C.RoyChowdhuri (ed.), Advanced History of India
8. Kumkum Roy, The Emergence of Monarchy in North India: eighth to fourth centuries BC
9. RomilaThapar (et. al). India: Historical Beginnings and the Concept of the Aryan
10. M.L.K. Murthy, Pre-and Protohistoric Andhra Pradesh upto 500 B.C., New Delhi, 2003
11. K. Sathyanarayana, A Study of the History and Culture of Andhras .

## **Suggested Co-Curricular Activities**

- ❖ Cultural Clubs
- ❖ Assignments
- ❖ Student seminars
- ❖ Literature surveys and book reviews
- ❖ Map pointing
- ❖ Individual / Group Field Studies
- ❖ Co-operative learning
- ❖ Students can be asked to create a calendar charting the dates of key events
- ❖ Students should be asked to prepare an inventory of items preserved in the museum and their usage
- ❖ Encourage the habit of Numismatics
- ❖ Collection of news reports and maintaining a record of paper-cuttings relating to topics covered in syllabus
- ❖ Group Discussions on problems relating to topics covered by syllabus
- ❖ Examinations (Scheduled and surprise tests)
- ❖ Any similar activities with imaginative thinking beyond the prescribed syllabus