

VANITA VISHRAM WOMEN'S UNIVERSITY
SCHOOL OF HUMANITIES & SOCIAL SCIENCES
DEPARTMENT OF HISTORY



VANITA VISHRAM
WOMEN'S UNIVERSITY
— SURAT —

BACHELOR OF ARTS (B.A.) HONOURS HISTORY PROGRAMME
under Learning Outcomes-based Curriculum Framework (LOCF)
for Under Graduate (UG) Education

SEMESTERS 1 & 2

**Core Courses (CC), Ability Enhancement Compulsory Courses (AECC),
Generic Elective Courses (GE)**

Syllabus applicable to the students seeking admission in the following programmes
B.A. History under LOCF
w.e.f. the Academic Year 2021-2022

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1. Preamble – VVWU

Vanita Vishram Women’s University (VVWU) is the First-ever Women’s University of Gujarat approved by the Government of Gujarat under the provisions of the Gujarat Private Universities Act, 2009. It is a University committed to achieve Women’s Empowerment through Quality Education, Skill Development, and by providing employment opportunities to its girl students through its model curriculum, integration of technology in pedagogy and best-in-class infrastructure. The focus is on prioritizing practical component and experiential learning supported through academia-industry linkages, functional MoUs, skill development training, internships etc. It aims at providing opportunities to the girl students for holistic development and self-reliance.

VISION

Empowerment of women through quality education and skill development, so as to make them strong pillars of stability in the society.

MISSION

To provide Education & Professional Training to all women for their all-round development, so as to enable them to become economically independent and socially empowered citizens.

2. Introduction of the Programme

We at VVWU believe that History is a discipline which educates students on how to read and process data on people, societies, cultures, events and places that are far removed in time and space from our own experience.

- Knowledge of this past is critical in understanding the ways in which our world is connected and responds to its history in sometimes overt and at other times more complex ways that is missed by most people.
- At a general level, our courses are structured with the objective of giving requisite information about different aspects of the past to students, to teach them how to praise this information, instruct them on how historians research, frame an argument and debate details that have significance to how we understand the past and the present.
- The outcome is to provide students with a sense of how interconnected our present is with the past, how learning about the past provides them with the skills to understand the present. To facilitate this understanding, our courses, class room instruction and assignments give students the ability to think and reach their own conclusions.
- Our practical oriented discussions, experiential learning, written assignments, class room presentations, fests, theatre activities, field-work projects, viva-voce consolidate their ability to analyse and process information.

3. Programme Specific Objectives (PSOs)

To familiarize students with significant developments in the history of South Asia and certain other parts of the world, through different time periods.

- The course aims to make the students challenge the idea of history as seamless, or historical knowledge as fixed/finished product that the textbooks at the school level create.
- It seeks to expose the students to various problems and conflicts that are an inherent part of the historical exercise of reconstructing the past.
- The purpose is to sensitize students to the existence and desirability of multiple perspectives through which knowledge about past is constructed.
- Probably the most important goal is to enable students to cultivate a historically sensitive way of thinking with due regard to time, place, context and roles of human agencies involved. Thus, the students are encouraged to think critically, analyze different perspectives and be actively process information about past rather than become passive recipients of singular historical knowledge. In the process of helping them achieve the above goals, we hope to enable them to engage critically with the extant historical scholarship in the field, available in the form of secondary texts.
- By the end of the three years of the undergraduate programme, the students would have obtained elementary ideas of some of the more important issues that crop up in a historian's reading and interpretation of primary sources.
- In the course of their engagement with historical material, we also aim to equip them with an 'appropriate' vocabulary of the discipline, while sensitising them to the importance of specific terminology, such that they may be able to articulate their own complex ideas regarding various themes in History.
- Besides these objectives regarding the intellectual development of the pupil, the larger goals of this programme are those that are common to any other educational programme,

particularly in the field of humanities and social sciences. These are goals such as developing a sense of active citizenship, making responsible political choices and democratic conduct in public life.

4. Programme Specific Outcomes (PSOs)

- Ability to carefully read a complex historical narrative, evaluate its deployment of evidence, and understand its argument as well as critically analyze the same
- Formulate arguments based on a historiographical engagement
- Engage with scholarly writings and presentations
- Work collaboratively aiming towards a better society and nation at large
- Sensitivity to gender and social inequities as well as acquaintance with the historical trajectories of these issues
- Greater respect for basic human values and ideals of equality, freedom, respect for diversity, and other constitutional values
- Possess knowledge of the values and beliefs of multiple cultures so as to effectively engage in a multi-cultural society and interact with diverse groups.
- Propensity to identify patterns of change and continuity vis-à-vis issues of contemporary significance over long durations as well as across diverse geo-cultural zones

5. Structure of the Programme

B.A. HISTORY HONOURS STRUCTURE AND DISTRIBUTION OF COURSES

Semester	CC Total Credits (84)	DSE Total Credits (24)	GE Total Credits (24)	SEC Total Credits (08)	AECC Total Credits (08)	Total Credits
1	CCE101 CCE102	--	GE101	--	AECC101 AECC102	84 +
2	CCE201 CCE202	--	GE201	--	AECC201 AECC202	24 +
3	CCE301 CCE302 CCE303	--	GE301	SEC301	--	24 +
4	CCE401 CCE402 CCE403	--	GE401	SEC401	--	08 +
5	CCE501 CCE502	DSE501 DSE502	--	--	--	= 148
6	CCE601 CCE602	DSE601 DSE602	--	--	--	

6. Structure of the Course

FIRST YEAR B.A. (SEMESTERS 1 & 2)

SEMESTER	CORE COURSE	DISCIPLINE SPECIFIC ELECTIVE	SKILL ENHANCEMENT COURSE	GENERIC ELECTIVE	ABILITY ENHANCEMENT COURSE
1	History of India – I	-	-	Science, Technology and Society	English MIL Communication & Environmental Studies Or Moral and Professional Ethics
	Social Formations and Cultural Patterns of the Ancient World – I				
2	History of India – II	-	-	Age Of Rationalism, Humanism And Rise of the Modern World	English MIL Communication & Environmental Studies Or Professional & Moral Ethics
	Social Formations and Cultural Patterns of the Ancient and Medieval World – II				

SECOND YEAR B.A. (SEMESTERS 3 & 4)

SEMESTER	CORE COURSE	DISCIPLINE SPECIFIC ELECTIVE	SKILL ENHANCEMENT COURSE	GENERIC ELECTIVE	ABILITY ENHANCEMENT COURSE
3	History of India – III (c. 750-1200 CE)	-	Understanding Heritage or Archives and Museums	Politics of Nature	-
	Rise of the Modern West – I				
	History of India – IV (c. 1200-1500)				
4	Rise of the Modern West – II	-	Indian Art and Architecture or History, Sociology and Anthropology	Aspects of Cultural History of India in Pre-Colonial Times	-
	History of India – V (c. 1500-1600)				
	History of India – VI (c. 1750-1857)				

THIRD YEAR B.A. (SEMESTERS 5 & 6)

SEMESTER	CORE COURSE	DISCIPLINE SPECIFIC ELECTIVE	SKILL ENHANCEMENT COURSE	GENERIC ELECTIVE	ABILITY ENHANCEMENT COURSE
5	History of Modern Europe – I	Representation of History in Cinema or	-	-	-
	History of India – VII (c.1600-1750)	Gender in Indian History up to 1500 or	-	-	-
		Global Ecological Perspectives or	-	-	-
		Women-oriented Organizations in Contemporary India	-	-	-
6	History of India – VIII (c.1857-1950)	Representation of History in Literature	-	-	-
	History of Modern Europe – II	Gender in Indian History (c. 1500-1950)	-	-	-
		History of cult personalities	-	-	-
		Impact of Food on India's Socio-Cultural Heritage	-	-	-

**BACHELOR OF ARTS (B.A.) HISTORY HONOURS
COURSE CODE: BAHH001**

**SEMESTER 1
CORE COURSE PAPER 1 (101010211101)**

HISTORY OF INDIA – I

(Early India History – Stone Age to 6th Century BCE)

Course Objectives

The course intends to provide not only an extensive survey of early Indian history to the students of the prestigious history honours course but also familiarize them with the tools of studying ancient Indian history. The inter-disciplinary approach of the course empowers the students not only with the significance of sources in history writing but make them aware with the importance of environmental factors in the study of history. Spanned over a very long period of our ancient past, from pre-historic times up to the end of Vedic cultures in India, the course dwells upon major landmarks of ancient Indian history like beginning of the food production, Harappan civilization and Vedic cultures to name a few.

Course Outcomes

At the end of the course, the students will be able to:

Understand the significance of and role of environment in history and become an aware citizen towards protection of environment. They will be able to understand the trajectory of prehistory in India's past and transition to proto-history from prehistory along with their characteristic features. The students will be able to understand the pre and early historic technological development and their contribution in the development of human civilization in India. They will also be able to understand the significance of regions in history and the issues related to them.

COURSE CONTENTS

Unit 1 Reconstructing Ancient Indian History

- a) Sources and Historiography
- b) Methods of Historical Reconstruction
- c) Opinions of the Past and Viewpoints

Unit 2 The Pre-historic Period

- a) Palaeolithic Culture
- b) Mesolithic Cultures
- c) New Discoveries – Neolithic Culture

Unit 3 The Harappan Civilization

- a) Political and Social Life
- b) Economy and Culture – Contact with other Civilizations
- c) Decline

Unit 4 Cultures in Transition up to c. 600 BCE

- a) Advent of the Iron Age
- b) Early and Later Vedic Age Societies
- c) The Aryan Question

Teaching Methods to include as a part of Experiential Learning

- Assignment
- Presentation
- Project Work
- Open Book Test/Quiz

Essential Readings

- Allchin, B., and R. Allchin. *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking, 1997.
- Chakrabarti, D.K. *India: An Archaeological History*. New Delhi: Oxford University Press, 1999.
- Chakravarti, R. *Exploring Early India up to c. AD 1300*. Delhi: Primus, 2016 (3rd edition). [Available in Hindi]
- Kenoyer, J.M. *Ancient Cities of the Indus Valley Civilization*. Karachi: Oxford University Press and American Institute of Pakistan Studies, 1998.
- Ratnagar, S. *Understanding Harappa: Civilization in the Greater Indus Valley*. New Delhi: Tulika, 2001.

- Sharma, R.S. *Material Culture and Social Formations in Ancient India*. Delhi: Macmillan India, 1983. [Available in Hindi]
- Sharma, R.S. *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarasi Das, 1996. [Available in Hindi]
- Singh, U. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman, 2008. [Available in Hindi]
- Thapar, R. *Cultural Pasts: Essays in Early Indian History*. New Delhi: Oxford University Press, 2000.

Suggested Readings

- Allchin, F.R. et al. *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge: Cambridge University Press, 1995.
- Chakrabarti, D.K. *The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India*. New Delhi: Oxford University Press, 2006.
- Kosambi, D.D. *An Introduction to the Study of Indian History*. Bombay: Popular Prakashan, 1998 (reprint).
- Lahiri, N., ed. *The Decline and Fall of the Indus Civilization*. Delhi: Permanent Black, 2000.
- Moorti, U.S. *Megalithic Culture of South India: Socio-economic Perspectives*. Varanasi: Ganga Kaveri Publishing House, 1994.
- Neumayer, E. *Lines on Stone: The Pre-historic Rock Art of India*. New Delhi: Manohar, 1993.
- Ratnagar, S. *Harappan Archaeology: Early State Perspectives*. Delhi: Primus, 2015.
- Roy, K., ed. *Women in Early Indian Societies*. New Delhi: Manohar, 1999.
- Sahu, B.P., ed. *Iron and Social Change in Early India*. New Delhi: Oxford University Press, 2006.
- Sharma, R.S. *Perspectives in the Social and Economic History of Early India*. New Delhi: Munshiram Manoharlal, 2003 (reprint). [Available in Hindi]
- Thapar, R., ed. *Recent Perspectives of Early Indian History*. Bombay: Popular Prakashan, 1995.
- Trautmann, T.R., ed. *The Aryan Debate*. New Delhi: Oxford University Press, 2005.
- Thapar, R., *The Penguin history of early India: from the origins to AD 1300* London : Penguin, 2002.

SEMESTER 1
CORE COURSE PAPER 2 (101010211102)

SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT
WORLD – I

Course Objectives

The course aims to:

Offer a historical survey of human evolution. It details the features of material culture of early humankind by tracing the transitions from the hunting-gathering subsistence pattern to gradually more advanced human subsistence patterns involving domestication of animals and food production. While doing so the paper highlights how such changes were gradual and did not unfold uniformly in all parts of the world; thereby allowing for coexistence of different subsistence forms. The impact of changing subsistence patterns on the social structure, tool production, settlement patterns, cultural practices, etc. are discussed through important case studies from West Asia, East Asia, Europe and Meso-America. The paper proceeds to familiarise students with early urban civilizations, and the interface between urban settled communities and nomadic pastoral communities. It concludes with an important debate on the advent of iron technology.

Course Outcomes

At the end of the course, the students will be able to:

- Describe key moments in human evolution and the development of various subsistence patterns.
- Explain the differences between various forms of early human societies.
- Delineate the significance of early food production and other factors that propelled the gradual development of urban civilizations.
- Analyse the features of early urban civilizations and their interaction with nomadic pastoralists.
- Analyse the role of developing metal technology in human societies.

COURSE CONTENTS

Unit 1 Evolution of Humankind and Palaeolithic Cultures

- a) Environmental Context of Human Evolution
- b) Biological Evolution of Hominids
- c) Social and Cultural Adaptations

Unit 2 Understanding the Mesolithic

- a) Mesolithic as a Stage in Pre-history
- b) Environmental Transformation
- c) Culture

Unit 3 The Neolithic

- a) Features of the Neolithic
- b) Debating the Origins of Food Production
- c) Features of Social Complexity in Late Neolithic Communities

Unit 4 The Bronze Age and the Iron Age

- a) First Urbanization
- b) Second Urbanization
- c) The Advent of Iron – Its Origins and Implications

[Note: b, c and d are to be based on any one case-study: ancient Mesopotamia (Sumerian and Akkadian period)/Egypt (Old Kingdom)/China (Shang dynasty)]

Teaching Methods to include as a part of Experiential Learning

- Assignment
- Presentation
- Project Work
- Open Book Test/Quiz

Essential Readings

- Bogucki, P. *The Origins of Human Society*. Massachusetts and Oxford: Blackwell Publishers, 1999.
- Childe, G. “The Urban Revolution.” *The Town Planning Review*, Vol. 21, No. 1 (April 1950), pp. 3-17.
- Fagan, B.M. and N. Durrani. *The People of the Earth: An Introduction to World Pre-history*. 16th

- Flannery, K.V. “Origins of Food Production.” *Annual Review of Anthropology*, 2 (1973): 271- 310.
- Feng, Li. *Early China*. Cambridge: Cambridge University Press, 2013.
- James, T.G.H. *The British Museum’s Concise Introduction to Ancient Egypt* (British Museum Publications, 1979). Michigan: University of Michigan Press, 2005.
- Knightly, D.N. “The Shang. China’s First Historical Dynasty.” in *The Cambridge History of Ancient China. From the origins of Civilization to 221 B.C.*, edited by Michael Loewe and Edward L. Shaughnessey. Cambridge: Cambridge University Press, 1999.
- Lerner, G. *The Creation of Patriarchy*. Oxford, New York, Toronto: Oxford University Press, 1986.
- Lewin, R. *Evolution: An Illustrated Introduction*. 5th
- Nissen, H.J. *The Early History of the Ancient Near East, 9000-2000 B.C.* Chicago: University of Chicago, 1988. edition. Massachusetts, Oxford and Victoria: Blackwell, 2003.
- Redman, C.L. *The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient Near East*. San Francisco: W.H. Freeman 1978.
- Sherratt, A. “Sedentary Agricultural and Nomadic Pastoral Populations.” Chapter in *History of Humanity: From the Third Millennium to the Seventh Century B.C.* vol. II, edited by S. J. de Last, 37-43, Paris, London: Routledge, 1996.
- Starr, H. “Subsistence Models and Metaphors for the Transition to Agriculture.” M. Publishing, University of Michigan Library, 2005, url: <http://hdl.handle.net/2027/spo.0522508.0015.103>.
- Szuchman J., ed. *Nomads Tribes and the State in the Ancient Near East. Cross Disciplinary Perspectives*. Chicago: University of Chicago Press, 2009. Chapters 7-14, available at <https://oi.uchicago.edu/pdf/ois5.pdf>
- Trigger, B.G., B.J. Kemp, D. O’Connor and A.B. Lloyd. *Ancient Egypt: A Social History*. Cambridge: Cambridge University Press, 1983.
- Villard, P. “The Beginning of the Iron Age: Invention of Ironwork and its Consequences.” in *History of Humanity: From the Third Millennium to the Seventh Century B.C.*, vol. II, edited by J. de Last, 196- 204. Paris, London: Routledge, 1996.
- Wenke, R.J. and D.I. Olszewski. *Patterns in Pre-history: Humankind’s First Three Million Years*.

Suggested Readings

- Adams, R. MC. *The Evolution of Urban Society, Early Mesopotamia and Pre-Hispanic Mexico*. Chicago: Aldine, 1966.
- Chang, K.C. *The Archaeology of Ancient China*. New Haven: Yale University Press, 1977.
- Farooqui, A. *Early Social Formations*. Delhi: Manak Publications, 2001. reprint, New York: Routledge, 2016.
- Hodder, I.R., ed. *Religion in the Emergence of Civilisation, Catalhoyuk as a Case-Study*. Cambridge, New York, Melbourne: Cambridge University Press, 2010.

- Hodder, I.R. *Studies in Human-Thing Entanglement*. Stanford. 2016. Available at: <http://www.ian-hodder.com/books/studies-humanthing-entanglement>, esp. chap.4.
- Khazanov, A.M. *Nomads and the Outside World*, translated by Julia Crookman. Cambridge: Taylor and Francis, 1984.
- “Adopting Agriculture in Order to Hunt Better: An Example of Entrapment and Path Dependency,” pp. 44-63 and chapter 7, “Beyond Entanglement: The Role of Religion,” pp. 93-104.
- Lloyd, A.B., ed. *A Companion to Ancient Egypt*. Oxford and Massachusetts: Wiley Blackwell, 2010.
- Price T.D. and J.A. Brown, ed. *Pre-Historic Hunter-Gatherers: The Origins of Cultural Complexity*. Orlando Florida and London: Academic Press. 1985.
- *Thoughtful Foragers: A Study of Prehistoric Decision-Making*. Cambridge, NY, Melbourne: Cambridge University Press, 2009.
- Sherratt, A. “Plough and Pastoralism: Aspects of the Secondary Products Revolution,” in Ian Hodder, Glynn Isaac, and Norman Hammond. *Pattern of the Past: Studies in Honour of David Clarke*. Cambridge: Cambridge University Press, 1981.
- Zvelibil M., ed. *Hunters in Transition, Mesolithic Societies of Temperate Eurasia and their Transition to Farming*. London and New York: Cambridge University Press, 1986.

SEMESTER 2
CORE COURSE PAPER 3 (101010221103)

HISTORY OF INDIA – II
(750 to 1200 BCE)

Course Objectives

This course is about early historical developments taking place in Indian history. It shows the transition from proto to early historical phase leading to civilizational progress. Highlighting the features of early historic times, the course tries to trace the emergence of state system from proto-state stage and at the same time seeks to underline the important development in the arena of economy, society and culture. The purpose of this course is to familiarize the students with different types of state systems of early India and their features from the Mauryan to post-Gupta times with corresponding changes in economy, society and culture.

Course Outcomes

At the end of the course, the students will be able to:

Understand the processes and the stages of various types of state systems like monarchy, republics, centralized states and the process of the beginning of feudalization in early India. They will be able to know the features and stages of civilization in ancient Indian history. They will also be familiar with the process of urbanization and de-urbanization & monetization and demonetization in early India. This paper will also familiarize the students with the process of social changes along with progress in literature, science, art and architecture.

COURSE CONTENTS

Unit 1 Changing Political Formations

- a) Evolution of State and Monarchies/Ganas
- b) The Mauryan Empire
- c) Post-Mauryan Polities
- d) Shramic Traditions with special reference to Buddhism and Jainism

Unit 2 Economy and Society (c. 600 BCE to c. 300 CE)

- a) Gupta Era and its decline
- b) Second Urbanization
- c) Harshavardhana

Unit 3 Powers to the South

- a) Sangam Literature
- b) Satvahanas, Rashtrakutas and Chalukyas
- c) Pallavas and Cholas

Unit 4 Religion, Philosophy and Society (c. 600 BCE – 750 CE)

- a) Religion and Philosophy
- b) Trade and Commerce
- c) Social stratification, Art and Architecture

Teaching Methods to include as a part of Experiential Learning

- Assignment
- MCQ Test
- Group Discussion
- Project Work

Essential Readings

- Champakalakshmi, R. *Trade, Ideology and Urbanization: South India 300 BC to AD 1300*. New Delhi: Oxford University Press, 1996.
- Chakravarti, U. *The Social Dimensions of Early Buddhism*. New Delhi: Oxford University Press, 1987.
- Huntington, S. *The Art of Ancient India: Buddhist, Hindu, Jain*. New York: Weather Hill, 1985.
- Thappar, R. *From Lineage to State: Social Formations of the Mid-First Millenium BC in the Ganga Valley*. New Delhi: Oxford University Press, 2001.
- Chakravarti, R. ed. *Trade in Early India*. New Delhi: Oxford University Press, 2004.

- Karashima, N., ed. *A Concise History of South India: Issues and Interpretations*. New Delhi: Oxford University Press, 2014.
- Thappar, R. *History of Early India - From the Origins to AD 1300*. New Delhi: Penguin, 2003
- Basham, A.L. *The Wonder That Was India: Volume 1*. New Delhi: Picador; Indian edition, 2004

Suggested Readings

- Allchin, F.R. et al. *The Archaeology of Early Historic South Asia: The Emergence of Cities and States*. Cambridge: Cambridge University Press, 1995.
- Chattopadhyaya, B.D. *Studying Early India: Archaeology, Texts, and Historical Issues*. Delhi: Permanent Black, 2003.
- Desai, D. *Art and Icon: Essays on Early Indian Art*. New Delhi: Aryan Books International, 2013.
- Gethin, R. *The Foundations of Buddhism*. Oxford: Oxford University Press, 1998.
- Gurukkal, R. *Social Formations of Early South India*. New Delhi: Oxford University Press, 2010.
- Jaini, P. *The Jaina Path of Purification*. Berkeley: University of California Press, 1979.
- Jaiswal, S. *The Origin and Development of Vaisnavism*. New Delhi: Munshiram Manoharlal, 1981.
- Jaiswal, S. *Caste: Origin, Function and Dimensions of Change*. New Delhi: Manohar, 1998.
- Mukherjee, B.N. *Rise and Fall of the Kushana Empire*. Calcutta: Firma K.L. Mukhopadhyay, 1989.
- Olivelle, P., ed. *Between the Empires: Society in India 300 BCE to 400 CE*. New York: Oxford University Press, 2006.
- Olivelle, P., J. Leoshko and H.P. Ray, eds. *Reimagining Asoka: Memory and History*. New Delhi: Oxford University Press, 2012.
- Ray, H.P. *Monastery and Guild: Commerce under the Satavahanas*. New Delhi: Oxford University Press, 1986.
- Ray, H.P. *The Winds of Change: Buddhism and the Maritime Links of Early South Asia*. New Delhi: Oxford University Press, 1994.
- Roy, K. *The Power of Gender & the Gender of Power: Explorations in Early Indian History*. New Delhi: Oxford University Press, 2010.
- Sahu, B.P., ed. *Iron and Social Change in Early India*. New Delhi: Oxford University Press, 2006.
- Sharma, R.S. *Sudras in Ancient India: A Social History of the Lower Order Down to c. AD 600*. Delhi: Motilal Banarasi Das, 1980.
- Shrimali, K.M. *The Age of Iron and the Religious Revolution*. New Delhi: Tulika, 2007.
- Singh, U. *The Idea of Ancient India: Essays on Religion, Politics, and Archaeology*. New Delhi: Sage, 2016.