

**BA (Prog.) with History as Major**  
**Category II**

**DISCIPLINE SPECIFIC CORE COURSE (DSC-1): History of India from earliest times up to c. 300 CE**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
History of India from earliest times up to c. 300 CE	4	3	1	0	12 <sup>th</sup> Pass	NIL

**Learning Objectives**

The Learning Objectives of this course are as follows:

This course explores various historical phases and processes of Indian history from prehistoric period to early historic centuries through the lens of archaeological and literary evidence. An overview of various transformations, cultural shifts, developments in all aspects from the earliest times up to the phase of Empire building is provided to the learner. Alongside the pan-Indian historical changes, it also focuses on regional diversities.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- Explain the importance of various sources for study of prehistory and proto-history
- Distinguish between civilization and culture, particularly in the context of the Harappan civilization
- Locate the developments related to the introduction of Iron in early societies leading to urbanism and state formation
- Outline the key features of the Mauryan period.
- Locate the shift of historical focus from Gangetic belt to newer areas alongside the process of assimilation.

**SYLLABUS OF DSC-1**

**Unit I:** Sources for interpreting early Indian history (4 hours)

**Unit II:** Survey of Prehistoric Cultures: Palaeolithic, Mesolithic, Neolithic. (8 hours)

**Unit III:** Harappan Civilization: early urbanism, town planning, economy, cultural patterns and decline. (8 hours)

**Unit IV:** Vedic and Megalithic cultures: an overview (8 hours)

**Unit V:** Second urbanization, material and social changes, Buddhism and Jainism. (8 hours)

**Unit VI:** The Mauryan Empire: administration, economy, Ashoka's Dhamma, pillars and rock edicts (8 hours)

**Unit VII:** Early Tamilkam: Survey of Sangam literature, polity, economy and society (8 hours)

**Unit VIII:** Post Mauryan age: polity economy, society and culture with special reference to Satvahanas and Kushanas (8 hours)

**Practical component (if any) - NIL**

### Essential/recommended readings

**Unit I:** In this Unit the students shall be introduced to the varied sources, their scope and limitations, for reconstructing the early history of India. (Teaching Time: 4 hours approx.)

- Chakrabarti, D.K. (1990). India: An Archaeological History. New Delhi: OUP (Chapter 7)
- Goyal, S.R. (1995). The Coinage of Ancient India. Jodhpur: Kusumanjali Prakashan.
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. पुनर्मुद्रन. (अध्याय 2)
- Salomon, Richard. (1998). Indian Epigraphy. Delhi: OUP.
- Sharma, R.S. (1995). Perspectives in Social and Economic History of Early India. New Delhi: Munshiram Manoharlal. (Chapter 2)
- शर्मा, आर. एस. (2000). प्रारम्भिक भारत का सामाजिक और आर्थिक इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 2)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 1)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 1)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 1)
- थापर, रोमिला. (2008). पूर्वकालीन भारत : प्रारम्भ से 1300 ई.तक. दिल्ली: हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 1)

**Unit II:** This Unit delineates the transition from hunting gathering to food producing societies, familiarizing the students with their subsistence patterns and material cultures. (Teaching Time: 2weeks approx.)

- Agrawal, D.P. (1982) The Archaeology of India: London and Malmo: Curzon Press (All chapters)
- Allchin, Bridget and Raymond Allchin. (1997). Origin of a Civilization: The Prehistory and Early Archaeology of South Asia. New Delhi: Viking. (Chapter 3-5)
- Jain, V. K. (2006). Pre and Protohistory of India. New Delhi: D.K. Printworld. (Chapter 3-5)
- जैन. वी. के. (2008) भारत का प्रागैतिहास और आद्य इतिहास. एक अवलोकन. नई दिल्ली. D.K. Print-world. (अध्याय 3-5)
- जयसवाल विदुला (1987) भारतीय इतिहास के आदि चरण की रूपरेखा. दिल्ली: स्वाति पब्लिकेशन

- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapters 2 and 3)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 2 और 3)

**Unit III:** This Unit will enable students to gain an understanding of the various facets of early urbanism as witnessed during the Harappan civilization. (Teaching Time: 12 hours approx.)

- Allchin, Bridget and Raymond Allchin. (1997). Origin of a Civilization: The Prehistory and Early Archaeology of South Asia. New Delhi: Viking. (Chapters 6-9)
- Ratnagar, Shereen. (2001). Understanding Harappa: Civilization in the Greater Indus Valley. New Delhi: Tulika. (All Chapters)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (Chapter 4)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्वा मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 4)
- थपलियाल. के. के. और संकटा प्रसाद शुक्ल (2003) सिंधु सभ्यता. लखनऊ: उत्तर प्रदेश हिन्दी संस्थान संशोधित एवं संस्करण. (सभी अध्याय)

**Unit IV:** The Unit shall 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: 8 hours approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 2)
- चक्रवती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन. (अध्याय 2)
- Jain, V. K. (2006). Pre and Protohistory of India. New Delhi: D.K. Printworld. (Appendix I)
- जैन. वी. के. (2008) भारत का प्रागैतिहास और आद्य इतिहास. एक अवलोकन. नई दिल्ली. D.K. Print-world (परिशिष्ट I)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 3)
- Majumdar, R.C. and Pusalkar A.D., (ed.): The History and Culture of Indian People. Vol. I: Vedic Age.
- Moorti, Udayaravi S. (1994). Megalithic Culture of South India. Varanasi: Ganga Kaveri.
- Sharma, R.S. (1995). Perspectives in Social and Economic History of Early India. New Delhi: Munshiram Manoharlal. (Chapter 11)
- शर्मा, आर. एस. (2000). प्रारम्भिक भारत का आर्थिक और सामाजिक इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 11)
- Karashima, Noborou (Ed.). (2014). A Concise History of South India. New Delhi: Oxford Uni-versity Press (Chapter 1)

**Unit V:** This unit shall familiarize the students with major political and social transformations alongside religious ferment that unfolded from roughly c. 600 BCE to c. 300 BCE. (Teaching Time: 12 hours approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 3)
- चक्रवती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन. (अध्याय 3)
- झा. डी. एन. एवं के. एम. श्रीमाली. (2000) प्राचीन भारत का इतिहास. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. पुनर्वर्द्धन. (अध्याय 6 and 7)
- Jha, D. N. (2004). Early India: A Concise History. Delhi: Manohar. (Chapter 4)
- Sahu, B.P. (ed.) (2006), Iron and Social Change in Early India, OUP, Delhi (Introduction)
- Sharma, R.S. (1983). Material Culture and Social Formations in Ancient India. New Delhi: Macmillan. (Chapters 6 and 7)
- शर्मा. आर . एस. (2008) प्राचीन भारत में भौतिक संस्कृति एवं सामाजिक संरचनाएँ. राजकमल प्रकाशन. (अध्याय 6 और 7)
- Thapar, Romila. (2002). Early India from the Origins to AD 1300. New Delhi: Penguin. (Chapter 5)
- थापर, रोमिला. (2008). पूर्व कालीन भारत: प्रारम्भ से 1300 ई. तक. दिल्ली : हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय. (अध्याय 5)

**Unit VI:** This Unit shall introduce students to the evolving administrative framework, economy and concept of Dhamma during the Mauryan Empire. (Teaching Time: 12 hours approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 4)
- चक्रवती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन. (अध्याय 4)
- Lahiri, Nayanjot (2015) Ashoka in Ancient India. New Delhi: Oriental Blackswan
- Raychaudhary, H.C. (rev edn 1997). Political History of Ancient India. New Delh: OUP
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson. (chapter 7)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 7)
- Thapar, Romila. (2012). Ashoka and the Decline of the Mauryas, third edition, New Del-hi: Oxford University Press. (All Chapters)
- थापर, रोमिला. (2005). अशोक और मौर्य साम्राज्य का पतन. दिल्ली. ग्रंथ शिल्पी. (सभी अध्याय)

**Unit VII:** This Unit shall familiarize the students with important political, economic and social developments that took place in the Tamilakam area of the Indian subcontinent. (Teaching Time: 4 hours approx.)

- Karashima, Noborou (Ed.). (2014). A Concise History of South India. New Delhi: Oxford University Press. (Chapter 2)

- Sastri, K. A. Nilakantha. (1955) A History of South India from Prehistoric Times to the fall of Vijayanagar. New Delhi: OUP (also available in Hindi)
- Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. New Delhi: Pearson (chapter 8)
- सिंह, उपिंदर. (2016). प्राचीन एवं पूर्व मध्यकालीन भारत का इतिहास: पाषाण काल से 12वीं शताब्दी तक. नई दिल्ली. पियरसन. (अध्याय 8)

Unit VIII: This Unit will provide the students with an understanding about the key developments that took place in North and western India under the post – Mauryan dynasties, especially the Kushanas and Satvahanas.(Teaching Time: 8 hours approx.)

- Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: MacMillan. (Chapter 5)
- चक्रवती. रणबीर. (2012) भारतीय इतिहास. आदिकाल. नई दिल्ली. ओरिएंटल ब्लैकस्वेन (अध्याय 5)
- Sahu, B.P. (2015) Society and Culture in Post-Mauryan India c.200 BC to AD 300. A People's History of India series. New Delhi: Tulika Books. (also available in Hindi)
- Sharma, R.S. (2015). Aspects of Political Ideas and Institutions in Ancient India. Delhi: Motilal Banarasidas. (Chapters 18 and 19)
- शर्मा, आर. एस. (2000). प्राचीन भारत में राजनीतिक विचार एवं संस्थाएं. दिल्ली: राजकमल प्रकाशन. दूसरा संस्करण. (अध्याय 18 एवं 19)

#### **Suggestive 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 Pra-kashan.
- 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.
- Gurukkal, Rajan. (1995). "The Beginnings of the Historic Period: The Tamil South" in Romila Thapar (Ed.), Recent Perspectives of Early Indian History. Bombay: Popular Prakshan.

**Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**

## DISCIPLINE SPECIFIC CORE COURSE (DSC-2): Ancient Societies

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Ancient Societies</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>

#### Learning Objectives

The Learning Objectives of this course are as follows:

The course aims towards enabling students to have a broad understanding of various Ancient Civilizations with special focus on complexities in State Formation, society, economy, religion and culture. An overview of the ecological impact on their emergence, craft and trade, emerging cultural patterns, art and architecture and religion will be discussed related to the Indian, Mesopotamian, Egyptian, Greek and Chinese Civilizations. Students will get to familiarize themselves with fundamental concepts like 'Bronze Age', 'Civilization', 'Culture', 'Urban Revolution', and 'State'. Various craft technology especially metal technology and debates around it will also be introduced to them. The course strives to generate interest in students to learn about metal technology and its contribution to the emergence and growth of Ancient Civilizations.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- Define and explain concepts like Urban Revolution, Bronze Age and Civilization.
- Discuss the debate around metal technology.
- Describe ecological and other reasons for emergence of the various civilizations.
- Understand social complexities of different civilizations.
- Explain trends in the economy of these civilizations.
- Gain an understanding of cultural patterns and religious developments.

#### SYLLABUS OF DSC-1

**Unit I:** Defining Civilization, Sources and Historiography, Urban Revolution and Bronze Age, Debating Metal Technology (12 hours)

**Unit II:** Bronze Age Civilizations- India / China (Shang Dynasty) (16 hours)

**Unit III:** Bronze Age Civilizations- Mesopotamia (Sumerian and Akkadian Period)/Egypt (Old Kingdom) Ecological Context, Kingship and State, Social Pattern and Economy. Art, Religion and Culture (16 hours)

**Unit IV:** Bronze Age Civilizations- Minoan/ Mycenaean, Ecological Context, Kingship and State, Social Pattern and Economy Art, Religion and Culture (16 hours)

## Practical component (if any) - NIL

### Essential/recommended readings

**Unit I:** This Unit will help students understand the concept of Civilization. The important milestones in the growth and spread of civilizations viz. urban revolution, Bronze Age and advent of metal technology will also be dealt with. (Teaching period: 8 hours approx.)

- Childe, G. (1950). "The Urban Revolution," *The Town Planning Review*, Vol. 21, No. 1, April 1950, pp. 3-17.
- Redman, C.L. (1978). *The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient Near East*. San Francisco: W.H. Freeman, Chapter 2, 6, 7, pp. 16-49; 188-213; 214-243.
- Scarre, Christopher and Brian M. Fagan. (2008). *Ancient Civilizations* (3rd edn.), New Jersey: Pearson/Prentice Hall, pp. 3-12, and pp. 26-47.
- Whitehouse, R. (1977). *The First Civilizations*. Oxford: Phaidon, Chapters 1 and 9, pp 7-15 and 177-199.
- Childe, V.G. 1930. *The Bronze Age*. Cambridge: Cambridge University Press.
- Childe, V. Gordon. 1957. 'The Bronze Age'. *Past and Present*. 12 (November): 2-15

**Unit II:** This unit will deal with the idea of civilizations and the evolution of complex societies associated with the Bronze Age Civilizations in India / China during the Shang Dynasty. As such it will delve into factors leading to the use of metallurgy, its function in socio-religious complex and political structures thereof. (Teaching period: 16 hours approx.):

#### India:

- Allchin, B., and R. Allchin. (1997). *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking. (Chapters 6,7,8,9 & 10, pp. 113- 222).
- Chakrabarti, D.K. (1999). *India: An Archaeological History*. Delhi: Oxford University Press. (Chapters V and VI. pp.151-261).
- Ratnagar, Shereen. (2001). *Understanding Harappa: Civilization in the Greater Indus Valley*. Delhi: Tulika, Pp. 6-42, 103-115, 122-152.
- Ratnagar, Shereen. *Approaches to the Study of Ancient Technology*.
- Ratnagar, Shereen. (2007). *Makers and Shapers: Early Indian Technology in the Home, Village and Urban Workshop*, Delhi, pp. 156, 196, 218 n. 12.
- Singh, Upinder. (2008). *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. Delhi: Pearson Longman. (Chapter 4, pp. 132- 181.) (Available in Hindi).
- Thaplyal, K. K. and Sankata Prasad Shukla. (2003). *Sindhu Sabhyata (त संधु सभ्यता)*. Lucknow: Uttar Pradesh Hindi Sansthan. (In Hindi) PP. 25-107, 157- 226, 262-276, 292- 315, 354-363.

#### China

- Chang, K.C. (1987). *Shang Civilization*. New Haven, Conn: Yale University Press, pp. 263-288.
- Feng, Li. (2013). *Early China*, Cambridge: Cambridge University Press, pp. 1-111.
- Keightly, D.N. (1999). "The Shang. China's First Historical Dynasty" in Michael Loewe and Edward L. Shaughnessey. (Ed.). *The Cambridge History of Ancient China. From the origins of Civilization to 221 B.C*. Cambridge: Cambridge University Press, 1999.

- Thorp, R. L. (2006). *China in the Early Bronze Age. Shang Civilization.* Pennsylvania: University of Pennsylvania Press.

**Unit III:** (Teaching period: 16 hours)

Mesopotamia is considered to be the cradle of civilization and this unit will trace the evolution of complex societies, especially in relation to civilizational trait markers such as religion, urbanization, social stratification ranging from early farming in Zagros to mature urbanization in Southern Mesopotamia. The unit will also deal with Egypt that presented another model of civilizational development with the Pharaohic model of kingship, development of writing, distinct geography and monumental art and architecture.

- Nissen, H.J. (2003). *The Early History of the Ancient Near East, 9000-2000 B.C.* Oxford and Victoria: Blackwell.
- Redman, C.L. (1978). *The Rise of Civilisations. From Early Farmers to Urban Society in the Ancient Near East.* San Francisco: W.H. Freeman, Chapters 8, pp. 244-322.
- Roux, Georges (1992). *Ancient Iraq,* UK: Penguin, Chapters 1, 5, 6, 8, 9; pp. 1-16; pp. 66-103; 122-160.
- Whitehouse, R. (1977). *The First Civilizations,* Oxford: Phaidon, Chapters 3, 4, 5, pp. 33-115.
- Trigger, Bruce G. 2003. *Understanding Early Civilizations: A Comparative Study.* Cambridge: Cambridge University Press.
- फारूकी, A. (2015). प्राचीन और मध्यकालीन साम्राज्यिक संरचनाएँ और संस्कृत तत्त्व, तिल्ली: मानक प्रकाशन (Ch. 4)

**Egypt:**

- Hawkes, J. (1973). "Egypt: the beginnings and the Old Kingdom" in *The First Great Civilisations: Life in Mesopotamia, the Indus Valley and Egypt,* New York: Knopf/Random House.
- Trigger, B.G., B.J. Kemp, D. O'Connor and A.B. Lloyd. (1983). *Ancient Egypt A Social History.* Cambridge: Cambridge University Press, Chapters 1 & 2, pp. 1-43.
- Silverman, D. P. (Ed.). (2003). *Ancient Egypt.* New York: Oxford University Press (Ed.) pp. 10 - 27.
- Warden, L. A. 2014. *Pottery and Economy in the Old Kingdom.* Leiden: Brill.
- Teeter, Emily. 2011. *Religion and Ritual in Ancient Egypt.* New York: Cambridge University Press.
- Wolinski, Arelene. 1987. 'Egyptian Masks: The Priest and His Role', *Archaeology*, 40 (1): 22.
- Morenz, S. 1960. *Egyptian Religion.* (A. E. Keep, trans.) New York: Cornell University Press.
- फारूकी, A. (2015). प्राचीन और मध्यकालीन साम्राज्यिक संरचनाएँ और संस्कृत तत्त्व, तिल्ली: मानक प्रकाशन (Ch. 5).

**Unit IV:** This unit will deal with another model of Bronze Age Civilizations in the Greek archipelago that has been termed Minoan/ Mycenaean within their Ecological Context. It will look at the manner in which Kingship was intertwined with the evolution of State, Social Patterns



and Economy. Further it will delve into Art, Religion and Culture especially in context of Greek my-thology and pantheon. (Teaching Period: 16 hours)

- M. I. Finley, The Ancient Greeks, 1963.
- M. I. Finley, Early Greece: The Bronze and Archaic Ages, 1970.
- Sarah Pomeroy, Goddesses, whores, wives and Slaves, 1995 reprint, pp.16-31
- Bridenthal and Koonz (Ed). Becoming Visible: Women in European History, 1977, pp.36-59.
- Renfrew, Colin. (1999). The Emergence of Civilisation. The Cyclades and the Aegean in the Third Millennium B.C. London: Methuen, 1972.
- Bintliff, John L. "Settlement and Territory." In Companion Encyclopedia of Archaeology. Edited by Graeme Barker, Vol. 1. London: Routledge, 1999, pp. 505–545.
- फारूकी, A. (2015). प्राचीन और मध्यकालीन साम्राज्यिक संरचनाएँ और संस्कृत तत्त्वाँ, त्रिपुरा: मानक प्रकाशन (Ch. 6).

#### **Suggested Readings:**

- Burns, Edward McNall, and Philip Lee Ralph. (1982). World Civilizations: Their History and Their Culture. Norton, New York.
- Fagan, Brian M. People of the Earth. (1977). Little, Brown.
- Farooqui, Amar. (2001). Early Social Formation, New Delhi.
- UNESCO Series: History of Mankind, Vols. I – III / or New ed. History of Humanity.
- Cambridge History of Africa, Vol I. CUP, Cambridge, 1975.
- Childe, Vere Gordon. (1946). What happened in history. Baltimore, MD. (Available in Hindi also).
- Roux, Georges. (1992). Ancient Iraq. Penguin.
- Childe, Vere Gordon. (1951). Social Evolution. London: Watts.
- Curtin, P. D. 1984. Cross-Cultural Trade in World History. Melbourne: Cambridge University Press.
- Frankfort, Henri. 1978. Kingship and God: A Study of Ancient Near Eastern Religion as the integration of Society and Nature. Chicago: Chicago University Press.
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#### **Video Recommendations**

- How Ancient Chinese Bronzes were created: <https://www.youtube.com/watch>
- Oracle Bone, Shang Dynasty: <https://www.youtube.com/watch>
- <https://egyankosh.ac.in/handle/>

**Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**