

# MAHARSHI DAYANAND UNIVERSITY, ROHTAK

## (DEPARTMENT OF HISTORY AND ARCHAEOLOGY )

**(Scheme and Syllabi for Five Year Integrated in History w.e.f. Academic Session 2023-24)**

### MINOR COURSES (MIC)

#### Structure of Five Year Integrated Programme (UG+PG)

#### Structure of UG programme (First three years of Five year Integrated Programme)

	Nomenclature of Paper	Paper Code	Hours/week			Marks			Total Marks	Credit
			L	T	P	The	Int	P		
MIC	Science and Technology in India (Earliest Times to 1757CE)	23HIS501MI01	3	1	0	70	30	0	100	4
MIC	Environmental History of India	23HIS502MI01	3	1	0	70	30	0	100	4
MIC	Bhakti and Sufi Movement in India	24HIS503MI01	3	1	0	70	30	0	100	4
MIC	History of Freedom Movement	24HIS504MI01	3	1	0	70	30	0	100	4
MIC	Field Archaeology	25HIS505MI01	3	1	0	70	30	0	100	4
MIC	Principle of Conservation	25HIS506MI01	3	1	0	70	30	0	100	4

Name of the Department/Centre/Institute: Department of History and Archaeology, MDU Rohtak

Name of the Course - Minor Course: Science and Technology in India (Earliest times to 1757 CE)

Offered in Semester Ist Semester

<b>Course Code</b>	<b>23HIS501MI01</b>	<b>Course Credits</b>	<b>4 (L: 3 T: 1 P: 0 )</b>
<b>Max. Marks</b>	<b>100 {External (term-end exam) – 70} (Internal – 30)</b>	<b>Time of end term examination</b>	<b>3 Hours</b>
<b>Note:</b> Examiner will set nine questions in total. Answer to question no. 1 shall be compulsory comprising questions from all four units and remaining eight questions shall be set by taking two questions from each unit. The students have to attempt five questions in total, first being compulsory and selecting one from each unit.			
<b>Course Objectives:</b> <ol style="list-style-type: none"><li>1. To impart knowledge about science and technology of India.</li><li>2. To establish the connection between science and technology.</li><li>3. To establish the impact of science and technology on society.</li><li>4. To understand the History of science and technology.</li></ol>			
<b>Course Outcomes:</b> <ol style="list-style-type: none"><li>1. Students will be able to get the basic knowledge of science and technology.</li><li>2. Students will be able to understand the impacts of science and technology to human evolution and after.</li><li>3. Students will be able to get basic knowledge of development of science and technology over the time period.</li><li>4. Students will be able to effectively understand the relevance of science and technology for Society.</li></ol>			
<b>Unit - I</b>			
<ol style="list-style-type: none"><li>1. Science and Technology: Meaning and Scope</li><li>2. Sources of History of Science and technology in India</li><li>3. Origins and development of technology in pre-historic period</li><li>4. Beginnings of agriculture and its impact on the growth of science and technology</li></ol>			
<b>Unit – II</b>			
<ol style="list-style-type: none"><li>1. Science and technology during Vedic and later Vedic times including physical and biological sciences</li><li>2. Major developments in the history of science and technology from AD 1st century to c. 1000 A.D.</li><li>3. Major developments in the history of science and technology from 1000 A.D. to 18<sup>th</sup> Century A.D.</li><li>4. India's Interaction with China, Central and West Asia</li></ol>			
<b>Unit – III</b>			
<ol style="list-style-type: none"><li>1. Development of Nyaya Philosophy and its Social Context</li><li>2. Philosophical Concepts Relevant to Sciences in Indian Tradition</li><li>3. Developments in astronomy with special references to Aryabhata, Varamihira and Bhaskara-I</li><li>4. Developments in medicine and surgery: Charaka and Sushruta Samhitas and subsequent developments in human anatomy, physiology and materia medica</li></ol>			

#### Unit – IV

1. Concept of rationality and scientific ideas in Arab thought and its reception in India
2. New Developments in technology - Persian wheel; gun-powder, textiles, bridge building, etc
3. Developments in medical knowledge and interaction between Unani and Ayurveda and Alchemy
4. Astronomy in the Arab world and its impact on India with special reference to Sawai Jai Singh

#### Suggested Readings:

- Devid, Arnold, Science, Technology and medicine in Colonial India. The New Cambridge History of India Series, Cambridge, 1999
- Gyan Prakash, Another Reason: Science and the Imagination of Modern, New Delhi, 2000
- Kumar, Deepak, Disease and Medicine in India: A Historical Overview, New Delhi, 2000
- Kumar, Deepak, Science and the Raj, New Delhi, 1995
- Qaiser, A. J., The Indian Response to European Technology and Culture, New Delhi, 1982.
- Raina, D. and Habib I., Situating History of Science: Dialogues with Joseph Needham, New Delhi, 1999
- Sangwan, S., Science, Technology and Colonization: Indian Experience, New Delhi, 1990.

**Note: In addition, students are advised to consult the current Research Journal of History.**

Name of the Department/Centre/Institute: Department of History and Archaeology, MDU Rohtak

Name of the Course - Minor Course: Environmental History of India

Offered in Semester IInd Semester

<b>Course Code</b>	<b>23HIS502MI01</b>	<b>Course Credits</b>	<b>4 (L: 3 T: 1 P: 0 )</b>
<b>Max. Marks</b>	<b>100 {External (term-end exam) – 70} (Internal – 30)</b>	<b>Time of end term examination</b>	<b>3 Hours</b>
<b>Note:</b> Examiner will set nine questions in total. Answer to question no. 1 shall be compulsory comprising questions from all four units and remaining eight questions shall be set by taking two questions from each unit. The students have to attempt five questions in total, first being compulsory and selecting one from each unit.			
<b>Course Objectives:</b> <ol style="list-style-type: none"><li>1. To impart knowledge about Environmental History of India.</li><li>2. To establish the connection between History and Environment.</li><li>3. To establish the impact of Environment on society.</li><li>4. To understand Physical Environment.</li></ol>			
<b>Course Outcomes:</b> <ol style="list-style-type: none"><li>1. Students will be able to get the knowledge of Environmental History.</li><li>2. Students will be able to understand the impacts of Environment.</li><li>3. Students will be able to get basic knowledge of Physical Changes over the time period.</li><li>4. Students will be able to effectively understand the relevance of Environment for Society.</li></ol>			
<b>Unit - I</b>			
<ol style="list-style-type: none"><li>1. Environmental History: Meaning and Scope</li><li>2. Importance and Sources</li><li>3. Historiography</li><li>4. Emergences of Environmental History as a branch of History</li></ol>			
<b>Unit – II</b>			
<ol style="list-style-type: none"><li>1. The History of Ecology and Environment</li><li>2. Geographical background of the Indian Subcontinent</li><li>3. Physical Changes during the Pleistocene</li><li>4. Environment: The Evolution and Diffusion of Human Species</li></ol>			
<b>Unit – III</b>			
<ol style="list-style-type: none"><li>1. Climate and Harappan Civilization</li><li>2. Environment: Religion and Society</li><li>3. The Physical Environment</li><li>4. Forest and Wild Life</li></ol>			
<b>Unit – IV</b>			
<ol style="list-style-type: none"><li>1. Environment: Colonialism</li><li>2. Environment: Population, Famine, Disease and Disaster</li><li>3. Degradation of Land</li><li>4. Assault on Wildlife</li></ol>			

### **Suggested Readings:**

- Agrawal, Arun, Environmentalism: Technologies of Government and the making of subjects. New Delhi, 2006
- Cederlof, Gunnel and K. Sivaramakrishnan, Ecological Nationalisms: Nature, Livelihoods and Identified in South Asia, New Delhi, 2005
- Chakrabarti, Ranjan, Situating Environmental History, New Delhi
- David Arnold and Ramachandra Guha, Nature, Culture, Imperialism: Essays on the Environmental History of South Asia, New Delhi, 2003
- David, Arnold, The Tropics and the Travelling Gaze: India, Landscape, and Science, 1800-1856, New Delhi, 2005
- Gadgil, Madhav and Ramachandra Guha, Ecology and Equity: The use and abuse of nature in contemporary India, New Delhi, 1995
- Gadgil, Madhav and Ramachandra Guha, This Fissured Land: An Ecological History of India. New Delhi, 1993
- Guha, Sumit, Environment and Ethnicity in India, 1200-1991. Cambridge, 1999
- Keith, Jenkins, Re-thinking History, London 2003
- Mahesh, Rangarajan, Fencing the Forests: Conservation and Ecological change in India's Central provinces, 1860-1914, New Delhi, 1996
- Mahesh, Rangarajan, India's Wildlife History, New Delhi, 2001
- Nandini, Sundar, Subalterns and Sovereigns: An Anthropological History of Bastar, 1854-2006, New Delhi, 2007
- Pawar, S. N., Environmental Movements in India, New Delhi,
- Saberwal, Vasant K., Pastoral Politics: Shepherds, Bureaucrats, and Conservation in the Western Himalaya, New Delhi 1999
- Sangwan, Satpal, Nature and the Orient: Essays on the Environmental History of South and South East Asia, New Delhi 2000
- Sivaramakrishnan K., Modern Forests: State making and Environmental Change in Colonial Eastern India, New Delhi, 1999
- Skariya, Ajay, Hybrid Histories: Forests, Frontiers and Wildness in Western India, New Delhi, 1999

**Note : In addition, students are advised to consult the current Research Journal of History.**

Name of the Department/Centre/Institute: Department of History and Archaeology, MDU Rohtak

Name of the Course - Minor Course: Bhakti and Sufi Movements in India

Offered in semester IIIrd Semester

<b>Course Code</b>	<b>24HIS503MI01</b>	<b>Course Credits</b>	<b>4 (L: 3 T: 1 P: 0 )</b>
<b>Max. Marks</b>	<b>100 {External (term-end exam) – 70} (Internal – 30)</b>	<b>Time of end term examination</b>	<b>3 Hours</b>
<b>Note:</b> Examiner will set nine questions in total. Answer to question no. 1 shall be compulsory comprising questions from all four units and remaining eight questions shall be set by taking two questions from each unit. The students have to attempt five questions in total, first being compulsory and selecting one from each unit.			
<b>Course Objectives:</b> <ol style="list-style-type: none"><li>1. To impart knowledge about Bhakti and Sufi movements in India.</li><li>2. To establish the connection between Bhakti and Sufi movements.</li><li>3. To establish the impact of religious movements on society.</li><li>4. To understand expansion and diffusion of the movement.</li></ol>			
<b>Course Outcomes:</b>			
<ol style="list-style-type: none"><li>1. Students will be able to get the knowledge of origin and growth of Bhakti and Sufi Movements in India.</li><li>2. Students will be able to understand the impacts of Bhakti and Sufi Movements.</li><li>3. Students will be able to understand the different <i>Silsilah</i> and their origin and expansion.</li><li>4. Students will be able to get the basic knowledge of the <i>Sagun and Nirgun</i> branch of Bhakti movement.</li></ol>			
<b>Unit - I</b>			
<b>Advent of Bhakti Movement</b> <ol style="list-style-type: none"><li>1. Historical Background and Beginning</li><li>2. Alvars and Nayanars, Shankracharya ji.</li><li>3. Expansion in South Maharastra- Namdev, Bithal</li><li>4. Expansion in North India - Kabir, Nanak</li></ol>			
<b>Unit – II</b>			
<b>Expansion and Impacts of Bhakti Movement</b> <ol style="list-style-type: none"><li>1. Dadu Dayal</li><li>2. Tulsi Das, Surdas</li><li>3. Women and Bhakti-Meerabai</li><li>4. Impacts of Bhakti Movement on Indian Society and State</li></ol>			
<b>Unit – III</b>			
<b>Advent of Sufi Movement</b> <ol style="list-style-type: none"><li>1. Historical Background – Rise and Features</li><li>2. Expansion in North and South India</li><li>3. Chisti</li><li>4. Suhawardi</li></ol>			

## Unit – IV

### **Expansion and Impacts of Sufi Movement**

1. Qadri
2. Naqshbandi
3. Sufism, Muslim Orthodoxy and State
4. Impacts of Sufism on Indian Society.

### **Suggested Readings:**

- Arberry, A. J., Sufism, London, 1956
- Asharf, K. M., Life and Condition of the people of the Hindustan (in Hindi also), Delhi, 1988
- Aziz, Ahmed, Studies in Islamic Culture in the Indian Environment, Oxford, 1964
- Bhandarakar, R. G., Vaisnavism, Saivism and Minor Religious System, Poona, 1959
- Chandra, Sobha, Savitri Samaj Aur Sanskrit, New Delhi, 1983
- Majumdar, A. K., Bhakti Renaissance, Bombay, 1965
- Mansura, Haider, Sufis, Sultans and Feudal Orders, New Delhi, 2004
- Nizami, K. A., Some Aspects of Religion and Politics in India during the 13th Century, New Delhi, 1978
- Rizvi, S. A. A., A History of Sufism in India, New Delhi, 1997
- Sharma, Krishna, Bhakti and the Bhakti Movement : A New Perspective, New Delhi, 1987
- Tara Chand, Influence of Islam on Indian Culture, Allahabad, 1976

**Note: In addition, students are advised to consult the current Research Journal of History.**

Name of the Department/Centre/Institute: Department of History and Archaeology, MDU Rohtak

Name of the Course - Minor Course: History of Freedom Movement in India

Offered in Semester-IVth Semester

<b>Course Code</b>	<b>24HIS504MI01</b>	<b>Course Credits</b>	<b>4 (L: 3 T: 1 P: 0 )</b>
<b>Max. Marks</b>	<b>100 {External (term-end exam) – 70} (Internal – 30)</b>	<b>Time of end term examination</b>	<b>3 Hours</b>
<b>Note:</b> Examiner will set nine questions in total. Answer to question no. 1 shall be compulsory comprising questions from all four units and remaining eight questions shall be set by taking two questions from each unit. The students have to attempt five questions in total, first being compulsory and selecting one from each unit.			
<b>Course Objectives:</b> <ol style="list-style-type: none"><li>1. To impart knowledge about History of Freedom movement in India.</li><li>2. To understand the emergence of Indian Nationalism.</li><li>3. To understand the impact of Nationalist Agitation on society.</li><li>4. To understand emergence of mass-movements, freedom Struggle and towards Independence.</li></ol>			
<b>Course Outcomes:</b> <ol style="list-style-type: none"><li>1. Students will be able to get the knowledge of origin, growth of nationalism in India.</li><li>2. Students will be able to understand the impacts of nationalist agitation in India.</li><li>3. Students will be able to understand the historical background and rise of mass movement in India.</li><li>4. Students will be able to get the knowledge of freedom struggle and towards Independence.</li></ol>			
<b>Unit - I</b>			
<b>Emergence of Indian Nationalism</b> <ol style="list-style-type: none"><li>1. Causes of Emergence of Nationalism</li><li>2. Regional Political Associations</li><li>3. Establishment of Congress (INC)</li></ol>			
<b>Unit – II</b>			
<b>Nationalist Agitation 1885-1919 CE</b> <ol style="list-style-type: none"><li>1. Movements of Indian National Congress -Swadeshi Andolan, Home Rule.</li><li>2. Rise of Revolutionary Movement</li><li>3. Rise of Communal Politics- Muslim League, Hindu Mahasabha</li></ol>			
<b>Unit – III</b>			
<b>Emergence of Mass Movement</b> <ol style="list-style-type: none"><li>1. Non-Cooperation Movement</li><li>2. Rise of Left Politics</li><li>3. Civil –Disobedience Movement, Quit India Movement</li></ol>			
<b>Unit – IV</b>			
<b>Sub-Streams of Freedom Struggle and towards Independence</b> <ol style="list-style-type: none"><li>1. Hindustan Socialist Republican Association - Revolutionary Movement</li><li>2. Forward Bloc and Indian National Army (I.N.A.)</li><li>3. Partition and Independence.</li></ol>			



**Suggested Readings:**

- Argov, Daniel, Moderates and Extremists in the Indian National Movement, 1883-1920, Bombay, 1967
- Bhuyan, A. C., The Quit India Movement, New Delhi, 1975
- Desai, A.R., Social Background of Indian Nationalism, Bombay, 1959
- Dhankhar, Jaiveer S., A Short History of Hindustan Socialist Republic an Association, Delhi, 2001
- Dhankhar, Jaiveer S., Prelude to Pakistan, Delhi, 2000
- Majumdar, R. C., History of Freedom Movement Vol. I, II, III, Calcutta, 1962-63
- Mehrotra, S. R., The Emergence of Indian National Congress, Delhi, 1971
- Pradhan, G., India's Struggle for Swaraj, Madras, 1924
- Raghuvanshi, V. P. S., Indian National Movement and Thought, Michigan, 2007
- Sarkar, S., Swadeshi Movement in Bengal-1903-1908, New Delhi, 1973
- Seal, Anil, The Emergence of Indian Nationalism, Cambridge, 1968
- Singh, Pardaman, Lord Minto and Indian Nationalism 1905-1910.
- Tara Chand, History of the Freedom Movement, Vol. I, II, III, IV., Delhi, 1961

**Note: In addition, students are advised to consult the current Research Journal of History.**

Name of the Department/Centre/Institute: Department of History and Archaeology, MDU Rohtak

Name of the Course - Minor Course: Field Archaeology

Offered in Semester-Vth Semester

<b>Course Code</b>	<b>25HIS405MI01</b>	<b>Course Credits</b>	<b>4 (L: 3 T: 1 P: 0 )</b>
<b>Max. Marks</b>	<b>100 {External (term-end exam) – 70} (Internal – 30)</b>	<b>Time of end term examination</b>	<b>3 Hours</b>
<b>Note:</b> Examiner will set nine questions in total. Answer to question no. 1 shall be compulsory comprising questions from all four units and remaining eight questions shall be set by taking two questions from each unit. The students have to attempt five questions in total, first being compulsory and selecting one from each unit.			
<b>Course Objectives:</b> <ol style="list-style-type: none"><li>1. To impart knowledge about Field Archaeology.</li><li>2. To establish the connection between History and Archaeology.</li><li>3. To understand the relationship of archaeology with pure-sciences.</li><li>4. To understand the archaeology and society.</li></ol>			
<b>Course Outcomes:</b>			
<ol style="list-style-type: none"><li>1. Students will be able to get the knowledge of field archaeology.</li><li>2. Students will be able to understand aims and objective for excavate the site.</li><li>3. Students will be able to get basic knowledge of chemical treatment of archaeological finds.</li><li>4. Students will be able to effectively understand the relevance of archaeology for Society.</li></ol>			
<b>Unit - I</b>			
<ol style="list-style-type: none"><li>1. Definitions and Scope of Archaeology</li><li>2. Relationship of Archaeology with Social-Sciences</li><li>3. Relationship of Archaeology with Pure-Sciences</li><li>4. Forms of Archaeological data</li></ol>			
<b>Unit – II</b>			
<ol style="list-style-type: none"><li>1. Aims and Methods of Exploration</li><li>2. Aims and Methods of Excavation</li><li>3. Importance of Stratigraphy in Archaeological Context</li><li>4. Recording of Excavated Finds</li></ol>			
<b>Unit – III</b>			
<ol style="list-style-type: none"><li>1. Methods of Relative Dating</li><li>2. Methods of Absolute Dating</li><li>3. Archaeological Photography</li><li>4. Archaeological Drawing</li></ol>			
<b>Unit – IV</b>			
<ol style="list-style-type: none"><li>1. Chemical Treatment of Archaeological Finds</li><li>2. Preservation of Archaeological Finds</li><li>3. Threats of Archaeological Sites</li><li>4. Archaeology and Public Awareness</li></ol>			

### **Suggested Readings:**

- Agrawal, D. P. and M. D. Yadav, Dating the Human Past, Indian Society for Prehistoric Studies, Pune, 1995
- Atkinson, R. J. C., Field Archaeology, London, 1961
- Chakrabarti, D. K., A History of Indian Archaeology, New Delhi, 1988
- Child, V. G., Piecing together the Past, London, 1966
- Choubey, Ramesh, Puratatvik Manav Vigyan (in Hindi), Bhopal, 2007
- Crawford, O. G. S. Archaeology in the Field (4th Edn.), New York, 1960
- Daniel, Glyn, The Origins and Growth of Archaeology, UK, 1967
- Drewet, Peter L., Field Archaeology : An Introduction, London, 1999
- Kenyon, K. M., Beginnings in Archaeology, London, 1961
- Krishnamurthy, K., Introducing Archaeology, New Delhi, 1995
- Pandey, J. N., Puratatva Vimarsha (in Hindi), Allahabad, 2002
- Pandey, R. P., Bhartiya Puratattva (in Hindi), Bhopal, 1989
- Plenderleith, H. J., The conservation of Antiquities and works of Art, London, 1974
- Raman, K. V., Principles and Methods of Archaeology, Madras, 1986
- Singh, Madanmohan, Puratattva ki Ruparekha (in Hindi), New Delhi, 1981
- Srivastava, K. M., New Era of Indian Archaeology, New Delhi, 1982
- Thapalyal, K. K. and S. P. Shukla, Puratattva Pravesika (in Hindi), Lucknow, 1999
- Wheeler, R. E. M., Archaeology from the Earth, London, 1963
- Wheeler, R. E. M., Prithvi Se Puratattva (in Hindi), Delhi, 1968

**Note: In addition, students are advised to consult the current Research Journal of History.**

Name of the Department/Centre/Institute: Department of History and Archaeology, MDU Rohtak

Name of the Course - Minor Course: Principle of Conservation

Offered in Semester-VIth Semester

<b>Course Code</b>	<b>25HIS506MI01</b>	<b>Course Credits</b>	<b>4 (L: 3 T: 1 P: 0 )</b>
<b>Max. Marks</b>	<b>100 {External (term-end exam) – 70} (Internal – 30)</b>	<b>Time of end term examination</b>	<b>3 Hours</b>
<b>Note:</b> Examiner will set nine questions in total. Answer to question no. 1 shall be compulsory comprising questions from all four units and remaining eight questions shall be set by taking two questions from each unit. The students have to attempt five questions in total, first being compulsory and selecting one from each unit.			
<b>Course Objectives:</b> <ol style="list-style-type: none"><li>1. To impart knowledge about conservation.</li><li>2. To understand the ethics and policy of conservation.</li><li>3. To methodology of conservation.</li><li>4. To understand Preservation and environmental development.</li></ol>			
<b>Course Outcomes:</b> <ol style="list-style-type: none"><li>1. Students will be able to get the knowledge of basics of conservation.</li><li>2. Students will be able to understand the types and ethics of conservation.</li><li>3. Students will be able to get basic knowledge of reason of deterioration.</li><li>4. Students will be able to effectively understand the relevance of conservation for Society.</li></ol>			
<b>Unit - I</b>			
<ol style="list-style-type: none"><li>1. Definitions of archaeological Conservation: Preventive, Remedial and Restoration</li><li>2. Nature and Properties of Martial of Collection: Organic, Inorganic and Composite</li><li>3. Ethics of Conservation</li><li>4. Conservation Policy</li></ol>			
<b>Unit – II</b>			
<ol style="list-style-type: none"><li>1. Causes and Types of Deterioration</li><li>2. General principles and guidelines for conservation and preservation: Monuments, Sites/Excavated remains in India, Historic Gardens</li><li>3. Role of Archaeological Survey of India in the preservation of monuments in India and abroad</li><li>4. Preventive Conservation: Significance and Effectiveness and Implementation</li></ol>			
<b>Unit – III</b>			
<ol style="list-style-type: none"><li>1. Salvaging and transplanted of monuments</li><li>2. Reconstruction and restoration of monuments</li><li>3. Projects execution of conservation of important monuments</li><li>4. Methodology of Remedial Conservation: Techniques of examination, Diagnosis of Type and Extent of Decay</li></ol>			
<b>Unit – IV</b>			
<ol style="list-style-type: none"><li>1. Preservation and environmental development</li><li>2. New Importance of knowledge of archaeology, civil engineering, art and architecture for conservation of monuments</li><li>3. Exposure to indigenous practices techniques and treatises (eg. manasara, agamas, etc)</li><li>4. Distribution of monuments in different geographical/seismic zones and their conservation problem</li></ol>			

### **Suggested Readings:**

- Adams, W. Y. and E. W. Adams, *Archaeological Typology and Practical Reality A Dialectical Approach to Artifact Classification and Sorting*. Cambridge, 1991
- Agrawal, D. P. and J. S. Kharakwal, *Bronze and Iron Ages in South Asia*. New Delhi, 2003
- Agrawal, D. P. and M. D. Yadava, *Dating the Human Past*. Pune: ISPQS, 1995
- Allchin, B. and F. R. Allchin, *Origins of a Civilization: The Prehistory and Early Archaeology of India*, New Delhi, 1997
- Allchin, B. and F. R. Allchin, *The Rise of Civilization in India and Pakistan*, Cambridge, 1982
- Banning, E. B., *The Archaeologist's Laboratory - The Analysis of Archaeological Data*, New York, 2002
- Chakrabarti, D. K., *Fifty Years of Indian Archaeology (1960-2010): Journey of a Foot Soldier*, New Delhi, 2012
- Chakrabarti, D. K., *History of Indian Archaeology*, New Delhi, 1988
- Chakrabarti, D. K., *History of Indian Archaeology: The Beginning to 1947*, New Delhi, 1995
- Dhavalikar, M. K., *Historical Archaeology of India*, New Delhi, 1999
- Drewett, L. Peter, *Field Archaeology*, London, 1999
- Eddy, F. W., *Archaeology A Cultural – Evolutionary Approach*, New Jersey, 1984
- Fagan, B., *In the Beginning: An Introduction to Archaeology*, London, 1994
- Gamble, C., *Archaeology: the Basics*, London, 2008
- Ghosh, A., *An Encyclopaedia of Indian Archaeology. Vols. I and II*, New Delhi, 1989.
- Grant, J. S. Gorin and N. Fleming, *The Archaeology Course Book: An Introduction to Study, Skills, Topics and Methods*. London, 2002
- Gurukul, Rajan, *Cultural History of Kerala*. Trivandrum, 1999
- Hodder, I. and S. Hutson, *Reading the Past – Current Approaches to Interpretation in Archaeology*. Cambridge, 2003
- J. P. *Encyclopedia of Underwater and Maritime Archaeology*, New York, 1998
- Kenoyer, J. M., *Ancient Cities of the Indus Civilization*, Oxford, 1998
- Palmer, M. and P. Neaverson, *Industrial Archaeology: Principles and Practice*, London, 1998
- Rajan, K., *Principles and Methods of Archaeology*, Thanjavur, 2003
- Raman, K. V., *Principles and Methods of Archaeology*, Chennai, 1998.
- Renfrew, C. and P. Bahn, *Archaeology: the Key Concepts*, London, 2005
- Sengupta, G. and K. Gangopadhyay, *Archaeology in India – Individuals, Ideas and Institutions*, New Delhi, 2009
- Skeates, R., C. McDavid and J. Carman, *The Oxford Handbook of Public Archaeology*, Oxford, 2012

**Note: In addition, students are advised to consult the current Research Journal of History.**