

PG SYLLABUS
M.A in History & Archaeology
(UNDER NEP 2020)



Department of History & Archaeology
Nagaland University
Kohima Campus, Meriema
Kohima - 797004
2025

SYLLABUS: M.A. IN HISTORY & ARCHAEOLOGY, 2025

The Department of History and Archaeology primarily undertakes research on the history of ethnic communities, spanning the pre-colonial period to contemporary era. To meet one of this aims, Archaeology is introduced in the History curriculum to aid Post-Graduate students and PhD students in the study of the region's historic and prehistoric past. The Two-Year Master of Arts program in History & Archaeology offers a curriculum incorporating both the discipline of History and Archaeology. The main objective of the curriculum is directed towards imparting knowledge to students on the ideas of history and its epistemology, world history, Indian and regional histories with emphasis on various historical sources, archaeology being one of such sources vital for reconstructing the past of preliterate oral societies. In doing so, the curriculum attempts to promote and provide critical insights to the history of humanity and cultural heritage.

1. From an overview standpoint of the courses offered, papers are directed towards basic fundamental methodologies that historians and archaeologists employ in the study of the past, thus helping students to acquire and demonstrate skills in the critical analysis of primary and secondary historical sources.
2. The courses also seek to appraise students on historiographical theories and debates in the field of historical research. Such a course is vital to train students of history in both theoretical and conceptual developments in historiography.
3. The course thus intends to introduce students to the intricacies of history as a discipline and evolution of myriad of tradition of historical writings.
4. In general, the objective of all the Courses will help impart knowledge of the history, both 'western' and 'non-western', their change over time, of different regions of the world, including the Indian Subcontinent and Northeast India, in particular.
5. A portion of the course is also aimed at introducing students of history to the discipline of Archaeology – the nature of archaeological data, its methods and the multidisciplinary approaches to the study of past societies and their historical developments. With the basic fundamental background of Archaeology in the Under-Graduate level, its course at the Master Program is essentially designed to introduce students of history to the fundamentals of prehistory, prehistoric tool technology and the role of palaeoenvironment within which prehistoric cultures evolved.
6. The Archaeology section of the course also explores some of the major themes of our human past, beginning from evolution of early hominids to the origins of agriculture and animal domestication. In addition, the museology course is also designed to introduce students of Ancient Indian History to the history, role and significance of museum-collections and display of material culture/artefacts in the dissemination of knowledge of cultural values among different groups of people and as centres of research for the study and reconstruction, particularly of extant (or in the process of becoming so) cultures and ways of life. Emphasis is given to ethnographic museums which are especially relevant to the region of Northeast India. Such collections have a universal appeal in their capacity to illustrate the

human endeavor to adapt to different environmental conditions and also facilitate the comparative study of human's reaction to common problems in various natural settings.

7. Keeping in focus the interdisciplinary objective of the curriculum, both papers of History and Archaeology are incorporated in the Two-Year Master of Arts Degree program in the Department of History & Archaeology, NU. All Four Papers each are essential Core Papers in the First and Second Semester, while in the Third and Fourth Semesters, students are given the choice to opt from Elective Courses. Choice-Based Credit Papers are also incorporated in the Third and Fourth Semesters for students of various Departments within the School of Social Sciences.

Postgraduate Programmes Offered

The Department of History and Archaeology offers the following Postgraduate Programmes with different durations viz.,

- (a) 2-Year PG Programme with an exit option at the end of the first year with PG Diploma.
 - (b) 1-Year PG Programme, integrated with the 3rd & 4th Semesters of 2-Year PG Programme.
- ❖ Students who have earned a total of 40 credits after completing the first year (level 6) of two-year PG (level 6.5/7) of NCrF, if exit, shall be awarded a Postgraduate Diploma.
 - ❖ Students who have earned a total of 80 credits by completing the 2-Year PG programme shall be awarded a 2-Year Postgraduate Degree.
 - ❖ Students who have earned a total of 40 credits after completing 1-Year PG (3rd and 4th Semesters) shall be awarded a 1-Year Postgraduate Degree.

Eligibility Criteria for Admission in PG Programmes

The eligibility criteria for the two PG Programmes are given as follows:

- (a) *2-Year PG Programme*: Students completing the 3-Year Undergraduate Programme (level 5.5, a total of 120 credits) shall be eligible for the 2-Year Postgraduate Programme.
- (b) *1-Year PG Programme*: Students completing the 4-Year Undergraduate Programme with Honours/Honours with Research (level 6, a total of 160 credits) shall be eligible for the 1-Year Postgraduate Programme.

Credit Distribution

(a) For 1-Year PG

Curricular Components	PG Programme (one year) for 4-yr UG (Hons./Hons. with Research) Minimum Credits		
	Coursework	Research/ Dissertation	Total Credits
Coursework +	20	20	40

Research			
Coursework	40	--	40

(b) For 2-year PG

Curricular Components		PG Programme (one year) for 4-yr UG (Hons./Hons. with Research) Minimum Credits		
		Coursework	Research	Total Credits
PG Diploma		40	--	40
1 st Year (1 st & 2 nd Semesters)	Coursework	40	--	40
Students who exit at the end of 1 st year shall be awarded a Postgraduate Diploma				
2 nd Year (3 rd & 4 th Semesters)	Coursework + Research	20	20	40
	Coursework	40	--	40

PG COURSE STRUCTURE

Semester	Specialization	Course No.	Title	Credit
1st Sem.		HA-101	Archaeology – Methods and Approaches	5
		HA-102	Ancient India: Socio-Religious, Political and Economic History	5
		HA-103	Historical Methods	5
		HA-104	Social and Political History of the Nagas	5
			Total	20
2nd Sem.		HA-201	History of Indian Archaeology	5
		HA-202	Medieval India: Socio-Religious, Polity and Economy	5
		HA-203	Modern Indian Society	5
		HA-204	Outline of World History	5
			Swayam course*	
			Total	20
			Total of I & II Semesters**	40

Students who exit after completing one year of PG will be awarded Postgraduate Diploma.

Students who are admitted for 1-Year PG Programme will join from 3rd Semester onward

in either of the two specializations offered by the Department.				
3 rd Sem.	History Specialization			
		HA-301	Eighteenth Century India	5
		HA-302	British Expansion and Imperial Policy in India	5
		HA-303	Indian Nationalism	5
		HA-304	British Policy in North East India	5
			Total	20
	Ancient History & Archaeology Specialization			
		HA-305	Introduction to Prehistoric Archaeology	5
		HA-306	Ancient Indian Art and Architecture	5
		Electives (Any Two)		
		HA-307	Archaeology of Northeast India	5
		HA-308	Introduction to Sciences in Archaeology	5
		HA-309	Public Archaeology	5
		HA-310	Ethno-archaeology	5
			Total	20
Specialize Coursework in 4 th Semester is compulsory for 1-Year PG with FYUG with Honours & Research				
4 th Sem.	History Specialization			
		HA-401	Contemporary India (1947-2000)	5
		HA-402	Colonialism in South East Asia (1511-1850)	5
		HA-403	Economic History of Modern India	5
		HA-404	History of Environment in Modern India	5
			Total	20
	Ancient History & Archaeology Specialization			
		HA-405	Neolithic and Megalithic Cultures of Northeast India	5
		HA-406	Epigraphy and Numismatic study of	5

			Ancient India	
		Electives (Any Two)		
		HA-407	Museology	5
		HA-408	Ceramic Archaeology	5
		HA-409	Proto-history of India	5
			Total	20
Research is compulsory for 2-Year PG students and 1-Year PG with FYUG History Honours)				
	Research			
		HA-410	DISSERTATION	20
			Total for 3rd & 4th Semesters	40
TOTAL CREDIT FOR ENTIRE FOUR SEMESTERS = 80 CREDITS				

Course No: HA-101: Archaeology – Methods and Approaches

Objective: The course is aimed at introducing students to the fundamentals of archaeology, history of archaeological thoughts, the various theoretical approaches in archaeological interpretation, archaeological field methods and the multidisciplinary approaches to the reconstruction and study of past societies and their historical development. For a hands-on practical experience, the paper is based on fieldwork of a preliminary nature, involving participation in archaeological explorations and excavations in any archaeological sites in Northeast India.

Units	Course Contents	Contact Hours	Marks/Credit
1	Nature of Archaeology: Definition and scope of archaeology, its disciplinary place; archaeological methods and sources; its relationship with anthropology and history.	10 Hours	20 Marks/1 Credit
2	Survey of the main ideas and approaches: Study of archaeological data from the renaissance to the end of the 20 th Century. Classical archaeology and antiquarianism. Scandinavian and Paleolithic archaeology, Cultural evolutionism; Functionalism and processual archaeology; Archaeology and Marxist Social Theory; Post-Processual perspectives.	10 Hours	20 Marks/1 Credit
3	Archaeology in India: Establishment of the Asiatic Society – early theoretical roots; Alexander Cunningham and the establishment of the first survey; Curzon and the dawn of a new era – the John Marshall epoch; Mortimer Wheeler and the introduction of new scientific techniques in Indian archaeology Brief survey of the Post-Independence period with special reference to northeast India.	10 Hours	20 Marks/1 Credit
4	Field methods: Locating archaeological sites - traditional and scientific techniques of discovery; various methods of excavation; Conservation of material evidence; reconstruction and interpretation of evidence; use of environmental data, ethnographic sources and experimental techniques; Ethno-archaeology and the reconstruction of pre-modern societies of Northeast India.	10 Hours	20 Marks/1 Credit
5	Dating techniques: Archaeological methods of dating - relative and absolute methods; seriation/typology and stratigraphy; various scientific techniques; the centrality of 'dating' in archaeology.	10 Hours	20 Marks/1 Credit

Recommended Readings:

- Archaeological Site Manual*. 1994, Museum of London, London.
- Allchin, Bridget. 1994. *Studies in the Ethnoarchaeology of South Asia*, Oxford & IBH Publishing Co. Pvt. Ltd., Delhi.
- Atkinson, R.J.C.1953. *Field Archaeology*, 2nd edition, Methunen, London.
- Barker, Philip.1977. *Techniques of Archaeological Excavation*, B.T.Batsford Ltd., London.
- Binford, L.R.1968. *New Perspectives in Archaeology*, Aldine, Chicago.
- Binford, L.R.1973. *An Archaeological Perspective*, Seminar Press, New York.
- Binford, L.R.1983. *In Pursuit of the Past : Decoding the Archaeological Record*, Thames and Hudson, London.
- Chakrabarti, Dilip.K.1988. *Theoretical Issues in Indian Archaeology*, Munishiram Manoharlal, New Delhi.
- Chakrabarti, Dilip.K. 1988. *A History of Indian Archaeology: From the Beginning to 1947*, Munishiram Manoharlal, New Delhi.
- Chakrabarti, Dilip.K.1999. *India : An Archaeological History – Palaeolithic Beginnings to Early Historic Foundations*, Oxford University Press, New Delhi.
- Chakrabarti, Dilip.K. 2006. *The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India*, Oxford University Press, New Delhi.
- Childe, V. Gordon. 1956. *Piecing Together the Past: The Interpretation of Archaeological Data*, Routledge and Kegan Paul, London.
- Childe, V. Gordon. 1960. *What happened in History*, Penguin Books, London.
- Childe, V. Gordon. 1960. *A Short Introduction to Archaeology*, Collier, New York.
- Daniel, Glyn E.1967. *The Origins and Growth of Archaeology*, Pelican Books, London.
- Daniel, Glyn E. 1976. *A Hundred and Fifty Years of Archaeology*, Harvard University Press, Cambridge.
- Ghosh, A. 1989. *An Encyclopedia of Indian Archaeology, Vols.I & II*, Munishiram Manoharlal Publishers Pvt. Ltd., New Delhi.
- Hodder, I. 1986. *Reading the Past: Current Approaches to Interpretation in Archaeology*, Cambridge University Press, Cambridge.
- Hodder, I. (Ed.) 1987. *The Archaeology of Contextual Meanings*, Cambridge University Press, Cambridge.
- Hodder, I. 1992. *Theory and Practice in Archaeology*, Routledge, London and New York.
- Hodder, I. 1998. *The Archaeological Process: Towards a Reflexive Methodology*, Blackwell Publishers, Oxford.
- Hodder, I. 1991. *Archaeological Theory in Europe: The Last Thirty years*, Blackwell Publishers, Oxford.
- Johnson, Mathew. 1999. *Archaeological Theory: An Introduction*, Blackwell Publishers, Oxford.
- Kenyon, K.M. 1961. *Beginning in Archaeology*, Revised edition, Phoenix House, London.
- Martha Joukowsky. 1980. *A Complete Manual of Field Archaeology – Tools and Techniques of Field Work for Archaeologists*, Prentice-Hill, Inc., Englewood Cliffs, New Jersey, USA.
- Paddayya, K. 1985. *Theoretical archaeology: a review*, in *Recent Advances in Indian Archaeology* (S.B. Deo & K. Paddayya Eds.), pp. 6-22, Deccan College, Poona.
- Paddayya, K. 1990. *New Archaeology and its Aftermath: a view from outside the Anglo-American World*. Ravish Publisher, Pune.

- Paddayya, K. 1995. *Theoretical perspective in Indian archaeology: an historical review*, in *Theory in Archaeology: A world perspective* (Peter J. Ucko Ed.), pp. 110-144, Routledge, London and New York.
- Petrie, W.M.F. 1904. *Methods and Aims in Archaeology*, Macmillan, London.
- Piggot, S. 1965. *Approach to Archaeology*, Harvard University Press, Cambridge, Mass.
- Rajan, K. 2002. *Archaeology: Principles and Methods*, Manoo Pathippakam, Thanjavur.
- Sankalia, H.D. 1977. *The New Archaeology: its scope and application to India*, Ethnographic and Folk Culture Society, Lucknow.
- Schiffer, M.B. 1995. *Behavioral Archaeology: First Principles*, University of Utah Press, Salt Lake City, USA.
- Sharer, Robert J., and Wendy Ashmore. 1979. *Fundamentals of Archaeology*, The Benjamin/Cummings Publishing Company, Inc., California.
- Trigger, G. Bruce. 1989. *A History of Archaeological Thought*, Cambridge University Press, Cambridge.
- Wheeler, R.E.M. 1949. Archaeological field-work in India: planning ahead, *Ancient India* 5: 4-11.
- Wheeler, R.E.M. 1961. *Archaeology from the Earth*. Penguin Books: Hamondsworth.
- Yoffee, Norman and Andrew Sherratt. 1993. *Archaeological theory: who sets the agenda?* Cambridge University Press, New York.

Course No: HA-102: Ancient India: Socio-Religious, Political and Economic History

Objective: The course aims to give an overview of the social, religious, political, and economic history of ancient India. The course intends to introduce the major socio, religious, political, and economic events from the earliest historical period of India to about 800 C.E.

Unit	Course Content	Contact Hours	Marks /Credit
1	Sources: Types of data available: Archaeology, Literary and Foreign Accounts; Evaluation of the sources; Methods and Approaches; Problems of interpretation and limitations.	10 Hours	20 Marks/1 Credit
2	Vedic period: Evolution of society; Development of religious ideas and philosophy; Political institutions; Economic Condition.	10 Hours	20 Marks/1 Credit
3	Post-Vedic period: Emergence of Heterodox sects- Buddhism, Jainism, Ajivikas. Social condition; Economic Development- Second Urbanization, Trade, Urban centers; Formation of states: Mahajanapadas-Republican and Monarchical States, Rise of Magadha.	10 Hours	20 Marks/1 Credit
4	Mauryan and Post-Mauryan period: Foundation of Mauryan Empire; Agrarian organization and Taxation Methods, Trade and Commercial Activities; South India as reflected in the Sangam literature- Cholas, Cheras and Pandyas; Indo-Greek, Sungas, Sakas, Indo-Parthian, Kushanas, Satavahanas.	10 Hours	20 Marks/1 Credit
5	Gupta and Post - Gupta period: Polity of Guptas; Social development; Agrarian Structure, Land Grants, Trade and Commerce; Emergence of Puranic religion; Vakatakas, Chalukyas of Badami, Pallavas, Age of Harshavardhana	10 Hours	20 Marks/1 Credit
	Total	50 hours	100 marks/ 5 credits

Recommended Readings:

Basham, A. L. 2019. *The Wonder That Was India*: Volume I. Picador India.
 Altekar, A. S. 2016. *State And Government in Ancient India*. Motilal Banarsidass.
 Jha, D.N. 1993. *Economy and Society in Early India: Issues and Paradigms*. Munshiram Manoharlal Publishers.
 Jha, D.N. 2012. *Ancient India in Historical Outline*. Manohar Publishers and Distributors
 Jha, D.N. 2020. *Revenue System in Post-Maurya and Gupta Times*. Manohar.

- Kosambi, D. D. 1997. *The Culture and Civilization of Ancient India in Historical Outline*. Vikas Publishing House Pvt Ltd.
- Kosambi, D. D. 2016. *Myth and Reality: Studies in the Formation of Indian Culture*. Sage Publications India Private Limited.
- Kosambi, D. D. 2023 (Reprint). *An Introduction to the Study of Indian History*. Sangam Books Ltd.
- Pargiter, F. E. 2016. (New Edition). *Ancient Indian Historical Tradition*. Motilal Banarsidass, Nilakanta Sastri. K.A. 1996. *Age of the Nandas and Mauryas*. Motilal Banarsidass Publishers.
- Thaplyal, K.K. 1996. *Guilds in Ancient India: A Study of Guild Organization in Northern India*. New Age International Private Limited.
- Morgan, K. W. 1996. *The Religion of the Hindus*. Motilal Banarsidass Publishing House.
- Dhavalikar. M.K. 2007. *The Aryans: Myth and Archaeology*, Munshiram Manoharlal
- Gupta, P.L. 1979. *The Imperial Guptas*, 2 Vols. Varanasi: Vishwavidyalaya Prakashan.
- Kane. P.V. 1962 (2nd Edition) *History of Dharmasastra II*, BORI, Poona Press.
- Champakalakshmi, R. 1996. *Trade, Ideology and Urbanization: South India 300 BC to AD 1300*. Oxford University Press,
- Sharma, R.S. 2003 (New Edition). *Advent of the Aryans in India*. Manohar Publishers and Distributors.
- Sharma, R.S. 2003. *Perspectives in Social and Economic History of Early India*. Munshiram Manoharlal Publishers.
- Sharma, R.S. 2010. *Rethinking India's past*. OUP India.
- Sharma, R.S. 2007 (Second Edition) *Material Culture and social formations in ancient India*. Macmillan India Ltd.
- Sharma, R.S. 2015. *Aspects of Political Ideas and Institutions in Ancient India*. Motilal Banarsidass Publishers.
- Gurukkal, R. 2010. *Social Formations of Early South India*. Oxford University
- Nandi, R.N. 2023. *Early Indian Religion and Society*. Primus Books.
- Chakravarti, R 2002. *Trade and Traders in Early India*, Manohar.
- Chakravarti, R 2016. *Exploring Early India, Up to C. AD 1300*. Primus Books.
- Sharma, R. 1995. *Kingship in India from Vedic Age to Gupta Age*. Atlantic Publishers.
- Thapar, R. 2003. *The Penguin History of Early India: From the Origins to AD 1300*. Penguin India.
- Thapar, R. 2010 (Second Edition). *Ancient Indian Social History: Some Interpretations*. Orient Black Swan.
- Thapar, R. 2013. *Readings in Early Indian History: A Reader*. Oxford University Press.
- Thapar, R. 1999. *From lineage to state*. Oxford University Press.
- Trautmann, T.R. (Ed). 2005. *The Aryan Debate*. Oxford University Press.
- Ghoshal, U.N. 2021. *A history of Indian political ideas - the ancient period and the period of transition to the middle ages*. Life Span Publishers & Distributors.
- Ghoshal, U.N. 2021. *The Agrarian System in Ancient India*. Life span publishers & distributors.
- Singh, U. 2016. *A History of Ancient and Early Medieval India (From the Stone Age to the 12th Century)*. Pearson India Education Services Pvt. Ltd.

Course No. HA-103: Historical Methods

Objective: This course is offered as a tool course, the aim of which is to train the students of history in both theoretical and conceptual developments in historiography. The course also intends to introduce the students to the intricacies of history as a discipline and to the evolution of the tradition of historical writing.

Unit	Course Contents	Contact Hours	Marks/Credit
1.	What is History? Development of new methods and approaches in historiography; Causation in History; Objectivity; Data Collection, Oral Tradition, Theme, Chapterization, Footnoting and Bibliography.	10 Hours	20 Marks/1 Credit
2.	Ancient historiographical tradition: The Western Classical Tradition-Greco-Romans; Ancient Indian Historical Tradition.	10 Hours	20 Marks/1 Credit
3.	Medieval Historiography: Christian Tradition; Islamic Tradition; Development of Persian Tradition in India-Sultanate and Mughal Tradition.	10 Hours	20 Marks/1 Credit
4.	Modern Historiography: Positivism; Historical Materialism; Annales School of Thought; Relativism; Gender History: Theories and Concepts of Feminism. Recent trends in Historiography: Post-modernism; Post-colonialism, Historiography.	10 Hours	20 Marks/1 Credit
5.	Trends of history writing in Modern India: Colonial, Nationalists, Communalists, Marxists; Subaltern Studies; Major works and dominant trends of history writing in Northeast India.	10 Hours	20 Marks/1 Credit
	Total	50 Hours	100 Marks/5 Credits

Recommended Readings:

- Anderson, Perry.1998. *The Origins of Post Modernity*. London: Verso.
- Bajaj, Satish.K.1998. *Recent Trends in Historiography*. New Delhi: Anmol Publications.
- Bertens, Hans.1995. *The Idea of Postmodernism: A History*. New York and London: Routledge.
- Burke, Peter (ed).1991. *New Perspectives in Historical Writing*. Cambridge: Polity Press.
- Carr, E.H.1961. *What is History*. New York: Penguin Books.
- Clark, Tuart. (Ed).1988. *The Annales School: Critical Assessment* (4-vols). London: Routledge.
- Collingwood, R.G.1964. *The Idea of History*. Oxford: Oxford University Press.
- Foucault, Michel.1982. *The Archaeology of Knowledge and Discourse on Language*. New York: Pantheon.
- Gardiner, P. (Ed).1959. *Theories of History*. New York.

- Guha, Ranajit. 1988. *Indian Historiography of India: A Nineteenth Century Agenda and its Implication*. Bagchi Co.
- Hasan, M. (Ed). 1968. *Historians of Medieval India*. Meerut: Meenakshi Prakashan.
- Jenkins, Keith. 1991. *Rethinking History*. London: Routledge Publications.
- Lyotard, Jean-Francois. 1984. *The Post-modern Condition: A Report on Knowledge*. 1984 Minneapolis, MN., University of Minnesota Press.
- Marwick, Arthur. 1984. *The Nature of History*. London: Macmillan Press.
- Mukhia, Harbans. 1976. *Historians and Historiography during the Reign of Akbar*. New Delhi: Vikas Publishing House.
- Pargiter, F.E. *Ancient Indian Traditions: Historical Account of Vedic and Puranic Traditions*.
- Robinson, F. Chase. 2003. *Islamic Historiography*. Cambridge University Press.
- Scott, Joan Wallach. 1966. *Feminism and History*. New York: Oxford University Press.
- Sen, S.P. (Ed). 1973. *Historians and Historiography in Modern India*. Calcutta: Institute of Historical Studies.
- Sharma, R.C. (Ed). 1991. *Historiography and Historians since Independence*. Agra: MG Publishers.
- Sircar, D.C. 1965. *Select Inscriptions bearing on Ancient Indian History and (2nd Edition). Civilization*. Vols. I&II. Calcutta: Calcutta University.
- Sitaram, Ranjit (Trans). 1986. *Rajatarangini*. New Delhi.
- Sreedharan, E. 2004. *A Text Book of Historiography, 500B.C. to A.D.2000*. Orient Longman.
- Thapar, Romila. 1993. *Interpreting Early India*, Delhi: Oxford University Press.
- Thompson, Paul. 1978. *Voices of the Past*. Oxford: Oxford University Press.

Course No. HA-104: Social and Political History of the Nagas

Objective: The course will enable the students to understand the history of the Nagas in a comprehensive way. Taking into account the socio-cultural and political aspects of the society under investigation, from the prehistoric to the modern trend, the course will further lead to an understanding on the survival, continuity and change in the Naga society.

Unit	Course Contents	Contact Hours	Marks/Credit
1.	Geography and the physiographic setting of the territory; Ethnographic and socio-cultural background of Nagas. Origin, migration and settlement.	10 Hours	20 Marks/1 Credit
2.	Social Institutions and Customary Laws, Chieftainship, Traditional Village Council. Marriage and divorce systems, Peer groups, Inheritance, adoption, Thefts, Burial Practices, Status of Woman, Bachelor's Dormitory.	10 Hours	20 Marks/1 Credit
3.	Settlement patterns, mode of subsistence pattern; Land ownership. Agriculture practices and festivals. Feast of Merit and its relation to the megalithic culture of the Nagas.	10 Hours	20 Marks/1 Credit
4.	Ahom-Naga relations. British annexation, administrative policy and impact of British rule, Nagas Participation in the 1st World War and 2nd World War.	10 Hours	20 Marks/1 Credit
5.	The arrival of Baptist and Catholic missions, Impact of Christianity and Education. Political awakening of the Nagas, Formation of the State of Nagaland.	10 Hours	20 Marks/1 Credit
	Total	50 Hours	100 Marks/5 Credits

Recommended Readings:

Medhi, K. Dilip. 1993. *Man and Environment in NorthEast India* (Vol-I), Osmons Publication. N. Delhi.

Vansina, Jan. 1985. *Oral Traditions as History*, Wisconsin.

----- . 1975. *Kingdoms of the Savanna*, Wisconsin.

Hall, D. E. G. 1958. *A History of South East Asia*.

Childe, V. G. 1948. *What Happened in History*, Pelican Book, Penguin Books.

Rao, S. N. 1980. Continuity and Survival of Neolithic Cultures of Northeast India, *Asian Perspectives*. Vol.XXX(2): 191-205.

Adams, I. 1949. An Asiatic Subsistence Pattern, *Eastern Anthropologist*, Vol. II, NO. 4: 182-185.

Ao, P. Shilu. 1954. The Nagas, *Vanyajati*, Vol.I, NO. 3: 69-71 and Vol.II, NO. 1: 14-18 and 54-57.

Aonok, S. Wati, 1956. Morung Organization among the Nocte Nagas, *Vanyajati*, Vol.IV, NO.2.

- Balfour, H. 1917. Some Types of Native Hoes, Naga Hills, *Man*, Vol.XVII, NO. 24.
- . 1926. Ceremonial Fire-making in the Naga Hills, *Man*, Vol.XXIII, NO.65.
- Basu, P. C.1929. Headdress of the Hill Tribes of Assam, *Jr. of the Asiatic Society of Bengal*, Vol XXV.
- Bower, U. Graham. 1946. Cycle Migration of the ZemiNagas, *Man in India*, Vol.XXVI: 50-52.
- . 1950. *Naga Path*. London.
- Sema, Hokise. 1986. *Emergence of Nagaland*, N. Delhi.
- Sema, Piketo. 1992. *British Policy and Administration in Nagaland*, N. Delhi.
- Yonou, Asoso. 1974. *The Rising Nagas: A Historical and Political Study*. Vivek Publishing House, N. Delhi.
- Iralu, Kaka. 2001. *Nagaland and India: The Blood and Tears*.
- Horam, M. 1977. *Social and Cultural Life of the Nagas*, N. Delhi.
- Ganguli, Milanda. 1984. *A Pilgrimage to the Nagas*, Mohan Primlani for Oxford and IPH Publishing Company, N. Delhi.
- Jacobs, Julian. 1990. *The Nagas: Society, Culture and Colonial Encounter*, Thames and Hudson, London.
- Shimray, R. R. 1985. *Origin and Culture of Nagas*, N. Delhi.
- Alemchiba, M. 1970. *A Brief Historical Account of Nagaland*, Naga Instt. Of Culture, Kohima.
- . 1968. *Arts and Crafts of Nagaland*. Naga Instt. Of Culture, Kohima.
- Haimendorf, C. V. F. 1976. *Return to the Naked Nagas*, Vikas Publishing House, N. Delhi.
- Hutton, J. H. 1968. *The SemaNagas*, O.U.P, London(2nd Ed.).
- . 1969. *The AngamiNagas*. (2nd Ed.).
- Mills, J.P. 1980. *The Lotha Nagas*(2nd Ed.).
- . 1973. *The AoNagas*. O. U. P., London.
- . 1980. *The RengmaNagas*, Spectrum Publishers, Gauhati, Reprint.
- Hudson, T. C.1991. *The Naga Tribes of Manipur*, Mac. Millan Co., London.
- Horam, M. 1975. *The Naga Polity*, B.R. Publishing Co., Delhi.
- Epao, Viprari. *From Naga Animism to Christianity*, Sanjeevan Press, Delhi.
- Sanyu, Visier. 1996. *History of Nagas and Nagaland: Dynamics of Oral Traditions in Village Formation*, Common Wealth Publishers, Delhi.
- Child, L. Irvin and Alice B. Child. 1993. *Religion and Magic in the Life of Traditional People*, Prentice Hall, Engelwood Cliff, N. Jersey.
- Nag, Sajal. *India and Northeast India- Mind, Politics and the Process of Integration 1946-1950*.
- Kumar, B. B (ed.) 1993. *Modernization in Naga Society*, Omsons Publication, N. Delhi.
- Haimendor, C. V. F. 1939. *The Megalithic Culture of the Naga Tribes of Assam*, Research and Progress, Vol. V, NO.2: 95-100.
- Sangma, M. S. 1987. *History of American Baptist Mission in Northeast India*, Vol. I, N. Delhi.
- Ao, A. L..1995. *Naga Traditional Attires and Musical Instruments*. Mittal Publication, N. Delhi.
- . 2002. *From Phizo to Muviah: The Naga National Questions in Northeast India*. Mittal Publication, N. Delhi.
- Ao, A. L..and N. Talitemjen. *Society and Culture*.

Course No. HA-201: History of Indian Archaeology

Objectives: Introducing the students to the history of archaeological thoughts in India from its inception to the present, the primary focus of the course concentrates on archaeological activities in India undertaken by prominent individuals, Societies, Institutions, State Departments etc., their theoretical premises in understanding India's past and their key roles in the development of archaeology in India.

Unit	Course Content	Contact Hours	Marks/ Credit
1	Introduction New historiography of science and its relevance to the history of Indian Archaeology; Indigenous (Indian) perceptions of the study of the past; Early (pre-1784) European perceptions of India's past; Formative phase in the development of Indian Archaeology (the Asiatic Society and the first half century): motives, perceptions and results.	10 Hours	20 Marks/1 Credit
2	Major developments: Development in the growth of Prehistoric Archaeology; Development in the growth of Protohistoric Archaeology; Development in the growth of Historical Archaeology.	10 Hours	20 Marks/1 Credit
3	Present status of Institutions: Central and State Government Departments; Universities and museums in India; Foreign agencies and organizations contribution to archaeological teachings, research and training.	10 Hours	20 Marks/1 Credit
4	Theoretical perspectives in Indian Archaeology: Impact of New Archaeology/processual archaeology; Interpretive approaches; Post-colonialism.	10 Hours	20 Marks/1 Credit
5	Managing India's Past: Relevance of the Past in contemporary world; Cultural Resource Management & Public Archaeology in India; Role of Institutions in the preservation of sites and monuments.	10 Hours	20 Marks/1 Credit

Recommended Readings

Chakrabarti, D. K. 1988. *A History of Indian Archaeology: From the Beginning to 1947*, Munshiram Manoharlal, New Delhi.

Chakrabarti, D. K. 1989. *Theoretical Perspective in Indian Archaeology*, Munshiram Manoharlal, New Delhi.

Chakrabarti, D. K. 1999. *India: An Archaeological History*, Oxford University Press, New Delhi.

Chakrabarti, D. K. 2003. *Archaeology in the Third World-A history of Indian Archaeology since 1947*, D. K. Printworld, New Delhi.

Chakravarty, K. K., and R. G. Bednarik. 1997. *Indian Rock Art in Global Context*. Delhi: Motilal Banarasi Dass & IGRMS.

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- Misra, V. N., and M. Nagar. 1973 Twenty-five years of Indian Prehistory (1947-1972)—a Review of Research, in *Man and society* (K. S. Mathur Ed.), Lucknow.
- Misra, V. N., and Y. Mathpal. 1979. Rock Art of Bhimbetka Region, Central India, *Man and Environment* 3: 27-33.
- Misra, V.N. 2001b. Prehistoric Colonization of India, *J. Indian Academy of Sciences (Biosci.)* 26:491-531.
- Misra, V.N. 1985b. Microlithic Industries in India, in *Recent Advances in Indo-Pacific Prehistory* (V. N. Misra and P. Bellwood Eds.), pp. 111-120, New Delhi, Oxford and IBH.
- Misra, V.N. 1987. *Middle Pleistocene Adaptations in India, in Pleistocene Old World: Regional Perspectives* (O. Soffer Ed.), pp. 99-119, New York, Plenum Press.
- Misra, V.N. 2001a. Archaeological Evidence of Early modern Human Occupation in South Asia, in *Humanity from African Naissance to coming Millennia*, vol. 223-230 (P. V. Tobias, M. Raath, J. A. Moggi-Cecchi, and G. A. Doyle Eds.), Firenze, Firenze University Press.
- Misra, V.N. and P. Bellwood. 1985. *Recent Advances in Indo-Pacific Prehistory*. New Delhi: Oxford-IBH.
- Misra, V.N.1985a. The Acheulian Succession at Bhimbetka, Central India, in *Recent Advances in Indo-Pacific Prehistory* (V. N. Misra and P. Bellwood Eds.), pp. 35-48, New Delhi, Oxford - IBH.
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- Paddayya, K. 2008b. Evolution within the Acheulian in India: A case study from the Hunsgi and Baichbal valleys, Karnataka, *Bulletin of the Deccan College Postgraduate and Research Institute* 66-67:95-111.
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- Pappu, R. S. 2001. *Acheulian Culture in Peninsular India: an Ecological Perspective*, New Delhi, D.K Printworld.
- Pappu, S., 2001. *A Re-Examination of the Palaeolithic Archaeological Record of Northern Tamil Nadu, South India*, Oxford, British Archaeological Reports (BAR) International Series 1003.
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- Pappu, S. and A. Kumar 2006. Preliminary Observations on the Acheulian Assemblages from Attirampakkam, Tamil Nadu, in *Axe Age: Acheulian Toolmaking from Quarry to Discard*, (N. Goren-Inbar and G. Sharon Eds.), pp. 155-180, London, Equinox Publishing Ltd.
- Pappu, S., 2007. Changing trends in the study of a Palaeolithic site in India: a century of research at Attirampakkam, in *The Evolution and History of Human Populations in South Asia, Inter-disciplinary Studies in Archaeology, Biological Anthropology, Linguistics and Genetics series* (M.D. Petraglia and B. Allchin Eds.), pp. 121-135, Dordrecht, Springer.

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- Raju, D.R. 1988. *Stone Age Hunter-Gatherers: An Ethnoarchaeology of Cuddapah Region, South-East India*, Pune, Ravish Publishers.
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- Sankalia, H. D. 1962. *Indian Archaeology Today*, Asia Publishing House, Heras Memorial Lectures, Bombay.
- Sankalia, H.D. 1974. *The Prehistory and Protohistory of India and Pakistan*, Pune, Deccan College Postgraduate and Research Institute.
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- Thapar, Romila. 1992. *Interpreting Early India*, Oxford University Press, New Delhi.

Course No: HA-202: Medieval India: Socio-Religious, Polity and Economy

Objective: The course is designed to give a comprehensive idea about the beginnings of early medieval period in India and the debates on periodization. The course also intends to acquaint the students on the 20th century debates on feudal constructs in general while Indian feudalism would be studied in the context of the ongoing debate. In its purview, medieval religious philosophies, establishment of the Muslim rule is covered to acquaint the students about the conception of state and kingship, administration and economy as it emerges with the Turkish conquest and the Mughals.

Unit	Course Contents	Contact Hours	Marks/Credit
1	Concepts of feudalism in historiographical context; Pre and Post-Gupta agrarian economy and changing material base, land grants, social tension, feudal development, Urban decay, Decline of trade	10 Hours	20 Marks/1 Credit
2	Debates on periodization and state formation in Early Medieval India: Feudal model, Segmentary model, and Integrative model.	10 Hours	20 Marks/1 Credit
3	Medieval religious philosophies: Bhakti, Saivism and Vaishnavism, Shakti Cult, Neo Vaishnavism in Assam, Women in Bhakti. Sikhism: Guru Nanak, teachings and practices, Adi Granth, the Khalsa.	10 Hours	20 Marks/1 Credit
4	Delhi Sultanate: Nature of state: Islamic theory of kingship, political ideology of the Sultans: Khilji imperialism and political economy. Mohammed Bin Thughlaq: Political and economic measures. Firoz Thughlaq: Policies and measures. The Iqta System; Trade and commerce, industries, urban growth; Frontier policies.	10 Hours	20 Marks/1 Credit
5	Mughal Rule: Turko-Mongol tradition of kingship; Mansabdari and Jagirdari system, its crisis; Zamindars- political role, peasant resistance; Policies of Akbar; Urbanization, trade, markets, ports, industries, Hundi and insurance, currency, mint system; Inter-state relation and frontier policies; Position of women-Zenana system, Devadasi	10 Hours	20 Marks/1 Credit
	Total	50 Hours	100 Marks/5 Credits

Recommended Readings:

Ali M. Athar, 2008, *Mughal India: Studies in Polity, Ideas, Society and Culture*. New Delhi, New Delhi: Oxford University Press

- Chattopadhyaya. B.D., 1994. *The Making of Early Medieval India*
- Irfan Habib, 2007. *Medieval India: The Story of a Civilization*
- Irfan Habib, *The Agrarian System of Mughal India*
- Irfan Habib (Ed), 1999. *Medieval India I: Researches in the History of India 1200-1750*
- Harbans Mukhia, 2010. *Exploring India's Medieval Centuries: Essays in History, Society, Culture and Technology*
- Champakalakshmi, R., 1999. *Trade, Ideology and Urbanization: south India 300 BC to AD 1300*
- Jha, D.N., 1993. *Economy and Society in Early India: Issues and Paradigms*
- Ranabir Chakravarti, 2019(Reprint). *Exploring Early India upto c.AD1300*
- Kesavan Veluthat, *Political Structure of Early Medieval South India*
- Kulke Herman, *The State in India 1000-1700*
- Nilakanda Sastri. K.A., *A History of South India*
- Nizami. K.A., *State and Culture in Medieval India*
- Sathish Chandra, *Medieval India* (2 volumes)
- Satish Chandra, 2018 (Reprint). *History of Medieval India (800-1700)*
- Sharma. R.S., *Indian Feudalism*
- Stein Burton, *Peasant State and Society in Early Medieval South India*
- Thakur, V.K., *Historiography of Indian Feudalism*
- Muzafir Alam&Sanjay Subrahmanyam, *The Mughal State (1526-1750)*
- Satishchandra Chatterjee & Durendramohan Datta, *An Introduction to Indian Philosophy*
- Bhuyan Chandel. *Women in Ancient and Medieval India: A History of Science, Philosophy and Culture in Indian Civilization*
- Surendranath Dasgupta, *A History of Indian Philosophy* Vol.1,2,3.
- Sita Ram Goel, *Women in Medieval India*
- A.S. Altekar, *The Position of Women in Hindu Civilization*
- Anjali Verma, *Women and Society in Early Medieval India: Re-interpreting Epigraphs*

Course No.: HA-203 – Modern Indian Society

Objective: The course is intended to introduce the students to the basic trends in socio-economic changes and developments in India under British rule, which influences the policies and programmes of the Indian State after the transfer of power.

Unit	Course Contents	Contact Hours	Marks/Credit
1.	Pre-colonial Indian society and economy: Historical debate on the Modern Indian Society; Social and economic consequences of British rule – deindustrialization and distortions in rural economy: crisis in agriculture.	10 Hours	20 Marks/1 Credit
2.	Western education, growth of new ideas and rise of middle class: Social Reform Movements.	10 Hours	20 Mks/1 Credit
3.	Monetization of economy: Towards Finance Capital; setbacks to industrialization; Urban Growth and Social Change.	10 Hours	20 Marks/1 Credit
4.	Emergence of Nationalism; towards a mass movement, Swadeshi and economic reconstruction; Peasants and working class movements.	10 Hours	20 Marks/1 Credit
5.	Transfer of Power – Problems of Indian Democracy; political economy of decolonization.	10 Hours	20 Marks/1 Credit
	Total	50 Hours	100 Marks/5 Credits

Recommended Readings:

1. R.P. Dutt, *India Today*, Manisha Granthalaya, Calcutta, Rep. 1986.
2. Anil Seal, *The Emergence of Indian Nationalism*, C.U.P.
3. Bipan Chandra, *Rise and Growth of Economic Nationalism*, People Publishing House, New Delhi, rep. 1993.
4. A.R. Desai, *Social Background of Indian Nationalism*, Popular Prakashan, Bombay Fourth Edition, 1993.
5. C.A. Bayly, *Indian Society and the making of the British Empire* (The New Cambridge History of India, Vol.II.I (Orient Longman, Hyderabad, 1988.
6. Kenneth Jones, *Socio-Religious Reform Movements in British India* (The New Cambridge History of India, Vol.III) Orient Longman, Hyderabad, 1989.

Additional Readings:

1. V.P.S. Raghuvanshi, *Indian society in the Eighteenth Century*, Associated (Delhi, 1969)
2. R.J.Moore, *The Crisis of Indian Unity, 1917-1940*, OUP, Delhi, 1974.
3. T.R.Metcalf, *The Aftermath of Revolt 1857-1870* (Princeton University Press) 1964).
4. S.Bhattacharya, *The Financial Foundatin of British Raj*.
5. B.R.Robinson, *The Political Economy of the Raj*.
6. Dharma Kumar (ed), *The Cambridge Economic History of India*, Vol. II C.1757-C 1970, Orient Longman, (Huderabad 1982).
7. Yogendua Singh, *Modernization of India Tradition*
8. M.N.Srinivas, *Social Changes in Modern India*.
9. BR Nanda (ed), *Essays Modern India*, OUP. New Delhi, 1980.

Course No.: HA-204 – Outline of World History

Objective: The objective of this paper is to introduce the students the outline of world history from prehistoric period to modern time. They will learn some of the development of human society from hunter-gatherer stage to the age of nation and nation-states, in terms of change in material culture as well as in terms of ideological change over the millennia of human history.

Unit	Course Contents	Contact Hours	Marks/Credit
1.	Early Human Societies: <ol style="list-style-type: none"> 1. Hunter-Gatherer society 2. Pastoral Nomadism 3. Transition to Agriculture 4. The Neolithic Revolution 	10 Hours	20 Marks/1 Credit
2.	Ancient World <ol style="list-style-type: none"> 1. Bronze Age Civilization: Mesopotamians, Egyptians, Indians, and Chinese 2. Formation of States and Empires: Babylonian and Assyrian Empires 3. Ancient Greece, Persian and Roman Empires 4. Alternative social formations: Latin America (Mayans), Pharaonic Egypt, Nomadic Empires 	10 Hours	20 Marks/1 Credit
3.	Medieval World <ol style="list-style-type: none"> 1. Rise of Christianity and Islam 2. Medieval Empires: Byzantine, Mongol, Holy Roman Empires, Incas and Aztecs 3. Feudalism in Europe and Asia 4. Maritime Trade and Mercantilism 	10 Hours	20 Marks/1 Credit
4.	Capitalism and Imperialism <ol style="list-style-type: none"> 1. Theories of capitalism and imperialism 2. Industrial Revolution 3. Colonialism in Asia and Africa 4. First and Second World War 	10 Hours	20 Marks/1 Credit
5.	Nationalism <ol style="list-style-type: none"> 1. Theories of nation and nationalism 2. French and Russian Revolutions 3. Unification of Germany and Italy 4. Nationalism in Asia and Africa 	10 Hours	20 Marks/1 Credit
	Total	50 Hours	100 Marks/5 Credits

Suggested Readings:

- John Coles, *World Prehistory*, OUP, 1999.
- G. Clark, *World Prehistory: A New Outline*, CUP, 1977.
- Christopher Scarre, *The Human Past: World Prehistory & the Development of Human Societies*. New York, N.Y.: Thames & Hudson, 2005.
- V. Cummings, *The Oxford handbook of the archaeology and anthropology of hunter-gatherers* (First edition.). Oxford: Oxford University Press, 2014.
- Marc Bloch, *Feudal Society*, (2 vols.), London, 1962.
- Henry Pirenne, *Economic and Social History of Medieval Europe*, London, 1961
- R.S. Sharma, *Indian Feudalism*, Delhi, 1985.
- R. Hilton, *The Transition from Feudalism to Capitalism*, London, 1976.
- Carlo M. Cipola, *Before Industrial Revolution*, London, 1993.
- Maurice Dobb, *Studies in the Development of Capitalism*, London, 1963.
- DK Fieldhouse, *The Colonial Empire*, New York, 1993.
- EJ Hobsbawm, *Industry and Empire*, London, 1975.
- AJP Taylor, *Struggle for Mastery in Europe*, Oxford, 1971.
- Roger Owen, *Studies in the Theory of Imperialism*, London, 1972.
- EJ Hobsbawm, *Nations and Nationalism since 1780: Myth, Reality*, Cambridge, 1990.
- Paul Brass, *Ethnicity and Nationalism: Theory and Comparison*, New Delhi, 1991.
- Ernest Gellner: *Nations and Nationalism*, 1983.
- Anthony D. Smith: *Theories of Nationalism*, 1971; and *The Ethnic Origins of Nations*, 1986.
- Benedict Anderson: *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, 1983.

Course No. HA-301: Eighteenth Century India

Objective: The eighteenth century in India was an important period of transition and remains the subject of continuing debate among scholars of late medieval and modern Indian history. The course aims to illuminate the multiple stakeholders of the 18th Century India and their policies. The course will help in understanding the chronology and identification of key events: transition from a centralized Mughal polity to the emergence of regional polities, the nature of the transformation brought about by the increasing role of the English East India Company, the British colonial expansion in the political context of the eighteenth century India.

Unit	Course Contents	Contact Hours	Marks/Credit
1	The Mughal Crisis: State and religion under Aurangzeb, Wars of succession, agrarian crisis, Decline of the Mughals	10 Hours	20 Marks/1 Credit
2	Later Mughals, scramble for power, invasions, society and culture in 18 th century India	10 Hours	20 Marks/1 Credit
3	Successor states: Regional polities –The watan jagir of the Rajputs, Jai Singh of Amber, the Nawabs of Bengal, the Battle of Plassey and the conspiracy, Battle of Buxar, The Sikhs, Khalsa Organization, The Jats	10 Hours	20 Marks/1 Credit
4	Deccan kingdoms: The Marathas, policies and expansion, Shivaji, Peshwas, the Third Battle of Panipat, Nizams of Hyderabad- cultural expansion, major characteristics of the 18 th century polity.	10 Hours	20 Marks/1 Credit
5	The English East India Company: Policies, transformation in economic and commercial life. The 18 th century debate: Economic prosperity versus Dark Age, Continuity versus Change.	10 Hours	20 Marks/1 Credit
	Total	50 Hours	100 Marks/5 Credits

Recommended Readings:

Ali M. Athar, 2008, *Mughal India: Studies in Polity, Ideas, Society and Culture*. New Delhi, New Delhi: Oxford University Press

Chandra, Satish, 1991, *The Eighteenth Century in India: Its Economy and the Role of the Marathas, the Jats, the Sikhs and the Afghans*, Revised Edition, Calcutta: K.P Bagchi & Co.

Marshall, P.J. ed., 2003, *The Eighteenth Century in Indian History- Evolution or Revolution*. Oxford University Press.

Alam, Muzaffar and Sanjay Subrahmanyam. Eds. 2002, *The Mughal State, 1526-1750*. New Delhi: Oxford University Press

Alavi, Seema, ed. 2002, *The Eighteenth Century in India*. New Delhi: Oxford University Press.

Bayly, C.A., 1988, *Indian Society and the Making of the British Empire*, Cambridge.

- Habib, Irfan. 1999, *Agrarian System of Mughal India (1556-1707)*. New Delhi: Oxford University Press
- Dutt, R.C., 1956, *Economic History of India under Early British Rule*, London.
- Raychaudhuri, Tapan and Irfan Habib. Ed. *Cambridge Economic History of India (1200-1750)*. New Delhi: Cambridge University Press, 1982.
- M. Athar Ali, *The Mughal Nobility under Aurangzeb*.
- Satish Chandra, *Essays on Medieval Indian History*.
- Satish Chandra, *Parties and Politics at the Mughal Court*.
- Muzaffar Alam and Sanjay Subramanian, eds, *The Mughal State, 1526 - 1750*.
- S. Nurul Hasan, *Religion, State, and Society in Medieval India*.
- Alam, Muzaffar, *The Crisis of Empire in Mughal North India: Awadh and Punjab 1707-1748*
- Stewart Gordon, *The Marathas 1600 - 1818*.
- Harbans Mukhia, *The Mughals of India*.
- J.F. Richards, *Mughal Administration in Golconda*.
- J.F. Richards, *The Mughal Empire*.
- Barnett, R.B., *North India Between Empires: Awadh, the Mughals and the British*.
- Bayly, C.A., *Rulers, Townsmen & Bazaars, North India in the age of British Expansion 1770-1870*
- Bayly, Susan, *Caste, Society and Politics in India from the 18th century to the Modern Age*

Course No. HA-302: British Expansion and Imperial Policy in India

Objective: The course intends to provide students of modern Indian History an overview of the foundation of British Rule and British imperialism in India. It will introduce to students the disintegrating effects of the decay of a central Indian authority and the factors and forces, which helped the rise, and consolidation of the East India Company's rule in India till 1858 and the operation of British imperialism till 1947.

Unit	Course Contents	Contact Hours	Marks/Credit
1.	Historiography of British Rule in India; decay and disintegration of the Central Indian authority; European settlements, trade and commerce.	10 Hours	20 Marks/1 Credit
2.	British expansion policies (Warren Hastings to Dalhousie): Ascendancy in Bengal, Carnatic, relations with Mysore, Hyderabad, Marathas, Sikhs.	10 Hours	20 Marks/1 Credit
3.	British Imperialism; consequences of the revolt of 1857; policies towards landholders, peasants, Indian states (till 1935); Instruments of state-the army, the police and the I.C.S.	10 Hours	20 Marks/1 Credit
4.	British policy, expansion and consolidation in North east India.	10 Hours	20 Marks/1 Credit
5.	Colonial political and economic aspects of decolonization; Impact on Indian polity and society.	10 Hours	20 Marks/1 Credit
	Total	50 Hours	100 Marks/5 Credits

Recommended Readings:

R.K.Mukherjee, *Rise and Fall of the East India Company*, Bombay, 1973
 C.H.Philips, *The East India Company*, OUP, London, 1956
 H.Dodwell, *Cambridge History of India*, vol. V, OUP, London, 1986
 P.J.Marshall, *Problems of Empire: Britain and India*, OUP, London, 1963.
 Lawrence James, *The making and unmaking British India*, London, 199
 S. Gopal, *British Policy in India 1958-1905*, Orient Longman, Madras, 1975.
 T.R. Metcalf, *The Aftermath of Revolt: India, 1856-1905*, Princeton, 1965.
 B.B. Misra, *The administrative History of India*, Oxford, 1970
 S.R. Ashton, *British policy towards the Indian States*, Curson Press, 1982.

Additional Readings:

Ram Gopal, *How the British occupies Bengal*, Bombay, 1963
 P.E. Roberts, *History of British India*, London, 1970.
 John Starchy, *Rise and fulfillment of British Power in India*, London, 1943
 S.P. Sen, *The French in India*, New Delhi, 1977
 S.N. Sen, *Anglo-Maratha Relations*, Macmillan India, 1974

- R.J. Moore, *Crisis of Indian Unity*, Clarendon Press, Oxford, 1974
- R.J. Moore, *Churchill, Cripps and India*, Clarendon Press, Oxford, 1979
- C.H. Philips & M.W. Wainwright, *Partition of India: Policies and Perspectives*
- R.J. Moore, *Escape from Empire*, Clarendon Press, Oxford, 1983.
- Peter Robb, *Government of India and Reform*, 1987
- H.V. Hodson, *The Great Divide*, London, 1960
- B.R. Tomlinson, *The Political Economy of the Raj: 1915-1947*, the Economics of Decolonization in India, London, 1970
- I.M. Drummond, *Expansion and Protection*, George Allen Unwin, London 1973.

Course No. HA-303: Indian Nationalism

Objective: The course is intended to discuss the origin and growth of Indian Nationalism during British Rule in India, with emphasis on the concepts and issues involved in the study of Modern Nationalism.

Unit	Course Contents	Contact Hours	Marks/Credit
1.	Nationalism and Indian Nationalism-Approaches: Economic critique of colonialism, Ideological dimension.	10 Hours	20 Marks/1 Credit
2.	Origin of Indian Nationalism; Press and Public Opinion; Early Organizations; Indian National Congress-Constitution and Strategies.	10 Hours	20 Marks/1 Credit
3.	Partition of Bengal and Swadeshi Movement; Rise of Communalism, Home Rule Movements, Militant Nationalism, Left-wing.	10 Hours	20 Marks/1 Credit
4.	Major Phases – Khilafat, Rowlatt Satyagraha, Non-Corporation, Civil Disobedience.	10 Hours	20 Marks/1 Credit
5.	National Movement during world War II – Quit India and INA; Partition of India.	10 Hours	20 Marks/1 Credit
	Total	50 Hours	100 Marks/5 Credit

Recommended Readings:

Bipan Chandra, *India's struggle for Independence*, Vikas, New Delhi, 1998
 B.R. Nanda, *Essays in Indian Nationalism*, New Delhi, 1978.
 R.Palme Dutt, *India Today*, Calcutta, 1999.
 Anil Seal, *The emergence of India Nationalism*, New Delhi, 1982
 N.S. Bose, *Quest for Status and Freedom Struggle*, Calcutta, 1986.
 S.R. Mehrotra, *The emergence of the Indian National Congress*, New Delhi, 1992.
 Judith Brown, *Gandhi's Rise to Power*, OUP, London, 1997.

Additional Readings:

Bipan Chandra, *Rise of Growth of Economic Nationalism in India*, PPH, Delhi, 1994.
 Amlesh Tripathi, *The Extremist Challenge*, Orient Longman, Calcutta, 1998.
 Peter Hardy, *Muslim of British India*, OUP, Cambridge, 1997
 Sumit Sarkar, *The Swadeshi Movement in Bengal*, PPH, Delhi, 1989
 S.R. Sareen, *The Indian National Army*, New Delhi, 1993.

Course No. HA-304: British Policy in North East India

Objective: The objective of this course is designed to acquaint the students with the policies adopted by the British government in different areas in North East India and the patterns of British administration in this region.

Unit	Course Contents	Contact Hours	Marks/Credit
1.	Historiography of British relations with North East India, European Commercial, Contacts, British conquest of Bengal and its impact; Early British Policy.	10 Hours	20 Marks/1 Credit
2.	Early Intervention: North East Rangpur (Garo), Treaty of Badapur, 1st Anglo-Burmese War, Treaty of Yandaboo, annexation of Assam, Anglo-Khasi War, Annexations of Cachar and Jaintia; Resistance Movements.	10 Hours	20 Marks/1 Credit
3.	Forward policy-Garo, Nagger and Lushai hills.	10 Hours	20 Marks/1 Credit
4.	Paramourtry in Manipur and Tripura; Crown Colony Policy.	10 Hours	20 Marks/1 Credit
5.	Patterns of British Administration, Problems and Policies.	10 Hours	20 Marks/1 Credit
	Total	50 Hours	100 Marks/5 Credit

Recommended Readings:

- S.K.Bhuyan, *Anglo-Assamese relations*, Tauyers Book Stall, 1994, 2nd ed., 1974, Guwahati.
- J.B.bhattacharjee, *The Garos and the English 1765-1874*, Radiant Publishers, New Delhi (1978).
- N.K. Baroah, *David Scott in North East India*, Oriental Publishers, New Delhi, 1970.
- H.K. Barpujari, *Problem of the Hill Tribes: North East Frontier* (Vol.I, Lawyers Book Stall Guwahati, 1970, Vol.II, Basanti Prakash, 1976; Vol. III Spectrum Publishers Guwahati, 1981.
- H.K. Barpujari et al, *Political History of Assam*, 3 Vols, Government of Assam, Guwahati Vol.I, 1977, Vol.II 1978, Vol.III 1980.
- H.K. Barpujari, *The comprehensive History of Assam*, Publication Board of Assam, Guwahati.
- D.R. Syiemlieh, *British Administration in Meghalaya*, Heritage Publishers, New Delhi, 1989.

Additional Readings:

- A. Mackenzie, *North Eastern Frontier of India*, Mittal Publications, New Delhi, 1994.
- M.L. Bose, *British Policy in North East Frontier*, D.K.Publishers, Delhi, 1976.
- S.K. Bhuyan, *Early British Relations with Assam*, Shillong, 1949.

- J.B. Bhattacharjee, *Cachar under British Rule in North East India*, Radiant Publishers. Delhi, 1977.
- A. Alemchiba, *A brief Historical Background of Nagaland*, Jorhat, 1970.
- Naorem, *Manipur: Past and Present*, Vol. I, Mittal Publications, Delhi, 1988.
- H.K. Barpujari, *Assam in the days of the Company*, NEHU, 1996, Shillong.
- S.K. Sur, *British Relations in Tripura*, Calcutta, 1991.
- A. Ray, *Mizoram: Dynamics of Change*, Calcutta, 1982.
- B.C. Chakraborty, *British Relations with the Hill Tribes of Assam*, Calcutta, 1964.

Course No. HA-305: Introduction to Prehistoric Archaeology

Objective: The course is essentially designed to introduce students of history to the fundamentals of prehistory, prehistoric tool technology and the role of palaeo-environment within which prehistoric cultures evolved. The course will also explore some of the major themes of our human past, beginning from evolution of early hominids to the origins of agriculture and animal domestication.

Unit	Course Contents	Contact Hours	Marks/Credit
1.	Introduction: Prehistory-aims and scopes; Methods of study (Retrieving data in the field & laboratory-analysis, description & reconstruction); Prehistory & other allied disciplines.	10 Hours	20 Marks/1 Credit
2.	Palaeo-environment and emergence of human cultures: Pleistocene and Holocene environment; Human evolution - Hominid origins & early human dispersals; lithic technology and tool typology of Palaeolithic, Mesolithic and Neolithic period.	10 Hours	20 Marks/1 Credit
3.	Introduction to Pleistocene and Early Holocene archaeological record of Africa, Europe, SE Asia: Palaeolithic & Mesolithic Cultures: Neolithic Definition & Scope; Issues on Early domestication & cultivation, social complexity & emergence of early states (including important key sites from South Asia & Southeast Asia).	10 Hours	20 Marks/1 Credit
4.	Introduction to South Asian Prehistory: India, Bangladesh, Pakistan, Nepal.	10 Hours	20 Marks/1 Credit
5.	Heritage Management: Cultural Resource Management for Prehistoric archaeology - some important case studies.	10 Hours	20 Marks/1 Credit
	Total	50 Hours	100 Marks/5 Credits

Recommended Readings:

- Agrawal, D. P and J. Kharakwal. 2002. *South Asian Prehistory*. Aryan Books: New Delhi.
- Allchin, B. and F. R. Allchin 1982. *Rise of Civilization in India and Pakistan*. Cambridge University Press: Cambridge.
- Allchin, B and F. R. Allchin 1977. *Origins of civilization in India*. Penguin: New Delhi.
- Allen, J. J. Golson and R. Jones (Ed.) 1977. *Sunda and Sahul: Prehistoric Studies in Southeast Asia, Melanesia and Australia*. Academic Press: London.
- Bellwood, P. S. 1978. *Man's Conquest of the Pacific- the Prehistory of Southeast Asia and Oceania*. William Celling: Auckland.
- Bellwood, P. S. 1985. *Pre-history of Indo-Malaysian Archipelago*. Academic Press: Sydney.
- Chang, K. C. 1963. *The Archaeology of Ancient China*. New Haven: Yale University Press.
- Chia, Lan-Po. 1975. *The Cave home of Peking Man*. Foreign Language Press: Peking.
- Childe, Gordon. 1942. *What Happened in History*. Penguin Books.
- Childe, Gordon. 1936. *Man Makes Himself*. London: Watts & Co.

- Chippindale, C and Tacon Paul S. C. 1998. *Archaeology of Rock Art*. Cambridge.
- Clark, J. D. 1970. *The Prehistory of Africa*. Thames and Hudson: London.
- Clark, G. & S. Piggot. 1965. *Prehistoric Societies*. Knopf.
- Clark, G. 1977. *World Prehistory: A New Outline*. Cambridge University Press: Cambridge.
- Coles, John. 1999. *World Prehistory*. Oxford University Press: Oxford.
- Cunliffe, Barry (ED). 1994. *The Oxford Illustrated Prehistory of Europe*. Oxford university Press: Oxford & New York.
- Dennell, R.W. et al. 2010. Out of Asia: The initial colonization of Europe in the Early and Middle Pleistocene, *Quaternary International* 223:439.
- Eagan, Brian. 2010. *People of the Earth: An Introduction to World Prehistory*, 13/E. Pearson.
- Gamble, C. 1993. *Time Walkers: The prehistory of Global Colonization*. Allan Sutton: Stroud.
- Issac, Barbara (ED.) 1989. *The Archaeology of Human beginnings* (Papers by Glynn Issac). Cambridge University Press: Cambridge.
- Leakey, R.E. 1981. *The Making of Mankind*. Michael Joseph: London.
- Misra, V.N. and P. Bellwood (Ed.) 1985. *Recent advances in Indo-Pacific Prehistory*.
- Mulvaney, John and Johan Kamminga. 1999. *Prehistory of Australia*. Allen & Unwin.
- Nowell, April and Iain Davidson (Eds.) 2010. *Stone Tools and the Evolution of human Cognition*. University Press of Colorado.
- Pappu, Shanti et al. 2011. Early Pleistocene Presence of Hominins in South India, *Science* 331: 1596-1599.
- Peregrine, P.N. and Ember, M. (Eds.) 2001. *Encyclopedia of Prehistory*, Vol 1. Africa, Vol 2 Arctic and Sub Arctic, Vol 3, East Asia and Oceania, Vol 4. Europe: New York.
- Philips, Patricia. 1980. *Prehistory of Europe*. Penguin: London.
- Phillipson, D.W. 1985 *African Archaeology*. Cambridge University Press: Cambridge.
- Renfrew, Colin. 2008. *Prehistory: The Making of the Human Mind*. New York: Modern Library.
- Stroulia, Anna. 2010. *Flexible Stones: Ground Stone Tools from Franchthi Cave*. Indiana University Press: Indiana.
- Bhattacharya, D. K. 1989. *An Outline of Indian Prehistory*. Palaka Prakashan: New Delhi.
- Chakrabarti, Dilip K. 1999. *India: An Archaeological History*. Oxford University Press: New Delhi.
- Chakrabarti, Dilip K. 2006. *The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India Stone Age to AD 13th Century*. Oxford University Press: New Delhi.
- Chakravarty, K.K. (Ed.) 1984. *Rock art of India*. Arnold- Heinemann: New Delhi.
- Dennell, Robin. 2011. An Earlier Acheulian Arrival in South Asia, *Science* 331(25 March): 1532-1533.
- Gaillard, Claire and Shiela Mishra. 2002. The Lower Paleolithic in South Asia, in *Origins of Settlement and Chronology of the Palaeolithic Cultures in Southeast Asia*, pp. 73-92. (F. Semah, C. Falguieries, D. Grimaud- Herve and A. M Semah Eds.), pp. 73-92.
- Gaillard, Claire, Mukesh Singh and Anne Dambricourt Malasse. 2010. Late Pleistocene to Early Holocene Lithic Industries in the Southern Fringes of Himalayas, *Quaternary International* XXX:1-11.
- Ghosh. A. 1990. *Encyclopedia of Indian Archaeology* (2 Vols.). Munshiram Manoharlal: New Delhi.
- Goudie, A. 1977. *Environmental Changes*. Clarendon Press: Oxford.
- Mathpal, Y. 1984. *Prehistoric Rock Paintings of Bhimbetka, Central India*. Abhinav: New Delhi.
- Mishra, S. 1992. The Age of the Acheulian in India, *Current Anthropology* 33: 325-328.
- Misra, V.N and Peter Bellwood (Eds.) . 1988. *Recent Advances in Indo-Pacific Prehistory*.

- Oxford and India Book House: New Delhi.
- Misra, V.N. 1990. Stone Age India: An Ecological Perspective, *Man and Environment* 15 (1): 17-64.
- Misra, V.N. 1987. Middle Paleolithic Adaptations in India, in *The Pleistocene of the World: Regional Perspectives* (Soffer O. Ed.), pp 99-120. Plenum Press: New Delhi.
- Murty. M. L. K. 1979. Recent Researches on the Upper Paleolithic Phase in India, *Journal of Field Archaeology* 6: 303-20.
- Neumayer, Erwin. 1993. *Lines on Stone: The Prehistoric Rock Art of India*. Manohar: New Delhi.
- Paddaya, K. 1982. *Acheulian Culture of Hunsgi Valley (Peninsular India): A Settlement System Perspective*. Deccan College, Pune.
- Paddaya, K. 2001. *The Acheulian Culture Project of the Hunsgi and Baichbal Valleys, Peninsular India*, in *Human Roots: Africa and Asia in the middle Pleistocene* (Lawrence Barnham and Kate Robson- Brown Ed.), pp. 235-258. Western Academic and Specialist Press: Bristol.
- Paddayya, K. (Ed.) 2002. *Recent Studies in Indian Archaeology*. ICHR and Munshiram: New Delhi.
- Pappu, Shanti. 2001. Introducing Indian Prehistory, *Teaching South Asia* 1(1): 77-84.
- Pappu, Shanti et al. 2011. Early Pleistocene Presence of Acheulian Hominins in South India, *Science* 331(25 March): 1596-1599.
- Petruglia, M. D. and R. Korisettar (Ed.). 1998. *Early Human Behavior in Global context: the Rise and Diversity of the Lower Palaeolithic Record*. Routledge: London.
- Pettitt, Paul, Paul Bahn and Sergio Ripoll. 2007. *Palaeolithic Cave Art at Creswell Crags in European Context*. Oxford University Press: Oxford & New York.
- Sankalia, H. D. 1974. *Prehistory and Protohistory of India and Pakistan*. Deccan College, Pune.
- Sankalia, H. D. 1974. *Stone Age Tools: their Names and Probable Functions*. Deccan College, Pune.
- Settar, S. and Korisettar, R. (Ed.). 2002. *Indian Archaeology in Retrospect*, Vol. 1. ICHR and Manohar: Delhi.
- Sharma, G. R. and J. D. Clark. 1983. *Palaeoenvironment and Prehistory in the Middle Son Valley*. Abhinav Prakashan: Allahabad.
- Williams, M. A. J. and Dunkerley, D. L., P. De Deckker, A. P. Kershaw, and T. Stokes. 1993. *Quaternary Environment*. Edwin Arnold: New York.

Course No. HA-306: Ancient Indian Art and Architecture

Objectives: The course aims at making a survey of ancient Indian art and architecture from the earliest times up to the twelfth century. The study is particularly oriented towards relating art and architecture to the social context at different stages of development. The focus of the course is directed towards the origin and development of the forms of art and architecture, and the regional variation vis-à-vis religion and society.

Unit	Course Content	Contact Hours	Marks/ Credit
1	Introduction to ancient Indian art and architecture: Definition of terms and components of art and architecture. Art & Architecture as a significant source of Indian history.	10 Hours	20 Marks/1 Credit
2	Evolution of art and architecture: Earliest forms of art and architecture: their geographical spread, socio-cultural base and implications. Stupa, chaitya and vihara- Origin and development	10 Hours	20 Marks/1 Credit
3	Introduction to Sculptural art and painting: Sculptural art, iconography & paintings – concepts and symbolism. Schools of sculpture - Gandhara, Mathura, Bodhgaya, Sarnath, Bharhut; Stages in paintings with focus on Ajanta murals.	10 Hours	20 Marks/1 Credit
4	Historical context of temple styles: Concept and symbolism of temple; origin of temples – theoretical aspects. Rock-cut, structural, free-standing - Buddhist, Jaina, Brahmanical, from post-Maurya to Gupta times. Classical tradition of temple - building and sculpture.	10 Hours	20 Marks/1 Credit
5	Growth of regional schools of art and architecture: Pallavas, Cholas, Chaulukyas, Rastrakutas. Art and architecture in Northeast India – Kamakhya, Malinithan, Kachari ruins and Unakoti temple	10 Hours	20 Marks/1 Credit
	Total	50 hours	100 marks / 5 credits

Recommended Readings:

Agrawal, V.S. 1972. *Indian Art*, Varanasi, Prithvi Prakashan.
 Agrawal.V.S. 1940. *Terracotta Figurines of Ahichhatra*, Varanasi, Prithvi Prakashan.
 Antara Bora. 2018. *Art And Architecture Of North East India*. Cyber Tech Publications.

- Bacchofer, Ludwig. 1974. *Early Indian Sculpture* (2 Vols), New Delhi, Munshiram Manoharlal Pvt.Ltd.
- Barrett, Douglas 1954. *Sculptures from the Amravati in the British Museum*, London, British Museum Press.
- Barua , B. 1934-37. *Barhut* Vol.I-III, Calcutta, Indian Research Institute.
- Behrend, Kurt A.2004. *The Buddhist Architecture of Gandhara*, Leiden, Brill.
- Blurton, Richard. 1993. *Hindu Art*, Harvard University Press.
- Brown, Percy. 1940. *Indian Architecture (Buddhist and Hindu Periods)*, Bombay, D.B. Taraporevala Sons and Co.
- Chakravarti, K.K.1997. *Early Buddhist Art of Bodhgaya*, New Delhi, Munshiram Manoharlal Pvt. Ltd.
- Chauley, G.C. 2007. *Art Treasures of Unakoti in Tripura*. Agam Kala Prakashan.
- Choudhury, N.D. 1985. *Historical Archaeology of Central Assam (from earliest time to 12th century A.D)*, B.R. Publishing Corporation, Delhi.
- Coomaraswamy, A.K. 1969. *Introduction to Indian Art*, New Delhi, Munshiram Manoharlal Publishers Pvt. Ltd.
- Cunningham, Alexander 1965. *The Stupa of Bharhut*, Varanasi, Indological Book Corporation.
- Cunningham, Alexander. 1892. *Mahabodhi or the Great Buddhist temple under the Bodhi tree at Buddha Gaya*, London, W.H.Allen & Co.
- Cunningham, Alexander. 1966. *The Bhilsa Topes*, Varanasi, Indological Book Corporation.
- Czuma, Stanislaw.J.1985. *Kushana sculpture: Images from early India*, Ohio, The Cleveland Museum.
- Dallapiccola, L.S.Z. Lallemand. 1980. *The Stupa: Its Religious, Historical, and Architectural Significance*, Wiesbaden, Franz Steiner Verlag.
- Das, N.C. 2021. Dimapur Monoliths: An Enigma of History Quest Journals. *Journal of Research in Humanities and Social Science*. Volume 9 ~ Issue 3 (2021)pp: 20-22 ISSN(Online):2321-9467
- Das, Paromita. 2007. *History and Archaeology of Northeast India*, New Delhi, Angam Kala Prakashan.
- Deglurkar, G.B. 2004. *Portrayal of the Women in the Art and Literature of the Ancient Deccan*, Jaipur,
- Dehejia, Vidya (ed.).1996. *The Unseen Presence: The Buddha and Sanchi*, Mumbai, Marg Publications.
- Dehejia, Vidya 1997. *Discourse in Early Buddhist Art*, New Delhi, Munishiram Manoharlal Publishers Pvt. Ltd.
- Dehejia, Vidya. 1972. *Early Buddhist Rock Temples: A chronological Study*, London, Thames and Hudson.
- Deva, Khrishna. 1969. *Temples of North India*, National Book Trust, India, New Delhi.
- Deva, Khrishna. 1995. *Temples of India*, Aryan Book International, New Delhi.
- Devi, N. 2019. Shaktipith Maa Kamakhya Temple And Its History in *International Journal of Innovative Research and Advanced Studies (IJIRAS)*. Volume 6 Issue 9, September 2019.
- Dhaky, M.A. and Meister, M. (eds.). 1998. *Encyclopaedia of Indian Temple Architecture: Vol. II, Part 3* (2 Books). New Delhi: American Institute of Indian Studies.
- Dhavalikar, M. K. 1985. *Late Hinayana Caves of Western India*, Pune, Deccan College.
- Dhavalikar, M. K. 2004. *Satavahana Art*, Delhi, Sharada Publishing House.
- Dhavalikar, M.K. 1977. *Masterpieces of Indian Terracottas*, Bombay, D.B.Taraporevala Sons and Co. Pvt. Ltd.
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- Errington, Elizabeth and Joe Cribb. 1992. *The Crossroads of Asia*, Cambridge, The Ancient Indian and Iran Trust.
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- George, Michell. 1975 *Early Western Chalukyan Temples*, 2vols, London.
- George, Michell. 2000. *Hindu Art and Architecture*, Thames and Hudson, World of Art
- George, Michell. 1990. *The Penguin Guide to the Monuments of India*. Volume I: Buddhist, Jain, Hindu Penguin Books.
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- Hawkes, J. and Akira Shimada (eds.). 2009. *Buddhist Stupas in South Asia*, New Delhi, Oxford University Press.
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- Marshall, John. 1960. *The Buddhist Art of Gandhara*, Cambridge, Cambridge University Press.
- Mate, M.S. 1998. *Prachin Kala Bharati*, Pune, Continental Prakashan.
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- Mathur, Dr. Vijay Kumar. 1996. *Art and Culture under Sungas*, Delhi, Bhartiya Kala Prakashan.

- Meister, Michael W. and Dhaky, M.A., 1983. *Encyclopaedia of Indian Temple Architecture : South India Lower Dravida Desa*, American Institute of Indian Studies, Oxford University Press, Delhi.
- Meister, Michael W. and Dhaky, M.A., 1986. *Encyclopaedia of Indian Temple Architecture : South India Upper Dravida Desa*, American Institute of Indian Studies, Oxford University Press, Delhi
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Course No: HA-307: Archaeology of Northeast India

Objectives:

The course covers the archaeology of a region where culture, ethnicity, and the archaeological past are an inseparable part of the indigenous communities of the region. Despite several gaps that exist between the prehistoric and the beginning of history in Northeast India, the purpose of the course is to acquaint students with the existing and available data on the archaeology of Northeast India against their respective geographical and ecological settings, beginning from Palaeolithic to the Historical period.

Unit	Course Contents	Contact Hours	Marks/Credit
1	Background to Archaeology of Northeast India: Geology, geography, landform, rock-types, drainage pattern, hills and mountain ranges; Quaternary environment and stratigraphy; History of archaeological research; problem of periodization: 'prehistoric' and 'historic' periods in the context of Northeast India; Status of archaeological site preservation in NE India.	10 Hours	20 Marks/1 Credit
2	Early Stone Age industries: Controversy on Palaeolithic industries; sites, sequence and materials-Nangwalbibra (NBG-A & B) (Central Garo Hills); Rani-Ganapati (East Khasi Hills-Assam Border); Khowai and Haora river valleys (Western Tripura); Cave sites in NE India; The SE Asian Hoabinhian	10 Hours	20 Marks/1 Credit
3	Neolithic in Northeast India: Overview of Neolithic sites in NE; origin and spread; chronology; survival of Neolithic traditions and their relevance to archaeological reconstruction.	10 Hours	20 Marks/1 Credit
4	Megalithism in Northeast India: Regional survey of NE megalithic types and chronology of NE megaliths; Living megalithic tradition of the region; Problems of origin, affinities and chronology.	10 Hours	20 Marks/1 Credit
5	Historical period: Epigraphical (copper-plate and pillar inscriptions) evidence on historical period of Northeast India; archaeology of Ambari and other well-known sites/recently reported sites in Assam, Manipur, Tripura, Meghalaya, Arunachal Pradesh; archaeology of upland historical sites (Mizoram, Meghalaya, Nagaland etc.)	10 Hours	20 Marks/1 Credit
	Total	50 hours	100 mks/5 credits

Recommended Readings

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- Hazarika, M., 2011. A Recent Perspective on the Prehistoric Cultures of Northeast India, in *Understanding North East India: Cultural Diversities, Insurgency and Identities* (M. Rajput Ed.), pp. 30-55, Manak Publications Pvt. Ltd, New Delhi.
- Hazarika, M. 2012. Lithic Industries with Palaeolithic elements in Northeast India, *Quaternary International* 269: 48-58.
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- Jamir, T. and Ditamulu Vasa. 2008. Archaeology of Local Cultures: New Findings and Interpretations in Nagaland, in *Naga Identities: Changing Local Cultures in the Northeast of India* (Michael Oppitz and et al Eds.), pp. 323-340, Snoeck Publishers, Gent.
- Jamir, T. 2013. Piecing together from fragments: Re-evaluating the 'neolithic' situation in Northeast India, in *Neolithic-Chalcolithic Cultures of Eastern India* (K.N. Dikshit Ed.), pp. 44-66, New Delhi, Indian Archaeological Society.
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Medhi, D.K., Boichhingpuii, Sarma, P., 2006. Palaeolithic cultural evidence in Mizoram, India, in *Paper Presented at the 18th Indo-Pacific Prehistory Association Congress*, 20-26 March 2006.

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- van Driem, George. 2011c. Rice and the Austroasiatic and Hmong-Mien homelands, in *Dynamics of Human Diversity: The Case of Mainland Southeast Asia* (Nick J. Enfield Ed.), pp. 361-389, Canberra, Pacific Linguistics.
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Course No. HA-308: Introduction to Sciences in Archaeology**Objectives:**

This is an interdisciplinary course in which the methods of analysis of related disciplines are brought into focus, mainly – geology, zoology, botany and anthropology. The course concerns with how human-nature interacts and alters its biotic environment which is critical to the understanding of prehistoric human ecosystems. The course is therefore designed to introduce to students the basic fundamentals of the various branches of sciences in archaeology that contributes to a comprehensive understanding of the human past.

Unit	Course Contents	Contact Hours	Marks/Credit
1	Basic concepts Scope and changing nature of the discipline of archaeology- inter & multi-disciplinary research; Ecological concepts - plant, animal and human responses to changing environments; climate; human variation and population adaptation.	10 Hours	20 Marks/1 Credit
2	Geoarchaeology Definition, concepts of geoarchaeology; geology and geomorphology of archaeological sites in different environmental settings; history of research; Reconstructions of past landscapes; application of GIS & Remote sensing; understanding archaeological site formation and its role (processes of erosion, deposition, soil formation, and biological and human activity affecting archaeological deposits in fluvial, eolian, lacustrine, and other depositional environments); methods of sample collection for types of geological analysis; physical and chemical techniques; microscopic methods etc.	10 Hours	20 Marks/1 Credit
3	Zooarchaeology Definition, history of research, identification of faunal remains; food economy based on animals; environment; quantification; metrical analysis; determination of age/sex of animals; activity areas; animal pathology; season of site occupation; cultural contacts; society and role of animals; laboratory methods and identification.	10 Hours	20 Marks/1 Credit
4	Archaeobotany Basic concepts of archaeobotany; history of research; taphonomy, types of archaeological sites and preservation of plant remains; dating of floral remains; sampling and recovery methods; reconstruction of flora and climate, plant economy and diet reconstruction; laboratory methods and identification (macro/micro remains)	10 Hours	20 Marks/1 Credit
5	Bioarchaeology Definition, history of research; basics of human	10 Hours	20 Marks/1 Credit

	skeletal biology; human remains and ethics; subject of study (human variation, population adaptation, origins, role of molecular biology, behavior); Biological evolution of man - archaeological, fossil and molecular evidence; fundamentals of osteobiography, taphonomy, skeletal changes vis-à-vis subsistence strategies, adaptation, palaeopathology, palaeodemography; palaeodiet, isotope, and ancient DNA analysis; basic laboratory methods and identification.		
	Total	50 hours	100 marks/5 credits

Recommended Readings

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- Harris, D.R. and Gordon Hillman. 1989. *Foraging and Farming – Evolution of Plant Exploitation*, Unwin and Hyman, London.
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- Shipman, Pat. 1981. *Life History of a Fossil: An Introduction to Taphonomy and Palaeoecology*, Harvard University Press, Harvard.
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- Ubelaker D. H. 1989. *Human Skeletal Remains: Excavation, Analysis and Interpretation* (2nd Ed.). Washington D.C.: Smithsonian.
- Waters, M. 1992. *Principles of Geoarchaeology*, University of Arizona Press, Tucson.
- Wesley, Cowan C. and Patty Jo Watson. 1992. *The Origins of Agriculture: An International perspective*, Smithsonian Institution Press, Washington.
- White T. 1991. *Human Osteology*, San Diego, Cal, Academic Press.
- Zeuner, F.E. 1963. *A History of Domesticated Animals*, Hutchinson, London.

Course No: HA-309: Public Archaeology

Objectives: The course draws the role of archaeology in the preservation and management of cultural resources in terms of legislation, ethics and practical application, with emphasis on the utility, necessity and reality of doing archaeology in the public sector. It explores why archaeology is an important tool for managing, understanding, and interpreting our past. On completion of the course, students will be acquainted with why and how archaeological research are undertaken as part of the historic preservation program, and the challenges and opportunities archaeology presents to the public agencies and those involved in preserving the past.

Unit	Course Contents	Contact Hours	Marks/Credit
1	Introduction: Definition, aims and scope of public archaeology; historical development of public archaeology; Overview of Public archaeology across the world; engaging communities - community archaeology.	10 Hours	20 Marks/1 Credit
2	Heritage Legislations: World Heritage organizations e.g. UNESCO, ICOMOS; Policy and Practice of heritage management in India; Role of NGOs (e.g. INTACH); Overview of the various Indian Archaeological Legislations; Looting, vandalism, legislative measures, and archaeological site destruction in Northeast India.	10 Hours	20 Marks/1 Credit
3	Ethics and Archaeology: Understanding conflicts and ethical issues in public archaeology; Working with diverse descent (and others) groups: diverse interest in the past; local communities, children, looters, and, treasure hunters; Reburial and repatriation.	10 Hours	20 Marks/1 Credit
4	Public Education and Outreach: Archaeology Week programs, site-specific programs, public excavations; stewardship programs-archaeology as a public interest; Cultural tourism.	10 Hours	20 Marks/1 Credit
5	Archaeology, Museums and Media: Displaying archaeology in museums; political dimensions of archaeology and museum displays; Archaeology and popular media; Pseudo-archaeology and the public; writing for the public.	10 Hours	20 Marks/1 Credit
	Total	50 hours	100 marks / 5 credits

Recommended Readings:

- Acherson, N. 2004. Archaeology in the British media, in *Public Archaeology* (N. Merriman Ed.), pp. 145-158, Routledge, London and New York.
- Agrawal, D. P. 2001. The Idea of India and its Heritage: The Millennial Challenges, *Man and Environment* Vol. XXVI No. 1: 15-22.
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- Black, G. 2006. *The engaging museum, developing museums for visitor involvement*, Routledge, London and New York.
- Brodie, N.J., Doole, J. and P. Watson. 2000. *Stealing history: The Illicit trade in cultural property*, McDonald Institute, Cambridge, U.K.
- Brodie, N. and K. Walker Tubb (Eds.). 2002. *Illicit Antiquities*, Routledge, London.
- Bunch, Lonnie. 1992. Embracing Controversy: Museum Exhibitions and the Politics of Change, *The PublicHistorian* 14(3):63-65.
- Bunten, Alexis Celeste. 2008. Sharing culture or selling out? Developing the commodified persona in the heritage industry, *American Ethnologist* 35(3):380-395.
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- Cumberpatch, Cand P. Blinkhorn. 2001. Clients, contractors, curators and archaeology: who owns the past?, in *The responsibilities of archaeologists: archaeology and ethics*, M. Pluciennik (Ed.), Archaeopress, Oxford.
- Davies, M.E. 2005. *How students understand the past*, Altamira Press, California.
- Deshpande, M. N. 1994. *Care of Cultural Heritage*, New Delhi, National Museum Institute.
- Dhawan, Shashi. 1996. *Recent Trends in Conservation of Art Heritage*, Delhi, Agam Kala Prakashan.
- Dodd, Jocelyn. 1994. Whose museum is it anyway? Museum education and the community, in *The Educational Role of the Museum*, Eilean Hooper-Greenhill (Ed.), pp. 303-305, Routledge, London.
- Fagan, Fagan, Brian M. 1977. Genesis I.1: Or, Teaching Archaeology to the Great Archaeology-Loving Public, *American Antiquity* 42(1):119-125.
- Fagan, Brian M. 1984. Archaeology and the Wider Audience, in *Ethics and Values in Archaeology*, Ernestine L. Green (Ed.), pp. 175-183, The Free Press, New York.
- Falk, John H. and Lynn D. Dierking. 2000. *Learning from Museums: Visitor Experiences and the Making of Meaning*, Alta Mira Press, California.
- Gathercole, P and D. Lowenthal (Eds.). 1990. *The politics of the past*, Routledge, London.
- Ghoshmaulik, S. K. and K.K. Bass 2001. *Understanding Heritage: Role of Museum*. Bhubaneswar: Academic Staff College.
- Goodacre, Beth and Gavin Baldwin. 2002. *Living the Past: Reconstruction, Recreation, Re-enactment and Education at Museums and Historical Sites*, Middlesex University Press, London.
- Holtorf, Cornelius. 2007. *Archaeology is a Brand!: The Meaning of Archaeology in Contemporary Popular Culture*, Coast Press, California.

- Howard, Peter. 2003. *Heritage: Management, Interpretation, Identity*, London, Continuum.
- Hudson, Kenneth. 1991. How Misleading Does an Ethnographical Museum Have to Be?, in *Exhibiting Cultures: The Poetics and Politics of Museum Display*, Ivan Karp and Steven D. Lavine (Eds.), pp. 457 - 464. Smithsonian Institution Press, Washington.
- Jameson, John H., and John E. Ehrenhard (Eds.). 1997. *Presenting Archaeology to the Public*, Altamira Press, California.
- Jamir, Tiatoshi. 2014. Ancestral Sites, Local Communities and Archaeology in Nagaland: A Community Archaeology Approach at Chungliymti, in *50 Years After Daojali-Hading: Emerging perspectives in the Archaeology of Northeast India* (Essays in Honour of T. C. Sharma) (Tiatoshi Jamir & Manjil Hazarika Eds.), pp. 473-487, New Delhi, Research India Press.
- Khandwalla, Kalini. P. 2004. Preservation of India's Archaeological Heritage Through Archaeologists-Public Interaction: Issues and Strategies, in *Archaeology as History in Early South Asia* (Himanshu Prabha Ray and Carla M. Sinopoli Eds.), pp.118-52, New Delhi, Aryan Books.
- King, Thomas F. 1998. *Cultural Resource Law and Practice: An Introductory Guide*, Altamira Press, California.
- King, Thomas F. 2000. *Federal Planning and Historic Places: The Section 106 Process*, Altamira Press, California.
- King, Thomas F. 2002. *Thinking About Cultural Resource Management: Essays from the Edge*, Altamira Press, California.
- Kraft, Herbert C. 2001. *The Lenape-Delaware Indian Heritage, 10,000 BC to AD 2000*, Lenape Books, Orange, New Jersey.
- Little, B. 2002 *Public Benefits of Archaeology*, University of Florida Press, Tallahassee FLA.
- Long, K. 2013. *The Point of No Return: Refugees, Rights and Repatriation*. Oxford University Press.
- Marstine, Janet (Ed.). 2006. *New Museum Theory and Practice*, Blackwell Publishing, Malden.
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- McManamon, F.P. 1991. The Many Publics for Archaeology, *American Antiquity* 56(1):121-130.
- McManamon, F.P. 1998. Public Archaeology as a Professional Obligation, *Archaeology and Public Education* 8(3) 3.
- MacManamon, F. and A. Hatton (Eds.). 1999. *Cultural Resources Management in Contemporary Society*, Routledge, New York.
- McManamon, F.P. 2000. Archaeological Messages and Messengers, *Public Archaeology* 1(1): 50.
- Neumann, Thomas W., and Robert M. Sanford. 2001. *Cultural Resources Archaeology: An Introduction*, Altamira Press, California.
- Paddayya, K. 2004. Heritage management with special reference to modern impacts on archaeology sites of lower Deccan, *Deccan Studies* 1 (2): 7-24.
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- Renfrew, C. 2000. *Loot, Legitimacy and Ownership*, London, Duckworth.
- Richards, Greg. 2000. Cultural Tourism, in *Archaeological Displays and the Public: Museology and Interpretation*. P.M. McManus (Ed.), pp. 1-11, Archetype Publications, London.

- Rosoff, Nancy B. 2003. Integrating Native views into museum procedures: hope and practice at the National Museum of the American Indian, in *Museums and Source Communities: A 87 Routledge Reader*, Laura Peers and Alison K. Brown (Eds.), pp. 72-80, Routledge, London. Taylor & Francis Group.
- Sabloff, Jeremy. 1998. Distinguished Lecture in Archaeology: Communication and the Future of American Archaeology, *American Anthropologist* 100(4):869-875.
- Selvakumar, V. 2006. Public Archaeology in India: Perspectives from Kerala, *India Review* 5 (3 4): 417-446.
- Shackel, P.A. 2000. *Archaeology and Created Memory: Public History in a National Park*, Kluwer Academic /Plenum Publishing, New York.
- Shackel, Paul. 2004. Introduction: Working with Communities. Heritage Development and Applied Archaeology, in *Places in Mind: Public Archaeology as Applied Anthropology*. Paul A. Shakel and Erve J. Chambers (Eds.), pp. 1-18, Routledge, New York.
- Singh, L.K. 2008. *Indian Cultural Heritage from Tourism Perspective*, Delhi, ISHA Books.
- Smardz, K. and S. Smith (Eds.) 2000. *The Archaeology Education Handbook*, Altamira Press, Walnut Creek CA.
- Smith, George S. and John Ehrenhard (Eds.) 1993. *Protecting the Past*, CRC Press, Boca Raton, FLA.
- Stone, Peter G. and Phillipe Planel (Eds.). 1999. *The Constructed Past*, One World Archaeology Series No. 36, Routledge, London.
- Thapar, B.K. 1989. *Conservation of the Indian Heritage*, New Delhi, Cosmo Publication.
- Tilden, Freeman. 1957. *Interpreting Our Heritage*, University of North Carolina Press, Chapel Hill, N.C.
- Weisman, Brent R. and Nancy Marie White. 2000. A Model Graduate Training Programme in Public Archaeology, *Antiquity* 74:203-208.
- Weisman, Brent R. 2002. Learning by Doing in Public Archaeology Training, *Practicing Anthropology* 24(2):11-15.
- White, Nancy Marie and J. Raymond Williams. 1994. Public Archaeology in Florida, USA: A Review and Case Study, in *The Presented Past*, P. Stone and B. Molyneaux Eds.), pp. 82-94, One World Archaeology Series, Routledge, London.
- White, Nancy Marie. 2000a. Teaching Public Archaeology at the University of South Florida, in *Teaching Archaeology in the Twenty-first Century*, S. Bender and G. Smith (Eds.), pp. 111-115, Society for American Archaeology, Washington, D.C.
- White, Nancy Marie. 2000b. Teaching Archaeologists to Teach Public Archaeology, in *The Archaeology Education Handbook: Sharing the Past with Kids*, K. Smardz and S. Smith (Eds.), pp. 328-339, Altamira Press, California.
- Whiteley, Peter 2002 Archaeology and Oral Tradition: The Scientific Importance of Dialogue, *American Antiquity* 67:405-415.
- Woodman. 1995. Who possesses Tara? Politics in archaeology in Ireland, in *Theory in archaeology: a world perspective*, Ucko, P (Ed.), pp.278-297, Routledge, London.

Course No. HA-310: Ethnoarchaeology

Objectives: The main goal of the course is to acquaint the students with two disciplines – Archaeology and Cultural Anthropology, which have, in recent decades, given rise to a new branch of archaeology. The course is designed essentially to introduce to students the basic theoretical concepts in Ethnoarchaeology and a wide-ranging topic covering from present hunter-gatherer societies to hill communities to improve our understanding of the past.

Unit	Course content	Contact hours	Marks/Credits
1	Basic Concepts in Ethnoarchaeology: a. Definition of ethnoarchaeology, scope, and ethnographic methods; role of analogy. b. Nature and interrelationship of archaeological and ethnographic records. c. Relevance of oral tradition in understanding archaeology and reconstructing the past. d. Role of ethnography in the interpretation of the archaeological record and reconstruction of past societies and cultures.	10 Hours	20 Marks/1 Credit
2	Brief history of ethnoarchaeological research: a. Historical background. b. Theoretical models in ethnoarchaeology, e.g. Applicability of the forager/collector model to Palaeolithic and Mesolithic societies of South Asia c. Application of other models to ceramic studies.	10 Hours	20 Marks/1 Credit
3	Ethnoarchaeological studies of Living hunter-gatherer societies: a. Ethnoarchaeological studies of the Eskimo, Bushmen, and Australian Aborigines. b. Living traditions of the hunting-gathering way of life with special reference to the Stone age past of South Asia. c. Case studies - Andaman Islanders, Birhors, Chenchus, Yanadis, Veddas, Kanjars, Pardhis, Van Vagris.	10 Hours	20 Marks/1 Credit
4	Ethnographic study of select shifting cultivators a. NE India shifting cultivations of Garos, Nagas, and Arunachal communities. b. Eastern India shifting cultivation of Bondos, Juangs, and Baigas. c. Relevance for reconstruction of Neolithic and Chalcolithic economy of Northeastern and Eastern India. d. Other cultural tradition of shifting cultivators – stone monuments, ceramic tradition etc.	10 Hours	20 Marks/1 Credit
5	Relevance of ethnoarchaeological research: a. Reconstructing lifeways of early agro-pastoral Chalcolithic communities of Central and Western India e.g. Mahadeo Kolis, Bhils, Dhangars.	10 Hours	20 Marks/1 Credit

	b. Ethnoarchaeological studies of the South Indian Neolithic Culture. c. Interrelationship among various aspects of shifting cultivators in India - landscape, technology, carrying capacity, social organization, etc.		
	Total	50 hours	100 marks/ 5 credits

Recommended readings

- Ajay Pratap. 2000. *The Hoe and the Axe: Ethnohistory of Shifting Cultivation in Eastern India*, Oxford University Press, New Delhi.
- Allchin, B. (Ed.) 1994. *Living traditions: South Asian Ethnoarchaeology*, Oxford & IBH Publishing Co. Pvt. Ltd., New Delhi.
- Ascher, R. 1961. Analogy in Archaeological Interpretation, *Southwestern Journal of Anthropology* 17: 317-325.
- Ashraf, A. A. 1990. *Prehistoric Arunachal*. Itanagar: Directorate of Research.
- Axel Steensberg 1980. *New Guinea Gardens: Study of Husbandry with parallel in Prehistoric Europe*, Cambridge University Press, Cambridge.
- Axel Steensberg 1986. *Man the Manipulator: An Ethnoarchaeological Basis for Reconstructing the Past*, Copenhagen: National Museum.
- Axel Steensberg 1993. *Fire Clearance Husbandry: Traditional Techniques Through out the World*, Poul Kristensen, Hernig.
- Barkataki, S. 1969. *Tribes of Assam*, National Book Trust, India, New Delhi.
- Bichieri, M.G. (Ed.) 1972. *Hunters and Gatherers Today*. New York: Holt, Rinehart and Winston.
- Binford, L.R. 1988. *In Pursuit of the Past*. New York: Thames and Hudson.
- Binodini Devi, P. 2002. Living Megalithic Traditions Among the Poomais of Manipur, in *Archaeology of Eastern India: New Perspectives* (G. Sengupta and S. Panja Eds.), pp. 363-377. Kolkata: Centre for Archaeological Studies and Training, Eastern India.
- Cooper, Z. 1992. The Relevance of the Forager/Collector Model to Island Communities in the Bay of Bengal, *Man and Environment* XVII (2): 111-122.
- Cooper, Z. 2002. *Archaeology and History: Early Settlement in the Andaman Islands*, Oxford University Press, New Delhi.
- Dani, A.H. 1960. *Prehistory and Protohistory of Eastern India*, Calcutta.
- David N. and C. Kramer. 2001. *Ethnoarchaeology in Action*, Cambridge University Press.
- Dikshit, K. R. and J. K. Dikshit. 2004. Shifting Cultivation Studies in India: A Review, *Man and Environment* XXIX (2): 37-69.
- Doshi S. 1992. *Tribal India: Ancestors, Gods and Spirits*, Marg Publications, Bombay.
- Fuchs, S. 1973. *The Aboriginal Tribes of India*, Macmillan India, Delhi.
- Gould R.A. 1980. *Living Archaeology*. Cambridge, Cambridge University Press.
- Griffin, P.B and W.G. Solheim II. 1990. Ethnoarchaeological Research in Asia, *Asian Perspectives* 28 (2): 145-161.
- Hodder, I. 1982. *Symbols in Action*. Cambridge: Cambridge University Press.
- Jamir, T. 2004. Megaliths of Nagaland: Reflections of Material Milieu and Social Values, in *Society and Economy in North-East India (Vol-1)* (M. Momin and C. Mawlong Eds.), pp. 105-117. New Delhi: Regency Publications.
- Jamir, W. 1998. Megaliths in Nagaland, *Puratattva* 28: 104-110.

- J.K. Maheshwari. 1996. *Ethnobotany in South Asia*, Jodhpur, Scientific Publishers.
- Kramer C. (Ed.) 1980. *Ethnoarchaeology*, Colombia University Press, Guildford Survey.
- Kramer, C.1982. *Village Ethnoarchaeology: Rural Iran in Archaeological Perspective*, Academic Press, New York.
- Lee, R.B. and I. Devore (Ed.) 1975. *Man the Hunter*, Aldine Publishing Co. Second Ed., Chicago.
- Meehan, B. and R. Jones (Eds.) 1988. *Archaeology with Ethnography: An Australian Perspective*. Department of Prehistory, Research School of Pacific Studies, the Australian National University, Canberra.
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- Mitri, M. 2004. The Folktale of U Lum Sophet Bneng: An Ethnoarchaeological study, *Proceedings of NEIHA 25th Session*: 65-71.
- Murty, M.L.K. 1981. Hunter-Gatherer Ecosystems and Archaeological Patterns of Subsistence Behavior on the South-East Coast of India: An Ethnographic Model, *World Archaeology* 12: 47-58.
- Murty, M.L.K. 1985. Ethnoarchaeology of the Kurnool Cave Area, *World Archaeology* 17 (2): 192-205.
- Nagar, M. and V.N. Mishra. 1993. The Pardhis: A Hunting-gathering Community of Central and Western India, *Man and Environment* XVIII (1): 113-144.
- Nagar, M. 1975. Role of Ethnographic Evidence in the Reconstruction of Archaeological Data, *Eastern Anthropologist* 28 (1): 13-22.
- Nagar, M. 1983. Ethnoarchaeology of the Bhimbetka Region, *Man and Environment* VII: 61-69.
- Parker, B. Bhattacharya, J.B. Dutta, B.B. and B. Datta Ray. 1980. *Shifting Cultivation in North-east India*, North East India Council for Social Science Research, Shillong (2nd revised ed.)
- Raju, D. R. 1988. *Stone Age Hunter-Gatherers: An Ethno-Archaeology of Cuddapah Region, South-East India*, Ravish Publishers, Pune.
- Richard Ford (Ed.) 1994. *The Nature and Status of Ethnobotany*, Museum of Anthropology, University of Michigan, Ann Arbor.
- Rivers, W. H. R. 1967. *The Todas*, London.
- Roy, S.C. 1920. *The Birhors: A Little known Jungle tribe of Chhota Nagpur*, Ranchi.
- Sengupta & C.Mawlong. 1994. Megalithic Monuments of Cherrapunji-some points, in *Lest We Forget- a collection of papers brought out by Khasi National Celebration Committee for the Indigenous Peoples Year, 1993*. Shillong.
- Shankland, D. 1999. Integrating the past: folklore, mounds and people at Catalhöyük, in *Archaeology and Folklore* (A. Gazin-Schwartz & C. J. Holtorf eds.), pp.139-157, London, Routledge.
- Singh J.P. and G. Sengupta (Ed.). 1991. *Archaeology of Northeastern India*.
- Singh, O. K. 1999. Cord-Marked Pottery Making Tradition in Manipur, *Puratattva* 29: 59-64.
- Sinopoli, C.M. 1991. Seeking the Past through the Present: Recent Ethnoarchaeological Research in India, *Asian Perspectives* 28 (2): 145-161.
- Smiley, F.E. et.al.1980. *The Archaeological Correlates of the Hunter-Gatherer Societies: Studies from the Ethnographic Record*, Michigan University Press, Ann Arbor.
- Whiteley, Peter M. 2002. Archaeology and Oral Tradition: The Scientific Importance of Dialogue, *American Antiquity* 67(3): 405-415.

Course No. HA-401: Contemporary India (1947-2000)

Objective: The objective of the course is to acquaint the students with the problems which confronted the new nation immediately after independence and the nation building processes, to sensitize them about the strength and weaknesses of the Indian Democracy and to motivate them to critically appreciate India's achievements in education, science and technology, art and culture, and in other fields as well as India's contributions to international community.

Unit	Course Contents	Contact Hours	Marks/Credit
1.	Emergence of Indian Republic – Transfer of power, integration of Indian States, reorganization of states, integration of States.	10 Hours	20 Marks/1 Credit
2.	Democracy at work – Democratic Socialism and Welfare State, working of the government in Centre and State relation decentralization-Panchayati Raj. Problem of Communalism, Regionalism.	10 Hours	20 Marks/1 Credit
3.	India Abroad Foundation of foreign policy, Panchsheel and Nehru era: India in Commonwealth, UN, NAM and SAARC.	10 Hours	20 Marks/1 Credit
4.	Social development – Ideology of planned economic growth, agricultural growth – green revolution, land reforms, industrial progress, economic reforms, and globalization, political economy of development, education literacy.	10 Hours	20 Marks/1 Credit
5.	Achievements – Science and technology art, literature and culture, mass communication.	10 Hours	20 Marks/1 Credit
	Total	50 Hours	100 Marks/5 Credits

Recommended Readings:

Bipan Chandra, Aditya Mukherjee, etc., *India after Independence*, Penguin, New Delhi, 2001.
 Durga Das, *India from Curzon to Nehru and after Collins*, London, 1974.
 Bipan Chandra, *Essays on Contemporary India*, Har-Anand, New Delhi, 1993.
 T.V. Sathyamurthy (ed.), *Social Change and Political discourse in India*, Vol-3: Region, Religion, Caste, Gender and Culture in Contemporary India, C.P.R. Delhi, 1996.

Additional Readings:

Romila Thapar (ed.), *India, Another Millennium*, Viking: New Delhi, 2001.
 R.P.Anand, *South Asia: In Search of a regional identity*, Banyan Publication, New Delhi, 1991
 S. Satchidanandana Murty & Amit Dasgupta, *The Divine Peacock: understanding Contemporary India*, ICCR/Wiley Eastern Ltd. New Delhi, 1994.
 V.A. Pai Panandiker & Ashis Nandy, *Contemporary India*, Tata Mcgraw Hill, New Delhi, 1999.
 V.A.Pai Panandikar & Subhash C.Kashyap (ed), *Political Reforms: Asserting Civic Sovereignty*, Konark Publishers, New Delhi, 2001.

Course No. HA-402: Colonialism in South East Asia (1511-1850)

Objective: The objective of this course is to study the beginning and development of European Colonialism in SE Asia. It will also study the main features of colonial policy and the society and economy of south East Asia within the period of study and their reaction to Western Colonialism.

Unit	Course Contents	Contact Hours	Marks/Credit
1.	Society and Economy of S.E. Asia before the coming of the Europeans. The arrival of the Portuguese: Foundation and Development of Portuguese power of Malacca. Political and commercial relations with the Spice islands, China Bay of Bengal, Burma, Siam, Cambodia and Vietnam – Decline of Portuguese Power.	10 Hours	20 Marks/ 1 Credit
2.	Spaniards in the S.E.Asia: Society and Economy of Pre-Spanish Philippines. The Spanish conquest and government in the Philippines. The Chinese in Manila. Manila's Political and Commercial relations with China, Japan, Macao and Malacca.	10 Hours	20 Marks/ 1 Credit
3.	The Dutch Commercial Empire: The establishment of Dutch Trading Venture in Java, Dutch victory in India, Sumatra and Malaya. Dutch political and Commercial relations with Siam, Burma, Vietnam and major Indonesian Islands- Decline of the Dutch commercial Empire.	10 Hours	20 Marks/ 1 Credit
4.	British in SE Asia: British in Malaya; British in Burma. France and Vietnam (Indo-China)	10 Hours	20 Marks/ 1 Credit
5.	Siam's Political and Trading Relations with the Europeans in the 17 th and 18 th Centuries-Social and Religious characteristics-Foreign trade, Impact of Missionaries and westernization on Siam. Interaction and accommodation of Southeast Asia with colonial Regimes.	10 Hours	20 Marks/ 1 Credit
	Total	50 Hours	100 Marks/ 5 Credits

Recommended Readings:

Nicholas Tarling (Rd), *The Cambridge History of SE Asia*, Vol. I & II, Cambridge University Press, UK (1992)

DJM Tate, *The Making of Modern South Asia*, Vol.1, Oxford University Press, Kuala Lumpur (1971)

Brian Harrison, *South East Asia: Short History*, Macmillan & Co Ltd, London (1955)

DCE Hall, *History of South Asia*, Mc Graw Hill, New York (1969).

Additional Readings:

JF Cady, *South East Asia: Its Historical Development*

George O Kahim, *Govt. and Politics in SE Asia* 2nd ed. Cornell University Press, Ithaca (1964)

John Bastin, *History of Modern SE Asia*, Harry Benda Prentice Hall, New Jersey (1958)

Course No. HA-403: Economic History of Modern India

Objective: This course will introduce students to some of the most significant aspects of the Indian economy under British rule and in independent India. It will introduce students to fundamental economic changes that were brought about by colonial and postcolonial state in the world of agriculture, weaving, trade, finance, and industries in India. Students would learn the emergence of modern institutions such as the state and market in the context of colonial and postcolonial India, the relationship between political conquest and the economy, and understand the relationship between state policies and their effects on society.

Unit	Course Contents	Contact Hours	Marks/Credit
1.	Historiography (precolonial and colonial economy of India); European Companies in India: Merchants and Markets: 1757-1857; the Drain of wealth	10 Hours	20 Marks/1 Credit
2.	Land Reforms and Agriculture in Colonial Period: Land Rights and Tenancy Reforms; Land Revenue Settlements: Zamindari, Ryotwari and Mahalwari systems; Commercialisation of Agriculture; Peasant Movements	10 Hours	20 Marks/1 Credit
3.	Forest Economy in Colonial Period Colonial Forestry and Tribal Customary Rights; Colonial Plantation Projects (Tea and Coffee); Forestry and Tribal Land Rights; Peasant and Tribal Resistances	10 Hours	20 Marks/1 Credit
4.	Commerce and Industries in Colonial Period: Colonialism and Trade: 1857-1947; De-industrialization of Indian Industries; Development of Small-scale Industries; Development of Indian Capitalist Class; Trade Union Movements (1920-1947).	10 Hours	20 Marks/1 Credit
5.	From Planned Economy to Globalisation: Nehru and the First Three Plans; On the Path of Planned Economy: Five Year Plans; Growth in the Post Nehru Era: 1965-1990; Structural Constraints and the Need for Reform; Economic Reforms Since 1991: Liberalisation and Globalisation	10 Hours	20 Marks/1 Credit
	Total	50 Hours	100 Marks/5 Credit

Suggested readings:

Arnold, David. 1980. "Industrial Violence in Colonial India," *Comparative Studies in Society and History*, 22: 234-55.

Bagchi, A.K. 1988. "Colonialism and the Nature of 'Capitalist' Enterprise in India," *Economic and Political Weekly*, 23(31): PE38-PE50.

Bagchi, A.K. 2010. *Colonialism and Indian Economy*, New Delhi: Oxford University Press.

Bhattacharya, Neeladri. 2018. *The Great Agrarian Conquest: The Colonial Reshaping of a Rural World*, New Delhi: Permanent Black.

- Chandavarkar, Rajnarayan. 1994. *The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bombay, 1900-1940*, Cambridge: Cambridge University Press.
- David Clingingsmith and Jeffrey G. Williamson, "Deindustrialization in 18th and 19th Century India: Mughal decline, climate shocks and British industrial ascent", *Explorations in Economic History*, 45(3), 2008, pp. 209-234.
- Guha, Sumit. 1989. "The Handloom Industry of Central India, 1825-1950," *Indian Economic and Social History Review*, 26(3): 297-330.
- Habib, Irfan (Revised edn.), *Indian Economy 1858-1914*, New Delhi, Tulika Books, 2006.
- Hossain, Hameeda, *The Company Weavers of Bengal: The East India Company and the Organization of Textile Production in Bengal, 1750-1813*, Calcutta, Oxford University Press, 1988.
- Kumar, Dharma (ed.), *The Cambridge Economic History of India, Volume 2: c. 1757- c. 1970*, Hyderabad, Orient Longman, 1984.
- Ray, Rajat K., *Industrialization in India : Growth and Conflict in the Private Corporate Sector, 1914-47*, Delhi : Oxford University Press, 1979.
- Roy, Tirthankar, *The Economic History of India, 1857-1947*, Second Edition, New Delhi, Oxford University Press, 2006.
- Roy, Tirthankar, *Traditional Industry in the Economy of Colonial India*, Cambridge: Cambridge University Press, 1999.
- Tomlinson, B.R., *The Economy of Modern India, 1860-1970: The New Cambridge History of India III*, New Delhi : Foundation Books, 1998.
- Washbrook, David. 1994. "The Commercialisation of Agriculture in Colonial India: Production, Subsistence and Reproduction in the 'Dry' South 1870-1930," *Modern Asian Studies*, 28(1): 129-64.

Course No. HA-404: History of Environment in Modern India

Objective: This course will introduce students to the dynamic field of environmental history, presenting essential concepts, concerns and methodology in the context of global / Indian environmental history. It will provide the student with deep domain knowledge and critically think about the environmental issues and mould them to become concerned about the nature. As environmental history always concerned about the nature-human relationship and concerned changes, the course is a caution to become aware of impact of our activity towards nature.

Unit	Course Contents	Contact Hours	Marks/Credit
1.	Understanding Environmental History: Historiography of Environmental History: Anthropocentric vs. Eco-centric; Environmental Discourse: Industrialism-Colonialism, Development, Deep Ecology, Social Ecology or Eco-Socialism, Eco-Feminism, Environmental Justice/Equity, conservation and Sustainable Development	10 Hours	20 Marks/ 1 Credit
2.	Pre-colonial India: India: Physical Features, Vegetation, Soils, Perceptions of Landscape; From Holocene to Anthropocene; Understanding Conservation; Indian View of Conservation; Conservation Practices in History	10 Hours	20 Marks/ 1 Credit
3.	Colonial Period: The Debate: Colonialism as a Watershed? Colonial Environmental Agenda; Ecological Imperialism; Colonial Resource Management – I: Colonial Forest Policy; Colonial Resource Management – II: Water, Wildlife and Biodiversity; Environmental Movement – Chipko Movement	10 Hours	20 Marks/ 1 Credit
4.	Post-Colonial Period: The Debate: Development and Environment; India's Forest Policy; Water Resource Management (Dams, Water Pollution); Environmental Movement – Narmada Bachao Andolan, Silent Valley Movement; Globalization, Climate Change and Re-envisioning Development; Gender and Environment – Indian Ecofeminism; Gandhian Alternatives.	10 Hours	20 Marks/ 1 Credit
5.	Northeast India: Tribal Livelihood and Resource Management; Colonial and Post-colonial Forest and Wildlife Policy; Water Resource Management (Dam and Development); Environmental Movement: Anti-Dam Movements.	10 Hours	20 Marks/ 1 Credit
	Total	50 Hours	100 Marks/ 5 Credits

Suggested Readings:

- Amita Baviskar, 'Tribal Politics and Discourses of Environmentalism', *Contribution to Indian Sociology*, 31. (July, 1997): 195-223.
- Arupjyoti Saikia, *Forest and Ecological History of Assam, 1826-2000*, OUP, 2011.
- David Arnold and Ramchandra Guha, *Nature, Culture, Imperialism* (1995).
- Irfan Habib, *A People's History of India, Vol.-36: Man and Environment: The Ecological History of India*, Tulika Books, New Delhi, 2015.
- K. Sivaramakrishnan, *Modern Forests: State Making and Environmental Change in Colonial Eastern India*. New Delhi: Oxford University Press, 1999.
- Madhav Gadgil and Ramachandra Guha, *This Fissured Land: An Ecological History of India*, OUP, New Delhi, 1992.
- Mahesh Rangarajan and K. Sivaramakrishnan (eds). *India's Environmental History: From Ancient times to the Colonial Period: A Reader*. Vol. 1 and 2. Ranikhet: Permanent Black.
- Mahesh Rangarajan, *Environmental Issues in India: A Reader* (2006).
- Rajib Handique, *British Forest Policy in Assam*, Concept, 2004.
- Ramachandra Guha, *Environmentalism: A Global History*, OUP, New Delhi, 2000.
- Vibha Arora and Ngamjahao Kipgen, 'We can live without power, but we can't live without our land': Indigenous Hmar Oppose the Tipaimukh Dam in Manipur', *Sociological Bulletin*, vol. 61(1), 2012, pp. 109-128.
- Vibha Arora, "'They are All Set to Dam(n) Our Future': Contested Development through Hydel Power in Democratic Sikkim", *Sociological Bulletin*, Vol. 58, No. 1, 2009, pp. 94-114.
- Sajal Nag, *Force of Nature: Essays on History and Politics of Environment*, Manohar, 2016.

Course No. HA-405: Neolithic and Megalithic Cultures of Northeast India

Objectives: This course covers two fairly well-defined cultural horizons of Northeast India - the Neolithic and Megalithic cultures. Examination of these cultures is outlined on the basis of exploration and excavation reports as well as available published material. The study concentrates on ecology, typology, as well as the problem of chronology and extra-regional linkages in the context of their origin and development.

Unit	Course Contents	Contact Hours	Marks/Credit
1	Aspects of periodization and terminology Changing concept of Neolithic; characteristic features of the Neolithic; origins of food production and settled life.	10 Hours	20 Marks/ 1 Credit
2	Regional classification Overview of principal Neolithic zones in India with special reference to Eastern Indian Neolithic.	10 Hours	20 Marks/ 1 Credit
3	Overview of Northeast Indian Neolithic Geographical background of Northeast India; Neolithic sites of NE India - previous and new excavations with special reference to site distribution, tool and ceramic typology, technology; beginning of domestication/agriculture; chronology; language and farming dispersals.	10 Hours	20 Marks/ 1 Credit
4	Survey of Indian megaliths Megalithic cultures of India with special reference to the South Indian Megaliths - megalithic types, association of Iron and Black-&-Red Ware; chronology.	10 Hours	20 Marks/ 1 Credit
5	Megaliths of Northeast India Understanding monumentality and stone monuments of NE India; types of stone monuments, characteristic features, functions and social meaning; problems of origin, affinities and chronology; megaliths as living tradition in NE India and its relevance to ethnoarchaeology.	10 Hours	20 Marks/ 1 Credit
	Total	50 Hours	100 Marks/ 5 Credits

Recommended Readings:

Ashraf, A.A., and A.G.Duarah. 2015. Bambooti: A late Neolithic Site in the foothills of Southern Assam, *Bulletin of the Department of Anthropology, Gauhati University* XV: 23-32.

Barma, B.D. 2014. Report of a preliminary survey in the Saidra Valley of Tripura, in *50 Years After Daojali-Hading: Emerging Perspectives in the Archaeology of Northeast India* (Essays in Honour of Tarun Chandra Sharma) (T. Jamir and M. Hazarika Eds.), pp. 142-151. New Delhi: Research India Press.

Blench, R.M. 2013. Was there once a Zone of Vegeculture linking Melanesia with Northeast India? *Pacific Archaeology: Documenting the Past 50,000 Years* (Papers from the 2011 Lapita

- Pacific Archaeology Conference) (Glenn R. Summerhayes and Hallie Buckley Eds.), pp. 1-16. New Zealand: University of Otago Studies in Archaeology.No.25.
- Bora, S.D and D. Bezbaruah. 2018. Archaeological Investigations at Two Prehistoric sites in West Garo Hills District, Meghalaya, *Man and Environment* XLIII (1): 16-22.
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- Fürer-Haimendorf, CV. 1945. The Problem of Megalithic Cultures of Middle India, *Man in India*, XXV(2): 73-90.
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- Hazarika, M. 2006a. Understanding the Process of Plant and Animal Domestication in Northeast India: A Hypothetical Approach, *Asian Agri-History* 10 (3): 203-212.
- Hazarika, M. 2006b. Neolithic Culture of Northeast India: A Recent Perspective on the Origins of Pottery and Agriculture, *Ancient Asia* 1: 25-43.
- Hazarika, M. 2017. *Prehistory and Archaeology of Northeast India: Multidisciplinary Investigation in an Archaeological Terra Incognita*. Oxford: Oxford University Press.
- Hussain, Z. 1996. Significant characteristics of a Neolithic site at Barapani (Khasi Hills), *Proceedings of NEIHA*, 17th Session, pp. 111-118.
- Hutton, J.H. 1922. The Meaning and Method of Erection of Monoliths by the Naga Tribes, *The Journal of the Royal Anthropological Institute of Great Britain and Ireland* 52: 242-249.
- Hutton, J.H. 1926a. The Use of Stone in the Naga Hills, *The Journal of the Royal Anthropological Institute of Great Britain and Ireland* 56: 71-82.
- Hutton, J.H. 1926b. Some Megalithic Work in the Jaintia Hills, *Journal of the Asiatic Society of Bengal*, New Series, XXII: 333-346.
- Hutton, J.H. 1929. Assam Megaliths, *Antiquity* 3(11): 324-338.
- Jamir, T. 2013. Piecing together from fragments: Re-evaluating the 'neolithic' situation in Northeast India, in *Neolithic-Chalcolithic Cultures of Eastern India* (K.N. Dikshit Ed.), pp.44-66. New Delhi: Indian Archaeological Society.
- Jamir, T. 2015. Death, Memory and Society: An Ethnoarchaeological study of Angami Mortuary Practices, in *Megalithic Traditions in India: Archaeology and Ethnography* (K. K. Basa, R.K. Mohanty, S. B. Ota Eds.), pp. 609-640. New Delhi: Aryan International.
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- Marak, Q. 2010. Stone Age Archaeology in the Garo Hills: Some Issues, *Proceedings of North-East India History Association* 31st Session: 393-404.
- Marak, Q. 2012. Megaliths, Types and its Living Traditions among the Jaintias of North Eastern India, *Journal of Indo-Pacific Archaeology* 32: 45-53.
- Marak, Q. 2015. Megaliths and Living Cultural Traditions, in *Explorations in Anthropology of North East India* (S. Sengupta Ed.), pp. 31-51. New Delhi: Gyan Books.
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- Mawlong, C. A. 2004. Megaliths and Social Formation in Khasi-Jaintia Hills, in *Society and Economy of Northeast India, Vol-1*. (M. Momin and C.A. Mawlong Eds.), pp. 35-56. Regency Publications: New Delhi.
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- Mitri, M., and D. Neog. 2016. Preliminary Report on the Excavations of Neolithic sites from Khasi Hills Meghalaya, *Ancient Asia* 7: 1-17.
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- van Driem, G. 1998. Neolithic correlates of Ancient Tibeto-Burman migrations, in *Archaeology and Language-II: Archaeological data and Linguistic hypotheses* (R. Blench and M. Spriggs Eds.), pp. 67-102. London and New York: Routledge.
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- Vasa, D. 2019. Ideology and Symbolism of Traditional Architecture: A case of House Structures and Social Stratification of Chozuba and Runguzu villages, Chakhesang Naga, *Journal of Neolithic Archaeology*, Special Edition 5: 93-106.
- Wangjin, W. 2014. Ideologies, Identities and Memories: Interpreting stone structures of the Konyak and Angami Nagas, in *50 Years After Daojali-Hading: Emerging Perspectives in the Archaeology of Northeast India* (T. Jamir & M. Hazarika Eds.), pp. 318-332. New Delhi: Research India Press.
- Wunderlich, M. 2019. *Megalithic Monuments and Social Structures: Comparative studies on recent and Funnel Beaker societies*. Scales of Transformation in Prehistoric and Archaic Societies 5. Leiden: Sidestone Press.

Course No. HA-406: Epigraphy and Numismatic study of Ancient India

Objective: Inscriptions carved on seals, coins, stone pillars, rocks, copperplates, temple walls, wooden tablets, and bricks are valuable archaeological sources that aid in past historical reconstructions. Beginning from the earliest inscriptions recorded on stone down to the Guptas and other regional areas, the course is introduced to aid the students in understanding ancient Indian epigraphy in the context of their administrative, religious and socio-cultural milieu. The course will also highlight the importance of coins in historical studies and disseminate the characteristics of the coins of various periods.

Unit	Course Content	Contact hours	Marks/ Credit
1	Introduction to Epigraphy: Terminology, scope, and value of inscriptions for historical reconstruction. Origin and the antiquity of the art of writing in India; writing materials. Scripts: Brahmi and Kharoshthi.	10 Hours	20 Marks/ 1 Credit
2	Preservation and classification: Preparation and preservation of records. Classification of documents- Prashastis, land grants and charters. Calendrical systems in Ancient India: Eras- Kali, Vikrama, Saka, Kalachuri-Chedi, Gupta.	10 Hours	20 Marks/ 1 Credit
3	Historical and cultural importance of inscription: i. Rock edict XIII of Asoka. ii. Bairat Edict of Asoka. iii. Pillar Edict VII of Asoka. iv. Rummindei Pillar Inscription of Asoka. v. Panguraria edict of Asoka. vi. Shinkot Relic Casket Inscription of the time of Menander. vii. Besnagar Garuda pillar Inscription of Hellodorus. viii. Ayodhya Inscription of Dhanadeva. ix. Hathigumpha Inscription of Kharavela. x. Ara Inscription of the time of Kaniskha II. xi. Mathura Inscription of the time of Huvishka. xii. Naneghat Inscription of Naganika xiii. Nasik Inscription of Vasishthiputra Pulumavi.	10 Hours	20 Marks/ 1 Credit
4	Introduction to Numismatics: Terminology, Scope, History of Numismatic Studies in India. Importance in the Reconstruction of Ancient Indian History. Provenance of Coin: Findings from Archaeological excavations and Stratigraphic relevance, Stray findings, Hoards. Material & Techniques of manufacturing coins: Punch mark, Cast, Die-struck	10 Hours	20 Marks/ 1 Credit
5	Study of Ancient Indian Coinage. a. Punch-marked coins, b. Coins of Indo-Greek, c. Indo-Scythian d. Indo-Parthian ,	10 Hours	20 Marks/ 1 Credit

e.	Kushanas		
f.	Satavahanas.		
g.	Roman Coins in India.		
h.	Coins of the Guptas		
	Total	50 hours	100 marks / 5 credits

Recommended Readings:

Allchin, F.R, K.R. Norman. 1985. Guide to the Ashokan Inscriptions, *South Asian Studies*, I: 49-50.

Altekar A.S. Origin and Early History of Coinage in Ancient India , *Journal of the Numismatic*

Altekar, A.S. 1957. *The Coinage of the Gupta Empire*, Varanasi, 1957.

Bhandarkar, D.R. 1935-36. *A List of the Inscriptions of Northern India in Brahmi and its Derivative Scripts, from about 200 B.C.* Appendix to *Epigraphia Indica* vols. 19-23.

Bhandarkar, D.R. 1981. *Inscriptions of the Early Gupta Kings* (Bahadurchand Chhabra and Govind

Bhandarkar, D.R., *Ancient Indian Numismatics*, Carmichael Lectures. Calcutta University Press, BHU, Varanasi.

Brown, C.J. 2021. *The Coins of India*. MJP Publisher

Buhler, G.2004. *Indian Palaeography*. Munshiram Manoharlal Publishers

Bühler, George. (1898).2008. *On the Origin of Indian Brahma Alphabet*. Kessinger Publishing.

Chakraborty, Surendra Kisor, 2021 *Study of Ancient Indian Numismatics*. Gyan Pod

Chattopadhyaya, B. 1967. *The Age of the Kushanas – A Numismatic Study*. Punthi Pustak.

Cunningham, A. 2021. *Coins of ancient india: from the earliest times down to the seventh century AD*. Gyan Publishing House.

D. R. Bhandarkar . The Carmichael Lectures, 1921 *Lectures On Ancient Indian Numismatics*. Gyan Publishing House

D.D.Kosambi. 1981. *Indian Numismatics*. Orient BlackSwan.

Dani, A.H.1986. *Indian Palaeography*, Munshiram and Manoharlal Publishers Pvt. Ltd, New Delhi.

Dutta, M. 1997. *A Study of the Satavahana Coinage*. Harman Publishing House.

Goyal, S.R., 1995. *The Dynastic Coins of Ancient India* , Jodhpur.

Gupta, P.L. and Hardekar, T.R.. 1985. *Ancient Indian Silver Punch-Marked Coins of the Magadha-Mauryan Karshapana Series*. Indian Institute of Research in Numismatic Studies.

Kosambi, D.D., 2018. *Indian Numismatics*. Orient Blackswan Private Limited

Jha A. and Rajgor D, 1992. *Studies in the Coinage of the Western Kshatrapas* . Indian Institute of Research in Numismatic Studiess

Lahiri, A.N. 1965. *Corpus of Indo-Greek Coins* , Poddar-Publication.

Mahadevan, I. 1970. *Corpus of Tamil - Brahmi Inscriptions*, Tamil Nadu State Department of Archaeology, Madras.

Mahadevan, I. 2003. *Early Tamil Epigraphy : from the earliest times to the sixth century AD*, - A Chennai, India and The Department of Sanskrit and Indian Studies, Harvard University, Harvard, USA.

Mahalingam, T.V. 1988. *Inscriptions of the Pallavas*, Indian Council of Historical Research, New Delhi.

Mangalam, S.J.1990. *Kharoshthi Script*, Eastern Book Linkers, Delhi.

Mukherjee B.N. and Lee, P.K.D.1988. *Technology of Indian Coinage*, Calcutta.

- Narain A.K., and Gopal L. (Eds.),1966. *Seminar Papers on the Chronology of the Punch-Marked Coins*, Banaras Hindu University
- Narain, A.K. Narain,2003. *The Indo-Greeks*; Oxford. B.r. Publishing Corporation, Delh
- Pandey, R.1957. *Indian Palaeography*, Motilal Banarsidass, Delhi.
- Ramesh, K.V.1984. *Indian Epigraphy*, Vol. 1, Sundeep Prakashan, Delhi.
- Sahni Birbal, 1945. *The Technique of Casting Coins in Ancient India* , Bombay.
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- Satya Murthy, K.1992. *Text Book of Indian Epigraphy*, Price Publications, Delhi.
- Shastri, A.M.1999. *The Age of Satavahanas*, 2vols., New Delhi.
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- Sircar, D.C. *Inscriptions of Asoka*, Publication Division, Nee Delhi.
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- Sircar, D.C.1983.*Select Inscriptions*, Vol. I&II, Motilal Banarsidass, Delhi.
- Sivaramamurthy, C.1952.Indian Epigraphy and South Indian Scripts, *Bulletin of the Madras Government Museum* Vol.III No.4, Madras.
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- Bahadurchand Chhabra; Govind Swamirao Gai; Devadatta Ramakrishna Bhandarkar (eds) 1981. *Corpus Inscriptionum Indicarum* vol. III, New Delhi, Archaeological Survey of India.
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- Thaptyal K.K. and P. Srivastava, 1998. *Coins of Ancient India*, Lucknow. Bharat book centre.
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- Visalakshy, P. 2003. *The Grantha Script*, Dravidian Linguistics Association, Tiruvananthapuram.
- Vol.IX : 105-10.
- Woolner, Alfred C. 1924. *Asoka Text and Glossary* (parts I and II), Lahore, The University of the Panjab, Lahore.

Course No. HA-407: Museology

Objectives: This course has been designed to introduce students of archaeology to the history, role and significance of museum collections and display of material culture/artifacts in the dissemination of knowledge of cultural values among different sections of people and as centres of research for the study and reconstruction, particularly of extant (or in the process of becoming so) cultures and ways of life. Emphasis shall be given to the ethnographic museums, which are specifically relevant to Northeast India.

Unit	Course Content	Contact Hours	Marks/Credits
1	History of Museum: a. General principles of museums; definitions of museum. b. History of museums in India; history of museums in Northeast India.	10 Hours	20 Marks/ 1 Credit
2	Documentation: a. Functions of museums; types of museums; collection, origin, and collection theory. b. Modes of acquisition; antiquarian law; documentations; accessing; identifications. c. Methods of cataloging; classifications; types of cards; data bank; museum library.	10 Hours	20 Marks/ 1 Credit
3	Display: a. Display; explanations, general principles of presentation; analysis of material. b. Types of the exhibition, organization of exhibition, exhibition equipment, labeling, lightning, and audio-visual aids.	10 Hours	20 Marks/ 1 Credit
4	Museum Building a. Museum building; museum architecture; museum security; types of visitors. b. Public facilities; museum management; museum research and education.	10 Hours	20 Marks/ 1 Credit
5	Principles of Conservation and Preservation: a. General principles of conservation: conservation of organic and inorganic material, physical, chemical, and biological effects. b. Preservation and restoration: Temperature, humidity, pollution; effects of light; conservation of metals, paintings, manuscripts, stone, textiles and wood; care and preservation of excavated material.	10 Hours	20 Marks/ 1 Credit
	Total	50 hours	100 marks/ 5 credits

Recommended Readings

Agarwal, O.P.1974. *Museum Works*, Bangkok.

- Allchin B.K. Thapar. 1989. *Conservation of the Indian Heritage*, New Delhi, Cosmo Publication.
- American Association of Museums. 1973. *Museums Studies: A Curriculum Guide for Universities and Museums*, Washington.
- Batra, M. L. 1996. *Conservation: Preservation and Restoration of Monuments*, New Delhi, Aryan Books International.
- Baxi, Smita J., and Dwivedi, P.Vinod. 1973. *Modern Museum Organisation and Practice in India*, New Delhi.
- Bedekar, V.H. 1985. *So you want a good museum exhibition*, Department of Museology, Baroda.
- Bhatnagar, A. 1999. *Museum, Museology and New Museology*, New Delhi, Sandeep Prakashan.
- Bhowmik, S. K. 2004. *Heritage Management: Care, Understanding and Appreciation of Cultural Heritage*, Jaipur, Publication Scheme.
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- Butler, Patricia, M. 1970. *Temporary Exhibitions*, London.
- Chaudhari, A.R. 1963. *Art museum documentation & practical handling*, Hyderabad, Chaudhary & Chaudhary.
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- Dwivedi, V.P. 1980. *Museum and Museology New Horizons*, Delhi, Agam Kala Prakashan.
- Edson, G & Dean David. 1994. *Handbook for Museums*, London, Routledge.
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- Ghoshmaulik, S. K. and Bass, K. K. 2001. *Understanding Heritage: Role of Museum*, Bhubaneswar, Academic Staff College.
- Grefe, X. 2001. *Managing our Cultural Heritage*. (Translated from French by Latika Sehgal), New Delhi, Aryan Books International.
- Howard, Peter. 2003. *Heritage: Management, Interpretation, Identity*, London, Continuum.
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- Keck, Cardine, K. 1984. *Primer on Museum Security*, Fenimore Book Store, New York.
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- Lowenthal, D. 1985. *The Past is a Foreign Country*, Cambridge, Cambridge University Press.
- Lowenthal, D. 1998. *The Heritage Crusade and the Spoils of History*, Cambridge, Cambridge University Press.
- Miles. 1993. *The Design Educational Exhibits*, Routledge, London.
- Moore, Kevin (Ed.). 1994. *Museum Management*, London, Routledge.
- Morley, Grace. 1981. *Museums Today*, Department of Museology, Faculty of Fine Arts, M.S.University, Baroda.
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- Plinderleith, H. J. 1971. *The Conservation of Antiquities and Works of Art*, London, Oxford University Press.
- Punja, S. 1990. *Illustrated Guide to Museum of India*, Hong Kong, Guide Book Co. Ltd.
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- Sarkar, H. 1981. *Museums and Protection of Monuments and Antiquities in India*, Delhi.
- Shivaganesh, Murti, 1996. *Introduction of Manuscriptology*, Delhi, Sharada Publishing House.
- Stone, Peter G. 1994. *The Presented Past: Heritage, Museum and Education* (Molyneaux B edited), Rouledge, London.
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- UNESCO. 1968. *Museums and Education, Museums*, vol.21, no.1, Paris.
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Course No. HA-408: Ceramic Archaeology

Objectives: Analysis and interpretation of ceramic artifacts allows archaeologists to develop chronologies, study interaction and interconnection between various groups of people, interpret technology and activities at different sites, and study the organization of production and division of labor within societies. This course therefore introduces the basic concepts and methods used in the analysis of archaeological pottery. Students will be introduced to the fundamental aspects of ceramic production and technology, description, typology, classification, and compositional analysis. A sufficient understanding of pottery analysis will allow the students to know what questions can and cannot be asked of a given ceramic assemblage, and how to approach such questions through analysis. This course consist primarily practical exercises and write-ups designed to give practical experience with the various methods used to approach archaeological ceramic material.

Unit	Course content	Contact hours	Marks/ Credits
1	Introduction to Ceramic Studies: a. History of ceramic manufacture. b. Nature of archaeological inferences from ceramics. c. History of ceramic studies: Art-historical phase, typological and contextual phase.	10 Hours	20 Marks/ 1 Credit
2	Practical guide to pottery processing and recording: a. Retrieval procedures, cleaning and drying, initial recording and processing, sorting, physical reconstruction, cataloguing etc. b. Purpose of illustrations. c. Practical aid: describing sherds attributes; pottery drawing-sherds, complete vessels.	10 Hours	20 Marks/ 1 Credit
3	Parallel themes: ethnography, technology, scientific methods, quantification: a. Value of ethnographic studies in archaeological interpretation or model-building. Examples from Northeast India. b. Technology of ceramic manufacture. c. Use of scientific techniques in dating, provenance and functional studies. d. Quantification in ceramic assemblage.	10 Hours	20 Marks/ 1 Credit
4	Ceramic Morphology and Classification: a. Fabric analysis, classification of form and decoration; raw materials for pottery manufacture, clay preparation, technique of manufacture, form, surface treatments, drying and firing; non-kiln firing, kiln firing, post firing treatments. b. Kinds of vessel function; determining vessel function; vessel forms-relating form and function; anatomy of the vessel; description of form and design. c. Dating, ceramic seriation, chronology; ceramic spatial analysis and settlement pattern; building site-to-site	10 Hours	20 Marks/ 1 Credit

	relationships. d. Production, distribution, economic and political organization.		
5	Ceramic stylistic analysis: a. Decoration elements and variation. b. Symbolic approach. c. Social organizational approach. d. Economic approach: Regional exchange.	10 Hours	20 Marks/ 1 Credit
	Total	50 Hours	100 marks/ 5 credits

Recommended Readings

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Choksi, A. 1995. 'Ceramic Vessels: their role in illuminating past and present social and economic relationships', *Man and Environment* 20 (1) 87-108.

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Das Gupta, B.K. 1967. Potmaking in and around Tinsukia: District Lakhimpur, Assam, *Bulletin of the Anthropological Survey of India*. Calcutta: Anthropological Survey of India. Government of India.

Das, B.M. 1956. 'A note on the Hira potters of Assam', *Man in India*. Vol. 36, 3.

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- Kramer, C. 1985. Ceramic Ethnoarchaeology, *Annual Review of Anthropology* 14: 77-102.
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- Matson, Fredrick R. (Ed). 1965. *Ceramic and Man*, New York, WennerGren Foundation for Anthropological Research Incorporated.
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- Vasa, D. 2014. Experimenting with the non-material aspect of pottery in Nagaland: some theoretical and historical considerations, in *50 Years After Daojali-Hading: Emerging Perspectives in the Archaeology of Northeast India* (Essays in Honour of T.C.Sharma) (TiatoshiJamir and ManjilHazarika Eds.), pp. 206-227, New Delhi, Research India Press.
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Course No. HA-409: Protohistory of India

The course is essentially to introduce to the students the Copper/Bronze age of India, a transitional stage between prehistory and historical archaeology. The focus of the study commences from the early use of copper/bronze, its spread and influence in shaping human cultures specific to the study region. Students pursuing this course are also encouraged to visit various museums in the country for first-hand knowledge of the material evidence.

Unit	Course Contents	Contact Hours	Marks/Credit
1	Introduction: Definition, aims and scope; methods of study, terminology; environmental changes and cultural process; history of research in Indian protohistory.	10 Hours	20 Marks/ 1 Credit
2	Chalcolithic cultures of Baluchistan and adjacent areas, Rajasthan, Central and Eastern India: Chalcolithic cultures of Baluchistan and adjacent areas. Chalcolithic cultures of Rajasthan: Ahar, Gilund, Balathal, Ojiyana, Ganeshwar-Jodhpura sites. Chalcolithic cultures of Central India: Kayatha, Navdatoli, Maheshwar, Eran Chalcolithic cultures of Eastern India: Chirand, Senouwar, Pandhu Rajar Dhibi, Mangalkot, Golbai Sasan. Chalcolithic cultures of Ganga Plain: Sohgauna, Narhan, Malhar, Lahuradewa.	10 Hours	20 Marks/ 1 Credit
3	Chalcolithic cultures of Deccan and South India: Chalcolithic cultures of Deccan: Jorwe, Savalda, Prakash, Bahal, Nevasa, Daimabad, Chandoli, Sonagaon, Inamgaon, Kaothe. Neo-chalcolithic culture of South India: Piklihal, Brahmagiri, Sanganakallu, Tekkalakota, Hallur, Maski, Nagarjunakonda, Watgal. Cultural contacts with Late Harappan; regional cultural contacts Decline of the Chalcolithic: Causes and consequences.	10 Hours	20 Marks/ 1 Credit
4	Harappan culture: Development of Harappan culture in the Indian sub-continent. Theories on origin, development and decline. Various phases in the Harappan culture: Pre/Early Harappan, Mature and Late Harappa - concept, geographical distribution and settlement pattern, various Harappan domains, town Planning and public and private architecture, trade: hinterlands and overseas; Harappan script. Important excavated sites: Mohenjodaro, Harappa, Dholavira, Rakhigarhi, Banawali, Kalibangan, Lothal, Surkotada, Bagasra, Kuntasi, Nageshwar, Rangpur,	10 Hours	20 Marks/ 1 Credit

	Desalpur, Rakhigarhi.		
5	Ochre Coloured Pottery (OCP) and Copper Hoards: Distribution and cultural tradition: Bahadarabad, Bisauli, Saipai, Lalqila, Atranjikhhera, Hastinapur, Jodhpura Typology, associated pottery and cultural affiliation, dating.	10 Hours	20 Marks/ 1 Credit
	Total	50 hours	100 marks / 5 credits

Recommended Readings:

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- Kenoyer, J. M. 1992. *Harappan Craft Specialization and the Question of Urban Segregation and M.A. Archaeology Department of Archaeology, Nagaland University, Kohima-797001. 23 stratification*, in V. N. Misra (Ed.) *The Eastern Anthropologist* 45(1-2): 39-54 (The Indus Civilization Special Number).
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- Lal, B.B. and S. P. Gupta (Ed.) 1984. *Frontiers of the Indus Civilization*, Books and Books, New Delhi.
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Shinde, Vasant. 1994. The Deccan Chalcolithic: A Recent Perspective, *Man and Environment* XIX (1-2): 169-178.

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Course No: HA-410: DISSERTATION (20 Credits)