

PG SYLLABUS
M.A in History & Archaeology

(UNDER NEP 2020)



Department of History & Archaeology
Nagaland University
Kohima Campus, Meriema
Kohima - 797004
(Revised, Winter - 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 (3rd & 4th Semesters)	Coursework + Research	20	20	40
	Coursework	40	--	40

PG COURSE STRUCTURE

Semester	Specialization	Course No.	Title	Credit
1 st 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
2 nd 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

<i>in either of the two specializations offered by the Department.</i>				
3rd Sem.	History Specialization			
		HA-301	Eighteenth Century India	5
		HA-302	British Expansion and Imperial Policy in India	5
	Electives (Any Two)			
		HA-303	Indian Nationalism	5
		HA-304	British Policy in North East India	5
		HA-311	Feudal Societies	5
		HA-312	History of Modern Europe	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	Neolithic and Megalithic Cultures of Northeast India	5
		HA-310	Ethno-archaeology	5
			Total	20
	Specialize Coursework in 4th Semester is compulsory for 1-Year PG with FYUG with Honours & Research			
	History Specialization			
		HA-401	Contemporary India (1947-2000)	5
		HA-402	Colonialism in South East Asia (1511-1850)	5
	Electives (Any Two)			
		HA-403	Economic History of Modern India	5
		HA-404	History of Environment in Modern India	5

4th Sem.		HA-411	Borders and Borderlands in South Asia	5
		HA-412	Modern USA	5
		HA-413	Nationalism	5
		HA-414	Dissertation	5
			Total	20
Ancient History & Archaeology Specialization				
		HA-405	Public Archaeology	5
		HA-406	Epigraphy and Numismatic study of Ancient India	5
		Electives (Any Two)		
		HA-407	Museology	5
		HA-408	Ceramic Archaeology	5
		HA-409	Proto-history of India	5
		HA-415	Dissertation	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, Methuen, 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 Banarsi das.

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 Dharmashastra 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, U2016. *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 Ist World War and IIInd 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:

Adams, I. (1949). An Asiatic subsistence pattern. *Eastern Anthropologist*, 2(4), 182–185.

Aier, A. (2018). *Studies on Naga oral tradition*. Vol. I, *Memories and the telling of origin myth and migration*. Heritage Publishing House.

Alemchiba, M. (1970). *A brief historical account of Nagaland*. Naga Institute of Culture.

Anderson, B. (1991). *Imagined communities: Reflections on the origin and spread of nationalism*. Verso.

Ao, M. (2019). *A treatise on customary and fundamental laws of the Nagas in Nagaland*. Notion Press.

Ao, T. (2012). *The Ao-Naga oral tradition*. Heritage Publishing House.

Aonok, S. W. (1956). Morung organization among the Nocte Nagas. *Vanyajati*, 4(2).

Balfour, H. (1917). Some types of native hoes, Naga Hills. *Man*, 17(24).

Bhattacharya, N., & Pachuau, J. L. K. (Eds.). (2019). *Landscape, culture, and belonging: Writing the history of Northeast India*. Cambridge University Press.

Bower, U. G. (1946). Cycle migration of the Zemi Nagas. *Man in India*, 26, 50–52.

Childe, V. G. (1948). *What happened in history*. Penguin Books.

Chophy, G. K. (2021). *Christianity and politics in tribal India: Baptist missionaries and Naga nationalism*. Permanent Black.

Elwin, V. (1969). *The Nagas in the nineteenth century*. Oxford University Press.

Finnegan, R. (2012). *Oral literature of Africa*. Open Book Publishers. (Original work published 1970)

Guha, S. (1999). *Environment and ethnicity in India, 1200–1991*. Cambridge University Press.

Guite, J. (2019). *Against state, against history: Freedom, resistance, and the statelessness in upland Northeast India*. Oxford University Press.

Guyot-Réchard, B. (2018). When legions thunder past: The Second World War and India's northeastern frontier. *War in History*, 25(3), 328–360.

<https://doi.org/10.1177/0968344516679041>

Haimendorf, C. V. F. (1976). *Return to the naked Nagas*. Vikas Publishing House.

Horam, M. (1975). *The Naga polity*. B. R. Publishing Co.

Horam, M. (1977). *Social and cultural life of the Nagas*. B. R. Publishing Co.

Huber, T., & Blackburn, S. (Eds.). (2012). *Origins and migrations in the extended eastern Himalayas*. Brill.

Hudson, T. C. (1991). *The Naga tribes of Manipur*. Macmillan and Co. (Original work published 1911)

Hutton, J. H. (1921). *The Angami Nagas*. Macmillan and Co.

Hutton, J. H. (1921). *The Sema Nagas*. Macmillan and Co.

Jacobs, J. (1990). *The Nagas: Society, culture and colonial encounter*. Thames and Hudson.

Jamir, L. (2023). Imagining frontier spaces: The frontier tribal areas in imperial defence in the northeast of British India. *India Quarterly*, 79(1), 11–28.

<https://doi.org/10.1177/09749284221147179>

Karlsson, B. G. (2011). *Unruly hills: A political ecology of India's Northeast*. Berghahn Books.

Kumar, B. B. (Ed.). (1993). *Modernization in Naga society*. Omsons Publications.

Lepcha, C. K., & Lal, U. (Eds.). (2022). *Communities, institutions and histories of India's Northeast*. Routledge.

Medhi, K. D. (1993). *Man and environment in Northeast India* (Vol. 1). Omsons Publications.

Mills, J. P. (1922). *The Lotha Nagas*. Macmillan and Co.

Mills, J. P. (1926). *The Ao Nagas*. Macmillan and Co.

Mills, J. P. (1937). *The Rengma Nagas*. Macmillan and Co.

Nag, S. (1998). *India and Northeast India: Mind, politics and the process of integration*. Regency.

Oppitz, M., Kaiser, T., von Stockhausen, A., & Wettstein, M. (Eds.). (2008). *Naga identities: Changing local cultures in the Northeast of India*. Gent.

Pachuau, J. L. K. (2014). *Being Mizo: Identity and belonging in Northeast India*. Oxford University Press.

Peale, S. A. (1874). The Nagas and neighbouring tribes. *The Journal of the Anthropological Institute of Great Britain and Ireland*, 3, 476–481.

Ramirez, P. (2014). *People of the margins: Across ethnic boundaries in North-East India*. Spectrum Publications.

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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.

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Gaillard, C., and S. Mishra. 2001. The Lower Palaeolithic in South Asia, in *Origin of Settlements and Chronology of the Paleolithic Cultures in SE Asia* (F. Semah, C. Falgueres, D. Grimaund-Herve, and A.-M. Semah (Eds.), pp. 73-92. Semenanjung and Paris.

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Henke, W., T. Hardt, and I. Tattersall (Eds.). 2006. *Handbook of Paleoanthropology* 3 Vols, Springer.

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Subcontinent since 45 ka: Implications for the Dispersal of Modern Humans, *PLoS ONE* 8(7): e69280. doi:10.1371/journal.pone.0069280.

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Misra V.N. 1982. Evolution of the Blade Element in the Stone Industries of the Rock Shelter III F-23, Bhimbetka, in *Indian Archeaology: New Perspectives* (R. K. Sharma Ed.), pp. 7-13, Delhi Agam Kala Prakashan.

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Misra, V.N. 2001a. Archaeological Evidence of Early modern Human Occupation in South Asia, in *Humanity from African Naissance to coming Millenia*, vol. 223-230 (P. V. Tobias, M. Raath, J. A. Moggi-Cecchi, and G. A. Doyle Eds.), Firenze, Firenze University Press.

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Pal, J. N. 2002. The Middle Palaeolithic Culture of South Asia, in *Indian Archaeology in Retrospect Prehistory Archaeology of South Asia* Vol. I (S. Settar and R. Korisettar Eds.), pp. 67-83, Delhi, Indian Council of Historical Research and Manohar.

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Pant, P.C. and V. Jayaswal. 1991. *Paisra : The Stone Age Settlement of Bihar*, Delhi, Agam Kala Prakashan.

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.

Pappu S, Y. Gunnell, M. Taieb and A. Kumar 2004. Preliminary report on excavations at the Palaeolithic site of Attirampakkam, Tamil Nadu (1999-2004), *Man and Environment* 29(2):1-17.

Pappu Shanti, Yanni Gunnell, Kumar Akhilesh, Régis Braucher, Maurice Taieb, François Demory, Nicolas Thouveny. 2011. Early Pleistocene Presence of Acheulian Hominins in South India, *Science* Vol. 331, pp. 1596-1599.

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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Ramesh, K. V. 1984. *Indian Epigraphy*, Sundeep Prakashan, New Delhi.

Raju, D.R. 1988. *Stone Age Hunter-Gatherers: An Ethnoarchaeology of Cuddapah Region, South-East India*, Pune, Ravish Publishers.

Said, E. W. 1978. *Orientalism*, Pantheon Books, New York.

Sankalia, H. D. 1962. *Indian Archaeology Today*, Asia Publishing House, Heras Memorial Lectures, Bombay.

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Shipton, C.B.K., Petraglia, M.D. and K. Paddayya 2009. Stone Tool Experiments and Reduction methods at the Acheulean site of Isampur Quarry, India, *Antiquity* 83:769-785.

Thapar, B. K. 1984. *India*, in *Approaches to the Archaeological Heritage* (Henry Cleere Ed.), pp. 63-72. Cambridge University Press, Cambridge.

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; Gupta and Post-Gupta economy-changing material base, land grants, social tension, feudal development; Urban decay	10 Hours	20 Marks/1 Credit
2	Indian feudalism Debate; Debates on periodization and state formation in Early Medieval India: Feudal model, Segmentary model, 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: Teachings and practices, Adi Granth, the Khalsa.	10 Hours	20 Marks/1 Credit
4	Delhi Sultanate: Nature of state: Islamic theory of kingship, Khilji imperialism. Mohammed Bin Tughlaq: Political and economic measures. Firoz Tughlaq: 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; Mughal-Rajput relations, Urbanization, Hundi and insurance, Hawala, 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 Mks/5 Credits

Recommended Readings:

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

Chattpadhyaya. 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 Marks/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. Metcalfe, *The Aftermath of Revolt 1857-1870* (Princeton University Press) 1964).
4. S. Bhattacharya, *The Financial Foundation 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, (Hyderabad 1982).
7. Yogendra 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.	Bronze Age Civilization – Mesopotamian, Egyptian, Indian, and Chinese Civilizations	10 Hours	20 Marks/ 1 Credit
2.	Formation of States and Empires: Babylonians, Assyrians, Greece, Romans, and Persians	10 Hours	20 Marks/ 1 Credit
3.	Medieval World – Byzantine, Mongol, Holy Roman Empire, Incas and Aztecs.	10 Hours	20 Marks/ 1 Credit
4	Social Formation in Medieval World: Society, polity and religion; Rise of Christianity and Islam; Development of Feudalism.	10 Hours	20 Marks/ 1 Credit
5	The Rise of Nation-States; Ideological foundations of the Modern period – Mercantilism, Capitalism, Imperialism, Colonialism, and Nationalism; Industrial Revolution; First and Second World Wars.	10 Hours	20 Marks/ 1 Credit
	Total	50 Hours	100 Mks/ 5 Credit

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. Cipolla, *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 1857, and the changes in colonial policy under the British Raj.

Unit	Course contents	Contact Hours	Marks/Credit
1.	Historiography of British Rule in India: Decay and disintegration of central Indian authority; Rise of regional powers; Early European Settlements, Trade and commerce.	10 hours	20 marks/1 credit
2.	Imperial ideologies: Theories of British Imperialism; Orientalism, Utilitarianism and Evangelicalism.	10 hours	20 marks/1 credit
3.	Expansionist policy and consolidation: Policy of War and Diplomacy (Warren Hastings to Lord Dalhousie); Bengal, Mysore, Maratha, Hyderabad, Sikh. Ring Fence; Subsidiary Alliance; Doctrine of Lapse	10 hours	20 marks/1 credit
4.	Resistance to Colonial Rule: causes, interpretations, and consequences; Aftermath of the Revolt: Re-organisation of the Army, Police and the ICS; Peasants Revolt	10 hours	20 marks/1 credit
5.	Reorganisation of the Colonial State: constitutional development; Indirect Rule; Divide and Rule policy; Hindu-Muslim divide and the rise of communalism; emergence of political associations.	10 hours	20 Marks/1 credit

Recommended readings

Bernard S. Cohn, *Colonialism and its forms of knowledge: The British in India*, Princeton, 1996.

D. W. Bebbington, *Evangelicals in Modern Britain: A History from the 1730s to the 1980s*, London: Unwin, 1989.

C.A.Bayly, *Indian Society and the Making of the British Empire. The New Cambridge History of India*, Volume II.1. Cambridge: Cambridge University Press, 1990.

C. A. Bayly, *Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion, 1770-1870*, 1983.

Crispin Bates (series editor), *Mutiny at the Margins: New Perspectives on the Indian Uprising of 1857*, vols. 1-7, 2013

Dharma Kumar (ed., with assistance from Meghnad Desai), *Cambridge Economic History of India, Vol. II, c.1751-c.1970*, 1983

Durba Ghosh, *Sex and the Family in Colonial India: The Making of Empire*, 2006

Eric Stokes, *The English Utilitarians and India*, 1969

Eric Stokes, *The Peasants and the Raj*, CUP, 1987.

Eric Stokes, *The Peasant Armed: The Indian Revolt of 1857*, 1986

GauriVishwanathan, *Masks of Conquest: Literary Study and British Rule in India*. New York: Columbia University Press, 2015

Holden Furber, *Rival Empires of Trade in the Orient, 1600-1800*, 1976

John Gallagher and Ronald Robinson, 'The Imperialism of Free Trade', *The Economic History Review* Vol. 6(1) 1953.

Irfan Habib, *The Agrarian System of Mughal India: 1556-1707*, 2013 (rpt.)

Lakshmi Subramanian, *History of India, 1707-1857*, 2010

M. Athar Ali, *The Mughal Nobility under Aurangzeb*, 1966

Michael Fisher, *A Clash of Cultures: Awadh, the British and the Mughals*, 1987

Muzaffar Alam, *The Crisis of Empire in Mughal North India: Awadh and Punjab, 1707-48*, 2013

Peter Cain and A. G. Hopkins, 'Gentlemanly Capitalism and the British Expansion Overseas I. The Old Colonial System, 1688-1850', *The Economic History Review* 39 (4) 1986.

P.J. Marshall and Alaine Low, eds., *The Oxford History of the British Empire, Vol. II, The Eighteenth Century*, 1998

P.J. Marshall, ed., *The Eighteenth Century in Indian History: Evolution or Revolution?* 2005

Rajat Kanta Ray, *The Felt Community: Commonality and Mentality before the Emergence of Indian Nationalism*, 2008

Randall Herbert Balmer, *The Making of Evangelicalism: From Revivalism to Politics and Beyond*, Baylor University Press, 2010.

Ranajit Guha, *A Rule of Property for Bengal: An Essay on the Idea of Permanent Settlement*, 1982

Richard Barnett, *North India between Two Empires: Awadh, the Mughals and the British, 1720- 1802*, 1980

Robert Travers, *Ideology and Empire in Eighteenth-Century India: The British Bengal*, 2007

Sabyasachi Bhattacharya, ed., *Rethinking 1857*. Delhi: Orient Longman, 2007.

Sekhar Bandopadhyay, *From Plassey to Partition: A History of Modern India*. Delhi: Orient Blackswan, 2004.

Sushil Chaudhury, *Prelude to Empire: Plassey Revolution of 1757*. Delhi: Manohar, 2000.

Satish Chandra, *Parties and Politics at the Mughal Court, 1707-1740*, 1972

Seema Alavi, ed., *The Eighteenth Century in India*, 2007

Susan Bayly, *The New Cambridge History of India, IV.3: Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, 1999

Sushil Chaudhury, *From Prosperity to Decline: Eighteenth Century Bengal*, 1995

Thomas R. Metcalf, *The New Cambridge History of India, III.4: Ideologies of the Raj*, 1995

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, Naga and Lushai hills.	10 Hours	20 Marks/1 Credit
4.	Paramountry 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 all, *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*. Alllen & 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. Falguieres, D. Grimaur- 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 Manoharalal: 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.

Paddaya, 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.

Petraglia, 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 Dunkereley, 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. Lallemant. 1980. *The Stupa: Its Religious, Historical, and Architectural Significance*, Wiesbaden, Franz Steiner Verlag.

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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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Fergusson, James and James Burgess. 2000 (reprint). *The Cave Temples of India*, New Delhi, Munshiram Manoharlal.

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Ghosh, A. 1974. *Jaina Art and Architecture* (Vol 1-3), New Delhi, Bharatiya Jnanapith

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Huntington, Susana. L. with John Huntington. 1985. *The Art and Architecture of India*, New York, Weatherhill.

Ingholt, Harald. 1957. *Gandhara Art in Pakistan*, New York, Patheon Books Inc.,

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Marshall, John. 1960. *The Buddhist Art of Gandhara*, Cambridge, Cambridge University Press.

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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. Field visits to important archaeological sites in NE India are also necessary for students to gain first-hand field experiences of the nature of sites.

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: Overview on controversy of Palaeolithic industries; Sites of Garo Hills reported with Palaeolithic-like elements; Sites of the Khowai and Haora river valleys (Western Tripura); Cave sites in NE India; Discussion on presence of SE Asian Hoabinhian assemblage in NE India.	10 Hours	20 Marks/ 1 Credit
3	Neolithic in Northeast India: Overview of Neolithic sites in NE; Issues of origin and spread; chronology; survival of Neolithic traditions and their relevance to archaeological reconstruction; Report of recent excavations.	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: Epigraphic (copper-plate and pillar inscriptions) & other sources 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/Ancestral sites	10 Hours	20 Marks/ 1 Credit

	(Mizoram, Meghalaya, Nagaland etc.).		
	Total	50 Hours	100 Marks/ 5 Credits

Recommended Readings

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Sharma, T.C. 1984-85. Recent Advances in Prehistory and Archaeology of North East India, *Journal of Assam Research Society* XVIII: 1-28.

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Sharma, T.C. 1988. Discovery of Hoabinhian cultural relics in Northeast India, in *Adaptation and Other Essays, Proceedings of the Archaeological Conference* (N.C. Ghosh and S.Chakrabarty Eds.), Research Publications, Shantiniketan, Vishwa Bharati.

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Tada, T., J.C. Dutta and N. Deori. 2012. *Archaeological Heritage of Arunachal Pradesh: Discoveries from 1991-2011*, Itanagar, Department of Cultural Affairs, Directorate of Research, Government of Arunachal Pradesh.

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van Driem, George. 1998. Neolithic correlates of ancient Tibeto-Burman migrations, in *Archaeology and Language-II* (R.M. Blench and M. Spriggs Eds.), pp. 67-102, London and New York, Routledge.

van Driem, George. 2008. The Naga language groups within the Tibeto-Burman language family, in *Naga identities: changing local cultures in the Northeast of India* (M. Oppitz et al. Eds.), pp. 311-321, Zurich, Shoeck Publishers.

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.

Vasa, D and A. Aier. 2008. *Pottery tradition among the Chakhesang and Pochury tribes*, Dimapur, North East Zone Cultural Centre, Ministry of Culture, Government of India.

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	Zoarchaeology 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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Goldberg, Paul, Richard I. Macphail. 2006. *Practical and Theoretical Geoarchaeology*, Blackwell Publishing.

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Harris, D.R. and Gordon Hillman. 1989. *Foraging and Farming – Evolution of Plant Exploitation*, Unwin and Hyman, London.

Herrmann, B. and S. Hummel. 1994. *Ancient DNA*, Springer- Verlag, New York.

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Jurmain R., H. Nelson and W. A. Turnbaugh. 1984. *Understanding Physical Anthropology and Archaeology* (2nd Ed.), St Paul, MN, West Publishing Co.

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Pearsall, D. and D. Piperno 1993. *Current Research in Phytolith Analysis- Applications in Archaeology and Palaeoecology*, University of Pennsylvania, Philadelphia MASCA.

Petraglia, M. D. And B. Allchin (Eds.). 2007. *The Evolution and History of Human Populations in South Asia: Inter-disciplinary Studies in Archaeology, Biological Anthropology, Linguistics and Genetics*, Netherlands, Springer.

Rapp, G. and J.A. Gifford (Eds.) 1985. *Archaeological Geology*, Yale University Press, New Haven and London. Rapp & Hill. 1998. *Geoarchaeology*, Yale University Press, New Haven.

Reed, C. 1977. *Origins of Agriculture*, Hague, Mouton Publishers.

Renfrew, J. (Ed.) 1991. *New Light on Early Farming: Recent Developments in Palaeobotany*, Edinburgh University Press, Edinburgh.

Shipman, Pat. 1981. *Life History of a Fossil: An Introduction to Taphonomy and Palaeoecology*, Harvard University Press, Harvard.

Stein, J.K. 1987. Deposits for archaeologists, *Advances in archaeological method and theory* 11:337- 395.

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: 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 faming 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.

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Burke, D. 2014. Jingkynmaw: Memories written in stone, in *50 Years After Daojali-Hading: Emerging Perspectives in the Archaeology of Northeast India* (Essays in Honour of T.C.Sharma) (Tiatoshi Jamir and Manjil Hazarika Eds.), pp.360-375. New Delhi: Research India Press.

Childe, V.G. 1947. "Megaliths", in *Ancient India*, N0.4, 1947.

Dani, A. H. 1960. *Prehistory and Protohistory of Eastern India*. Calcutta: K. L. Mukhopadhyay.

Devi, B.P. 2011. *The Megalithic Culture of Manipur*. Delhi: Agam Kala Prakashan.

Devi, B.P. 2014. Tangkhul Megaliths and their Counterparts: A Comparative Study, *Man and Environment*, XXXIX (2): 73-77.

Fürer-Haimendorf, CV. 1945. The Problem of Megalithic Cultures of Middle India, *Man in India*, XXV(2): 73-90.

Gururaja Rao, B. K. 1972. *The Megalithic Cultures of South India*. Prasaranga: University of Mysore.

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.

Laporte, Luc et al. (Eds.). 2022. *Megaliths of the World*. U.K: Archaeapress.

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.

Marak, Q. 2019. Wooden Structures as Megaliths: A Reappraisal, *Anthropology and Ethnology Open Access Journal* 2(1):1-3. DOI: 10.23880/aeoaj-16000122.

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Mawlong, C.A.2004. Dating of the Northeastern Neolithic Cultures: Problems and Prospects, *Proceedings of North-East India History Association* 25th Session, pp. 72-80.

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.

Mitri, M.B. 2009. *An Outline of the Neolithic Culture of Khasi-Jaintia Hills, Meghalaya, India*. BAR International Series 2013.

Mitri, M.B. 2016. *The Living Megalithic Culture of Khasi-Jaintia Hills, Meghalaya*. Shillong: Don Bosco Centre for Indigenous Cultures.

Mitri, M., and D. Neog. 2016. Preliminary Report on the Excavations of Neolithic sites from Khasi Hills Meghalaya, *Ancient Asia* 7: 1-17.

Mitri, M., D. Kharmawphlang and H. Syiemlieh. 2015. A Preliminary Report on the Excavation of the Neolithic site at Law Nongthroh (Sohpetbneng Hill), Khasi Hills, Meghalaya, *Man and Environment* XL(1): 33-42.

Paddayya, K. 1978. New Research Designs and Field Techniques in the Palaeolithic Archaeology of India, *World Archaeology* 10(1): 94-110.

Padhan, T. 2023. New evidence of Neolithic industries from the West Garo Hills, northeastern India, in *Quaternary Geoarchaeology of India* (N. Tiwari, V. Singh and S.B. Mehra Eds.), pp. 125-144. London: The Geological Society of London (Special Publications, 515). <https://doi.org/10.1144/SP515-2020-203>.

Sharma, T.C. 1981. The Neolithic Pattern of Northeastern India, in *Madhu:Recent Researches in Indian Archaeology and Art History* (M.S.Nagaraja Rao Ed.). Delhi: Humanities Pr.

Singh, J.P., & G. Sengupta (Ed.). 1991. *Archaeology of Northeastern India*. N. Delhi: Har-Anand.

Sharma, T.C. 1974. Recent Archaeological Discoveries in North-Eastern India, *Purattatva* 7: 17-19.

Sharma, S and Pankaj Singh. 2017. Luminescence dating of Neolithic pottery in North East India, *Current Science* 113 (3): 1-4.

Thakuria, Tilok, Tiatoshi Jamir and Milan Kumar Chauley. 2016. 'Stone Jar burials in North Cachar District, Assam', *Man and Environment* XLI (1): 33-40.

Thapar, B.K. 1974. Problem of the Neolithic Cultures in India: A Retrospect, *Purattatva* 7: 61.

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.

van Driem, G. 2008. The Naga Language Groups within the Tibeto-Burman Language Family, in *Naga Identities: Changing Local Cultures in the North East of India* (M. Oppitz et al. Eds.), pp. 311-321. Ethnographic Museum of Zürich University: Snoeck Publishers.

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-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	<p>Basic Concepts in Ethnoarchaeology:</p> <ul style="list-style-type: none"> 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	<p>Brief history of ethnoarchaeological research:</p> <ul style="list-style-type: none"> 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	<p>Ethnoarchaeological studies of Living hunter-gatherer societies:</p> <ul style="list-style-type: none"> 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 Vagrins. 	10 Hours	20 Marks/1 Credit
4	<p>Ethnographic study of select shifting cultivators</p> <ul style="list-style-type: none"> 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	<p>Relevance of ethnoarchaeological research:</p> <ul style="list-style-type: none"> 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 Kristenseen, 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 Poumais 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 Isalnd 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.

Mills, J.P. 1926. *The Ao Nagas*, Macmillan and Co. Ltd, London.

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-311: Feudal Societies

Objective: This course is designed to acquaint students with the rise and development of a vast social, economic and political structure which lasted for about a thousand years in Western Europe. It also includes in its purview, the 20th century debates of feudal constructs. Indian feudalism would be studied in the context of the ongoing debate.

Unit	Course Contents	Contact Hours	Marks/ Credit
1	Transition to Feudalism: The Transition for Ancient Society to Feudal Society in Western Europe; Theories of Feudalism - Henry Pirenne, Marc Bloch, and Perry Anderson, etc.	10 Hours	20 Marks/ 1 Credit
2	Growth of Feudal System: Form of Labour under Feudalism; Feudal Mode of Production; Class of Lords, Fief and Vassalage; Manorial System; Serfdom	10 Hours	20 Marks/ 1 Credit
3	Dynamics of Feudal Economy: Growth of Population; Trade and Urbanization; Growth of New Economy	10 Hours	20 Marks/ 1 Credit
4	Decline of Feudalism: Black Death; Shortage of Labour; Peasant Rebellions; Decline of Feudalism; Transition from Feudalism to Capitalism – A Debate	10 Hours	20 Marks/ 1 Credit
5	Indian Feudalism: Changing material base in early India, New social order, Social tension; Economy and Polity; Urban Decay in India; Indian Feudalism debate.	10 Hours	20 Marks/ 1 Credit
	Total	50 Hours	100 Mks/ 5 Credits

Recommended Readings:

1. Anderson, Perry.1975. *Passages from Antiquity to Feudalism*. London: Humanity Press.
2. Bloch, Marc.1962. *Feudal Society* (2vols). London.
3. Bloch, Marc.1966. *Land and Work in Medieval Europe*. New York: University of California.
4. Bose, Manilal.1998. *Social and Cultural History of Ancient India*. New Delhi: Concept Publishing Company.
5. Brown, A.R. Elizabeth.1974. *The Tyranny of Construct: Feudalism and Historians of Medieval Europe*. American Historical Review.Vol.79.No.4. The University of Chicago Press.
6. Coulborn, R. (Ed).1956. *Feudalism in History*. Princeton: Princeton University.
7. Chanana, Dev Raj.1960. *Slavery in Ancient India*. New Delhi: People's Publishing House.
8. Dubey, George.1977. *The Chivalrous Society*. London.

9. Dubey, George.1968. *Rural Economy and Country Life in Medieval West*. London.
10. Hilton, R.H.(Ed).First pub.1976,1985. *Transition from Feudalism to Capitalism*. London: Verso
11. Hilton, R.H. (Ed).1976. *Bond Men Made Free*. London.
12. Jha, D.N.1987. *Feudal Social Formation in Early India*. New Delhi: Chanakya Publication.
13. Mukhia, Harbans.1993. *Perspectives of Medieval History*. New Delhi:Vikas Publishing House.
14. Mukhia, Harbans(Ed).1999. *The Feudalism Debate*. New Delhi: Manohar.
15. Pirenne, Henry.1961. *Economic and Social History of Medieval Europe*. London.
16. Reynolds, Susan.1994. *Fiefs and Vassals: Medieval Evidence Reinterpreted*. Oxford University.
17. Sharma, R.S. 1987.*Urban Decay in India*.(c.300-c.1000). Delhi: Munshiram Manoharlal.
18. Sharma, R.S. 2001.*Early Medieval Indian Society: a study in feudalization*. Orient Longman.
19. Sharma, R.S. 1985. *Indian Feudalism*. New Delhi.
20. Sharma, R.S. 1983.*Perspective in Social and Economic History of Early India*. New Delhi.
21. Stephenson, Carl. 1942. *Medieval Feudalism*. Cornell University.
22. Thakur, V.K. 1992. *Historiography of Indian Feudalism*. Patna.
23. White, Junior Lynn. 1963. *Medieval Technology and Social Change*. Oxford.
24. Yadav, B.N.S. 1993. *Perspectives on Medieval History*. New Delhi.

Course No. HA-312: History of Modern Europe

Objective: This paper is aimed to teach students the history of modern Europe. It will equip the students with the knowledge of European history from Renaissance to the Second World War. Europe being the cradle of modern civilization, students will be able to understand how that began and spread all over the world. They would be able to explain how world history since the birth of new ideas of rationality and humanism changed rapidly leading to the two World Wars and so on.

Unit	Course Contents	Contact Hours	Marks/Credit
1	From Renaissance to Reformation: Renaissance: Social roots; city states of Italy; spread of humanism in Europe; Renaissance Art and Culture. Reformation: Social background in the German States; Spread of the Reformation; Legacy of the Two Reformations	10 hours	20 marks/ 1 credit
2	Rise of the Atlantic Economy: Rise of Spain, England, Dutch; The Age of Absolutism: France, Habsburg Monarchy, Prussia, Russia	10 hours	20 marks/ 1 credit
3	New Philosophy of Science and Enlightenment: Changing Views of the Universe – Copernicus, Kepler, Francis Bacon, Galileo, Descartes, and Newton; Culture of Science and Scientific Revolution Enlightenment – Enlightened Ideas: Montesquieu, Voltaire, Diderot, Rousseau; Diffusion and Expansion of the Enlightenment Ideas	10 hours	20 marks/ 1 credit
4	Revolutionary Europe: The French Revolution; Napoleon and Europe; The Revolutions of 1848; The Industrial Revolution	10 hours	20 marks/ 1 credit
5	The Age Of Mass Politics: Unification of Italy; Unification of Germany; Nationalism, Colonialism to Imperialism; First World War; Russian Revolution; Economic Depression; Second World War	10 hours	20 Marks/ 1 credit
	Total	50 Hours	100 mks/ 5 Credit

Recommended readings:

1. *The Cambridge Economic History of Europe*. Vol. I – VI.
2. *The New Cambridge Modern History of Europe*, Vols. I – VII.
3. Carlo M. Cipolla, *Fontana Economic History of Europe*, Vols. II and III.

4. Carlo M. Cipolla, *Before the Industrial Revolution, European Society and Economy. 1000 – 1700*. 3rd ed. (1993), *Economy. 1000-1700*. 3rd ed. (1993).
5. Stephen J. Lee, *Aspects of European History, 1494 – 1789*.
6. John Merriman, *History of Modern Europe: From the Renaissance to the Present* (3rd Edition), London, 1996.
7. Meenaxi Phukan, *Rise of the Modern West: Social and Economic History of Early Modern Europe*.
8. Ralph Davis, *The Rise of the Atlantic Economics*.
9. Maurice Dobb, *Studies in the Development of Capitalism*.
10. J. R. Hale, *Renaissance Europe*.
11. R. Hall, *From Galileo to Newton*.
12. Christopher Hill, *A Century of Revolutions*.
13. Rodney Hilton, *Transition from Feudalism to Capitalism*.
14. G. R. Elton, *Reformation Europe, 1517 – 1559*.
15. T.S. Aston and C. H. E. Philpin (eds.), *The Brenner Debate*
16. H. Butterfield, *The Origins of Modern Science*.
17. D. C. Coleman (ed.), *Revisions in Mercantilism*.
18. H. G. Koenigsberger and G. L. Mosse, *Europe in the Sixteenth Century*.
19. G. Parker, *Europe in Crisis. 1598- 1648*.
20. G. Parker and L. M. Smith, *General Crisis of the Seventeenth Century*.
21. J. H. Parry, *The Age of Reconnaissance*.
22. V. Poliselsky, *War and Society in Europe, 1618 – 48*.
23. Theodore K. Rabb, *The Struggle for Stability in Early Modern Europe*.
24. V. Scammell, *The First Imperial “Age: European Overseas Expansion, 1400 – 1715*.
25. Jan de Vries, *Economy of Europe in an Age of Crisis 1600 – 1750*.
26. M. S. Anderson, *Europe in the Eighteenth Century*.
27. Perry Anderson, *The Lineages of the Absolutist State*.
28. Stuart Andrews, *Eighteenth Century Europe*.
29. B. H. Slicher von Bath, *The Agrarian History of Western Europe. AD. 500 – 1850*.
30. James B. Collins, *The State in Early Modern France: New Approaches to European History*.
31. G. R. Elton, *Reformation Europe, 1517 – 1559*.
32. M. P. Gilmore, *The World of Humanism. 1453 – 1517*.
33. Peter Kriedte, *Peasants, Landlords and Merchant Capitalists*.
34. J. Lynch, *Spain under the Hapsburgs*.
35. Peter Mathias, *First Industrial revolution*.
36. Harry Miskimin, *The Economy of Later Renaissance Europe: 1460 – 1600*.
37. Charles A. Nauert, *Humanism and the Culture of the Renaissance* (1996).
38. L. W. Owie, *Seventeenth Century Europe*.
39. D. H. Pennington, *Seventeenth Century Europe*.
40. F. Rice, *The Foundations of Early Modern Europe*.

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, Panchseel 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. Satchidananada Murty & Amit Dasgupta, *The Divine Peacock: understanding Contemporary India*, ICCR/Wiley Eastern Ltd. New Delhi, 1994.
 V.A. Pai Panandikar & 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 and 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 – II: 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 Ramchandra 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: 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.

Batra, M. L. 1996. *Conservation: Preservation and Restoration of Monuments*, New Delhi, Aryan Books International.

Berggren, Åsa, and Ian Hodder. 2003. Social Practice, Method, and Some Problems of Field Archaeology. *American Antiquity* 68:421-434.

Bhandari, N.K. 2007. *Cultural Heritage of India*, Delhi, Eastern Book Corporation.

Bhowmik, S. K. 2004. *Heritage Management: Care, Understanding and Appreciation of Cultural Heritage*, Jaipur, Publication Scheme.

Biswas, Sachindra Sekhara. 1999. *Protecting the Cultural Heritage (National Legislation and International Conservation)*, New Delhi, Aryan Books International.

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.

Cameron, Duncan F. 1971. The Museum: A Temple or the Forum? *Curator* 14(1):11-24.

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*, Emestene 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 Chungliyimti, 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.

McGimsey, Charles R. 1972. *Public Archaeology*, Seminar Press: New York.

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.

Pearce, Susan M. 1999. Presenting Archaeology, in *Making Early Histories in Museums*, N. Merriman (Ed.), pp. 12-27, Leicester University Press, New York.

Pokotylo, D., and N. Guppy. 1999. Public opinion and archaeological heritage: views from outside the profession, *American Antiquity* 64 (3): 400-416.

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 Phillip Planer (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-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. Rummimdei 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.

Chakrabortty, 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. *Coin 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.

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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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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

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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 consists 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	<p>Introduction to Ceramic Studies:</p> <ul style="list-style-type: none"> 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	<p>Practical guide to pottery processing and recording:</p> <ul style="list-style-type: none"> 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	<p>Parallel themes: ethnography, technology, scientific methods, quantification:</p> <ul style="list-style-type: none"> 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	<p>Ceramic Morphology and Classification:</p> <ul style="list-style-type: none"> 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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Anderson, Anne. 1984. *Interpreting Pottery*, Butler and Tanner Ltd, Great Britain.

Arnold, D. E., 1978. Ceramic Variability, environment and culture history among the Pokom in the valley of Guatemala, in *The Spatial Organisation of Culture* (Ian Hodder Ed.), pp 39-59.

Arnold, D. E. 1985. *Ceramic Theory and Cultural Processes*, Cambridge University Press, Cambridge.

Arnold, D. E., Neff, H. & Bishop, R. L. 1991. Compositional analysis and "sources" of pottery: an ethnoarchaeological approach, *American Anthropologist* 93: 70-90.

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Steponaitis, V.P. 1983. *Ceramics, Chronology and Community Patterns*, London, Academic Press Inc.

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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) (Tiatoshi Jamir and Manjil Hazarika Eds.), pp. 206-227, New Delhi, Research India Press.

Watson, P. J., LeBlanc, S. A. and Redman, C. L., 1971. *Explanation on Archaeology*, New York and London.

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, Senuwar, Pandhu Rajar Dhibi, Mangalkot, Golbai Sasan. Chalcolithic cultures of Ganga Plain: Sohgaura, 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, Sonegaon, 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	Harrapan 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, Atranjikheda, Hastinapur, Jodhpura Typology, associated pottery and cultural affiliation, dating.	10 Hours	20 Marks/ 1 Credit
	Total	50 hours	100 marks / 5 credits

Recommended Readings:

Agrawla, D. P. 1982. *Archaeology of India*, Scandinavian Institute of Asian Studies, Copenhagen.

Agrawal, D. P. and D. K. Chakrabarti (Eds.) 1979. *Essays in India Protohistory*, D. K. Publishers, New Delhi.

Agrawal, D. P. and J. S. Kharakwal. 2003. *Bronze and Iron Ages in South Asia*, Aryan Books International, New Delhi. Allchin, B. and F. R. Allchin

Ashana, Shashi 1985. *Pre- Harappan Cultures of India and Borderlands*, Books and Books, New Delhi.

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Kenoyer, J. M. 1991. The Indus Valley Traditions of Pakistan and Western India, *Journal of World Prehistory* 5 (4): 331-385.

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

Course No. HA-411: Borders and Borderlands in South Asia

Objective: This paper is aimed to familiarize the students of the emerging field of historical research such as “borderland studies”. They will be taught the borderland history of India and South Asia in general. Students will learn how boundary has impacted the lives of borderland societies in varied ways and how government drew, controlled and managed borders. They will be able to understand and explain how and why the development of unique politics, society and economy took shape in the borderland.

Unit	Course Contents	Contact Hours	Marks/Credit
1	Theoretical Concepts -Understanding Frontier, Border, Boundary, Borderland, Space, Territory, and Territoriality	10 hrs	20 marks/ 1 credit
2	The Himalayan Borderlands -Western Himalayas: Trade and cross-cultural interactions in Ladakh region -Colonial state and the making of borders -Partition and the Kashmir problem -Eastern Himalayas: migration, trade, and cultural exchange in the Indo-Nepal borderland	10 hrs	20 marks/ 1 credit
3	The Bengal Borderland -Partition, Refugees, and Immigrants -State, Societies and Borderland lives -Gender, Violence and Statelessness	10hrs	20 marks/ 1 credit
4	The ‘North Eastern Frontier’ of India - Becoming a borderland: Mapping a colonial borderland -Colonial state and societies in Northeastern borderlands -War and infrastructures	10hrs	20 marks/ 1 credit
5	Borderlands in North-East India -Border, ethnicity, trade and cultural exchange -Statelessness, Migration, and Refugees crises	10hrs	20 marks/ 1 credit
	Total	50 Hrs	100 Mks/ 5 Credits

Recommended Readings:

1. Michiel Baud and Willem van Schendel, 'Toward a Comparative History of Borderlands', *Journal of World History*, vol. 8, No. 2. 1997, pp. 211-42.
2. Bradley J. Parker, 'Toward an Understanding of Borderland Processes', *American Antiquity*, Vol. 71, No. 1 (Jan., 2006), pp. 77-100.
3. Malcolm Anderson, *Frontiers: Territory and State Formation in Modern World*, Polity Press, 1996. (Ch: *Introduction & 1*)
4. Willem van Schendel and Itty Abraham (eds), *Illicit Flows, Criminal Things: States, Borders and the Other sides of Globalization*, Indiana Univ. Press, 2005. (Chp: *Introduction*)
5. Eric Tagliacozzo, *Secret Trades, Porous Borders Smuggling and States Along a Southeast Asian Frontier, 1865-1915*, Yale University Press, 2005. (Chp: *Introduction*)
6. Oscar J. Martinez, *Border People: Life and Society in the US-Mexico Borderlands*, Tucson: The University of Arizona Press, 1994.
7. Myron Weiner, 'Transborder Peoples', in Walker Connor ed. *Mexican-Americans in Comparative Perspective*, Washington DC: The Urban Institute Press, 1985.
8. A.I. Asiwaju ed. *Partitioned Africans: Ethnic Relations across Africa's International Boundaries 1884-1984*, London: C. Hurst & Company, 1985.
9. J. R. V. Prescott, *Political Frontiers and Boundaries*, London: Allen & Unwin, 1987.
10. Fredrik Barth ed. *Ethnic Groups and Boundaries: The Social Organization of Culture Difference*, London: George Allen & Unwin, 1969.
11. Janet C. Sturgeon, *Border Landscapes: The Politics of Akha Land Use in China and Thailand*, Seattle: University of Washington Press, 2005.
12. Emmanuel Brunet-Jailly, 'Theorizing Borders: An Interdisciplinary Perspective', *Geopolitics*, Vol 10 (4), 2005.
13. Anssi Paasi, 'Boundaries as Social Processes: Territoriality in the World of Flows', *Geopolitics*, Vol. 3(1), 1998.
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54. Sanjib Baruah, 'Immigration, Ethnic Conflict, and Political Turmoil – Assam, 1979-1985', *Asian Survey*, Vol. 26, No. 11 (No., 1986), pp. 1184-1206.
55. Myron Weiner, 'The Political Demography of Assam's Anti-Immigrant Movement', *Population and Development Review*, Vol. 9, No. 2 (Jun., 1983), pp. 279-292.

Course No. HA - 412: Modern United States of America

Objective: Objective of this course is to familiarize the students with the political, economic and military forces that shaped the history of modern USA. Students will be able to understand the colonization and formation of European nation-states in America in general and the formation of USA in particular.

Unit	Course Contents	Contact Hours	Marks/Credit
1.	Historiography: Colonization of America, Colonial Agriculture, Labour, Commerce and Industry.	10 Hours	20 Marks/ 1 Credit
2.	British Mercantilist Policy; Economic causes of the Revolution: Fiscal Policy of the new government, Tariff policy to the Civil War.	10 Hours	20 Marks/ 1 Credit
3.	Establishing the republican way of life: Rise of national democracy and consequences.	10 Hours	20 Marks/ 1 Credit
4.	Economic causes of Civil War and effects: Triumph of industrial Capital; Post War Reconstruction; Rise of Corporations and Industries.	10 Hours	20 Marks/ 1 Credit
5.	Economic Imperialism – US and new Imperialism, Spanish American War, Far East, US to IWW, Great Depression, US and Second World War.	10 Hours	20 Marks/ 1 Credit
	Total	50 Hours	100 Marks/ 5 Credits

Recommended Readings:

1. Charles Seller, *A Synopsis of American History*, Vols I & II, Macmillan, India, Delhi, 1990.
2. Standley L. Gallman (ed.), *The Cambridge Economic History of the USA*, OUP, Cambridge, 1996.
3. Louis M. Hacker, *The Course of American Economic Growth and Development*, Wiley Eastern Ltd, New Delhi, 1971.
4. Michael Kraus, *History of United States till 1865*, Surjeet Publications, Delhi, 1989.
5. H.U. Faulkner, *American Economic History*, Harper and Radian, New York, 1960.
6. Julius Prath, *History of US Foreign Policy*, Prentice Hall, 1972.

Additional Readings:

1. Oscar Hanolin, *A New History of the people of US*, Sterling Publishers, Delhi, 1967.
2. H.U. Faulkner, *Social and Cultural History of USA*, New Delhi, 1996.
3. William Benton, *The Annals of America*, Vols. 1-18, Encyclopedia Britannica, Inc, 1968.
4. Martin Sklar, *The United States as a Developing Country*, CUP, 1992.

5. Charles P. Kindleberger, *The World in Depression, 1929-1939*, University of California Press, Berkeley, 1986.
6. John A Garraty, *The Great Depression*, Anchor Press, New York, 1987.

Course No. HA-413: Nationalism

Objective and outcome: The objective is to equip the students with the historiographical background and operation of nation and nationalism in Europe in the 19th century. It will also familiarize the students with the spread of nationalism in different parts of the world, particularly in the colonies where the colonized people struggled for independence and built new nations on the ruins of colonialism.

Unit	Course Contents	Contact Hours	Marks/ Credit
1.	Historiography of modern nationalism; social, economic and political aspects of European nationalism; liberalism in England; French revolutions of 1830 and 1848, their impact on Europe; unification of Germany and Italy.	10 hours	20 marks/ 1 credit
2.	Brief history of Africa and Asia under colonial rule; early nationalist stirrings; First World War and the Russian Revolution; Kemalist revolution in Turkey; Zionism and Palestinian nationalism; Chinese nationalism.	10 hours	20 marks/ 1 credit
3.	Second World War and its impact on nationalist movements in Asia: Decolonisation of European empires in Asia; last phase of national struggle in India; nationalist movements in Burma, Malaya, and Indonesia.	10 hours	20 marks/ 1 credit
4.	Second World War and its impact on nationalist movements in Africa: emergence of independent states in north, central and south Africa; Apartheid regimes of Rhodesia and South Africa.	10 hours	20 marks/ 1 credit
5.	Nation building in Africa and Asia: Problems of national integration; Socio-Economic development; ethnicity and continued nationalist upsurges within the newly formed states.	10 hours	20 Marks/ 1 credit
	Total	50 Hours	100 Marks/ 5 Credit

Recommended Readings:

1. Anthony D. Smith, *Theories of Nationalism*, New York, 1971.
2. _____ *The Ethnic Origins of Nations*, 1986.
3. _____ *Ethno-symbolism and Nationalism: A Cultural Approach*, 2009.
4. Walker F. Connor, *Ethnonationalism: The Quest for Understanding*, 1994.
5. Ernest Gellner, *Nations and Nationalism*, 1983.
6. Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, 1983.
7. Eric J. Hobsbawm, *Nations and Nationalism since 1780: Programme, Myth, Reality*, Cambridge, 1990.

8. William Carr, *A History of Germany, 1815 – 1990*, London, 1994.
9. Edward Royle, *Modern Britain, a Social History 1750-1985*, London, 1992.
10. High Seton-Watson, *The Russia Empire 1801-1917*, New York, 1989.
11. Agatha Ramm, *Europe in the Nineteenth Century*, London, 1989.
12. Paul Brass, *Ethnicity and Nationalism: Theory and Comparison*, New Delhi, 1991.
13. Peter Alter, *Nationalism*, London, 1994.
14. Michael Crowder, *The Cambridge History of Africa 1943-1970*, Cambridge.
15. Meenaxi Phukan, *Rise of Modern West*, New Delhi, 1989.
16. Nicholas Tarling (ed), *The Cambridge History of South East Asia. Vol. II: The Nineteenth and Twentieth Centuries*, Cambridge, 1992.
17. Immanuel CY Hsu, *The rise of Modern China*, New York, 1990.
18. R. Emerson, *From Empire to Nation: The Rise self – Assertion of Asian and African Peoples*, Havard University Press, 1960.
19. L.L. Synder, *The New Nationalism*, Cornell University Press, 1969.

Additional Readings:

1. Heinz Gollwitzer, *Europe in the Age of Imperialism 1880-1914*, London, 1969.
2. Basil Davidson, *Africa in Modern History: The Search for a New Society*, London, 1978.
3. In Pluvier, *South East Asia from colonialism to Independence*, Kuala Lumpur, 1974.
4. John Fairbanks, et. al., *East Asia: Transition and Transformation*, London, 1973.
5. Edgar Sow, *China's Long Revolution*, Hammondsmit, 1972.
6. S.C. Easton, *The Rise and Fall of Western Colonialism*, Praegar, 1964.
7. R.Emerson, *The Political awakening of Africa*, Prentice Hall, 1960.
8. W. Laquer, *The Israeli – Arab Movements*, Bantam Books, 1969.
9. E.W. Said, *The Question of Palestine*, 1980.

Course No. HA – 414: Dissertation (4th Semester, History Specialisation, 5 Credit)

Course No. HA - 415: Dissertation (4th Semester, Ancient History & Archaeology Specialisation, 5 Credit)