

III AGENDA PAPERS FOR THE 66TH MEETING OF THE ACADEMIC COUNCIL

C o n t e n t

P a g e

- C (1) Confirmation of the Minutes of the 65th meeting of the Academic Council held on 7th and 8th June, 2001

1:1(1)

(4) DEFERRED ITEMS:

- (i) Re-employment of teachers.

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5. ACADEMIC MATTERS:

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1: 1(1)

- i) Confirmation of the Minutes of the 65th meeting of the Academic Council held on 7th & 8th, June, 2001.

The Minutes of the 65th meeting of the Academic Council were circulated to the members of the Council for comments, since no specific comments against the minutes have been received, the same may be confirmed.

4:1(1)

Item No.4- Defered Item:

(i) Re-employment of teachers.

The representation of Prof. A.K.Baruah, Department of Pol.Science, NEHU on the subject re-employment of teachers was first placed in the 108th meeting of the Executive Council wherein, the Council considered the letter of Prof. Baruah and Resolved that his letter as at Annexure'A' may be placed before the Academic Council.

Accordingly, the representation of Prof. A.K.Baruah was placed in the 64th meeting of the Academic Council Wherein, the Council vide its Resolution No.AC:65:2001:6:2(i) deferred the item.

Hence, the matter is again placed before the Council for consider ation.

Apurba K Baruah
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 November 22, 2000

To

The Chairman Executive
 Council, NEHU, Shillong.

Subject: Re-employment of NEHU Teachers

sir,

Before expressing my views on the above matter I would like to clearly state my locus standi. As a member of the University's Court and the Academic Council and also as a Conscientious teacher of the University I am duty bound to help the highest executive body of the University to avoid decisions which may have serious repercussions for the academic standards of the University. Moreover the University is run with funds from the public exchequer. Therefore, as a citizen of the country it is my duty to advise it in situations where there is a possibility of its taking decisions, may be as a result of pressures built by conflicting values and interest, which may not be in public interest. The Honourable Supreme Court's decisions on PILS have increased responsibilities of average citizens and particularly of informed sections. I must also add that principles of transparency and accountability are now in my view two absolutes of our contemporary reality overriding all conventional ideas of autonomy and confidentiality.

Sir, reemployment of University teachers involves considerable amount of public funds. It also becomes an instrument of encouraging or discouraging adherence to academic commitments and standard. Reemployment of teachers whose academic commitments, particularly in the areas of teaching and research supervision, are not above doubts sends wrong signals to teachers. Sincere teachers conclude that sincerity is of no value and insincere teachers conclude that being irregular in classes do not effect there careers adversely. After having seen that the National Accreditation Council has asked students to fill the proforma about their assessment of regularity of classes and teaching standards I realise that irregular teacher must be cautioned so that the University does not suffer in the matter of accreditation.

Sir, I understand that the executive Council will have to take a decision on the reemployment of a teacher about whom there are serious complaints. I also understand that some members of the University faculty are of the view that at the time of retirement we should forget the omissions and commissions of senior faculty members in view of their seniority. Other argue that we should reemploy teachers on humanitarian grounds. It must be kept in mind that in a recent judgement the Supreme Court of India has advised that all dead wood must be removed from public appointments. In a world of Professionalism and competition compassionate grounds for privileged sections like University Professors drawing good salaries from Public funds have

P.T.)

no meaning, except in situations where a person has suffered because of reasons beyond his/her control or is visited by unanticipated misery. I therefore suggest that no teacher should be reemployed if there are complaints about his regularity in teaching and research supervision. All such complaints must be investigated before taking any decision on such cases. I also suggest that if necessary a guideline from the Academic Council should be sought because it is a matter which involves academic standards in the University. Re-employing an insincere teacher implies encouraging irregular teaching. I must also state that even undertakings from teachers with lakh of commitment are no use.

I am sure you and the Executive Council will consider these arguments before taking any decision in relevant cases.

Yours sincerely,

(Apurba K Baruah)

Professors drawing good salaries from public funds have to take a decision on the reemployment of a teacher about whom there are serious complaints. I also understand that some members of the University faculty are of the view that at the time of retirement we should forget the omissions and commissions of senior faculty members in view of their seniority. Other argue that we should reemploy teachers on humanitarian grounds. It must be kept in mind that in a recent judgement the Supreme Court of India has advised that all bad wood must be removed from public appointments. In a world of professionalism and competition, it is not above doubts and wrong signals to teachers. Since teachers conclude that irregularity is of no value and financial careers adversely. After having seen that the National Accreditation Council has asked students to fill the proforma about their assessment of regularity of classes and teaching standards I realise that irregular teacher must be cautioned so that the University does not suffer in the matter of accreditation.

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Sir, Before expressing my views on the above matter I would like to clearly state my locus standi. As a member of the University's Court and the Academic Council and also the highest executive body of the University I am duty bound to help the highest executive body of the University to avoid decisions which have serious repercussions for the academic standards from the public. Moreover the University is run with funds from the public. Therefore, as a citizen of the country it is my duty to advise it in situations where there is a possibility of its taking decisions, may be as a result of pressures built by conflicting values and interest, which may not be in public interest. The Honorable Supreme Court's decisions on P.T.S. have increased responsibilities of average citizens and particularly of informed sections. I must also add that principles of transparency and accountability are now in my view two aspects of our contemporary reality overriding all conventional ideas of autonomy and confidentiality.

- .. (iv) Review of the provisions for admission to M.A/M.Sc/
M.Com. programme.

A committee consisting of (1) Registrar as Convenor
(2) Controller/~~Examination~~ (3) Dean, Student's Welfare (4)
Dr. Nikhlesh Kumar was constituted by the Vice-Chancellor
to look into the existing provisions on admission to M.A/
M.Sc/M.Com programmes and to suggest amendments wherever
necessary.

The recommendations of the Committee is placed at
Annexure - 'A' for consideration and approval of the
Council on the amendments proposed therein.

U.O.No.G.50-2/Acad/NIEPA/2001

The meeting of the Admission Committee was held on 21-11-2001 in the Office Chamber of the Registrar and the following amendments in the NEHU Prospectus was recommended :

A. CAMPUSES AND CONSTITUENT COLLEGES

Consequent upon the establishment of the Mizoram University, Mizoram Campus is now no more with NEHU. Hence it was resolved to delete the name of the Mizoram Campus and Pachhunga University College from the list of the Campuses and Constituent Colleges.

B. Schools and Departments

Since some Departments are already transferred to the Mizoram University, it was resolved to delete their names from the list of Schools and Departments of NEHU Prospectus.

C. Centres

D. Other facilities

(No change)

E. Research Activities

F. Admission Criteria

Existing provision

Proposed Amendments

1. Only those candidates who have passed a Three Year Degree Course (Honours) in the relevant subject shall ordinarily be considered for admission to the Master Degree Course.

No change

However, subject to availability of seats, upto ten percent of seats may be assigned to students from other disciplines. It is also provided that if teaching of Major/Honours in a subject has not been sufficient developed within the jurisdiction of the University or in any unit in particular, seats in the concerned Departments may be filled in a manner as may be decided by the respective Department.

Contd....P/2

Existing provision

Proposed Amendments

CONVERSION TABLE

(Table 1)

Concrened Scaled% Actual obtained by the applicant in the subject concrened

P Non-Major	P(NEHU Major	P(Non-NEHU Major with 500 marks)	P(Non-NEHU Major with 600 marks)	P(Non-NEHU Major with 700 marks)	P(Non-NEHU Major with 800 marks)	No change
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33	46.20	33	42.90	39.60	36.30	33
35	49	35	45.50	42.00	38.50	35
40	56	40	52.00	48.00	44.00	40
45	63	45	58.50	54.00	49.50	45
50	70	50	65.00	60.00	55.00	50
55	77	55	71.50	66.00	60.50	55
60	84	60	78.00	72.00	66.00	60
65	91	65	84.50	78.00	71.50	65
70	98	70	91.00	84.00	77.00	70
75	100	75	97.50	90.00	82.50	75
80	100	80	100	96.00	88.00	80
85	100	85	100	100	93.50	85
90	100	90	100	100	99.00	90
95	100	95	100	100	100	95
100	100	100	110	100	100	100

Divide by Scaling Factor	Divide by Scaling Factor	Divide by Scaling Factor	Divide by Scaling Factor	Divide by Scaling Factor	Divide by Scaling Factor
1.4	1.0	1.3	1.2	1.1	1.0

2. A candidate with 50% marks in B.Ed may also apply for admission to M.A Education course.

(No change)

3.The distribution of seats shall be as follows-

The distribution of seat shall be as follows -

i) Open category - 40%

i) Open category-37%

ii) Reserved for SC/ST Candidates - 50%

ii)Reserved for SC/ST Candidates-50%

iii) University Quota - 10% earmarked for the following categories -

iii)Physically challenged -3%

(a) Unrepresented Backward Areas

iv) University special quota - 10% earmarked for the following categories -

The level of backwardness may be determined vis-a-vis the national level of literacy. An applicant coming from an area having 5 % below the national level of literacy may be given 5% added weightage to the marks obtained by the applicant in the qualifying exams. Applications with more than 5% below the national level of literacy may be given 7% added weightage to the marks obtained

No change

by the applicant at the qualifying exams. (vide table showing the district wise literacy rate of the region).

(b) Physically Handicapped

Such applications will be centrally examined by a Medical Board. 3% of the seats may be reserved for the physically handicapped candidates, which may be taken from the open category. This category may not come under the University special quota. An applicant with 40% to 60% physical disability may be given 5% added weightage and above 60% 7% added weightages. Similar provision will also apply to the deaf, dumb etc.

(c) Outstanding Sportsmen/Sportswomen

10% weightage for representing the country at International Level, 5% for representing the State at National level and 3% for Inter-University at National level added weightage to the marks obtained at the qualifying exams.

(d) Children of NEHU employees

7% added weightage to the marks obtained at the qualifying exams. Certificate of employment may be issued by the office of the Registrar.

Table deleted

The literacy rate at the block level would form the basis for the award of added marks. Certificate in this regard should be issued by the B.D.O.

Deleted

(b) Outstanding Sportsmen/Sportswomen

10% weightage for representing the country at International Level, 5% for representing the State at National level and 3% for Inter-University at National level added weightage to the marks obtained at the qualifying exams.

Ordinarily the sports conducted by NEHU shall be considered.

NEHU employees/spouse of NEHU employees/children of NEHU employees.

10% added weightage to the marks obtained at the qualifying exams. Certificate of employment may be issued by the office of the Registrar.

Only highest weightage will be considered for those who apply under multiple category in University special quota.

Note : Applicants under (B) above are required to submit necessary documents in support of their claims.

1. Departments will prepare consolidated list of all applicants or the total number of seats authorised by the University. 40% of the seats shall be filled by merit and shall include SC/ST students who by merit can figure in the open

Department will prepare consolidated list of all applicants of the total number of seats authorised by the University. 37% of the seats shall be filled by merit and shall include SC/ST students

Existing Provision

list. For the remaining 50% seats, a list of Candidates belonging to SC/ST will be prepared and the seats will be filled up from this category in order of merit.

2. Any or all seats under category (iii) above will stand converted to category (i) if unfilled.

3. Departments may, if they consider necessary, conduct written test/interview for admission to the Post-Graduate Programme in accordance with Ordinance OC-7. Performance of a Candidate in the Under-Graduate Course together with eligibility test, if any, shall be taken into consideration while preparing the merit list of students. Weightage for eligibility test/interview shall, however, not exceed 50%.

4. In case of all internal students i.e. students who have graduated from Colleges affiliated to or maintained by this University, the percentage of marks obtained in the subject concerned shall be raised by 15% on the aggregate. In case of those candidates who have not offered the subject in the Major/honours no such weightage shall be given and their marks in the Major/honours subject without weightage shall be taken into account.

5. All departments shall constitute Admission Committee and assign them specific responsibility. Students who have already obtained a Master's Degree from this University or any other University, will be considered for admission only if there is any vacancy after considering all eligible candidates seeking first admission. In respect of such candidates too, the general criteria of marks obtained at Honours/Major level will be considered.

Proposed Amendments

who by merit can figure in the open list. For the reserved 50% seats a list of candidates belonging to SC/ST will be prepared and the seats will be filled up from this category in order of merit.

Any or all seats under Category (iv) above will stand converted to Category (i) if unfilled.

No change

In case of all internal students i.e. students who have graduated from Colleges affiliated to or maintained by this University, the percentage of marks obtained in the subject concerned shall be raised by 10% on the aggregate.

Permanent domicile (supported by SC/ST or PRC Certificate) of Meghalaya graduated from other University would also be given equal additional weightage as given to a NEHU graduate.

In case of those Candidates who have not offered the subject in the Major/honours no such weightage shall be given and their marks in the Major/Honours subject without weightage shall be taken into account.

(No change)

NORTH EASTERN HILL UNIVERSITY

E M B L E M

Form No:

HEADQUARTERS : SHILLONG.

Application Form for admission to.....
Post-Graduate

(M.A/M.Sc./M.Com/M.Lib Sc/M.Phil/Ph.D)
Programmes*

Passport
Size
Photograph

1. Subject _____ Year _____
2. (a) Name of the Applicant Mr/Ms _____
(IN BLOCK LETTERS)
- (b) Mailing Address _____
- (c) Date of Birth _____ (d) Blood Group _____
- (e) Nationality _____
3. Father's Name _____
4. Mother's Name _____
5. Do you belong to SC/ST? If yes, please mention _____
6. If employed, please mention
Employer's name and address _____
7. Educational Qualifications (Matriculation onwards)

Examinations	School/College (Board/University)	Subject	Year	Divi- sion	Perce- ntage of marks

8. Co-Curricular Activities, if any _____
9. Scholarship, prize, medal or other distinctions won, if any _____
10. Sl.Nos 10-14 for M.Phil/Ph.D Candidates only
Please indicate, in order of preference, the area of special
interest in the discipline or disciplines, you want to do further
studies/research.

 1. _____ 2. _____
 3. _____ 3. _____

11. Please indicate your choice of courses in the programme

 1. _____ 2. _____
 3. _____ 4. _____

*Also for all certificate diploma, etc. courses.

15:1:4(7)

12. For M.Phil applicants only.

Do you want to be considered for admission to Ph.D. after the first semester?

13. (a) Have you applied for a fellowship?

If so, please give the following details about the fellowship applied for

Name of fellowship	Amount per month	Agency which awards it	Date of application	Decision (if known)
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(b) If you do not get a fellowship are you prepared to join the programme and complete it?

14. Please explain in about 200 words why you want to pursue a further programme of study/research in the subject in a separate sheet and attach it to the application.

(Following are common for all the programmes)

15. Any other information in support of your application

16. List of enclosures:

1. 6

2.

3.

4.

5.

6.

DECLARATION BY THE APPLICANT AND THE GUARDIAN

(a) I declare that the entries made by me in the form are correct to the best of my knowledge. I am aware that if any of the entries is found is found to be incorrect, my admission will be liable to cancellation.

(b) I undertake to abide by the rules of the University in force from time to time.

Countersignature of the Guardian
with date

Signature of the Applicant
with date

CONTD.....3/-

5: 1: 4(8)
- 3 -

IMPORTANT INSTRUCTIONS

(Please read the following instructions carefully before filling up the form)

- | | |
|--|---|
| (a) All entries must be in the candidate's own handwriting | (1) High School/Higher Secondary Certificate in support of the date of birth. |
| (b) The form should be complete in every respect | (2) Details of marks at the various examinations. |
| (c) The form should be submitted to the Head of the concerned Department | (3) No objection Certificate from employers, if employed |
| (d) The form should be accompanied by the following: (attested copies) | (4) Certificate of SC/ST, if applicable. |
| | (5) Students applying for more than one Department should fill in separate application forms. |

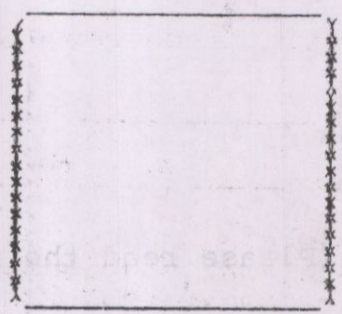
FOR OFFICE USE

ADMITTED/REGRETTEED

Date: _____

Head of the Department. _____

Form No. _____



Headquarters: Shillong.

Application Form for admission to _____ Programme.

- 1. Subject/Course _____
- 2. (a) Name of the Applicant Mr/Ms _____
(IN BLOCK LETTERS)
- (b) Permanent Address _____
- (c) _____ Tel.No. _____
- (c) Mailing Address _____
- _____ Tel.No. _____
- (d) Date of Birth _____ (e) Blood Group _____ (f) Nationality _____

- 3. Father's Name _____
- 4. Mother's Name _____
- 5. Do you belong to SC/ST? If yes, please mention _____
- 6. If employed, please mention Employer's name and Address _____

7. Educational Qualifications (Matriculation onwards)

Examinations	School/College (Board/University)	Subjects	Year	Division	Percentage of marks

- 8. If applying under University Special Quota/Physically Challenged for any P.G. programme, mention the category _____
(Attach relevant documentary evidence)

9. Sl.Nos 9-12 for M.Phil/Ph.D. Candidates only

Please indicate, in order of preference, the area in which you like to pursue research.

1. _____ 2. _____
3. _____ 4. _____

10. For M.Phil applicants only

Do you want to be considered for admission of Ph.D. after the first Semester?

11. Have you qualified for (NET-JRF)M _____

12. Please attach a note on a separate sheet, explaining in not more than 200 words why you want to pursue a further programme of study/research in the subject and attach it to the application.

(Following are common for all the programmes)

13. Any other information in support of your application _____

14. List of enclosures:

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____

DECLARATION BY THE APPLICANT AND THE GUARDIAN

- (a) I declare that the entries made above by me in the form are correct to the best of my knowledge. I am aware that if any of the entries is found to be incorrect, my admission is liable to be cancelled.
(b) I undertake to abide by the rules of the University in from time to time.

Signature of the Guardian with date

Signature of the Applicant with date

IMPORTANT INSTRUCTIONS

- 9 (Please read the following instructions carefully before filling up the form)
- (a) All entries must be in the candidate's own handwriting
- (b) The form should be complete in every aspect
- (c) The form should be submitted to the Head of the concerned Deptt.
- (d) The form should be accompanied by the following (attested copies)
1. High School/Higher Secondary Certificate in support of date of birth.
2. Details of marks at the various examinations
3. No Objection Certificate from employer if employed
4. Certificate of SC/ST, if applicable
5. Any other documents in support of candidature
6. Students applying for more than one Deptt. should fill in separate application forms.

FOR OFFICE USE

ADMITTED / REGRETTEED.

Head of the Deptt.

- v) Removal of Deans of Schools of Studies & Heads of the Departments.

The Statute 6 of the NEHU Act, 1973 provides appointment of Deans of Schools of Studies as under :

6. (1) Every Dean of a School of Studies shall be appointed by the Vice Chancellor from among the Professors in the School for a period of three years and he shall be eligible for re-appointment.

Provided that a Dean on attaining the age of sixty years shall cease to hold office as such :

Provided further that if the term of Dean ends during academic session, it shall automatically stand extended upto the end of the concerned semester.

Provided further that if at any time there is no Professor in a School, the Vice-Chancellor if authorised by the Vice-Chancellor in this behalf, shall exercise the powers of the Dean of the School.

(2) When the office of the Dean is vacant or when the Dean is by reason of illness, absence or any other cause, unable to perform the duties of his office, the duties of the office shall be performed by such person as the Vice-Chancellor may appoint for the purpose.

(3) The Dean shall be the Head of the School and shall be responsible for the conduct and maintenance of the standards of teaching and research in the School. The Dean shall have such other functions as may be prescribed by the Ordinances.

(4) The Dean shall have the right to be present and to speak at any meetings of the Boards of Studies or Committees of the School, as the case may be, but shall not have the right to vote thereat unless he is a member thereof.

cont --2/-

The Statute 7 of the NEHU Act, 1973 provides appointment of Heads of Department as under :

7. (1) In the case of Departments which have more than one Professor, the Head of the Department shall be appointed by the Executive Council on the recommendation of the Vice-Chancellor from among the Professors.

(2) In the case of Departments where there is only one Professor, the Executive Council shall have the option to appoint, on the recommendation of the Vice-Chancellor, either the Professor or a Reader as the Head of the Department.

Provided that it shall be open to a Professor or Reader to decline the offer of appointment as the Head of the Department.

(3) A person appointed as the Head of the Department shall hold office as such for a period of three years and shall be eligible for reappointment.

Provided that if the term of the Head ends during an academic session, it shall automatically stand extended upto the end of the concerned semester.

(4) A Head of a Department may resign his office at any time during his tenure of office.

(5) A Head of a Department shall perform such functions as may be prescribed by the Ordinances.

However, there is no provision of removal of Deans/ Heads of the Departments prior to their 3 (three) years terms.

For removal of Deans & Heads prior to completing of their 3 (three) years terms of appointment necessary amendment in the Statute will be necessary under section 25 (2) of NEHU Act.

The matter is therefore placed before the Academic Council for consideration.

(vi) Regulation for Bachelor of Engineering Course in North Eastern Hill University.

In regards to the regulation for Bachelor of Engineering Course, it is understood that the said regulation has been framed by the concerned BUGS, in which a copy of the regulation as at ANNEXURE I was received by the Examination Department unofficially. But it was learnt from Conference Section that such regulations for B.E. Course has not been sent by the BUGS for approval by the Academic Council. The Examination Department which has to process the B.E. Examination, scheduled to be held in December 2001 has sent a letter to the Vice-Chancellor as Chairman of the Academic Council vide letter No. 3-4/EX/UG/ENG/2001-317 dated November 20, 2001 to add one provision in the said B.E. Regulation, to clarify on the minimum aggregate marks for a student to obtain the B.E. Degree, which states as follows:-

"Whereas 40% of marks be prescribed as a requirement for clearing each paper, the aggregate marks required for a person to have passed the Course should be a minimum of 45%".

Perhaps, the above regulation for B.E. Course moved by the Examination Department in consultation with the Conference Section for the urgent need of such regulation to enable the Examination Department to process the B.E. Evaluation and result may be accepted in the best interest of the student, and hence, it is placed before the Council for favour of its kind perusal and decision.

No:DR/EX/MISC/2001, dated 26th November '01

REGULATION FOR BACHELOR OF ENGINEERING COURSE
IN NORTH-EASTERN HILL UNIVERSITY

1. The Bachelor of Engineering Course, called and B.E. Course hereafter, shall comprise of four academic years and each academic year shall consist of two semesters. Each semester shall approximately consist of 15 weeks of teaching and 6 weeks of academic and other formalities including the semester examination.
2. The following categories of candidates will be eligible for admission to the B.E. Course.
 - (a) A candidate who has passed the two year Higher Secondary Science Examination or its equivalent as recognised by the North-Eastern Hill University, securing at least the minimum marks required to pass in Physics, Chemistry and Mathematics with an aggregate of 45% marks in these subjects taken together will be eligible for admission to the FIRST SEMESTER of the B.E. Course.
 - (b) A candidate, who has passed the FINAL DIPLOMA examination in a branch of study conducted by the State Council of Technical Education, Meghalaya or equivalent, will be eligible for admission to the Third Semester of the B.E. course of North-Eastern Hill University.
3. (a) Each subject offered by a student in a Semester shall consist of one or more of the following parts.
 - i) Theory (written paper)
 - ii) Sessional
 - iii) Practical/Viva-voce
- (b) In order to pass a subject, a student shall have to pass all the parts separately.
- (c) The minimum pass marks shall be as follows:

Examination	Minimum Pass Marks		
	Theory	Sessional	Practical/Viva-voce
All Semesters	40%	40%	40%

A candidate failing in any part (theory/sessional/practical) is to repeat that individually.

4. Semester Examination are divided into two groups : Odd (i.e. FIRST, THIRD, FIFTH AND SEVENTH) and Even (i.e. SECOND, FOURTH, SIXTH & EIGHTH). Each group of examinations will be held once in an academic year.

5. (a) Ordinarily a student should complete the entire course during the period of eight semesters. However a student may be allowed to participate in the academic programme upto a maximum of twelve consecutive semesters. At the end of 6th year, one further year may be allowed on special circumstances by the Vice-Chancellor on recommendation of the Principal and the name may be struck off from the University roll subsequently.
- (b) A student may appear in an arrear subject along with regular examinations of the concerned semester by paying the prescribed fee.
- (c) A student shall be allowed to continue the studies till the end of 6th semester irrespective of the number of failure in earlier semesters. But he/she will not be promoted to 7th semester unless he/she clears all subjects upto 4th semester within 3 years from the year of admission, failing which his/her name shall be struck off from the roll of the College.
- (d) A student must attend a minimum of 75% classes (Lecture + Practical+Sessional) organised by the department during a semester to be eligible to appear at the end semester examinations. A candidate failing in sessional even in one subject shall not be permitted to appear at the end semester examinations.
- (e) The Principal of the affiliated College may consider and decide on the request for condonation of shortage of attendance upto 5%. Condonation of any shortage more than 5% and less than 15% may be recommended by the Principal of the College to the V.C. with full justification, whose decision shall be final.
- (f) A candidate falling short of required attendance even in one subject in a semester, shall not be permitted to sit for the University examination of that semester. In that case he/she have to fulfill the attendance requirements as stated in 5(d) & 5(e) for all subjects.
- (g) A student, satisfying clause 5(d), 5(e) & 5(f) above will be allowed to sit for a semester examination on payment of the prescribed fees separately for each semester examination in which the candidate desires to appear.
6. AWARD OF CLASS:
 - (a) A candidate shall have to secure a minimum of 60% for a 1st Class and 45% for a 2nd Class on the aggregate of all the semesters.
7. Notwithstanding anything contained in this Regulation, any difficulty arising in interpretation of, or giving effect to, any provision of this Regulation, shall be referred to the Vice-Chancellor, whose interpretation or decision thereon shall be final.

5:2:7(1)

vii) Revised P.G.Syllabus in History

The School Board of Social Sciences in its meeting held on 13th, November, 2001 has considered & recommended the revised P.G.Syllabus in History which is placed as Annexure - 'A'

The matter is placed before the Council for consideration.

PROPOSED REVISED M A SYLLABUS IN HISTORY

Thrust Area : North East India

Streams of Specialization : A. Ancient India B. Medieval India

C. Modern India

COURSE STRUCTURE

SEMESTER I

1. Two Common/Compulsory courses (1. Historical Methods and
2. Pre-History to Ancient Societies
3. One core course in specialization stream (Society and economy in Ancient/Medieval/ Modern India)
3. One course in Non-Indian history linked to compulsory or core courses

SEMESTER II

1. Two Common/Compulsory courses (1. Feudalism and 2. Capitalism and Colonialism
2. One core course in specialization stream (Polity and society in Ancient/Medieval/ Modern India)
3. One course in Non-Indian history linked to compulsory or core courses

SEMESTER III

1. One Common /Compulsory course (Social and State Formation or any other common/ compulsory course H-107 onwards)
2. One core course in specialization stream (Religion and society in Ancient/Medieval/ Modern India)
3. One Optional related to stream of specialization (Ancient/Medieval/ Modern India)
4. One Optional related to Northeast India in the relevant stream of specialization (Ancient/Medieval/Modern)

SEMESTER IV

1. One Common/Compulsory course (Social Forces and Social Mobilization or any other common/compulsory course H-107 onwards)
2. One core course in specialization stream (Ancient/Medieval/Modern India)
3. One Optional related to specialization stream (Ancient/Medieval/Modern India)
4. One optional course related to Northeast in relevant stream of specialization or General/ Optional relevant to compulsory or core courses.

LIST OF COURSES

COMMON COURSES/COMPULSORY

- H-101: Historical Methods
- H-102: Pre-Historic to Ancient Societies
- H-103: Feudalism
- H-104: Capitalism and Imperialism
- H-105: Social and State Formations
- H-106: Social Forces and Social Mobilisation

COMMON COURSES/ALTERNATIVE

- H-107: Society, Technology and History: Pre-Historic Age to Industrial Revolution
- H-108: Modern Indian Society
- H-109: Perspectives in the History of North East India: Sources, Tools and Techniques
- H-110: Nationalism

ANCIENT INDIA

Core Courses

- H-201 : Economy and Society in Ancient India, circa 600 BC-AD 600
- H-202: Ancient Indian Polity and Society, circa 1500 BC –AD 600
- H-203: Religion and Society in Ancient India, circa 1500 BC- AD 1200
- H-204: Archaeology: Methods and Approaches

Ancient India-Optional

- H-205: The Chalcolithic Age in India
- H-206: Ancient Indian Art and Architecture
- H-207: The Rise of South Indian Civilization
- H-208: Museology

Ancient Northeast India – Optional

- H-209: Neolithic and Megalithic Cultures of Northeast India
- H-210: Socio-Economic History of Northeast India – The Early Period
- H-211: Religion and Society in Northeast India – The Early period

Ancient Non-India - Optional

- H-213: Bronze Age Civilizations of Egypt
- H-214: Ancient Mesopotamia
- H-215: Technology in the Making of Early China
- H-216: History of Graeco-Roman Civilization

Contd ... 2

MEDIEVAL INDIA

Modern India – Optional

- H-417: Modern China
H-418: Modern Japan
H-419: Colonialism in South East Asia
H-420: Social History of Modern Europe
H-421: Revolutions in Russia (1905-1964)
H-422: Modern U.S.A.
H-423: Social Movements in U.S.A.

Core Courses

- H-301: Political History of the Delhi Sultanat 1206-1526
H-302: Polity and Society in Medieval India
H-303: Economy and Society in Medieval India
H-304: Religion and Society in Medieval India

Medieval India – Optional

- H-305: Medieval Indian Historiography
H-306 : Political Ideas and Institutions during the Sultanat Period:
H-307: Political History of the Mughal Empire
H-308 : Political Ideas and Institutions during the Mughal Period

Medieval Northeast India – Optional

- H-309: Monarchies in Medieval Northeast India

MODERN INDIA

Core Courses

- H-401: British Expansion and Imperial Policy in India
H-402: Colonialism, Imperialism and Economic Change in India
H-403: Indian Nationalism
H-404: Colonialism, Communalism and Secularism in Modern India

Modern India – Optional

- H-405: Peasant Movements in Modern India
H-406: Contemporary India (1947-2000)
H-407: Dimensional and Directional Trends of the Indian National Movement
H-408: History of Ideas in Modern India
H-409: Frontier and Foreign Policy of British India (1844-1947)

Modern Northeast India – Optional

- H-411: British Policy in North East India
H-412: Economic History of Modern Northeast India
H-413: Government and Politics in Northeast India since 1947
H-414: Impact of the Nationalist Movement in Northeast India
H-415: Middle Classes and Educated Elite in Northeast India
H-416: Christianity in Northeast India

Contd ... 3

Modern Non-India -- Optional

- H-417: Modern China
- H-418: Modern Japan
- H-419: Colonialism in South East Asia
- H-420: Social History of Modern Europe
- H-421: Revolutions in Russia (1905-1964)
- H-422: Modern U S A
- H-423: Social Movements in U S A

GENERAL/NON-INDIAN - OPTIONAL

- H-501: Introduction to Gender History
- H-502: History of Science and Technology
- H-503: Introduction to Interpretation of Sources of History
- H-504: Modern Bhutan and Sikkim
- H-505: Tibet, the Himalayan States and Burma
- H-506: Imperialism, Colonialism and Nationalism in Burma
- H-507: Modern Nepal

Medieval Northeast India -- Optional

- H-309: Monarchies in Medieval Northeast India

MODERN INDIA

Core Courses

- H-401: British Expansion and Imperial Policy in India
- H-402: Colonialism, Imperialism and Economic Change in India
- H-403: Indian Nationalism
- H-404: Colonialism, Communism and Secularism in Modern India

Modern India -- Optional

- H-405: Peasant Movements in Modern India
- H-406: Contemporary India (1947-2000)
- H-407: Dimensional and Directional Trends of the Indian National Movement
- H-408: History of Ideas in Modern India
- H-409: Frontier and Foreign Policy of British India (1844-1947)

Modern Northeast India - Optional

- H-410: British Policy in North East India
- H-411: Economic History of Modern Northeast India
- H-412: Government and Politics in Northeast India since 1947
- H-413: Impact of the Nationalist Movement in Northeast India
- H-414: Middle Classes and Educated Elite in Northeast India
- H-415: Christianity in Northeast India

HISTORICAL METHODS

OBJECTIVES:

This course is offered as a tool course the aim of which is to train the students of history both in the theoretical and conceptual developments in historiography as well as in the technical aspects of writing history.

Course Content:

- A. What is History; Causation in History; Generalization in history; Objectivity; History and Archaeology; History and Anthropology; History and Sociology; History and Economics and History and Political Science.
- B. Development of Historiography: Ancient historiographic developments in the west and in Asia; Medieval historiography; Christian, Persian and Arabic historiography; Modern historiography; Positivism and historical materialism. Gender history: theories and concepts of feminism.
- C. Trends of History writing in Modern India: Colonial; Nationalist; Communalist; Marxist; Subaltern.
- D. Trends of History writing in North East India: A brief survey of the major works and the dominant trends.
- E. Date collection; theme and criticism; bibliography footnoting and chapterisation.

Use of Sources; Ancient; Medieval, Modern; use of sources of Gender History; Oral tradition as a source.

Essential Readings:

1. Arthur Marwick, The Nature of History (Penguin, 1993 (rep.))
2. R G Collingwood, the Idea of History, (Madras, 1989).
3. Feverley Sougtgate, History, what and shy: Ancient, Modern and postmodern perspectives (Routledge, London, 1996).
4. Keith Jenkins, Rethinking History, (London, 1991).
5. Mark T Gilderhus, History and Historians: A Historiographical Introduction, (Prentice Hall, New Jersey, 1992).
6. P Gardiner (ed.), Theories of History, (New York, 1959).
7. E H Carr, What is History, (London, 1963).
8. Romila Thapar, Interpreting Early India, (OUP, Delhi, 1993).
9. M Hasan (ed.) Historians, odf Medieval India, (Meenakshi Prakashan, Meerut, 1968).
10. Harbans Mukhia, Historians and Historiography during the Regin of Akbar, (Vikas, New Delhi, 1976).
11. D C Sircar, Select Inscriptions bearing on Ancient Indian History And Cicalisation Vols. I & II, (Calcutta University, 1965 (2nd Edition).

12. Irfan Habib, Interpreting Indian History, (NEHU, Shillong, n.d.).
13. S Rowbotham, Hidden From History, (New York, 1974).
14. Paul Thompson, Voice of the pst, (OUP, Oxford, 1978).
15. Bernard S Cohn, An Anthropologist among the Historians and

OBJECTIVES:

12. Irfan Habib, Interpreting Indian History, (NEHU, Shillong, n.d.).
13. S Rowbotham, Hidden From History, (New York, 1974).
14. Paul Thompson, Voice of the past, (OUP, Oxford, 1978).
15. Bernard S Cohn, An Anthropologist among the Historians and Other Essays, (OUP, Delhi, 1998 (5th impression).
16. Manorama Sharma, History and History writing in North East India, (Regency Publishers, Delhi, 1999).
17. Robert Jones Shafer, A Guide to Historical Method, (The Dorsey Press, 1963).
18. W J Geode & Paul K Hatt, Methods in Social Research (Mc Grew Hill, New York, 1952).
19. C H Phillips, Historians of India, Pakistan and Ceylon (OUP, London, 1967 (rep).

Additional Readings:

1. L Gottschalk (ed.) Generalisation in History, (University of Chicago Press, Chicago, 1967).
2. T B Bottomore, Sociology, (Blackie & Sons, 1979).
3. W J M Mackenzie, The Study of Political Science Today, (Macmillan, 1970).
4. C W Mills, The Sociological Imagination, (OUP, London 1959).
5. G R Elton, The Practice of History.
6. M M Sharma, Inscriptions of Ancient Assam, (Guwahati University, 1979).
7. D A Low, Archives in South Asia.
8. H E Barnes, History of History writing, (Dover Publications, New York, 1963).
9. F Engels, Anti-Duhring, (Progress Publishers, Moscow, 1975).
10. K Marx & F Engels, German Ideology (Progress Publishers, Moscow, 1976 (3rd rev ed).
11. A Jaggar, Feminist Politics, (Sissex, 1983).
12. J Krishnamurty (ed.) Women in Colonial India: essays on Survival, work and the state, (OUP, Delhi, 1999).
13. C R Kothari, Research Methodology: Methods and Technique, (Wiley Eastern Ltd., New Delhi, 1993).
14. Harbans Mukhia, Perspective on Medieval History, (Vikas, New Delhi, 1993).
15. Jan Vansina, The Oral Tradition: A study in Historical Methodology, (1959).
16. Journal of Oral History.
17. History and Theory (Journal).
18. Gareth Morgan (ed.), Beyond Method: Strategies for Social Research (Sage Publications, New Delhi, 1973).
19. Q Skinner (ed.) The Return of grand Theory in the Human Sciences (Cambridge University Press, Cambridge, 1985).

Note:

A large number of books have been included in both the essential and additional reading lists for this course for two reasons. First, the nature of the course is such that no one or two books will be able to give the students the necessary information. Therefore select sections from different books will have to be recommended by the teachers concerned. Secondly, since this is a very fundamental course, the students should be exposed to the varied kind of literature available.

COURSE NO.H- 102 PRE-HISTORIC TO ANCIENT SOCIETIES

OBJECTIVE : The course covers the stages of development in ancient history, from pre-historic cultures to the rise of iron-age urbanization. The focus of the course is on the transition from stone-using cultures to metal-using ones, in the context of band, tribe caste, slavery, etc., as major features in the socio-economic structure. The emphasis on socio-economic aspects of

history covered by this course necessitates the use of the inter-disciplinary approach and interpreting the archaeological and textual evidence on the lines of methods applied in anthropology and history. The course will introduce students to the dynamics of both change and continuity in the context of select societies at the global level.

Course Contents

- A. Methodological issues in archaeology, anthropology and history introduction to historiography. Concepts of culture, society state and urbanization.
- B. Human evolution. Stone-using cultures-geographical background ; chronology; peoples and occupations-palaeolithic to neolithic. Hunting-gathering and the origins of food production; band to tribe. Areas of Study ;relevant provenance in Africa, Asia and Europe. Introducing stone-using in North east India.
- C. Copper-/Brone-using cultures-geographical background; development stages in metallurgical technology. beginnings of the "state" and of urbanization. Pastoral nomadism, settled agriculture and trade. Areas of study: West Asia, North Africa and North-West India.
- D. Iron-using cultures-geographical background; stages in iron metallurgy. Peasant societies in the context of slavery and of caste as essentials in the socio-economic structure, with special reference to northern India and the Aegean world in the first millennium BC. Iron age urbanization.
- E. The structure of agrarian empires: conceptual issues in the imperial systems and the modes of production -Oriental and Occidental. Mechanisms of state control .Areas of study: Maurya India and Imperial Rome.

Essential Readings

- V.Gordon Childe: *What Happened in History* (Penguin Books, 1975 Reprint).
 C.Daryll Frode, *Habital, Economy and Society* (London, 1963)
 G.Clark, *Archaeology and Society* (London, 1966).
 LeClair and Schneider (ed.), *Economic Anthropology :Readings, Theory and Analysis* (New York, 1968) select articles.
 E.J.Hobsbaum(ed), *Karl Marx : Pre-Capitalist Economic Formations* (London, 1964).

Additional Readings

- Stuart Piggot, *Prehistoric Societies* (Penguin Books, 1980).
 M.I.Finely(ed), *Studies in Ancient Society* (Routledge and Kegan Paul, London, 1975.)
 K.Polanyi et al, *Trade and Markets in the Early Empires* (Glencoe, 1975 reprint).
 W.Fairservis, *The Roots of Ancient India* (London, 1971).
 H.D.Sankalia, *Prehistory and Protohistory of India and Pakistan* (Poona, 1974).
 A.H.Dani, *Prehistory and Protohistory of Eastern India* (Calcutta, 1971).
 D.P.Agrawal, *The Copper Bronze Age in India* (Poona, 1969).
 D.D Kosambi, *An Introduction to the Study of Indian History* (2nd revised edn., Bombay, 1975.)
 R.Mc.Adams, *The Evolution of Urban Society* (Chicago, 1966).
 S.N.Eisenstadt(ed), *Decline of Empires* (New Jersey, Prentice Hall, 1967).
 V.Ehrenberg, *The Greek State* (2nd edn., London, Methuen, 1969).
 A.H.M.Jones(ed), *History of Rome Through the Ages* (Macmillan, 1968).
 Romila Thapar, *From Lineage to State* (OUP, Delhi, 1983).
 R.S.Sharma, *Material Culture and Social Formations in Ancient India* (Macmillan, Delhi, 1983).

Course No: H-103: FEUDALISM

Objectives: The course is designed to acquaint students with the rise and developments of a cast social, economic and political structure which lasted for about a thousand years in Western Europe. Indian Feudalism would be studied in the context of the ongoing debate.

Course Content

- A. European and Indian Feudalism including North East India concepts and debate.
- B. Transition from Ancient Society to Feudal Society in Western Europe, Slavery and Slave – mode of production; slavery; serfdom and peasant societies. Growth of Feudal system; Feudal mode of production, stratification of the peasantry, obligations on serf, climatic factors, class of Lords.
- C. Dynamics of Feudal Economy or second feudal age, growth of population, trade and urbanisation, growth of new economy, decline of feudalism, Black death, shortage of labour, peasant rebellions, crisis of feudalism.
- D. Characteristics Features of Early Medieval Indian Society, Changing Material base and the new social order, the new social ethos, unequal distribution of land and military power, increasing social tension.
- E. Indian Feudalism, slavery in Indian context, Urban Decay, advance in agricultural knowledge and technology, crops and plants, rural settlement, new pattern of agrarian relations, obligations of the peasantry, feudal land tenure, growth of closed economy.

Essential Readings:

1. Marc Bloch : Feudal society, 2 vols, London 1962.
2. Perry Anderson : Passages from Antiquity to Feudalism, London, 1975.
3. R H Hilton(ed.) : Transition from Feudalism to Capitalism.
4. Henry Pirenne : Economic and social history of Medieval Europe, London 1961.
5. Lynn White Junior : Medieval Technology & Social Change.
6. R S Sharma : Perspective in Social and Economic History of Early India, New Delhi, 1983.
7. – Do- : Indian Feudalism, New Delhi, 1985.
8. B N S Yadav : Society and Culture in Northern India, Allahabad, 1974.
9. Herbans Mukhia : Perspective on Medieval History, New Delhi, 1993.

Additional Readings:

1. Marc Bloch : Land & Work in Medieval Europe, New York, 1966.
2. R Coulbarn : Feudalism in History, Princeton, 1956.
3. R H Hilton (ed.) : Transition from Feudalism to Capitalism, London 1976.
4. R H Hilton : Bond Men Made Free, London, 1977.
5. George Duby : The Chivalrous Society, London 1973.
6. – Do- : Rural Economy and Country Life in the Medieval West, London 1968.
7. – Do- : Early Growth of European Economy: Warriors and Peasants from 10th to 12th Century, New York, 1974.
8. R S Sharma : Urban Decay in India, New Delhi, 1987.
9. V K Thakur : Historiography of Indian Feudalism, Patna, 1992.

Course No. H-104 CAPITALISM AND IMPERIALISM

Objective : The objective of this course is to acquaint students with two significant developments-capitalism and Imperialism covering the 16th to the mid 20th century, the key problems in the emergence and development of western European capitalism , its relation with colonial-imperialist expansion and the underlining forces behind the last century imperial rivalries.

Course Contents

A. Studies in the theories and practice of capitalism and imperialism, Geographical explanation and overseas Colonisation, European rivalries and pattern of Colonisation, Manufacturing in the Age of Merchant Capitalism, Mercantilism, Methods and organisation of trade.

B. Sixteenth Century England : The wheels of changes, Price rise and the crisis of the Seventeenth Century, England on the Path of Industrialization, Industrial Revolution in England, Transition from Mercantile to Industrial Era, Factory System, Labour and Legislation.

C. Industrial Capitalism and Imperialism ,Maturation of Industrial Capitalism, Impact of Colonial Trade on Capital Accumulation in Europe ,Growth of Western European Industrialisation.

D. Industrial Capital Development and Industry in Europe, USA and investment in colonial enterprises, partition of Africa and imperial expansion in Asia including India and North East India before 1914; colonial rivalries and the origins of the First World War.

E. Finance Capital in Europe and USA and their control of investments overseas, the World Economic Crisis, origins and aftermath, Imperialist expansion of Germany and Japan, their social and economic roots, origins of the Second World War, aftermath of War and collapse of imperial regimes.

Essential Readings

R Hilton(ed), The Transition From Feudalism to Capitalism, London, 1976

Carlo M Cipolla, Before the Industrial Revolution, London, 1993

Maurice Dobb, Studies in the Development of Capitalism ,London, 1963. Davis Ralph, Rise of the Atlantic Economics, London, 1988

Cambridge Economic History of Europe, Vol.V, CUP, 1991

D K Fieldhouse, The Colonial Empire, New York, 1993

- Economic and Empire 1830-1914, London, 1976

E J Hobsbawm, Industry and Empire, London, 1975

J D Chambers, The Workshop of the World, London, 1973

E L Jones, Agricultural and Industrial Revolution, Oxford, 1974

G W Southgate, English Economic History, London, 1973

Brian Murphy, A History of British Economy, London, 1973

Martin Wolfe, The Economic Causes of Imperialism, John Wiley, New York, 1972

G.H.Nadell & P.Curtis, Colonialism and Imperialism, Macmillan, London, 1969

Sydney Pollard, European Economic Integration 1815-1970, Thames and Hudson, London, 1974

Micheal Barrat, Economic of Imperialism. Brown Press, 1989

V.G.Kiernan, European Empires from the colonial age to collapse, London, 1987

AJP Taylor, Struggle for Mastery in Europe, OUP, Oxford, 1971

- Origins of the First world War. OUP, 1979

- Origins of the Second World War, Penguin, HammondSworth 1964.

James Joll, Europe Since 1870 : An International History, Hammond Sworth, 1976

V.I.Lenin, Imperialism : The Highest Stage of Capitalism, Introduction by Prabhat Patnaik, Leftward Books, New Delhi, 2000

V.G.Kiernan, Imperialism and its Contradictions, New York, 1995

Roger Owen, Studies in the Theory of Imperialism, Longman, London, 1972

Course No. H-105 SOCIAL AND STATE FORMATIONS

Objective : This course will deal with the theoretical issues related to the processes of social formations leading to the emergence of states in early societies. It will also aim at training the students to undertake research on societies in North East India.

Course Content

- A. Concepts and issues in and social state formations .The "Early State", Model, Band, Tribe, Caste, Labour process, Stratification, Surplus, State of Nature, State.
- B. Theories and Hypotheses of Origins of States; Graeco-Roman, Turko-Mongol and modern European traditions.
- C. India-Origins and development of early states; Emergence of territorial states-Janapadas and Mahajanapadas.
- D. Factors and forces of social and state formations in North East India; social formations in early periods-Brahmaputra and Barak valleys; medieval monarchies and tribal polities.
- E. Case studies; Angkor, Ankole, Aztec, Egypt, Greece, China; Maurya, Jayantia (Jaintia)

Essential Readings

- L.H.Morgan : *The Ancient Society* (KP Bagchi & Henry JM Claessen Co., Calcutta, 1982).
 Peter Skalnik(ed): *The Early State* (The Mouton Press. The Hague, 1978).
 R.S.Sharma: *Aspects of Political Ideas and Institutions in Ancient India* (Motilal Banarasidas, New Delhi, 1993)
 Romila Thapar : *From Lineage to State* (OUP, Bombay, 1984).
 Surajit Sinha(ed): *Tribal Polities and State Systems in Precolonial Eastern and North- Eastern India* (KP Bagchi & Co., Calcutta, 1986)
 J.B.Bhattacharjee: *Social and Polity Formations in Pre-Colonial North East India* (Vikas Publishing House, New Delhi, 1992)

Additional Readings

- Perry Anderson: *Passage from Antiquity to Feudalism* (VERSO, London, 1992)
 F.Engels: *Origins of Family, Private Property and State* (London, 1972).
 R.Cohen & ER Service: *Origins of the State* (Philadelphia, 1978).
 Morton H Fried: *The Evolution of Political Society* (New York, 1967).
 A.S.Altekar : *State and Government in Ancient India* (Banaras, 1949).
 H.K.Barpujari(ed): *The Comprehensive History of Assam, Vol.I* (Assam Publication Board, Guwahati, 1990).

Course – H- 106: SOCIAL FORCES AND SOCIAL MOBILISATION

Objective –The main aim of this course is to introduce students to the conceptual issues related to the emergence and mobilization of social forces which lead to the developments of historical situations that challenge the established order. The course is intended to train the students to apply lessons of history to understand various contemporary issues disturbing the society today particularly the conflicts that disturb present day Indian society.

Course Content:

- A. Conceptual Issues: Defining society, social forces, mobilisations, social movements.
- B. Understanding social forces: Elite; Class; Ethnicity. Women as a social force., Methods of mobilisation: spread of ideas; revivalism; revolution; terrorism; extremism, insurgency; separatism.
- C. Challenges to the established order (I) Buddhism and Jainism; Slave revolt in classical antiquity; Church and state in Medieval Europe: Peasants vs the social order in Europe and West Asia.
- D. Challenges to the Established Order (II): Reformation in Europe: Bhakti Movement India; Taiping rebellion in China; Maomaria rebellion in the Ahom Kingdom; Emergence of new religious sects in west Asia; French Revolution 1789; Glorious Revolution; Bolshevik Revolution.
- E. Emergence of New Social Forces in India during the colonial period and after independence: Peasants and workers' mobilization; Emergence of Western educated elite's, capitalist and bourgeois forces; mobilization of feudal forces; Emergence and mobilization of Linguistic and ethnic forces. (In the discussions of the above special emphasis will be placed on the North East whatever it is relevant).

Essential Readings:

1. Giovanni Sartori, Social Science Concepts: A Systematic Analysis, (Sage Publications, Beverly Hills/ London/ New Delhi, 1984).
2. Raymond Williams Keywords: A Vocabulary of Culture and Society, (Fontana, 1977 (4th impression).
3. Ted Gurr, Why Men Rebel, (Princeton University Press, Princeton, 1970).
4. J Plamenatz, Idology (Macmillan, London 1970).
5. Patricia Crone & Michael Crook, Hagarism: The making of the Islamic World, (Cambridge University Press, Cambridge, 1977).
6. Mary Beard, Women as a Force in History, (New York, 1962).
7. Johan Gouldsblom et al (ed), The course of Human History: Economics Growth, social process and civilisation, (M E Sharpe Inc. News York, 1996).
8. S C Malik (ed), Dissent, Protest and Reform in Indian Civilisation, (IIAS, Simla, 1977).
9. D D Kosambi, An Introduction to the study of Indian History(Bombay, 1975 (2nd Rev.edn.).
10. Ranajit Guha, Elementary Aspects of Peasant Insurgency in India, (OUP, Delhi, 1997).

Additional Readings:

1. Gareth Morgan (edc), Beyond Method: Strategies for Social research (Sage Publications, New Delhi, 1973).
2. Mark Bloch, Land and Work in Medieval Europe (Harper and Row, New York, 1966).

3. Mark Elvin, *The Pattern of the Chinese Past*, (Eyre Methuen, London, 1973).
4. Jack Gray, *Rebellions and Revolutions: China from the 1800s to 1980s*, (OUP, 1990).
5. J M Roberts (ed), *The Short Oxford History of the Modern World*, (OUP, 1990).
6. D P Chattopadhyaya, *Lokayata*, (New Delhi, 1959).
7. R H C Davis, *A History of Medieval Europe* (Longman, London, 1988).
8. A Guha, *Medieval and Early Colonial Assam: Society, Polity*, (CSSS, Calcutta, 1991).
9. Lloyd I Rudolph & Susanne Hoeber Rudolph, *The Modernity of Tradition: Political Development in India*, (Orient Longman, 1987 (rep.)).
10. Sukomal Sen, *Working Class of India: History of Emergence and Movements*, (Calcutta, 1993).
11. Radha Kumar, *The History of Doing: An Illustrated Account of Movements for Women's Rights and feminism in India, 1800-1990*, (Kali for Women, New Delhi, 1998 (3rd Impression)).
12. Udayon Misra, *The Periphery Strikes Back* (IIASD, Simla, 2000).
13. B Pakem (ed.), *Insurgency in North East India*, (Omsons, New Delhi, 1997).

- Essential Readings:
1. Giovanni Sartori, *Social Science Concepts: A Systematic Analysis*, (Sage Publications, Beverly Hills, London, New Delhi, 1984).
 2. Raymond Williams, *Keywords: A Vocabulary of Culture and Society*, (Fontana, 1977).
 3. Ted Lowy, *Why Men Rebel*, (Princeton University Press, Princeton, 1970).
 4. E. H. Carr, *What is History?*, (Macmillan, London, 1961).
 5. Patrick Corbin, *Revolution and the Making of the Islamic World*, (Cambridge University Press, Cambridge, 1997).
 6. Mary Beard, *Women as a Force in History*, (New York, 1982).
 7. John Goldstone et al., (ed), *The course of French History: Economics Growth, social process and civilisation*, (M E Sharpe and Row, New York, 1998).
 8. B C Malviya (ed), *Recent Past and Present Indian Civilisation*, (IAS, Simla, 1977).
 9. D O Rosenthal, *An Introduction to the Study of Indian History*, (Bombay, 1973).
 10. Ranjit Guha, *Elementary Aspects of Peasant Insurgency in India*, (OUP, Delhi, 1997).

- Additional Readings:
1. Galen W. Martin (ed), *Beyond Method: Strategies for Social Research*, (Sage Publications, New Delhi, 1973).
 2. Mark Bloch, *Land and Work in Medieval Europe*, (Harper and Row, New York, 1966).

Course No. H-107-Society, Technology and History : Pre-Historic Age to Industrial Revolution

Objective : Technology not only explains human beings gradual ascendancy over other living beings and the environment, but also the nature of societies that have evolved during their existence on this planet. As every aspect of technology cannot be accounted for, the course will focus broadly on those important aspects of human creations which have had more visible and tangible consequences on the physical reality.

Course Content

- A. Concepts and issues in history of technology; Debates on dating method; How technology differentiates human beings from other animals.
- B. Stone Age to Metal Age cultures – Palaeolithic, Epi-palaeolithic/Mesolithic, Neolithic, Copper-Bronze, Iron
- C. Pastoral and nomadic societies; Convergence of nomadic and sedentary societies; Settlements and technological changes
- D. Evolution of tools and implements; Early agricultural societies
- E. Development of non-animal power; wind, stem and fossil fuel; the Industrial Revolution and its consequences

Essential Readings

- Charles Singer, *A History of Technology*, 5 vols. (Oxford, 1975)
 Lynn Whyte, *Medieval Technology and Social Change* (Oxford, 1962)
 J D Bernal, *Science in History*, 4 vols. (Cambridge, 1969)
 Edward Spicer (ed.), *Human Problems in Technological Change* (New York, 1962)
 Gordon Childe, *What Happened in History* (Penguin, 1978)
 F Engels, *The Origin of the Family, Private Property and the State* (Moscow, 1985)
 D P Mukherjee, *Science in Ancient India* (Calcutta, 1982)

Additional Readings

- Karl Marx and F Engels, *Selected Works*, vol. II (Moscow, 1982)
 Michael Evans, *Karl Marx* (London, 1975)
 Ray Spangenburg & Diane k Moser, *The History of Science in the Nineteenth Century* (Universities Press, Hyderabad, 1999)
 Donald Caudwell, *The Fontana History of Technology* (Fontana Press, 1994)

Course No. H- 108 : 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 influenced the policies and programmes of the Indian State after the transfer of power.

Course Contents

- A. 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.
- B. Western education, growth of new ideas and rise of middle class; social Reform Movements.
- C. Monetization of economy ; Towards Finance Capital; setbacks to industrialization; urban growth and social change.
- D. Emergence of Nationalism; Towards a mass movement, Swadeshi and economic reconstruction; Peasants' and working class movements.
- E. Transfer of Power - problems of Indian Democracy; Political economy of decolonization.

Essential Readings

- R.P. Dutt : India Today, Manisha Granthalaya, Calcutta, Rep.1986.
- Anil Seal : The Emergence of Indian Nationalism, C.U.P,19...
- Bipan Chandra : Rise and Growth of Economic Nationalism, People Publishing House, New Delhi, Rep.1982.
- A.R.Desai : Social Background of Indian Nationalism Popular Prakashan, Bombay Fourth Edition,1993.
- 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.
- Kenneth Jones : Socio-Religious Reform Movements in British India (The New Cambridge History of India,Vol III)Orient Longman, Hyderabad,1989.

Additional Readings

- V.P.S.Raghuvanshi: Indian Society in the Eighteenth Century, Associated (Delhi,1969).
- R.J.Moore: The Crisis of Indian Unity,1917- 1940,OUP.,Delhi,1974.
- T.R.Metcalf: The Aftermath of Revolt 1857- 1870(Princeton University Press) 1964.

- S.Bhattacharya : The Financial Foundation of British Raj.
 B.R.Robinson : The Political Economy of the Raj.
 Dharma Kumar(ed): The Cambridge Economic History of India Vol.II c 1757 - c 1970, Orient Longman,(Hyderabad 1982).
 Yogendua Singh: Modernization of India Tradition.
 M.N.Srinivas : Social Changes in Modern India.
 B.R.Nanda(ed) : Essays Modern India ,OUP,New Delhi,1980.

Course No. H- 109 : 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 influenced the policies and programmes of the Indian State after the transfer of power.

Course Contents

- A. 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.
- B. Western education, growth of new ideas and rise of middle class; social Reform Movements.
- C. Monetization of economy ; Towards Finance Capital; setbacks to industrialization; urban growth and social change.
- D. Emergence of Nationalism; Towards a mass movement, Swadeshi and economic reconstruction; Peasants' and working class movements.
- E. Transfer of Power - problems of Indian Democracy; Political economy of decolonization.

Essential Readings

- R.P. Dutt : India Today, Manisha Granthalaya, Calcutta,Rep.1986.
 Anil Seal: The Emergence of Indian Nationalism, C.U.P,19 .
 Bipan Chandra : Rise and Growth of Economic Nationalism, People Publishing House,New Delhi, Rep.1982.
 A.R.Desai : Social Background of Indian Nationalism Popular Prakashan, Bombay Fourth Edition,1993.

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).

Kenneth Jones : Socio-Religious Reform Movements in British India (The New Cambridge History of India, Vol III)Orient Longman, Hyderabad,1989.

Additional Readings

V.P.S.Raghuvanshi: Indian Society in the Eighteenth Century, Associated (Delhi,1969).

R.J.Moore : The Crisis of Indian Unity,1917- 1940,OUP.,Delhi,1974.

T.R.Metcalf : The Aftermath of Revolt 1857- 1870(Princeton University Press) 1964.

S.Bhattacharya : The Financial Foundation of British Raj.

B.R.Robinson : The Political Economy of the Raj.

Dharma Kumar(ed): The Cambridge Economic History of India Vol.II c 1757 - c 1970,Orient Longman,(Hyderabad 1982).

Yogendra Singh: Modernization of India Tradition.

M.N.Srinivas: Social Changes in Modern India.

B.R.Nanda(ed) : Essays Modern India ,OUP,New Delhi,1980.

COURSE NO.H-110 NATIONALISM

Objective : The objective of this course ,offered as an optional course for students specialising in modern India and non Indian history, is to equip the students with the historiographical background and operation of nationalism in Europe in the 19th century and Africa and Asia in the 20th century. Covering two centuries of tremendous developments the course will familiarise students with the broad aspects with emphasis on certain more significant developments of the theme.

Course Content

- A.** Historiographical of modern nationalism ,social ,economic and political aspects of European nationalism ; liberalism in England,French revolutions of 1830 and 1848,their impact on Europe;rise of nationalism in Russia, and unification of Germany and Italy,the Balkans-pan Slavism.
- B.** Brief history of Africa and Asia under colonial rule, early nationalist stirrings, impact of First War and the Russian Revolution ,Kemalist revolution in Turkey,Zionism and Palestinian nationalism,India and China till the 1930s,Japanese nationalism.
- C.** Second World War and impact on nationalist movements on Asia : Decolonisation of European empires in Asia, last phase of national struggle in India, Chinese Communists' success, territorial and ethnic nationalist movements in Burma, Malaya, Indonesia and the Philippines,Japan.
- D.** Second World War and impact on nationalist movements in Africa: Decolonisation of European colonies in Africa, grouping of former colonies into independent states,

emergence of independent states in north, central and south Africa, the African model of nationalism, case studies of Nigeria, Ghana, Congo, Kenya, Egypt, apartheid regimes of Rhodesia and South Africa.

E. Nation building in Africa and Asia : Problems of national integration, socio-economic development , ethnicity and continued nationalist upsurges within the newly formed states.

Essential Readings

William Carr: A History of Germany ; 1815-1990, Edward Arnold, London, 1994.

Edward Royle : Modern Britain, A Social History 1750-1985, Edward Arnold, London, 1992.

High Seton-Watson: The Russia Empire 1801-1917, OUP, New York, 1989.

Agatha Ramm : Europe in the Nineteenth Century, Longman, London, 1989.

E.J.Hobsbawm : **Nations and Nationalism Since 1780: Myth, Reality**, Cambridge University Press, Cambridge, 1990.

Paul Brass: **Ethnicity and Nationalism: Theory and Comparison**, New Delhi, 1991.

Peter Alter : **Nationalism**, Edward Arnold, London, 1994.

Micheal Crowder: **The Cambridge History of Africa 1943-1970**, Cambridge University Press.

Meenaxi Phukan: Rise of Modern West, Macmillan India Ltd, New Delhi, 1989.

Nicholas Tarling(ed): **The Cambridge History of South East Asia**. vol, II, The Nineteenth and Twentieth Centuries, Cambridge University press, Cambridge, 1992.

Immanuel CY Hsu : **The Rise of Modern China**, Oxford University Press, New York, 1990.

R.Emerson: **From Empire to Nation : The Rise Self- Assertion of Asian and African Peoples**, Harvard University Press, 1960.

L.L.Snyder : **The New Nationalism**, Cornell University Press, 1969

Additional Readings :

Heinz Gollwitzer: Europe in the Age of Imperialism 1880-1914, Thames and Hudson, London, 1969.

Basil Davidson: **Africa in Modern History : The Search for a New Society**, Penguin Books Ltd., London, 1978.

In Pluvier : **South East Asia from Colonialism to Independence**, Oxford University Press, Kuala Lumpur, 1974.

John Fairbanks et al: **East Asia : Transition and Transformation**, George Allen and Unwin Ltd., London, 1973.

Edgar Snow : **China's Long Revolution**, Penguin Books Hammondsmith, UK, 1974.

Dick Wilson : **Asia Awakes**, Penguin Books, UK, 1970.

J.D.Legge : **A Political Biography**, Penguin Books Hammondsmith, UK, 1972.

S.C.Easton : **The Rise and Fall of Western Colonialism**, Praeger, 1964.

R.Emerson : **The Political Awakening of Africa**,

& M.Kilson Prentice Hall, 1960.

W.Laquer : **The Israeli-Arab Movements**, Bantam Books, 1969.

E.W.Said : **The Question of Palestine**, Times Books, 1980.

Course No.H-201 ECONOMY AND SOCIETY IN ANCIENT INDIA,CIRCA 600 B.C.-A.D. 600

Objective : In this course the main themes of ancient Indian Social and Economic History are covered. The Gangetic basin the Deccan and parts of the peninsula being case studies. The course requires students to familiarise themselves with the broad variations in topography, climatic conditions and technological / Cultural levels of the areas under study. Thus they would be able to place social processes and the corresponding socio-economic institutions in their proper geographical setting, from a proper historical perspective.

Course Contents

- A. Historiography of ancient Indian society and economy. Introduction to sources, methods and approaches ; problems of interpretation and analysis; conceptual issues of socio-economic import.
- B. Post-vedic socio-economic structure; the origins and development of agrarian societies, trading groups, specialist groups of artisans and craftsmen; urbanization. The age of the Sultras; beginnings of legal sanction of discriminating privileges/disabilities in society.
- C. Socio-economic base of the Maurya Empire-the agrarian base, commodity-production, trade. Principles, sources and methods of taxation. Sources of law. Mechanisms of state control. Social relevance of Dharma. Decline and fall of the Maurya empire.
- D. Post - Maurya economy and society. Trade and commerce, 200B.C.-A.D.300. An age of expanding economy; the rise of new kingdoms outside the gangetic basin-- (a)Kusana; (b)Satavahana--aspects of socio-economic institutions. Acculturation of foreign and "Native" elements. Beginnings of the practice of landgrants and its social implications.
- E. Changes in the agrarian structure,A.D.300 - 600 ,Changing concepts of land ownership. Diffusion of Brahmanical culture, proliferation of kingdoms, practice of landgrants. Nature of trade and commerce, and of urban centres. Development of brahmadeyas and aghararas in (a) Northern India under the contemporaries of the Guptas; (b) South Indian under the Pallavas; land system and trade in the Pallava period;(c)Kamarupa under the Varmans and the Salastambha kings.

Essential Readings

D.D.Kosambi, *An Introduction to the Study of Indian History* (2nd rev.edn.,Bombay,1975.)

- D.D.Kosambi, *The Culture and Civilization of Ancient India in Historical* (2nd reprint, Delhi, 1975.)
 D.N.Jha, *Studies in early Indian Economic History* (Delhi, 1980).
 S.Jaiswal, "Studies in Ancient Indian Social History" *Indian Historical Review*, Vol.VI, pp.1-63.

Additional Readings

- U.N.Ghoshal, *Contributions to the Study of the Hindu Revenue System* (Calcutta, 1972 reprint).
 Romila Thapar, *Ancient Indian Social History* (New Delhi, 1978).
 R.S.Shrama, *Aspects of Political Ideas and Institutions in Ancient India* (rev.edn., Delhi, 1997)
 R.S.Shrama, *Some Economic Aspects of the Caste Systems in Ancient India* (Patna, 1952).
 R.S.Shrama, *Sudras in Ancient India* (2ndn., Delhi, 1980).
 P.V.Kane, *History of Dharmasastra, II* (BORI, Poona, 1962, 2nd edn.,)
 D.N.Jha, *Revenue System in Post-Maurya and Gupta Times* (Calcutta, 1967).
 B.N.S.Yadava, *Society and Culture in Northern India in the Twelfth Century* (Allahabad, 1973)--relevant portions.
 B.Stein, *State and Society in Medieval South India* OUP, Delhi, 1980--relevant portions.
Corpus Inscriptionum Indicarum, Vols. I-III.
 D.C.Sircar, *Select Inscriptions Bearing on Indian History and Civilisation, I* (Calcutta, 1942).
 M.M.Sharma, *Inscriptions of Ancient Assam* (Gauhati University, 1978).

Essential Readings

- D.J.Silva (ed.) *International Encyclopedia of the Social Sciences*, select volumes.
 H.J.M. Claessen and P. Skalnik (eds) *The Study of the State* (The Hague: Mouton publishers, 1981).
 U.N. Ghoshal, *A History of Indian Political Ideas* (Bombay 1959).
 B. A. A. *Ancient Indian Political Thought and Institutions* (New York, 1963).
 R.S. Sharma, *Aspects of Political Ideas and Institutions in Ancient India* (Delhi, 1991 reprint).

Further Readings

- J.P. Sharma, *Republics in Ancient India* (E.J. Brill, Leiden, 1968).
 C. Driessner, *Kingdom and Community in Early India* (London, 1968).
 Romila Thapar, *Asoka and the Decline of the Mauryas* (OUP, 1963).
 B.D. Chattopadhyaya, *The Making of Early Medieval India* (OUP, New Delhi, 1990).
 B.N. Puri, *Studies in Early History and Administration in Assam* (Gauhati University, 1968).

Course No: H-202- Ancient Indian Polity and Society, circa 1500 BC-AD 600.

The aim of this course is to introduce students to the evolution of political ideas and institutions in their social context. The emphasis is on the theories of their origins and developments from the perspective of Brahmanical and Buddhist ideologies. It will train students to analyze the evidence of the source and to raise questions to extract information from the date for the study of social-political history. To help students develop critical judgement of the information, the course is formulated in terms of interdisciplinary interpretation combining the techniques of history with those of social anthropology.

Course Contents:

- A. Historiography of ancient Indian polity and society- Evaluation of the sources, methods and approaches. Addressing concepts of varna, jana, jati, kingship, sovereignty, state etc. in relation to different stages of development.
- B. Vedic socio-political institutions- gana, vidatha, sabha, samiti and parisad. Transition from early vedic to later vedic. Growth of janapadas. Ascendancy of the Brahmanas in later vedic society. Significance of yajna and Ksatra.
- C. Post-Vedic socio-political ideas and institutions- monarchies and oligarchies (mahajanapadas) in relation to their geographical location and social context. Ideas of the origin of the state in Brahmanical and Buddhist source. The Saptanga theory.
- D. Mauryan kingship and the theory of " Oriental Despotism." The state, varna, dharma and danda. The economics significance of Sudras in the changing social order. Social relevance of the Arthashastra, vis a vis other Brahmanical sources, Buddhist source, Graeco-Roman sources and the Asokan edicts.
- E. Post-Mauryan and Gupta Politics- chief features of the politics and the emergence of " feudal" tendencies. Principles, source and methods of taxation (according to the Arthashastra and the Dharmastras; inscriptional evidence). The rise of partyantaryajyas and diffusion of varna ideology, with particular reference to NE India.

Essential Readings

- D L Sills (Ed.) International Encyclopedia of the Social Sciences, select volumes.
 H J M Claessen and P Skalnik (eds). The study of the state (The Hague: Mouton publishers, 1981).
 U N Ghoshal, A History of Indian Political Ideas (Bombay 1959).
 B Aore , Ancient Indian Political Thought and Institutions (New York, 1963).
 R S Sharma, Aspects of Political Ideas and Institutions in Ancient India (Delhi, 1991 reprint).

Further Readings

- J P Sharma , Republics in Ancient India (E J Brill, Leiden, 1968).
 C Drekmeier , Kingship and Community in Early India (London, 1968).
 Romila Thapar, Asoka and the Decline of the Mauryas (OUP, 1963).
 B D Chattopadhyaya, The Making of Early Medieval India (OUP, New Delhi, 1990).
 B N Puri, Studies in Early History and Administration in Assam (Gauhati University, 1968).

Course No: H- 203- Religion and Society in Ancient India, Circa 1500 BC- AD 1200.

Objective- The purpose of this course is to familiarize students with the main trends of religious developments in India from Vedic times to about to close of the twelfth century. The course intends to train students to detect the social context of the origin and development of the Indian religious traditions, by using the methods of history, archaeology and social anthropology. Thus it would equip students to establish the inter linkage between the religious practices/ cults/sects and the socio-economic interests of the people devoted to the religious traditions in different parts of India at various points of time.

Course Contents

- A. Introducing methods and approaches to the study of religion and society. Correlating perspectives of history, archaeology and anthropology. Historiography of ancient Indian religion and society- source and types of data available ; problems of interpretation and analysis.
- B. Vedic religion and society- (a) Rig Vedic prayers and rituals: Socio-economic implications; (b) Later Vedic sacrificial ritual/ brahma and ksatra elements: rise of territoriality and establishment of a social and political order. Trine and religion.
- C. Heterodox religious sects- (a) Ideology of the Upanisades: new concepts and socio-economic implications; (b) rise of Buddha and Mahavira: Social relevance of their teachings in the context of post-vedic territorial states, plough bases agriculture, trade and urbanisation. Geographical reaches. Other non-conformist sects.
- D. Puranic religion- Synthesis of local, regional, tribal, peasant cults. Social/ sectarian conflicts, resolution of conflicts and the development of mythology (its vedic/ non-vedic antecedents). Modification of doctrines, rituals. Historical context of image worship; the concept of pilgrimage; the varna ideal.
- E. Diffusion of Puranic culture- socio-economic basis of the "acculturation" and "sanskritisation" process. Regional forms of Puranic religion, with particular reference to North East India. Role of temples. Tantricism: Its social basis; its place in North East India. Integration of new social groups into the varna order.

Essential Readings

- A D W Malefijt, An introduction of Anthropology of Religion(London,1978).
 Max Weber, Sociology of Religion (London, 1966).
 R Robertson (ed.) Sociology and Religion (Penguin, 1969).
 D D Kosambi, An introduction to the study of India History (2nd rev. edn., Bombay,1975)

Additional Readings:-

- D P Chattopadhyaya, Lokayata, (New Delhi, 1959).
 D P Kosambi; Myth and Reality, (Bombay, 1962).
 R S Sharma(ed). Indian Society: Historical Probings (Delhi, 1974), relevant portions.
 S Jaiswal, Origin and Development if Vaisnavism (revised edition,. Delhi, 1981).
 R G Bhandarkar, Vaisnavism, Saivism and other Minor religious (reprint Varanasi, 1965).
 R C Hazra , Studies in the Puranic Records of Hindu Rites and Customs (Dacca, 1940).
 B K Kakati, The Mother Goddess Kamakhya of Fusion of Aryan and Primitive Beliefs of Assam (2nd impression, Gauhati, 1961).

Objective- The purpose of this course is to familiarize students with the main trends of religious developments in India from Vedic times to about the close of the twelfth century. The course intends to train students to detect the social context of the origin and development of the Indian religious traditions by using the methods of history, archaeology and social anthropology. Thus it would equip students to establish the inter-linkage between the religious practices/cults/sects and the socio-economic interests of the people devoted to the religious traditions in different parts of India at various points of time.

Course Contents

- A. Introducing methods and approaches to the study of religion and society. Correlating perspectives of history, archaeology and anthropology. Historiography of ancient Indian religion and society- source and types of data available ; problems of interpretation and analysis.
- B. Vedic religion and society- (a) Rig Vedic prayers and rituals: Socio-economic implications; (b) After Vedic sacrificial ritual/ prayers and karmas element: Age of territoriality and establishment of a social and political order. Time and religion.
- C. Heterodox religious sects- (a) Ideology of the Upanishads: new concepts and socio-economic implications; (b) rise of Buddha and Mahavira: Social relevance of their teachings in the context of post-vedic territorial states, plough based agriculture, trade and urbanisation. Geographical reaches: Other non-conformist sects.
- D. Puranic religion- Synthesis of local, regional, tribal, peasant cults. Social, sectarian conflicts, resolution of conflicts and the development of mythology (its vedic/ non-vedic antecedents). Modification of doctrines, rituals. Historical context of major worship, the concept of pilgrimage, the Varanasi ideal.
- E. Diffusion of Puranic culture- socio-economic process. Regional forms and their relationship with local forms. Regional forms and their relationship with local forms.

Course No. H-204 : ARCH

AEIOLOGY : METHODS AND APPROACHES

Objective : The course is aimed at introducing students of ancient history, to the nature of archaeological data, its methods and the multidisciplinary approaches to the study of past societies and their historical development paper based on published ethnographic accounts and field-work of a preliminary nature, on any aspect of traditional/material culture of the social groups residing in northeast India.

Course Contents :

- A. Definition and scope of archaeology : its disciplinary place; its methods and sources; its relationship with anthropology and history.
- B. Survey of the main ideas and approaches to the study of archaeological data from the Renaissance to the end of the 20th century. Classical archaeology and Antiquarianism. Scandinavian and Paleolithic archaeology. Cultural evolutionism; Functionalism and processual archaeology; Archaeology and Marxist Social Theory, Post-processual perspectives.
- C. 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.

D. Field methods : The location of archaeological sites-traditional and scientific techniques of discovery .Excavation-morphology and sequence. Methods of trenching.Conservation of material evidence.Reconstruction and interpretation of evidence- the use of environmental data, ethnographic material and experimental techniques.Ethno-archaeology and the reconstruction of pre-modern societies of Northeast India.

E. Dating techniques : Archaeological methods - seriation/typology and stratigraphy,Scientific techniques -relative and absolute methods.The centrality of 'dating ' in archaeology.

Essential Readings :

1. G.Clark : Archaeology and Society(London,1966).
2. F.Hole & R.Heizer : An Introduction to Pre-historic Archaeology(New York,1969).
3. G.David : A Short History of Archaeology (London,1981).
4. K.Greene : Archaeology : An Introduction (London,1983).
5. B.Trigger: A History of Archaeological Thought (Cambridge,1989).
6. M.Wheeler : Archaeology from the Earth(Penguin Books,1956).
7. D.K. Chakraborti : A History of Indian Archaeology -from the beginning to 1947.(New Delhi,1988).
8. M.J.Aitken : Science-Based Dating in Archaeology (London,1990).

Additional Readings :

1. P.E.Cleator : Archaeology in the Making (Great Britain, 1976).
2. T.C.Paterson: Archaeology, The Historical Development of Civilizations (Philadelphia,1990).
3. F.W.Eddy : Archaeology : A Cultural Evolutionary approach (New Jersey,1991).
4. J.Doles : Field Archaeology in Great Britain (London,1972).
5. K.M.Srivastava: New Horizons of Indian Archaeology (New Delhi, 1976).
6. D.P.Agrawal et al : Essays in Indian Archaeology, (Delhi, 1976).
7. F.E.Zeuner : Dating the Past (London,1958).
8. D.D.Kosambi: Myth and Reality (Bombay,1962).
9. J.P.Singh et al (eds) : Archaeology of North Eastern India,(New Delhi,1991).
10. D.Stills : " Ethnoarchaeology : A Discussion of Methods and applications " in Man (New Series)viz,12.89.
11. N.Lytton : " The use of Ethno-Archaeology in Interpreting south Asian Prehistory " , edited by K.A.R.Kennedy and G.L.Possekl (New Delhi, 1984).
12. G.Sengupta & : "Folklore and Archaeology : a Preliminary

C.Mawlong Note " in Inter-Disciplinary approach to Folkore Studies,Journal of Social Sciences and Humanities,Vol.IX, No.1, (Shillong 1991).

Course No.H-205 THE CHALCOLITHIC AGE IN INDIA

Objective : This course is aimed at providing a broad overview of the chalcolithic phase in India. Characterized by the occurrence of metal smelting traits in an industry, it covers a time span ranging from ca 3000-500 BC and is widely distributed over the Indo-Pak subcontinent. This cultural phase exhibit significant regional variations in terms of the individual characteristics and chronological ordering. A survey of this phase will be made in the context of its regional variations.

Course Contents

- A. Historiography, Aspects of periodization and terminology.
- B. Pre-Harappan cultures of the Indo-Iranian borderlands. Transition from nomadic pastoralism to settled village farming. Pre-Harappan cultures of the greater Indus system - the formative stage of the Harappan civilization-antecedents, chronology, and geographical spread.
- C. The Emergence of the urban phase - the Harappan civilization. geographical spread, material characteristics -society, economy art & craft, religious practices. Diffusion and decline.
- D. Other Chalcolithic cultures---the Late contemporary and Post - Harappan phase. The Ahar, Malwa and Jorwe cultures-geographical background with the harappan cultures-the cemetery-H cultures; sites of the so-called Ochre-coloured pottery and the Copper-Hoards; the Painted Grey Ware Sites.
- E. Origins and diffusion of copper metallurgy in India; Metal forging techniques and typology with reference to the Copper Hoards, the Harappan culture and other Chalcolithic cultures.

Essential Readings

- D.P.Agrawal: The Copper-Bronze Age in India, (Delhi, 1971).
- H.D.Sankalia : The Prehistory and Protohistory of India and Pakistan(Poona ,1974).
- D.K.Bhattacharya : Prehistoric Archaeology (New Delhi, 1990).
- B.M.Pande et al : Archaeology and History(New Delhi, (eds) 1987).
- W.Fairservis : Roots of Ancient India,(London,1971)
- Bridget & Raymond: The Rise of Civilization in Indian Allchin and Pakistan(New Delhi,1983).

Additional Readings

- K.M.Srivastava: The New Horizons of Indian Archaeology (New Delhi, 1988).
- D.R.Agrawal et al: Essays in Indian Protohistory(Delhi,1979).

- M.Wheeler : The Indus Civilization 3rd Ed. (Cambridge,Cambridge University Press,1968).
 D.P.Agrawal : The Indian Bronze cultures and Their Metal Technology in Advances in World Archaeology,Vol.I Edited by Fred wendorf & Angela Close.(New York ,Academic Press Inc.,1982.)
 - Do - : The Copper Hroads problem : A Techonology angle' in Asian Perspectives 12:1969.
 Do - : " Genesis of Harappan culture in Puratattva 6.1973

Course No: H-206: ANCIENT INDIAN ART AND ARCHITECTURE

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

Course Content:

- The earliest architectural styles- rock cut and structural. Material milieu of the evolution of Buddhist architecture; from Maurya to post-gupta times. Ramifications of the architectural styles – Stupa Caitya and Vihara.
- Early Indian schools of sculpture- Gandhara, Mathura, Bodhgaya, Sarnath, Sanchi, Bharhut,. The beginnings of image worship among Jainas and Buddhists. Change in religious beliefs and rituals. Proliferation of Jains and Buddhist sects.
- Jaina and Brahmaniocal temple styles – rock cut, structural, freestanding. Theories of the origin of the temple, its formation and evolution. Nagara, Dravida, and regional schools of architecture, including north east India.
- The classical style of sculpture and its regional expressions, Gupta, Caulukya, Pallava, Cola, Pala, etc. aspects of sculpture in North East India the socio-economic implications, reflecting new religious ideologies.
- Early Indian painting major phases of development in Ajanta mural; classical style, regional styles, interpreting the portraits in the historical context.

Essential Readings

- Stell Kramrisch, Art of India: Traditions of Indian Sculpture Painting and Architecture, (London 1965).
- N R Ray, Approach to Indian Art (Chandigrah, 1974).
- P Brown & G Watts, Arts and Crafts of India: A Descriptive Study, (New Delhi, 1980).
- K V Soundara Rajan, Glimpses of Indian Culture, History and Archeology, Delhi, 1980.

Additional Readings:

- James Burgess & Fergusson, Cave Temples of India (New Delhi, 1969).
- V Dehajia, Early Buddhist Rock Temples: A Chronological Study, (London, 1972).

3. P Chandra (ed). Studies in Indian Temple Architecture (American Institute of Indian Studies , 1975).
4. S K Saraswati, A Survey of Indian Sculpture, (New Delhi, 1975).
5. C Sivaramamuti, South Indian Paintings (New Delhi, 1970).
6. D Barrett, Early Cola Architecture and Sculpture, 866-1014 AD.
7. R D Choudhury, Archaeology of the Brahmaputra Valley of Assam, (New Delhi, 1985).

Course No.H-207 : The Rise of South Indian Civilization

Objective : Studies in the history of South India have been making significant strides during the last quarter of the twentieth century particularly in the context of pre-colonial socio-economic formations. They have provided new perspectives on aspects of early state and urbanization, which may well promote students' understanding of the range of variables that went into the making of a civilization. This course intends to help students familiarize themselves with the origins and development of civilizations in South India up to circa AD 1300.

Course Content

- A. Introduction to South Indian historiography; Sources and methods – special emphasis on the need for interdisciplinary approach. Concepts of civilization, state, urbanization, chieftainships, chiefdom, kingship, kingdom, and imperialism.
- B. The land and the people : Ecology and the techniques of production from about 300 BC to AD 600. Settlement patterns, Trade and towns. Origins and growth of Tamil cultures – stages in the socio-economic base and early state formation.
- C. Phases of economic expansion, circa AD 600-1300. Consolidation of the agrarian base vis-a-vis diffusion of Brahmanical culture. Role of temples in economy and society with particular reference to the realm of the Pallavas and the Colas. Organization of trade – role of guilds.
- D. The imperial Colas and urban growth. Expansion of trade – internal and external. 'Urbanization from below, urbanization from above' – comparing Kancipuram, Tondaimandalam, Kudamukku-Palaiyarai and Tanjavur. Political integration of South India versus territorial and cultural 'segmentation'/'fragmentation'.
- E. Varsasramadharma as a force of civilization in South India. Legacy of South Indian civilization in world and Indian history. Its relevance to history of Northeast India.

Essential Readings

- R Basham, *Urban Anthropology, The Cross Cultural Study of Complex Societies* (Palo Alto, California, 1978)
- S N Eisenstadt and A Sachar, *Society, Culture and Urbanization* (Beverly Hills, 1987)
- G Sjoberg, *The Pre-Industrial City, Past and Present* (Glencoe, Illinois, 1960)
- R J Braidwood and G R Willev (ed.), *Courses Towards Urban Life : Archaeological Consideration of ome Cultural Alternates* (Viking Foundation, Anthropology 32, 1962)
- R Champakalaksmi, *Trade, Ideology and Urbanization* (OUP, Dlehi, 1996)

Additional Readings

- Burton Stein, *Peasant, State and Society in Medieval South India* (OUP, Delhi, 1980)
- Kamil Zvelebil, *The Smile of Murugan, On the Tamil Literature of South India* Leiden E J Brill, 1973)
- K R Hall, *Trade and Statecraft in the Age of the Colas* (New Delhi, 1980)
- D Ludden, *Peasant History in South India* (Princeton, 1985)
- K A Nilakanta Sastri, *A History of South India from the Earliest Times to Vijayanagar* (OUP, Madras, 1958)

Course No. H-208 : MUSEOLOGY

Objective : This course has been designed to introduced 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 shall be given to the ethnographic museums which are specially relevant to Northeast India. Such collections also have a universal appeal in their capacity to illustrate the human endeavour to adapt to different environmental conditions and also facilitate the comparative study of human beings' reaction to common problems in various natural settings.

Course Content

- A. Meaning and scope; history of the museum movement with special reference to India
- B. Types of museums, their value and relationship with archaeology; Ethnographic museums in the context of Northeast India
- C. Administration and organisation of a museum
- D. Indexing and Cataloguing; Principles of display for permanent and temporary exhibitions
- E. Collections – exhibited and in reserve; museum equipment; Visit to ethnographic museums – preparation of field report.

Essential Readings

- M E Nigam, *Fundamentals of Museology*, Hyderabad, 1985
 C. Sivaramamurti, *Directory of Museums in India*, New Delhi, 1959
 V P Dviwedi & Smita J Bavi, *Modern Museum*, Delhi, 1972
 Grace Morley, *Museums Today*, M S University, Baroda, 1981
 John M A Thomson (ed.) *Manual of Curatorship : A Guide to Museum Practice*, Butter Worths, London, 1984
 H Sarkar, *Museums and Protection of Monuments and Antiquities in India*, Delhi, 1981

Additional Readings

- Lawrence J Fennely, *Museum, Archives and Library Security*, Butterworths, London, 1985
 F Howie (ed.), *Safety in Museums and Galleries*, Butterworths, London, 1989
 Richard B Light (ed.), *Museum Documentation System*, Butterworth, London, 1986
 A K Das, *Museography for Ethno-Cultural Materials*, Delhi, 1989

Course No. H-209 : NEOLITHIC AND MEGALITHIC CULTURES OF NORTH EAST INDIA.

Objectives : This course covers two fairly well-defined cultural horizons of Northeast India- the Neolithic and Megalithic. An examination of these cultures will be made on the basis of exploration and excavation reports as well as available published material. The focus of study is on the ecological background, the typological processes, as well as the problem of chronology and extra-regional linkages in the context of their origin and development.

Course Contents :

- A. Aspects of periodization and terminology. Introduction to historiography.
- B. Characteristic features of the neolithic - widespread use of ground /polished stone tools(celts),origins of food-production and settled life. Brief survey of the principal Neolithic zones in India with special reference to the East Indian Neolithic.
- C. Geographical background of North East India with special reference to the East Indian Neolithic artifacts classes, technology distribution pattern, Problem of origin , affinities and chronology.
- D. Survey of Megalithic cultures in India with special reference to the South Indian Megalithic culture.Characteristic features-Ecology and association of black and red ware with iron implements. Typological classification, distribution pattern.Problem of origin, chronology.
- E. " Megalithism :, as part of a living tradition in North-east India.Varieties of Megalithic monuments,distribution pattern, characteristic features and their ideological basis. The problem of origin, affinities and chronology.

Essential Readings :

1. A.H.Dani: Prehistory and Protohistory of Eastern India (Calcutta, 1960).
2. H.D. Sankaka: The Prehistory and Protohistory of India and Pakistan (Poona, 1974).
3. T.C.Sharma : " The Neolithic Pattern of North Eastern India " in recent research in Indian Archaeology and Art History-Medhu edited by Nagaraja Rao (Delhi, 1981).
4. -----: " Recent Archaeological discoveries in North East India : Prehistoric Period in South Asian archaeological Congress, (New Delhi, 1986).
5. A.K.Narain(ed): Seminar Papers on the Problem of Megaliths in India .(Banaras Hindu University, Varanasi, 1969).
6. D.P.Agrawal & : Studies in Prehistory(Calcutta, 1981)
D.Chakraborti(eds)
7. N.C.Shadap Sen: The Origin and Early History of the Khasi-Synteng People(Calcutta, 1981).

Further Readings :

1. V.G.Childe: " Megaliths " in Ancient India, No.4., 1947.
2. B.K.Thapar "Problem of the Neolithic Cultures in India : A Rethrospect " in Puratta, No.7.(Delhi, 1974).

3. S.Settar & : Memorial Stones : A Study of Their Sontheimer(ed) Origin Significance and Variety; (Manipal,1982).
4. J.P.Singh & : Archaeology of North Eastern
G.Sengupta(eds) India.New Delhi,1991).
5. R.Ray: Ancient settlement patterns of Eastern India(Delhi,1987).
6. U.Sant: Neolithic settlement Patterns of North Eastern and Northern India
(Delhi,1991).
7. B K.Gururaja Rao: The Megalithic Culture of South India.(Mysore,1972).
8. K.V.Soundara Rajan: History and Archaeology : Glimpses of Indian Culture (Delhi, 1930).
9. P.R.T.,Gurdon: The Khasis (Delhi)
- 10.J.N.Choudhury: The Khasis Canvas (Shillong,1978).
- 11.J.H.Hutton : The Angami Nagas(London,1969).
- 12.S.N.Rao : "The Neolithic Culture of Sarutaru " Bulletin of the Deptt.I of Anthropology (Dibrugarh University, II,1973).
- 13.----- : "Continity and survival of Neolithic Tradition inNorth Eastern India", in Asian Perspectives,Vol,20,1976).
- 14.G.Sengupta & : "Forklore and Archaeology : A
C .Mawlong Prehistory Note" in Inter- Disciplinary approach to Folklore
Studies,Journal of Social Sciences and Humanities,NEHU,(Shillong,1991).
- 15.-----: "Megalithic Monuments of Cherrapunji-some Points " in Lest We Forget - a collection of papers brought out by the Khasi National
Celebration Committee for the Indigenous Peoples'
year,1993, (Shillong,1994).

Course No: H-: Socio-Economic History of North East India- The Early Period.

Objective:- This course intends to introduce students to the broad stages in society and economy of Northeast India, from pre-recorded times to the literate period till about the twelfth century AD. The purpose is to delve into the dynamics of socio-economic developments so as to highlight the factors that underlay the growth of diverse culture in the region.

Course Contents:

- A. Introduction to historiography, sources and methods- importance of the interdisciplinary approach. Problems and possibilities of conceptualization and periodization. Conceptual issues of 'society', economy and concomitant features.
- B. Geographical provenance of socio -economic developments – hills and plants and the historical setting. Transition from stone using to iron-using cultures. Techniques of production and crafts. Settlement patterns. Trade and markets.
- C. Stages in the land system (hills)- control use and occupation of land. Organization of labour and resources. Hierarchical social order. Customary laws vis-à-vis extra mechanisms of social control. Technology and ideology.

- D. Growth of regional/sub-regional concepts particularly in the river valleys and low lying areas. Stages in agrarian economy and diffusion of Brahmanical culture. Issues in 'rights', 'privileges', 'rituals', forms of coercive authority and the varna concept. Impact on social organization. Urbanization processes.
- E. Role of trade in social formations. Probing into linkage of the hills with the plains- socio-political manifestations. Linkage of the region with the Far East and the Indian mainland-myth and reality.

Essential Readings:

1. E J Hobsbawm (ed.) Karl Marx: Pre-Capitalist Economic Formations (London, 1964).
2. M Mauss, The Gift (Englewood Cliffs, New Jersey,1975).
3. Jai Prakash Singh and Gautam Sengupta (eds.), Archaeology of North East India, (New Delhi, 1991)- relevant papers.
4. S K Chatterji, Kirata- Jana- Krti (Calcutta,1954).
5. B N Mukherjee, External Trade of North East India in the Early Period (Delhi, 1991).
6. B K Barua, Cultural History of Assam (Gauhati, 1941), relevant portions.

Additional Readings:

1. Selection of Papers Regarding the Hill Tracts Between Assam and Burmah and on Upper Brahmaputra (Bengal Secretariat Press, 1873), published 1909).
2. J M' Cosh, Topography of Assam (Calcutta-1837).
3. P C Choudhury, History of Civilization of the People of Assam to The Twelfth Century (Guhati, 1959).
4. M L Bose, Historical and Constitutional Documents of North East India (New Delhi, 1979-relevant portions).
5. J B Bhattacharjee, Social and Polity Formation in Pre-Colonial North East India, (New Delhi, 1991).
6. B C Allen, Gazetter of the Khasi and Jaintia Hill Garo Hills, Lushai Hills (Delhi, 1980).
7. Monographs on various tribes of Northeast India- socio economic aspects.

Course No: H- 211 Religion and Society in North East India- The early period.

Objectives: Early Northeast India had ample evidence of religious cults of ostensibly great antiquity as well as those of less ancient intrusive elements. The latter, conspicuously represented by Brahmanical culture, typified the plains. The former, often identified with 'traditional' cultures of the region, had generally been associated with the hills surrounding the plains. However, traces of its survivals were found in the neo-Brahmanical fertility cults of the plains too. The aim of this course is to acquaint students with the relationship between religious and its social milieu in select areas of pre-colonial Northeast India.

Course Contents:-

- A. Historiography: critical assessment: Evaluation of the sources, combining methods of history and anthropology.
- B. Geography and technology as factors in religion and society. Nuances in the hills and plains commensurate with techniques of production, and the cultural and economic levels attained. Primacy of rites and rituals, including animal sacrifices and headhunting; feasts of merit; commensality; validation of hierarchical social order/ kingship bonds.

- C. Advance agricultural techniques and the growth of the agrarian economy. Ascendancy of priests, shrines, temples and other establishments (either educational or charitable) as integral components of the religious praxis. Nexus between temporal and spiritual elements. Religious symbolism vis-à-vis growing obscurity of the redistribute system.
- D. Prevalence of fertility cults and their manifestations in Brahmanical religion. Socio-economic implications particularly in the context of varnasramadharm bearing on the growing class and gender distinctions in society. Syncretism of local cults and Brahmanical sects. Tantric versus Bhakti cult- the socio economic base.
- E. Concepts of soul, afterlife, morality, deeds and visible expressions. Ancestor worship and memorials to the dead. Memorials for important events.

Select areas: Pre-Ahom Brahmaputra valley and Barak valley. Parts of areas inhabited by Nagas, Mizos, Khasi-Jaintia and Garos in pre-colonial times.

Essential Readings:

1. A D Malefijt- An introduction to Anthropology of Religion (London, 1968).
2. Max Weber, Sociology of Religion (London, 1966).
3. The Encyclopaedia of Social Sciences, Vol. X.
4. Monographs on the above mentioned tribes, with emphasis on eschatology.

Additional Readings:

1. N N Bhattacharjee- Religious culture on North Eastern India (Delhi, 1995).
2. B K Kakatt, The Mother Goddess Kamakhya, (Gauhati, 1948).
3. P C Choudhury, The History and Culture of Civilization of the people of Assam to the Twelfth Century, (Gauhati, 1959).
4. Volumes of the Proceedings of the North east India History Association- relevant papers.
5. B K Barua, Cultural History of Assam (Gauhati 1941).
- 6.

COURSE NO. H- 213 : BRONZE AGE CIVILIZATIONS OF EGYPT

Objective : Through Pharaonic Egypt, Africa lays claim to being the cradle of one of the earliest and most spectacular civilizations of antiquity. This course seeks to trace the emergence of the state in the Nile valley emphasizing on the institutions that have been critical in the development of civilization in Egypt.

Course Contents :

- A. Methods and source, Introduction to the concepts of civilization and urbanization.
- B. Geographical background of the Nile valley. Origins of food production. The Predynastic cultures of Egypt and Nubian culture-their role in the unification and emergence of the state in the Nile valley.
- C. Divine kingship and the foundation of the Nubian civilizations impact on Pharaonic Egypt. Royal ideology and state administration in the context of the Old, Middle and New kingdoms of Ancient Egypt.

D. Religion and the socio-economic organization of temples in Ancient Egypt. Death and after-life in Ancient Egyptain thought. The Egyptian burial system and the Pyramids, as symbols of divine kingship and foci of expenditure and prestige.

E. Agriculture, trade and industry-state control of the production process. Society-legal and social institutions in Ancient Egypt. Achievement of the Egyptian civilization with particular refereable to art and architerture.

Essential Readings :

1. John A Wilson : The Culture of the Ancient Egypt (Chicago,1957).
2. Jack M Sassoriet : Civilizations of the Ancient Near East, Vols.I-IV.(New York,Macmillan, 1995).
3. Cambridge Ancient: 3d ed., Vol I-II,(Cambridge,1971-1975).
4. D.Brendan Nagle : The Ancient World : A Social and Cultural History (New Jersey,1989).
5. T.C.Patterson : Archaeology : The Historical Development of Civilizations. (Philadelphia,1990).
6. B.Trigger et al.,: Ancient Egypt : A Social History (London,1983).

Further Readings :

- 1.C.Aldred : The Egyptians,(London,1984-rev.ed).
2. L.Cortrell : Life under the Pharaohs(New Yrk, 1960).
3. A.R.David : The Ancient Egyptian : Religious Beliefs and Practices,(London,1982).
4. G.Mokhtar(ed) : UNESCO general History of Africa,II: Ancient Civilizations of Africa, (London.1981).
5. G.A.Dudley : A History of Eastern Civilizations (Arizona,John Wiley & Sons Inc., 1973).
6. Geighton Gabal(ed):Man before History.
7. J.Hewkes : The First Great Civilizations (London,Hut Chinson,1973).
8. G.David : The First Civilization, (London,Thames & Hudson,1968).

Objective:- This course will introduce to the history of the Tigris- Euphrates valley Civilization, circa 3500- 1792 BC. The aim is to establish the interlocking of geographical factors, and technology in the making of the Sumerian and Akkadian city-states upto their incorporation into Babylonia.

Course Contents:

- A. Mesopotamian historiography and modern interpretations- Historical geography and chronology.
- B. Origins and developments of Sumerian civilization- Dykes, irrigation canals and oxen-drawn plough in wheat and barley cultivation. Trade, with special reference to external trade with the Gulf and India. Crafts and arts. The wheeled vehicle. Social classes (upper, middle, lower,) and social relationship. Settlement patterns.
- C. The rise of Akkad; establishment of the Sargonid Empire; the rise of Ur, the foundation of the early Babylonian dynasty. Advancement in techniques of production, military warfare,. Systematization of prices, wages, taxation, ownership of property, norms of conducting business taking/ giving loans and interest.
- D. Religion and society in ancient Mesopotamia- socio economic implications of the worship of natural forces. Temples and patron deities of the city –states as politically unifying factors. Patronage of astronomy and astrology.
- E. Polity and society in ancient Mesopotamia- autonomy and nomadism. Ideas of divine rule. Development of centralised government/ unified army from the period of the Sargonid empire. Its impact on the social order.

Essential Readings:

1. The Cambridge Ancient History- relevant portion.
2. R McC Adams, The Evolution of Urban Society (Chicago,1966).
3. P Ucko & G Dimbleby (eds). Man, settlement and Urbanism (London, 1972- relevant portions.
4. A Sherratt (ed.) The Cambridge Encyclopedia of Archaeology (New York, 1980).
5. A Leo Oppenheim, Ancient Mesopotamia: Portrait of a Dead (Civilization(Chicago, 1964).

Additional Readings:-

1. H W Saggs, The Greatness That was Babylon (New Yoro: Hawthorn Books, 1962).
2. S Moscati, Ancient Semitic Civilization (New York, 1960).
3. S N Karmar, The Sumerians(University of Chicago Press, 1963).
4. C L Redman, The Rise of Civilization (New York: Freeman, 1978).
5. H N Frankfort, The Intellectual Adventure of Ancient Man (Penguin Books, 1987, reprint).

Course No.H-215 – TECHNOLOGY IN THE MARKING OF EARLY CHINA.

Objectives: The aim of this course is to acquaint students with the role of technology in early state formation in China from about the mid eighteenth century BC to the third century AD.

Course Contents:-

- A. Introduction to sources and methods- Chinese historiography- a critical.
- B. Foundation of the Haung Ho Valley civilization. Techniques of agriculture and industry. Craftsmanship in bronze metallurgy. The horse drawn chariot and its impact on early Chinese social formations. Peasants and slaves in the production process.
- C. Ascendancy of the Chous of western China at Haung Ho valley. Mastery over drainage technology. Beginnings of iron metallurgy, expansion of civilization upto the Yangtze valley. Political and cultural integration of China. The Gate Wall of China – an engineering feat, effective military/labour organization.
- D. Imperial China in the wake of more advanced iron technology and its application in various fields- production (in agriculture, arts and crafts), communication (through construction of roads and canals, extension of the Great Wall), transport, currencies, Weapons and tools of cast iron. Ascendancy of the China- greater control over organization of resources , labour. Horse-riding and the crossbow. Impact on socio political organization.
- E. Expansion of China's territorial and cultural influence in Central and East Asia. Chinese technology and its legacy.

Essential Readings:

1. V Gordon Childe, What Happened in History (Penguin Books, 1977, reprint).
2. Fairbank, Reuschauer and Craig (eds). East Asia- Tradition and Transformation (London, 1975).
3. W G Beasley and E G Pulleyblank, Historians of China and Japan (OUOP, London 1971, 4th Impression).
4. Will Durant, Our Oriental Heritage (Simon and Schuster, New York, 1963)- relevant Chapters.

Additional Readings:-

1. W H McNeill & J W Sedlar (eds.) Classical China Readings in World History, Vol.5, (OUP, New York, 1970).
2. J Hawkes & Leonard Woolley, Prehistory and the Beginnings of Civilization, Vol. I (George Allen & Unwin Ltd. London, 1967, 3rd impression)- part-II.
3. P Wheatley, The Pivot of the Four Quarters (Edinburgh, 1971).
4. R Basham, Urban Anthropology The Cross- Cultural Study of Complex Societies (Palo Alto, California, 1978)- relevant portions.
5. J A Sabloff & C C Lamberg Karlovsky (eds), Ancient Civilization and Trade (Albuquerque, 1975).

Course No. H-216-HISTORY OF GRACEO-ROMAN CIVILIZATION.

Objectives: The aim of this course is to introduce students to the stages in Graceo-Roman civilization from about the sixth century BC to the fourteenth century AD. It will focus on the process of urbanization in relation to its impact on society, polity and ideology in chronological sequence.

Course Contents:-

- A. Introduction to Graceo –Roman historiography and modern interpretations of Graceo-Roman civilization from about the sixth century BC to the fourteenth century AD. It will focus on the process of urbanization in relation to its impact on society, polity and ideology – highlighting their dynamics, outward manifestations and social implications.
- B. Geographical factors in the rise of the Greek city states. Settlement patterns, migrations, colonization of the Mediterranean world, trade. Items of exchange-diffusion into parts of Northern Europe, Western Asia and Northern Africa.
- C. Stages in socio-political institutions of the Greek city states. Kingship as the basis of social organization. Transition to more complex social institutions culminating in 'oligarchic' and 'democratic' forms of government. Legalization of social iniquities. Socio-economic base of large scale structural activities. Absence of applied sciences. Predominance of natural philosophy in Hellenic ideology.
- D. The rise of Rome. Transition from monarchy to republic to empire. The socio-economic base. Prevalence of 'feudal' and 'salve' modes of production. Trade and urbanization. Forms of administrative control. State patronage of Christianity and its socio-political ramifications. Large scale structural activity and the 'Romanization' process. Role of the army in the process of civilization. Role of the army in the process of civilization.
- E. Diffusion of Graceo-Roman civilization- (a) Hellenistic inroads into Asia upto north western India and into northern Africa. (b) Roman imperialism in the greater part of Europe, western Indian and into northern Africa. The rise of Byzantium and her role in upholding Graceo-Roman 'traditions' and the Christian faith. The rise of Byzantine ideology and a new Church tradition acknowledging the emperor as the spiritual head. Trade, urbanization and emergence of a new social order.

Essential Readings:

1. P Abrams & E A Wrigley, Towns in Societies, Essays in Economic History and Historical Sociology (Cambridge University Press, 1978).
2. J Sabloff & C C L Karovsky (Eds), Ancient Civilization and Trade (Albuquerque, 1975).
3. P D Curtin, Cross-Cultural Trade in World History (Cambridge Univ. Press, 1984).
4. P Anderson, Passages from Antiquity to Feudalism (London 1974).
5. V Gordon Childe, What Happened in History (Penguin Books, 1977, reprint).

Additional Readings:

1. V Ehrenberg, The Greek State (London, Methuen, 1969).
2. K Polanyi et. Al. Trade and Market in Early Empires (Glencoe, 1975, reprint).
3. A H M Jones (ed.) History of Rome Through the Ages (London, Macmillan, 1968).
4. S N Eisenstadt (ed.) Decline of Empire (Prentice Hall, New Jersey, 1967).
5. J Haldon, State, Army and Society in Byzantium (Ashgate, Hampshire, 2000)

Course No.H-301 POLITICAL HISTORY OF THE DELHI SULTANAT 1206-1526

Objective : One of the most crucial phases of Indian History which determined the course of political development and changed the map of India was the establishment of Delhi Sultanat. This course is intended to familiarise the students with its main trends and developments till the coming of the Mughals.

Course Contents

- A. Political conditions in India on the eve of Turkish invasion, Turkish conquest of India under Shihabuddin Ghuri and Qutabuddin Aibak, Consolidation of the Delhi Sultanat under Iltutmish, Ghiyasuddin Balban, his measures; nobility, the Turkish ruling class.
- B. The Khalji revolution and its significance; Jalaluddin Khalji, his policies, rebellion and revolts; Alauddin Khalji, his imperialist zeal, expansion and centralisation.
- C. Tughlaq Shah, his policies and expansion of the Delhi Sultanat; Muhammad Bin Tughlaq, early problems, nobility, his Siyasat transfer of Capital and its consequences, Bureaucracy of Muhammad Bin Tughlaq.
- D. Firoz Shah Tughlaq, administrative reforms, Campaigns, Constructions, welfare measures.
- E. Decline of the Delhi Sultanat, Successors of Firoz Shah Tughlaq, the Saiyyids, the Lodis, their policies, relations with nobility; invitation to Babur and the Battle of Panipat.

Essential Readings

- Minhaj Siraj, Tabaqat-i-Nasiri, English translation by H.C.Raverty, 2 vols., New Delhi, 1970
 Ziauddin Barani, Tarikh-i-Firoz Shahi, Extracts in History of India as told by its own Historians by H.M.Elliot and John Dowson, Allahabad, 1964
 Ziauddin Barani, Fatawa-i-Jahandari, Translated by Muhammad Habib and Afsar Bengum as Political Theory of the Delhi Sultanat, Aligarh, 1960
 R.C.Majumdar, The Delhi Sultanat, Bharti Vidya Bhawan Series, Vol.VI
 Wolsley Haig, Cambridge History of India, vols.III & IV
 K.M.Ashraf, Life and conditions of the People of Hindustan, Delhi, 1971
 Muhammad Habib, Politics and Society during early Medieval period, K.A.Nizami(ed), 2 vols. PPH, 1974

Additional Readings

- Ishwari Prasad, History of Medieval India, Allahabad, 1968
 K.S.Lal, History of the Khaljis, Allahabad, 1950
 Muhammad Habib & K.A.Nizami(ed), Comprehensive History of India, Vol.V
The Delhi Sultanat, Delhi, 1970
 A.B.M.Habibullah, Foundation of Muslim Rule in India, Allahabad, 1961
 Aziz Ahmad, Studies in Islamic Culture in India Environment, OUP, Karachi, 1964
 A.M.Hussain, Tughlaq Dynasty, Delhi, 1970
 K.A.Nizami, Some Aspects of Religion and Politics in India During the Thirteenth Century, Delhi, 1968

Course No. H-302 POLITY AND SOCIETY IN MEDIEVAL INDIA

Objective : This course is intended to give an idea to the students as to what kind of polity developed during the medieval period; the conception of state and kingship as it emerged with the Turkish conquest and later as it developed under the Mughals.

Course Contents

- A. A Survey of pre-1200 polity, society and economy, central Asian background, growth of monarchy in the Islamic world, Nizamul Mulk Tusi and Al Mawardi, their ideas of politics and government, criticism of orthodoxy in Islamic belief, Muslim theory of taxation.
- B. Stages in the formation of new governing class, social composition, Ziauddin Barni's ideas of the ruling class, changing character and composition of ruling class, significance of revolts under Muhammad Bin Tughlaq, the rise of Afghan nobility, the Mirzas in Mughal politics.
- C. The growth of centralized state polity, the political views of the Khaljis and the Tughlaqs, the rural chiefs and their place in the Sultanat, political structure, the rise of regional kingdoms; the regional culture and regional political aspirations.
- D. Timmuriid tradition of kingship, Babur's memoirs, political problems of Humayun, Afghan resistance, the role of Humayun's brothers in politics, Regency of Bairam Khan, the notion of 'Petti-coat government'.
- E. Turko-Mongol theory of kingship, New synthesis under Akbar, emergence of an all India administrative system, social life, C customs, manners, etiquette of the Urban elite, determination of the political Culture of Medieval India, the policy of Sulh-i-Kul, emergence of a culture state.

Essential Readings

- M.Habib & K.A.Nizami (ed), Comprehensive History of India, vol.V (The Delhi Sultanat), Delhi, 1971
- Afsar Begum & M Habib (ed), Political Thoery of the Delhi Sultanat (Eng. Tran. of Ziauddin Barni's Fatawa-i-Jahandari), Allahabad, 1966
- A.B.M.Mabibullah, Foundation of Muslim Rule in India, Allahabad, 1961
- R.P.Tripathi, Some Aspects of Muslim Administration of India, Allahabad, 1974
- S.R.Sharma, Religions Policy of Mughal Emperors, Delhi, 1975
- I.H.Qureshi, Administration of the Sultanat of Delhi, Delhi, 1971
- Irfan Habib, Agrarian System of Mughal Empire, Delhi, 1966
- S.B.P.Nigam, Nobility under the Sultans of Delhi, Delhi, 1968
- Aziz Ahmad, Political History and Institutions of the early Turkish Empire in India, Delhi, 1974

Additional Readings

- Muhammad Habib, Politics and Society in Early Medieval India, Delhi, 1974
- K.M.Ashraf, Life and Conditions of the People of Hindustan, Delhi, 1970
- M.Mujeeb, Indian Muslims, Delhi, 1965
- S.A.A Rizvi, Muslim Revivalist Movement in India during 16th or 17th Centuries, Agra, 1965
- W.H.Moreland, Agrarian system of Muslim India, Delhi, 1968
- Harbans Mukhia, Perspectives on Medieval History, Delhi, 1993
- A.Rashid, Society and Culture in Medieval India, Calcutta, 1969
- P.Saran, The provincial Government of the Mughals, Bombay, 1973
- Ibi Haran, Central Structure of the Mughal Empire, Delhi, 1970

Course No.H-303 ECONOMY AND SOCIETY IN MEDIEVAL INDIA

Objective : This course is intended to acquaint students with the developments taking place in the realms of economy and society during Medieval period in India. It further aims at highlighting these developments under the Mughals.

Course Contents

- A. Main features of the economy and society, the land system, Kharaj and Iqta, extent of commerce, towns, the ruling class, technological developments, social and economic effects of the Turkish invasion and conquest, Urban growth, tributary relationship, rural stratification, land revenue system under the Sultanat.
- B. Agricultural production, rural commerce, Technology and organisation of production, conditions of the urban market and prices, Currency system, merchants, brokers, Sarrafs, artisans, slaves, the ruling class of the Sultanat, social composition of the nobility.
- C. Mansabdari and Jagirdari system : Origin and development, modifications, Crisis in the Jagirdari system, Faujdars, Zamindars, nature of SZmindari rights, Political role of the Zamindars.
- D. Experiments in the agrarian system, nature and extent of control, land revenue experiments, reorganisation of the Mughal subas, Magnitude of land revenue demand, repressive nature, impact on the peasant economy, peasant resistance, nature and extent.
- E. Debate on the nature of economy in Medieval India, Indian medieval economy, free peasant economy, Potentialities of capitalistic development.

Essential Readings

- R.S.Shrama, Indian Feudalism, Delhi, 1985
- Mohammad Habib, Politics and Society in Early Medieval India edited by K A Niazami, Delhi, 1974
- N.A.Siddiqui, Land Revenue system under the Mughals, Bombay, 1970
- A.J.Qaiser, Indian Response to European Technology and Culture, Delhi, 1982
- Harbans Mukhia, Perspectives on Medieval History, Delhi, 1993

Additional Readings

- W.H.Moreland, Agrarian system of Moslem India, Delhi, 1968
- K.N.Ashraf, Life and conditions of the People of Hindustan, Delhi, 1970
- Irfan Habib, Agrarian System of Mughal India, Delhi, 1966
- Tapan Roy Choudhury & Irfan Habib, Cambridge Economic History of India, Vol,I, Delhi, 1991
- Nurul Husan, Thoughts on Agrarian Relations in Mughal India, Delhi, 1973

Course No. H-304 RELIGION AND SOCIETY IN MEDIEVAL INDIA

Objective : To introduce students to the study of Medieval Indian society and various religious trends and tendencies along with interaction of each other.

Course Contents

- A. **Medieval Indian Society:** Structure of the Hindu Society; modifications in the varna system, changing material base of the society, feudal elite, New Social ethos, tension in the society. Structure of the Muslims society ; aristocracy, Religions elite, Indian Converts, Masses, changes in the Indian Environment.

B. Bhakti Movement : Bhakti in the South Indian Context 7th - 10th Centuries, role of South Indian Acharyas , emergence of Vaishnava bhakti, theory of Islamic culture, Political and socio-economic factors; Khabir and Manotheistic Bhakti, Movement in North India - Common features and impact; **Vaishnava Bhakti**: Vaishnava Bhakti Movement in North India, Ramamuja, Vallabhacharya, Bhakti in Karnataka, Kashmir and Maharashtra, Vaishnava Bhakti in Bengal and role of Chaitanya, Sankaradeva and emergence of Non-Vaishnavism in Assam.

C. Sufism: Growth of Sufism in the Islamic World, Salient features, Chishti Silsilah, its teachings and principal Saints, Suhrawardi Silsilah , attitude towards state and society; Dimensions of Sufi thought; Shattar and Naqshbandi silsilahs, syncretic attempts, Departure from earlier traditions; Sufis of Brahmaputra and Barak - Surma valleys.

D. Ulama : Place of Ulama in the Islamic Society; Ulama as custodian of pious traditions, starving teachers, government servants; Ulama as political clique, relations with the Sufis, Contemporary estimate, impact on contemporary politics.

E. Sikhism : Guru Nanak as a non-conformist, Monotheist Bhakti Saint, emergence of Nanak panth, the Sikh Gurus, militarism, relations with contemporary rulers, role of the guru, Emergence of Khalsa, Guru Gobind singh, contemporary estimate.

Essential Readings

B.N.Sharma, Social Life in Northern India (600-1000), Delhi, 1966

A.Rashid, Society and Culture in Medieval India, Calcutta, 1969

K.A.Nilkanta Shastri, Development of Religion in South India, Bombay 1963

Suvira Jaiswal, The Origin and Development of Vaishnavism, Delhi, 1967

M.T.Kennedy, The Chaitanya Movement, Calcutta, 1970

K.A.Nizami, Some Aspects of Religion and Politics in India During the 13th century, Delhi, 1968

Aziz Ahmad, Studies in Islamic Culture in Indian Environment, Oxford, 1964

S.A.A.Rizvi, History of Sufism, Vols, 1-2, Delhi, 1990

J.S.Grewal, Guru Nanak and Sikh Religion, Chandigarh, 1969

W.H.Macleod, Guru Nanak and the Sikh Religion, Oxford, 1968

Additional Readings

J.N.Farquhar, An outline of Religion Literature of India, Delhi 1967

Tarachand, Influence of Islam on Indian Culture, Allahabad, 1963

Yusuf Hussain, Medieval Indian Culture, Bombay, 1959

Annemarie Schiimmel, Mystical Dimensions of Islam, University of North Carolina Press, 1976

G.H.Westcott(ed), A Cultural History of India, Delhi, 1975

J.N.Sarkar, Chaitanya : Life and Teaching, Delhi, 1971

Course No.H-305- MEDIEVAL INDIAN HISTORIOGRAPHY.

Objectives:- This course is designed to acquaint students with the trends of Arabic and Persian historiography as it developed during Medieval period in the Indian environment. It will further provide an insight into the nature, scope and problem of Medieval Indian historiography in the light of works produced during this period.

Course Content:

- A. Historiography : Nature, scope and problems. Arab and Persian tradition of historiography and their impact on the development of Indo-Persian historiography. Indian tradition of historiography.
- B. Development Persian historiography in Indian during the 13th and 14th Centuries. Critical assessment of the works of Minhaj Siraj, Ziauddin Barani, Isami, Shams Siraj Afif and Yahya Sirhindi.

- C. Historians of the Afghan power in India with special reference to Rizqullah Mushtaqi, Abbas Khan Sarwani and Niamutullah.
- D. Development of the new style of history writing under the Mughals: Akhar Nama and Ain-I- Akbar. Abul fazl's approach to history Assessment of the works of Abdul Hamid Lahori and Muhammad Kazim.
- E. Non-Official histories and memories, special reference to Munta-Khab-ut Tawarikh of Badauni, Muntakhab-ul-Lubab of Khafi Khan, Babur Nama & Tuzak-I- Jahangiri;

Essential Readings:

1. K A Nizami- On history and historians of Medieval India, Delhi, 1983.
2. Peter Hardy : Historians of Medieval India, London, 1964.
3. S A A Rizvi : Religious and Intellectual History of Muslims in Akbar's reign with special reference to Abul Fzal (1556-1605), , Agda.1970.
4. M Habib -Political Theory of the Delhi Sultanat, Allahabad, 1966.
5. H Mukhia : Historians and Historiography during the reign of Akbar, Delhi, 1970.
6. M Hasan : Historians of Medieval India, Meerut, 1968.

Additional Readings:

M Hussain : Beveridge's Introduction to Babur Nama.
: Historian's Introduction to Ain-I-Akbari.

C H Philips : Historians of India, Pakistan and Ceylon, London, 1967 (Reprint).
K A Nizami : Persian Historiography under Akbar, Medieval India Quarterly, 1950.
A B M Bahibullah : Re-evaluation of Literary sources of Pre-Mughal History, Islamic Culture, 1941, Vol.XV, pp. 207-16.
H Blochman : Badauni and His works, JABS, 1869.
Encyclopaedia of Islam, Laiden.

Course No. H-306 POLITICAL IDEAS AND INSTITUTIONS DURING THE SULTANAT PERIOD

Objective ; After the Turkish conquest of Northern India, the most important task before the conquerors was to rule it. For this purpose they evolved ideas and institutions over time. This course is intended to familiarise the students with those ideas and institutions so that they may discover the conceptual frame work of the Sultanat administration .

Course Contents

A. Character of the Empire, Persian influence, theories and ideals of kingship, racial discrimination. Turks of pure blood, Indian converts, Balban's ways, his court.

B. Religio-political ideals of the early Sultans, personal religion of the Sultans, relations with the Caliph, Alauddin Khalji's attempts, Religio-political ideals of Muhammad bin Tughlaq.

C. The governing class, the Turkan-i-Chihlgani -their social composition, conflict with the crown, triangular tussle, fall of the Turkish oligarchy. Non-Muslims under the Sultanat.

D. The Iqta Systems, types of Iqta, Rights and obligation of the Muqtis; Iqta and the dispersal of resources among the ruling class, resumption of iqta by Balban, Firoz Shah Tughlaq's attempts, Jiziyah in India.

E. The 'Ulama, their two categories', Ulama as political clique; 'Ulama as government servants, their influence on contemporary politics and their estimate.

Essential Readings

Ziauddin Barani, Fatawa-i-Jahandari, Eng.Trans. by Muhammad Habib and Afsar Begum as Political Theory of the Delhi Sultanat, Aligarh, 1960

K.A.Nizami, Some Aspects of Religion and Politics in India During the Thirteenth Century, Delhi,(Reprint),1978

R.P.Tripathi, Some Aspects of Muslim Administration in India, Allahabad, 1974

I.H.Qureshi, Administratin of the Delhi Sultanat, Delhi,1971

Aziz Ahmad, Political History and Early Turkish Institutions in India, Delhi, 1970

Additional Readings

Muhammad Habib & K A Nizami, Comprehensive History of India, Vol.V, Delhi,1972

W.H.Moreland, Agrarian System of Moslem India,Delhi,1968.

S.B.P.Nigam, Nobility Under the Delhi Sultanat, Delhi 1968.

R.C.,Majumdar(ed), Delhi Sultanat, Vol.VI, Vidya Bhawan Series

Tapan Roy Chaudhuri and Irfan Habib, Cambridge Economic History of India, Delhi,1982

Aziz Ahmad, Studies in Islamic Culture in Indian Environment, OUP, Karachi, 1964

K.M.Ashraf, Life and Conditions of the People of Hindustan, Delhi,1971

A.B.M.Habibullah, Foundation of Muslim Rule in India, Allahabad, 1970

Course No:H- 307 : POLITICAL HISTORY OF THE MUGHAL EMPIRE (1526-1707).

Objectives: A single dynasty which ruled over Indian subcontinent for the longest period, the Mughal laid the foundation of a political culture which was unique during Medieval period and after. This course is designed to acquaint the students with the process of the evolution and culmination of the Mughal Empire.

Course Contents:-

- A. Political set-up of India on the eve of Babar's invasion, factors responsible for Babar's success, role of artillery, relations with Afghan nobles and Rajput chiefs; Humayun's problems, Gujrat policy, relations with the nobility. The Sur interregnum ; Sher Shah and Islam Shah. Main events, internal conditions, Collapse of the Sur regime, Hemu's role Mughal restoration.
- B. Akbar: Problems and difficulties, regency of Bairan Khan Petticeat Government. Policy of conciliation and conquest, Rajput; Mughal Empire in 1605, the succession, crises, role of Akbar Shabi nobility, new elements in the nobility, Mewar, Deccan and rise of Malik Amber. Promotion of Khussam " Jur Jahan Junta" Political Crisis 1619-22. Rebellion of Sahajahan.
- C. Shah Jahan : Political problems. Policy towards Afghans and Rajputs, the Deccan 1628-38 Shah Jahan and Uzbeks Quadhar,. Problems of Mughal administrations in the Deccan vice-royalty of Prince ` Aurangzeb' the rise of Shivaji.
- D. Causes of the War of succession, effects of the war of succession Aurangzeb's policy towards nobility, military activity in the North East and the Deccan . Agrarian and tribal disturbances and revolts.
- E. Aurangzeb and Rajputs, Shivaji 1666-80, Deccan policy.

Essential Readings:

1. Rushbrook Williams : An Empire Builder of the Sixteenth Century, Delhi, 1970 (Reprint).
2. I Prasad : Life and Times of Humayun, Delhi, 1972, reprint.
3. Qanungo KR : Sher Shah and His Times, Calcutta, 1970.
4. I H siddiqui : Some aspects of Afghan Despotism, Aligarh,1968.
5. R P Tripathi : Rise and Fall of Mughal Empire, Allahabad.
6. B P Sexena : Sahajahan of Delhi, Delhi, 1974.
7. Sarkar J N : History of Aurangzeb, 4.Vols.
8. S R Sharma : Religious Policy of the Mughal Empire, Delhi, 1972, (Reprint).

Additional Readings:

1. R P Tripathi: Some aspects of Muslim administration in India, Allahabad, 1974.
2. B Prasad : History of Jahangir, Allahabad.
3. Moreland W H : Agrarian System of Muslim India, Delhi,1968.
4. I Habib : Agrarian System of Mughal India, Bombay,1966.
5. A Ali : Mughal Nobility under Aurangzeb, Delhi,1970.
6. S Chandra : Parties and Politics at the Mughal Court, Delhi,1972.
7. I Jasan : Central Structure of the Mughal Empire, Delhi,1968.
8. A Aziz : The Mansabdari System and the Mughal Army, Delhi,1970.
9. T Roy Choudhury : Cambridge economic History of India, Vol.I.
&
Irfan Habib.
10. S R Sharma : Mughal Administration, Delhi, 1974 (Reprint).
11. P Saran : The Provincial Administration of the Mughals, Delhi, 1970.

Course No: H-308- POLITICAL IDEAS AND INSTITUTIONS DURING THE MUGHAL PERIOD.

Objectives: The Mughals gave shape to an all Indian administration system and laid the foundation of Meghal culture. This course is designed to introduce students to the various aspects of Mughal state and administrative systems.

Course Contents:

- A. Features of the Timurid states, the Timurid tradition of kingship organization and composition of the nobility, administrative institutions. Administrative patterns of Babur: Tuyuls and Wajahs. Central government, elements of continuity in the local government. Composition of the nobility at the beginning of Humajun's reign. Crises in the nobility 1538-42, Emergence of new nobility during 1545-55, Humayun's attempt to reorganise his court: the Bisat -I- Nishat.
- B. Sur Administration : set up and Divisions : revenue administration: Military administration, Nobility and the Surs: rebellions : Karranis, role of Hemu,. The regency of Bairam khan and Struggle for Wikalat. Creation of the office of Wizarat -I- Kul, A kbar's conflict with Turani nobility, reorganisation of the nobility; concept of bandagan-I-Dargah; erosion of Chaghati tradition, practice of escheat.
- C. Composition of the new nobility ; Rajput and Indian Muslims, promotion of the Khturasanis , Jagir System, separation of charges from administrative assignments, Karori experiments Watan Jagirs; Mansabdri system.
- D. Mansabdari system under sahajahan; expansion of Khalsa, The Political problems of the Mughal empire under Aurangzeb; His specific measures; the Jizya.

Essential Readings:

- Rushbrook Williams : An empire-builder of the 16th century, Delhi, 1970 (Rep.)
 Siddiqui I M : Some aspects of Afghan despotism, Aligarh, 1968.
 Tripathi, R P : Some aspects of the Muslim admn. In India,
 Moreland, W H : Agrarian system of Muslim India, Delhi, 1968.
 Saran P : The provincial administration of the Mughal, Delhi, 1970.
 I hassan : The Central structure of the Mughal Empire.
 A Aziz : The Mansabdari s ystem and the Mughal Army, delhi., 1970.

Additional Readings:

- Smith V A : Akbar the Great Mughal, Delhi, 1965 (Rep.)
 Sharma S R : religious Policy of the Mughal Empire, Delhi, 1972.
 -d- : Mughal Administration, Delhi, 1974, (Rep.)
 I Habib : Agrarian System of Mughal India, Bombay, 1966.
 Sarkai, J N : A Short History of A urangzeb, delhi, 1970,

Course No. H-309 MONARCHIES IN MEDIEVAL NORTH EAST INDIA

Objective : The objective of this course shall be to study the origins, formation, organisation and the decline of the monarchies in North East India during the medieval period. This is involved an indepth study of the states which emerged from the indigenous tribal bases or were established by military conquest.

Course Content

- A. Origin of the Monarchies - Ahoms state, Cachar, Jaintia, Manipur and Tripura.
- B. Formations of the Monarchies - Factors and Processes.
- C. Organisation - State Structure, Production System, Taxation, Defence and External Contacts.
- D. Interaction between the Monarchies - wars, diplomatic and social relations.
- E. Decline - Causes and circumstances.

Essential Readings

- J.B. Bhattacharjee, Social and Polity Formation in Pre-Colonial North-East India, Har-Anand, Delhi, 1991
- E.A.Gait, History of Assam, Gauhati, 1963
- J.Roy, History of Manipur, Calcutta, 1963
- N.R.Roy Chaudhury, Tripura Through the Ages, Delhi, 1982
- S.M.Ali, History of Jaintia, Dacca, 1964
- S.C.Sinha(ed), Tribal Politics and State Systems in Pre-Colonial Eastern and North Eastern India, K.P.Bagchi & Co., Calcutta, 1988

Additional Readings

- J.B.Bhattacharjee, Cachar Under the British Rule in North East India, Radiant Publishers, New Delhi, 1977
- P.Gogoi, Tai and Tai Kingdoms in Assam, Gauhati University publications, 1972
- J. Sarkar & B Dutta Ray, (ed.), Social and Political Institutions of the Hill Tribes in North-East India, ASI, Calcutta, 1987
- N.N.Acharya, History of Medieval Assam, Gauhati, 1966
- U.N.Gohain, Assam in the Ahom Age, Jorhat, 1959

Course No. H-401 BRITISH EXPANSION AND IMPERIAL POLICY IN INDIA

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

Course Content

- A. Historiography of British rule in India; decay and disintegration of the central Indian authority; European settlements, trade and commerce.
- B. British expansionist policies (Warren Hastings to Dalhousie): ascendancy in Bengal, Carnatic, relations with Mysore, Hyderabad, Marathas, Sikhs.
- C. British imperialism ; consequences of the revolt of 1857; policies towards landholders, peasants, Indian states (till 1935); instruments of state - the army, the police and the I.C.S.
- D. British policy, expansion and consolidation in North East India.
- E. Colonial Political and economic aspects of decolonization ; Impact on Indian polity and Society.

Essential Readings

- R.K.Mukherjee, Rise of Fall of the East India Company, Bombay, 1973
 C.H.Phillips, The East India Company, OUP, London, 1956
 H.Dodwell, Cambridge History of India, Vol.V, CUP, London, 1986
 P.J.Marshall, Problems of Empire: Britain and India, CUP, London, 1963
 Lawrence James, Raj: The Making and Unmaking British India, London, 1998
 S.Gopal, British Policy in India 1858-1905, Orient Longman, Madras, 1975
 T.R.Metcalf, The Aftermath of Revolt: India, 1856 - 1905, Princeton, 1965
 B.B.Misra, The Administrative History of India, Oxford, 1970
 S.R.Ashton, British Policy towards the Indian States, Curzon Press, 1982

Additional Readings

- Ram Gopal, How the British Occupied Bengal, Bombay, 1963
 P.E.Roberts, History of British India, London, 1970
 John Strachy, Rise and Fulfillment of British Power in India, London, 1943
 S.P.Sen, The French in India, New Delhi, 1977
 S.N.Sen, Anglo-Maratha Relations, Macmillan India, 1974
 R.J.Moore, Crisis of Indian Unity, Clarendon Press, Oxford, 1974
 R.J.Moore, Churchill, Cripps and India, Clarendon Press, Oxford, 1979
 C.H.Phillips & M.W.Wainwright, Partition of India : Policies & Perspectives, George Allen Unwin, London, 1970
 R.J.Moore, Escape from Empire, Clarendon Press, Oxford, 1983
 Peter Robb, Government of India and Reform, London, 1987
 H.V.Hodson, The Great Divide, London, 1960
 B.R.Tomblinson, The Political Economy of the Raj : 1915-1947, The Economics of Decolonization in India, London, 1970
 I.M.Drummond, Expansion and Protection, George Allen Unwin, London 1974

Course No: H-402 – COLONIALISM, IMPERIALISM AND ECONOMIC CHANGE IN INDIA:

Objective: This course is intended to introduce the students of Modern Indian history to the process of economic change that Indian society underwent since the 18th Century. The changes, the factors responsible for the changes and the consequences will be dealt with against the backdrop of the colonialist and imperialist interests of the British Empire.

Course Content:

- A. Concept and historiographic approaches in the study of economic history, colonialism and economic imperialism in modern India.
- B. The traditional economy of India: agriculture; artisan; industries; traditional agricultural and artisanal practices in North east India. Process of Change: Coming of the European companies; English east India Company's rule; changes in the rural economy; the de-industrialisation question.
- C. Colonisation and the new economic system: Land tenure systems; trends of developments in the industrial sector; changes in the agricultural sector- commercialisation, credit and capital trade and commerce. Regional variations in these developments with particular reference to NE India.
- D. Colonialism and the development of Indian capitalism : Indigenous and foreign capital; foreign trade and balance of payments to the colonial relations with the metropolis; the great depression and the world wars.
- E. Social consequences: Rise of new forces- in the rural society; the Indian capitalist Class; Industrial labour force.

The final consequences of colonialism: new colonialism and underdevelopment.

The post 1947 attempts at economic reorganisation: Planned economy to liberalisation- an overview.

Economic development in NE India in the post 1947 period.

Essential Readings:

1. Andre G Frank on Capitalist Underdevelopment, OUP, Bombay, 1975.
2. P baran , the Political Economy of Growth (Penguin 1976).
3. R C Dutta , economic History of India, Vols. I & II, (Pub. Division, GOI, 1989, (4th rep.).
4. R P Dutta , India Today, Manisha, 1970.
5. B Vandra, rise and Growth of Economic nationalism in India, PPH, New Delhi, 2000.
6. T Roy, The Economic History of India, (1857-1947), OUP, Chennai, 2000.
7. A Disney & E Booth (ed.) Vasco da gam and the Linkage of Europe and asia, OUP, Channai, 2000.
8. B Chandra, Essays in Colonialism, Orient Longman, Hyderabad, 1999.
9. B Chandra, Nationalism and Colonialism in Modern India, Orient Longman, 1990, (Rep.)
10. D Rothermund, Economic History of India, (Croom held Ltd., London, 1988).

H-402

Course No.H-403 INDIAN NATIONALISM

Objective : The Course is intended to discuss the origin and growth of Indian nationalism during British Colonial rule in India , with emphasis on the concepts and issues involved in the study of modern nationalism.

Course Content

- A. Nationalism and Indian Nationalism-approaches : Economic Critique of colonialism, Ideological dimension.
- B. Origin of Indian Nationalism ; Press and Public opinion; Early organisations; Indian National Congress – Constitution and Strategies.
- C. Partition of Bengal and Swadeshi Movement; Rise of communalism, Home Rule Movements, Militant Nationalism, Left-Wing.
- D. Major phases- Khilafat ,Rowlatt Satyagraha, Non-Cooperation, Civil Disobedience.
- E. National Movement during World War II - Quit India and INA; Partition of India.

Essential 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, 1969
- Peter Hardy, Muslim of British India, CUP, Cambridge, 1997
- Sumit Sarkar, The Swadeshi Movement in Bengal, PPH, Delhi, 1989
- R.Kumar(ed), Essays on Gandhian Politics : The Rowlatt Satyagraha, OUP, London, 1971
- Judith Brown, Gandhi and civil Disobedience, OUP. London, 1995
- F.C.Hutchins, Spontaneous Revolution: The Quit India Movement, Delhi, 1991
- S.R.Sareen, The Indian National Army, Starting Publication Co. Ltd., Delhi, 1993

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Course No: H- 404 COLONIALISM, COMMUNALISM AND SECULARISM IN MODERN INDIA.

Objectives: There can be no differences of opinion today on the fact that a number of religious beliefs and practices have coexisted in India over the course of its long historical developments. However, with the advent of colonial rule and also in the period after 1947 certain important trends have developed in the interface of religion and society. The objective of this course would be to focus on some of these trends with particular emphasis on the issues of communalism and secularism.

Course Content:

- A. Geographical and concepts: religion, secularism, communalism, fundamentalism, proselytisation, Hinduism, Islam and Christianity.
- B. Brief survey of the major religious beliefs and practice as prevalent in India at the onset of British rule: Hindus, Christians and Muslims in India; Role of Bhakti and Sufi Cults; Religious beliefs and practices in NE India.
- C. Colonisation of the Indian society and the impact on the major religious groups and the developing relations between these groups; R R Roy and religious reform movements; the emergence of social tensions.
- D. The rise and growth of communalism in India: Gandhi on religion, Nehru on religion, Jinnah on religion, the Church and its social role during the period of colonial rule; Muslim League, Hindu Mahasabha and Akali Dal; Gokhale, Savarkar and the concept of the Hindu Rashtra.
- E. Secularism in India: The Indian National Congress and secularism, the Indian Constitution and secularism; the attitude of the major religious groups (Hindus, Muslims and Sikhs and Christians) to the concept of secularism. Political parties and the concept of secularism in modern and contemporary India.

Essential Readings:

1. F Engels, On religion, (Moscow, 1975).
2. Nehru, Selected works (edited by S Gopal), New Delhi, 1972. Relevant Sections on religion.
3. The Selected works of Mahatma Gandhi, Vol. 4, Nabajivan Publishing House, Ahmedabad, 1968).
4. Stanley Wolpert, Jinnah of Pakistan, OUP, Delhi, 1992.
5. Donald E Smith, India as a secular State, Princeton Univ. press, 1963.
6. B Chandra, Communalism in Modern India, Vikas Pub. House, Delhi, 1966.
7. R Bhargava, secularism and its critics, OUP, 1999.
8. D Basu, Shorter constitution of India, Prentice Hall, New Delhi, 1984.
9. P Hardy, The Muslims of British India, Cambridge Univ. Press, 1972.
10. M Hasan, Communal and Pan-Islamic Trends in Colonial India, Delhi, 1991.
11. T K Oomen & Hunter P Marby, The Christian Clergy in India: social Structure and Social roles, Vols. I & II, Sage New Delhi, 2000.

Additional Readings:

1. K L Seshagiri Rao, M Gandhi and comparative religion, Delhi, 1978.
2. Sita Ram Sharma, A anatomy of Communalism: Indian Muslims League and communalism, APOH Publishing Corporation, New Delhi, 1998.
3. M S Gokhale, Bunch of thoughts, Bangalore, 1966.
4. N C Chatterjee (Ed.) Hindu Politics, Collection of speeches and addresses, 1932-44, Calcutta, 1944.
5. G Studdert-Kennedy, Providence and the Raj: Imperial Mission and Missionary Imperialism, (Sage Publication India, New Delhi, 1993).
6. J Sarkar & B Datta Ray (ed.), Social and Political Institutions of the Hill people of NE India, Anthropological Survey of India, Cal, 1990.
7. C Jaffrelot, The Hindu Nationalist Movement and Indian Politics, 1925 to 1990, Penguin, New Delhi, 1999.
8. M AK Azad, India Wins Freedom (The Complete Version), Orient Longman, 1988).
9. M Shakir, Khilafat to Pakistan, New Delhi, 1970.
10. B L Grover, A Documentary Study of the British Policy towards Indian nationalism, Delhi, 1967.

COURSE NO: 405: PEASANT MOVEMENT IN MODERN INDIA

Objective: The course aims not only at understanding the concepts of peasants and peasant movements but also at viewing peasants as a social force and the peasant movements as challenges to the established social order. The peasant movements in modern India, i.e. from the beginning of the colonial period to the post 1947 era, will be seen as emergin resistance to colonisation of the Indian economy and as mobilisation of the peasants for the securing of the rights of the peasants in the post 1947 period.

Course Content:

- A. Degining peasants: Peasants and tribes; pepasants as a social force; characterising peasant societies.
Understanding peasant revolts, rebellions, uprisings, insurrections, movements etc.; approaches to the study peasant movements.
- B. British agrarian policies and peasant unrest; the Indian agrarian structure; regional variations of Indian agrarian society.
- C. Pre 1857 revolts- A review: Pabna; Kol; S anthal. The peasant aspects of 1857 revolt; Indigo uprising; Phulaguri revolt and 1893 peasant uprising in assam; Deccan peasant Revolt; Mappila uprising.
- D. Indian nationaal congress , Gandhi and peasants: Champaran Movement, Bardoli Movement; review of Kisan Sabha Movement- Up, Bihar, bengal; Tebhaga Movement.
- E. Peasant movements 1947-1970 : Telengana and Naxalbari.

Women in peasant movements:

1. Tendor Shanin (ed.) Peasants and peasant societies, Penguin, 1971.
2. B Moore, social Origins of dictatorship and democracy: Lord and peasant in themaking of the modern world, Harmondsworth, 1973.
3. E Stokes, the peasant and the Raj: Studies in Agrarian society and peasant rebellion in colonial India, Cambridge, 1978.
4. M. A Klein (ed.) Peasants in Africa: Historical and contemporary perspectives, (Sage, London, 1980).
5. E Worl, Peasant Wars of the 12th Century, (Faber & Faber, london 1973, edition).
6. R. Guha, Elementary aspects of peasant Insurgency in India, OUP, Delhi, 1997.
7. A Beteille, Studies in Agrarian social structure, OUP, New Delhi, 1974.
8. D N Dhanagare, Peasant Movements in India, 1920-1950, OUP, Delhi, 1983.
9. D Hardiman (ed.) Peasant resistance in India 1858-1914, OUP, Delhi, 1993.
10. A R Desai (ed.) Peasant Movements in India, delhi, 1983.
11. K M Plord annikar, Against Lord and State: religion and Peasant Uprising in Malabar 1836-1921, OUP, Delhi, 1992.
12. J C Jha, The Kol Insurrection in Chota Nagpur, Calcutta, 1964.

D. Indian nationaal congress , Gandhi and peasants: Champaran Movement, Bardoli Movement; review of Kisan Sabha Movement- Up, Bihar, bengal; Tebhaga Movement.

ED Peasant movements 1947-1970 : Telengana and Naxalbari.

Women in peasant movements not only at understanding the concepts of peasant Tendor Shanin (ed.) Peasants and peasant societies, Penguin, 1971. a social and B Moore, social Origins of dictatorship and democracy: Lord and peasant in and the making of the modern world, Harmondsworth, 1973, the beginning of the and E Stokes, the peasant and the Raj: Studies in Agrarian society and peasant rebellion in colonial India, Cambridge, 1978, and the peasants for the and M. A Klein (ed.) Peasants in Africa: historical and contemporary perspectives, (Sage, London, 1980).

13. D K Singha Roy, *Women in Peasant Movements: Tebhaga, Naxalite and after*, (Manohar, New Delhi, 1992).

Additional Readings:

1. E J Hobsbawm, *Bandits*, Pelican Books, 1972.
2. M S A Rao, *social Movements in India*, Manohar, New Delhi, 1978.
3. D Thorner, *The Agrarian Prospect in India, Five lectures on Land reforms*, Univ. press, Delhi, 1956.
4. S Sen, *Agrarian struggle in bengal 1946-47*, New Delhi, 1972.
5. B H Baden Powell, *Land system of British India*, 3 vols. Oxford, 1892.
6. E J Hobsbawm, *Primitive rebels*, manchester, 1959.
7. D Thorner, *land and Labour in India*, asia Publishing House, Bombay, 1965.
8. B B Kling, *Blue Mutiny: The Indigo disturbances in bengal 1859-1862*, Philadelphia, 1966.
9. S B Chaudhury, *Civil disturbances During British Rule in India*, Calcutta, 1955.
10. R Guha (ed.) *Subaltern studies Vols. I -XI*, OUP, Relevant Vols. To be detailed.
11. A R Desai (ed.) *Peasant struggles in India since independence* (OUP., Bombay, 1975).
12. R ray, *the Naxalites and their ledology*, OUP, New Delhi, 1988.
13. A Guha, *Planter raj to Swaraj: freedom struggle and Electoral Politics in Assam 1826-1947*, ICHR, 1977.
14. *Journal of Peasant studies*.
15. *Indian economic and social History review*.
16. *Studies in History*.

Course No. H-406 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.

Course Content

- A. Emergence of Indian Republic - transfer of power, integration of Indian States, making of the Constitution, reorganisation of states, new states ; Integration and Consolidation.
- B. Democracy at work - Democratic Socialism and Welfare State, working of the governments in Centre and States; democracy at Test-J.P. Movement and Emergency, Coalition Politics ; Democratic decentralization - Panchayati raj; Problem of Communalism, Regionalism, ethnicity, militancy, caste and untouchability.
- C. India abroad : Foundation of Foreign Policy, Panchsheel and Nehru era; India in Commonwealth, UN, NAM and SAARC
- D. 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; problem of the marginalized-peasants, workers, Dalits; Indian women since independence.
- E. Achievements - Science and technology, art, literature and Culture, mass communication.

Essential Readings

- Bipan Chandra, Aditya Mukherjee & Mridula Mukherjee, India After Independence, 1947-2000, 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, CPR, 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. Satchidananda Murty & Amit Dasgupta, The Divine Peacock : Understanding Contemporary India, ICCR/Wiley Eastern Ltd., New Delhi, 1994
- V.A. Pai Panandiker & Ashis Nandy, Contemporary India, Tata Mcgraw Hill, New Delhi, 1999
- V.A. Pai Panandiker & Subhash C Kashyap(ed.), Political Reforms : Asserting Civic Sovereignty, Konark Publishers, New Delhi, 2001

Course No: H-407: DIMENSION AND DIRECTIONAL TRENDS OF THE INDIAN FREEDOM MOVEMENT:

Objectives: It is intended for students who have already acquired basic knowledge of the Indian struggle for independence and have been acquainted with its main course and characteristics. This course will be an in-depth study of the dynamics, directional trends and complexities of Indian National movement and focusw attention on facets of the movement which will not be adequately dealt with in other courses:

Course Contents:

- Pre-Congress Nationalism :** Growth of Political consciousness roots of nationalism its impact, analysis goals of politics of association.
- Nature and significance and attitude of the intelligentsia to mass uprisings and civil disturbances of the pre 1857 period, revolt of 1857, indigo agitation etc.**
- Iedological evolution within the congress objectives broadening bases. The revolutionary iedology origins, aims strength and weakness . regional and communal pressure groups and the nationnalist attempts to counter it (with emphasis on Muslim politics and the role of the nationalist Muslims).**
- The congress and civil rights. Technique and philosophy of Satyagraha. The congress and social issues- depressed classes B R Ambedkar – his differences with Gandhi. The rise of the congress left wing- Congress socialists. Growth of the Communist movement- peasants and working class organisation- M N Ray and radical Humanists. State People' movement.**
- Indian Nationalist and the contemporary world and international issues. Economic ideas and programme of the congress (with emphasis on Bose Gandhi differences on the subject). The Indian national Movement and the growth of democratic traditions and institutions- the making of the Indian consitution and the foundation of the Republic of India.**

Essential Readings:

- N S Bose : racism, struggle for equality and Indian Nationalism, Firma KLM,1981.
 K Ballhachet: race, sex, and class under the Raj, delhi,1979.
 J Bhagal : Peasant revolution in Bengal, Calcutta,1953.
 N S Bose : Indian awakening and Bengal , Calcutta,1976.
 A R Desai : Social Background of Indian Nationalism, Bombay, 1979.
 P Griffiths : The British Impact of India, london,1952.
 C H Heimsath: Indian Natuionalism & Hindu Social Reform, Princeton 1964.
 C Hibbert: The Great Mutiny, New York, 1978.

Additional readings:

- A De: Roots of separatism in 19th Century Bengal, Cal.1974.
 A Lester & .
 B Geoffry : Race and Law, Penguin,1972.
 B Kling: The Blud Mutiny, Philadelphia,1965.
 B B Majumdar: history of Political thoughts from Rammohan to Dayananda, Cal.1934.
 B Spangenberg: British Bureaucracy in India, Delhi,1976.
 S Wolpert: A New History of India, New york, 1977.
 A Tripathy : The Extremist Challenge, Orient Longman, 1967.
 B Chandra : rise and Growth of Economic Nationalism in India, PPH, Delhi,1982.
 B B Majumdar: Indian Political association and reform of Legislatures, Cal. 1965.
 H V Hodson : The Great Divide , london, 1969.
 C A Baily : Origins of Nationality in South Asia, Patriotism and Ethical Government in the making of Modern India.
 P Sarathi Gupta (ed.) Towards freedomn documents of the Movement for Independence in India 1943-44.
 V Chandra (ed.) : India's struggle for Independence, New Delhi, 1998.

Course No. H-408 HISTORY OF IDEAS IN MODERN INDIA

This course is designed to study the various ideas that grew in India during the British Colonial rule. It will also study the impact of the west on Indian thought and the various social movements, which grew either as a response or reaction to the process of modernization, and contributed to the shaping of Modern India.

Course Content

- A. Concepts and Issues in History of Ideas ; Indian Intellectual traditions - a survey; British attitudes towards Indian society; Myth of the 'Dark Age'.
- B. Indian Renaissance/Awakening ; Western Education and its impact on Indian Thought; The Reform Movements.
- C. Growth of Ideas : Rationalism, Radicalism, Utilitarianism, Nationalism, Humanism, Communalism, Secularism.
- D. Important Indian Thinkers-Ramohan Roy, Dayanand Saraswati, Bal Gangadhar Tilak, Rabindranath Tagore, Mahammad Iqbal, Aurobindo Ghose, B. R. Ambedkar, Jawaharlal Nehru.
- E. Gandhian Thought - Swaraj, Satyagraha, Sarvodaya.

Essential Readings

- Susobhan Sarkar, On the Bengal Renaissance, Papyrus, Calcutta, 1985
- Nemai Sadhan Bose, Indian Awakening and Bengal, Firma KLM, Calcutta, 1994
- V.C Joshi(ed), Ram Mohan Roy and the Process of Modernization in India, Vikas, New Delhi, 1975
- Theodore M Bary(ed), Sources of Indian Tradition, vol.2, Columbia University Press, New York, 1958
- K.N.Panikkar, Culture, Ideology, Hegemony : Intellectuals and Social Consciousness in Colonial India, tulika, New Delhi, 1995
- Keneth W Jones, Socio-Religious Reform Movements in British India, Cambridge University Press, 1989
- N.K.Bose, Studies in Gandhism, Navajivan, New Delhi, 1972
- B.B.Majumdar, History of Indian Social and Political Ideas, Firma KLM, Calcutta, 1996
- Eric Stokes, The English Utilitarians and India, CUP, London, 1973
- Arabinda Poddar, Bengal Renaissance, Quests and Confrontations 1800-1860, Simla, 1970
- , Renaissance in Bengal: Search For Identity, Simla, 1997
- George Boas, The History of Ideas : An Introduction, New York, 1969
- Preston King(ed), The History of Ideas : An Introduction to Method, Barnes and Noble Books, New Jersey, 1983

Additional Readings

- L.S's O' Malley(ed), Modern India and the West, OUP, London, 1968
- V.P.S.Raghuvanshi, India Society in the 18th Century, Delhi, 1969
- D.Kopf, British Orientalism and Bengal Renaissance : The Dynamics of Indian Modernization 1773-1835 Firma KLM, Calcutta, 1969
- Ravinder Kumar, Western India in the Nineteenth Century: A study in the Social History of Maharashtra, Routledge and Kegan, London, 1968
- S.A.A.Rizvi, Religious and Intellectual History of the Muslims in Akbar's Reign with Special reference to Abul Fazl, Delhi, 1971
- Tauriq Ahmad Nizami, Political Thought and Activity in India During the First Half of the 19th Century, Aligarh, 1969
- Lynn Zastonpil, John Stuart Mill and India, Stanford University Press, California, 1994
- Eugene Varina, Ideas and Society in Indian from the Sixteenth to the Eighteen Centuries, OUP, Delhi, 1986

Course No: H-409: FRONTIER AND FOREIGN POLICY OF BRITISH INDIA (1844-1947)

Objectives: The introduce the students to the salient features of the frontier and foreign policies of British India and relations with the states in India's periphery.

Course Content:

- A. Frontier of Indian-Geography, people, culture, polity relations of frontier people with central authority.
- B. International pressurs. Anglo-Russain rivalries in Central asia. The problem of Burma and its annexation. Tibet and the Young husband expedition, its aftermaht, China, Britain and Tibet and the N E Frontier of India, simla Convention.
- C. The N E Frontier, relations with Pathan and Baluchi tribes, problems and policy on the northern frontier of Assam.
- D. Formation of Boundaries. The Durand Line. The mac-Mahon Line. Extension of British Control.
- E. Results of British Policy.

Essential Reading:

- T S Murthy: frontier: A Changing concept, Palit & Palit Delhi, 1978.
 C C Davies: Problems of the North Frontier, Curzon Press, London, 1975.
 D Ghose: england and Afghanistan.
 G J Alder : British India Norther Frontier.
 S C Bajpai : Norther fronter of India, Allied, Bombay, 1970.
 R Kumar: India and the Persian Gulf Region, Asia, Bombay, 1975.
 P Mehra : The macmohan Line and After, macmillan, 1974.
 P Mehra: young husband expedition: An interpretation.
 D Woodman: The Himalayan Borderland, Barrie & Rockliff, London.
 M Abrol: British relations with Frontier States, 1963-1875, S Chand & Co, delhi, 1974.
 M Tapp: Strategies of British India, OUP, Cal. 1980.

Additional readings:

- R L Greaves : persia & the defence of India.
 B C Busch: Great Britain & the Persain gulf Region.
 C L Keaton : King Theba and the ecological rate of Burma.
 D P Choudhury: The N E Frontier of India, asiatic society, Cal. 1978.
 D P Singha; : British diplomacy and the Annexation of Upper Burma, South Asain Pub. New Delhi, 1981.

Course No. H-411: BRITISH POLICY IN NORTH EAST INDIA;

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

- Course Contents:**
- Historiography of British relations with N E India; European commercial contacts, British conquest of Bengal and its impact; early British Policy.
 - Early Intervention: N E Rangpur (Garos), treaty of Badapur, 1st Anglo-Burmese war, treaty of Tardaboo, Annexation of Assam, Anglo-Khasi War, annexation of Cachar and Jaintia; resistance movement.
 - Forward Policy- Garo, Naga and Lushai Hills.
 - Paramountcy in Manipur and Tripura: Crown Colony Policy.
 - Patterns of British administration / problems and policies.

Essential readings:

- S K Bhuyan: Anglo-Assamese Relations, Tapyrus Book stall, 1994, Iind ed., 1974, Gauhati.
 J B Bhattacharjee: The Garo and the English: 1765-1874, Radiant Publishers, New Delhi, 1970.
 N K Barooah: David Scott in N E India, oriental Publishers, New Delhi, 1970.
 H K Barpujari: Problem of the Hill Tribes: N E Frontier, (Vol. I, Lawyers Book Stall, m Guwahati, 1970, Vol. II, Basanti Prakash, (1976), Vol. III, spectrum Publishers, Guwahati, 1981.
 H K Barpujari : 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 Gauhati.
 D R Syiemlieh : British Administration in Meghalaya, heritage Publishers, New Delhi, 1939.

Additional Readings:

- A Mackenzie: N E Frontier of India, Mittal Publication, new Delhi, 1994.
 M J Bose : British Policy in N E Frontier, D K Publishers, delhi, 1976.
 S K Bhuyan: early British relations with Assam, Shillong, 1949.
 J B Bhattacharjee: Cachar under British Rule in N E India, Radiant Publishers, delhi, 1977.
 A Aremchiba : A Brief Historical background of Nagaland, Jorhat, 1970.
 N Sanjibachha : Manipur Past and Present Vol. I, Mittal Pub., Delhi, 1988.
 H K Barpujari: Assam in the Days of the Company, NEHU, 1996, Shillong.
 SK Sarit British Relations in Tripura, Cal, 1991.
 A Kaur: Mizoram: Dynamics of Change, Calcutta, 1982.
 B C Chakravarty: British Relations with the Hill Tribe of Assam, Cal, 1964.

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Course No. IT- 412 Economic History of Modern North East India

The course is intended to study the economic changes and development in North- East India including the factors of change and its consequence since the 18th century. It will also highlight the economic change in the region as a part of the process of British colonialism/Imperialism.

Course Contents

- A. Historiography of the writings on economic History in colonial India including North-East, concepts and Issues in the economic History of Modern North-East India.
- B. Pre-colonial economy, early European Trade in the region, Anglo-Ahom Treaty of 1793.
- C. Introduction of Money economy, land and revenue Administration, the agrarian Protests, wasteland settlement rules, Agriculture, forest utilization.
- D. Growth of industry - tea, Coal, Oil, subsidiary industries-rubber, plywood, handloom and handicrafts, industrial unrest and labour movement.
- E. Development of Transport and communication - river, road and railways, trade and commerce; Effects of Partition on India's north-east economy; Economic Development since 1947. Role of NEC in the economic development of North East India.

Essential Readings

- Amalendu Guha, Medieval and Early Colonial Assam, K P. Bagchi, Calcutta, 1991.
 , Planter Raj to Swaraj, People's Publishing House, New Delhi, 1988
 P C Goswami, Economic Development of Assam, Calcutta, 1959.
 B. Bhattacharjee (ed.), Studies in the Economic History of North East India, Har-Anand, New Delhi, 1994.
 , Trade and Colony : The British colonization of North-East India, NEIHA, Shillong, 2000
 Shrutide Goswami, Aspects of Revenue Administration in Assam 1826, Mittal Publication, Delhi, 1987
 Priyam Goswami, Assam in the Nineteenth century: Industrialization and Colonial Penetration, Spectrum Publications, Guwahati, 1999
 P. Griffiths, The Indian tea Industry, London, 1964
 T. Mathew (ed.), Tribal Economy of North India, Calcutta, 1980
 NEICSSR, Agriculture in the Hills, Shillong, 1979
 H. B. Barpujar, The Comprehensive History of Assam, Vols. IV & V, Assam Publication Board, Guwahati, 1993
 North-Eastern Council, 25 years of NEC, Shillong, 1998
 Atul Goswami (ed.), Land Reforms and Peasant Movements: A Study of North-East India, Omsons, Guwahati, 1986
 S. Dutta (ed.), Studies in the History, Economy & Culture of Arunachal Pradesh, Himalayan Publishers, New Delhi, 1998
 Proceedings of NEIHA: Relevant volumes 1989 onwards

Additional Readings

- Bipan Chandra, Essays on Colonialism, Orient Longman, New Delhi, 1999
 Dharma Kumar (ed.), The Cambridge Economic History of India, Vol. II, Orient Longman, New Delhi, 1982

B.R.Tomlison, The Economy of Modern India (The New Cambridge History of India, III :3), CUP, New Delhi, 1993

Course No. H-413 GOVT. AND POLITICS IN NORTH EAST INDIA SINCE 1947

Objective : This course aims at a critical study of the Political Developments in North East India with Special reference to the hill areas since transfer of power in 1947.

Course Content

- A. Traditional Political Systems in North East India : Chieftainship in the Hill Areas- Village Councils, administration of justice ; slavery. Constitutional position of the Tribal Areas before 1919-under the Government of India Act 1919 and under the Government of India Act 1935.
- B. Constitutional Development since 1947 : Bardoloi sub-Committee; The Sixth Schedule; the structure of the District Councils, the powers and functions of the District Councils, the working of the District Councils.
- C. Reorganisation of States : Language Policy of the government of Assam; Formation of States - Meghalaya , Nagaland, Mizoram; Manipur and Tripura, Arunachal Pradesh; Development of Local Self- Government.
- D. Social tension; Insurgency
- E. Autonomy Movements

Essential Readings

- S.K. Chattopadhyay (ed.), Tribal Institutions of Meghalaya, Spectrum Publishers, Guwahati, 1985
- V.Venkata Rao, A Century of tribal politics, Delhi, 1978
- V.Venkatarao, Government and politics in North East India, Vols.I and II, S.Chand & Co., Allahabad, 1983
- S.K.Chaube, Hill Politics in North East India, Calcutta, 1974
- B.Pakem (ed.), Regionalism in North East India, Vikas Publishing House, Delhi, 1991
- P.S.Dutta(ed), Autonomy Movements in North East India, Har-Anand, Delhi, 1992
- V.Venkata Rao, Hundred Years of Local Self Government in Assam, S. Chand & Co, Allahabad, 1968

Additional Readings

- Udayon Misra, The Periphery Strikes Back, IAS, Simla, 2000
- J.B.Bhattacharjee (ed.), Social Tension in North East India, Research India, Calcutta, 1982
- B.B.Goswami, Mizo Unrest, Calcutta, 1978
- R.Gopalakrishnan, Insurgency in North Eastern Region of India, Vikas Publishing House, Delhi, 1993
- P.S.Datta, Autonomy Movements in Assam, Omsons, New Delhi, 1993
- L S Gassah, Traditional Institutions of Meghalaya, New Delhi, 1998.

COURSE NO: H-414 : IMPACT OF THE NATIONALIST MOVEMENT ON NORTH EAST INDIA.

Objectives: In the writings on the Nationalist Movement the North East has not found enough space, but there is no denying the fact the Movement had its impact on the North East in various ways. The objective of this course is to introduce students to this aspect of the nationalist movement.

Course Content:

- A. Historiography of the nationalist movement in North East India; the North East in the historiography of the nationalist movement; concept of nation, nationalism, nationality and ethnic groups.
- B. Spread of nationalism to North East India- Brahmaputra valley, Barak Valley, Manipur and Tripura; anti-imperialist movement in the Hills of N E India.
- C. Non-cooperation, Civil Disobedience in N E India and its impact on the different areas.
- D. Gandhi and the North East- Response to Gandhi from different parts of N E India; the communal question in India and its consequences for North East; the Indian National Army (INA) and the North East.
- E. Women and the nationalist movement in N E India.

Essential Readings:

1. K K Gangadharan (ed.). Indian National Consciousness; Growth and Development, New Delhi, 1972.
2. G Sartori (ed.), Social Science Concepts: A Systematic Analysis, (Sage, California, 1984)).
3. B Chandra (et.al), The Struggle for Independence, (Viking, New Delhi, 1988).
4. R P Dutta, India Today, (Manisha, 1970).
5. K N Dutta, Landmarks of the Freedom Struggle in Assam , Gauhati, 1969,(rep).
6. H K Barpujari (ed.) Political History of Assam Vol.I, Gauhati,1977).
7. A C Bhuyan & S P De (ed.), Political History of Assam, Vol.II, Gauhati, 1978.
8. A C Bhuyan & S P de (ed.), Political History of Assam, Vol.III, Gauhati, 1980.
9. A Guha, Planter-Raj to Swaraj: freedom struggle and Electoral Politics in Assam, 1826-1947, (New Delhi, 1977).
10. Anuradha Dutta, Assam in the Freedom Movement , Calcutta, 1991.
11. H K Barpujari (ed.) The Comprehensive History of Assam, Gauhati, 1993.

Additional Readings:

1. S K Chaube, Hill Politics in North east India, Calcutta, 1973.
2. P C Goswami, The Economic development of Assam, Bombay, 1963.
3. B Sharma, The Rebellion of 1857 vis-vis Assam, Gauhati, 1957.
4. D N Banerjee, East Pakistan: A case study in Muslim Politics, Delhi, 1969.
5. M Kar, Muslims in Assam Politics, (Omson Gauhati, 1990).
6. J B Bhattacharjee, Cachar under British Rule in North East India, New Delhi, 1977.
7. M Tayyebulla, Between the Symbol and the Idol at Last, New Delhi, 1964.
8. D Sharma, "Role of Women in the Nationalist upsurge". In Arun Bhuyan (ed.), nationalist Upsurge in Assam (Gauhati, 2000).
9. Proceedings of the North East India History Associationb, (Relevant volumes to be detailed).
10. M Chaki-Sirkar, Feminism in a Traditional Society, (New Delhi, 1884).
11. M Horam, Naga Polity, New Delhi,1975.
12. Lalchungnunga, Mizoram : Politics of regionalism and National Integration, (reliance Publishing House, New Delhi, 1994).
13. J Gan. Choudhury, A Political History of Tripura, (Inter-India Publication, 1985).
14. N Tombi Singh, Manipur : The mainstream, New Delhi.

COURSE NO: H-415 : MIDDLE CLASSES AND EDUCATED ELITES IN NORTH EAST INDIA.

Objectives: The course seeks to highlight the emergence of two important social forces in North East India during the colonial period, the educated Elites and Middle Classes, and the impact of these forces on the history of the region during British rule and also in Independent India. The course will provide an overview of the history of the emergence of these forces and the role they have played in society and polity in North East India. The gender preceptions of class, middle class and educated elites will be kept in view while handling the various units.

- A. Concepts and definitions of Elite, Middle Class and hegemony; Middle class in developed capitalist countries; educated Elites and middle Classes in underdeveloped and colonial countries.
- B. Pre colonial society and politics in North East India; British rule and colonisation: Introduction of Western education; constraints in economic development; emergence of new social forces.
- C. Western education in the tribal societies of N E India; emergence of educated elites; towards formation of middle classes.
- D. The character of middle class and the educated elites in North East India; their social and political role.
- E. Regionalism, quest for identity; role of educated elites and the middle class.

Essential Readings:-

1. T Veblen, The Theory of the Leisure Class, Vikas Publishing House, New Delhi, 1974.
2. J westergaard & Heneritta Resler, Class in Capitalist Society: A study of Contemporary Britain, Penguin Books, 1976.
3. S M Lipset & A Solari, Elites in Latin America, (OUP, New York, 1966).
4. P C Lloyd, The New Elites of Tropical Africa, (OUP, London, 1966).
5. R A Rothman, Inequality and Stratification; Class, Colour and Gender, (Prentice Hall, New Jersey, 1993).
6. J Raynor, The Middle Class, (Longmans, London, 1969).
7. P Charterjee, The Nation and its Fragments: Colonial and Post Colonial Histories (OUP, delhi, 1994).

Additional Readings:-

1. B B Misra, The Indian Middle Classes; their Growth in Modern times, (OUP, New Delhi, 1978).
2. A Guha, Medieval and Early Colonial Assam; Society, Polity, Economy, (K P Bagchi & Co, Calcutta, 1991).
3. B datta Ray (ed.) The emergence and Role of Middle Class in North East India, (Uppa; Publishing House, New Delhi, 1983).
4. M Sharma, Social and Economic Change in Assam: Middle Class hegemony , Ajanta Publications, India, New Delhi, 1990.

Course No. H-416 –CHRISTIANITY IN NORTH EAST INDIA.

Objectives: The purpose to this course is to study the history of Christianity in the region from its earliest influence, the missionary phase and the expansion of the various Christian missions after 1947, bringing the developments to more recent times. The course will include the processes of proselytisation, the growth of the main line churches and their contribution in the field of education, literature, medical and other humanitarian works, the impact of Christianity in the lives of the people.

Course Content:-

- A. Historiographical issues in the study of Christianity in NE India, survey of History of Christianity in India.
- B. Advent of Christian mission into NE India, the Catholics, English Baptist; London Missionary Society Government policy towards missions.
- C. Establishment and expansion of churches : American Baptist Mission, Welsh Presbyterian Mission, Catholic Mission in the 19th and 20th Centuries, growth of indigeneous churches, method of proselytisation, response to Christianity, Seng Khasi Jadanong movement.
- D. Contribution of the missions in secular field, script issue, edication, literature, medical and other humanitarian activities role of lay persons, gradual shift of control to Indian leaders.
- E. Impact of Christianity in the socio-cultural and political life, position of women, church and conflict resolution.

Essential Readings:-

1. S Miri (ed.): Society and Religion in North East India, Delhi, 1978.
2. Victor Sword : Baptist in Assam, Chicago, 1935.
3. F S Downs : Christianity in North East India, Historical Perspective, Delhi & Gauhati, 1983.
4. F S Downs : History of Christianity in India: North Est India in the 19th & 20th Centuries, Bangalore, 1992.
5. F S Downs : Essays on Chriswtianity in North East Induia, New Delhi, 1994.
6. F S Downs : The Christian Impact on the Status of Women in North East India, Shillong, 1996.
7. D R Syiemlieh : A Brief History of the Catholic Church in Nagaland, Shillong, 1990.
8. J Ourthangurakal : Baptist Missions in Nagaland, Shillong, 1994.
9. J H Morris : The History of the Welsh Calvinistic Methodist's Fopreign Mission to the end of 1904, reprinted, New Delhi, 1996.
10. P T Philips : the Growth of the Baptist Churches in Nagaland, Guwahati, 1983.

Additional Readings:

1. N Natarajan : The Missionaries among the Khasi, Delhi, 1980.
2. S Becker : The History of Catholic Mission in N E India, Caucutta, 1982.
3. S Becker : Early History of Catholic Missions in N E India, Shillong, 1989.
4. D R Syiemlieh: They Dared to Hope : The Congregation of Holy Cross in India, Bangalorte, 1999.

Course No: H-417 - MODERN CHINA

Objectives: This course intends to study the process of China's transition from a medieval imperial dynastic state to its present state. The approach suggests the importance of western imperialism, its challenge and response, a vital aspect for the transformation of China and subsequently, the influence of Leftist and Rightist ideology in determining the structure of Chinese Polity.

Course Content-

- A. The traditional pattern and its breakdown- imperial china and the tribute system. The Canton system of trade, the advance of western mercantile enterprises, clash of chinese imperial tributary system and mercantilism, the opium wars, treaty ports and tariff.
- B. Upheavals, reform movements and accelerated foreign imperialism- taiping revolution the nien and moslem rebellions dynastic revival and self-strengthening movement , foreign encroachments, japanese aggression and the partition of china.
- C. Reform and revolution – the reform movement of 1898, the boxer uprising, sun yeat sen and the revolution of 1911, birth of the republic , politics of warlordism, Yuan Shih Kai, the rise of the KMT.
- D. Ideological awakening and the war of resistance- the intellectual revolution, May Fourth Movement, Birth of the Communist Party, Sino-Japanese War, The Civil War, The People's Republic, the Cultural Revolution, Mao Zedong.
- E. The Search For a New Order- The Gang of Four, Teng Hsiao-Ping and China's New Order, Building Socialism with Chinese Characteristics. The Cultural Impact of the Openh-Door Policy, taiwan's Economic Miracle and the Prospect for Unification with Mainland China, the Crackdown at T'ien -an-men.

Essential Readings:-

1. Wmmanuel Hsu: The Rise of Modern China, (Oxford Univ, Press, New York, 1990).
2. J K Fairbank: East Asia tradition and Transformation, (Allen and Unwin, 1973).
3. K Scott Latourette: China (Englewood Cliffs, New Jersey, Prentice Hall, 1964).
4. F Schurman and schell (ed.): China Readings: Vol. I & II, (Penguin, London, 1968).

Additional Readings:-

1. Edgar Snow : Red Star Over China, (Harmondsworth, Penguin, 1973).
2. C P Fitzgerald: Revolution in China, New York, Praeger, 1953).
3. H M Vinacke : A History of the Far East in Modern Times, (New Delhi, 1993).
4. N Pfeffer: The Collapse of a Civilization, New York, 1930.
5. Clyde and Beers: The Far East, New York, Prentice Hall, 1948.

Course No: H-418 - MODERN JAPAN

Objectives: This course examines the phenomenal transformation of Japan from a feudal society into a modernised nation-state and a world power taking into consideration the processes of this metamorphosis with being in conjunction, collusion, and conflict with forces that have contributed to the making of the modern world.

Course Contents:-

- A. Feudal Japan and the Tokugawa Shogunate. The Western challenge and crisis, the end of isolation, the fall of the shogunate and the restoration of imperial rule, internal conflicts in the new leadership, westernism, the end of feudal society and the building of a new national state.
- B. The first phase of Japanese industrialisation and expansion, Japan's compulsive overture towards Korea. Collusion of Japanese interests with China's hegemony and Russian designs in Asia. Manifestations of problems of industrial society in Japan.
- C. Japanese relation with western powers in the first decades of the 20th century. The treaty revisions, imperialism in China and the Open Door, the First World War, the Twenty One demands.
- D. Japan between the two world wars and the era of Militarism. The Washington Conference, Japanese alienation, the Pan-Asiatic Movement, the Manchurian Crisis. The Second World War, Japan - US struggle for supremacy in the Pacific, the atom bomb and surrender.
- E. Japan in the aftermath of second world war. The American Occupation, Disarmament, reforms, Communism. Foreign relations and the emergence of postwar Japan.

Essential Readings:-

1. Kenneth B Pyle: The making of modern Japan, Surjeet Publications, Delhi, 1983.
2. Malcolm Kennedy: A History of Japan, (Weinfeld and Nicholson, London, 1963).
3. E H Norman: Japan's Emergence as a Modern State, New York
4. Clyde and Beers : The Far East, New York, Prentice hall, 1948.
5. E D Reischauer: Japan Past & Present, New York, Knopf, 1946.
6. G B Sansom: The Western World and Japan, New York, Knopf, 1950.

Additional Readings:-

- H M Vinacke: A History of the Far East in Modern Times, New Delhi, 1993.
 Nathaniel Peffer: The Far East, Surjeet Publications, New Delhi, 1989.
 Burton Hugh : Japan Since 1931, New York, Ronald Press, 1940.
 H Wakefield: New Paths For Japan, London, Oxford Univ. Press, 1948.
 E O Reischauer: The United States and Japan, Cambridge, Harvard Univ. Press, 1950.

Course No: H-419 - COLONIALISM IN SOUTH EAST ASIA (1511-1850).

Objectives: The Objectives 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 of western colonialism.

Course Content:-

- A. Society and Economy of SE Asia before the coming of the Europeans.
- B. The arrival of the portuguese: Foundation and Development of Portuguese Power of Malaca Warfare with Political and Commercial relations with the Spice Islands, China, Bay of Bengal, Burma, Siam, Cambodia and Vietnam- decline of Portuguese Power.
- C. The Dutch Commercial Empire: the Establishment of Dutch trading Centre in Java- Dutch Victory in the Indies, Sumatra and Malaya- Dutch Political and Commercial relations with Siam, Burma, Vietnam and Major Indfonesian Islands- the Dutch Commercial Empire- Its decline.
- D. Spaniards and the British in the SE Asia Society and Economy of Pre-Spanish Philipines- The Spanish Conquest and Government in the Philipines- The Chinese at Manila and Manila's Political and Commercial relations with China, Japan, Macao and the Moluccas- British Malaya – Britaibn and Burma – Britain, France and Vietnam.
- E. Siam and Vietnam – SE Asia Interaction and accommodation with colonial regimes: siam's political and trading relations with the Europeans in 17th and 18th Centuries- Impact of Missionaries and Westernization of Siam – Interaction and accommodation of SE Asia with Colonial regimes.

Essential Readings:-

- Nicholas Tarling (Ed.) : The Cambridge History of SE Asia, Vol.I,
Cambridge Univ. Press, UK, 1992.
- do- : The Cambridge History of SE Asia, Vol.II,
Cambridge Univ. Press, UK (1992).
- D J M Tate : The Making of Modern SE Asia, Vol.I,
Oxford Univ. Press, Kualamumpur, 1971.
- Brian Harrison : South East Asia: A Short History, Macmillan & Co.,
London, 1955.
- D C E Hall : History of South Asia, McGraw Hill, New York, 1969.

Additional readings:

- J F Cady : S E Asia: Its Historical Development, McGraw Hill, New York, 1964.
- G O Kahim : Govt. and Politics in SE Asia, 2nd Ed., Cornell Univ. Press, Ithaca, 1964.
- John Bastin & Harry Benda : History of Modern AE Asia, Prentice Hall, New Jersy, 1968.

Course No. H-420 SOCIAL HISTORY OF EUROPE(1789-1945)

Objective : This course is designed to provide an understanding of modern European history from a social perspective. It will familiarize the students with the significant social developments between 1789-1947.

Course Content

- A. Concepts and issues in social history of Europe; political, economic and social effects of industrial and French revolutions, industrialization and urbanization.
- B. Effects on Europe of the rise in population, irrigation and emigration; social structure of working class, middle class, aristocracy, social upheavals in France, Britain, Germany, Russia, Italy.
- C. Development of literature and education, press, radio, theatre and art, Science, religion.
- D. Social forces and political ideas, liberalism, democracy, anarchism, communism, totalitarianism -Nazism, Fascism.
- E. The state and social welfare, elevations of rural poor, land question, factory reforms, health care; social conditions in Britain (welfare State), USSR(Communism) Germany (Nazism), Italy (Fascism).

Essential Readings

- Harold Perkins, The Origins of Modern English Society, London, 1969
- Edward Royle, Modern Britain : A Social History, London, 1992.
- Hugh Seton-Watson, The Russian Empire 1801-1917, OUP, Oxford, 1989
- Martin Pugh, State and Society : British Political and Social History 1870-1992, Edward Arnold, London, 1994
- G.M.Trevelyan, English Social History, Orient Longman, New Delhi, 1970
- A J P Taylor, English History 1914-1945, Penguin Hammand-Smith 1970
- P Richard, A Social History of the Third Reach, Penguin Hammand-Smith, 1974

Additional Readings

- Agatha Ramm, Europe in the Nineteenth Century 1789-1905, Longman, 1984
- James D White, The Russia revolution 1917-1921, Edward Arnold, London, 1994
- Rege Price, A Concise History of France, CUP, Cambridge, 1993
- David Thomson, Europe Since Napoleon, Penguin. 1993
- J.Joll, Europe Since 1870, Penguin. 1983
- Allan Bullock, The Twentieth Century, Relevant Volumes, New York, 1995

Course No: H-421 REVOLUTION IN RUSSIA: 1905-1964.

Objectives: The USSR as a political unit no longer exists but this development is no way undermines the historical importance of the Russian Revolution. This revolution not only changed the course of Russian history but also influenced developments in various other countries of the world. This course is intended to introduce students to the developments in Russia that led to the Russian revolution, and the post revolution reorganisations undertaken by Lenin, Stalin and Khrushchev.

Course Content:-

- Historiography of the Russian Revolution: The Soviet and the western views. The Russian revolutionary tradition- decembrist rebels, Narodniks, smaller revolutionary group of the 19th Century, the Bolsheviks.**
- A. Social and economic developments in Russia before 1905.: Agrarian economy and the Peasantry, Industrial developments and the workers. The Intellectual and the political roots of the Revolution of 1905 –Character and participation; The aftermath of the revolution; the reforms and their failure.**
- B. The First World war and its impact on Russia- Social, economic and political; the Civil war, The Bolsheviks in Power,. Formation of the USSR.**
- D. Lenin and the New Economic Policy (NEP) 1921-28; Five Year Plans , 1928-1941. Russia and the world war II; Post war reconstruction and economic development.**
- E. Soviet Union under Stalin and Khrushchev,- society, economy and polity; The Nationality Question in the USSR.**

Essential Readings:

1. E H Carr, 1917: Before and After (Macmillan, London, 1969).
2. J N Westwood, endurance and Endeavour: Russian History 1812-1917, OUP, London, 1973.
3. Stephen Cohen, Rethinking the Soviet Experience: Politics and History since 1917, OUP, 1985.
4. R R Abramovitch, The Soviet Revolution, 1917-1939, (George Allen & Unwin, London, 1962).
5. E H Carr, the Bolshevik revolution, 1917-1923, Penguin, 1966.
6. Chris Ward, Stalin's Russia, (Edward Arnold, London, 1994).
7. Roy A Medvedev & Zhores A. Medvedev, Khrushchev: The Years in Power (OUP, London, 1977).

Additional Readings:

1. C Abramsky (ed.), essays in Honour of E H Carr, (Macmillan Press, London, 1974).
2. John Reed, ten days that shook the world, (Random House, 1960).
3. James D White, The Russian revolution, 1917-1921: A Soviet History,

- (Hodde Headline, London,1994.
4. N V Riasanovsky, A History of Russia OUP,1977.
 5. D Bon Mohrenschildt, The Russian Revolution of 1917: Contemporary Accounts, OUP, London,1971.
 6. Issac Deutscher, The Prophet Armed, OUP, London, 1970.
 7. Issac Deutscher, The Prophet Unarmed, OUP, London,1970.
 8. ----- : The Prophet Outcast, OUP, London,1970.
 9. E H Carr, socialism in the Country, 3 Vols. Penguin, 1970.
 10. E H Carr, Foundation of a Planned Economy 1926-1929, Vol. I, Penguin,1969.

Course No. H-422 MODERN UNITED STATES OF AMERICA

Objective : Objective of this course is to familiarise the students with the political, economic and military forces that shaped the history of modern USA.

Course Content

- A. Historiography ; Colonization of America; Colonial Agriculture, Labour, commerce and industry.
- B. British mercantilist policy ; Economic Causes of the Revolution; Fiscal policy of the new government, Tariff policy to Civil War.
- C. Establishing the Republican Way of Life : Rise of national democracy and consequences.
- D. Economic causes of Civil War and effects ; Triumph of Industrial Capital; Post War Reconstruction; Rise of corporations and Industries.
- E. Economic Imperialism - US and New Imperialism, Spanish American War, Far East, US to IWW, Great Depression, US and Second World War.

Essential Readings

- Charles Sellers, A Synopsis of American History, Vols.I & II, Macmillan India, Delhi, 1990
 Standley L. Gallman (ed.), The Cambridge Economic History of the USA, CUP, Cambridge, 1996
 Louis M Hacker, The Course of American Economic Growth and Development, Wiley Eastern Ltd., New Delhi, 1971
 Michael Kraus, History of United States Till 1865, Surjeet Publications, Delhi, 1989
 H.U. Faulkner, American Economic History, Harper and Row, New York, 1960
 Julius Prath, History of US Foreign Policy, Prentice Hall, USA, 1972

Additional Readings

- Charles Sellers, A Synopsis of American History, Vols I & II, Macmillan India Ltd., Delhi, 1990
 R.B. Hassick, The Colourful Story of North American Indians, Octopus Books, London, 1974
 L. Stone Bennett, Black Power in USA, Johnson Publishers, Co. Chicago, 1967
 Frank R. H. (ed.), American Studies Today, Creative Books, Delhi, 1992
 C. Charles & J. Mary, The Beard's New Basic History of the US, Doubleday & Company, Inc., New York, 1953

- Oscar Handlin, A New History of the People of US, Sterling Publishers, Delhi, 1967
 H.U. Faulkner, Social and Cultural History of USA, New Delhi, 1996
 William Benton, The Annals of America, vols. 1-18, Encyclopaedia Britannica Inc. 1968
 Martin Sklar, The United States as a Developing Country, CUP, 1992
 Charles P Kindleberger, The World in Depression, 1929-1939, University of California Press, Berkeley, 1986
 John A Garraty, The Great Depression, Anchor Press, New York, 1987

Course No. H-423 SOCIAL MOVEMENTS IN U.S.A.

Objective : Objective of this course would be to familiarise the students with the dominant social movements in US History and their impact on American way of life. Special emphasis would be given to the marginalised groups in the US -The native Americans and Afro-Americans.

Course Content

- A. Main Trends in US History Writing, including the history of the native Americans.
- B. Emergence of the Black Movements : Anti-Slavery Movement, Abolition of slavery, Reconstruction with special emphasis on attitude, Policies toward the Blacks, Martin Luther King JR and the Civil Rights Movements.
- C. Progressive Era to Reagan Era : Nature and Significance of Progressive Era, Roosevelt and Wilson as Progressive Presidents, Impact of IWW, Nature of reforms in 1920s, Impact of WW II, Cold War, New Federalism under Reagan.
- D. Native Americans : Native American-White American Relations, Arrival and settlement in US, Conflict with Colonial Powers, Exodus to the West, Problems of Native Americans, Evolving Federal Policy toward Natives, Turning point in Native American their life, 20th Century developments.
- E. Social Tension : Factors for working class protest; Agrarian Unrest-Populist Movement; Struggle for Women's Suffrage-Women and Progressives, Women in the 1950s, Women in the 1970s, Civil Rights under Reagan.

Essential Readings

- Harvey Wish (ed), American Historians, Oxford University Press, 1969
 Amrjijit Singh (ed), American Studies Today, Creative Books, Delhi, 1995
 Frank Friedel, American Studies in the 20th Century, Rand McNally & Co, Chicago, 1966
 C. Charles & J Mary, The Beard's New Basic History of the US, Doubleday & Company, Inc., New York, 1968
 Larone Bennett, Black Power in USA, Johnson Publishing Co. Chicago, 1967
 R.B. Hassrick, The Colourful Story of North American Indians, Octopus Books, London, 1974
 Charles Sellers, A Synopsis of American History, Vols I & II, Macmillan India Ltd., Delhi, 1990

COURSE NO-H-501- INTRODUCTION TO GENDER HISTORY:

Objectives: This course is aimed at introducing the students of History to the basic concepts of gender, feminism and gender history. The course aims at not only sensitising students but also giving them a preliminary training on how to use sources to write women back into history.

Course Content: HISTORY OF SCIENCE AND TECHNOLOGY

- A. Conceptual issues: Patriarchy and patriliney; Matriarchy and Matriliney; Feminism and women's liberation; Gender, rights, Culture, Social Values, Hegemony, Man and history.
- B. Women as depicted in the various stages of historical development: (i) Women in the ancient world- Greece, Rome and India (ii) Women in the Feudal age (iii) Capitalism and Women.
- C. History of Feminism and women's liberation movements: (i) various strains of feminism (ii) Rise of feminist movements and the struggle for women's liberation (iii) A History of the struggle for the rights of women.
- D. Women in India: (i) Women rulers of India (ii) Women in the Nationalist Movements. (iii) Gandhi and Nehru on Women. (iv) Women in NE India- Khasi and Garo Matriliney; Women in the Patriarchal tribes.
- E. Source materials for Gender History: Techniques of reinterpreting source-religious texts, archival materials, folk traditions.

Essential Readings:

1. International Encyclopaedia of Social Sciences.
2. A M Jaffer, Feminist Politics and Human Nature, (Rowman & Allanheld, New Jersey, 1983).
3. S Rowbotham, Hidden From History, New York, 1974.
4. M Beard, Women as a Force in history, Penguin.
5. J A Kounav, James P Sterba & Rosemarie Tong (ed.) Feminist Philosophies: Problems, Theories and Applications, (Prentice hall, New Jersey, 1992).
6. R Rohrich- Leavitt (ed.) Women Cross Culturally: Change and Challenge, Paris, 1975.
7. F Engels, The Origins of the Family, Private Property and the State, Moscow, 1968 (or any other edition).
8. J Krishnamurthy (ed.) Women in Colonial India: essays on Survival, work and the State (OUP, New Delhi, 1999).
9. J Mitchell, Women's Estate, (Pantheon Books, New York, 1972).
10. G Lerner, The Creation of Patriarchy, OUP, 1986.

H.B.Parkes, *The United States of American : A History*, Khosla Publishing House (Indian Reprint), Delhi, 1986

Additional Reading

- Michael Kraus, *History of the United States Till 1865*, Surjeet Publications, Delhi, 1989
 Rhea Poster Dulles, *The United States Since 1865*, Surjeet Publications, Indian reprint, Delhi, 1989
 Martin Sklar, *The U.S As A Developing Country*, CUP, 1992
 John Hope Franklin, *From Slavery To Freedom*, Alfred New York, 1974
 Richard Kierken, *The U S 1929-1945 Years of Crisis And Change*, Mc Grew Hill, Inc., USA, 1974

Course No.H- 502 : HISTORY OF SCIENCE AND TECHNOLOGY

Objective : The progress that human beings have made in various walks of life through time and space can be attributed in large measure to the role of science and technology in the production mechanism. In fact, events in history have been shaped by how people viewed the adventure of science in either its practical application or its speculative orientation or both. It is this particular aspect that this course aims at focussing on, so that students gain a deeper insight into the interrelationship of science, technology and ideology at various stages of development.

Course Content

- A. Introduction sources and methods. Ideas and interpretations. Distinguishing observational from "revealed" speculative knowledge.
- B. Science and Technology in the 'Ancient world,' from 'pre-class' to 'class-based' societies. Impetus and impediments to 'progress', in relation to political expediency. Case studies-(a) The Aegean world from chalcolithic to the iron age upto the ascendancy of Macedonia; (b) West Asia from stone age to unification of Mesopotamia; (c) Northern India from Bronze age to post-Maurya times.
- C. Science and technology in the 'Medieval World' before the 'industrial' era. Primacy of religion and philosophy *vis-a-vis* scientific discoveries and inventions. Case studies : Eastern Europe, Western Asia and India.
- D. Science and technology in the 'Modern world' from the age of industrialization up to the 1940s. The age of 'Synthesis' of physical sciences, life sciences, political theories and institutions. Case studies : Europe, the Ottoman empire and the Americas. Prelude to 'World order'.
- E. History of Science and technology from 1946 to the 1990s. Ascendancy of Mathematics and science. Changing ethical values: The arms race. Rocket/space technology; ascendancy of molecular biology. Impact of 'globalisation'.

Essential Readings

- S.F.Mason : *A History of the Sciences* (New York: Collier Books, 1962 revised edn.)
 V.Gordon Childe : *What Happened in History* (Penguin Books, 1977 edn.)

COURSE No: H-503 INTRODUCTION TO INTERPRETATION OF SOURCE IN HISTORY:

Objectives: The objectives of this course is to introduce the studentts to the methods of interpreting original sources that are available to historians . the course would thus acquaint the students with some original source and train them in the techniques of assessing those sources.

Course Content:

- Readings texts of ancient Indian history: R Shamasastri's translation of Arthasastra or W H Schoff's translation of Periplus of the Erythraean sea, or M A Stein's translation of Kalahana's Rajatarangini Chronicle of the kings of Kshmir, or E A Sachau's translation of Alberuni's India.
- Introducing through reading texts of Medieval India History: H C Raverty's translations of Minhaj Siraj's Tabaqat -I Nasiri, or Extract of Ziauddin Barani's Tarikh-I-Firoz Shahi in the history of India as told by its own historians by H M Elliot and John Dowson, or H Beveridge's translation of the akbar Nama by A Fazal or Archibald Constable's translation of Francois Bernier's Travels in the Moghul Empire A D 1656-1668.
- Readings in original source related to modern India history; R Muir, the making of British India or James Mill, history of British India (Vols. 2 or 3) or R C Dutt. The Economic history of India Vols. I & II, or M K Gandhi , The story of My Experiments with Truth, or N Mansergh., transfer of power papers. (Vols. VII-VIII select portions).
- The Historical context in which the Ancient and Medieval texts were produced. The techniques of analysing and interpreting text of ancient and medieval Indian history-students will be introduced to the existing commentaries on the relevant works and trained to write critical assessments of the original texts.
- The Historical context in which the texts of modern Indian History mentioned were produced; the techniques and methods of studying sources related to modern Indian history particularly the methodology of handling archival source- students will be introduced to existing critiques of the relevant texts and required to write commentaries on the original text.

Essential Readings:

- R Shamasastri (trans), Kautilya's Arthasatra, Mysore, 1929, 3rd Ed.
- W H Schoff (trans), The Periplus of the Erythraean Sea, New York, 1912.
- M A Stein (trans), Kalanana's Rajatarangini or Chronicle of the Kings of Kashmir, delhi, 1960, 2nd rep.
- E A Sachau (trans), Alberuni's India, New delhi, 1983, rep.
- H C Raverty (trans), Tabaqat-I- Nasiri, 2nd Vols. New delhi, 1970, rep.
- Z Barani, Tarikh-I- Firoz, extracts in H m Elliot & J Dowson, History of India as told by its own Historians. Allahabad 1964.
- W W Beveridge (trans), the akbar Nama by Abul Fazal, delhi, 1973.
- R Muir, The Making of British India, delhi, 1971, 1st Indian ed.
- R C Dutta, the Economic History of India Vols. I & II, New delhi, 1989, 4th rep.
- James Mill, history of British India, Vols. 2 or 3
- N Mansergh, transfer of power, Vols. VII & VIII (select papers, Vol.7 UBS Publication , delhi 1978, Vol.8, London, 1979.
- M K Gandhi. The story of My Experiments with truth. Mahadev desai trans, Ahmedabad, 1973, rep.
- Francois Bernier's travels in the Moghul Empire Ad 1656-1668

Additional Reading:

- R S Sharma. aspects of Political Ideas and Institutions in ancient India, delhi, 1996, 4th revised ed.
- M nassem, historians of Medieval India, Meenakshi Prakashan, 1967.
- K A Nizami, On History and Historians of Medieval India, delhi, 1983.
- C H Phillips, historians of India, Pakistan and Ceylon, OUP, London, 1967.

J.H. Brooke : Science and Religion : Some

Historical Perspectives(Cambridge

University Press,1991).

Richard Milner : The Encyclopedia of Evolution (New

York,1990).

D.P.Chattopadhyaya : History of Science in India,

(PPH,1986).

Additional Readings

Max Weber : The Agrarian Sociology of Ancient

Civilization, (London,1976).

Lynn White Jr. : Medieval religion and Technology

(California,

1978).

Ray Spangenburg & D.K.Moser: The History of Science in the Nineteenth Century

(University Press,Hyderabad,1999).

Do - : The History of Science from 1895 to

1945 (University

Press ,Hyderabad, 1999).

Do - : The History of Science from 1946 to

1990s (Universities Press,

Hyderabad,1999).

D.P.Mukherjee : Science in Ancient India (PPH,1984).

Course. No: H-504: MODERN BHUTAN AND SIKKIM

Objectives : This course is essentially a study of the problems of small states on the periphery of a colonial power. The nature of relations of Bhutan and Sikkim with the British and the latter's influence on their government and politics constitute the central theme of the course. Contemporary issues including that of development rounds off the study.

Course Content:

- A. The East India Company and Bhutan, the Treaty of 1774: Sikkim and the Treaty of Titalaya, 1817: The Problem of the Assam duars. 1826-1842.
- B. Sikkim and the loss of Darjeeling tract 1835: The problem of relations between Sikkim and the East India Company; The Sikkim Expedition, Treaty of 1861- its results: Sikkim , Tibet and India- the Anglo- Chinese Convention of 1890- the status of Sikkim.
- C. The Anglo-Bhutan war annexation of Bengal duars, 1864-65; Internal problems- Civil war: Ascendancy of the Tongsa Penlop establishment of Monarchy: Tibet, Bhutan and India- the Treaty of Punakha, 1910.
- D. Internal Developments in Sikkim and Bhutan, upto 1947: Bhutan, Sikkim and Independent India, the Stand Still Agreement –Treaty with Bhutan, August 1949, with Sikkim- December 1950: Party Politics in Sikkim, the crisis of 1970-merger with India: Bhutan, India and UN.

E. Education: Social Change: Economic Development: Government and Politics Democratic Institutions in Bhutan:

Essential Readings:

- Alistair Lamb : Britain and Chinese Central Asia, London, 1960.
 A C Sinha : Politics of Sikkim, A Sociological Study, Delhi, 1975.
 P R Rao : India and Sikkim.
 A C Sinha : Bhutan, Ethnic Identity and National Dilemma,
 New Delhi, 1991. (Second edition: 1998)
 K Labh : India & Bhutan.
 Lal Bahadur Basnet : Sikkim . A Short Political History, New Delhi,
 1974.
 S R Shukla : Sikkim, The Story of Integration, New Delhi, 1926.

Additional Redadings:

- Les Rose : The Politics of Bhutan, Ithaca, 1977.
 A Deb : Bhutan and India: A Study in Frontier Political
 Relations, (1722-1865), Calcutta.
 S Gupta : British Relations with Bhutan, Jaipur, 1974.
 S K Datta Ray : Smash and Grab, Annexation of Sikkim, 1984.
 Nagendra Singh : Bhutan, A Kingdom in the Himalaya, New Delhi, 1972.
 Sinha A C: Himalaya Kingdon Bhutan: tradition Transition and Transformation,
 Indus Publishing Co, New delhi, 2001.
 Collister P : Bhutan and British, Scrinidia Publications, London, 1987.
 Rustomji, N K : Bhutan: the Dragon Kingdom in Crisis, OUP, Bombay, 1978.
 Rustomji, N K : Sikkim Saga, Oxford Press, Bombay, 1983.

Course No: H-505 : TIBET THE HIMALAYAN STATES AND BURMA

Objectives: India's interaction with Tibet and Burma has been long and intimate. If their early history has been largely shaped by their contacts with India and Indian Institution, the influence of their history and politics upon India are the frontier states have been equally profound. This course provides an overview of India's relations with these two neighbouring countries, from about the seventh to the middle of the eighteenth century. The emergence of these states and their impact on the development of the Himalaya states form an integral part of the Course.

Course Conent:

- A. Land and People- early contact with India: the first Tibetan kingdom- its rise, collapse and disintegration: Bonpo and Buddhism- evolution of monasteries and religious orders: Developments of Ladakh.
 B. Early history of Burma- the kinddom of Pagan 1044- 1287. The emergence of the Shans, Ava, Pegu and Toungoo, 1281-1531.

- C. Tibet –Mongal Relations: Emergence and rise of the Gelugpa order- the Dalai Lama, Unification of Tibet under the fifth Dalai Lama- organisation of Government: Developments in Sikkim and Bhutan : Ladakh and the Mughls.
- D. Conflicts within Tibet- Relations with the Mand (Chiaing) establishment Manchukuo Central : Tibet in the mid-eighteenth century.
- E. Unification of Burma under Alaungpaya- expansion of the kingdom- relations with Thailand: Conquest of Arakan: Manipur: Assam:

Essential Readings:

- R Stein : Tibetan Civilization, London 1972.
 W Shakabpa : Tibet: A Political History, London, 1967.
 A H Frank : Ladakh, Rev. Ed., Delhi, 1981.
 M Aris : Bhutan: The Early History of a Himalaya
 Ram Rahul : Modern Bhutan, New Delhi, 1971.
 Kingdom, New Delhi, 1980.
 A C Sinha : Politics of Sikkim : A Sociological Study, New Delhi, 1975.
 G Harvey : A History of Burma, London 1925.
 A C Sinha : Himalayan Kingdom Bhutan, Tradition Transition Transformation, New Delhi, 2001.

Additional Readings:

- F Cady : Burma.
 DGE Hall : A History of South East Asia, London, 1970.
 S K Bhuyan : Anglo-Burmese Relations, Guwahati.
 G Tucci : Tibet: Land of Snows, London 1976.
 Tsung Lein Shen : Tibet and the Tibetans, New York, 1973.
 &
 Shen Chi Lien
 David Snellgrove : A Cultural History of Tibet, Boston, 1980.
 &
 Hugh Richardson

Course No: H- 505 : IMPERIALISM, COLONIALISM AND NATIONALISM IN BURMA

Objective: The relations of Burma, now Myanmar, with Imperial Britain from the First Anglo-Burmese war (1824-26) to her incorporation into the Indian Empire in 1885 and her subsequent history under colonial rule forms the central theme of this course. It is also concerned with the problem of nationalism and nation building in the second half of the twentieth century.

Course Content:

- A. East India Company and Burma -Commercial relations: Rivalry on Bengal's Eastern Frontier and the First Anglo- Burmese War, its results: Second war with the British and loss of Pegu: British Burma, 1862.

- B. Mindon Min, Thibaw and the British- the Bombay-Burma Trading Corporation – Commercial and Diplomatic pressures on British Policy: The Third Anglo-Burmese war and annexation of Upper Burma.
- C. Resistance and pacification- the Chins: The Kachins : Conquest of the Shan and other states: Frontier problems with India and China – their resolution: Administrative beginnings.
- D. Emergence of Burmese nationalism: Constitutional Developments and separation from India, 1923-1935: The Thakin movement: Japanese occupation- resistance movements, the Anti Facist Peoples Freedom League: Towards Independence.
- E. Independence and after- Civil war, 1948-1960: The emergence of the Military: The Economy: Foreign relations: the ethnic problem – out break of insurgency.

Essential Reading:

- A C Banerjee: The Eastern Frontier of British India, Calcutta.
 - Dorothy Woodman : The Making of Burma, London 1962.
 - D P Singhal : British Diplomacy and Annexation of Upper Burma.
 - F S V Donnison : Burma, New York, 1970.
 - C L Keeton : Thibaw and the Ecological Rape of Burma.
 - Maung Aatin Aung : The Stricken Peacock: Anglo Burmese Relations, 1752-1948, The Hague, 1962.
 - John L Christian : Modern Burma, London 1942.
 - P Sharan : Government and Politics in Burma.(CO
 - A D Moscotti : British Policy and the Nationalist Movement in Burma, 1917-1937, Hawai, 1974.
- Additional Readings:
- Morton Smith : Burma, Insurgency and Politics of Ethnicity, London, 1991.
 - Vun Son Suantak : Towards National Unity in Burma.©
 - R H Taylor : Preception of Ethnicity in the Politics of Burma.©
 - Nicholas Tarling (Ed) : The Cambridge History of South East Asia, Vol.II, Cambridge, 1992.

Course No: H- 50* : MODERN NEPAL

Objectives: Few countries occupy a more significant position between two great powers than the Kingdom of Nepal between India in the south and China to the north. Not only has this determined her external policy, from her emergence as an unified kingdom in the second half of the eighteenth century to present times, but also her internal dynamics. This course therefore deals with Nepal's external relations and the problem of her political, social and economic development.

Course Content:

- A. Prithvinarayan Shah and the rise and expansion of the Gorkha State reaction of the East India Company. Nepals relations with Tibet, war of 1792, its significant: The Anglo-Burmese War, 1814-16, its results.

- B. The British Residency in Katmandu and Bhiisen Thapa and his successors: Jong Bahader and the rise of the Ranas: External policy and relations with British India-Chandra Shamsher and the Treaty of 1923: The Gorkhas and the Indian Army.
- C. Nepal under the Ranas: Anti Rana movements, Prachanda Horkha and the Praja Parishad-the Ariya Samaj movement: The Nepali Congress: King Tribhuvan and the end of Rana Rule: Towards constitutional Monarchy.
- D. Post Rana Politics in Nepal: Education and Social development : Problem of Economic development
- E. Relations with India, Indo- Nepal treaty 1950 and after: Nepal and China: Nepal and UN-SAARC.

Essential Reading:

- L F Stiller : Rise of the House of Gorkhas, Katmandu, 1975.
- D R Regmi : Modern Nepal, Calcutta 1961.
- Rama Kant : Indo-Nepalese Relations, New Delhi, 1968.
- E Leo Rose : Nepal Strategy for Survival, Delhi, 1973.
- A Hussain : British India's relations with Nepal, London 1970.
- R Shaha : Nepal Politics, Delhi, 1975.

Additional Readings:

- B K Jha : Indo- nepalese relations, Bombay, 1973.
- K Shreshtha : Monarchy in Nepal. Tribhuvendra, Bombay 1984.
- Tribhuvan Nath : Bombay 1984.
- Tribhuvan Nath : The Nepalese Dilemma, New Delhi, 1975.
- K Z Pradhan: Brian Hodgson at the Kiathmandu Residency: 1825-1843, United Publishers, Guwhati.

Course No: H- 508 : MODERN NEPAL

Objectives: Few countries occupy a more significant position between two great powers than the Kingdom of Nepal. India in the south and China to the north. Not only has this determined her external policy, from her emergence as an unified kingdom in the second half of the eighteenth century to present times, but also her internal dynamics. This course therefore deals with Nepal's external relations and the problem of her political, social and economic development.

Course Contents

- A. Prithiviraj Shah and the rise and expansion of the Gorkha State reaction of the East India Company. Nepal's relations with Tibet, war of 1792, its significance. The Anglo-Burmese War, 1814-16, its results.

- vi) Implementation of Five-Day Week
in the University.

The proposal for implementation of Five-Day Week in the University was placed in the 65th meeting of the Academic Council wherein, the Council vide its Resolution No.AC:65:2001:5:8(iv) considered the said proposal and Resolved that the matter be examined by a committee to be appointed by the Chairman.

Accordingly, the said committee in its meeting held on 20.11.01 discussed the matter and submitted its report which is placed as Annexure-'A'.

The matter is placed before the Council for consideration.

MINUTES OF THE COMMITTEE CONSTITUTED TO EXAMINE AND SUGGEST MODALITIES FOR IMPLEMENTING THE FIVE DAY WEEK IN THE UNIVERSITY HELD IN THE OFFICE CHAMBER OF THE REGISTRAR ON 20TH NOVEMBER, 2001 AT 2:00 P.M.

Members Present :

1. Professor (Mrs.) T.Ao
Department of English
NEHU., Shillong.
2. Professor (Mrs.) Veena Tandon
Department of Zoology
NEHU., Shillong.
3. Professor D T Khathing
Registrar
NEHU., Shillong
4. Mrs. B. Bareh
Dy. Registrar (Estt.II)
NEHU., Shillong.

The Committee considered the working hours of the Delhi University, Jawaharlal Nehru University, Tezpur University and the report of the earlier Committee made recommendations as given below:

A. Office/Class Timings :

- i. Classes may be held from 9.00 AM to 5.PM. without lunch break.
- ii. Administrative offices would be open from 9.00 A M to 5.00 P M without lunch break.
- iii. Library may be kept also open on Saturdays with working timings from 10.00 AM to 4.00 PM for all purposes.

B. Adjustment of Academic Calendar :
vacation

- i. Winter/will commence from 19th December to 18th February.
- ii. Semester Examinations may commence from 1st Monday of July and 1st Monday of December.
- iii. Semester classes may commence from 1st of August and 19th February.

C. Administrative Backup :

- i. Inview of the recommendation given above, Administration may work out the arrangements for transportation accordingly.
- ii. Administration may make arrangements for kitchen staffs to be on duty on all days as at present.
- iii. Other essential staffs like cleaners, plumbers, Safaiwalas, electricians, etc. will work on 6 or 7 days a week as at present.
- iv. Hostel meal timings may be worked out and kitchen staffs would need to remain on duty accordingly.

Sd/-
(Professor T Ao)

Sd/-
(Professor Veena Tandon)

Sd/-
(Mrs. B Bareh)

Sd/-
(Professor D T Khathing)

Dated : 20th November, 2001.

(vii) Recognition as Supervisors/Joint Supervisors

The Board of Research Studies in its 7th meeting held on 9th November, 2001 considered & approved the recognition of Dr.B.P.Bhatt, Dr(Ms) Uma Melkania & Dr.Maneesh Mishra as Joint Supervisors for supervising Ph.D. Students as recommended by the concerned School Boards in terms of Provisions of Clause- 3(2) of Ordinance OC-4.

As regards the recognition of Dr. A.Arunachalam & Dr.K.Arunachalam the Board Resolved "that the Dean of the concerned School may verify the bio-data submitted by the two applicants, and place the matter before the ensuing Academic Council meeting".

The comments of the committee appointed by the Dean to look into the matter have been received and will be tabled by the Chair.

Further, in the case of Dr. Sharayu Kalekar, the Board noted that the applicant had already been appointed as Joint Supervisors by the Department of Khasi and Resolved "that the Head, Department of Khasi may explain how the Department had appointed Dr. Kalekar as Joint Supervisor without the approval of the Academic Council. The Board could not consider his case owing to the incomplete bio-data placed before it".

The matter is placed before the Council for consideration.

5:1:3(5)

ON THE MASTER OF PHILOSOPHY PROGRAMMES

Proposed amendment

Under Section 26 (1)(b) of the NEHU Act, 1973

Objective	1.	The University shall organise an M.Phil programme with the objective of providing deeper insights in the relevant subject, broadening horizons, emphasising the unity of all knowledge normally divided in numerous disciplines, equipping scholars with necessary tools and practical experience for further researches in different fields. M.Phil shall be the first resource degree of the University.	'research' to replace 'resource'
Structure	2.	The M.Phil programme shall comprise of two parts, viz., (a) course work and (b) dissertation/project work, both the parts shall have equal weightage.	(b) dissertation/3 term papers
Course work	3.	(1) The course work shall consist of three courses approved by the Department.	no change
		(2) The M.Phil scholars will be required to attend and participate in seminars which will be organised by the Department for the purpose of discussing new results, developments in the subject and/or interpretation of data. Each scholar shall be required to take at least two seminars one in the early phase of his dissertation/project work and the other just before concluding his work.	no change, except 'her' to add before 'his'
Admission	4.	(1) The admission to M.Phil programme will be done preferably in the beginning of a semester.	the word 'preferably' to be dropped
		(2) The candidates with at least 55% (50% in the case of candidates belonging to SC/ST) marks in the Master's Degree in the subject concerned will be required to appear in a	no change

written test and/or an interview to be conducted by the Department. The candidates will be selected according to merit determined after giving weightage to the following : (i) percentage in the Master's Degree or equivalent (atleast 50% weightage) (ii) performance in the test and/or interview.

The admission will be finalised on the basis of the number of seats available and the performance of the candidates. A candidate will be assigned a supervisor by the Department at the time of admission.

3. A candidate who is awarded a fellowship on the basis of a National level examination recognised by University Grants Commission may be admitted to the M.Phil Programme directly without being required to appear at an internal test provided under this Ordinance.

no change

4. All teachers working in the constituent and affiliated colleges of the University and recognised as University teachers shall be eligible for admission to M.Phil course. The teachers working in colleges under the jurisdiction of other Universities may also be admitted subject to availability of seats and their satisfying such conditions as may be laid down by the concerned School Board, preference being given to those working in the North Eastern Region.

no change

5. A candidate, after completion of the course work, shall apply through the Department for registration along with the synopsis which should be approved by the School Board and shall be the effective date of registration.

'after completion of the course work' to be replaced with 'after appearing in the course work examination'

6. (1) A scholar should normally complete his M.Phil in not more than three semesters. An extension of only one semester may be allowed in suitable cases on the recommendation of the supervisor submitted to the Department. In the case of college teachers undertaking M.Phil programme one extra semester time may be given for completing the programme over and above that allowed for regular candidates.

- (2) If a candidate after clearing the course work discontinues his dissertation work for some unforeseen reason, the School Board may condone a break of not more than two semesters and the candidate be allowed to resume his work. If the break is for more than two semesters, the scholar shall seek fresh admission to the MPhil programme. The period of the break shall be computed from the date of publication of the Course work result.

Attendance

7. An M.Phil student is expected to attend all lectures pertaining to his course work. The attendance of the candidate shall be atleast 75% in each course. In addition to course work an M.Phil student shall deliver at least two seminars in the Department during his M.Phil programme.

Evaluation of course work

8. (1) The evaluation of the course work will be internal.
- (2) The performance of the scholar shall be evaluated in the following grades :
- 'O' (Outstanding), 'A' and 'B' with grade point valuation in the 10 point scale, i.e. 7.00-10.00 corresponding to 'O' grade, 6.00-6.99 corres-

5:13(7)

A scholar shall normally complete her/his M.Phil in not more than two/three semesters. ... as original.

to delete

The third sentence beginning with 'In addition..' to be deleted.

The title of this clause shall be renamed as "Evaluation of course work and dissertation/term papers". Clause 8 (2) shall read as 'The performance of the scholar in course work as well as dissertation/~~the~~ term papers shall be evaluated in the following grades...'

5:13(8)

NORTH-EASTERN HILL UNIVERSITY ORDINANCES

ponding to 'A' grade, 5.00 to 5.99 corresponding to 'B' grade. Those securing less than 5 points shall be graded as 'C'. To clear a course, a candidate should secure at least grade 'B'.

Pre-Submission Seminar

9. When the Supervisor is of the opinion that the dissertation is in the final stage of completion, well in advance before the likely date of submission, the scholar shall be required to give a pre-submission, seminar on his research findings. This seminar will be given in the presence of a Committee of at least three faculty members, of which one will be from the allied Department. The candidate may incorporate the recommendation of the Committee in his dissertation.

Clause 9 may be dropped if 3 term papers are accepted in lieu of dissertation. to add 'her' wherever 'his' occurs.

',' to ~~be~~ be dropped from this line

Submission of Dissertation

- 10 (1) An M.Phil candidate shall be required to submit a dissertation in triplicate duly recommended by the Supervisor and forwarded by the department to the Controller of Examinations.
- (2) The dissertation/project work shall contain a declaration from the candidate and a certificate from his supervisor that the dissertation/project work incorporates bonafide research of the student and that this has not been submitted for another degree of this or any other University.

to add 'normally within two/three semesters from the date of his/her admission' at the end of 10(1) or to delete this clause if 3 term papers are accepted in lieu of dissertation.

Panel of Examiners

11. At least two months before the proposed date of submission of the dissertation, the supervisor shall present a panel of four names of examiners to the Department to be forwarded to the School Board for approval and submission to the Controller of Examinations. The School Board shall also submit

may be deleted if 3 term papers are accepted in lieu of dissertation

5:1-3(9)

a copy of the panel of Examiners to the Chairman of the Academic Council.

Evaluation

12. The dissertation/project work will be examined by two examiners (one of them being the Supervisor) to be appointed by the Vice-Chancellor from the panel approved by the Academic Council and the Executive Council. At least one of the examiners should be from outside the University.

However a supervisor shall not act as an examiner where a candidate is a wife or husband, son or daughter, brother or sister of the Supervisor. Where a candidate is related to the Supervisor as such, the dissertation submitted by a candidate for M.Phil degree shall be sent to another examiner selected from the panel of examiner.

Award of the Degree

13. (1) (a) The Dissertation/project work should be accepted for the award of the M.Phil degree on the unanimous recommendation of the examiners.
- (b) If there is a difference of opinion the matter should be referred to a third examiner to be appointed by the Vice-Chancellor out of the panel already submitted. The Third examiner will act as the adjudicator and his decision will be final.
- (2) In case the examiner suggest some modifications improvement of the dissertation/project work on certain suggested lines or points out certain lacunae in the dissertation/project work, the candidate should be asked to reply or to modify the dissertation/project work on the suggested lines and resubmit the dissertation/project work within a period of six months of the communication of the decision

The evaluation of the term papers, like the course work examination, shall be completely internal. Hence this clause will be redundant if we accept 3 term papers in lieu of dissertation.

May be deleted if 3 term papers in lieu of dissertation is accepted, except 13(3), which will be necessary to retain in either case. ~~In the even~~ if the former is not accepted 13 (1) and (2) will require editorial changes.

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5:11:36 (10)

regarding revision. The revised version will be examined by the same examiners. If, owing to some unforeseen exigencies, the original examiners are unable to examine the dissertation/project work, new examiners shall be appointed from the panel already submitted.

- (3) All the reports of the examiners shall be submitted to the School Board, which, on being satisfied, may recommend to the Academic Council that the M.Phil Degree may be awarded to the candidate. A copy of the recommendation of the School Board may be sent to the Controller of Examinations for declaration of the provisional result.

Removal of Difficulties

14. Notwithstanding anything contained in the above Ordinance, the Vice-Chancellor may take such measures as may be necessary for removal of difficulties.

no change

MINUTES OF THE COMMITTEE

THE 1ST MEETING OF THE COMMITTEE CONSTITUTED TO LOOK INTO THE PROBLEMS FACED BY THE STUDENTS WITH HONOURS IN BIOTECHNOLOGY, STATISTICS, MASS COMMUNICATION & ELECTRONICS FOR ADMISSION TO THE POST GRADUATE COURSES WAS HELD ON 4TH MAY 2001 AT 1:30 P.M. IN THE VICE CHANCELLOR'S CONFERENCE ROOM, NORTH EASTERN HILL UNIVERSITY, SHILLONG.

Members Present

1. Prof S.S.Khare - Chairman
Pro Vice Chancellor
NEHU, Tura Campus, Tura
2. Prof. P. Tandon - Member
Department of Botany
NEHU, Shillong
3. Dr. R.K.Tiwari - Coordinator
Dy. Registrar(Academic)
NEHU, Shillong

The Chairman welcomed the members present and called the meeting to order. The matter was then taken up for discussion.

The Committee discussed the problem faced by the students and recommended that the University should make serious efforts to start P.G. Courses in Bio- Technology, Statistics, Mass Communication and Electronics. They were also of the opinion that the candidates having Post Graduate Degree in these subject will get better job opportunities. U.G.C. is also of the opinion to start these courses at P.G. Level

Till such time the P.G. Courses in these disciplines are not started, the students with honours in Bio technology & Micro Biology from NEHU may be considered as eligible for admission in Zoology Botany and Bio Chemistry provided they are found suitable through admission test or other criteria adopted by the concerned department for admission. The number of seats allotted to such candidates may be decided by the department concerned.

The Centre of Applied Statistics may be upgraded to P.G. Department of Statistics with the pre requisite that the proposed department will cater to the needs of the department of School of Life Sciences. To facilitate this, the proposed department may be housed in the Permanent Campus.

The Chairman thanked the members and declared the meeting over.

Sd/-
(Dr. R.K.Tiwari)
Coordinator

Sd/-
(Prof. S.S.Khare)
Chairman

MINUTES OF THE COMMITTEE

AGENDA NOTES TO THE ACADEMIC COUNCIL

Subject: Problem faced by the students with honours in Bio Technology, Statistics, Mass Communication & Electronics for Admission to Post Graduate Courses

The recommendation of the committee constituted in the pursuance of the resolution No.AC:64:2000:5:5 (III) adopted in the 64th Meeting of the Academic Council to look into the above problem is placed (back side) before the Academic Council for deliberation and decision.

Coordinator

The Chairman welcomed the members present and called the meeting to order. The matter was then taken up for discussion.

The Committee discussed the problem faced by the students and recommended that the University should make serious efforts to start P.G. Courses in Bio-Technology, Statistics, Mass Communication and Electronics. They were also of the opinion that the candidates having Post Graduate Degree in these subject will get better job opportunities. U.G.C. is also of the opinion to start these courses at P.G. level. Till such time the P.G. Courses in these disciplines are not started, the students with honours in Bio Technology & Micro Biology from BHU may be considered as eligible for admission in Zoology Botany and Life Chemistry provided they are found suitable through admission test or other criteria adopted by the concerned department for admission. The number of seats allotted to such candidates may be decided by the department concerned.

The Centre of Applied Statistics may be upgraded to P.G. Department of Statistics with the pre requisite that the proposed department will cater to the needs of the department of School of Life Sciences. To facilitate this, the proposed department may be housed in the Government Campus.

The Chairman thanked the members and declared the meeting over.

(Prof. S.S.Khare)
Chairman

(Prof. K.K.Tiwari)
Coordinator

viii. Doubts in the matter of admission/registration in respect of Shri. R.K.Yadav to the Ph.D Programme in Physics

Vide his letter dated 9.11.2001 placed at Annexure 'A' Dr. Y.S.Jain has referred to the case of admission of Shri R.K.Yadav to the Ph.D Programme. The doubts governing his admission was apparently raised in the Physics Departmental Meeting held on 20.4.2001 and Dr. Y.S.Jain had endorsed his views on the case vide letter dated 21.4.2001 addressed to the Dean for discussion in the School Board Meeting.

In the subsequent School Board Meeting held on 26.4.2001 the letter of Dr. Y.S.Jain was discussed and as apparent from the School Board Minutes placed at Annexure 'B' the number of members apposing the views of Dr. Jain was marginally larger and it was decided that interested members will give their points in writing so that a consolidated agenda item can be sent to the Academic Council.

Subsequently, in the matter of processing office order of registration to Shri R.K.Yadav, the Academic Section consulted the Dean whether there are consequential development with reference to the School Board decision. The Dean vide letter at Annexure 'C' clarified that no comments was received with reference to the School Board decision and no item on the case was presented to Academic Council (7th & 8th June, 2001)

On clearance as such from the Dean, order of registration of Shri. R.K.Yadav was formally issued on 20.9.2001

The matter is placed before the Council for deliberation and decision.

5:3:8(2)

- 2 -

Annexure - H

Prof. Y.S. Jain,
Department of Physics,
NEHU., Shillong.

Phone: 0364 250035 (o),
250663 (R)
email: ysjain@nehu.ac.in
Nov. 9. 2001.

The Vice-Chancellor,
Chairman,
Academic Council,
NEHU., Shillong-793022.

Sub: Agenda item on the admission of Ph.D. students.

Through: Head, Deptt. of Physics, NEHU., Shillong-793022.

Sir,

This has a reference to my point that I raised in BRS meeting held on Nov. 9. 2001 in relation to the admission of students to Ph.D. programme.

I am enclosing herewith a copy of my letter written to the Dean, School of Physical Sciences in relation to the admission of Mr. R.K. Yadav in Physics Department under the supervision of a Professor in the Department and the copy of the relevant part of the minutes of the faculty meeting. It is evident that it was not clear to the faculty members of the department that under which rules or eligibility criterion the student has been admitted. There are such other students admitted in other department too.

I believe that the students should be admitted under the prescribed rules of the University otherwise it is likely to create serious problems. Further I also believe that the student should be registered with a person who has the specialisation of the proposed work or else the proposed research plan should be changed.

I request you kindly to discuss this matter in the forth-coming meeting of the Academic Council by bringing this matter as an agenda item.

Thanking you,

Faithfully yours,

Sd/-
(Y.S. Jain)

Encls: as stated.

April 21, 2001

The Dean,
School of Physical Sciences,
NEHU., Shillong-22.

Dear Sir,

This has reference to the meeting of School Board(School of Physical Science, NEHU) scheduled to be held on April 26, 2001. As I am going to Aligarh University, Aligarh for some Academic work, I am sorry that I would not be able to attend the meeting. However, in relation to the Registration of Mr. Yadav for Ph.D Programme in Physics, I would like to mention that the registration should be made in well defined category so that the student and the University knows which rules and regulations would apply to the case in question. If the rules of the University permit for the registration of the case in a well defined category, I also feel that the student should be asked to modify his Synopsis so as to include the subject of research which is consistent with the line of research the supervisor in the Department has been doing. I am of firm opinion that no student should be allowed to register with any faculty member of any department for a problem of research beyond the specialisation of the proposed supervisor in question. I request you kindly to read my letter to the members of the school board.

Thanking you,

Sincerely Yours,

sd/-

Prof. Y.S. Jain.

Minutes of the Emergency Departmental meeting of Physics Department, NEHU. held at 1 P.M. on 20.4.2001.

Present

- | | |
|-------------------|----------------------|
| 1. Dr. Y.S.T. Rao | 2. Dr. C.S. Shastry |
| 3. Dr. K. Kumar | 4. Dr. M.K. Parida |
| 5. Dr. Y.S. Jain | 6. Dr. P.N. Pandita |
| 7. Dr. P. Shukla | 8. Dr. P. Nongkynrih |
| 9. Dr. B.M. Jynwa | |

The meeting was called at the suggestion of the BPGS (Physics) regarding admission to Ph.D/M. Phil program in the department.

1. The earlier admission to Ph.D. of the two candidates this year will be reported to the department in the present meeting itself and seek departmental approval.
2. All future admissions to Ph.D/M.Phil program/we will continue the interviews with the proposed Supervisor and the Head of the Department and, reported to the departmental meeting that will be held after that. The letter of admission will be issued after the Departmental meeting.
3. The Departmental meeting approve the admission of the student Amitava Bhattacharjee.
4. There was a feeling that there are ambiguities in the regulation of students working for Ph.D. at places recognised (by NEHU) for research and it was decided to refer the matter to the School Board for any necessary clarification or necessary action. The second student R.K. Yadav comes under this category. His admission was approved with the recommendation with the rider that some of the problems that come up such as the specialization/competence of the proposed advisor is in the field of Laser Physics where as the area of the proposed work is in the area of Solid State Electronics.

Regarding the five students admitted last year (T.Gomti Devi, L.Sunil Kumar Meitei, Shampa Dewanji, Arul Sankar, L. Saroja Devi, the admissions were approved. In the case of Arul Sankar it was pointed out the proposed Guide is on deputation.

The meeting came to close with this.

Sd/-21.4.2001

Head Physics Deptt

Extract from the Minutes of the 37th meeting of the Local School Board of Physical Sciences held on 26th April, 2001 at 11.00 a.m.

ITEM NO.IV REGISTRATION OF THE CANDIDATE FOR THE PH.D PROGRAMME

The cases of the following candidates which had been forwarded by the Chairman of BPGS in Chemistry and Physics were placed before the School Board for its consideration to register the candidates for the PH.D Programme. The Board approved the cases for registration:

Name of the Candidate	Supervisor's name Joint Supervisor*	Date of Admission	Title of research
1.Mr.Zodinpuia Pachuau Chemistry Deptt.	Dr.R.H.D Lyngdoh	16.6.2000	Theoretical Studies on Carbocations:Stability, Structure and Rearrangements.
2.Mr.Evergreen K Rymmai Chemistry Deptt.	Dr.K.M.Rao	21.4.1999	Synthesis, characterisation and reactivity studies of Ruthenium(II) Bisphosphines complexes containing n-Cp,n-Cp*, n-Indenyl or n-Azacyclopentadienyl and N-Donor Ligand(s)(Terpyridienes, PPh ₂ Py or Pph Py ₂)
3.Ms.Thongam Gomti Devi Physics Deptt.	Dr.Kamal Kumar	14.8.2000	Vibrational band shape analysis in complex molecular systems
4.Mr.Raj Kumar Yadav Physics Deptt.	Dr.Kamal Kumar Dr.H.M.Upadhyaya* NERIST	9.4.2001	Studies on some solid state junction devices using solid polymer electrolytes/semiconductor film(anode) configuration

In the case of Mr. Raj Kumar Yadav, it was noted that the application did not contain migration certificate and the same should be submitted as soon as possible. The observation made by the Chairman, BPGS, Physics were noted. A letter from Prof.Y.S.Jain in this connection was read out. A lengthy discussion followed where some members expressed opposing points of view. After more than one hour, the discussion was closed by the Chairman with the observation that the number of members in favour of the registration was marginally larger than the number of members opposed to it. Interested members were requested to give their points in writing so that a consolidated agenda item can be sent to the academic Council for further discussion and clarification.

Annexure C.

NORTH EASTERN HILL UNIVERSITY
SHILLONG

Professor P Shukla
Dean
School of Physical Sciences

No.1056

To

The Dy. Registrar
Academic
NEHU, Shillong.

Subject: Ph.D Registration in respect of Mr. Raj Kumar Yadav,
Department of Physics

Sir,

In reference to your letter No.G.26-12/26/Acad/2001/Ph.D/
Phys-1316 dated 6.7.2001, this is to clarify that the registration
of Mr. Raj Kumar Yadav was approved by the School Board by a
majority decision. No comments on the minutes of the School Board
Meeting have been received in this office so far. Therefore, no items
relating to this case were presented in the Academic Council held
after the School Board. It is, therefore, requested that the candidate
may be registered for the Ph.D programme. The candidate has also
submitted the migration certificate in original

Sd/-

(Prof.P.Shukla)

Nov. 9, 2001.

The Vice Chancellor,
Chairman,
Academic Council,
N.E.H.U.
Shillong - 793 022.

Sub. Agenda Item for the forth-coming Academic Council.

Ref. : Advertisement of the faculty positions in the Physics department.

Through : Head, Department of Physics, NEHU, Shillong - 793 022.

Sir,

The department of Physics has four thrust area specialisations and the following table gives the distribution of its existing faculty as well as the distribution of faculty when five advertised faculty positions are filled in accordance with two recent advertisements of faculty positions wherein the university advertised : (i) 2 Readers in experimental Nuclear physics and Laser Physics and (ii) 1-Prof. in Experimental Nuclear Physics, 1 Reader in Solid State Physics and 1 Lecturer (open).

Table : Distribution of faculty of the Physics in its four specialisations.

specialisations		Present distribution	Distribution after the advertisement
1. Nuclear Physics	5 =	3 theory + 2 Experiment	7 = 3 theory + 4 Experiment
2. Laser Physics	3 =	3 Experiment	4 = 4 Experiment
3. Solid State Physics	1 =	1 theory	2 = 2 Theory or 1 theory + 1 experiment
4. Particle Physics	2 =	2 theory	2 = 2 theory.
	VACANT	5	NIL

It is evident that this will totally disturb the balanced development of all the four thrust area specialisations of the department and would create more serious problem in carrying out the normal teaching of different M.Sc. courses in the department smoothly.

2. I also find that not only the specialisation but the number of advertised posts (1 Prof. + 3 Readers + 1 Lecturer) too does not match with the number of posts (1 Prof. + 1 Reader + 3 Lecturers) that the University can advertise unless the University has made a change in the number of sanctioned posts in deferent categories (i.e. 5 Professors + 6 Readers + 5 Lecturers) at its own level. In case it is so, this change has not been done by following the laws of the University.

More importantly I would like to emphasise that the decision of advertising these positions with specialisations which do not agree with the original specialisations attached to these posts. To

the best of my knowledge no procedure laid down in the University rules has been followed for changing the specialisations of the advertised posts.

Sir, I have no personal reasons for writing this letter to you to discuss this matter in the academic council. Rather it is in the best interest of the department and the university as a whole that I find two strong reasons for doing so: (i) The action of the University should be consistent with its Act, statutes, ordinance, rule and regulations and (ii) If implemented this advertisement would seriously affect the balanced growth of the department and would create a bad precedence of changing the UGC recommended specialisations.

As such, I request you kindly to put this letter as an agenda item for the discussion of the Academic Council.

Thanking you,

Faithfully yours

Y.S. Jain
(Y.S. Jain)

member, Academic Council

Forwarded
K. S. Jain
12.11.01