

Directory of UGC Area Study Centres

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Preface

The discipline of Area Studies is a dynamic domain of international relations. A scholar engaged in the study of a particular international region is under constant pressure to note the changes occurring in the different sectors—political, strategic, economic, cultural and demographic, etc. of the area/country under study. The scholar's task becomes more demanding since he has to approach his subject from a multidisciplinary point of view considering that the Area Studies Programme (ASP) mandates multi-disciplinary approach to the study of an international Area.

India had recognized the study of Area Studies as an independent programme almost around the same time that the western countries had initiated it in their universities. Rather independent India pioneered Area Studies in the third world. Such an initiative mirrored the broad canvas of foreign relations spread out by Pandit Jawaharlal Nehru for the country. Hence emerged the Indian Council of World Affairs (ICWA) established at Delhi under the leadership of Pandit Hridaynath Kunjru and its academic wing, Indian School of International Studies (ISIS). The foundations laid by ICWA and ISIS and the most creative intellectual contributions made by them had provided a clear direction for the expansion of the Area Study Programme in India. Hence, the University Grants Commission which formally launched the ASP in early sixties into the Indian university system could thoroughly inherit the Area Study expertise, initiated and nurtured by the ISIS.

UGC has been over the past four decades promoting Area Studies in the Indian universities. In the beginning only few universities which already had scholars trained in international relations/area studies were chosen for establishing an Area Study research centre. Such Universities include the University of Rajasthan, Bombay, Aligarh, Delhi and Madras. The ISIS itself became part of Jawaharlal Nehru University in 1970, renamed as School of International Studies (SIS). SIS, as the successor of ISIS and constituent of the national university, carried the legacy of furthering the cause of ASP. Several Area specialists who graduated from SIS are serving in various universities.

Data on Area Centres in this volume pertains till the tenth five plan period, 2007. Whatever the updated information received from each Centre before and during 2007, after editing, is incorporated. Data supplied by certain Centres could not be used fully in order to maintain uniformity and evenness. Each Centre was supplied a proforma of information, though not many Centres furnished in the manner desired. Where a particular Centre failed to furnish updated account of its activities, only the available information is included. Full information is not given about Area Study Programmes which were recently established and were yet to gain or complete a full five year term. Only the list of such Programmes is attached.

I earnestly hope that this Directory, a token of contribution to the vast and growing discipline of Area Studies in India, would help and motivate the Area Study and international relations scholars, in particular the younger generation. A sense of disillusionment is prevalent among the senior and knowledgeable scholars that the Area Study Programme has not succeeded in meeting the standards and expectations of its forerunners. Evidently, quality and growth of Area Study Programme are not matching each other. Some of the problems faced by the ASP are discussed in the white paper on ASP submitted by me. It was approved by UGC and included in the Appendices section of this Directory. At the same time, it should also be recognised that Area Centres are to some extent compensating for the declining status of the discipline of International Studies at undergraduate and post-graduate level in the universities.

Acknowledgements:

I gratefully place on record my sincere gratitude to the directors and colleagues of Area Study Centres who officially and informally furnished relevant data on respective Centres. I interacted with a number of Area Study scholars during my long association with the Centre for Indian Ocean Studies and hence had the privilege of learning and gathering necessary information through them. Almost to every individual, there was a keen demonstration of interest and enthusiasm to see a published handbook, first such work, on Area Studies.

UGC officials concerned with ASP have been immensely helpful in the compilation and publication of this project. I must appreciate the Joint Secretary of ASP for addressing official letter to the Centres to provide information and also authorising our Centre to utilize publication grant to meet the cost of publishing this Directory. My sincere thanks to the UGC officials.

Shoba Rani, my stenographer, has done a marvelous job in patiently meeting my endless demands to revise and update the drafts. Without her technical skills and hard work this manuscript would not have been as well an organized volume. I appreciate her sincerity and cooperation.

June 2009

P.V. Rao

Foreword

The subject of Area Studies is adequately defined in the UGC directive in the XI Plan guidelines. It also should deal with the internal and external relations of a country or region in relation to the external relations of India. Area Studies should promote concern with the country or the region. Secondly, in the long run, it should concern with the transfer of staff, so far as possible. Each Area must be concentrated with Field Work of the country or Area concerned. Unfortunately, so far as I can see, there does not seem to be any mutual cooperation with the group concerned. Each center must develop in cooperation with similar subject center, either or among themselves, if necessary with India. The centers should be converted into a department wherever it is possible. By and large, wherever the center has been established for longer than ten or more years, the UGC should confirm it more or less. In the long run, as in regard to the School of international Studies, they should work more or less like departments. I would also suggest that each of the Area concerned should cooperate through books or journals.

It seems to me, in the long run, each or the centers of particular Area should cooperate with each other to the extent possible. And this is particularly true in regard to Field Work either with the foreign Area concerned or with the UGC or with the Government of India concerned. Over a period the Area concerned should by and large become center of consultation with the Government of India, even abroad if necessary. The center concerned, as long as it is possible, cooperate with Indian Government as well as foreign Governments. So that, in the long run, there is mutual cooperation between foreign countries concerned. This kind of cooperation will in the long run promotes international cooperation within India and other countries, along with Indian and foreign diplomats, wherever it is necessary.

Prof. M.S. RAJAN

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July 2008

Dedication

Professor Angadipuram Appadorai (Mach 16, 1902 - December 9, 1990)

This Directory is a tribute to Prof. Angadipuram Appadorai, doyen of Area Studies in India. As the founder Director of Indian School of International Studies, he pioneered, institutionalized and promoted the discipline of Area Studies and international studies in India. He was also the founder editor of the School's two journals, *India Quarterly* and *International Studies*. The University Grants Commission, guided and encouraged by Prof.Appadorai and the genre of his students, introduced the Area Study Programme in the Indian universities in the sixties. Ever since, Area Study Programme supported by UGC has been growing steadily, specialized in the old and emerging regions of the world, numbering over forty Centres in Indian universities.

Prof.Appadorai is no less remembered as one of the pioneers of political science discipline in India. His *Substance of Politics* (1942) had been a classic text book. He was rightly and deservedly honoured as the National Professor of Political Science (and International Relations).

“The more I have known him (Appadorai) the more I have admired him.” (Jawaharlal Nehru)

Indian School of International Studies

Indian School of International Studies (ISIS) laid the foundations of Area Studies in India. ISIS was established in October 1955 to promote international studies and area studies in the country. The School served as a premier and autonomous centre of higher research on international affairs in the country, symbolizing thus the spirit of independent India's active interest and role in world politics. Originally, ISIS was part of Indian Council of World Affairs, located at Sapru House, New Delhi. In 1961, the School was granted deemed university status by UGC.

Over the years, ISIS under the direction of its first Director and visionary Prof.Appadorai trained a generation of outstanding scholars and students in world politics, area studies and foreign languages. Some of the ISIS luminaries include M.S.Rajan, M.S.Agwani, A.P.Rana, K.P.Misra, M.S.Venkat Ramani, H.S.Chopra, K.R.Singh, J.P.Anand, Rasheed-ud-din Khan and Ramesh Babu. These scholars in turn guided the next generation of IR scholars who helped establish area study centres in Indian universities.

ISIS played key role in persuading the University Grants Commission to recognize Area Studies as a separate programme and introduce it in the universities. As a result, UGC had initiated an Area Study Programme (ASP) and established several Area Study Centres in various universities. Today there are over forty such Centres in the country funded by the UGC. Every Area Study Centre and scholar should sincerely acknowledge the historic role played by the Indian School of International Studies which provided the form and substance to the discipline of Area Studies in India.

ISIS was merged with School of International Studies (SIS) of Jawaharlal Nehru University in 1970.

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Panditji, ⁽¹⁾ Fellow Students, Ladies and Gentlemen:

When the Director of the School ⁽²⁾ invited me to deliver the Convocation Address, I quietly asked him if the Convocation Address was an essential part of a convocation. He could only –and rightly- say that it was not essential, but that by custom it was a necessary part. I thought it best not to debate the difference, if any, between “essential” and “necessary” but to accept the invitation. When a colleague invites me for a function of this kind, what right have I, I asked myself, to decline the invitation?

Before I speak on the topic I have chosen for the Address, viz international and area studies in India, let me offer my good wishes to the doctors of Philosophy who have just now received their degrees. I happen to know them all, and this fact increases the warmth of my felicitations. Research with a view to making a contribution to knowledge is always a difficult; though a most interesting, undertaking. The programme of research in international and area studies, in particular, is exacting: in addition to a study of original sources, it demands of the researcher, in many cases, the knowledge of language other than English, and field work in the country with which the thesis is concerned. The school, as we all know, has also a first-year programme on certain subjects related to international relations, knowledge of which is considered essential for the successful pursuit of research in the field. In the reports of the examiners of the theses, it is interesting to find such phrases as the following: “A thesis of unusual merit.” “The treatment is original and critical.” “A good, solid piece of historical research.” “...makes a significant and valuable contribution.” I again congratulate the Ph.D.s most heartily.

- (1) Pandit Hriday Nath Kunzru (1887-1978) one of the founders of the Indian School of International Studies and President of its Board of Governors from 1955 to 1970.
- (2) Professor M.S. Rajan was Director of the Indian School of International Studies from 1965 to 1971. He is now Professor Emeritus in the Jawaharlal Nehru University

The author, who was the founder-Director of the Indian School of International Studies. New Delhi, is at present Honorary Professor in the Centre for International Politics, Organization, and Disarmament, School of International Studies, Jawaharlal University. The Address delivered by him at the Fifth Annual Convocation of the Indian School of International Studies on 28 May 1970 is as yet unpublished. It is reproduced here *in toto* to put it on record.

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Now to the topic I have selected.

At the invitation of the UNESCO (United Nations, Educational, Scientific, and Cultural Organization), I had the opportunity early in the 1950s to survey the position of international and area studies in India. The Indian School of International Studies had not yet been established then. It occurs to me that it would now be useful, as the School has decided to merge itself in the Jawaharlal Nehru University,⁽³⁾ to take stock of the position of international studies in the country and think of ways and means of improving that position.

The study of international relations is, broadly speaking, the study of relations between and among nations, together with the force and factors influencing those relations, the institutions established for the regulation of international intercourse and the settlement of international conflicts, and the principles by which those relations are, or would be, regulated. Constructively, the study should lead to an indication of the means by which a system of international relations might be created, a system best suited to serve the principle of international solidarity and to strengthen the guarantee of peace.

The field, if we take area studies also, is a vast one. Two views are held on the question whether international relations is a separate academic discipline. One view is that international relations is a synthesis of various subjects such as geography, history demography, politics, economics, and law and that, as the bulk of the material studied under this head is capable of differing interpretations, it cannot supply that training of the mind for students which an academic discipline would provide. The other view, a view with which I agree, is that while it is true that student of international relations has to depend on data supplied by many specialists, he is at the same time engaged in making a synthesis sufficiently differentiated from the synthesis of other specialists and of sufficient intellectual and social importance to form a distinct study. That synthesis is based upon a selection and analysis of those phenomena which bear upon a state's international position and external relations. To put it another way, the geographer, the historian, the demographer, the student of politics, and the economist are not primarily students of international relations. May I express the hope that the Indian Council of Social Science Research would give international relations the recognition due to it as a distinct academic discipline.

The attention paid to the study of international relations in India is recent; the beginnings go back at best to 1940. Considering the fact that India attained its freedom and, therefore, the responsibility of managing its external relations only in 1947, this earlier lack of interest is understandable.

(3) The Indian School of International Studies merged in the Jawaharlal Nehru University on 5 June 1970. The word "Indian" was dropped from its name with effect from the same date.

Since Independence there has clearly been increasing interest in the subject, no doubt from the realization that in the altered relation of India as a free country to other free countries in the world (instead of as a British dependency), it is of the utmost importance that graduate and postgraduate students should have an insight into the real nature of the world community – how historically such a community has come into existence, how it is institutionally organized, and what contribution India could make to the growth and strengthening of the general idea that, in this age of “one world”, academic insight in relation to social phenomena is incomplete without a proper grounding in the factors that govern international relations.

This increasing interest may be noted by a reference to (1) the courses available in history, politics, economics, and law to study aspects of international relations; (2) provision for a Master’s degree in international relations; (3) provision for a diploma in international affairs/foreign affairs; (4) research; and (5) popular education in the subject.

International Relations in the Courses in History, Politics, Economics, and Law

At the B.A., B.A. (Hons), and M.A. levels several universities make provision for the study of aspects of international and area studies. At the B.A. level, the student is introduced to international relations through one or more of the following subjects: European history; Political science; modern constitutions; world history; world civilization; modern Islamic history and culture; Indo-Islamic and world history; history of the Far East; international law; the United Nations and its Specialized Agencies; Public International law and relations; international trade; money, credit, and foreign exchange; modern Asian history, and contemporary Asia. Among the subjects covered in the history course at the B.A. (Hons) and M.A. levels in several universities we have the history of Asia from 700 B.C. to A.D 1939; contemporary Asia from the middle of the nineteenth century to 1939; European history, 1789-1945; the history of the USA, 1865-1945; general history of the Far East, 1850-1919; the development of the great European nations, 1814-1914; the modern world; international politics; international relations from 1919 to the present day; modern political institutions.

In several universities; it is the Department of Political Science which is mainly in charge of the work connected with international relations and allied subjects; the Department works in close cooperation with the Department of History, the Department of Economics, and the Department of Law.

The M.A. course in economics usually includes one or more of the following; international economics, international agricultural economics; labour organization and welfare abroad; international banking; international trade; foreign exchange; and external control and tariffs.

Provision for the study of international law is made at the postgraduate level (M.A. or LL.M.). In the LL.M. course in some universities, for example, a student is expected to study international relations and international organization in addition to public international law and private international law.

Master's Degree in International Relations

One university, Jadavpur, has a Master of Arts course consisting of eight papers in international relations: international law; international politics and organization; comparative government; international relations since 1919; advanced political theory; Indian foreign policy; modern Indian political thought; and history and politics of South-East Asia, or history and politics of the Far East, or history and politics of the USA.

It is noteworthy that the University of Allahabad had some years ago a Master of Arts course in diplomacy and international affairs; but for some reason, primarily for the reason that graduates in the subject would not get adequate employment opportunities, this course was abolished.

Diploma in Foreign Affairs/International Affairs

Compared with the advanced Master of Arts course outlined earlier, the diploma in foreign affairs is an elementary one. It is only a one-year course in Patna and Lucknow. It is a two year course at Aligarh, but as the course is covered during a period of six months in each of the two years and the course is so adjusted as to enable M.A. and LL.B students who take subjects like history, economics, and law to attend the additional course in diplomacy concurrently with their M.A. or LL.B., a detailed knowledge of the various subjects covered is clearly not expected.

The University of Rajasthan also provides for post-M.A. diploma in international affairs.

Research

Several universities which have international relations/area studies in their courses of study also have programmes of research. Organized research in these areas was promoted substantially by the founding of the Indian Council of World Affairs (1943) and the Indian School of International Studies (1955) in New Delhi. The Indian Council of World Affairs has so far published fifty-eight titles; the subjects studied include issues of direct interest to India such as "Kashmir: A Study in Indo-Pakistani Relations" and "The Evolution of India's Northern Borders". The Council has a well established research journal called the *India Quarterly*; it arranges seminars from time to time, the most recent of them being the one on nuclear weapons. The Council also publishes a series of studies entitled "India in World Affairs", which have won recognition as useful works of reference. Above all, in collaboration with the Indian School of International Studies, the Council maintains the Sapru House Library, which is a most valuable national asset used by scholars both Indian and foreign, as well as by the Government of India; Mr. Girja Kumar, its distinguished Librarian, has made its development his life's mission. The School has a faculty of some forty specialists in various aspects of international and area studies grouped in eleven Departments – The Department of International Politics and Organization (including European Studies), International Law, International economics, South-East Asian Studies, West Asian

Studies, American Studies, Commonwealth Studies, and Russian Studies. The School's publications number sixty-five; it brings out the journal *International Studies*, which has earned well-merited international recognition. It has trained sixty-six Doctors of Philosophy covering international and area studies. It has also, I learn from the Director's report, arranged during its career more than thirty seminars in which scholars from all parts of India have participated.

The growing scholarly interest in area studies is evidenced by the appointment by the University Grants Commission, in April 1963, of a Committee to consider a scheme for the development of area studies in Indian universities. This Committee recognized the need for a larger number of Indian scholars adequately acquainted with the historical, cultural, social, and economic background of particular regions; it also considered it necessary to give priority to the study of areas like China, Japan, South-East Asia, Africa, and West Asia and to countries which were India's immediate neighbours. Among the objectives of the programme it included (1) specialized teaching and research; and (2) production of popular books about these areas.

From a document of the University Grants Commission, I note that area studies have been undertaken (or approved for starting) in respect of Japan and Tibet (Viswabharati, Delhi); China (Delhi); West Asia (Aligarh); Pakistan (Delhi, Jadavpur); South-East Asia (Jadavpur); South Asia (Rajasthan, Madras); the Indo-China states (Sri Venkateswara University); East Africa (Bombay); Africa (Delhi); and the Soviet Union (Bombay). It need not be added that these studies are in addition to the area studies already undertaken by the Indian School of International Studies.

Popular Education in International and Area Studies

Any observer can notice that for some time now the Press and the radio have devoted more attention to discussing international events. The Indian Council of World Affairs has a regular programme of lectures and discussions on current international developments, not only in New Delhi but in its branches all over India. There are several other forums such as the India International Centre (New Delhi) which arrange similar discussions. Extension lectures by the University of Delhi and the Indian School of International Studies, among other institutions, also provide opportunities for the popular education in the subject. The number of journals (some eight) devoted to the study of international and area studies either wholly or in part testifies to the increasing general interest in the subject. In addition to the *India Quarterly* and *International studies*, the following have come to my notice: the *Africa Quarterly* (New Delhi), 1961, quarterly; *China Report* (New Delhi), 1964, bimonthly; the *Institute for Defence Studies and Analyses Journal* (New Delhi), 1968, three times a year; the *Journal of African and Asian Studies* (Delhi), 1967, semi-annual; *Seminar* (Delhi), 1959, monthly; and *United Asia* (Bombay), 1948, bimonthly.

Students of International and area studies may derive legitimate satisfaction from the fact that the educational authorities and the scholarly world have recognized the need for increased attention to these studies. I am especially happy that the authorities have also recognised the essential requisites for the development of such studies on healthy lines. Thus the Standing advisory committee on area Studies appointed by the University Grants Commission emphasized the need to encourage the study of foreign

languages on modern lines and include it as an essential feature of the area studies programme. They recognized too that intensive study of a region would require constant contact with that region and that scholars would need to be deputed to their areas of specialization for a limited period; they, further, accepted its corollary, viz that a part of the available scarce foreign exchange should be devoted to financing field work.

To this agreeable development, the members of the Indian School of International Studies, both the faculty and the student body, have contributed their share. Indeed the advisory committee mentioned above referred with appreciation to the “pioneering work” of the School in starting area studies in the country. Now that the School has decided to merge itself in a larger academic unit, viz the university named after Jawaharlal Nehru, it seems to me that the scope for work in the field has broadened and that you should have increased opportunities for substantial work. For one thing, the resources of the University in terms of both men and money must necessarily be greater. Secondly, it has a distinguished Vice-Chancellor, ⁽⁴⁾ himself for several years a practitioner in the field of foreign affairs, and this circumstance should help in the chalking out of useful programmes and their implementation. Let us hope that in the interest of international studies, a succession of Vice-Chancellors in the Nehru University will be men of the same stature and with the same interest in International studies.

Since we are at this stage concerned with developing quality work in international and area studies in India, may I share with you a few thoughts that occur to me and which appear to be helpful in that direction.

1. Before a university decides to start a programme in the subject, it will be agreed that a lot of preparation is necessary in terms of trained staff, source material for research, and language instructors. Personnel in the field are scarce India, and the required training of scholars selected for their ability could be given either in a foreign university or, for certain subjects, in the Nehru University. I think indeed that the Nehru University, with the nucleus of the School merged into it, can be a central institution of advance study and research for teachers of Indian Universities who have opted for the teaching of international relations and area studies. Regarding libraries, I sincerely wish that at least in the major centres of India like Madras, Bombay, Calcutta, and Hyderabad, something on the lines of the Sapru House ⁽⁵⁾ Library – or an improvement on it – would be established. While on the subject of libraries,

(4) Gopaldaswami Parthasarathi was the first Vice-Chancellor (1969-74) of the Jawaharlal Nehru University. He was earlier Chairman, International Commission for Cambodia (1954-55), the International Supervisory Commission for Vietnam (1955-56), and the International Commission for Supervision and Control in Vietnam (1961-62). He represented India as Ambassador in Indonesia (1957-58) and China (1958-61), as High Commissioner in Pakistan (1962-65), and as Permanent Representative in the United Nations (1965-69). He was Chairman of the Policy Planning Committee of the Ministry of External Affairs, Government of India, for some time, relinquishing office in 1986. At present he is, among other things, President of the Indian Council of Social Science Research, New Delhi.

(5) Sapru House, New Delhi, is the headquarters of the Indian Council of World Affairs. It is named after Sir Tej Bahdur Sapru, the first President of the Council (1943-48).

I would urge that the Press clipping section in the Sapru House Library needs much more development, in particular the provision of an analytical index. On language instruction, the need has, as I have said before, been recognized; the implementation requires time. I am glad to learn from the Vice-Chancellor of the Nehru University that he has an ambitious plan for language studies.

2. The Organization of field work for students and teachers deputed to their fields of study, I suggest, needs careful thinking. It is often said that a person travelling abroad takes back from it what he brings with him. This means that a researcher who goes, say, to Japan for his field work needs to prepare for it carefully in India to enable him to derive the “optimum” benefit from his stay in Japan. He should know the kind of questions he has to ask, the people he has to meet, and the libraries he has to use. The appointment of an informal research guide for him – for the period of his stay there – should enable him to make the best use of his opportunities.
3. The selection of a suitable topic for research is, I suggest, very important. Research cannot be done to order; the topic should be one in which the researcher is genuinely interested and for which his academic discipline would give him the needed expertise. The practice of a supervisor suggesting a topic to a research student is, I suggest, misguided. A supervisor can, and should no doubt, discuss a subject suggested by a research student in terms of its possibilities and difficulties, but the initial suggestion of the topic as well as the final choice should be the student's.

For the mature members of the faculty, topics awaiting investigation by them are legion. The Advisory Committee of the University Grants Commission was certainly right in emphasizing the need to give priority to the study of areas in India's immediate neighbourhood. To mention some topics relating to them, Nepal is a land-locked state like Afghanistan, Austria, Bolivia, Czechoslovakia, Laos, Luxembourg, and San Marino, and land-locked states have their special problems as may be seen from the proceedings of the conference on land-locked states held in 1958. The General Assembly of the United Nations, in a resolution adopted in February 1957, recognized the need of land-locked states for adequate transit facilities in promoting international trade. It invited other Member states to give full recognition to the needs of land-locked states in the matter of trade and transit and extend adequate facilities to them in terms of international law and practice in this regard, bearing in mind their future requirements in the light of their economic development. The economic development of land-locked countries depends on their ability to export agricultural products and to import essential equipment and manufactured goods. These considerations should help in explaining some aspects of Nepal's policy towards India.

The problem of undemocratic or disputed borders is of great importance in Asian studies: in addition to the Sino-Indian border dispute, there are, for instance, disputes between Thailand and Cambodia, between Indonesia and Malaysia, and between Malaysia and the Philippines. Why is it that in several Asian countries – Burma, Cambodia, Indonesia, Pakistan, and several West Asian States – the civil power has been overthrown by the

military? What is the nature of the social change taking place in West Asia and South-East Asia due to contact with the West, technology, and independence? International conflict in the nuclear age is suicidal. Can the techniques of peaceful means of settlement of disputes such as negotiation, arbitration, conciliation, and judicial settlement be improved so as to yield the best results possible? Pakistan has proclaimed itself an Islamic Republic. What are the foreign-policy implications of this decision for Pakistan and its neighbours? Four states in South and South-East Asia are members of the Commonwealth. Has the membership of the Commonwealth had any impact on their foreign policies? All states in the region are Members of the United Nations. A Vital for us as students of foreign policy is: How far have they used the forum of the United Nations to further their own foreign policies and to harmonize their national interests with the well-being of the international community?

In studying international affairs for some years past, I have been struck with the fact that we in this region are too preoccupied with political problems. The increasing part that economic considerations elsewhere play in the formulation and implementation of foreign policy is obvious to anyone that cares to see it. Even if we do not accept Marx's economic interpretation of history in its entirety, we must admit that economic considerations do have a place in the determination of the ends and the means of foreign policy. The development of the European Economic Community and Britain's as-yet-undecided relations therewith are a case in point. Britain's withdrawal from the region east of Suez is largely based on economic considerations. A casual study of *The United States in World Affairs* for the years 1957 and 1958 gave me some ideas as to how much the relations of the United States with Latin America are based on economic considerations. The states in our region can by no means be compared to these powerful states, but I suggest that the economic basis of their foreign policies needs careful study. Time was when the whole of what is now Pakistan, India, Burma and Ceylon was under one political authority, and some of the economic problems which beset India, Pakistan, and Ceylon such as shortage of food did not have the same complexion as they have today. Is not better economic cooperation possible among these states than obtains today? Cannot better economic cooperation lead in its turn to better political cooperation?

Again, all countries in the region receive substantial economic aid from foreign countries. Economic aid from foreign countries is said to be "without strings". Would an analysis of the foreign policies of the states in the region support or rebut this view? Some of these large issues would, from their very nature, need team work by a number of scholars.

4. The Indian School of International Studies has had a modest programme of training Foreign Service probationers from India primarily and from other, friendly countries like Kuwait and Singapore occasionally. Perhaps the Jawaharlal Nehru University will explore the possibility of expanding this programme and including it in the training of diplomats from yet other friendly countries in Asia and Africa as well.

This raises the whole question of how and how far our Ministry of External Affairs and the universities can cooperate to mutual advantage. Some years ago, when I was Director of the Indian School of International Studies, senior officials of the Ministry of External Affairs, while politely and understandably declining to make documents available, expressed their willingness to discuss informally issues relating to particular subjects under investigation. I think the bona fide student need not ask for more. If he uses this facility of discussion discreetly, he would gain some insight into the problems of his research which would help him in interpreting his data. Perhaps arrangements can be made for access to certain documents by bona fide students of international relations. Perhaps, too, junior diplomats can be associated with special seminars on vital contemporary international problems arranged by the Nehru and other universities, say, six times a year, to mutual advantage. In the last days of Nehru, a proposal was discussed with the Indian School of International Studies to get some papers or books prepared by specialists of the School on vital international issues, strictly from the academic viewpoint, the Ministry giving the necessary facilities. Such papers might help in the evaluation of foreign policy in perspective. We shall appreciate the usefulness of the proposal if we remember that the intellectual's function is to state the truth as he sees it after an analysis of all the information available to him, and not to please – or, for that matter, to displease – those in authority. Students of recent and contemporary events will recall with pride how some members of the intellectual community in Britain were prepared to differ with Government policy in Britain on the Suez crisis. The intellectuals in the United States have similarly expressed their views on Vietnam not all of them happen to agree with the views of their Government.

Having said all this, I should like to add that, in my view, the intellectual should not go further and desire to be a part of the deciding authority. A distinguished professor of Political Science recently wrote: "How grand it would be, for instance, if a Professor of International Affairs becomes a part-time Secretary in the External Affairs Ministry, and how profitable if the IAS Secretary becomes a part-time Professor!" I suggest that to have a voice in the decision-making process is to go beyond the function of an intellectual. Foreign affairs today are too complex to be entrusted to a part-time Professor, however eminent. Besides, in seeking to form part of the decision-making process, the intellectual gives up his true function – viz to watch, to study, to suggest, and to criticize. It is a different thing, if as happens in the United States; there is an interchange between the academic and the official community. I do think that if a Professor of International Relations or International Law or an area specialist is given an opportunity to work as a consultant in the Foreign Office, say for a year or two, he will get the feel of foreign affairs in a way he cannot get from books or documents: it will enrich his understanding of the nature of foreign relations. Similarly, if those who have served in the Foreign Office for a considerable period of time choose to serve in the universities in the later years of their lives, it would be all to the good. Let us not, however, mix up the two to the mutual disadvantage of both.

5. And one final point. Several UGC reports and reports of seminars on area studies have understandably recommended an inter-disciplinary approach to the teaching of area studies. To quote a seminar report:

The organization pattern recommended was the provision of ear-marked posts for the area in the departments concerned [of social sciences], their work being coordinated through a Centre devoted to the promotion of specialized studies on an area, and not by the creation of additional or separate departments of an area study.

I think this correctly applies to teaching as well. Take South-East Asia as an example. The principal would mean that the Department of Political Science in a university would take care of the teaching of political developments in the region; that the Department of Economics would accept the responsibility of teaching economic developments; that the Department of History would be concerned with the teaching of the history of the region; and that the Department of Sociology would assume charge of the teaching of social institutions and social change in the area. In respect of research, however, I suggest that the mechanics of the application of the inter-disciplinary approach would need to be spelt out more carefully. Suppose, for instance, a scholar is interested in studying the security of South-East Asia, how would the inter-disciplinary approach apply? Assuming that the scholar is a political scientist, the problem is how he might most usefully employ the resources of the Departments of Economics, History, and Sociology to make an integrated study. I am sure that this problem can be sorted out; only it requires more thinking on the appropriate mechanics.

Let me conclude with the hope that the members of the Indian School of International Studies would make wise use of the increased opportunities being made available to them through their merger in the Nehru University. In the final analysis, the impact an individual makes on society is a function of his integrity and devotion to duty. To the extent that these qualities are developed and applied, I have every hope that the members of the School can make an increasing contribution to the well-being of India and the international community. I wish you well.

SOUTH ASIA

Colour map

Centre for SAARC Studies (bold 14)
Andhra University (bold -12)

Sub-headings: bold, 12 Line space : Single

Year of establishment: 1987

Address:

Centre for SAARC Studies, Andhra University
Visakhapatnam-530 003

Tel: 91-891-2575328, 2844115

Fax: 91-891-2575328

Email: ndtripurana@gmail.com

Background:

Thrust Areas: Regional economic cooperation; political and security cooperation, gender; ethnic issues in South Asia.

Subjects represented: Economics, History, Political Science, Sociology.

Faculty: 3

Professor: 1

Associate Professor 1

Assistant professor 1

Supporting Staff: 2

The Centre for SAARC Studies, formerly the Centre for Studies on Cooperative Possibilities in South Asia was established in Andhra university in 1988 by the UGC under the Area Studies Programme. The Centre is its only kind focusing on the study of SAARC region in India under the Area Study Programme. The studies undertaken by the Centre cover socio-economic status, trade and investment patterns, gender equity and demographic profile of the South Asian / SAARC region.

Objectives:

To deepen the understanding of the social political, economic and historical aspects of South Asian countries.

Advance the study of contemporary problems of South Asia / SAARC countries which have special relevance to India.

Work for acceleration of progress of South Asian Regional Cooperation.

Interact with other like-minded institutes / centres engaged in promoting South Asian Regional Cooperation and

Develop a well-equipped library and a documentation cell for the benefit of researchers.

Research Programmes:

Centre has envisaged three types of research programmes under its auspices:

In-house research activities

Inter-departmental collaborative research programmes

National and international networking.

Publications:

Books:

Indian Economic Reforms : An Assessment, Sterling Publishers Pvt. Ltd., New Delhi, 2004.

Regional Cooperation in South Asia : New Dimensions

Kanishka publishers, Distributors, New Delhi, 2002

Economic and Public policy, Himalaya Publishing House, Mumbai, 2000.

Population and Development in SAARC, *South Asian Publishers Pvt.Ltd. New Delhi.1996*

Socio- Economic Profile of SAARC Countries, South Asian Publishers Pvt.Ltd.New Delhi.1994.

Regional Economic Cooperation in South Asia, Chugh Publications, Allahabad, 1990

T. Nirmala Devi:

Regional Economic Cooperation in South Asia, Allahabad: *Chugh Publications, 1989.*

Socio-Economic Profile of SAARC Countries, *New Delhi: South Asian Publishers Pvt. Ltd., 1994.*

Population and Development in SAARC, New Delhi: South Asian Publishers Pvt. Ltd., 1996.

Co-edited, *Regional Cooperation in South Asia: New Dimensions*, New Delhi: Kanishka Publishers, 2002.

Co-edited, *WTO and Implications for South Asia*, New Delhi: Serials Publications, 2006.

Edited, *India and Bay of Bengal Community: The BIMSTEC Experiment*, New Delhi: Gyan Books Pvt. Ltd., 2007.

A.Subramanyam Raju:

Democracies at Loggerheads: Security Aspects of US-India Relations, Colorado: International Academic Publishers Ltd, & New Delhi: South Asian Publishers, 2001

Third-Generation Indian Perceptions of the Kashmir Issue, Colombo: Regional Centre for Strategic Studies, 2001

Indian Women Scientists' Perceptions of the Nuclear Issue, New Delhi: Women in Security, Conflict Management & Peace, 2005

Edited, *Terrorism in South Asia: Views from India*, New Delhi: India Research Press, Singapore: Marshall Cavendish Academic, 2004

Edited, *Nuclear India: Problems and Perspectives*, New Delhi, South Asian Publishers & Colorado: International Academic Publishers Ltd, 2000

Co-authored, *Maritime cooperation between India and Sri Lanka*, New Delhi: Manohar Publishers, 2006

Edited, *Reconstructing South Asia: An Agenda*, New Delhi: Gyan Books Pvt. Ltd. 2007

Edited, *India-Sri Lanka Partnership in the 21st Century*, New Delhi: Kalpaz Publishers, 2007

V. Sreemannarayana Murthy:

Area of Research: Ethnic Issues in South Asia.

Monographs:

Trade Cooperation in SAARC : Potentials and Constrains, September, 1998.

Nepal: A Survey of Geo-Political Issues, April, 1993.

SAARC : Towards Economic Cooperation, May, 1991.

South Asian Regional Cooperation : Obstacles & Opportunities, January, 1991.

Health for All in 2000 A.D. : A SAARC Perspective, 1991.

Sri Lanka : A study of Ethnic and Socio-Economic Affairs, 1990.

Journal:

Centre has launched in 2008 a bi-annual journal titled, *South Asian Affairs*

Seminars:

The Centre has been organizing Seminars/ Conferences/Symposia relevant to the current topical issues of South Asia. Five International Seminars and four National Seminars were conducted by the Centre, besides symposiums/discussions.

Documentation:

The Centre has its own library with a collection of over 1000 books as on date on different area of relevance to the SAARC region/countries and other regions in Asia also. Centre Documentation Cell has acquired all the important publications/documents from the SAARC Secretariat, Kathmandu.. Press clippings on the concerned area are compiled from leading Indian nationals on regular basis.

**South Asia Studies Centre
University of Rajasthan**

Year of establishment: 1963

Address:

South Asia Studies Centre
University of Rajasthan
Jaipur 302 004

Tel: 0141-2511175 / 510880

Fax: 0141-2709551

Email: sasc@uniraj.evnet.in

Background:

South Asia Studies Centre (SASC) is a premier area research institution devoted to the study of India's neighbouring countries. The Centre is a multidisciplinary institution which enjoys the status of a University Department. As an Area Study Centre, SASC encourages indepth study of the socio-economic and political phenomena of the South Asia region as well as country studies of the region. In its development, SASC received support from the various statutory bodies of the University of Rajasthan, UGC and the Government of Rajasthan. SASC has been fortunate to be led by eminent scholars like Prof. S.P. Varma, Prof. Iqbal Narain and Prof. Ramakant who successively as Centre's Director made significant contribution to its academic and organizational growth. Owing to the persistent efforts of Prof. Ramakant, the Centre also introduced multi-disciplinary M.Phil course in South Asian studies.

Thrust Areas:

Problems of Nation-building in South Asia: nature of nationalism; challenges of linguistic, religious, regional and ethnic identities.

Political Economy of the South Asian States: nature of class and state; problems of economic development; rural economy, land reforms and peasant movements.

Political and Constitutional Developments in South Asian Countries: political processes, political culture, role of military and bureaucracy.

Social Change: role of education, religion, language, ethnicity; challenges of modernization; role of social groups.

Science and Technology: regional environmental and development issues.

Foreign Policies: Relations among the South Asian States and Inter-State Conflicts and Disputes (India's relations with the South Asian neighbours receive particular focus).
Nuclear politics.

Role of Major Powers in the South Asian Region; regional security environment and the SAARC.

Faculty:

Prof. Mohan Lal Sharma

Prof.. B.C. Upreti

Dr. Karori Singh

Dr. Olive Peacock

Dr. S.N. Kaushik,

Dr. Shashi Upadhyay

Dr. Krishan Gopal

Research Programmes:

Long and short-term research projects have been undertaken within the framework of a comprehensive study of India's neighbouring countries. Through its evolution, SASC grew from a relatively unidisciplinary research centre to a multi-disciplinary one, shifting hence the research agenda to other social science disciplines. SASC encourages doctoral research under the supervision of its faculty members.

Teaching Courses:

M.Phil

Training in Hindi language & Indian Culture to Japanese students from faculty of International Relations, Diato Bunka University, Tokyo.

Publications:

Books:

Ramakant, S.N. Kaushik and Shashi Upadhyay (eds), *Contemporary Pakistan: Issues and Trends*, Kalinga Publication, New Delhi, 2001.

Deepa Mathur, *Women in Transition in South Asia*, Kalinga, Delhi, 2001

Ramakant and B.C. Upreti (eds), *India and Nepal: Aspects of Interdependent Relationship*, Kalinga Publications, New Delhi, 2002.

Mohan Lal Sharma, Olive Peacock and Krishna Gopal (eds), *Globalisation, Democracy and Governance in South Asia Issues and Alternatives*, Kalinga Publications, New Delhi, 2003.

B.C. Upreti, Mohal Lal Sharma and S.N. Kaushik (eds), *India's Foreign Policy 2* (vol.), Kalinga Publication New Delhi, 2003

Periodical:

South Asian Studies (biannual research journal published by Centre)

Centre for Himalayan Studies
University of North Bengal

Year of establishment: 1978

Address:

Centre for Himalayan Studies
University of North Bengal
Raja Rammohanpur, P.O. North Bengal University
Dist. Darjeeling
West Bengal 734013

Tel: 2450478

Fax: 0373-2581546

Email: regnbu@sancharnet.in

Areas of Study:

Eastern Himalayas: Tibet, Bhutan, Sikkim, Arunachal Pradesh and Darjeeling.

Thrust Areas:

Theoretical and methodological issues related to area Studies
Levels of economic development in different sectors like rural development and agricultural practices
Quality of life, gender relations in the areas under focus
Cultural traits and changes among the different communities
Tourism, ecology and environment
Geo-politics and security issues

Faculty:

S.R. Mondal, Professor.
Specialization: Sociology and Social Anthropology
R. Sahu, Professor
Specialization: Geography
M. Choudhury, Reader Specialization: Geography
K. Datta, Reader
Specialization, History

Research Staff:

Documentation Officer: 1
Technical assistants: 2 (includes 1 Cartographer)

Teaching Courses:

M.A.in Strategic and Area Studies.

Syllabus design and teaching in collaboration with the Department of Political Science.

Publications:**Books:**

S.K. Chaube, ed. *The Himalayas: Profiles of Modernization and Adaptation*, Sterling, New Delhi, 1985

T.B. Subba and Karubaki Datta, ed. *Religion and Society in the Himalayas*, Gyan, New Delhi, 1991

Ranju R. Dhamala, *Problems and Strategies of Development in Eastern Himalaya*, Gyan, New Delhi, 1993

Tanka Bahadur Subba, *Dynamics of Hill Society: Nepalese in Darjeeling and Sikkim, Himalayas*, Mittal Publications, New Delhi, 1989

Tanka Bahadur Subba, *Ethnicity, State and Development: A Case Study of Gorkhaland Movement in Darjeeling*, Vikas, New Delhi, 1992

Tanka Bahadur Subba, *Flight and Adaptation: Tibetan Refugees of Darjeeling and Sikkim*, Library of Tibetan Works and Archives, 1990

Gurudas Das, *Tribes of Arunachal Pradesh in Transition*, Vikas, New Delhi, 1995

Rip Roshina Gowloog, *Lingthem Revisited*, Har Anand, Delhi, 1995

Bibliography:

Asok Basu, *The Himalayas: A Classified Social Scientific Bibliography*, K.P. Bagchi, Calcutta, 1987

Occasional Papers:

B.P. Misra, *Sanyasi Rebellion: The Sociology and Economics of a conflict in Sub-Himalayan Bengal*, 1985

Ranju Rani Dhamala, *Emerging Pattern of Political Leadership in Sikkim*, 1986

Saswati Biswas, *Rural Development in the Hill Areas: A study of two villages in Kalimpong*, 1987

Tanka B. Subba, *Flight and Adaptation: Tibetan Refugees in Darjeeling – Sikkim Hills*, 1988

Ugen C. Lama, *Direct Introduction of Dzogchen in some Popular Tibetan Literature*, 1990

P.S. Datta, *Contribution of North Eastern Council to development in Arunachal Pradesh*, 1991

R. Sahu, *Land Use and Cropping Scenerio in Arunachal Pradesh: Some Observationhs*, 1991

Ranju R. Dhamala, *Monasteries of Sikkim with Specific Reference to Economic Structure*, 1993

D.P. Boot, *Monasteries of Sikkim: A Geographical Study*, 1996

B.P. Misra, *Area Studies: Policy and Methodology*, 1996

Karubaki Datta, *Inter-ethnic Relations in Sikkim in Historical Perspective*, 1997

Maitreyee Choudhury, *Development Project vis-a vis Ethno Religious Sentiments: The Rathongchu Imbroglia in Sikkim*, 1997

Darubaki Datta, *The Buddhist Monasteries of Darjeeling Hills*, 2001

S.R. Mondal, *Profile of Status of Women of Bhutan*, 2004

Maitreyee Choudhury, *Human Resources, Culture, Amenities and Quality of life in Sikkim: A Critique*, 2005

Reports:

Area Profile:*Bhutan: A Profile of the Himalayan Kingdom*

Tibet, Sikkim and Arunachal Pradesh (1986-87)

Bhutan, Tibet, Arunachal Pradesh, Sikkim (1987-88)

Tibet, Bhutan, Sikkim, Darjeeling, arunachal Pradesh (1989)

Tibet (1998-2000); *Tibet* (2001-2003)

Bhutan (1998-2000)

Arunachal Pradesh (1998-2002)

Karubaki Datta, *The GNLF Movement: Vol-I* (May-Dec 1986)

Karubaki Datta, *The GNLF Movement: Vol-II* (Jan-Dec 1987)

Karubaki Datta, *The GNLF Movement: Vol-III* (Jan-Aug 1988)

Periodicals:

The Himalayan Miscellany (since 1987)

The Himalayan Miscellany, Silver Jubilee Commemorative Volume, 2003

Documentation:

The Centre maintains a Documentation Cell comprising reports, articles, dissertations and news clippings. Publications are exchanged with some other institutes of similar research interest. Documentation Cell compiles bibliographies on concerned themes and maintains maps on the region. Some geographical soft wares like Idrisi, Mapinfo etc. are accessed to teachers, students and technical assistants.

Serials:

1. The Eastern Himalayas: A Current Awareness List. (bi-annual), 1987; Vol. 1-18; 1987-2004.
2. The Eastern Himalayas: Press Digest (monthly), 1992; Vol. 1-6; 1992-1997.

Documentation Lists:

1. Documentation of Eastern Himalayas through Parliamentary Proceedings;
Vol.1, Pt.I: Nepal, Bhutan, Tibet, Sikkim and Indo-China Relations, 1985-1889
Pt.II: Darjeeling Hills, North Bengal (Duars), Arunachal Pradesh, North East (general) and Hill Development Programmes, 1985-1989
Vol.2, Pt.I: Nepal, Bhutan, Tibet, Sikkim and Indo-China Relations, 1990-1997
Pt.II: Darjeeling Hills, North Bengal (Duars), Arunachal Pradesh, North East (general) and Hill Development Programmes, 1990-1997
2. Documentation of SAARC and South Asia.2000
3. The Himalayan Studies: A select Documentation List.2003

Select Bibliographies:

1. The Himalayas: Classified Social Scientific Bibliography, 1987
2. Dissertation on Eastern Himalaya, 1990
3. The Buddhist Himalaya, 1992
4. Political Situation in Darjeeling Hills, 1992
5. Social Science Thesis on eastern Himalaya Accepted by the Indian Universities, 1990-92
6. Bhutan, 1993
7. The Himalayas: Environment, Planning and development, 1994

8. Bhutan at the Cross Road, 1994
9. Ethnicity, Tradition and Culture in the Eastern Himalaya, 1995
10. Trade and Politics in the Indo-Nepal Relations, 1996
11. Sikkim, 1996
12. Language and Literature Studies in the Eastern Himalaya, 1997
13. Social Science Thesis on eastern Himalaya Accepted by the Indian Universities, 1993-96
14. The Woman of the Himalaya, 1998
15. Politics over Tibet since 1959, 1999
16. Travels in Eastern Himalaya, 2000
17. Political Unrest in eastern Himalaya, 2001
18. Development and Change in Arunachal Pradesh, 2002
19. Social Science Thesis on eastern Himalaya Accepted by the Indian Universities, 1997-01
20. The Sub-Himalayan North Bengal. 2003
21. Social Science Thesis on eastern Himalaya Accepted by the Indian Universities, 2002-2004

Centre for the Study of Nepal Banaras Hindu University

Year of establishment: 1976

Address:

Centre for the Study of Nepal
Faculty of Social Sciences
Banaras Hindu University
Varanasi 221005

Tel: 0542 – 2307427

Fax: 0542 – 2368174

Faculty:

Professor 1

Lecturer 1

Documentation Officer 1

Supporting Staff 2

Background:

Established by the University Grants Commission under its Area Study Programme in November 1976, the Centre for the Study of Nepal began functioning under the able guidance of Late Professor Manoranjan Jha, Founding Director of the Centre. The Centre has the unique distinction of being one of the few Centres in the country exclusively devoted to the study of a single country. Given the fact that Varanasi has been historically a nerve Centre of interaction between the Indian and Nepalese communities in the fields of politics, culture, religion, education and social life, Banaras Hindu University was appropriately chosen to conduct specialized studies on the neighbouring Himalayan state of Nepal. The Centre is functioning as a multi-disciplinary research body in the University's Faculty of Social Sciences.

Thrust Areas:

The evolution and working of the constitutional system of Nepal; political institutions; administrative organizations; political ideology and pressure groups.

Working of parliamentary democracy in Nepal; political participation and electoral process; role of political parties and leadership.

Religion and culture.

Indo-Nepal Relations.

Nepal in world politics.

Teaching Courses:

1. One year Diploma Course in Japanese Studies
2. Language classes in Nepali language.

Research Activities:

Projects:

- i. V. Sharma, *Bahuyamik Pratibha Bishweshwar Prasad Koirala*.
- ii. S.B. Singh, *Democratic Experiment in Nepal: Past and present*.
- iii) Sudhakar Singh, *Emerging Trends in Bhutan's Polity*.
- iv) Probhawati Devi, *Self-attribution and Hetro-attribution of stereotypes as Indices of Mutual Cognitive Schema among Indian and Nepalese in the context of value Orientation*.
- v) M.D. Dharamdasani, *Working of Parliamentary Democracy in Nepal*.

Books:

- M.D. Dharamdasani, *Japan's Role in South Asia*, Kanishka Publishers, 2003.
- M.D. Dharamdasani, *Indo-Nepal Partnership and South Asian Resurgence* by, Kanishka Publishers, New Delhi, 2002.
- M.D. Dharamdasani, *India and Nepal: Studies on Small Power-Big Power Relations*, South Asian Publishers, New Delhi, 2001.
- M.D. Dharamdasani, Ed. *Multi-Party Democracy in South Asia*, Anmol Publishers, New Delhi, 2002.

Occasional Paper Series:

1. Nepal's Foreign Policy: Some Reflections
2. Indo-Nepalese Relations
3. Foreign Trade of Nepal
4. Working of Parliamentary Democracy in Nepal
5. Dynamics of Population in South Asia.

Documentation Series:

1. Bibliography on Indo-Nepalese Relations
2. Bibliography on Multi-party Democracy in Nepal
3. Bibliography on Japan's Role South in South Asia

Journal:

Centre publishes a bi-annual journal titled, *Indian Journal of Nepalese Studies* since 1987. In addition, *News & Views on Nepal*, Centre's newsletter covering the preceding half-yearly developments in Nepal, is published.

Centre for Manipur Studies
Manipur University

Year of establishment: 1989

Address: Manipur University
Canchipur, Imphal
Manipur 795 003.

Tel : (0385) 2435053
(0385) 2435054

E-mail: cenmanistudies@rediffmail.com

Background:

The Centre for Manipur Studies was established as Area Study Centre to undertake research studies on the history, culture and languages of the people of the North Eastern India, with the objective of promoting national integration and understanding of the backward and sensitive region. It was first established as the Centre for Manipur Studies and Tribal Research in 1989, with two coordinators each for Manipur Studies and Tribal Research. The nomenclature was later changed to Centre for Manipur Studies.

The Centre has so far published more than twenty research monographs that have been compiled for publication in the book form. It has also extended opportunities of field observations and studies to the research personnel from time to time in areas related to the the social and cultural aspects of the ethnic groups in Manipur. The Centre also envisages research works on the study of Manipuri Diaspora. It has organized a number of seminars and lecture programmes on different issues concerned with the Centre. The Centre aims at promoting both theoretical and empirical research that will help in enriching knowledge on the history and culture of the land and people of the Northeastern state of Manipur and its neighbouring regions.

Thrust Areas:

History, Culture, Language and Ethnicity of the Northeast Indian communities.

Faculty:

Assistant Professor: Specialisation:

T.Tomba, Folklore

Research Associates: 3

Supportiing Staff: 3

Publications:

1. Langthabal Chingthak
A Profile of Rongmei Naga, Centre's project
2. Dr.Rajendra Kshetri, *Tribal Polity Formation among the tribes of Manipur* --
3. *Tribal Profile of Manipur*, Centre's project
4. Km.Ng.Ekashini Devi, *Pena, A Brief Report*
5. N. Debendra Singh, *Evolution of Manipuri Scripts*
6. K. Rani Devi, *Khongjom Parba*
7. Ch.Shantibala Devi, *Kakching Dialect*
8. M. Binota Devi, *Tribal Development during the Plan Period, 1951-1991*
9. *A Bibliography of Tribal Studies*, Centre's Project
10. M. Bokul Singh, *The Marams of Manipur*
11. Gangmumei Kabui, *Tribes of North-East India*
12. Gina Shangkhram, *The Tarao Tribe of Manipur*
13. M. Binota Devi, *Tribal Literacy, 1991*
14. Ng. Ekashini Devi, *Life ways of the Meitei Amaibis*
15. Rajendra Kshetri, *District Councils in Manipur, Formation and Functioning*
16. Gina Shangkhram, *The Ethno-History of Kharam Tribe*
17. P.Binodini Devi, *Tribal Land System of Manipur*
18. T. Tomba Singh, *The Cheiraoba Festival of the Manipur*
19. L.Mahabir Singh, *A Contribution to the study of Manipuri*
20. M.Binota Devi, *Population Studies of the Tribes of Manipur*
21. T.Tomba Singh, *Calendaric Festivals of Manipur*
22. T.Tomba Singh, *Folk beliefs and practices of Manipur*
23. N.Debendra Singh, *Evolution of Manipuri(Meitei) Scripts, Part II*
24. T.Tomba Singh, *East and South East Asia:Folklore and Cultural Affinity with Manipur*
25. N.Debendra Singh, *Identities of the Migrated People in Manipur*

Library and Documentation:

Centre has a separate small library with about 336 books.

Journal:

The Centre publishes *The Insight*, a half-yearly multi-disciplinary journal.

Address of the Journal:

Editor, *The Insight*

Centre for Manipur Studies (CMS)

Manipur University

Canchipur

Imphal-795003

Manipur

e-mail: cenmanistudies@rediffmail.com

SOUTHEAST & EAST ASIA

Colour map

**Centre for Southeast Asian and Pacific Studies
Sri Venkateswara University**

Year of establishment: 1976

Address:

Director
Centre for Southeast Asian and Pacific Studies
Sri Venkateswara University
Tirupati – 517502

Tel: 0877-2248467

0877-2249666-Ext.319

Email: escapssvu@rediffmail.com

Website: <http://www.svuniversity.in/>

Subjects represented:

History, Vietnamese Studies, Geography, Political Science and Anthropology

Faculty: :

Professors:

Y. Yagama Reddy, Geography & Demography

K. Raja Reddy, History, Vietnamese Language

Associate Professors:

Ravindranatha Reddy, Political Science

P. Munirathnam Reddy, Anthropology

G. Jayachandra Reddy, Geography of Southeast & Asia -Pacific

Assistant Professors:

M. Prayaga, History of Southeast Asia

G. Vijay Kumar Reddy, History of Southeast Asia

V. Ramesh Babu, Economics of Southeast Asia & Pacific

Supporting Staff: 6

Research Activities:

Projects:

Guest Editor: Special Issue of *DIALOGUE on Southeast Asia*,
Published by Ashta Bharati, New Delhi, April- September 2003.

Y. Yagama Reddy:
Cambodia: Its People and Economy, (Tirupati, 1995).

Area Studies: The Proposition, Prospects and Problems, (Tirupati, 1998).

Vietnam: Economic Targets and Environmental Consequences, (Tirupati, 1999).

Socialist Republic of Vietnam: Economic Measures, 1976-1985, (Tirupati, 1999).

Socialist Republic of Vietnam Economic Measures, 1986-1995: Doi Moi - A Process of Economic Renovation, (Tirupati, 2003).

Y.Yagama Reddy (ed.), *Emerging India in Asia-Pacific*, (New Century Publications, New Delhi, 2007).

K. Raja Reddy:

India and ASEAN: Foreign Policy Dimensions for 21st Century, (ed.) (New Century Publications, New Delhi, 2005).

Vietnam: Struggle for Unification, 1954-1975 (Tirupati, 1999).

Vietnam Women: Past and Present, (Co-authored) (Tirupati, 1999).

Vietnamese Language: A Practical Course, (Teaching Material).

C. Ravindranatha Reddy:

India, Indochina and Extra-Regional Powers during the Cold War, (S.V University, 2005).

P. Munirathnam Reddy:

India's Cultural Relations with Southeast Asia : Retrospect and Prospect, (S.V.University, Tirupati, 2000).

Other Publications:

V.M. Reddi, *A History of the Cambodian Independence Movement, 1863-1955*, (1970)

L.L.Mehrotra, *India's Contribution to the Peace Process in Cambodia*, (1996)

L.L.Mehrotra, *Cambodia: The Paris Agreement and After*, (1996)

L.L. Mehrotra, *Strategic Challenges to Indian Foreign Policy in the Aftermath of the Cold War*, (1996)

S. Nagarajan, *Telugus of Southeast Asia in Early Age*, (1997)

S. Nagarajan, ***Hinduism in Southeast Asia***, (1998)

S. Nagarajan, *Islam in Southeast Asia*, (1998)

S. Nagarajan, *Buddhism in Southeast Asia*, (1998)

R.G. Gidadhubli, *Russian Economy in Transition and Its Implications on India- Russia Economic Relations*, (2002)

R.G. Gidadhubli, *Decade of Foreign Policy: Russia's Struggle for Big- Power Status*, (2002).

Savitri Viswanathan, *Japan and Southeast Asia: Evolving Partnership*, (2002).

Savitri Viswanathan, *Japan and India: Distant Neighbours*, (2002).

Journal:

Area Studies: A Journal of International Studies and Analyses, bi-annual..

Centre for South and South East Asian Studies

Madras University

Address:

Centre for South and South East Asian Studies
Madras University
Chepauk Campus
Chennai – 600 005

Tel: 25399523

Background:

The Centre for South and Southeast Asian Studies was initiated in early 1970's. In 1977 the Centre was reorganised and ever since its focus is on the Southeast Asian countries of Malaysia, Indonesia, Singapore and the South Asian island republic of Sri Lanka.

Thrust Areas:

Social Economic, Political and Cultural affairs of South and Southeast Asia.
Bilateral and multilateral strategies of regional cooperation in South and Southeast Asia.
The Indian immigrants of South and Southeast Asia.

Faculty

S. Manivasakan, Lecturer & IC Director

Publications:

Manivasakan, Strategic Dimensions of Sri Lanka Ethnic Conflict, Yes Yem Publications, Chennai 2000
Manivasakan (Eds), Terrorism Centre for South and Southeast Asian Studies, University of Madras.

Teaching Courses:

M.Phil in South and Southeast Asian Studies
M.Phil in International Relations and Area Studies
Ph.D. Programme in South and Southeast Asian Studies.

Collaboration:

Foreign Language studies programmes inside and outside the University.
Consular Information and Culture Centres in Chennai.

Library:

The Centre maintains a specialized bibliographical and documentation collection of over 2900 books, and 16 national and international journals.

**Centre for South & Southeast Asian Studies
Calcutta University**

Year of Establishment: 1978

Address:

University of Calcutta
1, Reformatory Street, Kolkata- 700027

Tele: 033 2479 2861 /1645 Extn. 366-69

www.caluniv.ac.in/academic/arts_asian_study

Background:

The Centre of South East Asian Studies (CSSEAS) undertakes multidisciplinary research on Bangladesh, Burma and Thailand. The Centre, originally established under the UGC Area Study Programme, was subsequently converted into a full-fledged teaching and research Department by the university in 1991. However, the Centre continues to enjoy the Area Study status, funded by UGC. It is located on the first floor of the Alipore Campus of Calcutta University.

Thrust Areas:

India- Southeast Asia Relations; Indian Diaspora in Southeast Asia; Foreign Policy Studies

Energy Security; Border Studies; Migration Studies; Tribal Studies; Minority Studies; Cultural Studies; Trafficking in Human Beings, Drugs and Narcotics; Demography and Population Studies.

Subjects represented:

Economics; History; Political Science

Objectives:

The main objective of the Centre is to undertake and promote analytical studies on major socio-economic and politico- administrative issues in the countries mentioned above and to examine regional issues of common concern to all countries in South and Southeast Asia. It has a further aim of collecting and disseminating research data and information based on co-sharing among sister organizations. Along with this, it seeks to organize, from time to time, seminars and conferences on important themes related to different aspects of development in the countries of the region. As a further measure to promote a fruitful exchange of ideas, it proposes to invite visiting scholars working in similar fields from other academic institutions both in India and abroad.

Faculty:

Asish K. Roy, Professor
Relation

Political Science and International

(*asish_roy 2002@yahoo.com*)

Budhadeb Chaudhuri , Professor
(*buddhadeb@rediffmail.com*)

Anthropology

Parimal Ghosh, Professor
(*parimalghosh@hotmail.com*)

History

Rajagopal Dhar Chakraborty, Professor
(*rgdc2000@hotmail.com*)

Economics, Demography

Lipi Ghosh, Reader
(*lipighosh@gmail.com*)

History

Swapna Bhattacharya (Chakraborti)
(*swapna@cal2.vsnl.net.in*)

History

Swapna Paula Banerjee, Reader
(*paula@mcr.ac.in*)

History, International Relation

Anasua Basu Roy Chaudhuri,
Research Associate
(*abasuab@gmail.com*)

International Relations

Research Programmes:

Long and short-term research projects have been undertaken within the framework of a comprehensive study of India's neighbouring countries. CSSEAS grew from its beginning as a multi-disciplinary one, exchanging the research agenda of the Centre among social science disciplines. CSSEAS encourages doctoral research under the supervision of its faculty members.

Teaching courses:

M.A. in South and Southeast Asian studies has been introduced in the academic session 2003-2005. The Department offers many course packages in the Post Graduate level. The total course package in the Post Graduate level consists of eight papers.

M.Phil. Programme in South and Southeast Asian Studies.

The M.Phil Committee controls the programme, coordinated by a faculty member. Candidates are selected through a process of rigorous written and viva voce tests. They must have secured a minimum of 50% marks in aggregate in post graduation in any one of the social science disciplines.

Language Teaching:

The Centre has facilities for providing basic instructions in Asian Languages. At present, arrangements exist for Thai and Burmese language teaching.

Publications:

All the members of the faculty have written and edited books and contributed articles in both national and international journals on a wide variety of subjects. The Faculty Members have also participated in the programme of publication of books with grant from the UGC, which include:

Asish Kumar Ray, *Praetorian Politics in Bangladesh*, Calcutta: 2002

Buddhadeb Chaudhuri, *Health, Forest and Development: The Tribal Situation*, New Delhi: 2003

Rajagopal Dhar Chakraborti, *The Greying of India: Population Ageing in the Context of Asia*, New Delhi: 2004

Swapna Bhattacharya Chakraborty, *India-Myanmar Relations 1886-1948*, Calcutta: 2006
Lipi Ghosh, *Prostitution in Thailand: Myth & Reality*, New Delhi: 2002

Lipi Ghosh and Paula Banerjee, Ed. *Girls in the Twilight Zone*. 2003

Journal:

The Centre publishes a journal on Asian Studies titled, *Prachya*.

Occasional papers:

A good number of occasional papers written by the members of the faculty.

Documentation Centre & Thai Book Unit :

Centre has a specialised Documentary Centre with collections of books/ journals/ reports on the thrust areas. In 2007, Royal Thai Consulate General, Kolkata, has donated a Thai Book Unit to the Centre to commemorate sixty years of India-Thailand diplomatic relations.

Seminars:

International Seminar on Minority, Community Rights and Political Governance : South and South East Asian scenario, November , 2006

Colloquium on Development of Thai Studies in India, jointly with Chulalongkorn University and Thammasart University, Bangkok, Thailand, November 2007

International Workshop on Southern Silk Route : Historical Links and Contemporary Convergences, August, 2008. In collaboration with Asian Scholarship Foundation, India- China Institute, New School, USA, Maulana Abul Kalam Azad Institute for Asian Studies, Kolkata and Observer Research Foundation, New Delhi

Department of East Asian Studies
University of Delhi

Year of establishment: 1964

Address:

Department of East Asian Studies
Room No.215
Arts Faculty Extension Building, First Floor,
University of Delhi
Delhi – 110007.

Tel: 27666675 (direct tel cum fax) and 27667725 (extension 1567)

Background:

The Department is governed and funded by the UGC Area Studies Programme. Originally established as Centre for Chinese Studies in 1964, it was upgraded to a full-fledged Department of the University of Delhi in 1965, under the leadership of Prof. V.P. Dutt. After four years of existence, the study of Japan too was incorporated into the existing Department under the leadership of Prof. Savitri Vishwanathan. Consequently, the Department was changed to Department Of Chinese and Japanese Studies. With the introduction of courses in Korean language in 2001, today the Department, covered by the Area Study Programme, is called Department of East Asian Studies under the University of Delhi.

Objectives:

To promote the study and understanding of the East Asia.

Impart language and teaching skills in the Chinese, Japanese and Korean languages.

Organise seminars, workshops and conferences on issues of importance to East Asia.

Organise workshops annually or bi-annually exclusively for university teachers engaged in the teaching of the papers related to East Asia at various levels of undergraduate courses.

To create healthy awareness and knowledge on East Asia among students through such programmes as film festivals, quiz contests, photo exhibition and related cultural programmes.

Faculty:

Name	Specialization
1. Prof. K.R.Sharma	Chinese Studies
2. Prof. K.P. Gupta	Chinese History
3. Dr.(Mr.) B.M. Tankha	Chinese Society, Japanese History
4. Dr.(Ms.) S. Chakrabarti	Chinese Politics and Education
5. Ms. V. Ramalakshmi	Japanese Language and Literature
6. Dr. (Ms) S. Narasimhan	Japanese History
7. Dr. (Ms)A. Sharma Buddhism	Chinese Language History and
8. Dr.(Ms.) U. Sachidanand	Japanese Language & Literature
9. Dr. (Ms) M. Thampi Language	Chinese History and Chinese
10. Mr. K.C. Mathur	Chinese Language and Literature
11. Mr. G. Balatchandirane	Japanese Economics
12. Ms. Sheela Murthy	Chinese Language and Literature
13. Dr. V.C. Bhutani Frontier Issues	Chinese Politics Geography and
14. Mr. Rajiv Ranjan Society	Modern Japanese History and
15. Ms. Vimala Solomon	Japanese Language (On Leave)
16. Dr. Janardhan Sahu	Chinese Foreign Policy
17. Ms. Shreeparna Roy	Chinese Language

Teaching Programmes:

The following language courses are conducted by the Department.

1. One-Year Certificate Course in Chinese Language (Part-time)
2. One-Year Diploma Course in Chinese Language (Part-time)
3. One-Year Advanced Diploma Course in Chinese Language (Part-time)
4. Two-Year Diploma Course in Japanese Language (Part-time)
5. One-Year Advanced Diploma Course in Japanese Language (Part-time)
6. One-Year Intensive Advanced Diploma Course in Chinese Language (Full-time)
7. One-Year Intensive Advanced Diploma Course in Japanese Language (Full-time)
8. One-Year Post-intensive Advanced Diploma Course in Chinese Language (Full-time)
9. One-Year Post-intensive Advanced Diploma Course in Japanese Language (Full-time)
10. Korean language courses.

Research Programmes:

The Department has, ensured the successful completion of more than 110 M.Phil. dissertations and close to 25 dissertations under the Ph.D. programme in Chinese, Japanese and Korean studies.

M.Phil. Programme in Chinese & Japanese Studies.

Library and Documentation:

The library of the Department has a collection of more than 80,000 titles on China and Japan in English language, 7500 titles in Chinese language and 10,000 in Japanese language, in addition to more than 125 journals and newspapers on China and Japan, not only in English, but in Chinese and Japanese also, and more than 1500 microfilms. It will not be an exaggeration to point out here that the library collection of the Department is the most comprehensive on China and Japan under a single roof for any research institution in India, and draws students from many Asian and African countries who want to study China and Japan. In addition, the Department has a fully-equipped audio-visual laboratory to facilitate the teaching of languages effectively.

AFRICA & WEST ASIA

Colour map

Centre for African Studies
University of Mumbai

Year of establishment: 1971

Address:

Centre for African Studies
University of Mumbai
Vidyanagari, Kalina Campus,
Santacruz (East), Mumbai – 400 098

Tel: 022-26526091 (Ext.) 329
26526388 (Ext.) 330 & 427

Fax: 022-65263893

director@cas.mu.ac.in

Background:

The Centre for African Studies was established in 1971-72 as an Area Study Programme on East African Studies. Its coverage spanned about eighteen countries in the region from Horn of Africa to Lesotho and the Island States of Western Indian Ocean. In March 1993, the name of the centre was changed to Centre for African Studies from the original Centre for East African Studies.

Thrust Areas:

The Centre for African Studies since 1993 covers entire African continent for its teaching and research purposes. The UGC during the X Five Year Plan period further permitted centre to pursue research in the North-Western Littoral of Indian Ocean, Gulf of Aden, Red Sea, Gulf of Oman and the Arabian Sea Areas. This new thrust area will strengthen the existing areas of research of Centre to include shipping security, energy security and issues related to maritime trade.

Objectives:

The objective of the Centre is to promote teaching and research on the historical, social, economic and political developments of African countries. The Centre's work therefore is interdisciplinary in nature. The Centre has over the past three decades, endeavoured to work towards better understanding of Africa's unique problems. As part of its academic programmes, the African Studies Centre focused on India's relations with African countries. Over the years the Centre has endeavoured broadly to address the following twin themes.

- a) The understanding of the people of Africa within their own normative and behavioural parameters.
- b) Promotion of intellectual and public awareness about African affairs and problems.

Faculty:

Professor: 1
Senior Lecturers: 2
Documentation Officer 1
Documentation Assistant 1
Library Attendant 1

Teaching Programmes:

M.A. in African Studies:

The two-year Post-graduate course combines other social science disciplines such as Economics, Political Science, Geography, History, and Sociology.

M.Phil. Programme: Introduced from the academic year 2007-08.

Research Activities:

The Centre for African Studies has over the years has collaborated with governmental and non-governmental agencies for taking projects and raising funds for seminar/conferences. It has also collaborated with Indian trade and business sections locate in Mumbai and encouraged their participation in the seminar/conferences. Centre also organized workshops for the trade and business communities. As one of the earliest Area Study Centres in the country with about a quarter-century history, African Studies Centre has established linkages with concerned academic/research institutions in South Africa, Scandinavian countries and Russia. Exchange agreements with these institutions allow the faculty to participate in seminars/ conferences organized by the Centre.

Projects:

The Centre has identified Indian Ocean as the focus area of collective research project. Senior faculty member Prof. Aparajita Biswas has already initiated dialogue for possible collaboration with the College of Naval Warfare (CNW), Mumbai. The first collaborative activity with CNW will take place in early November 2007. Centre's faculty is working towards bringing out collective publications on the project during the tenth plan period.

Aparajita Biswas:

Projects (completed)

1. *Post-Apartheid South Africa's Relations with the SADC Countries (2005)*

(ICSSR)

2. *Insecurity in the Indian Ocean Region (2006)* (University of Pennsylvania)

Ongoing Projects:

1. *South Africa: New Dynamics and Prospects for Transformation* (Ford Foundation)
2. *India and East Africa* (The British Academy, University of Cambridge)

Publications:

1. *Book:*
Post Apartheid South Africa's Relations with the Neighbouring Countries (2007)
2. *Articles:*
Six articles published in refereed journals

Renu Modi:

Books (eds):

1. *Forced Migration and Global Processes: A View from Forced Migration Studies* (ed) by Francois Creapeau, Delphine Nakache Michael Collyer, Nathaniel H. Goetz, Art Hansen, Renu Modi, Aninina Nadig, Sanja Spoljar Vrzina, Loes H.M. van Willigen (Lexington Books, USA 2006)
2. *Development, Displacement and Resettlement: Contemporary Perspectives* (forthcoming 2008)

Ongoing Projects:

India and East Africa (The British Academy, University of Cambridge)

Consultancy(Completed):

1. *India: Mumbai Urban Transport Project (MUTP)* Report No. 34725 (IBRD)

Manendra Sahu:

Projects (completed)

Information and Communications Technology (ICT) and Africa : Few Suggestions from Experience in India, (2004).

Project (ongoing)

University-Industry Linkages and Area Study Programmes: An Appraisal

Journal:

African Currents, is Centre's in-house journal, aided by an editorial committee comprising all the faculty members. Recently it was decided to upgrade general presentation, front page design, layout and referencing pattern on international standards.

Documentation:

The Centre has so far built a sizable collection of primary and secondary source material on African History, Economics, Geography, Politics and Sociology. The

library collection at the J.N. Library of University in the form of books and journals has been strengthened with the addition of new books and research material, with UGC financial support. The Centre's Documentation Unit has continued to receive on exchange and complimentary basis research publication in the form of journal/monograph/papers.

Gulf Studies Program
Jawaharlal Nehru University

Year of establishment: 1978

Address:

The Gulf Studies Program (GSP)
Centre for West Asia and African Studies
School of International Studies
Jawaharlal Nehru University
New Delhi 110 067

Tele: 011- 26704371-72

Fax:26717586; 26717603

Background:

Gulf Studies Program (GSP) is an autonomous unit in the Center for West Asian and African Studies (CWAAS), School of International Studies, JNU. Prof. M S Agwani was the founder director of the GSP. Established in March 1978, following the UGC sanction, GSP has evolved as a vibrant area study center on the gulf region in India.

Areas of coverage:

GCC Countries (Saudi Arabia, Kuwait, U.A.E., Oman, Qatar, Bahrain), Iran, Iraq and Yemen.

Thrust Areas:

Polity, society, economy and foreign policy of the countries of the Gulf region.

Policy-oriented work and bilateral relations between India and the countries of the region.

Studies on maritime cooperation; India, Iran and Central Asia; ECO and implications for India; Religious Revivalism in the Gulf region; Non-Resident Indian Entrepreneurs from the Gulf; Democratic Movements and Processes; Arms race in the region and India; and the Gulf and India's energy security

Faculty:

Faculty is drawn from the disciplines of Political Science, Economics, History, Sociology, Arabic and Persian languages.

Gulshan Dietl	Professor
Girijesh Pant	Professor
Aftab Kamal Pasha	Professor
Sima Baidya	Assistant Professor

Teaching Courses:

M.A; M.Phil

Publications:

Gulshan Dietl:

Through Two Wars and Beyond: A Study of the GCC (New Delhi : Lancers Books, New Delhi, 1991)

The Dulles Era : America Enters West Asia, New Delhi : Lancer International, 1985,

Saudi Arabia: People, Politics and Policies, New Delhi: NBT, 2006

Contemporary Saudi Arabia and the Emerging Indo-Saudi Relations, New Delhi: Manak Publications, 2007] Co-Editor with G. Pant, AK Pasha and PC Jain.

Published many articles in leading national and international journals.

Aftab Kamal Pasha:

Libya and the United States : Qadhafi's Response to Reagan's Challenge (New Delhi : Détente Publications, 1984).

Egypt's Relations with Soviet Union : The Nasser and Sadat Period (Aligarh : CWAS, 1986).

Libya in the Arab World : Qadhafi's Quest for Arab Unity (Aligarh: CWAS, 1988).

Egypt's Quest for Peace : Determinants and Implications (New Delhi : National Publishing House, 1994).

India and OIC: Strategy and Diplomacy (New Delhi: Centre for Peace Studies, 1995).

Kuwait: Strategies of Survival (New Delhi: Har Anand Publications, 1995).

India and West Asia : Continuity and Change (Delhi: Gyan Sagar, 1999)

Aspects of Political Participation in the Gulf States (New Delhi: Kalinga, 1999)

Iraq: Sanctions and Wars (New Delhi: Sterling Publications, 2003)

Egypt in a Changing World (New Delhi: National Publications, 2003)

India and Turkey: Past and Emerging Relations [Delhi: Academic Publishers, 2006] pp.283

India, Iraq and the Gulf [Delhi: Academic Publishers, 2008]

The Gulf in Turmoil : A Global Response (New Delhi : Lancers Books, 1992)

India, Bahrain and Qatar : Political, Economic and Strategic Dimensions (New Delhi : 1999)

India and Kuwait: Strategic, Economic and Political Developments (New Delhi : 1999)

India and West Asia : Continuity and Change (New Delhi: 1999).

Contemporary Gulf : State, Society, Economy and Foreign Policy (New Delhi : 1999)

Perspectives on India and the Gulf States (New Delhi : 1999)

Aspects of Political Participation in the Gulf States (New Delhi : 1999)
The Arab - Israeli Peace Process : An Indian Perspective (New Delhi : 1999)
India, Iran and the GCC States : Politics, History and Economics (New Delhi : 1999)
India and Oman: History, State, Economy and Foreign Policy (New Delhi: 1999)
India and the Islamic World (New Delhi : Radiant Publishers, 1998)
Contemporary Iran and Emerging Indo-Iranian Relations (New Delhi : Neelkanth Publishers, 1996)
Contemporary Saudi Arabia and the Emerging Indo-Saudi Relations [New Delhi: Manak Publications, 2007)

Has published over fifty research articles in national and international journals.

Girijesh Pant:

The Arab Gulf Economies (New Delhi : Har Anand Publications, 1996)
The Political Economy of West Asia : Demography, Democracy and Economic Reforms (New Delhi : Manak Publications, 1994), Editor.
Contemporary Iran and Emerging Indo - Iranian Relations (New Delhi : Neelkanth Publishers, 1996) Co-edited with AK Pasha and P.C. Jain.
Social Implications of Development : The Asian Experience (1990) Joint Editor.
India: The Emerging Energy Player [New Delhi: Pearson, 2008]
Contemporary Saudi Arabia and the Emerging Indo-Saudi Relations, [New Delhi: Manak Publications, 2007]Co-Edited with Gulshan Dietl, PC Jain, AK Pasha.
India's Energy Security: Prospects for Cooperation with Extended Neighborhood, jointly with S.D.Muni (New Delhi: Rupa and Co.2005).

Published over fifty articles in research journals

Prakash C. Jain:

Racial Discrimination Against Overseas Indians: A Class Analysis (New Delhi : Concept Publishing Co, 1990)
(*Contemporary Iran and Emerging Indo - Iranian Relations* (New Delhi : Neelkanth Publishers, 1996) Co-edited with Girijesh and AK Pasha.
Population and Society in West Asia : Essays in Comparative Demography (Jaipur : National Publishing House, 2001)
Indians in South Africa: Political Economy of Race Relations[New Delhi: Kalimga Publications,1999]
Contemporary Saudi Arabia and the Emerging Indo-Saudi Relations, [New Delhi: Manak Publications, 2007]Co-Edited with Gulshan Dietl, G Pant, AK Pasha
Indian Diaspora in West Asia: A Reader, Editor (New Delhi: Manohar Publishers, 2007]
Diaspora and Transnational Communities [Book-2][New Delhi: Indira Gandhi National Open University, 2006] Edited Textbook.
An "Incipient" Diaspora: Indians in the Persian Gulf [Forthcoming]

Published over twenty five articles in major research journals.

Sima Baidya:

Dissent in the Arab [Delhi: Academic Publishers, 2006]

GCC Books:

- MS Agwani, ed., *The Gulf in Transition* (New Delhi : South Asian Publishers, 1987).
A.H.H. Abidi ed., *Indo-Gulf Economic Relations : Pattern, Prospects and Policies* (New Delhi : Intellectual Publishing House, 1989).
A.H.H. Abidi and KR Singh, eds., *The Gulf Crisis*, (New Delhi : Lancers Books, 1991).
KR Singh, ed., *Post War - Gulf : Implications for India* (New Delhi : Lancers Books, 1993).
Girijesh Pant, P.C. Jain and AK Pasha, *Contemporary Iran and Emerging Indo - Iranian Relations* (New Delhi : Neelkanth Publishers, 1996).

Sreedhar and S N Malakar, ed.; *The Second Coming: US War on Iraq 2003; An Indian Perspective*, [Delhi: Academic Publishers, 2003]

S N Malakar, ed., *India's Energy Security and the Gulf*, [Delhi: Academic Publishers, 2006]

Gulshan Dietl, G. Pant, AK Pasha, and PC Jain, eds., *Contemporary Saudi Arabia and the Emerging Indo- Saudi Relations*, [New Delhi: Manak Publications, 2007]

Seminar Proceedings ;

Indo-Iranian Relations in the Nineties” held on 24 and 25 March 1994 at SIS, JNU, New Delhi.

Iraq in the Nineties” held on 8 November 1994 at SIS, JNU, New Delhi.

Documentation Center:

GSP has been able to create a rich data base on the region. With the establishment of Data Bank and networking of information on the region (which had been on the GPS's agenda for long), has been given a boost by GSP. A number of journals and books acquired under the GSP provide a rich collection of material to the scholars and those interested in the region.

CENTRAL & EURASIA
Colour map

**Centre for Central Eurasian Studies
University of Mumbai**

Address:

University of Mumbai
Vidyanagari Kalina Campus
Santacruz (East)
Mumbai – 400 098

Tel: 26526091, 26526388

Ext. 417,418, 426

Fax: 91-22-26526893

Email: director@eurasian.mu.ac.in

Objectives:

To undertake Interdisciplinary research and teaching on social, economic, political, ethno-national and foreign policy problems of countries located in the post Soviet Union. Research emphasis is on contemporary developments with due consideration of historical perspective. The Centre is involved in conducting research on transformation problems in the post-Soviet era and concentrating on gender issues and ethnic problems of Russia and CIS. With limited staff strength, the Centre is able to bring out its *newsletter (4 times a year)* which is short commentaries of the current happenings of Russia and CIS.

To focus on issues of Drug trafficking and terrorist activities in CIS countries.

To regularly conduct seminars, workshops and conferences on the Area of concern out the research work of the faculty in the form of books, monographs and occasional papers. The Centre's faculty is invited as resource persons to deliver lectures in the orientation programmes.

Faculty:

Presently, the following staff members (teaching and non-teaching are working in the Centre.

Name	Designation	Specialisation
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Dr. P.L. Dash M.A. (Hons), Ph.D., History, Diploma in Russian problems in	Professor	Russian/Soviet Nationality the CIS and indo- Russian Relations.
Ms. Shobha Gaekwad	Lecturer	Russian Language

Research Staff:

Mrs. K.V. Gopalkrishnan, Documentation: Assistant

Teaching:

The Centre has been offering 4 papers at M.A. level in combination with other social science discipline such as Economics, Politics, History, Sociology, Geography etc. But for the last 3 years the enrolment of the students for M.A. degree in Eurasian Studies has become very low. However, the Ph.D. Programme is quite active. The following are the details of the Centre's Research Students and their Research titles are given below.

The Ph.D. students of the Centre have to undertake a compulsory course in Russian language for which the Russian language teacher of the Centre has formulated a new syllabus.

Ph.D. Programme:

The Centre undertakes to guide Ph.D. students who are registered under the Eurasian Studies. So far the Centre has successfully guided 8 students who have been awarded their Ph.D. Presently 6 more students are in the process of completing their Ph.D. work.

Research Activities:

The Centre's academic staff members are engaged in carrying out research on nationalities issues in Russia and in the CIS, Russia's new foreign policy trends, and development of democracy as an institution in Russia. The faculty members have published books and monographs.

The Centre brings out occasional papers on various themes from time to time. The Centre had started on a regular basis to bring out Newsletter and it has with circulation.

Seminars:

During the last few years, the Centre has organized national seminars on various themes, relating to Central Asia and other CIS countries. The following is the details of the seminars conducted by the Centre:

1. The Centre organized 3-day seminar on 'Gorbachev Era and the changes in Soviet Polity' jointly with Leslie Sawhny Centre at Devlali from 3rd to 5th January, 1992. (Coordinator: Dr. A.G.Modak).

2. The Centre organized 3-day national seminar on 'Central Eurasia: The collapse of the Soviet Union and search for new order' 2-4 March, 1994. (Coordinations: Dr. S. Shrimali and Dr. V. Mohan)
3. Two-day national seminar on 'Central Asia in Transition' on 8-9 March, 1994. (Organiser: Dr. P.L. Dash)
4. The Centre of Soviet Studies, University of Mumbai and the Department of Economics, University of Mumbai jointly organized Indo-Polish Workshop on 8th December, 1994. (Coordinators: Dr. D.M.Nachane, Dr. R.G.Gidadhali and Dr. P.L. Dash)
5. One-day seminar on 'Post-Soviet Russia: The Recent Scenario' on 5th April, 1995. (Coordinator: Dr.P.L. Dash)
6. Two-day National Seminar on 'Systematic Transformations in Russia and Central Asia' on 5-6 February, 1996. (Coordinator: Dr. P.L. Dash)
7. U.G.C. sponsored National Seminar organized by the Centre for Central Eurasian Studies on 17-18th March, 1998 on 'A Review of Post-Perestroika liberalization processes in Russia and their impact on the Socio-Cultural Scenario of the Decade 1986-1996. (Coordinator: Ms.Shobha Gaekwad)
8. The Centre jointly with Russian Cultural Centre in Mumbai organized a book-cum photo exhibition on Alexandr Sergeivich Pushkin on 28 September - 1 October, 1999 to commemorate the 200 years of poet Pushkin.
9. International Conference on "Economy as a Strategic factor in Central Asian Development in 6-7 December, 1999. The Conference was sponsored by the Ministry of External affairs, New Delhi.

Library and documentation Activities:

The Documentation Unit of the Centre has been functioning with a Documentation Assistant and a Library Attendant since October, 1988. these two staff members are carrying out the following work of the Documentation Unit.

The documentation unit collects information from various libraries like the American Centre Library, Mumbai; Library of the Cultural Centre for Russia, Mumbai J.N. Library and Fort Library of the University of Mumbai and RBI. All these are collected and preserved in the Documentation Unit of the Centre. The documentation unit is equipped with a computer and internet facilities where the articles from various journals which are not procured by the Centre are downloaded and filed. Although the clipping section of the unit is not very good as we hardly received any Russian Newspapers but still clippings are made. The unit also brings out once in a way bibliographies of important topics and this bibliographies are circulated to various Centres and University department.

Reference service and current awareness service are provided to the academic staff and students of the Centre on a regular basis. The Centre's research students use the documentation and Computer faculties extensively. The Centre has a small collection

of certain reports and articles which come on day to day basis. And the major books collection of the Centre is posted in the main library.

Publication:

Books:

Vasundhara R. Mohan

'Collapse of Socialism in Russia' Wisdom House Publication, U.K. 2002.

'Evaluation of Gorbachev Era' - (ed) Himalaya Publications, Mumbai, 1995

'Russo American Relations in Post communist World' in, Prof. Dilip Mohite *'Changing International Order'*. New Delhi, 1995

'Soviet Union under Gorbachev' V. Mohan and A.G. Modak, ed. Somaiya Publishers, Mumbai, 1991.

'Identity crisis of Sri Lanka Muslims' Mittal Publications, Delhi 1987.

'Muslims of Sri Lanka', Alekh Publishers, Jaipur 1985.

P.L. Dash:

Articles:

'Perils of Putin's Russia', Economic and Political Weekly, January 27, 2001.

'Russia: The Demographic Labyrinth' Economic and Political Weekly, March 17, 2001.

Putin's Russia: Unquite Flows the Don, in the book *"Indo-Russian Relations"*, : Prospects, problems and Russia today. Ed. By V.D. Chopra, Kalpaz Publicatins, New Delhi, 2001.

"Tribute to a Russian Trader: Afanasy Nikitin", Economic and Political Weekly, June 1-7 2002

"Central Asia: Different Times, Different Relations" Dialogue Quarterly, Vol.3, No.4, April-June 2002, a Journal of Astha Bharati, New Delhi.

Newsletter:

"The Putin Phenomena: What it Augurs for Russia" in Centre's Newsletter, Vol.1, No.4,

'Russia: A Decade after independence' in Centre's Newsletter, Vol.1No.7, October 2001.

Shobha Gaekwad:

'Review of 1984 School Education Reforms in USSR' in *'Readings in Educational Research'* Department of Education, University of Mumbai, 1984.

'Organised crime in Russia', Economic and Political Weekly, 18 September, 1999.

Newsletter:

“*The Putin Phenomena: What it Augurs for Russia*’ in Centre’s Newsletter, Vol.1, No.4,

‘*Russia: A Decade after independence*’ in Centre’s Newsletter, Vol.1No.7, October 2001.

**Centre for Central Asian Studies
University of Kashmir**

Year of Establishment: **1978**

Address:

Hazratbal
Srinagar
Kashmir – 190 006

Tel.:194-2422553(o)

Fax: 91-194-2421357

Email: mkaw@rediffmail.com Or kawm_06@yahoo.co.in

Background:

The Centre for Central Asian Studies was initially established in 1978. Since 1983 UGC is supporting the Centre under Area Study Programme. Ever since, the Centre pursued a series of research projects, both individual and collective, on such issues as the life and conditions of the people inhabiting the Nubra and Sindh Valleys, Siwalik Hills, Mansbal lake and settlements along the Kalakote-Rajouri-Shopian route. Field studies were also conducted on some of the Central Asian countries.

Thrust Areas:

History, archaeology, geo-politics, economy, socio-cultural, religious thought and languages of Central Asian societies, NWFA and Kashmir.

Areas of Study:

Azerbaijan, Mongolia, Afghanistan, Kashmir, NWFP, Ladakh, Tibet, China and erstwhile Soviet Central Asia.

Faculty:

Gulshan Majeed	Professor	Philosophy, & Languages
Mushtaq A.Kaw	Professor	Kashmir/Central Asia: Medieval & Modern
G.R. Jan	Reader	Persian Language & Literature
G.M. Mir	Reader	Central Asian Geography
Raja Bano	Reader	Persian Language & Literature

Aijaz.A.Banday	Sr. Lecturer	Archaeology (Paleolithic-Neolithic)
G.N. Khaki	Sr. Lecturer	Islamic Thought & Religion
M. Rafiuddin	Lecturer	Monogolian Studies
Tareak A. Rather	Lecturer	Social transformation
Darakshhan Abdullah	Lecturer	Medieval Kashmir & Central Asia
M. Afzal Mir	Lecturer	Central Asian Economics
Ab. Rauf Shah	Lecturer	Central Asian Geography
Tabasum Firdous	Lecturers	International Relations
Abdul Aziz Yattoo	Lecturer	Languages

Research Staff:

Fayad Ahmad Lone	Documentation Officer	
Sheikh Talal	Research Associate	Central Asia: Religion & Politics
Mushtaq Ahmad Halwa	Research Associate	Modernisation

Courses:

M.Phil./Ph.D

Research Programmes:

Research Projects: 50 (completed)

Publications:

- S. Maqbool Ahmad & Raja Bano, *Historical Geography of Kashmir*, Vol. XVI. NO.1 2006.
- Iqtidar Hussain Siddiqui, *Manazil-i-Bukhara*, Vol. XVI. NO.1 2006
- Abdul Majid Mattoo, *A Short History of Chinese Turkistan*, Vol. XVI. NO.1 2006
- Abdul Majid Mattoo, *Kashmir Under the Mughals*, Vol. XVI. NO.1 2006
- Abdul Majid Mattoo, *Descriptive Catalogue of Persian and Arabic Manuscripts*, Vol. XVI. NO.1 2006
- B.K. Koul Deambi, *History and Culture of Ancient Gandhara & Western Himalayas*, Vol. XVI. NO.1 2006
- B. K. Koul Deambi (ed), *Kashmir and Central Asia*, Vol. XVI. NO.1 2006
- B.K. Koul Deambi (Comp.), *Handlist of Sanskrit Manuscripts of J&K Research Library. Srinagar*, Vol. XVI. NO.1 2006
- K. N. Pandita (ed), *Ladakh: Life and Culture*, Vol. XVI. NO.1 2006
- Advaita Vadini Koul, *Buddhist Savants of Kashmir*, Vol. XVI. NO.1 2006
- M. Iqbal Nazki, *Brokpas of Ladakh*, Vol. XVI. NO.1 2006
- Gulam Rasool Bhat, *Handlist of Persian & Arabic Manuscripts of J&K Research Library. Srinagar*, Vol. XVI. NO.1 2006
- Gulam Rasool Bhat, *Tarikh-i-Kashmir of Sayid Ali (UrduTrans.)*, Vol. XVI. NO.1 2006
- Reyaz Rufai, *Documentation of Central Asia Vol.1,1/&111*, Vol. XVI. NO.1 2006
- Hakeem Imtiaz Hussain, *Muslim Law and Custom in Kashmir*, Vol. XVI. NO.1 2006
- Aijaz A Bandey, *Early Teracotta Art of Kashmir*, Vol. XVI. NO.1 2006
- Aijaz A Bandey, *Antiquities in Central Asian Museum Vol.I*, Vol. XVI. NO.1 2006
- G. M. Mir, *Regional Geography of Central Asia*, Vol. XVI. NO.1 2006
- A.R. Shah, *A Comparative Study of Central Crop Echography of J&K State & Tajikistan*, Vol. XVI. NO.1 2006

A.R. Shah, *Resource Potentiality in Central Asian Republics*, Vol. XVI. NO.1 2006
Maqsooda Sarfi, *Impact of Socialism on the Society of Mongolia*, Vol. XVI. NO.1 2006
Gulshan Majeed and M. A Mir (eds), *Studies in Central Asia*, Vol. XVI. NO.1
2006

Gulshan Majeed (ed), *Aspects of Folklore*, Vol. XVI. NO.1 2006

Mushtaq A Kaw (ed), *Central Asia: Continuity & Change*, Vol. XVI. NO.1 2006

Mushtaq A Kaw, *The Agrarian System of Kashmir (1586-1819AD.)*, Vol. XVI. NO.1
2006

Mohammad Sayed Shah, *Central Asia as Described by AI-Hamriin Muajme-al-Buldan,*
(UrduTrans.), Vol. XVI. NO.1 2006

Afaq Aziz, *Vitasta Kashmiri Grammar*, Vol. XVI. NO.1 2006

Afaq Aziz, *Malkha: A Histo-Linguistic Analysis*, Vol. XVI. NO.1 2006

Sheikh Talal, *Central Asia: Soviet Policy Towards Islam (191-7-91)*, Vol. XVI. NO.1
2006

Mohammad Sayed, *WastiAsia:AI-Hamavi Ke Nazar Mein Urdu Trans. Of Majamal*
Buldan Vol.I, Vol. XVI. NO.1 2006

Mushtaq A Kaw & Aijaz A Bandy (eds.), *Central Asia: Introspection*, Vol. XVI.
NO.1 2006

Journal & Periodicals:

Journal of Central Asian Studies (Annual)

Periodicals: *Newsletter on Central Asian Affairs; Digest*

Collaborative Arrangements :

Tajik Academy of Sciences, Dushanbe

Taraz State University, Kazakhstan

Centre for Central Asian Area Studies Programme
Jawaharlal Nehru University

Year of establishment: 2001

Address:

Director
Central Asian Studies Programme
Centre for South, Central, South East Asian and Southwest Pacific Studies
School of International Studies SIS)
Jawaharlal Nehru University
New Delhi 110 067

Tel : 011-26162763
Fax: : 011-26106643
E-mail: <kwarikoo@gmail.com>

Background:

The Central Asian Studies Programme is an integral part of the Centre for South, Central, South East Asian and Southwest Pacific studies of School of International Studies, Jawaharlal Nehru University (JNU). It is as old as the Indian School of International Studies (ISIS), New Delhi which laid the foundations of Area Study Programme in India. Subsequently, with the merger of ISIS with the School of International Studies (SIS), JNU, Central Asian Studies too was brought under the administrative control of SIS. In 2001, UGC accorded status of Area Study - Programme to the Central Asian Studies, SIS, JNU.

Thrust Areas:

The Central Asian Studies Programme undertakes research and teaching on the whole of central Asia -the five Central Asian Republics of Tadjikistan, Uzbekistan, Turkmenistan, Kyrgyzstan and Kazakhstan; Tibet and Xinjiang regions of China; Mongolia and Afghanistan as well as the Himalayan studies. It has identified the following thrust areas:

Strategic Dimensions and Geopolitics of Central Asia and Afghanistan

India's relations with Central Asia and Afghanistan, particularly in domains of education, culture, economics, industry and science & technology.

Ethnic and Religious factors in Central Asia and Afghanistan.

Conflict Resolution and Nation-building process in Central Asia and Afghanistan.

Social, Political and Economic Problems of transition in Central Asia

Energy resources and oil politics in Central Asia
Ecology and sustainable development

Peace studies, society, culture and politics in the CIS and trans-Himalayan regions.

Teaching Programmes:

The Programme offers the following courses:

1.M.A. level: Society and Culture in the Himalayas

2.M. Phil level:

- Great Power interest in Central Asia.
- Government and politics in Central Asia
- Research Methodology
- Modern Tibetan Language I and II
- Russian / Pashtoo / Mongolian languages
- Politics and Government in Mongolia.
- Geo-Politics of Afghanistan
- Ethnicity, Religion and Politics in Afghanistan

Since 1987, more than 70 M.Phil and 50 Ph.D. research scholars have been engaged in research in Central Asian Studies. Whereas 61 M.Phil and 35 Ph.D. scholars have been awarded their degrees, 14 M.Phils and 12 Ph.Ds are in progress.

Faculty:

Prof. K. Warikoo

Prof. Dawa Norbu

Dr. Ambrish Dhaka

Publications:

K. Warikoo:

1. *Jammu, Kashmir and Ladakh : A Classified and Comprehensive Bibliography*. New Delhi, Sterling, 1976. 576 p.
2. *Central Asia and Kashmir : A Study in the Context of Anglo-Russian Rivalry*. New Delhi, Gian, 1989. 270 p.
3. *Ethnicity and Politics in Central Asia* (Edited by K. Warikoo and Dawa Norbu). New Delhi, South Asian Publishers, 1992. 292 p.
4. *Afghanistan Factor in Central and South Asian Politics*. New Delhi, 1994. 80 p.
5. *Society and Culture in the Himalayas (Editor)*. New Delhi, Har Anand, 1995. 317 p.
6. *Central Asia : Emerging New Order (Editor)*. New Delhi, Har Anand, 1995. 351 p.
7. *Jammu, Kashmir and Ladakh : Linguistic Predicament (Co-editor)*. New Delhi, Har Anand, 1996. 225 p.
8. *Gujjars of Jammu and Kashmir (Editor)* Bhopal, IGRMS, 2001. 318 p.

9. *Bamiyan : Challenge to World Heritage* (Editor) New Delhi, 2002. 317p. 64 Photographs.
10. *The Afghanistan Crisis : Issues and Perspectives* (Editor) New Delhi, 2002. 523 p.
11. *Central Asia since Independence* (Editor) New Delhi, 2004. 323p.

Dawa Norbu:

1. *China's Tibet Policy*, London, 2001.
2. *Tibet: The Road Ahead*, Delhi, Harper Collins, 1997.
3. *Red Star over Tibet*, New Delhi, Sterling, 1987.
4. *Culture and Politics of Third World Nationalism*, London, Routledge, 1992.

Ambrish Dhaka:

South Asia and Central Asia: Geopolitical Dynamics. Jaipur, 2005.

Journal:

Himalayan and Central Asian Studies (a Quarterly Research Journal), edited and published by Prof. K. Warikoo, has completed nine years of existence.

**Centre for Russian, Central Asian and East European Studies
Jawaharlal Nehru University**

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 : 001-26704399
Fax: -91-11-26717586
 91-11-26717603

Background:

The Centre has been in existence for over four decade now. During the late 1950s and 1960s it was a part of the international Politics and Commonwealth Studies Programme in the Indian School of International Studies. It got an independent status under the name of Centre for Russian and East European Studies in late sixties when it admitted a few research scholars to undertake specialized study of the region. Till 1970 Prof. R. Vaidyanath was the lone faculty member heading the Centre. This was the time when Indian School of International Studies was merged with the newly established Jawaharlal Nehru University with a new name School of International Studies. The Centre passed through a phase of transition during 1971. In 1975 the name of the Centre was changed to Centre for Soviet and East European Studies by which it was known till very recently. Following the Soviet disintegration, it is renamed again as Centre for Russian, Central Asian and East European Studies. In recognition of its high quality academic and research programme, UGC accorded the Centre the status of an advance Centre of Russian and Central Asian Area Studies in India.

Thrust Areas:

Political System/Foreign Policy of Russia.
Socio-economic and Cultural Changes in Central Asian Republics.

Other areas of research and teaching in the Centre are Russian economy, politics and society in Central and Eastern Europe, Transcaucasia and Baltic Republics.

Teaching Programmes

The Centre offers two-years M.Phil programme as well as an integrated six years M.Phil/Ph.D programme. Most of the teachers of the Centre also offer specialized courses at M.A in International Studies run by the SIS. Russian Language and Research Methodology are compulsory courses for all students of the Centre.

Language Course:

Russian language has been a critical component of the academic programme of the Centre so far.

Faculty:

Professors:

Shashikant Jha

Anuradha M. Chenoy

Ajay Kumar Patnaik

Associate Professors:

Tulsi Ram

Gulshan Sachdeva

Assistant Professors:

Thair Ashgar

Sanjay Kumar Pandey

Bhaswati Sarkar

Phool Badan

Research Associates: 4

Publications:

Shashikant Jha:

Ethnicity and Nation-Building in Eastern Europe, New Delhi: Radiant Publishers, 1998, Ed.

Reform, Conflict and Change in CIS and Eastern Europe, New Delhi: Radiant Publishers, 1999, (co-ed.)

“National Identities, State and Democracy” *Critique*, New Delhi, Vol.2, No.1, September 1998.

Amidst Turbulence and Hope: Transition in Russian and Eastern Europe, New Delhi: Lancer’s Books, 2002, (co-ed.)

“Democracy, Parties and Politics in Hungary” *International Studies*, New Delhi, Vol.36, No.3, 1999.

“Hungarian Minorities in East-Central Europe: Issues and Concerns”, *International Studies*, New Delhi, Vol.39, No.2, April-June 2002. (co-author)

Anuradha M Chenoy:

“Soviet New Thinking on National Liberation Movements: Continuity and Changes”, Roger Kanet and Debrah Miner (Ed), *Soviet Foreign Policy in Transition*, Cambridge: Cambridge University Press, 1992.

India Under Siege: Challenges Within and Without, New Delhi: Wiley Eastern, 1994, (Co-author)

“Regional Politics in Russia”, *Economic and Political Weekly*, 2 July 1994.

“Islam, Women and Identity in Contemporary Central Asia”, *Economic and Political Weekly*, 2 March 1996.

Labor, Environment and Globalization, The Social Clause in Multilateral Agreements (New Delhi: Centre for Education and Communication, 1967, ed.

Making of New Russia, New Delhi: Har-Anand Publishers, 2001.

Ajay Kumar Patnaik:

Perestroika and Women Labour Force in Soviet Central Asia, New Delhi: New Literature, 1989.

Central Asia: Between Modernity and Tradition, New Delhi: Konark, 1996.

State-Building in Tajikistan, (Research Monograph), Azad Institute Paper 11, Calcutta: Maulana Abdul Kalam Azad Institute of Asian Studies, 2000.

Commonwealth of Independent States: Problems and Prospects, New Delhi: Konark, 1995, Ed.

“Nation-state in a Multi-ethnic Society: The Case of Central Asia” (2002) and “Cross-broder Terrorism and Indo-Russian Co-operation” (2001), both in edited *volumes*.

Tulsi Ram:

The Liberation of Angola, New Delhi: PPH, 1976, (inHindi)

CIA, American Weapon of Political Destruction, New Delhi: 1978, (in Hindi)

The History of Communist Movement in Iran, Bhopal: Grafix, 1981.

Persia to Iran: One Steps Forward, Two Steps Back, New Delhi: Mahajan Publishing House, 1985.

Gulshan Sachdeva:

The Economy of North-East: Policy, Present Conditions and Future Possibilities, New Delhi: Konark, 2000.

“Macroeconomic Policies and Performance in Central and Eastern Europe 1990-200” in Shashikant Jha and Bhaswati Sarkar (eds) *Amidst Turbulence and Hope: Transition in Russian and Eastern Europe*, New Delhi: Lancer’s Books, 2002.

“Economic Transformation in Russia” in VD Chopra (ed). *Indo-Russian Relations: Problems, Prospects and Russia Today*, New Delhi: Kalpaz 2001.

“The Hungarian Economy: From Reforms to Transformation” in Nirmala Joshi, ed., *Indian and Hungary: Perspectives on the Changing World Order*, New Delhi: Sanskriti, 2000.

“India-China Economic Co-operation Through Growth Quadrangle” in Kanti Bajpai and Amitabh Matto, eds., *The Peacock and the Dragon: India-China Relations in the 21st Century*, New Delhi: Har-Anand, 2000.

“Economic Transformation in Central Asia” *International Studies* Vo.34, No.3, 1997.

Tahir Ashgar:

Territorial Planning in USSR and its Relevance for Planning in India, LIFE, Leningrad, USSR.

“Indo-Russian Trade: An Overview”, in Shame-Ud-Din, ed., *India and Russia: Towards a Strategic Partnership*, New Delhi: Lancers Books, 2001.

Problem of Environment in Russia, New Delhi: Phoenix Publications, 2001. (co-author)

Sanjay Kumar Pandey:

“Spheres of Interest & Politics of Pipelines in Caucasus & Central Asia” *Journal of Peace Studies* Vol.6, No.2, March April 1999.

“Challenges to the Russian Federation in North Caucasus” *Journal of Peace Studies*, New Delhi, Vol.6, No.5-6, September-December 1999.

“India & Central Asia: Alternative Trade Routes & Transit Options” in Shams-uddin, ed., *Geo-politics & Energy Resources in Central Asia & Caspian Sea Region*, New Delhi: Lancer Books, 2000.

“Federalism in India & Russia in Comparative Perspective” in Shams-ud-din, ed., *India & Russia Towards Strategic Partnership*, New Delhi: Lancer Books, 2001.

“Russia’s Superpresidentialism: Need of the Time or Threat to Democracy?”, in Shashikant Jha and Bhaswati Sarkar, eds, *Amidst Turbulence and Hope: Transition in Russia and East Europe*, New Delhi: Lancer’s Books, 2002.

Bhaswati Sarkar:

“The Hungarian Minorities and Inter-State Relations in Eastern Europe” in Shashikant Jha, ed., *Ethnicity and Nation-Building in Eastern Europe*, New Delhi: Radiant Publishers, 1998.

“Caspian & Central Asian Region: Problems Behind the Bounty in” in *Shams-ud-din, ed., Geo-politics & Energy Resources in Central Asia & Caspian Sea Region*, New Delhi: Lancer Books, 2000.

“Indo-Russian Relations: An Overview” in Shams-ud-din, ed., *Indian & Russia Towards Strategic Partnership*, New Delhi: Lancer Books, 2001. (co-author)
Amidst Turbulence and Hope: Transition in Russia and Eastern Europe, New Delhi: Lancer’s Books, 2002. (co-ed)

“Hungarian Minorities in East-Central Europe: Issues and Concerns”, *International Studies*, New Delhi, Vol.39, No.2, April-June 2002. (co-author)

Phool Badan:

Dynamics of Political Development in Central Asia, New Delhi: Lancer Books, 2001.

“Modernisation in Central Asia in Post-Soviet Period” *The Journal of Central Asian Studies* (Srinagar), Vol.10, No.1, 1999.

“An Analysis of Russia Parliamentary (State Duma) Elections-1999”, *Journal of Peace Studies*, Vol.7, No.2, 2000.

“Emerging Political System in Central Asia in the Post-Soviet Period”, *India Quarterly*, New Delhi, Vol. LVII, No.3, July-Sept. 2001.

INDIAN OCEAN
Colour map

**Centre for Indian Ocean Studies
Osmania University**

Year of establishment: 1981

Address:

O.U. Press Road
Osmania University
Hyderabad 500 007

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27682328

Fax: 91-40-27090020

Email: pvraoj@yahoo.com
Director.areastudies@osmania.ac.in

Background:

Centre for Indian Ocean Studies (CIOS) was formerly known as Centre for Area Studies. It was started as an Area Study Programme in 1981 by the UGC. Subsequently it was established as full-fledged Area Study Centre in 1983. as a multidisciplinary research institution on Indian Ocean Region (IOR) CIOS was established to undertake research activities on the Indian Ocean with special reference to India's interests in the Indian Ocean Region (IOR). The Centre is mandated to encourage research on issues of India's national interests in the Indian Ocean and the countries therein

Thrust Areas:

Geo-politics
Urban & Regional Planning
Trade and Economic Cooperation
Problems of Land-locked Countries

Subjects represented: Economic; Geography; Political Science; Sociology

Objectives:

To promote awareness in India on the importance and relevance of Indian Ocean.

To conduct national and international seminars and conferences on Indian Ocean subjects of concern to India's political and economic Interests.

To publish articles, monographs, occasional papers, journals and books on India's bilateral and multilateral relations with India Ocean littoral countries and regions.

To undertake Country Studies on key Indian Ocean countries which are relevant to India's national interests.

To compile primary and secondary documentation on individual littoral countries on India Ocean and its four regions, viz; Eastern & Southern Africa, Middle East, South Asia and Southeast Asia.

To promote linkages and networking with appropriate research centres in India and abroad.

In the promotion of the above objectives, CIOS collaborated and synergized its programmes with Indian and foreign scholars. CIOS collaborated with the Indian research/funding agencies like IDSA; School of International Studies (JNU), RIS, Ministry of External Affairs (MEA), ICSSR, ICCR, Society for Indian Ocean Studies (SIOS) and AP Council for Higher Education. Foreign institutions with which CIOS collaborated in its research/seminar activities include: Malaysian Institute of Maritime Affairs (MIMA); Institute of Southeast Asian Studies (ISEAS); University of Malaya; Shanghai Institute of International Affairs; Finland University; University of Philippines; Vietnam Institute of International Affairs.

Faculty:

Professors:

P.V. Rao, Political Science

Geetha Reddy Anant, Geography

Associate Professors:

R. Sidda Goud, Economics

V. Sathyanarayana Reddy, Geography

T.V. Gopala Chari, Sociology

Gautham Murthy, Economics

A. Balakishan, Geography

Assistant Professor:

V. Srilatha, Political Science

Assistant Professor-Cum-Documentation Officer

Manisha Mukharjee

Seminars:

CIOS has been conducting series of international seminars focusing on India-ASEAN Relations. The purpose is to encourage debate between India and Asian scholars on India's growing interest in the Asia which is integral to the Indian Ocean Region. First and second seminars on the theme were held in the years 2002 and 2003. These

seminars are closely held in collaboration with the MEA and concerned foreign institutions/scholars.

National Seminar on 'Reconceptualising Peace and Security in Indian Ocean,' 1993
(book published)

'National Seminar on Regional Cooperation in Indian Ocean Region', 1999.
(book published)

International Seminar on 'India-Australia: New Horizons,' 2002
(book published)

International Seminar on 'India-ASEAN: Post-Summit Perspectives', 2003
(book published)

International Seminar on: 'India-Southeast Asia Cultural Relations', March 2005.
(papers published)

International Seminar on: 'India and New Asia', February 2007
(papers published)

Courses:

1. M.Phil in Third World Studies, 1992-96
2. Ph.D Programme in Indian Ocean Studies
3. Conducted Refresher Courses in Advanced International Relations annually
(2004-06) CIOS is the first Area Study Centre to conduct UGC Refresher Course.

Publications:

Books:

1. Rama S. Melkote, Ed. *Regional Organizations: A Third World Perspective*, Manohar 1990.
2. A. Geeta Reddy, *The Indian Ocean Countries: Comparisons in Urbanization and Primate City Growth*, Sterling Publishers, 1994.
3. Rama S. Melkote, *Political Economy of Foreign Policy: A Study of Foreign Policy of Madagascar*, 1994.
4. Sheela Prasad, *Urban Health Care: A Study of Public and Corporate Hospitals*, 1995.
5. Rama S. Melkote, Ed. *Indian Ocean Issues for Peace*, 1995.
6. A. Geeta Reddy, *Planning and Regional Development: Towards Identification of Economic Potential*, 1995.
7. Gautam Murthy, *Regionalism in the Indian Ocean: Perspectives on ASEAN-SAARC*, 1996.
8. P. V. Rao, *Globalization and the New Regionalism in the Indian Ocean*, 1997.
9. Rama S. Melkote and Sheela Prasad (ed), *The Third World City: Emerging, Contours*, 1997.
10. Gautam Murthy, *APEC and India: Emerging Perspectives*, 1997.
11. P. V. Rao, Ed. *Indian Ocean: An Annotated Bibliography*, 1998.
12. Gautam Murthy, *Strengthening Bridges: Indo - South Africa Trade and Economic Cooperation*, 1998.

13. A. Geeta Reddy (Co-authored), *Urban Energy India*, A World Bank Publication, 1999.
- A. Geeta Reddy and Gopala Chary, Ed. *Problems of Hunger and Food Security in the Indian Ocean Region*, Dept. of Publications and Press, Osmania University, 2000
14. P. V. Rao, Ed. *Regional Cooperation in Indian Ocean: Trends & Perspectives*, South Asia Publishers, 2001.
15. P. V. Rao, Ed. *India and Indian Ocean*, South Asia Publishers, 2002.
16. P. V. Rao, Ed. *India - Australia Relations: New Horizons*, Mittal Publications, 2002.
17. Sidda Goud, *Agriculture, Trade and Economic Development*, Vipla, Hyderabad, 2005
18. P.V.Rao, Ed. *India and ASEAN: Partners at Summit*, Knowledge World, New Delhi, 2008
19. P.V.Rao, *Directory of Area Studies*, Centre for Indian Ocean Studies, 2008

Projects:

1. Manzoor Alam. S. et. al: *Planning Development Problems of Metropolitan, Hyderabad*.
2. Manzoor Alam. S. et. al: *Hyderabad: A Re-survey*, 1984.
3. Fatima Alkhan, Moughton & Sheela Prasad: *Squatter Upgrading*, 1984.
4. *Malaysia: A Geopolitical, Urban and Socio-Economic Survey*, 1986.
5. *Malaysia: A Bibliography*, 1986.
6. *Zimbabwe: A Country Monograph*, 1989.
7. A. Geeta Reddy: *Zimbabwe: A Profile*, 1990.
8. *Zambia and Zimbabwe: A Bibliography*, 1990.
9. *South Africa: A Study in Transition*, 1992.
10. Gautam Murthy: *Regional Cooperation in the Indian Ocean Littorals*, 1992.
11. Sheela Prasad: *Population Policies of India and Tanzania*, 1995.
12. Chenna Basavaiah: *Political Economy of Marine Fisheries of India*, 1995.
13. Sheela Prasad: *Population Policies of India and Tanzania*, 1995.
14. A. Geeta Reddy: *Sacred Groves of Andhra Pradesh: A Status Report*, 1997.
15. A. Geeta Reddy: *Informal Sector Management - Training Modules for Urban Authorities*, 1998.
16. A. Geeta Reddy: *Energy - A Survey of the Post Oil-Crisis Literature*, 1998.
17. A. Geeta Reddy: *Energy - An Annotated Bibliography of Literature*, 1998.
18. Gautam Murthy: *Asia-Pacific and India-Prognosis and Prospects*, 2001.

Articles: (2004-09)

P.V.Rao:

“Sub-Regional Cooperation in South Asia: The Kunming Initiative”, in, Dennis Rumley & Sanjay Chaturvedi, eds., *Geopolitical Orientations, Regionalism and Security in the Indian Ocean*, South Asian Publishers, New Delhi, 2004.

“The Global Reach of Tamil Militancy: Sri Lanka’s Security Predicament”, in, V.S. Sheth, ed., *Indian Ocean Region: Conflict and Cooperation*, Allied Publishers Pvt. Ltd., Mumbai, 2004.

“India and the Indian Ocean Rim Cooperation,” in, Rajen Harshe and K.M.Seethi, *Engaging India, Critical Perspectives on India’s Foreign Policy*, Orient Longman, Hyderabad, 2006

“The US Congress and the 1971 Crisis in East Pakistan,” *International Studies*, vol.43, no.1, 2006

“India and BIMST-EC,” in T.Nirmala Devi, Ed. *BIMST-EC: Experiment in sub-regional cooperation*, Gyan Publishers, New Delhi, 2007

“Indo-US Nuclear Relations: Congressional Perspectives,” *ICFAI Journal of Public Policy*, Hyderabad, January, 2007

“Energy Security – Role of Indian Navy,” *Journal of Indian Ocean Studies*, August 2007, vol.15, no.2

Geeta Reddy:

“Examining Multilayered Cities” with P.Niranjana Kumar, in *Indian Ocean Digest*, Issue 41, Jan-June 2006, Vol.21, No.1, Pp. 49-60

“Indian Energy Scenario – Potential and Possibilities: An Overview” , Published in *The ICFAI Journal of Public Administration* , Vol. III No. 2, 2006

“Energy and the Urban Poor : Inferences from Hyderabad”, *The Multidimensions of Poverty in India*, online publication by Indira Gandhi Institute of Development Research, Pp.17 at http://www.igidr.ac.in/whatsnew/csh/geetha%20reddy%20-energy_mumboy.doc.

Sidda Goud:

Geneva WTO Meet Collapse: Future for Doha Development Round” *Osmania Journal of Social Sciences*, vol.7, no.1

“Collapse of the Geneva WTO Meet...,” *Indian Ocean Digest*, vol.21, no.1, 2006

Gopala Chary:

“Iraq after elections; Sea of Uncertainty”, *Indian Ocean Digest*, Issue 40 Vol. 20 No.2, Jan 2006.

“Reconstruction of Post Conflict Afghanistan and Regional Cooperation”, *Indian Ocean Digest*, Vol. 21 No.1, June 2006.

“A generation lost to intifada despairs – The Conditions of Young generation in Palestinian Society”, *Indian Ocean Digest*, Vol. 21 No.2, Dec 2007.

GautamMurty:

“SAARC and India – The way Ahead”, *SUDESIN*, A Journal Published from Berlin (Germany), August. 2006.

“India and ASEAN – Civilizational Ties and New Partnerships”, *Journal of Indian Ocean Studies*, New Delhi, April, 2006

A.Bala Kishan:

“Geopolitics of the Indian Ocean,” published in *Indian Ocean Digest*, issue No. 41, Jan – June 2006, Pp.10-19.

“Threats to Global Warming,” to be published in *Indian Ocean Digest*, issue No. 43, July – Dec. 2007, Pp.11-22.

Journal:

Indian Ocean Digest, a bi-annual journal is being published by the Centre regularly over twenty years.

Library and Documentation:

The Centre has more than 3500 books, monographs, maps and reports on Indian Ocean and its concerned regions. An exclusive bibliographical collection on Indian Ocean is

separately maintained. CIOS also maintains a press library compiling daily information on all the countries of Indian Ocean, drawn from major Indian dailies.

**Centre for the Study of Indian Diaspora
University of Hyderabad**

Year of establishment: 1996

Address:

Centre for the Study of Indian Diaspora
School of Social Sciences
University of Hyderabad 500 046

Tel: 23011043 / 23133252

Fax: 91-40, 23011043

Email: csidss@uohyd.ernet.in

Area Coverage:

The study of social, cultural, linguistic, historical, economic, political, geographical, literary and other aspects of the Indian Diaspora in its global context.

Faculty:

Ajaya Kumar Sahoo, Lecturer

Amit Kumar Mishra, Lecturer

Teaching Programmes:

MA, M.phil, and Ph.D.

- The Centre offers an optional course on 'Indian Diaspora' at the MA level,. The course is also being offered at the M.Phil, level.
- Seven students are currently pursuing doctoral research for Ph.D degree on Diaspora themes.

Projects:

A Bibliography of Indian Diaspora

The second edition of the *Bibliography on Indian Diaspora*, comprising of nearly 3,000 entries has been compiled and is accessible in the computer database of the Centre.

International Encyclopaedia of Indian Diaspora

Dr. K. Laxmi Narayan has worked out a proposal on the International Encyclopaedia of Indian Diaspora, which was presented, at the C.S.I.D. Workshop in September 1997. A National Advisory Committee has been formed to finalise the academic agenda.

Who's Who of Indian Diaspora

Data on "Who's Who of Indian Diaspora" is being compiled to facilitate the user to know about the diaspora Indians, who have settled abroad as well as non (PIOs & NRIs) The Centre has compiled a list of around 500 individual names, arranged alphabetically by their profession. A more comprehensive handbook is being planned. The website for this material has been delivered and can be accessed from across the world at <http://csid1.tripod.com/scholars.html>.

Documentation:

The Centre has initiated work on a comprehensive database on the Indian Diaspora that includes collection of census reports of the diaspora countries, archival material on Indian emigration and other reports. The Centre has started a video library on the Indian Diaspora. The following documentaries / films have been collected so far.

- Indians in Mauritius
- Indians in South Africa
- Indians in Fiji
- Indians in Trinidad
- Indians in Guyana
- Hinduism in south-east Asia (Bali)

The Centre maintains newspapers clippings from various dailies and periodicals in albums country-wise. These provide current happenings in the domain of the Indian Diaspora. It maintains bulletin boards highlighting the current events/happenings.

Publications:

Chandrashekhhar Bhat:

"India and Indian Diaspora Policy Issues", in "Indian Diaspora.: Migrants of the Bhojpuri", G.B. Pant Social Science Institute, Allahabad (2002).

"Diaspora to Transnational Networks: The Case of Indians in Canada", Chandrashekhhar Bhat and Ajaya Kumar Sahoo, in, "*Indian Diaspora in Canada*", Centre for Canadian Studies, Poona University (2002)

"Social Networks and Regional Economics: Ethnicity, Innovation and Labor in the Informational Region", Kyle Eschen, Chandrashekhhar Bhat, Bhaskar, T.L.S. 2001. Santa Cruz CGIRS. University of California at Santa Cruz.

Ajaya Kumar Sahoo:

"Indian Diaspora in Canada", *Area Studies, A Journal of International Studies & Analysis*, Vol.1, No.1, 2007.

Ajaya Kumar Sahoo "Transnational Networks of Indian Diaspora in Australia", In M.D. Dharamdasani (ed), *Asia's Role in Global Politics*, New Delhi, SBS Publications, 2007.

- Books / Monographs published.

Ajaya Kumar Sahoo and Brij Maharaj (eds), *Sociology of Diaspora: A Reader*, Rawat Publications, New Delhi, 2007.

Ajaya Kumar Sahoo and K. Laxmi Narayana (eds), *Special Issue on Indian Diaspora. Man in India: A Quarterly Journal of Anthropology*, Serials Publications, New Delhi, Vol. 87, Nos. 1&2, 2007

William Safran, Ajaya Kumar Sahoo and Brij V. Lal (eds), Special Issue on “Indian Diaspora in Transnational Context”, *Journal of Intercultural Studies*, Routledge Publications, London, Vol. 29, No.1, 2008

Occasional Papers:

1. C.S. Bhat, ‘India and the Indian Diaspora Policy Issues’, 2000
2. C.S. Bhat, ‘Contexts of Intra and Inter Ethnic Conflict among the Indian Diaspora Communities’, 2000
3. T.L.S. Bhaskar, ‘Telugu Diaspora in the United States’, 2000

These papers may be accessed through the Web Page of the University <http://www.uohyd.ernet.in> under Indian Diaspora.

Colour map

NORTH & SOUTH AMERICA

**Centre for Canadian Studies
University of Delhi**

Year of established: 1992

Address:

Centre for Canadian Studies
University of Delhi
South Campus, Benito Jaurez Road,
New Delhi – 110 021, India

Tel: 6882231 Ext. 254, 248.

Website: <http://www.sici.org/shastri/english>

Background:

The Centre was set up in March 1992 by the University of Delhi to co-ordinate academic activities related to Canadian Studies, being carried out in an isolated manner in six different disciplines – Business Economics, Economics, English Literature, History, Linguistics and Political Science. In the brief span of a decade of its existence, the Centre has made its mark in the academic map of Delhi. Its activities now cover over a dozen different disciplines. It has initiated a number of courses at the under-graduate, post-graduate and research levels in the University of Delhi. Scholars interested in the field have come to recognize it for its contribution in terms lectures, seminars, conferences, workshops and publications. It has indeed become a focal point for scholars working in the field in the institutes of higher learning in the capital city of Delhi, and the surrounding regions. A good deal of area on the second floor of University of Delhi, South Campus Library has been converted into a Canadian Studies Reading Room with four air-conditioned cubicles for the use of research scholars in this field. The Centre works in close collaboration with the Indian Association for Canadian Studies. The Centre has excellent working relations also with Shastri Indo – Canadian Institute, the International Development Research Centre, the Canadian Education Centre and the Canadian High Commission.

Keeping in view the activities and accomplishments of the Centre, the University Grants Commission (UGC) has recognized it as an Area Study Centre.

Teaching/Lecture Programmes:

The Centre has adopted a holistic and multi-disciplinary approach to Canadian Studies. It has instituted an annual Lester Pearson lecture on the 23rd of April, the late Mr. Lester Pearson's Birthday. Organizes every year Pierre Trudeau memorial debate for the under-graduate students of Delhi University. The Centre has an on-going annual programme under which students pursuing post-graduate professional programmes are sent to Canada to do their summer training. The programme has been in operation for

the past seven years. It offers facilities to Canadian Scholars wanting to spend sabbatical in India.

The Centre is increasingly focusing on newer and topical areas, these include Women Studies, Intellectual Property Rights, Indo-Canadian Business Relations, International Joint Ventures, WTO and Economic Growth of Developing Countries, Environment and Quality of Life, Indian Immigration to Canada.

Courses:

Degree \ Diploma: M.Phil., Ph. D. (Canadian components available in fields of business economics, economics, English literature, history, political science, linguistic).

Teaching: courses on Canadian Studies available in nine disciplines with special reference to M.Phil course in Canadian fiction M.A. (History) paper on history of government and politics.

Since the Centre for Canadian Studies is recognized as an Area Study Centre by UGC, it plans to start the following courses:

- (a) Ph.D. programme in Canadian Studies
- (b) Certificate Course in French.

Research focus:

Regional development; multiculturalism; IPR; sustainable development; women's studies. The Centre plans to take up research projects relating to issues like investment, trade and joint ventures between Indian and Canadian Corporations. It also wishes to increase industry-academic interface between two countries.

Collaboration:

The Centre works in close collaboration with the Indian Association for Canadian Studies. It maintains excellent working relations with the Shastri Indo-Canadian Institute, the International Development Research Centre, the Canadian Education Centre and the Canadian High Commission.

Publications:

The Centre has already brought out eight very well – received publications on Regional Dimensions of Canada, Women's Issues and Intellectual Property Rights. Following are the topical major publications by the Centre.

Regionalism in Canada (1995)

Women and Social Change (1995)

Intellectual Property Rights (1994)

Seminars:

The Centre holds interdisciplinary seminars, conferences and workshops on the themes/topics of contemporary importance in the field of Canadian Literature, History, Francophone Studies, Environment, Business Economics and International Studies. Some of the prominent events are: XI IACS International Conferences on Minorities and Mainstream: Canada and India in 1995, International Workshops on Canadian Studies (1999), Indian Migration to Canada (Feb., 2000) and Francophone Studies international seminar (March, 2000).

Library:

One of the highlights of the Delhi University Platinum Jubilee Celebrations was the inauguration on April 3, 1997 by the Canadian High Commissioner of a new Canadian Studies Reading Room at the University Library. The new reading room, which includes a dedicated space for Canadian materials, reading tables, air-conditioned study corrals, and a space for a computer workstation with Internet connections, will also be open to the many Canadianists throughout India who regularly visit Delhi. The Canadian Studies Reading Room has approximately 1,000 titles.

The project, which demonstrates the high level of interest in Canadian Studies at the University of Delhi, was spearheaded by Professor K.R.G. Nair, Director of the Canadian Studies Centre. The Canadian Government provided some assistance for the renovation expenses.

**Centre for Canadian Studies
M.S. University of Baroda**

Year of established: 1991

Address:

Centre for Canadian Studies
Faculty of Arts
M.S. University of Baroda
Vadodra 390 002

Telephone: 0265-2791649

Fax: 0265-2795515

Website: <http://geocities.com/csbaroda>
<http://www.msubaroda.ac.in/departmentsinfo>

Background:

The M.S. University of Baroda was granted Area Study Programme in Canadian Studies, in recognition of the initiative taken by the Department of English in promoting the subject. Four departments – English, Political Science, Economics and History – have been identified to develop interdisciplinary approach to the study of Canada. Apart from the UGC assistance under ASP, the Shastri Indo-Canadian Institute has been giving annual grants to the Centre since 1991-92 under its Canadian Studies Development Programme. The Centre has also been receiving grants from the Indian Association for Canadian Studies for hosting seminars and conferences and for publications.

Faculty:

The appointment of a Professor of Canadian Studies as recommended by the UGC could not be made as the post could not obtain concurrence by the State Government. The Centre is therefore run by a Director who is a full time Professor representing one of the departments identified. Prof. O.P. Juneja (English) was the Director of the Centre from 1991-2003. He was succeeded by Prof. Arti Nanavati (Economics) as Director.

Teaching and Research Programmes:

The Centre, placed under the Faculty of Arts, conducts the multidisciplinary teaching and research activities by collaborating with the following departments of the University. The

Department of English introduced courses in Canadian Literature, at M.A. and M.Phil levels in 1984. More than a hundred students have since taken M.A./M.Phil /Ph.d. degrees with specialization in Canadian Literature. The Shakespeare Society has staged a few Canadian plays and the Literary Society has organized a few poetry/creative writing-reading sessions in the Department. The Department of French received a few visitors from Quebec, who gave orientation lectures on Quebec literature and culture.

The Department has also prescribed a few French-Canadian texts in its undergraduate courses.

Department of Economics initiated research studies on economic and commercial issues of concern to India and Canada. An edited volume of thirteen articles on Indo-Canada business relations, contributed by scholars and business practitioners from India, Canada and the U.S.A was published. The Department also hosted a number of lectures relevant to bilateral trade relations. Department of History introduced teaching courses in Canadian History at M.A., and M.Phil levels. It also hosted many historians of repute during past few years and had organized a few lectures on Indo-Canadian historical issues. The Department of Political Science offers courses related to Canada in its M.Phil programme and on Canadian politics at the undergraduate level. The Faculty of Commerce also participates in the activities of the Centre.

Publications:

Canadian Studies: Proceedings of Canadian Studies Seminar, Ed. O.P. Juneja, Baroda: M.S. University Press, 1985.

Ambivalence: Studies in Canadian Literature Ed. O.P. Juneja and C. Mohan, New Delhi: Allied Publishers, 1990.

Cultural Pluralism and the Notion of Dissent (Abstracts of Papers), Ed. O.P. Juneja 1989.

Literature and French Canadian Identity (Abstracts of Papers) Ed. O.P. Juneja 1990.

Indian Journal of Canadian Studies: "Colony, Nation, Globalization.," Vol. 1992.

Indian Journal of Canadian Studies: Immigration and Cultures. Vol.2, 1993.

The Canadian Novel: A Search for Identity M.F. Salat, New Delhi. B.R. Publications, 1993.

Changing Global Scenario: Canada and India (Abstracts of Papers) Ed. O.P. Juneja, 1994.

Indo-Canadian Business Relations Eds. Maya Shah and Arti Nanavati, M.S. University Press, 1995.

Changing Role of Women in Economic Development: Indo-Canadian Perspectives, Ed. A. Subbarao. New Delhi, Creative Publications, 1996.

India in Canadian Literature, Jitesh Parikh and Vimal Dhawan, Creative Books, New Delhi, 1999.

India- Canada Bilateral Relationship in a Globalized World, ed. Arti Nanavati and A.S.Rao, Creative Books, New Delhi, 2003.

Library:

The Centre houses a library of about 4000 Canadian titles gifted by the Shastri Indo-

Canadian Institute, the Canadian Organization for Development. Professor Abe Rostein, Department of Economics, University of Toronto has send 1100 titles in social sciences to the Center through the Canadian High Commission in Delhi. The library gets a number of journals on Canadian literature, history, politics and Quebec Studies. This is an important library of its kind in the country which has attracted scholars working in the area of Canadian Literature from many universities.

Centre for Canadian Studies
S.N.D.T. UNIVERSITY
Mumbai – 400 020

Year of Establishment: 1991

Address:

Centre for Canadian Studies
S.N.D.T. Women's University
Mumbai – 400 020

Tel: 022-22031879 Ext.251

022-26603312 ®

Fax: 022-22018226

Email: tramitra@gmail.com

Background:

The history of the development of Canadian Studies at SNDT Women's University is very recent. Having organized a seminar on Canadian literature and having several researchers registered for the Ph.D in Canadian Studies between 1984 and 1990, UGC identified SNDT as a suitable institution for establishment of an area study centre on Canadian Studies. Since its inception in 1991, the Centre for Canadian Studies has been receiving grants from UGC. In addition, the Centre also is supported by Shastri Indo Canadian Institute and Indian Association for Canadian Studies.

Courses:

Centre for Canadian Studies has been contributing regularly towards strengthening Indian – Canadian Studies by way of offering the following courses.

English:

1. A certificate course in Canadian Literature spread over four months time for local participants, organized every year.
2. An intensive course in Canadian Literature of one month for the participants coming from the Universities spread all over India, organized every year.
3. An advanced course in Canadian Literature spread over six months time for the M.Phil. and Ph.D students, and for those who have done the Certificate Course in Canadian Literature before, organized according to the requirement of the students.
4. A full-length paper on Canadian Literature of 100 marks as core (compulsory) component of the course is taught through out the year at the M.A. level.
5. The paper on new literatures in English: Canada, Australia and New Zealand at the M.A. level for the students of Distance Education covers Canadian literary texts up to 50 per cent.
6. The paper on popular forms of literature at the M.A. level for the students of Distance Education covers the study of Canadian literary texts up to 33%.

7. The paper on children's literature at the M.A. level for the students of Distance Education covers Canadian literary texts up to 20%.
8. A study of the problematic of History, Myth and Representation in the Canadian contexts, and popular literary and non-literary form of human expression in Canada as an integral part of the paper on cultural studies at the M.Phil and Ph.D.

Gujarati: Canadian literature in Gujarati translation has been taught for eight years as an integral part of their paper on literatures in translation.

Economics: A study of Informal sector in Toronto with a special focus on South Asian Immigrants as an integral part of the paper on the Economics and Community at the M.A.

Psychology: A Course component on women in mid-life, women and ageing in Indian-Canadian contexts in the paper on psychology of women.

Sociology: A comparative study of the impact of Governmental Mega-projects on community in India and Canada is incorporated in the paper on the Sociology of Governmental Mega-projects.

Politics:

A study of Canadian Constitution in the paper on the Constitution of Commonwealth countries.

A Comparative study of women in politics in India and Canada.

Publications:

1. Kavisaptak:Poems by Seven Canadian Poets translated into Gujarati by Shirin Kudchedkar, 1989.'
2. Margaret Atwood:Selected poetry of Margaret Atwood translated into Gujarati by Nita Ramaiya, 1991.
3. *Jyan Aakaash Ek Naganya Tamboo Cbhe* : A poem by Claire Harris translated into Gujarati by Shirin Kudchedkar, 1991.
4. *Panu Raah Chhe*:Poems by twenty nine Contemporary Canadian poets translated into Gujarati by Nita Ramaiya, 1991.
5. *Family in fiction*:Three Candadian Voices by Roshan Shahani, 1993.
6. *Functional stylistics*: An analysis of Tree Canadian novels by Meenakshi Narayan, 1994.
7. *Canadian Shabdakhand Bharatna pravase*: Frank Davey's The Abbotsford guide to India translated into Gujarati by Nita Ramaiya, 1995.
8. *Postmodernism and Feminism*, edited by Shirin Kudchedkar, 1995.
9. *Canadian Voices* edited by Shirin Kudchedkar and Jameela Begum, 1996.
10. *Remembering Selves: Alienation and Survival in the novels of M. Atwood and M. Laurence* by Coomi Vevaina, 1996.
11. *Self beyond Self:Ethel Wilson and Indian Philosophical Thought* by Anjali Bhelande, 1996.
12. *Images of the Self in the Poetry of Margaret Atwood: Indefiniteness and protean possibilities* by Nita Ramaiya, 1997.
13. *Violence against Women/Women against Violence*, edited by S. Kudchedkar and S. Al-Issa, 1997.

14. *Shamanism at the core of Canadian consciousness*. By Nita Ramaiya, 1998.
15. *Dis-membering and Re-membering in the works of Audrey Thomas*, by Krishna Sarbadhikari, 2001.

Collaboration:

The Centre receives research students from Canada from 4 months to 1 year duration for research.

- Promotes M.Phil. and Ph.D. students, Post – Doctoral researchers and teachers for Fellowships and Scholarships offered by Shashtri Indo-Canadian Institute and International Council for Canadian studies to visit Canada for 9 months , 4 months or 6 weeks.

Seminars:

Social Issues and Literacy Issues in 1990s in Canada and India in February 2001

Workshop on Tradition of Margaret Atwood's Feminist Poetry in India, February 2001.

National Seminar on the Issues Related to Race, Class and Caste in Canada and India, March 2003.

A Local Seminar on The Promotion of Multicultural understanding in Classroom Teaching: Canadian Perspectives, January 2004.

Seminar on the urban Poor in Canada and India, November 2004.

National Seminar on Feminist Writing in Canada and India, February 2005.

A National Seminar on Globalization, Human Rights and Culture: Canadian and Indian Perspectives, March 2005.

Seminar on the New Approaches in Curriculum Planning for early Childhood Education: Canadian and Indian Models, April 2005.

Library:

The Centre holds basic as well as critical material which include books, journals, articles pertaining to Canadian literature, sociology, history, politics, psychology, culture, women's studies and feminist theories

**Centre for Canadian Studies
University of Kerala**

Year of Establishment: 1991

Address:

UGC Area Study Centre for Canadian Studies
University of Kerala (Senate House Campus)
Palayam
Trivandrum – 695 034

Telephone: 91 – 471 – 2306422 Extn. 322

E-Mail: keralauniversity@vsnl.com

Fax: 91 – 471 – 2307158

Website: www.keralauniversity.edu

Areas of Study: Canada

Thrust Areas:

Canadian literature, Culture Studies, Women
Studies, Political Science and Sociology

Disciplines represented: Literature, Political Science, Sociology, Media Studies

Faculty:

Professors: 1(Dr. Jameela Begum, Professor & Honorary Director)

Specialization: Canadian Literature, Culture Studies, Women's Writings, Diaspora Studies

Junior Research Fellows: 4

Publications:

Books:

Jameela Begum and Ajayakumar, Ed. *Figuring the Nation: Race, Gender and Identity*, Centre for Canadian Studies, 2004

Jameela Begum and Ajayakumar, Ed. *Chengannur: anadian Kathakal (Malayalam)*, Rainbow Publications, 2004

Littcrit: A Special Number on Canadian Studies. Vol.28 No.1, 2002. Guest Editor: Jameela Begum

Jameela Begum and B. Hariharan, Ed. *Canadian Diaspora: Asia Pacific Immigration*, New Delhi: Creative Books, 2001

Jameela Begum, *Writers of the Indian Diaspora Series: Cyril Dabydeen* (Monograph) Rawat Publications, Jaipur, 2001.

Jameela Begum and Meena T. Pillai. Ed. *Reconstructing parameters: Women in Canada and India*, Center for Canadian Studies, University of Kerala, 1998.

Jameela Begum and B. Hariharan Ed. *Literary theory (Re) Reading Culture and Aesthetics*, Pen craft International, New Delhi, 1997.

Shirin Kudchedkar and Jameela Begum, Ed. *Canadian Voices: An Anthology of Canadian Poetry*, Pencraft international, New Delhi, 1996.

Jameela Begum and Maya Dutt. *South Asian Canadiana*, AnuChitra Publications, Madras, 1995.

Jameela Begum, Ed. *Canadian Literature: Perspectives*, Macmillan, Madras, 1994.

Jameela Begum, Ed. *Post – Colonial Preoccupations in Canadian and Indian English Fiction*, Kerala University Press, 1989.

Teaching Courses:

MA:

Courses on Canadian Poetry and Fiction; South Asian Writing and Native writing in Canada (Dept. of English)

Canadian and Indian Federalism (Department of Political Science).

Seminars/Symposia/Conferences :

The Centre has been hosting Conferences since 1991, the year of its inception. The following are some of them.

1. Lecture Series coinciding with the inauguration of the Centre.
2. National Seminar on *Cross Cultural Patterns in Canada and India*.
3. Inaugural Session of Canadian Forum, the regular platform for paper presentations and discussions on Canada by faculty members and research scholars.
4. International *Workshop on Canadian Studies* (22 day Orientation Programme for selected teachers all over Kerala).
5. National Seminar on *South-Asian Canadian*.
6. National Seminar on *The Politics of Literature and popular culture*.
7. National Seminar on *Canadian Literary Theory and Practical Criticism*.
8. Hosted IACS International Conference titled *Towards the XXI Century: Canada and India*.
9. Lecture Series on *Recent Trends in Canadian and Indian Fiction*.
10. National Seminar on *First Nations People of Canada and the Tribals of India*.
11. International Seminar on *Women in Canada and India: Constructing New Parameters*.
12. National Seminar on *Immigration and Nationalism: Asia-Pacific Canadians – Phase I*.
13. National Seminar on *Immigration and Nationalism: Asia-Pacific Canadians – Phase II*.
14. International Seminar on *Theatre and Film in Canada and India*.

15. International Workshop on *Globalization and Transculturalism: Canada and India*.
16. Course on *Canadian Native studies*.
17. National Seminar on *Marginal Cultures and the Canadian Experience*.
18. International Seminar on *The Canada – Quebec Divide: A Multidisciplinary Approach*.
19. International Conference on *Environmental Concerns: Canada and India*.
20. International Seminar on *Anthropology and Literature: Canada and India*.

**Centre for Latin American Studies
Goa University**

Year of establishment: 1988

Address:

Taleigao Plateau

GOA 403 206

Tel: (91-832) 2451347 (Extn. 244)

Fax: (91-832) 451184

E-Mail: shiv@unigoa.emet.in

Background:

Centre for Latin American Studies (CLAS) conducts India's largest university-based programme devoted exclusively to the study of Latin America and the Caribbean, combining research, teaching, publishing and public extension activities. The Centre is the only one of its kind on Latin America under the Area Studies Programme funded by UGC. The Centre introduced an MA course in International Studies in the year 2000 to educate students in global affairs and also help them prepare for civil service and other competitive examinations.

Aims and Objectives:

The major objectives of the Centre have been to undertake studies and research on contemporary Latin American and international affairs. The academic emphasis of the Centre is interdisciplinary aimed at understanding the major contemporary global issues and their impact on the developed and the developing societies alike.

CLAS has also begun short-term certificate course in Portuguese and Spanish language. But due to the paucity of language teachers, the Course is kept in abeyance. The documentation cell has identified available source material in Indian libraries on the major themes on Latin America.

Faculty:

Teaching:

Dr. V. Shivkumar, Professor & Director

Dr. Dalbir Singh, Lecturer

Ms. Aparajita Gangopadhyay, Lecturer

Research Associates: 1

Dr. Priti Singh

Teaching Programmes:

M. A. in International Studies, started in 2001-02. Course structure of the M.A. Programme is interdisciplinary, with a two-year duration that is divided into four semesters. The fourth semester is meant for dissertation writing. The Programme includes a language component which is a compulsory non-credit course. Students can opt for one of the following languages taught at the University.

Indian – Hindi, Marathi, Konkani (for foreign students)

Foreign – English, French, Portuguese, Italian and Spanish (for Indian students)

Research Programmes:

M.Phil and PH.D.

The faculty offers courses for M.Phil and Ph.D. students. Part I M.Phil students have to compulsorily take up the course on Research Methodology, History of Latin America and one optional course.

Publications:

V. Shivkumar

Books:

US Interventionism in Latin America (New Delhi Sangam Books, 1987).

Emerging Trends in Indo-Latin American Relations (New Delhi Commonwealth, 2002).

Glimpses of India in Argentina (Goa 2002).

Latin American attitudes to Kashmir problems in the UN Security Council 1948-65 (Madras: 1992) and written number of articles from 1976 till date.

Dalbir Singh

Books:

Evolution and Role of the Communist Party in Cuba (New Delhi Commonwealth, 2000).

Articles:

“Cuba’s Dilemma and Opportunity”, Sushil Kumar ed., *Gorbachev’s Reforms and International Change* (New Delhi Lancers Books, 1993).

“Indo-Argentine Relations Retrospect and Prospect”, in Embassy of Argentina, ed., *Argentina: Some Indian Perspectives* (New Delhi: Kalinga Publications, 1993).

“Birth and Re-Birth of Peronism”, in Embassy of Argentina, ed., *Argentina: Some Indian Perspectives* (New Delhi: Kalinga Publications, 1995).

Aparajita Gangopadhyay

“Debt-Equity ‘Sawp’ Programme in Argentina”, in Embassy of Argentina, *Argentina: Indian Perspectives, III* (New Delhi: B.R. Publishing, 1995).

“Children of Gandhi in Brazilian Carnival”, *Indo-Latin American File* (New Delhi), January 1996.

“Indian-Brazil Relationship in the Emerging International Context”, *The Brazilian* (Ottawa, Canada), Year 5, No.17, Spring 2001.

Priti Singh

Books:

Governance of Indigenous People in Latin America (New Delhi, Authors Press, 2002).

Contributions:

“Argentina’s Overseas Investment: An Appraisal,” in *Argentina: Some Indian Perspectives, Vol.4* (New Delhi: Embassy of Argentina, 1996).

“Incorporation of Indigenous Peoples” Rights and Development of Participatory Democracy in Colombia Under the 1991 Constitution.” In Abdul Nafey, Vishnu Priya and Dalbir Singh (ed), *State and Society in Latin America: Challenges of Globalization* (New Delhi: Commonwealth Publishers, 2000).

“Governance of Australia’s Aborigines: Some Unresolved Issues,” in D. Gopal (ed), *Australia in the Emerging Global Order: Evolving Australia-India Relations* (New Delhi: Shipra Publications, 2001).

Articles:

“US Policy towards Latin America and the Caribbean,” in *India International Centre Diary* (New Delhi), October 1994.

“Birth Pangs of Panama Canal,” *Indo-Latin American File* (New Delhi, 1994).

Paper Series Programme:

Paper Series Programme is meant for making available to a wider range of readers research work undertaken by faculty and other experts. So far, Centre has been able to bring out seven issues.

“Para American over: A Note on Indian Democracy”, by Pushkar, Lecturer, Centre for Latin American Studies.

“The Presence of Pancatantra in the Folk Tales of Brazil: A Brazilian Version of Two Indian Fables,” by Dr. Dilip Loundo.

“Edition, Glossary and Translation of P. Pissurlenker’s, Studies on the Discovery of America by the Ancient Man of India,” Dr. Dilip Loundo.

“Indo-Argentine Relations: A Brief Chronicle,” by Victor E. Besuge, Former Ambassador of Argentina to India.

“Latin American Perceptions of The Kashmir Problem in the UN Security Council (1948-1965),” by Prof.V. Shivkumar.

“Neoliberalism, Democratisation and Technocratic Policies in Chile,” by Prof. Patricio Silva, Assistant Professor in Political Sociology of Latin America at the Institute of Culture and Social Studies, University of Leiden, The Netherlands.

“Transcendence of lose Marti,” by Dr. Dalbir Singh.

Research Monograph/Edited Publications

I M.A./M.Phil rganizes on

Ph.D. Thesis submitted and awarded.

Four minor Research Monographs (Including the MEA project).

II Publications

The Centre published the following books:

The Emerging trends in Indo-Latin American Relations (Commonwealth Publishers, 2002).

The Glimpses of India for Argentina speeches of Ambassador Nigam Prakesh (Goa, 2002)

Collaborative Arrangements:

- i. The Government of Brazil established a Brazilian Chair to offer courses on Brazilian Culture and Portuguese Language.
- ii. The Government of Mexico has identified the Centre for Latin American Studies, among others, for an academic exchange programme under Indo-Mexican Cultural Exchange Programme.
- iii. Academic linkages with the following universities are being considered by the Centre: Universidad Ibero-American, Mexico; University of Taxes, Austin, USA.

Documentation:

The Centre has a substantial collection of books and journals on Latin American Area Studies programme, which includes more than 500 titles. Besides, the Centre has been receiving donations from various Embassies/Institutions. There is a good collection of books on international relations and in area studies.

Trade and Economic Database: Collating vital trade and economic data with prime objective to furnish the same to the business community for promoting bilateral and multilateral trade relations, would be our focus of attention. The Centre was able to assist business house such as Svedala, when they had a tie-up with a Brazilian firm. The Centre's faculty in language and culture trains Rotary District International participants.

Seminars/Conferences:

The Centre has organized the following national seminars and international conferences:

- i. "The Democratisation Process in Latin America," April, 1989
- ii. "India-Latin America Connections-Historical, Political, Economic and Social," February, 1991
- iii. "Restructuring Latin American Economies: Lessons for India," February, 1993
- iv. 27th Annual Conference of the Indian Association for American Studies, March, 1993
- v. Vith Areas Studies Conference of the Directors (sponsored by UGC) October 1993
- vi. "US, Latin America and South Asia: Comparative Perspectives", in collaboration with the American Studies Research Centre, Hyderabad and the Institute for Latin American Studies, Auburn University, USA, December, 1994
- vii. "Emerging Trends in Indo-Latin American & Caribbean Relations", with the financial support from the Ministry of External Affairs, March 20-21, 1997
- viii. VIIIth Area Studies Conference of the Directors (sponsored by UGC) March 1999
- ix. "Democracy and Development in Latin America and the Caribbean," March 1999
- x. "Indians in the Caribbean and the Recent Developments in the Region," February 2002

OTHER CENTRES

**MMAJ Academy of Third World Studies
Jamia Millia Islamia**

Year of establishment: 1988

Address:

The MMAI Academy of Third World Studies,
Jamia Millia Islamia, Jamia Nagar,
New Delhi – 110025.

Tel: 91-11-26987528, 26987583

Background:

The Academy is an interdisciplinary research institute dealing with social, political and economic issues in a comparative frame. The Academy conducts research on strategies of planning and socio-economic development, international relations, national movements and cultural relations. It investigates and documents case studies of economic, social, cultural and political changes and studies institutional structures set up for planning and development. The Academy of Third World Studies (later named after Maulana Mohamed Ali 'Jauhar') was established in 1988 at the initiative of the then Prime Minister of India, Shri Rajiv Gandhi, initially as a Project of the University under the Honorary Directorship of Mr. U.S. Bajpai. It was conceived as an interdisciplinary centre to conduct research on political, social and economic issues specific to developing societies. It continued to function as a Project till 1998. When the University Grants Commission accorded to the Academy the formal status of a full-fledged centre of research.

The Academy shifted to a new building designed by the eminent architects, Stein and Chowfla, in December 2005.

Faculty: 20

(i) Director	1
(ii) Professors	4
(iii) Readers	4
(iv) Lecturers	7
(v) Research Associates	4

ATWS Research Units

Central Asia Unit:

In the present global scenario the academic importance of the study of the Central Asian region can hardly be over emphasized. The vast territory of Central Asia extending from the Caspian Sea in the west to the Gobi desert in the east, and from the western Siberian Plateau in the north to the Hindukush-Himalayas in the south, is of great geopolitical, ethno-lingual and socio-economic significance. The famous British political geographer of early the 20th century H.J. Makinder referred to Central Asia as

the 'Ethnological Museum of the Mankind' due to its ethno-lingual and religio-cultural diversity. Economists refer to the region as 'Second Kuwait' due to its enormous hydrocarbon resources. International relations experts view Central Asia as a geopolitically important region, where a 'New Great Game' is being played by the major world powers of the post cold war era. Given the geo-political, historical, economic and socio-cultural importance of the Central Asia region for India in the new world order, Central Asia is one of the thrust areas of the Academy of Third World Studies. Research is being carried out on different aspects of Central Asia geography, history, language and culture.

South Asia Unit:

South Asia Studies Unit of the Academy of Third World Studies seeks to create an institutional space for interdisciplinary research on issues of geopolitical importance, sustainable, socio-economic development, regional cooperation and studies on policies and institutions for sustainable development in countries of South Asia. The South Asia studies unit has collaborated with the World Bank on a project with a transport consultancy firm to study the socio-economic impact of rural connectivity. It proposes to collaborate with institutions within the country and between institutions of South Asia nations to achieve its objectives.

West Asia Unit:

The West Asia unit of the Academy focuses on emerging social, political, economic, and strategic issues on the identity questions. The unit also focuses on the dynamics of inter and intra region commercial and political cooperation. India's multidimensional relationship with the West Asia region is another vital area for research, which the Academy has taken up. At present the ongoing researches are concentrated on economic reforms and its impact, changing landscape of political system, emerging ethnic and sectarian political forces and its possible fallouts on the existing social and political order. The unit is also actively engaged in analyzing the role of West Asia in World Affairs, security and changing geostrategic in the region and its impact on the large global order.

International Law:

The International Law Unit of the Academy of Third World Studies aims at promoting the study of the legal issues and concerns related to Third World states and societies. The unit will collaborate with scholars and practitioners in the field in a multifaceted manner to create both awareness and facilitate in-depth studies in various aspects of international law. The unit currently is focusing on the International Humanitarian Law, Human Rights and Refugee Rights and will be expanding to other aspects like environment law etc.

The unit will be organizing a seminar on the International Legal Aspects of Human Rights and their implementation. The unit also regularly organizes panel discussions on emergent international law concerns.

ATWS Programmes and Projects

Dalit Studies (Ford Foundation Endowed Chair)

The Dalit Studies Unit aims to establish academic collaborations with the scholars, activities and institutions, both Indian and foreign, who are working on the issues of dalits regularly interacting with governmental international organizations who are seriously engaged in improving the plight of dalits. It will interact regularly with policy makers, political leaders, bureaucrats and leader from the dalit community. The focus of the Unit is to undertake studies on themes such as combating socio-political exclusion, advocating rights of dalits in Indian; the international protection of minority rights; educational status of dalits; the plight of dalit women.

The unit has been organizing a monthly lecture series on significant aspects of dalit issues. The purpose of these lectures is not only to sensitize the violation of dalit rights but also to mobilize support for their cause of India. It propose to hold two/three panel discussions and one national seminar on dalit studies in e each academic year. On the initiative of the Unit, UGC-Academic Staff College of Jamia Millia Islamia has approved an interdisciplinary Refresher Course of the college lectures on dalit rights are delivered by the unit head.

Pakistan Studies Programme:

The Pakistan Studies Programme of the Academy of Third World Studies was set up in 2004 and received recognition by the UGC in late 2005. It is one amongst three such programmes in the University supported by the UGC across the country. The present coordinator for the programme is Dr. Ajay Darshan Behera. Ms Rakhshanda Jalil is the co-coordinator.

Pakistan is not only Indian's most important neighbour and impinges heavily on Indian's national consciousness and security but also is an interesting case study of political development in the Third World. Its internal social, economic and political dynamics are complex. Its attempts to create a national identity, social cohesion, an uneven economic development are reflective of the problems faced by many of the Third World countries. Pakistan's engagement with Islam and ideology, civil-military relations, its strategic ambitions and regional policies present interesting challenges to scholarship. Despite a shared history, culture and linguistic heritage, Pakistan is also one of the most difficult security challenges for Indian. Therefore, Pakistan is not only of interest to scholars but also policy makes. The Pakistan Studies Programme hopes to not only promote a greater understanding of Pakistan but also inform public policy. The programme will encourage interdisciplinary research focusing on the history, sociology, culture and literature, contemporary politics, trade and economics, geopolitics, security and foreign policy of Pakistan.

Teaching Programmes:

The Academy of Third World Studies, Jamia Millia Islamia offers Mphil and PhD programmes in International Studies which includes the study of international relations, economy, geopolitics, society and culture.

Language Courses:

- ✦ Certificate and Diploma Courses in Uzbek
- ✦ Certificate Course in Kyrgyz

**Centre for Federal Studies
Jamia Hamdard University**

Year of Establishment: 1994

Address:
Centre for Federal Studies
Jamia Hamdard University
Jaamia Hamdard
New Delhi – 110 062

Tel: 011-26059688 – 92 Ext. 5889
E-mail: cfsindia@hotmail.com
Fax: 011-26059816
Web-site: www.cfsindia.org.in

Thrust Areas:

Since Federalism has been evolving into a dynamic theory of nation-building and state-formation, the basic thrust of research at the Centre of Federal Studies has so far been on harmonization of state-society relations and finding ways of coordination and power-sharing in an accommodating manner among socio-cultural groups,

Countries covered:

USA, Russia, Australia, India, France, Italy, South Africa, Germany, Spain, Switzerland, Austria, Canada, Nigeria, Brazil, Mexico, Belgium (16 Countries)

Principal Fields of Research:

The CFS is currently engaged in research exclusively on the wide spectrum of themes and topics concerning the federal, plural continental polity of India as compared to other similar societies. Its perception of the Indian federal reality covers a broad field of inquiry:

- i. Recasting Centre-State relations: Constitutional, Political, Financial and Administrative aspects – an exercise in building a balanced and cooperative federal system in India.
- ii. Working of India's Political system and party system at the three levels – Centre/all India, State/region and local bodies/panchayats and Nagarpalikas areas of convergence and areas of discord, and a comparison with other such polities
- iii. Socio-cultural pluralism – ethnic segments, regional and sub-regional identities, religious communities, language groups etc.
- iv. Problems of tension and co-ordination of pluralism in the process of federal nation building.
- v. Territorial Administration and Federal Management
- vi. Regional movements and demand for smaller states in India.
- vii. Coalition Politics and Federal Government
- viii. Policy analysis in a Federal Perspective

- ix. Patterns and folk-traditions of composite culture in different States and regions of India.
- x. Dimensions of Caste, Class and multi-culturalism in India.

Subjects represented: Sociology, Political Science, Economics

Faculty:

Professors: 1

Prof. Akhtar Majeed

Specialization: Federal Studies, Conflict Resolution

Senior Lecturers: 3

Dr. Arshi Khan

Specialization: Governance and Conflict Resolution in Multicultural Societies.

Ajay Kumar Singh

Specialization: Federalism, Nationalism, and Regionalism

Kumar Suresh

Specialization: Studies on Pluralism, Ethnicity and Federalism

Documentation Officer:

Mr. Javed Azmi

Supporting Staff 3

Research Programmes:

Projects:

Sl.No	Projects Leader	Title	Year
1. 2003	Prof. Akhtar Majeed & Prof. S. Bhatt.	<i>Federal Studies in Environmental Law and Management in India: The Relationship between the Centre and State Governments</i>	2000-
2. 1997	Prof. Iqbal A. Ansari	<i>Minority Representation in Legislature</i>	1991-
3. 2003	Prof. Akhtar Majeed	<i>Origins, Structure and Change in Federations (India)</i>	2002-
4. 2004	Prof. Akhtar Majeed	<i>Distribution of Responsibilities (11 countries)</i>	2003-

Publications:**Books:**

Rasheeduddin Khan, *Rethinking Indian Federalism*, Indian Institute of Advance Study, Shimla,

M.A. Saleem Khan, *Early Muslim Perception of India and Hinduism*, South Asian Publishers Pvt. Ltd. New Delhi, 1997

Abdulrahim P. Vijapur Ajay Kumar Singh and Kumar Suresh, *Pluralism, Minorities National Integration, Problems and Prospects*, South Asian Publishers Pvt. Ltd. New Delhi, 1997

S.A.I. Tirmizi (ed), *The Paradoxes of Partition*, Manak Publishers, New Delhi, 1998.

A.P. Vijapur (ed), *Dimensions of Federal Nation Building – Essays in Memory of Rasheeduddin Khan*, Manak Publishers, New Delhi, 1998

Vijapur and Kumar Suresh (ed), *Perspectives on Human Rights*, Manak Publishers, New Delhi, 1999

Akhtar Majeed (ed), *Coalition Politics and power, Sharing*, Manak Publishers, New Delhi, 2000

M.A. Saleem Khan, *Al-Beruni's Discovery of India: An Interpretative Study*, South Asian Publishers Pvt. Ltd. New Delhi, 2000

Akhtar Majeed (ed), *Constitutional Nation Building Half A Century of India's Success*, Manak Publishers, New Delhi, 2001

S. Bhatt and Akhtar Majeed (ed), *Environmental Management and Federalism: The Indian Experience*, Uppal Publishing House, New Delhi, 2002

Akhtar Majeed (ed), *Nation and Minorities India's Plural Society and Its Constituents*, Kanishka Publishers, New Delhi, 2002

Akhtar Majeed (ed), *Federalism Within the Union: Distribution of Responsibilities In the Indian System*, Kanishka Publishers, New Delhi, 2004

Akhtar Majeed (ed), *Federal India: A Design for Good Governance*, Manak Publishers, New Delhi, 2005.

Monographs:

Akhtar Majeed, *An Introduction to Federalism*.

Akhtar Majeed, *Working of The Indian Federal System*.

Arshi Khan, *Indian Political System*.

Arshi Khan, *The Individual and the Groups in the Nation-State*.

Ajay Kumar Singh, *State, Nation Sovereignty*.

Ajay Kumar Singh, *Union Model of Indian Federalism*.

Kumar Suresh, *Managing Diversity in Plural Society*.

Kumar Suresh, *Pluralism and Accommodation of Minorities and Deprived Groups in India*.

Teaching Activities:

Name and duration of the course(s) conducted:

Ph.D.: Minimum 2 years

M.Phil: Minimum 1 year

Journal – Indian Journal of Federal Studies, bi-annual

Library & Documentation Facilities:

The Centre has its own exclusive library and Documentation Centre. Library holdings comprise 3500, 15 journals, reports etc. Documentation centre has a section on Press clipping, apart from collections of select official and rare material on state formation and constitutional process in India. The Centre also maintains computerized data and information on the theme of Federalism in cross-cultural context.

**List of Area Study Centres
(as on January, 2008)**

1. Centre for South East and Pacific Studies
Sri Venkateshwara University
Tirupati – 517 502
2. Centre for Central Eurasian(Soviet) Studies
University of Mumbai
Vidyanagri, Kalina Campus
Santacruz(East)
Mumbai – 400 098
3. Centre for South and Southeast Asian Studies
Madras University
Chepauk
Chennai– 600 005
4. Centre for SAARC Studies
Andhra University
Waltair
Visakhapatnam – 530 003
5. Centre for Indian Ocean Studies
Osmania University
Hyderabad – 500 007
6. Centre for South Asian Studies
Rajasthan University
Jaipur– 302 004
7. Centre for Central Asian Studies
Kashmir University
Hazratbal
Srinagar – 190 006
8. Centre for Himalayan Studies
North Bengal University
Raja Ram Mohanpur – 734 430
Dist. Darjeeling
9. Centre for Russian, Central Asian & East European Studies
Jawaharlal Nehru University
New Mehrauli Road
New Delhi – 110 067
10. Centre for Studies on Nepal
Banaras Hindu University

Varanasi – 221 005

11. Centre for West Asian & African Studies (Gulf)

Jawaharlal Nehru University
New Mehrauli Road
New Delhi – 110 067

12. Centre for Third World Studies

Jamia Millia Islamia
Jamia Nagar
New Delhi - 110 025

13. Centre for East Asian Studies

Delhi University
Delhi – 110 007

14. Centre for Latin American Studies

Goa University
Sub-Post Office, Goa University
Talelgao Plateau
Goa – 403 203

15. Centre for African Studies

University of Mumbai
Vidyanagri Campus Kalina
Santacruz (East)
Mumbai – 400 098

16. Centre for South East Asian Studies

Calcutta University
Kolkata – 700 073

17. Centre for the Study of Indian Diaspora

University of Hyderabad
Hyderabad – 500 046

18. Centre for Manipur Studies

Manipur University
Canchipur
Imphal – 795 003

19. Centre for Federal Studies

Jamia Hamdard University
Hamdard Nagar
New Delhi – 110 062

20. Centre for South, Central, Southeast

Asian & South West Pacific Studies
School of International Studies

Jawaharlal Nehru University
New Delhi– 110 067

21. Centre for Canadian Studies
Delhi University
Delhi – 110 007
22. Centre for Canadian Studies
M.S. University of Baroda
Vadodara – 390 002
23. Centre for Canadian Studies
S.N.D.T. Women's University
Mumbai – 100 020
24. Centre for Canadian Studies
Kerala University
Thiruvananthapuram – 695 034

Area Study Programmes

25. Centre for African Studies
Delhi University
Delhi – 110 007
26. Centre for Studies on Bangladesh & Myanmar
Dibrugarh University
Dibrugarh – 786 004.
27. Centre for Pakistan Studies
Centre for South, Central and Southeast Asian Studies
School of International Studies
Jawaharlal Nehru University
New Mehrauli Road
New Delhi – 110 067
28. Centre for European Studies
Jawaharlal Nehru University
New Mehrauli Road
New Delhi – 110 067
29. Centre for Franco-phone Sub-Saharan Studies
Jawaharlal Nehru University
New Mehrauli Road
New Delhi – 110 067
30. Centre for Strategic & Regional Studies

- Jammu University
Jammu – 180 006
31. Centre for South Asian Studies
Kuvempu University
Shankaraghatta – 577 451
32. Centre for Myanmarrese Studies
Manipur University
Imphal – 795 003
33. Centre for Indian Diaspora
Sardar Patel University
Vallabh Vidyanagar
Gujarat – 388 120
34. Centre for Pakistani Studies
Jamia Millia Islamia
New Delhi – 110 025
35. Programme for Pakistan and West Asia Studies
Calcutta University
Kolkata – 700 073
36. Programme for Indian Ocean Studies
Calicut University
Calicut – 673 635
37. Programme for Immigrant Studies
Guru Nanak Dev University
Amritsar – 143 005
38. Programme for Indian Diaspora and Cultural Studies
Hemchandracharya North Gujarat University
Patan – 384 265
Gujarat
39. Programme for Central Asian Studies
Jiwaji University
Gwalior – 474 011
40. Programme for Southern Asian Studies
Pondicherry University
Pondicherry – 605 014
41. Centre for South West Asia Centre
(Pakistan – Afghanistan)
Punjabi University

Patiala – 147 002

42. Centre for Central Asian Studies
Jamia Millia Islamia
New Delhi – 110 025
43. Developing Countries Research Centre
University of Delhi
Delhi – 110 007
44. Centre for Study of China & the Neighborhoods
University of Calcutta
Kolkata – 700 073
45. Centre for Australian & New Zealand Studies
Himachal Pradesh University
Shimla – 171 005.
46. Centre for Pakistan Studies
Jawaharlal Nehru University
New Mehrauli Road
New Delhi – 110 067

APPENDICES

**University Grants Commission
XIth Plan Guidelines
Area Study Programmes in Universities**

I PREAMBLE

The Commission started Area Studies Programme in 1963 in different universities. In the last four decades it has evolved with all its strength and limitations. In the context of post cold war when globalization is setting the agenda of international affairs and defining the terms of international relations, the Programme requires fresh thinking in its academic thrust, approach and organizational format.

II OBJECTIVES

The Area Studies centers are expected to promote teaching and research on a region in its entirety. Areas are de-territorialising and a range of new issues and variables in transnational forms are redefining their concerns. The regime of economic cooperation, technology transfer, cultural exchange, security management is becoming more inclusive of factors beyond the region. Yet, regions remain critical components in the dynamics of the world order. The new intensity of interface among the nations and between the areas, triggered by time-space compression, is reflecting in multi-dimensionality of problems and inter-connection of regions. The research concerns of area studies programme thus need to address to these emerging realities.

The major objectives of the Area Study Programme are as follows: -

- a. To promote holistic understanding of the area with its cultural, social, economic and strategic specificities.
- b. To promote alternative paradigm of area studies from the perspective of postcolonial societies.
- c. To contribute towards Indian perspectives of the region and issues.
- d. To provide critical input to the policy makers particularly in India's economic, strategic and political interest.
- e. To bring knowledge of regions of the world to the core of intellectual disciplines.
- f. To conduct research to promote inter regional comparative perspective.

III APPROACH

It is an interdisciplinary programme encompassing all disciplines of social sciences, sciences and technology, language and culture.

The programme is to focus on Area as unit of study than a particular country. However a few countries might need strategic attention. Such proposals may be promoted in project mode. The existing country specific centers are expected to expand into to the Area Studies.

The Standing Advisory Committee on Area Studies Programme (SACOASP) and the Area study centers are to have more dynamic relationship.

Universities are free to send new proposals to the SACOASP, the latter will also identify a few priority areas and invite proposals particularly in the emerging areas of non conventional concerns.

Centers are expected to forge academic ties with the region and the Area Study Centers across the globe.

The Commission encourages and supports signing up MOUs with regional institutions, universities, think tanks etc. These MOUs are to be referred to the SACOASP for consideration as part of UGC Exchange Programme.

The Centers are expected to undertake outreach activities to promote understanding and dissemination of information on the region by organizing workshops, lectures, interactive programmes in public domain.

Cultural bonding is an integral component of the programme. Centers in collaboration with relevant bodies and institutions are expected to film shows and cultural/ literary meets on the region.

Centers need to make special efforts to communicate their output to the UGC-SACOASP and other the centers.

Organisation of Programme:

Establishment of new Centers:

All proposals for the new Centers will be considered as pilot projects only for a period of five years. In evaluating new proposals the expertise and the minimum infrastructure available in the university will be the guiding factor. The applicants should demonstrate teaching and research interest by their publications. The department to be considered under project mode should house at least two full time faculty associated with it.

While granting a programme at the Project-mode level stringent and rigorous criteria both in terms of availability of infrastructure and academic expertise, as well as academic work (teaching and research) done till date will be taken into account.

Existing Area Study Centers:

The existing centers are to be graded on the basis of their performance. They are classified as following.

- Level 1
- Level 2
- Level 3

	LEVEL ONE	LEVEL TWO	LEVEL THREE
Duration	20 Years+	10 Years+	5 Years+
Faculty Strength (Minimum)	7 Two Professors Three Associate Professor Two Assistant Professor	5 Two Professor One Associate Professor Two Assistant Professor	3+ One Professor One Associate Professor One Assistant Professor
Interdisciplinary nature of faculty	All major disciplines i.e. Political Science, History, Economics, Sociology, Culture, Science and Security Studies.	Major disciplines i.e. History, Politics, Sociology, Economics etc.	Basic disciplines i.e. History, Politics etc.
Language Teaching Faculty			
Teaching: M.A. and or M.Phil	All major disciplines.	Major disciplines.	Basic disciplines.
Evaluation of proposed Thrust Areas			
Research out put Number of M.Phil and Ph.d	Ten PhD and 15 M.Phil in last five years	Eight Phd and 12 M.Phil in last five years	Three PhD and 5 M.Phil in last five years
Publications of Programme	Seminar Proceedings Occasional papers Monographs	Seminar Proceedings Occasional papers Monographs	Seminar Proceedings Occasional papers Monographs
Faculty Publications on the Area	Books. 4 Research Papers 15	Books 2 Research Papers 10	Books one Research Papers 5
Seminar / Conferences.	Three National and one international	Two National seminar and one international	Two National seminars in five years.

	seminar in five years.	seminar in five years.	
Linkages with Other Area Study Programmes			
Out reach activities like organizing workshops for popularizing the programme.			

One University cannot have two Area Studies Programme for the same country/region.

Organisation of Area Study Centre

Area Study Centres are located either as autonomous unit or part of a department in two different settings, namely Central and State universities. Their location has direct bearing on their performance and development.

Every Area Studies Centre ideally needs to have a core of seven faculty members: Two Professors, two Readers, and three Lecturers. Faculty should be from different disciplines, including languages.

In addition to core faculty the Area Study Centres can have two adjunct/ concurrent faculty/superannuated teachers at any given time, at an honorarium of Rs.10,000/- p.m. (fixed) out of the allocation for Visiting Faculty especially to make the programme interdisciplinary and expand new areas of research.

The human resource base of the Center can be further augmented by one or two scholars in residence from the region. ICSSR, MEA or any other agency, may be approached to support such scholars. Centers can also think in terms of creating Chairs funded by country/countries from the region.

Infrastructure:

During last four decades Area Study Centres have proliferated in numbers with uneven growth. Many of the Area Study Centres are today well equipped with equipments. Yet infrastructure should not be constraint in promoting connectivity. Some of the centers have grown to size where existing space is affecting their growth. Building grant can be considered on case-to-case basis.

Performance, Monitoring and Accountability:

Constant monitoring and Mid-term evaluation are vital in streamlining the performance of the Center. Area Study Centres meeting their academic commitments will be awarded by additional incentive grant to be decided by the SACOASP. Centers can approach to SACOASP for evaluation of their performance to claim the incentive

funding. Conversely grants of those Centers that fail to meet the required standards can be reduced or even their status can be reverted back.

The mid term evaluation will not remain confined to seminars held, books procured for library, or fieldworks, but stress is given on the quality of research, new courses framed and taught, initiatives taken for out-reach activities and forging academic linkages with the region studied. Evaluation criteria will be standardized and made transparent.

IV NATURE OF ASSISTANCE AVAILABLE UNDER THE SCHEME FOR THE PERIOD OF FIVE YEARS

Project mode:

The maximum assistance will be on 100 per cent basis under the following items:

Non-Recurring

- | | |
|---|----------------|
| • Office equipment and Office furniture | Rs.1.50 lakhs |
| • Books and journals | Rs. 3.00 lakhs |
| • Field work (25% for students) | Rs. 2.50 lakhs |
| • Seminar/ symposium/ conference | Rs. 3.00 lakhs |
| • Publications | Rs 2.00 lakhs |
| • Visiting Faculty | Rs 2.00 lakhs |
| • Operational expenses | Rs 1.00 lakh . |

<u>Total</u>	<u>Rs.15.00 lakhs</u>
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Recurring

- One faculty position, (Reader/Lecturer/documentation Officer)
- Two-research associates or Project Associate or/ Project Fellow (The salary & other terms & conditions for RA/ PA&PF will be same as applicable in the Major Research Project Scheme of the UGC).

Existing Area Study Centers will be provided the grant as follows:

The maximum assistance will be on 100% basis under the following items:

Non-Recurring

	(Rs. in lakhs)		
	Level 1	Level 2	Level 3
• Building (for renovation/ extension)	10.00	8.00	5.00
• Office equipment and Office furniture			
• Books and journals	4.00	4.00	3.00

• Field work (25% for students)	5.00	3.00	2.00
• Seminar/ symposium/ conference and	15.00	10.00	4.00
• International Seminars/ faculty project	10.00	5.00	4.00
• Visiting faculty	6.00	4.00	3.00
• Operational expenses and contingencies	5.00	3.00	2.00
• Publications	5.00	3.00	2.00
Total	60.00	40.00	25.00

In addition to non-recurring, the recurring grant will be as follows:

Recurring

1. Faculty Position:
 - One Reader
 - One Lecturer
 - One Documentation Officer
2. Two-research associates or Project Associate or/ Project Fellow (The salary & other terms & conditions for RA/ PA&PF will be same as applicable in the Major Research Project Scheme of the UGC).

The person being designated as Director/Programme Coordinator of the Centre shall not be entitled for any additional financial benefits other than for which he is entitled by virtue of his occupation of the substantive position.

V. PROCEDURE FOR APPLYING FOR THE SCHEME

Any university, which desires to have an Area Study Centre, can apply to the UGC in the prescribed Proforma (Annexure – I). On the recommendations of the Standing Advisory Committee or Ministry of External Affairs, the UGC may request the University to send its proposals for having an Area Study Centre in a particular region of the world.

VI. PROCEDURE FOR APPROVAL BY THE UGC

The proposals received will be short-listed by the Standing Advisory Committee on Area Studies. An Expert Committee will then visit the short-listed universities. The recommendations of the Expert Committee on Area Studies are to be placed before the Commission for a final decision.

VII. PROCEDURE FOR RELEASE OF GRANTS BY THE UGC

50 per cent of the non-recurring grant approved by the Commission will be released as the first installment. Subsequent grants will be released on receipt of an annual progress report of the work done by these Centers along with a statement of expenditure and utilization certificate duly signed by Registrar and Finance Officer in the prescribed Proforma (Annexure II & III). Subsequently, the university may send an audited utilization certificate. The recurring grant will be released on receipt of relevant documents/ proposed expenditure/ actual expenditure.

Re-Appropriation from one head to the other under the non-recurring category is permissible with the prior approval of the UGC. The Director of the Programme may be permitted to re-appropriate 25 per cent of the grant of a particular head with sufficient explanation given to the University Grants Commission. The maximum limit does not mean that each center will be provided this amount. The financial allocation will be based on the recommendation of the expert committee.

VIII. PROCEDURE FOR MONITORING THE PROGRESS OF THE SCHEME

The Center will send annual progress report of the work done in the prescribed format (Annexure IV). After completion of tenure, the UGC may also conduct a mid-term review, if required. The continuation or up gradation of the Grant would be based on a self-assessment report, report of the review committee of the UGC and the final decision of the Commission.

IX. TERMS AND REFERENCE FOR IMPLEMENTATION OF THE PROGRAMME

1. An Area Study Center should function in a multi-disciplinary manner and have a wider canvas through a proper organizational structure in the University system so that it may effectively utilise the expertise and facilities of all departments available in the University. It may operate as an independent administrative and academic unit and have the status of a department in the University.

An Area Study Center should have a Director who should be a senior faculty member of the Center with a specialization in the concerned area study. The term of the Director should be according to the prevailing practice regarding departmental heads in the concerned university but not less than three years. If the Director is to be changed before this period it should be done in consultation with the UGC.

2. The Director of the Center must be a member of all appropriate bodies of the University and of the selection committee to recruit the Center's faculty. The office of the Director should be located in the Center.
3. There should be an inter-disciplinary Advisory Committee for each Center for the formulation, execution and coordination of its programme. The Vice-Chancellor in consultation with the Director of the Center, who may be the convener of the Committee, may constitute the Advisory Committee.

The Committee should consist of the following:

- i. The Vice-Chancellor
- ii. Pro-Vice-Chancellor
- iii. The Director of the Center
- iv. Three senior teachers preferably the Professors, one each from the Department of Social Sciences, Humanities and Science from the University itself.

- v. Two experts nominated by the UGC. (The expenditure on travel of these experts may be met out of the contingent grant)
- vi. The meeting of the Advisory Committee should be held once in a year and the UGC may be informed accordingly.

4. While historical and theoretical studies are important, emphasis should also be made on the study and research of contemporary issues. The results of the studies in these Centers should be useful in the formulation of our national policies in foreign affairs, defense and culture and in the spheres of bilateral, multilateral and regional cooperation. There should be close interaction between the Area Study Centers and the relevant Ministry of the Government of India.

5. Programmes should, as far as possible, be inter-disciplinary in nature and language teaching should be integrated with the academic programme of the Center.

6. The studies should involve, both, course work and project work. The student in the Centre should be awarded the degree in basic discipline, which may entitle him/ her for teaching in the basic discipline. Wherever feasible, the Universities, at the initiative of the Centers may institute appropriate degrees in Area Studies. Course work must involve teaching of at least one non – Indian language of the concerned area.

7. The faculty should be multi- disciplinary.

8. Special innovative programmes of intensive nature may be devised on a select basis, and they may include both course study and research.

9. Every area Study Center should have its own sectional library, which may form part of the central library system in the University.

10. The Documentation Officer of the Area Study should primarily be responsible for indexing the material and for providing a library she scholars.

11. Posts sanctioned for Area Studies Programme should be filled on the same basis as equivalent post in the University.

12. Since field trips connected with the research programmes of an Area Study Center are an essential part of the programmes, leave of absence for this purpose should be treated as 'on duty'. Younger scholars should be encouraged to go for field trip. The duration of field trip should be a minimum of one week and may not exceed 60 days. The period of visit may be confined to the area of specialization concerned.

13. The scholar working in an Area Study Center should have a real working knowledge of the Area being studied. If necessary, facilities should be provided for the training of scholars in the relevant language.

14. An Area Study Center shall hereafter include in their studies and research not merely History, Politics, Economics, Law, Geography, Sociology, International and Security Studies of the countries concerned, but science, technology, culture, society, religion and philosophy. More importantly, they should relate to the present and be relevant.

15. In order to maximize job opportunities for those scholars offering an Area Studies subject in the NET EXAM, they should be deemed to have also qualified in the subject of their master's degree.

16 Study of relevant languages and cultures of the concerned areas and countries is an essential component of the Area Study Center. The Center should explore possibilities to have language teacher/teachers for the Center under Cultural Exchange Programmes of the UGC.

White Paper on UGC Area Study Programme

P.V.Rao

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Preamble:

After over four decades of survival in the cold war defined regional boundaries, Area Studies Programme (ASP) today confronts erosion of its geopolitical contours. The twin phenomenon of broken bipolar power structure paralleled by the rapid processes of globalisation, threaten to blur the traditional boundaries of Area Studies. Contemporary global system, characterised by a unipolar hierarchy, has also created a new set of forces - social, political, economic, cultural and technological- whose dynamism sweeps through the neatly defined areas of the bygone era. Yet, the Areas created and existed during the cold war by and large remain intact, except in certain specific regions like Central Asia and Europe. International regions, say South Asia, South East Asia, West Asia, Far East, have not been too overrun by the post cold war dynamics. These regions have survived and thus enjoy by and large the kind of spatial identity prevailed during the post war period. What has disturbed their spatial character is the plethora of forces unleashed by cold war collapse and globalisation. Such new forces are characterised by their dynamism and transregionalism. Facilitated by the thorough erosion of State power/legitimacy due to domestic and external pressures on the one hand, and the demands of economic integration on the other, the rigours of Area Studies boundaries are under stress. What has changed, in short, is not as much the boundaries of Area Studies *per se* as their functional scope.

International regions, therefore, no more can draw their designs of interaction, say economic cooperation, technological transfer, cultural exchange, security management within the confines of existing regional boundaries. The interpenetration of global socio-economic, security and technological forces and their transregional character

compel States and their regions to interact with regions outside their own domain. Thus today we see India talking about 'extended neighbourhood' spilled over into Central Asia and Southeast Asia; a Mekong Ganga Cooperation plan between South and Southeast Asian neighbours; the Asean Europe Meet (ASEM); a free trade area pact

between China and Asean; an eleven member Black Sea Economic Cooperation (BSECO); the Russian concept of 'near abroad'; and, the India Ocean Rim Cooperation (IOR-ARC). Many such inter-regional arrangements signify the outreach of existing regions and the countries therein.

While the symbiotic relationship between International Relations and Area Studies is long recognised, though invoking the two disciplines conterminously is not tenable, the gamut of global processes which go into the curriculum of IR discipline do not necessarily dismantle the frontiers between the IR and Area Studies. Global trade and capital movements, MNC roles, technology flows, cross-cultural moorings, international criminal networks, etc. which are part of the IR analysis, however, cannot impact uniformly the regional dynamics of a given Area. If, for example, free trade areas (FTAs) can have greater relevance to the study of European and East Asian regional cooperation, illicit arms transfers assume key role to the analysis of African civic disorders, while crossborder migrations determine dynamics of the South Asian intra-regional relations. The subtle specificity of an Area and its distinct character continue to govern the Area Study analysis, no matter whatever be the pervasive influence of globalising tendencies. What is important is to assess the level and degree of influence that the global forces exert on the management of regional affairs. An Area Study scholar, therefore, has to estimate the role of 'knowledge economy' in the economic governance of the regions concerned. A case in point is the so-called Silicon Valley in Bangalore and its connectivity to Southeast Asian countries. Non-military security dangers like the international drug and arms networks and their implications for the internal security of South Asian states could be an interesting study for a South Asian Centre. 'Networking' and 'connectivity' are the *mantra* of current globalisation process and Area Study scholarship cannot ignore such transnational processes in relating to an Area of concern.

Relevance of Area Studies in India:

In India, Area Studies have been in existence for over forty years. About twenty-five Area Study Centres, focussing on various international regions exist in the country supported by UGC within the university system. The programme has provided valuable inputs into the making of India's foreign policy. After about half century of the ASP existence and growth and its continued importance, it is necessary that ASP should be regarded as a separate *discipline* of social sciences. Non-recognition of ASP as a discipline possibly results in disillusionment among the faculty and students. At the same time the multi-disciplinary character of ASP, often mistaken for its dependence on other disciplines for its survival, is a misconception.

In the contemporary world, decision-making in foreign policy is a complex process. It is an interplay of strategic, political, defence and cultural factors. There is a need for greater coordination between external and internal factors that affect the foreign policy-making environment. Security and the notion of threat can no longer be defined in military terms as other non-military threats such as extremism, secessionism, ethnic violence also constitute important considerations in the making of a country's foreign policy. India's foreign policy, therefore, should reflect not only external concerns but internal as well. In this context, ASP with its emphasis on multi-disciplinary approach can provide vital inputs into making of India's foreign policy. Area Study specialists devoted to sustained research in their respective areas can play a meaningful role in the making of country's foreign policy. While independent institutes and think tanks are gradually coming up in India, it is absolutely essential that UGC strengthens the Area Study Programme. It is equally important to work out a mechanism, possibly institutionalised, to promote greater interaction between Ministry of External Affairs and Area Study Centres.

The justification for ASP and its relevance should not necessarily be viewed in terms of policy utility. Such a view entails the danger of fine-tuning Area Study scholarship to policy-making bodies, and even compromising academic freedom. Good research output by Centres serves, apart from the already defined objectives, following purposes.

1. Conveying the Indian foreign policy perspectives to outside world.

2. An objective, as opposed to official, presentation of India's views/policies toward other countries/regions.
3. Independent interactive debate between Indian and foreign scholars.
4. Identification of new and emerging issues of concern between India and other country/region.

Area Studies: Revamping Institutional Supports

While the Area Studies Programme, despite the global structural transformation continues to be relevant, it needs to be strengthened and re-oriented. It suffered not for want of expertise, but due to poor institutional support, which has been haunting the programme almost since its inception in sixties. Pioneers of the Area Studies including its founder late Prof. Appadorai and other scholars like M.S.Rajan, Anirudh Das Gupta, M.S. Agwani, to name a few, have stressed the institutional shortcomings of Area Studies. An examination of changing nature of Area Study Programme and the steps needed to revamp it in the current global order, is laid down below.

Faculty:

The scope for faculty expansion in the existing Area Centres and recruitment for new centres is severely circumscribed as the State Universities do not get concurrence from their governments. As the senior faculty retires and new intake is stalled, almost all the Centres in due course will be reduced to skeleton staff. Several Centres are understaffed or under-recruited and this surely affects overall efficiency and specialisation in the Area concerned. To overcome this problem of falling faculty strength, the following steps are necessary.

1. Sanction of more Research / Project Fellows by UGC instead of faculty posts.
2. Grant to engage specialists or retired area study teachers on contract basis for a minimum of 3-4 years.
3. As the Ambassador-in –residence scheme has failed to work, Ministry of External Affairs (MEA) may be persuaded to divert the earmarked amount to support area study faculty recruitment.
4. There is a need to reconsider the composition of area study faculty. Existing guidelines strongly underline 'multidisciplinary' concept in staff selection. While such concept is an ideal approach to area studies, experience has shown that it suffers from some operational difficulties. The urge to identify more

with, and seek transfer to, concerned Departments is often more evident. If the objective of multidisciplinary approach is to encourage a holistic perspective to the area of research, it is doubtful if it had served the purpose. In the selection of research projects/topics, scholars other than those with International Relations specialisation, have largely chosen IR-related issues. It is, therefore, suggested that multidisciplinary approach to area studies may be reconsidered on following lines.

- i. Not more than 2-3 subjects should be represented in a Centre.
- ii. In every Centre, the discipline of International Relations should be represented given the close relationship between Area Studies and International Relations.
- iii. Scholars representing other subjects like Economics and Geography should be expected to know the international relations of the Area/Region concerned. An economist, for example, should be knowledgeable about the political or foreign economic relations of the Area concerned.

Funding:

1. A major problem of current funding practice is the delay of grant allocation by UGC. Usually, sanction of grant and release reach Centres in the mid of the five-year phase, leaving little time for planning and executing programmes. Ad hoc grants only encourage *adhocism* in area research.

2. It is important that funding to a Centre should be subject to a critical review of its performance. Mid-term reviews should be regular and systematised, calling for a minimum half-yearly progress report. Sanction letters are despatched by UGC often without the Review Committee's Report on its performance and future perspectives. Where a Review Committee finds that a particular Centre is very poor in its research output and ineffective in overall functioning, the Commission may close it. Or the Commission may stop funding such Centre, leaving it to the concerned university to decide on its future. Instead of funding a weak Centre, another Centre or a new centre can be extended the benefit of the assistance so saved.

3. Area Study Centres should try to explore other sources of research support. Though UGC encourages such an approach, Centres are not serious in availing available funding sources. There are several Indian/foreign funding agencies which can offer

support to Centres provided relevant and constructive proposals are made. Ford Foundation, McArthur, FES (German), IDPAD are a few examples of foreign research support which have already extended assistance to Indian project proposals.

4. Self-financing courses or programmes are an emerging and proven avenue of financial support to Area Centres. Fortunately, a few Centres have already taken

initiative in this direction, though many are yet to explore the same. *Study India Abroad* is an upcoming programme which Centres, depending on their support structure, can introduce. Similarly foreign studies services which can facilitate and access information on foreign courses to local aspirants is another scheme which can be tried by Area Centres. Area Study Centres are better sources than conventional departments in rendering such services.

New Centres:

In establishing new Area Study Centres, following considerations may broadly be observed.

1. To avoid creating another Centre on an Area which is overly represented. For example, South Asian and Canadian centres are overly represented and hence there is no further rationale to establish new Centres in the same discipline. Moreover, in several universities, South Asia is studied in conventional Departments at post-graduate level.
2. Exploring new Areas which are not covered by Area Study Programme. Middle East, Central Asia, China, East Asia and the ASEAN region are poorly represented Areas in the country. These are all the emerging Areas of foreign policy interest for India and there is every need to encourage expertise in these Areas. In particular ASEAN and China are the two Areas which, in view of the country's major diplomatic thrust, need to be given high priority in setting up new Centres. It is unfortunate that China is hardly studied, except in Delhi University, under the Area Study Programme in India.

3. Sub-Regional studies may be given greater importance in considering new centres. Bay of Bengal, Indo-China, Persian Gulf, Horn of Africa, Mediterranean region, Central Europe, have gained a separate regional identity in the current global context. These sub-regions so far have been treated as part of a wider Area under the ASP. It is essential that a departure should be made in setting up new centres for such sub-regions to enable greater specialisation.

Assessment:

While no single format could be a judicious barometer of Centres' progress, it is yet important to draw a minimum set of standards to evaluate their output. So far Centres have been assessed in an *ad hoc* manner without any guiding standards. In the earlier phases the Commission used to assess and send detailed progress reports on each centre. But, in later stages such practice is not evident. It is important to recognise that the Commission as the sole funding agency has every right to demand accountability and improvement from the Centres. The Commission, therefore, may assess Centres regularly on the basis of following common standards.

1. *Publications:* A publication is a visible tool of centre's output. However, the number, quality and size of publications by Centres is declining. Even the old and established Centres have fallen in the quality and regularity of their publications. It is recommended that each Centre, at least on biannual frequency should publish a journal/periodical/newsletter, because:
 - i. It provides visibility to the centre and its work.
 - ii. It is a collective research output by the faculty and its research personnel.
 - iii. It facilitates all the relevant contributions, information, documents, events etc. around the world specific to the Area of study.
 - iv. It channelises outsourcing and reach to the centre's research effort.

Bringing out a periodic publication, in the current age of information revolution, is not difficult. Financially too, it is viable as UGC provides publication grant. A good periodical by a Centre could generate revenue through subscriptions.

2. *Seminars:* A centre should hold atleast 2-3 seminars/workshops during the five year phase of assistance. The tendency to hold '*March seminars*' should be discouraged and a systematic planning should precede each seminar. Area Study Centres are in an enviable position, with UGC fund available, to organise seminars, but here again, the Commission should not be looked to as the only source of financial support. Alternative sources of support from MEA, ICSSR,

ICHR should be explored. With a right theme and write up it is certainly not difficult to raise funds for seminars from sources other than UGC. The common complaint that UGC funding is not sufficient is not a convincing argument. It is important that seminar papers, properly edited and updated, should be published. Experience points that locating a good publisher, provided papers are well edited, is not difficult.

3. *Projects*: Area Centres were conceived and planned during cold war period.

With the demise of cold war and advent of globalisation, the rigour and sanctity of an Area has eroded. Transregional political, economic, cultural and technological forces are challenging conventional area boundaries. Area Centres therefore have to recognise the shifting contours of international regions and adopt their programmes to such dynamics. Broadly Centres may readopt their programmes to two interrelated layers.

A. *Inter-regional Focus*: Studies on regional/subregional groups, crossborder migrations/extremism/crimes, multiculturalism, geoeconomics, cyber culture and information flows.

B. *Micro Studies*: The major thrust of area study research so far has been largely on macro issues such as an Area's geo-political character, colonial history, economic dependency, inter-state relations, diplomacy and regional cooperation. Though such studies are useful in providing unity and comprehension to the study of an Area, a shift of emphasis to micro studies is desirable to ensure depth into narrower concerns of states and help policy inputs. Issues like border disputes, river water sharing, maritime boundaries, illegal migrations, investment priorities, energy pipelines, proliferation of illegal weapons, sources of terrorist funding should demand increasing attention to provide greater rationale and relevance to the contemporary scholarship on Areas.

Area Studies: Agenda for Future

There is certainly some identity problem that confronts ASP in the Indian university system. There are several reasons for such image crisis among those being that the Programme is concerned only with the international component of mainstream social sciences discipline, and International Relations itself as a discipline is losing its ground as an independent subject of study in the university/collegiate curriculum; only few universities in the country have Area Study Centres, and where there are they are not conceived as Departments in several universities; many Centres and their scholars failed in producing serious scholarship and long term plans for strengthening the Programme. There is, therefore, urgent need to initiate some concrete measures which

will, in the long run, not only sustain the ASP but will strengthen it. Some such measures are recommended below.

Journal of Area Studies:

An important requirement for strengthening and consolidating the Area Studies Programme is a periodical or journal which can publish contributions by scholars on their respective areas of specialisation, update the developments in the discipline, promote networking of Indian and foreign Centres and scholars. Several other

disciplines in social sciences in India have their respective journals such as Indian Journal of Political Science, Economics, Psychology. But no such for Area Studies as of now. Introduction of one such for ASP is not really a difficult task. A senior Area Study scholar may be entrusted with the task and the financial commitment will not be heavy.

New Courses:

Current global dynamics pose Area Studies with challenges and opportunities. Issues such as trade, migrations, refugees, dual citizenship, resource conflicts, cyber crimes, multiculturalism provide a new agenda of research and courses. Some of the upcoming courses which can be introduced by Area Centres are mentioned below.

- i. Refresher Courses in International Relations/India's Foreign Policy/International Economic Relations.
- ii. Study India Abroad Programme.
- iii. Foreign Study Services.

Association:

Area Studies Programme does not have a voluntary body of its fraternity which could annually or periodically meet, debate and direct the promotion of Area Studies in the country. An established and registered Association of Area Studies definitely plays a significant role in strengthening the programme and will be taken more seriously by UGC and other relevant public and voluntary bodies.

It is hoped that concerned scholars with expertise and experience in Area Studies would address some of the recommendations positively and initiate necessary measures which would elevate the Area Study Programme to a more respectable level and give it due recognition in the country. Scope for a better future is enormous, given the will.

Appendix III

FAQ on Area Study Programme

Origins:

What are the origins of Area Studies in India?

The Indian Council of World Affairs (ICWA), established in 1943, laid the foundations of Area Studies and International Relations in India. After independence, under the auspices of ICWA, the Indian School of International Studies was set up in 1955, with full-fledged courses in International Relations and Area Studies. Subsequently, it was merged as School of International Studies (SIS) with Jawaharlal Nehru University in 1970.

Who are the pioneers of Area Studies in India?

Sir Tej Bahadur Sapru, the founder-president of ICWA., his successor Pandit Hriday Nath Kunjru and Prof..Appadorai, founder-director of Indian School of International Studies (ISIS) provided the vision, form and direction to Area Studies in India.

When did UGC introduce Area Studies Programme in the Indian Universities?

In 1963, beginning with the Delhi, Rajasthan and Bombay Universities. Ever since, more than forty Area Centres have been set up in several Universities supported by UGC.

Status:

What is the relationship between a Discipline and Area Study?

A Discipline is a comprehensive study and understanding of the subject (History, Political Science, Economics, Sociology, etc.) matter of human and social sciences. An Area Study is an in depth study of the multidimensional aspects (historical, sociological, political, economic, etc.) of an International Region (e.g. South Asia, Europe, Africa).

How are the tools and knowledge of a Discipline applied to the study of an Area?

An economist can apply tools of research to understand the trade patterns of one Area (Africa) with another Area (e.g.South Asia); a historian can examine the cultural and religious influence of one Area (e.g.South Asia) on another Area (Southeast Asia); a political scientist can analyse the foreign policies of the countries of an Area (e.g.West Asia.)

Should an Area scholar study the entire Area or a country/issue of the concerned Area?

A scholar can undertake a broader coverage of an Area (e.g. macro-economic trends; geo-political character; ethno-religious composition; migration patterns). Or micro-issues (e.g. investment climate in a country; cultural attributes of an ethnic group; foreign policy of an individual country; migrant labour in another country)

What is the status of Area Study Centre in the University?

Since Area Study Centre is a multidisciplinary body, it can not belong to any particular Department. In each Centre, two or more than two subjects are represented.

If so, should an Area Centre be granted special status?

Yes. An Area Centre should be granted an autonomous status. It should be directly under the administrative control of the Registrar of the University. Vice-chancellor is the chairman of the Centre's Advisory Committee.

What should be Centre's relationship with other Departments?

Area Centre should maintain close academic interaction with concerned Departments. No Centre should function in isolation.

What kind of interaction Area Centre can maintain with Departments?

A Centre can involve Departments in the following activities: inviting teachers to take classes for Centre's students; involving teachers in projects; asking to write occasional papers on a topic relevant to the Centre's research focus; involving teachers/research scholars in Centre's seminars, conferences and workshops; inviting contribution to Centre's periodical or journal.

How does Centre's interaction with Departments help?

Centres can borrow and benefit from teaching/research expertise of a Department's faculty, and vice versa. There should be mutual academic relationship between the two. It helps promoting Centre's identity as research body in the University system. Otherwise, Centre will remain on the margin, receiving little attention from the University administration.

Can a Centre be converted into Department?

Yes. While retaining its status as a research center, Area Centre, with UGC and University approval, can be converted as a Department. For example, Centre for Southeast Asian Studies, Calcutta University, was granted Department status. Some Centres function as part of an existing Department.

What are the advantages for an Area Centre in gaining Department status?

It can function like any other regular Department with a Head, Board of Studies Chairman; claim grant from University's budget; demand additional faculty posts; seek membership of University's administrative bodies; promote research and teaching functions.

Courses:

What courses an Area Centre can run?

A centre can introduce teaching course on the area of its specialization. For example, M.A. in Southeast Asian Studies or M.A. in African Studies. However, such focused courses may not attract many students. Hence M.A. in International Relations with greater focus on the area of the Centre can be introduced.

Self-finance courses and language courses can also be introduced.

Is a degree issued by Area Centre equivalent to degree by Department?

Yes. UGC Guidelines clearly mention that an Area Centre degree be treated on par with regular degrees. A degree certificate by Area Centre should be issued against the basic discipline of the candidate. For example, a History student taking degree from Area Centre should have his certificate as M.A. in History (Area Studies). Same is the case with M.Phil/Ph.D. UGC Guidelines are clear on this point.

Can an Area Centre introduce diploma or certificate Courses?

Yes. Courses like Diploma or Certificate Course in Strategic Studies/International Business/Disaster Management/Geo-Politics/International Peace Keeping & Conflict Management/Intellectual Property Rights (IPR). These courses can be self-financing, accruing revenues to the Centre.

How can a Centre without available experts run job-oriented courses like the above?

A Centre can recruit contract teachers/experts from the University or outside the University to run self-financing Courses.

What are the prospects for Language Courses?

UGC mandates an Area Study Centre should undertake language teaching relevant to the Area of Centre's research. For example, the Centre for Southeast Asian & Indo-China Studies (SVU) introduced a course in Vietnamese language; Centre for

Chinese & Japanese Studies (Delhi University) runs Chinese and Japanese language Courses. Language teachers can be engaged on contract basis from outside.

Can Area Centre conduct Refresher Course?

Yes. UGC has sanctioned Refresher Course in International Relations to Centre for Indian Ocean Studies (Osmania University) and Refresher Course in Southeast Asian Studies to the Centre for Southeast Asian & Indo-China Studies.

Publications:

What should be the nature of publications by an Area Centre?

Major types of publications by a Centre are: occasional papers; seminar proceedings; project reports; books; individual articles; newsletter. Publications are the major indicator of a Centre's output. Since an Area Centre is basically a research body expected to pool data and specialized knowledge on an international Area, focus should be to build and spread knowledge on various aspects – ethnic, cultural, strategic, demographic, etc. – of the Area concerned.

Is it possible to publish a regular periodical?

Yes. A newsletter or journal published twice or thrice a year greatly serves the objectives of a Centre. It serves as Centre's flagship and contributes to Centre's academic image and identity. New Centres can begin with a Newsletter, and after consolidating the experience, steps should be taken to publish a journal. Several Centres, such as Centre for Federal Studies (Hamdard University), Central Asian Studies (Kashmir University), SAARC Centre (Andhra University), Indo-China Studies (SVU), Centre for Indian Ocean Studies (Osmania University) are publishing journals on the Area of their research. A Journal of *Area Studies* is published by the Centre for Southeast Asian & Indo-China Studies, SVU.

Faculty:

How is a Centre's faculty recruited?

Through the normal procedure and qualifications as applicable to the Department faculty. But, only candidates with specialization related to the Area Centre should be recruited. This should be clearly mentioned by the university in faculty recruitment advertisement.

Can a teacher recruited for Centre be transferred to Department?

No. He may go on deputation for sometime, but should permanently belong to the Centre of his original recruitment. Similarly, a Department can also borrow the services of a Centre's teacher on deputation.

What are the faculty problems faced by a Centre?

Several Centres suffer from shortage of teachers, particularly those Centres under State Universities. Most of the universities do not fill up the vacant posts. The problem is more acute in Area Centres which need area specialists to continue the research work. To overcome this problem, concerned Centre may ask UGC to recruit faculty on 'contract' basis. UGC grants such positions under the recurring budgetary provision.

Area Study Journals & Periodicals
(Only journals published by Area Centres listed)

Area Studies: A Journal of International Studies and Analyses, Centre for Southeast Asian and Pacific Studies, Sri Venkateswara University

Asia-Pacific Journal of Social Sciences, (E-Journal), *Ibid.*

International Studies, School of International Studies, Jawaharlal Nehru University

Journal of Central Asian Studies (Annual), Centre for Central Asian Studies, University of Kashmir

Newsletter on Central Asian Affairs; Digest, Centre for Central Asian Studies, University of Kashmir

Himalayan and Central Asian Studies, Centre for Central Asian Area Studies Programme
Jawaharlal Nehru University

South Asian Affairs, Centre for SAARC Studies, Andhra University

South Asian Studies, South Asia Studies Centre, University of Rajasthan

The Himalayan Miscellany, Centre for Himalayan Studies, North Bengal University

Indian Journal of Nepalese Studies, Centre for Studies on Nepal, Banaras Hindu University

News & Views on Nepal, Centre for Studies on Nepal, Banaras Hindu University

The Insight, Centre for Manipur Studies, Manipur University

Prachya, Centre for South & Southeast Asian Studies, Calcutta University

African Currents, Centre for African Studies, University of Mumbai

Newsletter, Centre for Eurasian Studies, University of Mumbai

Indian Ocean Digest, Centre for Indian Ocean Studies, Osmania University

Indian Journal of Federal Studies, Centre for Federal Studies, Jamia Hamdard University

