



**OFFICE OF THE REGISTRAR  
MAJULI UNIVERSITY OF CULTURE**

**Majuli, Assam- 785104**  
**Email: [mucmajuli19@gmail.com](mailto:mucmajuli19@gmail.com)**

No. MUC/RG/AC/22-23/16

Date 31/07/2023

**NOTIFICATION**

The 6<sup>th</sup> Meeting of the Academic Council, Majuli University of Culture, Majuli held on 18.07.2023 vide Resolution No.16 has approved **the Syllabi of the MA Programmes in Assamese and History as recommended by the Board of Studies in Assamese and History** of Majuli University of Culture, Majuli with effect from the Academic Session 2023-2024.

Annexure A: **Syllabi of the MA Programmes in Assamese.**

Annexure B: **Syllabi of the MA Programmes in History.**

Issued with due approval.

(Dr. B.C. Borah)  
Registrar  
Majuli University of Culture  
Majuli

Memo. No. MUC/RG/AC/22-23/16

Date 31/07/2023

Copy to:

1. Vice-Chancellor, Majuli University of Culture, Majuli for kind information.
2. The Heads of the Departments, Majuli University of Culture, Majuli, Assam for information and needful.
3. The Officers, Majuli University of Culture, Majuli, Assam for information and needful.
4. Website in-charge, MUC, Majuli for information uploading the Notification along with the Regulations on the University website.
5. Office file.

(Dr. B.C. Borah)  
Registrar  
Majuli University of Culture  
Majuli

**MAJULI UNIVERSITY  
OF  
CULTURE  
DEPARTMENT OF ASSAMESE**

**PG Syllabus (CBCS)**

**2023**

# Syllabus Structure

<b>SEMESTER - I</b>				
<b>Domain Code</b>	<b>Paper Code</b>	<b>Core-Course (Compulsory Papers)</b>	<b>Credits</b>	<b>Number of Contact Hours</b>
<b>Core- I</b>	<b>1.01</b>	অসমীয়া ভাষাঃ উদ্ভৱ আৰু ক্ৰমবিকাশ (Assamese Language: Origin and Development)	<b>4</b>	<b>56</b>
<b>Core- II</b>	<b>1.02</b>	অসমীয়া সাহিত্যৰ বুৰঞ্জী (History of Assamese Literature <i>(From the Earliest Times to Nineteenth Century)</i> )	<b>4</b>	<b>56</b>
<b>Core- III</b>	<b>1.03</b>	অসমৰ সংস্কৃতি (Culture of Assam)	<b>4</b>	<b>56</b>
<b>Discipline-Specific Elective Courses (any one)</b>				
<b>DSEC-I</b>	<b>1.04</b>	অসমত সংস্কৃত অধ্যয়ন (Sanskrit Studies in Assam)	<b>4</b>	<b>56</b>
<b>DSEC-II</b>	<b>1.05</b>	অসমৰ সত্ৰীয়া সংস্কৃতি (Satriya Culture of Assam)	<b>4</b>	<b>56</b>
<b>DSEC-III</b>	<b>1.06</b>	ভাষাবিজ্ঞানৰ পৰিচয় (Introduction to Linguistics)	<b>4</b>	<b>56</b>
<b>Ability Enhancement Skill Based Courses (any one)</b>				
<b>AESC-I</b>	<b>1.07</b>	পাণ্ডুলিপিৰ পৰিচয়মূলক অধ্যয়ন (Introduction to the Manuscript Studies)	<b>2</b>	<b>28</b>
<b>AESC-II</b>	<b>1.08</b>	কম্পিউটাৰত অসমীয়া ভাষাৰ প্ৰয়োগ আৰু ব্যৱহাৰ (Computer Application and Use of Assamese Language)	<b>2</b>	<b>28</b>
<b>Total Credits</b>			<b>18</b>	

<b>SEMESTER - II</b>				
<b>Domain Code</b>	<b>Paper Code</b>	<b>Core-Course (Compulsory Papers)</b>	<b>Credits</b>	<b>Number of Contact Hours</b>
<b>Core- I</b>	<b>2.01</b>	আধুনিক অসমীয়া সাহিত্যৰ বুৰঞ্জী (History of Modern Assamese Literature <i>(1846 to</i>	<b>4</b>	<b>56</b>

		2000CE))		
<b>Core- II</b>	<b>2.02</b>	অসমীয়া ভাষাৰ গাঁথনিক বিশ্লেষণ (Structure Analysis of the Assamese language)	<b>4</b>	<b>56</b>
<b>Core- III</b>	<b>2.03</b>	তুলনামূলক ভাৰতীয় সাহিত্য (Comparative Indian Literature)	<b>4</b>	<b>56</b>
<b>Discipline-Specific Elective Courses (any one)</b>				
<b>DSEC-I</b>	<b>2.04</b>	সংস্কৃত সাহিত্যৰ অধ্যয়ন (Study on Sanskrit Literature)	<b>4</b>	<b>56</b>
<b>DSEC-II</b>	<b>2.05</b>	অসমীয়া ভাষাৰ বৈচিত্ৰ্য (Variety of the Assamese language)	<b>4</b>	<b>56</b>
<b>DSEC-III</b>	<b>2.06</b>	অসমীয়া সাহিত্য আৰু শৈলীবিজ্ঞান (Stylistic and Assamese Literature)	<b>4</b>	<b>56</b>
<b>Generic Optional Elective Courses: (Any One)</b>				
<b>GOEC-I</b>	<b>2.07</b>	Students will opt for a paper in another discipline having co-relationship with Assamese Language and Literature or Culture	<b>4</b>	<b>56</b>
<b>Total Credits</b>			<b>20</b>	

<b>SEMESTER - III</b>				
<b>Domain Code</b>	<b>Paper Code</b>	<b>Core-Course (Compulsory Papers)</b>	<b>Credits</b>	<b>Number of Contact Hours</b>
<b>Core- I</b>	<b>3.01</b>	প্ৰাচ্য সাহিত্যৰ সমালোচনা (Eastern Literary Criticism)	<b>4</b>	<b>56</b>
<b>Core- II</b>	<b>3.02</b>	অসমীয়া কল্পনাশ্ৰয়ী গদ্য (Assamese Fiction)	<b>4</b>	<b>56</b>
<b>Core- III</b>	<b>3.03</b>	অসমত ভাষা অধ্যয়ন (Language studies in Assam)	<b>4</b>	<b>56</b>
<b>Discipline-Specific Elective Courses (any one)</b>				
<b>DSEC-I</b>	<b>3.04</b>	অসমৰ চীন-তিব্বতীয় আৰু টাই-ক্ৰাদাই ভাষাৰ গাঁথনিক বিশ্লেষণ (Structural Analysis of Tibeto-Burman & Tai-Kadai languages of Assam)	<b>4</b>	<b>56</b>
<b>DSEC-II</b>	<b>3.05</b>	অনুবাদ অধ্যয়ন (Translation Studies)	<b>4</b>	<b>56</b>
<b>DSEC-III</b>	<b>3.06</b>	অসমীয়া সাহিত্যৰ প্ৰান্তীয় ৰূপ বা বিধা (Peripheral genres of Assamese Literature)	<b>4</b>	<b>56</b>

<b>DSEC-IV</b>	<b>3.07</b>	তৰংগ বা সাংবহনিক ধ্বনিবিজ্ঞানঃ তত্ত্ব আৰু প্ৰয়োগ (Acoustic Phonetics: Theory and Practice)	<b>4</b>	<b>56</b>
<b>Ability Enhancement Skill Based Courses (any one)</b>				
<b>AESC-I</b>	<b>3.08</b>	অসমীয়া ভাষাৰ প্ৰয়োগ (Application of Assamese Language)	<b>2</b>	<b>28</b>
<b>AESC-II</b>	<b>3.09</b>	পাঠ সমীক্ষা (Textual Criticism)	<b>2</b>	<b>28</b>
<b>Generic Optional Elective Courses: (Any One)</b>				
<b>GOEC-I</b>	<b>3.10</b>	Students will opt for a paper in another discipline having co-relationship with Assamese Language and Literature or Culture.	<b>4</b>	<b>56</b>
<b>Total Credits</b>			<b>22</b>	

<b>SEMESTER - IV</b>				
<b>Domain Code</b>	<b>Paper Code</b>	<b>Core-Course (Compulsory Papers)</b>	<b>Credits</b>	<b>Number of Contact Hours</b>
<b>Core- I</b>	<b>4.01</b>	পাশ্চাত্য সাহিত্যৰ সমালোচনা (Western Literary Criticism)	<b>4</b>	<b>56</b>
<b>Core- II</b>	<b>4.02</b>	অসমীয়া কবিতা (Assamese Poetry (Early and Modern))	<b>4</b>	<b>56</b>
<b>Core- III</b>	<b>4.03</b>	ক্ষুদ্ৰ গৱেষণা গ্ৰন্থ (Dissertation)	<b>4</b>	<b>56</b>
<b>Discipline-Specific Elective Course With Project (any two)</b>				
<b>DSEC-I</b>	<b>4.04</b>	বিশ্ব সাহিত্যৰ পৰিচয় (Introduction to World Literature)	<b>4</b>	<b>56</b>
<b>DSEC-II</b>	<b>4.05</b>	প্ৰয়োগিক আৰু ক্ষেত্ৰ ভাষাবিজ্ঞান (Applied & Field Linguistics)	<b>4</b>	<b>56</b>
<b>DSEC-III</b>	<b>4.06</b>	শংকৰদেৱৰ অধ্যয়ন (Sankardeva Studies)	<b>4</b>	<b>56</b>
<b>DSEC-IV</b>	<b>4.07</b>	অসমীয়া নাটক (Assamese Drama (Early and Modern))	<b>4</b>	<b>56</b>
<b>Total Credits</b>			<b>20</b>	

<b>CREDITS IN GRAND TOTAL</b>	<b>80</b>
-------------------------------	-----------

Course No: **1.01**

Title of the Course: **অসমীয়া ভাষাঃ উদ্ভৱ আৰু ক্ৰমবিকাশ** (Assamese Language: Origin and Development)

**(CORE)**

Total credit: **4**

Total Marks: **100 (IA40 + ES60)**

Name of Course Teacher: **Dr. Pankajyoti Borah**

**Course Objective:**

- i) This paper aims to introduce the origin of the Assamese Language.
- ii) To provide knowledge on the structural aspects and evolution of the Assamese language.

**Course Outcomes:**

- i) Students will be able to acquire knowledge on Origin, formation and Development of Assamese Language.
- ii) To know about different types of the development Assamese Language and aspect future Scope for research within the area.

**Mode of Assessment:**

Home assignment-10 %

Viva-Voce/Seminar/group discussion-10%

Sessional Examination -20%

End Semester Examination- 60%

Module	Topic	Lecture	Tutorial	Practical
I	History of Indo-Aryan Language Family.	08	2	NIL
II	Development of the Indo-Aryan language: (i) The Old Indo-Aryan (ii) The Middle Indo-Aryan (iii) The New Indo-Aryan	10	2	NIL
III	Origin of the Assamese Language: Different Opinions.	08	2	NIL
IV	Formation Period of the Assamese Language	10	2	NIL

V	Different Satages of the Development of the Assamese Language:  Early  Middle  Modern	10	2	NIL
	<b>Total Hours</b>	<b>46</b>	<b>10</b>	

**Total lecture of 1 hour duration: 46**  
**Total Tutorial of 1 hour duration: 10**  
**Total Practical of 1 hour duration: NIL**  
**Total Credit: 0 4**

#### Reference Books:

- অসমীয়া ভাষাৰ উদ্ভৱ, সমৃদ্ধি আৰু বিকাশ, উপেন্দ্ৰনাথ গোস্বামী, মণি-মাণিক প্ৰকাশ, গুৱাহাটী।
- অসমীয়া ভাষাৰ ইতিহাস, ৰমেশ পাঠক, অশোক বুক ষ্টল, গুৱাহাটী।
- উদ্ভৱকালীন অসমীয়া ভাষা, সুবাসনা মহন্ত, বনলতা, ডিব্ৰুগড়।
- *A Comparative Grammar of Modern Aryan Languages of India*, John Beams, Munshiram Monoharlal, New Delhi.
- *A Comparative Grammar of Middle-Indo Aryan*, Sukumar Sen, Linguistic Society of India, Deccan College, Poona
- *Asamiya Bhashar Udhvab, Samridhi aru bikash*, Upendranath Goswami, Moni-Manik Prakash, Ghy.
- *Asamia Bhashar Gathan : Oitijya aru Rupantar*, Upen Rabha Hakasam, Kiran Prakashan, Dhemaji
- *Asamiya Byakaran aru Bhashatatva*, Kaliram Medhi, Lawyar's bookstall, Ghy.
- *Asamiya Bhashar Etihās*, Ramesh Pathak, Ashok book stall, Ghy.
- *Linguistic Survey of India*, Vols-I, V-X, G.A Grierson, Motilal Banarsidass Publishers Private Limited, Delhi
- *Sanskrit O Prakrit Bhashar Kramabikash*, Pareshchandra Majumdar, Dey's Publishing, Kolkata
- *Sanskrit and Prakrit (Sociolinguistic Issues)*, Madhav M. Despande, Motilal Banarsidass Publishers Private Limited, Delhi.
- *Udhvabkalin Asamiya Bhasha*, Subasana Mahanta, Banalata, Dibrugarh.



Course Code: 1.02

Title of the Course: **অসমীয়া সাহিত্যৰ বুৰঞ্জী** (History of Assamese Literature  
(Early Times to Nineteenth Century))

(CORE)

Total Credit: 04

Total marks: 100 (IA40+ES60)

Name of Course Teacher: **Mr. Rahul Kalita**

### Course Objectives:

1. This Course would introduce students to the context history of Social, Cultural, Political and Economic of Early Assamese literary text.
2. The Course has also been designed to familiarize students with the distinctive features of Early Assamese literature

### Course Outcomes:

CO 1: This course will enable the students to acquire sophisticated understandings of Assamese literature with all its complexities by seeing how it changed over the period.

CO 2: The students will also become familiar with the ways in which a literary text is influenced by historical, geographical and cultural contexts.

CO 3: The course will also teach the students to respect the creative processes and values of the past.

### Mode of Assessment:

Home assignment-10 %

Seminar/group discussion-10%

Sessional Examination -20%

End Semester Examination- 60%

Module	Topic	Lecture	Tutorial	Practical
I	Historiography of Assamese Literature	10	2	
II	Proto Assamese Literature -Context - Major texts (Basic concept of Charyapad, Sunyapuran, SrikrishnaKirtan, Gopichandragan)	10	2	
III	Pre- Vaisnavite literature -Contexts-major literature -Basic characteristic	10	3	
IV	Sankardeva and his Contemporary Writings	10	3	



	<ul style="list-style-type: none"> <li>- Context</li> <li>- Major vaisnavite literature</li> <li>- Major none Vaisnavite literature</li> <li>- Basic Characteristics</li> </ul>			
V	Post Sankardeva literature -Contexts -Major divisions and its Characteristics (Charitputhi, Buranji, Religious)	12	2	
	<b>Total Hour</b>	52	12	

**Total lecture of 1 hour duration: 52**

**Total Tutorial of 1 hour duration: 12**

**Total Practical of 1 hour duration: Nil**

**Total Credit: 04**

**Recommended text:**

- *Asamiya Sahityar Samikhyatmak Itibritta*: Satyandranath Sarma.
- *Asamiya Sahityar Ruprekha*: Maheswar Neog,
- *Asamiya Sahityar Dristipat* : Hemanta kumar sarmah

**References:**

- *Asamiya Natya Sahitya*: Satyandra Nath Sarma
- *Asmiya Sahitryar Buranji* (Dwitio Khanda): Shivanath Barman (Ed.)
- *Asamiya Sahityar Buranji* (Shastha Khanda): Homen Borgohain (Ed.)
- *Buranji Sahitya*: Leela Gogoi
- *Natun Puharat Asamiya Buranji*: Dimbeswar Neog
- *Asamiya Madhyabitta Srenir Itihas*: Bisweswar Hazarika
- *Dimbeswar Neog Rachanawali* (vol-1): (Ed) Nagen Saikia
- *Asamiya Sahityar buranji* (vol-3): Banikanta Sarmah
- *Asamiya Sahityar Buranji* (vol-v): (Ed.) Ranjit Kumar Dev Goswami
- *Asamiya sahityar itihaas*: Ananda Barmudoi
- *Adhunik asamiya sahityar parichai* : Lila Gogoi



Course Code: **1.03**

Title of the Course: **অসমৰ সংস্কৃতি** (Culture of Assam)  
(CORE)

Total Credit: **04**

Total marks: **100 (IA40+ES60)**

Name of Course Teacher: **Dr. Utpal Narayan Goswami**

**Course Objectives:**

1. The basic objective of this course is to introduce the students to the cultural aspects of Assamese society.
2. It will acquire new knowledge on cultural phenomena and cultural heritage of Assam. Apart from this, the students will get idea on cultural identity of our motherland.

**Expected Learner Outcomes:**

1. This course will be torchbearer for the students to know the cultural identity of Assam.
2. Students will understand the basic concept of history and aspect of various cultural side of Assam.

**Mode of Assessment:**

Home assignment-10 %

Viva-Voce/Seminar/group discussion-10%

Sessional Examination -20%

End Semester Examination- 60%

Module	Topic	Lecture	Tutorial	Practical
I	<b>Culture:</b> (i) Definition, Characteristics, Types (ii) Types (Tribal, Folk, Classical, Urban) (iii) Process responsible for cultural transformation	10	2	NIL
II	Ethnicity of Assam in the perspective of NE -Ethnic group of NE -Ethnic groups of Assam	10	2	NIL
III	-Oral literature of Assam (Divisions, Basic features) -Material Culture of selected community (Special emphasize of Food, Dress and Ornaments)	10	2	NIL
IV	Performing (Folk & Classical) Cultural of selected Community	10	2	NIL
V	Festivals and Customs practices of selected community of Assam	10	2	NIL

**Total lecture of 1 hour duration: 50**  
**Total Tutorial of 1 hour duration: 10**  
**Total Practical of 1 hour duration: Nil**  
**Total Credit: 04**

**Recommended:**

- *Asamar Loka-Sanskriti*: Birinchi Kumar Barua
- *Asamar Loka-Sanskriti*: Nirmal Prova Bardoloi
- *Asamar Sanskriti Samikya*: (Ed.) Nabin Chandra Sarma and Kanak Chandra Saharia
- *Asamiya Sanskriti*: Lila Gogoi
- *Asamiya Sanskritir: Adhyayan*, Kanak Chandra Sahariya
- *Asamiya Loka-Sanskritir Abhas*: Nabin Chandra Sarma

**References:**

- *A Glimpse of Language and Cultural of N.E India*: Umesh Deka
- *Asamar lokakala*: Jugal Das
- *Asamar Puthichitra*: Naren Kalita
- *Asamiya Sanskriti Adhyayan*
- *Asamar Loka-Sanskriti*: Birinchi Kumar Barua
- *Asamiya Sanskriti*: Lila Gogoi
- *Asamiya Sanskritir: Adhyayan*, Kanak Chandra Sahariya
- *Asamar Janajatio Lok-Sahitya*: Kanak Chandra Sahariya
- *Asamiya Loka-Sanskritir Abhas*: Nabin Chandra Sarma
- *Asamiya Sanskritir Aitijya*: Maheswar Neog
- *Bar Asamar Bihu Sanskriti*: Upen Rabha Hakasam
- *background of Assamese Culture*: Rajmohan Nath
- *Boro-kachari Samaj aru Sanskriti*: Bhaben Narjari
- *Asamar janagosthiya Lok-Sahitya*: Subasana Mahanta (ed.)
- *Cultural History of Assam*: Birinchi Kumar Barua
- *History and civilization of the Assamese People*: P.C. Choudhury
- *Mising Sanskritir Alekhyia*: Bhrigumoni Kagyung
- *Oral Songs of North-East India*: Nabin Chandra Sarma
- *Purani Asamiya Samaj aru Sanskriti*: Maheswar Neog
- *Satriya Sanskritir Swarnarekha*: Narayan Chandra Goswami
- *Satra Sanskritir Ruprekha*: Keshabananda Deva Goswami
- *Satra Sanskritir Rup Baichitra*: Utpal Narayan Goswami
- *The Mishings of Assam*: Jatin Mipun



**Course No: 1.04**

Title of the Course: **অসমত সংস্কৃত অধ্যয়ন** (Sanskrit Studies in Assam)  
(DSEC)

Total Credit: **04**

Total Marks: **100 (IA40+ES60)**

Name of the Course teacher: **Dr Subhajyoti Borgohain**

**Course objective:**

This course aims to provide students a broad idea of the Sanskrit study in Assam in Ancient time, Sanskrit study in Modern times. This course will provide knowledge about the great epics like Ramayana, Maahabharata etc.

**Outcome:**

Through this course, the students will be able to understand how the Sanskrit scholars had studied Sanskrit in Ancient Period and how the different Sansrit scholars have been studied Sanskrit in the Present time.

**Mode of Assessment:**

Home assignment-10 %

Viva-Voce/Seminar/group discussion-10%

Sessional Examination -20%

End Semester Examination- 60%

Module	Topic	Lecture	Tutorial	Practical
I	<b>Sanskrit study in Assam: A Historical Perspective</b> a)Context of Sanskrit Study- The Sanskrit culture and Sanskritization Process b)State Patronage of Brahmanas- Agrahara settlements and land grants c)Institutional and Organizational Aspects: the <i>tol</i> , <i>pathsala</i> and <i>asrama</i> or the <i>guru-kula</i> systems d)Sanskrit study in modern times	10	1	Nil
II	<b>The Epical Studies-I</b> a) <i>Ramayana</i> Literature in North-East India: An Introduction b)Sankaradeva and Madhavadeva and the <i>Ramayana</i> Literature: A Critical Study c) <i>Ramayana</i> Literature and social and cultural impacts-development of drama, songs and national integration etc.	10	1	Nil
III	<b>The Epical Studies-II</b> a)Introduction to the <i>Mahabharata</i> -historical and	10	1	Nil

	literary b) <i>Mahabharata</i> and growth of Assamese literature c) Rama Saraswati and the translation of the <i>Mahabharata</i>			
IV	<b>Pauranic and Religious Literature</b> a) The <i>Bhagavata Purana</i> in Assamese Literature- the translation episode b) The <i>Kalika Purana</i> c) The <i>Yogini Tantra</i>	<b>10</b>	<b>1</b>	<b>Nil</b>
V	<b>Sanskrit Learning and Social Change</b> a) Development of Assamese language and script b) Early literary records- the land-grant Copper Plate Inscriptions of Assam	<b>10</b>	<b>1</b>	<b>Nil</b>

**Total lecture of 1 hour duration: 50**

**Total Tutorial of 1 hour duration: 6**

**Total Credit: 4**

**References:**

Sastry Biswa Narayan (Ed. and trans.): The *Kalika Purana*

Neog Dr Maheswar (Ed): *Pracya Sasanawali*

Kakati B. K. (Ed): Aspects of early Assamese literature

Nath D. (Ed): The Koch Kingdom

Goswami Mamoni Raisom (Ed): *Ramayana* from Ganga to Brahmautra

Sarma M. M. (Ed): Inscription of Ancient Assam

.....: Asamiya Sahityar Buranji

Choudhuri P. C. (Ed): History of Civilization of the people of Assam up to Twelfth century A.D.

Chatrji S. k. (Ed): The Place of Assam in the History And Civilization of India

Srnivasan M. N. (Ed): Social Change in Modern India

Course Code: **1.05**

Title of the Course: **অসমৰ সত্ৰীয়া সংস্কৃতি** (Satriya Culture of Assam)  
(DSEC)

Total Credit: **04**

Total marks: **100 (IA40+ES60)**

Name of Course Teacher: **Dr. Utpal Narayan Goswami**

### Course Objectives:

1. The basic objective of this course is to introduce the students to the Satriya cultural aspects of Assamese society.
2. It will acquire new knowledge on Satriya cultural phenomena and Satriya cultural heritage of Assam. Apart from this, the students will get idea on Classical cultural identity of our motherland.

### Course Outcomes:

1. This course will be torchbearer for the students to know the Satriya Culture of Assam.
2. Students will understand the basic concept of history and aspect of Sankardeva, Satra institution and Satriya Culture of Assam.

### Mode of Assessment:

Home assignment-10 %

Viva-Voce/Seminar/group discussion-10%

Sessional Examination -20%

End Semester Examination- 60%

Module	Topic	Lecture	Tutorial	Practical
I	Satra Institution Introduction Historical Perspective Types of Satra	10	2	
II	Classical Tradition of Satriya culture Dance Music Drama	10	2	
III	Satriya folk culture Life style Customs Material culture	15	2	
IV	Art, Craft and Architecture of Satras	15	2	

*\*NB: 20 Marks of Internal assessment will be based on field study base study of any topic related to the paper*

**Total lecture of 1 hour duration: 50**

**Total Tutorial of 1 hour duration: 08**

**Total Practical of 1 hour duration: Nil**

**Total Credit: 04**

**Recommended books:**

- Satra Sanskritir Ruprekha: Keshabanada Dev Goswami
- Satriya Utsav Parvanar Tatparjya: Pitambardev Goswami
- Satriya Sanskritir Swarnarekha: Narayan Chandra Goswami

**Reference Books:**

- Sankardeva and Madhavadeva: Lakhminath Bezbaruah
- A comprehensive History of Assam: Swarnalata Baruah
- Medieval Bhakti Movement in India (Ed.): Bhattacharya, M. N.
- Ankamala: Keshabananda Dev Goswami
- Satra Sanskritir Rup Baichitrya: Utpal Narayan Goswami
- Ankawali: Kaliram Medhi
- The Majuli Island: Society, Economy and Culture: Dambarudhar Nath
- Sankardeva and His Times: Maheswar Neog
- The Neo Vaisnavite Movement & The Satra Institution of Assam: Satyendra Nath Sarmah
- Asamar Udasahin Satranusthan: Khogen Sarmah
- Sankardeva- Studies in Culture : (Ed.) Bhabaprasad Chaliha
- Banikanta Rachanawali: (Ed.) Maheswar Neog
- Vaishnavite Music in Assam : Pradip Jyoti Mahanta



Course No. 1.06

Title of the Course: **ভাষাবিজ্ঞানৰ পৰিচয়** (Introduction to Linguistics)  
(DSEC)

Total credit: 4

Total Marks: **100 (IA40+ES60)**

Name of Course Teacher: **Dr. Pankajyoti Borah**

### Course Objective:

- This paper aims to introduce Linguistics.
- To provide knowledge in different way of Linguistic aspects: Phonetics, Morphology, Semantics, Syntax and different types of Linguistics.

### Course Outcomes:

- Students will be able to acquire knowledge on various differences in Linguistic branches.
- The Students will be get knowledge of functionality of Language.

### Mode of Assessment:

Home assignment-10 %

Viva-Voce/Seminar/group discussion-10%

Sessional Examination -20%

End Semester Examination- 60%

Module	Topic	Lecture	Tutorial	Practical
<b>I</b>	<b>Language &amp; Linguistics:</b> I. Concept of language and its Characters II. Definition of linguistic. III. Branches of Linguistics: Historical Linguistics, Sociolinguistics, Psycholinguistics, Comparative Linguistics, Stylistics, Applied Linguistics, Computational Linguistics.	12	1	
<b>II</b>	<b>Phonetics:</b> i. Concept of Phonetics, Phonemics & Phonology. ii. System of Phonetics Analysis ( <i>Practical Classes with LAB</i> ). Phonological & Phonemic Analysis of Assamese or any other Language.	10	1	06
<b>III</b>	<b>Morphology:</b> i. Concept of Morphology. ii. Type of Morphemes.	10	1	NIL



	iii. Grammatical Items. Morphological Analysis of Assamese or any other Language.			
<b>I V</b>	<b>Semantics:</b> i) Concept of Semantics, ii) Lexical Semantics iii) Semantic Ambiguity. Semantics Analysis of Assamese or any other Language..	12	1	NIL
<b>V</b>	<b>Syntax:</b> i) Concept of Syntax ii) Syntactic Process iii) Sentence Structure. Analysis of Assamese or any other Language.	10		NIL
	<b>Total Hours</b>	<b>54</b>	<b>04</b>	<b>06</b>

**Total lecture of 1 hour duration: 54**

**Total Tutorial of 1 hour duration: 04**

**Total Practical Classes of 1 hour Duration: 06**

**Total Credit: 4**

**Reference:**

- *Bhashabijnan*, Upendranath Goswami, Moni-Manik Prakash.
- *Dvanibijnan Bhumika*, Gulukchandra Goswami, Bina Laibrary, Ghy.
- *Asamiya Barnaprakash*, Gulukchandra Goswami, Bani Prakash, Ghy.
- *Antarastrio Dvanilipi aru Barnalipir Bhumika*, Swastika Prakash, Ghy.
- *Byabharik Dvanibijnan*, Dipankar Maral, Banalata, Dibrugarh
- *Adhunik Bhashabijnanr Parichay*, Phanindra Narayan Duttabarua, Bani Prakash, Ghy.
- *Asamiya Bhashar Rupatatva*, Leelawati Saikia Bora, Banalata, Dibrugarh.
- *Taranga Dhvanibigyanar Paricyay*, Bhaskarjyoti Sarma, Assam Book Hive, Ghy.
- *Bywaharik Taranga dhavanibigyan*, Pankajyoti Borah, M.G. Publication, Ghy.
- *Language*, L.Bloomfield, Mittal Publication, New Delhi
- *Bhashabijnan Upakramanika*, Aparna Konwar, Banalat, Dibrugarh
- *Bhashabijnan aru Dvanibijnan Paribhasha-kosh*, Aparna Konwar, Banalata, Dibrugarh
- *A course in Modern Linguistics*, C.F Hocket, Oxford & IBH publishing Co. Pvt Ltd., New Delhi
- *Phonetics*, K.L Pike, University of Misigan Press
- *Language and Linguistics : An Introduction*, John Lyons, Cambridge University Press
- *Language and Structure*, R.W. Langacker, New York, Harcourt.
- *The Cambridge Encyclopedia of Language*, David Crystal, Cambridge University Press.

Course Code: 1.07

Title of the Course: **পাণ্ডুলিপিৰ পৰিচয়মূলক অধ্যয়ন** (Introduction to Manuscripts Studies in Assam)

(AESC)

Total Credit: 02

Total marks: 50 (IA20+ES30)

Name of the Course Teacher: **Mr. Rahul Kalita**

### Course Objectives:

1. This course deals with the Origin and development of Manuscript. It aims to acquaint the students with the preparation and Reading of Manuscript.
2. This course will enable the knowledge on Manuscript collection and Preservation & Conservation of Manuscript.

### Course Outcomes:

1. The Students will understand the Manuscript Reading, Editing and Critical study of text.
2. Students will be able to analyze on Manuscript painting and digitalization process of manuscript preservation.

### Mode of Assessment:

- Home assignment-10 %
- Viva-Voce/Seminar/group discussion-10%
- Sessional Examination -20%
- End Semester Examination- 60%

Module	Topic	Lecture	Tutorial	Practical
I	Basics of manuscript studies -Manuscript -Manuscript Studies & its Branches -Scope -Historical Perspective of Assamese Manuscript -Manuscript Preparation of Assam (Base, Ink, Paint)	8	1	
II	Alphabetic form of Manuscripts and its practical introduction -Garganya, Kaitheli, Bamunia -Practical introduction to the Alphabets	6	1	4
III	Manuscript Reading and Identification -Practicing Manuscript Reading -Manuscript identification	5	1	4

**Total lecture of 1 hour duration: 19**

**Total Tutorial of 1 hour duration: 03**  
**Total Practical of 1 hour duration: 08**  
**Total Credit: 02**

**Recommended text:**

- *Asamiya Prachin Lipi* : Sarbeswar kataki
- *Asamiya Lipi*: Upendra Nath Goswami
- *Path-samiksha*: Maheswar Neog
- *Path Samiksha*: Malinee Goswami
- *Purani Puthi Adhyan Aru Sampadana*: Keshabananda Dev Goswami

**Reference:**

- *Asamiya lipir Parichay*: Kanak Chandra Chahariya
- *Biswa Lipir Bhumika*: Narayan Das
- *Descriptive Catalogue of Assamese Manuscripts*: Hemchandra Goswami
- *Descriptive Catalogue of Sanskrit Manuscripts*: P C Chaudhury
- *Development of Script of Ancient Kamrupa*: TP. Barma
- *Evolution of Assamese Script*: Mahendra Borah



Course No. 1.08

Title of the Course: অসমীয়া ভাষাত কম্পিউটাৰৰ প্ৰয়োগ আৰু ব্যৱহাৰ (Computer Application in Assamese Language)  
(AESC)

Total credit: 02

Total Marks: (IA20 + ES30)

Name of the Course Teacher: Dr. Himadri Saikia & Dr. Pankajyoti Borah

### Course Objectives:

### Course Outcome:

### Mode of Assessment:

Home assignment-10 %

Viva-Voce/Seminar/group discussion-10%

Sessional Examination -20%

End Semester Examination- 60%

Module	Topic	Lecture	Tutorial	Practical
1	Fundamental of Computer Application: MS Office (Word, Excel, Power point), PageMaker, Unicode & Non-Unicode fonts.	3	1	4
2	Use of Assamese Language in Computer Application (DTP, Email, Blog Writing, Use in search engine etc.)	4	1	4
3	Practical	6	1	4
	<b>Total Hours</b>	<b>13</b>	<b>3</b>	<b>12</b>

*\*NB: The mode of evaluation for end Semester will be in the mode of practical.*

**Total lecture of 1 hour duration: 13**

**Total Tutorial of 1 hour duration: 3/ p= 12**

**Total Practical of 1 hour duration: 12**

**Total Credit: 02**

Reference:

- **Dynamic Memory Computer Course Assamese , Biswarup Ray Choudhury**
- **Dynamic Memory Internet & E-mail, Biswarup Ray Choudhury**
- **DTP Training Guide, Prof. Satish Jain**
- **Learning PageMaker 7, Ramesh Bangia**

A handwritten signature in blue ink, appearing to be 'Jog', enclosed in a thin black rectangular border.

Course Code: ASMC 2.01

Title of the Course: **আধুনিক অসমীয়া সাহিত্যৰ বুৰঞ্জী** (History of Modern Assamese Literature)

(Core)

Total Credit: 04

Total marks: 100 (IA40+ES60)

Name of the Course Teacher: **Mr. Rahul Kalita**

### Course Objectives:

1. This Course would introduce students to the history Emergence of Modernity of Assamese Literature
2. The Course has also been designed to familiarize students with the distinctive features of Modern Assamese literature

### Course Outcomes:

- 1: This course will enable the students to acquire sophisticated understandings of Assamese literature with all its complexities by seeing how it changed over the period.
- 2: The course will also teach the students to respect the creative processes and values of the post.

### Mode of Assessment:

- Home assignment-10 %
- Viva-Voce/Seminar/group discussion-10%
- Sessional Examination -20%
- End Semester Examination- 60%

Module	Topic	Lecture	Tutorial
I	Emergence of Modernity of Assam (i)Colonial impact changes issues, Conflict, Coexistence (ii)Factors influencing the educated youth of nineteenth century Assam	10	01
II	Trend and Tendencies of modes of Assamese Poetry	10	01
III	Trend and Tendencies of modes of Assamese Novel.	10	01
IV	Trend and Tendencies of modes of Assamese Short Story.	10	01
V	Trend and Tendencies of modes of Assamese --- Drama	10	01

**Total lecture of 1 hour duration: 50**  
**Total Tutorial of 1 hour duration: 06**  
**Total Credit: 04**

**Recommended text:**

- *Asamiya Sahityar Samikhyatmak Itibritta*, Satyandranath Sarma, Soumar Prakash, Ghy.
- *Asamiya Natya Sahitya*, SatyandraNath Sarma, Soumar Prakash, Ghy.
- *Asamiya Sahityar Ruprekha*, Maheswar Neog, Chandra Prakash, Ghy.
- *Asamiya Sahityar Buranji(Volume-vi)*: (Ed.) Homen Borgohain
- *Asamiya Madhyabitta Srenir Itihas*: Bisweswar Hazarika

**Reference:**

- *Natun Puharat Asamiya Buranji*, Dimbeswar Neog, Suoni Prakash, Ghy.
- *Asamiya Sahityar Samikhyatmak Itibritta*, Satyandranath Sarma, Soumar Prakash, Ghy.
- *Asamiya Natya Sahitya*, SatyandraNath Sarma, Soumar Prakash, Ghy.
- *Asamiya Sahityar Ruprekha*, Maheswar Neog, Chandra Prakash, Ghy.
- *Asamiya Sahitryar Buranji (Dwitio Khanda)*, Shivanath Barman(Ed.), ABILAC, Ghy
- *Asamiya Sahityar Buranji (Shastha Khanda)*, Homen Borgohain(Ed.), ABILAC, Ghy.
- *Asamiya Madhyabitta Srenir Itihas*: Bisweswar Hazarika.



Course No. 2.02

Title of the Course: **অসমীয়া ভাষাৰ গাঁথনিক বিশ্লেষণ** (Structural Analysis of the Assamese Language)

(Core)

Credits: 04

Total Marks: 100 (IA40+ES60)

Name of Course Teacher: **Dr. Pankajyoti Borah**

**Course Objectives:**

- i) This paper aims to introduce the Structural form of Assamese language, its linguistic aspects as well as phonology, morphology, semantics and syntax.
- ii) To provide knowledge about different stages and characteristics of Assamese languages.

**Course Outcomes:**

- i) The students will be able to acquire knowledge on the structure of the Assamese Language.
- ii) Students will understand various branches of Assamese Languages along with functional knowledge of the Assamese Language.

**Mode of Assessment:**

Home assignment-10 %

Viva-Voce/Seminar/group discussion-10%

Sessional Examination -20%

End Semester Examination- 60%

Module	Topic	Lecture	Tutorial	Practical
I	<b>Phonological Structure of Assamese</b> (i) Segmental Structure: Vowel & Consonant (ii) Supra-Segmental Structure: Syllable, Pitch, tone, Intonation, Stress, Juncture.	12	1	NIL
II	<b>Morphological Structure of Assamese</b> (i) Classification of Assamese Morpheme (ii) Inflectional process (iii) Derivational process (iv) Others Grammatical Items	12	1	NIL
III	<b>Semantic Analysis of Assamese</b>	12	1	NIL



	(i) Lexical Semantics a. Historical Approach (Contraction of meaning, Transference of meaning, Expansion of meaning) b. Descriptive Approach (ii) Semantic Ambiguity (Synonyms, antonyms, hyponyms, homonyms)			
IV	<b>Syntactic structure of Assamese</b> i) Sentence Structure ii) Syntactic Process: Immediate Constituent (IC) Analysis, Phrase Structural rule. iii) Syntactic Relation	12	1	NIL
	<b>Total Hours</b>	<b>48</b>	<b>8</b>	

**Total lecture of 1 hour duration: 48**

**Total Tutorial of 1 hour duration: 08**

**Total Practical of 1 hour duration: Nil**

**Total Credit: 04**

**Reference:**

- অসমীয়া ভাষাৰ ব্যাকৰণ, উপেন্দ্ৰনাথ গোস্বামী, মণি-মাণিক প্ৰকাশন, গুৱাহাটী।
- অসমীয়া ব্যাকৰণ প্ৰৱেশ, গোলোকচন্দ্ৰ গোস্বামী, বীণা লাইব্ৰেৰী, গুৱাহাটী।
- অসমীয়া ব্যাকৰণৰ মৌলিক বিচাৰ, ,, ,, ,,
- ধ্বনিবিজ্ঞানৰ ভূমিকা ,, ,, ,,
- অসমীয়া বৰ্ণ প্ৰকাশ ,, ,, ,,
- অসমীয়া ভাষা গঠন আৰু বিকাশ, বিশ্বেশ্বৰ হাজৰিকা, বীণা লাইব্ৰেৰী, গুৱাহাটী।
- ভাষাবিজ্ঞানৰ উপক্ৰমণিকা, অৰ্পনা কোঁৱৰ, বনলতা, ডিব্ৰুগড়।
- অসমীয়া ভাষা চিন্তন, ,, ,, ,,
- অসমীয়া ভাষা ৰূপতত্ত্ব, লীলাৱতী শইকীয়া, বনলতা, ডিব্ৰুগড়।
- Assamese, Its Formation and Development, B .Kakati LBS, Guwahati.
- Structure of Assamese, Golokchandra Goswami, Gauhati University.
- Morphology, E. A. Nida, Misigan University Press.
- Language and Linguistics: An Introduction, John Lyons (ed.), Cambridge University Press.

Course No: 203

Title of Course: **তুলনামূলক ভারতীয় সাহিত্য** (Comparative Indian Literature )  
(Core)

Total credit: 4

Total Marks: 100 (IA40+ES60)

Name of the Course Teacher: **Dr. Himadri Saikia**

**Objective of the Course:**

1. The prime objective of the course is to cultivate reading across linguistic boundaries in the periphery of India.
2. The course intends to provide Students the knowledge how to trace the transformations and travels of literary genres and texts across time and space.

**Course Outcome:** After the completion of this course

1. Students will able to understand the evolution of the discipline of Comparative Literature.
2. Students will able to acquire a critical understanding of the theories of Comparative Literature.
3. Students will able to compare literary text according to genres, style, mode and other aspects of literary criticism.

**Mode of Assessment:**

Home assignment-10 %

Viva-Voce/Seminar/group discussion-10%

Sessional Examination -20%

End Semester Examination- 60%

Module	Topic	Lecture	Tutorial	Practical
1	Concept of Comparative Literature Schools of Comparative Literature Theories of Comparative Literature	12	2	
2	Concept of Comparative Indian Literature Evolution of Comparative Indian Literature as a Discipline Theories of Comparative Indian Literature	12	4	
3	Historiography, Genology, Thematology Reception, Influence, Analogy Translation	12	3	
4	Comparison of Indian Regional Texts including Epics. - Analysis of themes - Analysis of Reception & survival	12	6	
	<b>Total Hour</b>	48	15	

**Total lecture of 1 hour Duration: 48**  
**Total tutorial of 1 hour Duration: 15**  
**Total Practical Classes of 1 hour Duration: NIL**  
**Total credit: 4**

**Reference:**

Tulanamulok Bharatiya Sahitya ,Bichar aru Bisleshon: Prafulla kumar Nath  
Bhartia Sahityr Tulonamulok Adhyan : Prafulla Kumar Nath  
The Idea of Indian Literature : Umasankr joshi  
Tulanamulak Sahityar Bikash aaru Bibartan : Karabi Deka Hazarika  
Tulanamulak Sahitya: Dilip Barah  
Comparative Literature; Theory & practice: Amiya Dev  
Tulanamulak Sahityar prayog : Bimal Kumar Mukherjee



Course No: 2.04

Title of the Course: **সংস্কৃত সাহিত্যৰ অধ্যয়ন** (Study on Sanskrit Literature)

(DSEC)

Total Credit: 4

Total marks: 100(40+60)

Name of the course teacher: **Dr Subhajyoti Borgohain**

**Objective:** This course aims to provide the students a broad idea of the history of classical Sanskrit Literature with the help of selected readings. This paper also helps the students about the study of Sanskrit in Assamese Literature.

**Outcome:** This course will enable the students to read and understand the history of Sanskrit literature with the help of selected texts.

**Mode of Assessment:**

Home assignment-10 %

Viva-Voce/Seminar/group discussion-10%

Sessional Examination -20%

End Semester Examination- 60%

Module	Topic	Lecture	Tutorial	Practical
I	<b>Mahakavyam:</b> Kumarasambhava of Kalidasa Canto I- Description of Himalaya Canto III- Description of Sudden raise of Spring Canto V- Austere penance of Parvati	10	2	Nil
II	<b>Lyrical Kavya:</b> Meghaduta of Kalidasa Purvamegha	10	1	Nil
III	<b>Nataka:</b> Abhijnanasakuntalam of Kalidasa-1 <sup>st</sup> and 4 <sup>th</sup> Anka	10	1	Nil
IV	<b>Prakarana:</b> Mricchakatika of Sudraka	10	1	Nil
V	<b>Prose:</b> Vetalpanchavimshati by Sivadasa(1 <sup>st</sup> two stories) Hitopadesa-Mitralabha by Narayanapandit(1 <sup>st</sup> two stories)	10	1	Nil
	Total Hour	50	6	

**Total lecture of 1 hour duration: 50**

**Total tutorial of 1 hour duration: 06**

**Total practical Classes of 1 hour duration: NIL**

**Total credit: 4**

## References:

- History of Sanskrit Literature, A. B. Keith., Motilal Banarsidass Puublishers Pvt. Ltd., Delhi.,1993
- History of Indian Literature, M. Winternitz., Motilal Banarsidass Publishers Pvt. Ltd. Delhi, 1981
- Kumarasambhavam, M. K. Kale, MLBD, Delhi
- Kumarasambhavam, Parameswardeen Pandeya, Chaukhamba Krishnadas Academy, Varanasi.
- Sanskrit Sahitya Sambher, Dr Murarimohan Sen, Nabapatra Prakashan, Calcutta
- Meghadutam of Mahakavi Kalidasa, Sri Vaidyanath Jha, Chaukhamba Krishnadas Academy, Varanasi
- Upama Kalidasasya, Dr Mukunda Madhav Sarma, Bani Prakash, Guwahati
- Vetalapanchavimsati, Pt. Damodar Jha, Sahityacharya, Chaukhamba Bidyabhavan
- Hitopadesa, Nyayacharya Krishnavallabhacharya, Chaukhamba Sanskrit Series Office, Varanashi
- Asamat Sanskrit Carcer Itihash, Dr Malini Goswami, Asom Sahitya Sabha, Jorhat
- Sanskrit Sahityar Buranji, Haramohan Devagoswami, Jyoti Prakashan, Panbazar, Guwahati
- Sanskrit Sahityar Itivritta, Thaneswar Sarma, Chandra Prakash, Guwahati



Course No. 2.05

Title of the Course: **অসমীয়া ভাষাৰ বৈচিত্ৰ** (Variety of the Assamese Language)  
(DSEC)

Credits: 04

Total Marks (IA40+ES60)

Name of the Course Teacher: **Dr. Pankajyoti Borah**

**Course Objectives:**

- i) This paper aims to introduce the Variety of the Assamese Language.
- ii) To provide knowledge on the Dialect of the Assamese language in terms of regional, social, ethnic and Lingua franca.

**Course Outcomes:**

- i) Students will acquire knowledge on the varieties of the Assamese language. Further they will be empowered with theoretical concepts of dialectology.

**Mode of Assessment:**

Home assignment-10 %

Viva-Voce/Seminar/group discussion-10%

Sessional Examination -20%

End Semester Examination- 60%

Module	Topic	Lecture	Tutorial	Practical
I	Concept of Language Variations	10	01	NIL
II	Regional Varieties of Assamese	10	02	NIL
III	Social Varieties of Assamese i. Concept of Sociolact. ii. Social Variation of Assamese	10	02	NIL
IV	Ethnic Varieties of Assamese i. Concept of Ethnolact. ii. Ethnolactal Variation of Assamese	10	02	NIL
v	i) Assamese as Lingua franca ii) Peripheral forms of Assamese: a. Nagamese b. Nefamese	10	01	NIL
<b>Total Hours</b>		<b>50</b>	<b>08</b>	

**Total lecture of 1 hour duration: 50**  
**Total Tutorial of 1 hour duration: 08**  
**Total Practical of 1 hour duration: NIL**  
**Total Credit: 04**

**Reference:**

- অসমীয়া উপভাষা আৰু লিপি, অৰ্পণা কোঁৱৰ, বনলতা, ডিব্ৰুগড়।
- অসমীয়া ভাষা উপভাষা, উপেন্দ্ৰনাথ গোস্বামী, গুৱাহাটী।
- অসমীয়া ভাষা উপভাষা, দীপ্তি ফুকন পাটগিৰি, গুৱাহাটী।
- উপভাষা বিজ্ঞান, দীপংকৰ মৰল, বনলতা, গুৱাহাটী।
- উপভাষা বিজ্ঞানৰ ভূমিকা, ৰমেশ পাঠক, অশোক বুক ষ্টল, গুৱাহাটী।
- Bilingualism and North-East India, Ajit Kumar Baishya (ed.), Assam University, Silchar,
- Sociolinguistics, Bernard Spolsky, Oxford University Press, Oxford, New York, 2003
- Sociolinguistics: An Introduction to Language and Society, Peter Trudgill,
- Penguin Book Ltd, 27 Wrights Lane, London W8 5TZ, England, 1995
- Sociolinguistics, R.A. Hudson, Cambridge University Press, Cambridge , United Kingdom, 2001
- Language and Ethnicity, Carmen Fought, Cambridge University Press, 2006
- Handbook of Language and Ethnic Identity, Joshua A. Fishman ,Oxford University Press, USA, 1999



Course No: 2.06

Title of the Course: **অসমীয়া সাহিত্য আৰু শৈলীবিজ্ঞান** ( Stylistic and Assamese Literature )

(DSEC)

Total Credit: 04

Total Marks: 100 (IA40+ES60)

Name of the Course Teacher: **Dr. Himadri Saikia**

**Objective of the course:**

1. The course intends to build a clear understanding on the substance and content of the discipline of aesthetics and stylistic.
2. To Understand the terms associated with aesthetics and stylistic.
3. To understand the linguistic aspects of style and methodology to analyze texts.

**Course Outcome:** After the successful completion of the course

1. Students will be able to understand the concept of Aesthetic and Stylistic as well as the related terminologies.
2. Students will be able to understand the inter-relation between Aesthetic and Stylistic with other knowledge disciplines.
3. Students will be able to understand the linguistic aspects of Style and methodology to analyze texts.

**Mode of Assessment:**

Home assignment-10 %

Viva-Voce/Seminar/group discussion-10%

Sessional Examination -20%

End Semester Examination- 60%

Module	Topic	Lecture	Tutorial	Practical
I	<b>The Concept of style and stylistics</b> Meaning of Stylistics and its approaches Style as choice Style as Deviation Style as Conformity Style as Period or Time Style as Situation	10	5	Nil
II	<b>The Nature and goal of Stylistic</b> Introduction to Stylistics Nature of Stylistics Goals of Stylistics	10	5	Nil
III	<b>Types of stylistic</b> Reader-Response Stylistics Affective Stylistics Pragmatic Stylistics Pedagogical Stylistics Forensic Stylistics	10	5	Nil



<b>IV</b>	Features of Linguistic Stylistics Lexical Repetition Semantic-Syntactic Level Semantic Grammatical Level Phonological Level Graphological Level	10	5	Nil
<b>V</b>	<b>Application of Stylistics</b> Selected Text Analysis	5	1	1

**Total Lecture of 1 hour duration : 40**  
**Total Tutorial of 1 hour duration : 20**  
**Total Practical of 1 hour duration : Nil**  
**Total Credit : 04**

**Reference:**

"the Notion of Style". In Language and Style, Vo. XIII, No.1: W. D.Hendricks  
Essays in Modern Stylistics: D.C. Freeman (ed.)  
Literary Criticism: An Introduction to Theory and Practice: Charles, E. Bressler  
Stylistics: A resource book for students: P. Simpson



Course No: 3.01

Title of the Course: **প্রাচ্য সাহিত্যৰ সমালোচনা** (Eastern Literary Criticism)

Core

Total Credit: 04

Total Marks: (IA40+ES60)

Name of the course Teacher: **Dr Subhajyoti Borgohain**

**Objective:** This course will introduce the students the basic concepts of Indian aesthetics and literary theory.

**Outcomes:** This course will help the students to understand the basic concepts of Ancient Indian Literary Criticism.

**Mode of Assessment:**

Home assignment-10 %

Viva-Voce/Seminar/group discussion-10%

Sessional Examination -20%

End Semester Examination- 60%

Module	Topic	Lecture	Tutorial	Practical
I	Introduction to Kavya: Definition, Nature.	10	2	Nil
II	Sabdāsakti: Abhidha, Lakshana and Vyanjana	10	1	Nil
III	Theories of Kavya: Alamkara, Riti, Guna, Vakrokti,	10	1	Nil
IV	Basic concepts of Rasa (Bibhava, Anubhava and Byabharibhava)	10	1	Nil
V	<b>Chanda:</b> Basic concepts (Matra, Joti, Charan, Parva, Stavak etc.)	10	1	Nil

**Total Lecture of 1 hour duration: 50**

**Total Tutorial of 1 hour duration: 6**

**Total Practical of 1 hour duration: Nil**

**Total Credit: 4**

**Reference:**

- S. K. De (Ed.) : *History of Sanskrit Poetics*
- P. V. Kane (Ed.) : *History of Sanskrit Poetics*
- M.M Sarma (Ed.) : *The Dhvani Theory of Sanskrit Poetics*
- Trailokyanath Goswami : *Nandantattava: Prachya aru Pachatyā*
- Do : *Sahitya Alosana*
- Senapati Dev Sharma : *Sahityar Saj*
- Tirtha nath Sarma : *Sahitya Vidya Parikrama*
- Manoranjan Shastry : *Sahitya Darshan*

Course Code: **3.02**

Title of the Course: **অসমীয়া কল্পনায়ুক্ত সাহিত্য** (Assamese Fiction)

**Core**

Total Credit: **04**

Total marks: **100 (IA40+ES60)**

Name of the Course Teacher: **Dr. Utpal Narayan Goswami (To be shared with part time faculty)**

**Course Objectives:**

1. This Course would introduce students to the Assamese fiction
2. The Course has also been designed Trends of Assamese fiction literature

**Course Outcomes:**

1. This course will be torchbearer for the students to know the importance of the Assamese Fiction
2. The course will also teach the students to respect the creative processes and values of the Fiction Literature

**Mode of Assessment:**

- Home assignment-10 %  
Viva-Voce/Seminar/group discussion-10%  
Sessional Examination -20%  
End Semester Examination- 60%

Module	Topic	Lecture	Tutorial	Practical
I	<b>Novel (Any Two)</b>  (i) Bina Barua: <i>Jibanar Batat</i> (ii) Prafulla Dutta Goswami: <i>Kencha Patar Kapani</i> (iii) <i>Debendranath Acharjya : Jangam</i>	<b>10</b>	<b>1</b>	<b>Nil</b>
	(iv) Mamoni Roisom Goswami: <i>Nilakanthi Braja</i> (v) Debabrata Das: <i>Dhusaratar Kavya</i> (vi) Anuradha Sarma Puzari :Jolchabi	<b>10</b>	<b>1</b>	

III	<b>Assamese Short Stories (Selected Story)</b>	<b>10</b>	<b>1</b>	<b>Nil</b>
	(i) Lakshminath Bezboroa: 'Patmugi' (ii) Lakhmidhar Sarma: 'Byarthatar dan'			
	(iii) Shyed Abdul Malik : 'Ralor ali dubori bon' (iv) Bhabendranath Saikia: 'Sendur' (v) Saurabh Kr. Chaliha: 'Ehat Daaba' (vi) Mahim Bora: 'Top' (vii) Homen Borgohain: Ismail Sekhar Sandhanat	<b>10</b>	<b>1</b>	
	(viii) Arupa Patangia Kalita: 'Marubhumir Menaka' (ix) Bitopan Borborah: 'Madhyaratir Ghantasabda' (x) Mousumi Kandali: Lambada Nasar Sheshat' (xi) Prashanta Kr. Das: 'April99' (xii) Manika Devi: 'Baitarani'	<b>10</b>	<b>1</b>	
	<b>Total Hours</b>	<b>50</b>	<b>6</b>	

Total Lecture of 1 hour duration : 50  
Total Tutorial of 1 hour duration : 05  
Total Practical of 1 hour duration : Nil  
Total Credit : 04

**Reference:**



উত্তৰ ৰামধেনু যুগৰ নিৰ্বাচিত গল্প, হৃদয়ানন্দ গগৈ (সম্পা.), জ্যোতি প্ৰকাশন,  
উপন্যাস আৰু অসমীয়া উপন্যাস, গোবিন্দ প্ৰসাদ শৰ্মা, ষ্টুডেণ্ট ষ্ট'ৰ্চ, গুৱাহাটী  
এহাত ডাক, সৌৰভ কুমাৰ চলিহা, ল'য়াৰ্চ বুক ষ্টল, গুৱাহাটী  
অসমীয়া উপন্যাসৰ গতিথাৰা, সত্যেন্দ্ৰনাথ শৰ্মা, বাণী প্ৰকাশ, গুৱাহাটী  
অসমীয়া উপন্যাসৰ গতি-প্ৰকৃতি, শৈলেন ভড়ালী, সাহিত্য অকাডেমি, বনলতা  
অসমীয়া চুটিগল্প: ঐতিহ্য আৰু বিৱৰ্তন, অপূৰ্ব কুমাৰ বৰা (সম্পা.) যোৰহাট কেন্দ্ৰীয় মহাবিদ্যালয়  
অসমীয়া গল্প সংকলন (প্ৰথম খণ্ড আৰু দ্বিতীয়), হোমেন বৰগোহাঞি (সম্পা.), অসম প্ৰকাশন পৰিষদ, গুৱাহাটী  
অসমীয়া গল্প সংকলন (প্ৰথম খণ্ড), হোমেন বৰগোহাঞি (সম্পা.), অসম প্ৰকাশন পৰিষদ, গুৱাহাটী  
অসমীয়া গল্প সংকলন (দ্বিতীয় খণ্ড), হোমেন বৰগোহাঞি (সম্পা.), অসম প্ৰকাশন পৰিষদ, গুৱাহাটী  
অসমীয়া গল্পচয়ন; উত্তৰ স্বাধীনতা যুগৰ অসমীয়া চুটিগল্প, নগেন শইকীয়া (সম্পা.), নেশ্যনেল বুক ষ্ট, হাওয়া।  
অসমীয়া গল্প সংকলন, নিৰ্মলপ্ৰভা বৰদলৈ (সম্পা.), নেশ্যনেল বুক ট্ৰাষ্ট, ইণ্ডিয়া।  
অসমীয়া চুটিগল্পৰ অধ্যয়ন, প্ৰহলাদ কুমাৰ বৰুৱা, বনলতা, গুৱাহাটী।  
আধুনিক অসমীয়া গল্পসংগ্ৰহ, ত্ৰৈলাক্যনাথ গোস্বামী (সম্পা.), সাহিত্য অকাডেমি  
আধুনিক অসমীয়া গল্প সংগ্ৰহ, ত্ৰৈলোক্য নাথ গোস্বামী (সম্পা.), সাহিত্য অকাডেমী  
আধুনিক গল্প সাহিত্য, ত্ৰৈলাক্যনাথ গোস্বামী, বাণী প্ৰকাশ, গুৱাহাটী  
কাহিনী এটাৰ কাহিনী, প্ৰশান্ত কুমাৰ দাস, বিশাল প্ৰকাশন, গুৱাহাটী  
কেঁচা পাতৰ কঁপনি, প্ৰফুল্ল কুমাৰ বৰুৱা, ল'য়াৰ্চ বুক ষ্টল, গুৱাহাটী  
চাৰিটা দশকৰ ফচল, উপন্যাস সমগ্ৰ, হোমেন বৰগোহাঞি, ষ্টুডেণ্ট ষ্ট'ৰ্চ, গুৱাহাটী  
চৈয়দ আব্দুল মালিক, মামণি গগৈ বৰগোহাঞি, প্ৰকাশন শাখা, ডিব্ৰুগড় বিশ্ববিদ্যালয়  
জীৱনৰ বাটত, বিৰিঞ্চি কুমাৰ বৰুৱা, বীণা লাইব্ৰেৰী, গুৱাহাটী  
ধূসৰতাৰ কাব্য, দেৱব্ৰত দাস, বনলতা, গুৱাহাটী  
নীলকণ্ঠী ব্ৰজ, মামণি বয়চম গোস্বামী, ষ্টুডেণ্ট ষ্ট'ৰ্চ, গুৱাহাটী  
বুদ্ধই হাঁহিছে, বিতোপন বৰবৰা, ভৱানী বুক, গুৱাহাটী  
বিৰিঞ্চি কুমাৰ বৰুৱা আৰু প্ৰফুল্ল দত্ত গোস্বামীৰ উপন্যাস, কৃষ্ণ কুমাৰ মিশ্ৰ, প্ৰভা প্ৰকাশনী, জয়সাগৰ  
বিৰিঞ্চি কুমাৰ বৰুৱা, সত্যকাম বৰঠাকুৰ, প্ৰকাশন বিভাগ, ডিব্ৰুগড় বিশ্ববিদ্যালয়।  
স্বৰাজোত্তৰ অসমীয়া উপন্যাস সমীক্ষা, প্ৰফুল্ল কটকী, বীণা লাইব্ৰেৰী, গুৱাহাটী  
হোমেন বৰগোহাঞিৰ উপন্যাসত শিল্প-বৈভৱ, জয়ন্ত কুমাৰ বৰা, আসাম পাবলিচিং কোম্পানী, গুৱাহাটী

Course No: 3.03

Title of the Course: **অসমত ভাষা অধ্যয়ন** (Language Studies in Assam )

**Core**

Credits: 04

Total Marks: **100 (IA40+ES60)**

Name of Course Teacher: **Dr. Pankajyoti Borah**

**Objectives:**

- i) This paper aims to introduce the students to the history of the language study in Assam.
- ii) To provide knowledge in different ways of the study of Languages.

**Outcomes:**

- i) The Students will be able to acquire knowledge on Grammar, Dictionary and Linguistically study of Assamese, Tibeto-Burman, Tai-Kadai Languages.
- ii) The students will be able to acquire knowledge for future research Scopes within the area.

**Mode of Assessment:**

Home assignment-10 %

Viva-Voce/Seminar/group discussion-10%

Sessional Examination -20%

End Semester Examination- 60%

Module	Topic	Lecture	Tutorial	Practical
I	i) An Introduction to Languages of NE India ii) Linguistic Status of NE Languages	12	2	NIL
II	Study on Assamese Language (i) Philological & Linguistic Study (ii) Grammar & Dictionary	12	2	NIL
III	Study on the Tibeto-Burman Languages of Assam: (i) Grammar (ii) Dictionary (iii)Linguistic Study.	12	2	NIL
v	Study on the Tai-Kadai Languages of Assam: (i) Grammar (ii) Dictionary (iii)Linguistic Study.	12	2	NIL
<b>Total Hours</b>		<b>48</b>	<b>08</b>	

**Total lecture of 1 hour duration: 48**  
**Total Tutorial of 1 hour duration: 08**  
**Total Practical of 1 hour duration: Nil**  
**Total Credit: 04**

**Reference:**

- অসমৰ ভাষা, ভীমকান্ত বৰুৱা, বনলতা, ডিব্ৰুগড়.
- অসমৰ ভাষা বিশ্লেষণাত্মক অধ্যয়ন, অৰ্পণা কোঁৱৰ, বনলতা, ডিব্ৰুগড়।
- অসমৰ ভাষাৰ অধ্যয়ন, „ „ „ „
- অসমীয়া আৰু অসমৰ ভাষা-উপভাষা, উপেন ৰাভা হাকাচাম।
- অসমীয়া আৰু অসমৰ ভাষা, বিশ্বজিত দাস আৰু ফুকন চন্দ্ৰ বসুমতাৰী, আঁক-বাক, গুৱাহাটী।
- Linguistic Survey of India, Vol. III, Part-II, G. A. Grierson,
- Linguistic Situation in North East India, Mrinal Miri (Ed.), Concept Publishing Company. •
- Aspects of North-East Indian Languages, P.C Bhattacharya, ABILAC, Guwahati.
- Languages of North-Eastern India : A Survey (Revised Edition) Edited By Satkari Mukhopadhyaya, Jyan Publishing House.
- An Introduction to the Boro Language, Phukan Basumatary Mittal Publication, New Delhi.



Course No. 3.04

Title of the Course: **অসমৰ চীন-তিব্বতীয় আৰু টাই-ক্ৰাদাই ভাষাৰ গাঁথনিক  
বিশ্লেষণ** (Structural Analysis of Tibeto-Burman & Tai-Kadai Languages of Assam)

**DSEC**

Total Credit: **04**

Total Marks: **100 (IA40+SE60)**

Title of the Course Teacher: **Dr. Pankajyoti Borah**

**Course Objectives:**

- This paper aims to introduce the students to the Tibeto-Burman & Tai-Kadai languages of Assam; it's distribution and their Language status in North-East India.
- To provide knowledge on the structure of the Tibeto-Burman & Tai-Kadai languages.

**Course Outcomes:**

- Students will be able to acquire knowledge on feature, nature of Tibeto-Burman and Tai-Kadai Languages.
- To know about different types of characteristics of Tibeto-Burman & Tai-Kadai languages and future research Scopes within the area.

**Mode of Assessment:**

Home assignment-10 %

Viva-Voce/Seminar/group discussion-10%

Sessional Examination -20%

End Semester Examination- 60%

Module	Topic	Lecture	Tutorial	Practical
I	a. Introduction to Tibeto-Burman & Tai-Kadai family of Languages of Assam.	12	1	NIL
II	a. Phonological structure of Tibeto-Burman languages ( <i>Mising, Boro, Karbi, Deori, Rabha</i> ). b. Phonological Structure of Tai-Kadai Languages ( <i>Khamti, Phake, Aiton</i> ).	12	2	NIL
III	a. Morphological Structure of Tibeto-Burman Languages ( <i>Mising, Boro, Karbi, Deori, Rabha</i> ). c. Morphological Structure of Tai-Kadai Languages ( <i>Khamti, Phake, Aiton</i> ).	12	1	NIL



IV	b. Syntactic Structure of Tibeto-Burman Languages ( <i>Mising, Boro, Karbi, Deori, Rabha</i> ). d. Syntactic Structure of Tai-Kadai Languages ( <i>Khamti, Phake, Aiton</i> ).	12	1	NIL
V	a. Contrastive study of Tibeto-Burman & Tai-Kadai languages	10	1	NIL
<b>Total Hours</b>		<b>58</b>	<b>6</b>	

**Total lecture of 1 hour duration: 58**

**Total Tutorial of 1 hour duration: 06**

**Total Practical of 1 hour duration: Nil**

**Total Credit: 04**

**Reference:**

- অসমৰ ভাষা, ভীমকান্ত বৰুৱা, বনলতা, ডিব্ৰুগড়।
- অসমৰ ভাষা বিশ্লেষণাত্মক অধ্যয়ন, অৰ্পণা কোঁৱৰ, বনলতা, ডিব্ৰুগড়।
- অসমীয়া আৰু অসমৰ ভাষাৰ, বিশ্বজিত দাস আৰু ফুকন চন্দ্ৰ বসুমতাৰী, আঁক-বাক, গুৱাহাটী।
- মিচিং ভাষাৰ আভাস, নাহেন্দ্ৰ পাদুন, চিলাপথাৰ, ধেমাজি।
- Linguistic Survey of India, Vol. III, Part-II, G. A. Grierson.
- Languages of North-Eastern India: A Survey (Revised Edition) Edited By Satkari Mukhopadhyaya Jyan Publishing House.
- A Descriptive Analysis the Boro Language, P.C Bhattachaya Gauhati University.
- An Introduction to the Boro Language, Phukan Basumatary Mittal Publication, New Delhi.
- Karbi: The Karbi People and the Language, Arpana Konwar Dept. of Assamese, Dibrugarh University.
- A Pronouncing Multilingual Dictionary (Assamese-English-Boro-fMising), Arpana Konwar (Ed.), ABILAC, North Guwahati.
- Mising Gomphir Kumsung (A Dictionary of the Mising Language Mising to Mising, Assamese-English) Tabu Taid (Ed.), ABILAC, North Guwahati.



Course No. 3.05

Title of the Course: **অনুবাদ অধ্যয়ন** ( Translation Studies )

**DSEC**

Credit: 4

Total Marks: **100 (IA40+ES60)**

Name of the Course Teacher: **Dr. Himadri Saikia**

**Objectives:** The prime objectives of this course are:

1. To acquaint the students with the basic aspects of Translation.
2. To help the students to understand the norms and measures of a good and eligible or communicative translation.
3. To explain Interpretation Studies as a specific branch of Translation Studies.

**Learning Outcomes:** At the end of the course:

1. The students will be able to get the knowledge of Translation Studies as Discipline.
2. Translate for various professional endeavors and human resource in general.
3. Creatively and critically attempt to translate various forms of writing in literature.

**Mode of Assessment:**

Home assignment-10 %

Viva-Voce/Seminar/group discussion-10%

Sessional Examination -20%

End Semester Examination- 60%

Module	Topic	Lecture	Tutorial	Practical
I	<b>Introduction to Translation</b> The nature of translation, scope and objective Importance of Translation Types of Translation	10	2	NIL
II	<b>Cognition in Translation and Role of Translator</b> The Role of a Translator: Visibility, Ethics, Sociology The Cognitive Process of Translation Reflecting on the Translation and determining Tone	05	2	NIL

III	<b>Translation Theories</b> Theory of Equivalence: Eugene Nida Linguistic Theory of Translation: J.C. Catford Vinay and Darbelnet	15	2	24
IV	<b>Register Words and Area Based Text Translation</b> Concept of Register Words Introduction to Area Specific Text: Banking : Judicial : Medical : Advertisement	10	3	NIL
V	<b>Practical (Students can choose any one area mentioned in unit IV)</b>	5	5	NIL

**Total lecture of 1 hour duration: 45**

**Total Tutorial of 1 hour duration: 14**

**Total Practical of 1 hour duration: 24**

**Total Credit: 04**

### **References:**

Anubad Bhashayan –Samasayen: N.I. Biswanath Iyyar

Theory and Practice of Translation: Y.C. Bhatnagar

Tulanamulak Sahitya aru Anubad Bichar: Prafulla kataky

Tulanamulak Sahitya aru Anubad Kala: Karabi Deka Hazarika

Anubad Adhyayan: Madan Sarma



Course Code: 3.06

Title of the Course: **অসমীয়া সাহিত্যৰ প্ৰান্তীয় ৰূপ বা বিধা** (Peripheral Genre of Assamese literature)

**DSEC**

Total Credit: 04

Total marks: 100 (IA40+ES60)

Name of the Course Teacher: **Dr. Utpal Narayan Goswami**

**Course Objectives:**

1. This Course would introduce students to the Peripheral Genre of Assamese literature
2. The Course has also been introducing travel literature, science literature, children literature in Assamese area

**Course Outcomes:**

- CO 1. This course will be torchbearer for the students to know the importance of the Assamese Peripheral Genre of Assamese literature
2. Students will understand the trend of Assamese Peripheral Genre of Assamese literature

**Mode of Assessment:**

- End Semester Examination- 60%  
Home assignment- 10 %  
Seminar/group discussion- 10%  
Sessional Examination - 20%

Module	Topic	Lecture	Tutorial	Practical
I	<b>Science Literature (Selected text)</b> Maothiya : Bijaykrishna Devasarmah Abhinna Hridoy : Dinesh Chandra Goswami Pani : Santanu Tamuli Dwitiya Dwitiya Tajmahal: Abhijit Sarmah Baruah	12	2	
II	<b>Travel Literature (Selected text)</b> Ranga Karbir full: Hem Baruah Amerikar Sithi: Chandra Prasad Saikia Sin sai ahilu: Hemango Biswash Pashimor Pom khedi: Lakhmi Nandan Borah	12	2	

III	<b>Children Literature(selected text)</b> Maheswar Neog: Dawarar hiparar Dhunia Desh Chandra Katak_ Onek Deshar Sadhu Bhabendra Nath Saikia: Ejak Jonakir Jilmil	12	2	
IV	<b>None fiction (Selected text)</b> Hemchandra Baruah: Atmajiban Charitra Kaliram Medhi:Likhar Sajuli Krishnakanta Handique:Grmanir gyan charcha Maheswar Neog: Ambikagiri Homen Borgohain: Goru Hiren Gohain: Oitihya aru Jivanar Batot Surendranath Medhi:GodellarSutra	12	2	

**Total lecture of 1 hour duration: 48**

**Total Tutorial of 1 hour duration: 08**

**Total Practical Classes of 1 hour duration: NIL**

**Total Credit: 4**

**Recommended text:**

- Asamiya Sahityar Samikhyatmak Itibritta: Satyandranath Sarma
- Prakswadhinata kalor Bigyan Sahitya :*Paramanada Mahanta*
- *Asamiya sahityar buranji(Vol-V): Ranjit kumar Dev Goswami*
- *Bigyan Sahitya: (Ed.) Umakanta Sarmah*

**Reference:**

*Asamiya kalpabigyan Galpasankalan: (Ed.) Santanu Tamuly*  
*Asamiya kalapabigyan Galpasankalan(Ed.):Dinesh Chandra Goswami*  
 Asamiaya Bigyan sahitya: otitor pora Bartamanloi: Khirdhar Baruah  
 Asamiya Bigyan sahitya: Syama Prasad Sarmah  
 Asamiya sahityar Buranji(Vol- vi):(Ed) Homen Borgohain  
 Asamat Bigyan Charchar Dhara: Paramananda Mazumdar  
 Treval writing: The New Critical Idiom: Car Thomson  
 Jibani aru Atmajibani: Govindra Prasad Sarmah



Course No. 3.07

Title of the Course: **তৰংগ বা সাংবহনিক ধ্বনিবিজ্ঞানঃ তত্ত্ব আৰু প্ৰয়োগ** ( Acoustic  
Phonetics: Theory and Practice )

**DSEC**

Credits: **04**

Total Marks: 100 (**IA40+ES60**)

Name of the Course Teacher: **Dr. Pankajyoti Borah**

**Course Objectives:**

- i) This paper aims to introduce Acoustic Phonetics.
- ii) To provide to knowledge on different way of acoustic phonetics.

**Course Outcomes:**

- iii) The students will able to acquire knowledge on the features of Acoustic Phonetics.
- iv) Students will able to Practical Knowledge on LAB (Praat Software), Data Collection, Phonetic Analysis and IPA Transcription of the Different Languages.

**Mode of Assessment:**

- Home assignment-10 %  
Viva-Voce/Seminar/group discussion-10%  
Sessional Examination -20%  
End Semester Examination- 60%

Module	Topic	Lecture	Tutorial	Practical
I	i) Concept of Acoustics Phonetics. ii) A Brief History of Acoustic Phonetics. iii) Features of Acoustic: Periodic & Aperiodic wave, Wavelength, Amplitude, Pitch (F0), Formant Frequency (F1, F2, F3), Cycle of sound (CPS), Intensity, Voice Onset Time (VOT), Voicing, Stop Gap, Stop release, etc.	10	1	02
II	i) Preparation of Field study and data collection. ii) Making recording: Good recording & Clipped recording. iii) Use of Software for data Analysis	08		04
III	Acoustic Analysis of Segmental Sound:	08	1	04

	i) Analysis of vowels; F0, length/Duration, Formant frequency. ii) Analysis of Consonant; Stop Gap & Stop release, Voicing & un-voicing, Formant Frequency of stop, nasal, fricative, trill, Approximant sounds.			
IV	Acoustic Analysis of Super-Segmental Sound: i) Analysis of Pitch: Tone, Intonation, syllable & stress, Juncture	08		02
V	i) Introduction to IPA. ii) Transcription to IPA iii) Normalization (Vowel & Tones)	08		02
<b>Total Hours</b>		<b>42</b>	<b>02</b>	<b>14</b>

**Total lecture of 1 hour duration: 42**

**Total Tutorial of 1 hour duration: 02**

**Total Practical of 1 hour duration: 14**

**Total Credit: 04**

**Reference:**

- আন্তঃৰাষ্ট্ৰীয় ধ্বনিলিপি আৰু অসমীয়া বৰ্ণলিপি, ভাস্কৰজ্যোতি শৰ্মা, স্বস্তিকা প্ৰকাশন, গুৱাহাটী।
- তৰংগ ধ্বনিবিজ্ঞানৰ পৰিচয়, ভাস্কৰজ্যোতি শৰ্মা, গুৱাহাটী।
- ব্যৱহাৰিক তৰংগ ধ্বনিবিজ্ঞান, পংকজ্যোতি বৰা, এম.জি. পাব্লিকেচন, গুৱাহাটী।
- ব্যৱহাৰিক ধ্বনিবিজ্ঞান, দীপংকৰ মৰল, গুৱাহাটী।
- Elements of Acoustic phonetics, Peter Ladefoged, University of Chicago Press.
- Acoustic Phonetics, D.B. Fry, Cambridge University Press.
- Handbook of the International Phonetic Association, Cambridge University.



Course No. 3.08

Title of the Course: **অসমীয়া ভাষাৰ প্ৰয়োগ** (Application of the Assamese Language)

**AESC**

Total Credits: **02**

Totals Marks: **50 (IA20+ES30)**

Name of the Course Teacher:

**Course Objectives:**

**Course Outcomes:**

**Mode of Assessment:**

Home assignment-10 %

Viva-Voce/Seminar/group discussion-10%

Sessional Examination -20%

End Semester Examination- 60%

Module	Topic	Lecture	Tutorial	Practical
I	<b>Communication Skill:</b> I. Formal and Informal Communication II. Written and Verbal Communication III. Fundamentals of Vocal Delivery: speech clarity, Pitch, Pause IV. Usage of Phrase and Idioms	07	2	1
II	<b>Written Skill:</b> I. Different Forms of Application II. Memorandum III. business-letters IV. different kinds of official letters V. formal Invitation letters VI. citations/felicitation address etc.	07	1	1
III	<b>Use of Assamese Language:</b> i. Abbreviation	07	2	1



	ii. Terminology			
	iii. Common errors in writing and Speaking			

**Total lecture of 1 hour duration: 40**

**Total Tutorial of 1 hour duration: 08**

**Total Practical of 1 hour duration: 16**

**Total Credit: 04**

**References:**

- Asam Sarkar : *Prashasaniya paribhasha, pratham Khanda*
- Golok Goswami : *Asamiya Akhar jotani*
- Do : *Asamiya Bhashar Ussaran*
- Maheswar Neog : *Nika asamiya Bhasha*
- Satyanath Bora : *Bahal byakaran*
- Shivanath Barman : *Asamiya akhar jotani katha*
- Sumanta Chaliha : *Agrani Ussaran Abhidhan*
- Dinesh Chandra Goswami : *Bijnan Lekhakar Hatputhi*
- Nirajana mahanta Bezbora : *Jogajog kala*
- *Minakshee Raman & Sangeeta Sharma* : *Technical Communication: Principal & Practice*
- Ankuran Dutta & Anamika Ray : *Janasamparka*
- Do : *Bijnapan*
- Manoj Kr. Goswami & Prashanta kr. Mahanta (Ed.) : *Sangbadikata*

Course Code: **3.09**

Title of the Course: **পাঠ সমীক্ষা** (Textual Criticism)

**AESC**

Total Credit: **02**

Total Marks: **50 (IA20+ES30)**

Name of the Course Teacher: **Dr. Utpal Narayan Goswami**

### Course objectives

1. This course will introduce the students to different dimensions of the scholarly practice of textual criticism especially context of the Assamese script.
2. To provide students with an overview of Manuscript reading process and preparation of the critical text.

### Expected Learner Outcomes:

1. The Students will understand the Manuscript Reading, Editing and Critical study of text.
2. Students will be able to analyze on Manuscript painting and digitalization process of manuscript preservation.

### Mode of Assessment:

Home assignment-10 %

Viva-Voce/Seminar/group discussion-10%

Sessional Examination -20%

End Semester Examination- 60%

Module	Topic	Lecture	Tutorial	Practical
<b>I</b>	Textual Critism, Concept, Definition Types, Character, Prospective of Textual criticism in reference the Assamese Literature	8	1	
<b>II</b>	Assamese Script origin and Development	8	1	
<b>III</b>	Methodology of Textual Critism	8	1	
<b>IV</b>	Preparation of Critical Text (Practical)	-	-	<b>8</b>
	<b>Total</b>	<b>24</b>	<b>03</b>	<b>08</b>

**Total Lecture of 1 hour duration : 24**  
**Total Tutorial of 1 hour duration : 03**  
**Total Practical of 1 hour duration : 8**  
**Total Credit : 02**

**Recommended text:**

- *Asamiya Prachin Lipi* : Sarbeswar kataki
- *Asamiya Lipi*: Upendra Nath Goswami
- *Path-samiksha*: Maheswar Neog
- *Path Samiksha*: Malinee Goswami
- *Purani Puthi Adhyan Aru Sampadana*: Keshabananda Dev Goswami

**Reference:**

- *Asamiya lipir Parichay*: Kanak Chandra Chahariya
- *Biswa Lipir Bhumika*: Narayan Das
- *Descriptive Catalogue of Assamese Manuscripts*: Hemchandra Goswami
- *Descriptive Catalogue of Sanskrit Manuscripts*: P C Chaudhury
- *Development of Script of Ancient Kamrupa*: TP. Barma
- *Evolution of Assamese Script*: Mahendra Borah



Course No: 4.01

Course Title: পাশ্চাত্য সাহিত্যৰ সমালোচনা (Western Literary Criticism)

(DSEC)

Credits: 04

Total Marks: 100 (IA40+ES60)

Name of the Course Teacher: Dr. Himadri Saikia

### Objective of the Course:

1. The prime objective of the course is to provide a critical understanding of criticism in Literary study.
2. The course intends to provide the knowledge about the theoretical development of literary criticism as well as the application of theories of criticism as a methodology for intelligibility of text.
3. It also provides a conceptual framework for developing an understanding of the function and practice of traditional modes of literary criticism.

### Course Learning Outcome: After reading this course

1. Students will be able to understand the leading schools of thought in literary theory and criticism from Plato to today.
2. They will be able to identify the theoretical aspects of different literary texts and will get a close understanding that how theory can be used as a methodology for literary study.
3. Students will be able to know the key terminologies of Western European and American literary theory and criticism.

### Mode of Assessment:

Home assignment-10 %

Viva-Voce/Seminar/group discussion-10%

Sessional Examination -20%

End Semester Examination- 60%

Module	Topic	Lecture	Tutorial	Practical
I	Introductions Plato, from Republic Plato, from Parmenides Aristotle from poetics Aristotle from On Interpretation Horace from Ars Poetica Pope, from An Essay on Criticism	10	2	Nil
II	Hume, from "Of the Standard of Taste" Kant, from Critique of Judgement Burke, from Philosophical Enquiry	10	2	Nil

	Arnold, from The Function of Criticism at the Present Time Brooks, The Heresy of Paraphrase			
III	Hegel from Encyclopedia/ Phenomenology of spirit Marx and Engels on Art/ The German Ideology Gramsci, from Prison Notebooks Benjamin from Notes on Baudelaire	10	2	Nil
IV	Saussure, from Course in General Linguistics Barthes, from The Fashion System Freud, Creative Writers and Daydreaming	10	2	Nil
V	Said from Orientalism Nietzsche, from The Birth of Tragedy Foucault, from The History of Sexuality Derrida, "Difference" Johnson, "Melville's Fist"			
	<b>Total</b>	<b>50</b>	<b>14</b>	

**Total lectures of 1 hour duration: 52**

**Total tutorials of 1 hour duration:14**

**Total credit: 4**

**References:**

Sahitya Tattva aru Prayog: Bimal Majumder

A History of Literature Criticism : M. A. R. Habib

Sahitya-Bad Boicitra: Nagen Saikia

Sahityatattva aru Samalosaana tattva: Nahendra Padun

History of Modern Criticism (All Volumes): Rene Wellek

Nandantatta Pracya aru Pascatya: Trailokyanath Goswami

W. K. Wimsatt Jr. and Cleanth Brooks: Literary Criticism

Basanta Kumar Sharma Rasanawali(Pratham aru Dwitiya Khanda: Ajit Saikia (Ed.)

Course Code **4.02**

Title of the Course: **অসমীয়া কবিতা** (Assamese Poetry (Early and Modern))

**CORE**

Total Credits: **04**

**Totals Marks: 100 (IA40+ES60)**

Name of the Course Teacher: **Mr. Rahul Kalita**

**Course Objective:**

- 1.This Course would introduce students to the Context of Assamese Poetry

**Expected Learner Outcomes:**

1. This course will be torchbearer for the students to know the importance of the Assamese Poetry
2. Students will understand the trend of Assamese Poetry

**Mode of Assessment:**

- Home assignment-10 %
- Viva-Voce/Seminar/group discussion-10%
- Sessional Examination -20%
- End Semester Examination- 60%

Module	Topic	Lecture	Tutorial
I	<p><b>Early Period:</b></p> <p>(i)Caryapada : Selected piece- 10</p> <p>(ii)Loka-geet: Selected pieces: i)Are Dantal Hatir Mahut re ii)Guru Moke Daya Nachariba</p> <p>(iii) Selected verses of Sundarakanda by Madhav Kandali (i)Hanumantar Lanka Darshan</p> <p>(iv) (Selected any One)</p> <p>(a) Sharanga Pani Pahe, Pamar Mati Hami: Sankardeva</p> <p>(b) Namghosha(1-41) : Madhavdeva</p>	30	7

<b>II</b>	<b>Modern Period:</b>  <b>Phase-I</b> Chandra Kumar Agarwala: Prakriti Hem Chandra Goswami: Puwa Lakshminath Bezboroa: Malati Raghunath Chodhury : Golap		
	<b>Phase-II (Selected pieces):</b> Bhabananda Dutta-Rajpath Hem Barua: Poharatkoi Endhar Bhal Devakanta Baruah: Devadashi Nirmal Prova Bardaloi: Navakanta Barua : Eta Premar Padya Ram Gogoi: Pathar Hiren Bhattacharjya :Rudro Kamona Kabin Phukan: Tumar Fagune mur Bahagok Mahendra Borah: Sap Nilamoni Phookan : Olami Thaka Golapi Jamur Lagna  <b>Phase- III (selected Pieces)</b> Sameer Tanti : Mur Maat Suna Suranjana Karabi Deka Hazarika: Suli Nebandhiba Jagaseni Nilim Kumar : Bhut Lutfu Hanum Selima Begum: Sakaluwe kibakibi Heruai Jiban Narah : Ninroborgo Bijay Sankar Barman : ‘Deo’	22	5

**Total lecture of 1 hour duration: 52**

**Total Tutorial of 1 hour duration: 12**

**Total Credit: 04**

**Recommended text:**

- Sanchayan : (Ed.) Maheswar Neog
- *Asamiya Kabitar Prabah: Kabin Phukan*
- *Tarun Prajanmar Kabita* (Ed.): Harekrishna Deka

**Reference:**

- *Caryagiti-kosha* (Ed) : Nil Ratan Sen
- *Goalpariya Lokageet Sanchayan(Ed.): Birendra Nath Dutta*
- *Natun Kabita aru Prakriti* : Nirmal Prabha Bordoloi
- *Romantic Kabir Kabyabichar* : Basanta Kumar Sarma
- *Adhunik Asamiya Kabita (Enlarge edition): Kamaluddin Ahmed*
- *Ramanyasbad aru Lakshminath Bezboroar Kabita: Kamaluddin Ahmed*
- *Asamiya Kabita* : Karabi Deka Hazarika
- *Natun Kabita* : Mahendra Borah
- *Adhunik Asamiya Kabitar Tinita Stor:(Ed.) Malinee Goswami and Kamaluddin Ahmed*
- *Chandra Kumarar Kabita Samagrah: Nagen Saikia*



Course No. **4.03**

Title of the Course: **ক্ষুদ্র গবেষণা গ্রন্থ** (Dissertation)

**(DSEC)**

Credits: **04**

Total Marks: **100 (IA40+ES60)**

Name of the Course Teacher: **All Teachers**

**Course Objective:**

**Course Outcome:**

**Mode of Assessment:**

Home assignment-10 %

Viva-Voce/Seminar/group discussion-10%

Sessional Examination -20%

Dissertation- 60%

Module	Topic	Lecture	Tutorial	Practical
I	What is Research Steps of Research	12	2	
II	Ethics of Research	12	2	
III	Research Methodology,	12	2	2
IV	Report Preparation/writing	12	2	2

**Total lecture of 1 hour duration: 48**

**Total Tutorial of 1 hour duration: 08**

**Total Practical of 1 hour duration: 04**

**Total Credit: 04**

**Reference:**

1. গৱেষণা পদ্ধতি আৰু পৰিচয়, নগেন ঠাকুৰ
2. Research Methodology, C.R. Kothari
3. গৱেষণা প্ৰণালী তত্ত্ব, মহেন্দ্ৰ বৰা



Course No: 4.04

Course Title: **বিশ্ব সাহিত্যৰ পৰিচয়** (Introduction to World Literature)

**DSEC**

**Credits: 4**

**Total Marks: 100 (IA40+ES60)**

**Name of the Course Teacher: Dr. Himadri Saikia**

**Course Objectives:**

1. To develop a Worldwide view to the learners through the study of national literatures across the world.
2. The course intends to enhance student's understanding of cultural exchange processes as represented through literature from different parts of the world.
3. The course enable learners to understand the socio-economic and historic development of a Nation through various literary masterpieces.

**Course Outcomes:** After the fulfilment of this course

1. Students will able to get a global overview of Literature.
2. Students will able to relate with various socio-cultural practices and beliefs of Human being as a global nation.
3. Students will be able to understand thoughts, ideas and analytical differences of events through literary masterpieces and be able to introduce new ideas in creative writing.

**Mode of Assessment:**

Home assignment-10 %

Viva-Voce/Seminar/group discussion-10%

Sessional Examination -20%

End Semester Examination- 60%

Module	Topic	Lecture	Tutorial	Practical
I	<b>Concept of World Literature</b>	04	02	NIL
II	<b>Poems (Only Selected Pieces to be Studied):</b> Ode to the West Wind: P.B. Shelley Ballad of the Moon: Federico Garcia Lorca	12	4	NIL
III	<b>Short Stories:(Only selected pieces to be studied)</b> The Country Doctor: Franz Kafka Sleeping Beauty and the Airplane: Gabriel Garcia Marquez	14	4	NIL

IV	<b>Novels: (Only selected Pieces to be studied)</b> Anna Karenina: Leo Tolstoy Beloved: Tony Morrison	16	4	
V	<b>Dramas: (Only selected pieces to be studied)</b> Hamlet: Shakespeare An Enemy of the People: Ibsen	08	4	NIL

**Total lecture of 1 hour duration: 54**

**Total tutorials of 1 hour duration: 14**

**Total credit: 4**

**Reference:**

- Basanta Kumer Sarma : *Rumantic Kabita aru Kabya Bichar*
- Biren Borkataki : *Sahityar Cinta-Carca*
- Jiba Hazarika : *T. S Eliotar Kabita*
- Lakshikanta Mahanta : *Biswa Sahityar Parichay*
- Mahendra Bora : *Ramanyakhbad*
- Pranjit Bora : *Biswasahitya Bithika*
- Tarini Kanta Bhattacharya : *Ibsenar Natya Pratibha*
- Ajit Saikia(Ed.) : *Basanta Kumer Sarma Racanawali Pratham aru dvitiya Khanda*



Course No. 4.05

Title of the Course: **প্রয়োগিক আৰু ক্ষেত্র ভাষাবিজ্ঞান** (Applied & Field Linguistics)

DSEC

Credits: 4

Total Marks: **100 (IA40+ES60)**

Name of Course Teacher: **Dr. Himadri Saikia & Dr. Pankajyoti Borah**

### Objectives:

- i) This paper aims to introduce the students to the applied & Field Linguistic.
- ii) To provide knowledge of computational linguistics and Natural Language Processing.

### Outcomes:

- i) The students will able to acquire knowledge on the different branches of applied Linguistic.
- ii) Students will able to Practical Knowledge on Lexicography, Computational Linguistics and Field Linguistic.

### Mode of Assessment:

Home assignment-10 %

Viva-Voce/Seminar/group discussion-10%

Sessional Examination -20%

End Semester Examination- 60%

Module	Topic	Lecture	Tutorial	Practical
I	<b>Concept of Applied Linguistics.</b> <b>Development of Applied Linguistics.</b>	10	01	NIL
II	<b>Scope of Applied Linguistics:</b> Language Acquisition, Language Learning, Bilingualism & Multilingualism, Language assessment, Discourse Analysis, Language Pedagogy, Language planning and Policy, Machine Translation, Computational Linguistics, Natural Language Processing.	10	01	NIL
III	<b>Lexicography:</b> Concept of Lexicography Types of dictionaries Preparation of Lexicon/ Dictionary	10	01	NIL
IV	<b>Concept of Field Linguistics</b> <b>Scope of Field Linguistics</b>	10	01	NIL
v	<b>Field Study:</b>	10	00	04

	Methods of Data Collection Data Analysis. Data Documentation. Preparation of Report/ Project.			
	<b>Total Hours</b>	<b>50</b>	<b>04</b>	<b>04</b>

**Total lecture of 1 hour duration: 50**

**Total tutorials of 1 hour duration: 08**

**Total Practical Classes of 1 hour duration: 04**

**Total credit: 4**

**References:**

- প্ৰয়োগ ভাষাবিজ্ঞানৰ ৰূপৰেখা, ফণীন্দ্রনাৰায়ণ দত্তবৰুৱা, বনলতা, ডিব্ৰুগড়।
- অসমীয়া ভাষা শিকন পদ্ধতি, মদন শৰ্মা, ষ্টুডেণ্টচ ষ্টৰচ, গুৱাহাটী।
- অভিধানতত্ত্ব, অৰ্পণা কোঁৱৰ, বনলতা, ডিব্ৰুগড়।
- An Introduction to Applied Linguistics, Norbert Schmit (ed.) ARNOLD, University of Nottingham, London.
- Principal and Practise in Applied Linguistics, Guy Cook & Barbara Seidlhofer (Ed.) Oxford University Press.
- Encyclopedia Dictionary of Applied Linguistics, Keith Johnson & Helen Johnson, Blackwell Publishers.
- The Hand Book of Linguistics, Mark Aronoff & Janic Rees-Miller (Ed.), Blackwell Publishers.
- Field Linguistics, A Beginners Guide, Terry Crowley, OUP



Course Code **4.06**

Title of the Course: **শংকৰদেৱৰ অধ্যয়ন** (Sankardeva Studies)

**DSEC**

Total Credits: **04**

Total Marks: **100 (IA40+ES60)**

Name of the Course Teacher: **Dr. Utpal Narayan Goswami**

**Course Objectives:**

1. This Course would introduce students to the history of neo-Vaisnavite Movement in Assam and life and Philosophy of Sankardeva.
2. To aid the students to understand about how social and religious institutions emerge in Assam in medieval times

**Course Outcomes:**

1. This course will be torchbearer for the students to know the importance of the Sankardeva Studies
2. Students will understand the basic concept of history bhakti Movement of Assam and role of the Sankardeva and Satra institutions of Assam.

**Mode of Assessment:**

- Home assignment-10 %  
 Viva-Voce/Seminar/group discussion-10%  
 Sessional Examination -20%  
 End Semester Examination- 60%

Module	Topic	Lecture	Tutorial	Practical
I	Early History of Neo-Vaisnavite Movement	10	1	NIL
II	Sankardeva and His Times	10	1	NIL
III	Literary Works of Sankardeva	10	1	NIL
IV	Neo- Vaisnavite Institutions and Practices	10	1	NIL
V	Role of Satra and Namghar in Assamese Society	10	1	NIL

**Total lecture of 1 hour duration: 50**

**Total Tutorial of 1 hour duration: 05**

**Total Practical of 1 hour duration: NIL**

**Total Credit: 04**



**Recommended text:**

- Satriya utsav anushtana Rupcahya: Nirupama Mahanta
- Satra Sanskritir Ruprekha :Keshabananda Dev Goswami
- Satriya Utsav Parvanar Tatparjya : Pitambardeva Goswami
- Satriya Sanskritir Swarnarekha:Narayan Chandra Goswami
- Satra Sanskritir Rup Baichitra: Utpal Narayan Goswami
- Sankardeva and His Times: Maheswar Neog
- The Neo Vaisnavite Movement & The Satra Institution of Assam: Satyendra Nath Sarmah

**Reference Books:**

- Sankardeva and Madhavadeva: Lakhsminath Bezbarua
- A comprehensive History of Assam: S. L Baruah
- Medieval Bhakti Movement in India: M. N. Bhattacharya
- Ankamala : Keshabananda Dev Goswami
- Ankawali : Kaliram Medhi
- The Majuli Island: Society, Economy and Culture: Dambarudhar Nath
- Sankardeva and His Times: Maheswar Neog
- The Neo Vaisnavite Movement & The Satra Institution of Assam: Satyendra Nath Sarmah
- Vaishnavite Music in Assam : Pradip Jyoti Mahanta
- Sankardevar Darshan: Bap Chandra Mahanta
- Prabandha Gaanor Paramparat Bargeet: Bap Chandra Mahanta
- Mahapush Sankardeva : Nabin Chandra Sarmah
- Bharatiya Patbhumit Sankari Sahitya aru Satriya Sangeet: Keshabananda Deva Goswami



Course Code: **4.07**

Title of the Course: **অসমীয়া নাটক** (Assamese Drama (Early and Modern) )

**DSEC**

Total Credits: **04**

Total Marks: **100 (IA40+ES60)**

Name of the course Teacher: **Dr. Subhajyoti Borgohain & Dr. Utpal Narayan Goswamai**

**Course Objective:** 1.This Course would introduce students to the Context of Assamese Drama

**Course Outcomes:**

1. This course will be torchbearer for the students to know the importance of the Assamese Drama
2. Students will understand the trend of Assamese Drama

**Mode of Assessment:**

Home assignment-10 %

Viva-Voce/Seminar/group discussion-10%

Sessional Examination -20%

End Semester Examination- 60%

Module	Topic	Lecture	Tutorial	Practical
<b>I</b>	<b>Early Period</b> <u>Recommended Text : (One Selected text)</u> (i)Parijat Haran : Sankardev (ii)Arjun Bhanjan :Madhabdeva (ii)Udhab Jan :Gopal Ata (iii)Sriram Ata : Subhadra Haran	12	2	NIL

<b>II</b>	<b>Modern Period</b> <b>Phase-I</b> <u>Recommended Text : (Selected text)</u> (i) Ramnavami : Gunabhiram Barua (ii) Mohori : Durgaprasad Majinderbaruah	12	2	NIL
<b>III</b>	<b>Phase-II</b> <u>Recommended Text : (Selected text)</u> Nilambar : Prasannlal Choudhory Karengar Ligiri : Jyoti Prasad Agarwala	12	2	NIL
<b>IV</b>	<b>Phase-III</b> <u>Recommended Text : (Any Two Selected text)</u> Nibaran Bhattacharyya : Arun Sarma Saragurir Chapori : Mahendra Borthakur Hati aru Fandi : Munin Bhuyan	12	2	NIL
	<b>Total</b>	<b>48</b>	<b>4</b>	

**Total lecture of 1 hour duration : 60**

**Total Tutorial of 1 hour duration : 04**

**Total Practical Classes of 1 hour duration: NIL**

**Total Credit: 4**

**Recommended text:**

Keshabananda Deva Goswami (Ed.) : Ankamala  
Satya Prasad Barua : Natak aru Abhinay Prahanga  
Amal Chandra Das : Asamiya Natya Parikrama  
Atul Chandra hazarika : Manchalekha

**Reference:**

Kaliram Medhi (Ed.) : Ankawali  
Birinchi Kumar Barua : Ankia Nat  
Satyendra Nath Sarma : Asamiya Natya Sahitya  
Dugdha Chandra Goswami : Ahatguri Satrar Ankiya natyawali  
Harish chandra Bhattacharya : Natya Sahityar Jilingani  
Satya Prasad Barua : Adhunik Natak  
Sailen Bharali : Luka-Natya Parampara  
Sailen Bharali : Natya Kala : Deshi-Bideshi  
Sailen Bharali : Tragedy bichar  
A.Nichole : Theory of Drama  
Prafulla kumar Barua : Jyotiprasadar Natak  
Basanta Kumar Sharma : Natya Sahitya





**MAJULI UNIVERSITY OF CULTURE**

**DEPARTMENT OF HISTORY**

**PG SYLLABUS (CBCS)**

**2023**

# Syllabus of the M.A. Programme in History under CBCS

## Majuli University of Culture, Majuli

<b>Semester-I</b>			
Domain	Paper Code	Title of the Paper	Credit
Core 1	HST1.01	State and Polity in Early India	4
Core 2	HST1.02	Society and Religion in Early India	4
Core 3	HST1.03	State and Polity in Pre-Colonial Assam	4
			4X3=12
<b>Opt. any One Discipline Specific Elective Course (DSEC) from below</b>			
DSEC 1	HST1.05	History of China and Japan	4
DSEC 2	HST1.06	British Colonialism in India (1757-1857)	4
			4X1=4
<b>Opt. any One Ability Enhancement Skill Course (AESC) from below</b>			
AESC 1	HST 1.07	Introduction to the Manuscript Studies in Assam	2
AESC 2	HST 1.08	Computer Application and Assamese Writing	2
AESC 3	HST 1.09	Heritage and Conservation Studies	2
			2X1=2
<b>Total Credit of Semester I</b>			<b>12+4+2=18</b>
<b>Semester-II</b>			
Core 5	HST2.01	Economic History of Early and Medieval India	4
Core 6	HST2.02	Social and Economic History of Modern India (1757-1947)	4
Core 7	HST2.03	Freedom Struggle of India (1857-1947)	4
			4X3=12
<b>Opt. any Two Discipline Specific Elective Course (DSEC) from below</b>			
DSEC 3	HST2.04	Economy of Early and Medieval Assam	4
DSEC 4	HST2.05	Bhakti Movement and Satra Institution of Assam	4
DSEC 5	HST2.06	Women in Indian History	4
			4X2=8
<b>Total Credit of Semester II</b>			<b>12+8=20</b>

*Aoyana Bweagahain*

## Semester-III

Domain	Paper Code	Title of the Paper	Credit
Core 8	HST3.01	Indian Historiographical Traditions	4
Core 9	HST3.02	State and Polity in Medieval India	4
Core 10	HST3.03	Society and Religion in Medieval India	4
			4X3=12
<b>Opt. any Two</b> Discipline Specific Elective Course (DSEC) from below			
DSEC 6	HST3.04	Ecology, Environment and Culture in India	4
DSEC 7	HST3.05	River, Culture and Society (Brahmaputra and the Foundation of Assamese Society)	4
DSEC 8	HST3.06	Art and Architecture of Early and Medieval Assam	4
			4X2=8
<b>Opt. any One</b> Ability Enhancement Skill Course (AESC) from below			
AESC 4	HST3.07	Oral Tradition and Oral History	2
AESC 5	HST3.08	Archive Studies	2
AESC 6	HST3.09	Museology and Museum Keeping	2
			2X1=2
<b>Total Credit of Semester III</b>			<b>12+8+2=22</b>
<h2 style="text-align: center;">Semester-IV</h2>			
Core 11	HST4.01	Western Historiographical Traditions	4
Core 12	HST4.02	Contemporary World (1945-2000)	4
Core 13	HST4.03	Dissertation	4
<b>Opt. any Two</b> Discipline Specific Elective Course (DSEC) from below			
DSEC 9	HST4.03	Art and Architecture in Ancient India	4
DSEC 10	HST4.04	Art and Architecture in Medieval India	4
DSEC 11	HST4.05	India after Independence (till 2000)	4
<b>Total Credit of Semester IV</b>			<b>20</b>
<b>TOTAL CREDIT OF ALL THE SEMESTERS OF M.A. PROGRAMME</b>			<b>80</b>

*Aoyana Buvagahain*

## Semester – I

<b>Course Code</b>	<b>:</b>	<b>HST1.01</b>
<b>Course Title</b>	<b>:</b>	<b>State and Polity in Early India</b>
<b>Nature of the course</b>	<b>:</b>	<b>Core</b>
<b>Credit</b>	<b>:</b>	<b>4</b>
<b>Course teacher</b>	<b>:</b>	<b>Nisha Rani Das</b>

**Objectives:**

- To develop understanding of the complex processes of state formation in India from historical perspective.
- To develop understanding of the different approaches and explanations of stateformation process in India.
- To develop understanding of the changing administrative systems in the socio-economic contexts.

Topic	Credit	
	Lecture	Tutorial
<b>Unit – 1</b>		
Sources and Approaches: Oriental Despotism, Conventional model and State formation, Feudal state, Segmentary State and Interrogative Model of State Formation Harappan Period: Political structure, Ruling Elite Polity in the Vedic Period, Importance of <i>Sabha</i> , <i>Samiti</i> and <i>Vidhata</i>	10	2
<b>Unit-2</b>		
Early territorial states: <i>Janapadas</i> and <i>Mahajanapadas</i> Mauryan State: Emergence of Magadha as Imperial State, Administration Indo - Greeks and the Kushana State: Polity and Administration	10	1
<b>Unit-3</b>		
State Formation in Central India Deccan: Satavahanas and the Khatrapas Gupta state system: Political consolidation - Extent and Structure	10	1
<b>Unit-4</b>		
Growth of Feudal Political Structures in Post-Gupta period in NorthIndia The nature of polities contemporary to Guptas: Pallavas, Chalukyas, Pandyas, and Vardhanas. Early state formation in South India: Sangam Age The Chola State	10	1
<b>Unit-5</b>		
The Eastern Palas Rashtrakutas of Deccan The Pratiharas of the Western and Upper Gangetic Valley	10	1
<b>Total Contact Hours</b>	56	

**Essential Readings:**

- Raychoudhury H : *Political History of Ancient India.*
- Shastri K.A.N : *A History of South India.*
- Sharma, R.S. : *Aspects of Political Ideas and Institution.*
- Sharma, R.S. : *Indian Feudalism.*
- Singh,Upinder : *A History of ancient and early medieval India from the stone age to the 12<sup>th</sup> century.*
- Thapar, Romila : *A History of India (Volume One).*

**Course Outcome:**

The students will develop grasps over the concepts and approaches of state formation process in India. The course will develop a critical aptitude to understand the political ideas and institutions in India from historical perspective. It will also help them to locate the interface in between the political processes with religious and cultural practices across time.

*Aoyana Buregalain*

## Semester – I

<b>Course Code</b>	<b>:</b>	<b>HST1.02</b>
<b>Course Title</b>	<b>:</b>	<b>Society and religion in Early India</b>
<b>Nature of the course</b>	<b>:</b>	<b>Core</b>
<b>Credit</b>	<b>:</b>	<b>4</b>
<b>Course teacher</b>	<b>:</b>	<b>Aoyana Buragohain</b>

**Objectives:**

- To explore the historical contexts in which the religious emerged, developed and transformed over centuries.
- To introduce the multiple religious traditions in India and their process of evolution throughout the ancient and medieval period.

Unit	Topic	Credit	
		Lecture	Tutorial
Unit 1	Sources and tools of historical reconstruction Material Remains, coins, inscription, literary sources, foreign accounts Constructing history, Chronology	10	1
Unit 2	Origins, Settlement patterns and town planning, Agriculture, Domestication of Animals, Trade and Commerce, Polity Religious Beliefs and Practices, The Male Deity in the Indus Valley Civilization The Harappan society.	10	1
Unit 3	Arrival of the Indo - Aryans, Tribal Conflicts, Pastoralism, Tribal Polity Crystallization of Castes, <i>Varna</i> , proliferation of <i>jatis</i> : changing norms of marriage and property, Ashrama System Consolidation of Brahmanical traditions: <i>dharma</i> , <i>Varnashram</i> , <i>purusharthas</i> , <i>samskaras</i>	10	1
Unit 4	Coming of the Iron technology Settled Agriculture, Rise of new classes Jainism, Buddhism, Ajivikas, Materialistic philosophy and Carvakas.	10	2



Unit 5	Puranic Traditions, Tantrism, Popularreligious cults Bhakti, Shaivism, Shaktism, Shakti pithas Proliferation of castes and development of theconcept of untouchability Alvars and Nayanars The philosophical understandings of SouthIndian Bhakti and later development	10	1
<b>Total Contact Hours</b>		56	

### Essential Readings:

- Atre, Shubhangana : *The Archetypal Mother, 1987.* Banerjea  
J.N. : *Pauranic and Tantrik Religion, 1966*  
Basham, A.L. : *History and Doctrines of the Ajivikas, 1951.*  
Bhattacharyya N.N : *History of the Tantrik Religion, 1982.*  
Chakrabarti K : *Religious Process: The Puranas and the Making of a Regional Tradition of Bengal, 2001.*  
Chakravarti, U : *The Social Dimensions of Early Buddhism, 1987*  
Champakalakshmi,R. & S.Gopal : *Tradition, Dissent and Ideology, 2000* Dasgupta  
Shashibhushan : *Obscure Religious Cults, 1962*  
Kosambi, D.D : *Myth and Reality, 1962*  
Nandi,R.N. : *Religious Institutions and Cults in the Deccan, 1973*  
Sharma, R.S. : *Material Culture and Social Formations in Ancient India, 1983.*  
Sharma, A. (ed.) *Goddess and Women in the Indic Religious Traditions, 2014* Sircar,D.C. ed. :  
*Shakti Cult and Tara, 1967*  
*The Sakta Pithas, 1975*  
Singh, Upinder:  
Age *A History of Ancient and Early Medieval India: from the Stone to the 12th century, 2008*  
*Rethinking Early Medieval India: A Reader, 2011*  
Thapar Romila (ed). : *Recent Perspectives of Early Indian History,*  
1995Weber, Max : *The Religion of India, 1968*

### Course Outcome:

The students will identify multiple religious traditions and philosophies in early India and find out the socio-economic context of evolution. They will discover the process of transformation of different religious traditions through interaction.

*Aoyana Buregahain*

## Semester – I

<b>Course Code</b>	:	<b>HST 1.03</b>
<b>Course Title</b>	:	<b>State and Polity in Pre-Colonial Assam</b>
<b>Nature of the course</b>	:	<b>Core</b>
<b>Credit</b>	:	<b>4</b>
<b>Course Teacher</b>	:	<b>Dr. Indraneel Pegu, Dr. Preetima Gogoi</b>

### Objectives:

- Acquaint the students with the knowledge of the state and state polity of Assam in the pre-British times.
- It also aims to create in them an urge of inquiry into the past history of this region in order to make them understand its present polity and society.

Topic	Credit	
	Lecture	Tutorial
<b>Unit – 1</b>		
Sources The origin of the name of Pragjyotishpur and Kamrupa The Early Kamarupa State Kamrupa kingdom under Varmanas, Salastambhas and Palas	10	1
<b>Unit- 2</b>		
Administrative system in Ancient Assam Disintegration of the kingdom of Kamarupa- Turko - Afghan Invasions State formations in the Brahmaputra Valley- The Chutias, Kacharis, the Koches and Baro- Bhuyans	10	1
<b>Unit-3</b>		
Advent of the Ahoms Expansion of the Ahom state: 16 <sup>th</sup> and 17 <sup>th</sup> century Ahom- Mughal Political relations	10	1
<b>Unit – 4</b>		
Tribal kingdom-chiefdoms in Lower Assam region- their relation with the Ahom State Post- <i>Saraighat</i> Assam- the Court crisis and political developments Ascendency of the <i>Tungkhungia</i> dynasty - Ahom rule at its zenith	10	2

*Aoyana Buregahain*

<b>Unit – 5</b>		
Ahom administrative structure Ahom state and relationship with hill areas Ahom relation with the state of Manipur and Tripura Decline of the Ahom kingdom- <i>Moamariya</i> rebellion, Burmese invasions	10	1
<b>Total Contact Hours</b>	56	

**Essential Readings:**

- Baruah, S. L: : *A Comprehensive History of Assam*  
Barpujari, H.K: : *The Comprehensive History of Assam*  
Choudhury P. C: : *History of the civilization of the people of Assam to the 12<sup>th</sup> Century A.D.*  
Gait, Edward: : *A History of Assam*  
Nath, D: : *History of the Koch Kingdom, C. 1515-1615*  
Nath, D: : *Asom Buranji*

**Course Outcome:**

The students will understand the emergence of states such as Kamarupa, Ahom, Kachari, Chutia and Koch states in the Brahmaputra Valley and the nature of these states and stateformation process in Assam.

*Aoyana Buragahain*

## Semester – I

<b>Course Code</b>	<b>:</b>	<b>HST 1.06</b>
<b>Course Title</b>	<b>:</b>	<b>British Colonialism in India (1757- 1857)</b>
<b>Nature of the course</b>	<b>:</b>	<b>Discipline Specific Elective</b>
<b>Course Credit</b>	<b>:</b>	<b>4</b>
<b>Course Teacher</b>	<b>:</b>	<b>Dr. Indraneel Pegu</b>

### Objectives:

- The objective of the course is to develop an understanding the debate and phases of British colonialism
- To understand the impact of British colonialism on Indian economy and the society of India.

Topic	Credit	
	Lecture	Tutorial
<b>Unit – 1</b>		
Beginning of the European settlements in India- Portuguese, Dutch, British and French Anglo - French rivalry and British Settlements in India Eighteenth Century debate in Indian History Understanding Colonialism - Phases of Colonialism	10	1
<b>Unit- 2</b>		
The establishment of the British rule in India - The battle of Plassey and the Battle of Buxar Robert Clive- Dual administration in Bengal Expansion and consolidation of the British rule under Warren Hastings and Lord Cornwallis- The Anglo - Maratha war, The Anglo-Mysore war. Lord Wellesley and the policy of Subsidiary Alliance	10	1
<b>Unit-3</b>		
Mercantilism and British economic policy - Foreign trade and early forms of exactions from Bengal - Drain Theory De-industrialization - Myth or reality, British trade policies in India- Free Trade policy Growth of Modern Industries Introduction of new Land revenue - Permanent, Mahalwari and Ryotwari and commercialization of agriculture	10	1
<b>Unit – 4</b>		

British expansion of power - Awadh, Sind, Punjab Lord Dalhousie and his policy of expansion- the Doctrine of Lapse Growth of new infrastructure and communication- the Railways, Roads and steams, Postal system	1	2
<b>Unit – 5</b>		
Growth of modern education in India British control of India’s credit and monetary system-development of fiscal policies, banking system The revolt of 1857 and its aftermath	10	1
<b>Total Contact Hours</b>	<b>56</b>	

**Essential Readings:**

- Bandyopadhyay, S: *From Plassey to Partition A History of Modern India*  
Chandra, B: *History of Modern India*  
Roy, Trithankar: *The Economic History of Modern India*  
*A Business History of India*  
*Traditional Industry in the Economy of Colonial India*

**Course Outcome:**

The students will understand the concepts, theories and approaches of British colonialism in historical perspective and understand the land reform and revenue system, market economy, banking system, fiscal policy in India during colonial period.

*Aoyana Buxagahain*

## Semester – I

**Course Code** : **HST1.07**  
**Course Title** : **Introduction to Manuscript Studies in Assam**  
**Nature of the course** : **AESC**  
**Credit** : **2**  
**Course Teacher** : **Dr. Utpal Narayan Goswami (to be shared with part-time faculty)**

### Objectives:

The objective of the course is to develop an understanding the importance of manuscripts and teach them to read and the techniques of preservation of manuscript.

Unit	Topic	Lecture	Practical
1	Manuscript as a Heritage material- Its Meaning and Importance in understanding culture; Broad subjects of the available Manuscripts- Manuscript as a Knowledge Tradition	5	2
2	Introduction to Alphabetic Forms of Manuscripts- Kaitheli, Gadhaya, Bamuniya	4	2
3	Manuscript Preparation- Materials for making manuscripts, Manuscript Writing, Copying and Transliteration, manuscript editing and Text-critical study	5	2
4	Manuscript painting and Illustrations- subjects and techniques	4	2
5	Manuscript Collection and Identification, Manuscript Preservation, Digitalization of Manuscript	4	2
	<b>Total Contact Hours</b>	<b>22</b>	<b>10</b>

### Essential Readings:

- Barma , T. P: *Development of Script of Ancient Kamrupa*  
Borah, Mahendra: *Evolution of Assamese Script*  
Choudhury, P.C.: *Descriptive Catalogue of Assamese Manuscripts*  
Choudhury, P.C.: *Descriptive Catalogue of Sanskrit Manuscripts*  
Das, Narayan: *Biswa Lipir Bhumika*  
Goswami, Upendra Nat: *Asamiya Lipi*  
Goswami , Malinee: *Path samiksha*  
Kataki , Sarbeswar: *Asamiya Prachin Lipi*  
Neog, Maheswar: *Path-Samiksh*

### Course Outcome:

The students will understand the techniques of manuscript preservation.

*Aoyana Bwagahain*

## Semester - II

Course Code	: HST2.01
Title of The Course	: Economic History of Early and Medieval India
Nature of The Course	: Core
Credit	: 4
Course Teacher	: Dr. Preetima Gogoi, Nisha Rani Das

### Objectives:

- Acquaint the students with the development of Indian economy up to medieval period.
- Different aspects of early and medieval Indian economy i.e. agriculture, trade, urbanization, the use of coins and their process of evolution throughout the period are the area of discussion in this paper. In chronological terms, the developments from pre-historictimes to the early medieval period will be discussed.
- To understand economic processes and their impact upon the socio-political developments.

Unit	Topic	Lecture	Tutorial
Unit 1	Historiography of Early and medieval Indian economic history Beginning of agriculture in the sub-continent- Neolithic and Chalcolithic periods Stages of development: technology and method of irrigation. Land system: Ownership Patterns, Land Revenue and Land grants	10	1

*Aoyana Bueagabain*

Unit 2	<p>First Urbanization: Indus Valley Civilization, Decline of Urban Pattern</p> <p>Internal trade, external trade, Indo- Roman trade, trade centres</p> <p>Development of urbanization in the Gangetic valley</p> <p>Cities in Early India; Changing patterns of Urbanization in Early India</p> <p>Debates of De-urbanization in Early Medieval India.</p>	10	1
Unit 3	<p>Development of monetized economy, paucity of coins in Early Medieval period.</p> <p>Transition to Early Medieval Period, Development of feudal Mode of production</p> <p>The Feudalism Debate in Indian History</p>	10	1
Unit -4	<p>Agrarian economy under the Delhi Sultanate: land, means of production, agricultural produces</p> <p>Agrarian relations, land assignments, land revenue assessment and collection</p> <p>Non-agrarian production and urban economy</p> <p>Fiscal and market reform policies under the Khaljis and the Tughlaqs.</p>	10	2
Unit 5	<p>The System of Agricultural production under the Mughals: Extent of Cultivation, Means of Cultivation and Irrigation, Crops.</p> <p>Agrarian Relations- Land ownership, Peasants and</p>	10	1

*Ayana Buregatain*



	<p>rural intermediaries.</p> <p>The Land Revenue: survey and measurement, Assignment and revenue grants, methods of Revenue Assessment and collection, nature and magnitude of taxation.</p> <p>Trading communities: Indian merchants and non-Indian traders</p> <p>European trading companies 5.06: Banking and commercial practices: indigenous methods, Medium of exchange, currency system and coinage.</p>		
	<b>Total Contact Hours</b>		<b>56</b>

**Essential Readings:**

- Habib, I.: *The Agrarian System of Mughal India. 1556-1707 new Delhi (12th impression) 2011*  
*Technology in Medieval India c. 650-1750, AHS2008*
- Jha, D. N.: *Economy and Society in Early India, 1993*  
*Feudal Order, Society and Ideology in Early Medieval India, 2000*
- Kosambi, D.D: *An Introduction to the Study of Indian History, 1956*  
*The Culture and Civilization of Ancient India in Historical Outline, 1956*
- Raychaudhury, T & I Habib (ed.) *The Cambridge Economic History of India, vol.1.*
- Richards, J.F.: (ed): *The Imperial Monetary System of Mughal India Delhi, 1987*  
: *New Cambridge History of India: The Mughal Empire Delhi, 1993.*
- Sharma, R. S: *Indian Feudalism, 1980*  
*Urban Decay in India, 1987*  
*Early Medieval Indian Society, A study in Feudalisation, 2001*

**Course Outcome:**

The students will understand the development and expansion of agriculture in Indian subcontinent from pre-historic times and also able to understand the various phases of urbanization in early India. They will also identify the early and medieval Indian economy and the feudalism debate.

*Aoyana Buregachari*

## Semester - II

<b>Course Code</b>	:	<b>HST2.02</b>
<b>Title of the Course</b>	:	<b>Social and Economic History of Modern India (1757-1947)</b>
<b>Nature of the Course</b>	:	<b>Core</b>
<b>Total Credit</b>	:	<b>4</b>
<b>Course Teacher</b>	:	<b>Dr. Indraneel Pegu</b>

### Objectives:

- To understand the social structure and milieu of Indian society during the period of the study.
- To critically understand the colonial perceptions towards Indian society and the various reforms carried out in relation to that.
- To understand the economic condition during the period of study.

Unit	Topic	Lecture	Tutorial
Unit 1	Indian society in the 18th and 19th century- Race and caste. Colonial Perception of India – Bengal Asiatic society, Orientalists, Utilitarians and Evangelists. Ideologies of the Raj – Oriental Despotism, Rule of Law. The Indian Responses: Early Phase	10	1
Unit 2	The Colonial State and social reforms – Thuggee, female infanticide, human sacrifice and slavery. The role of Christian Missionaries: Education, health and proselytisation. Indian intelligentsia Respond: Brahmo Samaj, Prarthana Samaj The Arya Samaj and the Theosophical Society Movements- The Depressed Class Movement, Islamic Reform Movement, Reform Movement among the Parsis and the Sikhs	10	2

*Aoyana Bueagahain*

Unit 3	The Transitional Debate & the Great Divergence The Eighteenth-Century Debate Understanding Colonialism: Theories of Colonialism Emergence of the Large-Scale Industries- cotton and Steel and their survival against the colonial policies of protection of the British Industries British Trade policies in India - Imperialism of Free Trade?	10	1
Unit 4	Agriculture in Pre-Colonial India- Self Sufficiency vs. Market Introduction of the New Land Revenue system- Permanent, Mahalwari and Ryotwari. - The growth of the Land Market Impacts of the Commercialization of Agriculture on the Indian Economy- Specialization of Agriculture and growth of the Labour Market	10	1
Unit 5	Growth of the new Infrastructures'- the Railways, Roads and Steamers British control of India's credit and Monetary System-Development of Fiscal policies Banking- The Agency Houses-Growth of Indigenous Banking- Presidency Banks and the Evolution of the Reserve Bank of India Emergence of the Indian Capitalist Class Growth of the Industrial Labours and the Trade Union Movement	10	1
<b>Total Contact Hours</b>		<b>56</b>	

**Essential Reading:**

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

Bayly, C.A.: *Indian Society and the Making of British Empire, Cambridge University Press*

Bhattacharya, Neeladri: *The Agrarian Conquest: The Colonial Reshaping of a Rural World*

Bhattacharya, S. (Ed): *Essays in Modern Economic History*

Chandra, Bipan: *The Rise and Growth of Economic Nationalism in India*

Chatterjee, Suhas. *The Raj Syndrome: A Study in Imperial Perceptions, New Century, publications: 1 edition (1 January 2003).*

Habib, Irfan: *Indian Economy, 1858-1914*

Kejariwal, O.P. *The Asiatic Society of Bengal and the Discovery of India's Past 1784-1838, 1988.*

*Aojana Bwagahain*

- King, Richard. *Orientalism and Religion: Postcolonial Theory, India and 'The Mystic East'*, OUP, (1999).
- Kopf, David. *British Orientalism and Indian Renaissance: the Dynamics of Indian Modernisation 1773-1835*, University of California Press (1969).
- Kumar, Dharma (Ed): *The Cambridge Economic History of India, Vol.II*
- Marshall P.J. (Ed): *The Eighteenth Century in Indian History*
- Evolution or Revolution (Themes in Indian History)*
- Metcalf, Thomas R.. *Ideologies of the Raj*, Cambridge, 1987. Cambridge University Press.
- Mukherjee,S.N.: *Sir William Jones:A Study in Eighteenth-Century British Attitudes to India, Bombay,Orient Longman University Press Publications*
- Pomeranz, Kenneth: *The Great Divergence, China, Europe and the Making of the Modern WorldEconomy*
- Roy, Tirthankar: *The Economic History of India*
- Roy, Tirthankar: *A Business History of India*
- S Cohn, Bernard. *Colonialism and its Form of Knowledge*, Princeton University Press, 1996.Stokes,Eric . *English Utilitarians and India*, Oxford. 1959.
- Subramanian, Lakshmi. *History of India, 1707-1857*, Orient Black Swan. 2010.
- Thapar, Romila, *Interpreting Early India*, Delhi, Oxford University Press. 1999.

### Course Outcome:

The students will comprehend the social structure of Indian society and understand the British perception on India society and the numerous efforts invested by their agency in understanding the Indian society. The students will also comprehend the broad economic system of India during the colonial period and the nature of the economic system and the transition and changes.

*Aojana Buragahain*

## Semester-II

**Course code** : **HST2.03**  
**Course title** : **Freedom Struggle of India (1857- 1947)**  
**Nature of the Course** : **Core**  
**Credit** : **4**  
**Course Teacher** : **Aoyana Buragohain, Dr. Indraneel Pegu**

### Objectives:

- To understand the British administrative policy and its impact on the Indian society prior to 1857.
- To study in deep about the Revolt of 1857.
- To examine the role of Indian intellectuals and various organizations particularly the role of Indian National Congress.
- To understand Gandhi's views on struggle for independence.
- To study the colonial pattern of administration.

Topic	Lecture	Tutorial
<b>Unit I</b> The first century of British Rule: Establishment of British Supremacy, administrative system before 1857 Revolt of 1857- Causes, courses, consequences and nature Popular movements after 1857 Post 1857 British policy and political changes, political associations before 1885	10	1
<b>Unit II</b> Different Schools' views on the emergence of Indian Nationalism The Foundation of Indian National Congress: Myth and reality theory Evaluation of Congress policies, programmes and works upto 1905 The Congress political ideology: moderates and extremists, differences, conflict and split	12	1

*Aoyana Buragohain*

<p><b>Unit III</b></p> <p>Partition of Bengal, Swadeshi Movement: trend, boycott, Swadeshi and national education</p> <p>Rise of revolutionary ideology and trend</p> <p>The communal angle: Muslim politics, birth of the Indian Muslim League</p> <p>World War I and its impact on Indian socio-economic and politics: Post-War reform: The Mont- Ford reforms and the Act of 1919</p>	10	1
<p><b>Unit IV</b></p> <p>Mahatma Gandhi: His perspectives, Methods and views on Nation and Nationalist struggle</p> <p>Champaran, Kheda, Ahmedabad, Rowlatt Satyagraha, The Khilafat and Non- cooperation Movement</p> <p>Indian National Movement and the Princely States</p> <p>Gandhi and Civil disobedience movement, Congress and social groups and classes: untouchables, capitalists, peasants and workers</p>	10	1
<p><b>Unit V</b></p> <p>Government of India Act 1935 and Provincial Autonomy</p> <p>Rise of the Congress Socialists</p> <p>World war II and progress of nationalist politics, 1942 Quit India Movement and The INA</p> <p>Post –War Nationalist Uprisings- Cabinet Mission and Grouping Controversy and Transfer of Power</p>	10	2
<b>Total Contact Hours</b>		56

**Essential Readings:**

Bandyopadhyay, Shekhar : *From Plassey to Partition, Orient Black swan Pvt. 2009*

Bayly C. A : *Indian Society and Making of the British Empire, New Cambridge History of India, 1975*

Chandra, Bipan : *Nationalism and Colonialism in Modern India*  
: *India's Struggle for Independence, Penguin India*

Gupta, Partha sarathi and A. Deshpande (ed.) : *The British Raj and its Indian Armed Forces, 1857*

*Aoyana Buregachain*

*1939, New Delhi: Oxford University Press*

- Habib, S. Irfan : *The Indian Nationalism, the essential writing, Aleph Book Company, 2017*
- Meron, V. P. : *The Transfer of Power in India, Orient Black swan 1957*
- Sarkar, Sumit : *Modern India, Permanent Black, 1983*
- : *The Swadeshi Movement in Bengal, New Delhi; Permanent Black*
- Seal Anil : *The emergence of Indian Nationalism, London, Cambridge University Press, 1971*
- P. J. Cain and
- A. G. Hopkins : *British Imperialism, 1688-2000, New York, Longman*

**Course Outcome:**

After learning the course the student will have an idea on British Policy and their attitude towards India. It would enhance the learner's horizon of knowledge on the role of intelligentsia, Indian Army, Indian National Congress. It would also aid the learners to understand the perspectives and views of Gandhi on Indian National Struggle for independence and his various movements.

*Aoyana Buregatain*

## Semester - II

Course code	:	HST2.05
Course Title	:	Bhakti movement and Satra Institution of Assam
Nature of the course	:	Discipline Specific Elective Course
Credit	:	4
Course Teacher	:	Dr. Preetima Gogoi, Aoyana Buragohain

### Objectives:

- To aid the students to understand the historical background of the growth and development of the major trends in medieval India.
- To acquaint the students with the boundaries of society and religion in Assam in pre-colonial times.
- It aims at giving the students an idea about how social and religious institutions emerge in Assam in medieval times and how it reflects deep-rooted connection with Indian tradition and how and where it differs from that.

Topic	Lecture	Tutorial
<b>Unit-I</b>		
Bhakti- Meaning and origin of the term Bhakti Origin of the Bhakti Movement Bhakti theories- Nirguna and Saguna Bhakti Debates on the term Bhakti Movement Bhakti ideology- Bhakti as a reform movement	10	1
<b>Unit- II</b>		
Pre – Sankardeva situation of Bhakti Movement in Eastern India- Jayadeva, Hem Saraswati, Madhab Kandali, Rudra Kandali, Harihar Bipra and others Sankardeva and his role in the development of the Bhakti Movement- His background and pilgrimages Impact of contemporary Bhakti preceptors and Sankardeva- Kabir, Nanak and others (with special reference to the controversy of the date of his birth and time of his visit to North India)	10	1

*Aoyana Buragohain*



<b>Unit- III</b>		
Social ideology of Sankardeva Sankardeva's philosophical position Methods of Sankardeva- the Cultural programmes Methods of Sankardeva- the institutional system The literature	10	1
<b>Unit – IV</b>		
Death of Sankardeva and the question of the Headship of his Orders Schism in the Order- the Samhati divisions Emergence of the Satra institutions- Damodardeva and Madhavadeva ( Patbausi and Barpeta Satra) The Ahom State and the Satra Institution- the grand Satras of Majuli (Auniati, Dakhinpat and Garamur Satra)	10	1
<b>Unit –V</b>		
Origin and meaning of the term “Satra” Organisation of Satra- the internal structures- Kewaliya and Asrami, the layers of devotees and the gurus, economy and culture Satra and Society- the Caste and ideological aspects The Left-wing Satra- Aniruddhadeva and Mayamara Satra Royal patronage and the growth of the Satras in Upper Assam	10	2
<b>Total Contact Hours</b>	<b>56</b>	

**Essential Readings:**

- Bhattacharya, M. N. (ed) : *Medieval Bhakti Movement in India, Delhi, 1989*
- Baruah, S. L. : *A Comprehensive History of Assam, 1985.*
- Gait, E. A. : *A History of Assam, 1906*
- Nath, D. : *The Majuli Island: Society, Economy and Culture, New Delhi, 2009*

*Aoyana Buxagahain*

- Nath, D. : *Satra Society and Culture: Pitambardeva Goswami and History of Garamur Satra, 2012*
- Neog, M. : *Sankardeva and His times, Guwahati, 1965*
- Sarma, S. N. : *Neo- Vaishnavite Movement and Satra institutions of Assam, Guwahati*

**Course Outcome:**

After going through this course the student will be able to understand the Cultural developments during the medieval period and also the socio-religious background of the Bhakti movement in Assam and various phases of the Neo- Vaishnavite movement.

*Aoyana Buregahain*

## Semester -II

**Course Code** : **HST2.06**  
**Title of the Course** : **Women in Indian History**  
**Nature of the Course:** **Discipline Specific Elective Course**  
**Total Credits** : **4**  
**Course Teacher** : **Aoyana Buragohain, Nisha Rani Das**

### Objectives:

- Women have till the very recent times have not been properly represented in history. The Gender History or situating the Women in history is a major task for historians.
- The growth of the Feminist or the Women's Movements needs to be given to a new perspective.

Unit	Topic	Lecture	Tutorial
Unit 1	Women's Studies: Perspectives and Practices Feminism: First Wave Feminism: Fighting for Vote, Second Wave Feminism: Quest for Liberation and Equality, Third Wave Feminism: Embracing Contradictions Definition and scope of Patriarchy- different approaches Gender, Sexual Division of Labour- Definitions and scopes	10	1
Unit 2	Patriarchy in the Indian contexts- issues and difficulties, class & caste Patriarchy in Ancient India- Women in Vedic India Women in Medieval India Patriarchy and the Indian Law- Personal Law, Dowry	10	1

*Aoyana Buragohain*

Unit 3	<p>Perception of Gender in Indian and world contexts –Different approaches to Gender</p> <p>Relationship of Gender with class and caste</p> <p>Gender and Religion- Discrimination, Devotion and the issue of Equality</p> <p>Gender and Economy and Society</p>	10	1
Unit 4	<p>Women and Self: Women’s Autobiographies and Biographies- Rashsundari Devi, Sunita Devi, Nalinibala Devi</p> <p>Women and Travel-quest for new rights</p> <p>Women in Organizations- The Indian Women’s Organizations and their responses to the issues of reforms and rights</p> <p>Women and Culture- Music, Theatre and Films</p>	10	2
Unit 5	<p>Colonial Reforms agendas on Women- Sati, Female Infanticide, Widow Remarriage, Age of Consent</p> <p>Indian responses to the Issue of Social Reforms-Revivalist Movements</p> <p>Women’s responses to the National Movement of Independence</p> <p>Nationalists Agenda and the question of Women</p>	10	1
Total Contact Hours		56	

**Essential Readings:**

Altekar, A.S.: *The Position of Women in Hindu Civilization, 2nd print, Delhi, 1978*

Geraldine Forbes: *Women in Modern India, 1998, Cambridge University Press*

Jasbir Jain: *Films and Feminism: Essays on Indian Cinema- Rawat Books*

Kumkum Roy-(ed): *The Power of Gender and Gender of Power, Oxford*

*University Press, 2010*

Kumkum Sangri & Sudesh Vaid: *Recasting Women: Essays in Colonial History, New Delhi, 1998*

Krishnamurthy, J (ed): *Women in Colonial India, Delhi, 1989.*

*Aoyana Bhowagohain*

Lerner, Gerda: *The Creation of Patriarchy, The Origins of Women's Subordination*

Margaret Walters: *Feminism- (A Very Short Introduction), Oxford University Press, 2005*

Mary E John: *Women Studies in India- A reader, Penguin Books, 2008*

Miriam Schneir: *Feminism –The Essential Historical Writings- Vintage*

Nalinibala Devi: *Eri Aha Dinbor (Assamese)- Guwahati-19*

Radha Kumar: *History of Doing Movements for Women's Rights and Feminism India- 1900-1990, Kali For Women*

Rukhsana Ifthikar: *Indian Feminism (Class, Gender and Identity in Medieval Ages)- Notion Press*

Roy, KumKum. (ed.): *Women in Early Indian Societies, Manohar Publishers, New Delhi, 1996*

Suruchi Thapar-Bjorkert: *Women in Indian Nationalist Movement: Unseen Faces and Unheard Voices, 1930-42, Sage Books, 2015*

Uma Chakravarti: *Rewriting History –The Life and Times of Pandita Ramabai- Zubaan, Kali for Women, 1998.*

Uma Chakravarti: *Gendering Caste- Through a Feminist Lens, Stree, 2002*

Uma Chakravarti & Kumkum Sangri (ed): *From Myths to Markets: Essays on Gender*

Veronica Mottier : *Sexuality (A Very Short Introduction), Oxford University Press*

V.Geetha: *Gender (Theorizing Feminism)- Stree, 2002*

V. Geetha: *Patriarchy (Theorizing Feminism), Stree, 2007*

### **Course Outcome:**

The paper will give a general overview of the status of the Indian women from the earliest times to the end of the colonial period. It will also try to see the specific methods of understanding the women's history like the concepts of Patriarchy, Gender and Division of Labour. The intricate relationship between Gender and Women will also be highlighted and the quests for women's autonomy and rights will also be highlighted.

*Aoyana Bureagahain*

## Semester – III

<b>Paper Code</b>	:	<b>HST3.01</b>
<b>Title of the Course</b>	:	<b>Indian Historiographical Traditions</b>
<b>Nature of the Course</b>	:	<b>Core</b>
<b>Total Credits</b>	:	<b>4</b>
<b>Course Teacher</b>	:	<b>Nisha Rani Das, Dr. Preetima Gogoi</b>

### Objectives:

- To develop understanding of the history of historical traditions in India in Early and Medieval Period.
- To develop understanding of the regional historical traditions in India in the pre-colonial period.
- To develop critical appreciation of the changing craft of history writing in India since the colonial period and the impact of ideas and institutions in the changing historiography.

Unit	Topic	Lecture	Tutorial
Unit 1	Ancient Indian Historiography- Problem of historical Consciousness Puranas and Itihasa- Historicity of the Puranas Biographical works- Banabhatta's Harshacharita Historical works – Kalhana's Rajatarangini	10	1
Unit 2	Historical works of Alberuni- Tarikh-I-Hind- his methodology Zia-ud-din Barani –his Methodology Abul Fazl, Abdul Qadir Badauni and his works Muntakhab-ut-Tawarikh- his methodology Regional Historiography	10	1

*Aoyana Buregachain*

Unit 3	<p>Colonial Impact and discovery of India's Past- the role of the Orientalists and Asiatic Society of Bengal</p> <p>Development of Indological Studies- Colebrook and Maxmuller, James Princep,</p> <p>Alexandar Cunnigham, J.H. Marshall and Archaeological Survey of India</p> <p>The Colonialist/Imperialist Historiography in 19th and early 20th century</p>	10	1
Unit -4	<p>Growth of Nationalist Historiography</p> <p>Communalism and the writing of Indian History</p> <p>Marxist Historiography</p> <p>Subaltern historiography</p>	10	1
Unit-5	<p>Medieval Historiography- the Assamese chronicles - Buranjis</p> <p>Vaishnava biographical works (Charit Puthis), and the Genealogical works (Vamsavalis)</p> <p>Modern Historiography- Colonial Period- Haliram Dhekial Phukan, Gunaviram Barooah and Sir Edward Gait, Assamse periodicals and Regional Historical Consciousness.</p> <p>Department of Historical and Antiquarian Studies (DHAS) and the Kamarupa Anusandhan Samity (KAS) Contributions of S.K.Bhuyan, K.L.Barua, H.K.Barpujari, Amalendu Guha.</p>	10	2
<b>Total Contact Hours</b>		<b>56</b>	

*Aoyana Bweagahain*

### **Essential Readings-**

Amartya Sen, : *Argumentative India*

Arther Marwick : *The New nature of History- Knowledge, Evidence, Language, Grate Britain, Reprint, 2001.*

Baruah Gunabhiram : *Asam Buranji, Guwahati, 1985*

Baruah Swarnalata : *A Comprehensive History of Assam. Delhi, 1985*

Carr. E.H. : *What is History, Macmillan, Penguin Books, 1994*

Collingwood R.G : *The Idea of History, OUP Paperback, London, 1994*

D.D. Kosambi, : *Combined Methods in Indology and Other Writtings, (compl & ed) with and introduction by Brajadulal Chattorpadhyaya*

Dhekial Phukan Haliram : *Assam Buranji, Incorporated in Lakhi nath Tamuli ed. the HaliramDhekial Phukan Rachanawali, Guwahati, 2005.*

Majumdar. R.C. : *Historiography in Modern India, London, 1970*

Mukhia Harbans : *Historian and Historiography during the Region of Akbar, New Delhi, 1976.*

Said Edward : *Orientalism, Pelican (edition that contains the Afterwords)*

Sen. S : *Historians and Historiography in Modern India, Institute of Historical Studies, Calcutta 1973.*

Sreedharan. E . A : *Text Book of Historiography (Orient Longman), 2004*

### **Course Outcome:**

Students will be acquainted with the changing historical consciousness in India across time and how the ideas and institutions shape the historical writing traditions. Students will develop critical appreciation to intellectually locate the historical texts to understand the multiple factors which shape the historical consciousness.

*Aoyana Bueagabain*



## Semester – III

<b>Paper Code</b>	:	<b>HST3.02</b>
<b>Title of the Course</b>	:	<b>State and Polity in Medieval India</b>
<b>Nature of the Course</b>	:	<b>Core</b>
<b>Total Credits</b>	:	<b>4</b>
<b>Course Teacher</b>	:	<b>Dr. Preetima Gogoi, Aoyana Buragohain</b>

### Objectives:

- Developments preceding the establishment of Delhi Sultanate and political ideas, instruction and experiments carried out during the Sultanate period.
- Examine the establishment and experience of the Mughal state.
- To study the Imperial structure, socio-economic condition of the period.

Unit	Topic	Lecture	Tutorial
Unit 1	Persian, Tarikh tradition: Chachnama, Tabaqat-i-Nasiri, Tarikh-i-Nasiri, Tarikh-i-Firoz Shahi, Amir Khusroo Accounts of Foreign travellers Epigraphic, Numismatic and Architectural sources	10	1
Unit 2	Establishment and Expansion of Delhi Sultanate Theories of Kingship and Legitimization of Authority State and Administration Decline of Sultanate and Rise of Provincial Kingdom- Vijayanagar, Bahmani, Gujrat, Malwa, Jaunpur	10	1
Unit 3	Agriculture Technology, Irrigation, Crops Agrarian Relations -Peasants and Rural Intermediaries Land Ownership -Survey and Measurement, Revenue Free Grants Trade and Commerce Urbanization and Urban Center	10	1

*Aoyana Buragohain*

Unit -4	<p>Foundation of the Mughal Empire, Mughal – Afghan Contest, Babur, Humayun and Sher Shah</p> <p>Territorial Expansion and Consolidation of the Mughal Empire: Akbar, Jahangir, Shahjahan and Aurangzeb</p> <p>Evolution of Administrative institutions: <i>zabt</i>, <i>mansab</i>, <i>Jagir</i>, <i>madad-i-ma'ash</i>, Mughal Nobility, Theories of Kingship</p> <p>State and Religion: Akbar and Sul-i- Kul, Relation with Sikhs, Religious Policy of Aurangzeb towards Different Religious Grants and Institution</p> <p>Agrarian and Revenue System: Zamindars and Peasants</p>	10	2
Unit 5	<p>Rajput States and Rajput Mughal Relation</p> <p>Maratha Power under Shivaji and his Administration</p> <p>Decline of Mughal Power, Jat and Satnami Revolts, Jagirdari Crisis and Successor States</p>	10	1
<b>Total Contact Hours</b>		<b>56</b>	

#### Essential Readings:

Ali, Ather: *Studies in Polity, Ideas, Society and Culture*, Oxford University Press, 2006.

Habib, Irfan: *Agrarian System of Mughal India 1526-1707*, Oxford University Press, 2000.

Ray Choudhury, Tapan & Irfan Habib: *Cambridge Economic History of India, Volume -I*, Orient Blackswan, 1982.

Richards, F: *The Mughal Empire*, Cambridge University of Press, 1995.

Satish, Chandra: *From Sultanate to the Mughal*, Har Anand Publication, 1999.

#### Course Outcome:

The course will apprise the students with various nuances of political, socio-economic and cultural transitions that India witnesses during the medieval period.

*Aoyana Buregahain*

## Semester – III

<b>Course code</b>	:	<b>HST3.03</b>
<b>Course Title</b>	:	<b>Society and Religion in Medieval India</b>
<b>Nature of the Course</b>	:	<b>Core</b>
<b>Credit</b>	:	<b>4</b>
<b>Course Teacher</b>	:	<b>Dr. Preetima Gogoi</b>

### Objectives:

- To understand the society, its composition and the role played by religion in determining the nature of a given society.
- To understand the historical background of the growth and development of major religious trends in medieval India.

Topic	Credit	
	Lecture	Tutorial
<b>Unit – 1</b>		
Sources and approaches Composition and Stratification of Rural Society- the rural gentries (zamindars), the Khudkast, Pahikast, Raiyatis, and Craft and Service communities Composition of Urban Classes – nobility, commercial classes, artisans, slaves and servants Social Life- Social customs, festivals and amusements	10	1
<b>Unit-2</b>		
Religious and Historical background of Bhakti Movement in India Saguna Tulsidas, Chaitanya Nirguna Tradition: Kabir, Dadu Bhakti and Women	10	1
<b>Unit-3</b>		
Growth and development of Sikhism. Emergence of Guru tradition and Khalsa identity in Sikhism Neo-Vaishnavism and Sankaradeva of Assam Vernacular Literature and Bhakti Movement	10	1
<b>Unit-4</b>		
Jagannath cult in Orissa Warkari and Vithoba cult in Maharashtra Lingayata movement in Karnataka Rishi Tradition in Kashmir	10	1

*Aoyana Buxagabain*

<b>Unit-5</b>		
Islam-Background, the Ulema, relation with the State, Expansion of Islam. Sufism-Origin, concepts and intellectual interventions, Different Silsilhas and relation with the state, and other religious groups. Advent of the Christianity in India Different versions of Christianity in India: St. Thomas Christians, Portuguese Padroado Real, Padroado Fide, Protestants.	10	2
<b>Total Contact Hours</b>	<b>56</b>	

**Essential Readings:**

Ali, M. Athar: *Mughal Nobility under Aurangzeb*, Mumbai, 1970

Ashraf, K.M.: *Life and condition of the People of Hindustan (1200-1550)*, Delhi, 1970)

Aquil, Raziuddin: *Sufism and Society in Medieval India, Debates in Indian History and Society Series*. New Delhi: OUP.2010

Bhattacharya, M.N. (ed): *Medieval Bhakti Movement in India*, Delhi 1989.

Chandra, S.: *Essays on Medieval Indian History* New Delhi 2005.

: *Historiography, Religion and State in Medieval India* (Delhi2009)

Das Gupta,S : *An Introduction to Tantric Buddhism* 1974.

Eaton, Richard M.: *India's Islamic Traditions, 711-1750*. New Delhi: Oxford2003

(ed) Habib Irfan: *Religion in India History* (New Delhi 1007).

Jayaswswal, S.: *The Origin and Development of Vaishnavism*, New Delhi

Khan, Mohammad Ishaq: *Kashmir's Transition to Islam: The Role of Muslim Rishis*. New

Delhi, 1997 Kulke, H: *The cult of Jagannath and Regional Tradition in Orissa*, New Delhi1978

Lorengen, D. N. (ed): *Bhakti Religion in North India*, New Delhi,1995

Lorengen, D. N. (ed): *Religious Movements in South Asia (600-1800 AD)* New Delhi 2005

Rizvi, S. Athar Abbas: *A History of Sufism in India* New Delhi 1983.

Riazul, Islam: *Sufism in South Asia: Impact on Fourteen Century Muslim Society* (Karachi 2002)

Sharma, K.: *Bhakti and Bhakti Movement: A New Perspective*. Delhi 1987.

Singh, Vipul: *Interpreting Medieval India (Vol-I)* New Delhi 2009.

**Course Outcome:**

The students will understand the nature and composition of medieval societies inIndia with special reference to religions in Medieval India (Bhakti, Sufi, Sikhism, and Christianity).

*Aoyana Buvagahain*

## Semester - III

<b>Course Code</b>	:	<b>HST3.04</b>
<b>Title of the Course</b>	:	<b>Ecology, Environment and Culture in India</b>
<b>Nature of the course</b>	:	<b>Discipline Specific Elective Course</b>
<b>Total Credits</b>	:	<b>4</b>
<b>Course Teacher</b>	:	<b>Dr. Indraneel Pegu</b>

### Objectives:

- To develop an understanding of the development of Environmental History as an important discipline.
- To develop historical understanding of the changing dimension of human-nature interface in India in historical perspective.
- To develop understanding reading changing resource use patterns in India and its impact on landscape and environment
- To develop understanding of the impact of colonialism and its policies on the environment in India.
- To develop critical appreciation of the development paradigm in Independent India and the role of the environmental movements.

Unit	Topic	Lecture	Tutorial
Unit 1	Ecology and Environment, Geographical Background of the Subcontinent; Characters of South Asia's Environment, Ecosystem and Population Interaction.  Environmental History and its development in the South Asian context.  Mode of Resource Utilization; Resource Use Patterns in Indian History.  Early South Asian Communities and their interaction with the Environment; Neolithic Revolution: Agriculture and Pastoralism; Climate and Indus Valley Civilization	10	1

*Aoyana Bueagabain*

Unit 2	Use of iron implements Agricultural Expansion and Deforestation in the Gangetic Valley.  Forests and Settlements Patterns in Early India; Tribes, Forests and Settlements  Water Resources, Irrigation and Society in Early and Medieval India  Expansion of Agricultural in Early Medieval and Medieval India; Forest and the pastoral communities in the Medieval period; Wilderness, Animals and Changing Landscapes in The Medieval Period	10	1
Unit 3	British Forest Policy in India: Impact of European Forestry Tradition and the Making of British Forest Policy, British Forest Policies up to 1947; Colonialism and its Ecological Demands: Commercial Exploitation of Forest Products, Impact of Railway Construction on Forestry  British Forest Policy: Deforestation and Ecological change in North and South India; Tribes and The New Forest Policies; Pastoralist in The Colonial Period.  Forestry, Famine, Disease and Disasters  Ecology, Land use and Changing landscapes	12	1
Unit -4	Mahatma Gandhi and Nehru's view on Environment  Conservation Policies in Post independence Period  Environmental Movements: Chipko Movement, Narmada Bachao Andolan and other Environmental Movements  Dams and Mines and Problems of Displacement Critique of Development Paradigm in post-Independent Period	10	2
Unit 5	British Forest Policies in North- East India  Environmental and Socio-Economic Consequences of Colonial Forest Policies; Plantation Economy and Forestry.  Flood and Soil Erosion in the Brahmaputra Valley  History of Conservation Strategies in North East India	10	1
<b>Total Contact Hours</b>		<b>56</b>	

**Essential Readings:**

Agarwal, D.P: *Man and Environment in India through the ages, 1992.*

Arnold, D and Guha, R.: *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia,*

Bhattacharya, D.K.: *Ecology and Social Formation in Ancient History, 1990.*

*Aoyana Bureagalain*

- Guha, Sumit,: *Environment and Ethnicity in India 1200-1991*,1999.
- Guha, A.: *Medieval and Early Colonial Assam: Society, polity Economy*, 1991.
- Guha, R.: *The Unquiet woods, Ecological change and peasants Resistance inthe Himalaya* 1999.
- :*Environmentalism, A Global, History*, 2000.
- Gadgil, M and R, Guha: *The Fissured Land: An Ecological History of India*, 1992.
- Handique, R.: *British Forest Policy*, 2014.
- Mathur, S.M.: *Physical Geology of India*, 1986.
- Mann, M: *British Rule on Indian Soil- North India in the First Half of the Nineteenth Century*, 2001
- Martinez-Alies, J and Guha R.: *Varieties of Environmentalism: Essays North and South*, 1998.
- Rangarajan, Mahesh: *Environmental Issues in India*, New Delhi, 2008
- Sangwar , S., : *Nature and the Orient : The Environmental History of South and South-East Asia*, 1998.
- Saikia, A.J.: *Jungles, Reserves, Wild Life, A History of Forest in Assam* 2005.
- Sinha, Rajiv Kumar: *Geographical Factors in Early Indian Economy*, 2000.
- Skaria, Ajay.: *Hybrid Histories: Forest, Frontiers and wildness in Western India*, 2000.

### **Course Outcome:**

The students will develop a grasp over the development of environmental history, its methods and sources for study and they will also develop critical appreciation of the changing factors which influenced the landscape and environment in India and the roles of the different agencies in conservation. This will help them in new research and investigation relating to environmental history.

*Aoyana Buxagahain*

## Semester - III

<b>Course code</b>	:	<b>HST 3.06</b>
<b>Course Title</b>	:	<b>Art and Architecture of Early and Medieval Assam.</b>
<b>Nature of the course</b>	:	<b>Discipline Specific Elective Course</b>
<b>Credit</b>	:	<b>4</b>
<b>Couse Teacher</b>	:	<b>Nisha Rani Das</b>

### Objectives:

The students will familiarize with the art and architecture of early and medieval Assam.

Topic	Lecture	Tutorial
<b>Unit-I</b>		
Studies of Epigraphs of Ancient Assam; characteristics features of the Epigraphs. Few inscriptions – Nagajari Khanikar Gaon Stone Inscription, Umachal Rock, Nidhanpur CP, Bargaon CP, Ambari Stone Inscription. Studies of Sculptures of Assam, Chronological categorization of Sculptural Development of Assam.	10	1
<b>Unit-II</b>		
East Indian School of Medieval Art: Features and Evolutionary growth of its Stylistic features; Deopahar, Madan Kamdev Temple, Malini Than. Secular Architecture and Religious Architecture. Architectural remains of Doiyang-Dhansiri valley. Architectural remains of Guwahati, Goalpara, Tezpur and Nagaon regions.	10	2
<b>Unit-III</b>		
Coinage during Varman dynasty. Coinage during Salastambha dynasty. Coinage during Pala dynasty. Circulation of Cowrie Shells as Money, weights and size of the coins of Ancient Assam.	12	1



<b>Unit-IV</b>		
Studies of Architecture of Medieval Assam; Early Tradition; Emergence of a New Era: Secular Architecture.  Religious Architecture: Architecture under the Koches, Ahom, Kacharis; Islamic Architecture.  Studies of Sculpture and features- Early phase, Late Medieval Sculpture. Ahom school of painting, Satriya school, Darrang school, Garhgaon school; Influence of Mughal painting.	10	1
<b>Unit-V</b>		
Coinage during Ahom.  Coinage during Koches. Coinage during Kachari and Jayantia.  Coins as Media of Exchange.	10	1
<b>Total Contact Hours</b>	<b>56</b>	

#### Essential Readings:

- Asher, F. M: *The Art of Eastern India, Oxford University Press, Delhi, 1980.*
- Barpujari, H. K. (ed): *The comprehensive History of Assam, Vol I, III, Publication Board Assam, Guwahati, 1990.*
- Barua, S. L: *A comprehensive History of Assam, Munshiram Monaharlal Publishers Pvt. Ltd, New Delhi, 1985.*
- Bese, S.K: *The Coinage of Assam, Vol. I, Pre-Ahom Period, Kolkata, Guwahati, 2003.*
- Boruah Nirode: *Early Assam, state formation, political centres cultural zones, Spectrum Publication, Guwahati, New Delhi, 2007.*
- Choudhary P. C: *The History of Civilization of the people of Assam to the Twelfth Century A.D. (revised), 3<sup>rd</sup> Edn; Spectrum Publication, Delhi, Guwahati, 1987.*
- Choudhury R.D.: *Archaeology of the Bramhaputra Valley of Assam, Agam Kala Prakashan, Delhi; 1985.*
- Dutta H.N: *Art and Archaeology of the Doyang-Dhansiri Valley of Assam, unpublished Ph. D Thesis, Guwahati University, 1997.*
- Dutta Manoranjan: *Sculpture of Assam, Agam Kala Pralashan New Delhi, 1990.*
- Sarma, M M: *Inscriptions of Ancient Assam, Department of Publication, Guwahati University, 1978.*
- Sarma, P.C: *Architecture of Assam, Agom Kala Prakashan, Delhi, 1988.*

#### Course Outcome:

After completion of the course the students will be able to understand the importance of art and architecture in early and medieval Assam

*Aoyana Bueagahain*

## Semester – III

<b>Course Code</b>	:	<b>3.08</b>
<b>Course Title</b>	:	<b>Introduction to Archival Studies</b>
<b>Nature of the Course</b>	:	<b>Ability Enhancement skill</b>
<b>Credit</b>	:	<b>02</b>
<b>Course Teacher</b>	:	<b>Aoyana Buragohain</b>

### Objectives:

- Familiarize the students with the concept of archives and the importance of archives to the discipline of history
- Acquaint the student with the latest research technology development in the field of archival records and the way they have altered to our understanding of the history
- Examines the way in which the past is narrated, recorded and remembered.
- Explore how societies produce authoritative historical narratives about their past. How does power operative in the making and recording of history. Whose stories are told and whose are silenced.

<b>Topic</b>	<b>Lecture</b>	<b>Tutorial</b>
<b>Unit-I</b> Defining Archives, Characteristics of Archive Types of Archival collections: State, institutional, family, industrial, religious, military History of the setting up of archives: origin and development of archives in India Digital Archives	15	1
<b>Unit-II</b> Writing and Documentations, Preservations of records, manuscript Archives as an institution of social memory, history and experience The Colonial Archives Collecting, Taxonomy, objectification	15	1
<b>Total Contact Hours</b>		<b>32</b>

*Aoyana Buragohain*

### Essential Readings:

- Bhattacharya, Sabyasachi: *Achiving the British Raj: History of Archival policy of the Government of India (1858-1947), 2018, OUP.*
- Brooks, Philip C: *Research in Archives, University of Chicago Press, 1969*
- Cohn, Barnard: *The Anthropologist Among Historians and Other Essays, Oxford University Press, 2010*
- Ginzburg, Carlo: *Clues, Myth and the Historical Methods, John Hopkin University Press, 1992*
- Gosh, Sailen: *Archives in India, Firma, L.K. Mukhopadhyay, 1963*
- Guha, Ranajit: *The Small Voice of History, Permanent Black, 2010*
- Le Goff, Jacques: *History and Memory, Columbia University press, 1986*
- Millar, Laura: *Archives: Principles and Practices, Neelchuman publishers, 2010*
- Ridener, J: *From Foiders to Post Modernism: A Concise history of Archival Theory, LLC: Litwin Books, 2009*
- Steedman, Caroline: *Dust: The Archive and Cultural History Manchester University Press, 2002*
- Stoler, Ann: *Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense, 2009*
- Trouillot, Michel Roph: *Silencing the Past Power and Production of History, Beacon Press 1995*

### Course Outcome:

After completion of the course the learners will have fair understanding about the archival records and enhances their knowledge on the development of archive in India. They will also learn the new technology development in the field of archival record, forms of archives and enhances their knowledge in their field of research.

*Aoyana Buvagahain*

## Semester - IV

<b>Course Code</b>	:	<b>HST4.01</b>
<b>Title of the Course</b>	:	<b>Western Historiographical Traditions</b>
<b>Nature of the Course</b>	:	<b>Core</b>
<b>Total Credits</b>	:	<b>4</b>
<b>Course Teacher</b>	:	<b>Nisha Rani Das</b>

### Objectives:

- To define the term, scope and objectivity of History.
- To analyse the growth of Historiography in ancient Greece, Rome, China and Medieval Europe.
- To study the development Of Historiography in Europe from The Renaissance to Enlightenment period.
- To describe the 19th and 20th century developments in Historiography.

<b>Unit</b>	<b>Topic</b>	<b>Lecture</b>	<b>Tutorial</b>
Unit 1	Concept, Meaning, Scope, Purpose varieties of History. Causation and Objectivity in History. Primary and Secondary Sources, Internal and External Criticism History and Allied Subjects: Geography, Anthropology, Sociology, Political Science, Economics, Literature	10	1
Unit 2	Ancient Greece -Herodotus and Thucydides Ancient Rome -Livy and Tacitus Chinese and Arab Historiography Medieval European Historiography -St. Augustine and Christian Chronicles	10	1
Unit 3	Renaissance Historiography –Humanism in Historiography – Machiavelli. Scientific Revolution – Cartesianism - Rene Descartes and Vico Eighteenth Century Enlightenment – Voltaire, Montesqueieuand Gibbon Post-Enlightenment Historiography	10	2

*Aoyana Buregahain*

Unit 4	Idealism – Hegel Niebuhr, Ranke and Institutionalisation of History Positivism – August Comte Historical Materialism - Marx and Engels	10	1
Unit 5	Spengler and Toynbee Annales Historiography –Marc Bloch, Lucien Febvre and Francis Braudel British Marxist Historians- Christopher Hill, E. H. Hobsbawm, E.P. Thompson Michel Foucault, Linguistic turn and Post-modern Critique of History	10	1
<b>Total Contact Hours</b>		<b>56</b>	

### Essential Reading:

Bajaj Satish (1988) : *Recent Trends in Historiography*, New Delhi  
Barnes, H.E. (1937) : *A History of History Writing*, Oklahoma  
Black Jeremy and Donald M. (1997) : *Studying History*,

Carr E.H. (1961) : *What is History?*

Collingwood, R.G.(1993) : *The Idea of History*, OUP  
Evans J. Richard (1997) : *In Defense of History*, London

Gare, Arran E (1997) : *Postmodernism and Environmental Crisis*, London.  
Gooch, G.P.(1952) : *History and Historians of the Nineteenth Century* Macmillan  
Cannon John (ed) (1980) : *The Historian at Work*, London

Merquior J.G (1991) : *Foucault, London*, Second edition

Marwick, Arthur (1977) : *Introduction to History*, London (1970) : *The nature of History*, London

Sreedharan, E (2000) : *A Textbook of Historiography 500 BC to 2000*

Stern Fritz : *Varieties of History*, New York, second Edition 1972

Thompson, J.W & Bernard H(1942) : *A History of History Writing*, 2 vols, New York

### Course Outcome:

The students will have an idea about the term, scope and objectivity of History and they can know about the growth of Historiography of Ancient Greece, Rome, China, and Medieval Europe. They will also have an idea about Historiography of Europe from Renaissance to Enlightenment Period.

*Aoyana Buvagala*

## Semester - IV

**Course Code** : HST4.02  
**Title of the Course** : Contemporary World (1945-2000)  
**Nature of the Course** : Core  
**Total Credits** : 4  
**Course Teacher** : Dr. Indraneel Pegu

### Objectives:

- To examine the genesis, growth and activities of the United Nations
- To describe the background and the consequences of Cold War Rivalry, the Korean War, the Suez and the Hungarian Crises.
- To review West Asian and Southeast Asian politics in the Post- World War II
- To analyse the developments leading to the Re-unification of Germany and the collapse of the Soviet Union
- To examine India's relation with the various nations as well as her role in the U.N, NAM and SAARC.
- To discuss the words situation in the nineties- The Civil War in Yugoslavia, The Kargil War, Global Terrorism.

Unit	Topic	Lecture	Tutorial
Unit 1	Sources and Approaches From War to Peace – The United Nations – its aims, objectives, genesis and development, activities and its role in world peace. The Cold War – Concept, Origin and Development – Super-power Rivalry – End of Cold War. The Korean War – The Suez and Hungarian crisis – Cuban Missile Crisis.	10	1
Unit 2	Resurgent Africa – Solidarity and Independence Movement.2.02: Recent trends in Latin American Politics. Disarmament – Concept, Background Disarmament Agreements (1948-1996)	10	1

*Aoyana Bhowagohain*

Unit 3	West Asia in World Politics: A Review South –East Asia after World War II. Re–Unification of Germany. Break-up of the Soviet Union and its impact on Contemporary World	10	1
Unit 4	India in World Affairs- Indian Foreign Policy in Historical Perspective. India’s Policy towards the Super Powers-Its relations with China-Pakistan and S.E. Asian Countries. India and the UN India’s role in NAM and SAARC	10	2
Unit 5	Civil War in Yugoslavia and its Break–up (1992) Background and Consequences of the Kargil War (1999). Global Terrorism – and Global War against Terrorism.	10	1
<b>Total Contact Hours</b>		56	

**Essential Readings:**

Calvocoresses, Peter 2009 : *World Politics since 1945*.

Colton, J., Palmer, R.R. 2007 : *A History of Modern World*,

Fleming, D.F. 1961 : *The Cold War and its Origin:*

*1917-1960* Freund.Bill. 1984 : *The Making of*

*Contemporary Africa* Ghosh,Peu 2016 : *International Relations*

Huntington, Samuel. P, 2011 : *The Clash of Civilization and the Remaking of World Order*.

Lowe , Norman 1997 : *Mastering Modern World History*,

Rao, B.V 2014 : *World History: Early Times to AD 2011*

Zoll, James B 1990 : *Europe since 1870*

**Course Outcome:**

After completion of the course the students will gain knowledge on the background and role of the United Nation’s activities as well as the Cold War Politics. They will also know about the various International Crises of the fifties and sixties. Further, the learner’s will know about the political developments of the Nineties and Twenties as well as India’s Foreign Policies and her role in the U.N, NAM and SAARC.

*Ayana Buregahain*

## Semester - IV

<b>Course Code</b>	:	<b>HST4.03</b>
<b>Title of the Course</b>	:	<b>Art and Architecture in Ancient India</b>
<b>Nature of the Course</b>	:	<b>Discipline Specific Elective Course</b>
<b>Credit</b>	:	<b>4</b>
<b>Course Teacher</b>	:	<b>Aoyana Buragohain</b>

### Objectives:

To introduce the students with the styles of art, architecture and painting in India and their process of evolution throughout the ancient period.

<b>Unit</b>	<b>Topic</b>	<b>Lecture</b>	<b>Tutorial</b>
Unit 1	Harappan Art and Architecture: Harappan Sculptures, Architecture and Town planning Mauryan Art and Architecture: Mauryan Pillars, Mauryan Stone Sculptures, Caves, Wooden Palace etc. Nature of Mauryan Art.	10	1
Unit 2	Art and Architecture in the Sunga and Satavahana Period Saka-Kushana Art Mathura, Gandhara and Amaravati School of Art Stupa Architecture: Its Origin and Development Development of Rock Cut Architecture.	10	1

*Aoyana Buragohain*



Unit 3	Sculptural Development in the Gupta period. Evolution of Temple Architecture in the Gupta Period. Chalukya Architecture: Aihole, Badami and Pattadakal. Development of Temple Architecture in Orissa.	10	2
Unit -4	The Emergence of Dravidian Style: its genesis under the Pallavas The temples of the Cholas: Sculptural Development in South India.	10	1
Unit 5	Pre-historic period Satavahana and Kushana Period Gupta-Vakataka Period Development of Painting in South India	10	1
<b>Total Contact Hours</b>		<b>56</b>	

### Essential Readings :

Agrawala , V.S : Gupta Art, 1948

: Indian Art, 1965

Agrawala, P.K. : Gupta Temple Architecture, 1987

Bhattacharya, D.C. : Buddhist Shrines, 1987

Choubey, G.C. : Early Buddhist Art in India, 1998

Coomaraswami, A.K. : History of Indian and Indonesian Art. 1927

Deva Krishna : Temples of North India, 1997

Gupta, S.P : The Roots of Indian Art, 1980

Havell, E.B. : Indian Architecture, 1913.

Majumdar, R.C ( ed) : The History and Culture of the Indian People, VOL. II and III, 1954

Musthy, K.Krishna : Early Indian Secular Architecture, 1998

Millen, S. Barbare : Exploring India's sacred Art; Selected writings of Stella Mirisch 1994

Majumdr, R.C. Altekar, A.S : The Vakataka –Gupta Age, 1969

Rath, B.K. : Cultural History of Orissa, 1983

Ray, Niharanjan : Maurya and Post-Maurya Art, 1975

Sarkar, H.B. : Studies in Early Buddhist Architecture, 1966

Saraswati, S.K : A Survey of Indian Sculpture, 1975

Sivaramamurti : Indian Painting. 1970

### Course Outcome:

The students will identify multiple forms of architecture in early India and understand the pattern of paintings in early India.

*Aoyana Buegahain*

## Semester - IV

**Course Code** : **HST4.04**  
**Title of the Course** : **Art and Architecture in Medieval India**  
**Nature of Course** : **Discipline Specific Elective Course**  
**Total Credits** : **4**  
**Course Teacher** : **Dr. Preetima Gogoi**

### Objectives:

Introduce the students with the styles of art, architecture and painting in India and their process of evolution throughout the Medieval period.

Unit	Topic	Lecture	Tutorial
Unit 1	Sources and approaches Temple Architecture in early medieval period: Nagara, Dravida and Vesara style Temple desecration debate.	10	1
Unit 2	Emergence of Indo-Islamic tradition: Arch, dome, <i>minar</i> , religious and secular buildings. Architecture under the Mamluk kings. Architecture under the Khaljis. Architecture under the Tughlaqs	10	1
Unit 3	Tombs, forts, mosques, <i>madrasas</i> and public works Early Phase of Mughal Architecture Mature phase of Mughal architecture Landscape and gardens.	10	1

*Aoyana Buxagahain*

Unit -4	Emergence of Provincial styles:(features, patronage and development) Bengal Vijaynagar Bahmani Malwa	10	2
Unit 5	Paintings: Pre-Mughal style Mughal painting- miniatures, court patronage, European influence Paintings in the regional style- Rajasthani, <i>pahari</i> , <i>pattachitra</i> Calligraphy	10	1
Total Contact Hours		56	

### Essential Readings:

Ahmed, Aziz : *Studies in Islamic Culture in Indian Environment*, Oxford 1964

Asher, Catherine : *Architecture of Mughal India*, Cambridge, 1992.

Banga. Indu(ed), *The City in Indian History: Urban Demography, Society and Politics*, Delhi, 1991

Brown, Percy : *Indian Painting under the Mughal* Oxford 1924.

Beach Milo : *Mughal and Rajput Painting: The New Cambridge History of India Series*, Delhi 1992.

Eaton, Ricard M. : *Temple Desecration and Muslim State in Medieval India*, New Delhi, 2004

Fukazawa, H. : *The Medieval Deccan : Peasants, Social Systems and State – Sixteenth to Eighteenth Centuries*, Delhi 1995

Koch Ebba, *Mughal Architecture: An Outline of its History and Development, 1528-1858*, Munich, 1999

Monica Juneja-(ed) : *Architecture in Medieval India Form, Contexts, Histories* (Delhi 2001).

Qaiser, A.J. : *The Indian Response to European Technology and Culture, 1498-1707*, Delhi, 1982

Tomory Edith, : *A History of Fine Arts in India and the West*, Delhi, 1997.

Vipul Singh : *Interpreting Medieval India (Vol-I)* (New Delhi 2009).

### Course Outcome:

After completion of the course the student will be able to understand the socio-political context of the paintings and architecture during medieval India and different stylistic features evolved over time.

*Aoyana Buvagatain*

## Semester – IV

<b>Course Code</b>	:	<b>HST4.05</b>
<b>Title of the Course</b>	:	<b>India after Independence (till 2000)</b>
<b>Nature of Course</b>	:	<b>Discipline Specific Elective Course</b>
<b>Total Credits</b>	:	<b>4</b>
<b>Course Teacher</b>	:	<b>Dr. Indraneel Pegu</b>

### Objectives:

- This paper on contemporary India is intended to provide the student on abroad overview of the changing political dynamic in the post-Independence Indian in a historical perspective
- The paper focus on the making of the Indian Republic and functioning of the Indian democratic system after Independence
- The paper also explains the challenges to Indian democracy and its federal structure and the regional aspiration since Independence
- Abroad overview of the changing political economy of independence Indian from Nehruvian socialism to liberalized economy.

<b>Unit</b>	<b>Topic</b>	<b>Lecture</b>	<b>Tutorial</b>
Unit 1	Indian Independence and Partition Legacy; Migration issues and settlement  The Making of the Indian Constitution: Debates in the constituent assembly  Integration of the Princely States  Linguistic Reorganization of the state	10	1

*Aoyana Bueagahain*

Unit 2	Nehru and Democratic Socialism: Making of the five-year plan and Indian economy Reforms, Legislation and Governance Non-Alignment movement and Foreign Policy. War with Pakistan and China	10	1
Unit 3	Lal Bahadur Shastri and Ascendency of Indira Gandhi, Indira Gandhi and Indian foreign Policy: Indo-Pakistan War J.P Movement and Emergency, Janata Government and comeback of Indira Gandhi India under Rajiv Gandhi, Political Re-Alignment and Emergence of National Front Government. Indian Democracy and Political Parties	10	1
Unit -4	Economic Liberalization Mandal Commission, OBC and Dalit Movement Secular and communal polarization Rise of BJP, the Politics of Regional Parties and NDA	10	2
Unit 5	Indian Federalism and challenges The Dravidian issue and Tamil regional movement The Sikh and the Akali Movement Northeast India, Kashmir and challenges to Federalism	12	1
<b>Total Contact Hours</b>		<b>56</b>	

**Essential Readings:**

Appadurai : *Domestic Roots of India's Foreign Policy 1947-1972*. New Delhi: Oxford University Press, 1979.

Bipan Chandra, (ed) : *India after Independence*, New Delhi: Penguin Books, 1999

Francine Frankel : *India's Political Economy, 1947-2004*, New Delhi: Oxford University Press 2006.

Granville Austin : *Indian Constitution: Cornerstone of a Nation*, New Edition, OUP, 2011

*Aoyana Buregahain*

Joya Chatterji : *The Spoils of Partition: Bengal and India, 1947- 67*, Cambridge: Cambridge University Press, 2007.

Paul Brass : *The Politics of India Since Independence*, Cambridge, Cambridge University Press, 1994

Sunil Khilnani, : *The Idea of India*, Penguin Books, New Delhi, 2004

Rajni Kothari : *Politics in India*, New Delhi: Orient Longman, 1970.

Ram Chandra Guha, *India after Gandhi: The History of the World's Largest Democracy*, New Delhi: Picador, 2007

### **Course Outcome:**

After completion of the course the students will be able to grasp the unfolding history of Independent India and also the history and functioning of Indian democracy, party system and the regional politics since 1947. It will develop a critical perspective of the economic history of the independence period.

*Aoyana Buregahain*