

**Learning Outcomes Based Curriculum Framework (LOCF)  
FOR UG 4 YEAR MAJORS PROGRAMME IN BODO**

**Undergraduate Programme**



**Department of Bodo, Bodoland University**

Rangalikhata, Debargaon,

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**COURSE DESCRIPTION:**

The programme entitled ‘NEP-UG Programme in Bodo Major’ aims to disseminate knowledge to the UG students with a new dimension relating to the studies of Bodo in particular; and to the emerging knowledge in the field of literature, language and culture in general. The major programme is basically for teaching theoretical and analytical approach. The contents of the study included for teaching-learning of literary genres, literary theory, critical review, comparative study of literature, language and culture which targets to give interdisciplinary outlook. The programme follows a model of Learning Outcome-Based Curriculum Framework (LOCF) for the UG programme in Bodo. The LOCF structure of the programme will support the learners to gather knowledge for making themselves a competent person in concerned discipline. The innovative structure of teaching-learning and evaluation framework will enrich the students both knowledge as well as skill together. In the light of NEP curriculum framework, the syllabus has been modelled and prepared as the guidelines of University Grants Commission. The vital purpose of the programme is to bring out student’s skill and capacity and ability of understanding. It is to mention that the programme is not a teacher centric but eventually a student-centric as a whole which encourage the students to gain best ability and knowledge. Flexibility of learning is also a vital point of the programme as well. It aims to form a basis of quality learning with a view to provide flexibility in knowledge acquisition.

**AIMS AND OBJECTIVES OF THE PROGRAMME:**

The main aims of four years undergraduate programme are-

1. To provide knowledge and ideas in conceptual framework specially on Bodo literature, language and culture in a great extent.
2. Apart from that the study of literary genres and also folklore of the Bodos with inter-disciplinary perspective is to be taken into consideration for in-depth study.
3. Students will also be given scope to involve in individual research work by conducting a project work or dissertation writing under the supervision of the Course Teacher.
4. To develop the ability of critically evaluate and analyse of the recent trends of Bodo literature.

**PROGRAMME OUTCOMES:**

The NEP-UG programme in Bodo is designed to achieve specific knowledge in the field of comprehensive approach in relevant to present context. The programme is structured in such a way that students will be able to achieve comprehensive knowledge in the field of literature, culture and linguistic studies. The basic outcomes of the programme-

- 1. Disciplinary In-depth knowledge:** The programme is to make understanding the concepts and to demonstrate applicability of their domain knowledge and its links to related disciplinary areas and subjects as their choices.
- 2. Specialized Knowledge and Skills:** Manifestation of procedural knowledge and skills in the areas of one’s specialization and to make understanding of the latest developments in the area of specialization, and ability to establish techniques of analysis.

**3. Interdisciplinary Outlook:** The programme is to make commitment to intellectual openness and developing understanding beyond subject domains.

**4. Critical Thinking and Problem Solving:** To make enrich the ability of independent learning, analytical and critical thinking and use of one's competencies in solving complex problems and issues.

**5. Communicative Skill:** Demonstrating effective oral and written communicative skills to convey disciplinary knowledge and studies undertaken in an academic field accurately in different contexts using the main concepts and techniques of the subject(s) of study.

**6. Research and Innovation Skill:** Demonstrate comprehensive knowledge about research in the subject of specialization; critical observation on research problems and to collect relevant data from different sources, analysis and interpretation of data using methodologies appropriately to the area of specialization for formulating evidence-based research output.

**7. Career Development:** Manifest proficiency in academic, professional, soft skills and employability for higher education and placements.

**8. Cooperation and Multicultural Competence:** Demonstrate for acquiring knowledge of values and beliefs of multiculturalism of North East India in the global perspective.

**9. Team Work:** Work in teams with enhanced inter-personal skills leadership qualities.

**10. Commitment to the society and Nation:** Identifying and recognising the importance of social, environmental, human and other critical issues faced by the community at the local, national and international level and appreciate the pluralistic national culture and national integration.

## Course Structure

### Course Structure of 4 Year UG Programme in Bodo Major under Choice Based Credit System (CBCS)

S E M	Type	Core Course (20)	Minor Course (8)	IDC (3)	Ability Enhancement Compulsory Course (AEC) (4)	Skill Enhancement Course (SEC) (3)	VAC (2)	Internship (1)	Dissertation/ Research Project (3)
	Credit	20 x 4 = 80	8 x 4 = 32	3 x 3 = 9	4 x 2 = 8	3 x 3 = 9	2 x 4 = 8	1 x 2 = 2	3 x 4 = 12
1 <sup>st</sup>		<b>BODMAJ1014:</b> History of Bodo Literature	<b>BODMIN1014:</b> Introduction to Language and Linguistics	<b>BODIDC1013:</b> Textual analysis on Early Bodo Drama	<b>BODAEC1012:</b> Functional Bodo	<b>BODSEC1013:</b> Introduction to Translation Studies and Practice	<b>BODVAC1014:</b> Selected Text on River and Water in Bodo Literature		

2 <sup>nd</sup>	<b>BODMAJ10</b> <b>24:</b> Study of Early Bodo Poetry	<b>BODMIN1</b> <b>024:</b> Traditional Knowledge System of the Bodo	<b>BODIDC1</b> <b>023:</b> Introduction to Culture	<b>BODAEC1</b> <b>022:</b> Speaking and Writing Ability in Bodo	<b>BODSEC1</b> <b>023:</b> Computer Application in Bodo	<b>BODVAC1</b> <b>024:</b> Handloom and Weaving of the Bodo		
3 <sup>rd</sup>	<b>BODMAJ20</b> <b>14:</b> Folk-Festivals of North East India	<b>BODMIN2</b> <b>014:</b> Study of Modern Bodo Poetry	<b>BODIDC2</b> <b>013:</b> Language and Script of Bodo	<b>BODAEC2</b> <b>012:</b> Communicative Bodo	<b>BODSEC2</b> <b>013:</b> Manuscript Preparation			
	<b>BODMAJ20</b> <b>24:</b> Phonology of Bodo Language							
4 <sup>th</sup>	<b>BODMAJ20</b> <b>34:</b> Literary Criticism (Eastern)	<b>BODMIN2</b> <b>024:</b> Sociological Outlook of Bodo Novel		<b>BODAEC2</b> <b>022:</b> Mass Media and the Bodo Language			<b>BODINT201</b> <b>2:</b> Yoga and Human Value	
	<b>BODMAJ20</b> <b>44:</b> Study on Folk-literature of the Bodo							
	<b>BODMAJ20</b> <b>54:</b> Study of Modern Bodo Drama							
5 <sup>th</sup>	<b>BODMAJ30</b> <b>14:</b> Selection of Non-Fictional Prose	<b>BODMIN3</b> <b>014:</b> Study of Tibeto-Burman Languages						
	<b>BODMAJ30</b> <b>24:</b> Morphology of Bodo language							
	<b>BODMAJ30</b> <b>34:</b>							

	Introduction to Literary Theory and Criticism							
	<b>BODMAJ30</b> <b>44:</b> Women Representation in Bodo Literature							
<b>6<sup>th</sup></b>	<b>BODMAJ30</b> <b>54:</b> Comparative Study of Bodo and Assamese Folk-literature	<b>BODMIN3</b> <b>024:</b> Effective Writing in Bodo						
	<b>BODMAJ30</b> <b>64:</b> Comparative Study of Bodo and Assamese Literature							
	<b>BODMAJ30</b> <b>74:</b> Culture of Tribes of NE India							
	<b>BODMAJ30</b> <b>84:</b> Comparative Study of Bodo and Assamese Language							
<b>7<sup>th</sup></b>	<b>BODMAJ40</b> <b>14:</b> Introduction of Indian Literature	<b>BODMIN4</b> <b>014:</b> Study on Culture of Assam						
	<b>BODMAJ40</b> <b>24:</b> Study of Syntax and Semantics							

	<p><b>BODMAJ40</b> <b>34:</b> Study of Reception and Influence in Literature-I</p>							
	<p><b>BODREM4</b> <b>014:</b> Research Methodology and Research Ethics</p> <p><b>Or</b></p> <p><b>BODMAJ40</b> <b>44:</b> Study of Life Writing</p>							
8 <sup>th</sup>	<p><b>BODMAJ40</b> <b>54:</b> Text and Context of Selected Bodo Fiction</p>	<p><b>BODMIN4</b> <b>024:</b> Study of Bodo Dialect and Dialectology</p>						<p><b>BODADL40</b> <b>14:</b> Introduction of Tribal Literature</p>
								<p><b>BODADL40</b> <b>24:</b> Study of Ecology in Bodo Culture</p>
								<p><b>BODADL40</b> <b>34:</b> Comparative Study of Bodo Cognate Languages</p>

## DETAILS OF THE COURSES

### SEMESTER – I

#### BODMAJ 1014

**Course Title: History of Bodo Literature-I**

**Credit: 4**

**Marks: 70**

**Internal: 30**

**Course Objectives:** The term history refers to the literary development of Bodo literature starting from 19<sup>th</sup> century to first half of the twentieth century. The course comprises specific aspects of society and social history focused through the literary texts. However, the course contains literary texts, it attempts to study some significant viewpoints. These are objectives of the course-

Overview of Missionary contribution to the growth and development of Bodo language and literature

- Able to know the historical development of early twentieth century Bodo literature; early twentieth century Bodo society as focused in various writings
- Able to know historical and sociological importance of reading of early Bodo literature
- Able to enables to understand trends and tendencies of literary works

**Course Outcomes:**

After completing this course students will be able to-

- Understand the background of literary history of the Bodo literature.
- Realize life and society of the community.
- Demonstrate critical and analytical approach in literature review.

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

**Unit-I:** Contribution of Missionary to the growth of Bodo language and literature, folk-literature and racial consciousness and ethnic identity- 15

**Unit-II:** The book ‘Boroni Phisa O Ayen’ and the thought and endeavour of writers for growth and development of society, custom, culture and literature- 15

**Unit-III:** ‘Bathunam Bwikhaguni Gidu’ and ‘Khonthay-Methay’ and poetic discourse on society, culture as social philosophy of these two books- 20

**Unit-IV:** Review on ‘Boroni Gudi Sibsa Arw Aroz’ and its philosophy on religion and custom reflected in the book- 20

**Suggested Readings:**

1. Boro Thunlaini Zarimin- Manoranjan Lahary
2. Boro Thunlaini Zarimin Arw Thunlai Bijirnai- Riju Kr. Brahma
3. History of the Bodo Literature- Madhuram Baro
4. Bibar edited by Satish Chandra Basumatary
5. Thunlai Arw Sansri by Brajendra Kumar Brahma
6. Raithaihala (Vol.-1): Indira Boro.
7. The Kacharis by Rev. Sidney Endle

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.

**BODMIN 1014****Course Title: Introduction to Language and Linguistics****Credit: 4****Marks: 70****Internal: 30**

**Course Objectives:** This course aims to provide fundamental knowledge of human speech. Keeping in view, the course aims to study human language in the area of phonetics, phonology, morphology and syntax.

**Course Outcomes:**

After completing this course students will be able to-

- Gather general idea about language and linguistics
- Acquire considerable knowledge of linguistic level of human speech of how languages are well-ordered in case of phonological, morphological, syntactic and semantic process;
- Understanding of how the structures vary language to language, of how language changes through the ages;
- Understand functions of language, human knowledge that generates through linguistic discourse.

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

**Unit-I:** Definition of Language, Characteristics of Language, importance of language study, Human and Animal communication, Sign Language, Para Linguistic features, functions of language- 15

**Unit-II:** Definition of Linguistics and linguistics as a Science, Classification of Linguistics, Linguistics level, Branches of Linguistics, Scope of Linguistics- 15

**Unit-III:** Phonetics and Phonology: Definition, Branches, Speech mechanism, Phoneme and Allophone, Distinctive features of phoneme, tone, intonation, stress, syllable- 20

**Unit-IV:** Morphology: Morph, Morpheme, Identification of Morpheme, Allomorph and Morphophonemics, Syntax and structural features, IC Analysis, Noun phrase and Verb phrase- 20

**Suggested Readings:**

1. R L Varshney. An Introductory Text Book of Linguistics and Phonetics
2. CF Hockett. A Course in Modern Linguistics
3. HA Gleason (Jr.). An Introduction to Descriptive Linguistics
4. Bhasa Vijnan: Upendra Nath Goswami
5. Raoni Mohor (vol.-I, II & III): SP Chainary and PC Basumatary.
6. Word Formation Process in Bodo: Dwimalu Brahma.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.



**BODIDC 1013**  
**Course Title: Textual Analysis on Early Bodo Drama**  
**Credit: 3**  
**Marks: 50**

**Course Objectives:** Aims to discuss historical background of emergence of Bodo drama during early period of 20<sup>th</sup> century. The focus will be on discussion of textual analysis of the drama. Thus, the course will focus literary and sociological significance in life and society of the Bodo community.

**Course Outcomes:**

At the end of the course the students shall understand –

- About the background of Bodo drama and will be able to know social context of the era.
- About old period of Bodo drama.
- The aestheticism of Bodo drama and its historical trends.
- The dramatic art and literary value.

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

**Unit-I:** Origin and development of old Bodo drama and Jatra gaon as a dramatic and literary renaissance- 25

**Unit-II:** Dwrswn Jwhwlao - Satish Chandra Basumatary, Obongni Phao - Bhaben Phwrwnggiri, Dukhashri - Upendra Narzary- 25

**Suggested Readings:**

1. Theory of the Drama-A Nicoll
2. Bhaothina Santhwu-Manoranjan Lahary
3. Boro Phaothaini Bizirnay-Swarna Prabha Chainary
4. Boro Phaothai Thunlai Bizirnay-Bhounik Chandra Boro
5. Boro Phaothai Thunlai: Tulan Mochahary.
6. Phaothai Thunlai: Sunil Phukan Basumatary.
7. Thunlaini nwjwrjwng Boro Phaothai arw salama: Bhounik Chandra Baro.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes. There is no internal assessment in this paper.

**BODAEC 1012**  
**Course Title: Functional Bodo**  
**Credit: 2**  
**Marks: 50**

**Course Objectives:** This course aims to provide functional knowledge on basic features of Bodo language and its application in discourse including its phonological, grammatical and syntactic structure in particular.

**Course Outcomes:**

At the end of the course the students shall -

- Able to develop linguistic competence.
- Able to identify the language functions in the spoken discourse.
- Able to demonstrate ability of expression by improving grammatical skill.
- Able to discuss topic in a group

**Teaching Learning Process:** Lecture, Assignment, Group Discussion

**Course Contents:**

**Unit-I:** Introduction to Alphabet and Phoneme, articulation and distribution of phoneme, use of Tone, Syllabification, use of pitch and intonation - 25

**Unit-II:** Introduction to Grammar: Root of the Bodo word, word typology, reception of word and its uses, Grammatical function of prefix and suffix, Sentence construction and uses, Reading, Speaking and Writing exercise- 25

**Suggested Readings:**

1. Boro Raokhanthi: Swarna Prabha Chainary
2. Boro-Ingriji-Hindi Swdwb Bihung: Pramod Ch. Brahma
3. Boro Bhasa Shiksha-Mohini Mohan Brahma
4. Boro Rao- Bhaben Narzee
5. Gwzvu Raokhanthi-Madhuram Boro
6. Gwnang Raokhanthi-Kamal Kumar Brahma.
7. Bodo Phonetic Reader: Aleendra Brahma.
8. Dimasa-Boro Swdwb Bakhri: Tulan Mochahary.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes. There is no internal assessment in this paper.

**BODSEC 1013**  
**Course Title: Introduction to Translation Studies and Practice**  
**Credit: 3**  
**Marks: 50**

**Course Objectives:** This course tries to give the knowledge in translation and its application in literature. It will help to acquire knowledge about the various language, literature and culture. Moreover, it will also facilitate to receive the flavours of other literature into own literature.

**Course Outcomes:**

After successful completion of the course student will be able to-

- Understand the concept of translation and types of translation and its applicability in literature.
- Know the importance of translation.
- Understand the sociological significance of language, literature and culture.

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

**Unit-I:** Definition and Classification of translation studies and its importance in present context as literary practice- 25

**Unit-II:** Introduction of translation, Methods used in translation studies and Translation works from English/Hindi/Assamese to Bodo and Bodo to English/Hindi/Assamese - 25

**Suggested Readings:**

1. Anubad: Tatwa aru Prayag - Niranjana Mahanta Bezbaruah, Banalata, Dibrugarh
2. Tulanamulak Sahitya aru Anubad Kala - Karabi Deka Hazarika, Banalata, Dibrugarh
3. Tulanamulak Sahitya aru Anubad Bichar - Prafulla Kataki, Jyoti Prakasan, Guwahati
4. A Text Book of Translation - Peter Newmark, Prentice Hall USA.
5. Translation Studies - Susan Bassnett, Translation Studies - Susan Bassnett, Routledge, Publisher, United Kingdom.
6. Translation - Its Theory and Practice (ed) - Avadhesh K.Singh, PHI Learning, Herbart
7. Rao Swlainai Thunlai - Indira Boro.
8. Rujuthayari Thunlai arw Raoslainai - Indira Boro.
9. Rao Swlainai Khanthi - Ripen Baro.
10. Rao Swlainaini Bathra - Ripen Boro.
11. Rujuthayari Thunlai – Indira Boro.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes. There is no internal assessment in this paper.

**BODVAC 1014****Course Title: Selected Text on River and Water in Bodo Literature****Credit: 4****Marks: 70****Internal: 30**

**Course Objectives:** Aims to discuss how rivers and water are focused in the Bodo Poems and novels to make awareness in the mind of people in the present context. The focus will be on discussion of textual analysis of the poems and novels. Thus, the course will highlight literary and sociological significance in life and society of the community.

**Course Outcomes:**

At the end of the course the students shall understand –

- About the rivers and water focussed in literature and will able to know importance in social life.
- About the role of rivers and water in agriculture and nature to be alive.
- Know the aesthetic figures used in different genres of literature.
- Understand the importance of rivers and water in literary works as well as practical life.

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

**Unit –I:** Concept of Rivers and Water in literary point of view and different ideas and meaning, development of civilization and society in the edge of Rivers and Waters- 15

**Unit –II:** Rivers and water in the myth and tales extant in the society- 15

**Unit –III:** Selected poems on Rivers and Water 20

a) Manaranjan Lahary – Dwimani Rugungao, Dwima, Puch Danni Burlungbuthur, Mwjang Mwnlainai-Dwisa Serao

b) Anil Boro – Burlungbuthur Serfang Serfang, Angni Gamiyao Dwijlang Phwiyw, Mwntham Saogari: Dwijlangni, Dwibana

c) Iswar Chandra Brahma: Be Dwini Munga Gourang

**Unit – IV:** Selected fiction on Rivers and Water- 20

a) Nabin Malla Boro: Bwrai Pagladiani Gwdan Dara

b) Chittaranjan Mochahary: Kameng Dwia Bwhwibay Thayw

c) Leelbahadur Kshetri: Burlungbuthur Ser Ser (Translated by Kameswar Boro)

**Suggested Readings:**

1. Rivers of Power: Laurence C. Smith
2. River of Life, River of Death: The Ganges and India's Future: Victor Mallet
3. The River's Tale: A Year in the Mekong: Edward Gargan

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.

**SEMESTER-II****BODMAJ 1024****Course Title: Study of Early Bodo Poetry****Credit: 4****Marks: 70****Internal: 30**

**Course Objectives:** Aims to discuss historical background of early Bodo poetry. The focus perspective will be on discussion of text and context of the early Bodo poetry. Thus, the course will focus literary and sociological significance in life and society of the Bodo community.

**Course Outcomes:**

At the end of the course the students shall understand -

- About the trend of old Bodo poetry.
- About mystic and romantic poems composed during the period
- About the poems composed to bring social awareness among the mass

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

<b>Unit - I:</b> Trend and development of Bodo Early Poetry (from beginning to 1952)-	20
<b>Unit - II:</b> a) Angni Khwina - Rupnath Brahma b) Okha naisi - Khitish Brahma c) Jakhangdw Borophwr - Madaram Brahma d) Berekha- Ishan Moshahary-	20
<b>Unit - III:</b> a) Gami gw dan – Pramod Ch. Brahma b) Jaorikhang (boro) - Kali Kumar Lahary c) Habilas - Nileswar Brahma d) Bathu Baraya Makhu Khurzidung - Prasanna Kumar Boro Khakhrary-	15
<b>Unit-IV:</b> a) Eroino Din Thanga - Ratiram Brahma b) Ma Zalangkho – Maniram Islary c) Zakhangdo- Jaladhar Brahma d) Undwi – Parshuram Brahma-	15

**Suggested Readings:**

1. Thunlai arw Sansri –Brajendra Kr. Brahma
2. Zothai Bidang- Mangalsing Hazowary Boro
3. Thunlaini Mohor Musri-Anil Boro
4. Nwizi Zwuthaini Boro Khonthai – Phukan Ch. Basumatary
5. Ruphesri: Modaram Brahma (ed.)
6. Thunlai arw Thunlai (ed.): Birupashyagiri Basumatary.
7. Boro Thunlaini baidi baidi sansri: Bhoumik Chandra Baro.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.

## BODMIN 1024

**Course Title: Traditional Knowledge System of the Bodo-I**

**Credit: 4**

**Marks: 70**

**Internal: 30**

**Course Objectives:** The main objectives of the course are imparting basic concept, reasoning knowledge and implication sustainability of traditional knowledge system as transmitting from generation to generation among the Bodos. It is focusing on traditional knowledge, intellectual property and its importance for safeguarding and to make aware of intellectual property mechanism and its uses in eco-system way of living. Moreover, it also helps to know the social function and cultural significance of traditional knowledge of the society as a whole.

**Course Outcomes:** After successful completion of the course student will be able to-

- Know the concept of traditional knowledge and its applicability in life and social space.
- Know the need and importance of safeguard of traditional knowledge system.
- Know the sociological significance in life and society.
- Know the importance of intellectual property in different sectors.

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

### **Course Contents:**

<b>Unit-I:</b> The concept of traditional knowledge: its nature and characteristics-	20
<b>Unit-II:</b> Traditional Knowledge and Eco-friendly practices, water system and harvesting, different types of traditional knowledge of food recipe and traditional methods of preservation-	15
<b>Unit-III:</b> Traditional Knowledge of social folk-customs and its practices in the society-	15
<b>Unit-IV:</b> Importance and protection of traditional knowledge and intellectual property, strategies and legal mechanism for the protection of traditional knowledge and property-	20

### **Suggested Readings:**

1. Folklore and Folklife: R. M. Dorson (ed.)
2. Boro-Kacharir Samaj Aru Sanskriti: Bhaben Narzee
3. Lok-Sanskritir Abhash: Nabin Ch. Sarma
4. Folk-Literature of the Bodos: Anil Boro
5. Aspects of Social Customs of the Bodos: Kameswar Brahma
6. Boro, Harimuni Mohor Musri: Birendra Giri Basumatary
7. Muli Zolonga: Renu Boro.
8. Mainao Borainai: Indramalati Narzaree.
9. Harimu arw Boro Harimu: Indira Boro.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.

**BODIDC 1023**  
**Course Title: Introduction to Culture**  
**Credit: 3**  
**Marks: 50**

**Course Objectives:** This course aims to discuss the general concept of culture and its relation among society, civilization and language. The course also provides the ideas and knowledge of folklore, folk-society and different types of folklore. Its main objective is to make competence of the students relating to the folkloristic point of view and free from superstition in the name of folk belief in the community.

**Course Outcomes:**

At the end of the course the students shall understand –

- About the general concept of culture and its characteristics.
- The relation between folklore and society.
- About diffusion, acculturation and assimilation of culture.

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

**Unit-I:** Definition of Culture, Characteristics of Culture, Society and Culture, Culture and Civilization, Language and Culture, culture and tribal culture, culture and folk life, Folklore and Folk-society, Folklore and its sub-genres- 25

**Unit-II:** Folk religion and folk beliefs, folk medicine and folk treatment, recreation and games, Process of cultural diffusion, acculturation and assimilation- 25

**Suggested Readings:**

1. Boro Kocharir Samaj aru Sanskriti - Bhaben Narzee
2. Lok-Sanskriti - Nabin Chandra Sarma
3. Aspects of Social Customs of the Bodos - Dr. Kameswar Brahma
4. Folk Literature of the Boros- Dr. Anil Boro
5. Boro Harimu: Kameswar Brahma.
6. Asamni Samaj arw Harimu: BK Brahma.
7. Harimu arw Boro Harimu: I Boro.
8. Baidi Bithing Baidi Saorathai: Rujab Muchahary.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes. There is no internal assessment in this paper.

**BODAEC 1022 (MIL-1)**  
**Course Title: Speaking and Writing Ability in Bodo**  
**Credit: 2**  
**Marks: 50**

**Course Objectives:** The course aims to learn methodology of Bodo language acquisition within a short span of time. The course contains pragmatism of learning, such as acquisition of words usable in day-to-day life; writing orthography for writing Bodo language, method of articulation, acquisition of grammatical features and its use in different context of speaking, sentence construction and uses in communication, use of figurative expression, practice of speaking and writing for technical and non-technical communications, practice of translation and so forth. Student's competencies shall be assessed on the basis of speaking, understanding, listening and writing skill.

**Course Outcomes:**

After completing this course students will be able to-

- Know to acquire pragmatic knowledge of language use
- Know human knowledge associated with human intelligible language
- Know ability of expression of thought in different contexts

**Teaching Learning Process:** Lecture, Assignment, Group Discussion

**Course Contents:**

**Unit-I:** Simple Spoken (Activity: vocabulary related to greetings, classroom context, day-to-day life, rituals and customs, market place, office, meeting place etc.) Asking Questions (Activity: students share their experiences of class, academic topic, moral and ethical values, relationship)- 25

**Unit-II:** Recitation (Activity: Poems and story; practice of writing of words and simple sentences; practice of speaking of figurative words and sayings etc.) Writing practice of synonyms and antonyms used in day-to-day life; usage of tense markers, case-markers, gender and plural markers); practice of translation in simple sentences- 25

**Suggested Readings:**

1. Saorai Thai Thunlai: Dr. Laishri mahilary.
2. An Introduction to Bodo Script Reading and Writing: Aleendra Brahma & Bridul Basumatary.
3. Rao arw Boro Rao: Aleendra Brahma.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Seminars and Week-end Counselling Classes. There is no internal assessment in this paper.



**BODSEC 1023**  
**Course Title: Computer Application in Bodo**  
**Credit: 3**  
**Marks: 50**

**Course Objectives:** This course aims to provide the knowledge on the Bodo language to the students and its application in computer. Computer literacy is considered as an indispensable component of education nowadays. Therefore, with the aim of giving an insight into the use of computers in association with the Bodo language along with the general rules of use of computers, this document has been prepared.

**Course Outcomes:**

After completing this course students will be able to-

- Know to acquire pragmatic knowledge of computer language
- Know application of computer how to use and control to create file and folder
- Know to demonstrate ability of software, Internet and Website to handle the present-day contexts
- Know to opening file, folder and saving and composition, editing and printing

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

**Unit-I:** Introduction to Computer & Computer Literacy: Importance and Application in acquisition of Computer Knowledge, why need a Personal Computer? Folder and File Creation, Slides Show in Power Point- 25

**Unit-II:** Uses of Software (Ramdhenu, Win Lipi, Rodali, Abre, Akruti etc.) and Internet and Website Opening of File, Folder and Saving; DTP (composing, Editing & printing)- 25

**Suggested Readings:**

1. Bektigata Computerar Bebahyarik Path: Debajyoti Bora, Unika Prakashan, Jorhat
2. Sakalaye Babe Internet: Debajyoti Bora, Unika Prakashan, Jorhat
3. Computer swlwngni fwi: Phungkha Basumatary

**Pedagogy:** The course shall be taught through the Lecture and Week-end Counselling Classes. There is no internal assessment in this paper.

## BODVAC 1024

### Course Title: Handloom and Weaving of the Bodo

**Credit: 4**

**Marks: 70**

**Internal: 30**

**Course Objectives:** Handloom and weaving is designed to prepare the graduates having attitude and knowledge to have powerful base to pursue a successful professional and technical career and experimentation skills to comprehend the manufacturing processes and provide practical and innovative solutions. It is also providing the knowledge on the theory and practices in the field of handloom technology, weaving technology and allied areas to manage handloom and weaving industry and provide techno-economic solutions to the problems. Again, it will engross in life-long learning to keep abreast with emerging technology and practice and inspire high ethical values and maintain high technical standard.

**Course Outcomes:**

- Able to develop the ability to apply knowledge on fibre, yarn, handloom weaving, advanced fabric manufacture, fabric structure, chemical processing and testing of textiles in the field of handloom and textile manufacture. Able to make competence in news and report writing.
- Able to provide ability to apply the knowledge on theory of yarn structure, fabric structure and design concepts on product development and implement the professional and ethical values
- Able to know the ability to identify, analyse and apply knowledge in the field of design and production of handloom textile and other textile products using computational platforms and software tools and solve technological problems in handloom and textile industry.

**Teaching Learning Process:** Lecture, Assignment, Group Discussion

**Course Contents:**

**Unit-I:** Fabric Structure and Cloth Analysis: Principle of fabric structure, creation of graph for single, double, damask, terry figure fabric, classification of double cloth design and construct double, triple and check double cloth design (with special reference to Bodo)- 20

**Unit-II:** Yarn Preparation and Weaving Mechanism: introduction of various yarn, various yarn form available for weaving and their advantages and disadvantages, different types of equipment used in design development in weaving and handloom (with special reference to Bodo)- 20

**Unit-III:** Weaving designing, adaptation of emerging design and technology in the global perspective (with special reference to Bodo)- 15

**Unit-IV:** Difference between Handloom, Semi-Automatic Loom and Power Loom, various type of Looms and their uses (with special reference to Bodo)- 15

**Suggested Readings:**

1. Boro-Ingraji-Hindi Swdwb Bihung: Pramod Ch. Brahma
2. Weaving Calculation: Sngupta
3. Weaving Mechanism (Vol.-I): N. N. Benerjee
4. Tant-O-Rang: T. N. Basu.
5. Fabric Forming: B. Hashmuk Rai.
6. Plain Weaving Motions: K. T. Aswni.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.

**SEMESTER-III****BODMAJ 2014****Course Title: Folk-Festivals of North East India****Credit: 4****Marks: 70****Internal: 30**

**Course Objectives:** Folk-festivals are special days to celebrate tradition, culture and custom with happiness, peace and harmony. Festivals play a vital role in the social life and society. It is a tool experienced among the social group for promoting knowledge and community integrity to a great extent. The North-east India constitutes a variety of folk-festivals which is an organic composition reflecting society, tradition, knowledge and social philosophy of diverse ethnic communities. The course aims to demonstrate diverse knowledge and social life of ethnic communities.

**Course Outcomes:**

- Able to understand community history and traditions
- Able to realize social philosophy and helps to preserve our culture and heritage
- Understand more about Ethical and moral values
- Know more about social responsibility as a member of society
- Give unique opportunity to exchange cultural views which promotes social harmony

**Course Contents:**

<b>Unit-I:</b> Folk-festivals and folk-life of the Bodo-	20
<b>Unit-II:</b> Folk-festivals and folk-life of the Dimasa-	20
<b>Unit-III:</b> Folk-festivals and folk-life of the Garo-	15
<b>Unit-IV:</b> Folk-festivals and folk-life of the Rabha-	15

**Suggested Readings:**

1. Boro-Kacharini Samaj arw Harimu: Bhaben Narzee
2. Tribes of Assam (Part-1, 2 & 3): B. N. Bordoloi (ed.)
3. Rabha Janajati: Rajen Rabha.
4. Boro Harimu arw Thunlai Bijirnai: Indramalati Narzaree.
5. Harimu arw Boro Harimu: I Boro.
6. Assamni Subung Fwr bw: BK Brahma.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.

**BODMAJ 2024****Course Title: Phonology of Bodo Language****Credit: 4****Marks: 70****Internal: 30**

**Course Objectives:** The course attempts to discuss the phonological features of Bodo language in the light of theoretical perspectives. Belonging to the Tibeto-Burman group of languages it shows large extent of similarities in structure and features. This point of view will be taken in to consideration which will enable students understanding and acquisition of basics of phonology of the Bodo language. The major area of study contains structure of phoneme, segmental phoneme, identification or classification of phoneme, description of phoneme, distribution of phoneme, allophone or phonemic variation and supra-segmental features.

**Course Outcomes:**

At the end of the course the students shall -

- Able to understand basics of phonology of the language.
- Able to realize linguistic application in discourse context
- Able to develop linguistic skill
- Able to acquire competence for effective communication in diverse context of speaking

**Course Contents:**

<b>Unit-I:</b> Segmental phoneme: vowel phonemes, its classification, description and distribution-	20
<b>Unit-II:</b> Segmental Phoneme: consonant phonemes, its classification, description and distribution-	20
<b>Unit-III:</b> Allophonic Variations: allophonic variations of vowel and consonant phonemes, vowel and consonant sequence-	15
<b>Unit-IV:</b> Supra-Segmental features: syllable, tone, juncture, intonation-	15

**Suggested Readings:**

1. R.L. Varshney: An Introductory Text Book of Linguistics and Phonetics
2. Charles F. Hockett: A Course in Modern Linguistics
3. Madhurar Baro: Structure of Boro Language
4. Swarna Prabha Chainary: Boro Raokhanthi
5. Raoni Mohor (Vol.-I, II & III): SP Chainary & PC Basumatary.
6. Sharad Rajimwale: Elements of General Linguistics (Vol.-1)
7. Boro Raoni Mohorkhanthi: PC Basumatary.
8. Bodo Phonetic Reader: Aleendra Brahma.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.

**BODMIN 2014**  
**Course Title: Study of Modern Bodo Poetry**  
**Credit: 4**  
**Marks: 70**  
**Internal: 30**

**Course Objectives:** This paper aims to discuss about the contemporary Bodo poetry since 50's decade to till date. The text and context of the poetry will be the primary focus of discussion. Besides that, it aims to analyse stylistic, aesthetic expression, rhythm of poem. One of the learning objectives is to develop art of poetry reading, writing and analysis.

**Course Outcomes:**

- Able to define the elements of poetry and aesthetic attribute.
- Understand the poetry as a means of transference of human emotions, feeling and human psychology.
- Able to demonstrate skill for using emotional language in the form of poetic expression.
- Able to develop self-expression and structural creativity based on life and social space.

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

<b>Unit-I:</b> Trends and tendency of Modern Bodo Poetry, characteristics and aesthetic and artistic features of modern Bodo poetry-	15
<b>Unit- II:</b> Textual criticism (Selected Poems)-	15
a) Samar Brahma Choudhury - Dausri Gwba Nagirdwng Ang	
b) Prasenjit Brahma - Ang Thwia	
c) Charan Narzary - Anaru Thu Sigang	
d) Amen – Bikram	
<b>Unit- III:</b> Textual criticism (Selected Poems)-	20
a) Brajendra Kumar Brahma - Sangrema	
b) Dharanidhar Wary - Thwisam	
c) Surath Narzary - Melemjibi	
d) Anju: Zarimin Lirni Phwi	
<b>Unit-IV:</b> Textual criticism (Selected Poems)-	20
a) Anil Boro – Gwrwni Janalakhou Kheonanwi Hw	
b) Aurabinda Uzir: Gang Phuwarna Birbwnai Murulangnai San	
c) Bijay Baglary – Barse Bibar Biyw	
d) Phukan Chandra Basumatary – Dwimaphwrkhrou Geremsa Janw Hw	

**Suggested Readings:**

1. Brajendra Kumar Brahma: Thunlai Arw Sansri
2. Anil Kr. Baro: A History of Boro Literature
3. Manoranjan Lahary: Nwjwr
4. Manoranjan Lahary: Boro Thunlaini Jarimin
5. Gwdan Boro Thunlai: Anil Boro.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.

**BODIDC 2013**  
**Course Title: Language and Script of Bodo**  
**Credit: 3**  
**Marks: 50**

**Course Objectives:** The course attempts to discuss the growth and development of Bodo language and introduction of Bodo language and dialects. It also focuses on linguistic characteristics and an overall introduction to the script of Bodo. This view point will be taken into consideration which will enable students understanding and acquisition of linguistic features and Bodo script used in writing Bodo language. The major areas of dialect division of the Bodo are also focused in this course.

**Course Outcomes:**

At the end of the course the students shall -

- Understand basics of language and linguistic features.
- Able to realize linguistic application in discourse context.
- Able to develop linguistic skill and script grammar.
- Able to acquire competence for effective language, linguistic and script in diverse context of speaking and writing.

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

**Unit-I:** The growth and development of Bodo language and its stage of development linguistic characteristics of the Bodo language: Phonological features, Morphological features, Syntactic features and vocabulary of Bodo Language- 25

**Unit-II:** Introduction to Bodo dialects and linguistic features and dialect geography, the origin and development of Bodo script- 25

**Suggested Readings:**

1. The Historical Development of the Boro Language: Madhu Ram Baro
2. Tibbat-barmi Bhasa Gosti: Madhu Ram Baro
3. Gwnang Raokhanti: Kamal Kumar Brahma
4. An Introduction to Bodo Script Reading and Writing (ed.): Aleen Brahma & Bridul Basumatary.

**Pedagogy:** The course shall be taught through the Lecture and Week-end Counselling Classes. There is no internal assessment in this paper.

**BODAEC 2012**  
**Course Title: Communicative Bodo**  
**Marks: 50**  
**Credit: 2**

**Course Objectives:** The course attempts to designed to help the students to improve their communication skill in Bodo language in a proper manner.

**Course Outcomes:**

At the end of the course the students shall -

- Able to understand basic knowledge of vocabulary and construction of sentence of the language.
- Able to use different symbols in language writing.
- Able to develop linguistic and communication skill with correct pronunciation and writing.
- Able to acquire competence for effective communication with clarity of voice and its pause.

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

**Unit-I:** Written Communication: vocabulary, sentence construction (grammar) and use of different symbols required in language writing, quality of good writing- 25

**Unit-II:** Oral Communication: pronunciation, volume & tempo of voice, modulation, clarity of voice or speech, pitch & pause- 25

**Suggested Readings:**

1. Functional Bodo: Phukan Chandra Basumatary.
2. Communication Skill: V.B. Rao
3. Effective Communication Skill: Michael Cooper

**Pedagogy:** The course shall be taught through the Lecture and Week-end Counselling Classes. There is no internal assessment in this paper.

**BODSEC 2013**  
**Course Title: Manuscript Preparation**  
**Marks: 50**  
**Credit: 3**

**Course Objectives:** The course attempts to develop the students for manuscript preparation and symbols used in editing and proofreading. It is also taken into consideration that the students understanding and acquisition of basics of manuscript writing in the Bodo language.

**Course Outcomes:**

At the end of the course the students shall -

- Able to understand basics of manuscript preparation in the language.
- Able to know about the use of punctuations and symbols
- Able to know about benefits of editing and taking into MS word & PageMaker
- Able to develop skill how sign and symbol are used in proofreading.

**Course Contents:**

**Unit-I:** Types of Manuscript: Use of Punctuation, Sign and Symbols Importance of Editing and Proof Reading; Symbols used in Proof reading, Proof reader, Proof reading process- 25

**Unit-II:** Process, Purpose and benefits of Editing, taking Manuscripts in MS Word Format and Page Maker- 25

**Suggested Readings:**

1. A Few Suggestions to McGraw - Hill Authors-McGraw Hill Book Company, Forgotten Books Guidelines for Manuscript Preparation - Gayle Giese & Pick Edmondson
2. Saoraiithai thunlai: Dr. Laishri Mahilary.

**Pedagogy:** The course shall be taught through the Lecture and Week-end Counselling Classes. There is no internal assessment in this paper.



**SEMESTER-IV****BODMAJ 2034****Course Title: Literary Criticism (Eastern)****Credit: 4****Marks: 70****Internal: 30**

**Course Objectives:** This course aims to provide fundamental knowledge of criticism developed in eastern literature. The view point of the course also focussing the structure of Chanda and Rasa and Alankara reflect in all kinds of literature.

**Course Outcomes:**

- Come to know about theory and concept of eastern literary criticism
- Come to know about the uses of Rasa, Chanda and Alankara with special reference to Bodo literature
- Come to know about theory and concept of eastern literary criticism
- Understand about the uses of Rasa, Chanda and Alankara with special reference to Bodo literature
- Know the Chanda used in poetry of Bodo literature in early as well as modern literature.

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

<b>Unit-I:</b> History and development of eastern literary criticism-	15
<b>Unit-II:</b> Rasa-	15
<b>Unit-III:</b> Chanda-	20
<b>Unit-IV:</b> Alankara-	20

**Suggested Readings:**

1. Thunlai Arw Gohena-Manoranjan Lahary
2. Thunlaini Bidwi Arw Gohena-Indramalati Narzaree
3. Boro Khonthaini Khobam Gohena Arw Bidwi- Phukan Ch. Basumatary
5. Sahityar Saj-Sonapati Devsarma
6. Thunlai Bizirnay-Guneswar Muchahary
7. An Introduction to the study of Literature-H W Hudson
8. Modernity, Postmodernity and Neo-Sociological Theories-SL Doshi
9. Aspects of the Novel-E M Forster
10. Principles of Literary Criticism-I A Richards

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.

**BODMAJ 2044****Course Title: Study on Folk-literature of the Bodo****Credit: 4****Marks: 70****Internal: 30**

**Course Objectives:** This paper attempts to understand students about knowledge on Bodo Folk-literature and literary values in the human society. Thus, it aims to discuss about literary and sociological importance of Bodo folk-literature in the light of folklore and sociological perspective.

**Course Outcomes:**

- Facilitate students to realize distinctive features of folk literature and cultural identity of the community.
- Facilitate students to understand traditional knowledge acquired and transmitted generation to generation.
- Understand about relation of man with ecology that will make student environment conscious and this is very important in present times.
- Facilitate to create greater insight to life and way of living and social functions of the folklore in the social sphere.
- Understand ethical and moral values of life.

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

<b>Unit-I:</b> Definition and Characteristics of Folklore and Folk-Literature, traditional life and social folk-life as reflected in folk-custom and performing arts-	20
<b>Unit-II:</b> Definition and characteristics of Prose narratives: myth, legend and folktales, social function and ethical values of the Bodo myths, legends and folktales-	20
<b>Unit-III:</b> Definition and characteristics of charms, ballads and riddles, social values of Bodo charms, ballads and riddles as extant in the folk-society-	15
<b>Unit-IV:</b> Definition and characteristics of Bodo folk-songs and ballads, Classification of Bodo folk-songs and ballads-	15

**Suggested Readings:**

1. Boro-Kachari Solo (ed.): Mahini Mahon Brahma & Prafulla Dutta Goswami
2. Abwi Abwuni Solo: Sukumar Basumatary
3. Serja-Siphung: Rohini Kumar Brahma
4. Boro-Kacharir Geet-Mat: Bhaben Narzi
5. Boro-Kacharir Samaj Aru Sanskriti: Bhaben Narzi
6. Folk-literature of the Boros: Anil Baro.
7. Soloni Zolonga: Indira Boro.
8. Solo Bathani Zolonga: Indira Boro.
9. Harimu arw Boro Harimu: Indira Boro.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.

**BODMAJ 2054****Course Title: Study of Modern Bodo Drama****Credit: 4****Marks: 70****Internal: 30**

**Course Objectives:** Aims to discuss the background of emergence of modern Bodo drama during period of 20<sup>th</sup> century. The focus will be on discussion of textual analysis of the modern drama. Thus, the course will focus literary and sociological significance in life and society of the Bodo community.

**Course Outcomes:**

At the end of the course the students shall understand –

- About the background of modern Bodo drama and different types of drama in Bodo literature.
- About the social pictures displayed in modern drama of the era.
- About modern period of Bodo drama.
- About the aestheticism of modern Bodo drama and its historical trends.
- About the dramatic art and literary value.
- About the reality of life and literary importance of few selected dramas in Bodo.

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

<b>Unit-I:</b> Origin and development of modern Bodo drama-	15
<b>Unit-II:</b> Review on Swmdwn - Mangalsing Hazowary-	20
<b>Unit-III:</b> Reiew on Horbadi Khwmsi - Kamal Kr. Brahma-	20
<b>Unit-IV:</b> Review on Gwdan Jwlwi - Madhu Ram Baro-	15

**Suggested Readings:**

1. Theory of the Drama-A Nicoll
2. Bhaothina Santhwu-Manoranjan Lahary
3. Boro Phaothaini Bizirnay-Swarna Prabha Chainary
4. Boro Phaothai Thunlai Bizirnay-Bhoumik Ch. Boro
5. Phaothai Thunlai: Sunil Phukan Basumatary.
6. Boro Phaothai Thunali: Tulan Mochahary.
7. Thunlaini nwjwrjwng Boro phaothai arw Soloma: Bhoumik Chandra Baro.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.

**BODMIN 2024**  
**Course Title: Sociological Outlook of Bodo Novel**  
**Credit: 4**  
**Marks: 70**  
**Internal: 30**

**Course Objectives:** A few Bodo novels written during the 20<sup>th</sup> Century are included in this course for a textual criticism. The proposed novels aim to discuss contemporary Bodo society and social issues reflected in the story telling of novel which make aware to understand society and life. The discussion will be done in the light of literary approach known as sociology of literature.

**Course Outcomes:**

- Able to understand reading and re-reading of literary texts with regards to Bodo novel in the cultural and historical context.
- Able to realized relation of life and literature.
- Able to understand fundamental significance of narrative in human life and culture.
- Able to realize sociological issues raised by the author through storytelling.

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

<b>Unit-I:</b> Trends and Tendencies of Bodo Novel and its sociological perspective-	15
<b>Unit-II:</b> Textual review and criticism on ‘Phulmati’ - Chittaranjan Muchahary-	15
<b>Unit-III:</b> Textual review and criticism on ‘Daini?’ - Manoranjan Lahary-	20
<b>Unit-IV:</b> Textual review and criticism on ‘Birgwsrini Thungri’ - Bidyasagar Narzary-	20

**Suggested Readings:**

1. Aspects of the Novel: E M Forster
2. Boro Solomani Bijirnay: Swarna Prabha Chainary
3. Boro Thunlaini Mohor Mushri: Anil Baro
4. Boro Soloma Saorainai: Indira Boro.
5. Soloma arw Boro Soloma: Chinan Narzary.
6. Boro Thunlaini baidi baidi sansri: Bhoumik Chandra Baro.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.

**BODAEC 2022 (MIL-2)**  
**Course Title: Mass Media and the Bodo Language**  
**Credit: 2**  
**Marks: 50**

**Course Objectives:** Mass media is an important part and role to play in modern days. This course aims to provide knowledge to the students about mass media and how to use Bodo in mass media and social networking site.

**Course Outcomes:**

At the end of the course the students shall -

- Able to develop the concept of mass media.
- Able to make competence in news and report writing.
- Able to develop the skill of news editing for electronic media.

**Teaching Learning Process:** Lecture, Assignment, Group Discussion

**Course Contents:**

**Unit-I:** Introduction to mass media and its types- 25  
**Unit-II:** News and Report writing, News Editing for electronic media- 25

**Suggested Readings:**

1. Boro-Ingraji-Hindi Swdwb Bihung: Pramod Ch. Brahma
2. A Handbook of Journalism and Mass Communication: V.S. Agarwal & V.S. Gupta, Delhi

**Pedagogy:** The course shall be taught through the Lecture and Week-end Counselling Classes. There is no internal assessment in this paper.

**BODINT 2012**  
**Course Title: Yoga and Human Value**  
**Credit: 2**  
**Marks: 50**

**Course Objectives:** This course aims to provide the basic building block of a student's knowledge of yoga. It covers the evolution, history, and schools of yoga. This subject discusses the relevance of yogic practices, exercises, and philosophies that help improve the mind and body. This subject helps treat several mental health conditions. This subject gives detailed information on how to use muscles properly by keeping the body in perfect alignment. It helps students learn about human anatomy, physiology and different yogic diets.

**Course Outcomes:**

After completing this course students will be able to-

- Acquire Yogic knowledge for mental and physical development.
- Understand moral education and social responsibility in the society.
- Understand the benefits of yoga and increased blood flow, right posture, better metabolism, increased flexibility.

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

**Unit-I:** Introduction of Yoga: its evolution, history, and schools of yoga, Harmony in human beings and individual, family and society- 25

**Unit-II:** Moral education and benefits of yoga, Yoga and Social responsibility- 25

**Suggested Readings:**

1. Goyanka, Harikrishandass: Yoga Darshan, Geeta Press, Gorakhpur (Samvat 2061).
2. Karel, Werner: Yoga and Indian Philosophy, Motilal Banarasidas.,1975
3. Swami, Vivekananda: Jnana Yoga, Bhakti Yoga, Karma Yoga, Raja Yoga, (4separate books) Advaita Ashrama, Kolkata, 2011 & 2012
4. Goel, Aruna: Yoga Education Philosophy & Practices, Deep & Deep Publication, New Delhi 19.
5. Stephens, Mark: Teaching Yoga, Essential Foundation & Techniques, North Astantic Books, California

**Pedagogy:** The course shall be taught through the Lecture and Week-end Counselling Classes. There is no internal assessment in this paper.

## Semester - V

### BODMAJ 3014

#### Course Title: Selection of Non-Fictional Prose

**Credit: 4**

**Marks: 70**

**Internal: 30**

**Course Objectives:** This course aims to provide the students about the theoretical and conceptual ideas of different types and genres of non-fictional prose writings in the Bodo literature.

**Course outcomes:**

- Able to understand theoretical knowledge of the Bodo non-fictional writing.
- Able to understand the nature of essay writings with some examples.
- To provide a theoretical concept of biography and autobiography with reference to selected specimens in Bodo literature.

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

**Unit -I:** Theoretical Concept of Non-Fictional Prose and its various types and Bodo non-fictional prose writing- 15

**Unit-II:** Critical review on prose pieces- 20

Selected pieces: 1) Boro sahyar jagaran-Panchanan Kachari 2) Aglani Bathra-Anandaram Mushahary 3) Phwrlang Babaji arw Boroni Harimu-Pramod Chandra Brahma, 4) Bwirathi - Bishnu Prasad Rabha 5) Bwisagu - Pramod Ch. Brahma

**Unit-III:** Critical review on prose pieces- 20

Selected text: 1) Thunlayao rahasya santhwu - Kamal Kumar Brahma 2) Boro mwsanay arw harimu - Girindra Brahma Daimary 3) Phwthaynay arw ginay - Brajendra Kumar Brahma 4) Subung Swdwmsriyao Bigiyanni Gwhwm - Nagen Baro 5) Borophwrni abadari harimu-Bhupen Narzaree

**Unit-IV:** Biography and its definition, Features and various types- 15

Selected text: Upendranath Brahma- Upendranath Brahma Trust/Mengnw rwngwi maothi jwhwlao: Satish Chandra Basumatary: Dembeswar Narzary

**Suggested Reading:**

1. Monoranjan Lahary. Boro Thunlaini Jarimin, Onsumoi Library, Kokrajhar, 2008
2. Madhuram Baro. Jariminni Nwjrwaor Boro Thunlai, NL Publications, Guwahati, 1988
3. Guneswar Mushahary, Thunlai Bijirnai. NL Publications, Guwahati
4. Anil Kumar Boro. Gwdan Boro Thunlai, Onsumoi Library, Kokrajhar,2006
5. Bodo Publication Board. Raithai Bihung, Bodo Sahitya Sabha,Kokrajhar, 2006
6. Anil Kumar Boro. Thunlai arw Thunlai, NL Publications, Guwahati, 2008
7. Anil Kumar Boro. A History of Bodo Literature, Sahitya Akademi, New Delhi, 2010
8. William Henry Hudson. An Introduction to the study of Literature. Kalyani Publishers, New Delhi, 1988
9. M. H. Abrams. A Glossary of Literary Terms, Macmillan India Limited,1995

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Group Discussion, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.

**BODMAJ 3024****Course Title:** Morphology of Bodo Language**Credit:** 4**Marks:** 70**Internal:** 30

**Course Objectives:** The course attempts to discuss the morphological features of Bodo language in the light of theoretical perspectives. Belonging to the Tibeto-Burman group of languages it shows large extent of similarities in structure and features. This point of view will be taken in to consideration which will enable students understanding and acquisition of basics of morphology of the Bodo language. The major area of study contains structure of words, word boundary, minimum free form, lexeme, idiom and morpheme, functional distribution of affixes, contextual use and semantic application.

**Course Outcomes:**

- Understand the basics ideas of morphology of the language
- Understand linguistic application in course content and discourse context
- Develop the linguistic skill of the language
- Make competence for effective communication in diverse context of language speaking

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

**Unit-I:** Morphology: Morph, Morpheme, Word, Identification of Morpheme, Allomorph, Morphophonemic Change, Free and Bound Morpheme, Roots and Affixes, Prefix, Suffix, Inflection and Derivation, Grammatical Category- 20

**Unit-II:** Classification of Bodo Morphemes: class of words and structural features, semantic attributes of words, phrase and idiom, reduplication of words and its structure, words syllabification, root (nominal and verbal) and pattern of morphology- 20

**Unit-III:** Inflection: Number, Gender, Person and Case, Degrees of Comparison; the pronouns and pronominal, function of post-position and conjunction- 15

**Unit-IV:** Classification of Verbs: Finite and Non-Finite Verbs, Conjugation - Primary and Secondary, root and basic verbs- 15

**Suggested Readings:**

1. Morphology: L. Nida
2. Morphology: P.H. Mathews
3. R.L. Varshney. An Introductory Text Book of Linguistics and Phonetics
4. Charls F. Hockett. A Course in Modern Linguistics
5. Madhuran Baro. Structure of Boro Language
6. Swarna Prabha Chainary. Boro Raokhanthi
7. Sharad Rajimwale. Elements of General Linguistics (Vol.-1)
8. Rochelle Lieber. Introducing Morphology
9. Peter H. Matthews. Morphology
10. Structure of Assamese: Golok Ch. Goswami
11. Asamiya Bhashar Rupatatva: Lilabati Saikia Bora
12. Asamiya Vyakaran aru Bhasatatwa: Kaliram Medhi
13. Assamese: Its Formation and Development: Banikanta Kakati

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Group Discussion, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.



**BODMAJ 3034****Course Title:** Introduction to Literary Theory and Criticism**Credit: 4****Marks: 70****Internal: 30**

**Course Objectives:** The course attempts to give an idea on the 20<sup>th</sup> century western literary theory and concept which are tremendously used in the field of various literature. The view point of inclusion in the syllabus is to acquaint the student with western literary theory so as the students understand the trend of the world literature. The literary theory and criticism which will enable students understanding and acquisition of basics ideas of western literary theory, concept and criticism.

**Course Outcomes:**

- Able to understand the western literary theory and criticism
- Able to reading of literary texts with regards realized relation of life and literature.
- Able to understand fundamental significance of human life and culture.
- Able to realize sociological issues raised by the author through storytelling.
- Able to develop critical and analytical thinking.

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

<b>Unit-I:</b> Definition and concept of literary theory and criticism and its various type-	20
<b>Unit-II:</b> Poetry and Drama: its concept and types, elements and characteristics, writing technique-	15
<b>Unit-III:</b> Novel and Short Story: its concepts and various types, elements and objectives-	15
<b>Unit-IV:</b> Literary criticism: Structuralism, post modernism, feminism, Marxism, ecocriticism and a short history of western literary criticism-	20

**Suggested Readings:**

1. Aspects of the Novel: E M Forster
2. Boro Solomani Bijirnay: Swarna Prabha Chainary
3. Boro Thunlaini Mohor Mushri: Anil Baro
4. Boro Soloma Saorainai: I Boro.
5. Soloma arw Boro Soloma: Chinan Narzary.
6. Boro Thunlaini baidi baidi sansri: Bhoumik Chandra Baro.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Group Discussion, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.

**BODMAJ 3044****Course Title:** Women Representation in Bodo Literature**Credit: 4****Marks: 70****Internal: 30**

**Course Objectives:** The aims of the course are to discuss women representation in literary texts of the Bodo literature. In the light of interdisciplinary and analytical approach the course aims to study on the women in social and cultural perspective reflected in various literary texts.

**Course Outcomes:**

- Able to know about women writings in Bodo, contribution of women writers in different genres of literature and identify and evaluate the women in literary texts
- Able to realized relation of life and literature in the society
- Able to understand gender disparity, identity, power, social status and justice in human life and culture
- Able to realize issues raised in the sociological and cultural perspective

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

<b>Unit-I:</b> The theory and concept of women literature, women and literature, women literature and society, significance of women literature and its wave-	15
<b>Unit-II:</b> Review and women contribution in Bodo poetry-	15
<b>Unit-III:</b> Women contribution in Bodo short story-	20
<b>Unit-IV:</b> Women contribution in Bodo novel-	20

**Suggested Readings:**

1. Maggie Humm (ed.). *Feminism: A Reader*. Hemel Hempstead: Harvester. 1992. Print.
2. Betty Friedan. *The Feminine Mystique*. New Delhi: Penguin Books. 2010. Reprint.
3. Kamala Bhasin. *Understanding Gender*. New Delhi: Kali for Women. 2000. Print.
5. Marry Wollstonecraft. *A Vindication of the Rights of Woman*. New Delhi: Penguin Books. 2004. Print.
7. Simone De Beauvoir. *The Second Sex*. London: Vintage. 1997. Print.
8. Patricia Waugh (ed.). *Literary Theory and Criticism*. Oxford University Press. 2006. Print.
9. Swarna Prabha Chainary (ed.). *Boro Thunlaiyao Aijw*. Kolkata: Sahitya Akademi. 2017. Print.
10. Virginia Woolf. *A Room of One's Own*. New Delhi: Finger Print Classics. 2019. Reprint.
11. Ziuli-Rita Boro (ed.)
12. Gambari-Jwishri Boro (ed.)
13. *Signifying self: women and literature*-Malashri Lal & others (ed.)
14. *Interpreting homes in South Asian literature*-Malashri Lal & Sukrita Paul Kumar
15. *Boro Thunlayao Aizw Santhoumin* (ed.)- Indira Boro & Laishri mahilary.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Group Discussion, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.

**BODMIN 3014****Course Title:** Study of Tibeto-Burman Languages**Credit: 4****Marks: 70****Internal: 30**

**Course Objectives:** The course aims to provide fundamental knowledge of Tibeto-Burman languages and human speech. Keeping in view, the course aims to study human language in the area of phonetics, morphology and syntax.

**Course Outcomes:**

- Able to gain knowledge about features and structure of Tibeto-Burman languages
- Able to establish comparative and contrastive analysis of both languages
- Able to analyse the phonological and morphological structure of the two languages
- Able to realize for strengthening ability of basic and original data of the languages

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

<b>Unit-I:</b> A general introduction to Tibeto-Burman Languages, distribution and their status in North East-	15
<b>Unit-II:</b> General characteristics of Tibeto-Burman languages in the context of Tibeto-Burman languages, Originality and changes in the Tibeto-Burman languages of Assam, Mutual impact of Bodo language and Tibeto-Burman languages-	20
<b>Unit-III:</b> Phonological structure of Tibeto-Burman languages: Bodo, Dimasa, Kokborok and Garo-	20
<b>Unit-IV:</b> Morphological and Syntactic Structure of Tibeto-Burman languages: Bodo, Dimasa, Kokborok and Garo-	15

**Suggested Readings:**

1. Benedict, P.K. 1972. Sino-Tibetan: A Conspectus. New Work: Cambridge University Press
2. Bradlley, David. (ed.)1979. Tibeto-Burman Languages of Himalayas, Canberra: Australian National University
3. Delaancey, Scott. 1990.'Sino-Tibetan Languages', in Bernard Comrie (ed.) The World's Major Languages, London: Croom Helm
4. Thurgood, Graham and Randy J. LaPolla. (eds.). 2003. *The Sino-Tibetan Languages*. London and New York: Routledge.
5. Matisoff, J.A. 2003. *Handbook of Proto-Tibeto-Burman: System and Philosophy of Sino-Tibetan Reconstruction*. Berkeley: University of California Press.
6. Namkung, Ju, 1996. *Phonological Inventories of Tibeto-Burman Languages*. Sino-Tibetan Etymological Dictionary and Thesaurus Project, Center for Southeast Asia Studies, University of California.
7. Weidert, Alfons. 1987. Tibeto-Burman Tonology: A Comparative Analysis. John Benjamins Publishing.
8. North East Indian Linguistics, Volume 1-5.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Group Discussion, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.

**Semester-VI****BODMAJ 3054****Course Title:** Comparative Study of Bodo and Assamese Folk-literature**Credit: 4****Marks: 70****Internal: 30**

**Course Objectives:** This paper attempts to make understanding students about knowledge on Bodo and Assamese literature and literary values of human life in the society. It also aims to discuss about the importance of Bodo and Assamese literature in the light of folklore and sociological perspective.

**Course Outcomes:**

- To make understand depth of human life, way of living and ethical and moral values of human life
- To make the students to realize distinctive features of comparative study of folk literature and folklore
- Able to understand cultural identity of the Bodo and Assamese community.
- Able to understand the social functions of the Bodo and Assamese folklore and folklife in the society
- To facilitate students to realize traditional knowledge acquired and transmitted from generation to generation in Bodo and Assamese society
- Able to understand the relation of man with ecology which will make student environment conscious which is very important in present time

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

<b>Unit-I:</b> Definition and concept of folklore and folk-literature, Characteristics of Folklore and Folk-literature-	15
<b>Unit-II:</b> Definition and concept of myth, characteristics of myth, types of myth, moral values in myth, importance of myth-	15
<b>Unit-III:</b> Definition and concept of legends, characteristics of legend, types of legends, historical value of legends, legends and history-	20
<b>Unit-IV:</b> Definition and concept of folktales, different types of folktales, characteristics of folk tales, motifs of folktales-	20

1. Boro-Kachari Solo (ed.) Mahini Mahon Brahma & Prafulla Dutta Goswami
2. Abwi Abwuni Solo: Sukumar Basumatary
3. Serja-Siphung: Rohini Kumar Brahma
4. Boro-Kacharir Geet-Mat: Bhaben Narzi
5. Boro-Kacharir Samaj Aru Sanskriti: Bhaben Narzi
6. Folk-literature of the Boros: Anil Boro.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Group Discussion, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.

**BODMAJ 3064****Course Title:** Comparative Study of Bodo and Assamese Literature**Credit: 4****Marks: 70****Internal: 30**

**Course Objectives:** The paper attempts to make understanding the students about comparative study of Bodo and Assamese literature and literary genres in both languages. It also aims to discuss about the importance of textual analysis of Bodo and Assamese literature in the light various literary approaches and trends of Bodo and Assamese literature.

**Course Outcomes:**

- Able to understand textual comparative study of two literature and the literary approaches of Bodo and Assamese literature
- Able to understand the historical development of Bodo and Assamese literature.
- Able to understand the importance and significance of comparative study of Bodo and Assamese literature
- Able to realize sociological and analytical thinking reflected through various genres of literature in Bodo and Assamese

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

<b>Unit-I:</b> Definition and theory of comparative study and its importance in literature-	15
<b>Unit-II:</b> Comparative poetry (Bodo and Assamese): baidi dengkhw baidi gab-Brajendra Kumar Brahma and sugandhi pokhila-Hiren Bhattacharya-	15
<b>Unit-III:</b> Comparative drama (Bodo and Assamese): Raja Iragdao-Mangalsing Hazowary and Maniram Dewan-Prabin Phukan-	20
<b>Unit-IV:</b> Comparative novel (Bodo and Assamese): Kharlung-Manaranjan Lahary and Kencha patar kapani-Prafulla Dutta Goswami-	20

**Suggested Readings:**

1. Aspects of the Novel: E M Forster
2. Boro Solomani Bijirney: Swarna Prabha Chainary
3. Boro Thunlaini Mohor Mushri: Anil Baro
4. Boro Soloma Saorainai: Indira Boro.
5. Soloma arw Boro Soloma: Chinan Narzary.
6. Thunlaini nwjwrjwng Boro phaothai arw Soloma: Bhoumik Chandra Baro.
7. Boro Thunlaini baidi baidi sansri: Bhoumik Chandra Baro.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Group Discussion, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.

**BODMAJ 3074****Course Title:** Culture of Tribes of NE India**Credit: 4****Marks: 70****Internal: 30**

**Course Objectives:** The paper attempts to study the life and culture of the North East tribes of India. The primary objectives of discussion are the structures of cultural heritage and ways of livelihood of northeast tribes. Apart from that, it also aims to realize and analyze the culture and traditions, social folk beliefs, and customs of different tribes of India. The most important objective is the understanding and realizing of different tribes of northeast and their ethnic affiliation.

**Course Outcomes:**

- Able to understand the culture and traditions, rites and customs of the tribes of NE India
- Able to know the social lives, social status, livelihood process and diverse knowledge of ethnic communities
- Able to look into the intensive and extensive study of the histories, cultures, traditions and customs which make northeastern a unique identity

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

<b>Unit-I:</b> Ethnic Tribes of northeast India and its characteristics, traditional and modern livelihood and its geographical demography-	15
<b>Unit- II:</b> Social Structure of northeast India: Religion and its type of religion, mode of worship, rituals and beliefs and their customary laws (with special reference to Bodo, Dimasa and Kokborok)-	15
<b>Unit- III:</b> Family Structure of northeast India: family, marriage system: monogamy and polygamy, Kinship terms, status of women in society (with special reference to Bodo, Dimasa and Kokborok)-	20
<b>Unit-IV:</b> Material Culture: traditional houses system, costume and design, manufacturing technology of costume and design, food habit: traditional food habits and modern food habits (with special reference to Bodo, Dimasa and Kokborok)-	20

**Suggested Readings:**

1. Bhaben Narzi. Boro-Kocharir Somaj Aru Sanskriti, Bina Library
2. Kameswar Brahma. Aspects of Social Folk-customs of the Bodos, Guwahati: Tribal Research Institute, 1989.
3. The Rabhas - Rajen Rabha, Guwahati: ABILAC, 2002.
3. The Tiwa Ethnohistory - Raktim Patar, Notion Press
4. A Tribal Culture of the North-East - Kamal Narayan Choudhury, Punthi-Pustak, 2003
5. Culture and Religion of North-East India - S. Ram & R. Kuma, Commonwealth Publishers

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Group Discussion, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.

**BODMAJ 3084****Course Title:** Comparative Study of Bodo and Assamese Language**Credit: 4****Marks: 70****Internal: 30**

**Course Objectives:** A few Bodo novels written during the 20<sup>th</sup> Century are included in this course for a textual criticism. The proposed novels aim to discuss contemporary Bodo society and social issues reflected in the story telling of novel which make aware to understand society and life. The discussion will be done in the light of literary approach known as sociology of literature.

**Course Outcomes:**

- Able to understand reading and re-reading of literary texts with regards to Bodo novel in the cultural and historical context.
- Able to realise relation of life and literature.
- Able to understand fundamental significance of narrative in human life and culture.
- Able to realise sociological issues raised by the author through storytelling.
- Able to develop critical and analytical thinking.

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

<b>Unit-I:</b> Comparative phonology: vowel, consonant, syllable, stress, juncture and tone, sequencing of vowel and consonant-	15
<b>Unit-II:</b> Comparative morphology: noun, pronoun, verb, adjective, gender, case ending, numerals, kinship term, tense-	15
<b>Unit-III:</b> Comparative syntax: functional sentences, structural sentences, IC analysis, phrase structure grammar-	20
<b>Unit-IV:</b> Comparative vocabulary: basic vocabulary, derivational vocabulary, loan vocabulary, mutual impact between Bodo and Assamese vocabulary-	20

**Suggested Readings:**

1. Assamese and Boro: A Comparative and Contrastive Study: Madhuram Boro
2. Structure of Assamese: Golok Chandra Goswami
3. Assamese: Its Formation and Development: BK Kakati
4. An Introduction to the Boro language: Phukan Chandra Basumatary
5. A Descriptive Analysis of the Boro Language: PC Bhattacharya
6. Boro Raokhanthi: SP Chainary

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Group Discussion, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.

**BODMIN 3024****Course Title:** Effective Writing in Bodo**Credit: 4****Marks: 70****Internal: 30**

**Course Objectives:** The main attempts of the course are to ensure the courses' ideas and functions for the process of effective communication through which it is providing clear direction for exchanging ideas, thoughts, opinions and knowledge in Bodo.

**Course Outcome:**

- Able to make clarity on communication in Bodo in spoken and written
- Able to demonstrate in various field of knowledge in Bodo
- Able to develop self-confidence
- Able to exchange effective communication in different works in Bodo

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

<b>Unit-I:</b> Concept of effective writing in Bodo, area and scope of effective writing in Bodo language-	20
<b>Unit-II:</b> Technique and skill to express ideas in Bodo-	15
<b>Unit-III:</b> Spelling system in Bodo writing, editing, proofreading, compilation, punctuation-	15
<b>Unit-IV:</b> Letter writing in Bodo, official and commercial writing in Bodo, writing in print and electronic media in Bodo, poster writing in Bodo-	20

**Suggested Reading:**

1. Boro Raokhanthi: Swarna Prabha Chainary
2. Gwjou Raokhanthi, Madhuram Baro
3. Gwnang Raokhanthi: Kamal Kumar Brahma
4. Jwuga Raokhanthi: Bodo Sahitya Sabha
5. Creative Writing A Beginner's Manual: Anjana Neira Devetl.
6. Doing Creative Writing: Steve May
7. Effective Writing: Christopher Turk and John Kirkman, E and FN Spoon
8. Writing Essays: Richard Morggrab Turley
9. Madhuram Baro. Structure of Boro Language, NL Publication, Panbazar
10. Roslyn Petelin, Marsha Durham, Professional Writing Guide Writing well and knowing Taylor & Francis
11. D.S. Paul, Advanced Writing Skills

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Group Discussion, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.



**Semester-VII****BODMAJ 4014****Course Title:** Introduction of Indian Literature**Credit: 4****Marks: 70****Internal: 30**

**Course Objectives:** The course is designed and attempts to provide the basic concept and ideas about the emergence of Indian literature to the students. Apart from that it is trying to highlight the Indian literature how it has developed through different trends in ages.

**Course Outcome:**

- To give basic ideas of Indian literature
- To gain basic knowledge on Indian literature
- To know about creation of Indian literature
- Able to analyze literature through different literary approaches

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

<b>Unit-I:</b> Introduction to the Indian Literature and its concept, importance of Indian literature-	15
<b>Unit-II:</b> Short story of Hindi Literature: Namak ka daroga by Munshi Premchand; Yahi sach hai by Mannu Bhandari; Benam rista by Mridula Sinha-	15
<b>Unit-III:</b> Short story of Bengali Literature: i) 'Karmaphal'-Rabindranath Tagore, ii) 'Abhagir svarga'- Sharat Chandra Chattopadhyay, iii) 'Jiban Ghase agun'-Hasan Azizul Huq-	20
<b>Unit-IV:</b> Short story of Assamese Literature: i) mar bukur sabda-Akhil Chakrabarti (ii) Prithivir asukh-Jogesh Das ii) Sangskar-Mamoni Raisom Goswami iii) Bibhatsa bedana-Sayad Abdul Malik-	20

**Suggested Reading**

1. Sisir Kumar Das, ed., A History of Indian Literature, New Delhi: Sahitya Akademi, 1995
2. Aijaz Ahmad, Indian Literature Notes towards the Definition of a Category, in In Theory: Classes, Nations, Literatures
3. Arvind Krishna Mehrotra A Concise History of Indian Literature in English Edition, Orient Blackswan Pvt. Ltd. 2017
4. Ravi Nandan Sinha, History of Indian Literature in English, B.R. Publishing Corporation, New Delhi, 2019
5. Harold Bloom. The Anxiety of Influence: A Theory of Poetry, New York: Oxford University Press, 1973.
6. Patricia Waugh (ed.). Literary Theory and Criticism, New York: Oxford University Press, 2006

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Group Discussion, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.

**BODMAJ 4024****Course Title:** Study of Syntax and Semantics-I**Credit: 4****Marks: 70****Internal: 30**

**Course Objectives:** The course is attempt to design to provide theoretical basic knowledge on syntax and semantics of language. It is also attempt to provide how syntax and semantics are being functioned in the language. Syntax and semantics are one of the subfield of linguistics through which its distribution and functions are being occurred in the language.

**Course Outcome:**

- Able to understand theoretical approach of syntax and semantics
- Able to know the role of syntax and semantics in the sentence
- Able to understand the correlation of syntax and semantics in the language
- Able to gain ideas and knowledge of syntactic rules and lexicons in different levels of the language

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

<b>Unit-I:</b> Syntax and syntactic processes, discontinuous constituents, syntactic devices, deep and surface structures and syntactic rules-	20
<b>Unit-II:</b> Analysis of immediate constituent and phrase structure grammar and transformational generative grammar-	15
<b>Unit-III:</b> Semantics and its meaning, importance of meaning, lexical and grammatical meaning, semantic theories and traditional analysis-	20
<b>Unit-IV:</b> Synonymy and quantification of synonymy, total and complete synonymy, antonym and polysemy-	15

**Suggested Reading**

1. C. F. Hockett. A Course in Modern Linguistics
2. F. R. Palmer. Semantics: A New Outline, New York: CUP, 1976.
3. David Crystal. The Cambridge Encyclopedia of Language, New York: CUP, 1997.
4. Charles F. Hockett. A Course in Modern Linguistic, New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd, 1970 (Indian Edition).
5. David Crystal. A First Dictionary of Linguistics and Phonetics
6. Ferdinand de Saussure. Course in General Linguistics
7. Leonard Bloomfield. Language University of Chicago Press
8. R. L. Varshney. An Introductory Text Book of Linguistics and Phonetics, Bareilly: Student Store, 1992 (6<sup>th</sup> Edition).
9. M. Bréal. Semantics: Studies in the Science of Meaning, London: Heinemann, 1900.
10. Pavol Stekauer & Rochelle Lieber (ed.). Hand Book of Word Formation, Springer, Netherlands, 2005.
11. Sharad Rajimwale. Elements of General Linguistics (Vol. II), New Delhi: Rama Brothers
12. Rao Bigiyan: Rajendra Kumar Basumatary.
13. Rao Bigiyanni Fora: Phukan Chandra Basumatary.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Group Discussion, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.

**BODMAJ 4034****Course Title:** Study of Reception and Influence in Literature-I**Credit: 4****Marks: 70****Internal: 30**

**Course Objectives:** The course is attempted for introducing the basic nature and issues of literary influence in Bodo literature. Again, the basic ideas of the course are to provide knowledge of influence of different theoretical aspect from other languages into particular literature that is Bodo literature.

**Course outcomes:**

- Able to understand about Influence in literature
- Able to gain ideas and knowledge of world literature
- Able to learn the standard and quality of the other develop literature

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

<b>Unit-I:</b> The theory and concept of literary influence and reception, nature of influence, causes of literary influence, the issue of originality and reception and acceptance of influence in literature-	20
<b>Unit-II:</b> Reception and Influence of other languages on Bodo poetry (specially from English, Assamese and Bengali)-	20
<b>Unit-III:</b> Reception and Influence of other languages on Bodo short Story (specially from English, Assamese and Bengali)-	15
<b>Unit-IV:</b> Reception and Influence of other languages on Bodo novel (specially from English, Assamese and Bengali)-	15

**Suggested Reading:**

1. Aspects of the Novel: E M Forster
2. Boro Solomani Bijirney: Swarna Prabha Chainary
3. Boro Thunlaini Mohor Mushri: Anil Baro
4. Boro Soloma Saorainai: Indira Boro.
5. Soloma arw Boro Soloma: Chinan Narzary.
6. Monoranjan Lahary: History of Boro Literature Onsumoi Library, Kokrajhar, 2008
7. Dr. Asit Kumar Bandyopadhyay: Bangla Sahityer Sampurna Itivritta, Modern Book Agency Private limited, Kolkata, 2021
8. Edward Albert: History of English Literature, Oxford
9. Satyendranath Sarma: Asomiya Sahityar somikshatmak Itibritya, Saumar Prakash, Guwahati, 2009
10. Swarna Prabha Chainary (Editor): Boro Sungdo Soloni Bwhwithi Dahar, Sahitya Akademi, New Delhi, 2011
11. Birupaksha Giri Basumatary (Editor): Raythai Arw Raythai, Gauhati University Press, Guwahati, 2022
12. Dr. Haridatta Sarma: Ingraji Sahityar Kahini, Chandra Prakash, Guwahati, 1976
13. Dr. Amarendra Kalita: Pascatya Sahitya, Kitap Ghar, Nalbari, 2006
14. Dr. Karabi Hazarika: Asomiya Kabita, Banalata, Guwahati, 1988
15. Bhoumik Chandra Baro: Boro Thunlaini baidi baidi sansri, Kokrajhar, 2018
16. Bhoumik Chandra Baro: Thunlaini nwjwrjwng Boro phaothai arw Soloma

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Group Discussion, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.

**BODREM 4014****Course Title:** Research Methodology and Research Ethics**Credit: 4****Marks: 70****Internal: 30**

**Course Objectives:** The course is prepared to provide the basic ideas and concepts of research methodology and research ethics especially in the field of research application and fundamental principles in the field of research activities.

**Course Outcome:**

- To know the basic concept and theory of the research work
- To know the types of research and research problems
- To know about research ethics
- To know publications ethics and academic integrity

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

**Unit-I:** The theory and concept of research methodology, aims and objectives of research, types of research methodology- 20

**Unit-II:** Preparation of Research design and defining research problems, methods of data collection- 15

**Unit-III:** Ethics in research and its theory and concept, understanding ethics, Philosophy and ethics, scientific conduct and misconduct- 15

**Unit-IV:** Good research practice and its importance, function of good research, open access publishing, honesty and integrity in publishing, authorship of publication and plagiarism in publication- 20

**Suggested Reading:**

1. C.R. Kothari, Research Methodology, New Age International Publishers, 2019
2. Ram, Ahuja, Research Method, Rawat Publications, 2001
3. Partha Pratim Ray, A Guide to Research and Publication Ethics, New Delhi Publishers, 2022
4. Dr. S. B. Kishor, Dr. Ajay S. Kushwaha, Dr. Gitanjali J, Research & publication ethics, Das Ganu Prakashan, 2023

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Group Discussion, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.

**BODMAJ 4044****Course Title:** Study of Life Writing (Manoranjan Lahary)**Credit: 4****Marks: 70****Internal: 30**

**Course Objectives:** A few Bodo novels written during the 20<sup>th</sup> Century are included in this course for a textual criticism. The proposed novels aim to discuss contemporary Bodo society and social issues reflected in the story telling of novel which make aware to understand society and life. The discussion will be done in the light of literary approach known as sociology of literature and the literary contribution of Monaranjan Lahary.

**Course Outcomes:**

- Able to know about life and literary works of Manoranjan Lahary
- Able to understand the literary contributions of the writer
- Able to know about renowned writer of the Bodo
- Able to understand the writing technique and artistry of literature
- Able to develop critical and analytical thinking through the writings of Manoranjan Lahary

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

<b>Unit-I:</b> Life and works of Manoranjan Lahary-	15
<b>Unit-II:</b> Poems and essays of Manoranjan Lahary-	20
<b>Unit-III:</b> Fictions of Manoranjan Lahary-	20
<b>Unit-IV:</b> Dramas of Manoranjan Lahary-	15

**Suggested Readings:**

1. Thunlai Arw Sansri- Brajendra Kr. Brahma
2. Manoranjan Laharini Thazim Rebgon-Bodo Publication Board, Bodo Sahitya Sabha
3. Aspects of the Novel: E M Forster
4. Boro Solomani Bijirney: Swarna Prabha Chainary
5. Boro Thunlaini Mohor Mushri: Anil Baro
6. Boro Soloma Saorainai: Indira Boro.
7. Soloma arw Boro Soloma: Chinan Narzary.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Group Discussion, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.

**BODMIN 4014****Course Title: Study on Culture of Assam****Credit: 4****Marks: 70****Internal: 30**

**Course Objectives:** The aims and objectives of this course is to introduce the rich and diverse societal and cultural heritage of Assam as well as north east India to the students. It is also attempted to give ideas and acquaint the students with culture of Assam.

**Course outcomes:**

- To know about the culture of Assam
- To gain ideas and knowledge of own society and culture
- To make familiar with different cultures of Assam
- To learn about the harmony and fraternity through the cultures of Assam.

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

<b>Unit-I:</b> Theory and concept of culture and its stages of development, Cultural and racial identity of Assam, the tribal culture of Assam-	20
<b>Unit-II:</b> The Bodos Society and culture-	15
<b>Unit-III:</b> The Assamese society and culture-	15
<b>Unit-IV:</b> Cultural assimilation of Assam and its religious and folk culture, society and culture, individual and culture, celebration of festivals, foods habits, dresses and designs, folk music and dances-	20

**Suggested Reading:**

1. B.N. Bordoloi. Tribes of Assam Part -I, II & III, Tribal Research Institute, Assam, Guwahati, 1987
2. Dr. Lila Gogoi. Asamar Sanskriti, Bina Library, Panbazar, Guwahati, 1986
3. Dr. Nabin Chandra Sarma. Asamiya Loka-Samskritir Abhas, Bani Prokash, Guwahati, Assam, 1998
4. Dr Lila Gogoi. Asamar Sanskriti, Bina Library, Guwahati, 1986
5. Dr. Kameswar Brahma. A Study of Heritage of the Boros, Bina Library, Guwahati, 2009
6. Nilpadmini Rabha. The Rabha, A Traditional Society in Modern -Day India, Occam Academic Press, Canada, 2020
7. Rajen Rabha. The Rabhas, Anundoram Borooah Institute, Guwahati, 2002
8. Mohini Kumar Saikia. Assam - Muslim Relation and it's Cultural Significance, Luit Printers, 1978
9. Dr. Kameswar Brahma. A Study of Socio- Religious Practices and Ceremonies of the Bodos, Punthi Pustak, Calcutta, 1992
10. Dibya Doley. Religion and Culture - A Study of Mising Tribe, Book Enclave, 2017

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Group Discussion, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.

## Semester-VIII

### BODMAJ 4054

**Course Title:** Text and Context of Selected Bodo Fiction

**Credit: 4**

**Marks: 70**

**Internal: 30**

**Course Objectives:** The main aims of the course are to provide knowledge and ideas about the text and context of the Bodo fiction and stylistic, aesthetic and writing technique of the fiction. Again, it aims to make acquainted with fiction writing technique and habits of fiction reading. The reading of novel and short story enables to understand the thought, social pictures and reality of the society represented in the novel and short story.

**Learning Outcomes:**

- Able to understand text and context of creative writing
- Able to realize life, society and literature and their relation
- Able to develop one's creative writing skill and art of novel and short story reading
- Able to know the emerging trend of novel and short story

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

<b>Unit-I:</b> Concept of fiction, fiction as creative literature, types of fiction, elements of fiction-	15
<b>Unit-II:</b> Bodo novel: review of Bodo novel, text and social context of novel, elements of novel, issues and challenges of the society in novel and culture as reflected in novel (specially on Bwrai phagladiyani gwadan dara - Nabin Malla Boro & Phaguni-Kanteswar Braham)-	20
<b>Unit-III:</b> Bodo short story: review of Bodo short story, text and social context of short story, aims and objectives of short story, social and cultural issues reflected in short story (specially story of Nilkamal Brahma- Silinkhar & Udrainai & Janil Kumr Brahma-Dumphaini phitha & 16 Novemherni Aronai)-	20
<b>Unit-IV:</b> Review of 20 <sup>th</sup> century Bodo novel and short story in the light of different advanced novel and short story (with special reference to Thaisam-Rita Baro and Jiu-Safarni Dakhwn- Nandeswar Daimari & Surgical Strike- Promila Narzary)-	15

**Suggested Readings:**

1. Boro Thunlaini Zarimin- Manoranjan Lahary
2. Boro Thunlaini ZariminArw Thunlai Bijirnai- Riju Kr. Brahma
3. The History of the Bodo Literature- Madhuram Baro
4. Bibar edited by Satish Chandra Basumatary
5. Olongbar edited by Pramod Chandra Brahma
6. Hathorkhi-Hala (ed) Pramod Chandra Brahma
7. Bhoumik Chandra Baro: Boro Thunlaini baidi baidi sansri, Kokrajhar, 2018

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Group Discussion, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.

**BODMIN 4024****Course Title:** Study of Bodo Dialect and Dialectology**Credit: 4****Marks: 70****Internal: 30**

**Course Objectives:** The course attempts to provide the ideas of dialect and dialectology of a language. It is also designed to provide the students an idea about the mapping of language and regional language.

**Course Outcome:**

- Able to understand theoretical knowledge of dialect and dialectology
- Able to demonstrate and analyze dialect and dialectology and linguistics variation
- Able to define the dialect and dialectology

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

- Unit-I:** Definition of Dialectology, formation of a dialect, relationship of dialect with standard language, Idiolect, cast dialect, methods of regional dialect study- 20
- Unit-II:** Methods of social dialect study, method of dialect survey, mutual intelligibility, language dialect and accent, geographical dialect continua, social dialect continua, social dialect and urban dialect- 20
- Unit-III:** Study of dialect, diglossia, dialect geography, Importance of Dialectology, ethnicity and language variation, methods of ethnic dialect study- 15
- Unit-IV:** Isogloss and Mapping, pattern of isogloss: criss-cross, transitions, relic area, bundle, cultural correlates of isoglosses, isogloss and dialect variation- 15

**Suggested Reading**

1. C.F. Hockett. A Course in Modern Linguistics
2. D. Bickerton. Dynamics of a Creole System, CUP, 1975
3. David Crystal. A First Dictionary of Linguistics and Phonetics
4. Ferdinand de Saussure. Course in General Linguistics
5. J.K. Chambers & Peter Trudgill. Dialectology, Cambridge: CUP, 2004 (2<sup>nd</sup> Edition)
6. J.K. Chambers. Sociolinguistic Theory: Language variation and Social Significance, Oxford: Blackwell, 1995
7. Leonard Bloomfield. Language, University of Chicago Press
9. R L Varshney. An Introductory Text Book of Linguistics & Phonetics
10. R.A Hudson. Sociolinguistics, Cambridge: CUP, 1996 (2<sup>nd</sup> Edition)
11. S. Romaine. Pidgin and Creole Languages, London and New York: Longman, 1988
12. Dialectology: An Introduction: W. N. Francis
13. Asamiya Bhasha aaru Upabhasha: Upendra Nath Goswami
14. Asamiya Bhashar Upabhasha: Ed. By Dipti Phukan Patgiri
15. Dialectology: Chambers and Trudgill.
17. Language issue of the Assam Academy Review 1971: Ed. By B. Baruah
24. Upabhasha Bijnan: Dipankar Moral

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Group Discussion, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.



**BODADL 4014****Course Title:** Introduction of Tribal Literature**Credit: 4****Marks: 70****Internal: 30**

**Course Objectives:** The course attempts to provide the knowledge of tribal society and their literature because tribal community is the vital component of contemporary Indian society. The course also attempts to introduce the different aspects of the tribal literature and their written text.

**Learning Outcomes:**

- Able to know various genres of tribal literature
- Able to understand tribal society and their culture, folk literature and tradition
- Able to realize cultural integrity among the tribal community
- Able to know creative literature of tribal society

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

**Unit-I:** Tribal and tribal literature and its concept and scope, status of tribal literature in the society- 15

**Unit-II:** Different types and genres of tribal literature, theme and context of tribal literature to represent society- 15

**Unit-III:** Women participation in creative Tribal literature and their status in the society with special reference to Bodo, Kokborok and Dimasa- 20

**Unit-IV:** Folklore and folk-literature of tribal society, culture, custom and tradition with special reference to Bodo, Kokborok and Dimasa- 20

**Suggested Readings:**

1. Boro Thunlaini Jarimin – Manoranjan Lahary
2. Tribal Literature in India: A Critical Survey – Dr. Ashish Gupta, Dattsons,
3. Emerging Literatures from North-East India: The Dynamics of Culture, Society and Identity - Margaret Ch Zama

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Group Discussion, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.

**BODADL 4024****Course Title:** Study of Ecology in Bodo Culture**Credit: 4****Marks: 70****Internal: 30**

**Course Objectives:** The course attempts to make understanding the relationship between ecology and the Bodo culture. How the society acquires culture and adjusted to their surroundings is the basic aspect of study of the course. The major things ecosystem, biosphere, population and community structure shall be taken into consideration while discussing the course contents.

**Course Outcome:**

- Enable to understand cultural adaptation to social and physical environment.
- Understand cultural philosophy of the society.
- Make aware to the social function of culture.
- Understand diversity of culture.

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

**Unit-I:** Definition and concept of cultural ecology, aims and objectives of cultural ecology, method of Cultural ecology, importance of its study- 15

**Unit-II:** Culture and ecology, ecosystem, people and ecology, ethno-ecology- 15

**Unit-III:** Religion and ecology, society and ecology, social customs and ecology, ceremonies and ecology- 20

**Unit-IV:** Material culture and ecology, traditional knowledge and ecology, folk medicine and ecology- 20

**Suggested Reading:**

1. Angela McRobbie. The Uses of Cultural Studies: A Text Book. Sage.2005. Print.
2. Bhaben Narzi. Boro-Kocharir Somaj Aru Sanskriti. Guwahati: Bina Library. 1985. Reprint.
3. Clifford Geertz. The Interpretation of Cultures (Selected Essays). New York: Basic. 1973. Print.
4. EF Moran. The Ecosystem Approach in Anthropology. Michigan: University Press.1990. Print.
5. GG Marten. Human Ecology. London: Stylus Publishing. 2001. Print.
6. Homi K. Bhabha. The Location of Culture. Rutledge. 2012. Print.
7. JL Chapman and MJ Reiss. Ecology: Principles and Applications. Cambridge: Cambridge University Press. 1994. Print.
8. Kameswar Brahma. Aspects of Social Folk-customs of the Bodos. Guwahati: TRI. 1989. Print.
9. Peter B. Hammond. An Introduction to Cultural and Social Anthropology. New York: Macmillan Publishing Co., Inc. 2<sup>nd</sup> Edition 1978. Print.
10. RM Netting. Cultural Ecology. Menlo Park CA: Benjamin, 1977. Print.
11. V Bhasin and MK Bhasin. Anthropology Today. New Delhi: Kamla Raj Enterprise, 2007. Print.

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Group Discussion, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.

**BODADL 4034****Course Title:** Comparative Study of Bodo Cognate Languages**Credit: 4****Marks: 70****Internal: 30**

**Course Objectives:** The course attempts to provide knowledge on the cognate languages of Bodo group. The main objectives of the course are giving ideas on common characteristics of Bodo groups of languages.

**Course Outcomes:**

- Able to know about Bodo group of languages and their common characteristics
- Able to know about phonology, morphology and vocabulary of Bodo group of languages
- Able to realize affinities of Bodo groups of languages

**Teaching Learning Process:** Lecture, Assignment, Group Discussion, Tutorial

**Course Contents:**

<b>Unit-I:</b> Bodo group of languages, common characteristics of languages-	15
<b>Unit-II:</b> Comparative phonology: Bodo & Dimasa/Bodo & Kokborok/Bodo & Rabha/Bodo & Garo (with special reference to vowel, consonant, syllable and tone)-	20
<b>Unit-III:</b> Comparative morphology: Bodo & Dimasa/Bodo & Kokborok/Bodo & Rabha/Bodo & Garo (with special reference to structure of noun, pronoun, verb, adjective, number, gender, case and tense)-	20
<b>Unit-IV:</b> Comparative vocabulary: Bodo & Dimasa/Bodo & Kokborok/Bodo & Rabha/Bodo & Garo (with special reference to the structure of basic vocabulary and loan words)-	15

**Suggested readings:**

1. Khurangnala- U V Jose
2. Ku.bidik- Harenda W Marak
3. Garo Grammar- Robins Burling
4. Grao Dima Pandar- Nagendra Nath Dutta
5. Tiwa Matpadi- V Len Kholar
6. Kak-Kuthumma-Prabhas C Dhar (ed.)
7. Anglo Dimasa Grammar and Dictionary- R R Barman (ed.)
8. Raoni Mohor (part-I, II & III)- Swarna Prabha Chainary & Phukan Basumatary
9. An Introduction to the Boro language- Phukan Basumatary

**Pedagogy:** The course shall be taught through the Lecture, Assignment, Group Discussion, Tutorial, Seminars and Week-end Counselling Classes. Weightage in Marks of Internal Assessment will be 30 and breakup of marks is- Attendance\*=5, Seminar Presentation & Assignment=15 and Two Sessional Assessment Test-5+5=10.