

# **Learning Outcomes Based Curriculum Framework (LOCF) For Bodo**

## **Post Graduate Programme**



**Department of Bodo, Bodoland University,**

**Rangalikhata, Debargaon,**

**Kokrajhar-783370, BTR, Assam**

## **Learning Outcomes Based Curriculum Framework (LOCF)**

### **FOR PG TWO YEARS PROGRAMME IN BODO**

### **BODOLAND NIVERSITY**

#### **COURSE DESCRIPTION:**

The programme entitled 'NEP-PG Programme in Bodo' aims to disseminate knowledge to the PG 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 PG 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 PG 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, 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 two years postgraduate 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-PG 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. Career Development:** Manifest proficiency in academic, professional, soft skills and employability for higher education and placements.
- 7. 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.
- 8. Team Work:** Work in teams with enhanced inter-personal skills leadership qualities.
- 9. Cooperation and Multicultural Competence:** Demonstrate for acquiring knowledge of values and beliefs of multiculturalism of North East India in the global perspective.
- 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 for Two Years PG Programme in Bodo under NEP

### Semester-I

Paper Code	Paper Name	Credits	L+T+P	Internal Marks	External Marks	Marks
BODADL14014	Introduction of Indian Literature	4	3+1=4	30	70	100
BODADL14024	Study of Syntax and Semantics	4	3+1=4	30	70	100
BODADL14034	Study of Reception and Influence in Bodo Literature-II	4	3+1=4	30	70	100
BODADL14044	Research Methodology and Research Ethics	4	3+1=4	30	70	100
BODADL14054	Study on Culture of Assam	4	3+1=4	30	70	100

### Semester-II

Paper Code	Paper Name	Credits	L+T+P	Internal Marks	External Marks	Marks
BODSPL15074	Text and Context of Selected Bodo Fiction	4	3+1=4	30	70	100
BODSPL15084	Study of Tribal Literature	4	3+1=4	30	70	100
BODSPL15094	Study of Ecology in Bodo Culture	4	3+1=4	30	70	100
BODSPL15104	Comparative Study of Bodo Cognate Languages	4	3+1=4	30	70	100
BODSPL15114	Study of Bodo Dialect and Dialectology	4	3+1=4	30	70	100

### Semester-III

Paper Code	Paper Name	Credits	Contact Hours	Internal Marks	External Marks	Marks
BODSPL25014	History of Bodo Literature-II	4	60	30	70	100
BODSPL25024	Traditional Knowledge System of the Bodo-II	4	60	30	70	100
BODSPL25034	Bodo Modern Poetry-II	4	60	30	70	100
BODSPL25044	Assamese writing in Bodo Literature	4	60	30	70	100
BODSPL25054	Structure of Bodo Language	4	60	30	70	100

### Semester-IV

Paper Code	Paper Name	Credits	Contact Hours	Internal Marks	External Marks	Marks
BODSPL25064	Literary Criticism	4	60	30	70	100
BODSPL25074	Comparative Indian Literature	4	60	30	70	100
BODSPL25084	Bodo Lyrical Literature	4	60	30	70	100
BODSPL25094	Bodo Prose Writings	4	60	30	70	100
BODSPL25104	Translation and Translation Studies	4	60	30	70	100

## DETAILS OF THE COURSE

### SEMESTER - I

#### BODMAJ 4014

**Course Title: Introduction of Indian Literature**

**Credit: 4**

**Marks: 70**

**Internal: 30**

**Course Objectives:** The course attempts to provide the basic concept and ideas about the emergence of Indian literature. 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 creative ideas of Indian literature
- Able to analyse literature through different literary approaches

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

**Course Contents:**

<b>Unit-I:</b> Indian Literature: its concept, development of Indian literature, importance of Indian literature	15
<b>Unit-II:</b> Hindi Literature: Namak ka daroga-Munshi Premchand; Yahi sach hai-Mannu Bhandari; Benam rista-Mridula Sinha	15
<b>Unit-III:</b> Bengali Literature: i) 'Karmaphal'-Rabindranath Tagore, ii) 'Abhagir svarga'- Sharat Chandra Chattopadhyay, iii) 'Jiban Ghase agun'-Hasan Azizul Huq	20
<b>Unit-IV:</b> 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**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:**

**Unit-I:** Syntax and syntactic processes, discontinuous constituents, syntactic devices, deep and surface structures and syntactic rules - 20

**Unit-II:** Analysis of immediate constituent and phrase structure grammar and transformational generative grammar - 15

**Unit-III:** Semantics and its meaning, importance of meaning, lexical and grammatical meaning, semantic theories and traditional analysis - 20

**Unit-IV:** 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 Encyclopaedia 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, Spinger, Netherlands, 2005.
11. Sharad Rajimwale. Elements of General Linguistics (Vol.II), New Delhi: Rama Brothers

**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-II**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 -	20
<b>Unit-III:</b> Reception and Influence of other languages on Bodo short Story -	15
<b>Unit-IV:</b> Reception and Influence of other languages on Bodo novel -	15

**Suggested Reading:**

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. 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: Pascatyah Sahitya, Kitap Ghar, Nalbari, 2006
14. Dr. Karabi Hazarika: Asomiya Kabita, Banalata, Guwahati, 1988
15. 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.



**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 important, 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.

**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 Bodo 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 Borooh 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-II****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 gwdan 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 Silinkhar & Udrainai-Nilkamal Brahma & Dumphaini phitha & 16 Novemborni Aronai-Janil Kumr Brahma)-	20
<b>Unit-IV:</b> Review of 20 <sup>th</sup> century Bodo novel in the light of different advanced novel (with special reference to Thaisam-Rita Baro and Daini? - Manoranjan Lahary)-	15

**Suggested Readings:**

1. Boro Thunlaini Zarimin- Manoranjan Lahary
2. Boro Thunlaini Zarimin Arw 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

**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:**

<b>Unit-I:</b> Definition of Dialectology, formation of a dialect, relationship of dialect with standard language, Idiolect, cast dialect, methods of regional dialect study -	20
<b>Unit-II:</b> 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
<b>Unit-III:</b> Study of dialect, diglossia, dialect geography, Importance of Dialectology, ethnicity and language variation, methods of ethnic dialect study -	15
<b>Unit-IV:</b> 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
8. Miriam Meyerhoff. Introducing Sociolinguistics, London & New York: Routledge, 2006
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
18. A Study on Kamrupi: A Dialect of Assamese: Upendra Nath Goswami
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 reference to Bodo, Kokborok and Dimasa- 20

**Unit-IV:** Folklore and folk-literature of tribal society, culture, custom and tradition with 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.

## Semester – III

### BODSPL 25014

**Course Title: History of Bodo Literature-II (1952- 2020)**

**Credit: 4**

**Marks: 70**

**Internal: 30**

**Course Objectives:** The paper attempts to study the trend and tendencies of Bodo literature. The primary objectives of discussion are the familiarize with the trend and tendencies of early and modern Assamese literature, with special focus on the respective socio-intellectual background. This course will enable the students to estimate different genres of Assamese Literature in the context of the socio-intellectual background of the age. It will help the students to thrash out the cause and factors responsible for emergence of different trends of Assamese literature.

**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 north-eastern a unique identity

**Course Contents:**

Unit-I: Trends and development of Bodo literature-	15
Unit- II: History of Children literature and Poetry-	15
Unit-III: History of Drama, Novel, and Short Story-	20
Unit-IV: History of Biography, Autobiography, Travelogue, Prose writings-	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- Madhura 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, 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.



**BODSPL 25024****Course Title: Traditional Knowledge System of the Bodo-II****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 Bodo. 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-

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

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

**Course Contents:**

**Unit-I:** Traditional knowledge: its concept, characteristics and importance, kinds of traditional knowledge, development of traditional knowledge, indigenous knowledge as well as traditional knowledge, traditional knowledge as well as formal knowledge prevalent in the society- 20

**Unit-II:** Traditional Knowledge and Agriculture, eco-friendly agricultural practices, irrigation system and harvesting, traditional knowledge and food recipe, traditional methods and its preservation- 15

**Unit-III:** Traditional Knowledge and social folk-customs and its practices in the society- 15

**Unit-IV:** Importance of preservation and protection of traditional knowledge, intellectual property, strategies and legal mechanism for the protection of traditional knowledge and property, traditional knowledge and patents- 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 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.

**BODSPL 25034**  
**Course Title: Bodo Modern Poetry-II**  
**Credit: 4**  
**Marks: 70**  
**Internal: 30**

**Course Objectives:** The course attempts to give the knowledge of Bodo poetry in modern period. Again, the course aims to introduce the students for acquiring the concept of the history and trends of Bodo modern poetry in the light of other developed literature.

**Course Outcomes:**

- Able to understand the trend and development of Bodo literature
- Able to know the history of Bodo literature
- Able to know syntactic and lexical semantic of the language

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

**Course Contents:**

<b>Unit-I:</b> The concept and trends of modern Bodo poetry-	15
<b>Unit- II:</b> Review of the poem of Samar Brahma Choudhury, Prasenjit Brahma and Kamal Kumar Brahma-	20
<b>Unit-III:</b> Review of the poem of Brajendra Kumar Brahma, Surath Narzary and Manaranjan Lahary-	20
<b>Unit-IV:</b> Review of the poem of Arabinda Uzir, Anju and Bijay Baglary-	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.

**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.

**BODSPL 25044**  
**Course Title: Assamese Writings by Bodo Writers**  
**Credit: 4**  
**Marks: 70**  
**Internal: 30**

**Course Objectives:** The course attempts to provide knowledge of Assamese writing from ages by Bodo writers so as the students can get ideas on many writings in Assamese appeared in different magazine, journal and books.

**Course Outcomes:**

- Able to know various Assamese writings by Bodo writers scattered in different books
- Able to know about situation that they have to write in Assamese as literature
- Able to understand literary significance of native as well as in other language
- Able to develop critical and analytical thinking of the students

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

**Course Contents:**

<b>Unit-I:</b> Basic background of writings in Assamese by Bodo writers from the beginning of the Bodo literature-	15
<b>Unit-II:</b> Poetry writings in Assamese from the beginning of the Bodo literature-	20
<b>Unit-III:</b> Prose writings in Assamese from the beginning of the Bodo literature-	20
<b>Unit-IV:</b> Creative writings in Assamese from the beginning of the Bodo literature-	15

**Suggested Readings:**

1. Boro Thunlaini Zarimin- Manoranjan Lahary
2. Boro Thunlaini Zarimin Arw Thunlai Bijirnai- Riju Kr. Brahma
3. History of the Bodo Literature- Madhura 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.

**BODSPL 25054**  
**Course Title: Structure of Bodo Language**  
**Credit: 4**  
**Marks: 70**  
**Internal: 30**

**Course Objectives:** The course aims to provide about the structure of Bodo language. It also aims to give ideas on phonology, morphology, syntax and vocabulary and its structural form in Bodo language.

**Course Outcomes:**

- Able to understand the structural form of phonology, morphology, syntax and vocabulary
- Able to know the semantic analysis and its changes
- Able to understand fundamental significance of language and its cultural relation with language
- Able to know the functional system of language and grammar

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

**Course Contents:**

**Unit-I:** Phonology: vowel and consonant phoneme, its classification, description and distribution, allophonic variation, vowel and consonant sequence, supra-segmental features- 20

**Unit-II:** Morphology: noun, pronoun, verbs, adjectives, adverbs, gender, case, numerals, kinship terms- 20

**Unit-III:** Syntax: types of sentences from functional and structural view point, IC analysis, phrase structure grammar, verb phrase and noun phrase- 15

**Unit-IV:** Vocabulary and semantic analysis, features and changes- 15

**Suggested Readings:**

1. R.L. Varshney: An Introductory Text Book of Linguistics and Phonetics
2. Charls F. Hockett: A Course in Modern Linguistics
3. Madhuran 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, 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-IV

### BODSPL 25064

**Course Title: Literary Criticism (Eastern and Western)**

**Credit: 4**

**Marks: 70**

**Internal: 30**

**Course Objectives:** The course aims to provide the literary theory and concepts of western as well as eastern literature. Again, it also attempts to give the ideas of trends of literary theory used by the writers to strengthen the standard of literature.

**Course Outcomes:**

- Able to understand the literary theory and concepts
- Able to know about the literary trends of west as well as east
- Able to understand significance of literary theory and concepts to standardize the literature and culture
- Able to realize sociological issues raised by the author through storytelling.
- Able to develop critical and analytical thinking through the literature

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

**Course Contents:**

<b>Unit-I:</b> Eastern literary criticism: theory and concept of Rasa, chanda, alankar, sabdashakti, Riti, Dhvani, Vakrokti, and its uses in Bodo literature-	15
<b>Unit-II:</b> Poetry and Drama: its theory and concept, elements, types, characteristics, importance of study in literature-	20
<b>Unit-III:</b> Novel and Short story: its theory and concept, elements, types, characteristics, importance of study in literature-	20
<b>Unit-IV:</b> Deconstruction, Structuralism, modern criticism and A short history of western literary criticism-	15

**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
4. Sahityar Saj-Sonapati Devsarma
5. Thunlai Bizirnay-Guneswar Muchahary
6. An Introduction to the study of Literature-H W Hudson
7. Modernity, Postmodernity and Neo-Sociological Theories-SL Doshi
8. Aspects of the Novel-E M Forster
9. Principles of Literary Criticism-I A Richards

**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.

**BODSPL 25074**  
**Course Title: Comparative 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:**

- Able to know basic ideas of Indian literature
- Able to gain basic knowledge on Indian literature
- Able to know about creative writings 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> Theory and concept of Indian comparative literature, its development and schools of comparative literature-	15
<b>Unit-II:</b> Novel: Godaan-Premchand and Aghari atmar kahini- Sayed Abdul Malik-	20
<b>Unit-III:</b> Short story: Wapsi-Usha Priyamvada and Srinkhal - Bhabendranath Saikia-	20
<b>Unit-IV:</b> Poetry: Kuwalir are are - Promod Chandra Bhattacharyya and Gitanjali-Rabindranath Tagore-	15

**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 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.

**BODSPL 25084**  
**Course Title: Bodo Lyrical Literature**  
**Credit: 4**  
**Marks: 70**  
**Internal: 30**

**Course Objectives:** The course attempts to give knowledge on lyrical literature of Bodo. The earlier literature of the Bodo was developed through the lyrical literature.

**Course Outcomes:**

- Able to understand the lyrical literature of the Bodo
- Able to know the style and technique of lyrical literature of the Bodo
- Able to understand the significance of lyrical literature in the society

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

**Course Contents:**

<b>Unit-I:</b> Basic background and concept of lyrical literature in Bodo-	15
<b>Unit-II:</b> Araj methai-	15
<b>Unit-III:</b> Gwdan methai-	20
<b>Unit-IV:</b> Review of lyrical literature and its importance in moral teaching and building of society-	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 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.

**BODSPL25094**  
**Course Title: Bodo Prose Writings**  
**Credit: 4**  
**Marks: 70**  
**Internal: 30**

**Course Objectives:** This course will help the students to know about growth and development of Bodo Prose. The students can also gain and acquire knowledge about the different types of early and modern prose writings in the Bodo.

**Course Outcomes:**

- Able to understand prose writings of the Bodo
- Able to know about the different types of prose writings in Bodo
- Able to know about technique of prose writings in Bodo

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

**Course Contents:**

<b>Unit-I:</b> The concepts and development of the Bodo Prose writings (early period)-	15
<b>Unit-II:</b> The concepts and development of the Bodo Prose writing (modern period)-	15
<b>Unit-III:</b> Critical review on prose writings- i) Boro sahityar jagaran-Panchanan Kachari, ii) Phwrlang babaji arw Boroni harimu-Promod Chandra Brahma, iii) Aglani batora-Anandaram Mushahary, iv) Kinshit nivedan-Rupnath Brahma-	20
<b>Unit-IV:</b> Critical review on prose writings - i) Udangsri swmaosarnayao Borophwr-Jagendra Kumar Basumatary, ii) Thunlayao rahasya santhou-Kamal Kumar Brahma, iii) Boro mwsanai arw harimu-Girindra Kumar Daimary, iv) Phwthainai arw ginay-Brajendra Kumar Brahma-	20

**Suggested Readings:**

1. Bibar (magazine)-Satish Ch. Basumatary (ed.)
2. Hathorkhi-Hala (magazine)-Pramod Ch. Brahma (ed.)
3. Raithai Bihung (Vol.I & II)-Publication Board, Bodo Sahitya Sabha

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



**BODSPL 25104**  
**Course Title: Translation and Translation Studies**  
**Credit: 4**  
**Marks: 70**  
**Internal: 30**

**Course Objectives:** The course of translation covered both the theory and practice of translation. Translation Studies deal with the systematic study of the theory, description and application of translation. It is designed to make the students acquainted with the basic theories of translation. Again, it will provide them a platform to practice of selected translation works. Translation is emerging not only as a work of interest, but also a profession with full of potential in both the Literary and Non-literary fields. After completing the course, the students will have a potential option for their future career.

**Course Outcomes:**

- Able to know about theory and concept of translation and translation studies
- Able to know about the systematic study and application of translation works
- Able to know about skill of translation and practice

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

**Course Contents:**

<b>Unit-I:</b> Introduction to Translation Studies: Meaning and Objective of Translation, Types of Translation, Translation and Culture, Language & Style in Translation-	20
<b>Unit-II:</b> Literary and Non-literary Translation: Translation of Creative Literature, Translation of Non-literary materials, Practical Problems of Literary Translation-	20
<b>Unit-III:</b> Process of Translation: analysis of a text: Text categories and text types, Translation Methods, Translation and Discourse analysis-	15
<b>Unit-IV:</b> Practice of Translation (From English/Hindi/Assamese into Bodo)-	15

**Suggested Readings:**

1. *Translation as Serious Business*, Chinta Balupuri (Ed), Bahri Publications, Delhi.
2. *Theory and Practice of Translation*, Y.C.Bhatnagar, Ajanta Publications, Delhi.
3. *A Linguistic Theory of Translation*, J.C.Catford, Oxford University Press.
4. *Translation as Synthesis-A search for a new Gestalt*, K. Karunakaran & M. Jaykumar(Ed), Bahri Publications, Delhi.
5. *Art and Science of Translation*, J.Venkateswar Sastry(Ed), Book links Corporation, Hyderabad.
6. *Translation across Culture*, Gideon Toury(Ed), Bahri Publications, Delhi.
7. *Translation and Understanding*, Sukanta Chaudhuri, Oxford University Press.
8. Nubad: Tatta aru Prayog, Dr. Nirajana Mahanta Bezbaruah, Banalata
9. Tulanamulak Sahitya aru Anubad Bishar: Dr. Prafulla Kataki, Jyoti Prakashan
10. Tulanamulak Sahitya aru Anubad Kola: Dr. Krabi Deka Hazorika, Banalata
11. Anubad Adhyayan: Tatta aru Prayog, Madan Sarmah, Bandhab

**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.