

LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK (LOCF)
FOR PG PROGRAMME IN BODO
Department of Bodo
Cotton University, Guwahati-01, Assam

1.0 Introduction:

The Programme consists of broad area of literary, linguistic and cultural studies. The study of literature, language and culture is no doubt part of process of knowledge acquisition as an academic discipline. In the light of this perspective, the programme demonstrates academic and sociological importance. It has been designed under CBCS structure. It is worth mentioning that the Bodo subject has been newly introduced in the university level of education since a few years back. Prior to this no model and outline is available for the course to design immediately. Keeping in view, here the LOCF is prepared on the frame and curricular structure provided by the UGC for other subjects. The course syllabus shall be revised as required time to time.

The programme aims to get ready students with a new dimension of knowledge relating to the Bodo studies and related knowledge as emerging in the present day perspective. This syllabus has been designed basically on theoretical and logical framework. Contents incorporated for teaching-learning are of literary genres, critical review, literary theory, comparative study of literature and culture with a view to provide interdisciplinary perspective of study. The programme follows a learning outcome-based curriculum framework (LOCF) which imbibes an academic and sociological significance.

The LOCF structure of the programme will encourage the learners to acquire knowledge for making themselves a competent person in different activities; and for getting employment in other words. Both knowledge and skill will enrich together by using the innovative structure of teaching-learning and evaluation framework. As motivated and suggested by University Grants Commission, the curriculum framework has been designed to implement for the course and expected to bring out student's skill and capacity; and provide the student an academic context to carry themselves in understanding values of the course. It is to mention that the programme is not a teacher centric but purposefully a student-centric in practical which encourage the students to gain best ability and knowledge. Flexibility of learning and understanding of the course is the basic key of the programme. It aims to form a basis of quality of learning with a view to provide flexibility in knowledge acquisition.

Thus the Programme aims to impart in-depth knowledge on the Bodology. The topics incorporated here have close relation to the field of language, literature and culture; besides it aims to relate to the field of humanities and social sciences to some extent. Keeping in mind the programme comprises interdisciplinary area of study for building the competent students so that they will be able to work academic research on emerging literary trends and related areas. The programme aims to promote each student's conceptual development in both academic and non-academic sphere. Students will be able to develop communication skill, self-directing learning, critical thinking, analytical competence, scientific reasoning, moral and ethical values. These attributes will support the students to enhance individual strength of knowledge. Respect for diversity and respect for the local to global context is the basic motto of the programme.

1.1 Graduate Attributes:

The disciplinary expertise or technical knowledge that has formed the core of the university courses. They are qualities that also prepare graduates as agents for social good in future. Some of the characteristic attributes that a graduate should demonstrate are as follows:

1. **Disciplinary knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines
2. **Research-related skills:** A sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating

3. **Analytical reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others
4. **Critical thinking:** Capability to apply analytic thought to a body of knowledge
5. **Problem solving:** Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems
6. **Communication Skills:** Ability to express thoughts and ideas effectively in writing and orally
7. **Information/digital literacy:** Capability to use ICT in a variety of learning situations; demonstrate an ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.
8. **Self-directed learning:** Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.
9. **Cooperation/Teamwork:** Ability to work effectively and respectfully with diverse teams
10. **Scientific reasoning:** Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective
11. **Reflective thinking:** Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.
12. **Multicultural competence:** Possess knowledge of the values and beliefs of multiple cultures and a global perspective
13. **Moral and ethical awareness/reasoning:** Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work
14. **Leadership readiness/qualities:** Capability for mapping out the tasks of a team or an organization, setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, smoothly and efficiently.
15. **Lifelong learning:** Ability to acquire knowledge and skills, including 'learning how to learn', that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of the work place through knowledge/skill development/reskilling.

1.2 Programme Outcomes (POs) for Postgraduate programme:

POs are statements that describe what the students graduating from any of the educational programmes should be able to do. They are the indicators of what knowledge, skills and attitudes a graduate should have at the time of graduation.

1. **In-depth knowledge:** Acquire a systematic, extensive and coherent knowledge and understanding of their academic discipline as a whole and its applications, and links to related disciplinary areas/subjects of study; demonstrate a critical understanding of the latest developments in the subject, and an ability to use established techniques of analysis and enquiry within the subject domain.
2. **Understanding Theories:** Apply, assess and debate the major schools of thought and theories, principles and concepts, and emerging issues in the academic discipline.
3. **Analytical and critical thinking:** Demonstrate independent learning, analytical and critical thinking of a wide range of ideas and complex problems and issues.
4. **Critical assessment:** Use knowledge, understanding and skills for the critical assessment of a wide range of ideas and complex problems and issues relating to the chosen field of study.

5. Research and Innovation: Demonstrate comprehensive knowledge about current research and innovation, and acquire techniques and skills required for identifying problems and issues to produce a well-researched written work that engages with various sources employing a range of disciplinary techniques and scientific methods applicable.

6. Interdisciplinary Perspective: Commitment to intellectual openness and developing understanding beyond subject domains; answering questions, solving problems and addressing contemporary social issues by synthesizing knowledge from multiple disciplines.

7. Communication Competence: Demonstrate effective oral and written communicative skills to convey disciplinary knowledge and to communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s) of study

8. Career development: Demonstrate subject-related knowledge and skills that are relevant to academic, professional, soft skills and employability required for higher education and placements.

9. Teamwork: Work in teams with enhanced interpersonal skills and leadership qualities.

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

1.3 Programme Specific Outcomes (PSOs) in Bodo:

- **Basic Concept:** Students will be able to demonstrate 'basic concept in literary communication' as an efficient personality in the concerned academic discipline.
- **Linguistic knowledge:** Recognize literary and linguistic knowledge and make more meaningful choices regarding career in the subject specific field, social work, mass-media, regional language journalism, professional writing and translation and so on.
- **Augmentation of reasoning:** Able to facilitate students to realize democratic spirit and 'augmentation of scientific reasoning' through learning of literary texts.
- **Ethical value:** Understanding of moral and ethical values.
- **Critical and analytical thinking:** Able to enhance 'critical and analytical thinking' which will help the student in problem solving.
- **Understanding of interdisciplinary knowledge:** Students will be able to 'understand importance of interdisciplinary knowledge' and get familiarize them.
- **Indian Literary knowledge:** Able to facilitate students to develop 'awareness of Indian literature and cultural richness'.
- **Methodological knowledge:** Able to enhance methodological and scientific skill regarding research work as well as critical assessment of literary, linguistic and cultural texts.

Programme Specific Outcomes	701	702	703	704	705	801	802	803	804	805	901	902	903	1001
Basic Concept	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Linguistic knowledge	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Augmentation of reasoning	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Ethical value					x	x		x		x	x	x	x	
Critical and analytical thinking	x	x	x		x	x	x	x	x	x	x	x	x	x
interdisciplinary knowledge	x			x			x	x		x	x	x	x	x
Indian Literary knowledge	x						x	x		x	x		x	x
Methodological knowledge	x			x	x		x	x	x	x	x	x	x	x

Figure-1: (LOCF Matrix: Core Course)

Programme Specific Outcomes	904S P1	904S P2	905O E1	905O E2	1002 SP1	1002 SP2	1003 OE1	1003 OE2	1004D PW
Basic Concept	x	x	x	x	x	x	x	x	x
Linguistic knowledge		x		x					
Augmentation of reasoning	x	x	x	x	x	x	x	x	x
Ethical value			x				x		
Critical and analytical thinking	x	x	x	x	x	x	x	x	x
Interdisciplinary knowledge	x	x	x	x		x	x		x
Indian Literary knowledge	x								
Methodological knowledge	x	x		x		x	x	x	x
Team work									x

Figure-2: LOCF Matrix (Special, Open & DPW Course)

1.4 Nature and Extent of PG Programme

The programme aims not only for providing broad knowledge of Bodo literature, language and culture; but also aims to understand interdisciplinary knowledge relating to the broad subject of translation studies, cultural studies and Indian literature to some extent. The MA in Bodo is based upon the composition of flexible methods such as teaching, home-assignment, tutorial and class-room discussion, seminar presentation, assignment for review of literatures, minor research work (dissertation writing), field work assignment, mid-term and end-semester examination etc. Students will build their skill in academic writing and research at an initial stage. The Programme is of two years duration. It has been divided into four semesters that follows choice based credit system and continuous learning process. The teaching-learning process adopts lecture and tutorial methods. Sometimes blended mode of teaching will be applied as and when required. There are two SEC (Skill Enhancement Course) in the first and second semester course. In the fourth semester there is a dissertation papers which is field work based research oriented academic work in nature and practice. Students are to involve in in-depth study on their chosen topic. In this study process the course teacher as supervisor functions role mapping role for guiding student's research work. The work is considered as preliminary step of research so that students can go ahead for extensive research work.

1.5 Teaching-Learning Process

In order to promote quality of teaching-learning process the department adopts some of the methods which facilitate the students for knowledge acquisition on the programme.

- (i) On academic principle the faculty member adopts lecture method (of one hour each class);
- (ii) Arrange discussion on the proposed topic between the teacher and students. Interaction is held on the issues raised by students. It is a critical component of learning which helps students in acquisition of different view point on the subject. Besides it will help students in development of skill and competence of thinking, capacity building of self confidence and problem solving on the subject.
- (iii) The third process of teaching-learning is tutorial and group discussion which provides scope students for error or doubt clearance.
- (iv) The fourth process is based on home-assignment which is considered as a key for assessing student's ability of writing and thinking on their subject. Support of IT is also used wherever needed to make the

lecture more effective and understandable. Supply of summary of lecture and brief study materials is also a supportive tool of learning. The students will be provided guidance and support to develop professional and personal skills under the Mentor/ Mentee teaching-learning process. The course teachers take initiative in this regard.

1.6 Assessment Method

There are two steps of assessment methods; one is an end semester examination which covers 70% of the entire syllabus. The other one is an internal evaluation of home-assignment and mid-term examination which covers 30% of the syllabus.

1.8 Course Structure:

Sem	Course Code	Course Title	Course Teacher	Credit	Total Class/ contact hour
I	BOD701C	Folk literature of the Bodos	Dr. Hemanta Mochahary	4	64
	BOD702C	Early Bodo Literature	Sri Birupaksha Giri Basumatary	4	64
	BOD703C	Modern Bodo Literature	Prof. Phukan Ch. Basumatary	4	64
	BOD704C	General Linguistics	Dr. Biswajit Brahma	4	64
	BOD705C	Study of Bodo Drama	All faculty members	4	64
	BOD 706S	Bodo Food Habits and Processing (SEC)	Dr.Hemanta Mochahary, Dr. B. Brahma	2	32
II	BOD801C	Contemporary Bodo Poetry	Sri Birupaksha Giri Basumatary	4	64
	BOD802C	Literary Theory and Criticism	Dr.Hemanta Mochahary	4	64
	BOD803C	Study of Life Writing	All faculty members	4	64
	BOD804C	Bodo Phonology	Dr. Biswajit Brahma	4	64
	BOD805C	Religious Literature	Prof. Phukan Ch. Basumatary	4	64
	BOD 806S	Traditional Costume of the Bodos (SEC)	Sri Birupaksha Giri Basumatary	2	32
III	BOD901C	Women Writings in Bodo	Prof. Phukan Ch. Basumatary	4	64
	BOD902C	21 st Century Bodo Fiction	Sri Birupaksha Giri Basumatary	4	64
	BOD903C	Contemporary Indian Poetry	All faculty members	4	64
	BOD 904SP	Comparative Literature and Translation Studies (SP-1)	Dr. Hemanta Mochahary	4	64
		Morphology of the Bodo Language (SP-2)	Prof. Phukan Ch. Basumatary		
	BOD905OE	Ecology and the Bodo Folk-Culture (OE-1)	Sri. Birupaksha Giri Basumatary, Dr. Hemanta Mochahary	4	64
Sociolinguistics and Dialectology (OE-2)		Dr. Biswajit Brahma			
IV	BOD1001C	Creative Writings and the Bodo Literature	Prof. Phukan Ch. Basumatary	5	80
	BOD1002SP	Study of the Special Authors (SP-1)	Sri Birupaksha Giri Basumatary	5	80
		Study of Tibeto-Burman Languages (SP-2)	Dr. Biswajit Brahma		
BOD1003OE	Folk-Culture of the Tribes of North East India (OE1)	Dr. Hemanta Mochahary	5	80	

	Bodo Syntax and Semantics (OE-2)	Dr. Biswajit Brahma		
BOD1004 DPW	Project /Dissertation Work	All faculty members	5	80

1.9 SYLLABUS IN DETAILS

SEMESTER-I

BOD701C

Credit: 4, Total Class: 64

Paper Title: Folk-literature of the Bodos (बर' सुबुं-थुनलाइ)

COURSE OBJECTIVE:

The course has two kinds of aims. Basically it aims to impart knowledge of Bodo folk-literature. Thus the course aims to discuss about literary and sociological importance of Bodo folk-literature. The suggested topics will be discussed from the folkloristic perspectives. How the folk-literature validates knowledge of a community through the ages is also one of the aims of discussion of the course.

COURSE OUTCOME:

After completion of the course the student will be able

- To understand theoretical and functional aspect of the folk-literature.
- To acquire knowledge on the key aspect of the course; this will make ready student's ability to work in the academic field as well as in the scholarship of folklore.
- To understand traditional way of living and lore of the society; this will support the students to analyze the folk psychology.
- To understanding of human knowledge as represented in the folk-literature.

COURE OUTLINE

Unit-1: Theoretical connotation of Folk-literature, Characteristics, differences between written and Folk-literature, Folk-literature as the means of social discourse and function.

Unit-2: Bodo Folk-songs: Classification of Folk-songs, Text and Context of Folk-songs, Representation of women in Folk-songs, Aesthetic representation of Folk-songs.

Unit-3: Bodo Folk-tale: Classification of Folk-tale, Text and Context of Folk-tale, Social life, Lore and Traditions as reflected in Folk-tales.

Unit-4: The case of Folk-philosophy and Traditional knowledge of the Bodos: as reflected in Proverbs and idioms).

Suggested Readings:

1. Bhaben Narzee: Boro-Kacharini Samaj Arw Harimu (Translation in to Boro)
2. Birendra Giri Basumatary: Boro Haimuni Mohor-Musri
3. Anil Boro: Folk-Literature of the Boros
4. Kameswar Brahma: Aspects of Social Folk-customs of the Bodos
5. R.M. Dorson (ed.): Folklore and Folk-life
6. Bhaben Narzi: Boro-Kacharir Geet-mat, Guwahati: Asam Prakashan Parishad
7. Mohini Mohan Brahma: Boro-Kachari Solo, Guwahati: G.U Publication Board
8. Mohini Mohan Brahma: Folk songs of the Bodos, G.U Publication Board

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BOD702C

Credit: 4, Total Class: 64

Paper Title: Early Bodo Literature (गोजाम बर''थुनलाइ)

COURSE OBJECTIVE:

The aim of the course is to discuss the topics relating to the early Bodo literary trends and tendencies. It is worth to mention that the students will be aware of the texts and contexts of the early Bodo literature. The duration covers starting from the inception of written Bodo literature to the 40s' decade of 20th Century. The course has sociological significance besides its literary and linguistic importance.

COURSE OUTCOME:

From the teaching-learning of the course the student will be

- Able to acquire knowledge on the literary history of the Bodo literature; particularly to the early period. The literary history is not only a chronological evidences of literary creation but it is the evidence of society that focuses through the literary works. From this perspective student will be aware of the literary and the social history.
- Able to relate to the human knowledge and understanding of sociological view point of the literary studies.
- Able to demonstrate critical and analytical thinking.

COURSE OUTLINE

Unit-1:(a) Social context and growth of the early Bodo literature, (b) emergence of social organisation, and their contribution to the society and literature, (c) raise of magazine and contribution to the growth of literature.

Unit-2:(a) Trends and tendencies of the early Bodo literature; and growth of literary genres, (b) Issues of writings, (c) Types of writings (d) Writings as the tool of social change.

Unit-3: Text and context, literary and sociological significance of the early Bodo literature.

Unit-4: Textual criticism of some literary pieces (All poems from Sonani Mala by Ishan Chandra Muchahary, Selected Poems from Khonthai-Methai: (Bibar Khanai, Angni Khwina, Lekha Rongbla Gunda Jaya, Sonabni Boro, Aoa-Phaoa, Sorkhou Nongsor Malai Nongdong, Dani BoroPhisa, Sikhango).

Suggested Readings:

1. Satish Ch. Basumatary: Bibar (all issues) (ed.)
2. Pramod Ch. Brahma: Hatharkhi-Hala (ed.)
3. Pramod Ch. Brahma: Olongbar (ed.)
4. Madaram Brahma and Rupnath Brahma: Khonthai-Methai
5. Ishan Chandra Muchahary: Sonani Mala
6. Guneswar Muchahary. Thunlai Bijirnai
7. Brajendra Kumar Brahma: Thunlai Arw Sansri, Kokrajhar: Onsumoi Library,1986.
8. Brajendra Kumar Brahma: Raithai Mala, Guwahati: Bodo Sahitya Sabha, 1992.
9. Madhuram Baro. History of Boro Literature
10. Anil Kumar Boro, "A History of Boro Literature", New Delhi: Sahitya Akademi, 2010.
11. Manoranjan Lahary. Boro Thunlaini Jarimin
12. John A Hall. The Sociology of Literature
13. Alan Swinge wood. Sociological Poetics and Aesthetic Theory
14. Pamela J Annas & Robert C. Rosen. Literature and Society: An Introduction to Fiction, Poetry, Drama, and Nonfiction, 4th Edition

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BOD703C

Credit: 4, Total Class: 64

Paper Title: Modern Bodo Literature (गोदान बर' थुनलाइ)

COURSE OBJECTIVE:

The course aims to discuss trends and tendencies of the modern Bodo literature. Suggested literary texts shall be taken into account from the perspectives of textual analysis. Students are suggested to be aware of the text and context of the Modern Bodo literature. The duration of the literary period covers starting from the 50s' decade to the end of the 20th century.

COURSE OUTCOME:

The study of modern Bodo literature has a great significance. Many of the literary works focuses social issues that will be analyzed from the sociological perspective. The knowledge acquired by the students will support them to think about society and culture to a great extent. A few outcomes of the course are mentioned below.

From the course students will be

- Able to demonstrate one's own ability of critical analysis from the theoretical view point.
- Realized to consider essence of literary text as the data of analyzing social history and human psychology.
- Understand life and literature.
- To realize responsibility to the society and the nation.

COURSE OUTLINE

Unit-1: An outline about trends and tendencies of modern Bodo literature, study of text and context, focussing Bodo nationalism and ethnicity, sociological perspectives of modern Bodo literature. (Discussion will be done with special reference to poetry, short story and novels)

Unit-2: 'Radab' of Samar Brahma Choudhury (discussion will be done based on literary text and context, sociological and literary significance of the poetry of Samar Brahma Choudhury).

Unit-3: Selected short stories of modern period. Suggested short stories: 'Bis' by Laksheswar Brahma, 'Bima' by Manoranjan Lahary, 'Dumphaoni Phitha' by Janil Kr. Brahma, 'Haraoni Saikhel' by Gobinda Basumatary, 'Ang Phwiphingwn' by Z. D Basumatary, 'Hokharni Kherasin Thao' by Nandeswar Daimary (Discussion will be done based on text and context, society, culture and sociological perspective of Bodo short stories.)

Unit-4: 'Alaishree' (Novel) written by Manoranjan Lahary: Discussion will be done on storytelling, characterization, womanhood and woman voice as depicted in the novel)

Suggested Readings:

1. Manoranjan Lahary: Boro Thunlaini Jarimin
2. Brajendra Kumar Brahma: Thunlai Arw Sansri, Kokrajhar: Onsumoi Library, 1986.
3. Swarna Prabha Chainary (ed.): Boro Sungdo Soloni Bwhwithi Dahar, New Delhi: Sahitya Akademi
4. Swarna Prabha Chainary: Boro Solomani Bijirnay, Baganpara: Nilima Prakashani (Reprint)
5. Anil Kumar Boro. A History of Boro Literature, New Delhi: Sahitya Akademi, 2010.
6. Brajendra Kumar Brahma: Raithai Mala, Guwahati: Bodo Sahitya Sabha, 1992.

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BOD704C

Credit: 4, Total Class: 64

Paper Title: General Linguistics (सरसन्स्रा रावत्रिगियान)

COURSE OBJECTIVE:

The course aims to impart basic knowledge about the study of language and linguistics. As a scientific discipline linguistics aims at discussing about the science of human discourse, and speech behaviour. Usually it is the scientific study of language. As a whole, the course aims to discuss the main branches of general linguistics, scope of linguistics and general principles of linguistic analysis.

COURSE OUTCOME:

In a simple viewpoint, language is a means of communication, but study of language and linguistic substance has interconnectivity to the human behaviour and psychological state of mind. From the course student will be

- Able to achieve theoretical and applied knowledge.
- Aware of behavioural dealing which is much important in the day-today life and the workplace.
- Able to augment soft as well as communication skill. This will support students to get ready for competent performance in the diverse context of the workplace.

COURSE OUTLINE

Unit-1: (a) Language and its salient features, Human communication and Communication of other Species, (b) Nature of the Linguistic Sign: sign, Signified and Signifier, the Arbitrary Nature of the Sign, the Linear Nature of the Signifier, (c) Body Language: Defining Body Language, Classification, Behavioural Significance, Cultural Variations, Kinesics: Types and Contexts, Negative and Positive Gestures, Paralanguage and Voice Modulations.

Unit-2: (a) What is Linguistics? Why study linguistics? Is Linguistics a Science? (b) Scope of Linguistics (c) General introduction to the main branches of Linguistics, Emerging trends in Linguistics

Unit-3: (a) Major concepts of Phonetics and Phonology (b) Organs of Speech, Description of Segmental phonemes and Supra-segmental features, Identification of Phonemes.

Unit-4: Morphological and Syntactic Analysis of Language.

Suggested Readings:

1. R L Varshney. An Introductory Text Book of Linguistics & Phonetics
2. Leonard Bloomfield. Language
3. C.F. Hockett. A Course in Modern Linguistics
4. Ferdinand de Saussure. Course in General Linguistics
5. R.A Hudson. Sociolinguistics
6. David Crystal. A First Dictionary of Linguistics and Phonetics
7. Allan Pease. Body Language: How to Read Others Thoughts by Their Gestures (1997)

8. Allan Pease & Barbara Pease. The Definitive Book of Body Language (2004)

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BOD705C

Credit: 4, Total Class: 64

Paper Title: Study of Bodo Drama (बर' ' फावथाइ संजिरनाय)

COURSE OBJECTIVE:

The course aims to comprise some Bodo dramas for textual criticism. Also it aims to study historical trend and art of writing of Bodo drama. The text and context of the story of drama and on the one hand, objectives of the playwright will be taken into account in this paper.

COURSE OUTCOME:

From the study of text and context of the Bodo drama,

- Students will be able to know a conceptual knowledge of drama and its art of writing.
- It will help to increase student's ability of creative writing.
- Able to demonstrate critical assessment and thinking.

COURSE OUTLINE

Unit-1: Trends and tendency of Bodo Drama, sociological perspective of Bodo drama, Salient Features of Bodo Drama.

Unit-2: Text and Context of the Mythological Drama and features (with special reference to sãndwbãodiã' written by Surath Narzary).

Unit-3: Text and Context of the Historical Drama and Dramatics (with special reference to 'Raja Iragdao' written by Kamal Kumar Brahma).

Unit-4:Text and Context of the Social Drama and Dramatics (with special reference to 'ãnãri' written by Manoranjan Lahary).

Suggested Readings:

1. Brajendra Kumar Brahma: Nwjwr Arw Swrj
2. Swarna Prabha Chainary: Boro Phaothaini Bijirnai, Baganpara: Nilima Prakashani (Reprint)
3. Manoranjan Lahary: Nwjwr
4. Aristotle: Poetics
5. Nicoll: The Theory of Drama

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SEMESTER-II

BOD801C

Credit: 4, Total Class: 64

Paper Title: Contemporary Bodo Poetry (आथिखाल बर' ' खन्थाइ)

COURSE OBJECTIVE:

The course aims at discussing basic characteristics of the contemporary Bodo poetry and its trends and tendency. Besides, stylistics of poetry will also be discussed. It aims to discuss about text and context of the poetry. To make the whole course suitable a few remarkable poetry texts are chosen for a literary study in this paper.

COURSE OUTCOME:

- Student will be able to understand poetic text and context and poetic stylistics to a great extent.
- It will increase student's ability; and support to go ahead for creative writing.

COURSE OUTLINE

Unit-1: About Stylistics of Poems of Brajendra Kumar Brahma (With special reference to the poems Aroz: Jaorise Okhani Thakhai, Mwnse Mijink, Okhrang Gongse Nanggwu, Sonani Daodwi, Balmiki, Dwithun).

Unit-2: About Stylistics of Poems of Aurobindo Uzir (With special reference to Sansrijwng Dandise, Mwkhang, Swdwbni Swler, Jaykhwu Ang Garwbay, Som besom, Angni lubwinai and Dwini lama).

Unit-3:About Stylistics of Poems of BijayBaglary (With special reference to Nwng Okhrang Bese Hawar, Angni Anjaliala Mwsaphakhri, Iliji, Mwkhra Masejwnglo Soman Angni Dam, Aywi ang rwda jagwumwn).

Unit-4: About Stylistics of Poems of Surath Narzaree (With special reference to Juge Juge Kurukshetra, Merina, Gibi Mungkhlong, Melemjibi, Khwidang and Tothagotonisim mwuse phwrmaihornai).

Suggested Readings:

1. Paul Simpson. Stylistics: A Resource Book for Students
2. Brajendra Kumar Brahma: Thunlai Arw Sansri, Kokrajhar: Onsumoi Library, 1986.
3. Brajendra Kumar Brahma: Raithai Mala, Guwahati: Bodo Sahitya Sabha, 1992.
4. Phukan Chandra Basumatary: Nwiji Jwuthaini Boro Khonthai, Baganpara: Nilima Prakashani (Reprint)
5. Bijay Baglary: Sungdowi Thunlai Bijirnai, Baganpara: Nilima Prakashani (Reprint)

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BOD802C

Credit: 4, Total Class: 64

Paper Title: Literary Theory and Criticism (थुनलाइ सानथौ आरो बिजिरनाय)

COURSE OBJECTIVE:

The course aims to impart knowledge on literary theory and criticism among the students. Students are expected to be aware of recent theory of literary criticism. It is also projected that students will acquire knowledge and skill about the recent literary criticism. Keeping in view the course aims to include some of the literary theories and approaches as accepted popularly among the critics.

COURSE OUTCOME:

Literary criticism is a theoretical and functional discipline that strengthens one's ability as literary critic. From this course

- Students will be able to acquire fundamental knowledge of literary criticism and able to work in the specific area of their choice.
- Demonstrate critical thinking and scientific reasoning in literary criticism and review.

COURSE OUTLINE

Unit-1:(a) Classification of Literary Genres, (b) Why study Literature, (c) Purpose and Study of Literary Criticism, Types of Literary Criticism

Unit-2: Poetics: Aristotelian Concept, New Criticism, Marxist Criticism, Modernism and Post-modernism

Unit-3: Reader-response Criticism, Structuralism and Post-Structuralism/Deconstruction, Realism, Bakhtin and the Dialogic Principles.

Unit-4: Feminist Criticism, Cultural Studies/New Historicism, Post and Neo-Colonial Criticism.

Suggested Readings:

1. Aristotle. Poetics
2. Patricia Waugh (ed.). Literary Theory and Criticism
3. Rafey Habib. Modern Literary Criticism and Theory
4. Terry Eagleton. Literary Theory: An Introduction
5. Andrew Bennett & Nicholas Royale. An Introduction to Literature, Criticism and Theory
6. Paul Simpson. Stylistics: A Resource Book for Students
7. Virginia Woolf. A Room of One's Own
8. Simon de Beauvoir. The Second Sex (translation into English)
9. Selden Roman (etl.). A Reader's Guide to Contemporary Literary Theory
10. Brooker, Peter (ed.). Modernism/Postmodernism, London, 1972.
11. Delanty, G. Modernity and Postmodernity, London, 2000

BOD803C

Credit: 4, Total Class: 64

Paper Title: Study of Life-Writing (जिउखौरां थुनलाइ)

COURSE OBJECTIVE:

The course aims at discussing about the trends and tendency of life writing in Bodo language. Besides, the course intends to discuss its background and importance of study as an academic discipline. Life-writing is not only the

literary piece of writing it has a great significance from the sociological and historical perspective. This point of view will be taken into consideration.

COURSE OUTCOME:

The study of life writing has become increasingly well-accepted as the academic research. From this point of view the course has some point of importance in the field of Bodo studies. Students will be able to

- Understand literary and sociological aspects of life-writing texts.
- Read and interpret a series of life-writing texts in the context of cultural and literary history and able to develop skills of writing of life narrative.
- Understand moral and ethical value of life.

COURSE OUTLINE

Unit-I: Life-Writing as Non-Fiction sub-genre, Life-writing and its purpose, Forms of life-writing and salient features.

Unit-2: Background and Emergence of Life-writing in Bodo, Sociological and Historical significance of life-writing, various types of life-writing in Bodo.

Unit-3: Life-writing on Padmashree Madaram Brahma: Sociological and Historical approach.

Unit-4: Life-writing on Upendra Nath Brahma: Sociological and Historical approach.

Suggested Readings:

1. Donald J. Winslow. Life-Writing (A Glossary of Terms)
2. John A Garraty. The Nature of Biography
3. Richard Ellmann. Literary Biography
4. Mangalsing Hazowary: Padmashree Madaram Brahma, Guwahati: Bodo Sahitya Sabha, 1992.
5. Bidyasagar Narzari: Upendra Nath Brahma (Jiu ArwSansri), Dhaligaon: Chirang Publication Board, 2007.

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BOD804C

Credit: 4, Total Class: 64

Paper Title: Bodo Phonology (बर'' रावनि रिसारखान्थि)

COURSE OBJECTIVE:

The course aims to discuss about phonemic system of the Bodo language. The Bodo language has its own salient features and structure. This point of view will be noticed in different linguistic levels. Chiefly the course emphasize on the analysis of phonemic system in particular.

COURSE OUTCOME:

As human product language plays a vital role. It is like a tool of communication. Each vocal sound has own distinctive feature. The phonemic feature relating to the Bodo language is intelligible to each other and these are validating among speakers of the linguistic community. The study of distinctive phonemic feature of the Bodo language will make aware the speakers and the learners. As a whole this is the part of academic research that makes the language study convenient one. From the discussion –

- Students will be able to demonstrate one's own competence on linguistic performance.
- Will be able to increase soft skill for performance in workplace.
- Will be able to share acquired knowledge among the group and the others.

COURSE OUTLINE

Unit-1: Vowel Phonemes: classification of vowel phonemes, Phonemes and allophones, description and distribution, vowel sequence, characteristics of diphthong.

Unit-2: Consonant Phonemes: Classification of consonant phonemes, identification of phonemes, description and distribution of phonemes, identification of allophones, consonant sequence and cluster.

Unit-3: Supra-segmental features: characteristics of tone, type of syllable, juncture, intonation.

Unit-4: Phonetic similarity, introduction to IPA, phonetic and phonemic transcription, phonological change.

Suggested Readings:

1. Madhu Ram Boro. The Structure of the Boro Language
2. R.L. Varshney. An Introductory Text Book of Linguistics and Phonetics
3. C F Hockett. A Course in Modern Linguistics

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BOD805C

Credit: 4, Total Class: 64

Paper Title: Religious Literature (দৌহোরোম থুনলাই)

COURSE OBJECTIVE: The course aims to impart knowledge on religious literary tradition composed in Bodo language in particular; and at the same time, it aims to provide a specific knowledge on religious literary traditions in Indian perspective. Chiefly the course has a sociological significance to a great extent. It helps the students in acquisition of knowledge and understanding of the cultural values and histories.

COURSE OUTCOME:

- The students will be able to understand religious tradition and literary history relating to the religion in the social and cultural background.
- Besides, students will get an opportunity to acquire foundational knowledge about world view and religious belief.
- Will be able to disseminate ethical and moral values with the social group.
- Will be able to exchange cultural values.

COURSE OUTLINE

Unit-1: (a) Religious Studies and Its importance as an Academic field, (b) Religion as revelation in the Tradition of the Humanities, (c) Approaches to Studying religion, (d) Scope of Study of Religion from Sociological Perspective.

Unit-2: (a) Brief Introduction to the Indian Hindu Religious Literature: The Vedas (वेद), Ramayana (रामायण), Mahabharata (महाभारत), Bhagavad Gita (भागवद् गीता) (b) Cultural and Historical Importance of Indian Hindu Religious Literature.

Unit-3: (a) Religious Literature and Secular Literature, (b) Religious Literary Tradition in Bodo: past and present, (c) Bodo Religious Literature: various aspects, religious texts as resources of understanding cultural values of the society.

Unit-4: (a) Bathou Hymns: The Archaic and the Recent Trends, (b) The Quest of Spirituality, mysticism as revelation of humanity.

Suggested Readings:

1. Emile Durkheim. The Elementary Forms of the Religious Life
2. Peter Antes et al.: New Approach to the Study of Religion
3. Prasanna Kumar Khakhlauary. Bathou Nam Bwikhaguni Gidu
4. Bihu Ram Baro: Gibi-Bithai (Reprint), Barama: Nilima Prakashani
5. Bihuram Baro: Asarba
6. Madaram Brahma: Boroni-GudiSibsaArwAroj
7. Bhaben Narzi: Boro-Kacharir Somaj Aru Sanskriti, Guwahati: Bina Library

SEMESTER-III

BOD901C

Credit: 4, Total Class: 64

Paper Title: Women Writings in Bodo (বৰ'আইজোনি থুনলাইসোরজি)

COURSE OBJECTIVE: The course aims to study recent trends of women writing flourishing in Bodo language which able to contribute a lot towards the development of Bodo literature. Keeping in view the issue will be taken into account from the perspective of women and women hood as represented in the various literary texts. The study of text and context is also one of the major focuses of the course. Also from the point of gender and feminist issue the literary texts will be taken into consideration.

COURSE OUTCOME:

The course has a multidisciplinary outlook. Issue relating to the gender discrimination, female oppression, women psyche and other striking issues taken into consideration for discussion.

- From the issue based discussion students will be able to understand the essence of gender sensitization among the social group.
- Will be able to identify and demonstrate the links among gender, sexuality and social justice.

- Identify other differences such as class, race, nationality and physical capability.

COURSE OUTLINE

- Unit-1:(a) Women writing and Writing of Women from the perspective of Feminism: Indian and Western Outlook, (b) Feminism in Literature: The study of Sociological perspective, (c) Gender issues as represented in Literature.
- Unit-2: Trends and Tendency of Women writings in Bodo, Area of writings, Woman as author: Woman psyche and Representation in writing, Scope and Limitation of writing, Quest of promotion of Women writing- a perspective from Women Studies.
- Unit-3: Woman and Woman Hood in Fiction written by Women (Discussion will be done with special reference to the novel 'Bima Nwng OnthaiBikha' written by Anima Basumatary.
- Unit-4:(a) Representation of Woman and Woman Psyche, (b) Voice of Woman (c) Woman and Womanhood(Discussion will be done with special reference to the short stories Jarman Bilai by Jamuna Brahma, "Khwulwbwr" and "Thangkhi" by Uttara Bwiswmuthiary, Bendwng and Sarogesi by Meena Kherkatary, Baykhwnda Sathaarw Laothi Gojo by Suniti Basumatary.)

Suggested Readings:

1. Swarna Prabha Chainary (ed.). Boro Sungdo Soloni Bwhwithi Dahar, New Delhi: Sahitya Akademi
2. Swarna Prabha Chainary (ed.). Boro Thunlaiao Aijw, New Delhi: Sahitya Akademi
3. Virginia Woolf. A Room of One's Own, London: Hogarth Press, 1929.
4. Simone de Beauvoir. The Second Sex, London: Vintage Books
5. Patricia Waugh (ed.). Literary Theory and Criticism, New York: Oxford University Press, 2006.
6. Julie Stephens. Article entitled "Feminist Fictions: A Critique of the Category 'Non-Western Woman' in Feminist Writings on India" published in the volume Subaltern Studies VI edited Ranajit Guha published by Oxford University Press, New Delhi, 1989.
7. Ranajit Guha. Article entitled "Dominance without Hegemony and Its Historiography" published in the volume Subaltern Studies VI edited by Ranajit Guha published by Oxford University Press, New Delhi, 1989.

BOD902C

Credit: 4, Total Class: 64

Paper Title: 21stCentury Bodo Fiction (নৈজিমে জৌথাইনি বর' সল' থুনলাই)

COURSE OBJECTIVE:

21st Century Bodo fiction demonstrates some striking features. This is not only the imaginative interpretation of the story; but also a realistic discourse of social phenomenon. Fiction writers of this language have observed the multiple happenings that occurred in different context of the society. As the creative art story telling is a means of witnessing human behaviour, social aspirations, culture, history and everything else. That is why literature is an important discipline that should be studied from the sociological and historical perspectives. Keeping in view, the course intends to study some of the fictions which are considered as the representative focussing 21st Century Bodo society.

COURSE OUTCOME:

- Understand changing scenario of the Bodo society, culture, history, politics and other issues of the 21st century.
- As academic discussion students will be able to relate themselves with an extensive field that is popularly known as the study of sociology of literature.
- Will be able to augment qualitative knowledge and able to identify own strength on subject specific area for growth.
- Understand reading and re-reading of literary texts in the cultural and historical context.

COURSE OUTLINE

- Unit-1: Elements of fiction, Significance of study of Fiction, Function of fiction, Fiction and Non-fiction Genre.
- Unit-2:21st Century Bodo Novel: Regionalism and Multiple happening of the contemporary society, Narrative as the Social discourse. (Discussion will be done with special reference to the novel entitled "Khwmsiniphrai Swrangthing" written by Katindra Swargiary).
- Unit-3: 21stCentury Bodo Short Story as the Narrative discourse of contemporary society. (Discussion will be done with special reference to the short stories of Z. D.Basumatary,Janil Kumar Brahma and Gobinda Basumatary)

Suggested Short Story:

1. Z. D.Basumatary (Lama-Sama, Mister Hibridni Gwlwmdwi Arw Mwdwi, Gongse Udang OkhrangniSingao)

2. Janil Kumar Brahma (Mansi Geder, Hama Ayong and Uwal)
3. Gobinda Basumatary: (Udwi, Garai dakhwn and Gari bigwma)

Unit-4: 21st Century Bodo Drama as the narrative of Social discourse (Discussion will be done with special reference to 'Jaikhlongao Bema Je' written by Jatindra Nath Baro).

Suggested Readings:

1. E.M. Foster. Aspects of Novel
2. Anil Kumar Baro. A History of the Bodo Literature, New Delhi: Sahitya Akademi
3. Manoranjan Lahary. Boro Thunlaini Jarimin, Kokrajhar: Onsumoi Library
4. Swarna Prabha Chainary. Boro Phaothaini Bijirnai, Barama: NilimaPrakashani
5. Swarna Prabha Chainary(ed.). Boro Sungdo Soloni Bwhwithi Dahar, New Delhi: Sahitya Akademi

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BOD903C

Credit: 4, Total Class: 64

Paper Title: Contemporary Indian Poetry (अथिखाल भारतारि खन्थाइ)

COURSE OBJECTIVE: Contemporary Indian literature is a composite term. It comprises many of the literature flourishing among the linguistic communities throughout the India. Indian literature has a unique identity because of its cultural diversity which encompasses in the literary discourses. The multiple voices of Indian people may also be witnessed in the tangible literary texts. Keeping in view the course aims to select a major literary genre for an observation and analysis. Literally the course comprises some selected contemporary Indian poetry to focussing its thematic aspect, form and structure.

COURSE OUTCOME: Though the course is purely a study of contemporary Indian poetry it will give a scope to conceive a positive attitude towards the Indian literature.

- Students shall be able to be acquainted with diverse cultural philosophy of Indian people as focused through the poetic discourse.
- Besides, students shall be able to know the scope of cross-regional analysis of the Indian poetry.
- Identity and recognize the sense of harmony among the people of India.

COURSE OUTLINE

Unit-1: Poetry from Eastern Indian Languages:

- (a) Assamese: ('Surya Stuti' by Samir Tanti and 'Kobi kontho' by Abani Chakravarty)
- (b) Bengali: 'Sarpatra' by Sukanta Bhattacharjya, 'Uttaradhikar, by Sunil Gongopadhyaya
- (c) Kok-Borok: (a) "GajriSom" translated by Brajendra Kumar Brahma from Kok-Borok poetry of Chandrakanta Muraching, (b) "Mabwla" translated by Swarna Prabha Chainary from Kok-Borok poetry of BijayDebbarma.
- (d) Nepali: Biphangni Daha by Indira Thapa (Translated by Badri Guragai), AngniHador- Nwng Mabrwii Dong by Krishna Pradhan (Translated by Baidhyanath Upadhyay)

Unit-2: Hindi Poetry:

Name of the poetry:

1. कुछ सूत्र जो एक किसान बाप ने बेटे को दिए -केदारनाथ सिंह
2. पुष्प की अभिलाषा -माखनलाल चतुर्वेदि
3. रोटी और संसद -धूमिल
4. भिक्षुक -सूर्यकांत त्रिपाठी निराला
5. चिड़िया का ब्याह -दिविक रमेश

Unit-3: Poetry from the South and South-West India:

(a) Kannada Poetry of H. S. Shiva Prakash to be studied. Title of the poems: 1. "Five Blind Men" 2. "What a Pilgrim Said"

(b) Sindhi Poetry of Vasdev Mohi to be studied. Poetry No. 1, 3, 6, 43

Unit-4: A Comparative Study of Contemporary Indian poetry regarding Bodo and other Indian Languages: Theme, Style and Aesthetic aspects.

Suggested Readings:

1. Indian Literature: Sahitya Academi
2. Like Mist Through Valleys: H.S. Shivprakash (translated into English from original Kannada by the poet)
3. Made of Ice: VasdevMohi (translated into English by Vinod Assudani& Ram H. Daryani from original Sindhi)

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BOD904SP-1

Credit: 4, Total Class: 64

Paper Title: Comparative Literature and Translation Studies (रुजुथाइ थुनलाइ आरो राव सोलायनाय)

COURSE OBJECTIVE: In the contemporary academic context the study of comparative literature has an effective role in transmitting information, knowledge and ideas. It is indeed necessary for emphatic communication among the linguistic, cultural or nation groups of people. As the field of literary studies, now a-day, comparative literature has become a scientific discipline dealing with the literatures of two or more linguistic community or groups. For intensive study it deals with the theoretical framework. In this course of study both theoretical and practical approaches will be taken into account.

COURSE OUTCOME: Ideally, the course aims to focus about essence of comparative study of literatures.

- From this course students will be able to bridge a frame of harmony, social awareness and cultural understanding among the cultures.
- Able to attain an extensive knowledge of Indian Literary tradition and interrelation.

COURSE OUTLINE

Unit-1: Conceptual Framework of Comparative Literature: (a) The Emergence of Comparative Literature (b) The Crisis of Comparative Literature (c) The Importance of Comparative Literature (d) Meaning and Scope of Comparative Literature (e) Comparative Literature as Interdisciplinary perspective, relationship between the comparative literature and cultural studies.

Unit-2: Schools of Comparative Literature: A. French School and American School, B. The Concept of Influence-positive and passive influence, The Concept of Reception, The Concept of Imitation and Borrowing, The Parallelism Theory, The Intersexuality Theory.

Unit-3: Translation Studies: Theories and Practice.

Unit-4: The Case of Bodo Literature: (a) Emergence of Comparative and Translation Literature in Bodo (b) Reception and Influence of Indian Literature (c) Men writing about women (d) Reading and Re-reading of mythical and legendary text.

Suggested Readings:

1. Susan Bassnett. Comparative Literature: A Critical Introduction, Oxford & Cambridge USA: Blackwell, 1993.
2. Robert J. Clement. Comparative Literature an Academic Discipline, New York: Modern Language Association of America, 1978.
3. M. Enani. Comparative Moment, Cairo: GEBO, 1996.
4. Henry Gifford. Comparative Literature, London: Rutledge & Kegan Paul, 1969.
5. Swapan Mazumdar. Comparative Literature, Calcutta: Papyrus, 1987.
6. Harold Bloom. The Anxiety of Influence: A Theory of Poetry, New York: Oxford University Press, 1973.
7. Patricia Waugh (ed.). Literary Theory and Criticism, New York: Oxford University Press, 2006

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BOD904SP-2

Credit: 4, Total Class: 64

Paper Title: Morphology of the Bodo Language (बर' रावनि महरखान्थि)

COURSE OBJECTIVE: The course will attempt to discuss the structure and features of morphology of the Bodo language. Belonging to the Tibeto-Burman group of languages the Bodo language demonstrates its own peculiarity inherited from the proto-source; besides it has acquired linguistic elements from different linguistic sources. This point of view will also be taken into consideration as one of the striking linguistic features. The major area of study will confine within the two aspects: (a) structure of words, word boundary, minimum free form, lexeme, idiom and morpheme (b) functional distribution of affixes, contextual distribution and semantic application.

COURSE OUTCOME:

- From the study students will be able to understand linguistic structure of the language.
- Also able to acquire linguistic competence for application.
- Able to communicate effectively in the concerned language in a diverse context of speaking.

COURSE OUTLINE

Unit-1: Theoretical Concept: (a) Basic concept of Morphology, Morpheme, Morph, Allomorph, Morphological conditioning, Zero-morpheme, (b) Classification of Morphemes: Lexical and Grammatical Morphemes, Free Morpheme and Bound Morphemes, (c) Root and Affixes (d) Inflection and Derivation (e) Class-maintaining

and Class-changing derivational suffixes (f) Bound Bases (g) Compounding (h) word boundary and lexeme, minimum free form.

Unit-2: Structure of Bodo Words: (a) Conceptual complexity of words, Word Classes or Lexical categories, (b) Structural components of different word-classes: Noun, Pronoun, Verb, Adverb, Adjective, (c) Syllabification of words, (d) Process of word formation, System of Reduplication, Types of Compounds.

Unit-3: (a) Classification of Affixes, functional representation of affixes, (b) Function of postposition and Conjunction.

Unit-4: Reception and adaptation: morphological elements of different origin (the case of affix and words), loan translation from other languages to Bodo.

Suggested Readings:

1. R.L. Varshney. An Introductory Text Book of Linguistics and Phonetics, Bareilly: Student Store, 1992 (6th Edition).
2. Charles F. Hockett. A Course in Modern Linguistic, New Delhi: Oxford & IBH Publishing Co.Pvt.Ltd, 1970 (Indian Edition).
3. MadhuramBaro. Structure of Boro Language, NL Publication, Panbazar
4. Phukan Ch. Baumatary. Boro Raoni Mohorkhanthi, Baganpara: Nilima Prakashani (Reprint)
5. Swarna Prabha Chainary. Boro Raokhanthi, Baganpara: Nilima Prakashani, 2011 (3rd Edition).
6. Sharad Rajimwale. Elements of General Linguistics (Vol.1), New Delhi: Rama Brothers
7. Rochelle Lieber. Introducing Morphology, CUP, 2009
8. Pavol Stekauer & Rochelle Lieber (ed.). Hand Book of Word Formation, Spinger, Netherlands, 2005.
9. Peter H. Matthews. Morphology, CUP, 1991
10. Niladri Sekhar Dash. A Descriptive Study of Bengali Words, Delhi: CUP, 2015

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BOD905OE-1

Credit: 4, Total Class: 64

Paper Title: Ecology and the Bodo Folk-Culture (आबहावा आरो बर' सुबुं-हारिमु)

COURSE OBJECTIVE: Cultural behaviour of a social group or a community is undoubtedly shaped due to influence of ecosystem. Therefore it is said that culture is learned and acquired by group of people to fulfil human needs. Keeping in view the course is designed to impart knowledge about how culture of a social group is made up of ecosystem; and it is a process of 'biological adaptation' that a group of the people extensively shared among them. Besides the course aims to study how the people of a social group acquired knowledge to cohabit within the sphere of ecological balance. Some of the striking points to be taken into discussion are: subsistence technology, subsistence economy, cultural behaviour, recreation, marriage system, quest of food gathering and clothing.

COURSE OUTCOME:

- Able to increase sense of awareness to ecology of culture.
- Identify and realize relations between culture and ecological ethics.
- Identify sense of co-habitation in the diverse cultural context and live within the context of their ecosystem.

COURSE OUTLINE

Unit-1: (a) Concept of Cultural Ecosystem, Cultural ecosystem service, cultural interaction between man and environment, Significance of the study of Ecology of Culture as the inter-disciplinary approach, (b) The Concept of Culture: Main Features of Culture, Ethnocentrism and Cultural Relativism, Components of Culture, Culture Region, Culture and its Levels, Cultural Universals, Culture and its influence on People's behaviours.

Unit-2: The case of Bodo society: (a) subsistence technology (domestic tools and utensils, agro-based tools and implements, tools used for hunting and food gathering), (b) the organization of work (distribution of work among the sex and age group, work organization by wage labour and contractual labour, voluntary work organization), (c) subsistence economy (relies on natural resources to provide basic needs like food, shelter, clothing, hunting, fishing etc. It is different from the market economy).

Unit-3: The case of Bodo Society: Cultural and Ideological Behaviour (This unit aims to study about cultural and ideological behaviour that has been learned from the social experiences through the ages. Cultural behaviour is also adapted within the sphere of ecosystem. This point of view will be taken into discussion. Suggested contents of study are: (a) Myths of origin, the belief system and the social functions, (b) Ideological

representation of the rituals and customary laws, (c) Nature worship, Ancestor worship, Monotheism and Polytheism, (d) recreational behaviour).

Unit-4: The Case of Bodo Society: Social organization (Discussion will be done from Cultural Anthropological point of view)

- (a) The Family Structure (Types of Families), Functions of Family, (b) Types of Marriage, Rules of Marriage, Marriage Payments, Trends in and Problems of contemporary Marriage and the Family (c) Clan identity and Surnames, Family and Kinship Terminology.

Suggested Readings:

1. BhabenvNarzi. Boro Kacharir Somaj Aru Sanskriti, Bina Library
2. Kameswar Brahma. Aspects of Social Folk-customs of the Bodos, Bina Library
3. Mark Q.Sutton& E.N. Anderson. Introduction to Cultural Ecology, New York: Alta Mira Press, 2010
4. Zerihun Doda. Introduction to Socio-cultural Anthropology, Ethiopia Public Health Training Initiative, June 2005.
5. Boro Harimuni Mahar Mushri: Birendra Giri Basumatary
6. Bwisagu arw Harimu: Laksheswar Brahma
7. Serja Sifung: Rohini Kr. Brahma
8. Subung Harimuni Rifithai: Dhireswar Boro Narzee
9. Boroni Ayen: Sukumar Basumatary
10. John Holden. The Ecology of Culture, London: City University, January 2015.
11. R. Guha. Social Ecology, Delhi: Oxford University Press, 1994.
12. Peter B. Hammond. An Introduction to Cultural and Social Anthropology, New York: Macmillan Publishing Co., Inc, 1978 (Second edition).

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BOD905OE-2

Credit: 4, Total Class: 64

Paper Title: Sociolinguistics and Dialectology (समाज रावबिगियान आरो रावसासानथौ)

COURSE OBJECTIVE: The Course aims to impart theoretical as well as practical knowledge on the emerging area of linguistics designated as sociolinguistics and dialectology. Both the subject has constant interest to the sociological and anthropological view point for in-depth study. How the cultural and geographical context stress to influence in linguistic variation will be discussed from a theoretical perspective. Special attention will be given on the sociolinguistic study of Boro Language. Thus a data-based study will be done on the dialectal variation as extant among the Bodo speakers. This is one of the objectives of the course.

COURSE OUTCOME:

- Able to understand the relation between language variation and social context. Linguistic discourse varies group to group. Therefore, the linguistic variety becomes a hindrance for communicating ideas among the social groups. Conceptually language is nothing but a means of communication and transference of ideas.
- Students will be able to realize the perspective of sociology of language.
- Recognize factors leading to language change and cultural diversity.

COURSE OUTLINE

Unit-1: Sociolinguistics and its scope of study, sociolinguistics and sociology of language, relationships between sociolinguistics and other related disciplines.

Unit-2:(a) Speech Community, Monolingual, Bilingual and Multilingualism (b) Urban Dialectology: Social Dialects, Urban Dialects, Social Dialect Continua (c) Registers: Registers and Dialects (d) Mixture of Varieties: Code-switching, Code mixing, Borrowing, Pidgin, Creole (e) Social Differentiation and Language.

Unit-3:(a) Language and Dialect, Mutual Intelligibility, Language, dialect and accent, (b) Dialect Geography: The Impetus for Dialect Geography, An outline History of Dialect Geography, Geographical Dialect Continua, Methods of Dialect Geography, Process of Standardisation of a Dialect, Regional Dialects and Isoglosses, Pattern of Isoglosses, Bundles, Grading of Isoglosses.

Unit-4: Bodo Language and Dialect Geography: Mutual Intelligibility and Regional Variation, Regional Dialects and Linguistic Variations.

Suggested Readings:

1. J.K. Chambers & Peter Trudgill. Dialectology, Cambridge: CUP, 2004 (2nd Edition)
2. R.A Hudson. Sociolinguistics, Cambridge: CUP, 1996 (2nd Edition)

3. D. Bickerton. Dynamics of a Creole System, CUP, 1975
4. J.K. Chambers. Sociolinguistic Theory: Language variation and Social Significance, Oxford: Blackwell, 1995
5. S. Romaine. Pidgin and Creole Languages, London and New York: Longman, 1988
6. Miriam Meyerhoff. Introducing Sociolinguistics, London & New York: Routledge, 2006
7. Phukan Ch. Basumatary. Raosanthou Arw BoroRaosa, Barama: Nilima Prakashani

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SEMESTER-IV

BOD1001C

Credit: 5, Total Class: 80

Paper Title: Creative Writings and the Bodo Literature (सोरजिलु थुनलाइ आरो बर' थुनलाइ)

COURSE OBJECTIVE: The paper will offer an opportunity to the students to learn some techniques of composition in a pragmatic way; and on the other hand students will be able to get methodological lesson of creative writings to a great extent.

COURSE OUTCOME:

- Able to understand, identify and use principles of creative writing.
- Able to Identify and foster the creative potential.
- Will be able to develop personal style, form, technique and mode of creative writing.
- Will be able to articulate textually grounded interpretations of literary genre.
- Able to read text closely for form, aesthetics, content, genre and literary significance.

COURSE OUTLINE

Unit-1: Types of Writing, Elements of Writing, Steps for writing, Writing Skill Improvement.

Unit-2:(a) Creative writing and Non-creative Writing: Its definition, Types, Purpose, and Techniques used in the writings (b) Key differences between Creative writing and Non-creative writing (c) Language used in both the types of writings (d) The Writer as the Artist.

Unit-3: Elements of writings: (a) Poetry (b) Fictions (c) Memoir, Biography and Auto-biography.

Unit-4: (a) Creative Writing: A Case study in Bodo Literature, Review on Creative Writings (with special reference to Poetry writing in Bodo).

Suggested Readings:

1. Steven Earnshaw (ed.). The Hand Book of Creative Writings. Edinburgh: Edinburg University Press, 2007.
2. Harold Boloom. The Anxiety of Influence: A Theory of Poetry. New York: Oxford University Press, 1973.
3. Rob Pope. Creativity, Theory, History, Practice. London: Routledge, 2005.
4. Judith Barrington. Writing the Memoir: From Truth to Art. Portland: The Eighth Mountain Press, 1997.

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BOD1002SP-1

Credit: 5, Total Class: 80

Paper Title: Study of the Special Authors (जर'खा थुनलाइगिरि)

COURSE OBJECTIVE: In this course students will have to study comprehensively about creative writings of the some particular authors as suggested in the syllabus. The writings of particular authors are significant in terms of theme and style; and the issue of writing is also a striking point of discussion. Keeping in view a sociological viewpoint will have to consider while discussing the text.

COURSE OUTCOME:

- Able to understand and identify personal style, technique and background of writer's creative work.
- Identify and understand the writer's voice as represented in the writing.
- Able to understand society and worldview of the writings.

COURSE OUTLINE

Unit – 1:Dharani Dhar Wary

Anthology of poetry entitled 'Mwdwi'

Unit – 2: Nilkamal Brahma

Anthology of short stories entitled "Silingkhar"

Unit – 3: Brajendra Kr. Brahma

Anthology of essays entitled “Khobam Dwrwdnai Ziu”

Unit – 4: Bidhyasagar Nazary

A historical Novel entitled ‘Khaspurni Hangma’

Suggested Readings:

1. Madhuram Baro. The History of Boro Literature
2. Anil Kumar Baro. A History of Bodo Literature, New Delhi: Sahitya Akademi
3. Swarna Prabha Chainary. Boro Solomani Bijirnai, Baganpara: Nilima Prakashani, Reprint edition
4. Anil Boro. Boro Thunlaini Mohor-Mushri
5. Rakhao Basumatary: Boro Sungdo soloni Zarimin
6. E. M. Foster: Aspects of Novel
7. Uday Dutta: Chuti Golpo

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BOD1002 (SP-2)

Credit: 5, Total Class: 80

Paper Title: Study of Tibeto-Burman Languages (तिब्बत-बार्मारि राव संजिरनाय)

COURSE OBJECTIVE: In this course an observation and study will be done on the Tibeto-Burman group of languages particularly on the Bodo group of languages. A comparative and historical point of view will be taken for analysing the linguistic structure. Typologically TB group of languages demonstrate common features; also process of historical reconstruction may be observed to a great extent. This point of view will be taken into discussion.

COURSE OUTCOME:

- Able to understand history of Tibeto-Burman languages.
- Able to understand reconstruction of Tibeto-Burman Languages.
- Able to recognize genealogical relation of languages belonging to the same family.

COURSE OUTLINE

Unit-1:(a) History and Classification of Tibeto-Burman Languages, Common features of Tibeto-Burman Languages, the Sino-sphere and the Indo-sphere elements in Tibeto-Burman Languages, (b) Tibeto-Burman reconstruction- a view point of Matisoff.

Unit-2: Study of Tibeto-Burman Languages in the NE India: scholarly research by the Western as well as European and the Native Linguists, Literature review on the works of Tibeto-Burman Linguists.

Unit-3: (a) Tibeto-Burman Phonology: Research done by Benedict and Matisoff (b) Comparative Phonology (with special reference to the Bodo, Rabha and Kokborok languages).

Unit-4: (a) Tibeto-Burman Morphology (a comparative study will be done among the Bodo group of languages with special reference to the Bodo, Rabha and Kokborok), (b) Comparative Vocabulary (with special reference to the Bodo, Rabha and Kokborok languages).

Suggested Readings:

1. Paul K. Benedict. Sino-Tibetan A Conspectus, CUP, 1972.
2. James A. Matisoff. Hand Book of Proto-Tibeto-Burman: System and Philosophy of Sino-Tibetan Reconstruction, University of California Press, 2003.
3. Austin Hale. Research on Tibeto-Burman, Berlin: Mouton Publishers, 1982.
4. Phukan Ch. Basumatary. Boro and Rabha: Two Tibeto-Burman Languages of North East India, Germany: Lambert Academic Publishing, 2013.
5. Phukan Ch. Basumatary. Rabha Tribes of North East Bengal and Bangladesh, New Delhi: Mittal Publications, 2010.
6. Swarna Prabha Chainary. Tibeto-Burman Languages of North East India, New Delhi: Mittal Publications, 2014
7. Kumud Kundu Choudhury. Kokborok Bhasha SiksharAsar, Agartala: Jora Publications, 2008.
8. Prabhas C. Dhar. Kak-Kuthumma, Agartala: Tribal Research Institute, 1987.

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BOD1003OE-1

Credit: 5, Total Class: 80

Paper Title:Folk-Culture of the Tribes of North East India (सा-सानजा भारतनिद्राइबेलफोरनिसुबुं-हारिसु)

COURSE OBJECTIVE: The North-East is a hub of tribal culture and languages. They have distinct culture and social philosophy. Within the ecological and geographical sphere of the North East India they are preserving cultural traits and behaviour in course of time and space. It is to be noted that among the tribes of the NE India racial similarities may be witnessed to a great extent. This point of view will be discussed comprehensively. The principal aim of the study is to understand cultural and racial affinities of the tribes of NE India.

COURSE OUTCOME:

- Able to understand diverse cultures of North East India, society, and cultural history as a whole.
- Students will be able to get awareness to the cultural harmony among the tribes and across region and abroad.
- Understanding the tribal culture, life and lore of the society.

COURSE OUTLINE

Unit-1: The North East India: (a) a hub of Tribal culture and languages, (b) Ethnicity and Ethnocentrism among the Tribes (c) The way of life and ethical living, General characteristics among the Tribal (d) Nature worship (attitude to Forest, Water, God, Animals and other natural beings and objects).

Unit-2: Ideology: (a) Religion and World view, Religious Rituals and beliefs, Nature worship, Ancestor worship, Monotheism and Polytheism, (with special reference to the Tribes Bodo, Rabha, Mising, Kokborok and Naga Tribes.)

Unit-3: The Material Needs: (a) Shelter (b) Clothing (c) Manufacturing and traditional technology (d) Quest for Food and Food habit (with special reference to the Tribes Bodo, Rabha, Mising, Kokborok and Naga Tribes.)

Unit-4: The Family and Kinship: (a) The Family structure, Forms of marriage, (b) Rules of Descent, (c) Status of women in Tribal Society, (d) Work organization, (with special reference to Bodo, Rabha, Mising, Kokborok and Naga Tribes).

Suggested Readings:

1. Athikho Kaisii & Heni Francis Ariina. Tribal Philosophy and Culture, New Delhi: Mittal Publications
2. Bhaben Narzi. Boro-Kocharir Somaj Aru Sanskriti, Bina Library
3. Kameswar Brahma. Aspects of Social Folk-customs of the Bodos, Guwahati: Tribal Research Institute, 1989.
4. Peter B. Hammond. An Introduction to Cultural and Social Anthropology, New York: Macmillan Publishing Co., Inc., 1978.
5. Bhriyumuni Kagyung. Mising Sanskritir Alekhya, Guwahati, 1989
6. Rajen Rabha. The Rabhas, Guwahati: ABILAC, 2002.
7. Mani Rabha. Rabha Sanskritir Dhara, Tikrikilla: Bantho Library, 1975.
8. L.P. Vidyarthi & Binay Kr. Rai. The Tribal Culture of India, New Delhi: Concept Publishing. Co, 1985.

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BOD1003OE-2

Credit: 4, Total Class: 80

Paper Title: Bodo Syntax and Semantics (बर' रावनि बाभ्राखान्थि आरो अँथिखान्थि)

COURSE OBJECTIVE: The aim of the course is to study the syntax and semantics of the Bodo language. These two aspects will be discussed separately from the syntactic and semantic view point. It is expected that the study will give a focus on the structure of the language.

COURSE OUTCOME:

- Able to realize linguistic competence.
- Able to develop skill of discourse.
- Able to understand and use skilfully structure of language.

COURSE OUTLINE

Unit-1: The study of sentence: The concept of Bloomfield and Noam Chomsky.

Unit-2: The Bodo Syntax: Theoretical and Pragmatic approach.

Unit-3: Semantics: A Conceptual Framework (Based on the concept of Palmer and other Linguists).

Unit-4: Study of semantic structure with special reference to the Bodo Language.

Suggested Readings:

1. David Crystal. The Cambridge Encyclopaedia of Language, New York: CUP, 1997.
2. F. R. Palmer. Semantics: A New Outline, New York: CUP, 1976.
3. M.Bréal. Semantics: Studies in the Science of Meaning, London: Heinemann, 1900.
4. Phukan Ch. Basumatary. Raobigiyanni Phora, Baganpara: Nilma Prakashani

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BOD1004DPW

Credit: 6, Contact Hour: 80

Paper Title: Dissertation/ Project Work (संजिरनाय खामानि)

COURSE OBJECTIVE: The Research work is a part of academic programme. The work aims to facilitate students in research work with necessary and scientific knowledge on research method. There are two levels of learning process: one is to perform through internal activities assigned by the Course Teachers and the other is to perform by preparing Dissertation or Project Report on the topic assigned by the Course Teacher/ Supervisor.

COURSE OUTCOME:

- Students will be able to understand and acquire knowledge in terms of theoretical and analytical method for application in their research work.
- Able to develop innovation mindset to search for new knowledge.
- Able to develop critical and analytical thinking on research question and develop creativity in research.
- Identify and utilize necessary methodologies to address the research question and objective.

(N.B: Orientation classes on Research Methodology and Ethics will be organised by the Teacher. Students are compulsorily expected to attend each of the classes. Failure to attend the class will be considered a matter of negligence to the teaching-learning process and the course. The faculty member will provide proper guidance and direction to the students and assist in supervision of research work.)

- Marks distribution: (i) Internal: 30 marks and (ii) External (Preparation of Dissertation or Project Report including Viva-Voce Test): 60+10
- Internal Examination refers to the Synopsis writing and presentation on the proposed research work by the respective students.

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BOD706S (SEC1)

Paper Title: Bodo Food Habits and Food Processing (बर'नि जानाय हुदा आरो संनाय-खावनाय)

Credit: 2, Total Class: 32

COURSE OBJECTIVE: The course aims to give information about traditional food habits of the Bodos as well as to impart knowledge of traditional food processing extant among the Bodos. Thus it aims to make aware the students about traditional food processing with practical knowledge.

COURSE OUTCOME: Able to acquired hands on knowledge on the preservation and preparation of the traditional food as extant among the community.

Unit: 1: Identification of Bodo Food habits, Characteristics, Traditional Knowledge relating to food habits, food habits as code of ethnic identity of the Bodos, benefit of food processing

Unit: 2: Method of Ethnic Food Processing, composition of ingredients of food processing, ethnic food production and marketing avenue in the age of global perspective.

BOD802S (SEC 2)

Paper Title: Traditional Bodo Costume (बर'नि दोरो गाननाय-जोमनाय)

Credit: 2, Total Class: 32

COURSE OBJECTIVE: The course aims to provide hands on knowledge of traditional weaving system of attire of the Bodo community.

COURSE OUTCOME: Able to know the traditional knowledge system relating to the attire weaving as extant among the Bodos from generation to generation. The knowledge makes the student aware to be self-reliant in lively hood.

Unit-1: The Bodo ethnicity and its representation in costume design, variety of Bodo costume, colour preference and traditional method of colour fabrication, related traditional knowledge, commercialization and market value of traditional attire

Unit-2: tools relating to traditional costume production, the art of floral design and kinds of flower-patterned in costume.

Suggested Reading:

1. Bhaben Narzee: Boro-Kacharir Somaj Aru Sanskriti
2. Birendra Giri Basumatary: Boro Harimuni Mohor-Mushri
4. Kameswar Brahma: Aspects of Social Folk-customs of the Bodos

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