

**FOUR YEAR UNDER-GRADUATE PROGRAMME (FYUGP) IN BODO
DIBRUGARH UNIVERSITY
Department of Bodo**

□ **THE PREAMBLE**

The Bodo language is a developing language of North-East India. This language has been included as one of the Indian languages in the 8th Schedule of the Indian Constitution in the year 2004. This language is also an associated official language in the state of Assam. The written literature of Bodo is developed from the middle part of the Nineteenth Century. The medium of instruction of Bodo language has been started since 1963 and now it is extending up to the secondary level. Now the Post Graduate Programme MA in Bodo is offered in Gauhati University, Bodoland University, Dibrugarh University and Cotton University. The under graduate Programme is offered in Bodo language in some affiliated Colleges under Dibrugarh University.

As per the NEP 2020, the Government of India has given more emphasis on multilingualism and the promotion of regional languages. The government has also made arrangements for imparting education through mother tongue education in schools up to fifth standard. The curricular frame work of Under-graduate programme of Bodo in Dibrugarh University is prepared as per the NEP 2020. The objective of the programme is to prepare the students with new dimensions of knowledge related to Bodo studies and related knowledge emerging in the current perspective.

The courses of FYUG Programme in Bodo incorporated are 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. The programme comprises interdisciplinary area of study for building the competent students so that they will be able to conduct academic research on literary genre and related areas.

The curriculum for Bodo at undergraduate level therefore, has incorporated certain new domains of teaching and learning in order to cater to the recent needs of contemporary society. Besides, the study of literary and folklore genres of the Bodo incorporating with intra and inter disciplinary perspective is taken into consideration regarding in depth study. It would be very beneficial to prepare students for literary practice in this language.

The course will give knowledge to the students in the fields of natural sciences, social sciences and humanities, environmental sciences, languages and communication skills, along with relevant subject knowledge. Students will also be given opportunity to be involved in research by conducting a project work, especially under the supervision of the teacher.

□ **INTRODUCTION:**

The Under Graduate syllabus shall be of 8 Semesters covering four academic sessions. The programme entitled Four Year Under-Graduate Program (FYUGP) in Bodo Subject aims to disseminate knowledge to the Under-Graduate students with a new dimension related to Bodo studies in the particular area of Language, Literature, Culture and comparative study. The prime objective of the programme is to bring out the skills and potentials of the students and to provide them with an understanding ability. The contents for teaching-learning are literary genres, critical review and literary theory, comparative study of literature, language and culture with a view to provide an interdisciplinary perspective of the study. It is believed that the study of literature, language and culture as an academic discipline is part of the process of acquiring knowledge. In light of this perspective, the programme exhibits educational and social importance.

The structure of the Four Year Under-Graduate Program (FYUGP) in Bodo curriculum of Dibrugarh University has been designed as per the National Education Policy (NEP) 2020 of India. The Bachelor of Arts in Bodo degree will be of either three or four-year duration, with multiple exit options within the duration with suitable certification. Under-Graduate Certificate after completion of one year, Under-Graduate Diploma after completion of two years, Bachelor's degree in the programme after completion of three years will be provided to the students. Flexibility of learning is also a fundamental key of the programme. The students will get opportunity to learn the multidisciplinary education, with major and minor options chosen by the students. The course curriculum will be revised from time to time if necessary.

The main purpose of the FYUG programme is to promote each student's conceptual development in both academic and non-academic aspects. Students will be able to develop communication skill, self-directing, critical thinking, and analytical competence, moral and ethical values. These attributes will support the students to enrich their individual strength of knowledge.

□ **AIMS OF FOUR YEAR UNDER-GRADUATE PROGRAMME (FYUGP) IN BODO:**

The main aims of Four Years Under-Graduate Programme (FYUGP) in Bodo are-

1. To provide knowledge about the Bodo Language, Literature and Culture to the learners.
2. To enhance the students knowledge through the comparative studies in Folk Literature, culture, and language of Assamese and Bodo.
3. To develop the students communication skill through practical studies of the Bodo language along with the subject concern knowledge.
4. To develop the capabilities of the students to critically evaluate and analyse of the recent trends of Bodo literature.

□ **GRADUATE ATTRIBUTES OF THE FYUGP IN BODO:**

Graduate Attributes include both disciplinary knowledge related to the Particular disciplinary and Generic attributes. They are qualities and a graduate should be acquired and demonstrate. Graduate Attributes of the FYUGP in Bodo are as follows:

1. **Disciplinary knowledge:** The graduate should have the ability of demonstrating comprehensive knowledge and understanding of one or more disciplines.
2. **Critical thinking:** Ability to apply critical analytical thought to a body of knowledge of Bodo literature and language and Culture.
3. **Information/digital literacy:** The graduate should develop the ability to use ICT in different learningsituations; demonstrate ability to access, evaluate and use a variety of relevant information sources and use appropriate software for analysis of data.
4. **Research-related skills:** The graduate should have the ability to inquiry for asking relevant questions, problematizing, synthesizing and articulating.
5. **Moral and ethical awareness:** The graduates will be able to embrace moral and ethical values in conducting their day-to-day life and use ethical practices in all work for society.
6. **Reflective thinking and Problem solving:** The graduates should enrich the ability to understand and use their competencies to solve different kinds of non-familiar problems.
7. **Communication Skill:** The student will be able to express their thoughts and ideas effectively in oral and written communicative skills to convey disciplinary knowledge and to communicate the results of studies undertaken in an academic field such as constructs and techniques of the subject(s) of study, Career development, soft skills and employability required for higher education and placements.
8. **Cooperation and Multicultural competence:** The graduate will be acquiring knowledge of the values and beliefs of multi-cultures of North-East on the global perspective.

• **PROGRAMME OUTCOMES (PO) IN BODO:**

- PO 1.** Development of spoken and written communication skills for an efficient personality in the concerned academic discipline.
- PO 2.** Acquire literary and linguistic knowledge regarding career in the subject specific field, like-social work, mass-media, regional language, professional writing and translation etc.
- PO 3.** Able to enhance critical and analytical thinking, which will help the student in problemsolving.
- PO 4.** Acquire knowledge about the tribal language and literature of the North-East India alongwith the Comparative study on Indian literature.
- PO 5.** Understanding of moral and ethical values.
- PO 6.** Understanding of interdisciplinary knowledge and basic computer knowledge.
- PO 7.** Apply knowledge on methods and scientific skills regarding the research work as well as dataanalysis of literary, linguistic and cultural study.

9. PROGRAMME SPECIFIC OUTCOMES (PSOs):

The Four Years Undergraduate Programme in Bodo will enable a student to:

- PSO 1:** Understand the historical evolution and explore the development of Bodo language, literature and culture from its inception to modern times.
- PSO 2:** Gain insights into the various forms of Bodo prose, including essays, travelogues, and autobiographies.

PSO 3: Acquire practical skills in the Bodo language, enhancing their proficiency in reading, writing, and speaking.

PSO 4: Compare and contrast the traditional costumes of Assamese and Bodo communities, understanding their cultural significance.

PSO 5: Enhancing their personality development by studying exemplary works from Bodo and Assamese literature.

PSO 6: Analyze and compare folk literature from Assamese and Bodo traditions.

PSO 7: Overview of Indian literature across different languages and periods.

PSO 8: Overview of the languages spoken in North-East India, their linguistic features, and cultural contexts.

PSO 9: Study of various folk festivals in Assam, their origins, and cultural significance.

PSO 10: Understand major theories and practices of literary criticism from Eastern and Western perspectives.

- **TEACHING LEARNING PROCESS:**

The programme allows to use varied pedagogical methods and techniques both within classroom and beyond.

- Lecture
- Tutorial
- Power point presentation
- Documentary film on related topic
- Project Work/Dissertation
- Group Discussion and debate
- Seminars/workshops/conferences
- Field visits and Report/Excursions
- Mentor/Mentee

- **TEACHING LEARNING TOOLS:**

- White/Green/Black Board
- Projector
- Smart Television for Documentary related topic
- LCD Monitor
- WLAN

- **ASSESSMENT:**

- Home assignment
- Project Report
- Class Presentation: Oral/Poster/Power point
- Group Discussions
- In semester examinations
- End Semester examinations

COURSE STRUCTURE OF SEMESTER WISE FOR THE FOUR YEARS UNDER GRADUATE PROGRAMME (FYUGP) IN DIBRUGARH UNIVERSITY AND ITS AFFILIATED COLLEGES AS PER UGC CREDIT FRAMWORK OF DECEMBER, 2022

YEAR	SEMESTER	COURSE	TITLE OF THE COURSE	TOTAL CREDIT
Year-1	1st Semester	C-1	Introduction to History of the Bodo Literature	4
		Minor-1	Bodo Prose Literature	4
		GEC-1	Introduction to Tribal Literature of Assam	3
		AEC-1	Practical Knowledge of the Bodo Language (Modern Indian Language)	4
		VAC-1/ VAC-2	Understanding India / Health and Wellness	2
		SEC-1	Computer Application for the Bodo Language	3
		Total		
	2nd Semester	C-2	Growth and Development of the Bodo Language	4
		Minor-2	Traditional Knowledge Systems of the Bodo	4
		GEC-2	Comparative Study of Traditional Costumes of the Assamese and Bodo	3
		AEC-2	English Language and Communication Skills	4
		VAC-3	Environmental Science	2
		SEC-2	Handloom and Textile of the Bodo	3
		Total		
UG Certificate			40	
Year-2	3rd Semester	C-3	Study on the Bodo Culture	4
		C-4	Contrastive Study of the Bodo and Assamese Language	4
		Minor-3	Comparative Study of Folk Literature of Assamese and Bodo	4
		GEC-3	Personality Development through the Study of Bodo & Assamese Literature	3
		VAC-4	Yoga Education	2

		SEC-3	Art and Craft of Various Tribes of Assam (Select any one Tribe from Bodo, Mising, and Deori)	3
		Total		20
	4 th Semester	C-5	Bodo Poetry	4
		C-6	Structure of the Bodo Language	4
		C-7	Study of the Bodo Novel and Short Story	4
		C-8	Women Contribution in Bodo Literature	4
		Minor-04	Introduction to Languages of North-East India	4
		Total		20
	UG Diploma			80
Year-3	5 th Semester	C-9	Introduction to the Languages of Assam	4
		C-10	Study of Bodo Drama	4
		C-11	Culture of Assam (Assamese, Mising, Rabha & Karbi)	4
		Minor-5	Children Literature of The Bodo	4
		Internship/Community Engagement	(I+CE) Or (I)/(CE)	2+2 or 4
		Total		20
	6 th Semester	C-12	Literary Criticism (Eastern & Western)	4
		C-13	Study of the Cognate Languages of Bodo	4
		C-14	Studies on Languages of Assam	4
		C-15	Bodo Prose Literature (Essay, Travelogue, Autobiography & Biography)	4
		Minor-6	Folk Festival of Assam	4
Total		20		
UG Degree			120	
Year-4	7 th Semester	C-16	Translation Studies and Bodo Literature	4
		C-17	Indian Literature	4
		C-18	Socio-linguistics in the Context of Bodo Language	4
		Minor-7	Sociological Perspective in Bodo Novel & Short Story	4

		Research/ Dessertation	Research Ethics and Methodology	4
			Total	20
	8 th Semester	C-19	Application of Bodo Grammar and Lexicon	4
		C-20	Comparative Literature	4
		Minor-8	Modern Bodo Poetry	4
		Dissertation/ DSE	Selected any topic on Language/Literature/Culture of the Bodo Community as well as other Communities of Assam	8/4+4
		Total		20
Honours Degree				160

Abbreviation Used:

- C= Major
- GEC= Generic Elective Course/Multi Disciplinary Course
- AEC= Ability Enhancement Course
- SEC= Skill Enhancement Course
- VAC=Value Added Course

FOUR YEARS UNDER GRADUATE PROGRAMME IN BODO

Department of Bodo

Dibrugarh University

SEMESTER-I

Title of the Course : Introduction to History of the Bodo Literature

Course Code : BODC-1

Nature of the Course : Major

Total Credit : 4 Credits

Distribution of Marks : 60 (End Sem.) + 40 (In-Sem.)

Course Description:

This course is a core course of Bodo which is designed for major learners in Bodo. This course will provide basic knowledge of the history of Bodo literature, trends and tendencies of literary works of Bodo literature, development history of fiction and non-fiction of Bodo literature.

Course Objectives:

- **To explore the historical development** of Bodo literature from its origins to contemporary times, tracing its evolution through various literary epochs and movements.
- **To examine the socio-cultural influences** that shaped Bodo literature, including interactions with neighboring cultures, colonial impact, and modern influences.
- **To analyze key literary figures and their contributions** to the growth of Bodo literature, studying their thematic concerns, stylistic innovations, and enduring impact.
- **To understand the thematic diversity** of Bodo literary works across genres such as poetry, prose, drama, and folk literature, identifying recurring motifs and cultural expressions.
- **To foster critical thinking and analytical skills** through the close reading and interpretation of selected Bodo literary texts, encouraging engagement with literary theory and contextual analysis.
- **To appreciate the significance** of Bodo literature in fostering cultural identity, linguistic pride, and community cohesion among Bodo-speaking people.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO 1: Understand about the Early history of the Bodo literature.

ILO 1.1: Acquire knowledge on Periodization of the history of Bodo Literature.

ILO 1.2: Define various views on Periodization of Bodo literature.

ILO 1.3: Acquire knowledge on the development of Bodo literature in Early period.

CO 2: Understand about the Missionary period of Bodo literature.

ILO 2.1: Define the development of the Bodo language (Grammar).

ILO 2.2: Understand the development of the Bodo folk literature in Missionary period.

ILO 2.3: Acquire knowledge on overall contribution of Missionaries in the development of Bodo literature.

CO 3: Understand about contribution of ‘Bibar’ and ‘Olongbar’ in the development of Bodo literature.

ILO 3.1: Get knowledge on development of Bodo Journals.

ILO 3.2: Acquire knowledge on the development of Prose and Poetry in Bodo literature.

ILO 3.3 Acquire knowledge on the development of drama and short story in Bodo literature.

CO 4: Understand about the development of Bodo literature in modern period.

ILO 4.1: Describe about the modern period of Bodo literature.

ILO 4.2: Describe about the development of Bodo Novels in modern period.

ILO 4.3: Describe about the development of Bodo short stories in modern period.

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge	CO4	CO1				
Conceptual knowledge		CO2, CO3		CO4		
Procedural knowledge						
Metacognitive Knowledge						

Course Contents with unit, marks, and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours	Marks
I	Periodization of the history of Bodo Literature: a. Different views of writers about the Periodization of History of Bodo literature	12	2	-	14	15
II	Introduction to the Bodo Literature of Missionary Period: a. Development of the Bodo language (Grammar) b. Development of the Bodo folk literature.	12	2	-	14	15
III	a. Introduction to the Bodo Literature of Bihar & Alongbar Period b. Contribution of Bihar & Alongbar in the Development of Bodo literature. c. Development of the Bodo Poetry in Bihar & Alongbar	14	2	-	16	15
IV	a. Introduction to the Bodo Literature of Modern Period b. Development of the Bodo Novels c. Development of the Bodo short stories	14	2	-	16	15
	Total	52	08	-	60	60

Where, L: Lectures T: Tutorials P: Practical

Mode of In-Semester assessment:

(40 Marks)

1. Two sessional Examinations:

10+10=20 Marks

2. Any two of the following activities listed below-

10+10=20 Marks

(i) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course.

Suggested Reading:

1. Monaranjan Lahary, (1991). *Boro Thunlaini Jarimin*; Onsumwi Library, Kokrajhar.
2. Anil Boro, Gwdan Boro Thunlai; Onsumwi Library, Kokrajhar.
3. Riju Kr. Brahma, *Boro Thunlaini Jarimin Arw Thunlai Bijirnai*; Bodo Publication Board, Kokrajhar
4. Dharanidhar Wari, *Boro Thunlaini Mohor*; P.K. Publising Guwahati.
5. Brahma, Brajendra Kr. *Thunlai Arw Sansri*; Onsumwi Library, Kokrajhar.
6. Guneswar Muchahary, *Thunlai Bijirnai*; Onsumwi Library, Kokrajhar.
7. Anil Kr. Boro, *A History of Bodo Literature*; Sahitya Akademi, New Delhi.

Semester-I

Title of the Course : **Bodo Prose Literature**
Course Code : **BODM-1**
Nature of the Course : **Minor**
Total Credit : **4 Credits**
Distribution of Marks : **60 (End Sem.)+ 40 (In-Sem.)**

Course Description:

This is a minor course of Bodo designed for the learners of minor in Bodo. In this course the learners will learn about the Bodo prose literature. They will also get information on the early and modern prose literature development in Bodo literature.

Course Objectives:

- To explore the evolution and development of Bodo prose literature from its early beginnings to contemporary forms, examining its stylistic evolution and thematic diversity.
- To analyze the socio-cultural context that influenced the emergence and growth of Bodo prose literature.
- To study prominent themes and narratives in Bodo prose literature, exploring how authors address issues of identity, community, social change, and historical memory.
- To examine the contributions of key authors and literary figures in shaping the landscape of Bodo prose literature, focusing on their unique styles, narrative techniques, and thematic concerns.
- To develop critical reading and interpretative skills through the analysis of selected Bodo prose texts, engaging with literary theory and contextual frameworks to deep understanding.
- To appreciate the significance of Bodo prose literature in preserving language, documenting oral traditions, and fostering cultural resilience among the Bodo-speaking community.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO 1: Ensured the concept of prose literature and the development of Bodo prose literature.

ILO 1.1: Define concept of Prose literature.

ILO 1.2: Understand about the Bodo Prose literature.

ILO 1.3: Describe the development of Bodo Prose literature.

CO 2: Acquire knowledge on early Bodo Prose literature.

ILO 2.1: Understand about the early Bodo Prose literature.

ILO 2.2: know the revolution in Bodo literature.

ILO 2.3: Understand the community upliftment through the prose literature.

CO 3: Acquire knowledge on Modern Bodo Prose literature.

ILO 3.1: Critical thinking and analysis.

ILO 3.2: Cultural and Historical awareness

ILO 3.3: Creative and Imaginative Thinking

CO 4: Learn about the evolution of short stories and novels.

ILO 4.1: Ethical and Moral Reflection

ILO 4.2: Enhanced Analytical Skill

ILO 4.3: Cultural and Social Understanding

ILO 4.4: Lifelong learning and enjoyment

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge	CO1					
Conceptual knowledge		CO1, CO2, CO3, CO4				
Procedural knowledge				CO3, CO4		
Metacognitive Knowledge			CO4		CO4	CO3

Course Contents with unit, marks, and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours	Marks
I	Development of the Bodo Prose Literature	12	2	-	14	15

II	Early Bodo Prose: a. Akhol Danai by Nomal Chandra Boro b. Hariyari Methai by Isan Chandra Muchahary c. Bwisagu by Pramod Ch. Brahma	12	2	-	14	15
III	Modern Bodo Prose: a. Binanao Nibedita by Nil Kamal Brahma b. Bagurumba Mwsanai Mwnse Bizirnai By Liladhar Brahma c. Borophwrni Gwdwni Khela by Chanakya Brahma	14	2	-	16	15
IV	Novel: a. Daini ? by Monoranjan Lahary Short Story: a. Ang phwiphingwn by Z. D. Basumatary b. Zido Novemberni Aronai by Janil Kr. Brahma	14	2	-	16	15
Total		52	08	-	60	60
<p><i>Where, L: Lectures T: Tutorials P: Practical</i></p> <p><u>Mode of In-Semester assessment:</u> (40 Marks)</p> <p>1. Two sessional Examinations: 10+10=20 Marks</p> <p>2. Any two of the following activities listed below- 10+10=20 Marks</p> <p>(i) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course.</p>						

Suggested Reading:

1. Monaranjan Lahary, (1990). *Boro Thunlaini Jarimin*; Onsumwi Library, Kokrajhar.
2. Anil Boro, *Gwdan Boro Thunlai*; Onsumwi Library, Kokrajhar.
3. Riju Kr. Brahma, *Boro Thunlaini Jarimin Arw Thunlai Bijirnai*; Bodo Publication Board, Kokrajhar
4. Dharanidhar Wari, *Boro Thunlaini Mohor*; P.K. Publising Guwahati.
5. Brajendra Kr. Brahma, *Thunlai Arw Sansri*; Onsumwi Library, Kokrajhar.
6. Guneswar Muchahary, *Thunlai Bijirnai*; Onsumwi Library, Kokrajhar.
7. Madhuram Baro, *The History of the Bodo Literature*; N.L.Publication,Guwahati
8. Swarna Prabha Chainary, (2002). *Boro Phaothai Bijirnai*; Nilima prakasani, Barama
9. Arpana Konwar, (2023). *Golpaguccha* (Solo Bidang); Published by CSL, DU.

Semester-I

Title of the Course	: Introduction to Tribal Literature of Assam
Course Code	: BODGEC-1
Nature of the Course	: Generic Elective Course
Total Credits	: 3 Credits
Distribution of Marks	: 60 (End Sem.+ 40 (In-Sem.))

Course Description: This course is a Generic Elective course of Bodo which is interdisciplinary. The main aims of this course are to give a basic introduction about the Tribal Literature of Assam, its growth and development.

Course Objectives:

- To introduce students to the rich diversity of tribal literature in Assam, exploring its historical roots, cultural significance, and unique literary traditions.
- To examine the socio-cultural contexts that have shaped tribal literature in Assam.
- To analyze key themes and motifs prevalent in tribal literature.
- To study the contributions of notable tribal authors and poets, investigating their literary styles, narrative techniques, and thematic concerns within the broader framework of tribal literature.
- To foster an understanding of the significance of tribal literature in promoting cultural diversity, linguistic heritage, and community resilience among tribal communities in Assam.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO 1: Understand of Tribal literature of Assam.

ILO 1.1: Define concept of Tribal literature of Assam

ILO 1.2: Understand the history of Tribal literature of Assam.

ILO 1.3: Recognition of Oral Traditions of Tribal of Assam.

CO 2: Comprehensive Understanding of Diverse Tribal Literatures of Assam.

ILO 2.1: Define the concept of Folk Literature and Written literature.

ILO2.2: Understand about the Folk literature of Bodo, Rabha, Karbi, Mising.

ILO 2.3: Understand the characters of Folk Literature.

CO3: Describe the various types of contributions made by missionaries to Bodo, Rabha, Karbi and Mising literatures.

ILO 3.1: Identify the major missionaries who contributed to the development of Bodo, Rabha, Karbi and Mising literatures and describe their roles.

ILO 3.2: Explain the historical context in which missionaries engaged with Bodo, Rabha, Karbi and Mising communities and their literature.

ILO 3.3: Summarize the types of literary works (e.g., translations, original writings) produced by missionaries in Bodo, Rabha, Karbi and Mising languages.

CO 4: Analyze and evaluate the contribution of missionaries to the Development of Tribal Literature.

ILO 4.1: Analyze the methods used by missionaries to document and develop tribal languages and literature.

ILO 4.2: Critically evaluate the impact of missionary contributions on the preservation and transformation of tribal literature.

ILO 4.3: Compare the contributions of different missionaries or missionary groups to various tribal literatures.

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge	CO1, CO2, CO3					
Conceptual knowledge		CO1, CO2, CO3				
Procedural knowledge				CO4		
Metacognitive Knowledge					CO4	

Course Contents with unit, marks, and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours	Marks
I	An Introduction to Tribal Literature of Assam	10	02	-	12	15
II	A brief Introduction of Tribal literature of Bodo, Rabha, Karbi, Mising: a. Development of Folk literature of Bodo & Rabha b. Development of Folk literature of Karbi & Mising	10	02	-	12	15
III	Contribution of Missionaries to the development of the Tribal Literature in written form (Bodo and Rabha)	08	02	-	10	15
IV	Contribution of Missionaries to the development of the Tribal Literature in written form (Karbi and Mising)	09	02	-	11	15
	Total	37	08	-	45	60

Suggested Reading:

1. Malina Devi Rabha, *Rabha Sahityar Itihas*
2. Upen Rabha Hakasham, *Rabha Bhasa Aru Sahitya*
3. Sanaran Deury, *Deury Bhasha Sahitya Somaj*; Bina Library, Guwahati
4. Ramanika Gupta, (ed.) *Tribal Writers of India*

Semester-I

Title of the Course	: Practical Knowledge of the Bodo Language
Course Code	: BODAEC-1
Nature of the Course	: Ability Enhancement Course
Total Credit	: 4 Credits
Distribution of Marks	: 60 (End Sem.) + 40 (In-Sem.)

Course Description:

This course is designed as an ability enhancement course aimed at equipping students with practical skills in understanding, speaking, reading, and writing the Bodo language. Bodo is a significant language of the Tibeto-Burman family, spoken primarily in Assam, India. This course focuses on developing foundational language skills through immersive and interactive learning activities. Students will engage with the Bodo language in real-world contexts, enhancing their communicative competence and cultural understanding.

Course Objectives:

- To develop proficiency in spoken and written communication in the Bodo language, enabling practical use in everyday contexts.
- To acquire fundamental skills in Bodo phonetics, grammar, vocabulary, and sentence construction, facilitating accurate language production and comprehension.
- To enhance reading and writing abilities in Bodo through practice exercises, aimed at improving literacy and fluency in the language.
- To promote cultural appreciation by exploring Bodo literature, traditions, and idiomatic expressions embedded within the language.
- To foster intercultural communication by understanding nuances of Bodo communication styles and cultural contexts, enabling effective interaction within the Bodo-speaking community.
- To prepare students for practical applications of the Bodo language in various domains such as education, administration, and cultural preservation.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO1: Understand basic spoken of Bodo language and respond appropriately in everyday conversational contexts.

ILO1.1: Define and explain key phonological concepts and terms relevant to the Bodo language.

ILO 1.2: Identify and describe the inventory of Bodo phonemes (consonants and vowels) and their distinctive features.

ILO 1.3: Analyze the phonological structure of Bodo words, including segmental and suprasegmental features (e.g., Articulation, gemination, intonation).

ILO 1.4: Interpret and apply phonological rules and processes in Bodo, such as assimilation, vowel harmony, and elision.

ILO 1.5: Transcribe Bodo speech accurately using the International Phonetic Alphabet (IPA), with attention to both phonemic and phonetic details.

CO2: Communicate effectively in Bodo using appropriate vocabulary, grammar, and pronunciation for common social and practical interactions.

ILO 2.1: Define the structure and morphological features of Bodo nouns, including noun classes, case markings, and number distinctions.

ILO 2.2: Identify the inflectional, Derivational patterns of Bodo adjectives, including degree of comparison.

ILO 2.3: Describe the structure of verbs, including tense, aspect, mood of Bodo.

ILO 2.4: Apply knowledge of Bodo noun structure to construct and analyze noun phrases, demonstrating correct use of case markers and pluralization.

CO3: Read, and comprehend simple texts written in Bodo, including short stories, articles, and cultural materials.

ILO 3.1: Define key grammatical units, including morphemes, words, phrases, clauses, and sentences, and explain their roles in language structure.

ILO 3.2: Describe the characteristics and functions of different types of morphemes and their contribution to word formation.

ILO 3.3: Identify various phrase structures and clause types within sentences.

ILO 3.4: Explain the syntactic and semantic relationships between grammatical units and their role in constructing meaningful sentences.

ILO 2.5: Evaluate sentence structures by identifying and analyzing grammatical units and their roles in forming complex sentences.

ILO 2.6: Create syntactically correct sentences by combining and arranging grammatical units according to standard grammatical rules.

CO4: Write basic sentences and short paragraphs in Bodo, demonstrating correct use of grammar, vocabulary, and syntax.

ILO 4.1: Define the concept of prefixes and suffixes in Bodo language.

ILO 4.2: Identify common prefixes and suffixes in Bodo and their grammatical functions.

ILO 4.3: Explain how prefixes and suffixes modify the meaning or function of base words in writing.

ILO 4.4: Analyze the impact of prefixes and suffixes on word formation and meaning in Bodo written texts.

ILO 4.5: Evaluate the appropriateness of using specific prefixes and suffixes in different writing contexts of Bodo.

ILO 4.6: Apply knowledge of prefixes and suffixes to enhance vocabulary and sentence structure in writing.

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge	CO1, CO2, CO3, CO4					
Conceptual knowledge		CO1, CO2, CO3, CO4		CO1, CO4		
Procedural knowledge			CO1, CO2, CO4			
Metacognitive Knowledge					CO3	CO3

Course Contents with unit, marks, and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours	Marks
I	Introduction to phonology: a. Phoneme, phone and allophone b. Articulation, Use of Tone, Use of Pitch and Intonation	12	3	-	15	15
II	Word Structure: a. Noun b. Adjective c. Verb	12	3	-	15	15
III	Grammatical Units: a. Number, Gender, Case and Case marker b. Verb Structure	12	3	-	15	15

IV	Writing Skill : a. Grammatical functionUses of Prefix & Suffix b. Syntactical Structure and its uses	12	3	-	15	15
	Total	48	12	-	60	60
<p style="text-align: center;"><i>Where, L: Lectures T: Tutorials P: Practical</i></p> <p style="text-align: center;"><u>Mode of In-Semester assessment:</u> (40 Marks)</p> <p>1. Two sessional Examinations: 10+10=20 Marks</p> <p>2. Any two of the following activities listed below- 10+10=20 Marks (i) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course.</p>						

Suggested Reading:

1. Phukan Basumatary, (2005). *An Introduction to the Boro Language*; Mital publication, New Delhi
2. Swarna Prabha Swinary, (2006) *Boro Raokhanthi*, Nilima Prakasani, Barama, Assam
3. Madhuram Baro, (1990), *Structure of Boro Language*, N.L.Publication, Guwahati
4. Madhuram Baro, (1990), *Historical Development of the Boro Language*, N.L. Publication, Guwahati
5. P.C. Bhattacharya, (1977) *A Descriptive Analysis of the Boro Language*, Gauhati University Press, Guwahati

Semester-I

Title of the Course	:	Computer Application for the Bodo Language
Course Code	:	BODSEC-1
Nature of the Course	:	Skill Enhancement Course
Total Credit	:	3 Credits
Distribution of Marks	:	60 (End Sem.) + 40 (In-Sem.)

Course Description:

This course is a Skill Enhancement course (AEC) of Bodo designed to introduce students to the development and utilization of computer applications specifically tailored for the Bodo language community. This course integrates practical skills in software development with a focus on promoting Bodo language learning, cultural preservation, and community engagement through technological solutions.

Course Objectives:

- To familiarize students with the use of computer applications specifically designed for the Bodo language, enhancing their proficiency in digital language tools.
- To develop practical skills in typing, editing, and formatting Bodo texts using software such as Ramdhenu, Win Lipi, Rodali, Abre, Akruti, Boot GIST Surekh (32-bit), and others.
- To enable students to create, edit, and manipulate Bodo language documents, including letters, reports, and academic papers, using appropriate software.
- To facilitate learning of Bodo language input methods and keyboard layouts, ensuring accurate and efficient data entry in digital environments.
- To promote the use of digital resources and online platforms for Bodo language research, communication, and dissemination of information.
- To prepare students for professional applications of Bodo language skills in fields.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO1: Fundamental Understanding of Computers.

ILO 1.1: Define about the concept of computer, technologies, and applications.

ILO 1.2: Describe the basic components of a computer system, including hardware and software.

ILO 1.3: Explain the functions and interactions of CPU, memory, storage devices, input/output peripherals, and operating systems.

ILO 1.4: Discuss ethical and legal issues related to computer use, including copyright, privacy, security, and responsible digital citizenship.

CO2: Basic Operation:

ILO 2.1: Navigate the Microsoft Word interface proficiently, including ribbon tabs, tools, and settings.

ILO 2.2: Create, format, edit, and save documents using Microsoft Word for various purposes, such as letters, reports, and essays.

ILO 2.3: Understand about the Microsoft word, Ramdhenu, Win Lipi, Rodali, Abre, Akruti, Boot GIST Surech (32 bit only)

ILO 2.4: Use Ramdhenu software for typing in Bodo language using Devanagari script with correct rendering and input methods.

ILO 2.5: Configure Ramdhenu settings for Bodo language typing preferences and keyboard layouts.

CO3: File Operations, Folder Management, Saving Documents, TDP (Composing, Editing, and Printing).

ILO3.1: Demonstrate the ability to open different types of files (e.g., documents, spreadsheets, presentations) using appropriate software applications.

ILO3.2: Create new folders, rename folders, and organize files into folders based on logical criteria.

ILO3.3: Save new documents with appropriate file names, file formats, and storage locations.

ILO3.4: Edit documents for content accuracy, clarity, grammar, spelling, and coherence using editing tools and proofreading techniques.

ILO3.5: Configure print settings, including paper size, orientation, page margins, and print quality parameters.

CO4: Email Account Management, Email Composition and Sending, PDF Creation and File Attachment, File Attachment in Email.

ILO 4.1: Create and set up an email account, including choosing a username, password, and configuring account settings.

ILO 4.2: Navigate and manage the email interface effectively, including inbox, sent items, drafts, and trash folders.

ILO4.3: Compose new emails, attach files, images, and documents to emails, ensuring compatibility, file size limits, and recipient preferences.

ILO4.4: Address emails correctly by entering recipient email addresses, CC, BCC fields, and managing contact lists.

ILO4.5: Generate PDF documents from various sources, including word processing software, spreadsheets, and presentations.

ILO4.6: Verify successful file attachment, preview attached files, and manage attachments before sending emails.

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge	CO1, CO4	CO1				
Conceptual knowledge		CO1, CO2			CO1	
Procedural knowledge			CO2, CO3, CO4			
Metacognitive Knowledge						

Course Contents with unit, marks, and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours	Marks
I	Introduction to Computer	08	2	-	10	15
II	Uses of Software: a. Microsoft word, Ramdhenu, Win Lipi, Rodali, Abre,Akruti, Boot GIST Surekh (32 bit only)	08	1	2	11	15

III	Opening a file, Folder and Saving; TDP (Composing, Editing & Printing)	08	-	4	12	15
1V	a Uses of Internet Email ID opening and mail sending. b PDF creation, attachment file	08	-	4	12	15
Total		32	03	10	45	60
<p><i>Where, L: Lectures T: Tutorials P: Practical</i></p> <p><u>Mode of In-Semester assessment:</u> (40 Marks)</p> <p>1. Two sessional Examinations: 10+10=20 Marks</p> <p>2. Any two of the following activities listed below- 10+10=20 Marks (i) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course.</p>						

Suggested Reading:

1. বৰা, দেৱজিত, কম্পিউটাৰত ব্যৱহৃত ব্যৱহাৰিক পাঠ, ইউনিকা প্ৰকাশনা
2. বৰা, দেৱজিত, সক সকলোৱে বাবে ইণ্টাৰনেট, ইউনিকা প্ৰকাশনা.যোৰহাট কম্পিউটাৰ
3. Kumar, Bittu. *Computer Basics*

Semester-II

Title of the Course	: Growth and Development of the Bodo Language
Course Code	: BODC-2
Nature of the Course	: Major
Total Credit	: 4 Credits
Distribution of Marks	: 60 (End Sem.) + 40 (In-Sem.)

Course Description:

This course is a core course of Bodo which provides a comprehensive exploration of the historical, linguistic, cultural, and sociopolitical factors that have influenced the evolution of the Bodo language over time. Through an interdisciplinary approach, students will examine the linguistic structure, dialectical variations, literary traditions, and contemporary challenges faced by the Bodo-speaking community. The course emphasizes critical analysis of primary sources, language documentation, and community engagement strategies aimed at preserving and promoting the Bodo language.

Course Objectives:

- To trace the historical evolution of the Bodo language, from its origins to its contemporary form, examining key linguistic developments and influences.
- To explore the socio-cultural factors that have contributed to the growth and development of the Bodo language, including interactions with neighboring languages, colonial impact, and modern influences.
- To analyze the structural features of the Bodo language, including phonology, morphology, syntax, and semantics, to understand its linguistic characteristics and typological features.
- To study the contributions of notable linguists, scholars, and organizations in standardizing and promoting the Bodo language, highlighting their efforts in language preservation and revitalization.
- To examine the role of Bodo literature and oral traditions in fostering language growth, identity preservation, and cultural resilience among Bodo-speaking communities.
- To promote awareness of the importance of linguistic diversity and language revitalization efforts in the context of Bodo language development.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO1. Understand the origin of the Bodo Language.

ILO 1.1: Describe the historical background and origin of the Bodo language.

ILO 1.2: Explain the theories and evidence regarding the origins of the Bodo language, including its ancient roots and migration patterns of Bodo-speaking communities.

ILO1.3 Identify the linguistic classification of Bodo within the Tibeto-Burman language family and its relation to other languages in the family.

CO2: Understand the Development of the Bodo Language Across Various Stages.

ILO 2.1: Explain the role of missionaries in the introduction of written script and formal education in the Bodo language.

ILO 2.2: Analyze the linguistic impact of missionary activities on the standardization and development of the Bodo language.

ILO 2.3: Evaluate missionary contributions to Bodo language, including translations of religious texts, grammar books, and dictionaries.

ILO 2.4: Describe the founding objectives and initiatives of the Bodo Sahitya Sabha in promoting Bodo language, literature, and cultural identity.

ILO 2.5: Evaluate the impact of Bodo Sahitya Sabha on the revitalization and standardization of the Bodo language through literary activities and publications.

CO3: Identify and Analyze Dialectical Features

ILO3.1: Identify phonetic, lexical, and syntactic differences between major Bodo dialects.

ILO 3.2: Describe variations in pronunciation, vocabulary usage, and grammatical structures across different Bodo dialects.

ILO 3.3: Evaluate the impact of dialectical variation on language standardization, education, and literary practices in the Bodo-speaking community.

CO 4: Understand the Uses of Script and Orthography.

ILO4.1: Describe the rationale behind the choice of script(s) used for writing the Bodo language.

ILO4.2: Apply practical skills in reading and writing the Devanagari script for Bodo language with accuracy and fluency.

ILO4.3: Acquire knowledge on Script movement for Bodo writing.

Course Outcome Representation with Blooms Taxonomy:

Cognitive Dimension	Knowledge	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge		CO1, CO2, CO3, CO4	CO1, CO2, CO3		CO2, CO3	CO2, CO3	
Conceptual knowledge		CO1, CO2	CO1, CO2, CO3, CO4		CO2, CO3	CO2, CO3	
Procedural knowledge			CO4	CO4	CO2, CO4		
Metacognitive Knowledge							

Course Contents with unit, marks, and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours	Marks
I	Origin of the Bodo Language	12	3	-	15	15
II	Development of the Bodo Language in different stages a) Missionary period b) After foundation of Bodo Sahitya Sabha	12	3	-	15	15
III	Dialectical variation of the Bodo Language	12	3	-	15	15
IV	Script and Orthography	12	3	-	15	15
	Total	48	12	-	60	60
<p><i>Where, L: Lectures T: Tutorials P: Practical</i></p>						

Mode of In-Semester assessment:**(40 Marks)**

- | | |
|--|----------------|
| 1. Two sessional Examinations: | 10+10=20 Marks |
| 2. Any two of the following activities listed below- | 10+10=20 Marks |
| (i) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course. | |

Suggested Reading:

1. Madhuram Baro, (1990), *Historical Development of the Boro Language*, N.L. Publication, Ghy
2. Rajendra Basumatary, (2002). *Rao Bigiyan*; Khorairbari, Assam
3. Swarna Prabha Chainary, & Phukan Basumatary, (2004) *Raoni Mohor*: Gumur Publications, Ghy
4. Aleendra Brahma, (2013). *Modern Bodo Grammar*, NL Publications Guwahati.

Semester-II

Title of the Course	: Traditional Knowledge System of the Bodo
Course Code	: BODM-2
Nature of the Course	: Minor
Total Credit	: 4 Credits
Distribution of Marks	: 60 (End Sem.) + 40 (In-Sem.)

Course Description:

The course "Traditional Knowledge System of the Bodo" explores the indigenous knowledge systems, practices, and cultural traditions of the Bodo community. Through a multidisciplinary approach, students will examine the ecological, spiritual, medicinal, agricultural, and socio-cultural aspects embedded within Bodo traditional knowledge. The course highlights the significance of oral traditions, rituals, folklore, and indigenous practices that have sustained the Bodo people for generations. Students will critically analyze the interplay between traditional knowledge, environmental sustainability, community resilience, and contemporary challenges faced by the Bodo society.

Course Objectives:

- To explore and understand the traditional knowledge systems of the Bodo community, including indigenous practices, beliefs, rituals, and ecological wisdom.
- To examine the socio-cultural contexts in which traditional Bodo knowledge systems have evolved, including their roles in community cohesion, identity formation, and sustainable livelihoods.
- To study the transmission and preservation of traditional Bodo knowledge through oral traditions, folklore, rituals, and customary practices.
- To analyze the intersections between traditional Bodo knowledge systems and contemporary challenges such as environmental conservation, healthcare practices, and agricultural techniques.

- To critically evaluate the implications of modernization, globalization, and cultural change on traditional Bodo knowledge systems, fostering discussions on adaptation and preservation strategies.
- To promote respect for indigenous knowledge systems and cultural diversity, highlighting their relevance in fostering resilience, sustainability, and community well-being.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO1: Comprehend the significance and application of traditional knowledge within cultural contexts.

ILO 1.1: Define and differentiate traditional knowledge from modern scientific knowledge systems.

ILO1.2: Identify examples of traditional knowledge across various cultural domains, such as agriculture, medicine, and ecological management.

ILO 1.3: Analyze the role of traditional knowledge in sustainable development and cultural preservation.

CO2: Explore and understand traditional knowledge in agriculture, including folk beliefs and instruments utilized within agricultural practices.

ILO 2.1: Identify and describe specific folk beliefs related to agricultural practices, such as planting rituals or superstitions.

ILO 2.2: Analyze the cultural significance and traditional practices associated with folk beliefs in agriculture.

ILO 2.3: Recognize and explain the traditional use and significance of folk instruments in agricultural activities, such as musical instruments used during planting or harvesting.

ILO 2.4: Compare and contrast traditional agricultural practices involving folk beliefs and instruments across different cultures or regions.

CO3: Explore and understand traditional social folk customs, focusing on their significance and practices related to festivals and marriage.

ILO 3.1: Identify and describe traditional practices and rituals associated with festivals in a specific cultural context.

ILO 3.2: Analyze the cultural significance and symbolism of traditional festivals within a community.

ILO 3.3: Explain the roles, responsibilities, and rituals involved in traditional marriage customs in a particular cultural setting.

ILO 3.4: Compare and contrast traditional social folk customs related to festivals and marriage across different cultures or regions.

CO4: Explore traditional knowledge in folk medicine, encompassing natural remedies and magical-religious practices.

ILO4.1: Identify and describe traditional natural remedies used in folk medicine, including plants, herbs, and other natural substances.

ILO4.2: Analyze the cultural beliefs and practices associated with natural folk medicine in addressing health and wellness.

ILO 4.3: Explain the principles and practices of magical-religious folk medicine, including rituals, charms, and spiritual healing methods.

ILO4.4: Evaluate the effectiveness and sustainability of traditional folk medicine practices in comparison to modern medical approaches.

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge	CO4	CO1, CO3, CO4				
Conceptual knowledge	CO3	CO2, CO4		CO1, CO2		
Procedural knowledge			CO2, CO3		CO3, CO4	
Metacognitive Knowledge						

Course Contents with unit, marks, and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours	Marks
I	Concept of Traditional Knowledge	10	2	-	12	15
II	Traditional Knowledge Related to Agriculture: a. Folk belief related to agriculture b. Folk instrument related to agriculture	12	4	-	16	15
III	Traditional Knowledge Related to Social Folk Customs: a. Related to festivals b. Related to marriage	12	4	-	16	15
IV	Traditional Knowledge Related to Folk Medicine: a. Natural folk medicine b. Magical-religious	12	4	-	16	15
	Total	46	14	-	60	60
<p><i>Where, L: Lectures T: Tutorials P: Practical</i></p> <p><u>Mode of In-Semester assessment:</u> (40 Marks)</p> <p>1. Two sessional Examinations: 10+10=20 Marks</p> <p>2. Any two of the following activities listed below- 10+10=20 Marks</p>						

(i) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course.

Suggested Reading:

1. Kameswar Brahma, (1989). *Aspects of Social Folk Customs of the Bodos*, Bina Library, Guwahati
2. Anil Kr. Baro, (2001). *Folk-literature of the Boros*; N.L. Publications, Guwahati
3. Binoy Kr. Brahma, *Borni Subung Harimu*; N.L. Publications, Guwahati

Semester-II

Title of the Course : **Comparative Study of Traditional Costumes of the Assamese and Bodo**
Course Code : **BODGEC-2**
Nature of the Course : **Generic Elective Course/Multi Disciplinary Course**
Total Credit : **3 Credits**
Distribution of Marks : **60 (End Sem.) + 40 (In-Sem.)**

Course Description:

This course is a Generic Elective course of Bodo which explores the rich textile heritage, design principles, cultural significance, and historical evolution of traditional costumes among the Assamese and Bodo communities. Through a comparative lens, students will examine the materials, weaving techniques, patterns, motifs, and socio-cultural contexts that define the traditional attire of these two distinct ethnic groups in Assam. The course emphasizes the aesthetic, functional, and symbolic aspects of traditional costumes, while also addressing contemporary adaptations and challenges in preserving textile heritage amidst globalization.

Course Objectives:

- **To compare and contrast** the traditional costumes of the Assamese and Bodo communities, exploring their historical evolution, cultural significance, and stylistic variations.
- **To examine the materials** and craftsmanship used in traditional Assamese and Bodo costumes, analyzing their cultural symbolism, functionality, and aesthetic appeal.
- **To study the socio-cultural contexts** in which traditional costumes are worn within the Assamese and Bodo communities, including their roles in rituals, ceremonies, and everyday life.
- **To analyze the influences** of geography, climate, social structure, and historical factors on the development and adaptation of traditional costumes among the Assamese and Bodo communities.
- **To evaluate contemporary trends** and adaptations in traditional costume designs among the Assamese and Bodo communities, considering factors such as globalization and cultural exchange.

- **To promote appreciation** for cultural diversity and heritage preservation through the study of traditional costumes, highlighting their role in fostering identity, community pride, and cultural continuity.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO1: Explore the concept of traditional costumes among the Assamese and Bodo communities, examining their evolution and continuity over time.

ILO 1.1: Identify and describe the traditional costumes worn by the Assamese and Bodo communities, including their materials, designs, and cultural significance.

ILO 1.2: Analyze the historical and cultural factors influencing changes in traditional costumes of the Assamese and Bodo over time.

ILO 1.3: Compare and contrast the continuity of traditional costume elements between the Assamese and Bodo communities amidst modern influences.

ILO 1.4: Evaluate the role of traditional costumes in preserving cultural identity and heritage within the Assamese and Bodo societies.

CO2: Examine the apparel traditions of the Assamese and Bodo communities, exploring their evolution, continuity, and adaptations over time.

ILO 2.1: Identify and describe traditional apparel worn by the Assamese and Bodo communities, including fabrics, styles, and accessories.

ILO 2.2: Analyze historical and cultural factors influencing changes in the apparel of the Assamese and Bodo communities over time.

ILO 2.3: Compare and contrast the continuity of apparel elements between the Assamese and Bodo communities amidst modern influences.

ILO 2.4: Evaluate the socio-cultural significance of traditional apparel in preserving identity and heritage within Assamese and Bodo societies.

CO3: Comprehend the intricate craftsmanship and cultural significance of ornaments crafted by the Assamese and Bodo communities.

ILO 3.1: Identify traditional materials and methods used in the manufacturing of ornaments by the Assamese and Bodo communities.

ILO 3.2: Analyze the cultural significance and symbolic meanings associated with ornaments in Assamese and Bodo cultures.

ILO 3.3: Compare and contrast the traditional uses and ceremonial roles of ornaments between the Assamese and Bodo communities.

CO4: Gain an understanding of the similarities and dissimilarities between the dress and ornaments of the Assamese and Bodo communities.

ILO 4.1: Identify and describe the traditional dress styles and ornamentation practices of the Assamese and Bodo communities.

ILO 4.2: Analyze the cultural contexts and historical influences that contribute to similarities in dress and ornaments between the Assamese and Bodo.

ILO 4.3: Compare and contrast the distinctive features and symbolic meanings associated with dress and ornaments in Assamese and Bodo cultures.

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge	CO1, CO3, CO4	CO1, CO2	CO2, CO3	CO3		
Conceptual knowledge	CO2	CO2, CO3		CO1, CO2		
Procedural knowledge				CO4	CO1, CO2, CO3, CO4	
Metacognitive Knowledge						

Course Contents with unit, marks, and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours	Marks
I	a. Concept of Traditional Costumes of Assamese and Bodo. b. Change and Continuity of Traditional Costumes of Assamese and Bodo.	10	2	-	12	15
II	a. Apparel of Assamese and Bodo. b. Change and Continuity of Apparel of Assamese and Bodo.	10	2	-	12	15
III	Manufacturing and uses of Ornaments of Assamese and Bodo	8	2	-	10	15
IV	Dress & Ornaments : Similarities and dissimilarities of Assamese and Bodo	10	1	-	11	15
	Total	38	07	-	45	60
<p><i>Where, L: Lectures T: Tutorials P: Practical</i></p> <p><u>Mode of In-Semester assessment:</u> (40 Marks)</p> <p>1. Two sessional Examinations: 10+10=20 Marks</p> <p>2. Any two of the following activities listed below- 10+10=20 Marks</p> <p>(i) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course.</p>						

Suggested Reading:

1. Kameswar Brahma, (1989). *Aspects of Social folk-custom of the Bodos*; Bina Library, Guwahati
2. Indira Boro, *Boro Agor*
3. Baneswar Basumatary, *Boro Aijwni Agor*
4. Binoy Kr. Brahma, (2017). *Borophwrni subung Adar Arw Gannai Jwmnai*

Semester-II

Title of the Course	:	Handloom and Textile of the Bodo
Course Code	:	BODSEC-2
Nature of the Course	:	Skill Enhancement Course
Total Credit	:	3 Credits
Distribution of Marks	:	60 (End Sem.) + 40 (In-Sem.)

Course Description:

The course "**Handloom and Textile of the Bodo**" is a Skill Enhancement Course of Bodo design for the students which delves into the rich tradition of handloom weaving and textile artistry unique to the Bodo community. This course explores the history, techniques, cultural significance, and socio-economic aspects of Bodo handloom textiles. Students will gain an understanding of the traditional weaving practices, patterns, and motifs that define Bodo textiles, as well as the role of handloom weaving in the cultural and economic life of the Bodo people. Emphasis will be placed on the preservation of traditional techniques, the adaptation of textiles to contemporary markets, and the impact of modern challenges on the Bodo handloom industry.

Course Objectives:

- To explore the traditional techniques and craftsmanship involved in Bodo handloom weaving, including the use of indigenous materials, dyeing methods, and weaving patterns.
- To examine the cultural significance of Bodo textiles, including their role in rituals, ceremonies, social customs, and everyday life within Bodo communities.
- To study the historical development of Bodo handloom weaving and textile production, tracing its evolution from ancient practices to contemporary innovations.
- To analyze the socio-economic impact of Bodo handloom weaving on local communities, including its contribution to livelihoods, income generation, and economic sustainability.
- To evaluate the ecological sustainability of traditional Bodo handloom practices, considering their use of natural fibers, eco-friendly dyeing techniques, and conservation of biodiversity.
- To promote awareness of Bodo textile heritage and craftsmanship, fostering appreciation for cultural diversity, traditional knowledge, and indigenous artistic expressions.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO1: Comprehend the types of traditional costumes and weaving techniques employed by the Bodo community.

ILO1.1: Identify and categorize different types of traditional costumes worn by the Bodo community.

ILO1.2: Describe the cultural significance and symbolism associated with specific types of traditional costumes among the Bodo people.

ILO 1.3: Explain the weaving techniques traditionally used by the Bodo community to create their clothing.

ILO 1.4: Analyze the artistic and technical aspects of Bodo weaving techniques, including materials used and patterns employed.

CO2: Understand of the textile designs and traditional color dyeing techniques practiced by the Bodo community.

ILO 2.1: Identify and describe traditional textile designs used by the Bodo community.

ILO 2.2: Analyze the cultural significance and motifs found in Bodo textile designs.

ILO 2.3 Explain the techniques and processes involved in traditional color dyeing methods practiced by the Bodo people.

ILO 2.4: Compare and contrast Bodo textile designs and traditional color dyeing techniques with those of other cultures or regions.

CO3: Understand the principles and practices involved in the sustainable development of Bodo textile production.

ILO3.1: Describe sustainable practices in Bodo textile production, including environmentally friendly sourcing of materials.

ILO3.2: Understand the economic impact of sustainable development on Bodo textile artisans and communities.

ILO3.3: Analyze the social and cultural benefits of sustainable practices in Bodo textile production for preserving traditional knowledge and heritage.

CO4: Critically examine the challenges and opportunities faced by Bodo textile traditions amidst globalization.

ILO4.1: Identify and analyze the economic challenges posed to Bodo textile industries by global competition and market dynamics.

ILO4.2: Evaluate the cultural implications of globalization on traditional Bodo textile practices, including potential loss of heritage and identity.

ILO4.3: Propose strategies to leverage globalization for the preservation and promotion of Bodo textile traditions while addressing socio-economic challenges.

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge	CO1	CO1, CO2		CO1, CO2	CO4	CO1
Conceptual knowledge		CO1, CO2, CO3		CO1, CO2, CO3, CO4	CO2, CO4	CO1, CO2, CO3
Procedural knowledge		CO2	CO1	CO2		CO4
Metacognitive Knowledge		CO3			CO3	CO3, CO4

Course Contents with unit, marks, and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours	Marks
I	(a) Type of Traditional Costumes (b) Weaving Technique of Bodo	10	2	-	12	15
II	(a) Textile designs of Bodo (b) Traditional Colour Dying	10	2	-	12	15
III	Sustainable Development of Bodo Textile	09	2	-	11	15
IV	Problems and prospects of Bodo Textile in the face of globalization	08	2	-	10	15
	Total	37	08	-	45	60
<p><i>Where, L: Lectures T: Tutorials P: Practical</i></p> <p><u>Mode of In-Semester assessment:</u> (40 Marks)</p> <p>1. Two sessional Examinations: 10+10=20 Marks</p> <p>2. Any two of the following activities listed below- 10+10=20 Marks</p> <p>(i) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course.</p>						

Suggested Reading:

1. Kameswar Brahma, (1989). *Aspects of Social folk-custom of the Bodos*; Bina Library, Guwahati
2. S.N. Chowdhury, *Muga Silk Industry*:
3. S.N. Chowdhury, *Irimuga pat*
4. S.N. Chowdhury, *Riha Udyuk*:

Semester-III

Title of the Course	:	Study on the Bodo Culture
Course Code	:	BODC-3
Nature of the Course	:	Major
Total Credit	:	4 Credits
Distribution of Marks	:	60 (End Sem.)+ 40 (In-Sem.)

Course Description:

This course is a core course of Bodo designed for the learners of Bodo major. This course will provide an in-depth exploration of the rich cultural heritage, traditional practices of the Bodo people. This course covers various aspects of Bodo culture, including their history, language, folklore, religious beliefs, social customs, arts, music, dance, and festivals. Students will gain a comprehensive understanding of the Bodo cultural identity, how it has evolved over time, and the ways in which it continues to adapt and thrive in the modern world. Emphasis will be placed on the interplay between tradition and modernity, and the cultural resilience of the Bodo community in the face of socio-economic and political changes.

Course Objectives:

- To examine the historical and cultural foundations of the Bodo community, including its origins, migration patterns, and socio-cultural evolution over time.
- To explore the socio-religious practices and belief systems of the Bodo community, including rituals, festivals, customs, and traditional knowledge systems.
- To analyze the linguistic heritage of the Bodo community, including the evolution of the Bodo language, dialectical variations, and its significance as a marker of cultural identity.
- To study the socio-economic structure of Bodo society, including traditional livelihoods, agricultural practices, craftsmanship, and economic contributions.
- To examine the contemporary issues facing the Bodo community, including challenges related to globalization, modernization, cultural preservation, and identity politics.
- To foster appreciation for Bodo cultural diversity, resilience, and contributions to regional and national heritage, promoting respect for indigenous knowledge systems and cultural expressions.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO1: Define culture and identify its essential elements, including beliefs, norms, values, language, and symbols.

ILO 1.1: Define culture and identify its significance in shaping human behavior and societal norms.

ILO 1.2: List and describe the core elements of culture, including language, religion, customs, traditions, and social norms.

ILO 1.3: Analyze the role of cultural elements in influencing individual identity and community cohesion.

ILO 1.4: compare and contrast different cultural practices and values across various societies.

CO2: Understand the historical context, migration patterns, settlement dynamics, and identity formation of the Bodo community.

ILO 2.1: Explain the historical context and causes of the Bodo migration.

ILO 2.2: Describe the settlement patterns of the Bodo community in their new regions.

ILO 2.3: Analyze the impact of migration on the identity and cultural evolution of the Bodo people.

ILO 2.4: Evaluate the historical sources and evidence related to the Bodo migration and settlement.

CO3: Understand the significance of food habits, dress, and ornaments within the context of material culture.

ILO3.1: Describe the traditional food habits of a specific culture.

ILO3.2: Identify and explain the significance of traditional dress within a culture.

ILO3.3: Analyze the cultural meanings and symbolism behind specific ornaments.

ILO3.4: Compare the material culture elements of food, dress, and ornaments across different societies.

CO4: Understand the role of festivals, faith and belief systems, and customary law in shaping social customs.

ILO4.1: Describe various festivals and their significance within a particular culture.

ILO4.2: Explain the impact of faith and belief systems on social customs and community practices.

ILO4.3: Analyze the role of customary law in maintaining social order and resolving conflicts within a society.

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge	CO1, CO4	CO1, CO2, CO3, CO4				
Conceptual knowledge		CO1, CO2, CO3, CO4		CO1, CO2, CO3, CO4	CO2	CO1, CO2, CO3, CO4
Procedural knowledge		CO2, CO3			CO2	CO2, CO3
Metacognitive Knowledge		CO4		CO1, CO3		CO4

Course Contents with unit, marks, and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours	Marks
I	Definition of Culture, Elements of Culture	12	3	-	15	15
II	Historical Perspective of the Bodo Migration, Settlement, Identity	12	3	-	15	15
III	Material Culture: Food Habits, Dress & Ornaments	12	3	-	15	15
IV	Social Customs: Festival, Faith and Belief, Customary Law	12	3	-	15	15
	Total	48	12	-	60	60
<p style="text-align: center;"><i>Where, L: Lectures T: Tutorials P: Practical</i></p> <p style="text-align: center;"><u>Mode of In-Semester assessment:</u> (40 Marks)</p> <p>1. Two sessional Examinations: 10+10=20 Marks</p> <p>2. Any two of the following activities listed below- 10+10=20 Marks</p> <p style="padding-left: 40px;">(i) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course.</p>						

Suggested Reading:

1. Kameswar Brahma, (1989). *Aspects of Social Folk-Custom of the Bodos*; Bina Library, Guwahati.
2. Anil Kr. Baro, (2001). *Folk-literature of the Boros*; N. L. Publications, Panbazar, Guwahati.
3. S.K. Chatterjee, *Kirata Jana-kriti*; The Asiatic Society, Calcutta.
4. Rev.S. Endle,(1911). *The Kacharis*; D. K. publications Ptv. Ltd, New Delhi .

Semester-III

Title of the Course : **Contrastive Study of the Bodo and Assamese Language**

Course Code : **BODC-4**

Nature of the Course : **Major**

Total Credit : **4 Credits**

Distribution of Marks : 60 (End Sem.) + 40 (In-Sem.)

Course Description:

The course is a core course of Bodo designed for the learners of major in Bodo. This course provides an in-depth comparative analysis of the Bodo and Assamese languages, focusing on their linguistic features. Through this course, students will explore the structural aspects of both languages, including phonology, morphology, syntax, and semantics. The course also examines the historical evolution, language policies that have shaped the interaction between the Bodo and Assamese communities. Emphasis is placed on understanding the similarities and differences in language use within the multilingual region of Assam.

Course Objectives: The objectives of this course are-

- To examine and compare the phonological, morphological, syntactic, and semantic structures of the Bodo and Assamese languages to understand their distinctive and shared linguistic features.
- To investigate the historical development and evolution of the Bodo and Assamese languages, including their origins, major influences, and historical interactions.
- To give knowledge about the similarities and dissimilarities of structure of the Assamese and Bodo language to the learners.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO1: Analyze the historical and linguistic development of the Bodo and Assamese languages, understanding their origins, evolutionary paths, and socio-cultural contexts.

ILO 1.2: Describe the historical origins of the Bodo and Assamese languages, identifying key historical events and influences that shaped their early development.

ILO 1.2: Compare the phonological and morphological features of early Bodo and Assamese, highlighting significant differences and similarities.

ILO 1.3: Analyze the role of socio-political and cultural factors in the evolution and standardization of the Bodo and Assamese languages.

ILO 1.4: Evaluate the impact of colonial and post-colonial language policies on the development and status of the Bodo and Assamese languages.

ILO 1.5: Discuss the contemporary linguistic dynamics and challenges faced by the Bodo and Assamese languages, considering factors such as modernization, globalization, and language preservation efforts.

CO2: Analyze and compare the phonological structures of the Bodo and Assamese languages, identifying key phonetic and phonemic characteristics, patterns, and processes.

ILO 2.1: Identify and describe the basic phonetic inventory of Bodo and Assamese, including consonants, vowels, and their allophonic variations.

ILO 2.3: Compare the syllable structures and phonotactic constraints in Bodo and Assamese, highlighting similarities and differences.

ILO 2.4: Analyze the stress patterns and intonation contours in Bodo and Assamese, understanding their roles in word and sentence prosody.

ILO 2.5: Evaluate phonological processes such as assimilation, dissimilation, vowel harmony, and tone in Bodo and Assamese, comparing their occurrence and effects.

ILO 2.6: Apply phonological analysis techniques to transcribe and analyze spoken Bodo and Assamese data, using standard phonetic notation and phonological theory.

CO3: Analyze and compare the morphological structures of the Bodo and Assamese languages, understanding the formation, classification, and functions of morphemes, as well as morphological processes and patterns.

ILO 3.1: Identify and describe the basic types of morphemes in Bodo and Assamese, including free and bound morphemes, roots, stems, and affixes.

ILO 3.2: Compare the processes of inflection and derivation in Bodo and Assamese, highlighting how each language forms grammatical variations and new words.

ILO 3.3: Analyze the structure of compound words and reduplication in Bodo and Assamese, understanding their roles in lexical expansion and meaning formation.

ILO 3.4: Evaluate the use of nominal and verbal morphology in Bodo and Assamese, including case markings, tense-aspect markers, and agreement features.

ILO 3.5: Apply morphological analysis techniques to segment and analyze words from Bodo and Assamese, using morphological theory and standard linguistic notation.

CO4: Analyze and compare the syntactic structures of Bodo and Assamese, understanding sentence formation, constituent order, grammatical relations, and syntactic phenomena in both languages.

ILO 4.1: Identify and describe the basic sentence structures in Bodo and Assamese.

ILO 4.2: Compare the grammatical relations and syntactic roles of subjects, objects, and predicates in Bodo and Assamese sentences, highlighting similarities and differences.

ILO 4.3: Analyze the use and formation of complex sentences in Bodo and Assamese, including coordination, subordination, and the structure of relative clauses.

ILO 4.4: Evaluate the role of case marking, and word order in maintaining syntactic coherence and meaning in Bodo and Assamese.

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge	CO1, CO2, CO3	CO1, CO2	CO2	CO1, CO2, CO3	CO1, CO2	CO1, CO2, CO3
Conceptual knowledge	CO1, CO2, CO3	CO1, CO2, CO3	CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO1, CO2, CO3
Procedural knowledge		CO2	CO2, CO3	CO2, CO3, CO4		CO4
Metacognitive Knowledge		CO1, CO4				

Course Contents with unit, marks, and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours	Marks
I	Origin and Development of the Bodo and the Assamese Language	10	2	-	12	15
II	Phonological Structure of Bodo and Assamese a) Phoneme and its distribution b) Cluster and Syllable Pattern	14	2	-	16	15
III	Morphological Structure of Bodo and Assamese a) Word Structure b) Nominal Group c) Verbal Group	14	2	-	16	15
IV	Syntactic Structure of Bodo and Assamese a) Simple, Complex and Compound	14	2	-	16	15
	Total	52	08	-	60	60
<p><i>Where, L: Lectures T: Tutorials P: Practical</i></p>						

Mode of In-Semester assessment:**(40 Marks)**

- | | |
|--|----------------|
| 1. Two sessional Examinations: | 10+10=20 Marks |
| 2. Any two of the following activities listed below- | 10+10=20 Marks |
| (j) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course. | |

Suggested Reading:

1. Madhuram Baro, (1990). *Assamese and Boro a Comparative Study*; N.L. Publications, Guwahati.
2. Madhuram Baro, (1990). *Structure of Boro Language*; N.L. Publication, Guwahati.
3. Madhuram Baro, (1990), *Historical Development of the Boro Language*, N.L. Publication, Guwahati.
4. Phukan Chandra Basumatary,(2005). *An Introduction to the Boro Language*; Mital publication, New Delhi.
5. Swarna Prabha Swinary, (2006) *Boro Raokhanthi*, Nilima Prakasani, Barama, Assam.
6. *Dr. Arpana Konwar, Studies of the North-East Languages*; Published by Department of Assamese, Dibrugarh University

Semester-III

Title of the Course	:	Comparative Study of Folk Literature of Assamese and Bodo
Course Code	:	BODM-3
Nature of the Course	:	Minor
Total Credit	:	4 Credits
Distribution of Marks	:	60 (End Sem.) + 40 (In-Sem.)

Course Description:

The course **is a minor course of Bodo which** delves into the rich traditions of folk literature in both Assamese and Bodo cultures. Through an interdisciplinary approach, students explore the diverse forms of folk literature such as folk tales, folk songs, legends, and myths that reflect the cultural ethos and societal values of the Assamese and Bodo communities. The course emphasizes comparative analysis, highlighting similarities and unique characteristics in narrative styles, themes, motifs, and oral traditions. Students will examine how folk literature serves as a repository of cultural heritage, identity, and expressions of socio-economic realities.

Course Objectives:

- To compare and contrast the folk literature traditions of the Assamese and Bodo communities, exploring their historical roots, cultural contexts, and thematic similarities and differences.
- To analyze the genres and forms of folk literature present in Assamese and Bodo traditions, including myths, legends, folktales, songs, and oral narratives.
- To examine the socio-cultural functions of folk literature within the Assamese and Bodo communities, including its role in transmitting cultural values, historical memory, and community identity.
- To study the linguistic and stylistic characteristics of folk literature in Assamese and Bodo, considering variations in narrative techniques, symbolism, and literary devices.
- To evaluate the impact of external influences, such as migration, trade, and cultural exchanges, on the development and adaptation of folk literature traditions among the Assamese and Bodo communities.
- To foster appreciation for the richness and diversity of Assamese and Bodo folk literature, promoting cultural sensitivity, intercultural dialogue, and preservation of indigenous knowledge systems.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO1: Understand and apply the concepts of Comparative Literature, and appreciate its importance in literary studies and cross-cultural understanding.

ILO 1.1: Define the concept of Comparative Literature, identifying its goals, methodologies, and scope in the study of literary texts from different cultural and linguistic backgrounds.

ILO 1.2: Explain the significance of Comparative Literature in fostering cross-cultural understanding, highlighting its role in transcending linguistic, national, and cultural boundaries.

ILO 1.3: Analyze literary texts from different cultural and linguistic origins, comparing themes, motifs, narrative techniques, and stylistic elements.

ILO 1.4: Evaluate theoretical frameworks and critical approaches used in Comparative Literature, applying them to interpret and contextualize literary texts.

ILO 1.5: Formulate independent research questions and hypotheses for comparative literary analysis, conducting original research and presenting findings effectively.

CO2: Analyze and compare thematic aspects of Assamese and Bodo folk songs, focusing on Bihu songs, Marriage songs, and Cradle songs, exploring their cultural significance, thematic variations, and stylistic features.

ILO 2.1: Identify and classify the thematic categories of Bihu, Marriage, and Cradle songs in Assamese and Bodo folk traditions, distinguishing their cultural contexts and functions.

ILO 2.2: Compare and contrast the stylistic elements and musical characteristics of Bihu, Marriage, and Cradle songs in Assamese and Bodo traditions, analyzing their rhythmic patterns, melodic structures, and instrumental accompaniments.

ILO 2.3: Interpret the thematic motifs and symbolic meanings embedded in Bihu, Marriage, and Cradle songs, examining their representation of emotions, social norms, and community identities.

ILO 2.4: Analyze the role of gender and social dynamics in the performance and transmission of Bihu, Marriage, and Cradle songs, considering their impact on community cohesion and gender roles.

ILO 2.5: Evaluate the preservation and adaptation of Bihu, Marriage, and Cradle songs in contemporary contexts, assessing efforts to safeguard traditional knowledge and promote cultural continuity.

CO3: Analyze and compare the thematic aspects of Historical and Wonder Tales in Assamese and Bodo folk traditions, exploring their narrative structures, cultural significance, and thematic variations.

ILO 3.1: Identify and classify the thematic categories of Historical and Wonder Tales in Assamese and Bodo folklore, distinguishing between mythological narratives, legendary tales, and supernatural stories.

ILO 3.2: Compare and contrast the narrative structures and stylistic elements of Historical and Wonder Tales in Assamese and Bodo folklore, analyzing plot development, character portrayal, and moral lessons.

ILO 3.3: Interpret the symbolic meanings and thematic motifs embedded in Historical and Wonder Tales, exploring their representation of historical events, supernatural phenomena, and moral teachings.

ILO 3.4: Analyze the role of oral tradition and storytelling techniques in the transmission and preservation of Historical and Wonder Tales, considering their impact on cultural continuity and community identity.

ILO 3.5: Evaluate the adaptation and reinterpretation of Historical and Wonder Tales in contemporary literature and media, assessing their relevance and resonance in modern contexts.

CO4 : Analyze and compare the contextual use and cultural significance of Assamese and Bodo proverbs and riddles, exploring their linguistic expressions, thematic variations, and societal functions.

ILO 4.1: Identify and categorize Assamese and Bodo proverbs according to their thematic content and cultural contexts.

ILO 4.2: Compare the linguistic features and structural characteristics of proverbs and riddles in Assamese and Bodo languages.

ILO 4.3: Interpret the cultural symbolism and metaphorical meanings embedded in Assamese and Bodo proverbs.

ILO 4.4: Analyze the communicative functions and social roles of proverbs and riddles in Assamese and Bodo communities.

ILO 4.5: Evaluate the adaptation and usage of Assamese and Bodo proverbs and riddles in contemporary contexts.

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO1		CO2, CO3, CO4		
Conceptual Knowledge		CO1, CO2, CO3, CO4		CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	
Procedural Knowledge			CO1	CO1, CO2, CO3, CO4		CO1
Metacognitive Knowledge		CO1, CO2, CO3, CO4				

Course Contents with unit, marks, and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours	Marks
I	Comparative Literature (a) Concept of the Comparative Literature (b) Importance of the Comparative literature	10	2	-	12	15
II	Thematic Study of Folk Songs Assamese and Bodo (Bihu, Marriage, Cradlesongs)	12	4	-	16	15
III	Thematic Study of Folk Tales Historical and Wonder Tales of Assamese and Bodo	12	4	-	16	15

IV	Contextual analysis of Assamese and Bodo Proverbs and Riddles	12	4	-	16	15
	Total	46	14	-	60	60
<p style="text-align: center;"><i>Where, L: Lectures T: Tutorials P: Practical</i></p> <p style="text-align: center;"><u>Mode of In-Semester assessment:</u> (40 Marks)</p> <p>1. Two sessional Examinations: 10+10=20 Marks</p> <p>2. Any two of the following activities listed below- 10+10=20 Marks</p> <p style="padding-left: 40px;">(i) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course.</p>						

Suggested Reading:

1. Dr. Dilip Bora, (2003). *Tulonamulok Sahitya*; Chandra Prakash, Guwahati
2. Niranjana Mohanta Bezbaruah, (). *Tulonamulok Bharatiya Sahitya*; Banalata, Dibrugarh
3. Anil Kr. Boro, (2001). *Folk-Literature of the Boros*; N.L. Publications, Guwahati
4. Indira Boro Narzary, *Rujuthayari Thunlai*; Onsumwi Library, Kokrajhar
5. Chandramahon (ed), *Aspects of Comparative Literature and Distribution*; New Delhi

Semester-III

Title of the Course	:	Personality Development through the Study of Bodo & Assamese Literature
Course Code	:	BODGEC-3
Nature of the Course	:	Generic Elective Course
Total Credit	:	3 Credits
Distribution of Marks	:	60 (End Sem.) + 40 (In-Sem.)

Course Description:

This course integrates the exploration of literary works from both Bodo and Assamese traditions with the development of personal and interpersonal skills. By examining diverse literary genres such as poetry, prose, and drama, students explore themes of identity, ethics, social responsibilities, and cultural heritage as depicted in Bodo and Assamese literature. Through critical analysis and reflective exercises, the course emphasizes how engagement with literature enhances emotional intelligence, empathy, and self-awareness. Students will also participate in discussions, presentations, and creative projects aimed at fostering communication skills and ethical reasoning. By linking literary exploration with personal growth, the course aims to cultivate well-rounded individuals capable of contributing positively to their communities and society at large.

Course Objectives :

The objective of this course is to explore Bodo and Assamese literature as a means to enhance students' personal development and interpersonal skills. Through the study of literary works, students will:

- Develop empathy and cultural sensitivity by engaging with diverse perspectives and experiences depicted in Bodo and Assamese literature.
- Enhance critical thinking and analytical skills through the examination of themes, characters, and narrative techniques in literary texts.
- Cultivate self-awareness and emotional intelligence by reflecting on personal responses to literature and exploring the psychological depths of characters.
- Improve communication skills through discussions, presentations, and written assignments centered on literary analysis and interpretation.
- Foster ethical reasoning and social responsibility by exploring moral dilemmas and ethical issues portrayed in Bodo and Assamese literary works.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO1: Understand the concept of Personality Development and the characteristics of human personality, exploring theories and practical applications to enhance personal growth and interpersonal skills.

ILO 1.1: Define and explain the concept of Personality Development, integrating psychological theories and empirical research to understand how individuals evolve and adapt over time.

ILO 1.2: Identify and describe the key characteristics of human personality, including traits, temperament, attitudes, and self-concept, exploring their role in shaping individual behavior and interpersonal relationships.

ILO 1.3: Analyze the factors influencing Personality Development, such as genetics, environment, culture, and life experiences, to understand the multifaceted determinants of individual differences.

ILO 1.4: Apply principles of Personality Development to enhance personal growth and interpersonal skills, engaging in self-reflection, goal-setting, and effective communication strategies.

CO2: Recognize and appreciate the importance of Personality Development in personal and professional life, exploring its impact on individual well-being, success, and interpersonal relationships.

ILO 2.1: Explain the significance of Personality Development in fostering self-awareness, resilience, and adaptability to navigate challenges and achieve personal goals.

ILO 2.2: Analyze the role of Personality Development in shaping effective leadership, communication skills, and collaborative teamwork in professional settings.

ILO 2.3: Evaluate the impact of Personality Development on interpersonal relationships, including empathy, conflict resolution, and building meaningful connections.

ILO 2.4: Apply strategies for continuous Personality Development, including self-reflection, goal-setting, and acquiring new skills, to enhance personal effectiveness and professional growth.

CO3: Explore selected pieces of Bodo literature to enhance students' understanding of personality development, focusing on themes of cultural identity, moral values, and personal growth depicted in literary works.

ILO 3.1: Analyze and interpret the themes of cultural identity and heritage portrayed in "Thunlai Mulugni Sikhau" by Brojendra Kr. Brahma, exploring how these themes contribute to individual identity and community belonging.

ILO 3.2: Evaluate the moral lessons and ethical dilemmas presented in "Akhoh Danai" by Nomal Ch. Boro, analyzing the protagonist's choices and actions to understand the development of moral character and ethical reasoning.

ILO 3.3: Interpret the themes of resilience and determination in "Akhaphakha Bungthigiri Janaini Rahakhanthi" by Luis Mochahary, exploring how the protagonist's challenges and triumphs contribute to personal growth and resilience.

ILO 3.4: Apply insights from Bodo literature to enhance personal reflection and self-awareness, integrating themes of identity, morality, and resilience into strategies for personal growth and interpersonal relationships.

CO4: Explore selected pieces of Assamese literature to enhance students' understanding of personality development, focusing on themes of self-discovery, human values, and personal growth depicted in literary works.

ILO 4.1: Analyze and interpret the theme of self-discovery in "প্ৰফুল্ল কটকী: জীৱনবোধ", exploring how the protagonist's journey of introspection and self-awareness contributes to personal growth.

ILO 4.2: Evaluate the portrayal of human values and ethical dilemmas in "হোমেন বৰগোহাঞি : ব্যক্তিত্বৰ বিকাশ", analyzing how the characters' choices and actions reflect moral principles and ethical considerations.

ILO 4.3: Interpret the themes of resilience and personal growth in both literary works, exploring how challenges and adversities contribute to the characters' development of resilience and determination.

ILO 4.4: Apply insights from Assamese literature to enhance personal reflection and self-awareness, integrating themes of self-discovery, human values, and resilience into strategies for personal growth and interpersonal relationships.

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO1		CO3, CO4		
Conceptual Knowledge		CO1, CO2		CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	
Procedural Knowledge			CO1, CO2	CO1, CO2, CO3, CO4		CO1, CO2, CO3, CO4
Metacognitive Knowledge						

Course Contents with unit, marks, and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours	Marks
I	Personality Development (a) Concept of Personality Development (b) Characteristics of Human Personality	10	2	-	12	15
II	Importance of Personality Development	08	1	-	09	15
III	Personality Development through the study of Bodo literature Selected pieces: (a) Thunlai Mulugni Sikhau by Brojendra Kr. Brahma (b) Akhol Danai by Nomal Ch. Boro. (c) Akhaphakha Bungthigiri Janaini Rahakhanthi by Luis Mochahary	10	2	-	12	15
IV	Personality Development through the study of Assamese literature Selected pieces: (a) প্ৰফুল্ল কটকী: জীৱনবোধ (b) হোমেন বৰগোহাঞি: ব্যক্তিত্বৰ বিকাশ	10	2	-	12	15
	Total	38	07	-	45	60
<p align="center"><i>Where, L: Lectures T: Tutorials P: Practical</i></p> <p align="center"><u>Mode of In-Semester assessment:</u> (40 Marks)</p>						

1. Two sessional Examinations:	10+10=20 Marks
2. Any two of the following activities listed below-	10+10=20 Marks
(i) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course.	

Suggested Reading:

1. Monoranzan Lahary (1991). Boro Thunlaini Zarimin, Ansumwi Library, Kokrajhar
2. Riju kr. Brahma, Boro Thunlaini Zarimin Arw Thunlai Bizirnai, Bodo Publication Board, Kokrajhar.
3. Brajendra Kr. Brahma, Thunlai Arw Sansri, Ansumwi Library, Kokrajhar
4. প্ৰফুল্ল কটকী, জীৱনবোধ, জ্যোতি প্ৰকাশন, গুৱাহাটী।
6. বৰগোহাঞি হোমেন, ব্যক্তিত্বৰ বিকাশ,
7. Chatish Ch. Basumatary, *Bibar*; (Ed.)

Semester-III

Title of the Course	: Art and Craft of Various Tribes Assam (Select any one Tribe from Bodo, Mising and Deori)
Course Code	: BODSEC-3
Nature of the Course	: Skill Enhancement
Course Total Credit	: 3 Credits
Distribution of Marks	: 60 (End Sem.) + 40 (In Sem.)

Course Description:

The course "**Art and Craft of Various Tribes in Assam**" explores the diverse artistic traditions and craftsmanship practiced by different indigenous tribes of Assam, including the Bodo, Mising, and Deori communities. Through a comparative study, students will examine the unique art forms, techniques, materials, and cultural significance embedded in the traditional practices of these tribes. The course covers a range of artistic expressions such as weaving, pottery, basketry, jewelry making, wood carving, and traditional painting styles.

Course Objectives: The objectives of this course are-

- To Explore the rich diversity of artistic traditions.
- To Analyze how art and craft reflect the cultural heritage, beliefs, rituals, and everyday life of tribes such as Bodo, Mising, and Deori in Assam.

- To Provide hands-on experience and workshops to familiarize students with traditional craft techniques, materials, and processes used by indigenous communities.
- To Trace the historical development of tribal art and craft and explore its adaptation and transformation in contemporary contexts.
- To Foster an appreciation for indigenous craftsmanship, encourage respect for cultural diversity, and promote sustainable practices in the preservation and promotion of tribal art forms.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO1: Examine the general concepts of art and craft and their importance in cultural expression, creativity, and societal development.

ILO 1.1: Define and differentiate between art and craft, exploring their roles as forms of creative expression and cultural heritage.

ILO 1.2: Analyze the historical and cultural significance of art and craft in diverse societies, evaluating how artistic traditions reflect societal values, beliefs, and identities.

ILO 1.3: Evaluate the importance of art and craft in fostering creativity, innovation, and personal development.

ILO 1.4: Apply theoretical knowledge of art and craft to practical contexts, engaging in hands-on activities or projects to create and interpret artistic expressions.

CO2: Examine the manufacturing processes and design principles of crafts practiced by the Bodo, Mising, Karbi, and Deori tribes, focusing on their cultural significance, traditional techniques, and contemporary adaptations.

ILO 2.1: Identify and differentiate traditional craft techniques used by the Bodo, Mising, Karbi, and Deori tribes, analyzing their historical evolution and cultural contexts.

ILO 2.2: Analyze the design principles employed in Bodo, Mising, Karbi, and Deori crafts, evaluating the use of motifs, materials, and color schemes to convey cultural narratives and aesthetic values.

ILO 2.3: Evaluate the integration of traditional craft techniques with modern design practices and market trends, exploring opportunities for innovation and sustainability in craft production.

ILO 2.4: Apply knowledge of manufacturing and design principles to propose or create innovative craft products inspired by Bodo, Mising, Karbi, or Deori traditions.

CO3: Examine the scope and strategies of marketing crafts produced by the Bodo, Mising, Karbi, and Deori tribes, focusing on market analysis, promotional techniques, and sustainability practices.

ILO 3.1: Analyze the market potential for Bodo, Mising, Karbi, and Deori crafts, identifying target markets, consumer preferences, and competitive landscapes.

ILO 3.2: Evaluate marketing strategies tailored to promote tribal crafts effectively, considering branding, pricing, distribution channels, and digital marketing tools.

ILO 3.3: Explore sustainable practices in the marketing and production of tribal crafts, emphasizing ethical sourcing, environmental stewardship, and community empowerment.

ILO 3.4: Develop a marketing proposal for Bodo, Mising, Karbi, or Deori crafts, integrating market insights, promotional strategies, and sustainability principles to enhance market visibility and profitability.

CO 4: Examine the current challenges and future prospects of the art and craft sector in Assam, focusing on issues such as sustainability, economic viability, cultural preservation, and innovation.

ILO 4.1: Identify and analyze the challenges faced by artisans and craftsmen in Assam, including issues related to market access, technological integration, and competition from mass-produced goods.

ILO 4.2: Evaluate strategies for preserving and promoting Tribal art and craft traditions, considering initiatives in cultural heritage conservation, skill development, and community empowerment.

ILO 4.3: Explore innovative approaches to enhance the economic viability and marketability of Tribal art and craft products, integrating modern design trends, sustainable practices, and digital platforms.

ILO 4.4: Develop recommendations for fostering a sustainable future for Tribal art and craft of Assam, integrating insights from cultural preservation, economic development, and environmental stewardship.

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO1		CO2		
Conceptual Knowledge		CO1, CO2		CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	
Procedural Knowledge			CO1, CO2, CO3	CO2, CO3, CO4		CO1, CO2, CO3, CO4
Metacognitive Knowledge				CO3, CO4		

Course Contents with unit, marks, and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours	Marks
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I	Art and Craft: General Concept of Art & Craft Importance of Art & Craft	09	2	-	12	15
II	Manufacturing and design of Craft of the Bodo, Mising, Karbi & Deori	10	2	2	16	15
III	Scope of Marketing of Craft of the Bodo, Mising, Karbi & Deori	08	2	-	16	15
IV	Problems and Future Prospect	08	2	-	16	15
Total		35	08	02	45	60
<p style="text-align: center;"><i>Where, L: Lectures T: Tutorials P: Practical</i></p> <p><u>Mode of In-Semester assessment:</u> (40 Marks)</p> <p>1. Two sessional Examinations: 10+10=20 Marks</p> <p>2. Any two of the following activities listed below- 10+10=20 Marks</p> <p style="padding-left: 40px;">(i) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course.</p>						

Suggested Reading:

1. Brahma, Kameswar (1989). *Aspects of Social Folk-Custom of the Bodos*; Bina Library, Guwahati.
2. Nath, Rajmohan, *Backgroud of Assamese Culture*; Shillong
3. Basumatary, Phukan Chandra & Chainary, Swarna Prabha. *Monograph of the Bodos*; Lakhi Publishers NewDelhi
4. Boronarzi, Dhireswar (2011). *Subung Harimuni Riphithai*
5. Brahma. Binoy Kr.(2009). *Borni Subung Harimu.*; N.L. Publications, Guwahati

Semester-IV

Title of the Course	:	Bodo Poetry
Course Code	:	BODC-5
Nature of the Course	:	Major
Total Credit	:	4 Credits
Distribution of Marks	:	60 (End Sem.) + 40 (In-Sem.)

Course Description:

This course is a core course of Bodo design for Bodo major learner which explores the rich tradition of poetry in the Bodo language, encompassing its historical evolution, thematic diversity, and literary techniques. Students will delve into the works of renowned Bodo poets, analyzing their contributions to Bodo literature and the cultural significance of their poetry. Through close readings, critical discussions, and comparative analysis, students will gain insights into the unique poetic forms, stylistic elements, and linguistic nuances that characterize Bodo poetry.

Course Objectives: The objectives of this course are-

- To introduce students to the rich tradition of Bodo poetry.
- To explore thematic and stylistic aspects of Bodo poetry.
- To examine the contributions of prominent Bodo poets.
- To enhance students' ability to critically analyze and interpret Bodo poetry through close readings, discussions, and written assignments.
- To Foster an appreciation for Bodo cultural heritage and language by engaging with authentic poetic expressions, and improve students' proficiency in reading, understanding, and discussing Bodo poetry.
- To encourage creative expression and oral tradition.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO1: Examine the historical development, thematic evolution, and cultural significance of Bodo poetry, tracing its growth as a literary genre within Bodo literature.

ILO 1.1: Trace the historical development of Bodo poetry, from its oral traditions to its emergence as a written literary form, exploring key milestones and influences that shaped its evolution.

ILO 1.2: Examine the thematic evolution of Bodo poetry, analyzing the changing themes and subjects explored by Bodo poets over different periods, including nature, mythology, social issues, and cultural identity.

ILO 1.3: Evaluate the cultural significance of Bodo poetry, exploring its role in preserving and promoting Bodo cultural heritage, language revitalization, and community identity.

ILO 1.4: Critically analyze representative works of Bodo poetry, demonstrating an understanding of poetic techniques, stylistic elements, and the use of language in conveying emotions, ideas, and cultural values.

CO 2: Examine Early Bodo poetry, including selected works and analyzing their thematic, stylistic, and cultural significance within Bodo literature.

ILO 2.1: Analyze the thematic content of each selected Bodo poem, identifying recurring motifs, symbols, and cultural references that contribute to their meaning and significance.

ILO 2.2: Evaluate the stylistic features employed by Bodo poets in the selected poems, including language use, imagery, poetic devices, and structural elements.

ILO 2.3: Examine the historical and cultural context of each poem, exploring how societal norms, historical events, and cultural values influence the themes and perspectives portrayed.

ILO 2.4: Critically interpret the selected poems, demonstrating an understanding of their literary significance and artistic merit through written analysis and discussion.

CO3: Examine the themes and stylistic evolution of Modern Bodo Poetry, analyzing its contemporary relevance and artistic innovations.

ILO 3.1: Identify and analyze contemporary themes in Modern Bodo Poetry, such as identity, globalization, environmental concerns, and socio-political issues.

ILO 3.2: Evaluate the stylistic innovations in Modern Bodo Poetry, including experimental forms, language use, and poetic techniques.

ILO 3.3: Examine the cultural and linguistic implications of Modern Bodo Poetry, considering its role in language revitalization, cultural preservation, and community identity.

CO4: Critically interpret selected works of Modern Bodo Poetry, demonstrating an understanding of their thematic depth, aesthetic qualities, and socio-cultural contexts.

ILO 4.1: Critically analyze the aesthetic qualities of selected Modern Bodo poems, including their use of imagery, symbolism, and poetic devices.

ILO 4.2: Interpret the socio-cultural contexts of Modern Bodo Poetry, exploring how poems reflect and respond to contemporary Bodo society, history, and cultural dynamics.

ILO 4.3: Discuss the critical reception and scholarly discourse surrounding Modern Bodo Poetry, evaluating its reception among critics, scholars, and the broader literary community.

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
actual Knowledge		CO1		CO1, CO2		
Conceptual Knowledge		CO1, CO2, CO3		CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	
Procedural Knowledge			CO1, CO2	CO2, CO3, CO4		CO2, CO4
Metacognitive Knowledge				CO4		

Course Contents with units, marks, and teaching-learning hours distribution:

Unit	Course Contents	L	T	P	Total Hours	Marks
I	Development of the Bodo Poetry	10	2	-	12	15
II	Early Poetry: (a) Angni Dabung Apha : Rupaath Brahma (b) Zahabab : Satish Ch. Basumatary (c) Bathu Boraiya Makhukhorjidong : Prasanna Kr Boro Kakhrary (d) Gwsw Mwblib : Ishan Ch. Mushhary (e) Sadhu Sikhao : kali Kr Lahary	10	2	-	12	15
III	Modern Poetry : Ai Bima : Prasenjit Brahma Gibi Mungkhlang : Surath Narzary Mahabudhani Tapashya : Samar Brahma Choudhury	10	2	-	12	15
IV	Modern Poetry : Swdwbni Swler : Aurobinda Uzir Dubri Hagra : Brajendra Kr. Brahma Guphur Daothua Dabw Gabw : Anju	10	2	-	12	15
	Total	50	10	-	60	60
<p align="center"><i>Where, L: Lectures T: Tutorials P: Practical</i></p> <p align="center"><u>Mode of In-Semester assessment:</u> (40 Marks)</p> <p>1. Two sessional Examinations: 10+10=20 Marks</p> <p>2. Any two of the following activities listed below- 10+10=20 Marks</p> <p>(i) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course.</p>						

Suggested Reading:

1. Anil Baro: Gwdan Boro Thunlai, Ansumwi Library, Kokrajhar
2. Uthrisar Khungur Bsumatary: Gwdan Nwjwr Arw Gwdan Mwndangthi
3. Brajendra Kr. Brahma: Thunlai Arw Sansri, Ansumwi Library, Kokrajhar
4. Phukan Chandra Basumatary: Nwizi Zwuthaini Boro Khonthai, prititi prakhasani, Kokrajhar

Semester-IV

Title of the Course	:	Structure of the Bodo Language
Course Code	:	BODC - 6
Nature of the Course	:	Major
Total Credit	:	4 Credits
Distribution of Marks	:	60 (End Sem.) + 40 (In-Sem.)

Course Description:

The course on Structure of the Bodo Language provides an in-depth study of the phonological, morphological, syntactic, and semantic aspects of the Bodo language. Students will explore the foundational elements that govern Bodo linguistic structure, including sound patterns, word formation, sentence construction, and meaning. Through theoretical study and practical application, students will gain insights into the structural complexities and linguistic uniqueness of the Bodo language.

Course Objectives : The main objective of this course are-

- To examine the phonological features of the Bodo language, including segmental and suprasegmental aspects of sound production and perception.
- To analyze the morphological structure of Bodo, studying word formation processes, morpheme types, and grammatical categories.
- To investigate the syntactic principles governing sentence formation and discourse organization in Bodo, including phrase structure and syntactic relations.
- To explore the semantic dimensions of Bodo language use, examining meaning construction, lexical semantics, and pragmatic aspects.
- To develop practical skills in analyzing and applying linguistic concepts to understand and interpret texts and spoken discourse in Bodo.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO1: Understand the phonological structure of the Bodo language, including segmental features (vowels, consonants, and clusters) and supra-segmental features (syllable structure, tone, juncture).

ILO 1.1: Identify and classify Bodo vowels and consonants, distinguishing between their distinctive features and variations.

ILO 1.2: Analyze vowel and consonant clusters in Bodo, examining their phonotactic constraints and patterns of occurrence.

ILO 1.3: Examine supra-segmental features such as syllable structure, tone, and juncture in Bodo, exploring their phonetic realization and phonological functions.

ILO 1.4: Apply phonological knowledge to analyze and transcribe Bodo speech, demonstrating proficiency in identifying segmental and supra-segmental features in spoken and written forms.

CO2: Understand the morphological features of the Bodo language, including word formation processes, grammatical categories (number, gender, case), definitiveness, and verb structure.

ILO 2.1: Analyze the principles of word formation in Bodo, including derivation, compounding, and inflectional processes.

ILO 2.2: Examine grammatical categories such as number, gender, and case in Bodo, identifying their morphosyntactic roles and variations.

ILO 2.3: Evaluate the role of definitiveness in Bodo noun phrases, analyzing how definiteness is marked and its implications for discourse and sentence structure.

ILO 2.4: Analyze the structure of Bodo verbs, including tense, aspect, mood, and agreement features, to understand how verbs convey temporal and modal information.

CO 3: Understand the syntactic structure of the Bodo language, including sentence types (declarative, interrogative, imperative, exclamatory) and syntactic relations.

ILO 3.1: Identify and classify different types of sentences in Bodo, including declarative, interrogative, imperative, and exclamatory sentences.

ILO 3.2: Analyze the syntactic structure of Bodo sentences, including word order, syntactic roles (subject, verb, object), and modifiers.

ILO 3.3: Examine syntactic relations such as coordination, subordination, and clause structure in Bodo, understanding how these contribute to sentence complexity.

ILO 3.4: Apply syntactic knowledge to analyze and construct grammatically correct Bodo sentences, demonstrating proficiency in syntactic analysis and sentence production.

CO 4: Understand lexical semantics in the Bodo language, including the study of synonyms, antonyms, homonyms, and semantic changes.

ILO 1: Identify and differentiate synonyms, antonyms, and homonyms in the Bodo language, understanding their semantic relationships and distinctions.

ILO 2: Analyze semantic changes in Bodo lexical items over time, exploring processes such as semantic broadening, narrowing, amelioration, and pejoration.

ILO 3: Examine the cultural and contextual implications of synonyms, antonyms, and homonyms in Bodo, considering their usage in different registers and discourse domains.

ILO 4: Apply knowledge of lexical semantics to analyze and interpret Bodo texts, demonstrating proficiency in identifying nuances and shades of meaning in lexical items.

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO1		CO1, CO2		
Conceptual Knowledge		CO1, CO2, CO3, CO4		CO1, CO2, CO3, CO4	CO2, CO4	
Procedural Knowledge			CO1, CO2, CO3, CO4	CO2, CO3, CO4		CO1, CO3, CO4
Metacognitive Knowledge				CO4		

Course Contents with unit, marks, and teaching-learning hours distribution:

Unit	Course Contents	L	T	P	Total Hours	Marks
I	Phonology of the Bodo (a) Segmental structure: Vowel, Consonant, and its cluster (b) Supra segmental Structure: Syllable, Tone, Juncture,	10	2	-	12	15
II	Morphological feature of the Bodo: word Formation, Number, Gender, Case, Definitive, Verb Structure	14	3	-	17	15
III	Syntactic Structure of the Bodo Language & types of Sentence	14	3	-	17	15
IV	(a) Lexical Semantics (Synonyms, Antonyms, Homonyms) (b) Semantic Changes	12	2	-	14	15
	Total	50	10	-	60	60
<p><i>Where, L: Lectures T: Tutorials P: Practical</i></p> <p><u>Mode of In-Semester assessment:</u> (40 Marks)</p> <p>1. Two sessional Examinations: 10+10=20 Marks</p>						

2. Any two of the following activities listed below- 10+10=20 Marks
 (i) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course.

Suggested Reading:

1. Madhuram Baro, *Assamese and Boro a Comparative Study*: N.L. Publications, Guwahati
2. Madhuram Baro, *Structure of Boro Language*: N.L.Publication, Guwahati
3. Madhuram Baro, *Historical Development of the Boro Language*: N.L.Publication, Guwahati
4. Phukan Chandra Basumatary, *An Introduction to the Boro Language*: Mital publication, New Delhi
5. Swarna Prabha Swinary, *Boro Raokhanthi*: NilimaPrakasani, Barama, Assam
6. Dr. Arpana Konwar, *Linguistic Studies of the North-East Languages*:, Published by Department of Assamese, Dibrugarh University

Semester-IV

Title of the Course	:	Study of the Bodo Novel & Short story
Course Code	:	BODC-7
Nature of the Course	:	Major
Total Credit	:	4 Credits
Distribution of Marks	:	60 (End Sem.) + 40 (In-Sem.)

Course Description:

This course examines the rich tradition of Bodo literature through the study of its novels and short stories. It explores key themes, narrative techniques, and literary movements within the Bodo literary landscape, highlighting the cultural, social, and historical contexts that shape Bodo literary expressions.

Course Objectives :

- To analyze the evolution of the Bodo novel and short story genres, tracing their development from early works to contemporary literature.
- To explore thematic concerns in Bodo novels and short stories, such as identity, social justice, tradition vs. modernity, and cultural resilience.
- To study the narrative styles and literary techniques employed by Bodo authors, including characterization, plot development, and use of symbolism.

- To examine the socio-cultural context of Bodo novels and short stories, considering their reflections of Bodo society, values, and cultural practices.
- To evaluate the contributions of prominent Bodo novelists and short story writers, analyzing their impact on Bodo literature and literary movements.
- To foster critical thinking and analytical skills through close reading and interpretation of selected Bodo novels and short stories, encouraging deeper engagement with Bodo literary texts.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO 1: Students will gain a comprehensive understanding of the development and evolution of the Bodo novel as a significant literary genre.

ILO 1.1: Identify key milestones in the evolution of the Bodo novel, including influential works, authors, and literary movements that have shaped its development.

ILO 1.2: Analyze thematic variations within the Bodo novel, examining how different authors explore themes such as cultural identity, social justice, folklore, and historical narratives.

ILO 1.3: Evaluate the narrative techniques employed in Bodo novels, including characterization, plot development, symbolism, and use of oral storytelling traditions, to understand their impact on storytelling in Bodo literature.

ILO 1.4: Critically assess the socio-cultural context depicted in Bodo novels, exploring how they reflect historical events, societal norms, and cultural practices of the Bodo community.

CO2: Students will gain a comprehensive understanding of the thematic depth, narrative techniques, and socio-cultural implications depicted in the Bodo novels "Zuzaini Or" by Chittaranzan Muchahary and "Thengfakhri Tohsildarni Thamani Thungri" by Bidyasagar Narzary.

ILO2.1: Identify and analyze the central themes presented in "Zuzaini Or" and "Thengfakhri Tohsildarni Thamani Thungri," such as cultural identity, socio-political issues, gender dynamics, and traditional beliefs.

ILO 2.2: Critically assess the narrative techniques employed by Chittaranzan Muchahary and Bidyasagar Narzary, including characterization, plot development, symbolism, and the use of indigenous storytelling traditions unique to Bodo literature.

ILO 2.3: Explore the socio-cultural contexts depicted in the novels, including historical events, community customs, and the portrayal of Bodo cultural heritage and values.

ILO 2.4: Compare the literary styles and approaches of the authors, examining how they contribute to the distinctiveness of Bodo literature and its portrayal of regional and cultural identity.

CO 3: Students will develop a comprehensive understanding of the evolution, thematic diversity, and narrative techniques employed in Bodo short stories.

ILO 3.1: Identify and discuss significant milestones in the development of Bodo short stories, including influential authors, literary movements, and historical contexts that shaped the genre.

ILO 3.2: Analyze the thematic diversity present in Bodo short stories, exploring topics such as cultural identity, social issues, folklore, modernity vs. tradition, and the portrayal of human experiences in Bodo society.

ILO 3.3: Critically evaluate the narrative techniques employed by Bodo short story writers, including characterization, plot development, point of view, symbolism, and the use of oral storytelling traditions.

ILO 3.4: Examine the socio-cultural contexts depicted in Bodo short stories, exploring how these narratives reflect and respond to historical events, cultural norms, and societal changes within the Bodo community.

CO4: Students will gain a comprehensive understanding of the thematic depth, narrative techniques, and socio-cultural implications depicted in selected Bodo short stories.

ILO 4.1: Identify thematic exploration:

ILO 4.2: Analyze narrative techniques.

ILO 4.3: Examine socio-cultural contexts.

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1			CO1, CO3		
Conceptual Knowledge		CO1, CO2, CO3, CO4		CO1, CO2, CO3, CO4	CO2, CO3, CO4	
Procedural Knowledge			CO1, CO2, CO3, CO4	CO2, CO3, CO4		CO1, CO3, CO4
Metacognitive Knowledge				CO4		

Course Contents with unit, marks, and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours	Marks
I	Development of the Bodo Novel	12	2	-	14	15
II	(a) Zuzaini Or by Chittaranzan Muchahary (b) Thengfakhri Tohsildarni Thamani Thungri by Bidyasagar Narzary	14	3	-	17	15
III	Development of the Bodo Short story	12	2	-	14	15
IV	Selected Short story (a) Abari by Ishan Chandra Muchahary (b) Phungkha by Bishnu Prasad Rabha (c) Mr. hybridni gwlmwdwi arw mwdwi by Zumaidala Basumatary	12	3	-	15	15
Total		50	10	-	60	60
<p><i>Where, L: Lectures T: Tutorials P: Practical</i></p> <p><u>Mode of In-Semester assessment:</u> (40 Marks)</p> <p>1. Two sessional Examinations: 10+10=20 Marks</p> <p>2. Any two of the following activities listed below- 10+10=20 Marks</p> <p>(i) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course.</p>						

Suggested Reading:

1. Forster, E M. Aspects of the Novel.
2. Boro, Anil. Boro Thunlaini Mohor Mushri
3. Basumatary, Phukan. Monoranjan Laharini Soloma

Semester-IV

Title of the Course	: Woman Contribution in Bodo Literature
Course Code	: BODC-8
Nature of the Course	: Major
Total Credit	: 4 Credits
Distribution of Marks	: 60 (End Sem.) + 40 (In-Sem.)

Course Description:

This course explores the significant contributions of women writers, poets, and literary figures in the development and enrichment of Bodo literature. It examines their unique perspectives, thematic concerns, and narrative styles, highlighting their impact on shaping Bodo literary traditions and cultural narratives.

Course Objectives:

- To explore the historical background and socio-cultural conditions that influenced women's participation in Bodo literature, analyzing their roles and contributions across different periods.
- To analyze the thematic diversity in works by women writers in Bodo literature, including explorations of gender dynamics, cultural identity, social issues, and personal narratives.
- To evaluate critically assess the literary contributions of prominent women writers, poets, and playwrights in Bodo literature, examining their narrative techniques, use of language, and unique storytelling approaches.
- To investigate the socio-cultural impact of women's voices in Bodo literature, considering their representation of women's experiences, empowerment narratives, and their role in challenging societal norms.
- To foster appreciation for the richness and diversity brought by women writers to Bodo literature, promoting gender equality, cultural sensitivity, and recognition of their literary achievements.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO 1: Students will gain a comprehensive understanding of the concept and significance of women's literature, with a focus on its contributions to literary traditions and cultural narratives.

ILO 1.1: Demonstrate an understanding of feminist literary theory and other critical frameworks used to analyze women's literature, including the exploration of gender roles, representation, and empowerment.

ILO 1.2: Critically analyze a range of literary works by women authors across different genres, periods, and cultural contexts, examining themes such as identity, agency, resistance, and the portrayal of women's experiences.

ILO 1.3: Evaluate how socio-historical contexts influence the production and reception of women's literature, exploring how authors respond to and challenge societal norms, values, and movements.

ILO 1.4: Appreciate the cultural diversity and global impact of women's literature, examining its role in promoting social justice, advocating for women's rights, and fostering dialogue on gender equality issues worldwide.

CO 2: Students will gain an in-depth understanding of the contributions made by women poets to Bodo poetry, exploring their thematic concerns, narrative styles, and cultural significance.

ILO 2.1: Identify and analyze the works of prominent women poets in Bodo literature, exploring their unique contributions to poetic themes, forms, and cultural narratives.

ILO 2.2: Analyze the thematic diversity present in the poetry of Bodo women poets, including explorations of identity, nature, social issues, cultural heritage, and personal experiences.

ILO 2.3: Evaluate the poetic techniques employed by women poets in Bodo literature, examining their use of language, imagery, symbolism, and traditional poetic forms to convey their perspectives and narratives.

ILO 2.4: Examine the socio-cultural impact of women's poetry in Bodo literature, considering its role in challenging stereotypes, empowering women's voices, and promoting cultural preservation and identity within the Bodo community.

CO 3: Students will gain a comprehensive understanding of the significant contributions made by women authors to Bodo fiction, exploring their thematic concerns, narrative techniques, and socio-cultural impact.

ILO 3.1: Identify and analyze the works of prominent women authors in Bodo fiction, examining their unique literary styles, character development, plot structures, and thematic explorations.

ILO 3.2: critically analyze the thematic diversity present in the fiction of Bodo women authors, including explorations of cultural identity, social issues, gender dynamics, traditional beliefs, and personal narratives.

ILO 3.3: Evaluate the narrative techniques employed by women authors in Bodo fiction, examining their use of language, dialogue, symbolism, and storytelling devices to convey themes and depict characters.

ILO 3.4: Examine the socio-cultural perspectives depicted in Bodo fiction by women authors, exploring how these narratives reflect and respond to historical events, societal norms, and cultural practices within the Bodo community.

CO 4: Students will gain a comprehensive understanding of the significant contributions made by women writers to Bodo non-fiction literature, exploring their perspectives, thematic concerns, and socio-cultural impact.

ILO 4.1: Identify key women writers.

ILO 4.2: Analyze thematic diversity.

ILO 4.3: Evaluate writing styles and techniques.

ILO 4.4: Examine socio-cultural impact of Bodo women writers.

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1					
Conceptual Knowledge		CO1, CO2, CO3, CO4		CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	
Procedural Knowledge				CO2, CO3, CO4	CO1, CO2, CO3, CO4	
Metacognitive Knowledge						

Course Contents with units, marks, and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours	Marks
I	Concept and Significance of Women literature	12	2	-	14	15
II	Women Contribution in Bodo poetry	13	3	-	16	15
III	Women Contribution in Bodo Fiction	12	2	-	14	15
IV	Women Contribution in Bodo Non-fiction	13	3		16	15
	Total	50	10		60	60
<p><i>Where, L: Lectures T: Tutorials P: Practical</i></p> <p><u>Mode of In-Semester assessment:</u> (40 Marks)</p> <p>1. Two sessional Examinations: 10+10=20 Marks</p> <p>2. Any two of the following activities listed below- 10+10=20 Marks</p> <p>(i) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course.</p>						

Suggested Reading:

1. Malashri Lal & others (ed.), Signifying self: women and literature
2. Swarna Prabha Chainary, Boro Thunlayao Aijw (2017) Published by Sahitya Akademy, Delhi
3. Rita Boro, Ziuli (ed.)
4. Jwishri Boro, Gambari (ed.)

Semester-IV

Title of the Course	:	Introduction to Languages of North-East India
Course Code	:	BODM - 4
Nature of the Course	:	Minor
Total Credit	:	4 Credits
Distribution of Marks	:	60 (End Sem.) + 40 (In-Sem.)

Course Description:

This course provides an introductory exploration of the rich linguistic diversity found in North-East India. Students will study various languages spoken in the region, examining their historical development, linguistic features, cultural significance, and sociolinguistic contexts.

Course Objectives: The objectives of this course are –

- To discuss a brief Introduction to the North-Eastern Languages of India.
- To provide knowledge about the Indo-Aryan, Sino-Tibetan and Austro-Asiatic language families.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO 1: Gain a foundational understanding of the linguistic diversity and typological features of the Indo-Aryan, Sino-Tibetan, Austric, and Dravidian language families in North-East India.

ILO 1.1: Describe the geographical distribution and historical development of Indo-Aryan, Sino-Tibetan, Austric, and Dravidian languages in North-East India, highlighting key linguistic and cultural interactions.

ILO 1.2: Analyze the phonological, morphological, and syntactic characteristics of selected languages from each of the Indo-Aryan, Sino-Tibetan, Austric, and Dravidian language families, illustrating their typological diversity and linguistic structure.

ILO 1.3: Evaluate the socio-cultural significance of language diversity in North-East India, examining how language use and language policies impact community identity, intergroup relations, and cultural preservation.

ILO 1.4: Critically assess current issues and challenges related to language endangerment, revitalization efforts, and the sustainability of linguistic diversity in the context of Indo-Aryan, Sino-Tibetan, Austric, and Dravidian languages in North-East India.

CO 2: Gain a comprehensive understanding of the linguistic diversity of Assam and Arunachal Pradesh, and critically analyze the current status of languages spoken in these regions.

ILO 2.1: Identify and classify the major language families present in Assam and Arunachal Pradesh, including Indo-Aryan, Sino-Tibetan, Austric, and other relevant language families, and describe their geographical distribution within the regions.

ILO 2.2: Analyze the historical and cultural factors influencing the development and preservation of languages in Assam and Arunachal Pradesh, exploring how migration, socio-political changes, and geographic isolation have shaped linguistic diversity.

ILO 2.3: Evaluate the current sociolinguistic landscape of Assam and Arunachal Pradesh, examining issues such as language vitality, endangerment, language policy, and the impact of globalization on language use and maintenance.

ILO 2.4: Compare and contrast the linguistic features (phonology, morphology, syntax) of representative languages from different language families in Assam and Arunachal Pradesh, highlighting their typological diversity and linguistic structures.

CO 3: Develop a comprehensive understanding of the linguistic diversity of Meghalaya, Tripura, and Mizoram, and critically analyze the current status of languages spoken in these regions.

ILO 3.1: Identify and classify the major language families present in Meghalaya, Tripura, and Mizoram, including Khasi, Garo, Tripuri (Kokborok), Mizo, and other relevant languages, and describe their geographical distribution within the regions.

ILO 3.2: Analyze the historical and cultural factors influencing the development and preservation of languages in Meghalaya, Tripura, and Mizoram, exploring how indigenous knowledge systems, migration, socio-political changes, and geographic isolation have shaped linguistic diversity.

ILO 3.3: Evaluate the current sociolinguistic landscape of Meghalaya, Tripura, and Mizoram, examining issues such as language vitality, endangerment, language policy, language revitalization efforts, and the impact of globalization on language use and maintenance.

ILO 3.4: Compare and contrast the linguistic features (phonology, morphology, syntax) of representative languages from different language families in Meghalaya, Tripura, and Mizoram, highlighting their typological diversity and linguistic structures.

CO 4: Develop a comprehensive understanding of the linguistic diversity of Nagaland and Manipur, and critically analyze the current status of languages spoken in these regions.

ILO 4.1: Identify and classify the major language families present in Nagaland and Manipur, including Naga languages (Tibeto-Burman), Manipuri (Meitei), and other relevant languages, and describe their geographical distribution within the regions.

ILO 4.2: Analyze the historical and cultural factors influencing the development and preservation of languages in Nagaland and Manipur, examining how indigenous knowledge systems, migration, socio-political changes, and geographic factors have shaped linguistic diversity.

ILO 4.3: Evaluate the current sociolinguistic landscape of Nagaland and Manipur, exploring issues such as language vitality, endangerment, language policy, language planning initiatives, language shift, and the impact of urbanization and globalization on language use and maintenance.

ILO 4.4: Compare and contrast the linguistic features (phonology, morphology, syntax) of representative languages from different language families in Nagaland and Manipur, highlighting their typological diversity and linguistic structures.

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3, CO4					
Conceptual Knowledge		CO1, CO2, CO3, CO4		CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	
Procedural Knowledge				CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	
Metacognitive Knowledge						

Course Contents with unit, marks, and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours	Marks
I	A brief Introduction to Languages of North-East (Indo –Aryan, Sino-Tibetan, Austric & Dravidian)	10	2	-	12	15
II	A brief introduction to languages of Assam & Arunachal Pradesh and its present Status.	12	4	-	16	15
III	A brief Introduction to languages of Meghalaya, Tripura & Mizoram and its present Status.	12	4	-	16	15
IV	A brief introduction to languages of Nagaland & Manipur and its present	12	4	-	16	15

Status.						
Total	46	14	-	60	60	
<i>Where,</i>	<i>L: Lectures</i>	<i>T: Tutorials</i>		<i>P: Practical</i>		
<u>Mode of In-Semester assessment:</u>				(40 Marks)		
1. Two sessional Examinations:				10+10=20 Marks		
2. Any two of the following activities listed below-				10+10=20 Marks		
(i) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course.						

Suggested Reading:

1. Arpana Konwar, *Studies of the North-East Languages*, Published by Department of Assamese, Dibrugarh University
2. G.A Grierson, *Linguistic Survey of India*, Vol. I, II, III

Semester-V

Title of the Course	:	Introduction to the Languages of Assam
Course Code	:	BODC-9
Nature of the Course	:	Major
Total Credit	:	4 Credits
Distribution of Marks	:	60 (End Sem.) + 40 (In-Sem.)

Course Description:

This is a core course of Bodo designed for the learners of major in Bodo. This course provides a comprehensive overview of the diverse linguistic landscape of Assam. It covers the history, development, and distinctive features of the major languages spoken in the region, including Assamese, Bodo, Bengali, Karbi, and various tribal languages. Students will explore the linguistic structure, phonetics, grammar, and sociolinguistic aspects of these languages. The course also delves into language preservation efforts, cultural significance, and the role of these languages in contemporary Assamese society. Through lectures, discussions, and practical exercises, students will gain a deep appreciation and understanding of the linguistic heritage of Assam.

Course Objectives: The Course objectives are-

- Understanding Linguistic Diversity of Assam.
- Analyzing Linguistic Structures of languages of Assam.
- Appreciating Sociolinguistic Contexts.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO 1: Gain a foundational understanding of the linguistic diversity and cultural significance of languages spoken in Assam.

ILO 1.1: Identify and categorize the major language families present in Assam, such as Indo-Aryan (Assamese, Bodo), Sino-Tibetan (Mishing, Karbi), and other relevant language groups, and describe their distribution within the state.

ILO 1.2: Analyze the historical development of languages in Assam, exploring how cultural interactions, migration, and socio-political changes have influenced linguistic diversity and language evolution.

ILO 1.3: Evaluate the socio-cultural importance of languages in Assam, examining their role in identity formation, community cohesion, and cultural heritage preservation among different ethnic groups.

ILO 1.4: Compare and contrast the linguistic characteristics (phonology, morphology, syntax) of representative languages from various language families in Assam, highlighting their structural differences and typological features.

CO 2: Gain an in-depth understanding of the linguistic characteristics and structural features of the Assamese language.

ILO 2.1: Describe the phonological system of Assamese.

ILO 2.2: Analyze the morphological structure of Assamese.

ILO 2.3: Explain the syntactic structure of Assamese, including word order, sentence structure, grammatical relations (subject, object, verb), and the use of case markers.

ILO 2.4: Evaluate the sociolinguistic aspects of the Assamese language, examining issues such as language variation, dialectal differences, language planning initiatives, and the role of Assamese in education, media, and literature.

CO 3: Develop a foundational understanding of Tibeto-Burman languages with a focus on Bodo, Karbi, Mising, and Rabha, exploring their linguistic characteristics.

ILO 3.1: Identify and classify the Tibeto-Burman language family, distinguishing Bodo, Karbi, Mising, and Rabha among its subgroups, and describe their geographical distribution and linguistic affiliations.

ILO 3.2: Analyze the phonological systems of Bodo, Karbi, Mising, and Rabha languages, including vowel and consonant inventories, tones (if applicable), phonotactics, and syllable structures, comparing these features across languages.

ILO 3.3: Describe the morphological features of Bodo, Karbi, Mising, and Rabha languages, focusing on processes such as affixation, compounding, reduplication, and the formation of grammatical markers, and analyze how these contribute to word formation and meaning.

ILO 3.4: Explain the syntactic structures and typological characteristics of Bodo, Karbi, Mising, and Rabha languages, including word order, sentence structure, grammatical relations (subject, object, verb), and the use of case marking and agreement systems.

CO 4: Develop a foundational understanding of Tibeto-Burman languages with a focus on Bodo, Karbi, Mising, and Rabha, exploring their linguistic characteristics.

ILO 4.1: Identify and classify the Tibeto-Burman language family, distinguishing Bodo, Karbi, Mising, and Rabha among its subgroups, and describe their geographical distribution and linguistic affiliations.

ILO 4.2: Analyze the phonological systems of Bodo, Karbi, Mising, and Rabha languages.

ILO 4.3: Describe the morphological features of Bodo, Karbi, Mising, and Rabha languages.

ILO 4.4: Explain the syntactic structures and typological characteristics of Bodo, Karbi, Mising, and Rabha languages, including word order, sentence structure, grammatical relations.

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge	CO1, CO3	CO1, CO3, CO4	CO3			
Conceptual knowledge		CO1, CO2, CO4		CO2, CO3	CO1	
Procedural knowledge				CO1, CO2, CO4	CO2, CO3, CO4	CO2
Metacognitive Knowledge						

Course Contents with unit, marks, and teaching-learning hours distribution:

Unit	Course Contents	L	T	P	Total Hours	Marks
I	Introduction to Languages of Assam	10	3		13	15
II	Linguistics Characteristics of Assamese Language	12	3		15	15
III	Introduction to Tibeto-Burman Languages and their Linguistics Characteristics (Bodo, Karbi, Mising, Rabha)	12	4		16	15
IV	Introduction to Tai Group of Language and their Linguistics Characteristics (Tai-Phake, Tai-Khamti, Tai-Ahom)	12	4		16	15
	Total	46	14		60	60
<p><i>Where, L: Lectures T: Tutorials P: Practical</i></p> <p>Mode of In-Semester assessment: (40 Marks)</p> <p>1. Two sessional Examinations: 10+10=20 Marks</p> <p>2. Any two of the following activities listed below- 10+10=20 Marks</p> <p>(i) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course.</p>						

Suggested Reading:

1. Arpana Konwar, *Studies of the North-East Languages*, Published by Department of Assamese, Dibrugarh University
2. G.A Grierson, *Linguistic Survey of India*, Vol. I, II, III
3. অৰ্পণা কোঁৱৰ, অসমৰ ভাষাৰ বিশ্লেষণাত্মক অধ্যয়ন, বনলতা, ডিব্ৰুগড়।
4. ভীমকান্ত বৰুৱা, অসমৰ ভাষা, বনলতা, ডিব্ৰুগড়

Semester-V

Title of the Course	:	Study of Bodo Drama
Course Code	:	BODC-10
Nature of the Course	:	Major
Total Credit	:	4 Credits
Distribution of Marks	:	60 (End Sem.) + 40 (In-Sem.)

Course Description: This course offers an in-depth exploration of Bodo drama, focusing on its evolution, thematic diversity, and cultural significance. Students will study the historical development of Bodo theatre, major playwrights, and landmark plays. The course examines the structure, styles, and performance practices unique to Bodo drama, as well as its role in reflecting and shaping Bodo society and culture. Through analysis of texts and performances, students will gain insights into the dramatic techniques and narrative strategies employed in Bodo theatre, fostering a comprehensive understanding of this vibrant art form.

Course Objectives: The main objectives are-

- **Exploring Dramatic Traditions:** Investigate the historical evolution and thematic diversity of Bodo drama, examining its origins, major playwrights, and influential works to understand its cultural and artistic significance.
- **Analyzing Dramatic Techniques:** Analyze the structural elements, dramatic techniques, and performance styles unique to Bodo drama, enabling a critical appreciation of how these elements contribute to storytelling and cultural expression.
- **Contextualizing Cultural Narratives:** Contextualize Bodo drama within the socio-cultural framework of the Bodo community, exploring how it reflects and shapes cultural values, traditions, and contemporary issues, fostering an understanding of its role in community identity and cultural preservation.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO 1: Develop a comprehensive understanding of the fundamental concepts of drama, including its elements, characteristics, and various kinds.

ILO 1.1: Identify and Describe the Elements of Drama: List and describe the key elements of drama, including plot, character, dialogue, theme, setting, and conflict, and explain their roles in the construction and analysis of dramatic works.

ILO 1.2: Analyze the Characteristics of Drama: Analyze the distinguishing characteristics of drama, such as dramatic structure, use of language, staging, and performance, and illustrate how these characteristics differentiate drama from other literary forms.

ILO 1.3: Evaluate Different Kinds of Drama: Evaluate the various kinds of drama, including tragedy, comedy, melodrama, farce, and tragicomedy, and compare their thematic content, structural patterns, and stylistic features.

ILO 1.4: Apply Concepts of Drama to Practical Analysis: Apply the concepts of elements, characteristics, and kinds of drama to the analysis of a specific dramatic text or performance, demonstrating an understanding of how these concepts interact to shape the overall impact of the drama.

CO 2: Develop a comprehensive understanding of Bodo mythological drama through the study of *Sandw Baodia* by Surat Narzary, focusing on its themes, cultural significance, and dramatic techniques.

ILO 2.1: Analyze Themes and Cultural Significance: Identify and analyze the central themes and cultural elements presented in *Sandw Baodia*, and explain how the drama reflects and preserves Bodo myths, traditions, and societal values.

ILO 2.2: Examine Dramatic Structure and Techniques: Examine the dramatic structure of *Sandw Baodia*, including its plot, character development, dialogue, and use of traditional dramatic techniques, and assess how these elements contribute to the overall impact of the drama.

ILO 2.3: Evaluate Performance Aspects: Evaluate the performance aspects of *Sandw Baodia*, such as staging, costumes, music, and choreography, and discuss how these elements enhance the storytelling and cultural expression within the drama.

ILO 2.4: Interpret Mythological Contexts: Interpret the mythological contexts and symbols used in *Sandw Baodia*, and explore their relevance to Bodo cultural heritage and identity, providing insights into the drama's role in cultural preservation and education.

CO 3: Gain a comprehensive understanding of the Bodo historical drama *Raja Iragdao* by Kamal Kumar Brahma, focusing on its historical context, narrative techniques, and its significance in Bodo literature and culture.

ILO 3.1: Analyze Historical Context and Themes: Identify and analyze the historical events, figures, and socio-political context depicted in *Raja Iragdao*, and explain how the drama reflects and interprets Bodo history and heritage.

ILO 3.2: Examine Narrative Techniques and Structure: Examine the narrative techniques and dramatic structure used in *Raja Iragdao*, including plot development, character arcs, and use of historical sources, and assess how these elements contribute to the storytelling and dramatic impact.

ILO 3.3: Evaluate Dramatic and Cultural Significance: Evaluate the cultural and dramatic significance of *Raja Iragdao*, including its portrayal of Bodo identity, traditions, and values, and discuss its role in the preservation and promotion of Bodo historical narratives through drama.

ILO 3.4: Interpret Symbolism and Historical Representation: Interpret the use of symbolism and historical representation in *Raja Iragdao*, exploring how these elements convey deeper meanings about Bodo history and cultural identity, and provide insights into the drama's relevance to Bodo historical literature.

CO 4: Develop a comprehensive understanding of the Bodo social drama *Harbadi Khwmsi* by Kamal Kumar Brahma, focusing on its portrayal of social issues, narrative structure, and its role in reflecting and influencing Bodo society.

ILO 4.1: Analyze Social Themes and Issues: Identify and analyze the social themes and issues depicted in *Harbadi Khwmsi*, such as community dynamics, social norms, conflict, and change, and explain how these themes reflect the social realities and challenges faced by the Bodo community.

ILO 4.2: Examine Narrative Techniques and Dramatic Structure: Examine the narrative techniques and dramatic structure used in *Harbadi Khwmsi*, including plot development, character portrayal, dialogue, and dramatic tension, and assess how these elements contribute to the effectiveness of the social commentary.

ILO 4.3: Evaluate Cultural and Dramatic Significance: Evaluate the cultural and dramatic significance of *Harbadi Khwmsi*, including its portrayal of Bodo traditions, values, and social norms, and discuss its role in the preservation and critique of cultural practices and social change within the Bodo community.

ILO 4.4: Interpret Symbolism and Social Commentary: Interpret the use of symbolism and social commentary in *Harbadi Khwmsi*, exploring how these elements convey deeper meanings about Bodo social structures, cultural identity, and the tension between tradition and modernity.

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge	CO1, CO3	CO1, CO3, CO4	CO3			
Conceptual knowledge		CO1, CO2, CO4		CO2, CO3	CO1	
Procedural knowledge				CO1, CO2, CO4	CO2, CO3, CO4	
Metacognitive Knowledge	CO1, CO3	CO1, CO3, CO4	CO3			

Course Contents with units, marks, and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours	Marks
I	Concept of Drama (a) Elements of Drama (b) Characteristics of Drama (c) Kinds of Drama	12	2	-	14	15
II	Mythological Drama: Sandw Baodia by Surat Narzary	12	2	-	14	15
III	Historical Drama: Raja Iragdao by Kamal Kumar Brahma	12	4	-	16	15
IV	Social Drama: Harbadi Khwmsi by Kamal Kumar Brahma	12	4	-	16	15
	Total	48	12	-	60	60
<p style="text-align: center;"><i>Where, L: Lectures T: Tutorials P: Practical</i></p> <p><u>Mode of In-Semester assessment:</u> (40 Marks)</p> <p>1. Two sessional Examinations: 10+10=20 Marks</p> <p>2. Any two of the following activities listed below- 10+10=20 Marks (i) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course.</p>						

Suggested Reading:

- Allardyee, Theory of Drama
- Manoranjan Lahary, Phaothai Santhou, Onsumwi Library, Kokrajhar.
- Thulan Mochahary, Boro Phaothai Thunlai (2021), Thunlai Publication, Barama, Baksa.
- Swarna Prabha Chainary, Boro Phaothaini Bizirnai (2002), Nilima Prakashani, Barama
- Bhoumik Ch. Baro, Boro Phaothai Thunlai Bijirnai, Onsumwi Library, Kokrajhar.

Semester-V

Title of the Course	:	Culture of Assam (Assamese, Mising, Rabha & Karbi)
Course Code	:	BODC- 11
Nature of the Course	:	Major
Total Credit	:	4 Credits
Distribution of Marks	:	60 (End Sem.) + 40 (In-Sem.)

Course Description: This course explores the rich and diverse cultural tapestry of Assam, focusing on the Assamese, Mising, Rabha, and Karbi communities. Students will examine the traditional practices, customs, festivals, music, dance, art, and literature unique to each group. The course highlights the historical development, social structures, and cultural exchanges among these communities. Through lectures, discussions, and multimedia resources, students will gain a deep understanding of the cultural identities and contributions of the Assamese, Mising, Rabha, and Karbi peoples, fostering an appreciation for Assam's multicultural heritage.

Course Objectives: The main objective of the course are-

- **Exploring Cultural Diversity:** Investigate the cultural traditions, practices, customs, and rituals of the Assamese, Mising, Rabha, and Karbi communities, gaining a comprehensive understanding of their distinct cultural identities.
- **Examining Cultural Interactions:** Analyze the historical interactions, influences, and exchanges among the Assamese, Mising, Rabha, and Karbi cultures, exploring how these interactions have shaped their traditions and cultural expressions over time.
- **Understanding Cultural Significance:** Explore the cultural significance of festivals, music, dance, art, and literature within each community, recognizing their role in fostering community cohesion, preserving heritage, and shaping contemporary cultural narratives in Assam.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO 1: Develop a foundational understanding of the concept of culture, focusing on its meaning and key elements.

ILO 1.1: Define and Explain the Concept of Culture.

ILO 1.2: Identify and Describe Elements of Culture.

ILO 1.3: Analyze the Interrelationship of Cultural Elements.

ILO 1.4: Compare Cultural Elements Across Societies.

CO 2: Gain a comprehensive understanding of the diverse ethnic cultures of Assam, including their traditions, practices, and contributions to the region’s cultural mosaic.

ILO 2.1: Identify and describe the major ethnic groups in Assam, highlighting their unique cultural practices, languages, and traditional lifestyles.

ILO 2.2: Analyze the cultural practices and traditions of various ethnic groups in Assam, including their festivals, rituals, art forms, and social customs.

ILO 2.3: Evaluate the impact of ethnic diversity on the cultural landscape of Assam, exploring how different ethnic groups contribute to the region's cultural heritage and social dynamics.

ILO 2.4: Compare and contrast the cultural characteristics of different ethnic groups in Assam, identifying both unique and shared elements across these cultures.

CO 3: Develop a comprehensive understanding of the folk festivals of Assamese, Karbi, and Rabha communities in Assam, focusing on their cultural significance, rituals, and social impact.

ILO 3.1: Identify and Describe Major Folk Festivals.

ILO 3.2: Analyze Rituals and Practices.

ILO 3.3: Evaluate the Role of Folk Festivals in Community Life.

ILO 3.4: Compare and Contrast Festivals Across Communities.

CO 4: Gain a comprehensive understanding of the food habits and traditional dresses of the Bodo, Karbi, and Mising communities in Assam, focusing on their cultural significance and variations.

ILO 4.1: Identify and Describe Traditional Food Habits.

ILO 4.2: Analyze the Cultural Significance of Traditional Dress.

ILO 4.3: Evaluate the Role of Food and Dress in Cultural Identity.

ILO 4.4: Compare and Contrast Food and Dress Across Communities.

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge	CO1, CO2, CO3	CO1, CO2	CO2	CO1, CO2, CO3	CO1, CO2	CO1, CO2, CO3
Conceptual knowledge	CO1, CO2, CO3	CO1, CO2, CO3	CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO1, CO2, CO3
Procedural knowledge		CO2	CO2, CO3	CO2, CO3, CO4		CO4

Metacognitive Knowledge		CO1, CO4				
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Course Contents with unit, marks, and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours	Marks
I	Concept of culture (a) Meaning of Culture (b) Elements of Culture	12	2	-	14	15
II	An introduction of different Ethnic culture of Assam	12	2	-	14	15
III	Folk Festival of Assam (Assamese , Karbi and Rabha)	12	4	-	16	15
IV	Food habits and Dresses of - Bodo, Karbi and Mising	12	4	-	16	15
Total		48	12	-	60	60
<p style="text-align: center;"><i>Where, L: Lectures T: Tutorials P: Practical</i></p> <p style="text-align: center;"><u>Mode of In-Semester assessment:</u> (40 Marks)</p> <p>1. Two sessional Examinations: 10+10=20 Marks</p> <p>2. Any two of the following activities listed below- 10+10=20 Marks</p> <p style="padding-left: 20px;">(i) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course.</p>						

Suggested Reading:

1. Rajmohan Nath, Background of Assamese Culture.
2. Anil Kr. Baro, Folk-literature of the Boros: N. L. Publications, Panbazar, Guwahati.
3. Kameswar Brahma (1989), Aspects of Social Folk-Custom of the Bodos; Bina Library, Guwahati.
4. Bhrigumuni Kagyung, Mising Sanskriti Alekhya
5. Nabin Ch. Sarma, Axomiya Loko-Sanskritir Alekhya
6. Rajmohan Nath, Backgroud of Assamese Culture; Shillong
7. Dhireswar Boronarzi (2011), Subung Harimuni Riphithai
8. Binoy Kr. Brahma (2009). Borni Subung Harimu, N.L. Publications, Guwahati

Semester-V

Title of the Course	:	Children Literature of the Bodo
Course Code	:	BODM-5
Nature of the Course	:	Minor
Total Credit	:	4 Credits
Distribution of Marks	:	60 (End Sem.) + 40 (In-Sem.)

Course Description: This course delves into the enchanting world of Bodo children's literature, examining its themes, narratives, and cultural significance. Students will explore traditional folktales, modern stories, poems, and songs crafted for young audiences. The course highlights the role of Bodo children's literature in imparting cultural values, language, and heritage. Through analysis and discussions, students will gain insights into the storytelling techniques and literary devices used in Bodo children's literature, fostering an appreciation for its contribution to the literary landscape and cultural education of Bodo youth.

Course Objectives: The main objective of the course is to describe about the Bodo culture and provide knowledge about the Bodo culture to the students.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO 1: Develop a foundational understanding of the concept of children's literature, focusing on its needs, importance, and aphorisms.

ILO 1.1: Define and Explain the Concept of Children's Literature: Define the term 'children's literature' and explain its essential characteristics, genres, and distinguishing features compared to other literary forms.

ILO 1.2: Analyze the Needs and Importance of Children's Literature: Analyze the needs and importance of children's literature in terms of cognitive, emotional, and social development of children, and explain its role in fostering literacy, creativity, and moral education.

ILO 1.3: Evaluate Key Aphorisms in Children's Literature: Evaluate key aphorisms (short, pithy statements) in children's literature that convey moral lessons, ethical principles, or practical wisdom, and discuss their impact on shaping young readers' understanding and behavior.

ILO 1.4: Compare and Interpret Themes Across Children's Literature: Compare and interpret common themes across different works of children's literature, identifying how these themes address the developmental needs of children and reflect societal values.

CO 2: Enhance students' understanding of Bodo children's literature and its cultural, moral, and educational significance.

ILO 2.1: Analyze how "Alaiaron" and "Langwnani Bokhali Gotho" reflect Bodo culture, traditions, and values.

ILO 2.2: Evaluate the moral and ethical lessons conveyed through the protagonists' journeys in both novels.

ILO 2.3: Examine the growth and development of the main characters in the novels, focusing on how they overcome challenges.

ILO 2.4: Critique the narrative techniques and storytelling methods used by Aron Raja and Deobar Ramchiary to engage young readers.

CO 3: Develop an appreciation for Bodo children's poetry, exploring its cultural context, themes, poetic techniques, and educational value.

ILO 3.1: Analyze the cultural themes and values depicted in Bodo children's poetry.

ILO 3.2: Evaluate the use of poetic techniques and how they enhance the meaning and appeal of Bodo children's poetry.

ILO 3.3: Interpret the messages and emotions conveyed in the poems, relating them to personal experiences or contemporary issues.

ILO 3.4: Critique the educational value of Bodo children's poetry, focusing on how it fosters linguistic and moral development.

CO 4: Foster an understanding of the narrative structures, cultural values, and educational aspects inherent in Bodo children's tales.

ILO 4.1: Analyze the narrative structures of Bodo children's tales and their impact on storytelling.

ILO 4.2: Evaluate the cultural values and themes depicted in Bodo children's tales.

ILO 4.3: Examine the development and roles of characters in the tales, focusing on their contributions to the story and cultural representation.

ILO 4.4: Critique the educational value of Bodo children's tales in teaching ethical lessons and cultural knowledge.

Course Outcomes Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge	CO1	CO1	CO2			
Conceptual knowledge		CO1	CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO2, CO3, CO4
Procedural knowledge			CO2, CO3	CO2, CO3, CO4		CO4
Metacognitive Knowledge						

Course Contents with unit, marks, and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours	Marks
I	Concept of Children literature (a) Needs and Importance of Children Literature (b) Aphorism of children literature	12	2	-	14	15
II	Novel (Selected): a) Alaiaron by Aron Raja b) Langwnani Bokhali Gotho by Deobar Ramchiary	12	2	-	14	15
III	Poetry (Selected): a) Bihar Khanai by Rupnath Brahma b) Bima Phisa by Chatish Chandra Basumatary c) Undwi by Purcharam Brahma	12	4	-	16	15
IV	Tales (Selected): a) Dikhurani Solobatha by Ratneswar Narzary b) Alari Dambra by Mohini Mohan Brahma c) Bwrai Tharun Gainaini Solo by Mohini Mohan Brahma	12	4	-	16	15
	Total	48	12	-	60	60
<p align="center"><i>Where, L: Lectures T: Tutorials P: Practical</i></p> <p align="center"><u>Mode of In-Semester assessment:</u> (40 Marks)</p>						

- | | |
|--|----------------|
| 1. Two sessional Examinations: | 10+10=20 Marks |
| 2. Any two of the following activities listed below- | 10+10=20 Marks |
| (i) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course. | |

Suggested Reading:

1. Peter Hunt (Ed.), *Understanding Children's Literature* (1999), Published by Routledge 11 new Fetter Lane, London
2. Mohoni Mohan Brahma, *Boro Khosarini Solobatha*, Published by Gauhati University, Guwahati
3. Dhiren Boro, *Langwnani Bokhali*, Nilima Prakasani, Barama, Baksa

Semester-VI

Title of the Course	:	Literary Criticism (Eastern and Western)
Course Code	:	BODC- 12
Nature of the Course	:	Major
Total Credit	:	4 Credits
Distribution of Marks	:	60 (End Sem.) + 40 (In-Sem.)

Course Description: This course provides a comparative study of Eastern and Western literary criticism, examining key theories, concepts, and critical approaches. Students will explore influential critics and foundational texts from both traditions, analyzing differences and similarities in their perspectives on literature, art, and aesthetics. The course covers major schools of thought, including classical, modern, and contemporary criticism, and their application to literary analysis. Through lectures, readings, and critical essays, students will develop a nuanced understanding of global literary criticism, enhancing their analytical skills and appreciation of diverse critical frameworks.

Course Objectives: The objectives of this course are-

- To provide to the students about different perspective and thoughts in literature, its theory and criticism both of the Eastern and Western
- To give information about Indian perspective of literary theory Alankara, Rasa and Chanda.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO 1: Develop an understanding of literary criticism and its importance in analyzing and appreciating literary works.

ILO 1.1: Describe major theories and approaches in literary criticism and explain their purposes.

ILO 1.2: Apply various literary criticism frameworks to analyze specific literary texts.

ILO 1.3: Evaluate the role and impact of literary criticism in shaping readers' interpretations and appreciation of literature.

ILO 1.4: Develop and articulate personal critical perspectives on literature, integrating knowledge of different critical theories.

CO 2: Develop an understanding of the fundamental definitions and key components of poetry and drama, and apply this knowledge to analyze and interpret various texts.

ILO 2.1: Describe the definitions and distinguishing characteristics of poetry and drama.

ILO 2.2: Identify and analyze the key components of poetry and drama.

ILO 2.3: Apply analytical skills to interpret the meaning and significance of poetic and dramatic texts.

ILO 2.4: Compare and contrast the techniques and purposes of poetry and drama in literary expression.

CO 3: Develop an understanding of the definitions and key components of novels and short stories, and apply this knowledge to analyze and interpret various texts.

ILO 3.1: Describe the definitions and distinguishing features of novels and short stories.

ILO 3.2: Identify and analyze the key components of novels and short stories, such as plot, character, setting, and theme.

ILO 3.3: Apply critical analysis to interpret the structure and elements of novels and short stories.

ILO 3.4: Compare and contrast the techniques and narrative strategies used in novels and short stories.

CO 4: Develop an understanding of key Western literary criticism movements (Romanticism, Modernism, Post-Modernism, Symbolism, and Feminism), and apply these frameworks to analyze and interpret literary texts.

ILO 4.1: Describe the main principles and characteristics of Romanticism, Modernism, Post-Modernism, Symbolism, and Feminism.

ILO 4.2: Identify and analyze literary texts using the critical frameworks of Romanticism, Modernism, Post-Modernism, Symbolism, and Feminism.

ILO 4.3: Evaluate the influence of Romanticism, Modernism, Post-Modernism, Symbolism, and Feminism on literary themes, forms, and techniques.

ILO 4.4: Compare and contrast the approaches and critical methodologies of Romanticism, Modernism, Post-Modernism, Symbolism, and Feminism.

Course Outcomes Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge		CO1, CO2, CO3				
Conceptual knowledge		CO1, CO2, CO3	CO1, CO2,		CO1, CO2, CO3, CO4	
Procedural knowledge		CO2	CO1, CO2			CO1, CO2, CO3, CO4
Metacognitive Knowledge						

Course Contents with unit, marks, and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours	Marks
I	Concept of Literary Criticism and its importance	08	2	-	10	15
II	Poetry and Drama : Definition and Component	14	3	-	17	15
III	Novel & Short story : Definition & Component	14	3	-	17	15
IV	New Literary criticism (Western) (a) Romanticism (b) Modernism (c) Post-Modernism (d) Symbolism (e) Feminism	14	2	-	16	15
	Total	50	10	-	60	60

<i>Where,</i>	<i>L: Lectures</i>	<i>T: Tutorials</i>	<i>P: Practical</i>
<u>Mode of In-Semester assessment:</u>			(40 Marks)
1. Two sessional Examinations:			10+10=20 Marks
2. Any two of the following activities listed below-			10+10=20 Marks
(i) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course.			

Suggested Reading:

1. Patricia Waugh (ed): Literary Theory and Criticism, Oxford University Press
2. IA Richards: Principles of Literary Criticism, Routledge, London and New York.
3. Trailakya Nath Goswami: Sahitya Vidya Parikrama
4. SL Doshi : Modernity, Post-Modernity and Neo-Sociological Theories, Rawat Publications, Jaipur and New Delhi.
5. Indromalati Narzary, Thunlaini Bidwi arw Gohena. Panbajar :NL Publications, 2009.
6. Manoranjan Shastri : Sahitya Darsana
7. Manoranjan Lahary, Thunlai arw Gohena. Kokrajhar:Onsumwi Library, 2002.
8. Isaac Narzary, Thunlai Bijirnai. North Bongaigaon:Bengtol College, 2013.
9. Phukan Chandra Basumatary, BoroThunlaini Khobam, Gohena arw Bidwi, Nilima Prakasani, Barama.

Semester-VI

Title of the Course	:	Study of the Cognate Languages of Bodo
Course Code	:	BODC – 13
Nature of the Course	:	Major
Total Credits	:	4 Credits
Distribution of Marks	:	80 (End Sem.) + 20 (In-Sem.)

Course Description: This course explores the cognate languages of Bodo, examining their historical relationships, linguistic similarities, and differences. Students will study the phonetic, grammatical, and syntactical features of languages related to Bodo, such as Garo, Rabha, and Kokborok. The course delves into the comparative linguistic analysis, tracing the evolution and development of these languages within the Tibeto-Burman language family. Through lectures, discussions, and practical exercises, students will gain a comprehensive understanding of the interconnectedness of Bodo and its cognate languages, fostering an appreciation for the linguistic diversity within this language group.

Course Objectives: The objectives of this course are-

- To give knowledge on contrastive study of languages
- To provide knowledge about the similarities and dissimilarities of the Bodo and Assamese language structure.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO 1: Develop an understanding of the cognate languages of Bodo, their characteristics, historical development, and their linguistic and cultural relationships.

ILO 1.1: Describe the major cognate languages of Bodo and their distinguishing linguistic features.

ILO 1.2: Analyze the historical development and evolution of the cognate languages of Bodo.

ILO 1.3: Compare and contrast the phonological, grammatical, and lexical characteristics of Bodo with its cognate languages.

ILO 1.4: Evaluate the cultural and linguistic relationships between Bodo and its cognate languages.

CO 2: Conduct a contrastive study on the phonological systems of Bodo, Tiwa, and Rabha, understanding their similarities, differences, and implications for linguistic analysis.

ILO 2.1: Describe the phonological systems of Bodo, Tiwa, and Rabha, including their phonemes, tonal patterns, and syllable structures.

ILO 2.2: Identify and analyze the key similarities and differences in the phonological features of Bodo, Tiwa, and Rabha.

ILO 2.3: Apply contrastive phonological analysis techniques to compare segmental and suprasegmental features across Bodo, Tiwa, and Rabha.

ILO 2.4: Evaluate the implications of phonological differences and similarities between Bodo, Tiwa, and Rabha for linguistic research and language teaching.

CO 3: Conduct a contrastive study on the morphological systems of Bodo, Garo, and Rabha, exploring their structural characteristics, similarities, and differences.

ILO 3.1: Describe the morphological structures and processes of Bodo, Garo, and Rabha, including their word formation, inflectional systems, and derivational patterns.

ILO 3.2: Identify and compare the major similarities and differences in the morphological features of Bodo, Garo, and Rabha.

ILO 3.3: Analyze specific morphological phenomena in Bodo, Garo, and Rabha using contrastive linguistic methodologies.

ILO 3.4: Evaluate the implications of morphological variation among Bodo, Garo, and Rabha for language typology, historical linguistics, and language preservation efforts.

CO 4: Conduct a contrastive study on the morphology of Bodo, Garo, and Rabha, and a contrastive study on the vocabulary of Bodo, Rabha, and Tiwa, analyzing their structural characteristics, similarities, and differences.

ILO 4.1: Describe the morphological structures and processes of Bodo, Garo, and Rabha, including their word formation, inflectional systems, and derivational patterns.

ILO 4.2: Identify and compare the major similarities and differences in the morphological features of Bodo, Garo, and Rabha.

ILO 4.3: Examine the lexical inventories and semantic domains of Bodo, Rabha, and Tiwa, focusing on their core vocabulary and specialized terminology.

ILO 4.4: Evaluate the significance of lexical similarities and differences among Bodo, Rabha, and Tiwa for cross-linguistic communication, translation, and language revitalization efforts.

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge						
Conceptual knowledge		CO1, CO2	CO2		CO1	
Procedural knowledge		CO2		CO1, CO2	CO2	
Metacognitive Knowledge						CO1

Course Contents with unit, marks, and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours	Marks
I	An Introduction to Cognate languages of Bodo	12	2	-	14	15
II	Contrastive study on Phonology of Bodo, Tiwa & Rabha	13	3	-	16	15
III	Contrastive study on Morphology of Bodo, Garo & Rabha	12	2	-	14	15
IV	Contrastive study on Vocabulary (Bodo, Rabha & Tiwa)	13	3		16	15
	Total	50	10		60	60
<p><i>Where, L: Lectures T: Tutorials P: Practical</i></p> <p><u>Mode of In-Semester assessment:</u> (40 Marks)</p>						

- | | |
|--|----------------|
| 1. Two sessional Examinations: | 10+10=20 Marks |
| 2. Any two of the following activities listed below- | 10+10=20 Marks |
| (i) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course. | |

Suggested Reading:

1. Garo Grammar- Robins Burling
2. Tiwa Matpadi-V Len Kholar
3. Rabha Raothab- Rabha Bhasa Parishad
4. Swarna Prabha Chainary, Raoni Mohor (part-I,II&III)

Semester-VI

Title of the Course	:	Studies on Languages of Assam
Course Code	:	BODC-14
Nature of the Course	:	Major
Total Credits	:	4 Credits
Distribution of Marks	:	60 (End Sem.) + 40 (In-Sem.)

Course Description: This course provides an in-depth exploration of the diverse linguistic landscape of Assam. Students will study the major languages spoken in the region, including Assamese, Bodo, Karbi, and various tribal languages. The course covers linguistic structures, historical developments, cultural contexts, and sociolinguistic aspects of these languages. Through lectures, readings, and discussions, students will gain a comprehensive understanding of the linguistic diversity and cultural significance of Assam's languages.

Course Objectives : The objectives of this course are-

- To discuss about the language studies of Assam.
- To discuss about the studies on Grammar & Lexicon of languages of Assam.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO 1: Analyze the foundational principles of linguistics and their application to language studies.

ILO 1.1: Identify and describe key linguistic theories and their historical development.

ILO 1.2: Apply linguistic concepts to analyze and interpret language data from various languages.

ILO 1.3: Evaluate the implications of linguistic research for understanding human cognition and communication.

ILO 1.4: Synthesize knowledge from linguistic subfields to address real-world language-related issues.

CO 2: Demonstrate comprehensive understanding of the Assamese language across phonology, linguistics, grammar, and lexicon.

ILO 2.1: Identify and describe the distinctive phonetic features of Assamese sounds.

ILO 2.2: Interpret the impact of phonological processes on Assamese word formation.

ILO 2.3: Examine the syntactic structure of Assamese sentences.

ILO 2.4: Evaluate dialectal variations within Assamese from a linguistic perspective.

ILO 2.5: Describe the morphological structure of Assamese words.

ILO 2.6: Analyze the grammatical rules for sentence construction in Assamese.

ILO 2.7: Identify and categorize major lexical classes in Assamese.

CO 3: Analyze and interpret the linguistic features and lexicon of Bodo, Karbi, and Mising languages.

ILO 3.1: Examine the syntactic structure of Bodo sentences.

ILO 3.2: Analyze and illustrate the morphological structure of Bodo, including word formation processes and inflectional patterns.

ILO 3.3: Identify and categorize major lexical classes in Karbi and Mising.

ILO 3.4: Assess the evolution of Karbi and Mising grammar and lexicon over time

CO 4: Analyze the linguistic features and cultural contexts of the Tai group of languages (Kamti, Phake, Ahom) to understand their historical development, phonological systems, grammatical structures, and sociolinguistic aspects.

ILO 4.1: Analyze and describe the phonological systems of Kamti, Phake, and Ahom, including their vowel and consonant inventories, tonal patterns, and phonotactic constraints.

ILO 4.2: Describe and analyze the morphological and grammatical structures of the Tai languages, including word formation processes, inflectional patterns, and syntactic constructions.

ILO 4.3: Examine the lexical and semantic features of the Tai languages, including core vocabulary, semantic fields, and the meanings of idiomatic expressions.

ILO 4.4: Analyze the sociolinguistic and historical contexts of the Tai languages, focusing on their development, language contact, and current sociolinguistic status.

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge	CO1				CO1	
Conceptual knowledge	CO1, CO2, CO4	CO2, CO3, CO4		CO2	CO1, CO2, CO4	
Procedural knowledge	CO1, CO3			CO3, CO4	CO1, CO3	
Metacognitive Knowledge					CO1	

Course Contents with unit, marks, and teaching-learning hours distribution:

Unit	Course Contents	L	T	P	Total Hours	Marks
I	Concept of Language Studies and its importance	12	2	-	14	15
II	Studies on Assamese language: a. Phonological Studies b. Linguistic Studies c. Studies on Grammar & Lexicon	13	3	-	16	15
III	Studies on Sino-Tibetan Languages of Assam: a. Linguistic Studies on Bodo b. Studies on lexicon of Karbi & Mising	12	2	-	14	15
IV	Linguistic Studies on Tai group of Languages (Kamti, Phake, Ahom)	13	3		16	15
	Total	50	10		60	60
<p align="center"><i>Where, L: Lectures T: Tutorials P: Practical</i></p> <p align="center"><u>Mode of In-Semester assessment:</u> (40 Marks)</p> <p>1. Two sessional Examinations: 10+10=20 Marks</p> <p>2. Any two of the following activities listed below- 10+10=20 Marks</p> <p>(i) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course.</p>						

Suggested Reading:

1. Arpana Konwar, Linguistic Studies of North-East Languages, Published by Department of Assamese, Dibrugarh University.
2. অপৰ্ণা কোঁৱৰ, অসমত ভাষা অধ্যয়ন, বনলতা, ডিব্ৰুগড়।
3. দীপক জ্যোতি মহন্ত, অসমত ভাষা অধ্যয়নৰ গতি-প্ৰকৃতি, নব্বা পাব্লিকেশ্বন, গুৱাহাটী।
4. Biswajit Das & Phukan Ch. Basumatary, Axomiya Aru Axomar Bhasa, Aak-Baak, Guwahati

Semester-VI

Title of the Course	:	Bodo Prose Literature (Essay, Travelogue, Autobiography & Biography)
Course Code	:	BODC- 15
Nature of the Course	:	Major
Total Credit	:	4 Credits
Distribution of Marks	:	60 (End Sem.) + 40 (In-Sem.)

Course Description: This course provides an in-depth study of Bodo prose literature, focusing on essays, travelogues, autobiographies, and biographies. Students will explore the thematic richness, stylistic features, and cultural significance of Bodo prose works. The course examines prominent Bodo writers and their contributions to these genres, analyzing how they reflect and shape Bodo identity and experiences. Through critical readings, discussions, and writing assignments, students will gain a comprehensive understanding of Bodo prose literature, enhancing their appreciation of its narrative techniques and literary value.

Course Objective: The main objective of the course is to describe about the Bodo culture and provide knowledge about the Bodo culture to the students.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO 1: Understanding the Concept of Prose Literature.

ILO 1.1: Identify key characteristics of various prose forms: Students will be able to distinguish between different types of prose, such as essays, short stories, and novels.

ILO 1.2: Analyze thematic elements in prose works: Students will be able to examine and interpret central themes in selected prose literature.

ILO 1.3: Evaluate narrative techniques used in prose: Students will be able to assess the effectiveness of various narrative strategies employed by prose writers.

ILO 1.4: Apply critical frameworks to prose analysis: Students will be able to utilize literary theories and critical approaches to analyze prose texts.

CO 2: Analyze and interpret the themes and styles in selected essays" from the given texts:

ILO 2.1: Evaluate how Charan Narzary addresses contemporary social issues through Jwngnw Swrang naggou.

ILO 2.2: Interpret Narzary's viewpoints on the role of wisdom in ethical decision-making and societal progress.

ILO 2.3: Analyze the depiction of the Bodo people's contributions to the Indian freedom movement and their impact on regional identity.

ILO 2.4: Explore Rabha's representation of cultural and social values in Bodo society and their relevance to contemporary issues.

CO 3: Analyze and interpret the themes and narrative styles in the travelogue 'Chitrakutniphrai Mount Abusim' by Nabin Malla Basumatary.

ILO 3.1: Evaluate Nabin Malla Basumatary's use of descriptive techniques to capture the essence of the journey from Chitrakutniphrai to Mount Abu, focusing on how effectively the travelogue conveys the physical and cultural landscapes.

ILO 3.2: Analyze the key themes presented in the travelogue, such as the interplay between nature and culture, personal growth through travel, and the significance of historical and cultural landmarks.

ILO 3.3: Interpret the narrative structure of the travelogue, assessing how Basumatary organizes his journey and experiences to create a cohesive and engaging narrative.

ILO 3.4: Compare Basumatary's observations of different cultural practices and traditions encountered during the journey, identifying how these observations contribute to the travelogue's overall portrayal of regional diversity and social dynamics.

CO 4: Analyze and interpret the narrative and thematic elements in selected biographical and autobiographical works", using "Gurudev Kalicharan Brahma" by Kameswar Brahma and "Songram" by Jogendra Kr. Basumatary,

ILO 4.1: Evaluate Biographical Portrayal.

ILO 4.2: Analyze Autobiographical Narratives.

ILO 4.3: Interpret Motivational Themes.

ILO 4.4: Compare Historical and Personal Perspectives:

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge		CO1				
Conceptual knowledge		CO1, CO2, CO4	CO2	CO2, CO3	CO2	
Procedural knowledge		CO1, CO3		CO3, CO4	CO3, CO4	
Metacognitive Knowledge						

Course Contents with unit, marks, and teaching-learning hours distribution:

Unit	Course Contents	L	T	P	Total Hours	Marks
I	Concept of prose literature	12	2	-	14	15
II	Essay (Selected): a) Jwngnw Swrang Nangou by Charan Narzary b) Udangsri Swmaosarnayao Borophwr by Jogendra kr. Basumatary c) Bwirathi by Bishnu Prasad Rabha	12	2	-	14	15
III	Travelogue (Selected): a. Chitrakutniphrai Mount abusim by Nabin Malla Basumatary	12	4	-	16	15
IV	Biography (Selected): Gurudev Kalicharan Brahma by Kameswar Brahma Autobiography (Selected): Songram by Jogendra kr. Basumatary	12	4	-	16	15
	Total	48	12		60	60
<p align="center"><i>Where, L: Lectures T: Tutorials P: Practical</i></p> <p align="center"><u>Mode of In-Semester assessment:</u> (40 Marks)</p> <p>1. Two sessional Examinations: 10+10=20 Marks</p> <p>2. Any two of the following activities listed below- 10+10=20 Marks</p> <p>(i) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course.</p>						

Suggested Reading:

1. Raithai Bihung (Vol. I&II) Bodo publication Board, Bodo Sahitya Sabha
2. Modhuras Baro, Boro Thunlaini Zarimin, NI Publications, Guwahati
3. Manoranjan Lahari, Boro Thunlaini Zarimin , Onsumwi Library, Kokrajhar

Semester-VI

Title of the Course	:	Folk Festival of Assam
Course Code	:	BODM - 6
Nature of the Course	:	Minor
Total Credit	:	4 Credits
Distribution of Marks	:	60 (End Sem.) + 40 (In-Sem.)

Course Description: This course offers a comprehensive exploration of the vibrant folk festivals of Assam, delving into their historical roots, cultural significance, and social impact. Students will study major festivals such as Bihu, Baikho, Rongker, and Jonbeel Mela, examining the rituals, music, dance, and traditional customs associated with each celebration. The course highlights the role of these festivals in fostering community spirit and preserving cultural heritage. Through lectures, multimedia presentations, and participatory activities, students will gain a deep appreciation for the rich festival traditions of Assam and their enduring relevance in contemporary society.

Course Objectives: The objectives of this course are-

- The course aims to demonstrate diverse knowledge and social life of ethnic communities of Assam.
- To know about different festivals of different communities. It helps to preserve our culture and heritage.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO 1: Understand and analyze the cultural significance and traditional practices of Bodo folk festivals.

ILO 1.1: Identify Key Elements of Bodo Folk Festivals. ILO 1.2: Analyze the Historical and Cultural Context.

ILO 1.3: Evaluate the Role of Festivals in Community Cohesion.

ILO 1.4: Compare Traditional and Contemporary Practices.

CO2: Understand and analyze the cultural significance and traditional practices of Mising folk festivals.

ILO 2.1: Describe Traditional Practices and Rituals of Mising Folk Festivals.

ILO 2.2: Analyze the Socio-Cultural Impact of Mising Folk Festivals.

ILO 2.3: Evaluate the Influence of Modernization on Mising Folk Festivals.

ILO 2.4: Compare Mising Folk Festivals with Other Indigenous Festivals.

CO3: Understand and analyze the cultural significance and traditional practices of Karbi folk festivals.

ILO 3.1: Describe the Main Rituals and Practices of Karbi Folk Festivals.

ILO 3.2: Analyze the Role of Karbi Folk Festivals in Community Cohesion.

ILO 3.3: Evaluate the Impact of Modern Influences on Karbi Folk Festivals.

ILO 3.4: Compare Traditional and Modern Aspects of Karbi Folk Festivals.

CO 4: Understand and analyze the cultural significance and traditional practices of Rabha folk festivals.

ILO 4.1: Identify Key Rituals and Traditions of Rabha Folk Festivals

ILO 4.2: Analyze the Socio-Religious Context of Rabha Folk Festivals

ILO 4.3: Evaluate the Impact of Globalization on Rabha Folk Festivals

ILO 4.4: Compare Rabha Folk Festivals with Similar Festivals from Other Cultures

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge		CO1, CO2, CO3, CO4				
Conceptual knowledge				CO1, CO2, CO3, CO4		
Procedural knowledge				CO1, CO2, CO3	CO2, CO3, CO4	
Metacognitive Knowledge						

Course Contents with unit, marks, and teaching-learning hours distribution:

Unit	Course Contents	L	T	P	Total Hours	Marks
I	Folk festivals of the Bodo	12	2	-	14	15
II	Folk festivals of the Mising	13	3	-	16	15
III	Folk festivals of the Karbi	12	2	-	14	15
IV	Folk festivals of the Rabha	13	3		16	15
	Total	50	10		60	60
<p><i>Where, L: Lectures T: Tutorials P: Practical</i></p> <p><u>Mode of In-Semester assessment:</u> (40 Marks)</p> <p>1. Two sessional Examinations: 10+10=20 Marks</p> <p>2. Any two of the following activities listed below- 10+10=20 Marks</p> <p>(i) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course.</p>						

Suggested Reading:

1. Dorson, RM. Folklore and Folk Life: An Introduction. London: The University of Chicago, 1972.
2. Hussain, Julfikar. Folk Culture of Assam.
3. Rabha, Rajen. The Rabhas.
4. Brahma, Binay Kumar. Assamni Gubun Gubun Harini Harimu Fwrbw. Kokrajhar: NL Publications, 2009.
5. Arpana Konwar, Uttar Purvanchalar Somaj aru Sanskriti. Dibrugarh: Banalata, 2023.

SEMESTER VII

Title of the Course	:	Translation Studies and Bodo Literature
Course Code	:	BODC - 16
Nature of the Course	:	Major
Total Credit	:	4 Credits
Distribution of Marks	:	60 (End Sem.) + 40 (In-Sem.)

Course Description: This course explores the theory and practice of translation in the context of Bodo literature. Students will examine translation techniques, cultural nuances, and challenges specific to translating Bodo literary works into other languages and vice versa. The course covers theoretical frameworks, including equivalence theory and cultural translation, and explores practical issues such as linguistic differences and stylistic adaptation. Through case studies, comparative analyses, and practical exercises, students will develop skills in translating and interpreting Bodo literary texts, gaining a deeper appreciation for cross-cultural communication and the role of translation in preserving and promoting Bodo literary heritage.

Course Objectives: The objective of this course are-

- To give a brief introduction on translation Studies and its Importance.
- To give knowledge about the importance of translation studies in Bodo Literature

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO 1: Understand the Impact and Challenges of Translation

ILO 1.1: Identify Key Concepts and Theories in Translation Studies

ILO 1.2: Analyze the Role of Translation in Preserving Cultural Heritage

ILO 1.3: Evaluate the Ethical and Practical Challenges in Translation

ILO 1.4: Discuss the Impact of Translation on Global Communication and Understanding

CO 2: Analyze the challenges and prospects of translation in the Bodo language, addressing its role in cultural preservation and linguistic dissemination.

ILO 2.1: Identify Challenges in Translation from Bodo to Other Languages

ILO 2.2: Evaluate the Impact of Translation on Bodo Language Preservation

ILO 2.3: Analyze Opportunities for Translation Development in Bodo

ILO 2.4: Discuss Strategies to Improve Translation Quality and Accessibility in Bodo

CO3: critically analyze and evaluate translated texts between Bodo and Assamese, considering linguistic accuracy, cultural nuances, and literary merit.

ILO 3.1: Compare and Contrast Linguistic Accuracy in Translated Texts

ILO3.2: Analyze Cultural Adaptation and Nuances in Translated Texts

ILO 3.3: Evaluate Literary Merit and Stylistic Choices in Translated Works

ILO 3.4: Critically Assess the Impact of Translation on Bodo and Assamese Literature

CO 4: acquire practical skills and knowledge necessary for effective translation between languages, focusing on accuracy, cultural sensitivity, and professional standards.

ILO 4.1: Apply Translation Techniques to Convert Texts Between Languages

ILO 4.2: Analyze and Resolve Translation Challenges and Ambiguities

ILO 4.3: Evaluate Translated Texts for Linguistic Accuracy and Naturalness

ILO 4.4: Demonstrate Proficiency in Using Translation Tools and Technologies

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge		CO1				
Conceptual knowledge		CO1, CO2, CO4	CO2	CO2, CO3	CO2	
Procedural knowledge		CO1, CO3		CO3, CO4	CO3, CO4	
Metacognitive Knowledge						

Course Contents with unit, marks, and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours	Marks
I	Translation Studies: a) Introduction of translation Studies b) Importance of translation studies	12	2	-	14	15
II	Development of Translation in Bodo a) Problem and prospect of translation in Bodo	13	3	-	16	15
III	Review of Translated Text into Bodo	12	2	-	14	15

Semester-VII

Title of the Course	:	Indian literature
Course Code	:	BODC - 17
Nature of the Course:		Major
Total Credit	:	4 Credits
Distribution of Marks	:	60 (End Sem.) + 40 (In-Sem.)

Course Description: This course provides an overview of Indian literature, spanning its rich diversity of languages, genres, and historical periods. Students explore major literary movements, influential authors, and representative works from classical to contemporary Indian literature. Through readings and discussions, the course examines themes, cultural contexts, and the evolving social relevance of Indian literary traditions, fostering an appreciation for the literary heritage and creative expressions of India.

Course Objectives: The objective of this course are-

- To give a brief introduction on Indian Literature.
- To give knowledge about the importance of Indian Literature

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO 1: Understand Indian literature, including its historical development, major literary movements, prominent authors, and thematic diversity.

ILO 1.1: Identify Major Literary Movements in Indian Literature

ILO 1.2: Analyze the Themes and Motifs in Indian Literary Works

ILO 1.3: Explain the Influence of Regional Diversity on Indian Literature

ILO 1.4: Evaluate the Contribution of Prominent Indian Authors to Literature

CO 2: Understand of the historical, cultural, and thematic evolution of Indian literature, including its contributions to global literary traditions.

ILO 2.1: Trace the Historical Evolution of Indian Literature

ILO 2.2: Analyze the Influence of Cultural and Linguistic Diversity on Indian Literature

ILO 2.3: Evaluate the Impact of Social and Political Movements on Indian Literary Trends

ILO 2.4 Discuss the Global Impact and Reception of Indian Literature

CO 3: Appreciation of Poetry from Various Cultures and Languages

ILO 3.1: Develop an understanding of the cultural nuances and themes represented in Assamese, Bodo, Bengali, and Hindi poetry through the studied works.

ILO 3.2: Analyze and interpret poetic forms, themes, and literary techniques present in the selected poems from each language.

ILO 3.3: Improve their proficiency in reading and understanding through the study of translated poetry of Assamese, Bodo, Bengali, and Hindi literature.

ILO 3.4: Critically evaluate the similarities and differences in poetic expression across languages and cultures, fostering a deeper appreciation for both universal and culturally specific elements of poetry.

CO 4: Understanding and Analyzing "Jibanor Batat" by Bina Barua

ILO 4.1: Analyze the main characters in "Jibanor Batat," examining their motivations, conflicts, and transformations throughout the narrative.

ILO 4.2: Identify and analyze the major themes present in the novel, such as identity, social change, and the role of women in traditional Assamese society.

ILO 4.3: Contextualize the novel within its historical and cultural milieu, understanding how societal norms and historical events influence the characters and plot.

ILO 4.4: Develop critical thinking skills by evaluating the novel's narrative techniques, symbolism, and its impact on Assamese literature.

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge		CO1				
Conceptual knowledge		CO1, CO2, CO4		CO2, CO3	CO2	
Procedural knowledge		CO1, CO3		CO3, CO4	CO3, CO4	
Metacognitive Knowledge						

Course Contents with unit, marks, and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours	Marks
I	1 Concept of Indian Literature 2. Introduction to Indian literature	10	2	-	12	15
II	Development of Indian Literature	13	3	-	16	15
III	Poetry: Assamese: Amuthi Kabita: Nirmal Prabha	14	2	-	16	15

	translated by Ganesh Boro Bodo: Gwrbwni Sodagor Ang by Bijay Baglary Bengali: Geetanjali : Rabindra Nath Tegore Translated by Sobha Brahma : Khontahi Anjali (1, 2 & 3): Hindi: Okal mei Saros (Angkhalni Somao Daobo), Translated by Srikanta Basumatary					
IV	Novel: Jibanor Batat by Bina Barua	13	3		16	15
	Total	50	10		60	60
<i>Where, L: Lectures T: Tutorials P: Practical</i>						
<u>Mode of In-Semester assessment:</u> (40 Marks)						
1. Two sessional Examinations: 10+10=20 Marks						
2. Any two of the following activities listed below- 10+10=20 Marks						
(i) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course.						

Suggested Reading:

1. Madhuram Baro, ().The History of Bodo Literature: N. L. Publication, Guwahati.
2. Swarna Prabha Chainary (ed.) Angkhalni Somao Daobo, Sahitya Akademi, Delhi

Semester-VII

Title of the Course	:	Sociolinguistics in the Context of Bodo language
Course Code	:	BODC - 18
Nature of the Course	:	Major
Total Credit	:	4 Credits
Distribution of Marks	:	60 (End Sem.) + 40 (In-Sem.)

Course Description: This course examines sociolinguistic aspects of the Bodo language, focusing on its usage, variation, and social implications within the Bodo community. Students will explore language planning, language policy, bilingualism, diglossia, and language maintenance and shift phenomena among the Bodo-speaking population. The course analyzes how language interacts with cultural identity, education, and socioeconomic factors in Bodo society. Through case studies, discussions, and research projects, students will gain insights into the dynamic relationship between

Course Objectives : The objectives of this course are-

- To give a brief introduction on Sociolinguistics.
- To give knowledge about the importance Sociolinguistics

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO 1: Understanding Sociolinguistics

ILO 1.1: Define the meaning and concept of sociolinguistics, including its scope and interdisciplinary nature.

ILO 1.2: Explain how sociolinguistics studies language variation and use in different social contexts.

ILO 1.3: Analyze how factors such as ethnicity, gender, socio-economic status, and geographical location influence language variation and usage patterns.

ILO 1.4: Evaluate the impact of sociolinguistic research on language policies, education, and the understanding of linguistic diversity in society.

CO 2: Exploring Language and Society

ILO 2.1: Examine the relationship between language and culture, analyzing how language reflects and shapes cultural norms, values, and identities.

ILO 2.2: Investigate gender variation in language use, exploring how language may differ based on gender roles, social expectations, and linguistic stereotypes.

ILO 2.3: Compare and contrast language use across different social contexts, such as formal vs. informal settings, professional environments, and online communication platforms.

ILO 2.4: Evaluate the implications of language variation and societal norms on issues such as linguistic discrimination, language policy, and the promotion of linguistic diversity in society.

CO 3: Understanding Dialect Geography and Linguistic Variation

ILO 3.1: Define and explain the concepts of dialect geography and isoglosses, including how they are used to map linguistic variation across geographical regions.

ILO 3.2: Differentiate between language, dialect, idiolect, sociolect, and register, and analyze how these linguistic variations manifest in different social contexts and communities.

ILO 3.3: Analyze case studies or examples of dialect geography, exploring how historical, geographical, and social factors contribute to the development and maintenance of dialectal differences.

ILO 3.4: Evaluate the role of dialect geography in language planning, policy-making, and education, considering how awareness of dialectal variation can enhance communication and understanding within diverse linguistic communities.

CO 4: Exploring Variation of Bodo Language in Different Contexts

ILO 4.1: Identify and describe the variations in Bodo dialects, including caste dialects and class dialects, and analyze how these variations reflect social identities and relationships.

ILO 4.2: Examine the historical, geographical, and social factors that contribute to the development and maintenance of caste and class dialects within the Bodo language community.

ILO 4.3: Compare and contrast the linguistic features and usage patterns of caste and class dialects in Bodo, investigating how these variations affect communication and identity formation among speakers.

ILO 4.4: Evaluate the impact of caste and class dialects on language standardization efforts, language policy, and educational practices within the Bodo-speaking region, considering implications for linguistic diversity and cultural preservation.

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge	CO1, CO2	CO1				
Conceptual knowledge		CO1, CO2, CO4		CO2, CO3	CO2	
Procedural knowledge		CO1, CO3		CO3, CO4	CO3, CO4	
Metacognitive Knowledge						CO4

Course Contents with unit, marks, and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours	Marks
I	Meaning of Sociolinguistics: a. Meaning and concept of sociolinguistics b. The study of language in different contexts of the society	10	2	-	12	15
II	Language and society : a. Relationship between language and culture, language and society. b. Gender variation and language	13	3	-	16	15
III	Dialect Geography:	14	2	-	16	15

	1. Dialect geography and Isogloss 1. Language, Dialect, Idiolect, Socialist, Register.					
IV	Variation of Bodo language in different context a. Variation of Dialects in the context of Bodo: Caste dialect, Class dialect.	13	3		16	15
	Total	50	10		60	60
<p style="text-align: center;"><i>Where, L: Lectures T: Tutorials P: Practical</i></p> <p style="text-align: center;"><u>Mode of In-Semester assessment:</u> (40 Marks)</p> <p>1. Two sessional Examinations: 10+10=20 Marks</p> <p>2. Any two of the following activities listed below- 10+10=20 Marks (ii) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course.</p>						

Suggested Reading:

1. Aleendra Brahma (2018). Rao Arw Rao Bigiyan; Swrjilu Publications, Bathoupuri, Guwahati.
2. Phukan Ch. Basumatary (2017). Raobigiyan Phora; Nilima Prakasani, Barama
3. C.F.Hockett, (2006). *A Course in Modern Linguistics*; Oxford & IBH publishing Co. Ltd., New Delhi.
4. J.K Chambers & Peter Trudgill, (). *Dialectology*; Cambridge University Press, England.
5. W.N. Francis, *Dialectology: An Introduction*; Addison-Wesley Longman Ltd., Canada
6. R. A. Hudson, *Sociolinguistics*, Cambridge University Press, England.
7. অনুৰাধা শৰ্মা, সমাজভাষাবিজ্ঞান, গুৱাহাটী।
8. বিশ্বজিত দাস, সমাজভাষাবিজ্ঞান, বনলতা, ডিব্ৰুগড়,
9. দীপংকৰ মৰল, উপভাষাবিজ্ঞান, বনলতা, ডিব্ৰুগড়,

Semester-VII

Title of the Course	:	Sociological Perspective in Bodo Novel & Short Story
Course Code	:	BODM - 7
Nature of the Course	:	Minor
Total Credit	:	4 Credits
Distribution of Marks	:	60 (End Sem.) + 40 (In-Sem.)

Course Description: This course explores the sociological themes and perspectives portrayed in Bodo novels and short stories. Students analyze how Bodo literature reflects social issues, cultural norms, and historical contexts specific to the Bodo community. Through critical readings and discussions, the course examines themes such as identity, gender, class, ethnicity, and community dynamics as depicted in Bodo literary works. Students gain insights into the intersection of literature and society, enhancing their understanding of the sociocultural dimensions within Bodo literature.

Course Objectives: The objective of this course are-

- To give a brief introduction on Bodo Short Story.
- To give knowledge about the importance Bodo Short Story in sociological perspective

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO 1: Understanding Social Customs as Reflected in "Anari" by Monoranjan Lahary

ILO1.1: Identify the traditional social customs and practices depicted in "Anari."

ILO 1.2: Analyze how social customs shape the characters' actions and decisions in the novel.

ILO 1.3: Compare and contrast the social customs portrayed in "Anari" with those of contemporary Bodo society.

ILO 1.4: Evaluate the significance of social customs in "Anari" in preserving cultural identity and fostering community cohesion.

CO 2: Analyzing Religious Perspectives in Bodo Short Stories

ILO 2.1: identify religious symbols and motifs in selected Bodo short stories.

ILO 2.2: Analyze the influence of religious beliefs on character motivations and actions in the narratives.

ILO 2.3: Compare and contrast the representation of different religious traditions within Bodo short stories.

ILO 2.3: Evaluate the impact of religious perspectives in Bodo short stories on cultural identity and community values.

CO 3: Analyzing Socio-Economic Perspectives in "Maihur" by Dharanidhar Wary

ILO 3.1: Identify the socio-economic challenges and inequalities depicted in "Maihur."

ILO 3.2: Analyze how economic factors influence the characters' decisions and interactions in the novel.

ILO 3.3: Compare the socio-economic conditions portrayed in "Maihur" with contemporary Bodo society.

ILO 3.4: Evaluate the role of socio-economic themes in "Maihur" in reflecting cultural identity and societal values.

CO 4: Analyzing Socio-Economic Perspectives in Bodo Short Stories

ILO 4.1: Identify the socio-economic conditions and disparities depicted in "Dumphoani Phita" by Jonil Kumar Brahma.

ILO 4.2: Analyze the impact of economic factors on the characters' lives and decisions in "Dumphoani Phita."

ILO 4.3: Compare the socio-economic themes explored in "Dumphoani Phita" with those presented in "Haraoni Saikel" by Gobinda Basumatary.

ILO 4.4: Evaluate the portrayal of socio-economic issues in Bodo short stories as a reflection of cultural identity and community values.

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge		CO2				
Conceptual knowledge	CO1, CO2	CO1, CO2, CO3, CO4		CO1		
Procedural knowledge			CO1, CO2, CO3, CO4	CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO1, CO2
Metacognitive Knowledge						

Course Contents with unit, marks, and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours	Marks
I	Social Customs reflected in Bodo Novel (Selected) a) Anari by Monoranjan Lahary	10	2	-	12	15
II	Religious perspective in Bodo Short Story a) Dwrwng by Nabin Malla Boro b) Thwd Jamba by Nandeswar Daimary	13	3	-	16	15

III	Socio-Economic Picture reflected in Bodo Novel a) Maihur : Dharanidhar Wary	14	2	-	16	15
IV	Socio-Economic Picture reflected in Bodo Short Story a. Dumphoani Phita: Jonil Kumar Brahma c. Haraoni Saikel : Gobinda Basumatary	13	3		16	15
Total		50	10		60	60
<p style="text-align: center;"><i>Where, L: Lectures T: Tutorials P: Practical</i></p> <p style="text-align: center;"><u>Mode of In-Semester assessment:</u> (40 Marks)</p> <p>1. Two sessional Examinations: 10+10=20 Marks</p> <p>2. Any two of the following activities listed below- 10+10=20 Marks (iii) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course.</p>						

Suggested Reading:

1. Nandeswar Daimary 2021, Ziu Saphorni Dakhwn, Published by Prokriat Prokason Udalguri
2. Nabin Malla Boro, (2020) Gwthwi, Published by Sumuthi Publishers, Udalguri
3. Janil Kr. Brahma, Dumphaoni Phitha
4. Dharanidhar Wary, Mwihur,

Semester-VIII

Title of the Course : Application of Bodo Grammar and Lexicon
Course Code : BODC- 19
Nature of the Course : Major
 Total Credit : 4 Credits
 Distribution of Marks : 60 (End Sem.) + 40 (In-Sem.)

Course Description: This course focuses on the practical application of Bodo grammar and lexicon in writing and communication. Students will study the foundational aspects of Bodo grammar, including phonetics, morphology, syntax, and semantics. Through practical exercises and assignments, the course emphasizes the correct usage of Bodo grammar rules and expands the students' vocabulary through the

study of lexicon. By the end of the course, students will have developed practical skills in applying Bodo grammar and lexicon effectively in various linguistic contexts.

Course Objective: The objective of this course are-

- **Mastering Grammar Fundamentals:** Gain a thorough understanding of Bodo phonetics, morphology, syntax, and semantics to effectively analyze and apply grammatical rules in written and spoken communication.
- **Enhancing Linguistic Competence:** Develop proficiency in using Bodo lexicon through vocabulary expansion exercises, enabling accurate and expressive communication in various contexts.
- **Practical Application Skills:** Apply acquired knowledge of Bodo grammar and lexicon to compose sentences, paragraphs, and essays, demonstrating proficiency in constructing grammatically correct and contextually appropriate language.
- **Cultural and Linguistic Appreciation:** Appreciate the cultural significance embedded within Bodo grammar and lexicon, recognizing how linguistic choices reflect cultural values and traditions within the Bodo community.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO 1: Mastery of Pronunciation and Application in Bodo

ILO 1.1: Demonstrate accurate pronunciation of Bodo phonemes and distinguish between similar sounds in spoken Bodo.

ILO 1.2: Apply correct pronunciation rules and phonetic principles when speaking Bodo in various contexts, such as formal settings, casual conversations, and storytelling.

ILO 1.3: Analyze the impact of regional, social, and historical factors on Bodo pronunciation variations and dialectal differences.

ILO 1.4: Evaluate the importance of clear and effective pronunciation in maintaining linguistic identity, fostering communication, and preserving cultural heritage within the Bodo-speaking community.

CO 2: Understanding Introduction to Bodo Grammar

ILO 2.1: Identify and explain the basic elements of Bodo grammar, including phonology, morphology, syntax, and semantics.

ILO 2.2: Apply grammatical rules and structures in constructing simple sentences and phrases in spoken and written Bodo.

ILO 2.3: Analyze the differences and similarities between Bodo grammar and grammatical structures of other languages, especially those in the same language family (e.g., Tibeto-Burman languages).

ILO 2.4: Evaluate the role of grammar in preserving linguistic identity and cultural heritage within the Bodo-speaking community, considering its implications for language revitalization and education.

CO 3: Mastery of Introduction to Bodo Dictionary

ILO 3.1: Effectively navigate and utilize a Bodo dictionary to look up words, understand entries, and use pronunciation guides and part-of-speech markers.

ILO 3.2: Expand their Bodo vocabulary by learning new words, synonyms, antonyms, idiomatic expressions, and example sentences provided in the dictionary entries.

ILO 3.3: Recognize and appreciate the etymology and historical development of Bodo words through the dictionary entries and explanations.

ILO 3.4: Gain insights into Bodo culture and linguistic nuances by exploring the cultural context, usage notes, and regional variations provided in the dictionary.

CO 4: Proficiency in the Use of Phrases, Idioms, Proverbs, and Riddles

ILO 4.1: Identify and interpret common Bodo phrases, idioms, proverbs, and riddles, understanding their literal and figurative meanings.

ILO 4.2: Effectively incorporate phrases, idioms, proverbs, and riddles into spoken and written Bodo communication to enhance expression and cultural relevance.

ILO 4.3: Analyze the cultural contexts and origins of Bodo phrases, idioms, proverbs, and riddles, recognizing their significance in conveying cultural values and beliefs.

ILO 4.4: Create and use original phrases, idioms, proverbs, and riddles in Bodo language, demonstrating proficiency in linguistic creativity and cultural adaptation.

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge	CO1, CO4					
Conceptual knowledge		CO1, CO2, CO3, CO4		CO4	CO1, CO2, CO3, CO4	
Procedural knowledge			CO1, CO2	CO1, CO2, CO3, CO4		
Metacognitive Knowledge						CO4

Course Contents with unit, marks, and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours	Marks
I	Pronunciation and Application in Bodo	12	3	-	15	15
II	Introduction to Bodo Grammar	12	3	-	15	15
III	Introduction to Bodo Dictionary	12	3	-	15	15
IV	Use of Phrase and Idioms, Proverbs and Riddles	12	3	-	15	15
	Total	48	12	-	60	60
<p><i>Where, L: Lectures T: Tutorials P: Practical</i></p> <p><u>Mode of In-Semester assessment:</u> (40 Marks)</p> <p>1. Two sessional Examinations: 10+10=20 Marks</p> <p>2. Any two of the following activities listed below- 10+10=20 Marks</p> <p>(i) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course.</p>						

Suggested Reading:

- Jouga Boro Raokhanthi, Bodo publication Board, Bodo Sahitya Sabha, Kokrajhar
- Kamal Kr. Brahma: Gwnang Raokhanthi, Bina Library, Panbazar, Guwahati
- Swarna Prabha Chainary: Boro Raokhanthi, Gumur Publication, Gorchuk, Guwahati
- Bodo-English-Hindi Dictionary, Bodo publication Board, Bodo Sahitya Sabha, Kokrajhar

Semester-VIII

Title of the Course	: Comparative Literature
Course Code	: BODC - 20
Nature of the Course	: Major
Total Credit	: 4 Credits
Distribution of Marks	: 60 (End Sem.) + 40 (In-Sem.)

Course Description:

This course offers an in-depth exploration of Comparative Literature, a discipline that transcends the boundaries of national literatures to examine texts and traditions across cultures. Students will engage with the theoretical frameworks and methodologies that underpin comparative studies, analyzing how literary works from different languages, regions, and historical periods interact and influence each other. The course emphasizes the critical examination of themes, genres, and narrative techniques, fostering an understanding of the global and intercultural dynamics in literature. Through the comparative analysis of selected texts, students will develop a nuanced perspective on the ways literature reflects, shapes, and responds to diverse cultural contexts.

Course Objectives:

- To introduce students to the key theories, concepts, and methodologies in Comparative Literature, including intertextuality, influence studies, and cross-cultural analysis.
- To examine how literature from different cultures and languages can be compared, focusing on thematic parallels, narrative techniques, and cultural contexts.
- To cultivate students' ability to perform close readings and critical analyses of literary texts, integrating comparative perspectives to enhance their understanding.
- To explore how global literary trends, such as colonialism, modernism, and postcolonialism, influence and shape literary production and reception across different cultures.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO1: Analyze the fundamental concepts, scope, and historical development of Comparative Literature.

ILO 1.1: Demonstrate a comprehensive understanding of the fundamental concepts and terminology used in Comparative Literature, including key theories and methodologies.

ILO 1.2: Critically assess the scope of Comparative Literature by analyzing its applications and limitations in diverse literary and cultural contexts.

ILO 1.3: Apply the concepts of Comparative Literature to analyze literary texts from different cultures, identifying connections and contrasts in themes, styles, and contexts.

ILO 1.4: Develop the ability to communicate complex comparative analyses effectively in written and oral formats, adapting to academic and non-academic audiences.

CO2: Examine the development of Comparative Literature in India, including the concept of Indian Literature and its comparative study areas.

ILO 2.1: Describe the concept of Indian Literature, including its diversity and historical context within the Indian cultural framework.

ILO 2.2: Analyze the development and influence of Comparative Literature in India by comparing major literary movements and traditions across different Indian languages and regions.

ILO 2.3: Apply comparative methods to study and interpret texts from different Indian literary traditions, identifying common themes and unique features.

ILO 2.4: Synthesize and present comparative analyses of Indian literary texts in written and oral formats, demonstrating clear and effective communication.

CO3: Analyze the development of Comparative Literature in Bodo, including its unique literary traditions and comparative study areas.

ILO 3.1: Describe the evolution and key characteristics of Bodo literature, including its historical context and cultural significance.

ILO 3.2: Evaluate the role of Comparative Literature in the context of Bodo literature by examining how Bodo literary works interact with or differ from other Indian literatures.

ILO 3.3: Apply comparative literary analysis techniques to study Bodo texts alongside texts from other regional literatures, identifying unique features and commonalities.

ILO 3.4: Develop the ability to present comparative literary analyses involving Bodo literature in both written and oral formats, suitable for academic and broader audiences.

CO4: Apply comparative approaches to analyze selected Bodo literary texts, focusing on poetry and prose.

ILO 4.1: Identify and describe the thematic elements and stylistic features of the selected Bodo texts "Bathu Nam Bwikhaguni Gidu" by Prasanna Kr. Khakhwlary and "Mwnhasoywi Hwua" by Rupnath Brahma.

ILO 4.2: Compare and contrast the treatment of cultural identity and tradition in the poems "Bathu Nam Bwikhaguni Gidu" and "Mwnhasoywi Hwua" with the prose work "Athing" by Nilkamal Brahma.

ILO 4.3: Apply comparative literary analysis techniques to examine how "Athing" reflects or diverges from themes presented in the selected poems, focusing on narrative structure and character development.

ILO 4.4: Develop and articulate a comparative analysis of the selected Bodo texts through essays or presentations, demonstrating effective synthesis and communication of literary insights.

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge	CO1, CO2			CO1		

Conceptual knowledge		CO1, CO2, CO3, CO4	CO3		CO3, CO4	
Procedural knowledge			CO4	CO2		
Metacognitive Knowledge						CO2, CO3, CO4

Course Contents with unit, marks, and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours	Marks
I	Concept of Comparative Literature, Scope and Development of Comparative Literature.	12	3	-	15	15
II	Development of Comparative Literature in India : a) Concept of Indian Literature b) Study areas of Comparative Indian Literature	12	3	-	15	15
III	Development of Comparative Literature in Bodo	12	3	-	15	15
IV	Application of Comparative Approaches in Bodo: (Selected Text) a) Poetry: (i) Bathu Nam Bwikhaguni Gidu by Prasanna Kr. Khakhwlary (ii) Mwnhasoywi Hwua by Rupnath Brahma b) Athing by Nilkamal Brahma	12	3	-	15	15
	Total	48	12	-	60	60
<p><i>Where, L: Lectures T: Tutorials P: Practical</i></p> <p><u>Mode of In-Semester assessment:</u> (40 Marks)</p> <p>1. Two sessional Examinations: 10+10=20 Marks</p> <p>2. Any two of the following activities listed below- 10+10=20 Marks</p> <p>(i) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course.</p>						

Suggested Reading:

1. Madhuram Boro, *The History of Bodo Literature*, NL Publication, Panbazar, Guwahati
2. Indira Boro and Ismail Hussain, *Rujuthayari Thunlai*, Onsumwi Library, Kokrajhar
3. Monoranjan Lahari, *Boro Thunlaini Jarimin*, Onsumwi Library, Kokrajhar
4. Susam Bassnett, *Comparative Literature: A Critical Introduction*
5. Steven Totosy de Zepetnek, *Comparative Literature and Comparative cultural Studies*

Semester-VIII

Title of the Course	: Modern Bodo Poetry
Course Code	: BODM - 08
Nature of the Course	: Major
Total Credit	: 4 Credits
Distribution of Marks	: 60 (End Sem.) + 40 (In-Sem.)

Course Description:

This course explores the evolution and characteristics of modern Bodo poetry, providing a comprehensive understanding of its thematic depth, stylistic innovations, and cultural significance. It examines the ways modern Bodo poets address contemporary issues, personal and collective identity, and socio-political contexts through their work. Through the study of selected texts, students will engage with the techniques and motifs that define modern Bodo poetry, analyzing how these elements reflect the broader trends in Bodo literature and society. The course encourages critical thinking and analytical skills, allowing students to contextualize modern Bodo poetry within both regional and global literary frameworks.

Course Objectives:

- To introduce students to the key characteristics of modernism in Bodo poetry, including themes, narrative styles, and innovative techniques.
- To analyze how modern Bodo poets address contemporary issues, cultural identity, and socio-political themes in their work.
- To cultivate the ability to apply various literary analysis techniques to modern Bodo poetry, focusing on textual analysis, interpretation, and critique.
- To foster comparative approaches by relating modern Bodo poetry to other regional and global literary trends, highlighting similarities and differences.
- To develop students' ability to articulate their analyses and interpretations of modern Bodo poetry effectively in both written and oral formats.

Course Outcomes and Intended Learning Outcome (COs & ILOs):

The students will be able to-

CO1: Critically review and analyze selected Bodo poetry published in *Biber* to understand thematic depth and stylistic diversity.

ILO 1.1: Identify and describe the key themes and stylistic features in the poems "Binai" by Jaladhar Brahma, "Methai" by Rupnath Brahma, and "Gasa Saonai" by Kshithibhusan Brahma.

ILO 1.2: Compare the representation of cultural and personal identity across the selected poems, analyzing how each poet addresses these themes in their work.

ILO 1.3: Conduct a detailed literary analysis of the selected poems, focusing on poetic techniques and their contribution to the overall impact of each piece.

CO2: Analyze the influence of Romanticism in Bodo poetry through a detailed textual study of selected pieces.

ILO 2.1: Describe the Romantic elements present in "Angni Khwina" by Rupnath Brahma, "Mwnabili" by Isan Muchahary, and "Radab" by Samar Brahma Choudhury.

ILO 2.2: Compare the expression of Romantic ideals, such as nature, emotion, and individualism, in the selected Bodo poems.

ILO 2.3: Apply textual analysis techniques to examine how each poem utilizes Romantic motifs and language to convey its themes.

CO3: Conduct a contextual analysis of selected poetry from *Olongbar* magazine, focusing on their thematic and cultural significance.

ILO 3.1: Identify and describe the cultural and thematic contexts of "Mwnabili" by Isan Ch. Musahari and "Aron" by Promud Ch. Brahma.

ILO 3.2: Analyze how the socio-cultural background influences the themes and imagery in "Mwnabili" and "Aron."

ILO 3.3: Apply contextual analysis methods to explore the relationship between the poetry's content and the historical and cultural environment in which it was written.

CO4: Analyze the characteristics and themes of modern Bodo poetry through selected works.

ILO 4.1: Identify and describe the modernist elements and thematic concerns in "Okhrang Gongse Nangwu" by Brajendra Kr Brahma and "Mwndangthini Rwzabthai" by Arabindo Uzir.

ILO 4.2: Compare the treatment of contemporary issues and poetic innovation in the selected modern Bodo poems.

ILO 4.3: Apply critical analysis techniques to explore the use of modernist motifs and stylistic features in the poems.

ILO 4.4: Develop and present a detailed analysis of the selected modern Bodo poems, demonstrating effective interpretation and communication of modern poetic themes.

Course Outcome Representation with Blooms Taxonomy:

Cognitive Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge	CO1					
Conceptual knowledge	CO2, Co3, CO4	CO1, CO2, CO3, CO4				
Procedural knowledge			CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	
Metacognitive Knowledge						CO1, CO2, CO3, CO4

Course Contents with unit, marks, and teaching-learning hours distribution:

Units	Course Contents	L	T	P	Total Hours	Marks
I	Review of poetry published in Biber (Selected pieces) a) Binai by Jaladhar Brahma b) Methai by Rupnath Brahma c) Gasa Saonai by Kshithibhusan Brahma	12	3	-	15	15
II	Romanticism and Textual study on Bodo Poetry (Selected pieces) a) Angni Khwina by Rupnath Brahma b) Mwnabili by Isan Muchahary c) Radab by Samar Brahma Choudhury	12	3	-	15	15
III	Contextual study of poetry published by in the Magazine of Olongbar a) Mwnabili by Isan Ch. Musahari. b) Aron by Promud Ch. Brahma	12	3	-	15	15
IV	Modern Bodo Poetry a) Okhrang Gongse Nangwu by Brajendra Kr Brahma b) Mwndangthini Rwzabthai by Arabindo Uzir	12	3	-	15	15

Total	48	12	-	60	60
<i>Where,</i>	<i>L: Lectures</i>	<i>T: Tutorials</i>		<i>P: Practical</i>	
<u>Mode of In-Semester assessment:</u>				(40 Marks)	
1. Two sessional Examinations:				10+10=20 Marks	
2. Any two of the following activities listed below-				10+10=20 Marks	
(i) Group Discussion, (ii) Seminar presentation, (iii) Assignment on any one topics of the course.					

Suggested Reading:

1. Satish Chandra Basumatary, Bihar (ed.)
2. Brajendra Kr. Brahma, Okhrang Gongse Nangou