



**Darrang College
(Autonomous),
Tezpur-784001**

**Syllabus for
FYUGP
Bodo (Minor)**

Approved by :

Board of Studies meeting held on 04th August, 2025

&

Academic Council vide Resolution no. 04, dated- 12/08/2025

SEMESTER-WISE COURSE STRUCTURE (MINOR):

Year	Semester	Course Type	Course Code	Course title	Total Credit
Year-I	I	Minor-1	BOD-MN-01014	Growth and Development of the Bodo Language	4
	II	Minor-2	BOD-MN-02014	Growth and Development of Bodo Literature (Inception to 1952)	4

SEMESTER: I**MINOR-1****COURSE DETAILS:**

Course Type	Minor-1
Title of the Course	Growth and Development of the Bodo Language
Course Code	BOD-MN-01014
Total Credit (Theory + Internal)	4
Distribution of Marks	60 (Theory) + 40 (Internal Assessment)
Contact Hours	60

COURSE DESCRIPTION:

This course provides a foundational understanding of the Bodo language. It introduces the ethnolinguistic concept of the term 'Bodo', and traces the migration, settlement, and geographical distribution of Bodo-speaking communities. It offers an overview of the Sino-Tibetan language family and examines the linguistic features of the Bodo group of languages—Bodo, Garo, Rabha, Dimasa, and Kokborok. The course concludes with a study of the development, standardisation, and present status of the Bodo language in educational and socio-political contexts.

COURSE OBJECTIVES:

- To introduce the term 'Bodo' and its ethnolinguistic relevance.
- To study the historical migration and early settlement of Bodo-speaking communities, along with their geographical distribution.
- To familiarise students with the structure and classification of the Sino-Tibetan language family.
- To examine the common linguistic characteristics shared among the Bodo group of languages.
- To analyse the development and present-day status of the Bodo language in academic and public domains.

PROGRAMME SPECIFIC OUTCOMES (PSOs):

Upon successful completion of this course, students shall be able to:

- Comprehend the significance of the term 'Bodo' within a linguistic and cultural framework.
- Demonstrate knowledge of the historical background and demographic spread of Bodo-speaking populations.
- Analyse the classification of the Bodo language within the Sino-Tibetan family.
- Identify and compare the core linguistic features of the Bodo group of languages.
- Evaluate the contemporary growth and status of the Bodo language with reference to its standardisation, educational use, and socio-political influence.

COURSE OUTCOMES (COs):

By the end of the course, students will be able to:

- Comprehend the significance of the term 'Bodo' within a linguistic and cultural framework.
- Demonstrate knowledge of the historical background and demographic spread of Bodo-speaking populations.
- Analyse the classification of the Bodo language within the Sino-Tibetan family.
- Identify and compare the core linguistic features of the Bodo group of languages.
- Evaluate the contemporary growth and status of the Bodo language concerning its standardisation, educational use, and socio-political influence.

COURSE STRUCTURE:

Unit	Content	Marks	Lecture	Tutorial	Total Hours
1	Introduction to the term 'Bodo'; Migration and Early Settlement of the Bodo-speaking people; Geographical Distribution of the Bodo people.	15	12	03	15
2	Introduction to the Sino-Tibetan Language Family: Classification and Major Branches.	15	12	03	15
3	Common Linguistic Characteristics of the Bodo group of Languages (Bodo, Garo, Rabha, Dimasa, Kokborok).	15	12	03	15
4	Development and Present Status of the Bodo Language.	15	12	03	15

TEACHING–LEARNING PROCESS:

- Lecture-based explanations with the aid of diagrams and charts.
- Interactive discussions on language families and ethnolinguistic identity.
- Comparative and analytical exercises on phonological and grammatical features.
- Use of maps and linguistic family trees for better visual understanding.

TEACHING–LEARNING TOOLS:

- Blackboard and chalk.
- Printed handouts and linguistic charts.
- Wall maps and posters.
- Reference books and language family trees.

EVALUATION/ASSESSMENT:

- **Internal Assessment (40 Marks):**
 - Class Tests / Quizzes: 05 Marks
 - Sessional Examination: 20 Marks
 - Home Assignment / Project Work: 10 Marks
 - Attendance and Class Participation: 05 Marks
- **End-of-Semester Theory Examination (60 Marks):**
 - Section A: Objective/Short Answer Questions
 - Section B: Descriptive Questions (Choice-based)
 - Section C: Long Questions and Essay Writing (Choice-based)

Suggested Reference Books / Textbooks:

1. Pramod Chandra Bhattacharya: A Descriptive Analysis of the Boro Language, G.U. Publications
2. Upendra Nath Goswami: Bhasa Bigyan.
3. Aleendra Brahma: Rao Arw Rao Bigyan.
4. Madhuram Boro: Growth and Development of Bodo Language, N.L. Publications.
5. Rev. Sidney Endle: The Kacharis
6. G. A. Grierson: Linguistic Survey of India (Vol. 3, Part 2)
7. Swarna Prabha Chainary: Tibeto-Burman Languages of North East India. A Mittal Publication

SEMESTER: II**MINOR-2****COURSE DETAILS:**

Course Type	Minor-2
Title of the Course	Growth and Development of Bodo Literature (Inception to 1952)
Course Code	BOD-MN-02014
Total Credit (Theory + Internal)	4
Distribution of Marks	60 (Theory) + 40 (Internal Assessment)
Contact Hours	60

COURSE DESCRIPTION:

This course offers a historical overview of the development of Bodo literature from its early phase to the year 1952. It explores the formative contributions of missionaries, the literary awakening during the Pre-Bibar and Bibar periods, and the thematic and stylistic developments of the Post-Bibar phase. The course also examines the use of various scripts in Bodo literature, including Roman, Assamese, Bengali, and the transition to Devanagari. Emphasis is laid on literary trends, major genres, representative works, and the role of pioneering writers in shaping the Bodo literary tradition.

COURSE OBJECTIVES:

- To understand the early development of the Bodo language and literature under missionary influence.
- To study the contributions of Bodo writers during the Pre-Bibar and Bibar periods.
- To examine the growth of Bodo literature in the Post-Bibar period, focusing on themes, genres, and representative works.
- To analyse the historical use of various scripts in Bodo literature and their transition over time.

PROGRAMME SPECIFIC OUTCOMES (PSOs):

Upon successful completion of this course, students will be able to:

- Gain historical insight into the development of Bodo literature up to 1952.
- Critically engage with the major literary periods and contributions of early Bodo writers.
- Identify literary genres, themes, and representative works from different phases.
- Understand the sociolinguistic and cultural significance of script usage in Bodo literature.
- Contribute to the study and preservation of Bodo literary and linguistic heritage.

COURSE OUTCOMES (COs):

After completing this course, students will be able to:

- Describe the role and contributions of missionaries in the early development of Bodo literature.
- Analyse the literary contributions of Bodo writers during the Pre-Bibar and Bibar periods.
- Discuss the development of Bodo literature in the Post-Bibar period in terms of themes, genres, and key works.
- Evaluate the historical usage of Roman, Assamese, Bengali, and Devanagari scripts in Bodo literary writing.

COURSE STRUCTURE:

Unit	Content	Marks	Lecture	Tutorial	Total Hours
1	Early development of the Bodo language and literature: Role and contributions of the missionaries	15	12	03	15
2	Contributions of Bodo writers in the Pre-Bibar and Bibar periods: themes, genres, and representative works	15	12	03	15
3	Development of Bodo literature during the post-Bibar period: themes, genres, and representative works	15	12	03	15
4	Use of Scripts in Bodo Literature (Roman, Assamese, Bengali and Devanagari)	15	12	03	15

TEACHING–LEARNING PROCESS:

- Lecture Method to explain historical and literary developments.
- Textual analysis of representative literary works.
- Student presentations on key literary contributors.
- Comparative study of literary themes and script usage.
- Use of timelines and literary charts for visual engagement.

TEACHING–LEARNING TOOLS:

- Blackboard and chalk.
- Literary handouts and excerpts.
- Charts on script transitions.
- Biographical notes of authors.
- Reference texts and historical materials.

EVALUATION / ASSESSMENT:

- **Internal Assessment (40 Marks):**
 - Class Tests / Quizzes: 05 Marks
 - Sessional Examination: 20 Marks
 - Home Assignment / Project: 10 Marks
 - Attendance and Class Participation: 05 Marks
- **End-of-Semester Theory Examination (60 Marks):**
 - Section A: Objective/Short Answer Questions
 - Section B: Descriptive Questions (Choice-based)
 - Section C: Long Questions and Essay Writing (Choice-based).

SUGGESTED REFERENCE BOOKS / TEXTBOOKS:

1. Monoranjan Lahary: Boro Thunlaini Jarimin, Onsumwi Library, Kokrajhar.
2. Madhuras Boro: A History of Bodo Literature, N.L. Publications.
3. Anil Boro: A History of Bodo Literature, Sahitya Akademi.
4. Anil Boro: Gwdan Boro Thunlai. Onsumwi Library, Kokrajhar.
5. Madhuras Boro: Jariminni Nwjjwrao Boro Thunlai, N.L. Publications
6. Riju Kr. Brahma: Boro Thunlaini Zarimin Arw Thunlai Bijirnai
7. Brajendra Kumar Brahma: Thunlai Arw Sansri