

MATA TRIPURA SUNDARI OPEN UNIVERSITY, TRIPURA



PROGRAMME PROJECT REPORT (PPR) MASTER OF ARTS (KOKBOROK) 2026-27

Registrar
Mata Tripura Sundari Open University
Gomati-Tripura

MASTER OF ARTS, KOKBOROK

Introduction:

Kokborok, the indigenous language of the Borok people of Tripura, is spoken by approximately 8,80,537 people (Census 2011), accounting for 23.97% of the state's population. Including neighbouring regions, the total number of speakers is estimated between 1.3 and 1.5 million. The language has gained significant importance in higher education, with at least 30 colleges in Tripura offering BA programmes in Kokborok. However, postgraduate opportunities in the subject remain limited, despite the growing number of graduates each year. Tripura University has been offering postgraduate education in Kokborok, and Maharaja Bir Bikram University, Tripura has also recently introduced an MA programme in Kokborok, reflecting the increasing academic importance and demand for higher studies in the language.

In this context, the introduction of an MA programme in Kokborok at Mata Tripura Sundari Open University is strongly recommended. The programme will further expand access to postgraduate education, particularly for learners who may not be able to pursue regular university programmes. It will promote advanced study and research, strengthen academic development, and contribute to the preservation, promotion and advancement of the Kokborok language, literature and culture in Tripura.

The M.A. (Master of Arts) in Kokborok programme is aimed at helping students enhance their analytical skills and understand various linguistic, literary, and cultural approaches related to Kokborok studies. The programme allows students to specialize in Kokborok language and literature, with the goal of producing knowledgeable individuals who can contribute to the development, preservation, and promotion of Kokborok language and indigenous knowledge systems.

One of the main objectives of the programme is to prepare students for advanced study and scholarly work. Additionally, the programme offers a comprehensive education in Kokborok literary and cultural studies for students who may not pursue further degrees but are interested in careers such as teaching, translation, publishing, cultural administration, media, and community development.

The curriculum includes compulsory courses in linguistics, Kokborok language structure, and exposure to various genres such as poetry, prose, drama, and folklore. Students also receive training in literary criticism and theory to help them become informed and motivated individuals in academic and professional fields. The programme adopts a comparative, contextualized, and interdisciplinary approach, integrating contemporary perspectives on language, literature, culture, and indigenous knowledge systems.

A. Programme's Mission and Objectives

Mission

The mission of the M.A. (Kokborok) programme is to develop reached and unreached learners into a new generation of culturally aware and academically competent individuals through quality education and career support using Open and Distance Learning.

Objectives

The M.A. (Kokborok) programme at Mata Tripura Sundari Open University is designed by incorporating essential academic inputs from scholars, linguists, and cultural experts. The programme aims to develop learners' critical thinking and decision-making abilities so that they can identify, analyze, and interpret linguistic and literary issues effectively.

The programme will help students acquire specialized knowledge in Kokborok language, literature, and cultural studies. It will also enable learners to understand and analyze Kokborok poetry, prose, drama, folklore, and indigenous knowledge systems in both traditional and contemporary contexts.

B. Relevance of the Programme with HEI's Mission and Goals

The vision and mission of Mata Tripura Sundari Open University, Agartala (Tripura), are:

The vision of the HEI, Mata Tripura Sundari Open University, is to be an institution where the formative years of learners are spent in the guided pursuit of excellence, fostering critical thinking, adaptability in a changing world, and strong ethical values, along with a commitment to community and cultural consciousness.

Mission

The mission of Mata Tripura Sundari Open University with respect to its M.A. (Kokborok) programme includes:

- To integrate academic rigor with cultural and practical knowledge
- To promote indigenous language and cultural heritage through modern educational practices
- To empower faculty and learners to engage in research and innovation
- To provide an inclusive learning environment for diverse groups of learners

The M.A. (Kokborok) programme strives to fulfill these goals by addressing learner-centric needs and promoting inclusive education through Open and Distance Learning (ODL).

The programme provides opportunities for individuals who cannot pursue regular education due to personal or professional commitments. It also aims to enhance knowledge, cultural awareness, and skill development among learners.

C. Nature of Prospective Target Group of Learners

The Distance Education system of Mata Tripura Sundari Open University targets:

- Working professionals and executives
- Learners unable to attend regular courses
- Students from rural, tribal, and marginalized communities
- Individuals interested in Kokborok language, literature, and culture

Eligibility

To obtain admission in the M.A. (Kokborok) programme, a learner must have completed graduation in Kokborok or Kokborok as Minor Subject or Graduation with PG Diploma in Kokborok.

The programme caters to learners from diverse socio-economic backgrounds, including those with limited access to formal higher education, especially from indigenous and rural communities.

D. Appropriateness of the programme to Acquire Skills and Competence

The University has identified the following Programme Outcomes (POs) and Programme Specific Outcomes (PSOs):

1. Programme Outcomes (POs)

- To understand key linguistic and literary concepts related to Kokborok
- To develop skills in oral, written, and digital communication
- To use modern tools and digital resources for research in language and culture
- To demonstrate critical thinking in analyzing literary and cultural texts
- To engage with contemporary issues in language, identity, and indigenous knowledge

2. Programme Specific Outcomes (PSOs)

- To gain expertise in Kokborok language, literature, and cultural traditions
- To contribute to preservation and documentation of Kokborok heritage
- To pursue careers in teaching, translation, research, and cultural institutions
- To promote awareness of indigenous identity and ethical responsibility in society

The University has developed the M.A. (Kokborok) programme to maintain academic quality and prepare students to meet national and international academic and professional standards.

E. Instructional Design

The M.A. (Kokborok) programme is divided into four semesters, with a minimum requirement of **80 credits** to obtain the degree through Open and Distance Learning mode.

- Minimum Duration: **2 Years**
- Maximum Duration: **4 Years**
- Mode: **ODL (Open and Distance Learning)**

MOOCS:

- The University shall give flexibility in opting for MOOC (Massive Online Open Courses) by the students pertaining to the prescribed curriculum and also the credits earned in the MOOC courses may be dealt as part of the evaluation scheme as per UGC (Open and Distance Learning and Online Programmes) Regulations, 2020.

Syllabi and Course Material

- The Syllabi, PPR and Self-Learning Materials (SLMs) are developed mostly by experienced faculty members of Mata Tripura Sundari Open University in consultation with content experts and the same will be forwarded to CIQA and BoS/Academic Council for further suggestions and approval.

M. A. KOKBOROK SYLLABUS STRUCTURE

SEMESTER– I

S. No.	Course Code	Course Name	Credits	Continuous Assessment Marks	Term End Exam Marks	Grand Total
				Max. Marks	Max. Marks	
1	KOK-6111	Introduction to Kokborok Language and Linguistic	4	30	70	100
2	KOK-6112	History of Kokborok Language	4	30	70	100
3	KOK-6113	History of Kokborok Literature-1	4	30	70	100
4	KOK6114	Kokborok Poetry I	4	30	70	100
5	KOK-6115	Kokborok Fiction	4	30	70	100
Total			20	150	350	500

SEMESTER-II

S. No.	Course Code	Course Name	Credits	Continuous Assessment Marks	Term End Exam Marks	Grand Total
				Max. Marks	Max. Marks	
1	KOK-6211	Introduction to Folklore	4	30	70	100
2	KOK-6212	Introduction to Kokborok Drama	4	30	70	100
3	KOK-6213	Introduction to Kokborok Novel	4	30	70	100
4	KOK-6214	Kokborok Non-Fiction	4	30	70	100
5	KOK-6215	Kokborok Poetry II	4	30	70	100
Total			20	150	350	500

SEMESTER-III

S. No.	Course Code	Course Name	Credits	Continuous Assessment Marks	Term End Exam Marks	Grand Total
				Max. Marks	Max. Marks	
1	KOK-7111	History of Kokborok Literature-II	4	30	70	100
2	KOK-7112	Introduction to Linguistics	4	30	70	100
3	KOK-7113	Fundamentals of Kokborok Linguistics	4	30	70	100
4	KOK-7114	Research Methodology	4	30	70	100
5	KOK-7115	History of Folklore and Literature	4	30	70	100
Total			20	150	350	500

SEMESTER-IV

S. No.	Course Code	Course Name	Credits	Continuous Assessment Marks	Term End Exam Marks	Grand Total
				Max. Marks	Max. Marks	
1	KOK-7211	Literary Criticism and Theory	4	30	70	100
2	KOK-7212	Kokborok Folk Literature	4	30	70	100
3	KOK-7213	Socio-cultural History of Kokborok Speaking People	4	30	70	100
4	KOK-7214	Literature in Translation	4	30	70	100
5	KOK-7215	Dissertation	4	30	70	100
Total			20	150	350	500

SEMESTER-I

Course Name: Introduction to Kokborok Language and Linguistics

Course Code: KOK-6111

Credits: 04

Course Objective:

- To examine the classification and historical development of Kokborok from 1841 to the present.
- To analyze the dialectal variations and geographical distribution of Kokborok.
- To study the linguistic relationship between Kokborok and the Bodo-Garo languages.

Course Outcomes:

- Classify Kokborok within Sino-Tibetan and Tibeto-Burman linguistic frameworks.
- Trace historical evolution of Kokborok language since 1841.
- Identify, compare, and map Kokborok dialects and their distribution.
- Analyze phonological, morphological, and syntactic relationships with Bodo-Garo languages.

Block-I: Sino-Tibetan and Tibeto-Burman Languages

Unit-1 Classification of Sino-Tibetan language family

Unit-2 Tibeto-Burman language family structure

Unit-3 Kokborok's position within Sino-Tibetan & Tibeto-Burman families

Unit-4 Comparative linguistic features and subgrouping

Block II: Linguistic Structure Of Kokborok

Unit-1 Phonetics and Phonology of Kokborok

Unit-2 Sound System: Vowels, Consonants, And Tone

Unit-3 Morphology: Word Formation And Grammatical Markers

Unit-4 Syntax: Sentence Structure And Word Order

Block-III: Dialects of Kokborok and Distribution

Unit-9 Major Kokborok dialects (Debbarma, Jamatia, Reang, etc.)

Unit-10 Dialect classification and mutual intelligibility

Unit-11 Comparative phonology and morphology of dialects

Unit-12 Geographical distribution across Tripura and beyond

Block-IV: Comparative Study of Bodo-Garo Group

Unit-13 Bodo language: structure and distribution

Unit-14 Garo language: phonology, grammar, and areas spoken

Unit-15 Comparative analysis: Kokborok vs. Bodo-Garo languages

Unit-16 Shared features, differences, and areal linguistics

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Dev Varma, Naresh Ch. 2014. Kokborok Kokni Sinimung. Agartala: Jora Publication.

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Dev varman, N.C. (2010). *Kokborok Bhasha Sahityer kramabikash*. Nabachandana Prakashani

Dev varma, N.C. (2010). *Prasanga: Kokboroker Manya Bhasha*. Nabachandana Prakashani

Dev Varma, N.C (2014). *Kokboroker Bangsha Parichay*. Nabachandana Prakashani

Dev Varma, N.C (2014). *Kokborok kokni Sinimung*. Jora Publication

Course Name: History of Kokborok Language

Course Code: KOK-6112

Credits: 04

Course Objective:

- To examine the classification and historical development of Kokborok from 1841 to the present.
- To analyze the dialectal variations and geographical distribution of Kokborok.
- To undertake a comparative study of Kokborok with the Bodo-Garo languages.

Course Outcomes:

- Classify Kokborok within Sino-Tibetan and Tibeto-Burman linguistic frameworks.
- Trace historical evolution of Kokborok language since 1841.
- Identify, compare, and map Kokborok dialects and their distribution.
- Analyse phonological, morphological, and syntactic relationships with Bodo-Garo languages.

Block I: Origin and Historical Background of Kokborok

Unit 1: Introduction to Kokborok

Unit 2: Origin of the Kokborok Language

Unit 3: Historical Background of the Tipra Community

Unit 4: Kokborok in Ancient Tripura

Block II: Growth and Development of Kokborok

Unit 1: Evolution of the Language

Unit 2: Influence of Other Languages

Unit 3: Script and Writing Tradition

Unit 4: Modernization of Kokborok

Block III: History of Kokborok Literature

Unit 1: Oral Literature Tradition

Unit 2: Beginning of Written Literature

Unit 3: Development of Modern Kokborok Literature

Unit 4: Major Writers and Literary Contributions

Block IV: Kokborok Movement and Contemporary Status

Unit 1: Kokborok Language Movement

Unit 2: Official Recognition of Kokborok

Unit 3: Kokborok in Education and Media

Unit 4: Present Challenges and Future Prospects

References

Ahmed, Kaji Daulat and Mohammed Umar. 1897. Kokboroma. Comilla: Amar

Anderson, J.D. 1885. A short List of Words of the Hill Tepperah Language, with their English Equivalent. Also of words of the Language spoken by Lushais of the Sylhet Frontier. Shillong: Assam Secretariat Press.

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Course Name: History of Kokborok Literature

Course Code: KOK-6113

Credits: 04

Course Objective:

- To trace the evolution of Kokborok literature from oral traditions to early written works (1897–1950).
- To examine major literary developments during 1951–1980.
- To analyze major genres and their development across different historical periods.

Course Outcomes:

- Understand concepts, meaning, and cultural significance of Kokborok oral literature.
- Analyze early written literature from 1897-1950 and its foundational role.
- Evaluate literary genres (novels, drama, poetry, essays, short stories) from 1951-1970.
- Assess literary developments and major works during 1971-1980 period.

Block-I: Oral Literature

Unit-1 Concept, meaning and importance of oral literature

Unit-2 Origin and study of Kokborok culture

Unit-3 Study of riddles, proverbs, and folk sayings

Unit-4 Transition from oral to written literary traditions

Block-II: Written Literature up to 1950

Unit-5 Origin of written Kokborok literature (1897 onwards)

Unit-6 Daulat Ahmed's contributions and early publications

Unit-7 Literary developments from 1897-1950

Unit-8 Analysis of early prose, poetry, and grammar works

Block-III: Written Literature (1951-1970)

Unit-9 Emergence and growth of novels and drama

Unit-10 Development of poetry and literary essays

Unit-11 Short story genre and major short story writers

Unit-12 Thematic and stylistic evolution during the period

Block-IV: Written Literature (1971-1980)

Unit-13 Major novels and novelists of the decade

Unit-14 Significant drama and playwrights

Unit-15 Poetry, literary essays, and short stories

Unit-16 Socio-political influences on 1970s Kokborok literature

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Jamatia, Nabakumar. 2008. *Kokborok Kokthokma*. 3rd edn. Agartala: Tripura Tribal Areas Autonomous District Council.

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Reang, Chandra Kanta. 2018. *Bodo-Garo Bhasa Samuha*. Khumulwng: Language Wing Publication.

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Course Name: Introduction to Kokborok Poetry

Course Code: KOK-6114

Credits: 04

Course Objective:

- To familiarize students with traditional Kokborok poetic forms, including Jaduni, ancient verses, and ballads.
- To introduce selected works of early modern Kokborok poets and examine their literary contributions.
- To understand the historical, cultural, and literary significance of traditional Kokborok poetry.

Course Outcomes:

- Know about Jaduni, its types, classification, and meaning.
- Understand old verses from 6th century, recopied during Maharaja Mahendra Manikya.
- Analyze Dulat Ahmed ballads (Khatungsano, Hati) and Phirogwi Phaidi.
- Appreciate selected poems by Ramesh Debbarma, Kumud Ranjan Debbarma, Ram Charan Debbarma, Puna Chandra, Sudhanya Debbarma.

Block I: Daulat Ahamed Ballad Poetry

Unit -1 Introduction to Daulat Ahamed Ballads

Unit 2 Khatungsano: content and literary significance

Unit 3 Hati: themes and stylistic features

Unit 4 Phirogwi phaidi by Sunacharan Debbarma

Block II: Selected poems

Unit-1 Himdi Do By Sudhanwa Debbarma

Unit 2 Sa Chisa Push By Mahendra Debbarma

Unit – 3 Simalwng Sakao Holongni Khum By Nanda Kumar Debbarma

Unit -4 Naisingma By Kumud Ranjan Debbarma

Block III Selected woman's poet

Unit -1 Tal Kwchang Yor Khwlai Thango By Sephali Debbarma

Unit 2 Hayungni Thani By Shabita Debbarma

Unit -3 Ani Khani Nok By Chandra Bala Debbarma

Unit 4 Lama Koroi By Dipali Debbarma

Block IV Kokborok Modern Poetry

Unit -1 Haping gairingo chibukxa ringo by Chandra kanta murasing

Unit 2 khapango ehu ehu khorang by Sachwlang Tripura

Unit 3 Ani Khapangni Tal By Ratan Debbarma

Unit 4 Bibi Bai Hanok By Dr. Biplab Debbarma

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Debbarma, Nanda Kumar. 2015. *Thungnuk Bwchap*. Agartala: Akshar Publications.

Debbarma, Rabindra Kishore. 2013. *Kokborok Kokrbaini Rukungo*. Agartala: Jora Publications.

Debbarma, Shyamlal. 2015. *Kokborok Sahitya O Sanskriti*. Agartala: Tripura Bani.

Course Name: Kokborok Fiction

Course Code: KOK-6115

Credits:04

Course Objective:

- To study significant Kokborok short stories and novels through selected works of major authors.
- To analyze narrative techniques and major thematic concerns in Kokborok prose fiction.
- To examine the evolution and development of Kokborok short stories and novels.

Course Outcomes:

- Know Kokborok short stories by Nagendra Jamatia, Shyamlal Debbarma, and Binoy Debbarma.
- Know Kokborok short stories by Haripada Debbarma, Sunil Debbarma, and Kunja Bihari Debbarma.
- Know Kokborok short stories by Rabindra Kishore Debbarma, Atul Debbarma, and Snehamoy Roy Chowdhury.
- Know Kokborok novels by Sudhanwa Debbarma and Shyamlal Debbarma.

Block I Kokborok short stories

Unit 1 Hathairai By Nagendra Jamatia

Unit 2 Choba Kaisani Ulo By Shyamlal Debbarma

Unit 3 Swmai By Binay Debbarma

Unit 4 Jalai Tokpupu By Haripada Debbarma

Block II Kokborok short stories

Unit-5 Mahajan Kusu by Atul Debbarma

Unit-6 Busu by Sunil Debbarma

Unit-7 Basulam by Kunja Bihari Debbarma

Unit-8 Hachwkni muktwi by Rabindra Kishore Debbarma

Block III Hachuk khurio -1

Unit 9 – Bwkhaksa nisimi ba

Unit 10 – Bwkhakdok nisimi Chi

Unit 11 – Bwkhak chisani simi Dokchi

Unit 12 Bwkhak chisni nisimi nwichinwi

Block IV Khong

Unit 13- Bwkhak I

Unit 14– Bwkhak II

Unit 15 – Bwkhak III

Unit 16 – Bwkhak IV

References.

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Debbarma, Haripad. (2000). *Jalai Tokpupu*. Agartala: Hachukni Khorang.

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Debbarma, Syhamlal. 2007. *Tongthai Naitugwi*. Agartala: Kokborok Sahitya Sangsad.

SEMESTER-II

Course name: Introduction to Folklore

Course Code: KOK-6211

Credits: 4

Course Objectives

- To introduce the basic concepts, nature, and scope of folklore and folk literature.
- To familiarize students with various forms of folk literature and oral traditions.
- To develop an understanding of Kokborok folk literature and its cultural significance.
- To examine the relationship between folklore, society, culture, and identity.
- To provide knowledge of methods for collecting, documenting, and preserving folklore.

Course Outcomes

After successful completion of the course, students will be able to:

- Understand the concepts and classifications of folklore and folk literature.
- Identify different genres of folk narratives, folk poetry, and oral traditions.
- Analyse the cultural and social values reflected in Kokborok folk literature.
- Appreciate the contribution of folklore to the preservation of Indigenous knowledge and identity.
- Apply basic methods of folklore collection, documentation, and preservation.

Block I: Fundamentals of Folklore

Unit 1: Meaning, Nature and Scope of Folklore

Unit 2: Folk Society and Folk Culture

Unit 3: History of Folklore Studies

Unit 4: Classification of Folklore

Block II: Introduction to Folk Literature

Unit 5: Nature and Forms of Folk Literature

Unit 6: Folk Narratives

Unit 7: Kokborok Folk Narratives

Unit 8: Proverbs, Riddles and Oral Expressions

Block III: Kokborok Folk Poetry and Folk Performances

Unit 9: Introduction to Folk Poetry

Unit 10: Kokborok Folk Songs

Unit 11: Folk Dance, Music and Performance Traditions

Unit 12: Folklore, Ritual and Festivals

Block IV: Collection, Documentation and Preservation of Folklore

Unit 13: Methods of Folklore Collection

Unit 14: Documentation and Analysis

Unit 15: Folklore and Cultural Identity

Unit 16: Preservation and Promotion of Folk Heritage

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Debbarma, Shyamlal. 2011. Agartala. Akshar Publication.

Debbarma, Rabindra Kishore. 2011. *kokboro luku hukumu*. TTAADC language wings.

Sarkar, Pabitra. 2007. *Kokborok Bhasha O Sahitya*. Sahitya academy

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Dorson, Richard M. 2014. *Folklore and Folklife*.

Brunvand, Jan Harold. 2005. *Folklore: A Study and Research Guide*.

Course Name: Introduction to Kokborok Drama

Course Code: KOK-6212

Credits:04

Course Objective:

- To trace the historical development of drama in Tripura and Kokborok literature.
- To study major Kokborok plays from their inception to the present and examine their literary significance.
- To evaluate the socio-cultural impact of landmark works in Kokborok drama.

Course Outcomes:

- Understand the evolution of drama in Tripura and Kokborok theatrical traditions.
- Critically analyze key Kokborok plays in historical context.
- Appreciate contributions of playwrights like Nanda Kumar Debbarma, Shyamlal Debbarma and Narendra Debbarma

Block-I: History of Drama in Tripura

Unit-1 Origin and early influences on Tripura drama

Unit-2 pre-independence theatrical traditions and folk forms

Unit-3 post-independence developments in Tripura theatre

Unit-4 Integration of Kokborok in mainstream Tripura drama

Block-II: History of Kokborok Drama (From Beginning to Till Date)

Unit-5 Emergence of written Kokborok drama (pre-1950)

Unit-6 Growth during 1951-1980: Key milestones and playwrights

Unit-7 1980s-2000s: Key milestones and playwrights

Unit-8 Contemporary Kokborok drama (2000-present): Trends and challenges

Block-III: Selected Kokborok Drama-I

Unit-9 Bengswal II

Unit-10 Hakhor bisingni nokhar baisidi

Unit-11 Imangni bwsarok

Unit-12 Aitorma

Block-IV: Selected Kokborok Drama-II

Unit-13 Holong beserni chati

Unit -14 Huk

Unit -15 Siyari ni pantwi

Unit -16 Gairing nok

References

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- Chakraborty, Chandan Kumar. 2008. "Prachin Bharatiyo Natyatotyter". *Tripura Theatre: A Journal of theatre on Half-Yearly Presentation of Tripura Theatre*, Agartala.
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- Debbarma, Ruhi Chandra. 2023. *Thungnukni khumtang*. TTAADC: Kokborok Department
- Jamatia, Nagendra. 2001. *Hakhor bisingni nokhar baisidi*. Tripura Printers and publishers
- Choudhury, Suranjan Kundu. 2014. *Surang*. Jora Publication. Agartala
- Debbarma, Narendra. 2017. *Kokborok Natok Bwchab*. Agartala. Kokborok tei borok banthaya bosong kok Dagimung. Tripura

Course name: Introduction to Kokborok Novel

Course code: KOK-6213

Credits: 4

Course Objectives

- To introduce students to the origin and historical development of the Kokborok novel.
- To familiarize students with the major phases and trends in Kokborok novel writing.
- To study the contribution of pioneering and contemporary Kokborok novelists.
- To examine the social, cultural, historical, and linguistic dimensions reflected in Kokborok novels.
- To develop critical understanding of Kokborok prose fiction and its role in preserving Indigenous identity and culture.

Course Outcomes

After completing this course, students will be able to:

- Explain the origin and growth of the Kokborok novel.
- Identify major Kokborok novelists and their literary contributions.
- Analyze themes, narrative techniques, and cultural representations in Kokborok novels.
- Evaluate the role of novels in the preservation of Kokborok language, society, and traditions.
- Apply literary and historical approaches in the study of Kokborok prose fiction.

Block I: Origin and Emergence of the Kokborok Novel

Unit 1: Introduction to the Novel

Unit 2: Historical Background of Kokborok Literature

Unit 3: Origin of the Kokborok Novel

Unit 4: Early Kokborok Novelists

Block II: Chethuwang

Unit- 5: Berem sani simi berem sni

Unit- 6: Berem charni simi chinwi

Unit- 7: Berem chi thamni simi chichar

Unit- 8: Berem chi chukuni simi kholsa chisa

Block III: Dolai twima Naro

Unit- 9: Beremsa

Unit- 10: Beremnwi

Unit- 11: Beremtham

Unit- 12: Berembrwi

Block IV Mwnakni Pohor

Unit- 13: Bwkhak sa

Unit- 14: Bwkhak nwi

Unit- 15: Bwkhak tham

Unit- 16: Bwkhak brwi

References

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Course Name: Kokborok non-fiction

Course Code: KOK-6214

Credits: 04

Course Objective:

- To examine the development of non-fictional prose in Kokborok literature, with special focus on Bongsì Thakur's essays and N.C. Dev Varma's contributions.
- To analyze prose in periodicals and its historical, thematic, and literary influence.
- To study translated essays, focusing on translation challenges, representative works, and their wider literary impact.

Course Outcomes:

- Analyze Bongsì Thakur's prose style, critiques, and role in Kokborok movement.
- Evaluate N.C. Dev Varma's social/political essays and cultural philosophy.
- Trace periodicals' development, writer influences, and thematic trends.
- Assess translation challenges, key works, and prose's broader reach.

Block-I: Literary Essays by Bongsì Thakur

Unit 1: Introduction to Bongsì Thakur's Prose Style

Unit 2: Cultural Critique in Bongsì Thakur's Essays

Unit 3: Bongsì Thakur's Influence on Kokborok Literary Movement

Unit 4: kokborokni bagwi chini khaithai

Block II: selected Essays I

Unit 5: Tripura songit

Unit 6: Jono shikha choba tai kokborok kokrwbai

Unit 7: Ochai Hukumu

Unit 8: kokborokni hokete kokthaisa

Block-III: Selected Essays II

Unit 9: Tipra Bisikhongni Laibuma

Unit 10: Borok kokthaini Yaphang Yarwngno rwgwi koklam

Unit 11: Kokborokni Hokethe Kokthaisa

Unit 12: kokborok kok kwthangse

Block-IV: Selected Essays III

Unit 13: Aming

Unit 14: kokborok luku hukumu

Unit 15: Kharchi Mwtai Puila Khorokchi Tongmani De!

Unit 16 kokborok Sanai Tipra dopha tai bedek bupra

References:

Choudhury, Suranjan Kundu. Ed. 2016. *Suri*. Agartala: Jora Publication.

Debbarma, Jugendra Chandra. 1992. *Kamala Kantani Doptor*. Agartala: Subrai Publication.

Debbarma, Shyam Lal. 2015. *Kokborok Sahitya O Sanskriti*. Agartala: Tripura Bani.

Dev Varma, Naresh Chandra. 2006. *Jorani Mwkhang*. Agartala: Hachukni Khorang Publishers.

Debbarma, Binoy. 2025. *Tipra Dopha Rutukma, Kwmama, Songsama*. Khurumpui Publication.

Course Name: Kokborok Poetry II

Course Code: KOK-6215

Credits: 04

Course Objective

- To understand the major themes, poets, language, and cultural aspects of Kokborok poetry.
- To explore the literary and cultural significance of Kokborok poetry.
- To develop awareness of the importance of preserving Kokborok language and cultural heritage.

Course Outcomes

After completing the course, students will be able to:

- Understand the basic features of Kokborok poetry and rhymes.
- Identify major poets and selected poems of Kokborok.
- Explain the main themes and ideas expressed in the poems.
- Appreciate the use of language, rhythm, rhyme, and poetic expressions.
- Understand the connection between Kokborok poetry, culture, nature, and society.
- Develop interest in reading and preserving Kokborok poetry and cultural heritage.

Block I: Kokborok poems

Unit -1 Huk by Ramesh Debbarma

Unit -2 Ogo sa kwrwini nukhung by Jugendra Chandra Debbarma

Unit -3 Achaima ha by Nabakishore Jamatia

Unit -4 Khum barsani banta by Kamliya Debbarma

Block II: Kokborok Rhymes

Unit-5 Mamita by Anil Debbarma

Unit -6 Ma by Narendra Debbarma

Unit -7 Kadong by Sabita Debbarma

Unit -8 Boyar by Binoy Debbarma

Block III Selected poems II

Unit -9 Blai kokhrang by Gitya kumar Reang

Unit 10 khumtoya by Sabita Debbarma

Unit -11 Bosongni mari by Laxmidhan Murasing

Unit 12 Salsa jotono thumsa by Utpal Debbarma

Block IV Kokborok Modern Poetry II

Unit -13 Bolongni Mangtang Bolongo kwmao by Snehamoi ray Chaudhary

Unit 14 Ani nok semung by Sachwlang Tripura

Unit 15 Ani ukologo khoroksa phaio by Nanda kumar Debbarma

Unit 16 Ang kokborok by Sunil Debbarma

References

Debbarma, Binoy. Compiled. 2009. *Anthology of Kokborok Poems*. Khumlwng: Language Wing.

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Chuudhury, Kumud kundu, 2014. *Surang*. Jora publication, Agartala

Debbarma, Binoy. 1988. *Sonnet Kokloprok*. Kokborok tai hukumu mission.

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Debbarma, Narendra Chandra. 1983. *Prachin Tripuri Luk Sangit Sangkalan*. Agartala: Tribal Research Institute.

Dasgupta, Tarit Mohan. 1993. *Bidruhi Reang Neta*. Agartala: Tribal Research Institute.

Debbarma, Phanindra. 2010. *Sino-Tibetan Paribaror Kokborok*. Agartala: Sahitya Akademi.

Tripura, Birat Kumar. 2017. *Kokborok Bhasar Kram Parichaya*. 2nd edn. Agartala: Nabaprakash

SEMESTER-III

Course Name: History of Kokborok literature –II

Course Code: KOK-7111

Credits: 04

Course Objective:

- To trace the evolution of Kokborok literature across different historical periods, with emphasis on the role of the Tripura Royal Family and socio-political influences.
- To examine the impact of movements from the 1980s to the present on Kokborok poetry, prose, folklore, and contemporary digital literature.
- To analyze transformations in contemporary Kokborok poetry, its regional connections, and future challenges and opportunities for literary sustainability.

Course Outcomes:

- Understand Kokborok literature's historical evolution from ancient times to present, focusing on Tripura Royal Family contributions and key writers like Shyamlal and Binoy Debbarma.
- Analyze socio-political influences (e.g., 1980s movements, ethnic struggles) on genres like poetry, prose, and folklore, including thematic and stylistic shifts.
- Examine digital-age transformations in modern Kokborok poetry, its ties to regional traditions, and strategies for future sustainability via social media and platforms.

Block-I: Ancient Indian literature

Unit-1: Literature in the Tripura Royal family (Durga Manik)

Unit-2: Literature in the Tripura Royal family (Anongo Muhini Devi)

Unit-3: Literature in the Tripura Royal family (Birchandra Manikya)

Block-II: Kokborok literature from 1981- 2000

Unit-4: Evolution and Growth of Kokborok Literature during the 1980s

Unit-5: Prominent Writers and Key Works (e.g., Shyamlal Debbarma, Binoy Debbarma)

Unit-6: Influence of Political and Social Movements on Kokborok Literature

Unit-7: Notable Literary Forms and Genres in Kokborok (Poetry, Prose, Folklore)

Block III: Kokborok literature from 2001- Till date (2020)

Unit-8: Emergence of Modern Trends in Kokborok Literature

Unit-9: Role of Digital Platforms and Social Media in Promoting Kokborok Literature

Unit-10: Key Writers and Influences in the 21st Century (e.g., Nanda Kumar Debbarma, Mukul Kumar Ghosh)

Block IV: Modern Kokborok Poetry

Unit-11: Development of Modern Kokborok Poetry (Themes, Style, and Structure)

Unit-12: Key Poets and Their Contributions (e.g., Shyamlal Debbarma, Nanda Kumar Debbarma)

Unit-13: Comparative Analysis of Modern Kokborok Poetry with Other Regional Indian Literatures

Unit-14: The Future of Kokborok Poetry: Trends and Prospects

References:

Datta, Romaprashad. 1999. *Tripurar Prachin Puthi Prasange*. Agartala: Pounomi Prakashani.

Debbarma, Binoy. Compiled. 2009. *An Anthology of Kokborok Poems*. Khumulwng: Language wings.

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Dev Barman, Birchandra. 2009. *Sri Sri Jhulan*. 2nd Edn. Agartala: Pounomi Prakashan.

Datta Romaprashad. 2001. *Tripurar Holi Rajantapur Thekey Rajpothe*. Agartala: Pounomi Prakashan.

Ghosh, Mukul Kumar. 2010. *Tripurar Raj- Ondore Sahitya Sahityaochorcha*. Agartala Pounomi Prakashan.

Sengupta, Swapan. 2006. *Swanirbachita Lekhalekhi*. Agartala: Pounomi Prakashan.

Sengupta, Swapan 2011. *Anongamohini Devir kabita O kabyalochana*. Agartala: Pounomi Prakashan.

Debbarma, Nanda Kumar. 2015. *Twima Rukungo Nok*. Khumulwng: Language wings.

Debbarma, Nanda Kumar. 2016. *Langmano Sukurugwi*. Khumulwng: Language wings

Course Name: Introduction to Linguistics

Course Code: KOK-7112

Credits:04

Course Objective:

- To introduce the foundational concepts and major branches of linguistics.
- To explore key components of language, including phonetics, phonology, morphology, syntax, and semantics, with reference to Kokborok.
- To distinguish human language from animal communication and apply linguistic concepts to the analysis of Kokborok.

Course Outcomes:

- Define linguistics and its scope, identifying major branches.
- Analyze characteristics of human language versus animal communication.
- Apply phonetic, phonological, morphological, syntactic, and semantic principles to Kokborok.

Block-I: Language & Linguistics

Unit-1 Definition and scope of linguistics

Unit-2 Different branches of linguistics

Unit-3 Characteristics of human language

Unit-4 Animal and human communication

Block-II: Phonetics & Phonology

Unit-5 Concept of phonetics & phonology

Unit-6 Branches of phonetics; differences between phonetics & phonology

Unit-7 Place & manner of articulation

Unit-8 Segmental & supra-segmental phonology; phonemic & phonetic transcription

Block-III: Morphology & Syntax

Unit-9 Concept of morphology; concept of morphemes - free and bound morphemes

Unit-10 Morphs and allomorphs; inflection vs. derivation

Unit-11 Grammatical categories: gender, person, number, case, tense, aspect, and mood

Unit-12 Various word formation processes; clause, word-order & phrase

Block-IV: Semantics

Unit-13 Definition and scope of semantics; sentence elements, sense and reference

Unit-14 Connotation and denotation; semantics of words (synonyms, antonyms, etc.)

Unit-15 Different types of logic and its application, logical notation

Unit-16 Truth properties; truth relations, kinds of meaning

References

Akmajian, Adrian, et al. 2001. *Linguistics: An Introduction to Language and Communication*. 5th Edn. New Delhi: PHI.

Bhat, D.N.S. 1986. *An Introduction to Linguistics*. Imphal: Teacher's Forum.

Bauer, Laurie. 1983. *English Word Formation*. London: Cambridge University Press.

Hockett, Charles F. 1958. *A Course in Modern Linguistics*. New Delhi: Oxford and IBH.

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Ladefoged, P. & Keith Johnson. 2011. *A Course in Phonetics*. Boston: Wadsworth Publishing.

Syal, Pushpinder & D.V. Jindal. 2014. *Introduction to Linguistics: Language, Grammar and Semantics*. New Delhi: PHI.

Thakur, D. 1997. *Linguistic Simplified Morphology*. Delhi: Bharati Bhawan Publishers & Distributors.

Course Name: Fundamentals of Kokborok Linguistics

Course Code: KOK-7113

Credits: 04

Course Objective:

- To study the phonological and morphological structure of Kokborok, including vowels, consonants, suprasegmentals, morphemes, and affixation.
- To examine Kokborok syntax and semantics, with focus on sentence structure, word order, sense relations, and context.
- To develop basic analytical skills for the linguistic study of Kokborok.

Course Outcomes:

- Describe Kokborok phonology: vowels, consonants, stress/intonation.
- Analyze morphology: morphemes, affixes, word formation.
- Examine syntax: sentences, phrases, word order.
- Explain semantics: relations, roles, usage.

Block-I: Kokborok Phonology

Unit 1: Vowels and Consonants

Unit 2: Supra-segmental Features (Stress, Intonation, Pitch, etc.)

Unit 3: Syllabic Structure

Unit 4: Morphophonemics (Interactions between Morphology and Phonology)

Block-II: Kokborok Morphology

Unit 5: Morphemes – Types and Classification (Free vs. Bound, Derivational vs. Inflectional)

Unit 6: Roots and Affixes - Affixation Types and Their Role in Word Formation

Unit 7: Inflection and Derivation-Morphological Processes in Kokborok

Unit 8: Word Classes, Grammatical Categories, and Word Formation Processes (e.g., Compounding, Cliticization)

Block-III: Kokborok Syntax

Unit 9: Types of Sentences (Declarative, Interrogative, Imperative, Exclamatory)

Unit 10: Phrase Structure and Word Order (Basic Sentence Structures in Kokborok)

Unit 11: Word Order (SVO, SOV, etc., and Its Variation in Kokborok Syntax)

Unit 12: Sentence Types and Their Functions (Complex, Compound, Simple Sentences)

Block IV: Kokborok Semantics

Unit 13: Sense-Relations (Synonymy, Antonymy, Hyponymy, Meronymy)

Unit 14: Pragmatics and Meaning (Contextual and Social Aspects of Meaning in Kokborok)

Unit 15: Semantic Roles and Thematic Structures (Agent, Theme, Goal, etc.)

Unit 16: Ambiguity and Polysemy (Analysis of Multiple Meanings of Words in Kokborok)

References:

Debnath, Rupak. 2014. *Kokborok Language Origin and Development*. Khumulwng: Language Wing.

Jacquesson, François. 2008. *A Kokborok Grammar: Agartala dialect*. Agartala: Kokborok Tei Hukumu Mission.

Karapurkar, Pushpa P. 1972. *Tripuri Phonetic Reader*. Mysore: Central Institute of Indian Languages.

Karapurkar, Pushpa P. 1979. *Kokborok Grammar*. Mysore: Central Institute of Indian Languages.

Acharya, Nitai. (1987). *Sorol kokborok byakaran*. Yakhori Publication.

Dev varman, N.C. (2010). *Kokborok Bhasha Sahityer kramabikash*. Nabachandana Prakashani

Dev varma, N.C. (2010). *Prasanga: Kokboroker Manya Bhasha*. Nabachandana Prakashani

Course Name: Research Methodology

Course Code: KOK-7114

Credits: 04

Course Objective:

- To identify feasible research problems and select appropriate research designs.
- To develop skills in research procedures, including sampling, data collection, analysis, and reporting.
- To identify and use reliable primary and secondary sources for research.

Course Outcomes:

- Explain core research concepts and their applications.
- Critically analyze research articles in the discipline.
- Formulate and solve complex research problems via diverse designs.
- Select topics, questions, and methods for data handling.

Block I: Basics of Research in Kokborok Studies

Unit 1: Definition and Qualities of Research in Indigenous Languages.

Unit 2: Key Terms: *Rutukmung* (Investigation) and *Yaphang yarwng chermung* (Exploration of roots).

Unit 3: Hypothesis and Data: Collecting Primary Data from rural/urban Kokborok speakers.

Unit 4: Results and Variables: Addressing dialectal variations (e.g., Debbarma vs. Reang/Kaipeng dialects).

Unit 5: Identifying Research Areas: Kokborok Morphology, Phonology, or Folk Literature

Block II: Constructing Research Design

Unit 6: Importance of Research Design in documenting endangered or evolving dialects.

Unit 7: Pre-experimental Designs: Initial linguistic surveys in Tripura schools.

Unit 8: Experimental Designs: Testing the efficacy of the Roman script vs. Bengali script for Kokborok literacy.

Unit 9: Pre-test Design: Assessing baseline vocabulary in children.

Unit 10: Post-test Design: Measuring language retention after community-based interventions.

Block III: The Kokborok Research Process

Unit 11: Formulating the Problem: The challenge of standardization in Kokborok.

Unit 12: Bibliography: Tracking the history of Kokborok publications (e.g., from *Rajmala* to modern journals).

Unit 13: Review of Literature: Analyzing existing grammars (e.g., Radhamohan Thakur's work).

Unit 14: Scope and Limitations: Accessing remote interior regions and ethical considerations of tribal data.

Unit 15: Adopting Methodology: Fieldwork-heavy approaches and Oral History techniques.

Block IV: Dimensions of Research in Kokborok Language & Literature

Unit 16: Research in Kokborok Literature: Analyzing *Jaduni*, *Khorang*, and modern poetry.

Unit 17: Kokborok Linguistics: Synchronic and Diachronic studies of the Bodo-Garo group.

Unit 18: Qualitative Research: Ethnography of the *Huk* (Jhum cultivation) songs and rituals.

Unit 19: Quantitative Research: Statistical analysis of loanwords from Bengali or English.

Unit 20: Mixed Research: Socio-cultural impact of modern media (YouTube/Radio) on Kokborok usage.

References:

Debbarma, B. B. (2002). *A Concise Kokborok Grammar and Dictionary*. (Standard reference for structural linguistics).

Pai, Pushpa. (1976). *Kokborok Grammar*. Central Institute of Indian Languages (CIIL).

Deb Barma, Kumud. (2005). *History of Kokborok Literature*. (Essential for Block IV).

General Research Methodology (Contextualized)

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. (Standard global text for Block II).

Smith, Linda Tuhiwai. (2012). *Decolonizing Methodologies: Research and Indigenous Peoples*. (Crucial for ethical research in tribal contexts).

Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. Sociolinguistic & Regional Context

Bhattacharya, P. N. (1977). *The Jamatias of Tripura*.

Singh, K. S. (1994). *People of India: Tripura*. Anthropological Survey of India.

Journal of the Tribal Research and Cultural Institute, Tripura. (For contemporary literature reviews).

Course Name: History of Folklore and Literature

Course Code: KOK-7115

Credits: 04

Course Objective:

- To introduce the fundamental concepts and major approaches of folklore studies.
- To familiarize students with folklore classification systems, fieldwork methodologies, and data collection techniques.
- To develop skills for documenting, preserving, and researching Kokborok folklore and cultural heritage.

Course Outcomes:

- Define folklore and its scope, functions, and relation to cultural heritage.
- Understand various classification systems and fieldwork concepts.
- Apply practical techniques for folklore data collection and documentation.

Block-I: Folk and Folklore

Unit-1 Origin of folklore studies

Unit-2 Development of folklore studies in India

Unit-3 Major scholars and approaches to folklore

Unit-4 Characteristics and functions of folklore

Block-II: Classification of Folklore

Unit-5 Classification by Alan Dundes

Unit-6 Classification by R.M. Dorson

Unit-7 Classification by Dan-Ben Amos, Mazharul Islam, Tushar Chattopadhyay et al.

Unit-8 Comparative analysis of classification systems

Block-III: Folklore Fieldwork

Unit-9 Definitions – Field, fieldwork, and purpose of fieldwork

Unit-10 Concepts of fieldwork in folklore research

Unit-11 Informant and investigator roles

Unit-12 Preparations for fieldwork.

Block-IV: Methods of Folklore Research

Unit-13 Observation method: (i) Participation observer, (ii) Non-participation observer

Unit-14 Interview method and case studies method

Unit-15 Questionnaire method and audio-visual aids

Unit-16 Data collection, synthesis, and report making

References

Bartis, P. 2002. Folklife and Field Work: An Introduction to Field Techniques. Rev. Edn Washington: America Folklife Centre.

Clements, W.M (ed). 2006. The Greenwood Encyclopedia of World Folklore and Folklife Connecticut. Greenwood: Greenwood Press.

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George, Robert and Jones, Michel Owen. 1994. Folkloristics: An Introduction. United States: Indiana University.

Green, T.A (ed). 1997. Folklore, Encyclopedia of Beliefs, Customs, Tales, Music and Art. England: ABC-CLIO.

Handoo, J. 1989. Folklore an Introduction. Mysore: CIIL.

Jackson, B. 1987. Field Work. University Of Illinois Press.

Kothari, C.R. 2004. Research Methodology: Methods and Techniques. New Delhi: New Age International P. Ltd.

Wilson, William A. 1986. Documenting Folklore in Folk Groups and Folk Genres: An introduction. Utah: Utah State University press.

SEMESTER-IV

Course Name: Literary Theory and Criticism

Course Code: KOK-7211

Credits: 04

Course Objective:

- To introduce key concepts and major traditions of literary theory and criticism, covering classical Indian and modern Western approaches.
- To examine the ideas of major theorists such as Aristotle, Sidney, Arnold, Wordsworth, and T.S. Eliot.
- To apply Rasa, Dhvani, Alankara, Romantic, and modern critical theories to the interpretation of Kokborok literature.

Course Outcomes:

- Understand and apply core literary theories (Rasa, Dhvani, Alankara, Romantic, modern) to literary texts.
- Critically evaluate contributions of major Western and Indian theorists to literary discourse.
- Analyze Kokborok literature using multiple theoretical lenses and contextual frameworks.
- Interpret texts within historical, cultural, and philosophical contexts through structured critical analysis.

Block-I: Indian Kavya Theory

Unit-1 Concept of Kavya: nature, origin, and definition

Unit-2 Study of six Sampradayas: Rasa theory

Unit-3 Alamkar, Gun-Riti, Dhvani theories

Unit-4 Vakroti and Auchitya schools

Block-II: Classical Western Criticism

Unit-5 Sir Philip Sidney: *An Apology for Poetry*

Unit-6 Aristotle: *Poetics* - tragedy, catharsis, unity

Unit-7 Mathew Arnold: *Study of Poetry* - touchstone method

Unit-8 Comparative classical criticism

Block-III: Romantic and Modern Criticism

Unit-9 William Wordsworth: *Preface to the Lyrical Ballads*

Unit-10 T.S. Eliot: *Tradition and Individual Talent*

Unit-11 Henry James: *The Art of Fiction*

Unit-12 Evolution of critical thought

Block-IV: Literary Theory and Kokborok Literature

Unit-13 Application of Indian Kavya theory to Kokborok poetry

Unit-14 Western criticism on Kokborok prose and drama

Unit-15 Contemporary theoretical approaches

Unit-16 Critical analysis of selected Kokborok texts

References:

Abrams, M. H. 2005. *A Glossary of Literary Terms*, Cengage Learning India Pvt. Ltd., Akash Press.

Abrams, M. H. 1953. *The Mirror and the Lamp, romantic theory and the critical tradition*, Cengage Learning India Pvt. Ltd., Akash Press.

Banerjee, Ajit Kumar. *Studies in Literary Type*. Calcutta: Satyajit Sanyal.

Bonn, Julien D. 2004. *Comprehensive Dictionary of Literature*. Chandigarh: Abhishek publications.

Cooper, L., Gudeman, A. 1928. *A Bibliography of the Poetics of Aristotle*. London: New Haven, Oxford.

Devy, G.N. Ed. 2020. *Indian Literary Criticism: Theory and Interpretation*. 3rd Edn. Telangana: Orient Blackswan

Else, Gerard. 1957. *Aristotle's Poetics: The Argument*. Cambridge: Harvard University Press.

Course Name: Kokborok Folk Literature

Course Code: KOK-7212

Credits: 04

Course Objective:

- To familiarize students with the concepts, background, and traditions of Kokborok folk literature.
- To study major genres of Kokborok folk literature, including folktales, folksongs, and ballads.
- To explore folk speech forms such as idioms, phrases, proverbs, and riddles.

Course Outcomes:

- Explain concepts, background, and scope of folklore and folk literature studies.
- Analyze selected Kokborok folktales such as Chethuwang, Kuchuk Kherengbar, and Yamroksa.
- Examine Kokborok folksongs like Mamita, Gorla, Lebang Bumani, Jaduni, and ballads.
- Identify and interpret folk speech elements including idioms, phrases, proverbs, and riddles.

Block-I: Foundations of Kokborok Folk Literature

Unit-1 Folklore and folk literature: Concept and definitions

Unit-2 Background and history of folk studies in Kokborok context

Unit-3 Nature, functions, and cultural significance of Kokborok folk traditions

Unit-4 Collection, preservation, and documentation of folk literature

Block-II: Kokborok Folktales

Unit-5 Folktales: Introduction and structural features

Unit-6 Chethuwang: Narrative, themes, and moral lessons

Unit-7 Kuchuk Kherengbar: Cultural motifs and symbolism

Unit-8 Yamroksa and other folktales: Comparative analysis

Block-III: Kokborok Folksongs and Ballads

Unit-9 Folksongs: Classification and performative aspects

Unit-10 Mamita and Gorla: Lyrics, context, and social functions

Unit-11 Lebang Bumani and Jaduni: Ritual and celebratory songs

Unit-12 Ballads: Structure, storytelling, and historical relevance

Block-IV: Folk Speech Forms

Unit-13 Folk speech: Definitions and expressive roles

Unit-14 Idioms and phrases in Kokborok: Examples and meanings

Unit-15 Proverbs: Wisdom, ethics, and everyday usage

Unit-16 Riddles: Playful language, cognition, and cultural insights

References

Debbarma, Binoy. 2017. *Kokborokni Phumukmung*. Agartala: KOHM.

Debbarma, Birendra. 2021. *Kokborok Kokpholok*. Agartala: Directorate of Kokborok and Other Minority Languages.

Debbarma, Rabindra Kishore. 2011. *Tipra Lukuhukumu*. Khumulwng: Language Wing.

Debbarma, Rabindra Kishore. 2019. *Tipra Barot*. Khumulwng: Language Wing.

Debbarma, Rabindra Kishore and Tarani Debbarma. 2002[rep. 2017]. *Kerang Kothoma*. Agartala: TRCI.

Debbarma, Rabindra Kishore. Ed. 2021. *Kokborok. Kokrubam Kwtal*. Agartala: Tripura Bani Prakashani.

Course Name: Socio-Cultural History of Kokborok Speaking People

Course Code: KOK-7213

Credits: 04

Course Objective:

- To explore the socio-cultural history of Kokborok-speaking people, including their society, customs, rituals, fairs, and festivals.
- To examine shifting cultivation and its socio-economic and cultural impact on Kokborok-speaking communities.
- To study the socio-cultural conditions during the reign of Bir Bikram Manikya and their legacy in contemporary society.

Course Outcomes:

- Describe core customs, traditions, and rituals of Kokborok-speaking people.
- Analyze the role of fairs and festivals in shaping cultural identity.
- Understand shifting cultivation and its links to land, culture, and identity.
- Assess the socio-cultural impact of Bir Bikram Manikya's reign and connect it to later developments.

Block-I: Society, Customs and Tradition

Unit-1 Social organization and community structure

Unit-2 Family system, marriage customs, and kinship

Unit-3 Traditional governance and village administration

Unit-4 Dress, ornaments, and daily life patterns

Block-II: Rituals, Fairs and Festivals

Unit-5 Life-cycle rituals: birth, marriage, death ceremonies

Unit-6 Major festivals: Ker, Garia Puja, Kharchi Puja

Unit-7 Community fairs and their socio-religious functions

Unit-8 Role of Ochai (priests) and ritual specialists

Block-III: Shifting Cultivation and Economic Practices

Unit-9 Jhum (shifting) cultivation: techniques and cycle

Unit-10 Traditional agricultural tools and crop varieties

Unit-11 Forest-based economy and resource management

Unit-12 Trade, barter systems, and market traditions

Block-IV: Social Cultural Condition - Bir Bikram Manikya Period

Unit-13 Political and administrative reforms (1923-1947)

Unit-14 Education initiatives and modernizing efforts

Unit-15 Cultural patronage and Kokborok language promotion

Unit-16 Socio-economic transformations and legacy

References:

Debbarma, Bikash Roy. Ed. “*yakpai*”. Souvenir. Agartala: Kokborok Sahitya Sabha.

Debbarma, N.C, & Biman Dhar & Kumud Kundu Chaudhury. ed. 2009. *Tripura Adhibasi*. Agartala: Akshar Publication.

Debbarma, Rabindra kishore. 2011. *Tripura Luku Hukumu*. Khumulwng: Language wings.

Data, Rama Prasad. 2006. *Agartalar Itibritta*. Agartala: Pounomi Prakashan.

Goswami, Dwijendra Narayon. 2008. *Adhunik Tripura Prosongo Birbikram Kishore Manikya*. Agartala: Akshar Publication.

Barooah, Jeuti. 2013. *Customary Laws of the Tripuris of Tripura*. Law Research Institute Eastern Region: Guwahati.

Course Name: Literature in Translation

Course Code: KOK-7214

Credits: 04

Course Objective:

- To introduce the art and practice of literary translation, with focus on Kokborok and other Indian languages.
- To examine the cultural and linguistic challenges of translation and its role in connecting different literatures.
- To develop skills for translating into Kokborok while preserving the original meaning, essence, and cultural context.

Course Outcomes:

- Understand the role of translation in literary and cultural exchange.
- Analyze cultural and linguistic features in translated texts.
- Critically evaluate translation strategies and their effects.
- Translate literary works into Kokborok while retaining thematic and cultural integrity.

Block-I: Essays and Criticism I

Unit-1 *Kothoma* by Nanda Kumar Debbarma

Unit-2 Thematic concerns and essay structure

Unit-3 Literary and cultural commentary

Unit-4 Stylistic features of Kokborok prose

Block-II: Critical Prose

Unit-5 *Athuk* by Naresh Chandra Dev Varma

Unit-6 Critical methodology and analysis

Unit-7 Kokborok literary tradition evaluation

Unit-8 Scholarly contribution to criticism

Block-III: Literary Collections

Unit-9 *Unsuluja Koklob* by Nanda Kumar Debbarma

Unit-10 Selection criteria and thematic unity

Unit-11 Representation of Kokborok literary heritage

Unit-12 Editorial perspective and significance

Block-IV: Translations and Essays

Unit-13 *Gitanjali* translated by Chandra Kanta Murasing

Unit-14 Translation challenges and poetic adaptation

Unit-15 *Nokarini Kothoma* by Shyamlal Debbarma

Unit-16 Aming by N.C Debbarma

Reference:

Debbarma, Nanda Kumar. 2015. *Kothoma*. (Translation of Kahini by written Rabindranath Tagore in Kokborok by Nanda kumar Debbarma). Agartala: Akshar Publications.

Debbarma, Shyamlal. 2007[2003/1986]. *Nokarini Kothoma (A collection of Translated short stories)*. Agartala: Akshar Publications.

Dev Varma, Naresh Chandra. 2014. *Athuk*. (An Akademi award-winning Novel in Malayalam Language of Takashi Sib Sankar Pillai. Khumulwng: Language Wing.

Murasing, Chandra Kanta. 2013. *Gitanjali*. Kolkata: Visva Bharati.

Sarkar, Anil. 1995. *Bratajaner Kabita*. (Translated by NKD Debbarma Unsulujak Koklob). Debananda Dam. Gyan Bichitra Press.

Course Name: Dissertation

Course Code: KOK-7291

Credits: 04

Course Objective:

- To develop students' ability to design and conduct independent research in Kokborok studies, linguistics, and related disciplines.
- To develop skills in academic writing, research methodology, fieldwork, and critical engagement with existing literature.
- To enable students to identify research gaps and produce a well-structured scholarly dissertation in Kokborok linguistics, literature, or socio-cultural studies.

Course Outcomes:

- Conduct field research and collect primary data using linguistic surveys, interviews, or textual analysis in Kokborok contexts.
- Apply suitable research methods for data collection, organization, and analysis.
- Critically review literature, identify gaps, and formulate original research questions.
- Present findings in a properly structured, cited dissertation that meets academic standards.

Every student is required to prepare a dissertation on an issue/ topic of interest under the guidance and supervision of a teacher. Based on their knowledge of research methodology, the dissertation prepared is evaluated on the basis of scientific methodology adopted in writing the report, presentation skill and performance in the viva voce.

The dissertation will include the statement of the problem, research question, aims and objectives, hypotheses, and methods adopted for the study. The dissertation will be expected to highlight the major theoretical considerations underlining the logic and rationale for the area/subject of research along with a comprehensive review of literature including substantive findings and theoretical and methodological contributions to the topic. The methods adopted for the research will have to be explained using appropriate methods of analysis and the entire report will be concluded with a list of major references

References:

Abbi, Anvita. 2001. *A Manual of Linguistic Field Work and Structure of Indian Languages*. Muenchen: Lincom Europa.

Bartis,P., 1980. *Folklife and Field Work: An Introduction to Field Techniques*. Washington: American Folklife Centre.

Jackson, Bruce. 1987. *Fieldwork*. Urbana: University of Illinois Press.

Murray, Neil and David Beglar. 2009. *Writing dissertations and theses*. London: Pearson Education.

Winick, Stephen and Peter Bartis. 2016. *Folklife and Fieldwork: An Introduction to Cultural Documentation*. Washington: American Folklife Centre.

Faculty and Support Staff:

The University has identified the dedicated requisite faculty and support staff as mandated by the UGC and they are allocated the positions. The course material prepared by the faculty is at par with the regulations 2020.

List of faculty members associated with the M.A. (Kokborok) programme is as follows:

S. No.	Name of Faculty	Designation	Nature of Appointment	Qualification	Subject
1.	Prof. Binoy Debbarma	Professor	Full-Time	MA, Author, Writer, Poet	Kokborok
2.	Mr. Basudeb Debbarma	Assistant Professor	Full-Time	MA	Kokborok
3.	Mr. Runit Debbarma	Assistant Professor	Full-Time	MA	Kokborok
4.	Mr. Dhanuraj Noatia	Assistant Professor	Full-Time	MA	Kokborok
5.	Miss. Pramila Debbarma	Assistant Professor	Full-Time	MA	Kokborok

Delivery Mechanism:

The MTSOU follows a modern ICT (Information & Communication Technology) enabled approach for instruction. The methodology of instruction in ODL of MTSOU is different from that of the conventional/regular programmes. Our ODL system is more learner-oriented and the learner is an active participant in the teaching-learning process. The academic delivery system of MTSOU's ODL comprises of:

A. Print Material-

The printed material of the programme supplied to the students will be unit-wise for every course.

B. Counselling Sessions-

There will be 6 counselling/contact classes in face-to-face mode of two hours each for a course of 4 credits, in case of 6-credit course contact hours required are 18 hours). The counselling sessions/face-to-face contact classes will be held on the campus of the University on Saturdays and Sundays.

C. Medium of Instruction-

Medium of Course Instruction: Kokborok

Medium of Examination: Kokborok

Student Support Systems:

The University's Study Centres or Learner Support Centre shall be headed by a coordinator, not below the rank of Assistant professor and shall be augmented with academic and non-academic staff depending on the learner.

The university has made appropriate arrangements for various support services including counselling schedule and resource-oriented services evaluation methods and dates both online and offline modes for easy and smooth services to the students.

The University is not promoting any study centres outside the State of Tripura. All student support services will be provided to the student through the University Headquarters and the study centres.

F. Procedure for Admissions, Curriculum, Transaction and Evaluation:**Admission Process-**

Admission to M.A. (Kokborok) programme will be done on the basis of screening of candidate's eligibility on first come first serve basis. The admission shall not be a right to the students and MTSOU, shall retain the right to cancel any admission at any point of time if any irregularity is found in the admission process, eligibility etc.

Maximum Duration-

The maximum duration of M.A. (Kokborok) programme is four years. Thereafter, the students seeking completion of the left-over course(s) will be required to seek fresh admission.

Eligibility-

Graduation with Kokborok as Major or Minor / Graduation (Any Discipline) with Diploma in Kokborok

Fee Structure:

Name of the Programme	Degree	Duration	Year	Tuition Fee/Year	Exam Fee/Year	Total (in Rs.)
Master of Arts (Kokborok)	PG	2 to 4 Years	1	10000	3000	13000
			2	10000	3000	13000
Total						26000

Activity Schedule:

S. No.	Name of the Activity	Tentative Months Schedule (Specify Months) During Year			
		From (Month)	To (Month)	From (Month)	To (Month)
1.	Admission	Jul.	Sep.	Jan.	Mar.
2.	Assignment Submission (if any)	Sep.	Oct.	Mar.	Apr.
3.	Evaluation of Assignment	Oct.	Nov.	Apr.	May
4.	Examination	Dec.	Dec.	Jun.	Jun.
5.	Declaration of Result	Jan.	Jan.	Jul.	Jul.
6.	Re-registration	Jul.	Jul.	Jan.	Jan.
7.	Distribution of SLM	Jul.	Sep.	Jan.	Mar.
8.	Contact Programmes (Counseling, Practicals.etc.)	Sep.	Nov.	Mar.	May

Credit System:

The Mata Tripura Sundari Open University proposes to follow the 'Credit System' for most of its programmes. Each credit amounts to 30 hours of study comprising all learning activities. Thus, 8-credit course requires 240 hours, 6-credit course requires 180 hours, 4-credit course requires 120 hours and 2-credit course requires 60 hours of study. This helps the student to understand the academic effort to complete a course. The completion of an academic programme requires successful clearing of both, the assignments and the term-end examination of each course in a programme.

Duration of the Programme	Credits	Name of the Programme	Level of the Programme
2 Yrs.	80	M.A. (Kokborok)	Master's Degree (General)

Assignments:

Distance Education learners have to depend much on self-study. In order to ascertain the writing skill and level of comprehension of the learner, assignment work is compulsory for all the learners. Each assignment shall consist of a number of questions, case studies and practical-related tasks. The Assignment Question Papers will be uploaded on the website within a scheduled time and the learners shall be required to respond them within a specified period of time. The response of the learner will be examined by a faculty member.

Evaluation: The evaluation system of the programme is based on two components-

a) Continuous Evaluation in the Form of Assignments (weightage 30%):

This component carries a weightage of 30%. There will be at least one graded assignment and test per course. These assignments are to be submitted to the Co-ordinator(s) of the University to which the student is assigned or attached with.

b) Term-End Examination (weightage 70%):

This will be held twice every year in the months of June and December. The students are at liberty to appear in any of the examinations conducted by the University during the year. A student will be allowed to appear in the term-end examination only after she/he has registered for that course and submitted the assignment. For appearing in the Examination, every student has to submit an examination form online through our website (www.mtsou.edu.in) or offline before the due dates as given in the schedule of operations. If a student misses any term-end examination of a course for any reason, s/he may appear for any of them or all the courses subject to the maximum of 8 courses in the subsequent term-end examinations. This facility will be available until a student secures the minimum pass grade in the courses but up to a maximum period of four semesters, since the date of registration of the course is valid for four semesters. Beyond this period s/he may continue for another four semesters by getting Re-registration by paying fee again. In that case, the score of qualified assignments and/or term-end examination will be retained and the student will be required to complete the left out requirements of such re-registered courses. The minimum requirement for passing a course will be 40%.

G. Laboratory Support and Library Resources:

The Library of Mata Tripura Sundari Open University aims to empower the teaching mission and intellectual culture of the community through the availability of an organized collection of information as well as instructions in its access, relevance and evaluation. The University Library enriches advance learning and discovery by providing access to a broad array of resources for education, research and creative work to ensure the rich interchange of ideas in the pursuit of knowledge.

The Mata Tripura Sundari Open University has a dedicated Library acquiring printed books and e-books. The required National and International subject journals are also provided. We already have annual journal subscriptions and the capacity can be enlarged at later stages as the University lines up with more online journals.

The collection of the Library is rich and diverse especially in terms of the breadth and depth of coverage. Our collection encompasses subjects in Management, Commerce, Information Technology, Computer Applications, Arts and Humanities, Social Science and other allied areas. This collection further includes Books, Research Journals, Project Reports/Dissertations and online Journals.

The University has well equipped Computer Laboratories, Lecture Capturing Systems, Audio Video facilities, ICT-enabled class rooms, Wi-Fi facilities etc.

H. Cost Estimate of the Programme and the Provisions:

The initial expenses have been done by the University in terms of provision of infrastructure, manpower, printing of self-learning material and others. The University intends to allocate expenses out of the total fee collection as per following details:

- a) SLM Development and Distribution: 20%
- b) Postal Expense: 10%
- c) Salary and other Administrative Expenses: 60%
- d) Future Development: 10%

Once programmes are operational, the fee receipt from the programme's budget to be planned as per the guidelines of the University Grants Commission.

I. Quality Assurance:

The University has established the Centre for Internal Quality Assurance (CIQA) in the University campus. The CIQA will monitor and maintain the quality of the ODL (Open and Distance Learning) programmes. It has the following objectives in making the compliances of quality implementations-

Objectives:

The objective of Centre for Internal Quality Assurance (CIQA) is to develop and put in place a comprehensive and dynamic internal quality assurance system to ensure that programmes of higher education in the Open and Distance Learning mode being implemented by the Higher Educational Institution are of acceptable quality and further improved on continuous basis.

Functions of CIQA:

The functions of Centre for Internal Quality Assurance would be following-

- 1) To maintain quality in the services provided to the learners.
- 2) To undertake self-evaluative and reflective exercises for continual quality improvement in all the systems and processes of the Higher Educational Institution.
- 3) To contribute in the identification of the key areas in which Higher Educational Institution should maintain quality.
- 4) To devise mechanism to ensure that the quality of Open and Distance Learning programmes matches with the quality of relevant programmes in conventional mode.

- 5) To devise mechanisms for interaction with and obtaining feedback from all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government for quality improvement.
- 6) To suggest measures to the authorities of Higher Educational Institution for qualitative improvement.
- 7) To facilitate the implementation of its recommendations through periodic reviews.
- 8) To organize workshops/seminars/symposium on quality related themes, ensure participation of all stakeholders, and disseminate the reports of such activities among all the stakeholders in Higher Educational Institution.
- 9) To develop and collate best practices in all areas leading to quality enhancement in services to the learners and disseminate the same to all concerned in Higher Educational Institution.
- 10) To collect, collate and disseminate accurate, complete and reliable statistics about the quality of the programme(s).
- 11) To ensure that Programme Project Report for each programme is according to the norms and guidelines prescribed by the Commission and wherever necessary by the appropriate regulatory authority having control over the programme.
- 12) To put in place a mechanism to ensure the proper implementation of Programme Project Reports.
- 13) To maintain our record of Annual Plans and Annual Reports of Higher Educational Institution, review them periodically and generate actionable reports.
- 14) To provide inputs to the Higher Educational Institution for restructuring of programmes in order to make them relevant to the job market.
- 15) To facilitate system-based research on ways of creating learner centric environment and to bring about qualitative change in the entire system.
- 16) To act as a nodal coordinating unit for seeking assessment and accreditation from a designated body for accreditation such as NAAC etc.
- 17) To adopt measures to ensure internalization and institutionalization of quality enhancement practices through periodic accreditation and audit.
- 18) To coordinate between Higher Educational Institution and the Commission for various quality related initiatives or guidelines.
- 19) To obtain information from other Higher Educational Institutions on various quality benchmarks or parameters and best practices.
- 20) To record activities undertaken on quality assurance in the form of an annual report of Centre for Internal Quality Assurance.
- 21) It will be mandatory for Centre for Internal Quality Assurance to submit Annual Reports to the Statutory Authorities or Bodies of the Higher Educational Institution about its activities at the end of each academic session. A copy of report in the format as specified by the Commission, duly approved by the statutory authorities of the Higher Educational Institution shall be submitted annually to the Commission.