



# MY APTITUDES FOR THE SUBJECT ECONOMICS

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*B.A. 5th Semester*

*Economics (Major)*

I had very little idea about the subject 'Economics' during my school days. Later on my curiosity grew more to know about the subject. My higher secondary stage of education, where I choose Economics as one of my subjects, provided me the opportunity to know about the subject in details. So, I made up my mind to continue with Economics as a major subject in graduation.

For any student interested in Economics, the subject provides an excellent opportunity to develop an analytical mind with scientific temper. The subject studies every individual as an economic being. The economic choices and decisions of individuals, the working of the market, demand and supply, production, saving, expenditure and investment etc. are the preliminary and important points of study that rouse keen interest of students in the subject.

Most of us think that Economics deals with money alone. But that is not the whole truth. Money is however an integral part of the study of the subject. Apart from that the subject makes an extensive study on resources and their proper utilisation, the economic development in terms of standard of living, human welfare, infrastructure progress, management of financial institutions, trade (both inter-regional and international), etc.

This is why I was motivated to the study of Economics and found the wide application of the subject in the real world.

One of the principal branches of Economics is the 'Welfare Economics', which studies human welfare from the economic point of view. So, welfare economics has

importance in our day to day lives. Similarly, every branch of the subject has importance in our lives particularly in relation to our economic decisions and choices. The mathematical analysis of the subject brings more clarity to the subject. The interrelation of the economic variable, the different theories and views advanced by the economists makes one all the more interested in the subject.

In the present-day of globalisation, career opportunities in every subject is a matter of serious concern. From that viewpoint, the scope of subject Economics is immense. After completing post-graduate in the subject, a student can go for professorship. The multinational companies (MNC) also offer handsome and prospective jobs. Nationalised banks too open their doors for Economics graduates and post graduates. There are jobs in the statistical departments too. Bright students in Economics never miss any chance to get themselves absorbed in any job of their choice.

While concluding my personal aptitude and appreciation for the subject Economics within a small space, I wish to say that in a globalised world of vast changing economic spectrum, this subject bears great importance. Thorough knowledge on the subject helps us in understanding and keeping up-to-date with various complex issues of the economy of our country and the globe. Every student should develop a real interest in the subject to build up an ambitious career.

With a deep sense of gratitude to all my respected teachers who contributed a lot in the enrichment of my aptitude in the subject, I conclude my article. □

# DIGITAL LIBRARIES : Needs, Technology and Benefits

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Librarian

## Introduction

In the recent past, the Information Technology (IT) revolution has changed the face of many institutions. The influence of IT is seen even in the developing world which witnessed a rapid growth in mobile telephony, internet, e-mail, fax etc. In 1983 H.G. Wells dreamed of a world encyclopaedia in which all human knowledge would be available everywhere. In 1945 Vannever Bush had vision of a scholar consulting any book by trapping its code on a keyboard. Today we can have this facility. This article mainly focuss on benefits of digital libraries. Its purpose is also to cover the need of having digital libraries and the technologies involved in building the digital libraries.

## Digital Library

Digital library is a library in which collections are organised and stored in electronic form, available on the internet or on CD-ROM disk. Terms such as electronic library, virtual library, hybrid library, the library without walls are often used synonymously. Different people have defined digital library in different ways. According to Arms, 'a digital library is a managed collection of information, with associated services, where the information is stored in digital formats and accessible over a network'.

For the Digital Library Federation in USA, 'digital libraries are organisations that provide the resources, including the specialised staff, to select, structure, offer intellectual access to interpret, distribute, preserve the integrity of, and ensure the persistence over time of collections of digital works so that they are readily and economically available for use by a defined community or set of communities' (Greenstien, 2000).

In nutshell and more comprehensive words we can say that in digital library, the information arrives as needed at the users' screen like ever attendant waiter filling your water glass before you know it is empty.

## Why Digital Library

There are number of reasons for building up digital library, such as information explosion, dwindling budgets of the library, space problem, high information demand, available technologies etc. As we know, today despite of having well stocked libraries and well equipped resource centers, users demand for information is never met. Information explosion requires large funds for acquisition budgets. In our country funds available for library and information services are limited. A traditional library must spend large sums of money paying for staff, book maintenance, rent and additional books. Digital libraries may reduce or, in some instance, do away with these fees.

## Collection of Digital Library

Collection of digital library refers to the digital document i.e. e-books, e-journal, e-clipping, e-content page, conference paper, poem, painting, etc. It is divided into two types—

- (i) Born digital
- (ii) Converted or digitalised

**(i) Born digital:** Documents which are created or generated in digital form are born digital. Born digital objects are available in the following forms—

- E-database
- Software
- Movies
- Audio & Video
- E-books
- E-periodicals
- Art, Photograph
- Other born digital materials

**(ii) Converted to digitalised:** Document those are converted from printed to digital objects are known as converted digitalised. These documents are available in following forms—

- E-book
- E-periodical (E-Journal, E-newspaper etc.)
- Other digital materials.



## Development in Technology

Until recently, not many people were happy to read from computer screen. Quality of display was one of the factor behind it. Recent advances in the field of Information Technology have improved not only the quality of computer display but also the font displayed on them. Besides a verity of software are now available which are capable of manipulating and rendering information. Personal computers are getting cheaper and cheaper not only the developed countries, but also available at an affordable cost in the developing countries. With the availability of computers, capable of computing at a very high speed and having large disc storage space, it is feasible to digitize and store information in the form of high quality graphics, colour, images, voice signals and video clips at a low cost.

## Infrastructure for Digital Library

### Digitization Hardware

In the yearly years of computing, computers were so expensive that it was difficult to purchase by libraries. Today, computers are cheap and middle-sized libraries in India are having compuetrs. Apart from this, in the past lack of hardware and absence of proper technology was also a hindrance in creating a digital lubrary. In the present time, however, we have many hardware equipments available for digitization process some of them are mentioned below :-

- Server : Web server, File server etc. Nodes : Computers, Laptops
- Printer
- Scanner
- Digital Camera
- Video camera
- Audio-recording machine
- Data storage devices etc.

### Digitization Software:

- System software- Vista, windows XP, Linus, UNIX
- Application software- MS Office, Browser
- Web server software
- Database software- My-SQL, MS- Access
- Antivirus software- Norton
- Digital library software- Greenstone, D-space etc.

## ➤ LAN and Internet Infrastructure.

### Benefits of Digital Library

Some of the benefits of digital libraries are :-

- No Physical boundary : The user of a digital library need not to go to the library physically; people from all over the world can gain access to the same information, as long as an Internet connection is available.
- Round the clock information availability : A major benefit to digital libraries is that people can gain access 24/7 to the information.
- Multiple access : The same resources can be used simultaneously by a number of institutions and users at the same time.
- Information retrieval : The user is able to use any search term (word, phase, title, name, subject) to search the entire collection.
- Preservation and conservation of resources
- Space : Whereas traditional libraries are limited by storage space, digital libraries have the potential to store much more information.
- Support wide range of materials
- Easy way to post latest information
- Ability to reinstate out of print materials
- Added value
- Easily accessible.

### Conclusion

Any library considering digitization of its holding will need to evaluate potential digitization projects. They will also need to assess the actual and potential users base, and consider whether their thirst to view the material will remain in digital form. Digitization also helps organize collections that have become unmanageable because of size, physical location etc. also; preservation of rare items is made easy by providing users with a high quality digital storage while storing originals in secure places.

### References:

Satpathy, Sunil Kumar (2008) Libraries in digital environment: problem and prospects, New Delhi: Mahamaya Publishing House.

Singh, Gurudev (2011) Digital libraries and digitization, New Delhi: Ess Ess Publication.

[www.dlib.org/dlib/october09](http://www.dlib.org/dlib/october09)



# The Most Important Food Crops in Whole World

Nayan Jyoti Rabha  
B.Sc. 3rd Sem (Botany)

Some 12,000 species of plant are known to have been used as food by people, and about 150 of these are in regular cultivation today. The most important crops are the cereals (grass-like crops) – wheat, rice and maize (corn), followed by barley, sorghum, oats, millet and rye. These form the basis of many people's diet throughout the world. Root crops are also grown. These include potatoes in temperate zones, and in tropical zones sweet potatoes, yams and cassava or manioc. All these food provide carbohydrate, while seed of the pea family (known as pulses) are rich in protein, peas and beans, these include soya beans, garbanzo bean, lentils and peanuts.

Some of the important cultivation (food crops) in whole world are given below–

**Oil :** The seeds of many plants are rich in oil, which they store as a source of food and energy. We extract oil from several of these plants, including olive, sunflowers, corn (maize), soya bean, peanuts, oil-seed rape sesame and african oil palm.

**Coffee :** The coffee plant is large shrub and its berries are used to make coffee. The ripe berries are harvested, then dried to remove the flesh from the hard stones inside. These are the coffee "beans", which are then treated further, often being roasted.

**Making sugar :** The main source of sugar is the sweet stems of the sugarcane, a tall grass that grows in tropical countries. In some temperate areas, including Europe, these are large crops of sugar beet. This plant stores in its thickened roots. In some parts of the tropics, the sap of the sugar palm is made into sugar.

**Potatoes :** Potatoes grown in the Andes Mountains of South America and were first gathered as food by the native people of that region. All the many varieties grown today derived from that wild source.

**Breadfruit :** Breadfruit is a tree, native to Polynesia, which grown to about 65 feet and has large edible fruits. The fruits are up to 1 foot across and are cooked before being eaten as a vegetable.

**Chocolate :** The cocoa tree grows originally from the eastern Andes in South America. The fruits, called pods, develop on the sides of the trunk and each pod contains about 20 to 30 seeds— the cocoa "beans". The beans must be fermented, roasted and ground before they become cocoa powder, the raw materials for making chocolates. Cocoa is now grown mainly in West Africa and also in the Caribbean.

**Tea :** Tea comes from the leaves of a species of camellia. This is planted on hillside, especially in India and Sri Lanka and Indonesia, Japan and China. The young leaf tips are harvested, dried and then crushed to make tea.

**Wheat :** Wheat is one of the oldest known crops. It was probably first cultivated over 6,000 years ago in Mesopotamia-present-day-Iraq-between the rivers Tigris and Euphrates. Many useful crop plants have their origin in Middle East. Other examples are barley, oats and rye, peas and lentils, onions, olives, figs, apples and pears.

Fruits are also grown for food : Fruits of the temperate region include apples, peas, grapes, plums, cherries, red and black currants, strawberries, blackberries and gooseberries. In warmer region, a different selection is available, including citrus fruits such as oranges, grapefruits, lemons and tangerines and also pineapples, melons, dates, figs, bananas, coconuts, mangoes, papayas and guavas. Some fruits have a less sweet flavour and are used as vegetables. Examples are tomatoes, avocados and bell papers. Fruits are very good for us. They contain energy-giving stores of natural sugar, as well as protein and vital vitamins. They also provide roughage to aid digestion.

**DEPARTMENTS WITH TEACHERS AND SOME OF THE STUDENTS (MAJOR) IN THE YEAR 2015**



**Anthropology**



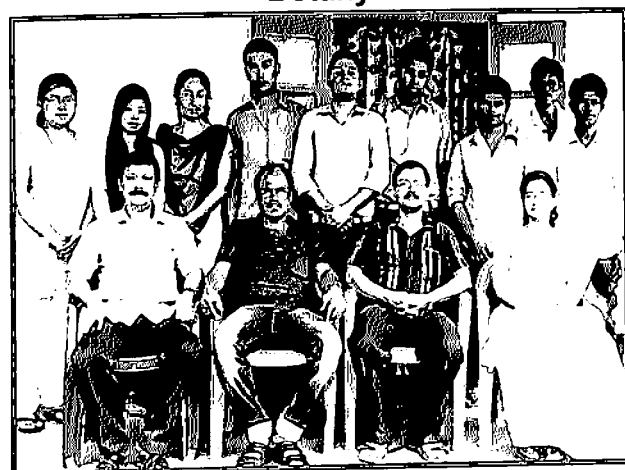
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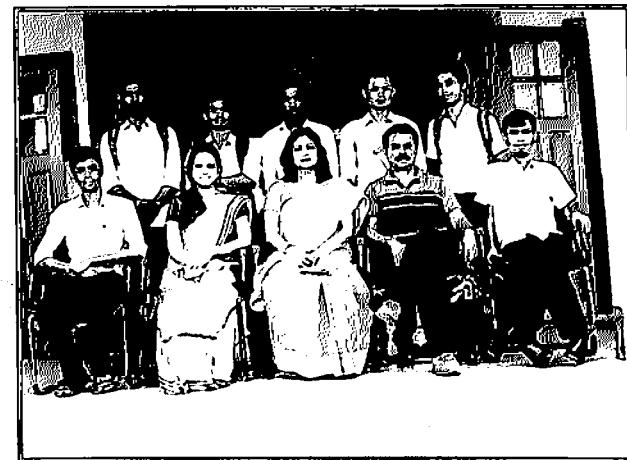
**Botany**



**Bodo**



**Chemistry**



**Economics**



**DEPARTMENTS WITH TEACHERS AND SOME OF THE STUDENTS (MAJOR) IN THE YEAR 2015**



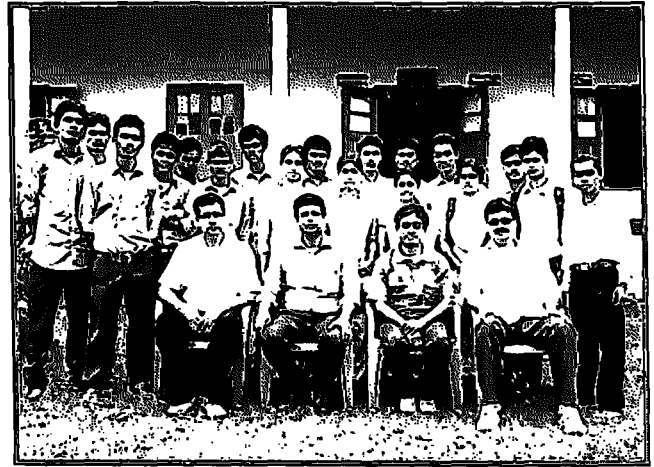
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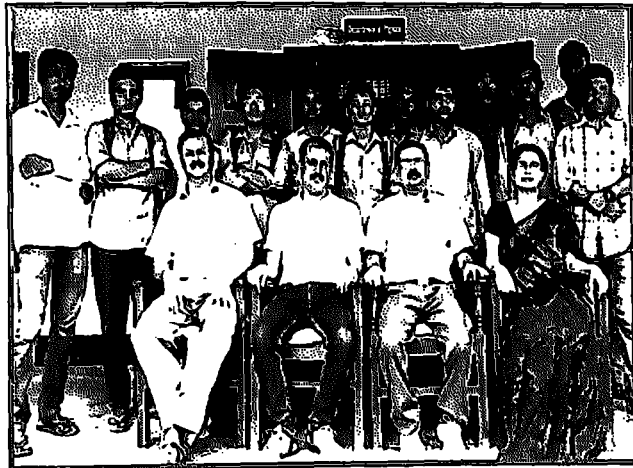
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**History**



**Mathematics**



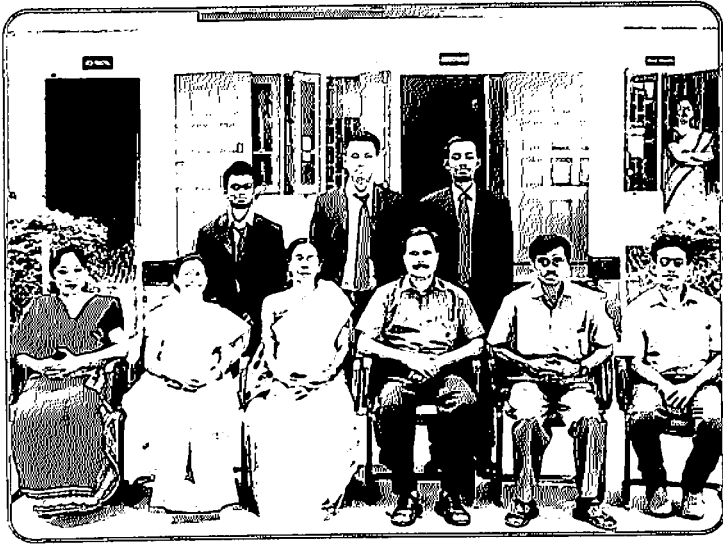
**Physics**



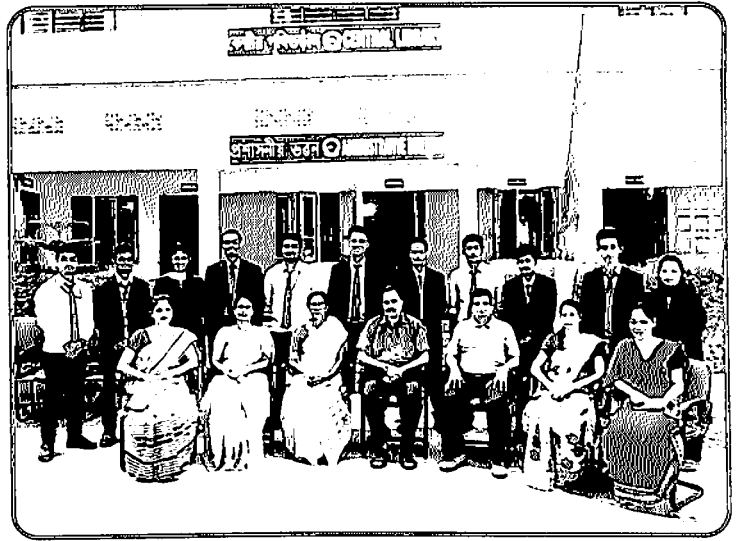
**Pol. Science**



**Zoology**



**Editorial Board**



**Union Body**



**Non Teaching Staff**



**Library Staff**



**Science Awareness Programme**

# Achievements



**Joyshri Bhuyan**, Associate Professor, Dept. of Anthropology has been awarded the Ph.D. Degree by Gauhati University in 2013 under the supervision of Dr. Tiluttoma Baruah, Dept. of Anthropology, Cotton College, Guwahati. Her thesis entitled "A Demogenetic study of the Pati Rabha and the Hajong of kamrup District, Assam"



**Mahananda Das**, Astd. Professor, Dept. of Anthropology has been awarded the Ph. D. degree by Gauhati University in 2013 under the supervision of Dr. Rani Kakati, Dept. of Anthropology, Gauhati University. His thesis entitled "Witchcraft Among the Rabhas of Kamrup and Goalpora Districts of Assam"



**Aliul Haque**, Research scholar, Dept. of Mathematics, J. N. College, Boko has been awarded the Ph. D. degree from Gauhati University in 2013 under the supervision of Dr. Alok Das, Associate Professor, Dept. of Mathematics, J. N. College, Boko. His thesis entitled "A Study on the flow behaviours of non Newtonian fluids"



Guwahati University Inter College Kabaddi Championship, 2014



NAAC Peer Team with Principal and Co-ordinator of IQAC





## INCLUSIVE EDUCATION

**Mrs. Dipanjali Kalita**

Asst. Professor, Dept. of Education

Education is a human need. It has become a fundamental right that no person should be denied education at any cost. Every children have the right to learn. The progress of a country is based on the widest provision of educational facilities for all its members and not for a few only. No children should be excluded because of their disability. There should be no discrimination between normal and exceptional. But in reality children with disability are often ignored. In spite of provision of free and compulsory education to all children up to the age of 14 years, a large number of children with special needs still do not get qualitative education. According to census 2001, there are 2.19 crore persons with disability in India who constitute 2.13% of the total population. This includes person with visual, hearing, speech, locomotor and mental disabilities.

As a democratic country following the ideals of equality, equity and fraternity we are bound to provide an equal and fair access to education to all our children irrespective of their exceptionality. Every person should get educational opportunity.

Inclusive education can give the equal opportunity to all. Inclusion is a democratic ideology as it advocates that all children should be included in the education system. If education is provided to persons excluding the disabled then the constitutional provision of equality before the law will be violated. Inclusion is not confined to the disabled only. It means non-exclusion. All children can learn and belong to be mainstream of school and community life.

Inclusive education means children with disabilities should be educated in the general school with necessary support services and supplementary aids for both children and teachers. It is a system in which all children from a given community learn together in the same school including children with disabilities. Inclusive education is important not only on educational grounds but also on social and moral grounds. It is a process to prepare the disabled persons to become part of the

society and to prepare the society to accept them. A disabled child can overcome his disability through proper education and make himself a useful citizen. Only inclusion has the potential to reduce fear and build friendship, respect and understanding. Provision of inclusive education indicates a feeling of confidence in the minds of disabled children. There are ten officially recognized categories of disabled children requiring special educational facilities – blind, partially sighted, deaf, partially hearing, educationally abnormal, epileptic, mal-adjusted, physically handicapped affected by speech defect, delicate.

All these children who deviate from average children in their various personality dimensions need special care, attention and measures for their adequate adjustment, welfare and progress in life. We cannot meet the educational and adjustment needs of a vast population of the children with special needs by establishing separate schools for them. Special schooling cannot meet the needs of most children with special needs. Special schools promote isolation, alienation and social exclusion. Isolating students with special needs may lower their self-esteem and may reduce their ability to deal with other members of the society.

Therefore regular schools have to play an important role with an inclusive approach. Traditional form of segregated education is very costly and reaches very few. Special school cannot give the opportunity for peer learning. On the other hand regular schools lack resources available in a special school. There is lack of highly trained teachers and facilities. Inclusive education is the only option for bringing the two together. So inclusion now is a demand of the time and need of the hour.

Different committee and commissions appointed by the Govt. laid stress on inclusive education. At present Govt. of India has launched its Sarva Shiksha Abhijan (S.S.A.) seeking education for all. S.S.A. will ensure



that every child with special needs irrespective of the kind, category and degree of their normality or exceptionality is provided education in an appropriate environment. For the success of this programme it has introduced the Right to Education Bill, 2005. It has to make provision for the inclusion of the children with disability along with the normal.

In arranging inclusive educational setup in a school, there is a need to equip itself in the men-material resources, programmes and activities, curricular flexibilities and other needed support services for all round growth and development to the maximum extent possible. To meet the educational and adjustment requirements of children with special needs along with normal children, it will require a lot of improvement in the infrastructure facilities accommodation and support material provided in the school in the existing normal setup.

Education for children with special needs in a normal class without having necessary preparations on the part of a school may seriously harm the interests and purposes of all teachers, students, school authorities and parents. It is now a big challenge before a teacher to meet the needs of all children irrespective of their exceptionality within the existing normal schools. Inclusive education requires manageable classrooms so that challenged children receive teacher attention.

There is a need for strengthening knowledge, skills and attitudes of teachers for creating learning environment in schools. More qualified and trained teachers should be recruited to effectively implement inclusive education.

Inclusive education is a planned and systematic effort. It will achieve its goal when it is spread across the country. So authorities concerned should take necessary action to effectively implement inclusive education.

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## Curiosity Leads To Knowledge & Concentration

**Hrishikesh Nath**

B.Sc. 3rd Sem (Physics)

### What is curiosity?

The desire of knowing some new things is known as curiosity. Curiosity never arises unless we experience something new. For example— if we receive a miss call from an unknown number we are very eager to know about the caller. Here the eagerness to know the caller is said to be curiosity. Another example— when someone knocks at the door we are very eager to know the guest. The eagerness leads to full-concentration of our attention. In this period our brain is free to learn (know) new things.

### What is concentration?

The power to focus at one distinct point is called concentration. For example— when we talk through our cell phone we always create an imagination of the person we are talking with. The real world in front of us vanishes during that time. This power to focus at that particular

person is explained as concentration. The information that we receive from the caller gets stored in our brain for a very good time. Anything we learn new is knowledge. Thus we can say that the information we received is a little of knowledge.

Now, if we apply this formula in our studies.... lets see....

Book = miss call from an unknown number.

Chapters = person we are talking with.

Knowledge = information.

If we see a new book or a new theory, we must create an eagerness to know the new thing. If we do so, our curiosity will arise, concentration power will develop and knowledge will increase. We must not leave any knowledge behind. We must always be curious to learn new good things.



## A sketchy knowledge of North East India

**Pallabi Dutta Baruah**

T.D.C. 3<sup>rd</sup> Semester

Department of Education

North-East region of India is a wonder for many. In this short article, an attempt is made to give a sketchy knowledge of the North East India from certain angles.

Location of North-East India within India :

Population : 38,857,769

Area : 262,230 Km<sup>2</sup> (101,250 sqmi)

Population Density : 148/Km<sup>2</sup> (380/sq)

Time zone : IST (UTC + 5:30)

States and territories : Arunachal Pradesh, Assam, Manipur, Meghalaya Mizoram, Nagaland, Sikkim, Tripura

Largest cities : Guwahati, Agartala, Dimapur, Shillong, Aizawl, Imphal.

Official Languages : Assamese, Bengali, Bodo, English, Garo, Khasi, Mizo, Kokborok, Manipuri, Nepali, Sikkimese.

Religion : Hinduism, Christianity, Buddhism, Islam, Animism (Sanamahis Seng Khasi, Donyi-pol etc.)

Northeast India is the eastern most region of India connected to East-India via narrow corridor squeezed between Nepal and Bangladesh. It comprises the contiguous Seven Sister States (Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Tripura), plus the Himalayan State of Sikkim. These states are grouped under the MDONER ministry of the Government of India. Except for the Goalpara region of Assam, the rest were late entrants to the British India, the Brahmaputra valley area of Assam became a part of

British India in 1824, and the hill regions were incorporated even later. Sikkim joined the Indian Union through a referendum in 1975 and was recognized as part of NE India in the 1990's. NE India constitutes about 8% of the total India's size, and is roughly 3/4<sup>th</sup> the size of the state of Meharashtra in terms of geographical size. Its population (all 8 states combined) is approximately 40 million (2011 census), which represents 3.1% of the total Indian population (1,210 million).

The states are officially recognized under the North Eastern Council (NEC), constituted in 1971 as the acting agency for the development of the eight states. The North Eastern Development finance Corporation Ltd. (NEDFI) was incorporated on 9<sup>th</sup> August, 1995 and the Ministry of Development of North Eastern Region (DONER) was set up in September, 2001.

History :

In the early historical period (most of first millennium), Kamarupa straddled most of present day North East India, besides Bhutan and Sylhet in Bangladesh. Xuanzang, the travelling Chinese monk, visited Kamarupa in the 7<sup>th</sup> Century, and described the people as "short in stature and black looking" whose speech differed a little from mid-India and who were of simple but violent disposition and that the people in Kamarupa known of Sichuan that lay to the Kingdom's east beyond a treacherous mountain. In the medieval times, many smaller Kingdoms sprung up in Kamarupa's place. Throughout its history, the region is known to have been an important physical and cultural bridge between India, East Asia and Southeast Asia.

Formation of North Eastern Status :

In the early 19<sup>th</sup> Century, both the Ahom and the Manipur



kingdoms fell to a Burmese invasion. The ensuing first Anglo-Burmese war resulted in the entire region coming under British control. In the colonial period (1826-1947), North East India was a part of Bengal province from 1839 to 1873, when Assam became its own province. After the Indian Independence from British rule in 1947, the North Eastern region of British India consisted of Assam and the princely states of Manipur and Tripura. Subsequently, Nagaland in 1963, Meghalaya in 1972, Arunachal Pradesh in 1975 (Capital changed to Itanagar) (actually formed on 20<sup>th</sup> February, 1987) and Mizoram in 1987 were formed out of Assam. Manipur and Tripura remained as Union Territories of India Between 1956 until 1972 when they attained full-fledged statehood. Sikkim was integrated as the eighth North Eastern Council State in 2002. The city of Shillong acted as the capital of the Assam province and it was created during the British Rule. It remained as the capital of undivided Assam until the formation of the state of Meghalaya in 1972. The capital of Assam was then shifted to Dispur, a part of Guwahati and Shillong became the capital of Meghalaya.

#### Geography :

The Northeast region can be physiographically categorized into the Eastern Himalayas, Northeast Hills (Patkai-Naga Hills and Lushai Hills) and the Brahmaputra and the Barak Valley plains. Northeast India (at the confluence of Indo-Malayan, Indo-Chinese and Indian bio-geographical realms) has a predominantly humid sub-tropical climate with hot humid summers, severe monsoons and mild winters. Along with the west coast of India, this region has some of the Indian sub-continent's last remaining rain forests which supports diverse flora and fauna and several crop species. Similarly, reserves of petroleum and natural gas in the region constitute of fifth of India's total potential.

The region is covered by the mighty Brahmaputra-Barak river systems and their tributaries geographically, apart from the Brahmaputra, Barak and Imphal Valleys and some flat lands in between the hills of Meghalaya and

Tripura, the remaining two-thirds of the area is hilly terrain interspersed with valleys and plains; the attitude varies from almost sea level to over 7000 meters (23,000ft) above MSL. The regions' high rainfall averaging around 10,000 millimeters (390 in) and above creates problems of eco system, high seismic activity and floods. The states of Arunachal Pradesh and Sikkim have a montane climate with cold, snowy winters and mild summers.

#### FLORA :

Northeast India supports some of the highest bird diversities in oriented with about 850 bird species. The Eastern Himalaya and the Assam plains have been identified as an Endemic Bird Area by the Royal Society for Protection of Birds, (ICBP 1992). The region is rich in wild relatives of crop plants. It is the centre of origin of citrus fruits. The regions is rich in medicinal plants and many other rare and endangered taxa.

The region has been identified by the Indian Council of Agricultural Research (ICAR) as a centre of rice germplasm while the National Bureau of Plant Genetic Resources (NBPGR), India has highlighted the region as being rich in wild relatives of crop plants. Jhum Cultivation, a traditional system of agriculture, is often cited as a reason for the loss of forest cover of the region. This primary agricultural economic activity practiced by local tribes reflects the usage of 35 varieties of crops.

#### FAUNA :

The International council for Bird Preservation, UK identified the Assam plains and the Eastern Himalayas as an Endemic bird Area (EBA). The EBA has an area of 220,000 Km<sup>2</sup> following the Himalayan range in the countries of Bangladesh, Bhutan, China, Nepal, Myanmar and the Indian states of Sikkim, Northern West Bengal, Arunachal Pradesh, southern Assam, Nagaland Manipur, Meghalaya and Mizoram. Because of a Southward occurrence of this mountain range in comparison to other Himalayan ranges, this region has a distinctly different climate with warmer mean temperatures and fewer days with frost and have much higher rainfall.



WWF has identified the following priority ecoregions in NE India.

- 1) Brahmaputra Valley Semi Evergreen Forests.
- 2) The Eastern Himalayan Broadleaved Forests.
- 3) The Eastern Himalayan Sub-alpine coniferous Forests.
- 4) India-Myanmar Pine Forests.

### FOREST RESERVES :

- 1) Namdapha National :

Spread over an area of 1,985, sq Kms in Arunachal Pradesh. Largest National Park of the northeast region. Situated 150Kms from Miao. Altitude rises from 200 to 4,500 meters in the Snow-capped Mountains. Ecosystem abounds in more than 150 species of timber. Important rare fauna species – Pinus Merkusi, Abies Delavavi, Blue Vanda and Mishimi Teeta. Primates such as Assamese macaque, pig-tailed macaque, Hoolock gibbon, ape besides other mammals, birds and reptiles add to the rich fauna diversity.

- 2) Manas National Park : Wildlife Sanctuary and a world Heritage site (declared by UNESCO) in the Barpeta district of Assam and partly along Bhutan foothills, the Manas National Park is a shelter to rare species of as many as 55 mammals, 50 reptiles, 380 birds and 3 amphibians. Besides tiger, elephant, rhinoceros and wild water buffalo, leopard, pigmy hog, red panda, swamp deer, capped langur, sambar, hispid hare, golden langur, fowl, bulbul, brahminy duck, Indain grey hornbill and roofed turtle are protected in the Manas National Park. It is also an Elephant Reserve and Biosphere Reserve.
- 3) Kaziranga National Park : spread over an area

of 430 sq Kms, 217 Kms from Guwahati, with annual rainfall of 2300mm. Situated on the bank of the Brahmaputra river with its swamps and tall thinks of elephant grass. It is home to the world's largest population of great Indian one-horned rhinoceros, largest of the three Asian rhinos. The forest is inhabited by leopard, elephant, barasingha or swamp deer, barking deer, turtle and lot more commonly found species.

- 4) Orang National Park : Known as 'Mini Kaziranga' is on the northern bank of the river Brahmaputra, in the state of Assam, covering 78.81 sq Kms. Established as a sanctuary in 1985 and declared a National park in 1999, it is 32 Kms from Tezpur and 120Kms from Guwahati. The terrain slopes gently from north to south covered with natural forest vegetation like Bambax Ceiba, Dalbergia sisoo, sterculia villosa, Trewia nudiflora, Zizypphus jujube, litsaea polyantha and other non-aquatic grassland species. One horned rhino, Royal Bengal Tiger, Asiatic elephant, hog deer, wild boar, civet, leopard, hare and commonly found birds and reptiles are found in the region. Orang National Park is an important habitat of the Bengal Florican.
- 5) Pobitora Wildlife Sanctuary : Situated in the Morigaon district of Assam, about 50Kms from Guwahati. It covers 38.8 sq Kms and is famous for great Indian one horned rhinoceros. The sanctuary also protects Asian buffalo, Leopard, Wild Bear, Civet, Reptiles and some 2000 migratory birds.
- 6) Sepahijola wildlife sanctuary: Sepahijola Wildlife Sanctuary is a wildlife sanctuary in Tripura, India. Covers an area of about 18.53 sq Kms and is located about 25 Kms away from the city centre. It is a woodland with an artificial lake and natural botanical and zoological garden. It boasts of abounding congregation of wildlife, especially



birds and primates. It also gives shelter to about 150 species of birds and the unique bespectacled monkey.

- 7) Keibul Lamjao National Park : It is about 53 Kms from Imphal in Manipur. Temperatures range from a maximum of 34.4°C to a minimum of 1.7°C. Established as a wildlife sanctuary in 1966, it became a National Park in 1977. The area of the park, about 40 sqkms mostly comprises wetlands overgrown with 1.5 meters deep floating vegetation called Phumdi. Extremely rare lesser cats like the marbled cat and Temminck's golden cat, Himalayan Black Bear, Malayan and many more constitute the diverse fauna in the park.

#### LANGUAGES :

Northeast India constitute a single linguistic region with about 220 languages in three different language groups (Indo-Aryan, Sino-Tibetan and Austric) that share common structural features. Assamese, an Indo-Aryan language spoken mostly in the Brahmaputra valley, developed as a lingua-franca for many speech communities. Assamese based creoles have developed in Nagaland (Nagamese) and Arunachal (Nefamese). The Austro-Asiatic family is represented by the Khasi, Jaintia and war languages of Meghalaya. Sino-tibetan languages are represented by a small number of Tai Languages (Tai-Ahom, Tai-Phake, Khamti, etc). They are the languages of ethnic groups some of which are : bodo, Rabha, Karbi, Mishing, tiwa, Deuri etc. (Assam); Garo (Meghalaya); Ao, tangkhul, Angami, Sema, Lotha, Konyak, etc. (Nagaland); Mizo, Hmar, Chakma, (Mizoram); Hrusso, Tanee, Nisi, Adi, Abor, Nocte, Apatani, Misimi etc. (Arunachal Pradesh). Manipuri is the official language in Manipur, the dominant language of the Imphal Valley; while Naga Languages such as Mao, Maram and Tangkhul and Kuki languages such as Hmar and Paite predominate in individual hill areas of

the state. Bengali is a majority language in Tripura. Nepali is dominant in Sikkim.

#### COMMUNITIES :

NE India has over 220 ethnic groups and equal number of dialects. The hill states in the region like Arunachal Pradesh, Meghalaya, Mizoram and Nagaland are predominantly inhabited by tribal people with a degree of diversity even within the tribal groups. Adivasi, Assamese, Bhutia, Bishnupriya Manipuri, Biata, Bodo, Chakma, Chhetri, Dimasa, Garo, Gurung, Hajong, Hmar, Jamatia, karbi, Khasi, Khampti, Koch, Kom, Kuki, Lepcha, Lushai, Meitei, Mishing, Mizo, Naga, Nepali, Noatia, Paite, Pnar, Purvottar Maithili, Rabha, Singpho, various Tibetan tribes, Tamang, Tiwa, Tripura. Zeme Naga and Limbu are different ethnic groups inhabiting the region.

#### GOVERNMENT :

The northeastern states, having 3.8% of India's total population are allotted 25 out of a total of 543 seats in the Lok Sabha. This is 4.6% of the total number of seats.

#### ECONOMY :

The economy is agrarian. Little land is available for settled agriculture. Alongwith settled agriculture; Jhum (shifting cultivation) is still practiced by a few indigenous groups of people. The inaccessible terrain and internal disturbances has made rapid industrialization difficult in the region.

Considering all these important features of N.E. India, there is enough scope to build the N.E. region as a tourist spots both for the national international tourists. A concerted effort by the government of the North East region to make the region a tourist hot-spot will certainly bring all positive changes of the North East region in strengthening therie economy.



**Bodo  
Section**



## हौवा लिरगिरिनि नोजोराव बर आइजो

भैरवी बर'  
बर' बिफान

1.1. थुनलाया हारिनि आयना। बेनि गेजेरजों मोनसे हारिनि गांनाय-उखेंनाय, हारिमु, सानस्रि गसिबो सावगारि बादि रोखा रोखा बेरखाजोबो। बेबादिनो बर' थुनलायाव हौवा लिरगिरिनि नोजोराव आइजोनि फारसे थानाय मोजां गात्रि सानस्रिया रेबगननि गेजेरजों बेरखांनाय नुनो मोनो लिरनाय थुनलाइ जोनोम जानायनि फ्राइनो।

2.1 काली कुमार लाहारिनि। हिन्जाव जातिमानि दुर्गथि' खन्थायाव हिन्जाव माहारिनि जोबनो गैयि बिफाव थासेयावबो वेखौनो बेरखांहोदोंदि हिन्जाव माहारिया नखर एबा समाजनि थाखाय गावनि देहा मोदोम बावसोमनानै होब्लाबो बेनि जखायै गावबा गावनि उदांमि आरो मान-सन्मानखौ मोननो हायाखै। जौनि समाज खान्थिया जेब्लाबो आइजो माहारिनि नागारसार नायरगै बेसेन होनो रोडाखै। बेनि खायनो खन्थाइगिरिया गावनि खन्थाइनि गेजेरजों फोरमायदों—

विमा महरै बेखौब समान अन्दं,  
हिन्जाव महरै हआखौ गजन हदं,  
बिब, विनानाव महरै वैनब गह हदं;

खन्थाइगिरिया रोखायै फोरमायदोंदि हिन्जाव जाथिया रावनिबो गेजेन नड। बिंसोरखौ गेजेन एबा नेहाद सानना लानाया सुबुं समाजा दानानै लानाय खान्थिलसो। खन्थायाव बेरखांदों—

दावसिन दावलाआन लुबैअब्ला बैव सादिन,  
जानांख मान हिन्जाव जातिआल एसे अदिन ॥  
नंआ नं हिन्जाव जाति हित रावनिब,  
नंआ जावगार जाताय मुंआ जेनिब ॥

लाहारिनि गुबुन दोंसे खन्थाय 'सरकार हिनजाव' — आव लेखायाव आदा खावनिया जानानै गोदाव सोराव जानाय सिख्लानि खोथाखौ बेरखांहोनो-नाजानाय नुनो मोन्दों। लेखा-फरा गोरों सासे मानसिनिखुइ सा-साज्रां रोंप्रामनाय मानसिकोरनि बाश्राकोरा अराय दुगा दुगासिन जायो। लेखायाव आदा खावनिया जानानै थानाय सिख्लनाया जेरावबो उदाया जानानै उरां फारां जाबायो जावनाव सोरखौबा मेगन खेबगौबा खेबगौबा देलाय फबनायावनो मुखुब जानानै थायो। जेरै—

“सिखनलाय साखनलाय-आंलाय, देलाय मालाय बेरे फुंजानि खानाइ सिंखावनाय ॥”

“रंबाय लेखाखौ आं जि इसे।  
लिरगन लाइजाम आं बिजंन हाजासे ॥  
सिखि हयान लाइजाम हरन,  
गसनि खथाखौ फर्माइ दहन,  
मन्दं बिद्या जेला खाफालाव ॥”

1.3 अलंबार मुगानि लिरगिरि आनन्दराम मोसाहारीनि नोजोराव बर' हिनजावफोरआ (बै समाव) माबादि आरो माबादि जानांगौ। नखर एबा संसार बेंनाय आरो माहारि बेंनायाव हौवा आरो हिनजाव सानैहाबो बिबान दड। गियानगोनां गेदेमा सुबुंफोरा बुंदों दि हौवाया हारसिडै; खावसे, हिनजावआबो हारसिडैखावसे। अब्लाबो बयबो गनायो दि न'खर आरो माहारि खांनायाव हौवाफोरनिखुइ हिनजाव फोरनि बिबानआ बांसिन एबा गिलिरसिन। बै फंसे बाश्राखैनो एसे गुबुनै बुंदों आनन्दराम मोसाहारीया। ननि मायदों' मुंनि रामथाइयाव “हौवानि फाबाव संसारा भाब फैमाल भाड सानैस सान्थामस भायू, मखां गन्थंआव एसे हाखादावरा गमाया, सानसै सानै गबाव जाय, नाथाय हिन्जावनि पापआव संसारा दसेलागै लान्दा-खान्दा जाय, हारिनि गन्थं-मखां गमाय, .....। हिन्जावनि आखल गात्रियावनो मायनाव खारो; मजां आखलावनो मायनाव साफियो।”

बेबादिनो हिनजाव हारिनि सोमोन्दै मोसाहारीया नैजि जौथानि गिबि बाहागोनि मोनसे जायगायाव गसंनानै बिथांआ आगुनि आरो उननि बर' हिन्जाव-फोरखौ रुजुनानै नायदों आरो नुदों आगुनि हिनजावफोरा आखल-आखुयाव गोगो गोगोममोन, हाबा हुखा गोरोंमोन। हिन्जावफ्रा फिसाय खुलुमनायाव, मदाय बावनायाव, आखल जियानाव, गोसो-हमथानायाव सीता साबित्री बादिमोन। बै गावनि समनि बबेबा मोनसे जायगायाव गसंनानै बेनि सिगानि बाश्राखौ बुंनो थानायाव मोसाहारीया गगम-गथारमन, सीता साबित्री बादिमन् - बेफौरनो रोखायै इसारा होयो दि गाव गसंलानै थानाय समहालागै गुबुन फोरजों लोगोसे बर' माहारियावबो मोनसे सोलायनाय फैबायमोन, जायनि जाउन आव बर' हिनजावफोरनि आखल गियानआव बिथांआ माबा मोनसे खहा जानो हमनाय





नुदोंमोन । नखर बेनाय एबा राइजो जानायाव जाय हिनजावफोरखौ एबां गोनां-बिसोरनि मोजा आखल आखु दानायाव मोसाहारीया सोलोंथाइखौ बथनिखुरैबो गोनांसिन होनना सान्दोंमोन ।

1.3 मन 'रन्जन लाहारिनि 'सल 'बिदां' सल' 'बिजाबनि माखासे सल 'फोरनि गेजेरजों गुबुन गुबुन आइजो आखुफोरा जायगा मोन्दों । बे आखुफोरनि गेजेरजों आइजोफोरनि मोजां-गात्रि गुनफोरा बेरखांदों । "प्टाइक काउन्टर प्टाइक" सल 'वाव आइजो आख महरे दं गावदां आरो मोदली । गावदां आरो मोदलीनि आखुनि गेजेरजों थाखोसे गावसुफुं हौवा माहारिजों हिनजाव माहारिया, नासयजानाय, फोथाय-खेबस खालामजानाय, गादबजाना थानायनि रोखासावगारिया वेरखांदों । गावदाडा बुधिरामनि बिसि आरो मोदलीया रुवाथि । गोदान मुगानि आइजो महरै बियो फिसाइजों ससियेल भिजिट मणिं वाक, इभिनिं वाक खालामनो लुबैयो, हाबथायाव खेबफा फिल्म नायहैनो लुबैयो । अफिसानिफ्राय मेंना फैना बिहा जिरायनो गोसो जायो । फिसाइनो दै गिलाससे होनो भाखायबो बिहा मोदली नडब्ला सोलिया । बिनि आखल आखुवा रुवापिखौ जैरै-मैरै रायो-बुयो, गथ 'फोरखौबो । साबा गथ 'नि बिमा गावदांजों बुधिमाराबो सुखि नड । गावनि नखाय हाबिलासखौ सुफुंनो बियो 11/12 बोसोरनि उन्दै मोदलीखौ जिनाहारि खालामो । गावदाडा जेब्ला फिसाइखौ बे बाश्रानि थाखाय सन्देह खासामदोंमोन अब्ला फिसाया सिमान लायाब्लानो बिखौ सोबादोंमोन । बेनि दुखुजों गावदाडा जाया-लोड प्टाइक खालामदोमोन । बुधिरामा गावदांनो दिन्थिनो थाखायल' काउन्टर प्टाइक खलामपलादांमोन । मानोनो बियो सानफ्रोमबो अफिसआव थेब्रे जायै लोडैसो नवाव फैनायमोन । गावदांनि आखल-आखुवावबो गोरान्थि गैया नड दड' अब्लाबो बियो फिसाइबादि एसेबां गिदिर फोथाइखेबस आरो गोरान्थि खालामाखैमोन ।

1.3.1 मन 'रन्जन लाहारीनि गुबुल दोंसे सल' "चम्पाबाइ" सल 'नि गेजेरजों बेरखांदों आइजोआनो आइजोखौ गाबदनाय आरो नासयनायनि सावगारि, जिउखौ सिलिंखार खालामनायनि सावगारि । सुबुं समाजनि खान्थिफोरा एरैबादि गोरा आरो गोख्रोंदि जेराव समाजनि नेम-खान्थि एबा मान-सन्मानखौ रैखा खालामनो थानायाव गले गले सुबुं मोनथाया सिथारजायो । बेबादि नेमखान्विनि बोलि जानांगौ जायो गाहायै आइजो फोरानो । दौपदीबाया चम्पाखौ छलापुर

जिलानिफ्राय हमना लाबोनानै कर्लगाल खालामदोंमोन । उनाव उवाजिट, खानजों मोजां मोनलायना हाबा जादोंमोन आरो गावनि मुगैआव जिउ राहाखौ नागारदोंमोन । बेराफारसेथिं फैफिननायनि रादाइ खानानै आबोव थानाय उवाजिट खानाबो फैफिनाखिसै आइजोआ माब्लाबा आइजोनिनो गिलु-बालु सुथुर जानानै फैयो । द्रौपदीया गावनि उदै थाइसेनि उखैनायखौ आरो लोगोसेनो चम्पाबादि माखासे आइजोखौ ।

'गांसे फालि' सल 'आव आइजो आखु लाउदांगिखौ मोनसे सांग्रां आखु महरै बेरखांहोदों । बियो बासिरामा गावखौ मोजां मोनमारोना मोनमारा बेरकै आनजाद नायनो गावनो होनाय फालिनि दिनखौ मोनदोंमोन । फालि खोमानायनि दायव बासिरामा जेब्ला लावदांगिनाव निमाहा दिहोंमोन अब्ला बियो फोरमान मोनदों मोनदि गाव जैरै बासिरामखौ गोव्यार गोसोजों मोजांमोनो बासिरामाबो बिखौ मोजांमोनो । खायसेया सा सा औरैनो मोजां मोनपलायो नाथाय गोरबोनि अननायखौ होनो हाया । नाउदांगिया नाथाय जाम्बि रुवाथि थाबाथिं नानै जाग्राब्लाबो बे बिथिडव सांग्रा जादों ।

1.3.3 मन 'रन्जन लाहारीनि सुंद 'सल 'फोराव जायगा मोननाय आइजो आखुफोरनि गेजेरजों थाखोसे हौवा माहारिजों हिनजाव माहारिया गादबजाना, सुसिजाना थानाथान फोरमायथि-मोनो । गुबुन फोरसेथिं थाखोसे औरैबादि आइजोफोरबो दं जायफोरा हौवाफोरखौ गादबो आरो फोथायखेबस खालामो ।

2.1 हरिभुषण ब्रह्मनि 'श्रीमती दुर्लाई' सल 'वाव दुर्लाईनि सोंखारिव आखुखौ बेरखाहोनो नाजानाय नुनो मोनो सल 'वाव सोंखारिनाय रावजों दुर्लानि गेना गोनां आखल आखुनि फोरमायथि मोननो हायो । दुर्लाया बिमा बिफानि खोथा खोनासडब्लानो हाथाय बाजाराव बेरायथिडे । हाथायाव बैसोगोरा जौ फाननाय आइजोफोरजों जौ लोंफायो, जाया दाजा आसान फानग्रा गलादारफोरजों हार्सा बाला रायलायो । बिमा-बिफानि खर' बारनानै गाव जेराव थानो गोसो बेयावनो थानायाव, जा गोसो बेखौनो खालामनायाव दुर्लाईनि जिवा आन्दायहैदों, खैफोदाव गोग्लैहैदों । आबुथि गैयाजासे बांद्राय उदांसिजों जिउखौ दैदेनलानो लुबैनाय गोसोथिनि थाखायनो जिवा सिलिंखार जानायखौ दुर्लाईनि आखुनिफ्राइ मिथिनो मोनो ।



## ककबरक रावनि आथोन : बेनि सुंद' फोरमायथि

समायश्री खाखलारी  
बर' बिफान

1.0 जागायनाय : ककबरक रावा जोनोम मोनदों चीन तीब्वतारी रावफोलेरनि बेंखनाव थानाप तिब्वत बार्मारी राव हान्जानि दालाइ राव बड' नागा Group नि बड' हान्जानिफ्राय। ककबरक रावखौ बर' रावनि बेंखनाव दोननानैनो सावरायनाय जायो। ककबरक रावा गासै मोननै सोदोबनि जथायजों दाजानाय कक आरो बरक। ककनि ओथिया जादों राव आरो बरकनि ओथिया जादों मानसि। थामहिनबा मोननैबो सोदोबनि जथाय ओथिया जादों सुबुंनि एबा मानसिनि राव। ककबरकखौ गोजाम त्रिपुरी मुडैबो मिथिनाय जायो। बे रावाव देवबर्मा रावसाखौ लिरनाय खामानियाव बाहायो। गाहायाव ककबरक रावनि आथोननि सोमोन्दै सुंद'यै सावरायनो लानाय जाबाय।

2.0 बिजिरनाय : आथोना जाबाय महरखान्थिनि सिडव सावरायजानाय मोनसे आयदा। बोयाव आथोननि ओथि, बाहागो आहो आथोन सोलायनाय खान्थिफोरनि सोनोन्दै सावराय नाय जायो।

ककबरक रावाव आथोनखौ सिर होनना बुडे। जाय सोदोबजों जो आरो जोलाखौ सिनायथिनाय जायो बेनो आथोन। जैरै— फा (आफा), मा (आय), आता (आदा), बासोइ (बाजै) दबायदि बायदि।

तिब्वत बार्मारी रावनि सिडव थानाय गासै दालाइ रावफोरानो मिथिंगायारि आथोन (Natural Gender) गोनां राव। बेफोर रावफोरारव रावखान्थियारि आथोन (Grammatical Gender) नि बाहाथिखौ नुनो मोना। ककबरक रावाबो बे रावनि सिडववो थानाय मोनसे बाहागि राव। बेखायनो बे रावावबो मिथिंगायारि आथोननि सायाव थामहिनबा जिउ गोनां जिब-जुनादफोरनि सायावल' सोनारनानै आथोनखौ बिजिरनाय जायो, जिउ गैयै मुवा बेसादनखौ नड।

2.1 आथोननि बाहागो : ककबरक रावाव आथोन (सिर) खौ गाहायै मोननै बाहागोआटव राननाय जायो। बेफोर जादों— सिर चोला (जोला आथोन) आरो सिर बोरै (जो आथोन)।

2.1.0 सिर चोला (जोला आथोन) : जाय मुंमा सोदोबजों

जोला एबा हौवा फोलेरखौ दिन्थिनाप जायो बेखोनो जोला आथोन बुंनाय जायो। जैरै—

सोदोब	ओथि
फा	आफा
आता	आदा
तकज्ला	दावजोला etc.

2.1.1 सिरबोरै (जो आथोन) : जाय मुंमा सोदोबजों जो एबा हिनजाव फोलेरखौ फोरमायनाय जायो बेनो जो आयोन। जैरै—

सोदोब	ओथि
मा	आय
हिक	बिसि
आबइ	आब' etc.

2.2 आथोन सोलायनाय खान्थि :

ककबरक रावाव आथोन सोलायनो थाखाय गाहायै मोनथाम खान्थि बाहायनाय जायो। बेफोर जादों—

- \* गुबुन गुबुन उदां सोदोब बाहायनानै,
- \* मुंमानि सिगां एबा उनाव जो जोला फोरमायग्रा गुबुन गुबुन सोदोब फज'नानै, आरो
- \* उन दाजाबदा दाजाबनानै

2.2.1 गुबुन गुबुन उदां सोदोब बाहायनानै :

गिबियावनो ककबरक रावाव जोला आरो जो आथोननि थाखाय गुबुन गुबुन उदां सोदोब बाहायनानै आयोन सोलायनो हायो। बे खान्थिनि सिडव सरासनस्रायै सोमोन्दो सोदोबमाफोरखौनो हाबफानाय नुनों मोनो। बिदिन्थि हिसाबै गाहायाव होनाय जाबाय—

जोला	ओथि	जो	ओथि
बुफा	बिफा	बुमा	बिमा
फायुं	फंबाय	हानक	बिनानाव
बोसाइ	फिसाइ	बिहिक	बिसि



कोमोइ गुमै आबइ आब'  
आचु आबौ आचुइ आबैं

2.2.2 मुंमानि सिगां एन्ना उनाव जो-जोला फोरमायग्रा गुबुन गुबुन सोदोव फज 'नानै' :-

ककबरक रावनि आथोन सोलायनाय नैथि खान्थियाव सरासनम्रायै बासिनानो मुंमानि उनाव जो-जोला फोरमायग्रा गुबुन गुबुन सोदोवफोर जनायखौ नुनो मोनो। बे खान्थिनि आयोन सोलायनायाव मानसि-दुमसि, दाउमा-दाउसा आरो जिब जुनादफोरनि थाखाय जो जोला फोरमायग्रा गुबुन गुबुन सोदोव ककबरक रावाव दंखायो। बेफोर जादों—

'जुक' - बेखौ मानसिनि बिथिडव बाहाय नाय जायो।

'मा' - बे 'मा' खौ जिब जुनारफोरनि बिथिडव बाहायनाय जायो।

'बोरै' - बे 'बोरै' खौ दाउमा-दाउसानि बिथिडव बाहायनाय जायो।

2.2.2.1 मानसिनि थाखाय :

<u>जोला</u>	<u>ओंथि</u>	<u>जो</u>	<u>ओंथि</u>
साजोला	फिसाज्ला	साजुक	फिसाजो
कोरा	बिहाव	कोराजुक	बिखुनजो
चेराइ	हौवासा	चेराइजुक	हनजावसा
बुचुकचोला	फिसौज्ला	बुचुकजुक	फिसौजो

नाथाय बे 'जुक' खौ मानसिनि बिथिडव बाहायाब्लानो दाउसिन-दाउला, जिब-जुनार आरो हारि जातिफोरनि जो-जोलाखौ फोरमायनो थाखायबो बाहायनाय जायो। जेरै—

<u>जोला</u>	<u>ओंथि</u>	<u>जो</u>	<u>ओंथि</u>
थुरूकसा	मुसलिम हौवा	थुरूकजुक	मुसलिम हिनजाव
उवानसा	वांला हौवा	उवानजुक	वांला हिनजाव
वाकचोला	अमा बुन्दा	वाकजुक	उमा बुन्दि
तकला	दाउजोला	तकजुक	दाउजो

2.2.2.2 जिब-जुनादनि थाखाय :-

<u>जोला</u>	<u>ओंथि</u>	<u>जो</u>	<u>ओंथि</u>
चुइ	सैमा बांग्रा	चुइमा	सैमा बांग्रि

पुनजुवा बोरमा फान्था पुनजुमा बोरमा फान्थि नाथाय बे 'मा' खौ जिब-जुनारनि बिथिडव बाहाया लासेनो मानसिनि बिथिडवबो बाहायनाय नुनो मोनो। जेरै—

<u>जोला</u>	<u>ओंथि</u>	<u>जो</u>	<u>ओंथि</u>
कोरोंचोला	गोरोंहौवा	कोरोंमा	गोरोंहिनजाव
बुफा	बिफा	बुमा	बिमा

2.2.2.3 दाउमा दाउसानि थाखाय :

<u>जोला</u>	<u>ओंथि</u>	<u>जो</u>	<u>ओंथि</u>
तम 'सा चोला	Male Tomosa	तम 'सा बोरै	Female Tomosa

बे 'बोरै' खौ दावफोरनि बिथिडव बाहायालासेनो दाउसिन-दाउला, मानसि-दुमसि आरो जिब-जुनारफोरनि बिथिडवबो बाहायनायखौ नुनो मोनो। जेरै —

<u>जोला</u>	<u>ओंथि</u>	<u>जो</u>	<u>ओंथि</u>
करायचोला	गराय जोला	करायबोरै	गरायजो
मोसाचोला	मोसा बुन्दा	मोसाबोरै	मोसाबुन्दि
थांचोला	आयं हौवा	थांबोरै	आयंहिनजाव
ताखुमचोला	हांसो जोला	ताखुमबोरै	हांसोजो

2.2.3 उन दाजाबदा दाजाबनानै :

बे खान्थिजों आथोन सोलायनाय समाव गोथे महरफोरा गाहाय बिफाव लायो / इ / आ जादों जो आथोन फोरमायग्रा उन दाजाबदा। जेब्ला जोला आथोन फोरमायग्रा सोदोबा 'आ' गारां रिसारथिजों जोबथाहैयो अब्ला जो आथोन खालामनाय समाव 'आ' नि सोलाय 'इ' जयो। नाथाय 'आ' नि जायगायाव 'इ' जयोब्लाबो सोदोबनि महरा जेबो सोलाय सोल' जाया। जेरै—

<u>जोला</u>	<u>ओंथि</u>	<u>जो</u>	<u>ओंथि</u>
सिकला	सेंग्रा	सिकलि	सिख्ला
रानदा	बालन्दा	रानदि	बालन्दि
काका	आदै	काकि	मादै

2.2.4 गोजौवाव सावरायनायनि अनगायैबो ककबरक रावाव जो आथोन फोरमायग्रा थाइलालि सोदोबनि उनाव 'तो' दाजाबदा दाजाबनानै जोलाआथोननिफ्राइ जो आथोनसिम सोलायनाय नुनो मोनो। बिदिन्थि हिसाबै —



जोला ओंथि जो ओंथि  
कसमसा गोसोम हौवा कसमतो गोसोम हिनजाव  
कुपुरसा गुफुर हौवा कुपुरतो गुकुर हिनजाव

आइया बखालि  
बोइराति बैराथि  
सिकला बोरै आदुंगारि  
साकोरोइमा बोरै सांग्रेमा

2.2.5 सिगाडव मख 'बोनाय आथोन सोलायनायनि मोनथाम खान्थिफोरनि अनगायैबो ककबरक रावाव आरोबाव माखासे उल्था आथोन गैयि सोदोवफोरबो मोननो हायो। जायखौ Unique Gender चुंनय जायो। ककबरक रावाव बे Unique Gender खौ अराय जोला आथोन आरो अराय जो आथोन बे मोननै बाहागोनि मोननो हायो। वेफोरनि विदिन्थिखो गाहायाव होनाय जावाय—

2.2.6 फोजोबनाय : गोजौवाव सावरायबोनायनिफ्राय ककबरक रावनि आथोन, बेनि बाहागो आरो आथोन सोलायनाय खान्थिफोरनि सोमोन्दै मोनथि मोनो। ककबरक रावा गाहायै दालाय रावनि सिडव थानाय बड' नागा Group नि सिडव सावरायजानाय मोनसे दालाइ राव। बे रावा मिथिंगायारि आथोन गोनां राव। बेखायनो बे रावाव जिउगोनां जिब-जुनादफोरनि सायावल' सोनारनानै आथोनखौ बिजिरनाय जायो। ककबरक रावाव आथोनखौ गुबैयै मोनथाम खान्थिजों दानाय जायो। बे मोनथाम खान्थिनि अनगायैबो बे रावाव अराय जोला आरो अराय जो आथोननि बाहायथिखौबो नुनो मोनो। बेफोर बिथिंगोरखौ नायोब्ला बे ककबरक रावादि बर' रावजों खाथि सोमोन्दो दंलायो बैखौ जों मख 'नो हायो।

<u>अराय जोला आथोन</u>	<u>ओंथि</u>
अचाइ	दौरि
मुसुक मुरूगनाइ	लावखार
वाइबुक	बादारि
<u>अराय जो आथोन</u>	<u>ओंथि</u>

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