

SIKKIM UNIVERSITY

(A Central University Established by an Act of Parliament of India, 2007)

LEARNING OUTCOME - BASED CURRICULUM

M.A. LEPCHA

(Course Work)

(With effect from Academic Session 2023-24)



**DEPARTMENT OF LEPCHA
SIKKIM UNIVERSITY
YANGANG CAMPUS
YANGANG-737134
SOUTH SIKKIM, INDIA**

VICE-CHANCELLOR'S MESSAGE

Sikkim University stands at the forefront of embracing the transformative National Education Policy (NEP) 2020. In alignment with NEP 2020's vision and the guidelines of the Learning Outcomes-based Curriculum Framework (LOCF) mandated by the UGC, we have undertaken a comprehensive revision of our curriculum across all departments. This initiative ensures a holistic educational experience that transcends traditional knowledge delivery, emphasizing the practical application of knowledge in real-world scenarios. The shift towards LOCF marks a pivotal change from teacher-centric to learner-centric education, fostering a more active and participatory approach to learning. Our updated curriculum clearly defines Graduate Attributes, Programme Learning Outcomes (PLOs), and Course Learning Outcomes (CLOs), setting clear objectives for our students to achieve. This revision is designed to enable a teaching-learning environment that supports the attainment of these outcomes, with integrated assessment methods to monitor and encourage student progress comprehensively.

A key innovation in our curriculum is the mandatory integration of Massive Open Online Courses (MOOCs) through the SWAYAM platform, enhancing accessibility and the breadth of learning opportunities for students. Our approach encourages multidisciplinary studies through the curriculum while allowing for specialization. The curriculum embodies the policy's core principle of flexibility by enabling mobility for students, thereby allowing the exit and entry of students in the program.

I extend my heartfelt gratitude to our faculty, the Head of the Department, the Curriculum Development Committee members, the NEP coordinators, and the dedicated NEP Committee of Sikkim University for their relentless dedication to updating our curriculum. I appreciate Prof. Yodida Bhutia, the Chairperson, and all dedicated NEP Committee members for their thorough review and integration of LOCF and NEP components into our curriculum.

To our students, I convey my best wishes as we embark on this journey with our updated and inclusive curriculum, aiming not only to enrich their academic knowledge but also to nurture their personal growth, critical thinking, and ability to adapt and innovate in an ever-changing world.

Best wishes,



Prof. Avinash Khare
Vice Chancellor
Sikkim University

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PREAMBLE

The two-year M.A. Lepcha programme aims to provide a comprehensive education experience that empowers students, equips them with essential skills and knowledge and prepare them for a successful and fulfilling future.

POST GRADUATE ATTRIBUTES

Graduate attribute includes disciplinary knowledge and understanding in education and generic skills that students should acquire and demonstrate. Some of the characteristics the graduate should demonstrate are as follows:

PGA1: Holistic Development: The holistic development of students, including intellectual, emotional, ethical, and social aspects. It should encourage critical thinking, creativity, and problem-solving skills.

PGA2: Interdisciplinary Approach: Ability to demonstrate the knowledge of interdisciplinary approach and enabling students to explore multiple domains of knowledge. Encourage students to connect Lepcha studies with other disciplines, fostering a broader understanding of the world.

PGA3: Research and Innovation: Capability to analyze the importance of research and innovation. Develop opportunities for students to engage in research projects, encourage innovation, and develop research skills relevant to Lepcha culture, language, history, and society.

PGA4: Communication Skills: Listen carefully, read texts and research papers analytically and express thoughts and ideas effectively in written and oral form.

PGA5: Multilingualism and Cultural Understanding: Ability to demonstrate the knowledge, values and beliefs of multiple culture and encourages the preservation and promotion of regional languages and literature. Adopt appropriate measures to preserve Lepcha language, literature, and culture while promoting multilingualism and intercultural understanding.

PGA6: Skill Development: Ability to develop both subject-specific skills and transferable skills such as communication, teamwork, leadership, and digital literacy and prepare students for various career paths and equip them with the skills required for a rapidly changing job market.

PGA7: Ethics and Values: Ability to develop and demonstrate ethical and human values. Adopt appropriate behavior to preserve Lepcha traditions, values, and ethics to promote responsible citizenship and social cohesion.

PROGRAMME LEARNING OUTCOMES

The Programme Learning Outcomes for post graduate programme Lepcha are as follows:

PLO1: Develop advanced language skills in Lepcha, including reading, writing, speaking, and listening. Acquire an extensive vocabulary and demonstrate understanding of Lepcha grammar and syntax.

PLO2: Gain an in-depth understanding of Lepcha history, culture, traditions, and folklore. Recognize and appreciate the cultural heritage of the Lepcha community and develop strategies to preserve and promote it.

PLO3: Research Skills: Develop research skills and techniques necessary for conducting scholarly investigations in the field of Lepcha language, literature, culture, or related areas. Demonstrate the ability to critically analyze existing research, design and implement research projects, and present findings effectively.

PLO4: Apply linguistic theories and methods to analyze the structure, phonetics, phonology, morphology, and syntax of the Lepcha language. Understand language change, language contact, and language variation within the Lepcha community and neighboring linguistic groups.

PLO5: Study and analyze Lepcha literary works, including prose, poetry, folktales, and oral traditions. Interpret and critically evaluate literary texts in Lepcha, exploring themes, stylistic elements, and socio-cultural contexts.

PLO5: Develop knowledge and skills required for teaching Lepcha as a second language. Design instructional materials, lesson plans, and teaching strategies to facilitate effective language learning and promote Lepcha language education in schools or community settings.

PLO6: Communication and Translation: Develop advanced communication skills in Lepcha, enabling effective oral and written communication in academic, professional, and community contexts. Acquire translation and interpretation skills to facilitate cross-cultural communication between Lepcha and other languages.

PLO7: Understand the ethical considerations involved in linguistic research, documentation, and language development initiatives within the Lepcha community. Demonstrate a commitment to responsible and respectful engagement with the community, ensuring that language revitalization efforts align with the aspirations and needs of the Lepcha people.

PLO8: Engage with interdisciplinary approaches by exploring connections between Lepcha language, culture, history, anthropology, sociology, and other relevant fields. Recognize the interdisciplinary nature of language studies and its potential for enriching knowledge and understanding.

PLO9: Develop the skills necessary for professional roles related to Lepcha language and culture, such as language researchers, educators, translators, cultural consultants, or community leaders. Cultivate a lifelong learning mindset and stay updated with advancements in the field of Lepcha studies.

COURSE STRUCTURE OF MASTER DEGREE PROGRAMME IN LEPCHA

SEMESTER-I					
Course Code	Title of the Course	Credit	Total Marks	Internal Marks	External Marks
LEP-C-501	Introduction to Linguistics	4	100	50	50
LEP-C-502	History of Lepcha Literature	4	100	50	50
LEP-C-503	Lepcha Poetry	4	100	50	50
LEP-C-504	Society and Culture of Lepcha	4	100	50	50
LEP-V-505	Indian Knowledge System	2	50	25	25
LEP-S-506	Creative Writing	2	50	25	25
	TOTAL	20	500	250	250
SEMESTER-II					
LEP-C-551	Literary Theory	4	100	50	50
LEP-C-552	Lepcha Stories and Novel	4	100	50	50
LEP-C-553	Lepcha Essay and Drama	4	100	50	50
LEP-C-554	Lepcha Linguistics	4	100	50	50
LEP-S-555	Translation	4	100	50	50
	TOTAL	20	500	250	250
SEMESTER-III					
LEP-C-601	Research Methodology	4	100	50	50
LEP-C-602	Literary Theory and Criticism	4	100	50	50
LEP-E-603	Comparative Literature	4	100	50	50
LEP-C-604	Folklore and Folkloristic	4	100	50	50
LEP-V-605	Cyber Security	2	50	25	25
LEP-S-606	Journalism	2	50	25	25
	TOTAL	20	500	250	250

SEMESTER-IV					
LEP-C-651	Lepcha Folklore (Field Based)	4	100	50	50
LEP-C-652	Namtho Namthar	4	100	50	50
LEP-E-653	Children Literature	4	100	50	50
LEP-R-654	Dissertation	8	200	100	100
LEP-S-655	Lepcha weaving and Embroidery	2	50	25	25
	TOTAL	22	550	275	275
	TOTAL AGGREGATE	82	2050	1025	1025

C – Core; **E** – Elective; **V**-Value Added Courses; **O** – Open; **S** – Skill Enhancement Courses;
R- Research



SEMESTER-I**LEP-C-501****Introduction of Linguistics****Semester: First Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****Course Learning Outcomes:**

On completing the course, the students will be able to:

CLO1: The students will be able to define the core concept and terminology of Linguistics.

CLO2: The students will be able to classify the basic grammatical structures and syntax of the Language.

CLO3: The students will be able to execute phonetic rules, grammar and syntax in Language.

CLO4: The students will be able to compare linguistic similarities and differences in Languages.

CLO5: The students will be able to verify linguistics to study the language structures and grammatical categories of a language.

CLO6: The students will be able to generate new insights and questions related with linguistics.

Unit-I Introduction of Linguistics

- 1.1. Introduction of the Linguistics: objective, scope, nature, branches, types
- 1.2. Basic concepts: language, design features, acquisition, learning, competence, performance, linguistic sign, signifier, signified, langue, parole, diachrony, synchrony, syntagmatic, paradigmatic, etc, emic.
- 1.3. Grammar and its types
- 1.4 Writing System

Unit-II Phonetics and Phonology

- 2.1. Articulatory mechanism: Air-stream - Phonation - Articulatory - Oro-nasal
- 2.2. Classification and description of speech sounds and Transcription

2.3. Phonological categories and processes: Phone, phoneme, allophone, syllable; phonological processes

2.4. Phonological analysis: Minimal pair, overlapping, contrastive and complementary distributions, free variation.

Unit-III Morphology

3.1. Basic concepts: Lexeme, word forms, root, base and stem, morphological types

3.2. Word Formation processes: inflection, derivation, compound, acronyms, blend, back-formation, clipping, reduplication, triplication, etc.

3.3. Morphological categories: tense, aspect, mood, negation, person, number, gender, honorificity, case, etc.

3.4. Morphological analysis: morph, allomorph, morpheme

Unit-IV Syntax and Semantics

4.1. Part of speech & Sentence types and its analysis

4.2. Argument structure and alternations – causative, passive, etc.

4.3. Meaning: sense, reference; types of meaning and relations

4.4. Syntactic and semantic analysis

Suggested Teaching Learning Strategies

Lecture cum discussion, Library readings, Critical Discussion, Group Discussions, Group Projects, Individual and group presentation by students.

Mapping of Formative Evaluation Tools with Learning Outcomes

Course Learning Outcomes→ Formative Evaluations Tools↓	The students will be able to define the core concept and terminology of Linguistics.	The students will be able to classify the basic grammatical structures and syntax of the Language.	The students will be able to execute phonetic rules, grammar and syntax in Language.	The students will be able to compare linguistic similarities and differences in Languages.	The students will be able to verify linguistics to study the language structures and grammatical categories of a language.	The students will be able to generate new insights and questions related with linguistics.
Test	✓	✓	✓	✓	✓	
Group Discussion	✓	✓	✓	✓	✓	
Projects and Field works		✓	✓	✓	✓	✓
Seminars		✓	✓	✓	✓	
Assignments		✓	✓	✓	✓	✓

Summative Evaluation tools

Term Examination - 50%

Suggested readings

Abbi, Anvita. *A Manual of linguistics fieldwork and structures of Indian Language*. Munich: Lincorm Europa, 2001. Print

Barfungmu, Saldung. *The Introduction of Linguistic and Phonetics in Lepcha language*. Vol-I. Gangtok: DELDs & Corporation, 2012. Print.

Barfungmu, Saldung. *The Introduction of Linguistic and Phonetics in Lepcha language*. Vol-II. Gangtok: DELDs & Corporation, 2018. Print.

Catford, J.C. *A Practical Introduction of Phonetics*. 2nd edn. New York: Oxford University Press, 2001. Print.

Collins, Beverley & Mees, M. Inger. *Practical Phonetics and Phonology*. Abingdon: Routledge.

Hockett, Charles. *A Course in Modern Linguistics*. New Delhi: Surjeet Publications, 2006. Print.

McCarthy, A. Carstairs. *A Introduction to English Morphology: Words and Their Structure*. Edinburgh: Edinburgh University Press, 2002. Print.

Tamsang, N. T. མཁའ་ཤེས་ཀྱི་འཇུག་པོ་. 14-28. Siliguri: Book Syllabus committee, 2018. Print.

LEP-C-502

History of Lepcha Literature

Semester: First Semester
L+T+P: 3+1+0 = 4 Credits

Course Level: 500

Total Marks: 100

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes:

At the end of the course students will be able:

CLO1: Student will be able to identify the prominent Lepcha literary figures and their works.

CLO2: Student will be able to explain the significance of Lepcha literature in preserving the cultural heritage of the Lepcha community.

CLO3: Student will be able to examine different genres and styles within Lepcha literature.

CLO4: Student will be able to compare the development of Lepcha Literature in different time periods.

CLO5: Student will be able to create new interpretation or adaptations of Lepcha literary works.

མིའི་ལོ་རྒྱུས་- མིའི་ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་

༡.༡. ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་

༡.༢. ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་

༡.༣. ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་

༡.༤. ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་

མིའི་ལོ་རྒྱུས་- ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་

༢.༡. ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་

༢.༢. ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་

༢.༣. ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་

༢.༤. ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་

མིའི་ལོ་རྒྱུས་- ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་

༣.༡. ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་ (The Renaissance Period) ༡༩༠༠-༡༩༠༠

༣.༢. ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་ (The Revival Period) ༡༩༠༠-༡༩༠༠

༣.༣. ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་ (The Reformers Period) ༡༩༠༠-

༣.༤. ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་

མཁའ་ཆུང་ཆུང་ཆུང་- ཀྱི་འཕྲིན་ཆུང་ (མི་སྡེ་ལྟེང་)འདྲེང་།

ཇ.ཉ. ཀྱི་འཕྲིན་ཆུང་ (མི་སྡེ་ལྟེང་)འདྲེང་། མཁའ་ཆུང་།

ཇ.མ. རྒྱ་ཆུང་, འཕྲིན་ཆུང་ (མི་སྡེ་ལྟེང་)འདྲེང་། རྒྱ་ཆུང་ལྟེང་ ཀྱི་འཕྲིན་ཆུང་ (མི་སྡེ་ལྟེང་)འདྲེང་།

ཇ.ཙ. ཀྱི་འཕྲིན་ཆུང་ (མི་སྡེ་ལྟེང་)འདྲེང་། མཁའ་ཆུང་།

ཇ.ཇ. ཀྱི་འཕྲིན་ཆུང་ (མི་སྡེ་ལྟེང་)འདྲེང་། མཁའ་ཆུང་།

Suggested Teaching Learning Strategies

Lecture cum discussion, Library readings, Critical Discussion, Group Discussions, Group Projects, Individual and group presentation by students.

Mapping of FETs with CLOs

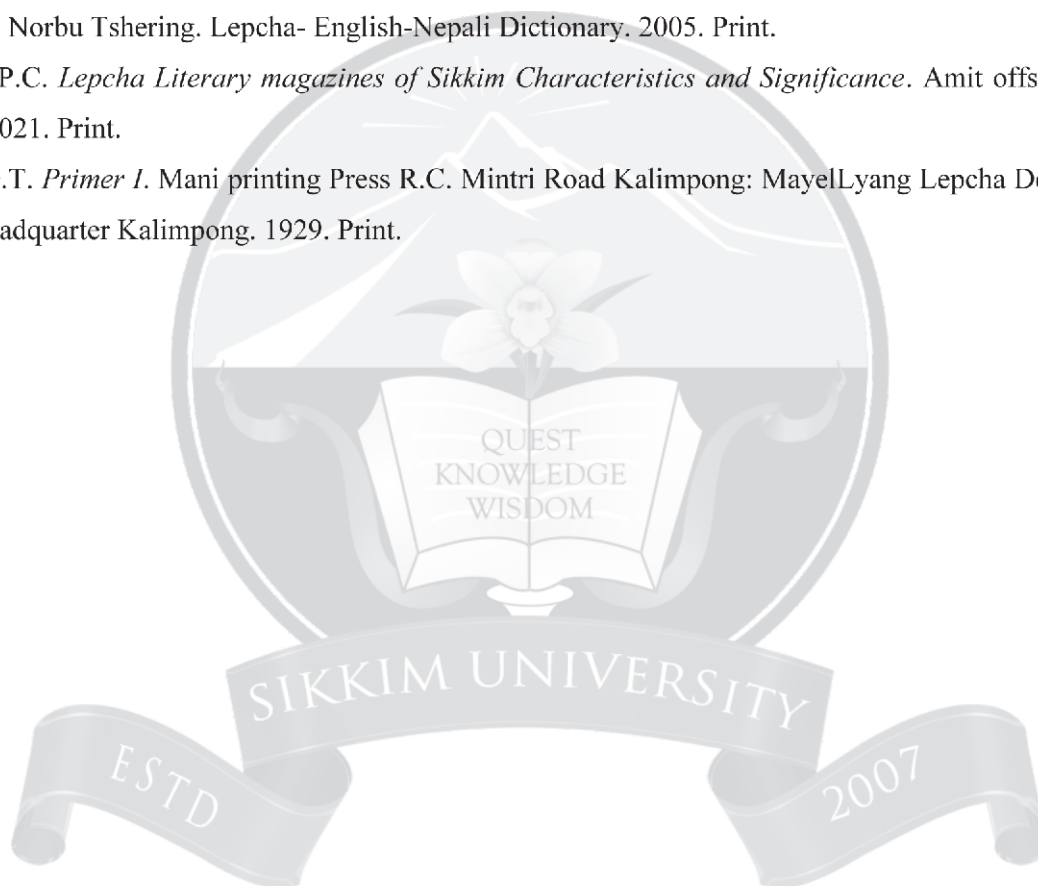
Course Learning Outcomes→	Student will be able to identify the prominent Lepcha literary figures and their works.	Student will be able to explain the significance of Lepcha literature in preserving the cultural heritage of the Lepcha community	Students will be able to examine different genres and styles within Lepcha literature.	Student will be able to compare the development of Lepcha Literature in different time periods.	Student will be able to create new interpretation or adaptations of Lepcha literary works.
Formative Evaluations Tools↓					
Class Test	✓	✓			
Group Discussion	✓	✓		✓	
Project work		✓	✓	✓	✓
Field Visit			✓		✓

Summative Assessment

End Term Examination: 50%

Suggested Readings

- Barfongmu, Saldong. "The Lepcha Language and Literature". *Longchok*. August 2021:12-30. Print.
- Lepcha, Dup Shuzong. *Rong Chyoyuk*. Mani Printing Press R.C. Mintri Road Kalimpong: The Lepcha Association, Headquarter Kalimpong, 2002. Print.
- Lepcha, Tar Tshering and Lepcha, Tom Tshering. *History of development of Lepcha Language and Literature*. M/s Bonney Binding works, Gangtok: RMRT, 2012. Print.
- Mainwaring, G.B. *A Grammar of Rong (Lepcha) Language*, Calcutta: Baptist Mission Press, 1876. Print.
- Sadamu, Patrick. *A Concise History of Lepcha Language*. Mani Printing Press Kalimpong: 2017. Print.
- Tamsang, Lyangsong and Lepcha, Dup Shuzong. *The Lepcha Legends*. Samikshya: MLLDB, West Bengal, 2021. Print.
- Tamsang, Norbu Tshering. *Lepcha- English-Nepali Dictionary*. 2005. Print.
- Thomas, P.C. *Lepcha Literary magazines of Sikkim Characteristics and Significance*. Amit offset, Siliguri: RMRT. 2021. Print.
- Sitling, G.T. *Primer I*. Mani printing Press R.C. Mintri Road Kalimpong: MayelLyang Lepcha Development Board Headquarter Kalimpong. 1929. Print.



LEP-C-503

Lepcha Poetry

Semester: First Semester
L+T+P: 3+1+0 = 4 Credits

Course Level: 500

Total Marks: 100

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course learning outcomes:

At the end of the course the students will be able:

CLO1: Students will be able to define the core concept and theories poetry and recall key information about Lepcha poetry.

CLO2: Students will be able to interpret the themes, imagery, and linguistic features present in Lepcha poetic works.

CLO3: Students will be able to execute reading skills to analyze poems.

CLO4: Students will be able to formulate the poetic devices, forms, and structures employed in Lepcha poetry.

CLO4: Students will be able to verify the role of Lepcha poetry in preserving and promoting Lepcha language and culture.

CLO5: Students will be able to create poems inspired by Lepcha themes and aesthetics.

ଅନୁଷ୍ଠାନିକମାନଙ୍କୁ ନିମ୍ନଲିଖିତ କାର୍ଯ୍ୟକ୍ରମରେ ଯୋଗଦେବାକୁ ଅନୁରୋଧ କରାଯାଉଅଛି ।

- 9.9. $\lambda^6(\mu^6)(\nu^6)$
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 9.5. $\lambda^6(\mu^6)(\nu^6)$

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३.१. 'स' व 'स्' 73x3 'व' र 'वि' न

3.2. $(\bar{\omega}(03 \text{ } ^{\circ}\omega) \text{ } ^{\circ}\omega) - \bar{0}) \text{ } ^{\circ}\omega \text{ } ^{\circ}\omega(5\bar{\omega} \text{ } ^{\circ}\omega)$

3.3. $\omega(5) \times 3 \times \omega(73)$

$$3. \text{C. } ({}^6\bar{\omega}(03 \text{ } {}^6\omega) \overset{\circ}{E} - \tilde{\omega} 5 \tilde{E} \tilde{E} (2\tilde{E}$$

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$$\text{L.2. } \tilde{E}(\infty) \cong \tilde{E}(\infty) \otimes \tilde{E}(\infty)$$

८.३. $\hat{E}_1(\mathbb{R}) \cong \mathbb{R}^3$ चि $\hat{E}_1(\mathbb{R})$

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Suggested Teaching Learning Strategies

Lecture cum discussion, Library readings, Critical Discussion, Group Discussions, Group Projects, Individual and group presentation by students on different theme-based poem.

Mapping of Formative Evaluation Tools with Course Learning Outcomes

Course Learning Outcomes➡	Students will be able to define the core concept and theories poetry and recall key information about Lepcha poetry.	Students will be able to interpret the themes, imagery, and linguistic features present in Lepcha poetic works.	Students will be able to execute reading skills to analyze poems.	Students will be able to formulate the poetic devices, forms, and structures employed in Lepcha poetry.	Students will be able to verify the role of Lepcha poetry in preserving and promoting Lepcha language and culture.	Students will be able to create poems inspired by Lepcha themes and aesthetics.
Formative Evaluations Tools↓						
Test	✓	✓	✓	✓	✓	
Group Discussion		✓		✓	✓	
Paper presentation		✓	✓		✓	✓
Assignments		✓	✓	✓	✓	✓

Summative Evaluation

Term Examination - 50%

Suggested Readings

Bloom, Harold. *Anxiety of Influence A Theory of Poetry*. New York: Oxford University Press, 1997. Print.

Charlton, H.B. *Castelvetro's Theory of Poetry*. Manchester At The University Press. 1913. Print.

ChukdongNutlom. ChygyuThorolKurmum: Ren TashiRongkup, Phensang, North Sikkim, 2016. Print.

Gluck, Louise. *Proofs & Theories Essays on Poetry*. Hopewell: Ecco Press, 1994. Print.

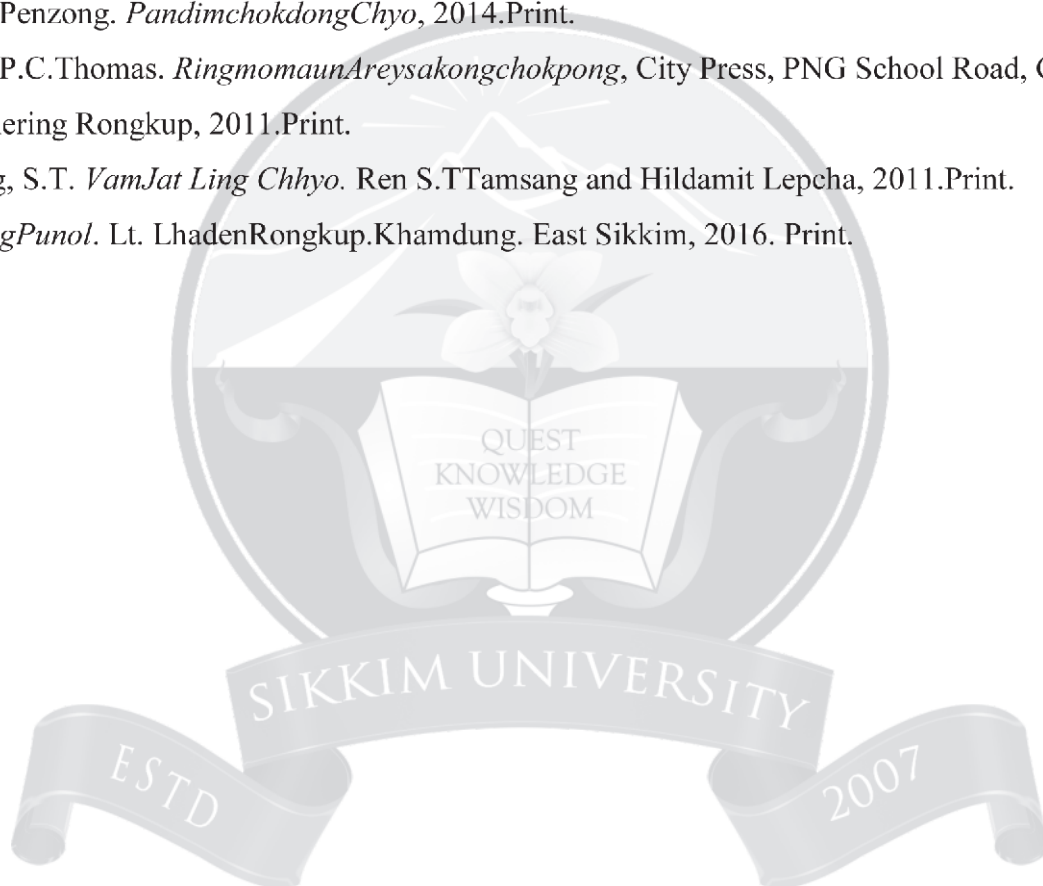
Lepcha, Ongchen. *Meeglot*. Creation Printing Press, Tibet Road, Gangtok: 09.02.2021. Print.

Lepcha, Penzong. *PandimchokdongChyo*, 2014. Print.

Lepcha, P.C.Thomas. *RingmomaunAreysakongchokpong*, City Press, PNG School Road, Gangtok: Nim Tshering Rongkup, 2011. Print.

Tamsang, S.T. *VamJat Ling Chhyo*. Ren S.TTamsang and Hildamit Lepcha, 2011. Print.

TsundongPunol. Lt. LhadenRongkup.Khamdung. East Sikkim, 2016. Print.



LEP-C-504

Society and Culture of Lepcha

Semester: First Semester
L+T+P: 3+1+0 = 4 Credits

Course Level: 500
Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Total Marks: 100

Course Learning outcomes:

At the end of the course students will be able to:

CLO1: Students will be able to discuss Society, culture and custom of Lepcha.

CLO2: Students will be able to identify Lepcha traditional foods, dance forms and musical instrument.

CLO3: Students will be able to explain the customs and rituals of Lepcha Community.

CLO4: Students will be able to examine the role of traditional healing practices of Lepcha Community.

CLO5: Students will be able to propose strategies for the preservation and promotion of Lepcha Culture.

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༡.༢. (མཁའ་ལྷོ་མཁའ་ལྷོ་མཁའ་ལྷོ་མཁའ་ལྷོ་)

༡.༣. མཁའ་ལྷོ་མཁའ་ལྷོ་མཁའ་ལྷོ་མཁའ་ལྷོ་

༡.༤. མཁའ་ལྷོ་མཁའ་ལྷོ་མཁའ་ལྷོ་

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༢.༡. མཁའ་ལྷོ་མཁའ་ལྷོ་

༢.༢. མཁའ་ལྷོ་མཁའ་ལྷོ་

༢.༣. མཁའ་ལྷོ་མཁའ་ལྷོ་

༢.༤. མཁའ་ལྷོ་མཁའ་ལྷོ་མཁའ་ལྷོ་

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$$3.9. (F \cap \tilde{\omega}_i) \cap \omega_i \cap \tilde{\omega}_i.$$
$$\text{E.g. } \mathcal{P}(\dot{\omega}^n, \hat{x}) \neq \mathcal{P}(\hat{c}(\dot{\omega}, \check{c}^n)).$$
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$$3. \text{C. } \ddot{x}(\bar{x}) - \ddot{x}(\bar{x}) = 0$$

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८.३. $\mathcal{P}(\mathbb{C}) \cong \mathcal{P}(\mathbb{R})$

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Suggested Teaching Learning Strategies

Lecture cum discussion, Library readings, Critical Discussion, Group Discussions, Group Projects, Individual and group presentation by students.

Mapping of FETs with CLOs

Course Learning Outcomes→	Students will be able to discuss festivals, culture and custom of Lepcha	Students will be able to identify Lepcha traditional foods, dance and musical instrument.	Students will be able to explain the customs and rituals of Lepcha Community	Students will be able to examine the role of traditional healing practices of Lepcha Community	Students will be able to propose strategies for the preservation and promotion of Lepcha Culture.
FETs↓					
Class Test	✓				
Group Discussion	✓				✓
Project work		✓	✓	✓	✓
Field Visit		✓	✓	✓	

Summative Assessment

End Term Examination: 50%

Suggested Readings:

Kumyonmu, Aaden. *Glimpse of Indigenous Lepcha Artifacts*. Vision enterprise: RMRT. 2021. Print.

Lepcha, Lhadum and Lepcha Sonam Rinchen. *Rong LungtenBongchok*. Amit offset Siliguri West Bengal: 2016.Print.

Lepcha, Namgyal. *AamyelAayong*. Namsoong celebration committee, 2010.print.

Sadamu, Patrick. *A CONCISE HISTORY OF LEPCHA LANGUAGE*, Mani Printing Press Kalimpong: 2017. Print.

Siiger, Halfdan. *THE LEPCHAS: Culture and Religion of a Himalayan People*.The National Museum of Denmark,1967. print.

Shipmoo, Ugen. *Maltongmoo*, BalramkarnaKazi Road (Gangtok) Sikkim: 1996. Print.

Subba, J.R. *History,Culture and Customs of Sikkim*, New Delhi: Gyan Publishing House, 2007.Print.

Tonduplay, Chuksong. *Mutanchi Rong Dithim and Rong DungitSungyom*. M/s Bonney Binding works, Gangtok: RenjyongMutanchiRingmomKurmom, 2014. Print.

Tamsang, Sonam Tshering. *Chu Rumfaat*. Mani printing press R.C Mantri Road Kalimpong: The Lepcha Association Headquarters Kalimpong. Print.

Tamsang, Sonam Tshering. *LyangRumfaat*. Mani printing press R.C Mantri Road: Mutanchi Rong Sajyum, 2004. Print.

Tamsang, Sonam Tshering. *Tundong Lho Rumfaat*. Mani printing press. Mutanchi Rong Sajum, 2004. Print.

LEP-V-505

Indian Knowledge System

Semester: First Semester
L+T+P: 1+1+0 = 2 Credits

Course Level: 500
Lecture: 20 Hrs + Tutorial: 10 Hrs + Practical: 0 Hrs

Total Marks: 50

Course Learning Outcomes

At the end of the Course students will be able to

- CLO1: Students will be able to explain the concept of Indian Knowledge system.
- CLO2: Students will be able to examine the relevance of Indian knowledge system in modern era.
- CLO3: Students will be able to discuss the role of literature in Preserving Indian Knowledge.
- CLO4: Students will be able to compile the elements of Indian Knowledge System.

Unit I: Introduction to Indian Knowledge System

- 1.1. Definition and Scope of Indian Knowledge System.
- 1.2. Historical context and major periods of development.
- 1.3. Significance of Indian Knowledge System.
- 1.4. Relevance of Indian Knowledge System in Modern Era

Unit II: Indian Languages and Literature

- 2.1. Introduction to Indian Literature (Ramayana).
- 2.2. Introduction to major Indian Languages. (Sanskrit)
- 2.3. Significance of Literature in preserving and transmitting Indian Knowledge
- 2.4. Project work

Suggested Teaching Learning Strategies

Lecture cum discussion, Library readings, Critical Discussion, Group Discussions, Group Projects, Individual and group presentation by students.

Mapping FETs with Course Learning Outcomes

Course Learning Outcomes→ Formative Evaluations Tools↓	Students will be able to explain the concept of Indian Knowledge system.	Students will be able to examine the relevance of Indian knowledge system in modern era	Students will be able to discuss the role of literature in Preserving Indian Knowledge.	Students will be able to compile the elements of Indian Knowledge System.
Test	✓			
Group Discussion	✓	✓	✓	✓
Paper presentation			✓	✓
Project		✓	✓	

Summative Assessment

End Term Examination: 50%

Suggested Readings:

Kapoor, Kapil and Singh, Awadhesh Kumar. *Indian Knowledge Systems Volume-2*. New Delhi: D.K. PRINTWORLD (P)LTD. 2005.Print.

Fillozat, Pierre -Slvain. *The Sanskrit Language: An Overview-History and Structure, Linguistics and Philosophical Representations, Uses and Users*. Indica Books, 2022.Print.

Jha, Amit. *Traditional Knowledge System in India*. Atlantic Publishers & Distributors (P)Ltd, 2023.Print.

Mahadevan, B. Bhat, Vinayak Raja and R.N, Nagendra Pavana. *Introduction to Indian Knowledge System: Concepts and Applications*. Delhi: PHI Learning Pvt.Ltd, 2022. Print.

Vilas, Shuba. *Ramayana: The Game of Life- Book 5: Radiate Confidence*.Jainco Publishing House, 2019. Print.

LEP-S-506**Creative Writing**

Semester: First Semester
L+T+P: 1+0+1 = 2 Credits

Course Level: 500
Lecture: 20 Hrs + Tutorial: 0 Hrs + Practical: 10 Hrs

Total Marks: 50

Course Learning Outcomes

At the end of Course Students will be able to

- Students will be able to describe the concept of Creative writings.
- Students will be able to differentiate between fictional and non-fictional writing.
- Students will be able to use the skills and techniques of creative writing.
- Students will be able to improve their writing skills.

Unit: I Introduction of Creative Writing

- 1.1. Introduction to Creative writing
- 1.2. Scope and Significance of Creative writing
- 1.3. Elements of Creative Writing
- 1.4. Types of Creative Writing

Unit: II Creative writings Skill Development /Techniques

- 2.1. Fictional Writings
- 2.2. Non-Fictional writings
- 2.3. Publishing opportunities for creative writings
- 2.4. Project Work

Suggested Teaching Learning Strategies

Lecture cum discussion, Library readings, Group Projects, Individual and group presentation by students.

Mapping of FETs with CLOs

Course Learning Outcomes →	Students will be able to describe the concept of Creative writings.	Students will be able to differentiate between fictional and non-fictional writing.	Students will be able to use the skills and techniques of creative writing.	Students will be able to improve their writing skill.
FETs ↓				
Class Test	✓			
Peer Discussion	✓	✓	✓	✓
Project		✓	✓	✓

Summative Assessment

End Term Examination: 50%

Selected ReadingsTamsang, Norbu Tshering. *KungkiBurnonTho*. 2008. PrintThomas Lepcha, P.C. *RingmomaunAreysakongchokpong*, City Press, PNG School Road, Gangtok: Nim Tshering Rongkup, 2011.Print.Thomas Lepcha, P.C. *Lepcha Literary Magazines of Sikkim: Characteristics andSignificance*. Amit Offset press, Siliguri: 2021.Print.Shepherd, Kerry. *PresentationsatConferences,SeminarsandMeetings*.New Delhi: Response.*TowardsAcademicEnglish:DevelopingEffectiveWritingSkills*. New Delhi:Cambridge UP, 2007.Vasudev,Murthy.*EffectiveProposalWriting*. New Delhi: Response, 2006.

SEMESTER-II**LEP-C-551****Literary Theory****Semester: Second Semester**
L+T+P: 3+1+0 = 4 Credits**Course Level: 500****Total Marks: 100****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****Course Learning Outcomes**

At the end of Course Students will be able to

CLO1: Students will be able to discuss the key concepts of Indian and Western Literary Thought.**CLO2:** Students will be able to explore the historical development of Indian and Western Literary thought.**CLO3:** Students will be able to describe the Aristotle Poetics.**CLO4:** Students will be able to implement the Rasa Theory in analyzing Lepcha Text.**CLO5:** Students will be able to select the Lepcha text based on Tragedy.**Unit I- Introduction to Indian Literary Thought**

- 1.1 History of Indian Literary Thought
- 1.2 Natyashastra
- 1.3 Kavya Shastra
- 1.4 Indian Aesthetics

Unit II- Introduction to Rasa Theory

- 2.1 Concept of Rasa
- 2.2 Tradition of Rasa Theory
- 2.3 Types of Rasa
- 2.4 Rasa analysis of a Text

Unit III- Introduction to Western Literary Thought

- 3.1 History of Western Literary Thought
- 3.2 Aristotle Poetics
- 3.3 Preface to Lyrical Ballads
- 3.4 Structuralism

Unit IV- Introduction to Tragedy

- 4.1 Concept of Tragedy
- 4.2 Elements of Tragedy
- 4.3 Types of Tragedy
- 4.4 Analysis of a Text

Suggested Teaching Learning Strategies

Lecture cum discussion, Library readings, Critical Discussion, Group Discussions, Group Projects, Individual and group presentation by students.

Mapping of Formative Evaluation Tools with Course Learning Outcomes

Course Learning Outcomes→ Formative Evaluations Tools↓	Students will be able to discuss the key concepts of Indian and Western Literary Thought.	Students will be able to explore the historical development of Indian and Western Literary thought.	Students will be able to describe the Aristotle Poetics	Students will be able to implement the Rasa Theory in analyzing Lepcha Text.	Students will be able to select the Lepcha text based on Tragedy
Test	✓	✓	✓		
Group Discussion	✓	✓	✓	✓	✓
Individual Presentation		✓	✓	✓	
Project			✓	✓	✓

Summative Evaluation

Term Examination - 50%

Selected Readings

Barry, Peter. *Beginning Theory*. Manchester & New York: Manchester University Press, 2007.Print.

Das, Bijay Kumar. *Twentieth Century Literary Criticism*. New Delhi: Atlantic Publishers & Distributors (P) Ltd,2004.Print.

Devy, GN. *Indian Literary Criticism Theory and Criticism*. Hyderabad: Orient Longman Privetae Limited, 2002.Print.

Hussain, Martha. *An Approach to Aristotle's Poetics ONTOLOGY AND THE ART OF TRAGEDY*. USA: State University of New York Press, 2022.Print.

Lopfhath. Amit Offset Press Siliguri: ChyugyuThorolKurmom, 2018. Print.

Sinha, M.P. and Agnihotri, Neeraj. *Critical Theories*. Atlantic Publishers & Distributors Pvt Ltd, 1st Edition, 2013.Print.

Upadhyay, Ami. *A Handbook of Indian Poetics and Aesthetics*. Prakash Book Depot, 2020.Print.

LEP-C-552

Lepcha Stories and Novel

Semester: Second Semester

L+T+P: 3+1+0 = 4 Credits

Course Level: 500

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Total Marks: 100**Practical: 0 Hrs**

Course Learning outcomes:

At the end of the course the students will be able:

CLO1: Students will be able to identify the concept and theories of Story and also the core characteristics, historical and cultural significance of Lepcha narratives and stories.

CLO2: Students will be able to interpret the meaning of Lepcha narratives through close reading and analysis and also compare and contrast Lepcha narratives with narratives from other cultures.

CLO3: Students will be able to implement the knowledge of Lepcha narratives to analyze contemporary cultural practices.

CLO4: Students will be able to create original narratives inspired by storytelling traditions and develop multimedia projects showcasing Lepcha stories (e.g., audio recordings, videos).

CLO5: Students will be able to discuss the concept and theories of Novel and the key information about Lepcha fiction and novels.

CLO6: Students will be able to generate original literary analyses on novels and can develop creative projects inspired by Lepcha fiction and novel.

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Suggested Teaching Learning Strategies

Lecture cum discussion, Library readings, Critical Discussion, Group Discussions, Group Projects, Individual and group presentation by students.

Mapping of Formative Evaluation Tools with Course Learning Outcomes

Course Learning Outcomes➔ Formative Evaluations Tools⬇	Students will be able to identify the concept and theories of Story and also the core characteristics, historical and cultural significance of Lepcha narratives and stories.	Students will be able to interpret the meaning of Lepcha narratives through close reading and analysis and also compare and contrast Lepcha narratives with narratives from other cultures.	Students will be able to create original narratives inspired by storytelling traditions and develop multimedia projects showcasing Lepcha stories (e.g., audio recordings	Students will be able to discuss the concept and theories of Novel and the key information about Lepcha fiction and novels.	Students will be able to generate original literary analyses on novels and can develop creative projects inspired by Lepcha fiction and novel.
Test	✓	✓	✓	✓	
Group Discussion		✓	✓	✓	
Projects and Field works			✓		✓
Assignments		✓	✓		✓

Summative Evaluation tools

Term Examination - 50%

Suggested readings

Darmit (A Collection of Stories and Essay). Boney Building works, Gangtok, 2014. Print.

Lepcha, Choden. *Saktop*, 2014. Print.

Lepcha, Choden. *Reepshing Nongsha*. Print.

Lepcha, Dichen. *Kongchen Panol a Collection of Lepcha Prose*. New Delhi, 2004. Print.

Lepcha, Namgyal. *Rongyoung Sut*. 2018. Print.

Lepcha, P.C.Thomas. *Ringmom aun Areysa kongchokpong*, City Press, PNG School Road, Gangtok: Nim Tshering Rongkup, 2011. Print.

Namthunmo, Dawa. *Lokyung*. Kathmandu: Ren Salon Karthak, Print.

Pumik putong. Bonney Binding Works, Gangtok: Sikkim Lepcha Literary Organisation, 2014. Print.

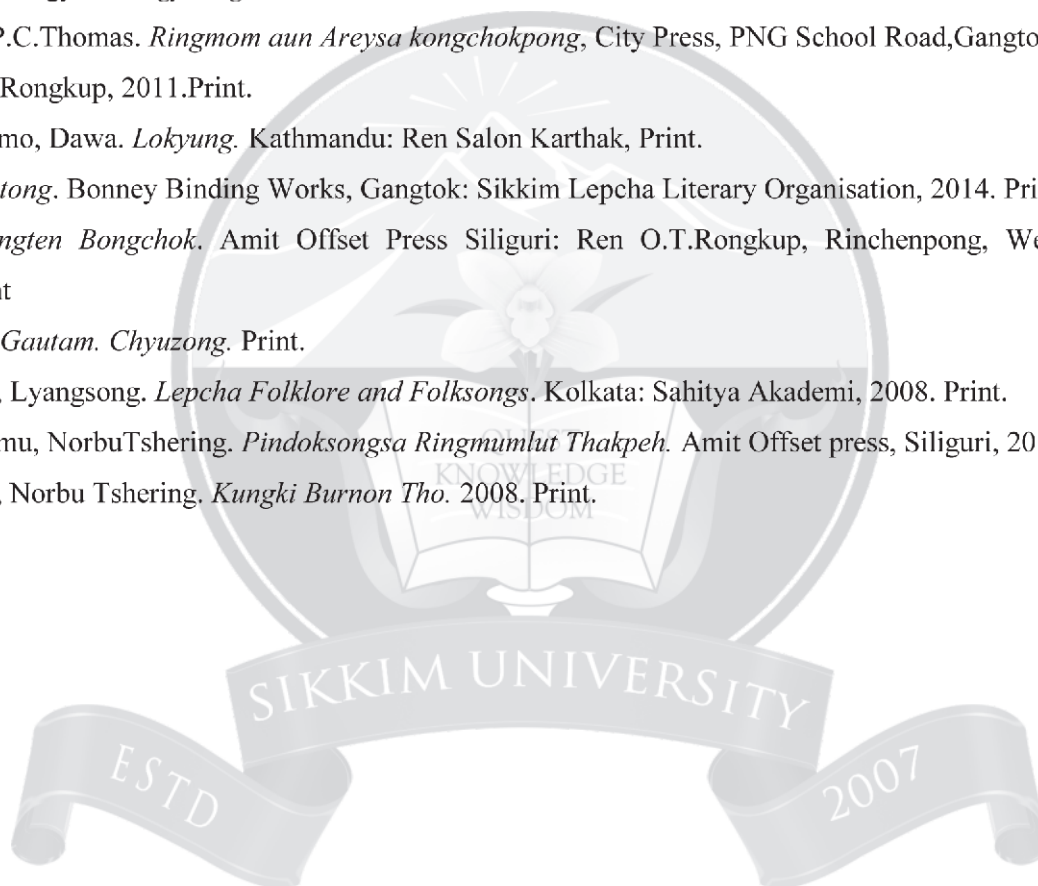
Rong Lungten Bongchok. Amit Offset Press Siliguri: Ren O.T.Rongkup, Rinchenpong, West Sikkim, 2016. Print

Rongkup, Gautam. Chyuzong. Print.

Tamsang, Lyangsong. *Lepcha Folklore and Folksongs*. Kolkata: Sahitya Akademi, 2008. Print.

Tamsangmu, Norbu Tshering. *Pindoksongsa Ringmumlut Thakpeh*. Amit Offset press, Siliguri, 2018. Print.

Tamsang, Norbu Tshering. *Kungki Burnon Tho*. 2008. Print.



LEP-C-553

Lepcha Essay and Drama

Semester: Second Semester

Course Level: 500

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes:

At the end of the course the students will be able:

CLO1: Students will be able to identify the concept and theories of essay and drama and key information about Lepcha essay and drama.

CLO2: Students will be able to clarify the cultural and historical contexts in which Lepcha essay and drama emerged and the themes, symbols, and perspectives present in Lepcha essays and dramas.

CLO3: Students will be able to execute critical reading skills to analyze Lepcha essays and dramas.

CLO4: Students will be able to examine the structure and literary techniques employed in Lepcha essays and dramas.

CLO5: Students will be able to verify the impact of Lepcha essay and drama on cultural preservation and social consciousness.

CLO6: Students will be able to create original essays on Lepcha culture, history, or contemporary issues.

མིའི་ཆེད་དུ་འབྲི་བའི་ལུགས་ཀྱི་ལོ་རྒྱུས་

༡.༡. འབྲི་བའི་ལུགས་ཀྱི་ལོ་རྒྱུས་

༡.༢. འབྲི་བའི་ལུགས་ཀྱི་ལོ་རྒྱུས་

༡.༣. འབྲི་བའི་ལུགས་ཀྱི་ལོ་རྒྱུས་

༡.༤. འབྲི་བའི་ལུགས་ཀྱི་ལོ་རྒྱུས་

མིའི་ཆེད་དུ་འབྲི་བའི་ལུགས་ཀྱི་ལོ་རྒྱུས་

༢.༡. འབྲི་བའི་ལུགས་ཀྱི་ལོ་རྒྱུས་

༢.༢. འབྲི་བའི་ལུགས་ཀྱི་ལོ་རྒྱུས་

༢.༣. འབྲི་བའི་ལུགས་ཀྱི་ལོ་རྒྱུས་

༢.༤. འབྲི་བའི་ལུགས་ཀྱི་ལོ་རྒྱུས་

3.9. $\psi^6(\sqrt{s}) \chi^6(\sqrt{s})$

3.2. $\mathcal{N}^6(\mathcal{N}^5) \cong \mathcal{N}^5$

३.३. न^६रुस (रु)न

3. C. $\sqrt{73 \times 3} \times (5\bar{x} + \bar{x}) \times (5$

ఇ(దే) ధ్వన్: 'గ న్న(ద)న

౮.౧. 'క' వ్యంజనములను (కం, క్షం, క్షాం, క్షాన్) పేర్లు

1.2. 6) 53 6) 55 - 5 8 6.5 5. 5 (6 6 6 3

C.3. ($\tilde{*}5\tilde{\#}$, $\Theta(5\tilde{*}$, $\hat{E}3U3$, $*^v(\bar{\epsilon}3\omega)$, $(\sqrt[6]{7}, \sqrt[8]{9})$

င.င. ဂိဏ္ဍိ (မ) * (ကဒမ) ၁၄ နှစ်

Students will be able to identify concept and types of essay drama and information Lepcha and drama.	Students will be able to clarify the cultural and historical contexts in which Lepcha essay and drama emerged and the themes, symbols, and perspectives present in Lepcha essays and dramas.	Students will be able to execute critical reading skills to analyze Lepcha essays and dramas.	Students will be able to examine the structure and literary techniques employed in Lepcha essays and dramas.	Students will be able to identify the importance of Lepcha and cultural preservation in social consciousness.
✓	✓	✓	✓	✓

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✓	✓	✓	✓	✓

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✓	✓	✓	✓	✓

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✓	✓	✓	✓	✓

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✓	✓	✓	✓	✓

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✓	✓	✓	✓	✓

Suggested Readings

[illegible]

Bentley, Eric. *The Life of the Drama*. Applause Theatre Book, 1999. Print.

Brandt, George. *Modern Theories of Drama*. Oxford University Press. 2018. Print.

Darmit (A Collection of Stories and Essay). Boney Building works, Gangtok, 2014.Print.

Eliot, T.S. *The Sacred Wood and Major Early Essays*. Mineola, New York: Dover Publications, INC, 1998. Print.

Kunchyudyang, D.W. *SomkitKarchen*. Amit Office,Siliguri, 2018.Print.

Lamb, Osborn R. *An Essay on the Drama*. New York: The Ames & Rollison Press, 1905. Print.

Lepcha, P.C.Thomas. *RingmomaunAreysakongchokpong*. City Press, PNG School Road, Gangtok:
Nim Tshering Rongkup, 2011.Print.

Sompu- Somvang (Collection of Drama). Amit Offset Press, Siliguri: Lt. Nim Tshering Rongkup, 2016. Print.

Styan, J.L. *Modern drama in the theory and practice 3 Expressionsm and Epic Theatre*. United Kingdom: Cambridge University Press. 1981.Print.



LEP-C-554

Lepcha Linguistics

Semester: Second Semester

Course Level: 500

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes:

On completing the course, the students will be able to:

CLO1: The students will be able to define the core concept and terminology of Linguistics in Lepcha Language

CLO2: The students will be able to classify the basic grammatical structures and syntax of the Lepcha Language.

CLO3: The students will be able to execute phonetic rules, grammar and syntax in Lepcha Language.

CLO4: The students will be able to compare linguistic similarities and differences in Lepcha Languages.

CLO5: The students will be able to verify linguistics to study the language structures and grammatical categories of Lepcha Language.

CLO6: The students will be able to generate new insights and questions related with Lepcha Language

Unit-I Introduction of Lepcha language

- 1.1. Overview of Lepcha Language
- 1.2. Development of Lepcha Language and dialects
- 1.3. Language families and Typology
- 1.4. Manuscripts of Lepcha language

Unit-II Phonetics and Phonology

- 2.1. Study of Lepcha phonetic inventory
- 2.2. Anatomy and Physiology of Speech production
- 2.3. Phonetic Transcription
- 2.4. Prosodic features and their role in Lepcha Language

Unit-III Morphology and Syntax

- 3.1. Analysis of Lepcha word formation processes
- 3.2. Morphological pattern
- 3.3. Lepcha sentence, word and clause structure
- 3.4. Noun phrases, verb phrases and other phrases types

Unit-IV Sociolinguistics of Lepcha Language

- 4.1. Society and Language
- 4.2. Language contact and its influences
- 4.3. Language endangerment and revitalization efforts
- 4.4. Language variation.

Suggested Teaching Learning Strategies

Lecture cum discussion, Library readings, Critical Discussion, Group Discussions, Group Projects, Individual and group presentation by students.

Mapping of Formative Evaluation Tools with Learning Outcomes

Learning Outcomes → Formative Evaluations Tools ↓	The students will be able to define the core concept and terminology of Linguistics in Lepcha Language	The students will be able to classify the basic grammatical structures and syntax of the Lepcha Language.	The students will be able to execute phonetic rules, grammar and syntax in Lepcha Language.	The students will be able to compare linguistic similarities and differences in Lepcha Languages.	The students will be able to verify linguistics to study the language structures and grammatical categories of Lepcha Language.	The students will be able to generate new insights and questions related with Lepcha linguistics.
Test	✓	✓	✓	✓	✓	
Group Discussion	✓	✓	✓	✓	✓	
Projects and Field works		✓	✓	✓	✓	✓
Seminars		✓	✓	✓	✓	
Assignments		✓	✓	✓	✓	✓

Summative Evaluation

Term Examination - 50%

Suggested readings

Abbi, Anvita. *A Manual of linguistics fieldwork and structures of Indian Language*. Munich: Lincorm Europa, 2001. Print

Barfungmu, Saldung. *The Introduction of Linguistic and Phonetics in Lepcha language*. Vol-I. Gangtok: DELDs & Corporation, 2012. Print.

Barfungmu, Saldung. *The Introduction of Linguistic and Phonetics in Lepcha language*. Vol-II. Gangtok: DELDs & Corporation, 2018. Print.

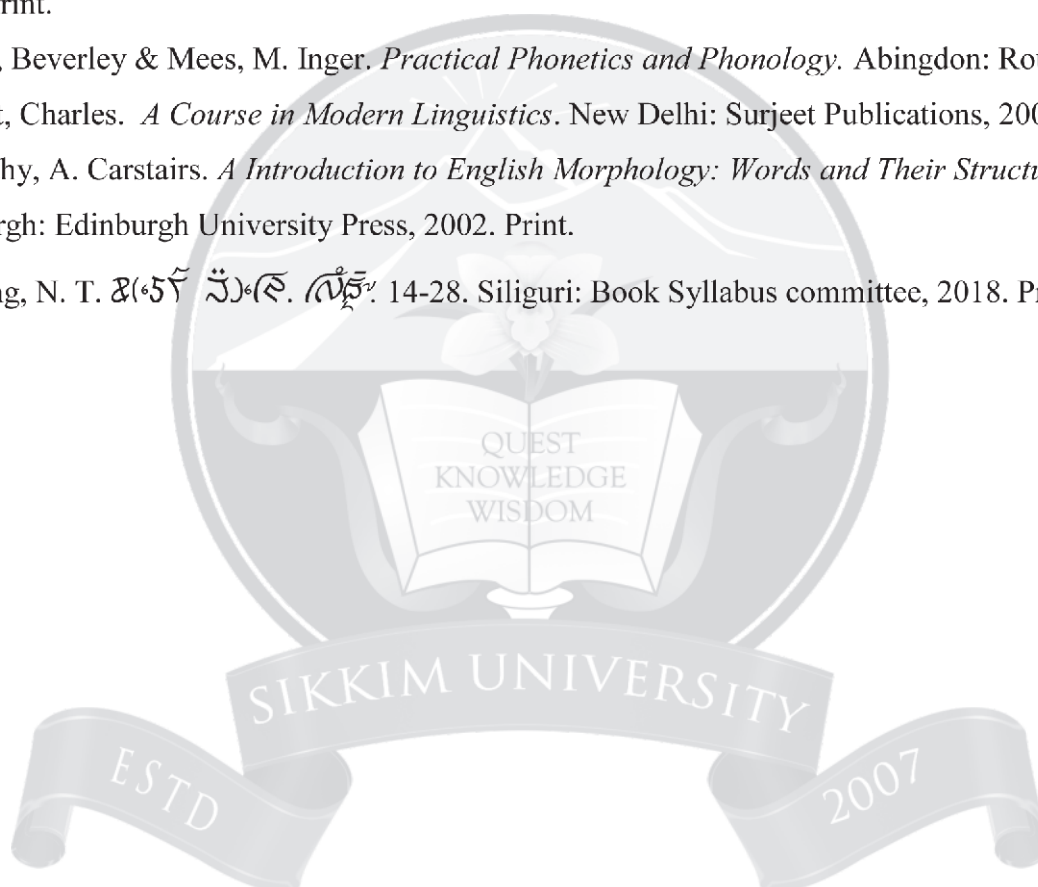
Catford, J.C. *A Practical Introduction of Phonetics*. 2nd edn. New York: Oxford University Press, 2001. Print.

Collins, Beverley & Mees, M. Inger. *Practical Phonetics and Phonology*. Abingdon: Routledge.

Hockett, Charles. *A Course in Modern Linguistics*. New Delhi: Surjeet Publications, 2006. Print.

McCarthy, A. Carstairs. *A Introduction to English Morphology: Words and Their Structure*. Edinburgh: Edinburgh University Press, 2002. Print.

Tamsang, N. T. མཁའ་ཤིང་གི་འཕྲིན་ལྷན་ཁྲིམས་འཛུགས་. 14-28. Siliguri: Book Syllabus committee, 2018. Print.



LEP-S-555

Translation

Semester: Second Semester

Course Level: 500

Total Marks: 100

L+T+P: 3+0+1 = 4 Credits

Lecture: 45 Hrs + Tutorial: 0 Hrs + Practical: 15 Hrs

Course Learning Outcomes

At the end of Course Students will be able to

CLO1: Students will be able to describe the meaning and scope of translation.

CLO2: Students will be able to practice different types of translation.

CLO3: Students will be able to compare the different translated material.

CLO4: Students will be able to translate from source language to target language.

CLO5: Students will be able to improve their translation skills.

Unit: I- Introduction to Translation

- 1.1. Definition and Scope of Translation
- 1.2. Importance of Translation
- 1.3. Needs of Translation
- 1.4. Theories of Translation

Unit: II- System of Translation

- 2.1. Types of Translation
- 2.2. Responsibility of Translator
- 2.3. Qualities of good translator
- 2.4. Challenges in translating works

Unit: III- Translation Studies in Lepcha Language and Literature

- 3.1. Introduction to Lepcha translators
- 3.2. Need of translation in Lepcha Literature
- 3.3. Challenges in translating from Lepcha to other Language
- 3.4. Impact of Translated books in Lepcha Literature

Unit: IV- Translation Practices

- 4.1. Analysis on translated work from Lepcha to other language
- 4.2. Analysis on Lepcha translated book
- 4.3. Translation Practices
- 4.4. Project

Suggested Teaching Learning Strategies

Lecture cum discussion, Library readings, Critical Discussion, Group Discussions, Group Translation Projects, Individual Translation projects and group presentation by students on translated works.

Mapping of FETs with CLOs

Course Learning Outcomes→	Students will be able to describe the meaning and scope of translation.	Students will be able to practice different types of translation	Students will be able to compare the different translated material	Students will be able to translate from source language to target language.	Students will be able to improve their translation skill.
FETs↓					
Class Test	✓				
Peer Discussion	✓	✓	✓		
Analysis of Translated Text			✓		✓
Assignment on Practical translation.		✓		✓	✓

Summative Assessment

End Term Examination: 50%

Selected Readings

Baker, Mona. *Routledge Encyclopedia of Translation Studies*. London & New York: Routledge, 1998. Print.

Kingchum Darmit Namthar. Phurden Enterprises, Upper Sichey, Near Tibetan School, District court road Sichey, Gangtok: Renjyong Mutanchi Rong Tarjum. Print.

Ringdaal Ringmom. Amit Offset Press Siliguri: Chyugyu Thorol Kurmom, 2018. Print.

Lepcha, Lt. Lha Tshering. *Guru Oden Namthar*. Dar Tungkung Publication. Print.

Lepcha, Dichen. Gitanjali, Deep Enterprise, Tibet Road, Gangtok: Ren Rapgay Penzongla Rongkup, 2016. Print.

Lepcha, P.C. Thomas. *Ringmomaun Areysakongchokpong*, City Press, PNG School Road, Gangtok: Nim Tshering Rongkup, 2011. Print.

Williams, Jenny. *The Palgrave Macmillan Theories of Translation*. United Kingdom: Palgrave Macmillan, 2013. Print.



SEMESTER-III**LEP-C-601****Research Methodology****Semester: Third Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+0+1 = 4 Credits****Lecture: 45 Hrs + Tutorial: 0 Hrs + Practical: 15 Hrs****Course Learning Outcomes:**

At the end of Course Students will able to

CLO1: Students will be able to explain the core concept of research and significance of research.

CLO2: Students will be able to select appropriate research designs and methods.

CLO3: Students will be able to examine the ethical principles in research.

CLO4: Students will be able to compare the quality of existing research, identify research gaps and develop innovation solutions to research problems.

CLO5: Students will be able to design research proposals using appropriate formatting and referencing style.

Unit I – Introduction to Research

- 1.1. Meaning, Nature and Scope of Research
- 1.2. Philosophy of Research
- 1.3. Significance of Research
- 1.4. Characteristics of a Good Research

Unit II- Research Design

- 2.1. Literature review and Research gap
- 2.2. Research Design
- 2.3. Methodology
- 2.4. Methods

Unit III- Ethical Issue in Research

- 3.1. Definition and Importance of Research Ethics
- 3.2. Plagiarism
- 3.3. Ethical issues in data collection
- 3.4. Publication Ethics

Unit IV- Research Report Writing

- 4.1. Structure and Format of Research
- 4.2. Data presentation
- 4.3. Bibliography and References
- 4.4. Research writing

Suggested Teaching Learning Strategies

Lecture cum discussion, Library readings, Critical Discussion, Group Discussions, Group Projects, Individual and group presentation by students.

Mapping of FETs with CLOs

Course Learning Outcomes→	Students will be able to explain the core concept of research and significance of research.	Students will be able to select the appropriate research designs and methods.	Students will be able to examine the importance of ethical principles in research.	Students will be able to compare the quality of existing research, identify research gaps and develop innovation solutions to research problems	Students will be able to design research proposals using appropriate formatting and referencing style.
FETs↓					
Class Test	✓		✓		
Group Discussion	✓	✓	✓	✓	✓
Project work				✓	✓
Field Visit				✓	

Summative Assessment

End Term Examination: 50%

Selected Readings

Dungbril Thopgyulut. Amit Offset Press Siliguri: ChyugyuThorolKurmom, 2018. Print.

Altick, Richard D. and John J. Fenstermaker. *The Art of Literary Research*. 4 th ed. New York: Norton, 1993. Print.

Bateson, F. W. (1973), *The Scholar-Critic: An Introduction to Literary Research*, London: Routledge and Kegan Paul

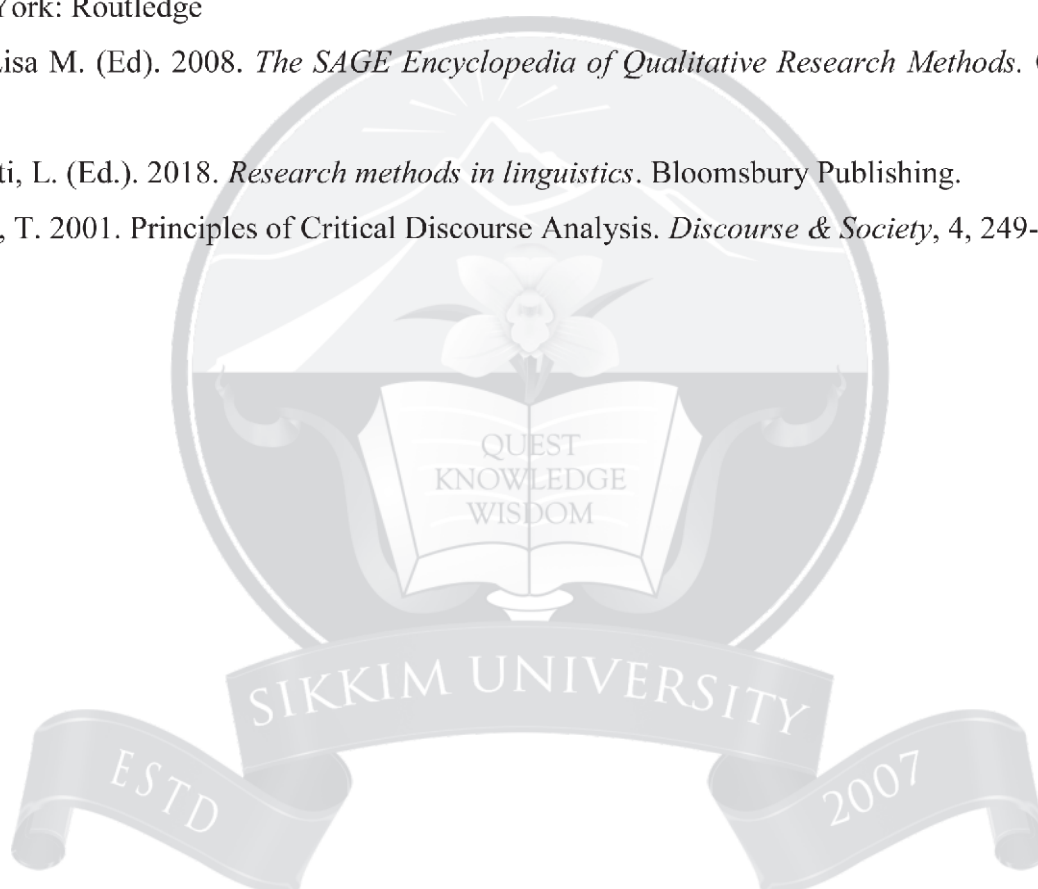
Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*, Sage Publication, 2003.

Correa, Delia da Sousa and W.R. Owens (ed). 1998. *The Handbook to Literary Research*. London & New York: Routledge

Given, Lisa M. (Ed). 2008. *The SAGE Encyclopedia of Qualitative Research Methods*. California: Sage

Litosseliti, L. (Ed.). 2018. *Research methods in linguistics*. Bloomsbury Publishing.

van Dijk, T. 2001. Principles of Critical Discourse Analysis. *Discourse & Society*, 4, 249-83.



LEP-C-602

Literary Theory and Criticism

Semester: Third Semester

Course Level: 600

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes:

At the end of Course students will be able to:

- CLO1: Students will be able to describe the core concept of Literary Criticism.
 CLO2: Students will be able to compare the different kinds of Literary Theories.
 CLO3: Students will be able to identify the Lepcha writers and classify them based on their writings.
 CLO4: Students will be able to critique on different writeups.
 CLO5: Students will be able to improve their critical thinking abilities.

Unit I – Introduction to Literary Criticism

- 1.1. Overview of Literary Criticism
- 1.2. An Introduction to Literary Theory-Feminism, Ecocriticism, Subaltern and Deconstruction
- 1.3. Post Modern Literary Theory and its context.
- 1.4. Adivasi Literature in India.

མཆོད་རྟེན་- སྤྱི་འདུན་མཆོད་རྟེན་

2.1 སྤྱི་འདུན་མཆོད་རྟེན་འཛིན་པ་

2.2 སྤྱི་འདུན་མཆོད་རྟེན་འཛིན་པ་ (འཛིན་པ་)

2.3 སྤྱི་འདུན་མཆོད་རྟེན་འཛིན་པ་

2.4 མཆོད་རྟེན་འཛིན་པ་ (མཆོད་རྟེན་འཛིན་པ་)

མཆོད་རྟེན་འཛིན་པ་-མཆོད་རྟེན་འཛིན་པ་ (མཆོད་རྟེན་འཛིན་པ་)

3.1 མཆོད་རྟེན་འཛིན་པ་ (མཆོད་རྟེན་འཛིན་པ་)

3.1.1 སྤྱི་འདུན་མཆོད་རྟེན་འཛིན་པ་ (མཆོད་རྟེན་འཛིན་པ་)

3.2 སྤྱི་འདུན་མཆོད་རྟེན་འཛིན་པ་

3.2.1 ཁྱིལ་ཁྱིལ་ཁྱིལ་: སྤྱི་ལོ་ རྒྱུ་

3.2.2 རྒྱུ་ཁྱིལ་: ལྷན་

3.3 རྒྱུ་ཁྱིལ་ རྒྱུ་ཁྱིལ་ རྒྱུ་

3.4 རྒྱུ་ཁྱིལ་ རྒྱུ་ཁྱིལ་ རྒྱུ་ཁྱིལ་ རྒྱུ་ཁྱིལ་

3.4.1 (ལྷན་ རྒྱུ་) : རྒྱུ་ཁྱིལ་ རྒྱུ་

3.4.2 རྒྱུ་ཁྱིལ་ : རྒྱུ་ཁྱིལ་

མཁའ་ལྷན་- རྒྱུ་ཁྱིལ་ རྒྱུ་ཁྱིལ་

4.1 རྒྱུ་ཁྱིལ་ རྒྱུ་ཁྱིལ་ རྒྱུ་ཁྱིལ་

4.1.1 རྒྱུ་ཁྱིལ་ རྒྱུ་ཁྱིལ་ - རྒྱུ་ རྒྱུ་ རྒྱུ་

4.1.2 རྒྱུ་ཁྱིལ་ རྒྱུ་ཁྱིལ་ རྒྱུ་ཁྱིལ་ - རྒྱུ་ རྒྱུ་

4.2 རྒྱུ་ཁྱིལ་ རྒྱུ་ཁྱིལ་ རྒྱུ་ཁྱིལ་

4.2.1 རྒྱུ་ཁྱིལ་ (ལྷན་) རྒྱུ་ཁྱིལ་

4.2.2 རྒྱུ་ཁྱིལ་ རྒྱུ་ཁྱིལ་ - རྒྱུ་ རྒྱུ་ཁྱིལ་

4.3 རྒྱུ་ཁྱིལ་ རྒྱུ་ཁྱིལ་ རྒྱུ་ཁྱིལ་

4.4 རྒྱུ་ཁྱིལ་ རྒྱུ་ཁྱིལ་ རྒྱུ་ཁྱིལ་

Suggested Teaching Learning Strategies

Lecture cum discussion, Library readings, Critical Discussion, Group Discussions, Group Projects, Individual and group presentation by students.

Mapping of FETs with CLOs

Course Learning Outcomes	Students will be able explain the core concept of Literary Criticism	Students will be able to compare the different kinds of Literary Theories	Students will be able identify the Lepcha writers and classify them based on their writings.	Students will be able to critique on different writeups.	Students will improve their critical thinking abilities
FETs					
Class Test	✓				
Group Discussion	✓	✓	✓	✓	✓
Seminar			✓	✓	✓
Project Work			✓	✓	

Summative Assessment

End Term Examination: 50%

Suggested Readings

Das, Bijay Kumar. *Twentieth Century Literary Criticism*. New Delhi: Atlantic Publishers & Distributors (P) Ltd, 2014. Print.

Das, Bijay Kumar. *Interpreting Poetry and Evaluating Criticism* New Delhi: Atlantic Publishers & Distributors. 2015. Print.

Lepcha, Choden. *ReepshingNongsha*. Print.

Lopthat. Amit Offset Press Siliguri: ChyugyuThorolKurmom, 2018. Print.

Tamsang, Norbu Tshering. *KungkiBurnonTho*. 2008. Print.

Tamsang, S.T. *VamJat Ling Chhyo*. Ren S. T Tamsang and Hildamit Lepcha, 2011. Print.

Tongden, Dichen and Kunchudyangmu, DorjeeWangdi. *Zyumrung*, M/s Bonney Binding Works, Gangtok: RanjyongMutunchiRingmomKurmom, 2014. Print.

TsundongPunol. Lt. LhadenRongkup.Khamdung. East Sikkim, 2016. Print.

Tamsangmu, Norbu Tshering. *PindoksongsarRingmumlutThakpeh*. Amit Offset press, Siliguri, 2018. Print

LEP-E-603

Comparative Literature

Semester: Third Semester
L+T+P: 3+1+0 = 4 Credits

Course Level: 600

Total Marks: 100

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes:

At the end of the course the students will be able:

CLO1: Students will be able to identify the principles, history and theories comparative literature and gain important information about competitive literature of Lepcha.

CLO2: Students will be able to explain the significance and impact of comparative literature in the Lepcha literature.

CLO3: Students will able to utilize appropriate literary terminology to discuss and evaluate comparative literature.

CLO4: Students will be able to compare and contrast different types of literary works in terms of style and themes and writings.

CLO5: Students will be able to verify the role of competitive literature in the development of Lepcha language and literature.

CLO6: Students will be able to construct innovative ideas or approaches to advance in the field of comparative literature.

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- 9.1. $5\tilde{f}(\tilde{f}) \tilde{f}^* 3\tilde{f}(\tilde{f}) (\tilde{f}^*) (\tilde{f}^*)$
 9.2. $5\tilde{f}(\tilde{f}) \tilde{f}^* 3\tilde{f}(\tilde{f}) (\tilde{f}^*) (\tilde{f}^*)$
 9.3. $5\tilde{f}(\tilde{f}) \tilde{f}^* 3\tilde{f}(\tilde{f}) (\tilde{f}^*) (\tilde{f}^*)$
 9.4. $5\tilde{f}(\tilde{f}) \tilde{f}^* 3\tilde{f}(\tilde{f}) (\tilde{f}^*) (\tilde{f}^*)$

ॐ नमो भगवते वासुदेवाय

- [illegible]

2.3. འཇམ་མཁའ་མཁའ་མཁའ་ (མ)

2.4. འཇམ་མཁའ་མཁའ་མཁའ་མཁའ་ (མ)

མཁའ་མཁའ་མཁའ་མཁའ་མཁའ་མཁའ་ (མ)

2.5. མཁའ་

2.6. མཁའ་མཁའ་

2.7. མཁའ་

2.8. མཁའ་མཁའ་

མཁའ་མཁའ་མཁའ་མཁའ་མཁའ་མཁའ་མཁའ་ (མ)

2.9. མཁའ་མཁའ་མཁའ་མཁའ་མཁའ་ (མ)

2.10. མཁའ་མཁའ་མཁའ་མཁའ་མཁའ་ (མ)

2.11. མཁའ་མཁའ་མཁའ་མཁའ་མཁའ་ (མ)

2.12. མཁའ་མཁའ་མཁའ་མཁའ་མཁའ་ (མ)

Suggested Teaching Learning Strategies

Lecture cum discussion, Library readings, Critical Discussion, Group Discussions, Group Projects, Individual and group presentation by students.

Mapping of Formative Evaluation Tools with Course Learning Outcomes

Course Learning Outcomes→	Students will be able to identify the principles, history and theories comparative literature and gain important information about competitive literature of Lepcha.	Students will be able to explain the significance and impact of competitive literature in the Lepcha literature.	Students will be able to utilize appropriate literary terminology to discuss and evaluate competitive literature.	Students will be able to compare and contrast different types of literary works in terms of style and themes and writings.	Students will be able to verify the role of competitive literature in the development of Lepcha language and literature.	Students will be able to construct innovative ideas or approaches to advance in the field of competitive literature.
Formative Evaluations Tools↓						
Test	✓	✓	✓	✓	✓	
Group Discussion		✓	✓	✓	✓	
Paper presentation		✓	✓	✓	✓	✓
Assignments		✓	✓	✓	✓	✓

Summative Evaluation tools

Term Examination - 50%

Suggested Readings

ཡཱུ་མཆོ་, ཀྱེ་མཆོ་(ལྷོ་ཁྱེ་). (ཨ་མ་མཆོ་ཁྱེ་ རྒྱུ་ཁྱེ་), 2019. printed

(ཨ་མ་མཆོ་, 52. སྐུ་མཆོ་ རྒྱུ་ཁྱེ་). རྒྱུ་ཁྱེ་ རྒྱུ་ཁྱེ་ (ཨ་མ་མཆོ་ རྒྱུ་ཁྱེ་), 2018. print.

Bernheimer, Charles. *Comparative Literature in the age of Multiculturalism*. John Hopkins University press, 1994. Print.

Bhaduri, Saugata. *Perspectives on Comparative Literature and Culture in the Age of Globalization*. Anthem Press India. 1 february 2010. printed.

Bhatnagar, Manmohan K. *Comparative English Literature*. Atlantic Publishers and Distributor, 2020. print.

Bitla, Srinivasulu. *Comparative Literature: Problems of translation from Telugu to English*. Cambridge, 2023. print.

Hutchinson, Ben. *Comparative literature A very short Introduction Oxford*. OUP Oxford, 2018. print.

Ramakrishnan E.V. *Interdisciplinary Alter-Native in Comparative literature*. SAGE India, 2013. print.

Ray, Mohit K. *Studies in comparative literature*. Atlantic publishers and distributor, 2022. printed.

TrivLyan, GeprgeMacolin. *MikdumRingmomsaThotum Sung-TantsukKat*. Amit Offset Press Siliguri: Ren Sherap Lepcha, Tingvong, North Sikkim, 2016.Print.

Thomas Lepcha, P.C. *Lepcha Literary Magazines of Sikkim: Characteristics and Significance*. Amit Offset press, Siliguri: 2021.Print.



LEP-C-604

Folklore and Folkloristics

Semester: Third Semester

Course Level: 600

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes:

At the end of the course students will be able to:

- Students will be able to discuss the key concept of Folkloristics
- Students will be able to explain the element of Folklore.
- Students will be able to differentiate different types of Folklore
- Students will be able to describe the different theory of Folklore
- Students will be able to implement appropriate methodologies for collecting and documenting folklore.

Unit I- Introduction to folkloristic

- 1.1. Definition and concept of Folkloristics
- 1.2. Historical Developments of Folkloristics
- 1.3. Significance of Folkloristics.
- 1.4. Scope of Folkloristics.

Unit II- Introduction to Folklore

- 2.1. Meaning and concept of Folklore.
- 2.2. Element of Folklore
- 2.3. Types of Folklore
- 2.4. Folklore and Culture Identity

Unit III- Folklore Theory

- 3.1. Introduction to theoretical approaches in Folkloristics
- 3.2. Structuralism
- 3.3. Functionalism

3.4. Performances theories

Unit IV- Principle and techniques of folklore studies

4.1 Fieldwork (Collecting Data.)

4.2 Ethnographic method (Participation, Interaction and Observation)

4.3 Documentation and digitalization.

4.4 Ethical issues

Suggested Teaching Learning Strategies

Lecture cum discussion, Library readings, Critical Discussion, Group Discussions, Group Projects, Individual and group presentation by students.

Mapping of FETs with CLOs

Course Learning Outcomes→	Students will be able to discuss the key concept of Folkloristics	Students will be able explain the elements of folkloristics.	Students will be able to differentiate different types of Folklore	Students will be able to describe the different theory of Folklore	Students will be able to implement appropriate methodologies for collecting and documenting folklore.
FETs↓					
Class Test	✓	✓			
Group Discussion	✓	✓	✓	✓	
Project work		✓	✓	✓	✓
Field Visit					✓

Summative Assessment

End Term Examination: 50%

Suggested Books

Bandhu, C.M. *Nepali Loksahitya*. Kathmandu: Ekta Book Distributor, 2054.Print.

Bronner, Simon J. *Folklore the basics*. Routledge, 2016.Print.

Doma, Yishey. *Legends of the LEPCHAS Folktale from Sikkim*. New Delhi:Tranquebar Press, 2010.Print.

Foning, A.R. *Lepcha My Vanishing Tribe*.Sailee 4A, Manicktola Main Road,Kolkata, 1987.Print.

George, Robert A and Jones, Michael Owen. *Folkloristics An Introduction*. USA: Indiana University Press, 1995.Print.

Giri, Jevendra Dev(ed). *Nepali Lokvarta*. PrajaChapakkhanakamladi,Kathmandu:Nepali Pragya Prathistan, 2072.Print.

Propp, Vladimir. *Theory and History of Folklore*. United Kingdom: Manchester University Press, 1984.Print.

Shipmoo, Ugen(ed). *PumikPutong*. Gangtok: Sikkim Lepcha Literary Organisation, 2014. Print.

Tamsang, K.P. *Lepcha Myths*. Mani Printing press, Kalimpong: Mr.Lyangsong Tamsang,1996. Print.

Tamsang, Lyangsong. *Lepcha Folklore and Folksongs*. Kolkata: Sahitya Akademi, 2008. Print.



LEP-V-605

Cyber Security

Semester: Third Semester
L+T+P: 1+1+0 = 2 Credits

Course Level: 600
Lecture: 20 Hrs + Tutorial: 10 Hrs + Practical: 0 Hrs

Total Marks: 50

Course Learning Outcomes

At end of the course students will be able to

CLO1: Students will be able to describe the concept of Cyber Security.

CLO2: Students will be able to examine the challenges of Cyber Security.

CLO3: Students will be able to identify the different types of Cyber Attack.

CLO4: Students will be able to create an idea to prevent from Cyber Attacks.

Unit I: Introduction to Cyber Security

- 1.1. Introduction to Cyber Security.
- 1.2. Importance and Scope of Cyber Security
- 1.3. Challenges of Cyber security.
- 1.4. Legal and Ethical consideration in Cyber Security.

Unit II: Cyber Attacks and Defense Mechanism

- 2.1. Introduction to Cyber Attack.
- 2.2. Types of Cyber Attack.
- 2.3. Malware analysis and defense.
- 2.4. Case study of Cyber Attacks.

Suggested Teaching Learning Strategies

Lecture cum discussion, Library readings, Critical Discussion, Group Discussions, Group Projects, Case Study, Individual and group presentation by students.

Mapping of FETs with CLOs

Course Learning Outcomes→ Formative Evaluations Tools↓	Students will be able to describe the concept of Cyber Security.	Students will be able to examine the challenges of Cyber Security.	Students will be able to identify the different types of Cyber Attack.	Students will be able to create an idea to prevent from Cyber Attacks.
Test	✓			
Group Discussion	✓	✓	✓	✓
Paper presentation				✓
Project		✓	✓	✓

Summative Assessment

End Term Examination: 50%

Suggested Readings

Chatterjee, Debtoru. *Cyber Crime and its Prevention in Easy Steps*. New Delhi: Khaana Book Publishing Co(P)LTD, 2022. Print.

Duggal, Pavan. *Cyber Security Law and Child Protection*. 2019. Print.

Erickson, Jon. *Hacking: The Art of Exploitation*, 2nd Ed. United States of America: No Starch Press, 2008. Print.

Jain, Nilakshi and Menon, Ramesh. *Cyber Security and Cyber Laws*. Wiley India Pvt.Ltd 2020. Print.

Priyadarshini, Ishani and Cotton, Chase. *CYBERSECURITY Ethics, Legal, Risks, and Policies*. Apple Academic Press, 2022. Print.

LEP-S-606**Journalism**

Semester: Third Semester
L+T+P: 1+0+1 = 2 Credits

Course Level: 600

Total Marks: 50

Lecture: 20 Hrs + Tutorial: 0 Hrs + Practical: 10 Hrs

Learning Outcomes:

At end of the course students will be able to

CLO1: The students will be able to identify the key concepts and theories related to Journalism and media studies.

CLO2: The students will be able to interpret the fundamental principles of journalism and media studies, summarize different media form and its role in society.

CLO3: The students will be able to demonstrate effective news writings skills and evaluate media content for accuracy, bias and credibility.

CLO4: The students will be able to compare media texts and ethical implications in journalism and media representations.

CLO5: The students will be able to check the credibility and reliability of news sources, its role and impact in Society.

CLO6: The students will be able to generate new stories, reports and other forms of media writings by using appropriate journalistic techniques and storytelling approaches.

Unit-I: Introduction to Journalism

- 1.1. Introduction to Journalism
- 1.2. Scope and Importance of Journalism
- 1.3. Media Law and ethics
- 1.4. Reporting and Writing for Media

Unit-II: Types of Journalism

- 2.1. Print Journalism
- 2.2. Digital Journalism
- 2.3. Broadcast Journalism
- 2.4. Project Works

Suggested Teaching Learning Strategies

Lecture cum discussion, Library readings, Critical Discussion, Group Discussions, Group Projects, Individual and group presentation by students.

Mapping of Formative Evaluation Tools with Learning Outcomes

Learning Outcomes→ Formative Evaluations Tools↓	The students will be able to identify the key concepts and theories related to journalism and media studies.	The students will be able to interpret the fundamental principles of journalism and media studies, summarize different media form and its role in society.	The students will be able to demonstrate effective news writings skills and evaluate media content for accuracy, bias and credibility.	The students will be able to compare media texts and ethical implications in journalism and media representations.	The students will be able to check the credibility and reliability of news sources, its role and impact in Society.	The students will be able to generate new stories, reports and other forms of media writings.
Test	✓	✓	✓	✓		
Group Discussion	✓	✓	✓	✓	✓	
Projects and Field works			✓	✓	✓	✓
Paper presentation		✓	✓	✓		
Assignments			✓	✓	✓	✓

Summative Evaluation

Term Examination - 50%

Suggested Readings:

འཕྲིན་འཕྲིན་གྱི་ལོ་རྒྱུས་དང་ལོ་རྒྱུས་ཀྱི་ལོ་རྒྱུས་ (2019). Print.

Baran, Stanley. *Introduction to Mass Communication: Media Literacy and Culture*. New Delhi: MacGraw-Hill Education, 2014. Print.

Baran, Stanley and Dennis K. Davis. *Mass Communication Theory: Foundation, Ferment and Future*. New Delhi: Cengage Learning, 2015. Print.

Biagi, Shirley. *Media Impact: An Introduction to Mass Media*. Belmont: Wadsworth publishing Co. Inc., 2014. Print.

Harcup, Tony. *Journalism: Principles and Practice*. New York: Sage South Asia, 2009. Print.

Lepcha, Thomas. P.C. *Literary Magazines of Sikkim: Characteristics and Significance*. Siliguri: P. C. Thomas Lepcha, 2021. Print.

SEMESTER-IV**LEP-C-651****Lepcha Folklore (Field based)****Semester: Fourth Semester
L+T+P: 3+1+0 = 4 Credits****Course Level: 600****Total Marks: 100****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****Course Learning Outcomes**

At end of the course students will be able to

CLO1: Students will be able to explain the historical development of Lepcha Folklore.

CLO2: Students will be able to differentiate the genres of Lepcha Folklore.

CLO3: Students will be able to examine the significance of folklore in Lepcha Literature.

CLO4: Students will be able to illustrate the Lepcha Folk Performance.

CLO5: Students will be able to compile the oral narratives of Lepcha community.

Unit I- Introduction to Lepcha Folklore

- 1.1 Introduction to Lepcha Folklore.
- 1.2. Historical Development of Lepcha Folklore
- 1.3 Significance of Folklore in Lepcha Literature.
- 1.4 Relationship between Lepcha folklore and the Nature.

Unit II- Genre of Lepcha Folklore

- 2.1 Folktales
- 2.2 Myths
- 2.3 Legends
- 2.4 Fables

Unit III- Lepcha Folk Performance

- 3.1 Folk Dance
- 3.2 Folksongs
- 3.3 Rituals
- 3.4 Festivals

Unit IV- Lepcha art and architecture

- 4.1 Folk Crafts and Arts- SumokThyaktuk
- 4.2 Folk architecture- Dokemo Lee
- 4.3 Folk Costumes
- 4.4 Project.

Suggested Teaching Learning Strategies

Lecture cum discussion, Library readings, Critical Discussion, Group Discussions, Group Projects, Field based Project, Individual and group presentation by students

Mapping of FETS with CLOs

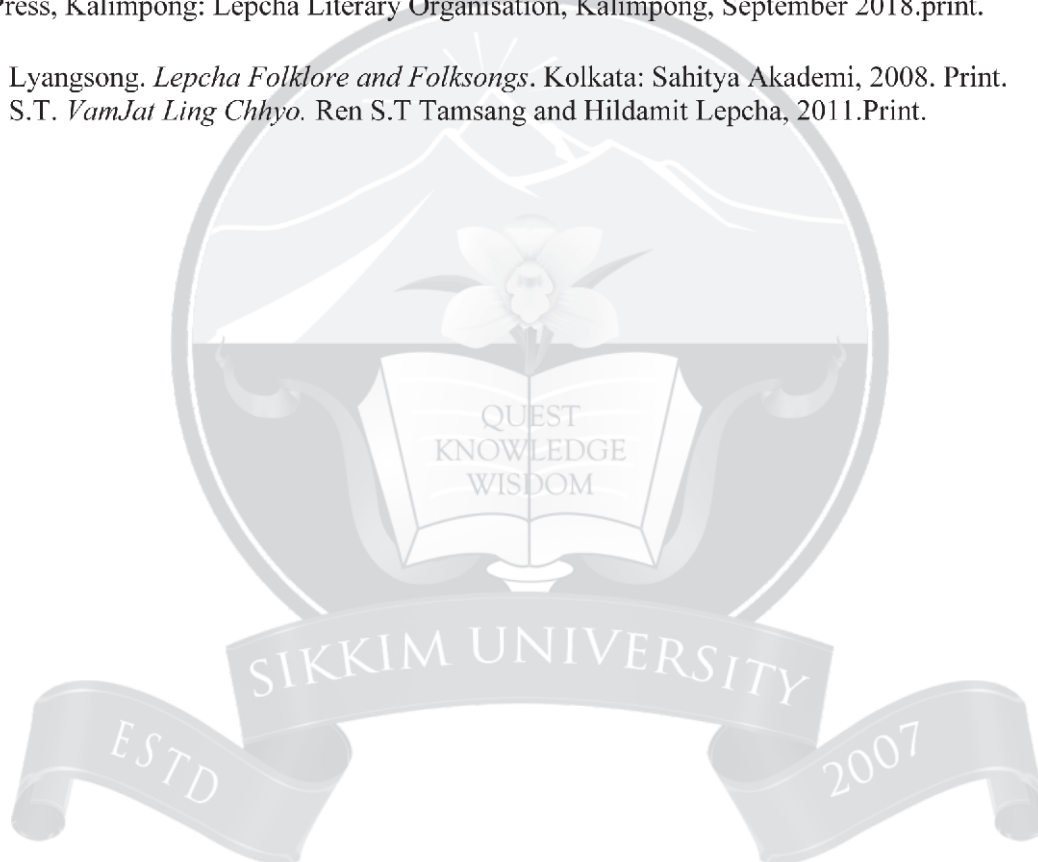
Course Learning Outcomes→	Students will be able to explain the historical development of Lepcha Folklore.	Students will be able to differentiate the genres of Lepcha Folklore.	Students will be able to examine the significance of folklore in Lepcha Literature.	Students will be able to illustrate the Lepcha Folk Performance	Students will be able to compile the oral narratives of Lepcha community
FETs↓					
Class Test	✓	✓			
Group Discussion	✓	✓	✓	✓	
Project work		✓	✓	✓	✓
Field Visit				✓	✓

Summative Assessment

End Term Examination: 50%

Suggested Books

- Bandhu, C.M. *Nepali Loksahitya*. Kathmandu: Ekta Book Distributor, 2054.Print.
- Doma, Yishey. *Legends of the LEPCHAS Folktales from Sikkim*. New Delhi:Tranquebar Press, 2010.Print.
- Foning, A.R. *Lepcha My Vanishing Tribe*.Sailee 4A, Manicktola Main Road,Kolkata, 1987.Print.
- Giri, Jevendra Dev(ed). *Nepali Lokvarta*. PrajaChapakkhanaKamladi,Kathmandu:Nepali Pragya Prathistan, 2072.Print.
- Shipmoo, Ugen(ed). *PumikPutong*. Gangtok: Sikkim Lepcha Literary Organisation, 2014. Print.
- Tamsang, K.P. *Lepcha Myths*. Mani Printing press, Kalimpong: Mr.Lyangsong Tamsang,1996. Print.
- Tamsang.K.P. *Lepcha Folklore*. Kalimpong Printers: LyangsongTamsang, 1997. Print.
- Tamsang, Lyangsong. *Achulay (A quarterly Lepcha Bilingual News Magazine)*.vol-23 Number-3,Mani Printing Press, Kalimpong: Lepcha Literary Organisation, Kalimpong, September 2018.print.
- Tamsang, Lyangsong. *Lepcha Folklore and Folksongs*. Kolkata: Sahitya Akademi, 2008. Print.
- Tamsang, S.T. *VamJat Ling Chhyo*. Ren S.T Tamsang and Hildamit Lepcha, 2011.Print.



LEP-C-652

Namtho Namthaar

Semester: Fourth Semester

Course Level: 600

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes

At the end of the course students will be able to

CLO1: Students will be able to explain the significance and history of Namtho Namthaar

CLO2: Students will be able to differentiate the different types of tone of reading Namthaar.

CLO3: Students will be able to practice the tone of reading Namthaar.

CLO4: Students will be able to compare and contrast the original Lepcha Namthaar with translated Namthaar.

CLO5: Students will be able to compile the different type of tone of reading Namthaar.

མཁའ་ལྷོ་མཁའ་ལྷོ་མཁའ་ལྷོ་མཁའ་ལྷོ་

༡.༡. མཁའ་ལྷོ་མཁའ་ལྷོ་མཁའ་ལྷོ་

༡.༢. མཁའ་ལྷོ་མཁའ་ལྷོ་ (མཁའ་ལྷོ་)

༡.༣. མཁའ་ལྷོ་མཁའ་ལྷོ་ སྤྱི་ཤེས་

༡.༤. མཁའ་ལྷོ་མཁའ་ལྷོ་ འཁྱེད་ལྷོ་

མཁའ་ལྷོ་ མཁའ་ལྷོ་མཁའ་ལྷོ་ (མཁའ་)

༢.༡. མཁའ་ལྷོ་མཁའ་ལྷོ་མཁའ་ལྷོ་

༢.༢. མཁའ་ལྷོ་མཁའ་ལྷོ་མཁའ་ལྷོ་

༢.༣. མཁའ་ལྷོ་མཁའ་ལྷོ་

༢.༤. མཁའ་ལྷོ་མཁའ་ལྷོ་མཁའ་ལྷོ་ (མཁའ་ལྷོ་) མཁའ་ལྷོ་མཁའ་ལྷོ་

མཁའ་ལྷོ་མཁའ་ལྷོ་མཁའ་ལྷོ་ (མཁའ་ལྷོ་)

༣.༡. མཁའ་ལྷོ་

༣.༢. མཁའ་ལྷོ་

༣.༣. མཁའ་ལྷོ་

༣.༤. མཁའ་ལྷོ་མཁའ་ལྷོ་

མཁའ་ལྷོ་མཁའ་ལྷོ་མཁའ་ལྷོ་ (མཁའ་ལྷོ་)

ཁྱེད་ཀྱི་མཁུ་སྤྱོད་ཀྱི་ལོ་རྒྱུས་ཀྱི་ཁྱེད་ཀྱི་མཁུ་སྤྱོད་

ཁྱེད་ཀྱི་མཁུ་སྤྱོད་ཀྱི་ལོ་རྒྱུས་ཀྱི་ཁྱེད་ཀྱི་མཁུ་སྤྱོད་ཀྱི་ལོ་རྒྱུས་ཀྱི་ཁྱེད་ཀྱི་མཁུ་སྤྱོད་

ཁྱེད་ཀྱི་མཁུ་སྤྱོད་

ཁྱེད་ཀྱི་མཁུ་སྤྱོད་

Suggested Teaching Learning Strategies

Lecture cum discussion, Library readings, Critical Discussion, Group Discussions, Group Projects, Individual and group presentation by students.

Mapping of Formative Evaluation Tools with Learning Outcomes

Learning Outcomes → Formative Evaluations Tools ↓	Students will be able to explain the significance and importance of Lepcha Namthaar.	Students will be able to differentiate the different types of tone of reading Namthaar.	Students will be able to practice the tone of reading Namthaar.	Students will be able to compare and contrast the original Lepcha Namthaar with translated Namthaar.	Students will be able to compile the different type of tone of reading Namthaar.
Test	✓				
Group Discussion	✓	✓	✓	✓	✓
Projects and Field works			✓		✓
Paper presentation		✓	✓	✓	
Assignments				✓	✓

Summative Assessment

End Term Examination: 50%

Selected Readings

Kingchum Darmit Namthar. Phurden Enterprises, Upper Sichey, Near Tibetan School, District court road Sichey, Gangtok: Renjyong Mutanchi Rong Tarjum. Print.

Foning, A.R. *Lepcha My Vanishing Tribe*. Sailee 4A, Manicktola Main Road, Kolkata, 1987. Print.

Lepcha, Lt. Lha Tshering. *Guru Oden Namthar*. Dar Tungkung Publication. Print.

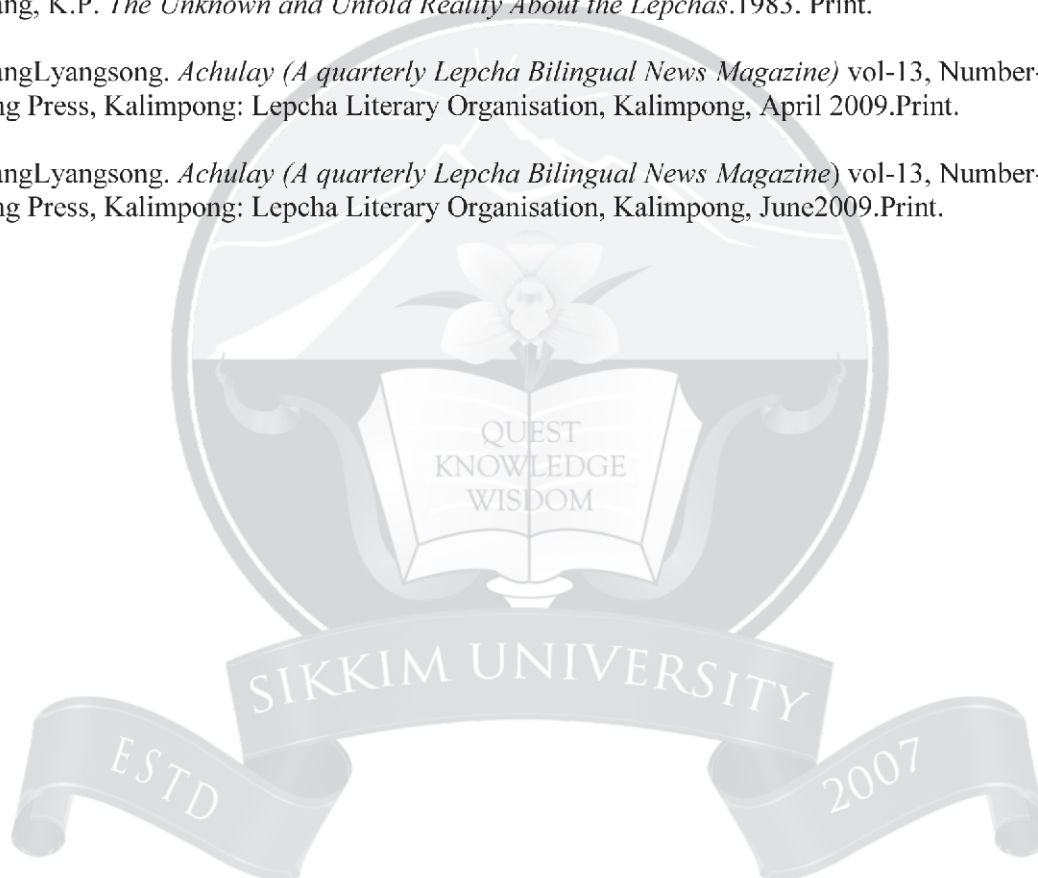
Lepcha, Tar Tshering and Lepcha, Tom Tshering. *History of Development of Lepcha language and Literature*. M/s Bonney Binding Works, Gangtok: Sikkim Lepcha Literary organization, 2012. Print.

Rong Lungten Bongchok. Amit Offset Press Siliguri: Ren O.T. Rongkup, Rinchonpong, West Sikkim, 2016. Print.

Tamsang, K.P. *The Unknown and Untold Reality About the Lepchas*. 1983. Print.

Tamsang Lyangsang. *Achulay (A quarterly Lepcha Bilingual News Magazine)* vol-13, Number-1, Mani Printing Press, Kalimpong: Lepcha Literary Organisation, Kalimpong, April 2009. Print.

Tamsang Lyangsang. *Achulay (A quarterly Lepcha Bilingual News Magazine)* vol-13, Number-2, Mani Printing Press, Kalimpong: Lepcha Literary Organisation, Kalimpong, June 2009. Print.



LEP-E-653

Children Literature

Semester: Fourth Semester
L+T+P: 3+1+0 = 4 Credits

Course Level: 600

Total Marks: 100

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course learning outcomes:

At the end of the course the students will be able:

CLO1: Students will be able to identify the core concept and characteristics of children's literature and gain information about Lepcha children's literature.

CLO2: Students will be able to explain the cultural and educational significance of children's literature and analyze the themes, values, and messages conveyed in children's literature.

CLO3: Students will be able to implement critical reading skills to analyze Lepcha children's literature.

CLO4: Students will be able to examine the narrative structures, language, and literary devices employed in Lepcha children's books.

CLO5: Students will be able to verify the educational and moral value of children's literature.

CLO6: Students will be able to create original children's stories or picture books inspired by culture and traditions.

མཁུ་ ཇི་ (མཁུ་)ལུ་ སྤྱི་ཚུ་ ལྟ་ཞི་

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2.3. (མཛེས་ལྗོངས་) (ལྷོ་ཁོང་ཁྱེད་) རྒྱུ་ཆ་ལྟར་ (ལྷོ་ཁྱེད་) ལྟར་

2.4. མཛེས་ལྗོངས་ ལྟར་ (ལྷོ་ཁྱེད་) ལྟར་

མཛེས་ལྗོངས་- (ལྷོ་ཁྱེད་) ལྟར་ (ལྷོ་ཁྱེད་) ལྟར་ (ལྷོ་ཁྱེད་) ལྟར་

3.1. ལྟར་

3.2. ལྟར་

3.3. ལྟར་

3.4. ལྟར་ ལྟར་ ལྟར་ (ལྷོ་ཁྱེད་)

མཛེས་ལྗོངས་- (ལྷོ་ཁྱེད་) ལྟར་ (ལྷོ་ཁྱེད་) ལྟར་ (ལྷོ་ཁྱེད་)

4.1. (ལྷོ་ཁྱེད་) ལྟར་ (ལྷོ་ཁྱེད་) ལྟར་ (ལྷོ་ཁྱེད་)

4.2. ལྟར་ ལྟར་- (ལྷོ་ཁྱེད་) (ལྷོ་ཁྱེད་)

4.3. ལྟར་ ལྟར་- (ལྷོ་ཁྱེད་) ལྟར་ ལྟར་ (ལྷོ་ཁྱེད་)

4.4. ལྟར་ ལྟར་ ལྟར་ ལྟར་ (ལྷོ་ཁྱེད་) ལྟར་ (ལྷོ་ཁྱེད་) ལྟར་ (ལྷོ་ཁྱེད་)

Suggested Teaching Learning Strategies

Lecture cum discussion, Library readings, Critical Discussion, Group Discussions, Group Projects, Individual and group presentation by students.

Mapping of Formative Evaluation Tools with Course Learning Outcomes

Course Learning Outcomes → Formative Evaluations Tools ↓	Students will be able to identify the core concept and characteristics of children's literature and gain information about Lepcha children's literature.	Students will be able to explain the cultural and educational significance of children's literature and analyze the themes, values, and messages conveyed in children's literature.	Students will be able to implement critical reading skills to analyze Lepcha children's books.	Students will be able to examine the narrative structures, language, and literary devices employed in Lepcha children's books.	Students will be able to verify the educational and moral value of children's literature.	Students will be able to create original children's stories or picture books inspired by culture and traditions.
Test	✓	✓	✓	✓	✓	
Group Discussion			✓	✓	✓	
Paper presentation		✓	✓	✓	✓	✓
Assignments			✓	✓		✓

Summative Evaluation tools

Term Examination - 50%

Suggested Readings

Doma, Yishey. *Legends of Lepchas*, Tranquebar Press, Print.

Grenby, M.O. and Reynolds, Kimberly. *Children Literature Studies A Research Handbook*. Palgrave Macmillian, 2011. Print.

Hahn, Daniel. *The Oxford Companion to Children Literature* (2ed.). Oxford University Press, 2015. Print.

Hintz, Carrie. *Children's Literature*. Routledge. 2020. Print.

Kipling, Rudyard. *The Jungle Book*. New York: The Century Co. 1920. Print.

Mainwaring, G.B. *A Grammar of Rong (Lepcha) Language as it exists in the Darjeeling and Sikkim Hills*. Calcutta: Baptist Mission Press, 1876. Print.

Plaisier, Helen. *A Grammar of Lepchas*. Leiden: 2006. Print.

Rishley, Herbert Hope. *The Gazetteer of Sikkim*. Calcutta: Bengal Secretariat Press, 1894. Print.

Subba, Jash Raj. *Mythology of the People of Sikkim*, G. Print Process, Delhi: Gyan Publishing House, 23, Main Ansari Road, Darya Ganj, New Delhi, 2009. Print.

Stocks, C.de Beauvoir. *Sikkim: Customs and Folklore*. Cosmo Publication, 1925. Print.

Tamsang, K.P. *The Unknown and Untold Reality About the Lepchas*. 1983. Print.

Tongden, Dichen and Kunchudyangmu, Dorjee Wangdi. *Zyumrung*, M/s Bonney Building Works, Gangtok: Ranjyong Mutunchi Ringmom Kurmom, 2014. Print.

LEP-R-654

Dissertation

Semester: Fourth Semester

Course Level: 600

Total Marks: 200

L+T+P: 0+0+8 = 8Credits

Lecture: 0Hrs + Tutorial: 0 Hrs + Practical: 120 Hrs

Formative Assessment: --**Summative Assessment:** 100% (Students will submit one Dissertation paper of 0 marks at the end of Semester)

LEP-S-655

Lepcha weaving and Embroidery

Semester: Fourth Semester

Course Level: 600

Total Marks: 50

L+T+P: 1+0+1 = 2 Credits

Lecture: 20 Hrs + Tutorial: 0 Hrs + Practical: 10 Hrs

Course Learning Outcomes:

At the end of the course the students will be able to

CLO1: The students will be able to discuss the role and cultural significance of Lepcha Weaving and Embroidery.

CLO2: The students will be able to examine the contemporary challenges in weaving and Embroidery.

CLO3: The students will be able to compare the traditional and contemporary Lepcha design in weaving and embroidery.

CLO4: The students will be able to compile the socio, economic and cultural factors that have influenced artistic production.

Unit I: Introduction to Lepcha Weaving and Embroidery

- 1.1 Introduction to Art
- 1.2 Introduction to Lepcha weaving and embroidery
- 1.3 Significance of Lepcha weaving and embroidery
- 1.4 Analysis of contemporary challenges in Weaving and Embroidery.

Unit II: Weaving Tools and techniques

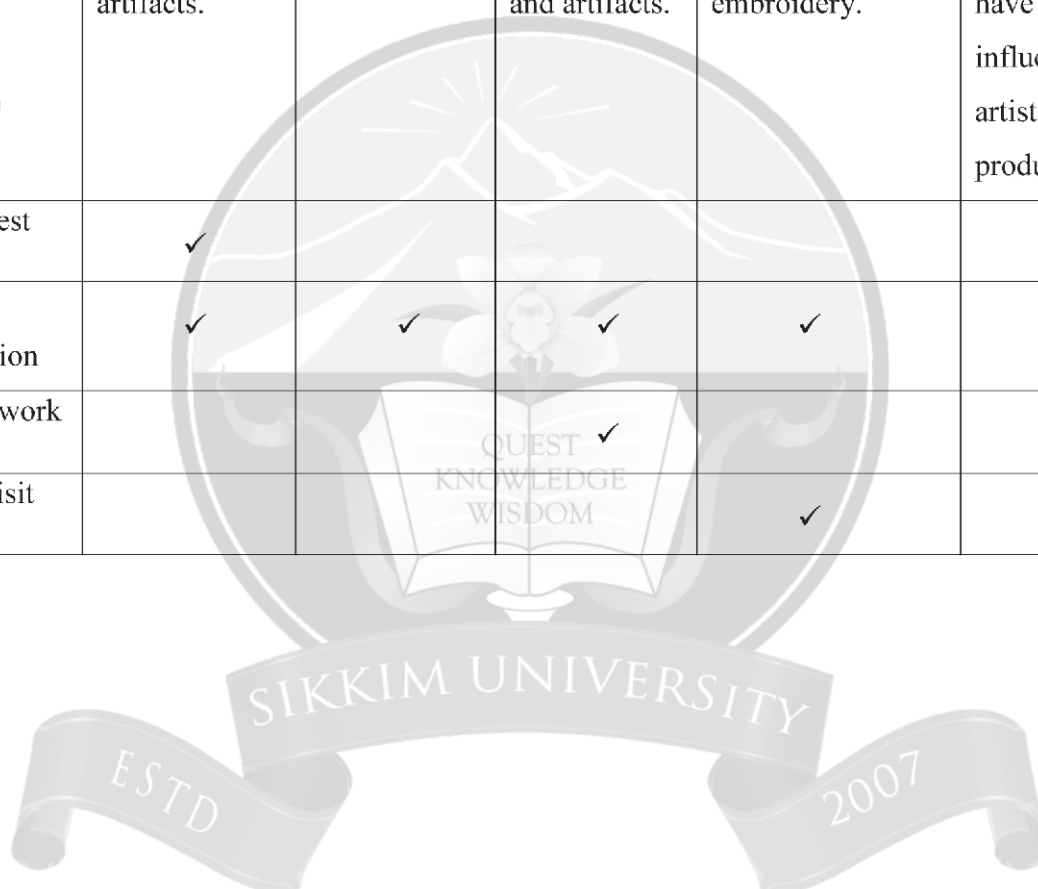
- 2.1 Techniques and materials used in weaving and embroidery
- 2.2 Design used in Lepcha weaving and embroidery
- 2.3 Introduction of famous artisans of Lepcha community
- 2.4 Project Work

Suggested Teaching Learning Strategies

Lecture cum discussion, Library readings, Critical Discussion, Group Discussions, Group Projects, Individual and group presentation by students.

Mapping of FETs with CLOs

Course Learning Outcomes→ FETs↓	The students will be able to discuss the role and cultural significance of arts and artifacts.	The students will be able to explain the arts and artifacts of Lepcha Community.	The students will be able to examine the contemporary challenges of Lepcha art and artifacts.	The students will be able to compare the traditional and contemporary Lepcha design in weaving and embroidery.	The students will be able to compile the socio, economic and cultural factors that have influenced artistic production
Class Test	✓				
Group Discussion	✓	✓	✓	✓	
Project work			✓		✓
Field Visit				✓	✓



Summative Assessment

End Term Examination: 50%

Suggested Readings:

- Foning, A.R. *Lepcha My Vanishing Tribe*. Sailee 4A, Manicktola Main Road, Kolkata, 1987. Print.
- Lepcha, Aden.” LungtenDumdem”.*Lungchok V edition* August. 2018.1-3. Print.
- Lepcha, Namgyal. *AamyelAayong*. Namsoong celebration committee, 2010.print.
- Lepcha, Saldong. *Introduction of Phonetics and Linguistics in Lepcha Language*.Vol.II, Amit Offset Printers, Siliguri: DELDS & Corporation, Zero point, Chawang, N.Sikkim, 2018.Print.
- Lepcha Tom Tshering and Lepcha, Tar Tshering. *Indigenous Lepcha Weave*. RenjyongMutanchi Rong Tarjum, 2010. Print.
- Kumyonmu, Aaden. Glimpse of Indigenous Lepcha artifacts. Vision enterprise: RMRT. 2021. Print.
- Tamsang, Azuk. “A LEPCHA TRADITIONAL HOUSE”. *Lungchok V edition* August.2018.33-36. Print.

