

# SIKKIM UNIVERSITY

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

## LEARNING OUTCOME - BASED CURRICULUM

### M.A. IN TWO YEAR LIMBU PROGRAMME

(With effect from Academic Session 2023-24)



DEPARTMENT OF LIMBU

SIKKIM UNIVERISTY

6<sup>TH</sup> MILE, TADONG - 737102

GANGTOK, 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  
Honourable Vice Chancellor  
Sikkim University



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## COURSE STRUCTURE OF MASTER DEGREE PROGRAMME IN LIMBU

Course Code	Title of the Course	Credits	Total Marks	IA	EA
<b>SEMESTER-I</b>					
<b>LIM-C-501</b>	Introduction of Language and Linguistics in Limbu	4	100	50	50
<b>LIM-C-502</b>	History of Limbu Literature	4	100	50	50
<b>LIM-C-503</b>	Limbu Poetry	4	100	50	50
<b>LIM-V-504</b>	Indian Knowledge System (Limbu Culture, Customs & Traditions and Mundhum )	4	100	50	50
<b>LIM-S-505</b>	Creative Writing	4	100	50	50
	<b>TOTAL</b>	<b>20</b>	<b>500</b>	<b>250</b>	<b>250</b>
<b>SEMESTER –II</b>					
<b>LIM-C-551</b>	Limbu Theory and Criticism	4	100	50	50
<b>LIM-C-552</b>	Limbu Story	4	100	50	50
<b>LIM-C-553</b>	Limbu Novel	4	100	50	50
<b>LIM-O-554</b>	Foundation Course in Limbu Language	4	100	50	50
<b>LIM-S-555</b>	Translation Studies	4	100	50	50
<b>LIM-V-556</b>	Cyber Security	2	50	**	**
	<b>TOTAL</b>	<b>22</b>	<b>550</b>	<b>250</b>	<b>250</b>
<b>SEMESTER-III</b>					
<b>LIM-C-601</b>	Research Methodology	4	100	50	50
<b>LIM-C-602</b>	The Limbu Mundhum Studies	4	100	50	50
<b>LIM-C-603</b>	Limbu Folklore (Field Based Study)	4	100	50	50
<b>LIM-E-604</b>	Comparative Studies	4	100	50	50
<b>LIM-S-605</b>	Media and Journalism Studies	4	100	50	50
	<b>TOTAL</b>	<b>20</b>	<b>550</b>	<b>250</b>	<b>250</b>
<b>SEMESTER-IV</b>					
<b>LIM-E-651</b>	Limbu Essay and Drama	4	100	50	50
<b>LIM-E-652</b>	Literary Forms in English	4	100	50	50
<b>LIM-E-653</b>	Children Literature	4	100	50	50
<b>LIM-R-654</b>	Dissertation	8	100	50	50
<b>LIM-S-655</b>	Chyabrun/Ke Folk Musical Instrument of Limbu Tribe	4	100	50	50
	<b>TOTAL</b>	<b>24</b>	<b>500</b>	<b>250</b>	<b>250</b>

## PREAMBLE

The two year M.A. Limbu programme has been envisaged as a programme of liberal, academic study of Limbu. It aims at providing the learners a wider and more comprehensive understanding of Limbu as a field of knowledge.

## POST GRADUATE ATTRIBUTES

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

- **GA1: Disciplinary Knowledge and Understanding:** Comprehensive knowledge and coherent understanding of Limbu as a discipline and its relationship with other discipline. Understand the current and emerging developments in the field of education. Procedural knowledge required for conducting research in education and related fields.
- **GA2: Critical Thinking and Problem Solving:** Capability to critically analyze and evaluate policies, theories, practices and issues related to Limbu by following scientific approaches to knowledge development. Capacity to extrapolate one's learning of competencies in real life situations.
- **GA3: Research Related Skills:** Curiosity for new knowledge, capacity for inquiry, identifying problems, formulate hypothesis, test hypothesis, analyze, interpret and draw conclusions. Ability to plan and execute and report the results of research study abiding the principles of Research ethics.
- **GA4: Communication Skills:** Listen carefully, read texts and Research papers analytically and express thoughts and ideas effectively in oral and written forms.
- **GA5: Digital Literacy and Skills:** Capability to use ICT in variety of learning and work situation and to use appropriate softwares for creating content and research work. Develop, design, and deliver course using appropriate digital resources.
- **GA6: Team work and Leadership Quality:** Ability to work effectively and respectfully as an individual and as leader in divers groups.
- **GA7: Multicultural Competence:** Ability to demonstrate the knowledge, values and beliefs of multiple cultures and effectively engage in multicultural society by respecting diversity.
- **GA8: Value inculcation:** Ability to imbibe and practice constitutional, humanistic, ethical and moral values, practice responsible global citizenship. Adopt appropriate behavior and participate in actions for environmental conservation, protection and sustainable development.

## Programme Learning Outcomes

### The Programme Learning Outcomes for Post Graduate in Limbu as follows:

1. Improve oral and written communication skill in both Limbu and other Languages of instruction. Articulate ideas and findings clearly and using appropriate linguistic terminology.
2. Identify and describe its phonetic, phonology and features of language.
3. Demonstrate and understanding of the ethical considerations associated with the interpretation and dissemination of Limbu narratives and stories.
4. Analyze critically and interpret Limbu poems, identifying poetic devices, themes and underlying meaning to develop insightful literary analyses.
5. Compare and contrast Limbu poetry with other forms of poetry.
6. Acquire a comprehensive understanding of the Limbu ethnic group, including their history, language, geographical distribution and social culture practices.
7. Understanding of Limbu customs and traditions followed by the Limbu people in different aspects of life and identify the religious scripture of Limbu Mundhum and cultural heritage of Limbus.
8. Develop writing skills, including the ability to write effectively and creatively in various genres such as fiction, poetry and non- fiction.
9. Develop the skills to write coherent and well-structured essays in Limbu language. Learn various essay writing techniques, such as organizing ideas, developing argument and analyze and interpret Limbu Drama.
10. Develop skills to analyze critically and interpret Limbu fiction etc examining the literary techniques, narrative structures, character development and socio-cultural contexts within the works.
11. Demonstrate a comprehensive understanding of folklore as a field of study including its historical development, theoretical frameworks and key concepts of theories.
12. Develop basic proficiency in understanding speaking, reading and writing in the Limbu language and acquire a foundational vocabulary in Limbu.
13. Understand the fundamental principles of Limbu grammar, including sentence structure, verb conjugation, pronouns, adjectives, nouns and so on.
14. Gain appreciations for the role of culture in translation and develop the ability to navigate cultural nuances and references. Analyze and deconstruct source texts, identifying key

concepts, themes and stylistic elements in order to create faithful and contextually relevant translations.

15. Describe different types of research methodologies and their applications in various disciplines and identify critically evaluate the strengths and limitations of different research methods.
16. Compare and contrast the Limbu Mundhum and Shamanism with other religious and spiritual traditions. Analyze similarities and differences in terms of beliefs, rituals, cosmology and the role of shamans across different cultural contexts.
17. Acquire a comprehensive understanding of the history, development and significant milestones of Limbu literature, including its origins, major literary figures and influential works.
18. Develop the ability to critically compare and analyze different cultures, societies, systems or phenomena examining their similarities differences and underlying factors.
19. Communication students will enhance their oral and written communication skills, effectively expressing their ideas, arguments and findings to diverse audiences in a clear and concise manner.
20. Comprehensive understanding of major literary theories and critical approaches, including modernism, post Modernism and feminist theory.
21. Develop advanced skill in critically analyzing literary texts, identifying underlying themes, symbols and narrative techniques and different theoretical frameworks.
22. Develop proficiency in playing the traditional Limbu folk instruments, mastering techniques, rhythms and melodies associated with instruments and demonstrating skillful execution and understanding the cultural and historical significance of these musical compositions.
23. To expose with cyber laws.
24. To equip with the technical knowledge and skills to protect and defend against cyber threats.
25. To develop Skills in students that can help plan, implement and monitor cyber security mechanisms to ensure the protection of information technology assets.
26. T o make responsible use of online social media networks.
27. Analyze and evaluate existing legal framework and laws on cyber security.



**SEMESTER-I****LIM-C-501****THE INTRODUCTION OF LIMBU LANGUAGE AND LINGUISTICS****Semester: First Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45Hrs+Tutorial: 15Hrs+Practical:0Hrs****Course Learning Outcomes**

1. Students will study the historical development of Limbu language and other languages. They will learn about language change and language contact phenomena.
2. Students will acquire knowledge of the phonetics, phonology, morphology, syntax and semantics.
3. Students will explore the dialectal variations and regional differences within the Limbu languages.
4. Students will compare the Limbu language with other languages.

**Unit I: Definition, Types, Division and Features of Language**

- 1.1.Theories of Language
- 1.2.Definitions of language
- 1.3.Types and divisions of language
- 1.4.Features and language family

**Unit II: Origin, Dialects and Features of Limbu language.**

- 2.1. Origin of Limbu language
- 2.2. Dialects of Limbu language
- 2.3. Features of Limbu language
- 2.4. Oral and Written language

**Unit III: Phonetics and Phonology**

- 3.1. Definition of Phonetics
- 3.2. Branches of Phonetics
- 3.3. Articulatory organs
- 3.4. Reception and perception, auditory systems

**Unit IV: Use of Articulators in Limbu**

- 4.1. Limbu vowels and consonants

4.2. Use of articulators

4.3. Place of articulation

4.4. Manner of articulation

**Mapping of CLO with FET**

Learning Outcomes→  Formative Evaluation Tools↓	Students will study the historical development of Limbu language and other languages. They will learn about language change and language contact phenomena.	Students will acquire knowledge of the phonetics, phonology, morphology, syntax and semantics. Explore the structural aspects of the Limbu language, such as its morphological, syntactic and semantic features.	Students will explore the dialectal variations and regional differences within the Limbu languages.	Students will explore the dialectal variations and regional differences within the Limbu languages.
<b>FET</b>	<b>CLO-1</b>	<b>CLO-2</b>	<b>CLO-3</b>	<b>CLO-4</b>
<b>Class Test</b>	✓	✓	✓	✓
<b>Seminar</b>		✓		
<b>Project Work</b>	✓			✓
<b>Practicum</b>		✓	✓	
<b>Group Discussion</b>				✓

Summative Evaluation Tools  
Term Examination-50/

**Suggested Readings**

1. Charles F. Hockett. *A Course in Modern Linguistics*. New York: Macmillan Company, 1958.
2. Sarangi Jaydeep. *A Textbook of Linguistics and Phonetics*. Books Way, 2011

**SEMESTER-I****LIM-C-502****THE HISTORY OF LIMBU LITERATURE****Semester: First Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45Hrs+Tutorial: 15Hrs+Practical: 0Hrs****Course Learning Outcomes**

1. By the end of course, students will delve into the history of Limbu literature; learners
2. Student can gain a deeper understanding and appreciation for the culture and traditions of the Limbu people. They can explore the unique literary forms, styles and themes.
3. Student will be able to study the history of Limbu literature provides insights into the historical context and evolution of the Limbu community.
4. Students will become capable of exploring different genres and forms of Limbu literature which can further facilitate cross-culture understanding and empathy. Learners can compare Limbu literary traditions with other literary traditions they are familiar with recognizing similarities differences and the universal expressed through literature.
5. Identify different forms of Limbu literature including oral and written literature.
6. Analyse the literary works of Limbu authors based on themes, literary device and language styles.
7. Develop skills in literary analysis and critical thinking.

**Unit I: Introduction of History of Limbu Literature**

- 1.1. An overview of Limbu Literature
- 1.2. Historical development of Limbu Literature
- 1.3. Forms of Limbu Literature
- 1.4. The Limbu Mundhum and and Limbu Literature

**Unit II: The Early Limbu Literature**

- 2.1. Development of Limbu Language
- 2.2. Development of Sirijunga/Limbu Script
- 2.3. Early Limbu literature and historical backgrounds
- 2.4. Literary Styles and techniques in early literature

**Unit III: The Modern Limbu Literature**

- 3.1. Meaning and definition of modern literature
- 3.2. Influence of other literatures in Limbu

3.3. Emergence of modern Literature

3.4. Modern Limbu writers and their contributions

#### Unit IV: Limbu Literature and Cultural Identity

4.1. The Role of Limbu Literature in shaping cultural identity

4.2. Oral Literature and Culture

4.3. Cultural Issues in Limbu literature

4.4. Promotion and Conservation of Limbu literature

#### Mapping of CLO with FET

<b>Learning Outcomes→</b>  <b>Formative Evaluation Tools↓</b>	Students will delve into the history of Limbu literature.	Student can gain a deeper understanding and appreciation for the culture and traditions of the Limbu people. They can explore the unique literary forms, styles and themes.	Student will be able to study the history of Limbu literature provides insights into the historical context and evolution of the Limbu community.	Students will become capable of exploring different genres and forms of Limbu literature which can further facilitate cross-culture understanding and empathy. Learners can compare Limbu literary traditions with other literary traditions they are familiar with recognizing similarities differences and the universal expressed through literature.	Identify different forms of Limbu literature including oral and written literature.	Analyse the literary works of Limbu authors based on themes, literary device and language styles.	Develop skills in literary analysis and critical thinking.
<b>FET</b>	<b>CLO-1</b>	<b>CLO-2</b>	<b>CLO-3</b>	<b>CLO-4</b>	<b>CLO-5</b>	<b>CLO-6</b>	<b>CLO-7</b>
<b>Class Test</b>	✓	✓	✓	✓	✓	✓	✓
<b>Seminar</b>			✓	✓	✓		
<b>Project Work</b>				✓			
<b>Practicum</b>	✓						✓
<b>Group Discussion</b>					✓		

Summative Evaluation Tools

Term Examination: 50

**Suggested Readings:**

1. Dr. Chaitannya Subba. *The Culture and Religion of Limbus*. Kathmandu: B. B. Subba, 1987.
2. Professor D. Amalraj. *Literary Terms, Techniques and Devices*. Namya Press, 2021.
3. Pramod Kumar Nayar. *Contemporary Literary and Cultural Theory*. Pearson, 2015.
4. Sachidananda Mohanty. *Literature and Culture*. Prestige Books.

**SEMESTER- I****LIM-C-503****THE LIMBU POETRY****Semester: First Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs+Tutorial: 15 Hrs+Practical:0Hrs****Course Learning Outcomes**

1. Understanding the Limbu culture: Students will study Limbu poetry which provides in-depth knowledge of culture, traditions, beliefs and values of the Limbu community.
2. Language proficiency: The study of Limbu poetry can contribute to language acquisition and proficiency.
3. Comparative Analysis: Students will compare Limbu poetry with other forms of indigenous poetry or mainstream literature and also analyze the similarities and difference in terms of language, structure as well as cultural context.
4. Creative expression: Enable students to create their own or explore poetry writing in native language. Creative exercises will allow students to think critically on the Limbu poetic forms, themes and cultural elements.

**Unit I: Literary Theory and Poetry**

- 1.1. Definitions of Poetry
- 1.2. Elements of Poetry
- 1.3. Types of Poetry
- 1.4. Literary devices

**Unit II: Introduction of Limbu Poetry**

- 2.1. Historical background of Limbu Poetry

2.2. Growth and Development of Limbu Poetry

2.3. Elements in Limbu Poetry

2.4. Types of Limbu Poetry

### Unit III: The Study of Limbu Poetry

3.1. *sammilaitchi* (Translated)- B. B. Muringla Nugo (best two poems)

3.2. *ashmuringlaren yakthung sammilaha?* (best two poems)

3.3. *sepmangba phung* (best two poems)

### Unit: IV:The Study of Limbu Epics

4.1. *thaba:ng (ma:s:ambe)* by Bal Muringla (long epic)

4.2. *i:tnim (laksa:mbe)* by Pushpa Thamsuhang Subba (short narrative epic)

#### Mapping of CLO with FET

<b>Learning outcomes→</b>  <b>Formative Evaluation Tools↓</b>	Students will study Limbu poetry which provides in-depth knowledge of culture, traditions, beliefs and values of the Limbu community.	The study of Limbu poetry can contribute to language acquisition and proficiency.	Students will compare Limbu poetry with other forms of indigenous poetry or mainstream literature and also analyze the similarities and difference in terms of language, structure as well as cultural context.	There will be encouragement which enable students to create their own or explore poetry writing in native language. Creative exercises will allow students to think critically on the Limbu poetic forms, themes and cultural elements.
<b>FET</b>	<b>CLO-1</b>	<b>CLO-2</b>	<b>CLO-3</b>	<b>CLO-4</b>
<b>Paper Discussion</b>	✓			✓
<b>Class Test</b>	✓	✓	✓	✓
<b>Project work</b>		✓	✓	
<b>Practicum</b>	✓			✓

Summative Evaluation Tools

Term Examination: 50

### Suggested Readings

1. B. B. Muringla Nugo. *Sammila itchi* (Translated), Gangtok: Quality Stores, 1997.
2. Bal Muringla. *thabang*. Barakhelay: Pancha Purni Foundation, 2022.
3. Pushpa Thamsuhang Subba. *sepmangba phungha?*. 2060 BS.
4. Pushpa Thamsuhang Subba. *i:tnim*.
5. Ash Bahadur Subba. *Ashmuringlaren yakthung sammilaha?*. Gangtok: Himadri Printers, 2022.
6. Buddhi Lal Subba and Ash Bahadur Subba. *Yakthung sapsoklen ingjumha?*. Singpheng: Khamdhak Publishers, 2017.

### SEMESTER- I

LIM-V-504

#### INDIAN KNOWLEDGE SYSTEM

(Culture, Festivals, Customs- Traditions & Mundhum)

Semester: First Semester

Course Level: 500

Total Marks: 100

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

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

### Course Learning Outcomes

1. Limbu Culture: Students will understand the significance of Limbu culture as an integral part of cultural diversity in the eastern Himalayan region. They can explore the history, migration patterns and settlement of Limbu people and preservation of their cultural identity.
2. Festivals: Students will be able to gain knowledge about the major festivals celebrated by the Limbu community. They can understand the cultural and religious significance of festivals and their role in promoting community and explore the rituals, dance, music and traditional costumes.
3. Limbu Mundhum: Students will be able to understand the role of shamans in Limbu culture and religion and they can critically analyse the nature, human, deities, spirits, and rituals mentioned in the Limbu mundhum.
4. Cultural Preservation: Students will understand the challenges faced by the Limbu people in preserving their traditions and cultural identity and recognize the effort made by the Limbu community and various organisations to preserve and promote their cultural heritage.



5. Customs and Traditions: The study of customs and traditions followed by the Limbu people during various life events including birth, marriage and death.
6. Identify the key beliefs and concepts of Limbu Mundhum and analyze the rituals and ceremonies involved in the Mundhum like weddings, festivals and funerals.
7. Evaluate the impact of the Limbu Mundhum on social structures and relationships such as gender roles, family structures as well as caste systems.

### **Unit I: Theory and Definition of Culture**

- 1.1. General principles of culture
- 1.2. Definition of culture
- 1.3. Elements of culture
- 1.4. Development of culture

### **Unit II: Introduction of Limbu Culture**

- 2.1. Introduction of Limbu culture
- 2.2. Traditional dresses, ornaments, musical Instruments
- 2.3. Traditional foods and drinks
- 2.4. Traditional art and craft, songs, dances, music and festivals

### **Unit III: The Limbu Culture and Mundhum**

- 3.1. Introduction of Limbu Mundhum
- 3.2. Definition and historical background of Mundhum
- 3.3. Classification of Limbu Mundhum
- 3.4. Relevance of Limbu Mundhum

### **Unit IV: The Limbu Customs and Traditions**

- 4.1. Birth rites and marriage ceremonies
- 4.2. Rituals during pregnancy and envy and curse
- 4.3. *Tongsing* rituals: natural and unnatural deaths
- 4.4. Religion



## Mapping CLO with FET

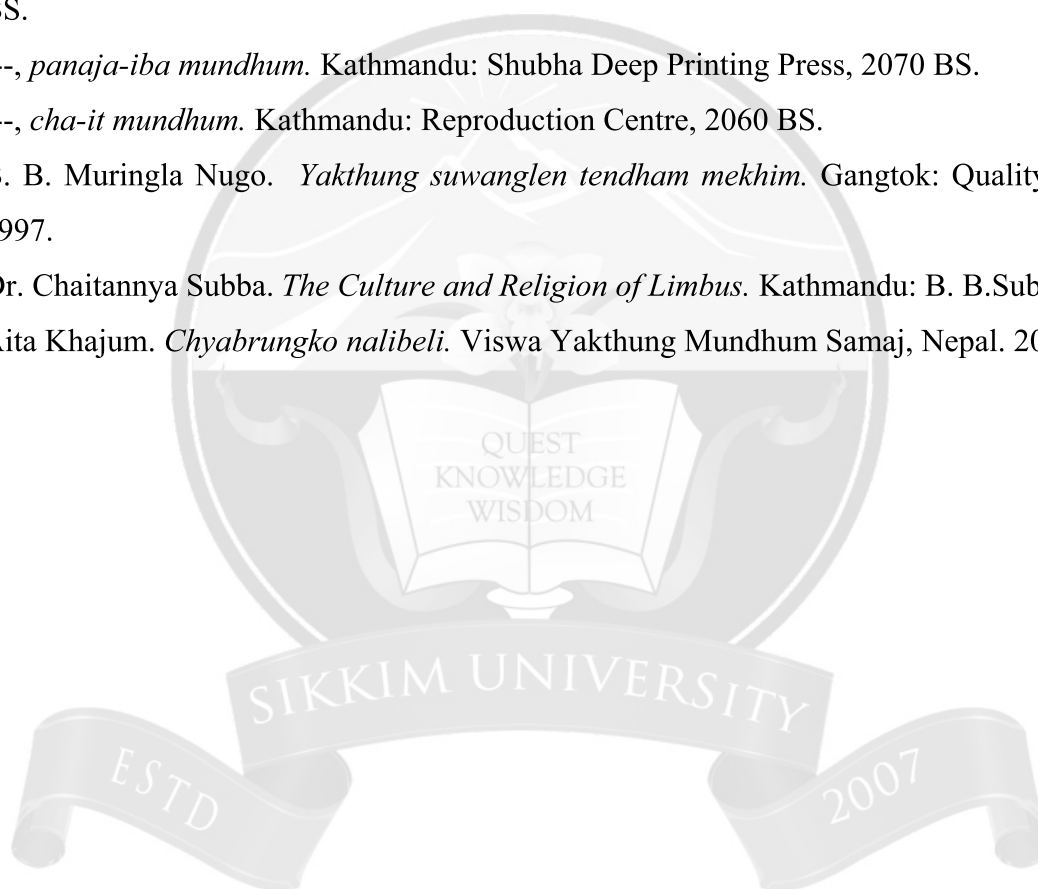
<b>Learning Outcomes→</b>  <b>Formative Evaluation Tools↓</b>	Students will understand the significance of Limbu culture as an integral part of cultural diversity in the eastern Himalayan region. They can explore the history, migration patterns and settlement of Limbu people and preservation of their cultural identity.	Students will be able to gain knowledge about the major festivals celebrated by the Limbu community. They can understand the cultural and religious significance of festivals and their role in promoting community and explore the rituals, dance, music and traditional costumes.	Students will be able to understand the role of shamans in Limbu culture and religion and they can critically analyse the nature, human, deities, spirits, and rituals mentioned in the Limbumundhum.	Students will understand the challenges faced by the Limbu people in preserving their traditions and cultural identity and recognize the effort made by the Limbu community and various organisations to preserve and promote their cultural heritage.	The study of customs and traditions followed by the Limbu people during various life events including birth, marriage and death.	Identify the key beliefs and concepts of LimbuMundhum and Analyze the rituals and ceremonies involved in the Mundhum like weddings, festivals and funerals.	Evaluate the impact of the LimbuMundhum on social structures and relationships such as gender roles, family structures as well as caste systems.
FET	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5	CLO-6	CLO-7
Class Test	✓	✓	✓	✓	✓	✓	✓
Seminar			✓				
Project work		✓				✓	
Practicum				✓			✓
Group Discussion	✓						
Workshop						✓	

Summative Evaluation Tools

Term Examination: 50

### Suggested Readings

1. Bairagi Kaila. *tongsing tokma mundhum*, Kathmandu: Nepal Academy, 2052 BS.
2. ---, *sappok chomen mundhum*, Kathmandu: Nepal Academy, 2048 BS.
3. ---, *nahen mundhum*, Kathmandu: Deep Tara Printing Press, 2051 BS.
4. ---, *samsogha mundhum*, Kathmandu: Deep Tara Printing Press, 2051 BS.
5. ---, *namsami-kesami mundhum*. Kathmandu: Shubha Deep Printing Press, 2070 BS.
6. ---, *mujingna-kheyongna mundhum*, Kathmandu: Shubha Deep Printing Press, 2070 BS.
7. ---, *lahadangna-suhampheba mundhum*, Kathmandu: Shubha Deep Printing Press, 2070 BS.
8. ---, *khappunama-Mellungdimma mundhum*, Kathmandu: Shubha Deep Printing Press, 2070 BS.
9. ---, *panaja-iba mundhum*. Kathmandu: Shubha Deep Printing Press, 2070 BS.
10. ---, *cha-it mundhum*. Kathmandu: Reproduction Centre, 2060 BS.
11. B. B. Muringla Nugo. *Yakthung suwanglen tendham mekhim*. Gangtok: Quality Stores. 1997.
12. Dr. Chaitannya Subba. *The Culture and Religion of Limbus*. Kathmandu: B. B. Subba, 1987
13. Aita Khajum. *Chyabrunsko nalibeli*. Viswa Yakthung Mundhum Samaj, Nepal. 2071 BS.



**SEMESTER-I****LIM-S-505****CREATIVE WRITING****Semester: First Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45Hrs+Tutorial:15Hrs+Practical:0Hrs****Course Learning Outcomes**

1. Improving Communication Skills: Engaging in creative writing helps develop effective communication skills, as it requires clarity, organization and articulation of ideas.
2. Increased Creativity: The creative writing encourages students to think outside the box, explore different perspectives and generate original ideas.
3. Encouraging Collaboration and Feedback: Engaging in workshop or group activities for creative writing allows learners to receive constructive feedback and learn different writing styles and perspectives.
4. Enhanced Writing Proficiency: Regular practice of writing may enhance the student's writing skills such as grammar, vocabulary, sentence structure and styles.
5. Apply critical thinking skills to their own work and the work done by others.
6. Critique and provide feedback on the work of their peers.

**Unit I: Introduction to Creative Writing**

- 1.1. Principles of creative theory
- 1.2. The elements of creative writing
- 1.3. Forms of creative writing
- 1.4. Establishing a writing practice

**Unit II: Poetry Writing, Revision, editing and publication**

- 2.1. Types of poetry
- 2.2. Different forms and structures of poetry
- 2.3. Use of imagery and metaphors
- 2.4. Poetic devices

**Unit III: Fiction and Non-Fiction Writing**

- 3.1. Elements of fiction and non-fiction

3.2. Techniques of writing point of view and tones

3.3. Structure of story

3.4. Writing exercise, narratives, memoir and telling of story

#### Unit IV: Revision, Editing and Publication

4.1. Importance of Revision, strategies for self-editing

4.2. Peer-Review workshops

4.3. Techniques receiving feedbacks and their implementations

4.4. Publishing process and Opportunities of Creative Writing

#### Mapping CLO with FET

<b>Learning Outcomes→</b> <b>Formative Evaluation Tools↓</b>	Engaging in creative writing helps develop effective communication skills, as it requires clarity, organization and articulation of ideas.	The creative writing encourages students to think outside the box, explore different perspectives and generate original ideas.	Engaging in workshop or group activities for creative writing allows learners to receive constructive feedback and learn different writing styles and perspectives.	Regular practice of writing may enhance the student's writing skills such as grammar, vocabulary, sentence structure and styles	Apply critical thinking skills to their own work and the work done by others	Critique and provide feedback on the work of their peers.
<b>FET</b>	CLO-1	CLO-2	CLO-3	CLO-4	CLO5	CLO-6
<b>Class Test</b>	✓	✓	✓	✓	✓	✓
<b>Seminar</b>				✓		
<b>Project work</b>	✓				✓	
<b>Practicum</b>		✓				✓
<b>Group Discussion</b>			✓	✓		

Summative Evaluation Tools

Term Examination: 50

#### Suggested Readings

1. Anjana Neira & et al. *Creative Writing: A beginner's Manual*. Delhi University, 2008.
2. Julia Bell and Paul Magrs. *The Creative Writing Coursebook*. Macmillan, 2019.

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

1. At the end of the course, students will be able to study literary theory and criticism expose students to various theoretical frameworks and perspectives used to analyze and interpret literature.
2. Students will gain understanding of different schools of thought such as modernism, post modernism, formalism, structuralism, post structuralism, feminism and post colonialism.
3. Study of Literary theories and criticism enhances to improve analytical skills. They learn to analyse critically and evaluate literary texts, identify underlying themes, symbols and motifs.
4. Literary theory and criticism help students to develop strong communication skills. They learn to articulate their ideas, arguments and interpretations effectively both in written and oral forms.

**Unit I: Introduction of Literary Criticism**

- 1.1. Meaning and definition of literary criticism
- 1.2. Historical background of literary criticism
- 1.3. Concepts and approaches of literary criticism
- 1.4. Functions of literary criticism

**Unit II: The Classical Criticism and Romanticism**

- 2.1. Plato's charges against poetry
- 2.2. Aristotle Theory of Imitation
- 2.3. William Wordsworth's Definition of Poetry
- 2.4. Mathew Arnold's views about the function of criticism

**Unit III: Modernism and Post Modernism**

- 3.1. Introduction, definition and characteristics of Modernism
- 3.2. Introduction, definition and characteristics of Post Modernism
- 3.3. Feminism

## 3.4. Ecocriticism

**Unit IV: Literary Criticism in Limbu Literature**

## 4.1. Introduction of literary criticism in Limbu literature

## 4.2. Importance of literary criticism in Limbu literature

4.3. Pushpa Subba Thamsuhang: *yakthung sapsok sapseng* (Text Study)

## 4.4. Literary Criticism in Limbu Literature

**Mapping of CLO with FET**

<b>Learning outcomes→</b>	Students will be able to study literary theory and criticism expose students to various theoretical frameworks and perspectives used to analyze and interpret literature.	Students will gain understanding of different schools of thought such as modernism, post modernism, formalism, structuralism, post structuralism, feminism and post colonialism.	Study of Literary theories and criticism enhances to improve analytical skills. They learn to analyse critically and evaluate literary texts, identify underlying themes, symbols and motifs.	Literary theory and criticism help students to develop strong communication skills. They learn to articulate their ideas, arguments and interpretations effectively both in written and oral forms.
<b>Formative Evaluation Tools↓</b>				
<b>FET</b>	<b>CLO-1</b>	<b>CLO-2</b>	<b>CLO-3</b>	<b>CLO-4</b>
<b>Class Test</b>	✓	✓	✓	✓
<b>Seminar</b>			✓	
<b>Project work</b>	✓			✓
<b>Practicum</b>	✓	✓		
<b>Group Discussion</b>				✓

## Summative Evaluation Tools

Term Examination: 50

**Selected Readings**

1. Mathew Arnold. *Essays in Criticism*. New York: McMillan and company, 1865.
2. Harry Blamires. *A History of Literary Criticism*. Delhi: McMillan, 2005.
3. Habib M.A.R. *A History of Literary Criticism: From Plato to the Present*. London: Blackwell, 2005.
4. K.K. Ruthwen. *Feminist Literary Studies: An Introduction*. London: Cambridge University Press, 1979.
5. Karen J Warren (ed.). *Ecofeminism: Women, Culture, Nature*. New Delhi: Rawat Publications, 2018.

6. Pushpa Thamsuhang Subba, *Yakthung Sapsok sapseng*.
7. Saran S. & Mayurakshi Mitra. *Ecocritical Readings: Nature and Environment in Humanities*. Edit Academic, 2021.
8. Vandhana Shiva. *Staying Alive*. New Delhi: Women Unlimited, 2022.

## SEMESTER-II

**LIM-C-552**

### LIMBU STORY

**Semester: Second Semester**

**Course Level: 500**

**Total Marks: 100**

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

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

### Course Learning Outcomes

5. Language Skills: Students will study Limbu narratives and stories which can enhance language skills and improve their vocabulary, grammar and comprehension of spoken and written.
6. Historical and Social Context: Students will study the Limbu narratives and stories often reflect historical event, social dynamics and traditional practices in Limbu community.
7. Literary Analysis: Students will develop critical thinking and analytical skills by examining the narrative structure and themes. They will learn to identify narrative elements, symbols and metaphors used within the context of Limbu culture.
8. Creative Expression: Students will study the Limbu narratives and stories which inspire students to engage in creative expression. They may be encouraged to write their own narratives, adapt and existing stories.

### Unit I: The Literary Theory and Story

- 1.1. Definitions of story
- 1.2. Elements of story
- 1.3. Types of story
- 1.4. Literary devices

### Unit II: The Limbu Stories

- 2.1. Introduction of Limbu story
- 2.2. Elements in Limbu story
- 2.3. Types of Limbu Story
- 2.4. Growth, development and biography of writers



**Unit III: Limbu Story-I***Kheda? Itchi* by B. R. Muringla (Detail Study)**Unit IV: Limbu Story-II***Chiraklen mi* (Translated) by B. B. Muringla (Detail Study)**Mapping of CLO with FET**

Learning outcomes→  Formative Evaluation Tools↓	Students will study Limbu narratives and story and improve their vocabulary, grammar and comprehension of spoken and written.	Students will study Limbu narratives and stories often reflect historical event, social dynamics and traditional practices of the Limbu community.	Students will develop critical thinking and analytical skills by examining the narrative structure and themes.	Students will studying Limbu narratives and stories can inspire students to engage in creative expression
<b>FET</b>	<b>CLO-1</b>	<b>CLO-2</b>	<b>CLO-3</b>	<b>CLO-4</b>
<b>Class Test</b>	✓	✓	✓	✓
<b>Project Work</b>		✓	✓	
<b>Practicum</b>	✓			✓
<b>Group Discussion</b>	✓	✓		

Summative Evaluation Tools

Term Examination: 50

**Suggested Readings**

1. B. B. Muringla Nugo. *chiraklen mi* (Tr.) Gangtok: Quality Stores, 1997.
2. B. R. Subba (Muringla). *kheda: itchi*. Barakheley: Pancha Purni Foundation, 2016.
3. Buddhi Lal Subba and Ash Bahadur Subba. *yakthung sapsok ingjum*. Singpheng: Khamdhak Publishers. 2017.



**SEMESTER- II****LIM-C-553****LIMBU NOVEL****Semester: Second Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45Hrs+Tutorial: 15 Hrs+Practical: 0Hrs****Course Learning Outcomes**

1. At the end of the course, students will be able to develop and enhance their language skills in the Limbu language. It can improve vocabulary, grammar, reading comprehension and overall language fluency.
2. By studying and reading these literatures, individual may contribute to the preservation of Limbu literature.
3. The study of Limbu fiction and novels can inspire individuals to develop their own creative writing skills in the Limbu language.
4. Analyze Limbu fiction and novels to their native language.
5. Identify and evaluate the methodologies used in the fiction and novels.
6. Develop the idea of interpretation of Limbu literature.

**Unit I: The Literary Theory and Novel**

- 1.1. Definition and meaning of novel
- 1.2. Historical background of novel
- 1.3. Elements and types of novel
- 1.4. Literary Devices

**Unit II: The Limbu Literature and Novel**

- 2.1. Introduction of Limbu novel
- 2.2. Historical background of Limbu novel
- 2.3. Types of novels in Limbu
- 2.4. Elements and Literary Devices of novel

**Unit III: Study of Novels-I**

- 3.1. Lord of the Flies by William Golding
- 3.2. *thiksenba semeling* by B. R.Subba (Muringla)

**Unit IV: Study of Limbu Novels-II**4.1. *sendippesap* by Pushpa Thamsuhang Subba4.2. *thatha:ma* by P.S. Muringla4.3. *kapsamen* by Dil Maya Parangden**Mapping of CLO with FET**

<b>Learning Outcomes→</b> <b>Formative Evaluation Tools↓</b>	Students will be able to develop and enhance their language skills in the Limbu language. It can improve vocabulary, grammar, reading comprehension and overall language fluency.	By studying and reading these literatures, individual may contribute to the preservation of Limbu literature.	The study of Limbu fiction and novels can inspire individuals to develop their own creative writing skills in the Limbu language.	Analyze Limbu fiction and novels to their native language.	Identify and evaluate the methodologies used in the fiction and novels.	Develop the idea of interpretation of Limbu literature.
<b>FET</b>	<b>CLO-1</b>	<b>CLO-2</b>	<b>CLO-3</b>	<b>CLO-4</b>	<b>CLO-5</b>	<b>CLO-6</b>
<b>Class Test</b>	✓	✓	✓	✓	✓	✓
<b>Seminar</b>			✓			
<b>Project work</b>	✓					✓
<b>Practicum</b>		✓	✓			
<b>Group Discussion</b>				✓		

**Summative Evaluation Tools**

Term Examination: 50

**Suggested Readings:**

1. P. S. Muringla (APATAN). *thatha:ma*. Human Resource Development Department, Government of Sikkim, 1997.
2. B. R. Subba (Muringla). *Thiksenba semeling*. Barakhelay: Pancha Purni Foundation, 2022.
3. Pushpa Subba Thamsuhang. *sendippe sap*. Pheden Panthar, 2058 BS.
4. Dil Maya Parangden. *kapsamen*. Siliguri: Popular Press, 2015.
5. William Golding. *Lord of the Flies*. UK: Faber and Faber, 1999.

**SEMESTER-II****LIM-O-554****FOUNDATION COURSE IN LIMBU LANGUAGE****Semester: Second Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45Hrs+Tutorial: 15Hrs+Practical: 0Hrs****Course learning outcomes**

1. Upon the completion of Course, students can communicate effectively in basic spoken and writing.
2. Able to understand and use Sirijanaga/Limbu script.
3. Students will develop the ability to pronounce Limbu words accurately and understand the phonetic principles of the language.
4. Students will learn to acquire a foundational vocabulary in Limbu, including essential words and phrases necessary for everyday communication. They will be able to recognize and use common nouns, verbs, adjectives and adverbs.
5. Students will learn fundamental grammatical rules of Limbu. This includes understanding word order, verb conjugation, noun adjective agreement, tense and sentence formation. They will be able to construct simple sentences and express basic ideas.

**Unit I: Introduction to Limbu Language**

- 1.1. Introduction of Limbu Language
- 1.2. Historical background of Limbu Language
- 1.3. Dialects of Limbu Language
- 1.4. Features of Limbu Language

**Unit II: Basic Grammar of Limbu Language**

- 2.1. Vowels and consonants
- 2.2. Nouns, pronouns and adjectives in Limbu Language
- 2.3. Person and gender
- 2.4. Verbs in Limbu

**Unit III: Basic Vocabulary**

- 3.1. Numbers and counting system
- 3.2. Synonym and antonyms

## 3.3. Phrases and idioms

## 3.4. Introduction and writing system of Limbu script

**Unit IV: Basic Communication Skills**

## 4.1. Basic conversation skills

## 4.2. Formal and Informal way of speaking

## 4.3. Greetings and polite expressions

## 4.4. Simple translation work

**Mapping of CLO with FET**

<b>Learning outcomes→</b> <b>Formative Evaluation Tools↓</b>	Upon the completion of Course, students can communicate effectively in basic spoken and writing.	Able to understand and use Sirijanga / Limbu script.	Students will develop the ability to pronounce Limbu words accurately and understand the phonetic principles of the language.	Students will learn to acquire a foundational vocabulary in Limbu, including essential words and phrases necessary for everyday communication. They will be able to recognize and use common nouns, verbs, adjectives and adverbs.	Students will learn fundamental grammatical rules of Limbu. This includes understanding word order, verb conjugation, noun adjective agreement, tense and sentence formation. They will be able to construct simple sentences and express basic ideas.
<b>FET</b>	<b>CLO-1</b>	<b>CLO-2</b>	<b>CLO-3</b>	<b>CLO-4</b>	<b>CLO-5</b>
<b>Class Test</b>	✓	✓	✓	✓	✓
<b>Project work</b>				✓	✓
<b>Practicum</b>	✓		✓		
<b>Seminar</b>		✓			

## Summative Evaluation Tools

Term Examination: 50

**Suggested Readings**

1. B. B. MuringlaNugo. *Yakthung sappanle maram tamepmo*. Gangtok: Quality Stores, 2004.
2. B. B. MuringlaNugo. *Yakthung huppan nu i:tchap*. Gangtok: Quality Stores, 2004.
3. Ash Bahadur Subba. *History, Growth and Development of Limbu Language: A Present Context of Sikkim*. Darjeeling: Gamma Publications and Pancha Purni Foundation, 2016.
4. Iman singh Chemjong et al (eds.). *yakthung-pane-mikphu:tla pa:nchekwabhu*. Nepal Pragma-Pratisthan, 2067 BS.
5. Bairagi Kaila et al. *yakthung huppa:n*. Kathmandu: Nepal Pragma- Pratisthan,2070 BS.

**SEMESTER- II****LIM-S-555****TRANSLATION STUDIES****Semester: Second Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45Hrs+Tutorial:15Hrs+Practical:0Hrs****Course Learning Outcomes**

1. After the completion of course, students will understand basic concepts, theories and approaches of translation.
2. Students will use different translation techniques to address linguistic, cultural and technical challenges.
3. Students will be capable of translating text of different genres and fields.
4. Able to become critique and provider of feedback to other translators.

**Unit I: Introduction of Translation**

- 1.1. Definition and types of Translation
- 1.2. Roles of Translator
- 1.3. Concepts of Translation, theories and approaches
- 1.4. Ethics and Professionalism in Translation

**Unit II: Textual Analysis and Translation**

- 2.1. Understanding the context of texts
- 2.2. Analyzing the linguistic, cultural and technical features of text
- 2.3. Summary and paraphrasing
- 2.4. Literal and Creative Translation

**Unit III: Translation of Written Texts and Challenges**

- 3.1. Translation of literary texts (poetry & prose)
- 3.2. Translation of journalistic texts (news articles & interviews)
- 3.3. Translation of technical texts (manuals & academic articles)
- 3.4. Common challenges in translation and opportunities

**Unit IV: Revision and Editing processes of Translation**

- 4.1. Importance of revision, strategies for self-editing
- 4.2. Peer-Review workshops

## 4.3. Techniques of receiving feedbacks and their implementations

## 4.4. Polishing process

**Mapping of CLO with FET**

<b>Learning Outcomes→</b>  <b>Formative Evaluation Tools↓</b>	After the completion of course, students will understand basic concepts, theories and approaches of translation.	Students will use different translation techniques to address linguistic, cultural and technical challenges.	Students will be capable of translating text of different genres and fields.	Able to become critique and provider of feedback to other translators.
<b>FET</b>	<b>CLO-1</b>	<b>CLO-2</b>	<b>CLO-3</b>	<b>CLO-4</b>
<b>Class Test</b>	✓	✓	✓	✓
<b>Project work</b>		✓		✓
<b>Practicum</b>	✓	✓		
<b>Group Discussion</b>				✓
<b>Seminar</b>			✓	✓

## Summative Evaluation Tools

Term Examination: 50

**Suggested Readings**

1. Bijay Kumar Das. *A Handbook of Translation Studies*. Chennai: Atlantic Publishers and Distributors, 2023.
2. Nataly Kelly and Jost Zetzhe. *Found in Translation: How Language Shapes Our Lives and Transforms the World*. New York: Penguin Group, 2012.
3. Lawrence Venuti (ed.). *The Translation Studies Reader*. New York: Routledge, 2000

**SEMESTER-II****LIM-S-556****CYBER SECURITY****Semester: Second Semester****Course Level: 500****Total Marks: 50****L+T+P: 1+1+0 = 2 Credits****Lecture: 25 Hrs+Tutorial: 20 Hrs+Practical: 0Hrs****Course Learning Outcomes**

1. Understanding the fundamentals of cyber security as well as its importance.
2. Identify common cyber threats and vulnerabilities.
3. Apply security measures to protect computer systems as well as networks.
4. Able to implement quick incident response to fight back the cyber attacks.
5. Analyze risk factors and develop risk management strategies.

**Unit I: Introduction to Cyber Security**

- 1.1. Basics of cyber security principles and practices
- 1.2. Types and characteristics of cyber threats
- 1.3. Overview of social media and security
- 1.4. Tools and technology for cyber security

**Unit II: Incidence Response & Management and Risk Management**

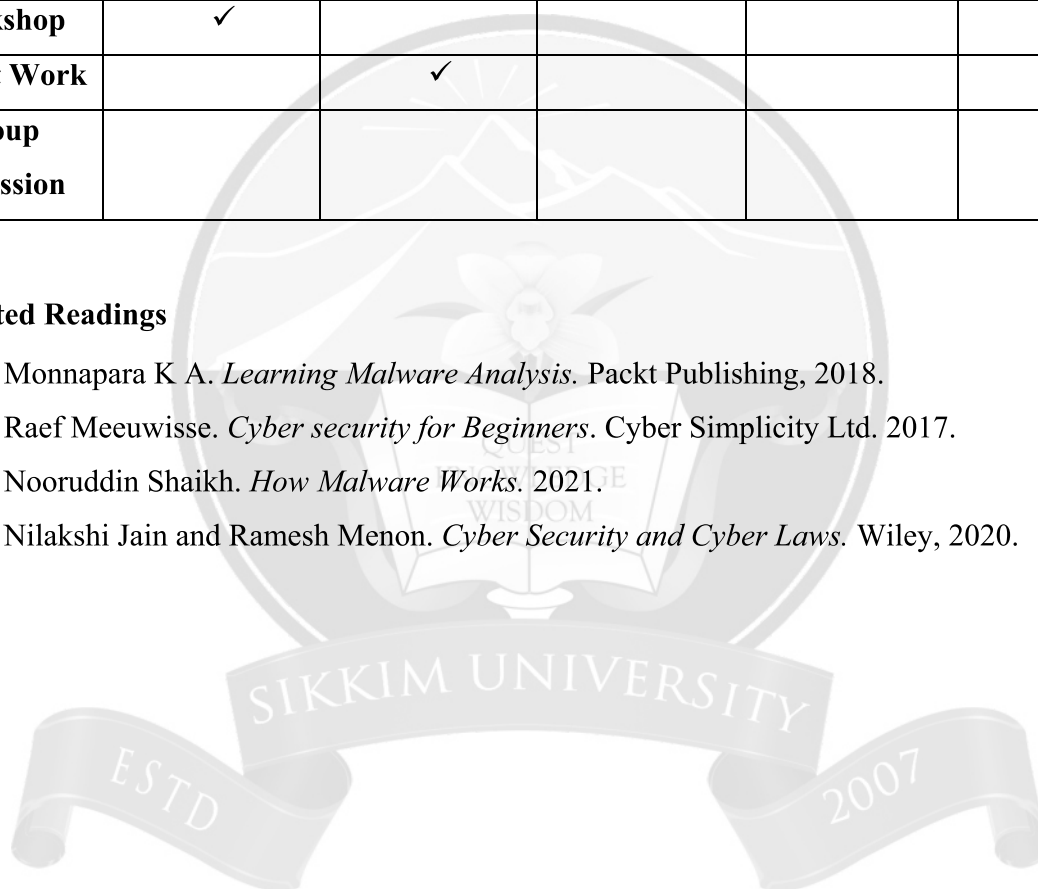
- 2.1. Data privacy and security
- 2.2. Cyber security of digital devices
- 2.3. Cyber security plan and risk management
- 2.4. Cyber law, do and don'ts, platforms to report and combat cyber crimes.

## Mapping of CLO with FET

<b>Learning outcomes→</b> <b>Formative Evaluation</b> <b>Tools↓</b>	Understanding the fundamentals of cyber security as well as its importance.	Identify common cyber threats and vulnerabilities.	Apply security measures to protect computer systems as well as networks.	Able to implement quick incident response to fight back the cyber attacks.	Analyze risk factors and develop risk management strategies.
<b>FET</b>	<b>CLO-1</b>	<b>CLO-2</b>	<b>CLO-3</b>	<b>CLO-4</b>	<b>CLO-5</b>
<b>Class Test</b>	✓	✓	✓	✓	✓
<b>Practicum</b>		✓			✓
<b>Workshop</b>	✓				
<b>Project Work</b>		✓			
<b>Group Discussion</b>					✓

## Suggested Readings

1. Monnapara K A. *Learning Malware Analysis*. Packt Publishing, 2018.
2. Raef Meeuwisse. *Cyber security for Beginners*. Cyber Simplicity Ltd. 2017.
3. Nooruddin Shaikh. *How Malware Works*. 2021.
4. Nilakshi Jain and Ramesh Menon. *Cyber Security and Cyber Laws*. Wiley, 2020.





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

1. Understanding: students will gain a comprehensive understanding of the research process, including its stages, components, and key considerations. They learn about resource questions, data collection methods and data analysis.
2. Research Design: Students will become proficient in designing researches. They learn to select appropriate research designs based on the nature of their research questions and goals. They understand the advantages and limitations of different research designs, such as experimental, correlation, qualitative and mixed method designs.
3. Literature Review: Students will learn to conduct a thorough literature review to identify existing knowledge and research gaps in their chosen field. They develop skill in searching for relevant literature and critically evaluating research articles.
4. Research Proposal: Students will be able to develop a research proposal that includes a clear research question, a rationale for the study, a detailed methodology and a plan for data analysis. They should understand the research proposal and how to effectively communicate their research ideas.

**Unit I: Introduction of Research Methodology**

- 1.1. The Nature of Research
- 1.2. Meaning and definition of Research
- 1.3. Elements and features of Research
- 1.4. Justification and importance of Research

**Unit II: Types of Research Methodology**

- 2.1. Traditional Research Methodology
- 2.2. Inductive and Deductive Research Methodology
- 2.3. Scientific Research Methodology
- 2.4. Descriptive, Historical, Experimental, Analytical and Comparative Methodology

**Unit III: Research Process**

3.1. Research Proposal writing

3.2. Research title and research problems selection

3.3. Literary survey

3.4. Research material collection method (generalisation and verification of collected materials analysis and conclusions)

**Unit IV: Research and Experiment**

4.1. Foot note, reference-sign, quotes, table scheduling, additions, pictures

4.2. Management of major parts of research

4.3. Homepage (main text), short hint listings

4.4. Reference

**Mapping of CLO with FET**

<b>Learning Outcomes→</b>  <b>Formative Evaluation Tools↓</b>	Students will gain a comprehensive understanding of the research process, including its stages, components, and key considerations. They learn about resource questions, data collection methods and data analysis.	Students will become proficient in designing researches. They learn to select appropriate research designs based on the nature of their research questions and goals. They understand the advantages and limitations of different research designs, such as experimental, correlation, qualitative and mixed method designs.	Students will learn to conduct a thorough literature review to identify existing knowledge and research gaps in their chosen field. They develop skill in searching for relevant literature and critically evaluating research articles.	Students will be able to develop a research proposal that includes a clear research question, a rationale for the study, a detailed methodology and a plan for data analysis. They should understand the research proposal and how to effectively communicate their research ideas.
<b>FET</b>	<b>CLO-1</b>	<b>CLO-2</b>	<b>CLO-3</b>	<b>CLO-4</b>
<b>Class Test</b>	✓	✓	✓	✓
<b>Seminar</b>				✓
<b>Project Work</b>	✓	✓		
<b>Practicum</b>			✓	✓
<b>Group Discussion</b>		✓		

Summative Evaluation Tools

Term Examination: 50

**Suggested Readings**

1. Dipak Kumar Bhattacharya. *Research Methodology*. New Delhi: Excel Books, 2010.
2. Ann Gray. *Research Practice for Cultural Studies*. New Delhi: Sage Publications, 2011.
3. Uwe Flick. *Introducing Research Methodology*. New Delhi: Sage Publications, 2011.
4. Chris Hart. *Doing your Masters Dissertation*. New Delhi: Vistaar Publications.

## SEMESTER- III

LIM-C-602

## THE LIMBU MUNDHUM STUDIES

Semester: Third Semester

Course Level: 600

Total Marks: 100

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

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

## Course Learning Outcomes

1. By the end of course, students will become well versed in Limbu Mundhum. They will learn about its origins, content, rituals and belief, mythology and moral teachings within the Mundhum.
2. Students will explore the role of shamans within the Limbu community. They will learn about the shamanic practices, rituals and ceremonies performed by Limbu shamans and understand the significance of shamans as intermediaries between the human and spirit realms.
3. Students will develop an appreciation for the cultural significance of Limbu Mundhum and shamanic practices within the Limbu community.
4. Students will be able to compare and contrast the Limbu Mundhum and shamanism with other religious and shamanic traditions worldwide.
5. Analyse the rituals and ceremonies involved in the Limbu Mundhum such as festivals, wedding and death.
6. Evaluate the impact of Limbu Mundhum on social structure like gender roles, family structures and so on.

Unit I: Introduction of *Yehang Mundhum* or Mundhum of Creation

- 1.1. The meaning and definition of *Yehang Mundhum*
- 1.2. Importance of *Yehang Mundhum*
- 1.3. *Yehang Mundhum* in Limbu Culture
- 1.4. Relevance of *Yehang Mundhum* in Limbu Society

Unit II: *Yehang Mundhum-I*

- 2.1. *nawa-chai:t Mundhum*
- 2.2. *mencham-yapmipo:kma Mundhum*
- 2.3. *mujingna-kheyongna Mundhum*
- 2.4. *lahadongna nu suhampheba Mundhum*

**Unit III: Yehang Mundhum-II**3.1. *panajaiba Mundhum*3.2. *khappuna-melongdimma Mundhum*3.3. *namsami-kesami Mundhum***Unit IV: The Limbu *peliphangsam* (Limbu Shamans)**4.1. Meaning and definition of *peliphangsams*

4.2. Historical background

4.3. Classification of *peliphangsams* and Status4.4. Responsibilities and relevance of *peliphangsams* in Limbu society**Mapping of CLO with FET**

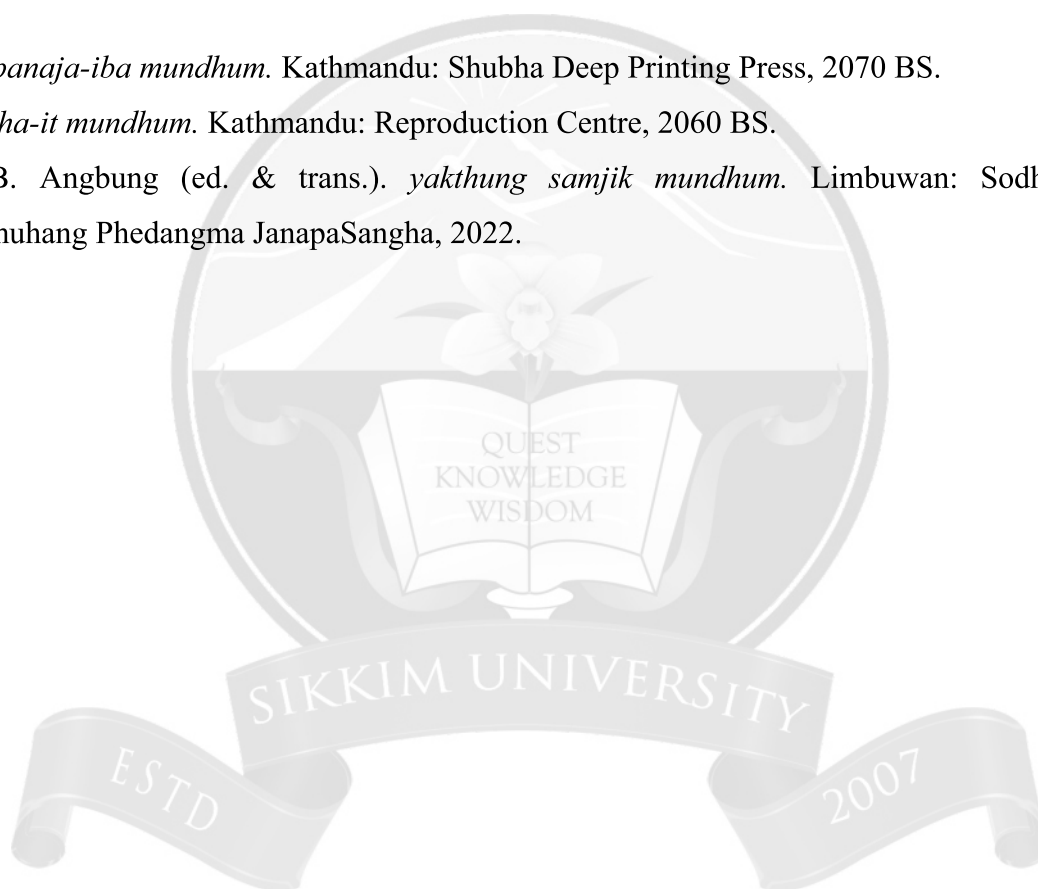
<b>Learning Outcomes→</b>  <b>Formative Evaluation Tools↓</b>	Students will become well versed in Limbu Mundhum. They will learn about its origins, content, rituals and belief, mythology and moral teachings within the Mundhum.	Students will explore the role of shamans within the Limbu community. They will learn about the shamanic practices, rituals and ceremonies performed by Limbu shamans and understand the significance of shamans as intermediaries between the human and spirit realms.	Students will develop an appreciation for the cultural significance of Limbu Mundhum and shamanic practices within the Limbu Community.	Students will be able to compare and contrast the Limbu Mundhum and shamanism with other religious and shamanic traditions worldwide.	Analyse the rituals and ceremonies involved in the Limbu Mundhum such as festivals, wedding and death.	Evaluate the impact of the Limbu Mundhum on social structure like gender roles, family structures and so on.
<b>FET</b>	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5	CLO-6
<b>Class Test</b>	✓	✓	✓	✓	✓	✓
<b>Seminar</b>		✓				
<b>Project work</b>				✓	✓	
<b>Practicum</b>	✓		✓			
<b>Group Discussion</b>		✓				
<b>Workshop</b>	✓					

Summative Evaluation Tools

Term Examination: 50

### Suggested Readings

1. Bairagi Kaila. *tongsing tokma mundhum*. Kathmandu: Nepal Academy, 2052 BS.
2. ---, *sappok chomen mundhum*. Kathmandu: Nepal Academy, 2048 BS.
3. ---, *nahen mundhum*, Kathmandu: Deep Tara Printing Press, 2051 BS.
4. ---, *samsogha mundhum*, Kathmandu: Deep Tara Printing Press, 2051 BS.
5. ---, *namsami-kesami mundhum*. Kathmandu: Shubha Deep Printing Press, 2070 BS.
6. ---, *mujingna-kheyongna mundhum*, Kathmandu: Shubha Deep Printing Press, 2070
7. ---, *lahadangna-suhampheba mundhum*, Kathmandu: Shubha Deep Printing Press, 2070BS.
8. ---, *khappunama-mellungdimma mundhum*, Kathmandu: Shubha Deep Printing Press, 2070 BS.
9. ---, *panaja-iba mundhum*. Kathmandu: Shubha Deep Printing Press, 2070 BS.
10. ---, *cha-it mundhum*. Kathmandu: Reproduction Centre, 2060 BS.
11. D. B. Angbung (ed. & trans.). *yakthung samjik mundhum*. Limbuwan: Sodhungen Lepmuhang Phedangma JanapaSangha, 2022.



**SEMESTER -III****LIM-C-603****FIELD BASED STUDY****(Limbu Folklore)****Semester: Third Semester****Course Level: 600****Total Marks: 100****L+T+P: 2+2+0 = 4 Credits****Lecture: 35 Hrs + Tutorial: 10Hrs + Practical: 30 Hrs****Course Learning Outcomes**

1. Students will be able to study folklore which encompasses the traditional belief, customs, stories, songs and rituals of a particular community or culture.
2. Through Field work, students will explore new places and understand the folk life, folk art, folk literature etc.
3. The study of folklore is diverse and exists in numerous forms across different cultures and regions.
4. Studying folklore and folkloristic can expand knowledge of various cultural practices, beliefs and perspectives of different places and establishes intercultural communication.
5. Students will be study folkloristic as a field that involves the systematic study and analysis of folklore. By delving into this discipline, they can develop skills in critical analysis and interpreting folklore materials, such as folktales, folk songs.

**Unit I: Introduction to Folklore**

- 1.1. Meaning and definition
- 1.2. Branches, types, traditions
- 1.3. Basic concepts of Folklore Studies
- 1.4. Folklore and other areas of knowledge

**Unit II: The Limbu Folklore**

- 2.1. Introduction of Limbu folklore
- 2.2. *samjik mundhum* / Creation of Myth
- 2.3. The Limbu folk literature
- 2.4. Art, song, dance, music, food etc

**Unit III: Field Work**

- 3.1. Introduction to fieldwork

3.2. Methods and techniques involved in the field work

3.3. Field methods

3.4. Field ethics, practice etc

#### Unit IV: Documentation

4.1. Introduction to documentation

4.2. Documentation of language and Literature

4.3. Audio-Visual documentation (after training)

4.4. Report

#### Mapping of CLO with FET

Learning outcomes➡  Formative Evaluation Tools↓	Students will be able to learn about folk, folklore and folk literature.	Students will understand about the vivid folk life.	Students will learn about Limbu folk literature.	Students will be able to do systematic study and analyse provide new ideas for the benefit of society.
Class Test	✓	✓	✓	✓
Seminar	✓	✓	✓	✓
Group Discussion	✓	✓	✓	✓
Field Survey	✓	✓	✓	✓
Report Writing	✓	✓	✓	✓
Presentation	✓	✓	✓	✓

Summative Evaluation Tools

Term Examination: 50

#### Suggested Readings

1. Bal Muringla. *Yakthung pangyumet*. Barakhelay: Pancha-Purni Foundation, 2018.
2. Dr. R.K. Brajananda. *Folklore and its Relevance in North East India*. New Delhi: Rajesh Publications, 2015.
3. Deepa Punia. *Social Values in Folklore*. New Delhi: Rawat Publications, 1993.
4. Hergrave Jennings. *Nature Worship*. New York: Cossimo Classics, 2007.
5. Samal Subba (Muringla), *pangjo nu chigokwa*. New Delhi: K.K. Publications, 2023
6. Vladimir Propp. *Theory and History of Folklore Vol. 5*. The University of Minnesota Press, 1997.
7. Dhan Hang Subba, *Limbu Lokvarta*. Kathmandu: Hangma Labung and Anu Gurung (Subba) 2017.



**SEMESTER- III****LIM-E-604****THE COMPARATIVE LITERATURE****Semester: Third Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs+Tutorial: 15Hrs+Practical: 0Hrs****Course Learning Outcomes**

1. At the end of the course, students will develop abilities to analyze and compare different texts and concepts of other literatures such as Nepali, Hindi, and English etc. They learn to identify similarities and differences.
2. The Comparative studies allow exposure to diverse cultures, societies and perspectives from around the world. They gain a deeper understanding of the complexities of human experience, cultural values, social structures and historical contexts.
3. The comparative studies often keeps students involve in the study of texts or works in different languages. Students may develop proficiency in multiple languages, improving their reading, writing, listening and speaking skills.
4. Students can analyse phonology, grammar, and other linguistic aspects.
5. Such kind of studies can encourage students to question assumptions, challenge preconceived notions and critically examine different perspectives.

**Unit I: Introduction of the Comparative Literature**

- 1.1. Introduction to Limbu and languages
- 1.2. History of comparative literature
- 1.3. Basic concepts and theories of comparative literature
- 1.4. Importance of comparative literature

**Unit II: Comparative Approaches**

- 2.1. Formalist Approaches
- 2.2. Structuralist Approaches
- 2.3. Reader-response Approaches

**Unit III: Comparative Studies of Limbu and other literatures**

- 3.1. Poetry
- 3.2. Drama



## 3.3. Prose

**Unit IV: Comparative Analysis**

4.1. Close reading and Literary Analysis

4.2. Intertextuality and Intermediality

4.3. Translation

4.4. Adaption

**Mapping of CLO with FET**

<b>Learning outcomes→</b>  <b>Formative Evaluation Tools↓</b>	Students will develop abilities to analyze and compare different texts and concepts of other literatures such as Nepali, Hindi and English. They learn to identify similarities and differences.	The Comparative studies allow exposure to diverse cultures, societies and perspectives from around the world. They gain a deeper understanding of the complexities of human experience, cultural values, social structures and historical contexts.	The comparative studies often keeps students involve in the study of texts or works in different languages. Students may develop proficiency in multiple languages, improving their reading, writing, listening and speaking skills.	Students can analyse phonology, grammar, and other linguistic aspects.	Such kind of studies can encourage students to question assumptions, challenge preconceived notions and critically examine different perspectives.
<b>FET</b>	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
<b>Class Test</b>	✓	✓	✓	✓	✓
<b>Seminar</b>				✓	
<b>Practicum</b>	✓	✓			
<b>Project Work</b>				✓	✓
<b>Group Discussion</b>			✓		

Summative Evaluation Tools

Term Examination: 50

**Suggested Readings**

1. Parasmani Pradhan, *Nepali Bhasako Utpati ra vikash*.
2. Henry Gifford. *Comparative Literature*. Routledge, 2020.
3. Indranath Chaudhary. *Role of Comparative Literature* (Hindi). National Publishing House, 1993.
4. John Brandit Curtous. *Introduction to Comparative Study of Literature*. Random House, 1968.

**SEMESTER-III****LIM-S-605****JOURNALISM AND MEDIA STUDIES****Semester: Third Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45Hrs+Tutorial: 15Hrs+Practical:0Hrs****Course Learning Outcomes**

1. Journalism and media to emphasize effective communication, both in writing and oral forms. Upon the completion of course, students will develop strong writing skills, learn how to convey information concisely and practice presenting ideas in a clear and compelling manner.
2. Students will study journalism and media to encourage critical thinking skills. Students learn to evaluate information objectively, analyze multiple perspectives and identify biasness.
3. Students will gain practical skills in media production, including writing news articles, creating multimedia content and editing videos or audio recordings. They will learn to use various tools and technologies, such as editing software, cameras and recording equipment.
4. Students will explore the historical, social, and political context of media. They learn about the structure and dynamics of media industries, media regulation and the role of media in shaping public opinions.
5. They will be able to evaluate ethical dilemmas facing media houses.
6. They can critically analyse various forms of media and their impact on society.

**Unit I: Introduction to Journalism and Media**

- 1.1. Definition and Evolution of Journalism
- 1.2. Types of Journalism
- 1.3. Forms of Journalism
- 1.4. Journalism as Profession and roles of media in democracy

**Unit II: Journalism Writing, Reporting and Ethical Considerations**

- 2.1. Types of journalistic writing and reporting
- 2.2. Sources and interviewing techniques
- 2.3. Analysis of media content and production
- 2.4. Use of social media in Journalism and ethical considerations

### Unit III: Media Institutions

- 3.1.Ownership of media, regulation and Control
- 3.2.Case Studies and impact on society
- 3.3.Influence of media on culture, society and politics
- 3.4.Global media and cultural imperialism

### Unit IV: Media Forms

- 4.1.Introduction to various forms of media
- 4.2.Analysis of media content and production
- 4.3.Influence of media on culture, society and politics
- 4.4.Global media and cultural imperialism

#### Mapping of CLO with FET

Learning outcomes→  Formative Evaluation Tools↓	Journalism and media to emphasize effective communication, both in writing and oral forms. Upon the completion of course, students will develop strong writing skills, learn how to convey information concisely and practice presenting ideas in a clear and compelling manner.	Students will study journalism and media to encourage critical thinking skills. Students learn to evaluate information objectively, analyze multiple perspectives and identify biasness.	Students will gain practical skills in media production, including writing news articles, creating multimedia content and editing videos or audio recordings. They will learn to use various tools and technologies, such as editing software, cameras and recording equipment.	Students will explore the historical, social, and political context of media. They learn about the structure and dynamics of media industries, media regulation and the role of media in shaping public opinions.	They will be able to evaluate ethical dilemmas facing media houses.	They can critically analyse various forms of media and their impact on society.
<b>FET</b>	<b>CLO-1</b>	<b>CLO-2</b>	<b>CLO-3</b>	<b>CLO-4</b>	<b>CLO-5</b>	<b>CLO-6</b>
<b>Class Test</b>	✓	✓	✓	✓	✓	✓
<b>Workshop</b>			✓			
<b>Project Work</b>	✓	✓				
<b>Practicum</b>				✓	✓	
<b>Group Discussion</b>			✓			

#### Summative Evaluation Tools

Term Examination: 50

#### Suggested Readings

1. Stanley J. Baran and Dennis K Davis. *Mass Communication Theory: Foundations, Ferment and Future*. Wadsworth Publishing Company Inc., 2013.

2. Vir Bala Aggarwal and V.S. Gupta. *Handbook of Journalism and Mass Communication*. New Delhi: Concept Publishing Company, 2001.

## SEMESTER- IV

**LIM-E-651**

### LIMBU ESSAY AND DRAMA

**Semester: Fourth Semester**

**Course Level: 600**

**Total Marks: 100**

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

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

### Course Learning Outcomes

1. Understanding: The study of Limbu essay and drama can provide insights into the rich cultural heritage of Limbu community. Students can develop an appreciation for their traditions, customs and values through the exploration of literary works.
2. Historical and social context: By studying Limbu essays and dramas often reflect the historical and social context of the Limbu community.
3. Literary Analysis: Analyze Limbu essays and dramas promote critical thinking and literary analysis skills. Students can learn to identify themes, motifs, symbolism and other literary devices used in their works.
4. Creativity: Students, drama in particular, encourages creativity and self-expression. Students can explore acting, stagecraft and storytelling techniques through performances. These allow them to develop their artistic skills and express their ideas in a creative and imaginative manner.
5. Students can develop skills in script writing, acting, directing, technical theatre etc.

#### Unit I: Literary Theory and Essay

- 1.1. Meaning and definition of essay
- 1.2. Historical background of essay
- 1.3. Elements of essay
- 1.4. Types of essays

#### Unit II: The Limbu Literature and Essay

- 2.1. Introduction of Limbu essay
- 2.2. Historical background of Limbu essay
- 2.3. Elements and types

## 2.4. Study of Limbu Essays:

I. *thik nisen* by Nisesh AngdembeII. *yakthung sumjoha?* by Amar Tumyahang**Unit III: The Literary Theory and Drama**

3.1. Meaning and definition of drama

3.2. Historical background of drama

3.3. Elements of drama

3.4. Types and literary devices of drama

**Unit IV: Limbu Drama**

4.1. Introduction of Limbu drama

4.2. Historical background of Limbu drama

4.3. Elements and types of Limbu drama

4.4. Study of Limbu drama:

I. *chesya?* and *lenghong* by B. B. MuringlaNugoII. *kereklen mikkoba tamji* by Sat Kumar Singdhaba**Mapping of CLO with FET**

<b>Learning outcomes→</b>  <b>Formative Evaluation Tools↓</b>	The study of Limbu Essay and Drama can provide insights into the rich cultural heritage of Limbu community. Students can develop an appreciation for their traditions, customs and values through the exploration of literary works.	By studying Limbu essays and dramas often reflect the historical and social context of the Limbu community	Students will be Analyzing Limbu essays and drama promote critical thinking and literary analysis skills. Students can learn to identify themes, motifs, symbolism and other literary devices used in their works.	Students, drama in particular, encourage creativity and self-expression. Students can explore acting, stagecraft and storytelling techniques through performances. This allows them to develop their artistic skills and express their ideas in a creative and imaginative manner.	Students can develop skills in script writing, acting, directing, technical theatre etc.
<b>FET</b>	<b>CLO-1</b>	<b>CLO-2</b>	<b>CLO-3</b>	<b>CLO-4</b>	<b>CLO-5</b>
<b>Class Test</b>	✓	✓	✓	✓	✓
<b>Project work</b>				✓	✓
<b>Practicum</b>		✓	✓		

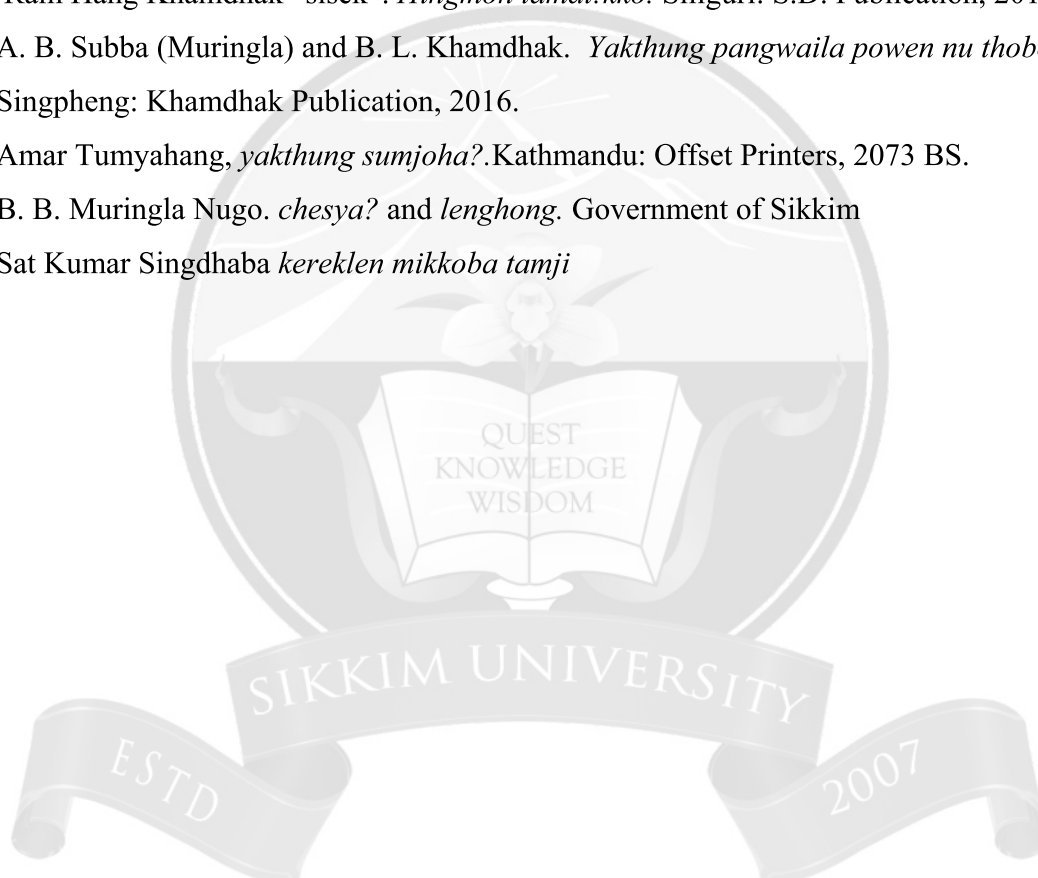
Group Discussion	✓				
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## Summative Evaluation Tools

Term Examination: 50

**Suggested Readings**

1. Nishes Angdembe, *thik nisen*. Japan: Kirat Yakthung Chumlung, 2079 BS.
2. S. R. Khajum, *sum i:tchap*. Gangtok: Quality Stores, 1995.
3. Limbu, Malisa Yakthungba. *Khamak pangbhelen tungha?*. Kathmandu: Bijuli, 2078 BS.
4. Ram Hang Khamdhak “sisek”. *Hingmon lamdi:kko*. Siliguri: S.D. Publication, 2014.
5. A. B. Subba (Muringla) and B. L. Khamdhak. *Yakthung pangwaila powen nu thobo*. Singpheng: Khamdhak Publication, 2016.
6. Amar Tumyahang, *yakthung sumjoha?*. Kathmandu: Offset Printers, 2073 BS.
7. B. B. Muringla Nugo. *chesya?* and *lenghong*. Government of Sikkim
8. Sat Kumar Singdhaba *kereklen mikkoba tamji*



**SEMESTER-IV****LIM-E-652****THE LITERARY FORMS IN ENGLISH****Semester: Fourth Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45Hrs+Tutorial: 15Hrs+Practical: 0Hrs****Course Learning Outcomes**

1. Upon the completion of course, students will get insightful knowledge on poetry, prose, drama, fiction and non-fiction of western literature.
2. The recommended course helps students to develop critical thinking skills and enhance ability to analyze and interpret texts. They can examine elements such as plot, character, development, setting, themes, narrative techniques and symbolism.
3. Learning about literary forms which help students to understand the historical and literary context in which specific works were created.
4. Such a course can inspire and cultivate your one's creative abilities.

**Unit I: Poetry**

- 1.1. The Ballad
- 1.2. Lyrical Poetry
- 1.3. Sonnet

**Unit II: Fiction/Novel**

- 2.1. Psychological Novel
- 2.2. Historical Novel
- 3.3. Picaresque Novel

**Unit: Drama**

- 3.1. Comedy
- 3.2. Tragedy
- 3.3. Tragi-Comedy

**Unit IV: Prose and Non-Fiction**

- 4.1. The short story
- 4.2. Essays
- 4.3. Autobiography, memoir,



## 4.4. Guidebook, rainforest poems

## Mapping of CLO with FET

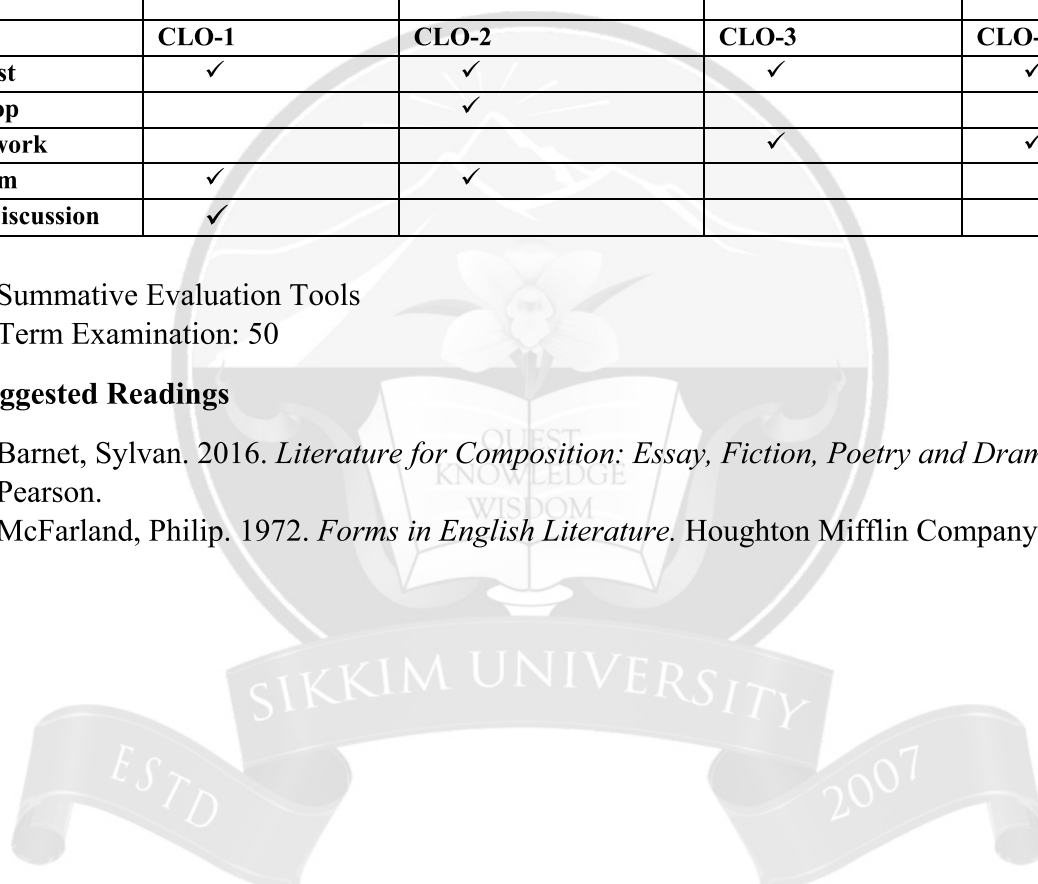
<b>Learning outcomes→</b> <b>Formative Evaluation Tools↓</b>	Students will get insightful knowledge on poetry, prose, drama, fiction and non-fiction of western literature.	The recommended course helps students to develop critical thinking skills and enhance ability to analyze and interpret texts. They can examine elements such as plot, character, development, setting, themes, narrative techniques and symbolism.	Learning about literary forms which help students to understand the historical and literary context in which specific works were created.	Such a course can inspire and cultivate your one's creative abilities.
<b>FET</b>	<b>CLO-1</b>	<b>CLO-2</b>	<b>CLO-3</b>	<b>CLO-4</b>
<b>Class Test</b>	✓	✓	✓	✓
<b>Workshop</b>		✓		
<b>Project work</b>			✓	✓
<b>Practicum</b>	✓	✓		
<b>Group Discussion</b>	✓			

Summative Evaluation Tools

Term Examination: 50

## Suggested Readings

1. Barnet, Sylvan. 2016. *Literature for Composition: Essay, Fiction, Poetry and Drama*. Pearson.
2. McFarland, Philip. 1972. *Forms in English Literature*. Houghton Mifflin Company





**SEMESTER -IV****LIM-E-653****THE CHILDREN'S LITERATURE****Semester: Fourth Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45Hrs+Tutorial:15Hrs+Practical:0Hrs****Course Learning Outcomes**

1. Students can develop an understanding and appreciation for the Limbu culture, traditions, and heritage through exposure to children's literature written in Limbu language. They can learn to live a Limbu way of life, customs, festivals and folklore.
2. Students will be able to study children's literature in Limbu enhances critical thinking skills. Children can analyze characters, plotlines, themes and messages conveyed in the stories.
3. The children's literature stimulates imagination and nurtures creativity. Through exposure to Limbu children's literature, students can explore imaginative words, engage with illustrations and encounter diverse narratives.
4. Students will be able to study Non-fiction children's literature in Limbu literature can provide insights into Limbu history. Young readers can learn about significant historical events, such as the origin of the Limbu community and their philosophy of life.

**Unit I: Introduction to Children's Literature**

- 1.1. Definition and scope of children's literature
- 1.2. Historical development of children's literature
- 1.3. Literary elements of children's literature
- 1.4. Types of children's literature

**Unit II: Picture Books**

- 2.1. Characteristics of picture books
- 2.2. Meaning and styles of illustration
- 2.3. Social and cultural implications of picture Books
- 2.4. About the authors of picture books and Illustrators

**Unit III: Chapter Books**

- 3.1. Literary techniques in chapter books
- 3.2. Popular authors of Drama and Novels
- 3.3. Issues and concepts
- 3.4. Role of adult fiction in children's Literature

**Unit IV: Non-Fiction Children's Literature in Limbu Literature**

- 4.1. Forms of Non-Fiction Children's Literature
- 4.2. The role of Non- Fiction in Children's Literature
- 4.3. Influential Non-Fiction Writers and analysis
- 4.4. Forms of Non-Fiction Children's Literature

**Mapping of CLO with FET**

<b>Learning outcomes→</b> <b>Formative Evaluation Tools↓</b>	Students can develop an understanding and appreciation for the Limbu culture, traditions, and heritage through exposure to children's literature written in Limbu language. They can learn to live Limbu way of life, customs, festivals and folklore.	Students will be able to study children's literature in Limbu enhances critical thinking skills. Children can analyze characters, plotlines, themes and messages conveyed in the stories.	The children's literature stimulates imagination and nurtures creativity. Through exposure to Limbu children's literature, students can explore imaginative words, engage with illustrations and encounter diverse narratives.	Students will be able to study Non- fiction children's literature in Limbu literature can provide insights into Limbu history. Young readers can learn about significant historical events, such as the origin of the Limbu community and their philosophy of life.
<b>FET</b>	<b>CLO-1</b>	<b>CLO-2</b>	<b>CLO-3</b>	<b>CLO-4</b>
<b>Class Test</b>	✓	✓	✓	✓
<b>Seminar</b>	✓			
<b>Project work</b>		✓	✓	
<b>Practicum</b>			✓	✓
<b>Group Discussion</b>				✓

Summative Evaluation Tools

Term Examination: 50

### Suggested Readings

1. Amber Singh Limboo. *Leenam phung (Poetry Book)*. Namchi: Global Printing Press, Namchi, 2018.
2. Amber Singh Limboo, *Leenam (Story Book)*. Gangtok: Jolibe'z Printing Press, 2019.
3. Peter Hunt. *Children's Literature: An Illustrated History*
4. Hintz, Carrie and Tribunella, Eric L. *Reading Children's Literature: A Critical Introduction*
5. Kimberley Reynolds. *Children's Literature-A Very Short Introduction*. Oxford University Press, 2011.
6. Sweta Prajapati. *Research in Children's literature in India*. New Bharatiya Book Corporation, 2017.

### SEMESTER-IV

LIM-R-654

#### DISSERTATION

**Semester: Fourth Semester**

**Course Level: 600**

**Total Marks: 100**

**L+T+P: 4+3+1 = 8 Credits**

**Lecture: 35Hrs+Tutorial:15Hrs+Practical:10Hrs**

### Course Learning Outcomes

1. Upon completion of Course, students can identify research topic and research questions.
2. Know about the research design.
3. Can conduct good literature review.
4. Collect relevant data and analyze it.
5. Demonstrate critical thinking and develop analytical skills.
6. Able to provide new ideas to the society.

### Unit I:

- 1.1. Overview of Research Methodology
- 1.2. Research Problem
- 1.3. Research question and purpose
- 1.4. Limitation of Study

### Unit II:

- 2.1. Conduct literature review
- 2.2. Identification of research gaps

2.3. Method and Methodology

2.4. Methods of Data collection

### Unit III:

3.1. Collection and organizing data

3.2. Analysis and interpretation of data

3.3. Research Ethical guidelines

3.4. Plagiarism

### Unit IV:

4.1. Foot notes and End notes

4.2. Citation and Referencing system

4.3. Submission of mini thesis

4.4. Viva-Voce

### Mapping of CLO with FET

Learning Outcomes→ Formative Evaluation Tools↓	Student will be able to use devices or tools etc for research work.	Students can analyse the facts and figures qualitatively and more scientifically.	Students can prepare dissertation or mini thesis.	Students will be able to provide new directions to academic society and research.
FET	CLO-1	CLO-2	CLO-3	CLO-4
Class Test				
Seminar	✓	✓	✓	
Project Work	✓	✓		✓
practicum		✓	✓	
Group Discussion	✓	✓	✓	✓

### Suggested Readings

1. C. R. Kothari and Gaurav Garg. *Research Methodology –Methods and Techniques*. New Edge International Publishers, 2019.
2. Pranjal Bora, Jibon Saikia and Anil Hazarika. *A Concise Book on Research Methodology and Research and Publication Ethics*. Notion Press, 2023.
3. *MLA Handbook for Writers of Research Papers*. New Delhi: Affiliated East West Press Pvt. Ltd, 2009.

## SEMESTER-IV

LIM-S-655

CHEYABRUNG/KE FOLK MUSICAL INSTRUMENT OF LIMBU  
TRIBE

Semester: Fourth Semester

Course Level: 600

Total Marks: 100

L+T+P: 2+1+1= 4 Credits

Lecture: 30Hrs+Tutorial: 15Hrs+Practical: 15Hrs

## Course Learning Outcomes

1. At the end of the course, students will become capable of understanding the history, tradition, cultural and social values of *cheyabrung* in Limbu culture.
2. Student will become capable of playing instrument with techniques and skills.
3. Even students can improvise in beating techniques and make the instrument more scientific than before.
4. Students can critically analyse and interpret performance of *cheyabrung*.

Unit I: Introduction of *cheyabrung / ke* and the Limbu Tribe

- 1.1. History of *cheyabrung*
- 1.2. Origin of *cheyabrung*
- 1.3. Cultural and social significance
- 1.4. Overview of Limbu culture, traditions and beliefs

## Unit II: Anatomy, Playing Techniques and Occasions

- 2.1. Anatomy of *cheyabrung*
- 2.2. Parts of *cheyabrung*
- 2.3. Hand and stick to play *cheyabrung* techniques
- 2.4. Rhythms and beats
- 2.5. Role in Limbu festivals, rituals and ceremonies

## Unit III: Performance and Composition

- 3.1. Practice and performance
- 3.2. Composition of *cheyabrung*
- 3.3. Improvisation of techniques
- 3.4. Dances and songs during performance

## Unit IV: Critical Analysis and Interpretation of Performances

- 4.1. Analyzing and interpreting *cheyabrung* performances
- 4.2. Appreciating the aesthetics and sounds of *cheyabrung*
- 4.3. Developing critical listening skills
- 4.4. Participation of community people for preservation

### Mapping of CLO with FET

<b>Learning outcomes→</b>	Students will become capable of understanding the history, tradition, cultural and social values of <i>cheyabrung</i> in Limbu culture.	Student will become capable of playing <i>cheyabrung</i> with techniques and skills.	Even students can improvise in beating techniques and make the instrument more scientific than before.	Students can critically analyse and interpret performance of <i>cheyabrung</i> .
<b>Formative Evaluation Tools↓</b>				
<b>FET</b>	<b>CLO-1</b>	<b>CLO-2</b>	<b>CLO-3</b>	<b>CLO-4</b>
<b>Class Test</b>	✓	✓	✓	✓
<b>Seminar</b>			✓	
<b>Project work</b>	✓	✓		
<b>Practicum</b>				
<b>Group Discussion</b>			✓	
<b>Field Survey</b>	✓			

### Summative Evaluation Tools

Term Examination: 50

### Selected Reading

1. Bairagi Kainla. *namsami-kesami mundhum*. Kathmandu: Shuba Deep Printing Press, 2070 BS.
2. Aita Khajum. *cheyabrunsko nalibeli*. Nepal: Viswa Yakthung Mundhum Samaj, 2013.
3. Dr. Chaitannya Subba. *The Culture and Religion of Limbus*. Kathmandu: B. B. Subba, 1987.
4. Tej Raj Yangwago, *nawara hongsing ke*. Jorethang: Reaza Press, 2018.