

# SIKKIM UNIVERSITY

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

**LEARNING OUTCOME - BASED  
CURRICULUM**

**M.A. (BHUTIA) PROGRAMME**

འབྲས་ལྗོངས་ གཞུག་ལག་ སློབ་གྲི་ ཆེན་པོའི་ སློབ་ཚན།

**(With effect from Academic Session 2023-24)**



**DEPARTMENT OF BHUTIA**

**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  
Vice Chancellor  
Sikkim University



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## PREAMBLE

The goal of the two-year MA Bhutia programme is to offer a well-rounded educational experience focusing on Bhutia Language, Literature, History, and social Custom of Sikkimese Bhutia. This program aims to empower students by equipping them with essential skills and knowledge, while also preparing them to preserve and promote ethnic knowledge and identity. Ultimately, this will lead them towards successful and fulfilling future.

## POST GRADUATE ATTRIBUTES

The graduate attribute encompasses both specialized knowledge and understanding in the field of education, as well as a range of essential skills that students should acquire and exhibit. Here are several key characteristics that the graduate should demonstrate:

**PGA1: Holistic Development:** The graduate should demonstrate a commitment to the holistic development of students, encompassing their intellectual, emotional, spiritual, moral, and social aspects. They should foster critical thinking, creativity, and problem-solving skills alongside academic advancement.

**PGA2: Interdisciplinary Approach:** The graduate should possess the ability to apply an interdisciplinary approach, enabling students to explore various domains of knowledge. They should encourage the integration of Bhutia studies with other disciplines, fostering a broader understanding of the world.

**PGA3: Research and Innovation:** The graduate should recognize the significance of research and innovation. They should provide opportunities for students to engage in research projects, promote innovation, and develop research skills relevant to Bhutia culture, language, history, translation and society.

**PGA4: Communication Skills:** The Graduate should exhibit proficient communication skills, including active listening, analytical reading of texts and research papers, and effective expression of thoughts and ideas in both written and oral form.

**PGA5: Multilingualism and Cultural Understanding:** The graduate should possess knowledge of and respect for multiple cultures, values, and beliefs. They should encourage the preservation and promotion of regional languages and literature, while also fostering multilingualism and intercultural understanding. Measures should be taken to preserve Bhutia language, literature, and culture.

**PGA6: Skill Development:** The graduate should be adept at developing subject-specific skills and transferable skills such as communication, teamwork, leadership, and digital literacy. They should prepare students for diverse career paths and equip them with the necessary skills to thrive in a rapidly changing job market.

**PGA7: Ethics and Values:** The graduates need to exhibit a robust dedication to ethical conduct and human values. They must uphold Bhutia traditions, values, and ethnic, promoting responsible citizenship and social solidarity.

**PROGRAMME LEARNING OUTCOMES**

Upon completion of the courses, students should be able to achieve the following objectives in order to preserve and promote Bhutia traditional knowledge, history, and culture through language, as well as to learn both traditional and modern language and literature:

**PLO1:** Advanced Language Proficiency: Develop advanced language skills in Bhutia, including speaking, listening, reading, and writing. Acquire an extensive vocabulary and demonstrate a strong understanding of Bhutia grammar and syntax.

**PLO2:** Explore the historical context: Acquire a clear understanding of the historical context in which Bhutia language and literature emerged. Study the influences, cultural exchanges, and factors that contributed to the development of the Bhutia language and its literary tradition.

**PLO3:** Study the evolution of Bhutia language: Trace the evolution of the Bhutia language over time, including its origins, dialectical variations, and linguistic developments. Examine the influences of neighboring languages and cultures on the Bhutia language.

**PLO4:** Analyze Bhutia literary works: Study and analyze Bhutia literary works, including traditional and modern prose, poetry, folktales, and oral traditions. Interpret and critically evaluate literary texts, exploring themes, stylistic elements, and socio-cultural contexts.

**PLO5:** Explore the historical context: Acquire a clear understanding of the historical context in which Bhutia language and literature emerged. Study the influences, cultural exchanges, and factors that contributed to the development of the Bhutia language and its literary tradition.

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

**PLO7:** Investigate the development of Bhutia literature: Explore the evolution of Bhutia literature from its early origins to contemporary works. Study the major literary genres, themes, and styles that emerged throughout different periods. Analyze the contributions of renowned Bhutia writers, poets, and scholars to the development of Bhutia literature.

**PLO8:** Analyze linguistic and literary features: Examine the linguistic and literary features of Bhutia language and literature, including phonetics, grammar, syntax, vocabulary, and literary devices. Develop the ability to critically analyze Bhutia literary texts, identifying stylistic elements and themes.

**PL09:** Conduct independent research: Develop the skills necessary to conduct independent research on various topics related to Bhutia languages and literature and other relevant aspect. Acquire proficiency in scholarly research methods, including gathering and evaluating primary and secondary sources, formulating research questions, and presenting findings effectively.

**PL10:** Explore cultural and societal influences: Understand the cultural and societal influences on Bhutia language and literature. Analyze the interplay between language, literature, religion, history, politics, and other aspects of Bhutia society.

**PL11:** Contextualize Bhutia language and literature within Bhutia culture: Recognize the integral role of Bhutia language and literature in Bhutia culture and identity. Understand the relationship between language, literature, and broader cultural expressions, such as art, music, and religious practices.

**PL12:** Engage with interdisciplinary perspectives: Embrace interdisciplinary approaches to studying Bhutia language and literature. Explore connections between Bhutia language and literature, history, religion, philosophy, anthropology, and other relevant fields, fostering a holistic understanding.

**PL13:** Foster critical thinking and analysis: Develop critical thinking skills to analyze and interpret Bhutia language and literary texts, including their historical and cultural contexts. Evaluate different perspectives and theories related to Bhutia language and literature.

**PL14:** Students will demonstrate awareness of key similarities and differences between their own language, culture and grammar with their sister language such as Tibetan and Bhutanese.

**PL15:** New method: Develop proficiency in the standard new method of Bhutia writing system, both Romanized and Phonological Drenjongke Method.



SEMESTER-I					
Course Code	Title of the Course	Credit	Total Marks	Internal Marks	External Marks
BHU-C-501	འབྲས་ལྗོངས་ ལྷོ་སྐད་ཀྱི་ རོ་སློད་ དང་ ལོ་རྒྱུས། Introduction of Bhutia Language	4	100	50	50
BHU-C-502	ལྷོ་སྐད་ཀྱི་ ཚུམ་རིག་ དར་ཚུལ་ ལོ་རྒྱུས། History of Bhutia Literature	4	100	50	50
BHU-E-503	འབྲས་ལྗོངས་ ལྷོ་པའི་ སྤྱི་ཚོགས་ དང་ རིག་གཞུང། Society and Culture of the Bhutia	4	100	50	50
BHU-C-504	སྒྲན་ངག་ དང་ ཚོགས་བཅད། Bhutia Poetry	4	100	50	50
BHU-S -505	བྲི་རྩོམ་ དང་ ཚུམ་རིག་ གསར་པོ། Creative writings	4	100	50	50
	<b>TOTAL</b>	<b>20</b>	<b>500</b>	<b>250</b>	<b>250</b>
SEMESTER-II					
BHU-C-551	ལྷོ་སྐད་ སྐོ་རིག་པའི་ གཞུང་ལུག Introduction of Bhutia Linguistic	4	100	50	50
BHU-E-552	ཚུམ་རིག་ སྤྱིའི་ ལོ་རྒྱུས་ དང་ རོ་སློད། Literary Theory – I	4	100	50	50
BHU-C-553	འབྲས་ལྗོངས་ ལྷོ་པའི་ བཅོས་སྒྲུང་། ཚུམ་སྒྲུང་ དང་ གཏམ་རྒྱུད། Bhutia Novel and Stories	4	100	50	50
BHU-E-554	ལྷོ་པའི་ ཚུམ་ དང་ རྫོས་གར་ འབྲས་སློད། Essay and Drama	4	100	50	50
BHU-S-555	ཕབ་སྒྱུར་གྱི་ རིགས་ལམ། Translations	4	100	50	50
	<b>TOTAL</b>	<b>20</b>	<b>500</b>	<b>250</b>	<b>250</b>

SEMESTER-III					
BHU-R-601	ཉམས་ཞིབ་གྱི་ རིགས་ལམ་ དང་ ལུགས་མཐུན་གྱི་ ཉམས་ཞིབ། Research Methodology & Research Ethic	4	100	50	50
BHU-E-602	ཚོམ་རིག་ སྲིད་ ལོ་རྒྱུས་ དང་ རོ་སློང་། ཆ་གཉིས་པོ། Literary Theory II	4	100	50	50
BHU-C-603	རྣམ་ཐར་ སློབ་སྦྱོང་། Namthar Studies	4	100	50	50
BHU-C-604	ལྷོ་པའི་ དམངས་ཁྲོད་ ལམ་ལུགས། Bhutia Folkloristic	4	100	50	50
BHU-V-605	བྲུ་ལམ་ སྲུང་སྦྱོང་། Cyber Security	2	50	25	25
BHU-S-606	འབྲས་ལྗོངས་ ལྷོ་པའི་ བཟོ་རིག་ དང་ སྐྱུ་རྩལ། Traditional Art and Craft of Bhutia	2	50	25	25
	<b>TOTAL</b>	<b>20</b>	<b>500</b>	<b>250</b>	<b>250</b>
SEMESTER-IV					
BHU-R-651	མཐུན་མའི་ དཔྱད་ཚོམ་ Dissertation	8	200	100	100
BHU-C-652	ལྷོ་པའི་ དམངས་ཁྲོད་ ལམ་ལུགས་ དང་ འབྲེལ་བའི་ ས་གནས་ ཞིབ་སྦྱོང་། Folkloristic (Field based)	4	100	50	50
BHU-E-653	ཚོམ་རིག་ འབྲུན་བསྟུར། Comparative Literature	4	100	50	50
BHU-V-654	རྒྱ་གར་གྱི་ གཞུང་ལུགས་ རིག་ཀོ། Indian Education system (Base on Nalanda University) (IKS)	4	100	70	30
BHU-S-655	གསར་སྐྱུར་ ལས་རིགས། Journalism	2	50	25	25
	<b>TOTAL</b>	<b>20</b>	<b>550</b>	<b>255</b>	<b>255</b>
	<b>TOTAL AGGREGATE</b>	<b>80</b>	<b>2050</b>	<b>1050</b>	<b>1050</b>

## COURSE STRUCTURE OF MASTER DEGREE PROGRAMME IN BHUTIA

C – Core; E – Elective. V – Value add Course. O – Open. P. – Practicum. R – Research. S – Skill Enhancement Courses

**SEMESTER-I****BHU-C-501****Introduction of Bhutia Language****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:

- Explore basic language families: Introduce students to the concept of language families and their classification. Study major language families, such as Indo-European, Sino-Tibetan, Niger-Congo, Austronesian, and others. Understand the linguistic and historical connections between languages within these families.
- Familiarize with different scripts and writing forms: Introduce students to various writing systems and scripts used around the world. Learn about the characteristics and features of different scripts.
- Trace the Bhutia language family and writing scripts origin: Explore the origins and development of the Bhutia language family. Investigate its connections with other language families and the historical influences that shaped its linguistic characteristics. Trace the evolution of Bhutia writing scripts, including traditional and modern forms.
- Understand the developmental history of Bhutia language: Gain knowledge about the developmental history of the Bhutia language from its initial period. Study the socio-cultural, political, and historical factors that influenced the growth and transformation of the language over time. Analyze the impact of contact with neighboring languages and cultures on the development of Bhutia.

By achieving these objectives, students will be able to learn and explain the basic concepts of world languages, explore different scripts and writing forms, understand the classification of language families, trace the origin of the Bhutia language family and writing scripts, and comprehend the developmental history of the Bhutia language from its early stages. This knowledge will provide students with a solid foundation to further explore and study languages and their historical contexts.

**Introduction to Bhutia Language.** འབྲས་ལྗོངས་ ལྷོ་སྐད་ཀྱི་ རོ་སྐྱོད་ དང་ ལོ་རྒྱུས།

**Unit-I: History of Language and writing system** སྐད་ཡིག་ སྐྱེས་འཚེའི་ ལོ་རྒྱུས།

- 1.1 Origin of Languages སྐད་ དང་ སྐད་རིགས་གི་ འབྱུང་ཁུངས།
- 1.2 Early writing system གནའ་རབས་ཀྱི་ ཡི་གེ།
- 1.3 Alphabetical system དབྱུངས་གསལ་གྱི་ ཡི་གེ།
- 1.4 Invention of Sambota Script ཟུན་མའི་ ཡི་གེ་ དར་ཚུལ།

**Unit-II: World language families.** འཛམ་གླིང་ སྐད་རིགས་ སྤྱིའི་ རོ་སྐྱོད།

- 2.1 Different language families འཛམ་གླིང་ རང་གི་ སྐད་རིགས་ཀྱི་ ལྷིམ་ཚོང་།
- 2.2 Indo - European language Families ཡི་ཀ་ཤོ་ ཡུ་རོ་ཕི་ཡན་ སྐད་རིགས།
- 2.3 Sino-Tibetan/Tibeto Burman language families རྒྱ་བོད་ སྐད་ཡིག་ ལྷིམ་ཚོང་།
- 2.4 Trans Himalaya Language Group ཧི་མ་ལ་ཡི་ སྐད་རིགས་ སྤྱིའི་ རོ་སྐྱོད།

**Unit-III: Tibetic language and their classification** གངས་ལྗོངས་ རང་གི་ སྐད་རིགས་ དང་ འདིའི་ རང་གསལ་ དབྱེ་ཅ།

- 3.1 Definitation of "Tibetic" and "Tibetic Languages" བོད་ དང་ བོད་ཀྱི་ སྐད་རིགས།
- 3.2 Geographic distribution and status of Tibetic languages བོད་སྐད་ དར་ཡུལ་གྱི་ རོ་སྐྱོད།
- 3.3 Ethnic groups and linguistic groups མི་རིགས་ འོ་ལག་ དང་ སྐད་བཅའི་ འོ་ལག།
- 3.4 Language contact and influence སྐད་རིགས་ཀྱི་ འབྲེལ་ལམ་ དང་ འབྲེལ་བྱེད།

**Unit-IV: Introduction of Bhutia Language.** འབྲས་ལྗོངས་ ལྷོ་སྐད་ཀྱི་ རོ་སྐྱོད།

- 4.1 Sikkimese Bhutia Language འབྲས་ལྗོངས་ ལྷོ་སྐད་ཀྱི་ རོ་སྐྱོད།
- 4.2 Precolonial Status of Bhutia language in Sikkim ཕྱི་ལོ་ ༡༩༥༩ ལོ་ལྷན་གྱི་ ལྷོ་སྐད་ཀྱི་ གནས་སྟངས།
- 4.3 Postcolonial Status of Bhutia language in Sikkim ཕྱི་ལོ་ ༡༩༥༥ ལོ་རྒྱུ་གྱི་ ལྷོ་སྐད་ཀྱི་ གནས་སྟངས།
- 4.4 Developmental History of Bhutia writing system ལྷོ་སྐད་ དང་ལོ་ ཡིག་ཐོག་ལོ་ བྱི་སྐོལ་ དར་ཚུལ།

### Mapping of Formative Evaluation Tools with Learning Outcomes

Course Learning Outcomes →	The students will be able to explain the basic concepts of language families and their classification and understand the linguistic and historical connections between languages within these families.	The students will be able to learn a various writing systems and scripts used around the world. Learn about the characteristics and features of different scripts.	The students will be able to trace the Bhutia language family and writing scripts origin:	The students will be able to gain knowledge about the developmental history of the Bhutia language from its initial period. Study the socio-cultural, political, and historical factors that influenced the growth and transformation of the language over time. Analyze the impact of contact with neighboring languages and cultures on the development of Bhutia.	The students will be able to learn and explain the basic concepts of world languages, explore different scripts and writing forms, understand the classification of language families, trace the origin of the Bhutia language family and writing scripts, and comprehend the developmental history of the Bhutia language from its early stages.
Formative Evaluations Tools ↓					
FET	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
Class Test	✓		✓		
Project Work	✓		✓	✓	✓
Practicum		✓		✓	✓
Group Discussion	✓	✓	✓	✓	

Summative Evaluation Tools

Term Examination-50/

#### Suggested readings.

Smith Thomas, Hill Nathan W. (Eds) *Trans-Himalayan Linguistics*. Hubert & Co. GmbH & Co. KG Gottingen, 2013. print.

Khen T. Loday. འཛེན་གྱི་སྐད་ཡིག་སྐྱེ་འཚེན་ལོ་རྒྱུ་ལ་སྐྱེ་བ་ལྷན་ཅི་ཞུགས་པའི་སྐད་ཡིག་གི་སྐོར། Unknown 2009

Bhutia, T. Thendup & Bhutia, T. Palzang. སྐད་ཡིག་གི་སྐྱེ་འཚེན་ལོ་རྒྱུ་ལ་སྐྱེ་བ་ལྷན་ཅི་ཞུགས་པའི་སྐད་ཡིག་གི་སྐོར། Vision Enterprise. Gangtok, 2012

Haldar, G. *Languages of India* National Book Trust, India 1996. print.

Thurgood G, LaPolla, Randy J. (Eds) *The Sino-Tibetan Languages*. Routledge, British Library Cataloguing, 2003. print.

van Driem, George. Linguistic history and historical linguistics. *Linguistics of the Tibeto-Burman Area* 41(1):106-127 July 2018

van Driem, George. *Languages of the Himalayas Volume one* Brill, 2001

**History of Bhutia Literature****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 outcome**

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

- Gain a comprehensive understanding of the developmental history of the Bhutia language within the realm of literature.
- Conduct in-depth analysis of diverse Bhutia literary texts, while also examining their historical contexts of text.
- Identify and evaluate the contributions of significant Bhutia writers, as well as the challenges they faced during the initial stages.
- Explore the interplay between literature and performing arts, and develop the ability to reconstruct and interpret them effectively.

**History of Bhutia Literature**

ལྷོ་སྐད་ཀྱི་ ཚུམ་རིག་ ལོ་རྒྱུས།

**Unit-I: Introduction to Tibetan and Bhutia literature.**

འབྲས་མོད་ གཉིས་ཀྱི་ ཚུམ་རིགས་ དར་ཚུལ་ ལོ་རྒྱུས་ དང་ རོ་སྒྲིད།

- 1.1 Early period (upto 10 AD) & Meddle period(11-18 AD.) གནའ་དུས་ དང་ བར་དར་གྱི་ ཚུམ་རིགས་ འབྲུང་ཚུལ།
- 1.2 Modern period (upto 1950) ཚུམ་རིགས་ ཐོན་གསལ།
- 1.3 Contemporary Literature ད་ལྟའི་ ཚུམ་རིགས་ དར་ཚུལ།
- 1.4 History of Bhutia Language Founder འབྲས་ལྗོངས་ ལྷོ་སྐད་ལོ་ བཀའ་རིན་ཅན་གྱི་ མཁས་དབང་ཚུའི་ ལོ་རྒྱུས།

**Unit II: History of Bhutia Poterie ལྷོ་པའི་ ཚིག་བཅད་ དང་ སྐན་དག་ དར་ཚུལ་ ལོ་རྒྱུས།**

- 2.1 Introduction of Bhutia poteries འབྲས་ལྗོངས་ ལྷོ་པའི་ ཚིག་བཅད་ཀྱི་ རོ་སྒྲིད།
- 2.2 Moral lessons through Poetry ས་སྐྱ་ ལེགས་བཤད།
- 2.3 A mirror of truth རང་གཏམ་ ལྷ་སའི་ མེ་ལོང།
- 2.4 *Tshekchey* ཚིག་བཅད།

**Unit III: History of Bhutia Prose ལྷོ་སྐད་ ཚིག་ལྷུག་ དར་ཚུལ་ ལོ་རྒྱུས།**

- 3.1 Initial Bhutia writing system འདས་ལོག་ དུས་དེབ།
- 3.2 *Nang cho dang tshen ri las key ba len tshul* རན་ཚོས་ དང་ ཚན་རིག་གི་ རྒྱེ་བ་ ལེན་ཚུལ།
- 3.3 *Lab tsa* ལབ་ཅ་ དུས་དེབ།
- 3.4 *Lay gu dray* ལས་རྒྱ་འབྲས།

**Unit IV: History of Bhutia Performance Literature** ལྷོ་པའི་ འཇམ་བཟོན་ དར་ཚུལ་ ལོ་རྒྱུས།

- 4.1 Introduction of Drama Concept རྒྱུ་གར་གྱི་ རི་རྒྱུད།  
 4.2 *Lingsa chokey* ལྷིང་མ་ ཚོས་རྒྱུས།  
 4.3 *Padma Yodber* པད་མ་ རོད་ འབར།  
 4.4 *Gay Bum sa* གུད་ འབུམ་བསམ་གསལ།

**Mapping of Formative Evaluation Tools with Course Learning Outcomes**

Course Learning Outcomes → Formative Evaluations Tools ↓	Gain a comprehensive understanding of the developmental history of the Bhutia language within the realm of literature.	Conduct in-depth analysis of diverse Bhutia literary texts, while also examining their historical contexts of text.	Identify and evaluate the contributions of significant Bhutia writers, as well as the challenges they faced during the initial stages.	Explore the interplay between literature and performing arts, and develop the ability to reconstruct and interpret them effectively.
FET	CLO-1	CLO-2	CLO-3	CLO-4
Class Test	✓	✓		✓
Group Discussion	✓		✓	✓
Project Work	✓	✓	✓	✓
Practicum		✓	✓	

Summative Evaluation Tools

Term Examination-50/

**Suggested readings.**

Denjongpa, Neydup. *Brief History of Bhutia Drama*. Unknown 2016.

Denjongpa, Neydup. གཞོན་ལྷོ་ ཤེས་འདོད་ ཚན་གྱི་ རྩལ་གཏམ་ ལྷ་མའི་ མེ་ལོང་། Tashi Dorjee Bhutia. Gangtok 2008.

Lama, P. Ringzing. ཚན་རིག་ དང་ དངོས་ལེན་ གཞུང་དཔྱད་ རིག་གོ། Kwalitiy stores Gangtok, 2003.

Kalon, Sonam. འདས་ལོག་ Sampadak prakash. Gangtok, 1982

Tsechudarpa, Bhaichung. ལབ་ཚ། Media Trans Himalayan, Gangtok 2001. print.

Bhutia, K. Lbosang. ཚོགས་བཅད། Bhutia Kayrab Yargay Tshogpo. Gangtok, 2013. print.

**Society and Culture of the Bhutia**

**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:

- Students will develop an understanding of the various types and forms of rich marriage customs within the Bhutia community, enabling them to analyze and appreciate their cultural significance.
- Students will gain proficiency in performing oral invocations and comprehend their social value in different occasions. They will recognize the importance of oral invocations in invoking blessings and setting a positive atmosphere.
- Students will acquire knowledge about the concepts of Samsaric Puja, both in individual households and public settings. They will develop the skills to coordinate and conduct Samsaric Puja rituals, fostering a deeper understanding of their purpose and significance.
- Students will grasp the meaning and significance of the Bhutia community's harvesting festival, recognizing its importance in celebrating the culmination of the agricultural season and the abundance of crops. They will appreciate the cultural and communal aspects associated with the festival.

**Society and Culture of the Bhutia** འབྲས་ལྗོངས་ ལྷོ་པའི་ སྤྱི་ཚོགས་ དང་ རིག་གཞུང་།

**Unit: I. Marriage Custom** གཉེན་ ཆང་འཐུང་གི་ འགོ་ལུག

- |                            |                                                |
|----------------------------|------------------------------------------------|
| 1.1 Traditional ceremonies | བག་ཕྱིས་ དང་ གཉེན་གྱི་ རྟེན་འབྲེལ་ སྒྲིགས་ཚུལ། |
| 1.2 Pre-wedding customs    | བྱི་ཆང་། ལ་ཆང་། གནང་ཆང་།                       |
| 1.3 Wedding rituals        | གཉེན་ དང་ བཏུ་ལེས་ ཆང་འཐུང་།                   |
| 1.4 Post-wedding customs   | སློ་གཟུགས་ དང་ བག་སློག                         |

**Unit: II. Traditional Oral invocation** ལབ་དོན་ ལྷ་གསོལ།

- |                                              |                                           |
|----------------------------------------------|-------------------------------------------|
| 2.1. Oral invocation of tutelary deity       | ཕོ་ལྷ་ མཚན་ཚུལ།                           |
| 2.2. Oral invocation of local guardian deity | ལས་ལེན་ ལྷ་བས་ཚུལ།                        |
| 2.3. Different types of oral supplication    | ལབ་དོན་ ལྷ་སློལ་ དང་ མངག་གཞི་ ལྷ་བས་བཏང་། |
| 2.4. Others                                  | ཅམ་སྤུང་ཚུལ་ དང་ གཤེན་འཁྱེལ་ བཅེགས་ཚུལ།   |



**Unit: III. Different narrative of Religious rituals (Samsari Puja)** གྲོང་ཚོས་ དེམ་འགྲོའི་ ལྷོད།

- 3.1. *Gya zhi* རྒྱ་བཞི།  
 3.2. *Dhoko* དོག་གོ་ དགུ་མིག།  
 3.3. *Yam doe* མ་མོའི་ ཡམས་མདོས།  
 3.4. *Go sum* མགོ་གསུམ།

**Unit: IV. Sonam Losoong** སོ་ནམ་ ལོ་སྤུང་།

- 4.1. Harvesting festival significance ལོ་སྤུང་གི་ རོ་སྤོད།  
 4.2. Rituals and ceremonies ལོ་ཤེས་ ལྷ་རིམ།  
 4.3. Cultural expressions ལོ་སྤུང་གི་ གྲུ་སྒྲིགས་ དང་ ལྷུང་ཚུལ།  
 4.4. Community cohesion and gratitude ཚོས་ གཅིག་ལས་ རྒྱལ་ བར་གྱི་ མཛད་སྒོ།

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**Mapping of Formative Evaluation Tools with Course Learning Outcomes**

Learning Outcomes → Formative Evaluations Tools ↓	Students will develop an understanding of the various types and forms of rich marriage customs within the Bhutia community, enabling them to analyze and appreciate their cultural significance.	Students will gain proficiency in performing oral invocations and comprehend their social value in different occasions. They will recognize the importance of oral invocations in invoking blessings and setting a positive atmosphere.	Students will acquire knowledge about the concepts of Samsaric Puja, both in individual households and public settings. They will develop the skills to coordinate and conduct Samsaric Puja rituals, fostering a deeper understanding of their purpose and significance.	Students will grasp the meaning and significance of the Bhutia community's harvesting festival, recognizing its importance in celebrating the culmination of the agricultural season and the abundance of crops. They will appreciate the cultural and communal aspects associated with the festival.
FET	CLO-1	CLO-2	CLO-3	CLO-3
Class Test	✓	✓	✓	✓
Project work	✓	✓	✓	✓
Practicum			✓	
Group Discussion	✓	✓		✓

Summative Evaluation Tools

Term Examination -50/

**Suggested readings.**

Tsechudarmo, Bhaichung. ལོ་སྤུང་། Unknown, Gangtok 1996. print.

Dokhangba, S. Gyatso. *Losong*. Unknown, Gangtok 1996. print.

Dokhangba, S. Gyatso. *Sikkimese Marriage Custom and Rites*. Amit Offset Press, Siliguri 2001.

Unknown (Religious Text). མདོ་སྤུང་།

Namgyal, Kunzang. ལོ་སྤུང་ ལྷ་རིམ། *Morning Star*. Dhristi Press, Gangtok 2023.

BHU-C-504

**Bhutia 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: 0 Hrs****Course learning outcomes:**

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

- Students will develop the ability to analyze various types and forms of poetry, drawing connections between the themes and messages conveyed in the poems and real-life situations. They will also be able to compare and contrast different poems, identifying similarities and differences in their content, style, and impact.
- Students will critically analyze the underlying meaning of poems using the elements of poetry, such as imagery, figurative language, tone, and symbolism. They will also be able to summarize the main ideas and themes expressed in the poem, demonstrating a comprehensive understanding of its message.
- Students will demonstrate coordination skills by exploring and engaging with three different types of poetry, such as lyrical, narrative, and haiku. They will record their keen observations and personal experiences related to the subjects they encounter in their surroundings, translating them into poetic expressions.
- Students will develop the ability to comprehend the meaning of word phrases and sentences within a given context. They will apply their understanding of contextual clues, such as tone, syntax, and vocabulary, to grasp the intended meaning and nuances conveyed by the text.

**Bhutia Poetry** ལྷན་ངག་ དང་ ཚོགས་བཅད།

**Unit: I. Introduction to Different types and Forms of Poetry** ལྷན་ངག་ དང་ ཚོགས་བཅད་ཀྱི་ རོགས་སྒྲིག་

1.1 དེག་གནས་ ཚེན་པོ་ ལྷའི་ རོགས་སྒྲིག་།

1.2 ལྷའི་གཞུང་གི་ བུ་གཟུངས་ དབྱེ་བ་ དང་ བོ་དོན།

1.3 ལྷན་ངག་ ཤེས་པའི་ ཡོན་ཏན།

1.4 ལྷན་ངག་ མ་ཤེས་པའི་ ལྷོན།

**Unit: II. Bhutia Poetry (Kavya Dharshan)** ལྷན་ངག་ མེ་ལོང་གི་ གཟུགས་བརྟན།

2.1. ལྷན་ངག་ དང་ ལྷན་ངག་གི་ འབྲུང་ཚུལ།

2.2. ལྷན་ངག་ མེ་ལོང་ བོད་ལོ་ དར་ཚུལ་ ལོ་རྒྱུས།

2.3. ལྷན་ངག་ དང་ རོན་རྒྱན་གྱི་ དབྱེ་བ་ དང་ རོགས་སྒྲིག་།

2.4. ལྷན་ངག་ལྷན་ངག་གི་ ལྷན་ངག་ དང་ ལྷན་ངག་ དང་ མ་མཐུན་པོའི་ ལྷན་ངག་

**Unit: III. Bhutia Poetry** (mirror reflection of Kavya Dharshan) ལྷན་ངག་ མེ་ལོང་གི་ གཞུགས་བརྒྱན།

- 3.1. ཚོག་བཅད་ ལྷན་ངག།
- 3.2. ཚོག་ལྷག་ ལྷན་ངག།
- 3.3. བཅད་ལྷག་ ལྷན་ངག།
- 3.4. གཅིག་བསྐྱུས། ཚོགས་བསྐྱུས་ མཛོད།

**Unit: IV. Different Bhutia Poem** ཚོག་བཅད་ དང་ ལྷན་ངག་ འདྲ་མིན།

- 4.1. ཡུལ་གྱི་ རྩེ་ཚོས་ ལྷན་པའི་ ཚོག་རྒྱན།
- 4.2. དྲིན་ཚེན་ པའི་ ལྷ་དྲིན།
- 4.3. ལུ་ཉ་ བེ་རྩེད།
- 4.4. གུང་སང་ ཐོན་པོ།

**Mapping of Formative Evaluation Tools with Course Learning Outcomes**

Course Learning Outcomes →	Student will analyse the oral invocation and practices in different forms of deities and their believed.	Student will able to practices or implement the Sonam Losoong festival or provide opportunities for the local community to engage in new activities in the arts and other creative fields.	Student will Generate its own unique custom of Marriage which was differs from other Marriages and also examine a number of rituals and formalities.	Student will able to explain the different rituals practices in Buddhist community
Formative Evaluations Tools ↓				
FET	CLO-1	CLO-2	CLO-3	CLO-4
Class Test	✓		✓	✓
Project work		✓	✓	✓
Practicum	✓	✓	✓	
Group Discussion	✓	✓	✓	✓

Summative Evaluation Tools

Term Examination-50/

**Suggested readings.**

Denjongpa, Neydup. གཞུགས་བརྒྱན་གྱི་ མེ་ལོང་གི་ ཚོག་བཅད་ ལྷན་ངག་ མཛོད། Tashi Dorjee Bhutia. Gangtok 2008.

Bhutia, Y. Ringzing. ཚོག་བཅད་ ཚོག་བཅད། Vision Enterprise Gangtok, 2013.

Tsechudarpa, Bhaichung. ལུ་ཉ་ བེ་རྩེད། (collection of poems) Deep Enterprise, Gangtok 2014. print.

Tsechudarpa, Bhaichung. འབྲས་ལྷོངས་པའི་ གཞུགས་བརྒྱན། Media Trans Himalaya, Gangtok 2004. print.

Bhutia, K. Lbosang. ཚོགས་བཅད། Bhutia Kayrab Yargay Tshogpo. Gangtok, 2013. print.

Tenzing, Tashi. མི་དབང་འབྲས་ལྷོངས་ཚོས་ རྒྱལ་ཁྲི་ཐོག་བཅད་པ་ལ་བཀའ་དྲིན་མཛོད་བརྒྱན། NIT, Deorali Gangtok 2014. print.

## BHU-O-505

## ASE: Creative Writing

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

Course Level: 500

Total Marks: 100

Lecture: 40 Hrs + Tutorial: 10 Hrs + Practical: 10 Hrs

### Course Learning Outcomes

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

- Students will develop the skills to create visually pleasing and aesthetically appealing written content, utilizing design principles to enhance the presentation of their work.
- Students will enhance the meaning and flow of sentences and paragraphs through revision and editing techniques. They will learn to structure their writing effectively, ensuring coherence and clarity.
- Students will improve their reading and information-gathering abilities, cultivating a sense of motivation to engage with texts and produce written responses. They will develop strategies to extract key information and actively participate in reading and writing activities.
- Students will utilize creative writing techniques for various purposes, including entertainment, providing information, and persuasion. They will learn how to adapt their writing style and tone to suit different contexts and effectively communicate their intended message.
- Students will learn about terminology and colloquialism in writing. They will study specialized vocabulary and terms related to specific fields or subjects. Additionally, students will explore colloquial language and its use in informal writing and conversations. This unit will help students enhance their language skills and adapt their writing style for different contexts

### Creative Writing གྲི་རྩོམ་ དང་ རྩོམ་རིག་ གསལ་པོ།

#### Unit: I. Introduction to Basic Calligraphy ཡིག་གཟུགས་ གྲི་རྩུབ་ དང་ གྲི་བཏང་།

- |                             |                                                        |
|-----------------------------|--------------------------------------------------------|
| 1.1 Printed letter          | དབུ་ཅན་ ཡིག་དཀར་ གྲི་གཟུགས།                            |
| 1.2 Cursive/Headless letter | དབུ་མེད་ ཡིག་གཟུགས།                                    |
| 1.3 Running Handwriting     | འཇུག་ཡིག་                                              |
| 1.4 Graphemes/Symbol        | ཡིག་མཚོན་ མོགས་ཀྱི་ རོ་སྒྲོན་ དང་ བེད་སྒྲོན་ བྱས་བཏང་། |

#### Unit: II. Basic Sentence construction base on Bhutia orthography དག་ཡིག་ དང་ དག་སྒྲོན།

- |                                  |                   |
|----------------------------------|-------------------|
| 2.1 Orthography part I           | བྱིས་པའི་ དག་ཡིག་ |
| 2.2 Orthography part II          | བྱིས་པའི་ དག་ཡིག་ |
| 2.3 Course of Study (Synonym) I  | མདོན་བརྗོད།       |
| 2.4 Course of Study (Synonym) II | མདོན་བརྗོད།       |

**Unit: III. Creative Writing** ཚུམ་རིགས་ འདྲ་མིན།

- 3.1 Formal Letter writing I རྒྱ་ཆེན་ ཁག་ལོ་ ཡི་གེ་ གྲིསོལ།  
 3.2 Formal Letter writing II རྒྱ་བས་མཐོ་ གྲིསོལ།  
 3.3 Speech writing གསུངས་བཤད་ གྲིསོལ།  
 3.4 Hymns and poets བད་ དང་ ལྷན་དག་ གྲིསོལ།

**Unit: IV. Terminology and Colloquialism**

- 4.1. Religious Terminology ཚེས་ལྷོགས་ དང་ འབྲེལ་བའི་ ཐ་སྐད།  
 4.2. Scientific Terminology ཚན་རིག་ དང་ འབྲེལ་བའི་ ཐ་སྐད།  
 4.3. Honorific I ཞེས་ དང་ ཐལ་སྐད་ བེད་སྡོད་ ལྷོས་ཚུལ།  
 4.4. Honorific II ཞེས་ དང་ ཐལ་སྐད་ བེད་སྡོད་ ལྷོས་ཚུལ།

**Mapping FETs with Course Learning Outcomes**

Course Learning Outcomes→ Formative Evaluations Tools↓	Students will develop the skills to create visually pleasing and aesthetically appealing written content, utilizing design principles to enhance the presentation of their work.	Students will improve their reading and information-gathering abilities, cultivating a sense of motivation to engage with texts and produce written responses. They will develop strategies to extract key information and actively participate in reading and writing activities.	Students will utilize creative writing techniques for various purposes, including entertainment, providing information, and persuasion. They will learn how to adapt their writing style and tone to suit different contexts and effectively communicate their intended message.	Students will learn about terminology and colloquialism in writing. They will study specialized vocabulary and terms related to specific fields or subjects. Additionally, students will explore colloquial language and its use in informal writing and conversations. This unit will help students enhance their language skills and adapt their writing style for different contexts.
Test	✓	✓	✓	
Group Discussion	✓	✓		✓
Paper presentation				✓
Project	✓	✓	✓	✓

**Summative Assessment**

End Term Examination: 50%

**Suggested Readings:**

- Drenjongpo, Jigmed W. *Bhutia-English Terminology and colloquialisms*. Beracah Printing, Gangtok. 2014. Print.  
 Unknown, ཡིག་བསྐྱར་ རྣམ་བཤམ་ རྒྱ་གསལ་ རྒྱོན་མེ། Modern Print, ?. 1975. Print.  
 Sakya Pandita, K. Gyaltsen. ལྷོས་པའི་ དག་ཡིག་ ?, ?. 1182-1251. Print.

**SEMESTER-II**

BHU-C-551

**Introduction of Bhutia Linguistic**

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

**Course Learning Outcomes:**

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

- Students will possess the ability to recognize various forms of Bhutia grammar and orthography and the skills to utilize prefixes, suffixes, post suffixes, root letters, and different grammatical cases.
- Students will gain knowledge of text properties, Contextual Etymology, the Sound-Producing System, gender classification of alphabets, and the formation of tense in words.
- Students will be capable of comprehending the structure of the Bhutia phonology system and mastering a new method of Bhutia writing.
- The students will be able to create and apply the Bhutia language's vocal tract, enabling them to articulate consonants. This plays a crucial role in producing and shaping speech sounds, facilitating effective communication.
- Students will develop the ability to distinguish between oral language and written language and understand their respective applications.

**Introduction of Bhutia Linguistic** ལྷོ་སྐད་ ལྷོ་རིག་པའི་ གཞུང་ལུགས་

**Unit: I. Introduction to Bhutia Philology** ལྷོ་སྐད་ ལྷོ་རིག་པའི་ གཞུང་གི་ རོ་སྒྲོན།

- 1.1. Introduction to Bhutia *Sumchu pa* བད་སྒྲོན་པའི་ གཞུང་གི་ རོ་སྒྲོན། ལུ་མ་ཅུ་པ།
- 1.2. Roots letter, Prefix, Suffix, Secondary Suffix, ཡི་གེའི་ རྣམ་བཞག་ དང་ ལྷོ་རྩུ་ལ།
- 1.3. Grammatical Cases I ཚེགས་དུ་གྱི་ རྣམ་བཞག་ དང་ ལྷོ་རྩུ་ལ།
- 1.4. Grammatical Cases II ལྷད་ རང་དབང་ཅན་གྱི་ ལྷོ་རྩུ་ལ།

**Unit: II. Vocal tract and Consonant Articulation in Bhutia** ཡི་གེ་ ལྷོ་གནས་ དང་ ལྷོ་དག་གསལ་ གསུམ།

- 2.1. Text properties and Contextual Etymology ཡི་གེའི་ རོ་ཚོ་ དང་ རེས་ཚིག་
- 2.2. The Sound-Producing System ཡི་གེའི་ ལྷོ་གནས།
- 2.3. Gender classification of alphabets and usages ཡི་གེའི་ རྣམས་ཀྱི་ དབྱེ་བ་ དང་ འཕྲུག་ཚུལ།
- 2.4. Tense formation in words དུས་གསུམ་ རྣམ་བཞག་

**Unit: III. Phonology** སྐྱེ་གདངས་ རིག་ཀའི་ རྣམ་བཞག

- 3.1. Introduction སྐྱེ་གདངས་ རིག་ཀའི་ རོ་སློབ།  
 3.2. Consonant phonetic description གསལ་བྱེད་ཀྱི་ སྐྱེ་གདངས་ རྣམ་བཞག  
 3.3. Vowels phonetic description དབྱེད་ཡིག་གི་ སྐྱེ་གདངས་ རྣམ་བཞག  
 3.4. Phonological Drenjongke Method སྐྱེ་གདངས་ རིག་ཀའི་ ལམ་ལུགས་ལྟར་ ལྟོ་སྐྱད་ གི་སློབ།

**Unit: IV. Oral and written language and Orthography** ལ་སྐྱད་ ཡིག་སྐྱད་ དང་ དག་ཡིག

- 4.1. Different Oral language and dialect ལ་སྐྱད་ དང་ ཡུལ་སྐད།  
 4.2. Written language ཡིག་སྐད།  
 4.3. *Dakye padkar chungpo* (Part I) དག་ཡིག་ བད་དཀར་ རྒྱུ་ལོ།  
 4.4. *Dakye padkar chungpo* (Part II) དག་ཡིག་ བད་དཀར་ རྒྱུ་ལོ།

**Mapping of Formative Evaluation Tools with Course Learning Outcomes**

Course Learning Outcomes →	Students will possess the ability to recognize various forms of Bhutia grammar and orthography and the skills to utilize prefixes, suffixes, post suffixes, root letters, and different grammatical cases.	Students will gain knowledge of text properties, Contextual Etymology, the Sound-Producing System, gender classification of alphabets, and the formation of tense in words.	Students will be capable of comprehending the structure of the Bhutia phonology system and mastering a new method of Bhutia writing.	The students will be able to create and apply the Bhutia language's vocal tract, enabling them to articulate consonants. This plays a crucial role in producing and shaping speech sounds, facilitating effective communication.	Students will develop the ability to distinguish between oral language and written language and understand their respective applications.
Formative Evaluations Tools ↓					
Test	✓	✓	✓		
Group Discussion	✓		✓	✓	
Essay Writing		✓		✓	✓
Paper presentation		✓		✓	✓
Assignments	✓		✓	✓	✓

Summative Evaluation tools

Term Examination - 50%

**Suggested Readings**

- Rinpochi, J.Y Dorjee, (དག་ཡིག་ བད་དཀར་ རྒྱུ་ལོ་ རྒྱུ་ལོ). Manuscript, ?, ?.Print.  
 Tshering, N. Rinzing, P. *Sumtag dang Dri-Tsom*. Education Department Govt of Sikkim, Gangtok 2009. Print.  
 Ontario, eCampus. Ontario.Hamilton, *Essentials of Linguistics*, ?, ?.Print.  
 O'grady, William. *Contemporary Linguistics, an introduction*. Library of Congress, USA, 2010. Print.  
 Yliniemi, Juha. *Descriptive Grammar of Denjongke*. Helsinki, 2019. Print.  
 Namgyal, K. van Driem, J. *Phonological Drenjongke*. Namgyal Institute of Tibetology, Gangtok 2021. Print.  
 Sambotha. Thumi. སྐྱེ་གདངས་ རིག་ཀའི་ རྣམ་བཞག་གི་ རྒྱུ་ལོ་ རྒྱུ་ལོ. Dharamsala, 1997. Print.

**Literary Theory – I****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:

- The students will acquire knowledge of the foundational aspects of Indian literary thought, including its history, linguistic situation, and transitional processes.
- The students will explore diverse forms of prose literature, including indigenous and traditional works of India.
- By studying the Rasa Theory, the students will gain the ability to analyze various Bhutia literary works.
- The students will become familiar with Western literary history, encompassing authors and their works from the Greek period to Postmodernism.
- Through an understanding of Aristotle's Concept of Tragedy, the students will be able to analyze novels, stories, dramas, and other literary forms.

**Literary Theory** ཚོམ་རིག་ སྤྱི་ལོ་ལྷན་སྐྱེས་ དང་ རོ་སྤྱོད།**Unit: I. History of Indian Literary Thought** རྒྱ་གར་པའི་ ཚོམ་རིག་ ལོ་རྒྱུས་ དང་ དགོངས་འཆར།

- |                                                      |                                                      |
|------------------------------------------------------|------------------------------------------------------|
| 1.1 Indian literary history and linguistic situation | རྒྱ་གར་གྱི་ཚོམ་རིག་ ལོ་རྒྱུས་ དང་ སྐད་བཅའི་ གནས་ཚུལ། |
| 1.2 The process of Transition                        | འཕེལ་འགྱུར་གྱི་ བོ་རིམ།                              |
| 1.3 Indigenous traditions of Indian Prose            | རྒྱ་གར་ རང་གི་ ཡུལ་སྐྱེས་ ལྷན་སྐྱེས་གྱི་ རོ་ལ་རྒྱུ།  |
| 1.4 Various forms of Prose Literature                | ལྷན་སྐྱེས་ ཚོམ་རིག་ འདྲ་མིན།                         |

**Unit: II. Introduction of Rasa Theory** ར་ས་ རིགས་པའི་ གཞུང་ལུགས་ཀྱི་ རོ་སྤྱོད།

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| 2.1. Traditional of Rasa Theory | ར་ས་ རིགས་ཀའི་ ལམ་ལུགས།           |
| 2.2. Types of Rasa              | ར་ས་ རིགས་ཀའི་ རྣམ་པོ།            |
| 2.3. Rasa and Rasa Structure    | ར་ས་ དང་ ར་སའི་ གནས་ལུགས།         |
| 2.4. Rasa Analysis of Text      | ར་སའི་ ལམ་ལུགས་ ཐོག་ལས་ དཔྱད་ཞིབ། |
| 2.5.                            |                                   |

**Unit: III. History of Western Literary Thought** ལྷན་སྐྱེས་པའི་ ཚོམ་རིག་ ལོ་རྒྱུས་ དང་ དགོངས་འཆར།

- |                                                                   |                                                      |
|-------------------------------------------------------------------|------------------------------------------------------|
| 3.1. The two origins, Background history and Literature features. | རྒྱ་གར་ལོ་རྒྱུས་ དང་ ཚོམ་རིག་གི་ བྱེད་ཚོས།           |
| 3.2. The history of Greek period and major author and works.      | གྱི་རི་སའི་ དུས་རབས་ཀྱི་ ཚོམ་རིག་ ལོ་རྒྱུས།          |
| 3.3. Renaissance period and major author and works.               | རིག་ཐུལ་ ཕྱི་དར་གྱི་ དུས་རབས་ཀྱི་ ཚོམ་རིག་ ལོ་རྒྱུས། |
| 3.4. The period of postmodernism                                  | དུས་རབས་ གསར་མའི་ རིང་ལུག་ དང་ ཚོམ་རིག་ ལོ་རྒྱུས།    |



**Unit: IV. Tragedy** ཡིད་ བཅའ་མའི་ ལྷོས་གར།

4.1. Aristotle Concept of Tragedy

Aristotle ཀི་ བཅའ་མའི་ ལྷོས་གར་ ཡིད་ བཅའ་མའི་ ལྷོས་གར།

4.2. Types of Tragedy

ཡིད་ བཅའ་མའི་ ལྷོས་གར་ གནང་ཚན།

4.3. Elements of Tragedy

ཡིད་ བཅའ་མའི་ ལྷོས་གར་གྱི་ ཚུལ།

4.4. Tragedy analysis of Text

ལྷོས་གར་གྱི་ ལྷོས་གར་ དཔྱད་པོ།

**Mapping of Formative Evaluation Tools with Course Learning Outcomes**

Course Learning Outcomes →	The students will acquire knowledge of the foundational aspects of Indian literary thought, including its history, linguistic situation, and transitional processes.	The students will explore diverse forms of prose literature, including indigenous and traditional works of India.	By studying the Rasa Theory, the students will gain the ability to analyze various Bhutia literary works.	The students will become familiar with Western literary history, encompassing authors and their works from the Greek period to Postmodernism.	Through an understanding of Aristotle's Concept of Tragedy, the students will be able to analyze novels, stories, dramas, and other literary forms.
Formative Evaluations Tools ↓					
Test					✓
Group Discussion	✓	✓	✓	✓	✓
Book review			✓	✓	
Assignments	✓	✓	✓		✓

Summative Evaluation tools

Term Examination - 50%

**Suggested readings**

Das, Sisir.Kumar. *A History of Indian Literature, Western impact: Indian response 1800-1910*, Sahitya Akademie, New Delhi, 2005. Print.

Tung, Alexander C. H. *An Outline Introduction to Western Literature*,

Gilje, Nils. Skirbekk, Gunnar. *A History of Western Thought From Ancient Greece to the Twentieth Century*, London, 2001. eBook.

Online. *Bharata's Rasa Theory*, [www.lkouniv.ac.in](http://www.lkouniv.ac.in)>site content 18/7/2023

BHU-C-553

**Bhutia Novel and Stories**

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 the course students will be able to:

- Gain exposure to diverse characters and perspectives through reading novels and stories, fostering empathy and a deeper understanding of Bhutia cultures and social issues.
- Literature explores complex emotions and human experiences, enabling readers to enhance their emotional intelligence, recognize and navigate their own emotions, and develop empathy towards others
- Enhance their language proficiency, expand vocabulary, and improve communication abilities by engaging with novels and stories that expose them to various writing styles, techniques, and literary devices.
- Develop a greater appreciation and understanding of different time periods, societies, and historical events through the insights provided by many works of literature, contributing to their cultural and historical awareness.
- Explore and navigate complex emotions and human experiences portrayed in literature, enhancing their emotional intelligence, fostering self-awareness, and developing empathy towards others.

**Bhutia Novel and Stories** འབྲས་ལྗོངས་ ལྷོ་པའི་ བཅོས་སྐྱད་། ཚཱ་སྐྱད་ དང་ གཏམ་རྒྱུད།

**Unit: I. Novel** བཅོས་སྐྱད་།

- 1.1 Introduction of Novel བཅོས་སྐྱད་གི་ རོ་སྒྲིབ།
- 1.2 Rechi Part – I རེ་ཆེ་ ཆ་གཉིས་པོ། དུམ་བོ་ དང་པོ།
- 1.3 Rechi Part – II རེ་ཆེ་ ཆ་གཉིས་པོ། དུམ་བོ་ གཉིས་པོ།
- 1.4 Rechi Part – III རེ་ཆེ་ ཆ་གཉིས་པོ། དུམ་བོ་ གསུམ་པོ།

**Unit: II. Story** ཚཱ་སྐྱད།

- 2.1. མཁས་པའི་ མི་ལོ་ ཉམས་ཚེད་ ལེན་བའི་ ལོ་རྒྱུས།
- 2.2. ལུམ་ མེ་ཏོག་ དར་མའི་ གསུང།
- 2.3. རྟེན་ཕྱོགས་ ལྷ་རི་ ལུ་ཁྲིད།
- 2.4. གནའ་དུས་ཀྱི་ གསུང་གཏམ།

**Unit: III. Oral traditional tales** གཏམ་རྒྱུད།

- 3.1. བྱ་སྤྲེལ་གྱི་ གཏམ་རྒྱུད། ཆ་ དང་པོ།
- 3.2. བྱ་སྤྲེལ་གྱི་ གཏམ་རྒྱུད། ཆ་ གཉིས་པོ།
- 3.3. བྱ་སྤྲེལ་གྱི་ གཏམ་རྒྱུད། ཆ་ གསུམ་པོ།
- 3.4. མོ་བྲང་ རབ་ལྷན་ཅིང་ དང་ འབྲེལ་བའི་ གཏམ་རྒྱུད།

**Unit: IV. Religious tales and story** རྣང་ཚོས་ དང་ འབྲེལ་བའི་ ལོ་རྒྱུས།

- 4.1. མཚོ་ གཉིས་འབྲེལ་ དང་ ལ་སྤྱོད་ དཔལ་ལེན་ ལོ་རྒྱུས།
- 4.2. ལྷོ་མཚན་ ལོ་རྒྱུས་ ཉི་ལྔ་ བསྟན་འཛིན་གྱི་ ལོ་རྒྱུས།
- 4.3. ལ་ཚེན་ ལྷོ་མཚན་ སྐྱ་ལྷོང་ རིམ་བྱོན་གྱི་ ལོ་རྒྱུས།
- 4.4. སྐུབས་ཇེ་ གཡང་ཐང་ རིན་པོ་ཆེའི་ མཛོད་རྣམ།

**Mapping of Formative Evaluation Tools with Course Learning Outcomes**

Course Learning Outcomes →	Gain exposure to diverse characters and perspectives through reading novels and stories, fostering empathy and a deeper understanding of Bhutia cultures and social issues.	Literature explores complex emotions and human experiences, enabling readers to enhance their emotional intelligence, recognize and navigate their own emotions, and develop empathy towards others	Enhance their language proficiency, expand vocabulary, and improve communication abilities by engaging with novels and stories that expose them to various writing styles, techniques, and literary devices.	Develop a greater appreciation and understanding of different time periods, societies, and historical events through the insights provided by many works of literature, contributing to their cultural and historical awareness.	Explore and navigate complex emotions and human experiences portrayed in literature, enhancing their emotional intelligence, fostering self-awareness, and developing empathy towards others.
Formative Evaluations Tools ↓					
Test		✓		✓	✓
Group Discussion	✓	✓		✓	✓
Book review	✓				
Assignments	✓	✓	✓	✓	✓

Summative Evaluation tools

Term Examination - 50%

**Suggested readings**Tschudarmo, Bhaichung. *Rechi Part II*, Gangtok, 2023.

Unknown. བྱ་སྤྲེལ་གྱི་ གཏམ་རྒྱུད། Buddhist Resource Centre, Massachusetts.

Achraya, T. Gyatso. མཁའ་རྫོགས་འབྲེལ་བའི་ རྣང་ཚོས་ཀྱི་ ལྷོ་མཚན་ལག་གཉིས་ཀྱི་ རྣམ་ཐུང་། Gangtok, 2019. Print.

Achraya, T. Gyatso. འབྲེལ་བའི་ རྣང་ཚོས་ཀྱི་ ལྷོ་མཚན་དཔལ་ལེན་ཀྱི་ རྣམ་ཐུང་། Gangtok, 2019. Print.

Bhutia, K. Lobsang. རྣང་ཚོས་ དང་ གཏམ་རྒྱུད། Gangtok, 2013. Print.

Palkey, Tashi. གཏམ་རྒྱུད་ཀྱི་ དེབ་རྒྱུང་། Gangtok, 1996. Print.

## 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 Course, Students will be able to:

- Students will be able to classify different aspects of drama culture, such as theatrical styles, performance traditions, and dramatic techniques. They will explore the significant ways in which the tools of drama, including acting, staging, and storytelling, have been utilized to entertain audiences. Through this exploration, students will develop a deeper understanding of the artistic and creative possibilities offered by drama.
- Students will gain knowledge about the commonalities and differences between Sikkimese, Indian, and Tibetan drama cultures. They will study various elements such as performance styles, themes, costumes, music, and rituals, and analyze how these factors contribute to the distinctiveness of each culture's dramatic expressions. This comparative analysis will promote cultural understanding and appreciation of diverse theatrical traditions.
- Through drama and movement exercises, students will enhance their movement skills, concentration, and physical control. They will engage in activities that require coordination, body awareness, spatial awareness, and expressive movement. This development of movement skills will enable students to effectively communicate emotions, actions, and characterizations in theatrical performances.
- Students will learn the process of analyzing sensory information through the language and skills unique to dance. They will explore how movement, rhythm, dynamics, and spatial relationships can convey meaning and emotions. By analyzing and responding to sensory cues in dance, students will develop a heightened awareness of their bodies, movements, and the expressive potential of dance as an art form.
- Students will engage in activities that enhance their verbal and nonverbal communication skills, including dialogue delivery, voice modulation, body language, and improvisation. They will also explore the nuances of language through script analysis, character development, and storytelling, allowing them to express themselves effectively and creatively in various dramatic contexts.

## Essay and Drama འབྲས་ལྗོངས་ ལྷོ་པའི་ ཚུམ་ དང་ རྫོས་གར་ འཁྲབ་སྟེན།

## Unit: I. History of Drama Culture རྫོས་གར་ དང་ འཁྲབ་སྟེན་ དར་ཚུལ།

1. Introduction of Drama Culture རྫོས་གར་ དང་ འཁྲབ་སྟེན་གྱི་ རོ་སྟོན།
2. Indian Drama Culture ལྷ་གར་གྱི་ རྫོས་གར་ དང་ འཁྲབ་སྟེན་གྱི་ རོ་སྟོན།
3. Tibetan Drama Culture བོད་ཀྱི་ རྫོས་གར་ དང་ འཁྲབ་སྟེན་གྱི་ རོ་སྟོན།
4. Life Story of Thang Tong Gyalpo (founder of Tibetan opera) ལྷུང་ཚེན་ ཐང་སྟོང་ ལྷུང་པའི་ རྫོས་གར།

## Unit: II. Adaptation of Tibetan Drama Culture

- 2.1. Manipo-the Tibetan opera
- 2.2. Drowa Zangmo
- 2.3. Dri me Kunden
- 2.4. Cho gyal norzang

བོད་ཀྱི་ རྫོས་གར་ལས་ ཆད་པའི་ འཁྲབ་སྟེན།  
 མ་ཁི་པོ་ འཁྲབ་སྟེན་ དར་ཚུལ།  
 འགོ་བ་ བཟང་ལོ།  
 ཇི་མེད་ ལུན་ལྷན།  
 ཚུམ་ལྷུང་ རྫོས་གར།

**Unit: III. History of Bhutia Drama Culture** འབྲས་ལྗོངས་ ལྷོ་པའི་ ལྷོ་མ་གར་ དང་ འབྲས་ལྷོན་ དར་ཚུལ།

- 3.1. Sikkimese Bhutia Drama Culture འབྲས་ལྗོངས་ རང་གི་ ལྷོ་མ་གར་ ལབ་སྟོན།
- 3.2. *Shenji Dance* གཤེན་རྗེའི་ འཆམ།
- 3.3. *Khen lop Cho sum* མཁན་སློབ་ཚོས་གསུམ།
- 3.4. *Naljor che zhi* རྣལ་འབྱོར་ མཆེད་བཞེ།

**Unit: IV. Adaptation of Indian Drama Culture** རྒྱ་གར་ལས་ ཆད་པའི་ འབྲས་ལྷོན།

- 4.1. Natir Puja I གར་མཁན་མའི་ ཕྱག་མཆོད།
- 4.2. Natir Puja II གར་མཁན་མའི་ ཕྱག་མཆོད།
- 4.3. Natir Puja III གར་མཁན་མའི་ ཕྱག་མཆོད།
- 4.4. Natir Puja IIII གར་མཁན་མའི་ ཕྱག་མཆོད།



### Mapping of Formative Evaluation Tools with Course Learning Outcomes

Course Learning Outcomes →	Students will be able to classify different aspects of drama culture, such as theatrical styles, performance traditions, and dramatic techniques. They will explore the significant ways in which the tools of drama, including acting, staging, and storytelling, have been utilized to entertain audiences. Through this exploration, students will develop a deeper understanding of the artistic and creative possibilities offered by drama.	Students will gain knowledge about the commonalities and differences between Sikkimese, Indian, and Tibetan drama cultures. They will study various elements such as performance styles, themes, costumes, music, and rituals, and analyze how these factors contribute to the distinctiveness of each culture's dramatic expressions. This comparative analysis will promote cultural understanding and appreciation of diverse theatrical traditions.	Through drama and movement exercises, students will enhance their movement skills, concentration, and physical control. They will engage in activities that require coordination, body awareness, spatial awareness, and expressive movement. This development of movement skills will enable students to effectively communicate emotions, actions, and characterizations in theatrical performances.	Students will learn the process of analyzing sensory information through the language and skills unique to dance. They will explore how movement, rhythm, dynamics, and spatial relationships can convey meaning and emotions. By analyzing and responding to sensory cues in dance, students will develop a heightened awareness of their bodies, movements, and the expressive potential of dance as an art form.	Students will engage in activities that enhance their verbal and nonverbal communication skills, including dialogue delivery, voice modulation, body language, and improvisation. They will also explore the nuances of language through script analysis, character development, and storytelling, allowing them to express themselves effectively and creatively in various dramatic contexts.
Formative Evaluations Tools ↓					
Test	✓	✓	✓	✓	✓
Group Discussion	✓	✓		✓	✓
Book review					
Assignments	✓	✓	✓	✓	✓

Summative Evaluation tools

Term Examination - 50%

#### Suggested readings

Bhutia. T.Norbu. གར་མཁན་མའི་ལྷན་མཆོད། Gangtok, 2019

Denjongpo, Neydup. འབྲས་ལྗོངས་པའི་འབྲས་རྫོན་བརྒྱད་ཁྲུངས་འཇུག་པའི་མེ་ཏོག་དཀར་པོའི་ཆ་བ། Gangtok, 2017. Print.

BHU-S-555

**Translation** ཕབ་སྐྱུར་གྱི་ རིགས་ལམ།

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 Course, Students will be able to

- 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 skills.

**Unit: I- Introduction to Translation** ཕབ་སྐྱུར་གྱི་ རྒྱུ་རྐྱེན་ རྒྱུ་རྐྱེན།

- 1.1. Definition and Scope of Translation ཕབ་སྐྱུར་གྱི་ རྒྱུ་རྐྱེན་ རྒྱུ་རྐྱེན་ རྒྱུ་རྐྱེན་
- 1.2. Importance of Translation ཕབ་སྐྱུར་གྱི་ ལེ་ཕན།
- 1.3. Needs of Translation ཕབ་སྐྱུར་གྱི་ རྒྱུ་རྐྱེན་ལོ།
- 1.4. Theories of Translation ཕབ་སྐྱུར་གྱི་ རིགས་ལམ།

**Unit: II- System of Translation** ཕབ་སྐྱུར་གྱི་ ལམ་ལུགས།

- 2.1. Types of Translation ཕབ་སྐྱུར་གྱི་ རྒྱུ་རྐྱེན་ རྒྱུ་རྐྱེན་ རྒྱུ་རྐྱེན་
- 2.2. Responsibility of Translator ཕབ་སྐྱུར་གྱི་ ལམ་ལུགས་ལྟ་བུ།
- 2.3. Qualities of good translator ཕབ་སྐྱུར་གྱི་ ལམ་ལུགས་ལྟ་བུ་གཉིས་ཀྱི་ རྒྱུ་རྐྱེན་
- 2.4. Challenges in translating works ཕབ་སྐྱུར་གྱི་ རྒྱུ་རྐྱེན་ རྒྱུ་རྐྱེན་

**Unit: III- Translation Studies in Bhutia Language and Literature** རྒྱུ་རྐྱེན་ རྒྱུ་རྐྱེན་ རྒྱུ་རྐྱེན་

- 3.1. Introduction to Bhutia translators རྒྱུ་རྐྱེན་ རྒྱུ་རྐྱེན་ ཕབ་སྐྱུར་གྱི་ རྒྱུ་རྐྱེན་
- 3.2. Need of translation in Bhutia Literature རྒྱུ་རྐྱེན་ རྒྱུ་རྐྱེན་ ཕབ་སྐྱུར་གྱི་ རྒྱུ་རྐྱེན་
- 3.3. Challenges in translating from Bhutia to other Language རྒྱུ་རྐྱེན་ རྒྱུ་རྐྱེན་ རྒྱུ་རྐྱེན་ རྒྱུ་རྐྱེན་ ཕབ་སྐྱུར་གྱི་
- 3.4. Impact of Translated books in Bhutia Literature རྒྱུ་རྐྱེན་ རྒྱུ་རྐྱེན་ ཕབ་སྐྱུར་གྱི་ ལེ་ཕན།

**Unit: IV- Translation Practices** བཤམ་སྐྱོད་ཀྱི་སྒྲིབ་བཅའ།

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

**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%

**Suggested readings**

Koksal, Onur. Yuruk, Nurcihan. *The role of translator in Intercultural Communication*. International Journal of Curriculum and Instruction 12(1) 2020. Print.

Tulku, Doboam. *BUDDHIST TRANSLATIONS Problems and Perspectives*. MANOHAR. 1995. Print.

Gomez, Luis O. *Three Recent Translations of Santideva's, Bodhicaryiivatiira* (University of Michigan)



**SEMESTER-III****BHU- R-601  
Research Methodology**

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

**Course Level: 600**  
**Lecture: 49 Hrs + Tutorial: 18 Hrs + Practical: 0 Hrs**

**Total Marks: 100**

**Course Learning Outcomes:**

At the end of Course, Students will able to:

- Students will gain a comprehensive understanding of the core concept of research and its significance in various fields. They will explore the purpose, goals, and benefits of research, recognizing its role in generating knowledge, solving problems, and contributing to the advancement of their respective disciplines.
- Students will develop the ability to select and apply appropriate research designs and methods based on their research objectives and questions. They will learn about various research approaches, such as qualitative, quantitative, and mixed-methods, and understand how to align them with their specific research goals.
- Students will learn to critically evaluate existing research to assess its quality, reliability, and validity. They will identify research gaps and develop innovative solutions to address research problems or contribute to the existing body of knowledge in their respective fields.
- Students will gain the skills to design research proposals; including structuring and formatting their proposals in accordance with appropriate guidelines. They will also learn how to use referencing styles effectively to acknowledge and cite relevant sources in their research work.
- Students will explore and evaluate ethical principles and guidelines governing research, including informed consent, confidentiality, and data protection. They will navigate ethical dilemmas and ensure ethical conduct throughout the research process, upholding integrity, honesty, and transparency. By understanding and following research ethics, students demonstrate a commitment to responsible research.

**Unit I – Introduction to Research** ཉམས་ཞིབ་ཀྱི་ རི་སྐྱོད།

- |                                            |                                            |
|--------------------------------------------|--------------------------------------------|
| 1.1. Meaning, Nature and Scope of Research | ཉམས་ཞིབ་ཀྱི་ མོ་དོན་ རང་བཞིན་ དང་ དགོས་ལོ། |
| 1.2. Philosophy of Research                | ཉམས་ཞིབ་ཀྱི་ ལྷ་སྐབ།                       |
| 1.3. Significance of Research              | ཉམས་ཞིབ་ཀྱི་ གནད་དོན།                      |
| 1.4. Characteristics of a Good Research    | ཉམས་ཞིབ་ མཁུ་དག་གི་ རྒྱུ་ཚོས།              |

**Unit II- Research Design** ཉམས་ཞིབ་ཀྱི་ འཆར་བཀོད།

- |                                         |                                              |
|-----------------------------------------|----------------------------------------------|
| 2.1. Literature review and Research gap | ཚུ་རིགས་ སྐར་ཞིབ་ དང་ ཉམས་ཞིབ་ཀྱི་ བར་སྐྱོད། |
| 2.2. Research Design                    | ཉམས་ཞིབ་ཀྱི་ འཆར་བཀོད།                       |
| 2.3. Methods                            | ཉམས་ཞིབ་ཀྱི་ ཐབ་ལམ།                          |
| 2.4. Methodology                        | ཉམས་ཞིབ་ཀྱི་ ཐབ་ལམ་ གཞུང་ལུགས།               |

**Unit III- Ethical Issue in Research** ཚུལ་ལྡན་གྱི་ ཉམས་ཞིབ།

- 3.1. Definition and Importance of Research Ethics ཚུལ་ལྡན་གྱི་ ཉམས་ཞིབ།
- 3.2. Plagiarism རྐྱུ་ཤུས།
- 3.3. Ethical issues in data collection ཉམས་ཞིབ་ཀྱི་ གཞི་ཐོ་ བསྟུས་ཚུལ།
- 3.4. Publication Ethics བར་སྐྱུན་ བྱིས་བཏང།

**Unit IV- Research Report Writing** ཉམས་ཞིབ་ རྩི་སྲོལ།

- 4.1. Structure and Format of Research ཉམས་ཞིབ་ཀྱི་ བཟོ་བཀོད།
- 4.2. Data presentation གཞི་ཐོ་ རྒྱུགས་ཚུལ།
- 4.3. Bibliography and References དཔུང་གཞིའི་ ཐོ་བཀོད།
- 4.4. Research writing ཉམས་ཞིབ་ རྩི་སྲོལ།

**Mapping of Formative Evaluation Tools with Course Learning Outcomes**

Course Learning Outcomes →	Students will gain a comprehensive understanding of the core concept of research and its significance in various fields. They will explore the purpose, goals, and benefits of research, recognizing its role in generating knowledge, solving problems, and contributing to the advancement of their respective disciplines.	Students will develop the ability to select and apply appropriate research designs and methods based on their research objectives and questions. They will learn about various research approaches, such as qualitative, quantitative, and mixed-methods, and understand how to align them with their specific research goals.	Students will learn to critically evaluate existing research to assess its quality, reliability, and validity. They will identify research gaps and develop innovative solutions to address research problems or contribute to the existing body of knowledge in their respective fields.	Students will gain the skills to design research proposals; including structuring and formatting their proposals in accordance with appropriate guidelines. They will also learn how to use referencing styles effectively to acknowledge and cite relevant sources in their research work.	Students will explore and evaluate ethical principles and guidelines governing research, including informed consent, confidentiality, data protection. They will navigate ethical dilemmas and ensure ethical conduct throughout the research process, upholding integrity, honesty, and transparency. By understanding and following research ethics, students demonstrate a commitment to responsible research
Formative Evaluations Tools ↓					
Test			✓	✓	
Group Discussion	✓	✓	✓	✓	✓
Book review				✓	
Assignments	✓	✓	✓		

Summative Evaluation tools Term Examination - 50%

**Suggested readings**

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

Kothari, C. R. *Research Methodology, Methods and techniques*. 2004. New Age International (P) Ltd.

BHU-E-602

**Literary Theory II**

**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:

- Students engaging with Structuralism will analyze literary texts by exploring the underlying structures, patterns, and systems that shape meaning. They will identify and interpret signs, symbols, and binary oppositions within the text, applying structuralist principles to uncover hidden meanings and cultural influences. By studying Structuralism, students will develop a deeper understanding of how literature reflects and interacts with broader structures in society.
- In the study of Reader-Response theory, students will examine the role of readers in the interpretation and meaning-making process of literary texts. They will recognize that meaning is not solely derived from the author's intention but is also shaped by the reader's personal experiences and perspectives. Through active reading practices and critical reflection, students will develop their ability to articulate and justify their own reader responses to texts, fostering a deeper engagement with literature.
- Students studying the History of Feminism in literature will explore its development and impact on interpreting literary works. They will analyze gender representation, power dynamics, and societal constructs of femininity and masculinity. Through critiquing portrayals of women, students will challenge biases and stereotypes, gaining a deeper understanding of the intersection between gender and literature
- Students will analyze how literature reflects and shapes our understanding of environmental issues, ecological ethics, and the interconnectedness of all living beings.
- Students will critically evaluate representations of nature and the environment, and consider the role of literature in promoting environmental awareness and sustainability

**Unit I – Structuralism**

ཚུམ་རིག་གྲུབ་ཚུལ་ རིང་ལུགས།

1.1. Intertextuality

ཕར་ཚུར་གཉེས་ཀྱི་ འབྲེལ་བ།

1.2. Literature and Language

ཚུམ་རིག་ དང་ རྐྱད་རིག་

1.3. A Methodology of Literary Structuralism

ཚུམ་རིག་གྲུབ་ཚུལ་ རིང་ལུགས་ཀྱི་ ཐབས་ལམ།

1.4. Structuralism in James's Theory of the Novel

ཇིམ་སའི་ ཚུམ་རིག་གྲུབ་ཚུལ་ རིང་ལུགས་ཀྱི་ ཐབས་ལམ།

**Unit II- Reader - Response**

ལྷོག་མཁན་ དང་ ལན་འདེབས།

2.1. Introduction of Reader - Response

ལྷོག་མཁན་ དང་ ལན་འདེབས་ཀྱི་ རོ་སློབ།

2.2. Reader Response Theory and Literature Discussions

ལྷོག་མཁན་ དང་ ལན་འདེབས་ཀྱི་ རིག་ལམ་ དང་ ལྷོག་བསྟུན།

2.3. The Construction of Meaning in Reader Response Theory

ལྷོག་མཁན་ དང་ ལན་འདེབས་ཀྱི་ རྒྱུ་བཞག

2.4. Conclusion

འཇུག་བསྟུན།

**Unit III- History of Feminism**

བུ་མོའི་ ཚད་དབང་ རིང་ལུགས།

- 3.1. The Suffrage movement
- 3.2. The second wave of feminism (1960 - 1970)
- 3.3. The third wave of feminism (Mid 1990)
- 3.4. The fourth wave of feminism (2012)

**Unit IV- Ecoecriticism** སྐྱེ་ཁམས་ སྐྱོན་བཟོད་ གནས་ལུགས།

- 4.1. Some Principles of Ecoecriticism
- 4.2. Literature and ecology: Experimental in ecoecriticism
- 4.3. The land and Language Desire: Where deep ecology and post-structuralism meet
- 4.4. Revaluing Nature: Toward and Ecological Criticism

## Mapping of Formative Evaluation Tools with Course Learning Outcomes

Course Learning Outcomes →	In the study of Structuralism, students analyze literary texts to uncover underlying structures, patterns, and systems that shape meaning. They interpret signs, symbols, and binary oppositions, revealing hidden meanings and cultural influences. This deepens their understanding of how literature reflects and interacts with broader societal structures.	In Reader-Response theory, students explore the reader's role in interpreting literary texts, acknowledging the influence of personal experiences and perspectives on meaning-making. Through active reading and critical reflection, students articulate and justify their own reader responses, fostering deeper engagement with literature.	Students of the History of Feminism in literature analyze gender representation, power dynamics, and societal constructs of femininity and masculinity. They explore feminism's impact on interpreting literary works, challenging biases and stereotypes through the critique of women's portrayals. This fosters a deeper understanding of the intersection between gender and literature.	Students will critically evaluate representations of nature and the environment, and consider the role of literature in promoting environmental awareness and sustainability	Students will analyze how literature reflects and shapes our understanding of environmental issues, ecological ethics, and the interconnectedness of all living beings.
Formative Evaluations Tools ↓					
Test			✓		
Group Discussion	✓	✓	✓	✓	✓
Paper presentation		✓		✓	✓
Assignments	✓		✓	✓	✓

**Summative Evaluation tools**

Term Examination - 50%

**Suggested Readings**

Taghizadeh, Ali. *A Theory of Literary Structuralism (in Henry James)* Theory and Practice in Language Studies, Vol. 3, No. 2, pp. 285-292, February 2013 © 2013 ACADEMY PUBLISHER Manufactured in Finland.

*Reader-Response Theory and Literature Discussions* : a Springboard for Exploring Literary Texts DOI: 10.15804/tner.2019.56.2.06

*Reader-Response Theory: A Path Towards Wolfgang Iser*1. Alejandra Giangiulio Lobo2 Universidad Nacional, Costa Rica

<https://www.britannica.com/topic/feminism/The-third-wave-of-feminism>

Glotfelty, Cheryll. & Fromm, Harold. *The Ecoecriticism Reader, Landmarks in Literary Ecology*.

BHU-E-603

**Namthar Studies**

**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 earning outcomes:**

At the end of the course students will be able:

- Students will learn about the various types of Bhutia storytelling literature known as Namthar works, gaining knowledge of this unique literary tradition.
- Students will have the opportunity to experience stories that combine prose and poetry, allowing them to appreciate the creative blend of these literary forms.
- Students will examine and differentiate Bhutia-origin Namthar stories from Indian-origin Namthar stories through analysis of their plot structures and characteristics.
- Students will compare stories from different time periods, enabling them to identify the evolution of storytelling techniques and themes within the Namthar tradition.
- Through Namthar studies, students will have the opportunity to explore and create new methods of storytelling, fostering their own creativity and innovative approaches within the realm of Namthar literature

**Unit I - Introduction of Namthar Studies and *Zuk ki nyma***

- 1.1. རྣམ་ཐར་གྱི་ རོ་སློང་ དང་ འབྲུང་ཚུལ།
- 1.2. རྣམ་ཐར་གྱི་ རོ་སློང་ དང་ འབྲུང་ཚུལ།
- 1.3. གཞུགས་ཀྱི་ ཉི་མ་ ལྷ་ལྷམ་ལོ་ ཇི་སྲོལ་ ལུལ་བའི་ སྐོར།
- 1.4. གཞུགས་ཀྱི་ ཉི་མ་ ལྷ་ལྷམ་ལོ་ ཇི་སྲོལ་ ལུལ་བའི་ སྐོར།

**Unit II - རྒྱ་རྒྱུད་ ལྷ་ལྷམ་ལོ་ གཞུགས་ཀྱི་ ཉི་མའི་ རྣམ་ཐར།**

- 2.1. ལྷ་ལྷམ་ལོ་ ལུལ་བའི་ སྐོར།
- 2.2. ལྷ་ལྷམ་ལོ་ ལུལ་བའི་ སྐོར།
- 2.3. ལུལ་བའི་ ལུལ་བའི་ སྐོར་ རྒྱ་རྒྱུད་ སྐོར་གྱི་ ཐོན་པོ།
- 2.4. ལུལ་བའི་ ལུལ་བའི་ སྐོར་གྱི་ ཐོན་པོ།

**Unit III - འགྲོ་བ་ བཟང་མོའི་ རྣམ་ཐར།**

- 3.1. 'འགྲོ་བ་ བཟང་མོའི་ རྣམ་ཐར་ ལེན་ དང་པོ་ལས་ བཞི་པའི་ བར།
- 3.2 འགྲོ་བ་ བཟང་མོའི་ རྣམ་ཐར་ ལེན་ ལྔ་པོ་ལས་ བརྒྱད་པའི་ བར།
- 3.3 འགྲོ་བ་ བཟང་མོའི་ རྣམ་ཐར་ ལེན་ དགུ་པོ་ལས་ བརྒྱ་གཅིག་ཀའི་ བར།
- 3.4 འགྲོ་བ་ བཟང་མོའི་ རྣམ་ཐར་ ལེན་ བརྒྱ་གཉིས་པོ་ལས་ བཅོ་ལྔའི་ བར།

**Unit IV - སངས་རྒྱལ་གྱི་ རྣམ་ཐར་ དང་ གྲུང་འབྲུམ་བསམགས་ དང་ འབྲེལ་བའི་ ལོ་རྒྱུས།**

- 4.1. ལྷིམ་བདག་ དཔལ་སྐྱེས་གྱི་ ལོ་རྒྱུས།
- 4.2 དང་སྲོང་ བཅོད་པོ་ལོ་ དགའ་པོ།
- 4.3 གྲུང་ འབྲུམ་བསམགས་གི་ ས་རྒྱུའི་ ལྷ་ཁང་གི་ ཀ་ཆེན་ བཞེངས་པའི་ ལོ་རྒྱུས།
- 4.4 གྲུང་ འབྲུམ་བསམགས་ དང་ དག་དབང་ དཔལ་འབར་གྱི་ གྲུང་ འགྲན་བསྐྱར།

Mapping of Formative Evaluation Tools with Course Learning Outcomes

Course Learning Outcomes→	Students will learn about the various types of Bhutia storytelling literature known as Namthar works, gaining knowledge of this unique literary tradition.	Students will have the opportunity to experience stories that combine prose and poetry, allowing them to appreciate the creative blend of these literary forms.	Students will examine and differentiate Bhutia-origin Namthar stories from Indian-origin Namthar stories through analysis of their plot structures and characteristics.	Students will compare stories from different time periods, enabling them to identify the evolution of storytelling techniques and themes within the Namthar tradition.	Through Namthar studies, students will have the opportunity to explore and create new methods of storytelling, fostering their own creativity and innovative approaches within the realm of Namthar literature
Formative Evaluations Tools↓					
Test	✓		✓		
Group Discussion	✓	✓	✓	✓	✓
Paper presentation			✓		
Assignments		✓	✓	✓	✓

**Summative Evaluation tools**

Term Examination - 50%

**Suggested Readings**

མཁའ་འགྲོའི་ བུ་ཚོ་ འགྲོ་བ་ བཟང་མོའི་ རྣམ་ཐར། 1985 © Education Department Government of Sikkim.

Dokhangbo, Neydup. དང་སྲོང་གི་ བུ་ཚོ་ གཞུགས་གྱི་ ཉི་མའི་ རྣམ་ཐར། 2009

Bhutia, Phuchung & Bhutia, J. Gyatso. སངས་རྒྱལ་གྱི་ གྲིང་རབས་ མདོར་བརྒྱུས། 2013

BHU-C-604

**Bhutia Folkloristic**

**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 to

- Students will understand traditional and variation aspects of folklore, its functions in cultural preservation and value transmission, and its role in entertainment. They will differentiate between versions and variants, appreciating the significance of oral tradition variations. Students will also gain insights into epic laws governing folk narratives, including structure, themes, and motifs, fostering a deeper appreciation for the richness and significance of folklore in human culture.
- Through the study of these categories of folklore, students will develop a comprehensive understanding of the diverse forms of folklore and their cultural significance. They will analyze the oral and written traditions, customary practices, tangible artifacts, and personal narratives that shape and reflect a community's heritage and identity. The students will be able to compare the traditional and contemporary Bhutia design in weaving and embroidery.
- By studying these folklore genres, students will gain a deeper understanding of the cultural heritage, traditional knowledge, and storytelling traditions embedded within proverbs, folk medicine, myths, and folktales.
- They will recognize that folk songs contain profound meanings, messages, and historical narratives that reflect the identity and heritage of the community from which they emerge. By studying folk songs, students will gain a deeper understanding of the rich cultural traditions and historical contexts encapsulated within these musical expressions.

**Unit I: Basic Concepts of Folklore**

དམངས་ཁོ་སྤྱོད་ཀྱི་ རྩོམ་སྤྱོད་ དང་ བཟང་གྲུབ།

- 1.1. Traditional and variation
- 1.2. The function of folklore
- 1.3. version vs. Variant
- 1.4. The epic laws of folk narrative

**Unit II: Categories of Folklore**

དམངས་ཁོ་སྤྱོད་ཀྱི་ དྲིལ་བ།

- 2.1. Verbal folklore
- 2.2. Customary Folklore
- 2.3. Material Folklore
- 2.4. Personal Narrative

**Unit III: Folklore Genres**

དམངས་ཁོ་སྤྱོད་ཀྱི་ རྩོམ་སྤྱོད་

- 3.1. Proverb
- 3.2. Folk medicine
- 3.3. Myth
- 3.4. Folktale

**Unit IV: Bhutia Folk Songs** འབྲས་ལྗོངས་ ལྷོ་པའི་ དམངས་ལྷོད་ ལྷུ་དབྱེངས།

- 4.1. Introduction of Folksong  
 4.2. གུང་སང་ ཐོན་པོ་ ལྷུ་ཁང་ བཅོམ་རྒྱུད་ཀྱི་ ལྷེང་ལོ་ དབྱེད་པོ།  
 4.3. གུང་སང་ ཐོན་པོ་ ལྷུ་ཁང་ བཅོམ་རྒྱུད་ཀྱི་ ལྷེང་ལོ་ དབྱེད་པོ།  
 4.4. གུང་སང་ ཐོན་པོ་ ལྷུ་ཁང་ བཅོམ་རྒྱུད་ཀྱི་ ལྷེང་ལོ་ དབྱེད་པོ།

**Mapping of Formative Evaluation Tools with Course Learning Outcomes**

Course Learning Outcomes →	Students will understand traditional and variation aspects of folklore, its functions in cultural preservation and value transmission, and its role in entertainment. They will differentiate between versions and variants, appreciating the significance of oral tradition variations. Students will also gain insights into epic laws governing folk narratives, including structure, themes, and motifs, fostering a deeper appreciation for the richness and significance of folklore in human culture.	Through the study of these categories of folklore, students will develop a comprehensive understanding of the diverse forms of folklore and their cultural significance. They will analyze the oral and written traditions, customary practices, tangible artifacts, and personal narratives that shape and reflect a community's heritage and identity. The students will be able to compare the traditional and contemporary Bhutia design in weaving and embroidery.	By studying these folklore genres, students will gain a deeper understanding of the cultural heritage, traditional knowledge, and storytelling traditions embedded within proverbs, folk medicine, myths, and folktales.	They will recognize that folk songs contain profound meanings, messages, and historical narratives that reflect the identity and heritage of the community from which they emerge. By studying folk songs, students will gain a deeper understanding of the rich cultural traditions and historical contexts encapsulated within these musical expressions.
Formative Evaluations Tools ↓				
Test			✓	
Group Discussion	✓	✓	✓	✓
Paper presentation		✓	✓	
Assignments	✓	✓	✓	✓

**Summative Evaluation tools**

Term Examination - 50%

**Suggested Readings**

 Jorgensen, Jenna. *Folklore 101-An accessible introduction to folklore studies.* 2009

 McNEILL, Lynnes. *Folklore Rules: A Fun, Quick and useful introduction to the Field of Academic folklore studies.* 2009

འབྲས་ལྗོངས་པའི་ གུས་དབྱེད། 2004



BHU-V-605

**Cyber Security**

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

**Course Level: 600**

**Total Marks: 50**

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

**Course Learning Outcomes**

At end of the course students will be able to

- 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.

**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.

**Mapping of FETs with CLOs**

Course Learning Outcomes→	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 prevents from Cyber Attacks.
Formative Evaluations				
Tools↓				
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*, 2<sup>nd</sup> 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.

## BHU-S-606

**Traditional Art and Craft of Bhutia****Semester: Third Semester****Course Level: 600****Total Marks: 50****L+T+P: 1+1+0 = 2 Credits****Lecture: 20 Hrs + Tutorial: 10 Hrs + Practical: 0 Hrs****Learning Outcomes:**

- The students will gain knowledge and understanding of the preparation techniques and significance of Thangka Painting Arts.
- They will explain the fundamental concepts of traditional arts and their importance in preserving cultural heritage and fostering artistic expression.
- Students will learn and demonstrate Bhutia traditional craftsmanship, acquiring practical skills in traditional artistic techniques.
- They will recognize the importance of traditional knowledge and its contribution to the advancement of society and the preservation of community identity.

**Unit-I: Introduction to Arts School**

- 1.1. Introduction to Thangka painting Arts
- 1.2. Basic knowledge of Thangka Preparation

**Unit-II: Handicraft and Handloom**

- 2.1. Basic knowledge of different craftsmanship
- 2.2. Making of traditional Table and Paper

**Mapping of Formative Evaluation Tools with Learning Outcomes**

Learning Outcomes → Formative Evaluations Tools ↓	The students will gain knowledge and understanding of the preparation techniques and significance of Thangka Painting Arts.	They will explain the fundamental concepts of traditional arts and their importance in preserving cultural heritage and fostering artistic expression.	Students will learn and demonstrate Bhutia traditional craftsmanship, acquiring practical skills in traditional artistic techniques.	They will recognize the importance of traditional knowledge and its contribution to the advancement of society and the preservation of community identity.
Test	✓	✓	✓	
Group Discussion	✓	✓	✓	✓
Projects and Field works		✓		
Paper presentation		✓	✓	
Assignments	✓	✓	✓	✓

**Summative Evaluation tools**

Term Examination - 50%

**SEMESTER-IV****BHU-R-651****Dissertation****Semester: Fourth Semester**  
**L+T+P: 0+0+08 = 8 Credits****Course Level: 600****Total Marks: 200****Lecture: 00 Hrs + Tutorial: 00 Hrs + Practical: 200 Hrs**

Formative Assessment: --

Summative Assessment: 100% (Students will submit one Dissertation paper of 150 marks at the end of Semester)



BHU-E-652

**Folkloristic (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 the end of the course the students will able to:

- The students will be able to conduct field-based documentation of various folklore from across the state.
- The students will record, analyze, and document material related to indigenous religion, folk culture, and beliefs using proper techniques.
- The students will classify different types of folk knowledge.
- The students will explore the relationship between Bhutia religious beliefs and folk culture, and understand their influence on daily life.
- The students will identify and verify various worshiping places based on folk culture and knowledge, aiming to preserve and protect the sanctity of nature.

**Unit-I: Introduction to doing fieldwork** ས་གནས་ ཞིབ་རྒྱུང་ དང་ འབྲེལ་བའི་ དམངས་སྲོལ།

- 1.1. The Hows and Whys of it
- 1.2. Planning
- 1.3. Collection
- 1.4. Analyzing

**Unit-II: Religious base Folklore** འབྲས་ལྗོངས་ཀྱི་ མ་ཚེས་ རྗོགས་པ་ ཚེན་པོ་ ཚེས་ དར་ཚུལ།

- 2.1 གནས་ དང་ གནས་རིའི་ རོ་སློབ།
- 2.2 ལྷ་མའི་ རོ་སློབ།
- 2.3 གཉེར་ཚེས་ཀྱི་ རོ་སློབ།
- 2.4 དལ་ལྷ་འི་ གནས་སྤང་།

**Unit-III: Historical base Folklore** རྒྱུ་ཚེས་ ལོ་རྒྱུས།

- 3.1 ཤར་ཕྱོགས་ ལྷ་ས་ལུག
- 3.2 ལྷོ་ མའའ་འགོ་ སངས་ལུག
- 3.3 ལུབ་ བདེ་ཚེན་ ལུག
- 3.4 བྱང་ ལྷ་འི་ ལྷིང་ལུག

**Unit-IV: Lake and sacred place base folk believe** མཚོ། གནས་འི་ དང་ འབྲེལ་བའི་ ལོ་རྒྱུས།

- 3.1 ཤར་ཕྱོགས་ ལྷ་གཤམ་ གནས།
- 3.2 ལྷོ་ མའའ་བདག་ དགོན།
- 3.3 ལུབ་ མའའ་སློབ་ དཔལ་འི།
- 3.4 བྱང་ དབྱངས་ཅན་ མཚོ་ དང་ ལྷ་ལ་བཟང་ མཚོ།

### Mapping of Formative Evaluation Tools with Course Learning Outcomes

Course Learning Outcomes → Formative Evaluations Tools ↓	The students will be able to conduct field-based documentation of various folklore from across the state.	The students will record, analyze, and document material related to indigenous religion, folk culture, and beliefs using proper techniques.	The students will classify different types of folk knowledge.	The students will explore the relationship between Bhutia religious beliefs and folk culture, and understand their influence on daily life.	The students will identify and verify various worshipping places based on folk culture and knowledge, aiming to preserve and protect the sanctity of nature.
Test	✓				
Group Discussion	✓	✓	✓	✓	✓
Projects and Field works			✓		✓
Assignments	✓	✓	✓	✓	✓

**Summative Evaluation tools**

Term Examination - 50%

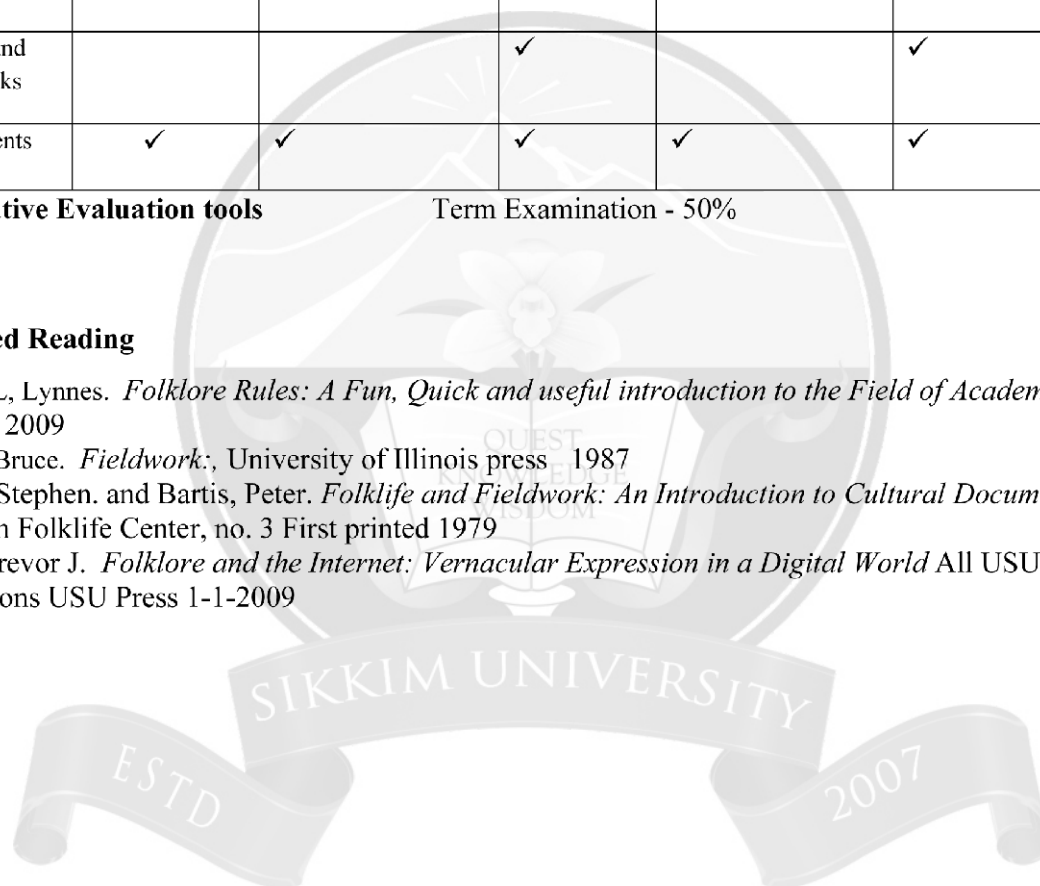
#### Suggested Reading

McNEILL, Lynnes. *Folklore Rules: A Fun, Quick and useful introduction to the Field of Academic folklore studies.* 2009

Jackson, Bruce. *Fieldwork.*, University of Illinois press 1987

Winick, Stephen. and Bartis, Peter. *Folklife and Fieldwork: An Introduction to Cultural Documentation* American Folklife Center, no. 3 First printed 1979

Blank, Trevor J. *Folklore and the Internet: Vernacular Expression in a Digital World* All USU Press Publications USU Press 1-1-2009



BHU-O-653

**Comparative 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:

- Students will learn parallelism theory in comparative literature identifies universal themes and motifs in literature across different languages and cultures, while distinguishing between direct influences that reference or imitate other works and indirect influences through thematic resonance or stylistic inspiration.
- Students will gain a comprehensive understanding of Indian Comparative Literature, including its challenges in cross-cultural contexts, the unique dimensions within an Indian context, the interplay between national and regional literatures in a multilingual nation, and the theories and methodologies used in the field.
- Students will learn to identify and differentiate the literary similarities and differences among three sister languages.
- This course will introduce students to diverse forms of expression in the literature field, focusing on the unique writing styles and techniques employed by local writers.
- By engaging in this course, students will have the opportunity to cultivate their understanding and develop the skills necessary to create distinctive and original literary thoughts, allowing them to express themselves in unique and distinguished ways.

**Unit-I: Different Concept and Theory of western Comparative Literature**

- 1.1 The 'Intertextuality' Theory
- 1.2 The "Parallelism" Theory
- 1.3 The Concept of Influence "Literary" and "Non-literary"
- 1.4 "Direct" and "Indirect" Influence

**Unit-II: Different Concept and Theory of Indian Comparative Literature**

- 2.1. Challenges in Cross-Cultural Contexts:
- 2.2. Comparative literature in indian dimension
- 2.3. National Literature in a multilingual Nation
- 2.4. Theory of Comparative literature

**Unit-III: Sikkim, Bhutia and Tibetan History and Concept of Comparative Literature**

- 2.1. ཚུམ་རིག་གི་ རོ་སྐྱོད་ དང་ དར་ཚུལ།
- 2.2. བོད་གི་ ཚུམ་རིག་
- 2.3. འབྲུག་གི་ ཚུམ་རིག་
- 2.4. འབྲུག་མོ་ལྗོངས་གི་ ཚུམ་རིག་ ལོ་རྒྱུས།

**Unit-III: Literature Comparison of different Bhutia writer**

- 2.1. ལྷ་ལྔ་ལམ་ སྐྱོ་རིག་འཛིན་གྱི་ ཚུམ་རིག
- 2.2. ལྷ་ལྔ་ལམ་ བསོད་ནམས་ རྒྱ་མཚོ་ ཚུམ་རིག
- 2.3. ལྷ་ལྔ་ལམ་ ལྷ་ལི་རྒྱུ་ ཚོ་རིང་ ཚོས་བཟུ་ དར་པའི་ ཚུམ་རིག
- 2.4. ལྷ་ལྔ་ལམ་ རོ་ཚེ་ རིན་ཆེན་གྱི་ ཚུམ་རིག

**Mapping of Formative Evaluation Tools with Course Learning Outcomes**

Course Learning Outcomes →	Students will learn parallelism theory in comparative literature identifies universal themes and motifs in literature across different languages and cultures, while distinguishing between direct influences that reference or imitate other works and indirect influences through thematic resonance or stylistic inspiration.	Students will gain a comprehensive understanding of Indian Comparative Literature, including its challenges in cross-cultural contexts, the unique dimensions within an Indian context, the interplay between national and regional literatures in a multilingual nation, and the theories and methodologies used in the field.	Students will learn to identify and differentiate the literary similarities and differences among three sister languages.	This course will introduce students to diverse forms of expression in the literature field, focusing on the unique writing styles and techniques employed by local writers.	By engaging in this course, students will have the opportunity to cultivate their understanding and develop the skills necessary to create distinctive and original literary thoughts, allowing them to express themselves in unique and distinguished ways.
Formative Evaluations Tools ↓					
Test	✓		✓		
Group Discussion	✓		✓	✓	✓
Paper presentation		✓			✓
Assignments	✓	✓	✓	✓	

**Summative Evaluation tools**

Term Examination - 50%

**Suggested Readings**

Majumdar, Swapna. *Comparative Literature: Indian Dimensions*, 1987, Print.

Das, Bijay K. *Theory of comparative Literature*, 1987, New Delhi. Print.

Doknangbo, S. Gyatso. *འབྲས་འབྲུག་ རོད་ གཤམ་གྱི་ ཚོམ་རིག་ དར་ཚུལ་* 2017.

## Indian Education system (Base on Nalanda University) (IKS)

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

Course Level: 600  
Lecture: 45Hrs + Tutorial: 15 Hrs

Total Marks: 100

**Course Learning Outcomes:**

At the end of Course students will be able to:

- Acquire knowledge about Indian Buddhist culture and history.
- Gain an understanding of the life and teachings of Buddha Sakyamuni.
- Identify and comprehend the historical significance of Ancient Nalanda University.
- Learn about the life story and fundamental philosophy of Nagarjuna.
- Explore the life story and basic philosophy of Shantideva.

**Unit-I: History of Buddha Sakyamuni and his teaching**

- 1.1. ལྷོན་པའི་ མཛད་པ་ བུ་གཉིས།
- 1.2. བཀའ་ དང་པོ་ བདེན་བཞིའི་ ཚེས་འཁོར།
- 1.3. བཀའ་ བར་པོ་ ཚེན་ཉིད་ མེད་པའི་ ཚེས་འཁོར།
- 1.4. བཀའ་ ཐམ་ ལེག་པ་ རྣམ་པར་ གྱེད་པའི་ ཚེས་འཁོར།

**Unit-II: Buddhist Council**

- 2.1. བཀའ་བསྐྱུས་ དང་པོ།
- 2.2. བཀའ་བསྐྱུས་ གཉིས་པོ།
- 2.3. བཀའ་བསྐྱུས་ གསུམ་པོ།
- 2.4. བཀའ་བསྐྱུས་ རྣམ་ འདོད་ཚུལ་ མན་འབྲ་བ།

**Unit-III: Establishment of Nalanda Vihara and its ideology**

- 3.1. ཕྱག་ བཏབ་ཚུལ།
- 3.2. སློབ་ཚན་ གཞོ་བའི་ རྫོང་།
- 3.3. སློབ་མ་ཁྲིམས་ དང་ ལམ་ལུགས།
- 3.4. 'པཎ་སྐྱབ་ཚུའི་ རོ་སློད།

**Unit-IV: History and Philosophy of two Pandita**

- 3.1. མགོན་པོ་ ལྷ་ལྷུབ་ཀྱི་ རྣམ་ཐར།
- 3.2. མགོན་པོ་ ལྷ་ལྷུབ་ཀྱི་ གཞུང་ལུགས།
- 3.3. རྒྱལ་སྐུམ་ ཞི་བ་ ལྷའི་ རྣམ་ཐར།
- 3.4. རྒྱལ་སྐུམ་ ཞི་བ་ ལྷའི་ གཞུང་ལུགས།



### Mapping of Formative Evaluation Tools with Course Learning Outcomes

Course Learning Outcomes→	Student will acquire knowledge about Indian Buddhist culture and history.	Students will Gain an understanding of the life and teachings of Buddha Sakyamuni.	Students will Identify and comprehend the historical significance of Ancient Nalanda University.	Student will learn about the life story and fundamental philosophy of Nagarjuna.	Student will explore the life story and basic philosophy of Shantideva.
Formative Evaluations Tools↓					
Test	✓			✓	✓
Group Discussion			✓	✓	✓
Paper presentation	✓	✓			✓
Assignments	✓	✓	✓	✓	

**Summative Evaluation tools**

Term Examination - 50%

#### Suggested Readings

ཇོ་ནང་ཇི་བཙུན་ཀྱང་མཚུན་དུ་ར་རྒྱ་ཐམས་མཛད་པའི་ཚོས་འབྱུང་།

རྒྱ་གར་དུ་བསྐྱུན་པ་དང་བསྐྱུན་འཛིན་ཇི་ལྟར་བྱོན་པའི་ཚུལ། Gangtok 1979

གནས་ཡིག་ཕྱོགས་བསྒྲིགས་རྩོགས་ལྡན་གསར་པའི་འོད་སྣང་།

རྒྱ་གར་གྱི་གནའ་བོའི་ནང་པའི་སློབ་གྲྭ་ཆེན་མོ་དཔལ་ན་ལེན་དུ་འི་གཙུག་ལག་ཁང་།

རྒྱལ་སྐུ་ཞི་བ་ལྟའི་རྣམ་ཐར་ལམ་རིམ་ལྷན་མ་བརྒྱུད་པའི་རྣམ་ཐར།

BHU-S-655

**Journalism**

**Semester: Fourth Semester**  
**L+T+P: 1+0+1 = 2 Credits**

**Course Level: 600**

**Total Marks: 50**

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

**Course Learning Outcomes**

At the end of the course students will be able to

- Students will develop proficiency in audio-visual communication techniques used in journalism, including video production, editing, and presentation.
- Students will be able to acquire skills in news reporting and editing, including sourcing information, conducting interviews, fact-checking, and crafting accurate and engaging news articles.
- Students will be able to Master the art of feature writing and content creation, with a focus on storytelling, creativity, and capturing readers' interest through compelling narratives.
- Students will be able to understand the role of radio and social media platforms in journalism, and learn effective strategies for utilizing these mediums to disseminate news, engage with audiences, and maintain ethical practices.

**Unit-I: Journalism**

1.1. Audio-Visual Communication

1.2. News Reporting and Editing

1.3. Feature writing and Content writing

1.4. Radio and Social Media

**Unit-II: Practical or Project****Mapping of Formative Evaluation Tools with Learning Outcomes**

Learning Outcomes → Formative Evaluations Tools ↓	Students will develop proficiency in audio-visual communication techniques used in journalism, including video production, editing, and presentation.	Students will be able to acquire skills in news reporting and editing, including sourcing information, conducting interviews, fact-checking, and crafting accurate and engaging news articles.	Students will be able to Master the art of feature writing and content creation, with a focus on storytelling, creativity, and capturing readers' interest through compelling narratives.	Students will be able to understand the role of radio and social media platforms in journalism, and learn effective strategies for utilizing these mediums to disseminate news, engage with audiences, and maintain ethical practices.
Test				
Group Discussion	✓	✓	✓	✓
Projects and Field works		✓	✓	✓
Paper presentation	✓	✓	✓	✓
Assignments	✓			✓

**Summative Evaluation tools**

Term Examination - 50%