

**CURRICULUM AND CREDIT FRAMEWORK FOR
UNDERGRADUATE PROGRAMMES**

Syllabus for

B.Ao

Nagaland University

**Approved by 36th Academic Council
(on 17th May, 2023)**

2023

PROPOSED SCHEME FOR FYUGP IN B.A.AO

Paper		Title of the Paper	Credits
Semester I			
C-1	SRN	Sangroren-(Poetry)	4
C-2	TNO	Tar Nungere Otsü (Folktale)	4
Semester II			
C-3	OTK	Oshio ben Tetenzük dak (Introduction to language and linguistics)	4
C-4	ATOY	Akhire n Tebang O Yimsü yimpong (Oral Tradition: Folk Belief System)	4
Semester III			
C-5	JTG	Jilushi: Tebhong I (Drama)	4
C-6	OTN	Otsü oren (Prose)	4
Semester IV			
C-7	YIM	Yim dang jem (Fiction)	4
C-8	MOK	Mezüng sa Obangtsük (Classical Criticism)	4
Semester V			
C-9	OSN	Oshime yipren (Translation)	4
C-10	KSN	Kenozü lu Stü iren (History of Ao and English Literature upto the Elizabeth Age)	4
C-11	OA O	Ojang sü a ser Ojang ren (Phonology and Morphology)	4
Semester VI			
C-12	OTN	Oshime yipren Ten ren (Translation Studies)	4
C-13	KOK	Kenozü lu Obangtsük (Literary Criticism)	4
C-14	OJO	Ojang men a ser Olen yim (Syntax and Semantics)	4
C-15(DSE-1)	AAS	Aor Akhire n Sangroyim (Ao Traditional Poetry)	4
Total Score			60 credits
Semester VII			
C-16(DSE-2)	KKA	Khristan Kaketkeno Ao Oshinung zül uba (Christian Writings in Ao)	4
C-17(DSE-3)	OLT	Oshi Lemsayim Tamentak dak (Elementary Language Typology)	4
C-18(DSE-4)	ORR	Orü lem (Ao Grammar)	4
C-19		Research Methodology	4
Semester VIII			
C-20	ASK-I	Aor Sobaliba ken-I	4
	JUL-I	Jilushi: Tebhong I	
Total score			80 credits
Research Project/Dissertation-12 credits or*			
*C-21	ASK-II	Aor Sobaliba ken: II	4
*C-22	JUL-II	Jilushi: Tebhong II	4
*C-23	OAM	Otsü oren a ser Moluzü lu (Prose and Novel)	4

*Students not opting for dissertation/ Research Project shall have to study paper C-21-23. Dissertation/Research Project does not come under the core 80 credits; rather it is over all SEC.

SKILL ENHANCEMENT COURSES (3 Credit Each)

Skill Enhancement	Title of the paper	Total	Proposed by Department
	AorSaisapongTapuBalala (Ao Indigenous Games)	3 Credit	Ao
	Oriri, Ok atenba, Meyoba, OtsüAtongbayim (Ao Folk Performances)	3 Credit	

ABILITY ENHANCEMENT COURSES (2 Credit Each)

Ability Enhancement Courses	Title of the paper	Total Credit	Department
	ENG-I	2	English
	ENG-II	2	English
	MIL-1/Hindi	2	MIL/Hindi
	MIL-2/Hindi	2	Mil/Hindi
	Business communication	2	Commerce

VALUE BASED COURSES (3/2 Credit)

Value Based Courses	Title of the paper	Total credit	Department
	NCC	2	
	Leadership	2	
	NSS	2	
	Soft skills/Common Pool		

INTER/MULTI-DISCIPLINARY Courses

Multi-Disciplinary Courses	Title of the paper	Total credit	Department
	Environmental Science	3	Environmental Science
	Swayam	3	
	Common Pool		

C-1 (SRN):Sangroren[Poetry]4CREDITS

COURSE LEVEL LEARNING OUTCOMES

1st Semester C(Ao) Sangroren (poetry)

Course Level Learning Outcome

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- Appreciate and analyse the poems in the larger Socio-Political and religious contexts of time.
- Develop a clear understanding of humanity and values inherent in it.
- Enhance richness in vocabulary.
- Identify major characters depicted in various poems.
- Analyse literary devices and techniques in order to appreciate and interpret poems.

Course Content:

Unit 1:Sangroren(Poetry)

1. SangroTetezüRatet(DefinitionofPoetry)
2. SangroTenüktelen:Tejongyim,Osashisazükyim,Temlalepshiyim(Stanzaforms,Metricalsystem ,Rhymingscheme)
3. SangroTelemsa

Unit 2:Sangrotem(Poems)

1. AsaTaoSangro:S.LanuImchen
2. SobalibaRizüngdak:T.SenkaAo
3. Sarilungli:KilensowaTalitemsäAo

Unit 3:Sangrotem (Poems)

1. Yimpatir:JonglemdongLongkumer
2. KenTenzükbaSangro:I. AlempokbaJamir
3. AkhiAolarRuoketter:I.TemjentoshiLongkumer

Unit4:Sangrotem(Poems)

1. TakümTzütok:T.SenkaAo
2. TsüngtsüngOlaKa: T.SenkaAo
3. BangsentepTakoksa: I. AlempokbaJamir

Unit5: ZüluyimKetsang (WritingSkills)

- 1.Sangrozülü (Poetry

Writing)Tazüngtsükakettem:

1. *Ao Kenozülu Yinsem Part II*: Published by ASLB
2. I. Alempokba Jamir. *Sangro sep*. Genesis Publishers Pvt. Ltd. 2017.
3. I. Temjentoshi Longkumer: *Akümlü Tar Tasen*. 2014
4. Jonglemdong Longkumer. *Pentongteper Sangro*. 2008.
5. Kilensowa Talitem SüAo. *Kü Mulungjang Nung Atenba Ken Kar*. Private Lodge Publication. 2009.
6. S. Lanu Imchen. *Ao O Apijem Sangro*: NEZCC Dimapur. 2014.
7. T. Senka Ao. *Süngti Berem (The Still Pearl)*. Tribal Development and Communication Centre. ISBN: 978-93-81662-28-1. 2018.

C-2 (TNO): TarNungerOtsü[Folktales] 4 CREDITS

COURSE LEVEL LEARNING OUTCOMES:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- Develop ability to understand oral tradition.
- Understand the classification oral tradition.
- Appreciate the moral values derived from folklores.
- Explore the richness of our culture and traditions.
- Relate and compare the lives of those primitive people with modern people.

Course Content

Unit 1: Tar NungerOtsüRatet (Understanding Folktales):14 marks (Descriptive 10 marks, Objectives 4marks)

1. AkhiTebangOYimsüren(OralTradition)
2. AkhiTebangOYimsürenTelemsa(Classification ofOralTradition)
3. TebangOKenshioshiren (OralLiterature)
4. TarNungerOtsüTeratet (DefinitionofFolktale)

Unit2: NisungOtsütem (Storiesof People):14marks (Descriptive10 marks,Objectives 4 marks)

1. KülemKüjaTenzükba
2. LijabaiAlimaYangluba
3. TsüngperitsangaserLongkoba
4. MangkoMeshi

Unit 3: NisungiShiruruAkümbaOtsütem (Stories of Humans transformed into Animals) 14 marks(Descriptive10 marks and Objectives 4 marks)

4. JalaiBilemtet
5. “Ungliang”NisungAgiAkümbaShiruru.
6. ShitiAkümbaOtsü

Unit 4: Shiruruaser Tanga Otsütem (Animal and Other Stories) 14 marks (Descriptive 10 marks, objectives4marks)

1. MiAnguba
2. TalidakToktsü
3. KiyiTanelaTashi
4. ArjuMunginiKotaktsürAgiba

Unit 5: ZüluyimKetsang (Writing Skills): 14 marks (One question of 14 marks)Rajemzülu (EssayWriting)

TazüngtsüKakettem:

8. A.MarJamir.*TarShilu*. 2016.
9. TalitemjenImchen.*TarNungerOtsü.TesüibajiTarutsüMilen*.2013. N.V.Press,Kohima.
10. TalitemjenImchen.*Tar NungerOtsü-II*.2014.M.VPress,Kohima.
11. T.NungsangLkr.*Lipokremjem*.2014.
12. I.TemjenJamir.*AorOktener*. 2011.

**C-3 (OTK):OshiobenTetenzükdak (Introduction to languageand Linguistics)-
4CREDITS**

COURSE LEVEL LEARNING OUTCOMES:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- Grasp the various level of language structure.
- Understand the interdisciplinary nature of linguistics.
- Acquire knowledge about the different approaches of language.
- Critically engage with the complex nature of language and linguistics.

Course Content

Unit I: Language and Linguistics; characteristics of language; language and communication; Linguistics as science; scope of linguistics

Unit II: Levels of language structure: phonetics, phonology, morphology, syntax,

semantics Unit III: Interdisciplinary nature of linguistics; branches of linguistics; applied linguistics

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Unit IV: Synchronic and diachronic approaches; Language and parole; substance and form, competence and performance; syntagmatic and paradigmatic relation

Unit V: Classification of language into Genetic, typological and areal

Suggested Readings:

Akmajian, A., R. A. Demers, A. K. Farmer, & R. M. Harnish 2001. **Linguistics: An Introduction to Language and Communication**. Cambridge, Massachusetts: The MIT Press.

Asher, R. (ed.). 1994. **Encyclopedia of Language and Linguistics**. Elsevier-Pargamon.

Bauer, L. 2007. **The linguistics student's handbook**. Edinburgh: Edinburgh University Press.

Bright, W. (ed.) 1992. **International Encyclopedia of Linguistics**. New York: Oxford University Press.

Crystal, D. 1980. **First Dictionary of Linguistics and Phonetics**. London: Andre Deutsch.

Fasold, R. & J. Connor-Linton. 2006. **An introduction to language and linguistics**.

Cambridge: Cambridge University Press.

Fromkin, V., and R. Rodman. 1974. **An Introduction to Language**. New York: Holt, Rinehart and Winston. (2nd Edition).

Hockett, C.F. 1958. **A Course in Modern Linguistics**. New York: Macmillan. Indian Edition, New Delhi: Oxford and IBH Publishing Co..

Sapir, E. 1949. **Language**. New York: Harcourt, Brace & World.

Saussure, F. de. 1966. **A Course in General Linguistics**. New York: McGraw-Hill.

Verma, S.K., and N. Krishnaswamy. 1993. **Introduction to Modern Linguistics**.

Delhi: Oxford University Press.

Abercrombie, D. 1967. **Elements of General Phonetics**. Edinburgh: Edinburgh University Press.

Ashby, Michael and John Maidment 2005. **Introducing Phonetics Science**.

Cambridge: Cambridge University Press.

Ashby, P. 1995. *Speechsounds*. London: Routledge.
Clark, J. C. Yallop. 1990. **An Introduction to Phonetics and Phonology**. Oxford, Basil Blackwell.
Ladefoged, Peter. 2001 (4th edn.). *A course in phonetics*. New York: Harcourt Brace. Walling, P and Imchen, I. 2015. Oshio ben Tamendak dak Kimung. ASLB publication

COURSE LEVEL LEARNING OUTCOMES:

Some of the course learning outcomes that students of this course are required to demonstrate run thus.

- Critically examine various proverbs and idioms.
- Develop writing skills.
- Understand in department the oral tradition and folk beliefs.
- Develop a clear understanding about the relationship between culture and folk belief system.
- Understand the various taboos and superstitions.

Course Content

Unit1:AkhireTebangOYimsüyimpongRatet(UnderstandingOralTradition& FolkBeliefSystem)

5. AkhireTebangOYisüyimpongTetezü (DefinitionofOralTradition& FolkBeliefSystem)
6. SobalibaaserAkhireYimsüyimpongtesentaktep(RelationshipbetweenCultureandFolkBeliefSystem)
7. AkhireKenoSayurenTeratet(TraditionalPerformingArts)

Unit 2: AshibangaserTakzütakpongba (Taboos and Superstitions):14 marks (Descriptive 10 marks, Objectives 4 marks)

5. AshibangTeratet
6. Takzütakpongteratet
7. AnempongTeratet

Unit2:AkhiPutuYimsüBenshibatem(TraditionalBeliefs&Practices)14 marks(Descriptive10marks,objectives4 marks)

1. AkhiYimsünungAnempongbatem
2. AkhiYimsünungAshibangbatem
3. AkhiYimsünungTakzütakpongbatem

Unit3:ShinOaserShitiO(Proverbs andIdioms):14marks(Descriptive10marksandObjectives 4marks)

7. ShinOTetezü
8. ShitiOTetezü
9. ShinOKar
10. ShitiOKar

Unit 5: ZüluyimKetsang (Writing Skills): 14 marks (One question of 14

marks)AshitetZülu (Precis Writing)

TazüngtsüKakettem:

13. L.SosangJamir.*Aor-i KülemaaserBenshia Aruba Sobaliba*.2017.
14. MarLongkumer. *Anempong,Ashibang, Takzütakpong*. 2012.
15. OdisashiOzükum.*Ashibang*.
16. O.SashiOzükumAorTetsüTebu Shiti O. 2005.
17. S.AosüngkümOzüküm.*ShinO365*. 2011.NewScreen Printers,Dimapur.

C-5 (JTG): JilushiTebhong I[Drama]- 4 CREDITS

COURSE LEVEL LEARNING OUTCOMES:

Some of the course learning outcomes that students of this course are required to demonstrate run thus.

- Understand various dramatic structures.
- Show their appreciation of texts in terms of plot- construction and socio- cultural context in drama.
- Develop the skill of writing dramas.
- Appreciate and analyse the dramas in the larger socio-political and religious context of the time.

Course Content

Unit1:JilushiRatet:14 marks(Descriptive10marks, objectives4marks)

4. JilushiTetezü(DefinitionofDrama)
5. JilushiTenüktelen(Dramaticstructure)
6. JilushiTelesa(TypesofDrama)

Unit2:Jilushitem(Plays):14marks(Descriptive 10marksandObjectives4marks)

11. LongmikongTemlen:I. TemjenJamir
12. YajensanglaAserKajepsanglaNa: I.Bendangangshi

Unit3:Jilushitem (Plays):14marks(Descriptive 10marksandObjectives4marks)

4. LepraenshiaserNüngdanglangla:Bendangangshi
5. ImongnaroaserSujunglangla:Bendangangshi

Unit4:Jilushitem(Plays):14Marks(descriptive10marks,objectives4marks)

6. AluyimerTakümOtsü
7. AnemsüTemeim

Unit 5: ZüluyimKetsang (Writing Skills): 14 marks (One question of 14 marks)Jilushizülu (Drama Writing)

TazüngtsüKaketttem:

19. A.MarJamir.*TarShilu*. 2016.
20. *AoKenozüluYinsemPart II*: Published byASLB
21. I.Bendangangshi.*YajensangAser KajepsanglaNa*.
22. I.TemjenJamir.*LongmikongTemlen*.
23. Bendangangshi.*Chiloshi*. 2007
24. ASLB.*ShisaJen*.
18. gkumer.*ShinO444*.

C-6 (OTN):Otsüoren[Prose]-4CREDITS

COURSE LEVEL LEARNING OUTCOMES:

Some of the course learning outcome that students of this course are required to demonstrate run thus:

- Develop ability to pursue research in the field of literature.
- Critically appreciate the creative writings of Aos.
- Learn and appreciate the creative about human and literary values.
- Understand life's values from women's perspectives.

Course Content

Unit1:TanemkenoTeratet:(UnderstandingProse):14marks(Descriptive10marks,objectives4marks)

1. Tanemkenoratet(DefinitionofProse)
2. TanemkenoTenüktelen(AspectsofProse)
3. TanemkenoTelemsa(TypesofProse)

Unit2:TetsürLiruzülü(Narrativeonwomen):14 marks(Descriptive10marks,objectives4marks)

- 1.KongroLijen

Unit3:TetsürLiruzülü(Women'sNarrative)14marks(Descriptive10marksandObjectives4marks)

- 1.AotsürJenmung

Unit 4: OsangtsüsangLiruzülü (EventsNarrative): 14 marks (Descriptive 10 marks and Objectives 4marks)

- 1.KishiTezülen

Unit5: ZüluyimKetsang (WritingSkills): 14marks (Onequestion of14 marks)

- 1.TanemkenozülüTazüngtsü

Kakettem:

1. SashikalaAier, ChubatolaAier, Lanurenla, ObanglaAo, Temjennaro. *AotsürJenmung*. WatsüMungdang. 2018.
2. T.SenkaAo.*KishiTezülen*. 2016.
3. T.SenkaAo.*Kongro Lijen*. 2013.

C-7 (YIM):Yimdangjem[Fiction]-4CREDITS

COURSE LEVEL LEARNING OUTCOMES:

Some of the course learning outcomes that students of this course are required to demonstrate thus.

- Investigate the role of fiction in the field of Ao literature.
- Use various methods of literary analysis to interpret literature.
- Appreciate literary fiction of Ao literature.
- Develop skills of critical analysis of different fiction.
- Develop skill of writing.

Course Content

Unit1:YimdangjemRatet:14Marks(descriptive 10marks,objectives4marks)

4. YimdangjemTetezü
5. YimdangjemTenüktelen
6. YimdangjemTelemsa
7. OtsünuRatet
8. MolotongTetezü

Unit2:TerunemTaku(TheBitterScent):14marks (Descriptive10marks,objectives4marks)

1. TemeimTaku
2. ShiluNaro
3. TilaTanurLima
4. ChristmasNungNükpokerKa

Unit3:Moludong (Novel)14marks(Descriptive 10marks,Objectives4 marks)

1. OluluTejen: T. SenkaAo
2. KüMulungNaroTsüki: S.T.Yapang.

Unit 4:AoOshidangiMeyipzükbaYimdangjem14marks(Descriptive10marksandObjectives 4marks)

2. Genevieve:P.AlemJamir,AotoshiAier.
3. NaroMolok: P. Alem Jamir

Unit 6: ZüluyimKetsang (Writing Skills): 14 marks (One question of 14 marks)Otsünuzülu

TazüngtsüKakettem:

4. P.AlemJamir,AotoshiAier. *Genevieve*.2004.SaraighatOffsetPress,Guwahati.
5. P.Alem Jamir. *Naro Molok*.2011.
6. T.SenkaAo. *TeroneM Taku*. 2017.TribalDevelopment andCommunicationCentre,Mokokchung.
7. S.T. Yapang. *KüMulungNaro Tsüki*.2014

C-8 (MOK):MezüngsaObangtsük(ClassicalCriticism)-4 CREDITS

COURSE LEVEL LEARNING OUTCOMES:

Some of the course learning outcomes that students of this course are required to demonstrate thus:

- Learners will be able to strengthen and deepen their interpretative skills.
- Learners will be able to understand various theoretical frameworks and concepts to literary and cultural texts.
- Learners will be able to apply various theoretical frameworks and concepts to literary and cultural texts.

Course Content

Unit 1:14marks(Descriptive10 marksandObjectives4marks)

4. ObangtsükRatet(What isCriticism)
5. ObangtsükInyakyim(FunctionsOfCriticism)
6. ObangtsükTelemsa(TypesOfCriticism)

Unit1:14 marks(Descriptive10marks,objectives 4marks)

1. MezüngsaObangtsükRatet
2. Plato:*TheRepublicBookX*

Unit2:14marks (Descriptive10marksand Objectives4marks)

2. Aristotle:*Poetics*
3. Horace:*TheArtofPoetry*

Unit4:14Marks(descriptive10 marks,objectives4marks)

1. Longinus:*On theSublime*
2. Plotinus:*OntheIntellectualBeauties.*

Unit5:ZüluyimKetsang(Grammar and WritingSkills):14marks(Onequestion of14marks)

- 1.SangroObangtsükzülu

TazüngtsükKaketttem:

8. *AoKenozüluYinsemPart II*: Published byASLB
9. B.Prasad.*AnIntroductiontoLiteraryCriticism.*
10. B.Prasad.*A BackgroundtotheStudyof EnglishCriticism.*
11. M.A.R.Habib.*Literary CriticismfromPlato tothePresent: An Introduction.*

C-9 (OSN):Oshimeyipren (Translation)-4 CREDITS

COURSE LEVEL LEARNING OUTCOMES:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- Critically appreciate the process of translation.
- Energy with various types of translation.
- Examine different linguistic problems of translation.
- Translate literary and non-literary translation.

Course Content

Unit I: **Theory of translation:** Theory of approximation, principle of translation equivalence, functionalequivalence,translation,transliteration, transcreation,paraphraseand interpretation.

Unit II: **Types of translation:** Partial vs. total translation, text-oriented vs. reader-oriented translation, literalvs.freetranslation, inter-lingual vs. intra-lingual translation

Unit III: **Process of translation:** translation of lexical items and of syntactic structures, comparative andcontrastiveanalysis of sourceand target language

Unit IV: **Linguistic problems of translation:** lexical gaps in the target language, collocation restrictions insourceand target language, semantic loss and gain;

UnitV: Comparisonofsourcetextandtranslatedtext;translationpractice

SuggestedReadings:

Basnett, S. and Lefevere, A. ed. 1990. **Translation, History and Culture**. London:PrinterPublishers.

Catford, J.C. 1965. **A Linguistic Theory of Translation**. Oxford University

Press.Gargesh, R. and K.K. Goswami (eds) 2007. **Translation and Interpreting**. Delhi: OrientLongmanPvt. Ltd.

Newmark,P.1981.**ApproachestoTranslation**.PergamonPress.

Nida, Eugene A. 1975. **Language, Structure and Translation** (Essays selected by A.S.Dil).Stanford Univ. Press.

Nida,Eugene A.& C.R.Taber.1974.**TheTheoryand PracticeofTranslation**. Leiden: E.J.Brill.

Ramakrishna, S. ed. 1997. **Translation and Multilingualism**. Delhi: Pencraft.42

Singh, Udaya Narayana. 2009. **Translation as Growth**. Delhi:

Pearson/Longman.Somers,H.(ed)2003.**ComputersandTranslation:ATranslator'sGuide.**
Amsterdam:JohnBenjamins.

C-10 (KSN): Kenozülu Süiren (History of Ao and English Literature)- 4 CREDITS

COURSE LEVEL LEARNING OUTCOMES:

Some of the course learning outcomes that students of this course are required to demonstrate run thus.

- Explain and analyse the rise of critical mind.
- Analyse literary devices, forms and techniques in order to appreciate and interpret texts.
- Understand various stages of development English and Ao language.
- Critically analyse Ao and English literature.

Course Content

Unit 1: Ao Oshiben Süiren (History of Ao Language): 14 marks (Descriptive 10 marks, objectives 4 marks)

Unit 2: Ao Kenozülu Süiren (History of Ao Literature): 14 marks (Descriptive 10 marks, objectives 4 marks)

Unit 3: English Oshi Süiren (History of English Language): 14 marks (Descriptive 10 marks and Objectives 4 marks)

Unit 4: English Kenozülu Süiren (History of English Literature): 14 marks (Descriptive 10 marks and Objectives 4 marks)

1. Elizabethan Age
2. Puritan Age
3. Restoration Age

Unit 5: English Kenozülu Süiren (History of English Literature): 14 marks (One question of 14 marks)

2. Augustan Age
3. Romantic Age
4. Victorian

Age Tazüingtsü Kakett

em:

12. William J. Long. *English Literature: Its History and its Significance*.

13. Edward Albert. *History of English Literature*.

14. Tiala Imchen. *Ao Kin Dangi Khristan Yimsü Aruba*. 2017.

15. ASLB. *Kenozülu Yinsem-I*. 2012s

C-11 (OAO):OjangsüaserOjangren(Phonologyand Morphology)-4 CREDITS

COURSE LEVEL LEARNING OUTCOMES:

Some of the course learning outcomes that students of this course are required to demonstrate run thus.

- Develop ability to systematically represent a spoken language in written form.
- Understand various speech production and manner of articulation.
- Critically analyse various process of word formation.

Identify different word classes and understand their differences

Course Content

Unit I:Speech production:anatomy and speech organs;place and manner of articulation;.Major classes;vowels, consonants,diphthongs

Unit II:Phones,phoneme,allophone, suprasegmental features,syllable structure,transcription

UNIT III:Word classes:Open and closed classes;Simple, compound and complex words Part of speech;tense,mood, aspect

UNIT IV:Root, stem, word; free and bound morphemes; prefixes, suffixes and

infixes UNIT V:Processes of word formation:Compound,reduplication,echo word,clipping

Suggested Readings:

Aronoff, M. 1976. **Word formation in generative grammar**. Cambridge. Mass: MIT Press.

Aitchison, J. 1987. **Words in the Mind**. Oxford: Basil Blackwell.

Disciullo, A.M. and Williams E. 1987. **On the definition of word**. Cambridge, Mass.: MIT Press.

_____. 1994. **Morphology by itself: Stems and Inflectional classes**. Cambridge, Mass: MIT Press.

Katamba, F. and John Stonham 2006. **Morphology 2nd ed**. London: Palgrave.

Mathews, P.H. 1972. **Inflectional Morphology**. Cambridge, Cambridge University Press.

_____. 1974. **Morphology: An introduction to the theory of word structure**. Cambridge, Cambridge University Press.

Mel'cuk, Igor A. 2006. **Aspects of the theory of morphology**. Berlin:

Mouton. Spencer, A. 1991. **Morphological Theory**. Oxford: Basil Blackwell.

Singh, R. and Agnihotri, R.K. 1997. **Hindi Morphology: A word based description**. Delhi: Motilal Banarsidass.

Matthews, P.H. 2007. **Syntactic Relations: A Critical Survey**. Cambridge: Cambridge University Press.

Van Riemsdijk, Hank and E. Williams 1986. **Introduction to the theory of grammar**. Cambridge. Mass. MIT Press.

Walling, P and Imchen, I. 2015. Oshio ben Tamendak dak Kimung. ASLB publication

C-12(OTN):OshimeyiprenTenren[Translation Studies]-4CREDITS

COURSE LEVEL LEARNING OUTCOMES:

This paper will comprise of the history of translation both International and local, analysing the perception of translators from the linguistic as well as philosophical point of views. The course will describe the different theoretical approaches to Translation focusing mainly on Communicative, Linguistic, Cultural and Interdisciplinary approaches. Students will also be required to learn Vocabulary, Grammar, Orthography and Lexicography of both English and Ao-Nagalanguages.

Course Content

Unit1:OshimeyiprenSüiren(HistoryofTranslation)14marks(Descriptive10marks,objectives4marks)

5. International
6. Local

Unit 2: OshimeyiprenLenla (Approaches to Translation) 14 marks (Descriptive 10 marks, Objectives 4marks)

8. TongteprateprenLenla (CommunicativeApproach)
9. OshiobenLenla(LinguisticApproach)
10. SobalibarenaserShisajinutepren (CulturalandInterdisciplinaryApproachtoTranslation)

Unit3:VocabularyandGrammar(English&Ao)14marks(Descriptive10marksandObjectives4marks)

1. Orülem
2. EnglishGrammar

Unit 4: Orthography and Lexicography (English &Ao) 14 marks (Descriptive 10 marks and Objectives 4marks)

7. Orthography(Ao)
8. Orthography(English)
9. Lexicography(Ao)
10. Lexicography(English)

Unit5:TranslationinPractice(EnglishtoAoandAotoEnglish)14Marks(descriptive10marks,objectives4marks)

1. ShortStoriesTranslations
2. PoetryTranslations
3. ProseTranslations
4. IdiomsandProverbsTranslations
5. JournalisticTextsTranslation

TazüingsüKaketttem:

1. Louis G. Kelly.*The True Interpreter: A History of Translation Theory and Practice in the West*.PalgraveMacmillan.1 Nov 1979.
2. Alexander Fraser Lord Tytler.*Essay on the Principles of Translation*. New Edition. AmsterdamClassics. 1978.

3. Jean Delisle and Judith Woodsworth. *Translators Through History*. UNESCO, 1996.
4. Mar Atsongchanger. *A Brief History of Literature and Publishing in Nagaland*. 2012.
5. Peter Newmark. *A Textbook of Translation*. Prentice-Hall International, 1988.
6. Edwin Gentzler. *Contemporary Translation Theories*. Multilingual Matters. 2001
7. M.L. Wati, Dr. Lanurenla, Dr. Pangersenla, Dr. Imlienla. *Orülemaser Olem*. 2019. Ao Senden Literature Board.
8. E.W. Clark. *Ao Naga Dictionary*. Calcutta. The Baptist Mission Press. 1911. Revised Edition, 2013. Heritage Publishing House.
9. ASLB Arok Osep Lokmedem. *Arok Osep*. 2019. NV Press, Kohima

C-13 (KOK):KenozülüObangtsük[Literary Criticism]-4 CREDITS

COURSE LEVEL LEARNING OUTCOMES:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

- Learners will be able to understand fundamental literary and critical concepts and underlying distinctions amongst them (i:e difference between literary criticism and literary theory.)
- Identify theoretical and critical concepts and critics.
- Evaluate and analyze strengths and limitation of critical/ theoretical frameworks and arguments.
- Apply various theoretical frameworks and concepts to literary and cultural texts.

Course content

Unit 1: Enlightenment Criticism: 14 marks (Descriptive 10 marks and Objectives 4

marks)Unit 2: 19th Century Romantic Criticism: 14 marks (Descriptive 10 marks, objectives 4

marks)Unit 3: TheNew Criticism:14marks (Descriptive10 marks andObjectives 4marks)

Unit 4: Beginning of Literary Theory: 14 Marks (descriptive 10 marks, objectives 4

marks)Unit5:TanemkenoObangtsükzülü:14marks (Onequestion of14marks)

TazüngtsükKakettem:

1. B.Prasad.*AnIntroductiontoLiteraryCriticism.*
2. B.Prasad.*ABackgroundtotheStudyofEnglishCriticism.*
3. PeterBarry.*BeginningTheory-AnIntroductiontoLiterary andCulturalTheory.*

C-14 (OJO):OjangmenaserOlenyim(SyntaxandSemantics)- 4CREDITS

COURSE LEVEL LEARNING OUTCOMES:

Some of the course Learning outcomes that students of this course are required to demonstrate run thus:

- Develop ability to pursue research in the field of linguistics.
- Understand various types of sentences.
- Critically analyze sense relation.
- Examine types of phrases.

Course Content

UNITI:Phrase;headwordandtypesofphrases;clause;sentence

UNITII:Typesofsentence:Declarative, Interrogative,

simple,compoundandcomplexsentencesUnitIII:Word order; typesof word order, wordorder ofmodifierandhead

Unit IV: Meaning; lexical and grammatical meaning; field theory of

meaningUnitV:Sense relation:synonymy;antonym;homonymy,

hyponyms;polysemy

Suggestedreadings:

Croft,W.1990.**TypologyandUniversals**.Cambridge:CambridgeUniversityPress.

Emeneau, M.B. 1964. 'India as a linguistic area' in Dell Hymes (ed.) **Language in cultureand society: A reader in linguistics and Anthropology**. New York: Harper and Rowpublisher.

Greenberg,J.H.1966.**UniversalofLanguage**.Cambridge,Mass:TheMITPress.

_____.C.A. Ferguson and E.A. Moravcsik (ed.) 1978. **Universals of HumanLanguage**. Vols. 1-4.Stanford, California:Stanford UniversityPress.

Hawkins J .A. 1983. **Word order universals**, New York: Academic Press.Malinson, G. and B.J. Blake. 1981. **Language Typology: Crosslinguistic studies inSyntax**.Amsterdam: North Holland.

Masica, C.P. 1976. **Defining a linguistic area: South Asia**. Chicago: University ofChicagopress.

Shopen, Timothy 2007. **Language Typology and Syntactic Description**. Vols 1-3(Secondedition). Cambridge: CambridgeUniversity Press.

Tomlin,R.S.1986.**BasicWordOrder**.London:Croom-Helm.

Walling,P andImchen, I.2015.OshiobenTamendakdakKimung.ASLBpublication.

C-15(DSE-1): (AAS) AorAkhirenSangroyim (Ao Traditional Poetry)- 4 credits

Course Learning outcome.

This course will equip the students with theoretical knowledge of Ao traditional poetry in the following areas:

1. The various tunes
2. The oral-formulaic expression
3. Poetry as performance
4. Poetry as demanded by the occasion

Course Content

Unit 1: AorKensüyimtelemsa (The classification of Ao songs/poetry)

Unit 2: Aorsangroyimaser Africa nungersangroyimThe comparative study of Ao oral poetry with African oral poetry

Unit 3: Aorsangronungshisangrenaserjiluyimmedemdangba (The performative quality of Ao poetry: Comparison and analysis)

Unit 4: Sobaliba ken karbushidangba (Study of some traditional poetry)

Unit 5: Kimak ken kar(Songs sung during visitations)

C-16 (DSE-2): (KKA) KhristanKaketkenoAoOshinungzüluba (ChristianWritingsinAo)- 4 Credits

Course Learning Outcome:

The course will enable students to the historical development of Christian literature following the advent of Chritianity in Ao land and how the religion has enriched the literature of a people without the written script.

Course Content

Unit 1: Christian YimsütENZükbaaserkaketkenotesentaktep (The relationship between the advent of Christianity and literature)

Unit 2: 1878 nungi 1945 tashinungkenozülurenlokbaotsüsüiren (The history of literature from 1878 to 1945)

Unit 3: AoArogotemikaketkenorenlokbanungshilemagibaotsüsüiren (The history of the role of churches in the development of literature)

Unit 4: Laishibameyipbaotsüsüiren (The history of translation of the Bible)

Unit 5: Tanü putu nungKhristankaketkeno(Christian literature in the present age)

C-17(DSE-3): OLT) OshiLemsayimTamentakdak (ElementaryLanguageTypology)- 4 Credits

Course Learning Outcomes

The purpose of this course is to enable learners to study the differences and similarities among languages across cultural boundaries. It is meant for students to have basic knowledge on:

1. Presenting the statement types that serve as tools to capture similarities
2. Present crosslinguistic generalizations about syntax, morphology and phonology

Course content

Unit 1: What is Language typology?

Unit 2: The Worlds of words: Lexical Typology

Unit 3: Assembling words: Syntactic Typology

Unit 4: Disassembling words: Morphological Typology

Unit 5: The sounds of languages: Phonological typology

C-18(DSE-4): (ORR) Orülem(AoGrammar) – 4 Credits

Course Learning Outcomes

This course will introduce students to the knowledge of Ao grammar and it's application in composition

Course Content

Unit 1: Oren chinutepyim (Word Order)

Unit 2: JilokaserMekünTongta (Direct and Indirect Speech)

Unit 3: Olasü (Pronunciation)

Unit 4: OtiYimya (Mood)

Unit 5: Kola aserTemla (Tone and Syllable)

C-20 (JUL-II): Jilushitebhong II (Dama) -4 Credits

COURSE LEVEL LEARNING OUTCOMES:

Some of the course learning outcomes that students of this course are required to demonstrate run thus.

- Understand various dramatic structures.
- Show their appreciation of texts in terms of plot- construction and socio- cultural context in drama.
- Develop the skill of writing dramas.
- Appreciate and analyse the dramas in the larger socio-political and religious context of the time.

Unit 1: KiyimbaNoksasep

Unit 2: TemeimAlizüng

Unit 3: AremArükhudong

Unit 4: IbaAonung

Unit 5: TanabubaSannüker

C-20 (ASK-I): Aorsobaliba ken TebhongI (Ao folk Songs- I)- 4 Credits

Course level Learning outcome:

Some of the course learning outcome that students of this course are required to demonstrate run thus:

- Appreciate our rich cultural heritage.
- Develop the skill of learning various types of folk songs.
- Differentiate between different kinds of folk songs.
- Identify various types of folk songs sung in different season/occasions.
- Understand the meaning of folk songs.

Unit 1- Okila, TenrenShimekazük (scope)

Unit II- Süngonaro ken, Longrakensü

Unit-III MasemKensü, Tsüksenkensü

Unit-IV Kongki ,kensü, Sangshikongkikensü

Unit-V Kentenba (Practical)

C-21 (ASK-II): Aorsobaliba ken Tebhong II(Ao folk SongsII) -4 Credits

Course level Learning outcome:

Some of the course learning outcome that students of this course are required to demonstrate run thus:

- Appreciate our rich cultural heritage.
- Develop the skill of learning various types of folk songs.
- Differentiate between different kinds of folk songs.
- Identify various types of folk songs sung in different season/occasions.
- Understand the meaning of folk songs.

Course Content:

Unit-I Okila, TenrenTemekazük (Scope)

Unit-II- Ayimkensü, Yimlusürkensü.

Unit III- Yimjukensü

Unit IV- Motsüngarakensü, Amen ken, Kentola.

Unit V- Kentenba (Practical)

C-22 (JUL-III): Jilushitebhong III (Dama) -4 Credits

COURSE LEVEL LEARNING OUTCOMES:

Some of the course learning outcomes that students of this course are required to demonstrate run thus.

- Understand various dramatic structures.
- Show their appreciation of texts in terms of plot- construction and socio- cultural context in drama.
- Develop the skill of writing dramas.
- Appreciate and analyze the dramas in the larger socio-political and religious context of the time.

Unit 1: Shilunaro

Unit 2: TilaTanur Lima

Unit 3: Bishop's Candle Sticks

Unit 4: Nisungsang

Unit 5: Robinhood

C-23 (OAM):OtsüorenaserMoluzülu (Prose and Novel) – 4 Credits

COURSE LEVEL LEARNING OUTCOMES:

Some of the course learning outcome that students of this course are required to demonstrate run thus:

- Develop ability to pursue research in the field of literature.
- Critically appreciate the creative writings of Aos.
- Learn and appreciate the creative about human and literary values.
- Understand life's values from women's perspectives.

Unit 1: Arenlung(Select chapters from Arenlung)

Unit 2: Amajokaser Tanga Otsünutem(Select chapters)

Unit 3: KishiTezülen(Select Chapters)

Unit 4: Amajokaser Tanga Otsünutem (Select chapters)

Unit 5: ApuKülenji

