

Hindi

(Revised Curriculum)

Department of Hindi Studies
Bachelor of Arts Honours Degree Programme

2021 Onwards

Department of Hindi Studies
Faculty of Humanities
University of Kelaniya
Sri Lanka

PROGRAMME SPECIFICATION

Key Features of the Programme	
Programme title:	Bachelor of Arts Honours in Hindi
Final award: BA or BA Hons, BSc Hons	BAHons (Hindi)
(SLQF) Level	SLQF Level 6
Programme Code	HIND
Awarding institution/body:	University of Kelaniya, Sri Lanka
Teaching institution:	University of Kelaniya, Sri Lanka
Faculty:	Faculty of Humanities
Language of study and assessment	Hindi
Departmental web page address:	https://hu.kln.ac.lk/depts/hindi/
Method of study (Fulltime/Part-time/Split/Other)	Full time
Mode of teaching/delivery (direct classroom teaching/online/distance etc.)	Blended Learning (Direct classroom teaching and online teaching)
Total no of notional hours	6000 hours
Credit value of the programme	The BAHons (Hindi) degree has a total value of 120 SLQF credits (Each 1 credit is equivalent to 50 notional hours as defined by SLQF)

Maximum and minimum period of registration	From the effective date of registration: 4 years (minimum) - 6 years (maximum)
Criteria for admission to the programme (including SLQF level)	<p>Minimum entry requirement is completion of SLQF Level 2</p> <ol style="list-style-type: none"> 1. In the first year, 'D' or better grades should be obtained for the course units of a minimum of 30 credits. 2. A minimum of 2.30 GPA should be obtained for the relevant course units counted for the 30 credits. 3. 'C' or better grades and a minimum of 3.00 GPA should be obtained for 10 credits of the compulsory course units of the subject chosen for the special degree
Length/duration of the programme	8 semesters (4 academic years)
Progression: Employment and further study opportunities	Completion of SLQF Level 6 meets the minimum entry requirement for SLQF Level 7, 8, 9, 10, 11 and 12.
Relevant Subject Benchmark Statement (SBS), if specified	<p>Reference to the</p> <ul style="list-style-type: none"> • Subject Benchmark Statement in Language Studies published by the Quality Assurance and Accreditation council, University Grants Commission, Sri Lanka • Subject Benchmark Statement for Languages, Culture and Societies published by the Quality Assurance Agency for UK Higher education.
Board of Examiners:	Examiners are nominated by the Head of the Department and the Faculty Board of Faculty of Humanities and are appointed with the approval of the University Senate.

Brief Introduction of the Awarding Institution & Department

The University of Kelaniya has its origin in the historic Vidyalkara Pirivena, founded in 1875 as a centre of learning for Buddhist monks. The Vidyalkara Pirivena became the Vidyalkara University in 1959 and the Vidyalkara University became a Campus of the University of Sri Lanka in 1972. Vidyalkara Campus was then restored to its independent status and retitled as the *University of Kelaniya, Sri Lanka* with the promulgation of the Universities Act No. 16 of 1978. University of Kelaniya operates with the vision '*to become a centre of excellence in creation and dissemination of knowledge for sustainable development.*'

The history of the Faculty of Humanities dates back to the establishment of the Vidyalkara Pirivena. Former faculties of the Vidyalkara Pirivena: Faculty of Languages, Faculty of Buddhism and Faculty of Arts were combined to the Faculty of Humanities. Its vision is '*to become a Centre of Excellence in the field of Humanities*' and operates with the mission '*to strengthen human resources through education and research in the fields of language, arts and religion.*'

The Department of Hindi Studies in the Faculty of Humanities is one of the oldest departments of the University of Kelaniya with its origins in 1959. Later in 1974, the Department of Hindi Studies was assigned to the Department of Modern Languages and it was re-established as an independent department of the university in March 1995. It remains as the only independent department for Hindi Studies among the Sri Lankan universities.

Providing scholarly knowledge on Hindi language, literature and North Indian culture and promoting related research in this field among Sri Lankans are the aims of the Department of Hindi Studies. It offers Hindi for the Bachelor of Arts Degree and conducts degree programme of the Bachelor of Arts Honours in Hindi. In addition, Certificate Course in Modern Languages-Hindi is offered for undergraduates of the university and Diploma in Hindi is offered for external learners who are interested in Hindi.

Introduction of the Programme

Bachelor of Arts Honours Degree programme, which was then named as Bachelor of Arts (Special) Degree in Hindi was launched in 1982. This programme was developed including study areas of Hindi literature, North Indian culture and Hindi folk literature in the syllabus, as well as Hindi language.

The present Bachelor of Arts Honours Degree programme is structured considering the standards specified by the Graduate Profile of the faculty which are categorized in three sections as special knowledge, general intellectual skills and capacities and personal qualities, institutional standards and the SLQF. Hence, additionally to the knowledge and language skills related to Hindi, Hindi literature and North Indian Culture, language teaching methodologies, research methodologies, intercultural communication, soft skills development, translation and interpretation are included in the present Bachelor of Arts Honours Degree programme to

enhance the competence of undergraduates. Course units of Hindi literature included in its study programme support the undergraduates to develop attitudes and mindset.

Overall aim of the programme

The overall aim of this Bachelor of Arts Honours Degree programme is to strengthen its graduates with education and research specialized in the field of Hindi studies to succeed in academic and non-academic positions and to be responsible citizens.

Programme Learning Outcomes (PLOs)

At the completion of Bachelor of Arts Honours Degree programme, the student will be able to:

PLO 1: Demonstrate knowledge on language structure and usage of Hindi language, background knowledge on Hindi language, Hindi literature and awareness of North Indian culture

PLO 2: Relate theoretical, methodological and stylistic awareness of literary criticism, research, linguistics, language teaching and translation to Hindi language and literature.

PLO 3: Apply linguistic and methodological knowledge to communicate effectively and express viewpoints in written and oral forms of Hindi while demonstrating intercultural competence, social skills and creativity.

PLO 4: Organize ideas, presentations, documents, translations while demonstrating linguistic and professional competence and working collaboratively with others.

PLO 5: Analyze contemporary or literary contexts, compare and contrast characteristics, support, prove or disprove statements with logical reasoning while expressing perspectives in Hindi.

PLO 6: Value the morals incorporated with Hindi narratives, criticisms and visual media while respecting socio-cultural diversity and demonstrating positive attitudes and social responsibilities.

PLO7: Develop new competencies and assume responsibilities with confidence, accountability, and adaptability.

PLO 8: Improve self with additional skills and sources of knowledge to make sound decisions for the sustainable continuous improvement of one's self and society.

Course Structure					
Course code	Course Title	Status (Compulsory / optional etc.)	SLQF Credit	Notional Hours	
				Direct contact hours (teaching/Tutoring)	Self-learning conducting Assessment, preparation for assessment etc.
Level 2					
HIND 21714	Origin and Development of Hindi Language	C	4	60	140
HIND 21724	Origin and Development of Hindi Literature	C	4	60	140
HIND 21731	Community Service Engagement	O	1	15	35
HIND 22744	Principles of Translation	C	4	60	140
HIND 23756	North Indian Culture and Intercultural Communication	C	6	90	210
HIND 23766	Fundamentals of Literary Criticism (Verse and prose)	C	6	90	210
HIND 23776	Skills of Communication and Composition- I	C	6	90	210
Level 3					
HIND 31714	Principles of Language Teaching and Learning	C	4	60	140
HIND 31724	Hindi for Professional Purposes and Interdisciplinary Studies	C	4	60	140
HIND 31732	Research Methodology	C	2	30	70
PSNH 31712	National Heritages and Civic Responsibility	O	2	30	70
HIND 33755	Literary Criticism: Modern Hindi Verse (Prescribed)	C	5	75	175
HIND 33765	Fundamentals of Linguistics and Hindi Language	C	5	75	175
HIND 33775	Literary Criticism: Hindi Prose (Prescribed)	C	5	75	175

HIND 33785	Skills of Communication and Composition- II	C	5	75	175
PSIT 32722	ICT Skills for Education and Professional Development- I	O	2	30	70
Level 4					
HIND 41713	Hindi Folk Literature	C	3	45	105
HIND 41724	Creative Composition and Critical Thinking	C	4	60	140
PSIT 41712	ICT Skills for Education and Professional Development- II	O	2	30	70
HIND 43745	Literary Criticism: Early and Medieval Hindi Verse (Prescribed)	C	5	75	175
HIND 43755	Translation and Interpretation	C	5	75	175
HIND 43765	Literary Criticism: Hindi Prose and Films (Prescribed)	C	5	75	175
HIND 43778	Dissertation and Oral Examination	C	8	120	280
HIND 43744	Internship	O	4		400
Total no. of credits (Hindi- Compulsory)			90 + 10 (Level 1) = 100		
Total no. of teaching hours			1500 hrs.		
Total no. of Notional Hours			5000 hrs. (1500+3500)		

Course Structure of the Degree Programme and Compliance with SLQF Level Descriptors for a 8 – Semester Study Programme

		Categories of Learning Outcomes											
Programme Learning Outcomes ³		PLO 1 PLO 2	PLO 1 PLO 2 PLO 3	PLO 3 PLO 4 PLO 5	PLO 3 PLO 4 PLO 5	PLO 3 PLO 4 PLO 5	PLO 3 PLO 4 PLO 5	PLO 3 PLO 4 PLO 5	PLO 3 PLO 4 PLO 5	PLO 6 PLO 7	PLO 6 PLO 7	PLO 6 PLO 7	PLO 8
Semester	Course Unit	1. Subject/ Theoretical Knowledge	2. Practical Knowledge and Application	3. Communication	4. Teamwork and Leadership	5. Creativity and Problem Solving	6. Managerial and Entrepreneurship	7. Information Usage and Management	8. Networking and Social Skills	9. Adaptability and Flexibility	10. Attitudes, Values and Professionalism	11. Vision for Life	12. Updating Self/ Lifelong Learning
3	HIND 21714	LO1 LO2 LO3 LO4		LO3 LO4 LO5									LO5
	HIND 21724	LO1 LO2 LO3 LO4		LO1 LO3 LO4					LO3				
	HIND 21731												
4	HIND 22744	LO1 LO2	LO3 LO4			LO3 LO4							LO5
	HIND 23756	LO1 LO2		LO4 LO5		LO4 LO5			LO3 LO5	LO5	LO3		LO5
	HIND 23766	LO1 LO2 LO4	LO1	LO3					LO4				LO1 LO4
	HIND 23776	LO2	LO1 LO3 LO4 LO5	LO1 LO3 LO6		LO6		LO3	LO1	LO1		LO6	LO3
5	HIND 31714	LO1 LO2	LO3 LO5	LO3 LO5	LO4	LO4 LO5		LO5	LO5	LO2 LO3 LO5	LO5	LO4 LO5	LO6

	HIND 31724		LO1	LO5 LO6	LO3	LO1 LO2	LO3 LO5	LO4	LO3	LO3 LO6	LO5 LO6	LO3	LO3 LO5
	HIND 31732	LO1 LO2 LO4	LO4 LO5	LO5		LO6		LO4		LO2	LO3		LO2 LO4 LO6
	PSNS 31712												
6	HIND 33755		LO1 LO2 LO3	LO2 LO3 LO4	LO2 LO3	LO3 LO4			LO2 LO5	LO5	LO5	LO5	LO1
	HIND 33765	LO1 LO2 LO4	LO3 LO5 LO6	LO7		LO7			LO7				LO3 LO5 LO6 LO7
	HIND 33775		LO1 LO2	LO1 LO2 LO3	LO3	LO2 LO3			LO1 LO5	LO5	LO5	LO5	LO2 LO3
	HIND 33785	LO2	LO1 LO3 LO4	LO1 LO3 LO4 LO5		LO5		LO4	LO1 LO3	LO1 LO3		LO5	
	PSIT 32722												
7	HIND 41713	LO1 LO2		LO3 LO4									LO3
	HIND 41724		LO3 LO4	LO1 LO2 LO3 LO4		LO1 LO2 LO3 LO4			LO2 LO3 LO4	LO3	LO1 LO2		LO3
	PSIT 41712												
8	HIND 43745		LO1 LO2 LO3	LO2 LO3 LO4		LO3 LO4			LO2 LO5	LO5	LO5	LO5	LO1
	HIND 43755		LO1	LO2 LO3 LO4 LO5	LO4	LO2 LO3 LO4 LO5	LO3 LO4 LO5	LO4	LO5	LO3 LO5	LO3 LO4 LO5	LO3 LO5	LO3 LO5
	HIND 43765		LO1 LO2	LO1 LO2 LO3	LO3	LO2 LO3			LO1 LO5	LO5	LO5	LO5	LO2 LO3
	HIND 43778		LO1 LO5	LO5 LO6		LO3 LO4		LO2		LO3 LO4		LO4	LO4 LO5
	HIND 43744												

Course Specifications

Fields of Study: Hindi

1.	Code of the Course Unit	HIND 21714
2.	Title of the Course Unit	Origin and Development of Hindi Language
3.	Number of Credits	4
4.	Type	Compulsory
5.	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6.	Introduction This course unit is designed to strengthen undergraduates with background knowledge about languages in general, Hindi language and analyze its present status.	
7.	Pre-requisites	Not applicable
8.	Main objective of the course To identify the background of Hindi language and to analyze the present status of Hindi language	
9.	Expected/Intended Learning Outcomes (ILOs) At the completion of this course unit, the student will be able to: <ol style="list-style-type: none"> 1. Define language and classify language families 2. Recognize and classify Indo-Aryan languages 3. Discuss about the background of Hindi language and its writing system 4. Describe the characteristics of standard Hindi language 5. Inspect the present status of Hindi language 	

10. Course content:						
<ol style="list-style-type: none"> 1. Introduction to language <ol style="list-style-type: none"> 1.1. Definition of language and different forms of language 1.2. Variability of language and its areas 1.3. Classification of languages and language families 2. Indo-Aryan Languages <ol style="list-style-type: none"> 2.1. Early, medieval and modern Indo-Aryan languages 3. Hindi Language <ol style="list-style-type: none"> 3.1. Origin of the word 'Hindi' and first form of Hindi language (<i>Avahatt</i>) 3.2. Development of Hindi Language (<i>a:dika:l, mad^hyaka:l, a:d^hunik ka:l</i>) 3.3. Dialects of Hindi and Hindi belt 3.4. Urdu, Hindustani, <i>Dakk^hini</i>: Hindi, Rekhta, <i>Hindvi</i>: 3.5. National Language problem in India 4. Writing system of Hindi <ol style="list-style-type: none"> 4.1. General knowledge about the history of characters (<i>chitra, bha:v</i>, syllabic alphabets, logograms) 4.2. Background of Hindi alphabet (Devanagari): Development, features and conflicting viewpoints of Nagari characters, Devanagari numbers 5. Standard Hindi Language and its present status <ol style="list-style-type: none"> 5.1. <i>k^hadi:bo:li</i>: dialect and Standard Hindi Language 5.2. Contemporary trends in Hindi language 5.3. Hindi in world 						
Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
Week	Main Themes	Sub Themes				
1st	1. Introduction to language	1.1. Definition of language and different forms of language	Lectures, handouts, discussions, presentation, Computer Assisted Learning	4	1	Theoretical knowledge, presentation skills, communication skills, self-direction
2nd	1. Introduction to language	1.2. Variability of language and its areas 1.3. Classification of languages and language families	-Do-	2 2	1	-Do-

3 rd	1. Introduction to language	1.4. Classification of languages and language families	-Do-	2	1	-Do-
	2. Indo-Aryan Languages	2.1. Early, Medieval and Modern Indo-Aryan languages		2	2	
4 th	2. Indo-Aryan Languages	2.1. Early, Medieval and Modern Indo-Aryan languages	-Do-	2	2	-Do-
	3. Hindi Language	3.1. Origin of the word 'Hindi' and first form of Hindi language (<i>Avahatt</i>)		2	3	
5 th	3. Hindi Language	3.2. Development of Hindi Language (<i>a:dika:l, madhyaka:l, a:dhunik ka:l</i>)	-Do-	4	3	-Do-
6 th	3. Hindi Language	3.3. Dialects of Hindi and Hindi belt)	-Do-	4	3	-Do-
7 th	3. Hindi Language	3.3. Dialects of Hindi and Hindi belt 3.4. Urdu, Hindustani, <i>Dakkhini: Hindi, Rekhta, Hindvi:</i>	-Do-	1 3	3	-Do-
8 th	Continuous assessment	Presentation		4		
9 th	3. Hindi Language	3.5. National Language problem in India	-Do-	4	3	Theoretical knowledge, communication skills, self-direction
10 th	4. Writing system of Hindi	4.1. General knowledge about the history of characters (chitra, bha:v, syllabic alphabets, logograms)	-Do-	4	3	-Do-

	11 th	4. Writing system of Hindi	4.1. General knowledge about the history of characters (chitra, bha:v, syllabic alphabets, logograms) 4.2. Background of Hindi alphabet (Devanagari): Development, features and conflicting viewpoints of Nagari characters, Devanagari numbers	-Do-	3 1	3	-Do-
	12 th	4. Writing system of Hindi	4.2. Background of Hindi alphabet (Devanagari): Development, features and conflicting viewpoints of Nagari characters, Devanagari numbers	-Do-	4	3	-Do-
	13 th	4. Writing system of Hindi	4.2. Background of Hindi alphabet (Devanagari): Development, features and conflicting viewpoints of Nagari characters, Devanagari numbers	-Do-	3	3	-Do-
		Continuous assessment	In-class test			1	

14th	5. Standard Hindi Language and its present status	5.1. <i>khaḍḍī:bo:li:</i> dialect and Standard Hindi Language	-Do-	4	4	-Do-
15th	5. Standard Hindi Language and its present status	5.2. Contemporary trends in Hindi language 5.3. Hindi in world	-Do-	1 3	5	-Do-
11.	Number of Notional Hours:					
	1. Lecture Hours – 60		3. Self-study and Homework Preparation Hours – 90			
	2. Tutorial / Practical / Presentation Hours – 50		4. Hours for Field Surveys / Factory Visits / Social Activities – None			
12.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated					
	In-class test- 15%, presentation- 15%, active participation- 10%					
	Expected soft skills to be evaluated through the continuous assessments:					
	Theoretical knowledge, presentation skills, communication skills, self-direction					
	End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated					
	Question Paper:					
	Answering a 3-hour question paper at the end of the first semester					
13.	Recommended Readings:					
	1. Chaudhri, Anant (1992) <i>Nagari Lipi Aur Hindi Vartani</i> , Delhi: Delhi University.					
	2. Sharma, Devendranath (1999) <i>Rashtrabhasha Hindi Samasyaen Aur Samadhan</i> , Allahabad: Lok Bharati Publishers.					
	3. Sharma, Ramkishor (2007) <i>Hindi Bhasha Ka Vikas</i> , Allahabad: Syam Publishers Sansthan.					
	4. Tekchandrani, Ravi Prakash (Ed.) (2016) <i>Devnagari Lipi Tatha Hindi Vartani Ka Manakikaran</i> , Delhi: Central Hindi Directorate.					
	5. Tiwari, Bholanath (2007) <i>Hindi Bhasha Ka Itihas</i> , New Delhi: Vani Publishers.					
	6. Verma, Dheerendra (1973) <i>Hindi Bhasha Ka Itihas</i> , Allahabad: Hindustani Academy.					
	7. Verma, Shivraj (1970) <i>Hindi Ka Rashtira Bhasha Ke Roop Mein Vikas</i> , Delhi: Aatmaram and Sons.					

Course Specification

Fields of Study: Hindi

1.	Code of the Course Unit	HIND 21724
2.	Title of the Course Unit	Origin and Development of Hindi Literature
3.	Number of Credits	4
4.	Type	Compulsory
5.	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6.	Introduction This course unit is designed to strengthen undergraduates with background knowledge about Hindi literature and identify its trends.	
7.	Pre-requisites	Not applicable
8.	Main objective of the course To identify the background of Hindi literature	
9.	Expected/Intended Learning Outcomes (ILOs) At the completion of this course unit, the student will be able to: <ol style="list-style-type: none"> 1. Identify the literary background prior to Hindi literature and of Hindi literature 2. Classify the periods in Hindi literature 3. Recognize the background, characteristics and notable contributions of the periods in Hindi literature 4. Relate the influence of other varieties of literature on Hindi literature 	
10.	Course Content: <ol style="list-style-type: none"> 1. General knowledge about the literature prior to Hindi literature: Literature related to Vaidik, Sanskrit, Pali, Prakrit, Apabhramsa languages 2. Hindi literature <ol style="list-style-type: none"> 2.1. Language background of Hindi literature 2.2. Ancient scripts of Hindi literature 2.3. Classification of periods in Hindi literature 2.4. Early period (<i>a:dika:l</i>): background, characteristics, writings and writers 2.5. Medieval period (<i>b^hakṭika:l</i> and <i>ri:ṭika:l</i>): background, characteristics, writings and writers 2.6. Modern period (<i>a:d^hunik ka:l</i>): background, characteristics, writings and writers 3. Other varieties of literature which inspired Hindi literature: Urdu literature, Bengali literature, English literature 	

Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
Week	Main Themes	Sub Themes				
1 st	1. General knowledge about the literature prior to Hindi literature	Literature related to Vaidik, Sanskrit, Pali, Prakrit, Apabhramsa languages	Lectures, handouts, discussions, Computer Assisted Learning	4	1	Theoretical knowledge, communication skills, collaboration, self-direction
2 nd	2. Hindi literature	2.1 Language background of Hindi literature	-Do-	4	1	-Do-
3 rd	2. Hindi literature	2.2 Ancient scripts of Hindi literature	-Do-	4	1	-Do-
4 th	2. Hindi literature	2.3 Classification of periods in Hindi literature	Lectures, handouts, discussions, peer tutoring, Computer Assisted Learning	4	2	Theoretical knowledge, communication, collaboration, self-direction
5 th	2. Hindi literature	2.4 Early period (<i>a:dika:l</i>): background, characteristics, writings and writers	-Do-	4	2 3	-Do-
6 th	2. Hindi literature	2.4 Early period (<i>a:dika:l</i>): background, characteristics, writings and writers	-Do-	4	2 3	-Do-
7 th	2. Hindi literature	2.5 Medieval period (<i>bhaktika:l</i>): background, characteristics, writings and writers	-Do-	4	2 3	-Do-

8 th	2. Hindi literature	2.5 Medieval period (<i>bhaktika:l</i>): background, characteristics, writings and writers	-Do-	3	2 3	-Do-
		2.5 Medieval period (<i>ri:tika:l</i>): background, characteristics, writings and writers		1		
9 th	2. Hindi literature	2.5 Medieval period (<i>ri:tika:l</i>): background, characteristics, writings and writers)	-Do-	3	2 3	-Do-
		Continuous assessment	In-class test		1	
10 th	2. Hindi literature	2.6 Modern period (<i>a:dhunik ka:l</i>): background, characteristics, writings and writers	-Do-	4	2 3	-Do-
11 th	2. Hindi literature	2.6 Modern period (<i>a:dhunik ka:l</i>): background, characteristics, writings and writers	-Do-	4	2 3	-Do-
12 th	2. Hindi literature	2.6 Modern period (<i>a:dhunik ka:l</i>): background, characteristics, writings and writers	-Do-	2	2 3	-Do-
		Continuous assessment	Tutorial		2	

	13 th	2. Hindi literature	2.6 Modern period (<i>a:dhunik ka:l</i>): background, characteristics, writings and writers	-Do-	4	2 3	-Do-
	14 th	2. Hindi literature 3. Other varieties of literature which inspired Hindi literature	2.6 Modern period (<i>a:dhunik ka:l</i>): background, characteristics, writings and writers Urdu literature, Bengali literature, English literature	-Do-	2 2	2 3 4	-Do-
	15 th	3. Other varieties of literature which inspired Hindi literature	Urdu literature, Bengali literature, English literature	-Do-	4	4	-Do-
11.	Number of Notional Hours:						
	1. Lecture Hours – 60		3. Self-study and Homework Preparation Hours – 90				
	2. Tutorial / Practical / Presentation Hours – 50		4. Hours for Field Surveys / Factory Visits / Social Activities – None				
12.	Evaluation and Assessment:						
	In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated Tutorial- 15%, in-class test- 15%, active participation- 10%						
	Expected soft skills to be evaluated through the continuous assessments: Theoretical knowledge, communication skills, collaboration, self-direction						
	End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated Question Paper: Answering a 3-hour question paper at the end of the first semester						

13.	Recommended Readings: <ol style="list-style-type: none">1. Chaturvedi, Ramswaroop (2005) <i>Hindi Sahitya Aur Sanvedna Ka Vikas</i>, Allahabad: Lok Bharati Publishers.2. Dwivedi, Hazari Prasad (2004) <i>Hindi Sahitya: Udbhav Aur Vikas</i>, New Delhi: Rajkamal Publishers.3. Nagendra (Ed.) (1996) <i>Hindi Sahitya Ka Itihas</i>, Noida: National Publishing House.4. Shukla, Ramchandra (1990) <i>Hindi Sahitya Ka Itihas</i>, Varanasi: Nagari Pracharni Sabha.5. Singh, Bachchan (2005) <i>Adhunik Hindi Sahitya Ka Itihas</i>, Allahabad: Lok Bharati Publishers.6. Singh, Namvar (2003) <i>Kavita Ke Naye Pratiman</i>, New Delhi: Rajkamal Publishers.
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Code of the Course Unit		HIND 21731			
Title of the Course Unit		Community Service Engagement			
Number of Credits		2			
Type		Optional			
Pre-requisites		Not applicable			
Main objective of the course					
The main objective of the course unit is to provide an opportunity for the students to identify the society and the responsibility and to serve the society.					
Intended Learning Outcomes (ILOs)					
At the completion of this course unit the student will be able to					
1: Nurturing community-oriented thinking pattern and emphasize cooperate social responsibility in day-to-day social life as a member of the society.					
2: Conceptualize the characteristics and meaning of ‘Community’ while understanding community dynamics in their life course.					
3: Improve students’ engagement with one of selected community or part of community among different communities in their local, regional, or at the national levels and develop the concept of volunteerism.					
4: Enhance attitudes towards social harmony by engage with different social clusters, communities, ethnic groups, religious groups, marginalized communities, etc.					
5: Develop community-oriented thinking pattern among various student groups within the faculties and the university, conceptualize, articulate and propose possible remedial actions to improve the targeted community livelihood or living standards.					
6: Provide a substantial social platform to understand the cooperate social responsibility and volunteerism as a member of the society.					
Contents			Mode of Delivery/ Way of Delivery (T/L materials)	No of Hrs.	ILO No.
Week	Main Themes	Sub Themes			
1 st	An introduction to the nature of course unit, its ILOs and basic concepts		Direct classroom teaching/ online	1	1, 2
2 nd	Historical background of community service engagements		teaching/ blended	1	1,2
3 rd	Community service engagements and volunteerism -part I			1	3,4
4 th	Community service engagements and volunteerism – part II			1	3,4
5 th	Community service engagements and volunteerism - part III			1	3,4

6 th	Community service engagements and volunteerism - part IV		1	3,4
7 th	Community service engagements and volunteerism - part V		1	3,4
8 th	Oral presentation on community service engaged in voluntarily		1	5
9 th	A series of guidance will be provided through LMS, mentoring, and supervision on preparation project work targeted community service engagement proposed by a group of students in each department who are following the degree program.		1	1,2
10 th	Community service engagement activity which is a practical approach should be implement targeting a particular community, society, association, institution, or socially excluded group in the mainstream society and the group of students needs to produce audio visual evidences at the end of the activity performed. This is in addition to the project proposal and they can upload such evidences into the university website, their Face Book walls, etc. However, such public domains should be used after consultation of the mentor in the respective departments.		1	1,2
11 th	All respective students' groups who are engaging in community services are expected to have a healthy dialogue between group members and fellow students and teachers as well as other interested members or groups in different platforms, especially in online platforms.		1	3,4,5
12 th	Community Service Engagement		1	3,6
13 th	Community Service Engagement		1	3,6
14 th	Community Service Engagement		1	3,6
15 th	Community Service Engagement		1	3,6
Number of Notional Hours: 50				
1. Lecture Hours: 15 2. Self-study and Homework Preparation Hours: 35				

Evaluation and Assessment:

In Course Evaluation (Mid Semester Evaluation) 100% from Total Marks Allocated

Expected soft skills to be evaluated through the Group proposal 40%

Community Service Engagement /Online dialogues/interactions with Audio-visual evidence 60%

confidential report on activity completed by external monitored organization or institution

Course Specification

Fields of Study: Hindi

1.	Code of the Course Unit	HIND 22744
2.	Title of the Course Unit	Principles of Translation
3.	Number of Credits	4
4.	Type	Compulsory
5.	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6.	Introduction This course is designed to strengthen undergraduates with required theoretical and methodological knowledge needed to translate appropriately.	
7.	Pre-requisites	Not applicable
8.	Main objective of the course To identify the theoretical knowledge of translation studies and analyze the applicability of strategies which can be used to develop skills needed for translations	
9.	Expected/Intended Learning Outcomes (ILOs) At the completion of this course unit, the student will be able to: <ol style="list-style-type: none"> 1. Define key elements of translation and describe its background 2. Identify methods and sub fields of translation 3. Analyze the applicability of approaches and strategies of translation in various sub fields 4. Analyze the relationship between culture and translation 5. Relate to concerns and challenges in translation 	
10.	Course Content: <ol style="list-style-type: none"> 1. Translation and its background 2. Methods of translation 3. Sub fields of translation 4. Approaches and strategies of translation 5. Culture and translation 6. Concerns and challenges in translation <ol style="list-style-type: none"> 6.1. The role of a translator 6.2. Knowledge of other disciplines useful in translations 6.3. Problems related to translation and translation studies 	

Contents			Mode of Delivery/ Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
Week	Main Themes	Sub Themes				
1 st	1. Translation and its background	1.1 Definitions of translation and misinterpretations on translation	Lectures, handouts, activities, discussions, Computer Assisted Learning	4	1	Theoretical knowledge, problem solving, self-direction
2 nd	1. Translation and its background	1.2 Classification on main elements of translation	-Do-	2	1	-Do-
		1.3 Classification of main attributes of translation		2		
3 rd	1. Translation and its background	1.4 Brief History of translations in Western countries and India	-Do-	2	1 2	-Do-
	2. Methods of translation	2.1 Identification and classification of different methods of translation (Intralingual translation, Interlingual translation, Inter-semiotic translation)		2		
4 th	2. Methods of translation	2.2 Characteristics of Word-to-Word translation, Literal translation, Faithful translation, Semantic translation, Adaptive translation, Free translation, Idiomatic translation, Communicative translation and Interpretation	-Do-	4	2	-Do-

5 th	2. Methods of translation	2.3 Differentiate Translation and Interpretation	-Do-	2	2	-Do-
	3. Sub fields of translation	3.1 Integrity and efficacy of translation in different language related fields (Literature, Law and diplomacy, Tourism, International studies and Foreign relations, Entertainment – film and television, Media and journalism, Commercial and financial trade, Science and technology, etc.)		2		
6 th	3. Sub fields of translation	3.2 Classification on different types of translation services (Technical translation, Scientific translation, Financial translation, Legal translation, Judicial translation, Juridical translation, Certified translation, Literary translation)	-Do-	3	2	-Do-
	Continuous Assessment	Activity		1		
7 th	4. Approaches and strategies of translation	4.1 Process of translation	-Do-	4	3	-Do-
8 th	4. Approaches and strategies of translation	4.2 The importance of identifying the difference of the concepts of meaning and sense in translation	-Do-	4	3	-Do-

9th	5. Culture and translation	5.1 Aspects of culture in Translation	-Do-	4	4	-Do-
10th	5. Culture and translation	5.2 Classification of cultural terms	-Do-	2	4	-Do-
	Continuous Assessment	In class Test		2		
11th	5. Culture and translation	5.3 Culture and equivalence of translation	-Do-	4	3 4	-Do-
12th	5. Culture and translation	5.4 Techniques of translation (Borrowing, Transliteration, Calque or loan translation, Word-to-word translation, Transposition, Modulation, Equivalence or reformulation, Adaptation, Compensation)	-Do-	4	3 4	-Do-
13th	6. Concerns and challenges in translation	6.1 The role of a translator 6.2 Knowledge of other disciplines useful in translations (Linguistics, Cultural Studies, Sociology, Communication Studies, Psychology, Anthropology, etc.)	-Do-	2 2	5	-Do-
14th	6 Concerns and challenges in translation	6.3 Problems related to translation and translation studies	-Do-	4	5	-Do-

Course Specification

Fields of Study: Hindi

1.	Code of the Course Unit	HIND 23756
2.	Title of the Course Unit	North Indian Culture and Intercultural Communication
3.	Number of Credits	6
4.	Type	Compulsory
5.	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6.	Introduction This course unit is designed to develop sociocultural competence of undergraduates in respect to North Indian culture and Hindi language and to develop intercultural competence between North India and Sri Lanka.	
7.	Pre-requisites	Not applicable
8.	Main objective of the course To develop sociocultural competence in respect to North Indian culture and Hindi language and improve social skills and skills of intercultural communication	
9.	Intended Learning Outcomes: At the completion of this course unit, the student will be able to: <ol style="list-style-type: none"> 1. Recognize and describe cultural elements of North Indian culture 2. Inspect socio-cultural aspects of North Indian culture 3. Appraise cultural values of North India 4. Compare and contrast North Indian culture and Sri Lankan culture 5. Demonstrate intercultural communicative competence 	

10.	<p>Course Content:</p> <ol style="list-style-type: none"> 1. Cultural elements of North Indian culture <ol style="list-style-type: none"> 1.1. Costumes, food and beverage and traditional sports 1.2. National symbols, national awards and public/ main cultural celebrations 1.3. North Indian art forms: music, dance, cinema and architecture 2. Socio-cultural aspects of North Indian culture <ol style="list-style-type: none"> 2.1. Ancient social system and traditions: <i>varn</i> (Class) and <i>a:shram</i> (Life stages) and sixteen <i>sanska:r</i> (Sacraments of life) 2.2. Learning traditions and education 2.3. Gender identity and recognition 2.4. Multiculturalism and tribes 2.5. Prominent customs, values, norms and beliefs 2.6. <i>pancha:yat</i> assembly and modern governance 3. Intercultural communication <ol style="list-style-type: none"> 3.1. Introducing intercultural communication 3.2. Non-verbal communication 3.3. Sociolinguistic aspects: honorifics, politeness markers, hierarchy, kinship terms and gender difference in communication 3.4. Comparison of North Indian culture and Sri Lankan culture 3.5. Intercultural communicative competence and diplomacy in language
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Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
Week	Main Themes	Sub Themes				
1 st	2. Cultural elements of North Indian culture	1.1 Costumes, food and beverage and traditional sports	Lectures, handouts, audio-visual method, Computer Assisted Learning, activities, presentations, tutorials	3	1	Communication skills, teamwork, social skills, presentation skills, critical thinking, adaptability, inter-cultural competence
2 nd	1. Cultural elements of North Indian culture	1.1. Costumes, food and beverage and traditional sports	-Do-	3	1	-Do-
3 rd	1. Cultural elements of North Indian culture	1.2. National symbols, national awards and public/ main cultural celebrations	-Do-	3	1	-Do-

4 th	1. Cultural elements of North Indian culture	1.2. National symbols, national awards and public/ main cultural celebrations	-Do-	3	1	-Do-
5 th	1. Cultural elements of North Indian culture	1.3. North Indian art forms: music, dance, cinema and architecture	-Do-	3	1	-Do-
6 th	2. Socio-cultural aspects of North Indian culture	1.3. North Indian art forms: music, dance, cinema and architecture	-Do-	3	2	-Do-
7 th	4. Socio-cultural aspects of North Indian culture	2.1. Ancient social system and traditions: <i>varn</i> (Class) and <i>a:shram</i> (Life stages) and sixteen <i>sanska:r</i> (Sacraments of life)	-Do-	3	2 3	Communication skills, social skills, presentation skills, critical thinking, adaptability, inter-cultural competence
8 th	2. Socio-cultural aspects of North Indian culture	2.1. Ancient social system and traditions: <i>varn</i> (Class) and <i>a:shram</i> (Life stages) and sixteen <i>sanska:r</i> (Sacraments of life)	-Do-	3	2 3	-Do-
9 th	2. Socio-cultural aspects of North Indian culture	2.1. Ancient social system and traditions: <i>varn</i> (Class) and <i>a:shram</i> (Life stages) and sixteen <i>sanska:r</i> (Sacraments of life)	-Do-	3	2 3	-Do-
10 th	Continuous assessment	Presentation		3		

11th	2. Socio-cultural aspects of North Indian culture	2.2. Learning traditions and education	Lectures, handouts, Computer Assisted Learning, tutorials	3	2 3	-Do-
12th	2. Socio-cultural aspects of North Indian culture	2.2. Learning traditions and education	-Do-	3	2 3	-Do-
13th	2. Socio-cultural aspects of North Indian culture	2.3. Gender identity and recognition	Lectures, handouts, Computer Assisted Learning, activities, presentations, tutorials	3	2 3	-Do-
14th	2. Socio-cultural aspects of North Indian culture	2.3. Gender identity and recognition	-Do-	3	2 3	-Do-
15th	Continuous assessment	In-class test		3		
16th	2. Socio-cultural aspects of North Indian culture	2.4. Multiculturalism and tribes	-Do-	3	2 3	-Do-
17th	2. Socio-cultural aspects of North Indian culture	2.4. Multiculturalism and tribes	-Do-	3	2 3	-Do-
18th	2. Socio-cultural aspects of North Indian culture	2.5. Prominent customs, values, norms and beliefs	Lectures, handouts, audio-visual method, Computer Assisted Learning, activities, presentations, tutorials	3	2 3	-Do-

19 th	2. Socio-cultural aspects of North Indian culture	2.5. Prominent customs, values, norms and beliefs	-Do-	3	2 3	-Do-
20 th	2. Socio-cultural aspects of North Indian culture	2.6. <i>pancha:yat</i> assembly and modern governance	Lectures, handouts, Computer Assisted Learning	3	2 3	-Do-
21 st	2. Socio-cultural aspects of North Indian culture	2.6. <i>pancha:yat</i> assembly and modern governance	-Do-	3	2 3	-Do-
22 nd	3. Intercultural communication	3.1. Introducing intercultural communication	Lectures, handouts, audio-visual method, Computer Assisted Learning	3	5	-Do-
23 rd	3. Intercultural communication	3.2. Non-verbal communication	Lectures, handouts, audio-visual method, Computer Assisted Learning, activities, presentations, tutorials	3	5	-Do-
24 th	3. Intercultural communication	3.3. Sociolinguistic aspects	-Do-	3	5	-Do-
25 th	3. Intercultural communication	3.3. Sociolinguistic aspects	-Do-	3	5	-Do-
26 th	Continuous assessment	Tutorial		3		
27 th	3. Intercultural communication	3.4. Comparison of North Indian culture and Sri Lankan culture	-Do-	3	3 4 5	-Do-

	28 th	3. Intercultural communication	3.4. Comparison of North Indian culture and Sri Lankan culture	-Do-	3	3 4 5	-Do-
	29 th	3. Intercultural communication	3.5. Intercultural communicative competence and diplomacy in language	Lectures, handouts, Computer Assisted Learning, activities	3	5	-Do-
	30 th	3. Intercultural communication	3.5. Intercultural communicative competence and diplomacy in language	-Do-	3	5	-Do-
11.	Number of Notional Hours:						
	1. Lecture Hours – 90		3. Self-study and Homework Preparation Hours – 130				
	2. Tutorial / Practical / Presentation Hours – 60		4. Hours for Field Surveys / Factory Visits / Social Activities – 20				
12.	Evaluation and Assessment:						
	In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated						
	In-class test- 10%, tutorial- 10%, presentation- 10%, active participation- 10%						
	Expected soft skills to be evaluated through the continuous assessments:						
	Communication skills, teamwork, social skills, presentation skills, critical thinking, adaptability, inter-cultural competence						
	End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated						
	Question Paper:						
	Answering a 3-hour question paper at the end of the second semester						

13.	Recommended Readings: <ol style="list-style-type: none">1. <i>Bharatiya Tyohar</i> (1990) New Delhi: National Book Trust.2. Dinkar, Ramdhari Singh (2011) <i>Sanskriti Ke Char Adhyaya</i>, Allahabad: Lokbharti Prakashan.3. Goyal, Preeti Prabha (2016) <i>Bharatiya Sanskriti</i>, 5th Edition, Jodhpur: Rajasthani Granthagar.4. Holliday, A., Hyde, M., & Kullman, J. (2010) <i>Intercultural communication: An advanced resource book for students</i>, London: Routledge.5. <i>Kala Ewam Sanskriti</i> (2017) Delhi: Drishti Publications.6. Mamoriya, Chaturbhuj (1995) <i>Bharat Ka Brihat Bhugol</i>, Agra: Sahitya Bhavan.7. Pandey, Shambhunath (1977) <i>Bharatiya Jeevan Aur Sanskriti</i>, Agra: Kendriya Hindi Sansthan.8. Pathak, Shobhanath (2001) <i>Sanskritik Prateek Kosh</i>, New Delhi: Prabhat Publishers.9. Piller, Ingrid (2007) 'Linguistics and Intercultural Communication', <i>Language and Linguistic Compass</i>, 1 (3), pp. 208-226.
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Remarks:

* English to be used in teaching/ learning and assessment of modules 1.1 and 3.1 of HIND 23756

* Inclusivity is incorporated to the course unit HIND 23756

Course Specification

Fields of Study: Hindi

1.	Code of the Course Unit	HIND 23766
2.	Title of the Course Unit	Fundamentals of Literary Criticism (Verse and Prose)
3.	Number of Credits	6
4.	Type	Compulsory
5.	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6.	Introduction This course unit is designed to strengthen undergraduates with sound knowledge on theories of literary criticism, stylistics, elements and notable compositions of Hindi verse and prose.	
7.	Pre-requisites	Not applicable
8.	Main objective of the course To identify fundamentals of literary criticism and differentiate between genres of Hindi verse and prose	
9.	Expected/Intended Learning Outcomes (ILOs) At the completion of this course unit, the student will be able to: <ol style="list-style-type: none"> 1. Identify and describe genres, their characteristics and literary techniques of Hindi verse and Hindi prose 2. Classify and differentiate between genres of Hindi verse and Hindi prose 3. Compare and contrast the elements of various genres of Hindi prose 4. Categorize types of prose fiction and relate to notable literary work in each type 	
10.	Course Content: <ol style="list-style-type: none"> 1. Literary techniques and criticism: Hindi verse <ol style="list-style-type: none"> 1.1. Definition of verse 1.2. <i>pratib^ha</i>; <i>ab^hya:s</i>; <i>vyutpatti</i> 1.3. Classification of verse 1.4. Special features and poetic devices: <i>d^hvani</i>, <i>shabd shakti</i>, <i>ras</i>, <i>ri:ti</i>, <i>gun</i>, <i>alanka:r</i>; <i>vakro:kti</i> 2. Literary techniques and criticism: Hindi prose <ol style="list-style-type: none"> 2.1. Definition of prose 2.2. Various genres of Hindi prose 2.3. Elements of the genres of Hindi prose: novels, short stories, <i>rek^ha:chitr</i> (Sketches), scholarly essays, criticisms, plays, one-act plays and radio plays 2.4. Types of prose fiction and notable literary work 	

Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
Week	Main Themes	Sub Themes				
1 st	1. Literary techniques and criticism: Hindi verse	1.1. Definition of verse	Lectures, handouts, audio-visual method, activities, peer tutoring, Computer Assisted Learning	3	1	Theoretical knowledge, problem solving, communication skills, collaboration
2 nd	1. Literary techniques and criticism: Hindi verse	1.1. Definition of verse	-Do-	3	1	-Do-
3 rd	1. Literary techniques and criticism: Hindi verse	1.2. <i>pratibha</i> :, <i>abhya:s</i> , <i>vyutpatti</i>	-Do-	3	1	-Do-
4 th	1. Literary techniques and criticism: Hindi verse	1.2. <i>pratibha</i> :, <i>abhya:s</i> , <i>vyutpatti</i>	-Do-	3	1	-Do-
5 th	1. Literary techniques and criticism: Hindi verse	1.3. Classification of verse	-Do-	3	1 2	-Do-
6 th	1. Literary techniques and criticism: Hindi verse	1.3. Classification of verse	-Do-	3	1 2	-Do-
7 th	1. Literary techniques and criticism: Hindi verse	1.4. Special features and poetic devices: <i>dhvani</i> , <i>shabd shakti</i>	-Do-	3	1	-Do-

8 th	1. Literary techniques and criticism: Hindi verse	1.4. Special features and poetic devices: <i>ras</i>	-Do-	3	1	-Do-
9 th	1. Literary techniques and criticism: Hindi verse	1.4. Special features and poetic devices: <i>ri:ti, gun</i>	-Do-	3	1	-Do-
10 th	1. Literary techniques and criticism: Hindi verse	1.4. Special features and poetic devices: <i>alanka:r</i>	-Do-	3	1	-Do-
11 th	1. Literary techniques and criticism: Hindi verse	1.4. Special features and poetic devices: <i>alanka:r</i>	-Do-	3	1	-Do-
12 th	1. Literary techniques and criticism: Hindi verse	1.4. Special features and poetic devices: <i>vakro:kti</i>	-Do-	3	1	-Do-
13 th	Continuous assessment	Activity		2		
	2. Literary techniques and criticism: Hindi prose	2.1. Definition of prose	-Do-	1	1	-Do-
14 th	2. Literary techniques and criticism: Hindi prose	2.1. Definition of prose 2.2. Various genres of Hindi prose	-Do-	2 1	1 2	-Do-

15 th	2. Literary techniques and criticism: Hindi prose	2.2. Various genres of Hindi prose	-Do-	3	1 2	-Do-
16 th	2. Literary techniques and criticism: Hindi prose	2.3. Literary techniques used in Hindi prose	-Do-	3	1	-Do-
17 th	2. Literary techniques and criticism: Hindi prose	2.3. Literary techniques used in Hindi prose	-Do-	3	1	-Do-
18 th	2. Literary techniques and criticism: Hindi prose	2.3. Elements of the genres of Hindi prose: novels	-Do-	3	1 3	-Do-
19 th	2. Literary techniques and criticism: Hindi prose	2.3. Elements of the genres of Hindi prose: novels	-Do-	3	1 3	-Do-
20 th	2. Literary techniques and criticism: Hindi prose	2.3. Elements of the genres of Hindi prose: short stories	-Do-	3	1 3	-Do-
21 st	2. Literary techniques and criticism: Hindi prose	2.3. Elements of the genres of Hindi prose: <i>rek^ha:chitr</i> (Sketches)	-Do-	3	1 3	-Do-
22 nd	2. Literary techniques and criticism: Hindi prose	2.3. Elements of the genres of Hindi prose: scholarly essays	-Do-	3	1 3	-Do-

23 rd	2. Literary techniques and criticism: Hindi prose	2.3. Elements of the genres of Hindi prose: criticisms	-Do-	3	1 3	-Do-
24 th	2. Literary techniques and criticism: Hindi prose	2.3. Elements of the genres of Hindi prose: plays	-Do-	3	1 3	-Do-
25 th	2. Literary techniques and criticism: Hindi prose	2.3. Elements of the genres of Hindi prose: one-act plays	-Do-	3	1 3	-Do-
26 th	2. Literary techniques and criticism: Hindi prose	2.3. Elements of the genres of Hindi prose: radio plays 2.4. Types of prose fiction (historical, social, realistic, magical, psychological, scientific, thrillers, etc.)	-Do-	2 1	1 3 4	-Do-
27 th	2. Literary techniques and criticism: Hindi prose	2.4. Types of prose fiction (historical, social, realistic, magical, psychological, scientific, thrillers, etc.)	-Do-	3	1 4	-Do-
28 th	Continuous assessment	Tutorial		3		

	29 th	2. Literary techniques and criticism: Hindi prose	2.4. Types of prose fiction and notable literary work	-Do-	3	4	-Do-
	30 th	2. Literary techniques and criticism: Hindi prose	2.4. Types of prose fiction and notable literary work	-Do-	3	4	-Do-
11.	Number of Notional Hours:						
	1. Lecture Hours – 90			3. Self-study and Homework Preparation Hours – 150			
	2. Tutorial / Practical / Presentation Hours – 60			4. Hours for Field Surveys / Factory Visits / Social Activities – None			
12.	Evaluation and Assessment:						
	In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated						
	Activity- 15%, tutorial- 15%, active participation- 10%						
	Expected soft skills to be evaluated through the continuous assessments:						
	Theoretical knowledge, problem solving, communication skills, self-direction, collaboration						
	End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated						
	Question Paper:						
	Answering a 3-hour question paper at the end of the second semester						
13.	Recommended Readings:						
	1. Mishra, Bhagirath (1962) <i>Kavya Shastra</i> , Varanasi: Vishwavidyalaya Prakashan.						
	2. Chaturvedi, Ramswaroop (2006) <i>Hindi Gadya Vinyas Aur Vikas</i> , Allahabad: Lok Bharati Publishers.						
	3. Chaudhri, Satyadev & Gupt, Shanti Swaroop (2004) <i>Kavya Shastra Ka Sankshipt Vivechan</i> , New Delhi: Ashok Publishers.						
	4. Gupt, Ganpatichandra (1971) <i>Bharatiya Ewam Pashchatya Kavya Siddhant</i> , Allahabad: Lok Bharati Publishers.						
	8. Nagendra (Ed.) (1996) <i>Hindi Sahitya Ka Itihas</i> , Noida: National Publishing House.						
	5. Pandey, Shivnath (1993) <i>Bharatiya Kavya Siddhant</i> , Delhi: Arya Prakashan Mandal.						
	6. Raina, Krishna (1996) <i>Kavya Shastra</i> , Delhi: Vikas Publishing House.						
	9. Shukla, Ramchandra (1990) <i>Hindi Sahitya Ka Itihas</i> , Varanasi: Nagari Pracharni Sabha.						
	10. Singh, Bachchan (1989) <i>Hindi Natak</i> , Delhi: Radhakrishn Publishers.						
	11. Singh, Yogendra Pratap (2006) <i>Bharatiya Kavya Shastra</i> , Allahabad: Lok Bharati Publishers.						

Course Specification

Fields of Study: Hindi

1.	Code of the Course Unit	HIND 23776
2.	Title of the Course Unit	Skills of Communication and Composition- I
3.	Number of Credits	6
4.	Type	Compulsory
5.	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6.	Introduction This course unit is designed to strengthen undergraduates with language related knowledge and skills needed to communicate effectively in Hindi.	
7.	Pre-requisites	Not applicable
8.	Main objective of the course To improve communication skills and confidence of undergraduates to communicate effectively in Hindi	
9.	Expected/Intended Learning Outcomes (ILOs) At the completion of this course unit, the student will be able to: <ol style="list-style-type: none"> 1. Organize ideas and communicate effectively in Hindi 2. Explain the basic grammar rules 3. Apply knowledge of correct grammar and language in communication and composition 4. Illustrate Hindi words using I.P.A. and approved Sinhala symbols 5. Use punctuation correctly in writings 6. Translate a Hindi short story/ Hindi one-act play/ collection of Hindi poetry into Sinhala 	
10.	Course Content: <ol style="list-style-type: none"> 1. Practice of communication skills (listening, speaking, reading) using dialogues, speeches, stories and news in Hindi 2. Grammar rules and written composition <ol style="list-style-type: none"> 2.1. Correct use of spellings, subject-verb agreement, number (Singular/Plural), gender (Masculine/ Feminine), tenses, voice, prepositions, adjectives, participles, conversion of the structure of terms 2.2. Comprehension and writing informal letters 3. Hindi transcription (According to the International Phonetic Alphabet and Sinhala symbols) and correct use of punctuation 4. Translating a Hindi short story/ Hindi one-act play/ collection of Hindi verse into Sinhala as approved by the Department 	

Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
Week	Main Themes	Sub Themes				
1 st	1. Practice of communication skills	Oral communication/ Reading (Correct pronunciation)	Lectures, audio-visual method, activities, games, demonstrations, role-plays, Computer Assisted Learning	3	1 3	Communication skills, collaboration, social skills, problem solving, creativity, critical thinking, adaptability, organizing
2 nd	1. Practice of communication skills	Listening	Lectures, audio-visual method, activities, games, demonstrations, Computer Assisted Learning	1	1 2	Communication skills, collaboration, problem solving, creativity, critical thinking, organizing
	2. Grammar rules and written composition	2.1 Correct use of spelling		2		
3 rd	1. Practice of communication skills	Reading	Lectures, activities, games, demonstrations, Computer Assisted Learning	1	1 2	-Do-
	2. Grammar rules and written composition	2.1 Correct use of spelling		2		
4 th	1. Practice of communication skills	Oral communication	Lectures, audio-visual method, activities, games, demonstrations, role-plays, Computer Assisted Learning	1	1 2 3	Communication skills, collaboration, social skills, problem solving, creativity, critical thinking, adaptability, organizing
	2. Grammar rules and written composition	2.1 Correct forms of writing		2		
5 th	1. Practice of communication skills	Presentation communication skills	Lectures, audio-visual method, activities, games, demonstrations, role-plays, Computer Assisted Learning	1	1 2 3	Communication skills, collaboration, problem solving, creativity, critical thinking, organizing
	2. Grammar rules and written composition	2.1 Subject-verb agreement		2		

6th	1. Practice of communication skills 2. Grammar rules and written composition	Listening Presentation communication skills 2.1 Gender (Masculine/ Feminine)	-Do-	1 1 1	1 2 3	-Do-
7th	1. Practice of communication skills 2. Grammar rules and written composition	Oral communication 2.1 Gender (Masculine/ Feminine)	Lectures, audio-visual method, activities, games, demonstrations, role-plays, Computer Assisted Learning	1 2	1 2 3	Communication skills, collaboration, social skills, problem solving, creativity, critical thinking, adaptability, organizing
8th	1. Practice of communication skills 2. Grammar rules and written composition	Reading 2.1 Number (Singular/ Plural)	Lectures, activities, games, demonstrations, Computer Assisted Learning	1 2	1 2 3	Communication skills, collaboration, problem solving, creativity, critical thinking, organizing
9th	2. Grammar rules and written composition	2.1 Adjectives 2.2 Written composition	Lectures, activities, Computer Assisted Learning	2 1	1 2 3 5	Communication skills, problem solving, creativity, critical thinking, organizing
10th	Continuous assessment	Role-play		3		
11th	3. Hindi transcription and correct use of punctuation 4. Literary translation	Hindi transcription Practice of literary translation	Lectures, activities, demonstrations, Computer Assisted Learning	1 2	3 4 5 6	-Do-

	12th	2. Grammar rules and written composition 3. Hindi transcription and correct use of punctuation	2.2 Comprehension Hindi transcription	Lectures, audio-visual method, activities, demonstrations, Computer Assisted Learning	1 2	1 3 4	-Do-
	13th	1. Practice of communication skills 3. Hindi transcription and correct use of punctuation	Listening and oral communication Correct use of punctuation	Lectures, audio-visual method, activities, games, demonstrations, role-plays, Computer Assisted Learning	2 1	1 3 5	Communication skills, collaboration, social skills, problem solving, creativity, critical thinking, adaptability, organizing
	14th	1. Practice of communication skills 3. Hindi transcription and correct use of punctuation	Reading Correct use of punctuation	Lectures, audio-visual method, activities, games, demonstrations, Computer Assisted Learning	1 2	1 3 5	Communication skills, collaboration, problem solving, creativity, critical thinking, organizing
	15th	1. Practice of communication skills 2. Grammar rules and written composition	Oral communication 2.2 Written composition	Lectures, audio-visual method, activities, games, demonstrations, role-plays, Computer Assisted Learning	2 1	1 3 5	Communication skills, collaboration, social skills, problem solving, creativity, critical thinking, adaptability, organizing
	16th	1. Practice of communication skills 4. Literary translation	Listening Practice of literary translation	Lectures, audio-visual method, activities, games, demonstrations, Computer Assisted Learning	1 2	1 3 5 6	Communication skills, collaboration, problem solving, creativity, critical thinking, organizing

17th	1. Practice of communication skills 2. Grammar rules and written composition	Oral communication 2.1 Prepositions	Lectures, audio-visual method, activities, games, demonstrations, role-plays, Computer Assisted Learning	1 2	1 2 3	Communication skills, collaboration, social skills, problem solving, creativity, critical thinking, adaptability, organizing
18th	1. Practice of communication skills 2. Grammar rules and written composition	Reading 2.1 Prepositions	Lectures, activities, games, demonstrations, Computer Assisted Learning	1 2	1 2 3	Communication skills, collaboration, problem solving, creativity, critical thinking, organizing
19th	1. Practice of communication skills 2. Grammar rules and written composition	Oral communication 2.1 Conversion of the structure of terms	Lectures, audio-visual method, activities, games, demonstrations, role-plays, Computer Assisted Learning	2 1	1 2 3	Communication skills, collaboration, social skills, problem solving, creativity, critical thinking, adaptability, organizing
20th	1. Practice of communication skills 2. Grammar rules and written composition	Listening 2.1 Conversion of the structure of terms	Lectures, audio-visual method, activities, games, demonstrations, Computer Assisted Learning	1 2	1 2 3	Communication skills, collaboration, problem solving, creativity, critical thinking, organizing
21st	1. Practice of communication skills 2. Grammar rules and written composition	Reading 2.1 Tenses	Lectures, activities, games, demonstrations, Computer Assisted Learning	1 2	1 2 3	-Do-
22nd	1. Practice of communication skills 2. Grammar rules and written composition	Oral communication 2.1 Voice	Lectures, audio-visual method, activities, games, demonstrations, role-plays, Computer Assisted Learning	2 1	1 2 3	Communication skills, collaboration, social skills, problem solving, creativity, critical thinking, adaptability, organizing

23rd	1. Practice of communication skills 2. Grammar rules and written composition	Listening 2.1 Voice 2.2 Comprehension	Lectures, audio-visual method, activities, games, demonstrations, Computer Assisted Learning	1 1 1	1 2 3	Communication skills, collaboration, problem solving, creativity, critical thinking, organizing
24th	1. Practice of communication skills 2. Grammar rules and written composition	Reading 2.2 Writing informal letters	Lectures, activities, games, demonstrations, Computer Assisted Learning	1 2	1 3 5	-Do-
25th	1. Practice of communication skills 3. Hindi transcription and correct use of punctuation	Oral communication Phonetic transcription (Differentiate between Hindi and Sinhala)	Lectures, audio-visual method, activities, games, demonstrations, role-plays, Computer Assisted Learning	2 1	1 4	Communication skills, collaboration, social skills, problem solving, creativity, critical thinking, adaptability, organizing
26th	Continuous assessment	Oral test (listening, speaking, reading)		3		
27th	2. Grammar rules and written composition	2.1 Participles 2.2 Written composition	Lectures, activities, Computer Assisted Learning	2 1	1 2 3 5	Communication skills, problem solving, creativity, critical thinking, organizing
28th	2. Grammar rules and written composition 4. Literary translation	2.1 Participles Practice of literary translation	-Do-	1 2	1 2 3 5 6	-Do-
29th	2. Grammar rules and written composition	2.2 Written composition 2.2 Comprehension	Lectures, audio-visual method, activities, Computer Assisted Learning	2 1	1 3 5	-Do-

30 th	2. Grammar rules and written composition	Grammar rules and written composition (Revision forum)	Lectures, activities, Computer Assisted Learning	3	1 2 3	-Do-
11.	Number of Notional Hours:					
	1. Lecture Hours – 90		3. Self-study and Homework Preparation Hours – 90			
	2. Tutorial / Practical / Presentation Hours – 120		4. Hours for Field Surveys / Factory Visits / Social Activities – None			
12.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated					
	Role-play- 10%, oral test (listening, speaking, reading)- 15%, active participation- 5%					
	Expected soft skills to be evaluated through the continuous assessments:					
	Communication skills, collaboration, social skills, confidence, problem solving, creativity, critical thinking, adaptability, organizing, self-direction					
	End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated					
	Question Paper:					
	Answering a 3-hour question paper at the end of the second semester- 50%, assignment (translation)- 20%					
13.	Recommended Readings:					
	1. Agrawal, Shreemati Raj (2007) <i>Baal Hindi Vyakaran Tatha Rachna</i> , New Delhi: Goyal Brothers Publishers.					
	2. Kalidas (1978) <i>Adhunik Hindi Vyakaran Tatha Rachna</i> , New Delhi: Gyaanda Publishers.					
	3. Mehrotra, Ramesh Chandra (2016) <i>Manak Hindi Ka Vyavaharparak Vyakaran</i> , New Delhi: Radhakrishna Prakashan.					
	4. Mishra, Baal Govind (2006) <i>Vyavaharik Hindi Sanrachna Aur Abhyas</i> , Agra: Kendriya Hindi Sansthan.					
	5. Sahay, Chaturbhuj & Chaturvedi, Arun (1998) <i>Vyavaharik Hindi Vyakaran Aur Vartalap</i> , Agra: Kendriya Hindi Sansthan.					
	6. Senevirathne, Lakshman (2005) <i>Hindi Viyarana Huruwa</i> , Maradana: Samayawardhana Bookshop (Pvt.) Ltd.					
	7. Tekchandrani, Ravi Prakash (Ed.) (2016) <i>Devnagari Lipi Tatha Hindi Vartani Ka Manakikaran</i> , Delhi: Central Hindi Directorate.					

Remarks:

* OBE-LCT and blended learning approaches to be used the course unit HIND 23776

Course Specification

Fields of Study: Hindi

1.	Code of the Course Unit	HIND 31714
2.	Title of the Course Unit	Principles of Language Teaching and Learning
3.	Number of Credits	4
4.	Type	Compulsory
5.	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6.	Introduction This course unit is designed to strengthen undergraduates with sound knowledge, skills and attitudes needed to learn and teach a second/ foreign language.	
7.	Pre-requisites	Not applicable
8.	Main objective of the course To support undergraduates to learn and teach Hindi language as a foreign language using appropriate strategies	
9.	Expected/Intended Learning Outcomes (ILOs) At the completion of this course unit, the student will be able to: <ol style="list-style-type: none"> 1. Define and differentiate between first language, second language and foreign language 2. Differentiate between language acquisition and language learning 3. Recognize and assess language skills and factors affecting language teaching/ learning 4. Compare and contrast teaching/ learning approaches and their influence on teacher/ learner autonomy 5. Analyze language teaching methods and assessment methods and prepare a lesson plan 6. Inspect the importance, difficulties and opportunities of second/ foreign language teaching and types of language 	
10.	Course Content: <ol style="list-style-type: none"> 1. Language and language skills <ol style="list-style-type: none"> 1.1. Concept of first language, second language and foreign language 1.2. Language acquisition and language learning 1.3. Language skills: listening, speaking, reading and writing 2. Language teaching and learning <ol style="list-style-type: none"> 2.1. Factors which influence language teaching/ learning 2.2. Teaching/ learning approaches (teacher-centred and student-centred) and teacher/ learner autonomy 2.3. Language teaching methods 2.4. Lesson planning and assessment of language skills 2.5. Importance, difficulties and opportunities of second/ foreign language teaching and learning 2.6. Language planning and policy 	

Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
Week	Main Themes	Sub Themes				
1 st	1. Language and language skills	1.1. Concept of first language, second language and foreign language	Lectures, handouts, discussions, Computer Assisted Learning	4	1	Theoretical knowledge, communication skills, decision making
2 nd	1. Language and language skills	1.1. Concept of first language, second language and foreign language	-Do-	2	1 2	-Do-
		1.2. Language acquisition and language learning		2		
3 rd	1. Language and language skills	1.2. Language acquisition and language learning	-Do-	4	2	-Do-
4 th	1. Language and language skills	1.3. Language skills: listening, speaking	Lectures, activities, discussions, role-plays, Computer Assisted Learning	4	3	Communication skills, collaboration, creativity, problem solving
5 th	1. Language and language skills	1.3. Language skills: reading and writing	-Do-	4	3	-Do-
6 th	2. Language teaching and learning	2.1. Factors which influence language teaching/ learning	Lectures, handouts, discussions, Computer Assisted Learning	4	3	-Do-
7 th	Continuous assessment	Role-play		4		

8 th	2. Language teaching and learning	2.2. Teaching/ learning approaches (teacher-centred and student-centred)	Lectures, activities, discussions, Computer Assisted Learning	4	4	Communication skills, collaboration, creativity, problem solving, adaptability, organizing
9 th	2. Language teaching and learning	2.2. Teacher/ learner autonomy 2.3. Language teaching methods	Lectures, handouts, activities, discussions, role-plays, Computer Assisted Learning	2 2	4 5	-Do-
10 th	2. Language teaching and learning	2.3. Language teaching methods	-Do-	4	5	-Do-
11 th	2. Language teaching and learning	2.4. Lesson planning and assessment of language skills	Lectures, activities, discussions, role-plays, Computer Assisted Learning	4	5	-Do-
12 th	2. Language teaching and learning	2.5. Lesson planning and assessment of language skills	-Do-	4	5	-Do-
13 th	Continuous assessment	Assignment		4		
14 th	2. Language teaching and learning	2.5. Importance, difficulties and opportunities of second/ foreign language teaching and learning	Lectures, discussions, Computer Assisted Learning	4	6	Communication skills, problem solving, adaptability, organizing
15 th	2. Language teaching and learning	2.6. Language planning and policy	Lectures, handouts, discussions, Computer Assisted Learning	4	6	-Do-

11.	Number of Notional Hours:				
	<table border="0"> <tr> <td data-bbox="252 253 794 286">1. Lecture Hours – 60</td> <td data-bbox="810 253 1358 286">3. Self-study and Homework Preparation Hours – 90</td> </tr> <tr> <td data-bbox="252 297 794 331">2. Tutorial / Practical / Presentation Hours – 50</td> <td data-bbox="810 297 1501 331">4. Hours for Field Surveys / Factory Visits / Social Activities – None</td> </tr> </table>	1. Lecture Hours – 60	3. Self-study and Homework Preparation Hours – 90	2. Tutorial / Practical / Presentation Hours – 50	4. Hours for Field Surveys / Factory Visits / Social Activities – None
1. Lecture Hours – 60	3. Self-study and Homework Preparation Hours – 90				
2. Tutorial / Practical / Presentation Hours – 50	4. Hours for Field Surveys / Factory Visits / Social Activities – None				
12.	Evaluation and Assessment:				
	<p>In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated</p> <p>Role-play- 15%, assignment (lesson plan)- 15%, active participation- 10%</p> <p>Expected soft skills to be evaluated through the continuous assessments:</p> <p>Theoretical knowledge, communication skills, collaboration, creativity, problem solving, adaptability, organizing</p>				
	<p>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</p> <p>Question Paper:</p> <p>Answering a 3-hour question paper at the end of the first semester</p>				
13.	<p>Recommended Readings:</p> <ol style="list-style-type: none"> 1. Neeraja, Gurramkaunda (2015) <i>Anuprayukt Bhashavigyan Ki Vyavaharik Parakh</i>, New Delhi: Vani Prakashan. 2. Gupt, Manorama (2005) <i>Bhasha Shikshan Siddhant Aur Pravidhi</i>, Agra: Central Institute of Hindi. 3. Richards, J. C. & Rodgers, T. S. (1986) <i>Approaches and Methods In Language Teaching: A description and analysis</i>, Cambridge: Cambridge University Press. 4. Sharma, Lakshminarayan (2009) <i>Bhasha_{1,2} Ki Shikshan-Vidhiyan Aur Paath-Niyojan</i>, Agra: Vinod Pustak Mandir. 5. Ur, P. (1996) <i>A Course in Language Teaching: Practice and theory</i>, Cambridge: Cambridge University Press. 				

Course Specification

Fields of Study: Hindi

1.	Code of the Course Unit	HIND 31724
2.	Title of the Course Unit	Hindi for Professional Purposes and Interdisciplinary Studies
3.	Number of Credits	4
4.	Type	Compulsory
5.	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6.	Introduction This course unit is designed to develop professional skills (hard skills + soft skills) and confidence of undergraduates to adapt into work environments accordingly and to strengthen networking between undergraduates and industry/ other disciplines.	
7.	Pre-requisites	Not applicable
8.	Main objective of the course To develop professional skills and confidence of undergraduates to adapt into work environments accordingly	
9.	Expected/Intended Learning Outcomes (ILOs) At the completion of this course unit, the student will be able to: <ol style="list-style-type: none"> 1. Prepare and organize official letters, simple documents, news, reports in Hindi and emails, notices and invitations in Hindi/ English 2. Create a professional profile and organize CVs 3. Identify and develop soft skills, work ethics and professional conduct 4. Use ICT effectively to create a professional profile and develop professional skills 5. Analyze the importance and uses of Hindi language in different disciplines and fields of employment 6. Assess the use of registers and language in different disciplines 	
10.	Course Content: <ol style="list-style-type: none"> 1. Preparing official letters, simple documents, news, reports in Hindi and emails, notices and invitations in Hindi/ English 2. Preparing a professional profile and a curriculum vitae 3. Soft skills, work ethics and professional conduct 4. Importance and uses of Hindi in different disciplines and different fields of employment 5. Registers used in different disciplines 	

Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
Week	Main Themes	Sub Themes				
1 st	1. Preparing official letters, simple documents, news, reports, emails, notices and invitations	Preparing official letters	Lectures, discussions, activities, online learning materials, Computer Assisted Learning	2	1 3	Adaptability, interview skills, time management, communication skills, organizing, work ethics, networking and social skills, collaboration, problem solving
	3. Soft skills, work ethics and professional conduct	Soft skills		2		
2 nd	1. Preparing official letters, simple documents, news, reports, emails, notices and invitations	Preparing notices (Hindi/ English)	Lectures, discussions, activities, online learning materials, Computer Assisted Learning	2	1 4	ICT skills, adaptability, time management, communication skills, organizing, networking and social skills, collaboration, problem solving, creativity
		Preparing invitations (Hindi/ English)		2		
3 rd	1. Preparing official letters, simple documents, news, reports, emails, notices and invitations	Preparing emails (Hindi/ English)	Lectures, discussions, activities, online learning materials, Computer Assisted Learning	2	1 3 4	ICT skills, adaptability, interview skills, time management, communication skills, organizing, work ethics, networking and social skills, collaboration, problem solving, creativity
		3. Soft skills, work ethics and professional conduct		Soft skills	2	
4 th	2. Preparing a professional profile and a curriculum vitae	Main categories and concerns of a curriculum vitae	Lectures, discussions, activities, online learning materials, Computer Assisted Learning	2	2 4 5	ICT skills, adaptability, interview skills, communication skills, organizing, work ethics
	4. Importance and uses of Hindi in different disciplines and different fields of employment	Introduction and general discussion		2		

5 th	3. Soft skills, work ethics and professional conduct	Work ethics and professional conduct (Guest lectures)	Lectures, guest lectures, discussions, workshops, activities, role plays, online learning materials, Computer Assisted Learning	2	3 5	ICT skills, adaptability, interview skills, time management, communication skills, organizing, work ethics, networking and social skills, collaboration, problem solving, creativity
	4. Importance and uses of Hindi in different disciplines and different fields of employment	Importance and uses of Hindi in one discipline/ fields of employment (Guest lectures)		2		
6 th	1. Preparing official letters, simple documents, news, reports, emails, notices and invitations	Preparing news	Lectures, discussions, activities, online learning materials, Computer Assisted Learning	2	1 2 4	ICT skills, adaptability, interview skills, time management, communication skills, organizing, work ethics, networking and social skills, collaboration, problem solving, creativity
	2. Preparing a professional profile and a curriculum vitae	Preparing a curriculum vitae		2		
7 th	1. Preparing official letters, simple documents, news, reports, emails, notices and invitations	Preparing reports	Lectures, discussions, activities, online learning materials, Computer Assisted Learning	2	1 2 4	-Do-
	2. Preparing a professional profile and a curriculum vitae	Preparing a professional profile		2		
8 th	Continuous assessment	Activity		2		
	5. Registers used in different disciplines	Introduction and characteristics	Lectures, discussions, activities, online learning materials, Computer Assisted Learning	2	5	Adaptability, communication skills, organizing, networking and social skills, problem solving

9 th	3. Soft skills, work ethics and professional conduct	Soft skills, work ethics and professional conduct (Guest lectures)	Lectures, guest lectures, discussions, workshops, activities, role plays, online learning materials, Computer Assisted Learning	2	3 5	ICT skills, adaptability, interview skills, time management, communication skills, organizing, work ethics, networking and social skills, collaboration, problem solving, creativity
	4. Importance and uses of Hindi in different disciplines and different fields of employment	Importance and uses of Hindi in one discipline/ fields of employment (Guest lectures)		2		
10 th	1. Preparing official letters, simple documents, news, reports, emails, notices and invitations	Preparing official letters	Lectures, discussions, activities, online learning materials, Computer Assisted Learning	2	1 5	Adaptability, time management, communication skills, organizing, work ethics, networking and social skills, collaboration, problem solving, creativity
	5. Registers used in different disciplines	Registers used in other disciplines		2		
11 th	3. Soft skills, work ethics and professional conduct	Soft skills, work ethics and professional conduct (Guest lectures)	Lectures, guest lectures, discussions, workshops, activities, role plays, online learning materials, Computer Assisted Learning	2	3 5	ICT skills, adaptability, interview skills, time management, communication skills, organizing, work ethics, networking and social skills, collaboration, problem solving, creativity
	4. Importance and uses of Hindi in different disciplines and different fields of employment	Importance and uses of Hindi in one discipline/ fields of employment (Guest lectures)		2		
12 th	2. Preparing a professional profile and a curriculum vitae	Presenting a professional profile/ cover letter	Lectures, discussions, activities, online learning materials, Computer	2	2 4 5	-Do-

	5. Registers used in different disciplines	Registers used in other disciplines	Assisted Learning	2		
13 th	3. Soft skills, work ethics and professional conduct	Soft skills, work ethics and professional conduct (Guest lectures)	Lectures, guest lectures, discussions, workshops, activities, role plays, online learning materials, Computer Assisted Learning	2	3 5	-Do-
	4. Importance and uses of Hindi in different disciplines and different fields of employment	Importance and uses of Hindi in one discipline/ fields of employment (Guest lectures)		2		
14 th	Continuous assessment	Role play		4		
15 th	1. Preparing official letters, simple documents, news, reports, emails, notices and invitations	Preparing simple documents	Lectures, discussions, activities, online learning materials, Computer Assisted Learning	2	1 5	Adaptability, interview skills, time management, communication skills, organizing, work ethics, networking and social skills, collaboration, problem solving, creativity
	5. Registers used in different disciplines	Registers used in other disciplines		2		
11.	Number of Notional Hours:					
	1. Lecture Hours – 60		3. Self-study and Homework Preparation Hours – 70			
2. Tutorial / Practical / Presentation Hours – 70		4. Hours for Field Surveys / Factory Visits / Social Activities – Expected if possible				
12.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated					
Activity- 10%, role-play- 10%, active participation- 10%						
Expected soft skills to be evaluated through the continuous assessments:						
ICT skills, adaptability, interview skills, time management, communication skills, organizing, work ethics, networking and social skills, collaboration, problem solving, creativity						

	<p>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</p> <p>Question Paper:</p> <p>Answering a 3-hour question paper at the end of the first semester- 60%, presentation- 10%</p>
13.	<p>Recommended Readings:</p> <ol style="list-style-type: none">1. Career Development Center (n.d.) <i>CV and Cover Letter Guide</i>, Otago: University of Otago. Available at: https://www.otago.ac.nz/careers/jobs/cv/otago281401.pdf2. Career Development Center (n.d.) <i>Interview Skills</i>, Otago: University of Otago. Available at: https://www.otago.ac.nz/careers/jobs/interview/otago285001.pdf3. Central Translation Bureau (n.d.) <i>Saral Prashasanik Shabdavali</i>, Delhi: Department of Official Language, Government of India. Available at: https://rajbhasha.gov.in/sites/default/files/saralshabdavali.pdf4. Gupt, Sukhpal (1995) <i>Bhasha Nibandh Tatha Rachna</i>, New Delhi: Arya Book Depot.5. Prasad, Vinod Kumar (2008) <i>Bhasha Aur Praudyogiki</i>, New Delhi: Vani Prakashan.6. Sharma, Lakshmi Narayan (1990) <i>Hindi Sanrachna Ka Adhyayan-Adhyapan</i>, Agra: Central Institute of Hindi.7. Smith, Jordan (2019) <i>Communication at work: A College-to-Career Guide to Success</i> [Online] Available at: https://ecampusontario.pressbooks.pub/communicationatwork/

Remarks:

* English to be used in teaching/ learning and assessment of modules 1, 2 and 3 of HIND 31724

* OBE-LCT and blended learning approaches to be used the course unit HIND 31724

Course Specification

Fields of Study: Hindi

1.	Code of the Course Unit	HIND 31732
2.	Title of the Course Unit	Research Methodology
3.	Number of Credits	2
4.	Type	Compulsory
5.	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6.	Introduction This course unit is designed to strengthen undergraduates with methodological knowledge about research and develop their research skills.	
7.	Pre-requisites	Not applicable
8.	Main objective of the course To identify methods of research and to develop research skills and soft skills	
9.	Expected/Intended Learning Outcomes (ILOs) At the completion of this course unit, the student will be able to: <ol style="list-style-type: none"> 1. Recognize the nature of research and classify types of research 2. Identity basic concepts of research design 3. Recognize ethical concerns of research and basis to avoid plagiarism 4. Identify methods of data collection, data analysis and organize in-text referencing, footnotes/ endnotes and bibliography 5. Identify elements, concerns and models of research report generation 6. Develop a research proposal and defend/ support its grounds 	
	Course Content: <ol style="list-style-type: none"> 1. Introduction to research 2. Types of research 3. Basic concepts of research design 4. Ethical concerns of research 5. Methods of data collection and referencing 6. Methods of data analysis 7. Report generation (research proposal, abstract, dissertation, research papers) 	

Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
Week	Main Themes	Sub Themes				
1 st	1. Introduction to research	1.1 What is a Research 1.2 Basic components of a research	Lectures, discussions, activities, online learning materials, Computer Assisted Learning	1 1	1	Methodological knowledge, research skills, communication skills, ICT skills, problem solving, critical thinking, time management
2 nd	2. Types of research	2.1 Classification of Research	-Do-	2	1	-Do-
3 rd	3. Basic concepts of research design	3.1 Introduction to research design 3.2 Basic concepts related to research design (Reliability, validity, neutrality, generalization etc.)	-Do-	1 1	2	-Do-
4 th	3. Basic concepts of research design	3.3 Layers of research design	-Do-	2	2	-Do-
5 th	4. Ethical concerns of research	4.1 As a researcher in the process of conducting and presenting the research 4.2 As an academic supervisor in the process of supervision of the research	-Do-	1 1	3	-Do-

6 th	5. Methods of data collection and referencing	5.1 Methods of data collection	-Do-	2	4	-Do-
7 th	5. Methods of data collection and referencing	5.2 Methods of referencing	-Do-	2	4	-Do-
8 th	5. Methods of data collection and referencing	5.2 Methods of referencing	-Do-	1	4	-Do-
	Continuous assessment	In-class Test		1		
9 th	6. Methods of data analysis	Techniques and approaches used in analysis	-Do-	2	4	-Do-
10 th	6. Methods of data analysis	Techniques and approaches used in analysis	-Do-	2	4	-Do-
11 th	Continuous Assessment	Activity		1		
	7. Report generation	7.1 Research proposal: Elements of a research proposal	-Do-	1	5 6	-Do-

	12 th	7. Report generation	7.1 Research proposal: Methods of generating a research proposal	-Do-	1	5 6	-Do-
			7.2 Dissertation: Structure of a dissertation		1		
	13 th	7. Report generation	7.2 Dissertation: Organizing and preparing a dissertation	-Do-	1	5	-Do-
			7.3 Abstract: Components of an abstract		1		
	14 th	7. Report generation	7.3 Abstract: Methods of abstract writing	-Do-	1	5	-Do-
		Continuous Assessment	Activity		1		
	15 th	7. Report generation	7.4 Research paper: Methods of generating a research paper	-Do-	2	5	-Do-
11.	Number of Notional Hours:						
	1. Lecture Hours – 30		3. Self-study and Homework Preparation Hours – 40		4. Hours for Field Surveys / Factory Visits / Social Activities – None		
	2. Tutorial / Practical / Presentation Hours – 30						
12.	Evaluation and Assessment:						
	In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated						
	In-class test- 15%, Activities- 15%, Active participation- 10%						
	Expected soft skills to be evaluated through the continuous assessments:						
	Methodological knowledge, research skills, communication skills, ICT skills, problem solving, critical thinking, time management, self-direction						

	<p>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</p> <p>Assignment (Research proposal)- 30%, presentation (Research proposal)- 30%</p> <p>Question Paper: None</p>
13.	<p>Recommended Readings:</p> <ol style="list-style-type: none">1. Bryman, Alan (2012) <i>Social Research Methods</i>, 4th Ed., Oxford: Oxford University Press.2. Department of Lifelong Learning (n.d.) <i>Referencing – The Harvard System</i>, Exeter: University of Exeter. Available at: https://www.eriesjournal.com/public/site/harvard_referencing.pdf3. Flick, U. (2011) <i>Introducing Research Methodology: A beginner's guide to doing a research project</i>, London: SAGE Publications.4. Given, Lisa M. (Ed.) (2008) <i>The Sage Encyclopedia of Qualitative Research Methods</i>, California: SAGE Publications. Available at: https://www.alnap.org/system/files/content/resource/files/main/qualitative-method-sage-ency.pdf5. Saunders, M., Lewis, P. and Thornhill, A. (2019) 'Understanding research philosophy and approaches of theory development', <i>Research Methods for Business Students</i>, 8th ed., United Kingdom: Pearson Education Limited, pp. 128-170.6. Saunders, M. and Tosey, P. (2013) 'The Layers of Research Design', <i>Winter</i>, pp. 58–59.7. Singh, Tilak (2007) <i>Naveen Shodh Vigyan</i>, New Delhi: Prakashan Sansthan.8. Singhal, Baijnath (2016) <i>Shodh: Swaroop Ewam Manak Vyavaharik Karyavidhi</i>, New Delhi: Vani Prakashan.

Remarks:

* English to be used in teaching/ learning and assessment of modules 3, 5 and 6 of HIND 31732

* OBE-LCT and blended learning approaches to be used the course unit HIND 31732

1	Code of the Course Unit	PSNH 31712			
2	Title of the Course Unit	National Heritages and Civic Responsibility			
3	Number of Credits	2			
4	Type	Optional			
5	Pre-requisites	Not applicable			
6	Main objective of the course	The objective of the course unit is to provide a thorough knowledge on national heritages and ethics and norms of Sri Lankan culture.			
7	Intended Learning Outcomes (ILOs)	<p>At the completion of this course unit the student will be able to</p> <ol style="list-style-type: none"> 1. Critically discuss the concept of heritage 2. Discuss the characteristics of national heritages in Sri Lanka 3. Identify areas of civic responsibility, ethical behaviors, and educational practices 4. Discuss various heritages related to cultural production and expression 			
8	Contents		Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	ILO No.
	Week	Main Themes			
	1 st	Critical introduction to the concept of heritage			
	2 nd	Ancient civilizations and “nation-ness” in Sri Lanka			
	3 rd	Ancient irrigation systems and other socio-economic structures			
	4 th	Local food cultures: Production, preservation, and distribution			
	5 th	Traditional Knowledges of body and mind			
	6 th	Ecology: knowledge, ethics, and heritages			
	7 th	Ecology: knowledge, ethics, and heritages			
	8 th	Mid Semester Evaluation Written Examination/ Assignment / Individual or Group Presentation / Practical Test			
	9 th	Artistic traditions and cultural forms of expression across genres, eras, and regions			
	10 th	Ethics: traditionalism and morality—a critical approach			
	11 th	Productive Leisure			
12 th	Productive Leisure				
13 th	Educational cultures, ancient and modern				

	14th	Educational cultures, ancient and modern		2	
	15th	Review, Further instructions - Review of student's performances, - Further instructions and guidance.		2	
9.	Number of Notional Hours: 100				
	1. Lecture Hours: 30 2. Self-study and Homework Preparation Hours: 50 3. Hours for recommended reading: 20				
10.	Evaluation and Assessment:				
	In Course Evaluation (Mid Semester Evaluation) 50% from Total Marks Allocated Oral presentation on Sri Lankan culture and National heritages part I				
	End of Course Evaluation (End Semester Evaluation) 50% from Total Marks Allocated Oral Presentation on Sri Lankan culture and National heritages Part II and activity				

Course Specification

Fields of Study: Hindi

1.	Code of the Course Unit	HIND 33755
2.	Title of the Course Unit	Literary Criticism: Modern Hindi Verse (Prescribed)
3.	Number of Credits	5
4.	Type	Compulsory
5.	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6.	Introduction This course unit is designed to to strengthen undergraduates with sound knowledge about Hindi language and stylistics used in modern Hindi verse and to develop their critical thinking skills, social skills and attitudes.	
7.	Pre-requisites	Not applicable
8.	Main objective of the course To develop skills in literary criticism while improving linguistic and stylistic knowledge, sociocultural competence and positive attitudes	
9.	Expected/Intended Learning Outcomes (ILOs) At the completion of this course unit, the student will be able to: <ol style="list-style-type: none"> 1. Relate prescribed modern Hindi verse with the poetic movements of Hindi literature 2. Interpret denotations and connotations in prescribed modern Hindi verse 3. Analyze extracts from prescribed modern Hindi verse in terms of themes, character, styles and poetic devices 4. Support, prove or disprove statements about prescribed modern Hindi verse 5. Value the morals incorporated with Hindi verse 	

10. Course Content:						
1. <i>b^ha:rate:ndu</i> period						
1.1. Bharatendu Harishchandra- <i>yamuna: chavi</i> (Verse 1-6 of the prescribed anthology)						
1.2. Jagannathdas Ratnakar- <i>udd^hav shatak</i> (Verse 1-6 of the prescribed anthology)						
2. <i>dvive:di:</i> period						
2.1. Ayodhya Singh Upadhyay ‘Hariaudh’- <i>priy prava:s</i> (Verse 1-25 of the prescribed anthology)						
2.2. Maithilisharan Gupt- <i>sa:ke:t- navam sarg</i> (Verse 1-8 of the prescribed anthology)						
3. <i>ch^ha:ya:va:di:</i> period						
3.1. Jayshankar Prasad- <i>ã:su:/ ka:ma:yani: (lajja: sarg)/ bi:ti: vib^ha:vari: ja:g ri:/ kiran</i>						
3.2. Sumitranandan Pant- <i>gã:v ke: ladke:/ me: nahĩ: cha:hta: chir such/ parivartan/ chã:dni:</i>						
3.3. Suryakant Tripathi ‘Nirala’- <i>sand^hya: sundari:/ vid^hva:/ toqti: patt^har/ juhi: ki: kali:</i>						
3.4. Mahadevi Verma- <i>pulak pulak ur sihar sihar tan/ mad^hur mad^hur me:re: di:pak jal/ muk^har pik hã:le: bo:l</i>						
4. Periods of <i>ch^ha:ya:va:do:ttar, pragati, prayog</i> and <i>nayi kavita:</i>						
4.1. Ramdhari Singh ‘Dinkar’- <i>puru:rva:/ urvashi:</i>						
4.2. Nagarjun- <i>aka:l ɔ:r uske: ba:d/ gula:bi: chu:diyã:</i>						
4.3. Agyey- <i>nadi: ke: dvi:p</i>						
4.4. Bhavani Prasad Mishra- <i>bũ:d tapki: e:k nab^h se:</i>						
5. Contemporary period						
5.1. Anamika- <i>be:jagah</i>						
5.2. Omprakash Valmiki- <i>bas bohot ho: chuka:</i>						

Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
Week	Main Themes	Sub Themes				
1 st	5. Contemporary period	5.1 Anamika	Lectures, discussions, assignments, activities, peer tutoring, Computer Assisted Learning	2	1 2 3 4 5	Problem solving, communication skills, critical thinking, collaboration, social skills
2 nd	5. Contemporary period	5.1 Anamika	-Do-	2	1 2 3 4 5	-Do-

3 rd	5. Contemporary period	5.2 Omprakash Valmiki	-Do-	2	1 2 3 4 5	-Do-
4 th	4. Periods of <i>ch^ha:ya:va:do:ttar, pragati, prayog and nayi kavita:</i>	4.1 Ramdhari Singh 'Dinkar'	-Do-	2	1 2 3 4 5	-Do-
5 th	4. Periods of <i>ch^ha:ya:va:do:ttar, pragati, prayog and nayi kavita:</i>	4.1 Ramdhari Singh 'Dinkar'	-Do-	2	1 2 3 4 5	-Do-
6 th	4. Periods of <i>ch^ha:ya:va:do:ttar, pragati, prayog and nayi kavita:</i>	4.2 Nagarjun	-Do-	2	1 2 3 4 5	-Do-
7 th	4. Periods of <i>ch^ha:ya:va:do:ttar, pragati, prayog and nayi kavita:</i>	4.3 Agyey	-Do-	2	1 2 3 4 5	-Do-
8 th	4. Periods of <i>ch^ha:ya:va:do:ttar, pragati, prayog and nayi kavita:</i>	4.4 Bhavani Prasad Mishra	-Do-	2	1 2 3 4 5	-Do-
9 th	3. <i>ch^ha:ya:va:di:</i> period	3.3 Suryakant Tripathi 'Nirala'	-Do-	2	1 2 3 4 5	Problem solving, communication skills, critical thinking, collaboration, teamwork, social skills

10th	3. <i>ch^a:ya:va:di:</i> period	3.3 Suryakant Tripathi 'Nirala'	-Do-	2	1 2 3 4 5	-Do-
	Continuous assessment	Assignment		1		
11th	3. <i>ch^a:ya:va:di:</i> period	3.2 Sumitranandan Pant	-Do-	1	1 2 3 4 5	-Do-
12th	3. <i>ch^a:ya:va:di:</i> period	3.2 Sumitranandan Pant	-Do-	2	1 2 3 4 5	-Do-
13th	3. <i>ch^a:ya:va:di:</i> period	3.2 Sumitranandan Pant 3.4 Mahadevi Verma	-Do-	1 1	1 2 3 4 5	-Do-
14th	3. <i>ch^a:ya:va:di:</i> period	3.4 Mahadevi Verma	-Do-	2	1 2 3 4 5	-Do-
15th	3. <i>ch^a:ya:va:di:</i> period	3.4 Mahadevi Verma	-Do-	2	1 2 3 4 5	-Do-
16th	3. <i>ch^a:ya:va:di:</i> period	3.1 Jayshankar Prasad	-Do-	3	1 2 3 4 5	-Do-

17th	3. <i>ch^ha:ya:va:di:</i> period	3.1 Jayshankar Prasad	-Do-	3	1 2 3 4 5	-Do-
18th	3. <i>ch^ha:ya:va:di:</i> period	3.1 Jayshankar Prasad	-Do-	3	1 2 3 4 5	-Do-
19th	2. <i>dvive:di:</i> period	2.1 Ayodhya Singh Upadhyay 'Hariaudh'	-Do-	3	1 2 3 4 5	-Do-
20th	2. <i>dvive:di:</i> period	2.1 Ayodhya Singh Upadhyay 'Hariaudh'	-Do-	3	1 2 3 4 5	-Do-
21st	2. <i>dvive:di:</i> period	2.1 Ayodhya Singh Upadhyay 'Hariaudh'	-Do-	3	1 2 3 4 5	-Do-
22nd	2. <i>dvive:di:</i> period	2.2 Maithilisharan Gupt	-Do-	3	1 2 3 4 5	-Do-
23rd	2. <i>dvive:di:</i> period	2.2 Maithilisharan Gupt	-Do-	3	1 2 3 4 5	-Do-

24 th	2. <i>dvive:di:</i> period	2.2 Maithilisharan Gupt	-Do-	3	1 2 3 4 5	-Do-
25 th	Continuous assessment	Group/ pair activity		3		
26 th	1. <i>b^ha:rate:ndu</i> period	1.1 Bharatendu Harishchandra	-Do-	3	1 2 3 4 5	-Do-
27 th	1. <i>b^ha:rate:ndu</i> period	1.1 Bharatendu Harishchandra	-Do-	3	1 2 3 4 5	-Do-
28 th	1. <i>b^ha:rate:ndu</i> period	1.2 Jagannathdas Ratnakar	-Do-	3	1 2 3 4 5	-Do-
29 th	1. <i>b^ha:rate:ndu</i> period	1.2 Jagannathdas Ratnakar	-Do-	3	1 2 3 4 5	-Do-
30 th	1. <i>b^ha:rate:ndu</i> period	1.2 Jagannathdas Ratnakar	-Do-	3	1 2 3 4 5	-Do-
11.	Number of Notional Hours:					
	1. Lecture Hours – 75		3. Self-study and Homework Preparation Hours – 90			
	2. Tutorial / Practical / Presentation Hours – 85		4. Hours for Field Surveys / Factory Visits / Social Activities – None			

12.	<p>Evaluation and Assessment:</p> <p>In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated Group/ pair activity- 15%, assignment- 15%, active participation- 10%</p> <p>Expected soft skills to be evaluated through the continuous assessments: Problem solving, communication skills, critical thinking, collaboration, teamwork, social skills, attitudes</p> <p>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated Question Paper: Answering a 3-hour question paper at the end of the second semester- 60%</p>
13.	<p>Recommended Readings:</p> <p>Prescribed anthology Dassanayake, Indra (Ed.) (2008) <i>Padyanjali</i>, Author Publications.</p> <ol style="list-style-type: none">1. Hardayal (2010) <i>Adhunik Hindi Kavita</i>, Delhi: Arya Prakashan.2. Singh, Vijay Bahadur (2014) <i>Chhayavad Ke Kavi: Prasad, Nirala aur Pant</i>, New Delhi: Samayik Books.3. Vaidya, Sarita (1993) <i>Nayi Kavita Ki Bhashik Sanrachana</i>, Delhi: Himachal Pustak Bhandar.

Remarks:

* Inclusivity is incorporated to the course unit HIND 33755

Course Specification

Fields of Study: Hindi

1.	Code of the Course Unit	HIND 33765
2.	Title of the Course Unit	Fundamentals of Linguistics and Hindi Language
3.	Number of Credits	5
4.	Type	Compulsory
5.	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6.	Introduction This course unit is designed to strengthen undergraduates with theoretical knowledge of linguistics and to improve analytical and comparative skills in terms of structures of languages they are familiar with.	
7.	Pre-requisites	Not applicable
8.	Main objective of the course To identify the fundamentals of linguistics and structure of Hindi language while improving analytical skills and inter-lingual competence	
9.	Expected/Intended Learning Outcomes (ILOs) At the completion of this course unit, the student will be able to: <ol style="list-style-type: none"> 1. Define linguistics and classify subfields and branches of linguistics 2. Illustrate the vocal tract and explain the production of speech sounds 3. Analyze segmental phonemes and supra-segmental features of Hindi language 4. Categorize morphemes, words/ phrases and sentences in Hindi language 5. Identify the processes of word formation in Hindi language 6. Explain syntactic change and semantic change in terms of Hindi language 7. Discuss language related problems in learning Hindi as a foreign language 	

Course Content:						
<ol style="list-style-type: none"> 1. Fundamentals of Linguistics <ol style="list-style-type: none"> 1.1. What is linguistics 1.2. Subfields of linguistics 1.3. Branches of linguistics 1.4. Relationship between linguistics and other disciplines 2. Phonetics and phonology in Hindi language <ol style="list-style-type: none"> 2.1. The vocal tract and production of speech sounds 2.2. Segmental phonemes 2.3. Supra-segmental features 3. Morphology in Hindi language <ol style="list-style-type: none"> 3.1. Types of morphemes, words/ phrases 3.2. Processes of word formation and composition of Hindi vocabulary 4. Syntax in Hindi language <ol style="list-style-type: none"> 4.1. Types of sentences 4.2. Causes of syntactic change 5. Semantics in Hindi language <ol style="list-style-type: none"> 5.1. Semantic change: types and directions 5.2. Language related problems in learning Hindi as a foreign language 						
Contents						
Week	Main Themes	Sub Themes	Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
1st	1. Fundamentals of Linguistics	1.1 What is linguistics?	Lectures, discussions, assignments, activities, Computer Assisted Learning	2	1	Theoretical knowledge, problem solving, critical thinking, communication skills, adaptability
2nd	1. Fundamentals of Linguistics	1.2 Subfields of linguistics	-Do-	2	1	-Do-
3rd	1. Fundamentals of Linguistics	1.3 Branches of linguistics	-Do-	2	1	-Do-

4th	1. Fundamentals of Linguistics	1.4 Relationship between linguistics and other disciplines	-Do-	2	1	-Do-
5th	2. Phonetics and phonology in Hindi language	2.1 The vocal tract and production of speech sounds	-Do-	1	2 4	-Do-
	3. Morphology in Hindi language	3.1 Types of morphemes, words/ phrases		1		
6th	2. Phonetics and phonology in Hindi language	2.1 The vocal tract and production of speech sounds	-Do-	1	2 4	-Do-
	3. Morphology in Hindi language	3.1 Types of morphemes, words/ phrases		1		
7th	2. Phonetics and phonology in Hindi language	2.1. The vocal tract and production of speech sounds	-Do-	1	2 4	-Do-
	3. Morphology in Hindi language	3.1 Types of morphemes, words/ phrases		1		
8th	2. Phonetics and phonology in Hindi language	2.1 The vocal tract and production of speech sounds	-Do-	1	2 4	-Do-
	3. Morphology in Hindi language	3.1 Types of morphemes, words/ phrases		1		

9th	2. Phonetics and phonology in Hindi language	2.1 The vocal tract and production of speech sounds	-Do-	1	2 4	-Do-
	3. Morphology in Hindi language	3.1 Types of morphemes, words/ phrases		1		
10th	2. Phonetics and phonology in Hindi language	2.1 The vocal tract and production of speech sounds	-Do-	1	2 4	-Do-
	3. Morphology in Hindi language	3.1 Types of morphemes, words/ phrases		1		
11th	2. Phonetics and phonology in Hindi language	2.2 Segmental phonemes	-Do-	1	3 4	-Do-
	3. Morphology in Hindi language	3.1 Types of morphemes, words/ phrases		1		
12th	3. Morphology in Hindi language	3.2 Processes of word formation and composition of Hindi vocabulary	-Do-	1	5	-Do-
	Continuous Assessment	In-class test		1		
13th	2. Phonetics and phonology in Hindi language	2.2 Segmental phonemes	-Do-	1	3 5	-Do-
	3. Morphology in Hindi language	3.2 Processes of word formation and composition of Hindi vocabulary		1		

14th	2. Phonetics and phonology in Hindi language	2.2 Segmental phonemes	-Do-	1	3 5	-Do-
	3. Morphology in Hindi language	3.2 Processes of word formation and composition of Hindi vocabulary		1		
15th	2. Phonetics and phonology in Hindi language	2.2 Segmental phonemes	-Do-	1	3 5	-Do-
	3. Morphology in Hindi language	3.2 Processes of word formation and composition of Hindi vocabulary		1		
16th	2. Phonetics and phonology in Hindi language	2.2 Segmental phonemes	-Do-	2	3 6	-Do-
	4. Syntax in Hindi language	4.1 Types of sentences		1		
17th	2. Phonetics and phonology in Hindi language	2.2 Segmental phonemes	-Do-	1	3 6	-Do-
	4. Syntax in Hindi language	4.1 Types of sentences		2		
18th	2. Phonetics and phonology in Hindi language	2.2 Segmental phonemes	-Do-	1	3 6	-Do-
	4. Syntax in Hindi language	4.1 Types of sentences		2		

19th	2. Phonetics and phonology in Hindi language	2.3 Supra-segmental Features	-Do-	1	3 6	-Do-
	4. Syntax in Hindi language	4.1 Types of sentences		2		
20th	2. Phonetics and phonology in Hindi language	2.3 Supra-segmental Features	-Do-	1	3 6	-Do-
	4. Syntax in Hindi language	4.1 Types of sentences		2		
21st	2. Phonetics and phonology in Hindi language	2.3 Supra-segmental features	-Do-	1	3 6	-Do-
	4.2 Syntax in Hindi language	4.2 Causes of syntactic change		2		
22nd	2. Phonetics and phonology in Hindi language	2.3 Supra-segmental Features	-Do-	1	3 6	-Do-
	4. Syntax in Hindi language	4.2 Causes of syntactic change		2		
23rd	2. Phonetics and phonology in Hindi language	2.3 Supra-segmental Features	-Do-	1	3 6	-Do-
	5. Semantics in Hindi language	5.1 Semantic change: types and directions		2		
24th	5. Semantics in Hindi language	5.1 Semantic change: types and directions	-Do-	3	6	-Do-

25 th	5. Semantics in Hindi language	5.1 Semantic change: types and directions	-Do-	3	6	-Do-
26 th	5. Semantics in Hindi language	5.1 Semantic change: types and directions	-Do-	3	6	-Do-
27 th	6. Language related problems in learning Hindi as a foreign language	6.1 Phonological problems	-Do-	2	7	-Do-
	Continuous Assessment	Assignment		1		
28 th	6. Language related problems in learning Hindi as a foreign language	6.2 Morphological Problems	-Do-	3	7	-Do-
29 th	6. Language related problems in learning Hindi as a foreign language	6.3 Syntactic Problems	-Do-	3	7	-Do-
30 th	6. Language related problems in learning Hindi as a foreign language	6.4 Semantic Problems	-Do-	3	7	-Do-
11.	Number of Notional Hours:					
	1. Lecture Hours – 75		3. Self-study and Homework Preparation Hours – 100			
	2. Tutorial / Practical / Presentation Hours – 75		4. Hours for Field Surveys / Factory Visits / Social Activities – None			
12.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated					
	In-class test- 15%, Assignment- 15%, Active participation- 10%					
	<i>Expected soft skills to be evaluated through the continuous assessments:</i>					
	Theoretical knowledge, problem solving, critical thinking, communication skills, adaptability, self-direction					

	<p>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated Question Paper: Answering a 3-hour question paper at the end of the second semester- 60%</p>
13.	<p>Recommended Readings:</p> <ol style="list-style-type: none">1. Dwivedi, Kapildev (1994) <i>Bhasha Vigyan</i>, Varanasi: Vishwavidyalaya Prakashan.2. Pandey, Kailashnath (2006) <i>Bhasha Vigyan Ka Rasayan</i>, Gazipur: Gazipur Sahitya Sansad.3. Sahay, Chaturbhuj (2004) <i>Hindi Ke Mool Vakya Sanche</i>, Agra: Kumar Prakashan.4. Sahay, Chaturbhuj (2007) <i>Hindi Padvigyan</i>, Agra: Kumar Publishers.5. Sarita, Vashishtha (2014) <i>Bhasha Vigyan</i>, New Delhi: K.K. Publications.6. Sharma, Shreeram (1998) <i>Bhasha Vigyan</i>, Agra: Jagdeesh Publication.7. Shrivastav, Garima (2016) <i>Bhasha Aur Bhasha Vigyan</i>, Delhi: Sanjoy Prakashan.8. Tiwari, Bholanath (1996) <i>Bhasha Vigyan</i>, Allahabad: Kitab Mahal.9. Tiwari, Bholanath (1999) <i>Hindi Bhasha Ki Sanrachna</i>, New Delhi: Vani Prakashan.

Course Specification

Fields of Study: Hindi

1.	Code of the Course Unit	HIND 33775
2.	Title of the Course Unit	Literary Criticism: Hindi Prose (Prescribed)
3.	Number of Credits	5
4.	Type	Compulsory
5.	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6.	Introduction This course unit is designed to develop critical thinking skills and attitudes through literary analysis of Hindi prose.	
7.	Pre-requisites	Not applicable
8.	Main objective of the course To develop skills in literary criticism while improving linguistic knowledge, sociocultural competence and positive attitudes	
9.	Expected/Intended Learning Outcomes (ILOs) At the completion of this course unit, the student will be able to: <ol style="list-style-type: none"> 1. Interpret denotations and connotations in prescribed Hindi prose 2. Relate to the context and analyze extracts from the prescribed Hindi prose in terms of plot, themes, character and language 3. Criticize prescribed Hindi prose and present a (single case) literary analysis 4. Support, prove or disprove statements about prescribed Hindi prose 5. Value the morals incorporated with Hindi prose 	

10. Course Content:						
<p>1. Novel</p> <ul style="list-style-type: none"> • <i>suha:g ke: nu:pur</i> - Amritlal Nagar <p>2. Short Stories (Selected short stories)</p> <ul style="list-style-type: none"> • <i>ja:hnavi:</i> - Jainendra Kumar • <i>la:l have:li:/ mitra</i> - Shivani Gaura Pant • <i>mā:s ka: dariya:/ na:gmani</i> - Kamleshwar • <i>ra:ni: mā: ka: chabu:tara:/ trishanku</i> - Mannu Bhandari • <i>ro:z</i> - Agyey • <i>sadgati/ du:d^h ka: da:m</i> - Premchand • <i>sala:m/ k^ha:na:bdo:sh</i> - Omprakash Valmiki • <i>va:nchu:/ chi:fki: da:vat</i> - Bhishm Sahni • <i>va:psi:/ zindagi: aur gula:b ke: phu:l</i> - Usha Priyamvada <p>3. Plays (Selected play)</p> <ul style="list-style-type: none"> • <i>d^hruvsva:mini:</i> - Jayshankar Prasad/ • <i>a:d^he: ad^hu:re:</i> - Mohan Rakesh <p>4. One-act plays</p> <ul style="list-style-type: none"> • <i>ri:d^h ki: haqdi:</i> - Jagdeeshchandra Mathur • <i>re:shmi: ta:i</i> - Ramkumar Varma 						
Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
Week	Main Themes	Sub Themes				
1 st	1. Novel	<i>suha:g ke: nu:pur</i>	Lectures, discussions, activities,	1	1	Problem solving, creativity, critical thinking, communication skills, social skills, collaboration
	2. Short stories	Selected short story 1	presentations, peer tutoring, audio-visual method, Computer Assisted Learning	1	2 3 4 5	
2 nd	1. Novel	<i>suha:g ke: nu:pur</i>	-Do-	1	1	-Do-
	2. Short stories	Selected short story 1		1	2 3 4 5	

3rd	1. Novel	<i>suha:g ke: nu:pur</i>	-Do-	1	1	-Do-
	2. Short stories	Selected short story 1			2 3 4 5	
4th	1. Novel	<i>suha:g ke: nu:pur</i>	-Do-	1	1	-Do-
	4. One-act plays	<i>ri:q^h ki: haqdi:</i>		1	2 3 4 5	
5th	1. Novel	<i>suha:g ke: nu:pur</i>	-Do-	1	1	-Do-
	4. One-act plays	<i>ri:q^h ki: haqdi:</i>		1	2 3 4 5	
6th	1. Novel	<i>suha:g ke: nu:pur</i>	-Do-	1	1	-Do-
	4. One-act plays	<i>ri:q^h ki: haqdi:</i>		1	2 3 4 5	
7th	1. Novel	<i>suha:g ke: nu:pur</i>	-Do-	1	1	-Do-
	4. One-act plays	<i>ri:q^h ki: haqdi:</i>		1	2 3 4 5	
8th	1. Novel	<i>suha:g ke: nu:pur</i>	-Do-	1	1	-Do-
	2. Short stories	Selected short story 2		1	2 3 4 5	
9th	1. Novel	<i>suha:g ke: nu:pur</i>	-Do-	1	1	-Do-
	2. Short stories	Selected short story 2		1	2 3 4 5	

10 th	1. Novel	<i>suha:g ke: nu:pur</i>	-Do-	1	1	-Do-
	2. Short stories	Selected short story 2			2 3 4 5	
11 th	1. Novel	<i>suha:g ke: nu:pur</i>	-Do-	1	1	-Do-
	4. One-act plays	<i>re:shmi: ta:i</i>			2 3 4 5	
12 th	1. Novel	<i>suha:g ke: nu:pur</i>	-Do-	1	1	-Do-
	4. One-act plays	<i>re:shmi: ta:i</i>			2 3 4 5	
13 th	1. Novel	<i>suha:g ke: nu:pur</i>	-Do-	1	1	-Do-
	4. One-act plays	<i>re:shmi: ta:i</i>			2 3 4 5	
14 th	Continuous Assessment	In-class Test		2		
15 th	1. Novel	<i>suha:g ke: nu:pur</i>	-Do-	2	1	-Do-
					2 3 4 5	
16 th	1. Novel	<i>suha:g ke: nu:pur</i>	-Do-	1	1	-Do-
	2. Short stories	Selected short story 3			2 3 4 5	
17 th	1. Novel	<i>suha:g ke: nu:pur</i>	-Do-	1	1	-Do-
	2. Short stories	Selected short story 3			2 3 4 5	

18th	1. Novel	<i>suha:g ke: nu:pur</i>	-Do-	1	1	-Do-
	4. Plays	Selected play		2	2 3 4 5	
19th	1. Novel	<i>suha:g ke: nu:pur</i>	-Do-	1	1	-Do-
	4. Plays	Selected play		2	2 3 4 5	
20th	1. Novel	<i>suha:g ke: nu:pur</i>	-Do-	1	1	-Do-
	4. Plays	Selected play		2	2 3 4 5	
21st	1. Novel	<i>suha:g ke: nu:pur</i>	-Do-	1	1	-Do-
	4. Plays	Selected play		2	2 3 4 5	
22nd	1. Novel	<i>suha:g ke: nu:pur</i>	-Do-	1	1	-Do-
	2. Short stories	Selected short story 4		2	2 3 4 5	
23rd	1. Novel	<i>suha:g ke: nu:pur</i>	-Do-	1	1	-Do-
	2. Short stories	Selected short story 4		2	2 3 4 5	
24th	1. Novel	<i>suha:g ke: nu:pur</i>	-Do-	1	1	-Do-
	4. Plays	Selected play		2	2 3 4 5	

	25 th	1. Novel 4. Plays	<i>suha:g ke: nu:pur</i> Selected play	-Do-	1 2	1 2 3 4 5	-Do-
	26 th	1. Novel 4. Plays	<i>suha:g ke: nu:pur</i> Selected play	-Do-	1 2	1 2 3 4 5	-Do-
	27 th	Continuous Assessment	Presentation (literary analysis)		3		
	28 th	1. Novel 2. Short stories	<i>suha:g ke: nu:pur</i> Selected short story 5	-Do-	1 2	1 2 3 4 5	-Do-
	29 th	1. Novel 2. Short stories	<i>suha:g ke: nu:pur</i> Selected short story 5	-Do-	1 2	1 2 3 4 5	-Do-
	30 th	1. Novel	<i>suha:g ke: nu:pur</i>	-Do-	3	1 2 3 4 5	-Do-
11.	Number of Notional Hours:						
	1. Lecture Hours – 75		3. Self-study and Homework Preparation Hours – 90				
	2. Tutorial / Practical / Presentation Hours – 85			4. Hours for Field Surveys / Factory Visits / Social Activities – None			
12.	Evaluation and Assessment:						
	In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated						
	In-class test- 15%, presentation (literary analysis)- 15%, active participation- 10%						
	Expected soft skills to be evaluated through the continuous assessments:						
	Problem solving, creativity, critical thinking, communication skills, social skills, collaboration, attitudes						

	<p>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</p> <p>Question Paper:</p> <p>Answering a 3-hour question paper at the end of the second semester- 60%</p>
13.	<p>Recommended Readings:</p> <p>Prescribed text-</p> <p>Nagar, Amritlal (1991) <i>Suhag Ke Nupur</i>, New Delhi: Rajkamal Publications.</p> <p>Prasad, Jayshankar (1977) <i>Dhruvswamini</i>, Allahabad: Bharati Bhandar.</p> <ol style="list-style-type: none">1. Hegde, Uma R. (2016) <i>Samkaleen Hindi Natak: Yugbodh</i>, Kanpur: Aman Prakashan.2. Madar, S. L. (2017) <i>Hindi Natak Samajik Sarokar</i>, New Delhi: Taxshila Publishers.3. Sharma, Ramkishor (2009) <i>Premchand Ki Kahaniyan: Sanvedna Aur Shilp</i>, Allahabad: Lokbharti Prakashan.4. Yohannan, C. M. (2013) <i>Samkaleen Hindi Kahani: Anrang Parichay</i>, Allahabad: Lokbharti Prakashan.

Remarks:

* Inclusivity is incorporated to the course unit HIND 33775

Course Specification

Fields of Study: Hindi

1.	Code of the Course Unit	HIND 33785
2.	Title of the Course Unit	Skills of Communication and Composition- II
3.	Number of Credits	5
4.	Type	Compulsory
5.	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6.	Introduction This course unit is designed to strengthen undergraduates with language related advanced knowledge and skills needed to communicate effectively in Hindi.	
7.	Pre-requisites	Not applicable
8.	Main objective of the course To improve communication skills and confidence of undergraduates to communicate effectively in Hindi	
9.	Expected/Intended Learning Outcomes (ILOs) At the completion of this course unit, the student will be able to: <ol style="list-style-type: none"> 1. Organize ideas and communicate effectively in Hindi 2. Categorize grammar and explain grammar rules 3. Rephrase idioms, proverbs and sayings 4. Apply knowledge of correct grammar and language in communication and composition 5. Translate a Sinhala short story/ Sinhala short play/ collection of Sinhala poetry into Hindi 	
10.	Course Content: <ol style="list-style-type: none"> 1. Practice of communication skills (listening, speaking, reading) using dialogues, speeches, stories and news in Hindi 2. Grammar rules and written composition <ol style="list-style-type: none"> 2.1. Classification of nouns and pronouns 2.2. Classification of verbs: Transitive and intransitive verbs, compound verbs and causative verbs 2.3. Classification of adjectives and adverbs 2.4. Interjections and invariables 2.5. Idioms, proverbs, sayings 2.6. Comprehension and writing essays on a given topic 3. Translating a Sinhala short story/ Sinhala short play/ collection of Sinhala verse into Hindi 	

Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
Week	Main Themes	Sub Themes				
1 st	1. Practice of communication skills	Oral communication	Lectures, audio-visual method, activities, games, demonstrations, role-plays, Computer Assisted Learning	2	1 4	Communication skills, collaboration, social skills, problem solving, creativity, critical thinking, adaptability, organizing
2 nd	1. Practice of communication skills 2. Grammar rules and written composition	Listening 2.1. Classification of nouns and pronouns	Lectures, audio-visual method, activities, games, demonstrations, Computer Assisted Learning	1 1	1 2 4	Communication skills, collaboration, problem solving, creativity, critical thinking, organizing
3 rd	1. Practice of communication skills 2. Grammar rules and written composition	Reading 2.1. Classification of nouns and pronouns	Lectures, activities, games, demonstrations, Computer Assisted Learning	1 1	1 2 4	-Do-
4 th	2. Grammar rules and written composition	2.6. Comprehension 2.1. Classification of nouns and pronouns	Lectures, audio-visual method, activities, Computer Assisted Learning	1 1	1 2 4	-Do-
5 th	1. Practice of communication skills 2. Grammar rules and written composition	Listening 2.1. Classification of nouns and pronouns	Lectures, audio-visual method, activities, games, demonstrations, Computer Assisted Learning	1 1	1 2 4	-Do-

6th	1. Practice of communication skills	Presentation communication skills	Lectures, audio-visual method, activities, demonstrations, role-plays, Computer Assisted Learning	1	1 2 4	-Do-
	2. Grammar rules and written composition	2.1. Classification of nouns and pronouns		1		
7th	1. Practice of communication skills	Reading	Lectures, activities, games, demonstrations, Computer Assisted Learning	1	1 2 4	-Do-
	2. Grammar rules and written composition	2.1. Classification of nouns and pronouns		1		
8th	1. Practice of communication skills	Oral communication	Lectures, audio-visual method, activities, games, demonstrations, role-plays, Computer Assisted Learning	1	1 2 4	Communication skills, collaboration, social skills, problem solving, creativity, critical thinking, adaptability, organizing
	2. Grammar rules and written composition	2.2. Classification of verbs		1		
9th	2. Grammar rules and written composition	2.2. Classification of verbs	Lectures, activities, Computer Assisted Learning	1	1 2 4	Communication skills, collaboration, problem solving, creativity, critical thinking, organizing
	3. Literary translation	Practice of literary translation		1	5	
10th	1. Practice of communication skills	Listening	Lectures, audio-visual method, activities, games, demonstrations, Computer Assisted Learning	1	1 2 4	-Do-
	2. Grammar rules and written composition	2.2. Classification of verbs		1		

	11 th	1. Practice of communication skills 2. Grammar rules and written composition	Oral communication 2.2. Classification of verbs	Lectures, audio-visual method, activities, games, demonstrations, role-plays, Computer Assisted Learning	1 1	1 2 4	Communication skills, collaboration, social skills, problem solving, creativity, critical thinking, adaptability, organizing
	12 th	Continuous assessment	Role-play		2		
	13 th	1. Practice of communication skills 2. Grammar rules and written composition	Reading 2.6. Writing essays on a given topic	Lectures, activities, demonstrations, Computer Assisted Learning	1 1	1 4	Communication skills, collaboration, problem solving, creativity, critical thinking, organizing
	14 th	1. Practice of communication skills 3. Literary translation	Oral communication Practice of literary translation	Lectures, audio-visual method, activities, games, demonstrations, role-plays, Computer Assisted Learning	1 1	1 4 5	Communication skills, collaboration, social skills, problem solving, creativity, critical thinking, adaptability, organizing
	15 th	1. Practice of communication skills 2. Grammar rules and written composition	Listening 2.6. Comprehension	Lectures, audio-visual method, activities, demonstrations, Computer Assisted Learning	1 1	1 4	Communication skills, collaboration, problem solving, creativity, critical thinking, organizing
	16 th	1. Practice of communication skills 2. Grammar rules and written composition	Reading 2.3. Classification of adjectives and adverbs	Lectures, activities, demonstrations, Computer Assisted Learning	1 2	1 2 4	-Do-

	17 th	1. Practice of communication skills 2. Grammar rules and written composition	Oral communication 2.3. Classification of adjectives and adverbs	Lectures, audio-visual method, activities, games, demonstrations, role-plays, Computer Assisted Learning	1 2	1 2 4	Communication skills, collaboration, social skills, problem solving, creativity, critical thinking, adaptability, organizing
	18 th	1. Practice of communication skills 2. Grammar rules and written composition	Listening 2.3. Classification of adjectives and adverbs	Lectures, audio-visual method, activities, demonstrations, Computer Assisted Learning	1 2	1 2 4	Communication skills, collaboration, problem solving, creativity, critical thinking, organizing
	19 th	1. Practice of communication skills 2. Grammar rules and written composition	Oral communication 2.6. Writing essays on a given topic	Lectures, audio-visual method, activities, games, demonstrations, role-plays, Computer Assisted Learning	1 2	1 4	Communication skills, collaboration, social skills, problem solving, creativity, critical thinking, adaptability, organizing
	20 th	2. Grammar rules and written composition 3. Literary translation	2.4. Interjections and invariables Practice of literary translation	Lectures, activities, Computer Assisted Learning	2 1	1 2 4 5	Communication skills, problem solving, creativity, critical thinking, organizing
	21 st	2. Grammar rules and written composition	2.4. Interjections and invariables 2.6. Comprehension	Lectures, audio-visual method, activities, Computer Assisted Learning	2 1	1 2 4	-Do-
	22 nd	2. Grammar rules and written composition 3. Literary translation	2.4. Interjections and invariables Practice of literary translation	Lectures, activities, Computer Assisted Learning	1 2	1 2 4 5	-Do-

23 rd	1. Practice of communication skills 2. Grammar rules and written composition	Listening 2.6. Writing essays on a given topic	Lectures, audio-visual method, activities, demonstrations, Computer Assisted Learning	1 2	1 4	Communication skills, collaboration, problem solving, creativity, critical thinking, organizing
24 th	1. Practice of communication skills 2. Grammar rules and written composition	Reading 2.5. Idioms, proverbs, sayings	Lectures, activities, demonstrations, Computer Assisted Learning	1 2	1 2 3 4	-Do-
25 th	1. Practice of communication skills 2. Grammar rules and written composition	Presentation skills 2.5. Idioms, proverbs, sayings	Lectures, audio-visual method, activities, games, demonstrations, role-plays, Computer Assisted Learning	2 1	1 2 3 4	-Do-
26 th	2. Grammar rules and written composition	2.5. Idioms, proverbs, sayings 2.6. Comprehension	Lectures, audio-visual method, activities, demonstrations, Computer Assisted Learning	2 1	1 2 3 4	-Do-
27 th	1. Practice of communication skills 2. Grammar rules and written composition	Oral communication 2.5. Idioms, proverbs, sayings	Lectures, audio-visual method, activities, games, demonstrations, role-plays, Computer Assisted Learning	2 1	1 2 3 4	Communication skills, collaboration, social skills, problem solving, creativity, critical thinking, adaptability, organizing
28 th	Continuous assessment	Oral test		3		
29 th	2. Grammar rules and written composition 3. Literary translation	2.5. Idioms, proverbs, sayings Practice of literary translation	Lectures, activities, Computer Assisted Learning	2 1	1 2 3 4 5	Communication skills, collaboration, problem solving, creativity, critical thinking, organizing

	30 th	2. Grammar rules and written composition	2.6. Writing essays on a given topic Grammar rules and written composition (Revision forum)	Lectures, activities, demonstrations, Computer Assisted Learning	1 2	1 2 4 5	-Do-
11. Number of Notional Hours:							
1. Lecture Hours – 75 2. Tutorial / Practical / Presentation Hours – 100 3. Self-study and Homework Preparation Hours – 75 4. Hours for Field Surveys / Factory Visits / Social Activities – None							
12. Evaluation and Assessment:							
In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated Role-play- 10%, oral test (listening, speaking, reading)- 15%, active participation- 5%							
Expected soft skills to be evaluated through the continuous assessments: Communication skills, collaboration, social skills, confidence, problem solving, creativity, critical thinking, adaptability, organizing, self-direction							
End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated Question Paper: Answering a 3-hour question paper at the end of the second semester- 50%, assignment (translation)- 20%							
13. Recommended Readings:							
1. Gupta, Sukhpal (1995) <i>Bhasha Nibandh Tatha Rachna</i> , New Delhi: Arya Book Depot. 2. Kalidas (1978) <i>Adhunik Hindi Vyakaran Tatha Rachna</i> , New Delhi: Gyaanda Publishers. 3. Mishra, Baal Govind (2006) <i>Vyavaharik Hindi Sanrachna Aur Abhyas</i> , Agra: Kendriya Hindi Sansthan. 4. Sahay, Chaturbhuj (2007) <i>Hindi Padvigyan</i> , Agra: Kumar Publishers. 5. Sahay, Chaturbhuj & Chaturvedi, Arun (1998) <i>Vyavaharik Hindi Vyakaran Aur Vartalap</i> , Agra: Kendriya Hindi Sansthan. 6. Senevirathne, Lakshman (2005) <i>Hindi Viyarana Huruwa</i> , Maradana: Samayawardhana Bookshop (Pvt.) Ltd. 7. Tekchandrani, Ravi Prakash (Ed.) (2016) <i>Devnagari Lipi Tatha Hindi Vartani Ka Manakikaran</i> , Delhi: Central Hindi Directorate.							

Remarks:

* OBE-LCT and blended learning approaches to be used the course unit HIND 33785

1	Code of the Course Unit	PSIT 32722				
2	Title of the Course Unit	ICT Skills for Education and Professional- Part I				
3	Number of Credits	2				
4	Type	Optional				
5	Coordinator of the Course Unit	Most Senior Lecturer of the Relevant Course Unit				
6	Pre-requisites	None				
7	Main objective of the course	<p>I To provide an advanced knowledge, skills, attitudes, mind-set and paradigm to students to be effectively performed in their particular field with ICT.</p> <p>II To provide each student with an opportunity to become competent technology literate person in an effective and social manner.</p> <p>III To strengthen national information industry for effective decision making, problem solving, and for serving relevant information to client.</p> <p>IV To provide human capital for the employment market of the country.</p> <p>V To assist and promote new venture creation of the country.</p>				
8	Intended Learning Outcomes (ILOs)	<p>At the completion of this course unit the student will be able to</p> <ol style="list-style-type: none"> 1. Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment 2. Use MS Office package for improving workplace performance 3. Create databases by using relevant software packages 4. Design required graphics for teaching and learning/workplace/day to day life 5. Use digital technology for research and innovation 6. Use digital teaching and learning tools to support e-learning 7. Create a simple educational game 8. Design an interactive web 9. Use smart technology for Digital living 10. Value ethically use of information technology 				
9	Contents			Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	ILO No.
	Week	Main Themes	Sub Themes			
	1st	Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment	Definition of information literacy including components and models, Basic information literacy skills including critical	Direct classroom teaching/ online teaching/ blended	2	1

			thinking, reading skills, and independent learning,		
2 nd	Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment	Formulating search strategies, Evaluating sources, Plagiarism, Copyright, Censorship, Methods of citation -in an online environment		2	1
3 rd	Use of Microsoft Office package for educational purposes and for the workplace	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – Word		2	2
4 th	Use of Microsoft Office package for educational purposes and for the workplace	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – PowerPoint		2	2
5 th	Create databases by using relevant software packages	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – Access		2	2,3
6 th	Graphics for teaching and learning			2	4
7 th	Digital technology for research and innovation	Practical on Prezi		2	5
8 th	Digital technology for research and innovation	Practical on Zotero or Mendeley – Online Reference Management Tools		2	5
9 th	Mid Semester Evaluation Written Examination/ Assignment / Individual or Group Presentation / Practical Test				

	10 th	Use digital teaching and learning tools to support e-learning	Practical on Blended learning tools – Mentimeter /Gosoapbox		2	6
	11 th	Create a simple educational game			2	7
	12 th	Design an interactive web			2	8
	13 th	Use smart technology for Digital living	Impact of digital technology on quality of life, work and play and examine what it means to be an individual in the 21st century.		2	9
	14 th	Use smart technology for Digital living	Smart use of smart phone, Facebook, Flicker, LinkedIn profile		2	9
	15 th	Value ethically use of information technology	Ethical standards and practices of information		2	10
10.	Number of Notional Hours: 100					
	1. Lecture Hours: 30 3. Self-study and Homework Preparation Hours: 20 2. Tutorial Hours: 30 4. Hours for recommended reading: 20					
11.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated					
	<i>Expected soft skills to be evaluated through the continuous assessments:</i>					
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated					
	Question Paper:					
12	Recommended Readings: 1. Merkow, M. S., Breithaupt, J. (2015), Information Security: Principles and Practices , Wiley, New Jersey. 2. Livingstone, S., Sefton-Green, J. (2016), The Class: Living and Learning in the Digital Age (Connected Youth and Digital Futures) , New York University Press, New York. 3. Munir, K. (2016), Security Management in Mobile Cloud Computing (Advances in Information Security, Privacy, and Ethics) , 1 st Edi. IGI global, Hershey, PA.					

Course Specification

Fields of Study: Hindi

1.	Code of the Course Unit	HIND 41713
2.	Title of the Course Unit	Hindi Folk Literature
3.	Number of Credits	3
4.	Type	Compulsory
5.	Coordinator of the Course Unit	Chair Senior Prof. U. R. Hewawitanagamage
6.	Introduction This course unit is designed to develop the socio-cultural competence of undergraduates and to diliver a sound knowledge about Hindi folk literature.	
7.	Pre-requisites	Not applicable
8.	Main objective of the course To develop sociocultural competence and knowledge about Hindi folk literature	
9.	Expected/Intended Learning Outcomes (ILOs) At the completion of this course unit, the student will be able to: <ol style="list-style-type: none"> 1. Define folk literature and identify its features 2. Categorize Hindi folk literature and relate to its relationship with lifestyle and culture 3. Appraise sub-categories of various genres of Hindi folk literature and their features 4. Discuss the importance of various genres of Hindi folk literature 	
10.	Course Content: <ol style="list-style-type: none"> 1. Introduction to folk literature <ol style="list-style-type: none"> 1.1. International folk literature 1.2. Indian folk literature 2. Hindi folk literature <ol style="list-style-type: none"> 2.1. Folk culture of Hindi belt 2.2. Folk songs 2.3. Folk ballad 2.4. Folk stories 2.5. Folk drama 2.6. Folk apopthegm 	

Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
Week	Main Themes	Sub Themes				
1 st	1. Introduction to folk literature	1.1 International folk literature	Lectures, handouts, discussions, Computer Assisted Learning	3	1	Communication skills, collaboration, social skills, cultural competence
2 nd	1. Introduction to folk literature	1.2 Indian folk literature	-Do-	3	1	-Do-
3 rd	3. Hindi folk literature	2.1 Folk culture of Hindi belt	-Do-	3	2	-Do-
4 th	2. Hindi folk literature	2.1 Folk culture of Hindi belt 2.2 Folk songs	Lectures, handouts, discussions, activities, audio-visual method, Computer Assisted Learning	2 1	2	-Do-
5 th	2. Hindi folk literature	2.2 Folk songs	-Do-	3	2 3 4	-Do-
6 th	2. Hindi folk literature	2.2 Folk songs	-Do-	3	2 3 4	-Do-
7 th	2. Hindi folk literature	2.3 Folk ballad	-Do-	3	2 3 4	-Do-
8 th	2. Hindi folk literature	2.3 Folk ballad	-Do-	2	2 3 4	-Do-
	Continuous assessment	In-class test		1		

9 th	2. Hindi folk literature	2.4 Folk stories	Lectures, handouts, discussions, activities, Computer Assisted Learning	3	2 3 4	-Do-
10 th	2. Hindi folk literature	2.4 Folk stories	-Do-	3	2 3 4	-Do-
11 th	2. Hindi folk literature	2.5 Folk drama	Lectures, handouts, discussions, activities, audio-visual method, Computer Assisted Learning	3	2 3 4	-Do-
12 th	2. Hindi folk literature	2.5 Folk drama	-Do-	3	2 3 4	-Do-
13 th	2. Hindi folk literature	2.5 Folk drama 2.6 Folk apopthegm	-Do-	1 2	2 3 4	-Do-
14 th	Continuous assessment	Group/ pair activity		3		
15 th	2. Hindi folk literature	2.6 Folk apopthegm	Lectures, handouts, discussions, activities, Computer Assisted Learning	3	2 3 4	-Do-
11.	Number of Notional Hours:					
	1. Lecture Hours – 45		3. Self-study and Homework Preparation Hours – 65			
	2. Tutorial / Practical / Presentation Hours – 40		4. Hours for Field Surveys / Factory Visits / Social Activities – None			
12.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated					
	In-class test- 20%, group/ pair activity- 20%					
	Expected soft skills to be evaluated through the continuous assessments:					
	Communication skills, teamwork, collaboration, social skills, cultural competence					

	<p>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</p> <p>Question Paper:</p> <p>Answering a 3-hour question paper at the end of the first semester</p>
13.	<p>Recommended Readings:</p> <ol style="list-style-type: none">1. Chauhan, Vidya (1972) <i>Lok Geeton Ki Sanskritik Prishthbhoomi</i>, Agra: Pragati Prakashan.2. Kulshreshth, Sarojini (1992) <i>Bhraj Ki Lok Kathaen</i>, New Delhi: Ministry of Information and Broadcasting, Government of India.3. Madhur, Shivkumar (2004) <i>Bharat Ke Lok Natya</i>, Delhi: Vani Publishers.4. Pardesi, Rajendra (1993) <i>Bhojpuri Lok Kathaen</i>, New Delhi: Ministry of Information and Broadcasting, Government of India.5. Parmar, Shyam (1954) <i>Bharatiya Lok Sahitya</i>, Mumbai: Rajpal Publishers.6. Sharma, Krishn Dev (1974) <i>Lok Sahitya</i>, Uttar Pradesh: Ashok Publishers.7. Singh, Kamala (1991) <i>Poorvanchal Ke Shram Lokgeet</i>, Allahabad: Parimal prakashan.8. Tyagi, Sureshchandra (1983) <i>Lok Sahitya</i>, Meerut: Meerut University Press.9. Upadhyay, Krishndev (1990) <i>Hindi Pradesh Ke Lok Geet</i>, Allahabad: Lok Bharati Publishers.10. Verma, Savitri Devi (1999) <i>Uttar Pradesh Ki Lokkathaen</i>, Delhi: Rajpal and Sons.

Course Specification

Fields of Study: Hindi

1.	Code of the Course Unit	HIND 41724
2.	Title of the Course Unit	Creative Composition and Critical Thinking
3.	Number of Credits	4
4.	Type	Compulsory
5.	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6.	Introduction This course unit is designed to encourage creativity, critical thinking and problem solving skills of undergraduates and to develop positive attitudes.	
7.	Pre-requisites	Not applicable
8.	Main objective of the course To encourage undergraduates to communicate while demonstrating creativity and critical thinking skills	
9.	Expected/Intended Learning Outcomes (ILOs) At the completion of this course unit, the student will be able to: <ol style="list-style-type: none"> 1. Create a piece of literary work or composition in Hindi 2. Develop stories/ conversations according to the given directions 3. Paraphrase and critically analyze given passages and verses 4. Summarize and elaborate ideas in Hindi 	
10.	Course Content: <ol style="list-style-type: none"> 1. Creative composition in Hindi: A short story/ a collection of poems/ script of a one-act play/ <i>re:k^ha:chitr</i>/ scholarly essay 2. Developing stories/ conversations 3. Critical analysis of passages and verses 4. Precis-writing 	

Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
Week	Main Themes	Sub Themes				
1 st	1. Creative composition in Hindi	Concerns in creative composition: narrative, descriptive	Lectures, audio-visual method, activities, demonstrations, online materials, Computer Assisted Learning	2	1 2	Communication skills, initiative, problem solving, creativity, critical thinking
	2. Developing stories/ conversations	Developing conversations		2		
2 nd	2. Developing stories/ conversations	Developing stories	Lectures, audio-visual method, activities, demonstrations, online materials, Computer Assisted Learning	2	2 3	Communication skills, problem solving, creativity, critical thinking
	3. Critical analysis of passages and verses	Concerns in critical analysis		2		
3 rd	1. Creative composition in Hindi	Concerns in creative composition: Expository, persuasive	Lectures, audio-visual method, activities, demonstrations, brainstorming, online materials, Computer Assisted Learning	2	1 3	Communication skills, initiative, problem solving, creativity, critical thinking
	3. Critical analysis of passages and verses	Critical analysis: prose		2		
4 th	4. Precis-writing	Concerns in precis-writing	Lectures, activities, online materials, Computer Assisted Learning	2	4	Communication skills, problem solving, creativity, critical thinking
		Precis-writing		2		
5 th	2. Developing stories/ conversations	Developing conversations	Lectures, audio-visual method, activities, demonstrations, brainstorming, online materials, Computer Assisted Learning	2	2 3	-Do-
	3. Critical analysis of passages and verses	Critical analysis: verse		2		

6th	1. Creative composition in Hindi	Issues and policies of creative composition	Lectures, audio-visual method, activities, online materials, Computer Assisted Learning	2	1	Communication skills, initiative, problem solving, creativity, critical thinking
	4. Precis-writing	Precis-writing		2	4	
7th	2. Developing stories/ conversations	Developing stories	Lectures, audio-visual method, activities, demonstrations, brainstorming, online materials, Computer Assisted Learning	2	2	Communication skills, problem solving, creativity, critical thinking
	3. Critical analysis of passages and verses	Critical analysis: prose		2	3	
8th	Continuous assessment	Activity		4		
9th	4. Precis-writing	Precis-writing	Lectures, activities, brainstorming, online materials, Computer Assisted Learning	2	4	-Do-
	5. Expansion of ideas	Concerns of expansion		2		
10th	3. Critical analysis of passages and verses	Critical analysis: verse	Lectures, audio-visual method, activities, demonstrations, brainstorming, online materials, Computer Assisted Learning	2	3	-Do-
	5. Expansion of ideas	Expansion of ideas		2	4	
11th	2. Developing stories/ conversations	Developing conversations	Lectures, audio-visual method, activities, online materials, Computer Assisted Learning	2	2	-Do-
	4. Precis-writing	Precis-writing		2	4	

12 th	3. Critical analysis of passages and verses	Critical analysis: prose	Lectures, audio-visual method, activities, demonstrations, brainstorming,	2	3	-Do-
	5. Expansion of ideas	Expansion of ideas	online materials, Computer Assisted Learning	2	4	
13 th	4. Precis-writing	Precis-writing	Lectures, activities, brainstorming,	2	4	-Do-
	5. Expansion of ideas	Expansion of ideas	online materials, Computer Assisted Learning	2		
14 th	3. Critical analysis of passages and verses	Critical analysis: verse	Lectures, audio-visual method, activities, demonstrations, brainstorming, online materials, Computer Assisted Learning	2	3	-Do-
	Continuous assessment	Assignment		2		
15 th	4. Precis-writing	Precis-writing	Lectures, activities, brainstorming,	2	4	-Do-
	5. Expansion of ideas	Expansion of ideas	online materials, Computer Assisted Learning	2		
11.	Number of Notional Hours:					
	1. Lecture Hours – 60		3. Self-study and Homework Preparation Hours – 60			
	2. Tutorial / Practical / Presentation Hours – 70		4. Hours for Field Surveys / Factory Visits / Social Activities – None			
12.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated					
	Activity- 20%, assignment (creative composition)- 20%					
	Expected soft skills to be evaluated through the continuous assessments:					
	Communication skills, initiative, problem solving, creativity, critical thinking, attitudes					

	<p>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</p> <p>Question Paper:</p> <p>Answering a 3-hour question paper at the end of the first semester- 60%</p>
13.	<p>Recommended Readings:</p> <p>Hindi magazines like <i>Kurukshetra</i>, <i>Gagananchal</i>, <i>Aajkal</i>, <i>Dinmaan</i> and <i>Baal Bharati</i></p> <p>Printed/ online journal articles/ news/ editorials/ verse</p>

1	Code of the Course Unit	PSIT 41712
2	Title of the Course Unit	ICT Skills for Education and Professional- Part II
3	Number of Credits	2
4	Type	Optional
5	Coordinator of the Course Unit	Most Senior Lecturer of the Relevant Course Unit
6	Pre-requisites	Not applicable
7	<p>Main objective of the course</p> <ul style="list-style-type: none"> I. To provide an advanced knowledge, skills, attitudes, mind-set and paradigm to students to be effectively performed in their particular field with ICT. II. To provide each student with an opportunity to become competent technology literate person in an effective and social manner. III. To strengthen national information industry for effective decision making, problem solving, and for serving relevant information to client. IV. To provide human capital for the employment market of the country. V. To assist and promote new venture creation of the country. VI. To provide opportunities for students to reflect on their own ICT practice VII. Enhance students' skills to develop their learners' digital skills and literacy VIII. To provide a technological toolkit for learners and improve the level of key competences and ICT skills IX. To access a variety of on-line resources to promote good practice in education X. Share best practices, ideas and materials in online/ICT enabled teaching and learning 	
8	<p>Intended Learning Outcomes (ILOs)</p> <p>At the completion of this course unit the student will be able to</p> <ol style="list-style-type: none"> 1. Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment 2. Use MS Office package (advance) for improving workplace performance 3. Create databases by using relevant software packages 4. Design required graphics for teaching and learning/workplace/day to day life 5. Use digital technology for research and innovation 6. Use digital teaching and learning tools to support e-learning 7. Create a simple educational game 8. Design an interactive web 9. Use smart technology for Digital living 10. Value ethically use of information technology 11. Use best practices, ideas and materials in online/ICT enabled teaching and learning 	

9	Contents			Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	ILO No.
	Week	Main Themes	Sub Themes			
	1 st	Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment	Advanced information literacy skills including critical thinking, reading skills, and independent learning,	Direct classroom teaching/ online teaching/ blended	2	1
	2 nd	Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment	Academic integrity and avoiding Plagiarism		2	1
	3 rd	Use of Microsoft Office package for educational purposes and for the workplace	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – Excel		2	2
	4 th	Use of Microsoft Office package for educational purposes and for the workplace	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – PowerPoint (Advanced)		2	2
	5 th	Create databases by using relevant software packages	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – Access (Advanced)		2	2,3
	6 th	Graphics for teaching and learning			2	4
	7 th	Digital technology for research and innovation	Use of ICT tools for research and development including database searching (advance)		2	5

8 th	Digital technology for research and innovation	Use of ICT tools for research and development		2	5
9 th	Mid Semester Evaluation Written Examination/ Assignment / Individual or Group Presentation / Practical Test				
10 th	Use digital teaching and learning tools to support e-learning	Practical on Blended learning tools (advance)		2	6
11 th	Create a simple educational game			2	7
12 th	Design an interactive web			2	8
13 th	Use smart technology for Digital living	Awareness, skills, and effectiveness in 'digital living', use of Zoom, Social Media, Khoot and other online tools		2	9
14 th	Value ethically use of information technology	Information related to security principles and concepts, security policies, and ISO standards on security measures, implementation of security measures, importance of employee awareness in protecting information, highlighting making aware of individual's responsibility towards IS.		2	10

	15th	Use best practices, ideas and materials in online/ICT enabled teaching and learning	Best practices, ideas and materials in online/ICT enabled teaching and learning – national and international		2	11
10.	Number of Notional Hours: 100					
	1. Lecture Hours: 30 3. Self-study and Homework Preparation Hours: 20 2. Tutorial Hours: 30 4. Hours for recommended reading: 20					
11.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated <i>Expected soft skills to be evaluated through the continuous assessments:</i>					
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated Question Paper:					
12	Recommended Readings: 1. Merkow, M. S., Breithaupt, J. (2015), Information Security: Principles and Practices , Wiley, New Jersey. 2. Livingstone, S., Sefton-Green, J. (2016), The Class: Living and Learning in the Digital Age (Connected Youth and Digital Futures) , New York University Press, New York. 3. Munir, K. (2016), Security Management in Mobile Cloud Computing (Advances in Information Security, Privacy, and Ethics) , 1st Edi. IGI global, Hershey, PA.					

Course Specification

Fields of Study: Hindi

1.	Code of the Course Unit	HIND 43745
2.	Title of the Course Unit	Literary Criticism: Early and Medieval Hindi Verse (Prescribed)
3.	Number of Credits	5
4.	Type	Compulsory
5.	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6.	Introduction	This course unit is designed to strengthen undergraduates with sound knowledge about Hindi language and stylistics used in early and medieval Hindi verse and to develop their critical thinking skills, social skills and attitudes.
7.	Pre-requisites	Not applicable
8.	Main objective of the course	To develop skills in literary criticism while improving linguistic and stylistic knowledge about early and medieval Hindi verse
9.	Expected/Intended Learning Outcomes (ILOs)	At the completion of this course unit, the student will be able to: 1. Relate prescribed early and medieval Hindi verse with the thematic/ stylistic characteristics of the respective periods 2. Interpret denotations and connotations in prescribed early and medieval Hindi verse 3. Analyze extracts from prescribed early and medieval Hindi verse in terms of themes, character, styles and poetic devices 4. Support, prove or disprove statements about prescribed early and medieval Hindi verse 5. Value the morals incorporated with Hindi verse

Course Content:						
<p>1. Early Hindi verse (Specified verses of the prescribed anthology)</p> <p>1.1. Chand Bardai- <i>re:va:taṭ samay of prithviraj ra:so:</i> (Verse 1-30)</p> <p>1.2. Prithviraj Rathod- <i>kisan rukmani: ri: ve:li</i> (Verse 1-8)</p> <p>1.3. Vidyapati- <i>basant k^hand of pada:vali:</i> (Verse 1-10)</p> <p>2. Medieval Hindi verse (Specified verses of the prescribed anthology)</p> <p>2.1. <i>b^haktika:l</i></p> <p>2.1.1. Suurdas- <i>vinay</i> (Verse 1-3)/ <i>va:tsaly</i> (Verse 4-10)/ <i>b^hramargi:t</i> (Verse 13-16)</p> <p>2.1.2. Goswami Tulsidas- <i>ra:mcharitma:na:s</i> (Verse 1-5)/ <i>kavita:vali:</i> (Verse 14-17)/ <i>vinaypatrika:</i> (Verse 33-37)</p> <p>2.1.3. Meerabai (Verse 1-14)</p> <p>2.1.4. Sant Kaberdas- <i>pada:vali:</i> (Verse 1-3)/ <i>sa:k^hi:</i> (Verse 4-17)</p> <p>2.1.5. Malik Mohammad Jayasi- <i>na:gmati: viyo:g k^hand</i> (Verse 7-16)/ <i>padma:vati: viyo:g k^hand</i></p> <p>2.2. <i>ri:tika:l</i></p> <p>2.2.1. Keshavdas- <i>svayanvar kat^ha:</i> (Verse 1-20)</p> <p>2.2.2. Bihari- <i>b^hakti e:wam shringa:r</i> (Verse 1-20)</p> <p>2.2.3. Matiram (Verse 1-2)</p> <p>2.2.4. Ghananand (Verse 1-3)</p>						
Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
Week	Main Themes	Sub Themes				
1st	1. Early Hindi verse	1.1. Chand Bardai	Lectures, discussions, assignments, activities, peer tutoring, Computer Assisted Learning	2	1 2 3 4 5	Communication skills, social skills, collaboration, critical thinking, problem solving
2nd	1. Early Hindi verse	1.1. Chand Bardai	-Do-	2	1 2 3 4 5	-Do-
3rd	1. Early Hindi verse	1.1. Chand Bardai	-Do-	2	1 2 3 4 5	-Do-

4th	1. Early Hindi verse	1.2. Prithviraj Rathod	-Do-	2	1 2 3 4 5	-Do-
5th	1. Early Hindi verse	1.3. Vidyapati	-Do-	2	1 2 3 4 5	-Do-
6th	1. Early Hindi verse	1.3. Vidyapati	-Do-	2	1 2 3 4 5	-Do-
7th	1. Early Hindi verse	1.3. Vidyapati	-Do-	2	1 2 3 4 5	-Do-
8th	2. Medieval Hindi verse: <i>2.1. bhaktika:l</i>	2.1.1. Suurdas	-Do-	2	1 2 3 4 5	-Do-
9th	2. Medieval Hindi verse: <i>2.1. bhaktika:l</i>	2.1.1. Suurdas	-Do-	2	1 2 3 4 5	-Do-
10th	2. Medieval Hindi verse: <i>2.1. bhaktika:l</i>	2.1.1. Suurdas	-Do-	2	1 2 3 4 5	-Do-

11th	2. Medieval Hindi verse: <i>2.1. bhaktika:l</i>	2.1.2. Goswami Tulsidas	-Do-	2	1 2 3 4 5	-Do-
12th	2. Medieval Hindi verse: <i>2.1. bhaktika:l</i>	2.1.2. Goswami Tulsidas	-Do-	2	1 2 3 4 5	-Do-
13th	2. Medieval Hindi verse: <i>2.1. bhaktika:l</i>	2.1.2. Goswami Tulsidas	-Do-	2	1 2 3 4 5	-Do-
14th	2. Medieval Hindi verse: <i>2.1. bhaktika:l</i>	2.1.3. Meerabai	-Do-	2	1 2 3 4 5	-Do-
15th	Continuous assessment	In-class test		2		
16th	2. Medieval Hindi verse: <i>2.1. bhaktika:l</i>	2.1.3. Meerabai	-Do-	3	1 2 3 4 5	-Do-
17th	2. Medieval Hindi verse: <i>2.1. bhaktika:l</i>	2.1.3. Meerabai	-Do-	3	1 2 3 4 5	-Do-
18th	2. Medieval Hindi verse: <i>2.1. bhaktika:l</i>	2.1.4. Sant Kabeerdas	-Do-	3	1 2 3 4 5	-Do-

19 th	2. Medieval Hindi verse: 2.1. <i>bhaktika:l</i>	2.1.4. Sant Kabeerdas	-Do-	3	1 2 3 4 5	-Do-
20 th	2. Medieval Hindi verse: 2.1. <i>bhaktika:l</i>	2.1.4. Sant Kabeerdas	-Do-	3	1 2 3 4 5	-Do-
21 st	2. Medieval Hindi verse: 2.1. <i>bhaktika:l</i>	2.1.5. Malik Mohammad Jayasi	-Do-	3	1 2 3 4 5	-Do-
22 nd	2. Medieval Hindi verse: 2.1. <i>bhaktika:l</i>	2.1.5. Malik Mohammad Jayasi	-Do-	3	1 2 3 4 5	-Do-
23 rd	2. Medieval Hindi verse: 2.1. <i>bhaktika:l</i>	2.1.5. Malik Mohammad Jayasi	-Do-	3	1 2 3 4 5	-Do-
24 th	2. Medieval Hindi verse: 2.1. <i>bhaktika:l</i>	2.1.5. Malik Mohammad Jayasi	-Do-	1	1 2 3 4 5	-Do-
	Continuous assessment	Assignment		2		
25 th	2. Medieval Hindi verse: 2.2. <i>ri:tika:l</i>	2.2.1. Keshavdas	-Do-	3	1 2 3 4 5	-Do-

	26 th	2. Medieval Hindi verse: <i>2.2. ri:tika:l</i>	2.2.1. Keshavdas	-Do-	3	1 2 3 4 5	-Do-
	27 th	2. Medieval Hindi verse: <i>2.2. ri:tika:l</i>	2.2.2. Bihari	-Do-	3	1 2 3 4 5	-Do-
	28 th	2. Medieval Hindi verse: <i>2.2. ri:tika:l</i>	2.2.2. Bihari	-Do-	3	1 2 3 4 5	-Do-
	29 th	2. Medieval Hindi verse: <i>2.2. ri:tika:l</i>	2.2.3. Matiram	-Do-	3	1 2 3 4 5	-Do-
	30 th	2. Medieval Hindi verse: <i>2.2. ri:tika:l</i>	2.2.4. Ghananand	-Do-	3	1 2 3 4 5	-Do-
11.	Number of Notional Hours:						
	1. Lecture Hours – 75		3. Self-study and Homework Preparation Hours – 90				
	2. Tutorial / Practical / Presentation Hours – 85			4. Hours for Field Surveys / Factory Visits / Social Activities – None			
12.	Evaluation and Assessment:						
	In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated						
	In-class test- 20%, assignment- 20%						
	Expected soft skills to be evaluated through the continuous assessments:						
	Communication skills, social skills, collaboration, critical thinking, problem solving, self-direction, attitudes						
	End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated						
	Question Paper:						
	Answering a 3-hour question paper at the end of the second semester- 60%						

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| 13. | Recommended Readings:
Prescribed anthology
Dassanayake, Indra (Ed.) (2008) <i>Padyanjali</i> , Author Publications.

1. Naval, Nandkishor (2013) <i>Surdas</i> , New Delhi: Rajkamal Prakashan. |
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Remarks:

* Inclusivity is incorporated to the course unit HIND 43745

Course Specification

Fields of Study: Hindi

1.	Code of the Course Unit	HIND 43755
2.	Title of the Course Unit	Translation and Interpretation
3.	Number of Credits	5
4.	Type	Compulsory
5.	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6.	Introduction This course unit is designed to develop skills of undergraduates in translation and interpretation while improving inter-lingual competence and soft skills.	
7.	Pre-requisites	Not applicable
8.	Main objective of the course To develop skills of translation and interpretation, inter-lingual competence, soft skills and professionalism	
9.	Expected/Intended Learning Outcomes (ILOs) At the completion of this course unit, the student will be able to: <ol style="list-style-type: none"> 1. Identify Source context, style and Target audience 2. Organize ideas of Source Language in correct forms of Target Language preserving the meaning and style 3. Translate extracts from Hindi to Sinhala/ English and vice versa 4. Translate the dialogues of a video clip and organize with subtitles 5. Interpret the meaning of conversations from Hindi to Sinhala/ English and vice versa and the meaning of speeches from Hindi to Sinhala 	
10.	Course Content: <ol style="list-style-type: none"> 1. Translation of: <ol style="list-style-type: none"> 1.1. Extracts from different contexts or disciplines (from Hindi to Sinhala/ English and vice versa) 1.2. Extracts from scholarly articles/ news/ editorials (from Hindi to Sinhala and vice versa) 1.3. Extracts from official documents (from Hindi to Sinhala) 1.4. Verse/ songs (from Hindi to Sinhala) 1.5. Video clips and presenting with subtitles (from Hindi to Sinhala) 2. Interpretation of (Consecutive/ simultaneous): <ol style="list-style-type: none"> 2.1. Conversations (from Hindi to Sinhala/ English and vice versa) 2.2. Extracts from speeches (from Hindi to Sinhala) 	

Week	Contents		Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
	Main Themes	Sub Themes				
1 st	1. Translation	1.1 Extracts from different contexts or disciplines	Lectures, activities, online materials, Computer Assisted Learning	2	1 2 3	Communication skills, problem solving, creativity, adaptability, time management
2 nd	1. Translation	1.2 Extracts from scholarly articles/ news/ editorials	-Do-	2	1 2 3	-Do-
3 rd	1. Translation	1.1 Extracts from different contexts or disciplines	-Do-	2	1 2 3	-Do-
4 th	1. Translation	1.2 Extracts from scholarly articles/ news/ editorials	-Do-	2	1 2 3	-Do-
5 th	1. Translation	1.3 Extracts from official documents	-Do-	2	1 2 3	-Do-
6 th	1. Translation	1.4 Verse/ songs	Lectures, activities, audio-visual method, online materials, language lab activities, Computer Assisted Learning	2	1 2 3	-Do-
7 th	1. Translation	1.2 Extracts from scholarly articles/ news/ editorials	Lectures, activities, online materials, Computer Assisted Learning	1	1 2 3	-Do-
		1.3 Extracts from official documents		1		
8 th	2. Interpretation	2.1 Conversations	Lectures, activities, audio-visual method, role-plays, online materials, language lab activities, Computer Assisted Learning	2	1 2 3 5	Communication skills, problem solving, creativity, social skills, adaptability, ICT skills, time management, stress management

9th	1. Translation	1.4 Verse/ songs	Lectures, activities, audio-visual method, online materials, language lab activities, Computer Assisted Learning	2	1 2 3	Communication skills, problem solving, creativity, adaptability, time management
10th	1. Translation	1.1 Extracts from different contexts or disciplines 1.5 Video clips and presenting with subtitles- discussion	-Do-	1 1	1 2 3 4	Communication skills, problem solving, creativity, social skills, adaptability, ICT skills, time management
11th	2. Interpretation	2.1 Conversations	Lectures, activities, audio-visual method, role-plays, online materials, language lab activities, Computer Assisted Learning	2	1 2 3 5	Communication skills, problem solving, creativity, social skills, adaptability, ICT skills, time management, stress management
12th	1. Translation	1.1 Extracts from different contexts or disciplines 1.2 Extracts from scholarly articles/ news/ editorials	Lectures, activities, online materials, Computer Assisted Learning	1 1	1 2 3	Communication skills, problem solving, creativity, adaptability, time management
13th	1. Translation	1.4 Verse/ songs 1.5 Video clips and presenting with subtitles	Lectures, activities, audio-visual method, online materials, language lab activities, Computer Assisted Learning	1 1	1 2 3 4	Communication skills, problem solving, creativity, social skills, adaptability, ICT skills, time management
14th	1. Translation	1.2 Extracts from scholarly articles/ news/ editorials 1.3 Extracts from official documents	Lectures, activities, online materials, Computer Assisted Learning	1 1	1 2 3	Communication skills, problem solving, creativity, adaptability, time management

15 th	Continuous assessment	Activity (Translation)		2		
16 th	1. Translation	1.4 Verse/ songs 1.5 Video clips and presenting with subtitles- practice	Lectures, activities, audio-visual method, online materials, language lab activities, Computer Assisted Learning	1 2	1 2 3 4	Communication skills, problem solving, creativity, social skills, adaptability, ICT skills, time management
17 th	2. Interpretation	2.2 Extracts from speeches	-Do-	3	1 2 3 5	Communication skills, problem solving, creativity, social skills, adaptability, ICT skills, time management, stress management
18 th	1. Translation 2. Interpretation	1.3 Extracts from official documents 2.1 Conversations	Lectures, activities, audio-visual method, role-plays, online materials, language lab activities, Computer Assisted Learning	1 2	1 2 3 5	-Do-
19 th	1. Translation	1.1 Extracts from different contexts or disciplines 1.5 Video clips and presenting with subtitles- practice	Lectures, activities, audio-visual method, online materials, language lab activities, Computer Assisted Learning	1 2	1 2 3 4	Communication skills, problem solving, creativity, social skills, adaptability, ICT skills, time management
20 th	2. Interpretation	2.2 Extracts from speeches	Lectures, activities, audio-visual method, online materials, language lab activities, Computer Assisted Learning	3	1 2 3 5	Communication skills, problem solving, creativity, social skills, adaptability, ICT skills, time management, stress management

21 st	1. Translation	1.2 Extracts from scholarly articles/ news/ editorials	Lectures, activities, audio-visual method, role-plays, online materials, language lab	1	1 2 3 5	-Do-
	2. Interpretation	2.1 Conversations	activities, Computer Assisted Learning	2		
22 nd	2. Interpretation	2.2 Extracts from speeches	Lectures, activities, audio-visual method, online materials, language lab activities, Computer Assisted Learning	3	1 2 3 5	-Do-
23 rd	1. Translation	1.1 Extracts from different contexts or disciplines	-Do-	2	1 2 3 4	Communication skills, problem solving, creativity, social skills, adaptability, ICT skills, time management
		1.5 Video clips and presenting with subtitles- practice		1		
24 th	Continuous assessment	Group/ pair activity		3		
25 th	1. Translation	1.2 Extracts from scholarly articles/ news/ editorials	-Do-	1	1 2 3 5	Communication skills, problem solving, creativity, social skills, adaptability, ICT skills, time management, stress management
	2. Interpretation	2.2 Extracts from speeches		2		
26 th	1. Translation	1.2 Extracts from different contexts or disciplines	Lectures, activities, audio-visual method, role-plays, online materials, language lab	1	1 2 3 5	-Do-
	2. Interpretation	2.1 Conversations	activities, Computer Assisted Learning	2		
27 th	Continuous assessment	Activity (Interpretation)		3		

28th	1. Translation	1.2 Extracts from official documents 1.4 Verse/ songs	Lectures, activities, online materials, Computer Assisted Learning	2 1	1 2 3	Communication skills, problem solving, creativity, adaptability, time management
29th	1. Translation	1.3 Extracts from different contexts or disciplines 1.4 Extracts from scholarly articles/ news/ editorials	-Do-	1 1	1 2 3	-Do-
30th	1. Translation	1.3 Extracts from official documents 1.4 Verse/ songs	-Do-	2 1	1 2 3	-Do-
11.	Number of Notional Hours:					
	1. Lecture Hours – 75		3. Self-study and Homework Preparation Hours – 90			
	2. Tutorial / Practical / Presentation Hours – 85		4. Hours for Field Surveys / Factory Visits / Social Activities – None			
12.	Evaluation and Assessment:					
	In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated Activities (translation/ interpretation)- 25%, group/ pair activity (Subtitled video)- 15%					
	Expected soft skills to be evaluated through the continuous assessments: Communication skills, problem solving, creativity, social skills, adaptability, ICT skills, time management, stress management					
	End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated					
	Question Paper: Answering a 3-hour question paper at the end of the second semester					
13.	Recommended Readings:					
	Magazines like <i>Kurukshetra</i> , <i>Gagananchal</i> , <i>Aajkal</i> , <i>Sahitya Amrit</i> , <i>Dinmaan</i> and <i>Baal Bharati</i> . Printed/ online journal articles/ criticisms/ newspapers/ editorials/ verse					

Remarks:

* English to be used in teaching/ learning and assessment of modules 1.1 and 2.1 of HIND 43755

* OBE-LCT and blended learning approaches to be used the course unit HIND 43755

Course Specification

Fields of Study: Hindi

1.	Code of the Course Unit	HIND 43765
2.	Title of the Course Unit	Literary Criticism: Hindi Prose and Films (Prescribed)
3.	Number of Credits	5
4.	Type	Compulsory
5.	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6.	Introduction This course unit is designed to develop critical thinking skills and attitudes through literary analysis of Hindi prose and films.	
7.	Pre-requisites	Not applicable
8.	Main objective of the course To develop skills in literary criticism while improving linguistic knowledge, sociocultural competence and positive attitudes	
9.	Expected/Intended Learning Outcomes (ILOs) At the completion of this course unit, the student will be able to: <ol style="list-style-type: none"> 1. Interpret denotations and connotations in prescribed Hindi prose and films 2. Relate to the context and analyze extracts from the prescribed Hindi prose in terms of plot, themes, character and language 3. Criticize prescribed Hindi prose/ films and present a (single case) literary analysis 4. Support, prove or disprove statements about prescribed Hindi prose and films 5. Value the morals incorporated with Hindi prose and films 	

10.	<p>Course Content:</p> <p>1. Novel</p> <ul style="list-style-type: none"> • <i>go:da:n</i> - Premchand <p>2. <i>re:k^ha:chitr</i> (Sketches)</p> <ul style="list-style-type: none"> • <i>mangar</i> - Ramvriksh Benipuri • <i>la:l anga:rō: ki: us muska:n mē:/ je:l ki: un dara:vani: di:va:rō: mē:</i> - Kanhaiyalal Mishra 'Prabhakar' • <i>lachma:</i> - Mahadevi Verma <p>3. <i>niband^h</i> (Scholarly essays) [Selected essays]</p> <ul style="list-style-type: none"> • <i>maha:kavi ma:g^h ka: prab^ha:t varnan</i> - Mahaveer Prasad Dwivedi • <i>a:k^hiri: chaffa:n</i> - Mohan Rakesh • <i>asho:k ke: p^hu:l</i> - Hazari Prasad Dwivedi • <i>karuna:</i> - Ramchandra Shukla <p>4. Films [Selected Hindi movies]</p> <ul style="list-style-type: none"> • <i>Mother India</i> (1957) • <i>Ankur</i> (1974) • <i>Sholay</i> (1975) • <i>Lajja</i> (2001) • <i>Water</i> (2005) • <i>3 Idiots</i> (2009) • <i>Zindagi Na Milegi Dobara</i> (2011) • <i>PK</i> (2014)
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Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
Week	Main Themes	Sub Themes				
1 st	1. Novel	1.1 <i>go:da:n</i>	Lectures, discussions, activities, presentations, peer tutoring, audio-visual method, Computer Assisted Learning	1	1	Problem solving, creativity, critical thinking, communication skills, social skills
	4. Films	4.1 One Selected film		1	2 3 4 5	
2 nd	1. Novel	1.1 <i>go:da:n</i>	-Do-	1	1	-Do-
	4. Films	4.1 One Selected film		1	2 3 4 5	

3rd	1. Novel	1.1 <i>go:da:n</i>	-Do-	1	1	-Do-
	4. Films	4.1 One Selected film		1	2 3 4 5	
4th	1. Novel	1..1 <i>go:da:n</i>	-Do-	1	1	-Do-
	4. Films	4.1 One Selected film		1	2 3 4 5	
5th	1. Novel	1.1 <i>go:da:n</i>	Lectures, discussions, activities,	1	1	-Do-
	2. <i>re:k^ha:chitr</i> (Sketches)	2.1 One Selected <i>re:k^ha:chitr</i> (Sketch)	presentations, peer tutoring, Computer Assisted Learning	1	2 3 4 5	
6th	1. Novel	1.1 <i>go:da:n</i>	-Do-	1	1	-Do-
	2. <i>re:k^ha:chitr</i> (Sketches)	2.1 One Selected <i>re:k^ha:chitr</i> (Sketch)		1	2 3 4 5	
7th	1. Novel	1.1 <i>go:da:n</i>	-Do-	1	1	-Do-
	2. <i>re:k^ha:chitr</i> (Sketches)	2.1 One Selected <i>re:k^ha:chitr</i> (Sketch)		1	2 3 4 5	
8th	1. Novel	1.1 <i>go:da:n</i>	-Do-	1	1	-Do-
	2. <i>re:k^ha:chitr</i> (Sketches)	2.1 One Selected <i>re:k^ha:chitr</i> (Sketch)		1	2 3 4 5	
9th	1. Novel	1.1 <i>go:da:n</i>	-Do-	1	1	-Do-
	2. <i>re:k^ha:chitr</i> (Sketches)	2.1 One Selected <i>re:k^ha:chitr</i> (Sketch)		1	2 3 4 5	

	10 th	1. Novel 3. <i>niband^h</i> (Scholarly essays)	1.1 <i>go:da:n</i> 3.1 One Selected essay	-Do-	1 1	1 2 3 4 5	-Do-	
	11 th	1. Novel 3. <i>niband^h</i> (Scholarly essays)	1.1 <i>go:da:n</i> 3.1 One Selected essay	-Do-	1 1	1 2 3 4 5	-Do-	
	12 th	1. Novel 3. <i>niband^h</i> (Scholarly essays)	1.1 <i>go:da:n</i> 3.1 One Selected essay	-Do-	1 1	1 2 3 4 5	-Do-	
	13 th	1. Novel 3. <i>niband^h</i> (Scholarly essays)	1.1 <i>go:da:n</i> 3.1 One Selected essay	-Do-	1 1	1 2 3 4 5	-Do-	
	14 th		1. Novel	1.1 <i>go:da:n</i>	-Do-	1	1 2 3 4 5	-Do-
			Continuous Assessment	In-class Test		1		
15 th	1. Novel 3. <i>niband^h</i> (Scholarly essays)	1.1 <i>go:da:n</i> 3.1 One Selected essay	-Do-	1 1	1 2 3 4 5	-Do-		

16th	1. Novel	1.1 <i>go:da:n</i>	Lectures, discussions, activities,	1	1	-Do-
	4. Films	4.2 One Selected film	presentations, peer tutoring, audio-visual method, Computer Assisted Learning	2	2 3 4 5	
17th	1. Novel	1.1 <i>go:da:n</i>	-Do-	2	1	-Do-
	4. Films	4.2 One Selected film		1	2 3 4 5	
18th	1. Novel	1.1 <i>go:da:n</i>	Lectures, discussions, activities,	1	1	-Do-
	2. <i>re:k^ha:chitr</i> (Sketches)	2.2 One Selected <i>re:k^ha:chitr</i> (Sketch)	presentations, peer tutoring, Computer Assisted Learning	2	2 3 4 5	
19th	1. Novel	1.1 <i>go:da:n</i>	-Do-	2	1	-Do-
	2. <i>re:k^ha:chitr</i> (Sketches)	2.2 One Selected <i>re:k^ha:chitr</i> (Sketch)		1	2 3 4 5	
20th	1. Novel	1.1 <i>go:da:n</i>	-Do-	1	1	-Do-
	3. <i>niband^h</i> (Scholarly essays)	3.2 One Selected essay		2	2 3 4 5	
21st	1. Novel	1.1 <i>go:da:n</i>	-Do-	2	1	-Do-
	3. <i>niband^h</i> (Scholarly essays)	3.2 One Selected essay		1	2 3 4 5	

22 nd	1. Novel	1.1 <i>go:da:n</i>	Lectures, discussions, activities,	1	1	-Do-
	3. <i>niband^h</i> (Scholarly essays)	3.2 One Selected essay	presentations, peer tutoring, audio-visual method, Computer Assisted Learning	1	2 3 4 5	
	4. Films	4.3 One Selected film		1		
23 rd	1. Novel	1.1 <i>go:da:n</i>	-Do-	2	1	-Do-
	4. Films	4.3 One Selected film		1	2 3 4 5	
24 th	1. Novel	1.1 <i>go:da:n</i>	-Do-	2	1	-Do-
	4. Films	4.3 One Selected film		1	2 3 4 5	
25 th	1. Novel	1.1 <i>go:da:n</i>	Lectures, discussions, activities, presentations, peer tutoring, Computer Assisted Learning	1	1	-Do-
	Continuous Assessment	Presentation (Literary Analysis)		2	2 3 4 5	
26 th	1. Novel	1.1 <i>go:da:n</i>	-Do-	2	1	-Do-
	2. <i>re:k^ha:chitr</i> (Sketches)	2.3 One Selected <i>re:k^ha:chitr</i> (Sketch)		1	2 3 4 5	
27 th	1. Novel	1.1 <i>go:da:n</i>	-Do-	1	1	-Do-
	2. <i>re:k^ha:chitr</i> (Sketches)	2.3 One Selected <i>re:k^ha:chitr</i> (Sketch)		2	2 3 4 5	

	28 th	1. Novel 2. <i>re:k^ha:chitr</i> (Sketches) 4. Films	1.1 <i>go:da:n</i> 2.3 One Selected <i>re:k^ha:chitr</i> (Sketch) 4.4 One Selected film	Lectures, discussions, activities, presentations, peer tutoring, audio-visual method, Computer Assisted Learning	1 1 1	1 2 3 4 5	-Do-
	29 th	1. Novel 2. <i>re:k^ha:chitr</i> (Sketches) 4. Films	1.1 <i>go:da:n</i> 2.3 One Selected <i>re:k^ha:chitr</i> (Sketch) 4.4 One Selected film	-Do-	1 1 1	1 2 3 4 5	-Do-
	30 th	1. Novel 2. <i>re:k^ha:chitr</i> (Sketches) 4. Films	1.1 <i>go:da:n</i> 2.3 One Selected <i>re:k^ha:chitr</i> (Sketch) 4.4 One Selected film	-Do-	1 1 1	1 2 3 4 5	-Do-
11.	Number of Notional Hours:						
	1. Lecture Hours – 75		3. Self-study and Homework Preparation Hours – 90				
	2. Tutorial/ Practical/ Presentation Hours – 85		4. Hours for Field Surveys/ Factory Visits/ Social Activities– None				
12.	Evaluation and Assessment:						
	In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated In-class test- 20%, Presentation (literary analysis)- 20%						
	Expected soft skills to be evaluated through the continuous assessments: Problem solving, creativity, critical thinking, communication skills, social skills, collaboration, attitudes						
	End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated						
	Question Paper: Answering a 3-hour question paper at the end of the second semester- 60%						

13.	Recommended Readings: Prescribed text- Benipuri, Ramvriksh (1976) <i>Mati Ki Murtein</i> , Lucknow: Prakashan Kendra. Mishra, Kanhaiyalal (1982) <i>Mati Ho Gayi Sona</i> , Delhi: Bharatiya Gyanpeeth Publications. Premchand (1961) <i>Godan</i> , Allahabad: Saraswati Press. 1. Dilchashp (2018) <i>Hindi Filmon Ka Sanksjpt Itihas</i> , New Delhi: Bhartiya Pustak Parishad. 2. Singh, Namwar (2017) <i>Premchand Aur Bhartiya Samaj</i> , New Delhi: Rajkamak Prakashan.
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Remarks:

* Inclusivity is incorporated to the course unit HIND 43765

Course Specification

Fields of Study: Hindi

1.	Code of the Course Unit	HIND 43778
2.	Title of the Course Unit	Dissertation and Oral Examination
3.	Number of Credits	8
4.	Type	Compulsory
5.	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
6.	Introduction This course unit is designed to strengthen undergraduates with skills, attitudes and lifelong learning related to research and encourage them to pursue and disseminate new knowledge.	
7.	Pre-requisites	Not applicable
8.	Main objective of the course To develop academic and research skills and soft skills while supporting positive attitudes and lifelong learning	
9.	Expected/Intended Learning Outcomes (ILOs) At the completion of this course unit, the student will be able to: 1. Demonstrate skills in incorporating previous knowledge into the research 2. Use ICT (like electronic data bases, electronic media and internet) and library materials effectively 3. Select, organize and critically analyze materials and data required for the study 4. Function effectively to conduct and present an original research by managing time, tasks and evaluating own learning 5. Organize research findings to the report and conclude the research 6. Defend the research and communicate effectively in Hindi	
10.	Course Content: 1. Independent research dissertation 1.1. Writing an independent research dissertation in Hindi based on an analytical study of a selected field related to Hindi language, Hindi literature, North Indian culture or a comparative study of any similar field related to Hindi and Sinhala, as approved by the Department. The dissertation should be of not less than 125 hand-written pages excluding content, tables/ figures, references, indexes and annexures or 1.2. Translating a notable prose/ verse composition of Hindi/ Sinhala to Sinhala/ Hindi, as approved by the Department 2. Defense and oral examination 2.1. Defense of the research project: Answering questions related to the dissertation 2.2. Listening to audio/ video recordings in Hindi and answering the questions based on the recording 2.3. Expressing ideas fluently in Hindi language with a Hindi speaker	

Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
Week	Main Themes	Sub Themes				
1 st	1. Independent research dissertation	Initial discussions, background reading	Research, discussions, activities, use of library, audio-visual materials, Computer Assisted Learning	4	1 2 4	Communication skills, creativity, problem solving, critical thinking, time management, social skills, adaptability, research skills, ICT skills, organizing
2 nd	1. Independent research dissertation	Initial discussions, background reading	-Do-	4	1 2 4	-Do-
3 rd	1. Independent research dissertation	Initial discussions, background reading	-Do-	4	1 2 4	-Do-
4 th	1. Independent research dissertation	Literature review	-Do-	4	1 2 3 4	-Do-
5 th	1. Independent research dissertation	Literature review	-Do-	4	1 2 3 4	-Do-
6 th	1. Independent research dissertation	Literature review	-Do-	4	1 2 3 4	-Do-
7 th	1. Independent research dissertation	Literature review	-Do-	4	1 2 3 4	-Do-

8th	1. Independent research dissertation	Literature review	-Do-	4	1 2 3 4	-Do-
9th	1. Independent research dissertation	Research methods planning	-Do-	4	1 2 3 4	-Do-
10th	1. Independent research dissertation	Research methods planning	-Do-	4	1 2 3 4	-Do-
11th	1. Independent research dissertation	Research methods planning	-Do-	4	1 2 3 4	-Do-
12th	1. Independent research dissertation	Data collection	-Do-	4	1 2 3 4	-Do-
13th	1. Independent research dissertation	Data collection	-Do-	4	1 2 3 4	-Do-
14th	1. Independent research dissertation	Data collection	-Do-	4	1 2 3 4	-Do-
15th	1. Independent research dissertation	Data collection	-Do-	4	1 2 3 4	-Do-
16th	1. Independent research dissertation	Checking progress, data analysis	-Do-	4	1 2 3 4	-Do-

17th	1. Independent research dissertation	Checking progress, data analysis	-Do-	4	1 2 3 4	-Do-
18th	1. Independent research dissertation	Checking progress, data analysis	-Do-	4	1 2 3 4	-Do-
19th	1. Independent research dissertation	Checking progress, data analysis	-Do-	4	1 2 3 4	-Do-
20th	1. Independent research dissertation	Discussion of findings	-Do-	4	1 2 3 4 5	-Do-
21st	1. Independent research dissertation	Discussion of findings	-Do-	4	1 2 3 4 5	-Do-
22nd	1. Independent research dissertation	Discussion of findings	-Do-	4	1 2 3 4 5	-Do-
23rd	1. Independent research dissertation	Discussion of findings	-Do-	4	1 2 3 4 5	-Do-

24 th	1. Independent research dissertation	Concluding the research	-Do-	4	1 2 3 4 5	-Do-
25 th	1. Independent research dissertation	Concluding the research	-Do-	4	1 2 3 4 5	-Do-
26 th	1. Independent research dissertation	Concluding the research	-Do-	4	1 2 3 4 5	-Do-
27 th	1. Independent research dissertation	Concluding the dissertation	-Do-	4	1 2 3 4 5	-Do-
28 th	1. Independent research dissertation	Concluding the research	-Do-	4	1 2 3 4 5	-Do-
29 th	1. Independent research dissertation	Concluding the dissertation	-Do-	4	1 2 3 4 5	-Do-
30 th	2. Defense and oral examination	Discussion about strategies	-Do-	4	1 2 3 4 5 6	-Do-

11.	Number of Notional Hours:				
	<table border="0"> <tr> <td>1. Lecture Hours – 180</td> <td>3. Self-study and Homework Preparation Hours – 100</td> </tr> <tr> <td>2. Tutorial / Practical / Presentation Hours – 70</td> <td>4. Hours for Field Surveys / Factory Visits / Social Activities – 50</td> </tr> </table>	1. Lecture Hours – 180	3. Self-study and Homework Preparation Hours – 100	2. Tutorial / Practical / Presentation Hours – 70	4. Hours for Field Surveys / Factory Visits / Social Activities – 50
1. Lecture Hours – 180	3. Self-study and Homework Preparation Hours – 100				
2. Tutorial / Practical / Presentation Hours – 70	4. Hours for Field Surveys / Factory Visits / Social Activities – 50				
12.	Evaluation and Assessment:				
	<p>In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated</p> <p>None</p> <p><i>Expected soft skills to be evaluated through the continuous assessments:</i></p>				
	<p>End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated</p> <p>Dissertation- 80%, defense and oral examination- 20%</p>				
13.	Recommended Readings:				
	<ol style="list-style-type: none"> 1. Bryman, Alan (2012) <i>Social Research Methods</i>, 4th Ed., Oxford: Oxford University Press. 2. Department of Lifelong Learning (n.d.) <i>Referencing – The Harvard System</i>, Exeter: University of Exeter. Available at: https://www.eriesjournal.com/public/site/harvard_referencing.pdf 3. Flick, U. (2011) <i>Introducing Research Methodology: A beginner’s guide to doing a research project</i>, London: SAGE Publications. 4. Given, Lisa M. (Ed.) (2008) <i>The Sage Encyclopaedia of Qualitative Research Methods</i>, California: SAGE Publications. Available at: https://www.alnap.org/system/files/content/resource/files/main/qualitative-method-sage-ency.pdf 5. Saunders, M., Lewis, P. and Thornhill, A. (2019) ‘Understanding research philosophy and approaches of theory development’, <i>Research Methods for Business Students</i>, 8th ed., United Kingdom: Pearson Education Limited, pp. 128-170. 6. Saunders, M. and Tosey, P. (2013) ‘The Layers of Research Design’, <i>Winter</i>, pp. 58–59. 7. Singh, Tilak (2007) <i>Naveen Shodh Vigyan</i>, New Delhi: Prakashan Sansthan. 8. Singhal, Baijnath (2016) <i>Shodh: Swaroop Ewam Manak Vyavaharik Karyavidhi</i>, New Delhi: Vani Prakashan. 				

1	Code of the Course Unit	HIND 43744
2	Title of the Course Unit	Internship
3	Number of Credits	4
4	Type	Optional
5	Pre-requisites	Not applicable
6	Main objective of the course The main objective of the course unit is to develop network in the industry for the student's career development.	
7	Intended Learning Outcomes (ILOs) At the completion of this course unit the student will be able to <ol style="list-style-type: none"> 1. Apply the academic knowledge to carry out work related activities and get to know new trends in dynamic working environments. 2. Develop professional skills to practice their subject knowledge within a given context as a value adding person 3. Develop network with the stakeholders of relevant industries and communities for career development opportunities. 	
8	Content <ol style="list-style-type: none"> 1. From this course unit, it is essential to establish links by the Internship Coordinating Unit in order to provide internship opportunities for the final year undergraduates. The internship period 1 academic year covering 400 working hours. It should be completed the compulsory workshop series conducted by Internship and Skills Development Unit in the previous semester for getting basic knowledge and occupational experience for the internship. 2. Under this course unit students are required to work minimum 2 days a week at the assigned institution. On the other days, students should attend lectures/ tutorials in the University. 3. All the relevant criteria of internship program is depended on the Internship Policy Framework of the Internship and Skills Development Unit. 4. The following points should be completed from the internship program. <ul style="list-style-type: none"> • Self-preparation for selecting suitable organization and fulfilling initial requirement for getting acceptance to suitable organization for internship. • Developing professional soft skills related to different industrial organizations. • Developing skills and attitudes to get adapted to different organization cultures. • Relate academic knowledge into real life application with the supervision of supervisors in the relevant organizations. • Applying skills to enhance the professional network and public relations with the different types of stakeholders relevant to respective organizations and industry. • Improve skills for the relevant carrier development opportunities required knowledge. 	

9.	Number of Notional Hours: 400
10.	Evaluation and Assessment:
	Assessment Strategy:
	Supervisor Evaluation 50%
	Institutional Training Report 30%
Viva-voce Examination 20%	

**According to the academic experience of the lecturer and situations, minor changes to the weekly breakdown of course specifications and mode of delivery can be anticipated to cater quality education.