# 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

K	ey 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)	<ol> <li>Minimum entry requirement is completion of SLQF Level 2</li> <li>In the first year, 'D' or better grades should be obtained for the course units of a minimum of 30 credits.</li> <li>A minimum of 2.30 GPA should be obtained for the relevant course units counted for the 30 credits.</li> <li>'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</li> </ol>
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	<ul> <li>Reference to the</li> <li>Subject Benchmark Statement in Language Studies published by the Quality Assurance and Accreditation council, University Grants Commission, Sri Lanka</li> <li>Subject Benchmark Statement for Languages, Culture and Societies published by the Quality Assurance Agency for UK Higher education.</li> </ul>
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 Vidyalankara Pirivena, founded in 1875 as a centre of learning for Buddhist monks. The Vidyalankara Pirivena became the Vidyalankara University in 1959 and the Vidyalankara University became a Campus of the University of Sri Lanka in 1972. Vidyalankara 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 Vidyalankara Pirivena. Former faculties of the Vidyalankara 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	_		
				Direct contact hours (teaching/Tutoring)	Self -learning conducting Assessment, preparation for assessment etc.	
Level 2	Origin and Development of					
HIND 21714	Hindi Language	С	4	60	140	
HIND 21724	Origin and Development of Hindi Literature	С	4	60	140	
HIND 21731	Community Service Engagement	О	1	15	35	
HIND 22744	Principles of Translation	С	4	60	140	
HIND 23756	North Indian Culture and Intercultural Communication	С	6	90	210	
HIND 23766	Fundamentals of Literary Criticism (Verse and prose)	С	6	90	210	
HIND 23776	Skills of Communication and Composition- I	С	6	90	210	
Level 3						
HIND 31714	Principles of Language Teaching and Learning	С	4	60	140	
HIND 31724	Hindi for Professional Purposes and Interdisciplinary Studies	С	4	60	140	
HIND 31732	Research Methodology	С	2	30	70	
PSNH 31712	National Heritages and Civic Responsibility	О	2	30	70	
HIND 33755	Literary Criticism: Modern Hindi Verse (Prescribed)	С	5	75	175	
HIND 33765	Fundamentals of Linguistics and Hindi Language	С	5	75	175	
HIND 33775	Literary Criticism: Hindi Prose (Prescribed)	С	5	75	175	

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

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

					Categ	gories	of Le	arnin	g Out	come	S		
	Programme Learning Outcomes <sup>3</sup>	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
	HIND 21714	LO1 LO2 LO3 LO4		LO3 LO4 LO5	7	77							LO5
3	HIND 21724	LO1 LO2 LO3 LO4		LO1 LO3 LO4					LO3				
	HIND 21731												
	HIND 22744	LO1 LO2	LO3 LO4			LO3 LO4							LO5
	HIND 23756	LO1 LO2		LO4 LO5		LO4 LO5			LO3 LO5	LO5	LO3		LO5
4	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												
	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
6	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												
	HIND 41713	LO1 LO2		LO3 LO4									LO3
7	HIND 41724		LO3 LO4	LO1 LO2 LO3 LO4		LO1 LO2 LO3 LO4				LO2 LO3 LO4	LO3	LO1 LO2	LO3
	PSIT 41712												
	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
8	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												

#### Fields of Study: Hindi

5. Inspect the present status of Hindi language

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 stre	ngthen 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 lar	nguage and to analyze the present status of Hindi language			
9.	Expected/Intended Learning Outcom	mes (ILOs)			
	At the completion of this course unit, the student will be able to:				
	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 stand	ard Hindi language			

- 1. Introduction to language
  - 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
  - 2.1. Early, medieval and modern Indo-Aryan languages
- Hindi Language
  - 3.1. Origin of the word 'Hindi' and first form of Hindi language (Avahatt)
  - 3.2. Development of Hindi Language (a:dika:l, madhyaka:l, a:dhunik ka:l)
  - 3.3. Dialects of Hindi and Hindi belt
  - 3.4. Urdu, Hindustani, Dakkhini: Hindi, Rekhta, Hindvi:
  - 3.5. National Language problem in India
- 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
- 5. Standard Hindi Language and its present status
  - 5.1. khadi:bo:li: dialect and Standard Hindi Language
  - 5.2. Contemporary trends in Hindi language
  - 5.3. Hindi in world

	Co	Mode of Delivery /	N 6	11.0			
Week	Main Themes	Sub Themes	Way of Delivery (T/L Materials)	No. of Hrs	No.	Integrated Skills/ Competencies	
	1. Introduction	1.1. Definition of	Lectures, handouts,	4	1	Theoretical knowledge,	
	to language	language and	discussions,			presentation skills,	
1st		different forms of	presentation,			communication skills,	
		language	Computer Assisted			self-direction	
			Learning				
	1. Introduction	1.2. Variability of	-Do-	2	1	-Do-	
	to language	language and its areas					
2 <sup>nd</sup>		1.3. Classification of					
		languages and		2			
		language families					

		1. Introduction	1.4. Classification of	-Do-	2	1	-Do-
		to language	languages and				
		to language	language families				
	3rd	2. Indo-Aryan	2.1. Early, Medieval and		2	2	
		1	-		2	2	
		Languages	Modern Indo-Aryan				
			languages				
		2. Indo-Aryan	2.1. Early, Medieval and	-Do-	2	2	-Do-
		Languages	Modern Indo-Aryan				
			languages				
	4 <sup>th</sup>	3. Hindi	3.1. Origin of the word		2	3	
		Language	'Hindi' and first form				
			of Hindi language				
			(Avahatt)				
		3. Hindi	3.2. Development of	-Do-	4	3	-Do-
		Language	Hindi Language				
	5 <sup>th</sup>		(a:dika:l,				
			madhyaka:l,				
			a:dhunik ka:1)				
		3. Hindi	3.3. Dialects of Hindi and	-Do-	4	3	-Do-
	Cth	Language	Hindi belt)				
	6 <sup>th</sup>		ŕ				
			3.3. Dialects of Hindi and	-Do-	1	3	-Do-
		3. Hindi		-D0-	1	3	-D0-
		Language	Hindi belt				
	7 <sup>th</sup>		3.4. Urdu, Hindustani,		3		
			Dakkhini: Hindi,				
			Rekhta, Hindvi:				
	8 <sup>th</sup>	Continuous		**			
	8	assessment	Presenta		4		
		3. Hindi	3.5. National Language	-Do-	4	3	Theoretical knowledge,
	9 <sup>th</sup>	Language	problem in India				communication skills,
							self-direction
		4. Writing	4.1. General knowledge	-Do-	4	3	-Do-
		system of	about the history of				
		Hindi	characters (chitra,				
	10 <sup>th</sup>		bha:v, syllabic				
			alphabets,				
			logograms)				
			- 6 - 6/				
			i l				1

11 <sup>th</sup>	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	-Do-	1	3	-Do-
12 <sup>th</sup>	4. Writing system of Hindi	Nagari characters, Devanagari numbers  4.2. Background of Hindi alphabet (Devanagari): Development, features and conflicting viewpoints of Nagari characters, Devanagari numbers	-Do-	4	3	-Do-
13 <sup>th</sup>	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		

	5. Standard	5.1. khadi:bo:li: dialect	-Do-	4	4	-Do-
	Hindi	and Standard Hindi				
4.44	Language	Language				
14 <sup>th</sup>	and its					
	present status					
	5. Standard	5.2. Contemporary trends	-Do-	1	5	-Do-
	Hindi	in Hindi language				
15 <sup>th</sup>	Language	5.3. Hindi in world				
15	and its			3		
	present status					

**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) Nagari Lipi Aur Hindi Vartani, Delhi: Delhi University.
- 2. Sharma, Devendranath (1999) Rashtrabhasha Hindi Samasyaen Aur Samadhan, Allahabad: Lok Bharati Publishers.
- 3. Sharma, Ramkishor (2007) Hindi Bhasha Ka Vikas, Allahabad: Syam Publishers Sansthan.
- 4. Tekchandrani, Ravi Prakash (Ed.) (2016) *Devnagari Lipi Tatha Hindi Vartani Ka Manakikaran*, Delhi: Central Hindi Directorate.
- 5. Tiwari, Bholanath (2007) Hindi Bhasha Ka Itihas, New Delhi: Vani Publishers.
- 6. Verma, Dheerendra (1973) Hindi Bhasha Ka Itihas, Allahabad: Hindustani Academy.
- 7. Verma, Shivraj (1970) Hindi Ka Rashtra Bhasha Ke Roop Mein Vikas, Delhi: Aatmaram and Sons.

#### 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:

- 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

- 1. General knowledge about the literature prior to Hindi literature: Literature related to Vaidik, Sanskrit, Pali, Prakrit, Apabhramsa languages
- 2. Hindi literature
  - 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 (a:dika:l): background, characteristics, writings and writers
  - 2.5. Medieval period ( $b^haktika:l$  and ri:tika:l): background, characteristics, writings and writers
  - 2.6. Modern period (a:dhunik ka:l): background, characteristics, writings and writers
- 3. Other varieties of literature which inspired Hindi literature: Urdu literature, Bengali literature, English literature

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

	2. Hindi	2.5 Medieval period	-Do-	3	2	-Do-
	literature	(bhakţika:l):			3	
		background,				
		characteristics,				
8th		writings and writers				
8 <sub>m</sub>		2.5 Medieval period		1		
		(ri:ţika:l):				
		background,				
		characteristics,				
		writings and writers				
	2. Hindi	2.5 Medieval period	-Do-	3	2	-Do-
	literature	(ri:ţika:l):			3	
		background,				
9th		characteristics,				
		writings and writers)				
	Continuous assessment	In-class test		1		
	2. Hindi	2.6 Modern period	-Do-	4	2	-Do-
	literature	(a:dhunik ka:l):			3	
10 <sup>th</sup>		background,				
		characteristics,				
		writings and writers				
	2. Hindi	2.6 Modern period	-Do-	4	2	-Do-
	literature	(a:dhunik ka:l):			3	
11 <sup>th</sup>		background,				
		characteristics,				
		writings and writers				
	2. Hindi	2.6 Modern period	-Do-	2	2	-Do-
	literature	(a:dhunik ka:l):			3	
		background,				
12 <sup>th</sup>		characteristics,				
		writings and writers				
	Continuous assessment	Tutor	ial	2		

		2. Hindi	2.6 Modern period	-Do-	4	2	-Do-
		literature	(a:dhunik ka:l):			3	
	13 <sup>th</sup>		background,				
	13		characteristics,				
			writings and writers				
		2. Hindi	2.6 Modern period	-Do-	2	2	-Do-
		literature	(a:dhunik ka:l):			3	
			background,			4	
			characteristics,				
			writings and writers				
	14 <sup>th</sup>	3. Other varieties	Urdu literature, Bengali		2		
		of literature	literature, English				
		which inspired	literature				
		Hindi literature					
		2.01	Urdu literature,	-Do-	4	4	-Do-
		3. Other varieties	Bengali literature,	-D0-	7	7	-D0-
	4 Eth	of literature					
	15 <sup>th</sup>	which inspired	English literature				
		Hindi literature					
11							

**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:

- 1. Chaturvedi, Ramswaroop (2005) Hindi Sahitya Aur Sanvedna Ka Vikas, Allahabad: Lok Bharati Publishers.
- 2. Dwivedi, Hazari Prasad (2004) Hindi Sahitya: Udbhav Aur Vikas, New Delhi: Rajkamal Publishers.
- 3. Nagendra (Ed.) (1996) Hindi Sahitya Ka Itihas, Noida: National Publishing House.
- 4. Shukla, Ramchandra (1990) Hindi Sahitya Ka Itihas, Varanasi: Nagari Pracharni Sabha.
- 5. Singh, Bachchan (2005) Adhunik Hindi Sahitya Ka Itihas, Allahabad: Lok Bharati Publishers.
- 6. Singh, Namvar (2003) Kavita Ke Naye Pratiman, New Delhi: Rajkamal Publishers.

Code of the Course Unit	HIND 21731
Title of the Course Unit	Community Service Engagement
Number of Credits	2
Туре	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/	No of	ILO No.	
Week	Main Themes	Sub Themes	Way of Delivery (T/L materials)	Hrs.	
1 <sup>st</sup>	An introduction to the nature basic concepts	Direct classroom teaching/ online	1	1, 2	
2 <sup>nd</sup>	Historical background of con	teaching/ blended	1	1,2	
3 <sup>rd</sup>	Community service engagem	ents and volunteerism -part I		1	3,4
4 <sup>th</sup>	Community service engagem		1	3,4	
5 <sup>th</sup>	Community service engagem	ents and volunteerism - part		1	3,4

6 <sup>th</sup>	Community service engagements and volunteerism - part		1	3,4		
	IV			- ,		
7 <sup>th</sup>	Community service engagements and volunteerism - part		1	3,4		
,	V			3,4		
	V					
8 <sup>th</sup>	Oral presentation on community service engaged in	voluntarily	1	5		
9 <sup>th</sup>	A series of guidance will be provided through LMS,		1	1,2		
	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.					
10 <sup>th</sup>	Community service engagement activity which is a		1	1,2		
	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.					
11 <sup>th</sup>	All respective students' groups who are engaging in		1	3,4,5		
	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.					
12 <sup>th</sup>	Community Service Engagement		1	3,6		
13 <sup>th</sup>	Community Service Engagement		1	3,6		
14 <sup>th</sup>	Community Service Engagement		1	3,6		
15 <sup>th</sup>	Community Service Engagement		1	3,6		
Number	Number of Notional Hours: 50					
1. Lectur	e Hours: 15 <b>2.</b> Self-study and Homework Preparation Hou	ırs: 35				
1. LACIUI	e 110dis. 13	A10. JJ				

#### **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 insttution

#### 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:

- 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

- 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
  - 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

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

		2. Methods of	2.3 Differentiate Translation	-Do-	2	2	-Do-
		translation	and Interpretation				
		3. Sub fields of	3.1 Integrity and efficacy of		2		
		translation	ion translation in different				
			language related fields				
			(Literature, Law and				
	5 <sup>th</sup>		diplomacy, Tourism,				
	3		International studies and				
			Foreign relations,				
			Entertainment – film and				
			television, Media and				
			journalism, Commercial				
			and financial trade, Science				
			and technology, etc.)				
		3. Sub fields of	3.2 Classification on	-Do-	3	2	-Do-
		translation different types of translation					
			services (Technical				
			translation, Scientific				
			translation, Financial				
	6 <sup>th</sup>		translation, Legal translation,				
	0		Judicial translation, Juridical				
			translation, Certified				
			translation, Literary				
			translation)				
		Continuous	Activity		1		
		Assessment	4.1 Process of translation	-Do-	4	3	-Do-
		4. Approaches and	Trocos of translation	20			20
	7 <sup>th</sup>	strategies of					
		translation					
		4. Approaches and	4.2 The importance of	-Do-	4	3	-Do-
		strategies of	identifying the difference				
	8 <sup>th</sup>	translation	of the concepts of				
	σ		meaning and sense in				
			translation				

	5. Culture and	5.1 Aspects of culture in	-Do-	4	4	-Do-
9 <sup>th</sup>	translation	Translation				
10 <sup>th</sup>	5. Culture and translation	5.2 Classification of cultural terms	-Do-	2	4	-Do-
	Continuous Assessment	In class Test		2		
11 <sup>th</sup>	5. Culture and translation	5.3 Culture and equivalence of translation	-Do-	4	3 4	-Do-
12 <sup>th</sup>	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-
13 <sup>th</sup>	6. Concerns and challenges in translation	<ul> <li>6.1 The role of a translator</li> <li>6.2 Knowledge of other disciplines useful in translations (Linguistics, Cultural Studies, Sociology, Communication Studies, Psychology, Anthropology, etc.)</li> </ul>	-Do-	2	5	-Do-
14 <sup>th</sup>	6 Concerns and challenges in translation	6.3 Problems related to translation and translation studies	-Do-	4	5	-Do-

		6. Concerns and	6.4 Main Concerns in	-Do-	3	5	-Do-
	challenges in translation		Translation (Theory vs.				
			action, Art vs. science,				
			Translatability vs.				
			untranslatability, Author vs.				
	15 <sup>th</sup>		translator, Original vs.				
			copy, Fidelity vs. infidelity,				
			Local vs. foreign)				
			6.5 Human Translation vs. Non-		1		
			human/ Machine Translation				

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 None

#### 12. Evaluation and Assessment:

#### In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated

In-class test- 15%, Activity- 15%, Active participation- 10%

Expected soft skills to be evaluated through the continuous assessments:

Theoretical knowledge, problem solving, 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

#### 13. Recommended Readings:

- 1. Ayyar, Vishvanath (1994) Anuvad Kala, Delhi: Prabhat Publishers.
- 2. Bassnett, Susan (2002) Translation Studies, 3rd Edition, New York: Routledge.
- 3. Bhatia, Kailashchandra (2014) Anuvad: Prakriya Aur Swaroop, 2nd Edition, New Delhi: Taxshila Books.
- 4. Gopinat, G. (2004) Anuvad Siddhant Aur Prayog, Allahabad: Lok Bharati Publishers.
- 5. Goswami, Krishan Kumar (2008) Anuvad Vigyan Ki Bhumika, New Delhi: Rajkamal Prakashan.
- 6. Neeraja, Gurramkaunda (2015) Anuprayukt Bhashavigyan Ki Vyavaharik Parakh, New Delhi: Vani Prakashan.
- 7. Newmark, Peter (1988) A Textbook of Translation, London: Prentice Hall.
- 8. Pande, Hemchandra (2008) Anuvadshastra: Vyavahar Se Siddhant Ki Or, New Delhi: Taxshila Books.
- 9. Sharma, Rajmani (2004) Anuvad Vigyan, Panchkula: Haryana Sahitya Academi.
- 10. Tiwari, Bholanath (2010) Anuvadvigyan, New Delhi: Kitabghar Prakashan.

#### 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
	Total Analysis	

#### 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

#### B. 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:

- 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

- 1. Cultural elements of North Indian culture
  - 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
  - 2.1. Ancient social system and traditions: *varn* (Class) and *a:shram* (Life stages) and sixteen *sanska:r* (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. pancha:yat assembly and modern governance
- 3. Intercultural communication
  - 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

	Contents		Mode of Delivery /			
Week	Main Themes	Sub Themes	Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
<b>1</b> 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 <sup>nd</sup>	Cultural     elements of     North Indian     culture	1.1. Costumes, food and beverage and traditional sports	-Do-	3	1	-Do-
3rd	Cultural     elements of     North Indian     culture	1.2. National symbols, national awards and public/ main cultural celebrations	-Do-	3	1	-Do-

 10 <sup>th</sup>	Continuous assessment	Presen	tation	3		
9tհ	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-
8 <sup>th</sup>	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-
<b>7</b> 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, intercultural competence
6 <sup>th</sup>	2. Socio-cultural aspects of North Indian culture	1.3. North Indian art forms: music, dance, cinema and architecture	-Do-	3	2	-Do-
5 <sup>th</sup>	Cultural     elements of     North Indian     culture	1.3. North Indian art forms: music, dance, cinema and architecture	-Do-	3	1	-Do-
4 <sup>th</sup>	Cultural     elements of     North Indian     culture	1.2. National symbols, national awards and public/ main cultural celebrations	-Do-	3	1	-Do-

		2.2 Loorning	Lectures, handouts,	3	2	-Do-
	2. Socio-cultural	2.2. Learning		3		-D0-
11 <sup>th</sup>	aspects of	traditions and	Computer Assisted		3	
	North Indian	education	Learning, tutorials			
	culture					
	2. Socio-cultural	2.2. Learning	-Do-	3	2	-Do-
12 <sup>th</sup>	aspects of	traditions and			3	
120	North Indian	education				
	culture					
	2. Socio-cultural	2.3. Gender identity and	Lectures, handouts,	3	2	-Do-
	aspects of	recognition	Computer Assisted		3	
13 <sup>th</sup>	North Indian		Learning, activities,			
15	culture		presentations,			
	culture		tutorials			
	2. Socio-cultural	2.3. Gender identity and	-Do-	3	2	-Do-
	aspects of	recognition			3	
14 <sup>th</sup>	North Indian					
	culture					
1 Fth	culture Continuous	In-cla	ss test	3		
15 <sup>th</sup>		In-cla	ss test	3		
15 <sup>th</sup>	Continuous	In-cla  2.4. Multiculturalism	ss test -Do-	3	2	-Do-
	Continuous assessment				2 3	-Do-
15 <sup>th</sup>	Continuous assessment  2. Socio-cultural	2.4. Multiculturalism				-Do-
	Continuous assessment  2. Socio-cultural aspects of	2.4. Multiculturalism				-Do-
	Continuous assessment  2. Socio-cultural aspects of North Indian	2.4. Multiculturalism				-Do-
16 <sup>th</sup>	Continuous assessment  2. Socio-cultural aspects of North Indian culture	2.4. Multiculturalism and tribes	-Do-	3	3	
	Continuous assessment  2. Socio-cultural aspects of North Indian culture  2. Socio-cultural	2.4. Multiculturalism and tribes  2.4. Multiculturalism	-Do-	3	2	
16 <sup>th</sup>	Continuous assessment  2. Socio-cultural aspects of North Indian culture  2. Socio-cultural aspects of	2.4. Multiculturalism and tribes  2.4. Multiculturalism	-Do-	3	2	
16 <sup>th</sup>	Continuous assessment  2. Socio-cultural aspects of North Indian culture  2. Socio-cultural aspects of North Indian	2.4. Multiculturalism and tribes  2.4. Multiculturalism	-Do-	3	2	
16 <sup>th</sup>	Continuous assessment  2. Socio-cultural aspects of North Indian culture  2. Socio-cultural aspects of North Indian culture	2.4. Multiculturalism and tribes  2.4. Multiculturalism and tribes	-Do-	3	2 3	-Do-
16 <sup>th</sup>	Continuous assessment  2. Socio-cultural aspects of North Indian culture  2. Socio-cultural aspects of North Indian culture  2. Socio-cultural aspects of Socio-cultural culture	2.4. Multiculturalism     and tribes  2.4. Multiculturalism     and tribes  2.5. Prominent customs,	-DoDo- Lectures, handouts,	3	2 3	-Do-
16 <sup>th</sup>	Continuous assessment  2. Socio-cultural aspects of North Indian culture  2. Socio-cultural aspects of North Indian culture  2. Socio-cultural aspects of	2.4. Multiculturalism     and tribes  2.4. Multiculturalism     and tribes  2.5. Prominent customs,     values, norms and	-DoDo- Lectures, handouts, audio-visual method,	3	2 3	-Do-
16 <sup>th</sup>	Continuous assessment  2. Socio-cultural aspects of North Indian culture  2. Socio-cultural aspects of North Indian culture  2. Socio-cultural aspects of North Indian culture  North Indian	2.4. Multiculturalism     and tribes  2.4. Multiculturalism     and tribes  2.5. Prominent customs,     values, norms and	-Do-  -Do-  Lectures, handouts, audio-visual method, Computer Assisted	3	2 3	-Do-

	2. Socio-cultural	2.5. Prominent	-Do-	3	2	-Do-
	aspects of	customs, values,			3	
19 <sup>th</sup>	North Indian	norms and beliefs				
	culture					
	2. Socio-cultural	2.6. pancha:yat	Lectures, handouts,	3	2	-Do-
	aspects of	assembly and	Computer Assisted		3	
20th	North Indian	modern	Learning			
	culture	governance				
	2. Socio-cultural	2.6. pancha:yat	-Do-	3	2	-Do-
	aspects of	assembly and			3	
21st	North Indian	modern				
	culture	governance				
	3. Intercultural	3.1. Introducing	Lectures, handouts,	3	5	-Do-
	communication	intercultural	audio-visual method,			
22 <sup>nd</sup>		communication	Computer Assisted			
			Learning			
	3. Intercultural	3.2. Non-verbal	Lectures, handouts,	3	5	-Do-
	communication	communication	audio-visual method,			
O O wd			Computer Assisted			
23 <sup>rd</sup>			Learning, activities,			
			presentations,			
			tutorials			
	3. Intercultural	3.3. Sociolinguistic	-Do-	3	5	-Do-
24 <sup>th</sup>	communication	aspects				
	3. Intercultural	3.3. Sociolinguistic	-Do-	3	5	-Do-
25 <sup>th</sup>	communication	aspects				
26 <sup>th</sup>	Continuous	Tur	torial	3		
20	assessment					
	3. Intercultural	3.4. Comparison of	-Do-	3	3	-Do-
	communication	North Indian			4	
27 <sup>th</sup>		culture and Sri			5	
	1	Lankan culture		1	1	

		3. Intercultural	3.4. Comparison of	-Do-	3	3	-Do-
		communication	North Indian culture			4	
	28 <sup>th</sup>		and Sri Lankan			5	
			culture				
		3. Intercultural	3.5. Intercultural	Lectures, handouts,	3	5	-Do-
		communication	communicative	Computer Assisted			
	29th		competence and	Learning, activities			
			diplomacy in				
			language				
		3. Intercultural	3.5. Intercultural	-Do-	3	5	-Do-
		communication	communicative				
	30 <sup>th</sup>		competence and				
			diplomacy in				
			language				
11							

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:

- 1. Bharatiya Tyohar (1990) New Delhi: National Book Trust.
- 2. Dinkar, Ramdhari Singh (2011) Sanskriti Ke Char Adhyaya, Allahabad: Lokbharti Prakashan.
- 3. Goyal, Preeti Prabha (2016) Bharatiya Sanskriti, 5th Edition, Jodhpur: Rajasthani Granthagar.
- 4. Holliday, A., Hyde, M., & Kullman, J. (2010) *Intercultural communication: An advanced resource book for students*, London: Routledge.
- 5. Kala Ewam Sanskriti (2017) Delhi: Drishti Publications.
- 6. Mamoriya, Chaturbhuj (1995) Bharat Ka Brihat Bhugol, Agra: Sahitya Bhavan.
- 7. Pandey, Shambhunath (1977) Bharatiya Jeevan Aur Sanskriti, Agra: Kendriya Hindi Sansthan.
- 8. Pathak, Shobhanath (2001) Sanskritik Prateek Kosh, New Delhi: Prabhat Publishers.
- Piller, Ingrid (2007) 'Linguistics and Intercultural Communication', Language and Linguistic Compass, 1 (3), pp. 208-226.

#### 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

#### Fields of Study: Hindi

n (Verse and Prose)
nt course unit
nt 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:

- 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

- 1. Literary techniques and criticism: Hindi verse
  - 1.1. Definition of verse
  - 1.2.  $pratib^ha:, ab^hya:s, vyutpatti$
  - 1.3. Classification of verse
  - 1.4. Special features and poetic devices: dhvani, shabd shakti, ras, ri:ti, gun, alanka:r, vakro:kti
- 2. Literary techniques and criticism: Hindi prose
  - 2.1. Definition of prose
  - 2.2. Various genres of Hindi prose
  - 2.3. Elements of the genres of Hindi prose: novels, short stories, *rek*<sup>h</sup>a:chitr (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			
Week	Main Themes	Sub Themes	of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
1 <sup>st</sup>	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 <sup>nd</sup>	Literary     techniques     and criticism:     Hindi verse	1.1. Definition of verse	-Do-	3	1	-Do-
3rd	Literary     techniques     and criticism:     Hindi verse	1.2. pratibha:, abhya:s, vyutpatti	-Do-	3	1	-Do-
4 <sup>th</sup>	Literary     techniques     and criticism:     Hindi verse	1.2. pratibha:, abhya:s, vyutpatti	-Do-	3	1	-Do-
5 <sup>th</sup>	Literary     techniques     and criticism:     Hindi verse	1.3. Classification of verse	-Do-	3	1 2	-Do-
6 <sup>th</sup>	Literary     techniques     and criticism:     Hindi verse	1.3. Classification of verse	-Do-	3	1 2	-Do-
7 <sup>th</sup>	1. Literary techniques and criticism: Hindi verse	1.4. Special features and poetic devices: dhvani, shabd shakti	-Do-	3	1	-Do-

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

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

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

	2. Literary techniques and	2.4. Types of prose fiction and	-Do-	3	4	-Do-
29 <sup>th</sup>	criticism: Hindi prose	notable literary work				
30 <sup>th</sup>	2. Literary techniques and criticism: Hindi prose	2.4. Types of prose fiction and notable literary work	-Do-	3	4	-Do-

**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) Kavya Shastra, Varanasi: Vishwavidyalaya Prakashan.
- 2. Chaturvedi, Ramswaroop (2006) Hindi Gadya Vinyas Aur Vikas, Allahabad: Lok Bharati Publishers.
- 3. Chaudhri, Satyadev & Gupt, Shanti Swaroop (2004) *Kavya Shastra Ka Sankshipt Vivechan*, New Delhi: Ashok Publishers.
- 4. Gupt, Ganpatichandra (1971) Bharatiya Ewam Pashchatya Kavya Siddhant, Allahabad: Lok Bharati Publishers.
- 8. Nagendra (Ed.) (1996) Hindi Sahitya Ka Itihas, Noida: National Publishing House.
- 5. Pandey, Shivnath (1993) Bharatiya Kavya Siddhant, Delhi: Arya Prakashan Mandal.
- 6. Raina, Krishna (1996) *Kavya Shastra*, Delhi: Vikas Publishing House.
- 9. Shukla, Ramchandra (1990) Hindi Sahitya Ka Itihas, Varanasi: Nagari Pracharni Sabha.
- 10. Singh, Bachchan (1989) Hindi Natak, Delhi: Radhakrishn Publishers.
- 11. Singh, Yogendra Pratap (2006) Bharatiya Kavya Shastra, Allahabad: Lok Bharati Publishers.

### 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:

- 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

- 1. Practice of communication skills (listening, speaking, reading) using dialogues, speeches, stories and news in Hindi
- 2. Grammar rules and written composition
  - 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

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

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

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

	1.	Practice of	Oral	Lectures, audio-	1	1	Communication skills,
		communication	communication	visual method,		2	collaboration, social
		skills		activities, games,		3	skills, problem solving,
17 <sup>th</sup>	2.	Grammar rules	2.1 Prepositions	demonstrations, role-	2		creativity, critical
		and written		plays, Computer			thinking, adaptability,
		composition		Assisted Learning			organizing
	1.	Practice of	Reading	Lectures, activities,	1	1	Communication skills,
		communication		games,		2	collaboration, problem
		skills		demonstrations,		3	solving, creativity,
18 <sup>th</sup>	2.	Grammar rules	2.1 Prepositions	Computer Assisted	2		critical thinking,
		and written		Learning			organizing
		composition					
	1.	Practice of	Oral	Lectures, audio-	2	1	Communication skills,
		communication	communication	visual method,		2	collaboration, social
		skills		activities, games,		3	skills, problem solving,
19 <sup>th</sup>	2.	Grammar rules	2.1 Conversion of	demonstrations, role-	1		creativity, critical
		and written	the structure of	plays, Computer			thinking, adaptability,
		composition	terms	Assisted Learning			organizing
	1.	Practice of	Listening	Lectures, audio-	1	1	Communication skills,
		communication		visual method,		2	collaboration, problem
201		skills		activities, games,		3	solving, creativity,
20 <sup>th</sup>	2.	Grammar rules	2.1 Conversion of	demonstrations,	2		critical thinking,
		and written	the structure of	Computer Assisted			organizing
		composition	terms	Learning			
	1.	Practice of	Reading	Lectures, activities,	1	1	-Do-
		communication		games,		2	
21st		skills		demonstrations,		3	
2150	2.	Grammar rules	2.1 Tenses	Computer Assisted	2		
		and written		Learning			
		composition					
	1.	Practice of	Oral	Lectures, audio-	2	1	Communication skills,
		communication	communication	visual method,		2	collaboration, social
22 <sup>nd</sup>		skills		activities, games,		3	skills, problem solving,
44 <sup>m</sup>	2.	Grammar rules	2.1 Voice	demonstrations, role-	1		creativity, critical
		and written		plays, Computer			thinking, adaptability,
		composition		Assisted Learning			organizing

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

	2. Grammar rules	Grammar rules	Lectures, activities,	3	1	-Do-
	and written	and written	Computer Assisted		2	
30 <sup>th</sup>	composition	composition	Learning		3	
		(Revision forum)				

**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) Baal Hindi Vyakaran Tatha Rachna, New Delhi: Goyal Brothers Publishers.
- 2. Kalidas (1978) Adhunik Hindi Vyakaran Tatha Rachna, New Delhi: Gyaanda Publishers.
- 3. Mehrotra, Ramesh Chandra (2016) *Manak Hindi Ka Vyavaharparak Vyakaran*, New Delhi: Radhakrishna Prakashan.
- 4. Mishra, Baal Govind (2006) Vyavaharik Hindi Sanrachna Aur Abhyas, Agra: Kendriya Hindi Sansthan.
- 5. Sahay, Chaturbhuj & Chaturvedi, Arun (1998) *Vyavaharik Hindi Vyakaran Aur Vartalap*, Agra: Kendriya Hindi Sansthan.
- 6. Senevirathne, Lakshman (2005) Hindi Viyarana Huruwa, Maradana: Samayawardhana Bookshop (Pvt.) Ltd.
- 7. Tekchandrani, Ravi Prakash (Ed.) (2016) *Devnagari Lipi Tatha Hindi Vartani Ka Manakikaran*, Delhi: Central Hindi Directorate.

### Remarks:

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

## 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:

- 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

- 1. Language and language skills
  - 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
  - 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

	Co	ontents	Mode of Delivery /			Integrated
Week	Main Themes	Sub Themes	Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Skills/ Competencies
	1. Language and	1.1. Concept of first	Lectures, handouts,	4	1	Theoretical
	language skills	language, second	discussions, Computer			knowledge,
1st		language and foreign	Assisted Learning			communication
		language				skills, decision
						making
	1. Language and	1.1. Concept of first	-Do-	2	1	-Do-
	language skills	language, second			2	
		language and				
2 <sup>nd</sup>		foreign language				
		1.2. Language		2		
		acquisition and				
		language learning				
	1. Language and	1.2. Language	-Do-	4	2	-Do-
3rd	language skills	acquisition and				
3.4		language learning				
	1. Language and	1.3. Language skills:	Lectures, activities,	4	3	Communication
	language skills	listening, speaking	discussions, role-plays,			skills,
4 <sup>th</sup>			Computer Assisted			collaboration,
			Learning			creativity,
						problem solving
	1. Language and	1.3. Language skills:	-Do-	4	3	-Do-
	language skills	reading and writing				
5 <sup>th</sup>	0 0					
	2. Language	2.1. Factors which	Lectures, handouts,	4	3	-Do-
	teaching and	influence language	discussions, Computer			
6 <sup>th</sup>	learning	teaching/ learning	Assisted Learning			
7 <sup>th</sup>	Continuous assessment	Role	-play	4		

	2. Language teaching and	2.2. Teaching/learning approaches (teacher-centred	Lectures, activities, discussions, Computer Assisted Learning	4	4	Communication skills, collaboration,
8 <sup>th</sup>	learning	and student- centred)	Assisted Leathing			creativity, problem solving, adaptability, organizing
	2. Language teaching and	2.2. Teacher/ learner autonomy	Lectures, handouts, activities, discussions,	2	4 5	-Do-
9th	learning	2.3. Language teaching methods	role-plays, Computer Assisted Learning	2		
10 <sup>th</sup>	Language     teaching and     learning	2.3. Language teaching methods	-Do-	4	5	-Do-
11 <sup>th</sup>	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 <sup>th</sup>	2. Language teaching and learning	2.5. Lesson planning and assessment of language skills	-Do-	4	5	-Do-
13 <sup>th</sup>	Continuous assessment	Assign	ment	4		
14 <sup>th</sup>	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 <sup>th</sup>	2. Language teaching and learning	2.6. Language planning and policy	Lectures, handouts, discussions, Computer Assisted Learning	4	6	-Do-

**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

Role-play- 15%, assignment (lesson plan)- 15%, active participation- 10%

### Expected soft skills to be evaluated through the continuous assessments:

Theoretical knowledge, communication skills, collaboration, creativity, problem solving, adaptability, organizing

# 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. Neeraja, Gurramkaunda (2015) Anuprayukt Bhashavigyan Ki Vyavaharik Parakh, New Delhi: Vani Prakashan.
- 2. Gupt, Manorama (2005) Bhasha Shikshan Siddhant Aur Pravidhi, Agra: Central Institute of Hindi.
- 3. Richards, J. C. & Rodgers, T. S. (1986) *Approaches and Methods In Language Teaching: A description and analysis*, Cambridge: Cambridge University Press.
- 4. Sharma, Lakshminarayan (2009) Bhasha<sub>1,2</sub> Ki Shikshan-Vidhiyan Aur Paath-Niyojan, Agra: Vinod Pustak Mandir.
- 5. Ur, P. (1996) A Course in Language Teaching: Practice and theory, Cambridge: Cambridge University Press.

## 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:

- 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. Identity 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

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

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

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

- **1.** Lecture Hours 60
- 2. Tutorial / Practical / Presentation Hours 70
- 3. Self-study and Homework Preparation 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:

 $ICT\ skills, adaptability, interview\ skills, time\ management, communication\ skills, organizing, work\ ethics, networking\ and\ social\ skills,\ collaboration,\ problem\ solving,\ creativity$ 

# 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- 60%, presentation- 10%

# 13. Recommended Readings:

- 1. Career Development Center (n.d.) *CV and Cover Letter Guide*, Otago: University of Otago. Available at: <a href="https://www.otago.ac.nz/careers/jobs/cv/otago281401.pdf">https://www.otago.ac.nz/careers/jobs/cv/otago281401.pdf</a>
- 2. Career Development Center (n.d.) *Interview Skills*, Otago: University of Otago. Available at: <a href="https://www.otago.ac.nz/careers/jobs/interview/otago285001.pdf">https://www.otago.ac.nz/careers/jobs/interview/otago285001.pdf</a>
- 3. Central Translation Bureau (n.d.) *Saral Prashasanik Shabdavali*, Delhi: Department of Official Language, Government of India. Available at: https://rajbhasha.gov.in/sites/default/files/saralshabdavali.pdf
- 4. Gupt, Sukhpal (1995) Bhasha Nibandh Tatha Rachna, New Delhi: Arya Book Depot.
- 5. Prasad, Vinod Kumar (2008) Bhasha Aur Praudyogiki, New Delhi: Vani Prakashan.
- 6. Sharma, Lakshmi Narayan (1990) Hindi Sanrachna Ka Adhyayan-Adhyapan, Agra: Central Institute of Hindi.
- 7. Smith, Jordan (2019) *Communication at work: A College-to-Career Guide to Success* [Online] Available at: <a href="https://ecampusontario.pressbooks.pub/communicationatwork/">https://ecampusontario.pressbooks.pub/communicationatwork/</a>

#### 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

# 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.	Туре	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:

- 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

- 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)

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

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

		7. Report	7.1 Research proposal:	-Do-	1	5	-Do-
		generation	Methods of			6	
			generating a				
	12 <sup>th</sup>		research proposal				
			7.2 Dissertation:		1		
			Structure of a				
			dissertation				
-		7. Report	7.2 Dissertation:	-Do-	1	5	-Do-
		generation	Organizing and				
			preparing a				
	4 Oth		dissertation				
	13 <sup>th</sup>						
			7.3 Abstract:		1		
			Components of an				
			abstract				
		7. Report	7.3 Abstract: Methods	-Do-	1	5	-Do-
		generation	of abstract writing				
	14 <sup>th</sup>						
	14						
		Continuous	Activ	vity	1		
		Assessment					
		7. Report	7.4 Research paper:	-Do-	2	5	-Do-
		generation	Methods of				
	15 <sup>th</sup>		generating a				
			research paper				
11.	NI						

**1.** Lecture Hours - 30

- 3. Self-study and Homework Preparation Hours 40
- **2.** Tutorial / Practical / Presentation Hours 30
- 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%, 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

### End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated

Assignment (Research proposal)- 30%, presentation (Research proposal)- 30%

Question Paper: None

# 13. Recommended Readings:

- 1. Bryman, Alan (2012) Social Research Methods, 4th Ed., Oxford: Oxford University Press.
- 2. Department of Lifelong Learning (n.d.) *Referencing The Harvard System*, Exeter: University of Exeter. Available at: https://www.eriesjournal.com/public/site/harvard\_referencing.pdf
- 3. Flick, U. (2011) *Introducing Research Methodology: A beginner's guide to doing a research project,* London: SAGE Publications.
- 4. Given, Lisa M. (Ed.) (2008) *The Sage Encyclopedia of Qualitative Research Methods*, California: SAGE Publications. Available at: <a href="https://www.alnap.org/system/files/content/resource/files/main/qualitative-method-sage-ency.pdf">https://www.alnap.org/system/files/content/resource/files/main/qualitative-method-sage-ency.pdf</a>
- 5. Saunders, M., Lewis, P. and Thornhill, A. (2019) 'Understanding research philosophy and approaches of theory development', *Research Methods for Business Students*, 8th ed., United Kingdom: Pearson Education Limited, pp. 128-170.
- 6. Saunders, M. and Tosey, P. (2013) 'The Layers of Research Design', Winter, pp. 58–59.
- 7. Singh, Tilak (2007) Naveen Shodh Vigyan, New Delhi: Prakashan Sansthan.
- 8. Singhal, Baijnath (2016) Shodh: Swaroop Ewam Manak Vyavaharik Karyavidhi, 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	Туре	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.

# Intended Learning Outcomes (ILOs)

At the completion of this course unit the student will be able to

- 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/	No of	ILO
	Week	Main Themes	Way of Delivery (T/L Materials)	Hrs.	No.
	1 <sup>st</sup>	Critical introduction to the concept of heritage	Direct classroom teaching/online	2	1, 2,
	2 <sup>nd</sup>	Ancient civilizations and "nation-ness" in Sri Lanka	teaching/ blended	2	
	3 <sup>rd</sup>	Ancient irrigation systems and other socio-economic structures		2	
	4 <sup>th</sup>	Local food cultures: Production, preservation, and distribution		2	
	5 <sup>th</sup>	Traditional Knowledges of body and mind		2	
	6 <sup>th</sup>	Ecology: knowledge, ethics, and heritages		2	
	7 <sup>th</sup>	Ecology: knowledge, ethics, and heritages		2	
	8 <sup>th</sup>	Mid Semester Evaluation Written Examination/ Assignment / Individual or Group Presentation / Practical Test		2	
	9 <sup>th</sup>	Artistic traditions and cultural forms of expression across genres, eras, and regions		2	
	10 <sup>th</sup>	Ethics: traditionalism and morality—a critical approach		2	
	11 <sup>th</sup>	Productive Leisure		2	
	12 <sup>th</sup>	Productive Leisure		2	
	13 <sup>th</sup>	Educational cultures, ancient and modern		2	

14 <sup>th</sup>	Educational cultures, ancient and modern		2				
15 <sup>th</sup> Review, Further instructions			2				
	- Review of student's performances,						
	- Further instructions and guidance.						
Number	of Notional Hours: 100						
1. Lecture Hours: 30 2. Self-study and Homework Preparation Hours: 50							
3. Hours	s for recommended reading: 20						
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							
	Number  1. Lectu 3. Hours  Evalua In Cou	15th Review, Further instructions - Review of student's performances, - Further instructions and guidance.  Number of Notional Hours: 100  1. Lecture Hours: 30 2. Self-study and Homework Preparation	15th Review, Further instructions - Review of student's performances, - Further instructions and guidance.  Number of Notional Hours: 100  1. Lecture Hours: 30 2. Self-study and Homework Preparation Hours: 50 3. Hours for recommended reading: 20  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	15th Review, Further instructions - Review of student's performances, - Further instructions and guidance.  Number of Notional Hours: 100  1. Lecture Hours: 30 2. Self-study and Homework Preparation Hours: 50 3. Hours for recommended reading: 20  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			

## 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:

- 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

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

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

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

	3. ch <sup>h</sup> a:ya:va:di:	3.3 Suryakant	-Do-	2	1	-Do-
	period	Tripathi			2	
10 <sup>th</sup>	F · · · ·	'Nirala'			3	
10					4	
					5	
	Continuous assessment	Assign	ment	1		
	3. ch <sup>h</sup> a:ya:va:di:	3.2 Sumitranandan	-Do-	1	1	-Do-
11 <sup>th</sup>	period	Pant			2	
	periou				3	
					4	
					5	
	2 1 1	3.2 Sumitranandan	-Do-	2	1	-Do-
	$3. ch^h a: ya: va: di:$		-D0-	2		-D0-
	period	Pant			2	
12 <sup>th</sup>					3	
					4	
					5	
	3. ch <sup>h</sup> a:ya:va:di:	3.2 Sumitranandan	-Do-	1	1	-Do-
	period	Pant			2	
104	P				3	
13 <sup>th</sup>		3.4 Mahadevi		1	4	
		Verma			5	
	3. ch <sup>h</sup> a:ya:va:di:	3.4 Mahadevi	-Do-	2	1	-Do-
	period	Verma			2	
14 <sup>th</sup>					3	
					4	
					5	
	3. ch <sup>h</sup> a:ya:va:di:	3.4 Mahadevi	-Do-	2	1	-Do-
	period	Verma			2	
15 <sup>th</sup>	Police				3	
10					4	
					5	
	3. ch <sup>h</sup> a:ya:va:di:	3.1 Jayshankar	-Do-	3	1	-Do-
	period	Prasad			2	
16 <sup>th</sup>	period				3	
10					4	
					5	

	3. ch <sup>h</sup> a:ya:va:di:	3.1 Jayshankar	-Do-	3	1	-Do-
	period	Prasad			2	
17 <sup>th</sup>					3	
					4	
					5	
	3. ch <sup>h</sup> a:ya:va:di:	3.1 Jayshankar	-Do-	3	1	-Do-
	period	Prasad			2	
18 <sup>th</sup>					3	
					4	
					5	
	2. dvive:di: period	2.1 Ayodhya	-Do-	3	1	-Do-
	aperiod	Singh			2	
19th		Upadhyay			3	
-/		'Hariaudh'			4	
					5	
	2. dvive:di: period	2.1 Ayodhya	-Do-	3	1	-Do-
	2. avive.ai. period	Singh	-		2	
20 <sup>th</sup>		Upadhyay			3	
4U***		'Hariaudh'			4	
					5	
	2. <i>dvive:di:</i> period	2.1 Ayodhya	-Do-	3	1	-Do-
	= wire.ar. period	Singh	20		2	
24 ct		Upadhyay			3	
21st		'Hariaudh'			4	
		Transaudii			5	
		2.2 Maithilisharan	-Do-	3	1	-Do-
	2. dvive:di: period		-D0-	3		-D0-
		Gupt			2	
22 <sup>nd</sup>					3	
					4	
		2274 : 1 ::: :			5	
	2. dvive:di: period	2.2 Maithilisharan	-Do-	3	1	-Do-
		Gupt			2	
23 <sup>rd</sup>					3	
					4	
					5	

	2. dvive:di: period	2.2 Maithilisharan	-Do-	3	1	-Do-
		Gupt			2	
24 <sup>th</sup>					3	
					4	
					5	
25 <sup>th</sup>	Continuous assessment	Group/ p	air activity	3		
	1. b <sup>h</sup> a:rate:ndu	1.1 Bharatendu	-Do-	3	1	-Do-
	period	Harishchandra			2	
26 <sup>th</sup>					3	
					4	
					5	
	1. b <sup>h</sup> a:rate:ndu	1.1 Bharatendu	-Do-	3	1	-Do-
	period	Harishchandra			2	
$27^{th}$					3	
					4	
					5	
	1. b <sup>h</sup> a:rate:ndu	1.2 Jagannathdas	-Do-	3	1	-Do-
	period	Ratnakar			2	
28 <sup>th</sup>					3	
					4	
					5	
	1. b <sup>h</sup> a:rate:ndu	1.2 Jagannathdas	-Do-	3	1	-Do-
	period	Ratnakar			2	
29 <sup>th</sup>					3	
					4	
					5	
	1. b <sup>h</sup> a:rate:ndu	1.2 Jagannathdas	-Do-	3	1	-Do-
	period	Ratnakar			2	
$30^{\text{th}}$					3	
					4	
					5	

**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

Group/ pair activity- 15%, assignment- 15%, active participation- 10%

Expected soft skills to be evaluated through the continuous assessments:

Problem solving, communication skills, critical thinking, collaboration, teamwork, social skills, 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 anthology

Dassanayake, Indra (Ed.) (2008) Padyanjali, Author Publications.

- 1. Hardayal (2010) Adhunik Hindi Kavita, Delhi: Arya Prakashan.
- 2. Singh, Vijay Bahadur (2014) Chhayavad Ke Kavi: Prasad, Nirala aur Pant, New Delhi: Samayik Books.
- 3. Vaidya, Sarita (1993) Nayi Kavita Ki Bhashik Sanrachana, Delhi: Himachal Pustak Bhandar.

#### Remarks:

\* Inclusivity is incorporated to the course unit HIND 33755

## 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:

- 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:**

- 1. Fundamentals of Linguistics
  - 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
  - 2.1. The vocal tract and production of speech sounds
  - 2.2. Segmental phonemes
  - 2.3. Supra-segmental features
- 3. Morphology in Hindi language
  - 3.1. Types of morphemes, words/ phrases
  - 3.2. Processes of word formation and composition of Hindi vocabulary
- 4. Syntax in Hindi language
  - 4.1. Types of sentences
  - 4.2. Causes of syntactic change
- 5. Semantics in Hindi language
  - 5.1. Semantic change: types and directions
  - 5.2. Language related problems in learning Hindi as a foreign language

	Contents		Mode of Delivery /				
Week		Main Themes	Sub Themes	Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
	1.	Fundamentals of	1.1 What is	Lectures, discussions,	2	1	Theoretical
		Linguistics	linguistics?	assignments,			knowledge, problem
				activities, Computer			solving, critical
1st				Assisted Learning			thinking,
							communication skil
							adaptability
	1.	Fundamentals of	1.2 Subfields of	-Do-	2	1	-Do-
2 <sup>nd</sup>		Linguistics	linguistics				
	1.	Fundamentals of	1.3 Branches of	-Do-	2	1	-Do-
3rd		Linguistics	linguistics				

	1. Fundamentals of	1.4 Relationship	-Do-	2	1	-Do-
	Linguistics	between	Do			<b>D</b> 0
4 <sup>th</sup>	Linguistics					
1		linguistics and				
		other disciplines				
	2. Phonetics and	2.1 The vocal tract	-Do-	1	2	-Do-
	phonology in	and production			4	
	Hindi	of speech sounds				
	language					
5 <sup>th</sup>						
	3. Morphology in	3.1 Types of		1		
	Hindi	morphemes,				
	language	words/ phrases				
	2. Phonetics and	2.1 The vocal tract	-Do-	1	2	-Do-
	phonology in	and production			4	_,
	Hindi language	of speech				
6 <sup>th</sup>	Timur lunguage	sounds				
Om	3. Morphology in	3.1 Types of		1		
	Hindi language	morphemes,		1		
	Timur language	words/ phrases				
	2. Phonetics and	2.1. The vocal	-Do-	1	2	-Do-
			-D0-	1	4	-D0-
	phonology in	tract and			4	
	Hindi language	production of				
7th		speech				
<b>/</b>		sounds				
	3. Morphology in	3.1 Types of		1		
	Hindi language	morphemes,				
		words/ phrases				
	2. Phonetics and	2.1 The vocal tract	-Do-	1	2	-Do-
	phonology in	and production			4	
	Hindi language	of speech				
8th		sounds				
	3. Morphology in	3.1 Types of		1		
	Hindi language	morphemes,				
		words/ phrases				

	2. Phonetics and	2.1 The vocal tract	-Do-	1	2	-Do-
	phonology in	and production	В0		4	<b>D</b> 0
					4	
	Hindi language	of speech sounds				
9th						
	3. Morphology in	3.1 Types of		1		
	Hindi language	morphemes,				
		words/ phrases				
	2. Phonetics and	2.1 The vocal tract	-Do-	1	2	-Do-
	phonology in	and production			4	
	Hindi language	of speech sounds			-	
400	Timur language	or specen sounds				
10 <sup>th</sup>	3. Morphology in	3.1 Types of		1		
	Hindi language	morphemes,				
	Timur iunguuge	words/ phrases				
	2. Phonetics and	2.2 Segmental	-Do-	1	3	-Do-
	phonology in	phonemes			4	
	Hindi language					
11 <sup>th</sup>						
	3. Morphology in	3.1 Types of		1		
	Hindi language	morphemes,				
		words/ phrases				
	3. Morphology in	3.2 Processes of	-Do-	1	5	-Do-
	Hindi language	word formation				
		and composition				
12th		of Hindi				
		vocabulary				
		rous army				
	Continuous Assessment	In-clas	s test	1		
	2. Phonetics and	2.2 Segmental	-Do-	1	3	-Do-
	phonology in	phonemes			5	
	Hindi language					
13 <sup>th</sup>	3. Morphology in	3.2 Processes of		1		
	Hindi language	word formation				
		and composition				
		of Hindi				
		vocabulary				

	2. Phonetics and	2.2 Segmental	-Do-	1	3	-Do-
	phonology in	phonemes			5	
	Hindi language					
14 <sup>th</sup>	3. Morphology in	3.2 Processes of		1		
	Hindi language	word formation				
		and composition				
		of Hindi				
		vocabulary				
	2. Phonetics and	2.2 Segmental	-Do-	1	3	-Do-
	phonology in	phonemes			5	
	Hindi language					
15 <sup>th</sup>	3. Morphology in	3.2 Processes of		1		
13	Hindi language	word				
		formation and				
		composition of				
		Hindi				
		vocabulary				
	2. Phonetics and	2.2 Segmental	-Do-	2	3	-Do-
	phonology in	phonemes			6	
16 <sup>th</sup>	Hindi language					
10	4.6.	4.1.77				
	4. Syntax in Hindi	4.1 Types of		1		
	language	sentences				
	2. Phonetics and	2.2 Segmental		1		
1			-Do-	1	3	-Do-
	phonology in	phonemes	-D0-	1	3 6	-Do-
4 57 th			-Do-	1		-Do-
17 <sup>th</sup>	phonology in Hindi language	phonemes	-D0-			-Do-
17 <sup>th</sup>	phonology in Hindi language  4. Syntax in Hindi	phonemes 4.1 Types of	-D0-	2		-Do-
17 <sup>th</sup>	phonology in Hindi language	phonemes	-D0-			-Do-
17 <sup>th</sup>	phonology in Hindi language  4. Syntax in Hindi	phonemes 4.1 Types of	-Do-			-Do-
17 <sup>th</sup>	phonology in Hindi language  4. Syntax in Hindi language	phonemes  4.1 Types of sentences		2	6	
	phonology in Hindi language  4. Syntax in Hindi language  2. Phonetics and	phonemes  4.1 Types of sentences  2.2 Segmental		2	3	
17 <sup>th</sup>	phonology in Hindi language  4. Syntax in Hindi language  2. Phonetics and phonology in Hindi language	phonemes  4.1 Types of sentences  2.2 Segmental phonemes		2	3	
	phonology in Hindi language  4. Syntax in Hindi language  2. Phonetics and phonology in	phonemes  4.1 Types of sentences  2.2 Segmental		2	3	

	2. Phonetics and phonology in	2.3 Supra-segmental Features	-Do-	1	3 6	-Do-
19 <sup>th</sup>	Hindi language					
	4. Syntax in Hindi language	4.1 Types of sentences		2		
20 <sup>th</sup>	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	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		
<b>22</b> nd	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		
	Phonetics and phonology in Hindi language	2.3 Supra-segmental Features	-Do-	1	3 6	-Do-
23 <sup>rd</sup>	5. Semantics in Hindi language	5.1 Semantic change: types and directions		2		
24 <sup>th</sup>	5. Semantics in Hindi language	5.1 Semantic change: types and directions	-Do-	3	6	-Do-

25 <sup>th</sup>	5. Semantics in Hindi language	5.1 Semantic change: types and directions	-Do-	3	6	-Do-
26 <sup>th</sup>	5. Semantics in Hindi language	5.1 Semantic change: types and directions	-Do-	3	6	-Do-
27 <sup>th</sup>	6. Language related problems in learning Hindi as a foreign language	6.1 Phonological problems	-Do-	2	7	-Do-
	Continuous Assessment	Assignment				
28 <sup>th</sup>	6. Language related problems in learning Hindi as a foreign language	6.2 Morphological Problems	-Do-	3	7	-Do-
29 <sup>th</sup>	6. Language related problems in learning Hindi as a foreign language	6.3 Syntactic Problems	-Do-	3	7	-Do-
30 <sup>th</sup>	6. Language related problems in learning Hindi as a foreign language	6.4 Semantic Problems	-Do-	3	7	-Do-

#### **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%

#### Expected soft skills to be evaluated through the continuous assessments:

Theoretical knowledge, problem solving, critical thinking, communication skills, adaptability, 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- 60%

## 13. Recommended Readings:

- 1. Dwivedi, Kapildev (1994) Bhasha Vigyan, Varanasi: Vishwavidyalaya Prakashan.
- 2. Pandey, Kailashnath (2006) Bhasha Vigyan Ka Rasayan, Gazipur: Gazipur Sahitya Sansad.
- 3. Sahay, Chaturbhuj (2004) Hindi Ke Mool Vakya Sanche, Agra: Kumar Prakashan.
- 4. Sahay, Chaturbhuj (2007) Hindi Padvigyan, Agra: Kumar Publishers.
- 5. Sarita, Vashishtha (2014) Bhasha Vigyan, New Delhi: K.K. Publications.
- 6. Sharma, Shreeram (1998) Bhasha Vigyan, Agra: Jagdeesh Publication.
- 7. Shrivastav, Garima (2016) Bhasha Aur Bhasha Vigyan, Delhi: Sanjoy Prakashan.
- 8. Tiwari, Bholanath (1996) Bhasha Vigyan, Allahabad: Kitab Mahal.
- 9. Tiwari, Bholanath (1999) Hindi Bhasha Ki Sanrachna, New Delhi: Vani Prakashan.

#### 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:

- 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:

- 1. Novel
  - suha:g ke: nu:pur Amritlal Nagar
- 2. Short Stories (Selected short stories)
  - ja:hnavi: Jainendra Kumar
  - la:l have:li:/mitra Shivani Gaura Pant
  - mã:s ka: dariya:/ na:gmani Kamleshwar
  - ra:ni: mã: ka: chabu:tara:/trishanku Mannu Bhandari
  - ro:z Agyey
  - sadgati/du:dh ka: da:m Premchand
  - sala:m/kha:na:bdo:sh Omprakash Valmiki
  - va:nchu:/chi:fki: da:vat Bhishm Sahni
  - va:psi:/zindagi: aur gula:b ke: phu:l Usha Priyamvada
- 3. Plays (Selected play)
  - dhruvsva:mini: Jayshankar Prasad/
  - a:dhe: adhu:re: Mohan Rakesh
- 4. One-act plays
  - ri:dh ki: haddi: Jagdeeshchandra Mathur
  - re:shmi: ta:i Ramkumar Varma

	Со	ntents	- Mode of Delivery /			
Week	Main Themes	Sub Themes	Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
	1. Novel	suha:g ke: nu:pur	Lectures, discussions,	1	1	Problem solving,
			activities,		2	creativity, critical
	2. Short stories	Selected short story 1	presentations, peer	1	3	thinking,
1st			tutoring, audio-visual		4	communication skills,
			method, Computer		5	social skills,
			Assisted Learning			collaboration
	1. Novel	suha:g ke: nu:pur	-Do-	1	1	-Do-
					2	
2 <sup>nd</sup>	2. Short stories	Selected short story 1		1	3	
					4	
					5	

	1. Novel	suha:g ke: nu:pur	-Do-	1	1	-Do-
					2	
3	2. Short stories	Selected short story 1		1	3	
					4	
					5	
	1. Novel	suha:g ke: nu:pur	-Do-	1	1	-Do-
					2	
4	4. One-act plays	ri:d <sup>h</sup> ki: haddi:		1	3	
					4	
					5	
	1. Novel	suha:g ke: nu:pur	-Do-	1	1	-Do-
					2	
5	4. One-act plays	ri:qʰ ki: haddi:		1	3	
					4	
					5	
	1. Novel	suha:g ke: nu:pur	-Do-	1	1	-Do-
	4.0	. 1h 1 . 1 . 1 .		1	2	
6	4. One-act plays	ri:q <sup>h</sup> ki: haddi:		1	3	
					4	
	1. Novel	aubana kanaunun	-Do-	1	5	-Do-
	1. Novei	suha:g ke: nu:pur	-D0-	1	2	-D0-
	4. One-act plays	ri:dʰ ki: haddi:		1	3	
	4. One-act plays	π.α κι. παααι.		1	4	
					5	
	1. Novel	suha:g ke: nu:pur	-Do-	1	1	-Do-
				-	2	2 0
8	2. Short stories	Selected short story 2		1	3	
					4	
					5	
	1. Novel	suha:g ke: nu:pur	-Do-	1	1	-Do-
					2	
g	2. Short stories	Selected short story 2		1	3	
					4	
					5	

1	1 Nr1		D.	1	1	D.
	1. Novel	suha:g ke: nu:pur	-Do-	1	1	-Do-
					2	
10 <sup>th</sup>	2. Short stories	Selected short story 2		1	3	
					4	
					5	
	1. Novel	suha:g ke: nu:pur	-Do-	1	1	-Do-
					2	
11 <sup>th</sup>	4. One-act plays	re:shmi: ţa:i		1	3	
					4	
					5	
	1. Novel	suha:g ke: nu:pur	-Do-	1	1	-Do-
					2	
12 <sup>th</sup>	4. One-act plays	re:shmi: ţa:i		1	3	
	one are plays	· Cisimin turi		_	4	
					5	
	1. Novel	subara kar numun	-Do-	1	1	-Do-
	1. Novei	suha:g ke: nu:pur	-D0-	1		-D0-
	1.0	1			2	
13 <sup>th</sup>	4. One-act plays	re:shmi: ţa:i		1	3	
					4	
					5	
14 <sup>th</sup>	Continuous	In-clas	s Test	2		
14	Assessment					
	1. Novel	suha:g ke: nu:pur	-Do-	2	1	-Do-
					2	
15 <sup>th</sup>					3	
					4	
					5	
	1. Novel	suha:g ke: nu:pur	-Do-		1	-Do-
	1.110701	suna.g ke. na.pai	-D0-	1	1	
	1. Novel	suna.g ke. na.pui	-D0-	1		
16th			-D0-		2	
16 <sup>th</sup>	2. Short stories	Selected short story 3	-D0-	2	2 3	
16 <sup>th</sup>			-D0-		2 3 4	
16 <sup>th</sup>	2. Short stories	Selected short story 3		2	2 3 4 5	De
16 <sup>th</sup>			-D0-		2 3 4 5	-Do-
	2. Short stories  1. Novel	Selected short story 3  suha:g ke: nu:pur		2	2 3 4 5 1 2	-Do-
16 <sup>th</sup>	2. Short stories	Selected short story 3		2	2 3 4 5 1 2 3	-Do-
	2. Short stories  1. Novel	Selected short story 3  suha:g ke: nu:pur		2	2 3 4 5 1 2	-Do-

	1. Novel	suha:g ke: nu:pur	-Do-	1	1	-Do-
					2	
18 <sup>th</sup>	4. Plays	Selected play		2	3	
					4	
					5	
	1. Novel	suha:g ke: nu:pur	-Do-	1	1	-Do-
					2	
19 <sup>th</sup>	4. Plays	Selected play		2	3	
					4	
					5	
	1. Novel	suha:g ke: nu:pur	-Do-	1	1	-Do-
					2	
20 <sup>th</sup>	4. Plays	Selected play		2	3	
					4	
	1 XY 1	7 7		1	5	<b>D</b>
	1. Novel	suha:g ke: nu:pur	-Do-	1	1	-Do-
	4. Plays	Selected play		2	2 3	
21st	4. Flays	Selected play		2	4	
					5	
	1. Novel	suha:g ke: nu:pur	-Do-	1	1	-Do-
			20		2	20
22 <sup>nd</sup>	2. Short stories	Selected short story 4		2	3	
	2. Short stories				4	
					5	
	1. Novel	suha:g ke: nu:pur	-Do-	1	1	-Do-
					2	
23rd	2. Short stories	Selected short story 4		2	3	
					4	
					5	
	1. Novel	suha:g ke: nu:pur	-Do-	1	1	-Do-
					2	
24 <sup>th</sup>	4. Plays	Selected play		2	3	
					4	
					5	

	1. Novel	suha:g ke: nu:pur	-Do-	1	1	-Do-
					2	
25 <sup>th</sup>	4. Plays	Selected play		2	3	
					4	
					5	
	1. Novel	suha:g ke: nu:pur	-Do-	1	1	-Do-
					2	
26 <sup>th</sup>	4. Plays	Selected play		2	3	
					4	
					5	
	Continuous	D	4	2		
27 <sup>th</sup>	Assessment	Presentation (li	terary analysis)	3		
	1. Novel	suha:g ke: nu:pur	-Do-	1	1	-Do-
					2	
28th	2. Short stories	Selected short story 5		2	3	
					4	
					5	
	1. Novel	suha:g ke: nu:pur	-Do-	1	1	-Do-
					2	
29th	2. Short stories	Selected short story 5		2	3	
					4	
					5	
	1. Novel	suha:g ke: nu:pur	-Do-	3	1	-Do-
					2	
					3	
$30^{th}$						
30 <sup>th</sup>					4	

## 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:

 $Problem\ solving,\ creativity,\ critical\ thinking,\ communication\ skills,\ social\ skills,\ collaboration,\ attitudes$ 

# 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-

Nagar, Amritlal (1991) Suhag Ke Nupur, New Delhi: Rajkamal Publications.

Prasad, Jayshankar (1977) Dhruvswamini, Allahabad: Bharati Bhandar.

- 1. Hegde, Uma R. (2016) Samkaleen Hindi Natak: Yugbodh, Kanpur: Aman Prakashan.
- 2. Madar, S. L. (2017) Hindi Natak Samajik Sarokar, New Delhi: Taxshila Publishers.
- 3. Sharma, Ramkishor (2009) Premchand Ki Kahaniyan: Sanvedna Aur Shilp, Allahabad: Lokbharti Prakashan.
- 4. Yohannan, C. M. (2013) Samkaleen Hindi Kahani: Antrang Parichay, Allahabad: Lokbharti Prakashan.

#### Remarks:

\* Inclusivity is incorporated to the course unit HIND 33775

#### 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.	Туре	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		
٠.	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:

- 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:

- 1. Practice of communication skills (listening, speaking, reading) using dialogues, speeches, stories and news in Hindi
- 2. Grammar rules and written composition
  - 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 /					
Week	Main Themes	Sub Themes	Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies	
	1. Practice of	Oral	Lectures, audio-	2	1	Communication skills,	
	communication	communication	visual method,		4	collaboration, social	
1 <sup>st</sup>	skills		activities, games,			skills, problem solving	
			demonstrations, role-			creativity, critical	
			plays, Computer			thinking, adaptability,	
			Assisted Learning			organizing	
	1. Practice of	Listening	Lectures, audio-	1	1	Communication skills,	
2 <sup>nd</sup>	communicatio		visual method,		2	collaboration, problem	
	n skills		activities, games,		4	solving, creativity,	
	2. Grammar rules	2.1. Classification	demonstrations,	1		critical thinking,	
	and written	of nouns and	Computer Assisted			organizing	
		pronouns	Learning				
	composition						
	1. Practice of	Reading	Lectures, activities,	1	1	-Do-	
	communication		games,		2		
	skills		demonstrations,		4		
3rd	2. Grammar rules	2.1. Classification	Computer Assisted	1			
	and written	of nouns and	Learning				
	composition	pronouns					
	_						
	2. Grammar rules	2.6. Comprehension	Lectures, audio-	1	1	-Do-	
	and written		visual method,		2		
4 <sup>th</sup>	composition	2.1. Classification of	activities, Computer	1	4		
		nouns and	Assisted Learning				
		pronouns					
	1. Practice of	Listening	Lectures, audio-	1	1	-Do-	
	communication		visual method,		2		
	skills		activities, games,		4		
5 <sup>th</sup>	2. Grammar rules	2.1. Classification of	demonstrations,	1			
	and written	nouns and	Computer Assisted				
	composition	pronouns	Learning				
	composition						

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

	1. Practice of	Oral	Lectures, audio-	1	1	Communication skills,
	communication	communication	visual method,		2	collaboration, social
	skills		activities, games,		4	skills, problem solving,
11 <sup>th</sup>	2. Grammar rules	2.2. Classification	demonstrations, role-	1		creativity, critical
	and written	of verbs	plays, Computer	_		thinking, adaptability,
	composition	01 V <b>0</b> 100	Assisted Learning			organizing
	r v F v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v v					
12 <sup>th</sup>	Continuous assessment	Role	e-play	2		
	1. Practice of	Reading	Lectures, activities,	1	1	Communication skills,
	communication		demonstrations,		4	collaboration, problem
	skills		Computer Assisted			solving, creativity,
13 <sup>th</sup>	2. Grammar rules	2.6. Writing essays	Learning	1		critical thinking,
	and written	on a given topic				organizing
	composition					
	1. Practice of	Oral	Lectures, audio-	1	1	Communication skills,
	communication	communication	visual method,		4	collaboration, social
	skills		activities, games,		5	skills, problem solving,
14 <sup>th</sup>	3. Literary	Practice of literary	demonstrations, role-	1		creativity, critical
	translation	translation	plays, Computer	1		thinking, adaptability,
	translation	translation	Assisted Learning			organizing
	1. Practice of	Listening	Lectures, audio-	1	1	Communication skills,
	communication		visual method,		4	collaboration, problem
	skills		activities,			solving, creativity,
15 <sup>th</sup>	2. Grammar rules	2.6. Comprehension	demonstrations,	1		critical thinking,
	and written	2.0. Compression	Computer Assisted			organizing
	composition		Learning			
	1. Practice of	Reading	Lectures, activities,	1	1	-Do-
	communication		demonstrations,		2	
	skills		Computer Assisted		4	
16 <sup>th</sup>	2. Grammar rules	2.3. Classification	Learning	2		
	and written	of adjectives				
	composition	and adverbs				

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

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

	2. Grammar rules	2.6. Writing essays on	Lectures, activities,	1	1	-Do-
	and written	a given topic	demonstrations,		2	
30th	composition	Grammar rules and	Computer Assisted	2	4	
30		written composition	Learning		5	
		(Revision forum)				
		(				

#### 11. Number of Notional Hours:

**1.** Lecture Hours – 75

- 3. Self-study and Homework Preparation Hours 75
- **2.** Tutorial / Practical / Presentation Hours 100
- 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. Gupt, Sukhpal (1995) Bhasha Nibandh Tatha Rachna, New Delhi: Arya Book Depot.
- 2. Kalidas (1978) Adhunik Hindi Vyakaran Tatha Rachna, New Delhi: Gyaanda Publishers.
- 3. Mishra, Baal Govind (2006) Vyavaharik Hindi Sanrachna Aur Abhyas, Agra: Kendriya Hindi Sansthan.
- 4. Sahay, Chaturbhuj (2007) Hindi Padvigyan, Agra: Kumar Publishers.
- 5. Sahay, Chaturbhuj & Chaturvedi, Arun (1998) *Vyavaharik Hindi Vyakaran Aur Vartalap*, Agra: Kendriya Hindi Sansthan.
- 6. Senevirathne, Lakshman (2005) Hindi Viyarana Huruwa, Maradana: Samayawardhana Bookshop (Pvt.) Ltd.
- 7. Tekchandrani, Ravi Prakash (Ed.) (2016) *Devnagari Lipi Tatha Hindi Vartani Ka Manakikaran*, 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	Туре	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

- 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.

## 8 Intended Learning Outcomes (ILOs)

At the completion of this course unit the student will be able to

- 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/	No of	ILO
	Week	Main Themes	Sub Themes	Way of Delivery	Hrs.	No.
				(T/L Materials)		
	1 <sup>st</sup>	Identify the value and nature	Definition of	Direct classroom	2	1
		of information and how it is	information literacy	teaching/ online		
		organized and use it	including components	teaching/ blended		
		effectively especially in an	and models, Basic			
		electronic environment	information literacy			
			skills including critical			

		thinking, reading skills,
		and independent
		learning,
2 <sup>nd</sup>	Identify the value and nature	Formulating search
4	of information and how it is	strategies, Evaluating
	organized and use it	sources, Plagiarism,
	effectively especially in an	Copyright, Censorship,
	electronic environment	Methods of citation -in
and	V	an online environment
3 <sup>rd</sup>	Use of Microsoft Office	Types of ICT tools
	package for educational	used at workplace,
	purposes and for the	Introduction to
	workplace	Microsoft Office and
		practical – Word
4 <sup>th</sup>	Use of Microsoft Office	Types of ICT tools
	package for educational	used at workplace,
	purposes and for the	Introduction to
	workplace	Microsoft Office and
		practical – PowerPoint
5 <sup>th</sup>	Create databases by using	Types of ICT tools
	relevant software packages	used at workplace,
		Introduction to
		Microsoft Office and
		practical – Access
6 <sup>th</sup>	Graphics for teaching and	
	learning	
7 <sup>th</sup>	Digital technology for research	Practical on Prezi
	and innovation	
8 <sup>th</sup>	Digital technology for research	Practical on Zotero or
Ū	and innovation	Mendeley – Online
	and innovation	Reference
		Management Tools
oth	No. 10	Widnagement 100is
9 <sup>th</sup>	Mid Semester Evaluation	
	Written Examination/ Assignmen	
	Individual or Group Presentation	/ Practical Test

	10 <sup>th</sup>	Use digital teaching and	Practical on Blended		2	6
		learning tools to support e-	learning tools –			
		learning	Mentimeter /Gosoapbox			
	11 <sup>th</sup>	Create a simple educational			2	7
		game				
	12 <sup>th</sup>	Design an interactive web			2	8
	13 <sup>th</sup>	Use smart technology for	Impact of digital		2	9
		Digital living	technology on quality of			
			life, work and play and			
			examine what it means to			
			be an individual in the			
			21st century.			
	14 <sup>th</sup>	Use smart technology for	Smart use of smart phone,		2	9
		Digital living	Facebook, Flicker,			
			LinkedIn profile			
	15 <sup>th</sup>	Value ethically use of	Ethical standards and		2	10
		information technology	practices of information			
10.	Number	r of Notional Hours: 100	,		•	
	1. Lectu	re Hours: 30 <b>3.</b> Self-study a	and Homework Preparation Ho	urs: 20		
	2. Tutori	ial Hours: 30 <b>4.</b> Hours for re	ecommended reading: 20			
11.	Evalu	ation and Assessment:				
	In Co	ourse Evaluation (Mid Semester	Evaluation) 40% from Tota	al Marks Allocated		
	Exped	cted soft skills to be evaluated thr	ough the continuous assessn	nents:		
	E-1-6	C	- E L 4') (00/ 6 T-4-	-1.3/		
		Course Evaluation (End Semester	r Evaluation) 60% from Tota	al Marks Allocated		
	Quesuo	on Paper:				
	Recomm	nended Readings:				
12	1. Mei	rkow, M. S., Breithaupt, J. (2015),	Information Security: Prin	nciples and Practice	es,	
	Wil	ey, New Jersey.				
	2. Liv	ingstone, S., Sefton-Green, J. (201	6), The Class: Living and Lo	earning in the Digit	tal Age	
	(Co	nnected Youth and Digital Futu	res), New York University P	ress, New York.		
	3. Mu	nir, K. (2016), Security Manag	ement in Mobile Cloud C	omputing (Advanc	es in	
	Info	ormation Security, Privacy, and	Ethics), 1st Edi. IGI global, I	Hershey, PA.		
<u> </u>	l					

#### 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
	Introduction	

#### 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:

- 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:

- 1. Introduction to folk literature
  - 1.1. International folk literature
  - 1.2. Indian folk literature
- 2. Hindi folk literature
  - 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

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

	2. Hindi folk	2.4 Folk stories	Lectures, handouts,	3	2	-Do-
Oth	literature		discussions,		3	
9 <sup>th</sup>			activities, Computer		4	
			Assisted Learning			
	2. Hindi folk	2.4 Folk stories	-Do-	3	2	-Do-
400	literature				3	
10 <sup>th</sup>					4	
	2 771 11 6 11	2.5 Folk drama	Lectures, handouts,	3	2	-Do-
	2. Hindi folk	2.5 Fork drama	discussions, activities,	3	3	-D0-
11 <sup>th</sup>	literature		audio-visual method,		4	
			Computer Assisted		-	
			Learning			
	2. Hindi folk	2.5 Folk drama	-Do-	3	2	-Do-
12 <sup>th</sup>	literature				3	
					4	
	2. Hindi folk	2.5 Folk drama	-Do-	1	2	-Do-
	literature				3	
13 <sup>th</sup>		2.6 Folk apopthegm		2	4	
	Continuous	~ .				
14 <sup>th</sup>	assessment	Group/ pair activity		3		
	2. Hindi folk	2.6 Folk apopthegm	Lectures, handouts,	3	2	-Do-
1 F+h	literature		discussions,		3	
15 <sup>th</sup>			activities, Computer		4	
			Assisted Learning			

#### 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

# 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. Chauhan, Vidya (1972) Lok Geeton Ki Sanskritik Prishthbhoomi, Agra: Pragati Prakashan.
- Kulshreshth, Sarojini (1992) Bhraj Ki Lok Kathaen, New Delhi: Ministry of Information and Broadcasting, Government of India.
- 3. Madhur, Shivkumar (2004) Bharat Ke Lok Natya, Delhi: Vani Publishers.
- 4. Pardesi, Rajendra (1993) *Bhojpuri Lok Kathaen*, New Delhi: Ministry of Information and Broadcasting, Government of India.
- 5. Parmar, Shyam (1954) Bharatiya Lok Sahitya, Mumbai: Rajpal Publishers.
- 6. Sharma, Krishn Dev (1974) Lok Sahitya, Uttar Pradesh: Ashok Publishers.
- 7. Singh, Kamala (1991) Poorvanchal Ke Shram Lokgeet, Allahabad: Parimal prakashan.
- 8. Tyagi, Sureshchandra (1983) Lok Sahitya, Meerut: Meerut University Press.
- 9. Upadhyay, Krishndev (1990) Hindi Pradesh Ke Lok Geet, Allahabad: Lok Bharati Publishers.
- 10. Verma, Savitri Devi (1999) Uttar Pradesh Ki Lokkathaen, Delhi: Rajpal and Sons.

## Fields of Study: Hindi

3. Critical analysis of passages and verses

4. Precis-writing

	•							
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						
	Main objective of the course  To encourage undergraduates to comm	nunicate while demonstrating creativity and critical thinking skills						
9.	Expected/Intended Learning Outcome	mes (ILOs)						
	At the completion of this course unit, th	e student will be able to:						
	1. Create a piece of literary work or co	mposition in Hindi						
	2. Develop stories/ conversations acco	rding to the given directions						
	3. Paraphrase and critically analyze given	ven passages and verses						
	4. Summarize and elaborate ideas in Hindi							
10.	Course Content:							
	Creative composition in Hindi: A sheessay	nort story/ a collection of poems/ script of a one-act play/ $re:k^ha:chitr/$ scholarly						
1	2. Developing stories/ conversations							

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

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

		3. Critical	Critical analysis:	Lectures, audio-	2	3	-Do-		
		analysis of	prose	visual method,		4			
		passages and		activities,					
	12 <sup>th</sup>	verses		demonstrations,					
				brainstorming,					
		5. Expansion of	Expansion of ideas	online materials,	2				
		ideas		Computer Assisted					
				Learning					
		4. Precis-writing	Precis-writing	Lectures, activities,	2	4	-Do-		
				brainstorming,					
	13th	5. Expansion of	Expansion of ideas	online materials,	2				
		ideas		Computer Assisted					
				Learning					
		3. Critical	Critical analysis:	Lectures, audio-	2	3	-Do-		
		analysis of	verse	visual method,					
		passages and		activities,					
		verses		demonstrations,					
				brainstorming,					
	14 <sup>th</sup>			online materials,					
				Computer Assisted					
				Learning					
		Continuous	A i -		2				
		assessment	ASSIG	nment	2				
•		4. Precis-writing	Precis-writing	Lectures, activities,	2	4	-Do-		
				brainstorming,					
	15 <sup>th</sup>	5. Expansion of	Expansion of ideas	online materials,	2				
		ideas		Computer Assisted					
				Learning					
11.	Num	 ber of Notional Ho	urs:	1			<u> </u>		
		cture Hours – 60	<u></u>	3. Self-study and Home	work Pre	naratio	n Hours - 60		
			esentation Hours – 70	-	Surveys / Factory Visits / Social Activities – None				
12.		uation and Assessn							
	In Co	ourse Evaluation (	Mid Semester Evaluat	ion) 20% - 40% from	Total Ma	arks Al	located		
		_	ent (creative compositio	-					
			oe evaluated through t		ents:				
			0						
	_	-	_	creativity, critical thinki		des			

# 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- 60% Recommended Readings: Hindi magazines like Kurukshetra, Gagananchal, Aajkal, Dinmaan and Baal Bharati

Printed/ online journal articles/ news/ editorials/ verse

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	Туре	Optional
5	Coordinator of the Course Unit	Most Senior Lecturer of the Relevant Course Unit
6	Pre-requisites	Not applicable

#### 7 Main objective of the course

- 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
- 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 Intended Learning Outcomes (ILOs)

At the completion of this course unit the student will be able to

- 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

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

8 <sup>th</sup>	Digital technology for research	Use of ICT tools for	2	5
	and innovation	research and		
		development		
9 <sup>th</sup>	Mid Semester Evaluation			
	Written Examination/ Assignmen	nt /		
	Individual or Group Presentation	/ Practical Test		
10 <sup>th</sup>	Use digital teaching and	Practical on Blended	2	6
	learning tools to support e-	learning tools		
	learning	(advance)		
11 <sup>th</sup>	Create a simple educational		2	7
	game			
12 <sup>th</sup>	Design an interactive web		2	8
13 <sup>th</sup>	He amout to should ave for	Awareness, skills, and		9
15	Use smart technology for Digital living	effectiveness in 'digital		9
	Digital living	living', use of Zoom,		
		Social Media, Khoot and	2	
		other online tools	2	
14 <sup>th</sup>	Value ethically use of	Information related to	2	10
17	information technology	security principles and	2	10
	information technology	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.		

	15 <sup>th</sup>	Use best practices, ideas and	Best practices, ideas and		2	11
		materials in online/ICT enabled	materials in online/ICT			
		teaching and learning	enabled teaching and			
			learning – national and			
			international			
10.	Number	of Notional Hours: 100				<u> </u>
		·	nd Homework Preparation Ho	purs: 20		
	2. Tutori	al Hours: 30 <b>4.</b> Hours for rec	commended reading: 20			
11.	Evalu	ation and Assessment:				
	_	ted soft skills to be evaluated thro  Course Evaluation (End Semester				
	Questio	n Paper:				
	Recomn	nended Readings:				
12	1. Mer	kow, M. S., Breithaupt, J. (2015),	Information Security: Prin	nciples and Practices	, Wiley, N	lew
	Jers	ey.				
	2. Livi	ngstone, S., Sefton-Green, J. (2010	6), The Class: Living and	Learning in the Digit	tal Age (C	Connected
	You	th and Digital Futures), New Yo	ork University Press, New Y	ork.		
	1					
	3. Mui	nir, K. (2016), Security Manage	ement in Mobile Cloud	Computing (Advance	es in Inf	Cormation

## 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.	Туре	Compulsory
5.	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
$\vdash$		

# 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:**

- 1. Early Hindi verse (Specified verses of the prescribed anthology)
  - 1.1. **Chand Bardai** re:va:tat samay of prithviraj ra:so: (Verse 1-30)
  - 1.2. **Prithviraj Rathod** kisan rukmani: ri: ve:li (Verse 1-8)
  - 1.3. **Vidyapati** basant k<sup>h</sup>and of pada:vali: (Verse 1-10)
- 2. Medieval Hindi verse (Specified verses of the prescribed anthology)
  - 2.1.  $b^h aktika:l$ 
    - 2.1.1. **Suurdas** *vinay* (Verse 1-3)/ *va:tsaly* (Verse 4-10)/ *b*<sup>h</sup>*ramargi:t* (Verse 13-16)
    - 2.1.2. **Goswami Tulsidas** ra:mcharitma:nas (Verse 1-5)/ kavita:vali: (Verse 14-17)/ vinaypatrika: (Verse 33-37)
    - 2.1.3. **Meerabai** (Verse 1-14)
    - 2.1.4. **Sant Kabeerdas** *pada:vali:* (Verse 1-3)/ *sa:k*<sup>h</sup>i: (Verse 4-17)
    - 2.1.5. Malik Mohammad Jayasi- na:gmati: viyo:g khand (Verse 7-16)/ padma:vati: viyo:g khand
  - 2.2. *ri:tika:l* 
    - 2.2.1. **Keshavdas** *svayanvar kat*<sup>h</sup>a: (Verse 1-20)
    - 2.2.2. **Bihari-** *b*<sup>h</sup>*akti e:wam shringa:r* (Verse 1-20)
    - 2.2.3. **Matiram** (Verse 1-2)
    - 2.2.4. **Ghananand** (Verse 1-3)

	Cor	ntents	Mode of Delivery / Way			
Week	Main Themes	Sub Themes	of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
	1. Early Hindi	1.1. Chand Bardai	Lectures, discussions,	2	1	Communication
	verse		assignments,		2	skills, social skills,
1 <sup>st</sup>			activities, peer		3	collaboration,
			tutoring, Computer		4	critical thinking,
			Assisted Learning		5	problem solving
	1. Early Hindi	1.1. Chand Bardai	-Do-	2	1	-Do-
	verse				2	
2 <sup>nd</sup>					3	
					4	
					5	
	1. Early Hindi	1.1. Chand Bardai	-Do-	2	1	-Do-
	verse				2	
3rd					3	
					4	
					5	

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

	2 Mall: 1	2.1.2. Goswami	-Do-	2	1	-Do-
	2. Medieval	Tulsidas			2	20
11 <sup>th</sup>	Hindi verse:	Tuisidas				
	2.1. bhaktika:l				3	
					4	
					5	
	2. Medieval	2.1.2. Goswami	-Do-	2	1	-Do-
400	Hindi verse:	Tulsidas			2	
12 <sup>th</sup>	2.1. bhaktika:l				3	
					4	
					5	
	2. Medieval	2.1.2. Goswami	-Do-	2	1	-Do-
	Hindi verse:	Tulsidas			2	
13 <sup>th</sup>	2.1. bhaktika:l				3	
					4	
					5	
	2. Medieval	2.1.3. Meerabai	-Do-	2	1	-Do-
	Hindi verse:				2	
14 <sup>th</sup>	2.1. bhaktika:l				3	
	2.1. Onakiika.i				4	
					5	
	Continuous	In-els	ass test	2		
15 <sup>th</sup>	assessment	III-Cit				
	2. Medieval	2.1.3. Meerabai	-Do-	3	1	-Do-
	Hindi verse:				2	
16 <sup>th</sup>	2.1. bhaktika:l				3	
					4	
					5	
	2. Medieval	2.1.3. Meerabai	-Do-	3	1	-Do-
	Hindi verse:				2	
17 <sup>th</sup>	2.1. bhaktika:l				3	
	2.1. DHUKHKU.l				4	
					5	
	2. Medieval	2.1.4. Sant Kabeerdas	-Do-	3	1	-Do-
	Hindi verse:				2	
	TIME VOISE.	1		1		
18th	0111111				3	
18 <sup>th</sup>	2.1. bhaktika:l					
18 <sup>th</sup>	2.1. bhaktika:l				3 4 5	

	2. Medieval Hindi verse:	2.1.4. Sant Kabeerdas	-Do-	3	1 2	-Do-
19 <sup>th</sup>	2.1. bhaktika:l				3	
					4	
		2.1.4. Sant Kabeerdas	-Do-	3	5	-Do-
	2. Medieval Hindi verse:	2.1.4. Sant Kabeerdas	-D0-	3	2	-D0-
20 <sup>th</sup>	2.1. bhaktika:l				3	
	2.1. Dhaktika.t				4	
					5	
	2. Medieval	2.1.5. Malik	-Do-	3	1	-Do-
	Hindi verse:	Mohammad			2	
21st	2.1. bhaktika:l	Jayasi			3	
					5	
	2. Medieval	2.1.5. Malik	-Do-	3	1	-Do-
	Hindi verse:	Mohammad			2	
22 <sup>nd</sup>	2.1. bhaktika:l	Jayasi			3	
					4	
		2.1.5.36.17	<i>P</i>	2	5	<b>D</b>
	2. Medieval	2.1.5. Malik  Mohammad	-Do-	3	1 2	-Do-
23 <sup>rd</sup>	Hindi verse:	Jayasi			3	
2314	2.1. bhaktika:l	o a y a si			4	
					5	
	2. Medieval	2.1.5. Malik	-Do-	1	1	-Do-
	Hindi verse:	Mohammad			2	
	2.1. bhaktika:l	Jayasi			3	
24 <sup>th</sup>					4 5	
	Continuous				3	
	Continuous assessment	Assign	nment	2		
	2. Medieval	2.2.1. Keshavdas	-Do-	3	1	-Do-
	Hindi verse:				2	
25 <sup>th</sup>	2.2. ri:tika:l				3	
					5	

		2. Medieval	2.2.1. Keshavdas	-Do-	3	1	-Do-
		Hindi verse:				2	
	26 <sup>th</sup>	2.2. ri:tika:l				3	
						4	
						5	
		2. Medieval	2.2.2. Bihari	-Do-	3	1	-Do-
		Hindi verse:				2	
	$27^{th}$	2.2. ri:tika:l				3	
						4	
						5	
		2. Medieval	2.2.2. Bihari	-Do-	3	1	-Do-
		Hindi verse:				2	
	28 <sup>th</sup>	2.2. ri:tika:l				3	
						4	
						5	
		2. Medieval	2.2.3. Matiram	-Do-	3	1	-Do-
		Hindi verse:				2	
	29 <sup>th</sup>	2.2. ri:tika:l				3	
						4	
						5	
		2. Medieval	2.2.4. Ghananand	-Do-	3	1	-Do-
		Hindi verse:				2	
	$30^{th}$	2.2. ri:tika:l				3	
						4	
						5	
11.	Mum	har of National Ha	ALLWO.				

# 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%

# 13. Recommended Readings:

# Prescribed anthology

Dassanayake, Indra (Ed.) (2008) Padyanjali, Author Publications.

1. Naval, Nandkishor (2013) Surdas, New Delhi: Rajkamal Prakashan.

## Remarks:

\* Inclusivity is incorporated to the course unit HIND 43745

## 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:

- 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:

- 1. Translation of:
  - 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):
  - 2.1. Conversations (from Hindi to Sinhala/ English and vice versa)
  - 2.2. Extracts from speeches (from Hindi to Sinhala)

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

	1. Translation	1.4 Verse/ songs	Lectures, activities,	2	1	Communication skills,
			audio-visual method,		2	problem solving,
			online materials,		3	creativity, adaptability,
9t	h		language lab activities,			time management
			Computer Assisted			
			Learning			
	1. Translation	1.1 Extracts from	-Do-	1	1	Communication skills,
		different contexts or			2	problem solving,
		disciplines			3	creativity, social skills,
10	th				4	adaptability, ICT skills,
		1.5 Video clips and		1		time management
		presenting with				
		subtitles- discussion				
	2. Interpretation	2.1 Conversations	Lectures, activities,	2	1	Communication skills,
			audio-visual method,		2	problem solving,
11	th		role-plays, online		3	creativity, social skills,
			materials, language lab		5	adaptability, ICT skills,
			activities, Computer			time management,
			Assisted Learning			stress management
	1. Translation	1.1 Extracts from	Lectures, activities,	1	1	Communication skills,
		different contexts or	online materials,		2	problem solving,
40	eh.	disciplines	Computer Assisted		3	creativity, adaptability,
12	ui	125	Learning			time management
		1.2 Extracts from		1		
		scholarly articles/				
		news/ editorials	Tantanan and Miles	1	1	Commission
	1. Translation	1.4 Verse/ songs	Lectures, activities,	1	1	Communication skills,
		1.5 Video cling and	audio-visual method,	1	2	problem solving,
13	th	1.5 Video clips and	online materials,	1	3 4	creativity, social skills,
		presenting with subtitles	language lab activities, Computer Assisted		4	adaptability, ICT skills,
		subtities	Learning			time management
	1. Translation	1.2 Extracts from	Lectures, activities,	1	1	Communication skills,
		scholarly articles/	online materials,		2	problem solving,
14	th	news/ editorials	Computer Assisted		3	creativity, adaptability,
			Learning			time management
		1.3 Extracts from		1		
		official documents				

15 <sup>th</sup>	Continuous assessment	Activity (T	'ranslation)	2		
	1. Translation	1.4 Verse/ songs	Lectures, activities,	1	1	Communication skills
			audio-visual method,		2	problem solving,
		1.5 Video clips and	online materials,	2	3	creativity, social skills
16 <sup>th</sup>		presenting with	language lab activities,		4	adaptability, ICT skill
		subtitles- practice	Computer Assisted			time management
			Learning			
	2. Interpretation	2.2 Extracts from	-Do-	3	1	Communication skill
		speeches			2	problem solving,
					3	creativity, social skill
17 <sup>th</sup>					5	adaptability, ICT skill
						time management,
						stress management
	1. Translation	1.3 Extracts from	Lectures, activities,	1	1	-Do-
		official documents	audio-visual method,		2	
			role-plays, online		3	
18 <sup>th</sup>	2. Interpretation	2.1 Conversations	materials, language lab	2	5	
			activities, Computer			
			Assisted Learning			
	1. Translation	1.1 Extracts from	Lectures, activities,	1	1	Communication skill
		different contexts	audio-visual method,		2	problem solving,
		or disciplines	online materials,		3	creativity, social skill
19 <sup>th</sup>			language lab activities,		4	adaptability, ICT skill
		1.5 Video clips and	Computer Assisted	2		time management
		presenting with	Learning			
		subtitles- practice				
	2. Interpretation	2.2 Extracts from	Lectures, activities,	3	1	Communication skill
		speeches	audio-visual method,		2	problem solving,
20th			online materials,		3	creativity, social skill
20 <sup>th</sup>			language lab activities,		5	adaptability, ICT skill
			Computer Assisted			time management,
			Learning			stress management

	1. Translation	1.2 Extracts from	Lectures, activities,	1	1	-Do-
		scholarly articles/	audio-visual method,		2	
04		news/ editorials	role-plays, online		3	
21st			materials, language lab		5	
	2. Interpretation	2.1 Conversations	activities, Computer	2		
			Assisted Learning			
	2. Interpretation	2.2 Extracts from	Lectures, activities,	3	1	-Do-
		speeches	audio-visual method,		2	
00-4			online materials,		3	
22 <sup>nd</sup>			language lab activities,		5	
			Computer Assisted			
			Learning			
	1. Translation	1.1 Extracts from	-Do-	2	1	Communication skills
		different contexts			2	problem solving,
		or disciplines			3	creativity, social skills
23rd					4	adaptability, ICT skills
		1.5 Video clips and		1		time management
		presenting with				
		subtitles- practice				
24 <sup>th</sup>	Continuous assessment	Group/ pa	air activity	3		
	1. Translation	1.2 Extracts from	-Do-	1	1	Communication skills
		scholarly articles/			2	problem solving,
		news/ editorials			3	creativity, social skills
25 <sup>th</sup>					5	adaptability, ICT skills
	2. Interpretation	2.2 Extracts from		2		time management,
		speeches				stress management
	1. Translation	1.2 Extracts from	Lectures, activities,	1	1	-Do-
		different contexts	audio-visual method,		2	
		or disciplines	role-plays, online		3	
26 <sup>th</sup>			materials, language lab		5	
	2. Interpretation	2.1 Conversations	activities, Computer	2		
	*		Assisted Learning			
27 <sup>th</sup>	Continuous assessment	Activity (In	terpretation)	3		

		1. Translation	1.2 Extracts from	Lectures, activities,	2	1	Communication skills,
			official documents	online materials,		2	problem solving,
	28 <sup>th</sup>			Computer Assisted		3	creativity, adaptability,
			1.4 Verse/ songs	Learning	1		time management
		1. Translation	1.3 Extracts from	-Do-	1	1	-Do-
			different contexts			2	
			or disciplines			3	
	29th						
			1.4 Extracts from		1		
			scholarly articles/				
			news/ editorials				
		1. Translation	1.3 Extracts from	-Do-	2	1	-Do-
			official documents			2	
	30 <sup>th</sup>					3	
			1.4 Verse/ songs		1		
11	Num	her of Notional H	ours				

#### 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 *Kurukshetra*, *Gagananchal*, *Aajkal*, *Sahitya Amrit*, *Dinmaan* and *Baal Bharati*. 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

## 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.	Туре	Compulsory
5.	Coordinator of the Course Unit	Most senior lecturer of the relevant course unit
	w . w	

#### 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:

- 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. Course Content:

- 1. Novel
  - go:da:n Premchand
- 2. re:kha:chitr (Sketches)
  - mangar Ramvriksh Benipuri
  - la:l anga:rõ: ki: us muska:n mẽ:/ je:l ki: un dara:vani: di:va:rõ: mẽ: Kanhaiyalal Mishra 'Prabhakar'
  - lachma: Mahadevi Verma
- 3. *niband*<sup>h</sup> (Scholarly essays) [Selected essays]
  - maha:kavi ma:gh ka: prabha:t varnan Mahaveer Prasad Dwivedi
  - a:khiri: chatta:n Mohan Rakesh
  - asho:k ke: phu:l Hazari Prasad Dwivedi
  - karuna: Ramchandra Shukla
- 4. Films [Selected Hindi movies]
  - Mother India (1957)
  - Ankur (1974)
  - Sholay (1975)
  - Lajja (2001)
  - Water (2005)
  - 3 Idiots (2009)
  - Zindagi Na Milegi Dobara (2011)
  - PK (2014)

	Contents		Mode of Delivery /			
Week	Main Themes	Sub Themes	Way of Delivery (T/L Materials)	No. of Hrs	ILO No.	Integrated Skills/ Competencies
	1. Novel	1.1 go:da:n	Lectures, discussions,	1	1	Problem solving,
			activities,		2	creativity, critical
	4. Films	4.1 One Selected film	presentations, peer	1	3	thinking,
1st			tutoring, audio-visual		4	communication skills,
			method, Computer		5	social skills
			Assisted Learning			
	1. Novel	1.1 go:da:n	-Do-	1	1	-Do-
					2	
2 <sup>nd</sup>	4. Films	4.1 One Selected film		1	3	
					4	
					5	

		1. Novel	1.1 go:da:n	-Do-	1	1	-Do-
						2	-
	3rd	4. Films	4.1 One Selected film		1	3	
	J					4	
						5	
		1. Novel	11 <i>go:da:n</i>	-Do-	1	1	-Do-
						2	
	4th	4. Films	4.1 One Selected film		1	3	
						4	
						5	
		1. Novel	1.1 go:da:n	Lectures, discussions,	1	1	-Do-
				activities,		2	
	5 <sup>th</sup>	2. re:k <sup>h</sup> a:chitr	2.1 One Selected	presentations, peer	1	3	
	5 <sup>m</sup>	(Sketches)	re:k <sup>h</sup> a:chitr	tutoring, Computer		4	
			(Sketch)	Assisted Learning		5	
				_			_
		1. Novel	1.1 go:da:n	-Do-	1	1	-Do-
			2.1 One Selected			2	
	6 <sup>th</sup>	2. re:kha:chitr	re:kha:chitr		1	3	
		(Sketches)	(Sketch)			4	
-						5	
		1. Novel	1.1 go:da:n	-Do-	1	1	-Do-
	<b>T</b> ab	2. re:k <sup>h</sup> a:chitr	2.1 One Selected		1	2	
	7 <sup>th</sup>		re:kha:chitr		1	3	
		(Sketches)	(Sketch)			4	
						5	
		1. Novel	1.1 go:da:n	-Do-	1	1	-Do-
			210			2	
	8 <sup>th</sup>	2. re:k <sup>h</sup> a:chitr	2.1 One Selected		1	3	
		(Sketches)	re:kha:chitr			4	
			(Sketch)			5	
		1. Novel	1.1 go:da:n	-Do-	1	1	-Do-
						2	
	9th	2. re:k <sup>h</sup> a:chitr	2.1 One Selected		1	3	
		(Sketches)	re:kha:chitr			4	
			(Sketch)			5	
		1					

	1. Novel	1.1 go:da:n	-Do-	1	1	-Do-
					2	
10 <sup>th</sup>	3. niband <sup>h</sup>	3.1 One Selected			3	
	(Scholarly	essay			4	
	essays)				5	
	1. Novel	1.1 go:da:n	-Do-	1	1	-Do-
	_	2.1.0			2	
11 <sup>th</sup>	3. niband <sup>h</sup>	3.1 One Selected		1	3	
	(Scholarly	essay			4	
	essays)				5	
	1. Novel	1.1 go:da:n	-Do-	1	1	-Do-
		3.1 One Selected			2	
12 <sup>th</sup>	3. niband <sup>h</sup>	essay		1	3	
	(Scholarly	CSSay			4 5	
	essays)					
	1. Novel	1.1 go:da:n	-Do-	1	1	-Do-
	2 ·1 1h	3.1 One Selected		1	2	
13 <sup>th</sup>	3. <i>niband</i> <sup>h</sup> (Scholarly	essay		1	3 4	
	essays)				5	
	1. Novel	1.1 go:da:n	-Do-	1	1	-Do-
	1. Novei	1.1 go.uu.n	-D0-	1	2	-50-
					3	
14 <sup>th</sup>					4	
					5	
	Continuous Assessment	In-cla	ss Test	1		
	1. Novel	1.1 go:da:n	-Do-	1	1	-Do-
					2	
15 <sup>th</sup>	3. niband <sup>h</sup>	3.1 One Selected		1	3	
	(Scholarly	essay			4	
	essays)				5	

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

	1. Novel	1.1 go:da:n	Lectures, discussions,	1	1	-Do-
			activities,		2	
	3. niband <sup>h</sup>	3.2 One Selected	presentations, peer	1	3	
22nd	(Scholarly	essay	tutoring, audio-visual		4	
	essays)		method, Computer		5	
			Assisted Learning			
	4. Films	4.3 One Selected film		1		
	1. Novel	1.1 go:da:n	-Do-	2	1	-Do-
					2	
23rd	4. Films	4.3 One Selected film		1	3	
					4	
					5	
	1. Novel	1.1 go:da:n	-Do-	2	1	-Do-
		4 2 00 - 5 -1			2	
24 <sup>th</sup>	4. Films	4.3 One Selected film		1	3	
					4	
			-		5	
	1. Novel	1.1 <i>go:da:n</i>	Lectures, discussions,	1	1	-Do-
			activities,		2	
			presentations, peer		3 4	
25 <sup>th</sup>			tutoring, Computer Assisted Learning		5	
			Assisted Learning			
	Continuous Assessment	Presentation (Lit	erary Analysis)	2		
	1. Novel	1.1 go:da:n	-Do-	2	1	-Do-
					2	
26 <sup>th</sup>	2. re:kha:chitr	2.3 One Selected		1	3	
		1 h 1 · .				
	(Sketches)	re:kha:chitr			4	
	(Sketches)	re:k <sup>h</sup> a:chitr (Sketch)			4 5	
	(Sketches)		-Do-	1		-Do-
		(Sketch)	-Do-	1	5	-Do-
27 <sup>th</sup>		(Sketch)	-Do-	1 2	5	-Do-
27 <sup>th</sup>	1. Novel	(Sketch)  1.1 go:da:n	-Do-		5 1 2	-Do-

		1. Novel	1.1 go:da:n	Lectures, discussions,	1	1	-Do-
				activities,		2	
		2. re:k <sup>h</sup> a:chitr	2.3 One Selected	presentations, peer	1	3	
	28 <sup>th</sup>	(Sketches)	re:kha:chitr (Sketch)	tutoring, audio-visual		4	
				method, Computer		5	
		4. Films	4.4 One Selected film	Assisted Learning	1		
•		1. Novel	1.1 go:da:n	-Do-	1	1	-Do-
						2	
		2. re:kha:chitr	2.3 One Selected		1	3	
	29 <sup>th</sup>	(Sketches)	re:kha:chitr (Sketch)			4	
						5	
		4. Films	4.4 One Selected film		1		
-		1. Novel	1.1 go:da:n	-Do-	1	1	-Do-
						2	
		2. re:k <sup>h</sup> a:chitr	2.3 One Selected		1	3	
	$30^{th}$	(Sketches)	re:kha:chitr (Sketch)			4	
						5	
		4. Films	4.4 One Selected film		1		

#### 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) Mati Ki Murtein, Lucknow: Prakashan Kendra.

Mishra, Kanhaiyalal (1982) Mati Ho Gayi Sona, Delhi: Bharatiya Gyanpeeth Publications.

Premchand (1961) Godan, Allahabad: Saraswati Press.

- 1. Dilchashp (2018) Hindi Filmon Ka Sanksjipt Itihas, New Delhi: Bhartiya Pustak Parishad.
- 2. Singh, Namwar (2017) Premchand Aur Bhartiya Samaj, New Delhi: Rajkamak Prakashan.

#### Remarks:

<sup>\*</sup> Inclusivity is incorporated to the course unit HIND 43765

## 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

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

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

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

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

# Number of Notional Hours: 1. Lecture Hours – 180 2. Tutorial / Practical / Presentation Hours – 70 3. Self-study and Homework Preparation Hours – 100 4. Hours for Field Surveys / Factory Visits / Social Activities – 50

# 12. Evaluation and Assessment:

In Course Evaluation (Mid Semester Evaluation) 20% - 40% from Total Marks Allocated

Expected soft skills to be evaluated through the continuous assessments:

End of Course Evaluation (End Semester Evaluation) 60% - 80% from Total Marks Allocated

Dissertation- 80%, defense and oral examination- 20%

#### 13. Recommended Readings:

- 1. Bryman, Alan (2012) Social Research Methods, 4th Ed., Oxford: Oxford University Press.
- 2. Department of Lifelong Learning (n.d.) *Referencing The Harvard System*, Exeter: University of Exeter. Available at: <a href="https://www.eriesjournal.com/public/site/harvard\_referencing.pdf">https://www.eriesjournal.com/public/site/harvard\_referencing.pdf</a>
- 3. Flick, U. (2011) *Introducing Research Methodology: A beginner's guide to doing a research project,* London: SAGE Publications.
- Given, Lisa M. (Ed.) (2008) The Sage Encyclopaedia of Qualitative Research Methods, California: SAGE
  Publications. Available at: <a href="https://www.alnap.org/system/files/content/resource/files/main/qualitative-method-sage-ency.pdf">https://www.alnap.org/system/files/content/resource/files/main/qualitative-method-sage-ency.pdf</a>
- 5. Saunders, M., Lewis, P. and Thornhill, A. (2019) 'Understanding research philosophy and approaches of theory development', *Research Methods for Business Students*, 8th ed., United Kingdom: Pearson Education Limited, pp. 128-170
- 6. Saunders, M. and Tosey, P. (2013) 'The Layers of Research Design', Winter, pp. 58–59.
- 7. Singh, Tilak (2007) Naveen Shodh Vigyan, New Delhi: Prakashan Sansthan.
- 8. Singhal, Baijnath (2016) Shodh: Swaroop Ewam Manak Vyavaharik Karyavidhi, 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	Туре	Optional
5	Pre-requisites	Not applicable
6	Main objective of the course	

#### 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

- 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

- 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.
  - 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.
  - Devloping 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%				

<sup>\*\*</sup>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.