

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

PROGRAMME PROJECT REPORT

ON

MASTERS OF ARTS IN HINDI

*(Two Year Postgraduate Programme to be Offered from 2024-25 Academic
Session in UGC-CBCS Mode)*



Submitted to
**UNIVERSITY GRANTS COMMISSION
NEW DELHI**

Submitted by
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KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

PROGRAMME PROJECT REPORT

Two Year PG Programme in Hindi Academic session 2024-25

1. OVERVIEW

The Two-Year (CBCS) MA in Hindi programme of this University has been offered in accordance with the UGC-CBCS Curriculum Framework and the broad guidelines of NEP 2020, besides with constant adherence to UGC Distance and Online Education Regulation 2020, UGC LOCF Curricular Framework, Academic Integrity Regulations 2018 and UGC-definitions-of-Degrees-July-2014.

The 35th Academic Council of the University has, accordingly, approved the Programme along with the credit requirement, provision of lateral entry, and multidisciplinary/interdisciplinary focus. Also, the assessment and evaluation has also been revised to letter grades with Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA).

The Programmes on offer, thus, incorporate Discipline Specific Core (DSC) courses along with ranges of Elective courses (DSE), which are expected to offer the learners wider exposure and opportunities. Besides, bundles of courses are also being provided as Ability Enhancement Courses (AEC), and Value-Added Courses (VAC) in line with the requirements of the NEP 2020. Notably, the academic disciplines of the University are organised as School System; hence, it is expected that implementation of multidisciplinary/interdisciplinary programmes and courses would be relatively smooth and undemanding. To this effect, necessary processes for attaching relevant faculty from related disciplines have been arranged. The University has also registered in the Academic Bank of Credit (ABC) for seamless transfer of credit allowing flexibility to the learners as mandated by the NEP 2020.

To impart extensive knowledge of the subject concerned, courses such as DSEs have been incorporated. Under the mandate of the UGC, Ability Enhancement Courses (AEC) are mandatory in the First and Third Semesters. Learners must select one AEC in the cited Semester from the bundle of courses provided in **Annexure IV**. Value Added Course (VAC) on “Cyber Security” has been offered in Semester 3, while another VAC course for the First Semester has to be picked up from the bundle of courses provided in **Annexure IV**. In addition to these, Seminar/Presentation/Project/Dissertation works have been incorporated in the Second and Fourth semesters of the programme to motivate activity-based rich learning experience.

The Centre for Internal Quality Assurance (CIQA) of the University has organised a number of meetings and workshops regarding the implementation of NEP 2020 in the context of ODL. With all the inputs, the Committee on Courses (CCS) and the Schools of Studies, involving outside subject experts drawn from different Universities have designed the Programmes and the detail syllabi. This Programme Project Report (PPR) on Two Year PG Programme in Hindi is an outcome of this process.

2. PROGRAMME'S MISSION AND OBJECTIVES

2.1 Mission and Vision of K. K. Handiqui State Open University

- a) The motto of the university is to make education beyond barriers and provide educational opportunities to the unreached irrespective of gender, socio-economic status, geographical location, physical disabilities and gender.
- b) The University will also provide education to housewives, semi-literate, unemployed youth, jail inmates as well as highly educated people.
- c) The University provides opportunities for higher education to those who remain deprived of higher education for other numerous reasons.
- d) The mission and vision of the university is to enhance the capabilities of learners, particularly women learners, who want to get empowered with the higher order of required education and necessary professional skills.
- e) The University provides social justice to all the stakeholders as its prime focus.

2.2 Programme Objectives:

The main objectives of the MA Hindi programme are to

- Enable the learners to acquire the appropriate methods and approaches to study Hindi literature
- Provide knowledge and ideas needed to conduct research in the field of Hindi literature.
- Develop the required analytical, critical, application-oriented and communication skills.
- Develop Multicultural Competence and Moral, Ethical, Literary and Human Values in the learners
- Develop Problem Solving, Research-Related and Self-Learning Skills
- Teach topics such as communication, discussion, debate, research, and cross-disciplinary and interdisciplinary thinking.

3. RELEVANCE OF THE PROGRAM WITH KKHSOU'S MISSION AND GOALS:

The MA in Hindi programme offered by KKHSOU has been prepared conforming the mission and goals of KKHSOU. In the state of Assam, Hindi is not the primary language, but it is spoken and understood by a significant portion of the population, especially in urban areas and regions with a higher presence of migrants from Hindi-speaking states. Besides, a large number of learners also belong to the Armed forces located in different parts of the state and beyond. This programme follows the following mission and goals of the University:

- To expand higher education to cover maximum population of the state.
- To maintain equity and justice in the field of higher education.
- To ensure quality and excellence in higher education.
- To create a pool of human resources that can undertake research on important social issues.
- To develop holistic individuals who are smart, thoughtful, well-rounded, and creative
- To contribute towards the growth and development of the country as a whole
- To maintain national unity and culture by inculcating a love for the Hindi language and Literature vigorously.

4. NATURE OF PROSPECTIVE TARGET GROUP OF LEARNERS

The University targets the following group of learners in general, viz.

- Women learners especially homemakers who want to get empowered with higher education and acquire professional skills.
- Differently-abled persons.
- Persons who could not complete higher education in time during their student days.
- People hailing from far-flung remote areas and living in other disadvantageous conditions.
- Employed/self-employed persons with a penchant for higher education and learning skills.
- Persons who could not get access to higher education in the conventional system for various reasons.
- Working people who wish to hone their professional skills.
- Senior citizens who are enthusiastic about getting a Master's Degree for the joy of learning and gaining knowledge.
- Teachers teaching in the primary as well as secondary level who want to get a Master's Degree for their professional upliftment.
- Security Personnel.

Apart from these, important target groups of learners of this programme are:

- The students who are desirous to obtain a Degree in Hindi as a core subject.
- The ratio between HS passed outs and the number of higher education institutions is not adequate. Therefore, the majority of pass-outs are often not able to pursue higher education in conventional educational institutions. Those learners are our main target group and our programme has been designed as per their needs.
- Working people who wish to develop their professional as well as academic carrier.
- People who want to explore Hindi literature and language.
- People who are interested to work in a different media houses.

5. APPROPRIATENESS OF PROGRAMME TO BE CONDUCTED IN OPEN AND DISTANCE LEARNING MODE TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE

The PG programme in Hindi is mainly theoretical and therefore, is, in general, suitable for the ODL mode. Keeping in mind the goal of the Department of Higher Education, MHRD to increase the Gross Enrollment Ratio (GER) in Higher Education, the ODL mode of education can play a major role in this regard. Here Hindi as a subject of study can contribute immensely. KKHSOU has also given importance to learner-centric education. In this connection, the PG programme in Hindi has been designed in such a way as to facilitate learners to participate actively in the teaching-learning process.

6. INSTRUCTIONAL DESIGN

The university follows some instructional procedures and designs to ensure that the ODL programme will be effective for delivering the university's MA degree. The programme is delivered in print form and via the Learning Management System (LMS).

6.1 Curriculum Design: The revised PG programme in Hindi has been so designed that it meets the standard of NEP 2020 or another university offering the same program. With the help of experts in the subject from other reputed universities in the region, the contents of the syllabus are updated. While preparing the syllabi, UGC Distance and Online Education Regulations 2020, UGC LOCF Curricular Framework, Academic Integrity Regulation 2018, UGC-definitions-of-Degrees-July-2014, syllabi of other Universities and recommendations of Madhava Menon Committee have been consulted.

6.2 Programme Structure and Duration of the Programme: The 2-year PG programme in Hindi has been designed according to UGC ODL Regulations 2020 and the UGC CBCS Curriculum Framework and the Broad Guidelines of NEP 2020. A learner can earn a Master's Degree in Hindi after successfully completing four semesters. In case, a learner is not able to qualify a Course in the first attempt, he/she will have to qualify in the particular Course within the next 4 attempts, subject to maximum duration of the study.

Table 1: Programme Structure of MA in Hindi

Note: DSC: Discipline Specific Core; DSE: Discipline Specific Elective. AEC: Ability Enhancement Course; VAC: Value Added Course.

Sem	DSC (Core) [4 Credits each]	DSE/Minor/MD/ID [4 Credits each]	AEC [4 Credits each]	VAC [2 Credits each]	Seminar/ Dissertation	Total Credit
1	DSC 1: Hindi Sahitya ka Iihas (Adikakaal aur Bhaktikaal)	DSE 1: Hindi Kavyadhara (Adikal aur Bhaktikal)	AEC 1: *To be adopted from the basket of AECs as available in <i>Annexure IV</i>	VAC 1: *To be adopted from the basket of AECs as available in <i>Annexure IV</i>		22
	DSC 2: Bhasha Vigyan					
	DSC 3: Bharatiya Kavyashastra					
2	DSC 4: Hindi Sahitya ka Itihas (ritikaal aur adhunik kaal)	DSE 2: Hindi Kavyadhara (adhunikkaal)			Seminar [4 Credit]	22
	DSC 5: Paschatya Kavyashastra ewn Samkalin awadharana					
	DSC 6: Hindi Bhasha aur Lipi					
3	DSC 7: Hindi Alochana ewn Adhunik Vimarsh	DSE 3: Prayujanmulak Hindi	AEC 2: *To be adopted from the basket of AECs as available in <i>Annexure IV</i>	VAC 2: Cyber Security		20
	DSC 8: Upanyas Sahitya					
	DSC 9: Hindi ka Natak aur Ekanki Sahitya					
4	DSC 10: Anusandhan (Shodh Pranali)	DSE 4: * Anuwad Vigyan aur uska siddhant (Option-1) * Lok-			Project/ Dissertation [8 Credit]	24
	DSC 11: Asamiyaa Sanskriti ka adhyayan					

	DSC 12: Hindi ka Kahani Sahitya	Snskrit (Uttar purv ke wishesh sandarbh me) (Option-2)				
	48 Credits	16 Credits	8 Credit	4 Credit	12 Credit	Total Credit: 88

The detailed course wise syllabus of the PG programme in Hindi is given in *Annexure I*. Relevant seminar and Project/Dissertation Guidelines have been attached in *Annexure II* and *III* respectively.

The duration of the MA programme in Hindi offered by the University is as follows:

- Minimum Duration : 2 years (4 semesters)
- Maximum Duration : 4 years

In case a learner is not able to qualify a course in its first attempt, he/she has to qualify in the particular course within the next four attempts, subject to maximum duration of the study.

6.3 Definition of Credit Hours: As per UGC ODL Regulations 2020, the University follows the system of assigning 30 hours of study per credit of a course. Thus, following this norm, a 4-credit course constitutes a total of 120 hours of study. Out of the total credit hours, a minimum of 10 percent, i.e., minimum 12 hours of counselling per course are offered to learners at their respective study centres or through centralized online counselling. The semester-wise credit distribution of the MA Hindi programme has been shown in the following Table 2:

Table 2: Semester-wise Credit Distribution in MA in Hindi

Semester	DSC Courses	DSE Courses	AEC Courses	VAC Courses	Seminar/ Dissertation/ Project	Total credit
1	12	4	4	2		22
2	12	4		2	4	22
3	12	4	4			20
4	12	4			8	24
Total Credits	48	16	8	4	12	88

DSC: Discipline Specific Core; DSE: Discipline Specific Elective. AEC: Ability Enhancement Course; VAC: Value Added Course

6.4 Faculty and Support Staff Requirement: The Discipline of Hindi of Padmanath Gohainbaruah School of Humanities of KKHSOU currently has three dedicated full time faculty members (Three Assistant Professors). A list of faculty members and Course Coordinators against each Core course and Elective courses offered by the Discipline of Hindi for this PG programme is provided in *Annexure V*.

Notwithstanding the above, as the proposed Programme has been designed with a multi/interdisciplinary focus with courses on Hindi for Media Studies, Writing for Media,

Social Entrepreneurship and Project Management, Introduction to Ethics, Essentials of Indian Constitution, Indian Traditional Knowledge System, Hindi Communication Skills, Traditional Media, Advertisement Strategy, Cyber Security, Life Skills, Computer Applications in Quantitative Analysis etc., as AEC and VAC in a variety of subjects, support from the faculty within and across various Schools beyond those from the discipline will be necessary. Moreover, supports for required counselling to the learners will be provided through a network of well-qualified and experienced counsellors at their respective study centres.

While delivering this programme, support is continuously received from the SLM Branch, Multimedia Unit, Central Library, Study centre Branch etc. of the University as well as from the people associate with the study centres spread across the state of Assam.

6.5 Instructional Delivery Mechanisms: The Self-Learning Materials have been prepared keeping in mind the requirements of instructional design. Particular attention has been given so that the basic three domains of knowledge, viz., the behavioural domain, cognitive domain, and constructive domain can be addressed. In general, the university offers printed SLMs and the same in audio-visual formats. Apart from that, plans are being made to deliver the PG Programme in Hindi through LMS. The LMS would consist of four quadrants: video lectures, downloadable/printable reading material, self-assessment tests through tests and quizzes, and an online discussion forum for clarifying questions. As majority of the learners are from rural areas and disadvantage groups, attempts are made to make the SLMs easy to read and easy to understand with the following major components:

- a) **Learning Objectives** (major objectives of the unit are stated)
- b) **Introduction** (linkage with previous unit as may be applicable and general introduction of the content is provided)
- c) **Check Your Progress** (generally after every section CYP is provided to learners to gauge their understanding)
- d) **Answers to Check Your Progress** (CYP answers are provided at the end of the Unit)
- e) **Activity** (activities for enhancing learners' critical outlook is included in SLM)
- f) **Let us Know** (Depending on the necessity some important information related to the content is provided in a box)
- g) **Let us Sum up** (pin pointed summary of the unit is given)
- h) **Further Reading** (this section has been incorporated for those learners who are interested in advance knowledge of the content)
- i) **Model Questions** (Different types of questions have been provided in the unit).

6.6 Identification of Media—print, Audio or Video, Online, Computer Aided: All learners will be provided with print as well as e-SLMs, which are quite comprehensive in terms of the coverage of the contents of the syllabi. The faculty of the discipline have also prepared unit wise video lectures and presentations for the courses of the Programme. These are hosted in the University's own YouTube channel <https://www.youtube.com/@kkhsou>. These audio-video contents together with the e-SLMs are sourced to the University's LMS e-bidya (<https://www.lmskkhsou.in/web/>) in such a way so that the learners can access these digital contents at ease according to their Programme and course requirements.

The prospective learners of the Programme will also be introduced with the initiatives like e-GyanKosh (<https://egyankosh.ac.in/>) and free DTH channel for education Swayam

Prabha (<https://www.swayamprabha.gov.in/index.php/>) wherein the University also partners in providing digital contents. Many of the University's digital contents are also available and/or archived in channel no. 20 under Swayam Prabha since April 2021, which can be accessed through the e-GyanKosh portal.

Further, in pursuance of the UGC's notification and guidelines the University has also adopted a policy of allowing the learners to undertake MOOCs from the Swayam platform as identified and duly approved by the University for credit transfers in various semesters as and when required.

In addition, certain topics are also covered through community radio programmes of the University broadcast through the 90.0 FM *Jnan Taranga* Community Service Station of the University. Most of the audio-video programmes are accessible online through the University's website and its official YouTube channel.

6.7 Learner Support Services: The student support services available in the PG programme in Hindi includes the following. All these support services would help the learners to imbibe the required knowledge and skills; to seek avenues in employment; to go for higher studies; and to know about the subject in an in-depth manner.

- a. KKHSOU City Campus:** The KKHSOU City Campus at Guwahati organises training for coordinators, counsellors, and other functionaries. The City campus provides a venue for learners and academic counsellors to interact about a particular subject matter. Responsibility for Admission, distribution of SLMs and Examination also lies with City Campus. Online counselling for all learners of all semesters of all programmes are centrally organised from city campus.
- b. Regional Centres:** The Regional centre of KKHSOU at Jorhat in upper Assam provide training for coordinators, counsellors and other functionaries. The centre provides a venue for learners and academic counsellors to interact about a particular subject matter. Responsibility for Admission, distribution of SLMs and Examination also lies with Regional Centres. Establishment of some other regional centres is in the pipeline.
- c. Study Centres:** Study centres are the backbone of an open and distance learning institute. On behalf of the university, the study centres cater to the various requirements of learners, viz. Admissions-related information, delivering Student Learning Materials, conducting counselling sessions, distributing assignments and evaluating them, conducting term-end exams, etc. The study centers throughout the state handle these affairs on behalf of the University.
- d. Pre-enrollment Counselling:** In cooperation with study centres, the university provides pre-enrolment counselling for all the programs through online and offline modes. It provides basic knowledge of the programs, counselling sessions, etc.
- e. Sikshartha Mitra:** A few employees of the University have been engaged as Sikshartha Mitra in order to provide better technical support and assistance to the candidates during online admission process.
- f. Learners' Charter:** The University has brought out a Learners' Charter pronouncing the basic rights and responsibilities of its learners. In the Induction Programmes at the Study Centres, the learners are sensitized about this Charter.
- g. Handbook/SOP:** The University has brought out a Handbook for the Study Centres and a Standard Operating System (SOP) of Examination.

- h. Audio CDs for Visually Impaired Learners:** The visually impaired learners are provided with free audio SLMs in CDs to overcome their difficulties of learning. The University has installed Braille printers for this category of special learners in the University SLM branch.
- i. Face-to-face/Online Ticketing/Complaint System:** Learners' queries are attended in the face-to-face mode, through telephone, SMS and emails. There is a dedicated online portal through which the queries received automatically move to concerned department for solving the same. Once the problem is solved, the learner will get SMS and email.
- j. Face to face and Walk-in Counselling:** The Hindi PG Programme learners will receive face-to-face counselling from study centers. The University also provides face-to-face counselling/walk-in-counselling to learners at the specially maintained city learner support centers located at the city campus on Sundays or weekdays.
- k. ICT Support:** ICT support is a major component of any ODL system of education. Some ICT-based support systems provided by the university for learners of PG Programme in Hindi are listed below:
- **Website:** The University has developed a full-fledged official website www.kkhsou.ac.in for learners and the general public. The website has a dedicated Learners' Corner that contains exhaustive information and links to useful resources which is accessible to the vast learner population. Furthermore, the Website links to social-networking sites like Facebook where learners, faculty members, and stakeholders can interact. Additionally, the site offers a tailored search by district or program. And most of the audio-visual programmes are accessible online through YouTube videos. YouTube link: <https://www.youtube.com/user/kkhsou>
 - **Community Radio Service:** Jnan Taranga (90.4 MHz) is the first Community Radio station in the North Eastern part of the country administered by the University. Community Radio, being a platform for the community for taking up community issues, is also a platform for broadcasting educational programmes. This includes debates, discussions, and talk shows.
 - **e-Bidya:** As part of its ongoing attempts to enhance student learning, the university has developed a Learning Management System (LMS) portal called e-Bidya using open source MOODLE which can be accessed via <https://ebidya.kkhsou.ac.in/>. The site allows learners to access e-resources 24 X 7, wherever they are, regardless of where they are in relation to the particular programme they are enrolled in. Learners can interact with experts in the discussion forum. Learners can experience the benefits of online learning through their mobile devices as well. The same facilities are being imparted for the UG programme in Hindi as well.
 - **Open Access Journals Search Engine (OAJSE):** The OAJSE (www.oajse.com) can be used to browse and search 4,775 Open Access Journals from the rest of the World excluding India, 532 journals from India, and 32 Indian Open Access Indian Repositories. It provides all pertinent information about KKHSOU's central library, including access to electronic resources, the Online Public Access Catalogue (OPAC), and subscribed journals and databases. It also provides an email alert service (current awareness service) to learners and is linked with major social networks including Facebook and Twitter.
 - **KKHSOU Mobile App:** The university has developed a mobile application "KKHSOU" that allows students to access the university website 24x7.
 - **SMS Alert Facility:** The University has implemented an SMS alert system for learners which notify of university news, events, and learner-related information.

- **E-Mentoring Groups:** The e-mentoring system, which utilizes the Telegram app/WhatsApp, helps learners acquire all the characteristics of open and distance learners, so they can continue their studies with self-confidence, self-esteem, morale, and a feeling of identity. It is the main objective of this initiative to help learners minimize personal difficulties and identify the obstacles they face due to the diverse needs and backgrounds they have. During this process, they are also guided to develop appropriate and suitable learning strategies for overcoming all these difficulties and problems.
- **E-mail:** Learners can also write emails to any officials'/faculty members of the University. For this a general email ID: info@kkhsou.in has been created. Concerns raised through email to this email address are addressed by the University's relevant officials or faculty members. Apart from that, the email and phone numbers of all faculty members are available on the website and Information Brochure. Any learners can write directly to them as well.
- **Online Counselling:** The university's faculty conducts online counselling sessions through different online platform like Zoom, Google Meet, Cisco Webex and Facebook etc. in addition to regular counselling sessions in study centers. It provides direct interaction of learners with the regular faculty members of the University which creates a greater sense of inclusion and reduces feelings of isolation by offering personal care and guidance to all learners.
- **KKHSOU in social media:** KKHSOU has incorporated social media sites like Facebook pages, Whatsapp group, Twitter Account (<https://twitter.com/KKHSOU1?s=09>) that enables sharing and interaction with the students' community. Official Facebook Group of KKHSOU can be reached at <https://www.facebook.com/groups/272636986264210/>

7. PROCEDURE FOR ADMISSIONS, CURRICULUM TRANSACTION AND EVALUATIONS

7.1 Procedure for Admission:

- Minimum Qualification:** For the MA in Hindi Programme, learners need to have a UG Degree pass or equivalent qualification (in any stream/subject) from a UGC recognised University recognized by UGC.
- Online Admission:** Admission to this UG programme would be offered by KKHSOU through online in the University website: www.kkhsou.ac.in. A prospective learner may take admission as per his/her choice in KKHSOU City Study Centre, Khanapara, Jorhat Regional Centre, Jorhat or any other recognized study centre for this programme in the State of Assam. A learner is to submit all relevant documents for admission through the online admission portal. The course fee is to be paid through credit card/ debit card/ net banking or UPI- Bharat QR, BHIM, PhonePe, GPay, Paytm, WhatsApp and other UPI. After admission is done, a unique Registration / Enrollment Number is automatically generated which will have to be used for future communications with the University. Based on his/her choice, and operational conveniences, a learner shall be assigned to a particular study centre for availing of dedicated services and counseling/tutoring facilities. The newly admitted learners will receive the SLMs through a dedicated study centre and in certain cases SLMs may be sent to the learners' home address also. e-SLMs are also available in the University website.

- iii. **Refusal/Cancellation of Admission:** At the time of admission the candidate must submit a declaration that he/she is not pursuing more than two-degree programmes under KKHSOU/any other recognised University or Institution simultaneously. If any false declaration is detected at any stage, his/her admission/mark sheets/certificates may be cancelled by the University.
- iv. **Continuous Admission:** By paying the necessary fees, a learner can obtain admission to the next semester once a particular semester is completed. Admission to the subsequent semester is not determined by the results of the previous semester. One may take admission in the next semester even without appearing in the previous semester examination. The admission period should be continuous from the date of completion of the previous semester's exams until 60 days after the start date. Incomplete exams, including back papers, will be allowed to be taken up when announcements of examination results are made. Learners are advised to regularly visit the University's website (www.kkhsou.ac.in) and maintain regular contact with their allotted study centres.
- v. **Lateral Admission:** The University, following the NEP 2020's mandate and the UGC's guidelines, adopts the policy of lateral admission to all its UG and PG programmes. Accordingly, provisions for lateral entry into the 3rd semesters are made for those learners who had chosen to exit in the 2nd semester earlier due to various reasons. For this the University adopts a credit transfer policy to facilitate the process of lateral admission to all the UG and PG programmes.
- vi. **Dual Degree:** The University has implemented and also promotes the system of dual degree as per the UGC's notification and guidelines dated April 2022. Learners are encouraged and allowed to register in academic programmes simultaneously including UG and PG programme in order to enhance their choices and opportunities. The aspiring learners of the proposed Programme will also be encouraged to take the advantage of this provision at the time of their admission.
- vii. **Fee Waiver for Differently Able Persons (DIVYANGJAN):** The University also offers free education to jail inmates in all the programmes. At present, the University offers free of cost education to jail inmates in 16 district jails of the state. The University is in the process of including more numbers of Central/District Jails in the coming Academic Session.
 - a. **Fee Waiver for Jail Inmates:** The University also offers free education to jail inmates in all the programmes. At present, the University offers free of cost education to jail inmates in 16 district jails of the state. The University is in the process of including more numbers of Central/District Jails in the coming Academic Session
 - b. **Economically Weaker Section (EWS):** The learners applying for admissions in EWS category shall submit EWS documents as per the latest Govt. of Assam guidelines.
- viii. **Fee Structure:** The fee structure of the PG programme in Hindi would have a break-up across semesters of the programmes. The fee is inclusive of Enrolment fees, Course fee, Examination fee, Exam centre fee and Mark-sheet fee. Currently the fee structure of the MA in Hindi programme has been shown in Table 3.

Table 3: Fee Structure of MA in Hindi
(All Figures are in Indian Rupee)

Semester	Course Fee	Other Fee	Total Fee to be paid*	Arear subject
First	3500.00	2000.00	5500.00	Rs. 200.00 per paper + Centre Fee + Marksheet Fee Rs 100.00 + Consolidated Marksheet Rs 100.00.
Second	3500.00	2000.00	5500.00	
Third	3500.00	2000.00	5500.00	
Fourth	3500.00	2000.00	5500.00	

NB: (1) Course fees include SLM, Counselling, Tutorial and Practical wherever applicable.

(2) Other fees include: Examination fees, Centre fees, Enrolment fees etc.

- ix. **Financial Assistance:** The University offers free education to jail inmates and differently abled learners. At present, the University offers free of cost education to jail inmates in 16 district jails of the state. The university is in the process of including more numbers of Central/District Jails in the coming Academic Session.

7.2 Curriculum Transaction:

- i. **Activity Planner:** There will be an activity planner, which guides the overall academic activities in the PG programme in Hindi prior to the university's admission schedule. The CIQA office as per UGC guidelines and the office of the Academic Dean would upload the Academic Plan and month wise Academic Calendar. This will enable learners to plan their studies and activities accordingly.
- ii. **Self-learning Materials (SLMs):** SLMs are designed in such a way that learners can easily follow them. With the help of subject experts. SLMs are prepared with relevant and up to date information and facts.
- iii. **Multimedia Materials:** Apart from the printed and digital copies of the SLMs, the university provides multimedia learning materials in the form of audio-video presentations, tutorial videos, and recorded versions of the online counselling sessions etc. related to the course content of various academic programmes. Such materials will also be prepared and provided to learners of the proposed Programme.
- iv. **Induction and Counselling Sessions:** Induction sessions are conducted by university officials and faculty together. Counselling sessions are conducted by our Study Centres. Basically all counselling sessions are scheduled on Sunday. A face-to-face interaction between the learners and the counsellor takes place during the counselling session. This enables learners to clear their doubts with regard to the various courses provided to them. Apart from that, from time to time, online counselling sessions will be provided by the faculties of the University for this PG programme in Hindi.

- 7.3 Evaluation:** The assessment and evaluation of the learners' performance in all academic programmes of the University are carried out with the objectives of maintaining sanctity, quality and transparency. The assessment and evaluation of the learners' performance and achievement are conducted with reference to the defined learning outcomes of the programmes as a whole, and also those of the courses under a specific programme. While setting the question papers, assignments and evaluation of answer scripts, this aspect is always considered thoughtfully.

The assessment and evaluation system of the University consists of two components i.e. Formative and Summative Assessments as per the UGC Regulation of 2020. The 33rd Academic Council of the University decided that Formative Assessment is to be given a weight of 30 percent while the Summative Assessment is to be assigned the remaining 70 percent of the weight. Further, 35th Academic Council has adopted the SGPA and CGPA system of evaluation as per the UGC's Curriculum and Credit Framework, 2022. The details of the Formative and Summative assessment followed by the University, which will also be followed in case of the proposed Programme, are described under:

a) Continuous and comprehensive Formative Assessment:

Continuous and comprehensive assessment is an important component of the total assessment process in KKHSOU. There is provision for self-evaluation based on the Self-Learning Materials. The University has decided to adopt a mechanism for continuous evaluation of the Learners through a mix of various flexible methods. Considering the practical limitations of the learners and the difficulty of administering, the University has adopted the formative assessment mechanism with the following in view. The learners are communicated about the details through the university website, official notifications, study centres and social media. Assignments totalling 50 marks (10+10+10+10+10) will be assigned for each course by the respective discipline. The formative assessment comprises:

- a. A closed-ended assignment directly derived from the course or study material = 10 marks
- b. Two open-ended assignments requiring analytical, opinionated, or reflective responses from the learner based on the course content = 20 marks
- c. An assignment pertaining to an environmental topic = 10 marks
- d. Additional assignments in lieu of multiple-choice question tests = 10 marks.

The learner's marks will be allocated by the relevant study centers according to the breakdown provided for (a), (b), (c), and (d), totalling 50 marks, which will be automatically reduced to 30 marks by the system. However, for courses with practical component, the distribution will be 50% weightage for theory, 30% weightage for practical and 20% weightage for internal assessment. Concerned study centres will arrange Personal Contact Programmes (Online or Offline) and the learners need to attend the same, as per UGC Guidelines. The coordinators of the study centres will submit the marks after assessments, through the Home Assignment portal of the University.

b. Summative Assessment:

The Summative Assessment is conducted in pen and paper mode in designated study centres. The University follows a SOP in conducting these examinations. Besides, examination monitoring is an essential feature in conducting the examinations of the University. The University appoints Supervisory Officers (SO), Examination Monitoring Officers (EMO) and Examination Squads on a regular basis for smooth conduct and maintaining the standards of the examinations. Question papers are set and moderated, and answer scripts are evaluated by both internal and external faculty

members. Results are declared after a process of due scrutiny and thorough diligence check. The learners have the options of re-scrutiny and re-evaluation of their answer scripts (within a stipulated time) in case they are not satisfied with the result. All

c. Seminar/Presentation/Internship/Project Report:

A learner has to prepare a presentation on a particular topic under the guidance of a professionally qualified supervisor/guide in Second Semester. A learner has to prepare a dissertation in Forth Semester under the guidance of a professionally qualified supervisor/guide. In this course, learners should take up a problem related to the subject area. They should devise instruments for the collection and interpretation of data and the preparation of research report. The length of the report may be between 90-100 pages. A detailed guideline is available in **Annexure II** and **III** along with the official website.

8. REQUIREMENT OF THE LABORATORY SUPPORT AND LIBRARY RESOURCES

8.1 Laboratory Support:

The PG programme in Hindi is not a fully laboratory-based programme; but some of the courses need laboratory support. The University is already equipped with computer lab for the learners of this programme as and when they approach the university for specified services. The learners can make use of computer labs located at the recognized study centres for this programme.

8.2 Library Resources:

Library services are offered to the learners of KKHSOU through physical library facilities in its recognized study centres and also through the central library set up by the University at its city campus. Reference books are suggested by the faculty of the respective Disciplines/Schools of the University and also by the SLM writers. The Central Library at KKHSOU has a sizeable repository of relevant reference books and textbooks relating to the PG Programme in Hindi. The central library KKHSOU well-stocked with approximately 19135 print books, 36 print journals on various disciplines and 8 newspapers (as on 28-02-2023). The books available at the Central Library are quite helpful not only for the learners, but also for the faculty members, SLM contributors and the content editors as well. Apart from the print resources, a good number of electronic resources comprising e-journals, online databases, gateway portal to e-journals are all made accessible to the learners within the University campus. The learners are communicated once the subscriptions are made to the programme specific journals. The library is fully computerized with an ILS (Integrated Library System) and also equipped with RFID (Radio-Frequency Identification) technology.

All the learners of the University including the learners of the PG Programme in Hindi can access the webpage of the University library at their own time and convenience (<http://library.kkhsou.in/>). Moreover, the learners can take advantage of the facilities of the Digital Library (<http://dlkkhsou.inflibnet.ac.in/>). The Digital Library provides an online platform for collecting, preserving and disseminating the teaching, learning and intellectual output of the University to the global community including the KKHSOU learners. Beyond the physical boundary the library of KKHSOU has been maintained a Web Catalogue (<http://opac.kkhsou.ac.in/>) to facilitate the learners to browse library collection online.

The University has an OER Policy (<http://dlkkhsou.inflibnet.ac.in:8080/jspui/handle/123456789/831>) which spells out with the learning material released by the university in physical or digital format.

KKHSOU has signed Content Partner Agreement with National Digital Library of India to share its Digital Resources. The main objective of NDLI is to integrate several national and international digital libraries in one single web-portal. It also make available to the learners community of KKHSOU through a single-window (<https://ndl.iitkgp.ac.in/>).

The OAJSE (www.oajse.com) can be used to browse and search 4,775 Open Access Journals from the rest of the World excluding India, 532 journals from India, and 32 Indian Open Access Indian Repositories. It provides all pertinent information about KKHSOU's central library, including access to electronic resources, the Online Public Access Catalogue (OPAC), and subscribed journals and databases. It also provides an email alert service (current awareness service) to learners and is linked with major social networks including Facebook and Twitter. Online subscriptions of reputed journals and databases are regularly made. The learners would be communicated once the subscriptions are made to the programme specific journals.

9. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS

The office of the Finance Officer of KKHSOU keeps all the records of finances regarding print of SLMs, honorarium paid to the members of the Committee on Courses, honorarium to be paid to Content Writers, Content Editors, Language Editors, Translators, Proof Readers and also the expenditure related with organizing counsellors' workshops, meeting of the coordinators of the study centres etc. Moreover, the finance office also maintains records of purchase of computers, online space, books, journals etc. The accounts are maintained as per the laid down procedures of government.

Regarding the cost of programme development, programme delivery, and programme maintenance, the finance office conducted an exercise based on historical costing method to arrive at indicative figures of cost. The findings are presented below in respect of the PG programme in Hindi.

9.1 Programme Development Cost:

The office of the Finance Officer of KKHSOU has worked out the following also.

- a. SLM Development Cost for Post Graduate programme: Rs. 8.000/- per Unit. A 4-credit course normally has 14 Units. In Two Year PG Programme, there will be 26 Courses. The discipline specific courses will be explicitly attributed to this programme. The rest can be apportioned depending on the learners' enrolment and number of units to be printed.
- b. Printing Cost per Unit of SLM: Rs. 69. However, this also depends on the print number as scale related advantage of cost is normally availed.

9.2 Programme Delivery Cost:

The SLMs prepared have to be delivered to various study centres located at the far-flung remote areas. On an average, the University delivers about 2.2 KGs of study materials per student. The cost of delivery of 1 KG of such material is Rs.60. Accordingly, depending upon the number of candidates; the cost for the PG Programme in Hindi will be provisioned by the University. The office of the Finance Officer has calculated the delivery cost of SLM per student at Rs. 132.00. Moreover, there will be apportionable expenditures on providing LMS based services for which a detailed exercise will be required.

9.3 Programme Maintenance Cost:

The University will keep financial provision for organizing stake holders' meetings, counselling workshops etc. as per the Academic Plan and Academic Calendar approved by the Academic Council of the University. The workshops conducted by the University will not only benefit the learners of the programme, but will also benefit the learners of other programmes. The University will also bear the cost of organizing the meetings of Committee on Courses, School of Studies, Academic Council etc. and also for supply of additional study materials if required for improving the quality of the programme. Moreover, the University will keep on investing in developing the IT infrastructure so that the learners can benefit from the ICT enabled programme.

The cost calculated by the office of Finance Officer as regards maintenance of Arts programmes- is Rs. 1,750.00. The figures as indicated above will be applicable for the PG Programme in Hindi of the University. The University will keep adequate financial provision for development, delivery, and maintenance of the programme presented as per the Programme Project Report.

10. QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAMME OUTCOMES

10.1 Quality Assurance Mechanism:

With regard to quality assurance of all the Programmes of the University including the Two Year Postgraduate Programme in Hindi, the University is involved in the following activities:

- The programme design and structure are decided upon after a series of discussions and deliberations with a team of a few carefully chosen subject experts, who are mostly eminent scholars and professionals from the reputed institutions of higher education. Formed with due approval from the University authority, this Committee on Courses is helped by the in-house discipline and School faculties while preparing the framework of the programme. The University adopts Learning Outcome Based Curriculum Framework for its 3 and/or 4 years UG and 1 and/or 2 years PG programmes. For implementation of NEP 2020, the University has networked with IGNOU, State Open Universities in India and other Universities in Assam by organizing workshops and participating in various meetings and seminars. Inputs from these discussions were used as quality benchmarks in designing the academic programmes.
- The University has a SLM Policy which is followed in development of SLM. (Link: <http://dlkhsou.inflibnet.ac.in/jspui/handle/123456789/825>) SLM Audit is a regular feature of the University which is conducted by CIQA. The course material writers and content editors are mostly in academics from reputed higher educational institutions. SLMs are distributed through a well laid down mechanism to all the learners by a mix of modes. Moreover, eSLM has been made available. Like the SLM Policy, the University has adopted University wide approaches for development of policies, Strategic Action Plan and their implementation.
- CIQA takes care of the following among others to enhance the quality of the various facets of the University:
 - Counsellors' workshops
 - Stakeholders' meetings

- Feedback responses from the learners from various programmes
- SLM Audit
- In order to keep the Two-Year Postgraduate Programme in Hindi updated, the programme would be revised and necessary changes would be incorporated for the benefit of the learners, based on the inputs received from the mechanism as mentioned above. Learners' and stakeholders' feedback is regularly collected and based on that, remedial measures and improvement mechanisms are worked out.

10.2 Expected Programme Outcome:

After completing the programme, the learner will be able to

- Learn the history and recent trends of Hindi literature, language and culture
- Develop basic ideas of Hindi language and grammar in the context of contemporary linguistics.
- Grasp the history and trends of Hindi criticism and Literary Theory
- Enumerate the trends of Hindi poetry, drama, novel, and prose since inscriptions.
- Learn about the Hindi Language within the greater ambit of Indian literature, language and Culture.
- Explore the underlying spirit in the works of the selected authors.
- Develop their communicative skills and research abilities, as well as cross-disciplinary and interdisciplinary thinking.
- Seek employment opportunities in the media sector, in the field of translation.
- Pursue academic research in future.
- Enhance the capabilities to involve in creative-writing.
- Acquire the qualification to apply for various competitive examinations and career advancement examinations.

11. DETAILS OF THE SYLLABUS (PROGRAMME WISE) WITH UNITS

Annexure I: Detailed Syllabus of the MA in Hindi Programme

Annexure II: Guidelines for Seminar/Presentation of PG Programme in Hindi

Annexure III: Guidelines for Project/Dissertation of PG Programme in Hindi

Annexure IV: Common Basket of Ability Enhancement Courses (AECs) and Value-Added Courses (VACs) for PG Programmes

Annexure V: Course wise Faculty allotment of PG Programme in Hindi

Annexure I: Detailed Syllabus of the PG Programme in Hindi

**KRISHNA KANTA HANDIQUI STATE OPEN
UNIVERSITY**

Detailed Syllabus

MASTER OF ARTS IN HINDI



May 2024

Discipline Specific Core

SEMESTER 1

COURSE 1:

HINDI SAHITYA KA ITIHAS (ADIKAAAL AUR BHAKTIKAAL)

This course shall provide an idea of the significant developments in Hindi Socio-political thoughts, Religion, Hindi language and cultural history from Adikaal and Bhaktikaal, where the seeds of Hindi literature were sown. The purpose of this course is to familiarise the learners with the conditions under which the Hindi authors were constrained to write and publish their works. The learners in this course will get a brief overview of the different periods of Hindi literary history with references to the important authors and their works.

Learning Objectives: The objectives of the course are to:

- trace the various historical periods in the history of Hindi Literature and language.
- highlight the characteristics of these historical periods together with its impact and influence on the development of Hindi Literature
- provide the learners an idea on the various literary forms, features and practices in each historical period
- familiarise the learner with some of the major works and writers of each historical period

Learning Outcomes: After going through the course, the learner will be able to:

- identify the precise timeline in the history of Hindi Literature
- gain a detailed insight into each of the historical periods, defining literary practices and their practitioners
- relate literary movements to literary situations
- appreciate the history of Hindi Literature in totality

COURSE 1

HINDI SAHITYA KAA ITIHAS (ADIKAAAL AUR BHAKTIKAAL)

Unit 1: HINDI SAHITYETIHAS DARSHAN

Itihas arth ewn swarup, itihas darshan ki ruprekha, hindi sahitya itihas ki parampara.

Unit 2: HINDI ITIHAS KA KAAL WIBHAJAN AUR NAAMKARAN

Hindi itihas ka kaalwibhajan, kaalwibhajan ke adhar, naamkaran ewn simankan.

Unit 3: ADIKAAAL

Prishtbhumi, adikaal ko kisne kya naam diya, adikalin sahityik prawrittiyan, sahityik upalabdhiyan

Unit 4: RASO SAHITYA

Raas aur raaso shabd se taparya, raaso shabd ki wyutpatti, pramukh raso grant hewn unke rachayita.

Unit 5: BHAKTIKAAL

Bhakti andolan udbhav-vikas, bhakti andolan sambandhi mat, bhaktikalin paristhitiyan, bhaktikalin shakhaon ka samanya parichay, bhaktikaal ka wargikaran.

Unit 6: SANT KAVYA

Sant kawya parampara aur pramukh kavi.

Unit 7: SUPHI KAVYA

Suphi kawya parampara aur is sampraday ke pramukh kavi, suphi kawya ki prawrittiyan ewn wisheshatayen.

Unit 8: KRISHNA KAVYA

Krishna kavya-samanya parichay, Krishna kavya parampara, Krishna kavya ki pramukh prawrittiyan, ashtchaap.

Unit 9: KRISHNA KAVYA PARAMPARA ME SURDAS

Hindi krishnakavya parampara aur sur ka kavya, sur ke kavya me srahridayata aur bhawukta

Unit 10: KRISHNA BHAKTI AUR WIBHINN SAMPRADAY

Wallabh sampradaya, nimwark sampradaya, radhwallabh sampradaya, sakhi sampradaya, cheitanya sampradaya, sampradaya nirapeksh kavi.

Unit 11: RAAM KAVYA

Raam kavya-samanya parichay, raambhakti kavya ke pramukh kavi aur rachanayen, raamkavya parampara aur prawrittiyan.

Unit 12: RAAMBHAKTI KAVYA PARAMPARA ME TULSIDAS

Tulsi ki bhakti bhawana, raamkavya parampara me tulsi ka sthan.

Unit 13: KRISHNA KAVYA AUR RAAMKAVYA ME SAMYA-WEISHAMYA

Dono kavya ki mahatwa, samaya-weishamya.

Unit 14: BHAKTIKALIN ANYA KAVYA PRAWRITTIYAN

Veer kavya, prawandhatmak charitkavya, nitikavya, ritikavya.

Reading List:

- HINDI SAHITYA KA ITIHAS- DR. NAGENDRA (SAMPA). NATIONAL PUBLISHING HOUSE, NAYEE DILLI
- HINDI SAHITY KA ITIHAS- ACHARYA RAAMCHANDRA SHUKLA, NAAGRI PRACHARINI SABHA, WARANASI.
- HINDI SAHITY KA WEIGYANIK ITIHAS- DR. GANPATI CHANDRA GUPAT, PRABHAT PRAKASHAN, NAYEE DILLI.
- HINDI SAHITYA KI BHUMIKA- HAJARI PRASAD DWIWEDI, RAAJKAMAL PRAKASHAN, DILLI.
- HINDI SAHITYA KA ADIKAAL- ACHARYA HAJARI PRASAD DWIWEDI, BIHAR, RASHTRABHASHA PARISHAD, PATNA.
- BHAKTIKAVYA I BHUMIKA- PREMSHANKAR, RADHAKRISHNA PRAKASHAN, NAYEE DILLI.

- MADHYAKALIN KAVYA ; CHINTAN AUR SANWEDANA- KARUNASHANKAR UPADHYAYA, RADHAKRISHNA PRAKASHAN, NAYEE DILLI.

COURSE 2: BHASHAVIGYAN

This Course deals with the Hindi Language. Linguistics and grammar are totally different. In grammar, functional study of a language is done, whereas a linguist goes beyond this and makes a very comprehensive study of the language. Nowadays, among the many subjects of study, special importance is being given to Linguistics. Linguistics studies language scientifically, considering it as language.

Learning Objectives: The objectives of the course are to:

- Provide the learner with the scope of linguistic analysis of the form, meaning and context of language.
- Study scientifically and analytically the origin, form, development of the Hindi language.
- Gain a deeper understanding of how language works and describe and understand the structure of human languages.

Learning Outcomes: After going through the course, the learner will be able to:

- Understand the development Linguistics and its related branches.
- Identify the theoretical aspects of Linguistics.
- Develop knowledge about various contexts of Hindi language.

Unit 1: BHASHAVIGYAN KI PARIBHASHA EWN SWARUP

Bhashavigyan ka arth, paribhasha, bhashavigyan ka swarup, bhashavigyan ke Adhyayan se labh

Unit 2: BHASHA KE WIWIDH RUP AUR BHASHA PARIWARTAN KE KARAN

Bhasha ke wiwidh rup, bhasha pariwartan ke karan, bhasha pariwartan ki dishayen

Unit 3: BHASHA SANRACHANA

Bhasha sanrachana ka swarup, bhasha weigyanikon ki bhasha sambandhi manyataten, bhasha sanrachana ki visheshatayen.

Unit 4: BHASHA VIGYAN KI WEIGYANIKATA

Kala aur wigyan ka sambandh, bhashavigyan kala hai ya wigyan, bhasha wigyan ki weigyanikta.

Unit 5: BHASHAVIGYAN KA KSHETR EWN PRAMUKH ANG

Bhashavigyan ka kshetr, bhashavigyan ke wiwidh mukhya ang, bhashavigyan ke goun ang

Unit 6: BHASHAVIGYAN KI SHAKHAYEN

Samajvigyan, anuprayukt bhashavigyan, kamputeshanal bhashavigyan, manobhashavigyan, etihatik bhashavigyan, tulnatmak bhashavigyan.

Unit 7: BHASHAVIGYAN KE ADHYAYAN KI WIBHINN PADDHATIYAN

Warnanatmak paddhatiyan, etihatik ya kaalkramik paddhatiyan, tulnatmak paddhatiyan, sanrathanatmak (gathanantmak paddhatiyan, bhashavigyan ke prayogatmak paddhatiyan.

Unit 8: BHASHAVIGYAN KE SATH WIBHINN MANAWIYA VIGYANON KA SAMBANDH

Manowigyan, itihatik, bhugol, samajvigyan, wyakaran, darshanshastr

Unit 9: SWANVIGYAN

Itihatik, swanvigyan ka swarup aur iski shakhayen, swanik pariwartan ke karan.

Unit 10: SWANIMVIGYAN

Swanimvigyan ki awadharana, swanim ke bhed, swanim pariwartran ke karan.

Unit 11: RUPVIGYAN

Rup ya padvigyan ka art hewn paribhasha, rupvigyan ke prakar, rup pariwartan ke karan, ruppariwartan ki dishayen.

Unit 12: WAKYAVIGYAN

Wakya ki awadharana, wakya ki awashyakatayen, wakya kea ng, wakya ke bhed, wakya pariwartan ke karan

Unit 13: ARTHVIGYAN

Arth ka vikas tatha arth pariwartan ki dishayen,

Unit 14: SHEILYVIGYAN

Sheily ki awadharana, sheilyvigyan ki awadharana, shelyvigyan se taparya, shelyvigyan ke tatw, shelyvigyan ki dharanayen

Reading List:

- SAMANYA BHASHAVIGYAN- BABURAAM SAKSENA, HINDI SAHITY SAMMELAN, ILAHABAD,
- BHASHAVIGYAN KI BHUMIKA- ACHARYA DEWENDRANATH SHARMA, ANUPAM PRAKASHAN, PATNA
- BHASHAVIGYAN EWN BHASHASHASHTR- DR. KAPILDEV DWIWEDI, WISHWAWIDYALAY PRAKASHAN, WARANASI
- SHEILYVIGYAN- BHOLANATH TIWARI, SHABDKAR, DILLI.
- SHEILYVIGYAN- DR. NAGENDR, NESHANAL PUBLISHING HOUSE, NAYEE DILLI.
- BHASHAVIGYAN AUR SHEILYVIGYAN- DR. SHAMBHUNAATH DWIWEDI, HINDI BOOK CENTER, NAYEE, DILLI.
- WAKYA-SANRACHANA AUR WISHLESHAN: NAYE PRATIMAN- BADRINATH KAPUR, RADHAKRISHN PRAKASHAN, NAYEE DILLI.

COURSE 3:

BHARATIYA KAVYASHASTRA

‘Kavyashastra’ is the philosophy and science of poetry and literature. This is a sum of knowledge of the theories that have emerged from time to time on the basis of analysis of poetic works. This course will bring forth the theory of Indian poetics.

Learning Objectives: The objectives of the course are to:

- Provide students with knowledge about the nature of Indian poetics, purpose of poetry and teaching of poetry.
- Provide knowledge about poetry and the opinions and thoughts of various scholars

Learning Outcomes: After going through the course, the learner will be able to:

- Understand the theory of Indian poetics.
- Identify the different aspects related to the soul of poetry.
- Gain exposure on the long tradition of Indian poetics.

Unit 1: KAWYA KA SWARUP

Kawya paribhasha ewn swarup, kawya ke bhed

Unit 2: KAWYA KA LAKSHAN

Sanskrit kawya lakshan, angreji kawya lakshan, hindi kavya lakshan.

Unit 3: KAWYA HETU

Kawya hetu, kawyahetu sambandhi widwanon ke mat

Unit 4: KAWYA PRAYOJAN

Kawya prayojan, kawya prayojan sambandhi widwanon ke mat

Unit 5: RAS KI AWADHARANA EWN SWARUP

Ras ka swarup, ras ke awataw

Unit 6: RAS NISHPATTI EWN WIWIDH ACHARYON KE MAT

Ras nishpatti, ras nishpatti sambandhi acharyon ke mat

Unit 7: SADHARANIKARAN

Sadharanikaran kya hai ? sadharanikaran sambandhi widwanon ke mat

Unit 8: ALANKAR SIDDHANT AUR PRAMUKH STHAPANAYEN

Awadharana ewn swarup, alankarwadi Acharya aur unki sthapanayen

Unit 9: ALANKARON KE BHED

Alankar ki wargikaran- shabdalkar, arthalankara, ubhayalankar

Unit 10: RITI SAMRADAY

Riti ki awadharana, riti sampraday ki pramukh sthapanayen.

Unit 11: WAKROKTI SAMPRADAY

Awadharana ewn swarup, wakrokkti bhed, wakrokkti ewn abhiwyanjana

Unit 12: DHWANI SAMPRADAY

Dhwani swarup ewn awadharana, dhwani sampraday ke vikas aur unke prawartak

Unit 13: DHWANI KAWYA KE BHED

Shabdshakti, dhwanikawya ke bhed

Unit 14: OUCHITYA SAMPRADAY

Swarup, pramukh sthapanayen, ouchitya bhed

Reading List:

- KAWYASHASHTRA- DR. BHAGIRATH MISHRA, WISHWAWIDYALAY PRAKASHAN, WARANASI.
- KAWYALOCHAN- OMPRAKASH SHARMA 'SHASTRI', ARYA BOOK DIPO, DILLI.
- KAWYADARPAN- RAAMDHIN MISHRA, SAHITYBHAWAN, ILAHABAD.
- BHARATIYA KAWYASHASTRA (BHAG-1 AUR BHAG 2)- BALDEV UPADHYAY, CHOUKHMBHA PRAKASHAN, WARANASI.
- RAS SIDDHANT- DR. NAGENDR, NATIONAL PUBLISHING HOUSE, DILLI.
- ALANKAR DHARANA; VIKAS AUR WISHLESHAN- SHOBHAKANT MISHRA, BIHAR GRANTH AKADAMI, PATNA.

SEMESTER 2**COURSE 4:****HINDI SAHITYA KA ITIHAS (RITKAAL AUR ADUNIKKAAL)**

This course shall provide an idea of the significant developments in Hindi Socio-political thoughts, Religion, Hindi language and cultural history from Ritkaal and Adhunik Kaal, where the Hindi literature, along with poetry, prose literature also started developing. The purpose of this course is to familiarise the learners with the conditions under which the Hindi authors were constrained to write and publish their works. The learners in this course will get a brief overview of the different periods of Hindi literary history with references to the important authors and their works.

Learning Objectives: The objectives of the course are to:

- Trace the various historical periods in the history of Hindi Literature and language.
- Highlight the characteristics of these historical periods together with its impact and influence on the development of Hindi Literature
- Provide the learners an idea on the various literary forms, features and practices in the specified historical period
- Familiarise the learner with some of the major works and writers of each historical period

- Analysing the development of Khariboli Hindi.

Learning Outcomes: After going through the course, the learner will be able to:

- Understand the origin of the Hindi language and literature.
- Understand the basis of the classification of Hindi literature.
- Relate the literary movements to intellectual and social situations and contexts
- Appreciate the history of Hindi Literature in totality

Unit 1: RITIKAAL

Riti shabd ki wyakhya, ritikaal ki prishtbhumi, ritikalin prawrittiyan

Unit 2: RITIKAAL KE KAVIYON KA WARGIKARAN

Ritikaal ka namkaran, ritikalin kaviyon ka wargikaran

Unit 3: RITIKAALIN GADYA SAHITYA AUR UPALABDHIYAN

Ritikaalin gadya sahitya- brajhasha gadya, khadiboli gadya, dakkhini gadya, rajasthani gadya, Awadhi gadya, ritikalin upalabdhiyan.

Unit 4: HINDI SAHITA KA ADHUNIK KAAL

Adhunik kaal ki awadharana, upwibhag, paristhitiyan

Unit 5: BHARATENDU YUG (PUNARJAGARAN KAAL)

Bharatendu yug, bharatenduyugin kawyon me nihitwibhinn prawrittiyan, pramukh kavi.

Unit 6: DWIWEDIYUG (JAGARANSUDHAR KAAL)

Dwiwediyug aur iski wibhinn prawrittiyan, pramukh kavi, anya kavi.

Unit 7: CHAYAWAD

Chayawadi kavya ki prawrittiyan, chayawadi kaviyon ka wyaktitwa ewn krititw.

Unit 8: PRAGATIWAD

Pragatiwad se taparya, wisheshata, pramukh kavi aur unki rachanayen

Unit 9: PRAYOGWAD

Prayogwad se taparya, wisheshata, pramukh kavi aur unki rachanayen

Unit 10: NAYEE KAVITA

Nayee kavita se taparya, nayee kavita ki pramukh prawrittiyan ewn wisheshataen, pramukh kaavi aur rachana

Unit 11: NATAK SAHITYA EWN EKANKI SAHITYA

Natak sahity ka udbhaw ewn vikash, ekanki sahitya ka udbhaw ewn vikash

Unit 12: UPANYAS EWN KAHANI SAHITYA

Upanyas sahity ka udbhaw ewn vikash, kahani sahitya ka udbhaw ewn vikash

Unit 13: NIBANDH EWN AALOCHANA

Nibandh sahitya ka udbhaw ewn vikash, aalochana sahitya ka udbhaw ewn vikash

Unit 14: GADYA SAHITYA KI ANYA WIDHAYEN

Sansmaran, rekhachitr, jiwani sahitya, atmkatha, yatra writ, riportaj

Reading List:

- HINDI SAHITYA KA ITIHAS- DR. NAGENDRA (SAMPA). NATIONAL PUBLISHING HOUSE, NAYEE DILLI
- HINDI SAHITYA KA ITIHAS- ACHARYA RAAMCHANDRA SHUKLA, NAAGRI PRACHARINI SABHA, WARANASI.
- HINDI SAHITYA KA WEIGYANIK ITIHAS- DR. GANPATI CHANDRA GUPAT, PRABHAT PRAKASHAN, NAYEE DILLI.
- HINDI SAHITYA KI BHUMIKA- HAJARI PRASAD DWIWEDI, RAAJKAMAL PRAKASHAN, DILLI.

COURSE 5:**PASCHATYA KAVYASHASTRA**

This course introduces the learners to the theories of western scholars. 'Kavyashastra' is the philosophy and science of poetry and literature. This is a sum of knowledge of the theories that have emerged from time to time on the basis of analysis of poetic works.

Learning Objectives: The objectives of the course are to:

- Discuss the nature of western poetics, purpose of poetry and teaching of poetry.
- Familiarise the knowledge about poetry and the opinions and thoughts of various scholars

Learning Outcomes: After going through the course, the learner will be able to:

- Understand the theory of western poetics.
- Get acquainted with the things related to the soul of poetry.
- Gain exposure to the long tradition of western poetics.

Unit 1: PASCHATYA KAVYASHASTR KA SWARUP EWN VIKAS

Arth ewn paribhasha, paschatya kavyashastr ka vikaskram

Unit 2: MADHYAYUGIN- KALAA-SAHITYA-CHINTAN

Dante, ruso, talstay, henri

Unit 3 : ADHUNIK YUGIN KALAA-SAHITYA-CHINTAN

Lenin, phrayad, martin, hedegar

Unit 4 : ANUKARAN SIDDHANT

Pleto samanya parichay, kawyadrishti, anukaran siddhant

Unit 5 : TRASDI SIDDHANT

Arastu samanya parichay, trasdi siddhant

Unit 6 : SAMPRESHAN SIDDHANT

Samanya parichay, sampreshan- arth, paribhasha, siddhant ki mulbhut baten

Unit 7 : ABHIWYANJANAWAD SIDDHANT

Kroche ka parichay, abhiwyanjana siddhant

Unit 8 : NIWEIYAKTIKATA SIDDHANT

T.S. eliot ka samanya parichay, niweiktikata siddhant

Unit 9 : SWACHANDATAWAD (ROMANTISIOM)

Swarup, wisheshataen, prabhaw

Unit 10 MARKSHWAD

Swarup, wisheshata, prabhaw

Unit 11 : PRATIKWAD

Swarup, wisheshata, prabhaw

Unit 12 : KALAAWAD

Swarup, wisheshata, prabhaw

Unit 13 : ASHTITWWAD

Swarup, wisheshata, prabhaw

Unit 14 : SAMKALIN AWADHARANAAYEN

Nayee samiksha, phantasi, mithak, Pratik, bimb

Reading List:

- Paschatya kavyashastr- Dr. Bhagirath Mishra, wiswavidyalaya prakashan waranasi.
- Paschatya kavyashastr- Acharya devendranath sharma, national publishing house, nayee dilli.
- Bharatiya tatha paschatya kavyashastra ka sankshipat wiwechan- Dr. Satyadev Choudhary aur Dr. Shantisawrup Gupt.
- Paschatya sahitya chintan- Dr. Nirmala Jein aur kusum banthiya, radhakrishn prakashan, nayee dilli.
- Paschatya kawyachintan- karunashankar upadhyaya, radhakrishn prakashan, nayee dilli.

COURSE 6:
HINDI BHASHA AUR LIPI

Language and script have played an important role in civilizing humans. In this course, the learners will be introduced to the Hindi Bhasha and Lipi.

Learning Objectives: The objectives of the course are to:

- Provide a detailed idea on the detail about Hindi language script and grammar.
- Acquaint the learners with some of the major critical texts and theories in the field of Hindi bhasha.
- Identify the various elements of Hindi language and script.

Learning Outcomes:

After going through the course, the learner will be able to:

- Understand the different roles of language.
- Familiarise with the nature of language and encourage the learners to state the central theme in their own words.
- Understand the need and importance of language and script.

Unit 1: HINDI BHASHA KA ETIHASIK VIKASKRAM

Prachin bharatiy aryabhasha, madhyakalin bharatiya aryabhasha, adhunik bharatiya aryabhasha.

Unit 2: HINDI BHASHA KA BHOUGALIK WISTAR

‘Hindi’ka abhipray, swarup ewn wyawahar kshetra, paschimi ewn purwi hindi ki boliyon ka parichay aur wisheshatayen.

Unit 3: KADIBOLI KI UTPATTI

swarup, adhunikalin lekhak, khadiboli gadya ka vikas.

Unit 4: RASTRABHASHA KE RUP ME HINDI

Rashtabhasha se taparya, hindi me rashtrabhasha banne ki kashamata, rashtrabhasha pad par hindi ki mantayata, rasthabhasha ke rup me hindi ki samsyaen aur sambhawanayen.

Unit 5: LIPI KI UTPATTI AUR VIKAS

Chitralipi, sutralipi, pratikatmak lipi, bhawmulaklipi, brahmilipi, kharoshthilipi, devnagarilipi

Unit 6: DEVNAGARILIPi

Devnagarilipi ki visheshatayen, devnagari lipi ki dosh aur gun.

Unit 7: HINDI DHWANIYAN

Hindi dhvaniyo ka vikaskram, wargikaran ka mukhya siddhant, dhvani pariwartan ke mukhya karan.

Unit 8: HINDI SHABDSAMUH

Bharatiyan arya-anarya bhashaon ke shabd, wideshi bhashaon ke shabd aur shabd pariwartan ke karan.

Unit 9: HINDI KE KARAK CHIHN (PARSARG)

Prakar aur vibhaktiyan, karak lakshan, karak chihnon ki wyutpatti.

Unit 10: HINDI KE SARWANAM

Samanya parichay, sarwanam ke prakar, sarwanam ka prayog

Unit 11: HINDI KE WISHESHAN AUR KRIYAYEN

Swarup, wyutpatti, hindi ke kriya-pad.

Unit 12: HINDI UPSARG

Art hewn paribhasah, shabd nirman prakriya me upsarg ka mahatw, hindi me prayukt honewale upsargon ka wistrit parichay.

Unit 13: HINDI PRATYAY AUR SAMAS

Arth ewn paribhasa, pratyayon ke prakar, samas ka art hewn bhed

Unit 14: HINDI ME LING PARIWARATAN KE KARAN

Samanya parichay, hindi bhsha me ling ki jatilata

Reading List:

- HINDI BHASHA- DR BHOLANATH TIWARI, KITABMAHAL, ILAHABAD.
- HINDI BHASHA KA ITIHAS- DR. DHIRENDR VARMA, HINDUSTANI AKADAMI, ILAHABAD.
- HINDI BHASHA : SANRACHANA AUR PRAYOG- DR. RABINDR SHREEWASTAW, NATIONAL PUBLISHING HOUSE, NAYEE DILLI.
- HINDI BHASHA : ITIHAS AUR SWARUP- RAAJMANI SHARMA, WANI PRAKASHAN, NAYEE DILLI.
- HINDI BHASHA UDBHAW AUR VIKAS- DR. UDAYNARAYAN TIWARI, BHARATI BHANDAR, ILAHABAD.
- HINDI WYAKARAN- P. KAMAKHYAPRASAD GURU, NAGRI PRACHARINI SABHA, WARANASI.
- HINDI BHASHA KA VIKAS- ACHARYA DEVENDRANATH SHARMA AUR RAAMDEV TRIPATHI, RADHAKRISHNA PRAKASHAN, NAYEE DILLI.
- HINDI BHASHA AUR NAGARILIPi- LAKSHMIKANT VARMA, HINDUSTANI AKADAMI, ILAHABAD.

SEMESTER III

COURSE 7:

HINDI ALOCHANA EWN ADHUNIK VIMARSH

In the 19th century, along with the development of Khariboli Hindi prose, the process of emergence and development of criticism begins. Through this Course, various aspects of criticism as well as adhunik vimarsh will be discussed.

Learning Objectives: The objectives of the course are to:

- Introduce the learners to the historicity of Hindi criticism.
- Develop critical sense.
- Introduce strategies for analysing composition.

Learning Outcomes: After going through the course, the learner will be able to:

- Discuss the various aspects and to enable investigation into the relationship between criticism and society.
- Come face to face with modern new promises and relationship between the Hindi alochana and vimarsh
- Develop critical aptitude and reflexive thinking

Unit 1: ALOCHANA KA SWARUP EWN VIKASH

Alochanaa Arth ewn paribhasaha, tatwa ewn prakar.

Unit 2: HINDI ALOCHANA UDBHAW AUR VIKASH

alochana ka udbhaw aur vikash

Unit 3: ALOCHANA KA MAHATW

Alochak ke gun, alochana ki awashyakata aur mahatw

Unit 4: ACHARYA RAAMCHANDRA SHUKL KI ALOCHANATMAK DRISHTI

Shulk ka samnya parichaya, unke alochana drishti aur mahatw

Unit 5: HAJARI PRASAD DWIWEDI KI ALOCHANATMAK DRISHTI

dwiwedi ka samnya parichaya, unke alochana drishti aur mahatw

Unit 6: NANDDULARE BAJPEYI KI ALOCHANATMAK DRISHTI

bajpeyi ka samnya parichaya, unke alochana drishti aur mahatw

Unit 7: RAAMBILAS SHARMA KI ALOCHANATMAK DRISHTI

Raam bilas Sharma ka samnya parichaya, unke alochana drishti aur mahatw

Unit 4: NAMBAR SINGH KI ALOCHANATMAK DRISHTI

Nambar singh ka samnya parichaya, unke alochana drishti aur mahatw

Unit 9: NAGENDRA KI ALOCHANATMAK DRISHTI

nagendr ka samnya parichaya, unke alochana drishti aur mahatw

Unit 10: Unit 4: MARKSWADI ALOCHAK SHIVDAN SINGH CHOUHAN

chouhan ka samnya parichaya, unke alochana drishti aur mahatw

Unit 11: STRI VIMARSH

Swarup aur vikash

Unit 12: DALIT VIMARSH

Swarup aur vikash

Unit 13: ADIWASI VIMARSH

Swarup aur vikash

Unit 14: KINNAR VIMARSH

Swarup aur vikash

Reading List:

- ADUNIK HINDI ALOCHANA KE BIJ- BACCHAN SINGH, VANI PRAKASHAN, 2023.
- ALOCHANA KE PRATYAY, ITIHAS AUR VIMARSH- KANHEIYA SINGH, LOKBHARATI PRAKASHAN, 2020.
- HINDI ALOCHANA- WISHWANATH TRIPATHI, RAAJKAMAL PRAKASHAN, 2012
- HINDI ALOCHANA AUR VICHARDHARA-NAMBAR SINGH, RAJKAMAL PRAKASHAN, 2014.
- DALIT SAHITYA KA SOUNDARYASHASTRA- OMPRAKASH BALMIKI, RADHAKRISHNAPRAKASHAN, NAYEE DILLI, 2001.
- HINDI SAHITYA ME DALIT, ADIWASI AUR STRI VIMARSH, SAMPA- DR. DINIMOL EN. DR. KOCCHURAANI, ADWITI PRAKASHAN,
- HINDI SAHITYA ME KINNAR VIMARSH, SAMPA- DR. SURENDRA SHARMA, MANISH PUBLICATION.

COURSE 8:

UPANYAS SAHITYA

In this Course, Learners are taken through the brief study of the theories of fiction and aspects of fiction writing as well as four representative novelists roughly covering such as—Phanishwar Nath Renu, Premchand, Dharmveer Bharati, Bhishm Chahani.

Learning Objectives: The objectives of the course are to:

- provide an overall idea on the rise of the theories of Fiction
- take up some of the significant and representative novels from Adhunik kaal.
- acquaint the learners with the life and works of the prescribed novelists
- discuss the socio-historical contexts in which these works are situated

Learning Outcomes: After going through the course, the learner will be able to:

- discuss the narrative content and characteristics of the prescribed texts
- discuss the various aspects and narrative elements of the prescribed texts
- relate the socio-historical contexts and times in which these novels were written

- develop critical aptitude and reflexive thinking
- evaluate and provide own critical analyses of the prescribed texts

Unit 1: UPANYAS (Part I)

Artha, swarup, mahatw

Unit 1: UPANYAS (Part II)

upnyas ke pramukh tatwa hindi sahity ke upnyas aur premchand ka awadan.

Unit 3: MELA ANCHAL (Part I)

Upnyaskar renu ka parichay, mela anchal ki kathawastu aur patra parichay.

Unit 4: MELA ANCHAL (Part II)

Anchalikta se taparya aur mela anchal upnyas ki anchalikta

Unit 5: MELA ANCHANL (Part III)

Upnyas me sthit samajik w rajnik sandarbh ewn bhasha- shilp

Unit 6: KARMBHUMI (Part I)

Upnyaskar premchand ka parichay, upnyas ki kathawastu aur samiksha.

Unit 7: KARMBHUMI (Part II)

Karmbhumi upnyas ki mul samasya aur upnyaskar ka uddeshya.

Unit 8: KARMBHUMI (Part III)

Upnyas ki bhasha aur patra parichay

Unit 9: GUNAHO KA DEVATA (Part I)

Upnyaskar ka parichay, upnyas ki kathawastu aur iski samiksha.

Unit 10: GUNAHO KA DEVATA (Part II)

prastut upnyas ki mul sanwedana aur upnyaskar ka uddeshya.

Unit 11: GUNAHO KA DEVATA (Part III)

Upnyas ki bhasha aur ismen nihit narii manodhasha

Unit 12: TAMAS (Part I)

Upnyaskar ka parichay, upnyas ki kathawastu aur samiksha.

Unit 13: TAMAS (Part II)

Tamas upnyas ki mul samasya aur upnyaskar ka uddeshya.

Unit 14: TAMAS (Part III)

Upnyas ki bhasha aur patra parichay

Reading List:

- HINDI UPNYAS KA ITIHAS- GOPAL RAAJ, RAAJKAMAL PRAKASHAN, 2016.
- KARMBHUMI- PREMCHAND-MAPLE PRESS PVT. LTD, 2015.
- MEILA ANCHAL- PHANISHWARNATH RENU, RAAJKAMAL PRAKASHAN, NAYEE DILII.

- GUNAHON KA DEWATA- DHARMWEER BHARATI, BHARATIYA GYANPITH, NAYEE DILLI.
- TAMAS- BHISHM SAHANI, ABHISHEK PRAKASHAN, DILLI.

COURSE 9:
HINDI NATAK AUR EKANKI SAHITYA

This course deals with Hindi Natak and Ekanki, where we have taken four plays and two one-act plays. Here, we will read the dramatic literature as well as critically analyse them in various directions.

Learning Objectives: The objectives of the course are to:

- Discuss the rules and elements of dramas and one act plays
- acquaint the learners with the life and works of the prescribed dramatists
- discuss the socio-historical contexts in which these works are situated

Learning Outcomes: After going through the course, the learner will be able to:

- identify some of the major playwright and dramatists together with their literary contributions
- discuss the content and characteristics of the prescribed plays
- discuss the various dramatic aspects and elements of the prescribed texts
- relate the socio-historical contexts and times in which these plays were written

Unit 1: NATAK KA PARICHAY

Arth, paribhasha, natak ki rachana prakriyan

Unit 2: NATAK KE TATWA

Hindi natak- prakar, pramukh tatwa aur iski wisheshataen,

Unit 3: NATAK AUR RANGMANCH

Natak me rangmanch ki bhumika aur dono ka sambandh

Unit 4: ANDHER NAGARI (Part I)

Kathawastu ki samiksha aur wartaman sandarbh me iski prasangikata.

Unit 5: ANDHER NAGARI (Part II)

Samajik aur rajneitik drishti se natak me nihit wyangatmakta.

Unit 6: AADHE-ADHURE (Part I)

Kathawastu ki samiksha aur madhyawargiya jivan ki trasad sthti.

Unit 7: AADHE-ADHURE (Part II)

Upnyas ke patron ka parichay,

Unit 8: EK AUR DRONACHARYA (Part I)

Kathawastu ki samiksha aur wartaman sandarbh me iski prasangikata.

Unit 9: EK AUR DRONACHARYA (Part II)

Ek aur dronacharya natak ka mul uddeshya aur shikshak jivan ki karun sthitiyon ka waran

Unit 10: ASHADH KA EK DIN (Part I)

Kathawastu aur iski samiksha

Unit 11: ASHADH KA EK DIN (Part II)

Natakiya kala ki drishti se ashadh ka ek din ki samiksha.

Unit 12: NATAK KA PARICHAY

Paribhasha, tatw, swarup.

Unit 13: NATAK AUR EKANKI

Donon me samanta aur antar

Unit 14: DEEPDAAN

Ekankikar raamkumar Varma ka parichay, ekanki ka saransh aur samiksha

Unit 15: SUKHI DAALI

Ekankikar upendra nath ashk ka parichay, ekanki ka saransh aur samiksha

Reading List:

- HINDI NATAK : UDBHAW AUR VIKASH- DR. DASHARATH OJHA, NATIONAL PUBLISHING HOUSE, NAYEE DILLI.
- BHARATENDU HARISCHANDRA KA RACHANA SANCHAR : EK PUNAH MULYANKAN – DR. WEERENDRA SINGH YADAW, SAHITYA RATNAKAR, KANPUR.
- EK AUR DRONACHARYA NATAK- SHANKAR SHESH
- ADHE-ADHURE- MOHAN RAKESH, RADHAKRISHN PRAKASHAN, 2017.
- HINDI NATAK EWN EKANKI- DR, ESHWARYA JHA, SHREE NATRAAJ PRAKASHAN, 2023.

SEMESTER IV

COURSE 10: SHODH PRAWIDHI

This Course is mainly about research techniques which will include issues of research ethics, plagiarism and computer application.

Learning Objectives: The objectives of the course are to:

- Discuss the various aspects of research.
- Acquire knowledge by searching for new facts to discover the truth or to find out the hidden truth.
- Provide welfare to the society and country through good research.

Learning Outcomes:

After going through the course, the learners will be able to:

- Solve practical problems related to research
- Provide direction to human knowledge and develop and refine knowledge base.

Unit 1: SHODH ARTH EWN PARIBHASHA

Art hewn paribhasha

Unit 2: SHODH SWARUP

Swarup aur prayujan

Unit 3: SHODH KI AWASHYAKATA

Uddeshya, mahatw aur awashyakata

Unit 4: SHODH PRAKAR

Eitihaskta, tulanatmak, warnanatmak, wyawaharik, bhashaweigyanik, anusandhan, kshetr Adhyayan.

Unit 5: TULANATMAK SHODH

Swarup, mahatw, dishayen, samasyayen

Unit 6: KSHETRA ADHYAYAN KI CHUNOUTIYAN

Kshetra Adhyayan ki subidha aur chunoutiya

Unit 7: SAHITYIK ANUSANDHAN AUR WEIGYANIK ANUSANDHAN

Sahityik anusandhan aur weigyanik anusandhan ki bhumika, donon me samanat aur weisamya

Unit 8: SHODH ME PRASHNAWALI EWN SAKSHATKAR

Prashnawali ki rachana, prayog, prashnawali ke dosh, sakshatkar swarup ewn awadharana.

Unit 9: ANUSANDHAN ME SATYATA AUR PARIKSHAN

Anusandhan me tathyon ka parikshan, ewn styata

Unit 10: SHODH PRAKRIYA KE CHARAN

Uddeshya ki pahachan, shodh yojana teiyar karana, deta ekatra karan, deta ki wyakhya karana, nishkarshon ki riport karna.

Unit 11: SHODH-SANKALPANA

Shodh awadharana ya sankalpan, anusandhan me prakkalpana ki bhumika

Unit 12: SHODH KE AWASHYAK TATWA

Shodh pariyojana pratiwedan (riport), computer ki upayogita aur mahatwa.

Unit 13: SHODH KE AWASHYAK TATWA

Intarnet, email, blog lekhan, e- library, Microsoft word, power-point

Unit 14: SHODH KE AWASHYAK TATWA

Library, hindi bhasha aur sahyt- sambandhi websait, patrikayen, e-patrikayen

Reading List:

- Shodh paddwati- c.r. Kothari, new age international publishers, 2023.
- Shodh prawidhi- winayamohan shrma, national paperbacks, 2023.
- Shodh- murlidhar keirnaar, rajhns prakashan, 2015.

COURSE 11:**TULNATMAK BHARATIYA SAHITYA: ASAMEEYA**

Finding unity in diversity is the main objective of comparative study. In this course, we will study Assamese literature from comparative perspective.

Learning Objectives: The objectives of the course are to:

- provide a detailed discussion on some of the significant theoretical trends in Assamese literature.
- explore texts and ideas across the barriers of language, temporality and discipline within contemporary educational practices.

Learning Outcomes: After going through the course, the learner will be able to:

- identify some of the major writers, poetics in Assamese literature.
- Discuss the critical approaches to various theoretical concepts and ideas
- develop critical and reflective thinking

Unit 1: TULNATMAK SAHITYA

Arth, tatw aur siimayen

Unit 2: TULNATMAK SAHITYA KI PRAYOGRITI AUR WISHESHATAYEN

Tulnatmak sahyt ki prayog riti aur wisheshateyn

Unit 3: TULNATMAK BHARATIYA SAHITYA KI AWASHYAKATA

Tulnatmak bhartiya sahitya se labh aur awashyakataen

Unit 4: UDBHAWKALIN ASAMEEYA SAHITYA

Samanya parichaya- matra sahitya aur Dakar wachan

Unit 5: WEISHNAV YUG

Weishnav yug ka samanya parichay

Unit 6: ASSAMEEYA SAHITYA ME SHANKARDEV

Shankardev samanya parichay, asameeya sahitya me unke awadan

Unit 7: ASSAMEEYA SAHITYA ME MADHAVDEV

madhavdev samanya parichay, asameeya sahitya me unke awadan

Unit 8: BARGEET

Taparya, paribhasha, mahatwa. bhasha

Unit 9: NARAYAN KAHE BHAKATI (MADHAWDEV BARGEET)

Bargeet, shabdarth, saransh

Unit 10: MAN MERI RAAM CHARANE (SHANKARDEV BARGEET)

Bargeet, shabdarth, saransh

Unit 11: BHIKSHA (RAGHUNATH CHOUDHARY KAVITA)

Kvita, shabdarth, saransh

Unit 12: JANAMBHUMI (NALINIWALA DEVI KAVITA)

Kvita, shabdarth, saransh

Unit 13: BINBARAGI (CHANDRA KUMAR AGARWALA KAVITA)

Kvita, shabdarth, saransh

Unit 14: KAN ARO MAN (LAKSHMINATH BEJBARUAR SUTI GALPO)

Mul path aur iski samiksha

Reading List:

- asameeya sahityar samikshatmak itiwritt- dr, satyendra sharma, soumar printing end publishing company, Guwahati.
- Shree shree shankardeva- maheshwar neog, layarsh book stole, Guwahati.
- Mahapurush shree shree madhawdev- dr. bhupendra raaychoudhary (smpa), barpeta satra.
- Samajik prishtbhumi sahit asam ke bargeet- baapchand mahant, swargiya kamal kumaari barua trustfand, Jorhat.

COURSE 12:
HINDI KA KAHANI SAHITYA

This course deals with different aspects of Hindi Story-literature by reading ten selected stories. In this course, students will be introduced to the emerging understanding of life and the sensitivities as reflected in those stories.

Learning Objectives: The objectives of the course are to:

- Introduce students to various writers and their works through Hindi story literature.
- Create critical relationship building among people through stories.
- Develop understanding of Indian literary traditions.

Learning Outcomes: After going through the course, the learner will be able to:

- Develop the power of imagination
- Gain a detailed idea on the life and works of the selected Hindi story writers.
- Develop reasoning power for building good character in the learners.

Unit 1: HINDI KAHANI

Artha, swarup, paribhasah.

Unit 2: KAHANI KA WARGIKARAN

Wargikaran ouchitya aur simayen.

Unit 3: KAHANI KE SIDDHANT

Bhashik sanrachana, kahani tatw aur wastu, shilp.

Unit 4: KAHANI KA WARGIKARAN

Wargikaran ouchitya aur simayen

Unit 5: SIPH KI DAWAT

Kahanikar ka parichaya, mul kahani, kahani ki samiksha.

Unit 6: USNE KAHA THA

Kahanikar ka parichaya, mul kahani, kahani ki samiksha

Unit 7: APNA APNA BHAGYA

Kahanikar ka parichaya, mul kahani, kahani ki samiksha

Unit 8: PARINDE

Kahanikar ka parichaya, mul kahani, kahani ki samiksha

Unit 9: EK TOKDI BHAR MITTI

Kahanikar ka parichaya, mul kahani, kahani ki samiksha

Unit 10: JAHAN LAKSHMI KEID HAIN

Kahanikar ka parichaya, mul kahani, kahani ki samiksha

Unit 11: LAAL PAAN KI BEGAM

Kahanikar ka parichaya, mul kahani, kahani ki samiksha

Unit 12: THAKUR KA KUNAA

Kahanikar ka parichaya, mul kahani, kahani ki samiksha

Unit 13: KANON ME KANGANA

Kahanikar ka parichaya, mul kahani, kahani ki samiksha

Unit 14: BHEDIYE

Kahanikar ka parichaya, mul kahani, kahani ki samiksha

Reading List:

- Kahani : nayee kahani- dr. dinesh Prasad singh (smpa), motilal banarasi das dilli.
- Kahanikunj- dr. umakant 'shastri'(smpa), jay bharti prakashan, ilahabad
- Ek duniya samanantar- rajendra yadav(smpa), radhakrishn prakashan, nayee dilli.
- Jahan Lakshmi keid hain- rajendra Yadav, radhakrishn prakashan, nayee dilli.
- Renu ka kathasahitya- dr, suresh Chandra mahoratra, vidya prakasjan, Kanpur.

DSE/Minor/MD/ID

Semester 1 COURSE 1:

HINDI KAVYADHARA (ADIKAAL EWN BHAKTIKAAL)

This Course introduces the learners to the personalities like Sarhapad, Gourakhnath, Kavir, Sur, Tulsi etc. and impart information about their works and contributions.

Learning Objectives: The objectives of the course are to:

- Identify some of the famous Hindi poets and their literary contributions
- Trace the real-life experiences or the thoughts of the writers that find a reflection in the prescribed texts
- Provide a detailed study of the prescribed works of Adikalin and Bhaktikalin poems.
- Discuss the various aspects and characteristics of the prescribed texts.

Learning Outcomes: After going through the course, the learner will be able to:

- Discuss the detailed content and various aspects of the prescribed works of the given poets
- Relate to the relevant contexts, life experiences and reflections that shaped these texts
- Evaluate and provide own critical analyses of the prescribed texts

Unit 1: SARHAPAD- PAD

Sarhapad samanya parichay, dohakosh, mul pad, saransh.

Unit 2: GOURAKH NATH- PAD

gourakhnath samanya parichay, mul pad, saransh.

Unit 3: VIDYAPATI- PAD

Vidyapat samanya parichay, mul pad, saransh.

Unit 4: VIDYAPATI- PAD

Vidyapati bhakt athawa shringarik kavi, mul pad, saransh.

Unit 5: KABIRDAS- PAD

kabir samanya parichay, mul pad, saransh.

Unit 6: KABIRDAS- doha

kabir ski prasangikata, mul pad, saransh

Unit 7: SURDAS- bhramargeet sar

Surdas samanya parichay, mul pad, saransh.

Unit 8: SURRDAS- bhramargeet sar

Sur ke bharmargeet ki wisheshata, mul pad, saransh

Unit 9: TULSIDAS- LAKSMAN PARSHURAAM SANWAD
tulsidas samanya parichay, mul pad, saransh.

Unit 10: TULSIDAS- uttarakand
Tulsi ki bhaktibhawana, mul pad, saransh.

Unit 11: MEERA -pad
Meera samanya parichay, mul pad, saransh.

Unit 12: MEERA -pad
Meera ki kavyagat wisheshataen, mul pad, saransh.

Unit 13: JAYSEE- PADAWALI NAGMATI WIYOG KHAND
Jaysee samanya parichay, mul pad, saransh.

Unit 14: JAYSEE- PADAWALI NAGMATI WIYOG KHAND
Suphi kawya parmpra me aysee ka shan, mul pad, saransh.

Reading List:

- adikalin kavya- dr, wasudev sinh (smpa.), wishwavidyalay prakashan, waranasi.
- Gourakhwani, dr, pitambar badthwal (smpa), hindi sahitya sammelan, prayag.
- Vidyapati padawali- shreeramwriksh benipuri
- Kavir- hajariprasad dwiwedi (smpa.)hindi grathnratnakar kaaryaay, bambai.
- Bhramrgeet saar- Acharya raamchandr shukl (smpa), gopal das, sundar das, sahitya sewasadan, banaras.

Semester 2:

**COURSE 2:
ADHUNIK KAVYA**

In this course will get introduced to the poets of various streams of modern times and their poetry. Where learners will benefit from the poets' sensitivity and knowledge of etiquette of poets.

Learning Objectives: The objectives of the course are to:

- identify some of the famous modern poets and their literary contributions
- trace the real-life experiences or the thoughts of the writers that find a reflection in the prescribed texts
- provide a detailed study of the prescribed works of modern poets
- discuss the various aspects and characteristics of the prescribed texts

Learning Outcomes: After going through the course, the learners will be able to:

- discuss the detailed content and various aspects of the prescribed works of the given poems

- relate to the relevant contexts, life experiences and reflections of the poets that shaped these texts
- Critically analyse the prescribed texts

Unit 1: BHARATENDU (BHARAT BHIKSHA)

Kavi ka wyaktitwa aur kirtitwa, kavita, kavita ka saransh.

Unit 2: MEITHILISHARAN GUPT (PUSHP KI ABHILASHA)

Kavi ka wyaktitwa aur kirtitwa, kavita, kavita ka saransh.

Unit 3: JAYSHANKAR PRASAD (ARUN YAH MADHUMAYA DESH HAMARA)

Kavi ka wyaktitwa aur kirtitwa, kavita, kavita ka saransh.

Unit 4: SUMITRANANDAN PANT (LAHARON KA GEET)

Kavi ka wyaktitwa aur kirtitwa, kavita, kavita ka saransh.

Unit 5: NIRALA (TODTI PATTHAR)

Kavi ka wyaktitwa aur kirtitwa, kavita, kavita ka saransh.

Unit 6: MAHADEVI VARMA (MAIN NIR BHARI DUKH KI BADALI)

Kavi ka wyaktitwa aur kirtitwa, kavita, kavita ka saransh.

Unit 7: NAGARJUN (BADAL KO GHIRTE DEKHA HAI)

Kavi ka wyaktitwa aur kirtitwa, kavita, kavita ka saransh.

Unit 8: HARIWANSHRAAY WACCHAN (ATMPARICHAY)

Kavi ka wyaktitwa aur kirtitwa, kavita, kavita ka saransh.

Unit 9: SHIVMANGAL SINGH 'SUMAN (BARDAN NHIN MANGUNGA)

Kavi ka wyaktitwa aur kirtitwa, kavita, kavita ka saransh.

Unit 10: AGYAY (YAH DWIP AKELA)

Kavi ka wyaktitwa aur kirtitwa, kavita, kavita ka saransh.

Unit 11: MUKTIBODH (SAHASHRA SWIKARA HAI)

Kavi ka wyaktitwa aur kirtitwa, kavita, kavita ka saransh.

Unit 12: KEDARNATH SINGH (PHARK NHIN PADHTA)

Kavi ka wyaktitwa aur kirtitwa, kavita, kavita ka saransh.

Unit 13: BHAWANI PRASAD MISHRA (GHAR KI YAAD)

Kavi ka wyaktitwa aur kirtitwa, kavita, kavita ka saransh.

Unit 14: DHUMIL (ROTI AUR SANSAD)

Kavi ka wyaktitwa aur kirtitwa, kavita, kavita ka saransh.

Reading List:

- ADHUNIK HINDI KAVYA- DR. SATYANARAYAN SINH, WISHWAVIDYALAY PRAKASHAN, WARANASI.
- NISHA NIMANTRAN- HARIWANSH RAAJ BACCHAN, RAAJPAAL AND SONS, 2017
- BHURI-BHURI KHAK DHUL, GAJANAN MADHAW MUKTIBODH, RAAJKAMAL PRAKASHAN, PVT.LTD., NAYEE DILLI.
- PRATINIDHI KAVITAYEN, SAMPA, PARAMANAND SHREEWASTAW, RAAJKAMAL PRAKASHAN, 1985.
- MAN EK MEILY KAMIJ HAI, NAND KISHOR ACHARYA, SAMPA, WADWEVI PRAKASHAN.
- SANSAD SE SADAK TAK (SAMIKSHA EWN WYAKHYA)- DR. GHANASHYAM PREMI, HARISH PRAKASHAN MANDIR.

Semester 3**COURSE 3:****PRAYOJANMULAK HINDI**

The aim of this Course is to provide Learner's practical knowledge related to functional forms of the Hindi language by introducing the learners to various functional aspects of the Hindi language.

Learning Objectives: The objectives of the course are to:

- Provide an introduction to the history of functional Hindi.
- Make the students aware of the specific terminology of (Media, Banks, Railways, Administration, Law, Medicine, Sports etc.) these areas.

Learning Outcomes: After going through the course, the learner will be able to:

- Be aware of various areas of employment related to Hindi and will be able to take steps in that direction.
- Try out the immense possibilities of the world of advertising and translation with the help of Functional Hindi.

Unit 1: HINDI KE WIWIDH RUP

Rashtrabhasha ewn raajbhasha ke rup me hindi, rashtrabhasha aur raajbhasha me antar, matribhasha ke rup me hindi.

Unit 2: HINDI KI SANWEIDHANIK STHITI

Bhartiya sanwidhan me hindi ki sthiti, sanwidhan ke anucched343-351 ka samanya awdharana.

Unit 3: HINDI ME TIPPANIYAN

Taparya, arth, wiseshataeyn.

Unit 4: HINDI ME PATRACHAR

Patrachar ka arth, wiwidh rup, patrachar ke liye awashyak tatwa

Unit 5: SARKARI KARYALAYON ME PRAYUKT HONEWALE PTR

Adesh, gyapan, adhisuchana, pres-wigyapti, niwida

Unit 6: HINDI ME AAWEDAN

Arth, awedan patron ka wargikaran ewn kuch namune

Unit 7: HINDI PATRAKARITA

Patrakarita ka swarup, prakar, hindi patrakarita udbhaw aur wikas

Unit 8: SANKSHEPAN LEKHAN

Arth ewn paribhasha, sankshepsn ka mukhya tatw, sankshepan lekhan- namuna

Unit 9: SAMACHAR LEKHAN KALA

Samachar ke wiwidh rupon par charcha

Unit 10: SANCHAR AUR SAMPRESHAN

Sanchar ka arth, uddeshya aur prakriya, sanchar se taparya ayr patrakarita ke sath iska sambandh.

Unit 11: WIBHINN JANSANCHAR MADHYAMON KA SWARUP

Jansanchar aur janmadhyamon se taparya, iske wiwidh rup, adhunik jansanchar madhyamon ka sankshipt wiwechan.

Unit 12: SHRAWYA MADHYAM REDIYON

Rediyon patrakarita ki alochan, rediyon-lekhan ki wisheshatayen

Unit 13: WIGYAPAN LEKHAN

Arth ewn paribhasha, wigyapan ke prakar, tatwa aur sheliya

Unit 14: DRISHYA-SHRAWYA MADHYAM

Durdarshan ka parichay, vikash, durdarshan samacharon ki wisheshata

Reading List:

- RAJBHASHA HINDI- DR. BHOLANATH TIWARI, PRABHAT PRAKASHAN, DILLI.
- PRAYOJANMULAK HINDI- DR. BINPD GODRE, WANI PRAKASHAN, NAYEE DILLI.
- PRAYOJANMULAK HINDI : SIDDHANT AUR PRAYOG- DR, DANGAL JHALTE, WANI PRAKASHAN, NAYEE DILLI.
- RASTRABHASHA HINDI- RAHUL SANKRITYAYAN, RADHAKRISHNA PRAKASHAN NAYEE DILLI.
- SANCHAR MADHYAMON ME HINDI KA PRAYOG- DR. NANASAHEB GORE, VINAYA PRAKASHAN KANPUR.

Semester 4
COURSE 4: (Option A)
ANUWAD WIGYAN AUR USKA SIDDHANT

This course shall be very beneficial for students who want to study or make a career in language and translation. This course will provide a lot of help to people who are looking for a career as a translator or interpreter.

Learning Objectives: The objectives of the course are to:

- Discuss the various important aspects of Translation such as accuracy, precision, clarity, readability and localization.
- Help to appreciate the resources of various other languages, literatures and cultures.

Learning Outcomes: After going through the course, the learner will be able to:

- Become proficient in translation skills and have an understanding of inter-disciplinary subjects
- Understand the reciprocity of language and literature in local and global perspective through translation.

Unit 1: ANUWAD

Arth, paribhasha, anuwad sambandhi wibhinn widwanon ka mat

Unit 2: ANUWAD KA MAHATW EWN ANUWADAK KE GUN

Awashyakata ewn acche anuwadak ke gun

Unit 3: ANUWAD ME STRIT BHASHA AUR LAKSHYA BHASHA KI DHARANA

Srtot bhasaha aur lakshya bhasha se taparya ewn awadharana

Unit 4: ANUWAD KE SAMBANDH ME ASCHATYA SIDDHANT

Arnald, phits Jerald, tillar ke anuwad-wishayak siddhant

Unit 5: ANUWAD KE SAMBANDH ME BHARATIYA SIDDHANT

Bholanath twiwari tatha anya widwanon ke siddhant

Unit 6: ANUWAD KA KSHETRA

Bolchal, patrachar, nyayalayee kshetra, sahitya, sanskriti, cinema

Unit 7: ANUWAD KE PRAKAR

Shabdanuwad, bhawanuwad, chyanuwad, saranuwad, ashu anuwad

Unit 8: ANUWAD- UDDESHYA AUR SIMAYEN

Anuwad ka uddeshya, anuwad ki bhashagat simayen, anuwad ki samajik-sanskritiparak simayen

Unit 9: WIBHINN KSHETRON ME ANUWAD KI BHUMKA

Sadan athawa wibhinn rajnik sandarbh, sahitya sanskriti ewn dharm ke sandarbh me, wyapar-banij athwa logon ke bich souhadrpurn sambandhon ki sthapan hetu, khel-kud kr sandarbh me

Unit 10: ANUWAD KE SAMBANDH ME ASCHATYA SIDDHANT

Arnald, phits Jerald, tillar ke anuwad-wishayak siddhant

Unit 11: KARYALAYEE ANUWAD AUR MAHATWA

Karyalayi anuwad se taparya, wisheshata, karyalayi anuwad ki ek namuna

Unit 12: JANSANCHAR MADHYAMON KA ANUWAD

Upyogita, chunoutiyan-paramparik aur badalta swarup, intarnet tatha wigyan.

Unit 13: BENKON ME ANUWAD

Bankon me anuwadon par tippani, benking anuwad ki awashyakata.

Unit 14: PARIBHASHIK SHABDAWALI

Paribhashik shabdawali ke kuch udaharan

Reading List:

- ANUWAD KALA AYYAR N.E. WISHWANATH, PRABHAT PRAKASHAN, NAYEE DILLI.
- ANUWAD WIGYAN – BHOLANATH TIWARI, SHABDKAR PRAKASHAN, DILLI.
- ANUWAD KALA- BHOLANATH TIWARI, SHABDAKAR PRAKASHAN, DILLI.
- ANUWAD : SIDDHANT AUR SAMSYAYEN- RABINDRANATH SHREEWASTAW, ALEKH PRAKASHAN, NAYEE DILLI.
- ANUWAD SIDDHANT KI RUPREKHA- SURESH KUMAR, WANI PRAKASHAN, NAYEE DILLI.
- ANUWAD PRAKRIYA EWN PARIDRISHYA- RITARAANI PALIWAL, WANI PRAKASHAN, NAYEE DILLI.

COURSE 4 (Option B):**LOK SANSKRITI (UTTAR-PURV KE WISHESH SANDARBH ME)**

This course introduces the learners to some of the important folk cultural works from the North Eastern part of India which have recently been able to invite unprecedented attention from diverse stakeholders. After completing this course, the learners can inculcate an interest in the folk cultures of NE India.

Learning Objectives: The objectives of the course are to:

- Provide an introduction to North East culture and literature
- Take up some of the significant works of North East
- Highlight some of the thematic concerns, issues and aspects represented in the prescribed texts

Learning Outcomes: After going through the course, the learner will be able to:

- Identify some of the representative culture and literature from the Northeast India
- Appreciate and relate to the context in which these works are situated
- Understand how the culture of north-east has enriched Indian culture as a whole.

Unit 1: LOK-SANSKRITI ARTH EWN PARIBHASAHA

Lok-sanskriti ka arth, paribhasha ewn swarup

Unit 2: LOK AUR SANSKRITI AWADHARANA

lok aur lok sanskriti se taarya ewn awadharana

Unit 3: SAMAJ JIWAN ME LOK-SANSKRITI KA MAHATWA

Mahatw, awadharana aur iski awashyakataeyn

Unit 4: LOK-SANSKRITI KA ADHYAYAN PARMPARA EWN WISTAR

Prachin kaal se abatak

Unit 5: LOK-MANAS AUR LOK-SANSKRITI KI ABHIWYAKTTI

Sanskar tatha dharm ki drishti se, tyuharon ki drishti se, krishi athawa shramparihar ki drishti se, wishwas ki drishti se, ras ki drishti se

Unit 6: LOK-SANSKRITI ARTH EWN PARIBHASAHA

Lok-sanskriti ka arth, paribhasha ewn swarup

Unit 7: LOK-SANSKRITI KE WIBHINN RUP

lok sanskriti se jude abhinn angon tatha swarupon par charcha

Unit 8: ASAMEEYAA LOK-SANSKRITI KA SAMANYA PARICHAYA

Unit 9: ARUNACHALI LOK-SANSKRITI KA SAMANYA PARICHAYA

Unit 10: MEGALAYA KE LOK-SANSKRITI KA SAMANYA PARICHAYA

Unit 11: MIZORAAM KE LOK-SANSKRITI KA SAMANYA PARICHAYA

Unit 12: MANIPUR KE LOK-SANSKRITI KA SAMANYA PARICHAYA

Unit 13: NAGALENG KE LOK-SANSKRITI KA SAMANYA PARICHAYA

Unit 14: TRIPURAA KE LOK-SANSKRITI KA SAMANYA PARICHAYA

Unit 15: CHIKKIM KE LOK-SANSKRITI KA SAMANYA PARICHAYA

Reading List:

- Tilottoma Misra: *The Oxford Anthology of Writings from North-east India*. Vol 1 & 2.
- Mamnika Gupta: *Indigenous Writers of India: Introduction and Contributions*.
- Birinchi Kumar Barua: *History of Assamese Literature*.
- Robin S Ngangom & Kynpham S. Nongkynrih: *Dancing Earth: An Anthology of Poetry from North-east India*.
- Preeti Gill: *The Peripheral Centre: Voices from India's Northeast*.

Annexure II: Guidelines for Seminar/Presentation

Introduction:

There is a requirement to present a seminar paper in the Four-Year Undergraduate programme and Two-Year PG Programme in Hindi, offered by Krishna Kanta Handiqui State Open University. The seminar presentation (which carries 4 Credits) is in the Seventh Semester of the Four-Year Undergraduate Program and in the Second Semester of the Two-Year Postgraduate Programme in Hindi. The primary objective is to familiarise the learners with the skills of seminar paper presentation on a selected topic of research.

In seminar papers, a specific aspect of a given text is discussed in a short piece of writing. The purpose of a seminar paper is to interpret specific examples and evidence. Seminar papers should have a very clear thesis; they should be able to elaborate thoroughly on their topic. The learners can choose any relevant topic for presentation. It may be a field study based or library-based topic. There are two broad types of seminar papers in academic settings – Empirical Seminar Paper and Theoretical Seminar Paper.

Traditionally, a seminar paper consists of four major sections: Introduction, Background, Analysis and Conclusion.

General Structure of a Seminar Paper

1. Introduction

Here, you need to set out the "Crux" of the paper. Your major tasks include:

- a) Introduce and note why the topic is significant.
- b) Briefly summarize the necessary background information.
- c) Convey your organization of the paper (i.e., "roadmap").
- d) Tell the audience what your paper will show and in what order.
- e) If you can concisely summarize your research and outline the arguments of your paper, then it is more likely that your audience will be able to follow your analysis.

2. Background

Here, you need to orient your audience towards your research area. Major tasks are:

- a) Describe the genesis of the subject.
- b) Describe the changes that occurred during its development.
- c) Explain the reasons for the changes.
- d) Describe where things are now (You may also want to indicate the reasons for further change).

3. Analysis

Here, you need to explain the thesis/main argument of your paper. Here, you need to do:

i. Large-Scale Organization: This follows the following tasks:

- a) Discuss the major issues;

- b) Separate issues and sub-issues
- c) Order issues logically

ii. Small-Scale Organization: This follows the following tasks:

- a) Introduce and conclude on each issue.
- b) Present your arguments and invalidate opposing arguments.
- c) Use organizational paradigms where appropriate.

4. Conclusion

Here your agenda include:

- a) Restate the thesis of the paper
- b) Summarize major points
- c) If you chose to use a hypothesis in your introduction, revisit the hypothesis to "tie-up" your paper.

Key Points:

- a) You should always keep a copy of your seminar paper duly signed by your Centre Coordinator and a Certificate of Presentation from him/her. The University may ask for a copy of that report as and when required.
- b) You may be asked to present your Seminar paper either at the University Headquarters/or at any assigned place face to face or through online mode.
- c) Seminar reports must be typed on a computer. Reports may be printed on both sides on standard A4 size papers with 1.5 inch margins on the left and 1.2 inch margins on right sides. In addition, 1.2 inch margins on the top and bottom. Page numbers must be maintained throughout.
- d) It is essential that the Presentation Room must be well-organised with a banner of the Seminar in the background.
- e) You should request your study centre to maintain a video-recording of your presentation session and obtain a copy of the session you attended.
- f) Alternatively, you can record a video of the presentation yourself and keep a copy until the declaration of your Final Semester Results. The University may require this video at any time.

Annexure III: Guidelines for Project/Dissertation

Section I

Introduction:

There is a requirement to prepare and submit a Project/Dissertation in Four Year Undergraduate programme and Two-Year PG Programme in Hindi offered by Krishna Kanta Handiqui State Open University. The Project/Dissertation has been incorporated in the Eighth Semester of the Four-Year Undergraduate Program and in the Fourth Semester of the Two- Year Postgraduate Programme in Hindi. The primary objective of Project/Dissertation is to familiarize the learners with the basic concepts of research and research methodology at the postgraduate level that will enable them to head towards higher dimensions of research such as PhD.

A Project/Dissertation is a particular kind of academic task. You will usually be asked to generate a topic for yourself; to plan and execute a project investigating that topic; and to write up what you did and what your findings had been. You are expected to hone your theoretical and quantitative abilities through their application in the light of the information gathered while considering different aspects of literature, language and culture. This Project/Dissertation work consists of 8 credits, requiring about 240 hours of study and work.

Dear learners, please note that you need to take this task utmost seriously and with all your sincerity and dedication because of three basic reasons. First, this course provides you ample scope to apply your theoretical understanding of relevant issues of literature, language and culture. Secondly, this course carries the highest credits among all your courses in the programme. Thus, this course can help you achieve a better, higher grade in the programme. Finally, this project/dissertation activity provides you a scope to acquire research skills. This will ultimately help you undertake a career/study in research in near future.

In undertaking the Project/Dissertation work, you can take up a theoretical issue, or any socially relevant issues that you may have come up during your study. You should formulate a detailed research proposal along with your theoretical understanding of the issue. For doing this, you can Page 3 of 10 take help from the course 8 Research Methodology 9 in the Seventh Semester of the Four Year Undergraduate Programme in Hindi. This is also done in the Second Semester of the Two Year Postgraduate Programme in Hindi. You need to write your Project/Dissertation Report either in Hindi.

The main steps to write a dissertation are:

- a) Choose your research topic carefully.
- b) Check what is exactly required.
- c) Have a clear goal and structure.
- d) Write as you go.
- e) Continue to question.
- f) Don't underestimate the editing stage.
- g) Enjoy the achievement.

Most importantly, you should note that the Project/Dissertation Work undertaken should be authentic and should contribute towards the development and growth of the subject. It is

mandatory that you submit the report in originality and you must not submit it earlier for any other purpose. Moreover, the University will use high-end plagiarism detection software to check all the project and dissertation reports. Thus, you should also note that if it is found that the Project/Dissertation Work undertaken does not appear to be authentic or does not contribute towards the growth of the subject or it has been merely copied from some sources, the University has the right to reject the Project/Dissertation Work without offering any explanation. In that case, you will be awarded zero. Group projects are not allowed. If it is found that the subjects/chapters/contents of the projects of two learners are matching, then both the projects will be rejected. Zero mark will be awarded to both.

Presentation Style

You need to follow the Presentation Style in the layout of your Project/Dissertation Report as mentioned in Section II of this Guidelines. Additionally, in Section III, we have provided certain Guidelines/Tips to help you do your Project/Dissertation more effectively.

Citation and Referencing Style in Project/Dissertation

Writing of Project/Dissertation Report is one of the research tasks. So, you need to follow a particular style of citation and referencing. The University follows the American Psychological Association's APA 7 Citation Style. A link to download a brief APA Citation Guide is: <https://apastyle.apa.org/style-grammar-guidelines/references/examples>

Role of your Project/Dissertation Guide

Your project/dissertation guide should be well-versed in the subject area, which will help you in designing the objectives, procedure for data collection, and analysis. You must discuss your project/dissertation design with your guide before the start of your work and also again if necessary at the writing stage and finally at the stage of editing the report. You should show your guide the draft project report before it is finalized for submission.

Eligibility of a Project/Dissertation Guide

- Faculty (from the University/Degree College)/Course Coordinator/Academic Consultant/ Counsellor having relevant teaching experience.
- Professionals holding Masters⁹ degree in the respective field or allied disciplines having a minimum of 5 years of experience in the relevant area.
- If you are taking the help of a Teacher/Professional apart from the faculties engaged during the counselling sessions at your study centre, then the Teacher/Professional⁹s biodata is to be approved by the respective Course Coordinators. The bio-data should contain the teaching/work experience, area of specialization, research publications and experience in guiding the project work.

Key Points:

- Always preserve a copy of the Report with you with all due signatures in originals. This may be required for your future academic/research/job purpose. Secondly, the University may also ask a copy of that report as and when required.

- You may be asked to present your Report either at the University Headquarters/or at any assigned place face to face or through online mode.
- Project/Dissertation Report must be typed in Computer. Report may be printed on both sides in standard A-4 size papers with 1.5 inch margins on left and 1.2 inch margins on right sides and 1.2 inch margins on top and bottom. Page numbers must be maintained throughout. The Title/Acknowledgement/ Content pages should be numbered in Roman letters (i, ii, iii etc...) while the main body part must be numbered in standard (1,2,3,...) format. Annexures should be included at the End and should also be numbered in Roman letters (i, ii, iii etc...).
- The Project/Dissertation Report should be printed on both sides of paper. For Hindi Times New Roman font, size 12 point with spacing of minimum 1.5 has to be used.

Section II: Project/Dissertation Performa

Cover Page:

The cover page on the bound copy of the report should indicate.

- The title of the report. It would be short, if necessary, it should be followed by an explanatory sub-title.
- Your name and enrolment number/ Exam roll no /year of examination.
- Name and designation of the faculty member/ Coordinator/ Academic Consultant who has guided you.
- Name and designation of the person of the organization who has guided you.

Colour of the Hard Cover of the Project Report must be NAVY BLUE.

<p>Project Report/Dissertation</p> <p>Title of topic</p> <p>University Logo</p> <p>Dissertation submitted for the partial fulfilment of Four-Year Undergraduate Programme/Two Year Postgraduate Programme in Hindi under Padmanath Gohainbaruah School of Humanities of Krishna Kanta Handiqui State Open University</p> <p><i>Submitted by</i> Name of the Candidate: Enrolment No: Study centre Code:</p>
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Guide/Supervisor

Name:

Designation:

**Krishna Kanta Kandiqui State Open University
Guwahati, Assam**

Certificate of the Guide/ Supervisor (Format)

Certificate of the Guide/ Supervisor

Mentor / Guide Name:

Designation:

This is to certify that the project report entitled “.....” has been prepared by Ms/Mrs.....bearing enrolment Nounder my supervision and guidance, for the partial fulfilment of Four Year Undergraduate Programme/Two Year Postgraduate Programme in Hindi of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.

Date:

Signature:

Certificate of the Study Centre Coordinator/ Academic consultant of Study Centre

Certificate of Study Centre Coordinator/ Academic consultant

Coordinator/ Name of Academic Consultant:

Designation:

This is to certify that the project report entitled “.....” has been prepared by Ms./Mr under the guidance of Dr./ Sri/Mr./Ms.....for the Partial fulfilment of Four Year Undergraduate Programme/Two Year Postgraduate Programme in Hindi of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.

Date:

Signature:

Acknowledgement:

The learner should provide an acknowledgement of the help received from the Supervisor, other teachers, Libraries and any other organizations/ sources/ persons. One may also acknowledge assistance from family members, friends and others. The learner has to put his / her signature and the Enrolment No. at the end of the acknowledgement.

Self-Declaration by the Learner

The learner has to make the following declaration:

<u>Self-Declaration by The Learner</u>	
<p>I do hereby declare that this project work entitled “.....” submitted by me for the partial fulfilment of the requirement for the award of Four-Year Undergraduate Programme/Two Year Postgraduate Programme in Hindi of Krishna Kanta Handiqui State Open University is a product of my own research work. The report embodies the finding based on my study and observations and has not been submitted earlier for the award of any degree or diploma to any Institute or University.</p>	
Name:	Enrolment Number:
Signature of the Learner:	Date:

Table of Contents:

Also called INDEX, the Table of Contents should provide the title of all chapters (with page numbers) major subdivisions and appendices. The table should also indicate the commencing page numbers of the preface, the bibliography, appendices & annexures.

Main Report

Your main report should follow the chapter scheme you had indicated in your synopsis. Generally, the sequential presentation should be as follows:

Chapter I: Introduction of the Problem: This chapter should provide a background of the problem and what is proposed to be investigated. The significance of the problem, the objective and the scope of the study and the contribution and impact your study will make should be elaborated. A brief description of the organization where you have conducted the project should be provided. →

Chapter-II: Theoretical Perspective, Methodology, Scope, Limitations: This chapter should give an overview of the theoretical concepts related to the problem under study. You should refer to the current status of research in the area and major findings thereof. These should bring out the necessity for a study of the kind you have undertaken and the approach you intend to follow. This chapter should describe in detail the steps followed in completing the study. If you have done a field study based work then the sample survey, the basis of sampling its size etc. should be discussed. The sources of primary and secondary data must be stated and the way you have processed the data should be elaborated. You can also describe the scope and limitations of your study.

Chapter III, IV, V, VI. Discussion/Body of the Report: Presentation of the relevant data and analysis and discussion thereof form the main body of the report. After you define your research problem clearly and definitely, before you start the report, decide on the main theme of your

report; which of the findings are significant, which are peripheral? Develop your argument logically to build your theme, presenting data wherever necessary. Decide the distribution and the number of chapters required; keep appropriate balance in the size of the chapter, and avoid uneven coverage. Only include those parts of a table in the chapter which are relevant to the arguments, the details can be in the appendix. Spend more time on the central issues, giving them importance, clarity and emphasis. All issues if treated in the same manner will dilute a report.

Appendices and Annexure: Appendices are listed alphabetically e.g., Appendix A, Appendix B etc. and contain the table and data collection for the study. They are not included in the main chapters but referred to in the discussion and interpretations. Appendices are placed after the last chapter on summary conclusions.

Annexures are numbered numerically e.g., Annexure II etc. and contain such supporting information which are not collected as primary and secondary data, yet is relevant in discussion and for easy reference.

References: References can be mentioned either at the bottom of the appropriate page where these are referred or at the end of each chapter. If this has not been done, a third alternative is to list them at the end of the report immediately after the appendices / Annexures.

Bibliography: A bibliography is a list of the published sources consulted during the course of the project work and normally includes all works listed in the text and text notes. The bibliography should be arranged in APA 7th Citation Style.

Section III:

A Guide to Organising the Contents of Project Report /Dissertation

Title

A single sentence describing the inquiry should be in the title. The title is frequently used to refer to the independent and dependent variables. Avoid titles that imitate newspaper headlines; a formal report is not a journalistic assignment. Bear in mind that your reader will first notice the title of the report and will want to know if the report is relevant to his or her research interests. Your project/dissertation title should be a short yet accurate description of the report's content. Avoid using terms such as "a research into..." or "an experiment to discover" = in the opening of your title. Such sentences are redundant and contribute nothing to the text; they also reflect sloppy thinking. The phrase "title" is not acceptable as the initial word in a title. The reader will identify it as the title due to its placement.

Abstract

The abstract describes your entire work in a single paragraph. A short overview of the goal and approach should be provided, as well as sections on the findings and discussion. Exclude detailed information such as statistics and statistical test-names from this section. Aim for a length of maximum 150 words for your abstract. The abstract is the second thing a reader sees after the title, and it may be the only thing they see. As such, it should give a comprehensive yet brief overview of the whole report, allowing readers to decide whether to continue reading

or not. As a general rule, write four short lines describing (1) why you did it, (2) what you did, (3) what you discovered, and (4) what you concluded. Write the abstract once you have completed the body of the report. You may struggle to write a concise abstract in a single session. Perhaps it is more convenient to start with a lengthier version and then shorten it.

Introduction

To begin, you should defend the study you are addressing. This implies that after reading the introduction, the reader should be able to deduce the subject of your Report. Simultaneously, your introduction should explain to someone who is not an expert why you did this study. As a consequence, the introduction will begin with a general framework and go to the study's specific reasoning and objectives. Typically, this section will include an overview of prior work in the subject, as well as an explanation of the theoretical or practical motives for doing the study. The following is an example of an effective content sequence for an introduction:

- Describe and identify the subject you wish to research, and, if necessary, justify its fascination and/or significance.
- Describe previous works (and maybe your own) that relate to the subject at hand.

Justify your previous work's inadequacy. It might have methodological problems, or there could be need for extension of previous work, or this could be the first time it has been reproduced, or you could be comparing the sufficiency of various theories. (If the previous work is complete, error-free, and has been repeated several times, or if the best hypothesis is known, further research is unnecessary.) Justifications for why previous work was inadequate should logically lead to the study you did. You are not need to go into detail here, but it should be obvious how the most recent work resolves open theoretical issues, corrects past research's mistakes, and/or enhances our present understanding.

What are your expectations for the result of your study, and why? Complete this section by describing your study hypothesis/research questions (what you expect will happen based on your theoretical framework and/or the constraints of previous studies). If you are performing more exploratory research and are unclear about the conclusion, briefly describe the study's aims and desired outcomes. This final paragraph of the introduction is critical to the study's and report's comprehension. If this part is well-defined, discussing and evaluating the outcomes will be lot easier.

Ascertain the relevance of your theories to the essay's main body. Your theories do not have to be enumerated or bulleted.

Methodology of Research

Rather of being a standalone part, the method section should ideally be divided into the following five or so subsections. In the approach section, you describe the steps you used to acquire your data. This portion of your Project/Dissertation Work should include sufficient detail to enable the reader to reproduce the experiment. If you're not very much sure about the research methodology, read over a journal paper on your subject to try to get insights to their research approaches. Mention your use of research tools in this section. It is desirable that you present a Review of Research Methods from earlier studies here.

Chapterisation

Based on your chapterisation plan, organise the main body of the Project/Dissertation in a systematic way. Try to organise your work in a way so that there is a continuity of flow throughout the discussion.

Findings and Discussions

Begin by outlining the actions you took to process the data you found in your study. Never copy and paste other's arguments into your report. Always assess what information is pertinent and significant and then communicate it without repetition in the most efficient manner possible. In your results section, use the same descriptive labels that you did in your analysis section. This will be beneficial for your readers.

Conclusion

To end the discussion, it is desirable that you draw certain important conclusions of the study and based on those you can also offer certain specific points of your findings. Here, you can also highlight certain limitations you faced during your study or point out certain future directions of research on the area.

Annexure IV: Common Basket of Ability Enhancement Courses (AECs) and Value Added Courses (VACs) for PG Programmes

Semester	Course Type	Name of the Course	
I	AEC (any one course)	101 Essential Assamese	
		102 English for Media Studies	
		103 Social Entrepreneurship and Project Management	
	VAC (any one course)	101 Introduction to Ethics <i>(Open to all except those from Philosophy)</i>	
		102 Essentials of Indian Constitution <i>(Open to all except those from Political Science)</i>	
		103 Indian Traditional Knowledge System	
		104 English Communication Skills	
		105 Traditional Media	
	II	VAC	201 Advertisement Strategy
			202 Cyber Security
III	AEC (any one course)	301 Life Skills	
		302 Computer Applications in Quantitative Analysis	

AEC 101 Essential Assamese

Course Objective

- To introduce learners with the nuances of Assamese grammar
- Illustrate useful contents related to vocabulary, narrative writing and professional writings

Course Outcomes

- The learners will develop their art of speaking and writing
- The learners will be able to demonstrate their professional skill in media houses and other professional houses

Syllabus

অধ্যায় ১: বৰ্ণ আৰু আখৰ

বৰ্ণ বা আখৰ, ধ্বনি, বৰ্ণ বা আখৰ আৰু ধ্বনিৰ সম্পৰ্ক, অসমীয়া স্বৰ আৰু ব্যঞ্জন ধ্বনি, অসমীয়া ভাষাৰ আখৰ, চন্দ্রবিন্দুৰ ব্যৱহাৰ, গত্ৰবিধি আৰু ষত্ৰবিধি

অধ্যায় ২: বাক্যসজ্জা

অসমীয়া ভাষাৰ বাক্যৰীতি : উদ্দেশ্য আৰু বিধেয়, বাক্যৰ শ্ৰেণীবিভাজন, বাচ্য, উক্তি, বাক্যত পদৰ ক্ৰম

অধ্যায় ৩: প্ৰত্যয় আৰু বিভক্তি

প্ৰত্যয় : কৃৎ প্ৰত্যয়, তদ্ধিৎ প্ৰত্যয়, নিদিষ্টতাৰাচক প্ৰত্যয়, বিভক্তি : নাম বিভক্তি বা কাৰক বিভক্তি, ক্ৰিয়া বিভক্তি, বিভক্তি আৰু প্ৰত্যয়ৰ পাৰ্থক্য, উপসৰ্গ,

অধ্যায় ৪: কাৰক, লিঙ্গ আৰু বচন

কাৰকৰ সংজ্ঞা, কাৰকৰ ভাগ, লিংগৰ সংজ্ঞা, লিংগৰ ভাগ, লিংগবিচাৰৰ নিয়ম, বচনৰ সংজ্ঞা, বচনৰ ভাগ

অধ্যায় ৫: সন্ধি আৰু সমাস

স্বৰসন্ধি, ব্যঞ্জনসন্ধি, দ্বন্দ্ব সমাস, দ্বিগু সমাস, বহুব্রীহি সমাস, কৰ্মধাৰয় সমাস, তৎপুৰুষ সমাস, অব্যয়ী ভাব সমাস

অধ্যায় ৬: জতুৱা ঠাঁচ আৰু ভাৱ সম্প্ৰসাৰণ

জতুৱা ঠাঁচ আৰু খণ্ডবাক্য, ভাব সম্প্ৰসাৰণ, সাৰাংশ লিখন

অধ্যায় ৭: ৰচনা লিখাৰ সাধাৰণ প্ৰণালী

ৰচনা কি, ৰচনা লিখাৰ নীতি, ৰচনাৰ শ্ৰেণীবিভাগ

অধ্যায় ৮: লিখনি নিৰ্মাণ

যতিচিন, লিখনি সুসঙ্গত গঠন; অনুচ্ছেদ নিৰ্মাণ; অনুচ্ছেদ লেখন প্ৰক্ৰিয়া; প্ৰবন্ধ/ ৰচনা নিৰ্মাণ; আপোনাৰ লেখনীৰ সম্পাদনা

অধ্যায় ৯: বিশেষ প্ৰবন্ধ লিখাৰ কৌশল

বিশেষ প্ৰবন্ধৰ অৰ্থ, বিশেষ প্ৰবন্ধৰ বিভিন্ন প্ৰকাৰ- সাক্ষাৎকাৰভিত্তিক প্ৰবন্ধ, তথ্যভিত্তিক প্ৰবন্ধ, বিশেষ ব্যক্তিক কেন্দ্ৰ কৰি লিখা প্ৰবন্ধ, ফিচাৰেটচ্, সংবাদভিত্তিক প্ৰবন্ধ আৰু মানৱীয় আগ্ৰহ বৃদ্ধিকাৰী প্ৰবন্ধ, বিশেষ প্ৰবন্ধ নিৰ্মাণ কৌশল

অধ্যায় ১০: বৃত্তান্ত ইয়াৰ বিভিন্ন ৰূপ

বৃত্তান্ত কি; বৃত্তান্ত কথন, কথক, বৃত্তান্তৰ ধৰন, বৃত্তান্তৰ দৃষ্টিভঙ্গী, শ্ৰোতা নাইবা সম্বোধিত ব্যক্তি; কথনৰ প্ৰকাৰ; কথনৰ উপাদান; বৃত্তান্তৰ বৰ্ণনা উপযুক্ততা আৰু বিশ্বাসযোগ্যতা; বৈখিক আৰু অ-বৈখিক বৃত্তান্তৰ গাঁথনি; বৃত্তান্তৰ অনুচ্ছেদ; প্ৰবন্ধ ৰচনাত বৃত্তান্ত

অধ্যায় ১১: ভাষা দক্ষতা

শব্দকোষ-শব্দৰ বাছনি; একাধিক অৰ্থ থকা শব্দ; সমাৰ্থক আৰু বিপৰীত শব্দ, বাক্য গাঁথনি, কিছুমান সাধাৰণ ভুল

অধ্যায় ১২ : সংবাদ মাধ্যমৰ বাবে লিখাৰ উৎস

উৎসৰ প্ৰকাৰ; সংবাদ উৎসৰ বিকাশ; নীতিগত দিশ আৰু আৰোপিত বৈশিষ্ট্য

অধ্যায় ১৩ : সমীক্ষা লেখন

গ্ৰন্থ সমীক্ষাৰ কলা; চলচ্চিত্ৰ সমীক্ষাৰ কলা; নাট্য সমীক্ষাৰ কলা; সংগীত সমীক্ষাৰ কলা

অধ্যায় ১৪ : বিজ্ঞাপন

বিজ্ঞাপন কি; বিজ্ঞাপনৰ প্ৰধান ধাৰণাসমূহ; কপি ৰাইটিং; ৰেডিঅ' কপি; টেলিভিছন কপি

Reading List

Goswami, Upendranath (1997); *Axamiya Bhasar Byakoron*; Guwahati: Moni-Manik Prakash

Goswami, Golokchandra (1996); *Axamiya Borno prokash*; Guwahati: Bina Library

Bora Satyanath (1998); *Bohol Byakoron*; Guwahati

Anker.S(1998); *Real Writing*, Boston: Bedford Books

Misra.P.S.(2009); *An Introduction to Stylistics: Theory and Practice*, New Delhi: Orient Black Swan

Puri, Manohar (2006); *Art of Editing*, Pragun Publications, New Delhi

AEC 102 English for Media Studies

Block 1:

Unit 1: Interviewing and Note Taking

Definition of Interview, preparing for interview, conducting the interview, text of interview, language for audio-visual interview, note taking

Unit 2 : Editorial Writing

Defining Editorial, Introduction to the editorial page, writing the editorial, rules for Editorial writing, writing the Feature, Writing the Article, writing the middle, Letters to the Editor

Unit 3 : Art of Column Writing

Types of columns, distinguishing characteristics of an op-ed, steps to be followed while writing a column

Unit 4: Elements of Good Writing

Characteristics- precision, clarity in writing, use of simple sentences, grammar and punctuation, avoiding clichés, pacing, use of transitions

Unit 5 : Preparing Copy

Copy editing- use of quotes, paraphrases, attribution, writing the lead, grammatical mistakes- confusion in the use of ‘who’ and ‘whom’, possessive pronouns, use of active voice, copy reading symbols

Unit 6: Mastering the Language Of Editing

Importance on vocabulary, sentence construction, participles, pronouns, verbs, nouns, foreign words, prepositions, paragraphs, selection of right words

Unit 7: Review Writing

Book review- fiction, adverse criticism, non-fiction, the collection, poetry, drama, Steps to be followed while doing a book review, drama review, Film review

Block 2:

Unit 8: News Writing

Language and style of Indian Media, Language and style for print and cyber media, Language and style for Radio, Language and style for Television

Unit 9: Headline Writing

Meaning of headline, Types of Headlines, Functions of a headline, Factors to be kept in mind while writing headlines, Headline writing skills- use of verbs, use of Articles and Voices, Use of Decks, The Five Ws, use of Short Synonyms, Abbreviations, Punctuation, Line Balance, Guidelines for Headline Writing

Unit 10: Writing for Advertising Copy

Introduction, Key concepts in Advertising, Copywriting, Radio copy, Television copy

Unit 11 : Writing and Rewriting for Public Relations

Preparing news releases- Announcement releases, Backgrounders, Position Papers, Tip Sheets, Rewriting News Releases, Writing newsletter stories

Unit 12: Grammar and Usage

Sequence of Tenses, Voice, Narration, Punctuation, Vocabulary

Unit 13: Common Errors in The Use Of Hindi Language

Errors of Concord, Errors of Construction, Errors of Order, Errors in Prepositions, Errors in Conjunctions

Unit 14: Reporting Public Speech

Reporting public speeches- background information, covering the speech, using a prepared text, writing the speech story for print

Unit 15: Style and The Stylebook

Need of a stylebook, -consistency, preference and tradition, Guidelines of different stylebooks, Mechanical rules

AEC 103

Social Entrepreneurship and Project Management [Credits=3+1]

Course Objectives

The Course aims at enabling the learner

- To be able to define the field of social entrepreneurship and key traits of social entrepreneurs
- To be able to describe and apply key theories and concepts the field of social entrepreneurship
- To understand the key elements and functions of project management

Course Outcomes

This course will enable the learners

- To understand social entrepreneurship and livelihood means for sustainable development. This course focuses on optimum utilization of available resources.

Syllabus

UNIT 1: ENTREPRENEURSHIP

Meaning of Entrepreneur; Characteristics of an Entrepreneur; Emergence of Entrepreneurial Class; Role of Entrepreneurs in Economic Growth; Meaning, concept of Entrepreneurship; entrepreneurial leadership and Motivation

UNIT 2: THEORIES OF ENTREPRENEURSHIP

Economic Theory; Sociological Theory; Dynamic Entrepreneurship Innovation Theory; Leibenstein's X- efficiency Theory; Theory of Profit

UNIT 3: SOCIAL ENTREPRENEURSHIP

Meaning, Concepts, Importance of Innovation in the social development sector; Entrepreneurship Development Programmes- Meaning and Importance; Institutions providing Entrepreneurship Development Programmes in India; Banking and Microfinance

UNIT 4: SOCIAL ENTREPRENEURSHIP IN NORTHEAST INDIA

Social Sector Perspectives and Interventions; Role of Entrepreneurship Development Programmes in Context of North- East Region; Local Economy and Training Indigenous Entrepreneurs

UNIT 5: SOCIAL ENTREPRENEURSHIP AND LIVELIHOODS

Joint ventures in social entrepreneurship, public private joint ventures, partnerships for power, solidarity and benefit sharing, ownership rights within joint ventures, addressing dilemmas of corporate and international joint ventures for livelihoods

UNIT 6: SOCIAL SECURITY AND LIVELIHOODS

Strategies through Networking and Partnerships, Livelihood Policy, Livelihood security through five-year plans MGNREGA- understanding from socio-political, cultural perspectives, impact, People's participation and democratic governance

UNIT 7: PROJECT MANAGEMENT AND SOCIAL ENTREPRENEURSHIP

Meaning of Project management; Social Entrepreneurship as an emerging concept in corporate India and skills in Project Management, Government bodies and Voluntary Sector, Social Entrepreneurship Models

UNIT 8: PROJECT LIFE CYCLE

Phases: Conception/Formation Stage; Definition/Build-up Phase; Acquisition/Production Phase; Operation Phase; Divestment/Termination Phase

UNIT 9: PROJECT ASSESSMENT

Assessment tools for social mapping, budget analysis, monitoring and evaluation of pro-people policies and projects supported by public and private funds, Diversity Mapping within organizations and groups; outreach of programme implementation process, Ecological debts, Environment and Social Costing; Financial Analysis

UNIT 10: LEADERSHIP AND RESOURCE PLANNING IN PROJECT MANAGEMENT

Leadership styles, processes, motivation, strategies, leadership roles in sustaining projects, leadership and communication, leadership in vulnerable sectors, people's leadership and ethics,

Forward backward linkages between resource groups, fund raising, fund allocations, resource mobilization plans

UNIT 11: VALUE-CO CREATION

Synergy between products, people and process, innovations for market and for social capital creation, valuing abilities within disabilities, social inclusion with exclusive rights of marginalized categories, Quality driven initiatives and alternative development models

UNIT 12: NETWORKING

Tools of social resource mapping and utilization process, Livelihood networks based on ecosystems, Solidarity networks, Community networks, Outcome mapping through networks, power and networking, role of communication in networking.

Practicum: Social Entrepreneurship and Livelihood Initiatives/ Projects, Case Studies (1 credit)

Readings List

Khanka. S. S. (2013). *Entrepreneurial Development*; S. Chand & Co. Ltd., Ram Nagar, New Delhi.

Donald F. Kuratko, (2014). *Entrepreneurship – Theory, Process and Practice*, 9th Edition, Cengage Learning.

Abyad, Abdulrazak (2018), Project Management, Motivation Theories and Process Management, *Middle East Journal of Business*, Oct. 2018, Vol. 13, Iss. 4

PetarJovanović, Ivana Berić, (2018), Analyses of the available Project Management Methodologies, *Journal of Sustainable Business and Management Solutions in Emerging Economies*, 2018/23(3)

VAC 101 Introduction to Ethics

UNIT 1: NATURE AND SCOPE OF ETHICS

Definition of Ethics, Nature of Ethics, Scope of Ethics

UNIT 2: THE CONCEPT OF MORALITY

Definition of Morality, The Nature of Morality, Different Moral Concepts, Moral theory

UNIT 3: FACT AND VALUE

What is fact, What is value, Classification of values, Distinction between fact and value

UNIT 4: MORAL CONCEPTS

Good, Right, Duty, Virtue, Good, Right, Duty, Virtue

UNIT 5: FREEDOM AND DETERMINISM

Determinism: Its Meaning, Arguments in Support of Determinism, What is Freedom or Free Will, Arguments In Support of Free Will, Brief Note On Predestination, Fatalism and Scientific Determinism, The Case Of Freedom and Determinism

UNIT 6: PURUSARTHA

Artha, Kama, Dharma, Moksa, Four Basic Sciences

UNIT 7: THEORIES OF PUNISHMENT NOTION OF CRIME AND PUNISHMENT

Theories of Punishment, Deterrent Theory, Reformatory Theory, Retributive Theory, Capital Punishment

Reading list

- S.P. Sharma: *Nature and Scope of Ethics*
 Ravi, I: *Foundations of Indian Ethics*
 J.N. Sinha: *A Manual of Ethics*
 J.N. Mohanty: *Classical Indian Philosophy*
 I.C. Sharma: *Ethical Philosophies of India*
 J.N. Mohanty: *Explorations in Philosophy*
 P. Benn: *Ethics: Fundamentals of Philosophy*

VAC 102 Essentials of Indian Constitution**UNIT 1: MAKING OF THE INDIAN CONSTITUTION**

Formation of the Constituent Assembly, Drafting Committee, Adoption of the Constitution of India

UNIT 2: PHILOSOPHY AND IDEALS OF THE INDIAN CONSTITUTION

Philosophy and Ideals of the Indian Constitution: The Preamble of the Constitution of India; Sources of the Indian Constitution

UNIT 3: FEATURES OF THE INDIAN CONSTITUTION

Salient Features of the Indian Constitution

UNIT 4: FUNDAMENTAL RIGHTS AND FUNDAMENTAL DUTIES

Meaning, Historical Background, Nature, Importance, Categories of Fundamental Rights, Limitations of Fundamental Rights; Fundamental Duties: Background, Types and Significance of Fundamental Duties

UNIT 5: DIRECTIVE PRINCIPLES OF STATE POLICY

Meaning, Nature and Classification of Directive Principles of State Policy; Difference between Fundamental Rights and Directive Principles of State Policy

UNIT 6: GOVERNMENT AT THE UNION AND STATE LEVELS

Government at the Union level: The President of India, The Vice-President of India, The Union Council of Ministers, The Prime Minister; Government at the State level: The Governor, The State Council of Ministers and the Chief Minister

UNIT 7: THE PARLIAMENT OF INDIA AND THE STATE LEGISLATURE

Composition of the Parliament of India: The President, The Rajya Sabha, The Lok Sabha; Powers and Functions of the Parliament; Relation between the two Houses of the Parliament; Legislative Procedure: Procedure for a Money Bill; The State Legislature: The Legislative Assembly or Vidhan Sabha, The Legislative Council or Vidhan Parishad

UNIT 8: JUDICIARY IN INDIA

Supreme Court and High Courts; The Supreme Court; The High Court: Subordinate Courts; Judicial Review, Judicial Activism and Independence of the Judiciary in India: Judicial Review, Judicial Activism, Independence of the Judiciary in India

Reading List

- Basu, D. D. (2009). Introduction to the Constitution of India. New Delhi: Prentice Hall of India.
- Brass, Paul R. (1997). The Politics of India Since Independence. New Delhi: Cambridge University Press.
- Chander, Prakash (2000). Indian Government and Politics. New Delhi: Cosmos Bookhive Pvt. Ltd.
- Dev, B.J and Lahiri, D.K. (1985). Assam Muslims- Politics and Cohesion. Delhi: Mittal Publication.
- Ghai, K. K. (2007). Indian Government and Politics. New Delhi: Kalyani Publishers.
- Kapur, Anup Chand & Misra, K. K. (2006). Select Constitutions. New Delhi: S. Chand and Company.
- Kothari, Rajni. (2009). Politics in India. New Delhi: Orient BlackSwan Private Limited.
- Palanithurai, G. (2000). Grass-root Democracy in Indian Society. New Delhi: Concept Publishing Company.
- Pylee, M. V. (2006). Constitutional Government in India. New Delhi: S. Chand and Company.
- Singh Sisodia, Yatindra (2005). Functioning of Panchayati Raj System. Jaipur: Rawat Publication.
- Jayal, Niraja Gopal; Mehta Pratap, Bhanu (eds) (2010). Oxford Companion to Politics in India. New Delhi. Oxford University Press.

VAC 103 Indian Traditional Knowledge System

Course Objectives

- To illustrate selective contents from the rich grove of Indian classical literature as well as other fields of pragmatic study
- To develop understanding of rich Indian heritage through the selective texts among the learners

Course Outcomes

- The learners will be able to identify a rich cultural past and connect it with the present India
- The learners will be able to organize themselves and gain benefit in their vocational pursuit

Syllabus

অধ্যায় ১: যোগদর্শনৰ পৰিচয়

দর্শনৰসংজ্ঞা, দাৰ্শনিক পৰিভাষাত যোগৰ মূল্যায়ন, যোগৰ সংজ্ঞা আৰু অৰ্থবিচাৰ, যোগৰ উৎপত্তি, যোগসাহিত্য, যোগপণ্ডিতসকল, যোগৰ শ্ৰেণীবিভাজন, যোগ দর্শনৰ মূল সিদ্ধান্তসমূহ, যোগৰ লক্ষ্য আৰু উদ্দেশ্য

অধ্যায় ২: আয়ুৰ্বেদ আৰু বাস্তুশাস্ত্ৰ

আয়ুৰ্বেদ বা চিকিৎসাশাস্ত্ৰ, আয়ুৰ্বেদ শাস্ত্ৰৰ উদ্দেশ্য আৰু ভাগ, আয়ুৰ্বেদ শাস্ত্ৰৰ উৎস, বিভিন্ন আয়ুৰ্বেদ শাস্ত্ৰৰ উল্লেখ, বাস্তুশাস্ত্ৰ পৰিচয়, বাস্তুশাস্ত্ৰৰ উৎস, বিভিন্ন বাস্তুশাস্ত্ৰৰ উল্লেখ, শব্দার্থ তালিকা

অধ্যায় ৩: বেদান্ত দৰ্শনৰ পৰিচয়

বেদান্তৰ উৎপত্তি আৰু ক্ৰমবিকাশ, অদ্বৈত বেদান্ত দৰ্শনৰ বিভিন্ন বিষয়বস্তুৰ চমু আভাস, জ্ঞানতত্ত্ব, ব্ৰহ্মতত্ত্ব, জগততত্ত্ব, মায়াতত্ত্ব, ঈশ্বৰতত্ত্ব, জীৱতত্ত্ব, মোক্ষতত্ত্ব

অধ্যায় ৪: অলংকাৰ শাস্ত্ৰৰ সম্প্ৰদায়সমূহ

কাব্যশাস্ত্ৰৰ আৰম্ভণি আৰু বিকাশ, অলংকাৰ শাস্ত্ৰৰ বিভিন্ন সম্প্ৰদায়

অধ্যায় ৫: কৌটিল্যৰ অর্থশাস্ত্ৰ: পৰিচয়

অর্থশাস্ত্ৰৰ ৰচয়িতা, অর্থশাস্ত্ৰৰ বিষয়বস্তু, অর্থশাস্ত্ৰৰ নামকৰণৰ তাৎপৰ্য, ভাৰতীয় পৰম্পৰাত অর্থশাস্ত্ৰৰ গুৰুত্ব

অধ্যায় ৬: চৰকসংহিতা:সাধাৰণ আলোচনা

আয়ুৰ্বেদ: আয়ুৰ্বেদৰ অৱতৰণ, চৰক সংহিতাৰ পৰম্পৰা, চৰক সংহিতাৰ অধ্যয়বিভাগ, চৰক সংহিতাৰ অধ্যয়সমূহৰ নামকৰণ, চৰক সংহিতা টীকাকাৰ

অধ্যায় ৭: অসমত ৰচিত হোৱা সংস্কৃতকাব্য

ধৰ্মশাস্ত্ৰ অথবা স্মৃতিশাস্ত্ৰ: তন্ত্রসাহিত্য, পুৰাণসাহিত্য, নাটক, ব্যাকৰণ, কাব্য: শ্ৰীকৃষ্ণলীলামৃতম্, সতীজয়মতী, শ্লোকমালা, পতাকাশাস্ত্ৰ, প্ৰকামকামৰূপম্, অবিনাশি, কবিকৌতূহলম্, প্ৰশস্তিমূলককাব্য, ব্যঞ্জনাপ্ৰপঞ্চসমীক্ষা, অনূদিতকাব্য

Reading List

Bahadur.K.P. The Wisdom of Yoga; New Delhi; Sterling Publishers Pvt. Ltd.
Kane,P.V. (1994);History of Indian Poetics; Delhi: Motilal Banarasidas
Goswami, Haramohan Deb (1992); Sanskrit Sahityar Buranji; Guwahati: Bookland
Goswami, (Dr) Dilip Kumar (2018);Essentials of Ayurveda; Jorhat: Eastern Readers
Publication

VAC 104 English Communication Skills

Communicating with the English language is a skill and in the 21st century English has acquired the status of a global language. This course which is of total 2 credits includes total 8 units that deal specifically with the various aspects of oral communication skills. Thus, the course is a step towards preparing the learner for such situations when he or she will be required to use the English language for both formal and informal communication in day-to-day life.

Learning Objectives: The objectives of the course are to:

- provide an idea on communication and communication skills
- discuss the issues related to oral communication

- learn about important skills like Telephone Skills, Interview Skills and Public Speaking skills

Learning Outcomes: After going through the course, the learner will be able to:

- gain ideas about some important aspects of English communication
- use the English language in the day-to-day situations
- understand that communicating in English is a skill

Unit 1: What is Communication?

Defining Communication, Significance and Process of Communication, Communication Network, Communication Media or Methods, Barriers To Communication, Effective Communication

Unit 2: Communication Skills

What is Communication? Types of Communication, Written Communication, Spoken Communication, Non-Verbal Communication, Essentials of Written Communication, Essentials of Oral Communication

Unit 3: Issues on Oral Communication I

Skills Involved in Oral Communication, Listening and Speaking Skills, Reading and Writing Skills, The Process of Speech, Non-verbal Communication

Unit 4: Issues on Oral Communication II

Conversation as a speech event, Turn-Taking, The Language of Conversation, Phrasal Verbs

Unit 5: Telephone Skills

Understanding Telephone Communication, Handling Calls, Making Requests, Request to Do Things, Giving Instructions

Unit 6: Interview Skills

The Art of Interviewing, Examples of Interviews—Job Interviews, Media Interviews

Unit 7: Public Speaking

The art of Public Speaking, Techniques of Persuasive Speech, Techniques of Informative Speech

Unit 8: Dialogues in Contexts

Importance of Dialogues in Social Interactions, Some Dialogues of Contexts—At the Post Office, At the Doctor's, buying a Shirt, At the Market, In the Library, At the Railway Station, At the Tea Stall, An Interview, At the Book Seller's, At the Garage, Hiring a Taxi, At the Restaurant, At the Bank, At the Hotel

VAC 105 Traditional Media

UNIT 1: TRADITIONAL FOLK MEDIA

Traditional folk media- An introduction, Nature of traditional folk media, communication through traditional folk media, traditional media as a part of socio-cultural and ritual communication

UNIT 2: FEATURES OF TRADITIONAL FOLK MEDIA

Traditional media as a mass medium, features and characteristics of traditional folk media- its advantages and disadvantages, storytelling as the core of traditional media

UNIT 3: TRADITIONAL MEDIA IN INDIA

History and growth of traditional media in India- A brief overview of some of the traditional folk media forms of India; Applications of traditional media for development purposes

UNIT 4: TECHNOLOGICAL IMPLICATIONS ON TRADITIONAL FOLK MEDIA

Impact of electronic media on traditional media; Mass communication media vis-à-vis Folk Culture; Success stories of the use of traditional media as a catalyst of social change and development

UNIT 5: TRADITIONAL MEDIA FOR DEVELOPMENT COMMUNICATION

Development Communication and Traditional Media – Development Communication, Traditional media as development media; How to use traditional folk media for development communication

UNIT 6: TRADITIONAL FOLK MEDIA AND INDIAN CULTURE

Features of Folk Tradition- features of folk tradition, role of traditional media, Media for Communicating Social Ethos- traditional media and social ethos, modern mass media and social ethos, Folk media as a platform for disseminating information about Indian culture

Unit 7: RELEVANCE OF TRADITIONAL FOLK MEDIA

Traditional folk forms in rural India- folk theatre, folk songs, narrative forms, religious discourse, puppet show, Impact on rural development, Uses in different fields

VAC 106 Advertisement Strategy**UNIT1: ADVERTISING – BASIC CONCEPT**

Concept of advertising; objectives & scope; social and ethical implications of advertising; types of advertising

UNIT 2: INTEGRATED MARKETING COMMUNICATION AND ADVERTISING

Importance of business communication; advertising as a communication process; AIDA model and its purpose; advertising as an element of marketing mix

UNIT 3: DEVELOPING EFFECTIVE PROMOTION

Identifying the target audience; determining the promotional objectives; designing the promotion and selecting the channel; establishing the promotional budget and implementing promotional strategy

UNIT4: MANAGING ADVERTISEMENTS -I

Developing and managing advertising program, setting advertising objectives, DAGMAR, Deciding on advertising budget

UNIT 5: MANAGING ADVERTISEMENTS -II

Developing the advertising message, role of music and humour in advertising, factors considered while developing the advertising copy, creativity in advertising

UNIT 6: MEDIA STRATEGIES

Media planning and objectives, deciding on media, different types of media and their advantages and disadvantages, choosing among major media types, media schedule decisions, space and time buying

UNIT 7: EVALUATING ADVERTISING EFFECTIVENESS

Deciding on reach, frequency and impact; copy testing, advertising recognition and recall tests, Issues in assessing impact of advertising, measuring the performance of an advertising agency

AEC 301 Cyber Security

Course Objectives

- Learn the foundations of Cyber security and threat landscape.
- To equip students with the technical knowledge and skills needed to protect and defend against cyber threats.
- To develop skills in students that can help them plan, implement, and monitor cybersecurity mechanisms to ensure the protection of information technology assets.
- To expose students to governance, regulatory, legal, economic, environmental, social and
- ethical contexts of cyber security
- To expose students to responsible use of online social media networks
- To systematically educate the necessity to understand the impact of cyber-crimes and threats with solutions in a global and societal context
- To select suitable ethical principles and commit to professional responsibilities and human values and contribute value and wealth for the benefit of the society

Course Outcomes

On completion of this course, the learners will be able to

- Understand the cyber security threat landscape.
- Develop a deeper understanding and familiarity with various types of cyber attacks, cyber-crimes, vulnerabilities and remedies thereto.
- Analyse and evaluate existing legal framework and laws on cyber security
- Analyse and evaluate the digital payment system security and remedial measures against digital payment frauds
- Analyse and evaluate the importance of personal data its privacy and security
- Analyse and evaluate the security aspects of social media platforms and ethical aspects associated with use of social media
- Analyse and evaluate the cyber security risks
- Based on the Risk assessment, plan suitable security controls, audit and compliance
- Evaluate and communicate the human role in security systems with an emphasis on ethics, social engineering vulnerabilities and training
- Increase awareness about cyber-attack vectors and safety against cyber-frauds
- Take measures for self-cyber-protection as well as societal cyber-protection

MODULE 1: OVERVIEW OF CYBER SECURITY

Cyber security increasing threat landscape, Cyber security terminologies- Cyberspace, attack, attack vector, attack surface, threat, risk, vulnerability, exploit, exploitation, hacker., Non-state actors, Cyber terrorism, Protection of end user machine, Critical IT and National Critical Infrastructure, Cyber warfare, Case Studies.

MODULE 2: CYBER CRIMES

Cybercrimes targeting Computer systems and Mobiles- data diddling attacks, spyware, logic bombs, DoS, DDoS, APTs, virus, Trojans, ransomware, data breach., Online scams and frauds- email scams, Phishing, Vishing, Smishing, Online job fraud, Online sextortion, Debit/ credit card fraud, Online payment fraud, Cyberbullying, website defacement, Cyber-squatting, Pharming, Cyber espionage, Cryptojacking, Darknet- illegal trades, drug trafficking, human trafficking., Social Media Scams & Frauds- impersonation, identity theft, job scams, misinformation, fake news cyber crime against persons - cyber grooming, child pornography, cyber stalking., Social Engineering attacks, Cyber Police stations, Crime reporting procedure, Case studies.

MODULE 3: CYBER LAW

Cyber crime and legal landscape around the world, IT Act, 2000 and its amendments. Limitations of IT Act, 2000. Cyber crime and punishments, Cyber Laws and Legal and ethical aspects related to new technologies- AI/ML, IoT, Blockchain, Darknet and Social media, Cyber Laws of other countries, Case Studies.

MODULE 4: DATA PRIVACY AND DATA SECURITY

Defining data, meta-data, big data, non-personal data. Data protection, Data privacy and data security, Personal Data Protection Bill and its compliance, Data protection principles, Big data security issues and challenges, Data protection regulations of other countries- General Data Protection Regulations (GDPR), 2016 Personal Information Protection and Electronic Documents Act (PIPEDA)., Social media- data privacy and security issues.

MODULE 5: CYBER SECURITY MANAGEMENT, COMPLIANCE AND GOVERNANCE

Cyber security Plan- cyber security policy, cyber crises management plan., Business continuity, Risk assessment, Types of security controls and their goals, Cyber security audit and compliance, National cyber security policy and strategy.

Reading List

Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives by Sumit Belapure and Nina Godbole, Wiley India Pvt. Ltd

Information Warfare and Security by Dorothy F. Denning, Addison Wesley

Security in the Digital Age: Social Media Security Threats and Vulnerabilities by Henry A. Oliver, Create Space Independent Publishing Platform

Data Privacy Principles and Practice by Natraj Venkataramanan and Ashwin Shriram, CRC Press

Information Security Governance, Guidance for Information Security Managers by W. Krag Brothy, 1st Edition, Wiley Publication

Auditing IT Infrastructures for Compliance By Martin Weiss, Michael G. Solomon, 2nd Edition, Jones Bartlett Learning

AEC 301 Life Skills

Course Objectives

The objectives of the course are to:

- Enhance the ability of developing self-knowledge and self-awareness by overcoming all fears and insecurities
- Increase emotional competency and emotional intelligence at the place of study/work
- Provide the opportunity for realizing self-potential through practical examples
- Develop interpersonal skills and adopt good leadership behaviour for self-empowerment and the empowerment of others

Course Outcomes

After successfully completing the course, learners will be able to

- Gain Self-competency and Confidence
- Gain Emotional Competency
- Gain Intellectual Competency
- Gain an Edge through Professional Competency
- Aim for a High Sense of Social Competency
- Imbibe the attributes of an Integral Human Being

Syllabus

UNIT 1: LISTENING AND SPEAKING

Techniques of Effective Listening and speaking, Listening and Comprehension, Probing Questions, Barriers to Listening, Pronunciation, Enunciation, Vocabulary, Fluency, Common Errors

UNIT 2: READING, WRITING AND DIFFERENT MODES OF WRITING

Techniques of Effective Reading, Gathering Ideas and Information from a Given Text, Evaluating and Interpreting the Text; Avoiding Ambiguity, Vagueness, Unwanted Generalizations, and Oversimplification of Issues; Being structured and sequenced; Using Different Modes of Writing like E-mails, Proposal, Recording the Proceedings of Meetings

UNIT 3: DIGITAL LITERACY AND SOCIAL MEDIA, DIGITAL ETHICS AND CYBER SECURITY

Basic Computer Skills on MS Office Suite, MS Excel, MS Word, MS PowerPoint; Basic Virtual Platforms like Zoom, Google Meet, Cisco Webex, MS Teams; Cyber Security and Threats, Vulnerabilities of Cyber Attacks; Digital Ethics, Digital Etiquette and Digital Life Skills

UNIT 4: NONVERBAL COMMUNICATION

Meaning of Nonverbal Communication; Advantages of Using Nonverbal Communication, Modes of Nonverbal Communication like Eye Contact and Facial Expression, Hand Gestures; Do's and Don'ts in NVC

UNIT 5: GROUP DISCUSSION SKILLS AND INTERVIEW SKILLS

Meaning and Methods of Group Discussion; Procedure of Group Discussion; Group Discussion — Common Errors; Meaning and types of interviews; Dress code, background research; Do's and Don'ts; Situation, task, action, and response (STAR concept) for facing an interview; Interview procedure; Important questions generally asked at a job interview; common errors that candidates generally make at an interview

UNIT 6: EXPLORING CAREER OPPORTUNITIES, RÉSUMÉ SKILLS

Knowing yourself — Personal characteristics; Knowledge about the world of work, requirements of jobs, including self-employment; Sources of career information; Preparing for a career based on potential and availability of opportunities; Introduction of résumé and its importance; Difference between a CV, résumé and biodata; Essential components of a good résumé; Common errors while preparing a résumé

UNIT 7: COGNITIVE AND NON-COGNITIVE SKILLS, PRESENTATION SKILLS, AND LISTENING AS A TEAM SKILL

Cognitive Skills: Meaning and Types of Cognitive Skills, Strategies to Develop Cognitive Skills like Critical Thinking Skills, Problem-solving skill; Non-cognitive Skills: Meaning and Types of Non-cognitive Skills; Strategies to Develop Non-cognitive Skills like Empathy, Creativity, Teamwork; Types of Presentations; Knowing the Purpose; Knowing the Audience; Opening and Closing a Presentation; Using Presentation Tools; Handling Questions; Ways to Improve Presentation Skills over Time

UNIT 8: TRUST AND COLLABORATION, BRAINSTORMING, SOCIAL AND CULTURAL ETIQUETTES, INTERNAL COMMUNICATION

Importance of Trust in Creating a Collaborative Team; Spirit of Teamwork; Understanding Fear of Being Judged and Strategies to Overcome Fear; Advantages of Effective Listening; Listening as a Team Member and Team Leader; Brainstorming as a Technique to Promote Idea Generation; Need for Etiquette; Aspects of Social and Cultural/Corporate Etiquette in Promoting Teamwork; Use of Various Channels for Transmitting Information to Team Members

UNIT 9: LEADERSHIP SKILLS, INNOVATIVE LEADERSHIP AND DESIGN THINKING

Understanding Leadership and its Importance; Traits and Models of Leadership; Key characteristics of an effective leader; Leadership styles; Basic Leadership Skills like Motivation, Teamwork, Negotiation, Networking; Concept of emotional and social intelligence; Design thinking and its key elements; Learning through Biographies - Drawing insights on how leaders sail through difficult situations

UNIT 10: MANAGERIAL SKILLS

Basic managerial skills like planning for effective management, organizing teams, recruiting and retaining talent, delegation of tasks, coordinating, managing conflict; Self-management skills like understanding self-concept, developing self-awareness, self-examination, self-reflection and introspection, self-regulation, managing personal finance; Aspects of budgeting like setting personal goals, estimating likely expenses and managing saving, investment and spending

UNIT 11: ENTREPRENEURIAL SKILLS, ETHICS AND INTEGRITY

Basics of entrepreneurship- meaning of Entrepreneurship, classification and types of entrepreneurs, traits and competencies of entrepreneur; creating business plan - problem identification and idea generation, idea validation, pitch making; ethics and conduct - importance of ethics, personal and professional moral codes of conduct, creating a harmonious life

UNIT 12: LOVE AND COMPASSION, TRUTH, NON-VIOLENCE

Forms of love; love, compassion, empathy, sympathy and non-violence, narratives and anecdotes from history and literature including local folklore on gains and losses in practising love; Truth- truth as value, truth as fact- narratives and anecdotes from history and literature including local folklore on gains and losses in practicing truth; Non-violence – Ahimsa, individuals and organizations that are known for their commitment to non-violence; Narratives and anecdotes about non-violence from history and literature, including local folklore on gains and losses in practicing non-violence

UNIT 13: PEACE, SERVICE, RENUNCIATION

Peace- its need, relation with harmony, and balance; Narratives and anecdotes about peace from history and literature, including local folklore on gains and losses in practicing peace; Service and its forms; Narratives and anecdotes dealing with instances of service from history and literature, including local folklore on gains and losses in practicing service; Renunciation and sacrifice; self-restrain and ways of overcoming greed; narratives and anecdotes from history and literature, including local folklore on gains and losses in practicing renunciation and sacrifice

UNIT 14: CONSTITUTIONAL VALUES, JUSTICE AND HUMAN RIGHTS, RIGHTEOUSNESS

Righteousness, dharma and propriety; Fundamental Values like Justice, Liberty, Equality, Fraternity, Human Dignity; Fundamental Rights and Fundamental Duties as stated in Indian Constitution

Reading List

- Sen, Madhuchanda. 2010. An Introduction to Critical Thinking. Delhi: Pearson.
- Silvia, P. J. 2007. How to Read a Lot. Washington DC: American Psychological Association
- EH McCrath, 1999; Basic Managerial Skills for All; Prentice Hall of India
- Ashokan, M. S. 2015. Karmayogi: A Biography of E. Sreedharan. London, UK: Penguin
- Chandra, P. 2017. Financial Management: Theory & Practice. 9th edition. New York: McGraw Hill Education
- Leading with Cultural Intelligence: The New Secret to Success, New York: American Management Association
- McCormack, M.H. 1986. What They Don't Teach You at Harvard Business School: Notes from A Street-Smart Executive. New York: Bantham
- Sinek, S. 2009. Start With Why: How Great Leaders Inspire Everyone to Take Action. London: Penguin

Basham, A.L. 1954. First edition. The Wonder That Was India. London: Picador Press.

Ghosh, Shantikumar. 2004. Universal Values. Kolkata: The Ramakrishna Mission.

Ghosh, Sri Aurobindo. 1998. The Foundations of Indian Culture. Pondicherry: Sri Aurobindo Ashram.

Joshi, Kireet. 1997 Education for Character Development, Delhi: Dharma Hinduja Centre of India Studies

AEC 302 Computer Applications in Quantitative Analysis [Credits 3+1]

UNIT1: FUNDAMENTALS OF QUANTITATIVE ANALYSIS

Introduction to quantitative analysis, Idea and process of quantification, issues of quantification, counting and measurement, notion of scale, dimensions of measurement, reliability and validity of scale, sensitivity and robustness of scale

UNIT 2: TYPES OF QUANTITATIVE DATA AND REPRESENTATION

Primary and secondary data; nominal, ordinal, interval and ratio data; time series, cross section and panel data; graphs and diagrams, tables – one way and cross tables

UNIT 3: BASICS OF HANDLING DATA IN SPSS

Understanding SPSS Environment – Data and Variable View; Defining Variables in a Dataset; Reading, Importing and Entering Data; Recoding Variables – Recoding into Same and Different Variables

UNIT 4: DESCRIPTIVE STATISTICS USING SPSS

Obtaining Frequency Tables; Getting Descriptive Statistics Measures: Central Tendency, Dispersion, Skewness and Kurtosis

UNIT 5: HANDLING OUTLIERS AND TESTING NORMALITY

Exploring Data to Check Key Assumptions such as Outliers and Normality

UNIT 6: CROSS TABULATION

Obtaining and Use of Cross Tables; Checking for Independences – Chi-Square etc.; Adding Layers to Cross Tables

UNIT 7: CUSTOM TABLES

Making Custom Tables – Adding Totals, Sub-Totals and Categories and Statistics; Handling three or more variables in Custom Table; Dealing with Multiple Responses

UNIT 8: CORRELATION ANALYSIS

Understanding Correlation by Scatter Diagrams; Obtaining Pearson's and Spearman's Correlation Coefficients

UNIT 9: REGRESSION ANALYSIS

Carrying out Simple Linear Regression; Obtaining Multiple Regressions; Carrying out Regression Diagnostics for Autocorrelation, Heteroscedasticity and Multicollinearity, Logistic Regression

UNIT 10: TESTING OF HYPOTHESIS

Basic steps in Hypothesis Testing; Carrying out t-Tests – Independent and Paired; Conducting ANOVA and performing Post Hoc Tests

UNIT 11: FACTOR ANALYSIS

Basic understanding of data reduction, Utility of Factor Analysis, Dimensions and Rotations, Component Matrix, Factor and Factor Scores

Practical: Hands on activities and work-sessions [1 Credit]

Annexure V: Course wise Faculty allotment of PG Hindi Programme

Semester	Title of the Course (DSC)	School	Discipline	Faculty/Course Coordinator
1	DSC 1: Hindi Sahitya ka Iihas (Adikakaal aur Bhaktikaal)	PGBSH	Hindi	Dr. Pranjal Kr Nath
	DSC 2: Bhasha Vigyan	PGBSH	Hindi	Dr. Ujjal Deka Baruah
	DSC3: Bharatiya Kavyashastra	PGBSH	Hindi	Dr. Ujjal Deka Baruah
2	DSC 4: Hindi Sahitya ka Itihas (ritikaal aur adhunik kaal)	PGBSH	Hindi	Dr. Pranjal Kr Nath
	DSC 5: Paschatya Kavyashastr ewn Samkalin awadharana	PGBSH	Hindi	Dr. Abdul Latif
	DSC 6: Hindi Bhasha aur Lipi			Dr. Ujjal Deka Baruah
3	DSC 7: Hindi Alochana ewn Adhunik Vimarsh	PGBSH	Hindi	Dr. Pranjal Kr Nath
	DSC 8: Upanyas Sahitya	PGBSH	Hindi	Dr. Abdul Latif
	DSC 9: Hindi ka Natak aur Ekanki Sahitya			Dr. Pranjal Kr Nath
4	DSC 10: Anusandhan (Shodh Pranali)	PGBSH	Hindi	Dr. Abdul Latif
	DSC 11: Asamiyaa Sanskriti ka Adhyayan			Dr. Pranjal Kr Nath
	DSC 12: Hindi ka Kahani Sahitya	PGBSH	Hindi	Dr. Abdul Latif
Semester	Title of the Course (DSE)	School	Discipline	Faculty/Course Coordinator
1	DSE 1: Hindi Kavyadhara (Adikal aur Bhaktikal)	PGBSH	Hindi	Dr. Pranjal Kr Nath
2	DSE 2: Hindi Kavyadhara(adhunik kaal)	PGBSH	Hindi	Dr. Abdul Latif
3	DSE 3: Prayujanmulak Hindi	PGBSH	Hindi	Dr. Ujjal Deka Baruah
4:	DSE 4: Anuwad Vigyan aur uska siddhant (Option-1) Lok-Snskrit (Uttar-purv ke vishesh sandarbh me) (Option-2)	PGBSH	Hindi	Dr. Ujjal Deka Baruah