

***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 (ADIKAAL 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 (ADIKAAL 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: ADIKAAL**

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 kavya parampara aur pramukh kavi.

**Unit 7: SUPHI KAVYA**

Suphi kavya parampara aur is sampraday ke pramukh kavi, suphi kavya 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 weigyanikata.

### **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, etahasik bhashavigyan, tulnatmak bhashavigyan.

**Unit 7: BHASHAVIGYAN KE ADHYAYAN KI WIBHINN PADDHATIYAN**

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

**Unit 8: BHASHAVIGYAN KE SATH WIBHINN MANAWIYA VIGYANON KA SAMBANDH**

Manowigyan, itihās, bhugol, samajvigyan, wyakaran, darshanshastr

**Unit 9: SWANVIGYAN**

Itihās, 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 vikās 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 rashtabhasha banne ki kashamata, rashtabhasha 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 19<sup>th</sup> 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 sahye- 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 sahye 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 Masters<sup>9</sup> 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/Professional<sup>9</sup>s 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><b>Project Report/Dissertation</b></p> <p><b>Title of topic</b></p> <p><b>University Logo</b></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>  <b>Name of the Candidate:</b>  <b>Enrolment No:</b>  <b>Study centre Code:</b></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 No .....under 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:

<b><u>Self-Declaration by The Learner</u></b>	
<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>	
<b>Name:</b>	<b>Enrolment Number:</b>
<b>Signature of the Learner:</b>	<b>Date:</b>

## 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.