



UNIVERSITY OF CALICUT
G & A - IV - B

No. 5199/GA - IV - B2/2012/CU

Calicut University.P.O

Dated: 06.01.2026

From

The Registrar

To

The Principal

Sacred Heart (Autonomous) College

Chalakkudy

Sir/Madam

Sub:- Approval of syllabus of General Foundation Courses in Hindi forwarded by Sacred Heart College(Autonomous), Chalakkudy -Informing of -Reg

Ref:- 1.Letter No A17/SA/Admn2025 dated 24/10/2025.

2. Minutes of the meeting of the Board of Studies in Hindi UG held on 13/11/2025 (Item No 2)

3.Approval received in the file of Even no dated 05/01/2026

With reference to the above, it is hereby informed that the meeting of the Board of Studies in Hindi UG held on 13/11/2025 has approved the **Syllabus of General Foundation courses in Hindi** submitted by your college. The above resolution of the Board of Studies in Hindi UG has been approved by the Vice Chancellor.

The matter is forwarded herewith for information and further necessary action.

Yours faithfully

Arsad M

Deputy Registrar

(For The Registrar)

Copy to

PA to CE/DR, BA Branch



SACRED HEART COLLEGE (AUTONOMOUS), CHALAKUDY

**(GENERAL FOUNDATION COURSES OFFERED BY
DEPARTMENT OF HINDI)**

SYLLABUS

w.e.f. 2024 admission onwards

(FYUGP Regulations 2024)

सेक्रड हार्ट कॉलेज

हिंदी के जनरल फाउंडेशन कोर्सस



योजना और पाठ्यक्रम
(एफ वै यु जि पि रेगुलेशन्स 2024)

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DISTRIBUTION OF GENERAL FOUNDATION COURSES IN HINDI

ABILITY ENHANCEMENT COURSES (AEC)

Sem ester	Course Code	Course Title	Total Hours	Hour s/ Week	Cre dits	Marks			
						Intern al	Exter nal	To tal	
1	HIN1FA 102(1)	AEC2 HINDI BHASHA MEIN SANCHAR AUR RACHANATMAK LEKHAN KA VIKAS – BHAG I <i>(Enhancement in Communication and Creative Writing in Hindi Language -Part I)</i>	45	3	3	25	50	75	For Languages, Humanities And other B.A Programmes
1	HIN1FA 102(2)	AEC2 HINDI BHASHA MEIN SANCHAR AUR RACHANATMAK LEKHAN - BHAG I <i>(Communication And Creative Writing in Hindi Language -Part I)</i>	45	3	3	25	50	75	Science
1	HIN1FA 102(3)	AEC2 SANCHAR KAUSHAL VIKAS – BHAG I <i>(Communication Skills Enhancement - Part I)</i>	45	3	3	25	50	75	Commerce and Management
2	HIN2FA 104 (1)	AEC4 HINDI BHASHA MEIN SANCHAR AUR RACHANATMAK LEKHAN KA VIKAS – BHAG II <i>(Enhancement in Communication and Creative Writing in Hindi Language -Part II)</i>	45	3	3	25	50	75	For Languages, Humanities And other B.A Programmes

2	HIN2FA 104(2)	AEC4 HINDI BHASHA MEIN SANCHAR AUR RACHANATMAK LEKHAN- BHAG II <i>(Communication And Creative Writing in Hindi Language -Part II)</i>	45	3	3	25	50	75	Science
2	HIN2FA 104(3)	AEC4 SANCHAR KAUSHAL VIKAS -BHAG II <i>(Communication Skills Enhancement - Part II)</i>	45	3	3	25	50	75	Commerce and Management

MULTIDISCIPLINARY COURSES (MDC)

3	HIN3FM 107(1)	MDC3 KERAL KA SANSKRITHIK ITHIHAS <i>(The Cultural History of Kerala)</i>	45	3	3	25	50	75	For Languages, Humanities And other B.A Programmes
3	HIN3 FM 107(2)	MDC3 KERAL KA SANSKRITHIK SAUNDARYA <i>(The Cultural Aesthetics of Kerala)</i>	45	3	3	25	50	75	Science
3	HIN3FM 107(3)	MDC3 KERAL KA ARTHIK VIKAS <i>(The Economic Development of Kerala)</i>	45	3	3	25	50	75	Commerce and Management

VALUE ADDED COURSE (VAC)

4	HIN4FV 110(1)	HINDI SAHITYA MEIN MANAVIKATA KA ALOK <i>(The Light of Humanity in Hindi Literature)</i>	45	3	3	25	50	75	For Languages, Humanities And other B.A Programmes
4	HIN4FV 110(2)	HINDI SAHITYA MEIN MANAVIKATA KI CHHATRACHHAYA <i>(The Protection of Humanity in Hindi Literature)</i>	45	3	3	25	50	75	Science
4	HIN4FV 110(3)	HINDI SAHITYA MEIN MANAVIKATA KA SAMANWAYA <i>(Harmony of Humanity in Hindi Literature)</i>	45	3	3	25	50	75	Commerce and Management

FOUR YEAR UNDER GRADUATE PROGRAMME

GENERAL FOUNDATION COURSES

PROGRAMME OUTCOMES (PO):

At the end of the graduate program at Calicut University, a student would:

SI No.	Graduate Attributes	PO Statements
PO 1	Knowledge Acquisition	Demonstrate a profound understanding of knowledge, trends and their impact on the chosen discipline of study.
PO 2	Communication collaboration inclusiveness and leadership	Became a team player who drives positive change through effective communication, collaborative acumen, transformative leadership and a dedication to inclusivity.
PO 3	Professional skills	Demonstrate professional skills to navigate diverse career paths with confidence and adaptability.
PO 4	Digital intelligence	Demonstrate proficiency in varied digital and technological tools to understand and interact with the digital world, thus effectively processing complex information.
PO 5	Scientific awareness and critical thinking	Emerge as an innovative problem solver and impactful mediator, appliance scientific understanding and critical thinking to address challenges and advance sustainable solutions.
PO 6	Human values, professional ethics and social and	Become a responsible leader characterised by an unwavering commitment to human values, ethical conducts and fervent dedication to the wellbeing of society and the environment.

	environmental responsibility	
PO 7	Research innovation and entrepreneurship	Emerge as a researcher and entrepreneurial leader, forging collaborative partnership with industry academia and communities to contribute enduring solutions for local, regional and global development.

PROGRAMME SPECIFIC OUTCOMES (PSO):

PSO 1	Develop the skill in the usage of Hindi language in speaking, reading and writing.
PSO 2	Understand the origin and development of Hindi language and various literary theories.
PSO 3	Understand the various trends of Hindi literature and to analyse the social, political, economic and cultural life as depicted in Hindi literature.
PSO 4	Awareness in digital literacy.
PSO 5	Understand the basic theories and principles of translation and achieve a thorough practical knowledge in translation in different fields.
PSO 6	Develop the aptitude in research in Hindi language and literature and related areas.
PSO 7	Develop the creativity and critical thinking.
PSO 8	Develop human values.
PSO 9	Develop employability skills.
PSO 10	Understand the History and Culture of different places through Literature

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)

Programme	B.A. (LANGUAGE, HUMANITIES AND OTHER B.A. PROGRAMMES)				
Course Title	HINDI BHASHA MEIN SANCHAR AUR RACHANATMAK LEKHAN KA VIKAS – BHAG I (Enhancement in Communication and Creative Writing in Hindi Language – Part I)				
Type of Course	AEC 2				
Course Code	HIN1FA102(1)				
Semester	1				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Knowledge in Hindi language (alphabets, reading and writing)				
Course Summary	This course is to ensure the communication skill enhancement through Multimodal learning method. Language learning in present era emphasizes multimodal methods, integrating audio, video, text and interactive exercises. This approach caters to diverse learning preferences allowing students to develop all language skills- Listening, speaking, reading and writing-simultaneously.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Learner can understand what language skills are necessary in a visually oriented society.	U	C	Exams /Group discussions.
CO2	Learners can improve their communication skills through discussions.	Ap	P	Assignment / Grammar practice.
CO3	Learner can improve their ability to define diversity of the current social life and understand society.	Ap	P	Seminar Presentation / Conversation writing.
CO4	Learn basic grammar for effective	U	C	Exams /

	communication. They can understand their own strengths and weaknesses.			Assignments
CO5	Students will identify new trends in communicative Hindi.	Ap	P	Reading short story/ poems Discussion.
CO6	New ideas will emerge through conducting workshops, group discussions and seminar.	Ap	P	Viva Voce/ Power point preparation.
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (36 +9)	Marks
I	Listening & Understanding		5	8
	1	A brief introduction to Indian Constitution, Members of the Constitution Committee, Drafting Committee, Rajbahsa articles, language policy, Munshi -Ayyangar formula)	2	
	2	Screening /viewing – Samvidhan episode 7	1	
	3	General introduction of Premchand, his literary works, and general introduction about the work Namak ka Daroga (Plot)	1	
	4	Screening/viewing – Namak ka Daroga	1	
	Internal evaluation Assignment – (To prepare a list of Hindi words (hearing for first time) used in the video Samvidhan episode 7 and Namak ka Daroga) Quiz – to conduct a quiz after completing each lesson. Group discussion on Indian Constitution and Language policy Group discussion on Namak ka Daroga – plot and its social relevance. Language usage etc.			
II	Speaking & Reading		6	8
	5	Introduction to Premchand – his literary works- his role in Hindi Literature (Stories, Novels & Plays)	2	
	6	About the short story- Panch Parameshwar – plot- characters-relevance ect.	2	
	7	Reading – Panch Parameshwar – Play Adaptation Premchand ki kahaniyom ke natya rupantharan – by Chitra Mudgal	2	
	Internal evaluation			

	Testing Reading Skills of students – Panch Parameswar			
	Ask students to read the original short story – Panch Parameswar and write about the differences in the approach of transcreation (short story to one act play)			
III	Reading and Interpreting Text and context		11	20
	8	Pardesi – Mamta Kaliya (Delivering the text with the help of literary elements- plot, character, setting, tone/mood, image, critical evaluation of the text)	4	
	9	School (Laghukatha) – Sukesh Sahni - (Delivering the text with the help of literary elements- plot, character, setting, tone/mood, image, critical evaluation of the text)	1	
	10	Pratham Reshmi – Sumitranandan Pant (Reading the poem, the comprehension of the theme of the poem. The appreciation of beauty of language, thought, emotions and images of the poem.)	2	
	11	Kavitha ki Zarurath – Kunwar Narayan (Reading the poem, the comprehension of the theme of the poem. The appreciation of beauty of language, thought, emotions and images of the poem.)	2	
	12	Main Doonga Makul Jawah – Asanga Ghosh (Reading the poem, the comprehension of the theme of the poem. The appreciation of beauty of language, thought, emotions and images of the poem.)	2	
IV	Creating & Application		14	14
	13	Sentence Structure	3	
	14	Sagya, Sarvanaam, Visheshan	2	
	15	Kartha, Karma, Kriya	2	
	16	Sentence Correction	2	
	17	Sentence Translation	2	
	18	Conversation writing	1	
	19	Precis writing – exercise (page no. 124 to 127 of the text)	2	
V	Open Ended Module: Basic communication skills		9	
		1. Screening/Viewing & discussion – Samvidhan episode 10 (Preamble of The Indian Constitution) 1. . Aakhiri Padaav ke Pahle – Subhash Chandra Kushvaha - Prepare an article from this story – message of the story or prepare an appreciation of this story) 2. Prepare assignment – translation of paragraphs from the short story – Pardesi (from Hindi to English) (Group activity)		

		3. Any topic related to this paper prepared by concerned teacher and approved by Board of Studies Hindi		
Books and References: Hindi grammar, story, Poems sentence examples for grammar usage, Interview.				
Videos :				
1. Samvidhan Eposide 7 Samvidhaan - Episode 7/10 (youtube.com) Samvidhaan: The Making of the Constitution of India is a ten-part television mini-series based on the making of the Constitution of India, directed by Shyam Benegal. 2. Samvidhan Eposide 10 Samvidhaan - Episode 10/10 (youtube.com) Samvidhaan: The Making of the Constitution of India is a ten-part television mini-series based on the making of the Constitution of India, directed by Shyam Benegal. 3. Gulzar Serial Tehreer Munshi Premchand Ki Story HAATH PELE KAR DO Directed By Gulzar (youtube.com) 4. नमक का दारोगा Namak Ka Darogha Tehreer - Munsu Premchand Ki... (youtube.com)				

PREScribed TEXT

संचार और रचनात्मक लेखन का विकास - भाग 1, राजकमल प्रकाशन नई दिल्ली (SANCHAR AUR RACHANATMAK LEKHAN KA VIKAS BHAG – I, Rajkamal Prakashan, New Delhi)

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PS O8	PS O9	PSO 10	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1				3										3			
CO 2	3											2					
CO 3								2								3	
CO 4		2									2						
CO 5	3											2					

CO 6									2							3	

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓		✓	✓
CO 4		✓		✓
CO 5		✓	✓	✓

CO 6			✓	
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Programme	B. Sc.				
Course Code	HIN1FA102(2)				
Course Title	HINDI BHASHA MEIN SANCHAR AUR RACHANATMAK LEKHAN – BHAG I (Communication and Creative writing in Hindi Language – Part 1)				
Type of Course	AEC 2				
Semester	I				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Knowledge in Hindi alphabets, reading and writing				
Course Summary	This course is to ensure the communication skill enhancement through Multimodal learning method. Language learning in present era emphasizes multimodal methods, integrating audio, video, text and interactive exercises. This approach caters to diverse learning preferences allowing students to develop all language skills- Listening, speaking, reading and writing- simultaneously.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Learner will be equipped with basic communication techniques.	U	C	Exams /Group discussions.
CO2	Learner will identify the terms, concepts and trends of communication through reading	Ap	P	Assignment / Grammar

	writing and listening.			practice.
CO3	Learner will interpret new text and observe the creative writings critically.	Ap	P	Seminar Presentation / Conversation writing.
CO4	Learn basic grammar for effective communication.	U	C	Exams / Assignments
CO5	Applying basic terms of visual media language learners will improve their communication skills.	Ap	P	Screening short film/ Discussion.
CO6	Learners can generate and develop ideas for conversation writing and script writing.	Ap	P	Viva Voce/ Power point preparation.
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (36 +9)	Marks (50)
I	Listening & Understanding		6	5
	1	Screening /viewing – Samvidhan episode 4	2	
	2	Discussion after viewing the video (A brief introduction to Indian Constitution, Members of the Constitution Committee, Drafting Committee, Fundamental Rights and Duties)	2	
	3	Screening / viewing – interview with Geetanjali Sree	1	
	4	Explain What is an interview, Principles of an Interview, Introducing Geetanjali Sree and her works to the students	1	
	Internal evaluation Assignment – (To prepare a list of Hindi words (hearing for first time) used in the video Samvidhan episode 4 and interview with Geetanjali Sree and its meaning) Quiz – to conduct a quiz after completing each lesson Group discussion on Indian Constitution and Fundamental Rights and Duties			
II	Speaking & Reading		3	15
	5	Group activity - Dialogue rendering – Do Kalakar (one act play by Bhagavatcharan Varma)	2	

	6	Discussion on the one act play (Plot & Characters)	1	
	Internal evaluation			
	Reading Skills			
III	Analysing & Evaluating		14	20
	7	Rajesh Jain – Nidrakhor – (Delivering the text with the help of literary elements- plot, character, setting, tone/mood, image, critical evaluation of the text)	3	
	8	Creative and Critical discussion on the short story Nidrakhor	1	
	9	Sakthi Trivedi – Upagrah Mein (Delivering the text with the help of literary elements- plot, character, setting, tone/mood, image, critical evaluation of the text)	3	
	10	Creative and Critical discussion on the short story Nidrakhor	1	
	11	Gulzar – Baaz (Delivering the text with the help of literary elements- plot, character, setting, tone/mood, image, critical evaluation of the text)	2	
	12	Creative and Critical discussion on the short story Nidrakhor	1	
	13	Kavitha by Sumitranandan Panth - Gramdadrishi – (Readings of the poem, the comprehension of the theme of the poem. The appreciation of beauty of language, thought, emotions and images of the poem.)	1	
	14	Kavitha by Nirala – Sandhya Sundari – (Readings of the poem, the comprehension of the theme of the poem. The appreciation of beauty of language, thought, emotions and images of the poem.)	2	
	Internal evaluation			
	Quiz – to conduct a quiz after completing each lesson			
	Class test			
	Seminars			
IV	Creating & Application		13	10
	15	Sagya, Sarvanam, Visheshan	2	
	16	Kartha, Karma , Kriya	3	
	17	Sentence Structure	2	
	18	Sentence Correction	2	
	19	Sentence Translation	2	
	20	Conversation writing	1	
	21	Preis writing	1	
	Internal evaluation			
	Quiz – to conduct a quiz after completing each lesson			

	Class test Assignment – creative writing			
V	Open Ended Module		9	
	1	- Any topic related to this paper prepared by concerned teacher and approved by Board of Studies Hindi or - Screening/ viewing – Nirmala episode 1 & 2 Nirmala Episode 1 Tehreer - Munsi Premchand Ki... (youtube.com) (Understanding about transcreation) (Identify the new words from the dialogues presented in the video) - Short story - Mamatha kalia – Aazadi (Read the story and prepare an appreciation of this story) - Kavitha by JayashankarPrasad – Kamayani – Asha – part 1 (Translate the lines from this poem) (Group activity)	9	

Prescribed Text

संचार और रचना - भाग 1, राजपाल एंड सन्ज़, नई दिल्ली ।

(Sanchar Aur Rachana, Bhag 1, Rajpal and Sons, New Delhi)

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PS O8	PS O9	PSO 10	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1				3										3			
CO 2	3											2					
CO 3								2								3	
CO 4		2									2						

CO 5	3											2					
CO 6									2							3	

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓

CO 6			✓	
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FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)**BCom**

Programme	B. Com. / MANAGEMENT STUDIES				
Course Title	SANCHAR KAUSHAL VIKAS – BHAG I (Communication Skills Enhancement – Part 1)				
Type of Course	AEC 2				
Course Code	HINIFA102 (3)				
Semester	1				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Knowledge in Hindi alphabets, reading and writing				
Course Summary	This course is to ensure the communication skill enhancement through Multimodal learning method. Language learning in present era emphasizes multimodal methods, integrating audio, video, text and interactive exercises. This approach caters to diverse learning preferences allowing students to develop all language skills- Listening, speaking, reading and writing-				

	simultaneously.
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Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Learner can understand how to communicate within the workplace learning new techniques from new media especially from films and advertisements.	U	C	Exams /Group discussions.
CO2	Learners can improve their reading and writing skills through story, poems, Bio picture, autobiography.	Ap	P	Assignment / Grammar practice.
CO3	Learner will interpret new text and observe the creative writings. They can find out new words for communication from the given text.	Ap	P	Seminar Presentation / Conversation writing.
CO4	Learn basic grammar for effective communication. They can understand their own strengths and weaknesses.	U	C	Exams / Home Assignments
CO5	Learners will enhance their ability to explore the diversity of new media and visually oriented language and culture.	Ap	P	Reading short story/ poems Discussion.
CO6	Different ways of communication will emerge and learner can share knowledge in society.	Ap	P	Viva Voce/ Power point preparation.
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (36 +9)	Marks
I	Communication skills enhancement		10	10
	1	Basic Principles of communication	1	
	2	Screening /viewing – Samvidhan Episode 7	1	
	3	A brief introduction to Indian Constitution, Members of the Constitution Committee, Drafting Committee, Rajbahsha Articles, Language Policy,	2	

		Munshi -Aiyengar formula)		
	4	Group activity – Reading, Dialogue rendering and interpretation – Tauliya : (one act play by Upendranath Ashk)	5	
	5	Discussion on the one act play (Plot & Characters)	1	
	Internal evaluation Assignment – (To prepare a list of Hindi words (hearing for first time) used in the video Samvidhan Episode 7) Quiz – to conduct a quiz after completing each lesson Group discussion on Indian Constitution and Language policy Testing Reading Skills of students – Tauliya one act play			
II	Hindi poems - Reading and Interpreting Text and context		5	10
	6	Kabeer – Doha	1	
	7	Meerabai – Pad	1	
	8	Woh mein hoom : Omprakash Valmiki (Readings of the poem, the comprehension of the theme of the poem. The appreciation of beauty of language, thought, emotions and images of the poem.)	2	
	9	Aurat : Chandrakant Devthale (Readings of the poem, the comprehension of the theme of the poem. The appreciation of beauty of language, thought, emotions and images of the poem.)	1	
	Internal evaluation Quiz – to conduct a quiz after completing each lesson Class test			
III	Basic Grammar for communication		9	10
	10	Sentence structure	3	
	11	Kartha karm kriya	2	
	12	Sentence translation	1	
	13	Conversation writing.	1	
	14	Letter writing official	1	
	15	Letter writing personal	1	
	Internal evaluation Quiz – to conduct a quiz after completing each lesson Class test Assignment – creative writing			
IV	Short stories: Reading and Interpreting Text and context		12	20
	16	Sabhyata ka Rahasya : Premchand (Delivering the text with the help of literary elements- plot, character, setting, tone/mood, image, critical	3	

		evaluation of the text)		
	17	Creative and Critical discussion on the short story Sabhyata ka Rahasya	1	
	18	No Bar : Jayaprakesh Kardam (Delivering the text with the help of literary elements- plot, character, setting, tone/mood, image, critical evaluation of the text)	3	
	19	Creative and Critical discussion on the short story No Bar	1	
	20	Cornsoup – Sharmila Bohra Jalan (Delivering the text with the help of literary elements- plot, character, setting, tone/mood, image, critical evaluation of the text)	3	
	21	Creative and Critical discussion on the short story Cornsoup	1	
	Internal evaluation			
	Quiz – to conduct a quiz after completing each lesson			
	Class test			
V	Open Ended Module / Suggested topic		9	
		1. Mein Neer Bhari Dhukh Ki Badli – Mahadevi Varma. (Understand the poem and prepare an article with key words - Hindi Poetry, Chayavad, four pillars, Mahadevi Varma, Poem Mein Neer Bhari Dhukh Ki Badli) (Group activity) / or (translate the poem from Hindi to English or Malayalam) (Group activity) 2. Hamare Shahar Ki Nadhi ek hei.- Anuj Lugun (Prepare an appreciation of the poem) (Group activity) 3. Prepare conversation based on short story Puraskar : Jayashankar Prasad. 4. Any topic related to this paper prepared by concerned teacher and approved by Board of Studies Hindi		

Prescribed Text –

संचार कौशल विकास , भाग 1, वाणी प्रकाशन , नई दिल्ली

(SANCHAR KAUSHAL VIKAS BHAG 1, Vani Prakashan New Delhi)

Mapping of COs with PSOs and POs :

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PS O8	PS O9	PSO 10	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
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CO 1				3										3			
CO 2	3											2					
CO 3								2								3	
CO 4		2									2						
CO 5	3											2					
CO 6									2							3	

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO	✓			✓

1				
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)

Programme	B A				
Course Title	HINDI BHASHA MEIN SANCHAR AUR RACHANATMAK LEKHAN KA VIKAS – BHAG II <i>(Enhancement in Communication and Creative Writing in Hindi Language -Part II)</i>				
Type of Course	AEC 4				
Course Code	HIN2FA104(1)				
Semester	II				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Knowledge in Hindi alphabets, reading and writing				
Course Summary	This course is to ensure the communication skill enhancement through reading, writing, listening, speaking and discussion on various literary forms.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Students will learn basic language skills and contemporary styles of communication.	U	C	Instructor-created exams /Group discussions.
CO2	Learners will understand about the skills required to become a translator.	Ap	P	Assignment / Grammar practice.
CO3	Students can participate in national level project and seminars.	Ap	P	Seminar Presentation / Conversation writing.
CO4	Learn basic grammar for effective communication. They will know basic grammar, vocabulary, and style of different languages.	U	C	Instructor-created exams / Home Assignments

CO5	Students will identify new trends in communicative Hindi. They will be able to evaluate various literary forms.	Ap	P	Reading short story/ poems Discussion.
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CO6	Students will improve their speaking ability in Hindi both in terms of fluency and comprehensibility.	Ap	P	Viva Voce/ Power point preparation.
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* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs (36 +9)	Marks (50)
Reading and Writing Enhancement Through Literature				
I	Literature and Grammar		12	14
	1	Uski Giraftaari se Poorv – Vibha Rani	3	
	2	Tense (Kaal) - Forms of Tenses	1	
	3	PresentTense – Forms of Present Tense	1	
	4	Identify Different Forms of Present Tenses from this story	1	
	5	Sentence and Paragrpah Translation from this story	1	
	6	Macdonald – Kamal Kumar	2	
	7	Past tense -Forms of Past tense	1	
	8	Identify Different Forms of Past Tenses from this story	1	
	9	Sentence and Paragraph Translation from this story	1	
		Literature and Grammar	12	14
II	10	Patjhad ki Awaaz – Razaa Zaafri	2	
	11	Future Tense -Forms of Future Tense	1	
	12	Identify different forms of Future Tenses from this story	1	
	13	Sentence and Paragraph Translation from this story	1	
	14	Programming- Upama Sharma	2	
	15	Adverb	1	
	16	Sentence and Paragraph Translation from this story	1	
	17	Manavata aur Rasgulle – Vishnu Nagar	1	

	18	Preposition, Conjunction, Exclamation	1	
	19	Sentence and Paragraph Translation from this story	1	

III	Poetry		6	12
	20	Kabeer Das ke Dohe – 5 dohe	1	
	21	Rahim ke dohe – 5 dohe	1	
	22	Agyey – Nadi ke Dweep	1	
	23	Ashok Vajpeyi – Samay se Anurodh	1	
	24	Kedarnath Singh – Pani ki Prarthana	1	
	25	Nirmala Putul – Apne Ghar ki Talash Mein	1	
		Grammatical Cases and Creative Writing	6	10
IV	26	Karak, Practice, Sentence Correction	4	
	27	General Essay Writing.	1	
	28	Practice	1	
V		Open End	9	
	Translation of Poetry			
	Stanzas from Poetry			
	नदी के दवीप समय से अनुरोध पानी की प्रार्थना अपने घर की तलाश में			
	Prepare conversation for various situations Practice on Translation Correct usage of Hindi Language (Sentences for example) Any topic related to this paper prepared by concerned teacher and approved by Board of Studies Hindi			

Prescribed Textbook

संचार और रचना अमक लेखन का विकास , भाग- दो (SANCHAR AUR RACHANATMAK LEKHAN KA VIKAS ,BHAG -2,)

Mapping of COs with PSOs and POs:

	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PS O8	PS O9	PSO 10	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7
C O 1				3										3			
C O 2	3											2					
C O 3								2								3	
C O 4		2									2						
C O 5	3											2					
C O 6									2							3	

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics: Assessment Rubrics:

Quiz / Assignment/ Discussion / Seminar: Midterm Exam: Programming
Assignments (20%) Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)

Programme	B. Sc.				
Course Title	HINDI BHASHA MEIN SANCHAR AUR RACHANATMAK LEKHAN- BHAG II <i>(Communication And Creative Writing in Hindi Language -Part II)</i>				
Type of Course	AEC 4				
Course Code	HIN2FA104(2)				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Knowledge in Hindi alphabets, reading and writing				
Course Summary	This course is to ensure the communication skill enhancement through reading, writing, listening and discussion on various literary forms.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Learner can understand what language skills are necessary for intercultural communication.	U	C	Exams /Group discussions.
CO2	Learners can improve their reading and writing skills through translation.	Ap	P	Assignment / Grammar practice./seminar
CO3	Learner will interpret new text and observe the creative writings critically.	Ap	P	Seminar Presentation / Conversation writing.
CO4	Learn basic grammar for effective communication. They can understand their own strengths and weaknesses.	U	C	Exams / Assignments/seminar
CO5	Learners will enhance their ability to explore the diversity of culture and lifestyle.	Ap	P	Reading short story/ poems Discussion.

CO6	Different ways of thinking will emerge and learner can share knowledge in society.	Ap	P	Viva Voce/ Power point preparation.
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (36 +9)	Marks (50)
Reading and Writing Enhancement through Literature				
I		Literature and Grammar	17	16
	1	Mohan Rakesh – Aardra	2	
	2	Tense (Kaal)- Definition - Forms of Tense	1	
	3	Present Tense - Definition- Forms of Present Tense	1	
	4	Identify Different forms of Present Tense (Varthmankal ke vibhinna kriyaroop) from this story	1	
	5	Sentence and Paragraph Translation from this story	1	
	6	Agyey – Letter Box	2	
	7	Past Tense -Definition- Forms of Past Tense	2	
	8	Identify Different forms of Past Tense (Bhoothkal ke vibhinna kriya roop) from this story	1	
	9	Sentence and Paragraph Translation from this story	1	
	10	Bhagvati Charan Verma – Prayaschith	2	
	11	Future Tense -Definition- Forms of Future Tense	1	
	12	Identify Different forms of Future Tense(Bhavishyath kaal ke vibhinna kriyaroop) from this story	1	
	13	Sentence and Paragraph Translation from this story	1	
		Literature and Grammar	10	12
	14	S. R. Harnot – Aabhi	2	
	15	Adverb (Kriyavisheshan)- Defintion- Different forms	1	

II	16	Identify Different forms of Adverbs (Kriyavisheshan) from this story	1	
	17	Sentence and Paragraph translation from this story (Hindi to English)	1	
	18	Kailash Banvasi – Jhuka Hua Gaanv	2	
	19	Preposition, Conjunction, Exclamation. (Sambandh Bodhak, Samuchhay Bodhak, Vismayadhi Bodhak)	2	
	20	Sentence and Paragraph Translation from this story .	1	
III	Contemporary Hindi Poetry		5	12
	21	Ladki Ka Ekant - Anuradha Singh	1	
	22	Kisan aur Atmahatya – Harish Chandra Pande	1	
	23	Hamara Samaj – Viren Dangwal	1	
	24	Betiyan Aatma ki Putaliyon Mein Rahti Hai - Jitendra Srivastava	1	
	25	Is Barish mein – Naresh Saxena	1	
IV	Creative writing		4	10
	26	General Essay writing	2	
	27	Practice	1	
	28	Diary Writing , Practice	1	
V	Open Ended Module/Suggested topic		9	

	Translation of Poems Stanzas from Poetry (Hindi to English) लडकी का एकांत किसान और आत्महत्या हमारा समाज बेटियाँ आत्मा की पुतलियों में रहती हैं। इस बारिश में Conversation writing practice- Prepare conversation for various		
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C O 4		2									2							
C O 5	3											2						

C O 6									2									3
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Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics: Quiz / Assignment/ Quiz/ Discussion / Seminar Midterm Exam

- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation /Seminar	End Semester Examinations
CO 1	✓			✓
CO 2	✓		✓	✓
CO 3	✓			✓
CO 4		✓	✓	✓
CO 5		✓		✓

CO 6			✓	

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)

Programme	B.Com ,Management Studies				
Course Title	SANCHAR KAUSHAL VIKAS -BHAG II <i>(Communication Skills Enhancement - Part II)</i>				
Type of Course	AEC 4				
Semester	II				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Knowledge in Hindi alphabets, reading and writing				
Course Summary	This course is to ensure the communication skill enhancement through reading, writing, listening and discussion on various literary forms.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Learner can understand how to communicate within the workplace and society by reading and discussing contemporary Hindi literature.	U	C	Exams /Group discussions.
CO2	By learning literature and language learners will improve communication skills.	Ap	P	Assignment / Grammar practice.
CO3	Learner will interpret new text and observe the creative writings. By reading and performing one act plays students can develop their personality.	Ap	P	Seminar Presentation / Conversation writing.
CO4	Learn basic grammar for effective communication. They can understand how to perform themselves in various situations.	U	C	Instructor-created exams / Home Assignments
CO5	Through critical and analytical learning of literature students can process their information effectively.	Ap	P	Reading short story/ poems Discussion.

CO6	Different ways of communication will emerge and learner can share knowledge in society. They will demonstrate their creative ideas in society.	Ap	P	Viva Voce/ Power point preparation.
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (36 +9)	Marks 50
Reading and Writing Enhancement through Literature				
I	Enhancement of creative writing skills-- Modern Hindi Poetry		8	12
	1	Vah Todthi Patthar: Suryakant Tripathi Nirala	2	
	2	Fisal Rahi Chandni – Nagarjun	2	
	3	Mein Chahthi Hoom - Nirmala Putul	2	
	4	Chutkule – Shruthi Khushvaha	2	
II	Reading and Interpreting Text and context		11	12
	5	Mawali: Mohan Rakesh	3	
	6	Aakhiri Sharth – Malti Joshi	3	
	7	Sudhaar – Harishankar Parsai	1	
	8	Mam Rasoi mein Rahthi Hei - Kumar Ambuj	2	
	9	Discussion on the issues as depicted in the above stories	2	
III	Interpersonal Communication Skill Development through One Act Play		5	10
	Enhancement for Communication			
	It is directed to practice the dialogues in the classroom			
	10	Sarveshwar Dayal Saxena – about the author and his work	1	
	11	Reading - One act play – Hisaab-Kitaab	1	
	12	Discussion on the play Plot ,Character and Aim of the play	1	
	13	Dialogue Practice	2	
IV	Grammar and Creative writing		12	16

	14	Tense – Different Forms – Present Tense- Past Tense - Future Tense-Practice	3	
	15	Passage Translation (Hindi to English), Passage Translation (English to Hindi) (Include Selected Passages from Prescribed Stories)	2	
	16	Conversation Translation (English to Hindi and Hindi to English) (Include Selected Passages from Prescribed Stories)	2	
	17	Technical Terminology – Banking & Insurance	1	
	18	Technical Terminology – Business & Administration	1	
	19	Precis writing	1	
	20	Advertisement Creation (Theory part only for General Awareness) Practice	2	
V	Open End		9	
	Story Translation/Conversation Translation			
	Poetry Translation			
		• Prepare conversation for various situations. • One act play – reading and analyse – Hasya Ekanki by Daya Prakash Sinha (any two one act play from the text as per the directions of concerned teacher) • Practice on Translation, Precis Writing . • Any topic related to this paper prepared by the concerned teacher and sanctioned by Board of Studies – Hindi		

संचार कौशल विकास, भाग – 2, (SANCHAR KAUSHAL VIKAS, BHAG -II)

Mapping of COs with PSOs and POs:

	PS O1		PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PS O8	PS O9	PS O10	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 6	P O 7
C O 1					3										3					
C O 2	3												2							

C O 3								2										3	
C O 4		2									2								
C O 5	3											2							
C O 6									2									3	

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics: Quiz / Assignment/ Quiz/ Discussion / Seminar, Midterm Exam
Programming Assignments (20%) Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓

CO 5		✓		✓
CO 6			✓	

Programme	BA (For Languages, Humanities, and Other BA Programmes)
Course Title	KERAL KA SANSKRITHIK ITHIHAS (THE CULTURAL HISTORY OF KERALA)
Type of course	Multi Disciplinary Course (MDC3)
Semester	III
Academic level	100-199

Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Awareness in Kerala History, culture and contemporary developments in Kerala society.				
Course summary	The course explores the history of Kerala and Kerala Model Development. .				

Course Outcomes (CO)

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation tools used
CO 1	The course aims to introduce Kerala history as a matter of study. Touristic operations, and realworld applications.	U	C	Exams / Quiz
CO 2	The course encompasses new fields of study and correlate it to the learner's cognitive experience	Ap	P	Assignment
CO 3	The course intends to make the learner aware of real-world problems	Ap	P	Seminar Presentation / Group Tutorial Work
CO 4	The course attempts to equip the learner to imbibe a love for the state and critically evaluate the issues related to them	Ap	P	Exams / Assignments
CO 5	This course will help the learner to identify their local history	Ap	P	Assignments
CO 6	The course aims to offer learning to understand the learner's vernacular	U	F	Discussions

history.			
* - Remember (R), Understand (U), Apply (Ap), Evaluate (E), Create (C) # - Factual knowledge (F), Conceptual knowledge (C), Procedural knowledge (P), Metacognitive knowledge (M)			

Detailed Syllabus:

Module	Unit	Content	Hrs 36+09=45	Marks 50
I		Know Kerala	7	10
	1	Kerala – At a Glance Geographical peculiarities- Sangam Age- Chera and Kulasekhara dynasties- Arrival of Europeans - Kerala State formation- Rise of modern Kerala	3	
		Kerala Renaissance Icons and their contributions	4	
	2	Sree Narayana Guru	1	
	3	Ayyankali	1	
	4	Pandit Karuppan	1	
	5	Dakshayani Velayudhan	1	
II		Heritage and Festivals	12	15
	6	Buddhists and Jain structures in Kerala – Karumadikuttan - Kallil Cave temple- Muzris Mattanchery Palace and Arakkal Palace	3	
	7	Thrissur Pooram -Kudamaattam	3	
	8	Snake Grooves	3	
	9	Tribal Art Forms in Kerala- Kurumbur nrithyam and Paniyar Kali,Theyyam ,Pulikali	3	
III		Role of Arts, Cinema, Literature and Sports in Social Consciousness	09	15
	10	Introduction to aesthetic approaches in Kerala- Overview of KPAC Movie Chemeen by Ramu Kariat	3	
	11	Adukkalayil NinnuArangathekku -	3	

		VT Bhattathirippadu – Summary Presentation		
	12	Cultural Institutions in Kerala – Introduction to Kerala Kalamandalam and Sahitya Academi	3	
	13	Sports- Sports Academies.		
IV		Kerala towards Modernity -Renowned Kerala Model	8	10
	14	Literacy Programmes	2	
	15	Educational Policy	1	
	16	Economic Policy	1	
	17	Health Policy	1	
	18	Women and Children welfare programmes	1	
	19	Entrepreneurships	1	
	20	Rainbow clubs- LGBTQ	1	
V		Open Ended/Suggested Topic	9	
		Medical Tourism in Kerala		
		Cultural Tourism		
		Folklore		
		Festivals		
		Food history		

Prescribed Text

केरल का सांस्कृतिक इतिहास

(KERAL KA

SANSKRITHIK ITHIHAS)

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	-	-	-	-	-	-	3	-	-	2	-	2	-	-	-	3	1
CO 2	-	-	-	2	-	-	3	-	-	-	2	1	-	-	-	-	2
CO 3	-	2	-	-	-	2	1	-	-	-	-	2	-	-	-	3	2

CO 4	-	-	-	3	-	2	1	-	-	-	2	-	-	-	3	-	-
CO 5	-	-	-	3	-	1	3	-	-	-	-	1	-	-	-	3	1
CO 6	-	-	2	-	-	2	3	-	-	-	1	2	-	-	-	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Discussion and review
- Midterm Exam
- Specimen wriiting
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)

Programme	B.Sc				
Course Title	KERAL KA SANSKRITHIK SAUNDARYA <i>(THE CULTURAL AESTHETICS OF KERALA)</i>				
Type of course	MDC 3				
Semester	III				
Academic level	100—199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-----	-----	45
Pre-requisites	Awareness in Kerala History, culture and contemporary developments in Kerala society.				
Course summary	The course explores the vernacular history of Kerala and Kerala Model Development				

Course Outcomes (CO)

CO	The course aims in assisting the learner to understand the Historical	U	C	Exams / Quiz
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1	background of Kerala.			
CO 2	The course is an attempt to enable the learners to analyse the culture and traditions of Kerala and thereby come up with solutions to develop the state	Ap	P	Practical Assignment /
CO 3	The course encompasses the cutting-edge themes to suit the current generation learners and to support them develop their Scientific Approaches in different concerns	Ap	P	Seminar Presentation / Group Tutorial Work
CO 4	The course tries to provide the learners with comprehensive knowledge of current status and understand the economical progress of Kerala.	U	C	Exams / Assignments
CO 5	Learners can find employment in the field of Tourism which is an asset of the state as the state is varied with possibilities	Ap	P	Assignments
CO 6	The course develops their different ways of thinking so that the learner emerge and learner can share knowledge in society.	Ap	P	Discussions

Detailed Syllabus:

Module	Unit	Content	Hrs 36+09=45	Marks 50
I		Glimpses of Kerala History	7	10
	1	Kerala – At a Glance Geographical peculiarities- Sangam age- Arrival of Europeans - Kerala State formation- Rise of Modern Kerala.	3	
		Kerala Renaissance Icons and their		

		Contributions		
	2	Sree Narayana Guru	1	
	3	Ayyankali	1	
	4	Pandit Karuppan	1	
	5	Dakshayani Velayudhan	1	
II		Kerala -Perspectives of Evolution	11	15
	6	Kerala- Gods own country Cultural Tourism in Kerala- Festival tourism (Thrissur Pooram, Nehru trophy vallamkalli) and Pilgrim Tourism (Guruvayur temple, Pardesi Synagogue)	3	
	7	Trade - Spice Legacy of Kerala- Pepper, cardamom and cinnamon	2	
	8	Cultural Influences Foreign influences in Kerala Culture- overview of Arab , Chinese, Portuguese and Dutch influences	2	
	9	Traditional Musical Instruments Chenda and Thudi	2	
	10	Architectural Characteristics Kerala style architecture- temple architect Naalukettu, Poomukham.	2	
III		Cultural Expressions of Kerala	12	15
	11	Cultural Institutions in Kerala Kerala Kalamandalam Sangeetha Nataka Academi	2	
	12	Sports History of Kerala- Reference to Thalapanthu and Vallamkali Athletics- PT Usha, Football- I.M Vijayan	3	
	13	Cinema- Myth and life Analysis of Oru Vadakkan Veera Gatha screenplay by M.T Vasudevan Nair	2	
	14	Performing arts of Kerala-	3	

		Classical art forms Kathakali, Koodiyattam, Mohiniyattam, Martial art- Kalarippayattu Folk performing art - Theyyam, Padayani, Margamkali, Oppana		
	15	Artistic Heritage of Kerala- Mural paintings, Dhoolichitrangal, and Raja Ravi Varma paintings	2	
IV		Kerala Model - Literacy, Education, Science and other welfare policies in Kerala Society	06	10
	16	Literacy Rate (Sakshara Keralam) Universities, Scholarships Gender Equality, Rainbow Clubs- LGBT Women and children welfare programmes	2	
	17	ShastraKeralam ISRO -VSSC Shastra Sahithya Parishad Kerala State Council for Science and Technology	2	
	18	The environmental conservation movements in Kerala- Emphasis on Silent Valley and Plachimada movements	2	
V		Open Ended/ Suggested Topic	9	
		Brief history of Malayalam cinema		
		Overview of cinema institutions in India		
		Musicians of Kerala		
		Tourism – Major prospects in Kerala		
		Travelling facilities Keral State Water Transport Department - first solar powered boat in India		

Prescribed Text

केरल का सांस्कृतिक सौन्दर्य (KERAL KA SANSKRITHIK SAUNDARYA),

BOARD OF STUDIES IN HINDI - UG (Ed)

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	-	-	-	-	-	-	3	-	-	2	-	2	-	-	-	3	1
CO 2	-	-	-	2	-	-	3	-	-	-	2	1	-	-	-	-	2
CO 3	-	2	-	-	-	2	1	-	-	-	-	2	-	-	-	3	2
CO 4	-	-	-	3	-	2	1	-	-	-	2	-	-	-	3	-	-
CO 5	-	-	-	3	-	1	3	-	-	-	-	1	-	-	-	3	1
CO 6	-	-	2	-	-	2	3	-	-	-	1	2	-	-	-	3	-

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1				
CO 2				
CO 3				
CO 4				

CO 5				
CO 6				

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)

Programme	B Com				
Course Title	THE ECONOMIC DEVELOPMENT OF KERALA (KERAL KA ARTHIK VIKAS)				
Type of course	MDC 3				
Semester	III				
Academic level	100—199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Awareness in Kerala History, culture and contemporary developments in Kerala society.				
Course summary	The course explores the vernacular history of Kerala and Kerala Model Development.				

Course Outcomes (CO)

CO	CO Statement	Cognitive	Knowledge	Evaluation tools used
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		Level	Category	
CO 1	Understanding Historical Context: students will understand the historical background of Kerala's economic development including precolonial, period colonial and post-independence periods	U	F	Exams / Quiz
CO 2	Economics Structure and Sectors: Analyse the primary secondary and tertiary sectors of Kerala's economy with focus on agriculture, fisheries, manufacturing and services. Understand the role and impact of tourism, IT and remittances on Kerala's economic structure.	An	C	Practical Assignment / Observation of Practical Skills

CO 3	Student can evaluate Social and Economic development.	E	C	Seminar Presentation / Group Tutorial Work
CO 4	Challenges and Opportunities: Identify and analyse the major economic challenges facing Kerala. Explore potential for economic diversification and sustainable development.	E	P	Exams / Home Assignments
CO 5	Human Development Indicators: Evaluate Kerala's achievements in human development including literacy rates, healthcare, gender equality.	E	P	Assignments
CO 6	Comparative Analysis: Conduct comparative analyses of Kerala's economic development with other Indian states and international examples..	U	F	Discussions

* - Remember (R), Understand (U), Apply (Ap), Evaluate (E), Create (C)

- Factual knowledge (F), Conceptual knowledge (C), Procedural knowledge (P), Metacognitive knowledge (M).

Detailed Syllabus:

Module	Units	Content	Hrs 36+09=45	Marks 50
I	1	Kerala- Glimpses	07	8
		Kerala – At a Glance Geographical peculiarities- Sangam age- Arrival of Europeans - Kerala State formation- Rise of Modern Kerala	3	
		Kerala Renaissance Icons		
	2	Sree Narayana Guru	1	
	3	Ayyankali	1	
	4	Pandit Karuppan	1	
	5	Dakshayani Velayudhan	1	

II		Kerala – Towards Economic Development	09	15
	6	The service sectors in Kerala- Introduction to Wellness Tourism and Pilgrim Tourism	3	
	7	The role of Agro-industries in Kerala- Introduction to Coconut, Tea and Rubber Export of Sea -food and Cashew	3	
	8	The contribution of Ethnic Industries in Kerala- Weavers of Kuthampully and Balaramapuram And Handicraft industry -emphasis on Aranmula Kannadi and Coir products	3	
III		Kerala- Avenues of economic stability	10	15
	9	The role of Start -Up Mission -Introduction to start-ups in Kerala	3	
	10	The contribution of women empowerment initiatives in Kerala- Introduction to Kudumbasree Mission and Gender Park	3	
	11	The role of expatriates in the economy of Kerala	2	

	12	The IT Parks in Kerala- Info park, Cyberpark and Technopark	2	
IV		Kerala – Cultural ,Educational Dimensions	10	12
	13	The role of cinema as a medium of culture- Ustad Hotel- North Malabar culture	2	
	14	Educational Policy- Universities- Scholarships	3	
	15	The role of journalism in Kerala	2	
	16	Rainbow clubs- LGBTQ Gender Equality	2	
	17	Kerala towards modernity – Kerala model	1	
V		Open Ended /Suggested Topic	09	
		The importance of scientific institutions in Kerla		
		The Agribusiness of Kerala		

The topic suggested by the concerned faculty with prior permission from UG BOS Hindi.

केरल का आर्थिक विकास (KERAL KA ARTHIK VIKAS),

BOARD OF STUDIES IN HINDI UG(Ed.)

Mapping of COs with PSOs and POs:

	PS O1	PSO 2	PSO 3	PSO 4	PS O5	PS O6	PS O7	PS O8	PS O9	PSO 10	PO1	PO2	PO 3	PO 4	PO 5	PO 6	PO 7
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CO 1	-	2	-	-	-	1	3	-	-	-	2	-	-	-	-	3	-
CO 2	-	-	-	-	2	-	3	-	-	1	-	-	-	-	3	-	1
CO 3	-	-	-	-	-	-	2	-	1	-	-	-	-	-	1	2	1
CO 4	-	-	-	-	-	1	3	-	-	1	-	-	-	1	2	-	2
CO 5	-	2	-	-	-	2	2	-	-	-	-	-	-	-	-	3	1
CO 6	-	3	-	-	-	2	1	-	-	-	-	-	-	-	-	2	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Seminar, discussion
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓

CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)

Programme	B.A (LANGUAGES, HUMANITIES AND OTHER BA PROGRAMMES)				
Course Title	HINDI SAHITYA MEIN MANAVIKATA KA ALOK (THE LIGHT OF HUMANITY IN HINDI LITERATURE)				
Type of Course	VAC				
Code of Course	HIN4FV110(1)				
Semester	IV Sem				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-		45
Pre-requisites	Fundamental Concepts: Different forms of Literature				
Course Summary	Value Consciousness through Prose, Poetry and Other forms of Hindi Literature				

Course Outcome:

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Acquire value based knowledge through Literature	Ap	F	Assignments
CO2	Create awareness, conviction and commitment to values for improving the quality of life through education and for advancing social and human wellbeing	Ap	P	Exams
CO3	Develop the values in human being such as honesty, loyalty, love, gratitude, peace, nature protection	Ap	C	Viva Voce
CO4	Develop human values in students through sharing experiences of writers and their works.	Ap	P	Group Tutorial Work
CO5	To learn human values and the behavioural patterns from great works of Literature, and develops the ability to understand human race	An	F	Seminar Presentations
CO6	Personality development, perspective building, self-awareness .	Ap	P	Presentations

Detailed Syllabus:

Module	Unit	Content	Hrs 36+9-45	Marks 50
I	STORIES		10	14
	1	Kashmiri seb - Premchand	1	
	2	Bisaati – Jaishankar Prasad	2	
	3	Mehman – Surendra Verma	2	
	4	Prayashchit – Bhagvati Charan Verma	1	
	5	Bhookh – Chitra Mudgal	2	
	6	Pachis Chauka Dedh Sau – Om Prakash Valmiki	2	
II	OTHER FORMS OF HINDI LITERATURE		9	12
	7	Jab Mein Fail Hua – Dr. A. P. J. Abdul Kalam (Atmakatha)	3	
	8	Anand Ki Phuljhadiyam - Ananth Gopal Shevde	3	
	9	Kooda Kachra – Aravind Gaur (Nukkad Natak)	3	
111	ANCIENT POETRY		8	12
	10	Kabir -3 Dohas	2	
	11	Surdas – 2 Padas	2	
	12	Tulsidas – 2 Dohas	1	
	13	Rahim – 2 Dohas	2	
	14	Vrund- 2 Dohas	1	
IV	POETRY		9	12
	15	Aaj Mujhse Door Duniya – Harivansh Rai Bachan	1	
	16	Maa – Naresh Mehta	1	
	17	Yeh Prithvi Rahegi – Kedarnath Singh (Poem)	2	
	18	Machhliyan – Naresh Saxena	1	
	19	Nakdauna Chidiya : Ek, Nakdauna Chidiya : Dho- Parvati Thirkki	2	
	20	Vrudhayem Dharti Ka Namak Hai- Anamika	2	
V	SUGGESTED TOPIC (OPEN END)		9	

		sharing experiences of writers for the development of . awareness, conviction and commitment to values for improving the quality of life .		
		Share Folktales with values		
		Vaapasi- Usha Priyamvada (Story)		
		Lunch- Harishankar Parsai (Satire)		
		Any other topic suggested by the concerned faculty with prior permission from UGBOS Hindi		
		www.kavitakosh.org www.gadyakosh.org www.kahanikosh.org		

Prescribed Textbook आलोक , BOARD OF STUDIES IN HINDI - UG

REFERENCE BOOKS;

- 1.Hindi Kahani: Antarang pahchan- Ramdarash Mishra
2. Hindi Kahani ka Itihas – Gopal Ray
- 3.Hindi Kahani Ka Udbhav Aur Vikas – Dr. Ramchandra Tripathi
- 4.Hindi Kahani -Aadikaal se Aadhunikaal Tak – Ashok Vajpeyi
5. Hindi Kahani ka itihās – Dr. Nagendra
6. Aadhunikaal Hindi Kavita ka Itihas – Nand Kishor Naval

Mapping of COs with PSOs and POs:

	PSO 1	PS O2	PS O3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
C O 1	-	3	-	3	-	-	-	-	-	1	2	1	-	-	-	1	-
C O 2	-	-	-	2	-	2	3	-	-	-	2	-	-	-	-	2	-
C O 3	-	-	-	2	-	3	-	-	-	-	1	-	-	-	-	3	-
C O 4	-	-	1	-	-	-	3	-	-	1	1	-	-	-	-	3	1
C O 5	-	3	-	-	-	-	-	-	-	3	-	-	-	-	2	-	3
C O 6	1	3	-	-	-	-	-	-	1	1	-	-	-	-	1	-	3

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation/Seminar /Discussion	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓			✓
CO 3		✓		✓
CO 4	✓			✓
CO 5		✓	✓	✓
CO 6			✓	

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)

Programme	B. Sc.				
Course Title	HINDI SAHITYA MEIN MANAVIKATA KI CHHATRACHHAYA (THE PROTECTION OF HUMANITY IN HINDI LITERATURE)				
Type of Course	VAC				
Course Code	HIN4FV110(2)				
Semester	IV Sem				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-		45
Pre-requisites	Knowledge in different forms of Literature				
Course Summary	Value Enhancement through Literature				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Acquire value based knowledge through Literature	Ap	F	Class discussion
CO2	Create awareness, conviction and commitment to values for improving the quality of life through education and for advancing social and human wellbeing.	Ap	P	Seminar presentations
CO3	Develop the values in human being such as honesty, loyalty, love, gratitude, peace, nature protection	Ap	C	Assignments
CO4	Develop human values in students through sharing experiences of writers and their works.	Ap	P	Exams
CO5	To learn human values and the behavioural patterns from great works of Literature, and develops the ability to understand human race	An	f	Assignments /Groupwork
CO6	Personality development, perspective building, self awareness	Ap	P	Viva Voce
* - Remember (R), Understand(U), Apply (Ap), Analyse (An), Evaluate (E), Create(C) #- Factual knowledge (F) Conceptual knowledge (C) Procedural knowledge (P) Met acognitive knowledge(M)				

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
			36+9-45	50
I	POETRY		10	14
	1	Kabir ke dohe -5	3	
	2	Surdas ke pad – 2	2	
	3	Swarajya Ki Abhilasha – MaithileesharanGupta	1	
	4	Murjhaya Phool – Subhadra Kumari Chauhan	2	
	5	HumPanchi Unmukth Gagan ke- Shivmangal Sinh Suman	2	
II	OTHER FORMS OF PROSE		8	12
	6	Rama – sketch by Mahadevi Verma	3	
	7	Manushya hi Sahitya ka Lakshya Hai –Essay by Hazari Prasad Dwivedi	3	
	8	Par, Raja Bhookha Tha – Satire by Harishankar Parsai	2	
111	STORIES		9	12
	9	Prerana – Premchand	3	
	10	Pap ki Parajay – Jaishankar Prasad	2	
	11	Gupta Mahadaan –Yashpal	1	
	12	Beti – Maitreyi Pushpa	2	
	13	Chhatari – Omprakash Valmiki	1	
IV	POETRY		9	12
	14	Prajatantra ke Virudh - Dhoomil	1	
	15	Sab ke Hit ke liye – Sushila Takbhore	2	
	16	Naye Ilake Mein – Arun Kamal	1	
	17	Goonga Nahi Tha Main – Jayaprakash Kardam	2	
	18	Paanch Chidiyom ne- Gyanendrapati	2	
	19	Us Din Ka Jangal - Leeladhar Jagoodi	1	
V	Suggested Topic (Open End)		9	
		sharing experiences of writers for the development of . awareness, conviction and commitment to values for improving the quality of life .		
		Sharing Folktales with human values.		
		Appreciation of Cinemas with human values.		
		Aavo Ghar Chale – story by Vedprakash Amithabh		
		Naman Karoom Chhoti Betiyom Ko – Poetry by Savita Singh		
		Akeli – Strory by Mannu Bhandari		
		www.kavitakosh.org www.kahanikosh.org www.gadyakosh.org		

Prescribed Text:

छाया , BOARD OF STUDIES IN HINDI - UG,

REFERENCE BOOKS;

1. Hindi Kahani: Antharang Pahchan- Ramdarash Mishra
2. Hindi Kahani ka Ithihas – Gopal Ray
3. Aadhunik Hindi Kavitha ka Ithihas – Nandh kishor Naval
4. Adhunik Hindi Kavitha ka Ithihas – Dr. Haricharan sarma

Mapping of Cos with PSOs and POs:

	PSO 1	PS O2	PS O3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
C O 1	3	2	-	-	-	-	-	-	-	1	1	3	-	-	-	-	-
C O 2	-	-	3	2	-	-	-	-	-	1	3	-	-	-	-	-	-
C O 3	-	-	-	3	-	3	2	-	-	-	-	1	-	-	-	3	-
C O 4	2	3	-	1	-	-	-	-	-	-	-	3	-	-	2	-	-
C O 5	-	-	3	2	-	1	-	-	-	-	-	2	-	-	-	3	-
C O 6	3	2	-	-	-	-	-	-		1	-	1	3	-	-	-	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation/Seminar/ Group Work	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓	✓		✓
CO 4	✓			✓
CO 5		✓	✓	✓
CO 6			✓	

FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)

Programme	B. Com				
Course Title	HARMONY OF HUMANITY IN HINDI LITERATURE <i>(HINDI SAHITYA MEIN MANAVIKATA KA SAMANWAYA)</i>				
Type of Course	VAC				
Course Code	HIN4FV110(3)				
Semester	IV				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3			45
Pre-requisites	Knowledge in Different forms of Literature				
Course Summary	This course explores to understand the values of life through literature.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Acquire value based knowledge through Literature	Ap	F	Exams
CO2	Create awareness, conviction and commitment to values for improving the quality of life through education and for advancing social and human wellbeing	Ap	P	Assignment
CO3	Develop the values in human being such as honesty, loyalty, love, gratitude, peace, nature protection etc.	Ap	C	Seminar Presentation
CO4	Develop human values in students through sharing experiences of writers and their works.	Ap	P	Appreciation
CO5	To learn human values and the behavioural patterns from great works of Literature, and develops the ability to understand human race.	An	F	Group Tutorial work Assignment
CO6	Personality development, perspective building, self-awareness	Ap	P	Viva Voce
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)				

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs (36+9-45)	Marks 50
I	ANCIENT AND MEDIEVAL POETRY		10	10
	1	Kabirdas- 2 Dohas	2	
	2	Surdas – 2 Padas	2	
	3	Tulsidas – 2 Padas	2	
	4	Rahim - 2 Dohas	2	
	5	Vrund – 2 Dohas	2	
II	MODERN POETRY		10	12
	6	Mathilisharan Gupth -- Nar ho na nirash karo man ko	1	
	7	Jaishankar Prasad – Meri Ankhom ki Putli mein	1	
	8	Sooryakant Tripaathi Nirala – Jald Jald Pair Badhavo	1	
	9	Ramdarash Mishra - Chittiyam	1	
	10	Gyanendrapati - Manushyatha ki Reedh	2	
	11	Nilesh Raghuvanshi - Mujhe Prem Chahiye	2	
	12	Gopal Das Neeraj – 4 Haiku poems	2	
III	STORIES		10	16
	13	Premchand – Sthre Aur Purush	3	
	14	Mohan Rakesh- Malbe ka Malik	3	
	15	Rishikesh Sulabh – Nadi	2	
	16	Mannu Bhandari - Do Kalakar	2	
IV	OTHER PROSE FORMS		6	12
	17	Budhapa- Aravind Gaur (Nukkad Natak)	2	
	18	Agni Ki Udan – A P J AbdulKalam (Selected portion From Autobiography)	2	
	19	Lunch- Harishankar Parsai (Satire)	2	
	OPEN ENDED/SUGGESTED TOPIC		9	

V	sharing experiences of writers for the development of awareness, conviction and commitment to values for improving the quality of life		
	1. Siyaramsharan Gupta – Maa (Story)		
	2. Bhagavati Charan Verma- Prayashchit (Story)		
	3. Swayam Prakash – Pitaji ka Samay (Story)		
	4. Naresh Mehtha – Yadi Main Mayor Hota (Poem)		
	5. Haivansh Rai Bachchan – Aaj Mujhse Door Duniya(Poem)		
	6. Sharing Folktales with human values.		
	7. Anyother topic suggested by the concerned faculty with prior permission fromUGBOS,Hindi.		
	For more learning www.kavitakosh.org www.gadyakosh.org www.kahanikosh.org		

. Prescribed Text: - **समन्वय (SAMANWAYA)** , BOARD OF STUDIES IN HINDI - UG,

Books and References:

- Hindi Kavita: Ek Adhyayan – Dr. Nagendra
- Hindi Kavita Ka Parivesh – Dr. Namvar Singh
- Hindi Katha Sahitya – Swaroop aur Samasyayen – Dr. Namvar Singh
- Hindi Katha Sahitya Ka Alochak – Dr.Nagendra

Mapping of COs with PSOs and POs:

	PSO 1	PS O2	PS O3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
C O 1	3	2	-	-	-	-	-	-	-	1	1	3	-	-	-	-	-

C O 2	-	-	3	2	-	-	-	-	-	1	3	-	-	-	-	-	-
C O 3	-	-	-	3	-	3	2	-	-	-	-	1	-	-	-	3	-
C O 4	2	3	-	1	-	-	-	-	-	-	-	3	-	-	2	-	-
C O 5	-	-	3	2	-	1	-	-	-	-	-	2	-	-	-	3	-
C O 6	3	2	-	-	-	-	-	-		1	-	1	3	-	-	-	2

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation/Appreciation/Seminar/viva/Groupwork	End Semester Examinations
CO 1	✓			✓
CO 2	✓	✓		✓
CO 3	✓		✓	✓
CO 4		✓	✓	✓
CO 5		✓	✓	✓
CO 6			✓	

REG.NO _____

NAME _____

FIRST SEMESTER B.A. (FYUGP) DEGREE EXAMINATION, NOVEMBER 2024

HIN1FA102(1) HINDI BHASHA MEIN SANCHAR AUR RACHANATMAK
LEKHAN KA VIKAS - BHAG I

(Credits :3)

Maximum Time 1.5 Hrs.

Maximum Marks: 50

खंड क

1. निम्नलिखित प्रश्नों के उत्तर लिखिए । प्रत्येक प्रश्न का 2 अंक है । अधिकतम 16 अंक मिल सकते हैं ।

- 1) भारतीय संविधान में उल्लिखित संघ की भाषा से संबंधित अनुच्छेद कौन - कौन से हैं? उनके नाम लिखिए ।
- 2) भारतीय संविधान के उद्देशिका का क्या महत्व है?
- 3) स्कूल किस विधा की रचना है , इसका सन्देश क्या है?
- 4) प्रेमचंद के लेखन की विशेषताएँ बताईए ।
- 5) पंच परमेश्वर किसकी रचना है ? यह किस विधा से संबंधित है? । चित्रा मुदगल ने इसका रूपांतरण किस विधा में की ?
- 6) निम्नलिखित खंड से कर्ता, कर्म, क्रिया और कारक को चुनिए ।

अंग्रेज़ी जानते हुए भी उसका लहजा समझने में हमें थोड़ी दिक्कत हो रही थी । किसी तरह काम -चलाऊ बातें हो जातीं । पर मैंने पाया ,बीजी और बच्चों को ऐसी कोई परेशानी नहीं थी,वे सब मिलकर घंटों टी.वी देखते थे ।

- 7) निम्नलिखित खंड से संज्ञा, सर्वनाम और विशेषण को चुनकर लिखिए ।

पिता जी का कमरा , भूतल पर, ड्राइंगरूम के बगल में है। कमरे का एक दरवाजा अन्दर , खाना खाने की मेज की ओर और दूसरा बाहर , बरामदे में खुलता है। पिता जी, ज्यादातर अन्दर वाले दरवाजे का प्रयोग करते हैं। अन्दर वाले दरवाजे के बगल में वॉशबेसिन और बाथरूम हैं। कमरे के कोने में एक मेज हैं। मेज के ऊपर पहले की तरह कुछ जरूरी दवाइयाँ

और कुछ सामान , पिता जी की स्मृतियों की तरह बिखरी पड़ी रहती हैं। दमा की पुरानी बीमारी के कारण दो इन्हेलर और फेफड़ों की कसरत के लिए , साँस फूँकने और खींचने की छोटी - सी मशीन मेज पर रखी रहती है।

8) अंग्रेजी से हिन्दी में अनुवाद कीजिए ।

- a) The bus was about to start, but Raju caught it.
- b) It is one o'clock. The doctor is about to go.
- c) Trains are not running timely these days.
- d) It was about to rain when they reached the station.

9) वाक्य संशोधन -

- क) हम तुम जैसी प्राणी नहीं हूँ।
- ख) हम दोनों वह समय छत पर बैठे थे।
- ग) रात को दादी के पास सोने में मेरे को डर लगता था।
- ड) आप यहाँ से नहीं जाइए ।

10) वार्तालाप तैयार कीजिए –

“माँ , तुम्हें इतनी रात गए यहाँ नहीं आना था ” , (अपने बेटे की गंभीर चिंता भरी आवाज़ उसके कानों में पड़ी ।) स्कूल नामक पाठ भाग के इस संवाद को आगे बढ़ाइए ।

खंड ख

II निम्नलिखित प्रश्नों के उत्तर लिखिए। प्रत्येक प्रश्न का 6 अंक, अधिकतम 24 अंक मिल सकते हैं ।

11) 'कूक उठी सहसा तरू - वासिनी !

गा तू स्वागत का गाना ,

किसने तुझको अन्तर्यामिनी !

बतलाया उसका आना ! - इन पंक्तियों के सौन्दर्य का वर्णन कीजिए ।

12) “मैं” ने अपनी ज़िन्दगी में बेटियों के साथ बहुत नाइंसाफी की है ”। पिता क्यों ऐसे कहते हैं ?

संदर्भ क्या है ? यह कहानी समाज को कौन सा सन्देश देता है ?

13) 'बहुत कुछ हो सकती है कविता ज़िन्दगी में 'कविता की जरूरत नामक कविता के संदर्भ में विचार प्रकट कीजिए ।

14) हिन्दी से अंग्रेज़ी में अनुवाद कीजिए।

जुम्मन: क्या कहती हो खाला, तुम्हें कोई तकलीफ दी हमने ?

खाला : तकलीफ ! बेटा जब तक मेरी मिलकियत तुमने अपने नाम न करवा ली, तब तक तो खूब

खातिरदारी की।

जुम्मन : तो अब क्या हो गया ?

खाला : अब क्या होगा बेटा ! रजिस्ट्री की मोहर लगते हैं तुम्हारी बीवी करीमन का रुख ही बदल गया।

जुम्मन : साफ़ - साफ़ तो बोलो।

खाला : (खीझते हुए) और कितना मुँह खोलूँ ? क्या तुम नहीं सुनते ? रूखी - सूखी रोटी थाली में

पटकते तुम्हारी बीवी कैसी खरी - खोटी, कड़वी बातें सुनाती रहती है?

जुम्मन: (ऊबकर) खाला, तुम औरतों के झमेले में मुझे तो मत डालो।

15) संक्षेपण कीजिए

अजब परिवार है हमारा। तीन भाई - बहन तीन देशों में बसे हैं। सब एक - दूसरे के लिए तरसते रहते हैं। जब हुड़क तेज उठती हैं तो एक - दूसरे को लम्बे - लम्बे फोन कर लेते हैं, प्यार - भरे कार्ड भेजते हैं, अगले साल मिलने का वादा करते हैं तो कुछ दिनों को जी ठहर जाता है। पहले सब इकट्ठे रहते थे लखपत कोट का वह बड़ा मकान भी छोटा पड़ जाता। वहीं नौकरियाँ लगीं, वहीं शादियाँ हुईं। बड़े भाई केन्द्रीय विद्यालय में शिक्षक नियुक्त हुए, बहन ट्रेनिंग कॉलेज में प्रशिक्षक, नीरद कपूरथला कॉलेज में लेक्चरर हो गया। भाई अखबारों का गहन अध्ययन करते थे। अमरजीत अखबार की तरफ ताकती भी नहीं थी, नीरद कॉलेज जाकर कई अखबारों की सुर्खियाँ देख लेता उसकी दिलचस्पी का क्षेत्र साहित्य था। उन्हीं दिनों भाई को कैनेडा जाने का रास्ता नजर आया। अखबार में वहाँ स्कूलों के लिए दर्जनों पद निकले थे। भाई- भाभी ने चार फॉर्म मंगा लिए घर में बड़ा बावेला मचा। बौजी और बीजी ने कहा, “ दोनों भाई इकट्ठे चले जाओगे, हम किसके सहारे जिएँगे ? ” भाई ने कहा, “ अमरजीत है, पंकज है और आपकी सारी कबीलदारी यही है। ” “ बेटों का हाथ लगे बिना तो सरग भी नहीं मिलता ”, बीजी रौने लगीं। भाई बोले, “

एक बार हम वहाँ जम जाएँ तो आप दोनों को भी बुला लेंगे, बल्कि अमरो और पंकज को भी वहीं काम दिला देंगे। “ शाम को नीरद कपूरथला से लौटा तो बीजी ने उससे कहा, “ तू तो बड़ा नीसना (घुन्ना) निकला अपने आप बाहर जाने का प्रोग्राम बना लिया। “ नीरद हक्का - बक्का। सारी बात जानते ही वह भड़क गया, “ मेरे लिए फैसला लेने का हक किसी को नहीं है चाहे कैनेडा हो, चाहे टिंबकटू, मैं कहीं नहीं जाऊँगा। “

खंड ग

III. निम्नलिखित प्रश्नों में से किसी एक प्रश्न का उत्तर लिखिए। प्रत्येक प्रश्न का 10 अंक है।
(1X10=10)

16. मंचीय वाचन करते समय पंचपरमेश्वर का कौन सा पात्र आप को अधिक प्रभावशाली लगा? क्यों? उस के चरित्रगत विशेषताएँ लिखिए।

17. 'परदेसी' कहानी में अभिव्यक्त समस्या पर चर्चा कीजिए।

सूचना - व्याकरण, अनुवाद, वार्तालाप, संक्षेपण आदि के प्रश्न तैयार करने के लिए निर्धारित पाठपुस्तक से ही अंश ले लीजिए।

(Please select portions from the Prescribed Text Book for preparing questions in Grammar, Translation, Conversation, Precis etc.)

REG.NO-----

NAME-----

FIRST SEMESTER B.Sc. (FYUGP) DEGREE EXAMINATION, NOVEMBER 2024

HIN1FA102(2) HINDI BHASHA MEIN SANCHAR AUR RACHANATMAK LEKHAN -
BHAG I

(Credits :3)

Maximum Time 1.5 Hours.

Maximum Marks : 50

खंड क

1. निम्नलिखित प्रश्नों के उत्तर लिखिए। प्रत्येक प्रश्न का 2 अंक, अधिकतम 16 अंक मिल सकते हैं।

- 1) भारतीय संविधान में उल्लिखित मौलिक अधिकार कौन - कौन से हैं?
- 2) अनुवाद के संदर्भ में गीतांजलि श्री का मत क्या है?
- 3) निर्मला उपन्यास का मूल मुद्दा क्या है?
- 4) तरुवर फल नहीं खात है ,सरवर पियहिं न पान ।

कह रहीम परकाज हित ,सम्पति सुचहिं सुजान ॥- इन पंक्तियों का अर्थ लिखिए ।

- 5) दिए गए खंड से कर्ता, कर्म , क्रिया और कारक को चुनिए । -

मार्तण्ड : (तूली रोककर) अगर पिटता , तो भी अच्छा था क्योंकि इधर बहुत दिनों से पिटा नहीं हूँ , लेकिन इसकी नौबत ही न आई । उसने नौकरों को आवाज दो और चार आदमी कमरे में घुस आए । उसने कहा - मारो । और मैं समझा कि मुझसे कह रहा है। लिहाजा मैंने ताना घूँसा , और वह बैठा था सामने । लो घूँसा ठीक उसकी नाक पर पड़ा ।

- 6) दिए गए खंड से संज्ञा , सर्वनाम और विशेषण चुनकर लिखिए ।

मार्तण्ड : (घूमकर) संसार का एक श्रेष्ठ चित्रकार आपके इस जानवरों के रहने काबिल मकान में रहा , छठे महीने का किराया वह अदा हुआ! परमानन्द का प्रवेश । उन्हें देखते ही चूड़ामणि उठ खड़ा होता है।

7) जयशंकर प्रसाद कृत ' आशा ' का भावार्थ संक्षिप्त रूप में लिखिए ।

8) माया दीपक न पतंग , भ्रमि भ्रमि झवै पडंग ।

कहै कबीर गुरु ग्यान थेँ, एक आधा उबरंत ॥ ' व्याख्या कीजिए ।

9) वाक्य संशोधन -

क) हम तुम जैसी प्राणी नहीं हूँ।

ख) वह उसको बुलाया ।

ग) रात को दादी के पास सोने में मेरे को डर लगता था।

ड) मैं उस से पाँच रुपये दिये ।

10) वार्तालाप तैयार कीजिए ।

“मेरा प्रोडक्ट मेरे कारोबार के लिए है, खुद के लिए नहीं । सोचते हुए विवेक ने फिर पिता जी के चेहरे को देखा । राहत महसूस की” । निद्राखोर नामक कहानी के इस अंश के आधार पर मुख्य पात्र विवेक के अगले बैठक का संभावित वार्तालाप तैयार कीजिए ।

खंड ख

II. निम्नलिखित प्रश्नों के उत्तर लिखिए। प्रत्येक प्रश्न का 6 अंक, अधिकतम 24 अंक मिल सकते हैं ।

11. उपग्रह में ' कहानी का सारांश लिखिए ।

12. ' ग्राम दृष्टि ' कविता का भावार्थ लिखिए ।

13. “ दिवसावसान का समय -

मेघमय आस्मान से उतर रही है

वह संध्या -सुन्दरी ,परी सी

धीरे,धीरे,धीरे ”।- इन पंक्तियों का भावसौन्दर्य अपने शब्दों में लिखिए ।

14. अनुवाद कीजिए -

क) हिन्दी से अंग्रेज़ी में -

ये वनस्पति , ये पेड़ ही इस लोक के प्राणी हैं । ये बोलते हैं। इनमें हमसे बढ़कर अनुभूति है। ये मुझसे आदमी की तरह प्यार करते हैं। इनमें स्त्री - पुरुष नहीं हैं। इनके लिए हम - तुम दोनों ही समान हैं। तुम भी उनका प्यार पाकर मुक्त और अकर हो जाओगे। बोलो नूतन , तैयार हो न ? “ पंपोश ने कहा ।

ख) अंग्रेज़ी से हिन्दी में -

How is it possible for a giant boulder with a spherical base to stay frozen on an incline ?

Argentina are traditionally footballing powerhouses. In addition to having won the World Cup on three occasions, they have won the Copa American title .

15. संक्षेपण कीजिए

भाटी कह रहा था, “ टेलीपैथी कहानियों की कल्पना नहीं , वरन् वास्तविकता है। पूरे विश्व में चेतना की ऊर्जा का अथाह सागर है। हमने इस नहीं दिखने वाली आलौकिक संपत्ति की तरफ व्यापारिक नजर डाली

ही नहीं। यहाँ सब कुछ बेचा जा सकता है , यहाँ तक कि मन की शांति भी किसी अन्य प्रोडक्ट की तरह बाज़ार में उतारी जा चुकी है। हमारा बॉडी इनबिल्ट मोबाइल सिस्टम लगभग पूरा हो 'गया है , सबसे पहले मैंने ही इसे अपने अंदर फ़िट करवाया है। ध्यान की एकाग्रता से लौकिक संसार की वस्तुओं का ऊर्जाकरण किया जा सकता है . . . मन और इलेक्ट्रॉनिक तरंगों का परस्पर तालमेल बहुत - से आश्चर्यजनक आविष्कार कर सकता है - चमत्कार भरे ! हमारा बीआईएमएस , यानी बॉडी इनबिल्ट मोबाइल सिस्टम इसी श्रृंखला की एक कड़ी है। हम जब चाहें , मन - ही - मन फोन या मोबाइल नंबर बुदबुदाएँ , वहीं घंटी जाएगी और फिर बात भी हो जाएगी । कॉल आने पर अनायास ही मन में सिग्नल आएगा और ध्यान करके आप इस कॉल को रिसीव कर सकेंगे । कुई चुनिंदा बड़े ग्राहकों से बात हुई है। इस डिवाइस को पेटेंट भी कराना है। हमारी हर बौद्धिक संपदा का पेटेंट होना चाहिए , ताकि कोई दूसरा इसका इस्तेमाल न कर सके । करे तो हमें फीस दे - बाकायदा , जिस तरह आदमी नामक प्रोडक्ट पर ईश्वर का अपना पेटेंट राइट है. . .

“

खंड ग

III. निम्नलिखित प्रश्नों में से किसी एक प्रश्न का उत्तर लिखिए। प्रत्येक प्रश्न का 10 अंक है
(1x10 = 10 marks)

16. 'दो कलाकार का मंचीय वाचन करते समय आप को किस पात्र का संवाद अच्छा लगा ? क्यों ? इस नाटक के पात्र और उन के चरित्र चित्रण पर प्रकाश डालिए ।

17. ' बास ' कहानी में अभिव्यक्त समस्या पर चर्चा कीजिए ।

सूचना - व्याकरण,अनुवाद,वार्तालाप, संक्षेपण आदि के प्रश्न तैयार करने के लिए निर्धारित पाठपुस्तक से ही अंश ले लीजिए ।

(Please select portions from the Prescribed Text Book for preparing questions in Grammar, Translation, Conversation , Precis etc .)

REG .NO-----

NAME-----

FIRST SEMESTER B.Com. DEGREE EXAMINATION, NOVEMBER 2024**HIN1FA102(3) SANCHAR KAUSHAL VIKAS - BHAG I****(Credits :3)****Maximum Time 1.5 Hours.****Maximum Marks: 50****खंड क**

I. निम्नलिखित प्रश्नों के उत्तर लिखिए । प्रत्येक प्रश्न का 2 अंक है । अधिकतम 16 अंक मिल सकते हैं ।

- 1) मौखिक और गैर - मौखिक संचार के सिद्धान्त क्या - क्या हैं?
- 2) भारतीय संविधान को कब पारित किया गया कब इसे लागू की गई?
- 3) मुंशी - अयंगर फॉर्मूला क्या है?
- 4) निम्न लिखित वाक्यांश से कर्ता , कर्म और क्रिया को चुनिए । - राय साहब के इजलास में एक बड़े माकें का मुकदमा पेश था। शहर का एक रईस खून के मामले में फैसला गया था । उसकी जमानत के लिए राय साहब की खुशामदें होने लगीं । इज्जत की बात थी । रईस साहब का हुक्म था कि चाहे रियासत बिक जाये , पर इस मुकदमे से बेदाग निकल जाऊँ।
- 5) साहित्यकार प्रेमचन्द का परिचय दीजिए।
- 6) मैं नीरभरी दुख की बदली ! कविता का सार लिखिए ।
- 7) 'नो बार ' कहानी का केन्द्रीय मुद्दा क्या है?
- 8) सरल वाक्य , मिश्र वाक्य और संयुक्त वाक्य क्या है इसे सरल वाक्य में परिवर्तित कीजिए । - मेरे पास ' कामायनी ' है जिसे जयशंकर प्रसाद ने लिखा है।
- 9) जाति न पूछो साधू की पूछ लीजिए ज्ञान ।

मोल करो तरवार को पड़ा रहन दो म्यान । - भाव लिखिए ।

10. प्रेम - प्रीति सँ हरि -गुण गाऊँ , चरणन लिपट रहूँगी - कौन गाएँगी, किसके गुण , किस प्रकार की भक्ति यहाँ प्रकट है

खंड ख

II. निम्नलिखित प्रश्नों के उत्तर लिखिए । प्रत्येक प्रश्न का 6 अंक है । अधिकतम 24 अंक मिल सकते हैं ।

11. 'खेत की माटी में

उगते अन्न की खुशबू -

में हूँ '। कवि क्यों इस प्रकार कहते हैं , संदर्भ सहित व्याख्या कीजिए ।

12. एक लिपिक पद की नियुक्ति हेतु आवेदन पत्र तैयार कीजिए ।

13. अनुवाद कीजिए

क) हिन्दी से अंग्रेज़ी में

बसन्त - मुझे गन्दगी से घृणा नहीं, किन्तु मैं गन्दगी पसन्द नहीं करता
- बड़ा नाजुक - सा फ़र्क़ है। यदि हमें जीवन का सामना करना है , तो
रोज़ गन्दगी से दो - चार होना पड़ेगा , फिर इससे घृणा कैसी ? जिन
गरीबों को तुम अपने बरामदे के फ़र्श पर भी पाँव न रखने दो , मैं उनके
पास घण्टों बैठ सकता हूँ।

ख) अंग्रेज़ी से हिन्दी में -

We would provide the facilities to the institution for
upgrading the physical and digital infrastructure and also for
the conversion of single -

14. दर असल हम नदी के बारे में कम जानते हैं - कवि क्यों ऐसा कहते हैं , कविता का भाव व्यक्त कीजिए।
15. बढ़ती हुई महँगाई पर दो स्त्रियों का संवाद लिखिए ।

खंड ग

III. निम्नलिखित प्रश्नों में से किसी एक प्रश्न का उत्तर लिखिए। प्रत्येक प्रश्न का 10 अंक है।

(1x10 = 10 marks)

16. तौलिए एकाँकी के मंचीय वाचन से पात्रों में से आप को कौन पसंद आया क्यों उसके पात्रगत विशेषताओं पर प्रकाश डालिए ।
17. ' कार्नसूप ' कहानी में अभिव्यक्त उपभोक्तावादी संस्कार पर विचार कीजिए ।

सूचना - व्याकरण, अनुवाद, वार्तालाप, संक्षेपण आदि के प्रश्न तैयार करने के लिए निर्धारित पाठपुस्तक से ही अंश ले लीजिए ।

(Please select portions from the Prescribed Text Book for preparing questions in Grammar, Translation, Conversation , Precis etc .)