

(Abstract)

FYUGP- Scheme and Syllabus of First and Second semester Functional Hindi Programme -  
Approved and Implemented in Affiliated Colleges w.e.f.2024 admission - Orders Issued

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**ACADEMIC C SECTION**

ACAD C/ACAD C5/22356/2024

Dated: 17.12.2024

- Read:-1. U.O. No. FYUGPSC/FYSC-II/5074/2024, dtd. 18/04/2024 and 06/08/2024  
2. The Minutes of the Meeting of the Scrutiny Committee held on 15/06/2024  
3. E-mail dtd.19/06/2024 from the Chairperson, Board of Studies in Hindi (UG)  
4. The Minutes of the Meeting of the Academic Council, held on 25/06/2024  
5. Minutes of the meeting of the BoS in Hindi (UG) held on 08/11/2024  
6. Orders of Vice Chancellor in File No. ACAD C/ACAD C5/22356/2024  
dtd.16/12/2024

**ORDER**

1.The Regulations of Kannur University Four Year Under Graduate Programmes (KU-FYUGP) for Affiliated Colleges was implemented with effect from 2024 admission and thereafter, certain modifications were effected in the same, vide papers read (1) above.

2.Meanwhile, the Scrutiny Committee, including the Dean, Faculty of Language & Literature, scrutinized the Syllabus of Functional Hindi Programme (FYUGP) submitted by the Chairperson, Board of Studies (BoS) in Hindi (UG) and recommended certain suggestions vide paper read (2) above.

3.Subsequently, the Chairperson, Board of Studies in Hindi (UG) vide paper read (3) above, forwarded the Scheme and Syllabus of Functional Hindi programme for approval.

4.As per the orders of Vice Chancellor the same was placed before the consideration of the Academic Council.

5.The XXVIII th meeting of Academic council vide paper read 4, approved the FYUGP Syllabi in principle and permitted to publish the same as and when ready after making the necessary modifications.

6. The Minutes of the Academic council was approved by the Vice Chancellor.

7.Further, on verification of the Syllabi with the approved Regulations, certain errors were noticed in the Mark distribution pattern and the same was intimated to the BoS Chairperson, Hindi (UG).

8.Accordingly, the Meeting of the BoS in Hindi (UG) held on 08/11/2024 vide paper read (5) above, considered the matter and the Chairperson BoS in Hindi (UG) forwarded the defect-rectified Syllabus of the First and Second semesters of the Functional Hindi programme, for approval.

9.The Vice Chancellor, after considering the matter and in exercise the powers of the Academic Council, conferred under Section 11(1) Chapter III of Kannur University Act, 1996 and all other enabling provisions read together with, ***approved the Modified Scheme and Syllabus of the First and Second Semester Functional Hindi Programme, prepared as per the KU-FYUGP Regulations and accorded sanction to implement the same in Affiliated Colleges under the University w.e.f. 2024 admission, subject to reporting to the Academic Council.***

10.The Modified Scheme & Syllabus of the First and Second Semester Functional Hindi



Programme (FYUGP) prepared in Affiliated Colleges under Kannur University, applicable w.e.f. 2024 admission are appended with this U.O. & uploaded in the University website.

Orders are issued accordingly.

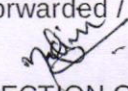
Sd/-

**ANIL CHANDRAN R**  
**DEPUTY REGISTRAR (ACADEMIC)**  
For REGISTRAR

To: The Principals of Arts and Science Colleges affiliated to Kannur University

- Copy To: 1. The Examination Branch (through PA to CE)  
2. The Chairperson, Board of Studies in Hindi(UG)  
3. PS to VC/PA to R  
4. EX CI/EG I/AR-I/AR-III/JR ( EXAM)  
5. DR/AR (Academic)  
6. IT Cell /Computer Programmer  
7. SF/DF/FC

Forwarded / By Order

  
SECTION OFFICER



KV



**KANNUR UNIVERSITY**

**FYUGP  
SYLLABUS**

**FUNCTIONAL HINDI  
(from 2024 admission onwards)**

**2024**

## INTRODUCTION

### *Kannur University - Four-Year Undergraduate Programme: Backdrop and Context*

The implementation of the Four-Year Undergraduate Programme (FYUGP) has been driven by the pressing need to address contemporary challenges ensuring responsive changes to the evolving needs of students, industry, and society at large. Recognizing the curriculum as the cornerstone of any education system, it requires regular refinement to align with evolving socio-economic factors. Higher education must provide students with practical and technical skills relevant to their fields of interest, necessitating the development of a job-oriented curriculum. Despite significant increases in access and expansion of higher education over the years, concerns persist regarding the quality and relevance of educational outcomes, particularly in terms of employability skills. As the world becomes increasingly interconnected, our education system must evolve to instill 21st-century skills, enabling students not only to survive but to thrive in this dynamic environment. Moreover, there is a growing need for higher education institutions to embrace social responsibility and contribute to the development of a knowledge society capable of driving sustainable development through innovation. With the central objective of fostering a robust knowledge society to support a knowledge economy, the Government of Kerala has initiated steps to reform higher education. Accordingly, three commissions were established to suggest reforms in higher education policy, legal and regulatory mechanisms, and evaluation and examination systems. It is within this context that a comprehensive reform of the undergraduate curriculum has been proposed, leading to the restructuring of the Four-Year Undergraduate Programme.

# **KANNUR UNIVERSITY**

## **VISION AND MISSION STATEMENTS**

### **Vision**

To establish a teaching, residential and affiliating University and to provide equitable and just access to quality higher education involving the generation, dissemination, and a critical application of knowledge with special focus on the development of higher education in Kasargode and Kannur Revenue Districts and the Manandavady Taluk of Wayanad Revenue District.

### **Mission**

- To produce and disseminate new knowledge and to find novel avenues for application of such knowledge.
- To adopt critical pedagogic practices which uphold scientific temper, the uncompromised spirit of enquiry and the right to dissent.
- To uphold democratic, multicultural, secular, environmental and gender sensitive values as the foundational principles of higher education and to cater to the modern notions of equity, social justice, and merit in all educational endeavors.
- To affiliate colleges and other institutions of higher learning and to monitor academic, ethical, administrative, and infrastructural standards in such institutions.
- To build stronger community networks based on the values and principles of higher education and to ensure the region's intellectual integration with national vision and international standards.
- To associate with the local self-governing bodies and other statutory as well as non-governmental organizations for continuing education and also for building public awareness on important social, cultural and other policy issues.

## PREFACE

The proposed revised syllabus is prepared in conformity with the National Educational policy of University Grants Commission and the mission of Restructuring Undergraduate Education taken up by The Kerala State Higher Education Council. The restructuring of Hindi as an additional language is demanded by its status as national and official language. Its increasing social significance and the sublime role it can play in effecting the unity and integrity of our country.

The restructured syllabus gives primary to transformation of rigid to flexible, from a set pattern to choice-based structure, from sole summative evaluation to continuous assessment, from talk-and-chalk activity-based imparting of knowledge. The new syllabus is sure to play a great role in equipping the students to meet the challenges of the present time through the development of their communication calibre, to enable them to have access to the rich reservoir of Hindi literature, to mould their aesthetic sense, to develop their humanitarian outlook, to upgrade their linguistic competence, to promote their cultural and creative thinking and to enhance their social awareness. The acquisition of Hindi language without properly imbibing the spirit of the cultural nuances of our nation and without any social commitment does not serve the purpose. Hence the thrust of the new syllabus on such attributes.

Here I extend my sincere thanks to the members of the board of studies, all the participants of the work shop and those who have given me support and valuable suggestions to complete the syllabus in time.

**Dr. HENA**  
**Chairperson**  
**UG - BOS Hindi**  
**Kannur University**

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Associate Professor, PK Rajan Memorial Campus,  
Kannur University, Nileswar

### Special Thanks to

**Dr. Rajesh R**, Assistant Professor, KMM Women's College, Kannur

**Dr. Vasanthi J**, Professor, Govt. Brennen College, Thalassery

**Dr. Soumia S**, Assistant Professor, Govt. Brennen College, Thalassery

## **PROGRAMME OUTCOMES**

PO1: Critical Thinking and Problem-Solving-Apply critical thinking skills to analyze information and develop effective problem-solving strategies for tackling complex challenges.

PO2: Effective Communication and Social Interaction-Proficiently express ideas and engage in collaborative practices, fostering effective interpersonal connections.

PO3: Holistic Understanding-Demonstrate a multidisciplinary approach by integrating knowledge across various domains for a comprehensive understanding of complex issues.

PO4: Citizenship and Leadership-Exhibit a sense of responsibility, actively contribute to the community, and showcase leadership qualities to shape a just and inclusive society.

PO5: Global Perspective-Develop a broad awareness of global issues and an understanding of diverse perspectives, preparing for active participation in a globalized world.

PO6: Ethics, Integrity and Environmental Sustainability-Uphold high ethical standards in academic and professional endeavors, demonstrating integrity and ethical decision-making. Also acquire an understanding of environmental issues and sustainable practices, promoting responsibility towards ecological well-being.

PO7: Lifelong Learning and Adaptability-Cultivate a commitment to continuous self- directed learning, adapting to evolving challenges, and acquiring knowledge throughout life.



## **PROGRAMME SPECIFIC OUTCOMES**

1. Understand different forms of literature, trends in literature and different poetic styles through analysis of literary works.
2. Understand different social, cultural, political aspects of society and human nature through literature.
3. Imbibe effective communication in both oral as well as written language.
4. Acquire knowledge and skills relevant to professional activities through the study of literature and language.
5. Understand critical issues like gender equity, environmental sustenance and inclusiveness and interpret literature in the context of these key issues.
6. Create awareness to become an enlightened citizen with commitment to deliver responsibilities within the scope of bestowed rights and privileges.
7. Cultivate pedagogical, scholarly, cultural and creative spaces through empowering contexts of literature and to complement and reflect on social needs.
8. Foster a distinct learning environment where affective dimensions in literature and language inspire critical thinking, proficient expression and responsible citizenship.

# KANNUR UNIVERSITY

## FOUR YEAR UNDERGRADUATE PROGRAMME IN FUNCTIONAL HINDI

### DETAILS OF COURSES OFFERED

#### SEMESTER I

SEM	Sl. No	Course Code	Course Name	Credit	Hour Distributi on (L+P+T)	ESM	CE	Practical	Total Marks
<b>MAJOR A1</b>									
<b>I</b>	<b>1</b>	KUIDSCFHI101	भक्ति एवं रीतिकालीन हिन्दी काव्य <b>BHAKTI EVAM REETIKALEEN KAVYA</b>	4	3+2+0 = 5	50	25	25	100
<b>MINOR B1</b>									
	<b>2</b>	KUIDSCFHI102	बाल मनोविज्ञान की कहानियाँ <b>BAL MANOVIGYAN KI KAHANIYAN</b>	4	4+0+0 = 4	70	30	0	100
	<b>3</b>	KUIDSCFHI103	कथेतर हिन्दी साहित्य <b>KATHETAR HINDI SAHITYA</b>	4	3+2+0 = 5	50	25	25	100
<b>MINOR C1</b>									
	<b>4</b>	KUIDSCFHI104	सोशल मीडिया और ब्लॉग <b>SOCIAL MEDIA AUR BLOG</b>	4	4+0+0 = 4	70	30	0	100
	<b>5</b>	KUIDSCFHI105	आदिवासी साहित्य <b>ADIVASI SAHITYA</b>	4	3+2+0 = 5	50	25	25	100
<b>MDC 1</b>									
	<b>6</b>	KU1MDCFHI101	हिन्दी लघु कथा <b>LAGHU KATHA</b>	3	3+0+0=3	50	25	0	75
<b>AEC 1 - ENGLISH</b>									

## SEMESTER II

SEM	Sl. No	Course Code	Course Name	Credit	Hour Distribution (L+P+T)	ESM	CE	Practical	Total Marks
<b>MAJOR A2</b>									
<b>II</b>	<b>1</b>	KU2DSCFHI106	<b>प्रयोजनमूलक हिन्दी PRAYOJANMUL AK HINDI</b>	4	3+2+0 = 5	50	25	25	100
<b>MINOR D</b>									
	<b>2</b>	KU2DSCFHI107	<b>उपन्यास साहित्य UPANYAS SAHITYA</b>	4	3+2+0 = 5	50	25	25	100
	<b>3</b>	KU2DSCFHI108	<b>गांधी और हिन्दी साहित्य GANDHI AUR HINDI SAHITYA</b>	4	4+0+0 = 4	70	30	0	100
<b>MINOR E</b>									
	<b>4</b>	KU2DSCFHI109	<b>रंगायन RANGAYAN</b>	4	3+2+0 = 5	50	25	25	100
	<b>5</b>	KU2DSCFHI110	<b>हास्य-व्यंग्य HASYA VYANGYA</b>	4	4+0+0 = 4	70	30	0	100
<b>MDC 2</b>									
	<b>6</b>	KU2MDCFHI102	<b>हिन्दी हाइकु कविता HINDI HAIKU KAVITA</b>	3	3+0+0=3	50	25	0	75



# **SEMESTER I**

## KU1DSCFHI101 भक्ति एवं रीतिकालीन हिन्दी काव्य BHAKTI EVAM REETIKALEEN KAVYA

Semester	Course type	Course Level	Course Code	Credits	Total Hours
I	DSC	100-199	KU1DSCFHI101	4	75

Learning Approach (Hours/Week)			Marks Distribution				Duration of ESE (Hours)
Lecture	Practical/Internship	Tutorial	CE	ESE	PRACTICUM	Total	
3	2	0	25	50	25	100	1 hr 30 minutes

### Course Description:

A course on Prachin Kavya in Hindi literature offers a comprehensive exploration of the rich heritage of ancient Indian poetry, providing students with insights into its cultural significance, literary excellence, and enduring relevance.

### Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Analysis of prominent poets, their works, and their contributions to the Bhakti and Reeti traditions.	An
2	Exploration of the themes, motifs, and literary devices employed in Bhakti and Reeti poetry.	U
3	Development of critical thinking skills through the interpretation and evaluation of poetic texts.	E
4	Enhancement of language proficiency in Hindi through the study of classical literary texts	A

**\*Remember (R) , Understand(U), Apply(A), Analyse (An), Evaluate(E), Create(C)**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	√	√			√		√	
CO2		√		√	√		√	
CO3			√				√	
CO4			√				√	

## COURSE CONTENTS

### Contents for Classroom Transaction :

MODULE	UNIT	DESCRIPTION	HOURS
<b>MODULE TITLE</b>			
<b>1</b>	<b>1</b>	कबीर – ज्ञान विरह को अंग - पद संख्या –15 परचा को अंग- पद संख्या – 27 शूरतन को अंग पद संख्या – 40	4
	<b>2</b>	कबीरदास - साहित्यिक परिचय	3
	<b>3</b>	कबीर - भक्ति भावना - भाषा-शिल्प	4
	<b>4</b>	समाज सुधारक - क्रान्तिकारी कबीर	4
<b>MODULE TITLE</b>			
<b>2</b>	<b>1</b>	सूरदास - विनय तथा भक्ति - पद संख्या –2, 6 मथुरा गमन एवं भ्रमरगीत -पद संख्या –20	4
	<b>2</b>	सूरदास - साहित्यिक परिचय	3
	<b>3</b>	वात्सल्य - भक्ति	4
	<b>4</b>	विरह - भाषा - शिल्प	4
<b>MODULE TITLE</b>			
<b>3</b>	<b>1</b>	तुलसीदास –विनय पत्रिका - पद संख्या –3, 5	4
	<b>2</b>	तुलसीदास - साहित्यिक परिचय	3
	<b>3</b>	लोकमंगल - समन्वय की भावना	4
	<b>4</b>	तुलसीदास - भक्ति पद्धति	4
<b>MODULE TITLE</b>			
<b>4</b>	<b>1</b>	बिहारी – पद संख्या –16, 41, 42	4
	<b>2</b>	बिहारी - साहित्यिक विशेषताएँ – श्रृंगार भावना	4
	<b>3</b>	रसखान - पद संख्या –1,2	4
	<b>4</b>	रसखान - काव्यगत विशेषताएँ	3
<b>5</b>	<b>Teacher Specific Module</b>		15



## PRACTICUM :

1. जाति-पाँति के भेद को मिटाने की प्रेरणा देने - वाले कबीर के पाँच दोहों का विश्लेषण एवं प्रस्तुति
2. सूरदास के वात्सल्य के अन्य पदों का नृत्य नाटिका रूप में प्रस्तुती / आलापन
3. भ्रमरगीत के किन्हीं पाँच पदों की व्याख्या एवं प्रस्तुति
4. तुलसीदास के समाज और वर्तमान समाज की तुलना प्रस्तुत करना

Note: Practicum works should be conducted during the class hours.

## Essential Readings:

1. प्राचीन काव्य – संचयन , सं. प्रो. चमनलाल गुप्त, वाणी प्रकाशन, नई दिल्ली-2

## Suggested Readings:

1. कबीर , सं. आचार्य हजारी प्रसाद द्विवेदी, हिंदी ग्रंथ रत्नाकर कार्यालय, बम्बई
2. तुलसीदास और उनका काव्य, रामनरेश त्रिपाठी, राजपाल एंड सन्स
3. भक्तिकाव्य की भूमिका, डॉ. प्रेमशंकर, वाणी प्रकाशन, नई दिल्ली-2
4. हिन्दी साहित्य का इतिहास, डॉ. नगेन्द्र, नेशनल पब्लिशिंग हाउस, इंदिरापुरम 201014

## Assessment Rubrics:

LECTURE	
Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>50</b>
<b>Continuous Evaluation</b>	<b>25</b>
a) Test Paper -1	5
b) Test Paper – 2	5
c) Assignment	5
d) Seminar /Group Discussion	10
<b>Total</b>	<b>75</b>

PRACTICUM	
Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>15</b>
a) Practical Record	10
b) Viva Voce	5
<b>Continuous and Comprehensive Assessment</b>	<b>10</b>
a) Test Paper	5
b) Assignment	5

## KU1DSCFHI102 बाल मनोविज्ञान की कहानियाँ BAL MANOVIGYAN KI KAHANIYAN

Semester	Course type	Course Level	Course Code	Credits	Total Hours
I	DSC	100-199	KU1DSCFHI102	4	60

Learning Approach(Hours/Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/Internship	Tutorial	CE	ESE	Total	
4	0	0	30	70	100	2

### Course Description :

These stories typically revolve around the psychological development, behavior, emotions, and cognition of children. They often aim to educate parents, caregivers, and educators about the various aspects of child psychology in a narrative format. Overall, "Bal Manovigyan ka Sahitya" serves as a valuable tool for understanding and promoting the healthy psychological development of children, while also offering practical advice for those involved in their care and upbringing.

### Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand child psychology and identify the psychological themes expressed in Hindi literature	U
2	Increased understanding of child nature through the study of literature	A
3	Understand the rights of children through empowering contexts of literature and to complement and to reflect on child rights	U,E
4	Promotion of Empathy and Understanding	E,C

**\*Remember (R) , Understand(U), Apply(A), Analyse (An), Evaluate(E), Create(C)**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	√	√						
CO2	√	√		√		√	√	
CO3		√				√	√	√
CO4		√			√	√	√	√

## COURSE CONTENTS

### Contents for Classroom Transaction :

MODULE	UNIT	DESCRIPTION	HOURS
<b>MODULE TITLE</b>			
<b>1</b>	1	बाल मनोविज्ञान – सामान्य परिचय	3
	2	बच्चों के अधिकार - महत्वपूर्ण मुद्दे	3
	3	खेल - कहानी - कथावस्तु - कहानी के तत्व – विवेचन	3
	4	जैनेन्द्र - सामान्य परिचय - साहित्यिक अवदान	3
<b>MODULE TITLE</b>			
<b>2</b>	1	पानफूल - कहानी - कहानी के तत्व- आलोचना	3
	2	मार्कण्डेय - जीवन परिचय - साहित्यिक योगदान	3
	3	अपराध - कहानी - कहानी के तत्व – विवेचन	3
	4	उदय प्रकाश - जीवन परिचय - साहित्यिक अवदान	3
<b>MODULE TITLE</b>			
<b>3</b>	1	बच्चे - कविता - बच्चों के प्रति सद्भाव - सकारात्मक दृष्टिकोण – समीक्षा	3
	2	लक्ष्मीकांत वर्मा - जीवन परिचय – साहित्यिक अवदान	3
	3	बच्चों के लिए एक कथा - कविता - आस्वादन	3
	4	भगवत रावत - जीवन परिचय - साहित्यिक योगदान	3
<b>MODULE TITLE</b>			
<b>4</b>	1	खौफनाक समय के बच्चे - कविता - आलोचना	3
	2	कुमार विकल - जीवन परिचय - साहित्यिक अवदान	3
	3	पहाड़ी बच्चा - कविता - निष्कलंक पहाड़ी बच्चों का जीवन - विशेषताएँ	3
	4	कवयित्री निर्मला पुतुल - सामान्य परिचय - साहित्यिक योगदान	3
<b>5</b>	<b>Teacher Specific Module</b>		12



**Essential Readings:**

1. हिन्दी साहित्य में बाल मनोविज्ञान, सं. यू जी बोर्ड ऑफ स्टडीज, कण्णूर विश्वविद्यालय, राजपाल एंड सन्स, नई दिल्ली

**Suggested Readings:**

1. बाल मनोविज्ञान आज के युग में उपयोगिता, अर्चना मिश्रा, पोएट्री स्टेज पब्लिकेशन्स हाउस, उत्तर प्रदेश
2. बाल मनोविज्ञान: बाल विकास, डॉ. डी.एन श्रीवास्तव और डॉ प्रीति वर्मा, श्री विनोद पुस्तक मंदिर, आगरा, उत्तर प्रदेश
3. मनोविश्लेषण, फ्रायड, राजपाल एंड सन्स, दिल्ली-6

**Assessment Rubrics :**

<b>Evaluation Type</b>	<b>Marks</b>
End Semester Evaluation	70
Continuous Evaluation	30
a) Test Paper -1	10
b) Test Paper – 2	10
c) Assignment	5
d) Seminar /Viva-voce	5
Total	100

## KU1DSCFHI103 कथेतर हिन्दी साहित्य KATHETAR HINDI SAHITYA

Semester	Course type	Course Level	Course Code	Credits	Total Hours
I	DSC	100-199	KU1DSCFHI103	4	75

Learning Approach (Hours/Week)			Marks Distribution				Duration of ESE (Hours)
Lecture	Practical/Internship	Tutorial	CE	ESE	PRACTICUM	Total	
3	2	0	25	50	25	100	1 hr 30 minutes

### Course Description :

The course delves into Kathetar Hindi Sahitya of Hindi literature. Also explores prominent literary works, themes, and narrative styles. Socio-cultural context and historical significance of Kathetar literature will be analyzed in this course. Helps to develop critical thinking skills and gain a deeper appreciation for the diversity and depth of Hindi literature.

### Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Develop a nuanced understanding and appreciation of Kathetar Hindi Sahitya, including its themes, styles, and contributions to Hindi literature	E,C
2	Gain insight into the socio-cultural and historical context of Kathetar literature, enhancing comprehension and interpretation of literary works	An,C
3	Enhance critical thinking and analytical skills through the examination and interpretation of Kathetar literary texts, fostering deeper engagement with the material	E,C
4	Improve communication skills and the ability to articulate insights effectively through written and verbal analysis of Kathetar Hindi Sahitya, fostering greater literary expression and discourse	A,E

**\*Remember (R) , Understand(U), Apply(A), Analyse (An), Evaluate(E), Create(C)**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	√	√					√	√
CO2	√	√			√	√	√	
CO3	√	√	√	√	√		√	√
CO4	√	√	√	√	√	√	√	√

## COURSE CONTENTS

### Contents for Classroom Transaction :

MODULE	UNIT	DESCRIPTION	HOURS
	<b>MODULE TITLE</b>		
1	1	हिंदी गद्य साहित्य की अन्य विधाएँ - सामान्य परिचय	3
	2	हिंदी का कथेतर साहित्य - निबंध, संस्मरण, रेखाचित्र	4
	3	हिंदी का कथेतर साहित्य - जीवनी, आत्मकथा, यात्रा विवरण	4
	4	हिंदी का कथेतर साहित्य - पत्र-साहित्य, रिपोर्टाज	4

	<b>MODULE TITLE</b>		
2	1	भारत की समन्वय साधना: धर्म और दर्शन के क्षेत्र में - निबंध - डॉ. हजारीप्रसाद द्विवेदी	5
	2	डॉ. हजारीप्रसाद द्विवेदी - रचनात्मक परिचय	3
	3	निराला भाई - संस्मरण - महादेवी वर्मा	4
	4	महादेवी वर्मा - व्यक्तित्व - कृतित्व	3

	<b>MODULE TITLE</b>		
3	1	चुनकी - रेखाचित्र - डॉ. कुमार विमल- कृतित्व	4
	2	आवारा मसीहा - जीवनी - विष्णुप्रभाकर - कृतित्व	4
	3	बसैरे से दूर - आत्मकथा - हरिवंशराय बच्चन - रचनात्मक परिचय	4
	4	तिब्बत की सीमा पर - यात्रावृत्त - राहुल सांकृत्यायन - रचनात्मक परिचय	4

	<b>MODULE TITLE</b>		
4	1	चिट्ठी पत्री - पत्र साहित्य - प्रेमचंद	4
	2	प्रेमचंद - रचनात्मक जीवन	3
	3	मरने के बाद मुलाकात - रिपोर्टाज - कन्हैयालाल मिश्र 'प्रभाकर'	4
	4	कन्हैयालाल मिश्र 'प्रभाकर' - रचनात्मक जीवन	3

5	<b>Teacher Specific Module</b>	15
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### PRACTICUM :

1. किसी समसामयिक विषय पर निबंध लेखन - खासकर पर्यावरण और विज्ञान से सम्बंधित
2. आत्मकथांश व डायरी का लेखन और प्रस्तुतीकरण
3. किसी प्रतिष्ठित हिंदी साहित्यकार से साक्षात्कार
4. उत्तर भारत की किसी मनोरमणीय जगह की सैर - यात्रावृत्तांत लिखना

Note: Practicum works should be conducted during the class hours.

### Essential Readings:

1. समकालीन गद्य - सं. डॉ. शकुंतला सिंह, तक्षशिला प्रकाशन, नई दिल्ली

### Suggested Readings:

1. गद्य के प्रतिमान - विश्वनाथ प्रसाद तिवारी, लोकभारती प्रकाशन, नई दिल्ली
2. हिंदी गद्य विन्यास और विकास - रामस्वरूप चतुर्वेदी, लोकभारती प्रकाशन, नई दिल्ली
3. हिंदी गद्य साहित्य - रामचंद्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी

### Assessment Rubrics:

LECTURE	
Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>50</b>
<b>Continuous Evaluation</b>	<b>25</b>
a) Test Paper -1	5
b) Test Paper - 2	5
c) Assignment	5
d) Seminar /Group Discussion	10
<b>Total</b>	<b>75</b>

PRACTICUM	
Evaluation Type	Marks
<b>End Semester Evaluation</b>	<b>15</b>
a) Practical Record	10
b) Viva Voce	5
<b>Continuous and Comprehensive Assessment</b>	<b>10</b>
a) Test Paper	5
b) Assignment	5

## KU1DSCFHI104 सोशल मीडिया और ब्लॉग SOCIAL MEDIA AUR BLOG

Semester	Course type	Course Level	Course Code	Credits	Total Hours
I	DSC	100-199	KU1DSCFHI104	4	60

Learning Approach(Hours/Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/Internship	Tutorial	CE	ESE	Total	
4	0	0	30	70	100	2

### Course Description :

This course is designed to equip students with the knowledge, skills, and critical thinking abilities necessary to thrive in the dynamic and competitive landscape of social media and blogging. Through active participation and hands-on learning experiences, students will emerge with a comprehensive understanding of how to effectively leverage social media and blogging platforms to achieve personal, professional, and organizational goals.

### Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Get familiar with the new trends in media and blog.	R,U
2	Acquaint with new thoughts and ways of expression in media and blog.	U,A
3	Enhance the ability to grasp the vast knowledge in media and blog.	A,An
4	Enhance the ability to use social media and blog carefully.	E,C

**\*Remember (R) , Understand(U), Apply(A), Analyse (An), Evaluate(E), Create(C)**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	√		√	√				
CO2			√	√			√	
CO3		√	√	√		√		
CO4				√	√	√	√	√

## COURSE CONTENTS

### Contents for Classroom Transaction :

MODULE	UNIT	DESCRIPTION	HOURS
<b>MODULE TITLE</b>			
<b>1</b>	<b>1</b>	सोशल मीडिया – सामान्य परिचय	3
	<b>2</b>	सोशल मीडिया - महत्व	3
	<b>3</b>	सोशल मीडिया के प्रमुख प्रकार – यूट्यूब, इंस्टाग्राम, व्हाट्सप, ट्विटर, फेसबुक	3
	<b>4</b>	सोशल मीडिया - लाभ और हानि	3
<b>MODULE TITLE</b>			
<b>2</b>	<b>1</b>	ब्लॉग लेखन - परिचय	3
	<b>2</b>	ब्लॉग लेखन - प्रकार	3
	<b>3</b>	ब्लॉग निर्माण - प्रक्रिया और प्रविधि	3
	<b>4</b>	ब्लॉगिंग - भाषा शैली	3
<b>MODULE TITLE</b>			
<b>3</b>	<b>1</b>	ओणम के संदर्भ में सोशल मीडिया हेतु एक विज्ञापन तैयार करना	3
	<b>2</b>	अपनी निजी ब्लॉग तैयार करना	3
	<b>3</b>	किसी खबर पर सोशल मीडिया हेतु रिपोर्ट तैयार करना	3
	<b>4</b>	सोशल मीडिया पर आलेख तैयार करना	3
<b>MODULE TITLE</b>			
<b>4</b>	<b>1</b>	सोशल मीडिया से संबंधित शब्दावली तैयार करना	3
	<b>2</b>	ब्लॉग से संबंधित शब्दावली तैयार करना	3
	<b>3</b>	सोशल मीडिया का व्यावहारिक पक्ष	3
	<b>4</b>	ब्लॉग का व्यावहारिक पक्ष	3
<b>5</b>	<b>Teacher Specific Module</b>		12

**Suggested Readings:**

1. सोशल मीडिया और ब्लॉग लेखन. डॉ. स्नेह लता, श्री नटराज प्रकाशन, दिल्ली -53
2. ब्लॉग लेखन की एबीसी, रोहित मेहता, kindle edition
3. ब्लॉग बनाएं लाखों कमाएं, kindle edition
4. जनसंचार और पत्रकारिता, संपा.डॉ पूर्णिमा आर, वाणी प्रकाशन, नई दिल्ली-2

**Assessment Rubrics :**

<b>Evaluation Type</b>	<b>Marks</b>
End Semester Evaluation	70
Continuous Evaluation	30
<i>a) Test Paper -1</i>	10
<i>b) Test Paper – 2</i>	10
<i>c) Assignment</i>	5
<i>d) Seminar /Viva-voce</i>	5
Total	100



## KU1DSCFHI105 आदिवासी साहित्य ADIVASI SAHITYA

Semester	Course type	Course Level	Course Code	Credits	Total Hours
I	DSC	100-199	KU1DSCFHI105	4	75

Learning Approach (Hours/Week)			Marks Distribution				Duration of ESE (Hours)
Lecture	Practical/Internship	Tutorial	CE	ESE	PRACTICUM	Total	
3	2	0	25	50	25	100	1 hr 30 minutes

### Course Description :

This course explores various aspects of indigenous communities, including their history, culture, social organization, languages, and contemporary issues. This topic also includes tribal sovereignty, land rights cultural preservation and impacts of colonialism

### Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understanding tribal culture and life.	R,U
2	Analyzing the socioeconomic and political issues faced by tribes.	A,An
3	Enhancing research and analytical skills through the study of tribal issues.	An,E
4	Exploring indigenous knowledge system and traditional practices	E,C

**\*Remember (R) , Understand(U), Apply(A), Analyse (An), Evaluate(E), Create(C)**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	√	√			√			
CO2		√			√	√	√	
CO3	√	√			√	√	√	√
CO4		√		√	√	√	√	√

## COURSE CONTENTS

### Contents for Classroom Transaction :

MODULE	UNIT	DESCRIPTION	HOURS
<b>MODULE TITLE</b>			
<b>1</b>	<b>1</b>	आदिवासी साहित्य - स्वरूप	5
	<b>2</b>	आदिवासी संस्कृति – सामान्य परिचय	4
	<b>3</b>	आओ मिलकर बचाएँ – कविता	4
	<b>4</b>	निर्मला पुतुल - सामान्य परिचय	3
<b>MODULE TITLE</b>			
<b>2</b>	<b>1</b>	पोर - कहानी -अध्ययन	5
	<b>2</b>	राकेश कुमार सिंह - सामान्य परिचय	3
	<b>3</b>	जहाँ कुछ नहीं पहुँचता – कविता	4
	<b>4</b>	जसिंता केरकेट्टा - सामान्य परिचय	3
<b>MODULE TITLE</b>			
<b>3</b>	<b>1</b>	तुम अगर आओ – कविता	4
	<b>2</b>	अनुज लुगुन - सामान्य परिचय	3
	<b>3</b>	पत्थलगडी की औरतें – कविता	4
	<b>4</b>	वन्दना टेटे- सामान्य परिचय	3
<b>MODULE TITLE</b>			
<b>4</b>	<b>1</b>	जादू जंगल – नाटक	5
	<b>2</b>	जादू जंगल - स्वरूप - सामान्य परिचय	3
	<b>3</b>	जादू जंगल - चित्रित समस्याएं	4
	<b>4</b>	राजेश जोशी - सामान्य परिचय	3
<b>5</b>	<b>Teacher Specific Module</b>		15

## PRACTICUM :

1. किसी एक आदिवासी समाज की विशिष्टताओं एवं समस्याओं को रिपोर्ट रूप में प्रस्तुत करना
2. जसिंता केरकेट्टा एवं अनुज लुगुन की दो-दो अन्य कविताएँ चुनकर समीक्षा लिख प्रस्तुत करना
3. सुकुमारन चालिगट्टा की कविताओं पर हिन्दी में समीक्षा लिखना
4. केरल के किसी आदिवासी समाज पर डॉक्यूमेंटरी तैयार करना

Note: Practicum works should be conducted during the class hours.

### Essential Readings:

1. आदिवासी साहित्य, सं. यू जी बोर्ड ऑफ स्टडीज़, कन्नूर यूनिवर्सिटी, नई किताब प्रकाशन, दिल्ली

### Suggested Readings:

1. आदिवासी कौन, रमणिका गुप्ता, राधाकृष्ण प्रकाशन, नई दिल्ली
2. आदिवासी दुनिया, हरिराम मीना, नेशनल बुक ट्रेस्ट, नई दिल्ली
3. आदिवासी साहित्य दशा और दिशा, डॉ एम फिरोज़, डॉ शुगुफ्ता नियाज़, वाडमय प्रकाशन, अलीगढ़ 202002

### Assessment Rubrics:

LECTURE	
Evaluation Type	Marks
End Semester Evaluation	50
Continuous Evaluation	25
a) Test Paper -1	5
b) Test Paper – 2	5
c) Assignment	5
d) Seminar /Group Discussion	10
<b>Total</b>	<b>75</b>

PRACTICUM	
Evaluation Type	Marks
End Semester Evaluation	15
a) Practical Record	10
b) Viva Voce	5
Continuous and Comprehensive Assessment	10
a) Test Paper	5
b) Assignment	5

## KU1MDCFHI101 लघु कथा LAGHU KATHA

Semester	Course type	Course Level	Course Code	Credits	Total Hours
I	MDC	100-199	KU1MDCFHI101	3	45

Learning Approach(Hours/Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1 hr 30 min

### Course Description :

This course offers an immersive exploration into the rich world of Hindi short stories, providing students with a comprehensive understanding of the art of storytelling in Hindi literature. Through a curated selection of classic and contemporary short stories, students will delve into the nuances of narrative structure, character development, thematic exploration, and linguistic finesse that define the genre.

### Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Gain enhanced literary appreciation through the exploration of Hindi short stories.	U,R
2	Develop skills in analyzing literary elements of Hindi short stories	A,An
3	Expanded Vocabulary and Language Proficiency through the study of Hindi short stories	An, E
4	Develop empathy and perspective taking through Hindi short stories	E, C

**\*Remember (R) , Understand(U), Apply(A), Analyse (An), Evaluate(E), Create(C)**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	√				√			
CO2	√	√			√		√	
CO3	√	√	√	√			√	
CO4				√		√	√	√

## COURSE CONTENTS

### Contents for Classroom Transaction :

MODULE	UNIT	DESCRIPTION	HOURS
	<b>MODULE TITLE</b>		
1	1	कश्मीरी सेब - प्रेमचन्द	2
	2	प्रेमचन्द – सामान्य परिचय	2
	3	खजुराहो की मूर्ति - राजकुमार आत्रेय	2
	4	राजकुमार आत्रेय - सामान्य परिचय	2
	<b>MODULE TITLE</b>		
2	1	हनीमून – राजेन्द्र यादव	2
	2	राजेन्द्र यादव – सामान्य परिचय	2
	3	कोहरा – शकुन्तला किरण	3
	4	शकुन्तला किरण - सामान्य परिचय	2
	<b>MODULE TITLE</b>		
3	1	अकाल - काशीनाथ सिंह	3
	2	काशीनाथ सिंह - सामान्य परिचय	2
	3	पहचान – चित्रा मुद्गल	2
	4	चित्रा मुद्गल- सामान्य परिचय	2
	<b>MODULE TITLE</b>		
4	1	तीसरा चित्र – अशोक भाटिया	3
	2	अशोक भाटिया - सामान्य परिचय	2
	3	बचपन का सच – किशोर श्रीवास्तव	3
	4	किशोर श्रीवास्तव – सामान्य परिचय	2
5	<b>Teacher Specific Module</b>		9

**Essential Readings:**

1. लघुकथा लहरी, सं. बलराम, राजकमल प्रकाशन, नई दिल्ली- 2

**Suggested Readings:**

1. आधुनिक हिन्दी लघुकथा आधार एवं विश्लेषण, रूप देवगुण, सुकीर्ति प्रकाशन, कैथल
2. लघुकथा की रचना प्रक्रिया, गद्यकोश, ई-सामग्री

**Assessment Rubrics :**

<b>Evaluation Type</b>	<b>Marks</b>
End Semester Evaluation	50
Continuous Evaluation	25
<i>a) Test Paper -1</i>	5
<i>b) Test Paper – 2</i>	5
<i>c) Assignment</i>	5
<i>d) Seminar /Viva-voce</i>	10
Total	75

# **SEMESTER II**



## KU2DSCFHI106 प्रयोजनमूलक हिन्दी PRAYOJANMULAK HINDI

Semester	Course type	Course Level	Course Code	Credits	Total Hours
II	DSC	100-199	KU2DSCFHI106	4	75

Learning Approach (Hours/Week)			Marks Distribution				Duration of ESE (Hours)
Lecture	Practical/Internship	Tutorial	CE	ESE	PRACTICUM	Total	
3	2	0	25	50	25	100	1 hr 30 minutes

### Course Description :

A course in Functional Hindi aims to empower learners with the language skills necessary to navigate everyday situations with confidence and proficiency, fostering practical communication abilities essential for personal, professional, and social interaction in Hindi-speaking contexts.

### Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Get an overall idea about the functional aspects of Hindi.	R,U
2	Get a good command over functional areas of Hindi Language.	U,A
3	Get a command over non literal usage of Hindi language.	A
4	Job oriented course.	A,E

**\*Remember (R) , Understand(U), Apply(A), Analyse (An), Evaluate(E), Create(C)**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1			√	√				
CO2			√	√		√	√	
CO3			√	√		√	√	
CO4		√	√	√		√	√	√

## COURSE CONTENTS

### Contents for Classroom Transaction :

MODULE	UNIT	DESCRIPTION	HOURS
	<b>MODULE TITLE</b>		
<b>1</b>	<b>1</b>	प्रयोजनमूलक हिन्दी - अवधारणा एवं स्वरूप	4
	<b>2</b>	प्रयोजनमूलक हिन्दी - व्यावहारिक हिन्दी	3
	<b>3</b>	प्रयोजनमूलक हिन्दी - विशेषताएं	4
	<b>4</b>	प्रयोजनमूलक हिन्दी - विविध रूप	4
	<b>MODULE TITLE</b>		
<b>2</b>	<b>1</b>	प्रयोजनमूलक हिन्दी - प्रयुक्तियां	3
	<b>2</b>	कार्यालयी प्रयुक्ति	4
	<b>3</b>	वाणिज्यिक प्रयुक्ति	4
	<b>4</b>	वैज्ञानिक एवं तकनीकी प्रयुक्ति	4
	<b>MODULE TITLE</b>		
<b>3</b>	<b>1</b>	प्रयोजनमूलक हिन्दी - अनुवाद	4
	<b>2</b>	हिन्दी का क्षेत्रीय - राष्ट्रीय - अंतर्राष्ट्रीय स्वरूप	4
	<b>3</b>	सूचनात्मक साहित्य - रचनात्मक साहित्य	4
	<b>4</b>	प्रयोजनमूलक हिन्दी - पारिभाषिक शब्दावली	3
	<b>MODULE TITLE</b>		
<b>4</b>	<b>1</b>	विज्ञापन और प्रयोजनमूलक हिन्दी	4
	<b>2</b>	जनसंचार माध्यमों में प्रयुक्त भाषा	4
	<b>3</b>	सरकारी पत्राचार की भाषा	4
	<b>4</b>	भारतीय बहुभाषिकता और प्रयोजनमूलक हिन्दी	3
<b>5</b>	<b>Teacher Specific Module</b>		15

## PRACTICUM :

1. पोस्ट ओफिस, बैंक, रेलवे आदि में प्रयुक्त हिन्दी शब्दावली की सूची बनाना
2. विज्ञापन तैयार करना – सौंदर्य वर्धक वस्तु, खाद्य सामग्री, वस्त्रालय
3. किसी कार्यक्रम के संदर्भ में सूचना देते हुए ब्रोशर बनाना
4. जनसंचार माध्यम और वर्तमान पीढ़ी - निबंध प्रतियोगिता का आयोजन करना

Note: Practicum works should be conducted during the class hours.

## Suggested Readings:

1. प्रयोजन मूलक हिन्दी, नरेश मिश्र, राजपाल एंड सन्स, दिल्ली-6
2. प्रयोजन मूलक हिन्दी सिद्धांत और प्रयोग, दंगल झाल्टे, वाणी प्रकाशन, दिल्ली -2
3. मीडिया लेखन, सिद्धांत एवं व्यवहार, डॉ. चंद्रप्रकाश मिश्र, संजय प्रकाशन, दिल्ली-52
4. विज्ञापन निर्माण और प्रक्रिया, डॉ. निशांत सिंह, सन्मार्ग प्रकाशन, दिल्ली – 32

## Assessment Rubrics:

LECTURE	
Evaluation Type	Marks
End Semester Evaluation	50
Continuous Evaluation	25
a) Test Paper -1	5
b) Test Paper – 2	5
c) Assignment	5
d) Seminar /Group Discussion	10
<b>Total</b>	<b>75</b>

PRACTICUM	
Evaluation Type	Marks
End Semester Evaluation	15
a) Practical Record	10
b) Viva Voce	5
Continuous and Comprehensive Assessment	10
a) Test Paper	5
b) Assignment	5

## KU2DSCFHI107 उपन्यास साहित्य UPANYAS SAHITYA

Semester	Course type	Course Level	Course Code	Credits	Total Hours
II	DSC	100-199	KU1DSCFHI107	4	75

Learning Approach (Hours/Week)			Marks Distribution				Duration of ESE (Hours)
Lecture	Practical/Internship	Tutorial	CE	ESE	PRACTICUM	Total	
3	2	0	25	50	25	100	1 hr 30 minutes

### Course Description :

Hindi novels form a significant part of Hindi literature, offering a diverse array of stories that reflect the complexities of Indian society, culture and human experiences. Rooted in a rich tradition of storytelling, Hindi novels encompass a wide range of genres, styles and themes. From classic tales set in rural India to contemporary narratives exploring urban life,. Hindi novels capture the essence of the Indian psyche through vivid characters, compelling plots and evocative language.

### Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Get familiar with Hindi Novels.	R,U
2	Understand socio-cultural-political aspects through Hindi novels.	R,U
3	Analyze Hindi novels and get acquainted with the diverse characters.	A,An
4	Acquire social values	E,C

**\*Remember (R) , Understand(U), Apply(A), Analyse (An), Evaluate(E), Create(C)**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	√							
CO2		√		√	√	√		
CO3	√		√	√	√	√	√	
CO4		√	√	√			√	√

## COURSE CONTENTS

### Contents for Classroom Transaction :

MODULE	UNIT	DESCRIPTION	HOURS
<b>MODULE TITLE</b>			
<b>1</b>	<b>1</b>	उपन्यासकार प्रेमचंद - फणीश्वरनाथ रेणु - परिचय	4
	<b>2</b>	उपन्यासकार भीष्म साहनी - यशपाल - परिचय	3
	<b>3</b>	उपन्यासकार अज्ञेय - निर्मल वर्मा - नरेश मेहता - परिचय	4
	<b>4</b>	मैत्रेयी पुष्पा - मोहनदास नैमिशराय - गीतांजलि श्री - परिचय	4
<b>MODULE TITLE</b>			
<b>2</b>	<b>1</b>	मोबाइल - क्षमा शर्मा	5
	<b>2</b>	मोबाइल - चरित्र - चित्रण	3
	<b>3</b>	मोबाइल - विशेषताएं	3
	<b>4</b>	मोबाइल - अभिव्यक्त समस्याएं	4
<b>MODULE TITLE</b>			
<b>3</b>	<b>1</b>	मोबाइल - आत्मनिर्भर नारी	4
	<b>2</b>	मोबाइल - धार्मिकता	4
	<b>3</b>	मोबाइल - भाषा एवं शिल्प	4
	<b>4</b>	क्षमा शर्मा का परिचय	3
<b>MODULE TITLE</b>			
<b>4</b>	<b>1</b>	वे वहाँ कैद हैं - प्रियंवद - (non detailed)	5
	<b>2</b>	प्रियंवद - साहित्यिक परिचय	3
	<b>3</b>	उपन्यास में सांप्रदायिकता एवं सांस्कृतिक राष्ट्रवाद	3
	<b>4</b>	उपन्यास के पात्रों का परिचय	4
<b>5</b>	<b>Teacher Specific Module</b>		<b>15</b>

## PRACTICUM :

1. मोबाइल उपन्यास के आधार पर पटकथा तैयार करना
2. मोबाइल उपन्यास के आधार पर शॉर्ट फिल्म तैयार करना
3. वे वहाँ कैद हैं उपन्यास को नाटक रूप में परिवर्तित कर मंचन करना
4. नासिरा शर्मा कृत शात्मली उपन्यास की समीक्षा लिखना

Note: Practicum works should be conducted during the class hours.

## Essential Readings:

1. मोबाइल ,क्षमा शर्मा, राजकमल प्रकाशन, नई दिल्ली
2. वे वहाँ कैद हैं, प्रियंवद, मेधा पब्लिशिंग, महाराष्ट्र

## Suggested Readings:

1. हिंदी उपन्यास कला, डॉ. रामलखन लाल,सन्मार्ग प्रकाशन, दिल्ली
2. स्वातंत्र्योत्तर हिंदी उपन्यास, डॉ. सुभाषिणि शर्मा,संजीव प्रकाशन, नई दिल्ली
3. आज का हिंदी उपन्यास, इन्द्रनाथ मदन,राजकमल प्रकाशन, नई दिल्ली
4. उपन्यास की संरचना, गोपाल राय, राजकमल प्रकाशन, नई दिल्ली-2

## Assessment Rubrics:

LECTURE	
Evaluation Type	Marks
End Semester Evaluation	50
Continuous Evaluation	25
a) Test Paper -1	5
b) Test Paper – 2	5
c) Assignment	5
d) Seminar /Group Discussion	10
<b>Total</b>	<b>75</b>

PRACTICUM	
Evaluation Type	Marks
End Semester Evaluation	15
a) Practical Record	10
b) Viva Voce	5
Continuous and Comprehensive Assessment	10
a) Test Paper	5
b) Assignment	5

**KU2DSCFHI108 गांधी और हिन्दी साहित्य GANDHI AUR HINDI SAHITYA**

Semester	Course type	Course Level	Course Code	Credits	Total Hours
II	DSC	100-199	KU2DSCFHI108	3	60

Learning Approach(Hours/Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/Internship	Tutorial	CE	ESE	Total	
4	0	0	30	70	100	2

**Course Description :**

This course explores the profound influence of Mahatma Gandhi on Hindi literature, as well as the reciprocal relationship between Gandhi's ideas and the literary expressions in the Hindi language. Through an interdisciplinary approach, students will delve into Gandhi's philosophy, principles, and socio-political activism, analyzing how these themes are portrayed, critiqued, and interpreted in Hindi literary works.

**Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Understand the history of national movement and national spirit of India at current political scenario.	R,U
2	Develop critical thinking about Indian politics.	U,A
3	Understand the ideology of Gandhi and India itself through literature.	U, An
4	Develop awareness to intervene in the socio-political issues	An, E

**\*Remember (R) , Understand(U), Apply(A), Analyse (An), Evaluate(E), Create(C)**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1		√				√		
CO2		√				√	√	
CO3	√	√		√		√	√	
CO4	√	√		√	√	√	√	√



## COURSE CONTENTS

### Contents for Classroom Transaction :

MODULE	UNIT	DESCRIPTION	HOURS
<b>MODULE TITLE</b>			
<b>1</b>	<b>1</b>	वर्तमान समय और गांधी की विचारधारा	3
	<b>2</b>	उपनिवेशवाद का विरोध - गांधी के पहले और गांधी के समय में	3
	<b>3</b>	गांधी की राष्ट्र संकल्पना – स्वराज, अहिंसा, सत्याग्रह, चर्खा	3
	<b>4</b>	आधुनिकता विमर्श और गांधी - भाषा – धर्म - राजनीति	3

<b>MODULE TITLE</b>			
<b>2</b>	<b>1</b>	एक गाँव फुलझर – कैलाश बनवासी	3
	<b>2</b>	हे राम - सुशान्त सुप्रिय	3
	<b>3</b>	खजाना - मनोज कुमार पाण्डेय	3
	<b>4</b>	मुजरिम – लोक बाबू	3

<b>MODULE TITLE</b>			
<b>3</b>	<b>1</b>	गांधी - रामधारी सिंह दिनकर	3
	<b>2</b>	महात्माजी के प्रति - पंत	3
	<b>3</b>	गांधी की विरासत - सुभाष राय	3
	<b>4</b>	आँकड़े - उदय प्रकाश	3

<b>MODULE TITLE</b>			
<b>4</b>	<b>1</b>	देश की ओर - सत्य के प्रयोग - गांधी	3
	<b>2</b>	स्वराज का स्थापत्य - विनोद शाही	3
	<b>3</b>	द मोंकिंग ओफ महात्मा - श्याम बेनगल	3
	<b>4</b>	गांधी - बेन किंगसली	3

<b>5</b>	<b>Teacher Specific Module</b>		<b>12</b>
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**Suggested Readings:**

1. सत्य के प्रयोग, मोहनदास करमचंद गांधी, हिन्द पॉकेट बुक्स, नई दिल्ली
2. महात्मा गांधी संपूर्ण विचारों का संग्रह, डॉ गजेंद्र अस्त्री, सरला पब्लिकेशन्स, शिमला
3. गांधी जी की देन, राजेंद्र प्रसाद, सस्ता साहित्यमण्डल प्रकाशन, नई दिल्ली-1
4. मोहनदास करमचंद गांधी कथन, वचन और लेख, सं. इंद्रनाथ चौधरी, सस्ता साहित्यमण्डल प्रकाशन, नई दिल्ली-1

**Assessment Rubrics :**

<b>Evaluation Type</b>	<b>Marks</b>
End Semester Evaluation	70
Continuous Evaluation	30
<i>a. Test Paper -1</i>	10
<i>b. Test Paper – 2</i>	10
<i>c. Assignment</i>	5
<i>d. Seminar /Viva-voce</i>	5
Total	100

## KU2DSCFHI109 रंगायन RANGAYAN

Semester	Course type	Course Level	Course Code	Credits	Total Hours
II	DSC	100-199	KU2DSCFHI109	4	75

Learning Approach (Hours/Week)			Marks Distribution				Duration of ESE (Hours)
Lecture	Practical/Internship	Tutorial	CE	ESE	PRACTICUM	Total	
3	2	0	25	50	25	100	1 hr 30 minutes

### Course Description :

This course explores the rich tradition of Hindi drama from its historical roots to contemporary expressions. Through a combination of readings, performances, discussions, and practical exercises, students will gain an understanding of the cultural, social, and artistic dimensions of Hindi theater.

### Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Get familiar with Hindi drama and One act play	R,U
2	Get familiar with new thoughts and ways of drama	R,U
3	Enhance the ability to analyse Drama and one act play	A, An
4	Get an idea about noted drama and one act plays of Hindi	An, E

**\*Remember (R) , Understand(U), Apply(A), Analyse (An), Evaluate(E), Create(C)**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	√							
CO2	√	√		√	√			
CO3	√	√				√	√	√
CO4	√	√	√		√	√	√	√

## COURSE CONTENTS

### Contents for Classroom Transaction :

MODULE	UNIT	DESCRIPTION	HOURS
	<b>MODULE TITLE</b>		
1	1	हिंदी नाटक और एकांकी - स्वरूप - एकांकी और नाटक में अंतर	3
	2	नाटक और एकांकी के तत्व - रंगमंचीयता	4
	3	प्रमुख नाटककार - भारतेन्दु हरिश्चंद्र, जयशंकर प्रसाद, लक्ष्मीनारायण लाल, मोहन राकेश, सुरेंद्र वर्मा, मीराकान्त	4
	4	प्रमुख एकांकीकार- उदयशंकर भट्ट, भुवनेश्वर, उपेन्द्रनाथ अशक, रामकुमार वर्मा, ममता कालिया	4

	<b>MODULE TITLE</b>		
2	1	लिपिस्टिक की मुस्कान - नाटक - विश्लेषण	5
	2	लिपिस्टिक की मुस्कान - विशेषताएं	3
	3	लिपिस्टिक की मुस्कान - नाटक के तत्व - प्रासंगिकता	4
	4	नाटककार विष्णु प्रभाकर - साहित्यिक योगदान	3

	<b>MODULE TITLE</b>		
3	1	अन्वेषक- नाटक - विशेषताएं (non detailed)	5
	2	अन्वेषक - नाटक के तत्व	4
	3	अन्वेषक - प्रासंगिकता - रंगमंचीयता	3
	4	नाटककार प्रताप सहगल - साहित्यिक योगदान	3

	<b>MODULE TITLE</b>		
4	1	पृथ्वीराज की आंखें - एकांकी - विश्लेषण	4
	2	पृथ्वीराज की आंखें - एकांकी के तत्व	4
	3	पृथ्वीराज की आंखें - प्रासंगिकता एवं रंगमंचीयता	4
	4	एकांकीकार डॉ रामकुमार वर्मा - साहित्यिक अवदान	3

5	<b>Teacher Specific Module</b>		15
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## PRACTICUM :

1. लिपस्टिक की मुस्कान नाटक का मंचन
2. समकालीन विषय पर एकांकी लेखन और मंचन
3. समकालीन सन्दर्भ का एक विषय लेकर नाटक लेखन एवं मंचन
4. अन्वेषक नाटक का कहानी रूप तैयार करना

Note: Practicum works should be conducted during the class hours.

## Essential Readings:

1. अन्वेषक, नाटक, प्रताप सहगल, किताबघर प्रकाशन नयी दिल्ली 2
2. विष्णु प्रभाकर के संपूर्ण नाटक, विष्णु प्रभाकर, प्रभात प्रकाशन, नई दिल्ली
3. पृथ्वीराज की आंखें, रामकुमार वर्मा, संचालक गंगा-ग्रंथागार, लखनऊ

## Suggested Readings:

1. विष्णु प्रभाकर के सम्पूर्ण नाटक, प्रभात प्रकाशन, 1988, संस्करण
2. हिंदी नाटक स्वरूप और संवेदना, डॉ. दशरथ ओझा , राजपाल एंड सन्स, नई दिल्ली
3. समकालीन हिंदी रंगमंच और रंगभाषा, डॉ आशीष त्रिपाठी , शिल्पायन प्रकाशन, नई दिल्ली
4. रंगदर्शन, नेमीचन्द्र जैन , राधाकृष्ण प्रकाशन, नई दिल्ली

## Assessment Rubrics:

LECTURE	
Evaluation Type	Marks
End Semester Evaluation	50
Continuous Evaluation	25
a) Test Paper -1	5
b) Test Paper – 2	5
c) Assignment	5
d) Seminar /Group Discussion	10
<b>Total</b>	<b>75</b>

PRACTICUM	
Evaluation Type	Marks
End Semester Evaluation	15
a) Practical Record	10
b) Viva Voce	5
Continuous and Comprehensive Assessment	10
a) Test Paper	5
b) Assignment	5

## KU2DSCFHI110 हास्य-व्यंग्य HASYA VYANGYA

Semester	Course type	Course Level	Course Code	Credits	Total Hours
II	DSC	100-199	KU2DSCFHI110	4	60

Learning Approach(Hours/Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/Internship	Tutorial	CE	ESE	Total	
4	0	0	30	70	100	2

### Course Description :

This course offers a comprehensive exploration of Hindi satire, a genre known for its wit, humor, and incisive social commentary. Through a blend of theoretical analysis, literary study, and cultural examination, students will delve into the multifaceted world of Hindi satire, tracing its origins, evolution, and contemporary relevance.

### Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Get familiar with Satire literature of Hindi with an understanding of thoughts and ways of expression.	U
2	Get awareness of social issues and voices in the society through Hindi satire.	U,An
3	Enhance the ability to analyze Satire literature in Hindi.	An
4	Develop ability to create satire literature in Hindi.	C

**\*Remember (R) , Understand(U), Apply(A), Analyse (An), Evaluate(E), Create(C)**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1		√					√	
CO2		√	√	√	√	√	√	
CO3	√				√	√		
CO4	√		√	√			√	√

## COURSE CONTENTS

### Contents for Classroom Transaction :

MODULE	UNIT	DESCRIPTION	HOURS
<b>MODULE TITLE</b>			
<b>1</b>	<b>1</b>	हिंदी व्यंग्य साहित्य - उद्भव और विकास	6
	<b>2</b>	हिंदी कहानी, कविता और निबंध में व्यंग्य	3
	<b>3</b>	साँप - कविता - अज्ञेय	4
	<b>4</b>	सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय' - रचनात्मक जीवन	3
<b>MODULE TITLE</b>			
<b>2</b>	<b>1</b>	सार्वजनिक ज़िन्दगी - कविता - धूमिल	3
	<b>2</b>	सुदामा पाण्डेय 'धूमिल' - रचनात्मक जीवन	3
	<b>3</b>	टेलीविज़न - कविता - रघुवीर सहाय	3
	<b>4</b>	रघुवीर सहाय - रचनात्मक जीवन	3
<b>MODULE TITLE</b>			
<b>3</b>	<b>1</b>	त्रिशंकु बेचारा - कहानी - हरिशंकर परसाई	3
	<b>2</b>	हरिशंकर परसाई - रचनात्मक जीवन	3
	<b>3</b>	बाबूलाल तेली की नाक - कहानी - स्वयं प्रकाश	3
	<b>4</b>	स्वयं प्रकाश - रचनात्मक जीवन	3
<b>MODULE TITLE</b>			
<b>4</b>	<b>1</b>	हिन्दुस्तान का नमक - निबंध	3
	<b>2</b>	रविंद्रनाथ टैगोर - रचनात्मक जीवन	3
	<b>3</b>	जीप पर सवार इल्लियां - निबंध	3
	<b>4</b>	शरद जोशी - रचनात्मक जीवन	3
<b>5</b>	<b>Teacher Specific Module</b>		12

**Essential Readings:**

- i. व्यंग्य सौरभ, सं. यू जी बोर्ड ऑफ स्टडीज, कन्नूर यूनिवर्सिटी, राजकमल प्रकाशन, नई दिल्ली-2

**Suggested Readings:**

1. आधुनिक हिंदी हास्य व्यंग्य : डॉ.लक्ष्मीचंद्र जैन, भारतीय ज्ञान पीठ, वाराणसी

**Assessment Rubrics :**

<b>Evaluation Type</b>	<b>Marks</b>
End Semester Evaluation	70
Continuous Evaluation	30
a) <i>Test Paper -1</i>	10
b) <i>Test Paper – 2</i>	10
c) <i>Assignment</i>	5
d) <i>Seminar /Viva-voce</i>	5
Total	100



## KU2MDCFHI102 हिंदी हाइकु कविता HINDI HAIKU KAVITA

Semester	Course type	Course Level	Course Code	Credits	Total Hours
II	MDC	100-199	KU2MDCFHI102	3	45

Learning Approach(Hours/Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/Internship	Tutorial	CE	ESE	Total	
3	0	0	25	50	75	1 hr 30 min

### Course Description :

A haiku is a traditional form of Japanese poetry consisting of three lines with syllable pattern of 5-7-5. Typically haiku capture a moment in nature or convey a feeling or emotions in a concise and evocative manner. They often incorporate seasonal words (kigo) and a cutting word (kireji) to create a sense of juxtaposition or contrast within the poem.

### Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	To understand the structure of haiku.	U
2	Create a haiku using the correct syllable pattern.	C
3	Enhance the ability to express the emotions and observations in an impactful manner.	A
4	Develop skills in literary analysis to dissect and appreciate haiku poetry.	U, An

**\*Remember (R) , Understand(U), Apply(A), Analyse (An), Evaluate(E), Create(C)**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	√							
CO2	√			√			√	√
CO3	√	√	√	√	√		√	
CO4	√	√	√	√	√		√	√

## COURSE CONTENTS

### Contents for Classroom Transaction :

MODULE	UNIT	DESCRIPTION	HOURS
	<b>MODULE TITLE</b>		
<b>1</b>	<b>1</b>	हाइकु – सामान्य परिचय	2
	<b>2</b>	हिन्दी हाइकु – उत्पत्ति एवं विकास	2
	<b>3</b>	हाइकु - भाव वैभव एवं कला सर्जना	2
	<b>4</b>	हिन्दी हाइकु – वैशिष्ट्य एवं प्रयोग	3
	<b>MODULE TITLE</b>		
<b>2</b>	<b>1</b>	हाइकु कविताओं का अध्ययन (1,2,3)	3
	<b>2</b>	श्री भगवत शरण अग्रवाल - परिचय	2
	<b>3</b>	व्याकुल गाँव - अध्ययन	2
	<b>4</b>	रामेश्वर काम्बोज हिमांशु - परिचय	2
	<b>MODULE TITLE</b>		
<b>3</b>	<b>1</b>	जंगल को गाने दो – हाइकु कविता - अध्ययन	2
	<b>2</b>	सुधा गुप्ता - परिचय	2
	<b>3</b>	वसंत - अध्ययन (1,2,3)	3
	<b>4</b>	कृष्ण वर्मा - परिचय	2
	<b>MODULE TITLE</b>		
<b>4</b>	<b>1</b>	वर्षा ऋतु - अध्ययन	2
	<b>2</b>	डॉ सुरेन्द्र वर्मा - परिचय	2
	<b>3</b>	हाइकु - अध्ययन (16,17,18)	3
	<b>4</b>	डॉ रंजीत रविशैलम - परिचय	2
<b>5</b>	<b>Teacher Specific Module</b>		<b>9</b>

**Essential Readings:**

1. हाइकु, डॉ रंजीत रविशैलम, फेबियन बुक्स, मावेलिककरा
2. <https://www.anubhuti-hindi.org/haiku/bhagwatsharan agrawal.htm>
3. <https://www.amarujala.com/kavya/haikurameshwar-kamboj-himanshu-famous-haiku-poem-in-hindi-vyakul=gaon>
4. <https://m.sahityakunj.net/entries/view/krishna-verma-haiku-vasant>
5. <https://m.sahityakunj.net/entries/view/hastaakshar/haiku>

**Suggested Readings:**

1. हिन्दी हाइकु, संवेदना और शिल्प, डॉ रामनारायण पटेल ,नेशनल पब्लिशिंग हाउस, दिल्ली

**Assessment Rubrics :**

Evaluation Type	Marks
End Semester Evaluation	50
Continuous Evaluation	25
a) Test Paper -1	5
b) Test Paper – 2	5
c) Assignment	5
d) Seminar /Viva-voce	10
Total	75