



UNIVERSITY OF CALICUT

SCHEME AND SYLLABUS

GENERAL FOUNDATION COURSES IN HINDI CUFYUGP 2024

PREFACE

Board of Studies in Hindi (UG) has designed syllabus for FYUGP Hindi Language and Literature (H) and General Foundation Courses in Hindi in tune with CUFYUGP 2024 Regulations. Major Courses, Minor Courses, Elective Courses, Skill Enhancement Courses, Ability Enhancement Courses, Multi-Disciplinary Courses, Value Added Courses are designed under new curriculum. The courses are framed with an outlook of restructuring the existing educational system so that students can achieve emotional and intellectual heights. Languages are the keys to enter in to the world of imagination, communication and to understand the cultural values. The Board of Studies in Hindi aims to nourish the students with Proficiency in Hindi language and literature with Value based culture and Education. The Board aims to enhance the skill and employability of the students through the various courses proposed.

I take this opportunity to express my sincere gratitude to all those who are a part of this journey. I express my sincere gratitude to Dr. A.S. Sumesh, Associate Professor, MES College, Nedumkandam, who gave me a great support to start this venture. I extend my sincere thanks to all the members of U.G. Board of Studies Hindi, P.G. Board of Studies Hindi, Board of Studies in PG Functional Hindi for their support and cooperation. I also extend my gratitude to those faculties who contribute in the formation of the syllabus.

Dr. Sindhu.S.L

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Govt. College for Women,

Thiruvananthapuram.

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Alathur, Palakkad.

5. Jayesh P Nair

Asst. Professor,

Government Arts & Science College,

Calicut.

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Asst. Professor,

Malabar College of Advanced Studies,

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7. Dr. Vijayasree K V,

Asst. Professor,

Sreekrishnapuram VTB College,

Mannampatta, Palakkad

8. Dr. Teresa Tincy T G

Asst. Professor,

Maharaja's College, Ernakulam.

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DISTRIBUTION OF GENERAL FOUNDATION COURSES IN HINDI**ABILITY ENHANCEMENT COURSES (AEC)**

| Semester | Course Code | Course Title | Total Hours | Hours/Week | Credits | Marks | | | |
|----------|----------------|--|-------------|------------|---------|----------|----------|-------|---|
| | | | | | | Internal | External | Total | |
| 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 |

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CALICUT UNIVERSITY FOURYEAR UNDER GRADUATE PROGRAMME (CUFYUGP)

SYLLABUS

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B. A (LANGUAGES, HUMANITIES AND OTHER B.A PROGRAMMES) | | | | |
| Course Title | HINDI BHASHA MEIN SANCHAR AUR RACHANATMAK LEKHAN KA VIKAS – BHAG I <i>(Enhancement in Communication and Creative Writing in Hindi Language -Part I)</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 alphabets, reading and writing | | | | |
| Course Summary | This course is to ensure the communication skill enhancement through listening, reading, writing, speaking 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 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 communication. They can understand their own strengths and weaknesses. | U | C | exams / Home 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. |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p> | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (36 +9) | Marks (50) |
|--------|------|--|-------------------|---------------|
| I | | Listening | 4 | 8 |
| | 1 | Screening /viewing – Samvidhan episode 7 | 1 | |
| | 2 | Screening/viewing – Samvidhan episode 10 | 1 | |
| | 3 | Screening/ viewing –Namak ka Daroga | 1 | |
| | 4 | Discussion on the vocabularies and dialogues used in the video given above | 1 | |
| II | | <p>Module 1:</p> <ol style="list-style-type: none"> Samvidhan Eposide 7 Samvidhaan - Episode 7/10 (youtube.com) <i>Samvidhaan: The Making of the Constitution of India</i> is a ten-part television mini-series based on the making of the <u>Constitution of India</u>, directed by <u>Shyam Benegal</u>. Samvidhan Eposide 10 Samvidhaan - Episode 10/10 (youtube.com) <i>Samvidhaan: The Making of the Constitution of India</i> is a ten-part television mini-series based on the making of the <u>Constitution of India</u>, directed by <u>Shyam Benegal</u>. नमक का दारोगा Namak Ka Darogha Tehreer - Munsii Premchand Ki... (youtube.com) | | |
| | | Speaking | 8 | 8 |

| | | | | |
|------------|---|--|-----------|-----------|
| | 5 | Reading -Panch Parameshwar – Play Adaptation | 2 | |
| | 6 | Discussion on the play – Panch Parameshwar | 2 | |
| | 7 | Dialogue Presentation | 2 | |
| | 8 | Plot, Character and Aim of the Play | 2 | |
| | Panch Parameshwar tatha Anya Natak – Premchand ki Kahaniyom ke Natya Roopantaran – by Chitra Mudgal | | | |
| III | Reading | | 13 | 20 |
| | 9 | Pardesi – Mamta Kaliya | 2 | |
| | 10 | Aakhiri Padaav ke Pahle- Subhash Chandra Kushvaha | 2 | |
| | 11 | Sukesh Sahni – School | 2 | |
| | 12 | Pratham Reshmi Sumitranandan Pant | 2 | |
| | 13 | Kavita ki Zarurath Kunwar Narayan | 2 | |
| | 14 | Main Doonga Makul Jawab Asanga Ghosh | 2 | |
| | 15 | Discussion | 1 | |
| IV | Writing | | 11 | 14 |
| | 16 | Sentence Structure | 3 | |
| | 17 | Sagya, Sarvanaam, Visheshan | 2 | |
| | 18 | Karta, Karma, Kriya | 1 | |
| | 19 | Sentence Correction | 1 | |
| | 20 | Sentence Translation | 1 | |
| | 21 | Conversation writing | 1 | |
| | 22 | Precis writing | 2 | |
| V | Open Ended Module: Basic communication skills | | 9 | |
| | 1 | 1. Prepare a conversation based on a story or a poem 2. Prepare an interview 3. Practice on Sentence Structure, Sentence Correction, Translation, Precis. 3. Any topic related to this paper prepared by concerned teacher and approved by Board of Studies Hindi | 9 | |

Content Development - Dr. T.A. Anand, Associate Professor, Govt. Arts and Science College, Calicut.

PRESCRIBED TEXT

संचार और रचनात्मक लेखन का विकास- भाग 1, (SANCHAR AUR RACHANATMAK LEKHAN KA VIKAS, BHAG – 1,) BOARD OF STUDIES IN HINDI - UG ,UNIVERSITY OF CALICUT.

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 | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B. Sc. | | | | |
| Course Title | HINDI BHASHA MEIN SANCHAR AUR RACHANATMAK LEKHAN - BHAG I <i>(Communication And Creative Writing in Hindi Language -Part I)</i> | | | | |
| Type of Course | AEC 2 | | | | |
| Course Code | HIN1FA102(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 reading, writing, listening, speaking and discussion on various literary forms. | | | | |

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 writing and listening. | Ap | P | Assignment / Grammar 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 | Instructor-created exams / Home 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. |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p> | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (36 +9) | Marks (50) |
|-----------|--|---|-------------------|---------------|
| I | Listening | | 4 | 9 |
| | 1 | Screening /viewing – Samvidhan episode 4 | 1 | |
| | 2 | Screening / viewing – Interview with Gitanjali Sree | 1 | |
| | 3 | Screening/ viewing – Nirmala episode 1 & 2 | 1 | |
| | 4 | Discussion on the above-mentioned videos | 1 | |
| | Sections from References: 1. Samvidhaan - Episode 4/10 (youtube.com) 2. Bharat Ek Soch: India@75 बुकर पुरस्कार से सम्मानित लेखिका गीतांजलि श्री से साक्षात्कार (youtube.com) 3. Nirmala निर्मला Episode 1 Tehreer - Munshi Premchand Ki... (youtube.com) 4. Nirmala निर्मला Episode 2 Tehreer - Munshi Premchand Ki... (youtube.com) | | | |
| II | Speaking | | 5 | 9 |
| | 5 | Dialogue rendering – Do Kalakar (One Act Play by Bhagwati Charan Verma) | 2 | |
| | 6 | Dialogue rendering – Do Kalakar (One Act Play by Bhagwati Charan Verma) | 2 | |
| | 7 | Discussion on the One Act Play | 1 | |

| III | Reading | | 13 | 16 |
|-----|---|--|----|----|
| | 8 | Mamta Kalia - Aazadi | 2 | |
| | 9 | Rajesh Jain – Nidrakhori | 2 | |
| | 10 | Shakti Trivedi – Upagrah Mein | 2 | |
| | 11 | Gulzar – Baaz | 1 | |
| | 12 | Kabeer – Dohe (2) | 1 | |
| | 13 | Rahim – Dohe (2) | 1 | |
| | 14 | Jaishankar Prasad – Kamayani – Asha – Part 1 | 1 | |
| | 15 | Sumitranandan Pant - Gramadrishti | 1 | |
| | 16 | Nirala – Sandhya Sundari | 1 | |
| | 17 | Mahadevi Verma – Madhur-Madhur Mere Deepak Jal | 1 | |
| IV | Writing | | 14 | 16 |
| | 18 | Sentence Structure | 3 | |
| | 19 | Sagya, Sarvanam, Visheshan | 3 | |
| | 20 | Karta, Karma, Kriya | 2 | |
| | 21 | Sentence Correction | 2 | |
| | 22 | Sentence Translation | 2 | |
| | 23 | Conversation Writing | 1 | |
| | 24 | Precis Writing | 1 | |
| V | Open Ended Module: Conversation Writing Practice. | | 9 | |
| | 1 | 1. Prepare conversation for various situations. 2. Surdas ke Padh, Tulsidas ke Padh 3. Practice on Sentence Structure, Sentence Correction, Translation, Precis. 4. Any topic related to this paper prepared by concerned teacher and approved by UG Board of Studies - Hindi | 9 | |

Content Development. Dr. T.A. Anand, Associate Professor, Govt.Arts and Science College, Kozhikode

Prescribed Text**संचार और रचना - भाग 1 (Sanchar Aur Rachana, Bhag 1,) BOARD OF STUDIES IN HINDI -UG, UNIVERSITY OF CALICUT****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 | 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 | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B. Com /MANAGEMENT STUDIES | | | | |
| Course Title | SANCHAR KAUSHAL VIKAS – BHAG I <i>(Communication Skills Enhancement - Part I)</i> | | | | |
| Type of Course | AEC 2 | | | | |
| Course Code | HIN1FA102(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 reading, writing, listening, speaking 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 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 | Instructor-created exams / 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 (50) |
|------------|--|--|-------------------|---------------|
| I | Communication Skills enhancement | | 7 | 10 |
| | 1 | Basic Principles of Communication | 1 | |
| | 2 | Listening Hindi Language through Screening /Viewing – Samvidhan Episode 7 | 1 | |
| | 3 | Understanding the vocabularies and dialogues used in the video – Samvidhan Episode 7 | 1 | |
| | 4 | Tauliye : Upendranath Ashk – Reading & Interpretation | 3 | |
| | 5 | Tauliye : Upendranath Ashk –Plot, Character and Style Analysis | 1 | |
| | | Module 1: Samvidhan Eposide 7 Samvidhaan - Episode 7/10 (youtube.com) <i>Samvidhaan: The Making of the Constitution of India</i> is a ten-part television mini-series based on the making of the <u>Constitution of India</u> , directed by <u>Shyam Benegal</u> . | | |
| II | Hindi Poems - Reading and Interpreting Text and Context | | 10 | 14 |
| | 6 | Kabirdas - Dohe ,Tulsidas - Padh | 1 | |
| | 7 | Meerabai – Padh | 1 | |
| | 8 | Mein neer bhari Dhukh ki Badli - MahadeviVerma | 2 | |
| | 9 | Vah Mein Hoon - Omprakash Valmiki. | 2 | |
| | 10 | Aurat - Chandrakant Devtale | 2 | |
| | 11 | Hamare Shahar ki Nadhi ek hei - Anuj Lugun | 2 | |
| III | Basic Grammar for Communication | | 9 | 14 |
| | 12 | Sentence Structure | 3 | |
| | 13 | Karta, Karma, Kriya | 1 | |
| | 14 | Sentence translation | 1 | |
| | 15 | Conversation writing. | 2 | |
| | 16 | Letter writing – Official | 1 | |

| | | | | |
|--|---|---|-----------|-----------|
| | 17 | Letter writing – Personal | 1 | |
| IV | Stories: Reading and Interpreting Text and Context | | 10 | 12 |
| | 18 | Sabhyata ka Rahasya: Premchand | 3 | |
| | 19 | Puraskar: Jaishankar Prasad | 3 | |
| | 20 | No Bar: Jayaprakash Karam | 2 | |
| | 21 | Cornsoup- Sharmila Bohra Jalan | 2 | |
| V | Open Ended Module / Suggested topic | | 9 | |
| | 1 | 1. Prepare a discussion based on a story. 2. Prepare conversation for various situation 3.Practice on Sentence Structure, Sentence Correction, Letter Writing. 4. Any topic related to this paper prepared by concerned teacher and approved by Board of Studies Hindi | 9 | |
| Content Development. Dr. T.A. Anand, Associate Professor, Govt.Arts and Science College, Kozhikode | | | | |

Prescribed Text

संचार कौशल विकास ,भाग-1, (SANCHAR KAUSHALVIKAS,BHAG 1,)

UG BOARD OF STUDIES IN HINDI , UNIVERSITY OF CALICUT**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 | 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%)

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 | 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. |

| | | | | |
|--|---|----|---|--|
| CO6 | Students will improve their speaking ability in Hindi both in terms of fluency and comprehensibility. | 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 | 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 Zaafrī | 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 द्वीप 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 | | |
| | | | | |
| Content Development. Dr. T.A. Anand, Associate Professor, Govt.Arts and Science College, Kozhikode | | | | |

Prescribed Textbook

संचार और रचनात्मक लेखन का विकास , भाग- दो (SANCHAR AUR RACHANATMAK LEKHAN KA VIKAS ,BHAG -2,)
BOARD OF STUDIES IN HINDI - UG , UNIVERSITY OF CALICUT

Mapping of COs with PSOs and POs:

Board of Studies in Hindi (UG), University of Calicut

| | 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 | | | ✓ | |

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| 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, VismayadhiBodhak) | 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) लड़की का एकांत किसान और आत्महत्या हमारा समाज बेटियाँ आत्मा की पुतलियों में रहती हैं इस बारिश में Conversation writing practice- Prepare conversation for various situations | | |
|--|--|--|--|

| | | | | |
|--|--|--|--|--|
| | | Any other topic related to this paper prepared by concerned teacher and approved by Board of Studies-Hindi | | |
|--|--|--|--|--|

Content Development. Dr. T.A. Anand, Associate Professor, Govt.Arts and Science College, Kozhikode

Prescribed Text – संचार और रचना, भाग- 2,

(SANCHAR AUR RACHANA BHAG -2 ,)

BOARD OF STUDIES IN HINDI - UG, UNIVERSITY OF CALICUT

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 O1 | P O2 | P O3 | P O4 | P O5 | P O6 | P O7 | P O6 | P O7 |
|-------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 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 | | | | | | | | | 2 | | | | | | | | | 3 | |
| O | | | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | | | | | |

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 | | | ✓ | |
| | | | | |
| | | | | |

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| 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 | | | |
| | | <ul style="list-style-type: none"> • 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 | | |

Content Development. Dr. T.A. Anand, Associate Professor, Govt.Arts and Science College, Kozhikode.

Prescribed Text

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

BOARD OF STUDIES IN HINDI UG , UNIVERSITY OF CALICUT

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 O1 | P O2 | P O3 | P O4 | P O5 | P O6 | P O7 | P O8 | P O9 |
|-------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| C O 1 | | | | 3 | | | | | | | | | | 3 | | | | | |
| C O 2 | 3 | | | | | | | | | | | 2 | | | | | | | |

Board of Studies in Hindi (UG), University of Calicut

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

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 | | |

SYLLABUS CREATION

Dr. REMISH. N , Assistant Professor, Dept of Hindi, Malabar College of Advanced Studies, Vengara.

Dr SOUMYA C.S , Assistant Professor, Dept of Hindi, SN College, Alathur.

DR..SINDHU.S.L,Professor, Government Victoria College,Palakkad

Dr. T.A. ANAND, Associate Professor, Dept of Hindi Govt.Arts and Science College, Kozhikode.

Dr. BINU .D , Assistant Professor , Dept of Hindi , Govt .Arts & Science College, Kozhikode.

Mr. JAYESH .P .NAIR , Assistant Professor, Dept of Hindi, Govt.Arts & Science College, Kozhikode

Prescribed Text

केरल का सांस्कृतिक इतिहास (KERAL KA SANSKRITHIK ITHIHAS)

BOARD OF STUDIES IN HINDI - UG(Ed.), UNIVERSITY OF CALICUT.

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 writing
- 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 | 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 |
|----|---|---|---|--------------|

| | | | | |
|------|--|----|---|--|
| 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 vallamkali) 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 | Shastra Keralam 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 | | |

SYLLABUS CREATION

Dr REMISH .N , Assistant Professor, Dept of Hindi, Malabar college of Advanced Studies , Vengara.

Dr SOUMYA C.S , Assistant Professor, Dept of Hindi, SN College, Alathur.

DR..SINDHU.S.L, Professor, Government Victoria College, Palakkad.

Dr. MEERA P.I , Assistant Professor, Dept of Hindi , The Zamorins Guruvayurappan College, Kozhikode

Prescribed Text

केरल का सांस्कृतिक सौन्दर्य (KERAL KA SANSKRITHIK SAUNDARYA),

BOARD OF STUDIES IN HINDI - UG (Ed), UNIVERSITY OF CALICUT

.

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 | P02 | P03 | P04 | P05 | P06 | P07 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|-----|-----|-----|-----|-----|-----|-----|
| 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 | | | | |

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B Com | | | | |
| Course Title | THE ECONOMIC DEVELOPMENT OF KERALA <i>(KERALA KA ARTHIK VIKAS)</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 | CO Statement | Cognitive | Knowledge | Evaluation tools used |
|----|--------------|-----------|-----------|-----------------------|
|----|--------------|-----------|-----------|-----------------------|

| | | 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 | |
| | | Kerala- Avenues of economic stability | 10 | 15 |
| III | 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. | | | | |

SYLLABUS CREATION

Dr REMISH. N , Assistant Professor, Dept of Hindi , Malabar College of Advanced Studies

Dr SOUMYA C.S , Assistant Professor, Dept of Hindi , SN College, Alathur.

Dr SINDHU S.L ,Professor , Department of Hindi, Govt. Victoria College, Palakkad.

Dr. MEERA P.I , Head, Department of Hindi, The Zamorins Guruvayurappan College, Kozhikode.

Prescribed Text

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 |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----|-----|---------|---------|---------|---------|---------|
| | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | |
|------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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 | | | ✓ | |

| | | | | | |
|----------------|--|------------------------|-------------------------|-----------------------|-------------|
| 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 | | |

Content Creation. - Dr.Meera.P.I, Asst.Professor,The Zamorin's Guruvayurappan College,Kozhikode
Dr. Sindhu.S.L,Associate Professor,Govt.Victoria College,Palakkad.

Prescribed Textbook आलोक , BOARD OF STUDIES IN HINDI - UG , UNIVERSITY OF CALICUT.

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 ithihas – Dr. Nagendra
6. Aadhunikaal Hindi Kavita ka Itihas – Nand Kishor Naval

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 | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|------|------|------|------|------|------|------|
| CO 1 | - | 3 | - | 3 | - | - | - | - | - | 1 | 2 | 1 | - | - | - | 1 | - |
| CO 2 | - | - | - | 2 | - | 2 | 3 | - | - | - | 2 | - | - | - | - | 2 | - |
| CO 3 | - | - | - | 2 | - | 3 | - | - | - | - | 1 | - | - | - | - | 3 | - |
| CO 4 | - | - | 1 | - | - | - | 3 | - | - | 1 | 1 | - | - | - | - | 3 | 1 |
| CO 5 | - | 3 | - | - | - | - | - | - | - | 3 | - | - | - | - | 2 | - | 3 |
| CO 6 | 1 | 3 | - | - | - | - | - | - | 1 | 1 | - | - | - | - | 1 | - | 3 |

Correlation Levels:

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

Assessment Rubrics:

Board of Studies in Hindi (UG), University of Calicut

- 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 | | | ✓ | |
| | | | | |

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| 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) Metacognitive 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 | | |

Content Creation Dr.Resmi.U.M, Asst.Professor, The Zamorin's Guruvayurappan College, Kozhikode.

Prescribed Text:

छाया , BOARD OF STUDIES IN HINDI - UG, UNIVERSITY OF CALICUT.

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 | PSO 2 | PSO 3 | 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 | | | ✓ | |

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| 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 | | |
| Content Creation- Dr.Meera.P.I. Asst.Professor,The Zamorin's Guruvayurappan College,Kozhikode,Dr.Sindhu.S.L,Associate Professor.Govt. Victoria College,Palakad. | | | |
| Prescribed Text: - समन्वय (SAMANWAYA) ,BOARD OF STUDIES IN HINDI - UG, UNIVERSITY OF CALICUT. | | | |
| Books and References: | | | |
| <ul style="list-style-type: none"> 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:

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| | | | | | | | | | | | | | | | | | |
|-------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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 |

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