

**SACRED HEART COLLEGE (AUTONOMOUS), THEVARA
KOCHI, KERALA, 682013**



Syllabus of Courses

Under the discipline

HINDI

(For Undergraduate(Honours) Degree Programmes)

Introduced from 2024-25 admission onwards

Prepared by

Board of Studies in Hindi

Sacred Heart College (Autonomous), Thevara, Kochi.

BOARD OF STUDIES IN HINDI
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1. INTRODUCTION

The National Education Policy (NEP) 2020 envisages the revision of the Choice Based Credit System (CBCS) for instilling innovation and flexibility. It emphasizes on promoting interdisciplinary studies, introducing new subjects, and providing flexibility in courses and fresh opportunities for students. It also envisages setting up of facilitative norms for issues, such as credit transfer, equivalence etc., and a criterion-based grading system that assesses student achievement based on the learning goals for each programme.

The NEP document suggests several transformative initiatives in higher education. These include:

- Introduction of holistic and multidisciplinary undergraduate education that would help develop all capacities of human beings - intellectual, aesthetic, social, physical, emotional, ethical and moral - in an integrated manner; soft skills, such as complex problem solving, critical thinking, creative thinking, communication skills; and rigorous specialization in a chosen field(s) of learning.
- Adoption of flexible curricular structures in order to enable creative combinations of disciplinary areas for study in multidisciplinary contexts in addition to rigorous specialization in a subject
- Undergraduate degree programmes of either 3 or 4-year duration.
- The students are getting a chance to determine his/her own semester-wise academic load and will be allowed to learn at his/her pace, to the extent possible.
- Increase in the number of choices of courses available to students and the students are getting an opportunity to choose the courses of their interest from all disciplines.
- Multidisciplinary and holistic education with emphasizes on research, skill development and higher order thinking,
- Promotion of innovation and employability of the student.
- Flexibility for the students to move from one institution to another as per their choice.
- Flexibility to switch to alternative modes of learning (offline, ODL, and online learning, and hybrid modes of learning).

Outcome Based Education (OBE)

Undergraduate courses in Hindi follow the Outcome-based Education (OBE) framework. OBE is a system where all the parts and aspects of education are focused on the outcomes of the course. The students take up courses with a certain goal of developing skills or gaining knowledge and they have to complete the goal by the end of the course. Outcome-based education affirms teachers as facilitators, rather than lecturers. In this model, teachers guide the students and encourage them to develop their knowledge and skills. The undergraduate courses at the Department of Hindi, Sacred Heart College (Autonomous), Thevara provide a learning approach in which students develop analytical ability, critical thinking and research acumen over different situations.

Programme Outcomes:

The Undergraduate Programme Outcomes (POs) are as follows:

PO 1: Critical thinking and Analytical reasoning

- Critical thinking guides the assessment and judgment of information, while analytical reasoning involves specific methods for analysis and conclusion drawing. It includes the ability to assess evidence, identify assumptions, formulate coherent arguments, understand complex relationships, and evaluate practices and theories critically. Additionally, critical sensibility involves self-awareness and reflection on personal and societal experiences.

PO 2: Scientific reasoning and Problem solving

- Capacity to interpret and draw conclusions from data, critically evaluate ideas and evidence with an open-minded perspective; ability to apply learned competencies to solve unfamiliar problems and apply knowledge to real-life situations, avoiding mere replication of curriculum content.

PO 3: Effective communication and leadership skill

- Proficiency in expressing thoughts verbally and non-verbally, utilizing appropriate communication media. Confidently sharing ideas, active listening, analytical reading and writing and presenting complex information clearly to diverse groups. Effective teamwork and leadership skills, including setting direction, inspiring vision, building and motivating teams, and guiding them efficiently towards common goals.

PO 4: Social consciousness and responsible citizenship

- Social consciousness involves an empathetic and informed perspective, extending beyond personal concerns to embrace a responsibility for the collective good in nation-building. It includes reflecting on the impact of research on conventional practices and a clear understanding of societal needs for inclusive and sustainable development. Responsible citizens contribute positively through civic engagement, environmental stewardship, and a commitment to social justice, abiding by laws and working for the advancement of society.

PO 5: Equity, Inclusiveness and Sustainability

- Promoting equity, inclusiveness, sustainability, and diversity appreciation. Developing ethical and moral reasoning with values of unity, secularism, and national integration for dignified citizenship. Understanding and appreciating diversity, managing differences, and using an inclusive approach. Emphasizing creating environments where diverse individuals feel valued, addressing present needs without compromising future generations' ability to meet their own needs, considering environmental, economic, and social factors.

PO 6: Moral and Ethical Reasoning

- Possessing the capacity to embody moral and ethical values in personal conduct, articulating positions and arguments on ethical matters from diverse perspectives, and consistently applying ethical practices in all endeavours. Proficient in recognizing and addressing ethical issues pertinent to one's work, steadfastly steering clear of any unethical behaviour.

PO 7: Networking and Collaboration

- Cultivating networking skills in education entails establishing meaningful professional connections and relationships among educators, administrators, and stakeholders. It also involves fostering cooperative efforts among individuals, institutions, and research organizations within the educational realm. These practices are indispensable for nurturing a supportive, innovative, and dynamic learning environment.

PO 8: Lifelong Learning

- Cultivating the ability to continually acquire knowledge and skills, including the art of "learning how to learn," becomes paramount for lifelong learning. This self-paced and self-directed approach serves personal development, aligns with economic, social, and cultural objectives, and facilitates adaptation to evolving workplace demands through skill development and reskilling. It equips individuals with competencies and insights, allowing them to adeptly respond to society's changing landscape and enhance their overall quality of life. Lifelong learning extends beyond formal education, embracing diverse informal and non-traditional learning experiences.

2. REGULATIONS FOR UNDERGRADUATE (HONOURS) DEGREE PROGRAMMES

PREAMBLE

Sacred Heart College (Autonomous), Thevara, Kochi is a grant-in-aid private college affiliated to Mahatma Gandhi University, Kottayam, Kerala. The College was established in 1944 as a higher educational institute for men on the basis of the minority rights. It started admitting girls in 1975 and currently serves all sections of the society without any discrimination of caste or creed.

The College was granted Autonomous Status by the University Grants Commission (UGC) in 2014.

Vision and Mission of the Institution

The vision of the College aims at the formation of holistic individuals who would champion the cause of justice, love, truth and peace. To this effect, Sacred Heart College envisions the **“Fashioning of an enlightened society founded on a relentless pursuit of excellence, a secular outlook on life, a thirst for moral values as well as an unflinching faith in God.”** It seeks the creation of a world, guided by divine wisdom, governed by moral principles, inclusive by secular outlook and united by the principle of equity.

The Mission of the Institution is to provide an environment that

- facilitates the holistic development of the individual
- enables the students to play a vital role in the nation-building process and contribute to the progress of humanity
- disseminates knowledge even beyond academia
- instils in the students a feel for the frontier disciplines, and
- cultivates a concern for the environment

by setting lofty standards in the ever-evolving teacher-learner interface.

Framing of the Regulations

As part of the implementation of the National Education Policy 2020 (NEP 2020), the University Grants Commission (UGC) has issued the Curriculum and Credit Framework for Undergraduate Programmes 2023 (CCFUP) which would provide a flexible choice-based credit system, multidisciplinary approach, multiple entry and exit options, and establish three Broad Pathways, (a) 3-year UG Degree, (b) 4-year UG Degree (Honours), and (c) 4-year UG Degree (Honours with Research).

The Kerala Higher Education Reforms Commission has recommended a comprehensive reform in the undergraduate curriculum for the 2023-24 academic year, adopting 4-year undergraduate programmes to bring Kerala's undergraduate education at par with well acclaimed universities across the globe.

The Kerala State Curriculum Committee for Higher Education has been constituted, and have proposed a model Kerala State Higher Education Curriculum Framework (KSHECF) for Undergraduate Education.

Further, an Academic Committee and various sub committees were constituted for the implementation of the Regulations. The Academic Committee submitted the draft regulations on 15-03-2024, namely: **THE SACRED HEART COLLEGE (AUTONOMOUS) UNDERGRADUATE PROGRAMMES (HONOURS) REGULATIONS, 2024 {SHC-UGP (Honours)}** under the New Curriculum and Credit Framework, 2024.

REGULATIONS

Short Title and Commencement

- i. These Regulations may be called THE SACRED HEART COLLEGE (AUTONOMOUS) UNDERGRADUATE PROGRAMMES (HONOURS) REGULATIONS, 2024 {SHC-UGP (Honours)} under the New Curriculum and Credit Framework 2024.
- ii. These Regulations will come into effect from the academic year 2024-2025 and will have prospective effect.

Scope and Application

- i. These Regulations shall apply to all Undergraduate programmes under various Faculties conducted by THE SACRED HEART COLLEGE (AUTONOMOUS) for the admissions commencing in the academic year 2024-2025.
- ii. Every programme conducted under the SHC-UGP shall be monitored by an SHC-UGP Academic Committee comprising members nominated by the Principal.

Definitions

Unless used in a context otherwise specified,

- i. College means THE SACRED HEART COLLEGE (Autonomous), a grant-in-aid private college affiliated to Mahatma Gandhi University, Kottayam, Kerala.
- ii. ‘University’ means the MAHATMA GANDHI University which is the affiliating University of Sacred Heart College (Autonomous).
- iii. FYUGP means Four Year Undergraduate Programme.
- iv. Academic Year: Two consecutive (one odd and one even) semesters followed by a vacation in one academic year.
- v. Academic Coordinator/Nodal Officer: Academic Coordinator/Nodal Officer is a faculty nominated by the college council to co-ordinate the effective conduct of the FYUGP including Continuous Comprehensive Assessment (CCA) undertaken by various departments within the college. She/ he/ they shall be the convenor for the College level Academic Committee.
- vi. Academic Week: A unit of five working days in which the distribution of work is organized, with at least five contact hours of one-hour duration on each day.
- vii. Academic Credit: A unit by which the course work is measured. It determines the number of hours of instructions required per week in a semester. It is defined both in terms of student efforts and teacher’s efforts. A course which includes one hour of lecture or tutorial or minimum 2 hours of lab work/ practical work/ field work per week is given one credit hour. Accordingly, one credit is equivalent to one hour of lecture or tutorial or two hours of lab work/ practical work/ field work/ practicum and learner engagement in terms of

- course related activities (such as seminars preparation, submitting assignments, group discussion, recognized club-related activities etc.) per week. Generally, a one credit course in a semester should be designed for 15 hours Lecture/ tutorials or 30 hours of practical/ field work/ practicum and 30 hours learner engagement.
- viii. Academic Bank of Credits (ABC): An academic service mechanism as a digital/ virtual entity established and managed by Government of India to facilitate the learner to become its academic account holder and facilitating seamless learner mobility, between or within degree-granting Higher Education Institutions (HEIs) through a formal system of credit recognition, credit accumulation, credit transfers and credit redemption to promote distributed and flexible process of teaching and learning. This will facilitate the learner to choose their own learning path to attain a Degree/ Diploma/ Certificate, working on the principle of multiple entry and exit, keeping to the doctrine of anytime, anywhere, and any level of learning.
 - ix. Credit Accumulation: The facility created by ABC in the Academic Credit Bank Account (ABA) opened by the learner across the country in order to transfer and consolidate the credits earned by them by undergoing courses in any of the eligible HEIs.
 - x. Credit Recognition: The credits earned through eligible/ partnering HEIs and transferred directly to the ABC by the HEIs concerned.
 - xi. Credit Redemption: The process of commuting the accrued credits in the ABC of the learner for the purpose of fulfilling the credits requirements for the award of various degrees. Total credits necessary to fulfil the criteria to get a degree shall be debited and deleted from the account concerned upon collecting a degree by the learner.
 - xii. Credit Transfer: The mechanism by which the eligible HEIs registered with ABC are able to receive or provide prescribed credits to individual's registered with ABA in adherence to the UGC credit norms for the course(s) registered by the learner in any HEIs within India.
 - xiii. Credit Cap: Maximum number of credits that a student can take per semester, which is restricted to 30.
 - xiv. Continuous Comprehensive Assessment (CCA): The mechanism of evaluating the learner by the course faculty at the institutional level.
 - xv. End Semester Evaluation (ESE): The mechanism of evaluating the learner at the end of each semester.
 - xvi. Audit Course: a course that the learner can register without earning credits, and is not mandatory for completing the SHC-UGP. The student has the option not to take part in the CCA and ESE of the Audit Course. If the student has 75% attendance in an Audit Course, he/she/they is eligible for a pass in that course, without any credit (zero-credit).
 - xvii. Courses: refer to the papers which are taught and evaluated within a programme, which include lectures, tutorials, laboratory work, studio activity, field work, project work, vocational training, viva, seminars, term papers, presentations, assignments, self-study, group discussion, internship, etc., or a combination of some of these elements.
 - xviii. Choice Based Credit System (CBCS) means the system wherein students have the option to select courses from the prescribed list of courses.
 - xix. College-level Academic Committee: Is a committee constituted for the FYUGP at the college level comprising the Principal as the Chairperson, the Academic Co-ordinator/ Nodal Officer as its convenor.

- xx. Academic Co-ordinator/ Nodal Officer: A senior faculty member nominated by the college council.
- xxi. Course Faculty: A faculty member nominated by the Head of the Department shall be in charge of offering a particular course in a particular semester of FYUGP.
- xxii. Department means any teaching department in a college offering a course of study approved by the College as per the regulations of the college and it includes a Department, Centre, or School of Teaching and Research conducted directly by the College.
- xxiii. Board of Studies (BoS) means the academic body duly constituted to frame the syllabus of each department.
- xxiv. Senior Faculty Advisor (SFA) is a faculty nominated by a Department Council to co-ordinate all the necessary work related to FYUGP undertaken in that department, including the continuous comprehensive assessment.
- xxv. Department Council means the body of all teachers of a department in a college.
- xxvi. Faculty Adviser (FA) means a teacher from the parent department nominated by the Department Council to advise students in academic matters.
- xxvii. Graduate Attributes means the qualities and characteristics to be obtained by the graduates of a programme of study at the College, which include the learning outcomes related to the disciplinary areas in the chosen field of learning and generic learning outcomes. The College will specify graduate attributes for its programmes.
- xxviii. Programme means the entire duration of the educational process including the evaluation leading to the award of a degree.
- xxix. Programme Pathway: Combination of courses that can be chosen by a student that give options to pursue interesting and unconventional combinations of courses drawn from different disciplinary areas, like the sciences and the social sciences/ humanities. The pathways could be in terms of major- minor options with different complementary/ allied disciplines.
- xxx. Regulatory Body means University Grants Commission (UGC), All India Council for Technical Education (AICTE), National Assessment and Accreditation Council (NAAC) and National Board of Accreditation (NBA) etc.
- xxxi. Signature Courses: Signature courses are the specialized Discipline Specific Elective courses or skill-based courses designed and offered by the regular/ ad hoc/ visiting/ emeritus/ adjunct faculty member of a particular college with the prior recommendation of the BoS and the approval of Academic Council of the College.
- xxxii. Letter Grade or simply 'Grade' in a course is a letter symbol (O, A+, A, B+, B, C, P, F, and Ab). Grade shall mean the prescribed alphabetical grade awarded to a student based on their performance in various examinations. The Letter grade that corresponds to a range of CGPA.
- xxxiii. Grade Point: Each letter grade is assigned a 'Grade point' (G) which is an integer indicating the numerical equivalent of the broad level of performance of a student in each course. Grade Point means point given to a letter grade on 10-point scale.
- xxxiv. Semester Grade Point Average (SGPA) is the value obtained by dividing the sum of credit points obtained by a student in the various courses taken in a semester by the total number of credits in that semester. SGPA shall be rounded off to two decimal places. SGPA determines the overall performance of a student at the end of a semester.

- xxxv. Credit Point (P) of a course is the value obtained by multiplying the grade point (G) by the credit (C) of the course: $P = G \times C$
- xxxvi. Cumulative Grade Point Average (CGPA) is the value obtained by dividing the sum of credit points in all the semesters earned by the student for the entire programme by the total number of credits in the entire programme and shall be rounded off to two decimal places.
- xxxvii. Grade Card means the printed record of students' performance, awarded to them.
- xxxviii. Words and expressions used and not defined in this regulation, but defined in the Mahatma Gandhi University Act and Statutes, being the Act and Statutes of Sacred Heart College (Autonomous)'s affiliating University shall have the meaning assigned to them in the Act and Statutes.

Features and Objectives of SHC-UGP

The features and objectives of the SHC-UGP shall be:

- i. The features, meaning, and purpose of FYUGP shall be as stipulated by the UGC and as adapted by the Kerala State Higher Education Curriculum Framework (KSHECF) for undergraduate education.
- ii. The practice of lateral entry of students to various semesters exists, but an exit with a Degree shall be awarded only upon successful completion of 133 credits as per the conditions stipulated in this regulation.
- iii. FYUGP shall have three Broad Pathways, (a) 3-year UG Degree, (b) 4-year UG Degree (Honours), and (c) 4-year UG Degree (Honours with Research).
- iv. Students who choose to exit after 3 years shall be awarded UG Degree in their respective Discipline/ Disciplines after the successful completion of the required minimum Courses with 133 credits.
- v. A 4-year UG Degree (Honours) in the Discipline/ Disciplines shall be awarded to those who complete the FYUGP with a specific number of Courses with 177 credits including 8 credits from a graduate project/ dissertation in their major discipline.
- vi. Students who acquire minimum 75% in their graduation (upto 6th semester) are eligible for Honours with Research Programme. However if necessary, College may conduct screening test for the honours with research programme in accordance with College Regulations from time to time.
- vii. 4-year UG Degree (Honours with Research): Students who aspire to pursue research as a career may opt for 4-year UG Degree Honours with Research stream under FYUGP with a specific number of Courses with 177 credits including 12 credits from a research project in their major discipline.
- viii. The recognized research departments or departments with at least two faculty members having PhD shall offer the Honours with Research programme. Minimum 2 students (mentees) should be allotted to a faculty member (Mentor).
- ix. Students who have chosen the honours with research stream shall do their entire fourth year under the mentorship of a mentor.
- x. The mentor shall prescribe suitable advanced level/capstone level courses for a minimum of 20 credits to be taken within the institutions along with the courses on research methodology, research ethics, and research topic-specific courses for a minimum of 12 credits which may be obtained either within the institution or from other recognized institutions, including online and blended modes.

- xi. Students who have opted for the honours with research should successfully complete a research project under the guidance of the mentor and should submit a research report for evaluation. They need to defend successfully the research project to obtain 12 credits under a faculty member of the College. The research shall be in the Major/ allied discipline.
- xii. The research outcomes of their project work may be published in peer-reviewed journals or presented at conferences or seminars or patented.
- xiii. The proposed FYUGP curriculum comprises Three Broad Parts: a) Foundation Components, b) Discipline Specific Pathway components (Major/ Minor), and c) Discipline Specific Capstone Components.
- xiv. The Foundation component of the FYUGP shall consist of a Set of General Foundation Courses and a Set of Discipline Specific Foundation Courses.
- xv. General Foundation Courses shall be grouped into 4 major baskets as Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC), Value Addition Courses (VAC), and Multi-Disciplinary Courses (MDC).
- xvi. Ability Enhancement Courses shall be designed specifically to achieve competency in English, other languages as per the student's choice with special emphasis on language and communication skills.
- xvii. English or other language courses shall be designed to enable the students to acquire and demonstrate the core linguistic skills, including critical reading, academic and expository writing skills as well as the cultural and intellectual heritage of the language chosen. Separate courses will be designed for Science, Humanities and Commerce streams.
- xviii. Multi-Disciplinary Courses (MDC) shall be so designed as to enable the students to broaden their intellectual experience by understanding the conceptual foundations of Science, Social Sciences, Humanities, and Liberal Arts. Students shall not be eligible to take the MDC in the same discipline that they have studied during their +2. Third semester MDC can be Kerala specific content.
- xix. Skill Enhancement Courses (SEC) shall be designed to enhance 21st century workplace skills such as creativity, critical thinking, communication, and collaboration.
- xx. Discipline Specific Courses shall include Discipline Specific Pathway Courses, both Major and Minor streams, enabling students to gain basic knowledge in the chosen discipline.
- xxi. Discipline Specific Foundation Courses shall focus on foundational theories, concepts, perspectives, principles, methods, and critical thinking essential for taking up advanced/ Capstone Courses. Practical courses shall be included in discipline specific foundation courses.
- xxii. The curriculum of the SEC should be designed in a manner that at the end of year- 1, year-2, year-3, and year-4 students are able to meet the level descriptors for levels 5, 6, 7, and 8 of the UGC Guidelines on National Skills Qualifications Framework (NSQF). The detailed descriptors of the NSQF levels is provided as **Appendix I** below.
- xxiii. Value Addition Courses (VAC) shall be so designed as to empower the students with personality development, perspective building, and self-awareness.
- xxiv. Discipline Specific Pathway Components (Major/ Minor) shall provide the students with an opportunity to pursue in-depth study of a particular subject or discipline and develop competency in that chosen area, which includes Discipline Specific Core (DSC) courses and Discipline Specific Elective (DSE) courses as Major and Minor courses.

- xxv. Major components consist of three types: Discipline Specific Core or the Discipline Specific Elective Courses, and the research /laboratory/ fieldwork.
- xxvi. Minor Courses can be selected from any discipline that may supplement or complement the Major Courses.
- xxvii. Students who complete a sufficient number of Courses in a discipline or an interdisciplinary area of study other than their chosen Major shall qualify for a Minor in that discipline or in a chosen interdisciplinary area of study.
- xxviii. Major Components shall be the main focus of study. By selecting a Major, the student shall be provided with an opportunity to pursue an in-depth study of a particular discipline.
- xxix. Each Board of Studies (BoS) shall identify specific Courses or baskets of Courses towards Minor Course credits. Students shall have the option to choose Courses from disciplinary/ interdisciplinary minors and skill-based courses related to a chosen programme.
- xxx. Students can opt for a change of Major at the end of the second semester to any Minor discipline studied among the foundation level courses. Students also can opt for a change of Major at the end of the second semester to any MDC.
- xxxi. Students should opt their 5th and 6th semester VAC and SEC from their Major disciplines only.
- xxxii. Course cum Credits Certificate: After the successful completion of a semester as proof for re-entry to another institution this certificate is essential. This will help the learner for preserving the credits in the Academic Bank of Credits.
- xxxiii. The Advanced Level/ Capstone Level Courses shall be designed in such a manner as to enable students to demonstrate their cumulative knowledge in their main field of study, which shall include advanced thematic specialization or internships or community engagement or services, vocational or professional training, or other kinds of work experience.
- xxxiv. Advanced/ Capstone level Major Specialization shall include Courses focused on a specific area of study attached to a specific Major, which could be an Elective Course. They shall include research methodology as well.
- xxxv. The student has the option to register for and attend a course without taking part in the CCA and ESE of that course. Such a course is called the Audit Course. If the student has 75% attendance in an Audit Course, he/she/they is/are eligible for a pass in that course, without any credit (zero-credit). The Audit Course will be recorded in the final grade card of the student.
- xxxvi. All students shall undergo Summer Internship or Apprenticeship in a Firm, Industry or Organization; or Training in labs with faculty and researchers or other Higher Education Institutions (HEIs) or Research Institutions. The College will adhere to the guidelines on internship published by the University.
- xxxvii. Students will be provided the opportunities for internships with local industries, business organizations, agriculture, health and allied sectors, Local Government institutions (such as panchayats, municipalities), State Planning Board, State Councils/ Boards, Research Institutions, Research Labs, Library, elected representatives to the parliament/ state assembly/ panchayat, media organizations, artists, crafts persons etc. These opportunities will enable the students to actively engage with the practical aspects of their learning and to improve their employability.

- xxxviii. The College will provide opportunities for field-based learning/minor projects enabling them to understand the different socio-economic and development-related issues in rural and urban settings. The College will provide the students with opportunities for Community engagement and services, exposing them to socio-economic issues to facilitate theoretical learning in real-life contexts.
- xxxix. Additional Credits will be awarded for those who actively participating in Social Activities, which may include participation in National Service Scheme (NSS), Sports and Games, Arts, participation in College union related activities (for respective elected/ nominated members), National Cadet Corps (NCC), adult education/ literacy initiatives, mentoring school students, and engaging in similar social service organizations that deemed appropriate to the College.
- xl. Grace marks shall be awarded to a student for meritorious achievements in co-curricular activities (in Sports/ Arts/ NSS/ NCC etc.). Such a benefit is applicable in the same academic year spreading over two semesters, in which the said meritorious achievements are earned. The Academic Council will decide from time to time the eligibility and other rules of awarding the grace marks.
- xli. Options will be made available for students to earn credit by completing quality- assured remote learning modes, including Online programmes offered on the Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM) or other Online Educational Platforms approved by the competent body/university from time to time.
- xlii. Students shall be entitled to gain credits from courses offered by other recognized institutions directly as well as through distance learning.
- xliii. For the effective operation of the FYUGP, a system of flexible academic transaction timings shall be implemented for the students and teachers.

Eligibility for Admission and Reservation of Seats

- i. The eligibility for admissions and reservation of seats for various FYUG Degree Programmes shall be in accordance with the norms/ rules made by the Government/ University from time to time.
- ii. No student shall be eligible for admission to FYUG Degree Programmes in any of the disciplines unless he/she/they has successfully completed the examination conducted by a Board/University at the +2 level of schooling or its equivalent.
- iii. Students shall be admitted and enrolled in the respective programmes solely based on the availability of the academic and physical facilities within the institution. The College shall provide all students with a brochure detailing the Courses offered by the various departments under the various Programmes and the number of seats sanctioned by the University for each Programme.
- iv. During the time of admission each student may be provided with a unique higher education student ID which may be linked with the Aadhar number of the student so that this ID can be transferred if required to other higher education institutions as well.
- v. The students at the end of second semester may be permitted to change their major programme of study to any course/ institution/ university across the state. Based on the availability of seats and other facilities, the students may be permitted to opt any discipline which he/she/they had studied during the first two semesters as Discipline Specific

Foundation courses/ Multidisciplinary Foundation courses. If ranking is required it will be in the order of the highest-grade points secured in the discipline to which the switching of Major is sought.

- vi. Students shall be allowed to change their major programmes, if required, to a maximum of 10% of the sanctioned strength of that particular programmes depending upon the academic and infrastructural facilities available in the Institution.
- vii. Depending upon the availability of academic and infrastructural facilities, the College may also admit a certain number of students who are registered for particular programmes in each semester by transfer method, if required, from other Institutions subject to conditions as may be issued by the University.
- viii. A student who has already successfully completed a First-Degree Programme and is desirous of and academically capable of pursuing another First-Degree Programme may also be admitted with the prior approval of the University as per the conditions regarding programme requirements specified by the University.
- ix. A Student can also be admitted for an additional major/ second major/ additional minor and on completion of the required credits he/she/they can be awarded a second major/ additional major/ minor. He/she/they may be exempted from minor pathway and general foundation course requirement.
- x. The College can also enroll students in certain courses as per their choice depending upon the availability of infrastructure and other academic facilities from other recognized HEIs who are already registered for a particular programme there either through regular/ online/ distance mode irrespective of the nature of programme (Govt./ Aided/ Self- finance/ Autonomous). On successful completion of the course the credits may be transferred through the Academic Bank of Credit.

Academic Monitoring and Student Support

The academic monitoring and student support shall be in the following manner, namely

- i. The College shall appoint a Senior Faculty member as Academic Co-ordinator/ Nodal officer for the smooth conduct of FYUGP.
- ii. Advisory System: There shall be one Senior Faculty Advisor (SFA) for each department and one Faculty Advisor (FA) for 20 to 30 students of the class to provide advice in all relevant matters. The Head of the Department, in consultation with the SFA, shall assign FA for each student.
- iii. The documents regarding all academic activities of students in a class shall be kept under the custody of the FA/ SFA.
- iv. All requests/ applications from a student or parent to higher offices are to be forwarded/ recommended by FA/ SFA.
- v. Students shall first approach their FA/ SFA for all kinds of advice, clarifications, and permissions on academic matters.
- vi. It is the official responsibility of the institution to provide the required guidance, clarifications, and advice to the students and parents strictly based on the prevailing academic regulations.
- vii. The SFA shall arrange separate or combined meetings with FA, faculty members, parents, and students as and when required and discuss the academic progress of students.

- viii. The FA/ SFA shall also offer guidance and help to solve the issues on academic and non-academic matters, including personal issues of the students.
- ix. Regular advisory meetings shall be convened immediately after the commencement of the semester and immediately after announcing the marks of the Continuous Comprehensive Assessment (CCA).
- x. The CCA related results shall be displayed on the department notice board/ other official digital platforms of the college at least for two working days.
 - a. Any concern raised by the students regarding CCA shall be looked into in the combined meetings of advisors, HOD, course faculty, and the students concerned.
 - b. If the concerns are not resolved at the advisor's level, the same can be referred to the properly constituted college-level grievance redressal committees as per the existing UGC/ University/ Government norms.
 - c. The Principal/ HOD shall ensure the proper redressal of the concerns raised by the students regarding CCA.
 - d. If the students raise further concerns about the issue, the principal shall refer the issue to the appropriate authorities with proper documents and minutes of all the committees.
- xi. The FA/ SFA shall be the custodian of the minutes and action taken reports of the advisory meetings. The SFA shall get the minutes and action taken reports of advisory meetings approved by the Head of Department and the Principal.
- xii. The Principal shall inform/forward all regulations, guidelines, communications, announcements, etc. regarding student academic and other matters to the HODs/ SFA for information and timely action.
- xiii. It shall be the official responsibility of the Principal to extend the required administrative and financial support to the HODs, SFAs and FAs to arrange necessary orientation programmes for students regarding student counselling, the prevailing norms, regulations, guidelines and procedures on all academic and other related matters.
- xiv. An integrated educational planning and administration software will be made available by the College to manage the academic information of all students including student admissions and registration, managing students' personal and academic information, course registrations, attendance management, all process related to assessments including regular & online examinations, grading, publishing of results, supplementary examinations, LMS, stakeholders' feedback, etc.
- xv. Faculty, staff, students, and parents shall be allowed to access this software system over a highly secure authenticated mechanism from within the campus.

Course Registration

- i. Each department shall publish well in advance the relevant details of courses offered, such as the name, academic level, expected outcomes, time slot, and course faculty members.
- ii. Students shall be allowed to visit and interact with respective faculty members during the first week of each semester, to gather more information about the courses and the availability of seats.
- iii. Based on consultations and advice from the faculty adviser, each student shall complete course registration within one week from the commencement of each semester.
- iv. The number of credits that a student can take in a semester is governed by the provisions in these Regulations, subject to a minimum of 16 and a maximum of 30 Credits.

- v. A student can opt out of a Course or Courses registered, subject to the minimum Credit/ Course requirement, if he/she/they feels that he/she/they has registered for more Courses than he/she/they can handle, within 30 days from the commencement of the semester.
- vi. The college shall publish a list of the students registered for each course including audit course, if any, along with the chosen Programmes, repeat/ reappearance courses, if any.
- vii. The higher education institutions shall admit candidates not only for programmes, but also for courses.

Re-admission and Scheme Migration

- i. Students who opt out before the completion of the third year shall be provided with a 'Course cum Credits Certificate' after the successful completion of a semester as proof for re-entry to another institution.
- ii. Students who have successfully completed a particular programme pathway may be permitted to take an additional minor or second major.
- iii. Those students who are opting for a second major are eligible for getting certain credit transfer/ credit exemption from their previous minor programs of study, subject to the prior recommendation of the BoS that, those credits are relevant for the present major programme of study.

Duration of Programme, Credits, Requirements and Options

- i. Students will be offered the opportunity to take breaks during the programme and resume after the break, but the total duration for completing the FYUG programme shall not exceed 7 years.
- ii. Students who wish to complete the undergraduate programmes faster may do so by completing different courses equivalent to the required number of credits and fulfilling all other requirements in N-1 semesters, where N is the number of semesters in the FYUGP.
- iii. Provided further that the students may complete the undergraduate programme in slower pace, they may pursue the three years or six semester programme in 4 to 5 years (8 to 10 semesters), and four years, or eight semester programme in 5 to 6 years (10 to 12 semesters) without obtaining readmission.
- iv. For students who crossed 6 semesters at a slower space, the requirement of 16 credits per semester from the institutions where they enrolled may be relaxed.

Credit Structure

The proposed number of credits per course and the credit distribution of them for the FYUG Programmes are given below:

- i. An academic year shall consist of 200 working days; one semester consists of 90 working days; and an academic year consists of two semesters.
- ii. Ten working days in a semester shall be used for extracurricular activities. One semester consists of 18 weeks with 5 working days per week. In each semester, 15 days (3 weeks) should be kept aside for End Semester Evaluation (ESE) and CCA.
- iii. The maximum number of available weeks for curriculum transactions should be fixed at 15 in each semester. A minimum of 5 teaching or tutorial hours could be made available for a day in a 5-day week.
- iv. A course that includes one hour of lecture/ tutorial or two hours of lab work/ practical work/ field work/ practicum per week is given one credit hour.
- v. One credit in a semester should be designed for 15 hours of lectures/ tutorials or 30 hours of lab work/ practical work/ field work/ practicum and 30 hours of learner engagement in terms of course-related activities such as seminar preparation, submitting assignments, etc.
- vi. A one-credit seminar or internship or studio activities or field work/ projects or community engagement and service will have two-hour engagements per week (30 hours of engagement per semester).
- vii. A course can have a combination of lecture credits, tutorial credits, and practicum credits.

- viii. Minimum credit for one Course should be 2 (Two), and the maximum credit should be 4 (Four).
- ix. All Discipline Specific Major/ Minor Courses shall be of 4 (Four) credits.
- x. For all Discipline Specific Major/ Minor Courses, there may be practical/ practicum of two or four hours per week.
- xi. All Courses under the Multi-Disciplinary, Ability Enhancement, Value Addition and Skill Enhancement categories are of 3 credits.
- xii. Summer Internship, Apprenticeship, Community outreach activities, etc. may require sixty hours (or as appropriate) of engagement for acquiring one credit.
- xiii. A student shall be able to opt for a certain number of extra credits over and above the requirements for the award of a degree.
- xiv. Maximum number of credits that a student can earn per semester shall be restricted to 30. Hence, a student shall have the option of acquiring credits to a maximum of 180 credits for a 6-semester UG programmes and 240 credits for a 4-year (8-semester) programmes.
- xv. Each faculty member shall offer a maximum of 16 credits per semester. However, those who are offering both practical and theory courses shall offer a maximum of 12-16 credits per semester.
- xvi. For a four-credit theory course, 60 hours of lecture/ tutorial class shall be assured as a mandatory requirement for the completion of that course.

Course Structure of the SHC-UGP Programme

The SHC-UGP consists of the following categories of courses and the minimum credit requirements for pathway option-one shall be as follows;

Sl. No.	Categorization of Courses for all Programme	Minimum Number of Credit Required	
1.	Major	68	88
2.	Minor	24	24+12*
3.	Multi-Disciplinary Courses (MDC)	9	9
4.	Skill Enhancement Courses (SEC)	9	9
5.	Ability Enhancement Courses (AEC)	12	12
6.	Value Addition Courses (VAC)	9	9
7.	Summer Internship, field based learning etc.	2	2
8.	Research Project / Dissertation		12/8**

* The students can acquire advanced/ capstone level courses with 12 credits from their DSC/ DSE/ Minor courses depending up on their pathway choice. The Minor courses can be of level 300 or above.

** The students pursuing the 4-year honours with research have to complete a project with 12 credits and for the 4-year honours degree students have to complete a project with 8 credits and DSC/ DSE capstone/ advanced level course in the 8th semester.

- i. 20% syllabus of each course will be prepared by the teacher as 'Teacher Specific Content' and will be evaluated under CCA.
- ii. In case of MDC, SEC, VAC courses coming under 3rd & 4th semester, college should make necessary arrangements to give adequate preference to courses designed by language departments. MDC in the 3rd semester can be Kerala Specific Content.

Academic Levels of Pathway Courses

Semester	Difficulty level	Nature of Course
1 & 2	100-199	Foundation-level or introductory courses
3 & 4	200-299	Intermediate level courses
5 & 6	300-399	Higher level courses
7 & 8	400-499	Advanced/Capstone level courses

Signature Courses

- i. With a prior recommendation of BoS and the approval of academic council, each faculty member can design and offer at least one signature course in every semester, which may be offered as DSE /SEC/ VAC.
- ii. The College will publish a list of signature courses in DSE/ SEC/ VAC offered by the faculty members with a prior recommendation of BoS and the approval of academic council.
- iii. The College may empanel distinguished individuals who have excelled in their field of specialization like science and technology, industry, commerce, social research, media, literature, fine arts, civil services etc. as adjunct faculty as per the UGC guidelines with the approval of the College. With a prior recommendation of BoS and the approval of academic council, the adjunct faculty can offer SEC/VAC as signature course.
- iv. Ad hoc/ Guest faculty/ Visiting faculty/ Visiting Scholars can also offer DSE/ SEC/ VAC as signature courses with a prior recommendation of BoS and the approval of academic council.
- v. The faculty concerned may design the particular course and it should be forwarded to the concerned BoS after the approval of the Academic Committees formed as part of this regulations.
- vi. The examinations and evaluation of the signature courses designed by the faculty shall be conducted by the faculty themselves and an external expert faculty chosen by the college from a panel of experts submitted by the faculty and recommend by the BoS concerned.

Programme Pathways and Curriculum Structure

Students who have joined for any programme under these regulations shall have the option to choose the following pathways for their UG degree and Honours programme.

- i. **Degree with single Major:** A student pursuing the FYUG programme in a specific discipline shall be awarded a Major degree if he secures at least 50% of the total credits in the specific discipline required for the award of the Degree in that Discipline. Example: Physics Major/ Economics Major/ Commerce Major
- ii. **Degree Major with Minor:** If a student pursuing the FYUG Programme is awarded a Major Degree in a particular discipline, he/she/they are eligible to be awarded a Minor in another discipline of his choice, if he earns a minimum of 32 credits (approximately 25% of credit required for the three-year programme) from 8 pathway courses in that discipline. Example: Physics Major with Chemistry Minor/ Chemistry Major with English Minor/ Commerce Major with Economics Minor/ English Major with Functional English Minor/ Hindi Major with Hindi Minor etc.

- iii. **Major with Multiple Disciplines of Study:** This pathway is recommended for students who wish to develop core competencies in multiple disciplines of study. In this case, the credits for the minor pathway shall be distributed among the constituent disciplines/subjects. If a student pursuing FYUG Degree Programme is awarded a major Degree in a particular discipline, he/she/they are eligible to get mentioned his core competencies in other disciplines of his choice if he has earned 12 credits from the pathway courses of that discipline. Example: Physics Major with Minors in Chemistry and Mathematics, Economics Major with Minors in History and English, Commerce Major with Minors in Economics and Statistics.
- iv. **Interdisciplinary Major:** For these programme pathways, the credits for the major and minor pathways shall be distributed among the constituent disciplines/subjects to attain core competence in the interdisciplinary programme. Example: Econometrics Major, Global Studies Major, Biostatistics Major.
- v. **Multi-Disciplinary Major:** For multidisciplinary major pathways, the credits for the major and minor pathways will be distributed among the broad disciplines such as Life Sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc. Example: Life Science, Data Science, Nano Science.
- vi. **Degree with Double Major:** A student who secures a minimum of 50% credits from the first major will be awarded a second major in another discipline if he could secure 40% of credit from that discipline for the 3-year/ 4-year UG degree to be awarded a double major degree. Example: Physics and Chemistry Major, Economics and History Major, Economics and History Major, Commerce and Management Major.

Pathway Option 1 - Degree Major or Major with Multiple Disciplines of Study

Course Components	No. of Courses				Internship of 2 Credits	No. of Courses			Remarks	No. of Courses		Total	
	Semester 1	Semester 2	Semester 3	Semester 4		Semester 5#	Semester 6#	Total		Semester 7	Semester 8		
DSC A (4 Credit /Course)	1(P)	1(P)	3 (2P)	3 (2P)		5	4	17	7 Out of 17 can be opted as DSE	3	2	22	
DSC B & C (4 Credit /Course)	2(P)	2(P)	1(P) (B or C)	1(P) (C or B)				6			3		9
Multidisciplinary Courses (MDC) (3 Credit /Course)	1(P)	1(P)	1*					3	*Recommended that the course offered be related to Indian Knowledge Systems or allied areas.				3
Ability Enhancement Courses (AEC) (3 Credit /Course)	1 (English) 1 (OL)	1 (English) 1 (OL)						4					4
Skill Enhancement Courses (SEC) (3 Credit /Course)				1*			1**	1**	3	*Recommended that the course may be offered by the English Department ** From DSC Aonly			3
Value Addition Courses (VAC) (3 Credit /Course)			1*	1*				1**	3	*Recommended that one VAC be offered by the English Department and one by Other Languages Department ** From DSC Aonly			3
Project/ Dissertation 12 credits for Honours with Research & 8 for Honours												12/8 (1 DSC / DSE for Honours)	
Total Courses	6	6	6	6			6	6	36		6	2+1	
Total Credits	21	21	22	22	2	23	22		Total Credits 133	24	20	Total Credits 177	
Total Hours per Week	25	25	25	25		25	25		Exit option available	25	25		

BoS can include 2 practical courses in 5th semester and 3 practical courses in 6th semester in any of the 6 courses distributed in each semester.

Pathway Option 2 - Major with Minor

Course Components	No. of Courses				Internship of 2 Credits	No. of Courses			Remarks	No. of Courses		Total	
	Semester 1	Semester 2	Semester 3	Semester 4		Semester 5#	Semester 6#	Total		Semester 7	Semester 8		
DSC A (4 Credit /Course)	1(P)	1(P)	3 (2P)	3 (2P)		4	3	15	7 Out of 15 can be opted as DSE	3	2	20	
DSC B (4 Credit /Course)	2(P)	2(P)	1(P)	1(P)		1	1	8	1 Out of 8 can be opted as DSE	3		11	
Multidisciplinary Courses (MDC)/ (3 Credit /Course)	1(P)	1(P)	1*					3	*Recommended that the course offered be related to Indian Knowledge Systems or allied areas.			3	
Ability Enhancement Courses (AEC) (3 Credit /Course)	1 (English) 1 (OL)	1 (English) 1 (OL)						4				4	
Skill Enhancement Courses (SEC) (3 Credit /Course)				1*		1**	1**	3	*Recommended that the course may be offered by the English Department ** From DSC A only			3	
Value Addition Courses (VAC) (3 Credit /Course)			1*	1*			1**	3	*Recommended that one VAC be offered by the English Department and one by Other Languages Department ** From DSC Aonly			3	
Project/ Dissertation 12 credits for Honours with Research & 8 for Honours												12/8 (1 DSC/ DSE for Honours)	
Total Courses	6	6	6	6			6	6	36		6	2+1	
Total Credits	21	21	22	22	2	23	22		Total Credits 133	24	20	Total Credits 177	
Total Hours per Week	25	25	25	25		25	25		Exit option available	25	25		

BoS can include 2 practical courses in 5th semester and 3 practical courses in 6th semester in any of the 6 courses distributed in each semester.

Pathway Option 3 - Double Major

Course Components	No. of Courses												
	Semester 1	Semester 2	Semester 3	Semester 4	Internship of 2 Credits	Semester 5#	Semester 6#	Total	Remarks	Semester 7	Semester 8	Total	
DSC A (4 Credit /Course)	1(P)	1 (P)	2(2P)	2(1P)			4	3	13	7 Out of 13 can be opted as DSE	3	2	18
DSC B (4 Credit /Course)	2(P)	2(P)	2(1P)	2(2P)			1	1	10	2 Out of 10 can be opted as DSE	3		13
Multidisciplinary Courses (MDC) (3 Credit /Course)	1(P)	1(P)	1*						3	*Recommended that the course offered be related to Indian Knowledge Systems or allied areas.			3
Ability Enhancement Courses (AEC) (3 Credit /Course)	1 (English) 1 (OL)	1 (English) 1 (OL)							4				4
Skill Enhancement Courses (SEC) (3 Credit /Course)				1*			1	1	3	*Recommended that the course may be offered by the English Department			3
Value Addition Courses (VAC) (3 Credit /Course)			1*	1*				1	3	*Recommended that one VAC be offered by the English Department and one by Other Languages Department			3
Project/ Dissertation 12 credits for Honours with Research & 8 for Honours												12/8 (1 DSC/ DSE for Honours)	
Total Courses	6	6	6	6			6	6	36		6	2+1	
Total Credits	21	21	22	22		2	23	22		Total Credits 133	24	20	Total Credits 177
Total Hours per Week	25	25	25	25		25	25		Exit option available	25	25		

BoS can include 2 practical courses in 5th semester and 3 practical courses in 6th semester in any of the 6 courses distributed in each semester.

Note: In all the above 3 tables “(P)” means courses with practical

Guidelines for Acquiring Credit from Other Institutions/Online/Distance Mode

- i. A student shall register to a minimum of 16 credit per semester from the college/ department where he/she/they officially admitted for a particular programme. However, students enrolled for a particular programme in one institution can simultaneously enroll for additional credits from other HEIs within the University or outside University subject to a maximum of 30 credits per semester including the 16 institutional credits.
- ii. The College shall publish a list of courses that are open for admission for students from other institutions well in advance before the commencement of each semester.
- iii. Each BoS shall prepare and publish a list of online courses at different levels before the commencement of each semester offered in various online educational platforms recognized by the Academic Council of the college, which can be opted by the students for acquiring additional credits.
- iv. BoS shall prepare and publish a list of allied/ relevant pathway courses before the commencement of each semester offered by other Board of Studies that can be considered as pathway course for major/ minor for their disciplines at different levels.
- v. At the end of each semester the college will include the credit acquired by the student through online courses in their semester grade card subject to a maximum of 30 credits.

Attendance

- i. A student shall be permitted to register for the end-semester evaluation of a specific course to acquire the credits only if he has completed 75% of the prescribed classroom activities in physical, online, or blended modes, including any makeup activities as specified by the course faculty of that particular course.
- ii. A student is eligible for attendance as per the existing university and government orders which includes participation in a meeting, or events organized by the college or the university, a regularly scheduled curricular or extracurricular activity prescribed by the college or the university. Due to unavoidable or other legitimate circumstances such as illness, injury, family emergency, care-related responsibilities, bad or severe weather conditions, academic or career-related interviews students are eligible for authorized absence. Apart from this, all other eligible leaves such as maternity leave, and menstrual leave shall also be treated as authorized absences.
- iii. The condonation facility can be availed as per the university norms.

Workload

- i. The workload of a faculty who offers only lecture courses during an academic year shall be 32 credits.
- ii. The workload of a faculty offering both practical courses and theory courses may be between 24-32 credits per academic year.
- iii. An academic year shall consist of two semesters.
- iv. To protect the existing language workload, college should make necessary arrangements to give adequate preference to those courses designed by language departments coming under MDC, SEC and VAC of 3rd & 4th semester. It is recommended that the MDC offered in the third semester shall be based on Indian Knowledge Systems or Nation-specific topics and may be offered by the Other Languages department or any other department as may be seen fit. Additionally, the SEC in the fourth semester may be offered by the English Department and of the VACs in the third and fourth semesters, one may be offered by the Other Languages Department and the other may be offered by the English Department. These recommendations may be modified as per the recommendations of the SHC-UGP Academic Monitoring Committee.

- v. Programme wise workload calculation will be as per the FYUGP workload ordinance 2024.
- vi. The teachers given the administrative responsibilities in the department and college level may give a relaxation in their work load as specified in the UGC regulations 2018.

Credit Transfer and Credit Accumulation

- i. The college will establish a digital storage (DIGILOCKER) of academic credits for the credit accumulation and transfer in line with ABC.
- ii. The validity of credits earned shall be for a maximum period of seven (7) years or as specified in the university/ UGC regulations. The students shall be required to earn at least 50% of the credits from the College.
- iii. Students shall be required to earn the required number of credits as per any of the pathway structure specified in this regulation for the award of the degree.

Outcome Based Approach

The curriculum will be designed based on Outcome Based Education (OBE) practices. The Graduate Attributes (GA) and Programme Outcomes (PO) will be defined and specified in the syllabus of each programme.

Assessment and Evaluation

- i. The assessment shall be a combination of Continuous Comprehensive Assessment (CCA) and an End Semester Evaluation (ESE).
- ii. 30% weightage shall be given for CCA. The remaining 70% weight shall be for the ESE.
- iii. Teacher Specific Content will be evaluated under CCA.
- iv. CCA will have two subcomponents Formative Assessment (FA) and Summative Assessment (SA). Each of these components will have equal weightage and to be conducted by the course faculty/ course coordinator offering the course.
- v. FA refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, module or course. FA is to encourage students to build on their strengths rather than fixate or dwell on their deficits. FA can help to clarify and calibrate learning expectations for both students. FA will help students become more aware of their learning needs, strengths, and interests so they can take greater responsibility over their own educational growth. FA will be prerogative of the course faculty/ course coordinator based on specific requirement of the student.
- vi. Suggestive methods of FA are as follows: (anyone or in combinations as decided by the course faculty/ course coordinator)
 - a. Practical assignment
 - b. Observation of practical skills
 - c. Viva voce
 - d. Quiz
 - e. Interview
 - f. Oral presentations
 - g. Computerized adaptive testing
 - h. In-class discussions

- i. Group tutorial work
 - j. Reflection writing assignments
 - k. Home assignments
 - l. Self and peer Assessments
 - m. Any other method as may be required for specific course/ student by the course faculty/ course coordinator.
- vii. Summative Assessments (SA) are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period- typically at the end of a project, unit, module, course or semester. SA may be a class tests, assignments, or project, used to determine whether students have learned what they were expected to learn. It will be based on evidence, collected using single or multiple ways of assessment. The systematically collected evidences should be kept in record by course faculty/ course coordinator and the marks should be displayed on the college notice board/ other official digital platforms of the college before the End Semester Evaluations.
- viii. The method of SA will be as follows: (any one as decided by the course faculty/ course coordinator)
 - a. Written test
 - b. Open book test
 - c. Laboratory report
 - d. Problem based assignments
 - e. Individual project report
 - f. Case study report
 - g. Team project report
 - h. Literature survey
 - i. Standardized test
 - j. Any other pedagogic approach specifically designed for a particular course by the course faculty/ course coordinator.
- ix. A student may repeat SA only if for any compulsive reason due to which the student could not attend the assessment.
- x. The prerogative of arranging a CCA lies with the course faculty/ course coordinator with the approval of SHC-UGP Academic Committee based on justified reasons.
- xi. The course faculty/ course coordinator shall be responsible for evaluating all the components of CCA. However, the college may involve any other person (External or Internal) for evaluation of any or all the components as decided by the Principal/Controller of Examinations from time to time in case any grievances are raised.
- xii. Written tests shall be precisely designed using a variety of tools and processes (e.g., constructed responses, open-ended items, multiple-choice), and the students should be informed about the evaluation modalities before the commencement of the course.
- xiii. The course faculty may provide options for students to improve their performance through continuous assessment mechanism.
- xiv. There shall be theory and practical examinations at the end of each semester.
- xv. Regarding evaluation, one credit may be evaluated for 25 marks in a semester; thus, a 4-credit course will be evaluated for 100 marks; 3-credit courses for 75 marks and 2-credit courses for 50 marks.
- xvi. All examinations will be conducted by the College and will be evaluated at the College itself.
- xvii. Individual Learning Plans (ILPs) and/ or specific assessment arrangements may be put in place for differently abled students. Suitable evaluation strategies including technology

assisted examinations/ alternate examination strategies will be designed and implemented for differently abled students.

Practical Examination

- i. The end semester practical examination will be conducted and evaluated by the institution.
- ii. There shall be a CCA for practical courses conducted by the course faculty/ course coordinator.
- iii. The scheme of evaluation of practical courses will be as given below:

Components for the Evaluation of Practical Courses	Weightage
CCA of practical/practicum.	30%
ESE of practical/practicum.	70%

- iv. Those who have completed the CCA alone will be permitted to appear for the ESE.
- v. For grievance redressal purpose, the university shall have the right to call for all the records of CCA.
- vi. Duration of Examination: Questions shall be set as per the defined Outcome .The duration of the examinations shall be as follows.

Mode	Time (in Hours)
Written Examination	2
Multiple Choice	1.5
Open Book	2
Any Other Mode	2

Evaluation of Project/Dissertation

The evaluation of project work shall be CCA with 30% and ESE 70%. The scheme of evaluation of the Project is given below:

Project type	Maximum Marks	CCA	ESE
Research Project of Honours with Research (12 credits)	200	60	140
Project of Honours (8 credits)	100	30	70

Evaluation of Internship

The evaluation of internship shall be done by a committee constituted by the Department Council. The scheme of CCA and ESE is given below:

Components of Evaluation of Internship	Weightage	Marks for Internship2 Credits/ 50 Marks
CCA	30%	15
ESE	70%	35

The department council may decide any mode for the completion of the Internship. If in case evaluation is not specified in any of the selected internship programme, institution can adopt a proper evaluation method as per the weightage specified in the table above.

Letter Grades and Grade Points

Mark system is followed for evaluating each question. For each course in the semester, letter grade and grade point are introduced in 10-point indirect grading system as per guidelines given below,

- i. The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester. The SGPA is based on the grades of the current term, while the Cumulative Grade Point Average (CGPA) is based on the grades in all courses taken after joining the programme of study.
- ii. Based on the marks obtained, the weighted grade point will be mentioned in the student's grade cards.

Letter Grade	Grade Point	Percentage of Marks (Both Internal & External Marks put together)	Class
O (Outstanding)	10	95% and above	First Class with Distinction
A+ (Excellent)	9	85% and above but below 95%	
A (Very good)	8	75% and above but below 85%	
B+ (Good)	7	65% and above but below 75%	First Class
B (Above average)	6	55% and above but below 65%	
C (Average)	5	45% and above but below 55%	Second Class
P (Pass)	4	35% and above below 45% Aggregate (external and internal put together) with a minimum of 30% in external	Third Class
F (Fail)	0	Below an aggregate of 35% or below 30% in external evaluation	Fail
Ab (Absent)	0		Fail

- iii. When students take audit courses, they may be given pass (P) or fail (F) grade without any credits.

Computation of SGPA and CGPA

The following method is recommended to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- iv. The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student in the semester, i.e.

$$\text{SGPA} (S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

Where S_i is the SGPA in the i^{th} semester, C_i is the number of credits of the i^{th} course and G_i is the grade point scored by the student in the i^{th} course.

$$\text{SGPA} = \frac{\text{Sum of the credit points of all courses in a semester}}{\text{Total Credits in that Semester}}$$

Illustration – Computation of SGPA

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	DSC A	4	A	8	4 x 8 = 32
I	DSC B	4	B+	7	4 x 7 = 28
I	DSC C	4	B	6	4 x 6 = 24

I	MDC	3	B	6	$3 \times 6 = 18$
I	AEC 1	3	O	10	$3 \times 10 = 30$
I	AEC 2	3	C	5	$3 \times 5 = 15$
	Total	21			147
	SGPA				$147/21 = 7$

The CGPA is also calculated in the same manner considering all the courses undergone by a student over all the semesters of a programme, i.e.

$$\text{CGPA} = \frac{\text{Sum of the credit points of all courses in six or eight semesters}}{\text{Total Credits in Six (133) or Eight (177) semesters}}$$

- v. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

Implementation and Monitoring of SHC-UGP

- i. The implementation and monitoring of SHC-UGP will be carried out by duly appointed bodies/committees of the college such as the Academic Council, the various Boards of Studies and the Academic Monitoring Committee.

ii. Academic Council

Among its other functions, the Academic Council of the College shall:

- i. Scrutinize and approve all the proposals submitted by the Board of Studies of each Department with regard to the SHC-UGP details such as, academic pathways, allowed syllabi enrichment/ updating, details of elective courses, Online courses, blended teaching, courses offering to the students of other HEIs, panel of examiners, summative and formative evaluation tools proposed by the course faculty concerned, new courses and syllabus proposed by the faculty members as signature courses etc.
- ii. The Academic Council can differ on any proposal and it shall have the right to return the matter for reconsideration to the Board of Studies concerned or reject it, after giving sufficient reasons to do so.
- iii. Undertake the scrutiny of all documents related to Teacher Specific Content.
- iv. Recommend to the College Governing Council for starting innovative programmes using the flexibility and holistic nature of the SHC-UGP curriculum frame work.

iii. Board of Studies

Among its other functions, the Board of Studies of each Department shall:

- i. Prepare teacher specific content of syllabi for various courses keeping in view the objectives of the SHC-UGP and submit the same for the approval of the Academic Council.
- ii. Scrutinize the signature course content and its evaluation techniques.
- iii. Suggest methodologies for innovative teaching and evaluation techniques.
- iv. Suggest panel of examiners to the Office of the Controller of Examinations.
- v. Coordinate research, teaching, extension and other academic activities in the department.

iv. SHC-UGP Academic Monitoring Committee

The SHC-UGP Academic Monitoring Committee shall be constituted under the Chairmanship of the Principal, with the Academic Coordinator as the Convenor, shall

be entrusted to oversee the implementation and monitoring of the SHC-UG programme.

- i. The Academic Monitoring Committee will collect and whet the proposals submitted by the Board of Studies of each Department with regard to the SHC-UGP and duly forward them to the Academic Council.
- ii. It will oversee and coordinate the activities undertaken for the successful implementation of SHC-UGP in the College and will function as an advisory body in such matters.

Power to Remove Difficulties

If any difficulty arises in giving effect to the provisions of these Regulations, the Principal may by order make such provisions which appears to him/her to be necessary or expedient for removing the difficulty. Every order made under this rule shall be subject to ratification by the appropriate authorities.

Modifications to the Regulations

Notwithstanding anything contained in these Regulations, any amendments or modifications issued or notified by the University Grants Commission or the State Government or the Mahatma Gandhi University from time to time, shall be incorporated into these Regulations by the appropriate regulatory bodies of the College and shall constitute an integral part thereof.

3. SYLLABUS INDEX

SEM	Course Code	Course Title	Course Level	Credit	Hours per Week	
					Theory	Practical
ABILITY ENHANCEMENT COURSES (AEC)						
I	24UHINAEC101	New Media in Hindi Stories (Hindi for Humanities - I)	100-199	3	3	0
I	24UHINAEC102	Environment in Hindi Literature (Hindi for Science - I)	100-199	3	3	0
I	24UHINAEC103	Drama and Communicative Hindi (Hindi for Commerce - I)	100-199	3	3	0
II	24UHINAEC104	Harmony of Festivals (Hindi for Humanities - II)	100-199	3	3	0
II	24UHINAEC105	New Text New Aesthetics (Hindi for Science - II)	100-199	3	3	0
II	24UHINAEC106	Modern Hindi Prose and Translation (Hindi for Commerce - II)	100-199	3	3	0
DISCIPLINE SPECIFIC COURSES (DSC)						
I	24UHINDSC101	Foundation for Hindi Learning	100-199	4	3	2
II	24UHINDSC102	Hindi Literature & Environment	100-199	4	3	2
III/IV	24UHINDSC201	Fiction and Drama	200-299	4	3	2
III/IV	24UHINDSC202	Biographical Hindi Films : Study and Analysis	200-299	4	3	2
V	24UHINDSC301	Contemporary Hindi Poetry	300-399	4	4	0
V	24UHINDSC302	Autobiography in Hindi Literature	300-399	4	4	0
DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE)						
V/VI	24UHINDSE301	History of Hindi Literature	300-399	4	4	0
V/VI	24UHINDSE302	Premchand: The Craftsman of Literature	300-399	4	4	0
V/VI	24UHINDSE303	Translation and Office Proceedings in Hindi	300-399	4	4	0
MULTIDISCIPLINARY COURSES (MDC)						
I	24UHINMDC101	Hindi in Day-to-day Life	100-199	3	2	2
II	24UHINMDC102	Communicative Hindi through Drama	100-199	3	2	2
III	24UHINMDC201	Comparative Study of Short Story and Film	200-299	3	3	0
SKILL ENHANCEMENT COURSES (SEC)						
IV	24UHINSEC201	Learning Hindi through Visual Media	200-299	3	3	0
VALUE ADDITION COURSES (VAC)						
III	24UHINVAC201	Insights On Hindi Short Stories	200-299	3	3	0
IV	24UHINVAC202	Exploring Moral Values through One Act Plays	200-299	3	3	0

SEM	Course Code	Course Title	Course Level	Credit	Hours per Week	
					<i>Theory</i>	<i>Practical</i>
SIGNATURE COURSES (SIG)						
III/IV	24UHINSIG201	Exploring Agriculture in Hindi Literature	200-299	4	4	0

4. SYLLABUS FOR ABILITY ENHANCEMENT COURSES (AEC) IN HINDI

AEC – 01 (Hindi for Humanities I)

Discipline	Hindi
Semester	I
Type of Course	Ability Enhancement Course (AEC)
Course Code	24UHINAEC101
Course Title	New Media in Hindi Stories (<i>Hindi for Humanities - I</i>)
Course Level	100-199
Course Summary	This course explores the influence of emerging digital technologies in Hindi Literature, especially in stories. It provides students with a comprehensive understanding of how the use of new media related words enriches and shapes modern Hindi short stories
Hours	45 (Lecture/Tutorial – 45)
Credits	3

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Recall and classify different types of communication	Understand, Analyze	3,4,6,8
2	Recognize the influence of new media in contemporary Hindi Short Stories.	Understand	1,3,6,8
3	Verifies, differentiate and discuss about the style and structure of modern Hindi short stories	Evaluate	1,3,4,8
4	Identifies contemporary digital culture and engage with current social trends	Evaluate	1,3,4,8
5	Select the new words which are related to the modern digital world and identify the same used in the modern Hindi Short Stories and prepares a list	Create	1,2,3,5,8
6	Participate in class discussions, share personal perspectives and engage with diverse viewpoints related to modern digital world	Create	1,2,3,6,8
7	Develop writing skills, speaking skills and support to develop creativeness.	Create	1,3,4,6,8

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	Module I (15 Hours)			
	1.1	What is new media?	4	1,2,6
	1.2	World of new media	4	1,2,6
	1.3	Practice- using new media compilation of literary works and analysis	7	1,2,5,6,7

2	Module II (15 Hours)			
	2.1	Choutha paya- Sangeeta Tivari	5	3,4,5,7
	2.2	Kauve- Govind Pant Raju	5	3,4,5,7
	2.3	Online romance- Sushama Muneendra	5	3,4,5,7
3	Module III (15 Hours)			
	3.1	Uska loutna- Rajendra Badal	5	3,4,5,7
	3.2	Pret patrakarita- Vijay Vidrohi	5	3,4,5,7
	3.3	Trackshot- Sanjay Nandan	5	3,4,5,7
4	Teacher-specific course components			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	MODE OF ASSESSMENT Continuous Comprehensive Assessment (CCA) Theory: Quiz, Oral Presentation, Written test, Problem-based assignment, or <i>any other method as may be required by the course faculty.</i> End Semester Evaluation (ESE) Theory: Written-test

References:

1. Media ka Loktantra- Vineet Kumar- 2024- Rajkamal Publications
2. Jansanchar Madhyam aur Visesh lekhan- Niranjana Sahay- 2023- Lokbharati Publications
3. Media ki Badalti Bhasha- Ajaykumar Singh- 2012- Lokbharati Publications
4. Sanchar Shodh aur Media- Dhananjay Chopada- 2021- Lokbharati Publications
5. Patrakarita-Mishan se Media tak- Rajkamal Publications
6. Kasauti par Media- Mukesh Kumar- 2014- Rajkamal Publications
7. Naye Jansanchar Madhyam aur Hindi- Sudheesh Pachouri, Ajana Sharma- 2002- Rajkamal Publications
8. Media aur Bazarvaad- Ramsharan Joshi- 2002- Radhakrishna Publications
9. Media ka Underworld- Dileep Mandal- 2011- Radhakrishna Publications
10. Radio Vaarta Shilp- Sidhnath Kumar- 1992- Radhakrishna Publications
11. Bharat mein Jansanchar aur Prasaran Media- Madhukar Lele- 2011- Radhakrishna Publications
12. Kumar Suneel(2004), Internet Patrakarita, Takshashila Publications, New Delhi
13. Chaturvedi(2013), Media Samagra, Part 3, Gyan Kranti aur Cyber Sanskriti, Swaraj Publications, Delhi
14. Dr. S Tankamani Amma, Dr. P Lata(Edi.), 2005, Sampreshan ki Hindi, Lok Bharati Publications, Allahabad
15. Ramdarash Mishra, 2005, Hindi Kahani Antarang Pahchan, Vani Publications, New Delhi
16. Shambu Gupta, 2015, Kahani Samkaleen Chunauiyan, Vani Publications, Books

Websites :

Suggested Readings for deep knowledge

AEC – 02 (Hindi for Science I)

Discipline	Hindi
Semester	I
Type of Course	Ability Enhancement Course (AEC)
Course Code	24UHINAEC102
Course Title	Environment in Hindi Literature (<i>Hindi for Science - II</i>)
Course Level	100-199
Course Summary	This course offers a compelling exploration of dynamic social and environmental shifts through carefully selected stories and poems. Through an interdisciplinary approach, students explore the profound connections between literature and environmental activism. Overall, this course aims to foster a deeper understanding of environmental issues and inspire students to become environmentally conscious citizens.
Hours	45 (Lecture/Tutorial – 45)
Credits	3

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Gain a comprehensive understanding of environmental concepts and issues.	Understand	3,4,5,6,8
2	Explain and justify the significance of Hindi literature encouraging themes and messages.	Analyze	1,4,5,6,8
3	Review the portrayal of environmental challenges in different forms of Hindi literature	Evaluate	3,5,6,8
4	Discuss literary narratives that articulate solution to environmental issues	Apply	1,2,4,6,8
5	Develop reading and writing skills	Apply	1,3,8
6	Identify and discuss the problems in the day-to-day life and express ideas to solve it	Create	1,2,4,7,8

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	Module I (15 Hours)			
	1.1	Meaning of environment	3	1,3,4
	1.2	Environmental pollution and its causes	3	1,3,4,6
	1.3	Practice : Create posters highlighting beautiful nature, write slogans for safe environment, write a comment about your favorite tree	6	1,4,5
2	Module II (15 Hours)			

	2.1	Admi Ko Pyas Lagti Hai- Gyanendra Pati (poem)	5	1,2,3,6
	2.2	Adivasi Streeyam- Nirmala Putul (poem)	5	1,2,3,6
	2.3	Discuss the problems depicted in the poem, make environmental posters based on the poem	6	1,2,3,6
	Module III (15 Hours)			
3	3.1	Kapil ka Pedu- Rajesh joshi (Story)	6	1,2,3,6
	3.2	Eco Friendly- Kshama Sharma(Story)	6	1,2,3,6
	3.3	Discussing the problems depicted in the stories, discussion on stories related to environment	5	1,2,3,6
4	Teacher-specific course components			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	MODE OF ASSESSMENT Continuous Comprehensive Assessment (CCA) Theory: Quiz, Oral Presentation, Written test, Problem-based assignment, or <i>any other method as may be required by the course faculty.</i> End Semester Evaluation (ESE) Theory: Written-test

References:

Books

1. K Vanaja-2011-Sahitya ka Paaristhitik Darshan
2. K Vanaja-2015- Harit Bhasha Vygyanik Vimarsh
3. Dr. Banveer Prasad Sharma-2010- Dr. Krishna Kanta Bharatwaj(Edi.)- Daswem Dashak ki Kahani
4. Dr. Vedprakash Amitab-2003- Hindi Kahani ka Samkaleen Paridrishya
5. Shambu Gupt-2009- Kahani Samkaleen Chunautiyam
6. Dr. Anandkumar Khare, Dr. Virendra Singh Yadav(Edi.)-2011-Prakritik Apadaom ki Vibhishika Evam Manveey Prabandhan ka Manovigyan
7. Anupam Mishra-2019- Paryavaran ke Paath
8. Ramesh Bedi-2000- Manav Upayogi Ped
9. Yogendra Sharma-2020- Paryavaran Samrakshan
10. Anupam Mishra-2020- Bin Pani Sab Soon
11. Harinarayan Shreevatsav-1992- Vayu Mandaleey Pradooshan
12. Anupam Mishra-2020- Vichar ka Kapda
13. Sopan Joshi-2018- Jan Thal Mal
14. Dr. Prabhakaran Hebbur Illath-2019- Paryavaran Aur Samkaleen Hindi Sahitya
15. Subhash Sharma-2017- Paryavaran aur Vikas

16. Dr. Prabhakaran Hebbar Illath-2017- Prakriti aur Ant:prakriti

17. Dr. Kishori Lal Vyas-2007-Bharatiy Sanskriti aur Paryavaran Samrakshan

AEC – 03 (Hindi for Commerce I)

Discipline	Hindi
Semester	I
Type of Course	Ability Enhancement Course (AEC)
Course Code	24UHINAEC103
Course Title	Drama and Communicative Hindi (<i>Hindi for Commerce - I</i>)
Course Level	100-199
Course Summary	This course provides a comprehensive framework for studying ‘Garibi hatao’ by Sarveshwar Dayal Saxena, covering various aspects of the drama's themes, plot and legacy. It explores timeless issues and reflects on the complexities of rural life in India. In addition, this course also focuses on developing practical language skills for effective communication in Hindi at particular places like banks, railway stations, markets etc.
Hours	45 (Lecture/Tutorial – 45)
Credits	3
Pre-requisite, if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Summarise Hindi dramatic literature and playwrights	Understand	1,3,4,6,8
2	Develop communicative skills and develop insights through roleplay.	Create	1,2,3,4,6
3	Support creativity and self-expression.	Create	1,3,4,5,6
4	Observes similar drama and learn real life skill and social skills	Analyze	1,3,4,6,8
5	Practice theatrical skills and use them to perform on stage.	Apply	1,2,3,7,8
6	Identifies and justify humanity and get familiarized with reality in human life.	Evaluate	1,4,5,6,8
7	Use voice as expressive tool for the actor	Apply	3,4,5
8	Summarize basic concepts of Hindi grammar to understand translation techniques	Understand	3,7,8
9	Shows confidence in public speaking.	Apply	3,7,8

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	Module I (15 Hours)			
	1.1	Modern Hindi Drama literature - An Introduction	3	1,3,6
	1.2	Author Introduction: Sarveshwar Dayal Saxena	2	1,3,6
	1.3	Drama Introduction: Ab Garibi Hatao	5	1,2,3,4,5

2	Module II (15 Hours)			
	2.1	Analytical study of drama	12	1,2,3,4,5,7,9
	2.2	Drama in contemporary context relevance	5	1,4,6
	2.3	Dialogue - Plan Character sketch Theatricality of Drama	5	2,3,4,5,7,9
3	Module III (15 Hours)			
	3.1	Communicative Hindi in various social, practical contexts	7	2,6,7,8,9
	3.2	Hindi-conversations in banks and other offices	6	2,6,7,8,9
4	Teacher-specific course components			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	MODE OF ASSESSMENT Continuous Comprehensive Assessment (CCA) Theory: Quiz, Oral Presentation, Written test, Problem-based assignment, or <i>any other method as may be required by the course faculty.</i> End Semester Evaluation (ESE) Theory: Written-test

References:**Books**

1. Pro. Ramesh Gautam, 2016, Rachnatmak Lekhan Bhartiya Gyanpeeth Publications, New Delhi
2. Dr. Devendra Nath Singh, Dr. Ravindra Singh Yadav (Edi.), Bharatiya Hindi cinema ki Vikas Yatra, Raj Publications, Punjab
3. Dr. Balbir Prasad ,2001, Adhunik Hindi Natak Kathya aur Shilp, Anag Publications, Delhi
4. Dr. Surendra Kumar Sharma ,2001, Rangmanch Evam Radio Aur Doorsanchar Natak, Saraswati Publications, Mumbai
5. Dr. Dinesh Chandra Varma ,2001, Swatanthyottar Hindi Natak Samasyayem aur Samadhan, Anubhav Publications, Kanpur
6. Jyotishwar Mishra ,2007, Swatanthyottar Hindi Natak Moolya Sankraman, Lok Bharati Publications, Patna
7. Dr. Satyaveer Singh Bhoriya, 2007, Hindi ke Pramukh Adhunik Natakke ke Natakomein Lok Tatwa, Naman Publications, New Delhi
8. Gireesh Rastogi, 2020, Bheesveem Shatabdi ka Hindi Natak aur Rangmanch, Bharatiya Gyanpeeth, Vani Publications, New Delhi
9. Dr. Dasharath Ojha, 2022, Aaj ka Hindi Natak Pragati aur Prabhav, Rajpal and Sons, Delhi
10. Dr. Parameshwaran, 2000, Vyavaharik Hindi Vyakaran Anuvad Tatha Rachna, Radha krishna Publications, Delhi
11. Pandit Kamta Prasad Guru, 2013, Hindi Vyakaran, Takshshila Publications, New Delhi
12. Dangal Jhalte, 2010, Prayojanmulak Hindi Sidhand aur Prayog, Vani Publications, Delhi
13. Bholanath Tivari, 2008, Manak Hindi ka Swaroop, Prabhat Publications, Delhi

AEC – 04 (Hindi for Humanities II)

Discipline	Hindi
Semester	II
Type of Course	Ability Enhancement Course (AEC)
Course Code	24UHINAEC104
Course Title	Harmony of Festivals (<i>Hindi for Humanities - I</i>)
Course Level	100-199
Course Summary	
Hours	45 (Lecture/Tutorial – 45)
Credits	3
Pre-requisite, if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1			
2			
3			
4			
5			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	----- (15 Hours)			
	1.1			
	1.2			
	1.3			
	1.4			
	1.5			
	1.6			

2	----- (15 Hours)			
3	----- (15 Hours)			
4	Teacher-specific course components			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	MODE OF ASSESSMENT Continuous Comprehensive Assessment (CCA) Theory: Quiz, Oral Presentation, Written test, Problem-based assignment, or <i>any other method as may be required by the course faculty.</i> End Semester Evaluation (ESE) Theory: Written-test

References:

AEC – 05 (Hindi for Science II)

Discipline	Hindi
Semester	II
Type of Course	Ability Enhancement Course (AEC)
Course Code	24UHINAEC105
Course Title	New Text New Aesthetics (<i>Hindi for Science - II</i>)
Course Level	100-199
Course Summary	
Hours	45 (Lecture/Tutorial – 45)
Credits	3
Pre-requisite, if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1			
2			
3			
4			
5			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	----- (15 Hours)			
	1.1			
	1.2			
	1.3			
	1.4			
	1.5			
	1.6			

2	----- (15 Hours)			
3	----- (15 Hours)			
4	Teacher-specific course components			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	MODE OF ASSESSMENT Continuous Comprehensive Assessment (CCA) Theory: Quiz, Oral Presentation, Written test, Problem-based assignment, or <i>any other method as may be required by the course faculty.</i> End Semester Evaluation (ESE) Theory: Written-test

References:

AEC – 06 (Hindi for Commerce II)

Discipline	Hindi
Semester	II
Type of Course	Ability Enhancement Course (AEC)
Course Code	24UHINAEC106
Course Title	Modern Hindi Prose and Translation (<i>Hindi for Commerce - II</i>)
Course Level	100-199
Course Summary	
Hours	45 (Lecture/Tutorial – 45)
Credits	3
Pre-requisite, if any	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1			
2			
3			
4			
5			

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	----- (15 Hours)			
	1.1			
	1.2			
	1.3			
	1.4			
	1.5			
	1.6			

2	----- (15 Hours)			
3	----- (15 Hours)			
4	Teacher-specific course components			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Interactive lectures, Lecture-based Learning, Experiential Learning.
Assessment Types	MODE OF ASSESSMENT Continuous Comprehensive Assessment (CCA) Theory: Quiz, Oral Presentation, Written test, Problem-based assignment, or <i>any other method as may be required by the course faculty.</i> End Semester Evaluation (ESE) Theory: Written-test

References:

5. SYLLABUS FOR DISCIPLINE SPECIFIC COURSES (DSC) IN HINDI

DSC – 01

Discipline	Hindi
Semester	I
Type of Course	Discipline Specific Course (DSC)
Course Code	24UHINDSC101
Course Title	Foundation for Hindi Learning
Course Level	100-199
Course Summary	This course provides a strong foundation in Hindi grammar, translation enabling students to communicate effectively, write grammatically correct sentences, and comprehend and analyze texts in Hindi with confidence.
Hours	75 (Lecture/Tutorial – 45, Practicum - 30)
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Acquire a solid understanding of Hindi grammar rules, including sentence structure and essential linguistic nuances, laying the groundwork for accurate and nuanced communication.	Understand	1,3,6,8
2	Develop strong language proficiency, command of Hindi language skills, encompassing speaking, listening, reading, and writing, to effectively communicate in academic and real-world contexts.	Create	1,3,4,6,7,8
3	Expand your Hindi vocabulary with a diverse range of words and expressions, enabling learners to articulate thoughts, ideas, and concepts across various subjects.	Analyze	1,2,3,4,6,8
4	Apply learned language skills in practical scenarios, such as academic discussions, presentations, and everyday conversations, ensuring a seamless integration of Hindi into your daily life.	Apply	1,2,5,6,7,8
5	Apply the grammatical concepts acquired in sentences.	Apply	1,2,3,8

COURSE CONTENT:

Module	Units	Course description	Hrs	CO No.
1				
	1.1	Bhasha aur Vyakaran	1	1,3,4,5
	1.2	Varn Vichar	3	1,2,3,4,5
	1.3	Hindi Ucharan Aur Vartani	3	1,4,5
	1.4	Sandhi	3	1,4,5
	1.5	Shabd Vichar	3	1,3,5
	1.6	Practicum : Activities based on the module	8	1,2,3,4,5

2	2.1	Sagya	3	1,3,4,5
	2.2	Sarvanam	3	1,3,4,5
	2.3	Visheshan	3	1,3,4,5
	2.4	Kriya	3	1,2,3,4,5
	2.5	Kriyaom Mein Roopantar	3	1,3,4,5
	2.6	Practicum	8	1,2,3,4,5
3	3.1	Krudanth	3	1,2,3,4,5
	3.2	Avyay	3	1,3,4,5
	3.3	Shabd Rachana	3	1,3,4,5
	3.4	Vakya Vichar	3	1,3,4,5
	3.5	Practicum		
4	4.1	Anuvad Abhyas 1-10	5	1,2,3,4,5
	4.2	Practicum	7	1,2,3,4,5
5	Teacher-specific course components			

References:

Books

1. Vyavaharik Hindi Vyakaran Avuvad Tatha Rachna - Dr. H. Parameswaran, Radhakrishn Prakashan Pvt.Ltd
2. Hindi Vyakaran -Dr. H. Parameswaran

Websites :

<https://hindigrammar.com/>

Suggested Readings for deep knowledge

1. Adhunik Hindi Vyakaran aur Rachna - Dr. Vasudevnandan Prasad, Bharati Bhavan P&D

DSC – 02

Discipline	Hindi
Semester	II
Type of Course	Discipline Specific Course (DSC)
Course Code	24UHINDSC102
Course Title	Environment in Hindi Literature
Course Level	100-199
Course Summary	This course offers a compelling exploration of dynamic social and environmental shifts through carefully selected stories and poems.
Hours	75 (Lecture/Tutorial – 45, Practicum - 30)
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	identify and analyze literary devices, symbols, and metaphors employed by authors to convey ecological messages.	Understand	1,3,4,5,6
2	assess the unique contribution of Hindi poetry and short stories in expressing environmental consciousness and develop ideas to protect nature.	Create	1,3,4,5,6,7,8
3	Identify recurring motifs, narrative techniques, and characteristics related to environmental storytelling.	Apply	1,2,3,4,6,8
4	analyze essays and non-fiction writings addressing environmental concerns in Hindi literature.	Analyze	1,3,4,5,6
5	evaluate the impact of literary works on raising awareness and inspiring action in the context of environmental issues.	Evaluate	1,2,4,5,7

COURSE CONTENT:

Module	Units	Course description	Hrs	CO No.
1				
	1.1	Introduction to Environmental literature	1	1,3,4
	1.2	Definition and scope of environmental literature.	1	1,3,4,5
	1.3	Key themes and motifs in environmental literature	3	1,2,3,4,5
	1.4	Poem-Gangasnan – Gyanendrapati	3	1,4,5
	1.5	Poem-Boodhi Pruthvi Ka Dukh - Nirmala Putul	3	1,4,5
	1.6	Poem-Paani Ki Prarthana - Kedarnath Singh	3	1,4,5
	1.7	Practicum	8	1,2,3,4,5
2				
	2.1	Poem-Khet Udas Hei - Omprakash Vatmiki	3	1,4,5
	2.2	Poem- In Dinon - Kumvar Narayan	3	1,4,5
	2.3	Poem-Abhi Tak Barish Nahin Hui - Vinod Kumar Shukla	3	1,4,5

	2.4	Poem-Pahad - Ranjana Jayaswal	3	1,4,5
	2.5	Practicum	8	1,2,3,4,5
3				
	3.1	Introduction to Hindi short stories	3	1,4
	3.2	Short Story-Jangal Ka Daah- Swayamprakash	3	1,4,5
	3.3	Short Story-Sukh-Kashinath Singh	3	1,4,5
	3.4	Short Story-Jangal-Chitra Mudgal	3	1,4,5
	3.5	Practicum	7	1,2,3,4,5
4				
	4.1	Short Story - Beej - Mrunal Pandey	4	1,4,5
	4.2	Short Story-Nadi Gaayab Hei- S.R Harnot	3	1,4,5
	4.3	Practicum	7	1,2,3,4,5
5	Teacher-specific course components			

References

Books

1. Gangatat -Gyanendrapati - Kitabghar Prakashan
2. Nagade Ki Tarah Bajte Hein Shabd -Nirmala Putul
3. Paani Ki Prarthana-Kedarnath Singh-Rajkamal Prakashan
4. Bus! Bohut Ho Chuka- Omprakash Vatmiki-Vani Prakashan
5. In Dinon- Kumvar Narayan-Rajkamal Prakashan
6. Sandhan- Swayamprakash-Vani Prakashan
7. Log Bistaroon Par-Kashinath Singh-Rajkamal Prakashan
8. Char Din Ki Jwani Teri-Mrunal Pandey

Websites :

<https://hindisamay.com/content.aspx?id=2>

<https://abhivyakti.life/>

Suggested Readings for deep knowledge

Samkaleen Hindi Sahitya Mein Paryavaran Vimarsh-Dr. A S Sumesh-Aman Prakashan

DSC – 03

Discipline	Hindi
Semester	III/IV
Type of Course	Discipline Specific Course (DSC)
Course Code	24UHINDSC201
Course Title	Fiction and Drama
Course Level	200-299
Course Summary	By exploring the realms of fiction and drama, this course aims to foster critical thinking, literary appreciation, creative expression, and a deeper understanding of human experiences and societal issues reflected in literary narratives.
Hours	75 (Lecture/Tutorial – 45, Practicum - 30)
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	understand literary elements such as plot, character development, setting, themes, and symbolism as they apply to fiction and drama in Hindi literature.	Understand	1,3,4,8
2	Analyze critically and interpret works of fiction and drama, including understanding the socio-cultural contexts, historical background, and literary movements that influenced these works.	Analyze	1,3,4,8
3	Enhance language proficiency in Hindi through reading, writing, and discussing literary texts, which can improve overall communication skills and literary expression.	Create	1,2,3,6,7,8
4	Develop research skills to investigate literary topics, historical contexts, and critical theories related to Hindi fiction and drama, culminating in presentations and scholarly writing.	Apply Evaluate	1,3,6,8
5	Equip students with skills relevant to careers in literature, education, publishing, media, cultural studies, and related fields, preparing them for further academic pursuits or professional endeavors	Analyze Apply	1,2,3,4,7,8

COURSE CONTENT:

Module	Units	Course description	Hrs	CO No.
1	1.1	Novel Upanhar-Kashinath Singh Page no:1-40	8	1,2,3,5
	1.2	Drama Ladayi- Sarveshwar Dayal Saksena Page no: 1-19	4	1,2,3,4
	1.3	Practicum	8	1,2,3,4,5
2				
	2.1	Novel Upanhar-Kashinath Singh	7	1,2,3,5

		Page no: 41- 80		
	2.2	Drama Ladayi- Sarveshwar Dayal Saksena Page no: 20-34	4	1,2,3,4
	2.3	Practicum	8	1,2,3,4,5
3				
	3.1	Novel Upsanhar-Kashinath Singh Page no: 81- 120	7	1,2,3,5
	3.2	Drama Ladayi- Sarveshwar Dayal Saksena Page no: 35-49	4	1,2,3,4
	3.3	Practicum	7	1,2,3,4,5
4				
	4.1	Novel Upsanhar-Kashinath Singh Page no: 121-136	7	1,2,3,5
	4.2	Drama Ladayi- Sarveshwar Dayal Saksena Page no: 50-59	4	1,2,3,4
	4.3	Practicum	7	1,2,3,4,5
5	Teacher-specific course components			

References

Books

1. Upsanhar - Kashinath Sigh,Rajkamal Prakashan
2. Ladayi - Sarveshwar Dayal Saksena,Vani Prakashan

Websites :

<https://www.aajtak.in/literature/review/story/book-review-of-upsanhar-written-by-kashinath-singh-212497-2014-06-17>

Suggested Readings for deep knowledge

1. Beesvin Sadi Ka Hindi Upanyas- Viswanath Prasad Tiwar

DSC – 04

Discipline	Hindi
Semester	III/IV
Type of Course	Discipline Specific Course (DSC)
Course Code	24UHINDSC202
Course Title	Biographical Hindi Films : Study and Analysis
Course Level	200-299
Course Summary	This course provides an in-depth exploration of the portrayal of real-life and historical figures in Hindi cinema and covers the evolution, impact, and significance of biographical films in the context of Indian culture and society.
Hours	75 (Lecture/Tutorial – 45, Practicum - 30)
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Students get an awareness about signature personalities	Understand	4,5,6,8
2	The students identify the proper use of Hindi language	Understand Apply	3,4,5,7,8
3	Students illustrate and understand the Bio- picture	Understand Analyze	1,4,5,8
4	Students evaluate various bio pics and lead a value oriented life	Evaluate Apply	1,4,5,8
5	Create Bio pics of different famous personalities	Analyze Apply	1,2,3,4,5,8

COURSE CONTENT:

Module	Units	Course description	Hrs	CO No.
1	1.1	Hindi Cinema Ka Samany Parichay	3	1,2,3,4
	1.2	Jeevaniparak Hindi Cinema Ki Avadharana	3	1,2,3,4
	1.3	Hindi Cinema - Manjhi: The Mountain Man	3	1,2,3,4
	1.4	Tippani Tadha Patkadha Lekhan	4	1,2,3,4,5
		Practicum	10	1,2,3,4,5
2	2.1	Tippani Tadha Patkadha Lekhan	3	1,2,3,4,5
	2.2	Hindi Cinema - Neerja	3	1,2,3,4
	2.3	Tippani Tadha Patkadha Lekhan	3	1,2,3,4,5
	2.4	Hindi Cinema - M.S Dhoni : The Untold story	2	1,2,3,4
	2.5	Tippani Tadha Patkadha Lekhan	3	1,2,3,4,5

		Practicum	10	1,2,3,4,5
3				
	3.1	Hindi Cinema - Super 30	3	1,2,3,4
	3.2	Tippani Tadha Patkadha Lekhan	3	1,2,3,4,5
	3.3	Hindi Cinema - Shakuntala Devi Human Computer	2	1,2,3,4
	3.4	Tippani Tadha Patkadha Lekhan	3	1,2,3,4,5
	3.5	Jeevaniparak Cinema Ki Takneeki	3	1,2,3,4,5
	3.6	Jeevaniparak cinema Lekhan	4	1,2,3,4,5
		Practicum	10	1,2,3,4,5
5	Teacher-specific course components			

Reference Books :

1. Bharateey Cinema Sidhandh - Dr. Anupam Ojha, Radhakrishna Prakashan 2022
2. Cinema Aur Sanskruti - Dr. Rahi Masoom Raza, Vani Prakashan 2001
3. Patkadha Lekhan : Feature Film - Umesh Rathore , Takshila Prakashan 2017
4. Cinema Takneeki Gyan - Chandan Singh Rathore, Fairy Tale Prakashan 20
5. Hindi Cinema Aur Uska Adhyayan - Dr Aniruddh Kumar Sudhanshu Sri Nataraja Prakashan 2023
6. Hindi Cinema Ek Adhyayan - Rajesh Kumar , Takshila Prakashan 2017

Websites : <https://www.youtube.com/watch?v=bvRhe8QDLVo>

https://www.youtube.com/watch?v=08IdGRF_LVM

DSC – 05

Discipline	Hindi
Semester	V
Type of Course	Discipline Specific Course (DSC)
Course Code	24UHINDSC301
Course Title	Contemporary Hindi Poetry
Course Level	300-399
Course Summary	By immersing students in the vibrant world of contemporary Hindi poetry, this course aims to cultivate a deeper appreciation for poetic expression, critical thinking skills, cultural awareness, and creative engagement with language and literary artistry.
Hours	60 (Lecture/Tutorial – 60)
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	develop advanced proficiency in understanding and interpreting the linguistic nuances of contemporary Hindi poetry and acquire a rich vocabulary specific to poetic expression and thematic exploration.	Understand Apply	1,2,3,8
2	analyze and evaluate the themes, metaphors, and stylistic elements present in contemporary Hindi poetry.	Analyze Evaluate	1,3,4,6,8
3	explore and develop skills in the performance aspect of poetry, including public recitation.	Apply	1,2,3,4,5,6
4	develop collaborative skills through peer learning, group discussions and creative exercises.	Evaluate	1,2,3,7,8
5	incorporate reflection exercises where learners can analyze their own writing and that of their peers.	Create	1,2,3,7,8

COURSE CONTENT:

Module	Units	Course description	Hrs	CO No.
1	1.1	Samkaleen Hindi Kavita Ek Samany Parichay	3	1,2,3
	1.2	Samkaleen Hindi Kavita: Vibhinn Vimarsh	3	1,2,3
	1.3	Dharti – Thri lochan	4	1,2,3,5
	1.4	Agali Galti Ki Shuruat- Kumar Vikal	4	1,2,3,5
	1.5	Eswar Ka Prashn - Leeladhar Jagoodi	3	1,2,3,5
	1.6	Ujala - Uday Prakash	4	1,2,3,5
	1.7	Creative Writing	3	1,2,3,4,5
2	2.1	Is Sthree Se Daro - Katyayani	4	1,2,3,5

	2.2	Tarpan - Anita Varama	3	1,2,3,4,5
	2.3	Kooda Beente Bache –Anamika	3	1,2,3,5
	2.4	Gaanv Ki Aankh - Ekant Sreevastav	4	1,2,3,4
	2.5	Mahamari Ke Daur Mein -Vinod Shahi	3	1,2,3,5
	2.6	Apni Zamen Talashti Bechain Sthree - Nirmala Putul	4	1,2,3,5
	2.7	Creative Writing	3	1,2,4,5
3				
	3.1	Andhera - Jitendra Sreevastav	3	1,2,3,5
	3.2	Aag - Umashankar Chaudhari	3	1,2,3,5
	3.3	Aghoshit Ulgulaan - Anuj Lugun	4	1,2,3,5
	3.4	Creative Writing	2	1,2,3,4,5
5	Teacher-specific course components			

References:

Books

- 1.Kavi ne Kaha - Uday Prakash- Kitabghar Prakashan
- 2.Aghoshit Ulgulan - Anuj Lugun- Rajkamal Prakashan

Journals/magazines/ E -Subscriptions:

Websites :

<http://kavitakosh.org/kk/>

<https://www.hindwi.org/kavita>

Suggested Readings for deep knowledge

- Kavita Ka Vartraman - Ed. Dr . P Ravi - Vani Prakashan
Ikkeesvin Sadi Ki Hindi Kavita -Dr.Ranjana Rajdan , Bharat Bharati

DSC – 06

Discipline	Hindi
Semester	V
Type of Course	Discipline Specific Course (DSC)
Course Code	24UHINDSC302
Course Title	Autobiography in Hindi Literature
Course Level	300-399
Course Summary	By studying autobiographical literature in Hindi, this course aims to deepen students' understanding of personal narratives, cultural expressions, historical contexts, and the complexities of self-representation in literature and society.
Hours	60 (Lecture/Tutorial – 60)
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Understand Autobiographical Genre in Hindi literature.	Understand	1,3,6,8
2	Develop the ability to critically analyze autobiographical texts, including their themes, narrative structures, and linguistic devices.	Analyze	1,3,4,5,8
3	Explore the cultural, social, and historical contexts	Evaluate	1,2,6,7,8
4	Enhance the Language Proficiency in Hindi language	Apply	3,4,7,8
5	create research skills through autobiographies.	Create	1,2,3,6,7,8

COURSE CONTENT:

Module	Units	Course description	Hrs	CO No.
1				
	1.1	Autobiography in Hindi Literature	4	1,2,3,4
	1.2	Raseedi Ticket - Amruta Preetam Page No - 1-30	5	1,2,3,4
	1.3	Joothan - Omprakash Vatmiki Page No - 1-33	5	1,2,3,4
	1.4	Review Writing	4	1,2,4
2				
	2.1	Raseedi Ticket - Amruta Preetam Page No - 31-65	5	1,2,3,4
	2.2	Joothan - Omprakash Vatmiki Page No - 34-80	5	1,2,3,4
	2.3	Review Writing	3	1,2,4
3				
	3.1	Raseedi Ticket - Amruta Preetam Page No - 66-105	5	1,2,3,4
	3.2	Joothan - Omprakash Vatmiki Page No - 81-120	6	1,2,3,4
	3.3	Review Writing	3	1,2,4
4				
	4.1	Raseedi Ticket - Amruta Preetam Page No - 106-144	5	1,2,3,4

	4.2	Joothan - Omprakash Vatmiki Page No 121-164	6	1,2,3,4
	4.3	Review Writing	4	1,2,4
5	Teacher-specific course components			

References:

1. Raseedi Ticket (Part 1) - Amruta Preetam- Penguin Books India
2. Joothan (Part 1) - Omprakash Vatmiki- Radhakrishan Prakashan

6. SYLLABUS FOR DISCIPLINE SPECIFIC ELECTIVE COURSES IN HINDI

DSE – 01

Discipline	Hindi
Semester	V/VI
Type of Course	Discipline Specific Elective Course (DSE)
Course Code	24UHINDSE301
Course Title	History of Hindi Literature
Course Level	300-399
Course Summary	By exploring the history of Hindi literature, this course aims to deepen students' appreciation for the literary achievements, cultural contexts, and socio-political influences that have shaped the diverse and vibrant landscape of Hindi literary expression.
Hours	60 (Lecture/Tutorial – 60)
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Understand the historical evolution of Hindi literature from its origins to contemporary times.	Understand	1,3,6,8
2	Develop the ability to critically analyze Hindi literary texts from various periods, genres, and movements.	Analyze	1,2,3,4,7,8
3	Contextualize Hindi literary works within the broader cultural, social, political, and religious contexts of their time.	Evaluate	1,3,4,7,8
4	Enhance proficiency in Hindi language	Apply	1,3,4,7,8
5	Understand the diversity of themes, styles, and voices within Hindi literature, including regional and thematic variations.	Understand	1,3,6,7,8

COURSE CONTENT:

Module	Units	Course description	Hrs	CO No.
1				
	1.1	Hindi Sahitya : Utpatti aur Vikas	3	1,2,3,5
	1.2	Hindi Sahitya Ke Itihas Ki Parampara	3	1,2,3,5
	1.3	Hindi Sahitya Ka Kalvibhajan Aur Namkaran	4	1,2,3,5
	1.4	Hindi Sahitya Ka Aadikal	5	1,2,3,5
	1.5	Aadikal Ki Kavya Pravrutthiyan Samany Parichay	4	1,2,3,5
2				
	2.1	Bhaktikal	5	1,2,3,5

	2.2	Nirgun evam Sagun Bhakishakha Samany Parichay	3	1,2,3,5
	2.3	Pramukh Krishnabhakt Kavi	3	1,2,3,5
	2.4	Pramukh Rambhakt Kavi	3	1,2,3,5
	2.5	Ritikal	3	1,2,3,5
	2.6	Ritibadh Kavya	2	1,2,3,5
	2.7	Ritimukt Kavya	2	1,2,3,5
	2.8	Ritisidh Kavya	2	1,2,3,5
3	3.1	Adhunik kal	5	1,2,3,4,5
	3.2	Adhunik Hindi Sahitya Ki Pramukh Pravruithyan	4	1,2,3,4,5
	3.3	Adhunik Padhya vidhayem Samany Parichay	3	1,2,3,4,5
	3.4	Adhunik Gadya vidhayem Samany Parichay	3	1,2,3,4,5
	3.5	Premchandothar Hindi Sahitya Ka samany Parichay	3	1,2,3,4,5
4	Teacher-specific course components			

References

1. Hindi Sahitya ka Itihas - Misra Evam Pandey, Bharati Bhavan, Patna
2. Hindi Sahitya ka Samkshipt Itihas- Acharya Shyamsundar Das- Indian Press Ltd-Prayag
3. Hindi Sahitya ka Vygyanik Itihas- Dr. Ganapatichandra Gupt- Lokbharati Prakashan
4. Hindi Sahitya ka Itihas-Dr. Nagendra- Mayur Books

Websites

<https://archive.org/details/historyofhindili00keayrich>

DSE – 02

Discipline	Hindi
Semester	V/VI
Type of Course	Discipline Specific Elective Course (DSE)
Course Code	24UHINDSE302
Course Title	Premchand: The Craftsman of Literature
Course Level	300-399
Course Summary	This course offers an in-depth exploration of the works of Munshi Premchand, one of the most esteemed writers in Hindi literature. Through this course, students will gain a comprehensive understanding of Premchand's literary craftsmanship and his significant contributions to Hindi literature.
Hours	60 (Lecture/Tutorial – 60)
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Recognize and explain the key themes, motifs, and narrative techniques in Premchand's literature	Understand	1,3,4,6,8
2	Conduct detailed textual analyses of Premchand's major novels , short stories and Drama.	Analyze	1,2,3,4,5,6,8
3	Evaluate the social, cultural, and political issues addressed in Premchand's literature.	Evaluate	1,3,4,5,8
4	Develop and defend interpretations of his works through essays and discussions.	Apply	1,3,4,6,8
5	Participate actively in group discussions, presenting well-reasoned insights and analyses in both written and oral formats.	Create	1,2,3,4,7,8

COURSE CONTENT:

Module	Units	Course description	Hrs	CO No.
1	1.1	Premchand : Samanya Parichay	3	1,2,3,4
	1.2	Premchand Ka Rachana Sansar	3	1,2,3,4
	1.3	Short Stories - Boodhi Kaki, Poos Ki Raat, Do Bailon Ki Kadha	8	1,2,5
2	2.1	Video Presentation Of Short Story Kafan	1	1,2,5
	2.2	Review Writing Of Prescribed Short Stories	2	1,2,3,5
	2.3	Upanyasakar Premchand	2	1,2,3
	2.4	Detailed Study of Novel - Nirmala	18	1,2,3,5

	2.5	Review Writing Of Prescribed Novel (Nirmala Ki Samsamayikata)	3	1,2,3,5
	2.6	Video Presentation Of Novel Nirmala	2	1,2,3,5
3				
	3.1	Nibandhkar Premchand	3	1,3,4
	3.2	Essay - Jeevan Mei Sahitya Ka Sthan	4	1,2,4
	3.3	Review Writing Of Prescribed Essay	4	1,2,4,5
	3.4	Premchand Ke Natakon Ka Samany Parichay	3	1,2,3
	3.5	Prepare a drama script based on Premchand's short story.	4	1,2,3,5
4	Teacher-specific course components			

Reference Books :

1. Premchand Vyaktvitva Aur Rachanadrishti - Dayanand Pandey ,1985
2. Nirmala - Premchand 1966
3. Premchand : Adhyayan Ki Nayee Dishayein - Dr. Kamala Kishore Goyanka 1981
4. Premchand Kadha Sahithy Sameeksha Aur Moolyankan - Dr. Dharmadhvaj Tripathi 1992
5. Kuch Vichar- Premchand 1982
6. Premchand Aur Samsamayik Hindi Kadha Sahitya - Dr. Kunvarpal Singh 1984
7. Premchand Aur Bharateey Kisaan - Prof. Rambaksh, Vani Prakashan, Delhi
8. Kisan Samasya Aur Samadhan - Madhav Patel, 2022

DSE – 03

Discipline	Hindi
Semester	V/VI
Type of Course	Discipline Specific Elective Course (DSE)
Course Code	24UHINDSE303
Course Title	Translation and Office Proceedings in Hindi
Course Level	300-399
Course Summary	This course is designed to equip students with the skills and knowledge required for professional translation. It focuses on the theory and practice of translation, the nuances of bilingual communication. In addition, this course also provides the administrative skills required for office management in a Hindi-speaking environment.
Hours	60 (Lecture/Tutorial – 60)
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	In-depth knowledge of translation methodologies and best practices.	Understand	1,3,4,7,8
2	Capability to handle office correspondence, manage documentation, and maintain records in Hindi.	Analyze	2,3,6,7,8
3	Proficiency in Hindi, focusing on the ability to accurately translate various types of texts.	Evaluate	1,3,4,7,8
4	Ability to apply theoretical concepts to practical translation task	Apply	1,3,6,7
5	Knowledge of drafting official letters, memos, and reports.	Understand	1,2,3,6,7

COURSE CONTENT:

Module	Units	Course description	Hrs	CO No.
1	1.1	Anuvad Ka Arth, Swaroop, Vikas	4	1,3,4
	1.2	Anuvad Ki Paribhasha , Prakriya , Visheshatayein	4	1,3,4
	1.3	Paribhashik Sabdavali - Paribhasha , Visheshatayien , Aavashyakta Evam Mahatva	5	1,3,4
	1.4	Paribhashik Shabdavali Ke Vibhinn Prakar , Sankalpana , Paribhashik Shabdavali Nirman Ki Samasyaein	5	1,3,4
2				

	2.1	Anuvad Ke Prakar, Anuvadak Ke Gun	2	1,3,4
	2.2	Computeri Anuvad Tatha Uske Upakaran , Computeri Anuvad Ki Khoobiyen Evam Khamiyan	3	1,2,3,4
	2.3	Translation Passage 1- 5 (Text Book - Anuvad Evam Vyavaharik Patra Vyavahar , Page No 79 - 82)	5	1,3,4
	2.4	Tippan Tatha Alekhan : Ek Parichay	3	2,5
	2.5	Patra Lekhan	3	2,5
	2.6	Sarkari Patra , Ardh Sarkari Patra	3	2,4,5
3	3.1	Anuvad Evam Patrakarita , Samachar , Sameeksha , Khel - Kod , Vanijy Ke Kshetra mein	4	1,3,4
	3.2	Adhisoochana , Press Vigyapti , Paripatra , Vigyapan ,	3	2,5
	3.3	Paribhashik Shabhdavali (Page No 68 - 72)	2	1,3,4
	3.4	Vibhinn Online Platform Lekhan (Hindi Email ,Blog , Column Writing)	3	2,3,4,5
	3.5	Translation Passage 6- 10 (Text Book - Anuvad Evam Vyavaharik Patra Vyavahar , Page No 82 - 86)	5	1,3,4
4	4.1	Karyalay Gyapan , Gyapan	3	2,5
	4.2	Karyalay Adesh ,Adhisoochana	3	2,5
5	Teacher-specific course components			

Reference Books :

1. Anuvad Evam Vyavaharik Patra - Vyavahar - Prof. Vanaja K.V , Govind Prakashan
2. Anuvad Sidhandh Evam Prayog - G. Gopinadhan , Lokbharati Prakashan
3. Karyalay Tippan Alekh Tatha Sahitya Lekhan - G. S.Tandan
4. Pramanik Alekhan Aur Tippan- Prof.Viraj
5. Karyalay Karyavidhi , Patrachar Tatha Anuvad - Rakesh Kaliya
6. Anuvad Kala : Kuch Vichar - A.P.Swernami , S. Chand Aur company Delhi
7. Pryojanmoolak Hindi - Dr.Vinod Godre, Vani Prakashan
8. Praroopan Tatha Tippan Aur Proofgadhan - Dr. Bholanadh Tiwari , vani prakashan
9. Anuvad Sidhandh Aur Vyavahar - Dr. Jayanthi Prasath Noutiyal , Radakrishn Prakashan
10. New Media : Internet Ki Bhashayee Chunautiyaan Va Sambhavanayien , Ed. R.Anuradha , Radakrishn Prakashan

Websites :

https://www.abhivyakti-hindi.org/vigyan_varta/pradyogiki/2003/internet.htm

https://www.abhivyakti-hindi.org/vigyan_varta/pradyogiki/2003/bhartiya.htm

7. SYLLABUS FOR MULTIDISCIPLINARY COURSE IN HINDI

MDC – 01

Discipline	Hindi
Semester	I
Type of Course	Multi Disciplinary Course (MDC)
Course Code	24UHINMDC101
Course Title	Hindi in Day-to-day Life
Course Level	100-199
Course Summary	This course aims to equip students with the language proficiency, cultural awareness, and confidence needed to navigate daily life interactions in Hindi-speaking environments, fostering practical communication skills and a deeper appreciation for Hindi language and culture.
Hours	60 (Lecture/Tutorial – 30, Practicum-30)
Credits	3

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Demonstrate proficiency in spoken and written Hindi.	Understand Create	1,3,6,8
2	Apply linguistic and cultural knowledge in practical scenarios and acquire practical skills for navigating public spaces.	Apply	1,2,3,6,7,8
3	Develop effective interpersonal communication skills for building and maintaining relationships in a Hindi-speaking context.	Create	1,3,4,8
4	Foster an appreciation for the diversity within Hindi-speaking communities, recognizing regional variations and cultural differences.	Evaluate	1,3,4,5,8
5	Consume Hindi media, including movies, music, literature, and online content, enhancing cultural understanding and entertainment experiences.	Understand Analyze Evaluate	1,3,4,5,7,8

COURSE CONTENT:

Module	Units	Course description	Hrs	CO No.
1				
	1.1	Listen to Hindi songs and Identify difficult words, Pronunciation of words, Translation of difficult words into English.	3	4,5
	1.2	Making conversation using words	2	4,5
	1.3	Conversation with Family members	3	2,5
	1.4	Practicum - Role play and Skit	8	1,2,3,4,5

2	2.1	News Paper Reading (Hindi)	2	1,2,5
	2.2	Conversation with Friends	1	1,2,5
	2.3	Re writing Short Story After Listening Audio	2	1,2,5
	2.4	Conversation with servant	1	1,2,5
	2.5	Board , Advertisement , Caption Writing	2	1,2,5
	2.6	Conversation in a restaurant	1	1,2,5
	2.7	Practicum	8	1,2,3,4,5
3	3.1	Numbers from 1-100	2	1,2,5
	3.2	Days and months	1	1,2,5
	3.3	Colors	1	1,2,5
	3.4	Body Parts	1	1,2,5
	3.5	Fruits	1	1,2,5
	3.6	Flowers	1	1,2,5
	3.7	Animals	1	1,2,5
	3.8	Practicum	8	1,2,3,4,5
4	4.1	Blog Writing	2	4,5
	4.2	Poster Making	3	1,2,3
	4.3	Practicum	6	1,2,3,4,5
5	Teacher-specific course components			

References

Books

1. Bolchal Ki Hindi -Susheela Gupta,2010
2. Bhasha Aur Vyavahar -Dr. Brajmohan ,2001
3. Bolchal Ki Hindi Aur Sanchar - Dr. Madhu Dhavan , Vani Prakashan
4. Rachnatmak Lekhan - Prof. Ramesh Gautam ,Bharateey Gyanpeeth Prakashan,2016
5. Samvad Tatha Sanrachana - M G University, Kottayam
6. Bhasha Aur Vyavahar - Brajmohan,2001

Websites

<https://soundcloud.com/thekahaniproject/sets/hindi-short-stories-by-munshi-premchand>

https://wynk.in/music/album/nani-ki-kahaniya-moral-stories-for-kids/sm_886447926406

MDC – 02

Discipline	Hindi
Semester	II
Type of Course	Multi Disciplinary Course (MDC)
Course Code	24UHINMDC102
Course Title	Communicative Hindi through Drama
Course Level	100-199
Course Summary	This course aims to make language learning engaging, interactive, and experiential by integrating drama works that promote effective communication, cultural immersion, creative expression, and linguistic proficiency in Hindi.
Hours	60 (Lecture/Tutorial – 30, Practicum-30)
Credits	3

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Demonstrate improved spoken Hindi language skills through active participation in drama-based activities	Understand Apply	1,3,8
2	Effectively communicate in Hindi through role-playing exercises, scripted scenes, and monologues.	Understand Apply	1,3,8
3	Work effectively in group projects, fostering teamwork and cooperation in the creation and performance of Hindi plays	Create	1,2,3,6,8
4	Enhance adaptability and quick-thinking in real-life conversational scenarios.	Apply	1,2,3,6,8
5	Bridge the gap between academic language learning and practical language use.	Evaluate	1,3,6,8

COURSE CONTENT:

Module	Units	Course description	Hrs	CO No.
1	1.1	Introduction of Hindi dramas	1	1,2
	1.2	Introducing author Mohan Rakesh	1	1,2
	1.3	Aadhe Adhoore	7	1,2
	1.4	Visuals of Aadhe Adhoore	2	1,2,3,4,5
	1.5	Practicum - Create Conversations between the characters of Drama	8	1,2,3,4,5
2	2.1	Aadhe Adhoore	6	1,2
	2.2	Visuals of Aadhe Adhoore	1	1,2,3,4,5
	2.3	Listen the Drama and Re write it into conversation	1	1,2

	2.4	Practicum - Create Conversations between the characters of Drama	8	1,2,3,4,5
3				
	3.1	Aadhe Adhoore	2	1,2
	3.2	Visuals of Aadhe Adhoore	1	1,2
	3.3	Review Writing	1	1,2
	3.4	Practicum - Group Discussion, Debate	8	1,2,3,4,5
4				
	4.1	Aadhe Adhoore	3	1,2
	4.2	Visuals of Aadhe Adhoore	1	1,2
	4.3	Drama demonstration	1	1,2
	4.4	Prepare a drama script	2	1,2,3,4,5
	4.5	Practicum	6	1,2,3,4,5
5	Teacher-specific course components			

References

- 1.Aadhe Adhoore - Mohan Rakesh, Radhakrishn Prakashan
- 2.Bolchal Ki Hindi Aur Sanchar - Dr. Madhu Dhavan , Vani Prakashan
- 3.Rachnatmak Lekhan - Prof. Ramesh Gautam ,Bharateey Gyanpeeth Prakashan,2016
- 4.Bhasha Aur Vyavahar -Dr. Brajmohan ,2001
- 5.Bharateey Hindi Cinema Ki Vikas Yatra - Ed:Dr. Devendranath Singh,Dr. Veerendra Singh Yadav,Raj Publishers, Punjab
- 6.Rangamanch Evam Radio aur Doorsanchar natak ,Dr.Surendra Kumar Sharma,Saraswati Prakashan, Mumbai,2001

Websites

<https://youtu.be/wzfAcgKEESA?si=maUYPBMe89XIl00>

<https://www.hindisamay.com/content/481/1/>

MDC – 03

Discipline	Hindi
Semester	III
Type of Course	Multi Disciplinary Course (MDC)
Course Code	24UHINMDC201
Course Title	Comparative Study of Short Story and Film
Course Level	200-299
Course Summary	This course aims to develop students' skills in comparative analysis, critical thinking, visual literacy, and appreciation for the ways in which narratives evolve and transform across different mediums of storytelling. It encourages interdisciplinary exploration and deeper engagement with both literary and cinematic art forms.
Hours	45 (Lecture/Tutorial – 45)
Credits	3

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	analyze and critically evaluate the choices made by author and filmmaker in storytelling.	An,E	1,2,3,6,8
2	apply adaptation theories and techniques to transform literary work into cinematic narrative.	R,U,A	1,2,3,4,8
3	demonstrate a comprehensive understanding of the narrative elements in short stories and films.	U,An,C	1,2,3,8
4	pursue careers in film production, screenwriting, literary adaptation, film criticism, and media analysis.	An,E,C	1,2,4,5,7,8
5	examine how genres manifest in both literary and cinematic works, exploring conventions and variations in different genres.	U,An,E	1,2,4,5,7,8

COURSE CONTENT:

Module	Units	Course description	Hrs	CO No.
1	1.1	Basic Knowledge about short story Introduction of Short story Mohandas.	2	1
	1.2	Introduction of Author Uday Prakash	1	1
	1.3	Introduction of Short story Mohandas	1	1,5
	1.4	Introducing Hindi Films	2	1,5
	1.5	Introducing other Hindi films based on Hindi Literature	2	1,5
	1.6	Short story Mohandas Page no 1- 20	8	1,4,5
	1.7	Visuals of Film Mohandas	2	1,4,5
2				

	2.1	Short story Mohandas Page no 21- 42	4	1,4,5
	2.2	Visuals of Film Mohandas	2	1,4,5
	2.3	Review writing of Short story	2	1,4,5
3				
	3.1	Short story Mohandas Page no 43-71	7	1,4,5
	3.2	Visuals of Film Mohandas	2	1,4,5
	3.3	Review writing of Short story	1	1,4,5
4				
	4.1	Visuals of Film Mohandas	2	1,4,5
	4.2	Short story Mohandas Page no 72-96	5	1,4,5
	4.3	Review writing of Movie and analyze visuals and text.	2	1,4,5
5	Teacher-specific course components			

References

1. Mohandas(Story) - Udayprakash, Vani Prakashan
2. Bharateey Hindi Cinema Ki Vikas Yatra - Ed:Dr. Devendranath Singh,Dr. Veerendra Singh Yadav,Raj Publishers, Punjab
3. Rangamanch Evam Radio aur Doorsanchar natak ,Dr.Surendra Kumar Sharma,Saraswati Prakashan, Mumbai,2001
4. Media Ki Badalti Bhasaha-Ajaykumar Singh,Lokbharati Prakashan,2012

Websites

Mohandas Hindi Movie

<https://www.aajtak.in/literature/review/story/mohandas-by-uday-prakash-vani-prakashan-book-review-by-vikas-trivedi-286980-2015-01-21>

8. SYLLABUS FOR SKILL ENHANCEMENT COURSES IN HINDI

SEC – 01

Discipline	Hindi
Semester	IV
Type of Course	Sill Enhancement Course (SEC)
Course Code	24UHINGSEC201
Course Title	Learning Hindi through Visual Media
Course Level	200-299
Course Summary	This course aims to make language learning engaging, immersive, and culturally enriching by harnessing the power of visual media to enhance students' Hindi language proficiency, communication skills, cultural competence, and media literacy. It encourages active engagement, collaborative learning, and interdisciplinary exploration through cinematic storytelling and audiovisual experiences.
Hours	45 (Lecture/Tutorial – 45)
Credits	3

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Understanding spoken Hindi as exposure to various accents, intonations, and speech patterns through movies, TV shows, and videos enhances listening skills.	Understand	1,3,8
2	Enriched vocabulary with both common everyday words and specialized terms from various contexts, helping learners communicate effectively in different situations.	Apply	1,3,8
3	Gained cultural insight by understanding the context, traditions, and societal norms depicted in visual media. Exposure to cultural nuances promotes a more profound appreciation and understanding of the Hindi-speaking world.	Analyze	1,2,3,8
4	Development of fluency in spoken Hindi by regularly engaging with visual media. Application of language skills in real-life scenarios, as visual media often portrays everyday situations, dialogues, and interactions. This prepares learners for practical language use in various contexts.	Evaluate	1,2,3,6,8
5	Developed independent learning skills by actively seeking and engaging with visual media content, using various resources to expand knowledge and skills in Hindi.	Create	1,2,3,6,7,8
6	Encouragement of creative expression as learners draw inspiration from short films to create their own dialogues, stories, or responses in Hindi.	Apply	1,3,4,7,8

COURSE CONTENT:

Module	Units	Course description	Hrs	CO No.
1				
	1.1	Introduction to Visual Media	3	1,4
	1.2	Types of visual media	4	1,3,4
	1.3	Role of visual media in daily life	3	1,2,5
	1.4	Advantages and disadvantages of visual media.	3	1,3,4
	1.5	Introduction to Hindi short films	2	1,2,5
	1.6	Baybak- Video & review	3	1,3,4
	1.7	Baybak- discussion & interaction	3	1,3,4
2				
	2.1	Natkhat- Video & review	2	1,2,4,5
	2.2	Natkhat- discussion & interaction	3	1,2,4,5
	2.3	That day after everyday- Video & review	3	1,2,4,5
	2.4	That day after everyday - discussion & interaction	3	1,3,5,6
	2.5	Beyond failing- Video & review	3	1,3,5,6
	2.6	Beyond failing- discussion & interaction	3	1,3,5,6
3				
	3.1	Hichki(Movie) - Video presentation	3	1,3,4
	3.2	Practice - Patkatha Lekhan	4	1,3,5,6
4	Teacher-specific course components			

References:

1. Naye Jansanchar Madhyam aur Hindi - Sudheesh Pachauri,Rajkamal Prakashan,2002
2. Jansanchar Madhyam Aur Vishesh Lekhan-Niranjan Sahay,Lokbharati Prakashan
3. Bharateey Hindi Cinema Ki Vikas Yatra -Ed. Dr. Devendra Nath Sigh,Dr. Veerendra Singh Yadav,Raj Publishers

Websites

<https://www.tv5monde.com/>

<https://ifcinema.institutfrancais.com/fr>

9. SYLLABUS FOR VALUE ADDITION COURSES IN HINDI

VAC – 01

Discipline	Hindi
Semester	III
Type of Course	Value Addition Course (VAC)
Course Code	24UHINVAC201
Course Title	Insights On Hindi Short Stories
Course Level	200-299
Course Summary	This course aims to deepen students' understanding of literary craftsmanship, thematic explorations, cultural nuances, and societal reflections encapsulated in this dynamic genre of Hindi literature. It fosters critical thinking, literary analysis, cultural appreciation, and creative expression through the exploration of diverse narratives and storytelling traditions.
Hours	45 (Lecture/Tutorial – 45)
Credits	3

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	develop a comprehensive understanding of the various discourses present in Hindi short stories	Understand	1,3,8
2	develop critical thinking skills to analyze and evaluate the nuances of different discourses within Hindi short stories.	Analyze	1,2,3,4
3	articulate thoughts and interpretations effectively in both written and spoken forms.	Apply	3,4,5,8
4	acquire knowledge about the historical, social, political, psychological, and contemporary dimensions of Hindi short stories.	Evaluate	1,3,4,5,6
5	enhance writing skills and communication skills through short stories.	Create	1,3,4,6,8

COURSE CONTENT:

Module	Units	Course description	Hrs	CO No.
1	1.1	Short story- Boodhi Kaki- Premchand	6	1,2,5
	1.2	Short story- Jangal ka Dah - Swayam Prakash	6	1,2,5
	1.3	Review writing of Short story	2	1,2,3,5
2	2.1	Short story- Badala- Sachidanand Hirananda Vatsyayan Agey	5	1,2,5
	2.2	Short story- Hari Bindi- Mridula Garg	5	1,2,5
	2.3	Salaam- Om Prakash Vatmiki	6	1,2,5

	2.4	Review writing of Short story	2	1,2,3,5
3				
	3.1	Bel-Patra- Geethanjali Sree	5	1,2,5
	3.2	Ee Murdan ke Gaav- Kusum Ansal	6	12,5
	3.3	Review writing of Short story	2	1,2,3,5
4	Teacher-specific course components			

References

Books

1. Boodi kaaki tatha anya Kahaniyam Premchand- Star publications(Pvt.) Ltd. -New Delhi
2. Kusum Ansal ki lokpriya kahaniyam- Kusum ansal- Prabhath prakashan, New Delhi
3. Swayam Prakash: Sankalith Kahaniyam- Sayam Prakash- National Book Trust- India
4. Sampoorana Hindi Kahaniya : Agey- Rajpal & Sons,
5. Hari Bindi- Mridula Garg - Space Publishing House
6. Salaam- Om Prakash Vatmiki- Radhakrishnan Prakashan, New Delhi

Journals/magazines/ E –Subscriptions

http://gadyakosh.org/gk/%E0%A4%AC%E0%A5%87%E0%A4%B2-%E0%A4%AA%E0%A4%A4%E0%A5%8D%E0%A4%B0/_/_%E0%A4%97%E0%A5%80%E0%A4%A4%E0%A4%BE%E0%A4%82%E0%A4%9C%E0%A4%B2%E0%A4%BF_%E0%A4%B6%E0%A5%8D%E0%A4%B0%E0%A5%80

VAC – 02

Discipline	Hindi
Semester	IV
Type of Course	Value Addition Course (VAC)
Course Code	24UHINVAC202
Course Title	Exploring Moral Values through One Act Plays
Course Level	200-299
Course Summary	This course aims to foster critical thinking, ethical awareness, empathetic understanding, and appreciation for the complexities of moral decision-making in human experiences. It encourages students to engage with ethical issues, analyze diverse perspectives, and reflect on the role of theater in promoting moral inquiry and ethical dialogue.
Hours	45 (Lecture/Tutorial – 45)
Credits	3

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	Increased proficiency in the Hindi language, particularly in the context of literary and dramatic expression. Learners should be able to understand and discuss moral values in Hindi, using appropriate vocabulary, expressions, and idioms.	Understand	1,3,4,6,8
2	Developed ability to critically analyze Hindi one-act plays, identifying moral themes, character motivations, and ethical dilemmas. Learners should be adept at interpreting and extracting meaning from dramatic literature.	Analyze	1,2,4,6,8
3	Developed skills in dramatic interpretation and performance. Learners should be capable of bringing moral narratives to life through expressive readings or small-scale productions, demonstrating effective communication and presentation skills.	Apply	1,2,3,7,8
4	Able to assess character choices, conflicts, and resolutions through the lens of moral development.	Evaluate	1,3,4,6,8
5	Improved critical thinking skills by discussing and debating the ethical dimensions of each play. Learners should be able to analyze multiple perspectives and engage in thoughtful discussions on moral values.	Analyze	

COURSE CONTENT:

Module	Units	Course description	Hrs	CO No.
1				
	1.1	Jaan Se Pyaare- Mamatha Kaliya	6	1,2,3,5
	1.2	Tauliye- Upendra Nath Ashk	7	1,2,3,5

	1.3	Practice -Script writing	3	1,2,3,5
	1.4	Role play	2	1,2,3,4,5
2				
	2.1	Bahu Ki Vida- Vinod Rasthogi	6	1,2,3,5
	2.2	Naya Samaj - Vishnu Prabhakar	6	1,2,3,5
	2.3	Practice -Script writing	2	1,2,3,4,5
3				
	3.1	Mahabharat Ki Ek Saanjh- Bharat Bhooshan Agrawal	6	1,2,3,5
	3.2	Andhom Ka Haathi- Sharath Joshy	5	1,2,4
	3.3	Practice -Script writing	2	1,2,3,4,5
4	Teacher-specific course components			

References :

Books :

1. Ekanki Aur Ekankikar -Ramachandra Mahendra
2. Hindi Ekanki: Swaroop aur Vikas

10. SYLLABUS FOR SIGNATURE COURSES IN HINDI

SIG – 01

Discipline	Hindi
Semester	III/IV
Type of Course	Signature Course (VAC)
Course Code	24UHINSIG201
Course Title	Impact of Globalization: Indian Agriculture and Farmers
Course Level	200-299
Course Summary	This Course provides a comprehensive examination of how global economic policies influence Indian agriculture, exploring the economic, social, and cultural repercussions and also aims to equip students with a thorough understanding of the transformations in agriculture due to globalization and the subsequent impacts on the livelihoods of farmers.
Hours	75 (Lecture/Tutorial – 45, Practicum - 30)
Credits	4

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PO
1	students will grasp the fundamental concepts of globalization and its various dimensions through Hindi.	Understand	1,3,4,5,8
2	Students will analyze the effects of globalization on the income, employment, agricultural costs, profitability, debt, and issues like farmer suicides among Indian farmers.	Analyze Evaluate	1,2,4,6,8
3	they will be capable of identifying and solving real-life problems.	Apply Create	1,2,4,5,6
4	Express their appreciation and admire the emotional values such as sympathy and empathy.	Analyze Apply	4,5,6,8
5	Express special interest in the issues of marginalized communities and will suggest solutions.	Analyze Create	1,2,4,5,6

COURSE CONTENT:

Module	Units	Course description	Hrs	CO No.
1				
	1.1	Bhoomandaleekaran Ke Daur Mein Hindi Sahitya	1	1,2,3
	1.2	Bhoomandaleekaran Evam Bharatiy Kisaan	1	1,2,4,5
	1.3	Hindi Sahitya Evam Kisaan Vimarsh	1	1,2,4,5
	1.4	Shahareekaran Evam Visthapan Ki Samasya	1	1,2,4,5
	1.5	Novel 'Fams'(Non Detailed) - Sanjeev (Page No -9-80)	12	1,2,3,4,5

	1.6	Practicum	10	1,2,3,4,5
2				
	2.1	Nayi Arthik Neetiyan	1	1,2,3
	2.2	Kisanon Ka Jeevan Sangharsh Evam Atmahatyaein	1	1,2,3,5
	2.3	Poem - Gulam Bananewale - Dharmveer Bharti	2	1,2,3,4,5
	2.4	Poem - Azadi Urf Gulami - Gyanendrapati	2	1,2,3,4,5
	2.5	Novel 'Fams'(Non Detailed) - Sanjeev (Page No. 81-150)	10	1,2,3,4,5
	2.6	Practicum	10	1,2,3,4,5
3				
	3.1	Story - Bazar Mein Ramdhan - Kailash Vanvasi	2	1,2,3,4,5
	3.2	Story - Chotta Kisaan - Jayanandan	2	1,2,3,4,5
	3.3	Novel 'Fams'(Non Detailed) - Sanjeev (Page No. 151-257)	9	1,2,3,4,5
	3.4	Practicum	10	1,2,3,4,5
4	Teacher-specific course components			

References :

Books :

1. Fams - Sanjeev, Vani Prakashan, Delhi
2. Gram Sudhar - Sivapoojan Sahay, Anamika Publishers And Distributors
3. Ek Bharateey Gram - Yogesh Atal, National Publishing House, Delhi
4. Bharateey Gramin Samjshastra - A R Desai, Anu: Harikrishn Rawat, Rawat Publications
5. Premchand Aur Bharateey Kisaan - Prof. Rambaksh, Vani Prakashan, Delhi
6. Kisan Samasya Aur Samadhan - Madhav Patel, 2022
7. Swatantryottar Hindi Upanyas aur Gram Chetna, dr. Gyanchandra Gupt, 1974
8. Hindi Upanyas Ek Antaryatra - Ramdarash Misra, 2004