

ST. JOSEPH'S COLLEGE MOOLAMATTOM (AUTONOMOUS)

UNDER GRADUATE PROGRAMMES

SYLLABUS

SJC-UGP

(2025 Admission Onwards)



Faculty: Language And Literature

BoS: Hindi

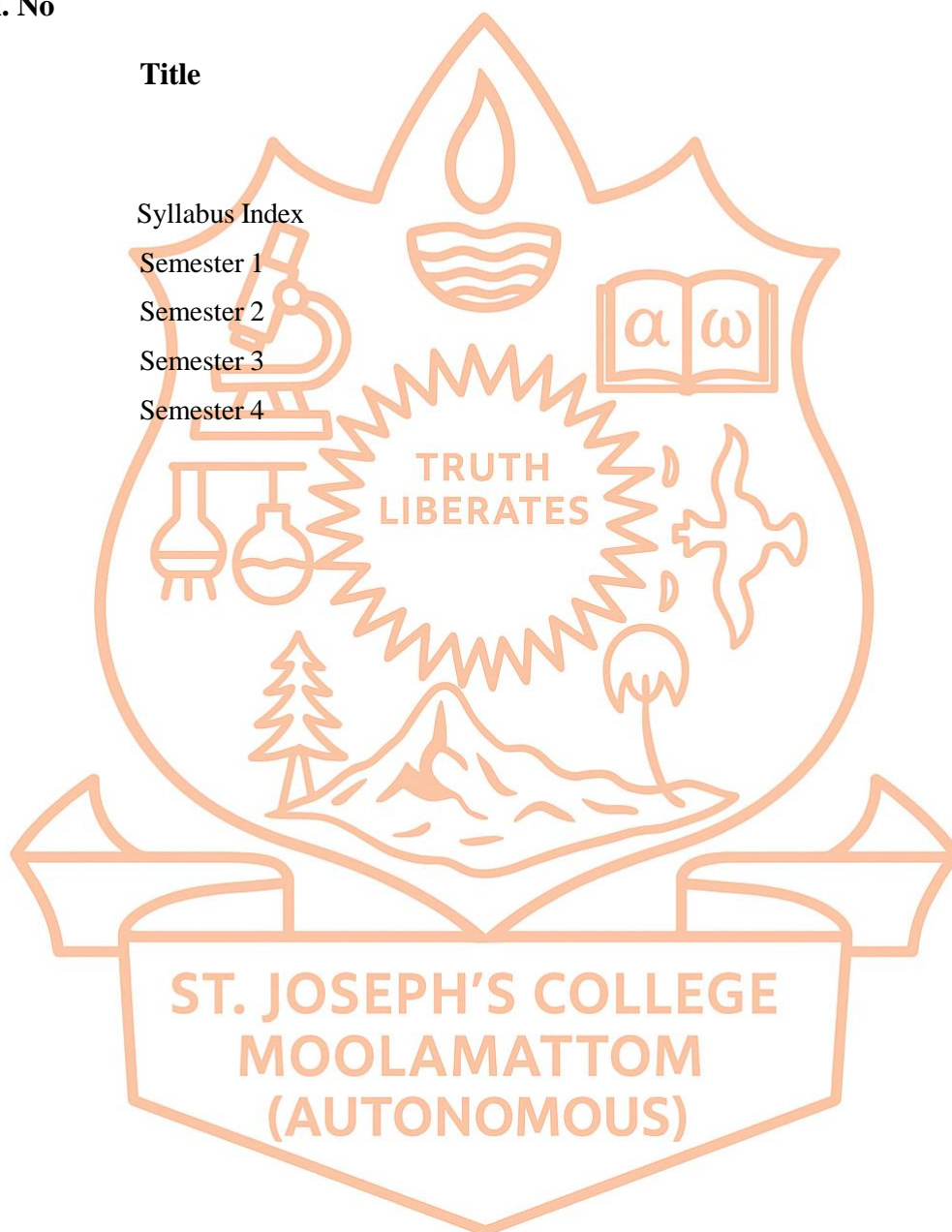
**St. Joseph's College Moolamattom (Autonomous)
Arakulam – 685591, Kerala, India**

Contents

S. I. No

Title

1. Syllabus Index
2. Semester 1
3. Semester 2
4. Semester 3
5. Semester 4



Syllabus Index

Name of the Major: **Hindi**

Semester: 1

| Course Code | Title of the Course | Type of the Course DSC, MDC, SEC etc. | Credit | Hours/ week | Hour Distribution /week | | | |
|---------------|--|--|--------|----------------|----------------------------|---|---|---|
| | | | | | L | T | P | O |
| SJC1MDCHIN100 | प्यारी हिन्दी (Lovely Hindi) | MDC | 3 | 4 | 2 | | 2 | |
| SJC1AECHIN101 | हिन्दी कहानियों में नवमाध्यम (New Media in Hindi Stories – For Humanities) | AEC | 3 | 3 | 3 | | | |
| SJC1AECHIN102 | नाटक तथा संप्रेषण की हिन्दी (Drama And Communicative Hindi – For Commerce) | AEC | 3 | 3 | 3 | | | |
| SJC1AECHIN100 | हिन्दी साहित्य में पर्यावरण (Environment in Hindi Literature – For Science) | AEC | 3 | 3 | 3 | | | |

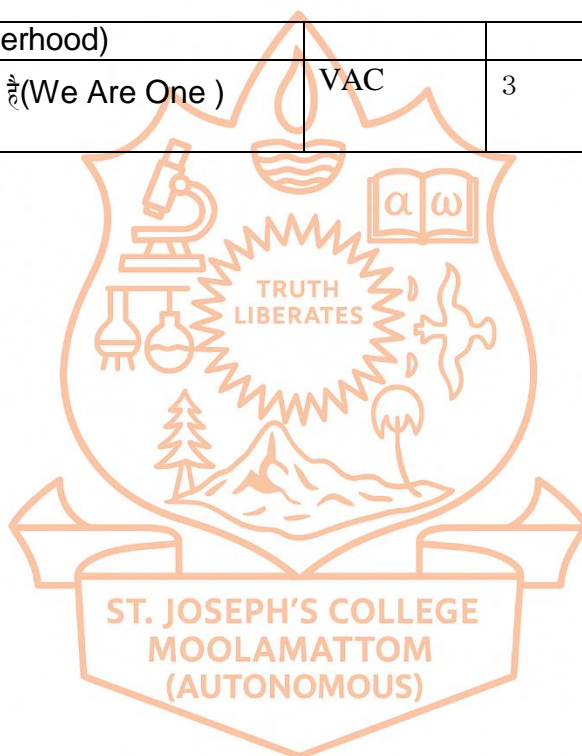
Semester: 2

| Semester: 2 | | | | | | | | |
|---------------|---|--|--------|----------------|----------------------------|---|---|---|
| Course Code | Title of the Course | Type of the Course DSC, MDC, SEC etc. | Credit | Hours/ week | Hour Distribution /week | | | |
| | | | | | L | T | P | O |
| MDC | | | | | | | | |
| SJC2MDCHIN102 | समकालीन हिन्दी सिनिमा में स्त्री (Women in Contemporary Hindi Cinema) | | 3 | 4 | 2 | | 2 | |
| SJC2AECHIN101 | त्योहारों का तालमेल (Harmony of Festivals For -Humanities) | AEC | 3 | 3 | 3 | | | |
| SJC2AECHIN102 | आधुनिक हिन्दी गद्य और अनुवाद (Modern Hindi Prose and Translation – For Commerce) | AEC | 3 | 3 | 3 | | | |
| SJC2AECHIN100 | नया पाठ नया रंग (New Text New Aesthetics – For Science) | AEC | 3 | 3 | 3 | | | |

Semester: 3

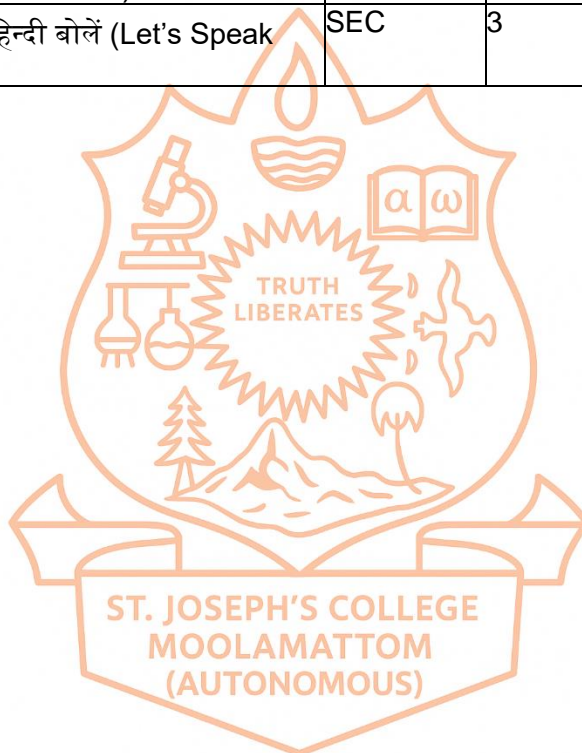
| Course Code | Title of the Course | Type of the Course DSC, MDC, SEC etc. | Credit | Hours/ week | Hour Distribution /week | | | |
|---------------|--|--|--------|-------------|-------------------------|---|---|---|
| | | | | | L | T | P | O |
| SJC3MDCHIN200 | समता , स्वतंत्रता और भाईचारा (Equality ,Freedom and | MDC | 3 | 3 | 3 | | | |

| | | | | | | | | |
|---------------|------------------------|-----|---|---|---|--|--|--|
| | Brotherhood) | | | | | | | |
| SJC3VACHIN200 | हम एक हैं(We Are One) | VAC | 3 | 3 | 3 | | | |

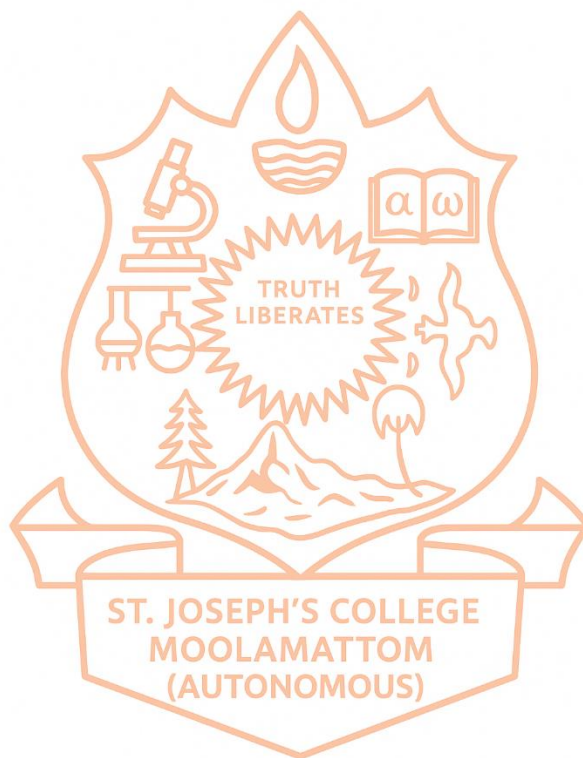


Semester: 4

| Course Code | Title of the Course | Type of the Course DSC, MDC, SEC etc. | Credit | Hours/ week | Hour Distribution /week | | | |
|---------------|--|--|--------|----------------|----------------------------|---|---|---|
| | | | | | L | T | P | O |
| SJC4VACHIN200 | गांधी रहें , शांती रहे (Let Gandhi Live Let Peace Prevail) | VAC | 3 | 3 | 3 | | | |
| SJC4SECHIN200 | आओ, हिन्दी बोलें (Let's Speak Hindi) | SEC | 3 | 3 | 3 | | | |



Semester-I





St. Joseph's College Moolamattom (Autonomous)

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|-------------------------------|--|--------------|---------------|----------------|-------------|
| Programme | | | | | |
| Course Name | प्यारी हिन्दी (Lovely Hindi) | | | | |
| Type of Course | MDC | | | | |
| Course Code | SJC1MDCHIN100 | | | | |
| Course Level | 100-199 | | | | |
| Course Summary | The Course provides basic knowledge in Hindi. Develops the ability to improve their reading, writing and communicative skills. | | | | |
| Semester | 1 | Credits - 3 | | | Total Hours |
| | | Lecture 2 | Tutorial - | Practicum 1 | 60 |
| Pre-requisites, if any | Basic Literacy is needed. The students who are interested to improve their Language skills may join this course. | | | | |

COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|--------|---|--------------------|--------|
| | Upon completion of the course, the student will be able to:- | | |
| 1 | Recall the features of Hindi Language | K | 1,3 |
| 2 | Identify new words in Hindi | K,U | 1,3,4 |
| 3 | Choose, use and write new Hindi words | U,A | 3,4,6 |
| 4 | Create sentences and develop paragraphs. | C | 4,6,8, |
| 5 | Acquire Language skills | U,S | 6,8,10 |

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Content for Classroom transaction (Units)

| Module | Units | Course description | Hrs | CO No. |
|--------|-------|--|-----|-----------|
| | | | 20 | 1,2,3,4,5 |
| 1 | 1.1 | राष्ट्रिय एकता में हिन्दी की भूमिका | 5 | 1,2 |
| | 1.2 | राजभाषा | 5 | 1,2,3 |
| | 1.3 | संपर्क 7 भाषा राजभाषा की विशेषता प्रस्तुत कीजिए (Activity) | 10 | 1,2,3,4,5 |
| | | | 20 | 2,3,4,5 |
| 2 | 2.1 | फल-फूल, तरकारी | 5 | 2,3 |
| | 2.2 | पशु-पक्षी, रंग | 5 | 2,3 |
| | 2.3 | गिनती पशु- पक्षी, रंग – चित्र ; प्रस्तुति (Activity) | 10 | 2,3,4,5 |
| | | | 20 | 2,3,4,5 |
| 3 | 3.1 | बोर्ड एवं विज्ञापन का वाचन | 5 | 2,3,4 |
| | 3.2 | समाचार पत्र वाचन | 5 | 2,3,4 |
| | 3.3 | अनुचेद वाचन कार्यालयों का बोर्ड वाचन(Activity) | 10 | 2,3,4,5 |
| 4 | | Teacher Specific Content | | |

| | |
|---------------------------------------|--|
| Teaching and Learning Approach | Classroom Procedure (Mode of transaction) |
| | <ul style="list-style-type: none"> • Lectures • Interactive discussions • Assignments • Seminar • Visual presentations • Oral presentations • Co-operative Learning |

| Assessment Types | MODE OF ASSESSMENT | | | | | | | | | | | | | | | | | | | |
|-------------------------------------|--|------|---------------|--|------|-----------|------|---------------|--------------|----|---|----|-------------------------------------|----|---|----|--------------------------------|---|---|----|
| | A. Continuous Comprehensive Assessment (CCA)-25 Marks | | | | | | | | | | | | | | | | | | | |
| | <ul style="list-style-type: none">• Class Participation- 5• Quiz – 5• Test – 5• Project – 5• Presentation - 5 | | | | | | | | | | | | | | | | | | | |
| | B.End Semester Evaluation (ESE) – 50 Marks | | | | | | | | | | | | | | | | | | | |
| | <table><tr><th>Type</th><th>Questions</th><th>Mark</th><th>Section Total</th></tr><tr><td>A Part - MCQ</td><td>10</td><td>1</td><td>10</td></tr><tr><td>B Part – Very Short Answer Question</td><td>10</td><td>2</td><td>20</td></tr><tr><td>C Part – Short Answer Question</td><td>4</td><td>5</td><td>20</td></tr></table> | | | | Type | Questions | Mark | Section Total | A Part - MCQ | 10 | 1 | 10 | B Part – Very Short Answer Question | 10 | 2 | 20 | C Part – Short Answer Question | 4 | 5 | 20 |
| Type | Questions | Mark | Section Total | | | | | | | | | | | | | | | | | |
| A Part - MCQ | 10 | 1 | 10 | | | | | | | | | | | | | | | | | |
| B Part – Very Short Answer Question | 10 | 2 | 20 | | | | | | | | | | | | | | | | | |
| C Part – Short Answer Question | 4 | 5 | 20 | | | | | | | | | | | | | | | | | |

References

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- डॉ. आशा मित्तल, २०१०, ३६५६ भाषा व्यवहार
- हरशचंद्र आयास, कैलाशचंद्र आयास, २००१, शिक्षा में शिक्षण के वैश्वीकरण पहलू
- डॉ. मोद तिवारी, २००८, ३६५६ शिक्षण
- गोपाल आसाद मुगल, २०११, आधुनिक ३६५६ आयाकरण एवं रचना
- डॉ. एस. तंकमणी अमा, डॉ. पी. लता, २०१५, संश्लेषण कर ३६५६
- डॉ. संगीता के (सं), २०१६, इतिहास की सद का ३६५६ साहित्य वैवध आयाम
- डॉ. इकबाल अहमद, (सं), २०१५, राजभाषा ३६५६ गत और आण
- कलानाथ शास्त्री, २०१५, मानक ३६५६ का व्यव
- रमेशचंद्र महरोत्रा, २०१५, मानक ३६५६ के शुध आयोग -१
- रमेशचंद्र महरोत्रा, २०१५, मानक ३६५६ के शुध आयोग -२



St. Joseph's College Moolamattom (Autonomous)

| | | | | | |
|-------------------------------|---|---------|----------|-----------|-------------|
| Programme | | | | | |
| Course Name | हिन्दी कहानियों में नव माध्यम (New Media in Hindi Stories) | | | | |
| Type of Course | AEC / HUMANITIES | | | | |
| Course Code | SJC1AECIN101 | | | | |
| Course Level | 100-199 | | | | |
| Course Summary | The 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. Through analysis, discussion and creative practice, students develop the skills to engage critically and creatively with the intersection of language, technology and storytelling in contemporary Hindi Literature. | | | | |
| Semester | 1 | Credits | | | Total Hours |
| Course Details | Learning Approach | Lecture | Tutorial | Practical | |
| | | 3 | - | - | 45 |
| Pre-requisites, if any | A foundational understanding of Hindi language and literature including reading, writing, speaking and comprehension skills. | | | | |

COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No. |
|--|---|--------------------|-------------|
| Upon the completion of the course, the student will be able to: | | | |
| 1 | Recall and classify different types of communication | U | 1,3,4,6 |
| 2 | Recognize the influence of new media in contemporary Hindi Short Stories. | U | 1,3,6 |
| 3 | Verifies, differentiate and discuss about the style and structure of modern Hindi short stories. | S | 1,4,7 |
| 4 | Identifies contemporary digital culture and engage with current social trends | E | 1,3,4,6,8,9 |
| 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 | S | 1,2,3 |

| | | | |
|--|--|----|---------------|
| 6 | Participate in class discussions, share personal perspectives and engage with diverse viewpoints related to modern digital world | Ap | 1,2,4,5,6,8,9 |
| 7 | Develop writing skills, speaking skill and supports to develop creativeness. | S | 7,10 |
| *Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap) | | | |

COURSE CONTENT

Content for Classroom transaction (Units)

| Module | Units | Course description | Hrs | CO No. |
|--------|-------|---|-----|---------------|
| 1 | | | 15 | 1,2,3,4,5,6,7 |
| | 1.1 | नव माध्यम क्या है ? | 4 | 1,2,3 |
| | 1.2 | नव माध्यम के दुःखनया | 4 | 1,2,3 |
| | 1.3 | आयास- नव माध्यम इस्तमाल किए साहित्यिक रचना ओ का संकलन और विश्लेषण | 7 | 1,2,4,5,6,7 |
| 2 | | | 15 | 1,2,3,4,5 |
| | 2.1 | चौथा पाया - संगीता तिवारी | 5 | 1,2,3,4,5 |
| | 2.2 | कौए - गोविन्द पंत राजू | 5 | 1,2,3,4,5 |
| | 2.3 | ऑनलाइन रोमांस - सुषमा मुनींद्र | 5 | 1,2,3,4,5 |
| 3 | | | 15 | 1,2,3,4,5 |
| | 3.1 | उसका लौटना- राजेश बादल | 5 | 1,2,3,4,5 |
| | 3.2 | प्रेत पत्रकारिता - विजय विद्रोही | 5 | 1,2,3,4,5 |
| | 3.3 | टैरकशॉट - संजय नंदन | 5 | 1,2,3,4,5 |

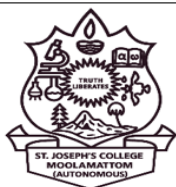
| | | | |
|---|--------------------------|--|--|
| 4 | Teacher specific content | | |
|---|--------------------------|--|--|

| Teaching and Learning Approach | Classroom Procedure (Mode of transaction) <ul style="list-style-type: none">• Lecturing• ICT enabled teaching• Read aloud• Close reading• Reading for vocabulary• Comprehension• Discussions• Language activities• Poster making• Retelling stories | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------|---|------------------|-------------------|------------------|-------|---------------|---|-------------------------------------|----|---|----|---|--|---|---|----|---|--------------------------------------|---|---|----|---|-------------------------|---|---|---|
| Assessment Types | MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) – 25 Marks <ul style="list-style-type: none">1. Oral skills : 5 marks2. Written works : 5 marks3. Power Point Presentation : 5 marks4. Periodic tests :10 marks | | | | | | | | | | | | | | | | | | | | | | | | | |
| | B. End Semester Evaluation (ESE)- 50 marks <table><tr><th>Sl. No.</th><th>Type of Questions</th><th>No. of Questions</th><th>Marks</th><th>Section Total</th></tr><tr><td>1</td><td>Part A Multiple choice questions</td><td>20</td><td>1</td><td>20</td></tr><tr><td>2</td><td>Part B Very short answer type questions</td><td>5</td><td>2</td><td>10</td></tr><tr><td>3</td><td>Part c Descriptive type questions</td><td>3</td><td>5</td><td>15</td></tr><tr><td>4</td><td>Part D Comprehension</td><td>5</td><td>1</td><td>5</td></tr></table> | Sl. No. | Type of Questions | No. of Questions | Marks | Section Total | 1 | Part A Multiple choice questions | 20 | 1 | 20 | 2 | Part B Very short answer type questions | 5 | 2 | 10 | 3 | Part c Descriptive type questions | 3 | 5 | 15 | 4 | Part D Comprehension | 5 | 1 | 5 |
| Sl. No. | Type of Questions | No. of Questions | Marks | Section Total | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Part A Multiple choice questions | 20 | 1 | 20 | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Part B Very short answer type questions | 5 | 2 | 10 | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Part c Descriptive type questions | 3 | 5 | 15 | | | | | | | | | | | | | | | | | | | | | | |
| 4 | Part D Comprehension | 5 | 1 | 5 | | | | | | | | | | | | | | | | | | | | | | |

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- वनीत कुमार -2024- मीडिया का लोकतंत्र

ST. JOSEPH'S COLLEGE
MOOLAMATTOM
(AUTONOMOUS)



St. Joseph's College Moolamattom (Autonomous)

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|-------------------------------|---|---------|----------|-----------|-------------|
| Programme | | | | | |
| Course Name | नाटक तथा संप्रेषण की हिन्दी (Drama and Communicative Hindi) | | | | |
| Type of Course | AEC / COMMERCE | | | | |
| Course Code | SJC1AECHIN102 | | | | |
| Course Level | 100-199 | | | | |
| Course Summary | This course provides a comprehensive framework for studying 'Garibi hatao' by Sarveshwar Dayal Saxena, covering various aspects of drama's themes, plot and legacy. It explores timeless issues and reflect on the complexities of rural life in India. Also, it focuses on developing practical languages skills for effective communication in Hindi at particular places like Bank, railway station, market etc. | | | | |
| Semester | 1 | Credits | | | Total Hours |
| Course Details | Learning Approach | Lecture | Tutorial | Practical | |
| | | 3 | - | - | 45 |
| Pre-requisites, if any | Students should have proficiency in reading and understanding Hindi texts. | | | | |

COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No. |
|--|--|--------------------|---------------|
| Upon the completion of the course, the student will be able to: | | | |
| 1 | Summaries Hindi dramatic literature and playwrights | U | 1,3,9 |
| | Develop communicative skill and develop insights through roleplay. | C | 1,2,3,4,5,6,9 |
| | Support creativity and self-expression. | Ap | 2,3,4,7,8 |
| | Observes similar drama and learn real life skill and social skills | I | |
| | Practice theatrical skills and use them to perform on stage. | A | 2,3,4,5,6,9 |
| | Identifies and justify humanity and get familiarized with reality in human life. | E | 1,2,4,6,7,8 |
| | Use voice as expressive tool for the actor | A | 2,3,4,9,10 |
| | Summarise basic concepts of Hindi grammar to understand translation techniques | U | 3,4,9,10 |

| | | | |
|--|--------------------------------------|----|------------------------|
| 2 | Shows confidence in public speaking. | Ap | 1,2,4,5,6,7,8,9, 10 |
| *Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap) | | | |

COURSE CONTENT

Content for Classroom transaction (Units)

| Module | Units | Course description | Hrs | CO No. |
|--------|-------|--|-----|---------------|
| 1 | | | 10 | 1,3,6 |
| | 1.1 | आधुनिक हिन्दी नाटक साहित्य : एक परिचय | 3 | 1 |
| | 1.2 | लेखक परिचय: सर्वश्रर दयाल सक्सेना | 2 | 1 |
| | 1.3 | अब गरीबी हटाओ नाटक के प्रथम और दूसरे दृश्य का विश्लेषणात्मक अध्यन | 5 | 3,6 |
| 2 | | | 22 | 1,2,3,4,5,6,7 |
| | 2.1 | तीसरे-चौथे पाँचवाँ दृश्य का विश्लेषणात्मक अध्यन | 12 | 1,3,6, |
| | 2.2 | नाटक के अंतिम षष्ठ्य का विश्लेषणात्मक अध्यन तथा स्लकालिन संर्क्ष में नाटक की प्रासन्निकता पर चर्चा | 5 | 2,3,6 |
| | 2.3 | संवाद - योजना चरित्र चित्रण नाटक की रंगमंचीयता | 5 | 2,3,4,5,6,7 |
| 3 | | | 13 | 2,3,8,9 |
| | 3.1 | विभिन्न सामाजिक, व्यावहारिक संदर्भा में सम्पेषण की हिन्दी | 7 | 2,3,8,9 |

| | | | | |
|---|---------------------------------|--|---|---------|
| | 3.2 | बैंक तथा अन्य कार्यालयों में हिन्दी वार्तालाप | 6 | 2,3,8,9 |
| 4 | Teacher specific content | | | |

| Teaching and Learning Approach | Classroom Procedure (Mode of transaction) <ul style="list-style-type: none">• Lecturing• ICT Enabled Teaching• Read Aloud• Perform A Scene• Practice communicative Hindi• Group discussions• Peer group evaluation• Reading for vocabulary• Translating• Language activities• Dialogue writing• Annotating | | | | | | | | | | | | | | | | | | | | |
|--------------------------------|---|------------------|-------------------|------------------|-----------|---------------|-----------|-------------------------------------|----------|---|----|---|--|---|---|----|---|--|---|---|----|
| Assessment Types | MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) – 25 Marks <table><tr><td>1. Oral skills</td><td>: 5 marks</td></tr><tr><td>2. Written works</td><td>: 5 marks</td></tr><tr><td>3. Role play</td><td>: 5 marks</td></tr><tr><td>4. Periodic tests</td><td>:10 mark</td></tr></table> | 1. Oral skills | : 5 marks | 2. Written works | : 5 marks | 3. Role play | : 5 marks | 4. Periodic tests | :10 mark | | | | | | | | | | | | |
| 1. Oral skills | : 5 marks | | | | | | | | | | | | | | | | | | | | |
| 2. Written works | : 5 marks | | | | | | | | | | | | | | | | | | | | |
| 3. Role play | : 5 marks | | | | | | | | | | | | | | | | | | | | |
| 4. Periodic tests | :10 mark | | | | | | | | | | | | | | | | | | | | |
| | B. End Semester Evaluation (ESE)- 50 marks <table><tr><th>Sl. No.</th><th>Type of Questions</th><th>No. of Questions</th><th>Marks</th><th>Section Total</th></tr><tr><td>1</td><td>Part A Multiple choice questions</td><td>20</td><td>1</td><td>20</td></tr><tr><td>2</td><td>Part B Very short answer type questions</td><td>5</td><td>2</td><td>10</td></tr><tr><td>3</td><td>Part C Descriptive type questions & Comprehension</td><td>4</td><td>5</td><td>20</td></tr></table> | Sl. No. | Type of Questions | No. of Questions | Marks | Section Total | 1 | Part A Multiple choice questions | 20 | 1 | 20 | 2 | Part B Very short answer type questions | 5 | 2 | 10 | 3 | Part C Descriptive type questions & Comprehension | 4 | 5 | 20 |
| Sl. No. | Type of Questions | No. of Questions | Marks | Section Total | | | | | | | | | | | | | | | | | |
| 1 | Part A Multiple choice questions | 20 | 1 | 20 | | | | | | | | | | | | | | | | | |
| 2 | Part B Very short answer type questions | 5 | 2 | 10 | | | | | | | | | | | | | | | | | |
| 3 | Part C Descriptive type questions & Comprehension | 4 | 5 | 20 | | | | | | | | | | | | | | | | | |

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13. भोलानाथ 2तवार2 (2008) मानक 3हंद2 का 2ववप ?भात ?काशन, 3दाल2



St. Joseph's College Moolamattom (Autonomous)

| | | | | | |
|-------------------------------|---|---------|----------|-----------|--------|
| Programme | | | | | |
| Course Name | हिन्दी साहित्य में पर्यावरण (Environment in Hindi Literature) | | | | |
| Type of Course | AEC / SCIENCE | | | | |
| Course Code | SJC1AECHIN100 | | | | |
| 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 inter disciplinary 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. | | | | |
| Semester | 1 | Credits | | | 3 |
| Course Details | Learning Approach | Lecture | Tutorial | Practical | Others |
| | | 3 | | - | - |
| Pre-requisites, if any | Students should have basic language proficiency in Hindi. A strong interest in both literature and environmental studies is recommended. | | | | |

COURSE OUTCOMES (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No. |
|--|--|--------------------|-----------------|
| Upon the completion of the course, the student will be able to: | | | |
| 1 | Gain a comprehensive understanding of environmental concepts and issues. | U, A | 1,3,6 |
| 2 | Explain and justifies the significance of Hindi literature engaging with themes and messages | An | 1,2,3,4,6 |
| 3 | Review the portrayal of environmental challenges in different forms of Hindi literature | E | 1,2,3,4,6,9 |
| 4 | Discuss literary narratives that articulate solution to environmental issues | I | 1,2,3,4,5,6,7,8 |
| 5 | Develop reading and writing skills | A | 4,10 |
| 6 | Identify and discuss the problems in the day-to-day life | I | 1,2,3,6,9 |

| | | | |
|--|-------------------------------|--|--|
| | and express ideas to solve it | | |
| *Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap) | | | |

COURSE CONTENT

Content for Classroom transaction (Units)

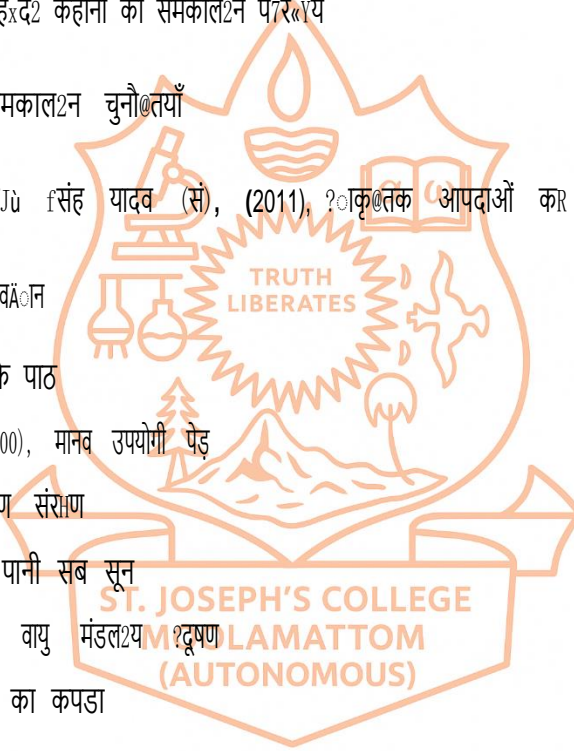
| Module | Units | Course description | Hrs | CO No. |
|--------|-------|---|-----------|-------------|
| 1 | | | 12 | 1,2,5,6 |
| | 1.1 | पर्यावरण से तात्पर्य | 3 | 1 |
| | 1.2 | पर्यावरण प्रदूषण और उसके कारण | 3 | 1 |
| | 1.3 | अभ्यास सुंदर प्रकृति को उजागर करनेवाली पोस्टर बनाएँ, सुरक्षित पर्यावरण के लाल नारे लिखें, अपने मनपसंद पेड़ के बारे में टिप्पणी लिखिए | 6 | 2,5,6 |
| 2 | | | 16 | 1,2,3,4 |
| | 2.1 | आदमी को प्यास लगती है - ग्यनेत्राणि (कविता) | 5 | 1,2,3,4 |
| | 2.2 | आदवासी स्त्रियाँ - निर्मला पुतुल (कवीता) | 5 | 2,3,4 |
| | 2.3 | कविता में चित्रित समस्याओं पर चर्चा, कविता में वर्णित पर्यावरण संबंधी पोस्टर बनाए | 6 | 1,2,3,4 |
| 3 | | | 17 | 1,2,3,4,5,6 |
| | 3.1 | कपिल का पेड़ - राजेश जोशी (कहानी) | 6 | 2,3,4 |
| | 3.2 | इको फ्रेंडली - क्षमा शर्मा (कहानी) | 6 | 2,3,4 |
| | 3.3 | कहानियों में चित्रित समस्याओं पर चर्चा, पर्यावरण से संबंधित कहानियों पर चर्चा | 5 | 1,2,3,4,5,6 |

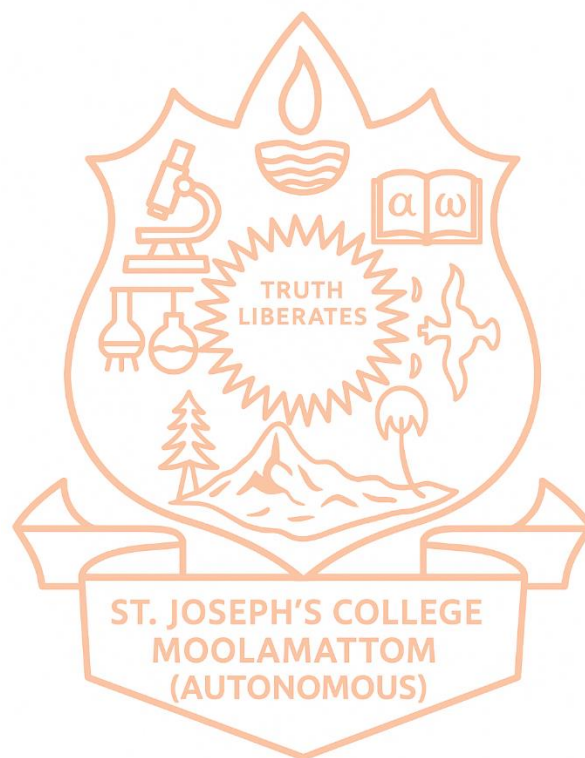
| | | | |
|---|--------------------------|--|--|
| 4 | Teacher specific content | | |
|---|--------------------------|--|--|

| Teaching and Learning Approach | <p>Classroom Procedure (Mode of transaction)</p> <ul style="list-style-type: none">• Lecturing• ICT enabled teaching• Close Reading• Reading for vocabulary• Writing assignments• Poetry recital• Poster making• Group discussions• Paragraph writing• Slogan writing | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------|--|------------------|-------------------|------------------|-----------|---------------|-----------|-------------------------------------|-----------|---|----|---|--|---|---|----|---|--------------------------------------|---|---|----|---|-------------------------|---|---|---|
| Assessment Types | <p>MODE OF ASSESSMENT</p> <p>A. Continuous Comprehensive Assessment (CCA) – 25 Marks</p> <table><tr><td>1. Oral skills</td><td>: 5 marks</td></tr><tr><td>2. Written works</td><td>: 5 marks</td></tr><tr><td>3. Posters</td><td>: 5 marks</td></tr><tr><td>4. Periodic tests</td><td>:10 marks</td></tr></table> | 1. Oral skills | : 5 marks | 2. Written works | : 5 marks | 3. Posters | : 5 marks | 4. Periodic tests | :10 marks | | | | | | | | | | | | | | | | | |
| 1. Oral skills | : 5 marks | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Written works | : 5 marks | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Posters | : 5 marks | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Periodic tests | :10 marks | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p>B. End Semester Evaluation (ESE)- 50 marks</p> <table><tr><th>Sl. No.</th><th>Type of Questions</th><th>No. of Questions</th><th>Marks</th><th>Section Total</th></tr><tr><td>1</td><td>Part A Multiple choice Questions</td><td>20</td><td>1</td><td>20</td></tr><tr><td>2</td><td>Part B Very short answer type Questions</td><td>5</td><td>2</td><td>10</td></tr><tr><td>3</td><td>Part C Descriptive type Questions</td><td>3</td><td>5</td><td>15</td></tr><tr><td>4</td><td>Part D Comprehension</td><td>5</td><td>1</td><td>5</td></tr></table> | Sl. No. | Type of Questions | No. of Questions | Marks | Section Total | 1 | Part A Multiple choice Questions | 20 | 1 | 20 | 2 | Part B Very short answer type Questions | 5 | 2 | 10 | 3 | Part C Descriptive type Questions | 3 | 5 | 15 | 4 | Part D Comprehension | 5 | 1 | 5 |
| Sl. No. | Type of Questions | No. of Questions | Marks | Section Total | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Part A Multiple choice Questions | 20 | 1 | 20 | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Part B Very short answer type Questions | 5 | 2 | 10 | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Part C Descriptive type Questions | 3 | 5 | 15 | | | | | | | | | | | | | | | | | | | | | | |
| 4 | Part D Comprehension | 5 | 1 | 5 | | | | | | | | | | | | | | | | | | | | | | |


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SEMESTER II

| | |
|---|--|
|  | St. Joseph's College Moolamattom (Autonomous) |
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| | | | | | |
|-------------------------------|---|-----------|----------|-----------|-------------|
| Programme | | | | | |
| Course Name | समकालीन हिन्दी सिनेमा में स्त्री (Women in Contemporary Hindi Cinema) | | | | |
| Type of Course | MDC | | | | |
| Course Code | SJC2MDCHIN102 | | | | |
| Course Level | 100-199 | | | | |
| Course Summary | This course enables the students to become aware of various aspects of womanhood. It motivates the students to be self-reliant. | | | | |
| Semester | 2 | Credits-3 | | | Total Hours |
| Course Details | Learning Approach | Lecture | Tutorial | Practicum | |
| | | 2 | | 1 | 60 |
| Pre-requisites, if any | Basic Literacy is needed. Students who are interested in watching Hindi movies, music, news and improve their Language skills may join. | | | | |

COURSE OUTCOME (CO)

| CO No. | Expected Course Outcome | Learning Domains* | PO No |
|---|--|-------------------|--------|
| | Upon completion of this course, the student will be able to:- | | |
| 1 | Identify various women issues in films | K,U | 1,3 |
| 2 | Explore Hindi language | A | 3,4,6 |
| 3 | Analyze Gender equity in their life and try to be empowered | An | 4,6,8 |
| 4 | Evaluate media and need of media literacy | E | 6,8,10 |
| 5 | Acquire Language skills | S | 6,8,10 |
| *Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap) | | | |

COURSE CONTENT

Content for Classroom transaction (Units)

| Module | Units | Course Description | Hrs | CO No. |
|--------|-------|---|-----|-----------|
| | | | 20 | 1,2,4,5 |
| 1 | 1.1 | सिनेमा की अवधारणा | 5 | 1,2 |
| | 1.2 | हिंदी सिनेमा : सामान्य परिचय | 5 | 1,2,4 |
| | 1.3 | हिंदी के कुछ प्रमुख फिल्म मुख्य समस्याएँ (Activity) | 10 | 1,2,4,5 |
| | | | 20 | 1,2,3,4,5 |
| 2 | 2.1 | स्त्री की विभिन्न भूमिका | 5 | 1,2,3 |
| | 2.2 | स्त्री केंद्रित हिंदी सिनेमा | 5 | 1,2,3 |
| | 2.3 | हिंदी सिनेमा में प्रस्तुत स्त्री की मुख्य समस्याएँ प्रस्तुति (Activity) | 10 | 1,2,3,4,5 |
| 3 | | | 20 | 1,2,3,4,5 |
| | 3.1 | इंग्लिश विंग्लिश | 5 | 1,2,3,4 |
| | 3.2 | थप्पड़ | 5 | 1,2,3,4 |
| | 3.3 | पिंक प्रस्तुति (Activity) | 10 | 1,2,3,4,5 |
| 4 | | Teacher Specific Content | | |

| Teaching and Learning Approach | Classroom Procedure (Mode of transaction) <ul style="list-style-type: none">• Lectures• Interactive discussions• Assignments• Seminar• Visual presentations• Oral presentations• Co-operative Learning | | | | | | | | | | | | |
|---------------------------------------|--|------|---------------|------|---------------|--------------|----|---|----|-----------------------------------|----|---|----|
| Assessment Types | MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) – 25 Marks <ul style="list-style-type: none">• Class Participation-5• Quiz-5• Test-5• Project-5• Presentation - 5 | | | | | | | | | | | | |
| | B. End Semester Evaluation (ESE) - 50 Marks <table><tr><th>Type</th><th>Questions</th><th>Mark</th><th>Section Total</th></tr><tr><td>A Part – MCQ</td><td>20</td><td>1</td><td>20</td></tr><tr><td>B Part Very Short Answer Question</td><td>15</td><td>2</td><td>30</td></tr></table> | Type | Questions | Mark | Section Total | A Part – MCQ | 20 | 1 | 20 | B Part Very Short Answer Question | 15 | 2 | 30 |
| Type | Questions | Mark | Section Total | | | | | | | | | | |
| A Part – MCQ | 20 | 1 | 20 | | | | | | | | | | |
| B Part Very Short Answer Question | 15 | 2 | 30 | | | | | | | | | | |

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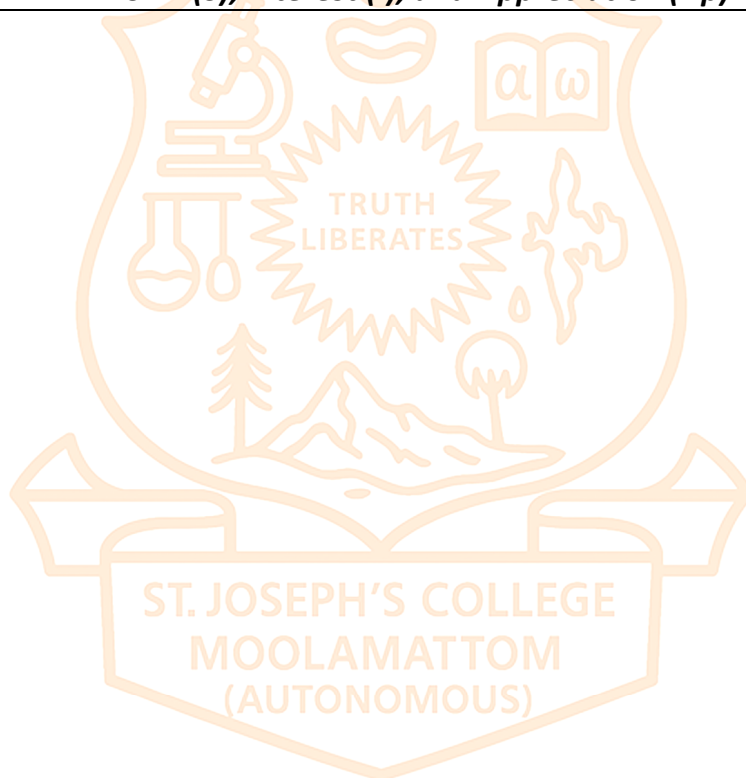


St. Joseph's College Moolamattom (Autonomous)

| | | | | | |
|-------------------------------|---|---------|----------|-----------|--------|
| Programme | | | | | |
| Course Name | त्योहारों का तालमेल (Harmony of Festivals) | | | | |
| Type of Course | AEC/HUMANITIES | | | | |
| Course Code | SJC2AECHIN101 | | | | |
| Course Level | 100-199 | | | | |
| Course Summary | This course delves into the significance of festivals across cultures, focusing on the rich narratives, essays and poems that celebrate these occasions. Students will understand their culture, social and historical importance. The course will focus on improving their reading skill, narrative skill, learning to engage with and interpret narratives that revolve around festive themes. Overall, 'Harmony of Festivals' offers a comprehensive exploration of festivals through diverse mediums, fostering a deeper understanding and appreciation of the culture, emotional, and artistic dimensions of celebratory traditions. | | | | |
| Semester | 2 | Credits | | | 3 |
| Course Details | Learning Approach | Lecture | Tutorial | Practicum | Others |
| | | 3 | - | - | - |
| Pre-requisites, if any | Students should have proficient reading and writing skills in the Hindi language to effectively engage with the course materials. Students should have a genuine interest in learning about festivals and exploring their cultural, social and artistic dimensions through narratives, songs and films. | | | | |

COURSE OUTCOME (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|--|--|--------------------|--------------|
| 1 | Recall their knowledge in festivals and cultural traditions | K | 1,3,6,7,8,10 |
| 2 | Gain knowledge on the key aspects of cultural diversity | E | 1,3,4,6,7,8 |
| 3 | Assess the cultural significance and impact of festivals on communities | An | 1,4,5,6,10 |
| 4 | Develop effective communication skill | A | 1,3,4,6,7,8 |
| 5 | Appraise the cultural, social and historical importance of festivals and different cultures showcased in Hindi films and songs | E | 1,2,3,4,5,10 |
| <i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)</i> | | | |



COURSE CONTENT

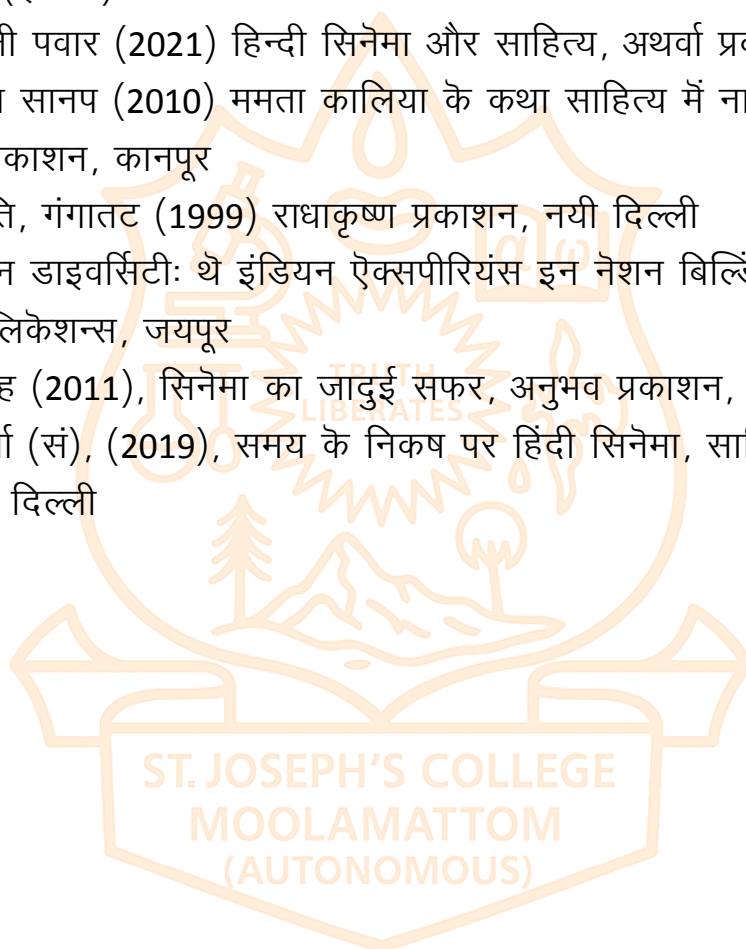
Content for Classroom transaction (Units)

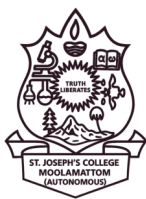
| Module | Units | Course Description | Hrs | CO No. |
|--------|-------|--|-----------|------------|
| | | | 17 | 1,2 |
| 1 | 1.1 | भारत के त्योहार (परिचय) | 5 | 1 |
| | 1.2 | भारतीय संस्कृति (निबंध) डॉ.राजेन्द्र प्रसाद | 6 | 2 |
| | 1.3 | होली और ओणम – डॉ.एन.ई.विश्वनाथ अय्यर | 6 | 2 |
| | | | 10 | 3 |
| 2 | 2.1 | दीपावली की रात – ज्ञानेंद्रपति (कविता) | 4 | 3 |
| | 2.2 | करवा का व्रत (कहानी) यशपाल | 6 | 3 |
| | 2.3 | अभ्यास – कविता वाचन प्रशिक्षण, कथा वाचन कौशल, संस्मरण लेखन, पत्र लेखन, चर्चा | 6 | 4,6,7,8 |
| 3 | | | 18 | 1,4,5 |
| | 3.1 | हिन्दी फिल्मों और गीतों में त्योहार और संस्कृति (परिचय) | 3 | 1 |
| | 3.2 | बदरीनाथ की दुलहनिया (2017) निर्देशन: शशांक खेतान | 5 | 4,5 |
| | 3.3 | गोलियों की रासलीला रामलीला (2013) निर्देशन: अयान मुखर्जी | 5 | 4,5 |
| | 3.4 | ये जवानी है दीवानी (2013) निर्देशन : संजय लीला भंसाली | 5 | 4,5 |
| 4 | | Teacher Specific Content | | |

| Teaching and Learning Approach | Classroom Procedure (Mode of transaction) <ul style="list-style-type: none">• Lecturing• ICT enabled teaching• Close Reading• Reading for vocabulary• Writing assignments• Poetry recital• Poster making• Group discussions• Paragraph writing• Collection of films related to festivals of India• Collection of film songs related to festivals of India• Discussions• Exhibition of pictures related to festivals | | | | | | | | | | | | | | | | | | | | |
|--------------------------------|--|------------------|-------------------|------------------|-------|---------------|---|-------------------------------------|----|---|----|---|--|--------------|---|----|---|--------------------------------------|------------|---|----|
| Assessment Types | MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) – 25 Marks <div><div>1. Oral skills</div><div>: 5 marks</div></div> <div><div>2. Written works</div><div>: 5 marks</div></div> <div><div>3. Photo album</div><div>with Descriptions : 5 marks</div></div> <div><div>4. Periodic tests</div><div>: 10 marks</div></div> | | | | | | | | | | | | | | | | | | | | |
| | B. End Semester Evaluation (ESE)-50 marks <table><tr><th>Sl.No.</th><th>Type of Questions</th><th>No. of Questions</th><th>Marks</th><th>Section Total</th></tr><tr><td>1</td><td>Part A Multiple choice questions</td><td>10</td><td>1</td><td>10</td></tr><tr><td>2</td><td>Part B Very short answer type questions</td><td>10 out of 13</td><td>2</td><td>20</td></tr><tr><td>3</td><td>Part C Descriptive type questions</td><td>4 out of 7</td><td>5</td><td>20</td></tr></table> | Sl.No. | Type of Questions | No. of Questions | Marks | Section Total | 1 | Part A Multiple choice questions | 10 | 1 | 10 | 2 | Part B Very short answer type questions | 10 out of 13 | 2 | 20 | 3 | Part C Descriptive type questions | 4 out of 7 | 5 | 20 |
| Sl.No. | Type of Questions | No. of Questions | Marks | Section Total | | | | | | | | | | | | | | | | | |
| 1 | Part A Multiple choice questions | 10 | 1 | 10 | | | | | | | | | | | | | | | | | |
| 2 | Part B Very short answer type questions | 10 out of 13 | 2 | 20 | | | | | | | | | | | | | | | | | |
| 3 | Part C Descriptive type questions | 4 out of 7 | 5 | 20 | | | | | | | | | | | | | | | | | |

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3. विनोद दास (2012) भारतीय सिनेमा का अंतःकरण मेंधा बुक्स प्रकाशन, दिल्ली
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5. डॉ. रोशनी पवार (2021) हिन्दी सिनेमा और साहित्य, अथर्वा प्रकाशन
6. डॉ. स्थाम सानप (2010) ममता कालिया के कथा साहित्य में नारी चेतना, विकास प्रकाशन, कानपूर
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St. Joseph's College Moolamattom (Autonomous)

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|-------------------------------|--|---------|----------|-----------|--------|-------------|
| Programme | | | | | | |
| Course Name | आधुनिक हिंदी गद्य और अनुवाद (Modern Hindi Prose and Translation) | | | | | |
| Type of Course | AEC/COMMERCE | | | | | |
| Course Code | SJC2AECHIN102 | | | | | |
| Course Level | 100-199 | | | | | |
| Course Summary | This course is designed to immerse students in the richness of the Hindi language and literature, emphasizing expressive writing in various genres. It also provides practical training in translation skills. Throughout the course, students will develop language proficiency, cultural sensitivity, and creative expression. This course explores various socio cultural, political and philosophical issues prevalent in Modern Hindi literature. | | | | | |
| Semester | 2 | Credits | | | 3 | Total Hours |
| Course Details | Learning Approach | Lecture | Tutorial | Practicum | Others | |
| | | 3 | - | - | - | 45 |
| Pre-requisites, if any | Students should have basic language proficiency in Hindi and English. | | | | | |

COURSE OUTCOME (CO)

| CO No. | Expected Course Outcome | Learning Domains * | PO No |
|--|---|--------------------|-----------------|
| 1 | Highlight modern Hindi Prose, Literature. | K | 3,6,7,9,10 |
| 2 | Review the impact of social and cultural transformations on communities. | E | 1,3,4,6,7,8 |
| 3 | Assess human values and Social inequalities. | An | 1,3,4,6,7,8 |
| 4 | Analyse the travelogue to understand how personal experience, and historical context shape narratives | E | 1,3,4,6,7,8,9 |
| 5 | Enhance communication skills and support language learning | AP | 1,2,3,4,5, 9,10 |
| *Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Skill (S) | | | |

COURSE CONTENT

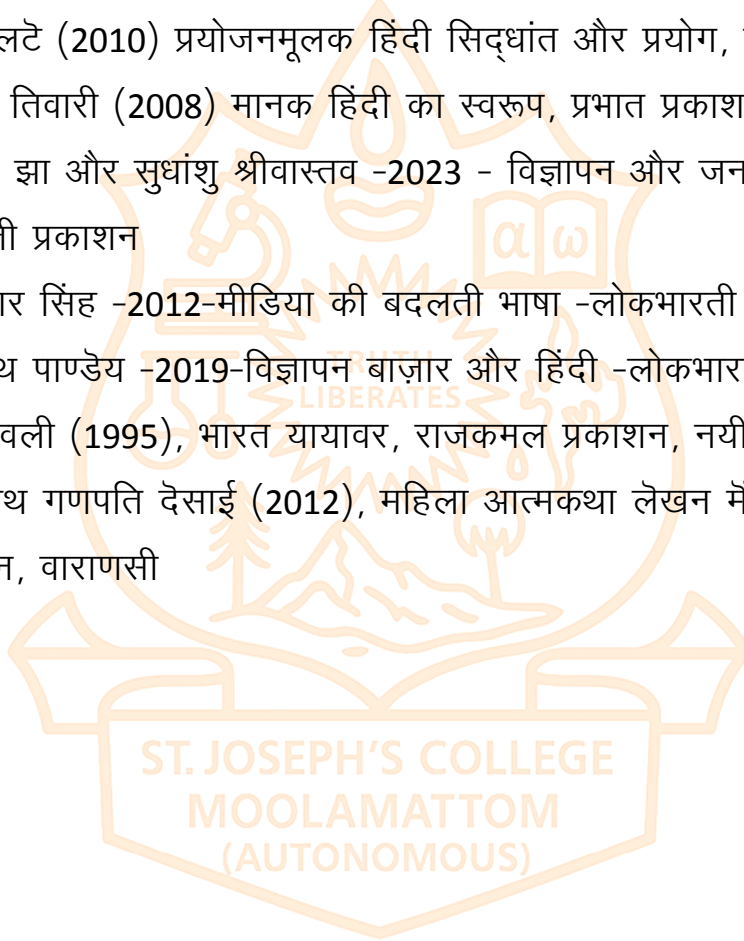
Content for Classroom transaction (Units)

| Module | Units | Course Description | Hrs | CO No. |
|--------|-------|---|-----|--------|
| | | | 15 | 1,2,3 |
| 1 | 1.1 | महानगर और मॉल-शर्मीला बोहरा जालान (निबंध) | 5 | 1,2 |
| | 1.2 | ठंडी रजाई - सुकेश साहनी (लघु कथा) | 3 | 1,3 |
| | 1.3 | शिकंजे का दर्द -सुशीला टाकभौरे (आत्मकथांश) | 7 | 1,3 |
| | | | 15 | 1,2,4 |
| 2 | 2.1 | जुलूस रुका है — विवेकी राय (रिपोर्ताज) | 4 | 1,2 |
| | 2.2 | उस गली में मेरे पैरों के निशां कैसे है - असगर वज़ाहत (यात्रा संस्मरण) | 7 | 1,4 |
| 3 | | | 15 | 5 |
| | 3.1 | शब्द अनुवाद | 3 | 5 |
| | 3.2 | वाक्य अनुवाद | 4 | 5 |
| | 3.3 | अनुच्छेद अनुवाद | 6 | 5 |
| | 3.4 | लिप्यंतरण | 2 | 5 |
| 4 | | Teacher Specific Content | | |

| Teaching and Learning Approach | Classroom Procedure (Mode of transaction) <ul style="list-style-type: none">• Lecturing• ICT enabled teaching• Read aloud• Close Reading• Reading for vocabulary• Comprehension• Discussions• Translation• Transliteration• Language activities• Report writing• Dialogue writing• Writing news headlines in both Hindi and English | | | | | | | | | | | | | | | | | | | | |
|--------------------------------|---|------------------|-------------------|------------------|-------|---------------|---|-------------------------------------|----|---|----|---|--|---|---|----|---|--------------------------------------|---|---|----|
| Assessment Types | MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) – 25 Marks <ul style="list-style-type: none">• Oral skills : 5 marks• Written works : 5 marks• Record book (Translations & Reports) : 5 marks• Periodic tests : 10 marks | | | | | | | | | | | | | | | | | | | | |
| | B. End Semester Evaluation (ESE)-50 marks <table><tr><th>Sl.No.</th><th>Type of Questions</th><th>No. of Questions</th><th>Marks</th><th>Section Total</th></tr><tr><td>1</td><td>Part A Multiple choice questions</td><td>20</td><td>1</td><td>20</td></tr><tr><td>2</td><td>Part B Very short answer type questions</td><td>5</td><td>2</td><td>10</td></tr><tr><td>3</td><td>Part C Descriptive type questions</td><td>4</td><td>5</td><td>20</td></tr></table> | Sl.No. | Type of Questions | No. of Questions | Marks | Section Total | 1 | Part A Multiple choice questions | 20 | 1 | 20 | 2 | Part B Very short answer type questions | 5 | 2 | 10 | 3 | Part C Descriptive type questions | 4 | 5 | 20 |
| Sl.No. | Type of Questions | No. of Questions | Marks | Section Total | | | | | | | | | | | | | | | | | |
| 1 | Part A Multiple choice questions | 20 | 1 | 20 | | | | | | | | | | | | | | | | | |
| 2 | Part B Very short answer type questions | 5 | 2 | 10 | | | | | | | | | | | | | | | | | |
| 3 | Part C Descriptive type questions | 4 | 5 | 20 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

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2. डॉ. भोलानाथ तिवारी (2001) भाषा विज्ञान, किताब महल, इलाहाबाद
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St. Joseph's College Moolamattom (Autonomous)

| | | | | | |
|-------------------------------|---|---------|----------|-----------|--------|
| Programme | | | | | |
| Course Name | नया पाठ नया रंग (New Text New Aesthetics) | | | | |
| Type of Course | AEC/SCIENCE | | | | |
| Course Code | SJC2AECHIN100 | | | | |
| Course Level | 100-199 | | | | |
| Course Summary | This course aims to inspire the students to think critically about their own experiences and the societal influences that mold their perspectives and relationships | | | | |
| Semester | 2 | Credits | | | 3 |
| Course Details | Learning Approach | Lecture | Tutorial | Practicum | Others |
| | | 3 | - | - | - |
| Pre-requisites, if any | A foundational understanding of Hindi language and literature including reading writing, speaking and comprehension skills | | | | |

COURSE OUTCOME (CO)

| CO No. | Expected Course Outcome | Learning Domains* | PO No |
|---|--|-------------------|--------------------|
| 1 | Identify transgender writers in the Hindi literature. | K | 1,2,3,4,6,8,10 |
| 2 | Understand the contributions of transgender writers in Hindi literature. | U | 1,2,3,4,6,8,10 |
| 3 | Identify and understand the contributions of the writer Neeraja Madhav. | U | 1,3,4,6,7 |
| 4 | Assess the struggle and issues, a transgender as well as a woman go through in their life and discuss. | E | 1,2,3,4,6,7,8,9,10 |
| 5 | Develop Communication skills. | A | 1,3,4,5,6,7,8,9 |
| *Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap) | | | |

COURSE CONTENT

Content for Classroom transaction (Units)

| Module | Units | Course Description | Hrs | CO No. |
|--------|-------|--|-----|--------|
| | | | 15 | 1,2 |
| 1 | 1.1 | ट्रांसजेंडर, प्रमुख ट्रांसजेंडर हस्तियाँ | 7 | 1 |
| | 1.2 | समकालीन हिंदी उपन्यासों में ट्रांसजेंडर: एक परिचय | 8 | 2 |
| 2 | | | 10 | 1,3 |
| | 2.1 | लेखक परिचय-नीरजा माधव | 6 | 1,3 |
| | 2.2 | ‘यमदीप’ शीर्षक की प्रतीकात्मकता | 4 | 3 |
| 3 | | | 20 | 4,5 |
| | 3.1 | ‘यमदीप’ उपन्यास: एक अध्ययन | 15 | 4 |
| | 3.2 | उपन्यास में आए पात्रों का चरित्र चित्रण संवाद योजना ट्रांसजेंडरों की समस्याओं पर पर्चा | 5 | 4,5 |
| 4 | | Teacher Specific Content | | |


| | |
|---------------------------------------|---|
| Teaching and Learning Approach | Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> • Lecturing • ICT enabled teaching • Read aloud • Close reading • Reading for vocabulary • Comprehension • Discussions • Language activities • Poster making • Writing assignment |
| Assessment Types | MODE OF ASSESSMENT <p>A. Continuous Comprehensive Assessment (CCA) – 25 Marks</p> <ol style="list-style-type: none"> 1. Oral skills : 5 marks 2. Written works : 5 marks 3. Debate/Seminar : 5 marks 4. Periodic tests : 10 marks |

| B. End Semester Evaluation (ESE)-50 marks | | | | | |
|--|--|---------------------------------|-------|---------------|--|
| Sl.No. | Type of Questions | No. of Questions to be answered | Marks | Section Total | |
| 1 | Part A Multiple choice questions | 10 out of 10 | 1 | 10 | |
| 2 | Part B Very short answer type questions | 10 out of 13 | 2 | 20 | |
| 3 | Part C Descriptive type questions | 4 out of 7 | 5 | 20 | |

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SEMESTER III

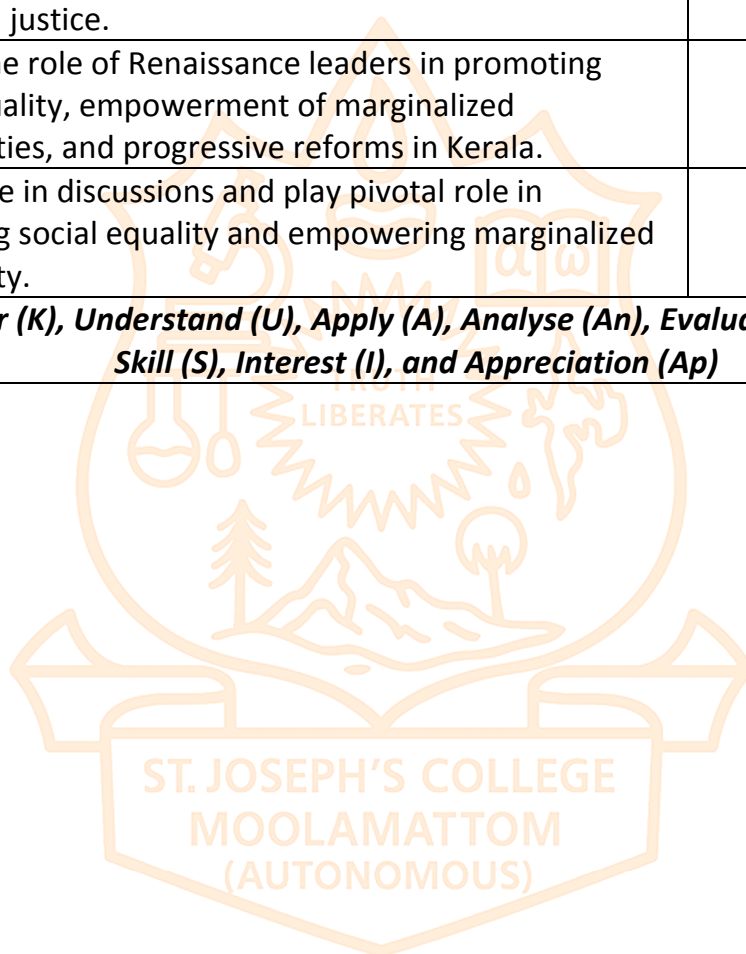
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|  | St. Joseph's College Moolamattom (Autonomous) |
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| | | | | | | |
|-------------------------------|--|---------|----------|-----------|--------|-------|
| Programme | | | | | | |
| Course Name | समता, स्वतंत्रता और भाईचारा (Equality, Freedom and Brotherhood) | | | | | |
| Type of Course | MDC | | | | | |
| Course Code | SJC3MDCHIN200 | | | | | |
| Course Level | 200-299 | | | | | |
| Course Summary | This course explores the social, cultural, and philosophical revival initiated by Sree Narayana Guru in Kerala, India. It delves into the life, teachings, and contributions of Sree Narayana Guru towards social reform, education, and spiritual enlightenment. Students also understand values through the renaissance heroes of Kerala and get inspired. | | | | | |
| Semester | 2 | Credits | | | 3 | Total |
| Course Details | Learning Approach | Lecture | Tutorial | Practicum | Others | Hours |
| | | 3 | - | - | - | 45 |
| Pre-requisites, if any | Proficiency in Reading, Writing. Basic understanding of Kerala culture and history | | | | | |

ST. JOSEPH'S COLLEGE
MOOLAMATTOM
(AUTONOMOUS)

COURSE OUTCOME (CO)

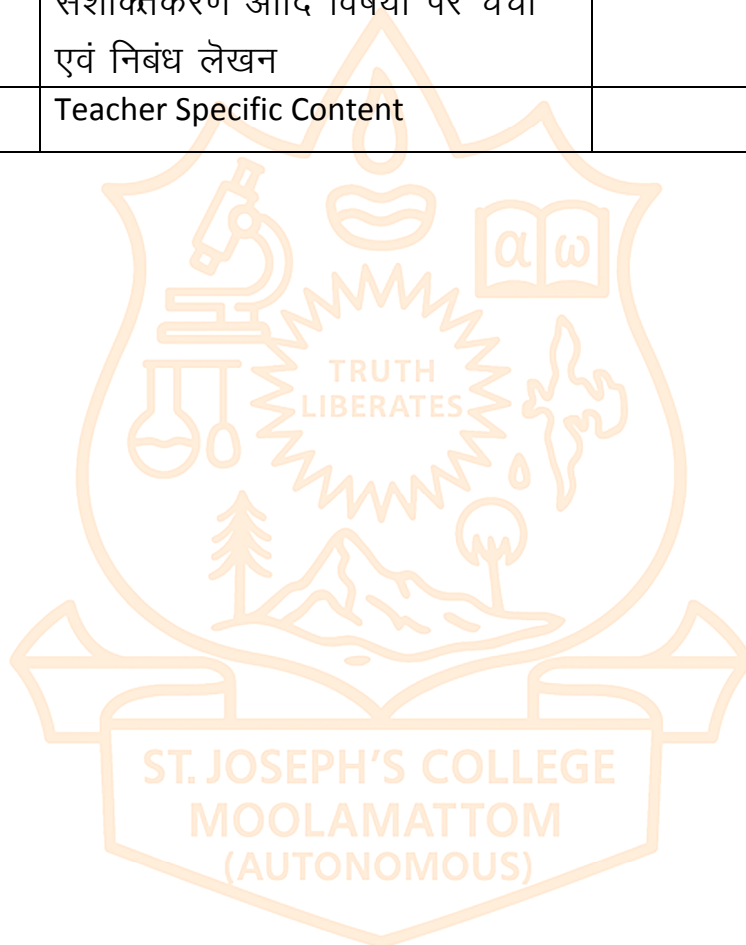
| CO No. | Expected Course Outcome | Learning Domains* | PO No |
|--|---|-------------------|------------------|
| 1 | Explain transformative impact of Renaissance leaders in Kerala | U | 1,3,4,5,7,8,9 |
| 2 | Examine contributions of various Renaissance heroes of Kerala | An | 1,3,4,5,7,8,9 |
| 3 | Make use of values raised by Sree Narayana Guru and other leaders. | A | 1,3,4,5,7,8,9 |
| 4 | Develop insights into Kerala's socio-political dynamics and social justice. | C | 1,3,4,5,7,8,9 |
| 5 | Discuss the role of Renaissance leaders in promoting social equality, empowerment of marginalized communities, and progressive reforms in Kerala. | I | 1,3,4,5,7,8,9,10 |
| 6 | Participate in discussions and play pivotal role in promoting social equality and empowering marginalized community. | Ap | 1,3,4,5,6,7,8,9 |
| <i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), and Appreciation (Ap)</i> | | | |



COURSE CONTENT**Content for Classroom transaction (Units)**

| Module | Units | Course Description | Hrs | CO No. |
|--------|-------|---|-----|-------------|
| | | | 15 | 1,2,4 |
| 1 | 1.1 | नवोत्थान - अर्थ एवं परिभाषा नवोत्थान के तत्व - शिक्षा - लंदन मिशन सोसाईटी - चर्च मिशन सोसाईटी - बासल-मिशन -अर्थ समाज - ब्रह्म समाज प्रार्थना समाज - सत्य शोधक समाज | 5 | 1,2,4 |
| | 1.2 | नवोत्थान के नायक - अय्या वैकुण्ठ स्वामिकल-फूले-श्री नारायण गुरु- चट्टंपि स्वामिकल-सहोदरन अय्यप्पन- अय्यनकाली-कुमारन आशान-वी.टी भट्टतिरिप्पाड | 5 | 1,2,4 |
| | 1.3 | नवोत्थान के उद्देश्य-जाति भेद का निवारण -मानवाधिकार की स्थापना - सामाजिक समता की स्थापना -स्त्री शिक्षा का अविष्कार -काम के लिए मजूरी - गुलामी से विमोचन - श्री नारायण गुरु का नेतृत्व | 5 | 1,2,4 |
| 2 | | | 15 | 1,2,3,4,5,6 |
| | 2.1 | श्री नारायण गुरु - जन्म और शिक्षा - सामाजिक परिवेश | 5 | 1,2,3,4 |
| | 2.2 | एस. एन.डी.पी. योगम की स्थापना - धार्मिक सुधार - सर्वधर्म सम्मेलन | 5 | 1,2,3,4 |
| | 2.3 | गुरु का आदर्श -एक जाति, एक धर्म, एक ही ईश्वर-मनुष्य को धर्म कुछ भी हो मनुष्य की भलाई होनी चाहिए | 5 | 5,6 |

| | | | | |
|---|-----|--|----|-----------|
| 3 | | | 15 | 2,3,4,5,6 |
| | 3.1 | गाँधी - स्वामी संवाद टैगोर - स्वामी दर्शन | 5 | 2,3,4,5,6 |
| | 3.2 | गुरु के संवाद लका यात्रा शिवगिरि की तीर्थ यात्रा योजना वैक्कम सत्याग्रह | 5 | 2,3,4,5,6 |
| | 3.3 | शैक्षिक सुधार, अध्यात्मिकता, आत्म-सशक्तिकरण आदि विषयों पर चर्चा एवं निबंध लेखन | 5 | 2,3,4,5,6 |
| 4 | | Teacher Specific Content | | |



| Teaching and Learning Approach | Classroom Procedure (Mode of transaction) <ul style="list-style-type: none">• Lecturing• ICT enabled Teaching• Reading for Vocabulary• Poster making• Group Discussions | | | | | | | | | | | | | | | | |
|---------------------------------------|---|------|---------------|------|---------------|-------------|----|---|----|--------------------------------------|---|---|----|---------------------------------|---|---|----|
| Assessment Types | MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) – 25 Marks <ul style="list-style-type: none">• Written test - 5• Seminar - 5• Quiz - 5• Assignment -5• Project - 5 | | | | | | | | | | | | | | | | |
| | B. End Semester Evaluation (ESE)-50 marks <table><tr><th>Type</th><th>Questions</th><th>Mark</th><th>Section Total</th></tr><tr><td>A Part –MCQ</td><td>25</td><td>1</td><td>25</td></tr><tr><td>B part – Very Short Answer Questions</td><td>5</td><td>2</td><td>10</td></tr><tr><td>C Part – Short Answer Questions</td><td>3</td><td>5</td><td>15</td></tr></table> | Type | Questions | Mark | Section Total | A Part –MCQ | 25 | 1 | 25 | B part – Very Short Answer Questions | 5 | 2 | 10 | C Part – Short Answer Questions | 3 | 5 | 15 |
| Type | Questions | Mark | Section Total | | | | | | | | | | | | | | |
| A Part –MCQ | 25 | 1 | 25 | | | | | | | | | | | | | | |
| B part – Very Short Answer Questions | 5 | 2 | 10 | | | | | | | | | | | | | | |
| C Part – Short Answer Questions | 3 | 5 | 15 | | | | | | | | | | | | | | |

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7. डॉ.ए.एस सुजित, कबीरदास और श्री नारायण गुरु
8. डॉ. गोपीनाथन (सं), केरल की सांस्कृतिक विरासत
9. डॉ. अजय शेखर, एस.आर चन्द्र मोहनन (सं), केरला
10. डॉ. पी. सोमन, भारतीय स्त्री पक्ष
11. एम बिजुकुमार, सहोदरन अय्यप्पन
12. स्मिता नेरवत, पालमिल्लनकिल पाडत्तेक्किल्ला
13. एम.के सानु, श्री नारायण गुरु
14. माधवन अय्यप्पन, श्री नारायण गुरु



St.Joeeph's College Moolamattom (Autonomous)

| | | | | | |
|------------------------|---|-------------|----------|-----------|-------------|
| Programme | | | | | |
| Course Name | हम एक हैं (We are one) | | | | |
| Type of Course | VAC | | | | |
| Course Code | SJC 3VACHIN200 | | | | |
| Course Level | 200 - 299 | | | | |
| Course Summary | The students familiarise with the cultural difference of India. They aquire new Hindi words with Culture. They come to know that India is a land of Unity in Diversity | | | | |
| Semester | 3 | Credits - 3 | | | Total Hours |
| Course Details | Learning Approach | Lecture | Tutorial | Practicum | Others |
| | | 3 | | | 45 |
| Pre-requisites, if any | Basic literacy is needed. Students who are interested in understanding India's unity in diversity. Students who are interested in learning our cultural differences and values may join the course. | | | | |

COURSE OUTCOMES (CO)

| CO.No. | Expected Course Outcome (Modified) | Learning Domains (Modified) | PO.No. (Modified) |
|--------|--|-----------------------------------|----------------------|
| 1 | Recall and identify the peculiarities of Indian culture and the concept of unity in diversity. | U | 1,3,4,6,7 |
| 2 | Develop their knowledge in various festivals and their significances. | A | |
| 3 | Develop cultural sensitivity and appreciation for the rich diversity of folk life and arts in India. | | 1,3,4,6,8 |

| | | | |
|---|--|----|--------------|
| 4 | Distinguish cultural heritage and its traditions of the community. | An | 1,2,3,6,8,10 |
|---|--|----|--------------|

COURSE CONTENT

Content for Classroom transaction (Units)

| Module | Units | Course Description | Hours | PO.No. |
|--------|-------|--|-------|--------|
| 1 | | | 15 | 1 |
| | 1.1 | भारतीय संस्कृति - एक संक्षिप्त परिचय | 5 | 1 |
| | 1.2 | वेश-भूषा (फनेक, फिरन, केदियु, धोती, कुर्ता) खानपान | 4 | 1 |
| | 1.3 | खानपान की बदलती तस्वीर (निबंध)- प्रयाग शुक्क | 6 | 1 |
| 2 | | | 15 | 2 |
| | 2.1 | भारतीय त्योहारों का संक्षिप्त परिचय | 5 | 2 |
| | 2.2 | फसलों का त्योहार (लोहड़ी, बैसाखी, बिहु) | 3 | 2 |
| | 2.3 | प्रेम की होली (कहानी)- प्रेमचंद | 7 | 2 |
| 3 | | | 15 | 3,4 |
| | 3.1 | लोक जीवन एवं कलाएँ - एक परिचय | 4 | 3 |
| | 3.2 | भाषा और एकता | 4 | 4 |
| | 3.3 | फुलवा और दुखिया - लोक कथा | 7 | 3,4 |
| 4 | | Teacher specific content | | |


| | Classroom Procedure (Mode of transaction) |
|--------------------------------|--|
| Teaching and Learning approach | <ul style="list-style-type: none"> Lectures Interactive discussions Assignments Seminar Visual presentations Oral presentations Co-operative Learning |

| | | | | |
|------------------|--|----------------------------------|--|--------------------|
| Assessment Types | MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA)-25 Marks <ul style="list-style-type: none"> • Class Participation - 5 • Quiz - 5 • Test - 5 • Project - 5 • Presentation - 5 | | | |
| | B.End semester Evaluation (ESE)-50 Marks Total Marks : 50 Duration : 1.5 Hrs. | | | |
| | Type of Questions | | No. of Questions to be Answered | Total Marks |
| | Part - A | MCQ | 20 out of 20 20 x 1 = 20 | 20 |
| | Part - B | Very short answer type questions | 15 out of 17 15x2=30 | 30 |

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- डॉ. गोविन्द चातक, १९९९
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- नरेंद्र मोहन, १९९७, भारतीय संस्कृति
- शिवकुमार मिश्र, २००९, साहित्य इतिहास और संस्कृति
- दयानिधि मिश्र, २०१२, भाषा, संस्कृति और लोक

SEMESTER : IV

| | | | | | | | |
|---|---|--|---------|----------|-----------|--------|-------------|
|  | St.Joeeph's College Moolamattom (Autonomous) | | | | | | |
| Programme | | | | | | | |
| Course Name | आओ, हिंदी बोलें (Let's Speak Hindi) | | | | | | |
| Type of Course | SEC | | | | | | |
| Course Code | SJC 4SECHIN200 | | | | | | |
| Course Level | 200 - 299 | | | | | | |
| Course Summary | This course is intended to lay a strong foundation of the language by developing good listening skills. Communication skills are enhanced with listening and repeating what we listen. Grammar lessons are embedded with the spoken language which will be described in the later stage. This will provide a practical approach for the course. | | | | | | |
| Semester | 4 | | Credits | | | 3 | Total Hours |
| Course Details | Learning Approach | | Lecture | Tutorial | Practicum | Others | |
| | | | 3 | 0 | 0 | - | |
| Pre-requisites, if any | Ability to read and write Hindi is a must. Listening is important to develop the speaking skills. Basic knowledge of language will help to make use of the study material and enrich the vocabulary. Consistent practice is very important in this Skill Enhancement Course. | | | | | | |

COURSE OUTCOMES (CO)

| CO.No. | Expected Course Outcome (Modified) | Learning Domains | PO No. |
|---|---|------------------|--------|
| Upon the completion of the course, the student will be able to: | | | |
| 1 | Develops vocabulary by repeating, and memorising words with different things. Developing a skill to list and relate vocabulary through repeating and recalling them. | K, U | 1,2 |
| 2 | Repeat small sentences, by memorizing examples enables the student to paraphrase. Describe or report actions to identify them and translate to develop effective communication skills in Hindi. | K,U, A, An | 1,2,4 |
| 3 | Brushing up of the Parts of speech to use them in the context by choosing the correct preposition, write sentences and illustrate them. | A,An | 4,5,6 |

| | | | |
|---|--|-------|-----------|
| 4 | Developing a strong foundation of the language by comparing and differentiating sentences of different tenses. Distinguishing different kind of tenses, question | E,C,S | 5,6,7,8,9 |
|---|--|-------|-----------|

| | | | |
|--|---|--------------|---------------|
| | words and phrases enhances the usage of language in the correct context. | | |
| 5 | Development of social relationships through enhanced communication skills by constructing new sentences, developing creative writing and evaluation skills. Enhanced Comparative and appreciation skills will provide the ability for creative writing. | C,S,I, AP | 6,7,8 9,10 |
| *Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap) | | | |

COURSE CONTENT

Content for Classroom transaction (Units)

| Module | Units | Course description | Hrs | CO No. |
|--------|-------|--|-----|--------|
| 1 | 1.1 | सरल गीत / कविता 1. सर्वनाम - 1. मेरा- आपका 2. प्रश्नवाचक सर्वनाम-1. क्या? कौन 3. वस्तुओं का परिचय - पुल्लिंग / स्त्रीलिंग शब्द 4. सरल वाक्यों का गठन पुल्लिंग / स्त्रीलिंग शब्दों से 5. है नहीं है - जी हाँ / जी नहीं 6. सर्वनाम -2 तू/तुम/आप / मैं 7. अव्यय -1 यहाँ, वहाँ, कहाँ, और कहीं, यहीं कहीं, हर कहीं 8. गिनती 1-20,30,40,50 | 5 | 1,2,5 |
| | 1.2 | 1. सरल गीत / कविता 2. क्रियापदों का परिचय 3. सरल वाक्य गठन - संज्ञा /सर्वनाम + क्रियापदों से 4. काल-1, सामान्य वर्तमानकाल | 5 | 1,2,5 |

| | | | | |
|---|-----|---|----|-------|
| | | 5. समय- सवा/साढ़े/ पौने /डेढ़, ढाई 6. नाप-तोल - पाव, आधा.... किलो, सेर 7. कारक -1 संबंध कारक -का/के/की 8. सर्वनाम + का/के/की 9. लघु कहानी - प्यासा कौवा (वाचन एवं अभिनय) | | |
| | 1.3 | 1. छोटी कविता / गाना 2. क्रियापदों के रूप -आज्ञा/ अनुरोध - (तू/तुम / आप के साथ) 3. प्रश्नवाचक सर्वनाम - कितना/कितने/कितनी 4. बहुवचन (संज्ञा) बहुवचन (सर्वनाम) 5. सप्ताह के दिन, आज/कल/परसों 6. प्रश्नवाचक सर्वनाम - 3 - कब ? 7. शिष्टाचार 8. लघु कहानी | 5 | 1,2,5 |
| | | | 15 | |
| 2 | 2.1 | 1. छोटी कविता / गाना 2. कारक-2 अधिकरण कारक-में, पर 3. अव्यय - के सामने / के आगे, के पीछे, दाएँ, बाएँ, ऊपर, नीचे, दूर, पास, 4. कारक-3 कर्म कारक - को (प्रत्यक्ष / अप्रत्यक्ष कर्म कारक) 5. कारक :4. करण कारक - से | 5 | 1,2,4 |

| | | | | |
|---|-----|--|----|---------|
| | | 6. अव्यय और, भी, ही, 7. तुलना जैसा/जैसे/जैसी...सा 8. रुचिवाचक शब्द : मीठा, कड़ुआ, तीखा, नमकीन, खट्टा..... 9. लघु कहानी | | |
| | 2.2 | 1. छोटी कविता / गाना 2. कारक- 5. अपादान कारक-से 3. प्रश्नवाचक शब्द 6 - कैसा/ कैसे / कैसी? 4. क्रिया विशेषण - धीरे, तेज़..... 5. जानवरों और फूलों के नाम 6. अव्यय - पिछले..... आगामी 7. अव्यय- के साथ, के बिना, के सिवा, के साथ 8. अव्यय- कि | 5 | 2,4,5 |
| | 2.3 | 1. कारक-6 सम्प्रदान कारक -को, के लिए 2. प्रश्नवाचक शब्द-7 क्यों ? 3. अव्यय- इसलिए, अतः 4. काल-2: सामान्य भूतकाल 5. कारक- 6. कर्ता कारक - ने 6. अव्यय- लेकिन, अगर, मगर अव्यय - पहले... बाद में सामान्य भविष्यत् काल लघु कहानी | 5 | 2,4,5 |
| | | | 15 | |
| 3 | 3.1 | 1. छोटी कविता/ गाना 2. काल-3: सामान्य भविष्यत् काल 3. अव्यय यदि.... तो, जब.... तब, जहाँ... वहाँ, या तो..... नहीं तो, जो, जैसा... वैसा... कैसा | 4 | 2,3,4,5 |

| | | | | |
|---|-----|--|---|---------|
| | | 4. बंधुजनों का परिचय, - 5. अपना परिचय, 6. शरीर के अंग 7. आभूषणों के नाम 8. रंगों के नाम लघु कहानी | | |
| | 3.2 | 1. छोटी कविता / गाना 2. संदिग्ध वर्तमान काल 3. अपूर्ण वर्तमान काल 4. आसन्न भूतकाल 5. पूर्ण भूतकाल 6. अपूर्ण भूतकाल (लघु कहानी) | 5 | 2,4,5,9 |
| | 3.3 | 1. छोटी कविता / गाना 2. संदिग्ध भूतकाल 3. सम्भाव्य भविष्यत् काल 4. हेतु हेतुमत भूतकाल 5. अपना परिचय 6. लघु कहानी | 6 | 2,4,5,9 |
| 4 | | Teacher Specific Content | | |

| | |
|---------------------------------------|--|
| Teaching and Learning Approach | Classroom Procedure (Mode of transaction) <ul style="list-style-type: none"> • Interactive method with the help of ICT tools. • Repetition of examples • Interaction through charts & cards with Pictures • Listening and repetition of stories and rhymes related to each module • Study material • Question-Answer sessions • Plays & interactive sessions • Text based exercises • Group discussions • Assignments |
|---------------------------------------|--|

| | | | | |
|-------------------------|---|------------------|-------------|----------------------|
| Assessment Types | MODE OF ASSESSMENT | | | |
| | A.Continuous Comprehensive Assessment (CCA)- 25marks Oral examination (Conversation) -5marks Recitation of rhymes/Poems/ songs -2marks Narration of stories -5 marks Word power test/Sentence making test-3marks Presentation of small plays - 10 marks | | | |
| | B. Semester End Evaluation (ESE) - 50 Marks | | | |
| | Type | Questions | Mark | Section Total |
| | MCQs | 10 | 1 | 10 |
| | Fill in the blanks | 5 | 1 | 5 |
| | Match the following / Frame the sentence | 5 | 1 | 5 |
| | Correct the sentence | 10 | 1 | 10 |
| | Short answer questions | 5 | 1 | 5 |
| | Outline story | 1 | 5 | 5 |
| | Short Essay | 1 | 5 | 5 |
| | Comprehension | 1 | 5 | 5 |

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St.Joeeph's College Moolamattom (Autonomous)

| | | | | | | |
|-------------------------------|--|----------------|----------|-----------|--------|--------------|
| Programme | | | | | | |
| Course Name | <p>गाँधी रहें, शांति रहे</p> <p>Let Gandhi Live Let Peace Prevail</p> | | | | | |
| Type of Course | VAC | | | | | |
| Course Code | SJC4VACHIN200 | | | | | |
| Course Level | 200 - 299 | | | | | |
| Course Summary | <p>This course develops into the principles and teachings of Mahatma Gandhi, focusing on his Philosophy of non-violence, Swaraj and the pursuit of peace. Through an exploration of heat key texts such as 'Hind Swaraj' by Gandhiji and 'Gandhi Vad Rahe Na Rahe' by Ranjan Giri, students will analyse Gandhi's ideas in the context of contemporary issues and their relevance in today's world. The primary goal of this course is to in still moral values in students through the study of Gandhian principles nurturing the development of character and fostering ethical leadership in individuals.</p> | | | | | |
| Semester | 4 | Credits | | | 3 | Total |
| Course Details | Learning Approach | Lecture | Tutorial | Practicum | Others | Hours |
| | | 3 | - | - | - | 45 |
| Pre-requisites, if any | <p>Proficiency in reading, writing and comprehending Hindi texts. Basic understanding of Indian history and culture is preferable</p> | | | | | |

COURSE OUTCOMES (CO)

| CO.N o. | Expected Course Outcome (Modified) | Learning Domains | PO No. |
|---|---|---------------------|--------------------------|
| Upon the completion of the course, the student will be able to: | | | |
| 1 | Interpret and apply Gandhian values like truthfulness, non-violence, simplicity, forgiveness etc. | U | 1,3,4,6,7,8,9,10 |
| 2 | Makes ethical decisions influenced by Gandhi's principles | A | 1,2,3,6,7,8,9,10 |
| 3 | Critically assess the impact of Gandhi's philosophy on various spheres of society, including politics, economics and education. | E | 1,2,3,5,6,7,8,9, 10 |
| 4 | Assume how Gandhi's principles can contribute to social justice | An | 1,2,3,4,5,6,7,8, 9,10 |
| 5 | Express desire to apply moral values into personal and professional conduct, fostering ethical decision-making and responsible citizenship. | AP | 1,2,3,4,5,6,7,8, 9,10 |
| 6 | Develop skills in active listening | S | 1,2,3,6,8,9,10 |
| Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap) | | | |

COURSE CONTENT

Content for Classroom transaction (Units)

| Module | Units | Course Description | Hrs | CO No. |
|--------|-------|---|-----|-------------|
| | | | 15 | 1,2,3,4,5,6 |
| 1 | 1.1 | गांधी का जीवन और दर्शन | 5 | 1,2,3,4,5,6 |
| | 1.2 | गांधी के दर्शनों की व्याख्या | 5 | 1,2,3,4,5,6 |
| | 1.3 | गांधी के दर्शनों पर आधारित निबंध लेखन और सार्वजनिक प्रस्तुति | 5 | 1,2,3,4,5,6 |
| | | | 15 | 1,2,3,4,5,6 |
| 2 | 2.1 | 'हिन्द स्वराज' का परिचय | 4 | 1,2,3,4,5,6 |
| | 2.2 | 'हिन्द स्वराज' में गाँधी के विचार | 4 | 1,2,3,4,5,6 |
| | 2.3 | 'हिन्द स्वराज' पुस्तक का विश्लेषण | 7 | 1,2,3,4,5,6 |
| | | | 15 | 1,2,3,4,5,6 |
| 3 | 3.1 | राजीव रंजन गिरी की रचना गाँधीवाद रहे न रहे- विश्लेषणात्मक अध्ययन | 6 | 1,2,3,4,5,6 |
| | 3.2 | गांधीवाद के आधार पर समाज और राजनीति की अवधारणा | 5 | 1,2,3,4,5,6 |
| | 3.2 | गांधीजी के बारे में प्रश्नोत्तरी तैयार कीजिए गाँधीवादी उद्धरणों और संदेशों के पोस्टर तैयार कीजिए | 4 | 1,2,3,4,5,6 |
| 4 | | Teacher specific content | | |

| Teaching and Learning Approach | Classroom Procedure (Mode of transaction) 1. Lecture 2. ICT Enabled Teaching 3. Debate 4. Poster making 5. Power point presentations 6. Dictionary Making 7. Reading for vocabulary 8. Discussions | | | | | | | | | | | | | | | | |
|--------------------------------------|---|------|-----------|------|---------|--------------|----|---|----|--------------------------------------|---|---|----|---------------------------------|---|---|----|
| Assessment Types | MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) -25 Marks 1. Written Test -5 2. Seminar - 5 3. Reading Test-5 4. Quiz- 5 5. Sentence Making Test - 5 | | | | | | | | | | | | | | | | |
| | B.End Semester Evaluation (ESE) - 50 Marks <table><tr><th>Type</th><th>Questions</th><th>Mark</th><th>Section</th></tr><tr><td>A part - MCQ</td><td>25</td><td>1</td><td>25</td></tr><tr><td>B Part - Very Short Answer Questions</td><td>5</td><td>2</td><td>10</td></tr><tr><td>C part - short Answer Questions</td><td>3</td><td>5</td><td>15</td></tr></table> | Type | Questions | Mark | Section | A part - MCQ | 25 | 1 | 25 | B Part - Very Short Answer Questions | 5 | 2 | 10 | C part - short Answer Questions | 3 | 5 | 15 |
| Type | Questions | Mark | Section | | | | | | | | | | | | | | |
| A part - MCQ | 25 | 1 | 25 | | | | | | | | | | | | | | |
| B Part - Very Short Answer Questions | 5 | 2 | 10 | | | | | | | | | | | | | | |
| C part - short Answer Questions | 3 | 5 | 15 | | | | | | | | | | | | | | |

Reference

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St. Joseph's College Moolamattom (Autonomous)

SYLLABUS OF SECOND LANGUAGE (HINDI) FOR INTEGRATED P.G PROGRAMMES

SJCIHN2CC01

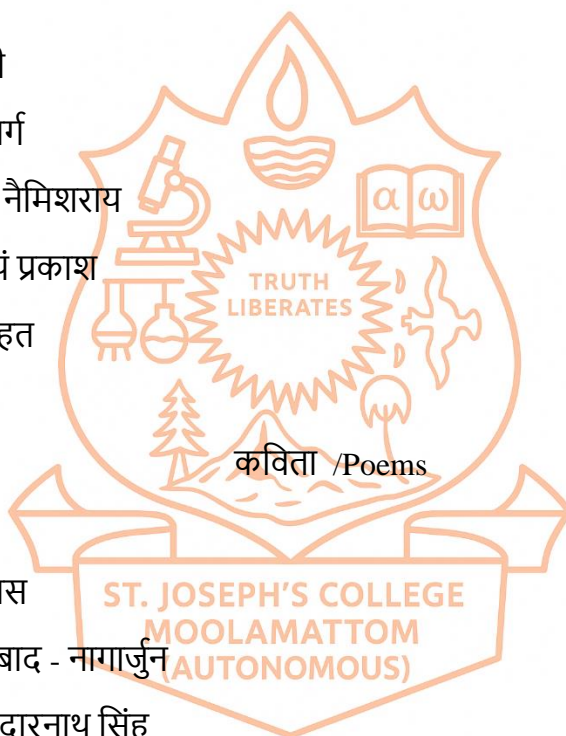
Syllabus of Hindi (Common Course) For Integrated Courses

Credit: 4 SEMESTER II

कथा और कविता (Short Stories and Poems)

कथा / Short Stories

1. सद्गति - प्रेमचंद
2. बदबू - शेखर जोशी
3. हरी बिंदी - मृदुला गर्ग
4. नो बार - मोहनदास नैमिशराय
5. बाबूलाल तेली - स्वयं प्रकाश
6. केक - असगर वजाहत



कविता / Poems

1. दोहे (4) - कबीरदास
2. अकाल और उसके बाद - नागार्जुन
3. पानी की प्रार्थना - केदारनाथ सिंह
4. बस ! बहुत हो चूका - ओमप्रकाश वाल्मीकि
5. स्त्रीयां - अनामिका
6. जगमगाती रोशनियों से दूर अंधेरो से घिरा आदमी - निर्मला पुतुल

(Module –wise Distribution)

| MODULE – I | MODULE - II | MODULE - III | MODULE - IV |
|------------|------------------|-------------------|--|
| सद्गति | हरी बिंदी | बाबूलाल तेली | केक |
| बदबू | नो बार | पानी की प्रार्थना | स्त्रीयां |
| दोहे (4) | अकाल और उसके बाद | बस ! बहुत हो चूका | जगमगाती रोशनियों से दूर अंधेरों से घिरा आदमी |

