

UNIVERSITY OF KERALA
Scheme & Syllabi

For First Degree Programme in Hindi (Other than General English)

(Faculty of Oriental Studies)

Under the Choice based Credit and Semester system (CBCSS)

2023 admission onwards

Preface

The proposed revised syllabus to be implemented with effect from 2023 admission onwards has been prepared by Board of Studies in Hindi (Pass) of the University of Kerala as ‘outcome based as per the instructions of University Grants Commission, the Kerala State Higher Education Council and Kerala University. The aim of each course is identified and the syllabus of each course is divided accordingly, into different modules. The outcome of each module and the course outcome of each of the 36 courses is outlined in the syllabus. The outcome of the programme is that the students who pass this programme (FDP in Hindi under CBCSS) will have comprehensive knowledge of Hindi literature both prose and poetry from the Ancient period to contemporary period. They will be proficient in grammar. The programme will kindle their aspiration for a career as Teacher /translator/Hindi Officer/Journalist /content writer in Hindi.

I extend my sincere thanks to all those Teachers in various Colleges affiliated with Kerala University who have actively participated in the Syllabus workshop which was conducted as part of revising the syllabus and for their valuable suggestions. I thank all members of the Board of studies in Hindi (pass) for helping me in preparing study materials, compiling study materials, editing textbooks. Hope the students will find the syllabus interesting and helpful.

Trivandrum
19/05/2023

Prof.(Dr.)B.Asok

Chairman, BOS Hindi (Pass)

Board of Studies in Hindi (Pass)

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Dr. B.Asok
Professor and Head ,
Dept.of Hindi ,
University College
Trivandrum

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Special Invitee

Dr. Suma S

Associate Prof. of Hindi
Govt.College for Women ,Trivandrum

University of Kerala

Scheme & Syllabi

For the First Degree Programme in Hindi (Other than General English) Faculty of Oriental Studies) w.e.f. 2023 admission

General Scheme

Duration : 6 semesters of 18 weeks/ 90 working days per semester

Total Courses : 36

Total credits : 120

Total lecture hrs. : 150/week

Summary of Course in Hindi Language and Literature

Course Type	Name of Course	No. of Courses	Credits	Lecture Hr./week
a	Common course for BA/BSc.	4	14	18
	Common Course for B.Com	2	8	8
	Common Course for restructured B.Com	2	8	10
	Common course for career related BA/BSc	2	8	10
b	Foundation Course	1	3	4
c	Complementary courses	8	22	24
d	Core Courses	14	52	64
e	open course	1	2	3

f	elective course	1	2	3
g	Project/Dissertation	1	4	6

Outline of Common Courses

(i)				
BA/BSC Degree Programmes				
Course Code	Course Type	Course Title	Credits	Lecture hrs /Week
HN 1111.1	Common Course I	Hindi Kahani Sahitya	3	4
HN1211.1	Common Course II	Kathetar Hindi Gadya Vidhaayein	3	4
HN 1311.1	Common Course III	Hindi Kavita Sahitya	4	5
HN1411.1	Common Course IV	Hindi Ekanki ,Vyakaran Tatha Anuvad	4	5
(ii)				
B.Com Degree Programme				
Course Code	Course Type	Course Title	Credit	Lecture hrs/week
HN1111.2	Common Course I	Hindi Gadya aur Vyavasaayik Patra lekhan	4	4
HN 1211.2	Common Course II	Hindi Kavita aur Anuvad	4	4
(iii)				
B.Com Degree (restructured)programme				
Course Code	Course Type	Course title	Credit	Lecture hrs./week
HN 1111.4	Common Course I	Patra Lekhan aur Adhunik Hindi Kavita	4	5

HN 1211.4	Common Course II	Anuvad Aadhunik Gadya Sahitya	Tatha Hindi	4	5
(iv) BA/BSc (Career related) Programme					
Course Code	Course Type	Course Title	Credit	Lecture hrs/week	
HN 1111.3	Common course I	Hindi Gadya Sahitya	4	5	
HN 1211.3	Common Course II	Hindi Padya Sahitya	4	5	
Outline of FDP in Hindi language and literature (Foundation course, Complementary Courses , Core Courses, Open Course, Elective Course& Dissertation)					
b. Foundation course					
Course code	Course type	Course title	credit	lecture hrs/week	
HN 1321	Foundation Course II	Soochana Praudyogiki aur Adhunik Patrakarita	3	4	
c. Complementary courses					
Course code	Course type	Course title	credit	lecture hrs/week	
HN 1131	Complementary Course I (compulsory)	Samkaleen Sahityik Vimarsh	2	3	
HN 1132/ SK1131.1	Complementary Course II (Optional)	Pracheen Tatha Madhyakaleen Bharateeya Sanskriti	2	3	
HN 1231	Complementary Course III (Compulsory)	Kathakar Premchand	3	3	
HN 1232/ SK 1231.1	Complementary Course IV (optional)	Paristhithik path aur Hindi Sahitya	3	3	

HN 1331/ SK 1331.1	Complementary Course V (optional)	Tulnatmak Adhyayan	3	3
HN 1332	Complementary Course VI (Compulsory)	Rajbhasha Prabandhan	3	3
HN 1431	Complementary Course VII (Compulsory)	Bharatiya Sahitya	3	3
HN 1432/ SK 1432.1	Complementary Course VIII (optional)	Patkatha Lekhan va vigyan	3	3
d. Core Courses				
Course code	Course type	Course title	credit	lecture hrs/week
HN 1141	Core Course I	Hindi kathethar Gadya sahitya	4	6
HN 1241	Core Course II	Hindi Sahitya ka itihās – Ritikal tak	4	6
HN 1341	Core Course III	Hindi Sahitya Ka Itihas- Adhunik Kal	4	5
HN 1441	Core Course IV	Hindi Natak aur Rangmanch	4	5
HN 1442	Core Course V	Vishesh Lekhak Agney	3	4
HN 1541	Core Course VI	Pracheen evam Madhyakaleen Hindi Kavya	4	4
HN 1542	Core Course VII	Adhunik Hindi Kavya	4	4
HN 1543	Core Course VIII	Adhunik Hindi Katha Sahitya	2	3
HN 1544	Core Course IX	Hindi Vyakaran	4	4
HN 1545	Core Course X	Bhasha Vigyan Tathaa Bhasha Ka Itihas	4	4

HN 1641	Core Course XI	Samkaleen Hindi Katha Sahitya	4	5
HN 1642	Core Course XII	Bharatiya evam Paschatya kavya shastra	4	5
HN 1643	Core Course XIII	Anuvad: sidhant tatha prayog	4	5
HN 1644	Core Course XIV	Hindi Vyangya Sahitya	3	4
e. Project/Dissertation				
Course code	Course type	Course title	credit	lecture hrs/week
HN 1645	Dissertation/Essay	Dissertation Laghu shodh Prabhandh/Essay	4	6
f. Open Course				
Course Code	Course type	Course title	credit	lecture hrs/week
HN 1551	Open Course I	Hindi cinema	2	3
g Elective Course				
Course code	Course type	Course title	credit	lecture hrs/week
HN 1661	Elective Course	Jan Sanchar aur Hindi Cinema	2	3

Semester wise Break-up of courses

Semester-I

Course code	Course type	Course title	credit	lecture hrs/week
EN 1111.1	English Language course I		4	5./week
HN 1111.1	Common Course 1	Hindi Kahani Sahitya	3	4/week
EN 1123	Foundation course I (English)		2	4/week

HN 1131	Complementary course I (Compulsory)	Samkaleen Sahityik Vimarsh	2	3/week
HN 1132/ SK 1131.1	Complementary Course II (Optional)	Pracheen Tatha Madhyakaleen Bhartiya Sanskriti	2	3/week
HN 1141	Core Course I	Hindi katethar Gadya Sahitya	4	6/week
			17	25

Semester II

Course code	Course type	Course title	credit	lecture hrs/week
EN 1211	English		4	5./week
EN 1212	English		3	4/week
HN 1211.1	Common Course II	Kathetar Hindi Gadya Vidhaayein	3	4/week
HN 1231	Complementary course III (Compulsory)	Kathakar Premchand	3	3/week
HN 1232/ SK1231.1	Complementary Course IV (Optional)	Paristhithik path aur Hindi Sahitya	3	3/week
HN 1241	Core Course II	Hindi Sahitya ka Itihas (Reetikal tak)	4	6/week
			20	25

Semester III

Course code	Course type	Course title	credit	lecture hrs/week
EN 1311	English		4	5./week
HN 1311.1	Common Course III	Hindi Kavita Sahitya	4	5/week

HN 1321	Foundation course II	Soochana Praudyogiki Aur adhunikpatrakarita	3	4/week
HN 1331/ SK 1331.1	Complementary course V (Optional)	Tulnatmak adhyayan	3	3/week
HN 1332	Complementary Course VI (Compulsory)	Rajbhasha Prabandhan	3	3/week
HN 1341	Core Course III	Hindi Sahitya ka itihās (Adhunik kal)	4	5/week
			21	25

Semester IV

Course code	Course type	Course title	credit	lecture hrs/week
EN 1411	English		4	5./week
HN 1411.1	Common Course IV	Hindi Ekanki ,Vyakaran Tatha Anuvad	4	5/week
HN 1431	Complementary Course VII (compulsory)	Bharatiya Sahitya	3	3/week
HN 1432/ SK 1431.1	Complementary course VIII (optional)	Pat katha lekhan va vigyapan	3	3/week
HN 1441/	Core Course IV	Hindi Natak aur Rangamanch	4	5/week
HN 1442	Core Course V	Vishesh lekhak Agney	3	4/week
			21	25

Semester V

Course code	Course type	Course title	credit	lecture hrs/week
EN 1541	Core Course VI	Pracheen evam Madhya	4	4./week

		Kaleen Hindi Kavya		
HN 1542	Core Course VII	Adhunik Hindi Kavya	4	4/week
HN 1543	Core Course VIII	Adhunik Hindi Katha Sahitya	2	3/week
HN 1544	Core course IX	Hindi Vyakaran	4	4/week
HN 1545	Core Course X	Bhasha vigyan va Bhasha kaitihas	4	4/week
HN 1551	Open Course I	Hindi Cinema	2	3/week
HN 1645	Dissertation/Essay	Dissertation laghushodh prabandh/Essay		3/week
			20	25

Semester VI

Course code	Course type	Course title	credit	lecture hrs/week
HN 1641	Core Course XI	Samkaleen Hindi katha sahitya	4	5./week
HN 1642	Core Course XII	Bharatiya Evam Paschatiya Kavya Sasthra	4	5/week
HN 1643	Core course XIII	Anuvad Sidhant tatha prayog	4	5/week
HN 1644	Core Course XIV	Hindi Vyangya Sahitya	3	4/week
HN 1645	Dissertation	Dissertation/laghu shodh prabandh	4	3/week
HN 1661	Elective Course	Jan Sanchar aur Hindi Cinema	2	3/week
			21	25

Total Credits for B A Hindi - English -21
 - Common Course – 14
 - Complimentary Course – 22

- Core Course	- 52
- Foundation Course	- 3
- Open Course	- 2
- Elective	-2
- Dissertation	- 4
- Total	-120

Syllabi in detail

Common course Hindi for BA/BSc Programmes

Semester I

Common Course I: HN1111.1

Hindi Kahani Sahitya

हिंदी कहानी साहित्य

Credits:3

Hours/week : 4

Aim of the Course:

- To familiarize the students with the world of stories.
- To develop their faculty of appreciation of stories.
- To develop creativity among the students

Module 1: Short stories- Representative short stories to be studied in detail of Premchand yug.

Outcome of the module:

- 1) Remembers main works of the representative writers
- 2) Understands the craft of the representative writers
- 3) Analyzes the stories
- 4) Evaluates the contribution of the representative writers
- 5) Elucidates key sentences with reference to context.

Module 2: Short stories- Representative short stories to be studied in detail of Premchandottar yug and samakaaleen yug .

Outcome :

- 1) Remembers the names of main works of the prescribed writers
- 2) Understands the craft of the prescribed writer
- 3) Analyses the stories on the basis of the subject of the story, its relevance, its place among Hindi long stories

Prescribed text books

Katha Sansar (कथा संसार): Published by Jawahar Pustakalay , Madhurai

Edited by

Dr. Manju . A, Dr.Sreechithra.V.S, Dr.Veena.J, Dr.Reshma.P.P,

Dr.Athira.J.S

Lessons

1. मन्त्र – प्रेमचंद
2. कोटर और कुटीर– सियाराम शरण गुप्त
3. हार की जीत – सुदर्शन
4. चीफ की दावत – भीष्म साहनी
5. पर्दा - यशपाल
6. हरी बिंदी - मृदुला गर्ग
7. नेल कटर - उदयप्रकाश
8. पेंट - विष्णु नागर

Outcome of the course

- 1) Recollect the main works of the representative story writers
- 2) Understand the craft of the different story writers
- 3) Analyze and evaluate the works of the story writers they studied
- 4) Understand how the resource language is used as a medium in creative writing.

Hours distribution: Lessons 1 to 4 2 hours
 Lesson 5 to 8 2 hours

Reference :

1.Hindi Kahani Antharang Pahachan by Ramdaras Mishra,Vani Prakashan,New Delhi

2.Hindi Kahani ka vikas by Madhuresh ,Lokbharati Prakashan ,New Delhi

SEMESTER II
COMMON COURSE –II HN 1211.1
KATHETAR HINDI GADYA VIDHAAYEIN
कथेतर हिंदी गद्य विधाएं

Credits: 3

Hours /Week: 4

Aim of the course:

- (1) To acquaint the students with the different forms of prose in Hindi
- (2) To develop their faculty of appreciation of prose.
- (3) To develop the skill of evaluating prose writing of representative prose writer in Hindi

Module1: One Essay and one Sketch to be studied in detail

Outcome: (1) Remembers the main works of the prescribed writers

(2) Understand the craft of the prescribed writers

(3) Analyses the prescribed prose and Sketch in accordance of their craft

(4) Elucidate key sentences with reference to context.

Module 2: one Satire and Auto Biography part to be studied in detail.

Outcome:

- (1) Understand the different forms of prose.
- (2) Recollect the main works of prescribed writers.
- (3) Analyses the Satire and Autobiography in accordance with the craft
- (4) Elucidate key sentences with reference to context.

Module 3: one Travelogue and one Diary to be studied in detail.

Outcome:

- (1) Understand the different forms of prose.
- (2) Recollect the main works of prescribed writers .
- (3) Analyses the Travelogue and Diary in accordance with the craft
- (4) Elucidate key sentences with reference to context.

Prescribed text book:

Gadya Samanway (गद्य समन्वय (detailed study) Published by Vani

Prakashan ,New Delhi

Edited by

Dr.Veena J , Dr .Suma S , Dr.Usha Kumari J B ,Dr.Shabana Habeeb ,
Smt.Ranjini.G.Nair

Lessons

1.साइकल

देवेन्द्र नाथ शर्मा

2.सोना

महादेवी वर्मा

3.बाबूराम तेली की नाक	स्वयंप्रकाश
4.जूठे पतल	ओमप्रकाश वात्मीकी
5.चेरापूँजी से आया हूँ	प्रदीप पंत
6.झायरी	राजेन्द्र प्रसाद

Hours Distribution : Lessons 1 to 3 -2 hours
Lessons 4 to 6 -2 hours

Outcome of the course:

- i) Recollect the main works of the prescribed writers
- ii) Understand the forms of various prose writing in Hindi
- iii) Analyses & evaluate the prose forms prescribed, with respect to the craft and the relevance

Reference :

- 1.Hindi mein Nibandh saahity by Janardan swaroop Agarwal ,
Saahitybhavan Ltd,Prayag
- 2.Nibandhmala by Gulabray by E-pustakalay
- 3.Hindi Nibandh kaa udbhav aur vikas : hindikunj.com

Semester 3

COMMON COURSE –III HN 1311.1

HINDI KAVITA SAAHITYA

हिंदी कविता साहित्य

Credits: 4

Hours /week: 5

Aim of the course:

- (1) To understand development of Hindi poetry through selected poems
- (2) To develop the skill of appreciation of Hindi poems.

Module1:

Ancient Hindi poetry- collection of dhohas of Kabirdas, Tulsidas ,Rahim and

Bihari

Outcome: : (1) Understands the aesthetics of ancient poetry through the couplets of Kabirdas, Rahim & Tulsidas

(2) Understands the History of Bhakti poetry

(3) Appreciates the creativity of ancient poets

(4) Critically evaluates the contribution of poets of Bhakti period

Module 2.Ancient Poetry- Pad of Surdas and Meerabai.

Outcome 1.To understands the aesthetics of Pad of Surdas and Meerabai.

2.Understand the contribution of Krishna Bhakti in Hindi literature.

3.To understand the various aspects of Krishna bhakti movement.

4.To understand the various aspects of Krishnabhakti.

Module 3: Modern Hindi poetry: 5 poems representing modern period before 20th Century with different styles and themes

Outcome : (1) Understands the development of modern poetry before 20th century

(2) Remembers & recollects the major works of prescribed poets

(3) Appreciates the different styles of poetry

(4) Critically evaluates the contribution of prescribed poets to the development of modern Hindi poetry

(5) Elucidates given lines of poems with reference to context.

Module 4: Modern Hindi poetry: 4 poems representing after 20th century with different styles and themes.

Outcome : (1) Understands the development of modern poetry after 20th century

(2) Remembers & recollects the major works of prescribed poets

(3) Appreciates the different styles of poetry

(4) Critically evaluates the contribution of prescribed poets to the development of modern Hindi poetry

(5) Elucidates given lines of poems with reference to context.

Prescribed text books : Kavya Nikash (काव्य निकष) Published by Rajkamal Prakashan , 1-B, Netaji Subhash Marg, Daryaganj, New Delhi-110002.

Edited by Dr. Asok.B, Dr. Suma. I , Dr. Jayasree.O, Dr.Ambili.T ,

Dr. Sajina .P.S

Poems :

Ancient Period

- 1.कबीरदास
- 2.सूरदास
- 3.तुलसीदास
- 4.रहीम
- 5.मीराबाई
- 6.बिहारी

Modern Period

1. निर्झर – मैथिलीशरण गुप्त
2. कवि कह गया है – सूर्यकांत त्रिपाठी निराला
3. मधुशाला (edited lines) – हरिवंश्रय बच्चन
4. हिरोशिमा – अज्ञेय
5. माँ की तस्वीर – मंगलेश डबराल
6. प्यासा कुआँ - ज्ञानेंद्रपति
7. धार - अरुण कमल
8. सात भाईयों के बीच चम्पा – कात्यायनी

9. किन्नर - यतीश कुमार

Distribution of hours:

1hour for Dhoha and 1 hr for pad and 3 hrs for Modern poetry .

Reference: 1. 2.Hindi saahity kaa Itihaas by Shyaam chandr kapoor ,Prabhaat prakaashan 3.Aadhunik

Hindi padya saahity kee pramukh pravruttiyaan-Youtube link uploaded by Hindi Bhashaavaani ,June 12 ,2018

Course outcome:

- (1) Appreciates ancient and modern Hindi poems.
- (2) Critically evaluates the contribution of Ancient & modern poets to the development of Hindi poetry
- (3) Elucidates key lines of poetry with reference to context.

Semester IV

COMMON COURSE –IV HN 1411.1

HINDI EKANKI, VYAKARAN TATHA ANUVAD

हिंदी एकांकी ,व्याकरण तथा अनुवाद

Credits: 4

Hours /week: 5

Aim of the Course

- 1) To understand the development of one act plays in Hindi through the selected one act plays and to learn to appreciate the same.
- 2) To use Hindi language properly by understanding Hindi Grammar.
- 3) To facilitate the use of translation as a tool for communicating in Hindi and English and to motivate the students for a career as translator.

Module I

Hindi one act plays : Three one act Plays of eminent authors

Outcome : 1) Remember and recollect the major works of the prescribed one act playwrights.

- 2) Appreciate and evaluate the one act plays.
- 3) Elucidates key sentences of the one act plays with reference to the context.
- 4) Critically evaluate the contribution of prescribed one act playwrights to the development of one act plays in Hindi.

Module II

Basic grammar of Hindi –Varna, Shabd, Vikari Shabd, Sagya, Ling, Vachan, Karak

Outcome : 1) Understand and recollect all 44 varna in Hindi.

- 2) Understand Hindi Shabd and the classification.
- 3) Identify nouns in Hindi and familiar with its divisions.
- 4) Elaborates the changes in a noun with respect to gender, number and cases.
- 5) Define sagya and elaborate the sub-divisions.

Module III

Sarvnam, Visheshan, Kriya, Kal, ‘Ne’ ka prayog

Outcome : 1) Identify sarvnam, visheshan and kriya and their classifications.

- 2) Elaborate the changes in kriya.
- 3) Define Kal and elaborate the sub-divisions

4) Elaborate the use of 'Ne'

Module IV

Translation- meaning, definition, source language and target language. Passage translation from English to Hindi.

Outcome : 1) Understand the meaning and definition of translation.

2) Translate simple passages from English to Hindi.

Prescribed Text Book

Vividha (विविधा) Published by : Aman Prakashan ,Kanpur

Edited by Dr.Gopakumar G, Dr. Jayakrishnan. J, Dr.S.Haripriya,

Dr.Shaji N, Dr.Sheenujamol.H.N

Lessons :

एकांकी

- 1) बहु की विदा - विनोद रस्तोगी
- 2) रिहेर्सल - ओमप्रकाश आदित्य
- 3) समर्पित जीवन – सुशीला टाकभौरे

Vyakaran Tatha Anuvad

Distribution of Hours

2 hours for Ekanki, 2 hours for vyakaran and 1 hour for Anuvad.

Reference

- 1) Hindi Ekanki : Udbhav aur Vikas – Ramcharan Mahendra, Sahitya Prakashan
- 2) Vyavaharik Hindi Vyakaran : Ek Naya Anusheelan – K.K. Krishnan Namboothiri, Lokbharathi Prakashan.
- 3) Manak Hindi Vyakaran – Dr. Sasisekhar Tivari, Vani Prakashan.

Outcome of the Course

- 1) Appreciate and evaluate one act plays with respect to craft and subject.
- 2) Understand the correct usages in Hindi and write grammatically correct sentences in Hindi.
- 3) Define parts of speech and identify the parts of speech in a given sentence.
- 4) Translate simple passages from English to Hindi.

Question Pattern

- 1) Objective type questions. Total 10 questions. No choice. 5 from ekanki, 4 from vyakaran and 1 from translation (from Ekanki – writer of any one of the plays from the prescribed text, any other major work of the writer mentioned in Lekhak Parichay, main character of one act plays, important dialogues from ekanki can be asked. From Vyakaran – simple practical level questions from the prescribed text can be asked. From Anuvad – questions from theory portion of anuvad from the prescribed text can be asked.)
 - 2) Very Short answer type questions. Total 12 questions. 6 from ekanki, 5 from vyakaran and 1 from translation.
 - 3) Short Answer type questions. Total 9 questions. 5 from Ekanki and 4 from Vyakaran.
 - 4) Essay type questions. Total 4 questions. 2 from ekanki, 1 from vyakaran and 1 from translation. The passages given in the prescribed text should be asked.
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Common Course Hindi for B.Com Programme
Semester I

Common Course 1 HN 1111.2
Hindi Gadya Aur Vyavasayik Patra Lekhan
हिंदी गद्य और व्यवसायिक पत्र लेखन

Credits: 4

Hours /Week: 4

Aim of the course : (1) to acquaint students with different forms of prose and styles involved in prose writing

(2) To develop the faculty of appreciation of prose of the students

(3) To develop the skill of evaluating prose writing of prescribed prose writers in Hindi

(4) To make the students aware of the importance of correspondence

(5) To make them proficient in letter writing .

Module 1 : Two short stories and three other prose forms

Outcome (1) recollects all major works of the authors of the prescribed prose forms

(2) Understands the difference between the different prose forms

(3) Critically evaluates the prose forms .

Module 2: Correspondence : Types of letters ,components of letters – Personal letters , Official letters , business letters

Outcome :(1) Understands the different styles of different forms of letters

(2) Distinguishes one form of letter from the other based on their specific features

(3) Writes different types of letters.

Prescribed Text Book :

GadyaVividha (गद्य विविधा) Published by Lokbharati Prakashan ,New Delhi

Edited by Dr . Sheela T Nair , Dr. Prakash A, Dr. Latha D , Dr. Remya L ,
Dr. Mini Samuel.

Lessons

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|-------------------------|-----------------|
| 1. परीक्षा (कहानी) | -प्रेमचंद |
| 2. गौरा (रेखाचित्र) | - महादेवी वर्मा |
| 3. पाठ (लघु कहानी) | - चित्रा मुद्गल |
| 4. मधुर भाषण (लेख) | - गुलाब रॉय |
| 5. भगत की गत (व्यंग्य) | - हरिशंकर परसाई |

खंड - ख

PatraLekhan

Course Outcome: (1) Appreciates prose writings in Hindi

(2) Critically evaluates the contribution of prescribed writers of prose to Hindi literature

(3) Differentiates various types of letters based on their style and components

(4) write different types of letters in Hindi

Distribution of Hours :2 hours for Prose, 2 hours for vyavasayikLekhan

Semester:II

Common Course 1 HN 1211.2

Hindi Kavita aur Anuvad

हिंदी कविता और अनुवाद

Credits: 4

Hours /Week: 4

Aim of the Course:

- (1) To make students understand the development of Hindi poetry through selected poems.
- (2) To develop the faculty of appreciation of Hindi poems.
- (3) To make students understand the importance of translation.
- (4) To facilitate the use of translation as a tool for communicating Hindi and English
- (5) To motivate and equip students for a career as translator.

Module I: Poetry - Ancient Poetry: Poems of 4 Ancient Poets (8 Dohas)

Outcomes:

- (1) Recollect names of major works of the prescribed poets
- (2) Basic understanding of Bhakti poetry
- (3) Appreciates Bhakti poetry

(4) Critically evaluates the contribution of prescribed poets

(5) Elucidates lines of the poems critically

Module II: Modern Poetry: 6 Representative poems of the Poets of the Modern Period

Outcomes:

(1) Recollects names of major works of the prescribed poets

(2) Basic understanding of the development of poetry in Hindi in the modern times

(3) Appreciates and critically evaluates poems

(4) Elucidates lines of the poems

Module III: Anuvad – 5 Passages from English to Hindi and 5 Passages from Hindi to English to be translated

Outcomes:

(1) Understands the importance of translation as a tool for communication

(2) Translates simple passages from Hindi to English and vice versa

Module IV: Technical Terminology – 20 in Hindi with English translation and 20 in English with Hindi translation

Outcomes:

(1) Recollects the common technical terms used in official language

(2) Opens a career option – that of a translator

Textbook: Naveen Sanchay (नवीन संचय) Published by Bharateeya

Gyanpeeth, New Delhi

Edited by Dr. K.S. Beena, Dr. Gayathry N., Smt. Salini C., Dr. Lekshmy S.S.,
Dr. Manju K.N.

Lessons :

Ancient poems

Modern poems

1. प्रियतम - सूर्यकांत त्रिपाठी निराला
2. चींटी - सुमित्रानंदन पन्त
3. भूख - सर्वेश्वर दयाल सक्सेना
4. माँ का नमस्कार - मंगलेश डबराल
5. नए इलाके में - अरुण कमल
6. बेजगह - अनामिका

Course Outcomes:

- (1) Understands the development of Hindi poetry from the Bhakti period to modern times
- (2) Translates simple passages from Hindi to English and vice versa
- (3) Opens a career option that of a translator

Distribution of Hrs: 2 hrs for poetry, 2 hrs for Anuvad and Technical Terminology

Common Course Hindi for B.Com (restructured) Programme.

Semester: I

Common Course II HN1111.4

PATRA LEKHAN AUR ADHUNIK HINDI KAVITA

पत्र लेखन और आधुनिक हिंदी कविता

Credits: 4

Hours /Week: 5

Aim of Course :

- 1.To acquaint students with different forms of modern Hindi Poetry.
- 2.To develop the skill of evaluating poetry
- 3.To develop skills of appreciation of poetry.

Module.I 5 poems of modern age from the Modern Poetry collection

Outcome 1. Understands the aesthetics of Modern Hindi Poetry.

2. Recollects the major works of the poets in the collection.
3. Critically evaluate the contribution of the poets in Hindi Literature.

Module.II 5 poems of modern age from the Modern Poetry collection

Outcome 1. Appreciate the craft & creativity of poets.

2. Elucidate the lines of the poem critically.
3. Basic understanding of development of Modern Hindi poetry.

Module III Patra Vyavahar

- 1.What is letter?
- 2.Types of letters.
- 3.Types of Business letters & Examples.

Outcome 1. Understands the features of business letters.

2. Learn how to write Business letters in Hindi.

3. Recollects the common technical terms used in official language Hindi.

Prescribed text Book :

Abhinav Sanchay (अभिनव संचय) Published by Rajpal & Sons

Edited by : Dr.Susmitha O.V ,Dr.Sheelaakumari .L, Dr.Manju Ramachandran ,Dr.Sheeba Sarath.S ,Dr.Roshni.R ,Dr.Sudha A S

Lessons :

1. बीती विभावरी जाग री - जयशंकर प्रसाद
2. मोह - सुमित्रानंदन पन्त
3. कोशिश करनेवालों की हार नहीं होती - सोहनलाल द्विवेदी
4. पिछड़ा आदमी - सर्वेश्वर दयाल सक्सेना
5. फिर आ गयी दिवाली - शिव मंगल सिंह सुमन
6. शोक गीत - कात्यायनी
7. बस बहुत हो चुका - ओमप्रकाश वात्मीकी
8. उलटा ज़माना - अरुण कमल
9. धृतराष्ट्र ने कहा - सुशीला टाकभौरे
10. मैं एक चिड़िया हूँ पापा - जितेन्द्र श्रीवास्तव

Course Outcome

1. Appreciates the aesthetics of Modern Hindi Poetry.

2. Critically evaluate the contribution of Hindi Poets to Hindi Literature.
3. Elucidate key lines of poetry with reference to context.
4. Understand the development of Modern Hindi Poetry from early 20th century to 21st century.
5. Differentiate various types of business letters based on their style and components, learn to write business letters in Hindi.

Distribution of Hours

4 hours for Poetry

1 hour for Patra Vyavahar.

Reference :

1. Hindi ke Adhunik Kavi by Ramachandra Sharma, Saraswathy Prakashan, Kanpur
2. Aadhunik Hindi Kavya: Satya Narayana Singh, Viswavidyalaya Prakashan, Varanasi

Semester: II

Common Course II HN1211.4

ANUVAD TATHA ADHUNIK HINDI GADYA SAHITHYA

अनुवाद तथा आधुनिक गद्य साहित्य

Credits: 4

Hours /Week: 5

Aim of the course

- 1.To facilitate the use of translation as a tool for communicating in Hindi and English
- 2.To motivate students for a career as translator
- 3.To make them proficient in translation
- 4.To familiarise the students with different forms of modern Hindi prose literature.
- 5.To develop the sense of appreciation of prose among students.
- 6.To familiarize the students with the world of fiction.

Module I:

Anuvad- Basic information- **6** passages from English to Hindi and vice versa for translation practice.

Outcome:

- 1.Understands the importance of translation as a tool for communication
- 2.Translates simple passages from English to Hindi and vice versa

Module II:

Collection of **4** short stories from Premchand Yug to Samkaleen Yug

Outcome:

- 1.Remembers main works of the representative writers
- 2.Understands the craft of the representative writers
- 3.Analyses the stories
- 4.Evaluates the contribution of the representative writers

Module III:

Anya Gadya Vidhayem- 1 Ekanki- 1 Vyangya rachana- 1 Nibandh- 1

Athmakatha- 1 Sansmaran

Outcome:

1. Understands the different forms of prose
2. Recollects the main works of prescribed writers.
3. Evaluates the prose forms.

Prescribed text book: **Vidha Nidarsh (विधा निदर्श)** Published by Nayee Kitab

Prakashan ,New Delhi

Edited by Dr. Rajan T K, Dr. Jyothi N, Dr. Sreekala K I, Dr. Sherlin,

Dr. Sajith S J Sasi

Lessons

अनुवाद

कहानी

1. ईदगाह-प्रेमचंद
2. अपनी कमाई-सुदर्शन
3. डोमिन काकी- चित्रा मुद्गल
4. क्वालिटी टाइम-अर्चना राय

एकांकी

1. लक्ष्मी का स्वागत- उपेन्द्रनाथ अशक

2. व्यंग्य- अतिथि तुम कब जाओगे ? - शरद जोशी
3. निबन्ध - खोई हुई वास्तु की खोज - लक्ष्मीकांत झा
4. आत्मकथांश- अग्नि की उड़ान - डॉ .ए .पी. जे. अब्दुल कलाम
5. संस्मरण- महात्मा गाँधी -डा. रामकुमार वर्मा

Hours distribution:

1 hr for Anuvad, **2** hrs for Kahani, **2** hrs for Anya Gadya Vidhayen.

REFERENCE

Anuvad: Sidhanth Aur Prayog- Dr. Gopinathan, Lok Bharathi Prakashan.

Hindi Sahitya ka Itihas by Dr. Nagendra.

Common Course in Hindi for BA/BSc career related Programme

Semester I

Common Course I, HN 1111.3

Hindi Gadya Sahitya

हिंदी गद्य साहित्य

Credits: 4

Hours/Week : 5

Aim of the course: (1) To familiarize students with different prose forms

(2) To develop the faculty of appreciation of prose

(3) To develop the skill of evaluating prose literature.

Module I: Short stories, Essay

Outcome: (1) Appreciates the prose forms

(2) Understands the difference between the prose forms of the module

(3) critically evaluate the short stories and essay

(4) Elucidates lines from the short story and essay with reference to context.

Module II: One act play, satire

Outcome: (1) Appreciates the prescribed prose forms

(2) Understands the difference between the prose forms of the module

(3) Critically evaluates the prose forms

(4) Elucidates lines from the one act play and satire with reference to context

Prescribed Textbook: Gadya gagan (गद्य गगन) Published by

Ananya Prakashan

Edited by -

Dr. Shamli M .M , Dr.S. Sunil Kumar, Dr. Predeepa Kumari,

Dr. Sujith. N. Tampi, Dr. Elizabeth George

Lessons

1.छोटा जादूगर (कहानी) - जयशंकर प्रसाद

- 2.पिकनिक (कहानी) - मीरा सीकरी
- 3.एम् डॉट कॉम (कहानी) - एस.आर.हरनोट
- 4.अहिंसा का पाठ (लेख) - विजयेन्द्र स्नातक
- 5.व्हील चेयर (एकांकी) - सुशीला टाकभौरे
- 6.आम आदमी की पहचान (व्यंग्य) - शरद जोशी

Course Outcome (1) Understands the difference between different prose forms

(2) Appreciates prose literature

(3) Critically evaluates the prose forms (

4) Elucidates lines from prose with reference to context.

Hours distribution :3Hrs for module I

2 Hrs for module II

Semester II

Common Course I, HN 1211.3

Hindi Padya Sahitya

हिंदी पद्य साहित्य

Credits: 4

Hours/Week : 5

Aim of the course: (1) To make students understand the development of poetry in Hindi from the Ancient period to modern times

(2) To develop the faculty of appreciation of poetry

Module I: Ancient poetry- Collection of Ancient poetry of Kabeerdas, Soordas, Tulsidas, Biharilal

Outcome: (1) understands the aesthetics of Ancient Hindi Poetry

(2) Understands the history of Bhakti poetry

(3) Recollects the major works of the prescribed poets

(4) Appreciates the creativity of the Ancient poets

(5) Critically evaluates the contribution of the Ancient poets to Hindi literature.

Module II: Modern poetry- collection of 8 poems of modern Hindi poets

Outcome: (1) understands the aesthetics of modern Hindi poetry

(2) Recollects the major works of the poets in the collection

(3) Critically evaluates the contribution of the poets to modern Hindi poetry

(4) Elucidates lines of the poems with ref to context.

Prescribed text book: KavyaKusum (काव्य कुसुम) Published by Shiksha

Bharati ,New Delhi

Edited by Dr.Sreeja B R, Dr.Majida M, Dr.Sheminas T S,

Dr.Anoopa Krishnan & Dr.Dhanya L

Lessons :

1. दोहे - कबीरदास
2. पद - सूरदास
3. दोहे - तुलसीदास
4. दोहे - बिहारी
5. जूठे पते - बालकृष्ण शर्मा नवीन
6. पुष्प की अभिलाषा - माखनलाल चतुर्वेदी
7. ताज - सुमित्रानंदन पन्त
8. मछली - सर्वेश्वर दयाल सक्सेना
9. प्रकृति का सन्देश - सोहनलाल द्विवेदी
10. झाड़ूवाली - ओमप्रकाश वाल्मीकी
11. भरोसा - पवन करण
12. उतनी दूर मत ब्याहना बाबा - निर्मला पुतुल

Hours distribution : Lessons 1 to 4 : 2 hours

Lesson 5 to 12 : 3 hours

Outcome of the Course: (1) understands the aesthetics of Ancient and modern poetry in Hindi

- (2) Appreciates the creativity of the poets
- (3) Critically evaluates the contribution of the poets to Hindi literature
- (4) Understands the development of poetry in Hindi

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Foundation Course II
HN 1321 Sookhana Praudyogiki aur Aadhunik Patrakarita

सूचना प्रौद्योगिकी और आधुनिक पत्रकारिता

Credits 3

Hours/week :4

Aim of the Course: (1) To update and expand basic informatics skills
 (2) To give theoretical and practical knowledge in computing
 (3) To make students realize the possibilities of computing in Hindi
 (4) To make students ware of modern trends in Journalism.

Module I: Hindi computing ka itihaas- computer mein Hindi ke vibhin
 Prayog- Sabd sansadhak – Rajbhasha Hindi, Computer aur Sookhana
 Praudyaogiki- Font, Software aur tools- Unicode aur devanagiri lipi-
 computer par Hindi ka anuprayog- unicode aur Hindi font mem antar-
 Mukh Hindi software- E governance – online sevayem

Outcome: (1) Gets comprehensive knowledge of computing in Hindi

ModuleII: Patrakaritaka Udbhav Aur vikas- Viswa Patrakaritaka Uday- Bharat
 Mein patrakarita ka uday- Hindi patrakarita ka pehla charan- Doosra yug-
 Theesra charan 1947 ke baad Hindipatrakarita

Outcome: (1) Understands development of Journalism in the world
 (2) Comprehensive knowledge of development of Journalism in Hindi upto
 1980.

Module III: Sanchar Kranti aur Hin di patrakarita- web patrakarita – web
 patrakarita: Lekhan va Bhasha – bloglekhana- web patrakarita aur blog-
 sting operation- pramukh e- patrikayem aur portal.

Outcome: (1) Understands development of Journalism in the modern times
 (2) gets comprehensive knowledge of development of Hindi journalism in the age of communication revolution.

Prescribed text books

- (1) Hindi aur Soochana Pradyogiki – Dr.Poornima R Published by Vaniprakashan ,New Delhi
- (2) Jansanchar aur patrkartaa by Dr.Poornima R - Published by Vaniprakashan ,New Delhi (only Patrakarita part)

Lessons omitted from the Text 2 : विश्व पत्रकारिता का उदय और विकास

: भारत में पत्रकारिता का उदय और

विकास

: हिंदी पत्रकारिता का विकास

Distribution of hrs: 2 hrs for module I, 2 hrs for module II & III.

Course outcome: (1) Understands possibilities of computing in Hindi

(2) Updates and expands Basic informatics skills

(3) Understands modern trends in Journalism

Reference :

1. Information Technology (Malayalam) Cosmos publication ,Mettupalayam street ,Palakkad
2. Computer aur Hindi –Hari Mohan,Thakshashila Prakashan

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Complementary Courses for FDP in Hindi

Semester I

Complementary Course I (compulsory)

HN 1131- Samkaleen Sahityik Vimarsh

समकालीन साहित्य विमर्श

Credits: 2

Hours/week : 3

Aim of the course: (1) To sensitize the students about latest trends and discourses in Hindi literature like Dalit Discourse, adivasi discourse (2) To provide comprehensive knowledge about latest styles and trends of lit. and to help the students to develop their creativity.

Module I: Bhoomika Strivimarsh:- Saidhantiki: **Stri Vimarsh moolak Sahitya**

(i) Poem–‘HockeyKheltladkiyam–Katyayani(ii)

(ii) Shortstory-Kayantar-JaysreeRai

(iii) (iii)Autobiography- ‘Any Se Ananya tak’ PrabhaKhaitan

Outcome: (1) Understands the theories and development related to strivimarsh

(2) Understands the salient features of strivimarshatmak literature through the representative poem, fiction and autobiography

(3) Critically evaluates stri vimarshatmak literature prescribed for study

Module II: Dalit Vimarsh – theory and revolution.

Dalit vimarsh moolak sahitya

(1) poem ‘Suno Brahmin’ Malkhan singh

(2) Short stories

– Nau bar- Jayaprakash Kardan

Salaam-Valmiki

(3) Essay 'Abhishapt chintan se itihās chintan kee ore' –R. Dharamveer

Outcome: (1) Understands and evaluates Dalit Literature in Hindi

(2) Critically evaluates the representative Dalit literature prescribed for study.

Module III; Adivasi vimarsh: Theory, revolution Vimarshmoolak Sahitya-

(1) Poems: 'Tiririri , Bansuri ke Swar mein'; - Dulam Chandra munda,
'Prateeksha- Grace kunjara

(2) Short story- Salgi, Jugnoo aur anva ganch- Alice ekka

(3) (3) geet-cheri geet- Translated by Snehlatha negi

Outcome: (1) Understands and evaluates adivasi literature

(2) Critically evaluates the representative adivasi literature

Module IV: Anya Vimarsh-

Kinnarvimarsh, Kisaanvimarsh, Vrdhvimarsh, Paristhitik vimarsh. **Vimarsh Moolak Sahitya-**

(1) Short story; 'Kabeeran' - Sooraj Badatya.

Outcome: (1) understands and evaluates different discourses in modern Hindi literature.

Prescribed text: 'Asmitamoola k Vimarsh aur Hindi Sahitya' - Edited by Dr. S.R. Jayasree published by Aman Prakashan, Kanpur.

Lessons omitted :

(1) मैं कैसी औरत हूँ – सविता सिंह

(2) कितनी व्यथा – नगीना सिंह

(3) कायांतर – जयश्री राँय

(4) प्रतीक्षा – ग्रेस कुंजर

(5) अभिशप्त चिंतन के इतिहास चिंतन की ओर -धर्मवीर

(4) किन्नौरी गीत – स्नेहलता नेगी

Extra Reading: 1 Essay, 1 poem, 1 shortstory, a few pages of a Novel for extra reading. (Not for Examination Purpose)

Parishisht –Names and major works of literatures of different discourses. [Questions will not be asked from these parts]

Course outcome:(1) The students understand the latest trends in literature

(2) Critically evaluate different discourses in modern Hindi literature.

Hour distribution: 1 hr for module I. 1 hr for Module II, 1 hr for III and IV.

Reference:

1. Samakaaleen Hindi saahitya : vividh vimarsh Edited by Prof. Shreeraam Sharma, Vani prakashan ,New Delhi

2. Hindi sahitya mein asmitaamoolak vimarsh , www.streekaal.com

3. Samakaaleen asmitaamoolak vimarsh , online course by www.swayam.gov.in

Complementary Course II (Optional)

HN 1132 Pracheen Tatha Madhyakaleen Bharatiya Sanskriti

प्राचीन तथा मध्यकालीन भारतीय संस्कृति

Credits 2

Hours/week: 3

Aim of course:

(1) To enrich student's knowledge of History

(2) To familiarize with the important events of Indian culture from the age of the Vedas

(3) To enrich knowledge of cultural History of India through Historical development during the reign of various rulers from ancient times to medieval India.

Module I: Sanskriti- Swaroop evam nirdharan- Paribhasha- Sanskriti ke Kshetra; Bharateey Sanskriti ke visheshatayam

Outcome: (1) The students understand the basics of culture, its definition field.

Module II: Pracheen Sanskriti- Vaidik Samaj- Vaidic Dharm Boudh Dharm evam Sanskriti- Jain Dharm- Unki Sanskritik Dein

Outcome: (1) Understands the ancient culture

(2) Understands Buddhism, Jainism, their cultural contribution.

Module III – Bharat ke Dhaarmik aur Sanskritik Vikas –Aarthik evam saamaajik jeevan –rahan sahan kaa Tareekaa –Jati pratha –Shiksha aur Dharm –Bhakti Aandolan

Outcome: Understands the cultural and religious development of India

Module IV: Mughalom ka Agaman- Babar- Humayun- Shershah ka Uday- Soor Samrajya- unka yogdan – Akbar –Dharmikniti- Jayangir- Shahjahan- auron gazi Mughal Kaleen Sanskriti

Outcome: (1) Evaluates role of Mughal dynasty in influencing medieval Indian culture.

Prescribed Text: Pracheen evam Madhyakaleen Bharatiya

Sanskriti: Edited by Dr. Asha S Nair, Dr. Maheswari, Smt. Salini.C

Published by Vani Prakashan, New Delhi

Lessons omitted from the Text :

Chapter 4 –पूर्वकालीन भारत

Chapter 5 - मध्यकालीन भारत : प्रशासनिक विशेषताएं

Chapter 6 – भारत पर विदेशियों के आक्रमण का प्रभाव

Chapter 7 – विजयनगर और बहमनी वंश

Hour Distribution : Module 1&2 :1 hour
: Module 3 : 1 hour
: Module 4 : 1 hour

Outcome of course: 1) Students understand Ancient and medieval culture of India.

2) Evaluate contribution of various dynasties to the cultural heritage of India.

Reference :

1. Bharateey sanskriti by Shivdatt Gyane, Rajkamal prakashan
2. Bharteey sanskriti ke rooprekhaa by Gulab Ray, Bharateey saahitya sangraha

Semester II

Complementary Course- III (Compulsory)

HN 1231 Kathakar Premchand

कथाकार प्रेमचंद

Credits 3

Hours/week : 3

Aim of course: 1) To provide comprehensive knowledge about Premchand as fiction writer.

2) To make the students appreciate the theme of Premchand's fiction and to evaluate his style and craft.

Module I: Six short stories of Premchand with introduction regarding contribution of Premchand to Hindi short story (Detailed Study)

Outcome: (1) Appreciates and critically evaluates the short stories of Premchand with respect to theme, and craft

(2) Recollects the names of important short stories of Premchand

(3) Elucidates lines from the prescribed short stories with respect to context.

Module II: One novel of Premchand.

Outcome: (1) Recollects names of all major novels of Premchand

(2) Appreciates & evaluates the theme of the prescribed novel

(3) Critically evaluates contribution of Premchand to Hindi Novel

(4) Evaluates the novel with respect to the character, craft and style.

Prescribed texts: (1) 'Premchand ke Kahaniyam (Detailed study)

Edited by Dr. Jyothi N & Dr. K.P Ushakumari published by 'Vani Prakashan,
21 A, Daryaganj, N. Delhi

(2) 'Rangbhoomi' Premchand- abridged students version with Bhoomika
by Sudheesh Pachauri. Published by Vani Prakashan

Distribution of hrs: 2 hrs for short story 1 hr for Novel

Outcome of the course: (1) The students attain comprehensive knowledge of Premchand as fiction writer

(2) Appreciates and critically evaluates prescribed short stories and Novel of Premchand (3) Evaluates the contribution made by Premchand in the field of Hindi fiction writing.

Reference :

- 1.Premchand ghar mein by Shivrani Devi ,Atmaaraam and sons
- 2.Premchand ka rachanaa sanchayan by Nirmal varma & Kamal Kishore
Goyanka,Sahitya Academy

Complementary Course IV (Optional)**HN 1232 Paristhithik Paat aur Hindi Sahitya****पारिस्थितिक पाठ और हिंदी साहित्य****Credits: 3****Hoursweek : 3**

Aim of the course: (1) To familiarize the students with how environmental issues are depicted in Hindi literature

(2) To familiarize the students with the role of literature in tackling environmental issues.

Module I: Five short stories depicting environmental issues

Outcome: (1) Understands how environmental issues are depicted in Hindi short stories

(2) Critically evaluates the stories in the light of the issues discussed in them.

Module II: Seven poems in Hindi dealing with environmental issues (detailed study)

Outcome: (1) Understands how environmental issues are depicted in poetry
 (2) Critically evaluates the poems in the light of the issues discussed in them and with respect to the craft of the poems
 (3) Elucidates lines of the poems with reference to context.

Prescribed text: ‘Paristithik paat aur Hindi Sahitya’-Edited by Dr. Suma.S and Dr. Jayasree S R published by ‘Vani Prakashan, Daryaganj, New Delhi.

Lessons to be omitted

- 1.Kashinath Singh –Jangal Jatakam
- 2.Batrohee – Kahin door jab din dhal jay

Course outcome: (1) The students get a comprehensive knowledge of how environmental issues are depicted in literature
 (2) Critically evaluates short stories & poems in the light of the environmental issue discussed in them
 (3) Students are motivated to interfere in the environmental; issues around them.

Hour distribution: 1 hr for module 1 and 2 hrs for module II.

Reference :

1. Paryavaran Sanrakshan har naagarik kaa kartavya by Sudarshan Bhatia ,Saksham prakashan,New Delhi
2. Paryavaran Shikshaa by Rajeev Garg ,Aviram Prakashan ,New Delhi

Semester III

Complementary Course V (Optional)

HN 1331- Tulnatmak Adhyayan

तुलनात्मक अध्ययन

Credits: 3

Hours/week : 3

Aim of the course: (1) To acquaint students with how comparison of literature of two languages i.e. Hindi & Malayalam is done
 (2) To familiarize students with fiction of Malayalam & Hindi with special reference to Premchand and Thakazhi
 (3) To familiarize students with Hindi and Malayalam poetry esp. of Jayashankar Prasad and Kumaranasan
 (4) To familiarize students with similarities of literature written in Hindi & Malayalam.

Module I: introduction to comparative studies

Outcome: (1) Understands what is comparison (2) understands what is comparison in literature (3) understands the difference between comparison in western literature & Indian literature

Module II: Comparison of Novels in Hindi & Malayalam with special ref. to Premchand and Thakazhi.

Outcome: (1) Students attain basic knowledge of Hindi & Malayalam novels especially that of Premchand & Thakazhi
 2) Understands similarity between novels of Premchand & Thakazhi especially 'Godan' & 'Randi' 'Gangazhi'

Module III: Comparison of Hindi and Malayalam short stories

Outcome: 1) Students attain basic knowledge of Hindi & Malayalam short stories

2) Understands similarities and dissimilarities between Malayalam & Hindi short stories

3) Understands the craft of comparison of short stories in Hindi & Malayalam through comparing few stories of both languages.

Module IV. Comparison of two poets – Jayashankar Prasad and Kumaranasan.

Outcome: (1) Attains basic knowledge of poems of Jayashankar Prasad & Kumaranasan

(2) Understands the similarities and dissimilarities between the two poets

(3) Understands the craft of comparison of poems in Hindi & Malayalam through the poems of Prasad and Asan.

Prescribed Text Book: ‘Tulnatmak Adhyayan: Hindi-Malayalam ke Katha va kavita ke Sandarbha mein’: Edited by Dr. M.S. Vinayachandran, Dr. P. Letha, Dr. Kumari Geetha.S, Dr. Jayasree O, Smt. Salini.C, Dr. Shabana Habeeb Published by Director of publications, University of Kerala.

Lessons omitted : Module 3 Completely

Distribution of hrs: 2 hrs for module I and II, 1 hr for module IV.

Course outcome: (1) Understands the basic techniques of comparison of Hindi and Malayalam fiction and poetry

(2) Compares fiction and poem of Hindi & English.

Reference :

1. Tulanaatmak saahitya : Saiddhantik Adhyayan by Hanumaan prasaad shukla ,Rajkamal prakaashan
2. Tulanaatmak saahitya ke adhyayan kee samasyayein by Jagadeesh Chaturvedi Nayaa zamaanaa journal 18 feb 2017 (www.egyankosh.ac.in)

Complementary Course VI (Compulsory)

HN 1332 Rajbhasha Prabandhan

राजभाषा प्रबंधन

Credits: 3

Hours/week :3

Aim of the course: (1) To provide comprehensive knowledge about official language Hindi

(2) To understand the merits and demerits of Hindi as official language

(3) To understand the problems involved in management of Hindi as official language

(4) To understand use of Hindi for official communication in Central Govt. Offices, PSU, Banks etc. (5) to motivate students to a career as Translator/Hindiofficer.

Module I: Development of Hindi as official language

Outcome: (1) Attains comprehensive knowledge as to how Hindi became official language of India.

Module II: Acceptance of Hindi as official language- Provisions in the Constitution regarding official language-

Outcome: Understands the constitutional provisions regarding official language Hindi.

Module III- Official language management – field of official language management- role of institutions, offices in official language management- Hindi officer- problems in implementing constitutional provisions- managerial solutions.

Outcome: (1) Attains knowledge of official language management

Module IV: Official language Hindi- practical side

Types of official correspondence – Noting- drafting, in Hindi- Technical terminology- Hindi to English

Prescribed text book: Rajbhasha Prabandhan- by Dr. Julia Emmanuel – published by Rajpal & Sons, Madrasa Road, Kashmiri Gate, Delhi.

Course outcome: (1) Attains comprehensive knowledge of official language Hindi

(2) Does noting and drafting in Hindi.

(3) Understands official language Hindi management

(4) Opens a career option- that of translator/ Hindi officer in Central Govt. OfficeS /PSUS/Banks.

Distribution of hrs: 1 hr for module I & II, 1 hr for module III 1 hr for module IV.

Reference :

1. www.rajbhasha.gov.in

2. Rajbhasha kaaryaanwayan - dgpm website portal (www.dgicce.nic.in)

Semester IV
Complementary Course VII (Compulsory)
HN 1431 Bharatiya Sahitya
भारतीय साहित्य

Credits 3

Hours/week :3

Aim of the course: (1) To familiarize the students with the concept of one Indian literature

(2) To familiarize the students with renowned Indian writers through their representative works.

Module I: Definition of Indian literature: Features of Indian literature- problems of considering literature written in different Indian languages as one Indian literature – Role of Sanskrit in Indian literature.

Outcome:(1)understandstheconceptof Indianliterature

(2)Understands the concept of Unity in diversity through one Indian literature.

Module II: Representative literature of renowned Indian writers- poems of Dr. Manorama Vishval Mahapatr, Amrita preetam, Dr. J. Bapu Reddy, K.Sachidanandan, Subramania Bharati- Short stories of Tagore, Takazhi,

Pratibha Rai, Saran Kumar Limbale, M.K. Vinodhini- Travalogue by Indira Goswami.

Outcome: (1) Appreciates literary works of litterateurs of different Indian languages.

(2) Identifies the element of oneness in literature written in various Indian languages.

Prescribed Text book: ‘Bharatiya Sahitya’ compiled by Dr. RI. Santhi & Dr. A Prakash published by Vani Prakashan, Daryaganj New Delhi.

Omission : Lesson 4,6, and 7 from Khand 1 and Khand III completely.

Hour Distribution : Module 1 : I hour
: Module 2 : 2 hours

Course outcome: (1) Understands the concept of one Indian literature

(2) Appreciates the works of different writers of different Indian languages.

Reference :

1. Bharateeya saahitya kee bhoomika by Ramvilas Sharma
2. Bharateeya saahitya by Nagendra Prabhaat prakaashan

Complementary Course VIII (Optional)

HN 1432 Patkatha Lekhan va vigyapan

पटकथा व विज्ञापन

Credits 3**Hours/week : 3**

Aim of the course: (1) To know the technique and process of script writing
 (2) To understand the form and procedure of Advertisement
 (3) To understand the importance of Advertisement.

Module I: An introduction to Script- Basic methods and techniques of script writing- ideastory-situation-treatment, characterization, dialogue-sequence—climax language of script. The art of scriptwriting.

Outcome: (1) Understands what is script and script writing
 (2) Understands techniques of script writing
 (3) Elucidates the art of script writing

Module 2: Types of script

Outcome: (1) understands the different types of scripts

Module3: Meaning and definition of advertisement-Necessity, aim and importance of Advertisement- objectives of advertisement

Outcomes: (1) Understands the meaning, necessity, aim and importance of Advertisement.

Module4:Media of advertisement-press advertising, Direct mail advertising, Outdoor advertising, broadcast advertising.

Types of advertisement: language & style of advertisement

Outcome: 1) Understands the media of advertisement

2) Evaluates the types of advertisement with respect to their style.

Prescribed text: Patkathalekhan aur vigyapan ke vyavaharik Nirdeshika’ - Edited by Dr.NimmyA.A, Dr.T.Sreedevi Published by RajkamalPrakashan, Daryaganj, New Delhi.

Distribution of hrs: 1 hr for module 1 & 2 , 2 hrs for module 3 & 4

Course outcome: (1) Understands the techniques of script writing
(2) Understands the importance of Advertisement
(3) Enriches the creativity of the student
(4) Opens a career option in the field of script writing & advertisement.

Reference :

1. Patkatha lekhan by Manohar Shyam Joshi , Rajkamal prakashan
2. Vyavahaarik nideshika Patkathaa lekhan by Asgar Vajaahat , Rajkamal prakashan

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Core Courses for FDP in Hindi

Semester I

Core course I

HN 1141- Hindi Kathetar Gadya Sahitya

हिंदी कथेतर गद्य साहित्य

Credits: 4

Hours/week : 6

Aim of the course: 1) To familiarize the students with prose forms other than fiction

2) To make the students understand the difference between different forms of prose like Biography and autobiography, Essay & Reportage

3) To enrich their aesthetic sense.

Module I : Development of Essays in Hindi- 4 representative essays by Balakrishna Bhat, Mahavirprasad Dwivedi, Ramchandra Sukla & Hazari, Prasad Dwivedi

Outcome: (1) Understand the development of essays in Hindi

(2) Recollects the names of famous essayists in Hindi

(3) Recollects the names of major works of the prescribed essayists

(4) Critically evaluates the contribution of the essayists to Hindi literature

(5) Critically evaluates the essays with respect to its style, theme & craft.

(6) Elucidates lines with reference to context.

Module II: 3 representative essays by Dinakar, Vidyanivas misr and harishankar Parsai

Outcome: (1) Recollects the names of major works of the prescribed essayists

- (2) Critically evaluate the essays with respect to its theme, style and craft
- (3) Evaluate the contributions of the essayists of Hindi literature
- (4) Elucidate lines from these essays with reference to context.

Module III: Development of modern prose forms in Hindi-4 Representative modern prose forms- part of a biography of Premchand by Amrit Rai, Reminiscence by Ramkumar Varma, a part of an autobiography and a sketch.

- Outcome:** (1) Understands the development of modern prose forms in Hindi
- (2) Recollects the names of famous authors of different prose forms
 - (3) Recollects major works of the writers prescribed
 - (4) Critically evaluates the prose forms
 - (4) Analyses key sentences with reference to context.

Module IV: 3 representative prose forms: Diary, travelogue and reportage.

- Outcome:** (1) Recollects the major works of these writers
- (2) Critically evaluates the prose forms
 - (3) Understands the difference between diary & reportage, Essay & reportage, Reminiscence & sketch etc.
 - (4) Analyses key sentences with reference to context.

Prescribed text books: (1) Gadya Sushama- edited by Dr. N. Mohanan & Dr. Deepak.K.R published by Rajpal and Sons, Madrasa Road, Delhi, (Detailed study)

(3) 'GadyaSaushthav'- Editedby Dr.N.Mohanan & Dr.Deepak K R
published by Rajpal & sons, Madrasa Road, Delhi (Detailedstudy

Lessons Omitted

From Gadya Sushama –

- 1.कविता का भविष्य – महावीर प्रसाद द्विवेदी
- 2.तुलसी की भक्ति पद्धति - रामचंद्र शुक्ल

Distribution of hrs: 3 hrs for 'Gadya Sushama', 3 hrs for 'Gadya Saushthav'

Outcome of course: (1) Understands the different forms of prose other than fiction

(2) Critically evaluates and appreciates the different prose forms

(3) Enriches the aesthetic sense of students.

Reference :

1.Hindi sahitya kee kathetar vidhaayein , article on www.bharatkaitihas.com

2. Hindi kaa kathetar gadya parampara aur prayog Edited by dayanidhi Mishra ,Vaniprakashan

Semester-II Core Course II

HN1241- Hindi Sahitya Ka Itihas' (Ritikal tak)

हिंदी साहित्य का इतिहास (रीतिकाल तक)

Credits:4

Hours/week :6

Aim of the course: (1) To give the students a detailed account of trends in literature in the early and Riti period

(2) To familiarize the students with the thoughts, philosophy of great poets like Kabeer, Soordas, Tulsi, Jayasi

(3) To make students understand the influence of early & Bhakti period writers on society and Hindi literature as a whole.

Module I: Hindi Sahitya ka Kaal vibhajan- uski Samagri

Outcome: (1) Students understand the basis on which Hindi literature is classified

(2) Understands the division of literature and their names & period.

Module II: Aadikal- uski peetika- Dharmik Sahitya- uski visheshatayem – Laukik Sahitya- Veergatha Sahithya- PramukhKavi- Veer gatha Sahtya kee visheshatayem- Ameerkhusro

Outcome: (1) Students gain comprehensive knowledge about aadikal.

Module III: Bhakti kaal-uski peetika- Madhya yug ka Mahatwa -Bhakti aandolan- Sagun- Nirgun- Sant Kavi- Sant Kavya kee Visheshatayem- Premkavya- uski visheshatayem- Ram kavya – Krishna Kavya. Krishna Kavya ka mahatwa

Outcome: (1) Students gain extensive knowledge of Bhakti kaal

(2) Critically evaluate the contributions of Bhakti poets

Module IV: Reetikaal- Uski peetika- Reeti Sahtya ka janam- pramukh kavi- unki rachnayem- Khadiboli Gadya- Kaal kee Visheshtayem

Outcome: (1) Students gain comprehensive knowledge of Reetikaal (2) critically evaluate contributions of the poets to Hindi literature

Prescribed text: Hindi Sahitya ka Sankshipt itihas- by Lakshmi Sagar Varshney- Published by Lok Bharati Prakashan, M G Road, Allahabad-1

Lessons omitted : lessons 1, 2, and 6 from the text.

Course outcome: (1) The students gain comprehensive knowledge of the classification of Hindi literature from the beginning to 1800 AD

(2) Critically evaluate the contributions of poet to Hindi literature during the various periods.

Distribution of hours: 1 hr for module 1,

1 hr for module 2,

2 hrs for module 3,

2hrs for module 4.

Reference :

1.Hindi sahitya ka Itihas by dr.Nagendra

2. Hindi sahitya ka subodh Itihas by Gulab Ray Lekshminarayan Agarwal,Agra

Semester III

Core Course III

HN 1341 Hindi Sahitya ka itihas (Aadhunik kaal)

हिंदी साहित्य का इतिहास (आधुनिक काल)

Credits: 4

Hours/week :5

Aim of the course: (1) To give the students a detailed account of the trends in Hindi literature since 1800

(2) To familiarize the students with the Socio, economic political situation since 1800 and its influence on Hindi literature.

(3) To give comprehensive knowledge about the contribution of main litterateurs of the modernperiod.

Module I: British Raj ke sthapna aur Aadhunik yug- shasan sambandi
tatha anya sudhar- Beeswi Shatabdi- British Kaleen Sahitya ke rooprekha-
Gadya ke prarambhik unnayak- Unneeswi Satabdi ke pramukh Shailikar-
Dwivedi yug- Pramukh Shailikar **Outcome:**(1)Students get extensive
knowledge of literature from AD1800to1920

(2) Critically evaluate the trends in literature and also contribution of writers
of this period to Hindiliterature.

Module II: Aadhunik Gadya Sahitya ke vividh Roop- Upanyas, Kahani,
Upakhyan, Akhyayika, Rekhachitr, Reportage, Ekanki, Natak- Hindi meim
kahani- Pramukh Kahanikar, Pramukh Ekanki kaar, Natakkar, Nibandh,
Jeevani, Samalochana.

Outcome: (1) students get extensive knowledge of prose literature till 1947
 (2) Critically evaluate evolution of various prose forms in Hindi literature and the contribution of writers.

Module III: Kavya uneeswi Shatabdi- Braj Kavya- Khadiboli Kavya – pravarthiyam- Chayavad- rahasyavad, pragativaad,

Outcome: (1) Students get extensive knowledge about development of poetry till 1947
 (2) Critically evaluates the features of Hindi poetry from 19th century to middle of 20th century.

Module IV: Swatantrya kal- natak, Upanyas, kahani, kavita navageet, ageet, akavita.

Outcome: (1) Students gain knowledge of development of play, novels, short stories and poetry since 1947 to 1960.

Prescribed text book: ‘Hindi Sahitya ka Sankshipt Itihas’ by Lakshmi sagar Varshney- published by lokbharati, Allahabad

Distribution of hrs:

1 hr for module 1

2 hrs for module 2

2 hrs for module 3 & 4.

Reference :

1.Hindi sahitya ka Itihas by dr.Nagendra

2. Hindi sahitya ka subodh Itihas by Gulab Ray Lekshminarayan Agarwal,Agra

Course outcome: (1) The students get a comprehensive knowledge of History of Hindi literature from 10th century to the middle of 20th century
 (2) Critically evaluates the trends in literature during this period
 (3) Critically evaluate the evolution of prose in Hindi and its development till 1960.

Semester IV
Core Course IV
HN 1441-‘Hindi Natak aur Rangmanch
हिंदी नाटक और रंगमंच

Credits: 4

Hours/week :5

Aim of the course: (1) To understand the development of plays in Hindi literature
 2. To understand the development of theatre in Hindi
 (3) To understand the distinct features of Hindi play through two representative plays
 (4) To understand the trends in Hindi plays upto 1980 through a representative play
 (5) To understand the changes in Hindi play since 1980 through a representative play.

Module I: Hindi natak ka udbhav aur vikas- poorva Bhartendu yug- Bhartendu yug- Dwivedi yug- Prasad yug- Prasadottar yug.

Outcome: (1) Critically evaluates the evolution and development of Hindi plays from latter half of 19th century to 21st century.

(2) Recollects names of famous playwrights and their major plays.

Module II: Rangmanch Parampara aur Hindi Rangmanch – Rangmanch-Paribhasha – Aavirbhav- Bharatiya Rangmanch. Sanskrit Rangmanch-Adim Rangmanch- Vartaman Bharatiya Rangmanch. Rangmanch ka vikas-natya sansthayem

Outcome: (1) Evaluates the evolution of theatre in India and development of theatre in Hindi

(2) Recollects names of famous Rangkarmi and their contribution to theatre

(3) Understand the contribution of various natya institutes towards theatre in Hindi.

Module III; To study in detail a play written upto 1980.

Outcome: (1) Appreciates the play

(2) Critically evaluates the play with respect to theme, characterization and craft & style of the play

(3) Recollects names of other major plays written by the play Wright

(4) Elucidates key lines of the play with reference to context.

Module IV; To study in detail a play written after 1980

Outcome: (1) Appreciates the play

(2) Critically evaluates the play with respect to theme, characterization, style and craft of the play

(3) Recollects names of other plays written by the playwright. (4) Elucidates key lines of the play with reference to context.

Prescribed textbooks:

(1) Rakta Kamal, Play by Lekshmi Narayan Lal (detailed study) published by Rajkamal Prakashan

(2) 'Utto Ahalya' play by Surendra Dubey (detailed study) published by 'Vani Prakashan with introduction to development of Hindi play & Hindi Rangamanch by Dr. Manju Ramachandran & Dr. Jayasree.O. Vani Prakashan Daryaganj. New Delhi.

Course outcome: (1) Understands and evaluates development of Hindi plays

(2) Evaluates the development of theatre in Hindi

(3) Appreciates and critically evaluates the prescribed plays.

Distribution of hrs: 1 hr for modules I & II, 2 hrs for Module III 2 hrs for module IV.

Reference :

1. Hindi Natak Aaj –Kal by Jayadev Thaneja ,Takshila prakashan ,New Delhi
2. Nayee Rangchethana aur Hindi ke Natak By Jayadev Taneja, Takshila prakashan ,New Delhi

Semester IV
Core Course V
HN 1442 Vishesh Lekhak Agney
विशेष लेखक अज्ञेय

Credits: 3

Hours/week :4

Aim of the course: (1) To give comprehensive knowledge of Agney as a Hindi Writer.

(2) To make students understand the contributions Agney has made to Hindiliterature.

(3) To understand the place of Agney in Hindiliterature.

Module I: Agney- EK Parichay- unki jeevan rekha-kavi Agney- Agney ke Upanyas- Agney ke Kahaniyam.

Outcome:(1) Understands the contributions made by Agney in the field of Hindi poetry, fiction

(2) Evaluates the contribution made by Agney towards Hindi poetry, Hindi fiction

(3) Recollects names of poetry collection, novels & short story collections of Agney.

Module II: Collection of 5 poems of Agney (detailed study)

Outcome: (1) Appreciates the poems of Agney

(2) Critically evaluates the poems with respect to theme craft & style

(3) Elucidates lines of the poems with reference to context

(4) Evaluates the contribution of Agney to Hindi poetry through the

representative poems of the syllabus.

Module III; Five prose writings of Agney.

Outcome: (1) Recollects names of prose writings of Agney

(2) Evaluates Agney as a prosewriter.

Module IV: Five short stories of Agney (detailed study)

Outcome: (1) Understands Agney as a fiction writer

(2) Critically evaluates the short stories with respect to theme, craft and style

(3) Evaluates the contribution made by Agney towards Hindi short stories

(4) Elucidates key lines of the stories with reference to context.

Prescribed Text: Lokpriya Sahityakar Agney- Edited by Dr. R.I. Santhi,

Dr. Suma S , published by Vani Prakashan, Daryaganj, N.Delhi with

introductory essays titled Agney Jeevan Rekha, Agney ke upanyas: Parichay

by Dr. Gopal Rai, Agney ke Kahaniyam, by Dr. Gopal Rai & Kavi Agney.

Poems & Short stories for detailed study.

Lessons Omitted :

1. साम्राज्ञी का नैवेद्य दान (poem)

2. घृणा का गान (poem)

3. अज्ञेय अपनी निगाह में (Aatmakatha)

Distribution of hrs: 1 hr for modules I & module III,

1 hr for module II

2 hrs for module IV.

Course outcome: (1) Appreciates Agney as a poet & fiction writer
 (2) Critically evaluates Agney as a poet, as a fiction writer and prose writer
 (3) Critically evaluates the contribution of Agney to Hindi literature.

Reference :

1. Agney se sakshaatkaar by krishnadatt paleevaal ,Aryaprakashan mandal
2. Agney kee rachanaayein by hindisahityavimarsh.blogspot.com

Semester V
Core Course VI

HN 1541. Pracheen evam Madhya Kaleen Hindi Kavya

प्राचीन एवं मध्यकालीन काव्य

Credits: 4

Hours/week : 4

Aim of the course: (1) To provide the best specimen of ancient and medieval poetry representing different periods trends & styles.

(2) To develop the faculty of appreciation of poetry.

Module I: Pracheen tatha Madhyakaleen kavithya ka viaks – pramukh kavi

Outcome: 1) Critically evaluates the evolution and development of ancient and medieval poetry.

(2) Recollects the names of poets representing each stream of poetry

(3) Recollects major poems of all the poets.

Module II Ancient poets- Chand bardayi, Vidya pathi, Ameer Khusro- their representative poetry.

Outcome:(1)Appreciates the poetry of Ancient poets

(2)Critically evaluates the poetry of Chandbardayi, Vidyapati and AmeerKhusro

(3)Recollects names of major works of these poets

(4) Eludicates lines from the poems of Chandbardayi & Vidyapati.

Module III: Medieval parts- Kabeer, Soordas and Tulsidas- Representative poetry of these poets.

Outcome: (1) Appreciates the poetry of these medieval poets

(2) Critically evaluates the poetry of Kabeer, Soordas & Tulsidas

(3) Evaluates the contribution of these poets to the Bhakti literature and to Hindi literature

(4) Elucidates key lines of the padas of Soordas and Tulsidas and couplets of Kabeerdas.

Module IV: Poets Meerabai, Biharilal and Bhooshan- their representative poetry.

Outcome: (1) Familiarize with the style, theme, craft of these medieval poets

(2) Critically evaluates the style, theme and craft of these poets

(3) Elucidates key lines of these poets.

Prescribedtextbooks:

Pracheen aur Madhya kaleen Hindi Kavya

(with elaborate essay on origin & development of ancient & medieval poetry) Edited by Dr. N. Jyothi, Dr. NimmyAA, Dr.Jayasree.B

Published by Jawahar Pustakalaya, Mathura (detailed study)

Distribution of hrs: 1 hr for module I & II

2 hrs for Module III

1 hr for Module IV.

Course outcome: (1) Appreciates ancient & medieval poetry

(2) Critically evaluates the poetry of representative ancient & medieval poets

(3) Critically evaluates the contribution of these poets to Hindi literature. (4)

Elucidates key lines of the poems of Ancient & Medieval poets.

Reference :

1. Madhyakaleen kaavya by Sanjeev kumar jain , Kailash pustak sadan , Bhopal

2. pracheen Hindi kavya by www.epustakalaya.com

Semester V

Core Course VII

HN 1542 Adhunik Hindi Kavya

आधुनिक काव्य

Credits 4**Hours/week :4**

Aim of the course: (1) To familiarize students with the development of modern poetry- the different trends & styles of modern poetry

(2) To provide students with best specimens of modern poetry representing different styles

(3) To help students develop their faculty of appreciation

(4) To familiarize students with the development of long poems in Hindi.

Module I: Development of modern poetry – Trends of Modern poetry -poets Maithilisharan Gupt, Jayashankar Prasad, Bachan, Sumitra Nandan Pant and Mahadevi Varma and their representative poems.

Outcome: (1) Recollects major works of the prescribed poets

(2) Appreciates the poems

(3) Critically evaluates the poets as well as poems with respect to style, craft & theme

(4) Elucidates lines of the poem with ref. to context

(5) (5) Evaluates development of modern poetry.

Module II: Poets Nagarjun, Swapnil Shrivastava, Gyanendrapati, Anamika Madankashyap and their representative poems.

Outcome: (1) Recollects major works of the prescribed poets

(2) Appreciates the poems

(3) Critically evaluates the poets as well as poems with respect to style, craft and theme

(4) Elucidates lines of the poem with ref. to context.

Module III: Poets Nirmala Puthul, Niveditajha, Katyayini, Arunkamal, Mahendra Bhatnagar and their representative poems.

- Outcome:** (1) Recollects major works of the poets
 (2) Critically evaluates the poets as well as as their poems with respect to style, craft and theme.
 (3) Elucidates lines of the poem with ref. to context.

Module IV: long poems in Hindi- Long poem of Nirala

- Outcome:**(1) Recollects names of major works of Nirala
 (2) Understands main features of long poems
 (3) Critically evaluates Nirala as a poet
 (4) Critically evaluates the poem
 (5) Elucidates key lines of the poem with ref. to context.

Prescribed text: Aadhunik Hindi Kavya, edited by Dr. Suma.S Published by Vani Prakashan, Daryaganj, New Delhi.

Hours distribution: 1 hr each for each module.

- Course outcome:** (1) Understands and evaluates development of modern Hindi poetry
 (2) Appreciates modern poetry
 (3) Critically evaluates prescribed poets and their poems with respect to theme, style & craft.

Reference :

1. Aadhunik Hindi kaavya aur kavi by www.epustakalay.com
2. Hindi saahitya kaa Adhunik ithihas by Tarknaath Bali

Semester V

Core course VIII

HN 1543. Aadhunik Hindi Katha Sahitya

आधुनिक हिंदी कथा साहित्य

Credits: 2

Hours/week : 3

Aim of the course: (1) To familiarize students with trends in modern Hindi fiction upto 1980

(2) To develop their aesthetic sense.

Module I: Origin & Development of Hindi Novel - famous novelists - their major works.

Outcome: (1) Basic understanding of origin & development of Novel in Hindi

(2) Recollects names of popular novelist of various genre and also their major novels

Module II: To study a novel published before 1980.

Outcome: (1) Appreciates the novel

(2) Critically evaluates the novel with respect to theme, characterization, craft and style

(3) Evaluates the contribution of the novelist towards Hindi Novels.

Module III: Origin and development of Hindi short stories till 1980 - major short story writers - their major collections.

Outcome: (1) Basic understanding of origin & development of short stories in Hindi

(2) Recollects names of famous short story writers along with stories

(3) Understands major trends in Hindi short stories upto 1980.

Module IV: A collection of 7 short stories published prior to 1980.

Outcome: (1) appreciates the short stories

(2) Recollects names of major short stories of the prescribed writers

(3) Critically evaluates the short stories with respect to theme, genre, style and craft

(4) Elucidates key lines with reference to context.

Prescribed texts:

(1) 'Daak Bangla' Novel by Kamleshwar published by Rajpal & sons, Kashmiri Gate, Delhi,

(2) Kathakunj (collection of short stories) edited by Dr. Asha G, Dr. Shabana Habib published by Jawahar Prakashan, Mathura.

Lessons to be omitted:

(1) लैटर बॉक्स - अज्ञेय

(2) मवाली - मोहन राकेश

Hour distribution: 1 hr modules I & II,

2hrs for module III & IV

Course Outcome

- (1) Appreciates modern Hindi fiction
- (2) Critically evaluates modern Hindi fiction upto 1980
- (3) Inspires creativity in students
- (4) Understands and evaluates development of fiction in Hindi (upto 1980).

Reference :

1. Hindi saahitya kaa Adhunik ithihas by Tarknaath Bali
2. Aadhunik Hindi katha saahitya by gangaprasad pandey ,
www.epustakalay.com

Semester V

Core Course IX

HN 1544 Hindi Vyakaran

हिंदी व्याकरण

Credits: 4

Hours/week: 4

Aim of the course: (1) To familiarize the students with the grammar of Hindi language
(2) To make them use grammatically correct language.

Module I: Varnavichar-Dhwaniyam-Swar aur Vyanjan Samyukt Vyanjan-lekhan aur vartani- Akshar- Vartani ki Samasya.

Outcome: (1) Understands varna and its subdivisions

(2) Recollects types of varna and its subdivisions

(3) Understands correct spelling of words.

Module II: Sabda Rachana- Sandhi – types –samās – upsarg –pratyay- Sanskrit Hindi aur videshi pratyay

Outcome: (1) Recollects types of Sandhi, Samas, Upsarg, Pratyay

(2) Splits words correctly according to Sandhi and identifies the Sandhi used

(3) Splits the words correctly as per Samas and names the samas

(4) Makes new words using Upsarg & pratyay and Identifies the Upsargs & pratyays.

Module III; Vikari sabd- Sagya- Sarvanam- Visheshan-Kriya Sagya mem Roopantar- Sarvanam mem roopantar- Visheshan mem roopantar- Visheshan kee tulanavastha- Kriya mem roopanthar

Outcome:(1) Defines all four parts of speech

(2) Recollects all subdivisions & types of four parts of speech.

(3) Enumerates on the reasons for changes in Sagya, Sarvanam, visheshan and kriya

(4) Identifies Sagya, Sarvanam, Visheshan and Kriya in a given sentence along with their types; or subclassification.

Module IV-Avikari Sabd-Kriya visheshan, Sambandh Bodhak, Samuchchya Bodhak, Vismayadi Bodhak- Unkipadavyakhya

Outcome: 1) Identifies avikari shabd in a sentence
2) Defines 4 avikari sabds along with their subdivisions.

Module V: Vakya-uske anga- Bhed

Outcome: 1) Defines vakya
2) Enumerates vakya

Prescribed text: Vyavaharik Hindi vyakaran tatha rachna by Hardev Bahari published by Lok Bharati Prakashan, Allahabad.

lessons to be omitted

- 1) व्याकरण और उसके अंग
- 2) शब्द विचार
- 3) From वाक्य विचार r- अध्याहार, वाक्यांतरण, वाक्य संश्लेषण , वाक्य विज्ञान , पदक्रम, अन्वय , कथन भेद , विराम , मुहावरे , लोकोक्ति , अनुस्मरणिका

Hour distribution: 1 hr for module I & II

2 hrs for module III

1 hr for module IV & V.

Course outcome:(1)Enumerates on varna and its classification
(2)Enumerates4vikari sabd
(3) Does pada vyakhya

(4) Writes grammatically correct sentences.

Reference :

1. Vyakaran Pradeep – Ramdev , Lokbharathi Prakashan, Allahabad
2. Vyavaharik Hindi vyakaran Anuvad Tatha Rachana by Dr.H Parameswaran

Semester V

Core Course X

HN 1545 Bhasha Vigyan Tathaa Bhasha Ka itihās

भाषा विज्ञान तथा भाषा का इतिहास

Credits: 4

Hours/week :4

Aim of the course: 1) to familiarize the students with the linguistics of Hindi language and the history of Development of Hindi language and its lipi.

Module I: Bhashiki: Swaroop aur Anga- Dhvani vigyan- Swaniki- Swaniki ka Kshetra- Vag yantr Swanom ka Vargeekaran- Sruthi- Manswar- Swar vargeekaran- vyangjanvargeekaran-Dwanigun-Akshar-Swanimi-Swanim-SwanikiSwanimi-tulna Swanim nirdharan ke sidhant- Swanimom keBhed

Outcome: 1) Understands phonology and enumerates it
2) Enumerates phonotics & phonemics

Module II: Roop vigyan- Roopim- Roopimom ke prakar- Roop vaigyanik Kotiyam- Vyakaranik Kotiyam

Outcome: 1) Understands morphology and enumerates it

2) Enumerates morphemes

(3) Classifies morphemes

(4) Enumerates morphological categories & grammatical categories.

Module III: Vakya vigyan- Vakya –Upavakya- Vakyom ke Prakar- sannihit Ghatak- Arth Vigyaan. Arth Vistaar- Arth Sankoch- Arhtadesh- Arthotkarsh- Arthopakarsh

Outcome: (1) understands vakya vigyan

(2) Enumerates vakya vigyan

(3) Enumerates Artha Vigyaan

Module IV: Sansar ke Bhashayem aur Unka vargeekaran – akritimoolak vargeekaran- parivarik vargeekaran. Bharat Uropeeya parivar- Bharateeya Arya Bhashavom ka Itihaas – Bharateeya Arya Bhashavom ka Samanya parichay- Hindi aur Uski Boliyam- Hindi aur Hindi ke vividh roop lipi –nagari lipi aurank.

Outcome: (1) Understands the classification of languages in the world

(2) Enumerates upon the classification of world languages

(3) Classifies Indo European languages

(4) Enumerates Hindi and its dialects.

Prescribed texts: (1) Bhashiki ke prarambhik sidhant – By Dr. H. Parameswaran published by Vani Prakashan, Darya Ganj, New Delhi.

Lessons omitted :

- (1) रूपिओं का अभिनिर्धारण
- (2) रूपिओं का अंकन
- (3) Chapter 4- शब्द विज्ञान
- (4) अंतःकेन्द्रिक और बहिर्केन्द्रिक वाक्य
- (5) Chapter 7- रूप स्वनिमी
- (6) Chapter 8. लेखन प्रणाली

(2) Hindi Bhasha aur lipi: By prof. H. Padmanabhan & Prof. G. Seethalakshmi published by Vani Prakashan, Daryaganj New Delhi.

Lessons omitted:

- (1) Chapter 4
- (2) Chapter 8.

Hour distribution:

2 hrs for module 1, 1 hr for modules II, III;

1 hr for module IV.

Course outcome: (1) Understands Basic theories of linguistics and History of Hindi Language

(2) Enumerates Dwani Vigyan, Roop Vigyan, Vakya Vigyan and Arth Vigyan

(3) Classifies world languages

(4) Classifies Indo European languages

(5) Enumerates Hindi language and its dialects

(6) Understands lipi.

Reference :

1. Bhasha vigyan by Shyam sundardas ,Harish prakashan mandir
2. Bhasha vigyan aur Hindi Bhasha ,Sahitya sarovar
3. Hindi Bhasha aur lipi ka itihas by Dr. Vipulkumar ,Shree natraj prakashan

Semester V

Open Course

HN 1551- Hindi Cinema

हिंदी सिनेमा

Credits 2

Hours/week : 3

Aim of the course: (1) To enable students to understand a brief history of world cinema

(2) To make students understand the development of Hindi cinema

(3) To enable students to critically evaluate classic films in Hindi.

Module I: Introduction- Brief History of World Cinema

Outcome: Gets knowledge of world cinema

Module II: Hindi Cinema; parambhik yug, vikas ke charan-Samkaleen Hindi cinema; Pramukh Nirdeshak aur Abhineta

Outcome: (1) Understands development of Hindi Cinema from early times to contemporary times.

Module III: Film sameeksha- To view 3 Hindi classic films and evaluate on basis of direction, acting theme, screenplay, dialogue, cinematography, editing’

Outcome: (1) Critically evaluates films in Hindi.

Prescribed text:

(1) Film safar : Kal aur Aaj Written by Dr. Suma.S, Published by Vani Prakashan ,New Delhi

(2) To view- (i) Do ankhen Barah haat (1957-V. Santharam) (ii) Do Beegha Zameen (1953: Bimal Roy)

(iii) Bawarchi (1972: HrishikeshMukherjee)

Hour Distribution : Module 1 & 2 : 2 Hours

: Module 3 : 1 hour

Course Outcome: (1) Understands development of world cinema & Hindi cinema

(2) Critically evaluates Hindi cinema.

Semester VI

Core Course XI

HN 1641 Samkaleen Hindi Katha Sahitya

समकालीन हिंदी कथा साहित्य

Credits: 4

Hours/week :5

Aim of the course: (1) To familiarize students with the trends in contemporary Hindi fiction (since 1980)

(2) To develop the aesthetic sense of students.

Module I: Development of contemporary Hindi novel- important novelists and their major works.

Outcome: (1) Understands development of contemporary Hindi novel

(2) Recollects names of important novelists and their novels.

Module II: To study in detail 'Giligadu' by Chitra Mudgal- published by Samayik Prakashan.

Outcome: (1) Appreciates the novel

(2) Critically evaluates the novel with respect to theme characterization style and craft of the novel.

(3) Recollects names of major novels of the author

(4) Elucidates key lines of the novel with reference to context.

Module III: Development of contemporary Hindi short story- important short story writers and their major works.

Outcomes:(1) Understand the development of contemporary Hindi short stories (since 1980)

(2) Recollects names of important short story writers of the period along with their major works.

Module IV: Collection of 8 short stories (detailed study)

Outcome: (1) critically evaluates the contribution of the prescribed writers to contemporary Hindi short story

(2) Critically evaluates the short stories with respect to theme, style and craft

(3) Recollects the major works of the prescribed short story writers

(4) Elucidates key lines of short stories.

Prescribed text: Navya Kahaniyam- Edited by Dr. Latha.D Dr. Elizabeth George published by Aman Prakashan, Kanpur

Lesson Omitted: Apradh by Udaya Prakash

Hour Distribution : Module 1 & 2 : 2 Hours

: Module 3 & 4 : 3 hours

Outcome of the course: (1) Kindles creativity in students

(2) Students critically evaluate contemporary fiction

(3) Appreciates contemporary fiction.

Reference :

- 1.Kathadesh :Khand 8 by Santosh Chaube
- 2.Bharateeyataa aur samakaleen Hindi kahani by [www.hindisamay .com](http://www.hindisamay.com)
- 3.Samakaleen Hindi kahane by Dr.Narendr Mohan ,Bharateey Prakashan Sansthan

Semester VI**Core Course XII****HN 1642 Bharatiya evam Pashchatya kavya sasthan****भारतीय एवं पाश्चात्य काव्य शास्त्र****Credits: 4****Hours/week : 5**

Aim of the course: (1) To familiarize the students with Eastern and western literary thoughts

(2) To familiarize the students with sabd sakti, selected Alankars, selected chands and nine rasas.

Module I: Bharatiy Kavya Shastra- kavya lakshan: kavita kya hai- Kavya prayojan.

Outcome: (1) Understands what is poetry

(2) Understands use of poetry as explained in Sanskrit literary thought.

Module II: Ras Sidhant, Ras sootra ke Vyaakhya ,Ras Nishpatti, Sadhaaraneekaran - Alankar Sidhant- Reeti Sidhant

Outcome: (1) Understands these three ancient Indian literary thoughts

(2)Evaluates the literary theories of Bharatha, Bhamaha and Vamana.

(3) Evaluates the theory of Ras Nishpatti

Module III: Dhvani Sidhant- Vakrokti Sidhant: Auchitya Sidhant,

Outcome: (1) Students understand these three Indian literary theories

(2) Evaluate the theories of Anandavardhan, Kuntak and Kshemendra

Module IV: Paschatya Kavya- plato ke Kavya sidhant- Arastu- longinus ka Audaatya Sidhant-

Outcome: (1) Students understand and evaluate these three western literary thoughts

Module V: William Wordsworth- Coleridge- Croche- I.A. Richards- T.S. Eliot

Outcome: (1) Students understand and evaluate these literary thoughts

Module VI: Sabd Sakthi, Navras, Alankar Chand

Outcome: (1) Identifies Chand & Alankar (2) understands power of word.

Prescribed text book -1) Bharatiya evam paschatya kavya shastr- by Taraknath bali Published by Vani Prakashan, New Delhi 2) Kavya pradeep- Rambahori Sukla- Lokbharati Prakasan.

Lessons to be studied

From भारतीय काव्य शास्त्र- अलंकार सम्प्रदाय ,रीति सम्प्रदाय ,वक्रोक्ति सम्प्रदाय ,ध्वनि सम्प्रदाय ,औचित्य सम्प्रदाय ,रस सम्प्रदाय ,रस सूत्र की व्याख्या व रस निष्पत्ति,साधारणीकरण

From पाश्चात्य काव्यशास्त्र : प्लेटो के काव्य सिद्धांत ,अरस्तु के अनुकरण तथा विरेचन सिद्धांत ,लॉजाइंस का औदात्य सिद्धांत ,इलियट के निर्वैयक्तिकतावाद , परम्परा की परिकल्पना ,क्रोचे का अभिव्यंजना वाद,रिचर्ड का सम्प्रेषणीयता सिद्धांत , वर्ड्सवर्थ का काव्य भाषा सिद्धांत ,कोलरिज का कल्पना सिद्धांत

From काव्य प्रदीप

शब्द शक्ति, नव रस ,
अलंकार -अनुप्रास , यमक , श्लेष , वक्रोक्ति , उपमा , रूपक ,उत्प्रेक्षा
छंद - चौपाई ,रोला ,दोहा ,सोरठा , इन्द्रवज्रा ,उपेन्द्र वज्रा

CourseOutcome: 1) Understands various Indian and western literary theories.

2) Identifies prescribed chands and Alankars

3) Understands the power of words.

4) Applies the knowledge gained in their creative writing.

Distribution of hrs: 2hrs for Bharatiya Kavya Sasthra.

2 hrs for Paschatya KavyaSastra,

1 hr for module VI.

Reference :

1. Bharateey evam Pashchatya Kavy shaastra by Dr. Vivek Sankar ,rajasthan Hindi Granth Academy
2. Kavya ke roop by Gulab ray ,Aatmaaraam and sons , New Delhi

Semester VI**Core Course XIII****HN 1643 Anuvad: Sidhant Tatha Prayog****अनुवाद : सिद्धांत तथा प्रयोग****Credits 4****Hours/week : 5**

Aim of the course: (1) To familiarize the students with the theory of Translation

(2) To facilitate use of Translation as a tool for communication in Hindi and English

(3) To motivate the –students for a career in Translation.

Module I : Anuvad ka Swaroop- Anuvad kee prakriya

Outcome: (1) Defines translation

(2) Identifies fields of translation

(3) Enumerates on characteristics of good translator

(4) Understands steps involved in translation

Module II: Anuvad Ke prakar- Anuvad: Prayogikata kee seemayem

Outcome: (1) Enumerates on types of translation-literary and non literary
 (2) Identifies limitations of translation

Module III: Translation practice- from English to Hindi and ViceVersa

Outcome: (1) Translates passages from English to Hindi and Viceversa.

Prescribed text: (1) Anuvad: Sidhant tatha prayogikata- By Dr. M.S. Vinayachandran

published by: Director of Publication, Kerala University.

Course outcome: (1) Understands theories of Translation and limitations of Translation

(2) Translates simple passages from English to Hindi and Vice Versa

(3) Opens career option- that of Translator.

Distribution of hrs:

2 hrs for module I

2 hrs for module II

1 hr for module III.

Reference :

1. Anuvad vigyan by Bholanaath Tiwari ,Kitab ghar prakashan

2. Vyavaharik Anuvad vy Dr.N E Viswanath Iyer ,Prabhat prakashan

Semester VI
Core Course XIV
HN 1644 Hindi Vyangya Sahitya
हिंदी व्यंग्य साहित्य

Credits : 3

Hours/week :4

Aim of the course: (1) To familiarize students with the development of satire in Hindi

(2) To make students understand the use of satire as a tool by Writers while discussing socio-political situations and issues in literature.

Module I: Vyangya- Sabdarth, Vyutpatti, Paribhasha- Vyangya ke visheshatayem- Vyangya parampara ka vikas- Bhartendu yug- Dwivedi yug- Chayavadi yug. Swatantryothar yug- Pramukh vyangyakaar aur Rachnayem

Outcome: (1) Understands the development of satire in Hindi

(2) Critically evaluates the development of satire in Hindi

(3) Recollect names of famous satirists in Hindi along with their major works.

Module II; A Collection of satires – 5 satires

Outcome: (1) Appreciates satire

2. Understands use of satire as a tool while discussing socio economic issues in literature.

Module III- To study in detail a play

Outcome: (1) Appreciates satirical play

(2) Understands use of satire as a tool, while discussing political issues

(3) Elucidates key lines of the play with reference to context.

Prescribed texts: (1) Hindi vyangya Sahitya- Edited by Dr. Reshmikrishnan published by Aman Prakashan, Kanpur

(2) Bakri-play by Sarveshwar Dayal Saxena published by Vani prakashan, New Delhi (Detailed study)

Course outcome: (1) Understands and evaluates satirical literature

(2) Understands use of satire as a tool while discussing socio-economic-political issues in literature

Distribution of Hrs:

1 hr for module I,

1 hr for module II,

2hrs for module III.

Reference :

1. Vyangya sahitya : sandarbh evam chunautiyan by Amardev Angiras , www.divyahimachal.com

2. Hindi vyangya ke avasan belaa by Omprakash Kashyap , www.hindisamay.com

Semester VI

Elective Course
HN 1661 Jan Sanchar aur Hindi Cinema
जन संचार और हिंदी सिनेमा

Credits 2

Hours/week : 3

Hours

Aim of the course: (1) To make students understand media both print and electronic and its merit and demerits

(2) To make students understand mass communication- its uses

(3) To enable students to understand the medium cinema & to make them aware of the significant film movements

(4) Make them aware of world renowned film makers and the art of filmmaking.

Module I: Sanchar- Sanchar Madhyamom ke prakar- Sravya Madhyam: Radio-
 –Drishya Madhyam-shravya drishya madhyam

Outcome: (1) Students understand different types of communication media
 its uses- cinema as a medium of communication.

Module II: Cinema- Bhoomika- Viswa Cinema ka Sanshipta Parichay-
 Hindi Cinema- Prarambhik yug, vikas ke charan, Samkaleen Hindi cinema
 pramukh nirdeshak, abhinetha

Outcome: (1) Comprehensive knowledge of world cinema and Indian cinema.

Module III- To view 3 classic Hindi films and critically evaluate it.

Outcome: (1) Evaluates film with respect to story, screen play, dialogue, cinematography- editing, acting, direction.

Text books: (1) Jansanchar aur patrakarita by Dr Poornima R Published by Vani Prakashan ,New Delhi (only Jansanchar part)

(2) Film safar : Kal aur Aaj Written by Dr. Suma.S, Published by Vani Prakashan ,New Delhi

(3) To view- Do Ankhem Barah haat (1957)- V. Santharam) Do Beegha Zameen (1953 Bimal Roy)

Bawarchi (1972- Hrishikesh Mukherjee)

Course outcome: (1) Understands history of world cinema

(2) Understands development of Hindi cinema

(3) Understands mass communication and cinema as medium of mass communication

(4) Critically evaluates film

Hour distribution:

1 hr for module I,

1 hr for module II

1 hr for module III.

Reference :

1. Filmein kaise bantee hai : Kwaja Ahmed Abbas ,National Book Trust ,New Delhi
2. Cinema kal,aaj,kal –Vinod Bharadwaj
3. Media lekhan – Sumith Mohan ,Vani prakashan ,New Delhi

Semester VI

Dissertation/लघु शोध प्रबंध

HN 1645

Credits : 4

Hours/week: 3 (each for sem 5 &6)

The dissertation work should commence in the 5th semester and a small thesis has to be submitted for evaluation at the end of the 6th semester.

Aim of the course: (1) To apply the knowledge about language & literature gained during the programme

(2)To examine the student's ability to analyse,evaluate and think critically and to put to practice what has been gained during the programme

(3) To kindle the students Research aptitude.

Nature of work: The dissertation may be based on any piece of literature in Hindi, on Hindi language, grammar, translation, media and communication. The size of the dissertation may be between 40-50 pages. Research methodology should be followed. The dissertation should contain the following:

(1) Title (2) Introduction (3) Expansion of Title chapter (4) Summary of important findings and conclusion (5) Bibliography.

No. of chapters: 3 excluding conclusion

Evaluation points: 1. Title and introduction	-15
2. Expansion and explanation of title chapter	-25
3. Conclusion	-15
4. Language & Grammar	-15
5. Reference (Bibliography)	<u>-10</u>
Total	80
Viva voce	<u>20</u>
Total marks	100

MODEL QUESTION PAPERS

Model Question Paper for BA/BSc (Regular)

SEMESTER I

COMMON COURSE – I HN 1111.1

Hindi Kahani Sahitya

हिंदी कहानी साहित्य
(2023 Admission Onwards)

Time :3 hrs.

Maximum Marks :80

I.नीचे दिए गए प्रश्नों के उत्तर एक वाक्य या वाक्यांश में दीजिये |

10 x 1 = 10 Marks

- 1.हार की जीत किसकी रचना है ?
- 2.चीफ की दावत में माँ परेशान क्यों थी ?
- 3.लेखक नेल कतर की तलाश क्यों करते हैं ?
- 4.हरी बिंदी के अपरिचित व्यक्ति ने जाते-जाते नायिका से क्या कहा था ?
- 5.पर्दा किसका प्रतीक है ?
- 6.किसे कलम का सिपाही कहते हैं ?
- 7.चातक पुत्र किस जल का ग्रहण करने के लिए घर से निकला ?
- 8.डा.चड्ढा के सामने भगत ने अपनी पगड़ी क्यों उतारकर रखी ?
- 9.खड़क सिंह बाबा भारती के पास क्यों आया था ?
- 10.पेंट किसकी कहानी है ?

II.किन्हीं आठ प्रश्नों के उत्तर करीब 50 शब्दों में लिखिए |

8 x 2 = 16 Marks

- 11.गोकुल को मजदूरी क्यों नहीं मिली थी ?

12. भगत चड़्ढा के पास क्यों गया ?
13. माँ हरिद्वार जाना क्यों चाहती है ?
14. सुलतान घोड़े की विशेषताएं क्या-क्या हैं ?
15. शामनाथ अपनी माँ को चीफ के सामने आने से रोकना क्यों चाहता था ?
16. चातक कहाँ से जल ग्रहण करते हैं ?
17. हरी बिंदी की नायिका के पति कहाँ गए हुए थे ?
18. पर्दा कहानी की मूल संवेदना क्या है ?
19. खडग सिंह कौन था ?
20. पैंट कहानी की समस्या क्या है ?
21. गोकुल के पिता की क्या हालत थी ?
22. भगत के बेटे की मृत्यु कैसे हुई ?

III. किन्हीं छ प्रश्नों के उत्तर लिखिए | $6 \times 4 = 24$ Marks

23. चातक पुत्र ने दूसरी जगह से जल ग्रहण करने के लिए पिताजी के सामने कौन-कौन से तर्क दिए ?
24. हरी बिंदी कहानी का उद्देश्य क्या है ?
25. चीफ ने माँ के साथ कैसा बर्ताव किया ?
26. पर्दा कहानी के माध्यम से कहानीकार क्या सन्देश देना चाहते हैं ?
27. कोटर और कुटीर की दो कहानियां एक दूसरे के पूरक हैं | कैसे ? स्पष्ट करें |

28. चौधरी पीर्बखश के चरित्र की विशेषताओं पर प्रकाश डालिए ।
29. 'इस घटना की ज़िक्र किसी के सामने मत करना ' बाबा भारती ने यह वाक्य किससे कहा और क्यों ?
30. बड़ी इच्छा से खरीदे गए पेंट पहनने से कथावाचक क्यों झिझकता था ?
31. गोकुल के चरित्र पर प्रकाश डालिए ।

IV. किन्हीं दो प्रश्नों के उत्तर लिखिए | 2 x 15 = 30 Marks

32. मन्त्र कहानी का सारांश अपने शब्दों में लिखिए ।
33. चातक पुत्र की कहानी लिखिए ।
34. नेलकटर में अभिव्यक्त मानवीय संबंधों पर टिप्पणी लिखिए ।
35. चीफ की दावत में अभिव्यक्त वृद्ध जीवन की समस्याओं पर प्रकाश डालिए ।

SEMESTER II
COMMON COURSE –II HN 1211.1
KATHETAR HINDI GADYA VIDHAAYEIN
कथेतर हिंदी गद्य विधाएं
(2023 Admission Onwards)

Time :3 hrs.

Maximum Marks :80

I.नीचे दिए गए प्रश्नों के उत्तर एक वाक्य या वाक्यांश में दीजिये |

10 x 1 = 10 Marks

- 1.चेरापूँजी की ओर किस विधा की रचना है ?
- 2.' सोना ' किसकी रचना है ?
- 3.बाबूराम तेली की नाक पर किसने घूँसा जड़ा था ?
- 4.ओमप्रकाश वात्मीकी की माँ कहाँ काम करती थी ?
- 5.स्वतंत्र भारत के प्रथम राष्ट्रपति कौन हैं ?
- 6.रेलवे गेट पर प्रतीक्षा में खड़े वाहन चालाक साइकिल चालाक को ईर्ष्या भरी दृष्टि से क्यों देखते हैं ?
- 7.जूठन किसकी आत्मकथा है ?
- 8.चेरापूँजी की विशेषता क्या है ?
- 9.बाबूराम तेली लालूराम के अस्पताल क्यों पहुंचे ?
- 10.राजेन्द्र प्रसाद अपनी डायरी में किस खास दिन का वर्णन कर रहे हैं ?

II.किन्हीं आठ प्रश्नों के उत्तर करीब 50 शब्दों में लिखिए |

8 x 2 = 16 Marks

- 11.राजेन्द्र प्रसाद ने मस्तिष्क की स्फूर्ति बढ़ाने क्या उपाय बताया ?
- 12.ओमप्रकाश वात्मीकी के भाई-बहनों का परिचय दीजिये |

- 13.बाबूराम तेली को मुम्बई क्यों जाना पडा ?
- 14.माईती बाज़ार में जाने से बहु ने सास को क्यों रोका ?
- 15.मोटर गाडी से साइकिल किफायती क्यों है ?
- 16.लालूराम ने बाबूराम की क्या चिकित्सा की ?
- 17.हिंदी साहित्य सम्मलेन का पहला अधिवेशन किसकी अध्यक्षता में हुआ ?
- 18.मेघालय में स्त्रियों की स्थिति कैसी है ?
- 19.भारत के अंतिम गवर्नर जनरल कौन थे ?
- 20.राजेन्द्र प्रसादजी को गांधीजी से कौन सी सीख मिली थी ?
- 21 सोना की मृत्यु कैसे हुई ?

22. सोना और फ्लोरा की दोस्ती के बारे में लिखिए ।

III.किन्हीं छ प्रश्नों के उत्तर लिखिए । 6 x 4 = 24 Marks

- 23.माईती बाज़ार का वर्णन करें ।
- 24.बाबूराम तेली को अपनी नाक क्यों कटवानी पडी ?
- 25.सोना के शारीरिक सौन्दर्य का कैसा वर्णन महादेवी ने किया है ?
- 26.एक सवारी के रूप में हाथी की कमियाँ क्या-क्या हैं ?
27. सोना हिरनी को अपना प्राकृतिक जंगली परिवेश क्यों छोड़ना पडा ?
- 28.महादेवी वर्मा को हिरण न पालने का अपना निश्चय क्यों बदलना पडा ?
- 29.सुरेन्द्र की बातें सुनकर ओमप्रकाश वात्मीकी विचलित क्यों हो जाते हैं ?

30.मान्समाई गाँव और वहां की गुफाओं का वर्णन करें ।

31.एक सवारी के रूप में साइकिल की विशेषताएं क्या-क्या हैं ?

IV. किन्हीं दो प्रश्नों के उत्तर लिखिए | 2 x 15 = 30 Marks

32.सोना की जीवन गाथा का संक्षिप्त परिचय दीजिये ।

33.जूठे पत्तल का सारांश लिखिए ।

34.'बाबूराम तेली की नाक' चिकित्सा क्षेत्र में व्याप्त अनैतिकता की ओर प्रकाश डालते हैं – समर्थन कीजिये ।

35.चेरापूंजी का वर्णन करें ।

Semester 3

COMMON COURSE –III HN 1311.1

HINDI KAVITA SAAHITYA

हिंदी कविता साहित्य

(2023 Admission Onwards)

Time :3 hrs.

Maximum Marks :80

I.नीचे दिए गए प्रश्नों के उत्तर एक वाक्य या वाक्यांश में दीजिये |

10 x 1 = 10 Marks

1. बिहारी की एकमात्र रचना कौन सी है ?
2. अज्ञेय का पूरा नाम क्या है ?
3. मीराबाई किसको अपना पति मानती थी ?
4. निर्झर की प्रतियोगिता किससे है ?
5. हरिवंश रॉय बच्चन किस वाद के प्रकाशक थे ?
6. 'धार' किसकी रचना है ?
7. कवि ने किसकी तस्वीर खींचने का प्रयास किया ?
8. 'राष्ट्रकवि' नाम से जानेवाले हिंदी कवि कौन हैं ?
9. अपनी बेटी की अकाल मृत्यु पर निराला द्वारा लिखा गया काव्य कौन सा है ?
10. 'प्यासा' कुआं नामक कविता के रचयिता कौन हैं ?

II.किन्हीं आठ प्रश्नों के उत्तर करीब 50 शब्दों में लिखिए |

8 x 2 = 16 Marks

11. सात भाईयों के बीच चम्पा नामक कविता का तथ्य क्या है ?
12. 'मैं' अलक्ष्य हूँ 'कवि ने ऐसा क्यों कहा है ?
13. तुलसीदास ने संतों की तुलना फल वृक्षों से क्यों की है ?
14. हिरोशिमा के पत्थर और सड़कें किसकी साक्षी हैं?

15. रीतिकाल के किन्हीं दो कवियों के नाम लिखिये ।
16. रामचरित मानस का परिचय दीजिये ।
17. निर्झर कैसे आगे बढ़ता है ?
18. प्यास बुझाने को प्यासा - कवि ने यहाँ किसके बारे में कहाहाई और क्यों ??
19. “समानता का हक मिलने पर भी अवहेलना की नसें ‘ -कवि ऐसा क्यों कहते हैं ??
20. रहीम की रचनाओं की विशेषताएं लिखिए
21. कबीरदास किस भक्तिशाखा के कवि हैं ? उनकी वाणियों का संग्रह किस नाम से प्रसिद्ध है ?
22. अपनी माँ की तस्वीर खींचने की कोशिश करते समय कवि के मन में कौन-कौन सी तस्वीरें उभरकर आती हैं ?

III. किन्हीं छ प्रश्नों के उत्तर लिखिए | 6 x 4 = 24 Marks

23. हरिवंश रॉय बच्चन के कवि व्यक्तित्व का परिचय दीजिये ?
24. भावार्थ लिखिए ।
रहिमन वे नर मर चुके ,जे कहूँ मांगन जाहीं ।
उनते पगिले वे मुए ,जिन मुख निकसत नाहीं ॥
25. दिल का सारा आनंद नष्ट हो गया है - कवि के इस प्रकार कहने का कारण क्या है ?
26. 'दिल का सारा आनन्द नष्ट हो गया है' कवि इस प्रकार कहने का कारण क्या है?
27. हिरोशिमा कविता का संदेश क्या है?
28. सप्रसंग व्याख्या कीजिए-

यह शरीर भी उनका बंधक

अपना क्या है? इस जीवन में

29. कवि किसे अपनी मधुशाला मानते हैं और क्यों ?

30. सूरदास अपने इष्टदेव कृष्ण के चरणों की बार-बार वन्दना करना चाहते हैं ।
क्यों ?

31. निम्न कविता का सन्देश क्या है ?

IV. किन्हीं दो प्रश्नों के उत्तर लिखिए | $2 \times 15 = 30$ Marks

32. पठित कविता के आधार पर कात्यायनी की कविताओं की विशेषताओं पर प्रकाश डालिए ।

33. पठित पाठ के आधार पर सूरदास की भक्तिभावना पर प्रकाश डालिए।

34. धार कविता में अभिव्यक्त श्रमिक वर्ग की जीवन त्रासदी पर विचार विमर्श कीजिए।

35. हिंदी कविता के क्षेत्र में निराला का महत्व समझाइए।

Semester IV**COMMON COURSE –IV HN 1411.1****HINDI EKANKI, VYAAKARAN TATHAA ANUVAD****हिंदी एकांकी ,व्याकरण तथा अनुवाद****(2023 Admission Onwards)****Time :3 hrs.****Maximum Marks :80****I.नीचे दिए गए प्रश्नों के उत्तर एक शब्द या वाक्य में दीजिये |****10 x 1 = 10 Marks**

- 1) 'रिहर्सल' एकांकी के रचनाकार कौन हैं ?
- 2) जीवनलाल किस एकांकी का पात्र है ?
- 3) 'शिकंजे का दर्द' किसकी आत्मकथा है ?

- 4) कमला के भाई का नाम क्या है ?
- 5) “मुझे शतरंज के लिए मोहरे तैयार करना है। मैं शिक्षक नहीं हूँ। अपने मालिक के किले का पहरेदार हूँ।” - यह किसका कथन है ?
- 6) अपादान कारक का परसर्ग कौन-सा है ?
- 7) छोटा जादूगर रस्सी पर नाच रहा है। - इस वाक्य के विशेषण को छाँटकर लिखिए।
- 8) ‘दोस्त’ शब्द का भाववाचक संज्ञा रूप लिखिए।
- 9) तुम गीत गाओ। - वाक्य के सर्वनाम को चुनकर लिखिए।
- 10) लक्ष्य भाषा किसे कहते हैं ?

II किन्हीं आठ प्रश्नों के उत्तर करीब 50 शब्दों में लिखिए। (8 x 2 = 16 Marks)

- 11) रमेश ने बेहोशी का अभिनय क्यों किया ?
- 12) जीवनलाल बहू की विदा करने को क्यों तैयार होते हैं ?
- 13) राजेश्वरी के चरित्र की विशेषता क्या है ?
- 14) युवक क्यों बुजुर्ग से मिलने आता है ?
- 15) प्रोफेसर पांडुरंग बीमार स्त्री का इलाज किसप्रकार करते हैं ?
- 16) सुशीला टाकभौरे की किन्हीं चार प्रमुख रचनाओं के नाम लिखिए।
- 17) व्यक्तिवाचक संज्ञा किसे कहते हैं ? उदाहरण लिखिए।
- 18) सर्वनाम के कितने भेद होते हैं ? वे कौन-कौन-से हैं ?
- 19) अविकारी शब्द कितने प्रकार के होते हैं ? उनके नाम लिखिए।
- 20) क्रिया किसे कहते हैं ? उदाहरण लिखिए।
- 21) करण कारक किसे कहते हैं ? उदाहरण दीजिए।
- 22) ‘अनुवाद’ शब्द का अर्थ क्या है ?

III किन्हीं छः प्रश्नों के उत्तर करीब 120 शब्दों में लिखिए।(6 x 4 = 24 Marks)

- 23) 'रिहर्सल' एकांकी का सारांश लिखिए।
- 24) जीवनलाल का चरित्र चित्रण कीजिए।
- 25) बुजुर्ग क्यों अपना मानसिक संतुलन खो बैठते हैं ?
- 26) 'समर्पित जीवन' एकांकी के शीर्षक की सार्थकता पर विचार कीजिए।
- 27) 'रिहर्सल' एकांकी के प्रमुख पात्रों का परिचय दीजिए।
- 28) कर्म कारक और संप्रदान कारक का अंतर समझाइए।
- 29) काल के भेदों का परिचय दीजिए।
- 30) भाववाचक संज्ञा किसे कहते हैं ? उदाहरण सहित स्पष्ट कीजिए।
- 31) पुरुषवाचक सर्वनाम किसे कहते हैं ? उदाहरण सहित समझाइए।

IV किन्हीं दो प्रश्नों के उत्तर करीब 250 शब्दों में लिखिए।(2 x 15 = 30 Marks)

- 32) 'बहू की विदा' एकांकी का सारांश लिखकर उसकी विशेषताओं पर प्रकाश डालिए।
- 33) 'समर्पित जीवन' एकांकी की प्रमुख समस्याओं पर विचार कीजिए।
- 34) विशेषण की परिभाषा देकर उसके भेदों को सोदाहरण समझाइए।
- 35) हिंदी में अनुवाद कीजिए-

Travelling is an essential part of education. Through the books we read we get only theoretical knowledge. But practical knowledge is obtained only by travelling. We come to know of different people with different manners and customs. We can see their mode of living and dress. We can hear their different languages. Travelling develops our knowledge and outlook.

(Theoretical – सैद्धान्तिक, practical – व्यावहारिक, knowledge – ज्ञान, manners

and customs – आचार-विचार, रीति-रिवाज़ outlook - दृष्टिकोण)

Model Question Paper for Bcom Degree (Regular)

First Semester B Com Degree Examination

Language Course 1: Additional Language – HINDI

HN 1111.2 - HINDI GADYA AUR VYAVASAYIK PATRA

LEKHAN

हिंदी गद्य और व्यावसायिक पत्रलेखन

(2023 Admission Onwards)

Time :3 hrs.

Maximum Marks :80

I . एक शब्द या वाक्य में उत्तर लिखिए। (10 x1=10Marks)

1. हिन्दी के कथा सम्राट कौन हैं ?
2. किस रियासत के लिए दीवान का चयन हो रहा था ?
3. गौरा की मृत्यु का कारण क्या था ?
4. गौरा के पुत्र का क्या नाम रखा गया ?
5. सतीश कौन हैं ?
6. 'पाठ' कहानी के रचनाकार कौन हैं ?

7. मधुरभाषण किसे कहते हैं ?
8. रमाकान्त कौन है ?
9. 'प्रेषक' किसे कहते हैं ?
10. हृदय द्वार के खोलने की कुंजी क्या है ?

II किन्हीं आठ प्रश्नों के उत्तर 50 शब्दों में लिखिए। (8 x 2 = 16 Marks)

11. व्यापारिक बातचीत और निजी बातचीत में क्या अंतर है ?
12. मधुरभाषण किसे कहते हैं ?
13. लेखिका ने किस समस्या के समाधान के लिए ग्वाले को नियुक्त किया ?
14. महादेवी वर्माजी के घर गौरा का स्वागत किस प्रकार हुआ ?
15. सरदार सुजानसिंह क्यों सेवा मुक्त होना चाहते थे ?
16. गाय करुणा की कविता है। किसने कहा था और क्यों ?
17. स्वर्ग के प्रवेश द्वार पर चौकीदार ने भगत को क्यों रोका ?
18. भगतजी पर भगवान को गुस्सा क्यों आया ?
19. जनसेवक ने सरकारी स्कूल का दौरा करने का फैसला क्यों किया ?
20. पत्र कितने प्रकार के होते हैं ? नाम लिखिए।
21. जानकीनाथ कौन है ?
22. व्यावसायिक पत्र किसे कहते हैं ?

III. किन्हीं छः प्रश्नों के उत्तर 120 शब्दों में लिखिए। (6 x 4 = 24 Marks)

23. भगवान ने भगतजी को नरक में भेजने का आदेश दिया। क्यों ?
24. गौरा की मृत्यु के अंतिम पलों का वर्णन महादेवजी ने किस प्रकार किया है ?
25. मधुरभाषण के कौनकौन से लक्षण हैं ?
26. जीवन में मधुरभाषण का क्या महत्व है ?
27. 'परीक्षा' कहानी के उद्देश्य को स्पष्ट कीजिए ?
28. नाला पार करने के लिए बैलगाड़ी को क्या कठिनाई थी ?
29. जनसेवक के भाषण का विषय क्या था ?
30. व्यावसायिक पत्र के गुण लिखिए ।

31. वाणी प्रकाशन से आपको हिन्दी की चार पुस्तकें खरीदनी हैं। क्रयादेश पत्र लिखिए ।

III किन्हीं दो प्रश्नों के उत्तर 250 शब्दों में लिखिए। (2 x 15 = 30 Marks)

32. 'परीक्षा' कहानी में प्रतिबिम्बित मानवीय मूल्यों का विश्लेषण कीजिए।
 33. 'भगत की गत' में वर्णित मिथ्याचार एवं पाखंड का परिचय दीजिये।
 34. मधुरभाषण 'निबंध के आधार पर जीवन में मधुरभाषण की आवश्यकता पर चर्चा कीजिये ।
 35. ए.टी.एम कार्ड खो जाने पर भुगतान रोकने का अनुरोध करते हुए बैंक को पत्र लिखिए।

Second Semester B Com Degree Examination

Language CourseII: Additional Language – HINDI

HN 1211.2 - HINDI KAVITA AUR ANUVAD

हिंदी कविता और अनुवाद

(2023 Admission Onwards)

Time :3 hrs.

Maximum Marks :80

I. एक या दो वाक्यों में उत्तर लिखिए | (10 x 1 = 10 Marks)

1. कबीर दास के गुरु कौन थे ?
2. रामचरितमानस किसकी रचना है ?
3. रहीम का पूरा नाम क्या है ?
4. बिहारीलाल किस काव्यधारा के कवि हैं ?
5. अनामिका का पहला काव्य संग्रह क्या है ?

6.राम की शक्तिपूजा किसकी लम्बी कविता है ?

7. पन्त को किस रचना के लिए भारतीय ज्ञानपीठ पुरस्कार मिला ?

8. 'कवि का अकेलापन' किसका काव्य संग्रह हैं ?

9. अनुवाद का अर्थ क्या है ?

10. पारिभाषिक शब्दावली से क्या तात्पर्य है ?

II. किन्हीं आठ प्रश्नों के उत्तर 50 शब्दों में दीजिये | (8 x 2 = 16 Marks)

11. जाती-पांति के प्रति कबीर की राय क्या है ?

12. प्रेम का धागा टूटने पर पहले की भाँती क्यों नहीं हो पाता ?

13. बिहारी के अनुसार नर की और नल नीर की गति कैसी होती है ?

14. 'तेरा साईं तुझ में ,ज्यों पुहुपन में बाँस |

कस्तूरी का मिरग ज्यों ,फिरि फिरि दूँदें घास | - अर्थ लिखिए |

15. नए इलाके में कवि रास्ता क्यों भूल जाते हैं ?

16. लोफ माँ को खुश करने के लिए क्या करते थे ?

17. भूख से लडनेवाला व्यक्ति क्यों सुन्दर दिखने लगता है ?

18. 'चींटी' नामक कविता के माध्यम से कवि क्या बताना चाहते हैं ?

19. अनुवाद की परिभाषा दीजिये |

20. स्रोत भाषा और लक्ष्य भाषा में क्या अंतर है ?

21. पारिभाषिक शब्दावली की उत्पत्ति के बारे में लिखिए |

22. पारिभाषिक शब्द की दो विशेषताएं लिखिए ।

III. किन्हीं छ प्रश्नों के उत्तर 120 शब्दों में लिखिए |(6 x 4 = 24 Marks)

23. बिहारीलाल भगवान कृष्ण के मनमोहक रूप का वर्णन करते हुए अपनी भक्ति कैसे प्रकट करते हैं ?

24. कबीरदास के बारे में अनुच्छेद लिखिए ।

25. रहीम का परिचय दीजिये ।

26. नारदजी क्यों चकित हुए ?

27. 'बेजगह' कविता का मुख्य विषय क्या है ?

28. 'आखिर मैं जब मृत्यु आयी तो उसने

उसे भी नमस्कार किया होगा

और अपना जीवन उसे देते हुए कहा होगा

बैठो कुछ खाओ - व्याख्या कीजिये ।

29. अच्छे अनुवादक के लिए क्या-क्या गुण होने चाहिए ?

30. पारिभाषिक शब्द लिखिए (अंग्रेज़ी से हिंदी)

Approval, Draft, Invoice, Notification

31. पारिभाषिक शब्द लिखिए |(हिंदी से अंग्रेज़ी)

कुलपति, प्रमाण पात्र, भत्ता, रोकड़ ।

IV. किन्हीं दो प्रश्नों का 250 शब्दों में लिखिए |(2 x 15 = 30 Marks)

32. हिंदी में अनुवाद कीजिये ।

Kerala is the smallest state in South India, which is known as ‘God’s own Country’. This state is famous for its natural beauty. Tourists come to India to enjoy this beauty. Kerala’s greenery is very attractive. This beautiful land between the Sahyadri and the Arabian Sea is full of beautiful trees and plants. There are so many small rivers in Kerala. The most spoken language in Kerala is Malayalam.

33. अंग्रेज़ी में अनुवाद कीजिये |

ताजमहल एक अत्यंत प्रसिद्ध भवन है | यह संसार के आश्चर्यों में से एक है | यह आगरा में यमुना के दक्षिण तट पर स्थित है | इसका निर्माण शाहजहाँ ने करवाया था | उन्होंने इसे अपनी प्रिय पत्नी मुमताज़ महल की स्मृति में बनवाया था | इस ऐतिहासिक भवन को देखने के लिए दूर-दूर से लोग आते हैं | वर्षा ऋतू में जब चारों ओर के दृश्य जब अति सुन्दर होते हैं तब इसे देखना अत्यंत आनंदप्रद होता है |

34. कबीरदास एक समाज सुधारक हैं - पठित दोहों के आधार पर इसका समर्थन कीजिए |

35. बेजगह कविता में समाज में नारी की स्थिति का बखूबी चित्रण किया गया है - व्यक्त कीजिये |

B.Com DEGREE EXAMINATION
FIRST SEMESTER
(Career Related/Restructured First Degree Programme)

COMMON COURSE I - ADDITIONAL LANGUAGE HINDI
HN 111.4 - PATRALEKHAN AUR AADHUNIK HINDI KAVITA
पत्रलेखन और आधुनिक हिंदी कविता
(2023 Admission Onwards)

Time : 3 Hours

Max.Marks : 80

I. निम्नलिखित प्रश्नों के एक वाक्य या वाक्यांश में उत्तर लिखिए।

(10X1=10)

1. 'बीती विभावरी जाग री' कविता में कवि किसके बीत जाने की बात कहते हैं?
2. सुमित्रानंदन पंत के बचपन का नाम क्या था ?
3. 'कोशिश करनेवालों की हार नहीं होती' कविता में किसके महत्व का चित्रण है?
4. दिवाली पर्व में किसकी पूजा का महत्वपूर्ण स्थान है?
5. 'पिछड़ा आदमी' के रचयिता कौन हैं?
6. 'सात भाइयों के बीच चम्पा' किसकी रचना है?
7. सुशीला टाकभौरे का पहला काव्य संग्रह कौन-सा है?
8. अरुण कमल का जन्म कहाँ हुआ?
9. 'असुंदर सुंदर' किसका काव्य-संग्रह है?
10. 'सदियों का संताप' किस विधा की रचना है?

II. निम्नलिखित प्रश्नों में से किन्हीं आठ प्रश्नों के उत्तर लिखिए। (8X2=16)

11. पंतजी बाला के बाल जाल में क्यों फँसना नहीं चाहता?
 12. 'बीती विभावरी जग री' कविता के द्वारा कवि क्या आह्वान देता है?
 13. अपनी कविता में सोहनलाल द्विवेदी सफलता प्राप्त करने के लिए क्या करने का उपदेश देते हैं?
 14. दिवाली त्योहार की विशेषता क्या है?
 15. 'धृतराष्ट्र ने कहा' कविता में अपवित्रता का बोझ से क्या तात्पर्य है?
 16. जब सब बोलते थे, पिछड़ा आदमी क्या करता था?
 17. कात्यायनी क्यों अपने लिए एक सुरुचिपूर्ण कक्ष नहीं बना पायीं?
 18. ओमप्रकाश जी के अनुसार निरर्थक पत्थर दलितों के काम कैसे आ सकता है?
 19. दुनिया की पहली वास्तुकार किसे कहा गया है?
 20. अरुण कमल जी किस प्रकार के जमाने के बारे में कहते हैं?
 21. पत्रों के कितने प्रकार हैं?
 22. आवेदन पत्र से क्या तात्पर्य है?
- III. निम्नलिखित प्रश्नों में से किन्हीं छः प्रश्नों के उत्तर करीब 120 शब्दों में लिखिए। (6X4=24)
23. 'मोह' कविता में कवि अपना प्रकृति प्रेम किस प्रकार व्यक्त करते हैं?
 24. जयशंकर प्रसाद जी अपनी कविता में प्रकृति का वर्णन किस प्रकार करते हैं?
 25. 'पिछड़ा आदमी' कविता से कवि का क्या तात्पर्य है?
 26. 'मैं एक चिड़िया हूँ पापा' कविता में बिटिया पापा से क्या कह रही है?
 27. अरुण कमल के मत में सरकार द्वारा गाँव में पक्की सड़क बनवा देने पर मनुज क्या सोचता है?
 28. ओमप्रकाश जी पर एक टिप्पणी लिखिए।
 29. 'शोकगीत' कविता की विशेषताएं क्या-क्या हैं?
 30. निविदा क्या है?

31. साख पत्र क्या है?

IV. निम्नलिखित प्रश्नों में से किन्हीं दो प्रश्नों के उत्तर करीब 250 शब्दों में लिखिए। (2X15=30)

32. 'धृतराष्ट्र ने कहा' कविता का सारांश लिखकर विशेषताएं बताइये।

33. 'कोशिश करनेवालों की हार नहीं होती' कविता की समीक्षा कीजिये।

34. अपने किसी मित्र को दिवाली की छुट्टियों में घर बुलाते हुये एक पत्र तैयार कीजिए।

35. 'फिर आ गयी दिवाली' में सुमन जी का आशावादी स्वर किस प्रकार व्यक्त हुआ है?

Second Semester B.Com. (Restructured) Degree Examination
First Degree Programme under CBCSS
Language Course: Additional Language- Hindi
HN 1211:4 ANUVAD THATHA ADHUNIK HINDI GADYA SAHITYA
(2023 Admission Onwards)

Time: 3 hours

Max. Marks: 80

I. एक शब्द या एक वाक्य में उत्तर लिखिए।

(10×1=10)

1. अनुवाद के लिए प्रयुक्त अंग्रेजी शब्द क्या है?
2. अनुवाद किन-किन शब्दों के योग से बना है?
3. सुदर्शन का असली नाम क्या है?
4. 'लक्ष्मी का स्वागत' एकांकी किसने लिखा है?
5. हामिद किस कहानी का पात्र है?

6. 'खोई हुई वस्तु की खोज' किस विधा की रचना है?
7. डोमिन काकी का वास्तविक नाम क्या है?
8. अब्दुल कलाम किस नाम से जाने जाते हैं?
9. अली बंधु कि सआन्दोलन के प्रचारक थे?
10. अतिथि कितने दिनों से लेखक के घर में है?

II. किन्हीं आठ प्रश्नों के लघु उत्तर लिखिए।

(8×2=16)

11. अनुवाद की परिभाषा लिखिए।
12. गांधीजी से मिलने में रामकुमार वर्माजी को देरी क्यों हुई?
13. 'अग्नि की उड़ान' (विंग्स ऑफ़ फायर) के लेखक और सह लेखक कौन – कौन हैं?
14. पत्नी की राय में घर का सारा बजट कैसे बिगड़ गया?
15. रोशन की मां ने सुरेंद्र से क्या मदद मांगी ?
16. हामिद ने दादी के लिए चिमटा क्यों खरीदा ?
17. 'खोई हुई वस्तु की खोज में आनंद मिलता है' ।लेखक ने ऐसा क्यों कहा है?
18. अनुवाद के चार प्रकारों के नाम लिखिए ।
19. बाप ने आलसी बेटे को बुलाकर क्या कहा?
20. प्रेमचंदजी की किन्हीं चार रचनाओं के नाम लिखिए।
21. पति-पत्नी ने मेहमान का स्वागत कैसे किया?
22. डोमिन, दादी के घर क्यों आया करती थी?

III. किन्हीं छः प्रश्नों के उत्तर करीब 120 शब्दों में लिखिए।

(6×4=24)

23. अनुवादक के लिए आवश्यक गुण क्या-क्या हैं?
24. 'डोमिन काकी' कहानी में कौनसी समस्या का चित्रण किया है? स्पष्ट कीजिए।
25. 'क्वालिटी टाइम' कहानी की प्रासंगिकता पर प्रकाश डालिए।
26. बेटे ने आसानी से पैसे कमाने के लिए कौन-कौन से उपाय ढूँढ निकाले?
27. 'अतिथि! तुम कब जाओगे' पाठ का सारांश लिखकर उसमें अभिव्यक्त व्यंग्य पर विचार कीजिए ?

28. हमिद का चरित्र चित्रण कीजिए ।
29. 'खोई हुई वस्तु की खोज' निबंध में लेखक ने किस प्रकार के आनंद की चर्चा की है ? यह आनंद किसे प्राप्त है और किसे नहीं ?
30. महात्मागांधी के व्यक्तित्व पर प्रकाश डालिए।
31. अनुवाद के महत्व पर चर्चा कीजिए।

IV. किन्हीं दो प्रश्नों के उत्तर करीब 250 शब्दों में लिखिए।

(2×15=30)

32. 'ईदगाह' कहानी का सारांश लिखिए।
33. 'लक्ष्मी का स्वागत' एकांकी में प्रस्तुत समस्या पर चर्चा कीजिए।
34. 'अग्नि की उड़ान' आत्मकथा पर प्रकाश डालिए।
35. किसी एक खंड का अनुवाद कीजिए।

(अ) स्वास्थ्य ही धन है' ठीक ही कहा गया है । अच्छे स्वास्थ्य के लिए केवल रोज की कसरत ही काफी नहीं है। हर एक को अपनी खाने की आदतों के प्रति भी जागरूक होना होगा। अनाज, दालें, सब्जियाँ, सलाद, फल, दूध आदि को भोजन में अवश्य शामिल करना चाहिए। 'जंकफूड' जो वर्तमान पीढ़ी में बहुत लोकप्रिय है हमारे लिए नुकसान दायक है। मोटापा आधुनिक फास्ट फूड मेनू की देन है । एक मोटा आदमी उच्च रक्तचाप, हृदयरोग जैसी बहुत सी समस्याओं का सामना करता है। संतुलित आहार- जिसमें कार्बोहाइड्रेट, विटामिन, प्रोटीन, खनिज- लवण आदि का उचित मिश्रण होता है – खाने से अधिकांश स्वास्थ्य संबंधी परेशानियों का समाधान हो सकता है ।

या

(आ) It is well known that the great Vidyasagar came of very poor parents . Poverty was the companion of his boyhood and early youth. In those days he had rarely any curry or pulse or milk to take with his rice, and had to be satisfied with only a pinch of salt. He was, however, blessed with an excellent appetite ,and so did not miss these things much, but ,ate a hearty meal of what he had .'Indeed he seemed to look upon his scarcity in the light of a discipline, and all through his life , even when at the height of a success, he would at certain times have nothing but

the coarse and simple dish of his early youth . Here was the moderation in practice which, perhaps , few people have carried further.

Model Question Paper for BA/BSc (Creer Related)

First Semester BA/B.SC (Career Related) Degree Examination

First Degree Programme Under CBCSS

Language Course: Additional Language _Hindi

HN 1111.3 Hindi GadyaSahitya

(2023 Admission Onwards)

Time :3

Max.Marks:80

I. एक शब्द या वाक्य में उत्तर लिखिए (10 x 1 = 10 marks)

1. “व्हीलचैर” किस विधा की रचना है ?

2”.आम आदमी की पहचान “ किसकी रचना है ?

3. “अहिंसा का पाठ “ में किसके व्यक्तित्व पर प्रकाश डाला गया है?
4. एम डाट कॉम कहानी का लेखक कौन है?
5. किन्हीं दो व्यंग्य नाटक का नाम लिखिए।
6. शेख यूसुफ कौन है?
7. “मालगुडी डेज “टीवी धारावाहिक किसने लिखी ?
8. प्रसाद के महाकाव्य का नाम लिखिए।
9. पिकनिक कहानी की लेखिका का नाम लिखिए।
10. व्हीलचैर एकांकी के कितने दृश्य हैं?
- 11 . किन्हीं आठ प्रश्नों के उत्तर करीब 50 शब्दों में लिखिए ।(8x2=16 marks)
11. अपनी पहचान के लिए आदमी को आखिर क्या करना पड़ा ?
12. विजयेंद्र स्नातक की रचनाओं का परिचय दीजिए।
13. व्हीलचैर किसका प्रतीक है ?
14. प्रसाद के दो उपन्यासों के नाम लिखिए।
15. मरे हुए पशुओं को उठाना किसका पुश्तैनी धंधा है?
16. व्हीलचैर एकांकी में कितने पात्र हैं ?
17. शरदजोशी कैसे साहित्यकार हैं ?
18. व्हीलचैर एकांकी की पत्नी कौन सी किताब से प्रभावित होती है?
19. गांधीजी के व्यक्तित्व का प्रभाव लेखक पर क्यों पड़ा ?
20. काजी मिया कौन थे ?

21. परसा चमार के बेटे क्या कर रहे हैं ?

22. जयशंकर प्रसाद की दो कहानियों का नाम लिखिए ।

III. किन्हीं छ प्रश्नों के उत्तर लिखिए (6x4=24marks)

23.” आम आदमी की पहचान “कहानी में किस विषय को लेकर व्यंग्य किया गया है ?

24. व्हीलचैर एकांकी का संदेश क्या है?

25.छोटे जादूगर के किन किन गुणों से आप प्रभावित हुए?

26.काज़ी औ रबकरी की कथा का संदेश क्या है?

27.छोटे जादूगर के परिवार की दीन अवस्थाका परिचय दीजिए।

28.छोटे जादूगर कहानी से आपको क्या प्रेरणा मिलती है?

29.मां ने गोशाला का दरवाजा खोला तो सिहर उठी क्यों?

30. यूसुफ ने इब्राहीम को शरण क्यों दिया ?

31.एम डाट कॉम कहानी का उद्देश्य लिखिए।

IV.किन्हीं दो प्रश्नों के उत्तर लिखिए (2x15=30marks)

32.व्हीलचैर एकांकी का पात्र परिचय देते हुए उसकी कहानी अपने शब्दों में लिखिए ।

33.पिकनिक कहानी का सारांश लिखिए।

34. छोटे जादूगर कहानी में बालक की अवस्था का वर्णन कीजिए।

35.अहिंसा का पाठ नामक लेखका संदेश लिखिए।

**Second Semester BA/BSc Degree Examination
First Degree Programme Under CBCSS
Career Related Additional Language
HN-1211.3 Hindi PadyaSahitya
(2023 Admission Onwards)**

Time: 3 Hours

MaxMarks-80

I. एक से दस तक के प्रश्नों के उत्तर एक शब्द या एक वाक्य में लिखिए।

(10×1=10)

1. कबीरदास के गुरु कौन थे?
2. सूरदास की सर्वश्रेष्ठ रचना कौन सी है ?
3. तुलसीदास की राय में विपत्ति के साथी कौन है?
4. बिहारी किस काल के कवि थे?
5. पंत जी के अनुसार ताज किसका प्रतीक है?
6. माखनलाल चतुर्वेदी का उपनाम क्या है?
7. 'जूठे पत्ते' किसकी रचना है ?
8. पवन करण ने भरोसे की उपमा किस से की है?
9. 'मछली' किसकी कविता है?
10. ओमप्रकाश वाल्मीकी की आत्मकथा का नाम क्या है?

II निम्नलिखित में से किन्हीं आठ प्रश्नों के उत्तर करीब 50 शब्दों में लिखिए।

(8×2=16)

11. कबीरदास के अनुसार बुराइयों की खोज कहाँ करनी चाहिए?
12. सूरदास की रचनाओं का नाम लिखिए।

13. कबीरदास के अनुसार पंडित कौन है?
14. तुलसीदासजी ने शरीर और खेत की तुलना किस प्रकार की है?
15. पंतजी ताज के निर्माण से नाखुश क्यों है?
16. पंतजी के चार कविता संग्रहों का नाम लिखिए ।
17. सुंदर वेश देख कर लोग कैसे धोखा खाते हैं?
18. पुष्प की अभिलाषा क्या है?
19. भिखमंगे से कवि क्या आह्वान करते हैं?
20. 'भरोसा' कविता के माध्यम से कवि क्या बताना चाहते हैं?
21. तरंग हमें क्या संदेश देती है?
22. प्लेट में मछली की निरीह आँखें देखकर कवि की मानसिकता क्या है ?

III. किन्हीं छह प्रश्नों के उत्तर करीब शब्दों में लिखिए। 120(6×4=24)

23. 'ताज' कविता का सारांश प्रस्तुत कीजिए।
24. बेटी अपने पिता से कहाँ शादी न करने को कहती है?
25. 'बुरा जो देखन मैं चला' बुरा न मिलिया कोई।

जो दिल खोजा आपना मुझसे बुरा न कोई॥'

इस दोहे का भावार्थ लिखिए ।

26. नाव और नदी से हमें क्या सीख लेनी चाहिए?
27. 'मछली' कविता का सारांश लिखिए ।
28. कृष्ण के चरण कमलों की वंदना करने से क्याक्या लाभ मिलता है-?
29. संथाल संस्कृति का परिचय दीजिए।
30. ओमप्रकाश वाल्मीकी का परिचय दीजिए।

31. पुष्प की अभिलाषा कविता का सन्देश क्या है '?

IV. किन्हीं दो प्रश्नों के उत्तर करीब शब्दों में लिखिए। 250(2×15=30)

32.सूरदास ने कृष्ण के रूप का सुंदर चित्रण किया है। सिद्ध कीजिए।

33. मैं चित्रित दलित नारी की यथार्थता को व्यक्त कीजिए। ' झाड़ूवाली'

34. उतनी'दूर मत ब्याहना बाबाकविता की मूल संवेदना पर विचार कीजिए। '

35. कबीरदास एक अच्छे समाज सुधारक थे । पठित दोहों के आधार पर समीक्षा कीजिए।

