

**LEARNING OUTCOMES BASED CURRICULUM  
FRAMEWORK (LOCF) FOR UNDERGRADUATE  
PROGRAMMES**

**DEPARTMENT OF HINDI**



**LOYOLA COLLEGE (AUTONOMOUS)**

**CHENNAI 600034**

## PREFACE

India is a land of diverse cultures with 1600 spoken languages. There would hardly be a nation with such rich language heterogeneity. All the languages have their own richness, uniqueness and significance. Till date, not only thousands of students have scored well in the subject but most of them have developed their knowledge and understanding the Indian culture and civilisation through the language. The language has earned a place of eminence at the international level too. In the domain of ancient classical languages, the Hindi language is representative of novelty. With simplicity in structure and form, it is spoken widely and can connect people across the nation. Today, in the global ranking of most spoken language in the world, Hindi ranks second, next to Mandarin Chinese. Hindi is spoken in a number of countries including Nepal, Mauritius, Fiji, Singapore, South Africa, America, Suriname, Uganda, Britain, New Zealand, Germany, Trinidad and Tobago. Hindi is taught in most of the foreign schools, colleges and universities too.

The knowledge of the language benefits students not only in India but it bestows them with opportunities in various places in the globe. The department has imparted Hindi education to thousands of students since its inception. Certainly, the students having imbibed the nuances of the language get to gain out of their knowledge and are instrumental in contributing to nation building. They are able to effectively communicate to various strata of society. Hindi as a medium of communication has an immense market with big stakes to which the whole world is looking forward to tap. In such a scenario, knowledge of Hindi would bring forth new opportunities of employment. Language is a quintessential part of our social existence and hence, the department of Hindi is committed to develop the personality of its students through teaching Hindi language and literature.

Hindi was introduced in 1952 under the Department of Oriental Languages. It was taught as part-1 language only. Hindi Department consists of Advanced and Beginners' level of Hindi. Since the college became autonomous in 1978, autonomy has given us much freedom to frame new syllabi according to the needs of the society. This Department attracts students from all over India and regularly we have students from abroad also. We have the responsibility of catering to the needs of them too.

This Department was the first one in India, in 1978, to introduce Functional Hindi and Official Language Hindi at Under-Graduate level. In 1980, Principles of translation in Hindi was introduced. The next launch was the introduction of Banking Hindi in 1987 and Journalism in Hindi was introduced in 1990. Students are well verse in these fields to face the challenges of the job market and when they get opportunities to work in Central Government

offices. We could achieve to this extent, only due to the interest shown by the student community.

This Department conducted a State Level Seminar on Curriculum Development in which it was decided that 50% of the syllabi may be allotted to Functional Hindi. So, Hindi Literature is taught for 50 marks only. Giving equal weightage to Hindi Literature and Functional Hindi is a bold step taken in the right direction.

Teaching Beginners' Hindi to more than 500 students, every year, is a seminal contribution to the growth of Hindi Language and national harmony.

Presently Department of Hindi has restructured new syllabus since 2019 onwards. The syllabus helped the students to understand the significance of the ancient, medieval and modern period of Hindi Language and Literature. Students are able to understand the moral values, social changes, political changes and economic development through the literature. Non Major Elective is offered for Non-Hindi speaking students in two levels, namely Hindi for Beginners and Hindi for Communication.

In this academic year 2021-22, after the bifurcation of the Department of Oriental Languages, Hindi Department started functioning as an individual department from 21<sup>st</sup> June 2021. This elevation lead to the introduction of Ph.D. Programme & Research Activities in Hindi.

The department conducts Hindi competitions every year on September 14<sup>th</sup> on the occasion of Hindi day. Guest Lectures and online Webinars are periodically conducted for the betterment of the students. Students have attended various Inter Collegiate Hindi Competitions & brought laurels to the college.

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## **VISION OF COLLEGE**

**Forming socially responsible and compassionate persons of high competence and integrity, with a deep sense of appreciation for diversity, secularism and nature.**

## **MISSION OF COLLEGE**

- Providing high standards of education to youth, especially the marginalized and disadvantaged, through an integral and holistic formative pedagogy.
- Kindling in young minds the spirit of social and environmental justice with a blend of excellence and empathy.
- Promoting critical thinking, analytical and creative approaches in students leading to meaningful knowledge production and innovation.

## **CORE VALUES OF THE INSTITUTION**

- Youth Accompaniment
- Academic Excellence
- Self-Integrity
- Social Justice
- God Quotient

## **VISION OF THE DEPARTMENT**

To develop a positive outlook towards Hindi Language among the students and create the Language Proficiency and Communication Skill of the students in Hindi Language.

## **MISSION OF THE DEPARTMENT**

To provide the basic and general information about Hindi Language and inculcate interest among students in the study of Hindi Literature, along with academic excellence.

## **Programme Educational Objectives (PEOs)**

### **PEO 1: Academic Excellence & Core Competency**

To train students through the study of language, literature and culture to enable them to identify, recall and reproduce the lexis and functional grammar to analyse, describe, paraphrase or summarize any content in the chosen language and thereby enhance their core competency and academic excellence.

### **PEO 2: Effective Communication and Team work**

To impart in learners globally relevant curriculum that will enhance team spirit, communication skills, adaptability to develop the learners' ability to display and validate their knowledge and apply the acquired skills through effective communication and team work.

### **PEO 3: Professionalism & Skill Development**

To prepare students to demonstrate the ability to analyse, compare, differentiate and to sharpen their skills of observation, analysis and critical thinking thus enabling them to articulate strong technical and professional skills.

### **PEO 4: Empathy and Empowerment**

To enable learners to develop sensitivity and consciousness through critical analysis of language, literature, history and civilisation with a true concern towards the society in order to become men and women for and with others.

### **PEO 5: Social Responsibility, Environment and Sustainability**

To prepare young minds to internalize their understanding of the society, conscientise them with the values of clean environment and sustainability of natural resources to synthesize research and analysis to defend equity and equality in society and thereby become socially responsible citizens.

### **PEO 6: Multiculturalism & National Integration**

To internalize multiculturalism and interculturality through the study of language and literature and thereby promote national integration.

## **Programme Outcomes (POs)**

### **PO 1: Disciplinary knowledge**

Students will identify the nuances and usage of language in formal and informal context, describe the grammatical and lexical subtleties in language and literature and apply them in the fields of performing arts, visual arts, literature, hospitality and translation.

### **PO 2: Communication Skills & Cooperation/Teamwork**

Students will distinguish different communication strategies to express themselves both orally and verbally and demonstrate their ability with the LSRW skills to communicate with confidence, coherence, clarity, open-mindedness, and exhibit their team spirit.

### **PO 3: Critical thinking, Problem solving, Reflective thinking & Leadership qualities**

Students will display necessary knowledge in fields of performing arts, visual arts, literature, hospitality and translation and develop projects and start-ups with decisiveness, integrity and problem-solving skills.

### **PO 4: Professionalism, Moral and ethical awareness**

Students will internalize human values embedded in cultural, social, historical and literary texts to deal with various problems in life with confidence, reasoning and responsibility displaying moral and social values with sensitivity to gender, age, caste, race, religion and nationality.

### **PO 5: Impact of education on society and the environment & Ethics and equity**

Students will recognize the values of a clean environment and sustainability of natural resources for society and practice equity and equality in society and thereby develop social responsibility.

### **PO 6: Self-directed learning & Lifelong learning**

Students will engage with the acquired knowledge in language and literature and display an interest in making it a lifelong learning experience.

### **PO 7: Multicultural competence**

Students will adapt from the study of language and literature a sense of multiculturalism and interculturality to promote national integration.

## **Programme Specific Outcomes (PSOs)**

- PSO 1:** Analyse the basic concept and subject of Hindi & its origin to develop an understanding of the features of Hindi literary forms in context of socio - cultural and political conditions of that period.
- PSO 2:** Demonstrate the importance of values through the reading of literature.
- PSO 3:** Create awareness and motivate the students to write and speak standard Hindi.
- PSO 4:** Acquire knowledge pertaining to the literary trends of Aadikal, Bhaktikal, Ritikal & Adhunik kal.
- PSO 5:** Integrate knowledge base regarding the importance of the names given to each Literary form of Hindi literature.
- PSO 6:** Develop the methods of communication, to improve their LSRW skills, to enable them to practice those skills in their daily life by identifying instances of communication in the circumstances of their own.
- PSO 7:** Exploring, analysing and enriching self-knowledge to nurture analytical qualities or skills, thinking power, creativity through assignments & project works.



**Table 1: Mapping Vision and Mission with PEOs**

	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6
Vision 1	3	3	3	3	3	3
Mission 1	3	3	3	3	3	3
Mission 2	3	3	3	3	2	3
Mission 3	3	3	3	3	3	3
Mission 4	3	3	3	3	3	3

High Correlation – 96.67 %

Moderate Correlation – 3.33 %

Low Correlation - 0

**Table 2: Mapping PEOs with POs**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
PEO 1	3	3	3	3	3	3	3
PEO 2	3	3	3	3	3	3	3
PEO 3	3	3	3	3	3	3	3
PEO 4	3	3	3	3	3	3	3
PEO 5	2	3	3	3	3	3	2
PEO 6	2	3	3	2	3	3	3

High Correlation – 90.48 %

Moderate Correlation – 9.52 %

Low Correlation - 0

**Table 3: Mapping PEOs with PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
PEO 1	3	3	2	2	3	3	3
PEO 2	3	3	2	3	3	3	3
PEO 3	2	3	3	3	3	3	3
PEO 4	3	1	3	3	3	3	3
PEO 5	3	2	3	3	2	3	3
PEO 6	3	3	3	3	3	3	3

High Correlation –83.34 %

Moderate Correlation – 14.28 %

Low Correlation -2.38 %

**Table 4: Mapping POs with PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
PO 1	3	3	3	3	3	3	2
PO 2	3	3	3	3	3	3	3
PO 3	3	3	3	3	3	3	3
PO 4	3	2	3	3	3	3	3
PO 5	3	2	3	3	3	3	3
PO 6	3	3	3	3	3	3	2
PO 7	3	3	3	3	3	3	3

High Correlation –91.83%

Moderate Correlation –8.17%

Low Correlation -0

**GENERAL HINDI & NON-MAJOR ELECTIVE****Restructured CBCS curriculum effective from June, 2019**

<b>PART</b>	<b>SEMESTER I</b>	<b>SEMESTER II</b>	<b>SEMESTER III</b>	<b>SEMESTER IV</b>	<b>CREDITS</b>
<b>I</b>	G.Languag e-1 (3h/3c)	G.Languag e-2 (3h/3c)	G.Languag e-3 (3h/3c)	G.Languag e-4 (3h/3c)	12
<b>I</b>	G.Language for Commerce & Kaushal Kendra-1 (3h/3c)	G.Language for Commerce & Kaushal Kendra-2 (3h/3c)	-	-	6
<b>NME-I</b>	-	-	Hindi for Beginners-I (3h/2c)	Hindi for Beginners-II (3h/2c)	4
<b>NME-II</b>	-	-	Hindi for Communicat ion-I (3h/2c)	Hindi for Communicat ion-II (3h/2c)	4

**LOYOLA COLLEGE (AUTONOMOUS), CHENNAI**  
**DEPARTMENT OF HINDI**

**(2019 - Restructured Curriculum)**  
**OVERALL COURSE STRUCTURE**

<b>Sem</b>	<b>Subject Code</b>	<b>Course Title</b>	<b>T/L/P</b>	<b>Category*</b>	<b>Credit</b>	<b>Hours</b>
<b>I</b>	<b>UOL1101</b>	<b>HINDI PROSE-I</b>	<b>T</b>	<b>GL</b>	<b>3</b>	<b>3</b>
<b>I</b>	<b>UOL1102</b>	<b>GENERAL LANGUAGE-I</b>	<b>T</b>	<b>GL</b>	<b>3</b>	<b>3</b>
<b>II</b>	<b>UOL2101</b>	<b>HINDI PROSE-II</b>	<b>T</b>	<b>GL</b>	<b>3</b>	<b>3</b>
<b>II</b>	<b>UOL2102</b>	<b>GENERAL LANGUAGE-II</b>	<b>T</b>	<b>GL</b>	<b>3</b>	<b>3</b>
<b>III</b>	<b>UOL3101</b>	<b>HINDI POETRY-III</b>	<b>T</b>	<b>GL</b>	<b>3</b>	<b>3</b>
<b>III</b>	<b>UOL3801</b>	<b>HINDI FOR BEGINNERS-I</b>	<b>L</b>	<b>NME</b>	<b>2</b>	<b>3</b>
<b>III</b>	<b>UOL3802</b>	<b>HINDI FOR COMMUNICATION-I</b>	<b>L</b>	<b>NME</b>	<b>2</b>	<b>3</b>
<b>IV</b>	<b>UOL4101</b>	<b>HINDI POETRY-IV</b>	<b>T</b>	<b>GL</b>	<b>3</b>	<b>3</b>
<b>IV</b>	<b>UOL4801</b>	<b>HINDI FOR BEGINNERS-II</b>	<b>L</b>	<b>NME</b>	<b>2</b>	<b>3</b>
<b>IV</b>	<b>UOL4802</b>	<b>HINDI FOR COMMUNICATION-II</b>	<b>L</b>	<b>NME</b>	<b>2</b>	<b>3</b>

## COURSE DESCRIPTOR

<b>Course Code</b>	<b>UOL - 1101</b>
<b>Course Title</b>	<b>HINDI PROSE-I</b>
<b>Credits</b>	<b>3</b>
<b>Hour/Week</b>	<b>3</b>
<b>Category</b>	<b>GL</b>
<b>Semester</b>	<b>I</b>
<b>Regulation</b>	<b>2019</b>

### Course Overview

1. Provide a brief introduction of various Hindi literary forms.
2. Create awareness of standard writing in Hindi.
3. Discuss the political and social changes through Hindi Literature.
4. Prepare the students to develop the communicative skills to build up their personality development.

### Course Objectives

1. Understand the democratic and social structure of India.
2. Teach various literary prose forms.
3. Inculcate the moral values based upon the society.
4. Apply the knowledge of National Integration and Universal brotherhood.
5. The problems of working women in modern society.

### Prerequisites

The ability to read and write Standard Hindi in their own styles.

## Syllabus

### UOL - 1101 HINDI PROSE - I

Unit	Content	Teaching Hours	Cos	Cognitive levels
I	Introduction of the Author - Premchand	8	CO1, CO2, CO3	K1, K2, K3, K4
	Story - Nashaa			
II	Introduction of the Author – Upendranath Ashk	8	CO1, CO2, CO3	K1, K2, K3, K4
	One act play - Lakshmi Ka Swagat			
III	Introduction of the author - Harishankar Parsai	7	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
	Humour - Rajniti Ka Batwara			
IV	Introduction of the author - Ramvriksh Benipuri	8	CO1, CO2, CO3, CO4	K1, K2, K3, K4, K5
	Reminiscence - Ve Din			
V	Introduction of the author - Mahadevi Verma	8	CO1, CO2, CO3, CO4	K1, K2, K3, K4, K5, K6
	Article - Ghar aur Bahar			

### COURSE OUTCOMES FOR HINDI PROSE- 1

CO	Description	Cognitive level
CO1	Understand the various aesthetics of Hindi Prose.	K1, K2
CO2	Assess the writers and their fields.	K3
CO3	Apply the knowledge of the particular theme.	K4
CO4	Analyse the role, moral and ethical values of that period.	K5
CO5	Evaluate the various social issues depicted in the prose.	K6

# COURSE DESCRIPTOR

<b>Course Code</b>	<b>UOL - 1102</b>
<b>Course Title</b>	<b>GENERAL HINDI - I</b>
<b>Credits</b>	<b>3</b>
<b>Hour/Week</b>	<b>3</b>
<b>Category</b>	<b>GL</b>
<b>Semester</b>	<b>I</b>
<b>Regulation</b>	<b>2019</b>

## Course Overview

- 1.To provide a brief introduction of Hindi literature.
- 2.To develop reading and writing skills in Hindi
- 3.To discuss the origin and development of various forms of Prose in Hindi.
4. Prepare the students to develop language skills so as to make the student confident and comfortable with the academic programs.

## Course Objectives

1. To understand the literary forms of Hindi literature especially Story, One act play, Reminiscence, Essay.
2. Women empowerment in various aspects.
3. To display moral and social values in the field of hospitality and integrity.
4. To inculcate knowledge of Environment and Social Responsibility.
5. The usage of words and phrases, how they help us to better understand ourselves and the people in the society.

## Prerequisites

The ability to read and write Standard Hindi in their own styles.

# Syllabus

## UOL - 1102 GENERAL HINDI - I

Unit	Content	Teaching Hours	Cos	Cognitive levels
I	General Introduction about Hindi Literature	8	CO1, CO2, CO3	K1, K2, K3, K4
	Introduction of the Author - Prem Chand			
	Story - Bade Bhai Sahab			
II	Introduction of the Author - Mamta Kaliyaa	8	CO1, CO2, CO3	K1, K2, K3, K4
	One act play - Yahan Rona Mana Hai			
III	Introduction of the author - Harishankar Parsai	7	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
	Humour - Emandharon Ke Sammelan Me			
IV	Introduction of the author - Mahadevi Verma	8	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
	Reminiscence - Gillu			
V	Introduction of the author - Dr. Gulabrai	8	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
	Article - Madhur Bhashan			

### COURSE OUTCOME FOR GENERAL HINDI - 1

CO	Description	Cognitive level
CO1	Understand the various forms of prose and different aspects of social issues.	K1, K2
CO2	Develop critical and creative thinking to solve the challenges faced in real life.	K3
CO3	Focus on verbal and non-verbal communication.	K4
CO4	Explain and appreciate the common core values through Literature	K5
CO5	Prepare them to understand, evaluate, translate and interpret information from various forms of written and electronic sources.	K6



## **COURSE DESCRIPTOR**

<b>Course Code</b>	<b>UOL - 2101</b>
<b>Course Title</b>	<b>HINDI PROSE-II</b>
<b>Credits</b>	<b>3</b>
<b>Hour/Week</b>	<b>3</b>
<b>Category</b>	<b>GL</b>
<b>Semester</b>	<b>II</b>
<b>Regulation</b>	<b>2019</b>

### **Course Overview**

1. Provide a brief introduction of the principles of translation.
2. Create awareness of standard writing in Hindi & do translation on their own.
3. Discuss the political and social changes through Hindi Literature.
4. Prepare the students to write standard official and social letter writing.

### **Course Objectives**

1. Understand the basic and fundamental principles of translation.
2. Teach various literary forms of official and unofficial letter writing..
3. Inculcate the knowledge of Report writing..
4. Apply the knowledge of modern ethics with Indian ancient epics.
5. The problems of the dowry system and women empowerment.

### **Prerequisites**

The ability to write Standard Hindi in their own styles and understand the modern social values.

## Syllabus

### UOL - 2101 HINDI PROSE - II

Unit	Content	Teaching Hours	Cos	Cognitive levels
I	Translation: Definitions and the importance of translation	8	CO1, CO2, CO3	K1, K2, K3, K4
	Different Types of Translation, Essential Qualities of a Translator and Translation Practice were added.			
II	<b>Letter Writing:</b> Personal Letter, Application Letter-Leave letter.	8	CO1, CO2, CO3	K1, K2, K3, K4
III	<b>Report Writing.</b> Importance of One Act Play and its development.	7	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
IV	<b>One-Act Play:</b> “Mahabharat Ki Ek Saanjh”-Bharat Bhushan Agrawal.	8	CO1, CO2, CO3, CO4	K1, K2, K3, K4, K5
V	<b>One-Act Play:</b> “Reed Ki Haddi”-Sri Jagdeesh chandra Maathur	8	CO1, CO2, CO3, CO4	K1, K2, K3, K4, K5, K6

#### COURSE OUTCOMES FOR HINDI PROSE- II

CO	Description	Cognitive level
CO1	Understand the various principles and types of translation.	K1, K2
CO2	Assess the techniques of ideal and meaningful translation.	K3
CO3	Apply the knowledge of official and unofficial letters in Hindi.	K4
CO4	Analyse the role, moral and ethical values of that period.	K5
CO5	Evaluate the various social issues depicted in the prose.	K6

# COURSE DESCRIPTOR

<b>Course Code</b>	<b>UOL - 2102</b>
<b>Course Title</b>	<b>GENERAL HINDI-II</b>
<b>Credits</b>	<b>3</b>
<b>Hour/Week</b>	<b>3</b>
<b>Category</b>	<b>GL</b>
<b>Semester</b>	<b>II</b>
<b>Regulation</b>	<b>2019</b>

## Course Overview

- 1.To provide a brief introduction of Hindi Poetry (Aadikaal, Bhaktikaal, Reetikaal and Aadhunik Kal).
- 2.To develop a taste for original writing amongst students in order to develop their creative talent.
- 3.To discuss the origin and development of various forms of Poetry in Hindi.
4. Prepare the students to explain the poetry on their own , so as to make the student confident and comfortable with Hindi Poetry.

## Course Objectives

- 1.To understand the poetry of different ages based upon the traditional values of India & its culture.
- 2.They get to learn ancient, medieval & modern poetry.
- 3.To display moral and social values in the field of religion and communal unity.
- 4.To Enhance and enrich their knowledge through poetry.
- 5.To understand the significance of poems of great poets like Kabir, Rahim & Surdas.

## Prerequisites

The ability to understand and explain Hindi Poetry in their own style.

# Syllabus

## UOL -2102 GENERAL HINDI-II

Unit	Content	Teaching Hours	Cos	Cognitive levels
I	General Introduction of Ancient Period to Modern period of Hindi Literature.	8	CO1, CO2, CO3, CO4	K1, K2, K3, K4
	Introduction of the Poet- Kabirdas			
	Kabir 6 - Dhohe			
II	Introduction of the Poet- Rahim	8	CO1, CO2, CO3, CO4	K1, K2, K3, K4, K5, K6
	Rahim 6-Dhohe Introduction of the Poet- Surdas. Surdas Ke pad.			
III	Introduction of - Mahadevi Varmaa. Murjhaya Hua Phool -Poem	7	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	Introduction of the Poet - Harivansh Rai Bachhan.	8	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
	Mujhe Pukaar Lo- Poem			
V	Introduction of the poet- Ramdhari Singh Dinkar Kalam Aur Talwar- Poem	8	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
	Introduction of the poet- Shamsheer Bahadur singh. Bharath Ki Aarthi- Poem			

### COURSE OUTCOME FOR GENERAL HINDI-II

CO	Description	Cognitive level
CO1	Understand the various periods of Hindi Literature.	K1, K2
CO2	Develop critical and logical thinking to understand Indian Culture.	K3
CO3	Focus on evaluating the social changes through poetry.	K4
CO4	Explain and appreciate the constant moral values of India.	K5
CO5	Prepare them to understand, evaluate and interpret the poems in their own style.	K6

# COURSE DESCRIPTOR

<b>Course Code</b>	<b>UOL - 3101</b>
<b>Course Title</b>	<b>HINDI POETRY-III</b>
<b>Credits</b>	<b>3</b>
<b>Hour/Week</b>	<b>3</b>
<b>Category</b>	<b>GL</b>
<b>Semester</b>	<b>III</b>
<b>Regulation</b>	<b>2019</b>

## Course Overview

- 1.To provide a brief introduction of Hindi Poetry (Aadikaal, Bhaktikaal and Ritikaal).
- 2.To develop the understanding of Hindi poems of different periods.
- 3.To discuss the origin and development of various forms of Poetry in Hindi.
4. Prepare the students to explain the various forms of poetry on their own skill, so as to make the student confident and comfortable with Hindi Poetry.

## Course Objectives

1. To understand the poetry of different ages based upon the traditional values of India & its culture.
2. Social revolution in various aspects.
3. To display moral and social values in the field of religion and communal unity.
4. To inculcate knowledge of the effect of the outside rulers in India.
5. The usage of words and phrases, how they help to understand Aadikaal, Bhaktikaal & Ritikaal Poetry in a better way. .

## Prerequisites

The ability to understand and explain Hindi Poetry in their own style.

# Syllabus

## UOL - 3101 HINDI POETRY-III

Unit	Content	Teaching Hours	Cos	Cognitive levels
I	General Introduction about Aadikaal, Bhaktikaal & Ritikaal	8	CO1, CO2, CO3	K1, K2, K3, K4
	Introduction of Bhakti Kaal			
	Different type of Bhakti Movement- Sagun & Nirgun Bhakti			
II	Introduction of the great poet - Kabir Das	8	CO1, CO2, CO3	K1, K2, K3, K4, K5, K6
	Kabir ke Dohe			
III	Introduction of the poet- Raheem	7	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
	Raheem ke Dohe			
IV	Introduction of the Poets - Surdas & Meerabai	8	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
	Surdas aur Meerabai ke Pad			
V	Introduction of the Reetikaal poets- Bihari & Giridhar Kaviray	8	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
	Bihari ke Dohe & Giridhar Kaviray ki Kundliyan			

### COURSE OUTCOME FOR HINDI POETRY-III

CO	Description	Cognitive level
CO1	Understand the various periods of Hindi Literature.	K1, K2
CO2	Develop critical and logical thinking to understand Indian Culture.	K3
CO3	Focus on evaluating the social changes through poetry.	K4
CO4	Explain and appreciate the constant moral values of India.	K5
CO5	Prepare them to understand, evaluate and interpret the poems in their own style.	K6

# COURSE DESCRIPTOR

<b>Course Code</b>	<b>UOL - 3801</b>
<b>Course Title</b>	<b>HINDI FOR BEGINNERS-I</b>
<b>Credits</b>	<b>2</b>
<b>Hour/Week</b>	<b>3</b>
<b>Category</b>	<b>NME-I</b>
<b>Semester</b>	<b>III</b>
<b>Regulation</b>	<b>2019</b>

## Course Overview

- 1.To provide a brief introduction about Hindi Language.
- 2.To make the student understand how to write & pronounce Hindi Alphabets.
- 3.To discuss the combination of Vowels and Consonants & how to frame words.
4. Prepare the students to use verbs and names of various things using in daily activities.
5. To initiate the students to speak in Hindi & give their self introduction.

## Course Objectives

1. To understand Hindi Language and its importance on a global level.
2. To create interest to speak in Hindi.
3. To frame sentences in Hindi of various tenses.
4. To inculcate knowledge of Hindi Language to get a chance in Service Commission Examination.
5. To develop the knowledge of understanding the similarities between Hindi & South Indian Languages.

## Prerequisites

The ability to understand and speak Hindi in their own style.

# Syllabus

## UOL - 3801 HINDI FOR BEGINNERS - I

Unit	Content	Teaching Hours	Cos	Cognitive levels
I	General Introduction of Hindi Language & its importance.	8	CO1, CO2, CO3	K1, K2, K3, K4
	Greetings and Introductory Words.			
	Hindi Vowels and Hindi Consonants & words within the Vowels			
II	Combination of Letters (Two & Three letters words)	8	CO1, CO2, CO3	K1, K2, K3, K4, K5, K6
	Combining Vowel sounds with Consonants.			
III	Conjuncts Consonants, Compound Words.	7	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
	Persons, Cities & Rivers			
IV	Noun, Pronoun and Verbs.	8	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
	Familiar small sentences for spoken Hindi.			
V	Mostly used words in day to day life.	8	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
	Fruits, Vegetables, Animals, Birds and miscellaneous.			

### COURSE OUTCOME FOR HINDI FOR BEGINNERS - I

CO	Description	Cognitive level
CO1	To create interest among students in order to make it the second most spoken language.	K1, K2
CO2	To develop and provide basic knowledge of Hindi language.	K3
CO3	To focus on scientific approach towards Hindi alphabet and compositions.	K4
CO4	To develop writing and spoken skills.	K5
CO5	To prepare them towards enhancing their communicative skills for better employability.	K6



# COURSE DESCRIPTOR

<b>Course Code</b>	<b>UOL - 3802</b>
<b>Course Title</b>	<b>HINDI FOR COMMUNICATION-I</b>
<b>Credits</b>	<b>2</b>
<b>Hour/Week</b>	<b>3</b>
<b>Category</b>	<b>NME-II</b>
<b>Semester</b>	<b>III</b>
<b>Regulation</b>	<b>2019</b>

## Course Overview

- 1.To provide a brief introduction of Hindi Language..
2. To create the interest to learn Hindi among non Hindi speaking students.
3. To discuss the importance of Hindi in the Global environment..
4. Enhance their communication skills in Hindi.
- 5.To enhance communication skills in Hindi for job opportunities.

## Course Objectives

- 1.To understand the basic concepts such as Vowels, Consonants and Conjugations in Hindi..
- 2.To understand how these letters are used to create words and sentences.
- 3.To develop their communication skills through dialogues.
- 4.The usage of words and phrases, how they help us to better understand ourselves and the people in the society.

## Prerequisites

To create interest to learn how to communicate in a new language.

# Syllabus

## UOL - 3802 HINDI FOR COMMUNICATION - I

Unit	Content	Teaching Hours	Cos	Cognitive levels
I	Introduction of Hindi Vowels.	8	CO1, CO2, CO3	K1, K2, K3, K4
	Introduction of Hindi Consonants.			
II	Introduction of Matras. Combining the Vowel sound with Consonants.	8	CO1, CO2, CO3	K1, K2, K3, K4
	Combination of Two letters.			
III	Conjuncts.	7	CO1, CO2, CO3	K1, K2, K3, K4
	Hindi Pronouns, Conjugating Verbs. Conversation -I			
IV	Hindi Verbs (20)	8	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
	Conversation -II			
V	Conversation -III	8	CO1, CO2	K1, K2, K3
	Animals and Birds name in Hindi.			

### COURSE OUTCOME OF HINDI FOR COMMUNICATION - I

CO	Description	Cognitive level
CO1	To recognise the Hindi Alphabets.	K1, K2
CO2	To understand the construction of sentences through Conversation..	K3
CO3	Prepare them towards enhancing cognitive skills.	K4
CO4	Explain their views and thoughts through Conversation.	K5
CO5	Prepare them to understand and communicate in Hindi.	K6

# COURSE DESCRIPTOR

<b>Course Code</b>	<b>UOL - 4101</b>
<b>Course Title</b>	<b>HINDI POETRY-IV</b>
<b>Credits</b>	<b>3</b>
<b>Hour/Week</b>	<b>3</b>
<b>Category</b>	<b>GL</b>
<b>Semester</b>	<b>IV</b>
<b>Regulation</b>	<b>2019</b>

## Course Overview

- 1.To provide a brief introduction of Modern Poetry in Hindi Literature.
- 2.To develop the understanding of Hindi poems of the Modern period.
- 3.To discuss the origin and development of various forms of Poetry in Hindi.
4. Prepare the students to explain the poetry on their own skill, so as to make the student confident and comfortable with Hindi Poetry.

## Course Objectives

1. To understand Poetry based upon the traditional values of India & its culture.
- 2.Social revolution in various aspects.
- 3.To display moral and social values in the field of religion and communal unity.
- 4.To inculcate knowledge of Environment and Social Responsibility..
- 5.The usage of words and phrases, how they help to understand Modern Poetry in a better way. .

## Prerequisites

The ability to understand and explain Hindi Poetry in their own style.

# Syllabus

## UOL - 4101 HINDI POETRY-IV

Unit	Content	Teaching Hours	Cos	Cognitive levels
I	General Introduction of Modern Period of Hindi Literature.	7	CO1, CO2, CO3	K1, K2, K3, K4
	Importance of Hindi modern poetry in Freedom Movement.			
	History of Modern Poetry.			
II	Introduction of the Poet - Dwarika Prasad Maheswari	8	CO1, CO2, CO3	K1, K2, K3, K4, K5, K6
	Veer Tum Badhe Chalo - Poem. Introduction of the Poet - Gopal Das Neeraj Dhara ko Uthao Gagan ko Jhukao - Poem.			
III	Introduction of - Mahadevi Verma . Ab Yah chidiyan kahan Rahegi - Poem.	8	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
	Introduction of the poet - Jay Shankar Prasad. Sab Jeevan Bitai Jata Hai - Poem.			
IV	Introduction of the Poets - Harivansh Rai Bachchan & Ramdhari Singh Dinkar. Agnipat - Poem Krishn ki Chetavani - Poem.	8	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	Introduction of the poets- Shiv Mangal Singh Suman & Kedar Nath Singh. Pusp ki Abhilasha -Poem San 47 ko Yaad karte hue - Poem.	8	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

### COURSE OUTCOME FOR HINDI POETRY-IV

CO	Description	Cognitive level
CO1	Understand the Modern period of Hindi Literature.	K1, K2
CO2	Develop critical and logical thinking to understand Indian Culture.	K3
CO3	Focus on evaluating the social changes through poetry.	K4
CO4	Explain and appreciate the constant moral values of India through poetry.	K5
CO5	Prepare them to understand, evaluate and interpret the poems in their own style.	K6

# COURSE DESCRIPTOR

<b>Course Code</b>	UOL - 4801
<b>Course Title</b>	HINDI FOR BEGINNERS-II
<b>Credits</b>	2
<b>Hour/Week</b>	3
<b>Category</b>	NME-I
<b>Semester</b>	IV
<b>Regulation</b>	2019

## Course Overview

- 1.To provide a brief introduction about Hindi Language.
- 2.To make the student understand how to write & pronounce Hindi Alphabets.
- 3.To discuss the combination of Vowels and Consonants & how to frame words.
4. Prepare the students to use verbs and names of various things using in daily activities.
5. To initiate the students to speak in Hindi & give their self introduction.

## Course Objectives

1. To understand Hindi Language and its importance on a global level.
2. To create interest to speak in Hindi.
3. To frame sentences in Hindi of various tenses.
4. To inculcate knowledge of Hindi Language to get a chance in Service Commission Examination.
5. To develop the knowledge of understanding the similarities between Hindi & South Indian Languages.

## Prerequisites

The ability to understand and speak Hindi in their own style.

## Syllabus

### UOL - 4801 HINDI FOR BEGINNERS - II

Unit	Content	Teaching Hours	Cos	Cognitive levels
I	General Introduction of Hindi Language & its importance.	8	CO1, CO2, CO3	K1, K2, K3, K4
	Introduction of Hindi Vowels and Consonants			
	Combination of Letters (Two Words) Conjugation			
II	Present Tense	8	CO1, CO2, CO3	K1, K2, K3, K4, K5, K6
	Useful verbs & words, Oral & Written			
III	Past Tense	7	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
	Useful verbs & words, Oral & Written			
IV	Future Tense	8	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
	Useful verbs & words, Oral & Written			
V	Imperative Formation	8	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
	Short Story, Self-Introduction			

### COURSE OUTCOME FOR HINDI FOR BEGINNERS - II

CO	Description	Cognitive level
CO1	To create basic knowledge of Hindi language in various stages of personality development.	K1, K2
CO2	To develop and provide basic knowledge of Hindi language.	K3
CO3	To enhance knowledge of Hindi grammar and compositions.	K4
CO4	To develop writing and spoken skills.	K5
CO5	To prepare them towards enhancing their communicative skills for better employability.	K6

# COURSE DESCRIPTOR

<b>Course Code</b>	<b>UOL - 4802</b>
<b>Course Title</b>	<b>HINDI FOR COMMUNICATION-II</b>
<b>Credits</b>	<b>2</b>
<b>Hour/Week</b>	<b>3</b>
<b>Category</b>	<b>NME-II</b>
<b>Semester</b>	<b>IV</b>
<b>Regulation</b>	<b>2019</b>

## Course Overview

- 1.To provide a brief introduction of Hindi Language..
2. To create the interest to learn Hindi among non Hindi speaking students.
3. To discuss the importance of Hindi in the Global environment..
4. Enhance their communication skills in Hindi.
- 5.To enhance reading writing skills in Hindi.

## Course Objectives

- 1.To understand the basic concepts such as Vowels, Consonants and Conjugations in Hindi..
- 2.To understand how these letters are used to create words and sentences.
- 3.To display their communication through dialogues.
- 4.The usage of words and phrases, how they help us to better understand ourselves and the people in the society.

## Prerequisites

Interest to learn a new language.

# Syllabus

## UOL - 4802 HINDI FOR COMMUNICATION - II

Unit	Content	Teaching Hours	Cos	Cognitive levels
I	Introduction of Hindi Vowels.	8	CO1, CO2, CO3	K1, K2, K3, K4
	Introduction of Hindi Consonants.			
	Greetings and Introductory words. Self Introduction. Days of week Months Conversation -IV Useful words			
II	Conversation -V Singular & Plural Numerals.	8	CO1, CO2, CO3	K1, K2, K3, K4
	Useful words Exercise			
III	Present Tense.	7	CO1, CO2, CO3	K1, K2, K3, K4
	Useful Verbs, Exercises. Conversation -VI			
IV	Past Tense Useful Verbs, Exercises	8	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
	Conversation -II			
V	Conversation -III	8	CO1, CO2	K1, K2, K3
	Animals and Birds name in Hindi.			

### COURSE OUTCOME FOR HINDI FOR COMMUNICATION - II

CO	Description	Cognitive level
CO1	To recognise the Hindi Alphabets.	K1, K2
CO2	To understand the construction of sentences through Conversation..	K3
CO3	Prepare them towards enhancing cognitive skills.	K4
CO4	Explain their views and thoughts through Conversation.	K5
CO5	Prepare them to understand and interpret the Conversation in Hindi.	K6



## FIRST CONTINUOUS ASSESSMENT TEST- TEMPLATE

SECTION	MARKS	Q. NO	K1	K2	K3	K4	K5	K6
A	Answer ALL (6 x 1 = 6)	1	+					
		2	+					
		3	+					
		4		+				
		5		+				
		6		+				
B	Answer 1 out of 2 (1 x 6 = 6)	7			+			
		8			+			
C	Answer 1 out of 2 (1 x 6 = 6)	9				+		
		10				+		
D	Answer 1 out of 2 (1 x 12 = 12)	11					+	
		12						+
No. of CL based Questions with Max. marks			3 (3)	3 (3)	1 (6)	1 (6)	1 (12)	1 (12)
No. of CO based Questions with Max. marks			CO 1		CO 2	CO 3	CO 4	CO 5
			6 (6)		1 (6)	1 (6)	1 (12)	1 (12)

LOYOLA COLLEGE (AUTONOMOUS), CHENNAI- 600 034	
DEPARTMENT OF HINDI	
FIRST CONTINUOUS ASSESSMENT TEST-I	
I YEAR ARTS & SCIENCE	
COURSE CODE : UOL 1101	TITLE OF THE PAPER : HINDI PROSE - I
TIME : 90 MINUTES	MAX. MARKS : 30

### SECTION A

Answer ALL the Questions in one or two sentences (सभी प्रश्नों के उत्तर अधिकतम दो वाक्यों में दीजिए।) (6 x 1 = 6 Marks)

1.	जर्मींदारी-प्रथा के बारे में लिखिए।	K1	CO1
2.	रोशन दोबारा शादी क्यों नहीं करना चाहता था ?	K1	CO1
3.	ठाकुर ने वीर से क्या अनुरोध किया?	K1	CO1
4.	दहेज प्रथा का वर्णन कीजिए।	K2	CO1
5.	जीवनी और आत्मकथा में क्या अंतर है?	K2	CO1
6.	अरुण किस बीमारी से मरा?	K2	CO1

### SECTION B

Answer any ONE of the following in 150 words (निम्नलिखित किसी एक गद्यांश की सप्रसंग व्याख्या कीजिए।) (1 x 6 = 6 Marks)

7.	“आजकल जमीन्दार लोग बड़ा जुलूम करते हैं सरकार। हमें भी हुजूर, अपने इलाके में थोड़ी-सी ज़मीन दे दें; तो चलकर वहीं आपकी सेवा में रहें।”	K3	CO2
8.	“यह घर इस बच्चे के लिए वीराना हो गया है। ये लोग इसकी जिन्दगी नहीं चाहते। बड़ा रिश्ता पाने के रास्ते में इसे रोड़ा समझते हैं। इसकी मौत चाहते हैं।”	K3	CO2

**SECTION C**

Answer any ONE of the following in 150 words (निम्नलिखित किसी एक प्रश्न का उत्तर 150 शब्दों में दीजिए।) (1 x 6 = 6 Marks)

9.	ईश्वरी का चरित्र चित्रण कीजिए।	K4	CO3
10.	रोशन का चरित्र चित्रण कीजिए।	K4	CO3

**SECTION D**

Answer any ONE of the following in 250 words (निम्नलिखित किसी एक प्रश्न का उत्तर 250 शब्दों में दीजिए।) (1 x 12 = 12 Marks)

11.	गरीब वीर की मानसिकता ईश्वरी के घर जाकर अमीरों जैसी कैसी हो गयी? 'नशा' कहानी के माध्यम से बताएँ।	K5	CO4
12.	'लक्ष्मी का स्वागत' एकांकी का सारांश अपने शब्दों में लिखिए।	K6	CO5

## END SEMESTER EXAMINATION - TEMPLATE

SECTION		Q. NO	K1	K2	K3	K4	K5	K6
A	(4 x 5 = 20) Answer ALL	1	+					
		2	+					
		3		+				
		4		+				
B	(2 x 10 = 20) Answer 2 out of 4	5			+			
		6			+			
		7			+			
		8			+			
C	(2 x 10 = 20) Answer 2 out of 4	9				+		
		10				+		
		11				+		
		12				+		
D	(2 x 20 = 40) Answer 2 out of 4	13					+	
		14					+	
		15						+
		16						+
No. of CL based Questions with Max. marks			2 (10)	2 (10)	2 (20)	2 (20)	2 (40)	2 (40)
No. of CO based Questions with Max. marks			CO 1		CO 2	CO 3	CO 4	CO 5
			6 (30)		2 (20)	2 (20)	2 (40)	2 (40)

<b>LOYOLA COLLEGE (AUTONOMOUS), CHENNAI- 600 034</b>	
<b>DEPARTMENT OF HINDI</b>	
<b>END SEMESTER EXAMINATION NOV 2021</b>	
<b>I YEAR ARTS &amp; SCIENCE</b>	
<b>COURSE CODE : UOL 1101</b>	<b>TITLE OF THE PAPER : HINDI PROSE - I</b>
<b>TIME : 3 HOURS</b>	<b>MAX. MARKS : 100</b>

**SECTION A**

**Answer ALL the Questions**

<b>1.</b>	Define the following (निम्नलिखित साहित्यिक विधाओं की परिभाषा लिखिए ) (5 x 1 = 5 Marks)		
<b>a)</b>	कहानी	K1	CO1
<b>b)</b>	उपन्यास	K1	CO1
<b>c)</b>	जीवनी	K1	CO1
<b>d)</b>	संस्मरण	K1	CO1
<b>e)</b>	एकांकी	K1	CO1
<b>2.</b>	Fill in the blanks (रिक्त स्थानों को उचित शब्दों से भरिए।) (5 x 1 = 5 Marks)		
<b>a)</b>	वीर अपने मित्र _____ के साथ जा रहा था।	K1	CO1
<b>b)</b>	नशा कहानी के लेखक _____ हैं।	K1	CO1
<b>c)</b>	रामवृक्ष बेनीपुरी ने _____ स्थान के बारे में बताया है।	K1	CO1
<b>d)</b>	हरिशंकर परसाई ने _____ नामक व्यंग्य रचना लिखी है।	K1	CO1
<b>e)</b>	घर बाहर _____ की रचना है।	K1	CO1
<b>3.</b>	Match the following (सही जोड़े बनाएँ।) (5 x 1 = 5 Marks)		
<b>a)</b>	नशा	संस्मरण	K2 CO1
<b>b)</b>	घर बाहर	कहानी	K2 CO1

c)	वे दिन	एकांकी	K2	CO1
d)	राजनीति का बँटवारा	लेख	K2	CO1
e)	लक्ष्मी का स्वागत	व्यंग्य रचना	K2	CO1
4.	TRUE or FALSE (सही या गलत बताएँ)		(5 x 1 = 5 Marks)	
a)	वीर जर्मीदार था।		K2	CO1
b)	भाई साहब पढ़े लिखे आदमी थे।		K2	CO1
c)	लक्ष्मी का स्वागत में लक्ष्मी नायिका का नाम है।		K2	CO1
d)	घर और बाहर में महिलाओं के बारे में बताया गया है।		K2	CO1
e)	जयशंकर प्रसाद की रचनाओं में देश प्रेम की भावना है।		K2	CO1
<b>SECTION B</b>				
Answer any TWO of the following in 150 words (किन्हीं दो गद्यांशों की सप्रसंग व्याख्या 150 शब्दों में कीजिए।)				
(2 x 10 = 20 Marks)				
5.	“आजकल जमीन्दार लोग बड़ा जुलूम करते हैं सरकार। हमें भी हुज़ूर, अपने इलाके में थोड़ी-सी ज़मीन दे दें; तो चलकर वहीं आपकी सेवा में रहें।”		K3	CO2
6.	“यह घर इस बच्चे के लिए वीराना हो गया है। ये लोग इसकी जिन्दगी नहीं चाहते। बड़ा रिश्ता पाने के रास्ते में इसे रोड़ा समझते हैं। इसकी मौत चाहते हैं।”		K3	CO2
7.	“पर काकाजी, जेल में ‘ए’ क्लास में मजे-ही-मजे हैं। जो भी ‘ए’ क्लास में गये, उनमें से कई ने किताबें लिखीं। आपने भी हज़ारों पृष्ठ लिखे थे।”		K3	CO2
8.	“दोनों ने साहित्य को ऐसी निधि दी है, जिसका मूल्य आँका नहीं जा सकता ! अपने-अपने क्षेत्र में अनुपम हैं - दोनों धुव कभी मिलते नहीं, किन्तु दोनों में आकर्षण है, अपने-अपने ढंग का।”		K3	CO2

### SECTION C

Answer any TWO of the following in 150 words (किन्हीं दो प्रश्नों का उत्तर 150 शब्दों में कीजिए।)  
(2 x 10 = 20 Marks)

9.	प्रेमचंद का जीवन परिचय बताइए।	K4	CO3
10.	रोशन का चरित्र चित्रण कीजिए।	K4	CO3
11.	रामवृक्ष बेनीपुरी का परिचय दीजिए।	K4	CO3
12.	महिलाओं की प्रगति के बारे में महादेवी वर्मा क्या बताती हैं?	K4	CO3

### SECTION D

Answer any TWO of the following in 250 words (किन्हीं दो प्रश्नों का उत्तर 250 शब्दों में कीजिए।)  
(2 x 20 = 40 Marks)

13.	नशा कहानी के आधार पर जर्मीदारी प्रथा पर प्रकाश डालिए।	K5	CO4
14.	लक्ष्मी का स्वागत में व्यक्त सामाजिक कुरीतियों पर अपने विचार प्रकट कीजिए।	K5	CO4
15.	राजनीति का बँटवारा का सारांश लिखिए।	K6	CO5
16.	घर बाहर का सारांश लिखिए।	K6	CO5

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