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[OBE DESIGN- HINDI DEPARTMENT]

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PREFACE

Outcome Based Education (OBE) is the educational approach which focuses on student centric education in the context of development of personal, social, professional and knowledge (KSA) requirements in one's career and life. It is the decade ago curriculum development methodology. The educational triangle of _LEARNING-ASSESSMENT-TEACHING_ is the unique nature of the OBE approach. The curriculum practices such as Competency Based Curriculum, Taylor's Model of Curriculum Development, Spadys' Curriculum principles, Blooms taxonomy and further use of assessment methodologies like, Norm-reference testing and Criterion reference testing, etc is being practiced since decades. It is also interesting to know that, globally, different countries and universities adopts the curriculum development models/approaches such as, CDIO (Conceive-Design-Implement-Operate), Evidenced Based Education, Systems' Approach, etc as the scientific and systematic approaches in curriculum design.

The authorities of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad (M.S.) in-lieu of accreditation standards of National Assessment and Accreditation Council, decided to opt for Outcomes Based Education (OBE). As the part of the decision, different meetings, workshops and presentations were held at the campus of university.

This document is the outcome of different meetings and workshops held at university level and department level. The detailed document is designed and the existing curriculum of the department is transformed in to the framework of OBE. This is the first step towards the implementation of OBE in the department. The document will serve all stakeholders in the effective implementation of the curriculum. The OBE is continuous process for quality enhancement and it will go a long way in order to enhance the competencies and employability of the graduates/Post-graduates of the university department.

Head of Department

OUTCOME BASED EDUCATION

Faculty of   Humanities

Department of Hindi

1. Mission:
Mission Statement

- To offer post-graduate and research program in Hindi language and literature.
- To develop the linguistic professionals so as to prepare them for employment, research and own business activity.
- University aims to enhance the numerical gap of higher education for the youth of the region
- Enrich the quality and standard of teaching and learning through Modern Technology and Scientific Innovative Ideas
- Create a sound research background
- Develop excellent human resources of versatile personality
- Stimulate pro-poor community activities and in doing so strengthen all round regional progress and development

2. Vision:
Vision Statement
- To forge a holistic educational growth by introducing innovative teaching and learning models, with a strong base of scientific research methods at all levels through organization of research festivals.
- To promote balance between modernization and traditional values by sensitizing teachers and students towards a more humane approach through the inculcation of ethical and moral values and offering a robust support system.
- To promote Hindi language nationally & internationally through exchange and research activities.

3. Title of the Program (s):
   a. **Master of Hindi**

4. Program Educational Objectives:

The program educational objectives (PEO) are the statement that describes the career and professional achievement after the program of studies (graduation/ post-graduation). The PEO s are driven form question no. (ii) of the Mission statement (What is the purpose of organization). The PEOs can be minimum three and maximum five.

PE01: In-depth knowledge of language, grammar, literature and application of these philosophies/techniques in the field of linguistic and societal development.

PEO2: To provide the professional services to private and public organization through competitive examination (NET/SET/MPSC/UPSC/ETC)

PEO3: To provide expertise and consultancy services in the private and public sector and to be an entrepreneur/professional consultant.

PEO4: To opt for higher education, research and to be a life-long learner.

PEO5: To provide value based and ethical leadership to the profession and social life.

5. Program Outcomes:

The program outcomes (PO) are the statement of competencies/ abilities. POs are the statement that describes the knowledge and the abilities the graduate/ post-graduate will have by the end of program studies.

a. **Demonstrate mastery** of the discipline by detailing the development and current practices of literary studies, rhetoric, grammar and theme.
b. **Demonstrate mastery** of the discipline by characterizing, instantiating, and critiquing the dominant critical theories, methodologies, and practices in the field.
c. **Conduct research** that leads to a substantial original thesis, written over the course of the second year, in a subfield of the student's choice.
d. **Conduct research** that engages and responds to diverse audiences of scholars, students, and community members.
e. Demonstrate values and ethics in all **activities.**

6. Course- Program outcome Matrix:

The Program Outcomes are developed through the curriculum (curricular/co-curricular-extra-curricular activities). The program outcomes are attained through the course implementation. As an educator, one must know, **_"to which POs his/her course in contributing?"_**. So that one can design the learning experiences, select teaching method and design the tool for assessment. Hence, establishing the Corse-PO matrix is essential step in the OBE. The course-program outcomes matrix indicates the co-relation between the courses and program outcomes. The CO-PO matrix is the map of list of courses contributing to the development of respective POs.

The **CO-PO MATRIX** is provided in the below table.

Course Code	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3
Course-1	*	*	*		*	*		
Course-2	*	*	*		*			
Course-3	*	*	*		*			
Course-5	*	*	*		*			
Course-8		*	*		*	*	*	*
Course-9	*	*	*		*			
Course-10	*	*	*	*	*		*	
Course-11	*	*	*		*			
Course-13	*	*	*		*			
Course-16			*		*			
Course-1	*	*	*		*	*		
Course-2	*	*	*		*			
Course-3	*	*	*		*			
Course-4	*	*	*		*		*	
Course-9	*	*	*		*	*	*	*
Course-10	*	*	*		*			
Course-11	*	*	*		*			
Course-12	*	*	*		*			
Course-16			*		*	*	*	*

7. Course Outcomes (for all courses):

The course outcomes are the statement that describes the knowledge & abilities developed in the student by the end of course (subject) teaching. The focus is on development of abilities rather than mere content. There can be 5 to 7 course outcomes of any course. These are to be written in the specific terms and not in general. The list of Course Outcomes is the part of ***Annexure-C*** attached herewith.

8. Set Target levels for Attainment of Course Outcomes:

The course outcome attainment is assessed in order to track the graduates' performance w.r.t target level of performance. The CO-PO attainment is the tool used for continuous improvement in the graduates' abilities through appropriate learning & teaching strategies. In order to assess students' performance with respect to abilities (at the end of course teaching/by the end of program) the course outcome attainment are measured/calculated. In order to calculate the program outcome attainment, the course outcome attainment is calculated. Prior to that, the course-program outcome mapping is done.

9. Set Target level for Attainment of Program Outcomes:

The program outcome attainment is assessed in order to track the graduates' performance w.r.t target level of performance. The CO-PO attainment is the tool used for continuous improvement in the graduates' abilities through appropriate learning & teaching strategies. In order to assess students' performance with respect to abilities (at the end of course teaching/by the end of program) the course outcome attainment and program outcome attainment is measured/calculated. The program outcome attainment is governed by curricular, co-curricular and extra-curricular activities including the stakeholders' participation. The direct method and indirect method is adopted to calculate the PO attainment. The direct method implies the attainment by course outcomes contributing to respective program outcomes. And indirect method is the satisfaction/feed-back survey of stakeholders. In order to calculate the program outcome attainment, the course outcome attainment is calculated. Prior to that, the course-program outcome mapping is done.

The set target level is the set benchmark to ensure the continuous improvements in the learners/ graduates' performance.

10. Course Attainment Levels:

a. CO attainment is defined/set at three levels;

b. The CO attainment is based on end term examination assessment and internal assessment;

c. The Co attainment is defined at three levels in ascending order-

    i. e.g. For end term and internal examination;

    ii. Level-1: 40% students scored more than class average

    iii. Level-2: 50% students score more than class average;

iv.   Level-3: 60% students score more than class average.

d. The target level is set (e.g. Level-2). It indicates that, the current target is level-2; 50% students score more than class average. The CO attainment is measured and the results are obtained. Based on the results of attainment, the corrective measures/remedial action are taken.

e. CO Attainment= 80% (Attainment level in end term examination) + 20% (Attainment level in internal examination).

f. **The example for calculation CO attainment is explained in in Point No. 12 for one representative course.**

11. Program attainment Level:

a. PO attainment is defined at five levels in ascending order;

b. The PO attainment is based on the average attainment level of corresponding courses (Direct Method) and feed-back survey (Indirect method);

c. The PO attainment levels are defined / set as stated below;

      i.   Level-1: Greater than 0.5 and less than 1.0 (0.5>1)- Poor

      ii.   Level-2: 1.0>1.5-Average

      iii. Level-3: 1.5>2.0-Good

      iv.   Level-4: 2.0>2.5-Very Good

      v.   Level-5: 2.5>3.0 -Excellent

d. The PO attainment target level is set/defined (say, Level-4). It implies that, the department is aiming at minimum level-4 (very good) in the performance of abilities by the graduates. Based upon the results of attainment, the remedial measures are taken;

e. PO Attainment= 80% (Average attainment level by direct method) + 20% (Average attainment level by indirect method).

f. **The example for calculation PO attainment is explained in in Point No. 13 for one representative PO.**

12. The Results of CO Attainment:

The summary of Results of CO-PO attainment is provided in Annexure-B.

FOR EXAMPLE:

COURSE CODE/TITLE: HIN-405

      e.g. For end term and internal examination;

    i.   Level-1: 30% students scored more than class average

    ii.   Level-2: 40% students score more than class average; iv.

    iii.   Level-3: 50% students score more than class average

Average Marks in External examination: 33.00

% Students score more than 33 is 44.44% i.e. Levl-2

Average Marks in Internal examination= 11

% Students score more than 11.00 is 44.44%, i.e. Level-2

A(CO) HIN-405= 80% (2)+20(2)

$$=1.6+0.4$$

$$=2.2$$

Hence, the attainment level is Level-2 and the set target level is Level-2 and therefore the CO is fully attained.

Table No. 1.0: CO Attainment Level

Course Code	CO Attainment Value	Target Attainment Level	Fully Attained/Not attained	Remedial Measures
Course-1	3	2	Fully Attained	
Course-2	1.4	2	Not Attained	Assignments, exercise, tutorial & remedial coaching.
Course-3	3	2	Fully Attained	
Course-5	2.2	2	Fully Attained	
Course-8	3	2	Fully Attained	
Course-9	3	2	Fully Attained	
Course-10	2	2	Fully Attained	
Course-11	2.8	2	Fully Attained	
Course-13	3	2	Fully Attained	
Course-16	3	2	Fully Attained	
Course-1	3	2	Fully Attained	
Course-2	2.2	2	Fully Attained	
Course-3	3	2	Fully Attained	
Course-4	2.2	2	Fully Attained	
Course-9	3	2	Fully Attained	
Course-10	3	2	Fully Attained	
Course-11	3	2	Fully Attained	
Course-12	3	2	Fully Attained	
Course-16	3	2	Fully Attained	

13. The Results of PO Attainment:

The summary of Results of CO-PO attainment is provided in Annexure-B.

FOR EXAMPLE:

PO NO.: PSO2

(Note: Refer point No. 11 above which describes the attainment level and set target attainment level)

PO Attainment= 80% (Average attainment level by direct method) + 20% (Average attainment level by indirect method).

A (PSO) 2= 80% (3+2+2.2+3+3)/5 +20% (2.64)

= 80% (2.64) + 20 %(2.64)

= 2.64 i.e. Level-5. Target level is Level-4.

Hence PO is attained.

Table No. 2.0 PO Attainment Level

PO/PSO number	PO Attainment Value	Target Attainment level	Fully attained/ Not Attained	Remedial Measures
a	2.68	4	Fully attained	Not Applicable
b	2.69	4	Fully attained	
c	2.73	4	Fully attained	
d	2.00	4	Fully attained	
e	2.73	4	Fully attained	
f	3.00	4	Fully attained	
g	2.64	4	Fully attained	
h	3.00	4	Fully attained	

14. Planned Actions for Course Attainment:

The course(s) having CO attainment level less than Level-2 (As per the table stated in Point No. 12) Shall be address by planning and organizing remedial measures such as assignments, tutorials, exercises and remedial coaching.

15.Planned Actions for Program Outcome Attainment:

The PO having PO attainment level less than Level-4 (as per the table stated in Point No. 13) Shall be addressed by planning and organizing remedial measures for the courses corresponding to respective PO (s) such as assignments, tutorials, exercises and remedial coaching.

ANNEXURE-B
THE SUMMARY OF RESULTS OF CO-PO ATTAINMENT

Course Code	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3
Course-1	3	3	3		3	3		
Course-2	1.4	1.4	1.4		1.4			
Course-3	3	3	3		3			
Course-5	2.2	2.2	2.2		2.2			
Course-8		3	3		3	3	3	3
Course-9	3	3	3		3			
Course-10	2	2	2	2	2		2	
Course-11	2.8	2.8	2.8		2.8			
Course-13	3	3	3		3			
Course-16			3		3			
Course-1	3	3	3		3	3		
Course-2	2.2	2.2	2.2		2.2			
Course-3	3	3	3		3			
Course-4	2.2	2.2	2.2		2.2		2.2	
Course-9	3	3	3		3	3	3	3
Course-10	3	3	3		3			
Course-11	3	3	3		3			
Course-12	3	3	3		3			
Course-16			3		3	3	3	3
PO ATTAINMENT	**2.68**	**2.69**	**2.73**	**2**	**2.73**	**3**	**2.64**	**3**

ANNEXURE-C
COURSE OUTCOMES
LANGUAGE COURSE OUTCOMES

Generic Outcomes for: Literature/Poem/Prose/Grammar

- Demonstrate   knowledge of one of the fields of language and linguistics, literature and culture;
- Describe the methods and main issues of linguistic or literary studies;
- Explain the process complex theoretical material of relevance to the field of study;
- Critically and independently review the work of others;
- independently produce and present work in a manner showing solid knowledge of the conventions of academic writing;
- work with a high degree of independence to delimit, structure, and carry out a research task of relevance to the selected specialization in language;
- Present oral and written communication of important aspects of the selected specialization in fluent and accurate language;
- Rreflect on the social and ethical dimensions of research.

Literature

- Express themselves effectively in a variety of forms. (Specialized Knowledge)
- Support interpretive claims about a variety of texts. (Critical Thinking)
- Identify the salient features of literary texts from a broad range of English and American literary periods. (Specialized Knowledge)
- Employ knowledge of literary traditions to produce imaginative writing. (Communication Fluency/Applied Learning)
- Use research to assist in problem-solving. (Critical Thinking)
- Demonstrate knowledge of the history or culture of the English language. (Specialized Knowledge)

Composition

- engage in writing as a process, including various invention heuristics (brainstorming, for example), gathering evidence, considering audience, drafting, revising, editing, and proofreading
- Engage in the collaborative, social aspects of writing, and use writing as a tool for learning
- use language to explore and analyze contemporary multicultural, global, and international questions

- demonstrate how to use writing aids, such as handbooks, dictionaries, online aids, and tutors
- gather, summarize, synthesize, and explain information from various sources
- use grammatical, stylistic, and mechanical formats and conventions appropriate for a variety of audiences

Poems/ GAZALS/NAZM

- Describe the poetry from a variety of cultures, languages and historic periods
- Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
- Identify a variety of forms and genres of poetry from diverse cultures and historic periods, such as haiku, tanka, sonnets, ballads, dramatic monologues, free verse, etc.
- Explain the rhythms, metrics and other musical aspects of poetry
- Read and discuss selected poems in translation
- Apply the principles of literary criticism to the analysis of poetry
- Broaden their vocabularies and to develop an appreciation of language and its connotations and denotations
- Develop their critical thinking skills.
- Develop a deeper appreciation of cultural diversity by introducing them to poetry from a variety of cultures throughout the world
- Develop their own creativity and Enhance their writing skills

Prose

- Describe the selected library texts from the Renaissance to the present approach literary texts in terms of genre, gender and the canon
- Analysis of narrative and poetic language and apply technical analytical terms
- Describe the comparative work, draw general conclusions and use textual evidence to argue a case Define prose and its role in writing
- Appreciate the diverse genres and styles of prose
- Demonstrate the ability to write in various styles of prose

Literature (Type)

- Read, understand and appreciate literary texts.
- Develop skills in literary analysis, including comprehension of the narrative fundamentals of character, point of view, theme and action (plot).
- Gain an appreciation of different literary styles, voices and approaches.
- Develop an appreciation of the short story form.
- Develop sensitivity to language.
- Develop the ability to effectively critique your own writing.
- Write five short fiction pieces and produce finished, polished texts.
- Understand the importance of the revision process.