



# LEARNING OUTCOMES- BASED CURRICULUM FRAMEWORK FOR UNDERGRADUATE EDUCATION

COMMON COURSES IN HINDI FOR BA/BSc./BCom/BBA

DEPARTMENT OF HINDI



**AMAL COLLEGE OF ADVANCED STUDIES**

**Myladi, Eranhimangad Po, Nilambur – 679329**

Aided by Govt. of Kerala & affiliated to the University of Calicut NAAC Accredited with A Grade (3.11 CGPA)

Website: [www.amalcollege.ac.in](http://www.amalcollege.ac.in) | Email: [principal@amalcollege.ac.in](mailto:principal@amalcollege.ac.in) Phone: 04931207055

CONTENTS

SL NO	DESCRIPTION	PAGE NO
1	Preface	3
2	Vision and Mission of the College	4
3	Vision and Mission of Department of Hindi	5
4	Introduction to Department of Hindi	6
5	Nature and extent of the Common Courses In Hindi	6
6	Aims of the Common Courses In Hindi	7
7	Graduate Attributes in Common Courses Hindi	10
8	Qualification descriptors for Common Courses Hindi	11
9	Programme Learning Outcomes relating to Common Courses Hindi	12
10	Course Level Learning Outcomes	14
11	CLO-PLO Mapping	15
12	Teaching Learning Process	22
13	Assessment Methods	23
14	Conclusion	23

## PREFACE

We Are Pleased To Present The Learning Outcome Based Curriculum Framework For The Common Courses In Hindi for BA/Bsc./Bcom/BBA Program Offered By The Department Of Hindi at Amal College Of Advanced Studies, Nilambur. This Document Embodies Our Institution's Vision and Mission, Guiding Us toward Academic Excellence and Reaffirming Our Commitment to Providing Comprehensive and Forward-Looking Education.

Amal College's Vision Seeks To Establish An Advanced Learning Center That Nurtures Personal Transformation, Social Empowerment, And Excellence. Our Mission Centers On Delivering Quality Education, Shaping Responsible Citizens, Fostering Research And Innovation, And Equipping Students With Essential Life Skills. These Core Principles Influence The Development Of This Curriculum.

The Department of Hindi At Amal College Aspires To Transform The World Through Hindi Language And Literature, Leading The Way In Teaching And Research, And Producing Future Leaders Capable Of Navigating The Complexities Of The Life.

This Curriculum Outlines The Common Courses In Hindi Program, Its Aims, Graduate Attributes, Program Learning Outcomes, Course-Level Learning Outcomes, CLO-PLO Mapping, Teaching And Learning Methodologies, And Assessment Techniques. It Reflects Our Commitment To Providing Transformative Education That Aligns With The Needs Of Today's World. This Framework Will Guide Our Faculty And Students As We Continue Our Educational Journey. The Revised Guideline On LOCF Will Be In Effect In The Curriculum Of The College From 2022-2023 Academic Year Onwards.

We Express Our Appreciation To All Those Who Contributed To Its Development.

Warm Regards,

**Dr. Zacaria TV**

Principal

Amal College of Advanced Studies, Nilambur

18/05/2022

VISION AND MISSION OF THE COLLEGE

VISION

Amal College envisions a dynamic educational hub promoting academic excellence, multilingual proficiency, innovation, global collaboration, social empowerment, sustainable development, and transformative learning with inclusivity and excellence. **Mission**

VISION

**Research and Innovation:** Cultivate scholars for academic excellence and societal impact, fostering proactive contributors to the nation.

**Multilingual Proficiency:** Equip youth with linguistic adaptability for globalized communication, emphasizing multilingual proficiency across cultural boundaries.

**Tech-Driven Engagement:** Implement tech innovations for seamless resource access, enhancing engagement and convenience in teaching and institutional activities.

**Inclusive Education and Global Competence:** Provide inclusive education, instill life skills, and cultivate global competence through strategic collaborations with high-standard institutions.

VISION AND MISSION OF DEPARTMENT OF HINDI

VISION

Fostering a multicultural perspective, our vision is to produce language experts proficient in Malayalam, Hindi, Arabic, and French.

MISSION

Promote linguistic diversity, fostering an appreciation for and proficiency in Malayalam, Hindi, Arabic, and French.

Develop language proficiency through immersive language learning experiences and cultural appreciation.

Enhance cross-cultural communication skills, preparing students for effective global interactions.

## INTRODUCTION

The Continuous Learning Outcomes (CLO) and Program Learning Outcomes (PLO) mapping within the Department of Hindi serves as a strategic framework to align the educational objectives with the broader goals of the program. This meticulous process not only ensures a systematic approach to curriculum design but also enhances the overall learning experience for students. By mapping CLOs to PLOs, the department aims to create a cohesive learning journey, empowering students with linguistic proficiency, cultural insight, critical thinking skills, and a global perspective. This integration allows for a comprehensive evaluation of students' progress, emphasizing the department's commitment to excellence and holistic development in the field of Hindi studies.

## NATURE AND EXTENT OF THE COMMON COURSES IN HINDI

The common course in Hindi for the BA BSc BCom program unfolds as a dynamic educational journey, embracing linguistic mastery, cultural immersion, and versatile applications. It manifests in the following facets:

**Diverse Linguistic Competence:** Immerse in a robust curriculum refining Hindi language skills, spanning grammar intricacies, expansive vocabulary, and effective communication.

**Literary Odyssey:** Embark on a literary exploration, traversing diverse genres, historical epochs, and the literary tapestry of Hindi, fostering a profound appreciation for its expressive richness.

**Cultural Kaleidoscope:** Uncover the mosaic of Hindi culture, delving into its historical evolution, socio-cultural intricacies, and contemporary relevance, ensuring a holistic understanding.

**Interdisciplinary Threads:** Weave interdisciplinary threads connecting Hindi with other realms of knowledge, unlocking cross-disciplinary insights and accentuating the interdisciplinary relevance of Hindi studies.

**Global Perspectives:** Illuminate Hindi within the global context, cultivating a worldview that transcends borders, fostering cross-cultural insights, and preparing students for nuanced global communication.

**Research Vistas:** Explore avenues of research and creativity, empowering students to delve into specific dimensions of Hindi language, literature, or culture, nurturing a spirit of inquiry.

In essence, the common course in Hindi unfolds as an expansive canvas, intertwining language, culture, and interdisciplinary perspectives to sculpt an enriching educational experience.

### AIMS OF THE COMMON COURSES IN HINDI FOR UG STUDENTS

The aims of the common course in Hindi for UG students are multi-faceted, intending to provide a comprehensive and enriching educational experience. These aims include:

**Language Proficiency:** Foster a high level of proficiency in Hindi language skills, encompassing grammar, vocabulary, and effective communication, to equip students for diverse linguistic scenarios.

**Cultural Appreciation:** Cultivate a deep understanding and appreciation of Hindi culture, history, and societal dynamics, enabling students to engage with cultural nuances embedded in the language.

**Literary Exploration:** Encourage students to explore the vast landscape of Hindi literature, spanning various genres, historical periods, and prominent literary figures, fostering a love for literary expression.

**Critical Thinking:** Develop critical thinking skills by analyzing and interpreting Hindi texts, encouraging students to engage with the material in a thoughtful and analytical manner.

**Interdisciplinary Connections:** Establish connections between Hindi studies and other disciplines, fostering a holistic approach that highlights the interdisciplinary relevance of Hindi in various academic and professional contexts.

**Global Awareness:** Promote a global perspective by incorporating international dimensions into the study of Hindi, preparing students for cross-cultural communication and engagement in a globalized world.

**Research and Creativity:** Provide opportunities for research and creative expression, allowing students to delve into specific areas of interest within Hindi language, literature, or culture, and encouraging a spirit of inquiry and exploration.

In essence, the aims of the common course in Hindi for UG students encompass linguistic mastery, cultural enrichment, critical thinking, interdisciplinary connections, global awareness, and avenues for research and creativity.

## GRADUATE ATTRIBUTES FOR COMMON COURSES IN HINDI

The graduate attributes for the common course in Hindi at the undergraduate level encompass a range of skills and qualities that students are expected to acquire by the end of their academic journey. These attributes include:

**GA1: Linguistic Proficiency:** Attain a high level of proficiency in Hindi language skills, demonstrating competence in grammar, vocabulary, and effective communication.

**GA2 : Cultural Sensitivity:** Develop a deep understanding and sensitivity to Hindi culture, traditions, and societal norms, fostering an appreciation for cultural diversity.

**GA3 : Literary Appreciation:** Cultivate an appreciation for the diverse genres, historical periods, and literary styles within Hindi literature, demonstrating a nuanced understanding of literary expression.

**GA4 : Critical Thinking Skills:** Acquire the ability to critically analyze and interpret Hindi texts, demonstrating a capacity for independent thought and scholarly engagement.

**GA5 : Interdisciplinary Competence:** Establish connections between Hindi studies and other disciplines, showcasing the ability to integrate knowledge across various academic domains.

**GA6 : Global Awareness:** Demonstrate a global perspective in the study and application of Hindi, recognizing its relevance and impact on a global scale.



**GA7: Effective Communication:** Develop strong written and oral communication skills in Hindi, enabling articulate expression and effective communication in various contexts.

**GA8 : Research and Inquiry:** Cultivate research skills and a spirit of inquiry, allowing students to explore specific aspects of Hindi language, literature, or culture with depth and creativity.

**GA9 : Adaptability:** Demonstrate adaptability by applying Hindi language skills and cultural understanding in diverse academic, professional, and social settings.

**GA10 : Ethical Awareness:** Develop an ethical awareness related to the use and representation of Hindi language and culture, fostering responsible engagement and communication.

These graduate attributes collectively aim to equip students with a well-rounded skill set, preparing them for academic success, cultural appreciation, and effective communication in a variety of contexts.

## QUALIFICATION DESCRIPTORS FOR COMMON COURSES IN HINDI

The qualification description for the common course in Hindi at the undergraduate level typically includes the following components:

**Degree Conferred:** Bachelor of Arts (BA) / Bachelor of Science (BSc) / Bachelor of Commerce (BCom).

**Major/Area of Study:** Hindi Language and Literature.

**Duration:** Two Years for BA, BSc Students, One year for B Com, BBA, LRP Students.

**Credit Requirements:** Specific credit requirements for completing the common course in Hindi, including the total number of credits needed for graduation.

**Core Curriculum:** Outline of the core subjects and courses within the common course, encompassing linguistic components, cultural studies, and literature.

**Prerequisites:** Any prerequisites or foundational courses that students need to complete before progressing to advanced levels within the common course.

**Learning Outcomes:** Clearly defined learning outcomes, specifying the knowledge, skills, and competencies students are expected to acquire by the end of the program.

**Assessment Methods:** Description of the assessment methods used to evaluate student performance, which may include examinations, projects, presentations, and research assignments.

**Language Proficiency Requirements:** Any specific language proficiency requirements for admission and successful completion of the program.

**Graduation Requirements:** The criteria for graduation, including minimum GPA requirements and any other stipulations for obtaining the degree.

**Career Pathways:** Guidance on potential career pathways for graduates of the common course in Hindi, considering the skills and knowledge acquired during the program.

**Further Study Options:** Information on potential postgraduate study options for students interested in pursuing advanced degrees in Hindi studies or related fields.

This qualification description serves as a comprehensive guide for students, educators, and stakeholders, outlining the structure, content, and outcomes of the common course in Hindi at the undergraduate level.

## PROGRAMME LEARNING OUTCOME TO COMMON COURSE

### HINDI PROGRAMME

Program Learning Outcomes (PLOs) for the common course in Hindi at the undergraduate level encompass a variety of skills and knowledge areas that students are expected to achieve by the end of their program. These may include:

**PLO1: Language Proficiency:** Demonstrate advanced proficiency in spoken and written Hindi, including grammar, vocabulary, and effective communication skills.

**PLO2: Cultural Understanding:** Exhibit a deep understanding of Hindi culture, traditions, and societal norms, demonstrating cultural sensitivity in various contexts.

**PLO3: Literary Analysis:** Analyze and interpret Hindi literary texts across different genres and periods, showcasing a nuanced understanding of literary techniques and cultural contexts.

**PLO4: Critical Thinking:** Apply critical thinking skills to evaluate and analyze complex issues related to Hindi language, literature, and culture.

**PLO5: Interdisciplinary Integration:** Integrate knowledge from Hindi studies with other disciplines, showcasing interdisciplinary connections and understanding.

**PLO6: Global Perspective:** Demonstrate a global perspective in the application of Hindi language and cultural knowledge, recognizing its relevance in an international context.

**PLO7: Effective Communication:** Communicate effectively in Hindi, both orally and in writing, adapting communication style to various audiences and purposes.

**PLO8: Research and Inquiry:** Conduct independent research and inquiry into specific aspects of Hindi language, literature, or culture, showcasing analytical and research skills.

**PLO9: Adaptability:** Apply Hindi language skills and cultural understanding in diverse academic, professional, and social settings, demonstrating adaptability.

**PLO10: Ethical Engagement:** Engage ethically in the use and representation of Hindi language and culture, demonstrating responsibility and cultural awareness.

These PLOs collectively define the expected outcomes of the common course in Hindi, providing a framework for assessing and measuring students' achievements in the program.

**COURSE LEARNING OUTCOMES FOR COMMON COURSES IN HINDI**

Course Learning Outcomes (CLOs) succinctly outline what students should learn from a course, driving curriculum, teaching methods, and assessments while aligning with program objectives for effective education.

**BA BSc COMMON COURSE- PROSE AND DRAMA (HIN 1**

Course Code	HIN 1 A07(1)
Course Title	PROSE AND DRAMA
Credits	4
Hours/Weeks	4
Category	Common Course
Semester	Semester 1
Regulation	2019 Onwards

**COURSE LEARNING OUTCOMES**

CLO1: Familiarize Hindi Prose and Drama to the students for appreciation and critical analysis.

CLO2: Illustrate formal communication in Hindi language and to follow narrative expressions.

CLO3: Explore how writers use the resource in a language to explore the entire range of human experience through dramas as a literary form.

CLO4: Examine issues raised by the laureates and discuss its effects on society.

CLO5: To acquaint the students with different forms of thoughts and styles used in Hindi prose writings.

CLO6: Develop strategies and methods for creative thinking and writing.

CLO-PLO MAPPING

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1		1	2	3						
CLO2	3						2		1	
CLO3		3	2					1		
CLO4			2	3						1
CLO5				1			2		3	
CLO6				1	2	3				

All the courses together must cover all the POs (and PSOs). For a course we map the COs to POs through the CO-PO matrix and to PSOs through the CO-PSO matrix as shown below. The various correlation levels are: “1” – Slight (Low) Correlation “2” – Moderate (Medium) Correlation “3” – Substantial (High) Correlation “-” indicates there is no correlation.

GRAMMAR AND TRANSLATION HIN 2 A08 (1)

Course Code	HIN 2 A08(1)
Course Title	Grammar and Translation
Credits	4
Hours/Weeks	4
Category	Common Course
Semester	Semester 2
Regulation	2019 Onwards

COURSE LEARNING OUTCOMES

CLO1: Developing correct grammar sense in order to use Hindi language for better communication.

CLO2: Design plan to use Hindi language independently in personal and professional life.

CLO3: Enhance the oral and written ability of students for their professional and academic excellence.

CLO4: Discuss the methods for observe, describe and explain grammatical process.

CLO5: Familiarizing the technology of translation with its possibilities.

CLO6: Develop basic skills in English to Hindi translation.

CLO-PLO MAPPING

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO 9	PLO 10
CLO1	3					2	1			
CLO2	2				3	1				
CLO3	2						3		1	
CLO4	1					2	3			
CLO5					1	2			3	
CLO6				2	3	1				

All the courses together must cover all the POs (and PSOs). For a course we map the COs to POs through the CO-PO matrix and to PSOs through the CO-PSO matrix as shown below. The various correlation levels are: “1” – Slight (Low) Correlation “2” – Moderate (Medium) Correlation “3” – Substantial (High) Correlation “-” indicates there is no correlation.

**POETRY IN HINDI (HIN 3 A09)**

Course Code	HIN 3 A09
Course Title	POETRY IN HINDI
Credits	4
Hours/Weeks	5
Category	Common Course
Semester	Semester 3
Regulation	2019 Onwards

**COURSE LEARNING OUTCOMES**

CLO1: Awareness of the evolution of literature from ancient to modern era.

CLO2: Outline the basic terminology and practical elements of poetry.

CLO3: Discuss the question raised by the poets in their works.

CLO4: Internalize the value depicted in selected poems.

CLO5: Compare various styles of Hindi poetry and express the ideas in stylish language.

CLO6: Discuss emerging aesthetic and cultural expressions that makes poetry unique.

**CLO-PLO MAPPING**

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO 9	PLO 10
CLO1		2	3							
CLO2			1	2				3		
CLO3		1	2					3		
CLO4		2						1		3
CLO5	1						2		3	
CLO6		2				3				1

All the courses together must cover all the POs (and PSOs). For a course we map the COs to POs through the CO-PO matrix and to PSOs through the CO-PSO matrix as shown below. The various correlation levels are: “1” – Slight (Low) Correlation “2” – Moderate (Medium) Correlation “3” – Substantial (High) Correlation “-” indicates there is no correlation.

**NOVEL AND SHORT STORIES (HIN 4A10)**

Course Code	HIN 4A10
Course Title	NOVEL AND SHORT STORIES
Credits	4
Hours/Weeks	5
Category	Common Course
Semester	Semester 4
Regulation	2019 Onwards

**COURSE LEARNING OUTCOMES**

CLO1: To analyze novel and short story forms of Hindi literature.

CLO2: Through the prescribed fiction learn human values and behavioral patterns.

CLO3: Develop the ability to assess human race through prescribed text.

CLO4: Familiar with the works of Hindi writers included in the prescribed text.

CLO5: Use Hindi language in written and spoken forms effectively.

**CLO-PLO MAPPING**

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO 9	PLO 10
CLO1		1	3	2						
CLO2		2	1							3
CLO3			1	2					3	
CLO4	1	2	3							
CLO5		3					1		2	

All the courses together must cover all the POs (and PSOs). For a course we map the COs to POs through the CO-PO matrix and to PSOs through the CO-PSO matrix as shown below. The various correlation levels are: “1” – Slight (Low) Correlation “2” – Moderate (Medium) Correlation “3” – Substantial (High) Correlation “-” indicates there is no correlation.



**BCOM BBA COMMON CORSE HIN 1 IA07 (2)**

Course Code	HIN 1 IA07(2)
Course Title	PROSE FORMS IN HINDI LITERATURE
Credits	4
Hours/Weeks	5
Category	Common Course
Semester	Semester 1
Regulation	2019 Onwards

**COURSE LEARNING OUTCOMES**

CLO1: Approach literary texts in terms of genre, gender and the canon.

CLO2: Understand and use academic conventions: referencing and bibliography.

CLO3: The learner will be aware of socio political and economic conditions of the society from different periods.

**CLO-PLO MAPPING**

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1		1		2				3		
CLO2								2	3	1
CLO3			1	2	3					

All the courses together must cover all the POs (and PSOs). For a course we map the COs to POs through the CO-PO matrix and to PSOs through the CO-PSO matrix as shown below. The various correlation levels are: “1” – Slight (Low) Correlation “2” – Moderate (Medium) Correlation “3” – Substantial (High) Correlation “-” indicates there is no correlation.

**POETRY, CORRESPONDENCE AND TRANSLATION (HIN 2A08 (2))**

Course Code	HIN 2A08(2)
Course Title	POETRY, CORRESPONDENCE AND TRANSLATION
Credits	4
Hours/Weeks	5
Category	Common Course
Semester	Semester 2
Regulation	2019 Onwards

**COURSE LEARNING OUTCOMES**

CLO1: Understand the common techniques underlying free verse and traditional forms of poetry.

CLO2: Identify personal experiences that can be used when writing poems.

CLO3: Understand the basic terminology and practical elements of poetry.

CLO4: Define the link between translation theory and translation practice and also define the effects of translation theories on translation practice

CLO5: Define the contribution of translation practice to translation theory.

CLO6: Understand the importance of correspondence.

**CLO-PLO MAPPING**

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1			3	2				1		
CLO2				1			2		3	
CLO3			3	2			1			
CLO4					3		1		2	
CLO5	1						2		3	
CLO6	3						2		1	

All the courses together must cover all the POs (and PSOs). For a course we map the COs to POs through the CO-PO matrix and to PSOs through the CO-PSO matrix as shown below. The various correlation levels are: “1” – Slight (Low) Correlation “2” – Moderate (Medium) Correlation “3” – Substantial (High) Correlation “-” indicates there is no correlation.

L.RP COMMON COURSE

PROSE AND ONE ACT PLAYS (HIN 1 A07 (3))

Course Code	HIN 1 A07(3)
Course Title	PROSE AND ONE ACT PLAYS
Credits	4
Hours/Weeks	5
Category	common Course
Semester	Semester 1
Regulation	2019 Onwards

COURSE LEARNING OUTCOMES

CLO1: Approach literary texts in terms of genre, gender and canon.

CLO2: Understand and use academic conventions: referencing and bibliography.

CLO3: The learner will be aware of socio political and economic conditions of the society from different periods.

CLO4: Be familiar with the theoretical foundations of the genre.

CLO5: Be able to compare and contrast the genre with other dramatic forms.

CLO-PLO MAPPING

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO 9	PLO 10
CLO1		3						2	1	
CLO2		2						3	1	
CLO3		2	3	1						
CLO4			3					2		1
CLO5					3	2	1			

All the courses together must cover all the POs (and PSOs). For a course we map the COs to POs through the CO-PO matrix and to PSOs through the CO-PSO matrix as shown below. The various correlation levels are: “1” – Slight (Low) Correlation “2” – Moderate (Medium) Correlation “3” – Substantial (High) Correlation “-” indicates there is no correlation.

**POETRY AND SHORT STORIES (HIN 2 A08 (3))**

Course Code	<b>HIN 2 A08(3)</b>
Course Title	POETRY AND SHORT STORIES
Credits	4
Hours/Weeks	5
Category	Common Course
Semester	Semester 2
Regulation	2019 Onwards

**COURSE LEARNING OUTCOMES**

CLO1: Understand the common techniques underlying free verse and traditional forms of poetry.

CLO2: Identify personal experiences that can be used when writing poems.

CLO3: Understand the basic terminology and practical elements of poetry.

CLO4: Students get to know various cultures and construction of gender, nation and race through the history.

CLO5: The prescribed fiction helps the students to learn human values and the behavioral patterns from great works of art, and develop the ability to understand human race.

**CLO-PLO MAPPING**

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO 9	PLO 10
CLO1		3	2	1						
CLO2			3				1		2	
CLO3			2				1	3		
CLO4		3				2				1
CLO5		1						2		3

All the courses together must cover all the POs (and PSOs). For a course we map the COs to POs through the CO-PO matrix and to PSOs through the CO-PSO matrix as shown below. The various correlation levels are: “1” – Slight (Low) Correlation “2” – Moderate (Medium) Correlation “3” – Substantial (High) Correlation “-” indicates there is no correlation.

## TEACHING LEARNING PROCESS

The teaching-learning process for Common Courses in Hindi for Undergraduate (UG) students at Amal College of Advanced Studies, Nilambur, is designed to be dynamic, engaging, and tailored to meet the educational goals of the program. The process involves a combination of traditional and modern teaching methodologies to ensure comprehensive learning. Conduct interactive lectures and discussions to introduce linguistic concepts, literary works, and cultural aspects of Hindi. Encourage active participation, fostering a communicative environment that enhances language acquisition. Literary Analysis and Discussions: Facilitate in-depth analysis and discussions of Hindi literary works to enhance critical thinking skills. Encourage students to express their interpretations and perspectives, fostering a deeper understanding of Hindi literature. Introduce practical language applications, including writing exercises, debates, and presentations, to reinforce language proficiency in real-world contexts. Provide opportunities for students to apply language skills in scenarios relevant to professional and everyday life. Organize cultural immersion activities such as cultural festivals, field trips, and interactions with native speakers to enhance cultural appreciation.

Integrate cultural experiences to provide a holistic understanding of the language and its context. Implement project-based learning approaches, allowing students to conduct independent research on topics related to Hindi language, literature, and culture. Foster creativity and critical thinking through projects that require application of theoretical knowledge. Incorporate interdisciplinary connections with other academic disciplines to demonstrate the relevance of Hindi language studies in broader contexts. Collaborate with other departments to create a holistic educational experience. Invite guest lecturers, experts, and practitioners in the field of Hindi language and culture to provide diverse perspectives.

Organize workshops and seminars to expose students to contemporary issues and advancements in Hindi studies. Conduct regular assessments, including written exams, oral examinations, and language proficiency tests, to evaluate and monitor students' progress. Provide constructive feedback to help students improve their language skills. Facilitate community engagement initiatives and service-learning projects to connect students with the local community. Encourage students to apply their language skills in community service projects that promote the Hindi language and culture.

## ASSESSMENT METHODS

The assessment methods for the Common Courses in Hindi comprise Continuous Internal Evaluation (CIE) and External Evaluation (EE). CIE, accounting for 20% of the total evaluation, includes assignments, seminars, attendance, and two internal tests. EE carries the remaining 80% weightage and is executed through 2.5-hour written examinations at the end of each semester. Additionally, the program culminates with a viva voce examination for project work in the sixth semester. These assessment methods ensure a comprehensive evaluation, combining continuous engagement, external examinations.

## CONCLUSION

In conclusion, this Learning Outcome Based Curriculum Framework stands as a blueprint to drive educational excellence, aligning our vision with tangible learning objectives, and guiding our journey towards academic excellence.



**DEPARTMENT OF HINDI**

**AMAL COLLEGE OF ADVANCED STUDIES NILAMBUR**

**[www.amalcollege.ac.in](http://www.amalcollege.ac.in)**