

DEPARTMENT OF HINDI

Preamble:

The purpose of a Learning Outcome-based Curriculum Framework (LOCF) is to change the paradigm of higher education from a teacher-centric to learner-centric curriculum. It is hoped that this paradigmatic change will bring about a significant improvement in the quality of higher education and make the learners both competent and confident to face the challenges of a modern competitive world. The philosophy of this new curriculum framework is pragmatism, to realise that it is not enough for institutions of higher learning to produce good humans and responsible citizens of the country but also to produce employed graduates and postgraduates. After all, it is not prudent to expect an unemployed youth to cherish values like humanity and responsibility towards the nation; he/she first needs to have a productive employment to nourish such values.

LOCF seeks to make higher education in India learner-centric so that graduates and postgraduates not only have a more holistic understanding of their subject but also be able to better serve the humanity with dignity and honour, which can be expected only if they are able to secure productive employment after completing their higher education degrees.

Introduction to Learning Outcome Based Curriculum Framework (LOCF) in Kazi Nazrul University:

Two year Post-Graduate programs in Kazi Nazrul University have been designed as a base for research and application of knowledge. The syllabus and curricula of the post graduate programmes have been developed following the UGC LOCF guidelines and through rigorous academic exercises after consulting eminent academic experts and feedback received from various stakeholders of the University. These two-year programs will enable the students to enhance their learning after under-graduate course and to join the workforce in their respective fields. Kazi Nazrul University has an aim to develop the future generation learners sensitive towards the developmental challenges of the nation with special emphasis on the local developmental needs. The University also aims to foster this future generation of learners with a systematic understanding of global development

need. The learning outcome-based curricula of different disciplines reflect the national as well as global sustainable needs listed below in the respective programme and course specific outcomes:

National needs:

- Promote Right to education
- Inculcate ethical and professional values
- Increase national and international visibility;
- leverage institutional strengths through strategic partnerships;
- enlarge the academic community within which to benchmark their activities;
- mobilise internal intellectual resources;
- add important, contemporary learning outcomes to student experience;
- Develop stronger research groups.
- Encourage multidisciplinary
- Promote Cross cultural exchanges
- Preservation of traditional knowledge
- Creating human resource for Economic growth
- Promotion of scientific mind-set and critical thinking

Sustainable development needs:

- Help to eradicate poverty
- Ensuring meal for all
- Promoting good health and well being
- Promoting quality education

- Promoting gender equality
- Initiatives for clean water and sanitation
- Programmes to reduce inequalities
- Develop sustainable cities and communities
- promote decent work and economic growth
- initiate industry-academia collaboration for innovative research
- encourage responsible consumer behaviour
- encourage pro-environment awareness

Program Outcomes (PO)s

The overall program outcome of the LOCF at PG level are to:

- help formulate postgraduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a Master's degree;
- enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate/postgraduate should be capable of demonstrating on successful completion of MA/MSc/ M.Com/ MBA
- maintain national standards and international comparability of standards to ensure global competitiveness, and to facilitate postgraduate mobility; and
- provide higher education institutions and their stake holders an important point of reference for setting and assessing standards.

Postgraduate Attributes

The postgraduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a postgraduate through studies at the higher education institution (HEI) such as a college or

university. Such attributes include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies and performing well in a chosen career and playing a constructive role as responsible citizen of the country. The Attributes define the characteristics of a student's university degree programme(s), and describe a set of characteristics/competencies that are designed to be transferable beyond the particular disciplinary area and programme contexts in which they have been developed. Such attributes are fostered through meaningful learning experiences made available through the curriculum, the total college/university experiences and a process of critical and reflective thinking.

The learning outcomes-based curriculum framework is based on the premise that every student is unique. Each student has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students while at the college/University help develop their characteristic attributes. The postgraduate attributes reflect both disciplinary knowledge and understanding and generic/global skills and competencies that all students in different academic fields of study should acquire/attain and demonstrate. Some of the desirable attributes which a postgraduate student should demonstrate will include the following:

- ***Disciplinary Knowledge:*** Demonstrate comprehensive knowledge and understanding of one or more disciplines that form a part of a programme of study, and knowledge and skills acquired from interaction with educators and peer group throughout the programme of study.
- ***Communication Skills:*** Express thoughts and ideas effectively in writing and orally, communicate with others using appropriate media, confidently share one's views and express herself/himself, demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.
- ***Critical Thinking:*** Apply analytic thought to a body of knowledge, analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence, identify relevant assumptions or implications, formulate coherent arguments, critically evaluate practices, policies and theories by following scientific approach to knowledge development.
- ***Problem Solving:*** Demonstrate capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge and apply one's learning to real life situations.

- ***Analytical Reasoning:*** Demonstrate the ability to evaluate the reliability and relevance of evidence, identify logical flaws and holes in the arguments of others, analyse and synthesise data from a variety of sources, draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.
- ***Research-related Skills:*** Demonstrate a sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating, demonstrate the ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships, plan, execute and report the results of an experiment or investigation.
- ***Collaboration/Cooperation/Team work:*** Demonstrate ability to work effectively and respectfully with diverse teams, facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
- ***Scientific Reasoning using Quantitative/Qualitative Data:*** Demonstrate the ability to understand cause-and-effect relationships, define problems, apply scientific principles, analyse, interpret and draw conclusions from quantitative/qualitative data, and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.
- ***Reflective Thinking:*** Demonstrate critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.
- ***Information/Digital Literacy:*** Demonstrate capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources and to use appropriate software for analysis of data.
- ***Self-Directed Learning:*** Demonstrate ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.
- ***Multicultural Competence:*** Demonstrate knowledge of the values and beliefs of multiple cultures and a global perspective, effectively engage in a multicultural society, interact respectfully with diverse groups.
- ***Moral and Ethical Awareness/Reasoning:*** Demonstrate the ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Demonstrate the ability to identify

ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights, appreciate environmental and sustainability issues, and adopt objective, unbiased and truthful actions in all aspects of work.

- **Community Engagement:** Demonstrate responsible behaviour and ability to engage in the intellectual life of the educational institution, and participate in community and civic affairs.
- **Leadership Readiness/Qualities:** Demonstrate capability for mapping out where one needs to go to "win" as a team or an organization, and set direction, formulate an inspiring vision, build a team who can help achieve the vision, motivate and inspire team members to engage with that vision, and use management skills to guide people to the right destination, in a smooth and efficient way.
- **Lifelong Learning:** Demonstrate the ability to acquire knowledge and skills, including 'learning how to learn' that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

Program Specific outcomes (PSO)s:

Global Needs	Course Hindi Sahitya Ka Itihas : Aadikal Aur Madhyakal MAHINDC101	Course Bhasha Vigyan Aur Hindi Bhasha Ka Vikas MAHINDC102	Course Aadikalin Evam Purva Madhyakalin Kavya MAHINDC103	Course Ritikalin Kavya MAHINDC104	Course Hindi Kahani MAHINDC105
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Systems thinking competency		√			√
Anticipatory competency	√	√	√	√	√
Normative competency		√			
Strategic competency	√	√			√
Transdisciplinary collaboration competency	√	√	√	√	√
Critical thinking competency					
Creativity competency					√
Self-awareness competency					√

Global Needs	Course Hindi Sahitya Ka Itihas: Adhunik Kaal MAHINDC201	Course Adhunik Kavya: Dinkar Tak MAHINDC202	Course Rajbhasha Evam Prayojanmulak Hindi MAHINDC203	Course Bhartiya Kavya Shasatra MAHINDC204	Course Rahul Sankrityayan MAHINDC205	Course Janmadhyam MAHINDMIE 201
Systems thinking competency					√	√
Anticipatory competency					√	√
Normative competency			√			√
Strategic competency					√	√
Transdisciplinary collaboration competency						√
Critical thinking competency				√		√

Creativity competency		√			√	√
Self-awareness competency		√			√	√

Global Needs	Course Chhayavadottar Kavya MAHINDC301	Course Paschatya Kavya Shastra MAHINDC302	Course Hindi Natak MAHINDC303	Course Laghu Shodh Prabandha MAHINDC304	Course Tulnatmak Sahitya MAHINDMJE301	Course Shodh Pravidhi MAHINDMJE302	Course Gadya Sahitya Ke Vividh Roop MAHINDMIE 301
Systems thinking competency	√	√					√
Anticipatory competency			√	√			√
Normative competency		√				√	
Strategic competency			√	√		√	

Transdisciplinary collaboration competency					√		√
Critical thinking competency					√		√
Creativity competency					√		√
Self-awareness competency				√	√		√

Global Needs	Course	Course	Course	Course	Course	Course
	Hindi Upanyas MAHINDC401	Hindi Alochana MAHINDC402	Hindi Nibandha Evam Anya Gadya Vidhayen MAHINDC403	Dalit Sahitya MAHINDMJE401	Stri Sahitya MAHINDMJE402	Patra Prastuti Evam Moukhiki MAHINDC404
Systems thinking competency	√	√	√	√	√	√
Anticipatory competency	√	√	√	√	√	√

Normative competency		√	√			
Strategic competency						√
Transdisciplinary collaboration competency						
Critical thinking competency		√				√
Creativity competency	√	√	√	√	√	√
Self-awareness competency				√	√	

OUTCOMES

MAHINDC101- हिंदी साहित्य का इतिहास : आदिकाल और मध्यकाल

- यह पेपर हिंदी साहित्य के इतिहास की जानकारी देता है। यह जानकारी शिक्षक की नौकरी के लिये, यूपीएससी, नेट, सेट की परीक्षा तथा एसएससी, सीएससी और सभी तरह के हिंदी शिक्षण के नौकरी से सम्बंधित है।

MAHINDC102- भाषा विज्ञान और हिंदी भाषा का विकास

- हिंदी भाषा के वैज्ञानिक विकास की जानकारी देता है। यह जानकारी शिक्षक की नौकरी, अनुवादक, प्रूफ रीडर तथा आकाशवाणी एवं दूरदर्शन के लिये जरूरी है।

MAHINDC103- आदिकालीन एवं पूर्व मध्यकालीन

यह पेपर मध्यकाल के साहित्य की विशेषता बतलाता है। यह जानकारी छात्रों के लिये जरूरी है।

MAHINDC104- रीतिकालीन काव्य

- यह पेपर मध्यकाल के रीति साहित्य की विशेषता बतलाता है। यह जानकारी शिक्षक की नौकरी के लिये जरूरी है।

MAHINDC105- हिंदी कहानी

- यह पेपर हिंदी कहानी की विशेषता बतलाता है। यह जानकारी शिक्षक की नौकरी के लिये जरूरी है।

MAHINDC201- हिंदी साहित्य का इतिहास – आधुनिक काल

- आधुनिक काल, यह पेपर हिंदी साहित्य के इतिहास की जानकारी देता है यह जानकारी शिक्षक की नौकरी के लिये, यूपीएससी, नेट, सेट की परीक्षा तथा एसएससी, सीएससी और सभी तरह के हिंदी शिक्षण के नौकरी से सम्बंधित है।

MAHINDC202- आधुनिक काव्य (दिनकर तक)

पेपर हिंदी साहित्य के महत्वपूर्ण कवियों की जानकारी देता है। यह जानकारी शिक्षक की नौकरी के लिये जरूरी है।

MAHINDC203- राजभाषा एवं प्रयोजनमूलक हिंदी

- यह पेपर राजभाषा एवं प्रयोजनमूलक हिंदी के इतिहास और उसकी जरूरत की जानकारी देता है। यह जानकारी राजभाषा अधिकारी की नौकरी के लिये, अनुवादक, प्रूफ रीडर तथा आकाशवाणी एवं दूरदर्शन के लिये जरूरी है।

MAHINDC204- भारतीय काव्यशास्त्र

- यह पेपर हिंदी साहित्य के भारतीय कव्य की शास्त्रीय परम्परा की जानकारी देता है। यह जानकारी जीवन के लिये जरूरी है।

MAHINDC205 राहुल सांकृत्यायन

- यह स्पेशल पेपर है जो –हिंदी के महान साहित्यकार राहुल सांकृत्यायन के बारे में विस्तृत जानकारी देता है। यह जानकारी हमारे पुरोधों और शिक्षक की नौकरी के लिये जरूरी है।

MAHINDMIE206 - जनमाध्यम

यह पेपर जनमाध्यम के सारे महत्वपूर्ण क्षेत्रों यथा समाचार पत्रों और इलेक्ट्रनिक मिडिया की जानकारी देता है। यह जानकारी समाचार पत्रों में पत्रकार और जनमाध्यम में शिक्षक की नौकरी के लिये जरूरी है।

MAHINDC301 - छायावादोत्तर काव्य

यह पेपर हिंदी साहित्य के 1936 ई के बाद के महत्वपूर्ण कवियों की जानकारी देता है.

।यह जानकारी छात्रों को को मध्यकाल को समझने में सहायक है, इससे उन्हें भारतीय साहित्य की गहराई, संस्कृतिकी समझ विकसित होगी। यह जानकारी शिक्षक की नौकरी के लिये जरूरी है

MAHINDC302 - पाश्चात्य काव्यशास्त्र

- यह पेपर पाश्चात्य काव्य के शास्त्रिय पक्ष की महत्वपूर्ण जानकारी देता है । साहित्यकोलेकर पाश्चात्य विद्वानों की राय साहित्यके विस्तृत परिसर से उन्हें अवगत कराएंगे। यह जानकारी शिक्षक की नौकरी के लिये जरूरी है।

MAHINDC303 - हिंदी नाटक

यह पेपर हिंदी साहित्य के महत्वपूर्ण नाटकों की जानकारी देता है । यह जानकारी शिक्षक की नौकरी और नाटकों में काम करने के लिये जरूरी है। नाटकों का समाज पर पड़ने वाले प्रभावों का भी इसमें विवेचन किया जाता है।

MAHINDC304 - लघु शोध प्रबंध

- यह पेपर लघु शोध कैसे करें की जानकारी देता है । यह जानकारी आगे के अध्ययन के लिये जरूरी है, खासकर एम के लिये .फिल. तथा डी.डी.एच. और पी .फिल. । यह पेपर एक अच्छे शोध पत्र और अच्छे शोधार्थी के निर्माण के लिए सहायक है।

MAHINDMJE301- तुलनात्मक साहित्य

- यह पेपर दो या अधिक भाषाओं के साहित्य का तुलनात्मक अध्ययन की जानकारी देता है। यह जानकारी अनुवादक, पत्रिकाओं-समाचार पत्रों में अनुवादक तथा शिक्षक की नौकरी और अन्य भाषा के साहित्य के लिये जरूरी है।

MAHINDMJE302 - शोध प्रविधि

- यह शोध की जानकारी देनेवाला पेपर है। यह उच्च अध्ययन से जोड़ने एवं आगे ले जाने का कार्य करता है। यह पेपर एक अच्छे शोधपत्र और अच्छे शोधार्थी के निर्माण के लिए सहायक है।

MAHINDMIE 301-गद्य साहित्य के विविध रूप

- पेपर हिंदी साहित्य के गद्य के विविध रूपों की जानकारी देता है। इसमें विद्यार्थियों को गद्य की विभिन्न रूपों को समझने में मदद मिलती है। यह जानकारी शिक्षक की नौकरी के लिये जरूरी है।

MAHINDC401 - हिंदी उपन्यास

यह पेपर हिंदी उपन्यास की अद्यतन जानकारी देता है। उपन्यासों के माध्यम से समय, देशकाल और समाज को जानने, समझने में मदद मिलती है। यह जानकारी शिक्षक की नौकरी के लिये जरूरी है। एक अच्छे उपन्यास की पहचान भी इसके माध्यम से छात्रों को होती है।

MAHINDC402 - हिन्दी आलोचना

यह पेपर हिंदी आलोचना की अद्यतन जानकारी देता है। यह जानकारी शिक्षक की नौकरी के लिये जरूरी

है। आधुनिक आलोचना की भारतीय परंपरा को यहाँ विवेचित किया गया है। यह आलोचनात्मक विवेक के निर्माण में काफी सहायक है जिससे स्वस्थ मानस का विकास हो।

MAHINDC403 - हिंदी निबंध एवं अन्य गद्य विधाएँ

यह पेपर हिंदी निबंध एवं अन्य गद्य विधाओं के विस्तृत इतिहास की जानकारी देता है। यह जानकारी शिक्षक की नौकरी के लिये जरूरी है। गद्य विधाओं की विविधता के माध्यम से हिंदी साहित्य की समृद्ध शाली परंपरा को यहाँ रखा गया है।

MAHINDMJE401 - दलित साहित्य

यह पेपर हिंदी साहित्य में दलित विमर्श की महत्वपूर्ण जानकारी देता है। यह जानकारी समाजिक विकार को जानने और समझने के लिये जरूरी है साथ ही साथ जहाँ दलित अध्ययन है, वहाँ नौकरी की सम्भावना काफी है।