

Employing English Literature to Craft Skills: Listening, Speaking, Reading and Writing

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Abstract

The purpose of the present study is to use English Literature to enhance Listening, Speaking, Reading and Writing by the application of Outcome Based Education. The study addressed the need to develop enhanced objectivity and tame the scientific minds of mixed semester undergraduate, Engineering and Computer Science students with emotive aspects. Students comprehended aspects of theories applicable to certain literary texts, analysed and evaluated text based on the precepts. Thereupon, created short stories based on a particular principle of a theory. Objective understanding, analysis and evaluation led to creation of emotive stories. Course Outcomes (COs) were based on Bloom's Taxonomy of understanding, analysis, evaluation and creation. COs aligned with application based creative assessments, involved critical thinking. 111 students elected the subject and benefited from Continuous Evaluation. Calculations on a CO Attainment Sheet showed that 60% of the students scored a minimum 50% of the maximum marks. Progressive application of COs improved skills. Relative Grading depicted the percentage of students against the grades as follows: 6.3% (A+), 25.2% (A), 18.9% (B+), 15.3% (B), 9.9% (C+) and 0.9% (C). 23.4% failures appeared for remedial. Since the target of minimum marks was achieved on the CO Attainment Sheet, this will be raised for subsequent batches, to make the course challenging. Emphasis on rubric based Listening and Speaking individual and collaborative assessment, both peer and formative; will improve learning. Extending this instructional method of English to other fields of study will improve students' communication skills.

Keywords: Outcome Based Education, English Literature, Listening, Speaking, Reading, Writing

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Introduction

The aim of the study is to use English Literature to teach Communication skills namely Listening, Speaking, Reading and Writing, with the application of Outcome Based Education (Rao, 2015). The objectives are to empower and enable learners to express, empathise, exchange, ideate, create and collaborate.

The paper is based on a study conducted on 111 mixed semester undergraduate Engineering and Computer Science students. Taught in the blended mode, the 36-hour course included 12-hours of synchronous and 24-hours asynchronous learning. Understanding, application and evaluation of aspects of six theories to Literature pieces enhanced reading, writing and hence objectivity; and creation of short stories enhanced writing skills and emotive aspects.

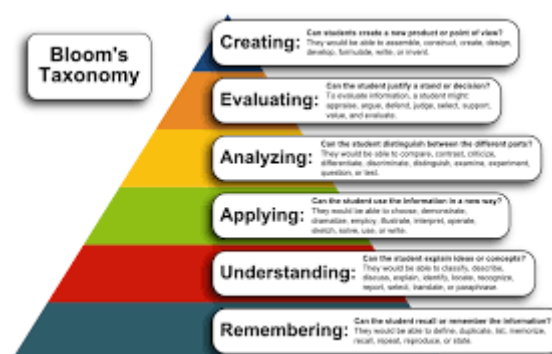


Figure 1: The Course Outcome based on Blooms Taxonomy (Bloom's Taxonomy)

- CO 1 Understand theories in relation to societies and cultures.
- CO 2 Apply the theories to texts.
- CO 3 Evaluate text based on the theories.
- CO 4 Create texts with application of a minimum of one aspect of a theory

The assessments

Three discussions were:

- i.) Mention five commonalities of Dalit, Subaltern and Afro American Literature. How can they collaborate to fight oppression? (Oberoi, *Narrativizing The Margin*)
- ii.) Apply the concept of AnarchoPrimitivism (Bhattacharya) to the Story "All Creatures Great and Small" (*Our Trees*), giving 3 examples of how AnarchoPrimitivism (Bhattacharya) has been used in the story.
- iii.) Summary of an Original story created by students using any one of the concepts/ theories learnt. Giving suggestions to a peer for improvements in story.

Five Quizzes progressively were:

- i.) Dalit, Subaltern and Afro American Literature (Oberoi, *Narrativizing The Margin*) and Naturalism (Schütze).
- ii.) Existentialism (Aspects of Existentialism), Alienation (Alienation) and Anarcho-Primitivism (Bhattacharya)
- iii.) Application of Naturalism in "The Open Boat" by Stephen Crane (Costine) and in Dalit literature in Dr BR Ambedkar's poem "Take a Hammer to Change the World!" (Patchala)

- iv.) Application of Existentialism (Paramagururaj, The Elements of Existentialism) and Alienation in *The Hairy Ape* (Mukkera, Theme of Alienation)
- v.) Application of Reader Response (Mart, 2019) and AnarchoPrimitivism (Bhattacharya).

Assignments:

- i.) Summarise the story “From Small Beginnings” by Ruskin Bond (*Our Trees*).
- ii.) Submission of short story with the application of one aspect of a theory

The Theories

Dalit Literature

Developed as Post-Independence movement Dalit Literature familiarizes with the caste system and untouchability. The caste system in India places *Brahmins* as superior while *Shudras*, called *Dalits* occupy the lowest position. Loyal to science, Dalit Literature portrays brutality, tyranny and pain of a class. Denied education; *Dalits* engaged in menial jobs and faced social segregation. Rebellious *Dalit* writers asserted identity, humanity and respect. Committed socially, they asserted self-esteem, opposed *Brahminism* and denied God and the soul. (Oberoi, *NarrativizingThe Margin*)

Rooted in history, culture and politics; Dalit literary theory is similar to subaltern literatures of African Americans and Marxist that express racism, oppression, exploitation and trauma. The protest Dalit Literature gained international attention by promoting Buddha’s rational, and a class free society. (Oberoi, *NarrativizingThe Margin* 252)

Dr Bhim Rao Ambedkar’s poem “Take a Hammer to Change the World” is an inspirational poem arousing the Dalits. (Patchala)

The Theory of Naturalism

Derived from science, Naturalism equivalent to materialism, believes that all psychological processes were because of matter. Naturalism, resultant of the theory of evolution, studies the biological relation between man and his environment. Man denied free will and choice in action, rejects responsibility and therefore the possibility of guilt. Naturalism unifies biological elements with spiritual forces and higher conception of life (Schütze).

Early Naturalism portrayed genetic diseases, sexual vice, alcoholism and other psychic processes. Zola focused on the relationship between environment and character. Character is resultant of material circumstances, past lives and lack of free will; even a strong struggle causes no change. Every thought and action leaves a permanent mark on the character (Schütze).

Socialisation made man a member of society, rather than an individual. Rather than retribution, violation of conventions of society determined tragic fate. Before Zola, environment and heredity provided basis of Naturalism. Void of organised sentences, the utterances are ejaculatory (Schütze).

Naturalism realistically portrayed life, spiritual forces, character, manners, and use of dialect. Motivation and characterisation are psychological, introspective and circumstantial. Protagonists' evoked sympathy due to their honesty, helplessness, bewilderment, non-aggressive extraordinariness, fruitless striving against unconquerable, cruel fate. Tragic emotions void of resentment and submission, stem from infinite courage and sorrow. Materialistic, mechanical life, made the will unfree, excluded tragic guilt, retribution and catharsis (Schütze).

Naturalism inspires awe, with no veneration by ethical or otherworldly power. Naturalism has transitioned to symbolism. It lays stress on individual and social environment, recognising that no individual can rise above environment and consequences of action. By forming character, the environment presents choices and opportunities to reform by effort of the will. Naturalism has inspired social reform by encouraging unity (Schütze).

Naturalism involves a dramatic, intense exposition of the milieu, circumstantial motivation, and modification of the tragic idea. The tragic hero suffers due to some flaw making the spectators sympathise with him. Realisation that a tragic idea with a tragic, a non-retributive tragic idea was a possibility; drama was divided into two; one with retribution and another without retribution (Schütze).

Analysis of the Naturalism in The Open Boat

Naturalism portrays man as unequal to the powers of Nature. Man can survive only with the consent of Nature. "The Open Boat" depicts man's fragile significance. Nature is apathetic to man, who has no free will. For man Nature is an unequal and unfair opponent. In the face of uncaring nature, man has no free will. Portrayed is the theme of survival of the fittest. The individuals in the boat struggle towards a common goal of survival, with each having their own strengths. The characters in "The Open Boat" are from lower sections of society (Costine).

Characters placed under the influence of heredity and environment, were observed under hostile conditions. In the late 19th Century and early 20th Century, industrial giants and slums grew. The strong grew in strength and the weak succumbed to insecurity. Darwinism brought struggle for survival, survival of the fittest and natural selection (Meng).

"The Open Boat" portrays Crane's personal experience, on his visit to Cuba as a war correspondent. The vessel capsized, leaving him and the other passengers adrift a small boat. Four people afloat a small boat, struggled to survive. The captain is in command, while the cook paddles. Awaiting rescue, they wavered between hope and despair. Their relentless spirit, against cruel nature, brought them ashore. The story depicts Naturalism through symbolism, impressionism, psychological realism and the psychology of the characters. The characters waver between the emotions of fear, boldness, depression and intimacy. Unlike other naturalists who wrote about survival of the fittest, Crane presented randomness of selection and morality. Characters eulogize as they struggle against indifferent nature. Cut off from the coast, which symbolises society, the characters are alienated and rely upon themselves. The struggle of the characters is that of the spirit and physic. As opposed to Darwin's

survival of the fittest, it was the strongest, the oiler, who did not survive. Camaraderie helped humans overcome (Meng).

Theory of Existentialism

Existentialists studies the purpose of creation of the universe, humans and the cycle of birth and death; the answers to which are still elusive. The philosophers and anthropologists have shifted from traditional to modern to understand human origin and their purpose. Traditional thinkers questioned the conception of man while modern thinkers compare and study the growth of cultures and seek answers to the question “what is man?” (Aspects of Existentialism). Anthropology studies humans from physiologic, sociologic, archeologic, psychologic, biologic, linguistic and cultural perspectives. A new branch of anthropology called Anthropological Philosophy, studies human existence and his experiences and connects facts from various branches (Aspects of Existentialism).

Existentialism studies and differentiates the nature of man, his character, personality, behaviour, emotions, feelings, actions, responsibilities and thoughts. Existentialism is similar to metaphysics that studies the existence of humans, human relationships and differences of individual experiences, their interpretation of the world, how humans relate to the society and others’ perspective. The harmonious blend of the humans is that of the three dimensional body and dimensionless soul. Additionally, language is studied (Aspects of Existentialism).

Existentialism studies how humans create their own identity in society. Consciousness studied to clarify scientific and philosophical concepts, holds man accountable for his action. Distinguishing between Theist and Atheist, existence ends in death. Existentialists focus on subjective knowledge such as the beliefs, religion, feelings, and emotions, freedom, pain, regret, guilt, anxiety, despair, finitude, alienation, and boredom, etc. Humans first exist, encounter life and then interact with the world giving meaning to existence, defining themselves by actions, and are responsible for their behaviour (Aspects of Existentialism).

Existentialism in “The Hairy Ape” by Eugene O’ Neil

Yank and the stokers belonged to the liner and were happy before Mildred Douglas the daughter of the liner’s owner and representative of the proletariat introduced a crisis. Although driven by social service she fainted upon seeing Yank’s ugliness. Desperate to seek revenge from Mildred and her class, Yank went to the Fifth Avenue, but his violent behaviour landed him in jail. He joined the Industrial Workers of the World (IWW) who also reject Yank’s violent ways. He then went to the zoo and identified with the gorilla, he opened the cage but the gorilla killed him (Eugene, 2009).

Existentialism means that after birth human consciousness and values determine the meaning of life. Qualities, character and decisions taken determine conscious existence. Yank an animalistic character had the quality of thinking that distinguished him from the other stokers. Long dreamt of social justice and equality. Paddy envisaged living in harmony with nature as in the past. The other stokers with animalistic existence acted as a chorus. Mildred Douglas and the capitalistic class had

a mechanical, modern, luxurious existence. The adornments and mechanical movement of the residents of Fifth Avenue heightened Yank's insignificance and insecurity. Antagonised he is unable to identify with the mass. The non-individualised prisoners too act as a chorus giving information to Yank about I.W.W. The proletariats advocated constitutional methods as opposed to non-political Yank's suggestion of violence. Thrown out of IWW's office, Yank is alienated (Paramagururaj, The Elements of Existentialism)

Yank is the only living character in the play. The insignificant stock characters highlight his insecurities. Yank progressively internalised, leading to his doom. Desire for revenge against Mildred and her class to gain respect and security; made him incapable of rational thought. Imprisoned because of violence against the people of the Fifth Avenue as a demonstration his strength, the people of the Fifth Avenue treated him with mechanical politeness. Yank is isolated and does not belong. This causes existential suffering that further builds his character (Paramagururaj, The Elements of Existentialism)

Theory of Alienation

The theory of Alienation defines a social ill that explains the separation of those that belong together. Alienation causes social, political and psychological ills involving self and other. Thus, it involves the necessary problematic separation of a subject and object and the relation between the subject and object that belong together. The subject may be an individual or a group. Alienation maybe from the natural world, society, institutions or social norms. Additionally, the object might be the original subject and people might be alienated from themselves (Alienation).

An unhealthy relationship might not end in separation but a problematic separation results in alienation. Relationships of indifference may or may not be apathetic. Hostility too, may or may not be problematic eg, competing sportspersons may have harmonious, rational and normal relationships. Alienation is resultant of separation conflicts. When deriving satisfaction from estrangement, there is no social conflict, hostility or rebellion. Compounded by language, Alienation relates to social and psychological ills but not to injustice. Alienation involves individual's estrangement from God, legal transfers of ownership and mental derangement. Fetishism and objectification are subsets of alienation (Alienation).

Humans are part of the natural world. The relationship between them is not of domination but a sympathetic appreciation of interdependence. Rather than nature's fury, ruthless treatment of nature like deforestation, pollution and population growth cause alienation. (Alienation).

Alienation different from values, is not wholly negative as it involves attainment of something of value. Man produces from natural things to satisfy needs and creates a relationship with nature. Humans objectify themselves by the power of creation Pre capitalistic societies had undifferentiated unity; present societies have differentiated disunity whereas future communist societies will be in a state of differentiated unity. The second stage is crucial, and involves disunity, after unity and before reconciliation. The first stage had problematic relations. The second stage lacks connect with self or society and the third stage will have a healthy separation. The

second stage involves a liberation of subjects from objects and achieves individuality and freedom from the constraints of society and community. This though absent in the pre capitalistic stage, will develop and be preserved in the future communist stage. Science, technology and industrialisation are not at the root of alienation rather it is because of the division of labour (Alienation).

Alienation in “The Hairy Ape”

The Hairy Ape depicts alienation and loss of identity of modern man in the age of industrialisation. The principle characters Yank, Long and Paddy represent the working class and Mildred represents the proletariat. Yank the firefighter and maker of steel, is confident of his strength and existence. He identifies with the machines (Mukkera, Theme of Alienation)

Yank’s entire being is shattered when Mildred with the intent of social service, enters the stokehole to see how the other half lives. Upon seeing Yank, she faints out of fear. Resultantly, Yank loses his identity, is alienated and questions his existence in the terrible animalistic working condition. Lowest in the social ladder Yank and the other stokers initially felt that they belonged, as they contributed to society with their strength and as stokers. Mildred acted as a catalyst to awaken Yank from the stupor of his miserable living. Yank upon loosing identity and belongingness begins to think. Frustrated he journeys to the Fifth Avenue to fix Mildred and the entire capitalist class, but they ignore him. Infuriated, Yank lands in prison. When released Yank joins the IWW, in the hope of getting revenge from Mildred and her class by blowing up the steel company of her father. However, IWW rejected Yank’s radical thoughts. The erroneous language of Yank is fragmentary and abrupt revealing his identity (Mukkera, Theme of Alienation)

Mildred, the prisoners and IWW, rejected Yank’s attempts to belong. Called a filthy beast and hairy ape, in desperation Yank goes to the zoo. The gorilla mirrors Yank’s ugliness. It belongs; but not Yank. O’ Neill portrays through Yank the plight of the Americans who have no past, future or faculty to think. The inhuman, mechanical life of Americans robs them of human qualities. Animals are better and Yank equates himself to the gorilla, by calling him brother. Yank releases the gorilla, but it crushes Yank and throws him into the cage. Rejected even by the gorilla, Yank belongs only to death. (Mukkera, Theme of Alienation)

AnarchoPrimitivism

Humans have an irresistible desire to go back to the primitive stages. Primitivism has challenged the power structures of civilised society. In the age preceding civilisation there was leisure, gender and social equality, interaction with nature, unorganised violence, and nonexistence of formal institutions. Civilisation brought in warfare, hierarchy and the concept of property and curtailed primeval freedom. Domestication strategizes control, mutilates bonds, tames, and enslaves leading to a distorted natural order. Nomads hunted for sustenance, but civilisation necessitated agriculture that culled and usurped nature. Settlements disturbed the ecological balance. Hoarding of natural wealth, curtailed sharing and increased greed that led to exploitation and destruction of natural resources. Thus, primitivism advocated rewilding (Bhattacharya)

Rewilding does away with the hierarchical and oppressive domestication. Rewilding entails living in the bioregion with the essential close proximity to the ecology and denizens of the surroundings; and becoming inseparable part of Nature. Going back to the primitive, hunter-gatherer is impossible, as civilisation has progressed too far. The merit of balancing the ills of civilisation with Nature can prevent ecological disasters and have therapeutic value. (Bhattacharya)

Rewilding an aspect of Anarcho Primitivism involves restoration of ecosystems to the levels prior to human disturbance. A conservation of all species is necessary for human survival. Intact bio systems are more productive to deal with climate change than the ones modified by humans. Bio systems enable humans derive health benefits and cultural value. Rewilding necessitates public support, understanding and attitude. Conservation of wild life and nature is imperative for human survival (Belwett).

Ruskin Bond's AnarchoPrimitivism

The short story "All Creatures Great and Small" reveals Bond's love and connection with nature as he depicts love and companionship with the pets of his grandfather. He writes about love between humans and between humans and animals (Bond, *Our Trees Still Grow in Dehra*). "From Small Beginnings" reveals how Bond derives peace and power from nature and the symbolism derived from insects, birds and the fox; all signalling rejuvenation and regeneration as he achieves success as a writer quartered in the mountains of Himalayas away from the city life (Bond, *Our Trees Still Grow in Dehra*)

Reader Response Theory

Reader response theory establishes a relation of the reader with the text. Active reading, emotional and intellectual interaction with the text to derive meaning and eliciting response is the purpose. Classroom discussions of literary text develop morality, enhancing sensitivity, reasoning and comprehension of texts. Accommodation of diverse views through interpretation of language encourages communication and social relationship. Derivation of meaning is by relating it to personal experience. Learners experience and understand other cultures, and verbal and writing skills. Literature pieces help students to understand the use of language for meaningful communication that empowers learners with creativity. Communication bridges gaps in interpretation. (Mart, 2019)

Outcome Based Education

The framework of Outcome Based Education (OBE) was used to teach literary theories that enhanced objectivity and emotive aspects. India, a member of the Washington Accord, follows OBE in all Engineering Institutions. OBE introduced and supported by Government of India's Ministry of Human Resource Development, All India Council of Technical Education and National Board of Education; ensures achievements of national standards and criteria uniformly and appropriately (Rao, 2015).

OBE, a student-centric, constructive system measures the outcomes numerically rather than the traditional method with stress on resources or inputs. OBE facilitates

planning, instruction and assessments. Administrators, teachers and students ensure outcomes. OBE aims to reduce the barriers between Industry and Educational institutions to make the students employment ready through an elaborate process of preparation and evidence collection (Rao, 2015)

This competency-based education ensures work-related curriculum and industry experience among students, faculty and employers. Competencies like abilities, commitments, knowledge, skills and attitude developed through learning rather than teaching. Education, training and experience enable an individual (or an organisation) to act effectively in a job or situation (Rao, 2015, p. 5).

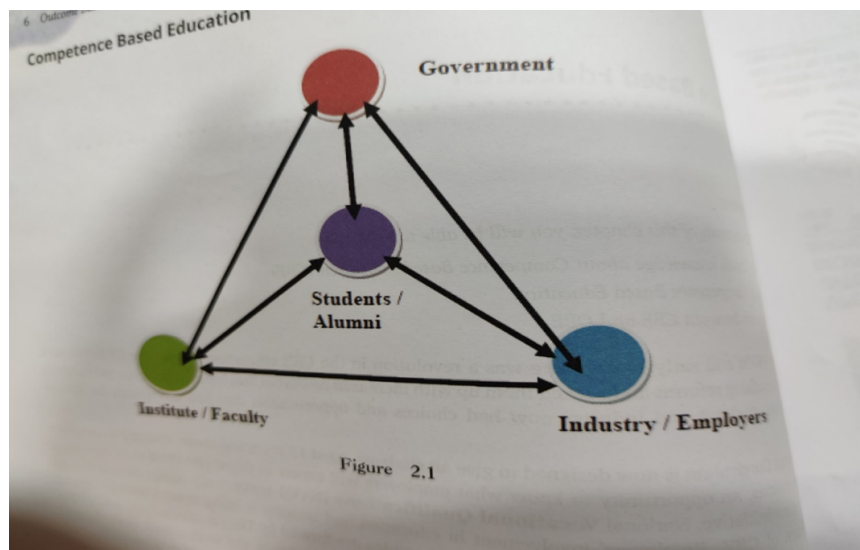


Figure 2: Competency Based Education (Rao, 2015 p. 6)

OBE encourages excellence through continuous improvement by adopting Outcome Based Curricular; learning, assessments and evaluation. The key constituents are Vision, Mission, Programme Educational Objectives, Programme Outcomes, Course Objectives and Course Outcomes (Rao, 2015 p. 1)

The essential input to ensure quality output includes finance, infrastructure and resources; inclusive of processes, control and delivery of education and training. The two approaches involved are outcomes with a focus on content rather than the subject and the second is a cross-disciplinary approach focussing on problem solving and learning collaboratively. The second approach involves lifelong learning, and ensures productive, responsible citizens, who lead successful, fulfilling lives (Rao, 2015).

Premise

- i.) Students learn in different ways and at different times but all are successful.
- ii.) Planning of students' learning ensures successful learning, leading to more success in learning, to achieve different levels of outcomes.
- iii.) Educational institutions and faculty control the success of learning.

Accreditation

Accreditation ensures that a programme or institution meets quality standards and criteria. It is a voluntary exercise and not a ranking system.

Agencies of Institutional Accredited:

- 1.) National Assessment & Accreditation Council- NAAC under UGC.
- 2.) National Board of Accreditation (NBA) under AICTE that examines specific programmes rather than institutions (Rao, 2015,p. 7)

Approaches to Accreditation:

- 1.) Input-Output Based Education
Defines core curriculum, ensures adherence to curriculum, and prescribes curriculum and faculty composition. Teacher centric evidence based output measures, assesses and evaluates only the knowledge of the students.
- 2.) OBE, stresses on the product, ie the quality of engineers produced, based on performance rather than on the education process. OBE is a system of reverse engineering by first defining what the students will be able to do upon completion of learning, then structuring the curriculum, instruction and assessment to ensure that learning happens.
- 3.) Basic parameters are set for the outcomes and the specific outcomes and objectives outlined by the programme.
- 4.) Student centric OBE measures outcomes, looks for evidence of the measurement and improvements.
- 5.) Outcomes measure and evaluate the knowledge, skills and abilities of the students (Rao, 2015, p. 8-9).

Highlights of OBE system:

- 1.) Unit/ course reflect the product.
- 2.) Outcomes reflect industry and national standards.
- 3.) Learning material is outcome driven.
- 4.) The stakeholders ie faculty, students, industry, management, alumni, government, parents; special interest groups determine programmes and contents.
- 5.) Contents are practical and based on knowledge, skills and attitudes.
- 6.) Encourages flexibility in content delivery.
- 7.) Faculty act as guides.
- 8.) Assessments include tests, simulations, portfolios, self-assessments, projects and collaborative learning.
- 9.) Unit/ Course wise assessment and evaluation parameters.
- 10.) Continuous endeavour to improve quality (Rao, 2015, p. 9)

Advantages of OBE

The following advantages accrue to education, training and industry:

- 1.) Every unit defines expectations from students.
- 2.) Role players and stakeholders support.
- 3.) International best practices are followed.
- 4.) Clarity in assessment criteria is ensured for the faculty and the students.
- 5.) Assessment of abilities, knowledge, skills and attitudes makes the graduates industry ready.
- 6.) Predetermined assessment criteria ensures objective and fair evaluation.

- 7.) Balances components among knowledge, skills and attitudes.
- 8.) Specific skills and competencies are promoted.
- 9.) Higher education and workplace is integrated.
- 10.) Instils responsibility among students.
- 11.) Ensures diversity in outcomes and objectives.
- 12.) Focus is on objectives and outcomes of the programme.
- 13.) Continuous improvement in curriculum is encouraged (Rao, 2015).

Disadvantages of OBE

The drawbacks of the OBE prevent it from being widely implemented. Drawbacks at initial stage overcome by cooperation from the stakeholders ensures the benefit from the system (Rao, 2015)

Basic Definitions

Once defined the vision, mission and core values, facilitate framing of the goals, objectives and outcomes to achieve the vision and mission. The vision is what the Institution wants to achieve over a long period. The mission states how the Institutions will achieve the vision. Core values define the behaviour of Institutions, principles and values that the leadership will follow and the boundaries within which the Institution will conduct activities while implementing the vision and mission (Rao, 2015, pp 13-15)

of educational strategies needed to attain the vision and mission.

4.2 Comparison Chart for Goals, Objectives and Outcomes:

The words 'goal,' 'objective,' and 'outcome' are often confused with each other. They describe things that a person may want to achieve or attain but in relative terms may mean different things. They are desired outcomes of work done by a person but what sets them apart is the *time frame*, *attributes they are set for* and the *impact they create*.

	Goal	Objective	Outcome
Meaning:	The purpose toward which an endeavor is directed	Something that one's efforts or actions are intended to attain or accomplish; purpose; target after a given period of time	Something that one's efforts or actions are intended to attain or accomplish; purpose; target in a given period of time
Example:	I want to achieve success in the field of genetic research and do what no one has ever done	I want to complete this thesis on genetic research by the end of this year	I want to complete the related items to this thesis on genetic research as per the timetable in every month
Principle:	Based on ideas	Based on facts	Based on detailed facts
Action:	Generic action	Specific action	Specific action on each topic
Plan:	Broad plan	Medium plan	Narrow plan
Measure:	Goals may not be strictly measurable or tangible	Must be measurable and tangible	Must be measurable and tangible as per the objective
Time frame:	Longer term	Mid to short term	Short term

Table 4.1

Figure 3: Comparison chart for Goals, Objectives and Outcomes (Rao, 2015, p. 15)
Goals, objectives and outcomes are different in terms of period, attributes set for and the impact they create (Rao, 2015, p. 15).

Programme Educational Objectives, aligned with the mission, describe expectations from students within 3 to 5 years after graduation. Narrower Programme Outcomes outline the knowledge, skills, attitudes, values and behaviours that the students are expected to display upon graduation. Course outcomes even narrower; describe what students are able to do upon completion of the course. Student centric, aligned to the

mission, these use verbs like demonstrate, describe, apply, analyse, design, do, develop, learn etc. (Rao, 2015, p. 16-17)

SMART Objectives and Outcomes

Objectives and outcomes build the goals. These state who will make, what changes, by how much, where and by when. The acronym SMART means Specific, Measurable, Achievable, Realistic and Timely (Rao, 2015 pp.16-17)

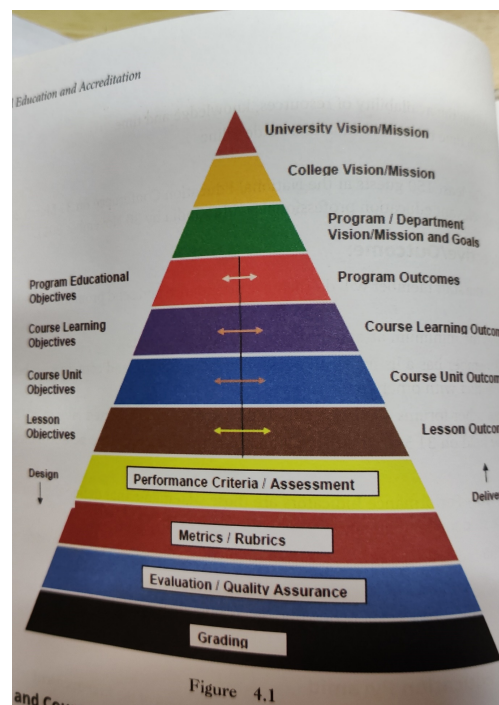


Figure 4: Outcome Based Education Pyramid (Rao, 2015, p. 18)

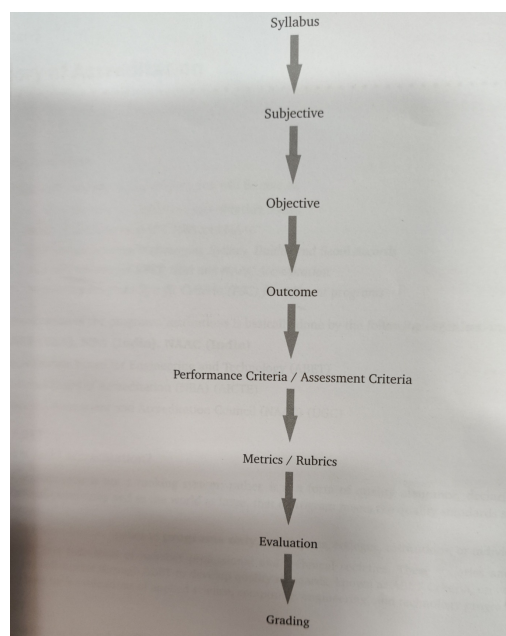


Figure 5: The hierarchical relationship from Syllabus to Graduating in OBE (Rao, 2015 p 19).

Result Analysis

Measured on a Relative Scale, out of the 111 students 2.7% scored 60% and above in the Quizzes, 66.7% scored 60% and above in the discussions and 49% scored 60% and above on the summary and creative story writing. The results through the marks distribution chart below clearly show the progress. Discussions reveal an improvement over quizzes with an increase in percentage of students scoring O, A+, A, B and substantial decrease in failures. Assignments showed an increased scoring in grades A, B+, B, C+, C and a further decrease in F, although there is a drop in O and A+. Relative Scale revealed the percentage of students against grades as follows: 6.3% (A+), 25.2% (A), 18.9% (B+), 15.3% (B), 9.9% (C+) and 0.9% (C). 23.4% failures appeared for remedial.

Marks Distribution Chart				
Percentage of Students scoring 20%, 30% and 50% marks				
Grades	5 Quizzes 20%	3 Discussions 30%	2 Assignments 50%	Total 100%
O	0	1.8	0.9	0.0
A+	0	23.4	9.0	6.3
A	0	21.6	29.7	25.2
B+	9.9	7.2	14.4	18.9
B	10.8	13.5	17.1	15.3
C+	11.7	5.4	8.1	9.9
C	21.6	3.6	20.7	0.9
F	45.9	23.4	20.7	23.4

Table 1: Marks distribution chart

Overcoming Gaps

To improve listening and speaking skills, suggestion is to assign group projects based on pieces of literature dealing with some social or cultural aspect. Groups must include students with a mix of strengths required example writing, research and technical skills. Besides learning collaboration and group dynamics, the members of a group will learn from each other's strengths and about other societies and culture. Students can then present their projects for peer assessed formative feedback. Rubrics shared with students beforehand, will ensure setting of expectations. Rubrics for formative and summative assessments must be the same. Listening skills of peers giving formative feedback will enhance. Oral presentations of individual members will enhance their speaking skills. Suggested is that though the project is group the marking be individual.

Conclusion

English literature theories taught within the framework of Outcome Based Education enhanced communication skills and collaboration. Literary texts have the potential to enhance listening and speaking skills. Results of the above study display that the reading and writing skills of students enhanced. 60% students on the Course Objective Attainment Sheet achieved the target of minimum 50% marks. Thus, to

make the course more challenging the minimum target will be raised for subsequent batches.

Acknowledgement

This study was conducted in the University of Petroleum and Energy Studies, Dehradun, Uttarakhand, India.

Appendices

Appendix 1

UPES UNIVERSITY OF PETROLEUM & ENERGY STUDIES									
Open Effective - Understanding Society and Culture through Literature									
Kareilly / Bitholi, Dehradun AWARD OF GRADES									
Common Paper		Subject		Semester : VII		Theory/Lab/Project		THEORY	
YES/NO						Grading Pattern		relative	
FINAL AWARD SHEET									
Put relative range here									
S.No.	Enrollment	SAP ID	Name	LA	SHD	END	TOTAL	GRADE	Remarks
1	8100216016	500052414	Arunpam Singh	63	37	61	57	B+	85
2	8100216020	500053387	Rishabh Singh	79	79	66	46	B	79
3	8100216040	500054278	Nandini Bhatia	53	37	36	31	C-	40
4	8100216050	500054162	Parul Chahal	80	51	47	76	B	76
5	8100216089	500053382	Srinivas Shrivastava	75	39	38	59	B+	45
6	8103121003	500054546	Abhinav Pandey	0	0	0	0	F	0
7	8103121009	500053446	Arnel Agnewal	63	32	53	59	B	35
8	8103121011	500054547	Arundhati Pandey	75	39	38	59	B+	45
9	8103121013	500054127	Angit Anand	69	45	72	66	A	69
10	8103121031	500054533	Chiranjivi Bhat	77	42	55	59	B	45
11	8103121041	500052208	Herman Singh	61	31	61	53	B	45
12	8103121051	500053352	Megha Sharma	83	25	68	68	A	83
13	8103121079	500054186	Pranav Singh	25	25	25	25	F	25
14	8103121072	500054545	Princy Thakur	20	37	25	41	F	40
15	8103121092	500054788	Shubham Anandhetti	68	45	72	69	B	68
16	8103121096	500054544	Siddharth Singh	69	36	71	61	A	69
17	8103121097	500054231	Siddhant Verma	0	0	0	0	F	0
18	8103121102	500052350	Sugandha Gupta	80	36	60	61	A	80
19	8103121108	500053030	Talwinder Arora	66	39	73	73	B	66
20	8103121108	500054043	Tushar Pandey	69	37	58	57	B+	69
21	8103121111	500054543	Vishal Singh	71	29	60	60	B	71
22	8103121120	500053587	Vishal Singh	72	31	62	59	B+	72
23	8103121202	500053446	Anam Choudhary	64	25	65	57	B	64
24	8103121208	500053354	Dhruvika Bhatnagar	48	30	53	43	C	48
25	8103121203	500054743	Priyanshu Verma	31	26	61	45	B	31
26	8103121206	500056178	Ansh Kumar	68	45	72	69	B	68
27	8103121227	500053428	Herman Singh	66	31	50	47	B	66
28	8103121233	500052763	Ashish Saxena	38	83	72	69	B	38
29	8103121267	500052766	Abhinav Singh	44	13	30	31	F	44
30	8103121273	500052480	Aditya Shah	19	79	75	58	B+	19
31	8110211066	500052901	Eva Gupta	0	43	49	54	B	0
32	8110211070	500053088	Haran Gupta	50	31	78	69	B	50
33	8110211147	500053287	Shyam A	66	37	70	62	A	66
34	8110211150	500054046	Arish Singh	60	30	78	68	B	60
35	8111212025	500054745	Ashish Singh	69	35	55	45	B	69
36	8111212031	500053446	Anam Choudhary	64	25	65	57	B	64
37	8111212036	500053792	Mishra Shrivastava	70	39	60	59	B	70
38	8112121001	500054737	Shouni Tyagi	77	35	68	64	A	77
39	8112121008	500053445	Get Grewal	0	0	0	0	F	0
40	8112121084	500053449	Shubham Sharma	74	30	66	61	B	74
41	8112121098	500053543	Devraj Tyagi	79	15	35	44	F	79
42	8112121016	500053487	Kushal Singh	36	17	31	30	F	36
43	8112121035	500046603	Devraj A	42	15	60	42	F	42
44	8112121031	500053458	Rupak Anand	10	45	25	25	F	10
45	8112121037	500053495	Vinay Singh	55	36	55	55	B	55
46	8113121031	500053617	Neha Bhatnagar	74	43	70	66	A	74
47	8113121037	500053427	Shubham Pandey	74	43	70	66	A	74
48	8113121050	500053382	Rishabh Singh	79	43	68	66	A	79
49	8113121010	500053266	Arjun Gupta	43	40	55	43	C	43
50	8113121030	500052132	Ansh Sharma	66	32	71	69	B	66
51	8113121054	500053930	Hemanshu Kumar	31	33	26	28	F	31
52	8113121059	500053208	Pranav Singh	25	25	25	25	F	25
53	8113121116	500052922	Rishabh Kumar	29	44	65	65	B	29
54	8113121120	500052927	Rishabh Kumar	29	44	65	65	B	29
55	8113121137	500053873	Siddharth Sharma	0	29	33	32	F	0
56	8113121143	500053557	Ujjwal Shrivastava	81	49	81	78	A	81
57	8114121017	500053010	Ravi Chandra	77	35	37	49	B	77
58	8114121053	500053186	Siddharth Kumar	61	37	73	73	B	61
59	8114121058	500053444	Vishal Pandey	75	40	74	68	A	75
60	8114121061	500053446	Anam Choudhary	64	25	65	57	B	64
61	8115121031	500053412	Shouni Tyagi	60	0	23	30	F	60
62	8115121037	500053424	Tanay Shrivastava	43	10	0	16	F	43
63	8115121014	500053366	Anam Pandey	68	36	72	68	B	68
64	8115121017	500053437	Devraj Singh	79	27	68	63	A	79
65	8115121026	500053446	Neha Gupta	74	43	70	66	A	74
66	8115121034	500053266	Mayank Goyal	70	31	73	64	A	70
67	8115121045	500053179	Ravi Kumar	61	35	75	69	A	61
68	8115121065	500053429	Saurav Singh	0	10	0	2	F	0
69	8115121075	500054243	Rishabh Kumar	62	43	44	74	B	62
70	8115121084	500063189	Rishabh Tyagi	71	17	78	64	A	71
71	8115121099	500059144	Vishal Arora	0	53	0	0	F	0
72	8115121107	500063845	Vasundhara Tyagi	14	11	24	18	F	14
73	8115121108	500063845	Vasundhara Tyagi	14	11	24	18	F	14
74	8115121101	500072922	Rishabh Kumar	0	0	0	0	F	0
75	8115121102	500072922	Rishabh Kumar	0	0	0	0	F	0
76	8115121103	500071100	Anam Choudhary	0	0	0	0	F	0
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78	8115121108	500048463	Devraj Singh	0	0	0	0	F	0
79	8115121109	500053543	Abhinav Singh	0	0	0	0	F	0
80	8115121107	500069005	Hemanshu Kumar	46	37	37	40	C+	46
81	8115121102	500067263	Siddharth A	55	36	73	61	A	55
82	8115121105	500063185	Siddharth Kumar	69	49	82	72	A	69
83	8115121109	500069217	Mukul	0	0	34	17	F	0
84	8115121103	500067374	Aditya Singh Puri	61	62	81	62	A	61
85	8115121107	500064507	Ansh Gupta	83	62	85	80	A+	83
86	8115121101	500063214	Ansh Choudhary	68	43	70	66	A	68
87	8115121105	500067189	Chiranjivi Singh	74	61	63	66	B	74
88	8115121107	500067018	Jai Verma	84	51	79	78	A	84
89	8115121108	500068137	Neha Singh	33	11	45	36	C	33
90	8115121104	500067119	Parthiv Kumar Rakesh	19	11	19	16	F	19
91	8115121115	500067128	Rishabh Kumar	29	44	65	65	B	29
92	8115121124	500069962	Rishabh Kumar	29	44	65	65	B	29
93	8115121125	500067178	Rishabh Singh	29	44	65	65	B	29
94	8115121134	500069962	Sahil Mehrotra	83	89	84	85	B	83
95	8115121141	500048003	Sahil Singh Shrivastava	61	54	68	69	B	61
96	8115121189	500069892	Vijay Tyagi	81	59	82	77	A	81
97	8115121189	500069894	Rishabh Shrivastava	68	47	67	72	B	68
98	8115121189	500069894	Rishabh Shrivastava	68	47	67	72	B	68
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135	8115121189	500069894	Rishabh Shrivastava	68	47	67	72	B	68
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Appendix 2

UPES

University of Petroleum and Energy Studies

Centre for Environmental Studies & Pollution Research

Department of Environmental Science

B.A. (Hons.) Environmental Science

Semester I

Course Code: ENV-101

Course Title: Environmental Science

Marks Obtained for CCE

Marks Obtained for CCE

Total Marks: 100

Total Marks: 100

S. No.

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Table 3: Students Data

Continuous Evaluation pattern was employed to teach the course, therefore, the Mid Semester and End Semester columns are not filled.

Appendix 3

[illegible]

Table 4: Overall Course Attainment Sheet

Please note that the Attainment Sheets were designed for Internal Assessments, Mid Semester and End Semester Examinations and therefore do not cater to the Continuous Evaluation pattern which was employed to teach the course

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