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**[OBE DESIGN- DANCE
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

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OUTCOME BASED EDUCATION

Faculty of Interdisciplinary Studies

Department of Dance

1. Mission:

Mission Statement

- To offer bachelors , post-graduate and research program in Dance
- To protect the cultural background of Marathwada region.
- To create dancing panorama at broad level.
- To sustain dance tradition and dance and dance culture always alive.
- To create interest in dance and protect them is natural part of process.

2. Vision:

Vision Statement

- Every folk art, folk dance and all Indian classical dances will be studied in the shelter of department.
- The department of dance will be the seed center for not only Marathwada region but at international level too.
- Department of dance is dreaming that through research and documentation and with practical experience all dancing art will kept for study purpose to the budding artist. Department of dance will be key study center for all dancing art as well as information center of all dancing art.
- To spared Indian Culture with Dance Universally.
- To create awareness in Indian Artist to become a good Artist.

3. Title of the Program (s):

- a. Bachelor of Dance
- b. Master of Dance

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 PEOs are driven from question no. (ii) of the Mission statement (What is the purpose of organization). The PEOs can be minimum three and maximum five.

- I. Mastery of scientific knowledge and skill of performance
- II. Provide professional services to private, public and teaching services
- III. Demonstrate value and ethics and provide leadership in the music profession
- IV. Ability for life-long learning, higher education and research in music

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. Perform a variety of dance forms with technical proficiency and self-expression
- b. Choreograph in professional dance contexts (i.e. concert, commercial)
- c. Plan and direct dance concert productions
- d. Teach dance effectively to a broad population of students
- e. Engage in artistic collaboration with a community to give voice to that community's values and needs
- f. Work with technology and media relevant to dance environments
- g. Pursue specialized studies in dance (i.e. dance medicine, dance ethnology)
- h. Build and contribute to dance-based businesses and organizations

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 is contributing?”**. So that one can design the learning experiences, select teaching method and design the tool for assessment. Hence, establishing the Course-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.

Paper No.	a	b	C	d	e	f	g	h
1ST YEAR: I	*	*	*	*	*			
II	*	*	*	*	*			
III	*	*	*	*	*			
IV	*	*	*	*	*			
V	*	*	*	*	*			
VI	*	*	*	*	*			
VII	*	*	*	*	*			
VIII				*	*	*	*	*
2ND YEAR: I	*	*	*	*	*			
II					*	*	*	*
III	*	*	*	*	*			
IV	*	*	*	*	*			
V	*	*	*	*	*			
VI	*	*	*	*	*			
VII	*	*	*	*	*			
VIII	*	*	*	*	*	*	*	*
3RD YEAR: I	*	*	*	*	*			
II					*	*	*	*
III	*	*	*	*	*			
IV	*	*	*	*	*			
V	*	*	*	*	*			
VI	*	*	*	*	*			
VI	*	*	*	*	*			
VII	*	*	*	*	*	*	*	*
VIII	*	*	*	*	*			

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).

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).

12. The Results of CO Attainment:

Table No. 1.0: CO Attainment Level

Course Code	CO Attainment Value	Target 1 LevelAttainment	Fully Attained/Not attained	Remedial measures
C101				
.				
C201				
.				
C301				
.				
Project				

13.The Results of PO Attainment:

Table No. 2.0 PO Attainment Level

PO/PSO number	PO Attainment Value	Target Attainment level	Fully attained/ Not Attained	Remedial Measures

14. Planned Actions for Course Attainment:

The courses having CO attainment level less than Level-2 shall be addressed by planning remedial measures like assignments, tutorials and lectures.

15.Planned Actions for Program Outcome Attainment:

The PO having attainment level less than level-4 shall be addressed by designing remedial measures for the corresponding courses contributing to the respective PO.

ANNEXURE-B
SUMMARY OF CO-PO ATTAINMENT

ANNEXURE-C

COURSE OUTCOMES

ANATOMY & PHYSIOLOGY

- Describe the structures of various body systems in humans.
- Explain Ayurvedic physiological processes in Yoga perspective.
- Explain the basic five elements & their properties.
- Describe functional & structural body entities. (dosha, dhatu, mala, Srotas etc.)
- Explain the functions of Human body in systemic way.
- Explain the interdependence of various systems in human body.
- Explain the role of anatomy & physiology in yoga science
- Identify key anatomical structures in the human body (nine (9) main joint complexes, twenty (20) opposing muscle group pairs, and three (3) spinal nerve reflexes).
- Explain the physiology and function of the autonomic nervous system, the cardiovascular system, the digestive system, the reproductive system and the endocrine system.
- Demonstrate a basic knowledge of the physiological body in terms of nadis, marmas, and chakras in the Indian Hatha yoga system and acupuncture points and meridians in the Chinese Taoist yoga system
- Explain the basic principles, theory and practice of being your own yoga teacher and critically analyse your own yoga practice including self-assessment, correction, modification and adjustment.
- Assess the safety issues and contraindications that need to be addressed when practising the Yoga Fundamentals sequence.
- Describe how the underlying anatomical and physiological principles of alignment relate to safe yoga practice.
- Summarise the philosophical framework underpinning a range of styles of yoga and demonstrate awareness of the effects of yoga practice within the context of health.

BHARAT NATYAM HISTORY & RIGIN

Describe the origin, evolution and features of Bharat Natyam

Explain the development of dance from Devdassi tradition to Bharat Natyam

Describe the contribution of personalities in dance within the limit of course study.

Analyze and describe the present status of Bharat Natyam

DANCE AND DRAMA

Compare the history , art and relation between Dance and drama;

Compare the history , art and relation between Dance and Music;

Compare the history , art and relation between Dance and Sculpture;

Compare the history , art and relation between Dance and Painting;

Compare the history , art and relation between Dance and Literature;

Compare the history , art and relation between Dance and Allied Arts.

PRACTICAL-IV

Perform all types to all parts of body exercise;

Demonstrate of adavu in three laya.

Theory and Practical-III

Explain and perform Asmyukta and samyukta Hastmudra,

DANCE & TECHNIQUES

Demonstrate the techniques essential for dance.

Practice and perform Dance with stage, Music & musical instrument, light, cosume & make-up.

Perform oral demonstration of all above techniques

DANCE NOTATION SYSTEM

Explain concept and importance of notation;

Ability to recite;

Sing the bol of Adavu

Ability to sing the item

FOLK DANCES OF MAHARASHTRA

Explain folk dance and folk art.

Describe origin, tradition, development stages of folk dance.

Describe regional folk dances.

Explain the purpose and objectives of folk dance

Demonstrate Folk dance

PRACTICAL PAPER-I

Perform Adavus, Tandav, Lasya.

Present one folk dance

THEORY AND PRACTICAL PART-II

Demonstrate Hastmudra with shloka and viniyoga.

Present Jattis in combination with different talas.

Apply bhava, vibhava, Anubhava.

Apply theory of Rasa and Navras.

CLASSICAL DANCE AND CHOREOGRAPHY (within the scope of study/papers)

Explain choreography

Describe objectives, purpose and importance of choreography

Explain the contribution of Indian choreographers

Present self-made choreography

STUDY OF REFERENCE BOOKS (within the scope of study/papers)

Read, analyze and describe the dance features for the reference books under course study.

DANCE AND ACTING (within the scope of study/papers)

Observe the acting in dance.

Demonstrate the acting in dance

Explain different types of acting

INDIAN CLASSICAL DANCE (within the scope of study/papers)

Describe the origin and features of dances within the scope of course study

Analyze the basic steps in each dance

Present basic steps of each type of dance

Indian Folk dances (within the scope of study/papers)

Describe the origin and features of dances within the scope of course study

Analyze the basic steps in each dance

Present basic steps of each type of dance

PRACTICAL PAPERS (within the scope of study/papers)

Presentation of Margam or at least five dance items

Presentation of demonstration of one or two folk dance

Presentation of fusion and western style dance