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**[OBE DESIGN- DRAMATICS
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 Dramatics

1. Mission:

Mission Statement

- To offer certificate, Bachelor, Post-graduate and research programmes in Dramatics.
- To develop the students and research work for Reaching out locality and globally
- To provide Creative input and modern technology
- To implement the International exchange of arts and culture
- To develop the attitude and practice for Preservation, documentation and research in folk theatre traditions.

2. Vision:

Vision Statement

- Redesign curriculum and delivery practices in performing arts.
- The internationally recognized department of education and training in drama.
- To promote professional plays and development of feature films.
- To develop the demo-film studio.

3. Title of the Program (s):

- a. Post-Graduate Diploma in Dramatics
- b. Bachelor of Performing Arts
- c. Master of Performing Arts
- d. Diploma in TV production and Basics in film making
- e. Diploma in Yoga

4. Program Educational Objectives:

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

PE01: Mastery over the advanced domain knowledge of dramatics.

PE02: To perform on the stage/profession in the capacity of actor, director, writer, etc.

PE03: To undertake entrepreneurial activity in the domain of film making and dramatics.

PE04: To opt for higher education, research and to be a life-long learner.

PE05: To provide value based and ethical leadership to the profession and social life.

5. Program Outcomes:

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

Post-Graduate Diploma in Dramatics

- a. Demonstrate understanding of the social and artistic movements that have shaped theatre and dance as we know it today.
- b. Apply discipline-specific skills and techniques to the creation of performance.
- c. Analyze, and interpret texts and performances both in writing and orally.
- d. Practice collaborative skills in various theatrical contexts.
- e. Develop and apply process skills in rehearsal, production and classroom settings.

B.A. PERFORMING ARTS:

- a. Demonstrate understanding of the social and artistic movements that have shaped theatre and dance as we know it today.
- b. Apply discipline-specific skills to the creation of performance.
- c. Analyze, and interpret texts and performances both in writing and orally.
- d. Demonstrate knowledge of theatre and dance history and literature and draw connections between theatrical practices and social contexts in both modern and pre modern periods.
- e. Use technology and techniques in theatrical contexts.
- f. Practice collaborative skills in various theatrical contexts.

- g. Develop and apply process skills in rehearsal, production and classroom settings.
- h. Demonstrate problem-solving skills in the creation of artistic work.
- i. Demonstrate proficiency in one or more area-specific skills: acting, directing, choreography, design, technical theatre, management, playwriting, or dramaturgy.

Master of Performing Arts

- a. Mastery over advanced dramatics knowledge to apply in the field.
- b. Demonstrate knowledge of theatre and dance history and literature and draw connections between theatrical practices and social contexts in both modern and pre modern periods.
- c. Develop creative and innovative performing art both in contemporary art and modern art.
- d. Conduct research, analyse and evaluate the artistic performance/literature and apply in the social and professional life.
- e. Develop and apply process higher level skills in rehearsal, production and classroom settings.
- f. To create of artistic work.
- g. Demonstrate proficiency in one or more area-specific skills: acting, directing, choreography, design, technical theatre, management, playwriting, or dramaturgy.

6. Course- Program outcome Matrix:

The Program Outcomes are developed through the curriculum (curricular/co-curricular-extra-curricular activities). The program outcomes are attained through the course implementation. As an educator, one must know, **“to which POs his/her course in contributing?”**. So that one can design the learning experiences, select teaching method and design the tool for assessment. Hence, establishing the 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.

Post-Graduate Diploma in Dramatics

	a	b	c	d	e
101	*	*	*	*	*
102	*	*	*	*	*
103	*	*	*	*	*
104	*	*	*	*	*
105	*	*	*	*	*
106	*	*	*	*	*
107	*	*	*	*	*
108	*	*	*	*	*
121	*	*	*	*	*
122	*	*	*	*	*
123	*	*	*	*	*
124	*	*	*	*	*
125	*	*	*	*	*
126	*	*	*	*	*
127	*	*	*	*	*
128	*	*	*	*	*

Master of Performing Arts

Course Title	a	b	c	d	e	f	g	
Acting Advance	*	*	*				*	
Direction Advance	*	*	*				*	
Stage Craft advance	*	*	*				*	
Students own production			*	*	*	*		
Arts & Aesthetics	*	*	*				*	
Communication & Media studies	*	*	*				*	
Writing techniques for TV	*	*	*				*	
Computer Application	*	*	*	*				
Indian culture & interrelationship	*	*	*	*				
The director	*	*	*	*				

actor relationship								
Fundamental of play	*	*	*				*	
SC			*	*	*			
Alternative theater	*	*	*				*	
Fundamental of play	*	*	*	*				
The director actor relationship	*	*	*	*				
Student's own production			*	*	*	*		
Dissertation			*	*	*	*	*	

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 suggested verbs is the part of **Annexure-C** attached herewith.

8. Set Target levels for Attainment of Course Outcomes:

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

9. Set Target level for Attainment of Program Outcomes:

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

respective program outcomes. And indirect method is the satisfaction/feed-back survey of stakeholders. In order to calculate the program outcome attainment, the course outcome attainment is calculated. Prior to that, the course-program outcome mapping is done. The set target level is the set benchmark to ensure the continuous improvements in the learners/ graduates' performance.

10. Course Attainment Levels:

- a. CO attainment is defined/set at three levels;
- b. The CO attainment is based on end term examination assessment and internal assessment;
- c. The Co attainment is defined at three levels in ascending order-
 - i. e.g. For end term and internal examination;
 - ii. Level-1: 40% students scored more than class average
 - iii. Level-2: 50% students score more than class average;
 - iv. Level-3: 60% students score more than class average.
- d. The target level is set (e.g. Level-2). It indicates that, the current target is level-2; 50% students score more than class average. The CO attainment is measured and the results are obtained. Based on the results of attainment, the corrective measures/remedial action are taken.
- e. CO Attainment= 80% (Attainment level in end term examination) + 20% (Attainment level in internal examination).
- f. **One example of CO attainment is described below in Point No. 12. The example of M.A. Dramatics is explained in Point No. 12.**

11. Program attainment Level:

- a. PO attainment is defined at five levels in ascending order;
- b. The PO attainment is based on the average attainment level of corresponding courses (Direct Method) and feed-back survey (Indirect method);
- c. The PO attainment levels are defined / set as stated below;
 - i. Level-1: Greater than 0.5 and less than 1.0 (0.5>1)- Poor
 - ii. Level-2: 1.0>1.5-Average
 - iii. Level-3: 1.5>2.0-Good
 - iv. Level-4: 2.0>2.5-Very Good
 - v. Level-5: 2.5>3.0 -Excellent
- d. The PO attainment target level is set/defined (say, Level-4). It implies that, the department is aiming at minimum level-4 (very good) in the performance of abilities by the graduates. Based upon the results of attainment, the remedial measures are taken;
- e. PO Attainment= 80% (Average attainment level by direct method) + 20% (Average attainment level by indirect method).
- f. **One example of PO attainment is described below in Point No. 12. The example of M.A. Dramatics is explained in Point No. 13.**

12. The Results of CO Attainment:

The Results of CO attainment are provided in Annexure-C

FOR EXAMPLE:

COURSE CODE/TITLE: MPA-104

- e.g. For end term and internal examination;
- i. Level-1: 40% students scored more than class average
 - ii. Level-2: 50% students score more than class average;
 - iii. Level-3: 60% students score more than class average

Average Marks (Total) in examination: 104 = i.e. 104.00

% Students score more than 104 is 18/30 i.e. 60% i.e. Level-3

A (CO) COM-401= 100% (3)

= 3.0

Hence, the attainment level is Level-3 and the set target level is Level-2 and therefore the CO is fully attained.

Table No. 1.0: CO Attainment Level

MASTER OF PERFORMING ARTS

Course Title	CO Attainment Value	Attainment Target level	Fully Attained/ Not Attained	Remedial Measures
Acting Advance	3	2	Fully Attained	
Direction Advance	3	2	Fully Attained	
Stage Craft advance	3	2	Fully Attained	
Students own production	3	2	Fully Attained	

Arts & Aesthetics	3	2	Fully Attained	
Communication & Media studies	3	2	Fully Attained	
Writing techniques for TV	2	2	Fully Attained	
Computer Application	2	2	Fully Attained	
Indian culture & interrelationship	3	2	Fully Attained	
The director actor relationship	3	2	Fully Attained	
Fundamental of play	3	2	Fully Attained	
Alternative theater	3	2	Fully Attained	
Fundamental of play	2	2	Fully Attained	
The director actor relationship	2	2	Fully Attained	
Student's own production	1	2	Not Attained	Assignments, exercise, tutorials and coaching.
Dissertation	1	2	Not Attained	

Post-Graduate Diploma in Dramatics

Course Code	CO Attainment Value	Attainment Target level	Fully Attained/ Not Attained	Remedial Measures
101	1	2	Not Attained	Assignments, exercise, tutorials and coaching.
102	2	2	Fully Attained	
103	2	2	Fully Attained	
104	2	2	Fully Attained	
105	1	2	Not Attained	Assignments, exercise, tutorials and coaching.
106	2	2	Fully Attained	
107	2	2	Fully Attained	
108	1	2	Not Attained	Assignments, exercise, tutorials and coaching.
121	3	2	Fully Attained	
122	3	2	Fully Attained	
123	3	2	Fully Attained	
124	3	2	Fully Attained	
125	3	2	Fully Attained	
126	3	2	Fully Attained	
127	3	2	Fully Attained	
128	3	2	Fully Attained	

13.The Results of PO Attainment:

The Results of PO attainment is provided in Annexure-C

FOR EXAMPLE:

PO NO.: g

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

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

$$A (PO) 3/c = 80\% (3+3+3+3+3+2+3+3+1)/9 + 20\% (2.675)$$

$$=80\% (2.67) + 20\% (2.675)$$

$$=.2.136 + 0.54$$

$$= 2.67. \text{ The level attained is Level-3 and target level is Level-4}$$

Hence PO is attained.

Table No. 2.0 PO Attainment Level

MASTER OF PERFORMING ARTS

PO/PSO number	PO Attainment Value	Target Attainment level	Fully attained/ Not Attained	Remedial Measures
a	2.69	4	Fully attained	
b	2.69	4	Fully attained	
c	2.50	4	Fully attained	
d	2.125	4	Fully attained	
e	1.67	4	Not attained	Assignments, exercise, tutorials and coaching for the corresponding courses w.r.t. PO
f	1.67	4	Not attained	
g	2.67	4	Fully attained	

BACHELOR OF PERFORMING ARTS

PO/PSO number	PO Attainment Value	Target Attainment level	Fully attained/ Not Attained	Remedial Measures
A	2.31	4	Fully attained	Not Applicable
B	2.31	4	Fully attained	
C	2.31	4	Fully attained	
D	2.31	4	Fully attained	
E	2.31	4	Fully attained	

14. Planned Actions for Course Attainment:

The courses having attainment level less than level-2 shall be addressed by designing the remedial measures.

15.Planned Actions for Program Outcome Attainment:

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

ANNEXURE-B
RESULTS CO-PO ATTAINMENT

MASTER OF PERFORMING ARTS 40-50-60							
Course Title	A	b	c	d	e	f	g
Acting Advance	3	3	3				3
Direction Advance	3	3	3				3
Stage Craft advance	3	3	3				3
Students own production			3	3	3	3	
Arts & Aesthetics	3	3	3				3
Communication & Media studies	3	3	3				3
Writing techniques for TV	2	2	2				2
Computer Application	2	2	2	2			
Indian culture & interrelationship	3	3	3	3			
The director actor relationship	3	3	3	3			
Fundamental of play	3	3	3				3

Alternative theater	3	3	3				3
Fundamental of play	2	2	2	2			
The director actor relationship	2	2	2	2			
Student's own production			1	1	1	1	
Dissertation			1	1	1	1	1
	2.69	2.69	2.5	2.125	1.67	1.67	2.67

Post-Graduate Diploma in Dramatics					
		40	50	60	
	a	b	c	d	e
101	1	1	1	1	1
102	2	2	2	2	2
103	2	2	2	2	2
104	2	2	2	2	2
105	1	1	1	1	1
106	2	2	2	2	2
107	2	2	2	2	2
108	1	1	1	1	1
121	3	3	3	3	3
122	3	3	3	3	3
123	3	3	3	3	3
124	3	3	3	3	3
125	3	3	3	3	3
126	3	3	3	3	3
127	3	3	3	3	3
128	3	3	3	3	3
	2.31	2.31	2.31	2.31	2.31

ANNEXURE-C
COURSE OUTCOMES

Indian Theatre

- Describe Bharatmuni's natyashastra
- Explain the origin of Sanskrit drama
- Describe sankrit thetare – text and performance, Vruttis and Dashrupaks
- Explain Bharatmuni's ras theory

Eastern & Western Theatre

Acting

Stage Craft

Direction

Study of Dance & Music

Dramatics writing and computer applications

Acting Advance

Direction Advance

Stage Craft Advance

Students own production

Arts and Aesthetics

Communication and Media study

Writing and acting techniques for T. V. and Radeon

Theatre Management

Indian culture and interrelationship of art

Director actor relationship and study of great masters

Fundamentals of play and study of production style and form

Scientific design and theatre architecture

Concept and history of Children's theatre

Presentation style and children's' theater

Acting techniques and preparing roles

Acting and great masters

Concept of folk theater

Folk theatre and presentation style

Director actor relationship and study of great masters

Fundamentals of play and study of production style and form

Students own production

Dissertation

Scientific design and theatre architecture

Theater techniques

Participation in departmental production

Dissertation

Concept and history of children thetre

Presentation style and children's theatre

Student own production

Dissertation

Acting techniques and preparing a role

Acting and great masters

Student own production

Dissertation

Concept of Folk theatre

Folk theater and presentation style

Student own production

Dissertation