

2018

**[OBE DESIGN- PALI &
BUDDHISM 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 Humanities

Department of Pali and Buddhism

1. Mission:

Mission Statement

- The Department of Pali and Buddhism aims at transforming the post-graduate and research students into the rational human beings with an inquisitive and argumentative bent of mind through literary, theoretical and linguistic teaching.
- To shape and reshape the attitudes of the students compatible to these diversities in order to strengthen the democratic spirit of our country.
- To develop the mastery in linguistic for successful employment/self-employment.
- To prepare graduates to undertake different professional assignments and develop the value based and ethical leadership in linguistic profession.
- To undertake research in literature and evolve new knowledge and develop linguistic application in varied fields of profession.

2. Vision:

Vision Statement

- The department also envisions the healthy and positive cultural growth of the students for the better social, economic, political and cultural environment in the country. We believe in the multiethnic, multicultural, multi religious texture of our country.
- The vision of the department is to provide quality oriented teaching that may bring out the potentiality of the students.
- Besides the specific visions of the department are as follows: The department is planning to approach University Grants Commission (UGC) for Special Assistance Programme (SAP). The department is planning to organize quality improvement and awareness programmes for teachers of colleges with the help of funds from UGC, university etc.
- Research activities in the department would be strengthened. To this end, the department is planning to emphasis on research activities with the support from the head of the university. The faculty members will undertake Minor/Major research projects with financial assistance from UGC, ICSSR and other funding agencies. For this, we would make the maximum use of the

computers in the teaching and research activities. The departmental library will start functioning from next academic year and the department plans to subscribe the referred journals relevant to the subject. Audio-visual teaching aids and internet would be used liberally for class room instruction.

- The department is planning to sign MoUs with Indian Universities/Institutions to establish cooperation in the areas of teaching, research and training. The department is planning to publish a book of M.Phil/PhD dissertations abstract.

3. Title of the Program (s):

a. Master of Arts (Pali and Buddhism)

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.

PEO1: In-depth knowledge of language, grammar, literature and application of these philosophies/techniques in the field of linguistic and societal development.

PEO2: To provide the professional services to private and public organization through competitive examination (NET/SET/MPSC/UPSC/ETC)

PEO3: To provide expertise and consultancy services in the private and public sector and to be an entrepreneur/professional consultant.

PEO4: To opt for higher education, research and to be a life-long learner.

PEO5: 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.

- Demonstrate mastery** of the discipline by detailing the development and current practices of literary studies, rhetoric, grammar and theme.
- Demonstrate mastery** of the discipline by characterizing, instantiating, and critiquing the dominant critical theories, methodologies, and practices in the field.
- Conduct research** that leads to a substantial original thesis, written over the course of the second year, in a subfield of the student's choice.

- d. **Conduct research** that engages and responds to diverse audiences of scholars, students, and community members.
- e. Demonstrate values and ethics in all **activities**.

The sample POs for different programs are stated in **Annexure-A**.

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.

Courses	a	b	C	d	e	f	g
401	*	*					
402	*	*	*		*		
403		*	*	*			
421		*	*	*			
404		*	*	*			
405		*	*	*			
406		*	*	*			
424			*	*			
501		*	*	*	*		
502		*	*	*	*		
503		*	*	*	*		
521		*	*	*	*		
505		*	*	*	*		
506		*	*	*	*		

507		*	*	*	*		
525		*	*	*	*		

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:

The Results of CO attainment are provided in Annexure-B

FOR EXAMPLE:

COURSE CODE/TITLE: PAL-401

- 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 in External examination: 37.2= i.e. 37.00

% Students score more than 37 is 14/25 i.e 56% i.e. Level-2

Average Marks in Internal examination= 10.44 i.e. 10.00

% Students score more than 10 is 15/25 i.e. 60.00%, i.e. Level-3

A (CO) PAL-401= 80% (2) +20(3)

$$=1.6+0.6$$

$$=2.2$$

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

Table No. 1.0: CO Attainment Level

Courses	CO Attainment Value	Target Attainment Level	Fully attained/ Not attained	Remedial Measures
401	2.2	2	Fully Attained	
402	3	2	Fully Attained	
403	3	2	Fully Attained	
421	3	2	Fully Attained	
404	3	2	Fully Attained	
405	3	2	Fully Attained	
406	3	2	Fully Attained	
424	3	2	Fully Attained	
501	2.2	2	Fully Attained	
502	3	2	Fully Attained	
503	3	2	Fully Attained	
521	3	2	Fully Attained	
505	3	2	Fully Attained	

506	3	2	Fully Attained	
507	3	2	Fully Attained	
525	3	2	Fully Attained	

13.The Results of PO Attainment:

The Results of PO attainment are provided in Annexure-B

FOR EXAMPLE:

PO NO.: e

(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).

$$A (PO) e = 80\% (2.2+3+3+3+3+3+3+3)/8 + 20\% (2.91)$$

$$=80\% (2.91) + 20\% (2.91)$$

$$= 2.91 \text{ i.e. Level-5. The Target Level is Level-4.}$$

Hence, PO is attained.

Table No. 2.0 PO Attainment Level

PO/PSO number	PO Attainment Value	Target Attainment level	Fully attained/ Not Attained	Remedial Measures
a	2.6	4	Fully Attained	Not applicable
b	2.89	4	Fully Attained	
c	2.95	4	Fully Attained	
d	2.94	4	Fully Attained	
e	2.91	4	Fully Attained	

14. Planned Actions for Course Attainment:

Not applicable

15.Planned Actions for Program Outcome Attainment:

Not Applicable.

ANNEXURE-B
RESULTS OF CO-PO ATTAINMENT

MASTER OF PALI & BUDHISUM					
Courses	A	B	C	d	e
401	2.2	2.2			
402	3	3	3		3
403		3	3	3	
421		3	3	3	
404		3	3	3	
405		3	3	3	
406		3	3	3	
424			3	3	
501		2.2	2.2	2.2	2.2
502		3	3	3	3
503		3	3	3	3
521		3	3	3	3
505		3	3	3	3
506		3	3	3	3
507		3	3	3	3
525		3	3	3	3
	2.6	2.89	2.95	2.94	2.91

ANNEXURE-C
COURSE OUTCOMES
LANGUAGE COURSE OUTCOMES

Generic Outcomes for: Literature/Poem/Prose/Grammar

- Demonstrate knowledge of one of the fields of language and linguistics, literature and culture;
- Describe the methods and main issues of linguistic or literary studies;
- Explain the process complex theoretical material of relevance to the field of study;
- Critically and independently review the work of others;
- independently produce and present work in a manner showing solid knowledge of the conventions of academic writing;
- work with a high degree of independence to delimit, structure, and carry out a research task of relevance to the selected specialization in language;
- Present oral and written communication of important aspects of the selected specialization in fluent and accurate language;
- Reflect on the social and ethical dimensions of research.

Literature

- Express themselves effectively in a variety of forms. (Specialized Knowledge)
- Support interpretive claims about a variety of texts. (Critical Thinking)
- Identify the salient features of literary texts from a broad range of English and American literary periods. (Specialized Knowledge)
- Employ knowledge of literary traditions to produce imaginative writing. (Communication Fluency/Applied Learning)
- Use research to assist in problem-solving. (Critical Thinking)
- Demonstrate knowledge of the history or culture of the English language. (Specialized Knowledge)

Composition

- engage in writing as a process, including various invention heuristics (brainstorming, for example), gathering evidence, considering audience, drafting, revising, editing, and proofreading
- Engage in the collaborative, social aspects of writing, and use writing as a tool for learning
- use language to explore and analyze contemporary multicultural, global, and international questions

- demonstrate how to use writing aids, such as handbooks, dictionaries, online aids, and tutors
- gather, summarize, synthesize, and explain information from various sources
- use grammatical, stylistic, and mechanical formats and conventions appropriate for a variety of audiences

Poems/ GAZALS/NAZM

- Describe the poetry from a variety of cultures, languages and historic periods
- Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
- Identify a variety of forms and genres of poetry from diverse cultures and historic periods, such as haiku, tanka, sonnets, ballads, dramatic monologues, free verse, etc.
- Explain the rhythms, metrics and other musical aspects of poetry
- Read and discuss selected poems in translation
- Apply the principles of literary criticism to the analysis of poetry
- Broaden their vocabularies and to develop an appreciation of language and its connotations and denotations
- Develop their critical thinking skills.
- Develop a deeper appreciation of cultural diversity by introducing them to poetry from a variety of cultures throughout the world
- Develop their own creativity and Enhance their writing skills

Prose

- Describe the selected library texts from the Renaissance to the present approach literary texts in terms of genre, gender and the canon
- Analysis of narrative and poetic language and apply technical analytical terms
- Describe the comparative work, draw general conclusions and use textual evidence to argue a case Define prose and its role in writing
- Appreciate the diverse genres and styles of prose
- Demonstrate the ability to write in various styles of prose

Literature (Type)

- Read, understand and appreciate literary texts.
- Develop skills in literary analysis, including comprehension of the narrative fundamentals of character, point of view, theme and action (plot).
- Gain an appreciation of different literary styles, voices and approaches.
- Develop an appreciation of the short story form.
- Develop sensitivity to language.
- Develop the ability to effectively critique your own writing.
- Write five short fiction pieces and produce finished, polished texts.
- Understand the importance of the revision process.