

SXCS/P-17

## Outcome Based Education (OBE) Policy

Mentoring SXCS was established in the year 2016 as an educational initiative by the Ranchi Jesuit fathers for the purpose of imparting higher education. It is recognized under section 2(f) of the UGC act.

SXCS is a place where search for knowledge complements a sense of responsibility to the life of the community, where understanding is coupled with commitment, and where academic excellence goes with the refinement of virtues. The institution is committed to equipping students with Arts, Commerce education and skills. These skills instilled in the students during their study tenure makes them highly competent and they are able to fit themselves in various employments and engagements worldwide in the domain of commerce and management.

Continuing with this quest and having realized the role and importance of outcome-based education system in providing the right learning environment/ situations, SXCS, ventured into OBE concepts in the year since its autonomy. Since then, constant efforts have been taken to make OBE the means to achieving the end of creating men and women with and for others with self - less attitude.

### Objectives of the Policy

- To create and maintain a favourable and empowering learning environment and facilitate learner - centric teaching and learning process in the institution.
- To impart quality learning experiences that lead to attainment of the PEOs, POs, PSOs and COs and demonstrate the graduate attributes focused on by the institution.
- To organize the curriculum content, teaching, learning and

assessment methods in alignment with COs, POS, PSOs, PEOs and mission statement of the institution constructively.

- To define course outcomes that reflect higher order thinking skills of cognitive domain as per classification of revised Bloom's Taxonomy and are in terms of requisite global competencies for the sustainable future.
- To adopt multiple and customized assessment tools and methods that suit the students of diverse nature and serve as a background for measuring learning outcomes performances.
- To contribute to the Total Quality Management of the institution and initiate a wide concept for the quality enrichment and enhancement initiatives.
- To practice Continuous Quality Improvement (CQI) on real time basis through reviews, feedbacks, need gap analysis and corrective actions.

## Definitions & Overview

### Outcome Based Education

Outcome-based education (OBE) is an educational theory that bases each part of an educational system around goals (outcomes). By the end of the educational experience, each student should have achieved the goal. There is no single specified style of teaching or assessment in OBE; instead, classes, opportunities, and assessments should all help students achieve the specified outcomes. The role of the faculty adapts into instructor, trainer, facilitator, and/or mentor based on the outcomes targeted.

The core philosophy of outcome-based education rests in adhering to a student centric learning approach used to measure students' performance based on a predetermined set of outcomes.

### Programme Education Objectives

Programme educational objectives are broad statements that describe what graduates are expected to attain during the years of

graduation. Programme educational objectives are based on the needs of the Programme's constituencies.

The Programme Educational Objectives (PEOs) designed are driven by mission of SXCS and provide distinctive paths to achieve the stated institutional goals. For instance, each discipline/ domain along with core and elective courses should work towards solving problems and challenges faced by society at global or national levels.

### **Programme Learning Outcomes**

Programme learning outcomes are the central organising feature of student learning. They are developed from the complex interaction of a range of competing and complementary factors. Since Programme learning outcomes can only be achieved and demonstrated through component courses, course learning outcomes and their assessment are integrally related to Programme learning outcomes.

### **Course Learning Outcomes**

Course outcomes are narrower statement which describes what the students will be able to do at the end of learning experience. COs are defined in terms of knowledge, skills, attitudes and competencies

- What is essential for all students to know at the end of their learning Experience-Knowledge
- What is essential for all the students to do at the end of their learning Experience-Skills
- What attitude is essential for all students to have at the end of their learning Experience-Attitude
- What competencies are essential for all the students to equip themselves at the end of their learning Experience-Sum total of Knowledge+ Skill+ Attitude

After defining the course outcomes, curriculum content is organized. Then, the process of teaching and learning is designed keeping in view both curriculum content and course outcomes. Finally, assessment is determined taking both course outcomes and teaching & learning process.

## Outcome Based Assessment

Bloom's Taxonomy of learning and its implications on course outcomes and its function is all - pervasive in all three aspects of the educational system such as curriculum development, teaching and learning and assessment.

Outcome based education (OBE) is student-centered instruction model that focuses on measuring student performance through outcomes. Outcomes include knowledge, skills and attitudes. Its focus remains on evaluation of outcomes of the Programme by stating the knowledge, skill and behavior a graduate is expected to attain upon completion of a Programme and after years of graduation. In the

OBE model, the required knowledge and skill sets for a particular graduate is predetermined and the students are evaluated for all the required parameters (Outcomes) during the course of the Programme.

Formative assessment is a range of formal and informal assessment procedures used by teachers during the learning process so they can modify teaching and learning activities to improve pupil attainment.

Summative assessment comes at the end of a learning sequence and is used to acknowledge, record and report on pupils' overall achievement at a given point.

The OBE model measures the progress of the graduate in three parameters, which are

- Programme Educational Objectives (PEO)
- Programme Outcomes (PO)
- Course Outcomes (CO)

The method of assessment of the candidates during the Programme is left for the institution to decide.

## Measurement of Course Outcomes and Programme Outcome

The various assessment tools for measuring Course Outcomes include Continuous Internal Assessment (Tutorials, Assignments, Project work, Labs, Presentations), Mid -Term Test and End Semester Examinations, Employer/Alumni Feedback etc. These course outcomes are mapped to Programme Educational Objectives and Programme outcomes based on relevance. This evaluation pattern helps to measure the Programme Outcome. The Programme Educational Objective is measured through Employer satisfaction survey (Yearly), Alumni survey (Yearly), Placement records and higher education records.

### **OBE Implementation and Mapping Process**

SXCS is committed to initiate the transitional mode of implementation out of the prevailing traditional mode, so that the advantages of both the modes can be taken for the implementation of OBE in the institution.

To implement Outcome Based System of education here at SXCS, A dynamic and flexible model of OBE Framework is developed, that allows the institution to design its institutional specific Programme Education Objectives to evolve continuously along with the evolution of social systems, ever changing national and regional interest.

This model of OBE Framework constantly interacts with ever - changing environment factors and stays relevant to the contemporary needs of students and fulfils aspirations of all the stakeholders in entirety.

The implementation process of OBE framework is broadly classified into two-

- Development process of OBE framework
- Attainment of process of OBE framework

### **The steps taken towards the implementation are as follows:**

- Designing of mission statements, Programme educational objectives.
- Mapping of mission statements with Programme educational

objectives (PEOs) through-Employer survey, Student survey, Alumni survey, Parent/ Guardian survey.

- Define Programme outcomes (POs) and Programme specific outcomes (PSOs) with Bloom's Taxonomy.
- Mapping of Programme educational objectives (PEOs) with Programme outcomes (POs) and Programme specific outcomes (PSOs).
- Mapping assessment pattern with CO of each course.
- Mapping content/Module/Topics with COs.
- Defining pedagogical tools for course outcomes delivery.
- Preparing session-wise Course Lesson Planner.
- Tracking students' performance through proper remedial measures.
- Measuring the attainment of each PO through direct/indirect assessments.
- Comparing PO for last 3 academic years and proposing remedial actions.
- Assessing the attainment of Programme Educational Objectives.

### **Mapping Process**

The college will follow the following mentioned five levels of mapping.

#### **Level 1: PO-Course Mapping**

This first and foremost step is that Course Outcome should be mapped with Programme outcomes. Programme Outcomes which were earlier referred to as Graduate Attributes is all about what is expected from a graduate in his years of graduation.