

G.Venkataswamy Naidu College, Kovilpatti – 628 502

(Autonomous)

(Re-Accredited by NAAC with 'A' Grade)

(DBT STAR College Scheme)

**Operational Guidelines for
Outcome Based Education (OBE)**

OPERATIONAL GUIDELINES FOR OBE:

Operational Guidelines for Outcome-Based Education (OBE) is framed to facilitate OBE implementation at faculty and departmental levels. It informs teachers on how course design, teaching, assessment and evaluation are to be carried out in the context of the outlined curriculum.

DEFINITION OF TERMS:

Outcome-Based Education (OBE): It is an approach that focuses on students' attainment of learning outcomes based on effective curriculum development, course delivery and assessment, where students are assessed holistically within the context of their learning.

Vision: A vision statement or simply a vision is a public declaration that Educational institutions use to describe their high level goals for the future- what they hope to achieve if they successfully fulfill their organizational purpose or mission. A Vision statement may describe an organization's ideals, core values, its long term objectives or what it hopes its students will be capable of doing after graduation

Mission: A mission statement or simply a mission is a public declaration that Educational organizations use to describe their founding purpose and major organizational commitments- ie, what they do, why they do and how they do it. Simply speaking, it is the necessary actions an organization believes are needed to achieve the vision

Programme: The sequence of structured educational experience normally through courses undertaken by students leading to successful completion of study, upon satisfactory assessment of performance and attainment of learning outcomes.

Programme Educational Objective (PEO): Specific goal consistent with the mission and vision of the Institution and the requirements of professional bodies. PEO is responsive to the expressed interest of programme stakeholders. PEO describes the expected achievements of graduates in their career and professional life, a few years after graduation.

Programme Outcome (PO): Statements that describe what students are expected to know and be able to perform or attain upon graduation. These relate to the skills, knowledge and behavior that students acquire through the programme.

Programme Specific Outcomes (PSOs): Statements that describe what the graduates of a specific programme should be able to do at the time of graduation. PSOs are programme specific.

Graduate Attributes (GA): These are the high level qualities, skills that students should gain as a result of the learning and experiences they acquire while at the College/University. Graduate Attributes are important factors in planning the curriculum of any graduate programme

Course: Subject offered in an academic programme.

Course Outcome (CO): Statement that describes what students are expected to know

and be able to perform or attain upon completion of a course.

Bloom's Taxonomy: Refers to three learning domains of Benjamin Bloom's taxonomy of educational objectives i.e. Cognitive, Affective and Psychomotor. Each domain underpins the classical "Knowledge, Attitude, Skills" structure of learning with progressive levels or hierarchies.

Rubrics: Rubrics are a set of scoring guidelines that can be used to provide consistency in evaluating students' projects, oral presentations, class assignments etc. Rubrics define in writing what is expected of the student to get a particular score or grade on an assignment, oral presentation or project. They clearly spell out the scoring criteria so that any number of teachers using the same rubric to assess a student's work would arrive at the same score or grade

ABOUT OBE

Outcome-Based Education (OBE) is an approach that focuses on the attainment of intended learning outcomes where students develop behaviors that are authentic to their discipline and are assessed holistically within the context of their learning. Bloom recommended three learning outcome domains, i.e. Cognitive, Affective and Psychomotor as educational objectives. OBE requires a curriculum that emphasizes assessment methods and tasks that can be qualitatively and holistically assessed.

OBE IMPLEMENTATION PROCESS

1. Establish Vision, Mission statements, Program Educational Objectives, Programme Outcomes, Programme Specific Outcomes and Graduate Attributes.
 - ✓ Each Department should have its own vision and mission statement which must co-align with the Institution's vision and mission
 - ✓ All the Departments can have 3 PEOs which must be aligned with the vision and mission of the Department PEOs should describe the expected achievements of graduates in their career and professional life a few years after graduation.
 - ✓ All the departments can have 7 POs which should reflect the Graduate Attributes prescribed by the UGC for the concerned discipline. They should relate to the skills, knowledge, and behavior that students acquire through the programme. It is vital for students to visualize the relevance of POs in achieving the overarching PEOs of their programme. It should be based on initial capabilities, competence, skills etc. These parameters vary from discipline to discipline and level to level.
 - ✓ Each Department can have 3 PSOs reflecting the uniqueness(discipline specific) of the Programme/Department
 - ✓ Graduate Attributes should describe the qualities, knowledge and capabilities that students are encouraged to develop throughout their study. There should be one to one correspondence between Graduate attributes and Programme Outcomes

2. COs enable the generic outcomes to be contextualized and relevant to the discipline needs. COs are written based on course nature, disciplinary terminology and professional requirement. As a general principle, CO statements must be measurable and observable i.e., Specific, Measurable, Achievable, Realistic and Time bound. Each CO contributes to the achievement of PO via curriculum design, course delivery and assessment tasks that are most appropriate to attain that CO.

- ✓ Write Course Outcome (CO) using one suitable *verb* for each learning outcome to achieve an intended level according to Bloom’s Taxonomy.
- ✓ Indicate a teaching/learning *activity* that requires students to engage in according to the verb used.
- ✓ For each course, have 5 course outcomes. Framing of course outcomes should be based on entire content of the course (not unit wise) and from lower to higher knowledge levels. When knowledge levels up to K6 are possible, then follow the levels as given below.

COs	Knowledge level
CO1	K1, K2
CO2	K3
CO3	K4
CO4	K5
CO5	K6

(or) in case if K6 is not possible, then follow the scheme as given below

COs	Knowledge level
CO1	K1
CO2	K2
CO3	K3
CO4	K4
CO5	K5

- ✓ Use assessment *rubrics* to judge how well students’ performances meet the criteria.
- ✓ Transform these judgments into *CO attainment* based on marks/scores using grading rubrics.
- ✓ In course content 40% weightage to be given to the lower order knowledge levels (K1, K2, K3) and 60% weightage to be given to higher order knowledge levels (K4, K5, K6)
- ✓ The correlation levels for the COs and POs attainment is measured in a four scale running from 0 to 3. 0 implies no correlation, 1 is low correlation, 2 is medium correlation and 3 is high correlation.
- ✓ In both Internal and External examinations 40% of questions should be from lower order knowledge level and 60% questions from higher order knowledge level. The blueprint of the question paper will be provided by COE.

CO-PO Mapping

ATTAINMENTS

CO Attainment

In course attainment 80% weightage to be given for direct method (CIA+ESE of course) and 20% weightage to be given for indirect method (Extra curricular Activities). In total 60% to be attained to all courses.

PO Attainment

In PO attainment, 80% weightage to be given for direct method (CIA+ESE of courses) and 20% weightage to be given for indirect method (Exit survey 5%, alumni feedback 5%, parents feedback 5% and employer feed back 5%).

CONCLUDING REMARKS

OBE Guidelines are implemented to empower Departments for the attainment of CO, PO and PEO by students via self-administered Continuous Quality Improvement, to meet the expectations of professional bodies' requirements, as well as cater to the needs of stakeholders, particularly the graduates and their respective employers.
