Best Practice

Title of the Practice

Implementation of Outcome Based Education(OBE)

Objectives

This practice is followed with the aim of achieving following objectives:

1. Enhancement in standard of education delivered by the Institute.
2. Continuous Improvement in teaching learning process followed by the faculty members of the Institute.
3. Focus on clear dissemination to the learners what they are expected to learn and provide avenues to achieve those academic milestones.
4. Strengthen students' involvement in teaching learning process.

Context

Outcome Based Education is a flexible, empowerment-oriented approach to learning. It aims at equipping learners with knowledge, competence and orientations needed for academic success.

The implementation of OBE at institute recognizes the fact that all students learn at their own pace and thus uses continuous evaluation to make sure that every student achieves the desired outcome at the end of the programme.

It enables the faculty members to use different pedagogical approaches in content delivery ensuring the interest and involvement of learners in the teaching learning process.

Practice
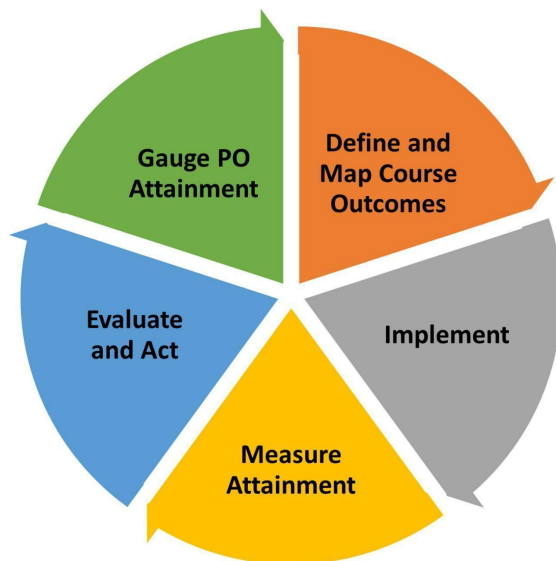
1. **Defining and Mapping the Course Outcomes**
   ● Every course faculty follows the course outcomes given in the curriculum of the affiliated university.
   ● The course outcomes are mapped with program outcomes.
   ● The course faculty then outlines the milestones in course delivery and prepares teaching plan, assessments plan, mapping of Bloom's Taxonomy Level for each course outcome and CO-PO mapping.
   ● In addition to the above, course faculty also defines pedagogical tools for effective course delivery.
   ● The above milestones and approaches are finalized during subsequent academic meetings.

2. **Implementation**
   ● Final course delivery plan is promptly disseminated to the students in the first session of the semester.
   ● Course outcomes are mapped to every evaluation via internal examinations, external examination and concurrent assessments.
   ● Each student is given maximum opportunity through various evaluation methods to do his/her best inorder to achieve outlined outcomes.
   ● Successful achievement of outcomes is an important part of measuring success of OBE implementation.

3. **Measuring Attainment**
   ● The Course Outcome (CO) is measured through the performance of students in the various assessment tools for the particular course.
   ● Each evaluation tool is mapped to a particular Course outcome (CO) or an action verb in bloom's taxonomy and further each action verb is mapped to a particular CO.
   ● Every CO attainment is measured through direct and indirect assessments.
   ● Direct assessment includes mid term examination, term end examination, problem based assignments, theory based assignments, tutorials and course end surveys.
   ● Indirect assessment consists of Students' survey, Alumni survey and Employer's survey.

4. **Continuous Evaluation and Action**
   ● After every evaluation the CO attainment is measured.
   ● To improve the attainment proper remedial measures like giving assignments, sharing more learning material etc are taken by the faculty members.
   ● Inputs for CO redefining are shared with the affiliated university syllabus designing panel in corresponding meetings.
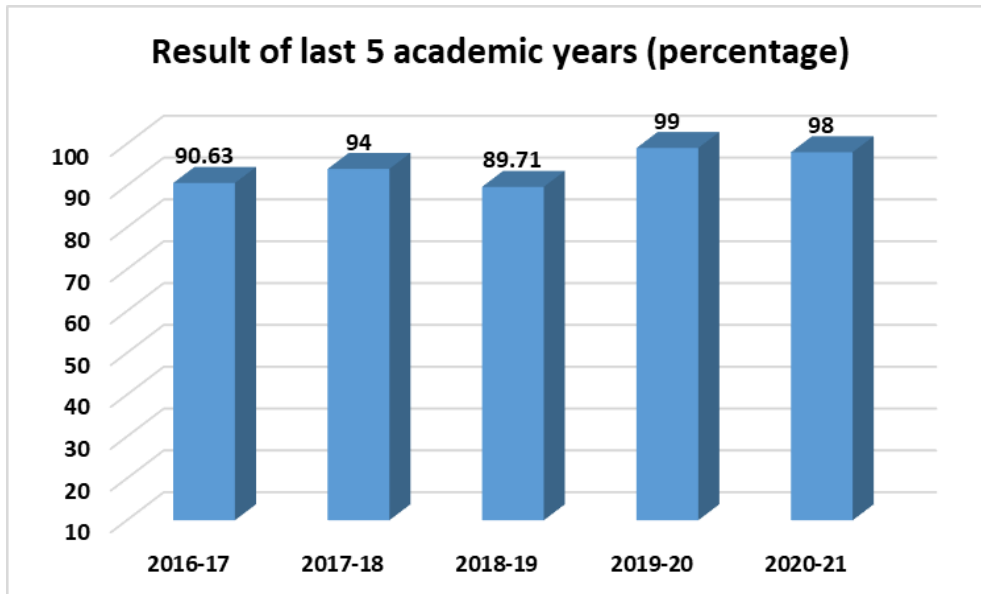
5. **Gauge PO attainment**
   ● Once the Course Outcome is measured, the program outcome can be measured by using a CO-PO matrix.
   ● This helps the Institute to measure the Program Outcome through the performance of students in each course.

- The weightage of mapping of each CO with the relevant PO is specified.
- After the weightage and mapping of the CO-PO is defined the program outcome can be evaluated successfully.

Evidence of success :

Successful implementation of OBE is evident from following results

- Improved performance of students in each internal assessment resulting in success in external assessment.
- Better placement of students - With each batch more and more students are placed in different organizations as they are well prepared for facing the industry and taking on challenges in the professional world.
- Students are able to perform well in different inter-collegiate events such as Paper presentation competitions, etc owing to the boost given by the Institute.
- Previously placed students perform well professionally as a result of the academic culture of the Institute inculcated within them during the tenure of their programme at the Institute.

Result of last 5 academic years (percentage)

Year	Percentage
2016-17	90.63
2017-18	94
2018-19	89.71
2019-20	99
2020-21	98

Academic Result for last 5 years

Problems Encountered

The Institute faces following challenges while implementation of OBE:

1. To move away from stereotypical ways of content delivery.
2. Selection of Assessment Patterns based on types of learners.
3. Limitations to reach higher levels of Bloom's Taxonomy.
4. Limitations in updations of Course Outcomes because they are defined in the University curriculum.
5. Inadequate time for recurring assessment of weak learners.

Resources Required

1. Brainstorming in academic meetings
2. Syllabus discussion and OBE Orientation in Faculty Development Programs
3. Industry input to discover different ways of content delivery to enhance and retain students' level of interest.
4. More number of Faculty Development Programs.
5. Better accessibility to technology and technical devices and set-ups.
6. Organization of expert talks on different pedagogical approaches.