CO-OPERATIVE ARTS AND SCIENCE COLLEGE, MADAYI

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OUTCOME BASED EDUCATION POLICY

OUTCOME BASED EDUCATION (OBE) POLICY

Outcome-Based Education (OBE) has indeed gained prominence in higher education due to several compelling reasons, particularly its alignment with the standards set by international and local academic accreditation bodies. Here are some key reasons why institutions have shifted towards OBE:

1. **Focus on Learning Outcomes**: OBE places a strong emphasis on defining clear and measurable learning outcomes that students are expected to achieve by the end of their educational experience. This clarity helps in designing curriculum, assessments, and teaching methods that directly contribute to achieving these outcomes..
2. **Quality Assurance and Accountability**: OBE provides a structured framework for assessing the effectiveness and quality of educational programs. Institutions can demonstrate to stakeholders, including students, employers, and regulatory bodies, that their graduates possess the necessary skills and competencies as defined by the outcomes.
3. **Enhanced Transparency and Consistency**: With clearly defined outcomes and assessment criteria, OBE promotes transparency in what students are expected to learn and how their achievements will be evaluated. This consistency across programs and institutions facilitates comparability and transferability of qualifications.
4. **Adaptability to Changing Demands**: The focus on outcomes allows educational programs to be more responsive to evolving societal needs, industry demands, and technological advancements. Institutions can update their curricula and assessments to ensure graduates are equipped with relevant and up-to-date knowledge and skills.
5. **Student-Centred Approach**: OBE shifts the focus from teaching inputs to student learning outcomes. This student-centered approach encourages active engagement, self-directed learning, and critical thinking among students, preparing them for lifelong learning and professional development.
6. **Global Competitiveness**: In an increasingly interconnected world, OBE helps institutions benchmark themselves against global standards and compete on an international level. Graduates with clearly demonstrated competencies are more attractive to employers worldwide.

In summary, the adoption of Outcome-Based Education in higher education is driven by its effectiveness in meeting accreditation standards, ensuring quality and accountability, enhancing educational outcomes, and preparing graduates for success in a globalized economy.

India, OBE and Accreditation

From 13 June 2014, India has become the permanent signatory member of the Washington Accord. Implementation of OBE in higher technical education also started in India. The National Assessment and Accreditation Council (NAAC) and National Board of Accreditation (NBA) are the autonomous bodies for promoting global quality standards for technical education in India. NBA has started accrediting only the programs running with OBE from 2013. Reports of outcome analysis help to find gaps and carryout continuous improvements in the education system of an Institute, which is very essential.

Vision, Mission and Quality Policy of the institute

Vision Statement:

"Our vision is to be a pioneering institute in Outcome-Based Education, setting the standard for excellence in education, research, and community engagement. We envision a future where our department is recognized globally for its innovative curriculum, transformative learning experiences, and commitment to producing graduates who are well-prepared to thrive in a rapidly evolving world. Our vision guides us in making decisions that uphold our values and drive us towards achieving our ambitious goals."

Mission Statement:

"Our mission is to empower learners through Outcome-Based Education by providing a holistic educational experience that emphasizes knowledge acquisition, skill development, and ethical values. We are dedicated to fostering a dynamic learning environment that encourages critical thinking, creativity, and lifelong learning. Through continuous improvement and collaboration with stakeholders, we aim to ensure that our graduates possess the competencies needed to excel in their careers and contribute meaningfully to society."

These statements encapsulate the aspirations and guiding principles of an institute implementing Outcome-Based Education, emphasizing clarity, inspiration, and strategic direction in decision-making and planning processes.

QUALITY POLICY

We at Co-Operative Arts and Science College Madayi, aim at transforming our students as Knowledgeable Individuals, Skilled Professions and Well-Behaved Human beings to live as Worthy Citizens to work for the well-being of the society and strive towards building a better India with true spirit of culture, patriotism and nationality to create international brotherhood and global harmony through value based and Man-Making Education.

OBE FRAMEWORK

The OBE process in the institution shall be governed by the OBE Committee. The compositions of the committee are as follows,

OBE Committee

1	Principal	Chairman
2	Co-ordinators of Examinations	Ex- Officio Examination Member
3	IQAC Representative	IQAC Member
4	Members	Faculty Nominees

Roles and Responsibilities

- The OBE Committee is responsible for creating the policies and systems that govern Outcome-Based Education (OBE), including how outcomes will be evaluated and measured.
- The Committee shall guide the implementation of OBE in all departments.

- The committee shall periodically monitor the OBE process and conduct an annual review of its effectiveness
- The attainment results of outcomes shall be collated & reviewed by the committee.
- The committee shall ensure the quality assurance of the curriculum, pedagogical process of the institution to attain the outcomes

Definitions

Graduate Attributes

These are the high-level Qualities, Skills and understanding that a student gains as a result of the learning experiences they engage with the college. They equip the students and graduates for lifelong personal development and to be successful in the society.

Program Educational Objectives (PEOs):

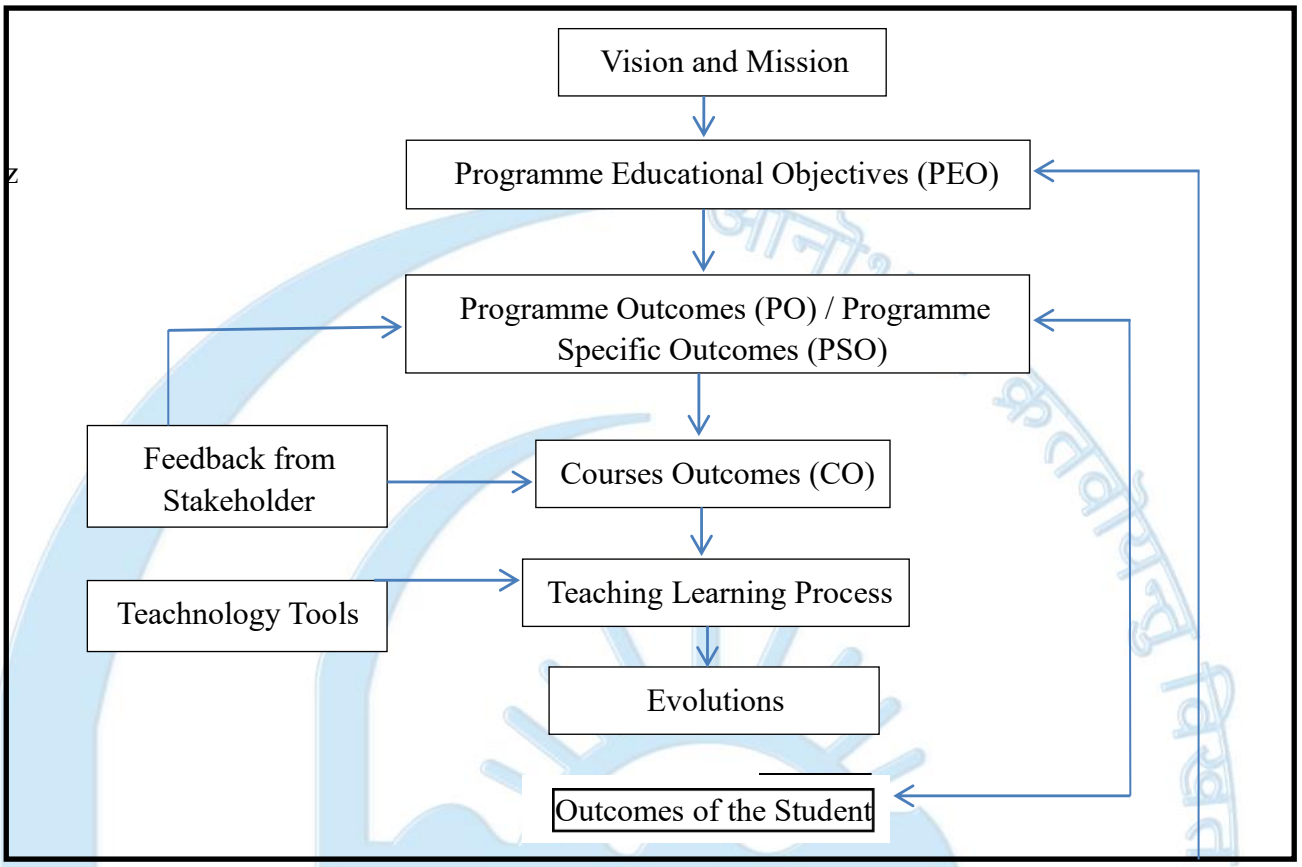
Programme Educational Objectives (PEOs) refer to the achievement's students are expected to reach upon successfully finishing a program. These objectives are derived from the institution's vision and mission and emphasize the academic and professional accomplishments expected from graduates.

Programme Outcomes (POs)

Programme Outcomes (POs) are the quantified measurable results that are expected to be achieved by each and every student towards the end of the programme. In simple terms these are the graduate attributes that the students are expected to attain at the completion of the programme

Course Outcomes

Course Outcomes (COs) are the quantified measurable results that are expected to be achieved by each and every student on completion of each and every course. COs are specific to each and every course in a program.



OBE Implementation Process

The OBE implementation comprises of the following process:

i) The OBE committee in consonance with IQAC shall ensure that the PEOs are in tandem with the vision, mission and Core values.

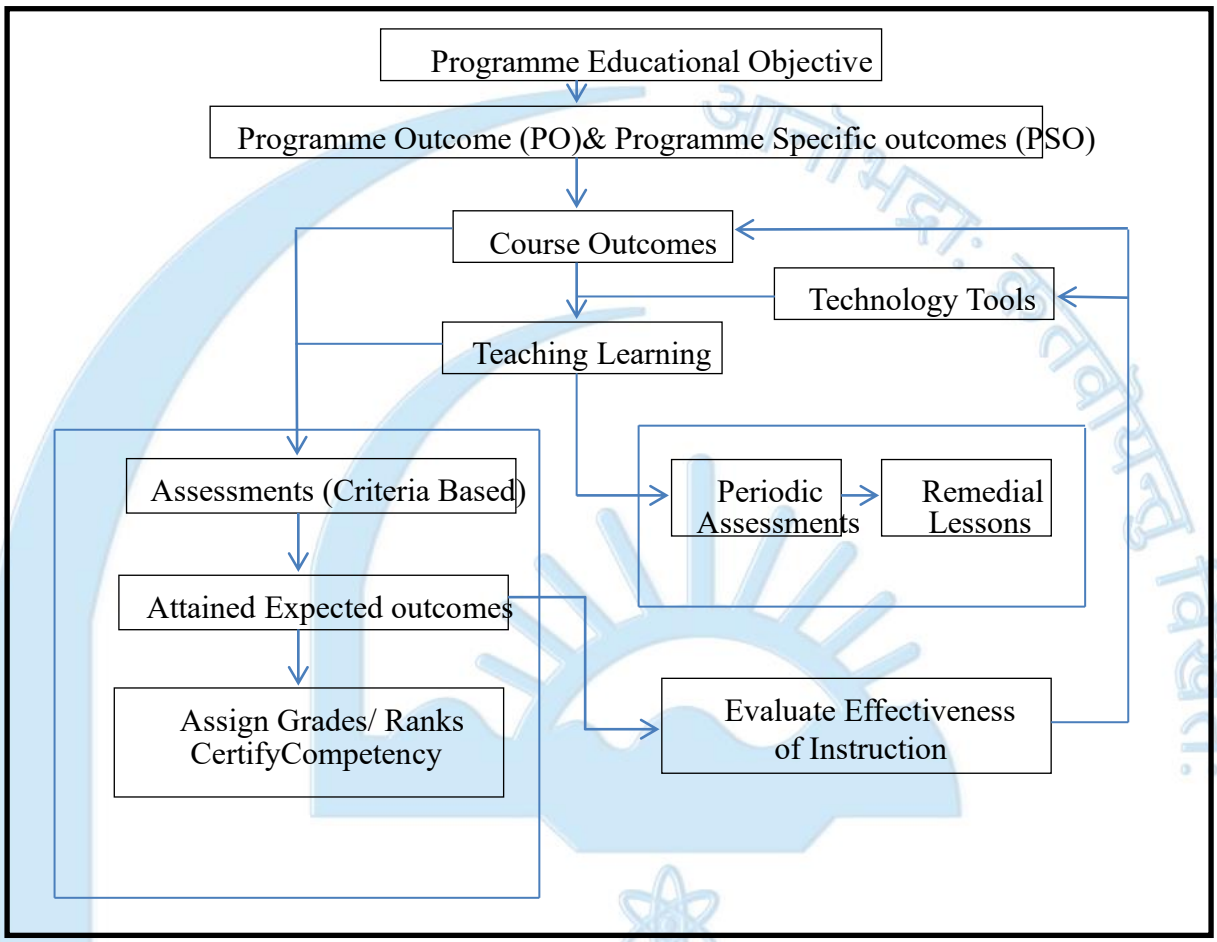
ii) The POs and COs shall be defined by the department and guided by the respective Tutors.

iii) COs are to be framed using Bloom's Taxonomy specifying the different sub-domains of learning. The departments shall implement the necessary teaching-learning process and skill development activities for the fulfilment of these outcomes.

iv) OBE system shall be reviewed during the annual feedback from stakeholders.

Outcome – Based Assessment and Evaluation

Two methods of assessment, namely, Continuous Internal Evaluation (CIE) and External Evaluation process (End Semester Exam) are shown in the figure



Periodic Assessment

Periodic Assessment or Continuous Internal Examination (CIE) which carries 40% weightage shall be formative assessment under the OBE framework. The CIE shall be a combined assessment of skills through mid-term examination, assignment, seminar and activity-based evaluation. The formative assessment shall focus on assessing the student on qualitative parameters.

End-of-Term assessment

End -of -Term assessment shall be undertaken through an End Semester Examination (ESE) and shall carry a weightage of 60% of the total assessment

Review of OBE System

The OBE committee shall review the OBE system of the institution based on stakeholder feedback and analysis of industry trends. Due attention shall be given to incorporating the needs of the students and the developmental concerns of society and the nation. The policy shall be updated by the OBE committee to incorporate changes the Government policies, new trends in higher education and future innovations by the institution.

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