

# **MAR SLEEVA COLLEGE OF ARTS AND SCIENCE**

**Murickassery, Rajamudy P O**

**www.marsleeva.in, marsleevacollege@gmail.com**

**Ph. 04868263750, 9496302778**

*Affiliated to MG University Kottayam, U O No.4023/12/ACA VII*

## **OUTCOME BASED EDUCATION (OBE) POLICY**

### **I. PREAMBLE**

The Mar Sleeva College of Arts and Science, Murickassery established in 2012, is a premier self – financing college affiliated to Mahatma Gandhi University, Kottayam by the endeavour of the Corporate Educational Agency, Diocese of Idukki to impart education to the young generation of high ranges. where higher education is still a distant dream to many aspiring youth. The Institution envisages to open windows to the big horizon of opportunities by equipping the youth with proper attitude and competence. The college is located at Rajamudy, a picturesque town of Murickassery. The college is named after the 'Mar Sleeva' which means 'Resurrected Jesus'. The college belongs to Roman Catholic Syrian Christian Community. The institution works towards improving the quality and dignity of people. The college has 5 - acre plot with lush green landscaped lawns that enhances the atmosphere to make it an educational paradise. The built- in area encompasses a five stored building that comprises of well-furnished airy classrooms and administrative offices. The college provides an excellent ambience for education and training.

Our institution entering its 12<sup>th</sup> year since its inception in 2012 has become a name to reckon within academic and extra-curricular fields. The college offers 14 courses including 5 undergraduate and 3 postgraduate programmes in Arts, Science, Commerce, Computer Applications, Management and Social Work. The institution offers 43 add on and certificate courses cater to the continuing educational and employment needs of the new generation. It provides an education aligned with the mission of the founders, aimed at the integral formation of intellectually creative, emotionally mature, morally responsible, spiritually enlightened, socially committed and responsible individuals. The goal is to empower them as agents of change capable of transforming society and the country.

### **II. 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.
- Our goal is to provide quality learning experiences that facilitate the achievement of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs), while also demonstrating the graduate attributes emphasized by the institution
- To organize the curriculum content, teaching, learning and assessment methods in alignment with COs, POs, PSOs 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 Blooms 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 back ground for measuring learning outcomes/ performances.

- To contribute to the Total Quality Management of the institution and initiate 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 counteractive actions.

### III. DEFINITIONS AND OVERVIEW

#### 1. Outcome Based Education

1. A paradigm of education known as "Outcome-Based Education" (OBE) centres all aspects of an educational system on goals, or 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 to 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 student centric learning approach used to measure students' performance based on pre-determined set of outcomes.

#### 2. Programme Specific Outcomes

Programme Specific Outcomes means what the graduate of a specific degree program should be able to do. These outcomes are unique to each program and are formulated by the Department administering the program, typically ranging from two to four in number.

#### 3. Program Learning Outcomes

Program 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 program learning outcomes can only be achieved and demonstrated through component courses, course learning outcomes and their assessment are integrally related to program learning outcomes.

#### 4. Course Learning Outcomes

Course outcomes are more specific statements that outline the abilities that students will possess upon completion of their educational journey. COs are defined the competencies, knowledge, skill, and attitude.

- What is essential for all the 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 the 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 by taking both course Outcomes and teaching and learning process.

#### 5. Outcome Based Assessment.

Blooms Taxonomy of Learning and its implications on course outcomes and its function are all pervasive in all three aspects of the educational system, such as Curriculum Development, Teaching and Learning, And Assessment.

Outcome-Based Education (OBE) is a student-centred instruction model that focuses on measuring student's performance through outcomes. Outcomes include knowledge, skills, and attitudes. Its focus remains on the evaluation of the outcomes of the programme by stating the knowledge, skills, and behavior, a graduate is expected to attain upon completion of the programme and after the years of graduation. In the OBE model, the required knowledge and skill sets for a particular graduate are predetermined, and the students are evaluated for all the required parameters (outcomes) during the course of the programme.

**6. 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 student attainment.

**7. Summative Assessment** comes at the end of a learning sequence and issued to acknowledge record and report on students' over all achievement at a given point.

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

- Programme Specific Outcomes (PSO)
- Programme Outcomes(PO)
- Course Outcomes(CO)

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

**8. Measurement of Course Outcomes and Program Outcomes.**

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

#### **IV. OBE IMPLEMENTATION AND MAPPING PROCESS**

Our College affiliated to Mahatma Gandhi University is committed to initiate the transitional mode of implementation out of the prevailing the 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 this college, a dynamic and flexible model of OBE Frame work is developed, that allows the institution to design its institutional specific Program Outcomes to evolve continuously along with the evolution of social system, ever changing national and regional interest.

This model of OBE Frame work constantly interacts with ever-changing environment factors and stays

relevant to the contemporary needs of students and fulfils aspirations of all the stake holders in entirety.

The implementation process of OBE frame work is broadly classified into two-

- Development Process of OBE frame work
- Attainment of Process of OBE frame work

The steps taken towards the implementation are as follows

1. Designing of Vision and Mission statements and prepare a plan of action to achieve the outcomes.
2. Define Programme Outcomes (POS) and Programme Specific Outcomes (PSOs) with Bloom's Taxonomy.
3. Defining Course Outcomes (COs) with Bloom's Taxonomy for each course.
4. Mapping courses with PO at suitable levels of Bloom's Taxonomy.
5. Mapping CO with PO at suitable levels of Bloom's Taxonomy.
6. Mapping assessment pattern with CO of each course.
7. Mapping content / Module / Topics with COs.
8. Defining pedagogical tools for course outcomes delivery.
9. Preparing session-wise Course Lesson Planner.
10. Mapping questions with Cos at Bloom's Taxonomy levels & assessments.
11. Defining rubrics with Bloom's Taxonomy and COS.
12. Tracking students' performance through proper remedial measures.
13. Measuring students' performance against Co threshold, course-wise.
14. Measuring students' performance against PO threshold, semester-wise
15. Measuring the attainment of each PO through direct/indirect assessments
16. Comparing PO for last 3 academic years and proposing remedial actions.
17. Assessing the attainment of Course Outcomes.
18. Indirect program attainment through Employer survey, Student survey, Alumni survey.
19. Total PO attainment is assessed.

## **MAPPING PROCESS:**

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

### **Level1: PO-COURSEMAPPING**

This first and foremost step is that Course Outcome should be mapped with Program outcomes, Program Outcomes which were earlier referred to as Graduate Attributes is all about what is expected from a graduate in his years of graduation. Compliant with Bloom's Taxonomy, this level of mapping lets the instructor set up threshold value alongside the program learning

## Level2: CO-POMAPPING

Aligning program level outcomes with course-level out comes is the second level of mapping. This level of outcomes mapping focuses on student learning and it allows faculty to create a visual map of a program. It is also the exact place to explore how students are meeting program-level outcomes at the course level.

## Level3: ASSESSMENTS-COMAPPING

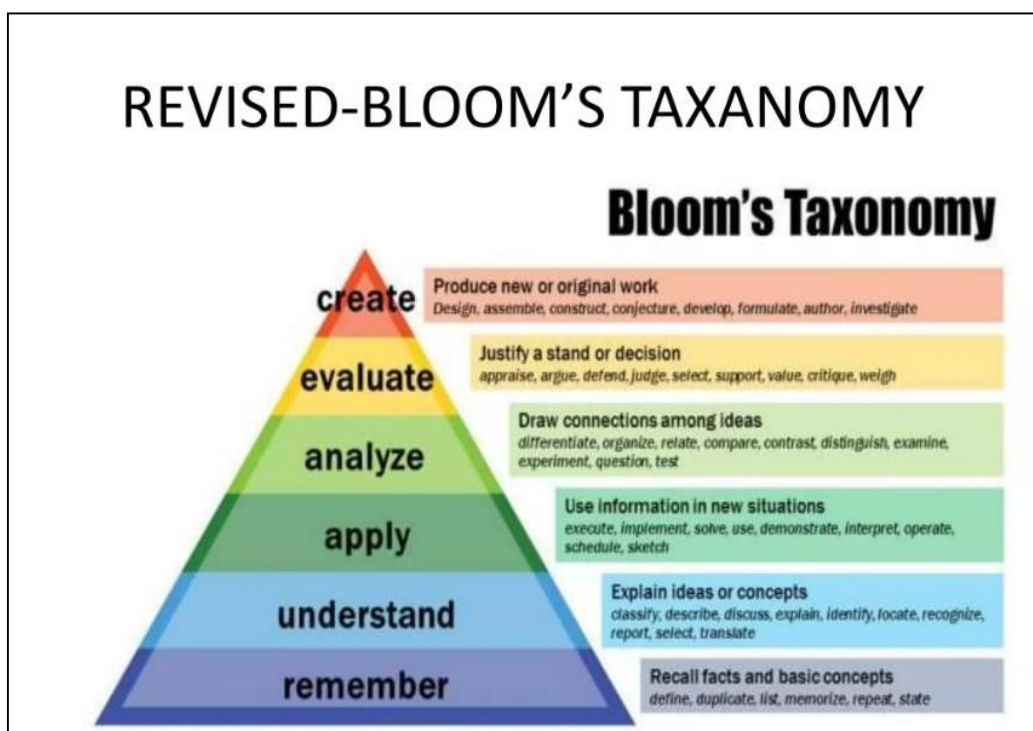
This level of mapping facilitates the alignment of various Assessments with the Courses Outcomes.

## Level4: SYLLABUS-COMAPPING

This show the entire syllabus gets mapped with the Courses in the given course time.

## Level5: QUESTIONS-COMAPPING

It is at this level that the students develop an insight into becoming powerful questioners. An authentic inquiry learning with a visual summary on a topic is mapped with the courses. Bloom's various levels are catered to here.



## V. OBECOMMITTEE

The OBE core committee structure is critical to the effective dissemination of information and policy documents related to OBE. Committee allows a range of different perspectives to be shared and the opportunity for debate and deliberate on the fixing of objectives, outcomes, mapping and later on the techniques to be used for assessment. Committee members are expected to take a representational role and be active in relaying information to relevant parties, wherever required. The core committee will be headed by the Principal of the institution and one member will assume the role of coordinator of the

committee as per the directions of the Principal.

This committee shall play an active role in developing and implementing the OBE model in college. It shall put in place the reasonable infrastructure required to ensure that the outcomes are measured and achieved. The committee will assist and advise Mar Sleeva Management in matters relating to OBE within the institution.

## **VI. RESPONSIBILITIES OF THE OBE COMMITTEE**

- To establish Vision and Mission statements.
- To validate the attainment of mission statement of Mar Sleeva College through stated surveys.
- Define Program Objectives and Program Outcomes (POs) and Programme Specific Outcomes (PSOs) in alignment with vision and mission of Mar Sleeva College with Bloom's Taxonomy.
- Define Cos of Bloom's Taxonomy
- Map CO with POs and PSOs at suitable levels of Bloom's Taxonomy
- Map Assessment Pattern with CO of each course
- Map content/Module/Topics with COs
- Define pedagogical tools for course outcomes delivery
- Preparing session-wise Course Lesson Planner
- Map Questions with Cos at Bloom's Taxonomy levels & Assessments
- Define rubrics with Bloom's Taxonomy and COs
- Track students' performance by proposing proper remedial measures
- Measure students' performance against CO threshold, course-wise
- Measure students' performance against PO threshold, semester-wise
- Measure the attainment of each PO through Direct/Indirect assessments
- Compare PO for last 3 academic years and propose remedial actions
- Assess the attainment of Program Outcomes
- Arrange for training and orientation sessions for staff and students
- Circulate OBE related notices and circulars for staff and students

## **VII. SCOPE AND ENFORCEMENT OF THE OUTCOME BASED EDUCATION POLICY**

The OBE policy allows the institution to redesign a flexible and responsive OBE framework that meets contemporary needs of students and demand of environment periodically. It also permits the institution to identify the type of performance that students

of this institution would take up in future proactively. This policy enables the institution to capture the aspirations of stakeholders from time to time and provides equal opportunity to all the students of this institution to experience superior learning that paves way for the fulfilment of higher possibilities. The scope of this policy aids in providing an effective organizational structure. It plays a supplementary and supportive role in giving suggestions to the Board of Studies, The Academic Council, Board of Examiners and the IQAC.



A handwritten signature in green ink, appearing to read "Joshy".

Dr. JOSHY VARGHESE MA, B.Ed, Ph.D  
PRINCIPAL  
Mar Sleeva College of Arts and Science,  
Murickassery, Rajamudy P.O.