

Outcome Based Education System at SJCC

St. Joseph's College of Commerce, Bangalore, is a member- institution of Higher education institutions of India. The educational process what we design at our institution level are in conformity with the directives of UNESCO's Education for sustainable development, 5 Year Vision Plan titled Education Quality Upgradation and Inclusion Programme (EQUIP) of Higher education institutions of India, the core values of NAAC and the aspirations of stakeholders, in order to bring about a harmonious growth of the physical, emotional, social, intellectual and spiritual qualities inherent in our students, and thereby transforming them into responsible future Global citizens. We aim at imparting higher possibilities of learning experiences to our students by creating student centric Learning environment.

It is believed at SJCC that , "Education is a system and a planned process of development of the potential of a being, to its maximum, by harmonious growth of the physical, emotional, social, intellectual and spiritual qualities inherent in him, thereby transforming from being self – centered and egoistic into an integrated personality and a responsible global citizen".

"Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs, and habits". - Wikipedia.

In order to realize the objectives of education process of our institution, we employ Outcome Based Education System as a means to achieve the above ends."

Outcome based education system

Outcome based education system means clearly focusing and organizing everything in an educational system around what is essential for all the students to be able to do successfully at the end of their learning experience.

- Outcome Based Education is an organizing principle.
- It organizes the process of education around outcomes.
- It operates at institutional level
- It is based on "design-down".

Outcomes

Outcomes means - Goal, Purpose, End/Outcomes, the end-products of instructional process, may be observable internal changes in the learner.

Need for measurement of Outcome:

Every Education system has three components. They are:

1. Input
2. Process and
3. Output

The quality of education is measured in terms of outcomes/ output/ Learning performance in the OBE paradigm unlike traditional education system or teacher-centred education system or content-based education system, wherein the quality of education is measured in terms of Inputs and Process employed by an institution in their education system.

Are outcomes the competencies of the future global citizens?

As per the directives of SDE (Sustainable Development for Education), with UNESCO's Education for sustainable development, 5 Year Vision Plan titled Education Quality Up gradation and Inclusion Programme (EQUIP) of Higher education institutions of India, the core values of NAAC and the aspirations of stakeholders, the following are the common characteristics of the graduating students of Arts and Science colleges as Graduate Attributes are listed below.

Graduate Attributes:

Graduate Attributes reflect disciplinary knowledge and understanding, generic skills, including global competencies that all students in different academic fields of study should acquire/attain and demonstrate.

The Graduates of SJCC should possess the following Attributes:

1. Disciplinary knowledge
2. Creative thinking and Critical thinking
3. Analytical reasoning and Problem solving
4. Scientific reasoning and Research
5. Collaborative thinking and Networking
6. Digital literacy and use of tools of ICT
7. Multicultural competence.
8. Moral and ethical awareness/reasoning in alignment with Economic, Social and Environmental practices.
9. Leadership and team spirit
10. Self Reflection and Lifelong learning

How is it measured?

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

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

Program Educational Objectives (PEO) are broad statements which are defined in alignment with the Mission and Vision of our Institution – Academic excellence , Character formation and Social Concern for each program offered and it also

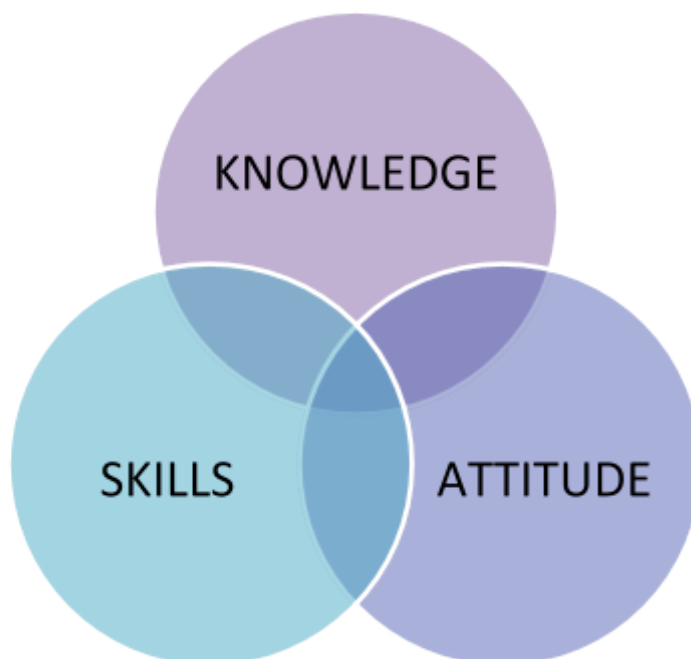
describes the career and professional accomplishments. PEO's are measured 4-5 years after graduation.

Program outcomes are statements that describe what students are expected to know and be able to do by the time of graduation. The Program Outcomes represent the harmonious growth of the qualities of Head, Heart, Hand and Spirit of an Individual. They must reflect the Graduate attributes as mentioned above.

Course outcomes are the measurable parameters which evaluates each student's learning performance for each course that the student undertakes in every semester. Course Outcomes are statements of what is essential for all the students to be able to know, to do and to behave.

Course Outcomes are defined in terms of Knowledge, Skill and Attitude. Each Course Outcome may contribute to either one or more dimensions of the competency as the competencies are the cluster of Knowledge + Skill + Attitude dimension as shown below.

Competency and Its Dimensions



The Implementation Process of Outcome Based Education System is divided into:

1. The outcomes are developed and stated at all the three levels of the institution. The

Development process of OBE Framework :

OBE framework of SJCC comprises of PEOs, PSOs and CO's.

2. Attainment process of OBE Frame Work of SJCC:

The Education process consists of 3 aspects,

1. Curriculum Development,
2. Teaching and Learning,
3. Assessment.

Under OBE, the course outcome is the crux of above 3 aspects of education process. The Course outcome pervades all the three aspects of education process. They are:

1. Outcome based curriculum development
2. Outcome based Teaching and Learning
3. Outcome based Assessment.

1. Outcome based Curriculum development:

One of the governing principles of Outcome based education system is Design- Down Approach. According to this Approach, the Curriculum content is developed around what is essential for all the students to be able to do successfully at the end of their Learning experience- Course Outcome. The nature and the T Levels of a Course Outcome and the set of requisite Global Competencies/ Graduate Attributes which are mapped with the programme of the study, determines the type of Learning area of the curriculum content to be incorporated.

In order to meet the Contemporary needs of students, other stakeholders and challenges of social, societal and economic in nature at local, regional , national and global level—a revision of Curriculum Content becomes a regular feature.

2. Outcome based Teaching and Learning

Our institution creates student- centric learning environment to facilitate higher possibilities of Learning experience , that results in culminating demonstrations of Course outcome that leads to the acquisition of Global competencies. Under this system, the teacher plays the role of facilitator, Mentor and Coach. We employ numerous and divergent instructions to match

diverse learning styles of our students, who hail from different background, learning abilities and potentialities. Our teaching approach is of Andragogy and Heutagogy.

The teaching process is designed in such a way that higher order thinking skills are important in order to bring about creative thinking, critical thinking, problem solving and so on. The thinking level (T- level) related to the competencies are determined as per the classification of Benjamin Bloom's Revised Taxonomy of educational objectives (Cognitive Domain).

Here it is the Thinking Level that determines the type of Teaching and Learning process. It is the T Level that forms a basis for defining the Course Outcomes. In order to enable the students to attain the Course Outcome, the following Instructional Designs are employed .

1. Flipped Classroom
2. Game-based Teaching
3. Enquiry- based Learning
4. Project based Learning
5. Problem Based Learning and so on.

The T- Level and the nature of the Course Outcomes, the desired higher order thinking skill, level of student participation and engagement, the degree of collaboration in Learning and contribution of peers in Learning , determines any one or more instructional designs listed above.

The Formative and Diagnostic Assessment Tools such as

1. Quiz, 2. MCQs, 3. Role Play, 4. Case Study with Rubrics are used to reinforce the Learning Performance of the students during the teaching process.

3. Outcome based Assessment:

As SJCC is one of the Autonomous College and Affiliated to Bangalore Central University, it adopts the following Direct and Summative Assessment.

1. Continuous Internal Assessment
2. Mid-term Test
3. End Semester Examination.

To measure the Learning Performance on the Course Outcomes, the Questions in the Question Paper of CIA, MTT and ESE are mapped with the Course Outcome and in turn Course Outcome are mapped with Programme Outcomes and Programme Specific Outcomes and thus the computation and attainment of the course Outcome and the Programme Outcomes takes place at the end of each semester.

PEOs Assessment tools for each course:

- Employer satisfaction survey (Yearly)
- Alumni survey (Yearly).
- Placement records, higher education records

CO Assessment tools for each course

- End-of–course surveys,
- Student comments.
- Rubrics,
- Internal assessment and
- Home assignments
- ESE, MTT and CIAs.

PO Assessment tools for all courses

- End-of-course surveys (Quarterly).
- Instructor evaluation reports (Quarterly).
- Department performance report (Quarterly).
- Student exit survey (Yearly).
- Alumni survey (Yearly).
- Alumni Advisory Board (Once or twice yearly).
- Student Advisory Committee (Once or twice yearly)

Continuous Quality Improvement

The report on gap-analysis on computation and attainment of the course Outcome and Programme Outcome at the end of each semester introduces necessary changes in Course Outcome, Curriculum Content, Teaching Process, Learning Process, Formative Assessment, Summative Assessment (Mapping of Questions with the Course Outcomes), and Resetting the threshold limit for the attainment of each Course Outcome are suggested as action recommended. The desired changes as per the action recommended are duly implemented are deemed as action taken. Thus the continuous quality improvement exercise takes place.

The Outcome Based Education System serves as a means to enhance the quality of education of an Institution. It is no exaggeration to mention that, the quality of education depends on how effectively the outcome based education system is being implemented. The quality of education offered by an Institution determines the quality of life of its Learners.

