

## **Revised LOCF Framework & OBE Guidelines**

### **Outcome Based Education**

Outcome Based Education is a transformation of “teacher centric” to “student centric”. OBE focusses on what students can actually do after they are taught and expect all learners to achieve particular level of knowledge and abilities. OBE is a revolution from memorsing facts to application in a situation.

#### Requisites of LOCF Framework based on OBE

- Learning process need to be clearly identified
- Students’ progress is based on the demonstrated achievement
- Multiple instructional and assessment strategies need to be available in order to meet the demands and needs of the student
- Adequate time and assistance need to be provided to make the student realize full potential.

#### Benefits of LOCF Framework based on OBE

##### More directed and coherent curriculum structure

- Industry relevant Graduates
- Continuous Quality Improvement as an inevitable process

Therefore, OBE can be achieved through the learning outcomes. The OBE levels of learning and its structure has been depicted in Fig 1.

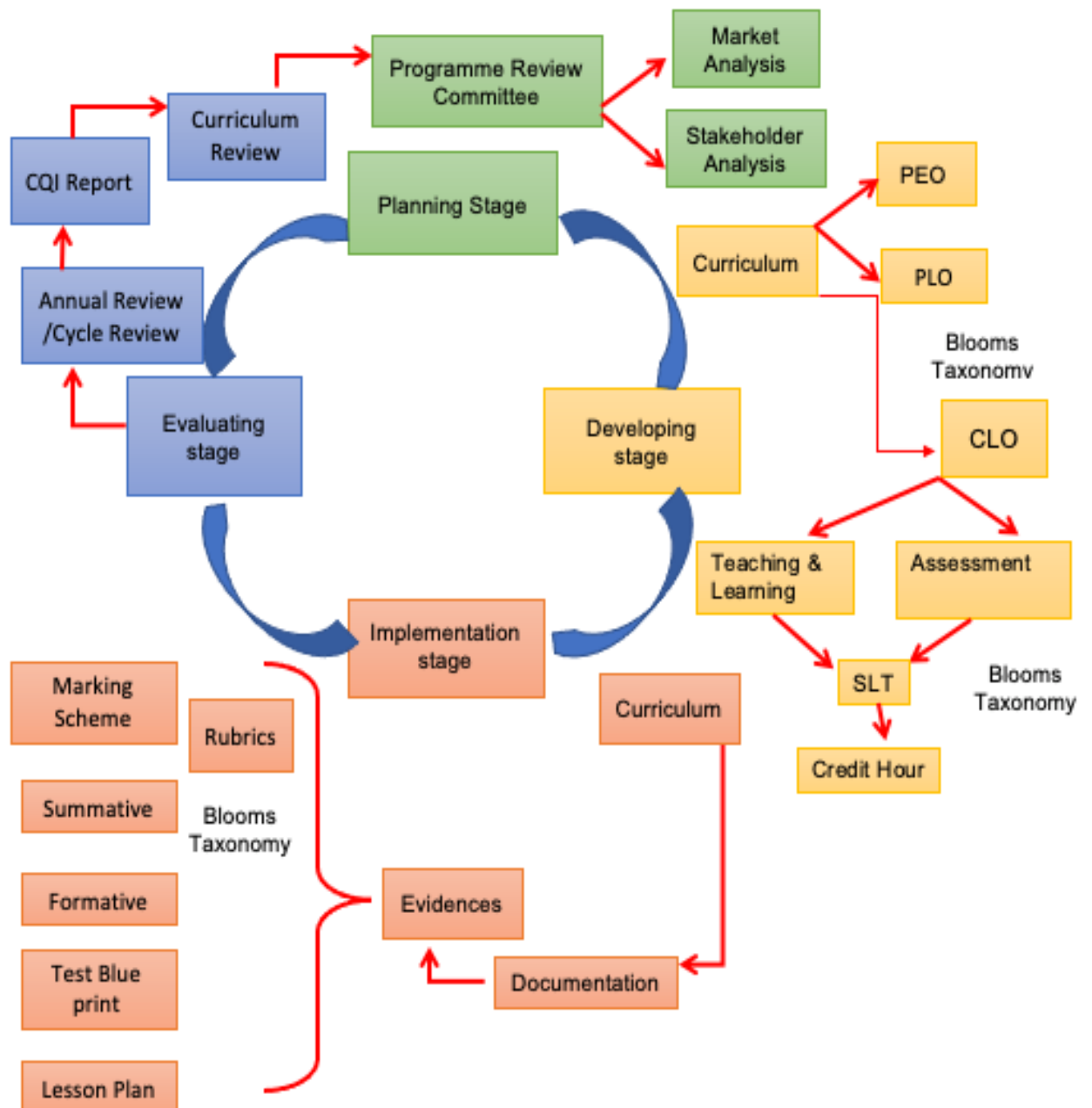


Fig.1 OBE Level of Learning and Structure

PEO- Programme Educational Objectives

PLO- Programme Learning Outcomes

CLO- Course Learning outcome

SLT-Students Learning time

CQI-Continuous Quality Improvement

## **Regulations in drafting OBE in Curriculum**

### **Stage 1 Stakeholder and Benchmarking Report**

Once the need and market analysis of the programme has been reported through adequate stakeholder analysis, the next step is to determine the Programme Educational Objectives.

### **Stage 2 Programme Educational Objectives**

The Programme Educational Objectives should be determined based on the mission and vision statement of the Institution. There can be 3-5 Programme Educational Objectives for a Programme. Broad statements that describe the student's career and professional accomplishments within 5 years upon graduation. These are the statements that describe what the students are expected to know or be able to do by the time they complete an academic degree/qualification. The programme educational objectives are different from the students' learning outcomes in four ways, 1. Degree of specificity 2. Role of constituents Purpose of assessment 4. Cycles of data collection. Once the Programme Educational Objectives should be mapped against the mission and vision of the Institution.

### **Stage 3 Programme Learning Outcomes**

The programme learning outcomes should be determined based on the graduate attributes or the skills. These Programme Learning Outcomes should be mapped against the Programme Educational Objectives and the blooms taxonomy of verbs. The abilities (Cognitive, Psychomotor and Affective) that a student should be able to demonstrate at the time of graduation. Therefore, Programme learning outcomes are a description of knowledge, competencies, and values a student display at the time of completion of graduation.

### **The Three Domains of Learning:**

The Three domains of learning are 1.Cognitive (thinking from the head) 2.Affective domain (executing from heart) 3.Psychomotor (the movements of hands and legs)

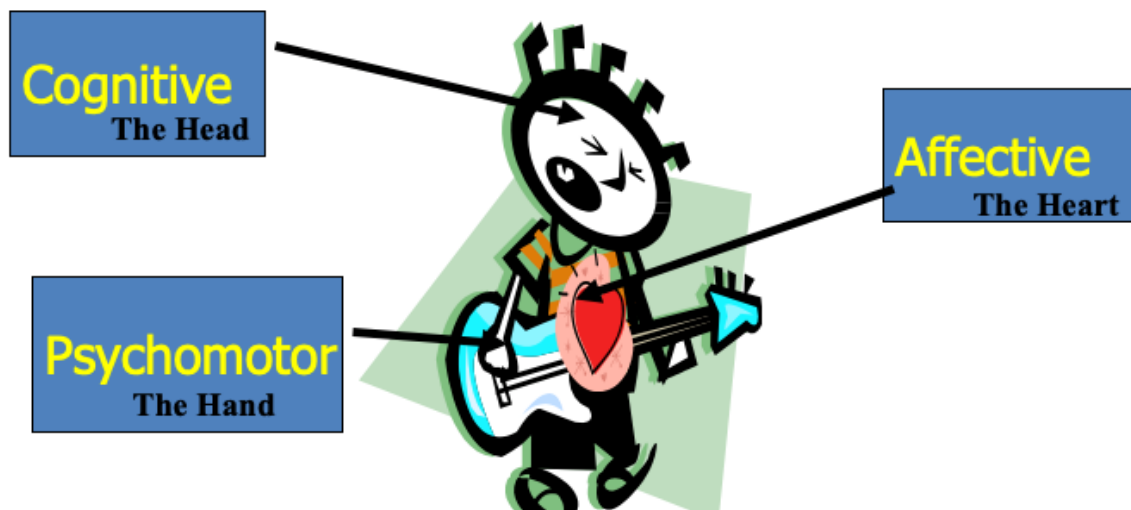


Fig 2: Levels of Domains

**a. Cognitive:** This is a mental process involved in thinking, gaining knowledge and comprehension. There are six categories and levels under Cognitive domain.

C1-Remembering

C2-Understanding

C3-Applying

C4-Analysing

C5-Evaluating

C6- Creating

**b. The affective domain** includes the manner in which we deal things emotionally, such as feelings, enthusiasm, motivation, values, appreciation, attitudes etc., There are five levels of learning under this domain

A1-Receiving Phenomena

A2-Responding to Phenomena

A3-Valuing

A4-Organisation

A5-Internalising value

**c. Psychomotor Domain:** the psychomotor domain includes physical movement, coordination and use of motor skill areas. Development of these skills requires practice and it is measured in terms of speed, precision, distance, procedures, or techniques in execution. There are seven levels of learning.

P1-Perception (awareness)

P2-Set

P3-Guided response

P4-Mechanism

P5-Complex Overt Response

P6-Adaptation

P7-Origination

#### **Stage 4 Course Learning Outcomes**

Depending upon the graduate attributes and the mapping of Programme Learning Outcomes, the Course Learning Outcomes will be framed. The Course Learning outcome should definitely follow the Blooms Taxonomy of verbs. Specific statements of what the students are expected to achieve at the end of the course. These statements are central to course curriculum which is measurable, observable and clearly indicates what a student should know and be able to do as a result of learning. The course learning outcome should satisfy the following condition.

- Each course will address three to four CLO statements
- Should be mapped to the learning domains of Blooms or other Taxonomy of verbs
- There should be one to one mapping with the CLO and PLO statement. i.e One CLO should be mapped with One PLO
- Expressed in terms of measurable and achievable
- There should be an action Verb + Standard or Verb + Condition or Verb + Standard + Condition.
- Multiple PLO, CLO and taxonomy of verbs should not be reflected in a single CLO statement.

## Step 5 Constructive Alignment of teaching methodologies and Assessment

There should be constructive alignment of teaching methodologies and assessment procedure. The assessment should be evaluated through Rubrics and appropriate marking scheme should be provided.

## Stage 6 Curriculum Documentation

After the fixation of students learning time and the credit fixation. The final curriculum should be documents and approved by the Academic council.

## Stage 7 Implementation with evidences

The Curriculum document should be appropriately documented and relevant evidences on the methodology of learning and assessment procedures need to be recorded. Relevant evidences pertaining to Lesson Plan, Course plan, Test Blue print, Assessment Rubrics and evaluation, should be classified in accordance with the Level of Blooms.

## Stage 8 Evaluation

The CLO-PLO attainment of the students collectively for a module as well as individual attainment should be recorded and presented through a report. This report should be presented in the Annual Programme Monitoring Report as well as in Module Monitoring Report. This will provide an insight to the institution in closing the gap in the curriculum. The gaps will be informed to the curriculum review committee and the process will continue further.

