INSTITUTIONAL DISTINCTIVENESS 2019-20

OUTCOME BASED EDUCATION (OBE)

Outcome Based Education has been a concept that has infused the traditions and practices of Loyola College of Social Sciences (LCSS), ever since its inception. We have always stressed the importance of formation of students, believing strongly in education that produces results. We have promoted among our staff and students the concept of Loyola branding. From the point of entry of students into the college until they pass out, teachers accompany students closely to ensure that they acquire certain traits that qualify them as "Loyolites". In the last few years, LCSS has taken a large stride in documenting and institutionalizing this process of OBE. A large number of training programmes, meetings and workshops have been organized to expand and strengthen OBE. The journey was not without challenges or limitations; however, we are proud that, among aided colleges under University of Kerala, we have made a bold move to institutionalize OBE in a full fledged manner. Today, we are being approached by others to provide guidance in the area of OBE.

Strengthening and Expanding of OBE in LCSS

Every student in Loyola begins his/her campus life with a three day common (inter-departmental) induction programme, followed by departmental inductions. During these programmes, the expected outcome from students are made public and the opportunities and strategies for facilitating the achievement of outcomes are also laid before the students. Every activity in the college, curricular and co-curricular instruction as well as extra-curricular activities like Student Clubs, Environment and Bio-diversity Management, PIMER (Planning-Implementation-Monitoring-Evaluation-Reporting) activities, research, career development activities etc., is directed towards achieving these outcomes. Outcome based education has been part of the tradition of Loyola, followed deliberately in the formation of generations of students.

Since 2017 we have been attempting to document and systematize the process of OBE, which we had followed earlier as part of the Loyola tradition of formation. The following activities were conducted in this regard:

1. **Training programmes:** 4 training programmes were organized to introduce teachers to the concept of OBE and how it is functioning in other institutions, especially engineering colleges.
2. **IQAC Meetings on OBE:** As part of shifting to a formalized OBE System, numerous meetings were convened of the Staff Council. An OBE Core team was appointed to lead the staff council to facilitate this shift.

3. **Workshops on Outcomes and Assessments:** POs and PSO were set after much deliberations. Teachers were trained on how to set course outcomes and how to use multiple assessment methods. Assessment was made outcome-wise and an Excel sheet was created for this purpose. Teachers made pre-set question papers and entered their outcomes and corresponding marks in the Excel Sheets. We are about to complete OBE system for one batch.
4. **Student Awareness:** Students were given sessions on the OBE system, its objectives and how they would be evaluated on the outcome indicators.
5. **OBE Core Team monitoring:** The OBE Core team evaluated the work of teachers, provided feedback, provided technical support and undertook to solve problems that we faced in the implementation of OBE.

Outcomes

1. All teachers have acquired a clear understanding of what OBE is and its significance.
2. Teachers received practical training on how to frame outcomes and make assessments.
3. Students have been conscientized about OBE.
4. Systems have been devised to assess students based on OBE.

Challenges

1. Running of the OBE system requires an automated system. Right now, we are managing in Excel sheets, which is very cumbersome, limited and labour intensive. We are considering various options for automating the process.
2. Presently, the outcomes we have framed are sufficient but have more scope for improvement. The OBE Core Committee is working on perfecting the outcomes.
3. The University of Kerala has started defining outcomes at the university level only recently. We are far ahead, in that we defined outcomes and have undertaken assessment on the outcomes. Often teachers and students have found it difficult to accept that we are different from the present university evaluation system.

Achievement

1. We seem to be one of the first aided colleges in Kerala to be implementing the OBE system in a full-fledged manner (that is framing of outcomes and measuring outcomes).

2. The IQAC of LCSS was invited by the Sociology Department of University of Kerala and Loyola School in Trivandrum to train them on OBE.