

Report on the Workshop on Outcome-Based Education (OBE)

Workshop Title: Outcome-Based Education (OBE)

Dates: 8th - 13th July 2024

Venue:LT-1, Jaypee University of Engineering and Technology, Guna

Coordinator and Resource Person: Prof. Sanjay Garg

Attendees: 60 Faculty Members

Overview:

The workshop on Outcome-Based Education (OBE) was conducted to provide faculty members with in-depth knowledge of the principles and practical implementation of OBE. The sessions covered various aspects, including Vision-Mission statements, Program Outcomes (POs), Program Educational Objectives (PEOs), Program Specific Outcomes (PSOs), and Course Outcomes (COs), as well as their alignment and assessment techniques. The workshop aimed to ensure that educational programs are designed to develop skills and knowledge that meet industry standards.

Schedule and Summary:

Day 1: 08.07.2024

Topic: Institute's Vision & Mission, PO & Core Values; Department's Vision, Mission, PEO, PSO Design

The workshop commenced with discussions on the importance of well-defined Vision and Mission statements for educational institutions. Prof. Sanjay Garg explained how these statements set the foundation for designing Program Outcomes (POs) and Core Values that reflect the institute's goals. The session also covered creating departmental Vision, Mission, Program Educational Objectives (PEOs), and Program Specific Outcomes (PSOs) to align with institutional goals. Faculty members participated in group activities to draft and refine these elements for their respective departments.

Day 2: 09.07.2024

Topic: CO Formulation with Bloom's Taxonomy

The second day focused on developing Course Outcomes (COs) using Bloom's Taxonomy. Participants were introduced to the cognitive, affective, and psychomotor domains and their significance in defining educational outcomes. Prof. Garg guided the faculty in formulating COs that align with different levels of cognition (e.g., remembering, understanding, applying, analyzing, evaluating, and creating). Through hands-on exercises, participants created COs for their courses, ensuring that they matched the desired levels of Bloom's Taxonomy.

Four groups were formed and assigned a task to present on preparing mission and vision statements as per the day 1 discussion.

Day 3: 10.07.2024

Topic: PO – PEO – PSO – CO Mapping

On the third day, the workshop addressed the interrelationship between POs, PEOs, PSOs, and COs. The session emphasized the importance of mapping these outcomes to ensure that the curriculum is cohesive and aligned with the overall educational goals. Participants engaged in activities to map COs to the relevant POs and PSOs, ensuring a clear path from course-level outcomes to program-level objectives. This mapping is crucial for maintaining consistency and transparency in the educational process.

Day 4: 12.07.2024

Topic: Question Paper Setting, Assignment, and Quiz Setting with CO/Bloom's Taxonomy Mapping

This session was dedicated to assessment techniques, focusing on designing question papers, assignments, and quizzes that accurately reflect the Course Outcomes. Prof. Garg illustrated how to align assessments with COs using verbs from Bloom's Taxonomy, ensuring that students are evaluated at the correct cognitive level. The faculty members were guided through best practices for setting questions that promote higher-order thinking skills, as well as practical exercises to develop assessment materials for their courses.

Groups of faculty members also presented CO designs for subject of their choice, PO/PSO/PEO and CO mapping table.

Day 5: 13.07.2024

Topic: Indirect Attainment Instrument Design

The final session of the workshop introduced indirect assessment instruments, which are used to gather feedback on the attainment of outcomes from various stakeholders, including students, alumni, and employers. Participants learned to design effective surveys and feedback mechanisms to measure indirect attainment, ensuring continuous improvement in curriculum design and teaching strategies. This short but focused session equipped faculty members with the tools to gauge the overall effectiveness of their programs.

Group of faculty members given task to design rubrics on major project review 1, major project review 2, technical seminar, and industrial training. They have to also prepare on question paper of their choice with CO mapping.

Conclusion:

The workshop on Outcome-Based Education was a successful event that provided faculty members with practical skills and knowledge to implement OBE effectively in their teaching. The interactive sessions, led by Prof. Sanjay Garg, allowed participants to engage in discussions, group activities, and hands-on exercises. The knowledge gained from this workshop will enable faculty to design courses that are well-aligned with industry standards, ensuring that students acquire the necessary skills and competencies to succeed in their careers.

Prof Sanjay Garg

Coordinator