

OBE @ FES

Mission & Strategy

with

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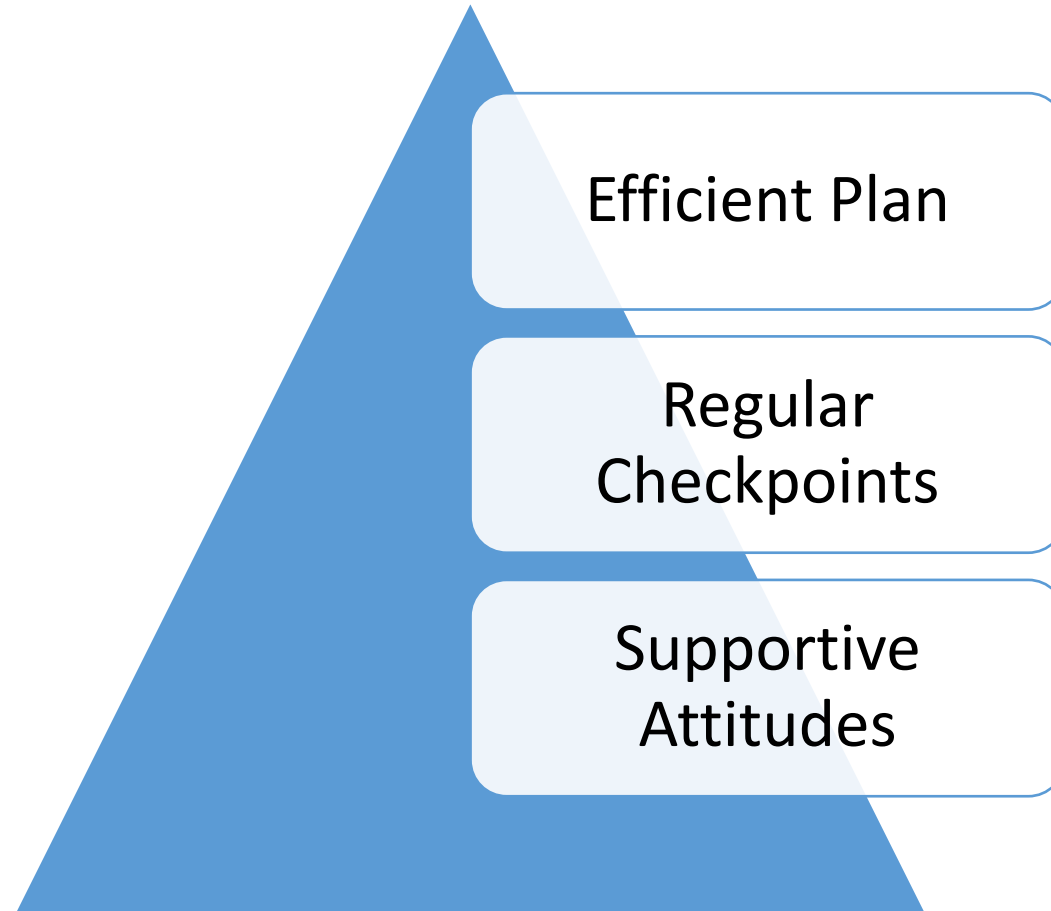
Mission

To adopt highest quality
OBE practices and get 5
year accreditations (level-II)

Why?

- More efficient compared to repeated visits every two-years.
- Increases program's prestige.
- Graduates do not have to wait to have their degrees attested.
- Getting things right actually takes less time compared to firefighting.

Three-Point Strategy



1. Efficient Plan

- Extensive Breakdown of OBE Tasks
- Pre-defined Yearly OBE Calendar
- Comprehensive Policies
- Distributed Roles

1.1 Crack-OBE

- A document containing an extreme breakdown of all the OBE tasks needed throughout the academic year (already prepared).
- Available in Shared FES Drive.

1.2 Broad OBE Calendar

Item	When	Who?
CLO planning meeting	Start of Semester	OBE Coordinator, Dean, PLO and CLO Sub-unit Heads
CLO and course outline quality review meetings	Start of Semester	OBE Coordinator, Dean, instructors in small groups
Course delivery, CEP, and assessments quality review meetings	After Mid-terms	OBE Coordinator, Dean, instructors in small groups
Final exam quality pre-check meetings	Before Finals	Small peer groups
FYP-report quality review meeting	TBD	TBD
Course File Review Meetings	After Finals	Dean, individual instructors
OBE Day	Summer	All
Lab experiments, OEL, and Lab Files review meeting	Summer	OBE Coordinator, Dean, Lab Instructors and Engineers
CQI cycles	Summer	Relevant Sub-unit Heads
FSB, BOS, InAB meetings	Summer	All

1.3 Comprehensive Policies (examples)

- All 3-4 level courses to have CEPs (exceptions: class size > 50).
- All 2-4 year courses to have five CLOs, two of which must map to any two from PLO 6 – 12.
 - This is needed to provide comprehensive coverage to these PLOs in addition to where they are already covered (FYP, Labs etc.)
 - Dean + OBE Coordinator to advise targeted courses to include particular PLOs from 6-12 in case they are not adequately covered.
- All labs to have well-defined OELs and to also cover all three domains
- Minutes (no matter how brief) to be regularly prepared and filed.

Comprehensive Policies (examples)

- PLO6 Engineer and Society
 - Assign: find and describe a relevant engineering application in education, development etc.
- PLO7 Environment and Sustainability
 - Assign: perform a case study on a given problem, or on a chosen problem
- PLO8 Ethics
 - Present: IEEE or SPIE code of ethics, with example of a violation and it's consequences
- PLO9 Individual and Team Work
 - Part of the course project or CEP rubric
- PLO10 communication
 - Part of the course project or CEP rubric (presentation)
- PLO11 Project Management
 - Part of the course project or CEP rubric
- PLO12 Lifelong Learning
 - Assign: Choose and attend three seminars (physical, online, recorded) and describe what you liked and what you felt was lacking

1.4 Distributed Roles (Existing and New)

- OBE Coordinator and Sub-Unit Head Roles already created last year.
 - Their role is to oversee actual implementation of the OBE system and its documentation.
- Additional roles such as Focal Persons (CEP, OEL, Bloom's) have now been created.
 - Focal persons are to educate themselves extensively about the assigned topic and to maintain training documents with examples, important conclusions (relevant to FES), and common pitfalls.

2. Regular Checkpoints

- Fixed slot for OBE Progress Meeting every other week.
 - To be typically attended by Dean, Coordinator OBE, and selected personnel as per requirement.
- Backlog to be maintained and reviewed during the fortnightly OBE meetings.

3. Supportive Attitudes

- Following to be encouraged
 - Timely completion of files.
 - Attention to learning relevant aspects of the OBE system and implementing them in spirit.
 - Ownership of tasks assigned in any capacity.

Thanks!