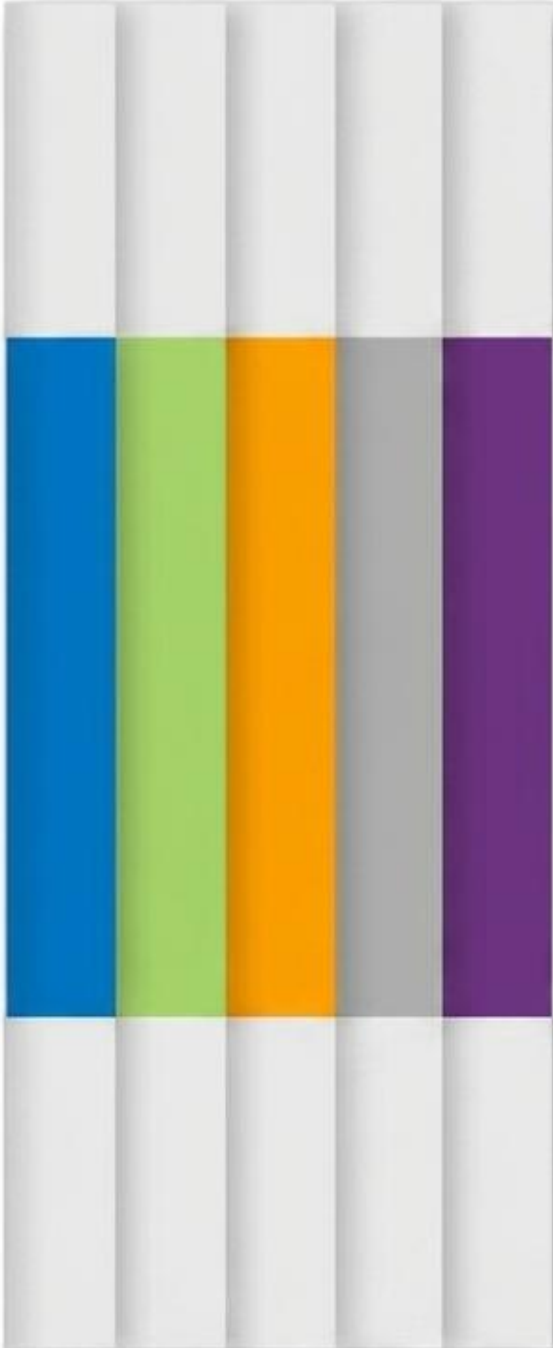




Course File Evidence of OBE Implementation and Quality Assurance

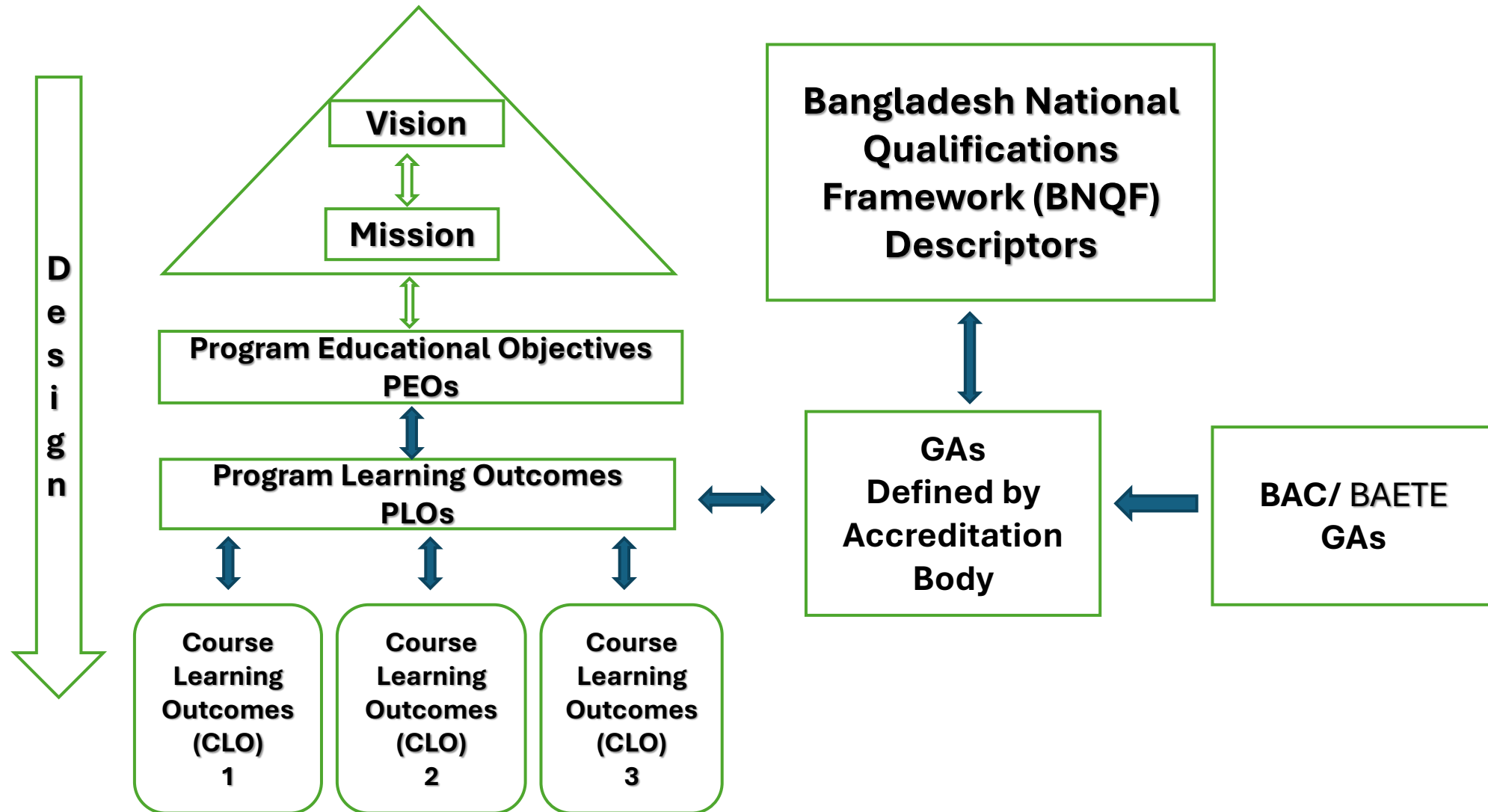
Professor Dr. Md. Kamal Uddin

Additional Director

Institutional Quality Assurance Cell (IQAC)

University of Rajshahi

OBE Design: PEOs, PLOs and CLOs



Vision of the University of Rajshahi

- To pursue **enlightenment** and **creativity** for producing **world-class human resources** to cater for the **needs of changing time**.
- পরিবর্তিত সময়ের চাহিদা মেটাতে সক্ষম বিশ্বমানের মানব সম্পদ তৈরির জন্য জ্ঞান ও সৃজনশীলতার চর্চা করা।

**[11 November 2019 in QAC Meeting
Vision, Mission, Core Values]**

Mission of the University of Rajshahi

MU1

- To ensure a **world-class curriculum** with talented academicians and conducive academic and research environment for **generation and dissemination of knowledge**.

জ্ঞান সৃষ্টি ও বিতরণের জন্য মেধাবী শিক্ষকমণ্ডলীসহ বিশ্বমানের পাঠ্যক্রম এবং উপযোগী শিক্ষা ও গবেষণার পরিবেশ নিশ্চিত করা।

MU2

- To maintain **international standards in education** with focus on both **knowledge and skills**, and **humanitarian and ethical values** to meet the needs of **the society and state**.

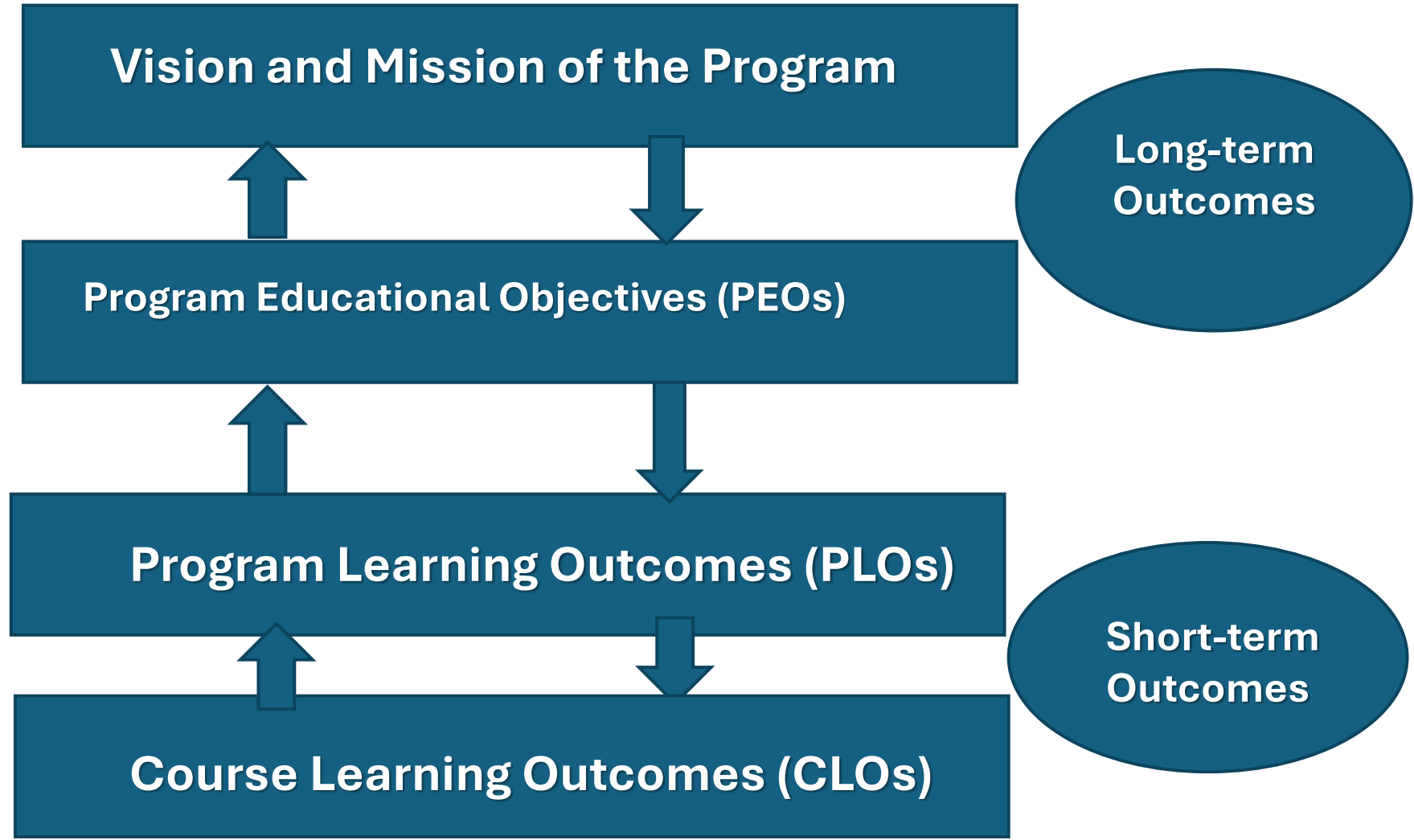
সমাজ ও রাষ্ট্রের চাহিদা মেটানোর জন্য জ্ঞান ও দক্ষতা এবং মানবিক ও নৈতিক মূল্যবোধের উপর গুরুত্ব দিয়ে শিক্ষায় আন্তর্জাতিক মান বজায় রাখা।

MU3

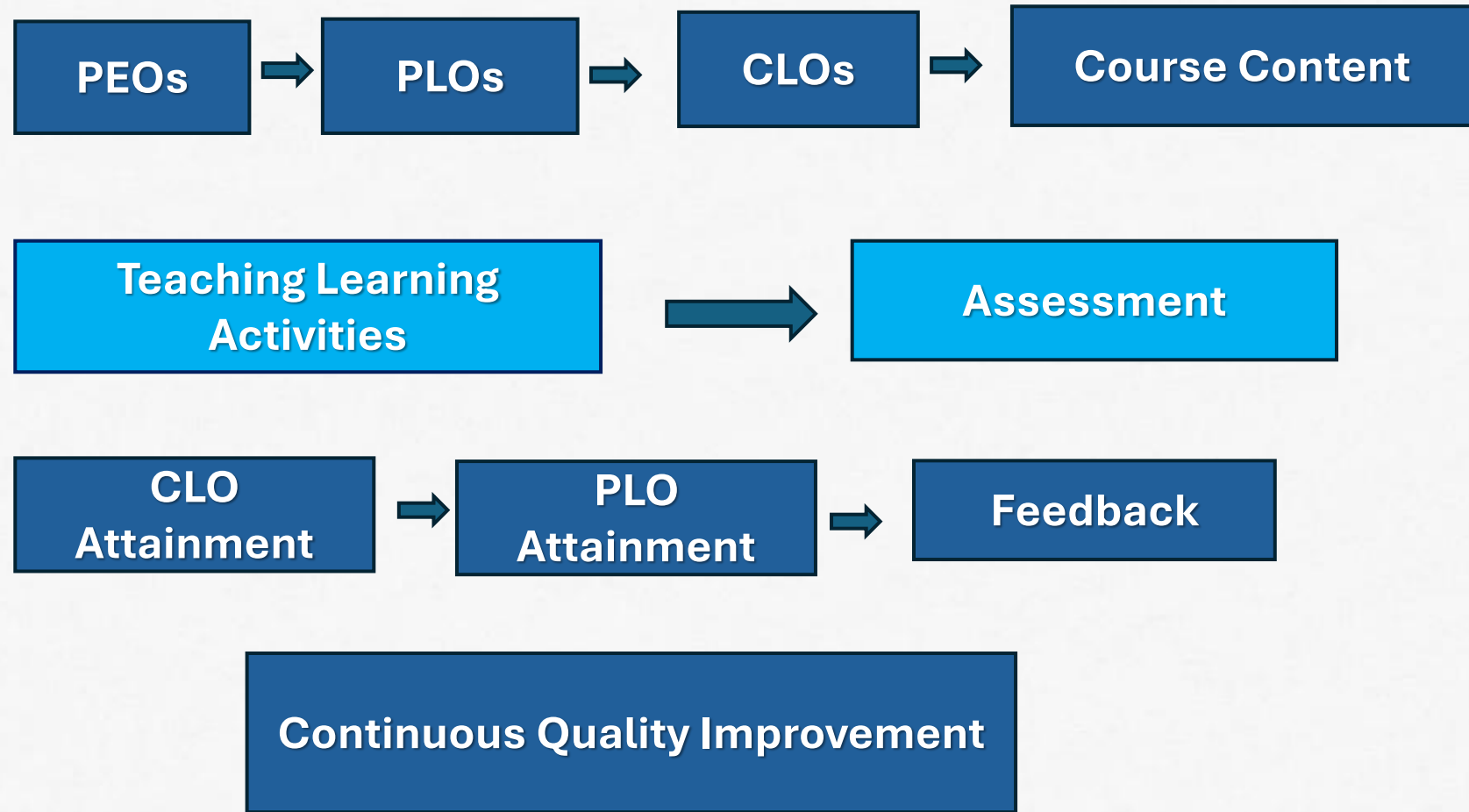
- To develop **strategic partnerships** with leading national and international universities, and organizations for **academic** as well as **research** collaborations.
- শিক্ষা ও গবেষণা সংক্রান্ত সহযোগিতার জন্য শীর্ষস্থানীয় দেশীয় ও আন্তর্জাতিক বিশ্ববিদ্যালয় ও প্রতিষ্ঠানের সাথে কৌশলগত অংশীদারিত্ব গড়ে তোলা

A Model Hierarchy of Outcomes

Interrelated and Complement Each Other



What OBE is and how it works



Bangladesh National Qualifications Framework (BNQF)

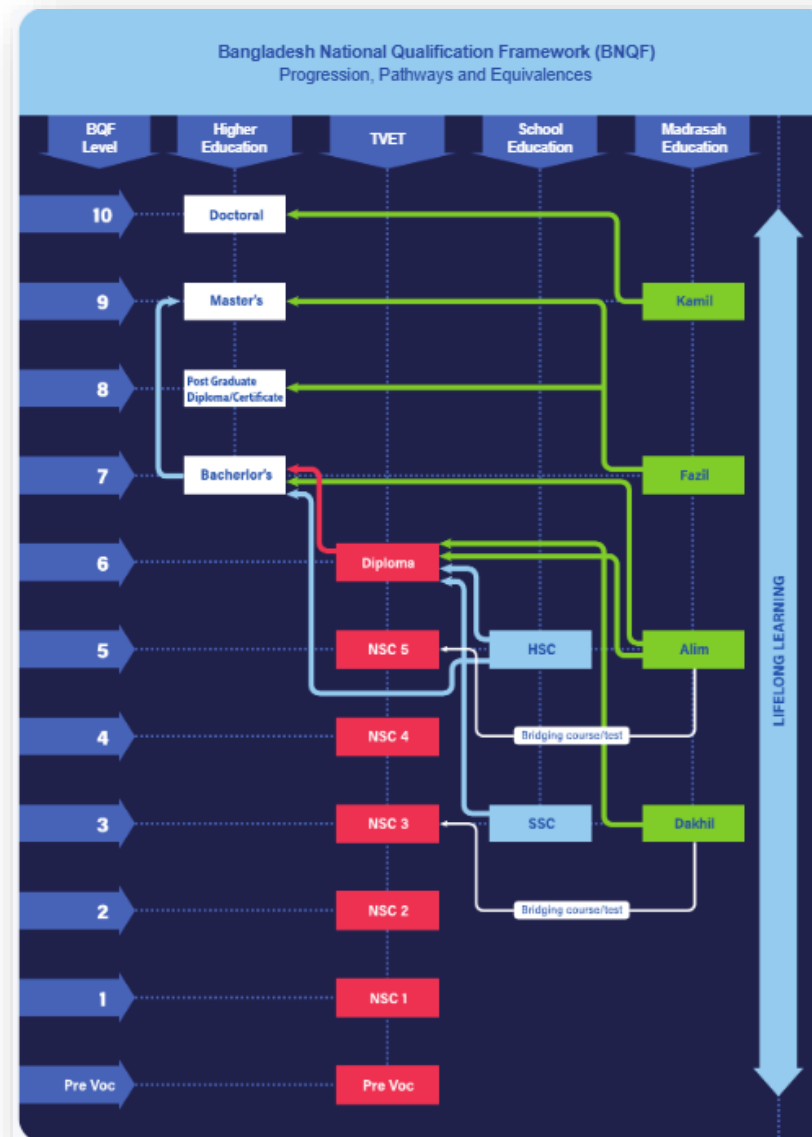
List of Acronyms

AQRF	ASEAN Qualifications Reference Framework
ASEAN	The Association of Southeast Asian Nations
BAC	Bangladesh Accreditation Council
BCWF	Bangladesh Center for Worker Federation
BMEB	Bangladesh Madrasah Education Board
BNET	Bangladesh National Education and Training
BNQF	Bangladesh National Qualifications Framework
BTEB	Bangladesh Technical Education Board
BUET	Bangladesh University of Engineering and Technology
DAE	Department of Agricultural Extension
DCCI	Dhaka Chamber of Commerce and Industry
DME	Department of Madrasah Education
DSHE	Department of Secondary and Higher Education
EQF	European Qualification Framework
EU	European Union
GOB	Government of Bangladesh
HE	Higher Education
HEQEP	Higher Education Quality Enhancement Project
HSC	Higher Secondary Certificate
IBC	Industrial Bank
IDEB	Institution of Diploma Engineers Bangladesh
ILO	International Labour Organization
MOE	Ministry of Education
NQAS	National Quality Assurance System
NQFB	National Qualification Framework of Bangladesh
NQFBHE	National Qualifications Framework of Bangladesh for Higher Education
NSC	National Steering Committee
NSC	National Skills Certificate
NSDA	National Skills Development Authority
NSQAS	National Skills Quality Assurance System
NTVQF	National Technical and Vocational Qualifications Framework
OBE	Outcome based Education
PreVoc	Pre-Vocational
QA	Quality Assurance
QF	Qualifications Framework
SHED	Secondary and Higher Education Division
SSC	Secondary School Certificate
TMED	Technical and Madrasah Education Division
TSC	Technical School and College

Part B: Higher Education (Level 7-10)

January 2021

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Bangladesh National Qualifications Framework (BNQF)

Learning Outcome Domains

1. Fundamental Domain

The **discipline specific knowledge** and **application skills** that a student obtains after a level of study, which influence his/her performance and societal contributions.

2. Social Domain

The skills needed for **working with others**, such as, the ability to communicate, coordinate, instruct, negotiate etc. be service oriented.

3. Thinking Domain

The skills needed for being **active learners and critical thinkers**, such as, learning to learn, **decision-making, problem solving, and entrepreneurship skills**. The graduates need to be investigative, enterprising, scientific and analytical and have management skills.

4. Personal Domain

The skills needed to **develop citizenship for performing civil duties**, such as, life-long learning, self-direction, acting with integrity, **ability to be active listeners**, manage one's **own time and the time of others**, care for others, develop and build teams.

Course File in OBE Implementation

A **course file** is the **documentary evidence** of the complete OBE Process at course level.

A Course File ensures-

- **OBE Implementation and Constructive Alignment**

Mission-PEO, PEO-PLO, PLO-CLO [PEO-BNQF, PLO-BNQF]

- **Learning Outcome Achievement**

- **Quality Assurance & Accreditation Review**

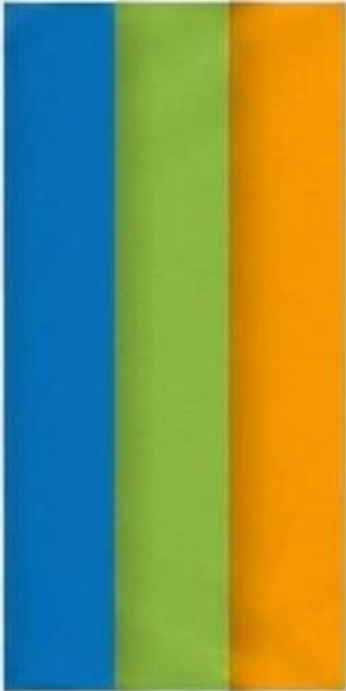
- **Academic Transparency & Consistency**

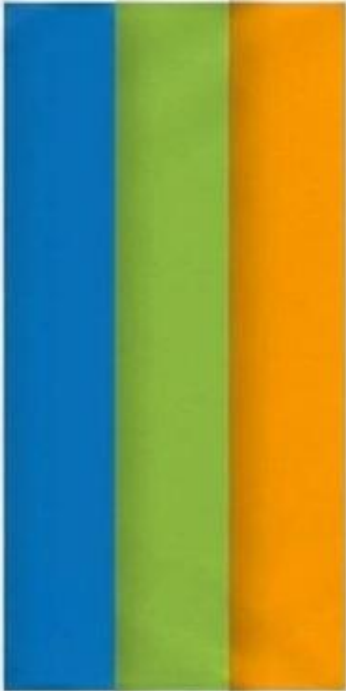
- **Continuous Quality Improvement (CQI)**

Template for Course File (Outcome-based Curriculum)

1. Course outline [Course Outline of UGC.docx](#)
2. Lecture materials/notes
3. Attendance sheet
4. Assignment: copies of best, mediocre and poor
5. Class test/quiz /mid-term test etc.
copies of best, mediocre and poor
6. Copies of question papers/assessment tools

Template for Course File

- 
- 7. Rubrics for assessment**
 - 8. Course evaluation by course teacher**
considering feedback from the students
 - 9. Feedback from the students on the course**
 - 10. Peer review: Done/Not done**
 - 11. Evaluation of attainment of CLOs**
 - 12. Improvement plan for better attainment of CLOs**



A Practical File Arrangement

Course Specification

Course information, syllabus, CLOs, PLOs, CLO–PLO mapping.

Teaching & Learning

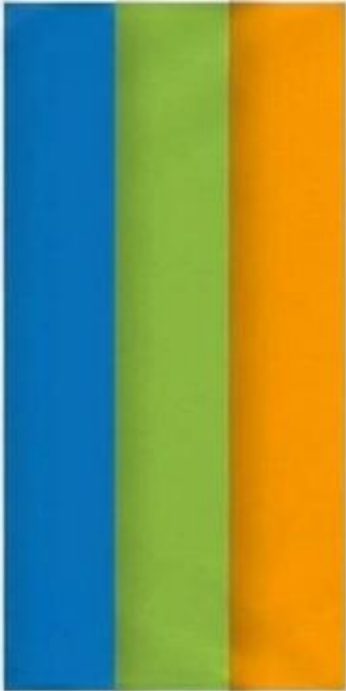
Academic calendar, teaching plan, lesson plans, materials, attendance.

Assessment Design

Assessment plan, CLO mapping, TOS/blueprint, questions, assignments and rubrics.

Assessment Quality Assurance

Moderation/vetting, marking orders, assessment instructions and academic-integrity evidence.



A Practical File Arrangement

Assessment Evidence

Marked scripts, assignments, presentation /project work, question papers, moderation evidence.

Outcome Attainment

Marks, CLO attainment, PLO contribution, grade/result analysis/ GAs

Feedback & Reflection

Student feedback, course evaluation and teacher reflection.

CQI & Closing the Loop

Weaknesses, corrective actions, action plan, follow-up and evidence of improvement in the subsequent offering.

Best Way to Make It Easy

For a department, it's very difficult to prepare every Course File from scratch. **Three master templates can help-**

Word Template →

Course information, CLO/PLO, lesson plan, CQI and course report

Excel Template →

Marks + automatic CLO/PLO attainment calculation

Evidence Folder →

Question papers, rubrics, sample scripts and teaching materials

What should be kept in the Course File?

For written examination assessment, retain the complete evidence chain:

Approved CLOs → Examination Blueprint/TOS →

CLO-tagged Question Paper → Bloom's Level →

Answer Key/Marking Scheme → Rubrics →

Moderation/Vetting Record → Marked Scripts/Samples →

Question/CLO-wise Marks → CLO Attainment Analysis →

CQI Action

Template for Course : 11. Attainment of CLO

End Sem	Total Marks=60				
No. of CLOs=5					
Marks for Each CLO=60/5		12			
	Marks				
	12	12	12	12	12
Students	CLO1	CLO2	CLO3	CLO4	CLO5
Student 1	8	12	10	7	8
Student 2	9	8	12	8	8
Student 3	0	3	4	2	3
Student 4	8	9	11	11	0
Student 5	2	5	6	0	0
Student 6	6	9	12	8	10

Students	CLO Attainment in Percentage				
	CLO1	CLO2	CLO3	CLO4	CLO5
Student 1	67	100	83	58	67
Student 2	75	67	100	67	67
Student 3	0	25	33	17	25
Student 4	67	75	92	92	0
Student 5	17	42	50	0	0
Student 6	50	75	100	67	83

Template for Course File- CLO attainment

Students	CLO Attainment in Percentage				
	CLO1	CLO2	CLO3	CLO4	CLO5
Student 1	67	100	83	58	67
Student 2	75	67	100	67	67
Student 3	0	25	33	17	25
Student 4	67	75	92	92	0
Student 5	17	42	50	0	0
Student 6	50	75	100	67	83

No. of students Attained CLOs				
(No. of students greater than or equal to 50%)				
CLO1	CLO2	CLO3	CLO4	CLO5
4	4	5	4	3
CLO Attainment %				
No. of Students got ≥ 50 / Total No. of Students) * 100				
CLO1	CLO2	CLO3	CLO4	CLO5
67	67	83	67	50

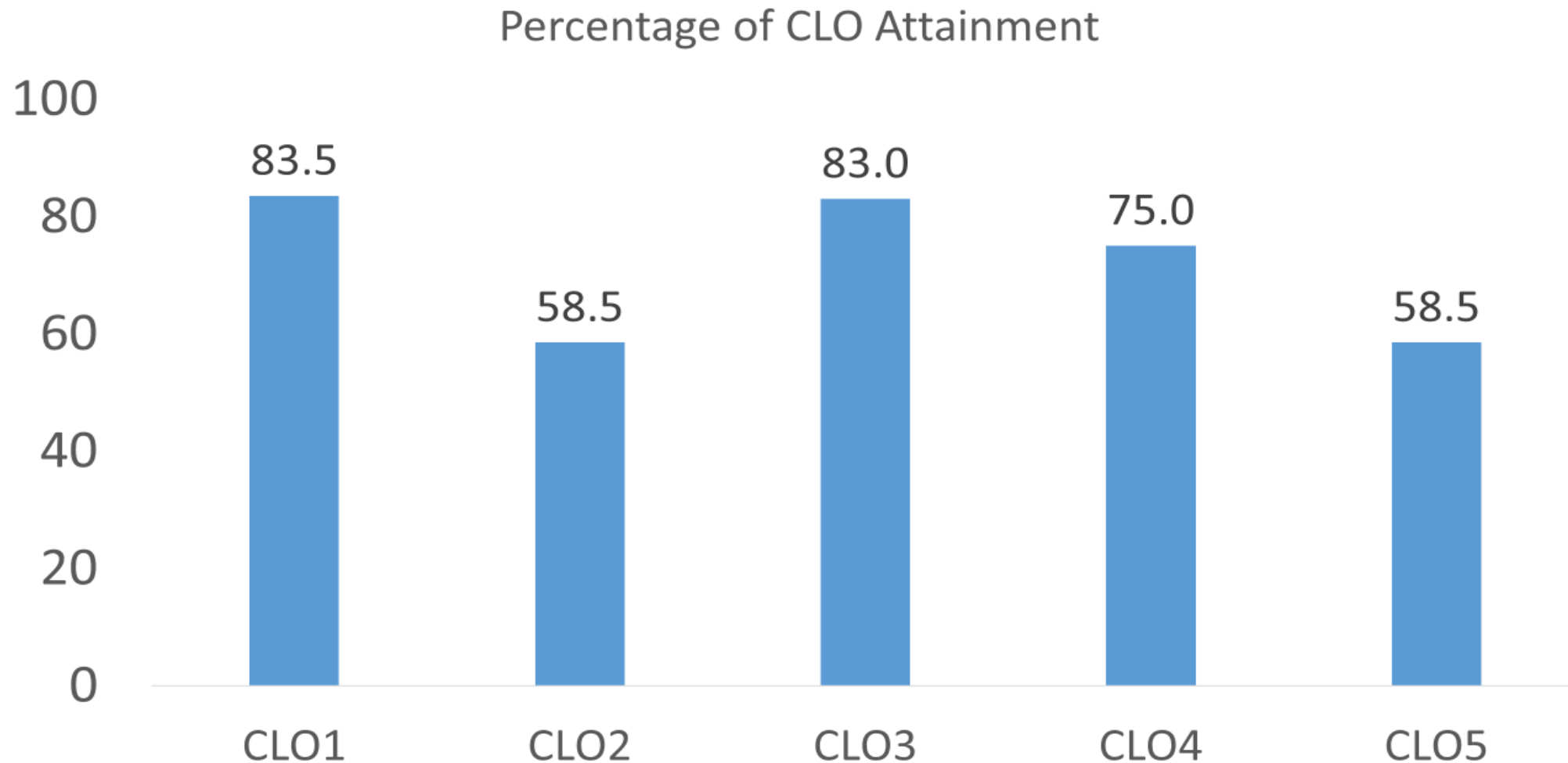
Template for Course File- CLO attainment

Assessment Type	CLOs				
	CLO1	CLO2	CLO3	CLO4	CLO5
% of CLO attainment in formative/continuous/sessional	100	50	83	83	67
% of CLO attainment in Final exam/summative/final semester	67	67	83	67	50
Average of both formative and summative	83.5	58.5	83	75	58.5

Template for Course File- CLO attainment

Assessment Type	CLOs				
	CLO1	CLO2	CLO3	CLO4	CLO5
% of CLO attainment in formative/continuous/sessional	100	50	83	83	67
% of CLO attainment in Final exam/summative/final semester	67	67	83	67	50
Average of both formative and summative	83.5	58.5	83	75	58.5

Template for Course File- CLO attainment



Template for Course File- CLO attainment

12. Improvement plan for better attainment of CLOs

Here in this example, CLO2 and CLO5 need further improvement plan.



THANK YOU