

Template of Outcome Based Education (OBE) Curriculum



UNIVERSITY GRANTS COMMISSION OF BANGLADESH
DHAKA, BANGLADESH

Preface

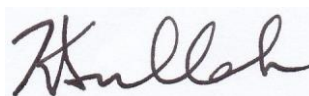
The demand for Higher Education and the number of Higher Education Institutes has in recent times increased significantly in Bangladesh. Wider access to higher education has become necessary to address the diversifying demands of the local and global job market. Improving the quality of higher education is considered essential to this process. Improving the quality of higher education entails improving curriculum, faculty, physical resources, academic facilities, and research opportunities. The curriculum of Higher Education study should be outcome based, driven by the goal achievement of bridging the gap between Job market demand and supply of skilled Graduates passing out from the universities. To ensure the target objective, universities should adopt and practice outcome based education model.

Outcome based education (OBE) is an educational theory that bases each part of an educational system on outcome achievement. By the end of the educational experience, each student should have achieved the goal or desired outcome. OBE methods have been adopted in education systems around the world at multiple levels. OBE curriculum ensures clarity through creating a clear expectation of what needs to be accomplished by the end of the course. Students are able to understand what is expected of them and teachers know what they need to teach during the course. OBE provides flexibility in teaching as it is meant to be a student-centered learning model. It involves student in the class room through various student engaging teaching learning methods and continuous assessment. Universities can compare themselves, by checking to see what outcomes they have in common, and find places where they may need to improve, based on the achievement of outcomes at other universities.

These templates on OBE Curriculum will guide the universities to develop their own curriculum, based on the outcome or the desired goal to be achieved by the students as they graduate. Hence, these templates should not be considered as uniform for all the universities but rather as a reasonable standard guideline for educational process. In March 2018, through the initiative of UGC, a committee consisting of seven experts from different fields worked to prepare the templates of OBE. The committee after several meetings among themselves as well as with UGC authority finalized a suitable draft of templates for OBE curriculum, which can be tailored according to the universities requirement. The draft was placed in the 156th meeting of the Full Commission on 24 September 2019 and the Commission decided to receive opinions from public universities before finalization. After receiving the comments and suggestions, a five members' team worked on it and finalized the draft of the OBE Curriculum Templates.

The whole procedure has been coordinated by the Strategic Planning and Quality Assurance (SPQA) Division of UGC and the templates were finally approved in the 157th meeting of the Full Commission of UGC on 06 February 2020.

I wish the successful implementation of OBE Curriculum in the universities.



Professor Dr. Kazi Shahidullah

Chairman

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Foreword

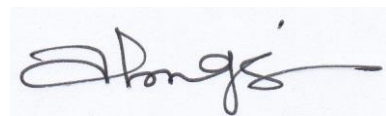
Excellence in teaching & learning, research and application of appropriate methodology is very important to achieve desired level of improvement in higher education. Despite phenomenal growth in the higher education of Bangladesh in terms of number of Higher Educational Institutes (HEIs), students, teachers, courses and facilities, the frustration prevails among the end users regarding the quality. Outcome Based Education (OBE) curriculum is a vital component to contribute a steady and sustainable growth ensuring the quality culture in the education system at tertiary level. OBE provides a desirable instrument for the development of required skills, knowledge and competencies in a particular discipline and academic level. OBE provides a visible change in the traditional model of education with a new setting of clear standards for observable and measurable outcomes and making students demonstrate that they "know and are able to do".

Bangladesh Accreditation Council (BAC) was established in March 2017 and started functioning from May 2020, with the responsibility to promote and ensure quality assurance in higher education in Bangladesh through implementing qualification framework and accredit the academic programs and higher education institutions. UGC has just formulated the National Qualifications Framework of Bangladesh for Higher Education (NQFBHE), which is an essential tool for BAC to accredit any program and/or institute. The Framework sets national classification of qualifications and levels of learning based on learning outcomes, and prescribes minimum academic load and nomenclatures. As a statutory autonomous body BAC is responsible for governance and management of this Framework.

An academic program will only be accredited if the program is quality assured and fully satisfied all the quality standards in compliance set by BAC or any other agencies. As the curriculum of any program is one of the most important components to such endeavor, UGC has taken initiative in 2018 to prepare a standard template of OBE curriculum for the universities of Bangladesh to prepare the curriculum of ongoing/upcoming programs. After series discussion on the drafted OBE template prepared as guideline by an expert committee in 2019 and opinions/views received from other experts and the faculty members of the universities, this template is finalized and approved by the Full Commission at the beginning of 2020.

I do hope that the universities of Bangladesh will come forward to use this template as a guideline to prepare Outcome Based Education Curriculum for the programs.

I would like to express my gratitude and appreciation to everyone worked directly or indirectly and inspired us for the formulation of this template. Finally, special thanks are due to the all members of the Strategic Planning and Quality Assurance (SPQA) division of UGC for their support to materialize this initiative.



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