Directr, IQAC

Fw M/c Pl.

To
The Registrar
Dibrugarh University
Dibrugarh

Date: 16.08.2021

Sub: <u>Report on Student Learning Outcomes for Dibrugarh University in light of NEP 2020 and UGC Evaluation Reforms 2019.</u>

Sir,

At the outset, on behalf of the Committee constituted from your end to formulate the Guidelines for Student Learning Outcomes of Dibrugarh University, keeping in view the proposed Evaluation Reforms of the UGC, 2019, and also towards implementation of the National Education Policy 2020, of the Government of India, I would like to thank you for reposing faith in the Members of the Committee and giving us an opportunity to be involved this important assignment for improvement of the quality in teaching learning processes of Dibrugarh University.

On the basis of discussions spread over a period of three offline sittings and various virtual interactions, the Committee has been able to successfully complete the assignment within the time specified (i.e., 45 days from the Notification of the Constitution of the Committee dated 01.07.2021), and would like to submit herewith the Report on Student Learning Outcomes for the Dibrugarh University in light of Evaluation Reforms of the UGC, 2019 and NEP 2020.

Thanking you once again for giving us this opportunity to serve the University community through this exercise.

Yours Sincerely,

Kalita.

16. 08. 2021

Prof. Neeta Kalita Barua
Chairperson,
Committee to formulate the Guidelines for Student Learning Outcomes of Dibrugarh University,
Dibrugarh University.

A REPORT ON STUDENT LEARNING OUTCOMES FOR THE DIBRUGARH UNIVERSITY IN LIGHT OF NEP 2020

VISION OF DIBRUGARH UNIVERSITY

> *To develop human resources, by integrating knowledge and skill, human values and compassion for a better world.*

MISSION STATEMENT

> *To impart value oriented education and skill based training that foster leadership traits of the learners, thus generating sustainable development, social harmony and peace.*

GOALS OF THE UNIVERSITY

➢   To inculcate the spirit of enquiry in the teaching learning process through appropriate pedagogy and use of ICT

➢   To provide the students with an environment for critical thinking, for negotiating multiple perspectives and for creative problem solving

➢   To promote teaching, learning and research with multidisciplinary and cross-disciplinary approaches in the existing courses and to explore for offering new programmes with such perspectives

➢   To enable the students in appreciating and understanding the social perspectives through engagement in extension services, cultural activities and action research.

➢   To forge alliance with the industries for enhancing Industry Academia interfacing.

➢   To undertake such programmes and activities which instil in the young minds deep sense of respect for the national heritage, culture and humanism.

➢   To attract international students and to promote international collaborations for teaching, learning and research.

➢   To promote innovation and entrepreneurship amongst the students.

GENERAL VALUES AND COMMITMENT OF THE UNIVERSITY

The University in pursuit of its goals is committed to -

➢   Provide a conducive environment free from discrimination, harassment or bullying.

- ➢ Promote mutual respect of individual rights and adhere to the ethical norms and standards.

- ➢ Provide a supportive and stimulating research-led environment so as to empower the student to reach their full potential.

- ➢ Provide facilities and services to the students community for high-quality learning experiences

- ➢ Give access to activities that will enhance employability, professional excellence and personal intellectual development.

- ➢ Support for the student participation in programme management and the life of university, including election of representatives.

- ➢ Provide the students an opportunity to participate in the functioning of the university.

- ➢ Recognizing the diversity and valuing it too.

- ➢ Have access to information with a fair and efficient complaint and appeals process to any related issues including payment, cancellation and refund information.

- ➢ Initiate support services to the student community for any social related issues like Pandemic and give access advice on health, welfare and accommodation.

- ➢ Maintain and respect their privacy and confidential information properly used and protected.

SIGNIFICANCE OF OUTCOMES OF LEARNING

Learning is supposed to have occurred when we can do something that we were not able to do earlier. **Learning leads to acquiring new knowledge, behaviours, skills, values, preferences or understanding and sometimes involves synthesizing different types of information (Kolb, 1984).** It is the process whereby knowledge is created through the transformation of experience. **Outcomes of learning state explicitly what the student is able to do at the end of a learning experience.** Thus, an **educational outcome** is what a student should be able to do after the successful completion of an Academic Programme/Course/Instructional unit.

The UGC in its **Report on EVALUATION REFORMS in Higher Education Institutions in India** – *Recommendations* of 2019 has emphasized on the importance of **Learning Outcome Based Education (LOBE).** As defined in this Report, it advocates the importance of establishing *"a clear picture of what is important for the students to be able to do, organizing the curriculum, instruction to make sure that learning ultimately happens."* Thus, this assessment is a system of education giving priority to *ends, purposes, accomplishments and results.* It is a realistic approach adopted worldwide today as part of the strategy of **quality assurance,** in

which decisions about the curriculum and instruction are driven by the exit learning outcomes that the students should display at the end of a programme or a course.

Learning Outcome Based Education (LOBE) is a dynamic and flexible framework, which allows organizations/institutions to design their institutional specific program education objectives to evolve continuously along with the evolution of social systems, ever changing national and regional interests. Some of the important action points under the LOBE approach include:

1) Define <u>exit outcomes</u> through active participation of all stakeholders groups.

2) Re-define performance and standards to provide regular reports on actual student learning outcome levels in all key outcome areas

3) Re-design of future-focussed curriculum, with a problem and issue-based content focus and continuous development of student abilities along with all major competence dimensions

4) Develop "high engagement/high activity classrooms" staffed by a variety of internal and external experts with continuous emphasis on multi-modality active learning by individuals and learning teams

5) Encourage learning by performing in authentic and real-world settings and promote extensive use of technology tools and applications

6) Promote use of focused learning and resource centers with expanded access to facilities, materials and learning resources.

The Learning Outcome Based Education (LOBE) model put forward by Spadys (1988) emphasizes on the importance of **Program Learning Outcomes (PLOs)** that serve as a critical factor to design curriculum and steer direction of all levels of outcomes; i.e., course outcomes, unit outcomes and lesson outcomes. The core philosophy of LOBE rests in adhering to <u>student-centric learning approach</u> used to measure students' performance based on pre-determined set of outcomes. Apart from bringing about reforms in curriculum framework that has to be outcome-based, it helps in bringing out clarity among students as to what is expected from them after completion of a program and for teachers in bringing focus on what to teach, how to do so and evaluate.

The Report of the UGC thus emphasizes the fact that in order to accomplish meaningful learning, evaluation should be linked to *'Learning Outcomes'* and *'Institutional goals'*. **The essence of the report is that the assessment process should test the learning outcomes, knowledge gained, attitudes developed and skills mastered by a student during an academic programme.** It intends to promote **'student-centric learning'** by reforming the existing evaluation system in the Higher Education Institutions, with *'continuous evaluation'* of students' performance. (Foreword Prof. D K Singh)

Outcomes can be defined at **three different levels** in the case of general Programmes of Higher Education:

- **Programme Learning Outcomes (PLOs)** or statements that describe what the students graduating from general programmes should be able to do,

- **Programme Specific Outcomes (PSOs)** which are statements that describe what the graduates of a specific programme should be able to do and –

- **Course Outcomes (COs)** or statements that describe what the students should be able to do at the end of a course.

DIBRUGARH UNIVERSITY MISSION STATEMENT FOR POST GRADUATE EDUCATION & NEP 2020

In the light of the National Education Policy 2020, the Dibrugarh University Mission Statement states that it shall strive to –

(1) Develop the Post Graduate students' advanced research and intellectual skills, preparing them to contribute significantly to society in a wide variety of roles and careers.

(2) Empower the students with 21st Century skills like critical thinking, problem solving, communication, collaboration, citizenship, sustainability and the like.

(3) Empower diverse learners to achieve their academic and professional potentialities.

PROGRAMME LEARNING OUTCOMES (PLOs) or STUDENT LEARNING OUTCOMES (SLOS):

In the light of the National Education Policy (NEP) 2020, the **Progamme Learning Outcomes (PLOs)** or the **Student Learning Outcomes (SLOs)** of Dibrugarh University have been designed in a manner so as to ensure that upon completing various Programmes of Studies from the Departments and Centres for Studies of this University, the students will be empowered with the **21st Century Skills required to make their transition from academics to the world of work while also being imbibed with the spirit and awareness of the relevance of achievement of the Sustainable Development Goals 2030 in their lives.** These Student Learning Outcomes (SLOs) are:

- **SLO 1. Develop Integrated Thinking and Learning:** Students will learn to integrate knowledge from multiple sources and perspectives to understand the limits governing human societies, economies and social justice dimensions of sustainability by cultivating awareness of and the capacity to critique contemporary globalization issues and seek solutions. Further they will also develop a capacity for integrative thinking, practice and

reflection while understanding learning and research with multidisciplinary and cross-disciplinary approaches in the existing courses and also seek out new and innovative emerging areas of importance, including disruptive technologies.

- **SLO 2. Informed Critical Thinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid and looking at ideas and decisions (intellectual, organizational and personal) from different perspectives.

- **SLO 3. Solve Problems Creatively:** Understand and solve problems of relevance to society to meet the specified needs using the knowledge, skills and attitudes acquired from a multi-disciplinary perspective of the Humanities/Sciences/Mathematics/Social sciences etc. for negotiating multiple perspectives and for creative problem solving thereby empowering the diverse learners to achieve their academic and professional potentialities.

- **SLO 4. Communicate Effectively:** Speak, read, write and listen clearly in person and through electronic media and make meaning of the world by connecting people, ideas, books, media and technology.

- **SLO 5. Exhibit Cooperative and Collaborative Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings in a spirit of cooperation, embracing and honoring the diversities among communities through dialogue and/or a consultative process with the stake holders, by appreciating collaborations; and also through an understanding of the social perspectives of a situation through engagement in extension services, cultural activities and action research.

- **SLO 6. Engage in Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of emerging socio-technological changing scenario.

- **SLO 7. Cultivate Effective Citizenship and Civic Responsibility:** Acquire empathetic citizenship values, social concern and equity-centered national development and the ability to act with an informed awareness of issues, to participate in civic life through volunteering while reflecting on one's role in developing and nurturing sustainable communities through a commitment to our Constitutional values, by understanding the relevance of the concepts of *access, equity, justice and inclusion* in a multicultural world so as to practice the same in society.

- **SLO 8. Exhibit Ethics and Human Values in all Interactions as a part of Holistic Education:** Maintain ethical behaviour in social relationships including development of

humanistic, ethical, and universal human values of truth (*satya*), righteous conduct (*dharma*), peace (*shanti*), love (*prem*), non-violence (*ahimsa*), and scientific temper, recognize and understand different value systems, including one's own and try to understand the moral dimensions of human decisions and accept responsibility for these.

- **SLO 9. Practice Holistic Approach to Environment and Sustainability:** Identify and critically analyze the social, environmental, and economic dimensions of sustainability, while understanding the impact of technology and business practices in societal and environmental contexts to promote sustainable development. Students will also be able to evaluate sustainability issues and solutions using a holistic approach that focuses on connections between complex human and natural systems using their capacity to apply theoretical frameworks to the solution of these problems.

- **SLO 10. Develop Empowered Global Citizens:** Understand the economic, social and ecological connections that link the world's nations and people and be involved in continuous and meaningful engagement to evaluate the individual, local and global dimensions of social, environmental and economic responsibility as a response to contemporary global challenges.

- **SLO 11. Value and Preserve Indigenous Resources of the Region:** Develop the capability to harness, preserve and conserve the socio-cultural, linguistic heritage and indigenous resources of this region along with its rich bio-diversity – physical, geographical (including climatic, river system, flora and fauna).

- **SLO 12. Exemplify Effective Agents of Change:** Integrate theory, practice and reflection in the pursuit of a healthier and more sustainable world exemplifying change in individual, local, and global contexts by maintaining sound physical, mental, social, spiritual health and well-being.

Conclusion

The **Student Learning Outcomes (SLOs)** of Dibrugarh University have been prepared as **Guiding Principles** to help the University in the implementation of its **institutional goals**. SLOs **need to be identified** by every Higher Education Institute offering general programmes of study across various disciplines. Besides representing the **knowledge, skills** and **attitudes** that all students are required to attain at the time of graduation from any programme, the SLOs are **non-specific** to the discipline of the programme. The Committee hopes that the Departments and Centres for Studies of Dibrugarh University will explore possibilities to incorporate these institutional desirable goals as per disciplinary focus and relevance in designing the curriculum and transacting the contents in the respective Courses offered. The University authority should

thus ensure the smooth implementation of these ***broad-based and generalized*** Student Learning Outcomes (SLOs) by ensuring the re-structuring and re-defining of more specific Programme Specific Outcomes (PSOs) and Course Specific Outcomes (CSOs) in the curricula of the different Programmes offered by the different Departments and Centres for Studies under it so that they reflect the overall student learning outcomes of the students of this University at the Institutional level.

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Submitted by:

Committee to formulate the Guidelines for Student Learning Outcomes, keeping in view the proposed Evaluation Reforms of the UGC, 2019, - and also towards Implementation of the National Education Policy 2020, of the Government of India.

Members:

1. Prof. Neeta Kalita Barua (Chairperson) - ....

2. Prof. D.K. Chakraborty (Member)- - - ....

3. Prof. Surajit Borkotokey (Member)- - - ....

4. Dr Pankaj Dutta (Member) - - - ....

5. Dr Chandan Kr. Sarmah (Member)- - - ....

6. Dr Asomi Chaliha (Member-Secretary) - ....

Dated: 16th August 2021.