Institutional Policy for Outcome-Based Education

Outcome Based Education (OBE) is a performance-based education system that bases each part of an educational system around outcomes. The core philosophy of OBE rests in adhering to a student-centric learning approach used to measure students' performance based on a pre-determined set of outcomes. It gives a clear picture of what is important for students to be able to do, then organizing the curriculum, instructions and assessments to make sure that the learning ultimately happens (Spady 1994). By the end of the educational experience, each student should have achieved the goal (outcomes). One of the significant advantages of OBE is in bringing out reforms in the curriculum framework that have to be outcome-based; constant up-gradation of academic resources; raising the quality of research and teaching; technology integration in the teaching-learning processes; bringing out clarity among students as to what is expected from them after completion of the programme and for teachers in bringing focus on what to teach, how to teach and evaluate.

The College has adopted OBE policy to strengthen OBE implementation.

Objectives:

- To adhere to OBE by using a student-centric learning approach and measuring students` performance based on a pre-determined set of outcomes.

- To create, encourage and maintain a favorable empowering learning environment and facilitate learner-centric teaching and learning processes in the institution.
- To bring out reforms in curriculum framework that has to be outcome-based; constant upgradation of academic resources; raising the quality of research and teaching; technology integration in the teaching-learning processes; bringing out clarity among students as to what is expected from them after completion of the programme and for teachers in bringing focus on what to teach, how to teach and evaluate.
- To impart quality learning experiences that lead to attainment of the POs, PSOs and COs and demonstrate the graduate attributes focused on by the institution.
- To organize the curriculum content, teaching, learning and assessment methods in alignment with COs, POs, PSOs and the mission statement of the institution constructively.
- To define course outcomes that reflect higher order thinking skills of cognitive domain as per classification of revised Bloom's Taxonomy and are in terms of requisite global competencies for the sustainable future.
- To contribute to the Total Quality Management of the College and initiate a wide concept for the quality enrichment and enhancement initiatives.
- To practice Continuous Quality Improvement (CQI) on real time basis through reviews, feedbacks, gap analysis and corrective actions.

Methodology:

1. Course Outcomes (for all courses):
- Course outcomes are the statements that describes the knowledge and abilities developed in the student by the end of the course (subject) teaching.
- There should be 5-7 course outcomes for any course.
- These must be written in specific terms and not in general.
- Attach the list of course outcomes of all courses in OBE.

2. Set the target level for the attainment of course outcome:

- Course outcome attainment is assessed by comparing students' performance w.r.t. target level of performance.
- To calculate the program Outcome attainment, first calculate the course outcome attainment.

SR. NO.	LEVEL	CO ATTAINMENT
1	LEVEL-1	50% STUDENTS SCORED MORE THAN CLASS 50% MARKS
2	LEVEL-2	60% STUDENTS SCORED MORE THAN 50% MARKS
3	LEVEL-3	70% STUDENTS SCORED MORE THAN 50% MARKS

THE TARGET LEVEL IS SELECTED AS **LEVEL-2.**

- The target level is set at Level-2. 60% of the students' score must be more than 50% marks.
- Calculate the CO attainment. Based on the results of attainment, corrective measures/remedial action should be taken.
- CO Attainment= 80% (Attainment level in end-term examination) + 20% (Attainment level in internal examination).

3. Calculate CO-PO Mapping and determine CO attainment.

4. Calculate CO-PO Correlation average.

5. Set Target Level for Attainment of POs:

- The program outcome attainment is governed by curricular, co-curricular and extra-curricular activities including feedback/survey from the stakeholders' participation.
- The direct method and indirect method are adopted to calculate the PO attainment.
- The direct method implies the attainment of course outcomes contributing to respective program outcomes. In addition, the indirect method is the satisfaction/feed-back survey of stakeholders.

- In order to calculate the program outcome attainment, the course outcome attainment is calculated.

Program Attainment Level:

- PO attainment is defined at five levels in ascending order.
- The PO attainment is based on the average attainment level of corresponding courses (Direct Method) and feed-back survey (Indirect method);

SR. NO.	LEVEL	PO ATTAINMENT
1	LEVEL-I	0.5<1—POOR
2	LEVEL-II	1<1.5—AVERAGE
3	LEVEL-III	1.5<2—GOOD
4	LEVEL-IV	2<2.5—VERY GOOD
5	LEVEL-V	2.5<3--EXCELLENT

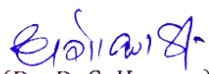The PO attainment target level is set/defined at Level-III.

- It implies that, the department is aiming at minimum level 3 (Good) in the performance of abilities by the graduates. Based upon the results of attainment, the remedial measures should be taken.
- PO Attainment= 80% (Average attainment level by direct method) + 20% (Average attainment level by indirect method).
- Direct Method: CO values obtained
- Indirect Method: Survey/Feedback collected from final year students/alumni.

PO Attainment:

PO Attainment= 80% (Average attainment level by direct method) + 20% (Average attainment level by indirect method).

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