



# SIR C R REDDY COLLEGE ELURU, W.G.Dt. A.P

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## OUT COME BASED EDUCATION (OBE) POLICY

Sir C R Reddy College, Autonomous, Eluru endeavors to proactively participate in the mission of higher education in India to elevate the competency levels of the graduates to meet global standards. A systematic, meticulous and stringent mechanism of Outcome Based Education (OBE) shall be followed with total focus on measurement of student performance through outcomes. Due weightage shall be given for graduate performance in the realms of knowledge, skills and attitude in order to ensure holistic development, the educational philosophy of the institution.

### 2. Scope

The OBE framework shall as guidelines to enable teaching and learning process of the institution to work in tandem to deliver the outcomes that are expected to be achieved during the academic stint of a student with the college.

- 2.1 The guidelines of this policy are applicable to the students, faculty and staff of Sir C R Reddy College.
- 2.2 The norms laid herein are applicable to all academic programmes, courses and curricular activities undertaken by the members.

### 3. Objectives

The following are the objectives of the OBE policy:

- 3.1 To design a learner-centric and outcome-focused education system.
- 3.2 To define Graduate Attributes and Programme Educational Objectives (PEOs) in alignment with the vision and mission of the college.
- 3.3 To develop the Programme outcomes (POs) to achieve the Graduate Attributes of out comes.
- 3.4 To empower teachers to be effective in OBE system.

- 3.5 To establish an outcome based assessment system that measures the attainment of outcomes at course and programme levels.

#### **4. OBE Committee**

The OBE process in the institution shall be governed by the OBE committee. The composition of the committee is given below:

Principal	-	Chairman
Deans	-	Ex-officio Members
Controller of Examinations	-	Ex-officio Examination Office Member
IQAC Representative	-	Ex-officio IQAC Member.
Coordinator	-	Faculty Nominee
Members	-	Faculty Nominees

#### **5. Roles and Responsibilities**

- 5.1 The OBE Committee designs the policy and system of OBE and evaluation of out comes.
- 5.2 The Committee shall guide the implementation of OBE in all departments.
- 5.3 The committee shall periodically monitor the OBE process and conduct an annual review of its effectiveness.
- 5.4 The graduate attributes, PEOs, PSOs, POs and Cos of various programmes and courses are to be framed and mapped by the committee.
- 5.5 The attainment results of outcomes shall be collated & reviewed by the committee.
- 5.6 The committee shall ensure the quality assurance of curriculum, pedagogical process of the institution to attain the outcomes.

#### **6. Definitions**

##### **6.1 Graduate Attributes :**

These are the high level Qualities, Skills and understanding that a student gain as a result of the learning experiences they engage with the

college. They equip the students and graduates for lifelong personal development and to be successful in the society.

## 6.2 Programme Educational Objectives learning

The objectives that the students are expected to attain after the successful completion of the programme are termed as Programme Educational Objectives. PEOs are drawn from the vision and mission of the institution. They highlight the academic and professional accomplishments expected to be achieved.

## 6.3 Programme Outcomes

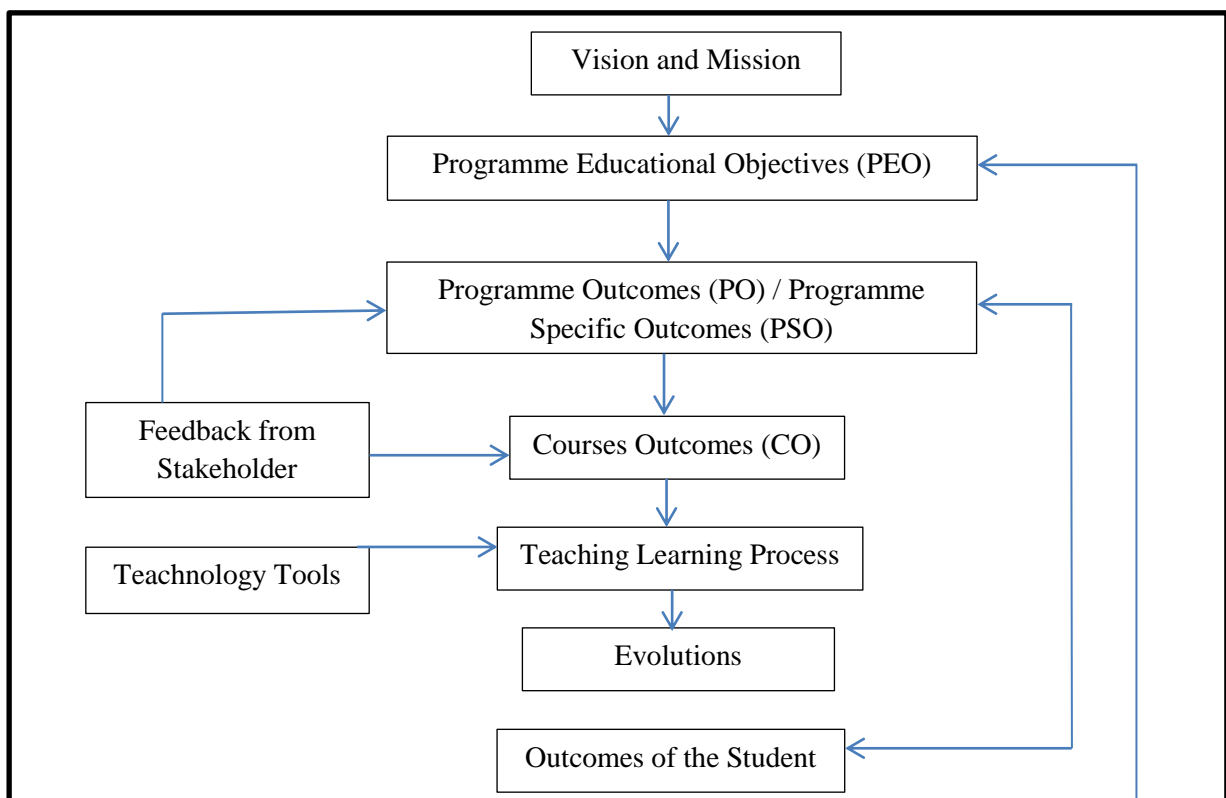
Programme Outcomes (POs) are the quantified measurable results that are expected to be achieved by each and every student towards the end of the programme. In simple terms these are the graduate attributes that the students are expected to attain at the completion of the programme.

## 6.4 Course Outcomes

Course Outcomes (COs) are the quantified measureable results that are expected to be achieved by each and every student on completion of each and every course. COs are specific to each and every course in a program.

## 7. Outcome Based Education (OBE) Framework

The OBE framework of the Sir C R Reddy College is depicted in Fig. I



- i) Outcome Based Education is learner-centric. The PEOs shall be drawn from the vision and mission of the College and Universal Graduate Attributes (UGA), POs, PSOs, and COs are to be derived from the PEOs.
- ii) The teaching learning process has to be developed according to the PEOs and POs.
- iii) The Programme outcomes act as a reference guide to set the course outcomes (COs). The course curriculum shall aspire to fulfill the COs and POs.
- iv) Pedagogy and teaching-learning process shall integrate all essential components to achieve the outcomes.
- v) Formative assessment (CIA) and summative assessment (End Semester/ Trimester examination) shall incorporate outcome attainment measurement.
- vi) Feedback from stakeholders shall serve as the fulcrum of improvement in the OBE framework.
- vii) Result/Outcome attainment analysis shall provide the necessary input regarding attainment of COs, POs and PEOs.

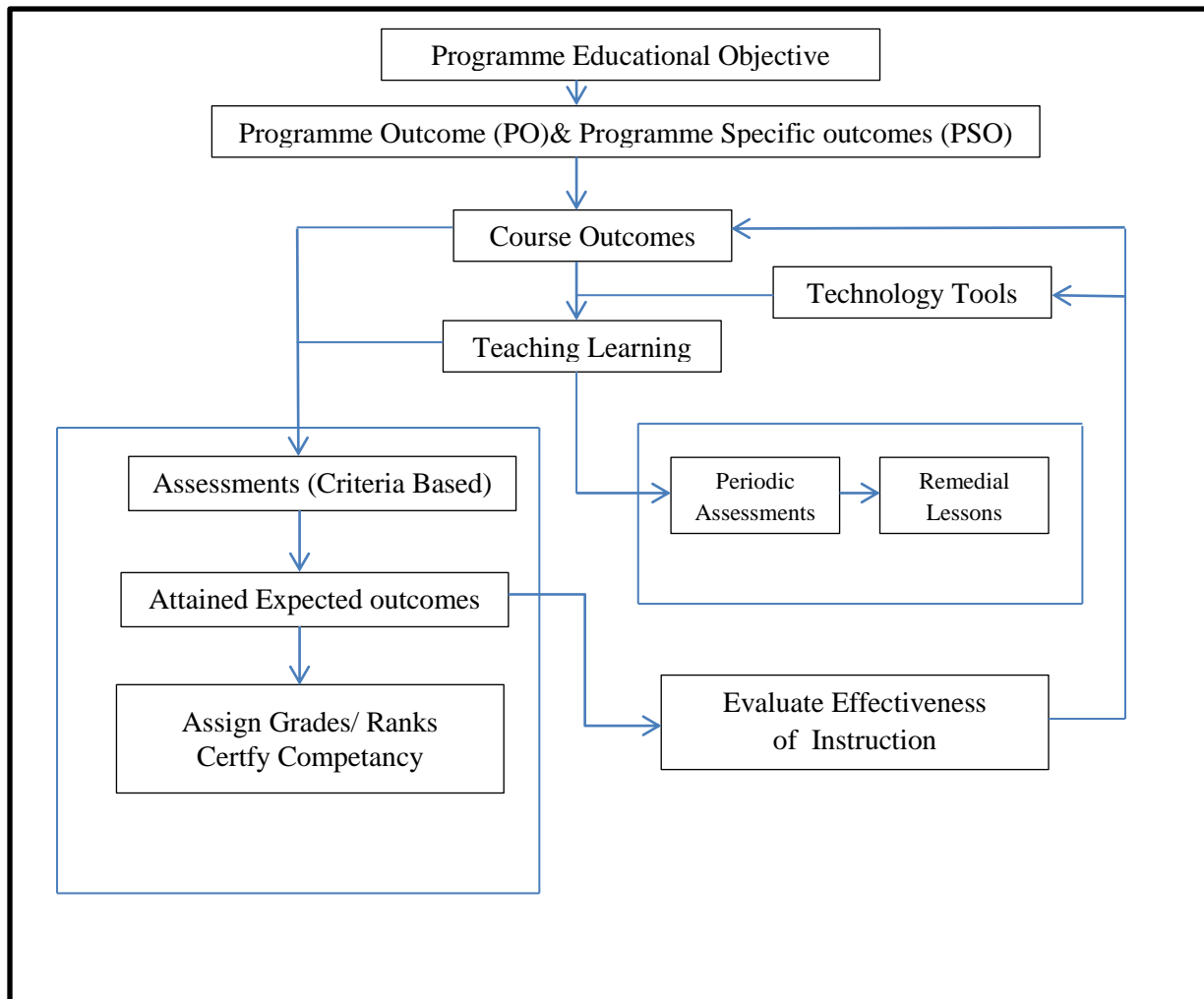
## **8. OBE Implementation Process**

The OBE implementation comprises of the following process:

- i) The OBE committee in consonance with IQAC shall ensure that the PEOs are in tandem with the vision, mission and Core values.
- ii) The POs and COs shall be defined by the department guided by the respective Deans.
- iii) COs are to be framed using Bloom's Taxonomy specifying the different sub-domains of learning. The departments shall implement the necessary teaching-learning process and skill development activities for the fulfillment of these outcomes.
- iv) OBE system shall be reviewed during the annual feedback from stakeholder.

## 9. Outcome – Based Assessment and Evaluation

Two methods of assessment, namely, formative and summative assessment are shown in figure-2.



### 9.1 Formative Assessment

Periodic Assessment or Comprehensive Internal Assessment (CIA) which carries 40% weightage shall be formative assessment under the OBE framework. The CIA shall be a combined assessment of skills through mid-term examination, assignment, mini-projects, seminar and activity-based evaluation. The formative assessment shall focus on assessing the student on qualitative parameters.

### 9.2 Summative Assessment

Summative Assessment shall be undertaken through an End Semester Examination (ESE) and shall carry a weightage of 60% of the total assessment.

## 10. Mapping and Computation of Attainment Level

The implantation of OBE is complete with mapping and attainment level computation..

- i. Course outcomes shall be mapped with programme ourcomes. One CO may be mapped with more than one PO and vice versa.
- ii. The department shall ensure that all the COs are sufficient to measure the attainment level of POs.
- iii. The attainment shall be measured at the programme and course level. Benchmarks shall be set for PO and CO attainment.
- iv. Attainment of course outcomes shall be measured using two attainment indicators: CO attainment indicator 1 and CO attainment indicator 2.
  - CO attainment indicator 1 shall measure the attainment levels of outcomes of every course based on the average score of a batch of students across all the course outcomes of particulars course. It shall be based on average marks secured by the students.
  - CO attainment indicator 2 shall measure the attainment at curse level based on the percentage of students of a batch attaining the course outcomes across al the courses of a particular programme.

### 10.1 Computation of CO Attainment for UG Programmes

Course Outcome Attainment Indicator 1 for UG progammes is shown in the given table.

**Table 1: Course Outcome Attainment Indicator 1**

Attainment Levels (Percentage of marks)		Attainment Status
Level 3	More than 55%	Attained
Level 2	Between 50% and 55%	Attained
Level 1	Less than 50%	Not Attained

#### Interpretation

- Level 3: Average score of above 55% in course outcomes of a particular course.
- Level 2: Average score of above 50% and upto 55% in course outcomes of a particular course.

Attainment Levels (Percentage of Students )		Attainment Status
Level A	More than 90%	Attained
Level B	More than 80%	Attained
Level C	More than 70%	Attained
Level D	More than 60%	Attained
Level E	More than 50%	Attained
Level F	Less than 50%	Not Attained

### Interpretation of CO Attainment Levels (UG)

- Level A – More than 90% of the students have attained the COs of a particular course.
- Level B – More than 80% of the students have attained the COs of a particular course.
- Level C – More than 70% of the students have attained the COs of a particular course.
- Level D – More than 60% of the students have attained the COs of a particular course.
- Level E – More than 50% of the students have attained the COs of a particular course.
- Level F – COs of a particular course have not been attained.

### 10.2 Computation of PO attainment of UG Programmes

PO attainment shall be measured as the average percentage of marks obtained by all the students across all the courses of the programme that are mapped to a particular PO. The attainment of programme outcomes is indicated at three levels. Table 3 depicts the various level of PO attainment in UG programmes.

**Table 3: Levels of PO Attainment of UG Programmes**

Attainment Levels (Percentage of marks)		Attainment Status
Level 3	More than 55%	Attained
Level 2	Between 50% and 55%	Attained
Level 1	Less than 50%	Not Attained

### Interpretation of PO Attainment Levels (UG)

- Level 3: Average score of above 55% in courses mapped to a particular PO.
- Level 2: Average score of above 50% and up to 55% in courses mapped to a particular PO.
- Level 1: Average score of less than 50% in courses mapped to a particular PO.

### 10.3 Computation of CO Attainment for PG Programme

Course Outcomes Attainment Indicator 1 for PG programmes is shown in table 4

**Table 4: Course Outcomes Attainment Indicator 1**

Attainment Levels (Percentage of marks)		Attainment Status
Level 3	More than 65%	Attained
Level 2	Between 60% and 65%	Attained
Level 1	Less than 60%	Not Attained

#### Interpretation

- Level 3: Average score of above 65% in course outcomes of a particular course.
- Level 2: Average score of above 60% and up to 65% in course outcomes of a particular course.
- Level 1: Average score of less than 60% in course outcomes of a particular course.

Course Outcome Attainment Indicator 2 for PG programmes is shown in table 5

**Table 5: Course Outcomes Attainment Indicator 2**

Attainment Levels (Percentage of Students )		Attainment Status
Level A	100%	Attained
Level B	More than 90%	Attained
Level C	More than 80%	Attained
Level D	More than 70%	Attained
Level E	60% and above	Attained
Level F	Less than 60%	Not Attained

#### Interpretation of CO Attainment Levels (PG)

- Level A – All the students have attained the COs of particular course.
- Level B – More than 90% of the students have attained the COs of a particular course.

### 10.4 Computation of PO attainment of PG Programmes

PO attainment shall be measured as the average percentage of marks obtained by all the students across all the courses of the programmes that are mapped to a particular PO. The attainment of programme outcomes is indicated at three levels. Table 6 shows the various levels of PO attainment in PG programmes.



**Table 6: Levels of PO Attainment of PG Programme**

<b>Attainment Levels (Percentage of marks)</b>		<b>Attainment Status</b>
Level 3	More than 65%	Attained
Level 2	Between 60% and 65%	Attained
Level 1	Less than 60%	Not Attained

### **Interpretation of PO Attainment Levels (PG)**

- Level 3: Average score of above 65% in courses mapped to a particular PO.
- Level 2: Average score of above 60% and up to 65% in courses mapped to a particular PO.
- Level 1: Average score of less than 60% in courses mapped to a particular PO.

### **11. Review of OBE System**

The OBE committee shall review the OBE system of the institution based on stakeholder feedback and analysis of industry trends. Due attention shall be given to incorporate the needs of the students and developmental concerns of society and nation. The policy shall be updated by the OBE committee to incorporate changes in the Government policies, new trends in higher education and future innovations by the institution.

PRINCIPAL