Government City College (A)
Nayapul, Hyderabad
Affiliated to Osmania University
Accredited with B++ Grade & CGPA 2.76
https://gdcts.cgg.gov.in/charminar.edu

Manual

OUTCOME BASED EDUCATION MANUAL

Vision

Vision is to bring holistic development, and develop academia, as well as entrepreneur skills using technology assisted and student centric pedagogical models.

Mission

- Reaching the Unreached
- Crossing Boundaries
- Erasing Margins
- Collaboration with NGOs, Other Institutions & Industries
- Service to Society at large
- Make Students Socially Responsible

Policy

1. Introduction:

Outcome-Based Education (OBE) is an educational philosophy and approach that focuses on defining specific learning outcomes or competencies that students should demonstrate at the end of a course or program. Instead of emphasizing what content is taught, OBE emphasizes what students should know and be able to do as a result of their educational experiences.

This document outlines the policy framework for Outcome-Based Education (OBE) at Government City College (A), a Higher Education Institution committed to fostering excellence in education. OBE is a student-centered approach that focuses on clearly defining and assessing learning outcomes to ensure students acquire the knowledge, skills, and attributes necessary for success in their chosen fields.

2. Purpose:

The purpose of this policy is to provide a structured framework for the implementation and evaluation of Outcome-Based Education at Government City College (A). This policy aims to align academic programs with the institution's vision, mission and values while promoting transparency and accountability in the assessment and attainment of learning outcomes.

3. Learning Outcomes:

3.1 Definition:
Learning outcomes refer to the specific knowledge, skills, and attributes that students are expected to acquire upon completion of a program or course.

3.2 Integration:
The institution shall clearly define and integrate Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) into the curriculum design. These outcomes shall align with the institution's graduate attributes and be reflective of industry needs and societal expectations.

3.3 Assessment:

Assessment methods shall be designed to measure the attainment of learning outcomes. A variety of assessment tools, including examinations, projects, presentations, and practical assessments, shall be employed to ensure a comprehensive evaluation of student performance.

4. Communication and Transparency:

4.1 Publicization:
The institution shall widely publicize learning outcomes, program and course outcomes, and graduate attributes through the official website and other relevant documents. This information shall be easily accessible to students, faculty, and other stakeholders.

4.2 Student Awareness:
Students shall be made aware of the learning outcomes at the beginning of each course or program. Clear communication regarding the expected outcomes and their relevance to future career paths shall be emphasized.

5. Evaluation Process:

5.1 Continuous Improvement:
The institution shall establish a robust system for continuous evaluation of the effectiveness of OBE. Feedback from students, faculty, and external stakeholders shall be gathered and analyzed to make informed adjustments to the curriculum and assessment processes.

5.2 Monitoring and Review:
Regular audits and reviews of the OBE implementation shall be conducted to ensure alignment with institutional goals and industry standards. The outcomes of these reviews will inform further improvements.

6. Compliance and Accountability:

6.1 Accreditation Standards:
The institution shall adhere to accreditation standards and guidelines related to Outcome-Based Education. Compliance with external quality assurance agencies shall be maintained to uphold academic excellence.

6.2 Faculty Training:
Faculty members shall be provided with training and resources to effectively implement OBE practices. Professional development opportunities shall be offered to ensure faculty members are equipped to design, assess, and revise learning outcomes.

7. Conclusion:

This Outcome-Based Education Policy serves as a foundation for promoting a culture of continuous improvement, transparency, and accountability in education in the institution. By integrating learning outcomes into assessment processes and communicating them effectively, the institution strives to produce graduates who are well-prepared for the challenges of their chosen professions.

Committee

S.No	Name	Designation & Department	Role
1.	Prof.P.Bala Bhaskar	Principal	Chairman
2.	Dr.K.Sarada	Assoc. Professor of Mathematics Addl CoE	Convener
3.	Dr.Aizaz Sultana	Assoc. Professor of Political Science	Member
4.	Dr.E.Yadaiah	Assoc. Professor of Chemistry	Member
5.	Dr.J.Ratna Prabhakar	Assoc. Professor of Commerce	Member
6.	Dr.Adi Ramesh	Assoc. Professor of English	Member
7.	Dr.KLV Vara Prasad	Asst. Professor of Botany	Member
8.	Dr.R.Sridhar	CoE	Ex-Officio Member
9.	Dr.J.Neeraja	IQAC Coordinator	Ex-Officio Member

Role of the Committee

- The OBE Committee is responsible for developing and reviewing the curriculum to ensure alignment with desired learning outcomes.
- The committee oversees the assessment and evaluation of student learning outcomes to determine the effectiveness of the educational programs.
- The committee identifies areas for enhancement in curriculum, teaching methods, and assessment practices based on data analysis and stakeholder feedback, and implements strategies to address these areas.
- The OBE Committee works to align curriculum, assessment, and educational practices with external standards and requirements set by accrediting bodies or regulatory agencies.
- The committee engages various stakeholders, including faculty, students, alumni, employers, and industry professionals, to gather input on learning outcomes, curriculum design, and program effectiveness.
- The committee collects and analyzes data on student learning outcomes and prepares CO & PO attainment.

Programme Outcomes

Programme outcomes, also known as learning outcomes or educational outcomes, are statements that describe what students are expected to know, be able to do, or understand upon completion of a program of study. These outcomes are typically specific, measurable, and observable, providing clear targets for assessment and evaluation.

Programme Specific Outcomes

Programme Specific Outcomes (PSOs) are statements that delineate what students are expected to know, be able to do, or value upon completion of a specific academic program. These outcomes are tailored to reflect the unique goals and objectives of a particular program of study, such as a degree program in engineering, business, or any other field.

Course Outcomes

Course outcomes refer to the skills, abilities, or attitudes that students are expected to attain by the end of a particular course. These outcomes are typically outlined by the course instructor or educational institution and serve as a guide for designing the curriculum, assessments, and instructional activities. Course outcomes provide a clear understanding of what students should be able to demonstrate or accomplish after completing the course, helping to align teaching and learning activities with desired educational goals. They are often used to assess student learning and to evaluate the effectiveness of the course in meeting its objectives.

CO-PO Mapping

CO-PO mapping involves establishing a clear connection between the Course Outcomes and the Program Outcomes. This mapping ensures that the objectives of individual courses align with the broader goals of the program. Each CO should contribute towards the attainment of one or more POs.

For a course, COs shall be mapped to POs CO-PO matrix. The correlation levels are:

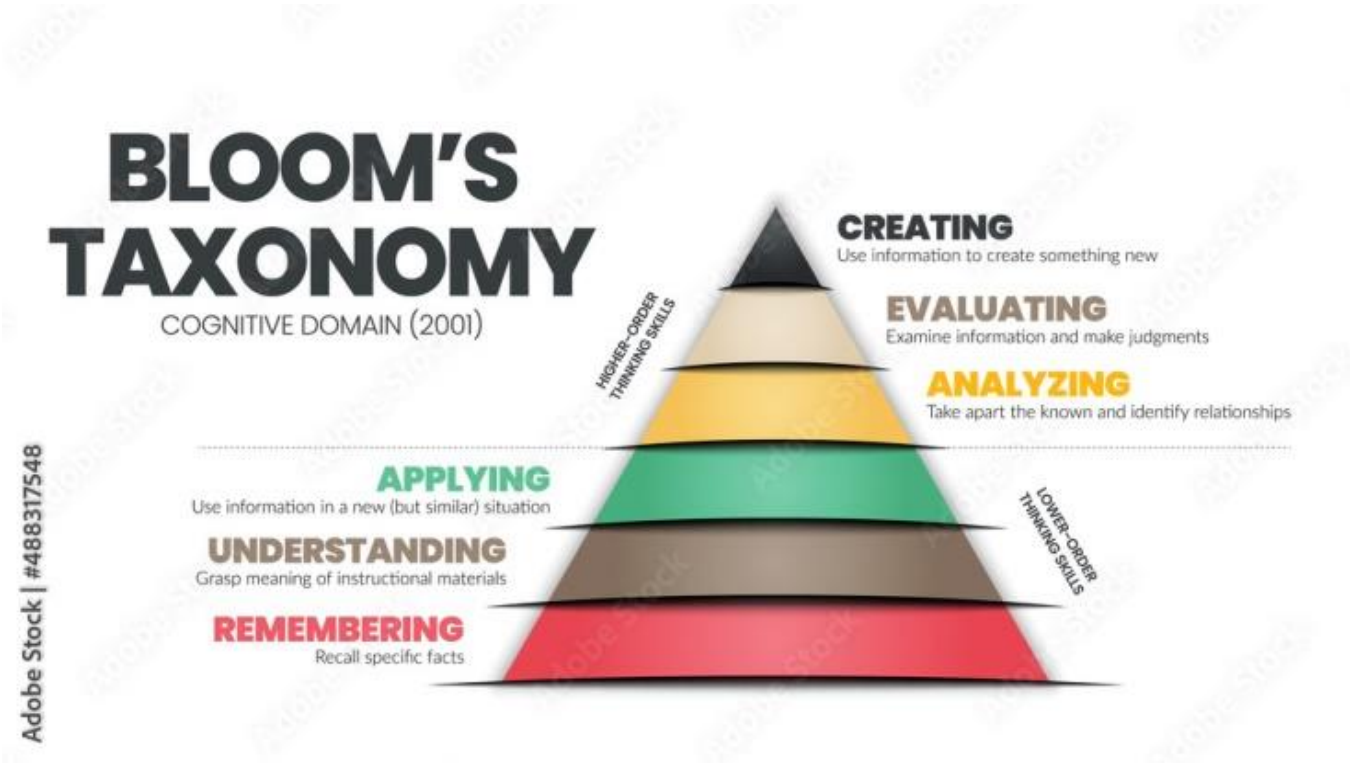
- ➢ No Correlation -0
- ➢ Low Correlation -1
- ➢ Moderate Correlation -2
- ➢ High Correlation -3

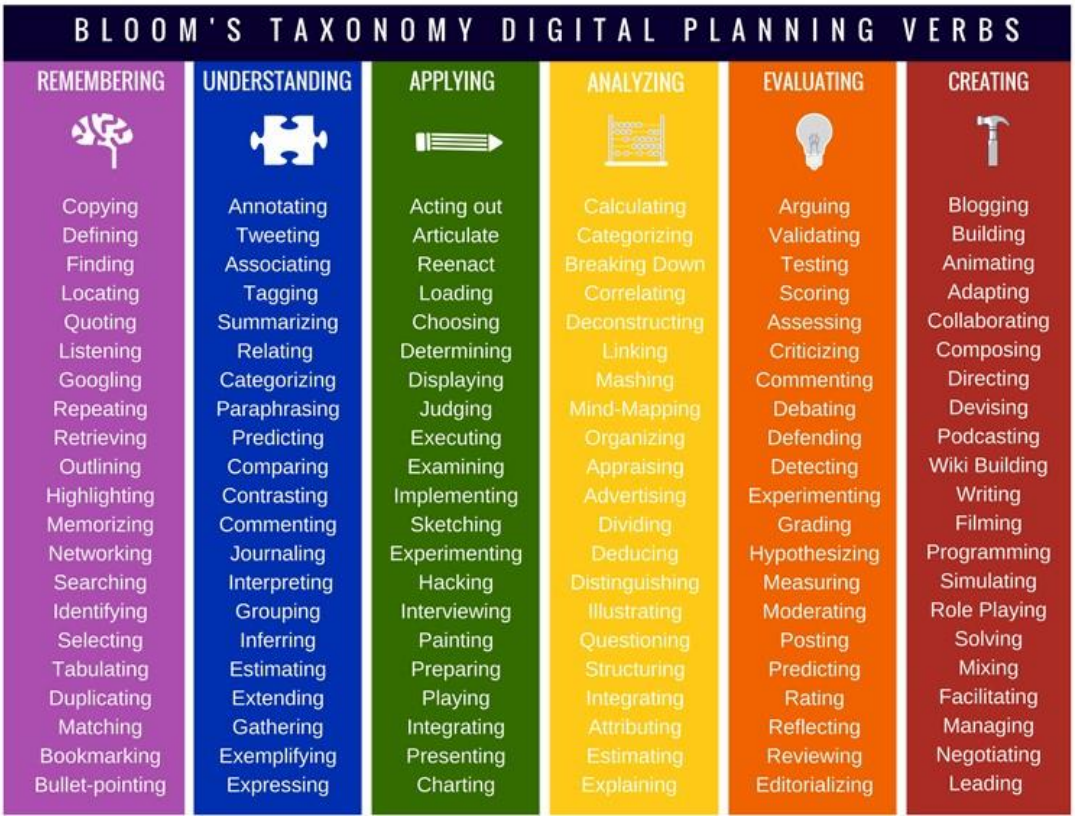
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	3	1	3	2	2
CO2	3	3	3	1	3	2	2
CO3	3	3	3	2	3	2	2
CO4	3	3	3	2	2	2	2
CO5	3	3	3	3	2	2	2
Average	3	3	3	1.8	2.6	2	2

$WP_i = \frac{\sum_{j=1}^{5} CO_j}{5}$ (i=1 to 7 and j=1 to 5) (where WP_i is the Weight factor for Program Outcome PO_i)

Blooms Taxonomy

Bloom's Taxonomy serves as a foundational framework within Outcome-Based Education (OBE), providing a structured approach to designing, implementing, and assessing learning outcomes. Within OBE, Bloom's Taxonomy acts as a guide for educators to articulate clear and measurable learning objectives, ensuring that educational outcomes are aligned with the desired competencies and skills students need to acquire. The taxonomy categorizes cognitive processes into hierarchical levels, ranging from lower-order thinking skills such as remembering and understanding to higher-order skills like analyzing, evaluating, and creating. By incorporating Bloom's Taxonomy into OBE, educators can systematically scaffold learning experiences, foster critical thinking, and facilitate meaningful assessment practices to gauge student progress effectively. This integration promotes a student-centered approach, emphasizing the attainment of specific learning outcomes and enabling educators to tailor instruction to meet individual needs while promoting deeper understanding and application of knowledge.




BLOOM'S TAXONOMY DIGITAL PLANNING VERBS
REMEMBERING
Copying
Defining
Finding
Locating
Quoting
Listening
Googling
Repeating
Retrieving
Outlining
Highlighting
Memorizing
Networking
Searching
Identifying
Selecting
Tabulating
Duplicating
Matching
Bookmarking
Bullet-pointing
UNDERSTANDING
Annotating
Tweeting
Associating
Tagging
Summarizing
Relating
Categorizing
Paraphrasing
Predicting
Comparing
Contrasting
Commenting
Journaling
Interpreting
Grouping
Inferring
Estimating
Extending
Gathering
Exemplifying
Expressing
APPLYING
Acting out
Articulate
Reenact
Loading
Choosing
Determining
Displaying
Judging
Executing
Examining
Implementing
Sketching
Experimenting
Hacking
Interviewing
Painting
Preparing
Playing
Integrating
Presenting
Charting
ANALYZING
Calculating
Categorizing
Breaking Down
Correlating
Deconstructing
Linking
Mashing
Mind-Mapping
Organizing
Appraising
Advertising
Dividing
Deducing
Distinguishing
Illustrating
Questioning
Structuring
Integrating
Attributing
Estimating
Explaining
EVALUATING
Arguing
Validating
Testing
Scoring
Assessing
Criticizing
Commenting
Debating
Defending
Detecting
Experimenting
Grading
Hypothesizing
Measuring
Moderating
Posting
Predicting
Rating
Reflecting
Reviewing
Editorializing
CREATING
Blogging
Building
Animating
Adapting
Collaborating
Composing
Directing
Devising
Podcasting
Wiki Building
Writing
Filming
Programming
Simulating
Role Playing
Solving
Mixing
Facilitating
Managing
Negotiating
Leading