INDIAN ACADEMY
Degree College - Autonomous

OUTCOME BASED EDUCATION (OBE) POLICY

1.0 Preface

Indian Academy Degree College Autonomous (IADC - A), Bangalore follows an approach of outcome-based education (OBE) system which inculcates the student-centred learning and teaching methodology. The Programme Educational Objectives (PEOs) Programme Outcomes (POs), Course Outcomes (COs) are carefully crafted catering to local, regional and global needs and aligned with the national goals and institutional vision and mission on higher education. Graduate performance is measured in terms of knowledge, skills and attitude and overall development of student is given due weightage during the measurement of Programme and Course Outcomes.

The OBE framework shall guide the learning and teaching process within the institution and is embedded with the design and delivery of the programme in order to achieve the outcomes framed.

The guidelines framed under this policy is applicable to all students, teaching and non-teaching staff of Indian Academy Degree College Autonomous.

The norms provided herein is applicable to all the members involved in academic programmes, courses within the programmes offered by IADC - A.

1.1 Objectives:

1.1.1 To design, develop and deliver student centred curriculum in line with outcome-based education system that measures the attainment of Programme Education Objectives, Programme Outcomes and Course Outcomes.

1.1.2 To develop and clearly define the Programme Educational Objectives (PEOs) in line with vision & mission of the institution.

1.1.3 To ensure that the course outcomes laid out under each programme clearly measures the attainment through student performance.

1.1.4 To educate the teaching faculty in particular on Outcome based education and to embed in their learning and teaching process.

1.2 The OBE Committee:

Principal, IADC - A – Chairman

Dean/Director (Academics) – Ex-Officio member

Controller of Examinations – Ex – Officio Examination Office member

IQAC Representative – Ex-Officio IQAC member

Co-ordinator – Faculty Nominee

Members – Faculty Nominees

1.3 The Roles and Responsibilities of the OBE Committee:

1.3.1 The OBE committee designs, develops and implements the policy of outcome-based education system.

1.3.2 The committee will design the system and modus operandi of the evaluation of outcomes that are designed.

1.3.3 The committee communicates the OBE system to every department and monitor the process and review the same from time to time.

1.3.4 The committee shall frame the graduate attributes, PEOs, POs, COs of various programmes and clearly map with the institution's vision and mission.

1.3.5 The committee shall clearly define the way in which the COs should be measured and finally mapped to POs.

1.3.6 The committee shall collate and review the results obtained Semester on Semester basis.

1.3.7 The committee shall design and develop curriculum embedded with innovative teaching pedagogy and technology to attain the set outcomes.

1.4 Graduate Attributes:

1.4.1 Knowledge & Academic Skills:

Graduates will demonstrate comprehensive knowledge in their functional domains and apply it to professional practice. The students should engage in lifelong learning.

1.4.2 Entrepreneurship & Innovation:

Graduates will show entrepreneurial orientation and apply it in professional and personal lives and contribute towards economic development of the society

1.4.3 Ethical & Social Responsibilities:

Graduates will show qualities of responsible citizens and lead by example.

1.5 Programme Educational Objectives:

The objectives that the students are expected to attain after completion of a programme is the Programme Educational Objectives (PEOs). The PEOs are derived from the vision and mission of the institute which should be in line with the national goal of higher education. They provide a framework for academic and other professional accomplishments that are expected to be achieved by the students.
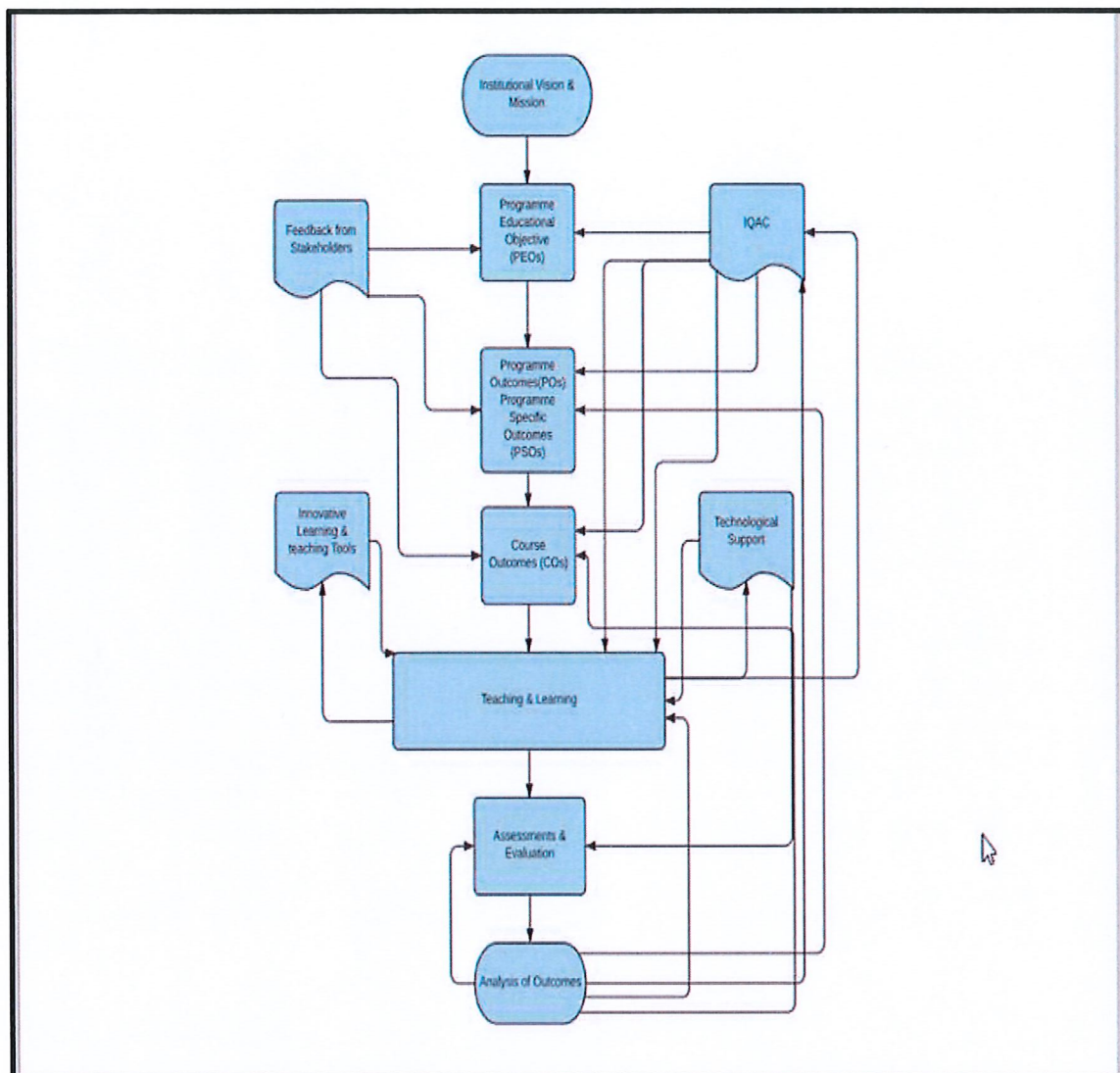
1.6 Programme Outcomes:

The programme outcomes are specific to each programme and clearly lays down how the expectations are accomplished.

1.7 Course Outcomes:

The course outcomes will specify the expectations for each course, which are mapped with one or more programme outcomes.

1.8 Outcome Based Education Framework of IADC - A

(Figure 1: Shows the OBE framework of IADC - A)

1.8.1 It is evident from the figure 1 that the PEOs are guided by the institution's vision and mission.

1.8.2 The POs, PSOs, and COs are in turn drawn from the PEOs.

1.8.3 Feedback from stake holders play a very important role in designing, developing and improving the above.

1.8.4 The teaching and learning process has to be aligned and designed in line with PEOs, POs. The COs should be framed in line with Bloom's Taxonomy and it should be aligned with the POs, PSOs.

1.8.5 The teaching and learning should be supported with innovative teaching pedagogy along with use of technology.

1.8.6 The outcomes should be clearly embedded with Formative (CIA) and Summative (EoS) examination which should be measurable.

1.8.7 The results of the outcome attainment will feed in necessary inputs for the review of the OBE framework.

1.9 The OBE Committee sets standards for teaching and the support of learning:

These standards are presented in brief for the students, teachers and other stake holders of the institution. These standards are set under OBE system and provide clear guidelines to be followed in terms of teaching and support of student learning.

1.9.1 Assessment - Assessment designed by IADC - A academic staff must be:

1.9.1.a : Valid

1.9.1.b : Reliable

1.9.1.c : Used for both formative and summative purposes.

1.9.1.d : Aligned with well-defined subject learning outcomes.

1.9.1.e : Associated with explicit marking criteria (and/or model answers).

**1.9.1.f :** Capable of assessing deep as well as surface learning.

1.9.1.g : Capable of assessing higher order cognitive and transferable skills.

1.9.2 Blended Learning - Teaching and the support of learning at IADC - A must involve:

1.9.2.a : Frequent engagement with the online learning management system.

1.9.2.b : A range of appropriate multimedia learning experiences.

1.9.2.c : A balance of face to face and technology-mediated interaction and learning.
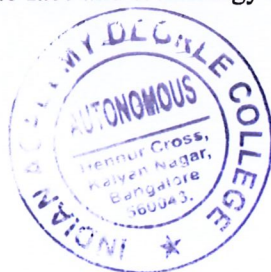
1.9.3 Classroom Interaction – Classroom learning and teaching at IADC- A is interactive in that it:

    1.9.3.a : Actively encourages students to contribute to discussions and to ask questions.

    1.9.3.b : Involves both lecturer-student and peer-assisted (peer to peer) learning.

    1.9.3.c : Keeps lecturing and lecturer talking time to a necessary minimum.

    1.9.3.d : Emphasizes pair work, group work, problem-solving, and student presentations.

1.9.3 Classroom Teaching - In promoting learning, academic staff at IADC - A must:

    1.9.4.a : Show strong classroom management skills.

    1.9.4.b : Provide students with a variety of different learning experiences.

    1.9.4.c : Make effective use of a range of teaching aids.

    1.9.4.d : Provide students with clear explanations and definitions;use case studies, examples, photos, diagrams or other aids to make verbal or theoretical discussion more concrete and to relate learning to the real world.

1.9.4 Feedback - Feedback given to students must be:

    1.9.5.a : Provided to students as quickly as possible after assessment.

    1.9.5.b : In line with learning outcomes and marking criteria.

    1.9.5.c : Supportive, in that positive aspects of performance should be pointed out.

    1.9.5.d : Constructively critical, in that weaker aspects of performance are indicated and the way forward is shown.

    1.9.5.e : Sufficiently detailed to ensure that the student feels that his/her performance has been fully considered and analyzed.

1.9.6 Learning Support

In supporting personalized and independent learning, IADC- A academic staff must:

    1.9.6.a : Provide reading, tasks, quizzes and opportunities for interaction outside class.

    1.9.6.b : Ensure that students make use of a range of online and library-based resources.
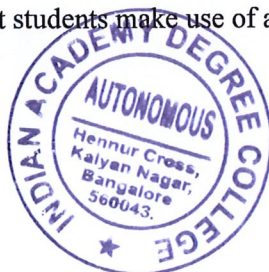
1.9.6.c : Be available, approachable and supportive at all convenient times.

1.9.6.d : Make every effort to know individual students and their particular strengths and weaknesses.

1.9.6.e : Establish and maintain a positive relationship with all students.

2.1 Formative Assessments

Continuous Internal Assessment (CIA) which is a combination of class tests, midterm exams, assignments, seminars, presentations, quizzes etc. carries a weightage of 30% which should be treated as formative assessment.

2.1.1 Summative Assessments:

This will be the end of semester examination which carries a weightage of 70% of the total assessment.

2.2 Table 1: Showing Computation of Course Outcome attainment indicator 1 for UG Programmes:

Course Outcome Attainment	
Average score >= 50%	Attained
Average score <50%	Not Attained

CO attainment indicator 1 measures the attainment levels of outcomes of every course based on the average marks of a batch of students across all the course outcomes of a particular course.

2.3 Table 2: Showing Computation of Course Outcome attainment indicator 2 for UG Programmes:

Attainment levels of CO2 (based on percentage of students)	
Average score >=50%	Attained
Average score <50%	Not Attained

CO attainment indicator 2 measures the attainment at a course level based on the percentage of students of a batch who have attained the course outcomes across all the courses of the programme.

2.4 Table 3: Computation of PO attainment of UG Programmes:

PO attainment is 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 outcome is indicated at three levels.

2.5 Table 4: Showing Computation of Course Outcome attainment indicator 1 for PG Programmes:

Course Outcome Attainment	
Average score >= 50%	Attained
Average score < 50%	Not Attained

2.6 Table 5: Showing Computation of Course Outcome attainment indicator 2 for PG Programmes:

Attainment levels of CO2 (based on percentage of students)	
Average score >=50%	Attained
Average score <50%	Not Attained
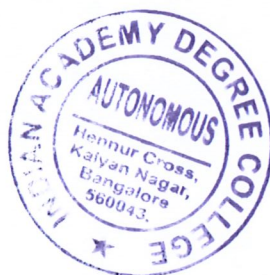
2.7 Table 6: Computation of PO attainment of PG Programmes:

Attainment levels (based on Percentage of students)		Attainment Status
Level A	More than 80% of the students have achieved COs of a particular course	Attained
Level B	Between 70% - 79%	Attained
Level C	Between 60% - 69%	Attained
Level D	Between 50% - 59%	Attained
Level E	Less than 50 %	Not Attained

2.8 Review of Outcome Based Education System:

The OBE Committee shall review the policy and the system from time to time and based on the feedback received by the stakeholders. The committee shall keep in mind the overall student's development, industry requirements, trends in the market and revise the policy in accordance with the change in the government policies, technological changes and trends in the Higher Education.

List of Annexures

Annexure 1 showing the sample mapping of Institution's Vision to Programme Education Objectives for B. Com and BBA Programmes

Vision for Higher Education qualification by NHEC, India	Institution's Vision	Programme Educational Objectives B. Com					Programme Educational Objectives BBA				
		1	2	3	4	5	1	2	3	4	5
		X	X	X			X	X		X	
					X	X				X	X
		X				X	X				X
		X					X				
					X					X	
				X		X			X		X
		X					X				
					X	X				X	X

Annexure 2 showing the mapping of Subject Learning Outcome to Programme Learning Outcome

==*Note: the actual table after it is filled in by the faculty will come here.*==

Subject Name											
Year/Level											
Credits											
Core or option	Option	Core									
Programme Education Objective (number)											
1											
2											
3											
4											
5											
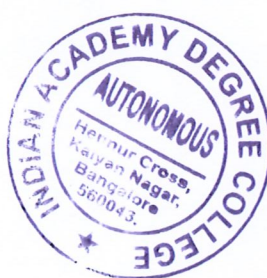
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