

P.K.R. ARTS COLLEGE FOR WOMEN

(An Autonomous Institution-Affiliated to Bharathiar University, Coimbatore)

Approved by Government of Tamil Nadu and Accredited by NAAC with 'A' Grade

Gobichettipalayam – 638 476,



QUALITY MANUAL

OUTCOME BASED EDUCATION



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1. PREFACE

Outcome Base Education focuses on student achieving outcomes after undergoing the learning progression through the OBE curriculum. Outcomes embrace comprehension, skills and attitudes. Its focus remains on appraisal of outcomes of the program by affirming the knowledge, skill and behavior a graduate is expected to achieve upon completion of a programme. OBE is a performance-based approach, catering to a potent and appealing way to improvement and managing education. The emphasis is on the product, on what sort of graduates would be produced, rather than on the educational progression. In OBE, the educational outcomes are clearly and precisely defined. It determines the curriculum content and its organization, courses offered, teaching methods and strategies and the evaluation processes. Outcome based education should have a broader perception of sprucing up the students as good citizens and spiraling the democracy. This, off course can be realized only with the cooperation of all the teachers when they play an active role. OBE has shifted the paradigm from the teacher-centered to the student-centered learning. The teacher and the learner both need to be affianced. The teacher has to be a dynamic agency of teaching in which he has to deeply engage the learning process animated. OEBE implementations require students to demonstrate what they have learned and develop the required skills and attributes. The college graduate ought to have the combination of diverse kinds of knowledge, skills and attitudes.

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2. VISION AND MISSION OF THE COLLEGE

Vision

To make a centre of excellence in higher education by imparting value based quality education to rural women, to empower and make them economically independent, and socially committed to the task of building a strong nation.

Mission

Empowering the rural women by inculcating the core values of truth and righteousness and by ensuring quality in the teaching-learning process along with co-curricular and extra-curricular activities for their economic independence, social commitment and national development.

3. GOALS AND OBJECTIVES

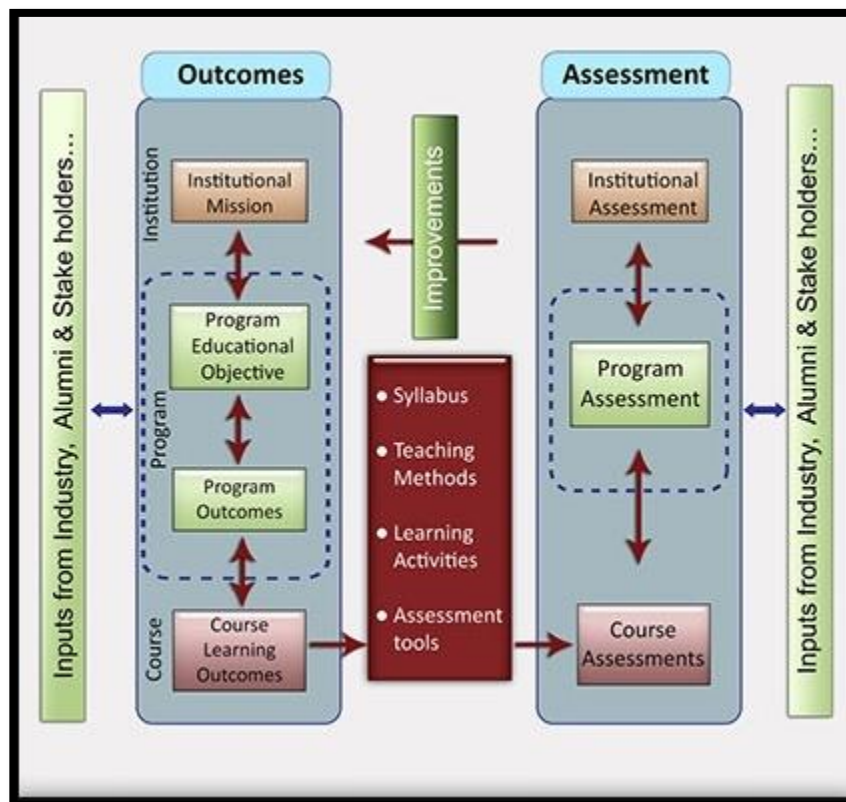
GOALS AND OBJECTIVES

- ✓ The college had been founded by the tillers of the soil, aimed at providing access to higher education for women students of the rural areas, who do not have the facilities of their urban counterparts.
- ✓ To provide quality education to empower the rural women.
- ✓ To impart value based education and prepare the women students to uphold the rich cultural heritage and secular ideals of the nation.
- ✓ To awaken the social consciousness among students and motivate them to serve society with the motive of establishing an egalitarian system.
- ✓ To provide opportunities to develop the overall personality of the students and thus enabling them to face challenges in the competitive global scenario.

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4. OUTCOME BASED EDUCATION

Considering the emerging trends of employability that demands high scale of skills, knowledge and competencies, an outcome based curricular framework can guarantee that our students get the potential to transform into highly skilled professionals. The college identifies general program outcomes (PO's) of every stream irrespective of the specific courses offered in the program. This helps an aspirant to decide the desired academic journey to embark upon during the time of admission. A planned and structured learning program can arrange a smooth and convenient track of learning experience for our students. It additionally helps our teachers in systematically rendering target-oriented quality education. An efficiently organised package of academic and professional gratification is our promise of adopting OBE into the curriculum



5. PROGRAMME EDUCATIONAL OUTCOMES (PEO)

- To provide value-based quality education with theoretical and applied skills for rural women.
- To facilitate personality development opportunities for students to face life's challenges in today's competitive scenario.
- To empower rural women and make them economically independent through employability and entrepreneurship.
- To awaken social consciousness of the students through community engagement for active contribution to the society.
- To equip the students to become morally, ethically and socially responsible for building a strong nation.

6. PROGRAMME OUTCOMES (PO)

PROGRAMME OUTCOMES (PO)

Programme Outcomes are narrower statements that describe the capabilities the students are expected to acquire by the time of graduation. On completion of the Undergraduate Degree Programmes the student would be able to acquire the following Programme Outcomes(POs).

1. **Disciplinary knowledge:** Demonstrate critical and systematic proficiency about the breadth and depth of the basic and emerging trends in the arts and science streams appropriate to the programme.
2. **Communication skills:** Communicate ideas clearly and effectively through verbal and non-verbal forms to specialist and non-specialist audiences with professionalism and multi-disciplinary approach.
3. **Critical thinking, problem solving and analytical reasoning:** Apply appropriate knowledge and skills to identify, formulate, critically analyse and substantially conclude with simple solutions to problems.
4. **Research skills and reflective thinking:** Explore real-time scenarios, analyse and interpret data and information, articulate and support findings with evidences incorporating economic and business practices to reach valid conclusion.
5. **Teamwork and Leadership skills for interpersonal competence:** Ability to interact, communicate and collaborate in a trans-disciplinary context.

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6. **Continuous autonomous learning and digital literacy:** Ability to find, evaluate and compose clear information for self-directed learning through conventional and digital media.
7. **Social consciousness with concern for environment:** Capability to synthesise the economic, legal, social, environment, health, safety and cultural dimensions of the society with moral and ethical reasoning and promote equity through sustainable development practices.
- 8.

7. PROGRAMME SPECIFIC OUTCOMES (PSOs)

PSOs are narrow statements that describe the students are able to do by the time of graduation. PSO shall be consistent with the vision and mission of the Department. Departments need to define seven PSO relevant to their programmes. There is one to one correspondence between the PSOs and POs as indicated below.

PO-PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
PSO1							
PSO2							
PSO3							
PSO4							
PSO5							
PSO6							
PSO7							

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8. COURSE OUTCOMES (CO)

COs are specific outcomes of each course that can be achieved by students on completion of that course. Each course should have about five Cos relevant to the course. To ensure the mapping of Cos with K-Level, it is fixed in our College as given below:

UNDER GRADUATE:

S.No	CO Level	K-Level
1.	CO1	K1
2.	CO2	K2
3.	CO3	K3
4.	CO4	K4
5.	CO5	K5

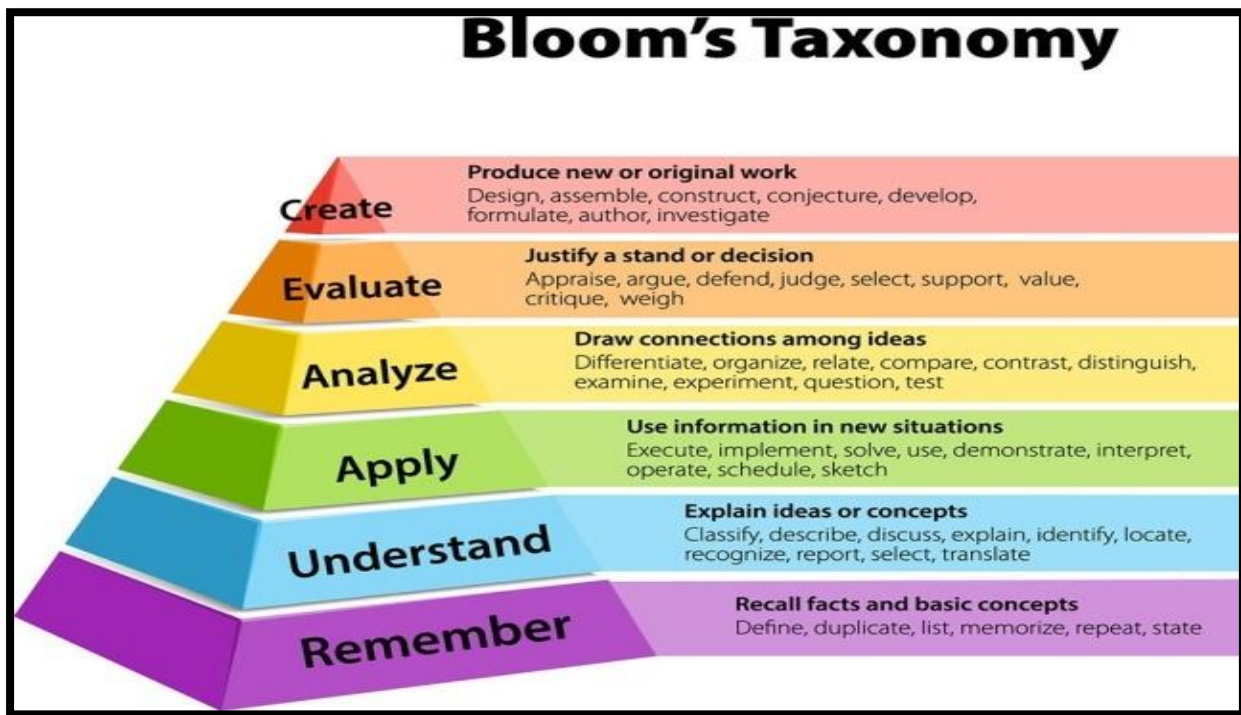
POST GRADUATE:

S.No	CO Level	K-Level
1.	CO1	K1
2.	CO2	K2
3.	CO3	K3
4.	CO4	K4
5.	CO5	K5
6.	CO6	K6

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K-LEVELS:

K-levels K-level, or Cognitive level, is used to classify learning objectives according to the revised Taxonomy from Bloom [Anderson, 2011, revised].



Questions with different K-levels may be specified with different predefined scores to reflect their cognitive level. Accordingly the following are defined as the K – levels for the assessment.

- **K1 (Remember):** The student should remember or recognize a term or a concept.
- **K2 (Understand):** The student should select an explanation for a statement related to the question topic.
- **K3 (Apply):** The student should select the correct application of a concept or technique and apply it to a given context.
- **K4 (Analyze):** The student can separate information related to a procedure or technique into its constituent parts for better understanding and can distinguish between facts and inferences.
- **K5 (Evaluate):** The student may make judgments based on criteria and standards. The student detects inconsistencies or fallacies within a process or product, determines whether a process or product has internal consistency and detects the effectiveness of a procedure as it is being implemented.

- **K6 (Create):** The students put elements together to form coherent or functional whole, reorganizes elements into a new pattern or structure and devise a procedure for accomplishing some task or invent a product.

Levels of Bloom’s Revised Taxonomy (Anderson et al., 2011, revised)

Knowledge	Level	Action Verb
Remember	1	Choose, Define, Find, Label, List, Match, Name, Omit, Recall, Relate, Select, Show, Sell, Tell, what, When, Where, Which, Who, Why, fix, single out, Mark, Enumerate, etc.,
Understand	2	Demonstrate, Explain, Extend , Illustrate, Infer, Outline, Rephrase, Summarize, Translate, Trace, Specify, Cull, Arrange, etc.,
Apply	3	Apply, Experiment with, Identify, Interview, Make use of, Model, Organize, Plan, select, solve, utilize, compute, categorize, classify, sort, notice, etc.,
Analyze	4	Analyze, Assume, Compare, Contrast, Discover, dissect, distinguish, divide, examine, function, inference, inspect, Motive, How, Sequence, Diagnose, Decipher, Infer, Explicate., etc.,
Evaluate	5	Agree, appraise, assess, award, conclude, criteria, criticize, decide, deduct, defend, determine, disprove, estimate, evaluate, importance, influence, interpret, judge, justify, measure, prove, rate, recommend, value, prove, validate, verify, discover, scrutinize, support, Reveal, substantiate, deduce, inspect, probe, survey, test, portray, sketch, delineate, elucidate, etc.,
Create	6	Adapt, Build, Change, combine, compile, compose, construct, create, delete, design, develop, discuss, elaborate, formulate, happen, imagine, improve, invent, make up, maximize, minimize, modify, predict, solution, establish, redraft, evolve, promote, devise, conceive, visualize, improvise, extemporize, fabricate etc.,

9. CO-PO MAPPING

The entire COs is mapped with the relevant POs using Course Articulation Matrix. The CO-PO Mapping is given below.

CO-PO MAPPING (COURSE ARTICULATION MATRIX)

	POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
COs								
CO1								
CO2								
CO3								
CO4								
CO5								
Total Contribution of COs to POs								
Weighted Percentage of COs Contribution to POs								

Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

PROGRAMME ARTICULATION MATRIX (Weightage)

A collection of weightages for all Courses that contribute to Program Specific Outcomes is known as Program Articulation Matrix.

PAM aids in computing Weightage percentage of all courses contributed to Programme Specific Outcomes.

Steps:

1. Prepare a Table which contains Columns like Course Code, Course Title, PSO1, PSO2, PSO3, PSO4, PSO5, PSO6, PSO7 and Total.
2. List the Weightage of all the courses such as Part – I, Part – II, Part – III, Part – IV and Part – V) in a table.
3. The total number of courses specified in the Programme Scheme (also known as Course Structure or Course Scheme) must match the number of courses specified in

this Table. (*Note: No courses, including comprehension, internship, project, NME, SEC, and others, should be left out of the Programme Scheme.*)

- Sum up all the PSOs individually.

FORMAT

PROGRAMME ARTICULATION MATRIX (Weightage)

Courses	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	Total
Courses - 1								
Courses – 2								
....								
....								
Total Weightage	Sum of PSO1 of all Courses	Sum of PSO2 of all Courses	Sum of PSO3 of all Courses	Sum of PSO4 of all Courses	Sum of PSO5 of all Courses	Sum of PSO6 of all Courses	Sum of PSO7 of all Courses	Sum of all PSOs

PROGRAMME ARTICULATION MATRIX (Weightage Percentage)

Program Articulation Matrix is a set of weighted percentages of all Courses that contribute to Program Outcomes.

Only the weighted percentage of Course Outcome Contribution to POs can be used to assess direct PO attainment.

As a result, great care must be given when preparing this matrix.

Steps:

- Follow, the First 3 steps as mentioned in the PAM (Weightage)
- For each cell in the PAM Table, use the below formula to find weighted percentage

$$\frac{\text{PSO}(n) \text{ OF COURSE}}{\text{SUM OF PSO}(n) \text{ OF ALL COURSES}} \times 100$$

FORMAT

PROGRAMME ARTICULATION MATRIX (Weightage Percentage of Course Contribution to PSOs)

Courses	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	Total
Courses – 1	***							
Courses – 2								
....								
Total Weightage Percentage of all courses contributed to PSO's	100	100	100	100	100	100	100	100

10. MEASUREMENT OF ATTAINMENT OF COURSE OUTCOME

The Course Outcome (CO) is measured through the performance of students by the various direct and indirect assessment tools adopted for that particular course. Each evaluation tool is mapped to a particular verb in Bloom's Taxonomy and further each verb is mapped to a particular CO.

Assessment

Course attainment can be measured in two different manners such as Direct and Indirect methods. For the Undergraduate Degree Programmes, Direct methods include Internal Assessment Tests, Model Exam, Quizzes, Assignments, Seminars, Class participation and End Semester Examinations (ESE) whereas indirect method includes the Student Exit Survey obtained from the students immediately after the publication of the final examination results of the Course.

Direct Method for Course Attainment

Distribution of Marks:

- I. Internal Exam : 50 Marks
- II. End Semester Examinations : 50 Marks

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I. Internal Exam

Theory Courses under Part III / IV for ALL UG & PG Programmes for the students admitted from the Academic Year 2021-2022 and Onwards

Total Internal Mark: 50

Split Ups:

Average of CIA I & CIA II Tests	: 20 Marks
Model Exam	: 10 Marks
Average of 3 Assignments	: 10 Marks (Refer: A)
Seminar	: 5 Marks (Refer: B)
Others	: 5 Marks (Refer: C)

A. Split ups for Assignment:

Assignment No:	UG	PG
	Knowledge & CO Level	Knowledge & CO Level
1	K3, CO3	K4, CO4
2	K4, CO4	K5, CO5
3	K5, CO5	K6, CO6

B. Knowledge & CO Level for Seminar:

UG: K2, CO2

PG: K3, CO3

C. Spilt Up for Others:

Components	Marks	UG	PG
		Knowledge & CO Level	Knowledge & CO Level
Quiz	3	K1, CO1	K1, CO1
Class Participation	2	K2, CO2	K2, CO2

All these components are internally evaluated by the course instructors.

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Fixation of K – Levels for:

Practical Courses

SPLIT – UP	COMPONENTS	K Level	MARKS	TOTAL MARKS
CIA	Conduct of Experiments / Observations <i>(Minimum 10 experiments to be conducted/practical course/semester)</i>	K2	10	50
	Periodical Lab Tests (Average of TWO) : 15 Marks	K3	35	
	Model Test : 20 Marks	K5		
	Record Work	K1	5	
ESE	Experiment / Activity: 1	K4	10	50
	Algorithm/Steps/Procedure/Logic	K5, K6*	10	
	Experiment / Activity: 2	K4 K5, K6*	10	
	Algorithm/Steps/Procedure/Logic		10	
	Input/Execution/Observations/Output/Result		10	
Record Work	K1	10		

* Note: K6 for PG only

Management in Practice-I & II

Criteria for assessment and weightage	CIA	Particulars	K Level	Marks
		Partaking in classroom activities	K2	20
Managerial competence evinced	K4	20		
Participation in mock activities (<i>individual/group</i>)	K3	20		
Report Preparation and presentation of Visuals	K6	20		
Viva-Voce	K5	20		
Total			100	

Social Immersion Project- MBA

Criteria for assessment and weightage	Particulars		K Levels	Marks
	CIA	Significance of the Attempt (Problem identification, Need for the study)	K1	10
		Sensitization of the issue (Creating awareness about the problem)	K2	20
		Plan of Action (Schedule)	K3	10
		Sustainability of outcome and future plans (Suggestions for improvement)	K6	10
		Team work (Peer assessment)	K4	10
		Report Preparation and presentation of Visuals	K5	20
		Presentation & Viva-Voce	K6	20
		Total		100

II. End Semester Examinations

For UG Programmes

i) For CIA Tests – 1 Hour test:

SECTIONS / No. of Questions	K LEVEL	MARKS	TOTAL MARKS
Section A: 5 Questions (5 X 1 = 5) <i>(No Choice)</i>	K1 K2 (3+2 / 2+3 = 5 questions in total)	5	25
Section B: 5 Questions (5 X 3 = 15) Both options of same level <i>(Either / or Type Questions)</i>	K2 – 2 Questions K3 – 2 Questions K4 – 1 Question	15	
Section C : 1 Question (1 X 5 = 5) Both options of same level <i>(Either / or Type Question)</i>	K3 / K4 / K5 – 1 Question	5	

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ii). For Model Exam and ESE – 3 Hours exam:

SECTIONS / No. of Questions			K LEVEL	MARKS	TOTAL MARKS
Section A:	<i>10 Questions</i>	(10 X 1 = 10)	K1 - 5 Questions	10	50
	Two questions from all the 5 units (<i>No Choice</i>)		K2 - 5 Questions		
Section B:	<i>5 Questions</i>	(5 X 3 = 15)	K2 – 2 Questions	15	
	One question from all the 5 units / both options from same unit and level <i>(Either / or Type Questions)</i>		K3 – 2 Questions		
			K4 – 1 Question		
Section C :	<i>5 Questions</i>	(5 X 5 = 25)	K3 – 1 question	25	
	One Question from every unit / both options from same level		K4 – 2 questions		
			K5 – 2		

For THEORY COURSES that are 100% INTERNAL (ONLY CIA / NO ESE - 50 Marks):

CIA Mark Split-up and CIA Question Paper pattern with K-levels:

SPLIT – UP	COMPONENTS	K LEVEL	MARKS	TOTAL MARKS
CIA	Test I : 2 questions 2 X 5 = 10 1 Hour Either / or type Questions <i>Both options from the same level</i>	K1, K2,K3, K4,K5	10	50
	Test II : 2 questions 2 X 5 = 10 1 Hour Either / or type Questions <i>Both options from the same level</i>		10	
	Test III : 5 questions 5 X 5 = 25 2 Hours (To be conducted as Model Exam) One question from each unit (Either / or type) <i>Both options from the same unit / same level</i>	Any level can be used	25	

	Assignment 1 X 5 = 5 (One assignment - Meaning, definition and concept clarification from various sources)	K1 – K5 levels K6 will be appreciable	5	
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Note : 100% CIA ONLY, NO ESE.

For THEORY COURSES that are 100% EXTERNAL (NO CIA / ONLY ESE - 50 Marks):

ESE Question Paper pattern with K-levels:

SPLIT – UP	COMPONENTS	K LEVEL	TOTAL MARKS
ESE (3 HOURS)	Section A 5 Questions 5 X 10 = 50 One question from each unit (Either / or type) <i>Both options from the same unit / same level</i>	K1, K2, K3, K4, K5 Any level can be used	50

Note : NO CIA, 100% ESE ONLY.

For THEORY COURSES that are 100% EXTERNAL (NO CIA / ONLY ESE - 100 Marks):

ESE Question Paper pattern with K-levels:

SPLIT – UP	COMPONENTS	K LEVEL	TOTAL MARKS
ESE (3 HOURS)	Section A 5 Questions 5 X 20 = 100 One question from each unit (Either / or type) <i>Both options from the same unit / same level</i>	K1, K2, K3, K4, K5 Any level can be used	100

Note: NO CIA, 100% ESE ONLY.

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Institutional training/ Articleship Training/ Mini Project/ Apprenticeship Training (ONLY CIA / NO ESE):

Institutional Training:

Institutional Training reports are evaluated (K1 to K5 levels) at the end of semester- V by the **Internal Examiners** only with prior permission and appointment by CoE. Following weightage shall be used to evaluate the institutional training report:

COMPONENTS*	K LEVEL	MARKS	TOTAL MARKS
Understanding and articulation of concepts	K1, K2, K3, K4, K5 Any level can be used	30	100
Clarity and comprehensiveness of presentation in the report		30	
Structure and neatness of the report		40	

* 100% CIA, NO ESE.

*Different metrics may be evaluated depending on the nature of the work carried out during the training period and is left to the discretion of the department.

ONLY CIA / NO ESE:

The **project reports** are evaluated during the semester by the **Internal Examiners**.

SPLIT - UP	COMPONENTS	K LEVEL	MARKS	TOTAL MARKS
CIA	Regularity	K1, K2, K3, K4, K5 Any level can be used	15	100
	Review / Presentation		15	
	Knowledge about the organisation / theme of study		20	
	Nature of Work / Logic behind the study		10	
	Learning Outcome		20	
	Viva – Voce		20	

***Viva-Voce for projects will be conducted by internal examiners.**

BOTH CIA AND ESE:

The **project reports** are evaluated at the end of semester jointly by the **Internal Examiners** and **External Examiner** only with prior permission and as appointment by CoE.

SPLIT - UP	COMPONENTS	K LEVEL	MARKS	TOTAL MARKS
CIA	Regularity	K1, K2, K3, K4, K5	15	50
	Review / Presentation		15	
	Knowledge about the organisation / theme of study		20	
ESE*	Nature of Work / Logic behind the study	Any level can be used	10	50
	Learning Outcome		20	
	Viva – Voce		20	

***ESE Viva-Voce for projects will be jointly conducted by internal and external examiners.**

- There shall be change in the components measured depending on the nature of the course and is left to the discretion of the department.

For PG Programmes:

i) For CIA Tests – 1 Hour test:

SECTIONS / No. of Questions	K LEVEL	MARKS	TOTAL MARKS
Section A: 5 Questions (5 X 1 = 5) (No Choice)	K1 - 3 questions K2 – 2 questions	5	25
	or K1 - 2 questions K2 – 3 questions		

SECTIONS / No. of Questions	K LEVEL	MARKS	TOTAL MARKS
Section B: 5 Questions (5 X 3 = 15) Both options of same level (Either / or Type Questions)	K3– 3 Questions K4 – 2 Questions or K3– 2 Questions K4 – 3 Questions	15	
Section C : 1 Question (1 X 5 = 5) Both options of same level (Either / or Type Question)	K4 / K5/K6 – 1 Question	5	

ii). For Model Exam and ESE – 3 Hours exam:

SECTIONS / No. of Questions	K LEVEL	MARKS	TOTAL MARKS
Section A: 10 Questions (10 X 1 = 10) Two questions from all the 5 units (No Choice)	K1 - 5 Questions (1,3,5,7,9) K2 - 5 Questions (2,4,6,8,10)	10	50
Section B: 5 Questions (5 X 3 = 15) One question from all the 5 units / both options from same unit and level (Either / or Type Questions)	K3 – 3 Questions K4 – 2 Questions	15	

SECTIONS / No. of Questions	K LEVEL	MARKS	TOTAL MARKS
Section C : 5 Questions (5 X 5 = 25) One Question from every unit / both options from same level <i>(Either / or Type Questions)</i>	K4 – 1 question K5 – 3 questions K6 – 1 question Q.No.20 - Compulsory	25	

For Practical Courses (BOTH CIA and ESE):

i) For CIA:

SPLIT – UP	COMPONENTS	K LEVEL	MARKS	TOTAL MARKS
CIA	Conduct of Experiments / Observations <i>(Minimum 10 experiments to be conducted/practical course/semester)</i>	K1 – K6 levels	10	50
	Periodical Lab Tests (Average of TWO) : 15 Marks (3 HOURS)		35	
	Model Test : 20 Marks (3 HOURS)			
	Record Work #		5	

CIA & MODEL exam Question paper patterns are not defined.

ii) For ESE:

SPLIT – UP	COMPONENTS	K LEVEL	MARKS	TOTAL MARKS
ESE	Experiment / Activity: 1 Algorithm/Steps/Procedure/Logic	K1 – K6 levels	10 10	50

(3 HOURS)	Experiment / Activity: 2			
	Algorithm/Steps/Procedure/Logic		10	
	Input/Execution/Observations/Output/Result		10	
	Record Work #		10	

Record work is MANDATED for appearance in the ESE. Failing to submit will disqualify the candidate from appearing for the ESE.

- There shall be change in the components measured depending on the nature of the course and is left to the discretion of the department.

For THEORY COURSES that are 100% INTERNAL (ONLY CIA / NO ESE - 50 Marks):

CIA Mark Split-up and CIA Question Paper pattern with K-levels:

SPLIT – UP	COMPONENTS	K LEVEL	MARK S	TOTAL MARKS
CIA	Test I : 2 questions 2 X 5 = 10 1 Hour Either / or type Questions <i>Both options from the same level</i>	K1, K2,K3, K4,K5,K6	10	50
	Test II : 2 questions 2 X 5 = 10 1 Hour Either / or type Questions <i>Both options from the same level</i>		10	
	Test III : 5 questions 5 X 5 = 25 2 Hours (To be conducted as Model Exam) One question from each unit (Either / or type) <i>Both options from the same unit / same level</i>	Any level can be used	25	
	Assignment 1 X 5 = 5 (One assignment - Meaning, definition and concept clarification from various sources)	K1 – K6 levels	5	

Note : 100% CIA ONLY, NO ESE.

For THEORY COURSES that are 100% EXTERNAL (NO CIA / ONLY ESE - 50 Marks):

ESE Question Paper pattern with K-levels:

SPLIT – UP	COMPONENTS	K LEVEL	TOTAL MARKS
ESE (3 HOURS)	Section A 5 Questions 5 X 10 = 50 One question from each unit (Either / or type) <i>Both options from the same unit / same level</i>	K1, K2, K3, K4, K5, K6 Any level can be used	50

Note : NO CIA, 100% ESE ONLY.

For THEORY COURSES that are 100% EXTERNAL (NO CIA / ONLY ESE - 100 Marks):

ESE Question Paper pattern with K-levels:

SPLIT – UP	COMPONENTS	K LEVEL	TOTAL MARKS
ESE (3 HOURS)	Section A 5 Questions 5 X 20 = 50 One question from each unit (Either / or type) <i>Both options from the same unit / same level</i>	K1, K2, K3, K4, K5, K6 Any level can be used	100

Note: NO CIA, 100% ESE ONLY.

For evaluation of Project (ESE) under Part III:

Departments encouraging project work may adopt the following structure for evaluation of reports else, they shall define their own rubrics as per need. **The project reports** are evaluated at the end of semester jointly by the **Internal & External Examiners** as appointed by CoE. Following components shall be used for evaluation:

SPLIT - UP	COMPONENTS (K1 – K6 LEVELS)		TOTAL MARKS
CIA	Regularity	15	50
	Review / Presentation	15	
	Knowledge about the organisation / theme of study	20	
ESE*	Nature of Work / Logic behind the study	10	50
	Learning Outcome	20	
	Viva – Voce	20	

*** ESE Viva-Voce for projects will be jointly conducted by internal and external examiners.**

- There shall be change in the components measured depending on the nature of the course and is left to the discretion of the department.

COURSE ATTAINMENT STATEMENT (CAS) FOR:

SL.NO	PARTICULARS	COMPONENTS
1	Theory Courses	<ul style="list-style-type: none">• CIA I• CIA II• Model exam• Assignments• Seminar• Quiz• Class participation• End semester examination
2	Practical Courses	<ul style="list-style-type: none">• Conduct of Experiments/Observations• Periodical lab Tests• Model Test• Record Work• End semester examination
3	Institutional Training/Articleship Training/ Mini Project/ Apprenticeship Training	<ul style="list-style-type: none">• Understanding and articulation of concepts• Clarity and Comprehensiveness of presentation in the report• Structure and neatness of the report
4	Project Reports	<ul style="list-style-type: none">• Regularity• Review/ Presentation• Knowledge about the organization/ theme of study• Nature of Work/Logic behind the study• Learning Outcome• Viva-Voce

The attainment of the Course Outcome for a particular assessment Tool for each student and for the entire batch can be measured from the following table:

Class: **Course Code and Title:** **Course Instructor:**

S. No	Reg. No	Maximum							
		Name of the Student	CO1	CO2	CO3	CO4	CO5	CO6	Total
1.									
2.									
Target (% from Max)			*						
No. of students above the target									
Percentage of attainment of Cos									
Level of attainment									

= (50 /100 Max. CO1)

Fixing Level of Attainment (LA)

Attainment levels for the Courses are fixed as per the following table.

Level	Criteria for Attainment
C	60% of students scoring more than the Target
B	70% of students scoring more than the Target
A	80% students scoring more than the Target

Target Table for Measurement of CO

The attainment of the Course Outcome for all the tools put together can be measured from the following table:

Class: **Course Code and Title:** **Course Instructor:**

S. No	Reg. No	Maximum							
		Name of the Student	CO1	CO2	CO3	CO4	CO5	CO6	Total
1.									
2.									
Target (% from Max)			*						
No. of students above the target									
Percentage of attainment of Cos									
Level of attainment									

= (50 /100 Max. CO1)

Fixing Level of Attainment (LA) for the entire Course

Attainment level for the Course is fixed as per the following table.

Level	Criteria for Attainment
C	60% of students scoring more than the Target
B	70% of students scoring more than the Target
A	80% students scoring more than the Target

Note:

1. Each entry in the Target Table is the Cumulative total of the corresponding entries in the CAS tables for each tool
2. Level of Attainment of Course can be checked in periodic intervals, say after I or II cycle of Test, Quiz and Assignment.
3. There should not be any empty cell in the Target Table after conducting all the Assessment tools.

Final Course Attainment (FCA)

Course Code & Title:

Direct Method for Course Attainment			Indirect Method for Course Attainment
CO	Internal	ESE	Indirect Assessment can be done by Course Exit Survey (20%)
CO1	% attainment of CO1	% attainment of CO1	
CO2	% attainment of CO2	% attainment of CO2	
CO3	% attainment of CO3	% attainment of CO3	
CO4	% attainment of CO4	% attainment of CO4	
CO5	% attainment of CO5	% attainment of CO5	
CO6	% attainment of CO6	% attainment of CO6	
Attainment	Average of entries above		
Weightage fixed	60%	40%	
Direct attainment in the fixed weightage			
Fixed Direct Attainment	Add the two entries for 80%		Average 20 %
Total Attainment	Addition of two entries		

INDIRECT METHOD FOR COURSE ATTAINMENT

Course Exit Survey Form for Course Attainment:

P.K.R. ARTS COLLEGE FOR WOMEN (AUTONOMOUS),
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GOBICHETTIPALAYAM – 638 476.

COURSE EXIT SURVEY

Name of the Student:

Reg. No. :

Class:

Programme:

Course:

Course Code:

How well the cognitive levels are achieved on the particular course?

S. No.	Question	Response			
		Strongly Agree	Agree	Disagree	Strongly Disagree
CO1	Have you acquired the ability to remember and understand various concepts of the Course?				
CO2	Are you in a position to apply the knowledge that you have acquired?				
CO3	Have you acquired the analysing ability?				
CO4	Can you evaluate the vital performance of the course?				
CO5	Have you acquired the ability to develop some course specific contents?				
CO6	Have you acquired the ability to develop something new based on all the learning				

Place:

Signature

Date:

MECHANISM FOR ENHANCEMENT OF ATTAINMENT IN A PARTICULAR COURSE

In order to assess the level of attainment made by the students in different Assessment Tools, OBE Monitoring Committee shall be constituted. The committee shall assess the level of attainment made by the students in each of the Assessment Tools such as Test, Quiz, Seminar, Assignment, class participation and Practical for each Course at the end of I and II Cycles of Continuous Internal Assessment, Model Examination and after the publication of results of the ESE. Based on the Report on the Assessment of the Attainment made by the students, committee shall elicit the corrective measures from the Course Teachers / Students to improve the attainment of Cos of the courses in the future.

11. Measurement of Attainment of Programme Specific Outcomes (PSO)

The PSO attainment can be calculated using direct and indirect methods.

Measurement of Direct Attainment of PSO

Programme Articulation Matrix (PAM) for determining the Attainment of the Programme.

For measuring the Direct PSO attainment weighing 70%, the following PAM (Attainment) is used:

Course Code	Course Name	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
		*						
PSO Attainment (Direct)								
70% of Direct PSO Attainment								

$$* = \frac{\text{wt. \% of CO1 contribution to PSO1) x CO Attainment}}{100}$$

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Indirect Method for PSO Attainment:

For Indirect PSO attainment weighing 30%, 10% is assigned to Graduate Exit Feedback and 20% for Achievements in Co – Curricular and Extra- Curricular Activities. Indirect PSO Attainment = 10% Graduate Exit Survey + 20% for Achievements in Co-Curricular and Extra- Curricular Activities.

Measurement of Indirect Attainment of PSO

PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
Graduate Exit Survey *							
Achievements in Co-Curricular and Extra-Curricular Activities							
10% of Graduate Exit Survey							
20% of Achievements in Co-Curricular and Extra-Curricular Activities							
30% of Indirect PSO Attainment							

* To be calculated through Graduate Exit Survey

Graduate Exit Survey form for PSO Attainment

P.K.R ARTS COLLEGE FOR WOMEN (Autonomous), GOBICHETTIPALAYAM

**Programme Exit Survey for the Programme with code -----
---**

Name of the Student:

Reg. No:

Class:

Batch:

Rating about the Attainment of Programme Specific Outcomes

PSO	Question	Response			
		Strongly Agree	Agree	Disagree	Strongly Disagree
PSO1	Have you acquired the disciplinary knowledge?				
PSO2	Have you acquired the ability to communicate the disciplinary knowledge effectively?				
PSO3	Have you acquired the critical thinking, problem solving and analytical reasoning?				
PSO4	Have you improve Research skills and reflective thinking?				
PSO5	Have you acquired the ability to work in a team with mutual understanding?				
PSO6	Have you acquired the ability to Continuous autonomous learning and digital literacy				
PSO7	Have you got the Social consciousness with concern for environment?				

Place:

Date:

Signature

Measurement of Final PSO Attainment

PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
Final PSO Attainment	*						

* PSO1 Attainment = Direct Attainment of PSO1 + Indirect Attainment of PSO1

12. MEASUREMENT OF ATTAINMENT PROGRAMME EDUCATIONAL OBJECTIVES (PEOS)

Measurement of PEO is through Indirect Assessment only which comprises of the following:

- No. of Student Progress to Placement/ Entrepreneur / Higher Studies - 50%
- Feed back (Employer, Alumni, Parents and Industrial/ Institutional Partners) - 50%
- Collected after 3 years of completion of the Programme

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**EMPLOYER FEEDBACK FORM ON CURRICULUM, COURSE, TEACHING-LEARNING
 AND EVALUATION**

Dear Employer,

Our graduates are employed in your organization and we are thankful to you for providing them employment with your esteemed organization. We appreciate if you can spare your valuable time to fill up this feedback form. It will help us to identify prospective areas of improvement and mould better recruits in the upcoming years.

S. No.	Assessment Criteria	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Our recruit was technically sound					
2	Curriculum and syllabus of the programme provide sufficient knowledge in the area of study					
3	Recruits are team players					
4	Students maintain cordial relation with peers and seniors					
5	Communication skills of the recruits are good					
6	Recruits have the required managerial / leadership qualities					
7	Recruits volunteer to get into new initiatives taken up by our organisation					
8	Recruits contribute substantially to their work and are participative in nature					
9	Recruits align themselves to the demanding needs of the industry					
10	Curricular and non-curricular initiatives taken up by PKR have helped the recruits attain the required competency level					
11	Recruits possess the required ability to learn industrial practices fast and mould themselves into the work culture					

Any other points to improve the student quality:

Signature with Name and Industry Name

P.K.R. ARTS COLLEGE FOR WOMEN
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**ALUMNAE FEEDBACK FORM ON CURRICULUM, COURSE, TEACHING-LEARNING
 AND EVALUATION**

The Internal Quality Assurance Cell seeks your valuable feedback for enhancing the quality of education at P.K.R ARTS COLLEGE FOR WOMEN, GOBICHETTIPALAYAM.

Name : Department :
 Programme : Batch :
 Completed
 Register : Present :
 No. designation /
 work
 Mobile No. : Email -id: :

S. No.	Assessment Criteria	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	The curriculum and syllabus content were appropriate for my placement / higher education					
2.	Sufficient number of co-curricular activities were arranged during my study period					
3.	The institute-industry interaction / MoUs were useful for me					
4.	The college / faculty helped me in placement /higher education					
5.	The college offers sufficient learning support for students					
6.	The learning ambience of the college is good					
7.	The college provides sufficient opportunity to participate in extracurricular activities and sports					
8.	The curriculum has courses with project, practical, internship, on-the-job training, etc..					
9.	All the academic processes of the college are transparent					
10.	The college is student-centric in all its academic initiatives					

Other suggestions / remarks:

Signature with name

P.K.R. ARTS COLLEGE FOR WOMEN
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**INDUSTRY EXPERT FEEDBACK FORM ON CURRICULUM, COURSE, TEACHING-
 LEARNING AND EVALUATION**

The Internal Quality Assurance Cell seeks your valuable feedback for enhancing the quality of education at P.K.R ARTS COLLEGE FOR WOMEN, GOBICHETTIPALAYAM.

Name : Department :

Name of your :

Organization

Your Mobile : Your Email –id :

No.

S. No.	Assessment Criteria	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Curriculum and Syllabus are need based					
2.	The course outcomes are well defined and clear					
3.	Quality and relevance of the courses included into the curriculum are good					
4.	I have compared this syllabus with those of other college / university and find it competent					
5.	Learning the skill enhancement courses will imbibe the required skill set for the students					
6.	Curriculum design will help students to align themselves to the demanding needs of the industry					

Recommendations for course improvement (Please specify topics that should be added/dropped from the course, new books to be recommended, changes in teaching scheme and experiments, etc. if any)

Signature

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**SUBJECT EXPERT FEEDBACK FORM ON CURRICULUM, COURSE, TEACHING-
 LEARNING AND EVALUATION**

The Internal Quality Assurance Cell seeks your valuable feedback for enhancing the quality of education at P.K.R ARTS COLLEGE FOR WOMEN, GOBICHETTIPALAYAM.

Name : Department :
 Name of your : Programme :
 Institution :

Your Mobile No. : Your Email -id :

S. No.	Assessment Criteria	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Curriculum and Syllabus are need based					
2.	The course outcomes are well defined and clear					
3.	The course has good balance between theory and application					
4.	Curriculum will support the skill enhancement of the students					
5.	Curriculum has contents for capability enhancement of the students					
6.	Assessment methods, grading policies and scale, and other student measurement practices are described within the curriculum					
7. C	Curriculum and Syllabus are competent with those of other colleges and Universities					

Other suggestions / remarks:

Signature

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P.K.R. ARTS COLLEGE FOR WOMEN

(An Autonomous Institution-Affiliated to Bharathiar University, Coimbatore)

Approved by Government of Tamil Nadu and

Accredited by NAAC with 'A' Grade

Gobichettipalayam - 638 476.

Erode District, Tamil Nadu, India

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