

INSTITUTIONAL DISTINCTIVENESS

Distinctive Features:

“Outcome Based Educational Practice (Programme outcome, Course Outcome and Curriculum mapping)”

1. Introduction:

Relevance of the curriculum in the context of the needs of 21st century and industrial Revolution – 4 has assumed the primary importance in higher education. Emphasis is being given to skills, competencies and attitude along with communication skills apart from theory knowledge. Hence, the academic programmes must spell out clearly the objectives and expected outcome (PO). The courses of a given programme under CBCS must be specific and target oriented to achieve the expectations of a graduand. Hence, they must spell out course objectives and outcome (CO). Further, PO and CO must be complementary and holistic. This will be evident through curricular mapping. The Universities are in the process of implementing them. MSRCASC as an affiliated college implemented it in their existing curriculum. The teachers and students are oriented towards PO, CO and Curriculum Mapping approach. It is a distinctive step of MSRCASC as an innovative curricular process.

2. Aims and Objectives

- To inculcate the concept of **Outcome Based Education amongst students and faculty** by enriching the curriculum with well-defined POs and COs and its curricular mapping to emphasis learning outcomes and its evaluations during Internal Assessment by the faculty.
- To give emphasis to the blend of knowledge, skills, competencies, scientific temper, analytical ability, spirit of enquiry, research bent of mind, communication skills, attitude and values – ethics in curricular transactions and evaluations.
- To enhance the curriculum by offering Value added/Add on courses and encourage students to achieve overall academic excellence.

3. Implementation strategy and Process

Although the Bengaluru City University prescribes the syllabus but, has not yet developed any COs and POs. However, the MSRCASC has prescribed POs and COs for programmes at their departmental level. As such, every course teachers articulates on the course learning outcomes and programme outcome which makes the teaching learning process more fruitful as students are aware of the relevance of the topic in their pursuit of knowledge and skills leading to competence and attitude. Workshops are organized to enlighten the faculty members regarding development of POs and COs as they are instrumental in achieving the vision, mission and objectives of the institution. Value added courses are also offered to enrich the curriculum and achieve the stated and developed CO and POs resulting in excelling students' skills on various topics. Workshops are conducted to prepare the faculties to understand the significance of outcome based education and its achievement. Course outcomes are stated in the master session plan. Programme learning outcomes and course learning outcomes are made available on a website to the faculty members and students.

The students are inducted about PO-COs during orientation programme. The class teacher emphasizes CO while introducing and transacting each course. The schemes of objective evaluation of PO CO during Continuous Internal Assessment are also made known to students.

Programme outcome assessment committees are formed to assess the level of attainment of programme outcomes and learning outcomes. The learning outcomes are prepared using Bloom's taxonomy and outcomes are complex declarative sentences which will clearly describe the student expectations such as knowledge, skills, and competencies acquired after completion of course. The mapping and attainment of POs and COs are carried out using Institution ERP. The POs and COs are assessed and evaluated based on the Internal Assessment method. Outcomes are assessed and measured to identify the extent to which goals are accomplished. POs and COs are displayed in the college Notice boards and webpages.

4. Challenges Faced

- To train the faculties to adhere to the changes made by following outcome based education in developing COs and POs which is not mandate by parent University.
- Time constraint in offering value added programmes along with the regular semester scheme.
- Developing tailor made ERP to accommodate POs and COs mapping and its attainment.

5. Outcome and Impact

- Significant improvement in pass percentage, centum scorers and University Rank holders
- Enriched curriculum and innovative curricular delivery and transaction on par with industry expectations/requirements
- Increase in student enrollment for value addition courses
- Transparent and robust assessment and evaluation of Internal Assessment with the help of well-defined POs and COs. Self evaluation by students is also enhanced.
- Increase in the number of placement of students due to understanding of outcome based learning.

Exposure to comprehensive outcome based education to all the faculties and students of the institution.