

ATTAINMENT OF COURSE OUTCOME AND PROGRAMME SPECIFIC OUTCOME

COURSE OUTCOME AND PROGRAMME OUTCOME

Every programme and course offered by St Albert's College (Autonomous) is aimed at developing the academic and critical thinking skills of the students. The College adopts Benjamin Bloom's Taxonomy in achieving the desired course outcome at the end of each course offered to students of various disciplines. Bloom's Taxonomy is a classification of the various objectives and skills that educators set for their students, which is also called learning objectives. The taxonomy was proposed in 1956 by Benjamin Bloom, an educational psychologist at the University of Chicago. The following 6 levels proposed by Bloom are used to design learning objectives, lessons, and assessments of each course:

1. Remembering: Recognizing and retrieving relevant knowledge from long-term memory.
2. Understanding: Constructing meaning from oral, written, and visual messages through interpretation, illustrations, classifications, inference, comparison, and explanation.
3. Applying: Testing and utilizing a procedure for implementation.
4. Analyzing: Differentiating and organizing constituent parts and determining how the parts relate to one another and to an overall structure or purpose.
5. Evaluating: Deriving conclusions based on criteria and standards through checking and critiquing.
6. Creating: Combining elements to form a coherent or functional whole; reorganizing elements into a new pattern or structure.

The College has followed the Outcome-Based Education complementing this methodology. Each department in the College focuses on a result-based learning process. Teachers design innovative teaching strategies aimed at achieving the desired outcomes whereby the students are able to understand, remember, apply, analyze and evaluate the subject. These Course Outcomes are drawn based on the Programme Outcomes. A multipronged teaching methodology is implemented to offer a course which involves lectures, workshops, seminars, internships and conferences using ICT enabled tools and techniques. The following strategies used in the College are aligned with the learning

2.6.2 - Attainment of POs and COs

objectives proposed by Bloom to achieve the Course Outcomes:

1. Students' ability to remember the theoretical concepts are assessed by randomly selecting students and asking them to recall the taught matter at the end of each class and at the beginning of the next class. By reciting the outline of the subject matter, the entire class benefits as they recollect concepts and theories discussed in the class.
2. Every student undergoes Internal Exams and End Semester Exams to reproduce important concepts of every course in his/her own words. Here, Bloom's proposed objective of understanding the subject matter is tested as students describe and paraphrase textual content along with original examples for the same.
3. Science labs, computer labs, language labs, on-the-job training and field exposure are offered to students to apply their learning in practical ways. By the end of each lesson, the student are given an opportunity to apply what she/he has conceived through calculation, prediction, demonstration and performance.
4. Assignments, Seminars, and Quiz Competitions are used as methods to check whether students are able to analyze, criticize, simplify, and associate the ideas taught in class. Hence, the student will be able to differentiate between concepts, make associations and create appropriate criticism of concepts being taught under each lesson.
5. Lab and field facilities are offered to evaluate and check students' ability to evaluate concepts, and eventually justify and support their arguments through comparison and contrast. Therefore, by the end of each lesson, the students will be able to determine whether using a particular method would be more appropriate for solving a problem.
6. Students submit projects, assignments and seminars which they have created based on the lessons they have learned. These original homework or products dealing with a particular issue or programme testifies their ability to invent ideas and modify existing knowledge.

Departments have the freedom to use any one of the two methods stated above. Using one of these methods, weightage is given in accordance with the significance of each component that could assess the learning outcome. The data used for evaluating Course Outcome is obtained from the students' marks and attendance obtained through the assessment process.

Assessment of Outcomes

Different evaluative methods are used to determine the Course Outcomes which are attained by the students of St. Albert's College (Autonomous). Students' academic and performance skills are assessed based on their Consolidated Mark List which includes two Internal Exams, Seminar/Assignment which are conducted during mid-semester and Attendance. During the working days, the students also undergo any of the additional modes of internal assessment stated below:

1. Quiz (announced / unannounced)
2. Individual viva or group viva
3. Short duration objective type tests/snap tests
4. On-the-job training
5. Project and Subject Viva
7. Short answer/problem-solving tests (15 minutes to 30 minutes for periodical assessment of cognitive abilities)
8. Long answer tests/essay writing (30 minutes to 60 minutes for periodical assessment of higher-order cognitive abilities)
9. Guided individual/group projects (only for a few talented students)
10. Lab / Field / Practical work / Case study (to assess practical skills in handling instruments, experimenting, reporting, etc.)
11. Group discussion (once a month to assess originality, creativity, initiative, communication skills, etc.)
12. Seminar (at least once in a semester to assess creativity, innovation, presentation and communication skills.)
13. Assignment (to assess the conceptual clarity).

Through these assessments, students' ability to remember, understand, apply, analyze, evaluate and create based on learning are evaluated. A 3-point itemised scale is used to calculate the attainment of course outcomes and eventually the programme specific outcomes. Below is the itemised 3-point scale used for UG and PG Programmes.

2.6.2 - Attainment of POs and COs

Weightage by students and scale used to assess the attainment- UG

Weightage obtained	Scale used
0-35	1
35-65	2
65-100	3

Classification according to level of attainment of outcome

Level of attainment of outcome	Classification
1 to 1.5	Low
1.5 to 2	Moderate
2 to 2.5	High
2.5 to 3	Higher

Weightage by students and scale used to assess the attainment- PG

Weightage obtained	Scale used
0-37.5	1
37.5-75	2
75-100	3

Classification according to level of attainment of outcome

Level of attainment of outcome	Classification
1 to 1.5	Low
1.5 to 2	Moderate
2 to 2.5	High
2.5 to 3	Higher