

RAJAMAHENDRI

INSTITUTE OF ENGINEERING & TECHNOLOGY

AISHE ID:C-18113

NAAC SSR

CYCLE II



2 : TEACHING - LEARNING & EVALUATION

2.6 Student Performance & Learning Outcome

2.6.2 Attainment of COs and POs

2.6.2 Attainment of COs and POs



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2.6.2. Attainment of POs and COs are evaluated

Assessment is a mechanism for providing instructors with data for improving their teaching methods and for guiding and motivating students to be actively involved in their own learning. As such, assessment provides important feedback to both instructors and students. The techniques of outcomes assessment as a means of measuring student learning and the use of that information to improve teaching are considered first.

Assessment gives us essential information about what our students are learning and about the extent to which we are meeting our teaching goals. The following three tools are used to assess the Course outcomes

1. Internal Tests
2. University Results
3. Course Outcome Feedback

COs Assessment Process-Theory Courses:

The attainment process of COs is taken from three assessment Tools-Internal Tests, University Results, and Course Outcome Feedback. Internal Tests, University Results comes under direct attainment and Course Outcome Feedback comes under indirect attainment.

Assessment Tool-Internal Tests:

As per the R20 Curriculum of JNTUK Kakinada, The student has to write two internal examinations per the Course. Each descriptive exam conducted for 15 Marks. First two and half Units in MID-I and last two and half units syllabus covered in MID-II. Faculty will set the Question paper accordingly. The marks obtained for each question and corresponding CO are collected from each student and then CO attainment is calculated. 5 marks are allotted for assignments and 10 marks for online quiz which conduct by JNTUK. Final marks will be considered as per JNTUK norms i.e. 80% of the Maximum and 20% of the minimum marks.

The course outcomes are written by the respective faculty member using action verbs of learning levels. Then, a correlation is established between COs and POs in the scale of 1 to 3, 1 being the slight (low), 2 being moderate (medium) and 3 being substantial (high). A mapping matrix is prepared in this regard for every course in the program

In a university affiliated college, the CO attainment levels can be measured based on the results of the internal assessment and external examination conducted by the university. This is a form of direct measurement of attainment. As per university regulations two internal assessment tests are conducted for each course in a semester. In each test, the percentage of students who achieve a set target (usually, 50% of the maximum marks,) in each question calculated and that value decides the level of attainment of COs which correlated to that question. The model MID exam CO attainment form is given in below:

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Attainment Level 1: below 60% of students score more than 50% marks out of the maximum relevant marks.

Attainment Level 2 : 60% to 80% of students score more than 50% marks out of the maximum relevant marks.

Attainment Level 3: more than 80% of students score more than 50% marks out of the maximum relevant marks. Thus, the average of percentage of students attaining the entire Cos decides the CO attainment level.

Assessment Tool-University Results:

At the end of the Semester University conducts examination for 70 marks. The marks obtained for each student is calculated to measure the attainment. After the declaration of the university results, the percentage of students who attained the COs is computed. Here, it is assumed that the questions answered by a student cover all the course outcomes defined for that course. The percentage of students who achieve a set target (usually, 50% of the maximum marks,) calculated and that value decides the level of attainment of COs which correlated to that question.

Attainment Level 1: Below 60% of students score more than 50% marks out of the maximum relevant marks.

Attainment Level 2: 60% to 80% of students score more than 50% marks out of the maximum relevant marks.

Attainment Level 3: More than 80% of students score more than 50% marks out of the maximum relevant marks.

CO Feedback methodology

The true power of assessment comes in also using it to give feedback to our students. Improving the quality of learning in our courses involves not just determining to what extent students have mastered course content at the end of the course; improving the quality of learning also involves determining to what extent students are mastering content throughout the course. At the end of the course, on line CO feedback forms are collected based on COs. The model feed - back form is given below. Each CO is asked as question and that questionnaire has been send to Student. For example, if a course has six COs then six questions asked. The Student may grade Excellent, Very Good, Good, Satisfactory and Poor. Their weight-age is as follows.

Feed-back parameter	CO Attainment criteria	Level of attainment
Given feed - back "Satisfactory" or above	Percentage Students > 80%	Level 3
	60% to 80% of students	Level 2
	Below 60% of students	Level 1

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Laboratory Course attainment Procedure:

Out of 50 marks for each lab, 15 marks are internal and 35 marks are for External Examination. In internal 15 marks, 5 marks for Day to day evaluation, 5 marks for record work and 5 marks for Internal examination. By recording all these marks for each student, the CO attainment is calculated. The calculation process as follows Day today evaluation (20%), Record (10%), Internal Exam (20%), External Exam (50%) and Total 100%.

Project attainment Procedure:

Commonly five COs are given to project and first three COs are evaluated in Review I and Last Two are evaluated in Review 2 by PRC. The total marks for project work 200 marks and distribution shall be 60 marks for internal and 140 marks for external evaluation. The supervisor assesses the student for 30 marks (Report: 15 marks, Seminar: 15 marks). At the end of the semester, all projects shall be showcased at the department for the benefit of all students and staff and the same is to be Evaluated by the departmental Project Review Committee consisting of supervisor, a senior faculty and HOD for 30 marks. The external evaluation of Project Work is a Viva-Voce Examination conducted in the presence of internal examiner and external examiner appointed by the University and is evaluated for 140 marks.

Attainment Level 1: Attainment is less than 90%

Attainment Level 2: Attainment is in between 90% to 95%

Attainment Level 3: Attainment is more than 95%

Attainment of Program Outcomes and Program Specific Outcomes

In quality teaching and learning process, mapping and attainment is becoming an important process. The compliance of continuous improvement can be done by deciding action plan for weak attainment and is a key factor leading to continuous student learning. Program Outcomes (POs) are one step broader statements than COs that describe what students are expected to know and be able to do upon the graduation. These relate to the skills, knowledge, and behavior that students acquire in their matriculation through the program. The program outcomes are assessed with the help of course outcomes of the relevant Courses through direct and indirect methods.

Direct Assessment Method:

Direct measures are provided through direct examinations or observations of student knowledge or skills against measureable course outcomes. The knowledge and skills described by the course outcomes are mapped to specific problems on internal exams/home assignment/group task. Throughout the semester the faculty records the performance of each student on each course outcome. At the end of the semester students receive grades from external exams.

Indirect Assessment Method:

Indirect assessment strategies are implemented by embedding them in the course end survey, Graduate survey and Alumni Survey. Finally, program outcomes are assessed with above mentioned data and Program Assessment Committee concludes the PO attainment level.



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PO attainment from Theory Course

The process of attainment of POs starts from writing Appropriate COs for each course of the program. The course outcomes are written by the respective faculty member using action verbs of learning levels. Then, a correlation is established between COs and POs in the scale of 1 to 3, 1 being the slight (low), 2 being moderate (medium) and 3 being substantial (high). A mapping matrix is prepared in this regard for every course in the program. Program outcomes are attained through the attainment of CO's. This is called direct attainment of PO's.

Overall Course Outcome Attainment

The overall CO attainment level in the course considered is then computed as

$$\text{Overall CO attainment level} = 30\% \text{ of CO attainment level in Internal tests} + \\ 50\% \text{ of CO attainment level in University test} + \\ 20\% \text{ of CO attainment level in CO feedback}$$

The above procedure of computing overall CO attainment is to be repeated for each course from first year to final year in an academic year (including opted electives, project work and technical seminars in final year)

CO	Assessment Tool	Assessment Criteria	Weightage	Data Collection	Faculty Responsible
Course Name	Internal Tests	% of students Scored set Target Marks (50%) in Internal Exams	30%	Once in a Semester	Course In Charge
	University Results	% of students Scored set Target Marks (50%) in University Exams	50%	Once in a Semester	Course In Charge
	Course Outcome Feedback	% of students gave feedback greater than Target value (50%)	20%	Once in a Semester	Class Teacher


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The model overall CO attainment form is given below:

Program Outcomes (POs) are one step broader statements than CO's that describe what students are expected to know and be able to do upon the graduation. These relate to the skills, knowledge, and behavior that students acquire in their matriculation through the program.

Program outcomes and 'program specific outcomes' are attained through the attainment of CO's. This is called direct attainment of POs and PSOs. The overall CO attainment value as computed in chapter 4 and the CO-PO mapping values as computed in chapter 3 are used to compute the attainment of PO's. Model attainment calculation given below:

Using above tables and the overall course attainment, the PO attainment values are computed.

Sample computation of PO values:

Internal attainment value = (Corresponding cell value from CO-PO mapping table X Overall CO attainment value for CO) = $(3 \times 2) = 6$

University attainment value = (Corresponding cell value from CO-PO mapping table X Overall University attainment value for CO) = $(3 \times 1) = 3$

Feed Back attainment value = (Corresponding cell value from CO-PO mapping table X Overall Feed back attainment value for CO) = $(3 \times 3) = 9$

Overall attainment value = $((\text{Internal attainment value} \times 0.3) + (\text{University attainment value} \times 0.5) + (\text{Feed Back attainment value} \times 0.2)) / 3$


Overall attainment of PO-1 = $(0.3 \times 6 + 0.5 \times 3 + 0.2 \times 9) / 3 = 2.0$

PO attainment from Laboratories:

The associated course outcomes are taken as governing course outcomes for the Laboratory courses. Each experiment was mapped to the COs and the % students scored more than target marks (80%) were found. Same was the attainment for the mapped CO.

PO attainment from Projects :

Each project will be mapped their project Title with All POs. Whatever the CO attainment they got from Internal and External viva Voce marks, placed in Project Title-Po mapping Table and that becomes Project attainment.


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Direct assessment Methods		
S.N 0.	Direct Assessment	Method Description
1.	Internal Assessment Test	The Internal Assessment marks in a theory paper shall be based on two tests generally conducted at the end of 8 and 16 weeks of each semester. It is a metric to continuously assess the attainment of course outcomes w.r.t course outcomes. R20 curriculum: 20% weight-age to least marks obtained from the two tests and 80% weight-age to best marks obtained from the two tests shall be the Internal Assessment Marks for the relevant subject.
2.	Lab Internal Assessment	Lab Internal Assessment can be one of the measuring criteria to mainly assess student's practical knowledge with their designing capabilities. In case of Practical, the 15 marks shall be based on the Day to day evaluation, practical record marks, attendance and one Practical test.
3.	Theory Semester Examination	University conducts external theory and practical exam once in a semester. Semester examination (theory or practical) are the metric to assess whether all the course outcomes are attained or not framed by the course owner. Semester Examinations more focused on attainment of course outcomes and uses a descriptive exam.
4.	Practical Semester Examination	
5.	Project	The Internal marks (60 marks) in the case of projects in the final year shall be based on the evaluation by a committee consisting of the Head of the concerned Department and two senior faculty members of the Department, one of whom shall be the project / seminar guide. Two review are conducted by Committee for 30 marks and remaining 30 marks (Report: 15 marks, Seminar: 15 marks). Totally of 60 marks.
6.	Project Work Viva-voce	Viva-voce examination of project work shall be conducted batch-wise. University conducts external viva voce for 140 marks.

PO attainment from co-curricular and extra-curricular activities

The PO attainment is calculated from co-curricular and extra-curricular activities organize during Current assessment Year. Number of events organized verses level of attainment is mapped first and then event vs PO attainment is calculated.


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PO Assessment of CO/Extra Curricular Activities Assessment of Co/Extra Curricular Activities and Students Participation

	Activity/Event	Poor(1)	Satisfactory(2)	Good(3)
1	Guest Lecturers(Co-Curricular)	1-2	3-4	5 or more
2	Add-on Courses(Co-Curricular)	1	2	3 or More
3	Projects Exhibition(Co-Curricular)	Nil	Every Year	Every Semester
4	Paper Presentations(Co-Curricular)	Nil	Every Year	Every Semester
5	NSS Activities (% of participation)	$\leq 25\%$	26-50%	$> 50\%$
6	Program on Environment/Sustainability (Co-Curricular)	Nil	1-2 Programs	More Programs
7	Programs on Ethics (Co-Curricular)	Nil	1-2 Programs	More Programs
8	Ethical Practices-Like Honesty Shops, Yoga, etc.,(Extra-Curricular)	Nil	1-2 Practices	More Practices
9	Project Management	Nil	1-2 Lecturers	More Lecturers
10	Library, Internet Hours	Nil	Libor Internet	Both
11	Students' Seminar & English Communication Hours(CC)	Nil	Either	Both

S.No.	Activity/Event	Poor(1)	Satisfactory(2)	Good(3)
12	Entrepreneurships-Lecturers (Co-Curricular)	Nil	1-2 Lecturers	More Lecturers
13	Students' Qualification in English Communication(Co-Curricular)	Nil	25%-50% Students	Above 50% Students
14	Programs on Health or Course on Human Anatomy	Nil	1-2 Programs	More Programs
15	Programs on Safety Engineering	Nil	1-2 Programs	More Programs
16	Programs on Intellectual Property Rights	Nil	1-2 Programs	More Programs
17	Programs on Business Laws	Nil	1-2 Programs	More Programs
18	Students' Participation in Cultural Events, Activities	10-25%	26%-50%	51% & Above
19	Students' Internships in Industries	$< 10\%$	10-20%	$> 20\%$
20	Students projects at Industries	$< 10\%$	10-20%	$> 20\%$
21	Students sports Achievements	Nil	University level	Nation level


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PO attainment from stake holder feedbacks

Indirect methods such as surveys and feedbacks taken from the stake holders to identify the Student learning. They assess opinions or thoughts about the graduate's knowledge or skills and their values by different stake holders. For determining indirect attainment of POs and PSOs, student exit feed- back, employer feedback, and Alumni feedback was considered (which includes attainments from both curricular &co/ extracurricular activities).

Indirect assessment Methods		
S.NO.	Indirect Assessment Method	Method Description
1.	Alumni Feedback	Collect variety of information about program Satisfaction and college from the Alumni students.
2.	Exit Student Feedback	Collected when the student complete his/her degree and Leaving the institution
3.	Employer feedback	Collect variety of information about the graduates' skills, capabilities and opportunities (during the placement drives, also from the employers where the Graduates are contributing)

Overall PO attainment

The evaluation POs is carried out with respect to student performance and surveys in both the terms of direct and indirect assessment methods. Direct method of assessment is based on assessment of PO on the achievements in the contributing courses for that particular PO. Indirect method of assessment is based on course exit survey, program exit survey, alumni survey, placement survey feedback on facilities by students, parent's survey and rubrics developed for project and seminar


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EMPLOYER FEEDBACK ON THE CURRICULUM

Name of the Employer:

Name of the company:

Present Designation:

Contact Number:

Email id:

We are thankful to you for employing our students with your esteemed organization. We appreciate if you can spare your valuable time to fill up this feedback form. It help us to improve the institute further and provide you with better employees in future.

Sl.No	Questionnaire	5	4	3	2	1
1	How well do you think skills and knowledge of the students align with the current industry requirements?					
2	To prepare the students to be better workforce, do you believe any improvements need in any specific areas in the curriculum?					
3	Do you think the curriculum is covering the latest technologies and industry trends?					
4	Do you find any subjects in the curriculum are exceptionally beneficial to our students?					
5	Are there any gaps should be addressed in the curriculum that you believe to enhance employability options?					
6	Does our students analyze well on critical thinking and on problem solving skills, as they were trained?					
7	Does the curriculum is effectively integrating with the practical exposure?					
8	Do you think along with the curriculum should we focus on aspects like soft skills training and leadership qualities?					
9	How is the overall adaptability and flexibility in the curriculum by focusing on the changing industry?					
10	Does our curriculum adequately preparing the students to develop their decision making abilities?					

RATING SCALE: Excellent(5), Good(4), Average(3), Satisfactory(2), Average(1)


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ALUMNI FEEDBACK ON THE CURRICULUM

Name:

Batch:

Contact number:

Mail id:

Present Designation:

This feedback intends to collect information from alumni about the quality of education they received and the level of preparation they had at the institution. The purpose of this survey is to assess the quality of the academic programme.

Sl.No	Questionnaire	5	4	3	2	1
1	Did you find any subjects in the curriculum that you found most valuable in your career?					
2	Did the curriculum prepare you for your future studies?					
3	Did the curriculum cover all the aspects related to both theoretical and practical methods for your course?					
4	Did you find curriculum is meeting the industry needs and advancement in your field?					
5	Did you feel that the curriculum needs any improvements to prepare the students to face challenges in the real world?					
6	How do you rate the elective courses offered during your time at the institution?					
7	Did the curriculum create opportunities for Learning interdisciplinary skills and needs of the students?					
8	Were there sufficient resources and support to pursue research and projects related to curriculum?					
9	Did the curriculum help you develop problem solving?					
10	Did the curriculum help you develop Decision making and Creativity in your academics?					

RATING SCALE: Excellent(5), Good(4), Average(3), Satisfactory(2), Average(1)


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FACULTY FEEDBACK ON THE CURRICULUM

Name of the faculty:

Branch:

Qualification:

Academic year:

Designation:

This questionnaire is intended to collect information relating to your satisfaction towards the learning and evaluation.

Sl.No	Questionnaire	5	4	3	2	1
1	Does the Evaluation methods/rubrics mentioned in the curriculum are sufficient for doing proper assessment?					
2	Do you think that current curriculum is sufficient to bridge the gap between industry standards and academics?					
3	How do you rate the electives offered in relation to the technical advancements to meet the needs of our students?					
4	Does the current curriculum helps in developing personality by inculcating soft skills, life and employability skills?					
5	Did you face any challenges or difficulties in delivering the curriculum?					
6	Do you feel that depth of the course content is adequate to have significant learning outcomes?					
7	Do you feel that curriculum has the potential in developing the habit of self learning among the students?					
8	Does the curriculum helps in encouraging critical thinking, problem solving?					
9	Would like to suggest any changes or improvements for challenging for both the teachers and students?					
10	In your opinion does the curriculum is fulfilling the industrial and societal needs?					

RATING SCALE: Excellent(5), Good(4), Average(3), Satisfactory(2), Average(1)


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STUDENT FEEDBACK ON THE CURRICULUM



This questionnaire intends to know about your satisfaction towards the curriculum, learning and evaluation which will be used as feedback for quality improvement of the programme.

Sl.No	Questionnaire	5	4	3	2	1
1	Do you find the curriculum is more challenging for your academic excellence?					
2	Is the learning objectives of the curriculum is aligned effectively with textbooks provided?					
3	Is the current curriculum is structured, relevant and good balance between theory and practicals?					
4	Does the curriculum is effective in taugthing real life situations that reflects current trends in the industry?					
5	How do you rate the availability and accessibility of library and computer labs related to your curriculum?					
6	Does the curriculum integrates entrepreneurship, employability and soft skill for the growth of the students?					
7	How satisfied are you with assessment methods in evaluating your understanding on the different subjects?					
8	Does the teacher uses experiential learning and problem solving methods to impact the curriculum?					
9	Do you have any opportunity to provide any suggestions for the improvement of curriculum?					
10	Overall rating on curriculum and Teaching - Learning Experience in college?					




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STUDENT FEEDBACK ON THE CURRICULAM

Student Name:

Roll Number:

Year & branch:

Programme:

Feedback Date:

This questionnaire intends to know about your satisfaction towards the curriculum, learning and evaluation which will be used as feedback for quality improvement of the programme.

Sl.No	Questionnaire	5	4	3	2	1
1	Do you find the curriculum is more challenging for your academic excellence?					
2	Is the learning objectives of the curriculum is aligned effectively with textbooks provided?					
3	Is the current curriculum is structured, relevant and good balance between theory and practicals?					
4	Does the curriculum is effective in taughting real life situations that reflects current trends in the industry?					
5	How do you rate the availability and accessibility of library and computer labs related to your curriculum?					
6	Does the curriculum integrates entrepreneurship, employability and soft skill for the growth of the students?					
7	How satisfied are you with assessment methods in evaluating your understanding on the different subjects?					
8	Does the teacher uses experiential learning and problem solving methods to impact the curriculum?					
9	Do you have any opportunity to provide any suggestions for the improvement of curriculum?					
10	Overall rating on curriculum and Teaching - Learning Experience in college?					

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