

CRITERIA 1: OBE

- The curriculum has been developed & revised by 9 stages/step process in conjunction with Kern's 6 step approach.
- The **Curriculum** of all the programs are developed and revised based on
 - ✓ 9 step process
 - ✓ Kern's 6 step approach
- **Graduate Attributes** are defined for all the programs across all the constituent units.
- **Program Educational objectives** are the goals of each program as per the graduate Attributes.
- **Program outcomes** have been stated by every institute in terms of Regulatory Body / Council. (Number of PO varies according to how the colleges have stated).
- **Course outcomes** are the objectives of every subject taught in a program. They are spelt based on knowledge, skills & attitudes; and are designed based on different levels of thinking as per Bloom's taxonomy.

The process of designing and implementation of OBE (Outcome Based Education)

OBE (Outcome Based Education) implementing process (Year-wise break-up) (To be explained during the visit, if asked)	
2018	<ul style="list-style-type: none"> • Framing of Course Outcomes & Program Outcomes statements • Mapping COs with POs
2019	<ul style="list-style-type: none"> • Standardization of OBE Calculations for constituent colleges
2020	<ul style="list-style-type: none"> • Applied to previous batches (performance status check) • The two have been mapped and the values have been shown in graph for interpretation. <ul style="list-style-type: none"> ○ Serves a Guide for Target setting for next batch
2021	<ul style="list-style-type: none"> • Colleges decide based on attainment achievement whether to increase or decrease the target (marks or level/ percentage of students achieving the target) or plan a remedial measure in case low or no attainment. • Syllabus blueprinting has been done by few colleges where they have broken down the syllabus into Must to know, Good to know & Nice to know category. • Internal Assessment Question Papers have been aligned with the CO's & PO's - new QP format adopted.
2022	<ul style="list-style-type: none"> • Apart from all the measures that were adopted in 2021, all the UG programs continued to implement with OBE with MBBS 3rd year had to adopt CBME as per their regulatory council, Nursing also had council which implemented CBNE.
2023	<ul style="list-style-type: none"> • The first batch of Homoeopathy who completed the course was subjected to OBE calculations & attainments have been mapped for BHMS. The targets have been set higher (marks/ percentage) at few constituent units and they have achieved the targets successfully.

Target Setting: Target is set on two parameters

- **Target Marks:** indicate the marks which the student is expected to secure to consider all the outcomes are attained.
 - % of marks to be secured in that course (eg: 60% of total marks for exam)
 - Different % of marks for Internal assessment and Final examination based on difficulty levels

- **Target Level:** indicates the % of students in a batch expected to achieve the set target marks.
 - Level 1: >60% but <70% students should achieve the set target marks
 - Level 2: >70% but <80% students should achieve the set target marks
 - Level 3: >80% students should achieve the set target marks

Attainment: is assessed on a SCALE of in 3-2-1 format and is interpreted as

3: High attainment

1: Low attainment

2: Moderate attainment

0: Not attained

Interpretation of Attainment levels:

High attainment: 3: >80% of students have scored greater than set target marks.

Moderate attainment: 2: >70% but <80% of students have scored greater than set target marks.

Low attainment: 1: >60% but <80% of students have scored greater than set target marks.

Not attained: 0: <60% of students have scored greater than set target marks.

Continual Quality Improvement (CQI)

It closes the loop of an assessment process. Attainment levels provide roadmap of the course to teachers/administrators of the ways ahead. CQI would suggest suitable actions to be taken during the next implementation of the course.

Outcome	Action to be taken by faculty
High attainment of all CO-PO	Set new higher targets or attainment levels for next Academic Year (A.Y.).
Moderate attainment of all CO-PO	Record observations, Continue action plan of last A.Y. with plan for improvements.
Low attainment of all CO-PO	Record observations, assess the target set, revise/improve action plan of last A.Y. to achieve the attainment with plan for improvements.
CO-PO not attained, poor performance	Record observations, Critical assessment of target with Program Assessment Committee (PAC), Revise action plan of last A.Y. at faculty/department level.