

Indapur Taluka Shikshan Prasarak Mandal's
ARTS, SCIENCE AND COMMERCE COLLEGE, INDAPUR

(Best College Awardee of S.P.P.U. Pune, 2014)
Affiliated to Savitribai Phule Pune University, Pune



OUTCOME-BASED EDUCATION (OBE) POLICY

The college has successfully implemented an Outcome-Based Education (OBE) policy, aligning with UGC guidelines. This student-centered approach emphasizes on clearly defined learning outcomes, ensuring graduates are well-prepared for their careers, since the year 2019 as suggested by University Grants Commission (UGC). In the year 2020, OBE policy has been implemented in the college to enhance the teaching learning process in a phase wise manner. College organized various workshops and training sessions for the entire faculty to circulate information on designing, mapping and attainment of outcomes. POs for undergraduate and postgraduate programmes have been stated in alignment with vision and mission of the college in consultation with IQAC members, heads of the department, senior faculty members collectively. Each department has formulated PSOs and COs for their respective disciplines with inputs from all the faculty members. Outcome-Based Education and evaluation policy is based on Blooms Taxonomy. Outcome-Based Education is a student-centric teaching and learning methodology in which the subject knowledge, assessment and evaluation are planned to achieve stated objectives and outcomes, it focuses on measuring student performance i.e. outcomes at different levels.

Key Points of this approach include:

1. Focus on Student Outcomes:

The emphasis on Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) ensures that the curriculum is directly connected to desired student learning.

- A. **Course:** Course is defined as a theory, practical or theory cum practical subject studied in a semester.
- B. **Course Outcome (CO):** Course outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course.



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- C. **Programme:** Programme is defined as the specialization or discipline of a Degree. It is the interconnected arrangement of courses, co-curricular and extra-curricular activities to achieve planned objectives leading to the awarding of a degree.
- D. **Programme Outcomes (POs):** Program outcomes are narrower statements that describe what students are expected to be able to do by the time of graduation Graduate Attributes and POs are supposed to be closely related.
- E. **Programme Specific Outcomes (PSO):** Programme Specific Outcomes are what the Students should be able to perform in relation to a specific discipline by the time they graduate.

Levels of knowledge to assess outcomes using Bloom's Taxonomy –

The foundational Taxonomy of Educational Objectives: A Classification of Educational Goals was established in 1956 by Dr. Benjamin Bloom, an educational psychologist, and is often referred to as Bloom's Taxonomy. In 2000, Lorin Anderson and David Krathwohl updated Bloom's seminal framework to create Bloom's Revised Taxonomy, focusing on the Cognitive Domains.

It is important to note that in the framework of Bloom's Revised Taxonomy learners need not start at the lowest taxonomic level and work up; rather, the learning process can be initiated at any point, and the lower taxonomic levels will be subsumed within the learning scaffold. To wit:

- Before we can understand a concept, we have to remember it;
- Before we can apply the concept, we must understand it;
- Before we analyze it, we must be able to apply it;
- Before we can evaluate its impact, we must have analyzed it; and
- Before we can create, we must have remembered, understood, applied, analyzed and evaluated.

Cognitive Domain-

There are six levels in the taxonomy for the Cognitive domain, progressing from the lowest order processes to the highest:



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Level	Bloom's Level	Keywords	Learning Outcome
1.	Remembering	list, recite, outline, define, name, match, quote, recall, identify, label, recognize.	Retrieving, recalling, or recognizing information from memory. Students can recall or remember information.
2.	Understanding	describe, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss.	Constructing meaning or explaining material from written, spoken or graphic sources. Students can explain ideas or concepts.
3.	Applying	calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, perform, present.	Using learned materials or implementing materials in new situations. Students can use/apply information in a new way.
4.	Analyzing	classify, break down, categorize, analyze, diagram, illustrate, criticize, simplify, associate.	Breaking material or concepts into parts, determining how the parts relate or interrelate to one another or to an overall structure or purpose. Students can distinguish between different parts.
5.	Evaluating	choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate.	Assessing, making judgments and drawing conclusions from ideas, information, or data. Students can justify a stand or decision.
6.	Creating	design, formulate, build, invent, create, compose, generate, derive, modify, develop.	Putting elements together or reorganizing them into a new way, form or product. Students can create a new product.

This approach promotes a clear understanding of what students should be able to achieve at the end of a program or course.

2. Alignment with Graduate Attributes:

- The Graduate Attributes provide a comprehensive framework for developing well-rounded graduates (**Disciplinary knowledge, Communication Skills, Critical thinking, Problem**



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solving, Analytical reasoning, Research-related skills, Cooperation/Team work, Scientific reasoning, Reflective thinking, Information/digital literacy, Self-directed learning, Multicultural competence, Moral and ethical awareness/reasoning, Leadership readiness/qualities, Lifelong learning).


- By aligning POs and PSOs with these attributes, the college ensures that its programs produce graduates who possess the necessary skills and competencies.
- 3. **Enhanced Teaching and Learning:**
 - OBE encourages active learning and critical thinking.
 - Faculty members are empowered to design innovative teaching strategies that promote student engagement and deeper understanding.
- 4. **Continuous Improvement:** Regular assessment and evaluation of outcomes help maintain high educational standards and ensure program relevance.

Implementation of Policy in Following Areas:

- **Robust Assessment:** Developing reliable assessment tools to accurately measure student achievement of outcomes.
- **Faculty Development:** Providing ongoing training to support faculty in implementing effective teaching and assessment strategies.
- **Student Engagement:** Encouraging active student participation through innovative teaching methods and projects.
- **Industry Collaboration:** Strengthening relationship with industry to align the curriculum with real-world needs.

The college will generate highly skilled and competent graduate and postgraduate with the aids of the OBE policy.



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