



KONGU ARTS AND SCIENCE COLLEGE (AUTONOMOUS)

(Affiliated to Bharathiar University, Coimbatore)



(Approved by UGC, AICTE, New Delhi & Re-accredited by NAAC, DBT Star College Scheme)
(An ISO 9001:2015 Certified Institution)

NANJANAPURAM, ERODE -638 107

OUTCOME BASED EDUCATION MANUAL



28
Years of Excellence
Since 1994



KONGU
Assuring the Best


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KONGU ARTS AND SCIENCE COLLEGE (AUTONOMOUS)

ABOUT THE INSTITUTION

Kongu Arts and Science College (Autonomous), established by The Kongu Vellalar Institute of Technology Trust in the year 1994 is a premier institution committed towards imparting quality education to the young aspirants, thereby fulfilling their divergent needs in the dynamic educational scenario. The college is committed to enhance the process of sensitizing the students to personal values, spiritual growth and social responsibility. It is a co-educational autonomous institution affiliated to Bharathiar University, Coimbatore. The institution is ISO 9001:2015 certified and has been Re-accredited by NAAC. The college offers Twenty Three Undergraduate Programmes, Eleven Post Graduate Programmes, One Diploma Programme, Research Programmes, Certificate Course, Add-on Courses and Value Added Courses in various disciplines.




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PREFACE

OBE is a tool to assess the quality of the graduates during and after graduation. This manual describes about the mode of Outcome Based Education (OBE) implemented in the institution since 2017 and the initiatives taken by the institution in enacting the faculty members and Stake holders to understand the process of OBE in the institution. This manual describes about the method of implementation of OBE throughout all the stages of educational processes notably Curriculum Design, Teaching and Learning, Assessment and Evaluation and Continuous Quality Improvement. The entire cycle is modified and improved based on the Outcome.



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VISION

To impart knowledge and skills to rural youth in order to meet their intellectual and social aspirations and cultural and technical needs of the society.

MISSION

- To develop an effective curriculum and optimize institutionalized students activities
- To involve learners in practical life situations
- To expose students to rural realities
- To sensitize learners to national heritage and values




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PROCESS FOR DEFINING VISION AND MISSION OF THE DEPARTMENT

A Department Level Committee comprising all the faculty members of the department discusses and decides the Vision and Mission statements in accordance with the vision and mission statements of the institution and the implementation process. In Departmental meetings, Vision and Mission statements of the Departments are reviewed by specifically considering the latest trends, industry demand etc. The proposed Vision and Mission statements are also circulated to the stakeholders Alumni, Employer, Faculty and Parents and their feedback is taken. After taking into consideration of the feedback received, the Programme Advisory Committee drafts Vision and Mission statements which are discussed and brainstormed in a meeting consisting of the entire faculty members. The statements are then finalized.




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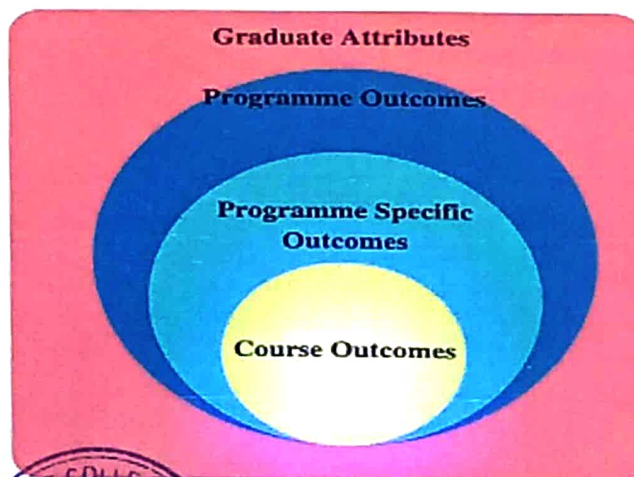
OUTCOME BASED EDUCATION

Outcome-Based Education (OBE) is a student-centric learning model that helps the teachers to plan the course delivery and assessment by keeping in mind the outcomes to be achieved. Outcome based education framework of the institution is developed and implemented based on social, regional and national interests to attain the outcome of the students at their completion of the programme. The prime objective of the Institution is to fulfill the aspirations of the contemporary needs of the Graduates. Programme outcomes and programme specific outcomes are the graduate attributes leading to the progression of the students. They describe the knowledge, skills and competencies that the student is expected to acquire during their graduation. COs, POs and PSOs of all the programmes are stated and displayed in the web portal so that both the teacher and learner have a clear understanding of the objectives to be achieved.

Course outcomes are designed to satisfy the expected knowledge of the students by learning the particular course. The CO's are drafted by the course teacher and validated by the Head of the Department and presented in the curriculum structure. The CO's, and PSO's are discussed in the department meeting and passed in Board of Studies.

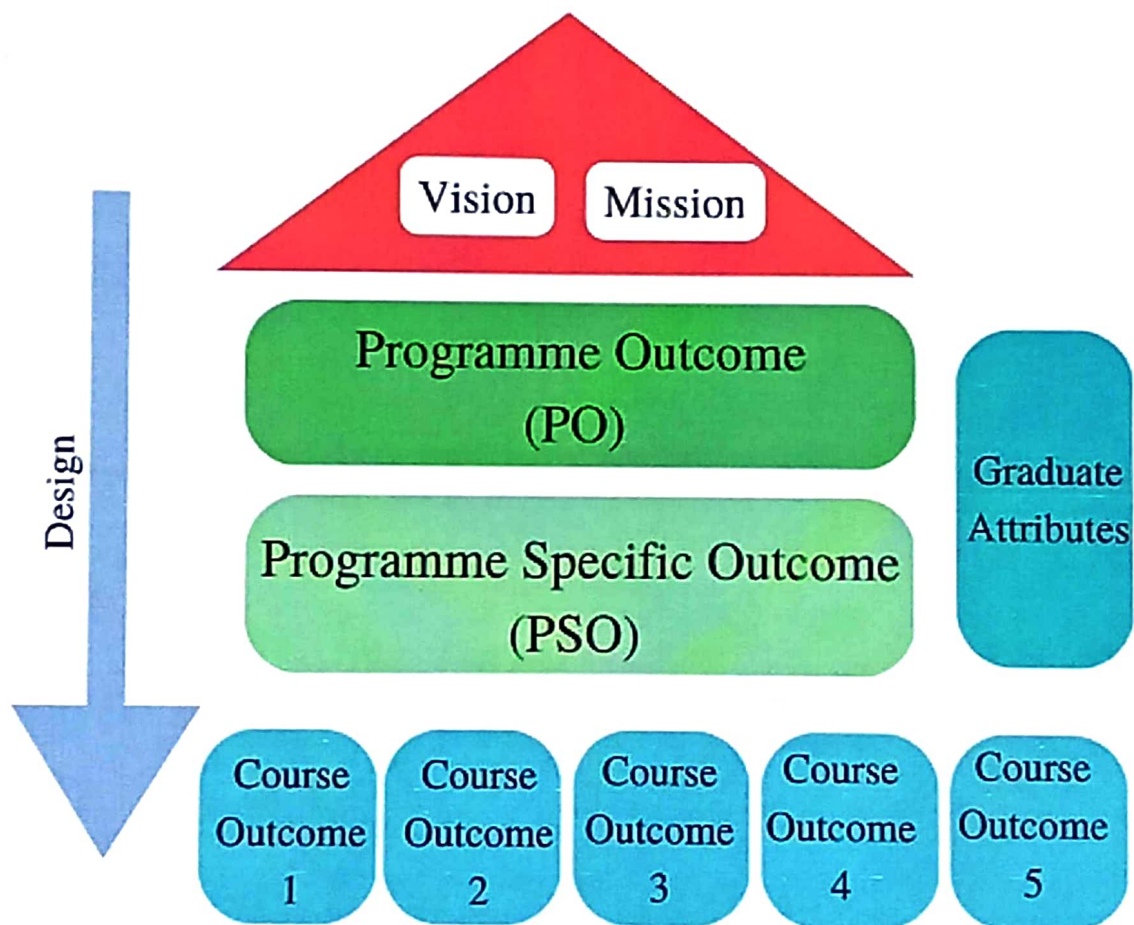
The CO is measured through the amount of adherence of the CO to their curriculum output as a direct method. The evaluations of the learning outcomes is made based on the performance of the students in the CIA and semester examinations in 1:3 ratio respectively and a threshold is set for the assessment. The COs are mapped with POs and PSOs through the CO-PO/PSO matrix.

Learning Outcomes



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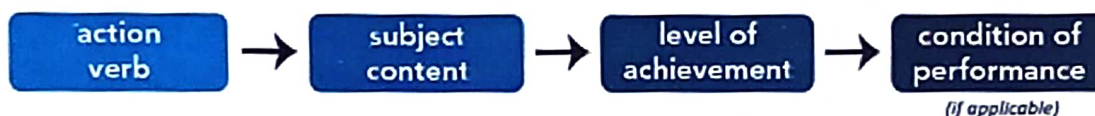
Key Features of Outcome-Based Education



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CONSTITUENTS OF OBE


The graduate attributes are exemplars of the attributes expected from a graduate in an accredited programme. The Graduate Attributes are defined by the National Board of Accreditation (NBA). Graduate Attributes include critical thinking skills, such as intellectual curiosity, analytical reasoning, problem-solving and reflective judgement; effective communication; leadership and teamwork skills; research and inquiry skills of the graduates. These attributes are defined in terms of Learning Outcomes. A learning outcome is a measurable, observable and specific statement that clearly indicates what a student should know and be able to do as a result of learning. A well written CO follows the loop given below:



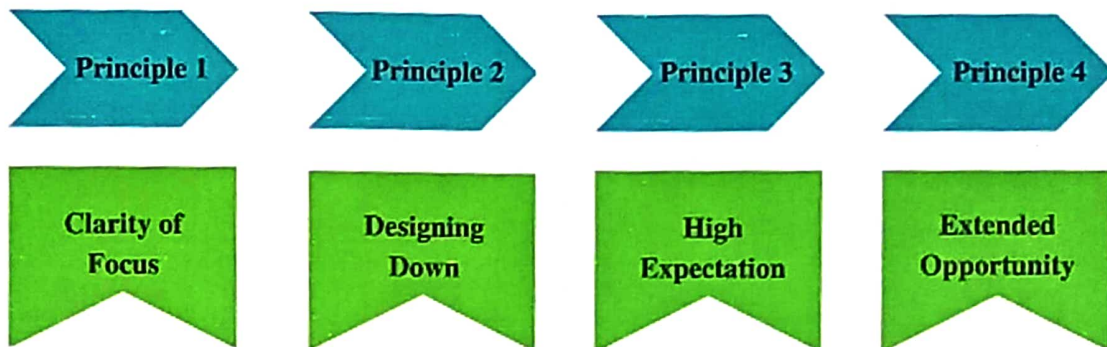
A few parameters of Graduate Attributes to measure the Outcome-Based Education are as follows:

- Program Outcomes (PO)
- Program Specific Outcomes (PSO)
- Course Outcome (CO)




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PRINCIPLES OF OBE



Principles of OBE:

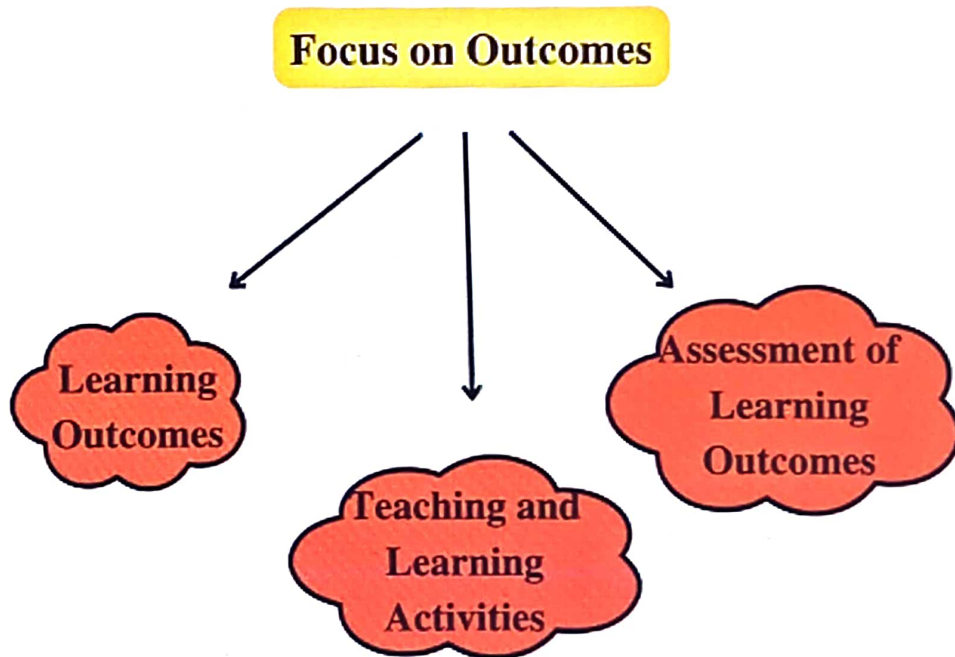
1. Clarity of focus - focus on what the students can do successfully
2. Designing Down - the curriculum design starts with a clear definition on what the students will achieve upon completing their formal education.
3. High Expectation - the lecturers set a high standard of achievement on the students.
4. Extended Opportunity - the lecturers provide enough opportunities for the students to succeed



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OBE PROCESS

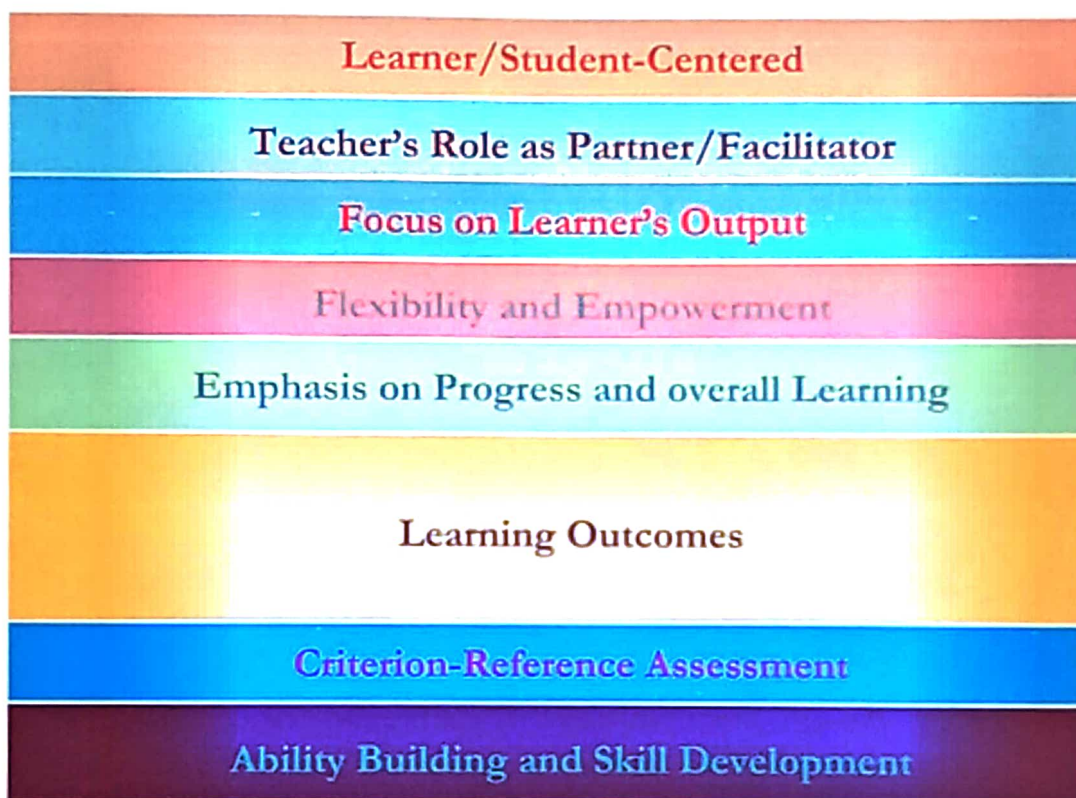
OBE is an education system that emphasizes that 'Constructive Alignment' is the process that is usually followed while building up an OBE syllabus. It is a term coined by Professor John Biggs in 1999, which refers to the process to create a learning environment that supports the learning activities appropriate to achieve the desired learning outcomes. The word 'constructive' refers to what the learner does to construct meaning through relevant learning activities. The 'alignment' aspect refers to what the teacher does. The key to the alignment is that the components in the teaching system, especially the teaching methods used and the assessment tasks are aligned to the learning activities assumed in the intended outcomes.




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FUNCTIONS OF OBE

Outcome-Based Approach in education mainly concentrates on the following aspects.

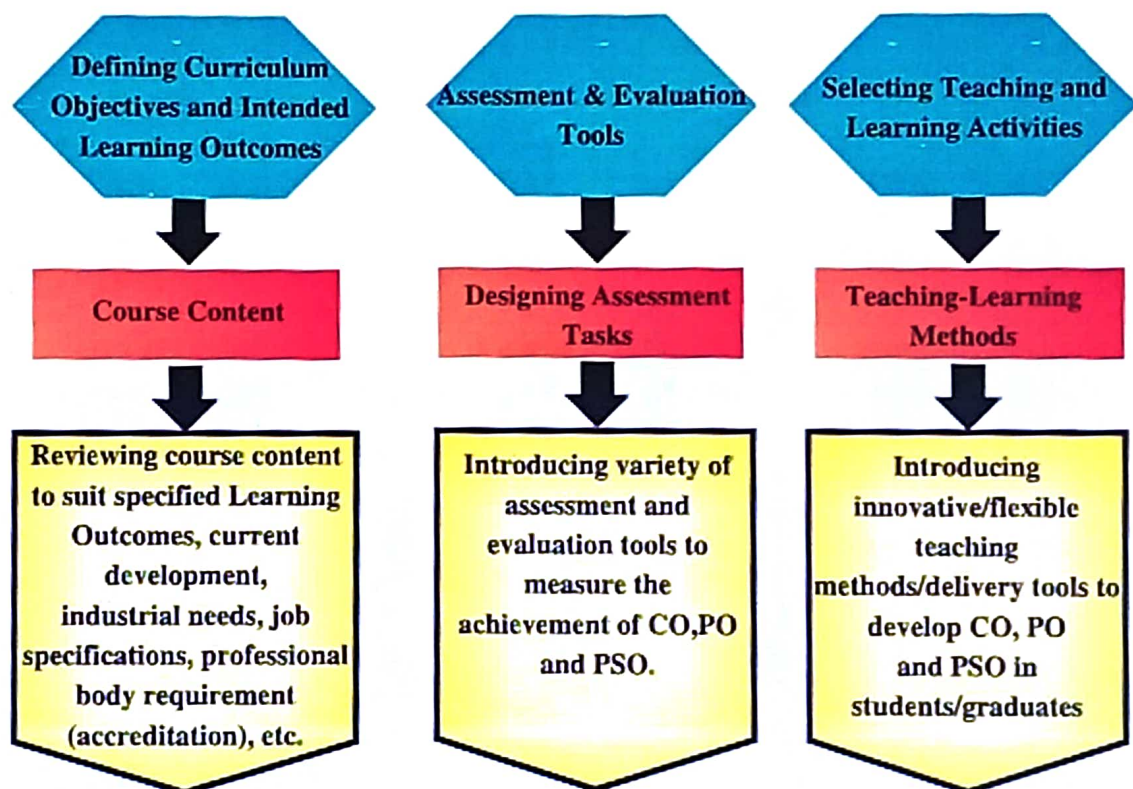


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THREE MAIN FUNCTIONS OF OBE

Three main functions of OBE are

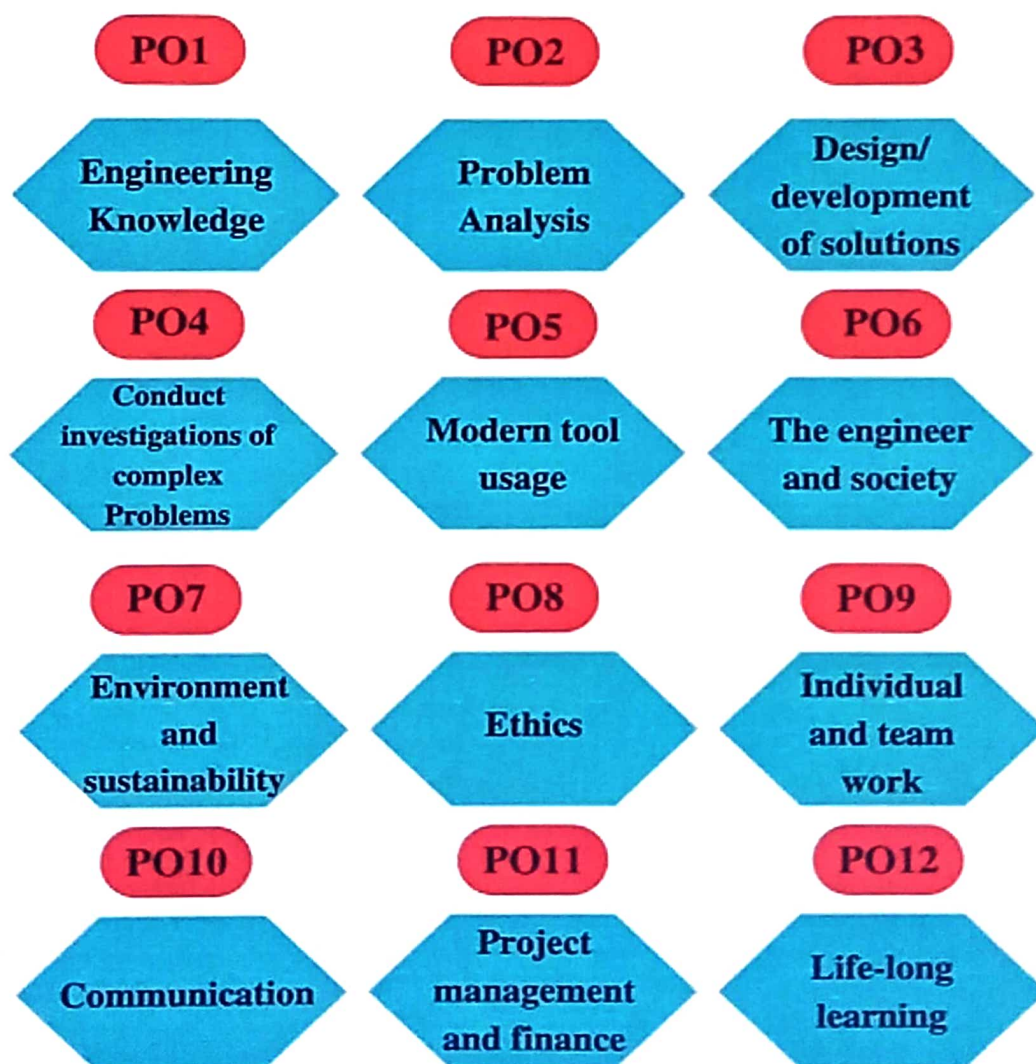
- Defining Curriculum Objectives and Intended Learning Outcomes
- Designing Assessment Tasks
- Selecting Teaching and Learning Activities



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PROGRAMME OUTCOMES

POs are statements about the knowledge, skills and attitudes (attributes) the graduate of a formal academic programme should have. POs deal with the general aspect of graduation for a particular programme, and the competencies and expertise a graduate will possess after completion of the programme. These are broad and covers a wider area than of COs. The National Board of Accreditation (NBA) has set 12 Programme Outcomes or Graduate Attributes for the sake of unity and quality assurance. NBA has identified 12 POs which are common to all the branches.



seven Programme Outcomes set by the institution are based on the outcomes set by the NBA.



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Programme Outcomes for Under Graduate and Post Graduate courses of the Institution are as follows:

Programme Outcomes for UG Programmes:

At the end of the programme, students will be able to

PO Number	PO Statement
PO1	Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.
PO2	Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in any one Indian language and make meaning of the world by connecting people, ideas, books, media and technology.
PO3	Social Interaction: Elicit views of others, mediate disagreements and help to reach conclusions in group settings.
PO4	Effective Citizenship: Demonstrate empathetic social concern and equity centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
PO5	Ethics: Recognize different value systems including one's own, understand the moral dimensions of decisions, and accept responsibility for them.
PO6	Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.
PO7	Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.




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Programme Outcomes for PG Programmes:

At the end of the programme, students will be able to

PO Number	PO Statement
PO1	Critical Thinking: Apply Mathematical and computational strategies in order to solve real world problems.
PO2	Effective Communication: Communicate Mathematical concepts in oral and written form.
PO3	Social Interaction: Identify the accurate solutions for the society oriented problems via various Mathematical models and projects.
PO4	Effective Citizenship: Attain the ability to identify, formulate and solve challenging problems of the society and nation through Mathematics.
PO5	Ethics: Inculcate the ethical responsibilities via Mathematical concepts.
PO6	Environment and Sustainability: Instill a sense of attitude in tackling social and environmental issues
PO7	Self-directed and Life-long Learning: Identify their own educational and career needs from the global challenges.




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PROGRAMME SPECIFIC OUTCOMES

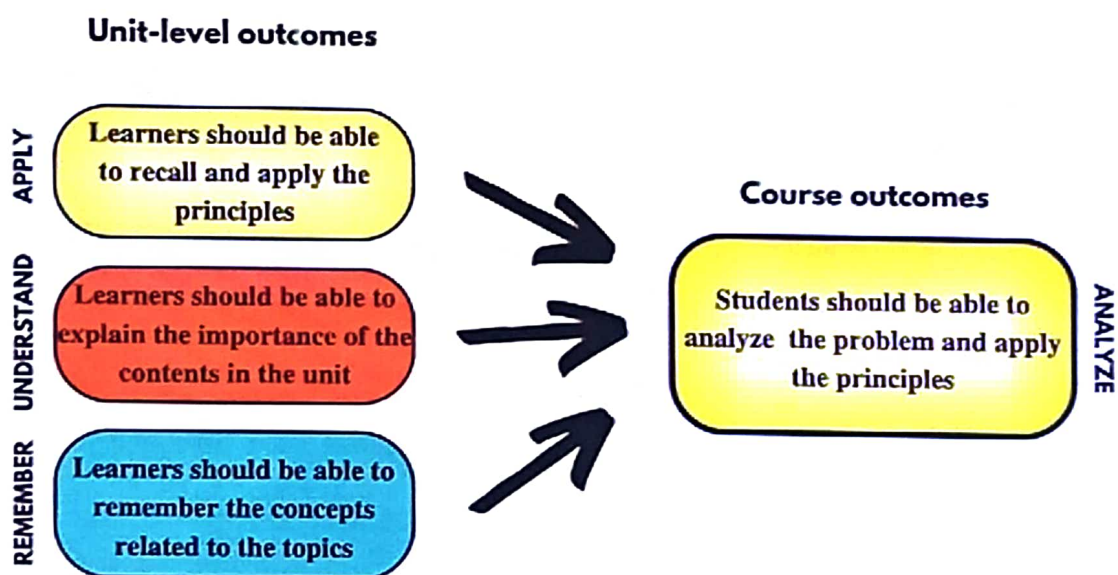
PSOs are the qualities of the students that they should possess at the time of graduation. The PSOs are Programme Specific Outcomes. PSOs are written by the Department offering the programme. The Institution possess five PSOs for each department. The Programme curriculum is designed by incorporating inputs from members of faculty, Board of Studies, Curriculum Development Council and Academic Council constituted by members from various academic institutions, R&D organizations and industry. Department Advisory Committee plays a major role in identifying the core areas in the Program domain that are consistent with industry needs. Inputs are also obtained from alumni and other stake holders.




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COURSE OUTCOMES

Course Outcomes (COs) are specific and measurable statements that define the knowledge, skills, and attitudes that the learners will demonstrate by the completion of a course. Course Outcomes are written with a verb phrase and declare a demonstrable action within a given time frame, such as by the end of the course and are observable, measurable, and achievable. It aims in focusing on applying and integrating the knowledge and skills acquired in a particular unit of course program. COs are defined for all the five units of the course and are drafted by the course teacher and validated by the Head of the Department and presented in the curriculum structure.

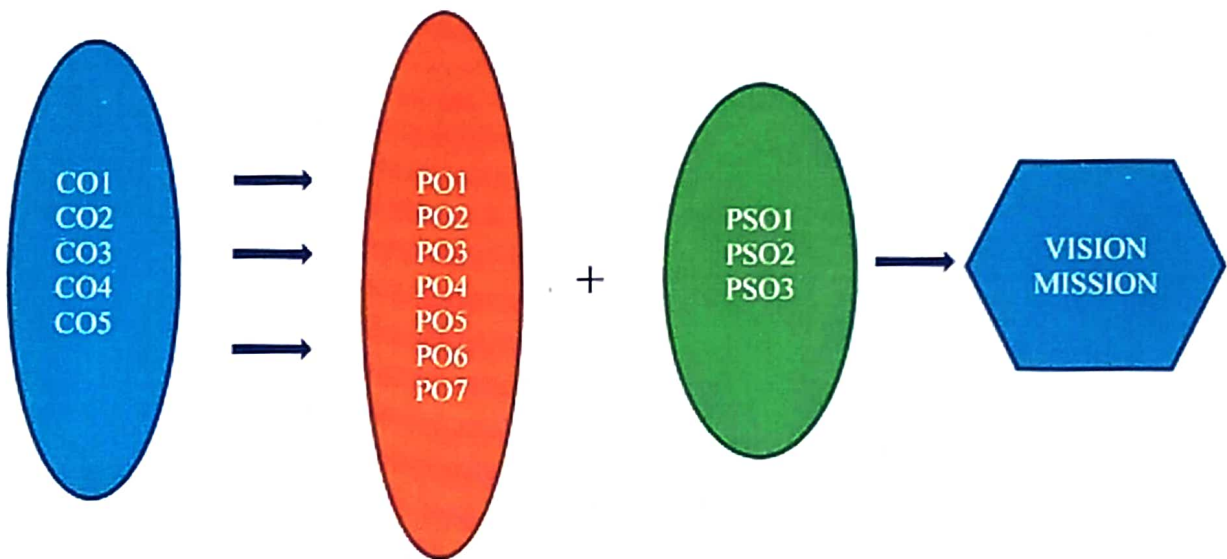



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MEASURES OF OBE

The OBE measures the progress of the graduates in the following three parameters:

- Program Outcomes (PO)
- Program Specific Outcomes (PSO)
- Course Outcomes (CO)



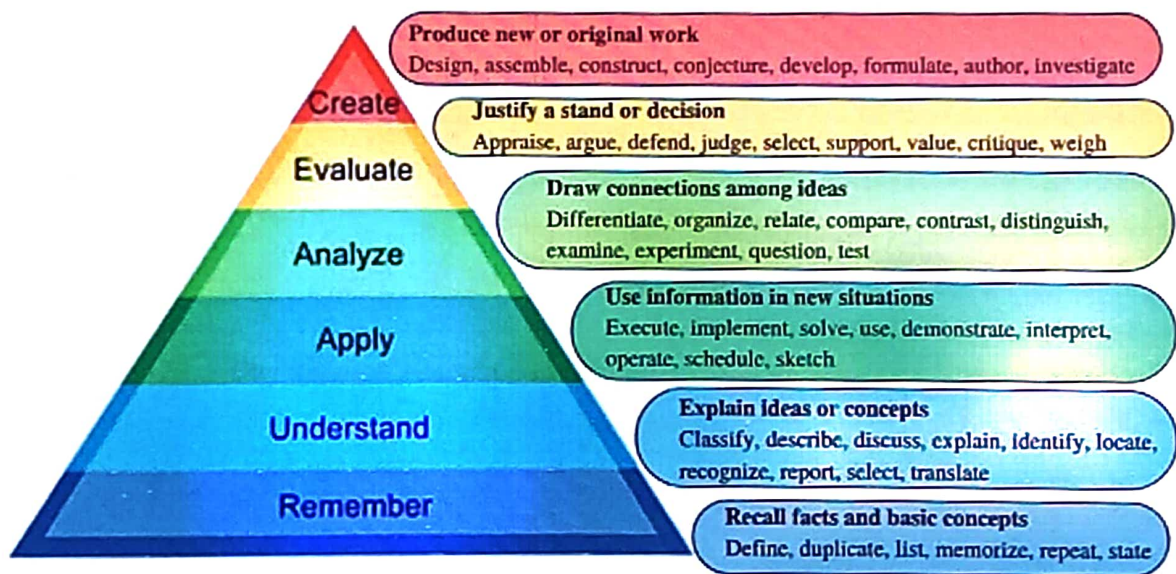
Parameters of Outcome Based Education




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BLOOM'S TAXONOMY







Bloom's Taxonomy attempts to classify learning stages from remembering facts to creating new ideas based on the acquired knowledge. The idea of Bloom's Taxonomy is that learning is a consecutive process. There are six levels of cognitive learning according to the revised version of Bloom's Taxonomy. Each level is conceptually different. The six levels are remembering, understanding, applying, analyzing, evaluating, and creating. Therefore, although initially described as a framework, it is now often depicted as a pyramid. The basis of the pyramid is Knowledge, the first level of learning. Above it lies Comprehension, Application, Analysis, Synthesis and Evaluation. Each level above builds upon the one below, so you can only move up the pyramid one step at a time.




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MEASURING VERBS OF BLOOM'S TAXONOMY

Benjamin Bloom created a taxonomy of measurable verbs to help us describe and classify observable knowledge, skills, attitudes, behaviors and abilities. The theory is based upon the idea that there are levels of observable actions that indicate something is happening in the brain (cognitive activity.) Creating learning objectives using measurable verbs, indicate explicitly what the student must do in order to demonstrate learning.

BLOOM'S TAXONOMY DIGITAL PLANNING VERBS					
REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
					
Copying Defining Finding Locating Quoting Listening Googling Repeating Retrieving Outlining Highlighting Memorizing Networking Searching Identifying Selecting Tabulating Duplicating Matching Bookmarking Bullet-pointing	Annotating Tweeting Associating Tagging Summarizing Relating Categorizing Paraphrasing Predicting Comparing Contrasting Commenting Journaling Interpreting Grouping Inferring Estimating Extending Gathering Exemplifying Expressing	Acting out Articulate Reenact Loading Choosing Determining Displaying Judging Executing Examining Implementing Sketching Experimenting Hacking Interviewing Painting Preparing Playing Integrating Presenting Charting	Calculating Categorizing Breaking Down Correlating Deconstructing Linking Mashing Mind-Mapping Organizing Appraising Advertising Dividing Deducing Distinguishing Illustrating Questioning Structuring Integrating Attributing Estimating Explaining	Arguing Validating Testing Scoring Assessing Criticizing Commenting Debating Defending Detecting Experimenting Grading Hypothesizing Measuring Moderating Posting Predicting Rating Reflecting Reviewing Editorializing	Blogging Building Animating Adapting Collaborating Composing Directing Devising Podcasting Wiki Building Writing Filming Programming Simulating Role Playing Solving Mixing Facilitating Managing Negotiating Leading




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OBE MONITORING COMMITTEE

OBE ensures holistic development of the student in all aspects of life. A separate OBE Monitoring Committee has been constituted to monitor the implementation of OBE in the Institution. The teachers actively participate in Seminars, FDPs, Workshops and curriculum meetings, related to outcome based education through OBE Monitoring Committee. The College periodically keeps track of academic course completion and co-curricular events taking place within the Institution. The conduct of classes is planned at the beginning of each semester in the department meetings, wherein the course outline and Lesson Plans for each subject are prepared in tune with the academic calendar. Updates are regularly collected and processed by the course teacher till the end of semester.

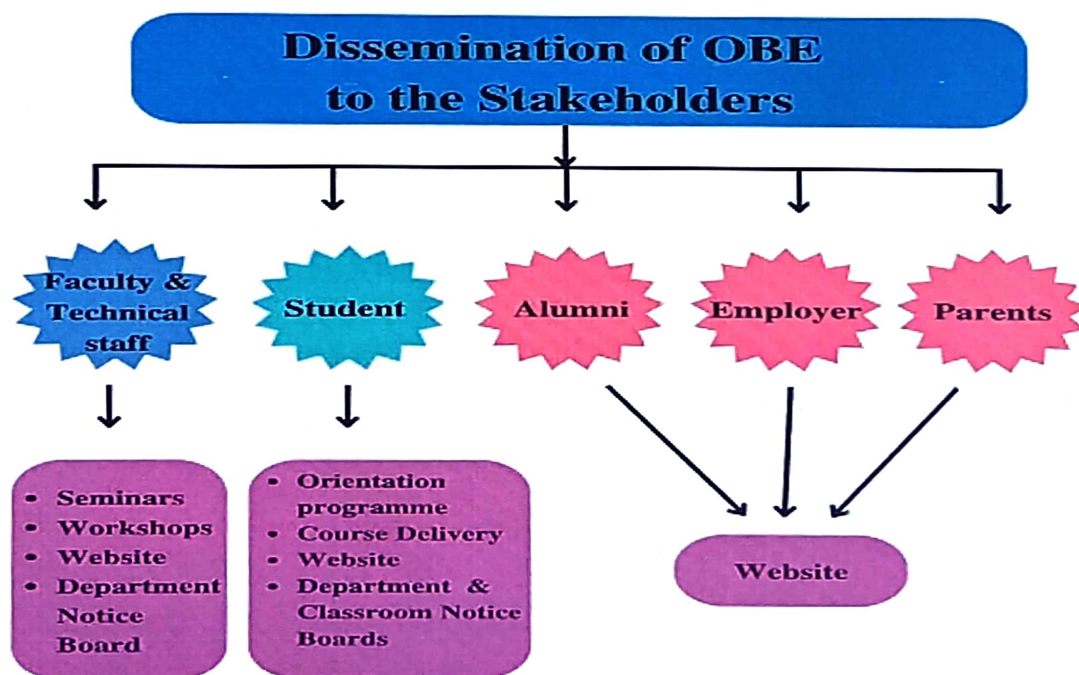
The OBE Monitoring Committee reviews the PSOs, POs and COs on a regular basis through the discussions at the end of each programme. It analyses the improvement in the attainment of each programme, suggesting improvement action plans and revising level of targets as Action Taken Report (ATR). It also monitors the successful implementation of the ATR.




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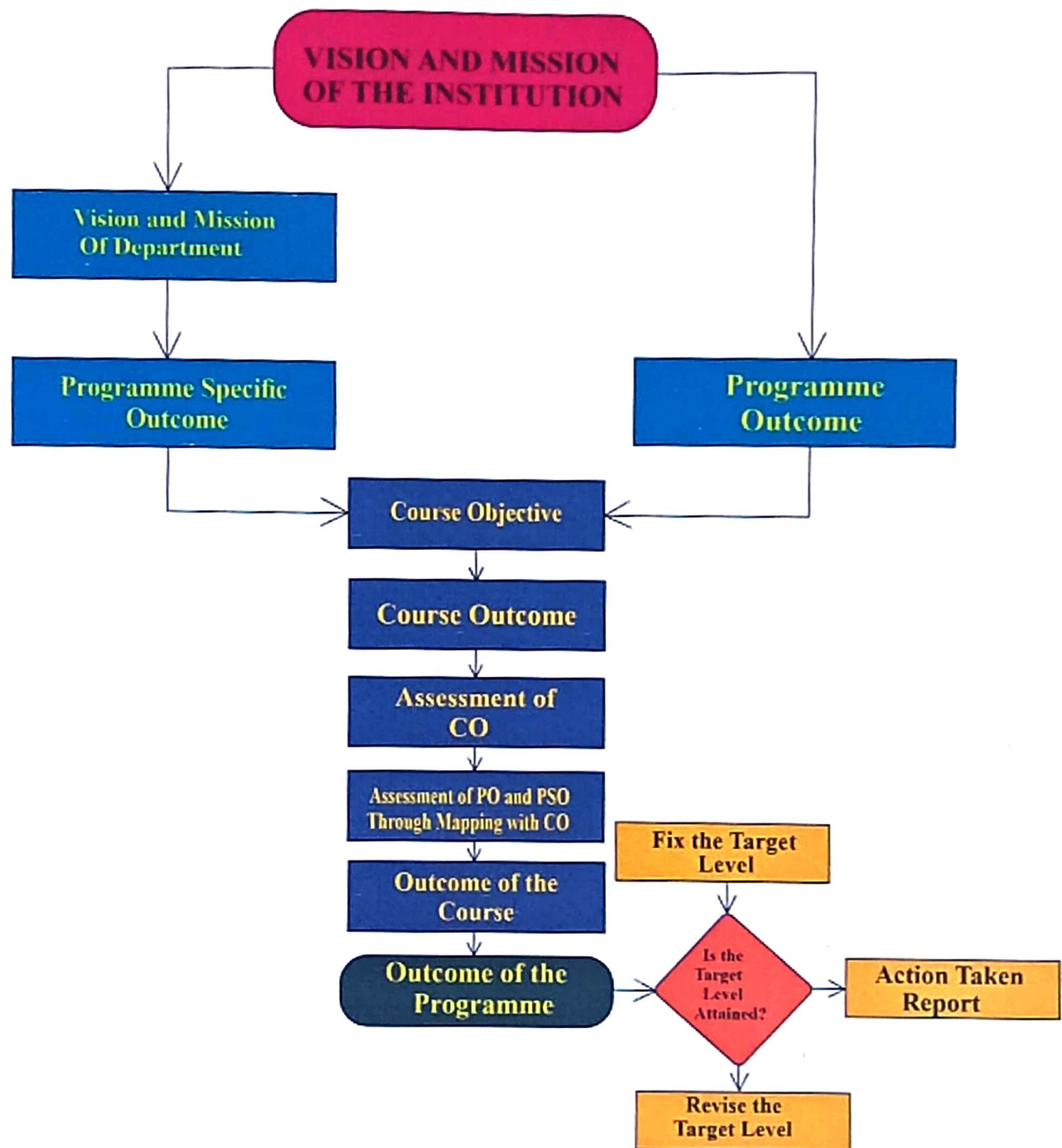
DISSEMINATION OF OBE

The programme specific outcomes and course outcomes are uploaded in the college website along with detailed syllabi. Communications regarding these course outcomes are also detailed by the teachers who are engaged in teaching that particular course and ensure that the students acquire them in the teaching and learning process. For better implementation of OBE, all the COs, POs and PSOs are disseminated to the students by displaying them in the Department and Classroom notice boards. The COs, POs and PSOs of all the programmes are stated and displayed in the webportal so that the learners have a clear understanding of the objectives to be achieved through the OBE platform. Thus, the pattern of OBE is also propagated to Parents and others globally through College website.




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PROCESS OF OBE IMPLEMENTATION




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ASSESSMENT OF OUTCOMES

The CO is measured through the amount of adherence of the CO to their curriculum output as a direct method. The evaluations of the learning outcomes is made based on the performance of the students in the CIA and semester examinations in 1:3 ratio respectively and a threshold is set for the assessment. The COs are mapped with POs, PSOs and PEOs to make CO-PO/PSO matrix.

Attainment of Programme Outcomes and Course Outcomes as evaluated by the Institution

The institution offers various programmes with clearly defined outcomes. Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) which are related to each other and their assessments are made through Direct Assessment mode. The effectiveness of this correlation is validated by a systematic process of collecting and evaluating data on Course Outcomes. The calculation and level of attainment of Programme Outcomes and Programme Specific Outcomes are done by mapping the CO with POs and PSOs by CO-PO/PSO matrix.


Method of measuring the attainment of COs

The Course Outcomes of the courses are stated in the syllabus of each course. Course Outcome measurement is made through direct method. The measurement of Course Outcome using direct method is derived from the marks scored by students in Assignments, Seminars, CIA, Model and End-semester examinations(ESE). The course instructors set the appropriate Bloom's levels for internal, model and end-semester examinations. COs and Bloom's level are indicated in each question of CIA, model and end-semester examinations.

Method of measuring attainment of POs and PSOs

The course outcome attainment enables the assessment of PO and PSO attainment and the attainment of each of the POs and PSOs from the course outcomes is done through a mapping matrix method. The attainment of COs, POs and PSOs are consolidated and presented to analyze the attainment of outcomes of the programme. This in turn paves way for the continuous improvement in the attainment of outcomes of the programme through Action Taken Report.




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OUTCOME BASED EDUCATION MONITORING COMMITTEE
DETAILS OF RELATIONSHIP MATRIX FOR COURSE OUTCOMES, PROGRAMME
OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES FOR UG/PG
PROGRAMMES

Relevant POs and PSOs Scales assigned for the course:

Semester:	Course Code :	Course:	Hours:	Credits:									
Course Outcomes (COs)	Programme Outcomes (POs)							Programme Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO1													
CO2													
CO3													
CO4													
CO5													

Correlation Levels:

High	3
Medium	2
Low	1
No Correlation	-

Score for the Course :

Course Outcomes (COs)	Programme Outcomes (POs)							Programme Specific Outcomes (PSOs)			Mean Score		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	Total of Relevant POs and PSOs	%	Scale
CO1													
CO2													
CO3													
CO4													
CO5													
Overall Mean Score of Outcomes													

Result: The Score for the course is _____ (High / Medium / Low Relationship)



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Score Attainment Level for COs :

	SPLIT UP	MARKS	PERCENTAGE	MARGIN MARKS (60%)	TOTAL
CIA I	CO I	34	68	20	25%
	CO II	16	32	10	
CIA II	CO II	16	32	10	
	CO III	34	68	20	
MODEL	CO I	15	20	9	
	CO II	15	20	9	
	CO III	15	20	9	
	CO IV	15	20	9	
	CO V	15	20	9	
SEMINAR I	CO I	2.5	50	1.5	
	CO II	2.5			
SEMINAR II	CO III	1.7	33.5	1.02	
	CO IV	1.7	33.5		
	CO V	1.6	33		
END SEMESTER		75			75%

Score for POs/ PSOs through Mapping:

PO/PSO = CO Attained x PO/PSO Assigned / 3 (Maximum Level)

Values Scaling:

Mapping	1 % to 60 %	61% to 80%	81% to 100%
Scale	1	2	3
Relation	0.0 to 1.0	1.1 to 2.0	2.1 to 3.0
Quality	Low	Medium	High

Calculation:

Mean Score of Outcomes

$$\% = \frac{\text{Total of values}}{\text{Total no. of relevant POs and PSOs}} \times 100$$

Overall Mean Score for COs =

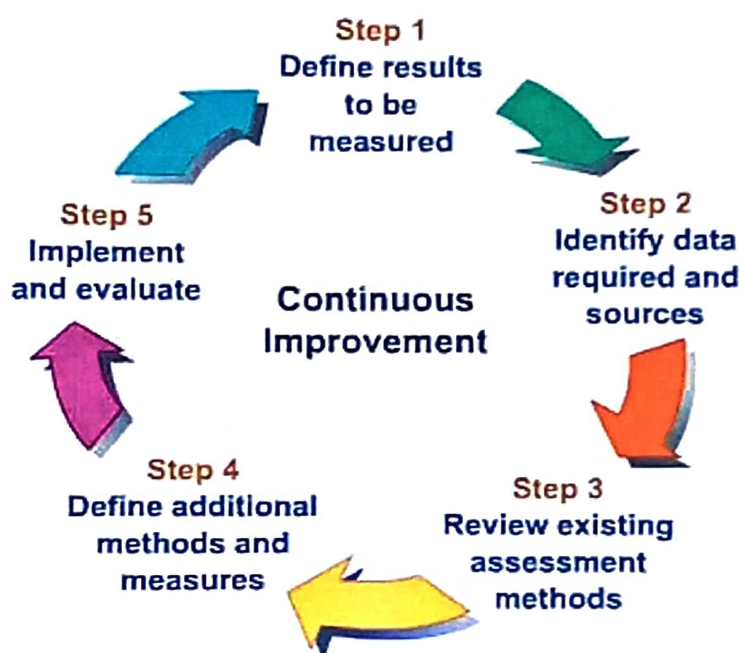
$$\frac{\text{Total of Scale}}{\text{Total no. of COs}}$$




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ACTION TAKEN REPORT

Based on the assessment of PSOs, POs and COs at the end of each programme, the improvement in the attainment of the programme is suggested. Improvement action plans and revising level of targets are advised through Action Taken Report (ATR).



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Based on the attainment level, Action Taken Report (ATR) is planned as follows:

- If attainment is less than the target level, then improvement actions are planned.
- If attainment meets the target level, then the cut-off percentage will be increased.

Thus, through the attainment of COs, POs and PSOs, an evidence based demonstration is presented that the concerned programme has achieved better attainments in the outcomes and strive to continuously improve the attainment for the succeeding batch of students.



PDCA




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