



NETAJI SUBHAS UNIVERSITY

Jamshedpur, Jharkhand



**CO-PO assessment reflecting
Outcome Based Education (OBE)
in
Course Curriculum**

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1. Vision

- To uphold and stick to the quality education and continuously striving towards creating new dynamics in knowledge sharing through constant learning.
- To work on the Innovations in education and teaching methods, up gradation of syllabus and courses as per the changing scenario, training, and learning, including online learning, blended learning, and such other modes and also to work on the integrated and wholesome development of personality of our students.
- To work on the Interdisciplinary studies and courses, which would help our students to sustain and cope up in the changing perspective of Academics.
- To work on the inculcation of National integration, social as well as gender equality and ethics among our students.
- “To strive for the empowerment of women through higher education”
- Focusing on women empowerment as the prime concern, the college strives for holistic education, which includes in its purview, the multifold development of the students and their sensitization towards the complex socio-cultural matrix of the nation, thereby creating responsible citizens who can be leaders and participants in nation-building.

Mission

- To establish our campus as a hub of Knowledge and our name as one of the best University in the State.
- To build leadership skills and groom our students to see them at the higher posts at different levels in the near future.
- To empower learners to achieve personal, professional and social goals.
- To craft learning with the highest human values and ethics.
- To achieve excellence in teaching and research.
- To practice Ethics, Dignity & Honour in the field of Academics.
- To impart knowledge through a learner-centric approach
- To provide holistic development by honing life skills in students.
- To uplift the first-generation learners of the scheduled area/tribal area by helping them overcome social and economical challenges.
- To ensure the employability in keeping with present technological and academic demand as per NEP 2022.
- To install an inclusive consciousness towards nation-building.



2. ABOUT OBE

Outcome-Based Education (OBE) is a student-centric teaching and learning methodology in which the course delivery, assessment are planned to achieve stated objectives and outcomes. It focuses on measuring student performance i.e. outcomes at different levels. Outcome-based education (OBE) is an educational delivery model that focuses on mapping, measuring, and achieving predetermined educational goals to help students learn, develop, and nurture skills that would help them grow in their professional as well as personal life. We usually follow the ‘constructive alignment’ process for building the curriculum for OBE. This term was given by Professor John Biggs in 1999. It means the process of creating a learning environment that encourages various learning activities to achieve the desired learning outcomes.

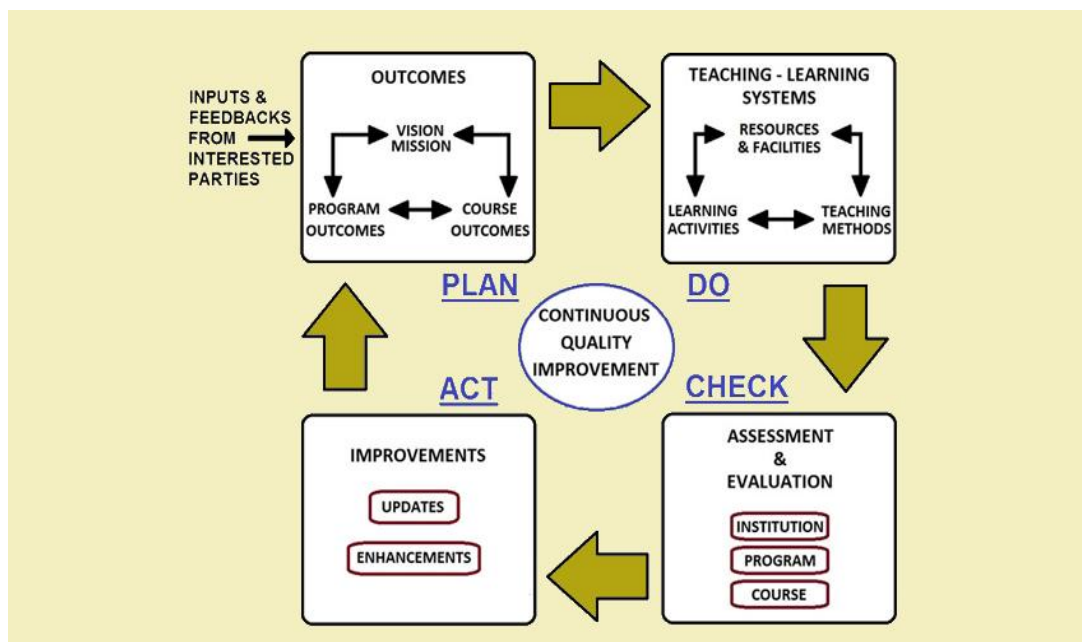


Figure:1 The cycle of evaluation of outcomes

3. BLOOM'S TAXONOMY

Bloom's Taxonomy was created by Benjamin Bloom in 1956, published as a kind of classification of learning outcomes and objectives that have, in the more than half-century since, been used for everything from framing digital tasks and evaluating apps to writing questions and assessments. The original sequence of cognitive skills was Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The framework was revised in 2001 by Lorin Anderson and David Krathwohl, yielding the revised Bloom's Taxonomy. The most significant change was the removal of 'Synthesis' and the addition of 'Creation' as the highest-level of Bloom's Taxonomy. And being at the highest level, the implication is that it's the most complex or demanding cognitive skill—or at least represents a kind of pinnacle for cognitive tasks

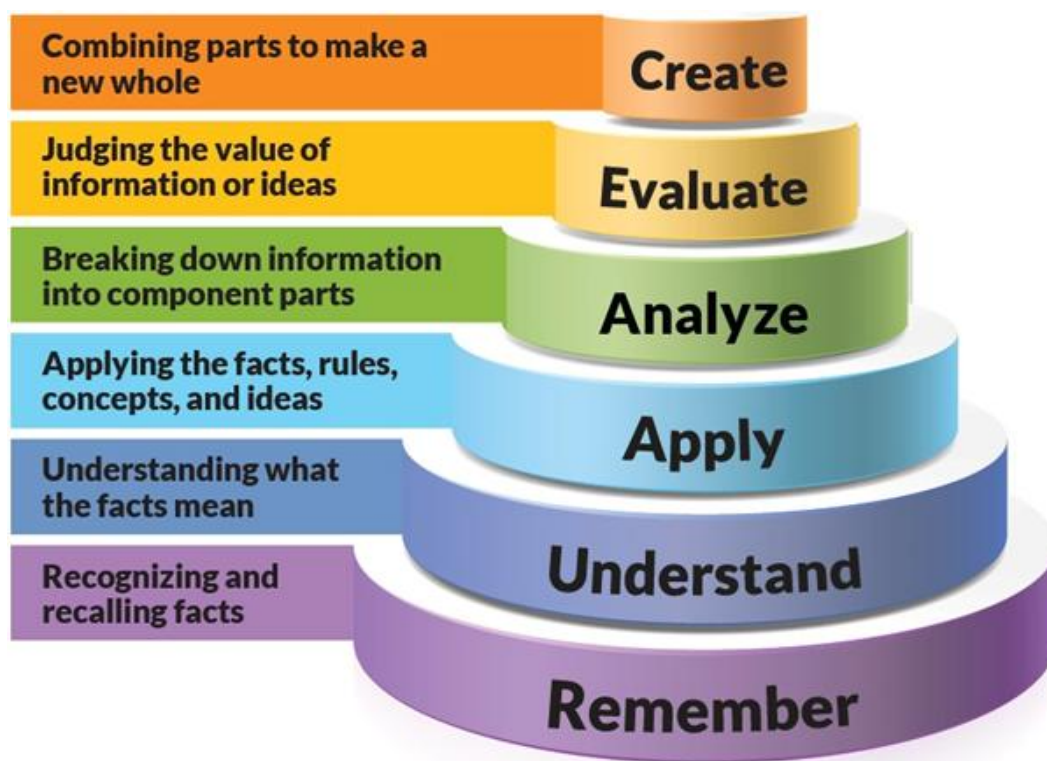


Figure:2 BLOOM's taxonomy

4. STATEMENT OF PO, PSO AND CO

Programme Outcomes

PO are statements about the knowledge and skills the graduate/post graduate of an institution should have. PO deal with the general aspect of Graduation/Post Graduation for a particular programme, and the competencies and expertise a graduate/post graduate will possess after completion of the program. These are broad and cover a wider area than of CO.

Programme Specific Outcomes

Programme Specific Outcomes (PSO) are specifically defined outcomes of the programme which the graduates have to acquire by the end of the programme.

Course Outcome

They are the resultant knowledge skills the student acquires at the end of a course. It defines the cognitive processes a course provides. It is the statement which indicates, that a student can do after the successful completion of a course. Every Course leads to some Course Outcomes. The CO statements are defined by considering the course content covered in each module of a course. For every course, teacher may prepare six or less course outcomes. The keywords used to define CO are based on Bloom's Taxonomy.

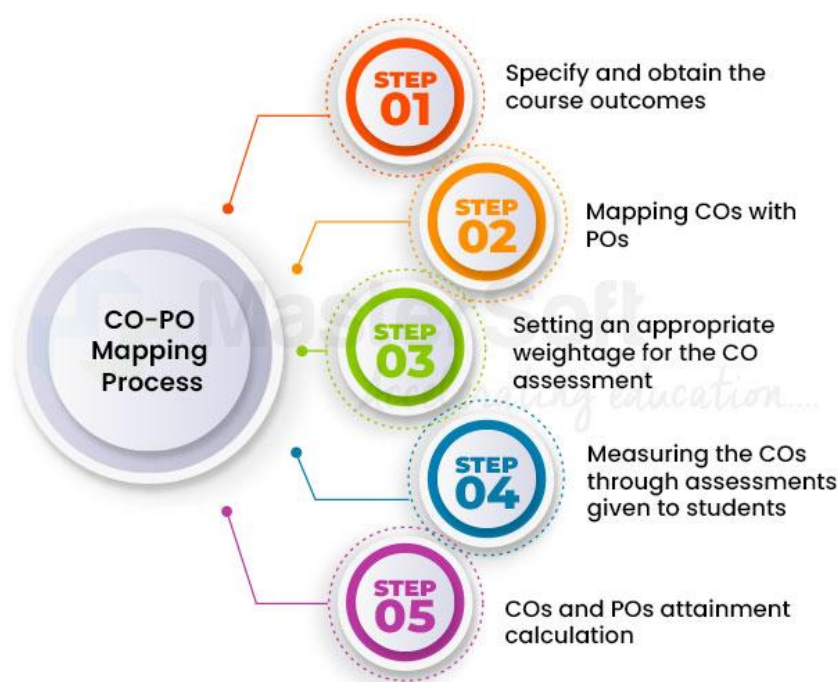


Figure 3 – CO PO Mapping Process

5. Process of PO, PSO, and CO Mapping with Three Correlations

1. Understanding PO, PSO, and CO:

- **Program Outcomes (POs):** Broad competencies expected from graduates as per accreditation bodies (e.g., NBA, ABET).
- **Program Specific Outcomes (PSOs):** Skills and knowledge specific to a particular program/discipline.
- **Course Outcomes (COs):** Measurable outcomes defining what students will achieve in a specific course.

2. Mapping Process:

- **Step 1:** Define COs based on course syllabus and learning objectives.
- **Step 2:** Align COs with relevant POs and PSOs based on skill and knowledge requirements.
- **Step 3:** Assign correlation levels (Low, Medium, High) to indicate the strength of CO-PO and CO-PSO relationships.
- **Step 4:** Create a mapping matrix to visualize the relationship.

3. Three-Level Correlation:

- **Low (1):** Minimal contribution of CO to PO/PSO.
- **Medium (2):** Moderate contribution to achieving PO/PSO.
- **High (3):** Strong alignment and contribution to the PO/PSO.

4. Outcome Analysis:

- Evaluate student performance on COs through assessments.
- Analyze CO-PO-PSO attainment using direct (exam scores, assignments) and indirect (surveys, feedback) methods.
- Modify course content or teaching strategies based on outcome analysis.

This process ensures alignment between course design and overall program objectives, helping in accreditation and continuous improvement.

6. Detailed CO PO of Individual Departments

Sl.N o.	Name of the Department	Name of the Program	Link
1	Commerce	M.Com	https://nsuniv.ac.in/wp-content/uploads/2025/04/M.Com_syllabus.pdf
		B.Com	https://nsuniv.ac.in/wp-content/uploads/2025/04/B.Com_syllabus.pdf
2	Management	MBA	https://nsuniv.ac.in/wp-content/uploads/2025/04/MBA_syllabus_final.pdf
		BBA	https://nsuniv.ac.in/wp-content/uploads/2025/04/BBA_syllabus_final.pdf
3	IT	BCA	https://nsuniv.ac.in/wp-content/uploads/2025/04/Bca_syllabus_final.pdf
		MCA	https://nsuniv.ac.in/wp-content/uploads/2025/04/Mca_syllabusfinal.pdf
4	Physics	B.Sc (H)	https://nsuniv.ac.in/wp-content/uploads/2025/04/B.Sc_Physics-1.pdf
		M.Sc	https://nsuniv.ac.in/wp-content/uploads/2025/04/M.Sc_Physics_syllabus.pdf
5	Mathematics	B.Sc (H)	https://nsuniv.ac.in/wp-content/uploads/2025/04/B.Sc_Math_syllabus.pdf
		M.Sc	https://nsuniv.ac.in/wp-content/uploads/2025/04/M.Sc_Math_syllabus.pdf
6	Dats Science		
7	Chemistry	B.Sc (H)	https://nsuniv.ac.in/wp-content/uploads/2025/04/B.Sc_Chemistry_syllabus.pdf
		M.Sc	https://nsuniv.ac.in/wp-content/uploads/2025/04/M.Sc_Chemistry_syllabus.pdf
8	Zoology	B.Sc (H)	https://nsuniv.ac.in/wp-content/uploads/2025/04/B.Sc_Zoology_syllabus.pdf
		M.Sc	https://nsuniv.ac.in/wp-content/uploads/2025/04/M.Sc_Zoology_syllabus.pdf
9	Botany	B.Sc (H)	https://nsuniv.ac.in/wp-content/uploads/2025/04/B.Sc_Botany_syllabus.pdf
		M.Sc	https://nsuniv.ac.in/wp-content/uploads/2025/04/M.Sc_Botany_syllabus.pdf
10	Biotechnology	B.Sc	https://nsuniv.ac.in/wp-content/uploads/2025/04/B.Sc_Biotechnology_syllabus.pdf
11	Agriculture	B.Sc	https://nsuniv.ac.in/wp-content/uploads/2025/04/B.Sc_Agriculture_syllabus.pdf
12	Geography	B.A	https://nsuniv.ac.in/wp-content/uploads/2025/04/BA_Geo_syllabus.pdf

		M.A	https://nsuniv.ac.in/wp-content/uploads/2025/04/M.A_Geography_syllabus.pdf
13	English	B.A	https://nsuniv.ac.in/wp-content/uploads/2025/04/BA_english_syllabus_final.pdf
		M.A	https://nsuniv.ac.in/wp-content/uploads/2025/04/MA_english_syllabus_final.pdf
14	Political Science	B.A	https://nsuniv.ac.in/wp-content/uploads/2025/04/B.A_Political_Science_Syllabus.pdf
		M.A	https://nsuniv.ac.in/wp-content/uploads/2025/04/MA_Political_Science_Syllabus-1.pdf
15	Journalism & Mass Communication	BAJMC	https://nsuniv.ac.in/wp-content/uploads/2025/04/BAJMC_SYLLABUS.pdf
		MAJMC	https://nsuniv.ac.in/wp-content/uploads/2025/04/MAJMC_SYLLABUS.pdf
16	Hotel Management	B.Sc	https://nsuniv.ac.in/wp-content/uploads/2025/04/B.Sc_Hotel_Management_syllabus.pdf
17	Law	BBA LLB	https://nsuniv.ac.in/wp-content/uploads/2025/04/BBALLB_Programme_Syllabus.pdf
		LLB	https://nsuniv.ac.in/wp-content/uploads/2025/04/LLB_Programme_Syllabus.pdf
		LLM	https://nsuniv.ac.in/wp-content/uploads/2025/04/LLM_Programme_Syllabus.pdf
18	Pharmacy	D.Pharma	
		B.Pharma	https://nsuniv.ac.in/wp-content/uploads/2025/04/B.Pharm_syllabus.pdf
		M.Pharma	
19	Nursing	ANM	
		GNM	
		B.Sc Nursing	https://nsuniv.ac.in/wp-content/uploads/2025/04/nursing_syllabus_CO_PO.pdf
20	Education	B.Ed	https://nsuniv.ac.in/wp-content/uploads/2025/04/B.Ed_syllabus.pdf
		M.A in Edu	https://nsuniv.ac.in/wp-content/uploads/2025/04/MA_Education-1.pdf

7. Dissemination of Vision, Mission, CO, PO & PSO

Sl.No	Stakeholders	Activities/Meetings	Mode of Communication	Period of Interaction
1	Students	Semester Re-opening	University website, notice boards, Department Notice boards, Student induction program, Student awareness workshops, Question Papers, Student profile & Progress Report	Semester wise
		Departmental Events		Periodically
		Students Counselling Meeting		Quarterly
		Induction Day	University website, Weekly schedules, Meeting Hall, Notice boards, Student induction program	Yearly Once
		Freshers' Day		
3	Parents	Induction Day	Faculty Member and HOD	Yearly Once
4	Industry Experts	R& D Meeting	College website, Presentation by Institute Head	As Required
		MOU Meeting		As Required
5	Academic Experts	Seminar	University website, feedback forms, Conference coordinators, Department event Organizers	Frequently
		Workshop		Semester Wise
		Conference		Yearly Once
		Guest Lectures		Periodically
6	Faculty Members	Management meeting with Experts	University website, Notice boards, Faculty meetings	Semester Wise
		Department meetings	Notice boards, Official E-mail ID	Semester Wise

8. Assessment Process

Program Assessment at the department level is broadly done under two heads:

- Direct Assessment (DA), and
- Indirect Assessment (IA)

The tools used for Direct Assessment are as follows:

- Student performance in Internal Examinations and End-semester Examinations.
- Student performance in Tutorials / Assignments.
- Student performance in Project Work, Viva-voce, Seminars.

The tools used for Indirect Assessment are as follows:

- Alumni: Survey Questionnaire
- Course Exit Survey
- Exit Feedback: Survey Questionnaire
- Parent: Survey Questionnaire
- Employer's Feedback Form
- Feedback Form on Facilities
- Analysis Of Students Feedback