

OUTCOME BASED CURRICULUM POLICY

Policy on Outcome-Based Curriculum and PO–PSO–CO Mapping

1. Purpose

The purpose of this policy is to ensure that the curriculum of the University/Institution is designed, implemented, assessed, and continuously improved in alignment with the principles of Outcome Based Education (OBE). The policy provides a structured framework for defining Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs), mapping them effectively, and integrating them with assessment and evaluation processes.

2. Scope

This policy applies to:

- All academic programs offered by the University/Institution (Undergraduate, Postgraduate, and Doctoral levels).
- All Schools/Departments, faculty members, academic committees, and stakeholders involved in curriculum design, delivery, assessment, and review.

3. Definitions

- **Program Outcomes (POs):** Statements that describe the knowledge, skills, attitudes, and values that students are expected to attain by the time of graduation from a program.
- **Program Specific Outcomes (PSOs):** Outcomes that define the discipline-specific skills and competencies expected from graduates of a particular program.
- **Course Outcomes (COs):** Statements that specify what a student will be able to do at the end of a course in terms of knowledge, skills, and application.
- **CO–PO–PSO Mapping:** A systematic process of correlating Course Outcomes with Program Outcomes and Program Specific Outcomes to ensure curriculum coherence and alignment.

4. Policy Statement

The University/Institution is committed to implementing an Outcome Based Curriculum that:

- Clearly defines POs, PSOs, and COs for all programs and courses.
- Ensures alignment between institutional vision, program objectives, curriculum content, teaching-learning processes, and assessment strategies.

- Facilitates continuous improvement through systematic assessment, feedback, and periodic review.

5. Guidelines for Defining Outcomes

5.1 Program Outcomes (POs)

- POs shall be aligned with national/international accreditation standards (such as NBA/NAAC/UGC, as applicable).
- POs shall reflect graduate attributes including knowledge proficiency, problem-solving skills, professional ethics, teamwork, communication, lifelong learning, and societal responsibility.
- POs shall be approved by the Board of Studies (BoS) and Academic Council.

5.2 Program Specific Outcomes (PSOs)

- PSOs shall be formulated by the respective Departments/Schools in consultation with industry experts, alumni, and academic peers.
- PSOs shall focus on discipline-specific competencies and professional skills relevant to the program.
- PSOs shall be measurable and achievable within the program duration.

5.3 Course Outcomes (COs)

- Each course shall have clearly defined COs, typically 4–6 per course.
- COs shall be written using measurable action verbs aligned with Bloom's Taxonomy.
- COs shall be mapped to relevant POs and PSOs.

5.4. CO–PO–PSO Mapping Framework

- A standardized CO–PO–PSO mapping matrix shall be used across all programs.
- Mapping strength shall be indicated using a defined scale (e.g., 1–Low, 2–Medium, 3–High).
- Every CO must map to at least one PO and/or PSO.
- The mapping shall ensure adequate coverage of all POs and PSOs across the curriculum.

5.5. Integration with Assessment and Evaluation

- Assessment tools (internal tests, assignments, projects, laboratory work, internships, end-semester examinations, etc.) shall be aligned with COs.

- CO attainment shall be measured using direct and indirect assessment methods.
- PO and PSO attainment shall be computed based on CO attainment data.
- Attainment analysis reports shall be prepared at course, program, and institutional levels.

6. Roles and Responsibilities

6.1 Faculty Members

- Define COs for assigned courses.
- Design assessment tools aligned with COs.
- Analyze CO attainment and suggest corrective actions.

6.2 Department/School Academic Committees

- Formulate and review POs and PSOs.
- Ensure consistency and adequacy of CO–PO–PSO mapping.
- Monitor attainment levels and improvement plans.

6.3 Board of Studies (BoS)

- Review and recommend POs, PSOs, COs, and curriculum structure.
- Incorporate stakeholder feedback in curriculum design.

6.4 Academic Council

- Approve policies, curriculum frameworks, and major revisions.
- Ensure compliance with regulatory and accreditation requirements.

6.5. Mechanism for Periodic Review and Revision

- POs, PSOs, and COs shall be reviewed periodically (at least once every academic cycle or as per accreditation requirements).
- Inputs shall be obtained from stakeholders including students, alumni, employers, faculty, and industry experts.
- Review outcomes shall be documented, and necessary revisions shall be implemented after due approval.

6.6. Continuous Improvement

- Attainment gaps identified through assessment shall lead to corrective actions such as curriculum revision, pedagogical improvements, faculty development, and enhanced assessment strategies.
- Best practices and innovations in teaching-learning and assessment shall be encouraged.

6.7. Documentation and Record Keeping

- All documents related to POs, PSOs, COs, mapping matrices, attainment reports, and review minutes shall be properly documented and archived.
- Records shall be made available for internal audits, accreditation, and quality assurance processes.

7. Compliance

Compliance with this policy is mandatory for all academic programs. Non-compliance shall be reviewed by the appropriate academic and quality assurance bodies, and corrective measures shall be enforced.

8. Approval and Revision Control

8.1 Approval Table

Sl. No.	Authority / Committee	Description	Date
1	Board of Studies (BoS)	Review and recommendation of PO, PSO, CO Mapping Policy	_____
2	IQAC / Quality Assurance Cell	Verification for compliance with OBE and accreditation standards	_____
3	Academic Council	Final approval of the policy	_____
4	Vice Chancellor / Competent Authority	Authorization for implementation	_____

8.2 Revision History

Version	Date	Nature of Revision	Approved By
1.0	_____	Initial release of Outcome Based Curriculum Policy	Academic Council
2.0	_____	Inclusion of approval table, revision history, and strengthened OBE compliance	Academic Council
3.0	_____	—	—

9. Policy Review Cycle

- This policy shall be reviewed once every **three years** or earlier if required due to:
- Changes in accreditation frameworks (NAAC/NBA/UGC or other regulatory bodies)
- Introduction of new programs or major curriculum restructuring
- Recommendations from Academic Council or IQAC
- All revisions shall follow the defined approval process and be documented in the revision history table.