

ACTIVITY REPORT

Title	Train the trainers on examination reforms
Duration	17-19 Feb,2020
Description of Activity	<ol style="list-style-type: none"> 1) Need for outcome based education (OBE) 2) Writing course outcomes (CO)using Bloom’s Taxonomy, preparation of course articulation matrix 3) Delivery of Examination Reforms Workshop presentations with case studies 4) Institute specific continuous and term end assessments design.
	<ol style="list-style-type: none"> 1. OBE is criterion referenced, i.e. it measures the learner=s achievement against a set of predetermined criteria and not in relation to the achievement of other learners. OBE makes use of clearly stated outcomes and assessment criteria. Each module or qualification states outcomes (known as general, cross-field and specific outcomes) and associated assessment criteria clearly, so that students understand in advance what they have to do to achieve these outcomes and assessors can use the criteria to assess the outcomes with reasonable objectivity/ reliability. Carry out preliminary evaluations and feasibility studies to determine the types of wastes being processed. 2. The terminology has been recently updated to include the following six levels of learning. These 6 levels can be used to structure the learning objectives, lessons, and assessments of your course. : <ul style="list-style-type: none"> Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory. Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. Applying: Carrying out or using a procedure for executing, or implementing. Analyzing: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing. Evaluating: Making judgments based on criteria and standards through checking and critiquing.

Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

3. Important points in consideration for CO-PO Mapping and Attainment are listed below.

- Each CO can be identified to address a subset of POs.
- Based on the number of COs and the terms (Equipment/Processes) dedicated to them, it is possible to identify either the strength of mapping (1, 2 and 3) to POs or attained targeted blooms level.
- Based on strength of selected POs, a CO-PO matrix can be established.
- CO-PO mapping should be done in such a way that, all stakeholders' participation is ensured.

