Activity List

1. Go to BAETE's website
2. Collect the BAETE accreditation manual.
3. Read the PLO instructions from the manual.
4. They have to follow the instruction which is provided by the accreditation manual for graduation from educational Criteria.
5. Before starting mapping, he/she must set the number of PLO for each course. Example: we have 12 PLO (According to the latest manual, 05.03.2019). and we have to map those PLO with 18 courses. So that each course will get at least 5 or 6 PLO for mapping and each PLO will get at least 7 courses for mapping roughly, so we have to choose the most important and specific ones.
6. For doing so faculty member will ---

a. Collect the previous outline, find out the main objectives of a single course

b. Mapped those objectives with the level of learning Taxonomy.

c. Then set the program learning outcome based on Course outcome.

d. Also set the assessment initial planning with course outcome.

Example is given below.

1. Accreditation Manual paper and initial mapping paper will be stored in the OBE storage.
2. Faculty collect all information from OBE storage which is stored by the department.
3. Now If the faculty wants to change something in PLO vs CO initial mapping then s/he can change that mapping and store it in OBE storage.
4. If faculty wants to check the previous course outline, then they have to collect it from OBE storage. Then if needed they have to prepare the new course outline with course outcomes.
5. Now identify for each course main objectives.
6. Then create mapping Co's with PLO like:
   1. Here, CO1 is considered as a "first level(remembering)"(That's provided "Level of learning bloom Taxonomy") of this course. But in bloom taxonomy:(remembering, understanding, Applying, Analysing, Evaluation, and lastly creating)
   2. Now in PLO, which is more appropriate for the first level of CO.
   3. After this, then write down the reason.
7. Then they have to find the course outline of a single course, mapped with the course outline to PLO and store it to OBE storage.
8. Now, Faculty members will create the course assessment based based on CO and PLO updated mapping like:
9. In this course the first quiz will be very fundamental theory. There are 4 CO’s (CO1, CO2, CO3, CO4). Here CO1 Mapped with PLO(Engineering knowledge) which is a very basic thing. And used in (Quiz-2, MID, Quiz-4, Final).
10. In the 2nd Exam: this is a little more difficult. Read out the problems, formulated the problems using the first principle of mathematics. so this CO2 is actually represented by the "Quiz-2" and "MID term" exam. In this way faculty can create assessment planning and also update course outline.
11. Store course assessments and course outline information to OBE storage.
12. Faculty member designing the question paper based on the current CO and PLO mapping.
13. Faculty members create and connect the individual questions with the COs based on the course assessment table.
14. The question paper is sent to the other faculties who are taking the same course.
15. Those faculties will verify the question paper and check for any errors and correct them.
16. Return the question paper to the designated faculty who made the question paper.
17. The faculty then contacts the exam committee to manage exam date, time and place with necessary information about the exam: total No. of students and exam duration.
18. The exam committee receives requests from faculty with the necessary information about the exam.
19. The committee manages the place and time of the exam.
20. The committee orders specific No. of answer scripts to the stationeries.
21. The stationeries receive order from the exam committee and prepares the order and deliver it to the exam committee.
22. The exam committee then send the exam information to the designated faculty.
23. The faculty receives confirmation from the exam committee and sends the exam information to the students of that particular course.
24. Students receive the exam declaration and prepare themselves for that upcoming exam.
25. Faculty members must retrieve all response scripts from the answer bank after taking the assessment.
26. Faculty members have to mark the answer sheets after checking properly.
27. After checking all scripts, distribute them to students for rechecking.
28. Students will collect the scripts from faculty members and ask them if there is any query and faculty members will give feedback.
29. After resolving problems with students about exam papers, faculty members will create sample solution papers for the given questions in exams and store those to the OBE storage.
30. Faculty members have to prepare grade sheets as per course outline and store the data in OBE storage.
31. These reports must be sent to the department head by faculty members.
32. If there is any query for the marks or grade sheet, department heads will contact that faculty who is taking that course.
33. The concerned faculty member will prepare a CQI report for the courses he/she is teaching.
34. In the following CQI report, he/she will check the percentage under a specific PO.
35. Below a particular percentage (30% or 40%), faculty members need to mention the reason for student performance outcomes.
36. Then faculty members will try to solve these issues
37. For that they can make changes in particular CO PLO mapping or can change the course outline and assessment plan for better performance in the new semester.
38. They can also ask for suggestions from other faculty members regarding this.
39. After that they will compile all the data and generate the report
40. This report will be sent back to the department head and stored in the OBE storage.

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| Sub/ PLO | Engineering Knowledge | Problem analysis | Design/development of solutions | Investigation | Modern Tool Usage | The engineer and society | Environment and Sustainability | Ethics | Individual Work and Teamwork | Communication | Project Management and Finance | Life -long Learning |
| CSE101 |  |  |  |  |  |  |  |  |  |  |  |  |
| CSE104 |  |  |  |  |  |  |  |  |  |  |  |  |
| CSE201 |  |  | asd | asd |  |  |  |  |  |  |  |  |
| CSE203 |  |  |  |  |  |  |  |  |  |  |  |  |
| CSE204 |  |  |  |  |  |  |  |  |  |  |  |  |
| CSE210 |  |  |  |  |  |  |  |  |  |  |  |  |
| CSE211 |  |  |  |  |  |  |  |  |  |  |  |  |
| CSE213 |  |  |  |  |  |  |  |  |  |  |  |  |
| CSE214 |  |  |  |  |  |  |  |  |  |  |  |  |
| CSE216 |  |  |  |  |  |  |  |  |  |  |  |  |
| CSE303 |  |  |  |  |  |  |  |  |  |  |  |  |
| CSE307 |  |  |  |  |  |  |  |  |  |  |  |  |

**For CSC101:**

**(Course Outcome)**

**CO1:** learning Programming knowledge using C++

**CO2:** Understand and apply Programming models.

**CO3:** Apply different basic algorithms. Example: Sorting algorithms

**CO4:** Understanding the issues involved in programming language design and

Implementation

**CO Taxonomy PLO Reason**

CO1 level 1 1 students will learn about the basic programming concept using

C++ language and solving basic mathematical operations.

CO2 level 2 2 students have to read out the problems, identify the problem,

formulate the problems and analyse those problems using the first principle of mathematics.

CO3 level 3 3 Design simple solutions for basic engineering problems that

meet specified needs with appropriate consideration

CO4 level 4 4 Conduct investigations of complex problems using

research-based knowledge

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Course Outcome | Quiz1 | Quiz2 | Mid | Quiz3 | Quiz4 | Final |
| CO1 |  |  |  |  |  |  |
| CO2 |  |  |  |  |  |  |
| CO3 |  |  |  |  |  |  |
| CO4 |  |  |  |  |  |  |

**Program Learning Outcome:**

**(a) Engineering knowledge:** Apply knowledge of mathematics, natural science, engineering fundamentals and an engineering specialization as specified in K1 to K4 respectively to the solution of complex engineering problems.

**(b) Problem analysis:** Identify, formulate, research literature and analyse complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences and engineering sciences. (K1 to K4)

**(c) Design/development of solutions:** Design solutions for complex engineering problems and design systems, components or processes that meet specified needs with appropriate consideration for public health and safety, cultural, societal, and environmental considerations. (K5)

**(d) Investigation:** Conduct investigations of complex problems using research-based knowledge (K8) and research methods including design of experiments, analysis and interpretation of data, and synthesis of information to provide valid conclusions.

**(e) Modern tool usage:** Create, select and apply appropriate techniques, resources, and modern engineering and IT tools, including prediction and modelling, to complex engineering problems, with an understanding of the limitations. (K6)

**(f) The engineer and society:** Apply reasoning informed by contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to professional engineering practice and solutions to complex engineering problems. (K7)

**(g) Environment and sustainability:** Understand and evaluate the sustainability and impact of professional engineering work in the solution of complex engineering problems in societal and environmental contexts. (K7)

**(h) Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of engineering practice. (K7)

**(i) Individual work and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams and in multi-disciplinary settings.

**(j) Communication:** Communicate effectively on complex engineering activities with the engineering community and with society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.

**(k) Project management and finance:** Demonstrate knowledge and understanding of engineering management principles and economic decision-making and apply these to one’s own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.

**(l) Life-long learning:** Recognize the need for and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

