COs ATTAINMENT EVALUATION SOFTWARE

MINOR PROJECT REPORT

Bachelor of Technology

Information Technology

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1 INTRODUCTION

Course Outcomes (CO):

Course Outcomes (COs) are what the student should be able to do at the end of a course. The most important aspect of a CO is that it should be observable and measurable

Program Outcomes (PO):

Program outcomes are statements that describe what the knowledge, skills and attitudes students should have at the time of graduation from an engineering program. That means just at the end of 4 years these represent what is the knowledge, skills and attitudes they should have. And at present POs are 12 in number and they are identified by NBA and are applicable to all engineering programs.

CO's Attainment Evaluation Software:

The process of CO attainment is fixing the target value. The proposed method takes into account the major population of students for setting the target. This basically focuses on direct attainment of Course Outcomes based on which attainment of Program Outcomes can be measured. The result of program outcome attainment for all courses can be plotted which will indicate the program outcomes which are attained to the fullest possible extent. The program outcomes which are remotely attained forms the basis for planning of action for continuous improvement in the subsequent years.

The marks obtained by students, analysis and evaluation of course outcomes is done along with planning of steps for continuous improvement.

As per the evaluation scheme for an engineering course, database in excel is prepared indicating student wise marks for different examination heads such as University Theory exam, Oral, Practical, Term work, internal assessment tools such as class test, assignment, laboratory practices etc.

2 OBJECTIVES

Assessment Creation:

The software should allow instructors to create assessments that align with the learning outcomes of the course.

Student Performance Tracking:

The software should be able to track and record the performance of individual students on the assessments.

Data Analysis:

The software should be able to analyze the data collected and provide insights into student performance, including strengths and weaknesses, areas for improvement, and overall trends.

Reporting:

The software should provide reports that summarize the data collected and provide actionable insights for instructors to improve the course.

Learning Outcome Mapping:

The software should be able to map the performance of students to specific learning outcomes of the course to evaluate the effectiveness of the course in achieving its goals

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3 FEASIBILITY STUDY

Define the learning outcomes:

Start by identifying the specific learning outcomes that you want to achieve for the course. These outcomes should be specific, measurable, achievable, relevant, and time-bound (SMART).

Conduct a needs assessment:

Determine the current state of knowledge and skills among the target audience. This can be done through pre-assessments, surveys, or other forms of data collection.

Analyze the resources required:

Consider the resources needed to achieve the learning outcomes, such as materials, technology, personnel, and time.

Determine the availability of resources:

Evaluate the availability of resources in terms of their quality, quantity, and cost. This may involve consulting with stakeholders or conducting research.

Identify potential barriers:

Determine potential barriers to achieving the learning outcomes, such as lack of funding, lack of expertise, or logistical issues.

Develop a plan:

Develop a detailed plan for achieving the learning outcomes, including timelines, roles and responsibilities, and contingency plans.

Evaluate the feasibility:

Finally, evaluate the feasibility of the plan by considering the resources available, potential barriers, and risks involved. Revise the plan as needed to ensure that it is feasible and achievable.

Overall, a feasibility study for course outcomes attainment involves careful planning and assessment to ensure that the desired learning outcomes are realistic and achievable within the available resources and constraints.

4 METHODOLOGY/ PLANNING OF WORK

For each CO, methods of measurement are identified to measure progress of the outcome. Assessment methods include direct methods and indirect methods. The process of course outcome assessment is based on mid examination, semester end examination, assignment and quiz. Each question in mid/semester end/assignment/quiz is tagged to the corresponding CO and the overall attainment of that CO is based on average mark set as target for final attainment

Direct assessment methods include:

Theory Courses – Internal and End Semester exams

Laboratory courses – Internal and End Semester exams

Assessment of Projects – Periodical and Specific.

Course Outcomes – Assessment Process

- The attainment of course outcomes is assessed with the help of direct and indirect assessment tools.

- Internal examinations is a direct assessment tool.

- This assessment is periodically done covering all course outcomes. This assessment is done in a semester twice covering one or two course outcomes in each examination; however at the end of semester all courses outcomes are tested.

- The questions are framed in accordance with course outcomes and result is analysed. The knowledge and skills, and values of students are assessed through this process.

- The analysis is interpreted to find the level of attainment of COs and compared with predefined targets.

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5 FACILITIES REQUIRED FOR PROPOSED WORK

To evaluate course outcome attainment, the following facilities may be required:

Assessment tools: Assessment tools such as tests, quizzes, assignments, and projects are essential for evaluating the course outcome attainment of students. These tools should be designed to measure the learning outcomes identified in the course objectives.

Technology: Technology such as computers, projectors, and audio-visual equipment may be required to create and administer assessments. Additionally, technology can be used to collect and analyze data related to student performance.

Trained evaluators: Trained evaluators such as teachers, professors, and subject matter experts are essential for evaluating the course outcome attainment of students. These individuals should be familiar with the course objectives and assessment tools and should have the necessary skills to evaluate student performance.

Data analysis tools: Data analysis tools such as statistical software may be required to analyze and interpret data related to student performance. These tools can help identify trends, patterns, and areas for improvement.

6 REFRENCES

1.] http://www.ijste.org/articles/IJSTEV5I8020.pdf

2.] https://aka.ms/officeandroidshareinstall