



# ST FRANCIS DE SALES COLLEGE

Permanently Affiliated to Bangalore University || AICTE Approved Electronic City, Bengaluru - 100

Reaccredited by NAAC with 'B++' Grade || Recognised under section 2(f) & 12(b) of the UGC Act || An ISO 9001: 2015 Certified Institution

## A FRANSALIAN INSTITUTE OF HIGHER LEARNING

### OBE POLICY

#### VISION

To provide a centre of excellence for a holistic formation of the young who are capable of both transforming themselves and acting as catalysts of transformation in society so as to become the epitome of efficiency, mastering their life- situations and building a progressive and secular nation with an optimistic global outlook.

#### MISSION

1. To impart quality higher education and to offer professional skills.
2. To inculcate cultural and moral values towards transformation of learning into positive behaviour of students.
3. To foster faith in God, to motivate service- orientation and to strengthen humanism.
4. To focus on innovative teaching and learning in a technology enabled, inter- disciplinary environment.

#### PROGRAMME OUTCOMES (POs)

PO'S are narrow statements that describe what the students are expected to know and would be able to do upon the graduation. These relate to the skills, knowledge, and behaviour that students acquire through the programme. The programme outcomes adopted by NBA for accreditation of programmes are based on initial capabilities, competence, skills, etc. These parameters are called Graduates Attributes and they vary from discipline to discipline and level to level.

#### SFS COLLEGE - PROGRAMME OUTCOMES/ GRADUATE ATTRIBUTES

- PO1- Disciplinary Knowledge
- PO2-Communication and Interpersonal Skills
- PO3- Critical thinking and Problem-solving capabilities
- PO4- Team work and respect for diversity
- PO5- Information and Communication Technology (ICT) digital fluency
- PO6 -Self -directed Lifelong Learning
- PO7 -Moral and Ethical Awareness/Reasoning

#### PROGRAM SPECIFIC OUTCOMES (PSOs)

These are what the students should be able to do at the time of graduation. The PSOs are program specific. PSOs are written by the department offering the program. There usually are two to four PSOs for a department.

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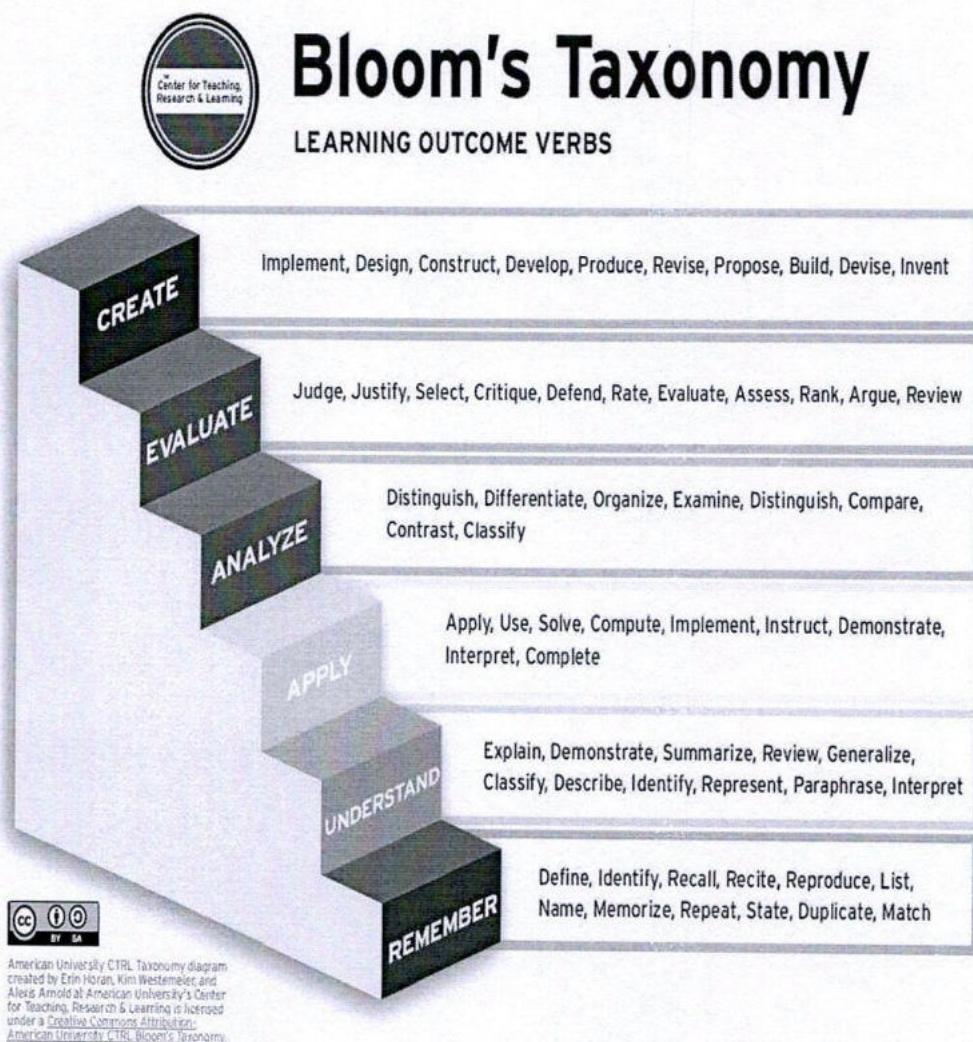
## COURSE OUTCOMES(COs)

CO'S are narrower statements that describe what students are expected to know, and be able to do at the end of each course/subject. While the POs define the departmental outcomes, the COs are more oriented towards the subjects and are mostly defined by the faculties consulting higher authorities. The COs are more like statements that relate to the skills, knowledge, and behaviour the students acquire as they go through a specific course within a program. They collectively contribute to the program outcomes. They are to be mapped to the POs, and not necessarily to a single one.

Two or more COs can be mapped to a POs as well as PSOs based on their influence on them.

**COs are supposed to be framed considering Bloom's Taxonomy.**

## BLOOM'S TAXONOMY





## REMEMBER

It means that the students can recover, remember and know applicable knowledge from their memory. Also, it helps to recover information from long-term memory. **Suitable learning verbs** for this level are: **choose, define, find, how, tag, list, match, quote, sketch, tell, select, show, what, when, where, which, etc.**

### *Examples of Remember are*

1. Students recall facts and definitions related to business concepts, financial terms, and economic theories.
2. List prime and composite number, to recall dates of important events, and remember the formula, etc.
3. Retrieve information efficiently from various online sources and databases, demonstrating information literacy and digital research skills.

## UNDERSTAND

Understand reveal understanding through one or more outlines of explanation. Also, it helps in organize, compare, translate, interpret and give a description. **Suitable learning verbs** for this level are: **classify, relate, explain, outline, summarize, translate, infer, illustrate, contrast, rephrase, etc.**

### *Examples of Understand are*

1. Students are able to classify a disease, compare two related processes, summarize features of a product, etc.
2. The ability to interpret and analyze complex data, financial reports, and economic trends using data visualization tools and software.
3. Students grasp the meaning of business principles, accounting practices, and economic theories through lectures and textbooks.

## APPLY

Apply means that students use their knowledge in new conditions to gain results. In addition, it also performs a method by a given method. The **suitable verbs for apply** are: **apply, build, develop, select, utilize, solve, make use of, model, plan, interview, experiment with, etc.**

### *Examples of Apply are*

1. Students are able to solve financial statements or perform simple business calculation.
2. Application skills now extend to using business software, AI-powered analytics tools.
3. Students could make different between squares and triangles, using trigonometry formula to solve the problem, do pH test of different soap bars, etc.

## ANALYZE

To analyse means to break materials into its regular elements. Furthermore, it establishes how parts relate to other parts. It also performs the process in a given situation. **Suitable verbs for analysing** are: **assume, discover, divide, inspect, motive, relationship, examine, function, compare, divide, categorize, etc.**

### *Examples are Analyze are*

1. To analyse the connection between flora and fauna, select the fullest list of actions, find the difference between cultures, etc.





2. Students analyze case studies or business scenarios to identify issues and propose solutions.
3. Analytical skills in commerce education involve conducting advanced financial analyses, market research, and competitive intelligence using big data analytics and AI algorithms.

## EVALUATE

Evaluate means to judge on the basis of principles and norms. It also validates a course of action taken by students or teachers. Furthermore, it identifies the success of the process. Its **suitable verbs** are: **agree, assess, criteria, decide, deduct, defend, choose, award, mark, measure, prove, rate, opinion, perceive, etc.**

### *Examples of Evaluate are*

1. Decide whether scientist's end result matches with experimental data, Judge the efficiency of a technique or method, verify the progress of someone, etc.
2. Students evaluate the financial health of a business or assess the economic impact of a policy.
3. Evaluation skills also encompass critically assessing the ethical implications of business decisions, as well as evaluating the effectiveness of AI-driven strategies and automation in business processes.

## CREATE

It means to put elements together to form a new logical or practical entity. Also, it rearranges elements to form a new model or structure. Creates' **suitable verbs** are: **adapt, combine, delete, happen, imagine, originate, predict, propose, design, discuss, develop, build, etc.**

### *Example of creating are*

1. On the basis of criteria develop a hypothesis, make a new course outline for students, develop a new formula, etc.
2. Students synthesize information to develop business plans, marketing strategies, or investment portfolios.
3. Creation involves using AI and machine learning to generate predictive models, design automated decision-making systems, and develop innovative AI-driven products or services.





**Program wise outline for continuous assessment activities for C1 and**

**C2 BCA, BSC AND BA**

	<b>C1</b>			<b>C2</b>		
LT	FIRST INTERNAL	ASSIGNMENT		MODEL EXAM	QUIZ /PROJ ECT	ATTENDANCE
UUCMS	TEST	ASSIGNMENT		SELF ASSESSMENT	QUIZ	CLASSROOM EXERCISE
MARKS	10	5	5	10	5	5
MAPPIN G	CO1 AND CO2	CO1 AND CO2	CO2 AND CO3	CO2 AND CO3	ALL COS	ALL COS

**BCA, BSC AND BA -WEIGHTAGE OF MARKS**

	FIRST INTERNAL (10)	ASSIGNMENT (5)	SEMINAR (5)	MODEL EXAM (10)	QUIZ /PROJECT (10)	ATTENDANCE (5)
CO1	5.00	2.50	0	2.00	1.00	1.66
CO2	5.00	2.50	2.50	4.00	2.00	1.66
CO3	0	0	2.50	4.00	2.00	1.66





**BBA AND BCOM**

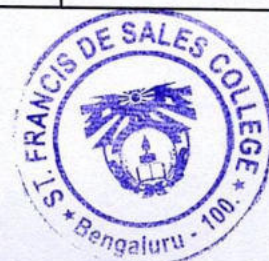
	C1			C2	
LT	ATTENDANCE	SEMINAR	ASSIGNMENT	FIRST INTERNALS	MODEL EXAM
UUCMS	ATTENDANCE	SEMINAR	ASSIGNMENT	TEST	
MARKS	5	5	10	10	10
MAPPING	ALL COS	CO2 AND CO3	CO1 AND CO2	CO1 AND CO2	ALL COS

**BBA AND BCOM – WEIGHTAGE OF MARKS**

	ATTENDANCE (5)	SEMINAR (5)	ASSIGNMENT (5)	FIRST INTERNAL (10)	MODEL EXAM (10)
CO1	1.66	0	5.00	5.00	2.00
CO2	1.66	2.50	5.00	5.00	5.00
CO3	1.66	2.50	0	0	5.00

**ENGLISH AND HINDI**

	C1			C2		
LT	ATTENDANCE	ASSIGNMENT	FIRST INTERNAL	MODEL EXAM	QUIZ /PROJECT	SEMINAR





UUCMS	CLASS ROOM EXERCISE	ASSIGNMENT	TEST	SELF ASSESSMENT	QUIZ	SEMINAR
MARKS	5	5	10	10	5	5
MAPPING	ALL COS		2 CO1 AND	CO2 AND CO3	ALL COS	CO2 AND CO3

### ENGLISH AND HINDI – WEIGHTAGE OF MARKS

	ATTENDANCE (5)	ASSIGNMENT (5)	FIRST INTERNAL (10)	MODEL EXAM (10)	QUIZ/ PROJECT (5)	SEMINAR (5)
CO1	1.66	2.50	5.00	2.00	1.00	0
CO2	1.66	2.50	5.00	4.00	2.00	2.50
CO3	1.66	0	0	4.00	2.00	2.50

### KANNADA

	C1			C2		
LT	ATTENDANCE	SEMINAR	FIRST INTERNAL	MODEL EXAM	QUIZ /PROJECT	ASSIGNMENT
UUCMS	CLASS ROOM EXERCISE	SEMINAR	TEST	SELF ASSESSMENT	QUIZ	ASSIGNMENT
MARKS	5	10	5	10	5	5





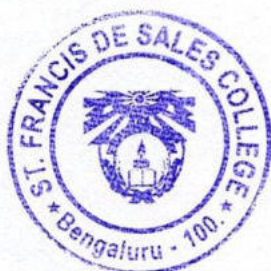
MAPPING	ALL COS	CO2 AND CO3	CO1 AND CO2	ALL COS	ALL COS	CO1 AND CO2
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#### KANNADA – WEIGHTAGE OF MARKS

	ATTENDANCE (5)	SEMINAR (5)	FIRST INTERNAL (10)	MODEL EXAM (10)	QUIZ/ PROJECT (5)	ASSIGNMENT (5)
CO1	1.66	0	2.50	2.00	1.00	2.50
CO2	1.66	2.50	2.50	4.00	2.00	2.50
CO3	1.66	2.50	0	4.00	2.00	0

#### Attainment of PSOs and POs

- Attainment of PSOs and POs are done through specific core courses.
- Each course addresses sub set of POs and PSOs at varying levels.
- Strength of mapping can be defined in three levels ( 1 – Low, 2 – Medium, 3- High)



*Rayle*

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