



**ZEAL INSTITUTE OF  
MANAGEMENT & COMPUTER  
APPLICATION, PUNE**

# **OUTCOME BASED EDUCATION FRAMEWORK**

**2019**

**It's not what we teach, it's what students**  
*Redefining Excellence*

## Index

1. Vision & Mission of the Institute .....	4
2. Quality Policy & Values of the Institutes .....	5
3. Program Education Objectives.....	6
4. Program Outcomes .....	7
5. Graduate Attributes.....	8
6. Blooms Taxonomy.....	9
7. Backward Curriculum Design.....	10
8. Outcome Based Education Process.....	12
9. CO-PO Mapping Guidelines.....	13
10. 5 Levels Mapping .....	14
11. Performance / Proficiency Rubrics Matrix .....	17
12. Program Education Objectives achievement Tools .....	18
13. Attainment of Program Outcome.....	19
14. Attainment Threshold.....	20
15. Strategies for Learner Level .....	21
16. Basket of Assessment Tool .....	22

## **Preface**

This Outcome based education manual is prepared to provide valuable guidelines for the faculty to develop an assessment plan in the process to measure the outcome of the students learning during their course of study and post graduation also. The manual outlines the process of development of teaching plan & Student Centric teaching pedagogy.

This manual is a reference to help stakeholders to understand outcome based learning framework. Act as an assistance tool to academic staff in sustaining and continuously improving the teaching and learning process.

Regards

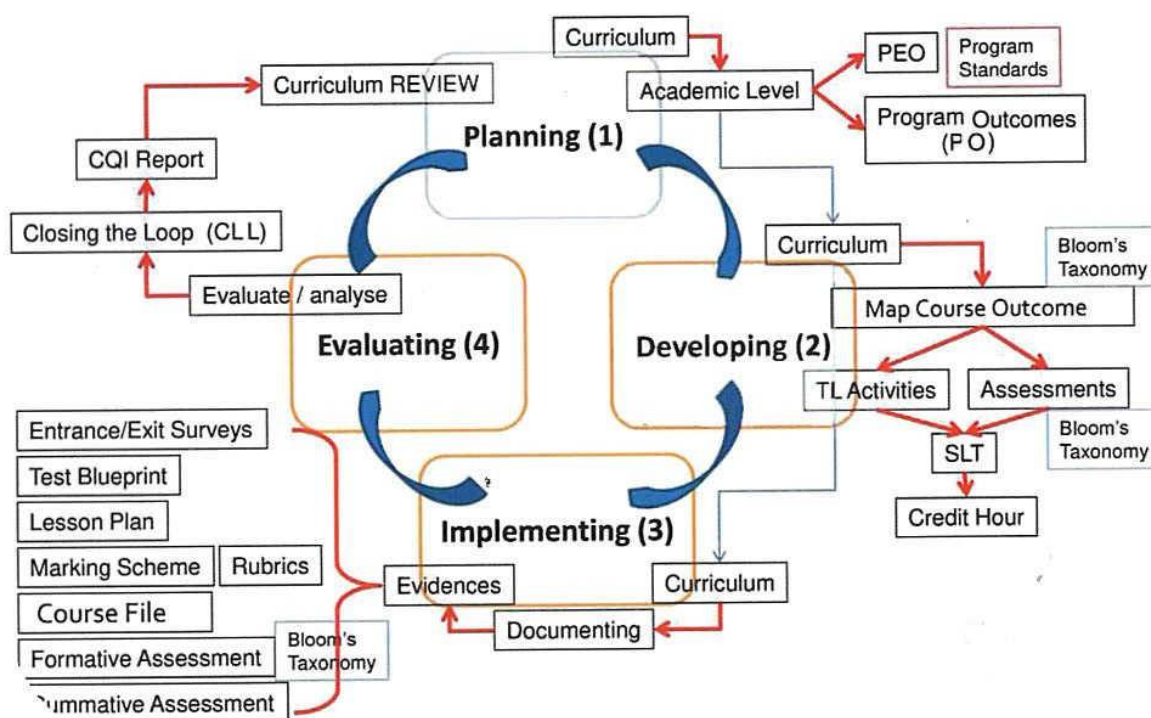
Dr. Indu Sharma

Director Zimca &

Dean Strategic Management & Planning ZES.

## Abbreviations:

<b>OBE</b>	Outcome Based Education	<b>CO</b>	Course Outcome
<b>PEO</b>	Program Education Outcome	<b>GA</b>	Graduate Attributes
<b>PO</b>	Program Outcome	<b>SA</b>	Students Attributes
<b>TL</b>	Teaching Learning	<b>SPPU</b>	Savitribai Phule Pune University
<b>SLT</b>	Student Learning Time	<b>CCE</b>	Comprehensive Concurrent Evaluation
<b>CLL</b>	Closing the Loop		
<b>CQI</b>	Continuous Quality Improvement		





# VISION & MISSION

## ZES's Vision

To empower society with holistic development through quality education

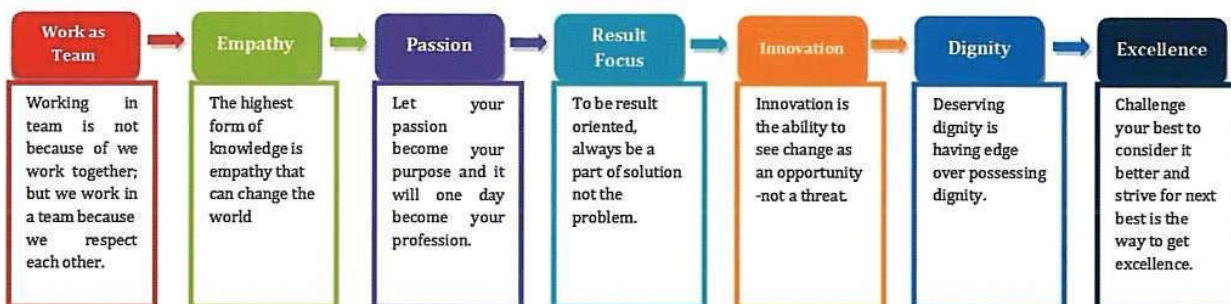
## ZIMCA's Vision

To be recognized as student-centric institute through value-based quality education

## ZIMCA's Mission

Emergence as a remarkable facilitator for enhancing employability quotient of young graduates through business management education, which eventually contributes decisively to sustainable economic growth

## 'W E P R I D E'



## Quality Policy

[Educational Organizations Management System]

# Q

ZIMCA is committed to a culture of redefining excellence and quality enhancement through a process of continuous quality improvement in all our endeavors comprises teaching- Learning, research, consultancy, and continuing education in order to development of well competent and resilient professionals and remain focused in incubation and promotion of entrepreneurial spirit, eventually contributing substantially to nation-building.

## PROGRAM OBJECTIVES (PEO)



## Program Education Objectives

<b>PE01</b>	Graduates of the MBA program will successfully integrate core, cross-functional and inter-disciplinary aspects of management theories, models and frameworks with the real world practices and the sector specific nuances to provide solutions to real world business, policy and social issues in a dynamic and complex world.
<b>PE02</b>	Graduates of the MBA program will possess excellent communication skills, excel in cross-functional, multidisciplinary, multi-cultural teams, and have an appreciation for local, domestic and global contexts so as to manage continuity, change, risk, ambiguity and complexity.
<b>PE03</b>	Graduates of the MBA program will be appreciative of the significance of Indian ethos and values in managerial decision making and exhibit value centered leadership.
<b>PE04</b>	Graduates of the MBA program will be ready to engage in successful career pursuits covering a broad spectrum of areas in corporate, non-profit organizations, public policy, entrepreneurial ventures and engage in lifelong learning
<b>PE05</b>	Graduates of the MBA program will be recognized in their chosen fields for their managerial competence, creativity & innovation, integrity & sensitivity to local and global issues of social relevance and earn the trust & respect of others as inspiring, effective and ethical leaders, managers, entrepreneurs, intrapreneurs and change agents.

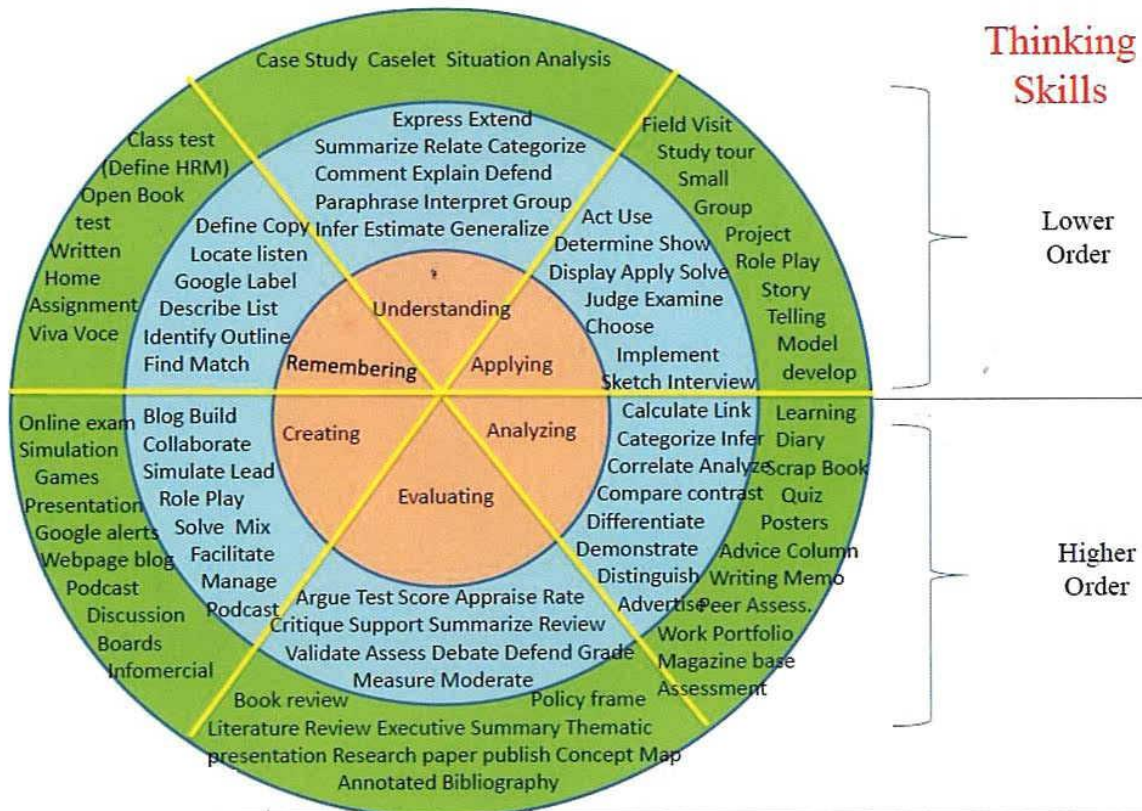
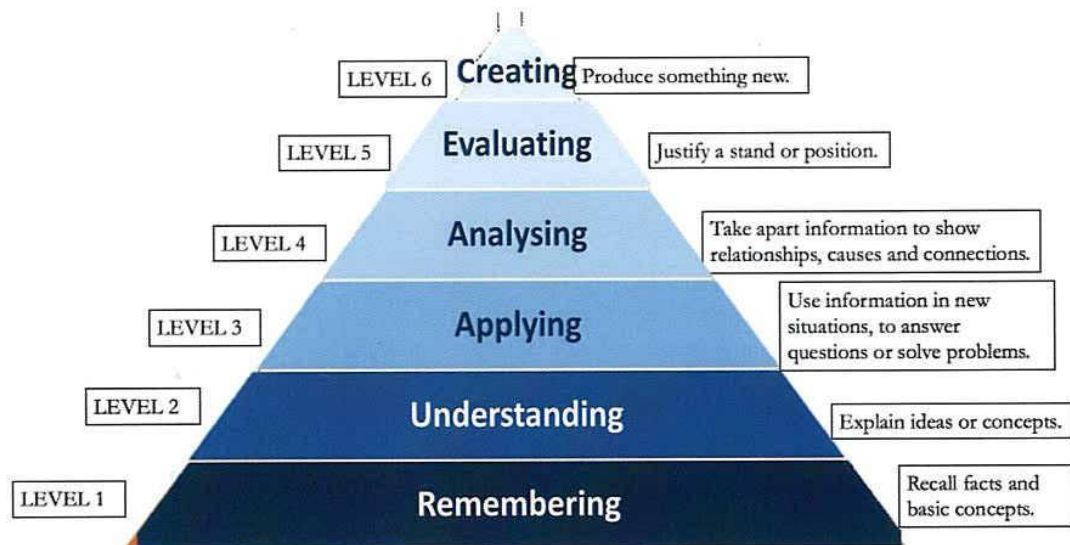
## Program Outcomes (PO)

		Program Outcomes (PO)
<b>P01</b>	<b>Generic and Domain Knowledge</b>	Ability to articulate, illustrate, analyze, synthesize and apply the knowledge of principles and frameworks of management and allied domains to the solutions of real-world complex business issues
<b>P02</b>	<b>Problem Solving &amp; Innovation</b>	Ability to Identify, formulate and provide innovative solution frameworks to real world complex business and social problems by systematically applying modern quantitative and qualitative problem solving tools and techniques
<b>P03</b>	<b>Critical Thinking</b>	Ability to conduct investigation of multidimensional business problems using research based knowledge and research methods to arrive at data driven decisions
<b>P04</b>	<b>Effective Communication</b>	Ability to effectively communicate in cross-cultural settings, in technology mediated environments, especially in the business context and with society at large
<b>P05</b>	<b>Leadership and Team Work</b>	Ability to collaborate in an organizational context and across organizational boundaries and lead themselves and others in the achievement of organizational goals and optimize outcomes for all stakeholders.
<b>P06</b>	<b>Global Orientation &amp; Cross-Cultural Appreciation</b>	Ability to approach any relevant business issues from a global perspective and exhibit an appreciation of Cross Cultural aspects of business and management.
<b>P07</b>	<b>Entrepreneurship</b>	Ability to identify entrepreneurial opportunities and leverage managerial & leadership skills for founding, leading & managing startups as well as professionalizing and growing family businesses.
<b>P08</b>	<b>Environment and Sustainability</b>	Ability to demonstrate knowledge of and need for sustainable development and assess the impact of managerial decisions and business priorities on the societal, economic and environmental aspects.
<b>P09</b>	<b>Social Responsiveness and Ethics</b>	- Ability to exhibit a broad appreciation of the ethical and value underpinnings of managerial choices in a political, cross-cultural, globalized, digitized, socio-economic environment and distinguish between ethical and unethical behaviors & act with integrity
<b>P010</b>	<b>Lifelong Learning</b>	Ability to operate independently in new environment, acquire new knowledge and skills and assimilate them into the internalized knowledge and skills.

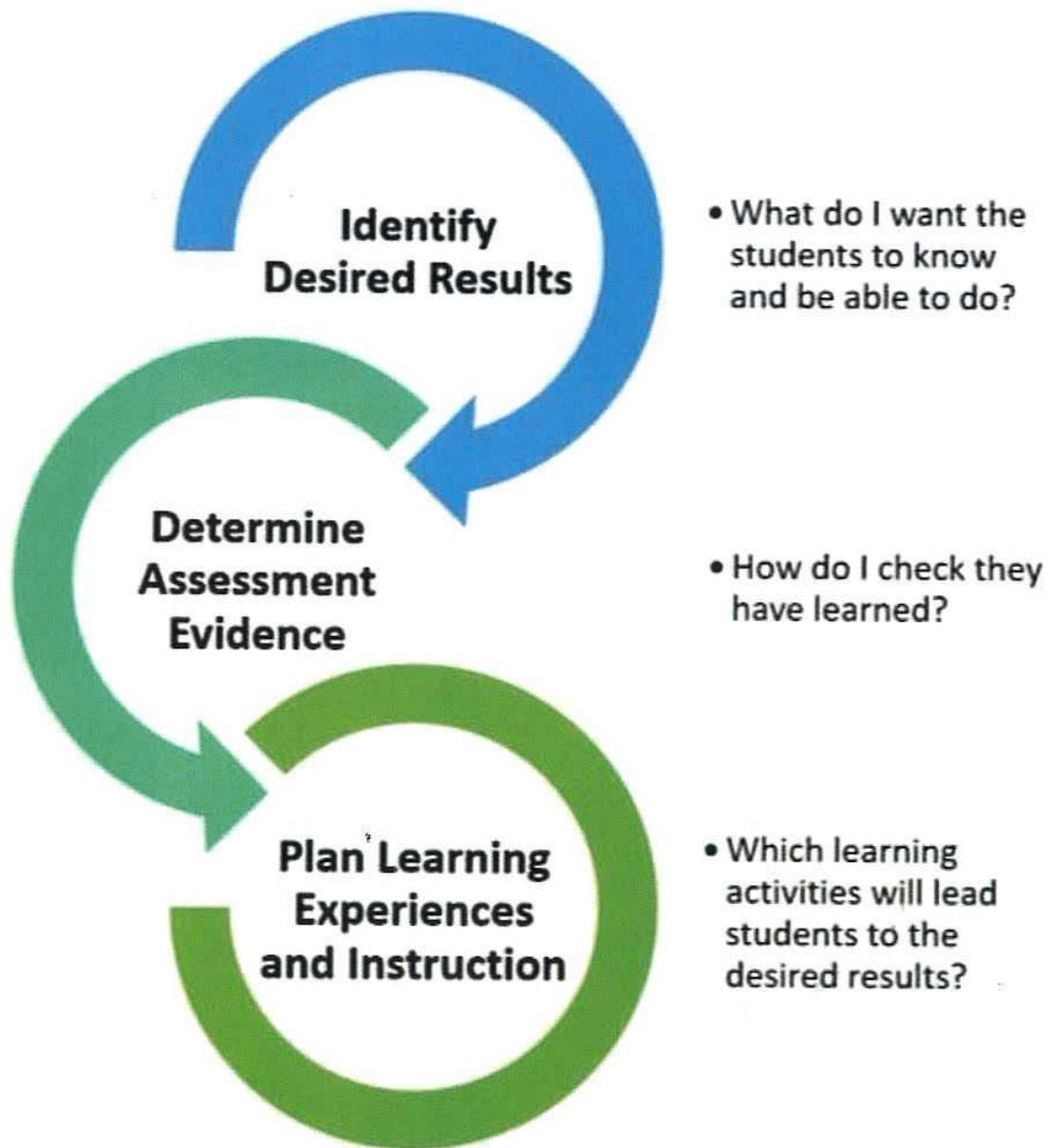
## Graduate Attributes (PO)

Graduate Attributes (GA/SA)	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	Weightage
GA1: Managerial competence (Life Skill)	3	3	3	3	3	2	3	3	3	3	97%
GA2: Proficiency in Communication, Collaboration, Teamwork and Leadership (Communication and interpersonal ) (Team Work)	2	3	2	3	3	2	3	1	2	3	80%
GA3: Competence in Creativity & Innovation (Creativity and Critical Thinking)	2	3	3	2	2	1	3	1	1	3	70%
GA4: Research Aptitude, Scholarship & Enquiry (Research and Knowledge Enrichment Skills)	2	1	3	2	2	2	1	2	1	3	63%
GA5: Global Orientation (Adaptability )	1	1	1	2	3	3	2	2	3	3	70%
GA6: Proficiency in ICT & Digital Literacy (Digital Literacy)	1	1	1	3	2	2	2	1	3	3	63%
GA7: Entrepreneurship & Intrapreneurship Orientation (Employability)	2	2	1	2	3	2	3	1	2	3	70%
GA8: Cross-functional & Inter-disciplinary Orientation	1	2	1	3	3	3	2	2	3	3	77%
GA9: Results Orientation	2	3	2	1	3	2	1	1	2	3	67%
GA10: Professionalism, Ethical, Values Oriented & Socially Responsible behaviour (Ethical Practices)	1	1	2	3	2	2	2	3	3	3	73%
GA11: Life-Long Learning Orientation (Life Long Learning )	1	1	2	2	3	1	2	2	2	3	63%
	55%	64%	64%	79%	88%	67%	73%	58%	76%	100%	

# Bloom's Taxonomy



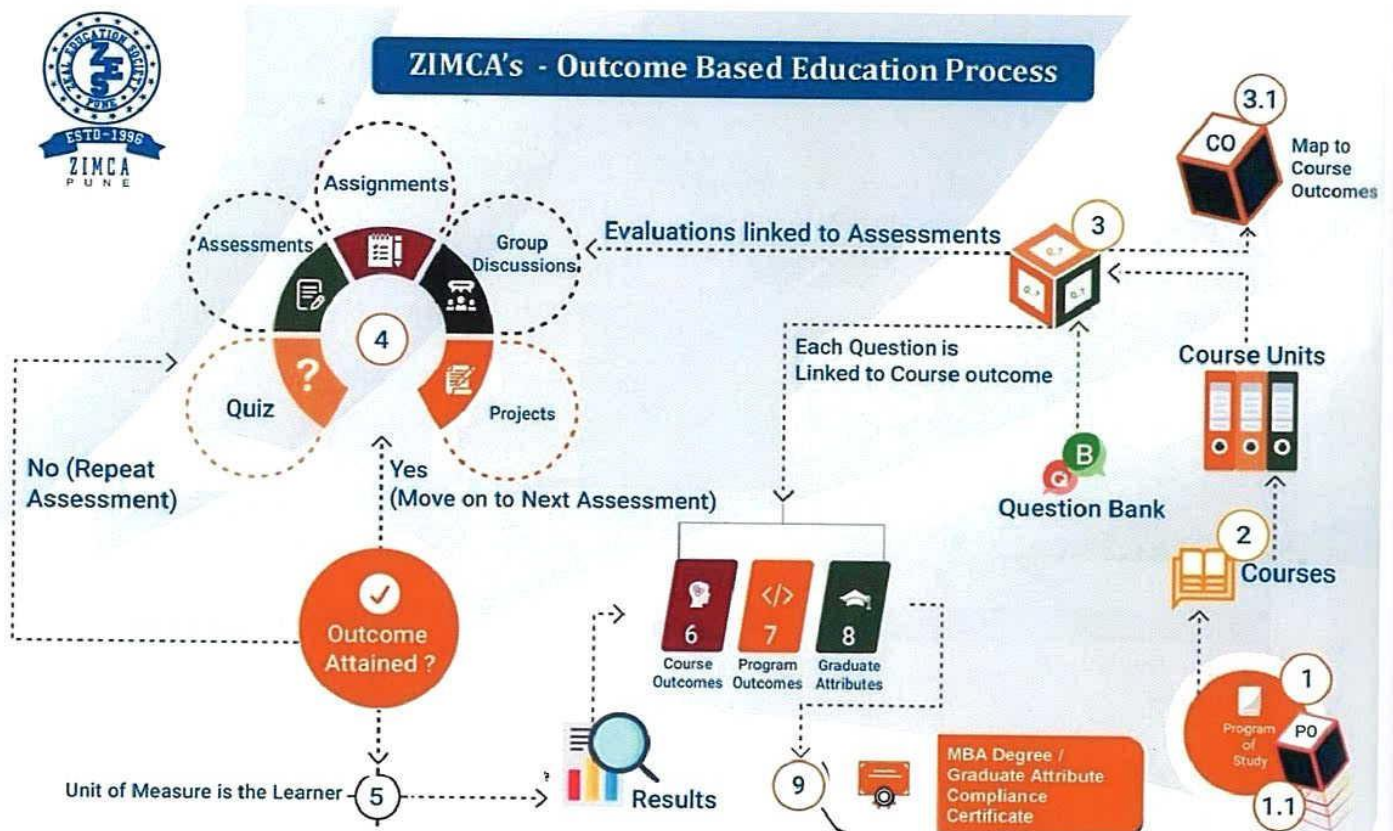
## Backward Design



## Outcome Based Education Process

Stage 1 – Desired Results		
ESTABLISHED GOALS  The enduring understandings and learning goals of the lesson, unit, or course.	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to...</i>	
	Refers to how students will transfer the knowledge gained from the lesson, unit, or course and apply it outside of the context of the course.	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i>  Refers to the big ideas and specific understandings students will have when the complete the lesson, unit, or course.	<b>ESSENTIAL QUESTIONS</b>  Refers to the provocative questions that foster inquiry, understanding, and transfer of learning. These questions typically frame the lesson, unit, or course and are often revisited. If students attain the established goals, they should be able to answer the essential question(s).
<b>Acquisition</b>		
	<i>Students will know...</i>  Refers to the key knowledge students will acquire from the lesson, unit, or course.	<i>Students will be skilled at...</i>  Refers to the key skills students will acquire from the lesson, unit, or course.
Stage 2 – Evidence and Assessment		
Evaluative Criteria	Assessment Evidence	
Refers to the various types of criteria that students will be evaluated on.	<b>PERFORMANCE TASK(S):</b> Refers to the authentic performance task(s) that students will complete to demonstrate the desired understandings or demonstrate they have attained the goals. The performance task(s) are typically larger assessments that coalesce various concepts and understandings like large projects or papers.	
	<b>OTHER EVIDENCE:</b> Refers to other types of evidence that will show if students have demonstrated achievement of the desired results. This includes quizzes, tests, homework, etc. This is also a good point to consider incorporating self-assessments and student reflections.	
Stage 3 – Learning Plan		
<i>Summary of Key Learning Events and Instruction</i>		
This stage encompasses the individual learning activities and instructional strategies that will be employed. This includes lectures, discussions, problem-solving sessions, etc.		

# OBE Process



## CO-PO Mapping Guidelines

### A/ Number of Assessment Tools used

Level	ASSESSMENT TOOLS USED to ASSESS the CO
No mapping (-)	0
Low (1)	1 or 2
Medium (2)	3
High (3)	4 or more

### B/Keywords

Most of the times, appropriate keyword is sufficient for mapping.

Level	Key words USED in writing COs
No mapping (-)	Key words related with LOT and not related with course or any outcomes
Low (1)	Part of PO is reflected through keywords/action verbs
Medium (2)	Major part of PO is reflected through keywords/action verbs. + moderate level performance is expected from student to achieve PO
High (3)	Exact action verb of PO + critical performance expected from student to achieve PO

## 5 Level Mapping

### PEO – Vision, Mission Mapping

PEO No.	PEO	Mapping with Vision	Mapping with Mission
1	Graduates will possess professional education competencies and knowledge for employment and lifelong learning in the field of business management	Student Centric	Employability Quotient
2	Graduates will adapt to an agile environment with knowledgeable and applied new competencies and become socially responsible and value driven citizens committed to sustainable development.	Value – Based	Sustainable Development
3	Graduates will be attained an employable competence in business management and empower them to act with creative, innovative and entrepreneurial potentials with management tools.	Quality Education	Business Management Education

### PEO & PO Mapping

Program Outcome (Course Code)	Program Educational Objectives				
	PEO1	PEO2	PEO3	PEO4	PEO5
PO1 (Generic and Domain Knowledge)	3	2	-	2	2
PO2 (Problem Solving & Innovation)	1	1	-	1	2
PO3 (Critical Thinking)	-	1	-	1	2
PO4 (Effective Communication)	1	3	1	2	2
PO5 (Leadership and Team Work)	-	1	3	-	1
PO6 (Global Orientation and Cross-Cultural Appreciation)	2	3	-	-	1
PO7 (Entrepreneurship)	-	-	2	3	2
PO8 (Environment and Sustainability)	1	-	1	2	-
PO9 (Social Responsiveness and Ethics)	1	2	3	-	1
PO10 (LifeLong Learning)	1	-	-	3	-

### PO & PSO Mapping

Program Outcome (Subject Code)	Program Specific Outcome		
	PS01	PS02	PS03
P01 (Generic and Domain Knowledge)	3	3	3
P02 (Problem Solving & Innovation)	3	3	3
P03 (Critical Thinking)	3	3	3
P04 (Effective Communication)	2	2	3
P05 (Leadership and Team Work)	2	2	3
P06 (Global Orientation and Cross-Cultural Appreciation)	1	2	3
P07 (Entrepreneurship)	2	3	3
P08 (Environment and Sustainability)	-	1	1
P09 (Social Responsiveness and Ethics)	1	-	2
P010 (LifeLong Learning)	3	3	3

### PO-CO-PSO Mapping

Course Outcome	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	Weightage
C01	3	2	3	1	1	-	1	1	-	1	43.33
C02	3	2	3	1	1	1	3	-	-	3	56.67
C03	3	2	1	2	-	1	2	-	1	3	50.00
C04	3	3	3	2	1	3	3	-	1	3	73.33
C05	3	2	1	3	3	2	3	3	3	3	86.67
C06	3	3	3	3	3	3	3	2	2	3	93.33
	100.00	77.78	77.78	66.67	50.00	55.56	83.33	33.33	38.89	88.89	

Course Outcome	PS01	PS02	PS03
C01	3	2	3
C02	3	2	3
C03	3	2	1
C04	3	3	3
C05	3	2	1
C06	3	3	3

### Course Outcome (CO) Blooms Taxonomy

**Illustration:**

**101 – Managerial Accounting**

CO#	COGNITIVE ABILITIES	COURSE OUTCOMES
<b>CO101.1</b>	REMEMBERING	DESCRIBE the basic concepts related to Accounting, Financial Statements, Cost Accounting, Marginal Costing, Budgetary Control and Standard Costing
<b>CO101.2</b>	UNDERSTANDING	EXPLAIN in detail, all the theoretical concepts taught through the syllabus.
<b>CO101.3</b>	APPLYING	PERFORM all the necessary calculations through the relevant numerical problems.
<b>CO101.4</b>	ANALYSING	ANALYSE the situation and decide the key financial as well as non-financial elements involved in the situation.
<b>CO101.5</b>	EVALUATING	EVALUATE the financial impact of the decision.

**\* Refer Savitribai Phule Pune University Syllabus.**

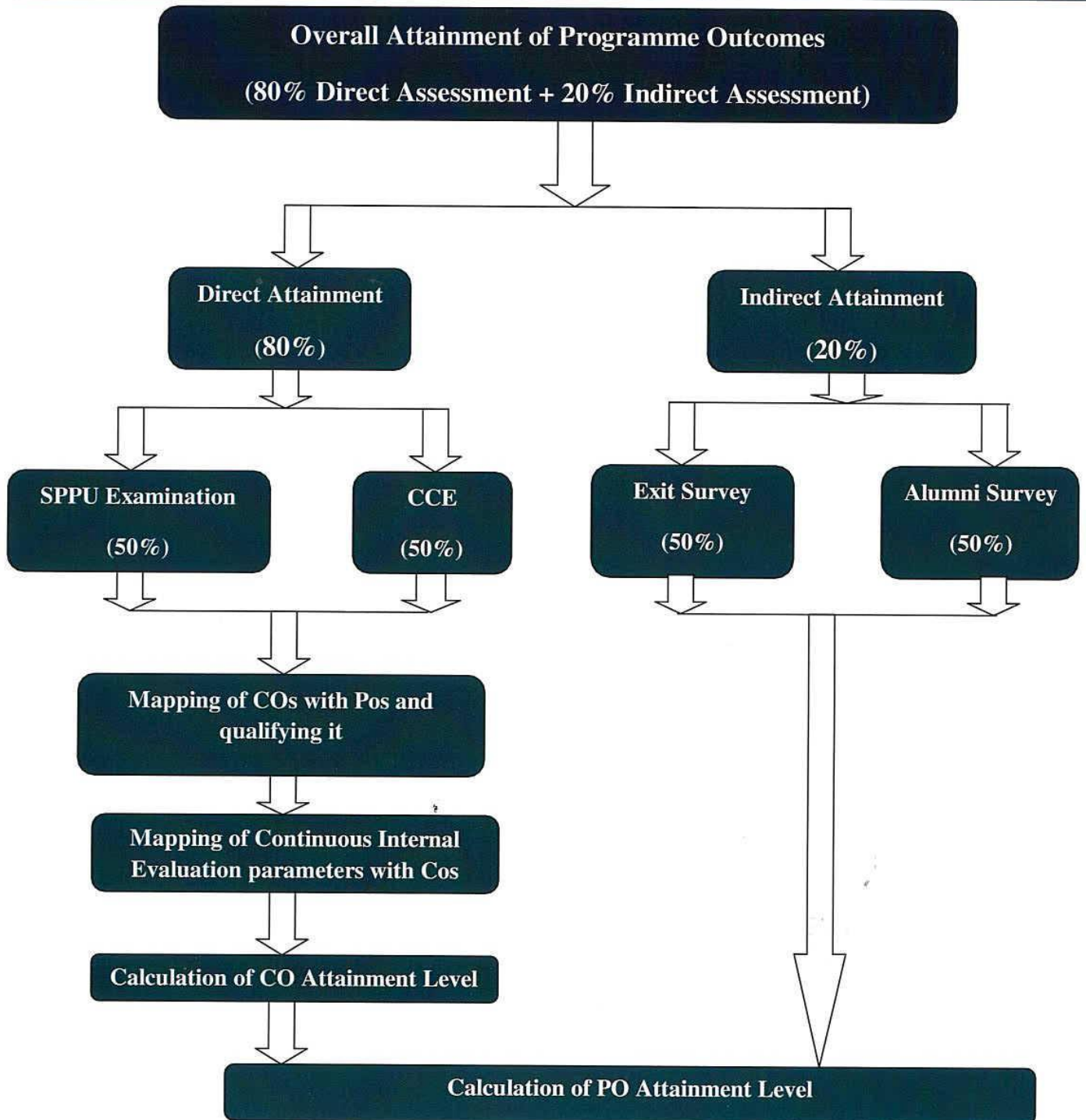
## Performance & Proficiency Matrix [Rubrics]

PROFICIENCY	Needs Improvement	Good	Best
PERFORMANCE	Level 1	Level 2	Level 3
<b>Identify/define the main problem and/ or main issue (Remembering) (5 marks)</b>	Was able to identify some of the problems but not the main issue (1 mark)	Identified contributing factors to the issue but did not recognize the main issue (2 marks)	Clearly identified the root problem, and provided clear insight into the causal factors (2 marks)
<b>Determining the relevant information to address the problem/issue (Understanding &amp; Applying) (5 marks)</b>	Did not identify relevant information that would help in resolving the issue (1 mark)	Identified some of the relevant information that would help in resolving the issue (2 marks)	Clearly & completely determined the relevant information needed to solve the problem (2 marks)
<b>Construct arguments to solve case problems (Analysing) (5 marks)</b>	Identified some of the alternative courses of action (1 mark)	Developed alternative course(s) of action (COAs), but they fail to respond fully to the root issue(s) / problem(s) (2 marks)	Developed at least three discrete, viable COAs, and justify the arguments to support their statements (2 marks)
<b>Counter-Arguments (Evaluating) (5 marks)</b>	Unable to Develop Argument or Compare alternative COAs (1 mark)	Developed an argument that supported one or more COAs But didn't make a compelling argument (2 marks)	Developed a Clear, concise, Argument and fully compared the alternative COAs (2 marks)
<b>Recommended course(s) of action (COA) (Creating) (5 marks)</b>	Did not come with a feasible counter-arguments (1 mark)	Offered an evaluation of the results but didn't choose a viable COA that would resolve the problem (1 mark)	

## Program Education Objectives Achievement Tools

Type of Assessment Tool	Assessment Tool	Assessment Criteria	Data Collection Frequency	Responsible Entity	Mapped PEO
Direct	Course performance	Number of Students Passed	Once every semester	Result processing(RP) unit of the institute	PEO-1, PEO-2, PEO-3, PEO-4, PEO-5
	Placement Record	Number of Students Placed	Once every year	Training and Placement Office of the institute	PEO-1, PEO-2, PEO-4
Indirect	Higher Studies Record	Number of Students opted for higher studies	Once every year	Department	PEO-1, PEO-2, PEO-3, PEO-5
	Entrepreneurship	No of students opted for their own venture	Once every year	Department	PEO-1, PEO-3, PEO-4
	Course outcome feedback of the students	Attainment of student attribute	Once every year	Department	PEO-1, PEO-2, PEO-3, PEO-4, PEO-5
	Employer Feedback	Performance Appraisal	Once every year	Working Organisation	PEO-1, PEO-2, PEO-3, PEO-5
	Exit Survey	Level of achievement	Once every year	Department	PEO-1, PEO-2, PEO-3, PEO-4, PEO-5

# Attainment of Programme Outcomes



## Attainment Threshold

CO s of all courses are assessed with the help of above mentioned assessment tools and attainment level is evaluated based on set attainment rubrics as per following table. If the average attainment of particular course for two consecutive year is greater than 80% of the maximum attainment value (i.e. 80% of 3=?) then for the particular course the current rubrics for attainment must be changed to analyze continuous improvement.

Assessment Method	Attainment Levels	
<b>Internal Assessment (Formative Assessment)</b>	Level 1	50% of the students scoring more than 40% and less than 60% marks in Internal Assessment tools
	Level 2	50% of the students scoring more than 60% and less than 80% marks in Internal Assessment tools
	Level 3	50% of the students scoring more than 80% and above in Internal Assessment tools
<b>University Assessment (Summative Assessment)</b>	Level 1	50% of the students scoring more than 40% and less than 60% marks in University Assessment
	Level 2	50% of the students scoring more than 60% and less than 80% marks in University Assessment
	Level 3	50% of the students scoring more than 80% and above in University Assessment

## Strategies for Learner Level

### For Slow Learners

- Document/record of remedial classes with timetable & attendance
- Specially designed assignment/task
- Student study group for peer to peer learning
- Individual Counseling
- Student helpdesk

### For Average Learners

- Additional assignment/task
- Encouraging for timely and effective completion of work
- Conduction of quiz, orals etc.
- Solving previous year University question papers and test papers
- Presentation on topics/case studies/mini projects

### For Advanced Learners

- Encouraging to present & publish papers in journals/conferences/competitions
- Guidance for competitive Examination
- Encouraging to participate in professional activities.
- Specially designed activities to improve the portfolio of students.
- Individual guidance for career building

**Note: Activities should be on continuous basis.**

## Basket of Assessment Tools

### Comprehensive Concurrent Evaluation Methods:

Course teachers shall opt for a combination of one or more CCE methods listed below.

Sr.No.	Group A (Individual Assessment) – Not more than 1 per course
1	Class Test
2	Open Book Test
3	Written Home Assignment
4	In-depth Viva-Voce

Sr.No.	Group B (Individual Assessment) – At least 1 per course
1	Case Study
2	Caselet
3	Situation Analysis
4	Presentations

Sr.No.	Group C (Group Assessment) – Not more than 1 per course
1	Field Visit / Study tour and report of the same
2	Small Group Project & Internal Viva-Voce
3	Model Development
4	Role Play
5	Story Telling
6	Fish Bowls

Sr.No.	Group D (Creative - Individual Assessment) – Not more than 1 per course
1	Learning Diary
2	Scrap Book / Story of the week / Story of the month
3	Creating a Quiz
4	Designing comic strips
5	Creating Brochures / Bumper Stickers / Fliers
6	Creating Crossword Puzzles
7	Creating and Presenting Posters
8	Writing an Advice Column
9	Library Magazines based assessment
10	Peer assessment
11	Autobiography/Biography
12	Writing a Memo
13	Work Portfolio

Sr.No.	Group E (Use of Literature / Research Publications- Individual Assessment) – Not more than 1 per course
1	Book Review
2	Drafting a Policy Brief
3	Drafting an Executive Summary
4	Literature Review
5	Term Paper
6	Thematic Presentation
7	Publishing a Research Paper
8	Annotated Bibliography
9	Creating Taxonomy
10	Creating Concept maps

<b>Sr.No.</b>	<b>Group F (Use of Technology - Individual Assessment) - Not more than 1 per course</b>
<b>1</b>	Online Exam
<b>2</b>	Simulation Exercises
<b>3</b>	Gamification Exercises
<b>4</b>	Webinar based assessment
<b>5</b>	Creating Webpage / Website / Blog
<b>6</b>	Creating infographics / infomercial
<b>7</b>	Creating podcasts / Newscast
<b>8</b>	Discussion Boards

\*\*\*\*\*

## About Zeal Institute of Management & Computer Application

ZIMCA is one of the finest center of management education excellence under the umbrella of Zeal Education Society and versatile leadership of Hon. Shri. S.M. Katkar (Founder director, ZES Pune) and Transformational leadership of Mr. Jayesh Katkar (Secretary, ZES Pune) Approved by AICTE, New Delhi, recognized by DTE Government of Maharashtra and affiliated to Savitribai Phule Pune University with intake of 120 students.

Since it's an establishment in 2009, ZIMCA, relentlessly working towards the path of excellence through its dynamic teaching – learning methodology.

ZIMCA is student centric participative and democratic management institute with an intensive focus to equip our student with a complete set of competencies both depth and breadth of knowledge, updated trends and analytical framework of courses beyond curriculum. Throughout the course of MBA program, emphasis is placed on improving employability quotient of young graduates, learners by developing business acumen and managerial competencies inclusivity ethics, principles and values based management creating competent business managers.

We, supplementing routine classroom teaching, with training and guidance from Industry experts and academicians in order to make the students to be well-rounded individuals. We give our students the extra edge' through continuous interaction with entrepreneurs, practicing managers and academic experts and periodic exposure to business organizations, surveys. Interaction with all these experts will not only elevate or thinking level but will also enable a cross fertilization of ideas and exchanges.

### Contact Us

-  Address: S.NO 39, Dhayari Road, Narhe, Pune, Maharashtra 411041, India
-  Phone: +(020) 67206041
-  Toll Free: 18002672667
-  Email: [zimca@zealeducation.com](mailto:zimca@zealeducation.com)
-  Office Timing Monday-Saturday 9am to 6pm

