



Excellence in Higher Education
AKSHAYA
COLLEGE OF ENGINEERING AND TECHNOLOGY
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OUTCOME BASED EDUCATION (OBE) MANUAL

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Abstract

Outcome Based Education (OBE) is a student-centric educational model that maps and measures students' performance at every stage of a programme. The OBE model adopted at Akshaya College of Engineering and Technology aims to maximize student learning outcomes by systematically developing their knowledge, skills and attitudes. This manual consolidates the institution's approach to OBE, describes the process of defining Vision & Mission, Programme Educational Objectives (PEOs) based on the Vision and Mission of the college, and the subsequent definition of Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs). It further explains how COs are mapped to POs/PSOs, the procedure used for computing CO and PO/PSO attainment through direct and indirect assessment, and the mechanism for continuous improvement based on attainment gaps.

1. Vision, Mission, Objectives and Quality Policy

Vision of the College

- Akshaya College of Engineering and Technology aspires to Emerge as a Premier Institute producing globally competent engineers.

Mission of the College

- IM1: Achieve Academic diligence through effective and innovative teaching-learning processes, using ICT Tools.
- IM2: Make students employable through rigorous career guidance and training programs.
- IM3: Strengthen Industry Institute Interaction through MOUs and Collaborations.
- IM4: Promote Research & Development by inculcating creative thinking through innovative projects incubation

Objectives

- Ensure a smooth transition from teacher-centric instruction to learner-centric processes.
- Develop a sense of ethics and social responsibility among students, faculty and staff.
- Deliver high-quality, industry-relevant education in a competitive global environment.
- Encourage creation, preservation and dissemination of knowledge across disciplines.
- Strengthen employability, higher-education readiness and entrepreneurial capability of graduates.

Quality Policy

Akshaya College of Engineering and Technology is committed to providing education of the highest standard that advances the frontiers of knowledge through teaching, research and consultancy, while inculcating moral, ethical and social values, so as to build a quality culture amongst all stakeholders - students, faculty, parents, employers and the community.

2. Outcome Based Education (OBE) - Overview

Outcome-Based Education (OBE) is an approach to education that organizes an institution's entire programmes and instructional efforts around clearly defined outcomes that students are expected to demonstrate on completion. Rather than focusing merely on delivery of content, OBE is a result-oriented, learner-centred model that evaluates whether graduates can apply acquired knowledge to real-world situations. Outcome-Based Education (OBE) is a learner-centered educational approach that emphasizes the achievement of clearly defined learning outcomes rather than focusing solely on content delivery or course completion. It is a results-oriented model designed to ensure that students acquire the knowledge, skills, and professional attitudes required to succeed in their chosen field and effectively apply them in real-world situations.

In the OBE framework, the expected competencies of graduates are identified in advance. These competencies are expressed as measurable learning outcomes that describe what students should know, understand, and be able to do upon successful completion of the programme. Throughout the programme, students are continuously assessed to determine the extent to which they have attained these outcomes, ensuring that teaching, learning, and assessment remain aligned with the intended educational objectives.

The successful implementation of Outcome-Based Education is supported by the following key elements:

- **Curriculum Design:** Development of a well-structured curriculum with clearly defined, measurable Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) that align with institutional goals and industry expectations.
- **Teaching–Learning Process:** Adoption of appropriate instructional strategies, learner-centric pedagogies, and experiential learning methods that facilitate the achievement of the specified outcomes.
- **Assessment and Evaluation:** Implementation of comprehensive assessment methods to measure students' attainment of the intended learning outcomes, supported by continuous evaluation and feedback for quality improvement.

Through systematic planning, effective teaching, and continuous assessment, OBE promotes academic excellence, enhances graduate employability, and supports continuous quality improvement in higher education.

OBE and Accreditation in India Since 13 June 2014, India has been a permanent signatory to the Washington Accord, recognizing the substantial equivalence of accredited engineering programmes among member countries. The National Board of Accreditation (NBA) mandates Outcome-Based Education (OBE) in technical institutions, and both NBA and the National Assessment and Accreditation Council (NAAC) accredit institutions based on OBE implementation to ensure global quality standards.

The OBE Cycle

OBE is implemented as a continuous, cyclical process comprising four stages:

- Course Outcomes are framed and aligned with Graduate Attributes, PEOs and POs/PSOs; the syllabus reflects the teaching-learning strategy and the assessment plan.
- The planned teaching-learning strategies are executed as per the course plan and academic calendar.
- Direct and indirect assessment tools are used to collect performance data and compute CO, PO and PSO attainment.
- Gaps identified through attainment analysis are addressed through revised targets, pedagogy or curriculum content for the next cycle.

Key Definitions

Course: A theory, practical, or theory-cum-practical subject studied in a semester (e.g., Signals and Systems).

Programme: The specialization or discipline of a degree is an interconnected arrangement of courses and co-/extra-curricular activities leading to the award of a degree (e.g., B.E./B.Tech.).

Programme Educational Objectives (PEOs): Broad statements describing the expected achievements of graduates in their careers, typically within three to five years of graduation.

Programme Outcomes (POs): Statements describing what students are expected to know and be able to do by the time of graduation; POs are aligned closely with NBA Graduate Attributes.

Programme Specific Outcomes (PSOs): Discipline-specific statements (usually two to four per programme) describing what graduates of a specific programme should be able to do.

Course Outcomes (COs): Narrower, measurable statements describing what learners can reliably demonstrate at the end of a course.

Graduate Attributes (GAs): Graduate Attributes are the knowledge, skills, values, and professional competencies that every student is expected to acquire upon successful completion of programme.

Assessment: The processes used by the institution to identify, collect and prepare data to evaluate achievement of COs, POs and PSOs.

Attainment: The extent to which a set target level for a CO/PO/PSO has been achieved, computed through direct and indirect assessment.

Benefits of OBE

- Improved student learning outcomes through clarity on what is expected.
- Increased accountability of faculty and the institution for the quality of education delivered.

- Better alignment of curriculum with workforce and higher-education requirements.
- More meaningful, criteria-referenced assessment and feedback.
- Personalized learning that is responsive to slow, average and advanced learners.

3. OBE Framework of the College

The adoption of the OBE framework at Akshaya College of Engineering and Technology spans the entire academic cycle and is organized under three phases, as summarized below.

Before the Start of Semester

- Assessment of faculty competency based on domain knowledge and preference.
- Course allotment based on competency and course preference forms.
- Preparation of course file, course plan and course outcomes, approved by HoD.
- Time-table preparation as per the academic calendar.

During the Semester

- Monitoring pace of syllabus coverage as per the course plan.
- Adherence to innovative, outcome-oriented teaching-learning pedagogy.
- Continuous internal evaluation (tests, assignments, seminars, tutorials).
- Measures to address slow learners and advanced learners.

End of Semester

- Conduct of end-semester examinations as per schedule.
- Assessment, evaluation and stakeholder survey administration.
- Computation of CO-PO/PSO attainment using direct and indirect assessment tools, and gap analysis.

3.a. Establishing Vision, Mission and PEOs

The Vision and Mission of a Department are formulated with reference to the College Vision and Mission, and PEOs are, in turn, derived from the Department Vision & Mission and the Program Outcomes is shown in Fig 1.

Committees Involved

Academic Advisory Committee (AAC): Chaired by the HoD, the committee comprises faculty members of the department, Industry Expert and Academic expert - responsible for formulating the Vision, Mission, and PEO statements.

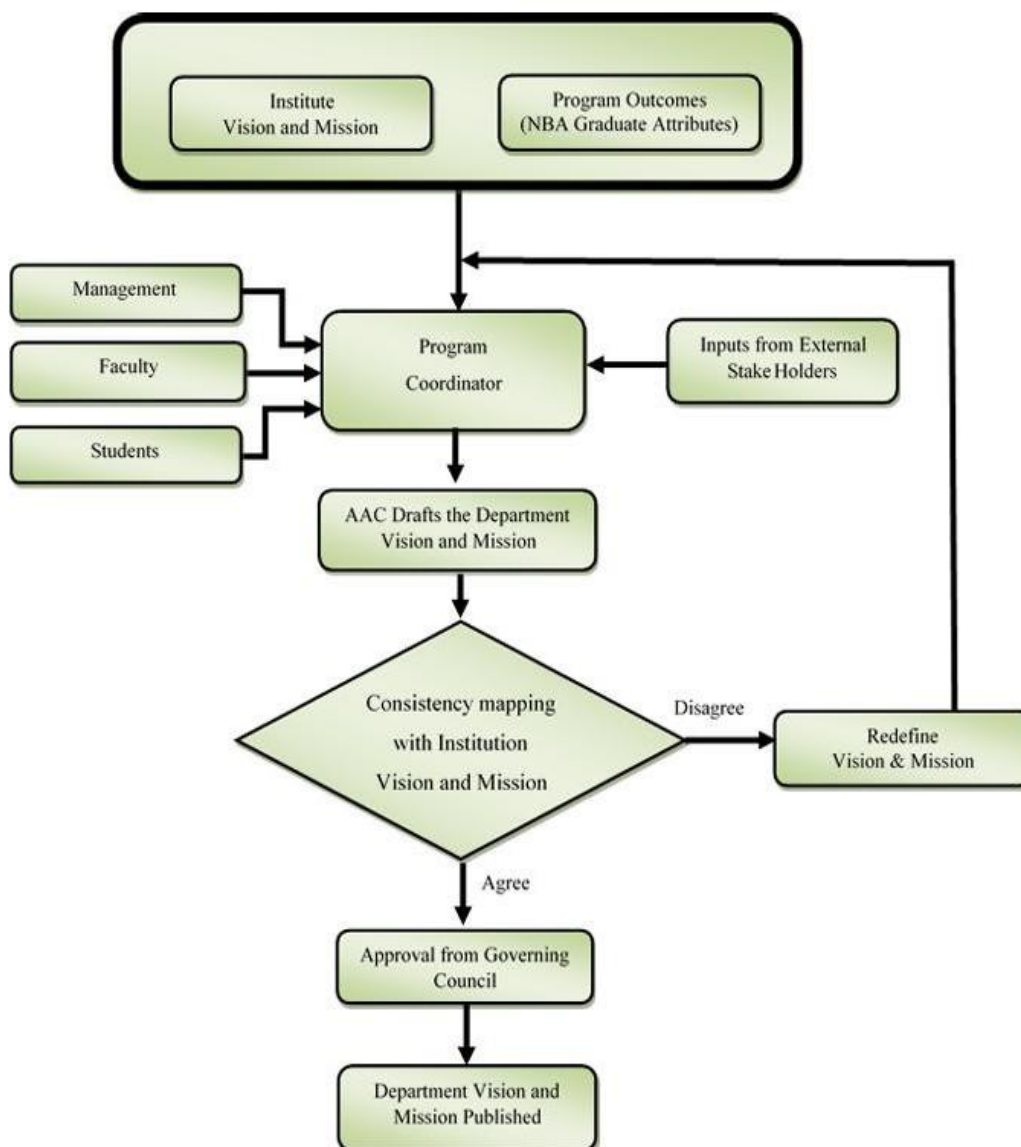


Fig 1: Process for defining Vision and Mission of the Department

Process for Defining PEOs

- Step 1: Programme Outcomes, and the Vision & Mission of the College and Department, are taken as the basic guide for stakeholder consultation.
- Step 2: The AAC collates stakeholder inputs and prepares the draft/revise PEOs, circulating them for further suggestions.
- Step 3: The Board of Studies deliberates on the inputs received and finalizes the PEOs.
- Step 4: The HoD of Department presents the PEOs and submits the final version to the Academic Council and Governing Council for approval and dissemination. The process is shown in Fig 2.

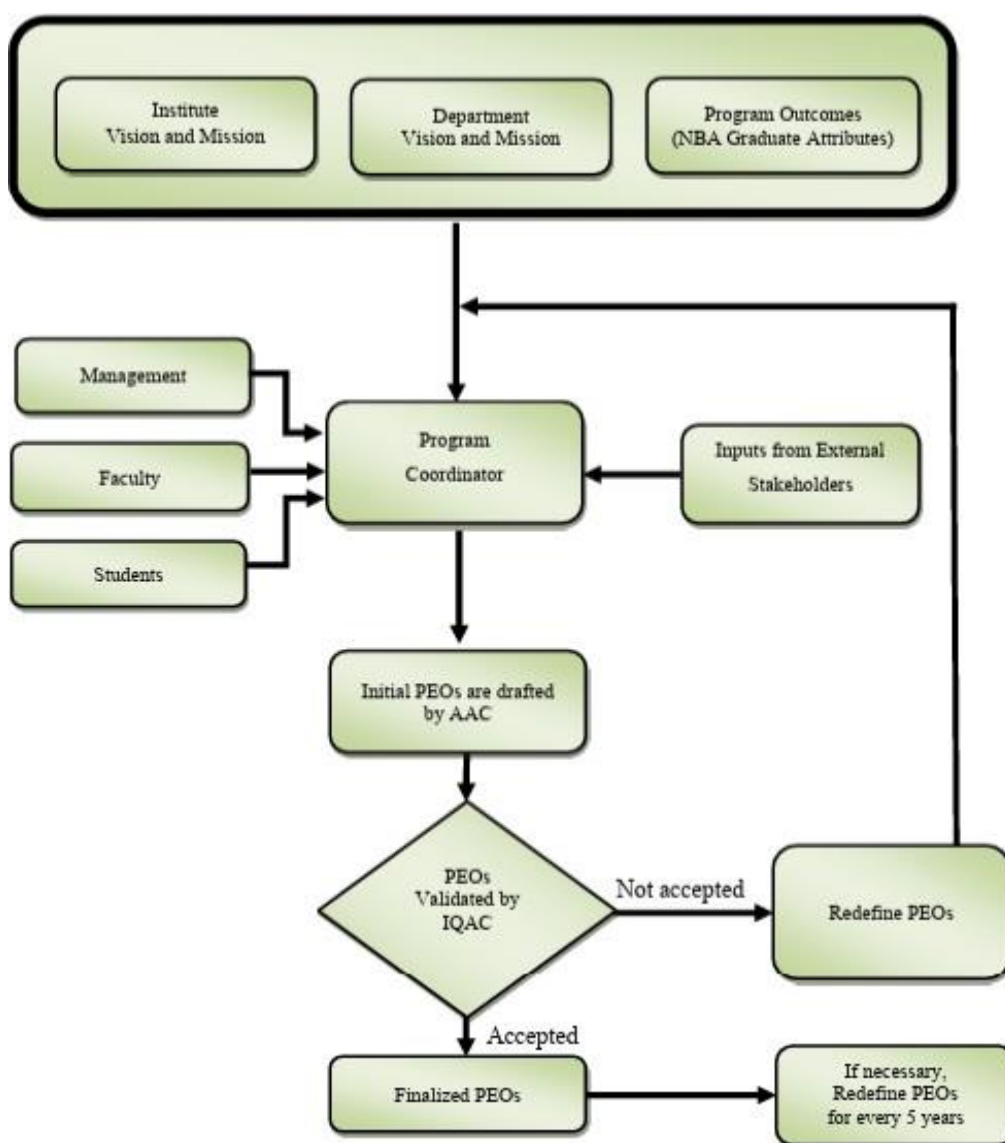


Fig 2: Process for defining the PEOs of the Department

Sample PEOs (Department of Electronics and Communication Engineering)

- PEO1: To provide students with a strong foundation in mathematics, basic sciences and core electronics and communication engineering principles.
- PEO2: To develop the ability to analyze, design and implement electronic and communication systems using modern tools, in order to address real-world engineering problems.
- PEO3: To enable graduates to pursue higher studies, research or a successful professional career, exhibiting effective communication, teamwork and leadership skills.
- PEO4: To inculcate ethical, social and environmental responsibility, and a commitment to lifelong learning.

3.b. Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs)

Programme Outcomes are narrower statements aligned with NBA Graduate Attributes describing what students are expected to be able to do by the time of graduation. The twelve POs adopted across all UG programmes of the college are given in Table 1.

Table 1: NBA Graduate Attributes – Program Outcomes

PO	Title	Description
PO1	Engineering Knowledge	Apply knowledge of mathematics, science, engineering fundamentals and an engineering specialization to the solution of complex engineering problems.
PO2	Problem Analysis	Identify, formulate, review research literature and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences and engineering sciences.
PO3	Design/ Development of Solutions	Design solutions for complex engineering problems and design system components or processes that meet specified needs with appropriate consideration for public health, safety, and cultural, societal and environmental considerations.
PO4	Conduct Investigations of Complex Problems	Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of information to provide valid conclusions.
PO5	Modern Tool Usage	Create, select and apply appropriate techniques, resources, and modern engineering and IT tools, including prediction and modelling, to complex engineering activities, with an understanding of the limitations.
PO6	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.

PO7	Environment and Sustainability	Understand the impact of professional engineering solutions in societal and environmental contexts, and demonstrate knowledge of, and need for, sustainable development.
PO8	Ethics	Apply ethical principles and commit to professional ethics and responsibilities and norms of engineering practice.
PO9	Individual and Team Work	Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
PO10	Communication	Communicate effectively on complex engineering activities with the engineering community and society, comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
PO11	Project Management and Finance	Demonstrate knowledge and understanding of engineering management principles and apply these to one's own work, as a member and leader in a team, to manage projects in multidisciplinary environments.
PO12	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.

Sample PSOs (Department of Electronics and Communication Engineering)

- PSO1: Apply the principles of analog and digital electronics, signal processing and communication systems to design and analyze electronic systems.
- PSO2: Develop competence in embedded systems, VLSI design and wireless/Rf technologies to build application-oriented and research-driven solutions.
- PSO3: Use modern hardware/software design and simulation tools (e.g., HFSS, MATLAB, embedded IDEs) to develop innovative products for industry and society.

Course Outcomes (COs)

- Course Outcomes are narrower statements describing what students are expected to know and be able to do at the end of each course/subject. They collectively contribute to the Programme Outcomes and are mapped to one or more POs/PSOs based on the extent of their influence. COs are more oriented towards subject content and are primarily framed by the course faculty in consultation with the HoD.

Guidelines for Writing Course Outcome Statements

- A well-written CO statement includes: an action verb (aligned to a Bloom's level), the subject content, the level of achievement expected, and (where relevant) the mode of performing the task. For example: "Design column splices and bases using structural analysis software to a competent level."

Each CO should satisfy the SMART criteria:

- **Specific:** Is the behaviour and its context precisely and concretely described?
- **Measurable:** Can the performance be observed and measured?
- **Achievable:** Can it be reasonably achieved with the effort and resources available?
- **Relevant:** Is it important and worthwhile to the learner and stakeholders?
- **Time-Bound:** Is there a clearly stated time frame for accomplishment (i.e., by end of course)?
- **Note:** If a laboratory is offered as a separate course with its own course code, separate Course Outcomes must be defined for it.

3.c. Revised Bloom's Taxonomy and Action Verbs for Course Outcomes

Revised Bloom's Taxonomy provides a common framework to define learning outcomes at varying cognitive levels. Cognitive levels are grouped into Lower Order Thinking (LOT: Remember, Understand, Apply) and Higher Order Thinking (HOT: Analyze, Evaluate, Create). Course Outcomes are framed using action verbs corresponding to the intended cognitive level (K1–K6), enabling outcomes to be stated in a manner that is observable and measurable. The Revised Bloom's Taxonomy – Cognitive Levels and Descriptions & Bloom's Taxonomy Levels and Action Verbs are shown in Table 2 and Table 3 respectively.

Table 2: Revised Bloom's Taxonomy – Cognitive Levels and Descriptions.

Bloom's Level	Cognitive Level	Description
L1: Remember (K1)	Knowledge	The ability to recall previously learned material/information.
L2: Understand (K2)	Comprehension	The ability to grasp the meaning of material.
L3: Apply (K3)	Application	The ability to use learned material in new and concrete situations.
L4: Analyze (K4)	Analysis	The ability to break material/concepts into component parts so that the organizational structure may be understood.
L5: Evaluate (K5)	Evaluation	The ability to judge the value of material/concept/statement for a given purpose.
L6: Create (K6)	Synthesis	The ability to put parts/subsections together to form a new whole idea/concept/information.

The Revised Bloom's Taxonomy is shown in Fig 3.



Fig 3: Revised Bloom's Taxonomy

Table 3: Bloom's Taxonomy Levels and Action Verbs

Level	Representative Action Verbs
Remember	Define, List, Label, Name, State, Recall, Match, Identify, Quote, Recognize
Understand	Describe, Explain, Discuss, Classify, Compare, Summarize, Interpret, Paraphrase
Apply	Solve, Demonstrate, Compute, Illustrate, Use, Operate, Sketch, Show, Apply
Analyze	Differentiate, Organize, Relate, Compare, Contrast, Distinguish, Examine, Test
Evaluate	Appraise, Argue, Defend, Judge, Select, Support, Value, Critique, Justify
Create	Design, Assemble, Construct, Conjecture, Develop, Formulate, Author, Investigate

Vague terms such as "know", "understand", "appreciate" or "be familiar with" are avoided in CO statements as they are difficult to observe or measure; the CO is instead framed with a precise, measurable action verb (e.g., "describe", "explain", "design").

3.d. Design and Revision of Curriculum

Programme curricula are designed/revised through the following sequence:

- College Vision and Mission → Department Vision and Mission.
- Draft POs, PSOs and PEOs prepared, incorporating inputs from benchmarking premier institutions and suggestions from stakeholders (students, alumni, employers, faculty, parents, industry experts).
- Finalized POs, PSOs and PEOs.
- Draft curriculum prepared and discussed/brainstormed by the HoD and faculty members.
- Course Outcomes framed for every course; syllabus finalized.
- Syllabus reviewed by the Department Advisory Committee, then the Board of Studies.
- Approval by the Academic Council and the Governing Council.
- On approval, curriculum and syllabus are finalized and disseminated; if not approved, the draft is revised and resubmitted for approval.

3.e. CO-PO/PSO Mapping

CO-PO/PSO mapping aligns each Course Outcome with the Programme Outcomes and Programme Specific Outcomes it contributes to, ensuring the curriculum collectively delivers the intended programme-level competencies. The process comprises:

- Identify Programme Outcomes and Programme Specific Outcomes.
- Define Course Outcomes for each course, aligned with Bloom's Taxonomy levels.
- Map each CO to the relevant PO(s)/PSO(s) - a CO may map to more than one PO, and a PO may be addressed by more than one CO.
- Assign a correlation level (3 – High, 2 – Medium, 1 – Low, "-" – No mapping) indicating the strength of contribution.
- Select assessment methods appropriate to the weightage assigned to each CO.
- Measure student attainment using the chosen assessment methods.
- Analyze results and revise the CO-PO/PSO mapping where required, as part of continuous improvement.
- Correlation Level Criteria for CO – PO/ PSO Mapping & Articulation Matrix (CO -PO/PSO Mapping) is shown in Table 4 & Table 5 respectively.

Table 4: Correlation Level Criteria for CO – PO/ PSO Mapping

Level	Criteria for Mapping (Keywords)
No mapping (-)	Keywords relate to Lower Order Thinking and are not related to the course or any PO.
Low (1)	A part of the PO is reflected through the keywords/action verbs used in the CO.
Medium (2)	A major part of the PO is reflected, and a moderate level of performance is expected from the student to achieve the PO.
High (3)	The exact action verb of the PO is used, and a critical level of performance is expected from the student to achieve the PO.

Table 5: Articulation Matrix (CO -PO/PSO Mapping)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1	3	3	2	2	1	-	-	-	-	-	-	1	2	1
CO2	3	3	2	2	1	-	-	-	-	-	-	1	2	1
CO3	3	3	-			-	-	-	-	-	-	1	2	1
CO4	3	3	-			-	-	-	-	-	-	1	2	1
CO5	3	3	-			-	-	-	-	-	-	1	2	1
Avg	3	3	2	2	1	-	-	-	-	-	-	1	2	1

3.f. CO-PO/PSO Attainment

Course Attainment provides evidence of PO/PSO attainment and is computed as a weighted combination of Direct Attainment (based on assessed student performance) and Indirect Attainment (based on stakeholder perception, primarily the Course End Survey). The Direct Assessment Tools for Course Attainment is shown in Table 6.

Table 6: Direct Assessment Tools for Course Attainment

Theory Courses	Laboratory Courses	Project Work
Continuous Internal Assessment Tests, Assignments and Seminars, End Semester Examination	Model Practical Examination, End Semester Laboratory Examination.	Mini Project Major Project

Indirect Assessment Tool

- Course End Survey - administered to students at the end of every course to capture their perception of CO attainment.

Computation Formula

Direct CO Attainment: 20% of the CIA (Continuous Internal Assessment) Average Attainment Level + 80% of the ESE (Semester End Examination) Average Attainment Level.

PO/PSO Attainment (per CO):

- Weighted average value of PO/PSO correlation levels in the CO-PO/PSO matrix, multiplied by the CO Attainment level, normalized on a scale of 1 to 3.

Overall PO/PSO Attainment

- **Direct Attainment:** Average of PO/PSO attainment (Course–PO/PSO matrix) across all courses contributing to a PO/PSO.
- **Indirect Attainment:** Computed from stakeholder surveys - Graduate Exit Survey, Alumni Survey, Employer Survey - each question mapped to the relevant PO/PSO and its corresponding weightage is shown in Table 7.
- **Total Attainment:** 80% Direct Attainment + 20% Indirect Attainment.

Table 7: Indirect Assessment Weightage

Assessment Component	Weightage
Indirect Assessment - Graduate Survey	50%
Indirect Assessment - Employer Survey	25%
Indirect Assessment - Alumni Survey	25%

4. Assessment Tools - Direct and Indirect Methods

Assessment tools used to evaluate the achievement of Course Outcomes are categorized as Direct and Indirect methods.

Direct methods: Student's knowledge and skills through actual performance - continuous assessment tests, semester examinations, assignments, laboratory records and project evaluations. These provide strong, first-hand evidence of student learning.

Indirect methods: such as surveys, ask stakeholders (students, alumni, employers, parents and faculty) to reflect on the graduate's knowledge, skills and attitudes.

Assessment Tools and their Evaluation Process is depicted in Table 8.

Table 8: Assessment Tools and their Evaluation Process

Assessment Tool	Frequency	Assessed By	Reviewed By
Continuous Assessment Test	2 Times / semester	Course Faculty	Exam Cell, HoD
Assignment/Seminar	1–2 Times / Semester	Course Faculty	Course Faculty
End Semester Examination	Once/semester	Institution Exam Cell	Institution Exam Cell
Lab / Practical Examination	Once / Semester	Course Faculty, Exam Cell	HoD, Exam Cell
Alumni / Employer / Graduate Survey	Yearly once	HoD	HoD, AAC
Graduate Exit Survey	Yearly, post-graduation	HoD	HoD, AAC

5. Measures for Continuous Improvement

- The Programme Educational Objectives (PEOs), Programme Specific Outcomes (PSOs), and Programme Outcomes (POs) collectively guide curriculum development. Following approval by the Academic Advisory Bodies, the curriculum is implemented through the teaching learning process. Subsequently, the attainment of Course Outcomes (COs), POs, and PSOs is evaluated.
- If the prescribed attainment targets are not achieved, appropriate corrective measures such as revising the curriculum content, enhancing teaching learning methodologies, and improving assessment strategies are implemented. When the attainment targets are achieved, the institution focuses on sustaining and further enhancing the outcomes is presented in Fig 4.

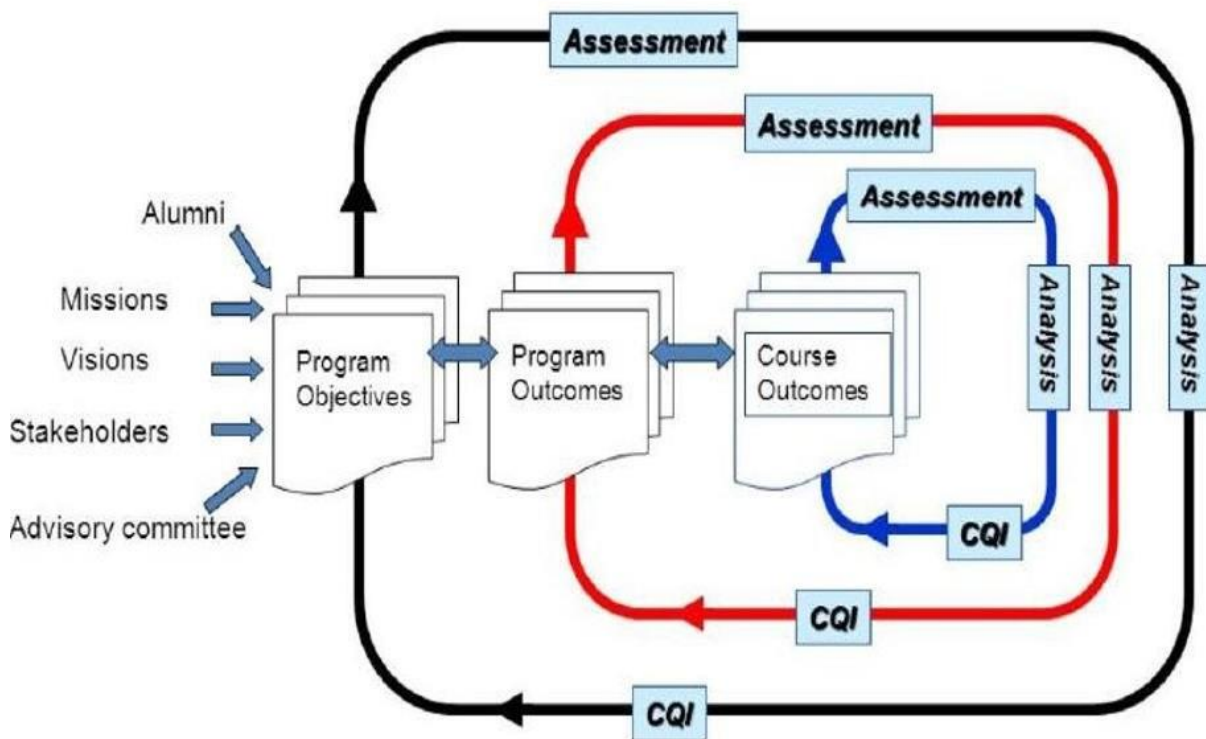


Fig 4: OBE Loop Closure Chart for Continuous Improvement

PO/PSO Attainment and Continuous Improvement

- Where a PO is attained highly through a set of courses, higher-order-thinking (HOT) activities are introduced to further stretch student capability.
- Where a PO is not attained, the concerned courses are identified, and immediate improvement measures - remedial teaching, revised pedagogy, additional assessment — are planned, guided and monitored by the HoD.
- Activities conducted (workshops, industrial visits, certifications, etc.) are critically assessed for impact and revised as needed.

6. Strategies for Slow, Average and Advanced Learners

Slow Learners

- Remedial classes and bridge courses.
- Specially designed assignments/tasks at a reduced complexity level.
- Peer-to-peer learning through student study groups.
- Individual mentoring.
- Average Learners
- Additional assignments/tasks to reinforce concepts.
- Encouragement for timely and effective completion of coursework.
- Quizzes, oral assessments and group discussions.
- Practice with previous years' university/autonomous question papers.
- Presentations on technical topics, case studies and mini-projects.

Advanced Learners

- Encouragement and mentoring to publish papers in journals/conferences.
- Guidance for GATE and other competitive examinations.
- Participation in professional society activities, hackathons and competitions.
- Specially designed activities to strengthen student portfolios (certifications, projects, internships).
- Individual career-guidance and higher-studies counselling.

7. Stakeholder Feedback Instruments

Akshaya College of Engineering and Technology administers structured feedback instruments to internal and external stakeholders as part of indirect assessment. Each instrument captures satisfaction/perception on a five point scale (Excellent / Very Good / Good / Fair/ Poor) and, where applicable, maps individual questions to specific POs/PSOs for attainment computation. The instruments maintained by the HoD includes:

- Student Feedback Form - curriculum, teaching, learning and evaluation.
- Faculty Feedback Form - syllabus suitability, resources, freedom to innovate, support for slow/advanced learners.
- Alumni Feedback Form - curriculum relevance to the programme, placement/higher-studies support, suggestions for course additions/removals.
- Employer Survey - performance and capability of recruited graduates.
- Academic Expert / Industry Expert Feedback Form - appropriateness and currency of curriculum, scope for research-inclusive teaching.
- Graduate Exit Survey - self-assessment by graduating students against PEOs and Graduate Attributes.

Conclusion

Outcome-Based Education (OBE) is a learner-centric and continuously evolving educational framework that forms the foundation of quality assurance and accreditation processes such as NBA and NAAC in technical education. At Akshaya College of Engineering and Technology, the OBE framework integrates the Vision and Mission of the Institution, Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) into a structured system of curriculum design, teaching learning, assessment, and outcome evaluation. Through systematic CO - PO/PSO mapping, attainment analysis, and continuous monitoring, the institution ensures that academic programmes remain aligned with its Vision and Mission. The attainment results are periodically reviewed to identify gaps, implement corrective actions, and monitor improvements each academic cycle.



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