

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Outcome Based Educational Practice (Programme outcome, Course Outcome, and

Curriculum mapping)” 1. Introduction: The emphasis of education is given

to skills, competencies, and attitude along with communication skills

apart from theory knowledge. Hence, the academic programs must spell out

clearly the objectives and expected outcome (PO). The courses of a given

program under CBCS must be specific and target-oriented to achieve the

expectations of a graduand. Hence, they must spell out course objectives

and outcomes (CO). MSRCASC as an affiliated college implemented it in

their existing curriculum. As a distinctive step, the teachers and

students are oriented towards PO, CO, and Curriculum Mapping approach. 2.

Objectives ? To inculcate the concept of Outcome-Based Education amongst

students and faculty by enriching the curriculum with well-defined PO-COs

and their curricular mapping. ? To give emphasis to the blend of

knowledge, skills, competencies, scientific temper, analytical ability,

the spirit of inquiry, research bent of mind, communication

skills, attitude, and values – ethics in curricular transactions and

evaluations. ? To enhance the curriculum by offering Value-added/Add

courses and encourage students to achieve overall academic excellence. 3.

Implementation strategy and Process Although the University of Calcutta

prescribes the syllabus, has not yet developed any COs and POs. However,

the MSRCASC has prescribed PO-COs for programs at their departmental

level. Workshops are conducted to prepare the faculties to understand the

significance of outcome-based education and its achievement. Course

outcomes are stated in the master session plan. PO-COs are made available

on a website to the faculty members and students. The students are inducted about PO-COs during the orientation program and Value added courses are offered. The schemes of objective evaluation of PO-CO during Continuous Internal Assessment are also made known to students. Program outcome assessment committees assess the level of attainment of PO-CO. The learning outcomes are prepared using Bloom's taxonomy and outcomes are complex declarative sentences that will clearly describe the student expectations such as knowledge, skills, and competencies acquired after completion of the course. The mapping and attainment of POs and COs are carried out using Institution ERP.

4. Challenges Faced ? To train the faculties to adhere to the changes made by following outcome-based education in developing COs and POs which is not mandated by the parent University. ? Time constraint in offering value-added programs along with the regular semester scheme. ? Developing tailor-made ERP to accommodate PO- COs mapping and its attainment.

5. Outcome and Impact ? Significant improvement in pass percentage, centum scorers, and University Rank holders ? Enriched curriculum and innovative curricular delivery and transaction on par with industry expectations/requirements ? Increase in student enrollment for value addition courses ? Transparent and robust assessment and evaluation of Internal Assessment with the help of well-defined POs and COs. Self-evaluation by students is also enhanced. ? Increase in the number of placement of students due to understanding of outcome-based learning. ? Exposure to comprehensive outcome-based education to all the faculties and students of the institution.