

Attainment of Course Outcomes (CO), Program Outcomes (PO), and Program Specific Outcomes (PSO)

Assessment of Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs) is indeed crucial in the academic context. It serves multiple important purposes:

1. **Evaluating Student Learning:** The primary goal is to determine whether students have achieved the desired learning outcomes and objectives. This ensures that the educational program is effective in imparting the necessary knowledge and skills.
2. **Continuous Improvement:** Regular assessment allows for continuous monitoring and improvement of the teaching and learning processes. Based on assessment results, educators can identify areas that need enhancement and make informed decisions to improve curriculum design, instructional strategies, and assessment methods.
3. **Accountability and Transparency:** It provides a transparent and accountable mechanism to demonstrate the effectiveness of the educational program to stakeholders, including students, parents, accrediting bodies, and employers.
4. **Alignment with Industry and Accreditation Standards:** Assessment helps in aligning the educational outcomes with industry requirements and accreditation standards. This ensures that graduates are well-prepared for the workforce and that the program meets the criteria set by accrediting bodies.
5. **Feedback Mechanism:** It serves as a feedback mechanism for both students and faculty. Students receive feedback on their performance, which can guide their learning and improvement. Faculty receive feedback on their teaching effectiveness and curriculum design.
6. **Evidence-Based Decision Making:** Assessment data provides evidence for making informed decisions about program development, resource allocation, and policy formulation. It supports a data-driven approach to enhance educational quality and student success.

In summary, the assessment of COs, POs, and PSOs is integral to ensuring the quality and effectiveness of educational programs. It supports a systematic approach to teaching, learning, and evaluation, ultimately contributing to the academic and professional success of students.

Section I

Process Involved in CO Defining and CO-PO-PSO Mapping

1. Curriculum Alignment:

- The college, being affiliated with the University of Kalyani, follows the curriculum developed by the affiliating university.

2. Mapping Procedures:

- Departments develop procedures for mapping Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs) based on the university curriculum. Using the action verbs of Bloom's Taxonomy levels, COs are designed to articulate what students are expected to know and be able to do at the end of each course. These CO statements are related to the skills, knowledge, and behavior that students will acquire through the course. After drafting the CO statements, they are mapped with the relevant POs and PSOs.

3. Attainment Process:

- There is a well-defined process for attaining COs and POs/PSOs within the organization. The attainment process includes both direct and indirect assessment, with an 80% weightage given to direct assessment and 20% to indirect assessment.

4. Mapping and Assessment Tools:

- The mapping of COs with POs/PSOs and the selection of assessment tools with rubrics are usually decided by the departmental teachers in consultation with the academic subcommittee of the college.

5. Direct Assessment:

- Direct assessment of POs/PSOs is defined as the cumulative assessment of COs, as reflected in the marks obtained by the students in various internal and University examinations.

6. Indirect Assessment:

- Indirect assessment involves qualitative methods to obtain reflections on students' perceptions of their achievement of POs/PSOs, typically through feedback mechanisms.

Section II

Assessment of COs, POs, and PSO

The assessment process takes place at the following levels:

1. Direct Attainment 2. Indirect Attainment

Direct Assessment:

Section II A: Course-Level Assessment

- Course outcomes (COs) are prepared using action verbs from Bloom's Taxonomy.
- Various assessment processes gather data for evaluating COs through cumulative internal examinations and semester-end examinations.
- CO attainment levels are measured based on the results of these examinations, with 20% weightage given to cumulative internal examinations and 80% to semester-end examinations.

Data Sources for Course-Level Assessment:

1. Internal (Mid) Examinations conducted by the college:

- One mid-semester and one end-semester internal examination are conducted by the college each semester as per university-prescribed norms.

2. Mandatory Internal Project:

- A mandatory environmental project is carried out by all first-year students (in SEM I or SEM II) under departmental supervision as part of the university curriculum.

B: University Examinations conducted at external centers

3. Semester-End University Examination:

- Conducted by the affiliating university in external centers, these 3-hour exams cover the entire course syllabus.
- Exam scripts are checked by external examiners recommended by the Board of Studies (BOS) and appointed by the Controller of Examinations of the affiliating university.

- Marks from these exams assess the overall course attainment level, with a minimum score of 30% required for attainment.

4. Semester-End Practical Examinations:

- For lab-based departments, lab exams are conducted with an external examiner and the internal faculty member.
- These 3-hour exams cover the entire lab syllabus, and a minimum score of 40% is required for attainment.

5. Semester-End Project Work/Internship Marks:

- Included in the final-year curriculum of a few departments (seventh or eighth semester).
- Project work/internship exams are 3 hours long, with students demonstrating and presenting their work.
- A minimum score of 40% is required for attainment.

Section IIB: Programme-Level Assessment

Assessment of Programme Learning Outcomes (POs) and Programme Specific Outcomes (PSOs) is conducted using both direct and indirect methods. These methods include comprehensive examinations, rubrics, surveys, and other tools designed to measure specific learning outcomes and the desired emphasis during the programme delivery as prescribed in the course curriculum.

1. Direct Assessment Method (80%)

Direct assessment methods focus on enhancing student knowledge and skills through cumulative internal examinations and semester-end examinations. This method involves objective measurements to evaluate whether students have achieved the expected outcomes. Method of assessment and outcome have been discussed in the previous section.

2. Indirect Assessment Method (10%)

Indirect assessment involves qualitative methods to evaluate students' perceptions of their achievement of the programme outcomes. Feedback mechanisms, such as surveys, gather data on student perceptions of their learning and the value placed on this learning by various stakeholders. Indirect assessments measure implicit qualities of student learning, such as values, perceptions, and attitudes, from multiple perspectives.

Graduate Exit Survey

The Graduate Exit Survey is one of the tools used for indirect assessment. Below is a sample Graduate Exit Survey form used by Krishnagar Women's College to assess the attainment of POs, PSOs, and COs:

KRISHNAGAR WOMEN'S COLLEGE
Questionnaire to Assess Attainment of PO, PSO & CO
**Subject Combination.....

Are the Programme Outcomes and Course Outcomes displayed on the college website?	Yes	No	
Did you read the outcomes of the programme before taking admission?	Yes	No	
I have learned what I expected from the programme	Strongly agree	Moderately Agree	Disagree
The college provided ample opportunities to learn all the skills that you expected	Strongly agree	Moderately Agree	Disagree
The laboratories were adequately equipped for the attainment of Course Outcomes	Strongly agree	Moderately Agree	Disagree
The teachers provide sufficient knowledge to develop Skills	Strongly agree	Moderately Agree	Disagree

- Give one suggestion on how the Course and Programme Outcomes can be better attained: [Your suggestion]

Apart from the educational outcome, two more factors viz, placement/ vertical upgradation to higher studies and the student's participation in various outreach activities conducted by the college are also considered while preparing the individual attainment profile of the students.

Department of Philosophy

Programme Outcome (PO) and Course Outcome (CO) of General Higher Education in Philosophy

Programme Educational Objectives (PEO): These are statements that refer to what the graduates are expected to do within a few years of graduation.

Programme Outcomes (PO): These are the broad statements about the Knowledge, Skills and Attitude a graduate develops on completion of the programme.

Programme Specific Outcomes (PSO): These are programme-specific statements that refer to what a student should know and be able to do on completion of the programme.

Course Outcomes (CO): These statements refer to the knowledge and skill the students attain on completion of the course.

Mapping: Mapping may be defined as quantifying the relationship between various elements of OBE. For the calculation of CO attainment, each activity needs to be mapped to the COs, using an appropriate scale. A four-point scale starting from 0 to 3 may be used to map the strength. Similarly, COs are mapped to the POs and PSOs.

Attainment: In OBE, Attainment is the score of a student or class or institution, against a certain outcome, on the same scale used for mapping.

Programme Outcome (PO) in Philosophy

PO1. Critical Thinking & Reasoning: These areas improve reasoning and critical skills, teaches how to ask good questions from the basic information available. Moreover, they have the opportunity to test to what extent the assumptions developed by them are close to the reality. This will lead them to take decisions on various issues pertaining to knowledge system, logic, ethics, contemporary issues related to everyday life.

PO2. Knowledge System: It is the foundation of all system in Philosophy and when utilized properly, can provide us with huge benefits both in Western and Indian context. The areas which may be mentioned as having relation with effective communication. Here is the scope for a student to get connected with the people hailing from different philosophical arenas and address their multi-dimensional problems. Students have the chance to get connected with truth and reality.

PO3. Awareness of Social Structure: Social interaction is possible while going through the subject areas like Indian & Western philosophy, contemporary Indian philosophy, ethics, socio-political philosophy, psychology etc. Here students may get well versed with the views of different social structure and ideologies. They also get the opportunity to develop logic and reasoning to agree or disagree with matter.

PO4. Ethics & Value Based Learning: The study of Ethics helps a student to gain the ability so that they can make themselves to become a proper social being. This aspect enables them to develop an insight into the intricacies of the subject and prepare them for more advanced level of thinking. Students also know the basic values for sustaining, overcome from dilemmas by taking appropriate decision according to the need of the situation.

PO5. Environment and Sustainability: It's the most practical by far because it teaches to think critically and evaluate arguments and truth claims not only for present but for future sustainability. To understand this aspect ancient Vedic literature, socio-political philosophy, practical ethics, Contemporary Indian Philosophy pertaining Environmental Issues in Philosophy are the branches which provide immense opportunity.

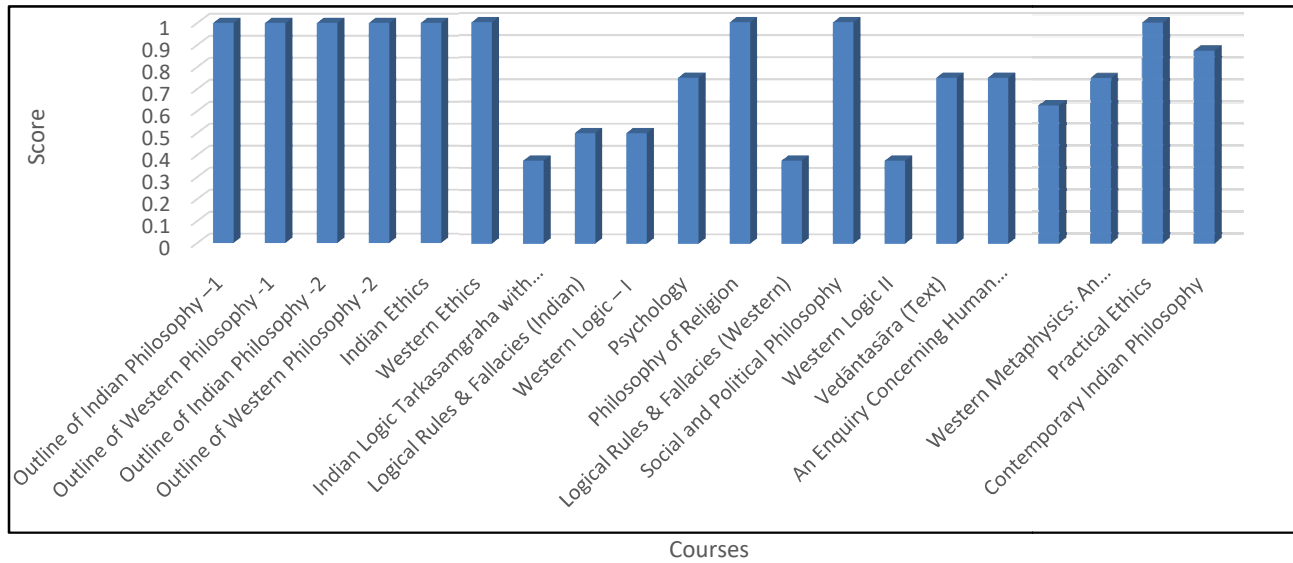
PO6. Application of Value Based Approach for Wellness: Each and every content of Philosophy with their applications embracing value, reasoning and critical thinking heavily supportive towards this motto.

PO7. Idyllic view of Unity in Diversity: The study of Philosophy itself is an example of the Idyllic view of unity in diversity. From Indian to western, ancient to contemporary, the content of philosophy is ideal for embracing the ethos of unity in diversity, projects variations of an ideology and the cultural milieu states about multiple diversifications. At the end all aspects belong to Philosophy and that generates a feeling of unitedness.

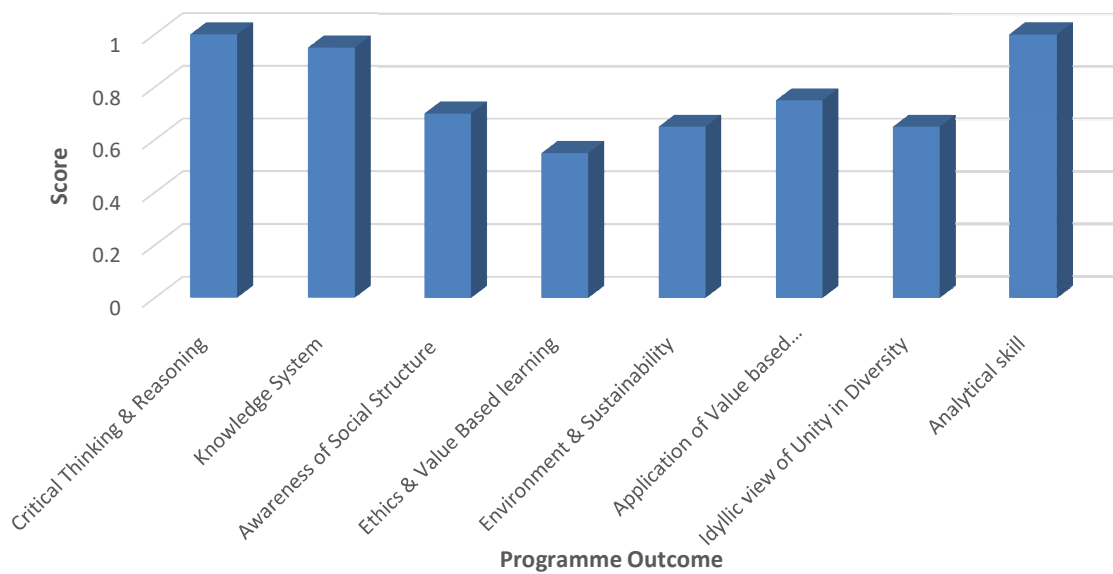
PO8. Analytic Skill: The content of Philosophy develops the ability to think logically, to analyse and solve problems, to assess proposed solutions, to write and speak clearly, attending to details. The study of Logic enriches one's thinking skill and sharpens one's analytical abilities. It equips students to grasp the different issues discussed in mathematics, science etc.

Programme outcome(PO) Philosophy										
Course outcome (CO)	Papers	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO ATTAINMENT
		Critical Thinking & Reasoning	Knowledge System	Awareness of Social	Ethics & Value Based learning	Environment & Sustainability	Application of Value based approach for	Idyllic view of Unity in Diversity	Analytical skill	
CC1	Outline of Indian Philosophy –1	1	1	1	1	1	1	1	1	1
CC2	Outline of Western Philosophy -1	1	1	1	1	1	1	1	1	1
CC3	Outline of Indian Philosophy -2	1	1	1	1	1	1	1	1	1
CC4	Outline of Western Philosophy -2	1	1	1	1	1	1	1	1	1
CC5	Indian Ethics	1	1	1	1	1	1	1	1	1
CC6	Western Ethics	1	1	1	1	1	1	1	1	1
CC7	Indian Logic Tarkasamgraha with Dīpikā	1	1	0	0	0	0	0	1	0.375
SEC1	Logical Rules & Fallacies (Indian)	1	1	0	0	0	1	0	1	0.5
CC8	Western Logic –I	1	1	0	0	0	1	0	1	0.5
CC9	Psychology	1	1	1	0	1	1	0	1	0.75
CC10	Philosophy of Religion	1	1	1	1	1	1	1	1	1
SEC2	Logical Rules & Fallacies (Western)	1	1	0	0	0	0	0	1	0.375
CC11	Social and Political Philosophy	1	1	1	1	1	1	1	1	1
CC12	Western Logic II	1	1	0	0	0	0	0	1	0.375
DSE1	Vedāntasāra (Text)	1	1	0	1	0	1	1	1	0.75
DSE2	An Enquiry Concerning Human Understanding (Text)	1	1	1	0	1	1	0	1	0.75
CC13	Western Epistemology An Introduction to Philosophical Analysis - John Hospers	1	1	1	0	0	0	1	1	0.625
CC14	Western Metaphysics An Introduction to Philosophical Analysis - John Hospers	1	1	1	0	1	0	1	1	0.75
DSE3	Practical Ethics	1	1	1	1	1	1	1	1	1
DSE4	Contemporary Indian Philosophy	1	0	1	1	1	1	1	1	0.875
PO ATTAINMENT		1	0.95	0.7	0.55	0.65	0.75	0.65	1	

Overall Programme Outcome



Characteristics of Programme Outcome



COURSE OUTCOME 2021-22
ProfileMappingofindividualstudents:2021-22

Sl. No.	NAME	REG_NO	REG_YR	ACT_PERC	Academic outcome (weight=80)	Progression (Weight=5)	Out reach performance (Weight=3)	Feedback (12)	Total Score
1	Barnali Ghosh	021332	2019-2020	64.49%	51.592	0	2	11	64.592
2	Barnali Ghosh	021333	2019-2020	78.22%	62.576	0	2	11	75.576
3	Bidisha Das	021334	2019-2020	72.70%	58.16	5	3	12	78.16
4	Ishani Nandi	021335	2019-2020	64.76%	51.808	5	3	11	70.808
5	Khalida Khatun	021339	2019-2020	75.08%	60.064	5	3	12	80.064
6	Lipika Das	021340	2019-2020	64.97%	51.976	0	2	11	64.976
7	Megha Das	021341	2019-2020	72.11%	57.688	0	2	11	70.688
8	Mouna Laha	021342	2019-2020	72.05%	57.64	5	3	12	77.64
9	Payel Pal	021344	2019-2020	72.76%	58.208	0	2	11	71.208
10	Rimpa Adhikary	021345	2019-2020	65.57%	52.456	0	0	11	63.456
11	Riti Biswas	021348	2019-2020	66.38%	53.104	0	2	11	66.104
12	Riya Saha	021349	2019-2020	62.70%	50.16	5	3	12	70.16
13	Sampriti Ganguly	021350	2019-2020	70.59%	56.472	5	3	12	76.472
14	Sayantani Singha	021351	2019-2020	71.46%	57.168	5	3	12	77.168
15	Soumi Roy	021354	2019-2020	70.32%	56.256	0	0	11	67.256
16	Sudipta Ghosh	021355	2019-2020	62.65%	50.12	0	2	11	63.12
17	Surobhi Mondal	021356	2019-2020	63.89%	51.112	0	0	11	62.112
18	Swaranika Ghosh	021357	2019-2020	63.89%	51.112	5	3	11	70.112
19	Trishna Kar	021358	2019-2020	74.32%	59.456	5	3	12	79.456

Profile Mapping of individual students (2021-2022)

