



2.6.2: Attainment of POs and COs are evaluated

The Course Outcomes (COs) represent the described level of knowledge and skills the students can acquire at the end of the course. COs have been thoughtfully defined for all courses across the various programs being offered. The Course outcomes of all courses offered are prepared by the respective course instructor at the start of the semester and uploaded on the college website. The course instructor maintains a teaching plan in which around five to six-course outcomes re written based on the requirements. It should be measurable and maps across relevant cognitive levels of Bloom's taxonomy. The introductory lectures planned for all courses are meant for communicating the COs to the students by the course instructor. POs from graduate attributes mapped with Cos verifies with College academic committee members. The CAC minutes will be discussed and gets approval from the department advisory board committee. The Program Outcomes (POs) which are based on Graduate attributes are circulated amongst all graduates, stakeholders and are significantly displayed on Department notice boards, laboratories, classrooms, college brochures and also the institute website. National Board of Accreditation has defined 11 POs derived from the graduate attribute thus maintaining with the slight modification required for the respective department across all branches of Undergraduate Program in Pharmacy. Workshops, seminars, FDPs have been conducted to educate the teachers about outcome-based education and its implementation. Program Specific Outcomes (PSOs) and Program Educational Objectives (PEOs) have been defined and stated after much debate and involvement of the stakeholders. This has been done for all undergraduate programs being offered in the institute. It is also displayed on the institute website along with the POs. In our institution, every faculty member understands the concept of Outcome-based education and conscientiously tries to ensure that outcome attainments are met.




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