PO- PSO- CO ASSESSMENT AND ATTAINMENT POLICY

Vision:

"Vidya Param Daivatam" The college vision refers to the knowledge. Knowledge has a divine quality and power. College believes that knowledge is the most powerful. It has a power to remove the darkness or ignorance from the society. College also believes that 'Vidya' (Knowledge) has a great power to eradicate all barriers in the way of the development. The institution at the same time has a vision of development by considering the expected challenges in the future. The vision is to impart skill oriented education to our students to make them perfect by all respect. College has decided to transform them into nation building character.

Mission:

1. Our main goal is to serve the rural population and project every rural youth as the most competent individual with upto date knowledge.

2. Our dream is to uplift the rural youth in all respects.

3. Our prime objective is to impact higher educational facilities to the public in general and the residents of Indapur taluka in particular.

4. Our aim is to bring the girl students of this area into the main stream of Higher Education.

Graduate attributes

The graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a graduate through studies at the higher education institution (HEI) such as a college or university. The graduate attributes include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies, performing well in a chosen career and playing a constructive role as a responsible citizen in the society. The graduate attributes define the characteristics of a

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student's university degree programme(s), and describe a set of characteristics/competencies that are transferable beyond study of a particular subject LOCF and programme contexts in which they have been developed. Graduate attributes are fostered through meaningful learning experiences made available through the curriculum, the total college/university experiences and a process of critical and reflective thinking. The learning outcomes-based curriculum framework is based on the premise that every student and graduate is unique. Each student or graduate has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students while at the higher education institutions help develop their characteristic attributes. The graduate attributes reflect both disciplinary knowledge and understanding, generic skills, including global competencies that all students in different academic fields of study should acquire/attain and demonstrate. Some of the characteristic attributes that a graduate should demonstrate are as follows:

- **Disciplinary knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.

- **Communication Skills:** Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.

- **Critical thinking:** Capability to apply analytic thought to a body of knowledge; analyses and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify

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relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.

● **Problem solving:** Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.

● **Analytical reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyses and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.

● **Research-related skills:** A sense of inquiry and capability for asking relevant/appropriate questions, problematizing, synthesizing and articulating; Ability to recognize cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyses, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation.

● **Cooperation/Team work:** Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

● **Scientific reasoning:** Ability to analyses, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences LOCF 4 from an open-minded and reasoned perspective.

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- **Reflective thinking:** Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.

- **Information/digital literacy:** Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.

- **Self-directed learning**: Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.

- **Multicultural competence:** Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.

- **Moral and ethical awareness/reasoning:** Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behavior such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.

- **Leadership readiness/qualities:** Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.

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● **Lifelong learning:** Ability to acquire knowledge and skills, including „learning how to learn", that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

(Graduate attributes: https://www.ugc.gov.in/pdfnews/4598476_LOCF-UG.pdf)

Program Outcomes (POs):

They serve as a representation of the knowledge, abilities, and attitudes that students should possess upon completing an undergraduate or post graduate curriculum. The programme outcomes and graduate qualities are compatible. The institute has established POs, PSOs, and

COs to guarantee thorough understanding of programme and courses, since these are essential for the student's future successful career.

The details of POs/PSOs and COs can be found on following link - www.asccindapur.com

Attainment of Course and Programme outcomes:

According to SPPU rules, the institution uses formative and summative approaches to evaluate students learning levels. The evaluation of course outcome achievement is done directly. Unit Tests, Tutorials, Quizzes, and Assignments are direct evaluation options for theoretical courses. The evaluation of laboratory courses is based on performance, skills, group projects, participation, comprehension, oral presentations, journal writing, and on-time seminar and assignment submission.CO assessment is done at both the class and individual student levels for every subject.

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Evaluation of CO-PO attainment:

The creation of evaluations is the initial stage. The staff members design several exams to gauge the effectiveness of theoretical and practical training. The table below shows how the assessment tasks and questions are related to the course outcomes.

	Marks Assigned					Max. marks
	Test 1		Test 2		Assignment 1	Assignment 1	
	Q1	Q2	Q1	Q2	Q1	Q1	
CO1	5	-	5	-	-	-	10
CO2	-	5	-	-	-	5	10
CO3	-	-	-	5	5	-	10

CO- PO –PSO Attainment

Attainment of Outcomes:

1. The Program Outcomes (POs) and Program Specific Outcomes (PSOs) are accomplished through curriculum

2. Course Outcomes (COs) are defined for each course and they are mapped to POs and PSOs.

3. A set of performance evaluation criteria is used for quantitative assessment of COs

4. Thus, the attainment of COs provides evidence of attainment of POs and PSOs.

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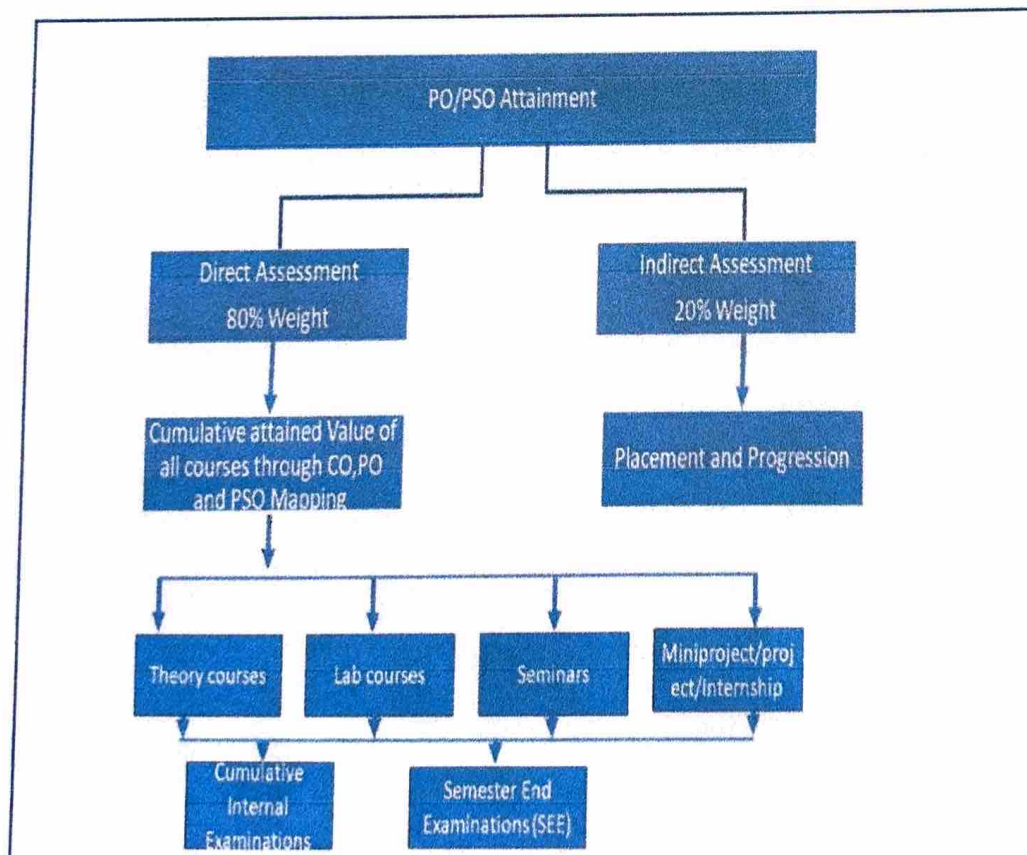ARTS SCIENCE AND
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Following are the different methods for Assessment, Evaluation and Measurement of POs/PSOs

1. Direct Assessment Method - 80%

- University Examination
- Internal Examination
- Practical Examination
- Assignments /Seminars/Project

2. Indirect Assessments Method - 20%

   - Placement & Progression

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1. Direct Assessment Method –

Calculation of CO attainment:

The percentage of marks scored by students for every course outcome is calculated and the attainment level is computed using rubrics. Three levels are defined Low, Moderate and High attainment for direct assessment methods.

Level of CO attainment:

Level	Percentage of marks
1(Low)	Below 60%
2 (Moderate)	61 – 80%
3 (High)	81 – 100%

The marks scored by the students for a particular CO are calculated and percentage CO attainment is computed. The CO attainment level is calculated using the table given above.

Student name		CO1			CO2			CO3	
	Marks	%	CO1 Atta.	Marks	%	CO2 Atta	Marks	%	CO3 Atta
S1	48	48	1	52	52	1	83	83	3
S2	57	57	1	43	43	1	78	78	2
S3									
Total									
Average									

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2. **Indirect Assessments Method -**

	Placement & Progression
Level - 1 (Low)	Below - 20% Placement & Progression
Level - 2 (Moderate)	20 - 40% Placement & Progression
Level - 3 (High)	Above - 40% Placement & Progression

CO-PO-PSO mapping:

CO-PO -PSO mapping is done and the PO/PSO attainment for every course is calculated.

- Level of PO / PSO attainment for calculation –

Sr. No.	Level	
1.	1 (Low)	Slight (Low) Correlation
2.	2 (Moderate)	Moderate (Medium) Correlation
3.	3 (High)	Substantial (High) Correlation

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CO-PO-PSO Mapping

CO-PO-PSO Matrix	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
Co1	3	1	3	3	3	2	0	2	2	2	3	2	2	3	1
Co2	3	2	3	2	2	1	3	1	2	3	1	2	3	0	2
Co 3	3	2	3	3	2	2	1	2	1	3	0	0	3	2	1
Total	9	5	9	8	7	5	4	5	5	8	4	4	8	5	4
PO/PSO Attainment															
Total PO											Total PSO				
Ave.PO											Average PSO =				

Calculation of PO/PSO attainment:

PO/PSO attainment for a course is calculated for programme is calculated using the CO-PO mapping using formula as given below:

PO /PSO Attainment = $\dfrac{\sum(\text{overall CO attainment} \times \text{PO/PSO Level})}{\sum (\text{Level of mapping PO/PSO with CO})}$

PO1 attainment = [(CO1*3) + (CO2*3)] (CO3*3)/ ∑PO1

The programme attainment/programme specific attainment is computed from the attainment levels of all courses in the programme.

- Attainment level for PO's / PSO's

PO/ PSO Level	Target Attainment	Target Achievement
Level - 0	0.0 - 0.5	Failed to achieved PO/ PSO
Level - 1	0.5 - 1.0	Barely achieved PO/ PSO
Level - 2	1.0 - 1.5	Partially achieved PO/ PSO
Level - 3	1.5 - 2.0	Satisfactorily achieved PO/ PSO
Level - 4	2.0 - 2.5	Significantly achieved PO/ PSO
Level - 5	2.5 - 3.0	Completely achieved PO/ PSO

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