




## Outcome analysis of POs and COs

- The Institute has clearly stated program outcomes (POs), and course outcomes (COs) for its all-academic programmes department wise.
- The Faculty and students are made aware of the learning outcomes at beginning of academic session.
- The course outcomes are mapped to the programme outcomes.
- Analysis of Program outcomes is achieved by evaluation methods- formative and summative assessment.
- Log books and departmental journals are maintained by the students.
- The faculty is trained about teaching and learning objectives and outcomes in their training programmes conducted by MET cell.
- The College regularly monitors the performance of the students in internal examinations, viva-voce, and University examinations.
- Extra / remedial classes for slow learners are conducted by each department. The Institution has a well- structured feedback mechanism system in place.
- The feedback is obtained from all the stakeholders like students, teachers, Employers, Parents, Alumni regarding teaching learning assessment of each teacher department etc. The feedback is analysed at departmental level and central level. After analysis, corrective actions are initiated and constantly monitored. Critically evaluating the quality and impact of its own work during and after its implementation is a part of organizational strategy.
- Both direct and indirect methods of assessment of learning outcomes were used. The direct methods include tests, presentations, lab work, student projects, seminars, Problem- Based-Learning, Journal clubs, quizzes, assignments, portfolios, six monthly progressive report, logbook for students' work, competitive exams, intercollegiate competition, objective structured clinical examination (OSCE), short and long case assessment, simulators, etc. The indirect method includes surveys, such as feedback from students, employer or alumni, job placement rates, self-evaluations.
- The institution has formulated course outcomes to make the students more competent with respect to all domains of learning (Cognitive, Affective and Psychomotor domains). Accordingly, their learning assessment is conducted in form of formative at department level and summative at the university level.



  
PRINCIPAL  
Chhatrapati Shahu Maharaj Shikshan Sanstha's  
Ayurved Mahavidyalaya & Rugnalaya,  
Kanchanwadi, Aurangabad.



Chhatrapati Shahu Maharaj Shikshan Sanstha's  
Ayurved Mahavidyalaya & Rngnalaya  
Kanhanwadi, Aurangabad



Domain of Learning	Methods of Assessments	Students
Cognitive Domain	SAQ	UG and PG
	LAQ	
	Viva-voce	
Affective	Short Case	UG and PG
	Long Case	
	OSCE	
	OSPE	
Psychomotor	Short Case	UG and PG
	Long Case	
	OSCE / OSPE	
	Practical	
	Case discussions	



*J. Shrinivas*

PRINCIPAL  
Chhatrapati Shahu Maharaj Shikshan Sanstha's  
Ayurved Mahavidyalaya & Rngnalaya,  
Kanhanwadi, Aurangabad.



Chhatrapati Shahu Maharaj Shikshan Sanstha's  
Ayurved Mahavidyalaya & Rugnalaya  
Kanchanwadi, Aurangabad



Modes of Assessments	Methods of Assessments	Students
Formative	SAQ	UG and PG
	LAQ	
	Viva-voce	
	OSCE	
	OSPE	
	Quiz	
	Seminars	
	Journals	
	Six monthly Progressive report	
	PG	
Summative	SAQ	UG and PG
	LAQ	
	Practicals and Viva-voce	
	OSCE	
	OSPE	



*Prashant*

PRINCIPAL

Chhatrapati Shahu Maharaj Shikshan Sanstha's  
Ayurved Mahavidyalaya & Rugnalaya,  
Kanchanwadi, Aurangabad.