



Prof. Dr. Avinash S. Jagtap
M.Sc. Ph.D.
PRINCIPAL

E-mail : principal.tccollege@gmail.com

॥ सिद्धिरनेकान्तात् ॥

Anekant Education Society's

TULJARAM CHATURCHAND COLLEGE

of Arts, Science and Commerce, Baramati - 413102.

Dist. Pune. Maharashtra, India.

Empowered Autonomous Status

Religious Minority Institute

NAAC Reaccredited 'A+' Grade, CGPA 3.55

NAAC-SSR

Cycle IV

2019 - 2024

Criterion No. II : Teaching, Learning and Evaluation

2.6.1
QLM

The institution has stated learning outcomes (program and course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Policy Document: Outcome Based Education (OBE)

Tuljaram Chaturchand College of Arts, Science & Commerce has been at the forefront of educational excellence since its inception, and the quest for further excellence has become more vigorous since attaining academic autonomy in 2019-20. After getting autonomy, as per the guidelines of UGC, the college has effectively implemented "outcome-based education (OBE)." Accordingly, the college has formulated a policy to define and evaluate the learning outcomes, i.e., program and course outcomes, based upon the graduate attributes defined by UGC.

Defining and publicising the learning outcomes:

Our institute has been conferred with academic autonomy from the academic year 2019-20, and since then, we have defined our own learning outcomes (program outcomes and course outcomes) along with redesigning our own curriculum for all programs. In this context, the institute had also organized the workshop to make the teachers more efficient in defining the learning outcomes. While defining the learning outcomes, we have always adhered to the graduate attributes recommended by the UGC, with an emphasis on local needs.

As per the policy, program outcomes are defined at the beginning of the academic year, and the same are revised after every three years based upon attainment results. Meetings of the board of studies (BoS) are held well in advance, before the commencement of the semesters. Syllabi along with the learning outcomes are finalized after vigorous deliberations in the said meetings. Course outcomes are defined for each course before designing the syllabus and its finalization in the recurring meetings of the board of studies (BoS). Syllabi along with the course outcomes and their mapping with program outcomes are put forth in the meeting of the Academic Council for final approval. After the final approval, syllabi with the learning outcomes are posted on the official website of the institute so that the same will be available to students, teachers, alumni, and other stakeholders. Besides, soft copies of the syllabi with POs and COs are also shared with students via social media platforms like subject-wise Telegram groups, WhatsApp groups, Google Classrooms, etc.



Integration of learning outcomes in the teaching-learning process and assessment:

To help the teachers understand how to integrate the learning objectives in teaching and assessment, the college has organized workshops with expert resource persons. These workshops have been very helpful in defining the learning outcomes and integrating the same in the teaching-learning and evaluation/assessment processes. In the case of assessment, we conduct different kinds of tests, like projects, assignments, presentations, case studies, etc., along with regular exams. This ensures the reflection of concepts learnt by students in their assessment process. Additionally, we have implemented a continuous assessment system, which allows teachers to track students' progress throughout the course and provide them with feedback on their learning.

Evaluating the attainment of learning outcomes:

Evaluation of attainment is performed through various steps like CO-PO mapping and direct and indirect attainment. As a first step of the attainment evaluation, we meticulously perform the mapping of program outcomes (POs) against course outcomes (COs) as per the guidelines of UGC. Targets of attainment levels are set, and the same are calculated by the direct and indirect methods. Direct attainment is calculated with the help of the performance of the student in internal (continuous) assessment and semester-end examination, whereas indirect attainment is based upon the feedback of the students on each learning outcome.

Depending upon the achieved levels of attainment and the feedback, the curriculum of programs and courses is reviewed and revised every three years or as per need.

Besides this process of calculating the attainment of learning outcomes, students' progression to higher education and their placement are the best indicators of the fulfilment of learning outcomes. This is reflected very positively in results of attainment, students' progression, and placement.

This approach is in fact a continuation of our resolution for continuous improvement, transparency, and accountability in the pursuit of academic excellence. It ensures that the teaching-learning process is aligned with the expectations of higher education. By regularly evaluating and refining our practices, we can identify areas for growth and make necessary adjustments to improve the overall quality of education we provide. Additionally, transparency in our assessment and evaluation processes builds trust with students, faculty, and stakeholders, demonstrating our commitment to fairness and objectivity. Finally, holding ourselves accountable for achieving high standards of academic excellence motivates us to strive for continuous improvement and ensures that our graduates are well-prepared to succeed in their future endeavors.

