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Dr. Ekambekar.P.K  
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Banjara Education Society's

LATE BAPUSAHEB PATIL EKAMBEKAR COLLEGE, HANEGAON

TQ. DEGLOOR DIST. NANDED(M.S.)-431741

(Affiliated to Swami Ramanand TeerthMarathwada University, Nanded)

Ref.LBPEM/2022-23/444

Date:-15/03/2023

**Title:**

**“Measuring Learning Outcomes”**



**Introduction:** At the program and the college level, learning outcomes increase transparency, credibility and comparability of standards for transfer and quality assurance purposes. Learning outcomes simplify credit transfer and facilitate student mobility by identifying various progression routes through and between different education systems, particularly in the context of lifelong learning. Therefore, considering this importance of learning outcome in teaching-learning process, Late BapusahebEkambekar College Hanegaon follows a systematic method for the Program Outcomes, Course Outcomes and Program specific outcomes statements as the best practice of the college.

**Objectives:**

- To state the Program Outcomes, Course Outcomes and Program specific outcomes for every course run by the college.
- To ensure that outcomes are written with a focus on higher-order thinking and application skills for the welfare of the students.
- To define the attainment levels of the Program Outcomes, Course Outcomes and Program specific outcomes defined by each subject teacher.
- To evaluate the attainment levels of the Program Outcomes, Course Outcomes and Program specific outcomes defined by each subject teacher.
- To suggest the remedial action for the improvement in the achieving attainment level of the Program Outcomes, Course Outcomes and Program specific outcomes defined by each subject teacher.

  
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### TheContext:

Late BapusahebEkambekar College Hanegaon is well aware about the curriculum and the aims & objectives of the curriculum. The Academic Development committee conducts a meeting at the beginning of each academic year of the heads of the departments to discuss on the framework of the curriculum of each subject and workout plan for Program Outcomes, Course Outcomes and Program specific outcomes. Then, all HoDs conduct the meeting with the teachers of their concern department to prepare Program Outcomes, Course Outcomes and Program specific outcomes.

### The Practice:

Based on the optional subject for BA program- the program outcomes are prepared. Based on the aims and objectives defined by the affiliating university, the course outcomes are prepared by each subject teacher and unit to unit the program specific outcomes are prepared. The copy of these Program Outcomes, Course Outcomes and Program specific outcomes is submitted to the library and the Academic development committee by each department and kept in the concern department and subject teacher itself. The copies of defined Program Outcomes, Course Outcomes and Program specific outcomes are displayed on the college website too.

The college uses blooms taxonomy to finalize the parameters for measuring the Late BapusahebEkambekar College Hanegaon follows a systematic method for the Program Outcomes, Course Outcomes and Program specific outcomes statements. Seven Scale measurement tool and Maslow's Theory of hierarchy is used to define the attainment level. Combine use of these three tools and the graphical analysis method, the college mapping committee under the guidance of the academic development



  
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committee and NAAC office evaluates.

Late BapusahebEkambekar College Hanegaon follows a systematic method for Programme Outcomes, Course Outcomes and Program specific outcomes statements. The internal examination result is used to evaluate the course comes and external university examination result is used to evaluate the program specific outcomes while combination of both result is used to identify the attainment level of program outcomes. Thus, with the use of technical and scientific methods, the attainment levels of Late BapusahebEkambekar College Hanegaon follows a systematic method for the Program Outcomes, Course Outcomes and Program specific outcomes statements are evaluated.



### **EvidencceofSuccess:**

- Teachers are able to understand the learning outcomes of their teaching-learning process in the classroom.
- Teachers are able to distinguish students as slow learners and advance learners.
- Teachers received the problems in students' attainment level.

  
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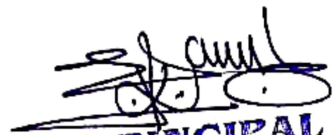
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बंजारा शिक्षण प्रसारक मंडळ शिळवणी (बी) तांडा द्वारा संयोजित  
कै.बापुसाहेब पाटील एकंबेकर ग्रामीण महाविद्यालय हणेगाव  
ता.देगलूर जि.नांदेड  
हिंदी विभाग  
स्नातक पाठ्यक्रम के परिणम(POS)

- 1.हिंदी साहित्य के कहानी, उपन्यास, काव्य, नाटक, एकांकी, मजल, संस्मरण, पत्र, रेखाचित्र, आत्मकथा, सम्बोधन, निबंध, डायरी, ध्यंग्य, लेख, जीवनी, आदीविधाओंकाविस्तारसोझानप्राप्तहुआ।
- 2.प्रयोजनमूलकहिंदीकाछात्रोंकोअच्छासाझानप्राप्तहुआ।
- 3.हिंदी साहित्य के गृहतइतिहासकापरिचय छात्रोंकोहुआ।
- 4.हिंदी साहित्य की प्रवृत्तियोंकामीडनछात्रों कोअच्छाझानप्राप्तहुआ।
- 5.साहित्य के माध्यमसेजीवनमूल्यों एवं जीवन दर्शनकोहिंदी के छात्रों ने बखुबी समझा।
- 6.हिंदी साहित्य के इतिहास की सुष्ठु जानकारीछात्रों कोप्राप्तहुई।
- 7.साहित्य की शास्त्रीय फुदतिका अध्ययनछात्रोंकोहुआ।
- 8.भाषा शिक्षण के महत्वकोछात्रों ने समझा।
- 9.भाषाई शुध्दता एवंकुशलताकज्ञानछात्रों ने प्राप्तकिया (जिसकेकारणरौजगार के अवसरछात्रोंको प्राप्तहोगे।
- 10.छात्रोंमेंव्यवसायाभिमुख कौशलविकसितहुआ।
- 11.छात्रोंमेंलेखनकौशलविकसितहुआ।
- 12.छात्रोंमेंविभिन्नकौशलविकास के साथ-साथराष्ट्र निर्माणमें योगदानदेनेकीप्रवृत्तिकविकास हुआ।
- 13.हिंदी राष्ट्रीय भाषाहोने के साथ-साथवैश्विकभाषाबननेकादमखम रखतीहे इसकाछात्रोंको बहुतलामहुआ।
14. वैश्विकस्तरपरज्ञानप्राप्तकरनेमें हिंदीभाषा की सहायता हुई।

  
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**“Measuring Learning Outcomes”**

**Department of Hindi**

Academic Year-2021-22



Sr. No	Grade	O	A+	A	B+	B	C	P	F	TOTAL
	HINDI									
1	SL-I SEM -I	5	13	14	8	3	2	1	4	50
	SL-SEM- II	-	2	18	14	10	1	0	5	50
2	OPT-I- SEM-I (P-I)	-	6	20	4	1	1	1	1	34
	OPT-I- SEM-I (P-III)	18	9	4	1	1	-	-	1	34
3	OPT-2(P- II)	-	2	17	5	4	2	-	4	34
	OPT-2(P- IV)	-	3	9	12	3	2	3	2	34

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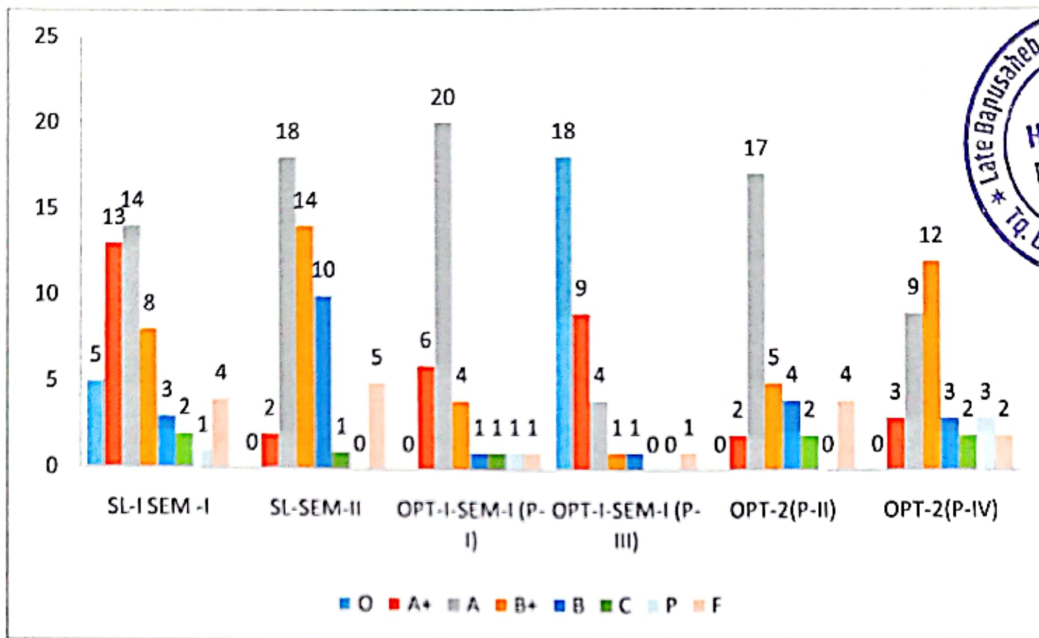
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Attainment Level 8: 'O' GRADE

Attainment Level 7: 'A+' GRADE

Attainment Level 6: 'A' GRADE

Attainment Level 5: 'B+' GRADE

Attainment Level 4: 'B' GRADE

Attainment Level 3: 'C' GRADE

Attainment Level 2: 'P' GRADE

Attainment Level 1: 'F' GRADE

The college used 7 scale measurement tool to define the attainment level of POs, Cos, and POs. One sample examination is given above.

Dr. Pavan Emekar

NAAC Coordinator

Dr. Anandrao Shinde

IQAC Coordinator

Dr. Panchsheel Ekambekar

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**Dr. Manwate U. H.**  
 9765028969

MAPPING OF SOP FOR CLASS BATY FOR THE ACADEMIC YEAR 2019-20

Department of ARTS  
 YEAR: 2020 SEMESTER VI MID II  
 COURSE: BATY

Level-4	>40	>=50	70-100% Marks ,students scoring more than or equal to 50% of marks
Level-3	>=30	<=40	Between 55% To BELOW 70% Marks, students scoring more than or equal to 50% of marks
level-2	>=20	<30	Between 40% to BELOW 55% Marks, students scoring more than or equal to 50% of marks
Level-1	<20	>=0	BELOW 40% Marks, students scoring more than or equal to 50% of marks

SOPs ATTAINMENT

ACADEMIC YEAR-2019-20

PRN NUMBER/SEAT NUMBER	SOP1	SOP2	SOP3	SOP4	SOP5	SOP6	SOP7	SOP8	SOP9	SOP10	SOP11	SOP12	SOP13	SOP14	SOP15	SOP16	SOP17	SOP18	SOP19	SOP20	SOP21	SOP22	SOP23	SOP24	SOP25	SOP26	
AR78359	Marathi-XI	Marathi-XII	Marathi-SEC-IV	History-XI	History-XII	History-SEC-IV	Geography-XVI	Geography-XVII	Geography-XV(PR)	Geography-XVIII (PR)	Geography-SEC-IV	Political Science-XI	Political Science-XI	Political Science-SEC-IV	Hindi-XI	Hindi-XII	Hindi-SEC-IV	Economics-XI	Economics-XII	Economics-SEC-IV	Physical Eduation-XI	Physical Eduation-XII (PR)	Physical Eduation-SEC-IV	Administration-Public	Administration-Public	Administration-XII Public	Administration-SEC-IV
AR78360							30	36	48	45	45				51	53		39	43								



*(Signature)*  
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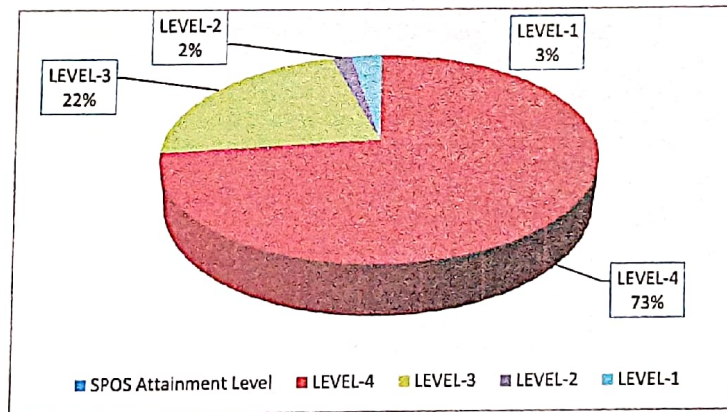


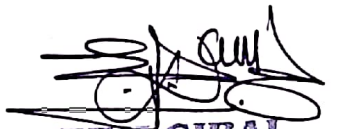


SCORE ABOVE 40% OR (20 or 12 Marks) As A Passing Criteria Set By University	14	13	7	27	26	7	25	25	23	23	9	25	25	6	26	26	3	11	11	5	4	3	3	20	20	6
Attainment%	100	93	100	96	93	100	100	100	96	96	100	100	100	100	100	100	75	89	89	83	100	100	98	100	100	100

	SPO1	SPO2	SPO3	SPO4	SPO5	SPO6	SPO7	SPO8	SPO9	SPO10	SPO11	SPO12	SPO13	SPO14	SPO15	SPO16	SPO17	SPO18	SPO19	SPO20	SPO21	SPO22	SPO23	SPO24	SPO25	SPO26	AVG.Total Student IN Level
Level-4	14	13	0	25	23	0	0	0	0	0	0	22	23	0	19	17	0	9	12	0	2	3	0	17	17	0	8.3075923
Level-3	0	1	1	1	2	1	20	22	2	2	0	0	0	0	2	1	1	1	1	1	0	0	6	0	0	1	2.5384615
Level-2	0	0	0	0	0	0	3	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0.1923077
Level-1	0	0	0	0	0	0	1	1	2	2	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0.3076923

LEVEL-4	8.31
LEVEL-3	2.54
LEVEL-2	0.19
LEVEL-1	0.31



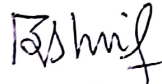
  
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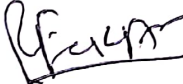
FORMULA TO CALCULATE SPOs:-

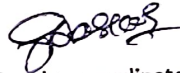
SPOS outcome Attainment = [(SPO1 \* Attainment) + (SPO2 \* Attainment) + ...] / Total marks allotted for that SPOs outcome

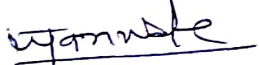
Gap Analysis( For Externals):

SPOs	SPOs	Targe	Gap	Remark
LEVEL-4				As there is gap of 1 between targeted and attainment learning level of SPOs of the students, therefore the remedial classes are conducted for the slow learners to
LEVEL-3	3	4	1	
LEVEL-2				
LEVEL-1				

  
IQAC coordinator  
Dr. Shinde Anandrao Ravan

  
NAAC officer  
Dr. Emekar Pawan Nagnath

  
Mapping coordinator  
Dr. Kalaskar Suryakant Nagnath  
Mrs. Kamble Shiladevi Pandurang

  
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