Sushant University

Key Indicator – 1.1 Curriculum Design and Development
(50)

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University
(20)

Criterion 1 – Curricular Aspects
(150)

Sushant University

KEY INDICATOR – 1.1.1

Curricula developed and implemented have relevance to the local, national, regional and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes (COs) of the Programmes offered by the University

PSO,PSO,PO's Development Process

Manual for

PO-PEO-PSO-CO

Development Process

MBA/BCOM/BBA

Programme

SCHOOL VISION AND MISSION

VISION

To be a Centre of High Quality Education and Research in the field of Management to meet the needs and aspirations of the society.

MISSION

M1: To train students by providing effective teaching capabilities in presence of highly qualified faculty.

M2: To make the students ready enough to succeed in a rapidly changing world by providing necessary skills.

M3: To build up moral and ethical values among the students.

M4: To provide opportunities for all students to become active life-long learners.

Introduction:

The institution practices a blended learning system and it is ensured that the teaching-learning process is updated as per new guidelines issued by the UGC/NAAC/parent University. The faculty stay abreast of latest developments in the field of education. Expert committee of institution is a key force in guiding the teaching community in guaranteeing the introduction and implementation of outcome-based teaching and learning. At Sushant University, the institution is bound by the norms stipulated in this regard by the latter. The University not only ensures the enumeration of PO/PEO/PSO/CO of all UG and PG programs and courses but also the implementation of innovative ways for outcome attainment and mapping.

Process of Establishing the PO-PEO-PSO-CO

The university has implemented outcome based education and the PO-PEO-PSO-CO are listed in the syllabus for each programs. A committee comprising of curriculum Development committee, programme director, Dean and Expert members prepares a final version by compiling the data given in syllabus.

Statements of POs

Program outcomes: Describe what students are expected to know and would be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire as they progress through the program. Program outcomes describe what students are expected to know and would be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors' that students acquire as they progress through the program.

Steps taken to develop PO's

1. Aligning Vision and Mission: Align the program's vision and mission with the school and university's goals.
2. Collect Feedback: Gather input from faculty, students, alumni, and industry professionals.
3. Review and Analyse: Analyse the feedback and ensure alignment with the vision, making necessary adjustments.
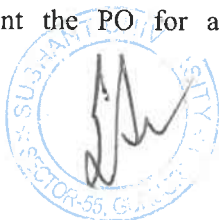4. Acceptance and Finalization: Present the PO for approval and finalize it for implementation.
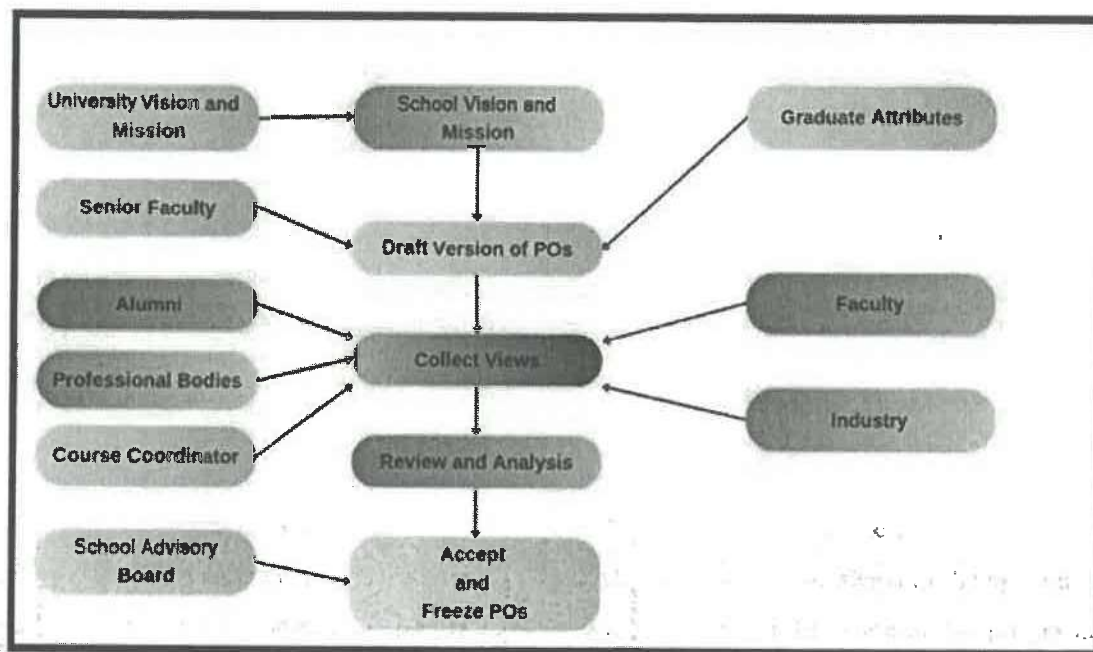
Figure 1: Process of developing Program Outcomes at school of business

Statements of PEOs

Program Specific outcomes are specialized competencies and skills that students are expected to develop within a particular program or discipline, reflecting the unique focus of the program. PSOs define the specific knowledge and abilities that students should acquire through specialized courses in a program, directly aligned with industry demands and professional standards. Program educational objectives are broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve

Steps taken to develop PEO

The process for defining PEOs were discussed and formulated through a consultative process involving the stakeholders of the department.

1. Vision and Mission of the university, school and graduate attributes/POs are taken as reference for framing PEOs.

2. Views are taken from various internal stakeholders of the Department such as students and faculty members through Student and faculty support and draft of PEOs statements were framed.

3. With step 1 and 2 the draft PEOs were formulated by curriculum development committee and shared with external stakeholder through various meetings for their inputs/ suggestions.

4. The curriculum development committee reviews the draft PEOs and sends the same to programme directors for any refinement of the statements.

5. Programme directors finalizes PEOs and sends the same to Dean for approval.
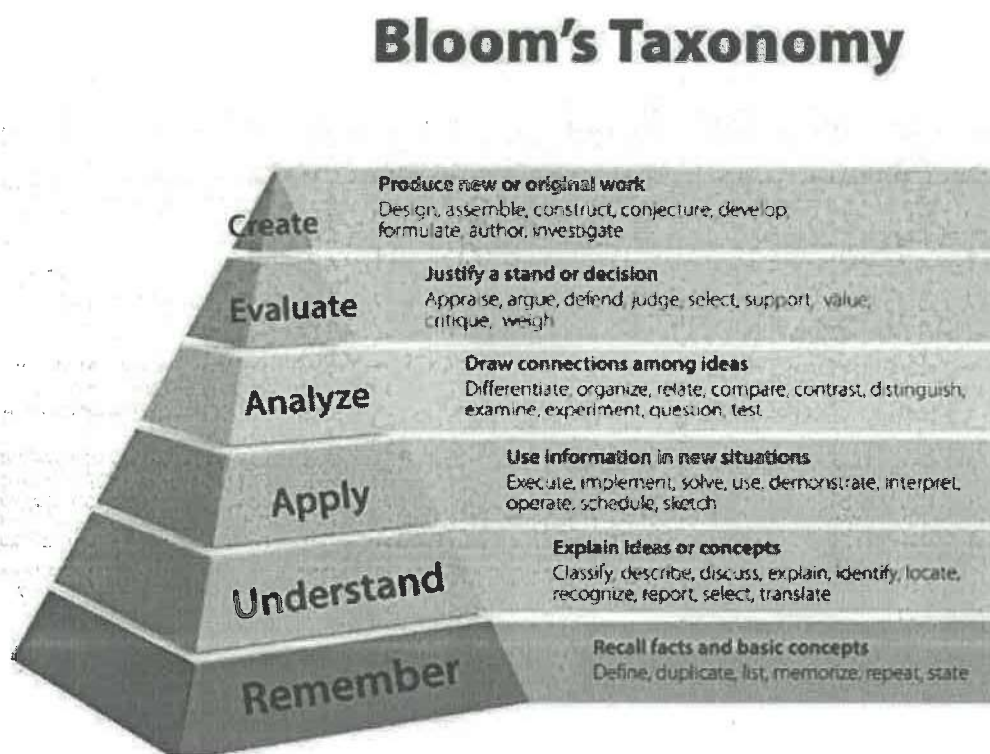
6. PEOs were displayed and disseminated among Stakeholder

Figure 2: PEO Process Flow Chart
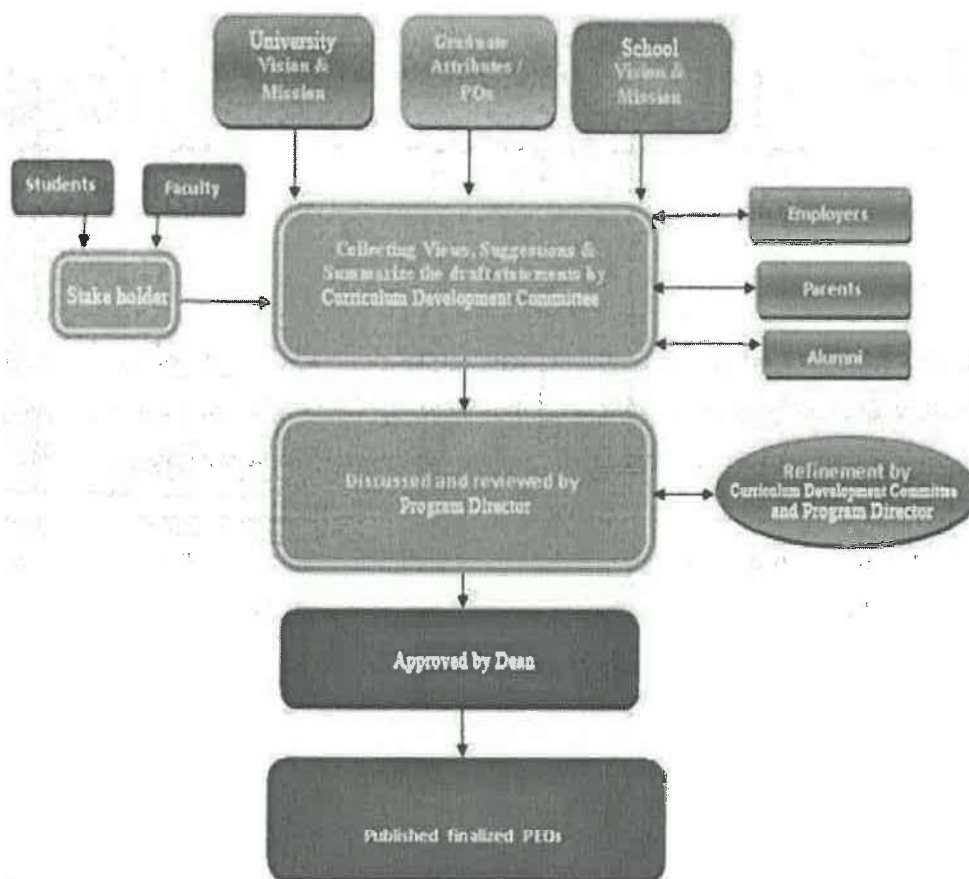
Statement of PSO

Statements indicating what a student can do after the successful completion of a course. Every Course leads to some Course Outcomes. The PSO statements are defined by considering the course content covered in each module of a course. Program Specific Outcomes are statements that describe what the graduates of a specific engineering program should be able to do

Figure 3: The key words of PSOs are defined as per Bloom's Taxonomy

Bloom's Taxonomy

Create — Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

Evaluate — Justify a stand or decision
Appraise, argue, defend, judge, select, support, value, critique, weigh

Analyze — Draw connections among ideas
Differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

Apply — Use information in new situations
Execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

Understand — Explain ideas or concepts
Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

Remember — Recall facts and basic concepts
Define, duplicate, list, memorize, repeat, state

The following instructional activities are used to achieve the course outcomes:

❖ Projects

❖ Tutorials

❖ Laboratory Experiments

❖ Field work

❖ Discussions

❖ Lectures

❖ Portfolios

❖ Educational Tours

❖ Assignment

❖ Quiz

❖ Log Book

❖ Industrial Training

❖ Demonstration

❖ Presentation

❖ Case study

❖ Practical

❖ Debates

Statement of CO

CO refers to the specific knowledge, skills, or abilities that a student is expected to gain by the end of a particular course. It describes what students should be able to do, understand, or demonstrate after successfully completing the course.

**Steps to Create Course Outcomes (CO):**

1. **Define Course Objectives**: Identify the key concepts, skills, and knowledge the course aims to impart, aligning with program goals.

2. **Use Action Verbs**: Use clear, measurable action verbs (e.g., analyze, evaluate, design) to define what students should be able to do by the end of the course.

3. **Align with Program Outcomes**: Ensure that course outcomes are linked to broader program outcomes (POs) and institutional goals.

4. **Review and Refine**: Continuously assess and update course outcomes based on feedback and academic developments to ensure relevance and clarity.

Figure 4. Process of CO attainment
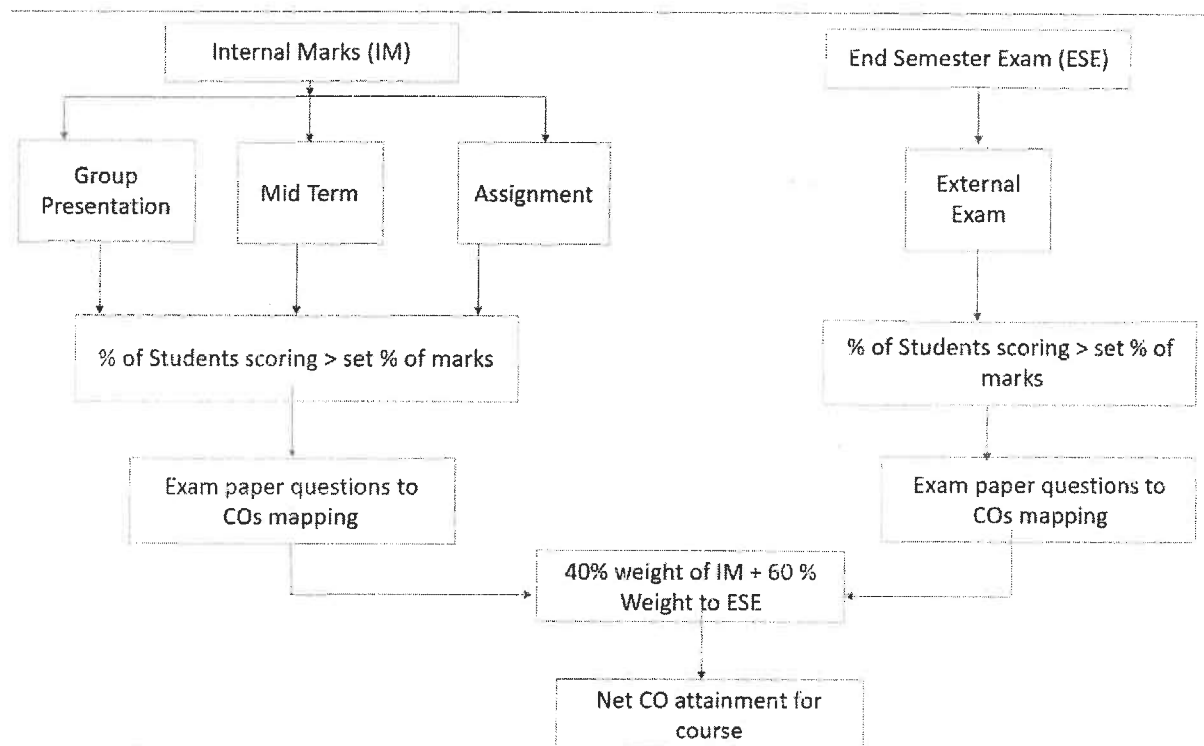
The process of creating the mapping of the program

The process of creating the mapping of the program aims to ensure a clear alignment between the Program Outcomes (POs), Program-Specific Outcomes (PSOs), and the overall educational objectives of the institution. Review and map each Program Outcome (PO) to relevant Program-Specific Outcomes (PSO) by identifying which PSO each PO supports. Ensure all PSOs are addressed across the program's courses.

Validation of Mapping:

Experts, including faculty and department heads, validate the PO-PSO mapping to ensure every course outcome (CO) aligns with at least one PO and each PSO is covered in specialized courses.

Final Review and Approval:

Faculty advisors review the PO-PSO mapping and course outcomes for completeness. The mapping is consolidated and handed to the Head of Department for final approval, ensuring alignment with program goals and industry standards.

Outcome Assessment:

Continuously evaluate student performance through assignments, projects, and exams to assess the achievement of Program Outcomes (POs). Regular reviews ensure the mapping is updated and relevant

Conclusion

The successful mapping of the syllabus with POs, PEOs, PSOs and COs ensures a structured approach to achieving the learning outcomes. This systematic process provides clarity for both faculty and students regarding the competencies being developed through the program.