**2.6.1 Programme outcomes and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students**

**Describe Course Outcomes (COs) for all courses and mechanism of communication within a maximum of 500 words**

The College organized a series of workshops and training programmes for faculty to get trained in Outcome Based Education (OBE) by inviting resource people and also deputing faculty to get trained.

The faculty were then urged to frame Course Learning Outcomes (CLOs) to be central to the course curriculum of their department. They had to articulate these statements in words what students will achieve in each course and how their learning will be measured.

Next, a Learning Outcome (LO) had to be framed. This LO should be a statement that is measurable, observable, and specific that clearly indicates what a student should know and be able to do as a result of learning. The Faculty had to keep in mind that a well-written learning outcome should involve Action verb, Subject content and Level of achievement.

The LOs were generated using Bloom’s Cognitive Taxonomy. A level of achievement would identify how proficient students need to be in a task. The LOs is shared with learners for the purposes of transparency and expectation setting by displaying it on the website alongside the course syllabus. Doing so makes the benchmarks for learning explicit and helps learners make connections across different elements within the course.

Since LOs are statements about the key learning takeaways, they can be used to focus the assignments, activities, and materials within the course. Providing feedback to students regarding their achievement of the learning outcome is important for both the student and to the teacher.