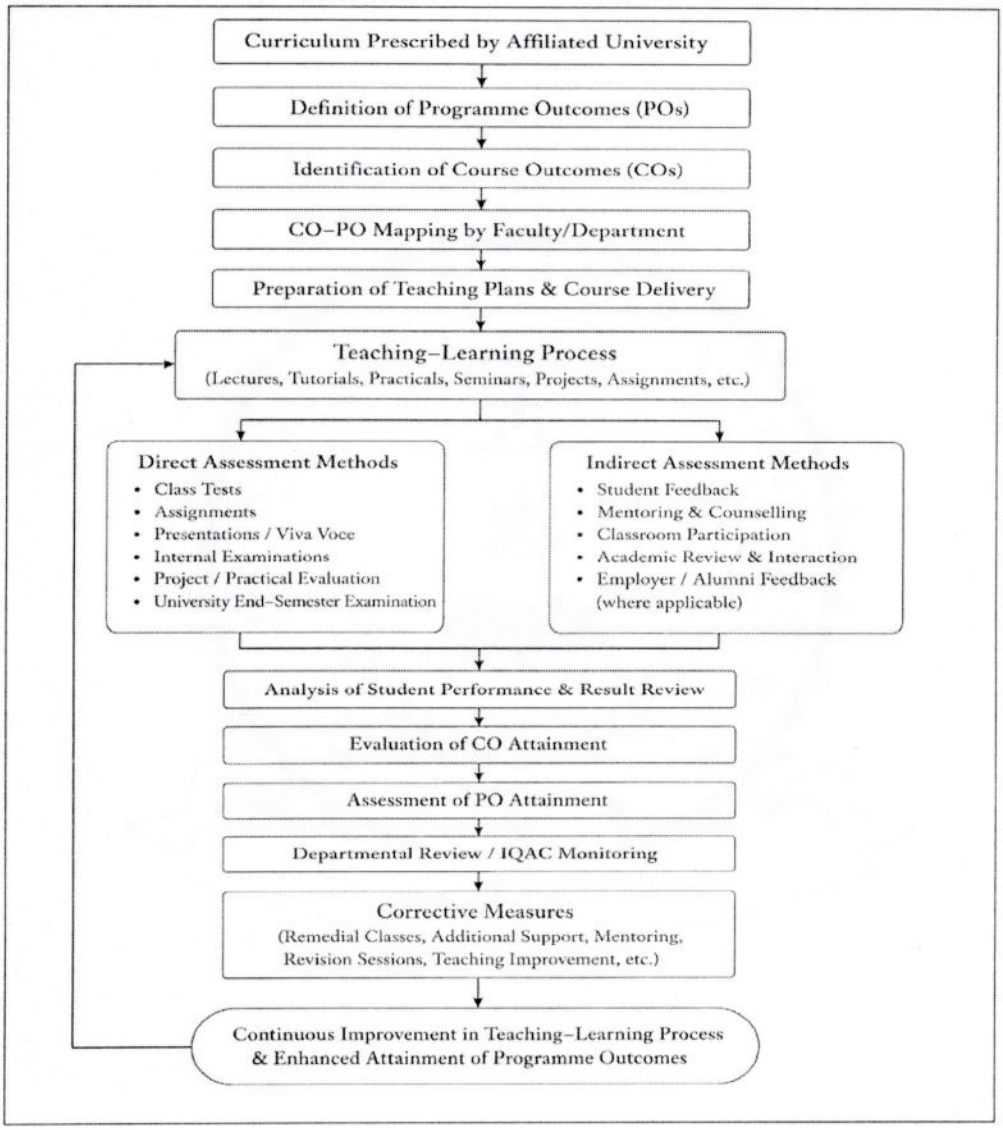
2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

Metas Adventist College, Surat follows a structured outcome-based framework to evaluate the attainment of Programme Outcomes (POs) and Course Outcomes (COs) in alignment with the curriculum prescribed by the affiliated university.



The institution adopts a systematic approach to ensure that teaching-learning activities, assessment mechanisms, and academic evaluation processes contribute meaningfully toward the achievement of defined learning outcomes. Programme Outcomes (POs) are identified for each programme, while Course Outcomes (COs) are defined for every course to reflect the expected knowledge, skills, competencies, and values students are expected to acquire upon successful completion of their studies.

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Course Outcomes are carefully aligned and mapped with Programme Outcomes to ensure coherence between course-level learning and programme objectives. Faculty members prepare teaching plans at the beginning of each semester incorporating course objectives, learning outcomes, instructional strategies, and assessment methods to facilitate effective curriculum delivery and attainment of outcomes. The teaching-learning process is continuously monitored by the Head of the Department and the Principal to ensure proper syllabus completion, academic quality, and learner engagement.

The institution evaluates attainment through a combination of direct and indirect assessment methods. Direct assessment includes internal examinations, class tests, assignments, presentations, viva voce, quizzes, seminars, practical work, project reports, and university end-semester examinations, wherever applicable. Student performance in these academic components provides measurable evidence regarding the extent to which Course Outcomes are achieved. Internal assessment marks and semester-end examination results are periodically reviewed to identify trends in learning achievement and areas requiring improvement.

Indirect assessment methods include student feedback on teaching-learning effectiveness, mentoring interactions, academic counselling, classroom participation, and overall learner progression. Feedback received from students is systematically analyzed to identify strengths and areas for pedagogical enhancement. Based on assessment findings, faculty members adopt corrective measures such as remedial teaching, additional academic support, mentoring, revision sessions, and learner-centric interventions to strengthen conceptual understanding and improve academic performance.

The institution periodically reviews academic performance through departmental meetings, result analysis, and monitoring mechanisms to assess the attainment of Programme Outcomes and Course Outcomes. This continuous and evidence-based evaluation process enhances academic effectiveness, promotes quality assurance, and ensures that graduates acquire the intended knowledge, professional competence, ethical understanding, communication skills, and employability competencies envisioned by the institution and the affiliating university.

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