Course and Program outcome attainment

The ultimate aim of any program is to attain the defined program outcomes ensuring holistic development of a learner and make them ready with professional skills and attitude.

VES College of Pharmacy ensures that the course outcomes are attained through dissemination of knowledge by way of classroom teaching and experiential learning to know its application in the subject area. The Course outcomes, Program outcomes and Program specific outcomes are defined to ensure that the students acquire, understand and subsequently apply the knowledge and skills while undertaking the program and thereafter in their work profession.

Each Program outcome is addressed by a set of courses in the program, thus increasing the likelihood of the outcome being achieved by the end of the program. The outcomes of each course are mapped to the Program outcomes with a level of mapping being (1) Low / Slight, (2) Medium/ Moderate, or (3) High/ Substantial.

Measuring Course Outcomes

Target is set in terms of percentage of students getting more than predefined percentage in the final /mid semester examination.

1. The Question papers of Mid Semester and End Semester examination are mapped with POs,

2. The CO attainment is calculated for all the subjects by calculating the percentage of students getting more than and equal to the "Target percentage marks".

3. The CO attainment is calculated according to attainment levels for e.g If CO attainment is more than 50% then attainment level is "1", If CO attainment is more than 60% then attainment level is "2", If CO attainment is more than 70% then attainment level is "3".

Measuring Program Outcomes:

Different courses cater to different PO's leading to eventual attainment of POs. upon successful completion of all the courses and hence the program. The course outcomes are quantitatively assessed, and are mapped to the program outcomes, which in turn are mapped with Program specific outcomes. Although the Curriculum covers a broad range of courses to attain the POs, there is a need to conduct additional activities and design outcome based surveys to ensure bridging the gap between the syllabus and ultimate POs envisaged.

POs are directly assessed through the courses i.e course based assessment with the weightage of 80 % and indirectly through a set of well-designed surveys with the weightage of 20%,

viz: (1) Student Exit Survey, (2) Alumni Survey (3) Employer Survey 4) Activity based Evaluation.
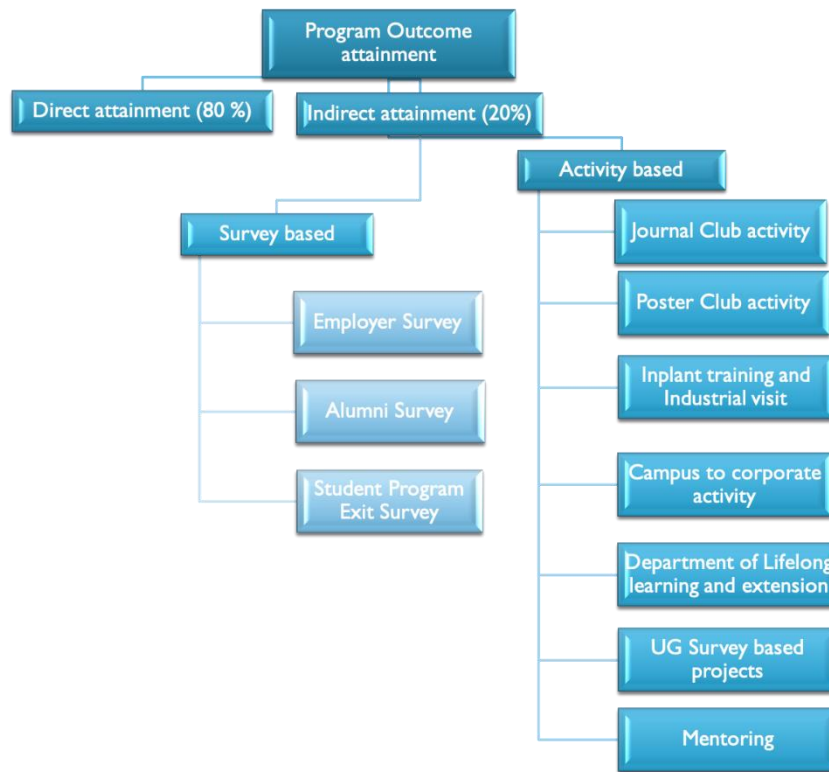
Program Exit survey – At the end of the program the survey is conducted to assess student's competency and satisfaction, wherein the feedback is obtained regarding how successfully the program is delivered to attain the program outcome..
Alumni Survey –The survey is conducted through the questionnaire to obtain feedback about the program and its ability to make the students employable and scope for further improvement.
Employer Survey – The survey is conducted to assess the performance of the graduates recruited in different industries. These responses are analysed to assess the feedback by the Employer and thereby improve further

Activity based Assessment – For the attainment of Program outcomes which are weakly mapped and attained through courses, various Co- Curricular and Extracurricular activities are conducted. like Journal Club activity, In plant training, industrial visit, Campus to corporate, Department of Lifelong learning and extension, Digital Poster club activity, UG Survey based projects, Mentoring is carried out to further facilitate attainment of POs.

In plant training and Industrial visits – Students get exposure to various large scale equipments and large commercial batches. The learner also gets information about layout of

various departments. Learner undergoes in-plant training, after completing course work of T. Y. B. Pharm, for four weeks in different industries or hospitals. In their tenure, they get acquainted with various pharmaceutical operations and equipment based on the pharmaceutical principles. Learner also understands the layout of various departments and process flow of operations. At the end of the training, the learner compiles the 'In-plant training report' wherein, the details of process, equipment and dosage forms etc are described. The report is evaluated by the In-plant training committee. This orients the learner to the modern tools and technologies used in the industry.

Activity outcome of Survey based activity (F.Y.B Pharm) - To create awareness about Environment issues.

Campus to Corporate sessions - Making a transition from Campus to Corporate life proves to be a major stumbling block for many new hires. There are unspoken nuances and social norms that many graduates are completely unaware of and adjusting to a professional environment can be extremely challenging as also traumatic to a few. Employability requires three key ingredients of competency -- knowledge, skills and attitude – knowledge, as you notice is just one component. While we have been doing a fairly good job on the knowledge front, but the gap is mostly observed in areas of technical skills development including enhancing soft skills abilities of the students. The need for campus to corporate originates from the dynamic environment that we operate in, though our education system prepares us thoroughly & intellectually, the work challenges require various business skills that are not part of curriculum. VESCOP has designed its Campus to Corporate training program to boost the confidence of the freshers and provides them tools like goal setting, team work and stress management.

While Knowledge and Skills will help students to become employable but without an enabling attitude, the employability would be a short lived experience and hence a lot of focus on "Creating Enabling Attitude" must be given. It is the 'Attitude' which drives 'Knowledge' and 'Skills' for each individual.

VESCOP's Campus to Corporate program has been created with an objective of empowering students with tools for improving their personal and professional excellence, leading to improved employability and professional effectiveness.

C2C Transition program is conducted in the following avenues.

A.   *Vidyan Manch* – Industry- Academia/Student interaction.

B.   *Disha* – Career Avenues after B. Pharm.

C.   *Talkathon* – Student Alumni interaction

D.   *Atmavikas* – Soft Skill Development

"VIDNYAN MANCH": VESCOP gives utmost importance to practical exposure and interaction to its budding professionals. For this, eminent speakers from the top industry are invited to impart best educational light and enlighten our students with their ideas and experiences.

The fascinating lectures on various topics boost the confidence of new aspirants as the lectures ends with motivating question and answer sessions. Distinguished guest lecturers speak on various important topics that prove beneficial for them while choosing the right career paths.

"DISHA"

Choosing a right career option is the most vital decision in everyone's life. Students may goes through a dilemma of choosing a career after completing their graduation. Apart from the top paying and common career options such as Production, QA, QC, Research, Marketing etc., numerous other options are available in the field of pharmacy.. The choice of a career depends on the job prospects of the field and most certainly the interest of the candidate. In order to help our students to decide their career path after graduation, VESCOP conducts DISHA sessions, where in experts from various fields are invited to interact and enlighten the students regarding various career opportunities available.

"ATMAVIKAS" – Soft Skill Development Sessions

VESCOP plans soft skill development programs every year in coordination with VESLARC. The activities are planned by taking into consideration students interests. The details of the activity undertaken under this heading till date are as follows:

Journal club activity facilitates the students in reviewing the literature, understanding the research methodology, use of statistics and also development of analytical skills and helps in critical evaluation of the given article and improves presentation skills , JCA an important and interesting mode of teaching learning tool and to develop research aptitude and communication skills in students.

Digital poster club activity - To develop research aptitude of the students and to enhance communication and presentation skills apart from technical and research skills.

Department of Lifelong learning and extension -The students carry out projects on various surveys based on the problems prevalent in the society so they are sensitized about the problems of the society and to spread awareness about its prevention and cure.