



2.6.1: The Institution has stated the learning outcomes (generic and programme-specific) and graduate attributes as per the provisions of the Regulatory bodies and the University; which are communicated to the students and teachers through the website and other documents.

The Institution's commitment to defining and communicating learning outcomes, generic attributes, and program-specific graduate attributes in accordance with regulatory bodies and university standards is foundational to ensuring the quality and relevance of education provided. By clearly articulating these outcomes and attributes, the institution aligns its educational objectives with broader industry needs, accreditation requirements, and student expectations. Here's how the institution goes about this process:

1. **Regulatory Compliance:** The institution ensures that its learning outcomes and graduate attributes comply with the regulations set forth by relevant accrediting bodies and educational authorities. This includes standards set by national or regional accreditation agencies, as well as guidelines provided by the university governing bodies.
2. **Alignment with University Standards:** The institution aligns its learning outcomes and graduate attributes with the standards and mission of the university. This ensures consistency across all programs and departments while reflecting the institution's overarching educational goals.
3. **Development Process:** The institution engages in a systematic process to develop learning outcomes and graduate attributes. This may involve collaboration among faculty members, administrators, industry experts, and relevant stakeholders. The process typically includes research, analysis of industry trends, stakeholder consultations, and benchmarking against peer institutions.
4. **Articulation of Learning Outcomes:** The institution clearly defines generic learning outcomes that apply to all programs offered. These outcomes encompass essential skills, knowledge, and competencies that students are expected to acquire by the time of





graduation. Additionally, program-specific learning outcomes are developed to address the unique needs and objectives of each academic program.

5. Graduate Attributes: In addition to learning outcomes, the institution identifies specific graduate attributes that reflect the qualities, values, and characteristics desired in its graduates. These attributes may include critical thinking, communication skills, ethical awareness, cultural competence, leadership abilities, and lifelong learning orientation.
6. Communication to Stakeholders: The institution ensures that learning outcomes and graduate attributes are effectively communicated to students, faculty, staff, and other stakeholders. This information is made available through various channels, including the institution's website, student handbooks, course catalogs, program guides, and promotional materials.
7. Integration into Curriculum: Learning outcomes and graduate attributes are integrated into the curriculum design and assessment processes. Faculty members align course objectives, content, teaching methods, and assessment strategies with the identified outcomes and attributes to ensure coherence and consistency across the curriculum.
8. Assessment and Evaluation: The institution implements mechanisms to assess student attainment of learning outcomes and graduate attributes. This may involve the use of rubrics, standardized tests, portfolios, capstone projects, internships, and other forms of assessment. Regular evaluation of student performance allows the institution to monitor progress, identify areas for improvement, and make necessary adjustments to the curriculum.

By adhering to these principles and practices, the institution demonstrates its commitment to providing a high-quality educational experience that prepares students for success in their chosen fields and contributes to their personal and professional development. Effective communication of learning outcomes and graduate attributes ensures transparency, accountability, and alignment with the expectations of stakeholders, including students, faculty, employers, and accrediting agencies.



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