



**MAHARASHTRA EDUCATIONAL SOCIETY'S
HUMERA KHAN COLLEGE OF EDUCATION**

**H.K CAMPUS, Adjacent to MHADA Complex, Pratiksha Nagar, Oshiwara, Jogeshwari (W)
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REPORT ON PLO–CLO ORIENTATION AND MAPPING WORKSHOP

Date: 6th July 2026

Venue: 502, Classroom Humera Khan College of Education, Jogeshwari (W)

Resource Person: Dr. Upasna Roy, I/C Principal

Participants: All Teaching Faculty Members

Introduction

Humera Khan College of Education, Jogeshwari (W), organized a **PLO–CLO Orientation and Mapping Workshop** on **6th July 2026** for all faculty members. The session was conducted by the Principal, **Dr. Upasna Roy**, with the objective of strengthening the faculty's understanding of Programme Learning Outcomes (PLOs), Course Learning Outcomes (CLOs), and their effective implementation in curriculum planning, assessment, and evaluation.

The workshop emphasized the importance of aligning teaching, learning, and assessment practices with clearly defined learning outcomes to ensure quality education and continuous academic improvement. Faculty members actively participated in the orientation and gained practical insights into designing question papers, answer keys, and assessment analysis in accordance with outcome-based education principles.

Objectives of the Workshop

The workshop aimed to:

- Familiarize faculty with Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs).
- Train faculty members in designing question papers aligned with Bloom's Taxonomy.
- Understand the preparation of structured answer keys and marking schemes.
- Learn the process of question-wise mapping with learning outcomes.
- Build capacity in analysing students' performance based on learning outcomes.
- Promote quality assurance and continuous improvement in assessment practices.

Key Topics Covered

During the workshop, Dr. Upasna Roy elaborated on the following aspects:

1. Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Faculty members were introduced to the framework of PLOs and CLOs and learned how each course contributes to achieving the overall programme outcomes. The session explained the relationship between course objectives, learning outcomes, and graduate attributes.

2. PLO–CLO Mapping

A detailed demonstration was provided on mapping each Course Learning Outcome with the relevant Programme Learning Outcomes. Faculty members learned how to identify the degree of contribution of each course towards programme outcomes and prepare mapping matrices for effective curriculum implementation.

3. Question Paper Design Using Bloom's Taxonomy

One of the major highlights of the workshop was the practical session on preparing question papers using **Bloom's Taxonomy**. Faculty members learned how to classify questions according to different cognitive levels, including:

- Remembering
- Understanding
- Applying
- Analysing
- Evaluating
- Creating

The session emphasized maintaining an appropriate balance between **Lower Order Thinking Skills (LOTS)** and **Higher Order Thinking Skills (HOTS)** while preparing examinations. Participants learned how to ensure that the assessment measures not only factual knowledge but also analytical thinking, problem-solving, creativity, and critical reasoning.

4. Preparation of Answer Keys and Marking Scheme

Faculty members were guided on preparing comprehensive answer keys aligned with the intended learning outcomes. The workshop demonstrated how marks should be distributed according to the complexity of each question and how answer keys should support objective, transparent, and consistent evaluation.

5. Mapping of Question Paper with CLOs

The workshop explained the systematic process of mapping every question in the examination paper with the corresponding Course Learning Outcomes. This mapping helps determine whether all learning outcomes have been adequately assessed and identifies any gaps in assessment coverage.

6. Assessment and Student Performance Analysis

An important component of the orientation focused on analysing student performance after evaluation. Faculty members learned how to:

- Calculate question-wise performance.
- Analyse the number of students attempting each question.
- Determine the percentage of students successfully achieving each CLO.

The session also emphasized preparing attainment reports based on student performance and using the findings to enhance future teaching strategies and assessment practices.

Learning Outcomes

At the end of the workshop, faculty members were able to:

- Differentiate between Programme Learning Outcomes and Course Learning Outcomes.

- Prepare effective PLO–CLO mapping matrices.
- Design question papers aligned with Bloom's Taxonomy.
- Develop a balanced mix of Higher Order Thinking Skills (HOTS) and Lower Order Thinking Skills (LOTS) questions.
- Prepare structured answer keys and marking schemes.
- Map examination questions with Course Learning Outcomes.
- Analyse student performance using question-wise and CLO-wise attainment.

Outcome of the Workshop

The orientation significantly enhanced the faculty members' understanding of outcome-based curriculum planning and assessment. The workshop provided practical knowledge and hands-on guidance for preparing question papers, answer keys, mapping matrices, and attainment analysis in accordance with national quality standards. Faculty members appreciated the interactive nature of the session and expressed confidence in implementing these practices in future assessments.

Conclusion

The PLO–CLO Orientation and Mapping Workshop conducted by **Dr. Upasna Roy**, I/C Principal, proved to be an enriching and highly informative professional development programme for the faculty members of Humera Khan College of Education. The session strengthened the participants' understanding of outcome-based education, Bloom's Taxonomy, assessment design, and learning outcome attainment analysis. The practical orientation equipped faculty members with the necessary skills to prepare quality assessments, ensure effective mapping of learning outcomes, and analyse student performance systematically. The workshop reaffirmed the institution's commitment to academic excellence, continuous quality improvement, and the implementation of best practices in teaching, learning, and evaluation.

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